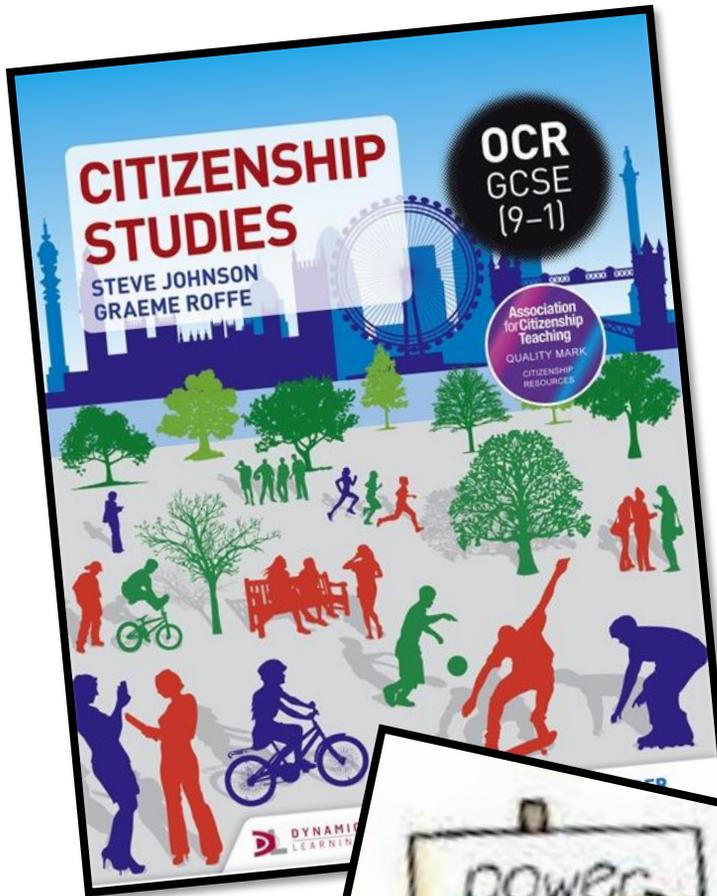


GCSE Citizenship Studies. Exam Tips



Name & class:

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The Exam Structure

Learners take all components: 01, 02 and 03 to be awarded the OCR GCSE (9–1) in Citizenship Studies.

Content Overview

Citizenship in perspective

- Sections 1–3 of the specification will be sampled.

Citizenship in action**

- Rights, the law and the legal system in England and Wales (Section 1)
- Democracy and government (Section 2)
- Citizenship Action (Section 4)

Our rights, our society, our world

- Rights, the law and the legal system in England and Wales (Section 1)
- The UK and the wider world (Section 3)

Assessment Overview

Citizenship in perspective

(01)

50 Marks

50 minutes

Written paper

25%
of total
GCSE

Citizenship in action

(02)*

100 Marks

1 hour 45 minutes

Written paper

50%
of total
GCSE

Our rights, our society, our world

(03)

50 Marks

1 hour

Written paper

25%
of total
GCSE



The topics for the exam.

Paper 1: Citizenship in perspective (J270/01)

Section 1: Rights, the law and the legal system in England and Wales

- Rights and responsibilities
- The law
- The legal system (England and Wales)

Section 2: Democracy and government

- Democracy, elections and voting in the UK
- National, local, regional and devolved government
- British constitution
- The economy, finance and money
- The role of the media and free press
- Citizenship participation in the UK
- Politics beyond the UK

Section 3: The UK and the wider world

- Identities and diversity in UK society
- The UK and its relations with the wider world

Paper 2: Citizenship in action (J270/02)

Section 1: Rights, the law and the legal system in England and Wales

- Rights and responsibilities
- The law
- The legal system (England and Wales)

Section 2: Democracy and government

- Democracy, elections and voting in the UK
- National, local, regional and devolved government
- British constitution
- The economy, finance and money
- The role of the media and free press
- Citizenship participation in the UK
- Politics beyond the UK

Section 3: The UK and the wider world

- Identities and diversity in UK society
- The UK and its relations with the wider world

Section 4: Citizenship action

Students take part in real-life practical activities that address a particular issue or concern, aimed at providing a benefit for a particular community or society as a whole. They use both primary and secondary sources, and employ skills such as:

- Research and enquiry
- Interpretation of evidence
- Planning
- Collaboration
- Problem solving
- Advocacy
- Campaigning
- Evaluation.

