



Citizenship &
Teacher Education

Briefing Paper for Trainee Teachers
of
Citizenship Education

**Preparing Students for External
Examinations in Citizenship
Education**

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Introduction

Registrations for external examinations have risen sharply in the three years since the statutory introduction of Citizenship within the National Curriculum. In 2003/2004 the total entry for the GCSE Citizenship Studies short course increased to 27,184 (OfSTED, February 2005). This rose to over 37,000 in 2004/2005 and seems set to rise further as schools look to develop and strengthen their Key Stage 4 Citizenship curriculum and a full course GCSE is developed. GCSE specifications can provide teachers and pupils with a clear, structured programme that can relate to aspects of the statutory Key Stage Four Citizenship Programme of Study. However, teaching to an examination board specification, at the end of which students sit an external examination, can raise a number of challenges for teachers.

There is plenty of evidence that many teachers are finding it difficult to pin down the blend of knowledge, skills and participation that combine to support a coherent programme of Citizenship in schools. Within this paper we aim to provide practical guidance concerning how we, as Citizenship teachers, can help our pupils to prepare for **external examinations**. The guidance contained does not claim to be *the* authoritative source, but is reflective of the authors' experiences as classroom practitioners and in working with exam boards. Student teachers would benefit greatly both from reading the guidance from the Examination Boards, and that contained in the textbooks which support GCSE Short Courses in Citizenship and the AS Social Science Citizenship. From the outset it is important to recognise that a tension *may* exist between preparations for external examinations, which may be characterised by learner *passivity*, and the desire for the *active* learning of citizenship. We cannot hope to overcome this tension within this document, but it should be recognised that students on GCSE Citizenship Short-Courses are required to participate in citizenship activities of their own and should seek to use their experiences to aid revision as well as examination responses (In fact, some exam boards *require* that candidates make use of their own citizenship activities within their examination responses). We should also remember the thoughts of the Advisory Group who stated that 'It is difficult to conceive of pupils as active citizens if their experiences of learning in citizenship education have been predominantly passive'.

Section One – 14-19 Citizenship Qualifications

All three of the major examining boards – AQA, Edexcel and OCR – offer GCSE Level Short Courses in Citizenship Studies. Assessment on each of these programmes is through a combination of internally-assessed coursework and externally-assessed examinations. In addition to the GCSE Short-Courses, the AQA examining board offers a GCE AS Level Social Science Citizenship course. This is assessed solely through externally-assessed examinations. (In 2005-2006, building on the success of the LSDA post-16 project, AQA and the QCA are trialling a post-16 Level 3 ‘Active Citizenship’ qualification with around 20 centres with a view to wider piloting in 2006-2007). The qualifications below all feature on the QCA’s list of accredited 14 – 19 Citizenship qualifications. (http://www.qca.org.uk/ages14-19/subjects/citizenship_2483.html). Direct links to the key document from the relevant examining board website, as well a synopsis of course content and assessment, are provided alongside each qualification.

GCSE Short Course Citizenship Studies

Qualification	GCSE Short Course <i>Citizenship Studies</i> (AQA)
Link	http://www.aqa.org.uk/qual/pdf/AQA-3107-W-SP-05.pdf
Content	<p>The AQA short course is divided into three compulsory topics:</p> <ol style="list-style-type: none"> 1. School, Work and the Local Community; 2. National and European Citizenship; 3. Global Citizenship. <p>Alternatively, the subject content can be taught through a focus three themes:</p> <ol style="list-style-type: none"> 1. Rights and Responsibilities; 2. Decision-making, Power and Authority; 3. Participation in Citizenship Activities.
Assessment	Assessment is through a combination of examination (60% of the total marks) and internally assessed coursework (40% of the total marks). One piece of coursework is required. This comprises a ‘written (or word-processed) report of 1500 – 2000 words on the school-based or community-based Citizenship activity in which they (students) have been engaged’.

Qualification	GCSE Short Course <i>Citizenship Studies</i> (EDEXCEL)
Link	http://www.edexcel.org.uk/VirtualContent/67791.pdf
Content	<p>The EDEXCEL specification is divided into two papers. Paper 1 '<i>Citizenship Today</i>' draws on a Citizenship Activity and three themes:</p> <ol style="list-style-type: none"> 1. Human Rights; 2. Power, Politics and the Media; 3. The Global Village. <p>Paper 2 '<i>Participating in Society</i>', requires students to engage in, and reflect on, a school or community-based activity in a single assignment.</p>
Assessment	Assessment of Paper 1 is through a written examination (60% of the total marks). Assessment of Paper 2 is through an internally assessed portfolio (40% of the total marks) through which students evidence their involvement in, and reflection on, a school or community-based activity.

