



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

Citizenship Studies (Short Course) 3107 2009

Material accompanying this Specification

- Specimen and Past Papers and Mark Schemes
- Reports on the Examination
- Teachers' Guide

SPECIFICATION

This specification will be published annually on the AQA Website (www.aqa.org.uk). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

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Background Information

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Introduction

This specification can either be taught as a one or two year course.

1.1 Citizenship

Since 2002, students in England have been required to study Citizenship as a National Curriculum subject. This specification provides an ideal framework through which to deliver and assess the statutory Programme of Study for Citizenship at Key Stage 4.

1.2 Changes at GCSE

Key Skills

All GCSE specifications must identify, as appropriate, opportunities for generating evidence on which candidates may be assessed in the “main” Key Skills of *Communication*, *Application of Number* and *Information Technology* at the appropriate level(s). Also, where appropriate, they must identify opportunities for developing and generating evidence for addressing the “wider” Key Skills of *Working with Others*, *Improving own Learning and Performance* and *Problem-Solving*.

See Section 12 for further details.

Spiritual, moral, ethical,
social, cultural,
environmental, health and
safety and European Issues

All specifications must identify ways in which the study of the subject can contribute to an awareness and understanding of these issues.

See Section 13 for further details.

ICT

The National Curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In each specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject.

It is anticipated that a variety of skills could be developed in courses of study based on this specification. The coursework component could facilitate opportunities for the extended use of ICT.

See Section 13.4 for further details.

Tiering

The question paper for GCSE Citizenship Studies (Short Course) will not be tiered.

1.4 Further Guidance

Further guidance to assist in teaching and learning in respect of this course can be found in the Teachers' Guide. This includes suggestions for course delivery and schemes of work, further guidance on choice of coursework assignments and internal assessment, advice on using and developing Key Skills and a resources list.

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Specification at a Glance

Citizenship Studies

- This is the only GCSE (Short Course) specification in Citizenship Studies offered by AQA.
- The Scheme of Assessment is not tiered.

GCSE (Short Course) 3107	
Written Paper (external assessment) 1½ hours	60% of total marks
<p>The paper will consist of four Sections. In Section A, candidates answer a series of compulsory short-answer questions. In Section B, candidates answer one compulsory, source-based, structured question. In Section C, candidates answer one compulsory, structured question based upon the Citizenship activity they have undertaken for the internal coursework assessment. In Section D, candidates answer one essay-style question from a choice of three.</p>	
Coursework (internal assessment)	40% of total marks
<p>Candidates are required to produce a written (or word-processed) report of 1500-2000 words on the school-based or community-based Citizenship activity in which they have been engaged.</p>	

GCSE (Short Course)	←
3107	

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Availability of Assessment Units and Entry Details

- 3.1 Availability of Assessment Units** Examinations based on this specification are available in the June examination series only.
-
- 3.2 Entry Codes** Normal entry requirements apply, but the following information should be noted.
- The **Subject Code** for entry to the GCSE Citizenship Studies (Short Course) award is 3107.
-
- 3.3 Classification Codes** Each specification is assigned to a national classification code, indicating the subject area to which it belongs.
- Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.
- The **Classification Code** for this specification is 4910.
-
- 3.4 Private Candidates** This specification is available for private candidates.
- Private candidates should write to the AQA for a copy of “*Supplementary Guidance for Private Candidates*”. Candidates must be clear that all coursework requirements can be met before embarking on the course.
- The coursework undertaken by private candidates will be assessed by moderators appointed by AQA using the same assessment criteria as for other candidates. The work of private candidates must be sent to the centre of entry no later than **30 April** in the year of the examination. The centre of entry will forward the work to the moderator by **5 May** in accordance with instructions which will be provided. Private candidates may also be required to attend, at their own expense, for interview on a date arranged by AQA. All interviews will be completed by **30 June** in the year of the examination.
-

3.5 Access Arrangements and Special Consideration

AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.

Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.

Further details can be found in the Joint Council for Qualifications (JCQ) document:

*Access Arrangements and Special Consideration
Regulations and Guidance Relating to Candidates who are Eligible
for Adjustments in Examination
GCE, AEA, VCE, GCSE, GNVQ, Entry Level & Key Skills*

This document can be viewed via the AQA Website (www.aqa.org.uk)

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

3.6 Language of Examinations

This specification is offered in England and Wales. In England, a course based on this specification should meet the requirements of the statutory Key Stage 4 Programme of Study for Citizenship. Centres in Wales should consult the relevant guidelines for their curriculum.

All components will be assessed through the medium of English. Assessment materials will not be provided in Welsh or Gaelige.

Where reference to ‘the UK’ is made in the specification and the assessment materials, candidates may focus particularly on their home region, e.g. England or Wales.

Scheme of Assessment

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Introduction

4.1 National Criteria

This AQA GCSE Citizenship Studies (Short Course) Specification complies with the following:

- The GCSE, GCE, GNVQ and AEA Code of Practice April 2007;
- The GCSE Qualification Specific Criteria;
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria;
- The GCSE (Short Course) Subject Criteria for Citizenship Studies;
- The National Curriculum Key Stage 4 Programme of Study for Citizenship in England.

