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INDUCTION PACK

POST 14 CITIZENSHIP EXAMINATIONS

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INDUCTION PACK

POST 14 EXAMINATIONS

Introduction

‘A range of awards, certificates, portfolios and qualifications can be used to recognise achievement in Citizenship, including GCSE (short course) and entry-level qualifications in citizenship studies’ (QCA 2002: p 6).

It is important at the outset to address the apparent paradox between the activities which can be collectively recognised as ‘citizenship’, and ‘examinations’ which are more usually concerned with what people know, understand and can apply. GCSE and other courses do not purport to identify the extent to which a person is a good citizen, but to formally assess and recognise their understanding of the principles of citizenship, and the systems and institutions which enable participation and social engagement. Examination of Citizenship, particularly the public examination and certification of the subject, is therefore a contentious and contested issue.

It has been argued that Citizenship cannot be examined as it comprises attitudes and behaviour as well as a body of knowledge, and that only the last of these three components can be tested or measured. If Citizenship Education is concerned with ensuring that people are informed of their responsibilities and rights, and those of other citizens, in order to make informed choices, this argument proposes that we cannot then judge the truth, accuracy or value of those choices. Individuals might choose to act selfishly, to discriminate, refuse to obey the law, in full knowledge of the proscribed curriculum content. Others might be wholly philanthropic, inclusive and law abiding yet have no articulated understanding of the curriculum or of civil society. Who gets the good grade? Who is the arbiter of ‘good’ or ‘correct’ or ‘appropriate’ opinions and behaviour?

Some would counter this argument by saying that our society has core values and, if a person rejects them, that person is not displaying ‘good citizenship’. It is possible to identify whether a person attempts to make a contribution to society and the extent to which that contribution is successful, particularly if there are clear guidelines for such identification and assessment. To this extent Citizenship is no different to any other subject: the ability to do well in Religious Studies, for example, does not mean that a pupil is a religious person, nor does success in the practical component of an AVCE automatically indicate all-round capability in that subject. In the same way, assessing the three elements of Citizenship will tell teachers, parents and pupils collectively more about the pupil than any one element on its own, and tell them much more than is possible without assessment.

To argue that Citizenship Education *can* be assessed is not, however, to argue that it *should* be or *must* be assessed. The decision whether or not to enter pupils as candidates for public examination is one which should not be taken lightly. It can be argued that pupils following a course with no examination will tend to take it less seriously than those courses which are examined, while there is a counter-argument that a non-examination course provides Key Stage 4 pupils with a welcome oasis at a turbulent and pressured time. It might be appropriate for whole year group entry or for

specific groups or individuals to sit the examinations, bearing in mind the need to ensure that all pupils in a school are given the same opportunities in Citizenship. Short courses are often provided in tandem with similar courses in other subjects, possibly one in Year 10 and the other in Year 11, so that consideration has to be given to which is the best year to enter candidates. The essential point to bear in mind here is that Citizenship has been consciously and deliberately developed to move away from a 'one type fits all' approach. Consideration must be given to whatever indicators are considered important to determine which examination path a school should take, including not taking any path at all.

While some schools may be driven by a desire for examination success, the needs of pupils should be paramount in considering how best to construct and conduct assessment. It is essential that those who design and conduct assessment bear in mind the requirements of those pupils whose command of English does not enable them to demonstrate their abilities fully in that language, those whose health limits their attendance or attention, and those with other additional educational needs. If this is not done, it will be the extent to which inhibiting factors impinge upon those pupils' success rather than their skills, abilities and knowledge which will be assessed; that is not the purpose of examinations and assessment in citizenship. It is to be expected that all teachers will be aware of, and respond appropriately to, the needs and circumstances of their pupils. If it is felt that there are any circumstances which prevent a pupil from performing to the best of their ability in a public examination assessment – not only in the written paper – the examination board should be informed as early as possible. There are procedures to respond to most circumstances, which the boards will enact if given sufficient notice; 'the earlier the better' is the safest approach.

For many of those involved in the teaching and learning of Citizenship, the nature and principles of examination run counter to their perception of the nature of the subject. At the same time, it must be recognised that there is a statutory requirement for schools to report on pupils' progress and achievements in each year throughout Key Stages 3 and 4, as well as at the end of those key stages, and it is difficult to identify progress in relation to targets and strengths if there are no opportunities to assess how pupils are doing against clear and consistent criteria. Examinations provide a relatively subjective and nationally recognised assessment tool which can be used to recognise achievement in the subject; that examinations are not the only way to recognise and celebrate achievement does not make their contribution and effectiveness any less real and relevant.

There is currently no statutory requirement for end of Key Stage 4 assessment in citizenship, although schools must provide written reports which identify pupils' progress, strengths and areas for development. It is up to schools to decide on the most appropriate methods of assessment, recording, reporting and celebrating achievement and, while not all schools will consider public examination as the most appropriate method of doing this, for others it will be an important strand in their development of integrating citizenship into the school ethos. Therefore, public examinations should not be regarded as the only way in which Citizenship can be assessed but neither should they be discounted as being of no value. One of the benefits of the recommendations of the Advisory Committee is that schools can tailor their delivery of citizenship to meet local circumstances, which can include how

citizenship is assessed and celebrated, and one way to do this is through public examination.

It is inevitable that there will be some confusion between ‘assessment’ and ‘examination’, so it is essential that we are clear about the differences between these terms as well as familiar with the extent to which they overlap. ‘Assessment’ comprises all of those methods which can be used to identify progress and achievement by a person in relation to a set of criteria. To say “that’s better”, “well done” or “good try” is to offer assessment just as much as awarding an A* or a PhD represents assessment, albeit of a different type. Examinations, to the extent that we are considering them here, are only one form of assessment, and certificated courses such as GCSEs combine written examination with a centre assessed component (commonly referred to as ‘coursework’). They seek to assess knowledge and understanding and a range of skills identified in the specification documents produced by the examination boards. Criteria are laid out, a range of tasks and questions are provided which are expected to enable candidates to demonstrate their achievement in the subject, and grades are awarded which reflect the extent to which the published criteria have been met. While there are those who dislike the A* - G range, believing that the implied ‘better than/worse than’ comparison is not what Citizenship is about – indeed, is not what education is for – it is possible and practical to offer a different comparison. If a pupil is perceived as having the potential to gain a grade E and is awarded a grade D, they have clearly done well; assessment (including examination) can be about achieving personal targets as well as competitive ones.

