Citizenship

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Citizenship Studies

Guide to Controlled Assessment

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1 Introduction

1.1 What Is Controlled Assessment?

High, medium or limited control levels are set for each of the Controlled Assessment processes: task setting, task taking and task marking. For each stage, the level of control will ensure reliability and authenticity, and make assessments more manageable for teachers and candidates.

Weighting of Controlled Assessments is defined by QCA subject criteria and, depending on the subject, will be 25% or 60% of the total assessment.

1.2 What does 'control' actually mean?

QCA has produced a Glossary of terms for Controlled Assessment regulations. The levels of controls are defined as follows:

- Formal supervision (High level of control) – the candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.

- Informal supervision (Medium level of control) – questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to (i) ensuring that the contributions of individual candidates are recorded accurately, and (ii) ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.

- Limited supervision (Limited level of control) – requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

1.3 What is the purpose of this Guide?

This Guide provides detailed information for teachers about how to manage Controlled Assessment: some of the information applies to all GCSE subjects and some information provides subject specific guidance. It is important to make the point that this Guide plays a secondary role to the Specification itself. The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course.

At all times, therefore, this teacher support should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

Teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this Guide is offered as guidance but may be subject to modifications by the individual teacher.

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2 Summary of the Controlled Assessment units

Unit A341: Rights and Responsibilities – Getting Started as an Active Citizen

This unit represents 60% of the total assessment for the Short Course and 30% of the total assessment for the Full Course and has a maximum of 30 marks.

Opportunity is given for centres to choose the Citizenship Campaign task offered by OCR or to devise and resource their own tasks based on the further guidance provided to centres for task setting. The task provided by OCR and the further guidance and examples will be refreshed every two years and changed where necessary to ensure that they remain topical.

This unit is internally assessed, applying the principles of Controlled Assessment. Controls are set within the assessment in each of the stages of the assessment process:

Task setting: high level of control.

Task taking: this stage is divided into five different stages, each with a different level of control

- Research and investigate issues and evidence: limited level of control
- Evaluate issues and evidence: medium level of control
- Plan: limited level of control
- Engage in the planned action: limited level of control
- Evaluate the action: medium level of control

Task marking: medium level of control.

Unit A344: Identity, Democracy and Justice – Leading the Way as an Active Citizen

This unit represents 30% of the total assessment for the Full Course and has a maximum of 30 marks.

Part One of the Controlled Assessment for Unit A344 is the Citizenship Enquiry which will be based upon a topical theme or issue set by OCR. The Citizenship Enquiry will relate to the specified subject content for the unit. The topical theme and source materials will be different each year. Candidates have an element of choice regarding selection of further research materials available to them.

Part Two of the Controlled Assessment for Unit A344 is the Practical Citizenship Action. Candidates will be able to choose an issue for their action that is linked to their Citizenship Enquiry and that suits the opportunities, facilities and resources available in the area local to their centre. The choice of issues available to candidates and the linked examples of possible action for candidates to take will be reviewed and refreshed every year in conjunction with the theme for the Citizenship Enquiry.

This unit is internally assessed, applying the principles of Controlled Assessment. Controls are set within the assessment in each of the stages of the assessment process:

Task setting: high level of control.

Task taking: this stage is divided into six different stages, each with a different level of control:

- Research: limited level of control
- Respond to a viewpoint using evidence: medium level of control
- Research on the important issues and appropriate action: limited level of control
- Plan: limited level of control
- Engage in the planned action: limited level of control
- Evaluate the action: medium level of control

Task marking: medium level of control.

More information about each stage of the process is provided in the following sections of this Guide.

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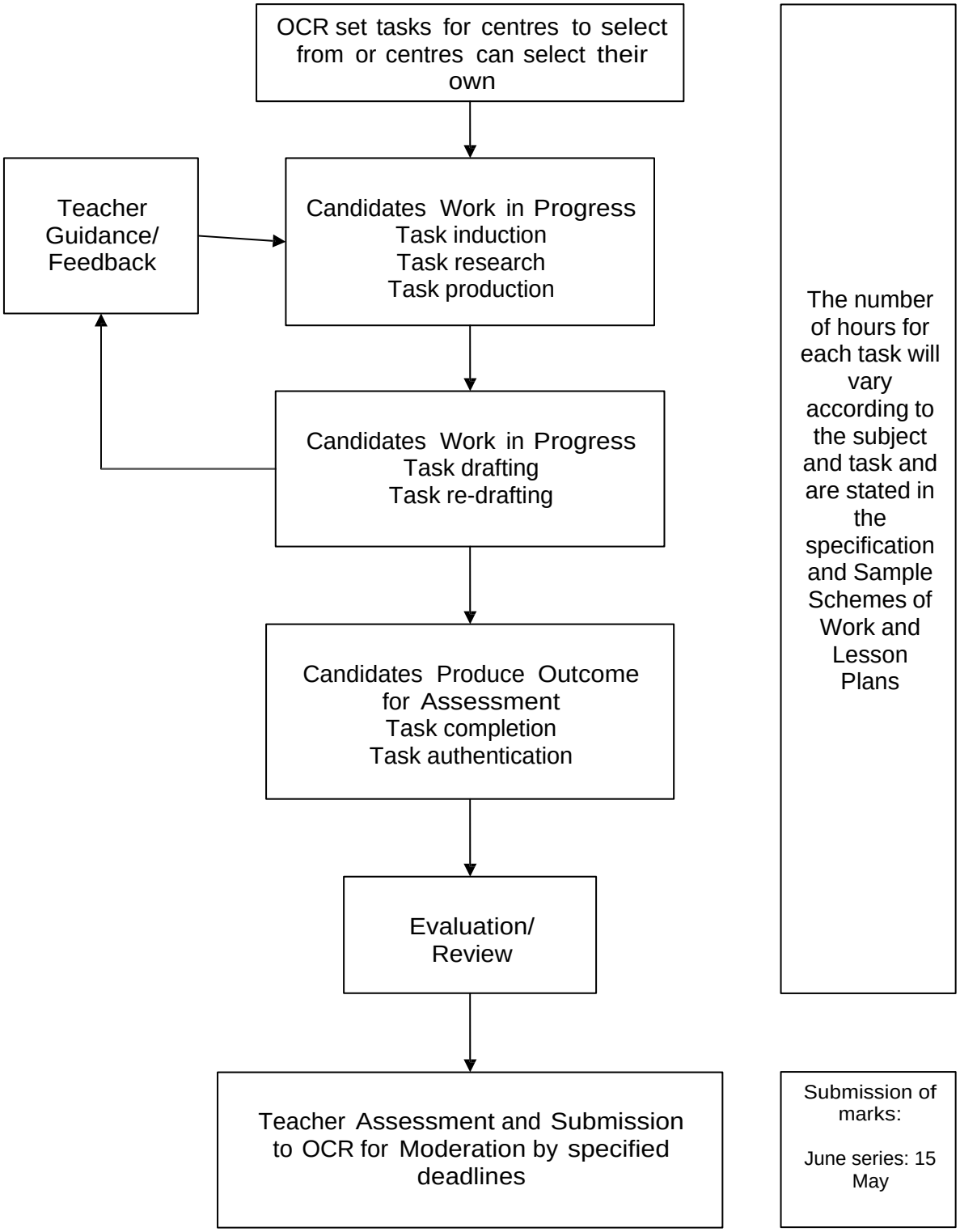
3 Teacher guidance on how to plan Controlled Assessment

3.1 Controlled Assessment delivery flow chart



3.2 Guidance on the release of Controlled Assessment tasks to candidates

3.2.1 Choice of Controlled Assessment task

OCR will assume a high level of control in relation to the setting of tasks. Clear guidance and exemplar materials are provided to ensure a high degree of consistency in the specific tasks devised by candidates. Exemplar materials have been designed to meet the full assessment requirements of the unit. Candidates and centres have opportunity to use this guidance and the exemplar materials to help them devise tasks to suit their specific circumstances including the availability of and access to resources. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of each unit in order to complete the evidence requirements of the assessment tasks.

The following skills are assessed through Controlled Assessment:

Enquiry:

- Researching issues.

Advocacy and representation:

- Evaluating different ideas and viewpoints
- Presenting a convincing argument.

Taking informed and responsible action:

- Researching action to address Citizenship issues
- Planning, negotiating and taking action to address Citizenship issues
- Making recommendations to others for further action
- Evaluating the impact of action.

3.2.2 When and how to give Controlled Assessment tasks to candidates

Controlled Assessment tasks will be available from Interchange from 1 June – 15 May of the year prior to an assessment series, i.e. 1 June 2009 for assessment in June 2010 series.

Controlled assessment tasks may be undertaken at any point between release of the task by OCR and the examination series for which the task must be submitted. Each controlled assessment task will be

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valid for submission in a single examination series only. **Centres must ensure that candidates undertake a task that is valid for submission in the year in which the candidate intends to submit it**.

The series in which each task can be submitted will be clearly marked on the front cover of each task. Tasks will not be valid for submission in any examination series other than that indicated.

Tasks for the controlled assessment will be made available on OCR Interchange, ahead of the examination series for which the tasks are to be submitted. These will be removed upon expiry. Guidance on how to access controlled assessment tasks from OCR Interchange is available on the OCR website: www.ocr.org.uk.

When to give Controlled Assessment tasks to candidates

Controlled Assessment tasks will be available from the 1 June in the year before assessment, however it is up to teachers to decide when to give these tasks to candidates. Teachers may feel it is helpful for candidates to have the tasks early on in the year, for example at the start of the school year in September, so that they can be thinking about them in advance of identifying an issue and beginning their research. Alternatively, teachers may prefer to wait and give tasks to candidates only at the beginning of the research period. This will depend on centre specific circumstances, and teachers are in the best position to judge what is most suitable for their candidates.

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How to plan and prepare candidates for Controlled Assessment

Unit A341 Rights and Responsibilities – Getting Started as an Active Citizen

Activities

1. Identify the further possible issues to campaign about that would be appropriate to your school / local community

OCR Approved Theme	Example Issues
The legal rights or responsibilities of a young person	Should changes be made to any of the ages at which young people gain particular legal rights? Your issue:
Awareness of fundamental human rights	Should our school, community or local authority support prisoners of conscience? Your issue:
Human rights in conflict	When improving safety and security, how far should our school, local community or government limit individual freedom? (Speed limits, security cameras, biometric registration in school, DNA testing, curfews, identity cards, periods of detention without charge, etc). Your issue:
Promoting greater candidate engagement in school or college.	How can we encourage more candidates to take our School / College / Candidate Council seriously? Your issue:
Our rights and responsibilities in the economy.	Should the government increase taxation so that class sizes can be reduced in schools? Your issue:

Our rights and responsibilities as consumers.	Should mobile phone companies make charging clearer? Your issue:
Our rights and responsibilities in employment.	Should the government adjust the national minimum wage so that it applies to people under school leaving age? Your issue:
Our rights and responsibilities as tenants.	Should schools teach more about young people's rights as tenants? Your issue:
Our responsibilities for the earth's resources.	Should we use less energy in our school / community? Your issue:
Our responsibilities as global citizens.	Should school catering or our local supermarket promote more fair trade products? Your issue:
Our responsibilities to support the people of other nations.	Should the United Kingdom government do more to support people in Less Economically Developing Countries (LEDCs)? Your issue:

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Additional Guidance for Teachers in Selecting Appropriate Issues and Campaigns

1 Consult your school's Leadership Team about appropriate issues in your school.

2 Consider what is manageable in your school or for your class. The OCR specification gives you the flexibility for:

- Different groups in a class to campaign on the same issue.
- Different groups in a class to undertake different types of campaign linked to the same issue.
- Different groups in a class to undertake different campaigns linked to different issues.

3 Consult the staff member responsible for school visits and / or child protection about the health and safety implications of any campaigns that involve candidates working in the community.

2. Identify how you might organise the Citizenship Campaign in your school or class (Use the Additional Guidance on the previous page, the Specimen Controlled Assessment Material Tasks for Unit A341and the flow chart below, to help you)

Citizenship Enquiry and Practical Citizenship Action – Teacher Check List

Action	Notes	Completion Dates
Decide when to conduct the Controlled Assessments for Unit A341.	35/17 You will need to send results of the CA to OCR in May of the year of the course you are entering this unit. 35/17 Decide whether to submit the CA to OCR electronically by using the OCR Repository. 35/17 Candidates will need at least 37 hours of guided learning time (includes homework) 35/17 Consult a member of your Leadership Team to ensure that your plans do not clash with other assessments in your school and to ask for blocks of time to complete parts of the CA if appropriate. 35/17 Ensure that the SENCO is able to allocate support to candidates at the times when they will be completing assessed work under informal supervision 35/17 Arrange computer access for parts of the CA if appropriate	
Choose the possible issue(s) for the Citizenship Campaign	35/17 Consult the Leadership Team and your team 35/17 Decide the extent of the choice you will offer to your candidates – see additional guidance on the previous page 35/17 Check assessment arrangements carefully with your team by scrutinising the Controlled Assessment mark scheme (Pay especial attention to the arrangements for assessing the Taking Action and discuss the evidence of achievement that you may be using in this context) 35/17 Check the extent to which teachers can support candidates at each stage of the CA – refer to page 36 of the specification for a concise overview of the assessment - and plan for consistency across your team.	
Engage in a preliminary discussion of the Citizenship Campaign with candidates.	35/17 Introduce the theme(s) and any issue(s) selected by your team 35/17 Ask candidates to begin to think about suggesting issues, actions and groupings 35/17 Issue the Information for Candidates provided by OCR, modifying it as necessary for your candidates 35/17 Emphasise the importance of the Proposal Form and that the proposed action must be approved by you and the form sent to OCR with the candidate's assessment materials	

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Vet candidates' proposals with your team)	Allow plenty of time for this and consult widely as necessary Are the proposals appropriate, practical and manageable? What are the implications for supervision and safeguarding? Decide a means of informing staff and parents about the proposals.	
Discuss how candidates will research and investigate issues and evidence. Guide time for candidates' research is 10 learning hours.	Explain the need to research current viewpoints on the issue. Keep records/evidence of all research (this will be needed for their evaluation). Ensure research is widespread to show evidence of the need for the campaign When working in groups each candidate needs evidence of their own contribution.	
Make arrangements for candidates to complete their evaluation of issues and evidence where informal supervision is required (The 3 hour task).	Check the times you have chosen for this fit with the school calendar and that special needs support is available. Check venues and the availability of IT. Inform candidates and parents of the times / dates the task will be completed.	
Support candidates with their planning and vet the plans. (Guide time for planning is 7 learning hours)	Check that the planned actions are practical and that proper time has been allowed Check all the logistics as a "critical friend" e.g. Who should be asked for permission to use the dining hall? Can they have permission to miss afternoon lessons to meet with a member of the Leadership Team? etc. Decide how you are going to assess candidates' Citizenship Campaign. Inform them of the evidence they will need to give you. How far can you witness all their activities and to what extent do you need them to give you witness statements or video evidence?	
Support candidates through the "action" phase. (Guide time for the "action" is 16 learning hours)	Modify the Instructions to Candidates if necessary and design simple templates for them to organise the recording of their activities and their impact (examples available in the Teacher Guide published by Hodder) Ensure the candidates are fully aware of the assessment criteria (refer to Levelled Success Criteria) Be very clear about deadlines for each part of the process Arrange for interim reports and presentations from the different groups so as to monitor progress and facilitate the sharing of ideas. Be prepared to intervene to ensure candidates avoid serious errors. Recheck the mark scheme. Ensure that assessment will be reliable and valid	

Prepare candidates for the evaluation (Guide time for the evaluation is one learning hour under informal supervision)	35/17 Show candidates examples of evaluations from a different context or the example from the Teacher guide published by Hodder) 35/17 Modify the Instructions to Candidates if necessary and design simple templates for them to organise their evaluation (examples available in the Teacher Guide published by Hodder) 35/17 Check that IT facilities and special needs support are available	
Conduct an internal moderation exercise with your team	35/17 Ask each member of your team to assess 3 Controlled Assessments in pencil 35/17 Arrange a team session to agree the levels and marks for the examples you have collected. 35/17 Advise members of your team how to adjust their marking if necessary. 35/17 Continue marking	
Submit marks to OCR as advised	35/17 You will be advised to send a sample of Controlled Assessments to your moderator or OCR will select examples from the Repository if you have used it	

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Citizenship Campaign – Candidate Check List

Activity	Learning Hours	Marks	Deadlines
Obtain the instructions for the Citizenship Campaign provided by OCR.			
Complete a proposal form for your teacher. (There is a copy in the OCR instructions)			
Research and investigate issues and evidence.	10		
Evaluate issues and evidence under the supervision of your teacher.	3	10	
Plan your campaign as part of a team	7		
Manage and run your campaign	16	16	
Evaluate your campaign under the supervision of your teacher	1	4	
Hand in your Controlled Assessment			
TOTALS	37	30	

Preparing Candidates for Success in the Citizenship Campaign

Levelled Success Criteria based on the Mark Scheme for Taking Action

Check below to see what you have to show for your Citizenship Campaign

Name: ……..

