

General Certificate of Secondary Education

A341 CA

Citizenship Studies

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

Specimen Controlled Assessment Material

INSTRUCTIONS TO TEACHERS

- Please refer to Section 5 of the Citizenship Studies specification for instructions on completing controlled assessment tasks.
- Each task can be contextualised appropriately to suit facilities available in the area local to your centre.

INFORMATION FOR CANDIDATES

- The Controlled Assessment for Unit A341 is worth **30** marks (60% of your GCSE (Short Course) mark and 30% of your total GCSE mark).
- Your Controlled Assessment will be based on a Citizenship Campaign on a particular issue.
- You can use the exemplar issue provided here or choose your own issue from the list of approved themes. This choice will be guided by your teacher. You must only campaign on **one** issue.
- Marks for each task are given in brackets at the end of the task [].

INSTRUCTIONS TO CANDIDATES

Research, plan, manage and evaluate a campaign to try to influence others, bring about change or resist unwanted change. You have a choice of issue as explained below.

You should spend no more than 37 hours on your campaign and the linked assessment tasks but this time can be spread over a long period as advised by your teacher.

1. Choose the issue for your campaign

You can either choose the issue provided by OCR or negotiate another issue with the guidance of your teacher. (The OCR issue and the approved themes from which you can choose your own issue are given in the final pages of this booklet. An example of an issue is linked to each approved theme. Each issue is expressed in the form of a question. These are to help give you ideas. Although you can use any of the examples, you will probably run a better campaign and learn more if you have chosen your own issue.)

2. Complete the Proposal Form overleaf

Candidate Proposal Form

Candidate name.....
Centre name

Candidate number.....
Centre number.....

We have chosen the OCR issue (Yes / No)

If you have not chosen the OCR issue, record your own issue below. (Your issue must link to one of the OCR approved themes (see the final pages of this booklet for details)

.....

Aims of your work

Briefly describe what you are hoping to achieve with your campaign.

Who are you working with?

Give names and suggested roles.

Name

Role

What is your campaign start date?

What is your campaign completion date?

Teacher signature..... Date.....

3. Research and investigate the citizenship issue you have chosen. Evaluate the issues and evidence. (Maximum of 10 hours + 3 hours for the evaluation.)

Your teacher will help you develop more specific guidelines based on the issue you have chosen. You should complete your research and investigation before starting the campaign phase of your work.

You should first collect evidence, opinions and viewpoints about your issue. You may work with others during this phase of your task. Your research will be completed in conditions of medium control under the limited supervision of your teacher. Your research can be spread across a number of sessions.

You must then use the materials you have collected to write an evaluation of the issues and evidence using the prompts below:

- Describe the existing position.
- Collect and analyse evidence so that you can identify and evaluate different viewpoints on the issue.
- Evaluate the evidence available and use this to help you to express your own views.
- Explain why a campaign is needed on this issue and reflect on the types of campaign that might work best.

This must be completed in conditions of medium control under the informal supervision of your teacher and you must work independently. Please spend a maximum of three hours on this. This part of the Controlled Assessment can be completed across a number of sessions. Your evaluation must be handed in to your teacher once completed along with the materials you have collected.

This part of your Controlled Assessment is worth **[10]**

4. Plan your Campaign. (Maximum of 7 hours for planning)

You should work with others to plan your campaign in detail and should use the chart below to record your group's decisions. Your planning will be completed in conditions of medium control under the limited supervision of your teacher. Your planning can be spread across a number of sessions.

Your teacher will assess the quality of your own planned contribution to the campaign. He or she will also assess your evaluation of how far your plan was suitable for promoting your chosen issue and persuading others to back you.

Complete the chart overleaf as you plan your activity.

Complete the chart below as you plan your activity.

Team Member	Action for the Campaign	Start Date	Completion Date	Notes

5. Manage your Campaign. (Maximum of 16 hours)

You must work with others to manage your campaign. This will be completed in conditions of medium control under the limited supervision of your teacher and can be spread across a number of sessions.

This part of your Controlled Assessment is worth **[16]**

Your teacher will assess the quality and extent of your participation, as part of a team, in the planned campaign. Your teacher will do this through observation of your actions and evidence such as:

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

During your campaign show clear evidence of what you and your team were able to achieve. You must show clear links between your chosen issue and your campaign strategy. It is important to be clear about your own contribution to the campaign.

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

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

6. Evaluate your Campaign (Maximum of 1 hour)

This summary of the evaluation phase will be written under conditions of medium control informally supervised by your teacher and you must work independently. This part of the Controlled Assessment can be completed across more than one session.

It must be handed in to your teacher once completed and is worth **[4]**

- Describe the impact of your campaign with evidence to back up your points.
- Describe what you learnt about the issue.
- Evaluate your plan. To what extent did it help you to achieve your aims?
- Describe what went well and explain how you might do things differently if you took part in another campaign.

Describe the next steps that could be taken by you or others in seeking to influence decision-makers.

