

Entry Pathways  
Humanities  
Entry 2  
Exemplars

# Exemplar 1

# Volcanoes, Earthquakes and Tsunamis – ENTRY 2

## WJEC ASSESSMENT RECORD

Candidate Name \_\_\_\_\_ Candidate No. \_\_\_\_\_

Centre Name \_\_\_\_\_ Centre No. \_\_\_\_\_

LO	Assessment Criteria	Met	Evidence
LO1	<b>AC1.1</b> Recognise tectonic events.	✓	Pages 1, 2, 3, 4, 5
	<b>AC1.2</b> Recognise areas of the world affected by tectonic events.	✓	Pages 6, 7, 8, 9
LO2	<b>AC2.1</b> Identify effects of tectonic events on people.	✓	Pages 10, 11, (14)
	<b>AC2.2</b> Identify effects of tectonic events on the environment.	✓	Pages 12, 14.
LO3	<b>AC3.1</b> Identify help that is needed after a tectonic event.	✓	Pages 15, 16
	<b>AC3.2</b> Suggest aid that can be given by people in the UK to countries after a tectonic event.	✓	Pages 17, 18, 19, 20
	<b>AC3.3</b> Identify ways of warning people about impending tectonic events.	✓	Pages 21, 22, 23 224

General Comments

\_\_\_\_\_  
works really hard on this unit  
+ always ensures the completed the work correctly

Teacher: \_\_\_\_\_

Date: 18/04/17

Moderator: \_\_\_\_\_

Date: 14/5/17

# Entry Pathways - QCF

## Humanities

Name \_\_\_\_\_

### Volcanoes, Earthquakes & Tsunamis



Entry Pathways - QCF Humanities

**Volcanoes, Earthquakes & Tsunamis**

**Unit 6264/E2**

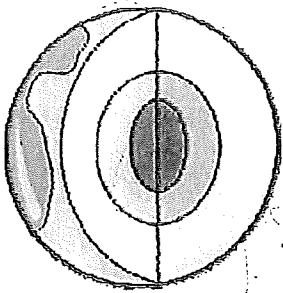
**Entry 2**

7.9.16

LO1 - Know features of tectonic events (earthquakes, volcanoes, tsunamis).

AC1.1 Recognise tectonic events.

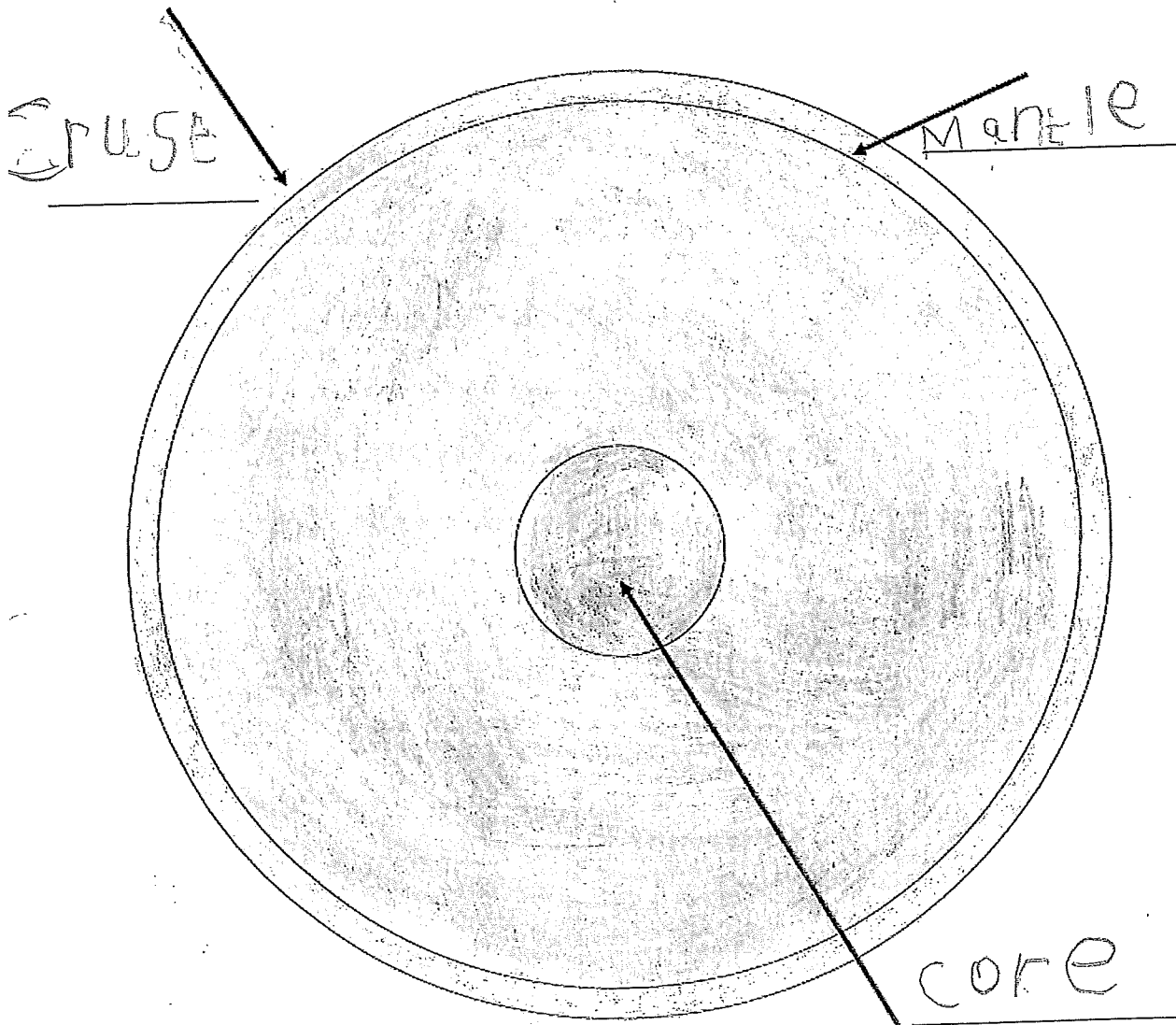
Find out about the 3 layers of the Earth. Complete a labelled cross-section.



Layers of Earth

Label the three layers of Earth.

