

# teacher's handbook

Version 3 March 2010



## **GCSE** Citizenship

J269 – Full Course  
J029 – Short Course

This handbook is designed to accompany the OCR GCSE Citizenship specification for teaching from September 2009. This booklet contains the following support materials:

- Subject specific guidance
- Resource list
- Publisher partner resources
- Frequently asked questions
- Other forms of support.

OCR GCSE  
**CITIZENSHIP**

[www.ocr.org.uk/citizenship/newgcse](http://www.ocr.org.uk/citizenship/newgcse)

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# Introduction

All GCSEs were redeveloped for first teaching in September 2009.

We took this opportunity to improve the quality of our GCSEs for teachers and students alike.

Improvements were made in three key areas: updated and relevant content, a focus on developing students personal, learning and thinking skills, and flexible assessment, so you can choose the best learning approach for the job.

We want to make the introduction of these new GCSEs as easy for you to manage as possible.

The main changes are :

Controlled assessment will be introduced for most subjects

The opportunity will be taken to bring course content up to date

Examinations should provide opportunity for extended writing and more varied question types

All GCSEs will meet the requirements of the Disability Discrimination Act.

Our approach is to provide consistency across all our GCSEs by offering the flexibility that unitised qualifications bring, allowing teaching and assessment to be either a linear or unitised fashion.

In addition, OCR now offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specification and to support you while teaching them.

It is important to make the point that this Teacher Handbook plays a secondary role to the specifications themselves. The GCSE Citizenship specification is the document on which assessment is based: it specifies what content and skills need to be covered. At all times therefore, the Teacher Handbook should be read in conjunction with the Specification. If clarification on a particular point is sought, then that clarification must be found in the Specification itself.

