

GCSE Subject Level Guidance for Citizenship Studies

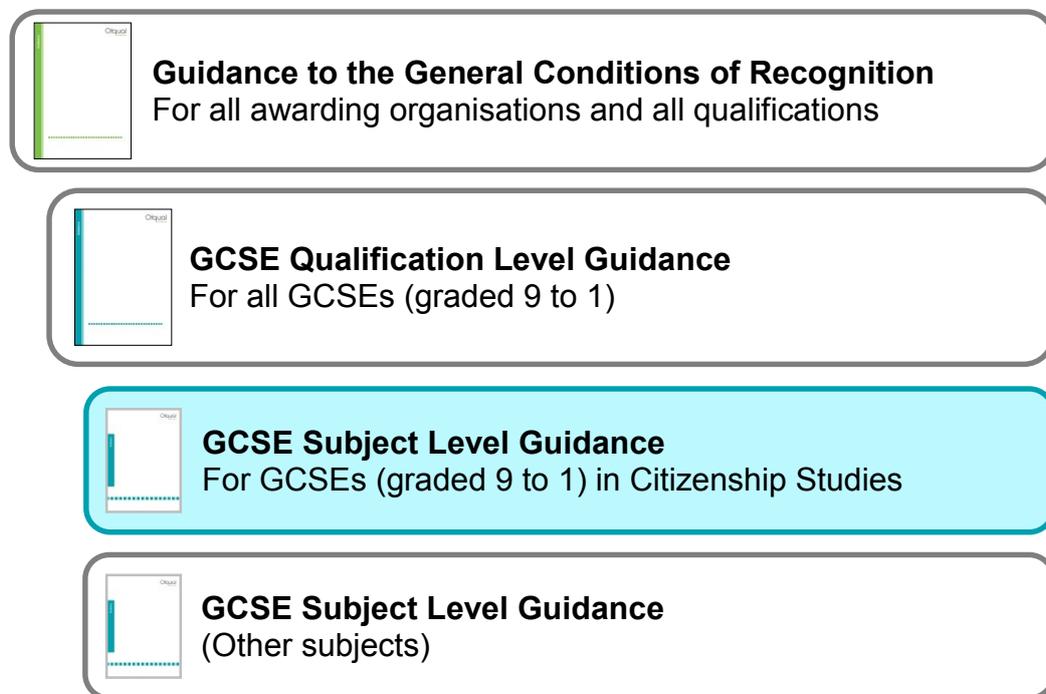
July 2015

Contents

Introduction.....	2
Guidance set out in this document.....	3
Guidance in relation to assessments for GCSE Qualifications in Citizenship Studies	4
Assessment of taking citizenship action.....	4
Guidance on assessment objectives for GCSE Qualifications in Citizenship Studies	5

Introduction

This document (highlighted in the figure below) is part of a suite of documents which outlines our guidance for awarding organisations offering GCSE Qualifications in Citizenship Studies.



This document sets out guidance which applies to all GCSE Qualifications (graded from 9 to 1) in Citizenship Studies. It supports the *GCSE Subject Level Conditions and Requirements for Citizenship Studies*.¹

This document constitutes guidance for the purposes of section 153 of the Apprenticeships, Skills, Children and Learning Act 2009 (the '2009 Act'), Condition GCSE(Citizenship Studies)1 and Condition GCSE(Citizenship Studies)2.

An awarding organisation has a legal obligation under the 2009 Act to have regard to this guidance, where relevant, in relation to each GCSE Qualification in Citizenship Studies that it makes available or proposes to make available. Condition GCSE(Citizenship Studies)1 and Condition GCSE(Citizenship Studies)2 impose the same obligation in respect of the guidance below which is issued under those Conditions.

¹ www.gov.uk/government/publications/gcse-9-to-1-subject-level-conditions-and-requirements-for-citizenship-studies

An awarding organisation should use the guidance in this document to help it understand how to comply with the *GCSE Subject Level Conditions and Requirements for Citizenship Studies*.

Guidance set out in this document

This document provides guidance in relation to assessments, and on assessment objectives, for GCSE Qualifications (graded 9 to 1) in Citizenship Studies.

