Citizenship

GCSE 2012

Citizenship Studies

Specification

J269 – Full Course

J029 – Short Course

Version 1

April 2012

OCR

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1.1   Overview of GCSE Citizenship Studies and GCSE (Short Course) Citizenship Studies

GCSE Citizenship Studies Short Course

Unit A341 **Rights and Responsibilities – Getting Started as an Active Citizen** Maximum 37 hours overall/30 marks	**Controlled assessment** School-based assignment – a **Citizenship Campaign** 60% of the short course 30% of the full course Mandatory
Unit A342 **Identity, Democracy and Justice – Understanding our Role as Citizens** 1 hour/40 marks	**Examined unit – written paper or computer-based test** 40% of the short course 20% of the full course Mandatory

GCSE Citizenship Studies Full Course = GCSE Citizenship Studies Short Course and:

Unit A343 **Rights and Responsibilities – Extending our Knowledge and Understanding** 1 hour/40 marks	**Examined unit – written paper** 20% of the full course Mandatory
Unit A344 **Identity, Democracy and Justice – Leading the Way as an Active Citizen** Maximum 37 hours overall/30 marks	**Controlled assessment** 30% of the full course Mandatory

1.2 Guided learning hours

GCSE Citizenship Studies requires 120–140 guided learning hours in total.

GCSE (Short Course) Citizenship Studies requires 60–70 guided learning hours in total.

1.3 Aims and learning outcomes

The aims of this specification are to:

- encourage candidates to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain the confidence and conviction to participate in decision making and play an active role as effective citizens in public life.

GCSE specifications in Citizenship Studies must enable candidates to:

- engage with topical citizenship issues and contribute to debates on challenges facing society, involving a wide range of political, social and ethical ideas, issues and problems in different contexts (local to global)
- develop and apply understanding of key citizenship concepts (justice, democracy, rights and responsibilities, identities and diversity) to deepen their understanding of society and how communities change over time
- use an enquiring, critical approach to distinguish facts, opinions and bias, build arguments and make informed judgements
- develop the necessary skills, knowledge and understanding to take action with others to address citizenship issues in their communities.

1.4 Prior learning/attainment

Candidates who are taking courses leading to this qualification at Key Stage 4 should normally have followed the corresponding Key Stage 3 Programme of Study within the National Curriculum.

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

The content in this unit is specified below. Centres should plan the teaching of the unit by covering the content in an order to suit the needs, interests and aspirations of candidates.

This unit is internally assessed by means of a controlled assessment externally moderated by OCR. The controlled assessment will test candidates' knowledge, understanding and skills from the sections outlined below (2.1.1, 2.1.2, 2.1.3 and 2.1.4) through a **Citizenship Campaign** in which the candidate plans, negotiates and takes appropriate action. This is followed by an evaluation of the campaign's success.

2.1.1 Our rights and responsibilities to each other, within families and within the wider community

Candidates should be able to:	*Example:*
• understand the ways in which moral and legal rights and responsibilities develop with maturity and age. (National Curriculum Key Concepts 1.2a, 1.2b. Range and Content 3a)	*through tracking the different legal rights and responsibilities that apply to citizens of the United Kingdom (UK) at different ages.*
• understand the moral and legal rights and responsibilities that apply to our interactions with others and know that members of families have responsibilities (moral and legal) as well as rights. (National Curriculum Key Concepts 1.2a, 1.2b. Range and Content 3a)	*by understanding that people in marriages, civil partnerships and 'common law' partnerships have differing legal rights and responsibilities.*
• understand the range and importance of fundamental human rights and their impact on national and international law • identify and debate cases where different human rights may be in conflict. (National Curriculum Key Concepts 1.2a, 1.2b. Range and Content 3a)	*by considering cases within the Human Rights Act where Article 1 and Article 2 of Protocol 1 might conflict with Articles 5 and 8, e.g. the use of compulsory DNA testing to reduce crime.*
• engage in responsible action to develop the school community, including understanding the benefits of an active School Council or Student Council. (National Curriculum Key Process 2.3a. Range and Content 3h)	*by holding a position of responsibility within the school, engaging in discussions about school improvement or supporting other members of the school community.*

2.1.2 Our rights and responsibilities as citizens within the economy and welfare systems

Candidates should be able to:	Example:
• understand their responsibility for participation in the economy through employment and understand how, and for what purposes, taxes are raised (locally and nationally). (National Curriculum Key Concepts 1.2a, 1.2b. Range and Content 3j)	*through understanding the importance of employment for personal wealth and self-esteem and for the collective wealth of the community.*
• understand that the rights of consumers and businesses can compete and conflict but that both have legal rights and responsibilities to each other when items are bought and sold, and that rights are supported and protected by statutory and non-statutory bodies. (National Curriculum Key Concepts 1.2a, 1.2b, 1.2c, Range and Content 3k)	*through understanding the protection provided to the consumer under the Sale of Goods Act 1979.*
• understand that employers and employees have rights and responsibilities that can compete and conflict and that employees can be supported by trade unions. (National Curriculum Key Concepts 1.2a, 1.2b, 1.2c. Range and Content 3k)	*by knowing the rights and responsibilities of employers and employees in relation to minimum rates of pay, health and safety, contractual obligations, proper conduct and equal opportunities.*
• understand that landlords and tenants have legal rights and responsibilities in relation to rents and deposits, health and safety and the condition of the property • evaluate the extent to which rights are supported and protected by statutory and non-statutory bodies. (National Curriculum Key Concepts 1.2a, 1.2b, 1.2c. Key Process 2.1d. Range and Content 3k)	*through the understanding of a tenancy agreement.*

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2.1.3 Our rights and responsibilities as global citizens

Candidates should be able to:	Example:
• understand the interdependence of individuals, groups and communities, and assess critically the impact of their own actions on communities and the wider world now and in the future • make recommendations to others for action and change. (National Curriculum Key Concept 1.3c. Key Process 2.3d. Range and Content 3n)	*through a study of the implications of buying fair trade products.*
• understand that the world's resources are scarce but that demand for them is increasing and that this can lead to the need to make just decisions about fair distribution and use. (National Curriculum Key Concepts 1.1b, 1.2c, 1.3c. Range and Content 3n)	*through a study of the reasons for increases in fuel prices and the implications for poorer people in the United Kingdom and in Less Economically Developed Countries.*
• evaluate, with reference to one topical global issue, the ways in which individuals, organisations, businesses and governments promote sustainable development through policies and practices, including Agenda 21. (National Curriculum Key Concept 1.3c. Key Process 2.3d. Range and Content 3i)	*show, with reference to marine polllution, the importance of action of different scales to resolve the problem.*
• understand that people in More Economically Developed Countries (MEDCs) and their governments may support people in Less Economically Developed Countries (LEDCs) through emergency and longer-term aid, and evaluate different viewpoints about just and effective ways to do this. (National Curriculum Key Concepts 1.1b, 1.3c. Key Process 2.1d. Range and Content 3n)	*through evaluating the different expenditure priorities set by the Department for International Development and a charity such as Oxfam.*

2.1.4 Campaigning to raise awareness and advocate action within the community

Candidates should be able to:	Example:
• research and present a convincing argument in the context of our rights and responsibilities by critically interpreting and analysing information from different sources, including ICT-based sources, showing an awareness of different values, viewpoints and bias. (National Curriculum Key Processes 2.1b, 2.1c, 2.2c. Range and Content 3d and 3h)	*by researching the case for reducing the voting age to 16.*
• enlist support for a viewpoint and organise a campaign to promote it within a school, college or local community by negotiating with others and managing time and resources appropriately. (National Curriculum Key Processes 2.1a, 2.2b, 2.2c, 2.3a, 2.3b, 2.3c, 2.3e. Range and Content 3d and 3h)	*campaign for the protection or extension of individual rights; the provision of improved facilities at school; changes to taxation and benefits; or changes to the law.*
• express, explain and critically evaluate different viewpoints, including those with which they do not agree, as part of a formal debate at which a vote is taken. (National Curriculum Key Processes 2.1a, 2.2a, 2.2b, 2.2c. Range and Content 3g)	*through evaluating the case for a further increase in university tuition fees.*
• explore connections between values, viewpoints and actions with respect to rights and responsibilities for individuals in national and global contexts. (National Curriculum Key Process 2.1d. Range and Content 3l)	*by researching the actions of a person from the past whose values and viewpoints influenced their actions, e.g. William Wilberforce, the Pankhurst sisters, Mahatma Gandhi, Mother Teresa, Martin Luther King, Nelson Mandela.*

Centres can plan the teaching of this unit by covering the content in an order to suit the needs, interests and aspirations of candidates.

This unit is externally assessed by means of a one-hour examination. Section A of the examination will test candidates' knowledge, understanding and skills by drawing on a sample of all the content specified below. Sections B and C of the examination will test candidates' skills of analysis and evaluation. Candidates will have the opportunity to evaluate a viewpoint drawn from the specification content.

The examination will draw upon content from the sections outlined below (2.2.1, 2.2.2, 2.2.3 and 2.2.4).