Qualification	GCSE Short Course <i>Citizenship Studies</i> (OCR)
Link	http://www.ocr.org.uk/OCR/WebSite/Data/Publication/specifications%2c%20Syllabuses%20%26%20Tutors%20Handbooks/cquartetOCRTempFile0xW7jFGk1V.pdf
Content	<p>The OCR Short Course is divided into three sections or themes:</p> <ol style="list-style-type: none"> 1. Citizenship – rights and responsibilities; 2. Citizenship and government; 3. Citizenship and participation.
Assessment	Assessment is through a combination of examination (60% of the total marks) and internally assessed coursework (40% of the total marks). Two pieces of coursework are required. Coursework A (20% of the overall assessment) requires an 'Evaluation of participation and responsible action in school and/or community. Structured response of no more than 800 words'. Coursework B (20% of the overall assessment) requires a 'Critical commentary, of no more than 800 words, on two contrasting sources of information of the candidate's choice'.

GCE AS Level

Qualification	GCE AS Level <i>Social Science Citizenship</i> (AQA)
Link	http://www.aqa.org.uk/qual/pdf/AQA-5101-W-SP-05.pdf
Content	<p>The AQA Social Science Citizenship course develops citizenship through three inter-related themes:</p> <ol style="list-style-type: none">1. The citizen and the state;2. The citizen and the political process;3. The citizen, society and the community.
Assessment	Assessment is through three, one-hour written examinations (each 33.3% of the overall marks). There is no coursework assessment within the AS Social Science Citizenship course.

Section Two – External Examinations: Getting to Know the Specification Requirements

Examining boards provide a range of documents to support their qualifications. These are essential reading if teachers are to understand the necessary requirements. These include specifications, past papers and Chief Examiner's reports.

Specifications

At the time of writing (October 2005), the three main boards - AQA, Edexcel and OCR - each offer a GCSE Short Course Citizenship Studies programme. Some have plans in place to provide a full course GCSE qualification in the future. The AQA board also offer a GCE AS Level Social Science: Citizenship programme. Specifications can be obtained, online, from the websites of the respective examining boards (see tables above for web-links), and can be ordered in hard copy from the examination boards themselves.

The purpose of the specification is primarily to provide information about the following areas:

- Aims
- Content
- Assessment Objectives
- Assessment Methods
- Assessment Procedures
- Links with other areas, such as Key Skills and SMSC

In addition to the specification, some boards produce a teacher's guide and answers to Frequently Asked Questions (FAQs). These guides provide more general information such as:

- Assessment Issues
- Ideas for delivering the specification

- How to structure and manage the focus of students' Citizenship Studies coursework
- Exemplar schemes of work
- Resources

The specifications and teacher's guides (where available) provide us and our students with the core information about the nature of the programmes.

Generic assessment criteria for the GCSE Citizenship Studies Short Course specifications were established by the QCA, ensuring consistency across all of the examining boards. Each board uses slightly different methods to assess these criteria, using a combination of externally assessed examination and internally assessed / externally moderated coursework. These methods are set out clearly in the specifications provided by each board (a brief synopsis is available in the tables above).

The assessment objectives for the GCSE Citizenship Studies Short Courses ask students to:

AO1 – 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.

AO2 – 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.

AO3 – plan and evaluate citizenship activities in which they have participated and demonstrate an understanding of their own contribution to them, as well as recognizing the views, experiences and contributions of others.

Each piece of assessed work expected by the examination board is related to these three assessment objectives through a weighting. It is the respective weighting, rather than the assessment objectives, which can differ between boards. The

weighting of assessment criteria for the written examinations provides an example of this¹:

	AO1	AO2	AO3	Total
AQA	24	24	12	60
Edexcel	24	23	13	60
OCR	25	15	20	60

When sitting externally set examinations it is also important that students are aware of the criteria against which they will be assessed, and how questions in external examinations examine specific areas. For example, a question which carries a tariff of 1 or 2 marks is likely to be assessing only AO1, whereas a question which carries a tariff of 8 or 9 marks is likely to assess more than one of the assessment objectives.

