

## **GCSE**

### **Citizenship Studies**

General Certificate of Secondary Education **J269**

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

### **OCR Report to Centres June 2014**

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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## A341 Citizenship – Rights and responsibilities

### General Comments

This was the fifth time that candidates have been able to submit work for this unit. 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 an 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 informed the 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) attached, showing the breakdown of marks. 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 about which they are going to be campaigning. 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, 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 session were:

- 1 The work was not a campaign to try to bring about a change, it was to raise awareness or to raise money.
- 2 The campaign was not targeted at key decision makers, 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 session. 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?

## **A342/02 Citizenship – Identity, Democracy and Justice**

### **General Comments**

Marks awarded to candidates ranged from 40 to 0 with some outstanding work seen at the top level. While candidates in many centres had been prepared well for the exam, only a minority of candidates had studied the origins and role of the Commonwealth in sufficient detail to achieve well on the final essay question.

It had been hoped that candidates would be familiar with the 2014 Commonwealth Games and that this might help them to evaluate the effectiveness of the Commonwealth as an organisation and to find out something about its origins. While a significant minority of candidates showed an impressive knowledge and understanding of the United Kingdom's membership of the Commonwealth and other international organisations, most responses lacked the specific detail to produce a convincing evaluation of the viewpoint that the UK should leave the Commonwealth.

Some candidates enjoyed using a range of interesting and suitable examples to support their points, especially in relation to question 11. Such candidates were rewarded for their use of examples and also often demonstrated their good subject knowledge across the multiple choice and short answer questions in Section A, as well as showing a very clear understanding of individual rights and responsibilities in the context of questions 15 and 16.

A minority of candidates found it far more difficult to support their points with evidence and examples from their studies, relying on rather vague generalisations to gain some marks. This was a pity because such candidates sometimes obviously had the potential to succeed and would have done so if they had achieved a better knowledge of the specification content, especially in relation to the Commonwealth.

### **Comments on Individual Questions**

#### **Questions 1 to 5**

The multiple choice questions are differentiated and therefore some are harder than others. As anticipated, questions 4 and 5 proved to be far more challenging than questions 1 and 2 this year. Again 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 straightforward question with a very significant majority of candidates choosing to identify the main job of the United Nations as trying to keep world peace.
- Q2. This question on the definition of a multi-cultural society was also answered correctly by an overwhelming majority of candidates who correctly identified a "society where people from different backgrounds live together" as the most appropriate option.
- Q3. Candidates were a little less confident with this question. 80% were able to link the description "the law applies to everyone" with the concept of the rule of law. A minority of candidates selected "tolerance and respect for diversity" incorrectly.
- Q4. This question was answered well. 73% of candidates understood the meaning of the term "community cohesion" by correctly linking it with the definition "people in a community sharing values and goals".

- Q5. Only a minority (44%) recognised that a referendum is where citizens vote on a single issue. Significant numbers of students claimed incorrectly that elections or opinion polls were examples of votes on single issues.

### Questions 6 to 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 7.

- Q6. This question was answered well with a success rate of 74%. Many candidates understood that a free press enabled opinions to be shared or governments to be challenged.
- Q7. 83% of candidates were able to state one advantage of the United Kingdom being a member of the European Union. Popular responses included references to trade and free movement of people. Some answers were too vague to merit a mark. Such answers included phrases such as "more support" or "health care".
- Q8. Only just over half of candidates were able to offer a convincing response to this question. Appropriate answers included specific and clear references to solicitors' specialist knowledge of the law, their training or their professionalism. Candidates often resorted to vague generalisations when stating an advantage of going to a solicitor for legal advice. Such answers included: "solicitors can advise you" and "solicitors are good for legal advice".
- Q9. This proved to be a relatively straightforward question with 75% of candidates finding a correct response. Popular, correct answers, included being a witness, providing evidence and making a citizen's arrest. Those candidates who made vague statements about obeying the law or telling the truth were not awarded a mark.
- Q10. This proved to be the one of the most challenging short-answer questions with just over half finding a correct response. Popular examples of such responses included making laws and seeking to represent the public. Again, some candidates' responses lacked the specificity necessary for a mark. Such responses included vague references to "looking after the country" or "holding discussions".

