

# Citizenship Update

Spring 2002

Secondary

## Welcome

Last year we asked readers to contact us with thoughts about what issues we should cover in future. As requested, this edition focuses on assessment. This is an area where schools will be developing their own responses and finding out what success looks like in reality. We would be happy to receive ideas from readers about how they are tackling this thorny issue and what further sources of help you have found. In addition, the Association for Citizenship Teaching website [www.teachingcitizenship.org.uk](http://www.teachingcitizenship.org.uk) has a section ready and waiting for ideas and case studies from teachers about what models of assessment you are developing and how useful you have found exam courses. Case studies and reviews can be submitted via the Institute for Citizenship at the address on the back page.

## News Update

### National Conference

Citizenship Education and Science at Key Stage 3.

28 February 2002 –

Central Hall Westminster, London.

Organised by The Association for Science Education and The Wellcome Trust this conference is aimed at teachers, teacher trainers, education staff from science centres and others interested in improving understanding of and participation in public issues related to science. Keynote speakers will include Helena Kennedy, Tim Radford and Joseph Rotblat.

Further information and application forms for this free conference are available from Claire Griffiths at The Wellcome Trust.

Tel: 020 7611 8777

or email: [c.griffiths@wellcome.ac.uk](mailto:c.griffiths@wellcome.ac.uk)

### First Exams

OCR was the first awarding body to send its new Short Course syllabus to schools. The first pilot schools will be sitting their Citizenship exams this summer. Edexcel and AQA courses are also available.

### QCA

QCA schemes of work for Key Stage 4 will be in schools during the first half of February. Including areas such as crime, finance and government, the resource complements the Key Stage 3 schemes, which should have already arrived in your school.

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### Community Service Volunteers

CSV training days in London are currently offered at £90 per person with discounts for groups of four. Two courses are running through the spring and summer terms on Active Citizenship at key stage 3 and 4, and Whole School Strategy. For more details contact Samantha Bulbeck on 020 7643 1318.

### Citizenship Foundation

*Judges and Schools: A Guide to Court Visits* will be available during February from [www.lcd.gov.uk](http://www.lcd.gov.uk) and will provide resources for teaching about the court system. The *Passport to Life* audio CD has recently been launched to provide advice on a range of issues to people with learning difficulties, and the popular *Young Citizen's Passport* will soon be accompanied by free teacher notes at [www.teachcitizenship.co.uk](http://www.teachcitizenship.co.uk)

### School Councils UK

The *Secondary School Councils Toolkit* was recently launched in Deptford Green School, Lewisham. It builds on the expertise of School Councils UK and provides guidance and training materials to support the development of effective student councils. For £110, schools will receive six copies of the training pack and a video. For further information telephone 020 8349 2459, fax 020 8346 4895 or email: [info@schoolcouncils.org](mailto:info@schoolcouncils.org)

### Learning Through Elections

The Institute for Citizenship has rewritten its popular pack, *Learning Through Elections*, for the forthcoming local elections. You can download the teacher pack with information, lesson plans and worksheets from 11 March, leaving plenty of time to teach the topic in the lead-up to the election. The resources are available from [www.citizen.org.uk](http://www.citizen.org.uk)

The Hansard Society has also revised its project *Yvote!* Developed with the BBC and [learn.co.uk](http://learn.co.uk), the resources support participation in a mock election. Details are available at [www.learn.co.uk/yvote](http://www.learn.co.uk/yvote)

The Hansard Society is also developing a pack with the Citizenship Foundation to help schools plan for a visit from their local MP. For information on how to get your copy of *MPs and Schools* visit [www.hansardsociety.org.uk](http://www.hansardsociety.org.uk)

### Commonwealth Links

With the Commonwealth Games just around the corner, this new website is a timely resource. It offers students the chance to find out more about countries and cultures, and to participate in a series of moderated discussion forums on a range of issues. Visit the site at [www.commonwealth.org.uk/commonlink](http://www.commonwealth.org.uk/commonlink)



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# Focus On Assessment

## The Facts

Teaching Citizenship starts from September 2002.

First end of key stage 3 assessment and reports are due in summer 2004.

There are no attainment levels, although the single attainment target for key stage 3 is judged to be approximately equivalent to level 5 or 6 in other subjects (this can be found at the back of the National Curriculum document). Teachers should be able to make a judgement about whether students are:

- (a) working towards
- (b) achieving
- (c) working beyond

the end of key stage attainment target.

