Assessing citizenship
Example assessment activities for key stage 3
Contents

Using these materials 4

Example 1: Year 8, Doing democracy 10

Example 2: Year 9, Getting involved, having a voice 18

Example 3: Year 9, Refugees and asylum seekers 30

Example 4: Year 9, Young people and the law 44

Appendix 1: DVD transcript 64
Using these materials

These materials are designed to help teachers assess the national curriculum for citizenship at key stage 3. The booklet contains four examples of approaches to assessment that have been developed by teachers and trialled with pupils. Each example represents real and developing practice of assessing different types of citizenship teaching and learning activities.

The aims of these materials are to:
- show how assessment may be carried out in citizenship
- demonstrate a range of methods for assessing citizenship
- indicate the standards required of pupils in the categories of working towards, working at and working beyond expectations
- suggest areas where citizenship can be assessed effectively to provide evidence of pupil attainment for end of key stage 3 assessment
- demonstrate how pupils can be involved in the assessment process.

Who are these materials for?

These assessment activities can be used by:
- teachers and trainee teachers of citizenship
- citizenship coordinators and senior staff involved in continuing professional development in citizenship education
- teacher trainers in colleges of education and other training providers
- local authority citizenship advisers.

Acknowledgements

QCA would like to thank all those individuals, staff and pupils who contributed to developing these materials. Particular thanks go to Bishop’s Hatfield School, Churchdown School, Deptford Green School and Durrington High School. Special thanks also go to Terry Fiehn, consultant for this project.

Background information

These materials are published as a pdf on QCA’s website (www.qca.org.uk/citizenship). The teacher resources and worksheets are available as a downloadable Word file. Further information about the arrangements and statutory requirements for assessing, recording and reporting citizenship is provided in Citizenship at key stages 1–4: Guidance on assessment recording and reporting (QCA, 2002) and each year in QCA’s Annual assessment and reporting arrangements.

What do the example assessment activities show?

The example assessment activities represent different approaches to assessing citizenship. They range from source-based assessment exercises, which may be used at any time during citizenship lessons, to a set of activities fully integrated into a unit of work. The assessment activities are set within the context of a unit of work.
<table>
<thead>
<tr>
<th>Example</th>
<th>Description</th>
<th>Type of assessment</th>
</tr>
</thead>
</table>
| Example 1  
Year 8: Doing democracy  
Page 10 | Pupils develop their understanding of democracy and elections.  
Assessment activity  
Pupils discuss whether the voting age should be lowered to 16. The discussion is on the enclosed DVD. | Assessment of a small group discussion.  
The assessment comes at the start of the unit.  
Teacher observation. |
| Example 2  
Year 9: Getting involved, having a voice  
Page 18 | The topical issue of smoking in public places is used as a vehicle for looking at the processes involved in political participation, particularly the workings of pressure groups.  
Assessment activity  
Pupils devise a campaign plan supporting or opposing a ban. | Whole unit assessment with the assessment focus made explicit to pupils at the start of the unit.  
The work in earlier lessons feeds into the assessment activity, which comes at the end of the unit.  
Teacher assessment. |
| Example 3  
Year 9: Refugees and asylum seekers  
Page 30 | This unit focuses on asylum seekers and refugees in the UK, exploring the reasons for immigration, the way some parts of the media portray asylum seekers and the benefits that immigrants can bring to British society.  
Assessment activity  
Pupils are given two sources and produce shorter and longer written answers. | Source-based assessment activity.  
The activity is given to pupils at the end of the unit.  
They can draw on the knowledge they have acquired during the unit.  
Teacher assessment. |
| Example 4  
Year 9: Young people and the law  
Page 44 | A study of how crime affects young people, victims of crime and their communities.  
Assessment activities  
Two activities are described in detail: a sentencing activity (peer assessment) and a task where pupils write a response to the question ‘Is the criminal justice system in this country fair?’ (teacher assessment). | Assessment activities are built into the unit including:  
• peer assessment  
• self-assessment  
• teacher assessment  
• teacher observations.  
Peer and teacher assessment (the activities described in detail) occur towards the end of the unit. |
About the example assessment activities

There are four examples of citizenship assessment activities in this booklet. Each example contains the following sections.

- Introduction, describing the unit of work and the assessment approach.
- What is being assessed? This states the requirements of the key stage 3 programme of study for citizenship addressed by the unit as well as the specific assessment aims and the links to the key stage 3 attainment target.
- Progression, which contains a table describing what pupils may be expected to achieve in the broad categories of ‘working towards’, ‘working at’ and ‘working beyond’ expectations. These are called ‘success criteria’. See below for a full description.
- Incorporating assessment activities into subject teaching. Brief descriptions of all the lessons in the unit to show how the assessment activity has been integrated into subject teaching.
- The assessment activity. A description of the lesson where the assessment activity takes place. Objectives and worksheets are included.
- Examples of pupils’ work and commentaries. An analysis of the responses of several pupils to the assessment activities. Examples on the boundaries between categories are included.

The success criteria

The success criteria are used by teachers when making judgements about attainment. They also give pupils a clear idea of what they are trying to achieve and a clear understanding of the criteria against which their work will be judged. They help pupils to make judgements about how they have performed (self-assessment) or their peers (peer assessment). They also provide a basis for explaining to pupils how they can progress during the unit and in subsequent units. The skills areas can be revisited in different contexts over the key stage, so progression can be recorded and encouraged.

How to use the assessment activities

The assessment activities are designed to help teachers assess pupils’ progress in citizenship. They can be used:

- as self-study materials by practitioners to inform their own assessment practice
- in school-based meetings to encourage citizenship teachers to discuss and develop a workable approach to assessing citizenship
- in training sessions run by citizenship coordinators for other citizenship teachers
- as stimulus materials for continuing professional development or initial teacher training.

Why is assessment important?

Assessment should be a planned part of teaching and learning. Assessment helps to set clear expectations for standards and achievement. It ensures progression in teaching and learning and motivates pupils because they become partners in the assessment process. It allows pupils to be clear about strengths and weaknesses in their learning, and enables teachers to be clear about the achievements of their pupils and how their learning might be improved.
Improving learning through assessment depends on five key principles:
1. providing effective feedback to pupils
2. actively involving pupils in their own learning
3. adjusting teaching to take account of the results of assessment
4. recognising the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning
5. pupils being able to assess themselves and understand how to improve.

Planning for assessment in citizenship

All assessment, whether focusing on a particular aspect of learning or synthesising a view of pupils’ overall progress, should:

- be planned from the beginning as part of teaching and learning
- reflect the learning and achievements of all pupils, and take account of their range of learning styles and intelligences
- measure what we value (for example, showing the ability to participate in group discussions) not just those aspects that are easy to measure (for example, knowledge of facts)
- not judge the worth, personality or value of an individual pupil or their family
- support the way citizenship is delivered in the school
- involve pupils in improving their own learning.

Assessment should lead to an improvement in standards and achievement.

The diagram below illustrates a simple three-step process to encourage effective planning for assessment in citizenship.

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1 Assessment Reform Group (1999), Assessment for learning: beyond the black box
Pupils as partners – including all learners

Actively involving pupils is one of the five principles of effective assessment (see above). Pupils should be involved in discussions about how their work is assessed, so that they know and can recognise the standards to aim for. Teachers and pupils need to communicate their expectations, progress and attainment. This will enable pupils to set their own targets and plan how they will achieve their learning goals. Assessing their own work and collecting evidence of their progress and achievement related to these learning goals will enable pupils to:

- recognise, demonstrate and celebrate their achievements
- know and understand what they have achieved and what they need to develop
- feel confident about their progress
- be rewarded for active participation in school and community life.

In summary, assessment should:

- actively involve pupils as partners
- involve discussions with pupils about learning objectives and desired outcomes
- give pupils opportunities to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- give pupils opportunities to collect evidence of their achievements that are linked to the learning objectives and outcomes of the relevant activities, for example in a citizenship portfolio or in a wider record of their achievements in and beyond the school, showing evidence of progress in skills as well as knowledge and understanding
- be ongoing and inform future learning and teaching.

End of key stage 3 statutory teacher assessment

End of key stage 3 teacher assessment should draw together information on a pupil’s progress towards the key stage 3 attainment target, published in the citizenship programme of study. It will be necessary, therefore, to plan and carry out assessments that require pupils to undertake several different types of activities, and where they can demonstrate their knowledge, understanding, skills and attributes in a range of areas of the programme of study for citizenship.

The table below is an example from one school of the evidence selected by citizenship teachers to make an overall teacher assessment of pupil attainment at the end of key stage 3.
Teacher assessment

- Two pieces of written work each, eg year 7: local investigation presentation; year 8: recycling posters
- Years 7 and 8: one small group discussion on a citizenship issue, eg voting age
- Years 7 and 8: teacher observations of performance, recorded following two sessions in each year

Self assessment

- Years 7 and 8: end of year citizenship statement for reports to parents

Peer assessment

- Year 9: pupils assess and record judgements of each other’s citizenship films

Assessment for learning: questioning strategies

- Years 7, 8 and 9: throughout

Further information

Websites

- Assessment and reporting arrangements www.qca.org.uk (in ‘Ages 3–14’ under ‘Tests and tasks’)
- The Association for Achievement and Improvement through Assessment (AAIA) website www.aaia.org.uk  
- National curriculum in action www.qca.org.uk/ncaction

Publications

- Citizenship at key stages 1–4: Guidance on assessment, recording and reporting (QCA 2002, order reference QCA/02/944 or at www.qca.org.uk/citizenship)
- Citizenship. A scheme of work for key stage 3 (QCA 2001, order reference QCA/01/776 or at www.standards.dfes.gov.uk/schemes)
- The National Curriculum Handbook for secondary teachers in England (QCA 2004, order reference QCA/04/1374). This contains the attainment target for citizenship at key stage 3
Year 8: Doing democracy

Introduction

This unit comprises three lessons that introduce pupils to the concepts of democracy and elections. The lessons are based around the election of the Young Mayor for the borough. The outcome of the three lessons is a short film that pupils make to express their views about life in the borough. The film is shown to all the candidates who are standing for Young Mayor.

The pupils are assessed in the first lesson when they discuss, in small groups, the arguments around lowering the voting age. The teacher observes their discussion and assesses their attainment against the success criteria. The discussions could be videoed or recorded for later use or moderation purposes.

It should be noted that the teacher only carries out this type of small group discussion assessment activity once a year and plans in advance to work with a colleague. Most citizenship teachers are likely to have a number of different opportunities for pupils to take part in small group discussions. While it is unlikely that teachers would be able to observe every pupil every time they participate in a group discussion, it should be manageable to observe pupils at different points during the key stage. The assessment can then provide evidence to contribute towards the overall end of key stage 3 teacher assessment.