Guidance in relation to assessments for GCSE Qualifications in Citizenship Studies

Condition GCSE(Citizenship Studies)2.1 allows us to specify requirements and guidance in relation to assessments for GCSE Qualifications in Citizenship Studies.

We set out our guidance for the purposes of Condition GCSE(Citizenship Studies)2.1 below.

Assessment of taking citizenship action

The subject content for GCSE Qualifications (graded 9 to 1) in Citizenship Studies is set out in the Department for Education's *Citizenship Studies: GCSE subject content* (the 'Content Document').

Paragraph 10 of the Content Document states that:

Examination papers must include questions that draw on the knowledge and understanding students have gained from taking citizenship action. These questions will have to account for 15 per cent of the marks for the full course GCSE and should focus on the following knowledge, understanding and skills:

- understand the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions
- formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates
- present their own and other viewpoints and represent the views of others, in relation to citizenship issues, causes, situations and concepts
- plan practical citizenship actions aimed at delivering a benefit or change for a particular community or wider society
- critically evaluate the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected

As with all other content, we expect each awarding organisation to ensure that its assessments sample this content in sufficient depth over time, in a way which minimises predictability and secures valid assessment of Learners' knowledge, skills and understanding.

Guidance on assessment objectives for GCSE Qualifications in Citizenship Studies

Condition GCSE(Citizenship Studies)1.2 allows us to specify requirements and guidance relating to assessment objectives for GCSE Qualifications in Citizenship Studies.

We published our requirements in relation to assessment objectives in *GCSE Subject Level Conditions and Requirements for Citizenship Studies*, and reproduce them in the table below.

	Objective	Weighting
AO1	Demonstrate knowledge and understanding of citizenship concepts, terms and issues.	30%
AO2	Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.	30%
AO3	Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.	40%

We set out below our guidance for the purposes of Condition GCSE(Citizenship Studies)1.2. This guidance explains how we expect awarding organisations to interpret these assessment objectives in terms of:

- the discrete ‘elements’ within each assessment objective and its strands that questions and tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one of these elements, and may target or seek to credit multiple elements across one or more assessment objectives;
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time; and
- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used; defined terms are shown in bold text, followed by their definitions.

In line with the obligations set out in Condition GCSE(Citizenship Studies)1.2, we expect awarding organisations to be able to demonstrate how they have had regard

to this guidance. For example, an awarding organisation could map how it has regard to the guidance as it:

- develops its sample assessment materials;
- delivers the qualification;
- develops and applies its approach to sampling the elements into which the assessment objectives are divided; and
- monitors the qualification to make sure it addresses all elements appropriately.

AO1: Demonstrate knowledge and understanding of citizenship concepts, terms and issues.			30%
Strands	Elements	Coverage	Interpretations and definitions
n/a	1a – Demonstrate knowledge of citizenship concepts, terms and issues.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments² (but not in every assessment). ■ No more than 20% of the total marks for the qualification should reward demonstrating knowledge in isolation.³ ■ A reasonable balance between concepts, terms and issues in each set of assessments (but not every assessment). 	<ul style="list-style-type: none"> ■ Concepts, terms and issues are aspects of subject content, and are often interlinked: <ul style="list-style-type: none"> □ Concepts are underlying ideas – for example, rights, responsibilities, freedoms, equality, democracy and voting. □ Terms are key subject definitions – for example, common law, tribunal and juries. □ Issues are key questions relating to the concepts and terms. ■ Awarding organisations should explain their approach to targeting concepts, terms and issues in their assessment strategies.
	1b – Demonstrate understanding of citizenship concepts, terms and issues.		

² For the purposes of this guidance, a ‘set of assessments’ means the assessments to be taken by a particular Learner for a GCSE Qualification in Citizenship Studies. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

³ Marks which ‘reward demonstrating knowledge in isolation’ means any mark awarded solely for recalling facts or other knowledge that is part of the specification. It does not include marks awarded for selecting appropriate knowledge (for example, to evidence an argument), or for applying knowledge to a particular context.