### Question 11

This question differentiated well between candidates. They performed well on this question if the bullet points were used to help structure a response. Most candidates were able to score at least one mark by showing a valid general knowledge of the work of pressure groups but examiners were unable to give credit for tautologies such as "Pressure groups apply pressure to bring about change." Around half of the responses reached level 2. This occurred where candidates were able to show an understanding of why governments often listen to pressure groups. Where candidates failed to reach level 2, it was often due to not fully answering the question and so not explaining why governments listen to pressure groups. Good answers included references to pressure groups' expertise in helping to shape policy and a democratic government's obligation to take notice of public opinion. Weaker responses sometimes included general references to riots and violence. Candidates tended to be rather predictable and often over general in their examples of pressure group action by mentioning campaigns and protests rather than lobbying MPs or particular examples of media use.

### Questions 12 and 13

Question 12 proved to be accessible to most candidates with almost 70% analysing the chart carefully to find the correct response. Question 13 turned out to be more challenging with a 60% success rate. This may be because candidates read the question without sufficient care or without further reference to Document 1.

### Question 14

This question was designed to be more straightforward than the equivalent questions in previous years in order to compensate for what was anticipated to be a more challenging final essay question (Question 17). As a result, 75% of candidates were able to reach level 2 by giving a sound explanation of why governments collect crime figures or why it is important, in a democracy, for the public to see such information. There were some excellent answers in which candidates explained how access to reliable research enables governments to take successful, strategic action. Such candidates often went on to explain that the public can hold governments to account more effectively if they have access to reliable information on issues such as crime. Other candidates took a more practical approach suggesting that publicly available crime statistics enables people to make more informed decisions about where to live or whether to install burglar alarms. Those candidates who referred back to the information in Document 1, as suggested by the question, were usually able to construct a convincing answer. Some candidates simply seemed to run out of space for their answer but did not request a continuation sheet. In these cases, candidates often wrote too little on one of the aspects of the question in order to be credited with the marks that their level of knowledge and understanding may have deserved.

### Questions 15 and 16

As in previous years, almost all candidates attempted these questions and most had a reasonable understanding of aspects of the law as it related to the cases described. Unfortunately, a significant minority of candidates did not answer both parts of these questions and did not describe either Bill's responsibilities (Question 15) or Candice's rights (Question 16). This limited them to a maximum of half marks. A small number of candidates found it difficult to differentiate between rights and responsibilities.

While most candidates were able to identify, from the scenario in Question 15, that an assault had taken place. Many felt, incorrectly, that the victim's racist behaviour towards his assailant and his age meant that the incident was not a police matter. As a result, 40% of candidates selected an incorrect alternative rather than the correct response that Bill or his mother could call the police. A significant minority of candidates thought that the police are unable to become involved in the investigation of an assault on school premises unless invited to do so by the Headteacher. Most candidates were able to state at least one example of Bill's responsibilities with many recommending that he should tell the truth or apologise to Freddie. For Question 16, most candidates, as last year, understood that the police have the right to arrest people but many were less sure about the police's rights to search claiming, incorrectly, that neither Candice nor Annie could be searched. Candidates were clearer about Candice's rights in the case with many using relevant examples, such as having her parents present if arrested, being able to use a lawyer and having the right to silence. Overall, candidates scored higher marks on Question 16 with half reaching level 2.

### Question 17

Given that 2014 is the year of the Commonwealth Games in Glasgow, examiners felt justified in using the Commonwealth as the context for this high tariff question. Approximately half of the candidates struggled to move beyond a level 1 response simply because they were unaware of what the Commonwealth is or what it does. Many confused the Commonwealth with other



organisations such as the UN and EU. As a consequence, some detailed responses gained few marks as they were not sufficiently focused on the specific work of the Commonwealth. Conversely, there was a slightly higher proportion of very good answers to this question than in past years. Some candidates had studied the United Kingdom's membership of the Commonwealth in sufficient detail to be able to discuss the importance of the Commonwealth's shared values, its promotion of democracy and the significance of the organisation's cultural programme. There were some outstanding answers in which candidates were able to compare the significance of Commonwealth membership with the United Kingdom's membership of both the European Union and the United Nations. Such responses usually reached level 4.

Most of those students who had some knowledge of the Commonwealth were able to explain that the Commonwealth Games was significant in promoting a shared identity across member nations or gave some accurate information about the Commonwealth's origins. Typically such responses reached level 2.