Level	I can show evidence of:	Description of Evidence
MUST	my part in the campaign as part of a team working with others ways in which I changed what I was doing after changing my mind, making a mistake or getting advice the impact our action had on others	
Should	my contribution to the team plan supporting other members of my team using initiative flexibility and a willingness to adapt to changing circumstances	
Could	the whole team plan and my own part in the plan leadership in parts of the plan or campaign seeking advice and support where necessary	

Your teacher will assess your progress through their own observations and the evidence you produce. Examples of evidence could include:

- Posters, leaflets and other material, including websites, linked to your campaign
- Video of activities, meetings, assemblies, lobbying or other responsible group campaign
- Witness statements from those who have observed or been influenced by your campaign

Please hand this chart to your teacher with your evidence

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Unit A344: Identity, Democracy and Justice – Leading the Way as an Active Citizen

The Controlled Assessment for Unit A344 is divided into two parts:

Part One. The Citizenship Enquiry (12 Guided Learning Hours)

The Citizenship Enquiry is based on a Source Book. There is an example of the Source Book in the Specimen Assessment Materials.

The theme of the specimen Source Book is Citizenship Identity and Community in the United Kingdom. Within this theme, the key question for investigation is: Should people have the right to wear religious symbols at school? A different Source Book, with a fresh theme and key question for investigation, will be issued to centres each year. The Source Book theme and key question will always relate the subject content for Unit A344.

Candidates should use the Source Book, and other materials from their own independent research, to investigate the key question. They should spend up to 10 guided learning hours on this research under the limited supervision of their teacher.

Once the research is complete, teachers should give candidates a set of instructions, provided by OCR, to help them complete a response to a viewpoint related to the key question. These instructions should be given to candidates no more than 6 school weeks from the centre's first use of the Source Book.

The instructions will include a choice of at least two alternative viewpoints for candidates to evaluate. Candidates should spend up to 2 hours on this assessed response under the informal supervision of their teacher.

Part Two. The Practical Citizenship Action (25 Guided Learning Hours)

The Practical Citizenship Action can be planned at the same time as the Citizenship Enquiry but candidates should complete most of their work after they have finished their enquiry.

All Practical Citizenship Action must:

- promote community cohesion OR
- promote equal opportunity OR
- discourage discrimination in the school or local community.

Teachers should guide candidates through the following process:

- Conduct research on the chosen context and issue 5 hours
- Plan the action 6 hours
- Take the action (Assessed with limited supervision) 13 hours

- Evaluate the action (Assessed with informal supervision) 1 hour

OCR provides the contexts within which issues should be selected and action planned. The contexts are:

- Gender
- Race Ethnicity and Culture
- Age
- Disability

The Specimen Assessment Materials contain examples of the issues and actions that candidates might choose within the contexts set by OCR.

Issues can be chosen from the examples provided by OCR or specified by the school or chosen by candidates with teacher guidance.

Actions can be chosen from the examples provided by OCR or chosen by candidates with teacher guidance

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Enhanced Extract from the Specimen Assessment Materials

Context – Disability

Possible Issues	Possible Actions
1. Disabled candidates and adults have difficulties with access in your school or college	Assess and evaluate how far your school or college is accessible for disabled people, present your findings and recommendations to decision-makers within the school.
2. Some disabled people feel that people in the wider community have little understanding of their needs	Assess and evaluate how far your local community is accessible for disabled people, present your findings and recommendations to decision-makers within the school. Organise a display in the school or wider community to promote a greater understanding of the needs of disabled people. Organise visits by disabled people to talk to candidates about the problems and opportunities they face. Review, revisit and help to revise the school or college policy on equal opportunity with respect to access and disability. Create a section of your school website to promote the achievements of disabled young people in your community.

The most important decisions for teachers to make at the outset are:

1 How much choice to give candidates on the context, issue and type of action. (This will depend on the school context and the ability and aptitude of the candidates.)

2 How best to organise the candidates into small teams.

Alternative Ways to Organise Your Class

Context	Issue	Action	Notes
Teacher selects	Teacher selects	Teacher selects	This may be appropriate for candidates with limited ability or confidence. The teacher will need to make sure that each group of candidates works independently even though they are all taking the same action. Candidates will be slightly limited in the marks they can achieve on their evaluation.
Teacher selects	Teacher selects	Candidates select	This approach may suit teachers who are new to this type of task. Teachers can introduce candidates to the context and issue as a class. Choosing one context and issue for the class will also be helpful if candidates lack confidence.
Teacher selects	Candidates select	Candidates select	Confident candidates will enjoy this approach. Teachers can still introduce the context to the whole class at the start.
Candidates select	Candidates select	Candidates select	This approach most closely fits the aims of citizenship education. The teacher adopts the role of facilitator and guide. Able and confident candidates will be able to choose contexts and issues that really interest them leading to actions and evaluations of real quality.

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Citizenship Enquiry and Practical Citizenship Action – Teacher Check List

Action	Notes	Completion Dates
Decide when to conduct the Controlled Assessments for Unit A344.	35/17 You will need to send results of the CA to OCR in May of the final year of the course 35/17 Decide whether to submit the CA to OCR electronically by using the OCR Repository. 35/17 Candidates will need at least 37 hours of guided learning time (includes homework). 35/17 Consult a member of your Leadership Team to ensure that your plans do not clash with other assessments in your school and to ask for blocks of time to complete parts of the CA if appropriate. 35/17 Ensure that the SENCO is able to allocate support to candidates the times when they will be completing assessed work under informal supervision. 35/17 Arrange computer access for parts of the CA if appropriate.	
Choose the context (s) and possible issues for the Practical Citizenship Action	35/17 Check the community cohesion theme used in the Source Book issued by OCR. 35/17 Consult the Leadership Team and your team. 35/17 Decide the extent of the choice you will offer to your candidates – see additional guidance on page ….. 35/17 Check assessment arrangements carefully with your team by scrutinising the Controlled Assessment mark scheme. (Pay particular attention to the arrangements for assessing the Practical Citizenship Action and discuss the evidence of achievement that you may be using in this context.) 35/17 Check the extent to which teachers can support candidates at each stage of the CA – refer to page 36 of the specification for a concise overview of the assessment - and plan for consistency across your team.	
Discuss the Citizenship Enquiry Source Book with your team	35/17 Ensure your whole team is clear about the tasks, resources, timings, assessment requirement and the support they are able to offer candidates. 35/17 Modify the Instructions to Candidates if necessary and design simple templates for them to organise the different viewpoints and evidence (examples available in the Teacher Guide published by Hodder). 35/17 Arrange a special assembly or joint introductory lesson to launch the Citizenship Enquiry.	

	35 17 Stimulate candidates' personal research by collecting additional evidence to show what is available. Arrange for a visiting speaker if appropriate. 35 17 Plan stimulating classroom activities to encourage discussion about particular sources and the different viewpoints.	
Engage in a preliminary discussion of the Practical Citizenship Action with candidates.	35 17 Introduce the context(s) and any issue(s) selected by your team. 35 17 Relate these to the concept of community coherence and to the Source Book. 35 17 Ask candidates to begin to think about suggesting issues, actions and groupings.	
Make arrangements for candidates to complete that part of the Citizenship Enquiry where informal supervision is required (The 2 hour task to support or oppose a viewpoint from their enquiry)	35 17 Check the times you have chosen for this fit with the school calendar and that special needs support is available. 35 17 Check venues and the availability of IT. 35 17 Inform candidates and parents of the times / dates the task will be completed. 35 17 Check that you have the "unseen" task available. 35 17 Have spare Source Books available.	
Return to the discussion of the Practical Citizenship Action with candidates (Guide time for candidate research is 5 learning hours including filling in the Proposal Form – see below)	35 17 Issue the Information for Candidates provided by OCR, modifying it as necessary for your candidates. 35 17 Explain the need to research what members of the school and / or community think are important issues. (Candidates may need a great deal of guidance on this part of their assessment. They should understand that their action must promote community cohesion, promote equal opportunity or discourage discrimination. Curb their natural inclination to begin the action without carrying out the research.) 35 17 Emphasise the importance of the Proposal Form. You must approve the proposed action and the form must be sent to OCR with the candidate's assessment materials.	
Vet candidates' proposals with your team	35 17 Allow plenty of time for this and consult widely as necessary. 35 17 Are the proposals appropriate, practical and manageable? What are the implications for supervision and safeguarding? 35 17 Decide a means of informing staff and parents about the proposals.	

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Support candidates with their planning and vet the plans. (Guide time for planning is 6 learning hours)	35 17 Check that the panned actions are practical and that proper time has been allowed. 35 17 Check all the logistics as a "critical friend" e.g. Who should be asked for permission to use the dining hall? Can they have permission to miss afternoon lessons to host a pensioners' party? etc. 35 17 Decide how you are going to assess candidates' Practical Citizenship Action. Inform them of the evidence they will need to give you. How far can you witness all their activities and to what extent do you need them to give you witness statements or video evidence?	
Support candidates through the "action" phase. (Guide time for the "action" is 13 learning hours)	35 17 Modify the Instructions to Candidates if necessary and design simple templates for them to organise the recording of their activities and their impact (examples available in the Teacher Guide published by Hodder). 35 17 Ensure the candidates are fully aware of the assessment criteria (refer to Levelled Success Criteria). 35 17 Be very clear about deadlines for each part of the process. 35 17 Arrange for interim reports and presentations from the different groups so as to monitor progress and facilitate the sharing of ideas. 35 17 Be prepared to intervene to ensure candidates avoid serious errors. 35 17 Recheck the mark scheme. Ensure that assessment will be reliable and valid.	
Prepare candidates for the evaluation (Guide time for the evaluation is one learning hour under informal supervision)	35 17 Show candidates examples of evaluations from a different context or the example from the Teacher guide published by Hodder). 35 17 Modify the Instructions to Candidates if necessary and design simple templates for them to organise their evaluation (examples available in the Teacher Guide published by Hodder). 35 17 Check that IT facilities and special needs support are available.	
Conduct an internal moderation exercise with your team	35 17 Ask each member of your team to assess 3 Controlled Assessments in pencil. 35 17 Arrange a team session to agree the levels and marks for the examples you have collected. 35 17 Advise members of your team how to adjust their marking if necessary. 35 17 Continue marking.	
Submit marks to OCR as advised	35 17 You will be advised to send a sample of Controlled Assessments to your moderator or OCR will select examples from the Repository if you have used it.	

3.3 Guidance on research/data collection

(a) Authenticity control: Candidates will complete all work for assessment under direct teacher supervision except as outlined below. For GCSE in Citizenship Studies, the Citizenship Campaign or activity as well as preparatory work for assessment will be completed under informal teacher supervision; for example, it is acceptable for some aspects of exploration to be outside the direct supervision of the teacher but the teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used.

Controlled Assessment Tasks linked to Unit A341 will be subject to the following levels of control:

Title	Nature of Task	Level of Supervision	Time Control
Citizenship Campaign	Research and investigate issues and evidence	Limited	10 hours
Citizenship Campaign	Evaluate issues and evidence	Informal	3 hours
Citizenship Campaign	Plan	Limited	7 hours
Citizenship Campaign	Engage in the planned action	Limited	Up to 16 hours allowed for the whole activity.
Citizenship Campaign	Evaluate the action	Informal	1 hour
Whole Controlled Assessment	Citizenship Campaign		37 hours

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Controlled Assessment Tasks linked to Unit A344 will be subject to the following levels of control:

Title	Nature of Task	Level of Supervision	Time Control
Part One. Citizenship Enquiry	Research	Limited	10 hours
Part One. Citizenship Enquiry	Respond to a viewpoint using evidence	Informal	2 hours
Part Two. Taking Practical Citizenship Action	Research on the important issues and appropriate action	Limited	5 hours
Part Two. Taking Practical Citizenship Action	Plan	Limited	6 hours
Part Two. Taking Practical Citizenship Action	Engage in the planned action	Limited	13 hours
Part Two. Taking Practical Citizenship Action	Evaluate the action	Informal	1 hour
Whole Controlled Assessment (Part 1 + Part 2)	Enquiry and Practical Citizenship Action		37 hours

(b) Feedback control: Feedback to candidates will be encouraged but tightly defined. Within GCSE in Citizenship Studies, OCR expects teachers to supervise and guide candidates who are undertaking work that is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. When supervising tasks, teachers are expected to:

- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- Exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- Ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

(c) Time control: The time limit available to candidates to complete the assessment task in Citizenship is specified within each unit which must be completed within the series that the candidate intends to submit. Tasks will be set within a broader learning programme which will allow the acquisition of subject-specific knowledge and the development of appropriate practical skills.

Controlled Assessment tasks should be completed within the time limit and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the centre, eg research work, active Citizenship activities, etc. With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work and be able to authenticate it using the specified procedure. For the Citizenship activity in Units A341 and A344, the teacher or a valid and reliable observer with the guidance of the teacher must observe the activity and provide a short commentary, witness statement or other valid evidence such as still photographs or video for authentication. This part of the task takes place under limited supervision. Teachers must carry out assessment based on the evidence they have commissioned from the candidates and reliable observers.

(d) Collaboration control: For the Citizenship Campaign (A341) and Practical Citizenship Action (A344) to be consistent with the national programme of study, candidates must work as part of a group. However, candidates must also evidence all work individually except in the case of the Citizenship activities where the teacher or his/her representative will commission or provide such evidence, using witness statements.

(e) Resource control: Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria. For most units, basic classroom equipment will be adequate; however, for specific units the use of specialist equipment and software, ie access to the internet, may be required to enable the candidate to achieve fully.

3.4 Guidance on the production of the outcome

3.4.1 Controls for the production of the outcome

Teachers must keep live Controlled Assessment tasks secure and confidential at all times whilst in their possession. For example, candidates may collect the results of any research or investigations undertaken in a research folder which must be handed in to the teacher before the writing up sessions begin. In such circumstances, it is the responsibility of the teacher to keep the research folders secure between the writing up sessions and that candidates do not have access to these folders outside of the allotted sessions.

Completing the tasks

Candidates should be allowed sufficient time to complete all of the tasks. It is suggested that evidence is produced in several sessions, each focussing on a specific task within the overall task or scenario. These may be interspersed with opportunities to learn knowledge and develop appropriate research, analytical and reflective skills.

Each candidate must produce individual and authentic evidence for each of the tasks except for the activities in Units A341 and A344 where the teacher or their representative is responsible for authentication. It is particularly important that candidates working in groups, where the unit allows this, should produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for teachers to provide model answers or to work through answers in detail.

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Candidates may use information from any relevant source to help them with producing evidence for the tasks unless there are any restrictions on any evidence or resources to be used; if this is the case it will be clearly identified within the particular unit.

Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

3.4.2 Controlled Assessment task security

It is the responsibility of the centre to ensure that downloaded Controlled Assessment Tasks and candidates' scripts are stored securely. Any breach in security must be reported to OCR as soon a possible by submitting a written report (a blank report form is available on Interchange) from Head of Centre to OCR Quality and Standards Division detailing the circumstances, the candidates concerned and any action taken.

Candidates' scripts for all completed Controlled Assessment tasks must be stored securely and they should be available for moderation. It is suggested that they are destroyed after the last date for Enquiries about Results following the examination series in which entries for the units concerned are made.

Candidate absence at the time of assessment

If a candidate is absent from a centre when an assessment is carried out, the Controlled Assessment task may be set at an alternative time provided that the centre is satisfied that security has been maintained by keeping all materials secure.