AO2: Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.			30%
Strands	Elements	Coverage	Interpretations and definitions
n/a	<p>1a – Apply knowledge and understanding of citizenship concepts, terms and issues to citizenship contexts.</p> <p>1b – Apply knowledge and understanding of citizenship concepts, terms and issues to citizenship actions.</p>	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). ■ A reasonable balance between elements 1a and 1b in each set of assessments (but not every assessment). ■ Each set of assessments (but not every assessment) should cover local, national and global aspects of citizenship contexts. 	<ul style="list-style-type: none"> ■ Concepts, terms and issues are aspects of subject content, and are often interlinked. Awarding organisations should explain their approach to targeting them in their assessment strategies. ■ Contexts for citizenship include local, national and global aspects. Awarding organisations should explain their approach to coverage of these aspects of contexts in their assessment strategies. <ul style="list-style-type: none"> □ Assessments should expect Learners to respond to contexts which are not predictable; this may involve developing ideas or making links. □ For the full course, the contexts should enable the Learner to draw on their own experience of taking citizenship action. ■ Actions are practical activities that address a citizenship issue or question of concern, and which are aimed at delivering a benefit or change for a particular community or society as a whole. They include both Learners' own actions, and those of others. There are different ways in which application of knowledge and understanding to such actions can be assessed. These may include the Learner: <ul style="list-style-type: none"> □ commenting on other people's actions; □ suggesting how the Learner or others might act;

AO2: Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.			30%
Strands	Elements	Coverage	Interpretations and definitions
			<ul style="list-style-type: none"> □ in the full course, commenting on the Learner's own experience of taking citizenship action. ■ The emphasis in this assessment objective is on Learners applying their knowledge and understanding in or to a given context or action: <ul style="list-style-type: none"> □ In the short course, both elements should normally be assessed through case studies. □ In the full course, both elements could be assessed through case studies and/or by enabling the Learner to draw on their experience of taking citizenship action. ■ Knowledge and understanding are interconnected here and should not usually be assessed separately.

AO3: Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.			40%
Strands	Elements	Coverage	Interpretations and definitions
n/a	1a – Analyse a range of evidence relating to citizenship issues, debates and actions (including different viewpoints).	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). 	<ul style="list-style-type: none"> ■ In the context of this assessment objective, debates means the different perspectives or views which may be held on citizenship issues. ■ The emphasis in this assessment objective is on the Learner considering a range of perspectives and evidence to construct reasoned and coherent arguments which represent their own and others' viewpoints, and arriving at an interpretation based upon the evidence presented. <ul style="list-style-type: none"> □ The emphasis in element 1a is on the Learner analysing a range of appropriate evidence that is relevant to the issue, debate or action. This may include evidence that the Learner selects, for example, from a range of sources provided in the examination. □ The emphasis in element 1b is on the Learner constructing an evidence-based response which considers a range of perspectives. □ The emphasis in element 1c is on the Learner making a judgement that is substantiated.
	1b – Evaluate a range of evidence relating to citizenship issues, debates and actions (including different viewpoints) to develop reasoned, coherent arguments.	<ul style="list-style-type: none"> ■ A reasonable balance between issues, debates and actions in each set of assessments (but not every assessment). 	
	1c – Evaluate a range of evidence relating to citizenship issues, debates and actions (including different viewpoints) to make substantiated judgements.	<ul style="list-style-type: none"> ■ A reasonable balance between elements 1a, 1b and 1c in each set of assessments (but not every assessment). 	

We wish to make our publications widely accessible. Please contact us at publications@ofqual.gov.uk if you have any specific accessibility requirements.



© Crown copyright 2015

This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. To view this licence, visit <http://nationalarchives.gov.uk/doc/open-government-licence/version/3> or write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: publications@ofqual.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is available at www.gov.uk/ofqual.

Any enquiries regarding this publication should be sent to us at:

Office of Qualifications and Examinations Regulation

Spring Place
Coventry Business Park
Herald Avenue
Coventry CV5 6UB

2nd Floor
Glendinning House
6 Murray Street
Belfast BT1 6DN

Telephone 0300 303 3344
Textphone 0300 303 3345
Helpline 0300 303 3346