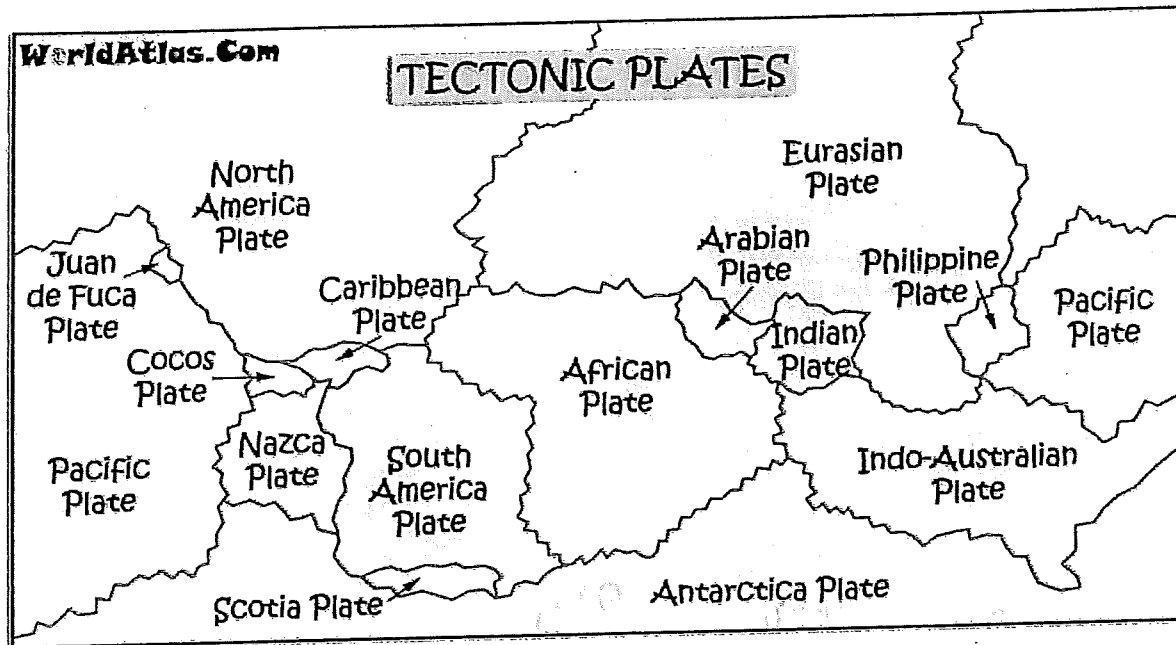
Then write 2 interesting facts about each layer.



LO1 - Know features of tectonic events (earthquakes, volcanoes, tsunamis).

AC1.1 Recognise tectonic events.

Find out about plate boundaries. Describe how and why plates move and what happens.



These plates make up the top layer of the Earth called the crust. Directly under that layer is the mantle. It's a flowing area of molten rock.

There is constant heat and radiation given off from the center of the rock earth. That energy is what constantly heats the rocks and melts them. The tectonic plates are floating on top of the molten rock and moving around the planet. Think of it as ice floating at the top of your drink. When the continents and plates move it's called continental Drift.

Drift   earth   crust   floating   mantle   rock

Well done!

LO1 - Know features of tectonic events (earthquakes, volcanoes, tsunamis).

AC1.1 Recognise tectonic events.

Pupils to watch video footage of tectonic events. Talk about what is happening.

Describe a volcano, earthquake and tsunami? Write short descriptions of a volcano, earthquake and tsunami. 21.9.16.

Volcano There are 3 types of volcano, active dormant

and extinct inside they have hot lava - it they cause ash clouds

28.9.16.

Earthquake Two tectonic plates move together caused an earthquake. The ground shakes and wobbles buildings collapsed people ran away some buildings caught fire.

05.10.16.

Tsunami Two tectonic plates pushed together, one went under the other. This caused the plate to flip which caused the ocean pressure to build and the water became a giant wave called a tsunami.

Well done

, you have some good

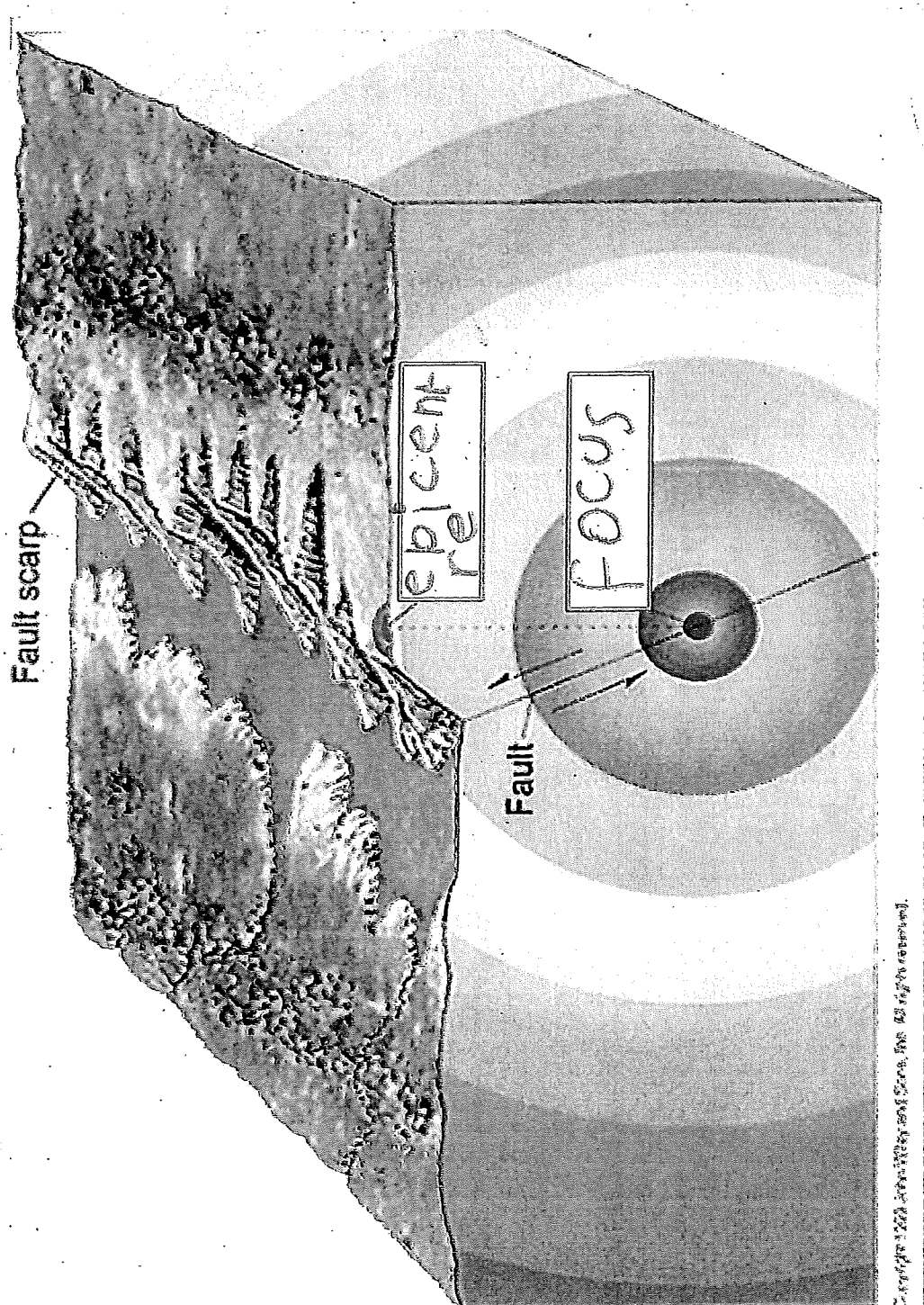
facts here.

5

LO1 - Know features of tectonic events (earthquakes, volcanoes, tsunamis).