Paper 3: Our rights, our society, our world (J270/03)

Section 1: Rights, the law and the legal system in England and Wales

- Rights and responsibilities
- The law
- The legal system (England and Wales)

Section 3: The UK and the wider world

- Identities and diversity in UK society
- The UK and its relations with the wider world



Common Exam Mistakes.

In order to look at how we improve our exam technique, we need to look at some common exam mistakes. Here we will list those common mistakes and look at ways to remedy them. Hopefully this will be useful as you read through this booklet, so that you can be fully aware of these mistakes when you are writing your answers.

Common Mistake	Possible Solution
<p>Students show they understand the question, but do not always use the correct citizenship terminology to explain their answers.</p>	<p>Revise key words, so that you can apply them to each topic, and use them confidently in your answers. Use them as much as you can in any answer you give.</p>
<p>For longer questions of 12 marks, students often don't fully answer the question.</p>	<p>Do a mini plan of the answer, and underline key points in the question to ensure you fully answer it. Make links to it throughout and follow the structure given in this booklet.</p>
<p>Where there are 2 parts to a question, students only answer 1 part.</p>	<p>Highlight key terms in the question. When you have written your answer, read the question again to ensure that you have answered it fully.</p>
<p>Students do not always use sources when asked to do so.</p>	<p>Read the question before you read the source, therefore you can highlight parts of the source that relate to the question.</p>
<p>Students don't always write enough for higher mark questions.</p>	<p>Look at how many marks each question is worth, and ensure that you spend as many minutes as there are marks for it. E.g. spend twice as long on a 12 mark question as you would a 6 mark question</p>
<p>Some students miss questions out completely.</p>	<p>It is advised to attempt all questions. You never know how many marks you could pick up just by trying and giving an answer that's relevant to the question.</p>
<p>When a question asks you to 'assess' or 'evaluate' you need to give two sides to the story.</p>	<p>Higher marks are awarded for doing this. Think of counterarguments, or evidence to question the question. Conclude your answer by weighing up all of the evidence.</p>



Assessment objectives and Exam Wording.

Assessment Objectives

AO1

Recall, select and communicate their knowledge and understanding of citizenship concepts, issues and terminology.

AO2

Apply skills, knowledge and understanding when planning, taking and evaluating citizenship actions in a variety of contexts.

AO3

Analyse and evaluate issues and evidence including different viewpoints to construct reasoned arguments and draw conclusions.

Quality of Written Communication (QWC)

• Ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear. Select and use a form and style of writing appropriate to purpose and to complex subject matter. Organise information clearly and coherently, using specialist vocabulary when appropriate.



Assessment objectives and Exam Wording.

Some key terms used in exam questions

	AO1	AO2	AO3
Command Word:	<ul style="list-style-type: none"> • State • Explain • Name • Give • Identify • Choose 	<ul style="list-style-type: none"> • State • Explain • Describe 	<ul style="list-style-type: none"> • State • Explain • Evaluate • Analyse

Analyse

Explore the main ideas of the subject, show they are important and how they are related.

Identify

Give the meaning. This should be short.

Explain

Describe, giving reasons and causes

Describe

Give a detailed account

State

express something definitely or clearly

Choose

pick out (someone or something)

Evaluate

Give an opinion by exploring the good and bad points. Attempt to support your argument with expert opinion.

In support of...

Explain how or why something is that way. Use words like 'because' in your answer.

Give reasons against

Explain why you disagree with something

Identify

Recognise, prove something as being certain.

Name

specify



Improving your short answers.

A Breakdown of Marks

<u>Type of Question</u>	<u>Tips on How to Answer</u>
Multiple choice questions - come in a range of marks. (no more than 5 usually)	Look for the answers that you already know are incorrect and then focus on working out which is right from the remaining answers.
What is a Human Right? (1) Name one way and LEDC would get aid (1)	ONE MARK- can usually be answered with a simple word or phrase. If you are unsure of how to define a key term, then give an example to make your understanding clearer.
Give two things that a company could do to be more ethical (2) What is meant by Human Rights? (2)	TWO MARKS- Usually wants a couple of different points or the explanation of an idea.
Explain how some human rights can conflict (4)	FOUR MARKS- These need two or more reasons with at least two of them explained fully.



Improving mid length answers (4 marks).

4 mark questions come in different formats. It is important to think about how you would structure these questions before you begin. These questions don't require an evaluation, and assessment of the information, but you do need more than just a summary of what you know. Ensure that you read the question carefully.