2.2.1 Citizenship, identity and community in the United Kingdom

Candidates should be able to:	Example:
• understand the cultural traditions and value system* that contribute to being British. * Values of personal freedom; tolerance and respect for diversity; equality of opportunity; representative democracy and the rule of law. (National Curriculum Key Concepts 1.1c, 1.3a, 1.3d. Range and Content 3l)	*through assessing the understanding different people have about being British and what they value about British citizenship.*
• explore the diverse national, regional, ethnic and religious groups and communities in the United Kingdom and understand the different forces that bring about change in communities over time. (National Curriculum Key Concepts 1.3b, 1.3d. Range and Content 3l)	*through knowing the reasons for cultural diversity in the UK, linked to an understanding of economic and political migration, including the seeking of asylum.*
• understand that the United Kingdom is a country with wide cultural diversity where people's sense of identity is often complex. (National Curriculum Key Concepts 1.1c, 1.3a, 1.3b. Range and Content 3l)	*through case studies of different cultural groups in the UK, understand that identities are often multi-faceted and complex, and that people's experience and understanding of what it means to be a citizen in the United Kingdom can change over time.*
• understand the interdependence of individuals, groups and communities, the need for mutual respect and understanding and the importance of community cohesion. (National Curriculum Key Concepts 1.1c, 1.3b, 1.3d. Range and Content 3l)	*through the study of the contribution of people of different ethnic origins and religious backgrounds to the national economy (including the public services), entertainment and sport.*

2.2.2 Fairness and justice in decision making and the law

Candidates should be able to:	Example:
• understand the different roles of the police, Crown Prosecution Service, criminal courts, including judges and juries, as part of the justice system in upholding the law, dealing with criminals and attempting to secure fairness and justice within our democracy • understand that criminal activity can threaten human rights. (National Curriculum Key Concepts 1.1b, 1.2b. Range and Content 3b).	*through the study of a case in a magistrates' court or Crown Court.*
• know that International Humanitarian Law protects the human rights of individuals and communities in peace and in conflict • understand that individuals, organisations and governments have responsibility to ensure that rights are balanced, supported and protected. (National Curriculum Key Concept 1.1b. Range and Content 3a).	*by understanding the main provisions of the United Nations Declaration of Human Rights and the European Convention on Human Rights as they relate to the rights of individuals and communities in the United Kingdom and how the Government aims to support and protect these rights through United Kingdom law.*
• understand ways in which rights can compete and conflict and how the law is used to resolve these issues justly. (National Curriculum Key Concepts 1.1b, 1.2c. Range and Content 3a and 3b)	*by understanding how restricting the freedom of some people might enhance the freedom of others through legislation on road safety, dangerous animals, anti-terrorism, etc.*
• understand the importance of the law in maintaining order, resolving conflict and achieving just outcomes, and understand that the law places a responsibility on all members of society to conform to a common code of behaviour, including obedience to criminal and civil law. (National Curriculum Key Concepts 1.1b, 1.2a, 1.2b. Range and Content 3b)	*understanding the importance of not: obstructing the police; withholding information; committing perjury; or being in contempt of court.*
• understand how a Bill passes through the UK Parliament to become an Act, which is then law. (National Curriculum Key Concept 1.1d. Range and Content 3c and 3e)	*by tracking a particular piece of legislation.*
• know how legal advice and support may be obtained. (National Curriculum Key Concept 1.1d. Range and Content 3a, 3b and 3h)	*knowing about the support available through solicitors, trade unions, membership organisations or 'Citizens' Advice'.*

2.2.3 Democracy and voting

Candidates should be able to:	*Example:*
• engage in different democratic decision-making exercises that have an influence on school or community life. (National Curriculum Key Concept 1.1a. Key Process 2.2b. Range and Content 3d and 3h)	*through debating and voting on an appropriate focus for an end of year celebration or tutor group charity or selecting Student Council representatives.*
• understand the development of, and struggle for, different kinds of rights and freedoms (speech, opinion, association and the right to vote) in the United Kingdom as part of securing a representative democracy • understand the different operation of power and authority in democratic and non-democratic forms of government, historically and across the world today • evaluate Parliament's role in holding the Government to account in a representative democracy. Understand that non-democratic forms of government are likely to infringe human rights. (National Curriculum Key Concepts 1.1b, 1.1c. Key Process 2.1d. Range and Content 3f)	*through a comparison of the role and authority of a parliament in a representative democracy, dictatorship and system of single party rule.*
• understand ways in which citizens can play an active part in the electoral process to influence decision making through membership of political parties and through participation in local and national elections. (National Curriculum Key Concepts 1.1a, 1.1d. Range and Content 3d and 3e)	*by engaging in a school mock election as a means to understanding some of the processes involved in national elections.*
• evaluate the extent to which citizens can play an active part in the democratic process to influence decision making and to hold decision makers to account locally, nationally and globally, including through membership of interest groups and pressure groups. (National Curriculum Key Concepts 1.1a, 1.1d. Range and Content 3d and 3e)	*through case studies of how individuals and groups have influenced decision making through their lobbying of local authorities, Parliament and the formation of pressure groups.*
• understand the importance of political parties, interest groups, including religious organisations, pressure groups and the media in influencing public debate and policy formation. (National Curriculum Key Concept 1.1d. Range and Content 3d and 3e)	*through a case study of the debates on such issues as human embryo research, animal experimentation or extending the time people can be held by the police without charge.*

Candidates should be able to:	*Example:*
- understand the importance of a free press in a democracy by knowing that, in the United Kingdom, the media have the right to investigate, and to report upon, issues of public interest, subject to the need for accuracy and respect for people's privacy and dignity - understand the use politicians make of the media in communicating with the public - understand how the media influence the decision-making process through the use of information, by affecting public opinion, and by exerting pressure on local and national governments. (National Curriculum Key Concept 1.1d. Range and Content 3g)	*through a case study of a media campaign on such issues as wind farms (Daily Telegraph, 2012).*

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Candidates should be able to:	Example:
• know, in outline, about our economic, political, legal and cultural relationships with other countries in Europe • evaluate the implications of the United Kingdom's membership of the European Union and that European Union decisions have an impact upon citizens of the United Kingdom. (National Curriculum Key Concept 1.3c. Key Process 2.1d. Range and Content 3m)	*through an understanding that all members of the EU agree to particular values, principles and policies.*
• understand that the British Commonwealth is a family of nations and has an important role in promoting cultural understanding and the exchange of ideas. (National Curriculum Key Concept 1.3c. Range and Content 3m)	*through knowing about the Commonwealth Games and at least one other international cultural exchange.*
• understand the United Nations' role in helping to resolve international disagreements and conflict • understand that the United Kingdom, as a member country, is committed to adhere to the United Nations' agreements on human rights, international relations and the environment • evaluate the role and effectiveness of the United Nations in one international issue, emergency or dispute. (National Curriculum Key Concepts 1.1b, 1.2a, 1.3c and 1.3d. Key Processes 2.2a, 2.2b, 2.2c. Range and Content 3m)	*through an understanding of the impact on the United Kingdom of UN agreements on the environment and climate change.*

2.3 Unit A343: *Rights and Responsibilities – Extending our Knowledge and Understanding*

The content in this unit builds upon the content in Unit A341. Centres should plan the teaching of the unit by covering the content in an order to suit the needs, interests and aspirations of candidates.

This unit is externally assessed by means of a one-hour examination. The examination will test candidates' knowledge, understanding and skills from the sections outlined below (3.3.1, 3.3.2 and 3.3.3).

2.3.1 Our rights and responsibilities at school/college and within the wider community. (EXTENSION of Unit A341 2.1.1)

Candidates should be able to:	Example:
• know that members of the school/college community have responsibilities (moral and legal) as well as rights. (National Curriculum Key Concepts 1.2a, 1.2b. Range and Content 3a) Adds breadth and additional content to the short course.	*understand that pupils have a right to learn and a responsibility to help others to learn.*
• understand the formal (legal) and informal means through which rights and responsibilities can be balanced, supported and safeguarded in schools. (National Curriculum Key Concepts 1.2a, 1.2c. Range and Content 3a) Adds breadth and additional content to the short course.	*by knowing that the law protects parents of pupils in state schools from having to pay for books and equipment necessary to follow the National Curriculum and by knowing that the law requires parents to ensure that their children receive an education.*
• evaluate the additional formal and independent support available to individuals requiring information and advice, including that available from: Government departments, agencies and official regulators; Citizens' Advice, consumer protection or rights organizations and solicitors. (National Curriculum Key Concept 1.2b. Range and Content 3d) Adds additional content to the short course.	*through an evaluation of the services provided by the local Citizens' Advice or through an evaluation of the role of a Local Authority or OFSTED in supporting the interests of parents and school pupils by providing accessible information about the quality of local schools.*
• analyse the Universal Declaration of Human Rights, the European Convention on Human Rights and the Human Rights Act. With reference to these documents, evaluate possible infringements of human rights in the UK and elsewhere. (National Curriculum Concepts 1.2a and 1.2b. Range and Content 3a) Adds depth and breadth to the short course.	*use the Declaration and Convention, as well as reference to other appropriate contextual information, to assess the legitimacy of holding people in detention without trial.*

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2.3.2 Our rights and responsibilities as citizens within the economy and welfare systems. (EXTENSION of Unit A341 2.1.2)

Candidates should be able to:	Example:
• understand the role of trade unions and employers' associations in supporting and representing their members. (National Curriculum Key Concept 1.2b. Range and Content 3d, 3h and 3k) Adds depth and breadth to the short course.	*through knowing about the role of trade unions in the collective negotiation of pay and conditions and through knowing about the services provided to members by the Confederation of British Industry or Institute of Directors.*
• understand that laws relating to employment and the production, taxation and sale of goods need to recognise the interests of employers, employees, buyers, sellers and the environmental impact of production • understand how these interests can compete and conflict. (National Curriculum Key Concept 1.2c. Range and Content 3k) Adds depth to the short course.	*understanding the arguments for and against an increase in the minimum wage and understanding the arguments for and against introducing additional special taxes for goods and services that damage the environment.*
• understand the Government's role in helping to manage the economy and the planning and regulation of public services • evaluate and debate the different opinions on how far the state or individuals should take responsibility for the provision of income protection, health and education. (National Curriculum Key Concept 1.2b. Range and Content 3j) Adds depth and additional content to the short course.	*through knowing the difference between direct and indirect national taxation, and council tax, and knowing the main areas of expenditure for national and local government. Through an understanding of the different positions of the main political parties on support for independent education.*
• understand the importance of ethical behaviour and social responsibility in enterprise and business, including the moral and legal responsibilities businesses have towards each other and the wider community. (National Curriculum Key Concepts 1.2a, 1.2c. Range and Content 3j and 3k) Adds additional content to the short course.	*through the study of the purpose of laws on patents and copyright or the benefits to businesses that come from involvement in community-based projects.*

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2.3.3 Extending understanding of a global citizen's rights and responsibilities. (EXTENSION of Unit A341 2.1.3)

Candidates should be able to:	Example:
• understand the implications of Agenda 21 for promoting sustainable development on local, national and global scales, together with the constraints limiting the extent of its implementation. (National Curriculum Key Concept 1.3c. Range and Content 3j and 3k) Adds depth to the short course.	*through an understanding of the principles of Agenda 21 and the implications these have for our way of life in the UK.*
• understand the differences between fair and unfair trade and the role of traders' organisations, pressure groups and governments in bringing about change. (National Curriculum Key Concept 1.3c. Range and Content 3n) Adds depth and breadth to the short course.	*through a study of a fair trade organisation and the benefits it brings to producers.*
• evaluate the different types of aid that may be offered to Less Economically Developed Countries (LEDCs) and the relative merits of these for people in the donor and recipient countries. (National Curriculum Key Concept 1.3c. Key Process 2.1d. Range and Content 3n) Adds depth to the short course.	*through understanding the differences between aid that encourages self-reliance and aid that might lead to dependency.*
• understand the role of the media, the internet and other new communications technologies, in international affairs, in providing information and affecting opinion, and how they may be used to attempt to bring about change, in democratic and non-democratic societies. (National Curriculum Key Concept 1.3d. Range and Content 3g) Adds additional content to the short course.	*through understanding the BBC Charter and the global influence of the BBC World Service.*
• evaluate the key points of one international citizenship issue related to trade or aid. (National Curriculum Key Concept 1.3c. Key Process 2.1d. Range and Content 3n) Adds breadth to the short course.	*through understanding the arguments for and against imposing tariffs on manufactured goods from low-wage economies.*

The content in this unit builds upon the content in Unit A342. Centres should plan the teaching of the unit by covering the content in an order to suit the needs, interests and aspirations of candidates.