AC1.1 Recognise tectonic events

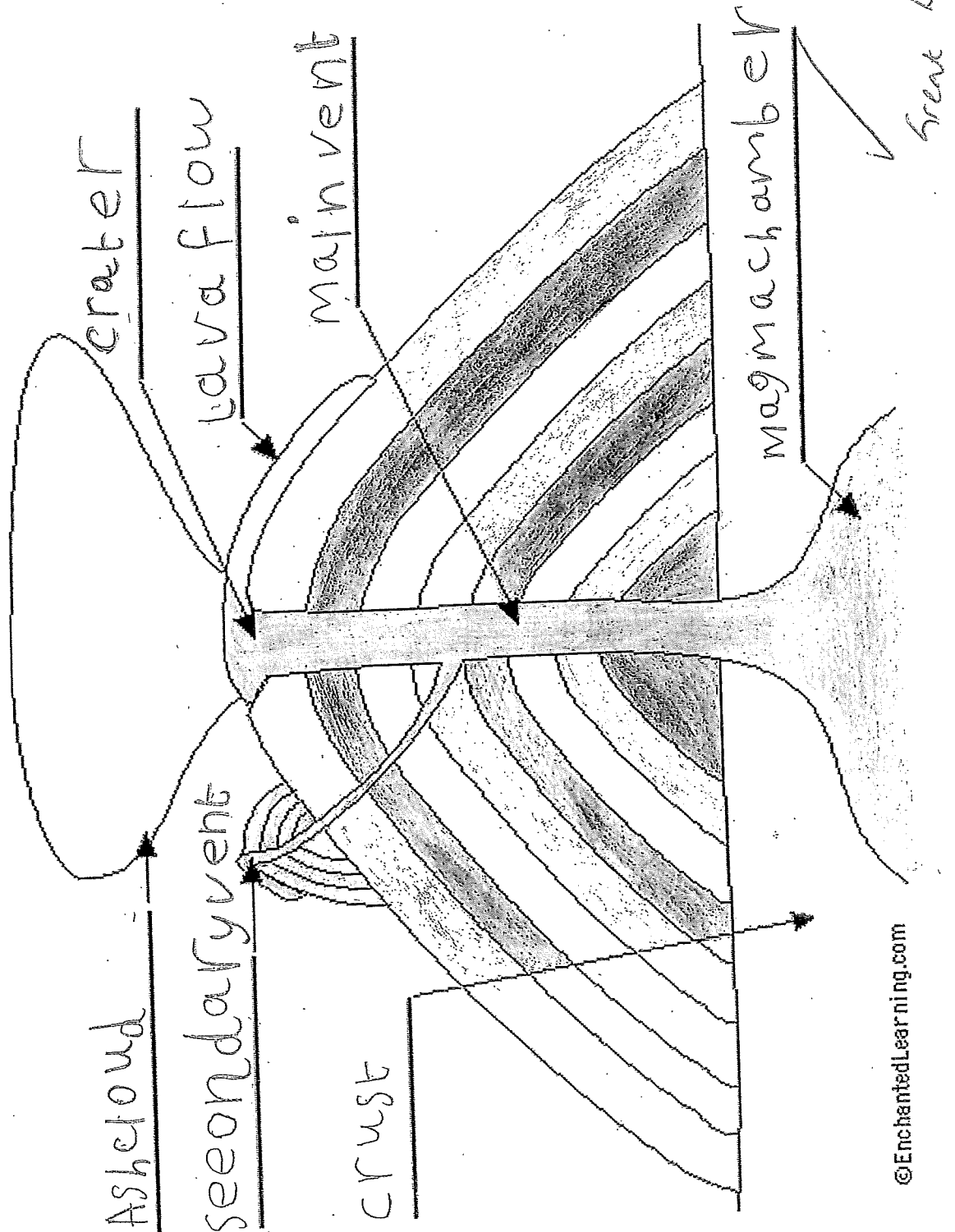
Complete labelled diagrams – 2<sup>nd</sup> an earthquake.



LO1 - Know features of tectonic events (earthquakes, volcanoes, tsunamis).

AC1.1 Recognise tectonic events

Complete labelled diagrams – 1<sup>st</sup> a volcano cross section.



① Places where we find earthquakes and volcanoes

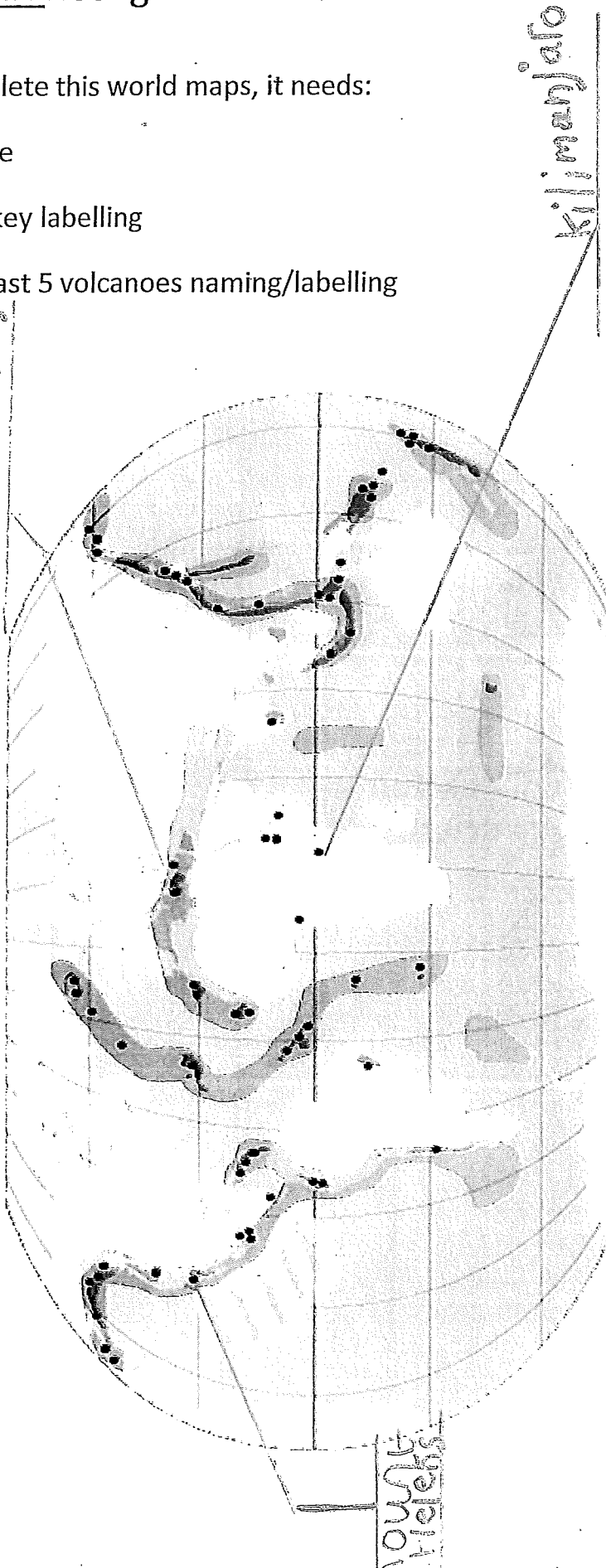
LO1 - Know features of tectonic events (earthquakes, volcanoes, tsunamis).