There is no reason why assessment in one curriculum area cannot be used to support and inform assessment in another, as long as those involved are aware of the limitations imposed by examination regulations where relevant. This can be particularly helpful in relation to core issues such as literacy, numeracy and application of ICT across the curriculum. For example, a questionnaire on local services from which data is presented and analysed can meet some of the requirements of numeracy in handling and computing numerical data and dealing with mean/mode/median and other distribution issues; it can indicate literacy in the fluency and accuracy of language and the extent to which a report is written appropriately for the intended audience; information and communications technology can be used to process data, generate graphs for analysis, and to produce a correctly formatted document. Co-operation between departments would enable such work to be planned coherently, give pupils a sense of the interrelationships within education, prevent duplication of effort and input by teachers and of effort and output by pupils, and save time. It would therefore be the case that one piece of sustained work could contribute to assessment in four subjects.

For those schools which have not decided to enter candidates for public examination in citizenship studies, examination specifications still offer support and structure. The short-course GCSEs, for example, are designed to meet the National Curriculum requirements for key stage 4 Citizenship and therefore can be seen as providing a template for delivery to be either taken ‘off the shelf’ or to be adapted to meet specific requirements. There is no obligation to follow any particular specification if there is no intention of entering candidates for the public examination, so it may be that mixing components of each specification together will provide an appropriate course in a specific setting. It should be remembered, however, that many text books are

geared to specific courses and that adopting such a hybrid course could be either expensive or difficult to resource.

Important though these and related issues are, solutions to the inherent dilemmas do not fall within the remit of this induction pack. However, it is essential that citizenship trainees address such dilemmas and it is intended that the sessions and activities outlined in this pack enable them to do so in a considered and reflexive manner. One strategy tutors might wish to consider would be to include a subject task for trainees in which they can discuss their approach to resolving these dilemmas once the activities included in the pack have been completed, so that they offer their views and research from an informed and experienced perspective.

Once the sessions have been delivered, and the associated tasks completed, trainees will be familiar with GCSE **course content, principles of examination – assessment criteria, consistency, standardisation and moderation**, and issues relating to GCSE **coursework**.

Goals

- To provide a range of coherent and focused resources for use by school-based and HEI-based tutors;
- To provide an insight into principles and processes involved in examining citizenship post 14;
- To promote creativity in the development of subject knowledge and application within ITT Citizenship courses;
- To provide practical ideas relating to assessment within ITT Citizenship courses;

Relation to the National Curriculum for Citizenship

Whilst it might be expected that GCSE and other qualifications aimed at school pupils 14-16 will be based upon the Key Stage 4 programme, this relationship is not necessarily watertight. All public examinations relate to published and approved specifications which, while directly relevant to KS4, need not reflect its requirements. They can, for example, also relate to KS3 issues and skills or – particularly in the case of cross-curricular provision such as will sometimes be in place for Citizenship – relate to other subjects' knowledge and skill requirements. As schools have adopted a wide range of approaches to citizenship provision, it can be the case that pupils have experienced the development of citizenship skills, knowledge and insight in a variety of learning and subject contexts. It is therefore important that trainees develop awareness of what all relevant specifications contain.

It is likely that the tutors using this pack will be involved mostly, if not exclusively, in working with trainees in the secondary sector, and it is therefore important that the development of Post-16 citizenship is not overlooked. While the AQA specification 'AS Social Science: Citizenship' might be the most obvious Post-16 qualification, there is no inherent reason why any of the 14+ courses could not be considered for students in this phase. In defining the focus of Post-16 citizenship the QCA (2003: 5)

state that programmes should be based on an appreciation of previous experiences of citizenship education. Progression between Key Stage Four and Post-16 citizenship are implicit in the QCA statement that Post-16 programmes will involve ‘deepening and extending areas of knowledge and understanding’ and/ or ‘new experiences in new settings and contexts for citizenship learning’ (2003:5).

The learning activities outlined within this pack are focused at the needs of those training to teach in Key Stage Four. However, with a little thought and adaptation, the activities can be related to those training in the Post-16 sector.

Relation to the QTT Standards

In planning sessions for trainees it is important to consider which of the Qualifying to Teach standards are being addressed. Whilst a standard-chasing exercise has clear limitations, trainees and tutors need to be aware of how the work which they undertake whilst at an HEI relates to the standards against which trainees are ultimately judged. Attempts have been made to relate the sessions outlined in this pack to the key standards which the material addresses. Tutors might feel that the work covered with their trainees actually goes beyond the standards identified here, particularly as decisions on examination entry are usually taken at department head level or higher. In such cases, it may be useful to engage trainees in pinpointing the standards which they feel relate to their work and which professional skills and areas they are addressing which might relate to ‘subject co-ordinator’ or similar roles.

Assessment and Examinations

Given the title of this pack, assessment and examination are obviously central to it. Trainees need to be aware of how the principles of assessment can be applied to Citizenship, and how the public examination system works in relation to the subject, if they are to make decisions regarding public examinations or to advise school and subject managers regarding such decisions. If they do not take the discrete examination path for Citizenship Studies, or even if they do, it is likely that there will be citizenship elements in other examination courses their pupils follow. It is therefore essential that trainees fully understand the presence of their subject in other disciplines in order to best support their colleagues and to enable achievement by their pupils.

There is little in the activities themselves which would justify formal assessment of trainees. The recommended activities are aimed at generating understanding and debate and the sharing of insights; grading or marking would run counter to that approach. The activities lend themselves to peer review, self-review and self-assessment. There is also scope for tutor feedback and evaluation in most cases. Some activities could be extended or developed as subject tasks, the nature and extent of assessment related to these would depend on the philosophy underpinning the course.