This unit is internally assessed by means of a controlled assessment. This is externally moderated by OCR. The controlled assessment will test candidates' knowledge, understanding and skills from the sections outlined below (2.4.1, 2.4.2, 2.4.3 and 2.4.4).

Candidates will have the opportunity to conduct a *Citizenship Enquiry* based on a selection of source material provided by OCR in advance and drawn from the specification content. Candidates will also need to engage in *Practical Citizenship Action*, including researching, planning, negotiating, taking action and evaluating the action.

2.4.1   Citizenship, identity and community cohesion in the United Kingdom (EXTENSION of Unit A342 2.2.1)

Candidates should be able to:	*Example:*
• understand the specific contributions of at least two different cultural traditions to the richness of life in the UK. (National Curriculum Key Concept 1.3b. Range and Content 3l) Adds depth to the short course.	*through organising an international food or music festival in school.*
• research the needs of different groups in their local community by using a simple but valid social survey • understand that different groups may hold differing views on the nature of the community's needs and the best ways to meet these needs. (National Curriculum Key Processes 2.1a, 2.1b. Range and Content 3d) Adds breadth and depth to the short course.	*by identifying through research the different views that groups hold about the development of a local club or shelter for young people.*
• understand the conditions which may lead to strain and conflict between communities in the UK. (National Curriculum Key Concept 1.3d. Range and Content 3l) Adds depth to the short course.	*through the study of inequalities experienced by different communities living in the same area.*
• understand successful strategies for developing more harmonious communities and societies. (National Curriculum Key Concept 1.3d. Range and Content 3l) Adds depth to the short course.	*through the exploration of successful examples of encouraging integration and mutual respect in schools.*

Candidates should be able to:	*Example:*
• engage with and evaluate the effectiveness of informal and formal community leaders (small business owners, councillors, youth workers, media workers, etc), community groups and non-governmental organisations (such as community groups, charities and special interest groups) in addressing and supporting community needs, providing services, promoting community cohesion and bringing about social change. (National Curriculum Key Concept 1.3d. Key Process 2.1a. Range and Content 3d and 3h) Adds breadth and depth to the short course.	*through case studies of the way in which a local community group is organised and how it provides for community needs, or the way in which a national charity campaigns to establish more effective support for people and communities.*
• evaluate the role of governmental and non-governmental organisations in helping to meet community needs, providing services and stimulating social change, including combating racism and promoting equal opportunity. (National Curriculum Key Concepts 1.2b and 1.3d. Key Process 2.1d. Range and Content 3h and 3l) Adds additional content to the short course.	*through a case study of the work of the Equality and Human Rights Commission.*
• evaluate the effectiveness of the law in discouraging unfair discrimination. (National Curriculum Key Concepts 1.1b. Key Process 2.1d. Range and Content 3a and 3b) Adds additional content to the short course.	*through a debate about whether gender, disability, age or racial discrimination should become criminal offences.*
• with reference to the above, actively engage in and understand the processes needed for successful community action designed to have an impact in the school, college and/or wider community: researching the background (including identification of key decision-makers); negotiating responsibility within a team; finding sources of information and support; engaging in community action; reflecting on the process of participating and, if appropriate, consolidating or extending the project. (National Curriculum Key Processes 2.3a, 2.3b, 2.3c, 2.3d, 2.3e. Range and Content 3h) Adds breadth, depth and additional content to the short course.	*help to establish an intergenerational event designed to encourage community cohesion.*

2.4.2 Extending understanding of the legal and justice system (EXTENSION of Unit A342 2.2.2)

Candidates should be able to:	Example:
• understand, through the study of suitable examples, that the courts are charged with responsibility to interpret the law in reaching judgements and that this creates a precedent for future judgements and to judge-made case law. (National Curriculum Key Concepts 1.1b. Range and Content 3b) Adds depth to the short course.	*through the study of one particular precedent established by the courts.*
• understand the importance of supporting victims of crime and the processes involved. (National Curriculum Key Concepts 1.1b, 1.2b. Range and Content 3b) Adds additional content to the short course.	*through understanding the roles of Victim Support and the Criminal Injuries Compensation Scheme.*
• evaluate the role and effectiveness of the police, probation service and prison service in reducing crime and rates of re-offending, including by punishing and rehabilitating people who disobey the law. (National Curriculum Key Concepts 1.1b, 1.2b. Key Process 2.1d. Range and Content 3b) Adds depth and additional content to the short course.	*by understanding the circumstances where it is right to withdraw rights and freedoms from a citizen, and understanding of the principles of restorative justice.*
• understand the role of individuals, lawyers and courts in the civil legal and justice system. (National Curriculum Key Concepts 1.1b. Range and Content 3b) Adds depth and additional content to the short course.	*through the study of a case in a small claims or county court.*
• evaluate the justifications people give for breaking the law, including to bring about change, and understand the reasons for upholding the rule of law. (National Curriculum Key Concepts 1.1b, 1.3d. Key Process 2.1d. Range and Content 3b) Adds depth to the short course.	*through the use of examples such as opposition to the ban on hunting with dogs and the protest against the rising cost of fuel.*

2.4.3 Democracy and voting (EXTENSION of Unit A342 2.2.3)

Candidates should be able to:	Example:
• understand the processes through which candidates are nominated for local, national and European elections. (National Curriculum Key Concept 1.1d. Range and Content 3e) Adds additional content to the short course.	*by analysing the rules for nomination provided by local Returning Officers.*
• understand the role of a Member of Parliament (MP) and how they exercise responsibility for constituents. (National Curriculum Key Concepts 1.1d. Range and Content 3e) Adds additional content to the short course.	*through interviewing the local MP or visiting their website.*
• evaluate the merits and demerits of the different voting systems operating within the United Kingdom. (National Curriculum Key Concepts 1.1c, 1.1d. Key Process 2.1d. Range and Content 3e) Adds additional content to the short course.	*through a comparison of a 'first past the post' system and one or more forms of proportional representation.*
• understand the changing relationships in the United Kingdom between England, Scotland, Wales and Northern Ireland, and the role of national assemblies/parliaments in establishing different laws and policies in the four nations. (National Curriculum Key Concepts 1.1c, 1.3b. Range and Content 3e and 3f) Adds additional content to the short course.	*by understanding that powers and policies of the different parliaments and assemblies vary with regard to such issues as university tuition fees or prescription charges.*
• understand, by studying examples, the way in which the media exert power through the use of editorials, headlines and the selection and presentation of news. (National Curriculum Key Concept 1.1d. Range and Content 3g) Adds depth to the short course.	*through an analysis of the ways in which news media with differing political positions or forms of ownership present the news.*

3.1 Overview of the assessment in GCSE Citizenship Studies

For GCSE Citizenship Studies and GCSE (Short Course) Citizenship Studies candidates must take:

GCSE Citizenship Studies J269 (Units A341, A342, A343 & A344)
GCSE (Short Course) Citizenship Studies J029 (Units A341 & A342)

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

30% of the GCSE (Full Course) 60% of the GCSE (Short Course) Controlled assessment Maximum 37 hours overall 30 marks	Candidates are required to plan, manage and produce an evaluation of a ***Citizenship Campaign*** within a school, college or local community to promote or extend individual or collective rights or responsibilities. In doing this, they will be expected to negotiate with others and manage time and resources appropriately. Candidates must evaluate how they managed their campaign and the extent to which it was successful, rather than just describing what they did. An exemplar task will be provided by OCR together with a range of approved themes from which an issue can be selected. The approved themes are drawn from the specification content for Unit A341. These approved themes and the examples of issues that are linked to them, will be reviewed every two years to ensure relevance and topicality. Candidates must choose to complete the OCR exemplar task or develop a campaign linked to the OCR-approved themes. The examples of issues linked to the approved themes are offered to stimulate ideas. Candidates should be encouraged to develop their own issue. Making such a choice is more consistent with the aims of citizenship education and probably will enable the candidates to enjoy their campaign and learn more. For the exemplar task, appropriate background material will be developed by OCR and sent to centres. This will draw on the specification content for Unit A341. A range of OCR-approved themes with examples of appropriate issues will also be provided for centres. This will accompany the background material. Candidates will be expected to tackle the activity at the level appropriate for the specification.

Candidates must complete a *Candidate Proposal Form* to: confirm their choice; describe the aims of their campaign; identify the other students they plan to work with and state when they intend to begin and complete their campaign. The *Candidate Proposal Form* should be validated by their teacher before candidates begin their campaign.

Candidates should be encouraged to engage in a worthwhile and sustained campaign that may take place throughout the academic year over a maximum of 37 hours including researching and evaluating the issues and evidence, planning, preparation and evaluation. Credit will be given to candidates' achievements during the 'managing/taking action' phase of their campaign. This will be assessed through evidence submitted by candidates and observation by teachers or their representative under limited supervision.

Within the overall allocation of 37 hours, candidates will have a maximum of four hours to complete those parts of the controlled assessment task requiring an informal level of supervision by their teachers. The tasks can be spread over more than one session. Candidates will have access to notes and evidence relating to their research, planning and execution of their campaign in those parts of their controlled assessment.