AC1.2 Recognise areas of the world affected by tectonic events

Complete this world maps, it needs:

- a title
- the key labelling
- at least 5 volcanoes naming/labelling

Mount Vesuvius



Volcanic Areas

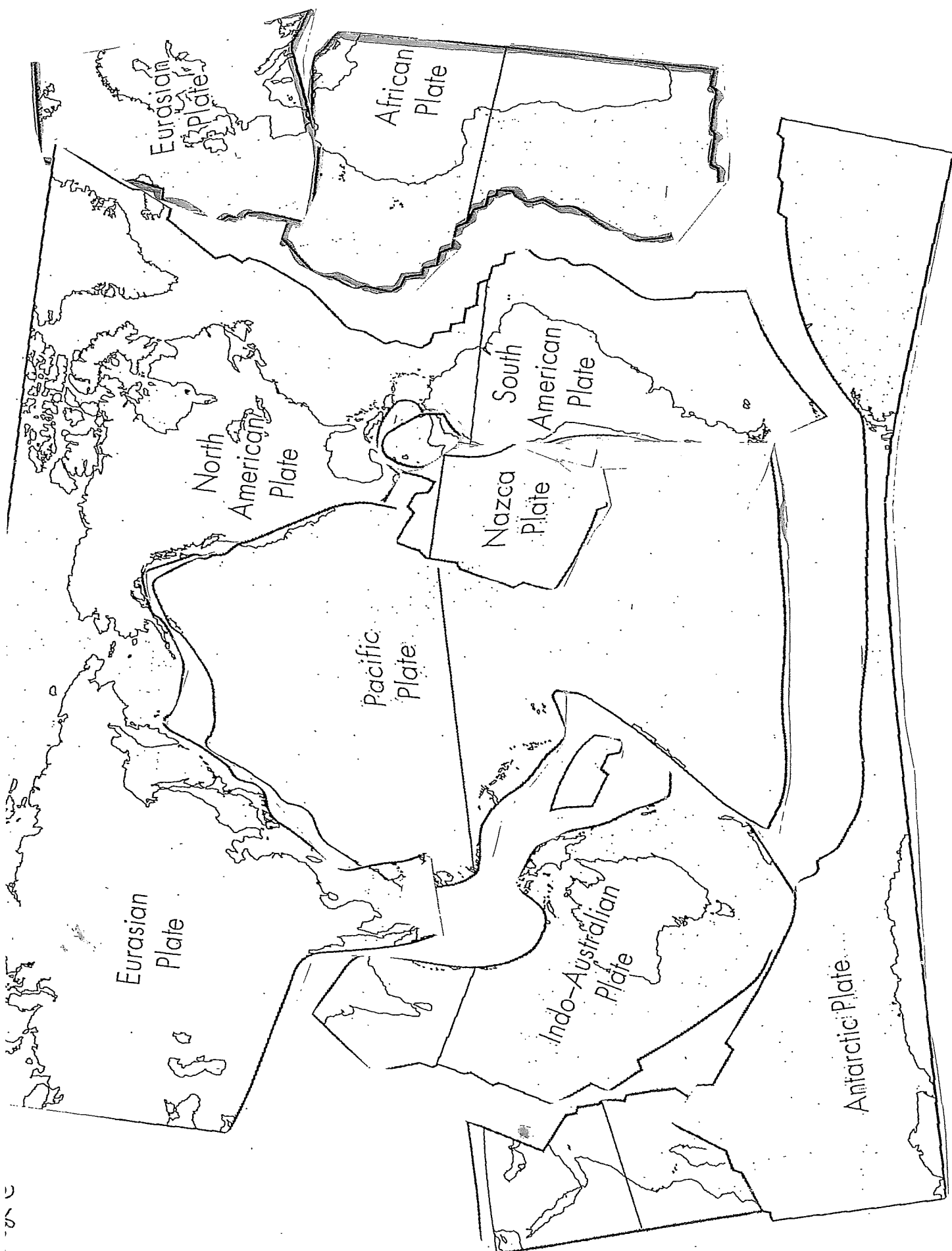
Earthquake Zones

✓ Great work today

LO1 - Know features of tectonic events (earthquakes, volcanoes, tsunamis).

AC1.2 Recognise areas of the world affected by tectonic events.

Use this space to stick your complete plate tectonic jigsaw, label Ring of Fire, Mid-Atlantic Ridge, & Iceland.



LO1 - Know features of tectonic events (earthquakes, volcanoes, tsunamis).

AC1.2 Recognise areas of the world affected by tectonic events.

Using your worksheet put the list of well-known earthquakes/tsunamis into date order

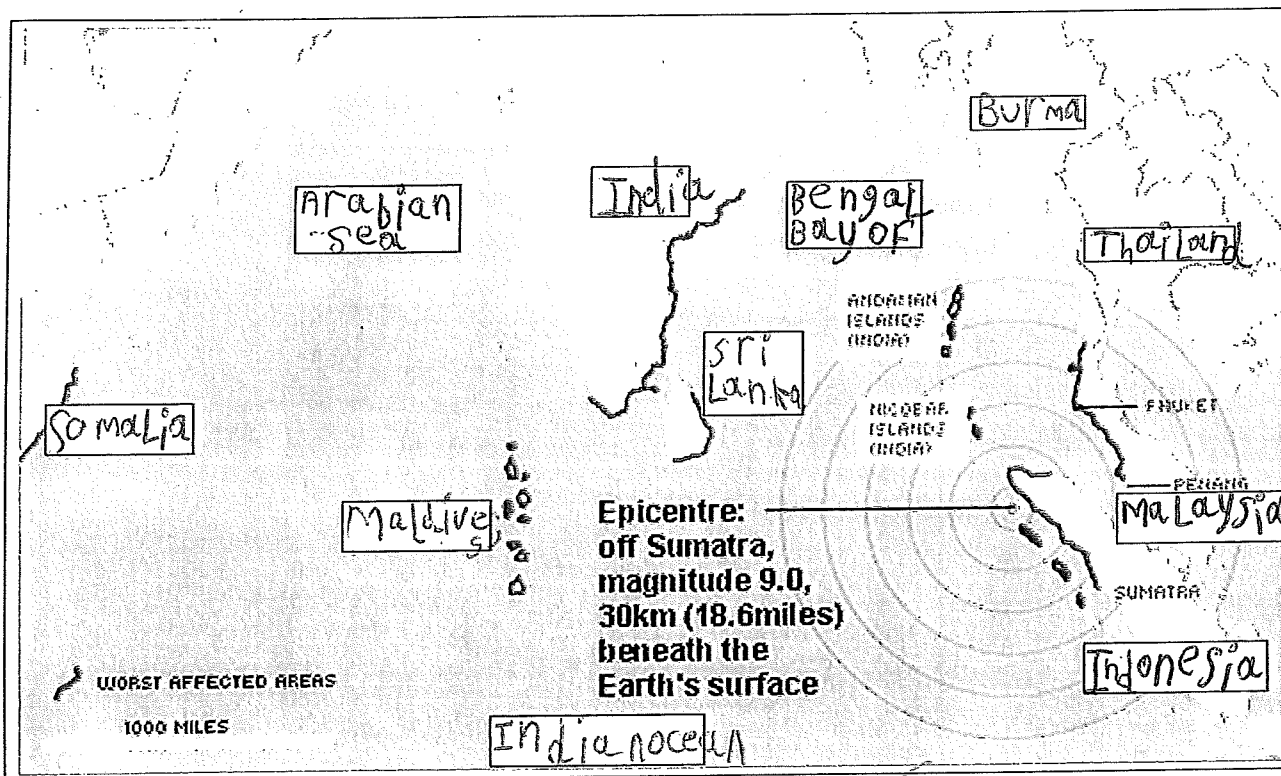
1. January 31, 1906, Ecuador: quake measuring 8.8 struck near coast of Ecuador and Colombia, generating tsunami that killed up to 1,000. Felt along coast of Central America and as far north as San Francisco and west to Japan
2. February 3, 1923, Russia: Kamchatka struck by quake measuring 8.5
3. February 1, 1938, Indonesia: quake measuring 8.5 in Banda Sea generated tsunamis causing damage on Banda and Kai, volcanic islands in eastern Indonesia
4. August 15, 1950, Tibet/India: 2,000 homes, temples and mosques destroyed by quake measuring 8.6. Hardest hit was Brahmaputra Basin in northeast India. At least 1,500 killed
5. November 4, 1952, Russia: quake measuring 9.0 generated tsunami that struck Hawaiian islands. No lives lost
6. March 9, 1957, Alaska: quake measuring 9.1 hit the Andreanof Islands. On Umnak Island, Mount Vsevidof erupted after being dormant for 200 years, generating tsunamis that continued to Hawaii
7. May 22, 1960, Chile: quake measuring 9.5 struck Santiago and Concepción, triggering tidal waves and volcanic eruptions. 5,000 killed, 2 million homeless
8. March 28, 1964, Alaska: quake and ensuing tsunami claimed 125 lives; caused \$311 million in property loss. Measuring 9.2, it was felt over a large area of Alaska and in parts of Yukon Territory and British Columbia
9. February 4, 1965, Alaska: quake of 8.7 generated tsunami reported to be 10.7m high on Shemya Island
10. December 26, 2004, Indonesia: quake measuring 8.9 struck coast of Aceh province on island of Sumatra killing 230,000 people in 14 countries