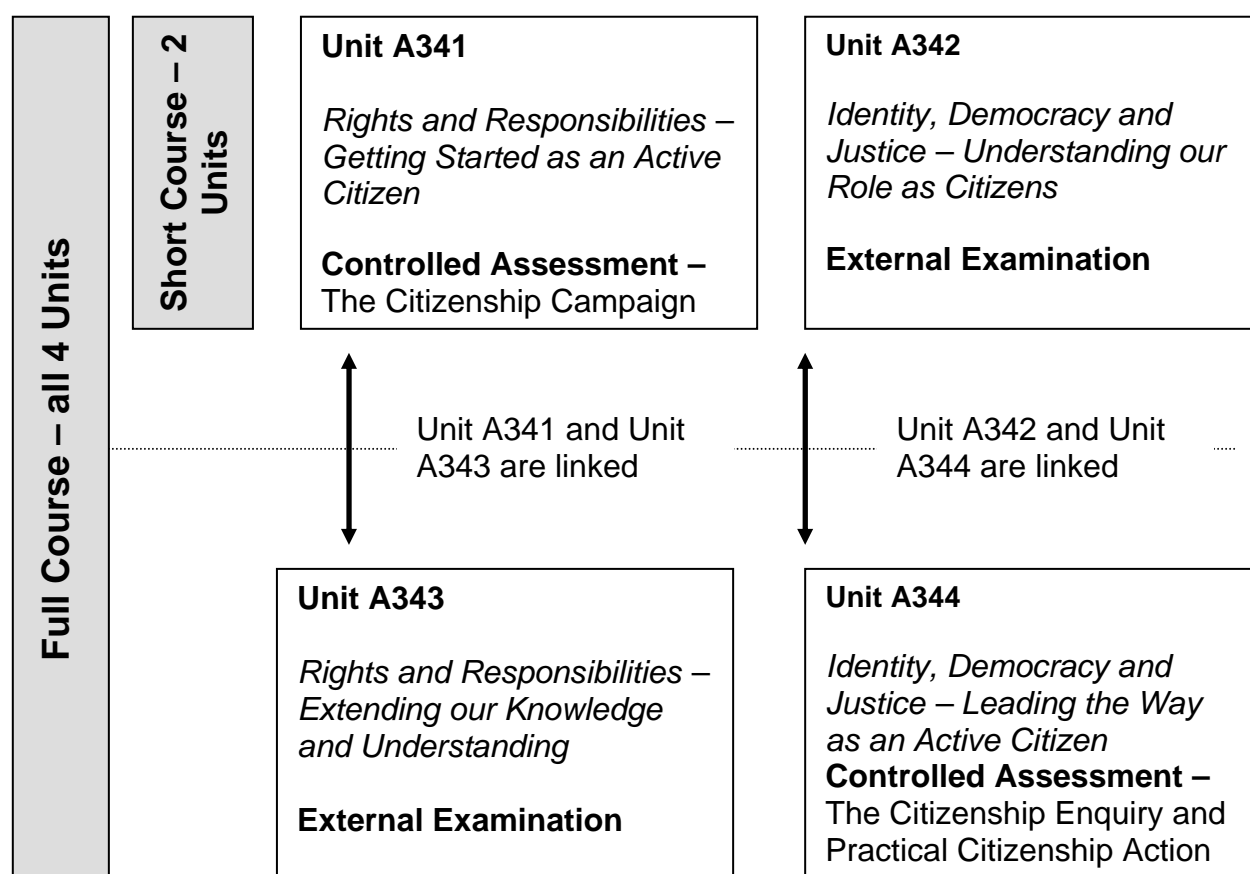
# Subject specific guidance

The Handbook should be used in conjunction with the Specification and the Specimen Assessment Materials which can also be found on the OCR website. A Guide to Controlled Assessment can also be found on the OCR website.

Whether you plan to follow the Short Course or the complementary Full Course, you should find the Handbook useful.

The diagram below shows the relationship between the four OCR Citizenship Studies units. By taking Units A341 and A342, students qualify for the Short Course GCSE. By taking all four units, students qualify for the Full Course GCSE.

## Specification Structure



Our Short Course and Full Course units are complementary. This makes progression from the short course to the full course very straightforward. Unit A343 is an extension of the content in Unit A341 while A344 extends Unit A342.

This is why teachers are already planning to organise the Full Course into two themes:

Rights and Responsibilities (Units A341 and A343)

Identity, Democracy and Justice (Units A342 and A344)

# Resources

## Unit A342. Identity, Democracy and Justice – Understanding our Role as Citizens

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### General

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OCR Citizenship Studies for GCSE 2<sup>nd</sup> Edition (Student Book)  
Tony Thorpe Hodder

OCR Citizenship Studies for GCSE 2<sup>nd</sup> Edition (Teachers' Resource Book)  
Rebecca Bentley and Steve Johnson Hodder

OCR Citizenship Studies for GCSE (Revision Book)  
Steve Johnson Hodder

Young Citizen's Passport  
Citizenship Foundation Hodder

Inside Britain: A Guide to the UK Constitution  
Citizenship Foundation Hodder

The BBC website offers unrivalled coverage of UK citizenship issues.  
[www.bbc.co.uk](http://www.bbc.co.uk)

The Direct Gov website is the official website for citizens in the UK and has very useful and up to date sections on rights, the law and general citizenship issues.  
[www.direct.gov.uk](http://www.direct.gov.uk)

The British Library, a look at historical campaigns as a starting point, resources include a student handbook for running a campaign <http://www.bl.uk/campaign>

### Section 3.2.1 Citizenship Identity and Community in the United Kingdom

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Life in the United Kingdom: A Journey to Citizenship 2<sup>nd</sup> Edition  
Home Office HMSO

An online exhibition of key events and documents on the development of citizenship in the UK from the National Archives. [www.nationalarchives.gov.uk/pathways/citizenship](http://www.nationalarchives.gov.uk/pathways/citizenship)

Landmarks Understanding Slavery DVD and other teaching resources from  
[www.understandingslavery.com](http://www.understandingslavery.com)

Moving Here – Migration Histories an online history of migration to the UK by people from South Asia, Ireland, the Caribbean and by Jewish people.

[www.movinghere.org.uk](http://www.movinghere.org.uk)

The Black Presence website provides accessible biographies of prominent black citizens such as Dame Kelly Holmes and Baroness Amos.