4.2 Rationale

Citizenship Studies contributes to the school curriculum by giving students the knowledge, understanding and skills to enable them to participate in society as active citizens of our democracy. It promotes their personal and social development, enabling them to become more self-confident and responsible both in and beyond the classroom.

A specification which focuses on Citizenship Studies has an important role to play in the intellectual and social development of individuals. The focus of Citizenship Studies is at the heart of contemporary debates about the kind of society we are striving to build and the role of the state in the process. This specification makes a distinctive contribution to the curriculum by focusing on active Citizenship.

The rationale for this specification derives from the Crick Report's belief "that citizenship education is education for citizenship, behaving and acting as a citizen, therefore it is not just knowledge of citizenship and civil society; it also implies developing values, skills and understanding" (paragraph 3.1). A course of study based on this GCSE Citizenship Studies (Short Course) Specification develops knowledge, understanding, skills and values, which, while drawing on a range of disciplines, goes beyond the remit of any one of these disciplines. In particular, these are developed through the three Topics in the specification:

- Topic 1: School, Work and the Local Community;
- Topic 2: National and European Citizenship;
- Topic 3: Global Citizenship.

Understanding may be enhanced through consideration of the three conceptual themes:

- Theme 1: Rights and Responsibilities;
- Theme 2: Decision-Making, Power and Authority;
- Theme 3: Participation in Citizenship Activities.

4.3 Prior level of attainment and recommended prior learning

No prior learning or level of attainment is necessary for candidates to undertake a course of study based on this specification. However, candidates will be expected to demonstrate skills of literacy and numeracy commensurate with having followed a Programme of Study at Key Stage 3.

Teachers should provide appropriate and adequate guidance about the demands of the specification before candidates embark on their studies.

4.4 Progression

This qualification is a recognised part of the National Qualifications framework. As such, GCSE provides progression from Key Stage 3 to post-16 studies.

Study of this specification provides a sound basis for progression to AS Level studies in Social Science: Citizenship, and other related subjects.

In addition it provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning.

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Aims

A course based on this specification should encourage candidates to:

- a. develop and apply knowledge and understanding about becoming informed citizens through and alongside the development of skills of enquiry, communication, participation and responsible action;
- b. explore local, national and international issues, problems and events of current interest;
- c. critically evaluate their participation within school and/or community activities.

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Assessment Objectives

6.1 This specification requires candidates to:

Introduction

- A01 demonstrate their knowledge and understanding of events of current interest; roles, rights and responsibilities; communities and identities; democracy and government; and relate them appropriately to individual, local, national and global contexts;
- A02 obtain, explain and interpret different kinds of information including from the media, in order to discuss, form and express an opinion formally, and in writing, and demonstrate their ability to analyse and present evidence on a variety of issues, problems and events;
- A03 plan and evaluate the citizenship activities in which they have participated and demonstrate an understanding of their own contribution to them as well as recognising the views, experiences and contributions of others.

6.2 **Quality of Written Communication**

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in both the written paper and the coursework, awarded in accordance with the following criteria.

Written Paper	Coursework	
5-6 marks	3 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
3-4 marks	2 marks	The candidate presents relevant information in a way which assists with communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
1-2 marks	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
0 marks	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.

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Scheme of Assessment

7.1 Assessment Units

The Scheme of Assessment comprises two components. Candidates must complete one written paper and produce a coursework report. The written paper is externally assessed. The coursework is internally assessed and subject to external moderation.

Written Paper	1½ hours
60% of the marks	126 marks

The paper consists of four Sections:

- **Section A** contains a series of compulsory, short-answer questions.
- **Section B** requires candidates to answer **one** compulsory, source-based, problem-solving question.
- **Section C** requires candidates to answer **one** compulsory question based upon the Citizenship activity they have undertaken for the internal coursework assessment.
- **Section D** requires candidates to choose **one** short, structured essay from a choice of **three**, each of which is based on one of the three conceptual themes and topics outlined within the specification (see Section 8).

Coursework	
40% of the marks	53 marks

Candidates are required to produce a written or word-processed report on the school-based or community-based Citizenship activity in which they have been involved. Suggestions for possible assignments are outlined in Section 15. Each report should be 1500 to 2000 words in length.

7.2 Weighting of Assessment Objectives

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table:

Assessment Objectives	Component Weightings (%)		Overall Weighting of AOs (%)
	Written Paper	Coursework	
Knowledge & Understanding	24	8	32
Explanation & Interpretation	24	12	36
Planning & Evaluation	12	20	32
Overall Weighting of Units (%)	60	40	100

Candidates' marks for each assessment unit will be scaled by AQA to achieve the correct weightings.

Subject Content

8

Summary of Subject Content

The specification subject content is divided into the following three compulsory topics, developing awareness of the role of citizens within gradually widening communities:

- Topic 1: School, Work and the Local Community;
- Topic 2: National and European Citizenship;
- Topic 3: Global Citizenship.

An alternative route for the teaching of the subject content would be to focus on the following underlying, conceptual themes (further guidance appears in the Teachers' Guide):

- Theme 1: Rights and Responsibilities;
- Theme 2: Decision-making, Power and Authority;
- Theme 3: Participation in Citizenship Activities.

In Section D of the written paper, one question will relate to each of these three conceptual themes.