Candidates who used bullet points to help them structure their answer were able to produce more worthwhile responses than those who did not. The majority of candidates who knew what the Commonwealth was, were able to use reasonable evidence to support their views but a minority wrote without using examples. Such responses were often limited to level 2.

## **A343 Citizenship rights and responsibilities**

### **General Comments**

This was the fourth time this Unit, which constitutes 20% of the marks for the full course, was examined.

Marks awarded 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. In comparison to last year, there was evidence to suggest that candidates were better prepared across the whole breadth of the specification content. 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 well in order 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.

#### **PLEASE NOTE**

From June 2015 the number of marks available for the longer questions will be different. Question 6 will be worth 4 marks, question 8c 6 marks and question 9d 8 marks.

### **Comments on Individual Questions**

#### **Questions 1 – 5**

The short questions are differentiated. 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**

Most candidates knew a legal right which a student has in school. Incorrect answers were when candidates responded with a responsibility rather than a right.

#### **Question 1b**

A good range of correct answers.

#### **Question 2a**

Generally answered correctly. Vague responses named a specific product rather than a type of product.

#### **Question 2b**

Good knowledge exhibited which covered a range of correct answers.

#### **Question 3a**

Incorrect answers stated 'clothes' for example, rather than naming an actual tax.

**Question 3b**

A good range of answers showed that candidates knew this information.

**Question 4a**

Answered well by most candidates.

**Question 4b**

A number of vague answers were given.

**Question 5a and b**

Candidates who rushed in and did not read these questions correctly sometimes gave advantages to LEDCs for both questions. However, correct answers showed a good range of knowledge by the candidates.

**Question 6**

Most candidates were able to gain credit for this question. Successful candidates were able to use their examples to support their answer rather than just state them. Most candidates had an understanding of National Minimum Wage. Those who did not thought everyone was paid the same amount of money no matter what job they do. A number of candidates did not move into level 3 as they did not know two disadvantages. The rubric clearly asks for advantages and disadvantages so to gain the higher level marks these are needed.

**Question 7a**

The vast majority of candidates were able to use document 1 correctly and state a way in which pension reform might affect teachers. When the question asks 'Using document.....' candidates are only awarded the mark if their answer comes directly from the document.

**Questions 7b**

Candidates were able to demonstrate their understanding of the stimulus material by understanding why the DfE, in particular, is against the strike. When the question asks 'Using document.....' candidates are only awarded the mark if their answer comes directly from the document.

**Question 7c**

This question was answered well and a range of correct reasons were given. Answers showed varying levels of awareness, but most candidates gained credit for their responses

**Question 8a**

Incorrect responses gave reasons why pressure groups bring about change rather than specific ways. Candidates did not need to know specifically what Greenpeace do. The use of the phrase 'such as' was to help them make the link between pressure groups and the actions they can take.

### **Question 8b**

This was a straightforward question which was answered correctly by most candidates. When the question asks ‘Using document.....’ candidates are only awarded the mark if their answer comes directly from the document.

### **Question 8c**

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. Knowledge of LA21 was variable, though most candidates connected it with environmental action.

Actions were also required in the answer rather than just examples of elements of LA21. However, most candidates were able to describe action local authorities might take. 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.

### **Question 9a**

Candidates used the stimulus material well to enable most candidates to state a way the Co-op tries to behave sustainably. When the question asks ‘Using document.....’ candidates are only awarded the mark if their answer comes directly from the document.

### **Question 9b**

Candidates had to interpret the text of document 4 and state a way the Co-op could improve the score on the report card. Incorrect answers included ‘recycle’ which was not a specific area needing improvement. When the question asks ‘Using document.....’ candidates are only awarded the mark if their answer comes directly from the document.

### **Question 9c**

This question was answered well by most candidates.

### **Question 9d**

Candidates who knew what sustainable behaviour was generally were able to follow the rubric and access higher marks. There was some misunderstanding of the term – treating customers well. Candidates of all levels of ability were able to write at some length on this question. Some candidates concentrated on the ways in which supermarkets can behave sustainably but then did not address the remaining bullet points, thus limiting their marks.

## **A344 Citizenship identity democracy and justice**

### **General Comments**

This was the fourth 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 informed the 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) attached, showing the breakdown of marks. 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 2015 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 confirm 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, 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 session 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 session. 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

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

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