Unexpected circumstances

If an unexpected problem (such as a fire alarm or other circumstances beyond the teachers' control) occurs while a Controlled Assessment task is taking place, the task may be resumed subsequently provided the teacher ensures that no candidate is likely to have been advantaged or disadvantaged by doing so.

3.4.3 Presentation of work

Candidates must observe certain procedures in the production of Controlled Assessments.

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place.
- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation or marking must be marked with the:
  - centre number

- centre name
- candidate number
- candidate name
- unit code and title
- assignment title

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix D of the Specification.

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4 Controlled Assessment candidate guidelines

4.1 Task setting

For this subject OCR will provide a list of tasks for you to select from. The task will be set, however you may be able to adapt the task or select your own. This should be done in consultation with your teacher.

4.2 Task taking

4.2.1 What can I do in relation to research, drafting and re-drafting?

Your teacher will discuss the briefs/tasks on offer and the proposed areas of enquiry and the resources available. An induction period into the research methods, sourcing and the use of equipment may also take place. Time constraints and a programme should be adopted and this will be explained by your teacher.

Your research and planning may involve interviews, fieldwork, visits, library research, internet research or questionnaires. You should keep a record of the sources you have consulted at this stage and this will form part of your portfolio. You should provide a plan of action to the teacher which can be discussed. You teacher will inform you what materials are appropriate and inappropriate.

Your draft piece will be discussed with your teacher and they may offer advice, answer any questions and give feedback. Throughout this process your teacher will supervise to ensure there is no plagiarism and will ensure all your work is within the Health and Safety requirements and that all candidates' work is in accordance with the Controlled Assessment regulations. At no stage will model answers be provided. You should reach your own conclusions and make your own judgements and any teacher support will be recorded.

You may be given opportunity to edit, check redraft and reorganise your work. During this period your teacher may make general observations but will not give any specific advice.

4.2.2 How much teacher support can I expect?

During your work for Controlled Assessment you must produce work/evidence independently but your teacher will be able to give you some advice, support, guidance and feedback but the amount will vary depending upon the type of task you are doing.

You must make your own judgements and draw your own conclusions but your teacher will:

- offer advice about how best to approach a task
- offer guidance on the way you work in groups so that you all have an opportunity to tackle your tasks
- offer guidance on the way you work in groups so that you all have an opportunity to tackle your tasks
- offer advice to help your research, possibly arranging visits to place of interest, if this is appropriate
- monitor your progress to make sure your work gets underway in a planned and timely manner
- ensure that your work meets the Specification requirements
- keep a log of the feedback they give you
- supervise any practical work you do to ensure you receive advice about health and safety.

The support given by your teacher will be to make sure you understand what it is you have to do. Your teacher will not be allowed to provide model responses for you or work through your responses or outcomes in detail.

4.2.3 What can I expect in the supervised sessions?

This period should include some form of evaluation either in the written form, in a teacher interview or a presentation to the group. For the last two your teacher may record these sessions. This is particularly essential in group work where the teacher will be attempting to ascertain your individual contribution within the group.

You should reference all sources used and any materials you have used in the whole piece whether in supervised or unsupervised sessions. Quotations should be clearly marked and referenced to ensure all intellectual property rights are maintained. It is unlikely that complete downloaded documents from the internet are suitable. Your teacher will sign an authentication form to complete the process. You may also be asked to sign the form.

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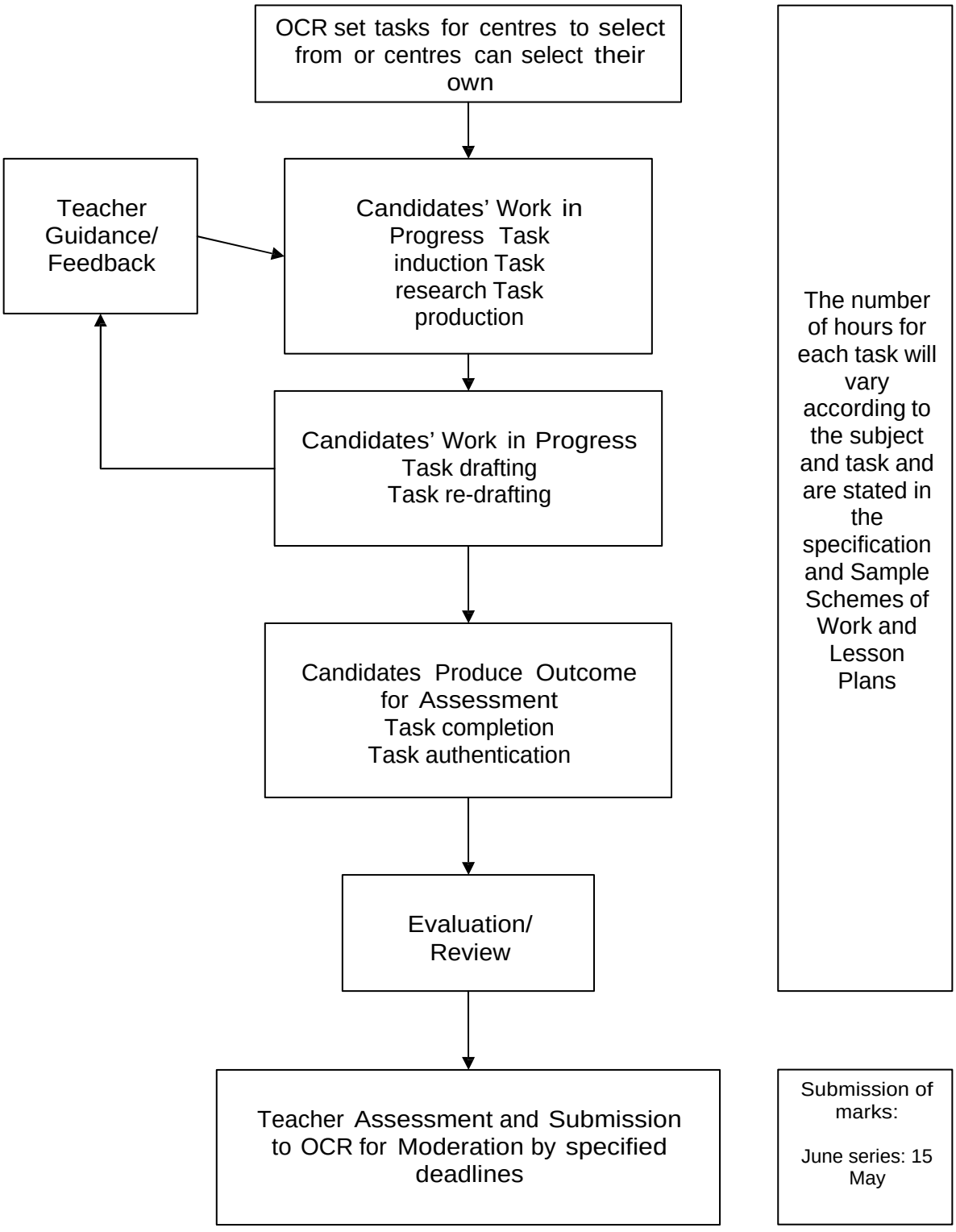
OCR set tasks for centres to select from or centres can select their own
Teacher Guidance/ Feedback
Candidates' Work in Progress Task induction Task research Task production
Candidates' Work in Progress Task drafting Task re-drafting
Candidates Produce Outcome for Assessment Task completion Task authentication
Evaluation/ Review
Teacher Assessment and Submission to OCR for Moderation by specified deadlines
The number of hours for each task will vary according to the subject and task and are stated in the specification and Sample Schemes of Work and Lesson Plans
Submission of marks:
June series: 15 May

5 Teacher guidance on task marking

5.1 Generic guidance on how to mark Controlled Assessment tasks

The starting point for marking the tasks is the Marking Grids within each unit. These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work, which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

The assessment task(s) for each unit should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment objectives/criteria, the descriptor (provided in the marking grid) that most closely describes the quality of the work being marked should be selected.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks must be directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

To select the most appropriate mark within the descriptor, teachers should use the following guidance:

- Where the candidate's work convincingly meets the statement, the highest mark should be awarded
- Where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded
- Where the candidate's work just meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award full marks in any band for work which fully meets that descriptor. This is work that is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement.

For wider mark bands, the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band.

Only one mark per assessment objective/criteria will be entered. The final mark for the candidate for each unit is found by totalling the marks for each of the marking objective/criteria strands.

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5.2 Unpacking assessment objectives in Controlled Assessment tasks

The Assessment Objectives (AO's) indicate what candidates are expected to demonstrate when undertaking the content described in the specification.

- AO1 – Demonstrate knowledge and understanding
- AO2 – Apply skills, knowledge and understanding in the context of active Citizenship
- AO3 – Analysis and Evaluation

For Controlled Assessment tasks, candidates will need to demonstrate knowledge, understanding and evaluation in order to access marks across the three assessment objectives.

Tasks have been written to allow candidates to do this, however it is worth reminding them that they need to make sure that they include these three elements in their Controlled Assessment task.

AO1

Candidates should demonstrate their knowledge and understanding of appropriate Citizenship terminology, issues and concepts, their ability to recall, select and organise information, and their ability to communicate this effectively.

AO2

Candidates should demonstrate their ability to apply skills, knowledge and understanding when planning, taking and evaluating Citizenship actions in a variety of contexts.

NB: AO2 is only assessed through the controlled assignments.

AO3

Candidates should demonstrate the ability to analyse and evaluate issues and evidence including different viewpoints to construct reasoned arguments and draw conclusions. This should include evaluation of the issues raised by the Controlled Assessment task and the effective analysis of the evidence they have gained from elsewhere.

Quality of Written Communication

In addition, quality of written communication is subsumed into the assessment of each unit. Text should be legible and spelling, punctuation and grammar accurate. Meaning should be clearly communicated and presented in a form which suits its purpose, including a suitable structure and style, and the use of specialist vocabulary where appropriate.

5.3 Interpretation of the Controlled Assessment marking criteria

Unit A341: Rights and Responsibilities – Getting Started as an Active Citizen

Controlled Assessment – Citizenship Campaign

For candidates to succeed with this task, it is essential that they understand the criteria that you will use to assess their work.

Assessment Objectives (AO) 1 and 3 are both used to assess the task.

AO1 Demonstrate Knowledge and Understanding - recall, select and communicate their knowledge and understanding of citizenship concepts, issues and terminology.

What to look for in a C grade answer (level 3):
35/17 A clear and appropriate use of terminology and concepts so that it is clear that the candidate understands them.
35/17 Legible text with clear meaning.

What to look for in an A grade answer (level 5):
35/17 A thorough use of appropriate terminology and concepts that contribute to a clear and precise evaluation in which the complexities of the issues and viewpoints can be clearly understood.
35/17 Legible text. Spelling, punctuation and grammar are accurate with clear meaning.

AO3 Analysis and Evaluation - analyse and evaluate issues and evidence including different viewpoints to construct reasoned arguments and draw conclusions.

What to look for in a C grade answer (level 3):
35/17 A personal response analysing the issue they are addressing.
35/17 Uses a range of evidence to evaluate at least two different viewpoints.
35/17 Clear expression of their own viewpoint supported by evidence
35/17 Some explanation of the need for a campaign linked to a description of different options for action.

What to look for in an A grade answer (level 5):
35/17 A thorough personal response, indicating a thorough analysis and detailed and balanced evaluation of the current – linked to evidence.
35/17 Thorough evaluation of the range of evidence to identify different viewpoints.
35/17 Thorough evaluation of evidence to express their own viewpoint.
35/17 Thorough evaluation of different options for action, appropriate recommendation and summary of possible outcomes.

Example of an A Grade Response

There is a lot of debate around the issue of whether the voting age should be reduced to 16. At the moment the voting age in the United Kingdom for the main elections is 18. In parts of the British Isles the age has already been reduced. In the Isle of Man and Jersey the voting age is 16. The UK is a member of the European Union and within the EU there are also different voting ages. Austria has a voting age of 16. Young people are interested in the communities around them and would like a chance to have a say in how those communities are run. The most influential way to have a say is to be able to vote. As a member of my school council I know how important it is to represent people. I take this role very seriously and always encourage everyone to vote on matters they can at school. Currently I have to wait until I am 18 in order to express my opinion by voting.

← Current position addressed.

Our group decided that it was important to see if other Year 11 pupils felt the same way as us. We undertook some primary research in the form of questionnaires and interviews to find out the views of our classmates.

← Further investigation of current position.

By analysing the results of our questionnaire we discovered that 60% of Year 11 wanted the voting age to be reduced. We thought that wanting to vote and actually voting were different things and so asked if they were allowed to vote at 16 would they? 80% of those of wanted the voting age reduced said they would vote. I found this information very pleasing and felt that it showed that there was a desire to see the voting age reduced and that students would then use their vote.

← Use of evidence

We arranged to interview our local MP about his views on the voting age. He felt very strongly that it should be reduced. He said he had many conversations with young people who expressed their opinions in a very mature manner and had thought out their arguments. This seems to disprove the notion that 16 year olds are too immature to vote.

It was important to see what pressure groups were already campaigning on this issue. Votes at 16 is a coalition, this means that they represent a number of different organisations. All of the organisations are supporting a reduction in the voting age. They are doing a lot of campaigning at the moment. It is important for our campaign to link with theirs so that our voice can be heard by more people. The British Youth Council is involved with campaigning and offers advice to show young people how they can become involved.

← Use of evidence, reference to groups.

There is currently a Private Member's Bill being presented by Julie Morgan MP. The bill is known as Voting Age (Reduction) Bill. In addition, Stephen Williams MP has tabled an Early Day Motion supporting the bill. MPs can sign the motion on-line. We were able to check who had already signed and were pleased to find our MPs name on the list.

← Use of evidence, reference to individuals.

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A Home Office survey into citizenship found that 81% of 12 to 16 year olds believed that there should be a way to get young people involved in politics. Allowing 16 years old to vote would be a way of doing this on a national scale.

Reference to groups

Stewart Jackson MP is against the bill, he thinks that it is a politically correct gimmick that has no evidential basis to support it". Part of our campaign could be to provide him with evidence that young people want to and would vote if they were given the right to.

Reference to individuals

My primary and secondary research has shown that there is a lot of support for votes at 16. The fact that there is a Private Member's Bill adds weight to our campaign.

Use of evidence and expression of own point of view

The Youth Citizenship Commission was established to consider ways of reengaging young people in the political process. At the present time there is a consultation paper in circulation from the commission about whether the voting age should be lowered to 16. Part of our campaign could be to complete the questionnaire from the Commission. By doing this our views would form part of the report to be published.

A campaign needs to be focussed at a number of different levels. It is important to explain to other pupils at school why the voting age should be changed. We can then tell them where they can register their support. If lots of groups in different school around the UK are doing this it will have a bigger impact. By completing the Youth Citizenship Commission consultation paper we can make a difference by being involved in the process. We will know that our views will be read.

Expression of own point of view.

As already mentioned, our MP has signed the Early Day Motion. We could campaign to ministers and the Prime Minister via a pressure group website. This would show them that there is strong support for the Bill at grass roots level. We could research MPs who have not signed the EDM and try and establish links with schools in their constituencies so that we can share our campaign and see an impact in more areas.

Description of different options for actions

We have forthcoming elections at school for next year's school council. We could use this opportunity to show other pupils how they make a difference in our school by voting and that they could make a difference in the country if they were allowed to vote at 16. I think this would get the message across effectively as pupils think our school council represents their views.

I am strongly in favour of a reduction in the voting age. As part of the democratic process at my school I have shown that I have the maturity to take voting seriously. A successful campaign involves action at a number of levels and the above examples would enable this to happen.

Expression of own point of view.

Example of a C Grade Response

In the United Kingdom you can't vote until you are 18 years old. In other countries it is lower than this like Brazil it is 16. I have heard people say that young people do not take an interest in politics but that could be because we are not allowed to vote. I am interested in politics but I have to wait until I am 18 to be able to vote and get my voice heard. In our group we decided to go and find out if other pupils in Year 11 wanted the right to vote to be reduced.

← Current position addressed.