9

Topic 1

School, Work and the Local Community

9.1 (a) School

Through research, discussion, participation in school and community-based activities, and reflection upon the roles and contributions of others, candidates should be able to describe, analyse, explain and evaluate the following:

- the legal and moral rights and responsibilities of parents, teachers and students;
- how power and authority are exercised within school by individuals and through groups, and how schools provide opportunities for student participation and community involvement;
- how schools can promote equal opportunities and reflect the diverse, multicultural nature of society.

9.2 (b) Work

Through research, discussion, participation in school and community-based activities, and reflection upon the roles and contributions of others, candidates should be able to describe, analyse, explain and evaluate the following:

- the legal and moral rights and responsibilities of employers and employees, including how employment legislation (equal opportunities and health and safety) is applied either through a case study of a company and/or at a work experience placement;
- how a case study company or work experience placement relates to other businesses and contributes to the local and national economy;
- how individuals and businesses use financial services.

9.3 (c) Local Community

Through research, discussion, participation in school and community-based activities, and reflection upon the roles and contributions of others, candidates should be able to describe, analyse, explain and evaluate the following:

- how ethnic identity, religion and culture can affect community life;
- how power and authority are exercised at local and devolved governmental levels (regional parliaments and assemblies);
- [with the aid of case studies and/or participation] how individuals can bring about change through the democratic process, through pressure groups or through voluntary organisations.

10**Topic 2*****National and European Citizenship***

10.1 (a) National and European Government

Through research, discussion, participation in school and community-based activities, and reflection upon the roles and contributions of others, candidates should be able to describe, analyse, explain and evaluate the following:

- how power and authority are exercised by UK government and the European Union (EU);
- how citizens exercise their rights and responsibilities by participating in democratic processes (referendums, elections and participation in political parties);
- how the lives of citizens are affected by the way in which government at national and European levels exercises power, authority and responsibility in relation to economic management, the raising of taxes and the provision of public services.

10.2 (b) Criminal and Civil Law

Through research, discussion, participation in school and community-based activities, and reflection upon the roles and contributions of others, candidates should be able to describe, analyse, explain and evaluate the following:

- how young people’s lives are affected by the law, including consumer, race relations, human rights and age-related legislation;
- how laws are made and how courts at local, national and European levels exercise their power and authority;
- [with the help of case studies] the difference between criminal and civil law and the role of key people in the legal system, including police, magistrates, solicitors, barristers, judges and juries.

10.3 (c) The Media

Through research, discussion, participation in school and community-based activities, and reflection upon the roles and contributions of others, candidates should be able to describe, analyse, explain and evaluate the following:

- the importance of a free press, the responsibilities of the media in terms of fair reporting and the restrictions placed upon them;
- [illustrate by a comparative study] how the media can report the same event in different ways to influence or reflect public opinion.

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Topic 3

Global Citizenship

11.1 (a) International Relations

Through research, discussion, participation in school and community-based activities, and reflection upon the roles and contributions of others, candidates should be able to describe, analyse, explain and evaluate the following:

- the relationships between the UK, EU, Commonwealth and the UN and the rights and responsibilities associated with membership of these bodies;
- the issues relating to one current area of international conflict, co-operation or human rights dispute.

11.2 (b) World Trade and Overseas Aid

Through research, discussion, participation in school and community-based activities, and reflection upon the roles and contributions of others, candidates should be able to describe, analyse, explain and evaluate the following:

- what is meant by global inequality and how this can be affected by trading practices, the impact of multinational companies and aid programmes;
- the challenges of global interdependence with reference to a specific issue;
- how Local Agenda 21 and sustainable development are linked;
- [with the aid of case studies] how consumers, the media, pressure groups and governments can influence international issues.

Key Skills and Other Issues

12

Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

12.1 Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number, Communication* and *Information Technology*.

The units for the “wider” Key Skills of *Improving own Learning and Performance, Working with Others* and *Problem-Solving* are also available. The acquisition and demonstration of ability in these “wider” Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

Copies of the Key Skills Units may be downloaded from the QCA web site (www.qca.org.uk/keyskills).

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this specification for Citizenship Studies can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of *Communication, Information Technology, Improving own Learning and Performance, Working with Others* and *Problem-Solving*. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted below.

12.2 Key Skills Opportunities in Citizenship Studies

The nature of this specification makes it possible to assist candidates to develop their knowledge and understanding of the Key Skills and to produce evidence of their application. The following tables signpost the opportunities to acquire and generate evidence of all of the Key Skills units at Level 1 and Level 2, in the teaching and learning of this specification. The degree of opportunity will depend upon a number of centre-specific factors, including teaching strategies and level of resources.