What is being assessed?

This unit of work addresses the following requirements of the key stage 3 programme of study for citizenship: 1c, 1e, 2a, 2b, 2c, 3a, 3b, 3c.

In the knowledge and understanding strand, the unit focuses on:

- how local government operates, the services they offer and how to contribute to decision making (1c)
- how voting and elections are a key way in which citizens can participate in decision making in a democracy (1e).

The assessment activity aims to assess:

- pupils’ knowledge and understanding of how voting and elections are a key way in which citizens can participate in decision making in a democracy
- pupils’ skills of:
  - using information to think critically about a topical issue
  - justifying their opinion(s) about the issue
  - contributing to group and class discussions and debates
  - considering a range of opinions about the issue and expressing and explaining views that are not their own
  - putting together a reasoned argument.
The assessment activity links with the English key stage 3 programme of study, offering opportunities to assess pupils’ ability to:

- identify the major elements of what is being said both explicitly and implicitly (En1 2b)
- make different types of contributions to groups, adapting their speech to their listeners and the activity (En1 3a)
- take different views into account and modify their views in the light of what others say (En1 3b).

**Link to key stage 3 attainment target**

The pupils’ responses to the assessment activity can be used as evidence of attainment for the end of key stage 3 judgment, in particular:

- knowledge and understanding of topical events they study
- rights, responsibilities and duties of citizens
- demonstrating personal and group responsibility in their attitudes to themselves and others.

**Progression**

This section sets out the ‘success criteria’ for the unit – descriptions of what pupils may be expected to achieve in the broad categories of working towards, working at and working beyond expectations. The criteria apply to the whole unit and give a sense of the likely progression in a pupil’s understanding in the areas of the curriculum covered by this unit.

As well as being used by teachers when making judgements about attainment, these criteria may be shown to pupils to give them a clear understanding of what is being assessed. They can also be used for self or peer assessment during the unit or after it has been completed: the pupil (or peer) can circle or underline the statement that best fits their response.

The table can therefore be used to help teachers and pupils:

- make judgements about performance
- plan next steps
- agree targets for learning.
What does success look like?

This table states the criteria against which pupils will be assessed during the unit. The shaded rows are the focus of the assessment activity; rows 1, 2 and 3 are covered in other parts of the unit.

<table>
<thead>
<tr>
<th>Towards</th>
<th>At</th>
<th>Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 How well do you understand the electoral system and the importance of voting in a democracy?</td>
<td>Basic description of the voting system in the UK</td>
<td>Explain, using accurate vocabulary, why the voting age should or should not be changed</td>
</tr>
<tr>
<td>2 How well do you understand how local government operates and how people contribute to decision making?</td>
<td>Basic description of key features of the local council, the role of the mayor and local elections</td>
<td>Explain, using vocabulary accurately, how the local council operates and the role of the mayor and the voters in decision making</td>
</tr>
<tr>
<td>3 How well can you use information to think critically about a topical issue?</td>
<td>Use limited research to support opinion</td>
<td>Research and use relevant sources of information to support views and show understanding of the sources</td>
</tr>
<tr>
<td>4 How well can you justify your opinion about the issue discussed in the group?</td>
<td>Express opinion and give some personal reasons</td>
<td>Express informed opinion(s) using evidence to support it</td>
</tr>
<tr>
<td>5 How effectively can you participate in a group discussion?</td>
<td>Listen to others and speak at an appropriate time</td>
<td>Listen to others, speak at an appropriate time and respond to the opinions of others</td>
</tr>
<tr>
<td>6 How well can you build a reasoned argument?</td>
<td>Put together some ideas that are relevant to opinion</td>
<td>Link argument to knowledge about the voting age and reasons for keeping/changing it</td>
</tr>
</tbody>
</table>
Incorporating assessment activities into subject teaching

There are three lessons in this unit, each designed for a 60-minute session. The assessment activity in lesson 1 is designed to assess how well pupils can formulate arguments and express and defend points of view. They discuss whether the voting age should be lowered from 18. This is a small group discussion activity rather than a written piece of work. Pupils participating in the assessment activity can be viewed on the accompanying DVD. A transcript is printed in appendix 1.

Teachers could use this type of activity to observe and assess pupils working in small groups in the classroom. Alternatively, the task could be adapted and used as a peer assessment activity.

The assessment activity provides one piece of evidence for use at the end of key stage 3 when teachers make an overall judgment based on several different types of evidence of progress and attainment.

How the unit works

Lesson 1: Democracy, votes and us
Pupils are introduced to the concepts of democracy and the importance of voting. They explore the legal ages at which young people are allowed to do certain things with the main focus on the age of voting. Pupils work in small groups to plan and prepare arguments for a class debate while the teacher observes and assesses pupils’ discussion skills using the assessment record. The lesson ends with a class debate.

Lesson 2: Lobbying the Young Mayor for our borough
Pupils explore how they can contribute to and influence local decision making through the Young Mayor. They prepare ideas as a manifesto ready to make a short film in the next lesson about issues that concern them about life in the borough.

Lesson 3: Democracies in action
Pupils refine their manifestos and then make their films using digital cameras. The purpose of the film is to influence and persuade the candidates to represent pupils’ views if they are elected as mayor.

Key words and terms for the unit
Democracy, autocracy, dictatorship, voting, elections, fairness, legal ages, debate, local government, council, young mayor, manifesto, participation, change action.
The assessment activity: Democracy, votes and us

Key question: What is democracy and why is voting important?

Lesson objectives

Pupils should learn:

- about democracy and why voting is important for a democracy to be effective
- about legal ages and how these affect young people
- skills to express and justify an opinion within small group and whole class debates.

Learning activities

Use a starter activity to introduce the concepts of democracy, autocracy and dictatorship.

Appoint one pupil as the leader of the class and give him or her sweets to eat or share out.

Ask the class: Is it fair that pupil X got to make all the decisions? What is a better way to make decisions? Can you think of any ways that you can make decisions in school, at home, in the local area, nationally? Discuss this in the context of local and national elections.

Explain that there are laws in the UK that set the ages at which young people are allowed to make various important decisions. Give cards to small groups of pupils describing things they can do at age 16 or age 18. Ask pupils to sort the cards into two piles – one for what they can do at 16, the other at 18. After a few minutes bring the class together to discuss the correct answers and ask them: Do you think any of these age limits need to be changed? Why? Should the same age limit apply to all these decisions or should there be different ages for different decisions? At what age do you think young people should be able to vote? Why?

Assessment activity: Debate on voting at 16

Remind pupils that voting is one of the key ways that citizens can take part in democracy.

Explain that later they will debate the age of voting and while preparing for the debate they will be assessed against set criteria. Show the criteria for success to the pupils and explain them.

Write the motion for the debate on the board: The voting age in Britain should be lowered from 18 to 16. Ask pupils to make an initial decision about the right age to vote and write a reason for their view.

Divide pupils into two groups – one for the motion and one against – and divide each of these into subgroups of three or four pupils. Give each subgroup a set of ‘arguments cards’, such as ‘Young people are supposed to be responsible enough to get married at 16, so they should be able to vote at 16’, ‘People do not have enough experience of life or knowledge about politics to vote at 16’.
Ask pupils to agree in their subgroups which are the three most important arguments to support their view and why. Each pupil should write down the main points they want to make in the debate. During these subgroup discussions, observe and record pupils’ achievement using an assessment record.

Begin the class debate and allow pupils from each subgroup to make their points. Allow time for comments/questions and challenges in response. Finally, ask pupils to write their view about the motion debated and establish how many have changed their minds.
Examples of pupils’ work and commentaries
This section contains an analysis of the responses of several pupils to the assessment activity. The responses are in the categories of working towards, working at and working beyond expectations, including examples that are on the boundaries between categories.

Pupils’ work
The DVD accompanying this booklet shows four pupils participating in a discussion about whether the legal age of voting should be changed. A transcript is printed in appendix 1. The teacher used the success criteria to make a judgement about the standard of each pupil’s performance. The school keeps a record of each pupil’s performance.

The teacher’s assessment record

<table>
<thead>
<tr>
<th>Pupils’ names</th>
<th>Kerry</th>
<th>Robert</th>
<th>Charlie</th>
<th>Andressa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Towards …</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Expresses opinion, gives personal reasons</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• Listens to others, speaks at appropriate time</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• Puts together some ideas relevant to opinion</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Working At …</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Expresses an informed opinion</td>
<td>✓</td>
<td>✓</td>
<td>?</td>
<td></td>
</tr>
<tr>
<td>• Listens to others, speak at appropriate time responds to opinions of others</td>
<td>✓</td>
<td>✓</td>
<td>?</td>
<td></td>
</tr>
<tr>
<td>• Links argument to knowledge of voting age and reasons for keeping/ changing it</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Working Beyond</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Expresses opinion informed by a range of views, justifies opinion</td>
<td>✓</td>
<td>✓</td>
<td>?</td>
<td></td>
</tr>
<tr>
<td>• Listens to others, speaks at appropriate time, responds to opinions of others</td>
<td>?</td>
<td>✓</td>
<td>?</td>
<td></td>
</tr>
<tr>
<td>• Amends/sticks with opinion in light of argument</td>
<td>?</td>
<td>✓</td>
<td>?</td>
<td></td>
</tr>
<tr>
<td>• Builds a reasoned argument, follows on from others’ points</td>
<td>?</td>
<td>?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

? = to some extent but not fully satisfying criterion
Commentary on Robert

Robert makes one or two appropriate comments but does not really get involved in the debate. He offers opinions and gives one reason for his views – that voting should come with increasing responsibility. He is able to listen to others and speak at an appropriate time.

Robert meets the requirements of the ‘working towards’ statements in the success criteria.

Commentary on Andressa

Andressa engages in the debate and offers opinions but she does not always express herself clearly. She gives some reasons for her views but needs to explain these and give further justification.

She is able to listen to others and responds to their points, proposing counter views. However, she does not support these views with clearly articulated reasons.

Andressa meets the requirements of the ‘working towards’ statements in the success criteria. However, she is not far from meeting the criteria for working at expectations.

Commentary on Kerry

Kerry offers a variety of opinions, which she explains and supports with reasons. Generally she supports the view that anybody should be able to vote at any age (including quite young ages) provided they show interest in issues and are ‘smart’ enough to vote. She thinks that people would vote if they were responsible and that young children who are not interested would simply not vote.