Short course GCSEs are available now and will be assessed nationally in summer 2003 for the first time.

Guidance on assessment is available in the QCA key stage 3 schemes of work.

## Recognising teacher expertise

Mapping Citizenship across the curriculum helps to cut out duplication across subjects but will also highlight areas of skills and experience that can be drawn on for assessment. To take some of the most obvious examples, colleagues in RE and English will be able to help with practical suggestions for recording and assessing progress in debate and discussion. Humanities teachers will have plenty of practical ideas for handling research and often community-based activities. PSHE teachers may have ideas about some of the trickier areas of the curriculum, such as identifying other people's opinions and working on conflict resolution. Involving these people should at least ensure that the solutions you come up with are practical and draw on tried and tested practice.

## What are we assessing?

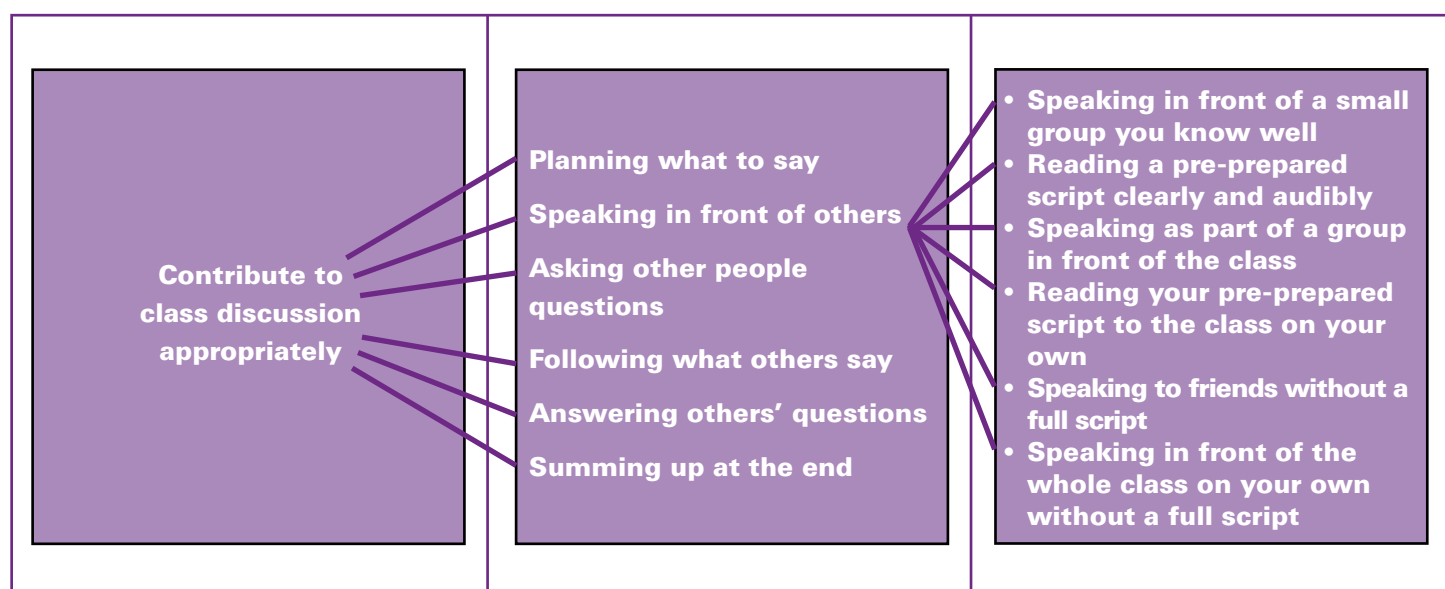
Citizenship combines skills of enquiry and communication with learning knowledge and promotes the use of this learning to plan and review some kind of action. Whatever solution we develop for assessment, it has to include all these elements. Whilst this may seem to make the problem even more difficult, it means that there is plenty of scope for fun, active and engaging assessment practices that develop as an intrinsic part of students' learning activities and participation.

Assessment should be built into active projects so that students do not experience the fun element as 'learning', followed by a mundane exercise in writing up notes for 'assessment'. The QCA key stage 3 schemes of work illustrate this by promoting group presentations, discussions, videos, and organising events as appropriate methods for assessment, rather than seeing assessment as a 'bolt-on' activity at the end of a unit.

