AQA UNIT AWARD SCHEME

CODE NO: 30324

UNIT TITLE: CITIZENSHIP (UNIT 4): FAMILY AND HOME LIFE
CURRICULUM AREA(S): CITIZENSHIP
DATE OF VALIDATION: 24-01-2011

UNIT DESCRIPTION: In this unit the student will learn about issues around parental responsibility including the law on smacking and babysitting. S/he will learn about how the law regulates materials that young people see, by learning about film and computer game classification. The student will learn about the role of young carers and the kinds of responsibilities that young people should be expected to take in the home. S/he will look at the causes of poor behaviour in young people through considering the case study of truancy. The student will consider the causes of homelessness in young people and discuss if this is the best option. The student will learn through teacher instruction, practical activities and taking part in group discussions. This unit is associated with the Citizenship Foundation's Challenge resources and is intended for use with students in pupil referral units and other alternative education settings.

PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS: Assessed by the teacher through inspection or discussion (6,7), inspection (1-3,5) and discussion (4,8,9). All assessments recorded on an AQA Summary Sheet.

LEVEL: Entry Level **NOTIONAL LEARNING TIME:** 10 hours

OUTCOMES TO BE ACCREDITED

In successfully completing this unit the student will have

shown knowledge of

1. at least three of the responsibilities of a parent or carer;
2. at least three aspects of the law on smacking;
3. at least three aspects of the law on babysitting;
4. at least four things parents or carers can do to discipline their children;
5. at least three categories that determine a film or video game's rating;
6. at least two reasons why parents or carers should expect their children to help around the house;
7. at least two points of law relating to babysitting;
8. at least three different 'causes' for children's bad behaviour;

demonstrated the ability to

9. describe three advantages and three disadvantages of leaving home.

EVIDENCE TO BE OFFERED

Student completed worksheets and/or written work (1-3,5)
Teacher completed itemised checklist (4,8,9)
For outcome 4 checklist to be itemised into 4 parts to cover the 4 things
For outcome 8 checklist to be itemised into 3 parts to cover the 3 'causes'
For outcome 9 checklist to be itemised into 6 parts to cover the 3 advantages and 3 disadvantages
Student completed worksheets and/or written work (6,7) or teacher completed itemised checklist (6,7)
For outcome 6 checklist to be itemised into 2 parts to cover the 2 reasons

For outcome 7 checklist to be itemised into 2 parts to cover the 2 points of law