The AQA AS Social Science Citizenship, of course, has its own assessment objectives. These require students taking the examination to:

AO1 – Recall, select and deploy their knowledge and understanding of citizenship accurately and by means of example and citation show understanding or relevant concepts and theories

AO2 – Acquire and appropriately apply skills of analysis, interpretation and Evaluation of information, arguments and explanations

AO3 – Communicate arguments and explanations in a clear and structured manner, making use of a range of relevant evidence and vocabulary appropriate to the study of Citizenship

Each of the three modules of which the AS course is comprised are assessed solely through external examination. At present there is no coursework option on the AS specification (although this is may be revised soon). The assessment objectives are weighted as follows:

¹ The Edexcel specification is based upon two written examinations. The approximate weightings cited relate to Paper One.

AO1	AO2	AO3
40%	40%	40%

As with the GCSE short-course specifications, it is important that we, and our pupils, are aware of how the assessment objectives are allocated within the tariff marks. For example, a question with a tariff of 4 marks will assess A01, whilst a question with a tariff of 20 marks will assess A01, A02 and A03 (Mitchell (ed.), 2004).

Evidence of strengths and areas for development from the first two years of GCSE

The good news is that all three examination boards reported many successes from the first two years of the Citizenship Studies specifications:

- “The majority of centres embraced the philosophy of the course and encouraged candidates to plan, undertake and evaluate an activity that explicitly emphasised participation in order to understand concepts and issues relating to citizenship”. (AQA)
- “Most students wrote at length and with enthusiasm about what they had achieved... the impression was that almost all candidates participated in a positive way, often in activities which would not normally have found a place in a classroom-based curriculum” (OCR)
- “The commitment to Citizenship Studies from many of the staff involved was inspirational....This was widely acknowledged by the candidates themselves” (EdExcel).

Nevertheless, some common difficulties for candidates have emerged across the three examination boards. Some of these are generic and are apparent across the GCSE landscape – thus, inevitably some candidates were unable to demonstrate depth of knowledge on key topics whilst others found the demands of extended writing a challenge. Other difficulties, however, relate to the subject-specific demands of Citizenship Studies. Specifically, students would benefit from clear guidance from teachers in three areas: Making the best possible job of their coursework; identifying

key Citizenship subject knowledge and concepts; and structuring extended writing in the context of Citizenship themes and issues.

Coursework is at the heart of GCSE Citizenship Studies – it represents 40% of the students' final mark, but since students write about their experience of active Citizenship in the exam paper too, it could be seen to represent 55%. All of the exam boards offer flexible and exciting coursework options with an expectation of active participation by candidates in the school and/or wider community. Specifically, coursework projects require a clear citizenship focus, evidence of planning and research, and an evaluation which reflects upon the project's strengths and ways in which it might have been improved. Success in this area requires students to adopt a very structured approach. To do themselves justice students may need to see a variety of examples of what good Citizenship Studies coursework looks like. Students also need to be aware of common pitfalls. For example, work experience provides a good opportunity to undertake a Citizenship-related investigation, but simply doing the work experience (because it is participative) does not make it Citizenship. Working with others to raise money for charity can also be a good project, but to make it truly effective requires some research into the structure of the charity and how and why the charity makes decisions about what projects to support.

All three exam boards, in different ways, suggest that students should be encouraged to understand and use the language of Citizenship from an early point in their courses and to re-visit these ideas in different contexts. Units of work on, for example, identity, voting, politics, legal/human rights and the meaning of 'active citizenship' can be seen as bedrock topics. Core Citizenship concepts include words such as 'fairness', 'justice', 'freedom', 'power', 'tolerance', 'democracy' and 'equality'. A key challenge for GCSE Citizenship Studies teachers is to find ways of exploring concepts like these in active and engaging ways. This is equally true in relation to preparing students for external examinations. One way for students to deepen their understanding of social and political issues is to build up vocabulary palettes on key issues. So, for example, for global citizenship a vocabulary palette might include : Developing countries; United Nations; Fair Trade; Disaster relief; Sustainable development; Climate change; Global village; International aid; Multi-national

companies; Interdependence; World Trade Organisation; Global inequality; and Participation.

Finally, students need to practise structuring their writing on Citizenship themes and writing to argue. As with most GCSEs a premium is placed upon literary skills, the ability to marshal arguments, and the ability to provide analysis supported by a range of examples. This sounds rather dry and removed from the exciting realm of active citizenship but it needn't be. Crucially, literacy empowers. It secures young people access to information bases and grants them a measure of independence. Students are more likely to be able to become active citizens and 'make a difference' if they can support their good ideas with examples and evidence.