SESSION ONE

BECOMING FAMILIAR WITH THE STRUCTURE AND CONTENT OF CITIZENSHIP (and related) GCSE SPECIFICATIONS

Introduction:

There are three GCSE short course specifications in Citizenship Studies available, one each from AQA, Edexcel and OCR. In addition there is one full course, AQA Social Science, which is intended to offer more depth and breadth and, consequently, to take more teaching time. Although broadly similar as they are expanded from the same guidelines and criteria, each has its own characteristics and 'flavour'. It is unlikely that any one course is intrinsically better than any other, but the distinctions between them may well dictate whether one is more appropriate than another in relation to a specific school and/or group of students. Each short course places a heavy emphasis on coursework (40%) while the AQA full course allocates 20%, and each deals with the requirements of the KS4 National Curriculum for Citizenship in different ways. With examination questions designed to address the understanding and learning candidates have gained from their coursework, there is the potential for a further 15% of short-course marks.

In order to decide which course, if any, meets the requirements of a specific context, it is necessary for trainees to be fully familiar with the content and structure of each specification. They should be encouraged to consider specifications in relation to current or recent placements in the first instance, and also to consider wider principles as different schools may require different approaches.

Learning Objectives:

1. To have an overview of the requirements of the KS4 Citizenship National Curriculum;
2. To have an overview of the content and requirements of GCSE specifications explicitly related to Citizenship.
3. To consider the relationship between specifications and the National Curriculum.

Learning Outcomes:

By the end of this session trainees will have: -

- Identified which requirements of the Citizenship National Curriculum can be met in GCSE specifications;
- Identified where these requirements are placed in the specifications;
- Gained an understanding of the relationship between specifications and the National Curriculum.

Activity One:

Trainees are organised into (4 or 8) small groups. Each group is provided with a copy of one relevant GCSE specification (print or online) and a checklist of the requirements of the National Curriculum for Citizenship (*Worksheet 1*). Each group then identifies:

- a) which aspects of the Citizenship Curriculum for KS3 can be found in their specification, and where;
- b) which aspects of the KS4 Citizenship curriculum can be found, and where;

- c) which aspects of the KS3 and 4 curricula are not addressed;
- d) what other issues, skills, knowledge etc are addressed.

This information is presented by each group to the rest of the trainees, providing an opportunity to clarify the emphasis of each specification and to discuss the extent to which pupils might be engaged by each specification. Discussion could also consider the extent to which trainees' KS4 Schemes of Work (S.o.W.) meet the examination requirements and, if there is a short fall between S.o.W. and specification, which one takes priority. The summary of short course GCSE Specifications which comes after Worksheet 1 identifies where KS4 National Curriculum requirements can be found in the specifications, and raises points for discussion such as the order in which requirements appear and the different emphasis and depths which are expected by each specification.

This activity enables trainees to have an overview of the range of available specifications and the extent to which they meet KS4 requirements. The issue of KS3 requirements is worth consideration as there are some schools which will introduce short course work before the beginning of KS4.

Activity Two:

A further useful activity could be for differently constituted groups to compile suitable KS4 SoWs based on the provisions of more than one specification. They should highlight any KS4 National Curriculum aspects not covered in a specification, and ensure that their planning includes strategies to address these. This would remind trainees that there is no requirement for them to enter candidates for examination and that the specifications are nonetheless resources which can be adapted.

Assessment:

Assessment would appropriately be by peer response to presentations. Tutor feedback should ensure that trainees have considered practicalities and addressed omissions, as well as attending to ideals and what is included. Either or both activities could be subject specific tasks to be assessed in accordance with whatever criteria are laid down by the training course.

Related QTT Standards:

Professional Values and Practice: 1.1; 1.2; 1.8

Knowledge and Understanding: 2.1d; 2.2

Teaching: 3.1.1; 3.1.3; 3.2.1; 3.2.3; 3.3.1; 3.3.2d; 3.3.11

Resources:

GCSE specifications and teachers' packs for AQA, Edexcel and OCR 'Citizenship Studies' and AQA 'Social Science'

Copies of *Worksheet 1*

Whiteboard/flip chart with appropriate pens

SESSION TWO

FINDING CITIZENSHIP IN OTHER (not so obviously related) GCSE SPECIFICATIONS AND OTHER QUALIFICATIONS

Introduction:

There is considerable disparity in the structure and nature of citizenship provision in schools. Where the subject is taught discretely it might still be necessary for some elements to be delivered through other subjects. In some schools, most (if not all) of Citizenship at KS4 will be delivered through a range of other subjects and activities. It will inevitably fall to a citizenship co-ordinator to conduct or up-date a subject audit to ensure that, whatever approach schools take, the national curriculum requirements are being met.

This session is intended to enable trainees to focus on the presence of citizenship issues in other subjects. By so doing they will begin to develop understanding of the cross-curricular nature of the subject, to identify and prioritise key issues in planning KS4 citizenship provision, and to be in a position to offer and seek support when working with non-specialist yet experienced teachers.

Learning Objectives:

1. To have an overview of the content and requirements of specifications with some relationship to Citizenship;
2. To consider the relationship between non-Citizenship specifications and the Citizenship National Curriculum;
3. To develop awareness of opportunities to meet KS4 National Curriculum requirements for Citizenship through other subjects.

Learning Outcomes:

By the end of this session trainees will have: -

- Identified which requirements of the Citizenship National Curriculum can be met in specifications other than those explicitly related to Citizenship;
- Identified where these requirements are placed in the specifications;
- Gained an understanding of the relationship between other specifications and the Citizenship National Curriculum;
- Identified some opportunities for cross-curricular Citizenship provision and assessment.

Activity One:

Trainees are organised into small groups. Each group is provided with a copy of GCSE specifications such as those for English, geography, history, RE, or whichever subjects the tutor considers appropriate (print or online). They then use the checklist of the requirements of the National Curriculum for Citizenship (*Worksheet 1*) to identify:

- a) which aspects of the KS3 Citizenship curriculum can be found, and where;
- b) which aspects of the KS4 Citizenship curriculum can be found, and where;
- c) which aspects of the KS3 and 4 curricula are not addressed.

