

PERSONAL DEVELOPMENT ASSESSMENT FRAMEWORK

Assessment Grade		Key Knowledge and Skills
9	a	Students research complex issues and challenges facing society, such as human rights, diversity, the global environment, selecting appropriate methods and drawing on their own and others' experiences. They assess and evaluate the validity of a wide range of viewpoints and evidence, synthesising them to draw conclusions. They present coherent, perceptive and compelling arguments. They take an overview of democracy and justice, rights and responsibilities and identities and diversity. They debate challenging questions about the relationship between the UK and the wider world and the kind of society they, as citizens, would like to live in. They take a leading role in defining, negotiating and undertaking courses of action both in school and the wider community.
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8	a	Students carry out different types of research into a range of issues and problems such as the law on drugs or terrorism and analyse how these affect groups and communities in different parts of the world. They show a detailed understanding of democracy and justice, rights and responsibilities and identities and diversity and how these change over time. They explore and question the ways in which justice, laws and governments operate in different places and evaluate how citizens use democratic processes to bring about change on a range of issues.
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7	a	Students use a range of research strategies and sources with confidence to explore issues affecting society. They select and evaluate relevant evidence to question different ideas and views, including their own. They make reasoned and persuasive arguments, representing the different viewpoints, including those they do not agree with, for instance on abortion. They begin to evaluate the roles citizens can take in shaping decisions and holding those in power to account. They compare democracy and justice in the UK with different forms of government in the world. They work with others to initiate, negotiate, plan and carry out appropriate action in school and the wider community.
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6	a	Students decide on appropriate questions and research strategies to investigate issues affecting society. They interpret different sources of information and begin to assess these for validity. They are aware of the diversity of viewpoints and describe some of the influences that shape them. They develop structured and balanced arguments, challenging others' assumptions or ideas. They begin to compare democracy and justice in the UK and different parts of the world. They describe changing identities and communities in the UK. They present a persuasive argument for a particular course of action, giving reasons for their view.
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5	a	Students use different methods of enquiry and sources of information to investigate issues. They identify a range of viewpoints, weighing up different ideas and drawing some conclusions. They discuss their arguments clearly, giving reasons for their views. They describe the key features of the political and justice systems in the UK and consider what is fair and unfair to individuals and groups in different situations. They describe situations where rights and interests conflict. They give examples of how the UK is a diverse society and is interconnected with the wider world. They work with others to plan and carry out actions and tasks and begin to evaluate that work.
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4	a	Students investigate issues affecting communities using a range of sources. They identify different viewpoints involved. They make informed contributions to discussions and debates giving reasons for their view. They begin to explain some of the different ways in which people can participate in democracy in the UK and how citizens can change things. They discuss what is fair and unfair and describe how justice is applied in some situations. They consider situations where rights or responsibilities conflict. They begin to explore some of the diverse groups and communities in the UK and the wider world, identifying how these relate to their own identities and communities (including the school community). They work with others to plan and carry out a project that addresses issues that they feel are locally or globally significant.
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3	a	Students begin to explore issues that affect people in their local and wider communities in different ways, such as employment, drugs and alcohol, people's rights. They find answers to questions using different sources. They discuss issues and communicate their ideas to others and begin to acknowledge different viewpoints. They recognise that, in a democracy, people have a say in what happens locally and nationally. They describe some of the rights and
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	d	responsibilities people have towards each other and the environment. They describe some of the different features of their communities and how they are changing.
2	a	Students ask questions to find out about the different groups and communities they belong to. They select information from given sources to find answers to these and other questions. They discuss what is fair and unfair in different situations and identify the difference between people's needs and wants. They identify similarities and differences between themselves and between the communities to which they belong. They give opinions about issues that affect them such as healthy lifestyles, politics and justice and suggest how things might be improved in their community through the actions that they or others take.
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1	a	Students ask questions about issues that are suggested to them, such as our environment, the law. They share their ideas about these issues with others. They begin to recognise that all people have needs and wants. They identify some of the groups to which they belong and recognise some similarities and differences between people. They take part in some of the decisions that affect them and their communities.
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S	a	Students are able to listen to other views and ideas. They can ask questions about some of those views and are beginning to discuss them and say what they think. They are beginning to develop an awareness of what is healthy and unhealthy in their lifestyle. With others, they can take part in group activities and tasks.
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