Working with Others

You must work with others to plan and manage the campaign. Your teacher will assess your individual contribution to the group during these parts of your work.

Resources

Your teacher will provide guidance, resources and contacts appropriate to the issue and type of campaign you choose.

Further Support from your Teacher

Your teacher will be able to give you advice and support throughout the planning and managing phases of your campaign. However, your teacher cannot draw up your plan for you and will not be able to take an active part in your campaign.

OCR Supplied issue**Campaigning for people aged 16 to have the right to vote****International Comparisons of Voting Age**

The most common voting age around the world is 18. Some countries have different ages for different types of election.

The youngest voting age is 15, which is used in Iran (for both men and women). A number of countries use the age of 16, including Brazil, Nicaragua, Cuba, the Philippines and Bosnia Herzegovina. Indonesia has a voting age of 17.

Recently, a number of regions in Germany have reduced the voting age for council elections to 16. In elections in Hanover, turnout among 16 and 17 year olds was in fact higher than among those aged 18-35.

Why should the voting age be reduced to 16?

Source 1 Extract adapted from the BBC Website May 19, 2004 www.bbc.co.uk

Old enough to fight – old enough to vote?

So you've hit 16 – at that age you can pay taxes, have sex, join the army and smoke, but the government apparently still thinks you're not old enough to vote.

Serena Smith (16), from Gloucester, wondered why: "We can do everything except buy alcohol basically, so why shouldn't we be able to vote?" Why indeed? If we did lower the voting age, the UK would have the lowest voting age in Europe and it would add an extra 1.3 million people to the electorate.

Old enough?

Many politicians think this is a good idea as it would encourage more people to vote, and from an earlier age. Joe Sergeant (16), thought that a lower voting age would be a good idea: "It gives us more choice as people, we can have more influence because of how we can vote. If the age was lowered then I think it would be good for all of us really." But many are opposed to this idea, believing that at 16 you are just too young to make these political decisions. They accuse reformers of just trying to gain favour with young voters.

What can be done to reduce the voting age to 16?

Source 2 Extract taken from www.youthparliament.org.uk

About this campaign

The young people in this country want to be heard.

At UK Youth Parliament we believe that those over the age of 16 are long overdue the right to vote and will campaign for the Government to implement this change.

We believe that young people should be involved in the democratic process. To enable this we want young people to be taught the importance of politics from a young age and also the impact politics has on everyday life as a young person.

According to the Government a young person from the age of 16 is old enough to;

- Work in full-time employment
- Pay taxes
- Pay adult fares on transport
- Get married and have children
- Join the army

But not old enough to vote!

Our Aim

To lower the voting age to 16 within a reasonable time frame. We also hope to increase participation in elections and involvement in politics through enhanced education programmes



Additional Research and Support

Carry out additional research on votes for 16 year olds. Some websites to try are:

- www.bbc.co.uk - BBC search for news items on votes for 16 year olds
- www.youthparliament.org.uk - Youth Parliament has a lot a good advice on how to campaign
- www.citizenshipfoundation.org.uk
- www.byc.org.uk - British Youth Council is running a campaign to reduce the voting age to 16.

Guidelines for reseaching, planning, managing and evaluating your campaign on the voting age

Find out what people think about the current voting age

Conduct research, perhaps in the form of a questionnaire, to find out what a range of different people in your school/community think about the current laws on the voting age and whether it should be changed.

Evaluate the issues and evidence

Find out about the voting system currently in operation in the United Kingdom. What are the different types of election in which people have a vote? Why is it important to have the right to vote?

Research pressure groups that are already campaigning to reduce the voting age so that you can get ideas.

Are there initiatives already taking place in other schools that you did not know about? Some schools hold mock elections to demonstrate that young people take the issue of voting seriously.

You could find out what your Member of Parliament thinks of this issue. You need to use methods that will get your message across convincingly.

Evaluate the different viewpoints on the issue. Evaluate the evidence available to help you develop your own viewpoint.

Consider the type of campaign that might work best in your situation. Your campaign should involve one or more of the following: organising a meeting; presenting a case to others about a concern; lobbying and communicating views publicly via a website; campaigning or putting up a display; or setting up an action group or network.

Plan to advocate a reduction in the voting age to 16

Once you have chosen the general strategy for your campaign, you need to plan it in detail. Remember to consult your teacher if you are planning events in school or wish to go out of school as part of the campaign. Appropriate permissions will need to be obtained and out of school activities will need to be supervised in line with your school's policies.

You need to show that your campaign is addressing the issue of a reduction in the voting age. Include details of what you are actually trying to achieve.

Carry out/Manage your campaign

As part of your campaign you need to communicate to people in positions of power in school and/or the wider community. You need to provide evidence of what you actually did. This could include any posters, leaflets or handouts you designed. Notes from an assembly or talk you gave. Evidence showing a mock election. Photographs showing any events that you held. Witness statements from your teacher saying what you did.