Communication Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Topic 1	Topic 2	Topic 3
C1.1 Take part in discussions	✓	✓	✓
C1.2 Read and obtain information	✓	✓	✓
C1.3 Write different types of documents	✓	✓	✓

Communication Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Topic 1	Topic 2	Topic 3
C2.1a Contribute to discussions	✓	✓	✓
C2.1b Give a short talk	✓	✓	✓
C2.2 Read and summarise information	✓	✓	✓
C2.3 Write different types of documents	✓	✓	✓

Application of Number Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Topic 1	Topic 2	Topic 3
N1.1 Interpret information from different sources	✓	✓	✓
N1.2 Carry out calculations	✓	✓	✓
N1.3 Interpret results and present findings	✓	✓	✓

Application of Number Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Topic 1	Topic 2	Topic 3
N2.1 Interpret information from different sources	✓	✓	✓
N2.2 Carry out calculations	✓	✓	✓
N2.3 Interpret information and present findings	✓	✓	✓

Information Technology Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Topic 1	Topic 2	Topic 3
IT1.1 Find, explore and develop information	✓	✓	✓
IT1.2 Present information, including text, numbers and images	✓	✓	✓

Information Technology Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Topic 1	Topic 2	Topic 3
IT2.1 Search for and select information	✓	✓	✓
IT2.2 Explore and develop information and derive new information	✓	✓	✓
IT2.3 Present combined information, including text, numbers and images	✓	✓	✓

Working with Others Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Topic 1	Topic 2	Topic 3
WO1.1 Confirm what needs to be done and who is to do it	✓	✓	✓
WO1.2 Work towards agreed objectives	✓	✓	✓
WO1.3 Identify progress and suggest improvements	✓	✓	✓

Working with Others Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Topic 1	Topic 2	Topic 3
WO2.1 Plan work and confirm working arrangements	✓	✓	✓
WO2.2 Work co-operatively towards achieving identified objectives	✓	✓	✓
WO2.3 Exchange information on progress and agree ways of improving work with others	✓	✓	✓

Improving own Learning and Performance Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Topic 1	Topic 2	Topic 3
LP1.1 Confirm short-term targets and plan how these will be met	✓	✓	✓
LP1.2 Follow plan to meet targets and improve performance	✓	✓	✓
LP1.3 Review progress and achievements	✓	✓	✓

Improving Own Learning and Performance Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Topic 1	Topic 2	Topic 3
LP2.1 Help set short-term targets and plan how these will be met	✓	✓	✓
LP2.2 Use plan and support from others, to meet targets	✓	✓	✓
LP2.3 Review progress and identify evidence of achievements	✓	✓	✓

Problem-Solving Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Topic 1	Topic 2	Topic 3
PS1.1 Confirm understanding of given problems	✓	✓	✓
PS1.2 Plan and try out ways of solving problems	✓	✓	✓
PS1.3 Check if problems have been solved and describe the results	✓	✓	✓

Problem-Solving Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Topic 1	Topic 2	Topic 3
PS2.1 Identify problems and come up with ways of solving them	✓	✓	✓
PS2.2 Plan and try out options	✓	✓	✓
PS2.3 Apply given methods to check if problems have been solved and describe the results	✓	✓	✓

12.3 Further Guidance

More specific guidance and examples of tasks that can provide evidence of single Key Skills, or composite tasks that can provide evidence of more than one Key Skill are given in the AQA specification support material, particularly the Teachers' Guide.

Many of the activities appropriate to coursework will be suitable for generating evidence of attainment in Key Skills.

13

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

13.1 Spiritual, Moral, Ethical, Social, Cultural and Other Issues

The study of Citizenship Studies provides many opportunities to develop candidates' understanding of spiritual, moral, ethical, social and cultural issues. The themes through which the topics within the specification are addressed include equality, fairness, freedom and justice. These themes permeate the study of Citizenship Studies and should be studied in context when addressing all parts of the specification.

Candidates should be aware that the community is made up of a range of different groups from varied social, cultural and religious backgrounds. Within the community, candidates should develop their own beliefs. They should explore contemporary issues and debates including ethical and moral dimensions.

The following opportunities exist within the specification to address a range of spiritual, moral, ethical, social and cultural issues:

- Topic 1(a): School – explaining how schools can promote equal opportunities and reflect the diverse, multicultural nature of society;
- Topic 1(c): Local Community – recognising how ethnic identity, religion and culture can affect family and community life;
- Topics 1(c) and 2(c): Pressure Groups, Voluntary Organisations and the Media – explaining with the aid of case studies and/or participation how individuals can bring about social change through pressure groups and voluntary organisations;
- Topic 3(a): International Relations: explaining the issues relating to one current area of international conflict, co-operation or human rights dispute.

13.2 European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers. Candidates should examine the role of UK citizens and UK government within the European Union – e.g. Topic 2(a) National and European Government (how power and authority are exercised by the UK government and the EU; how citizens exercise their rights and responsibilities through democratic processes;

citizens are affected by the way in which national and European government exercises power, authority and responsibility) and Topic 3(a) International Relations (explaining the relationship between the UK, EU and the Commonwealth).

13.3 Environmental Issues

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report “*Environmental Responsibility: An Agenda for Further and Higher Education*” 1993 in preparing this specification and associated specimen papers.

The study of Citizenship Studies by its very nature, encourages a consideration of how people interact with their environment. This can be fostered through a coursework activity, e.g. a project concerned with sustainable development within the local community. The issue of Local Agenda 21 and how this is linked to sustainable development is addressed within the specification through Topic 3: Global Citizenship.

13.4 Use of ICT

ICT opportunities exist in all sections of the subject content. Examples of such opportunities are as follows:

- the Internet can be used for collection and interpretation of data, for example, when studying the structure of local, national and European government - Topic 2(a); the role of the EU - Topic 3(a); the role of key people within the legal system - Topic 2(b);
- spreadsheets can be used to display data collected relevant to any section of the Subject Content. This data can be collected when candidates are completing their coursework report (internally assessed component) or when studying areas of the subject content;
- word processing packages can be used for the organisation and presentation of coursework report (internally assessed component) and work completed during the course.