LO1 - Know features of tectonic events (earthquakes, volcanoes, tsunamis).

AC1.2 Recognise areas of the world affected by tectonic events.

Watch a news clip covering the Boxing day tsunami in 2004. Use an atlas to label the map below.

Areas affected by the Boxing Day tsunami 2004



✓ Lovely map work

The Boxing Day tsunami was one of the worst natural disasters ever because....

The earthquake which set it off was huge; 8.9.

on the Richter scale. It set off a wave which

was 20m high and it was very powerful. The

tsunami caused massive damage to the

buildings and very many people were killed and injured.

LO2 Know how tectonic events impact on people and the environment

AC2.1 Identify effects of tectonic events on people.

Examine how the Boxing Day tsunami 2004) has impacted people. In groups discuss the effects of the tsunami. These should relate to people and the environment (both natural and built) & sort into 3 groups.

People	Environment (natural)	Environment (built)
trapped	pets died	hotels destroyed
injured	trees wiped out	schools flooded
250,000 people died	homeless	airports flooded
lost their homes	animals hurt	buildings destroyed

Thinking about the effects on people (1<sup>st</sup> column). Discuss each effect & rank them in order of seriousness of impact on people.

1 250,000 died

2 lost families

3 lost homes

4 injured

5 hurt

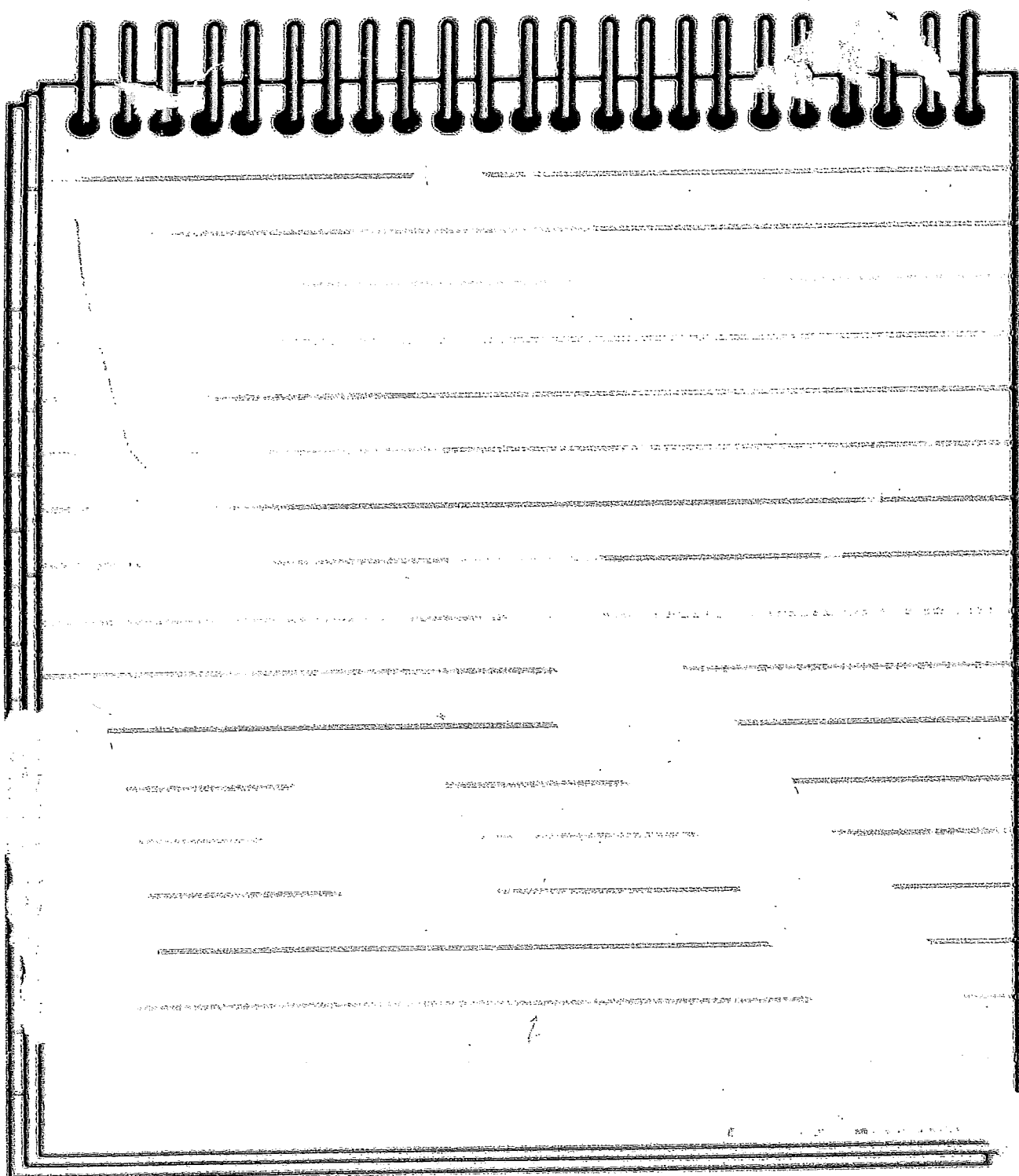
6 trapped

Grade Research.