She is able to listen to others and respond to their opinions. She puts counter arguments to others, although she does not respond to their points directly. To a limited extent she follows on from others’ comments and builds her argument, developing the notion of responsibility as the key factor and pointing out inconsistencies in the law, for example that young people can marry at 16 but not vote.

Kerry meets the requirements of the ‘working at’ statements in the success criteria. However, she is not far from meeting the criteria for working beyond expectations.

Commentary on Charlie

Charlie demonstrates a variety of debating skills and builds a clear and coherent argument. She shows she understands the wider context of the debate and refers to relevant information. She supports her opinions with informed reasons.

She is able to react to changes in the direction of the argument and modify her views in line with other people’s reasoning, particularly when considering evolving responsibilities and young people showing interest in issues connected with voting.

She develops counter arguments and answers the points of other debaters in a relevant and pertinent way. She thoroughly and coherently justifies her views.

Charlie meets the requirements of the ‘working beyond’ statements in the success criteria.
Year 9: Getting involved, having a voice

Introduction
This example uses the issue of whether smoking should be banned in public places to teach about democracy and the importance of participation in political issues. Through preparing a campaign plan, pupils learn how different groups in society get their voice heard, can influence decisions at a local and national level and learn about the methods some groups use when campaigning. The main focus is on pupils getting involved in the political process and getting their voice heard.

The assessment focus is made explicit to pupils at the start of the unit so they understand how the work they will do culminates in the assessment activity in the last lesson. This activity provides a vehicle for self-assessment as well as teacher assessment.

What is being assessed?
This unit addresses the following requirements of the key stage 3 programme of study for citizenship: 1a, 1d, 1e, 2a, 2b, 3a, 3b.

In the knowledge and understanding strand, the unit focuses on:
- how laws can be changed (1a, 1d)
- how interest groups communicate and effect change (1e).

The assessment activity aims to assess:
- pupils’ knowledge and understanding of how interest groups communicate and effect change
- pupils’ skills of: using information to think critically about a topical issue; justifying their opinion(s) about the issue; considering a range of opinions about the issue; putting together an effective campaign plan to get their opinion heard.

Link to the key stage 3 attainment target
The pupils’ responses to the assessment activity can be used as evidence of attainment for the end of key stage 3 judgement, in particular:
- knowledge and understanding of topical events they study
- rights, responsibilities and duties of citizens
- how the public gets information and how opinion is formed and expressed.

Progression
This section sets out the ‘success criteria’ for the unit – descriptions of what pupils may be expected to achieve in the broad categories of working towards, working at and working beyond expectations. The criteria apply to the whole unit and give a sense of the likely progression in a pupil’s understanding in the areas of the curriculum covered by this unit.

As well as being used by teachers when making judgements about attainment, these criteria may be shown to pupils to give them a clear understanding of what is being assessed. They can also be used for self or peer assessment during the unit or after it has been completed: the pupil (or peer) can circle or underline the statement that best fits their response.
The table can therefore be used to help teachers and pupils:
- make judgements about performance
- plan next steps
- agree targets for learning.

What does success look like?
This table states the criteria against which pupils will be assessed during the unit. The shaded rows are the focus of the assessment activity; the first and third rows are covered in other parts of the unit.

<table>
<thead>
<tr>
<th></th>
<th>Towards</th>
<th>At</th>
<th>Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How well do you understand how laws are changed or made?</td>
<td>Basic description of how laws are made/changed</td>
<td>Discuss how people can influence the making/ changing of laws</td>
</tr>
<tr>
<td>2</td>
<td>How well do you understand the ways interest groups communicate and effect change?</td>
<td>Basic description of some methods used in their campaign plan</td>
<td>Analyse and justify methods used in the campaign</td>
</tr>
<tr>
<td>3</td>
<td>How well can you use information to think critically about a topical issue?</td>
<td>Use limited research to support opinion</td>
<td>Analyse a range of information and use these to construct an argument</td>
</tr>
<tr>
<td>4</td>
<td>How well can you justify your opinion about the issue?</td>
<td>State opinion and give some personal reasons</td>
<td>Thoroughly explain and justify viewpoint</td>
</tr>
<tr>
<td>5</td>
<td>How effectively can you consider a range of opinions?</td>
<td>Acknowledgement of others’ viewpoint but little analysis</td>
<td>Appreciate others’ viewpoints and reflect on these when justifying own view</td>
</tr>
<tr>
<td>6</td>
<td>Have you put together an effective plan to get your opinions heard?</td>
<td>Put together some ideas relevant to opinion</td>
<td>Link the plan to knowledge of the process and to people involved in changing the law</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop a campaign to make opinions known to the public and to specific people</td>
<td>Explain and justify reasons for choices</td>
</tr>
</tbody>
</table>
Incorporating assessment activities into subject teaching

There are four lessons in this unit, each designed for a 50-minute session. The unit works best if pupils have had opportunities earlier in the key stage to learn about:

- the democratic process within the school and how the student voice can be heard
- the effects of smoking on health.

Lessons 1 to 3 prepare pupils to respond to the assessment activity in lesson 4. At the beginning of the unit pupils should be shown the assessment activity and ‘What does success look like?’

The assessment activity provides one piece of evidence for use at the end of key stage 3 when teachers make an overall judgment based on several different types of evidence of progress and attainment.

How the unit works

Lesson 1: Getting your views heard

Pupils are introduced to the unit and shown the assessment activity that will be used in lesson 4. They look through the criteria for success and discuss what they are aiming for. They think about the concept of getting involved and getting their views heard, considering the key words and recapping work done on democratic elections. They end by listing the ways people can get their views heard.

Lesson 2: Pressure groups

Pupils learn about the ways people become involved in the political process, looking specifically at pressure groups and how they operate.

Lesson 3: Debate

The class discuss the opinions people may have about whether smoking in public places should be banned. They then debate the issue.

Lesson 4: Producing a campaign plan

After a brief recap of the work covered in lessons 1 to 3, pupils work individually on the assessment activity to produce a campaign plan.

Pupils assess their own responses using the criteria for success. The teacher also assesses the response and then the pupil and teacher agree a mark for the work.

Key words and terms for the unit

Public opinion, motion, green paper, pressure group, lobbying, direct action, campaign, rights, responsible action.
The assessment activity: Producing a campaign plan

In this example, lesson 3 (the class debate) is described as well as the assessment activity in lesson 4 because it is essential to understanding the assessment activity.

Lesson 3: Debate

Key question: Should smoking in public places be banned?

Objectives

Pupils should learn that:

- there are a range of opinions on the issue that can be justified
- effective lobbying and campaigning acknowledges a range of opinions and takes account of them
- most effective arguments go beyond personal interest and refer to the interests of groups or the public interest.

Learning activities

Discuss the range of views people might hold on the issue of smoking in public places. Identify reasons for the differences of opinion.

Arrange the classroom so that one side is for those who support a ban on smoking in public places and the other is for those against. Remind pupils about the rules of conduct for a debate. Ask pupils to decide whether they are for or against and to move to the appropriate side of the room.

Allow each group to prepare some points in reply to the following statements.

‘Smoking is a human right and anyone should be allowed to smoke where and when they wish.’ ‘Smoking kills innocent people who are affected by passive smoking even though they have chosen not to smoke themselves.’

‘The government will not ban smoking because it needs the revenue raised through taxing the sale of cigarettes.’

Begin the debate with a response from each side to one of the above statements. After the debate, discuss as a class the importance of understanding different opinions to strengthen one’s own argument. Point out that a government minister or official would be likely to receive information and meet with campaigners representing a range of views. Consider with pupils the implications for this in putting a campaign plan together. Think about how to counter arguments and how to lobby for interests beyond your own, for what is right ‘in the public interest’. Encourage pupils to note some of the key points from the debate, including counter arguments to their own view point.
Lesson 4: Producing a campaign plan

Remind pupils of the criteria for success for this task. Give out the worksheet containing the assessment activity.

Pupil assessment task

This assessment activity focuses on the following aspects of the national curriculum for citizenship.
1. How do interest groups communicate and effect change?
2. How well can you use information to think critically about a topical issue?
3. How well can you justify your opinion about the issue?
4. How effectively have you considered a range of different opinions?
5. Have you put together an action plan that will be effective in getting your opinions on the issue heard?

Read this box

The government has issued a green paper outlining their intention to ban smoking in public places. Now they are considering public opinion in different areas of Britain to gauge the public's reaction before it becomes law.

If you wanted to make your opinion known about plans to ban smoking in public places to the policy makers: What would you do? Who would you want to influence?

Draw up a campaign plan to get your views heard.

In your response, use information you have gained from previous citizenship lessons, sources you have investigated and your wider knowledge of the issue. Remember:

- plan your answer first and include any notes or diagrams with your answer
- use the five questions at the top of the page to help you give a full response
- give reasons for your opinion, acknowledge the opinions of others and say why you have chosen the methods used in your campaign
- include who you are targeting your campaign at and who you think has influence in making decisions
- you can use the writing frame provided if you wish
- you will have the opportunity to mark your answer using the criteria for success. Your answer will also be marked by the teacher and a mark will then be agreed with you for this work.
Writing frame

The writing frame was developed following trialling with pupils because the teacher found some pupils needed additional support in the written assessment task.

The issue
Are you for or against the ban on smoking in public places? Why?
Who is affected?

Your campaign activities
What activities will be used to raise awareness of the issues?
Why have you chosen these activities?

Who can you influence?
Who can you approach about this issue?
Why is this the right person/institution to approach?
What do you expect to happen as a result?
Is it reasonable to expect this result from this person/institution?
Examples of pupils’ work and commentaries

This section contains an analysis of the responses of several pupils to the assessment activity. The responses are in the categories of working towards, working at and working beyond expectations as well as examples on the boundaries between categories.

Pupil’s work: Jodie
Pupil’s work: Ashley

[Handwritten text]

Finally, if this website is ignored, I must hand out the direct message by organizing an illegal protest around the local council in order to give us our rights on TV. It all will result in both human and success.
Pupil's work: Adam

I am here. Just pass me something to pick up please, because I don't know what to do. I was thinking of playing, but I don't know what to do. I was thinking of playing, but I don't know what to do.

I was thinking of playing, but I don't know what to do. I was thinking of playing, but I don't know what to do. I was thinking of playing, but I don't know what to do.

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Pupil's work: Jo

I am for the idea on equality. I believe that people in society are not treated equally and I believe that this is very wrong. I believe that we need to make society better because the younger generation need to go to school and people who are older need to help them.

In my opinion, education is very important and we need to help people. I think that we need to make society better because the younger generation need to go to school and people who are older need to help them.

