

# Principal Moderator Feedback

Summer 2014

Pearson Edexcel GCSE  
in Citizenship Studies (5CS04)

Paper 1: Citizenship Campaign

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## Introduction

This was the fourth year that the Unit 4 controlled assessment had been assessed for the full course GCSE Citizenship Studies and the entry has increased.

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 Record Form:

- Centres should include a (downloadable) Candidate Record Form for each candidate.
- Candidates should complete their centre name, centre number and candidate number on the form
- Candidates should provide a brief description of the campaign and their own role on the Candidate Record Form if they worked in a group.
- Candidates and teachers must sign the updated form to verify that it is the candidate's own work and for permission to use their work for training purposes.

OPTEMS/Edexcel Online printouts:

- Marks on the Candidate Record Form of individual candidate response forms sometimes differed from marks recorded on either the OPTEMS or Edexcel Online printouts, or sometimes not transferred accurately from the candidate's work it is important that these match, and if the Moderator sends as E6 to inform the centre, then it must be actioned immediately as this could cause problems or delays in the external moderation process or at awarding stage.
- Marks on the OPTEMS were sometimes unreadable, or not even recorded; moderators need to be able to know what mark has been awarded by the centre- both the ellipse and the mark column need to be completed for each candidate.
- '0', rather than 'X', was shown on the OPTEMS for candidates who were absent or withdrawn.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.

## **What to send to the Moderator**

In order to help centres to send the correct items and administrative paperwork to the moderator, a checklist is available on [www.edexcel.com](http://www.edexcel.com). Well-organised centres send this with the items checked off.

It is important to send the sample to the correct moderator. Most moderators do not moderate both units and where this occurred there were delays in the correct moderator receiving the work. Edexcel will notify you of the correct Moderator on the OPTEMS, so now that both units have to be submitted in the same year, it is imperative that centres/exam officers do make this check.

Samples:

- All Candidate Record Forms should be checked that all information has been entered for ease of identification and use by the Moderator when completing their administration.
- All totals should be checked as it is rather more difficult to make the appropriate changes at a later date.
- Centres should include a replacement piece of work for and absent or withdrawn asterisked candidates so 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. Again, if the Moderator has sent an E6, it should be actioned immediately.
- The Controlled Assessments need to be checked that all work from each candidate is submitted-it may be that the candidate's evidence is not labelled and is not sent with the work.

## **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, and appropriate campaign tasks in summer 2014, were similar to those used in previous years.

The most popular choices included:

- bullying, especially cyberbullying
- 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
- post 16 education
- child labour/ child soldiers/ child trafficking
- protecting rights of particular groups
- promoting greater ethnic diversity campaigning against racism in sport

Unusual campaign choices, but effectively completed, were on the issue of fracking and Alzheimer's condition. A very effective campaign was conducted and entitled 'City Safe Campaign' – well done!

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, beauty or size zero are unlikely to have the same degree of success.

#### Assessment Objectives being tested in the different sections of the task 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 & research                                       | (e) seeking the views of others                     |
| (b) setting campaign objectives                               | (f) analysis  |
| (c) identifying campaign methods                              | (g) gathering and using different forms of evidence |
| (d) engaging with people in a position of power and authority | (h) evaluation                                      |

## **Evidence**

Providing evidence was rarely a problem for the overwhelming majority of candidates (there is no maximum but it should be appropriate, and identifying the individual candidate's work) 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. A list of websites visited, with just one item is sufficient.
- 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.

There were a number of candidates who did not submit sufficient evidence to support their work, or did not use it to explain their involvement, action.

## **Centre-based citizenship**

Some centres support citizenship on a whole school basis and this is seen by a range of activities with a number of staff. Candidates are raising awareness of citizenship issues by peer teaching successfully. There were a number of successful charity and fund raising activities, which were a credit to the students. In such cases, participation in citizenship activities has made a difference.

Centres where there was only one citizenship teacher, or the teacher was not a specialist, often found the unit most difficult, and assessment of the candidate's work required more familiarity than their experience afforded. If possible, there should be another teacher/exams officer who can check through the actual marks and recording of marks to alleviate the possibility of errors.

## **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 previous years, and each page needs to be identifiable.

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. Such annotations are always helpful to the external moderator.

## Section 1: Development of a campaign strategy (10 AO2 marks; 5 AO3 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; they can be presented in tabulated form. Diagrammatic plans were often the simplest and most effective way of conveying the information required. However, just to attach a pre-written plan (often prepared by the group, is insufficient.) The Centre Assessor may like to refer to the GCSE Citizenship page of the Edexcel website does offer helpful examples of planning covering different levels of achievement.

The planning response 1c, should be written in the future tense-it is a plan to work to, not a report on what was done. The later was very common this year, and did not fulfil the marking criteria. Therefore the planning, 'brief plan' in the directive, was interpreted widely from being four or five class decisions to spider grams from a group, leading to detailed steps for each member. Many did not address the consideration of time (weekly/per lesson) and even fewer considered the resources required to complete the campaign.

## Section 2: Participate in the campaign (AO2 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 own 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).

Clearly many found the communication with appropriate people whose views they could analyse and negotiate with to move their campaign forward, quite a challenge. It was not always clear who contacted these people and who did the negotiating in the group work. This is where evidence is required to personalise the campaign. However, the more able candidates were able to liaise with people of power over specific things they wanted to change, which then provided a platform for level four answers in Section 3.

Weaker candidates either had little evidence or attached lots of evidence, usually incorporated in a 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. In most cases the evidence did not support their actions. As in previous years, 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. Neither did they contact or find out the views from People of Power and analyse the views held by different people. Where this is the case, the marks must reflect the candidate's lack of response.

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 AO1marks; 10 AO3 marks) AND Quality of Written Communication

A number of candidates mentioned the lack of time to complete the campaign, or the task form. This inevitably will have an impact on their overall assessment of this section. Some candidates were unable to comment on the impact of their campaign for a variety of reasons, and their responses were rather brief. Centres can support the candidates to develop the skill of evaluation so that they can evaluate their action, evidence and outcomes more fully.

The following comments were noted during the external moderation:

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. It is quite acceptable to present this information in tabulated form. Although there must be sufficient writing to assess the quality of written communication.

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 from the beginning back in 2011, were reasonably accurate and this was reassuring especially now that this qualification has moved forward and is no longer a new qualification. A few were too severe on their candidates and rather more

were sometimes insufficiently accurate and consistent, and very generous. There is an Enhanced Controlled Assessment Booklet to help with the application of this marking criteria for the Controlled Assessment. Please visit [www.edexcel.com](http://www.edexcel.com) for these support documents.

If more than one teacher is involved, it is essential that centres show that a robust system of internal moderation 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. It is essential that the second marker initials the work so that the external moderator is aware that the requirement of internal moderation has been fulfilled.

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 during the academic year, and centre staff are advised to consult the training section of the Edexcel website for further information.

### **Looking to the Future**

This course now requires the Controlled Assessments for Unit 2 and Unit 4 to be submitted at the end of the course. Therefore Centres need to be mindful of the choice of issue that it is chosen from a different range and content area as described in the Specification in order to meet the requirements for the examination. The Specification has been updated to include the new National Curriculum Framework set out in the Government Guidelines.

### **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