Past Papers

One of the myths about past papers is that there is a pattern to them which allows teachers and/or candidates to predict the emphasis or content of a subsequent paper. Examiners are required to ensure that papers address all aspects of a specification – skills and knowledge – over a reasonable amount of time. What constitutes 'reasonable' is unspecified and there are no regulations to preclude one aspect being emphasised at the expense of another more than once in the space of a few years. One of the responsibilities of those who monitor the setting of examination papers is to ensure that a predictable pattern does not emerge, so there is little to be gained from trying to plot content over several examination periods. A much more productive use of time would be to work on past papers, and to use the mark schemes which accompany them to identify candidates' strengths and weaknesses (see Section Three below).

The value to scrutinising past papers is in gaining an understanding of their format and requirements. Rubric (instructions) can vary from paper to paper and from one examining board to another, but should not vary substantially year on year. Reading through past papers will therefore allow candidates to see expectations for themselves, which can serve to reduce nervousness when sitting the 'real' examination. When papers are read in conjunction with the relevant mark scheme,

candidates can also be helped to understand the different requirements of command words such as 'discuss' or 'analyse', and to see how much detail is expected in particular sections and/or for particular available marks.

As well as group or individual scrutiny of papers, it can be very helpful to candidates to have 'model answers' – not necessarily 'perfect answers' – to discuss, and perhaps even to mark for themselves. By taking such marking through the examiners' process of standardisation, pupils can also gain insight into *why* particular responses will be rewarded, or not, gaining further insight into the most appropriate approaches to different topics and types of questions. It is a good idea to base school examinations on past papers, to keep to their format and wording as much as possible, and to use the mark scheme(s) which accompanied the relevant paper(s) in order to make the experience as pertinent as possible to candidates.

Examiner Reports

Chief Examiner Reports are published a few months after examination results are made public. As well as reporting on the frequency and quality of answers to specific questions, chief examiners often identify aspects of candidate responses which proved problematic and their reports explain how such issues have been resolved. This is likely to include rubric (instruction) issues as well as matters relating to skills, knowledge and understanding and the interpretation of marks schemes. There are also likely to be useful insights into the quality and relevance of coursework. Chief Examiner reports help to inform teachers, and candidates, of ways to ensure that everyone gets all the marks which their abilities and insights deserve and, as such, the advice they offer provides an invaluable insight into the demands and expectations of the assessment procedures.

Becoming a Marker

This is the best way to understand how papers are marked and, crucially, why various responses are regarded and rewarded in particular ways. In order to mark papers for one or more of the examining bodies one should ideally be qualified to

teach the subject to be marked and should have recent classroom experience in so doing. In order to become a marker (assistant examiner) it is necessary to contact the relevant subject officer at one of the examining bodies, who will advise prospective assistant examiners of their boards application and selection procedures.

Many subjects have tiered entry at GCSE, so that an assistant examiner can expect to mark scripts at Foundation or Higher Tier, where candidates' expected grades will determine their entry level (usually Foundation grades C – G, Higher grades A* - D). Citizenship short courses are not tiered, so candidates who sit a paper might range from A* to G in one batch. It takes skill and practice to apply a mark scheme as the chief examiner intends it to be applied, which is the intended outcome of the marking process. Marking is not the same as correcting, and there are particular conventions which must be followed so that marking is standardised and consistent. It is therefore essential that aspiring assistant examiners are willing and able to undergo a significant amount of training, and can put aside sufficient time for training and, if successful, 'live' marking. This requires the support of employers and, given the strong possibility of intrusion into home life, family members.

Section Three – External Examinations: Working With Pupils in a Classroom Setting

Revision Techniques

There are many revision techniques, each with their own advocates and detractors. Perhaps the most important thing to remember is that different people have different learning and revision styles, so that using only one approach during a revision period is likely to benefit some pupils more than others. It must also be born in mind that each examination follows a particular format, and that revision should therefore be geared to enabling each candidate to perform to the best of their ability in the format they will encounter. While some candidates might prefer background noise while they write, for example, this is not allowed under examination conditions so any test papers or questions should be attempted in silence. At the same time, if they prefer background music and it can be shown to be effective, why not?