LO2 Know how tectonic events impact on people and the environment

AC2.1 Identify effects of tectonic events on people.

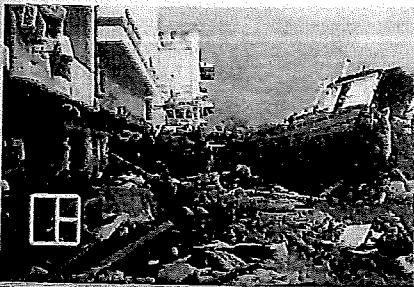
Using the Internet (e.g. Google to find eye witness accounts, photos etc), investigate one chosen event in closer detail, e.g. 2004 South East Asia tsunami, 2005 Pakistan earthquake or 1991 Mount Pinatubo volcanic eruption. Write an account of the effects it had on **people**.



## 2005 Pakistan Earthquake



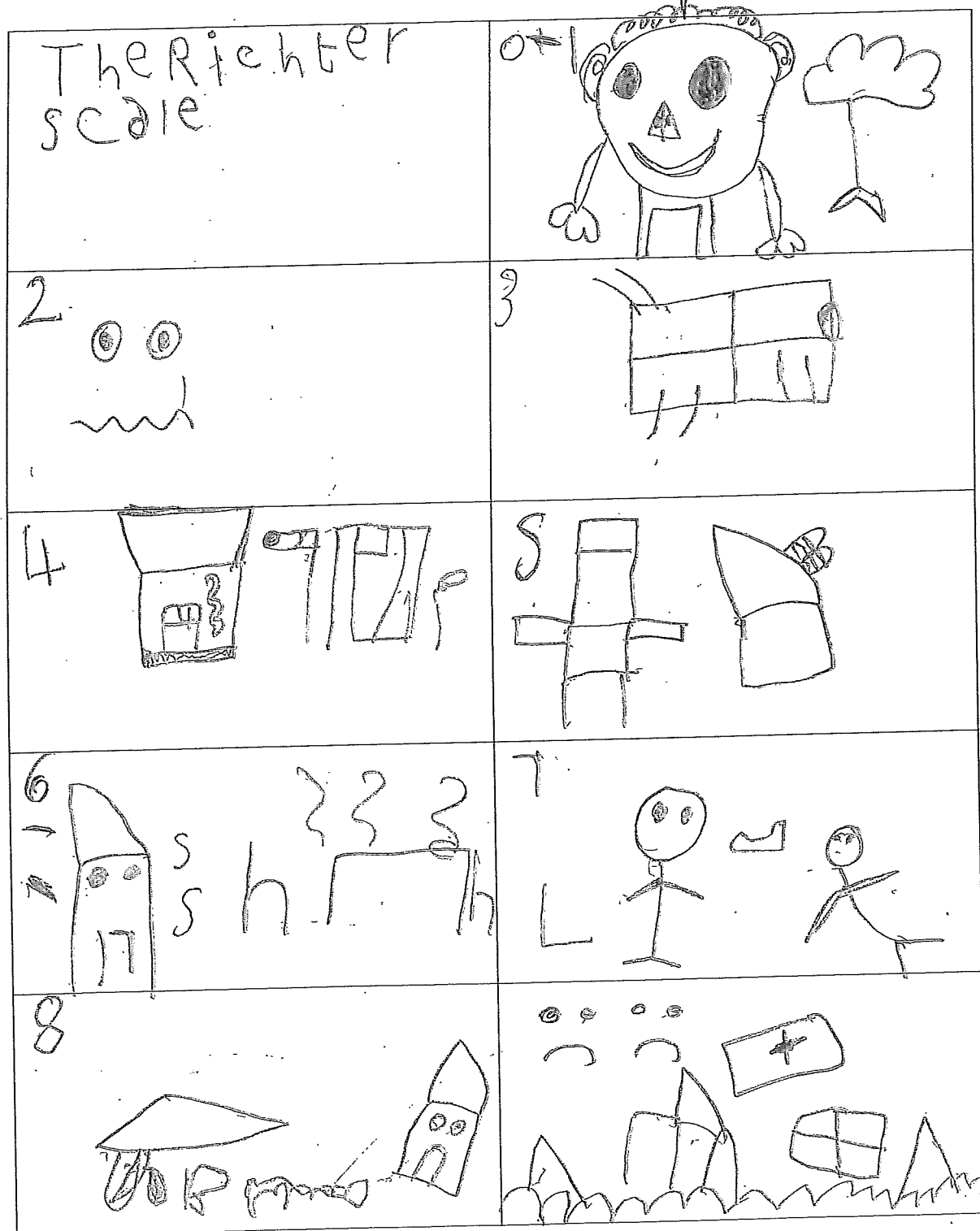
People can be hurt  
or die and their houses  
destroyed. There may be no  
hospitals or doctors to help  
them. There may be no water  
because pipes burst.  
Animals and wildlife will die.



LO2 Know how tectonic events impact on people and the environment

AC2.2 Identify effects of tectonic events on the environment.

The Richter Scale is used to measure earthquakes. Draw pictures to show the damage at each level on the Richter Scale.



LO2 Know how tectonic events impact on people and the environment

AC2.2 Identify effects of tectonic events on the environment.

Examine how the chosen tectonic event (volcanic eruption, earthquake or tsunami) has impacted on the environment (use case study from AC2.1). Think about natural environment' and 'built environment'. Use the Internet, newspapers and magazines to investigate the effects of tectonic events on the environment, e.g. destruction of natural habitats



Name

## The Richter Scale

9 and over	Panic. Houses collapse and have heavy damage.
8	Houses destroyed.
7	Difficult to stand. Houses have large cracks.
	Furniture moves, chimneys and some walls crack.
5	Objects fall, minor cracks to house.
4	Buildings tremble, small objects move.
3	Windows rattle.
2	Light trembling.
0-1	Cannot be felt or seen.

LO2 Know how tectonic events impact on people and the environment

AC2.2 Identify effects of tectonic events on the environment

Headlines - Write a headline to match the picture  
- think of the *impact* on the people



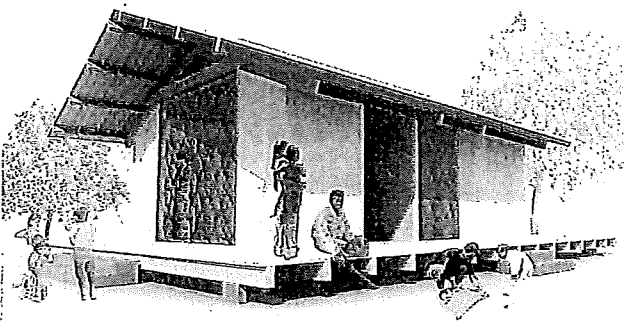
My son is hurt



I lost my house



sleep in tents




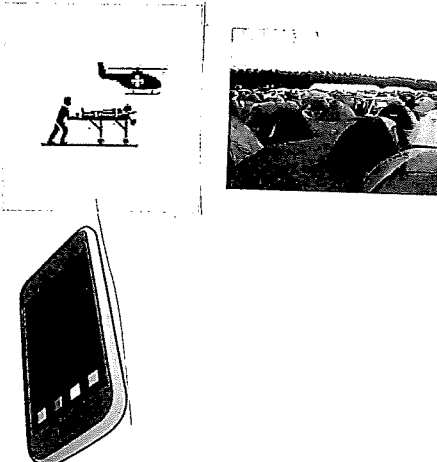

✓ Great headlines

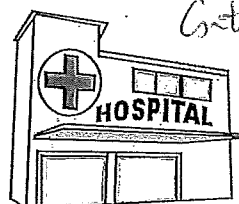
families safe and happy

LO3 Know how people respond to tectonic events.