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Commentary on Jodie’s work

Jodie develops a simple argument. She asserts points but does not develop a supporting argument or provide evidence to back up her statements. Her points are not always clear or well expressed. She puts forward her opinion but needs to provide evidence of research to support it. For example, ‘If this ban was allowed clubs would have less people in, as heavy smokers would not be able to have a cigarette and would get really enoyed [sic]’.

She acknowledges the opinions of others in a minor way, making few concessions to the views and concerns of non-smokers.

She shows some understanding of how groups can be created to apply pressure for change and some idea of the strategies that such a group might use. Her description of the methods selected for her campaign plan is basic and needs development, using appropriate terminology. She expresses her ideas in general rather than specific terms, for example ‘We will aim our activities at people that [sic] can make things happen’. She needs to identify her target audience and consider the effectiveness of her campaign.

Overall her response needs greater depth, using evidence of research about how pressure groups operate and the wider issues of the public smoking debate.

Jodie meets the requirements of most of the ‘working towards’ statements in the success criteria.

Commentary on Ashley’s work

Ashley’s argument focuses on developing a campaign to ban smoking in public places. She writes in clear sentences that flow well and sets out her argument in a logical way. She considers the effectiveness of the campaign, realising that certain strategies might not work and that she will have to use others. She targets her local MP as a possible vehicle for change but then moves on to a direct appeal to the public through a poster campaign (which she accepts might have limited impact), then a website and finally to direct action. She believes that she might have to organise an illegal protest in order to get media coverage.

She shows a good understanding of the campaign process although does not mention pressure groups or forming a group to mobilise opinion. She seems to think that her own actions will be sufficient and that she will not have to enlist the support of others.

She has not used evidence to support her opinions, nor has she shown that she has researched relevant sources of information and understood them.

She has not considered the views of others to any appreciable degree. She indicates that her website will contain information on places where smokers will be allowed to smoke and how people might give up but she goes no further than this. Overall the piece is very one-sided.

Although she provides a good account of her strategies and campaign, she has not met enough of the requirements of the ‘working at’ statements in the success criteria and therefore is judged to be ‘working towards’. However she is not far from the ‘working at’ boundary.
Commentary on Adam’s work

Adam produces a straightforward and logical description of how he would develop a campaign to enlist support for a ban on smoking in public places. He mentions a range of strategies and refers to their effectiveness. He shows a good understanding of how he might organise the campaign, for example arranging purposeful meetings, allocating different jobs to people and learning from other campaign groups.

His opinions are well expressed and explained and he gives reasons for the actions he proposes. There is some evidence that he has researched information to support his answer. However, his use of specific terms is limited and he does not mention any key people who might be used to further his case. He demonstrates some understanding of how he might target groups like the local council and the council but he talks about this in a general way.

Adam meets the requirements of most of the ‘working at’ statements in the success criteria.

Commentary on Jo’s work

Jo puts forward a well-structured campaign covering a wide range of strategies to ban smoking in some public places. She expresses her opinions clearly and develops a logical and coherent line of reasoning. She uses appropriate terms such as ‘direct’ and ‘indirect’ action and considers their impact and effectiveness. She analyses and justifies the methods she has chosen to use in her campaign and shows that she is aware that different forms of action can have different consequences.

She shows understanding of how pressure groups operate and how different people are targeted at different points in the campaign. She also shows awareness of the overall political process by identifying the health secretary and her MP (mistakenly called PM) as well as important players who can provide access to people who have the power to influence policy. She also realises the need to mobilise public support by using leaflets and advertisements that put the case for the ban and explain why smoking can damage people’s health.

Jo shows a good understanding of the issues involved in the campaign and appreciates the wider implications of policy decisions. She realises that there is a conflict of interests, that there is not an easy solution, and that many people will not be happy if a ban is imposed. She acknowledges that they have a right to hold their views. However, she suggests that in the end you have to come down to a balanced view of the public good. To indicate that she appreciates the viewpoints of others, she puts forward some solutions that will accommodate people who want to smoke.

Jo meets the requirements of most of the ‘working beyond’ statements in the success criteria.

Useful references

Year 9: Refugees and asylum seekers

Introduction

Teaching about identities, communities and the diversity of the UK is a key area for the subject of citizenship and can be one of the most complex for teachers to address. This unit focuses on asylum seekers and refugees in the UK. It explores the different reasons for immigration to the UK and why some people treat immigrants with hostility and view some immigrants as a threat. It considers the reasons why some parts of the media portray immigrants in a hostile way. The unit also looks at the importance of developing mutual respect and understanding the benefits of immigration to our society.

The approach to assessment used here is a single source-based assessment activity at the end of the unit of work. This is a self-contained activity but allows pupils to draw on research and information they have gathered in the early part of the unit. The teacher subsequently amended the activity in the light of the pupils' responses.

What is being assessed?

This unit of work addresses the following requirements of the key stage 3 programme of study for citizenship: 1b, 1h, 2a, 2b, 2c, 3a, 3b.

In the knowledge and understanding strand, the unit focuses on:
- the diversity of the UK, the reasons for immigration and the need for mutual respect and understanding (1b)
- the significance of the media in society (1h).

The assessment activity aims to assess:
- pupils' knowledge and understanding of immigration issues in relation to asylum seekers and refugees
- pupils’ skills of:
  - analysing and using information to think critically about a topical issue
  - identifying and considering a range of opinions about the issue
  - explaining and justifying their opinion(s) about the issue
  - developing an effective argument.

Link to the key stage 3 attainment target

The pupils' responses to the assessment activity can be used as evidence of attainment for the end of key stage 3 judgement, in particular:
- knowledge and understanding of topical events they study
- rights, responsibilities and duties of citizens
- how the public gets information and how opinion is formed and expressed, including the media.
Progression

This section sets out the ‘success criteria’ for the unit – descriptions of what pupils may be expected to achieve in the broad categories of working towards, working at and working beyond expectations. The criteria apply to the whole unit and give a sense of the likely progression in a pupil’s understanding in the areas of the curriculum covered by this unit.

As well as being used by teachers when making judgements about attainment, these criteria may be shown to pupils to give them a clear understanding of what is being assessed. They can also be used for self or peer assessment during the unit or after it has been completed: the pupil (or peer) can circle or underline the statement that best fits their response.

The table can therefore be used to help teachers and pupils:

- make judgements about performance
- plan next steps
- agree targets for learning.
What does success look like?
This table states the criteria against which pupils will be assessed during the unit. The shaded rows are the focus of the assessment activity; the first row is covered in other parts of the unit.

<table>
<thead>
<tr>
<th></th>
<th>Towards</th>
<th>At</th>
<th>Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How well do you understand why people migrate to the UK?</td>
<td>Basic description of reasons for immigration</td>
<td>Explain, using accurate vocabulary, reasons for migration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Indicate benefits to the UK</td>
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<tr>
<td>2</td>
<td>How well do you understand why some immigrants are viewed with hostility and why some media portray this hostility?</td>
<td>Basic description of some reasons for hostility</td>
<td>Describe a wider range of views in the media and give reasons why some media portray a hostile image of immigrants</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Explain why tolerance is important in our democratic society</td>
</tr>
<tr>
<td>3</td>
<td>How well can you analyse the sources and use information to think critically about a topical issue?</td>
<td>Select and use some correct information from sources</td>
<td>Use sources to show two sides of the argument and how they differ</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Use limited research to support opinion</td>
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<tr>
<td>4</td>
<td>How well can you justify your opinion about the issue?</td>
<td>State opinion and give some personal reasons</td>
<td>Explain opinion, using evidence to support views</td>
</tr>
<tr>
<td>5</td>
<td>How effectively can you consider a range of opinions?</td>
<td>Acknowledgement of others’ viewpoints but little analysis</td>
<td>Understand and respond to others’ viewpoints</td>
</tr>
<tr>
<td>6</td>
<td>Have you put together an effective argument to get your opinion across?</td>
<td>Put together some ideas that are relevant to opinion</td>
<td>Link knowledge of issues and views expressed by the media to own views and conclusions</td>
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</tbody>
</table>
Incorporating assessment activities into subject teaching

There are five lessons in this unit, each designed for a 50-minute session. Lessons 1 to 4 teach pupils about various aspects of refugees and asylum seekers, encouraging them to find out more about the issues and discuss their views. These lessons lead pupils towards the assessment activity in lesson 5.

The assessment activity is self-contained, although it draws on the knowledge and understanding pupils have gained. The start of the lesson following the assessment activity involves a debriefing session, with the teacher giving pupils feedback on their performances.

The assessment activity provides one piece of evidence for use at the end of key stage 3 when teachers make an overall judgment based on several different types of evidence of progress and attainment.

How the unit works

Lesson 1: Introducing key terms, migration in the past

Pupils are introduced to the terms ‘refugee’ and ‘asylum seeker’ to challenge preconceptions. They look at migration in the past to widen their perspective and consider some of the reasons why people move around the world. They work on a migration glossary.

Lesson 2: Refugees and asylum seekers today

A video and worksheet are used to help pupils learn about refugees and asylum seekers today and in particular the impact they have on the UK. Pupils are given a series of statements about immigrants and have to decide which are true and which false (these include some popular misconceptions). They reflect on misconceptions.

Lesson 3: Using case studies

Pupils look at the stories of people seeking asylum in the UK, in particular the risks they run to get here. Working in small groups, pupils read a number of case studies and decide which people they would grant asylum. Pupils write down the justification for their choices.

Lesson 4: Researching why people seek asylum

Pupils go to the ICT suite to carry out internet research on refugees and to develop their knowledge of why people seek asylum. They focus on experiences and motivation of asylum seekers. Pupils report back at the end of the lesson to pool research results.

Lesson 5: Considering views about immigrants

Pupils are given a source-based assessment activity. They read two sources: extracts based on the Refugee Council’s website and an emotive piece created by the teacher as a newspaper article. They answer questions and write two longer answers. They are given time to finish these for homework.
Debrief

The first part of the lesson following the assessment activity is used for debriefing the pupils and giving feedback on their responses to the tasks.

Key words and terms for the unit
Refugee, asylum seeker, immigration, emigration, racism, stereotyping, diversity, respect, prejudice

The assessment activity: Considering views about immigrants

Lesson 5

Explain that the focus of this lesson is to produce written work that will be assessed. Show pupils the criteria for success so they know what is being assessed. Tell them that they will need to use what they have learnt during the unit as well as their wider knowledge of the issues.