General Structures of 4 mark questions

State four different points that could be used against the viewpoint below:
'UK governments do very little to promote a sense of British identity'

You only need to give 4 bullet points of content that you would include.

You do not need to explain why, but you do need to give clear points/examples.

Using evidence from Fig. 5.1, and Tables 5.1 and 5.2, explain why electors may not be satisfied with their representatives.*

selects relevant evidence from both tables (5.1 and 5.2) and refers to the ideas in Fig5.1.

analyses and interprets the evidence

provides an excellent explanation of why electors may not always be satisfied with their representatives.

* You wont always have to use source/data evidence



Improving longer answers (8 and 12 marks).

8 mark questions require more detail. It is important to think about how you would structure these questions before you begin. Usually these questions don't require an evaluation, and assessment of the information, but you do need more than just a summary of what you know. Ensure that you read the question carefully and don't just give two sides of the story as * mark questions can be an evaluate questions or a one sided argument. As this second type of question is often asking for you to show just one side. Whether you agree with that side or not.

General Structures of both 8 mark questions

Evaluate the following viewpoint:
'MPs have little power over government.'

You should consider:

- the role of MPs
- the British constitution
- other checks on government power.

Paragraph 1- Introduction - introduce your topic and argument

Paragraph 2- Explain the role of MPS and the amount of power they have in a democratic government.

Paragraph 3- Explain how the British Constitution works and the impact on MPs power.

Paragraph 4- Explain other ways that the governments power can be checked upon e.g. the House of Lords/ the people/the media

Paragraph 5- Conclusion- link back to the question, and clearly state your overall viewpoint and why you think that

Write a reasoned case supporting the viewpoint below.

'Our sense of identity isn't just about where we live'*

Paragraph 1- explain one reason why you *support* the viewpoint ensure you give appropriate evidence to support your ideas.

Paragraph 2- explain one reason why you *support* the viewpoint ensure you give appropriate evidence to support your ideas.

Paragraph 3- explain one reason why you *support* the viewpoint ensure you give appropriate evidence to support your ideas.

Paragraph 4- A brief summary of your argument/answer

*sometimes you will be asked to use evidence from a source/table, make sure that you read the question carefully



Improving longer answers (8 and 12 mark).

12 mark questions require far more detail. It is important to think about how you would structure these questions before you begin. Usually these questions require an evaluation, and assessment of the information, and not just a simple summary of what you know. Ensure that you give two sides of the story and evaluate it in your conclusion.

General Structure of a 12 mark question

Explain and assess why Human Rights are important in a democracy.

Your answer should include:

What human rights are

Why human rights are important

Paragraph 1- Introduction- what are democracy and human rights? Give definitions on what they are. Your introduction should always give definitions of key terms.

Paragraph 2- Explain why they are important- give some examples of how we are protected by stating that they are protected by the Human Rights Act, and quote some human rights from the act to support this.

Paragraph 3- A case study where rights have been protected- For example, in the UK, the case study of Baby P, ended in his parents being prosecuted for his torture and unfortunate death.

Paragraph 4- Conflicting human rights/case studies where human rights are questioned- Thompson and Venables, Abu Qatada. Give examples of dictatorship countries where rights are not always exercised.

Paragraph 5- Conclusion- link back to the question, talk about dictatorships and compare to democracy to conclude. Therefore, in conclusion, this suggests that.....

Paragraph 1- Introduction-define key terms

Paragraph 2- Explain the topic in more detail, give examples, explain key terms with an example

Paragraph 3- Supporting Evidence

Paragraph 4- Conflicting Evidence

Paragraph 5- Conclusion, consider all evidence in the conclusion



Top 10 tips for writing and exams.

Top Ten Tips

1. Read all questions carefully
2. Mark all the questions you could answer
3. Choose the correct number of questions in each section.
4. Divide up your time properly to answer each question (This should be 1 min per mark)
5. Underline the keywords in each question
6. Plan your answer
7. Stick to the point of the question
8. Check your answers against your plan.
9. Look out for spelling, grammar or punctuation mistakes.
10. If you have time, re-read the questions and your answers and make any necessary corrections.

Quality of Written Communication (QWC)

- Ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- Select and use a form and style of writing appropriate to purpose and to complex subject matter;
- Organise information clearly and coherently, using specialist vocabulary when appropriate.

