

# **Citizenship Studies**

General Certificate of Secondary Education **J269**

General Certificate of Secondary Education (Short Course) **J029**

## **OCR Report to Centres**

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**June 2013**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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## Overview

Short Course Citizenship remains popular even though there is a strong move towards geography and/or history becoming compulsory subjects in schools. The controlled assessment (A341) and the examination (A342) proved to be accessible to candidates. Again this year, many candidates enjoyed working with others to put together a wide range of worthwhile campaigns. One of the purposes of the citizenship campaign is to give young people the experience of presenting their ideas to people with power. There were many good examples of candidates meeting with their local MP, meeting local councillors, making presentations to Governors or being in discussion with their Headteacher. All of these experiences were valid and helped candidates to value their work. In some cases, however, candidates made presentations in assembly without accessing decision-makers. This almost always turned out to be a less rich experience which failed to lead to change. It was encouraging to see candidates try hard on the examination paper (A342). Most candidates came from centres where course content had been covered well. They were able to use good examples to support their answers. They wrote detailed and confident answers. Unfortunately, other candidates had not been given the opportunity to study the course content for this examined unit.

Far fewer candidates took all four assessed units to qualify for the Full Course Citizenship GCSE. Those that did so tended to come from centres where staff were knowledgeable about the specification and understood how best to deliver it. The controlled assessment was handled well by most candidates but, in one centre, an out of date Source Book was used. In this unfortunate case, it was not possible for candidates to be awarded marks. This underlines the importance of centre staff downloading the appropriate Source Book from Interchange, accessed through the OCR website (<http://www.ocr.org.uk/>). It is also worth noting that candidates from one centre repeated their citizenship campaign rather than planning some practical action as required by the specification. The examination (A343) was well received and most candidates seemed unperturbed by the three essay-style questions. Most found the stimulus items helpful in providing material with which answers could be supported.

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

This was the fourth time that candidates have been able to submit work for this unit - A341 The Citizenship Campaign. It was pleasing to see the commitment that most candidates had to their work and there was real evidence that they are becoming active citizens.

Centres are allowed to submit work for postal moderation (A341/02) or via the OCR repository (A341/01) where work is uploaded to OCR and then downloaded by the moderator. Care should be taken to ensure that the correct code is used. The administration of the moderation process for both methods uses a more automated system known as Moderation Manager. All paperwork is now automatically generated by this system and emailed to a designated email address within each centre. It is vital that OCR has the most relevant email address as some teachers were telling their moderator that they had not received sample requests, etc. The Centre Authentication Form (CCS160) is still required and needs to be sent with the sample of controlled assessment to the moderator. Failure to do this could mean that results are delayed.

Each piece of work needs to have the Citizenship Coversheet (CCS/A341) on it where the breakdown of marks is recorded. The Candidate Proposal Form also needs to be completed and sent with the work to the moderator. An updated version of this and the Task Booklet is available via Interchange.

This unit is a campaign to try to get something changed. It is not an awareness raising or a money raising exercise. The campaign needs to address one of the themes of this unit on human rights. The campaign needs to be targeted at key decision makers; for example the senior leadership team in the School, board of governors, local community leaders, business people, councillors or the local MP. Year 7 pupils are not key decision makers. Their names could be added to a petition that is presented to a member of the board of governors but they should not be the main focus of the campaign. Students sitting on the school council, however, are key decision makers and a campaign can be targeted towards them.

The work for this unit is broken down into three parts. The first part is an evaluation of issues and evidence. Candidates have 10 hours (in groups) to research the issue they are going to be campaigning about. This work is to be completed before the campaign takes place. Research is to be shared amongst all group members. The work has to be completed in a group. Candidates then have three hours under controlled conditions to write-up their evaluation individually. This is a requirement of the specification. Some centres were awarding marks for these assessment objectives when there was no evidence of the work - just evidence of some research. It is not necessary to send copies of all the research completed by candidates but some evidence of preparatory work is useful. If a questionnaire has been sent out, one copy of it with a tally chart of results or graphs showing the results is sufficient evidence.