Unit A341 will assess all three Assessment Objectives (AO) with a weighting towards Assessment Objective 2 (see Section 3.2.1 and 3.2.2 – AO Weightings).

The controlled assessment task will enable candidates to:

- recall, select and communicate knowledge and understanding (Assessment Objective 1)

- apply knowledge and understanding when planning, taking and evaluating a Citizenship Campaign (Assessment Objective 2)

- analyse, interpret and evaluate issues and evidence – construct reasoned arguments (Assessment Objective 3).

The task is internally assessed and externally moderated.

Further guidance on this controlled assessment can be found in the specimen assessment tasks for this unit.

Unit A342: *Identity, Democracy and Justice – Understanding our Role as Citizens*

20% of the GCSE (Full Course)

40% of the GCSE (Short Course)

1 hour Computer or paper-based test

40 marks

Unit A342 is divided into **three** sections, A, B and C.

Unit A342 will assess Assessment Objectives 1 and 3. Each of these two Assessment Objectives is weighted equally in this unit (see Section 3.2.1 and 3.2.2 – AO Weightings).

Section A is composed of short-answer questions and two questions requiring a longer written response. All questions give candidates opportunity to recall, select and communicate key concepts and terms drawn from all parts of the subject content specified for Unit A342 or to demonstrate their skills in the analysis, interpretation and evaluation of evidence. Candidates answer all the questions.

Section B is composed of two short case studies related to the subject content specified for Unit A342. Candidates answer questions on both case studies. The case studies will be presented as scenarios relevant to young people. These will require candidates to demonstrate their skills in the analysis and evaluation of different viewpoints in the context of their knowledge and understanding of the subject content for Unit A342.

Section C gives candidates the opportunity to produce an extended written response to a question drawn from the specification content for Unit A342.

Unit A342 will enable candidates to:

- recall, select and communicate knowledge and understanding (Assessment Objective 1)

- analyse, interpret and evaluate issues and evidence – construct reasoned arguments (Assessment Objective 3).

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

20% of the GCSE (Full Course) 1 hour written paper 40 marks	Unit A343 is divided into **two** sections. Section A carries 18 marks and section B carries 22 marks. Candidates will have a maximum of one hour to complete the paper. This unit is externally assessed. The examination paper will contain documents from which candidates can draw evidence to help them to support, oppose or evaluate viewpoints related to the specification content. Unit A343 will assess Assessment Objectives 1 and 3 (see Section 3.2.1 and 3.2.2 – AO Weightings). **Section A** is composed of short-answer questions and one question requiring a longer written response. All questions in this section require candidates to recall, select and communicate key concepts and terms drawn from all parts of the subject content specified for Unit A343. Candidates answer all the questions. **Section B** is composed of a mixture of short and longer questions based on documents within the paper. The questions require candidates to construct reasoned arguments based on evidence. All documents and questions relate to the subject content specified for Unit A343. Candidates answer all the questions. Unit A343 will enable candidates to: • recall, select and communicate knowledge and understanding (Assessment Objective 1) • analyse and evaluate issues and evidence including different viewpoints to construct reasoned arguments and draw conclusions (Assessment Objective 3).

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

30% of the GCSE (Full Course)

Controlled assessment

Maximum 37 hours overall

30 marks

Unit A344 will assess all three Assessment Objectives with a weighting towards Assessment Objective 2 (see Section 3.2.1 and 3.2.2 – AO Weightings).

Candidates are required to make reasoned judgements on a topical theme or issue set by OCR relating to the subject content specified for Unit A344. Candidates are required to demonstrate the skills required for conducting a *Citizenship Enquiry* and for presenting their conclusions (Part 1 of the controlled assessment task) and planning, negotiating and engaging in *Practical Citizenship Action* (Part 2 of the controlled assessment task). Candidates should spend a maximum of 37 hours on both parts of the controlled assessment task combined.

For the *Citizenship Enquiry*, a small collection of sources on the topical theme or issue will be available to centres in advance in an OCR-produced source booklet. Candidates will receive guidance about the research and preparatory work they should carry out in order to develop an enquiry into the theme or issue. This preparatory work will be undertaken with limited supervision from teachers and is designed to take a maximum of 10 hours.

The booklet will include a collection of source material to help candidates and an introduction to the citizenship theme on which the controlled assessment is based. Candidates will also have access to a prescribed amount of additional evidence while completing their controlled assessment. This will enable them to deepen, broaden and bring up to date their knowledge and understanding of the citizenship theme. Candidates will receive guidance about the nature of this additional evidence with their source booklet. For example, candidates may be encouraged to conduct interviews, carry out surveys and collect further appropriate documentary evidence relevant to the citizenship theme.

Candidates can use evidence gathered during their enquiry in this first part of their controlled assessment Task for Unit A344. The task will require an informal level of supervision by teachers and will take a maximum of two hours, which can be spread over more than one session. Candidates will be asked to evaluate, support or oppose a particular viewpoint related to their enquiry. Candidates will have at least two different viewpoints to select from. This task must be unseen by candidates during their research and given to them once the research has been completed. The task should be set no more than six school/college weeks from the centre's first use of the Source Book.

For the *Practical Citizenship Action*, candidates will undertake up to 25 hours of preparation, research, planning and action under low control.

Teachers will assess the quality of each candidate's contribution to the planned activity under conditions of limited control. Credit will be given to candidates' achievements during the planning and 'managing/taking action' phase of their practical action. This will be assessed through evidence submitted by candidates and observation by teachers or their representative under conditions of limited control.

Candidates will complete an evaluation of their activity and its outcome under a medium level of control. They will have a maximum of one hour to do this.

Unit A344 will enable candidates to:

- recall, select and communicate knowledge and understanding (Assessment Objective 1)

- apply knowledge and understanding when planning, taking and evaluating a citizenship activity (Assessment Objective 2)

- analyse, interpret and evaluate issues and evidence – construct reasoned arguments (Assessment Objective 3).

This unit is internally assessed and externally moderated.

The topic theme and source book material will be changed each year.

Further guidance on this controlled assessment can be found in the *Guide to Controlled Assessment in Citizenship* and the specimen assessment tasks for this unit.

3

Candidates are expected to demonstrate their ability to:

AO1	Recall, select and communicate their knowledge and understanding of citizenship concepts, issues and terminology
AO2	Apply skills, knowledge and understanding when planning, taking and evaluating citizenship actions in a variety of contexts
AO3	Analyse and evaluate issues and evidence including different viewpoints to construct reasoned arguments and draw conclusions.

3.2.1 AO weightings – GCSE Citizenship Studies

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit A341: *Rights and Responsibilities – Getting Started as an Active Citizen*	5	20	5	30%
Unit A342: *Identity, Democracy and Justice – Understanding our Role as Citizens*	10	0	10	20%
Unit A343: *Rights and Responsibilities – Extending our Knowledge and Understanding*	10	0	10	20%
Unit A344: *Identity, Democracy and Justice – Leading the Way as an Active Citizen*	5	20	5	30%
Total	**30%**	**40%**	**30%**	**100%**

3.2.2 AO weightings – GCSE (Short Course) Citizenship Studies

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid:

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit A341: *Rights and Responsibilities – Getting Started as an Active Citizen*	10	40	10	60%
Unit A342: *Identity, Democracy and Justice – Understanding our Role as Citizens*	20	0	20	40%
Total	**30**	**40**	**30**	**100%**

3.3 Grading and awarding grades

GCSE results are awarded on the scale A* to G. Units are awarded a* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Most GCSEs are unitised schemes. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries may have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw mark on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 41/60.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

GCSE Unit Weighting		Maximum Unit Uniform Mark	Unit Grade								
GCSE	GCSE (Short Course)		a*	a	b	c	d	e	f	g	u
30%	60%	60	54	48	42	36	30	24	18	12	0
20%	40%	40	36	32	28	24	20	16	12	8	0

A candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following scale:

Qualification	Maximum Uniform Mark	Qualification Grades								
		A*	A	B	C	D	E	F	G	U
GCSE (Short Course)	100	90	80	70	60	50	40	30	20	0
GCSE	200	180	160	140	120	100	80	60	40	0

The written papers will have a total weighting of 40% and controlled assessment a weighting of 60%.

A candidate's uniform mark for each paper will be combined with the uniform mark(s) for the controlled assessment(s) to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

3.4 Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

3.4.1 Grade F

Candidates recall and communicate some relevant knowledge of issues to show some basic understanding of democracy, justice, rights and responsibilities, identities and diversity. They describe citizenship issues in relation to their own and other people's lives, and make some comments about the impact on different communities. They use everyday language to explain their answers with some references to citizenship terminology.

They use their knowledge when they participate in citizenship action to address issues of concern. They undertake research to explore questions on the issues they are investigating. They work with others to plan and make decisions, and begin to contribute suggestions and ideas to influence the type of actions they and others take.

They discuss issues and express opinions based on what they know. They recognise that there are different points of view and begin to draw conclusions, supporting them with some simple reasons.

3.4.2 Grade C

Candidates recall, select and communicate knowledge and understanding of concepts relating to democracy, justice, rights and responsibilities, identities and diversity. They describe the impact of issues on different communities. They explain these in relation to their own experience and those of other people. They use appropriate citizenship terminology.

They apply their knowledge and understanding as they take actions to address issues of concern. They use different research methods and develop questions to investigate issues. They plan, carry out and explain the citizenship actions they take. They work with others to address issues of concern and make relevant contributions to decision-making.

They discuss and analyse issues. They demonstrate an appreciation of different points of view and draw their own conclusions, supporting them with evidence.

3.4.3   Grade A

Candidates recall, select and communicate detailed knowledge of citizenship issues, and demonstrate a thorough understanding of the concepts of democracy, justice, rights and responsibilities, identities and diversity. They make perceptive observations about issues as they explore and analyse the impact their actions have on different communities. They use and explain citizenship terminology appropriately and accurately.

They apply their relevant knowledge and understanding as they take actions to address issues of concern. They select appropriate research methodologies and sources of information to develop responses to enquiry questions. They work purposefully with others to decide on, plan and carry out citizenship actions in different contexts. They make meaningful, timely and effective contributions to decision-making. They evaluate the success of the actions they have taken, drawing conclusions about the extent to which the aims were achieved and the course of action that was appropriate.