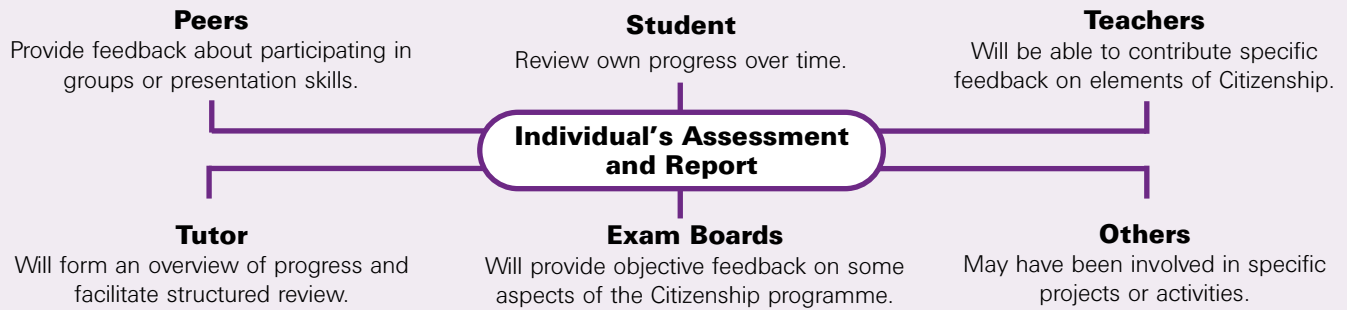
## Unpacking skills

Negotiating roles and reviewing performance involves students in a complicated series of interactions with others. In order to develop these skills, students will benefit from having the skills explained, taught and reviewed as an ongoing part of their learning. This will require some detailed planning from teachers, who will need to break down some of the more complicated skills into manageable objectives for students so that they can take a more active part in reviewing their own progress. This approach reflects the increasing concern in schools that students should be encouraged to take more responsibility for their own learning.

The following example shows the individual elements that students might have to review in order to gauge their own progress in just one of the Citizenship skills. The aim of breaking down the skill on the left is to encourage students to identify the areas they are already good at and those where they may need to focus their effort in future in order to improve. Breaking the skills down like this also gives teachers an accessible series of statements to use to make feedback and target setting more detailed and specific.



## Who can contribute to assessment?



### Whole school implications

Decisions about assessment and reporting will have to be tailor-made to your own systems. Given the changes that are already taking shape around assessing key skills, increasing flexibility about how reports are given to students and parents, and the variety of qualifications at key stage 4, it would be surprising if Citizenship did not fit in with current structures.

### Target setting

Target setting by students in negotiation with their teachers is increasingly common in secondary schools and in many ways is ideally suited for assessing and reporting on Citizenship. Not only do such procedures allow teachers to provide feedback to students regularly, but the act of target setting and reviewing those targets mirrors the process of active citizenship: planning, doing and reflecting.

### Cross curricular reporting

Many schools are teaching Citizenship across the curriculum in key stage 3. Where this is happening, subject teachers could just add an extra sentence or two relating to each student's attainment in the aspect of Citizenship they are delivering. Tutors, who often provide a general overview and comment on reports anyway, could then summarise attainment in Citizenship in their section of the report.

### Portfolios

Some schools are experimenting with portfolios as a means by which students can take the lead in monitoring their own Citizenship learning across the curriculum. One idea being developed by a school is to produce a grid for each year at key stage 3, identifying the subjects where elements of Citizenship will be delivered. Students then collect work, complete self-review pro-forma, and maintain a portfolio of evidence. This will be used as the basis of the discussion with their Citizenship teacher to determine their reports.

### Progress File

The Progress File has been widely piloted by the DfES as a means by which students can monitor their own learning across the key skills and target set for themselves. This will form a useful bank of resources and ideas to draw on to help assess Citizenship skills. If students can be encouraged into routine use of the Progress File, the approach should be ideally suited to Citizenship.

### Record of Achievement

Many schools are building up the status of the Record of Achievement and this provides a high profile means by which to record a wide range of experiences and achievements. It may seem like stating the obvious, but such systems, that are often time- and labour-intensive to establish and maintain, can be adapted to record, for example, experiences of active citizenship, with relatively little extra planning or teaching.

## Exams and qualifications

### Short course GCSEs

There are no requirements to examine Citizenship, however short course GCSEs are available from OCR, Edexcel and AQA. All of them include a section that tests knowledge across the whole of the programme of study. They differ in the ways in which they will assess active citizenship, for example some will only assess this area through coursework. There are also differences in the proposed style of the papers and some feature a themed paper with resources sent to centres before the exam.