This piece of work was generally completed well by most candidates and assessed with reasonable accuracy. Candidates are allowed up to three hours to complete their written work. Not allowing them this amount of time will limit the amount of marks they are able to achieve.

Throughout the work the candidate needs to complete a log/diary of what they have done or are doing. Some evidence of planning is also required. The second part of this unit assesses their skills at taking action rather than their ability to write about it after the event. Supporting evidence for taking action would be the working documents used in the campaign. Photographs, posters, PowerPoint slides and DVDs are all good examples of evidence. A Witness Statement/Observation Sheet completed by the decision maker is a very good way of evidencing part of the taking action section. A Teacher Summary Sheet - the Assessment Record Form has been produced and is available on the OCR website. This must be used and submitted along

with the evidence for taking action. There needs to be sufficient evidence to justify the marks awarded. In some cases only the teacher mark and a simple comment were included and 16 marks were awarded. This is clearly not enough evidence.

The final part of this unit is a written evaluation of the success of the campaign. This is completed individually under controlled conditions lasting for one hour. This was completed correctly by most centres and on the whole assessed accurately.

The main issues which arose with the work submitted this examination series were:

1. The work was not a campaign to try to bring about a change – instead it was to raise awareness or to raise money.
2. The campaign was not targeted at key decision makers - sometimes fellow pupils were the audience.
3. The evaluation of issues and evidence was not completed. Marks were awarded for evidence of some research.
4. There was insufficient evidence to justify the marks awarded for taking action.

The specification has a detailed section on this unit and OCR has also produced a guide to controlled assessment which can be found on the website. Both of these documents need to be read when planning the work for this unit. An exemplar piece of work for this unit is also available on the OCR website.

In conclusion, some excellent work has been seen this examination series. There have been a wide range of themes used, these include:

- Votes for 16 year olds
- Reduced bus fare for students
- Fair trade.
- Can we have a school council?
- Introducing a new item of clothing to the approved school uniform
- Introducing a cyber bullying policy
- Campaign to local shopkeepers to stop using plastic bags
- Improving road safety outside our school
- Campaign to change various aspects of school rules
- Can Year 11 have better study facilities in school?
- How can the school reduce its energy bill?
- Stop smoking in cars with child passengers
- Reduce cost of gym membership for under 18s
- Improving safety on local walkway
- How can we get the school to apply for wind turbine funding?

The proposed context for the campaign does not have to be submitted to OCR for approval but if Centres wish to do this and receive feedback they are welcome to email their task sheet to [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk).

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

### **Questions 1-5**

The multiple choice questions are differentiated and therefore some are harder than others. As anticipated, questions 1 and 2 proved to be far more challenging than questions 4 and 5 this year. Some candidates used a process of elimination in which they crossed off alternatives that were definitely wrong so as to narrow down their choice. This was clearly a helpful process to those who used it.

**Q1.** This proved to be a difficult question with many candidates assuming incorrectly that people seeking asylum receive a decision on their application within 28 days. Only 1 out of 5 candidates selected the correct response, i.e. asylum seekers have the right to the support of a lawyer.

**Q2.** This question on International Law also proved difficult for many candidates. Only 1 out of 5 identified option (i) (respect for their property during wartime) as the correct response.

**Q3.** Candidates were more confident with this question with 80% being able to identify Parliament correctly as the 'main law-making body in the UK.' Other popular but incorrect answers were 'The High Court' and 'The Supreme Court'.

**Q4.** This question was answered very well. 85% of candidates understood the meaning of 'cultural diversity' correctly as 'a community of different religions and ethnic backgrounds'.

**Q5.** The vast majority of candidates answered this question correctly by associating the term 'democracy' with the definition 'a system of Government in which decisions are made by representatives elected by the people'.

### **Questions 6-10**

These questions enable candidates to demonstrate their knowledge and understanding of the specification content. Like questions 1-5, these questions are differentiated. All questions were worth one mark and had the command word 'state'. Candidates are required only to give short answers rather than to write full sentences. For example, the short phrase 'improved trade' would be an adequate response to question 9.