13.5 Avoidance of Bias

AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.

13.6 Health and Safety

An appreciation of health and safety issues and an awareness of issues of personal safety can be fostered through the following areas within the specification:

- Topic 1(a): School – when addressing the legal and moral responsibilities of parents, teachers and students;
- Topic 1(b): Work – when the rights and responsibilities of employers and employees are considered;
- Topic 1(c): Local Community – through the study of an appropriate case study, coursework can provide opportunities to discuss and evaluate local health and safety related issues;
- Topic 2(b): Criminal and Civil Law – case studies.

Centre-Assessed Component

14

Nature of the Centre-Assessed Component

14.1 Introduction

Citizenship Studies must relate to the real world and the community at large outside the classroom. This cannot be achieved by desk research alone. Active participation by candidates in a school and/or wider community based activity is required.

The chosen activities must relate to the topics specified within the subject content of this Specification (see Sections 9-11). It is the responsibility of the centre to ensure that the coursework falls within the limits of the Specification and that it provides candidates with opportunities to develop and demonstrate skills of participation and responsible action relevant to Citizenship.

It is not intended that all the work follows a common formula. Each centre may wish to tailor the coursework to its own requirements. Individual candidates or groups of candidates may undertake different tasks. However, centres may find it appropriate to set common tasks for all candidates in a teaching set, although this is not a requirement of the specification. Guidance on setting coursework assignments is contained in the next section.

Production of the coursework report should be seen as an integral part of the learning process and may be undertaken in stages to coincide with the stages of the Citizenship activity. The coursework may be started at any point in the course, but it is intended that the evaluation of evidence and the drawing of conclusions are completed as a synoptic exercise towards the end of the course.

The following section provides guidance, and explains requirements, concerning the setting of coursework assignments and the structure of coursework reports.

15

Guidance on Setting the Centre-Assessed Component

15.1 Introduction

In accordance with the requirements of the Key Stage 4 Programme of Study, candidates are required to participate in a Citizenship activity that is school or community based. It is the responsibility of the centre to ensure that the coursework falls within the subject content of this Specification (see Sections 9-11) and that it provides candidates with opportunities to develop and demonstrate skills of participation and responsible action relevant to Citizenship.

Guidance on possible assignment areas is included below in Sections 15.4 to 15.6. Further guidance is contained in the Teachers' Guide. Teachers may also consult Coursework Advisers at the annual Coursework Standardising Meetings or by correspondence.

15.2 Assessment Objectives

The Aims and Assessment Objectives of the coursework are identical to those for the specification as a whole. The coursework submitted must provide candidates with the opportunity to provide evidence of the achievement of the Assessment Criteria for the centre-assessed component. Details of levels are included in Section 16.2.

Through their coursework, candidates will be required to:

- demonstrate their knowledge and understanding of the context of the Citizenship activity (AO1);
- obtain, explain and interpret different information and express opinions relating to the Citizenship activity (AO2);
- plan and evaluate the activity and demonstrate an understanding of their own views and contributions and also the contributions of others (AO3).

The Assessment Criteria in Section 16 provide information about how marks are to be awarded for the various elements of the report. The centre-assessed component accounts for 40% of the total assessment. The maximum number of marks available is 53.

15.3 Format of the Report

While researching the coursework, candidates are likely to gather and produce various forms of evidence, information and data. Such evidence might include: questionnaires, survey results, legislation, Acts of Parliament, Hansard Minutes, Green papers, textbooks, newspaper extracts, TV or radio recordings, agenda papers, minutes of meetings, interview notes, case study material, video recordings of student debates or mock election speeches, correspondence with organisations, photographs from visits, promotional pamphlets, data, charts, diagrams, spread sheets, tables, etc. N.B. It is **not** necessary to send all of this information to the Moderator. It should be sorted, analysed and used selectively. However, it is likely that candidates will quote such sources, include extracts or summarise them in tables or diagrams in the final report.

The final written or word processed report should comprise the following sections:

Stage 1: Plan

A brief introduction outlining the nature of the Citizenship activity to be undertaken and which topic(s) in the Subject Content of the Specification it relates to. Candidates should indicate if the activity is school or community-based, individual or group based.

The aim(s) of the Citizenship activity. Candidates should indicate what information should be gained and the intended outcomes.

A structured and detailed plan of the various stages of the activity, identifying appropriate strategies to achieve each of the intended outcomes and what practical contribution participants should make.

Stage 2: Account of activity

An account of the activity and associated research. This should include explanation of the roles, relationships and rights of people involved, as well as interpretation and explanation of relevant information/data from primary and secondary sources. Opinions and conclusions should be based on, and supported by, the evidence collected.

Stage 3: Evaluation

Evaluation of the role, views, experiences and contribution of the candidate himself/herself. Evaluation of the roles, views, experiences and contributions of others. Reflection on the nature of the activity and strategies used, evaluating what has been learned and/or achieved and whether any changes could have been made.

Resource List

A list of all the sources of information used and referred to in the report. N.B. It is **not** necessary to send all sources such as video evidence or questionnaires, etc to the Moderator with the coursework. It will suffice for the Teacher to keep such sources securely for reference in case the Moderator should request it.