The information is presented by each group to the rest of the trainees providing an opportunity to clarify where Citizenship is present in other subject specifications. From this, discussion can consider whether it is possible and/or desirable for the elements of Citizenship identified as present in other subject specifications to be delivered by those subjects, allowing specialist subject provision to concentrate on specific aspects. Issues to be raised in such a discussion would include:

- (i) whether the other subject is core or optional;
- (ii) whether the identified citizenship element is itself part of an option within a course;
- (iii) whether pupils are made aware of the cross-curricular applicability of their skills and knowledge;
- (iv) whether Citizenship can be presented as a series of atomised elements or only as one big picture.

The activity is also an introduction to processes of auditing cross-curricular provision.

Activity Two:

Bringing together the outcomes of this session and the previous session on GCSE Citizenship courses, trainees should to identify which KS4 requirements can be met through other subjects and which must therefore be addressed by discrete Citizenship provision.

Activity Three:

Stage 1

Tutor presents a series of activities in outline (each of potential value to the teaching/ learning of citizenship but deriving from work in other subjects) which trainees have to classify as 'Definitely' 'Possibly' or 'Never' useful in supporting Citizenship assessment, explaining their decisions.

For example:

- a) As part of their English Language assessment, pupils have been required to conduct a debate on the motion that 'This House believes that the age for voting should be lowered to 16'.
- b) The maths department has set homework requiring pupils to work out which candidate would have won an election, using figures given, on (i) first past the post and (ii) single transferable vote
- c) Science pupils have a discussion on global warming
- d) The Hockey team
- e) Work done in relation to 'Black History Week'.
- f) An MFL exchange visit.

Stage 2

Trainees devise two activities of potential value to teaching/ learning in Citizenship to be delivered through other subjects. They present to the rest of the group, who again classify them under one of the three given headings and explain their decisions.

Related QTT Standards:

Professional Values and Practice: 1.2; 1.5; 1.6; 1.8

Knowledge and Understanding: 2.1d; 2.2

Teaching: 3.1.4; 3.3.2d; 3.3.13

Resources:

GCSE specifications and teachers' packs for a range of subjects and from a range of examining boards. These could include Sociology, Business Studies, English, RE (short and full courses), History, Political Studies, Geography, ICT, Science and any subjects in which specific trainees have an interest and/or it is known they might be expected to teach.

Copies of *Worksheet 1*

Materials to enable appropriate presentations

SESSION THREE

ASSESSMENT: CONSISTENCY, CLARITY AND CRITERIA

Introduction: -

Consistency and clarity are key issues in assessment by examination. It is by establishing and adhering to clear and appropriate criteria that we can be confident that one particular mark or grade awarded to a candidate is precisely equivalent to the same award when achieved by another. Those with expertise in a subject do not always agree on the precise value that one piece of knowledge or displayed skill might merit, so clear standards must be set and arbitration is sometimes required. One aspect of this session, therefore, is to clarify the benefits of a marking scheme by beginning without one and demonstrating that it is possible to offer a range of values to one activity with justification but no consistency between assessors.

Not only do examiners benefit from having clear guidelines within which to operate, but candidates can benefit from knowing the conditions they are expected to meet. This should also become clear in this session.

Finally, although it is not the case that candidates can defend their answers to an examiner, it can be beneficial for them to have the opportunity to do so in discussion with teachers and it is something which can be done through coursework tutorials. From this, teachers can then encourage candidates to ensure that they give reasons for their work appropriate to the mark scheme – and candidates can see how this will help them.

Learning Objectives: -

1. To understand the need for consistency and clarity in examination assessment;
2. To understand the benefits to candidates of sharing mark schemes.

Learning Outcomes: -

By the end of this session trainees should have: -

- Insight into the application of marking criteria
- Understanding of the need to accept direction to ensure consistency

Activity: -

Trainees are arranged in a circle, aware that the session relates to examination and assessment.

Stage 1: One member of the group is asked to clap and the others are asked, in turn, to give a mark out of 10. As the tutor asks trainees to state the mark they award, they are also asked to explain how they arrived at this mark. The tutor should particularly emphasise comments which refer to any one or more of the criteria used in Stage 2 below, although trainees should not yet be told these criteria.

Stage 2: A second member of the group is asked to clap. Again, others are asked to award a mark out of 10. This time they are given headings to consider: 'Volume', 'Appropriateness', 'Rhythm', and 'Enthusiasm'. Again comments should be sought to clarify/justify the marks given. It may be the case that those trainees with particular

areas of interest or expertise bring different insights (e.g. the musically aware might put particular emphasis on rhythm) which could provide useful material for discussion.

Stage 3: A third member of the group is asked to clap. This time s/he is given a very clear context for the clapping e.g. “You have attended a performance by your favourite musician. Show your reaction”; or “Your favourite football team has won their national cup final. Show your reaction”; or “Your best friend has been placed last in a talent show. Show your reaction to calls for applause for the winner”; or whatever is deemed suitable by the tutor. The group is given the same headings to consider as for Stage 2, this time with clear descriptions of what is meant by them written in clear view and explained.

Volume: The extent to which the volume of clapping meet the requirements of the task. (Therefore, not necessarily ‘how loud’.)

Appropriateness: The extent to which the style is appropriate to the task e.g. assessment within context of concert, football stadium, talent show.

Rhythm: The extent to which the rhythm meets the requirements of the task e.g. rapturous applause, sporting or national rhythms.

Enthusiasm: The extent to which levels of enthusiasm demonstrated meet the requirements of the task e.g. ‘half-hearted’ to reflect polite disappointment.

The person clapping is then asked to explain how they responded to the task, making reference to the given criteria. Then other members of the group are asked to give and explain their marks.

Assessment:

Using the activities outlined within this session, assessment of the trainees’ work in this area is likely to be informal, with tutors monitoring the contributions of individuals to the small group and whole-class activities. Tutors could of course engage trainees in self and peer assessment in relation to these activities.

