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Part 1: Essay plan (500 words). 10% of TMA 04 mark.

Part 1 of TMA 04 is linked directly to Part 2, the essay. In Part 1, you are asked to develop and provide an essay plan. You may choose any format, but an example format is provided in the [TMA 03 and 04 essay plan](#). If you choose a different format, you are expected to use the same headings and organise the points you make logically. For more guidance on developing essay plans, please see Week 18 [Writing academic essays on childhood](#).

E102 TMA 03 and 04 essay plan (pro forma)

<i>(The number of paragraphs is given as an example. You may have a different number of paragraphs in your essay.)</i>	Main points: In this row, state the main point of each paragraph.	Evidence/Examples In this row, describe the evidence or examples from module materials (Reader or online materials) that you will use to make the key point.	References Ensure all examples and evidence are referenced. In this row, give references, e.g. author, year. If you use a quote, include page number.
Introduction: Overview of the essay	Politics defined locally, internationally	United Nations defends rights such as legal representation, healthcare, education, and gives 3p's	(UNCRC, 1989) (UNCRC, Article 3)
Paragraph: key point	The concept of rights and cognitive development	Children access to goodhealth like Immunisation. The right to education, Children's cognitive development - stages of development as well as the perception of adolescents on formal operational stage.	Piaget (1896 -1980), Rousseau (1632-1704), Locke (1712-1778) and UNCRC, 1989)

<p>Paragraph: key point</p>	<p>Decision making and representation among Children or Young people and adolescents</p>	<p>Article 12: (1) Expression of thoughts, (2) Children being heard from the Judicial hearings and the administration proceedings, Article 13: (1) Freedom of expressions, (2,a) Respecting rights / reputation, (b) Protecting National security / order, Article 14: (1) Child's thought, conscience and religion, (2) States to respect the rights/ duties of the Child, (3) Manifestation of religion, Article 15: (1) Child freedom of association and peaceful assembly. For instance, At 10 years a Child can stand trial, at 13 years can work part time job but not entitled to the minimum wage, at 16 years can consent to sexual activity (agree), full time job and is entitled to minimum</p>	<p>Halford (2016) UNCRC (1989) African Charter on Children's rights (1990)</p>
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		<p>wage for 16 - 18 years, can claim state benefits, with parental consent can get married, can join the armed forces, can move out of family home, at 17 years can drive a car or motorcycle, at 18 years can serve on a jury, can vote in elections and stand for elections as a member of parliament.</p>	
<p>Paragraph: key point</p>	<p>Children or young people and products.</p>	<p>Children’s right of expression through buying video play games and so, the commercialisation of young people seeing them as consumers of products. Politically, the study research that was carried out by the US government following the School's shootings... For instance, Legally, in England and Wales a Child at 16 years can apply for his or her own passport and at 18 years can buy tobacco and alcohol.</p>	<p>Kehily (2016) Halford, (2016)</p>

<p>Paragraph: key point</p>	<p>Socially, young people are viewed as loving.</p>	<p>Assisting with homework such as looking after babies,extra They still participate in School activities like taking leadership roles being a School headboy, headgirl, School choir prefect, extra as well as being a star in romantic and intimate relationships. With regards, to self identity and identity formation.</p>	<p>Erikson (1968) Piaget (1896 1980) (Pfeifer and Blakemore, 2012)</p>
<p>Paragraph: key point</p>	<p>Reasoning based on moral development</p>	<p>An adolescent assesment and competence in political actions as well as making decisions. For example, like Bar Mitzvar at 13 years and Bat Mitzvar in the Jewish culture are regarded as good boy and good girl (stage 3) at level 2 as well as being superb in making the law and order (stage 4 on level 2).</p>	<p>Kolberg (1958) UNCRC (1989) Dillon (2016)</p>
<p>Conclusion: Consider balance of evidence and conclude.</p>	<p>No restrictions article 15 (2), article 9 (4) failure to comply deportation, death, and</p>	<p>Finally, Article 15 (2) no restriction placed on the exercise of those</p>	<p>References not usually required in Conclusion.</p>

	imprisonment can be applied.	rights unless otherwise such as from the common knowledge, there are those Children who are not recognised within the meaning and the exercise of those rights together with their managers. So, at certain points restrictions may be placed including Immigration controls linked to article 9 (4) with labels such as deportation, death, imprisonment and control.	
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(word count: 500 words)

Part 2: Essay (1500 words). 70% of TMA 04 mark.

During early 2019 school-aged children and young people across the UK went on strike to protest about lack of global political action on climate change. This drew both praise and condemnation, raising questions such as whether children and young people have the right to engage in political action and whether they can be deemed competent to contribute to political decision-making processes.

Drawing on the module Reader and online materials, write an essay to describe, explain and evaluate the proposition that children and young people have the right and the competence for political action and decision-making.

You should ensure to draw on material from developmental psychology and child rights perspectives in answering your question.

Key sources and guidance

This question asks you to evaluate, and therefore to develop arguments for and against a proposition.