We sent out a questionnaire asking whether people where interested in politics and if the voting age should be reduced. A lot of Year 11 pupils wanted the voting age to be reduced. We also asked Year 13 (who are nearly 18) if they plan to vote in the next election. Most of them said they were planning to vote. This shows that there is interest in politics in my school. We contacted our local MP and he said he thought that the voting age should be reduced. He said many young people in his constituency had strong views and they should have the right to express these views.

← Further investigation of current position.

← Use of evidence

There are pressure groups campaigning for the voting age to be reduced. Votes at 16 campaigns for 16 and 17 year olds to be able to vote in all UK public elections. It is made up of over 40 leading youth and democracy organisations from across the UK. This group has the support of politicians and young people.

← Use of evidence, reference to groups.

Julie Morgan MP is taking a Private Member's Bill to the House of Commons. She is putting forward the Voting Age (Reduction) Bill. She wants to see 16 and 17 year olds being able to vote so that they feel involved. Stephen Williams MP has tabled an Early Day Motion supporting the bill. He is asking all other MPs to sign this to show their support.

← Use of evidence, reference to individuals.

The Home Office did a survey and they found that 81% of 12 to 16-year-olds believed that there should be a way to get young people involved in politics. If we were allowed to vote at 16 we could get involved.

← Reference to groups

The British Youth Council is supporting the Early Day Motion. They give a lot of advice to show young people how they can campaign.

← Research into current pressure group campaigns.

There are people who do not think that 16 year olds should be allowed to vote. One MP is Stewart Jackson, he thinks that it is "a politically correct gimmick that has no evidential basis to support it". This makes me feel that he is not taking young people seriously.

← Reference to individuals

If we were working, we would have to pay tax. We are old enough to get married and join the army so should be allowed to vote. If I was allowed to vote at 16 I would take it seriously and would look at all the parties and people I could vote for before making my decision.

← Expression of own point of view.

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My research has shown that there is a lot of evidence to support votes at 16. I think that 16 year olds should be allowed to vote and I am in favour of Julie Morgan's bill. We need to campaign to show MPs and other people who don't support the bill why it is important and so why they should support it.

In order to campaign there are many things that my group could do. We could show our support to the pressure groups that are campaigning on votes at 16. We could write to our MP and the Prime Minister to tell them to support the bill. There are links on pressure group websites to show how to do this. It would get the message directly to someone who could do something about it. We could run an assembly in school to tell everyone about the issue. If everyone in our school knows about the issue they can tell their friends and families who might be a position to do something about it. We could organise a mock election at school to show that young people take voting
seriously. We need to make sure that a lot of people see our campaign and so want to get involved themselves. If we do a range of activities it will show different types of people that we want the voting age to be reduced and this might be the best way to run our campaign.

Expression of own point of view, using evidence. Some explanation about the need for a campaign.

Description of different option for action.

Unit A341: Rights and Responsibilities – Getting Started as an Active Citizen

Controlled Assessment Part 2a – Assessing the Citizenship Campaign

Introduction

Research and Investigate the Citizenship Issue Chosen (10 guided learning hours)

Candidates should first identify an appropriate issue for their campaign. The OCR supplied issue can be used or, they could research opinions on important issues in their school or community. They should also research the most suitable and effective way to campaign on this issue.

Candidates can use a template similar to the one below to support their research.

Stage One

- Candidates to research opinions on important issues for the school or community.
- Candidates to research appropriate ways to campaign on the chosen issue.
- Teacher to approve the completed Candidate Proposal Form

RESEARCH. WHAT ISSUE AND TYPE OF CAMPAIGN SHOULD YOU CHOOSE?

How you will find out people's views on the important issues and the type of campaign needed in your school / college or community?

Collect evidence, opinions and viewpoints about your issue.

Describe the views you found. Where there and differences between particular groups?

Research different methods of campaigning – which might work best for your issue?

FINDING SOURCES OF INFORMATION AND SUPPORT

Identify the individuals, groups and organisations that may be able to help with your campaign and might be interested in building on it in the future.

Are any pressure groups currently campaigning on your issue?

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Teacher Support

Ensure that candidates are realistic at this stage of their work. Intervene as necessary to check that:

- The issue and campaign is from one of the OCR approved themes
- The issue and campaign will have the support of the school's Leadership Team.
- The proposed campaign leads to no health and safety issues and, if it involves candidates working outside the school, has the formal consent of parents / carers as well as the approval of the school's co-ordinator for visits and outdoor education.
- The proposed campaign can be completed in the time available and will not require candidates to miss important lessons in other subjects.
- All candidates are engaged in the initial research and have a role in the proposed campaign.

Insist that all groups complete a Candidate Proposal Form for your approval. The template on the next page can be adapted to meet the needs of your centre.

Candidate Proposal Form A341 (Citizenship Campaign)

Candidate name……. Candidate number……...

Centre name …… Centre number……..

We have chosen the OCR issue (Yes/No)

If you have not chosen the OCR issue, record your own issue below. (Your issue must link to one of the OCR approved themes.)

……

Aims of your work Briefly describe what you are hoping to achieve with your campaign
Who are you working with? Give names and suggested roles. Name Role
What is your campaign start date? What is your campaign completion date?

Teacher signature…… Date…….

This form must be submitted along with the internal Controlled Assessment for external moderation.

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Planning the Citizenship Campaign (7 guided learning hours)

Once you have approved each group's proposal for their choice of issue and campaign, candidates should engage in detailed planning.

At this stage, it is important to discuss what evidence will be used to assess the Citizenship Campaign.

Stage Two

- Candidates to plan the Citizenship Campaign.
- Teacher to scrutinise the Planning Chart.
- Teacher to discuss with candidates what evidence of the Citizenship Campaign will be available to inform the assessment.

Any notes taken by candidates in this planning phase should be used to help them write their overall evaluation of their Citizenship Campaign. You should collect and store the notes for return when candidates begin their evaluation.

Once they are ready, each candidate should give you a completed Planning Chart based on the template below.

Team Member	Action for the Campaign	Start Date	Completion Date	Notes

Teacher Support

Continue to check that candidates are being realistic with their planning. Intervene as necessary to check:

- Line manager / Leadership Team consent.
- Health and safety, and safeguarding issues.
- Time management.
- Engagement of all candidates.

Insist that all candidates complete a Planning Chart for your comments.

Be ready to offer practical support during the planning phase if necessary. It is far better for candidates to have a positive experience with your support than a poor experience due to lack of adult intervention at this stage.

You should also collect each candidate's notes on this planning phase and make sure that they are available for use in the evaluation phase of this Controlled Assessment.

It is vital that you discuss with candidates what evidence you and they will collect to assess the quality of their Citizenship Campaign. (See next section.)

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By now you should have approved each group's plan. Before candidates begin their campaign, it is vital that you agree what evidence to use in order to assess their campaign. Candidates must put together an agreed individual portfolio of evidence to help inform your assessment of their achievement and to assist external moderation.

Depending on the nature of the evidence, suitable evidence could include:

- Examples of posters, leaflets and websites.
- Video of activities, meetings, assemblies, lobbying or other responsible group action.
- Records of meeting or other communication with those in positions of power in the school or wider community about your campaign.
- Witness statements from people who have observed or been influenced by the action.

Stage Three

- Teacher to agree with candidates what evidence of the Citizenship Campaign will be available to inform the assessment.
- Candidates to engage in the Citizenship Campaign.
- Candidates to record their
- Citizenship Campaign to help them with their final evaluation.
- Teacher to assess each candidate's achievement.

Instructions to Candidates from the Specimen Assessment Materials

Use the prompts below to help you to make a record of your Citizenship Campaign.

- Record what your team did with evidence to support your notes (see above)
- Record your own contribution to the campaign with evidence to support your notes (see above)
- Describe any problems that arose.
- Explain how you helped your team to overcome these problems.
- If you changed your plans, describe how you helped your team to do this and explain why these changes had to be made.
- Describe the impact of your campaign and how you measured this impact.

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Teacher Support

Check that candidates are taking the action agreed and that any changes of plan are discussed with you well in advance. Keep a check on:

- Health and safety, and safeguarding issues.
- Time management.
- Engagement of all candidates.

Be ready to offer practical support during the action phase if necessary to help candidates avoid major problems or mishaps. Check the mark scheme to see how far your intervention will result in a reduction in marks.

Teacher Assessment

You should assess each candidate's personal contribution to the group's campaign. Although you may use the evidence of witnesses to help you make your professional judgement, witnesses must not assess candidates' work themselves.

The chart on the next page provides guidance on the evidence you might use to assess candidates' achievement for their Citizenship Campaign.

You should also collect each candidate's notes on this taking action phase and make sure that they are available for use in the evaluation phase of the Controlled Assessment.

Extract from the mark scheme	Evidence you might use to inform assessment
Level 3 Candidate engages in the action at a sound and effective level to support its completion by:	
carrying out a planned role in the campaign at a sound and effective level;	Candidate's own notes. Example of what the candidate has contributed e.g. a web page, a poster or leaflet, etc.
supporting the planning and organisation of their campaign at a sound and effective level to address the issue;	Teacher observation record of research and planning. Candidate Proposal Form. Planning Chart.
working with others at a sound and effective level;	Direct observation. Video evidence. Witness evidence.
showing sound and effective leadership as necessary;	Direct observation. Video evidence. Witness evidence.
showing sound and effective flexibility and capacity to adapt to changing circumstances.	Direct observation. Video evidence. Witness evidence. Candidate's own notes.
At this level little adult direction will have been required.	Direct observation and teacher records.

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Evidence to Support the External Moderation of Managing and Taking Action

A small portfolio of valid evidence must support each candidate's mark for the Managing and Taking Action section of this Controlled Assessment. The nature of the portfolio should have been agreed with the candidate in advance. The candidate should be given responsibility for putting the portfolio together.

Assessment Record Form for the Citizenship Campaign

This Assessment Record can be used to record candidates' achievement in the Citizenship Campaign. Use your own observations, evidence from candidates and witness statements to inform your judgements.

The Assessment Record Form identifies four different candidate performance skills drawn from the specification's mark scheme:

- Supporting the planning and organisation
- Carrying out a planned role and working with others
- Initiative or Leadership
- Flexibility

You simply have to consider appropriate evidence to decide a level of performance on each or the four skills.

By adding together the levels for each skill, you get a provisional mark out of 16 for the Citizenship Campaign.

Use the Assessment Record Form to check the level of teacher assistance given to each candidate. This will enable you to confirm the provisional mark out of 16 or to reduce it if high levels of assistance had to be given.

An example of a completed form and a blank template follow on the next two pages.

Assessment Record Citizenship Campaign Candidate Group 1	Attwood, Ben	Awlward, Emma	Benton, Tunji	Sharma, Nirav	Taylor, Tammy
SUPPORTING THE PLANNING AND ORGANISATION					
Level 1. Supporting the planning and organisation of their campaign at a minimum level to address the issue.	L1				
Level 2. Supporting the planning and organisation of their campaign at a limited level to address the issue.		L2			
Level 3. Supporting the planning and organisation of their campaign at a sound and effective level to address the issue.			L3		L3
Level 4. Supporting the planning and organisation of their campaign well and effectively to address the issue.				L4	
CARRYING OUT A PLANNED ROLE and WORKING with OTHERS					
Level 1. Carrying out a planned role in the activity at a minimal level including working with others.	L1				
Level 2. Carrying out a planned role in the activity at a limited level including working with others.					
Level 3. Carrying out a planned role in the activity at a sound and effective level including working with others effectively.		L3			
Level 4. Carrying out a planned role in the activity well and effectively including working with others well.			L4	L4	L4
INITIATIVE and LEADERSHIP					
Level 1. Showing minimal initiative or leadership.	L1				
Level 2. Showing limited initiative or leadership.		L2			
Level 3. Showing sound and effective leadership as necessary.			L3	L3	
Level 4. Showing good and effective leadership as necessary.					L4
FLEXIBILITY					
Level 1. Showing minimal flexibility and capacity to adapt to changing circumstances					
Level 2. Showing limited flexibility and capacity to adapt to changing circumstances	L2				
Level 3. Showing sound and effective flexibility and capacity to adapt to changing circumstances		L3	L3	L3	
Level 4. Showing considerable flexibility when appropriate and an ease at adapting to changing circumstances					L4
Provisional Mark (Simply add up the 4 levels)	5	10	13	14	15
TEACHER ASSISTANCE					
Considerable teacher direction will limit achievement to Level 1.					
Some teacher direction will limit achievement to Level 2.					
Little teacher direction will enable achievement at Level 3.					
Teacher consultation but no teacher direction will enable achievement at Level 4.	Yes	Yes	Yes	Yes	Yes
Final Mark allowing for Teacher Assistance	5	10	13	14	15

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Assessment Record Citizenship Campaign Candidate Group					
SUPPORTING THE PLANNING AND ORGANISATION					
Level 1. Supporting the planning and organisation of their campaign at a minimum level to address the issue.					
Level 2. Supporting the planning and organisation of their campaign at a limited level to address the issue					
Level 3. Supporting the planning and organisation of their campaign at a sound and effective level to address the issue					
Level 4. Supporting the planning and organisation of their campaign well and effectively to address the issue.					
CARRYING OUT A PLANNED ROLE and WORKING with OTHERS					
Level 1. Carrying out a planned role in the campaign at a minimal level including working with others.					
Level 2. Carrying out a planned role in the activity at a limited level including working with others.					
Level 3. Carrying out a planned role in the activity at a sound and effective level including working with others effectively.					
Level 4. Carrying out a planned role in the activity well and effectively including working with others well.					
INITIATIVE and LEADERSHIP					
Level 1. Showing minimal initiative or leadership.					
Level 2. Showing limited initiative or leadership.					
Level 3. Showing sound and effective leadership as necessary.					
Level 4. Showing good and effective leadership as necessary.					
FLEXIBILITY					
Level 1. Showing minimal flexibility and capacity to adapt to changing circumstances					
Level 2. Showing limited flexibility and capacity to adapt to changing circumstances					
Level 3. Showing sound and effective flexibility and capacity to adapt to changing circumstances					
Level 4. Showing considerable flexibility when appropriate and an ease at adapting to changing circumstances					
Provisional Mark (Simply add up the 4 levels)					
TEACHER ASSISTANCE					
Considerable teacher direction will limit achievement to Level 1.					
Some teacher direction will limit achievement to Level 2.					
Little teacher direction will enable achievement at Level 3.					
Teacher consultation but no teacher direction will enable achievement at Level 4.					
Final Mark allowing for Teacher Assistance					

Controlled Assessment Part 2 – Citizenship Campaign (Evaluation)

For candidates to succeed with this task, it is essential that they understand the criteria that you will use to assess their work.

Assessment Objective (AO) 2 is used to assess the task.

AO2 Apply Skills, Knowledge and Understanding in the Context of Active Citizenship – apply skills, knowledge and understanding when planning, taking and evaluating Citizenship actions in a variety of contexts.

What to look for in a C grade answer (level 1, 2 marks):
The evaluation should include: 35/17 A limited reflection on the success of the campaign, supported by references to evidence; 35/17 a reflection on the suitability of their plan in relation to outcomes; 35/17 a limited description of what went well and not so well; 35/17 a limited description of improvements or next steps to increase the impact of the activity.

What to look for in an A grade answer (level 2, 4 marks):
The evaluation should include: 35/17 A thorough reflection on the success of the campaign supported by a convincing selection of evidence; 35/17 a thorough reflection on the suitability of their plan in relation to outcomes; 35/17 a thorough evaluation of what went well and not so well; 35/17 a thorough evaluation of improvements or next steps to increase the impact of the activity.

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Example of a C Grade Response

We have now finished our campaign for votes at 16. Some things went well but some did not. Overall I think people got our message that we wanted the law to be changed so that 16 year olds could vote. We asked the other Year 11s again if they wanted to vote at 16 and this time 80% of them said they did. This is 20% more than last time so shows that we were successful with our campaign to our classmates. Our MP has now signed the Early Day Motion in favour of the Voting Age (Reduction) Bill. This means that we influenced him.

Reflection on the successes of the campaign including perceptions of others.

Our plan worked well. Everyone had a part to play and we kept to the deadlines. We picked the best people to do the different parts of the campaign. This made us look professional especially when we were talking to our MP.