**Q6.** This question was answered well with a success rate of 76%. Many candidates offered Citizens' Advice Bureau, solicitors, lawyers or police as correct answers.

**Q7.** Police rights were correctly identified by almost 80% of candidates. Popular answers were related to powers arrest or to the respect for authority that police officers have a right to expect. A small minority stated police responsibilities rather than rights and so scored no marks.

**Q8.** The vast majority of candidates were able to name one political party. A small minority of candidates seemed to misread the question and gave answers such as 'House of Commons' or 'Parliament'.

**Q9.** This also proved to be a straightforward question with 84% of candidates finding a correct response. Popular correct answers were connected with benefits available in the UK, jobs or human rights.

**Q10.** This proved to be the most challenging short-answer question with 77% finding a correct response. Popular examples of correct responses included points connected with trade, security/defence and travel.

### **Question 11**

This question differentiated well between candidates. They performed well on this question if they used the bullet points to help them structure their answer. Most candidates were able to score at least one mark by showing a valid general knowledge of the work of judges and juries. Around half of the responses reached Level 2. This occurred where candidates were able to show an understanding of the concept of justice and could show how the work of judges and juries contributed towards securing justice. Candidates tended to be over general in their responses by mentioning ‘fairness’ or the importance of taking criminals out of circulation. A minority of candidates were unsure of the particular roles of judges to determine the sentence and of juries to determine guilt or innocence.

### **Questions 12 and 13**

These questions proved more accessible than in 2012 with 61% answering question 12 correctly. This was partly due to the statistical diagram being less complex than last year. Question 13 also proved to be more accessible in the past with 65% identifying the correct option.

### **Question 14**

Along with questions 11 and 17 in this exam series, question 14 differentiated well between candidates with 46% producing a Level 2 answer. Although ‘community cohesion’ is a key concept in Citizenship, a minority of candidates clearly did not understand the term’s meaning and so found it difficult to score any marks. Others seemed to lack the confidence or understanding to link low levels of community coherence to deteriorating quality of life. In contrast, better candidates were able to offer a range of valid examples to illustrate the link between community cohesion and quality of life.

To reach Level 2, candidates needed to explain why human rights may be at risk when levels of community cohesion are low. Appropriate examples of human rights that might be compromised included the right to life, freedom from discrimination and general safety and well-being.

### **Questions 15 and 16**

As in previous years, almost all candidates attempted these questions and most had a fair understanding of aspects of the law as it related to the cases described. Most candidates understood that the police have the right to stop people but many were less sure about the rights of the police when carrying out searches. As a result, 35% of candidates selected an incorrect alternative rather than the correct response that the police can stop people but must not carry out full searches in public. Some candidates were under the incorrect impression that parents had to be present when searches were carried out on young people but many knew that Ernie could have his parents present if arrested. Other correct descriptions of Ernie’s rights related to his right to a lawyer and his right to silence. The vast majority of candidates chose the correct alternative in question 16 rejecting the ideas that Sayeda should stay in her flat or get her brothers to intervene. Sayeda’s rights were sometimes not identified clearly with some candidates losing marks by not mentioning any rights at all. In a majority of cases, suitable examples of rights were given. These related to police protection, legal support and freedom from violence.

### **Question 17**

As in previous years, the vast majority of candidates attempted this question and most were prepared to write detailed answers. All knew something about political decision making and most made some kind of personal response to the viewpoint in the question.

This question differentiated very well between candidates with a median mark of 6. Those who had a good understanding of the specification content were able to draw on their knowledge of how pressure groups and the media influence decision making and can help citizens to get their voice heard. Most candidates knew that Parliament represented citizens but were less sure about how people could influence Parliament. Few candidates mentioned the process of lobbying or its importance. Indeed there was a marked cynicism about the capacity or

willingness of Parliament to respond to public opinion even when people engaged in violent protest in an attempt to get their point across.