[www.blackpresence.co.uk](http://www.blackpresence.co.uk)

Prominent Asian business people are celebrated each year in the Asian Business Awards

[www.theasianbusinessawards.co.uk](http://www.theasianbusinessawards.co.uk)

The Eastern Eye website offers lots of positive stories about successful Asians in the UK

[www.easterneyeuk.co.uk](http://www.easterneyeuk.co.uk)

The BBC Who do you think you are? programme includes the family histories prominent black Britons such as Ainsley Harriott.

[www.bbc.co.uk/whodoyouthinkyouare](http://www.bbc.co.uk/whodoyouthinkyouare)

The 2007 Citizenship Survey shows how the descendants of recent immigrants to the UK are feeling more integrated.

[www.communities.gov.uk](http://www.communities.gov.uk)

The Office of National Statistics provides up to date figures on migration and asylum seeking that can be used as a stimulus for student investigation and discussion.

[www.statistics.gov.uk](http://www.statistics.gov.uk)

The Equality and Human Rights Commission has a link to an interactive national map showing the ethnic diversity across the UK.

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

There are some excellent community cohesion case studies on the Teacher Net website.

[www.teachernet.gov.uk](http://www.teachernet.gov.uk)

## Section 3.2.2 Fairness and Justice in Decision Making and the Law

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The Magistrates Association has a youth site that gives a very useful overview of the courts and their work [www.magistrates-association.org.uk/youth\\_site](http://www.magistrates-association.org.uk/youth_site)

The Connexions Direct website contains very accessible advice on young people's rights and responsibilities rights in connection with the law and the police. [www.connexions-direct.com](http://www.connexions-direct.com)

The Metropolitan Police website includes details about the role of the police and rights and responsibilities with regard to stop and search. [www.met.police.uk/youngpeople](http://www.met.police.uk/youngpeople)

The Citizenship Foundation has a free downloadable guide to the law for young people with SEN. Trouble for Danny: Making SENSE of the Law. [www.citizenshipfoundation.org.uk](http://www.citizenshipfoundation.org.uk)

The British Red Cross website provides excellent information and resources for teaching about International Humanitarian Law. [www.redcross.org.uk](http://www.redcross.org.uk)

The Citizens Advice Bureau offers a range of accessible legal advice to young people through the website [www.adviceguide.org.uk/index/your\\_rights/legal\\_system/young\\_people\\_and\\_the\\_law](http://www.adviceguide.org.uk/index/your_rights/legal_system/young_people_and_the_law)

Discover Parliament from the Houses of Parliament Education Service is a simple guide to how laws are made.

The Parliamentary Education Unit also has a comprehensive website [www.explore.parliament.uk](http://www.explore.parliament.uk)

### Section 3.2.3 Democracy and Voting

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Life in the United Kingdom: A Journey to Citizenship 2<sup>nd</sup> Edition  
Home Office HMSO

An online exhibition of key events and documents in the development of citizenship in the UK from the National Archives. [www.nationalarchives.gov.uk/pathways/citizenship](http://www.nationalarchives.gov.uk/pathways/citizenship)

The Hansard Society's free resource – the Big Ben and All That! CD-Rom – provides an accessible insight in to the workings of Parliament. [www.hansard-society.org.uk](http://www.hansard-society.org.uk)

The History Learning Site gives detailed but accessible definitions of different forms of democracy. [www.historylearningsite.co.uk/democracy](http://www.historylearningsite.co.uk/democracy)

The Parliamentary Education Unit's DVD The General Election Explained uses a case study of the 2005 General Election to show how candidates get their message across. It also poses the question, Is our Election System Fair? [www.explore.parliament.uk](http://www.explore.parliament.uk)

The websites of the main political parties provide useful insights into how political parties work in a democracy. Try the youth sections of the websites for policies and information that might appeal to young people. [www.conservatives.com](http://www.conservatives.com) , [www.labour.org.uk](http://www.labour.org.uk) , [www.libdems.org.uk](http://www.libdems.org.uk)

