

Assessment Ladders' Criteria for Citizenship (within PSHE)

POINT on Assessment Ladder	KNOWLEDGE	SKILL	ATTITUDE
Entry Starting Point Equates to current GCSE grade U	I have a very basic knowledge of issues relating to democracy, justice, rights and responsibilities, identities and diversity	I sometimes have an opinion but don't really appreciate different points of view. My opinions are only sometimes supported by very basic and very simple reasons .	I can participate in citizenship action and can sometimes work with others.
	I can communicate a basic knowledge of issues relating to democracy, justice, rights and responsibilities, identities and diversity. I can give information on citizenship issues in relation to my own and other people's lives and make limited general comments using everyday language, with basic or no references to citizenship terminology.	I can express opinions based on what I know. I recognise that there are different points of view and I am beginning to draw basic conclusions that may be supported by some basic and simple reasons . LINK TO BLOOM'S TAXONOMY: COMPREHENSION	I can use my knowledge to participate in citizenship action and can work with others to make decisions .
2 Equates to current GCSE grade E	I can communicate a limited knowledge of issues relating to democracy, justice, rights and responsibilities, identities and diversity. I can describe citizenship issues in relation to my own and other people's lives and make some general comments about the impact on different communities. I use everyday language to explain my answers, with limited references to citizenship terminology	I can discuss issues and express opinions based on what I know. I recognise that there are different points of view and I am beginning to draw conclusions supported by some simple reasons . LINK TO BLOOM'S TAXONOMY: DESCRIBE	I can use my knowledge to participate in citizenship action to address issues of concern. I can work with others to plan and make decisions and I am beginning to contribute suggestions and ideas to influence the type of action which others and I take.

<p>3</p> <p>Equates to current GCSE grade D</p>	<p>I can communicate some knowledge of issues relating to democracy, justice, rights and responsibilities, identity and diversity. I can describe citizenship issues in relation to my own and other people's lives and make some general and some more specific comments about the impact on different communities. I explain my answers, with some references to citizenship terminology.</p>	<p>I can discuss issues and express opinions based on what I know. I recognise that there are different points of view and I can draw conclusions supported by some reasons.</p> <p>LINK TO BLOOM'S TAXONOMY: DESCRIBE IN DETAIL & EXPLAIN</p>	<p>I can use my knowledge to participate in citizenship action to address issues of concern. I can work with others to plan and make decisions and I am beginning to contribute suggestions and ideas to influence the type of action which others and I take.</p>
<p>4</p> <p>Equates to current GCSE grade D/C</p>	<p>I can select and communicate some knowledge and understanding of issues relating to democracy, justice, rights and responsibilities, identity and diversity. I can describe the impact of such issues on communities and comment in detail on these in relation to my own experience and those of other people. I can reference my answers with appropriate citizenship terminology.</p>	<p>I can discuss and understand different responses to issues by presenting relevant evidence to support arguments. I can also express different points of view and give some reasons for these different opinions, drawing some limited conclusions that are supported by some evidence. I can make sense of and explain different responses, demonstrating an appreciation of different viewpoints. I am beginning to develop my research skills to consider issues under investigation.</p> <p>LINK TO BLOOM'S TAXONOMY: EXPLAIN & ANALYSE</p>	<p>I can work with others to address issues of concern and can describe the impact of the actions taken. I make relevant contributions to decision-making. I am beginning to develop my independent learning skills.</p>
<p>5</p> <p>Equates to current GCSE grade C/B</p>	<p>I can select and communicate knowledge and understanding of citizenship issues relating to democracy, justice, rights and responsibilities, identities and diversity. I can describe the impact of such issues on communities and explain citizenship issues in relation to my own experience and those of other people. I can use appropriate citizenship terminology and apply it accurately.</p>	<p>I can interpret and evaluate different responses to issues by presenting relevant evidence to support arguments. I can also demonstrate an appreciation of different points of view and give reasons for these different opinions, drawing some conclusions that are supported by evidence. I can interpret and evaluate different responses, demonstrating an appreciation of different viewpoints. I am beginning to develop my research skills to consider</p>	<p>I can work with others to address issues of concern and can explain the impact of the actions taken. I make relevant contributions to decision-making. I am beginning to develop my independent learning skills and problem-solving skills.</p>