They discuss, analyse and evaluate questions and issues, using a critical approach to distinguish facts, opinions and bias. They make reasoned and persuasive arguments to represent their own and other viewpoints to substantiate conclusions, selecting a range of appropriate evidence. They discuss, interpret and evaluate different perspectives on issues, including those they may not agree with themselves.

3.5   Quality of written communication

Quality of written communication is referenced and assessed in all units and is integrated in the marking criteria.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- present information in a form that suits its purpose
- use an appropriate style of writing and, where applicable, specialist terminology.

This section provides general guidance on controlled assessment: what controlled assessment tasks are, when and how they are available; how to plan and manage controlled assessment and what controls must be applied throughout the process. More support can be found on the OCR website and in the Guide to controlled assessment.

Teaching and Learning in preparation for controlled assessment

Controlled assessment is designed to be an integral part of teaching and learning.

Activities which develop skills take place regularly in the classroom, using a variety of appropriate resources (as chosen by the teacher). These opportunities allow candidates to practise a wide range of tasks, and teachers can discuss and comment on performance as appropriate. There are no restrictions regarding time or feedback to individual learners prior to the commencement of the controlled assessment task.

When all necessary teaching and learning has taken place and teachers feel that candidates are ready for assessment, candidates can be given the controlled assessment task.

4.1 Controlled assessment tasks

All controlled assessment tasks in Citizenship Studies are set by OCR.

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.

Controlled assessment tasks will be available on Interchange from 1 June.

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

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 from one of the OCR contexts 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.

Guidance on how to access controlled assessment tasks from Interchange is available on the OCR website.

Centres must ensure that candidates undertake a task applicable to the correct year of the examination by checking carefully the examination dates of the tasks on Interchange.

4.2   Planning and managing controlled assessment

For the **planning and management** of controlled assessment within GCSE Citizenship Studies, OCR will assume a **medium** level of control. The task-taking parameters will be defined for several key controls and the remainder set by centres as outlined in the following table. Controlled assessment tasks are available at an early stage to allow planning time.

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

It is anticipated that candidates will spend a total of about 37 hours in producing the work for this unit. Candidates should be allowed sufficient time to complete the tasks.

Steps and timings are included in the following table, with guidance on regulatory controls at each step of the process. Teachers must ensure that the control requirements indicated below are met throughout the process.

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**

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

It is anticipated that candidates will spend a total of about 37 hours in producing the work for this unit. Candidates should be allowed sufficient time to complete the tasks.

Steps and timings are included below, with guidance on regulatory controls at each step of the process. Teachers must ensure that the control requirements indicated below are met throughout the process.

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**

4.2.1 Research time

Research (limited supervision)

Limited supervision means that candidates can undertake this part of the process without direct teacher supervision and outside the centre as required. Candidates **must** work collaboratively during the research phase of the task. However, when producing their evaluations, candidates must complete and/or evidence all work individually.

During the research phase candidates can be given support and guidance.

Teachers **can**

- explain the task

- advise on how the task could be approached

- advise on resources

- alert the candidate to key things that must be included in the final piece of work.

Teachers **must not**

- comment on or correct the work

- practise the task with the candidates

- provide templates, model answers or feedback on drafts.

Research material can include fieldwork, internet or paper-based research, questionnaires, audio and video files etc. 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.

4.2.2 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 authenticating evidence. 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, writing frames or to work through answers in detail.

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.

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.

Candidates must work independently to produce their own final piece of work.

4.2.3   Task completion controls

(a) **Feedback control:** Feedback to candidates will be encouraged but tightly defined. Within GCSE 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.

(b) **Time control:** The time limit available to candidates to complete the assessment task in Citizenship Studies is specified within each unit. 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, e.g. 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 activities 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.

(c) **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, i.e. access to the internet, may be required to enable the candidate to achieve fully.

4.2.4   Presentation of submitted work

Candidates must observe the following procedures when producing their work for the controlled assessment tasks:

- 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 in digital format (CD or online) for moderation or marking must be in a suitable file structure as detailed in Appendix A at the end of this specification. Work submitted on paper must be secured by treasury tags.

4.3   Marking and moderating controlled assessment(including marking criteria)

For GCSE Citizenship Studies, OCR will assume a **medium** level of control in relation to the **marking** of tasks. All controlled assessment units are marked by the centre assessor(s) using OCR marking criteria and guidance and are moderated by the OCR-appointed moderator. External moderation is either e-moderation where evidence in a digital format is supplied or postal moderation.

4.3.1   Applying the marking criteria

The starting point for marking the tasks is the marking criteria (see section 4.3.4 *Marking criteria for controlled assessments* below). The criteria identify levels of performance 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.

4.3.2   Use of 'best fit' approach to marking criteria

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

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 band descriptor that best describes the work of the candidate.

To select the most appropriate mark within the band 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.

Teachers should use the full range of marks available to them and award full marks in any band for work which fully meets that descriptor. This is work which 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 criteria will be entered:

- the final mark for the candidate for the controlled assessment unit A341 is out of a total of 30 and is found by totalling the marks for each of the marking criteria strands

- the final mark for the candidate for the controlled assessment unit A344 is out of a total of 30 and is found by totalling the marks for each of the marking criteria strands.

There should be clear evidence that work has been attempted and some work produced. If a candidate submits no work for the internally assessed unit(s), then the candidate should be indicated as being absent from that unit. If a candidate completes any work at all for any internally assessed unit, then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

4.3.3   Annotation of candidates' work

Each piece of internally assessed work should show how the marks have been awarded in relation to the marking criteria.

The writing of comments on candidates' work provides a means of communication between teachers during the internal standardisation and with the moderator if the work forms part of the moderation sample.

A further opportunity to signpost assessment evidence is available on the cover sheets provided by OCR. These can be downloaded from the relevant qualifications page on the OCR website.

4.3.4   Marking criteria for controlled assessment tasks

Unit A341: Task marking criteria AO1 and AO3

Evaluation of issues and evidence

The marks for AO1 and AO3 are to be awarded for the candidate's evaluation of the issues and evidence. Candidates can score different levels for each assessment objective.

Level	AO1 **Maximum 5 marks**	AO3 **Maximum 5 marks**
	For each assessment objective, a task that does not meet the criteria statement in the lowest band will be awarded zero marks.	
1	**1 mark** There is a minimal use of citizenship concepts, issues and terminology when attempting the task. Information is organised at a simple level to aid communication but frequent mistakes in spelling, grammar and punctuation impede communication of meaning. 0 marks = no response or no response worthy of credit	**1 mark** Candidate offers a minimal personal response by: • providing minimal evidence of the current position • making minimal statements linked to a single viewpoint on the issue • making minimal statements about the need for a campaign. 0 marks = no response or no response worthy of credit.
2	**2 marks** There is a limited but generally appropriate use of citizenship concepts, issues and terminology when attempting the task. This is sufficient to show an understanding of most of the concepts used. Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.	**2 marks** Candidate offers a limited personal response by: • providing limited evidence of the current position, which includes limited reference to the individuals or groups affected • using evidence to make limited statements about at least two different viewpoints on the issue • outlining their own viewpoint in simple terms • making limited statements about the need for a campaign.

3	**3 marks**	**3 marks**
	There is some use of appropriate citizenship concepts, issues and terminology when putting together their evaluation. This is sufficient to show a clear understanding of the concepts used.	Candidate offers a personal response by:
		• analysing the issue they are addressing, providing some evidence of the current position and including accurate reference to the individuals and groups affected
	Text is legible. There are mistakes in spelling, grammar and punctuation; however, meaning is still communicated clearly for most of the answer.	• using a range of evidence to provide a clear evaluation of at least two different viewpoints on the issue
		• using some pieces of evidence to support a clear expression of their own viewpoint
		• offering some explanation about the need for a campaign linked to a description of the different options for action.
4	**4 marks**	**4 marks**
	There is a sound use of an appropriate range of citizenship concepts, issues and terminology when putting together their evaluation, which recognises the complexity of the issue. This supports the reader's understanding of the evaluation.	Candidate offers a sound personal response by:
		• providing a sound analysis of the issue they are addressing, including an evaluation of the current position and an analysis of the ways in which different individuals and groups are affected
	Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.	• selecting evidence appropriately to provide a sound evaluation of the range of different viewpoints on the issue
		• using a range of valid evidence to support a convincing expression of their own viewpoint
		• offering a sound explanation about the need for a campaign linked to an evaluation of the different options for action and an understanding of possible outcomes.

5	**5 marks**	**5 marks**
	There is a thorough use of appropriate and valid citizenship concepts, issues and terminology when putting together their evaluation. This makes for a clear and precise evaluation in which the complexities of the issues and viewpoints can be clearly understood.	Candidate offers a thorough personal response by:
	Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly.	• providing a thorough analysis of the issue they are addressing, including a detailed and balanced evaluation of the current position. This incorporates a thorough analysis of the ways in which different individuals and groups are affected and is linked to particular pieces of evidence
		• providing a thorough evaluation of the range of different evidence to identify different viewpoints on the issue and incorporating references to differences of opinion linked to the same broad viewpoint, where appropriate
		• evaluating evidence thoroughly to express their own viewpoint
		• offering a thorough evaluation of the different options for action, which leads to an appropriate recommendation and a summary of possible outcomes.

Unit A341: Task marking criteria AO2

Taking Action

Level	AO2
	Maximum 16 marks
For each assessment objective, a task that does not meet the criteria statement in the lowest band will be awarded zero marks.	
1	**1–4 marks**
	Candidate helps to plan and organise the campaign and engages in the action at a minimal level to support its completion by:
	• carrying out a planned role in the campaign at a minimal level
	• supporting the planning and organisation of their campaign at a minimum level to address the issue
	• working with others at a minimal level
	• showing minimal initiative or leadership
	• showing minimal flexibility and capacity to adapt to changing circumstances.
	At this level, considerable teacher direction may have been required.
	0 marks = no response or no response worthy of credit.
2	**5–8 marks**
	Candidate helps to plan and organise the campaign and engages in the action at a limited level to support its completion by:
	• carrying out a planned role in the campaign at a limited level
	• supporting the planning and organisation of their campaign at a limited level to address the issue
	• working with others at a limited level
	• showing limited initiative or leadership
	• showing limited flexibility and capacity to adapt to changing circumstances.
	At this level, some teacher direction may have been required.
3	**9–12 marks**
	Candidate helps to plan and organise the campaign and 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
	• supporting the planning and organisation of their campaign at a sound and effective level to address the issue
	• working with others at a sound and effective level
	• showing sound and effective leadership as necessary
	• showing sound and effective flexibility and capacity to adapt to changing circumstances.
	At this level, little teacher direction will have been required.