Reflection on the suitability of the plan

We needed to discuss our campaign with the form tutors in more detail before going into forms to do our questionnaires. If we had done this I think the Year 11s would have listened to us better.

Description of difficulties

The assembly that we did went well, we were able to keep everyone interested and afterwards the teachers said we were very clear and their pupils had got our message. We used a PowerPoint presentation as part of the assembly and had links to pressure groups that are also campaigning. I think this helped to show that we were serious about wanting the voting age to be reduced and that it wasn't just us that was trying to campaign, pressure groups were also involved.

Description of aspects of the campaign that went well.

We plan to follow Julie Morgan's bill to see if it will change the law. I think it helped our campaign that her bill was being talked about in Parliament at the same time.

Description of the next steps and increasing the impact of the campaign.

So that we can increase the impact of our campaign we could do the same assembly to Year 10 because by the time there is a change in the law they will probably be 16.

Example of an A Grade Response

Our campaign for votes at 16 has been very successful. It has had a big impact on pupils of all ages within our school. Year 11 pupils were questioned at the end of the campaign as to whether or not they thought the voting age should be reduced, now a massive 80% of them wanted the reduction as opposed to 60% at the start of the campaign. We took this a stage further and asked if they would vote and now 90% so those who supported the reduction said they would vote. This shows that pupils understand that it is not just about having a vote but using it as well. Our MP had already signed the Early Day Motion in favour of the Voting Age (Reduction) Bill but since he came to our school (at our group's request) and saw our campaign he has pledged to try and persuade other MPs to sign up as well. This shows that we have made an impact at different levels.

← Evaluation of the successes based on evidence

Our plan was put to together very carefully. We look at everyone's strengths and weaknesses when we decided who was going to do what. That meant that at each stage of the campaign we had the best people in the role. Parts of our plan took longer than we had anticipated as getting agreement to do some of the things took time. This has shown us that we need to build in time for negotiating in any future plans. Part of our campaign was for all of year 11 to complete the Youth Citizenship Commission's consultation paper. This took a lot of organising of the IT rooms but as it was such an important part of our campaign we felt that the time invested in planning it was worthwhile.

← Evaluation of the suitability of the plan

I think all aspects of our campaign went well as we have the evidence mentioned above to show that we made an impact. Although interviewing our MP was only campaigning to one person this person could potentially have more influence and be able to vote for a change in the law. We held an assembly for Year 11 and then asked them to complete the consultation paper. I think this was very effective as we gave them the information on which to base their answers to the consultation paper. Their comments will now be read and included in the document along with thousands of others. This could have a big impact on a national scale.

← Evaluation of those aspects of the campaign that went well.

The main difficulties were that some people in the group didn't feel like they were as important as others. For example, only a few of us got to interview the MP. So that people didn't feel left out we ensured that we praised them for the work they did and told them that in a campaign (just like the recent American election) everyone has a vital role to play and that the campaign would not have been successful without the support of everyone. Next time, I would make sure that people rotated in their roles if they wanted so that everyone felt an important part of the team.

← Evaluation of the difficulties and aspects that could be changed

Our next step is to contact schools in other constituencies and see if we can introduce our campaign to their school. We feel it is important to take our message further afield. In order to select schools we will first see which MPs haven't signed the EDM and target those first. This might be most effective if we discuss this with our MP first so that we can target areas where the MP is open to persuasion. This would obviously lead to a greater impact of our campaign. In my group, we have all signed up on the votes at 16 website so we will be kept up to date with news and events. This will ensure that we will be the first to know when things are happening and we can then let everyone else know in our school. This will mean that the message is still getting across to candidates. It is important not to just end our campaign. We all feel very strongly about it and want to see a change in the law so we will continue to campaign.

← Evaluation of the next steps and ways in which the impact could be increased

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Unit A344: Identity, Democracy and Justice – Leading the Way as an Active Citizen

Controlled Assessment Part 1 – Citizenship Enquiry

For candidates to succeed with this task, it is essential that they understand the criteria that you will use to assess their work.

Assessment Objectives (AO) 1 and 3 are both used to assess the task.

AO1 Demonstrate Knowledge and Understanding - recall, select and communicate their knowledge and understanding of citizenship concepts, issues and terminology.

What to look for in a C grade answer (level 3):
A clear and appropriate use of terminology and concepts so that it is clear that the candidate understands them.
Legible text with clear meaning.

What to look for in an A grade answer (level 5):
A thorough use of appropriate terminology and concepts that contribute to a clear and precise evaluation in which the complexities of the issues and viewpoints can be clearly understood.
Legible text. Spelling, punctuation and grammar are accurate with clear meaning.

AO3 Analysis and Evaluation - analyse and evaluate issues and evidence including different viewpoints to construct reasoned arguments and draw conclusions.

What to look for in a C grade answer (level 3):
A personal response to some of the task.
Some explanation of the arguments for and against.
Some analysis of evidence drawn from the Source Book and elsewhere.
Simple advocacy of a position on both parts of the question.
Information is used to support the points made by the candidate.

What to look for in an A grade answer (level 5):
A well-informed personal response to the whole task.
A through and reasoned evaluation of the arguments for and against.
An understanding of the complexities of the argument.
A thorough evaluation of English law on the issue.
Careful selection and analysis of evidence drawn from the Source Book and elsewhere.
Strong and convincing advocacy of a position on both parts of the question supported by appropriate evidence.

Example of a C Grade Response

I think that candidates should be allowed to wear religious dress and symbols at school as long as they do not cause danger to the person wearing them.

← A clear personal response to the task

Everyone has the right to religious freedom under Article 9 of the Human Rights Act. This should include the right to show your religion by wearing a symbol such as a cross, which a Christian might do, or covering your head with a scarf as a Muslim girl might do.

← Some analysis of evidence drawn from the Source Book

It is important for Muslims to show modesty, which means that the body must be covered. For girls this means that that everything should be covered except their heads and faces. This information is from Source 6 of the Source Book and shows that, according the their religion, Muslim girls and boys should dress in a certain way. School uniform should be designed to fit in with this.

← Clear point made

← Evidence used to support the point

Source 3 in the Source Book shows that religious dress for Muslim girls is about more than modesty. Shabana Khan says it helps to give her a feeling of identity. She says, "However, rather than being judged by appearance in terms of levels of attractiveness, instead your appearance says something about your beliefs and faith. I would rather be judged on those."

← Further explanation of why religious dress is important, supported by evidence.

On the other hand, there are arguments that that religious dress should be banned like Source 1 says about France. In France, the Government thinks that is important to make candidates at school equal. Some people think that, if religious dress is allowed, then anyone will be able to wear what they like. This could lead to discrimination. When we are dressed the same we can be treated more fairly. Source 5 also agrees with this.

← Argument against is given with some supporting evidence

← Limited reference to further evidence – this needed further analysis

At the moment, the law allows schools to decide whether there should be uniform and what it should look like. Source 8 tells us this. School Governors can ban jewellery for health and safety or if they think bullying will take place. They can also decide that equality is more important than candidates' freedom to wear what they like. This causes problems because some schools can allow religious dress and symbols but others ban it. Source 2 shows this.

← Simple use of evidence to explain the current legal position

← Use of terminology and concepts

Recently, the Welsh Assembly has told school governors to take religious beliefs into account when deciding their uniform policy. This is from a news item on the BBC website. It looks like the law could be changing as there have been protests when candidates have been excluded just for wearing a piece of jewellery. I don't think this is fair and schools should have better things to do. The law should be changed to allow religious dress and symbols.

← Some evidence used from "elsewhere"

← Simple conclusion rounding up the advocacy of a particular viewpoint

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Example of an A Grade Response

The issue of whether to allow the wearing of religious symbols and dress in schools is complex and people feel very strongly about it.

In France, where religious symbols and dress are banned in schools, Iraqi militants went as far as to kidnap two French journalists and threatened to kill them unless the ban was lifted. The French Government stuck to their position as they believed that, by wearing similar dress, young people would be more likely to integrate and be part of a French culture. They saw this as being far more important than allowing people to express a religious identity. In Canada, the situation is reversed. Candidates can wear religious symbols and dress, and schools cannot prevent them from doing so unless there are specific health and safety dangers. The rights of individuals are seen as more important than encouraging community cohesion. In the UK, the law is much less clear and, therefore, more complex as School Governors retain the right to decide a school's uniform policy. This has led to several high-profile legal challenges by candidates in particular schools. In 2006, a school took one case to the House of Lords before their right to decide appropriate uniform was upheld. (Source 2)

← The complexities of the issue are shown through this international comparison.

← A thorough use of concepts and terminology helps the candidate to communicate well

This is a very good example of different rights being in conflict. The Human Rights Act of 1998 makes it clear in Article 9 that freedom of religion is guaranteed but goes on to suggest that "limitations" can be placed on the display of these beliefs for "the interests of public safety, for the protection of law and order … or for the protection of the rights and freedoms of others" (Source 7). The Department for Children, Schools and Families also shows this dilemma in its guidance to school Governors on the issue of uniform. They suggest that Governors "might decide that the views of parents about what children should wear are outweighed by … the need to promote harmony between the different groups represented in the school" (Source 8). I believe that this issue is too important to be left to groups of school governors to decide. Some of them may not even understand the complex guidelines they are supposed to be following while others will find themselves facing an impossible dilemma.

← Further understanding of the complexities of the issue is shown here.

← A thorough evaluation of the legal position is included

On balance, I think that the law should be changed to allow candidates to wear religious dress and symbols at school as long their religion actually requires them to do so and there are no health and safety problems. So Muslim candidates would be free to observe the principles of haya (modesty) by covering their body (hijab). This position is recommended by the Muslim Council of Britain on its website (Source 6). However, I agree with Lord Ahmed (Source 5) that the wearing of a full veil or niqab would act as a barrier to integration and these make it difficult for teachers to teach and candidates to learn. In any case, according to Lord Ahmed, " there is nothing in the Koran to say that the wearing of a niqab is desirable, let alone compulsory". For this reason, I would not agree with Shabana Khan (Source 3) that religious dress should be used to assert an identity that overrides other identities. This may be acceptable for an adult but is not good for school candidates who need to be seen as individuals by their teachers. This point is reinforced by an article in the Daily Mail (March 2007) by Frances Childs. She found it impossible to teach girls wearing the niqab.

← A well-informed personal response is developed here. It is supported by a careful selection of evidence

← Evidence is included from beyond the Source Book. The piece contains three examples of such personal evidence

The recent decision of the Welsh Assembly to require school governors to take religious beliefs into account when deciding their uniform policy is to be welcomed. Is this a sign that the law could be changed as I propose?

← Further support for the candidate's position but there was scope for a stronger finish

Unit A344: Identity, Democracy and Justice – Leading the Way as an Active Citizen

Controlled Assessment Part 2a – Assessing Practical Citizenship Action

Introduction

Practical Citizenship Action should:

- promote community cohesion or
- promote equal opportunity or
- discourage discrimination.

The Practical Citizenship Action needs to relate to one or more of the following contexts:

- Gender
- Race, ethnicity and culture
- Age
- Disability.

Research on Suitable Issues and Appropriate Action (5 guided learning hours)

Candidates should first identify an appropriate issue for their action. To do this, they should research opinions on important issues in their school or community. They should also research the most suitable and effective actions to take on this issue.

Candidates can use a template similar to the one below to support their research.

Stage One

- Candidates to research opinions on important issues for the school or community.
- Candidates to research appropriate action to take on the chosen issue.
- Teacher to approve the completed Candidate Proposal Form

RESEARCH. WHAT ISSUE AND ACTION SHOULD YOU CHOOSE?

Describe how you will find out people's views on the important issues and the type of action needed in your school / college or community.

Describe the views you found. Where there and differences between particular groups?

FINDING SOURCES OF INFORMATION AND SUPPORT

Identify the individuals, groups and organisations that may be able to help with your action and might be interested in building on it in the future

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Teacher Support

Ensure that candidates are realistic at this stage of their work. Intervene as necessary to check that:

- The issue and action is related to one of the four specified contexts (gender; race, ethnicity and culture; age or disability).
- The issue and action will have the support of the school's Leadership Team.
- The proposed action will lead to no health and safety issues and, if it involves candidates working outside the school, has the formal consent of parents / carers as well as the approval of the school's co-ordinator for visits and outdoor education.
- The proposed action can be completed in the time available and will not require candidates to miss important lessons in other subjects.
- All candidates are engaged in the initial research and have a role in the proposed action.

Insist that all groups complete a Candidate Proposal Form for your approval. The template on the next page can be adapted to meet the needs of your centre.

Teacher Assessment

You should assess each candidate's personal contribution to their group's initial research and planning. Your assessment of this part of the Practical Citizenship Action can contribute evidence for your overall assessment of the whole activity.

Use observation of group activity and evidence of each candidate's personal research to assess their contribution to the initial research and planning. Levels of attainment can be recorded using a simple grid such as the one below Later you can simply transfer the marks on to the overall Assessment Record – see copy on page 58 of this guide.

Observation Record for Research and Planning Candidate Group 1 (You should transfer these marks on to the overall Assessment Record – see copy on page 58 of this guide)	Attwood, Ben	Awlward, mma	Benton, Tunji	Sharma, Nirav	Taylor, Tammy
Level 1. Minimal role in initial research and planning	/				
Level 2. Limited role in initial research and planning supported by evidence that the research has influenced the choice of activity and overall plan.			/		
Level 3. Sound role in initial research and planning supported by a range of valid evidence that the research has led to and appropriate choice of activity and overall plan.			/		/
Level 4. A leading role in thorough initial research and planning supported by a range of valid evidence that the research has led to and appropriate choice of activity and overall plan.				/	

Your observation record plus a Candidate Proposal Form and Planning Chart from each candidate, will give you sufficient evidence for external moderation.

Candidate Proposal Form A344 (Practical Citizenship Action)

Candidate name……. Candidate number……...

Centre name …… Centre number……...

Context…….

Aims of your work Briefly describe what you are hoping to achieve.
Who are you working with? Give names and suggested roles. Name Role
What is your start date and completion date? Start Date: Completion Date:

Teacher signature…… Date…….

This form must be submitted along with the internal Controlled Assessment for external moderation.

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Planning the Practical Citizenship Action (6 guided learning hours)

Once you have approved each group's proposal for their choice of issue and action, candidates should engage in detailed planning according to the instructions issued by OCR (see extract from specimen assessment materials below).

At this stage, it is important to discuss what evidence will be used to assess the Practical Citizenship Action.

Stage Two

- Candidates to plan the Practical Citizenship Action.
- Teacher to scrutinise the Planning Chart.
- Teacher to discuss with candidates what evidence of the Practical Citizenship Action will be available to inform the assessment.

Instructions to Candidates from the Specimen Assessment Materials

In this planning phase, you should:

35/17 State the aim of your practical citizenship action.

35/17 Explain why it is important to promote community cohesion, promote equal opportunity and discourage discrimination. Explain how your action will help to do this. (Use evidence to support your answer.)

35/17 Describe the outcomes of your research and explain how this has influenced your planning.

35/17 Describe what your group plans to do and describe your own part in the plan.

35/17 Describe how you overcame any problems at this stage and explain how you could have improved the planning phase of your work.

The notes taken by candidates in this planning phase should be used to help them write their overall evaluation of their Practical Citizenship Action. You should collect and store the notes for return when candidates begin their evaluation.

Once they are ready, each candidate should give you a completed Planning Chart based on the template below.

Team Member	Overall Role	Planned Action	Start Date	Completion Date	Notes

Teacher Support

Continue to check that candidates are being realistic with their planning. Intervene as necessary to check:

- Line manager / Leadership Team consent.
- Health and safety, and safeguarding issues.
- Time management.
- Engagement of all candidates.

Insist that all candidates complete a Planning Chart for your comments.

Be ready to offer practical support during the planning phase if necessary. It is far better for candidates to have a positive experience with your support than a poor experience due to lack of adult intervention at this stage. Check the mark scheme in the next section to see how far your intervention will result in a reduction in marks.

Teacher Assessment

You should assess each candidate's personal contribution to their group's planning as part of your assessment of their research and planning – see section above.

You should also collect each candidate's notes on this planning phase and make sure that they are available for use in the evaluation phase of this Controlled Assessment.