Related QTT Standards:

Professional Values and Practice: 1.1; 1.7

Knowledge and Understanding: 2.4; 2.7

Teaching: 3.1.1; 3.2.1; 3.2.2; 3.2.3; 3.2.6; 3.3.1

Resources:

Whiteboard/flipchart/OHP with appropriate marking pens

SESSION FOUR

MARKING CITIZENSHIP AT GCSE

Introduction:

Unlike most GCSE courses, Citizenship short courses do not have tiered entry; one examination is used to differentiate across all available grades. It is therefore very important that each candidate is awarded every mark to which they are entitled and not awarded any to which they are not; the allowable margin for error is very narrow. Social Science, as a full GCSE, does have tiered entry; schools decide, according to whatever criteria they deem appropriate, at which level a candidate should be entered. From the examiner's viewpoint, this means that two papers have to be written and two sets of mark schemes prepared and applied. The skills of applying them remain constant, with perhaps the hardest thing for all examiners is to remember that the full range of marks can – and should – be applied.

Many examiners argue that the only way to understand the processes involved in marking examination papers is to engage in the activity. Preceding sessions should have raised trainees' awareness of the value of mark schemes and their consistent application; this session requires that such principles are put into practice. It is important that, in particular, trainees realise that marks depend on accurately applying the chief examiner's interpretation rather than on their own.

While most examiners are expert in their field, that field is not always as broad as their subject specifications. Examinations are required to address any – sometimes all – elements of the published specification and it is therefore important that examiners address those aspects of the specification with which they are perhaps less familiar. This session should also, therefore, help trainees to address some subject knowledge issues. Examination papers tend to stimulate some controversy regarding which issues have been addressed, what sources have been used, what does the chief examiner regard as 'correct'. Once the activities here have been completed, there might be some value in trainees offering their criticisms of the paper and the markscheme. While these have not been through the rigorous checking

Learning Objectives:

1. To identify any issues regarding the quality and depth of subject knowledge;
2. To apply mark schemes appropriately;
3. To understand processes of standardisation.

Learning Outcomes:

By the end of the session trainees should have: -

- Gained insight into processes of public examination marking;
- Understood principles of differentiation by input and by outcome.

Assessment:

Assessment by trainees is the key feature of this session, with trainees critically engaging in processes of standardisation as well as moderation. The assessment of their own performances will be through self-evaluation

Related QTT Standards:

Professional Values and Practice: 1.1; 1.7

Knowledge and Understanding: 2.1; 2.2

Teaching: 3.2.1; 3.2.3; 3.2.4; 3.2.6; 3.3.1; 3.3.2; 3.3.4

Activity:

This activity can be conducted using any appropriate examination paper. There is some value to using one of the GCSE short-course papers as, uniquely, they are not tiered and they relate most closely to the KS4 curriculum. The activity given here uses papers styled on the structure of the GCSE Social Science AQA specification particularly because it enables issues of tiered entry and examination to be addressed while still considering a largely citizenship-centred specification. The activity also raises subject knowledge issues.

Whichever papers and specifications tutors decide to use, they are reminded to consider matters of copyright in preparing and storing session materials.

Stage 1

(i) Mark Hybrid paper – example X

Feedback marks, discuss answers, enter on board grid

Tutor raise issue of mark scheme i.e. VARE of session 3, if not raised by trainees

(ii) Remark with mark scheme, entering marks on board grid

Tutor plays the part of Chief Examiner, standardising marks and explaining rationale

(iii) Remark in the light of standardisation, entering marks on board grid

Discussion on effects of each stage on marking. Should find differences narrowing as more information and instruction given.

(iv) Go through processes of (ii) and (iii) above with example Y (and more examples if the tutor wishes to prepare them)

Tutor led standardisation again, then remarking Marks on grid etc.

Stage 2

With reference to the grids of marks, discussion should centre around the narrowing of mark range as more information became available. This might be enhanced by reference to Session 3. Trainees should become aware of the principles of standardisation and moderation, personal consistency, and the factors which enable grading of examination candidates. It may be that, in the marking of examination scripts, trainees become aware of issues of their own subject knowledge; these should be addressed as tutors deem appropriate.

Resources:

Copies of the hybrid paper, responses X and Y, the mark scheme

Whiteboard/flip chart, marker pens

Hybrid GCSE Citizenship Studies Paper

For questions 1-3, put a ring round the number of the definition (i, ii, iii, or iv) that matches the term.

1. What is meant by the term Local Agenda 21?

- (i) The top 21 local issues.
- (ii) Restricting voting in local elections to people 21 and over.
- (iii) Raising local awareness of environmental issues.
- (iv) A bye-law. [1]

2. What is meant by the term Redistribution of Income and Wealth?

- (i) Introducing the minimum wage.
- (ii) Using taxes and benefits to narrow the financial gap between rich and poor.
- (iii) Reorganising the tax system.
- (iv) Divorced people must give money for the maintenance of their children. [1]

3. What is meant by the term Ethnic Group?

- (i) People from another country.
- (ii) People who agree about what is 'right' and 'wrong'.
- (iii) People who share beliefs, culture and traditions.
- (iv) Any minority group. [1]

For questions 4-and 5, tick the box beside the correct answer

4. You have bought a new car from a local garage. The radio will not work. Who should you complain to?

- | | | |
|------------------------------|--------------------------|-----|
| The radio manufacturer | <input type="checkbox"/> | |
| The radio station | <input type="checkbox"/> | |
| The garage | <input type="checkbox"/> | |
| The Trading Standards Office | <input type="checkbox"/> | [1] |

5. The pavement in your street is cracked and needs to be repaired.

Who should you write to?

- | | | |
|----------------------|--------------------------|-----|
| Your local newspaper | <input type="checkbox"/> | |
| Your local council | <input type="checkbox"/> | |
| Your local MP | <input type="checkbox"/> | |
| Your local builder. | <input type="checkbox"/> | [1] |

6. "Convicted criminals should be named and shamed."

