

# Moderators' Report

Summer 2012

GCSE Citizenship Studies (5CS04)  
Citizenship Campaign

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## Introduction

This was the second session that the Unit 4 controlled assessment had been assessed as part of the full course GCSE Citizenship Studies and there was an increased entry.

The overall standard was good and, in some cases, very good and even excellent. Many candidates wrote with a genuine enthusiasm and passion for their campaign and demonstrated a real, and deserved, sense of achievement. Quality of written communication, which is part of the assessment criteria in Section 3, was a challenge for some candidates but the overall standard was at least satisfactory and sometimes demonstrated both accuracy and a degree of fluency.

## Centre Administration

The quality of administration continued to vary significantly from centre to centre. The most common administrative problems that arose included:

- Candidate response form frontsheets
  - Centres should include a (downloadable) frontsheet on the response forms for each candidate.
  - Candidates should complete their centre name, centre number and/or candidate number on the frontsheet.
  - Candidates should provide a brief description of the task and their own role on the frontsheet.
  - Candidates and/or teachers must sign the frontsheet.
- OPTEMS/Edexcel Online printouts
  - Marks on the frontsheet of individual candidate response forms sometimes differed from marks recorded on the OPTEMS or Edexcel Online printouts, it is important that these match
  - Marks on the OPTEMS were sometimes unreadable, moderators need to be able to know what mark has been awarded by the centre
  - '0', rather than 'X', was shown on the OPTEMS for candidates who were absent or withdrawn. Zero ('0') should only be used for candidates who have submitted work that is judged to be worth no marks by centres.
- Samples
  - Centres should include a replacement piece of work for candidates who were absent or had been withdrawn to that the correct sample size is still sent to the moderator.
  - Centres must include the work of the highest and lowest scoring candidate as part of the sample even if these were not part of the sample selected. External moderation cannot be undertaken until the work of these candidates has been received.

## **Choice of tasks**

Centres are reminded that the controlled assessment task chosen for Unit 4 must *not* be from the same range and content area as the task chosen for the Unit 2 controlled assessment. However, the task can be chosen from any of the other 9 range and content areas that make up the specification.

The task must be clearly identifiable as a *citizenship* task rather than something which is closer to PSHE. This was not always the case and the candidates concerned found some parts of the response form very difficult to complete because there simply wasn't enough citizenship in the task they had chosen. In terms of marks, this often meant that candidates could not access the full range of marks and centres should give advice to students about choice of task.

The task must be clearly recognisable as a 'campaign'. This did not always happen, particularly if fundraising was involved. Fundraising in itself needs to be related explicitly to a campaign – which some candidates managed to do very effectively. If in doubt about whether a task will be appropriate, centres are advised to use Edexcel's free 'Ask the Expert' service for advice and guidance from a senior moderator.

Many different campaign issues were used, taking full advantage of the flexibility offered in the controlled assessment units. Commonly used campaign tasks in summer 2012 were similar to those used in 2011. These included road safety; lowering the voting age to 16; environmental issues such as improving recycling, greater sustainability and better recycling facilities; fair trade; raising awareness about youth crime; university tuition fees; child labour; child soldiers; child trafficking; protecting rights of particular groups; promoting greater ethnic diversity and campaigning against racism in sport.

It is important to note that, whereas the media is one of the nine range and content areas of the specification difficulties might arise if the task does not relate clearly to Citizenship. For example, campaigns linking the media with rights to privacy or political issues might work well but campaigns linking the media with fashion or beauty are unlikely to have the same degree of success.

## **Assessment Objectives being tested in the different sections of the response form**

AO1: Recall, selection and communication of knowledge and understanding of citizenship concepts, issues and technology.

AO2: Application of skills, knowledge and understanding when planning, taking and evaluating citizenship actions.

AO3: Analysis and evaluation of issues and evidence including different viewpoints to construct reasoned arguments and drawing of conclusions.

Centres should seek to ensure that, as far as possible, candidates should have appropriate preparation in some key skills related to the assessment objectives. These include:

- (a) planning and research
- (b) setting campaign objectives
- (c) identifying campaign methods
- (d) engaging with people in a position of power and authority
- (e) seeking the views of others
- (f) analysis;
- (g) gathering and using different forms of evidence
- (h) evaluation.

## **Evidence**

Providing evidence (there is no maximum or minimum requirement) was rarely a problem for the overwhelming majority of candidates however:

- Evidence needed to be used more selectively. Often there was too much included in bulky appendices to be effective. Moderators do not need to see every questionnaire returned or all the material downloaded.
- The best place for evidence is often at the end of each section, with the main focus on Section 2 of the response form.
- It is acceptable to place all evidence in an appendix at the end but these needs to be clearly labelled and cross-referenced to the section concerned.

