

CITIZENSHIP

Year	Subject	AP	Band A	Band B	Band C
7	Citizenship	AP1	<p>Students can:</p> <ul style="list-style-type: none"> • Use concepts confidently to explore connections and think deeply about citizenship issues. They are aware of debates in relation to each concept and how these concepts relate to each other. • Can describe step-by-step how general elections work in the UK. Students can offer valid descriptions of each stage. • Can explain confidently how the government is organized with examples of government departments and explain what their roles are. 	<p>Students can:</p> <ul style="list-style-type: none"> • Use key concepts accurately to describe and explain aspects of citizenship and governance in the UK and beyond and in doing so they demonstrate a sound understanding of the concepts. • Explain how voting and elections are a key in which citizens can participate in decision making in a democracy and can give a short description of the stages of the general elections. • Can explain how the government is organized and may offer some examples of different government departments. Students may even be able to provide a short description of each department and their roles. 	<p>Students can:</p> <ul style="list-style-type: none"> • Offer basic definitions of concepts, which demonstrate basic understanding of some key features of UK democracy, government, rights and responsibilities. • Provide a basic description of the voting system in the UK, offer some general comments on how general elections work, identify some key features of local and national government.
7	Citizenship	AP2	Students can:	Students can:	Students can:

			<ul style="list-style-type: none"> ● Use concepts confidently to explore connections and think deeply about citizenship issues. They are aware of debates in relation to each concept and how these concepts relate to each other ● Can describe the key principles and values that underpin the British society ● Can explain confidently how liberties changed over time in history ● Can confidently define the concept of multiple identities and how they can change over time in a well-structured answer 	<ul style="list-style-type: none"> ● Use key concepts accurately to describe and explain aspects of citizenship and governance in the UK and beyond and in doing so they demonstrate a sound understanding of the concepts ● Explain why liberties are essential to democracy ● Can explain how identities change over time in a structured answer 	<ul style="list-style-type: none"> ● Use definitions of concepts, which demonstrate their understanding of some key features of UK democracy, government, rights and responsibilities as well as key principles that underpin the British society ● Provide a basic description of what we mean by national and multiple identities ● Provide basic explanation why liberties are important
8	Citizenship	AP1	<p>Students can:</p> <ul style="list-style-type: none"> ● Confidently talk about key concepts and show secure knowledge and understanding of these concepts. ● Discuss aspects of crimes and youth offending and the impact/consequences of crime on individuals, communities/society. ● Discuss aspects of the criminal justice system, acknowledging the complexities of ensuring justice/fairness for victims/perpetrators. 	<p>Students can:</p> <ul style="list-style-type: none"> ● Show knowledge and understanding of the key concepts such as civil and criminal law or sentencing. ● Show secure knowledge and understanding of the criminal justice system, reflect on and debate the role of punishment/their own attitude to the law. 	<p>Students can:</p> <ul style="list-style-type: none"> ● Show basic knowledge and understanding of the key concepts. Can distinguish between civil and criminal law. ● Show basic knowledge and understanding of the criminal justice system and how these relate to young people. Describe what crime is and how it affects young people.

				<ul style="list-style-type: none"> • Discuss the age of criminal responsibility and some consequences of crime. • Explain the roles of the police and criminal justice system and explain how the youth justice system works for young people. 	<ul style="list-style-type: none"> • Describe what the youth justice system is and how they deal with young people.
8	Citizenship	AP2	<p>Students can:</p> <ul style="list-style-type: none"> • Confidently talk about key concepts and show secure knowledge and understanding of these concepts • Discuss the role of the Parliament and parliamentary process • Can explain the relationship between the Executive and Parliament • Explain confidently how laws are made and can describe each stage of law making process confidently • Give examples of different forms of media and explain how the media sets their agenda • Explain what impact media can have on people and society- use contemporary examples 	<p>Students can:</p> <ul style="list-style-type: none"> • Show accurate knowledge and understanding of the key concepts. Can describe the link between Parliament and democracy confidently • Show accurate knowledge and understanding of what the Parliament is and its purpose. They can describe briefly how the Parliament is responsible for making laws • Describe how the Parliament is organised and can recall some of the law making stages in a structured answer • Discuss what the role of media is and how it contributes to our society 	<p>Students can:</p> <ul style="list-style-type: none"> • Show good knowledge and understanding of the key concepts. Can describe the link between Parliament and democracy • Show some knowledge and understanding of what the Parliament is and its purpose • Describe how the Parliament is organised and can provide a basic description of how laws are made • Briefly describe what role media plays within our society • Define what fake news is and start considering the impact of these on society

				<ul style="list-style-type: none"> • Can give examples of what fake news is and consider their impact on society 	
9	Citizenship	AP1	<p>Students can:</p> <ul style="list-style-type: none"> • Carry out appropriate courses of action in the local and wider community to bring about change. • Can confidently talk about key concepts in their written tasks. • Can explain how people's rights changed over time by using historical examples. • Evaluate the roles of citizens who take part in shaping decisions (including Youth Parliament) and evaluate the extent to which they can influence the political and legal system. • Take part in decision making exercises and evaluate the effectiveness of the project and come up with further suggestions to improve the project next time. 	<p>Students can:</p> <ul style="list-style-type: none"> • Explore issues and assess the impact of these for individuals and communities. • Show secure knowledge and understanding of key concepts such as NGOs or pressure groups. • Can explain how people's rights can change over time. • Explain different ways in which people can participate in democracy through individual and collective actions. • Take part in decision making exercises and reflect on the effectiveness of the project. 	<p>Students can:</p> <ul style="list-style-type: none"> • Consider citizenship issues and describe some of the groups and communities they belong to. • Show some basic knowledge and understanding of key concepts such as charities, pressure groups. • Describe what rights people are entitled to. • Explain ways in which people can participate in democracy. • Take part in decision making exercises and describe how decisions can affect them and their communities.
9	Citizenship	AP2	<p>Students can</p> <ul style="list-style-type: none"> • Explore citizenship issues such as how to make informed financial decisions. 	<p>Students can</p> <ul style="list-style-type: none"> • Explore citizenship issues such as how to make informed financial decisions. They can 	<p>Students can</p> <ul style="list-style-type: none"> • Consider citizenship issues such as how to make informed financial decisions

			<p>They can use relevant examples from the lesson.</p> <ul style="list-style-type: none"> ● Show accurate and secure knowledge and understanding of key concepts ● They can describe how citizens can stay in control of their money and how to save money. They can use examples of how to create a budget plan or how to use different tools to keep track of money. They consider the idea of financial responsibility in relation to the wider society ● Describe what consumer rights are. They can identify rules and laws that apply to these rights ● Describe different ways and tools to manage their own finances, how to keep their money safe and show understanding of how these can contribute to our society/ economy ● Consider the risks and awards of different approaches on how to save money 	<p>use relevant examples from the lesson.</p> <ul style="list-style-type: none"> ● Show accurate knowledge and understanding of key concepts ● They can describe how citizens can stay in control of their money and how to save money. They can use examples of how to create a budget plan or how to use different tools to keep track of money ● Describe briefly what consumer rights are. Begin to identify rules and laws that apply to these rights ● Describe different ways and tools to manage their own finances, how to keep their money safe and show understanding of how these can contribute to our society/ economy 	<ul style="list-style-type: none"> ● Show knowledge and understanding of key concepts ● They can describe briefly how citizens can stay in control of their money and how to save money ● Describe briefly what consumer rights are ● Consider different ways and tools to manage their own finances, how to keep their money safe and start showing understanding of how these can contribute to our society/ economy
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