

**General Certificate of Secondary Education**

**Citizenship Studies**

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

**Specimen Controlled Assessment Material**

**A344CA**

**Part 1**

**(Citizenship  
Enquiry)**

To be used in conjunction with the Source Book and  
Guidance document for this unit

## 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 A344 (Part 1 + Part 2) is worth **30** marks (30% of your total GCSE mark).
- This is Part 1 of the Controlled Assessment and is based on your ***Citizenship Enquiry***. It is worth 10% of your total mark.

Marks for each task are given in brackets at the end of the task [ ].

## INSTRUCTIONS TO CANDIDATES

- You have a maximum of two hours to complete this part of your Controlled Assessment under conditions of medium control supervised informally by your teacher. You must work independently. This part of the Controlled Assessment can be undertaken across a number of sessions.
- Make sure you have already carried out research based on the **SOURCE BOOK and GUIDANCE for the Citizenship Enquiry**. This is issued as a separate document.

This document consists of **2** printed pages.

**You should complete the following task:**

**Task (Maximum of 2 hours)**

Support **ONE** of the following three viewpoints on school uniform and the law:

**VIEWPOINT ONE**

School students should not be allowed to wear religious dress or symbols in school.

The law should be changed to ban such items.

**VIEWPOINT TWO**

Each school should be able to decide whether or not students should be allowed to wear religious dress or symbols.

The law should remain as it is.

**VIEWPOINT THREE**

School students should be allowed to wear religious dress or symbols in school.

The law should be changed to prevent schools banning religious dress or symbols.

**In your answer, you must:**

- use and show that you understand the key terms from the source book;
- explain why you support your chosen viewpoint about uniform;
- use evidence to support your explanation;
- evaluate the alternative viewpoints and explain why you do not agree with them;
- evaluate existing UK law on the issue of school uniform;
- advocate the changes you may wish to make to UK law on this issue or explain why you think the law should remain as it is;
- communicate well by writing clearly and legibly and by using suitable punctuation and grammar.

Use your research notes, the documents in your Source Book, your four additional documents and knowledge of the democratic process to help you.

Attach or include specific evidence to support your viewpoint and recommendations.

**[10]**

**CITIZENSHIP STUDIES**

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

**Specimen Controlled Assessment Mark Scheme  
(*Citizenship Enquiry*)**

The maximum mark for this unit is **10**

SPECIMEN

## Unit A344 Citizenship Enquiry

	<b>AO1</b> <b>Maximum 5 marks</b>	<b>AO3</b> <b>Maximum 5 marks</b>
For each assessment objective, a task that does not meet the criteria statement in the lowest band will be awarded zero marks.		
<b>Level 1</b>	<p><b>For 1 mark</b> There is a <b>minimal</b> 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><b>For 1 mark</b> Candidate offers a <b>minimal</b> personal response by <u>stating</u> their basic position i.e.</p> <ul style="list-style-type: none"> <li>• people should <b>or</b> should not have the right to wear religious clothing and symbols at school and at work <b>or</b> the matter should be left to schools to decide.</li> <li>• the law should be changed <b>or</b> should not be changed.</li> </ul> <p><b>or</b> a simple combination of the above points. This shows <b>minimal</b> evaluation and analysis of the evidence.</p> <p>Candidates should refer to at least 1 relevant piece of evidence related to their basic position on the issue.</p>
<b>Level 2</b>	<p><b>For 2 marks</b> There is a <b>limited</b> 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><b>For 2 marks</b> Candidate offers a personal response at a <b>limited</b> 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.</p> <p>There is <b>limited</b> analysis of evidence originating from the Source Book or elsewhere demonstrating a basic ability to analyse, interpret and organise information.</p> <p>Information is organised, analysed and interpreted to add weight to the candidate's description.</p>
<b>Level 3</b>	<p><b>For 3 marks</b> There is <b>some</b> 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><b>For 3 marks</b> Candidate offers a personal response to <b>some</b> of the task including some explanation of the arguments for <b>and</b> against people having the right to wear religious clothing and symbols at school.</p> <p>There is <b>some</b> analysis of evidence drawn from Source Book documents <b>and</b> elsewhere demonstrating a sound ability to analyse, interpret and organise information. The candidate begins to advocate their position on whether or not the law should be changed as well on the issue of dress and uniform being allowed or not allowed.</p> <p>Information is selected, organised, analysed and interpreted to add weight to the candidate's description.</p>

<p><b>Level 4</b></p>	<p><b>For 4 marks</b> There is a <b>sound</b> 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><b>For 4 marks</b> Candidate provides a <b>sound</b> evaluation of the arguments for <b>and</b> against their chosen viewpoint with detailed analysis of evidence chosen carefully from the Source Book and elsewhere.</p> <p>Candidate provides a <b>sound</b> 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.</p>
<p><b>Level 5</b></p>	<p><b>For 5 marks</b> There is a <b>thorough</b> use of appropriate and valid citizenship concepts, issues and terminology when putting together their evaluation. This makes for a clear and precise evaluation 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><b>For 5 marks</b> Candidate provides <b>thorough</b> and reasoned evaluation of the arguments for <b>and</b> against people having the right to wear religious clothing and symbols at school to construct an informed personal response to the question. This may include an understanding that people have adopted different positions on the type of religious clothing that might be acceptable (a hijab instead of a niqab, for example) rather than simply arguing about whether or not religious clothing should be worn. Evidence has been chosen carefully from the Source Book and elsewhere and analysed in detail.</p> <p>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 guidelines on school uniform being interpreted in different ways. They provide an informed personal response about why they wish to change the law <b>or</b> have it remain unchanged. The requirements to advocate <b>and</b> challenge are met throughout the work, and the appropriate view is strongly expressed, supported with evidence from the sources <b>and</b> their own study.</p>