It is vital that you discuss with candidates what evidence you and they will collect to assess the quality of their Practical Citizenship Action. (See next section.)

Managing and Taking Practical Citizenship Action (13 guided learning hours)

By now you should have approved each group's plan. Before candidates begin their action, it is vital that you agree what evidence to use in order to assess their action. Candidates must put together an agreed individual portfolio of evidence to help inform your assessment of their achievement and to assist external moderation.

Depending on the nature of the evidence, suitable evidence could include:

- Examples of posters, leaflets and websites.
- Video of activities, meetings, assemblies, lobbying or other responsible group action.
- A diary or blog.
- Witness statements from people who have observed or been influenced by the action.

Stage Three

- Teacher to agree with candidates what evidence of the Practical Citizenship Action will be available to inform the assessment.
- Candidates to engage in the Practical Citizenship Action.
- Candidates to record their Practical Citizenship Action to help them with their final evaluation.
- Teacher to assess each candidate's achievement.

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Instructions to Candidates from the Specimen Assessment Materials

Use the prompts below to help you to make a record of your practical citizenship action.

- Record what your team did with evidence to support your notes (see above)
- Record your own contribution to the action with evidence to support your notes (see above)
- Describe any problems that arose.
- Explain how you helped your team to overcome these problems.
- If you changed your plans, describe how you helped your team to do this and explain why these changes had to be made.
- Describe the impact of your action and how you measured this impact.
- Describe how you have followed up your activity by informing and influencing key decision-makers in your school, college or the wider community.

Teacher Support

Check that candidates are taking the action agreed and that any changes of plan are discussed with you well in advance. Keep a check on:

- Health and safety, and safeguarding issues.
- Time management.
- Engagement of all candidates.

Be ready to offer practical support during the action phase if necessary to help candidates avoid major problems or mishaps. Check the mark scheme to see how far your intervention will result in a reduction in marks.

Teacher Assessment

You should assess each candidate's personal contribution to the group's action. Although you may use the evidence of witnesses to help you make your professional judgement, witnesses must not assess candidates' work themselves.

The chart on the next page provides guidance on the evidence you might use to assess candidates' achievement for their Practical Citizenship Action.

You should also collect each candidate's notes on this action phase and make sure that they are available for use in the evaluation phase of the Controlled Assessment.

Extract from the mark scheme	Evidence you might use to inform assessment
Level 3 Candidate engages in the action at a sound and effective level to support its completion by: demonstrating a sound role in initial research and planning supported by a range of valid evidence that the research has led to an appropriate choice of activity and overall plan;	Teacher observation record of research and planning. Candidate Proposal Form. Planning Chart.
carrying out a planned role in the activity at a sound and effective level;	Candidate's own notes. Example of what the candidate has contributed e.g. a web page, a poster or leaflet, etc.
working with others at a sound and effective level;	Direct observation. Video evidence. Witness evidence.
showing sound and effective leadership as necessary;	
showing sound and effective flexibility and capacity to adapt to changing circumstances.	Direct observation. Video evidence. Witness evidence. Candidate's own notes.
At this level little adult direction will have been required.	Direct observation and teacher records.

Evidence to Support the External Moderation of Managing and Taking Action

A small portfolio of valid evidence must support each candidate's mark for the Managing and Taking Action section of this Controlled Assessment. The nature of the portfolio should have been agreed with the candidate in advance. The candidate should be given responsibility for putting the portfolio together.

Assessment Record Form for the Practical Citizenship Action

This Assessment Record can be used to record candidates' achievement in the Practical Citizenship Action. Use your own observations, evidence from candidates and witness statements to inform your judgements.

The Assessment Record Form identifies four different candidate performance skills drawn from the specification's mark scheme:

- Research and Planning
- Carrying out a planned role and working with others
- Initiative or Leadership
- Flexibility

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You simply have to consider appropriate evidence to decide a level of performance on each or the four skills.

By adding together the levels for each skill, you get a provisional mark out of 16 for the Practical Citizenship Action.

Use the Assessment Record Form to check the level of teacher assistance given to each candidate. This will enable you to confirm the provisional mark out of 16 or to reduce it if high levels of assistance had to be given.

An example of a completed form and a blank template follow on the next two pages.

Assessment Record Practical Citizenship Action Candidate Group 1	Attwood, Ben	Awlward, Emma	Benton, Tunji	Sharma, Nirav	Taylor, Tammy
RESEACH AND PLANNING					
Level 1. Minimal role in initial research and planning	L1				
Level 2. Limited role in initial research and planning supported by evidence that the research has influenced the choice of activity and overall plan.		L2			
Level 3. Sound role in initial research and planning supported by a range of valid evidence that the research has led to and appropriate choice of activity and overall plan.			L3		L3
Level 4. A leading role in thorough initial research and planning supported by a range of valid evidence that the research has led to and appropriate choice of activity and overall plan.				L4	
CARRYING OUT A PLANNED ROLE and WORKING with OTHERS					
Level 1. Supporting the organisation of the action at a minimal level	L1				
Level 2. Carrying out a planned role in the activity at a limited level including working with others.					
Level 3. Carrying out a planned role in the activity at a sound and effective level including working with others effectively.		L3			
Level 4. Carrying out a planned role in the activity well and effectively including working with others well.			L4	L4	L4
INITIATIVE and LEADERSHIP					
Level 1. Showing minimal initiative or leadership.	L1				
Level 2. Showing limited initiative or leadership.		L2			
Level 3. Showing sound and effective leadership as necessary.			L3	L3	
Level 4. Showing good and effective leadership as necessary.					L4
FLEXIBILITY					
Level 1. Showing minimal flexibility and capacity to adapt to changing circumstances					
Level 2. Showing limited flexibility and capacity to adapt to changing circumstances	L2				
Level 3. Showing sound and effective flexibility and capacity to adapt to changing circumstances		L3	L3	L3	
Level 4. Showing considerable flexibility when appropriate and an ease at adapting to changing circumstances					L4
Provisional Mark (Simply add up the 4 levels)	5	10	13	14	15
TEACHER ASSISTANCE					
Considerable teacher direction will limit achievement to Level 1.					
Some teacher direction will limit achievement to Level 2.					
Little teacher direction will enable achievement at Level 3.					
Teacher consultation but no teacher direction will enable achievement at Level 4.	Yes	Yes	Yes	Yes	Yes
Final Mark allowing for Teacher Assistance	5	10	13	14	15

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Assessment Record Practical Citizenship Action Candidate Group					
RESEACH AND PLANNING					
Level 1. Minimal role in initial research and planning					
Level 2. Limited role in initial research and planning supported by evidence that the research has influenced the choice of activity and overall plan.					
Level 3. Sound role in initial research and planning supported by a range of valid evidence that the research has led to and appropriate choice of activity and overall plan.					
Level 4. A leading role in thorough initial research and planning supported by a range of valid evidence that the research has led to and appropriate choice of activity and overall plan.					
CARRYING OUT A PLANNED ROLE and WORKING with OTHERS					
Level 1. Supporting the organisation of the action at a minimal level					
Level 2. Carrying out a planned role in the activity at a limited level including working with others.					
Level 3. Carrying out a planned role in the activity at a sound and effective level including working with others effectively.					
Level 4. Carrying out a planned role in the activity well and effectively including working with others well.					
INITIATIVE and LEADERSHIP					
Level 1. Showing minimal initiative or leadership.					
Level 2. Showing limited initiative or leadership.					
Level 3. Showing sound and effective leadership as necessary.					
Level 4. Showing good and effective leadership as necessary.					
FLEXIBILITY					
Level 1. Showing minimal flexibility and capacity to adapt to changing circumstances					
Level 2. Showing limited flexibility and capacity to adapt to changing circumstances					
Level 3. Showing sound and effective flexibility and capacity to adapt to changing circumstances					
Level 4. Showing considerable flexibility when appropriate and an ease at adapting to changing circumstances					
Provisional Mark (Simply add up the 4 levels)					
TEACHER ASSISTANCE					
Considerable teacher direction will limit achievement to Level 1.					
Some teacher direction will limit achievement to Level 2.					
Little teacher direction will enable achievement at Level 3.					
Teacher consultation but no teacher direction will enable achievement at Level 4.					
Final Mark allowing for Teacher Assistance					

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Controlled Assessment Part 2b – Practical Citizenship Action (Evaluation)

For candidates to succeed with this task, it is essential that they understand the criteria that you will use to assess their work.

Assessment Objective (AO) 2 is used to assess the task.

AO2 Apply Skills, Knowledge and Understanding in the Context of Active Citizenship – apply skills, knowledge and understanding when planning, taking and evaluating Citizenship actions in a variety of contexts.

What to look for in a C grade answer (level 1, 2 marks):
35/17 Limited reasons for the choice of action. 35/17 The evaluation should also include: – A limited reflection on the success of the action, supported by references to evidence; – a reflection on the suitability of their plan in relation to outcomes; – a limited description of what went well and not so well; – a limited description of improvements or next steps to increase the impact of the activity.

What to look for in an A grade answer (level 2, 4 marks):
35/17 A thorough explanation of the reasons for choosing their action. 35/17 The evaluation should also include: – A thorough reflection on the success of the action, supported by a convincing selection of evidence; – a thorough reflection on the suitability of their plan in relation to outcomes; – a thorough evaluation of what went well and not so well; – a thorough evaluation of improvements or next steps to increase the impact of the activity.

Example of a C Grade Response

We decided to organise a visit to school by one of my friend's brothers. Mark is 25 and was injured in a car accident and now uses a wheelchair. He keeps himself very fit and is training to complete a wheelchair half – marathon. We had found that some of our friends were either prejudiced against disabled people or were too embarrassed to talk to them. We wanted Mark to help change their attitudes to disabled people.

Limited reasons for the choice of action

We planned for Mark to come and take an assembly for Year 11 but, after seeing our Year Head, we thought it would be better for Mark to visit each of the seven tutor groups in turn. This would give more of a chance for a discussion. This worked well and people told us that they were surprised that Mark did so much. Others were surprised that he had a job in an office as they though all disabled people claimed benefit. Somebody asked how he had got to the school. They were surprised when he said, "in my BMW".

Limited reflection on successes of the action supported by limited evidence

We think we achieved our aim but we can now see that we should have found out about Year 11's attitudes to disabled people before Mark came in to school. We could then have compared "before and after". By talking to people afterwards, we can say that people's attitudes are positive now. The tutors were also pleased and all wanted Mark to come into school next year too to speak to their new tutor groups. Mark was also pleased to help us but did find some candidates, especially the girls, too shy to ask questions. Next time we could give out more information in advance so that Year 11 could think about disability before the visit. We did do a display board and website but not many people seemed to notice either of these.

Limited reflection on the suitability of the plan in relation to outcomes

Limited description of what could be changed next time

We all think that the school should ask Mark to come back next year but he could talk to Year 7 instead. This would mean that they would go through the school with better attitudes to disabled people. They might also be less shy to ask questions or the tutor could ask for questions to be written down the day before.

Limited description of next steps and of increasing the impact of the activity

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Example of an A Grade Response

We decided to raise awareness of the abilities of people who are labelled as "disabled". In 2008, Great Britain came 2nd in the paralympics in Beijing but this seemed to have a limited impact on negative impact on our friends in Year 11. I have a particular reason for being sensitive to this issue as my brother Mark has had to use a wheelchair for the last three years after a car accident. When people ask about Mark it is often to be sorry about what he might not be able to do rather than find out about what he actually is doing. In fact, he has a job, owns and drives a very nice car, and is in training for a wheelchair half marathon next month. We thought that we could change people's attitudes through a display in the school's main corridor and a page on the school's very popular website. When it became clear that neither of these activities were generating very much interest, we asked our Head of Year if Mark could come in to take an assembly. After a discussion, we realised that a session with each tutor group would be likely to be more effective and personal. In a group of 30, participation would be much higher than in an assembly with 270 candidates.

← A thorough explanation of the reasons for selecting the action – continued in the next paragraph

During our research, we found examples of what are called "disability hate crimes". These types of crime are not simply random acts directed at so-called 'vulnerable people'. These crimes are motivated by prejudice about disabled people's value and position in our society. By helping to change people's attitudes to disabled people, he hoped to reduce prejudice and discrimination directed at disabled people.

← Evaluation of the suitability of their plan with evidence of using this evaluation to change the plan

The visits to the tutor groups went well. Mark had decided to get two of them videoed. Watching the videos shows that the level of interest and the amount of questioning increases as the session goes on. This is especially the case with the boys who are interested in Mark's car, how the accident happened and whether he has a racing wheelchair. Afterwards I asked a girlfriend why the girls asked so few questions. She thought that it was because the tutors didn't get them involved and didn't get the boys to give them a chance.

← Further explanation of the reasons for selecting the action

We made the mistake of not surveying attitudes to disabled people before Mark came in to school. However, the indifferent response to our display and web page suggests that people were not really interested in disabled people and didn't give them a thought. Our teacher praised our illuminated display and web page so we feel that these projects might have had more impact if the subject had been different. Issues like animal cruelty or gender inequality probably would have attracted far more attention. The existence of this indifference or hostility is supported by research available on the Equality and Human Rights Commission website.

← The start of a thorough evaluation of Mark's visit based on evidence – continued in the 5th paragraph

Each of us did some qualitative research in our tutor groups. This covered four of the seven groups. We each asked three randomly chosen girls and boys whether they thought their attitudes to disabled people had changed. Apart from two people who were absent, all the rest said they had changed their attitudes as a direct result of Mark's visit. The Head Boy summed it up by saying that it is not disabled people who have a problem, it is other people who have the problem of prejudice. Our Head teacher has asked if Mark can come into school next year too.

← Thorough evaluation of the difficulties encountered

Next time we think that Mark should talk to Year 7 instead. They are more open to new ideas and will develop more positive attitudes to disabled people while they are at school. I have agreed to set this up with the Head of Year 7 for next year. Mark also thinks this will work better as he feels the candidates in Year 7 will be "less inhibited".

← Further evaluation of the impact of the visit

← Sound evaluation of the next steps and further work

5.4 Authentication of Controlled Assessment outcomes

Teachers must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. The candidate section of this handbook provides some guidance on referencing and reminds candidates that the work they submit must be their own and that they may be asked to sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received by OCR.

5.5 Internal Standardisation of Controlled Assessment

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be achieved in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

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5.6 Moderation of Controlled Assessment

All work for Units A341 and A344 is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR by 15 May for the June examination, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Appendix B of the Specification.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for each task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's files.

5.7 Minimum requirements for Controlled Assessment

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed task, then the candidate should be indicated as being absent from that task on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed task, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

5.8 Submission date for Controlled Assessment

Candidate's marks must be despatched to the Moderator and to OCR. Please refer to the OCR website for details of submission dates relevant to the current series of examinations.

6 FAQs

What are the dates in which the Controlled Assessments can be taken?

Controlled assessment tasks may still be undertaken at any point between release of the task by OCR and the examination series for which the task must be submitted. Each controlled assessment task will be valid for submission in a single examination series only. **Centres must ensure that candidates undertake a task that is valid for submission in the year in which the candidate intends to submit it**.

The series in which each task can be submitted will be clearly marked on the front cover of each task. Tasks will not be valid for submission in any examination series other than that indicated.

Tasks for the controlled assessment will be made available on OCR Interchange, ahead of the examination series for which the tasks are to be submitted. These will be removed upon expiry. Guidance on how to access controlled assessment tasks from OCR Interchange is available on the OCR website: www.ocr.org.uk.

It is up to the centre to decide when Controlled Assessment will be taken: guidance on this can be found in Section 4: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2012).

When can teachers and candidates access the material?

Controlled Assessment tasks will be available from Interchange on 1 June of the year prior to an assessment series, i.e. 1 June 2009 for assessment in June 2010 series.

Tasks will be reviewed every 2 years and it is the responsibility of centres to make sure that candidates are submitting the correct task. Tasks will be taken off Interchange on 15 May every two years.

Can any preparation work be done out of the classroom?

Yes. Controls are set at the level of tasks setting, task taking and task marking. Preparation work comes into the task taking level, under Research and Data Collection, which have a limited level of control i.e. work can be carried out without direct supervision. More guidance on this can be found can be found in Section 5: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2009).