The report should be 1500 to 2000 words in length.

All work must be written or word processed on A4 size paper. It must not be submitted in binders or plastic sleeves. The sheets of paper must be stapled together in the top left-hand corner.

All work submitted for assessment must bear:

- the centre name and centre number;
- the candidate's full name and candidate number;
- the date on which the work was completed.

The coursework report must be attached to a completed and signed Candidate Record Form. A specimen form is included in Appendix B, but the final design may vary. Centres should send an estimate of entry to AQA at the start of the course each year so that an appropriate quantity of Candidate Record Forms can be provided.

-
- 15.4 Suggested Assignment Areas for Topic 1: School, Work and the Local Community**
- Consumers (e.g. participation in a consumer group that explores/defends their legal rights).
 - Work experience/work shadowing (e.g. exploring roles and responsibilities of employees and/or employers).
 - Involvement in a local voluntary/community group (e.g. to bring about change – slum clearance or community regeneration; to help local groups – coaching a sport/activity to young people).
 - Organising a school or community based activity/event.
 - Involvement in a multicultural activity/religious event.
 - Working with young children (e.g. a reading/mentoring scheme for a younger age group).
 - Report from a task based visit (e.g. visit to a magistrate’s court, participation in a community project for under fives/disabled/etc).
-
- 15.5 Suggested Assignment Areas for Topic 2: National and European Citizenship / Criminal and Civil Law**
- Involvement in a debate to consider any of the issues in Topic 2. The debate could be followed up by direct action to promote the winning view (e.g. petition local MP, distribute leaflets, publish articles) or to carry out resolutions (e.g. collect unused clothing to send to refugee camps/less economically developed countries).
 - Involvement in a pressure group (e.g. road widening schemes, environmental issues, Greenpeace, etc).
 - Participating in the work of a political party (e.g. explore how the individual can contribute/how they are empowered or affected).
 - Participating in the work of a national organisation (e.g. Childline, Samaritans).
 - Organising a local activity as part of a national event/issue (e.g. Red Nose Day, Children in Need).
 - How democracy works (e.g. taking part in a mock election).
 - The role of the media (e.g. investigate reporting of a national event or issue to consider whether public opinion influences the media or the media influences public opinion/production of a school publication to influence opinion or action on a local community issue).
 - Law making (e.g. investigate how school rules are made and participate in a student-representative body).
 - How law and order are maintained (e.g. investigate how school rules are enforced and participate in student group to discourage graffiti).
-
- 15.6 Suggested Assignment Areas for Topic 3: Global Citizenship**
- Participation in a foreign exchange visit (e.g. to explore cultural differences within Europe/foster co-operation between communities in Europe).
 - Participation in a Citizenship activity in the wider world (e.g. clean water scheme).
 - Participation in the work of an international pressure group or organisation (e.g. Amnesty International, Oxfam, VSO).
 - Participation in, or organisation of, an international event (e.g. speaker in school re: Less Economically Developed Countries issue).
 - Involvement in an environmental issue (e.g. global pollution, recycling schemes – glass, paper, clothing, aluminium, etc).
-

16

Assessment Criteria

16.1 Introduction

The assessment criteria below are intended to assess candidates' ability to:

- demonstrate their knowledge and understanding of events of current interest within the context of the Citizenship activity;
- obtain, explain and interpret different information and express opinions relating to the Citizenship activity;
- plan and evaluate the activity and demonstrate an understanding of their own views and contributions and also the contributions of others.

Coursework must be marked using the assessment criteria, which identify precisely the skills being assessed and the different possible levels of achievement.

16.2 Applying the Assessment Criteria

Teachers are recommended to start at the highest level for each criteria and to look at the candidate's work to see if evidence of achievement of that level can be identified. If evidence of that level is not found, move down to the next level.

For many levels it is only necessary for candidates to show the applicable evidence once to be awarded in that level. There are some levels, however, where candidates need to show evidence more than once. This particularly applies where the term "consistently" is in the level descriptor.

Marks for each criterion are to be awarded in accordance with the levels of performance below, and must be supported by evidence provided by the candidate. The criteria in total assess candidates' achievement of the Assessment Objectives shown in Section 6.1.

Stage 1
Planning Stage

Plan the citizenship activity in which candidates have participated (aim, plan and strategies to be used) (AO3).

Marks

8 – 10	The aim of the Citizenship activity is clearly stated and shows a sense of purpose. A well structured and detailed plan is provided, using a wide range of appropriate strategies.
5 – 7	The aim of the Citizenship activity is fairly clearly stated. A structured plan is provided, using a range of appropriate strategies.
2 – 4	The aim of the Citizenship activity is either briefly stated or unclear. A basic plan is provided, with little structure and using limited or some inappropriate strategies.
1	The candidate has undertaken very little planning. A brief or unclear aim with some structure may be offered.
0	No relevant planning information is presented.

Stage 2
Account of the Activity
[This stage is in two parts.]

Demonstrate knowledge and understanding of events of current interest; roles, rights and responsibilities; communities and identities; democracy and government; and relate them appropriately to individual, local, national and global contexts (AO1).