Organisations and pressure groups that might appeal to young people and offer different insights into the political process include the following:

National Union of Students [www.nus.org.uk](http://www.nus.org.uk)

The British Youth Council [www.byc.org.uk](http://www.byc.org.uk)

Let's Kick Racism Out of Football [www.kickitout.org](http://www.kickitout.org)

The Countryside Alliance [www.countryside-alliance.org](http://www.countryside-alliance.org)

The League Against Cruel Sports [www.league.org.uk](http://www.league.org.uk)

Greenpeace International [www.greenpeace.org/international](http://www.greenpeace.org/international)

## Section 3.2.4 The United Kingdom's relationships in Europe, and relationships with the Commonwealth and the United Nations

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Europe in 12 Lessons  
How the European Union Works

Published by the European Union  
Published by the European Union

Both of the above are detailed and useful for reference.

The European Union website is detailed and comprehensive but also accessible. It is very useful for researching the benefits of EU membership for young people. [www.europa.eu](http://www.europa.eu)

The Commonwealth Secretariat has an accessible website with a simple animated Commonwealth Tour and a Frequently Asked Questions section. Students can easily work out the purpose of the Commonwealth by using the site. [www.thecommonwealth.org](http://www.thecommonwealth.org)

The United Nations has a website for young people and teachers  
[www.un.org/Pubs/CyberSchoolBus](http://www.un.org/Pubs/CyberSchoolBus)

This detailed and accessible site enables students to understand the different roles of the UN.

The United Nations Association website is excellent as a source on UN campaigns and will help students to evaluate the role and effectiveness on the UN. [www.una-uk.org](http://www.una-uk.org)



## Unit A343: Rights and Responsibilities – Extending our Knowledge and Understanding

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### 3.3.1 – Our rights and responsibilities at school/college and within the wider community

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Useful materials on building an effective School Council are available from [www.schoolcouncils.org](http://www.schoolcouncils.org)

The Children's Legal Centre is a unique, independent national charity concerned with law and policy affecting children and young people. [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

When evaluating additional support available Citizens Advice is a good starting place. [www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)

Trading Standards Central is a one stop shop for consumer protection information in the UK. The site is supported and maintained by TSI, the Trading Standards Institute. [www.tradingstandards.gov.uk](http://www.tradingstandards.gov.uk)

Students need to analyse the Universal Declaration of Human Rights, the European Convention on Human Rights and the Human Rights Act. Copies of these documents are available at the links below.

[www.unhchr.ch/udhr/](http://www.unhchr.ch/udhr/)

[www.hri.org/docs/ECHR50.html](http://www.hri.org/docs/ECHR50.html)

[www.direct.gov.uk](http://www.direct.gov.uk)

### 3.3.2 – Our rights and responsibilities as citizens within the economy and welfare systems

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*The resources for Controlled Assessment used in 3.1.2 are also useful in this section. (See Guide to Controlled Assessment)*

The Confederation of British Industry is the premier lobbying organisation for UK business on national and international issues. They work with the UK government, international legislators and policymakers to help UK businesses compete effectively. [www.cbi.org.uk](http://www.cbi.org.uk)

The Institute of Directors is an influential organisation which represents the concerns of Directors to government. It also provides professional business support. [www.iod.co.uk](http://www.iod.co.uk)

### 3.3.3 – Extending understanding of a global citizen’s rights and responsibilities

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*The resources used in 3.1.3 are also useful in this section. (See Guide to Controlled Assessment)*

Agenda 21 is a comprehensive plan of action to be taken globally, nationally and locally by organizations of the United Nations System, Governments, and Major Groups in every area in which human impacts on the environment.