Revision should not begin at the end of the course, but should be an intrinsic part of it. In planning programmes of study teachers should try to develop a logical sequence so that reference can regularly be made to work previously covered. This enables candidates with better short term memories to be reminded of work covered in the early stages of the course. Ensuring that candidates organise their work in folders or portfolios, so that it has a sequence and ensuring that they have some tangible work to read over and consider, is also invaluable. Starter activities, and/or 'filler' activities for lessons which under-run, can help to instil good revision practise e.g. glossary tests, short questions on previous topics etc. If candidates know that such tests and questions are likely to be a regular feature of lessons it encourages them to revise.

It is essential to remember the structure and content of the examination at all times. Ensure that all potential examination topics are considered in as many ways as the examination might test them – short answers, long answers, multiple choice responses, consideration of course-work – whatever the examination might raise, candidates should feel (and be) prepared to address. This means that, as well as considering knowledge content, revision should include rubric clarification and skill development. Some of this can be addressed through past papers, but such papers should not be attempted until candidates have a reasonable chance of success in their terms – revision which does not clarify expectations and encourage progress is possibly more damaging than not revising at all.

So what is the most productive way for students to revise for the Citizenship Studies exam? As with revising for any exam it is important that students know what examiners are looking for in order to gain maximum credit for what they know, understand and can do. Citizenship is a different kind of subject area and perhaps needs different kind of thinking about how it is revised. Certainly it makes sense to 'activate' the revision process. Simply staring at notes and trying to memorise everything does not work and gets boring. Better to do things with notes – highlight, bullet point or create new spider-diagrams. Physically playing with information can help students to remember things better. Alternatively it can be useful to arrange for students to pair up and create revision quizzes for each other.

Working Through Past Papers

In accordance with the advice given in Section Two above, that revision should take place throughout the course, as well as little and often, it is a good idea to enable candidates to look at examination questions regularly. During and at the end of a topic, they could attempt questions in the various formats adopted in the examination which accompanies the specification being followed. This will enable them to become familiar with the format of the paper as well as recognising the different ways in which different skills will be assessed; it also demystifies examinations and (hopefully) lessens the fear many people experience when faced with public examination papers.

It is likely that some sort of mock examination will be set. This should be based on past papers for several reasons:

- (a) the greater a candidate's familiarity with examination format, the less their potential to 'freeze' when faced with the real thing;
- (b) past papers, and their mark schemes, have already gone through a rigorous standardising and checking process;
- (c) teachers are busy enough without trying to replicate something to which they have access.

There is no point, as explained above, in trying to use the papers to identify a pattern in questions. Even if such a pattern can be found it is likely to be unconscious, with very little probability that it will be sustained. Teachers should use the papers, and their accompanying mark schemes and Examiner reports, to ensure that candidates will not have any nasty surprises when the time comes to sit the examination.

There is no need to get pupils to sit each question in an examination format, although there is benefit in doing this from time to time. A useful strategy can be to get pupils to discuss what they would offer as answers – and why, where appropriate – in order for them to develop understanding of the process they will experience. This can be particularly useful in relation to the questions which relate to coursework and for which there will inevitably be a wide range of possible responses. Another worthwhile

activity is to get pupils to apply the mark scheme to each others' responses, again explaining how they arrived at the marks they have reached.

Past papers are as much a resource as any textbook, CD, program or programme. Used well, they will inform candidates of what they need to do and help them to focus on strategies for their success.

Practice Examinations within a Classroom Setting

It is important that we prepare pupils fully for their examinations. Part of this is helping the pupils to understand the nature of both the examination paper and the conditions under which examinations are held. Practice exams can help pupils and teachers in a number of ways:

1. Practice examinations allow pupils to work on specific skills which they may find difficult or may not have received practice in. This may include keeping to time limits, writing extended answers, using concepts appropriately and integrating relevant examples. Pupils may also benefit from practicing maintaining silence and working on their own for an extended period;
2. Practice examinations can focus pupils. If used appropriately, pupils should be able to see the relevance and importance of this explicit preparation for examinations;
3. Practice examinations allow teachers and pupils to work on specific aspects of either the specifications and / or the assessment criteria;
4. Practice examinations can also provide us and our pupils with invaluable material with which we can assess and monitor both current levels of understanding and future development needs

When utilising practice examinations within our teaching we also need to consider that:

1. Pupils may need additional support in developing written answers to examination questions. Writing frames, answer plans and model answers are ways in which this support may be provided;

2. Pupils, when first introduced to examination papers, may benefit from having either a “seen” examination or being allowed to use revision notes during the practice examination;
3. Clarity of expectations is crucial if the potential benefits of practice examinations are to be realised.