(a) Knowledge and Understanding of Events and Roles

Marks

8 – 10	The candidate expresses a wide range of knowledge and demonstrates sound understanding of events associated with the Citizenship activity. The candidate consistently shows insight into the roles, relationships and rights of people.
5 – 7	The candidate expresses a fair range of knowledge and demonstrates fairly sound understanding of events associated with the Citizenship activity. The candidate shows some appreciation of the roles, relationships and rights of people.
2 – 4	The candidate expresses some knowledge and demonstrates some understanding of events associated with the Citizenship activity. The candidate shows limited appreciation of the roles, relationships and rights of people.
1	The candidate demonstrates limited knowledge and understanding of events associated with the Citizenship activity. The candidate shows very limited appreciation of the roles, relationships and rights of people.
0	No relevant knowledge or understanding is presented.

Stage 2 cont.

Account of the Activity cont.

Obtain, explain and interpret different kinds of information, including from the media, in order to discuss, form and express an opinion formally, and in writing, and demonstrate their ability to analyse and present evidence on a variety of issues, problems and events (AO2).

(b) Explanation and Interpretation of Evidence

Marks

13 – 15

The candidate has obtained a wide range of relevant information/data, which is interpreted and presented in an effective way. A wide range of primary and secondary sources are used and explained well. Several appropriate techniques are used to analyse and interpret information/data and to communicate information clearly. Opinions and conclusions are based on the evidence collected, clearly expressed and supported.

9 – 12

The candidate has obtained a fair range of information/data, which is interpreted and presented fairly clearly. Several sources are used and explained fairly well. Information/data is analysed and presented using varying techniques. Opinions and conclusions are based on the evidence collected.

5 – 8

The candidate has obtained information from more than two sources. There is some explanation of the information/data obtained, but little analysis or interpretation has been carried out. Either a limited range of techniques are used to communicate information, or communication of information is sometimes unclear. The candidate offers opinions and draws simple conclusions but these may be unclear or sometimes asserted without evidence.

1 – 4

The candidate has selected very limited information. Analysis and explanation are at a basic level. Basic presentation techniques are used. Some opinions may be offered but these are mostly asserted without evidence. Conclusions may not exist or are unclear.

0

No attempt has been made to select, organise, or interpret information.

Stage 3
Evaluation Stage

Evaluate the citizenship activities in which candidates have participated and demonstrated an understanding of their own contribution to them as well as recognising the views, experiences and contributions of others (AO3).

Marks

- 13 – 15 The report provides evidence that the candidate has participated fully and evaluated in detail the Citizenship activity. The candidate consistently demonstrates and evaluates his/her own views, experiences and contributions whilst fully recognising and evaluating the views, experiences and contributions of others. The candidate also reflects on the nature of the activity and strategies used, evaluates what has been learned and/or achieved and evaluates whether/what changes could have been made.
- 10 – 12 The report provides evidence that the candidate has participated and evaluated in some detail the Citizenship activity. The candidate demonstrates and recognises his/her own views, experiences and contributions whilst recognising the views, experiences and contributions of others. The candidate also reflects on the nature of the activity and strategies used, indicating what has been learned and/or achieved and makes a suggestion about whether/what changes could have been made.
- 7 – 9 The report provides some evidence of participation and evaluation of the Citizenship activity. The views, experiences and contribution of self and others are fairly equally recognised, appreciated and evaluated. The candidate provides some comment on what has been learned or achieved, giving examples.
- 4 – 6 The report provides limited evidence of participation and evaluation of the Citizenship activity. The candidate either indicates his/her views, experiences and contribution in some detail whilst barely acknowledging the views, experiences and contribution of others, or vice versa. There may be little comment on what has been learned or achieved.
- 1 – 3 Little evidence of participation and evaluation are offered. Some review of the activity may be given. Limited recognition of the candidate's own contribution or the contribution of others may be offered.
- 0 No relevant information presented.

16.3 Quality of Written Communication in Coursework

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in the coursework, awarded in accordance with the following criteria.

Written Paper	Coursework	
5-6 marks	3 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
3-4 marks	2 marks	The candidate presents relevant information in a way which assists with communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
1-2 marks	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
0 marks	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.

16.4 Evidence to Support the Award of Marks

Teachers should keep records of their assessments during the course, in a form which facilitates the complete and accurate submission of the final assessments at the end of the course.

When the assessments are complete, the marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided. A specimen Candidate Record Form appears in Appendix B; the exact design may be modified before the operational version is issued and the correct year's Candidate Record Form should always be used.

17

Supervision and Authentication

17.1 Supervision of Candidates' Work

Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.

17.2 Guidance by the Teacher

The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the Candidate Record Form.

17.3 Unfair Practice

At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.

It is accepted that certain parts of candidates' coursework may be taken from other sources where these are relevant and appropriate. This is perfectly acceptable provided that all such cases are clearly identified in the text and fully acknowledged on the Candidate Record Form, or in the supporting evidence. Where phrases, sentences or longer passages are quoted directly from a source, it is important that candidates use quotation marks.

17.4 Authentication of Candidates' Work

Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and records details of any additional assistance.

18

Standardisation

18.1 Standardising Meetings

Annual coursework standardising meetings will usually be held in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements;
- where the nature of coursework tasks set by a centre has been inappropriate;
- where a significant adjustment has been made to a centre's marks in the previous year's examination.