Before pupils begin the tasks, recap some of the key points about the benefits of immigration to the UK and the reasons why some people and some of the media show hostility towards immigrants, in particular to refugees and asylum seekers. Briefly take pupils through each assessment task and give out the sheet containing the sources (see following pages).

Pupils should work individually to complete the tasks during the lesson and for homework.

At the beginning of the next lesson give pupils feedback on their work, referring to success criteria.

After reviewing the pupils’ responses to the assessment activity, the teacher changed these tasks. He left out task 4 and placed more emphasis on task 5. He also introduced self-assessment to encourage pupils to rate their own skills and see how they could develop these in the future.
Pupil assessment tasks

1. Explain some reasons why some parts of the media in Britain show hostility towards refugees and asylum seekers.

2. Read source A. Write down the benefits of immigration to the UK that are mentioned in the article.

3. Read source B. Explain how the views in the second source are different from those in the first. Give reasons for your explanation.

The next two tasks require longer written answers. It is a good idea to plan your answers before you begin.

4. Write to the editor of the newspaper that printed the article in source B. Decide whether you support or oppose the views set out in the article. Write a letter to explain your views. Ensure that you:
   - identify the statements in the article that you feel are correct/incorrect
   - use your own knowledge about the issues and information from the first source to support your argument
   - give reasons why you believe the viewpoint of the article is correct/incorrect.

5. You are a junior minister with responsibility for creating the government’s policy on refugees and asylum seekers. What advice would you give the Home Secretary on this topic? Remember to use the sources and your own knowledge. Include:
   - an introduction reminding the Home Secretary what refugees and asylum seekers are (definitions of terms)
   - common preconceptions the public have regarding these groups of people
   - factual information about the real situation
   - your advice on how to deal with this topic
   - suggestions about the actions the government should take
   - possible consequences if the government does not follow your suggestions
   - reasons why you have not chosen other courses of action.
Source A: Based on the website of the Refugee Council of Great Britain

‘Reporting and commentary about asylum seekers and refugees is often hostile, unbalanced and factually incorrect.’

Source A: Based on the website of the Refugee Council of Great Britain

‘The media often portrays refugees and asylum seekers as greedy, dole-scrounging criminals, using up valuable health services from the NHS and claiming excessive benefits. However a Home Office report shows that people born outside the UK, including asylum seekers, contribute 10% more to the economy in taxes and national insurance than they consume in benefits and public services. Refugees bring with them a wealth of skills and experience. According to recent research commissioned by the Department for Work and Pensions, 53% of refugees have academic qualifications, 23-33% of parents of asylum-seeking and refugee children have a first or postgraduate degree and most possess the relevant work experience to pursue careers in their field. The NHS already relies heavily on foreign labour: according to the Greater London Authority, 23% of doctors and 47% of nurses working within the NHS were born outside the UK.’

‘Since July 2002, asylum seekers have been barred from working until they receive a positive decision on their claim. Whilst demonised for draining UK public services, asylum seekers are forced to depend on government support, cannot contribute to the UK taxation system and are barred from using the wealth of skills and experience they bring to the UK. A single adult is eligible for £38.96 a week, equivalent to 70% of basic income support.’

Source B: Editorial from a local newspaper

The government seems determined to spend more of our hard-earned tax money on the increasing numbers of asylum seekers allowed into Britain. Many of these so-called asylum seekers, in reality, seek no more than access to our welfare benefit system and to the free National Health Service. The most cautious estimate is 50,000 bogus asylum seekers and illegals slipping into Britain. They are putting an increasing strain on services, which means that local people lose out.

It is now likely that that many asylum seekers in the South East will be moved to a luxury detention centre near Basingstoke. This has already caused problems in the area between local residents and existing immigrant groups. A march is planned to protest against the centre, which police fear may heighten racial tension.

We ask why our government is so soft on these scroungers. The government must make it clear that we take enough of them already and tough limits on numbers are required.

Source B was created by the teacher
Examples of pupils’ work and commentaries

This section contains an analysis of the responses of several pupils to the assessment activity. The responses are in the categories of working towards, working at and working beyond expectations.

Pupil’s work: Siobhan
Pupil's work: Zoe
Pupil's work: Alexandra

Title: The benefits of having refugees and asylum seekers

Introduction

Many people disagree with refugees and asylum seekers. Some say that refugees and asylum seekers are a burden on society, while others support their cause. I believe that refugees and asylum seekers can be beneficial to our country.

Benefits of having refugees and asylum seekers

1. **Economic benefits:** Refugees and asylum seekers can contribute to the economy by working and paying taxes. They can also start businesses and create jobs for others.

2. **Cultural benefits:** Refugees and asylum seekers bring new cultures and ideas to our country. They can help us learn about different ways of life and perspectives.

3. **Social benefits:** Refugees and asylum seekers can help to break down stereotypes and promote understanding and empathy.

Conclusion

In conclusion, I believe that refugees and asylum seekers can be beneficial to our country. We should welcome them and provide them with the support they need to become productive members of our society.
Pupil's work: Alexandra

To be unable to move or think without someone else doing it is to be a slave.

This is a problem for a country when it comes to the people's freedom. It is to be a slave to the government, the government decides what you can do.

In a country where the government decides what you can do, it is not a democracy. It is a dictatorship.

The government should not decide what you can do. You should be able to make your own decisions.

The government should not control your life. You should be able to live your life the way you want to live it.

The government should be there to help you, not to control you.

The government should protect you, not to make you live in fear.

The government should work for the people, not against them.

The government should not be voted in by the people, the people should vote for the government.

The government should be accountable to the people, not to itself.

The government should provide for the people, not to take away from them.

The government should be there to help, not to control.

The government should be there to protect, not to oppres.

The government should be there to serve, not to rule.
Commentary on Siobhan’s work

Siobhan puts forward a largely unrefined and unsupported set of views about asylum seekers and refugees. Her argument lacks focus or direction. She gives reasons for her views but these tend to be personal, for example ‘I think our country is overcrowded as it is without any other people’. She does select information from the sources to support her views but at a fairly basic level, for example ‘I agree [with this source] a bit because most of asylum seekers and refugees are doctors and nurses’. She has put together some ideas that are relevant to the viewpoints expressed.

There is some acknowledgment of the views of others but little analysis. She is, it seems, almost unprepared to accept the evidence supporting asylum seekers because she feels they should not come to Britain. However, in the end she acknowledges that they do play a useful role. This shows that she is prepared to listen to some extent to an argument that does not agree with her own position and adjust her views accordingly.

Siobhan provides a basic description of some reasons for the hostility displayed towards refugees and the role of the media in portraying them in particular ways. However, it is very basic and she does not always use terms accurately. She uses limited research to support her opinions.

Siobhan meets the requirements of most of the ‘working towards’ statements in the success criteria.

Commentary on Zoe’s work

Zoe’s style of argument is straightforward. She writes clearly and expresses her ideas well. She explains her points using appropriate vocabulary, although not always entirely accurately. She strongly argues that refugees can benefit the UK economy and that there are positive aspects of welcoming people who have suffered in their home countries. She also links her knowledge of the issues with those put forward in some parts of the media and with her own views.

She responds to the viewpoints of others although in a limited way. She understands that there are different sides to the issues around immigration but does not explore opposing views in any detail or provide any evidence to counteract these views. She sees the issues in a somewhat linear way; those against immigration are made out to be either prejudiced or narrow minded.

On the whole she does not provide any direct evidence, such as statistics or references, gained from research to support her own views. There is an indication that she has carried out some research but it seems to have been limited.

On balance, Zoe meets the requirements of enough of the ‘working at’ statements in the success criteria to be regarded as working at the expected standard.
Commentary on Alexandra’s work

Alexandra discusses various aspects of immigration and shows a high level of understanding of the complex issues involved. She appreciates that there is a wide range of views on the topic and that many of these are valid. Furthermore, she demonstrates an understanding of the importance of basing views on evidence and rational argument rather than emotion.

She is particularly strong when analysing the role of the media in promoting a negative view of asylum seekers. She shows she understands the ways in which newspapers try to gain audiences, for example stating ‘If the headline happens to be abusive towards someone or something then people are drawn in an eagerness to find out more information on the story.’ She provides evidence of the way in which newspapers use emotive language to influence their readers.

In the main, Alexandra’s argument is clear and logical. There is evidence of research and she draws on relevant sources of information to exemplify her explanations. She uses evidence to support her points, for example when looking at the facts and figures about the benefit of immigrants to the UK economy.

She explains and justifies her views throughout the various exercises. Furthermore, she reflects on her views and is prepared to put the other side. For instance, while indicating that refugees and asylum seekers generally have good reasons to move to Britain, she uses the story of Martin Moo to show that not all immigrants are good citizens and can exploit other migrants.

Alexandra meets the requirements of most of the ‘working beyond’ statements in the success criteria.
Year 9: Young people and the law

Introduction
This unit looks at crime and how it affects young people, victims of crime and their communities. It examines the nature of youth offending and the special measures taken through the youth justice system when dealing with young people. Pupils reflect on and debate the role of punishment and their own attitudes to the law.

Assessment opportunities are built into the unit in the form of:
- peer assessment – in lesson 5 pupils take the role of ‘critical friend’, observing and recording contributions to a group activity
- self-assessment – in lesson 5 pupils reflect on what they have learnt
- teacher assessment – in lesson 6 the teacher uses a written task to assess pupils’ knowledge and understanding
- teacher observations – in lessons 1, 3, 4, 5 and 7 the teacher can observe small group discussions.

This example describes in detail lessons 5 and 6 and the approaches to peer and teacher assessment.

What is being assessed?
This unit of work addresses the following requirements of the key stage 3 programme of study for citizenship: 1a, 1g, 2a, 2b, 2c, 3a, 3b, 3c.

In the knowledge and understanding strand, the unit focuses on:
- the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system and how both relate to young people (1a)
- the importance of resolving conflict fairly (1g).

The assessment activities aim to assess:
- pupils’ knowledge and understanding of the basic aspects of the criminal justice system and how these relate to young people
- pupils’ skills of:
  - using information to think critically about a topical issue
  - considering a range of opinions about the issue
  - expressing and explaining views not their own
  - justifying their opinions about the issue, orally and in writing
  - working together in activities to make decisions and resolve disagreements
  - evaluating their participation and learning from activities.
Link to the key stage 3 attainment target
The pupils’ responses to the assessment activity can be used as evidence of attainment for the end of key stage 3 judgment, in particular:
- rights, responsibilities and duties of citizens
- the criminal and legal systems.