<http://www.un.org/esa/sustdev/documents/agenda21/index.htm>

There are a number of websites dealing with the issues of fair trade:

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

<http://www.oxfam.org/en/campaigns/trade>

<http://peacecoffee.com/fairtrade.htm>

<http://www.co-operative.coop/food/Fairtrade/>

Geography resources can be useful when looking at aid to Less Economically Developed Countries:

<http://www.sln.org.uk/geography/schools/blythebridge/GCSEDevelopmentAid.htm>

<http://www.bbc.co.uk/schools/gcsebitesize/geography/development/developmentproblemsrev3.shtml>

# Other forms of Support

In order to help you implement the new GCSE Citizenship Specification effectively, OCR offers a comprehensive package of support. This includes:

## Published Resources

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OCR offers centres a wealth of quality published support with a fantastic choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

## Publisher partners

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OCR works in close collaboration with three Publisher Partners; Hodder Education, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- Better published support, available when you need it, tailored to OCR specifications
- Quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials
- More resources for specifications with lower candidate entries
- Materials that are subject to a thorough quality assurance process to achieve endorsement

Hodder Education is the publisher partner for OCR GCSE Citizenship.



Hodder Education is producing the following resources for OCR GCSE Citizenship, which is available now:

OCR Citizenship Studies for GCSE Student's Book  
Tony Thorpe & Julie Nakhimoff  
ISBN: 978 0340 98249 5  
Published: 26/06/2009

OCR Citizenship Studies for GCSE Teachers Resource Book  
Tony Thorpe & Julie Nakhimoff  
ISBN: 978 0340 98282 2  
Published: 25/09/2009

## Approved publications

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OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.



## Endorsement

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OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner" or "Approved publication" logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification. Any resource lists which are produced by OCR shall include a range of appropriate texts.

## OCR Training

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A full range of training events provide valuable support, for the delivery and assessment of OCR qualifications:

### **Get Ready...**

An overview of new OCR specifications

### **Get Started...**

For teachers preparing to deliver or already delivering OCR specifications

### **Get Ahead...**

For teachers wanting to improve delivery and assessment of a current OCR specification

### **Lead the way...**

To encourage creativity and innovation

View up-to-date event details and make online bookings at [www.ocreventbooker.org.uk](http://www.ocreventbooker.org.uk) or view our new training e-books at [www.ocr.org.uk/training](http://www.ocr.org.uk/training). If you are unable to find what you are looking for contact us by e-mail [training@ocr.org.uk](mailto:training@ocr.org.uk) or telephone 02476 496398.

## e-Communities

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Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit <https://community.ocr.org.uk>, choose your community and join the discussion!

## Interchange

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OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate a free access to candidate information at you convenience. Sign up at <https://interchange.ocr.org.uk>

# Frequently Asked Questions

## Units A341 and A343

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### **How does Unit A341 relate to Unit A343?**

Unit A341 and A343 include complementary concepts, terminology and content based on the shared theme of *Rights and Responsibilities*. Unit A343 extends the subject content of Unit A341 so that students can broaden and deepen their understanding. However Unit A343 is not more difficult than Unit A341.

### **How long should I spend on the subject content for Unit A343?**

Between 20 and 30 guided learning hours.

### **Will the exam for Unit A343 cover all the subject content?**

It will be impossible for a short exam to cover every piece of subject content but the paper will sample each of the four sections in Unit A343.

### **Do I start the course by teaching Unit A341?**

Unit A342 can be taught first. Should you do this, students may be ready to sit the January exam. There are aspects of Unit A341, such as rights and responsibilities, which students will find it helpful to cover before they start on the content for Unit A342.

### **Should I teach all the content in Unit A341 before teaching the content in Unit A343?**

The content in the two units is complementary so it is best to teach them in combination by integrating the subject content. An example of this is given in the Scheme of Work and Lesson Plans booklet. Not only does this save time, it also offers students a more coherent experience and provides a more secure foundation for the controlled assessment (*Citizenship Campaign*).

### **Do I have to decide whether to enter my students for the full course at the start of Year 10?**

You need not decide whether to enter students for the full course certificate until the spring of Year 11. If you are unsure what to do, why not delay your decision until after the first Controlled Assessment (*Citizenship Campaign*) for Unit A341? You might decide to enter some students in your class for the full course qualification by submitting their controlled assessment for Unit A344 for external moderation and entering them for the exam on Unit A343. While you may be content that others complete the short course qualification through the Unit A342 exam and the controlled assessment for Unit A341.