### Full GCSEs

There are other courses that include large elements of Citizenship and may enable students to gain a full GCSE. For example, several of the Humanities syllabuses include very good coverage of aspects of Citizenship, General Studies could also be useful in this regard. Active Citizenship is not a part of such courses but coursework may be adapted to fit this requirement, or this aspect of the programme of study could be picked up through other mechanisms such as the Record of Achievement or Duke of Edinburgh Awards Scheme.

### Alternative qualifications

For students who need more flexible and accessible qualifications, ASDAN's recently revised schemes offer a tried and tested approach. OCR has also developed an Entry-level qualification with five individual units that can each be recognised with a certificate.

## Contact details

Progress Files can be ordered from the DfES on 0845 60 666 60

The QCA Scheme of Work is available at [www.standards.dfes.gov.uk/schemes](http://www.standards.dfes.gov.uk/schemes)

Exam Board	Citizenship: Short Course	Humanities GCSE	Citizenship: Entry Level
OCR	Graham Williams 01223 552694	Miranda Harper 01223 553105	Frances Ashworth 02476 470033 (ext. 4415)
AQA	Christopher Alley 01483 477824	Bernard Hoyle 01483 477826	Barbera Armstrong 01423 840015
Edexcel	Linda Garten 0207 758 6405	N/A	Linda Garten 0207 758 6405

For information on the Duke of Edinburgh Awards Scheme contact Catherine Hennighan on 01753 727466

# Speak Out! on European citizenship up and running for 2001/2

[www.citizen.org.uk/speakout](http://www.citizen.org.uk/speakout)

Speak Out! on European citizenship is up and running for this academic year, 2001/02, following a high profile launch with the Rt Hon. Peter Hain MP, Minister for Europe, at the Foreign and Commonwealth Office on 31 October 2001.

Speak Out! on European citizenship is an Internet-based project aimed at young people in secondary and post-16 education, run by the Institute for Citizenship. It helps young people to develop the skills to analyse and debate issues of European citizenship, by providing them with a balanced mix of factual information, handy debating tips and stimulating discussion topics. Mr Hain said that Speak Out! "will equip [young people]

with the information to make an informed assessment about the many debates that rage in our media about Europe."

In 2000/01, the project was successfully piloted in several schools across Europe. Young people in Sweden, Germany and Italy as well as the UK participated. 500 unique visits were made to the website every month, and over 3,500 Teacher Guides were requested by teachers, students and educationalists from across Europe.

In June 2001, 30 young people met in Strasbourg for discussions with each other and MEPs. This event, Dialogue on Europe, saw animated debates, resulting in a report that was sent to politicians and decision-makers. The report highlighted some of the concerns and opinions of young people today.

Building on last year's successes, Speak Out! on European citizenship is expanding in scope in 2001/02. Whilst continuing to encourage young people from all over Europe to participate, the Institute for Citizenship is especially targeting those from low-income areas, ethnic minorities, or with

special needs. The project is also being introduced this year in Spain, France and Bulgaria.

In June 2002, Speak Out! Across Europe, a study tour, will bring together 30 participants for discussions and educational visits in Brussels.

For more information on Speak Out! on European citizenship, contact Emma Whiteacre at the Institute for Citizenship on 020 7935 4777, or email [speakout@citizen.org.uk](mailto:speakout@citizen.org.uk)



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**tel: 020 7241 7414**

## "ACTIVATE!" TEACHING RESOURCES

*"Excellent stuff"*

*"It opened a lot of people's eyes"*

*"Absolutely brilliant, fantastic"*

*"Very relevant issues that address the citizenship specification"*

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nelson  
thornes

  
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These are just a few quotes from classroom teachers who participated in a two-year development project. It has led to a number of publications, which are now available from Nelson Thornes:

**Teacher Starter File** – advice and ideas for getting started in your school

**On-line case studies** – three projects on topical issues each developed with specialist organisations:

- Refugees and Asylum Seekers with the Refugee Council
- Football with Kick Racism Out Of Football
- E-commerce with the National Consumer council

**Activate! text books:**

- Enquiries into Local Citizenship (year 7)
- Enquiries into National Citizenship (year 8)
- Enquiries into Global Citizenship (year 9)

**Activate! Teacher Support Pack**

**Images of Citizenship CD-Rom**

For further details contact Nelson Thornes on 0870 241 3059