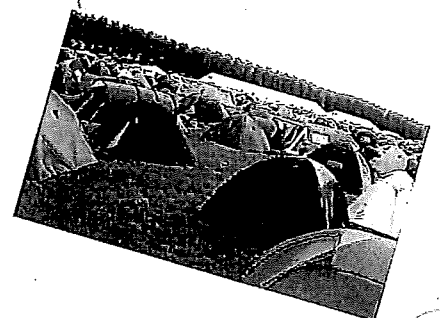
AC3.1 Identify help that is needed after a tectonic event.

Find out about the different types of help that people need after a volcanic eruption, earthquake or tsunami (use case study from AC2.1). Watch TV news footage and discuss.

<i>Short term</i>	<i>Medium term</i>	<i>Long term</i>
		

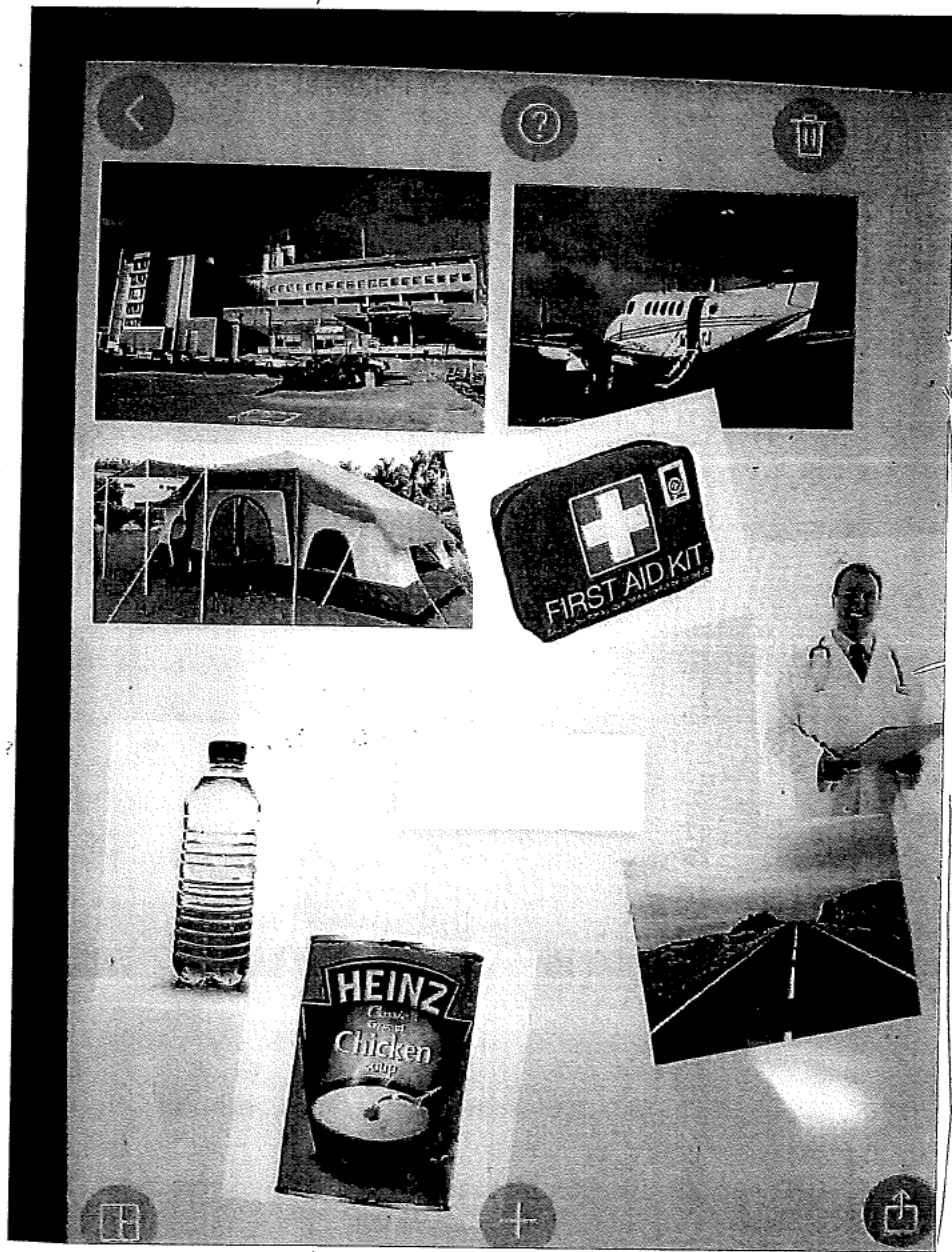


Good oral  
Get help and  
after  
news  
clips.



LO3 Know how people respond to tectonic events.  
AC3.1 Identify help that is needed after a tectonic event.

Create a display of digital photographs, sourced from the internet, to identify ways in which people in the affected areas can respond to a tectonic event in the short, medium and long terms, e.g. emergency shelter, drinking water, building new homes etc.



16  
Loudly pic collage  
2020

LO3 Know how *people* respond to tectonic events.

AC3.2 Suggest aid that can be given by people in the UK to countries after a tectonic event.

Find out about the work of Aid Agencies in the UK, e.g. Oxfam, British Red Cross. What do they do? Where do they work?

Name of charity -



The International Committee of the Red Cross (ICRC) is a humanitarian institution based in Geneva, Switzerland and a three-time Nobel Prize Laureate. State parties (signatories) to the four Geneva Conventions of 1949 and their Additional Protocols of 1977 (Protocol I, Protocol II) and 2005 have given the ICRC a mandate to protect victims of international and internal armed conflicts. Such victims include war wounded, prisoners, refugees, civilians, and other non-combatants.[3]



6 things you may not know about the International Red Cross and Red Crescent Movement

doyp

LO3 Know how people respond to tectonic events.

AC3.2 Suggest aid that can be given by people in the UK to countries after a tectonic event.