Section Four – External Examinations: Supporting Pupils to Work Individually

Generic Revision Strategies for Pupils

Most textbooks which relate to GCSE and AS Social Science Citizenship provide very useful guidance for revision strategies. These include the importance of pupils making use of examples of citizenship-related activities and issues of which they are aware. Often these can be local examples in which the students themselves may have been involved.

Good habits may be difficult to establish but do tend to pay dividends, so ‘little and often’ is the key to revision:

- Be comfortable
- Be relaxed
- Be SMART – Specific, Manageable, Achievable, Realistic, Time-specific targets are essential for effective revision.

It is tempting for candidates to concentrate on what they know in order to feel good about their revision, but a moment’s reflection reveals why this is counterproductive. It is much better to concentrate on areas of uncertainty, but to end each revision session with a quick look at areas of strength – both to confirm confidence is justified and to end a session on a positive note. It is essential to remember that revision is not only about knowledge – although there is a place for short questions and quick recall answers – but that the examination will address a range of skills which

candidates need to be able to demonstrate. It is therefore a very good idea to practise them all.

It is also important to encourage students to be active in their revision. Many students are likely to organise their revision around revision notes. Simply re-reading these in a passive manner may help, but it is likely to be more beneficial for students to re-organise their notes, for example through the use of themes or potential questions. Students may also benefit from turning their notes into bubble-charts or diagrams, or may remember key terms through devising their own pneumonics. Teachers can help students with these by providing examples during class revision sessions.

Key Points to Remember in Examinations

Examination procedures and “tips” form an important aspect of preparing pupils for external examinations. Pupils can often lose valuable marks through simple mistakes or misunderstandings. Most textbooks available to support specifications include a section that provides examination “tips”, including:

- The importance of planning answers before writing their formal response;
- The need to attempt to answer all questions. GCSE and AS-Level examinations are marked positively. Pupils can only gain marks for correct answers and cannot lose marks for incorrect answers;
- The importance of understanding the time implications of examinations, particularly the danger of spending too long on one question. The first few marks are generally the easiest to secure in any question. It is therefore essential that pupils try to provide at least something as an answer to each question;
- The need to read questions carefully in order to understand whether the question;
- The importance of reading all of the questions before starting to compose answers;
- The need to identify the mark tariff for each question and to understand that this should inform the length of answer provided.

Section Five - Resources

Asdan Publications (2002) *Key Decisions in Citizenship at Key Stage 4*.

Brett, P. (2005) *Resources for Teaching Citizenship: A Guide for Beginning Teachers' of Citizenship*. CitizEd project:
www.citized.info/pdf/induction/PB_Resources_for_Teaching_Citizenship.pdf

Brett, P (2004) *GCSE Citizenship Studies Exam Techniques (Folens)* ISBN 1-84303-018-7

Brett, P. (et. al) (2002) *Folens GCSE Citizenship Studies*. Folens: Dunstable.(+ Related Teacher Guide and Coursework Guide)

Campbell , J. and Patrick, S. (2002) *GCSE Citizenship Studies for AQA*. Heinemann: London

Culshaw, C. (et al) (2002) *Citizenship Today (For Edexcel)*. HarperCollins: London

Holden-Rowley, T. and Blewitt, J. (2004) *AS Citizenship*. (Mitchell, M. Ed.) Hodder and Stoughton: London.

Leighton, R. (2004) *Post-14 Citizenship Examinations*. CitizED project:
http://www.citized.info/pdf/induction/RL_Examinations.pdf

Miller, A., Fiehn, T. and Fiehn, J. (2003) *This is Citizenship! Citizenship Studies for GCSE (Student Book)*. Hodder and Stoughton: London.

Mitchell, M. (et al) (2002) *Citizenship Studies for AQA GCSE Short Course*. Hodder and Stoughton: London.

Richardson, K. (2004) *Success for Schools GCSE Short Course Citizenship*. Letts: London.

Thorpe, T. and Marsh, D. (2002) *Citizenship Studies for OCR Short Course*. Hodder and Stoughton: London.

Readers may also wish to refer other materials available on the CitizED website, including – the Trainee Briefing Paper by Lee Jerome, which considers wider issues of assessment in relation to Citizenship Education

(http://www.citized.info/pdf/briefing/Student_Briefing_Assessment.pdf) and Peter Brett's *GCSE Citizenship Studies Short Course: A Briefing Paper and Progress Report* (http://www.citized.info/pdf/commarticles/Peter_Brett_extension.pdf).