### **Can students develop their understanding through visiting speakers?**

This is an excellent way to support learning in sections 3.4.2 and 3.4.3 as long as you prime the visitors with appropriate questions in advance. Some teachers have linked this with careers education with respect to the legal and justice system while others have used video conferencing as an alternative to school visits. Your police Schools' Liaison Officer will usually be only too pleased to help you.

### **Do I have to teach all of the theory for A341 and then start the controlled assessment?**

You might need to start with some introductory theory eg: 3.1.1 but then you may find that it is

easier to integrate the controlled assessment with the theory. Once again this may save some time in the overall scheme of work.

### **How much detail is required when teaching about laws?**

Candidates need to know their rights and responsibilities under certain laws but they do not need to have in depth knowledge of these laws.

### **In 3.1.3 candidates have to ‘evaluate with reference to one topical global issue’ does it matter what issue I select?**

No, the important part of this is that action at different levels can be discussed (eg: individuals, organisation, businesses and governments).

### **I’m unsure of how to manage the controlled assessment for Unit A341. Can you give me some advice?**

The Specimen Assessment Materials and the Guide to Controlled Assessment offer guidance to students and teachers on the *Citizenship Campaign*. Some teachers may have doubts about managing the *Citizenship Campaign* if they have large cohorts of students.

One way forward is to consult class teachers to decide a different issue for the campaign for each class. Further divide the class so that different groups of students are taking different actions. Don’t forget to involve your special needs department in arranging support for those students who would benefit from it. Some teachers reorganise the students into different groups depending on the issues they are working on. In those schools with flexible accommodation, teachers combine groups to provide support from two teachers and a teaching assistant.

Remember that the controlled assessment for unit A341 is worth 30% of the final mark for the full course (and 60% of the final mark for the short course). Point this out to your link on the school’s Leadership Team whom you should ask for advice on any logistical issues.

### **Who should the campaign be aimed at?**

The campaign must be aimed at decision makers, These can vary depending on the issue which is being campaigned about. Decision makers will include; the school leadership team, Governors, members of the school council, local councillors, Members of Parliament, Assembly Members, local business people. A decision maker must have some influence or power. It is not appropriate to use fellow students as decision makers.

## **Units A342 and A344**

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### **How does Unit A342 relate to Unit A344?**

Unit A342 and A344 include complementary concepts, terminology and content based on the shared theme of *Identity, Democracy and Justice*. Unit A344 extends the subject content of Unit A342 so that students can broaden and deepen their understanding. However Unit A344 is not more difficult than Unit A342.

### **How long should I spend on the subject content for Unit A342?**

Between 20 and 30 guided learning hours.

**Will the exam for Unit A342 cover all the subject content?**

It will be impossible for a short exam to cover every piece of subject content but the paper will sample each of the four sections in Unit A342.

**Can I teach Unit A342 before A341?**

Unit A342 can be taught first. Should you do this, students may be ready to sit the January exam. However, there are aspects of Unit A341, such as rights and responsibilities, which students will find it helpful to cover before they start on the content for Unit A342.

**Should I teach all the content in Unit A342 before teaching the content in Unit A344?**

The content in the two units is complementary so it is best to teach them in combination by integrating the subject content. An example of this is given in the Scheme of Work and Lesson Plan booklet. Not only does this save time, it also offers students a more coherent experience and provides a more secure foundation for the controlled assessment (*Citizenship Enquiry* and *Practical Citizenship Action*).

**Do I have to decide whether to enter my students for the full course at the start of Year 10?**

You need not decide whether to enter students for the full course certificate until the spring of Year 11. If you are unsure what to do, why not delay your decision until after the first controlled assessment (*Citizenship Campaign*) for Unit A341? You might decide to enter some students in your class for the full course qualification by submitting their controlled assessment for Unit A344 for external moderation and entering them for the exam on Unit A343. While you may be content that others complete the short course qualification through the Unit A342 exam and the Controlled Assessment for Unit A341.