You should refer to Chapter 13 and Week 28 (which consider development in cognitive, moral, social and emotional domains, including theories of developing capacity to understand and assess information and to make decisions) and Chapter 1 and Week 6 (for concepts and policies of children and their rights). You may also draw on relevant content from elsewhere in the module.

NOTE THAT in your answer, you may define politics as you wish. Politics can encompass local, national and global governance (as it is often understood), but also the politics of power, resource allocation and decision-making in everyday settings.

Politics can involve local, national and global governance but also the politics of power, resource allocation and decision making. Children's affairs at many times have been disturbed and Children themselves that is why the United Nations on the Convention of the Child is in place to give a cheer or a loud voice to Children with a bundle of their rights such as legal representation, healthcare, education extra. (UNCRC, 1989) In addition to that, Children have agency and autonomy naturally with the legal right to participate in matters of concerns as well as being social actors. The 3p's in conjunction with the United Nations on the rights of the Child (UNCRC, Article 3) mentions provision for a child with food, education, extra, protection for a Child against exploitation and abuse as well as participation right of Children to take part in decisions made on their behalf and to express their views. Hence, Children have the right and purely competent (defended) for political action and decision making.

The concept of rights and cognitive development among Children and young people/ adolescents. Viewing the right to healthcare, Children are expected to have access to good health conditions such as receiving or getting

medication, treatment as well as Immunisation. The right to education, Children's cognitive development as according to Piaget (1896- 1980) stages of development as well as the perception of adolescence by reason whilst referring to the formal operational stage by which a teenager or young person's transition to adulthood is marked with great observation and decision making. Rousseau (1632-1704) inbuilt morals in Children, and Locke (1712-1778) Children's advocacy to learning, requires to be attended to from an early age to curb down the slate thing from their mind. Therefore, the right to education helps Children to have a chance to socialise as they widen on their academic agency and autonomy. In doing this, adolescents or young people attend School, College, University as well as employment establishments / opportunities. Hence, meeting the opportunity of provision, participation and protection. (UNCRC, 1989)

Decision making and representation among Children or young people and adolescents. Legal representation with Children is believed as Children are considered to be vulnerable *doli incapax* that is contradicting with article 12: (1) Expression of thoughts, (2) Children being heard from the Judicial hearings and the administration proceedings, Article 13: (1) Freedom of expressions, (2,a) Respecting rights / reputation, (b) Protecting National security / order, Article 14: (1) Child's thought, conscience and religion, (2) States to respect the rights/ duties of the Child, (3) Manifestation of religion, Article 15: (1) Child freedom of association and peaceful assembly, (2) No restrictions on the above right unless otherwise. Though they are active members with their inbuilt / internal agency and autonomy in terms of participation and making decisions, they are vulnerable innocent angels. In some cases, they are represented because of some restrictions such as the United Nations Convention on the rights of the Child (1989), regards Children as young that is from 0 - 18 years. With that age range, UN believes that Children require assistance. But those articles given above gives them the potential of dealing on matters of concern as they express themselves freely without interfering with the law or injuring themselves. It is exciting mentioning England and Wales. At 10 years a Child can stand trial with / on his or her own representation (criminally responsible for wrong actions), at 13 years can work part time job but not entitled to the minimum wage, at 16 years can consent to sexual activity (agree), full time job and is entitled to minimum wage for 16 - 18 years, can claim state benefits, with parental consent can get married, can join the armed forces, can move out of family home, at 17 years can drive a car or motorcycle, at 18 years can

serve on a jury, can vote in elections and stand for elections as a member of parliament. (Halford, 2016)

Children or young people and products. Kehily (2016) brings in an interesting view regarding Children's right of expression through buying video play games and so, the commercialisation of young people seeing them as consumers of products. Politically, the study research that was carried out by the US government following the School's shootings found nothing relevant between video play games and the Shootings. Hence, Children's decision of using video play games is awesome and joyous peacefully. The doom scenario of the School shooting was / is indicating two points of depression and suicide attempts. My personal opinion is video play games for Children or young people are intended to keep the young people entertained instead ... However, they are good at making decisions following the circumstances, situations and the environments of which they may be experiencing. Kehily (2016) is defining marketers / advertisers of Children's products sees young people as respectful, listened too, enjoys life, in control, demanding and hard to please, understanding, elusive, fast-moving, fear the global conflict, have spiritual hunger extra. Legally, in England and Wales a Child at 16 years can apply for his or her own passport and at 18 years can buy tobacco and alcohol, can as well watch material that includes explicit sexual or violent content, (Halford, 2016) Hence, Children have agency / instinct/ internal / inborn growing capability of acting and reasoning / doing/ participating with rational.

