

**General Certificate of Secondary Education**

**Citizenship Studies**

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

**Specimen Controlled Assessment Material  
Tasks linked to the Practical Citizenship  
Action**

**A344CA  
Part 2 (Practical  
Citizenship  
Action)**

## 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 2 of the Controlled Assessment and is based on your ***Practical Citizenship Action***. It is worth 20% 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 25 hours to complete this part of your Controlled Assessment under conditions of medium control with the limited supervision of your teacher. This time can be spread over a long period as advised by your teacher.

This document consists of **8** printed pages and **1** blank page.

## 1 Choose the context, issue and type of practical citizenship action

You need to plan, take and evaluate practical citizenship action to promote community cohesion, promote equal opportunity or discourage discrimination in your school or local community.

You have a choice of context, issue and action. Choose your context, issue and action once you have researched people's views on what are the important issues in your school and community (See section 2 below.)

For each context below, OCR has suggested two issues and possible courses of action that may be appropriate in some schools or communities. These are just examples. You should decide a context, issue and action that fits with the needs of your school or community. Your research (See section 2 below) should help you to make this decision.

Make sure that you discuss your ideas for action with your teacher well in advance. For reasons of health and safety, you **must** have adult support for several of the actions suggested below.

Context	Citizenship Issue	Possible Action
<b>Gender</b>	<ol style="list-style-type: none"><li>1. Very few boys choose courses in Child Development or Health and Social Care in your school or college.</li><li>2. Boys' enjoy sport in your school. There are lots of opportunities for them too. Girls are less likely to join in, especially after school.</li></ol>	<p>Organise a special event for boys to promote these subjects. Organise an after school club for girls to encourage their engagement in sport.</p> <p>Review, revisit and help to revise the school or college policy on equal opportunity with respect to sport.</p>
<b>Race, Ethnicity and Culture</b>	<ol style="list-style-type: none"><li>1. Your school or college is culturally diverse but students find it very difficult to mix when they join in Year 7. This leads to suspicion and tension in some students and their parents.</li><li>2. Few students in your school have direct contact with anyone from within or outside the United Kingdom with a different culture and traditions to their own. This leads to the development of racist attitudes in some students.</li></ol>	<p>Organise a special event for new students and their parents to celebrate cultural diversity in your school, college or the wider community.</p> <p>Organise an "origins and links wall" on which students can identify all the links they have across the UK and around the world.</p> <p>Organise a class link with another school in the United Kingdom or overseas that has a different cultural mix to your own class or school.</p>

<p><b>Age</b></p>	<ol style="list-style-type: none"> <li>1. Many older people in your community are fearful of teenagers.</li> <li>2. Some students in your school or college show little respect to older people in the community.</li> </ol>	<p>Organise a “grandparents” party in school.</p> <p>Organise visits by older people to tour the school, talk to students and experience some classes.</p> <p>Organise a display in school or the community to promote inter-generational respect.</p> <p>Create a website to promote positive images of older people.</p>
<p><b>Disability</b></p>	<ol style="list-style-type: none"> <li>1. Disabled students and adults have difficulties with access in your school or college</li> <li>2. Some disabled people feel that people in the wider community have little understanding of their needs</li> </ol>	<p>Assess and evaluate how far your school or college is accessible for disabled people, present your findings and recommendations to decision-makers within the school.</p> <p>Organise a display in the school or wider community to promote a greater understanding of the needs of disabled people.</p> <p>Organise visits by disabled people to talk to students about the problems and opportunities they face.</p>

## **2 Research opinions on important issues in your school or community and the best ways to take action** (Maximum of 5 hours)

You should research people's opinions on the important issues in your school and community, and the best ways to take action. 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 and you should complete this as part of a group. Your teacher will assess your ability to justify your choice of issue and action as part of your evaluation (See section 6 below).

Use the template below to help you to:

- Evaluate different ideas and viewpoints related to your issue.
- Research and investigate the different ways you could take action on your chosen issue.

### **RESEARCH. WHAT ISSUE AND ACTION SHOULD YOU CHOOSE?**

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

Describe the views you found. Were there any differences between particular groups?

### **FINDING SOURCES OF INFORMATION AND SUPPORT**

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

**3 Complete the Proposal Form below**

Use the form below to help you to prepare for your *Practical Citizenship Action*

**Candidate Proposal Form A344 (Practical Citizenship Action)**

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

Centre name ..... Centre number.....

Context.....

**Aims of your work**

Briefly describe what you are hoping to achieve.

**Who are you working with?**

Give names and suggested roles.

Name	Role

**What is your start date and completion date?**

Start Date:

Completion Date:

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

This form must be submitted along with the internal controlled assessment for external moderation.



## 5 Manage and Take your Practical Citizenship Action (Maximum of 13 hours)

Your action will be completed under conditions of medium control with limited supervision by your teacher. You must work as part of a group. The action phase of your work will be assessed while you are taking the action by your teacher. Your teacher will assess your progress through observation of your action and evidence such as:

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

During your action, show clear evidence of what you and your team were able to achieve. It is important to be clear about your own contribution to the campaign.

This part of the Controlled Assessment can be completed across several sessions over a long period of time as specified by your teacher. It is worth **16 marks**.