Evaluate and monitor the success of your campaign

You need to evaluate your campaign to describe how and explain why it was successful. Did people get the message? You could ask the people at the beginning of the task again to see if they have changed their minds or have a better understanding of the issue.

OCR approved themes from which students can select their own issues with teacher guidance:

An example of an issue is linked to each approved theme. Each issue is expressed in the form of a question. These are to help give candidates ideas. Although candidates can use any of the examples, they will probably run a better campaign if they have chosen their own issue. Making such a choice is also more consistent with the aims of citizenship education.

(It is recommended that teachers support candidates to design a template similar to the one above once issues have been selected.)

OCR Approved Themes	Example Issues
The legal rights or responsibilities of a young person.	Should changes be made to any of the ages at which young people gain particular legal rights?
Awareness of fundamental human rights.	Should our school, community or local authority support prisoners of conscience?
Human rights in conflict.	When improving safety and security, how far should our school, local authority or government limit individual freedom? (speed limits, security cameras, biometric registration in school, DNA testing, curfews, identity cards, periods of detention without charge, etc.)
Promoting greater student engagement in school or college.	How can we encourage more students to take our School / College / Student Council seriously?
Our rights and responsibilities in the economy.	Should the government increase taxation so that class sizes can be reduced in schools?
Our rights and responsibilities as consumers.	Should mobile phone companies make charging clearer?
Our rights and responsibilities in employment.	Should the government adjust the national minimum wage so that it applies to people under school leaving age?
Our rights and responsibilities as tenants.	Should schools teach more about young people's rights as tenants?
Our responsibilities for the earth's resources.	Should we use less energy in our school / community?

Our responsibilities as global citizens.	Should school catering or our local supermarket promote more fair trade products?
Our responsibilities to support the people of other nations.	Should the United Kingdom government do more to support people in Less Economically Developing Countries (LEDCs)?

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Copyright Acknowledgement

Source 1 – Extract adapted from the BBC Website May 19, 2004 www.bbc.co.uk

Source 2 - Extract taken from www.youthparliament.org.uk

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CITIZENSHIP STUDIES

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

Specimen Controlled Assessment Mark Scheme

The maximum mark for this unit is **30**

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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	<p>1 mark</p> <p>There is a minimal use of Citizenship concepts, issues and terminology when attempting the task.</p> <p>Information is organised at a simple level to aid communication but frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</p>	<p>1 mark</p> <p>Candidate offers a minimal personal response by:</p> <ul style="list-style-type: none"> • 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.
2	<p>2 marks</p> <p>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.</p> <p>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	<p>2 marks</p> <p>Candidate offers a limited personal response by:</p> <ul style="list-style-type: none"> • 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.

<p>3</p>	<p>3 marks</p> <p>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.</p> <p>Text is legible. There are mistakes in spelling, grammar and punctuation; however, meaning is still communicated clearly for most of the answer.</p>	<p>3 marks</p> <p>Candidate offers a personal response by:</p> <ul style="list-style-type: none"> • Analysing the issue they are addressing, providing some evidence of the current position and including accurate reference to the individuals and groups affected • 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.
<p>4</p>	<p>4 marks</p> <p>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.</p> <p>Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	<p>4 marks</p> <p>Candidate offers a sound personal response by:</p> <ul style="list-style-type: none"> • 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 • 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.

<p>5</p>	<p>5 marks</p> <p>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.</p> <p>Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p>	<p>5 marks</p> <p>Candidate offers a thorough personal response by:</p> <ul style="list-style-type: none"> • 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.
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Unit A341 Task marking criteria A02

Taking Action

Level	A02 Maximum 16 marks
<p>For each assessment objective, a task that does not meet the criteria statement in the lowest band will be awarded zero marks.</p>	
<p>1</p>	<p>1–4 marks</p> <p>Candidate helps to plan and organise the campaign and engages in the action at a minimal level to support its completion by:</p> <ul style="list-style-type: none"> • 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. <p>At this level, considerable teacher direction may have been required.</p>
<p>2</p>	<p>5–8 marks</p> <p>Candidate helps to plan and organise the campaign and engages in the action at a limited level to support its completion by:</p> <ul style="list-style-type: none"> • 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. <p>At this level, some teacher direction may have been required.</p>
<p>3</p>	<p>9–12 marks</p> <p>Candidate helps to plan and organise the campaign and engages in the action at a sound and effective level to support its completion by:</p> <ul style="list-style-type: none"> • 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. <p>At this level, little teacher direction will have been required.</p>

4	<p>13–16 marks</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>At this level, the candidate may have consulted teachers over the action but will not have been directed by them.</p>
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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	<p>1–2 marks</p> <p>Candidate offers a personal response at a minimal or limited level by:</p> <ul style="list-style-type: none"> • 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. <p>At this level, candidates should be given credit for providing evidence of the above even if the written commentary is very basic.</p>
2	<p>3–4 marks</p> <p>Candidate offers a personal response at a sound or thorough level by:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>