4	**13–16 marks**
	Candidate helps to plan and organise the campaign and engages in the action at a good and very effective level to support its completion by:
	• carrying out a planned role in the campaign well and effectively
	• supporting the planning and organisation of their campaign well and effectively to address the issue
	• working with others well and very effectively
	• showing good and effective leadership as necessary
	• showing considerable flexibility when appropriate and an ease at adapting to changing circumstances.
	At this level, the candidate may have consulted teachers over the action but will not have been directed by them.

Evaluation

Level	AO2
	Maximum 4 marks
For each assessment objective, a task that does not meet the criteria statement in the lowest band will be awarded zero marks.	
1	**1–2 marks** Candidate offers a personal response at a minimal or limited level by: • providing a minimal or limited reflection on the successes of the campaign linked to some evidence based on the perceptions of others • providing a reflection on the suitability of their plan in relation to the outcomes achieved • providing a minimal or limited description of those aspects of the campaign that went well • providing a minimal or limited description of the difficulties encountered and/or aspects that could be changed next time • providing a minimal or limited description of the next steps and ways in which the impact of the campaign could be increased with further work. At this level, candidates should be given credit for providing evidence of the above even if the written commentary is very basic. 0 marks = no response or no response worthy of credit.
2	**3–4 marks** Candidate offers a personal response at a sound or thorough level by: • providing a sound or thorough evaluation of the successes of the campaign linked to a valid and convincing selection of evidence based on the perceptions of others • providing an evaluation of the suitability of their plan in relation to outcomes achieved • providing a sound or thorough evaluation of those aspects of the campaign that went well • providing a sound or thorough evaluation of the difficulties encountered and/or aspects that could be changed next time • providing a sound or thorough evaluation of the next steps and ways in which the impact of the campaign could be increased with further work.

Unit A344: Marking criteria for Part One (*Citizenship Enquiry*)

Level	AO1 **Maximum 5 marks**	AO3 **Maximum 5 marks**
For each assessment objective, a task that does not meet the criteria statement in the lowest band will be awarded zero marks.		
1	**For 1 mark** There is a minimal use of citizenship concepts, issues and terminology when attempting the task. Information is organised at a simple level to aid communication but frequent mistakes in spelling, grammar and punctuation impede communication of meaning. 0 marks = no response or no response worthy of credit	**For 1 mark** Candidate offers a minimal personal response by stating their basic position. This shows minimal evaluation and analysis of the evidence. Candidates should refer to at least one relevant piece of evidence related to their basic position on the issue. 0 marks = no response or no response worthy of credit
2	**For 2 marks** There is a limited but generally appropriate use of citizenship concepts, issues and terminology when attempting the task. This is sufficient to show an understanding of most of the concepts used. Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.	**For 2 marks** Candidate offers a personal response at a limited level by providing a simple explanation of the arguments linked to the chosen viewpoint. The candidate might also state and attempt to describe their views on UK law at this level. There is limited analysis of evidence originating from the Source Book or elsewhere demonstrating a basic ability to analyse, interpret and organise information. Information is organised, analysed and interpreted in a limited way to add weight to the candidate's description.
3	**For 3 marks** There is some use of appropriate citizenship concepts, issues and terminology when putting together their evaluation. This is sufficient to show a clear understanding of the concepts used. Text is legible. There are mistakes in spelling, grammar and punctuation; however, meaning is still communicated clearly for most of the answer.	**For 3 marks** Candidate offers a personal response to some of the task, including some explanation of the arguments for and against. There is some analysis of evidence drawn from Source Book documents and elsewhere demonstrating a sound ability to analyse, interpret and organise information. The candidate begins to advocate their position. Information is selected, organised, analysed and interpreted to add weight to the candidate's description.

4	**For 4 marks** There is a sound use of an appropriate range of citizenship concepts, issues and terminology when putting together their evaluation, which recognises the complexity of the issue. This supports the reader's understanding of the evaluation. Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.	**For 4 marks** Candidate provides a sound evaluation of the arguments for **and** against their chosen viewpoint with detailed analysis of evidence chosen carefully from the Source Book and elsewhere. Candidate provides a sound evaluation of UK law on the issue and offers a reasoned argument about why they wish to change the law or have it remain unchanged. There is clear evidence that the candidate is advocating their chosen viewpoint and challenging the other viewpoints.
5	**For 5 marks** There is a thorough use of appropriate and valid citizenship concepts, issues and terminology when putting together their evaluation. This makes for a clear and precise evaluation in which the complexities of the issues and viewpoints can be clearly understood. Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly.	**For 5 marks:** Candidate provides thorough and reasoned evaluation of the arguments for and against to construct an informed personal response to the question. Evidence has been chosen carefully from the Source Book and elsewhere and analysed in detail. Candidate provides a thorough evaluation of UK law on the issue. At this level, the evaluation might include an international comparison or an understanding of the problems that might be caused by the existing law or guidelines being interpreted in different ways. They provide an informed personal response about why they wish to change the law or have it remain unchanged. The requirements to advocate and challenge are met throughout the work, and the appropriate view is strongly expressed, supported with evidence from the sources and their own study.

Unit A344: Marking criteria for Part Two (*Practical Citizenship Action*)

Managing and Taking Action

Level	AO2 Maximum 16 marks
	For each assessment objective, a task that does not meet the criteria statement in the lowest band will be awarded zero marks.
1	**1–4 marks** Candidate engages in the action at a minimal level to support its completion by: • demonstrating a minimal role in initial research and planning • supporting the organisation of the action at a minimum level • carrying out a planned role in the activity at a minimal level • working with others at a minimal level • showing minimal initiative or leadership • showing minimal flexibility and capacity to adapt to changing circumstances. At this level, considerable teacher direction may have been required. 0 marks = no response or no response worthy of credit.
2	**5–8 marks** Candidate engages in the action at a limited level to support its completion by: • demonstrating a limited role in initial research and planning supported by evidence that the research has influenced the choice of activity and overall plan • carrying out a planned role in the activity at a limited level • working with others at a limited level • showing limited initiative or leadership • showing limited flexibility and capacity to adapt to changing circumstances. At this level, some teacher direction may have been required.
3	**9–12 marks** 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 • carrying out a planned role in the activity at a sound and effective level • working with others at a sound and effective level • showing sound and effective leadership as necessary • showing sound and effective flexibility and capacity to adapt to changing circumstances. At this level, little teacher direction will have been required.

4	**13–16 marks**
	Candidate engages in the action at a good and very effective level to support its completion by:
	• demonstrating a leading role in thorough 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
	• carrying out a planned role in the activity well and effectively
	• working with others well and very effectively
	• showing good and effective leadership as necessary
	• showing considerable flexibility when appropriate and an ease at adapting to changing circumstances.
	At this level, the candidate may have consulted teachers over the action but will not have been directed by them.

Evaluation

Level	AO2
	Maximum 4 marks
For each assessment objective, a task that does not meet the criteria statement in the lowest band will be awarded zero marks.	
1	**1–2 marks** Candidate offers a personal response at a minimal or limited level by: • offering minimal or limited reasons for their choice of action • providing a minimal or limited reflection on the successes of the action linked to some evidence based on the perceptions of others • providing a reflection on the suitability of their plan in relation to the outcomes achieved • providing a minimal or limited description of those aspects of the activity that went well • providing a minimal or limited description of the difficulties encountered and/or aspects that could be changed next time • providing a minimal or limited description of the next steps and ways in which the impact of the activity could be increased with further work. At this level, candidates should be given credit for providing evidence of the above even if the written commentary is very basic. 0 marks = no response or no response worthy of credit.
2	**3–4 marks** Candidate offers a personal response at a sound or thorough level by: • explaining the reasons for selecting their particular action • providing a sound or thorough evaluation of the successes of the action linked to a valid and convincing selection of evidence based on the perceptions of others • providing an evaluation of the suitability of their plan in relation to outcomes achieved • providing a sound or thorough evaluation of those aspects of the activity that went well • providing a sound or thorough evaluation of the difficulties encountered and/or aspects that could be changed next time • providing a sound or thorough evaluation of the next steps and ways in which the impact of the activity could be increased with further work.

4.3.5   Authentication of work

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. Candidates 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. The Centre Authentication Form includes a declaration for assessors to sign and send to their moderator, and is available from the OCR website and Interchange.

4.3.6   Internal standardisation

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 done 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.

4.3.7   Moderation

All work for controlled assessment is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. 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 Section 4.3.4.

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

4.4 Submitting the moderation samples via the OCR Repository

The OCR Repository is a secure website for centres to upload candidate work and for assessors to access this work digitally. Centres can use the OCR Repository for uploading marked candidate work for moderation.

Centres can access the OCR Repository via OCR Interchange, find their candidate entries in their area of the Repository, and use the Repository to upload files (singly or in bulk) for access by their moderator.

The OCR Repository allows candidates to produce evidence and files that would normally be difficult through postal submissions, for example multimedia and other interactive unit submissions.

The OCR GCSE Citizenship Studies unit(s) A341/A344 can be submitted electronically to the OCR Repository via Interchange: please check Section 7.4.1 for unit entry codes for the OCR Repository.

There are three ways to load files to the OCR Repository:

1. Centres can load multiple files against multiple candidates by clicking on 'Upload candidate files' in the Candidates tab of the Candidate Overview screen.

2. Centres can load multiple files against a specific candidate by clicking on 'Upload files' in the Candidate Details screen.

3. Centres can load multiple administration files by clicking on 'Upload admin files' in the Administration tab of the Candidate Overview screen.

The OCR Repository is seen as a faster, greener and more convenient means of providing work for assessment. It is part of a wider programme bringing digital technology to the assessment process, the aim of which is to provide simpler and easier administration for centres.

Instructions for how to upload files to OCR using the OCR Repository can be found on OCR Interchange.