State **one** reason **for** and **one** reason **against** this point of view. Explain your reasons fully. [4]

7. State three things that could be done to encourage more people to vote. [3]

8. Use examples from your studies and from any personal, school, college or workplace action.

State **three** things you could do to make someone from another culture feel welcome in your community. [3]

9. Study the source material below and answer the questions which follow.

Source A

The European Coal and Steel Community was established in 1953 when the Treaty of Paris was signed by Belgium, France, Germany, Italy, Luxembourg and the Netherlands. These six countries wanted to remove the possibility of another war in Europe and to strengthen economic links.

Fifty years later there were fifteen member countries. There was also a Parliament and a Council of Ministers. By this time, the organisation had become known as The European Union.

- a) How many countries signed the Treaty of Paris in 1953? (1)
- b) Explain why more countries joined in the next fifty years? (3)
- c) Explain the system used in Britain for elections to the European Parliament. (6) [10]

10. Study the sources below and answer the question which follows.

Source B

COMMUNITY ACTION

Our school has a group of volunteers who try to make a difference. Each year we contact different local organisations and ask how we can help. In recent years we have provided entertainment for children at a local playgroup, decorated a residential home, helped to clean the local canal, and organised a 'walking bus'. I like to think that our efforts have made a difference to other people. I know they have made a difference to me.

By Kiran Thind, Derby

Source C

The purpose of school is to ensure our children get a good education so that they can pass their exams and get a job. They are at school to learn. Teachers are there to teach. Headteachers and governors are there to make decisions. Helping the elderly or disadvantaged, no matter how kind, does not benefit the children. If they want to do this sort of thing, they will have plenty of time when older and more mature.

Letter of complaint from a parent

Identify and assess arguments for and against active citizenship in schools.

You should:

Give your views on each of the sources.

Describe any examples of active citizenship that you or others have been involved in

Explain the possible advantages of pupils being active citizens.

Explain the possible disadvantages of pupils being active citizens.

Offer any other information you think is relevant.

Try to present a balanced discussion but still express your own point of view.

[15]

GCSE responses – Example X

1 iii

2 iii

3 iii

4 The Trading Standards Office

5 Local Newspaper

6 Convicted criminals should be named and shamed because it would act as a deterrent to other people who might be thinking of breaking the law. A reason against naming and shaming would be if the person was found not guilty after appearing in the papers, people would still think they had done it because of being named and shamed.

7 One – make it more interesting

Two – make it compulsory

Three – lower the age

8 One – invite them to your Christmas party

Two – learn to speak their language to make them feel more at home

Three – Ask them lots of questions about their traditions so that they know you want to understand how they are different from normal people.

9a 6

9b Because they saw that it was a good way to trade and they were against having any more wars. The EU used to be called the Common Market and the members traded with each other so that they paid lower tariffs and therefore prices were lower. Other countries wanted to be able to do the same and they wanted peace.

9c British elections are on a system called ‘First Past The Post’ (FPTP). This means that each party can put up a candidate in an area called a constituency and whoever gets the most votes in a constituency, even if it isn’t more than half the votes, wins. Whoever wins the most constituencies has the most seats. You can win these elections without getting the most votes if your support is concentrated in certain areas. Some people say that FPTP is not a fair system, but it does produce a clear winner and can lead to stronger government.

10 We have had a school council which we can vote for and stand for and tells Mrs McGilvery what we would like done. Sometimes she ignores it so it’s a waste of time but other times she listens and that gives us a chance to show what we think. We haven’t ever done source B but source C is rubbish because we need to learn about life, not just passing exams in school. If you learn to take part and state your views then you get to understand about decision making and the head (Mrs G) can’t keep everyone happy but at least she listens some of the time. Source C says nobody should even listen, which is rubbish – how can we learn if we don’t practice? But if people spend all their time helping children and old ladies they’ll never sit their exams and you need exams to get a job, so it’s a bit of both really.

GCSE responses – Example Y

1 iii

2 ii

3 ii

4 The garage.

5 Local council

6 One argument against naming and shaming is that the law decides on a person's punishment and, once they have served their sentence, criminals have paid their debt and should be free to try to build their lives. On the other hand, some people argue that there is a public right to know e.g. parents if there is a paedophile around.

7 One – put polling stations in more accessible places e.g. supermarkets

Two – let people vote on the internet

Three – let people vote by text on their mobiles

8 One – Find out their first language and, if it is not the same as mine, try to have information translated into their language.

Two – Be friendly, invite them to things.

Three – Try to find out about their traditions and avoid embarrassing them by inviting them to the wrong things.

9a England, France, Germany, Italy, Luxembourg and the Netherlands

9b The EU was seen as a strong economy and poorer nations such as Bulgaria wanted to take advantage of subsidies such as CAP to get stronger. The collapse of the old Russian empire meant that some countries had nobody else to trade with so they wanted to trade with Europe and to take part in decisions by joining the Parliament.

9c Unlike other elections in Britain, EU elections use a list system. Each party lists its candidates in order and people vote for a party in their area and seats are given by the share of the vote e.g. if they get 10000 votes and that is 15% of the votes they might get one seat but a party with 20000 would have 30% and have two seats. If they get one seat the top name is elected, two seats means the top two names etc.

10 Although we haven't done the sort of things in source B, I can see how they could help. It is good for people to help each other and to learn about each other by meeting, not just from books. Kiran Thind says that he(?) she(?) learned a lot from helping others, and school should be about learning. At the same time I can understand the source C person because exams are important but I don't agree that they are all that matters.

If people learn to behave properly in school, they might behave better outside so no lager louts and racists. But if they don't pass exams nobody has a job so they might not behave because they're unemployed. So both sources have a point. And if people in school do all the volunteering jobs there won't be jobs for people in old folks homes like my Saturday job so helping some people might not be helping others. At my school we collect food at Harvest Festival and take it to a day centre but people who can't get there don't get any, so even that can be unfair.