**My school is almost all white. Do I need to explore cultural diversity?**

Many people would argue that exploring cultural diversity is even more important in a culturally homogeneous school. This may be the only chance students get to understand and appreciate that they live in a culturally diverse society. Positive images of other cultures will be particularly important to counter the uncertainty and fear that some students may face.

**Is community cohesion just about race?**

Community cohesion is about all students understanding and appreciating others from different backgrounds and feeling part of a community, at a local, national and international level. So race and ethnicity are important factors in promoting community cohesion but so too are gender, age and disability.

**How much detail is needed in the section on *Fairness and Justice in Decision-Making and the Law*?**

This is probably one of the most important sections of the specification for some young people. It is important for students to understand the rights they have when stopped or arrested by the police. It is equally important for them to understand the responsibilities we all have to avoid engaging in criminal behaviour and to support both the police and courts in achieving justice. Young people should understand their rights if they are victims of crime and their rights and responsibilities as witnesses. It is clearly important for them to know how to obtain legal advice and support.



**In the section on *Democracy and Voting*, how important is it for young people to understand the differences between the political parties?**

The emphasis in this section is on the political process and students will not be expected to know the policies of the main political parties in any detail. However, it may be useful to explain that Labour and, less so, the Liberal Democrats tend to be in favour in using taxation to provide public services centrally while the Conservatives are more likely to want people to pay less tax but pay for services when they need them. Clearly this distinction does not always apply but it does hold good most of the time when explaining ideological differences between political groupings in Europe and across the world.

**There is more emphasis on the European Union (EU) in this new specification. How can teachers make this interesting and relevant?**

OFSTED have reported that most teachers shy away from teaching about the EU. That may be because they think students will be bored. Why not adopt an investigative approach and ask students to use parts of the excellent EU website, [http://europa.eu/index\\_en.htm](http://europa.eu/index_en.htm), to explore specific ways in which the EU impacts on the lives of young people with respect to: rights; travel; study and work?

**In Unit A344, there are sections of content on “researching the needs of different groups in the local community” and “actively engaging in community action”. Are these in addition to the controlled assessment?**

These are just two of the content areas that students should cover as part of their controlled assessment (Citizenship Enquiry and Practical Citizenship Action). You may also decide that other areas of content in section 3.4.1 can be covered in this way, especially as the Source Book will be based on this section of the subject content.

**In Unit A344, students need to understand the roles of magistrates, the police, MPs and media editors. Can students develop such understanding through visiting speakers?**

This is an excellent way to support learning in sections 3.4.2 and 3.4.3 as long as you prime the visitors in advance with appropriate questions. Some teachers have linked this with careers education with respect to the legal and justice system while others have used video conferencing as an alternative to school visits. Your police Schools' Liaison Officer will usually be only too pleased to help you.

**I'm unsure of how to manage the controlled assessment for Unit A344. Can you give me some advice?**

The Specimen Assessment Materials and the Guide to Controlled Assessment offer guidance to students and teachers on both parts of the controlled assessment (*Citizenship Enquiry* and *Practical Citizenship Action*). After reading this through, most teachers are quite happy about the *Citizenship Enquiry* but have doubts about managing the *Practical Citizenship Action* if they have large cohorts of students.

One way forward is to consult class teachers to decide a different issue for the *Practical Citizenship Action* for each class. Further divide the class so that different groups of students are taking different actions. Don't forget to involve your special needs department in arranging support for those students who would benefit from it. Some teachers reorganise the students into different groups depending on the issues they are working on. In some schools with flexible accommodation, teachers combine groups to provide support from two teachers and a teaching assistant.

Remember that the controlled assessment for unit A344 is worth 30% of the final mark for the full course and point this out to your link on the school's Leadership Team whom you should ask for advice on any logistical issues.

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[www.ocr.org.uk](http://www.ocr.org.uk)

OCR customer contact centre

**General qualifications**

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Facsimile 01223 552627

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