## **Use of the task response form**

Centres need to be reminded that use of the task response form is compulsory but students should feel free to use additional pages if they run out of space in a particular section. Additional sheets should always be clearly labelled. This was not always done in both 2011 and 2012.

The 'writing up' of the response sheets can be done by hand or they can be word processed.

Timing may have been an issue for some students. Although three hours of 'writing up time' is allowed, the final section (Section 3) in some cases tended to be quite brief.

Annotation of the response sheets by centre staff, though not compulsory, was often quite detailed, making it clear to the external moderator why particular marks were awarded.

## **Section 1: Development of a campaign strategy (10 A02 marks; 5 A03 marks)**

In 1(a), the best responses described how, or explained why, a particular campaign issue was chosen. Candidates then identified some clear objectives and went on to show how these objectives would address citizenship issues. Those students who chose issues more closely related to PSHE found this more difficult and the difficulty re-appeared during the evaluation stage in Section 3.

Most candidates found 1(b) relatively straightforward, often making clear connections between the campaign methods they had chosen and ways in which the methods would help to achieve outcomes.

Most candidates met the requirements of 1(c) and included 'a brief plan of campaign'. Sometimes the plans were just too brief and sometimes the plans were rather too detailed. Diagrammatic plans were often the simplest and most effective way of conveying the information required. (The GCSE Citizenship page of the Edexcel website does offer helpful examples of planning covering different levels of achievement.)

## **Section 2: Participate in the campaign (A02 20 marks)**

In 2(a), the right choice of campaign task was crucial and, as in Section 1, those who had chosen more PSHE-related themes found it difficult to relate them to ways in which citizenship issues were addressed. Others did not describe their participation in a campaign in sufficient detail.

In 2(b) the highest marks were awarded to those candidates who did exactly as the framework suggested. They included appropriate evidence which showed how objectives might have been met; how there was communication with others – including influencing "those in a position of power"; the views of others on the campaign and strategy. Evidence was used selectively and the significance of the evidence was explained. This is very much the route to take for success in 2(b).

Weaker candidates either had little evidence or attached lots of evidence usually incorporated in a sometimes bulky appendix, mostly without explanation, and not always clearly labelled. This then required interpretation and, in some cases, sorting into some sort of coherent order.

As in 2011, the most common area of weakness tended to be in Section 2(b). Some candidates did little or nothing to interpret and utilise the evidence they had gathered. In the most extreme cases, which were necessarily uncommon, candidates did no more than list the evidence they had gathered.

Another important point to note, especially in Section 2, is the need for all students to make clear their individual role in the campaign. Though they are not required to do so, most candidates work in groups. The 'we' aspect of their work offers one perspective but it is equally, if not more, important to demonstrate the 'I' aspect of the work as well.

### **Section 3: Evaluation of the outcome of campaign actions (5 AO1 marks; 10 AO3 marks) + Quality of Written Communication**

In 3(a) lower scoring answers described campaign outcomes or tried to evaluate the role of individuals. Higher scoring answers made sure that they focused on explaining why things had gone to plan – or not.

Section 3(b) took candidates back to the beginning of their work. Those who had not set very clear objectives found that they could only write in general terms and gained few marks. Those who had established clear objectives were able to write, sometimes in detail, about whether or not objectives were met and there were high marks for clear and convincing explanations.

In 3(c), it was encouraging to read that most candidates did feel that their campaign had made a positive impact, even if this was – inevitably in most cases – rather small scale. Candidates, themselves, again wrote very positively about their own feelings at the end of the campaign.

#### **Applying the assessment criteria**

As with administration, the accuracy of the application of the assessment criteria varied considerably from centre to centre. Most centres, particularly those which had gained experience in 2011, were reasonably accurate and this was reassuring especially when we are dealing with a relatively new qualification. A few were too severe on their candidates and rather more were sometimes insufficiently accurate and consistent.

If more than one teacher is involved, it is essential that centres show that a robust system of internal standardisation has been used. This was not always the case and, if even only one teacher of several is not marking to a common standard, the consequences on final centre marks can be very significant.

Usually, the best way to achieve accuracy is to read the assessment criteria in conjunction with the requirements of the response sheet and then to find a level where the descriptors best fit the work of the candidate. A mark within the level can then be determined.

It is emphasised that exemplars of Unit 4 work, with moderator commentaries, are available for centres on the GCSE Citizenship section of the Edexcel website. Online training and support courses will also take place in the 2012-2013 Academic Year and centre staff are advised to consult the training section of the Edexcel website for further information.

## **Grade Boundaries**

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