Otherwise attendance is at the discretion of centres. At these meetings support will be provided for centres in the development of appropriate coursework tasks and assessment procedures.

18.2 Internal Standardisation of Marking

The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the Moderator the Centre Declaration Sheet, duly signed, to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

A specimen Centre Declaration Sheet appears in Appendix B.

19

Administrative Procedures

19.1 Recording Assessments

The candidates' work must be marked according to the assessment criteria set out in Section 16.2. The marks and supporting information must be recorded in accordance with the instructions in Section 16.3. The completed Candidate Record Form for each candidate must be attached to the work and made available to AQA on request.

19.2 Submitting Marks and Sample Work for Moderation

The total component mark for each candidate must be submitted to AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the Moderator.

19.3 Factors Affecting Individual Candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.

Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.

Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

19.4 Retaining Evidence and Re-Using Marks

The centre must retain the work of all candidates, with Candidate Record Form attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon results. The work may be returned to candidates after the issue of results provided that no enquiry upon result is to be made which will include re-moderation of the coursework component. If an enquiry upon result is to be made, the work must remain under secure conditions until requested by AQA.

Candidates repeating the examination may carry forward their moderated mark for the coursework component once only and within a twelve month period.

Moderation

20.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a Moderator appointed by AQA. The centre marks must be submitted to AQA and the sample of work must reach the moderator by the specified date in the year in which the qualification is awarded.

Following the re-marking of the sample work, the Moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the Moderator to call for the work of other candidates. In order to meet this possible request, centres must have available the coursework and Candidate Record Form of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order or merit.

20.2 Post-Moderation Procedures

On publication of the GCSE results, the centre is supplied with details of the final marks for the coursework component.

The candidates' work is returned to the centre after the examination with a report form from the moderator giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by AQA for archive purposes.

Awarding and Reporting

21

Grading, Shelf-Life and Re-Sits

21.1	Qualification Titles	The qualification based on this specification has the following title: AQA GCSE (Short Course) in Citizenship Studies.
21.2	Grading System	The qualification will be graded on an 8 point grade Scale A*, A, B, C, D, E, F, G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.
21.3	Re-Sits and Carrying Forward of Centre-Assessed Marks	Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.
21.4	Minimum Requirements	Candidates will be graded on the basis of work submitted for assessment.
21.5	Awarding and Reporting	This specification complies with the grading, awarding and certification requirements of the current <i>GCSE</i> , <i>GCE</i> , <i>GNVQ</i> and <i>AEA Code of Practice April 2007</i> and will be revised in the light of any subsequent changes for future years.

Appendices

A

Grade Descriptions

The following grade descriptors indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specific grade. The descriptors should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives (as in Section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

- Grade A** Candidates demonstrate in-depth knowledge and understanding about rights and responsibilities, communities and identities, democracy and government and the impact these have on societies, culture and the global community. They do this by drawing on specific examples and explaining the meaning and importance of Citizenship issues in relation to their own and other people's lives and their communities. They discuss, interpret and evaluate a variety of different responses demonstrating an appreciation of others' points of view. They recognise the complexity of issues studied, weigh up opinions and make judgements supported by a range of evidence and well-developed arguments. They critically evaluate their participation in school and/or community-based activities providing evidence of their ability to work with others. They show they can make a range of contributions to group decision-making and assess the effects of their participation. They have negotiated their roles and responsibilities within project work groups, and facilitated the participation of others.
- Grade C** Candidates demonstrate sound knowledge and understanding about rights and responsibilities, communities and identities, democracy and government and the impact these have on societies, culture and the global community. They do this by describing and explaining the importance and influence of Citizenship issues in relation to their own and other people's lives, and their communities. They discuss, interpret and evaluate different responses to issues studied by presenting relevant evidence to support arguments. They demonstrate an appreciation of different points of view and use arguments to make reasoned judgements. They evaluate their participation in school and/or community-based activities providing evidence of their ability to work with others, and contributing effectively to group decision-making and project outcomes.

Grade F Candidates demonstrate elementary knowledge and understanding about rights and responsibilities, communities and identities, democracy and government and how these impact on societies, culture and the global community. They do this by using their knowledge to make simple connections between their understanding of Citizenship issues in relation to their own and other people's lives, and their communities. They take part in discussions and can express opinions with reasons. They provide evidence that they have taken part with others in school and/or community-based activities, and reflected on their participation.

B

Record Forms

Centre Declaration Sheets and Candidate Record Forms are available on the AQA web site in the Administration area. They can be accessed via the following link

http://www.aqa.org.uk/admin/p_course.php

C

Overlaps with other Qualifications

As a result of the diverse nature of Citizenship Studies, some overlaps exist between this specification and GCSEs in the following subjects: Humanities, Religious Studies, Geography, History and Personal, Social and Health Education (PSHE).

This qualification may be used in conjunction with any of the many award schemes or records of achievement that recognise active participation in citizenship activities, e.g. AQA's Unit Award Scheme, ASDAN, Citizenship Foundation Award Scheme, Diana Princess of Wales Award Scheme, Duke of Edinburgh Award Scheme, Junior Sports Leaders' Award, Prince's Trust, various Local Authority Youth Awards, etc. New schemes are introduced regularly, so consult your own LEA and the DFES website: www.dfes.gov.uk.