

Democracy in action

Unit delivery and assessment pack



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Democracy in action
Suite	Skills for Life
Unit Codes	S605E1 S605E2 S605E3 S605L1 S605L2
GLH	20
Unit Aim	Develop learners' understanding of democracy and their own political rights, while equipping them with practical skills to research, engage in discussion and debate, and to make informed decisions.
Unit Summary	This unit is designed to develop learners' understanding of democracy and their individual political rights. It aims to equip learners with practical skills to research issues, participate in discussions and debates, and make informed decisions about matters that affect them and their communities. It helps learners to understand about who is responsible for decisions in local and national politics and how the public can engage in decisions that affect their communities. For Entry Levels 1, 2, and 3, learners explore basic democratic principles, learn to find and share information on local or national issues, take part in discussions, and make simple decisions. The unit focuses on building confidence in expressing opinions and understanding rights through accessible tasks and supported learning. At Levels 1 and 2, learners deepen their knowledge of democratic systems, political rights, and current civic issues. They develop skills in researching using appropriate sources, evaluating different viewpoints, engaging in structured debates, and making evidence-based decisions or recommendations. The unit promotes active citizenship, critical thinking, and collaborative communication, tailored to the learner's level of ability.
Curriculum for Wales	Areas of learning and experience: The Democracy in action unit primarily supports the Humanities Area of Learning and Experience, particularly within citizenship, politics, and social studies. Students explore democratic systems, decision-making processes, and their impact on individuals, communities, and wider society. The unit also links to Health and well-being, helping learners understand how civic participation influences personal and collective quality of life, connecting directly to the Statement of What Matters: <i>Our decision-making impacts on the quality of our lives and the lives of others</i>. In addition, the unit links to Languages, literacy and communication. Expressing ourselves through languages is key to communication,

helping learners to communicate effectively in discussions, debates, and present opinions on democratic issues.

Integral and cross-curricular skills: This unit develops the integral skills of Creativity and innovation, Critical thinking and problem-solving, Personal effectiveness, and Planning and organising. Learners develop these skills through discussions, debates, research activities, collaborative tasks, and decision-making exercises linked to real-world democratic issues. The unit also supports the cross-curricular skills of Literacy, Numeracy, and Digital competence, as learners interpret information, communicate viewpoints, analyse evidence, and use digital sources and presentation tools within civic and vocational contexts.

Cross-cutting themes: The unit addresses the cross-cutting themes of Human rights, Diversity, Relationships and sexuality, Careers and work-related experiences, and Local, national and international contexts, encouraging learners to consider the broader consequences of democratic decisions. It promotes ethical awareness and respect for diverse perspectives, helping learners understand how rights, responsibilities and relationships influence social cohesion and participation in society. By connecting democratic participation to everyday life, communities and the workplace, students recognise the relevance of civic engagement to both personal well-being and wider society.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Know that decisions are made by people who represent others.	E1 1.1 Point out a person or group that makes decisions for others. E1 1.2 Show one decision that affects their community.	E2 1.1 Give a statement about people or groups that make decisions locally. E2 1.2 Recognise two examples of decisions that affect their local community.	E3 1.1 Describe how decisions are made locally and nationally by people or groups who represent others. E3 1.2 Give three examples of decisions made locally and nationally that affect people.
LO2 Understand ways people can share their views and ideas.	E1 2.1 Show one way people can share ideas. E1 2.2 Point out a place or event where people can share ideas.	E2 2.1 Recognise one way people can share their views or ideas. E2 2.2 Give reasons why sharing views helps the community.	E3 2.1 Give examples of ways people can share their views or ideas. E3 2.2 Suggest why it is important for people to share their views and ideas.
LO3 Be able to take part in a group discussion or debate about an issue that affects them or their community.	E1 3.1 Show one thought or feeling about the issue, with support. E1 3.2 Give one idea that the group shared, with support.	E2 3.1 Give their opinion on the issue and one reason for it, with minimal support. E2 3.2 Give a response to one other person's view, with minimal support.	E3 3.1 Express their view independently and give at least one supporting reason. E3 3.2 Respond to at least two other people's views appropriately and independently.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment criteria (the learner can)	
	Level 1	Level 2
LO1 Understand what democracy means.	L1 1.1 Describe three key features of a democratic system. L1 1.2 Explain how local democratic decisions impact on individuals and communities.	L2 1.1 Explain at least three key features of a democratic system. L2 1.2 Evaluate how local democratic decisions impact on individuals and communities.
LO2 Understand how people can participate in democratic processes.	L1 2.1 Outline ways people can participate in democratic processes. L1 2.2 Suggest why participation is important in a democracy.	L2 2.1 Explain different ways people can participate in democratic processes. L2 2.2 Explain why participation is important in a democracy.
LO3 Be able to research, present and discuss different viewpoints on a political or civic issue.	L1 3.1 Identify information from source material on a chosen political or local issue. L1 3.2 Present own viewpoint with supporting reasons. L1 3.3 Describe at least one opposing viewpoint and respond constructively.	L2 3.1 Analyse information from source material on a chosen political or local issue. L2 3.2 Present a well-reasoned argument, using evidence. L2 3.3 Evaluate different views and respond constructively.
LO4 Be able to make an informed decision about an issue.	L1 4.1 Make a decision based on evidence and discussion. L1 4.2 Explain the reasons for their decision clearly.	L2 4.1 Make a decision based on detailed analysis. L2 4.2 Justify the decision with evidence and logical reasoning.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Delivery guidance

Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Closely related units that might be delivered alongside Democracy in action includes Community participation, Equality, diversity, and inclusion, Ethical choices, Everyday law, Values for life, Fairness and inclusion in the workplace, Rights and responsibilities in the workplace, Exploring career pathways and Working in Wales. These units complement each other by helping learners understand how democratic principles apply in everyday life, work, and community settings. They reinforce the importance of equality, fairness, ethics, and social responsibility, enabling learners to see how active participation and respect for rights and diversity strengthen democratic society.

For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

There may also be links to other WJEC qualifications including GCSE Social Studies, GCSE History, and Government and Politics AS/A Level.

Amplification of learning outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are provided with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
LO1	Decisions and decision makers. Learners could explore the roles and responsibilities of people in politics at local and national level. This could include: • School council, local councillor, Members of the Senedd, MPs • School rules implemented by the Head Teacher/Leadership Team/School Governors • Local Government responsibilities – local services such as bus routes, education, refuse collection • Senedd and local councils as decision makers in Wales – learners learn about devolution and what responsibilities the Senedd has compared to the UK Government.

	For Level 1 and 2 learners: Learning about Democracy could include: • Means rule by the people, collective decision-making, voting for people in politics to make the decisions, national and local context • Key features: voting, fairness, representation, accountability • Different levels: local councils and community boards; national Senedd, MSs, First Minister, devolved powers, UK Parliament, MP, Prime Minister, reserved powers • Impact on rights and freedoms, the environment, the economy, equity and inclusion • How to have 'your say' – methods of voting (postal, polling stations, proxy), petitions, social media, contacting an MS/Local Councillor as well as an MP and joining national youth organisations such as the Welsh Youth Parliament • Campaigning, joining youth/student council, registering to vote.
LO2	Sharing views and ideas could include: • Talking to others, class or group discussions, suggestion boxes, petitions, online platforms • Participation: voting, signing a petition, group discussion • Listening to others and sharing ideas respectfully • Using research and considering credibility of the information. For Level 1 and 2 learners: Learning about participation in democratic processes could include: • Voting, attending meetings, petitions, campaigning, using social media, writing to representatives, Student Councils • Participation: important for representing different views, impact on decision-making. • Community: community consultation, youth parliament, citizen engagement.
LO3	Discussion or debate could include: • Contributing to a shared process, understanding the purpose, co-operating with others, listening and responding to others. For Level 1 and 2 learners: Learning about sources of information could include: • Senedd and UK Government official sources, news and media, digital and social media, local community sources, educational sources • Consider and use a variety of facts, opinions and viewpoints • How to evaluate sources of information for credibility.

LO4

For Level 1 and 2 learners:

Learning about reasons for decisions could include:

- How to make balanced decisions
- Who may be affected and why
- Considering fairness and equity
- Using evidence and data to support decisions
- Assessing public interest
- Identifying feasibility such as time and resources
- Considering long-term impact
- Identifying legal and ethical grounds
- Understanding community support, such as feedback
- Awareness of financial implications.

Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

Activities focus on participation, awareness, and personal connection to democratic ideas.

- Class discussion: What does 'having a say' mean at school, work, or in the community?
- Role play: Practice a simple decision-making process (e.g. class vote, workplace choice).
- Guest speaker: Invite a community representative, union delegate, or councillor to talk about their role.
- Collage or poster on a local issue: Show different ways people can influence change.
- Visit a local council office or community meeting to observe democracy in action.
- Create a simple survey on a local issue and share findings with the class.
- Watch a short video or news clip about a democratic decision and discuss who it affects.
- Group reflection: How can individuals make their voices heard where they live or work?
- Vote for a Form Representative.

The following activities would be suitable for use with Level 1 and 2 learners:

Activities emphasise evidence-based thinking, real-world application, and community engagement.