GCSE Hybrid Paper – Markscheme

AO1 – Knowledge & Understanding AO2 – Interpretation, application, evaluation

Qu	AO	Marks	Max	Commentary & example responses
1	1	1	1	iii
2	1	1	1	ii
3	1	1	1	iii
4	1	1	1	The garage
5	1	1	1	The Local Council
6	1 & 2	1 2 3 4	4	<p>Only one reason given, with no explanation</p> <p>Either one or more reasons given for or against, with at least one appropriate explanation OR at least one reason given for and at least one reason against but with no explanation</p> <p>At least one reason given for and at least one reason given against but with only one explained</p> <p>At least one reason given for with an appropriate explanation and at least one reason given against with an appropriate explanation</p> <p><i>'For' might include: public right to know, public safety, press freedom. 'Against' might include: already punished, mistaken identity, vigilantism</i></p>
7	1	1 2 3	3	<p>One appropriate strategy Two appropriate strategies Three or more appropriate strategies</p> <p><i>Acceptable responses might include: make politics more interesting, make voting compulsory, accessible ballot boxes (eg in supermarkets), TV/internet voting, introduce PR.</i></p>
8	1	1 2 3	3	<p>One appropriate strategy Two appropriate strategies Three or more appropriate strategies</p> <p><i>Strategies might include: invitations to participate in (secular) social activities; showing awareness of/interest in their language, customs etc; offering advice/support in specific circumstances.</i></p>
9a	2	1	1	6.
9b	1 & 2	1 2 3	3	<p>One or more reasons given but no explanations offered More than one reason given with limited explanation More than one reason given with some detailed explanation</p> <p><i>Reasons might include: for trade benefits, to join growing number of other countries, collapse of soviet trading bloc. Explanations should indicate how reasons given relate to the question</i></p>

Qu	AO	Marks	Max	Commentary & example responses
9c	1	1-2	6	Awareness that parties publish lists and successful candidates are identified by their place on the list OR That constituencies are multiple member OR that it is a form of proportional representation.
		3-4		Identification of at least two of the characteristics identified above.
		5-6		Explanation of at least two of the characteristics identified above, relating them accurately to British elections to the European Parliament
10	1	0	10	No relevant points
		1-3		One sided responses which depend exclusively on either the sources or the candidate's own knowledge
		4-6		Responses which are one-sided but refer to own knowledge and the sources OR which address both sides of the argument but using either the sources or the candidate's own knowledge.
		7-9		Responses which address both sides, perhaps unevenly, make use of the sources and introduce further relevant information.
		10		Responses which address both sides evenly and make use of the sources and other information.
	2	0	5	Nothing relevant
		1-2		Information is offered uncritically
		3-4		Clear attempts are made to assess the arguments offered, albeit in a one-sided way or lacking depth
		5		Depth, clarity and balance in assessment of arguments.

SESSION FIVE

COURSEWORK

Introduction:

This is an opportunity to involve subject mentors – they are more likely to have ‘real’ coursework and to be able to discuss ideas & development.

Working with one or more mentors from partnership schools, trainees are taken through the stages of pupil assignment from identification of ideas to standardisation of marks. This activity requires ‘live’ or recent GCSE assignments to be available, ideally without annotation but with original marks and moderated data available.

Learning Objective:

To understand the processes involved in developing, monitoring and marking centre assessed components.

Learning Outcomes:

By the end of the session, in partnership with others, trainees should have: -

- a) A firm understanding of the development of a pupil assignment;
- b) The ability to apply a coursework mark scheme accurately and consistently.

Activity 1:

Stage 1.

Guided by assignment guidelines from specifications, groups of trainees brainstorm to generate lists of possible coursework tasks. Groups then feed their ideas back for whole group discussion focussed upon:

- a) how the task meets specification requirements;
- b) how the task meets NC Citizenship requirements;
- c) how demanding the task is for GCSE candidates;

Stage 2.

Trainees chose one of the tasks offered by another group and, individually, design a coursework submission in accordance with the appropriate specification.

The mentor works with a ‘volunteer’ trainee and their submission to identify opportunities and barriers to success as they might with a GCSE candidate.

In pairs, trainees do likewise.

Activity 2:

Mentor explains how the assessment criteria are applied to coursework marking, using an annotated piece of work of which trainees have a copy. Trainees then mark copies of another, ‘clean’, piece of coursework. Marks are collected and disparities discussed, standardising in much the same way as in Session 4.

Related QTT Standards:

Professional Values and Practice: 1.2; 1.7.

Knowledge and Understanding: 2.1d;

Teaching: 3.1.1; 3.2.1; 3.2.2; 3.2.3; 3.2.4; 3.3.1; 3.3.2d; 3.3.9.

Resources:

GCSE coursework and mark schemes

SESSION SIX

CITIZENSHIP AND THE 16+ CURRICULUM

While there is an AS in Social Science: Citizenship (provided by AQA), there are no explicit guidelines laid down for what might constitute Citizenship beyond the compulsory National Curriculum. This session therefore looks at that AS level specification, and at what trainees might consider would be an appropriate curriculum for students in post compulsory education.

Learning Objectives:

- a) To become familiar with the AQA Social Science: Citizenship specification
- b) To develop an understanding of the place of Citizenship in the post 16 curriculum and examination system
- c) To understand 16+ Citizenship in the context of the National Curriculum

Learning Outcomes:

By the end of the session, in partnership with others, trainees should have: -

- a) Understood the place of citizenship examinations in the 16+ curriculum;
- b) Become familiar with the Social Science: Citizenship specification
- c)

Activity:

Stage 1

Trainees should read the Social Science: Citizenship specification and

- a) identify those elements which show continuity from GCSE/Key Stage 4;
- b) discuss in small groups why some elements have been retained but others have not;

Stage 2

On the basis of these discussions, trainees should draft a possible content and structure for an A2 course in Social Science: Citizenship

Related QTT Standards:

Professional Values and Practice: 1.2; 1.7.

Knowledge and Understanding: 2.1d, 2.3

Teaching: 3.2.3; 3.2.4; 3.3.1; 3.3.2d.

Resources:

Specifications for AS Social Science: Citizenship, and for other AS and A2 examination subjects.