Kohlberg (1958) reasoning based on moral development points out the levels and stages by which a Child or a teenager / and an adolescent can be assessed whilst observing his or her behaviour for our interest is having a right, being competent in political actions as well as making decisions. A child on level 1 at pre - conventional stage can either be punished at stage 1 or given instructions that are relevant. Level 2 cites stage 3 with good boy and girl orientation as well as stage 4 for keeping the law and order and finally level 3 with stage 5 with a conflicting social contract orientation that needs a change for order or the law. With it nothing is to happen apart from experiencing violence, torture, and bogus / fallies of associations hence such a fallacy. In reflection, the Children were perhaps defending their agency and rights of participation in decision making (UNCRC, 1989). For instance Bar Mitzvar at 13 years and Bat Mitzvar in the Jewish culture are regarded as good boy and good girl (stage 3) at level 2 as well as being superb in

making law and order (stage 4 on level 2). Their morals are acceptable in determining matters of concern. (Dillon, 2016)

Socially, young people are viewed as loving whilst with their Parents, siblings, communities as well as Schools. They give assistance with homework such as looking after babies, washing utensils extra. They do so because they know that they are responsible for keeping a baby happy while shaking shakers and engaging in reading. They still participate in School activities like taking leadership roles being a School headboy, headgirl, School choir prefect, extra as well as being a star in romantic and intimate relationships. With regards, to self identity and identity formation, Eriksons (1968) psychosocial stage theory propose that adolescents experience identity crisis between what's unique and distinctive about themselves. (Still a Child or an adult question?) They enjoy a shift from the resilience of Parents perspective on a Child to friends assistance instead. (Pfeifer and Blakemore, 2012) With this regard, the peer concept by reason among adolescents or young people equates well with what Piaget (1896 - 1980) calls formal operational stage through which young people or adolescents humbly use as they establish their agency / autonomy accompanied by forms of reasoning. In doing this, abstract rational is highly exalted among themselves as they establish. Through abstract rational, Piaget says it is a great opportunity in the development as well as using the practical cognition abstractively with these young people / adolescents. Their reasoning is superb and forms conclusions that are formal, remember: They act with abstract philosophy / rational.

Finally, Article 15 (2) says there is no restriction placed on the exercise of those rights unless otherwise such as from the common knowledge, there are those Children who are not recognised within the meaning and the exercise of those rights together with their managers. So, at certain points restrictions may be placed including Immigration controls linked to article 9 (4) with labels such as deportation, death, imprisonment and control. Adolescents or young people experience a significant number of concerns following identity and crisis. And so, they have been viewed as responsible whilst making matters decisions such as considering the resilience of Parenting to friendship instead. They change by moving homes into their friends or peers and at many times, many are regarded as ready for marriage. They instead spent that time together whilst socialising as well as having marriages, hence they become the young responsible Parents.

Kohlberg's views on the development of moral reasoning has been noticed by levels and stages such as level 4 with law and order at stage 3 hence good representation on matters.

(1500 words)

Part 3: Reflection (500 words). 20% of TMA 04 mark.

By reflecting back on your completed Learning journals 7 and 8, summarise your learning and development in the following areas:

a. Identify and explain **one** significant development, in terms of your academic skills, that has arisen from engagement with E102.

Writing academic essays with reference to Laura's essay and Prot et al. extract. I have developed as well as being well equipped with academic skills that an academic student or scholar of the Open University, England demands whilst furthering his or her learning career.

In that, I have educationally banked during E102 module academic skills such as writing an exceptionally excellent essay that is having an assignment title, an introduction, central arguments, assembling a claim/counterclaim that is accompanied by evidences, examples, in citations, references extra such as Montgomery (2016). Working with words has inspired the way I use words that contextualise Youth Justice with meaning such as knowing the age of criminal responsibility for Children and Young People in England and Wales. It is 10 years old. And so, completing assignments is mandatory, therefore, I have been doing it well unfortunately TMA04 has been cancelled ceteris paribus (leaving other factors constant)!

I am well versed with the skills and therefore, the struggle is about completing the set work such as TMA04. However, this was cancelled. Learning journal 7 has hints that has explored

evaluating claims about Childhood with reference to writing a persuasive argument that evidences such claims like: Is commercialisation good or bad for Children or Young people?

In a closing, writing academic essays demands a lot of time that a learner requires to plan for. Hence, once well planned, a learner has to show commitment with his or her progress with studies whilst considering time, and resources.

(Word count: 250 words)

b. Identify and explain **two** significant ways that your thinking about children or childhood has been influenced by your studies on E102.

To begin with, is the exploration of commercialisation of Childhood which is the trading and buying of products by young Children during their Childhood as well as the adult markets surrounding them.

The good side of commercialisation with the sexualised clothes for young Children that turns young children later into good Moms that are ready and prepared for the marriage career. Lots of exciting things includes looking pretty good before a boy / boys as they play video games during their free time from School work and homework. Hence Children as consumers of clothes, this boosts the market.

However, the bad side includes none other than Children as consumers - turning into criminals because they need videos, money extra. Instantly, the doom thing of playing dangerous videos by children steams up actions that go beyond the right use of technology. This is bad seeing Children in such...

Learning journal 8 cites out progression onto another / other modules having completed E102 module. The point of completing E102 module assignments brings no essences of understanding

fake Childhood apart from meeting or completing the mandatory requirement of the module. However, the knowledge, skills of

writing and reading have been shaped in preparation for human learning.

In a closing, I have enjoyed reading the hard text, forums, and the E102 online module material. Hence, whilst serving a young offender, It will be useful borrowing that knowledge such as referring to Court reports and the history of offending at times of such innocent angel(s) juveniles; instead.

(Word count: 250 words)

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