5.1 Free resources available from the OCR website

The following materials will be available on the OCR website:

* GCSE Citizenship Studies specification
* specimen assessment materials for each unit
* guide to controlled assessment in Citizenship
* teacher's handbook
* sample schemes of work and lesson plans

5.2 Other resources

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

5.2.1 Publisher partners

OCR works in close collaboration with publisher partners to ensure you have access to:

* published support materials available when you need them, tailored to OCR specifications
* high quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials

Hodder is the publisher partner for OCR GCSE Citizenship Studies.

http://www.hoddereducation.co.uk/Schools/Citizenship/OCR-GCSE-Citizenship.aspx

Hodder produces the following resources for OCR GCSE Citizenship Studies:

* Student's Book
* Teacher's Resource Book
* Revision Guide.

5.2.2 Endorsed publications

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

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification.

5.3 Training

OCR will offer a range of support activities for all practitioners throughout the lifetime of the qualification to ensure they have the relevant knowledge and skills to deliver the qualification.

Please see Event Booker for further information.

5.4 OCR support services

5.4.1 Active Results

Active Results is available to all centres offering OCR's GCSE Citizenship Studies specifications.

Active Results is a free results analysis service to help teachers review the performance of individual candidates or whole schools.

Devised specifically for the UK market, data can be analysed using filters on several categories such as gender and other demographic information, as well as providing breakdowns of results by question and topic.

Active Results allows you to look in greater detail at your results:

- richer and more granular data will be made available to centres including question level data available from e-marking
- you can identify the strengths and weaknesses of individual candidates and your centre's cohort as a whole
- our systems have been developed in close consultation with teachers so that the technology delivers what you need.

Further information on Active Results can be found on the OCR website.

5.4.2   OCR Interchange

OCR Interchange has been developed to help you to carry out day-to-day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate and free access to candidate information at your convenience (with a hyperlink to the interchange page on the website): Sign up on the OCR website.

6.1 Equality Act information relating to GCSE Citizenship Studies

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria were reviewed by the regulators in order to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Access Arrangements, Reasonable Adjustments and Special Consideration* by the Joint Council www. jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

The access arrangements permissible for use in this specification are in line with Ofqual's GCSE subject criteria equalities review and are as follows:

	Yes/No	Type of Assessment
Readers	Y	All assessments
Scribes	Y	All assessments
Practical assistants	Y	All assessments
Word processors	Y	All assessments
Transcripts	Y	All assessments
Oral language modifiers	Y	All assessments
BSL signers	Y	All assessments
Modified question papers	Y	All assessments
Extra time	Y	All assessments

6.2 Arrangements for candidates with particular requirements (including Special Consideration)

All candidates with a demonstrable need may be eligible for access arrangements to enable them to show what they know and can do. The criteria for eligibility for access arrangements can be found in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Candidates who have been fully prepared for the assessment but who have been affected by adverse circumstances beyond their control at the time of the examination may be eligible for special consideration. As above, centres should consult the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

7 Administration of GCSE Citizenship Studies

In December 2011 the GCSE qualification criteria were changed by Ofqual. As a result, all GCSE qualifications have been updated to comply with the new regulations.

The most significant change for all GCSE qualifications is that, from 2014, unitised specifications must require that 100% of the assessment is terminal.

Please note that there are no changes to the terminal rule and re-sit rules for the January 2013 and June 2013 examination series:

• at least 40% of the assessment must be taken in the examination series in which the qualification is certificated

• candidates may re-sit each unit once before certification, i.e. each candidate can have two attempts at a unit before certification.

For full information on the assessment availability and rules that apply in the January 2013 and June 2013 examination series, please refer to the previous version of this specification GCSE Citizenship Studies and GCSE (Short Course) Citizenship Studies (August 2009) available on the OCR website.

The sections below explain in more detail the rules that apply from the June 2014 examination series onwards.

7.1 Availability of assessment from 2014

There is one examination series available each year in June (all units are available each year in June).

GCSE Citizenship Studies certification is available in June 2014 and each June thereafter.

GCSE (Short Course) Citizenship Studies certification is available in June 2014 and each June thereafter.

	Unit A341	Unit A342	Unit A343	Unit A344	Certification availability
June 2014	✓	✓	✓	✓	✓
June 2015	✓	✓	✓	✓	✓

7.2 Certification rules

For GCSE Citizenship Studies and GCSE (Short Course) Citizenship Studies, from June 2014 onwards, a 100% terminal rule applies. Candidates must enter for all their units in the series in which the qualification is certificated.

GCSE Citizenship Studies and GCSE (Short Course) Citizenship Studies can be certificated concurrently if all units are taken in the same series.

Candidates who have claimed GCSE (Short Course) Citizenship Studies and decide to move on to GCSE Citizenship Studies will need to re-take all of the GCSE (Short Course) Citizenship Studies units alongside the additional units required for GCSE Citizenship Studies.

The new results for the units that have been re-taken will then be used to calculate the GCSE Citizenship Studies grade. Any results previously achieved cannot be re-used.

7.3 Rules for re-taking a qualification

Candidates may enter for the qualification an unlimited number of times.

Where a candidate re-takes a qualification, all units must be re-entered and all externally assessed units must be re-taken in the same series as the qualification is re-certificated. The new results for these units will be used in the calculation of the new qualification grade. Any results previously achieved cannot be re-used.

For each of the controlled assessment units, candidates who are re-taking a qualification can choose either to re-take that controlled assessment unit or to carry forward the result for that unit that was used towards the previous certification of the same qualification.

- where a candidate decides to re-take the controlled assessment, the new result will be the one used to calculate the new qualification grade. Any results previously achieved cannot be re-used

- where a candidate decides to carry forward a result for controlled assessment, they must be entered for the controlled assessment unit in the re-take series using the entry code for the carry forward option (see section 7.4).

7.4 Making entries

7.4.1 Unit entries

Centres must be approved to offer OCR qualifications before they can make any entries, including estimated entries. It is recommended that centres apply to OCR to become an approved centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and administrative materials.

It is essential that correct unit entry codes are used when making unit entries.

For the controlled assessment unit(s), centres can decide whether they want to submit candidates' work for moderation through the OCR Repository or by post. Candidates submitting controlled assessment must be entered for the appropriate unit entry code from the table below. Candidates who are re-taking the qualification and who want to carry forward the controlled assessment should be entered using the unit entry code for the carry forward option.

Centres should note that controlled assessment tasks can still be completed at a time which is appropriate to the centre/candidate. However, where tasks change from year to year, centres would have to ensure that candidates had completed the correct task(s) for the year of entry.

For the externally assessed unit A342 candidates must be entered for either component 01 (computer-based test) or 02 (Written paper) using the appropriate unit entry code from the table below. It is not possible for a candidate to take both components for a particular unit within the same series.

Unit entry code	Component code	Assessment method	Unit titles
A341A	01	Moderated via OCR Repository	*Rights and Responsibilities – Getting Started as an Active Citizen*
A341B	02	Moderated via postal moderation	
A341C	80	Carried forward	
A342A	01	Computer-based test	*Identity, Democracy and Justice – Understanding our Role as Citizens*
A342B	02	Written paper	
A343	01	Written paper	*Rights and Responsibilities – Extending our Knowledge and Understanding*
A344A	01	Moderated via OCR Repository	*Identity, Democracy and Justice – Leading the Way as an Active Citizen*
A344B	02	Moderated via postal moderation	
A344C	80	Carried forward	

7.4.2   Certification entries

Candidates must be entered for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may be entered for one or both of the following:

•   GCSE Citizenship Studies certification code J269

•   GCSE (Short Course) Citizenship Studies certification code J029.

7.5   Enquiries about results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about results for GCSE units must be made immediately following the series in which the relevant unit was taken and by the relevant enquiries about results deadline for that series.

Please refer to the JCQ *Post-Results* Services booklet and the OCR *Admin Guide: 14–19 Qualifications* for further guidance on enquiries about results and deadlines. Copies of the latest versions of these documents can be obtained from the OCR website.

7.6   Prohibited qualifications and classification code

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 4910.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, either from their centre or from the institution to which they wish to progress.

8 Other information about GCSE Citizenship Studies

8.1 Overlap with other qualifications

There is a small degree of overlap between the content of these specifications and that for GCSE Religious Studies (Philosophy and Ethics), Business Studies, Economics, Science, Sociology, Humanities and Law.

8.2 Progression from this qualification

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

8.3 Avoidance of bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

8.4 Regulatory requirements

This specification complies in all respects with the current: *General Conditions of Recognition; GCSE, GCE, Principal Learning and Project Code of Practice; GCSE controlled assessment regulations* and the *GCSE subject criteria for Citizenship Studies*. All documents are available on the Ofqual website.

8.5 Language

This specification and associated assessment materials are in English only. Only answers written in English will be assessed.

8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

This specification offers opportunities which can contribute to an understanding of these issues in the following topics:

Unit A341 Sections 2.1.1, 2.1.2, 2.1.3 and 2.1.4

Unit A342 Sections 2.2.1, 2.2.2, 2.2.3 and 2.2.4

Unit A343 Sections 2.3.1, 2.3.2 and 2.3.3

Unit A344 Sections 2.4.1, 2.4.2 and 2.4.3.

8.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

This specification supports these issues, consistent with current EU agreements, as outlined below.

A341 Section 2.1.3 and A343 Section 2.3.3.

8.8 Key Skills

This specification provides opportunities for the development of the Key Skills of Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance and Problem Solving at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
A341	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A342	✓	✓			✓	✓			✓	✓	✓	✓
A343	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A344	✓	✓			✓	✓			✓	✓	✓	✓

8.9 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. This specification provides candidates with a wide range of appropriate opportunities to use ICT in order to further their study of citizenship.

Opportunities for ICT include:

- use the internet to research citizenship issues and topics
- using software to present ideas and information on paper and on screen.

8.10   Citizenship

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for citizenship.

Many links with citizenship exist in National Curriculum subjects and these will be signposted in GCSE specifications.

Appendix A: 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'.

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit codes A341/A344, so that the portfolios are clearly identified as the work of one candidate.

Each candidate produces an assignment for controlled assessment. The evidence should be contained within a separate folder within the portfolio. This folder may contain separate files.

Each candidate's controlled assessment portfolio should be stored in a secure area on the centre's 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 word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

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.