Is there a minimum or maximum time that can be spent on the assessments?

Suggested time limits vary per subject: there are suggested time limits given in Section 5: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2009).

Where can the Controlled materials be accessed and by whom?

Controlled Assessment tasks and other documents are accessed via Interchange.

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Centre access to the Interchange Controlled Assessment area will be available to the registered Centre User (normally the Examinations Officer). However, the Centre User can set access permissions to others within their centre, eg HODs, subject leaders or subject teachers.

How long is each assessment valid for i.e can we use last year's one this year?

Tasks will be reviewed every 2 years and it is the responsibility of centres to make sure that candidates are submitting the correct task. Tasks will be taken off Interchange on 15 May every two years.

Where can the Mark Schemes be accessed?

Mark Schemes are included in the specifications and can also be accessed from the OCR website: Mark Schemes are attached at the end of each Sample Assessment Material.

Do we have to take the Controlled Assessment under exam conditions/teacher supervision?

Yes, but only for task taking, i.e. the last part of Controlled Assessment when candidates are producing their final piece of work – note that this can be over more than one supervised session. More guidance on this can be found in Section 5: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2009).

Will candidates be able to re-enter units?

Yes. Control assessment units can be carried forward with the moderator mark from one session to the next i.e. June 2014 to June 2015. There is a separate 'carry over' code to re-enter the unit.

Are materials sent based on estimated entries or can we download them from Interchange?

Tasks will only be available as downloads from Interchange: they will not be sent in hard copy to centres.

Do we mark them or do OCR?

Controlled Assessment tasks for ALL subjects are internally marked by centres and externally moderated by OCR.

When do we start and finish the Controlled Assessment?

Controlled Assessment is a form of internal assessment and as such there isn't a specified date in which Controlled Assessment has to be taken. Tasks are available from Interchange from 1 June of the year prior to an assessment series.

It is up to the centre to decide when Controlled Assessment will be taken: guidance on this can be found in Section 5: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2009).

Can I devise my own Tasks?

For Unit A341, opportunity is given for centres to choose the Citizenship Campaign task offered by OCR or to devise and resource their own tasks based the further guidance provided to centres for task setting. The task provided by OCR and the further guidance and examples will be refreshed every two years and changed where necessary to ensure that they remain topical.

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For Unit A344, OCR will set a topical theme or issue on which the Citizenship Enquiry will be based. (This is Part One of the Controlled Assessment for Unit A344.) The Citizenship Enquiry will relate to the specified subject content for the unit. The topical theme and source materials will be different each year. Candidates have an element of choice, regarding selection of further research materials, available to them.

Part Two of the Controlled Assessment for Unit A344 is Practical Citizenship Action. Candidates will be able to choose an issue for their action that is linked to their Citizenship Enquiry and that suits the opportunities, facilities and resources available in the area local to their centre. The choice of issues available to candidates and the linked examples of possible action for candidates to take, will be reviewed and refreshed every year in conjunction with the theme for the Citizenship Enquiry.

The same OCR Controlled Assessment tasks must NOT be used as the practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen Controlled Assessment task as guidance.

If you have a suggestion for a new task please contact OCR.

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7 Guidance on downloading Controlled Assessment task from Interchange

Before you start

Controlled Assessment materials will be available to download from OCR Interchange from June 2009.

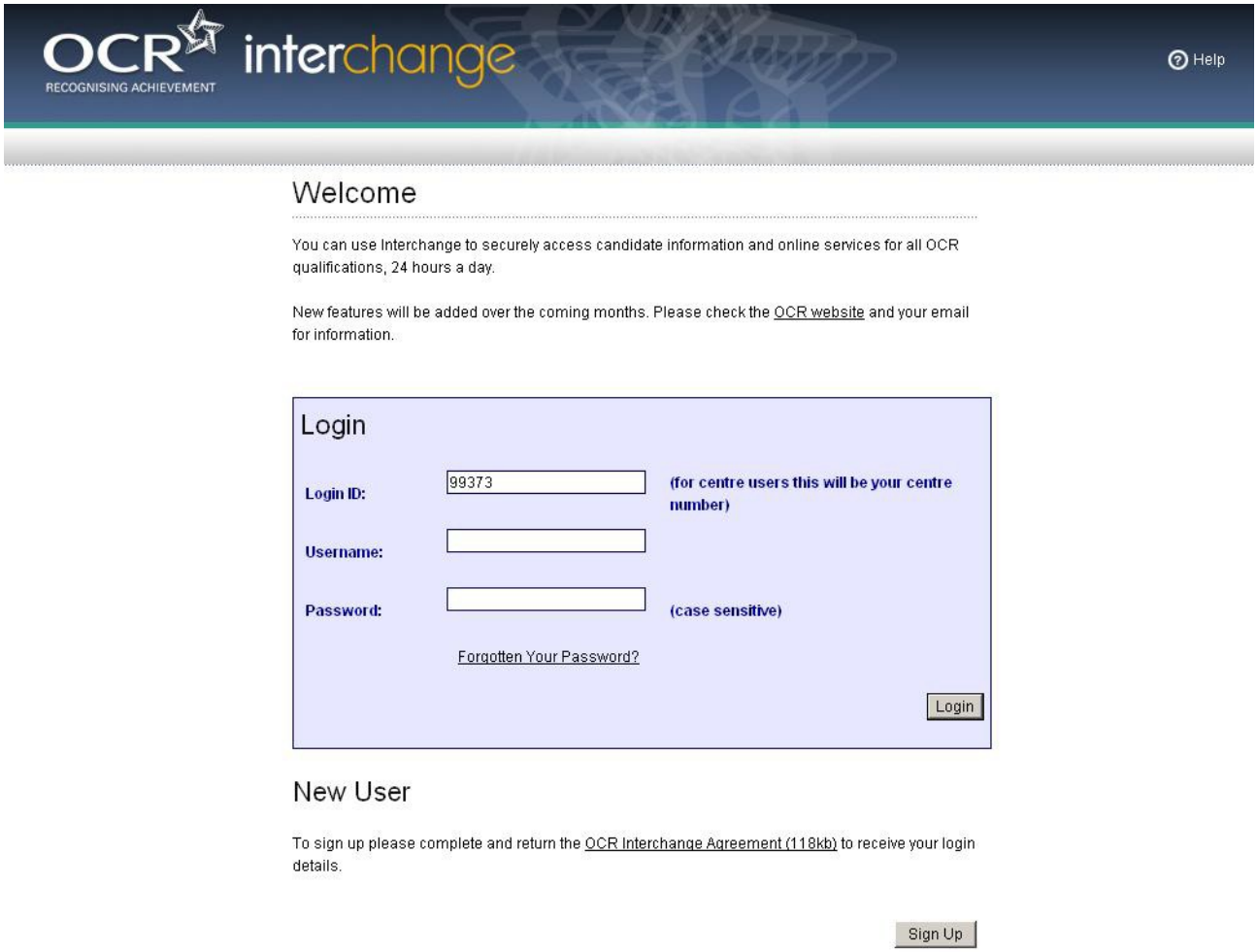
In order to use Interchange for the first time, you just need to register your centre by returning the Interchange Agreement. This can be downloaded from the OCR website at http://www.ocr.org.uk/interchange

If your centre already has an Interchange user account, you will need to be assigned the 'Tutor / teacher' Interchange role to access Controlled Assessment materials. Your Interchange Centre Administrator can assign this for you.

Step 1 – Log into Interchange

Click on the following link https://interchange.ocr.org.uk

Enter your log in details



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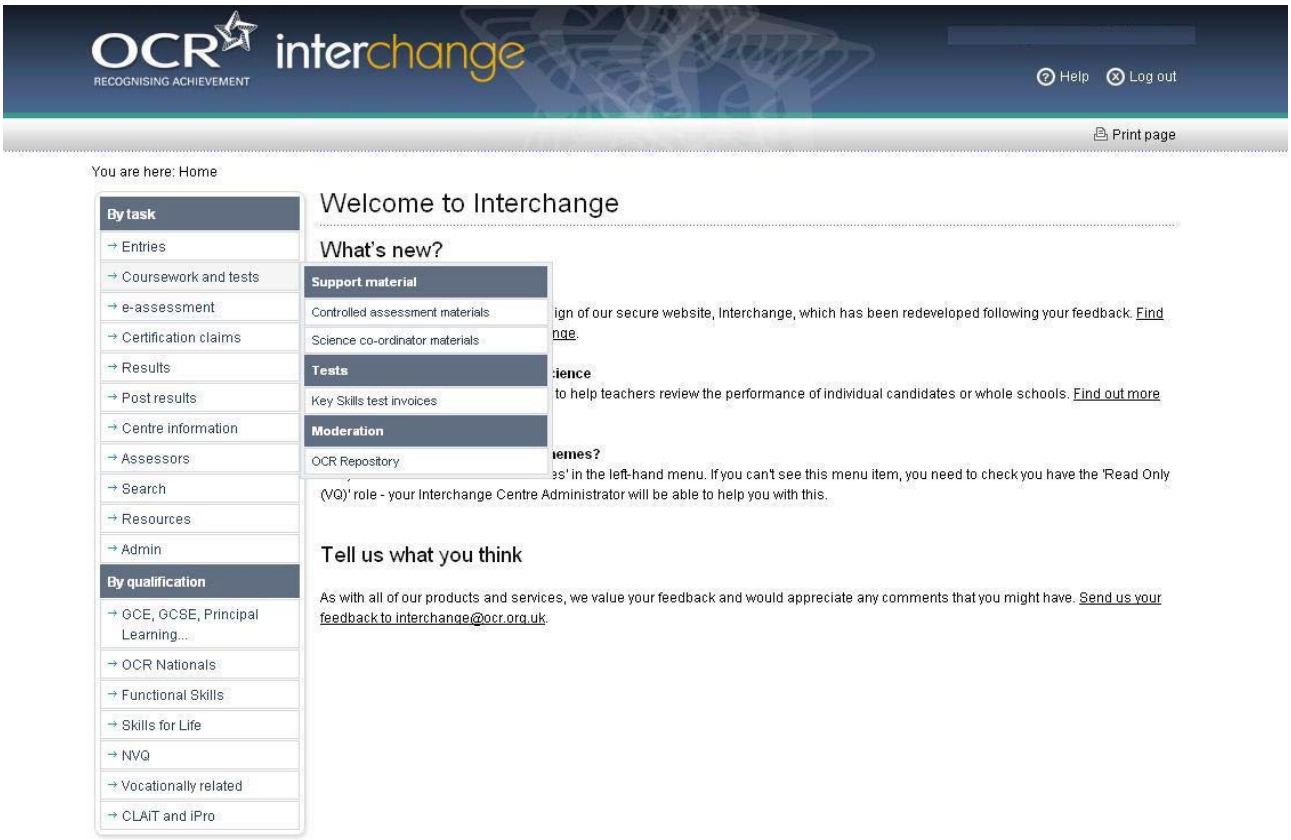
Step 2 – Navigate to Controlled Assessment materials area

Click on ‘Coursework and tests’

Click on ‘Controlled Assessment materials’

** If you are unable to see either of these menu items then it is likely that you do not have the ‘Tutor / teacher’ role assigned to you.

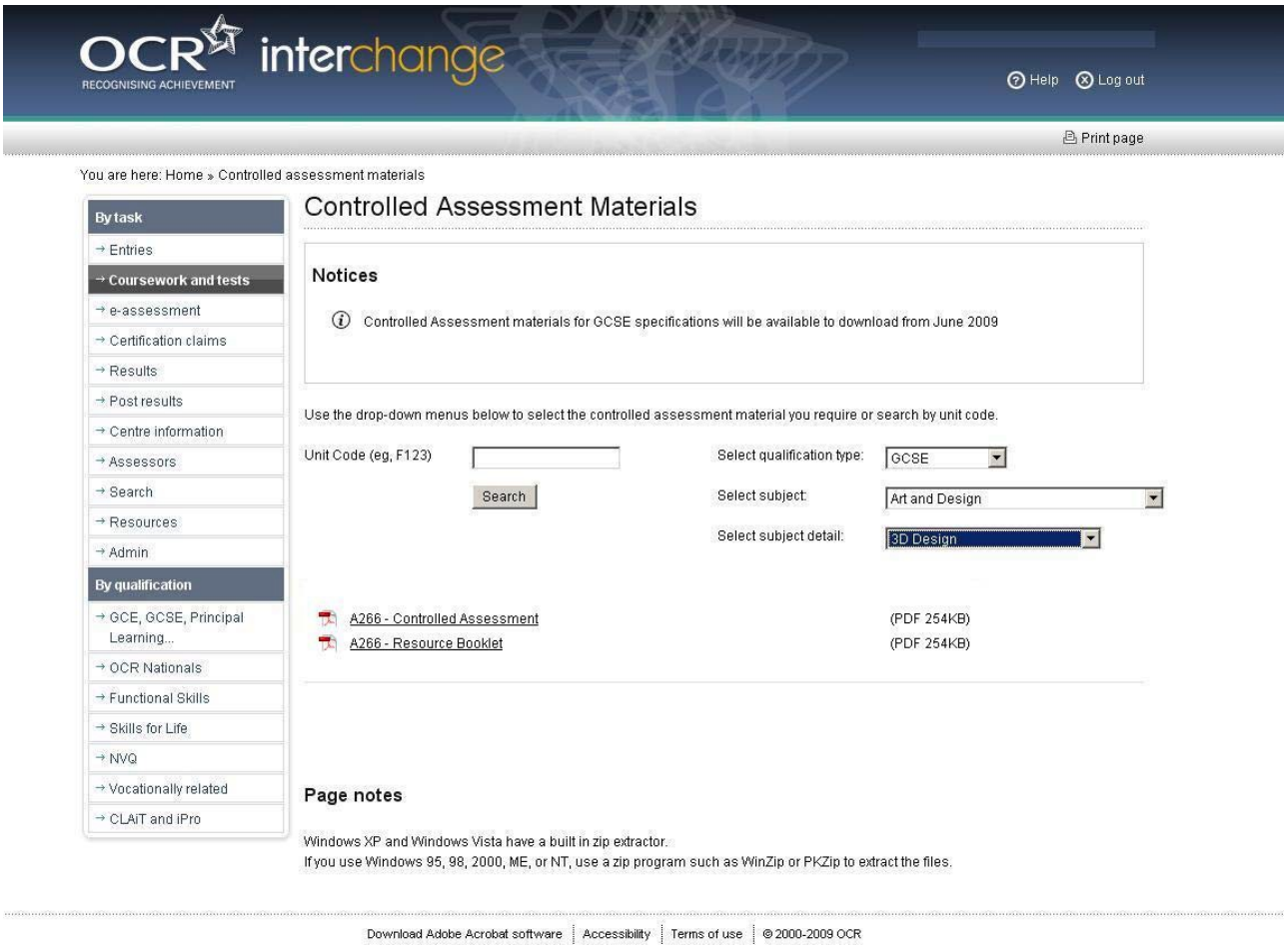


Step 3 – Search for materials

You can search for materials by unit code. Enter the unit code and click on the ‘search’ button.

Or, you can search for materials by subject information by selecting from the ‘drop down’ options.

All available documents will be displayed below the search.