Candidates who used the bullet points to help them structure their answer were able to produce more worthwhile responses than those who did not. The majority of candidates were able to use reasonable evidence to support their views but some wrote without examples. Such responses were often limited to Level 2. Few candidates were explicit in explaining that Parliament is ultimately accountable to the electorate.

## **A343 Rights and Responsibilities – Extending Our Knowledge and Understanding**

This was the third sitting of the A343 Citizenship paper. This paper constitutes 20% of the marks for the full course.

Marks awarded to candidates ranged from 40 to 0 with some very good work seen at the top level. Again there were few candidates who did not attempt most questions. Candidates appeared better prepared than last year with plenty of evidence that candidates had been well prepared across the whole breadth of the specification. As last year, candidates appeared to have used their time wisely with very few running out of time for the final question.

Most candidates answered the stimulus questions well and were able to interpret the information sufficiently to score better on the second half of the paper. Although some marks were achievable through simple comprehension, only an understanding of the topics examined allowed candidates to achieve the top level.

### **Questions 1–5**

The short questions are differentiated and therefore some are harder than others. There was evidence that candidates were better prepared for these questions with most candidates providing sufficient explanation to make their meaning clear. Few candidates wasted time on extended answers.

#### **Question 1a**

A specific example of aid was needed for this question rather than types of aid, e.g. humanitarian. Some responses were not sufficiently specific.

#### **Question 1b**

As 1(a), a specific example was needed. This also had to be different from 1(a) to show that it was long-term.

#### **Question 2a**

This question was answered well by most candidates.

#### **Question 2b**

Candidates correctly stated an advantage from the perspective of the general public having a better service or the Government being able to re-direct resources.

#### **Question 3a**

Income tax was the most popular answer to this question but frequent mistakes referred to VAT or council tax.

#### **Question 3b**

A good range of different benefits were identified by candidates.

#### **Question 4a**

This question was answered well by most candidates.

#### **Question 4b**

Few candidates answered this question correctly. Many just gave another example of a human right.

**Question 5a**

This was a challenging question as candidates had to understand both the term 'local authority' and the term 'Local Agenda 21'. It was a clear differentiator of the candidates who had covered the course in depth and those that had not. Actions were also required in the answer rather than just examples of elements of Local Agenda 21.

**Question 5b**

Many candidates found this question straightforward and were able to identify two examples of ways a school could save energy. Some candidates identified actions which were environmentally friendly but did not necessarily save the school energy, e.g. walk to school.

**Question 6**

Most candidates were able to gain credit on this question. They appeared well prepared to address the six mark questions and followed the rubric to their advantage. However, some candidates mistook trade unions for fair trade and so gained no credit. Successful candidates were able to use their examples to support their answer rather than just state them.

**Question 7a**

The vast majority of candidates were able to use Document 1 correctly and identify a service provided by Rutland County Council.

**Questions 7b**

Candidates were able to demonstrate their understanding of the stimulus material by interpreting the meaning of localism from the Document.

**Question 7c**

A significant number of candidates thought that local councils raised money through events and fund raising activities such as bake sales.

**Question 8a**

Most candidates were able to use the stimulus to record two valid ways in which staff and pupils from Uplands School promote the rights of children.

**Question 8b**

This was a straightforward question which was answered correctly by most candidates.

**Question 8c**

Most candidates were able to describe actions and advantages of school councils. Following the rubric of the question assisted candidates in accessing the higher levels of the mark scheme as they were prompted to explain (rather than just describe) and use examples. The answers seemed to be on a personal level and it was pleasing to see a wide range of actions being undertaken in schools.

**Question 9a**

Candidates had to interpret the text of Document 3 and name a human right that was being denied in Syria. Incorrect answers generally copied from the text as opposed to framing their answer in terms of a specific human right.

**Question 9b**

Again, candidates used the stimulus material well to enable most candidates to demonstrate a clear understanding of why the people of Syria were protesting against President Assad.

**Question 9c**

This question was answered well by most candidates. Popular answers included social networking and recording on mobile phones.