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

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

## 6 Evaluate your Practical Citizenship Action (Maximum of 1 hour)

You should complete the evaluation of your work once the action phase is over. This must be completed in conditions of medium control under the informal supervision of 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 marks**.

Describe the impact of your action on community cohesion, equal opportunity or discrimination. Use the prompts below to help you to evaluate your action.

- Explain why you chose this particular action.
- Explain how suitable your plan was. Did you achieve your aim?
- Evaluate the success of your action – support this with evidence of the feedback you got from others.
- Describe what went well and explain how you might do things differently if you repeated this exercise.
- Describe the next steps that could be taken by you or others in following up your project and increasing its impact.

(Use evidence to support your answers.)

### **Working with Others**

You must work with others to plan and take the action. Your teacher will assess your individual contribution to the group and assess your personal evaluation of the activity.

### **Resources**

Your teacher will provide guidance, resources and contacts appropriate to the context and practical action you choose.

Use the Source Booklet issued for your ***Citizenship Enquiry*** to help you understand the importance of community cohesion, identity and culture.

Use the ***Practical Citizenship Action*** planning sheet to record your planning and activity.

### **Further Support from your Teacher**

Your teacher will be able to give you advice and support throughout the planning and action phases of your Practical Citizenship Action. However, your teacher cannot draw up your plan for you and will not be able to take an active part in the “action phase”. If your teacher has to tell you what to do rather than just providing advice and support, your marks may be affected.



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**CITIZENSHIP STUDIES**

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

**Specimen Controlled Assessment Mark Scheme**

*(Practical Citizenship Action)*

The maximum mark for this task is **20**

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## Unit A344: Practical Citizenship Action

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### Managing and Taking Action

Level	AO2 Maximum 16 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>
<b>1</b>	<b>1–4 marks</b> Candidate engages in the action at a minimal level to support its completion by: <ul style="list-style-type: none"><li>• demonstrating a minimal role in initial research and planning;</li><li>• supporting the organisation of the action at a minimum level;</li><li>• carrying out a planned role in the activity at a minimal level;</li><li>• working with others at a minimal level;</li><li>• showing minimal initiative or leadership;</li><li>• showing minimal flexibility and capacity to adapt to changing circumstances.</li></ul> <p>At this level considerable teacher direction may have been required.</p>
<b>2</b>	<b>5–8 marks</b> Candidate engages in the action at a limited level to support its completion by: <ul style="list-style-type: none"><li>• demonstrating a limited role in initial research and planning supported by evidence that the research has influenced the choice of activity and overall plan;</li><li>• carrying out a planned role in the activity at a limited level;</li><li>• working with others at a limited level;</li><li>• showing limited initiative or leadership;</li><li>• showing limited flexibility and capacity to adapt to changing circumstances.</li></ul> <p>At this level some teacher direction may have been required.</p>
<b>3</b>	<b>9–12 marks</b> Candidate engages in the action at a sound and effective level to support its completion by: <ul style="list-style-type: none"><li>• 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;</li><li>• carrying out a planned role in the activity at a sound and effective level;</li><li>• working with others at a sound and effective level;</li><li>• showing sound and effective leadership as necessary;</li><li>• showing sound and effective flexibility and capacity to adapt to changing circumstances.</li></ul> <p>At this level little teacher direction will have been required.</p>

<b>4</b>	<p><b>13–16 marks</b></p> <p>Candidate engages in the action at a good and very effective level to support its completion by:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• carrying out a planned role in the activity well and effectively;</li> <li>• working with others well and very effectively;</li> <li>• showing good and effective leadership as necessary;</li> <li>• showing considerable flexibility when appropriate and an ease at adapting to changing circumstances.</li> </ul> <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
	<b>For each assessment objective, a task that does not meet the criteria statement in the lowest band will be awarded zero marks.</b>
<b>1</b>	<p><b>1–2 marks</b></p> <p>Candidate offers a personal response at a minimal or limited level by:</p> <ul style="list-style-type: none"> <li>• offering minimal or limited reasons for their choice of action;</li> <li>• providing a minimal or limited reflection on the successes of the action linked to some evidence based on the perceptions of others;</li> <li>• providing a reflection on the suitability of their plan in relation to the outcomes achieved;</li> <li>• providing a minimal or limited description of those aspects of the activity that went well;</li> <li>• providing a minimal or limited description of the difficulties encountered and / or aspects that could be changed next time;</li> <li>• 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.</li> </ul> <p>At this level, candidates should be given credit for providing evidence of the above even if the written commentary is very basic.</p>
<b>2</b>	<p><b>3–4 marks</b></p> <p>Candidate offers a personal response at a sound or thorough level by:</p> <ul style="list-style-type: none"> <li>• explaining the reasons for selecting their particular action;</li> <li>• 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;</li> <li>• providing an evaluation of the suitability of their plan in relation to outcomes achieved;</li> <li>• providing a sound or thorough evaluation of those aspects of the activity that went well;</li> <li>• providing a sound or thorough evaluation of the difficulties encountered and / or aspects that could be changed next time;</li> <li>• 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.</li> </ul>