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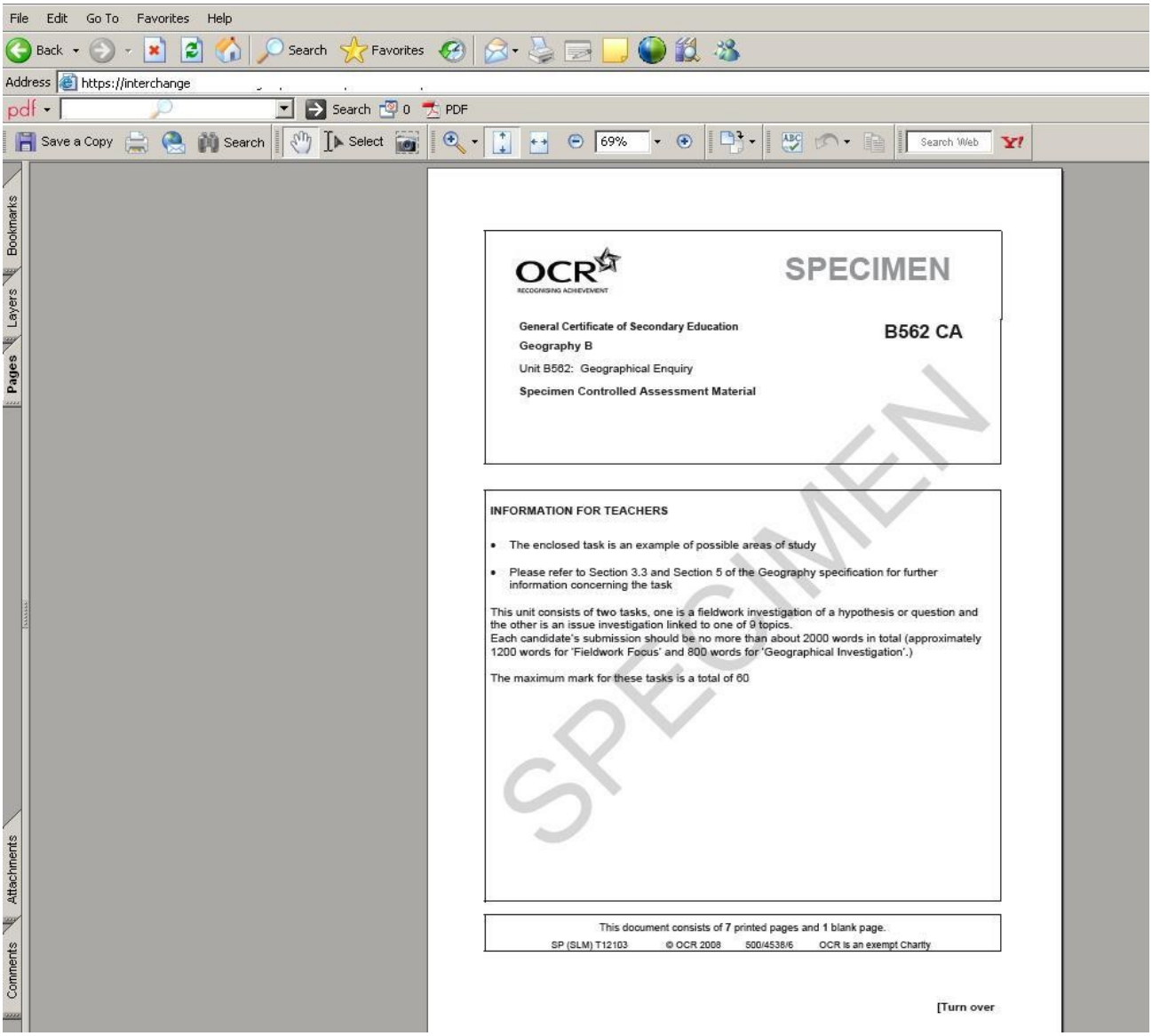
Step 4 – Open materials

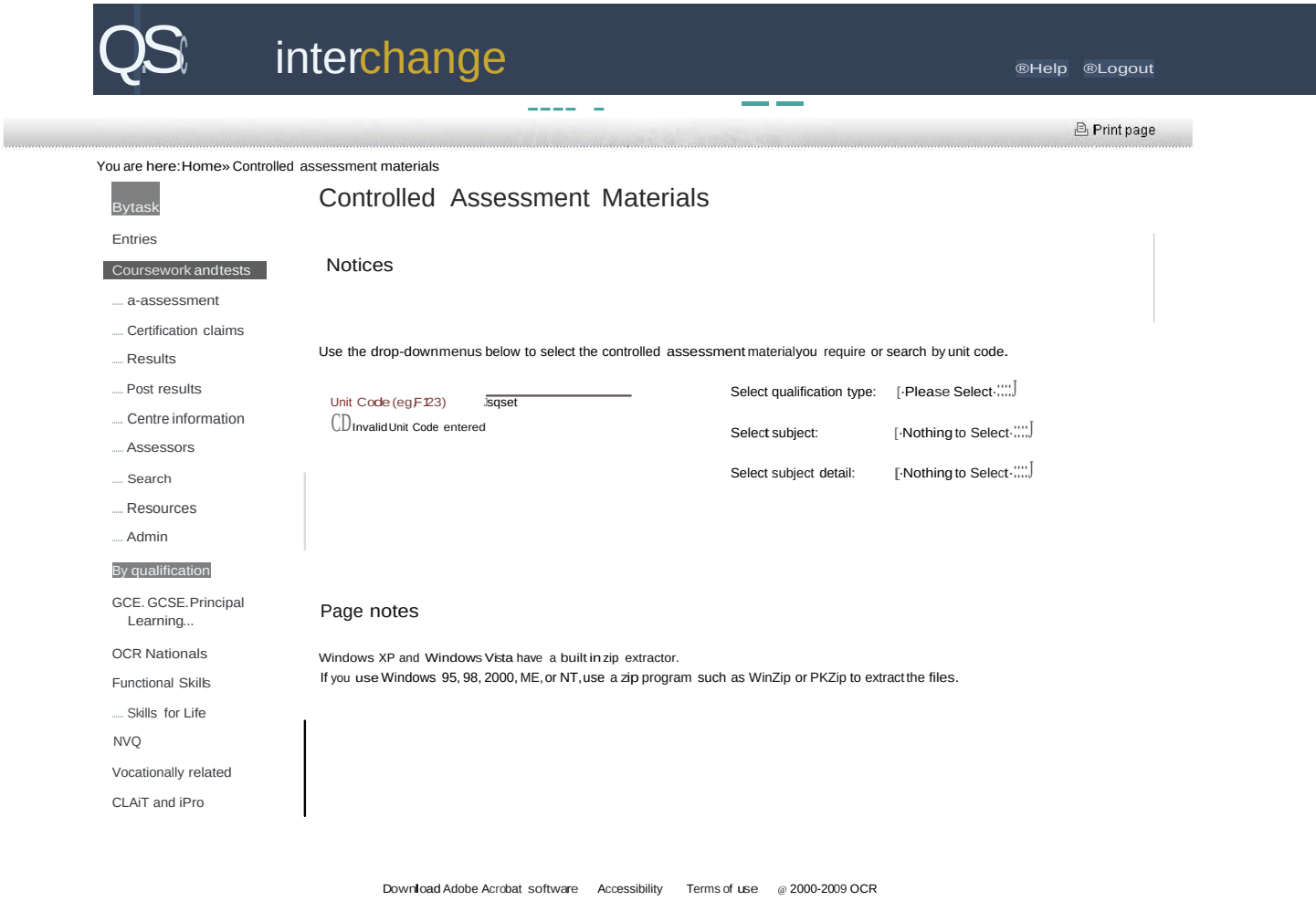
Click on the document link, the document will open in your browser

Click on ‘Save As’ to save to a location of your choice.



Step 5 – Troubleshooting

If you search for an invalid unit code, the following error message will be displayed.



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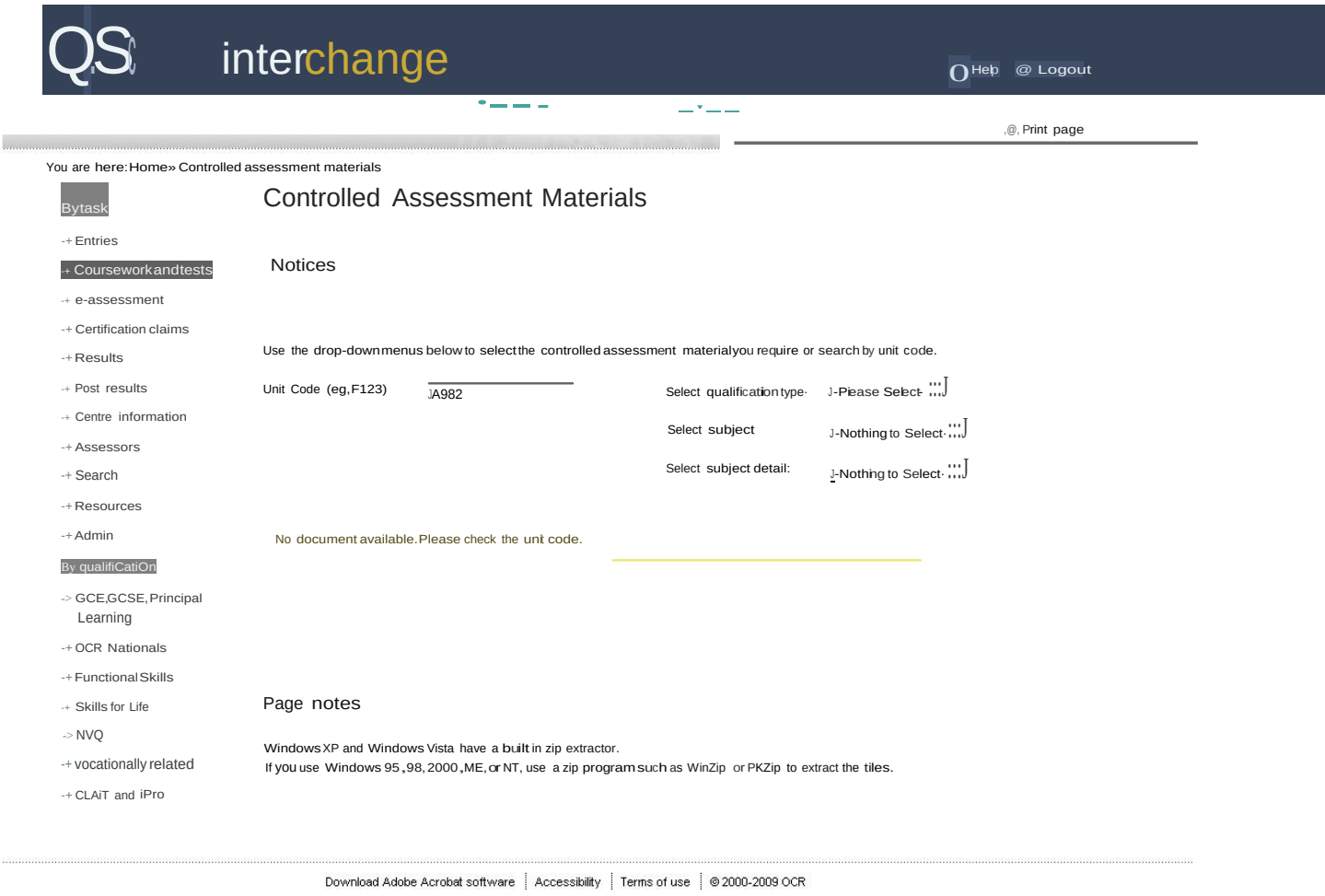
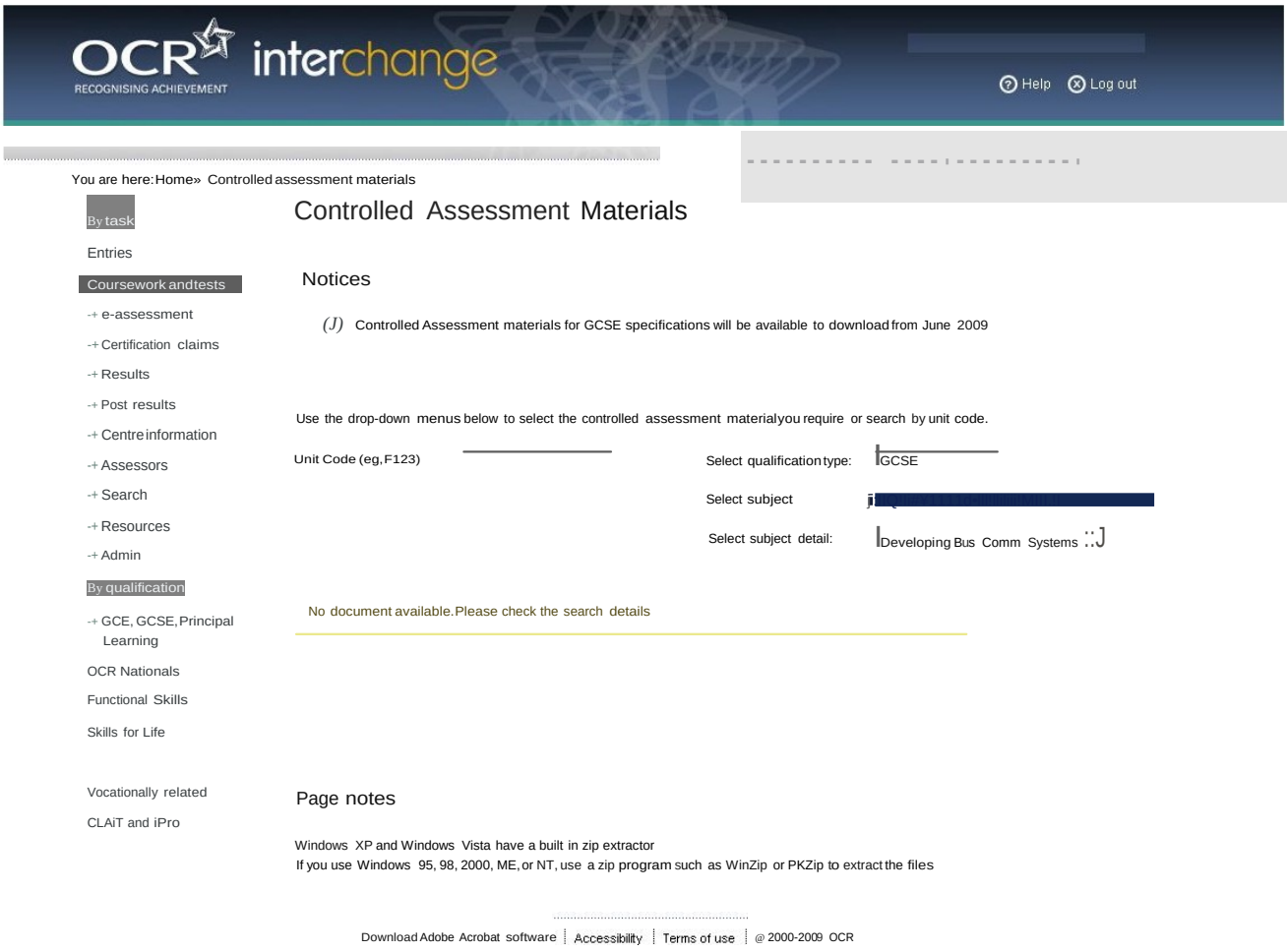
If you search for a valid unit code but there is no document currently available, the following message will be displayed.



If you search via the 'drop down' menus but there is no document currently available, the following message will be displayed.



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8 Guidance for the production of electronic Controlled Assessment

Structure for evidence

A Controlled Assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or Moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page'.

For each Controlled Assessment unit, there should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code A341 or A344, so that each portfolio is clearly identified as the work of one candidate.

Each candidate produces evidence for Controlled Assessment elements (please refer to Section 4: Scheme of Assessment and Section 5: Controlled Assessment for more details). The evidence for each element should be contained within a separate folder within the portfolio. Each of these folders is likely to contain separate files.

Each candidate's Controlled Assessment portfolio should be stored in a secure area on the centre network. Prior to submitting the Controlled Assessment portfolio to OCR, the centre should add a folder to the folder tree containing Controlled Assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic Controlled Assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only digital photographs (as required by the specification) and Word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word-processed documents, scanned manuscript documents, outputs from composing software and digital recordings.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate

Accepted File Formats
Movie formats for digital video evidence
MPEG (*.mpg)
QuickTime movie (*.mov)
Macromedia Shockwave (*.aam)
Macromedia Shockwave (*.dcr)
Flash (*.swf)
Windows Media File (*.wmf)
MPEG Video Layer 4 (*.mp4)
Audio or sound formats
MPEG Audio Layer 3 (*.mp3)
Graphics formats including photographic evidence
JPEG (*.jpg)
Graphics file (*.pcx)
MS bitmap (*.bmp)
GIF images (*.gif)
Animation formats
Macromedia Flash (*.fla)
Structured markup formats
XML (*xml)
Text formats
PDF (.pdf)
Comma Separated Values (.csv)
Rich text format (.rtf)
Text document (.txt)
Microsoft Office suite
PowerPoint (.ppt)
Word (.doc)
Excel (.xls)
Visio (.vsd)
Project (.mpp)

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