Induction Pack for 16+ Citizenship

FURTHER POSSIBLE ACTIVITIES

There is a range of further activities which could be used to develop trainees' understanding of many of the issues relating to examination at 14+. As it is unlikely that there will be sufficient time on the taught course to allow for these activities, they might be included as subject tasks or follow-up activities after any or all of the sessions in this pack. An alternative strategy might be to recommend them as activities to be completed as part of CPD and/or during NQT year. Such activities could include:

- a) Writing examination questions – particularly in relation to areas of either one of the specifications or the National Curriculum within which a trainee is still developing expertise.
- b) Answering the questions from a 'real' paper – to develop expertise and subject knowledge as well as to gain some understanding of the examination experience from the point of view of GCSE candidates. These examinations are **not** the same as degree finals or PGCE assessment.
- c) Marking each others' scripts – which would enable the development of critical friendships and provide opportunities to both give and receive constructive feedback, as well as more marking experience.
- d) Marking 'live' scripts with Chief Examiner feedback – to identify the extent to which they have achieved not only consistency but accuracy. This requires access to an appropriate chief examiner and/or documentation from examining boards.
- e) Answering coursework questions based on their own active citizenship – in order to familiarise trainees with such questions and to enable trainees to reflect on their own practice as citizens.
- f) Marking other than GCSE – as schools will deliver Citizenship in a variety of ways, there is a possibility that pupils will be assessed on citizenship other than through GCSE courses, whether subject specific or not. Many VCEs, AVCEs, A levels and other courses have citizenship elements and most of the activities above and attached to the various sessions can be adapted to suit any examination assessment scheme. Designing an activity which allows trainees or pupils to become familiar with another examination process could be yet another activity.

And finally . . .

By this stage, trainees should be familiar with the principles and processes of examination. They should also have developed their own philosophy regarding the extent to which examination in Citizenship is useful and/or desirable. One way in which this can be investigated is through debate using the format developed by The Institute of Ideas'.

For this, a motion such as "Public examinations are incompatible with the principles of Citizenship Education' can be proposed. Splitting the group into two, with one sub-

group proposing the motion and the other opposing, each should clarify their arguments and look for supporting evidence as well as trying to identify and counter the arguments likely to be put forward by 'the other side'. There should be two speakers on each side (or more, depending on group numbers and available time), each given two minutes each to put forward their arguments after which they face questions from a panel of judges who seek to identify weaknesses and omissions on both sides. The discussion is then open to the rest of the group to raise questions and make points. The session ends with adjudication by the panel of judges, who would explain which team won and the reasons behind their decision. The idea behind such a debate is to win on strength of argument rather than on debating flair and style; the panel's comments and decision should reflect this.

ADDITIONAL RESOURCES

Associations and Organisations

Association of Citizenship Teaching	www.teachingcitizenship.org.uk
Department for Education and Skills	www.dfes.gov.uk
National Curriculum	www.nc.uk.net
Qualifications and Curriculum Authority	www.qca.org.uk
The Qualifications and Curriculum Authority Citizenship Pages	www.qca.org.uk/ca/subjects/citizenship
Assessment and Qualifications Alliance	www.aqa.org.uk
Edexcel	www.edexcel.org.uk
OCR	www.ocr.org.uk

Key Policy Documents

DfEE/ QCA (1999) *Citizenship. The National Curriculum for England*, London, DfEE/QCA.

QCA (1998) *Education for Citizenship and the Teaching of Democracy in Schools: The Report of the Final Advisory Group*. London, QCA.

QCA (2000) *Citizenship at Key Stage 3 and 4 Initial Guidance for Schools*, London: QCA

QCA (2003) *Citizenship at key stages 1-4: Guidance on assessment, recording & reporting* London: QCA

QCA (2004) *GCSE, GCSE in vocational subjects, GCE, VCE, GNVQ and AEA: Code of practice 2004/5* London:QCA

Potentially Useful Texts/Guides/Papers

- Algarra B, Easy J, Harrison D, Hudson A, Lajeunesse S, Pattison P, Symons G and Young H (2002) *Citizenship For You*, London: Nelson Thornes
- Arthur, J., and D. Wright, (2001) *Teaching Citizenship in the Secondary School*, London: David Fulton. (particularly Ch 8)
- Black P., and Wiliam D., 1998 'Assessment and Classroom Learning' *Assessment in Education*, Vol. 5 No. 1., pp. 7-74
- Bleach K (2000) *The Newly Qualified secondary Teacher's Handbook*, London: David Fulton (particularly Ch 7)
- Cairns J and Gardner R (2003) 'Assessment in Citizenship', Ch10 pp177-192 in Gearon (ed) (2003) *Learning to teach Citizenship in the Secondary School*, London: Routledge
- Campbell J and Patrick S (2002) *GCSE Citizenship Studies for AQA*, Oxford: Heinemann

- Culshaw C, Wales J, Clarke P, Reaich N (2002) *Citizenship Today*, London: Collins
- Gearon, L. (ed.) (2002) *Learning and Teaching Citizenship Education*,
London: Routledge.
- Gearon (ed) (2003) *Learning to teach Citizenship in the Secondary School*,
London: Routledge
- Price J (with Convery J, Samuel E, King H) (2003) *Get Global: a Skills Based
Approach to Active Global Citizenship* London: ActionAid
- Jerome L, Hayward J, Easy J, Newman Turner A (2004)
The Citizenship Co-ordinator's Handbook Cheltenham: Nelson Thornes
- Leighton R (2004) "The nature of Citizenship Education provision: an initial study"
The Curriculum Journal Summer 2004 Vol 15; no 2
- Mitchell M, Jones D and Worden D (2002) *Citizenship Studies for AQA GCSE Short
Course*, London: Hodder & Stoughton
- Noble, C., and Hofman, G. (2002) *The PSHCE Co-Ordinator's Handbook for Key
Stages Three and Four*, London: Routledge
- Peterson A (2003) 'The Development of Post-16 Citizenship' *Citized newsletter Vol 9
P17* www.citized.info/citizenshipteachereducation.php
- Ross A (2003) 'Children's Political Learning: Concept based approaches versus
Issues-based approaches' in Roland-Levy C and Ross A (2003) *Political Learning
and Citizenship in Europe* Stoke on Trent: Trentham
- Thorpe T and Marsh D (2002) *Citizenship Studies for OCR GCSE Short Course*,
London: Hodder & Stoughton