- Case study analysis: Investigate a recent democratic decision (e.g. transport, housing, environment).
- Debate or panel discussion: Present and justify different viewpoints on a civic issue.
- Research task: Use media and official sources to explore how a decision impacts different groups.
- Simulated workplace or community meeting: Practise democratic decision-making in action.
- Interview or email a local representative to ask about a current issue or policy.
- Create a short presentation or digital story explaining how democracy affects everyday life.
- Participate in a mock election or referendum and analyse the results.

- Write a personal standpoint based on a current issue, using sources of information, different perspectives and opinions.
- Reflection journal: Evaluate how democratic processes influence individuals, communities, and wider society.

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as role-play, case studies, or projects. While evidence may be verbal, written, practical, or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- Learner observation records – notes or checklists completed by the tutor during discussions, role plays, or group work.
- Photographs of activities or displays – e.g. posters, collages, or group presentations demonstrating understanding.
- Learner worksheets or activity sheets – completed during surveys, reflections, or research tasks.
- Audio or video recordings – of debates, role plays, or interviews with guest speakers or representatives.
- Feedback forms or peer assessments – showing how learners evaluate each other's participation and ideas.
- Reflective journals or learning logs – where learners record what they learned about democratic processes and decisions.
- Presentation slides or digital stories – created by learners to explain or analyse a civic issue.
- Completed surveys or data summaries – demonstrating use of evidence to explore local opinions or issues.
- Case study write-ups or research notes – showing understanding of how democratic decisions affect people.
- Tutor witness statements – confirming participation, communication, and teamwork during group activities.
- Self-assessment checklists – where learners review their own contribution and understanding of democracy.
- Certificates, emails, or event notes – from visits, guest talks, or engagement with local councils or organisations.

Experiences

To provide a real-world context you could arrange the following:

- Visit the Senedd, UK Parliament, a local council or community board meeting. Learners attend a council or community board meeting to see democratic decision-making in action. They observe how representatives debate issues, respond to public submissions, and make collective decisions. After the visit, learners reflect on how these decisions might impact individuals, workplaces, or the wider community.
- Watch live debates in the Senedd/UK Parliament/Local Council.
- Arrange a visit from a local MP.

- Meet with School Governors to learn about their roles.
- Engage with a local group. Learners spend time with a local advocacy group, charity, or union to understand how citizens influence change. They learn how campaigns are planned, how evidence is used to persuade decision-makers, and how community voices are represented. This helps learners connect democratic participation to real social or vocational contexts.
- Role play or simulate a workplace or training organisation consultation. Learners take part in a simulated workplace consultation (e.g. about health and safety, sustainability, or policy changes). They practise expressing opinions, listening to others, and reaching decisions democratically. This experience links civic participation directly to democratic processes in everyday vocational settings.

Resources and organisations

Resources required for delivery

This unit has been designed to be delivered using standard classroom environments, supported by access to appropriate practical spaces when demonstrations are required and commonly available resources.

Resources available to support delivery

CAFOD (Catholic Agency for Overseas Development)	Offers resources, campaigns and case studies on global justice, sustainability and active citizenship, with a focus on how communities can take action for positive change. Website: https://cafod.org.uk
Sustainability Academy	Provides education resources and training on sustainability, community action and climate change, with practical activities that link local action to global responsibility. Website: The Sustainability Academy
Senedd Cymru/Welsh Parliament	Resources on how the Senedd works, devolved powers, Members of the Senedd, and youth engagement initiatives. Website: https://senedd.wales
Welsh Youth Parliament	Youth-led organisation representing young people's voices in Wales. Includes campaign examples and accessible explanations of political systems. Website: https://youthparliament.senedd.wales
Shout Out UK	A social enterprise founded to protect and amplify democracy, ensuring that political and media literacy education is available to everyone. Website: Shout Out UK - The home of political literacy and youth voice
Children in Wales – Young Wales programme	Offers participation projects, training and consultations linked to youth voice and political engagement. Website: https://www.childreninwales.org.uk
The Electoral Commission (UK)	Free educational resources on voting, elections and democracy suitable for use in post-16 settings. Website: https://www.electoralcommission.org.uk

FixMyStreet	A practical online platform for reporting and addressing local issues; can be used to demonstrate civic action. Website: https://www.fixmystreet.com
The Politics Project – Digital Surgeries	Enables schools and colleges to connect learners directly with elected representatives through digital Q&As. Website: https://www.thepoliticsproject.org.uk
UNICEF Rights Respecting Schools	Resources on children’s rights, citizenship and participation which link well to democratic education. Website: https://www.unicef.org.uk/rights-respecting-schools
Democracy Box	Youth-led digital project explaining democracy in accessible formats, including videos and social media content. Website: https://www.thedemocracybox.co.uk

Resources required for assessment

Assessment of this unit should not require any specific resources.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

We do not produce, maintain or control the external materials, and therefore cannot ensure their ongoing accuracy, availability or suitability, as content may change without notice.

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