Progression
This section sets out the ‘success criteria’ for the unit – descriptions of what pupils may be expected to achieve in the broad categories of working towards, working at and working beyond expectations. The criteria apply to the whole unit and give a sense of the likely progression in a pupil’s understanding in the areas of the curriculum covered by this unit.

As well as being used by teachers when making judgements about attainment, these criteria may be shown to pupils to give them a clear understanding of what is being assessed. They can also be used for self or peer assessment during the unit or after it has been completed: the pupil (or peer) can circle or underline the statement that best fits their response.

The table can therefore be used to help teachers and pupils:
- make judgements about performance
- plan next steps
- agree targets for learning.
What does success look like?
These tables state the criteria against which pupils will be assessed during the unit. Rows 2, 4 and 5 are assessed in lesson 5; rows 4, 5 and 6 in lesson 6. The first and third rows are covered in other parts of the unit.

Success criteria for lesson 5

<table>
<thead>
<tr>
<th></th>
<th>Towards</th>
<th>At</th>
<th>Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How well do you understand what crime is?</td>
<td>Describe what crimes are and describe how the law treats young people who commit crimes</td>
<td>Explain, using accurate vocabulary, the age of criminal responsibility and some consequences of crime</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discuss various aspects of crimes and youth offending and the impact and consequences of crime on individuals, communities and society</td>
</tr>
<tr>
<td>2</td>
<td>How well do you understand the criminal justice system?</td>
<td>Basic description of the criminal justice system and the role of magistrates</td>
<td>Explain, using vocabulary accurately, the roles of the police and magistrates in ensuring fairness and justice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discuss aspects of the criminal justice system, acknowledging the complexities of ensuring justice and fairness for victims and perpetrators</td>
</tr>
<tr>
<td>3</td>
<td>How well can you use information to think critically about a topical issue?</td>
<td>Use limited research to support opinion</td>
<td>Research relevant sources of information and understand them</td>
</tr>
<tr>
<td>4</td>
<td>How well can you justify your opinion about the issue?</td>
<td>Use limited research to support opinion</td>
<td>State opinion and give some personal reasons</td>
</tr>
<tr>
<td>5</td>
<td>How effectively can you consider a range of opinions?</td>
<td>Acknowledge other viewpoints</td>
<td>Understand and respond to others’ viewpoints</td>
</tr>
<tr>
<td>6</td>
<td>Have you put together an effective argument to get your opinion across?</td>
<td>Put together some ideas that are relevant to opinion</td>
<td>Develop an argument on how the law treats young people and ways the law could be changed</td>
</tr>
</tbody>
</table>
### Success criteria for lesson 6

<table>
<thead>
<tr>
<th></th>
<th>Towards</th>
<th>At</th>
<th>Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How well do you understand what crime is?</td>
<td>Describe what crimes are and describe how the law treats young people who commit crimes</td>
<td>Discuss various aspects of crimes and youth offending and the impact and consequences of crime on individuals, communities and society</td>
</tr>
<tr>
<td>2</td>
<td>How well do you understand the criminal justice system?</td>
<td>Basic description of the criminal justice system and the role of magistrates</td>
<td>Discuss aspects of the criminal justice system, acknowledging the complexities of ensuring justice and fairness for victims and perpetrators</td>
</tr>
<tr>
<td>3</td>
<td>How well can you use information to think critically about a topical issue?</td>
<td>Use limited research to support opinion</td>
<td>Analyse a range of sources of information and use these to construct an argument</td>
</tr>
<tr>
<td>4</td>
<td>How well can you justify your opinion about the issue?</td>
<td>State opinion and give some personal reasons</td>
<td>Thoroughly explain and justify viewpoint</td>
</tr>
<tr>
<td>5</td>
<td>How effectively can you consider a range of opinions?</td>
<td>Acknowledge other viewpoints</td>
<td>Appreciate others’ viewpoints and reflect on these when justifying own view</td>
</tr>
<tr>
<td>6</td>
<td>Have you put together an effective argument to get your opinion across?</td>
<td>Put together some ideas that are relevant to opinion</td>
<td>Link argument to knowledge about how the law could be changed or improved to deter young people from committing crimes or reoffending</td>
</tr>
</tbody>
</table>
Incorporating assessment activities into subject teaching

There are seven lessons in this unit, each designed for a 50-minute session. Different ways of assessing pupils are planned into the unit. This example focuses on two types of assessment: peer assessment, which takes place in lesson 5, and teacher assessment, which takes place in lesson 6.

The assessment activity provides one piece of evidence for use at the end of key stage 3 when teachers make an overall judgement based on several different types of evidence of progress and attainment.

How the unit works

Lesson 1: Crime and young people

Pupils look at cards describing different types of crime and decide which are more likely to be committed by young people. They consider which crimes are most serious, ranking them in order of seriousness. They then discuss the consequences of some of these crimes for individuals and communities, and different types of punishment. Finally they answer a crime quiz to challenge their preconceptions about crime statistics, for example the peak age for offending is 15 for females and 18 for males.

Lesson 2: Police powers, your rights and the purpose of punishment

Pupils use a series of scenarios to examine the type of powers the police should have, for example rights of arrest. They move on to discuss the role of ‘punishment’ and ‘reform’ (rehabilitation). Pupils complete a card-sort activity, where they consider which types of punishments or reform programmes, such as attending anger management classes, would be most effective with young people who have committed crimes. They learn that punishment for a crime is determined by the law and court system and this can vary between countries.

Lesson 3: Young people – the need for a different approach?

Pupils explore the age of criminal responsibility and consider, through scenarios, what punishments should be given to young people of different ages. They discuss ways of preventing young people committing crimes. Having been given a job description for a magistrate, they brainstorm in pairs the qualities and skills they think a magistrate needs. This is to prepare for the magistrate’s visit in the following lesson.

Lesson 4: Visit from a magistrate

The magistrate answers questions from the pupils. Then he or she works on a case study with the class to clarify sentencing procedures. Finally, the pupils write an application form to become a magistrate, which they finish for homework.

Lesson 5: Sentencing young offenders

The focus of the lesson is a sentencing activity with a key question: ‘What is the best way to punish young offenders so that victims feel justice has been done and offenders do not re-offend?’ In small groups, pupils consider the sentence they would give an offender described in a case study. As they do this, they are assessed by another group of pupils. The groups then swap roles. For homework, pupils complete a self-assessment task taking into account the peer assessors’ feedback.
Lesson 6: The criminal justice system

This lesson involves pupils completing an assessment task based around the question, ‘Is the criminal justice system in this country fair?’ Pupils are shown the success criteria so they know what will be assessed. They are allowed to complete the task for homework and told it will form the basis of the next lesson.

Lesson 7: The criminal justice system

‘A great divide’ activity is used to explore views about the key question in the assessment task: ‘Is the criminal justice system in this country fair?’ A series of statements are read out and pupils decide where they would stand in the classroom: on the left for ‘I agree’, on the right for ‘I disagree’ and in the middle for ‘undecided.’ The teacher throws a ball to any pupil and asks them to give a reason for their opinion. The pupil can then throw the ball to another pupil to give their reason and so on. Pupils then form clusters of three and have to agree two reasons for their views. At the end, the teacher and pupils recap learning from the activity and the unit.

Key words and terms for the unit

Crime, youth offending, victim, crime statistics, police, arrest, youth justice system, punishment, deterrence, protection, reform, retribution, reparation, prison, sentencing, anti-social behaviour order, community service, youth offending team, justice, punishment ‘tariffs’, compromise, fairness.
The assessment activities

Lesson 5: Sentencing young offenders

Key question: What is the best way to punish young offenders so that victims feel justice has been done and offenders do not reoffend?

Lesson objectives

Pupils should learn:

- that magistrates balance justice for the victim of a crime with fairness to offenders when sentencing
- to justify their views and opinions
- skills needed to conduct peer assessment.

Learning activities

After recapping previous learning about punishment and sentencing, pose the key question: What is the best way to punish young offenders so that victims feel justice has been done and offenders do not reoffend?

Explain that this activity will involve pupils assessing each other and themselves. Talk through the task and criteria for success they will use to make judgements.

Put pupils into groups of six and then split each group into two teams of three (A and B). Give team A a case study. Explain that team A will work on the sentencing activity while team B assesses them using the observation sheet. The teams then swap roles. At the end, each team feeds back their observations. For homework ask the pupils to complete the self-assessment task taking into account the feedback from their peer assessors. The self-assessments can be used as additional evidence to inform judgements. This could also involve a question and answer session with each pupil.

The following pages contain the resource sheets pupils need to complete the assessment task.
Observation sheet ‘Critical friend’

<table>
<thead>
<tr>
<th>Skills demonstrated</th>
<th>Name of person being observed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperates with others</td>
<td>Name of person being observed:</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Listens to others</td>
<td>Yes</td>
</tr>
<tr>
<td>Contributes to the discussion</td>
<td>Yes</td>
</tr>
<tr>
<td>Justifies his/her opinions</td>
<td>Yes</td>
</tr>
<tr>
<td>Considers the views of both sides in the discussion</td>
<td>Yes</td>
</tr>
<tr>
<td>Is prepared to compromise</td>
<td>Yes</td>
</tr>
<tr>
<td>Is able to express themselves clearly and with confidence</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Case Studies

[Copy, cut up and give one case study to each team]

<table>
<thead>
<tr>
<th>Name</th>
<th>Offense Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>Fourteen years old. He has been picked up by the police for joy-riding. He was part of a group that took a car and drove several kilometres along country lanes before abandoning it in the town centre. John says he just went along with two older boys who took and drove the car. It is his first offence. However, he has also been taken home by the police late at night for causing disturbances on the estate where he lives.</td>
</tr>
<tr>
<td>Michael</td>
<td>Twelve years old and he has been caught mugging other young people for their mobile phones. He has admitted at least three cases. He has made people hand over their phones by threatening them and handling them roughly. But he has never hit anybody or used any weapons.</td>
</tr>
<tr>
<td>Sarah</td>
<td>Fifteen years old. She has been truanting from school and with several friends has been causing a disturbance in the local shopping centre. Shopkeepers and the public have complained. Recently the group were bored and said there wasn’t much to do. One of the friends had a can of spray paint. They all started scrawling graffiti on a shop front. Sarah was caught by the police with the can in her hand.</td>
</tr>
<tr>
<td>Mary</td>
<td>Fifteen years old. She admits having bought some ecstasy tablets and having given one to a friend who then collapsed and had to be admitted to hospital.</td>
</tr>
<tr>
<td>Damien</td>
<td>Sixteen years old. He took a car without the owner’s consent. He hit a cyclist, badly injuring her, and crashed the car into a lamppost causing £3,000 worth of damage. He admits seven other offences.</td>
</tr>
<tr>
<td>Kirsty</td>
<td>Fifteen years old. She was found drunk outside the pub, shouting abuse at passers-by. This is her first offence.</td>
</tr>
<tr>
<td>Kevin</td>
<td>Thirteen years old. He was found breaking into a house and stealing computer games. He already has a conditional discharge for shoplifting.</td>
</tr>
</tbody>
</table>
Sentencing activity sheet

[Make a copy for pupils to complete for each case study]

<table>
<thead>
<tr>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do you hope will be achieved by this sentence?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Self-assessment form

<table>
<thead>
<tr>
<th>Name:</th>
<th>Fellow magistrates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you able to cooperate with others? Give an example.</td>
<td></td>
</tr>
<tr>
<td>Did you listen to other people? How do you know? Give an example of something someone else said that you thought was a good point.</td>
<td></td>
</tr>
<tr>
<td>Were you able to justify your opinions? Sometimes or all of the times? Give an example of when you said something and how you backed this up with evidence.</td>
<td></td>
</tr>
<tr>
<td>Were you able to use your learning from this unit to help you make your decisions? Give an example.</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Do you think you worked well as part of a team? What skills did you contribute?</td>
<td></td>
</tr>
<tr>
<td>Has this work made you view things differently?</td>
<td></td>
</tr>
<tr>
<td>Will this work help you in any way – now or in the future?</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 6: The criminal justice system

Key question: Is the criminal justice system in this country fair?