**Question 9d**

Most candidates were able to describe a difficulty for individuals trying to bring about change. Document 3 was used extensively and usefully to support answers and show understanding of the term non-democratic country. Candidates of all levels of ability were able to write at some length on this answer.

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

This was the third time that candidates have been able to submit work for this unit - A344 The Citizenship Enquiry and Practical Citizenship Action. It was pleasing to see the commitment that most candidates had to their work and there was real evidence that they are becoming active citizens.

Centres are allowed to submit work for postal moderation (A344/02) or via the OCR repository (A344/01) where work is uploaded to OCR and then downloaded by the moderator. Care should be taken to ensure that the correct code is used. The administration of the moderation process for both methods uses a more automated system known as Moderation Manager. All paperwork is now automatically generated by this system and emailed to a designated email address within each centre. It is vital that OCR has the most relevant email address as some teachers were telling their moderator that they had not received sample requests, etc. The Centre Authentication Form (CCS160) is still required and needs to be sent with the sample of controlled assessment to the moderator. Failure to do this could mean that results are delayed.

Each piece of work needs to have the Citizenship Coversheet (CCS/A344) on it where the breakdown of marks is recorded. The Candidate Proposal Form also needs to be completed and sent with the work to the moderator.

The work for this unit is broken down into three parts. The first part is the Citizenship Enquiry. Please note that this is changed every year. The Source Book for June 2014 is now available via Interchange. Candidates have 10 hours (in groups) to research the issue covered in the enquiry. This involves using the sources in the Source Book and from elsewhere. Candidates then have two hours under controlled conditions to address one of the three viewpoints. In order to reach Level 3 on AO3 there must be some analysis of evidence drawn from the Source Book and elsewhere. Annotating where candidates have used their own evidence in their work greatly helps the moderator to agree these marks.

This piece of work was generally completed well by most candidates and assessed with reasonable accuracy. Candidates are allowed up to two hours to complete their written work. Not allowing them this amount of time will limit the amount of marks they are able to achieve.

This unit requires candidates to undertake some practical citizenship action. It is not a campaign, this is work for A341. Candidates can use the same theme for both pieces of controlled assessment. For example they could campaign to include work to enable a greater understanding of people with disabilities into the PSHE curriculum. If they were successful in their campaign they could undertake the actual work for their action in A344.

Throughout the practical citizenship action, candidates need to complete a log/diary of what they have done or are doing. Some evidence of planning is also required. The second part of this unit assesses their skills at taking action rather than their ability to write about it after the event. Supporting evidence for taking action would be the working documents used in the practical citizenship action. Photographs, posters, PowerPoint slides and DVDs are all good examples of evidence. A Witness Statement/Observation Sheet completed by a participant is a very good way of evidencing part of the taking action section. A Teacher Summary Sheet - the Assessment Record Form has been produced and is available on the OCR website. This must be included along with the evidence for taking action. There needs to be sufficient evidence to justify the marks awarded. In some cases only the teacher mark and a simple comment were included and 16 marks were awarded. This is clearly not enough evidence.

The final part of this unit is a written evaluation of the success of the practical citizenship action. This is completed individually under controlled conditions lasting for one hour. This was completed correctly by most centres and on the whole assessed accurately.

The main issues which arose with the work submitted this examination series were:

1. Candidates must use their own evidence as well as the source book to reach Level 3 AO3.
2. This is practical citizenship action and not a campaign.
3. There was insufficient evidence to justify the marks awarded for taking action.

The specification has a detailed section on this unit and OCR has also produced a guide to controlled assessment which can be found on the website. Both of these documents need to be read when planning the work for this unit. An exemplar piece of work is also available via the website.

In conclusion, some excellent work has been seen this examination series. There have been a wide range of themes used, these include:

- International evening
- Food sampling day
- Event to change perceptions of people with disabilities
- Old people's party
- Coaching sessions for boys in netball and girls in football
- IT sessions for older people run by students
- School display to promote intergenerational respect

The proposed context for the work does not have to be submitted to OCR for approval but if Centres wish to do this and receive feedback they are welcome to email their task sheet to [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk).

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