<p>6</p> <p>Equates to CURRENT GCSE Grade B</p>	<p>I can select and communicate a good knowledge and understanding of citizenship issues relating to democracy, justice rights and responsibilities, identities and diversity. I can give a detailed description of the impact of such issues on communities and can fully explain citizenship issues in relation to my own experience and those of other people. I can use appropriate citizenship terminology, applying it accurately.</p>	<p>issues under investigation.</p> <p>LINK TO BLOOM'S TAXONOMY: ANALYSE & EVALUATE</p> <p>I can interpret and evaluate different responses to issues by presenting a range of evidence to support arguments. I can also demonstrate a detailed appreciation of different points of view and explain the reasons for these different opinions, drawing conclusions that are supported by strong evidence. I can interpret and evaluate different responses, demonstrating a strong appreciation of different perspectives. I am developing my research skills to consider issues under investigation.</p> <p>LINK TO BLOOM'S TAXONOMY: EVALUATE</p>	<p>I can work with others to decide on, plan and carry out citizenship actions, address issues of concern and explain, in detail, the impact of actions taken. I make extremely relevant contributions to decision-making. I have developed independent learning skills. I have some creative thinking and problem-solving skills.</p>
<p>8</p> <p>Equates to</p>	<p>I can select and accurately communicate a detailed knowledge of citizenship issues and demonstrate a thorough understanding of the concepts of democracy, justice, rights and responsibilities, identities and diversity. I am beginning to make perceptive observations about these concepts and issues by exploring the impact they have on communities and individuals. As such, I can explain citizenship terminology appropriately and with accuracy.</p>	<p>I can discuss, analyse and evaluate complex questions and issues using a critical approach to distinguish fact, opinion and bias. I make reasoned and persuasive arguments and substantiate conclusions selecting a range of appropriate evidence. I can discuss, interpret and evaluate different perspectives and demonstrate high levels of tolerance. I can synthesize arguments and use developed research skills to consider issues in a multitude of ways.</p> <p>LINK TO BLOOM'S TAXONOMY: EVALUATE & SYNTHESIZE</p>	<p>I work very purposefully with others to decide on, plan and carry out citizenship actions in different contexts. I make meaningful and effective contributions to decision-making. I can evaluate the success of actions taken, drawing conclusions about the extent to which the aims were achieved and the course of action appropriate. I have thorough independent learning skills. I have creative thinking and problem-solving skills</p>
<p>8</p> <p>Equates to</p>	<p>I can carefully select and accurately communicate a very detailed knowledge of citizenship issues and</p>	<p>I can discuss, analyse and evaluate complex questions and issues using a critical approach to distinguish fact, opinion</p>	<p>I work very purposefully with others to decide on, plan and carry out citizenship actions in different contexts. I make</p>

current GCSE grade A/A*	<p>demonstrate a very thorough understanding of the concepts of democracy, justice, rights and responsibilities, identities and diversity. I have the ability to make perceptive observations about these concepts and issues by exploring, in detail the impact they have on communities and individuals. As such, I can explain citizenship terminology and apply it accurately to the questions under discussion.</p>	<p>and bias. I make coherent and persuasive arguments and present cogent conclusions to the questions and issues under discussion. I can substantiate these conclusions with wide-ranging evidence and support. I can discuss, interpret and evaluate different perspectives and demonstrate very high levels of tolerance. I can synthesize arguments and use highly developed research skills to consider issues in a multitude of ways.</p>	<p>meaningful, timely and effective contributions to decision-making. I can evaluate the success of actions taken, drawing detailed conclusions about the extent to which the aims were achieved and the course of action appropriate. I have thorough independent learning skills. I have excellent creative thinking and problem-solving skills.</p>
<p>I can very carefully select and very accurately communicate a very detailed knowledge of citizenship issues and demonstrate a very thorough understanding of the concepts of democracy, justice, rights and responsibilities, identities and diversity. I have the ability to make very perceptive observations about these concepts and issues by exploring, in great detail, the impact they have on different communities and individuals. As such, I can explain citizenship terminology and apply it, with great accuracy and precision, to the key questions under investigation.</p>	<p>I can discuss, analyse and evaluate highly complex questions and issues using a critical thinking approach to distinguish fact, opinion and bias. I make extremely coherent and persuasive arguments and present very cogent conclusions to the questions and issues under discussion. I can substantiate these conclusions with very wide-ranging evidence and support. I can discuss, interpret and evaluate a wide-range of different perspectives and demonstrate extremely high levels of tolerance. I can synthesize arguments and use very highly developed research skills to consider issues in a multitude of ways.</p>	<p>I work very purposefully with others to decide on, plan and carry out citizenship actions in a wide range of contexts. I regularly make meaningful and very effective contributions to decision-making. I can thoroughly evaluate the success of actions taken, drawing very detailed conclusions about the extent to which the aims were achieved and the course of action appropriate. I have extremely thorough independent learning skills. I have excellent creative thinking and problem-solving skills.</p>	
	<p>LINK TO BLOOM'S TAXONOMY: EVALUATE & SYNTHESIZE</p>		
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