Lesson objectives

Pupils should learn to:
- consider the views of others when evaluating the criminal justice system
- think about changes to the law and the legal system
- construct an argument that draws on their prior learning
- justify in writing an opinion about the criminal justice system.

Remind pupils that the lesson involves an assessment activity about the question: ‘Is the criminal justice system in this country fair?’ Give all pupils the assessment task and ensure they understand what they need to do and the criteria against which they will be assessed. The task can be completed for homework and discussed in the next lesson.

Pupil assessment task

Write a response to the question: ‘Is the criminal justice system in this country fair?’

Think about:
- a) young offenders
- b) the victims
- c) society as a whole.

In order to do this, consider at least two of the following statements.
- ‘Punishments aren’t tough enough these days.’
- ‘The police should be allowed to stop and search.’
- ‘Prison is the only answer.’
- ‘Anti-social behaviour orders are a good idea.’
- ‘The age of criminal responsibility should be changed.’
- ‘The police pick on some groups unfairly.’
- ‘Parents should be fined and held responsible for what their children do.’

In order to do well in this task you should:
- plan your answer
- consider all sides of the argument as well as stating your own views
- consider the argument from each of the different perspectives – young offenders, the victims and society as a whole
- refer to the source material and any other relevant information to support your answer
- present your ideas and solutions about what needs to be changed.

You can do this as either a speech (written) or an essay (using the writing frame provided).

You may add to your written response by providing additional information you have gathered through research or anything else you think is relevant to this work.
‘Is the criminal justice system in this country fair to:
young offenders
the victims
society as a whole?’

I am going to consider the following statements:
(look at the list on the ‘Assessment task information sheet’)

1. I think the criminal justice system is fair/unfair (delete) to young offenders because…

2. I think the criminal justice system is fair/unfair (delete) to the victims because…

3. I think the criminal justice system is fair/unfair (delete) to society as a whole because…

However, not everybody shares my views. Some people think…

because…

Others think…

because…

(you can give as many different views as you want)
I think the criminal justice system could be improved by…

(you can give as many suggestions as you want to)
Therefore to sum up I feel that…

This citizenship education resource was produced by Citizenz.org for schools.
Examples of pupils' work and commentaries

This section contains an analysis of the responses of several pupils to the assessment activity. The responses are in the categories of working towards, working at and working beyond expectations, including examples that are on the boundaries between categories.

Pupil's work: Becky

[Image of pupil's work]

[Text content of pupil's work]
Pupil’s work: Tracey

1. **Is the criminal justice system fair to young offenders?**
   I can see both views for this as a lot of teenagers can look suspect in what they do, if they are hanging around in a gang etc. so I can see why the police can see that trouble might occur. However I think a lot of the time gangs get picked on for the slightest incorrect action. If the police know there has been trouble from them previously and are keeping an eye on their actions that is fair enough but some times it can make them feel uncomfortable knowing they are being watched which then makes them behave in an inappropriate way for the attention. I think community service and a training program are the best ways of teaching young offenders.

2. **Is the criminal justice system fair to the victim?**
   I think it depends totally on the circumstances of the victim. For those that keep doing wrong and don’t learn their lesson prison is the only answer. Sometimes the punishments aren’t enough and other time they are too much which is unfair for all as some people get away with more than others.

3. **Is the criminal justice system fair to society?**
   I don’t think the criminal justice system is fair to society as a whole because we seem to suffer for others incorrect actions. For one thing we have to pay to keep those who have been convicted in prison, for their food, water, medication, clothing, education, they even get paid around £50 a day for being in prison, why? We also pay out for court cases and everything else. Now why should those who have done nothing bad in their life have to pay for those that do wrong over and over again? When it could be spend on worth while things for the families and what they deserve, after all the number of criminals in this country is rising. Those that do end up with a punishment- prison seem to get more than innocent people because tax money they pay has to go somewhere.

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4. The criminal Justice system!

5. My own opinion....
   Overall I think the criminal justice system is unfair because people seem to get away with the crimes they commit more than being punished whether it be small or big, even if they do get a punishment it never seems to be enough these days in most cases. This way criminals don’t learn what’s right or wrong and fallow through with committing another crime. Innocent people get effected more than the actual criminal who caused the damage. This shouldn’t happen and why is it? Criminals often go back and commit crimes time and time again as they don’t see why its wrong. They need to learn and be tough a lesson of self control. However in some cases people do learn and would beg not to go to prison at all but I don’t think this happens enough.

6. I think more time should be taken in giving out punishments, everyone should get a second chance once they have been in prison etc they should be put on a training program then after that if any crime is committed after that and it goes through the courts etc they should be put in prison for life!
Pupil's work: Chloe

In the Criminal Justice System Fact

Do this activity, I shall be investigating whether the criminal justice system is fair. On the last day of school there have been many reports of youth crime. Figures are now ‘sky high’ but nothing really seems to be happening they believe wrong. Most of the criminals were not going to adults. But wouldn’t the town be a much nicer place for all ages if there was no violence, mugging, snatchings end many other petty crimes?

To help me I shall be using these statements to help me answer this:

- The police “pick on” some groups unfairly.
- Investigating these points will help me decide whether the criminal justice system is fair to:
  - Young offenders.
  - The victims.
  - Society as a whole.

The criminal justice system is both fair and unfair to young offenders, as sometimes they are charged. From the case study book I have read that a few were wrongly accused of being about to shoplift as just because of them being wearing a hooded jumper. I also learned that at the time they were thinking of meeting friends. This is completely unfair because many people say that wearing a hooded top can be intimidating, but isn’t your choice of clothing a personal choice? Why should it be banned for everyone when only a few youth commit crimes? It is too easy for the police to arrest youth who are wearing them. Youth are also accused very strictly about wearing them. Youth should not be accused that they are “up to no good” just because of their clothing.

Even cases sentences for adults are not hard enough because for a serious crime like murder, they get the sentence life imprisonment, but then this is shortened to 20 years, this is appalling and should never happen.

The punishments can also affect the whole society. Because if the offenders are not punished properly they will commit the same crime again and again, which will cause harm for shopkeepers, neighbours and the general public.

Most affected by the repressive punishments are the victims, as most of the time they do not even get to see an apology. This will not only make them feel like the criminal justice system is unfair but they will also feel more vulnerable to more attacks. This is really wrong and all of us should try to be of the same opinion. To do this the whole society will have to work together.

Here are some statistics:

- The number of injuries increased by 5% per cent in 2005.
- 53% of male or women young people say they have committed an offence in the last 12 months.
- 62% of convicted young people say they have committed an offence in the last 12 months.
- School pupils are more likely to commit an offence travelling in public transport without paying the fare (25%) and damaging something but not leading to serious medical attention (43%).
- Convicted offences are more likely to hurt someone but not leading to serious medical attention (42%).
- The average proportion of young people committing offences has not increased since 2004 (however offender are committing more offence).
- Violent crime has increased in the last year and excluded young offenders. These offences such as stealing or threatening others continue to be more prevalent among excluded young offenders.
- The number of injuries increased by the time since 2005 by 5% per cent.
- The highest proportion of students admitting offending was in year 18. A third of these 18-20 year-old said they had committed property to the past year and more than a quarter said from shoplifting.
  - During 2005, 52% of thefts were committed by persons aged 15-29, but 65% of crimes being committed by persons aged over 35.
Pupil’s work: Charlotte

In recent years youth crime has risen to unbelievable proportions. But why is this? Is the criminal justice system too soft on these young offenders? Sometimes it has been put in the adult criminal courts and many young offenders have been just to the back of people’s minds. However, in the last year some progress has been made with many young offenders being replaced with modern techniques like the restorative justice approach. This helps them to realise they are getting, sure but we should be seeing some results by now. I love these changes. Punishments aren’t harsh enough these days. The police should be allowed to stop and search. I’m hoping these will help us to decide whether the criminal justice system is fair or not. I will do some research myself from books and websites.

Firstly, let’s look further into the two statements. Punishments are not harsh enough these days. It’s obvious to pretty much everyone that the police are too soft on young offenders because otherwise we wouldn’t be in this dilemma we are now. As far as the police should be allowed to stop and search. I think they should but on a wider scale. If someone is breaking the law and they are likely to have a weapon, why shouldn’t the police search them? Because it’s obvious they are going to do something.

Let’s go back to the two questions and look into each part and see if we are really getting anything out of today’s criminal justice system. Is the criminal justice system fair to...

Young Offenders

I think it is because they are commonly getting away with everything. I myself am a youth and I think we are often let off. I think the attitudes towards today’s police force is disgusting, the police are there to keep the peace, what right do teenagers have to mouth off to figures of authority. The police need to take charge and start to knock this problem on the head. Let’s take some examples of some of the crimes that teenagers of ages 15 to 19 have taken part in and how they have been solved.