A

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
Comma Separated Values (.csv)
PDF (.pdf)
Rich text format (.rtf)
Text document (.txt)
Microsoft Office suite
PowerPoint (.ppt)
Word (.doc)
Excel (.xls)
Visio (.vsd)
Project (.mpp)

Appendix B: Assured technical ability to run computer-based tests

Please use this information to ensure that the centre has the technical capability to administer the computer-based tests required for this specification. **Please note it is the responsibility of the Head of Centre to ensure that the centre is appropriately equipped to administer the tests in terms of system requirements and venue requirements**. The Exams Officer within the centre is responsible for the conduct of the computer-based tests within the bounds of the Instructions for the Conduct of Examinations issued by the Joint Council for Qualifications.

If there are any difficulties in completing the audit, please contact etest@ocr.org.uk

Requirements for OCR Computer-based tests

• *Ensure that the Head of Centre, Exams Officer, Systems Manager/Technician, subject teacher and SENCo (if appropriate) are clear about what is involved.*

• *Check that the centre can meet the technical and venue requirements.*

It is essential that all stakeholders within the Examination Centre plan the process for running computer-based tests carefully and methodically. The technical set up of the hardware and software is likely to take a little time and application and so should be carried out well in advance to allow for any technical issues to be resolved in good time.

Before starting teaching the specification – planning and approval

1. Agree who is to be the Test Administrator, responsible for making sure that the tests are conducted properly. The Exams Officer may fulfil this role or may delegate it to a colleague.

2. Use the technical information supplied to check that the centre is able to meet the technical eligibility requirements. The school or college Systems Manager/Technician must be part of this process.

3. Ensure that the member of staff responsible for the Centre Network is aware of the plan to use computer-based testing. Consider the implications of using computer-based testing carefully.

Before entries are made for a Computer-Based Test – setting up

1. The Technician must ensure that the necessary hardware and software has been set up before entries are made. The set up must be done according to the instructions provided with the software.

2. The Technician installs the software according to instructions and runs all necessary diagnostic tests.

3. The Technician checks that the programs are running correctly and communicating properly with each other and the outside world.

4. The Technician checks that the software is running properly on the machines to be used for the live computer-based tests. It is important that an early decision is made on which room and equipment is to be used for the live tests.

5. Entries are made as specified in the qualification, ahead of the entries deadline.

At least one month before the test date

The subject teacher and Test Administrator run a practice test for candidates, with equipment that will be used for the live tests. The intention is to ensure that candidates become familiar with the exam process, the test screens and how to enter responses to different question types.

The Exams Officer ensures that all candidates that are eligible for extra time, as an access arrangement, have been granted eligibility via submission to *Access arrangements online* (JCQ regulations). The Exams Officer MUST then ensure they also setup extra time in the CBT system; BEFORE the tests are due to be run. This is a straightforward task described in the CBT User Guide.

Prior to the live test

1. The Test Administrator and Technician ensure that all hardware and software is running appropriately in the room where the tests are to take place.

2. The Test Administrator and Technician ensure that they understand the process for downloading and accessing the live tests.

3. The Test Administrator checks the mouse, keyboard, screen and headphones (if required) on each candidate workstation.

On the day of the test

1. The Test Administrator runs the tests according to the instructions and within the bounds of the Instructions on the Conduct of Examinations document provided by Joint Council for Qualifications.

2. The Test Administrator or Exams Officer ensures that a note has been made in the CBT system if candidates have had a Scribe, Sign Language Interpreter or Oral Language Modifier

3. When the tests have finished the Test Administrator must close the test sitting, as described in the CBT User Guide.

Technical and administrative information for running computer-based tests

Technical Information
Supported operating systems

The CBT system (Connect Plus) runs under the following operating systems:

- Microsoft Windows XP or later
- Apple Macintosh OS X 10.5 or later.

Browser compatibility

Connect Plus supports the following web browsers:

On a Windows PC:

- Microsoft Internet Explorer 7 or later
- Mozilla Firefox 3 or later.

On an Apple Mac:

- Apple Safari 5 or later
- Mozilla Firefox 3 or later.

The Sitting Administration software and the Candidate computer software use an embedded browser and so are independent of any particular browser and version. Currently, candidate online testing is supported on Internet Explorer 7+, Firefox 3+ on Windows or Apple Mac, but not Safari.

Prerequisites for deployment

If you install Connect Plus software on your computers one at a time, supporting software is installed automatically. However, .if you are deploying the Connect Plus software on a Windows network, you must pre-install or deploy the following software to all your target computers prior to deploying the Connect Plus software.

- Connect Plus Candidate Workstation software requires that Microsoft .NET Framework v2.0 SP2 is installed on the target computer.

- Connect Plus Administrator Workstation software requires that Microsoft .NET Framework v3.5 is installed on the target computer, as well as the latest version of Adobe Flash Player.

Minimum system specifications

The following minimum specifications provide acceptable performance for the majority of tests. Note however that larger tests may require higher specification computers.

Minimum Candidate computer specification:

Processor Speed: 1.6Ghz

Memory (RAM): 256MB

Minimum admin computer specification:

Processor Speed: 2.4GHz

Memory (RAM): 512Mb

Connectivity

- Minimum Internet bandwidth: 512Kbits/sec

- Minimum LAN wireless bandwidth: 54 Mbits/sec

- Minimum LAN wired bandwidth 10 Mbits/sec switched network or equivalent

The bandwidths given above reflect the bandwidth actually available to Connect Plus (i.e. the network is not being used for other purposes at the same time, and this is the actual bandwidth available, not just that claimed by your Internet Service Provider).

Also bear in mind the following points:

- all Connect Plus websites, like most secure sites, use the HTTPS protocol, which establishes connections on TCP port 443. If you can access other HTTPS sites from your browser without issue you should be able to access all Connect Plus sites. If you are unsure you can browse to www.rm.com/verifyssl to test your current configuration

- proxy settings, once entered and stored, should not need to be re-entered unless your proxy configuration changes.

During installation of the Connect Plus software on a Windows computer, the software will attempt to read the current proxy configuration stored on the computer. If this is not possible the software will prompt for the proxy information to be entered upon first run.

On an Apple Mac, proxy information, if required, will need to be configured during first run.

- You may need to configure appropriate rules in the computer firewall to allow connectivity.

During installation of the Connect Plus software on a Windows computer the software will attempt to create appropriate rules in Windows Firewall. If you use a third party software firewall on the computer, you may need to manually configure appropriate rules in the computer firewall to allow connectivity.

On an Apple Mac, you may need to manually configure appropriate rules in the computer firewall to allow connectivity.

- The Test Sitting Administrator software must be able to connect to Candidate computers on your network. Candidate computers will try to connect to Administrator computers on TCP port 8080 at first, and will increment the port number (8081, 8082 etc) if the initial port is not available. You may need to allow inbound connections on Test Sitting Administrator computers around this port range.

- Since all Internet communications from your Test Centre network will be initiated by your browser, Administrator software or Candidate software, the Connect Plus system does not require any inbound rules from the Internet to your network to be configured.

Disk space requirements

A clean installation of the Candidate or Administrator computer software (no test content and no test responses) requires approximately 150MB of hard disk space.

The space requirement will increase as tests are downloaded to computers and test responses are generated. The total space required will depend on the number and size of tests and the frequency of testing. You should allow a minimum of 1GB of free space on each computer and keep an eye on space usage.

After the test window has passed, Connect Plus automatically deletes successfully uploaded and processed test responses from computers.

Performance limits

Connect Plus is designed to operate within the following limits:

- there will be no more than 500 candidates taking a test at the same time in a Test Centre

- the tests being taken result in typical candidate responses of no more than 100KB per candidate

- Test Centres will use at least one administrator computer per 100 candidate computers, and we also recommend that you set up and make available one spare admin computer for use in case of failure. For example, if 260 candidates are taking tests, you will need a minimum of three admin computers plus one spare.

Administration Requirements

Workstation Requirements

Capacity for a minimum of seven candidates (8 PCs)

A spare capacity of one workstation for every seven

1 workstation within the same room as the candidate workstations to run administrative functions

Test Room Requirements

A quiet room or rooms, free from distractions and interruptions

A room or rooms and equipment dedicated to the test during the session

Good lighting, without disruptive glare on screens

Proper ventilation and heating (where necessary)

Walls free from display material

Appropriate furnishing to give candidates maximum comfort

Adjustable chairs

Adequate space at each workstation to allow candidates to take notes

Secure workstations. Seating arrangements should prevent candidates from being able to see a fellow candidate's screen. The minimum distance between the outer edge of one screen and the next should be 1.25 metres, unless the monitors are positioned back to back or separated by dividers high enough to prevent other candidates from overlooking the work of others. In this case, the minimum distance need not apply. However, if the screens are diagonally opposite and not separated by dividers, 1.25 metres may not be sufficient. The principal objective is to ensure that no candidate's work can be overseen by others, and Exams Officers must take appropriate steps to ensure that this can be achieved.

A clock or clocks in the room visible to all candidates, or the provision of alternative arrangements

A means of summoning assistance (e.g. phone) and support contact details available in the test room for emergencies

Disabled access to the test room and to workstations, or the provision of alternative arrangements, eg a ground floor room

Facilities for registration and ID checking

Requirements Outside the Test Room

None

Administrative Personnel

An Exams Officer who will be available during all OCR CBT live sessions.

A minimum of one invigilator per room for each session. If there are more than 25 candidates in a room, there should be a further ratio of 1 invigilator to every 25 candidates.

The Exams Officer and invigilator must be familiar with the emergency procedures for the test venue.

Computer-based tests will normally be administered at the centre, providing the centre has a venue that meets the following technical criteria, **or can be run at an external test venue** where authorisation has been given by OCR, for example where a candidate is in hospital on the day of the examination. An external test venue may be an appropriate multimedia room at a school or college or other venue suitable for computer-based testing but must meet the same technical criteria. The venue must have technical support personnel who will be available for during all OCR computer-based tests live sessions.

YOUR CHECKLIST

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NEED MORE HELP?

Here's how to contact us for specialist advice:

Phone: **01223 553998**

Email: **general.qualifications@ocr.org.uk**

Online: **http://answers.ocr.org.uk**

Fax: **01223 552627**

Post: **Customer Contact Centre, OCR, Progress House, Westwood Business Park, Coventry CV4 8JQ**

WHAT TO DO NEXT

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