1. In an article published in the Daily Mail last December, a gang of young people had been arrested due to a gang of violent youth. They arrested children and staff and even threatened to kill someone. Finally, the police were able to get off the road and the young men were charged. However, the number of ASBOs being given out seemed to have increased a great deal in these 1993, and crime was on the rise again.
2. A new crime wave using children as the rise, says The Western Daily Press. A new tactic to catch para-terrorists out of their own homes has now begun to come to light. As children as young as 6 stand at the door they can see what is happening. They are told not to go out with them and the police search the house. Instead of targeting the criminals themselves, police are aiming to catch perpetrators out of their homes with accuracy. Which is taking money out of their own pockets.

The victims

I think the criminal justice system is very unfair to the victims. Because, each case never appears in court. So the victims get nothing. Take the case of an 11-year-old girl: Anneke Williamson, who became one of the youngest children to be charged with murder ever. After 11 years in prison, she was freed for good behavior. In 1993, two young neighbours, a boy and a girl, were attacked, and a 12-year-old girl was also reported missing. The police searched for her for six months, but she was never found.

Conclusion

By looking at sources and using examples, I have found that the criminal justice system is unfair to the offenders themselves because they can get away with anything. It is unfair to the victims because they get no help. It is also unfair to society as a whole because we are paying for it. I have since given some suggestions to how some cases should be solved.
Commentary on Becky's work

Becky gives some clear statements of opinion, which she explains and justifies with personal reasons. She does not refer to any evidence. This is seen in her use of phrases such as ‘I personally do not feel that’ and ‘I think that people may feel intimidated and not feel very comfortable by getting searched’.

There is no evidence of research or knowledge of the youth justice system. She does not set her talk in the context of the operation of the justice system, for example ASBOs, or discuss in any detail the notions of fairness and justice. She does not acknowledge the views of others or the reasons why police act in a particular way.

At the end of her talk she considers that young people should be held responsible for their crimes and that some recompense is required if they cause damage. But she does not develop this viewpoint in the context of a wider argument about how young offenders should be treated.

Becky meets the requirements of most of the ‘working towards’ statements in the success criteria.

Commentary on Tracey's work

Tracey presents a straightforward and direct argument about the fairness of the criminal justice system. She argues that it is unfair to taxpayers because they have to pay for the criminal acts of others and that it is unfair that criminals are given light sentences, which she believes do not act as a sufficient deterrent. She expresses this in simple language and in the main explains her points and justifies her views. However some of the points are not well developed or refined. For example, she says ‘I think community service and a training program [sic] are the best ways of teaching young offenders’ but does not say why or develop this important point.

She shows an understanding of the concepts of fairness and justice although the section on victims lacks depth. She takes account of others’ points of view although only in a limited way. She appreciates that criminals are not an undifferentiated group.

There is no real evidence of research and she does not use examples or other sources of information to support the argument. The opinions expressed are supported by personal reasons rather than based on evidence. Although generally she comes down hard on criminals she appreciates that there is a role for training and rehabilitation and accepts that criminals and young offenders should be given a chance to become useful members of society – but only one chance, then ‘prison for life’!

Tracey meets the requirements of most of the ‘working towards’ statements in the success criteria. However, she is not far from the ‘working at’ boundary.
Commentary on Chloe’s work

Chloe shows a good understanding of the concepts of fairness and justice and uses terms accurately and appropriately. She puts forward a range of views, which she explains and justifies. She is particularly strong when looking at the impact and consequences of crime on individuals, communities and society. She shows that she is able to appreciate the position and values of different groups in society but also understands that these groups are not uniform.

Generally she argues her points well. She supports the points she makes and puts forwards sound ideas for changes in the way offenders should be treated. For instance, she believes that offenders should be made to face their victims and apologise to them and that they should be sent to rehabilitation centres if they offend repeatedly. However, in some places her argument is not coherent and loses direction.

Chloe shows that she has researched sources of information and uses the information she gained. However, she does not identify her sources and does not use the information to support the points she is making. She does not make effective use of the graphs she included.

Overall this is a good piece of writing and Chloe meets the requirements of most of the ‘working at’ statements in the success criteria.

Commentary on Charlotte’s work

Charlotte produces a logical and coherent argument to support her viewpoint. She uses case study examples to good effect, not only to back up the points she makes but also to make an impact on the reader. She presents her views effectively and makes a powerful case for the victims of crime.

She demonstrates a good understanding of the youth justice system and uses terms accurately and appropriately. She explains and justifies her views using examples of individual cases that she has researched. She also makes good use of newspaper articles and other information that she has researched and clearly understood.

She discusses various aspects of the criminal justice system and considers the impact of this on the offenders and the victims. She also suggests some ways in which it could be changed. She does not consider the viewpoints of others, nor does she acknowledge the complexities of administering justice and the problems of dealing with offenders. What she does do is produce a strong argument to support a tough line on offenders and justice for the victims.

The strength of her argument and the use of researched sources of information to support her argument pushes this piece into the ‘working beyond’ category and therefore Charlotte may be regarded as working beyond the expected standard for key stage 3.
Appendix 1: DVD transcript

Year 8: Doing democracy – Assessing group discussion

Scene 1
Teacher (off camera question): At what age do you think you should be able to vote at a general election for a new government?
Kerry: I don’t think there should be an age.
Teacher (off camera question): Can you explain that?
Kerry: Because some people might be, they might be 12 years old and they might be really, really into all this politics stuff and they might want to vote. But if you are 18, most people don’t care about politics then they are not going to vote anyway.
Robert: I think you should be able to vote at about 14.

Scene 2
Charlie: I think you be able to vote at 16.
Andressa: I think, like Kerry, but not as young as seven or six, it should be like 10 year old up.
Charlie: No I think that you’re still immature. My sister’s nine and she’s immature, a lot of people I know, they’re immature. I think they should be 16 because they are getting a load of responsibilities and people who don’t want to vote or whatever, they don’t have to but it’s a choice there for you to make and if you’re 16 or you’re getting responsibility anyway and I think what goes on in this country, we should be able to have a say in it because war is going on and when the country has to pull together to support other countries and stuff like that. It all has to do with who is running the country and I think people should have a say at the age of 16 because they have left school and they have come into the real world and they have real responsibilities even if you don’t choose to vote.
Andressa: But I think it will be unfair for the other people, yeah, you might be 10 and you’re not allowed to and then they really want to and they understand about it. They should have a chance, it’s because they … I would like to vote because I really don’t want Tony Blair to be it...
Charlie: Me neither ...
Andressa: Because, you know, he’s crap.
[Charlie laughs loudly.]
Andressa: He involved us in a war that was between the USA and the Iraq. With us! We had nothing to do with it.
**Scene 3**

Kerry: Yeah people that may be, that could be really young, yeah, but you said 16 and they could be really really young but they could be really smart and they know what's going on. Like you said your sister was, how old?

[Charlie: Nine. off camera]

Kerry: She might be really unresponsible but some children are really responsible.

**Scene 4**

Charlie: True but I don’t think they should be able to vote at the age of 10 or whatever. It think it should be 16. Basically because, it's just like, if you’re 10, right, if my sister voted she wouldn’t have a clue. A lot of 10-year-olds, fair enough if they watch it, yeah, if they watch the news, they know what’s going on and they know all about the elections, that’s up to them. But I think you’ll find not many 10-year-olds know what’s going on. And I think, I think that they should be given responsibilities but I think that if they are coming into the real world, it should be built up, like from tests at school and then you leave school and then you should be able to vote. And then at 18 you can drink alcohol. It should be that in stages so you are getting a bit more, having a bit more responsibility and not all at once because you’ll be confused like ‘I can vote and I can have kids and I can drink and I can smoke’ and that’s just too much at once.

**Scene 5**

Kerry: But if a kid, if a 10-year-old, yeah, doesn't know about politics, what makes you think they are going to vote? They’ll probably go, ‘It doesn’t really matter, let's go play “here” or something.’

[Girls laugh off camera.] It’s true.

Robert: I think it should be 14 because, cos like your sister [pointing to Charlie] is 10 innit, or nine. Cos if you got, if she voted, yeah, and you got, 'Why did you vote for blah blah blah blah blah?' ‘I don’t know.’

Charlie: Cos it was just there so I just did it.

Robert: Cos when you’re getting to an age like 12, 13 and 14 and all that, you’re getting more like responsible. And you’ve got like all your exams coming up and so you’ve got to like be more mature and stop acting, like, foolish.

Kerry: Exactly. That makes more pressure because that means they’ve go to make the world a better place by voting for the president, but they’ve still got to do their studies and they have to know all these age limits
Charlie: But you’ve just proved yourself like, like wrong in a way because you just said about the ‘here’ or whatever. Sure that’s what I’m saying. Loads of kids want to go out and play out and they don’t want to have responsibilities, then they shouldn’t be at the age of 10.

Andressa: I mean if you’re 10, yeah? There should be a person there when you go to vote and then you go, ‘I’m going to vote for this and this is why’ but if they don’t know why, then they say, ‘I’m sorry, you can’t vote.’

Scene 6

Kerry: Everything happens at 16 apart from alcohol and voting. You can get married at 16, you can buy cigarettes at 16 and things like that but you can’t have alcohol. So you can get married at 16 but you can’t have alcohol at your wedding.

Andressa: That’s dumb.

Kerry: Like you have to have Ribena or orange juice. You are old enough to be married but you are not old enough to vote. That’s not fair.

Andressa: If you work, you have to know what’s going on around you. Who is the vice-president or whatever he’s called, the prime minister, and stuff like that. You have to know, you have to get involved. You are working for your family.

Charlie: It’s like, you’re 16, you can get married and you can do this and that. But you can’t vote yet because you’re just not ready for it.

Teacher: Do you think young people know enough about politics to vote in a sensible way or will they just be guessing?

Robert: I don’t know.

Kerry: The thing is yeah? Not everyone knows a lot about football, they don’t know every single player in the world but people still play it, it’s not illegal.

Charlie: I think it all comes down to, all of these ages and everything, it comes down to if you take an interest in it and you strongly feel about it, then you should vote, innit?

Running time: 6 minutes
About this booklet and DVD

Who’s it for? Citizenship teachers and trainees, subject leaders, local authority advisers, teacher trainers.

What’s it about? This material contains four example assessment activities that have been developed by teachers and trialled with pupils. Each example represents real and developing practice.

What’s it for? The materials demonstrate different ways to assess citizenship, including how to involve pupils in the assessment process. They indicate the standards required of pupils and suggest areas where citizenship can provide evidence of pupils’ attainment for end of key stage 3 assessment.

Related materials For further information about the arrangements and statutory requirements for assessing, recording and reporting citizenship see Citizenship at key stages 1–4: guidance on assessment recording and reporting (QCA/02/944) and QCA's annual Assessment and reporting arrangements (ARAs).

For more information citizenship@qca.org.uk

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