Case study to look at in more detail - Japan tsunami of March 2011

Locate on a map:



Watch video on British Red Cross web site on Japan tsunami.

you  
watched &  
listened in  
today

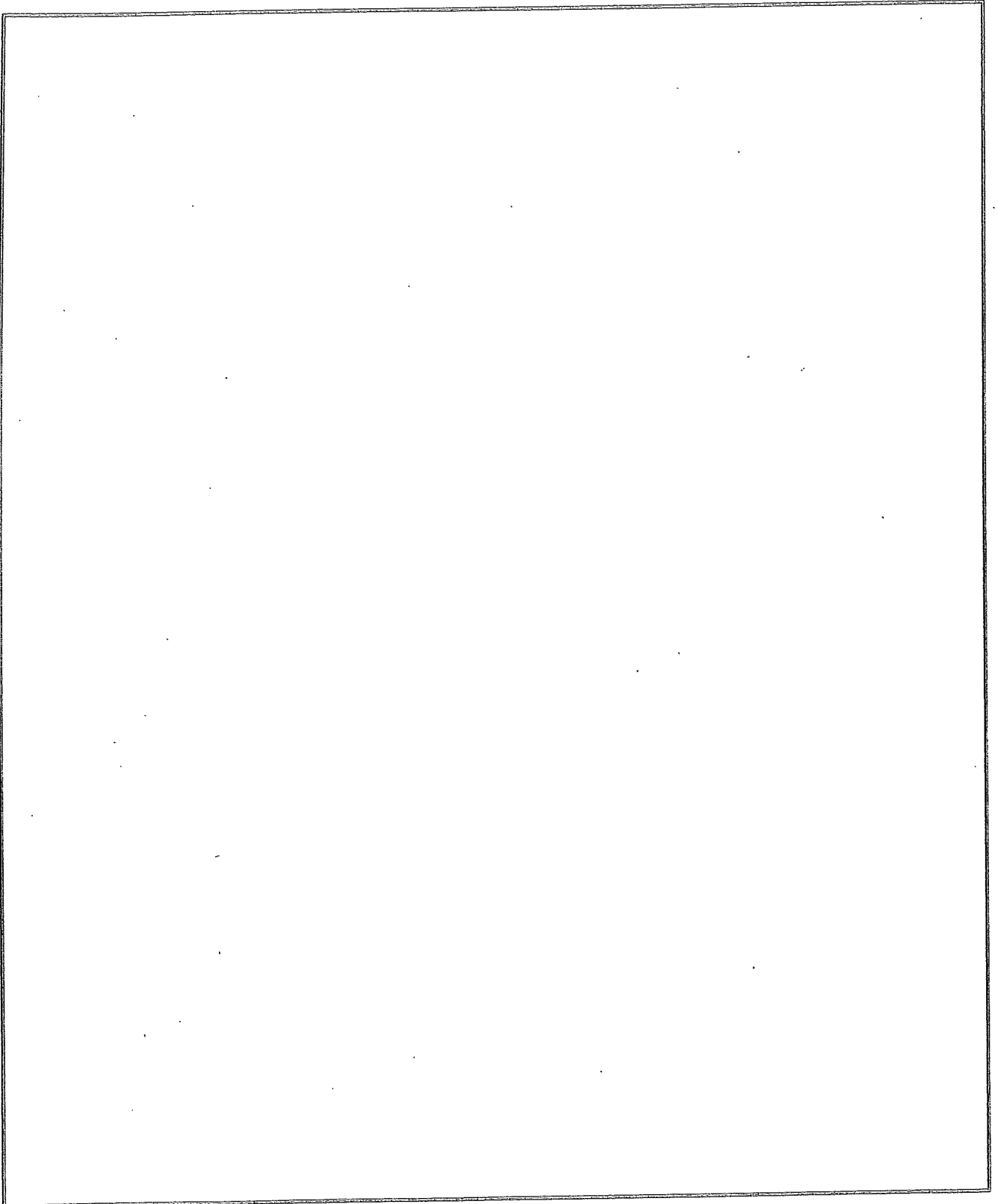
Key points

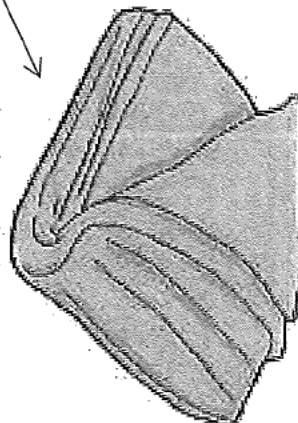
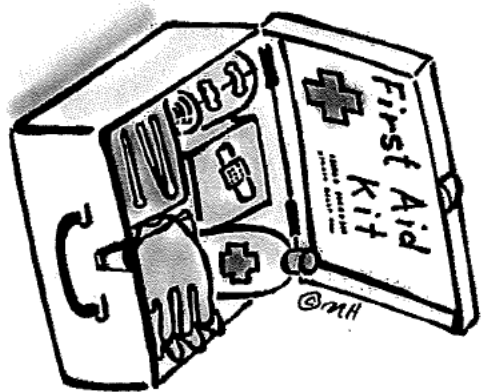
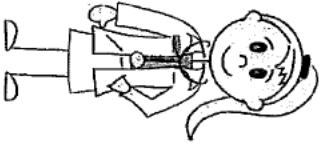
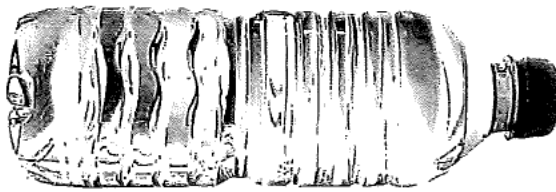
- largest t ever in Japan
- some buildings burned.
- only 1 hospital open.
- 9 on Richter scale
- 100s and Nurses came
- Red cross helped.
- 132,000 blankets given

LO3 Know how *people* respond to tectonic events.

AC3.2 Suggest aid that can be given by people in the UK to countries after a tectonic event.

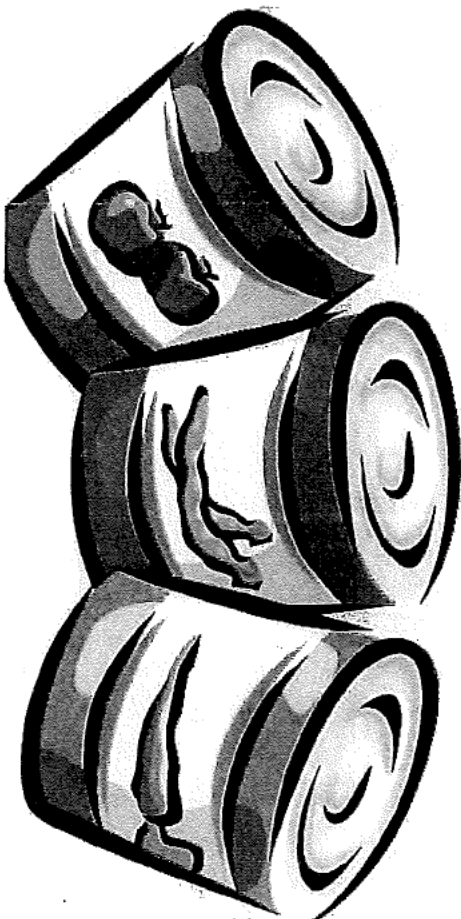
Create a large poster outlining ways in which people in the UK can respond to humanitarian disaster resulting from a tectonic event

A large, empty rectangular box with a thin black border, intended for a student to create a poster. The box occupies most of the lower half of the page.



Blanket - 23x27x25

We can send help



LO3 Know how people respond to tectonic events.

AC3.2 Suggest aid that can be given by people in the UK to countries after a tectonic event.

Discuss how schools might help those affected by a tectonic event. Draw up a list of possible fund raising events that could be organised and run by students

- Cake sale

---

- Bag Packing

---

- Car wash

---

- Collection tins

---

- Coffee morning

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✓ Good oral  
contributions to  
eg

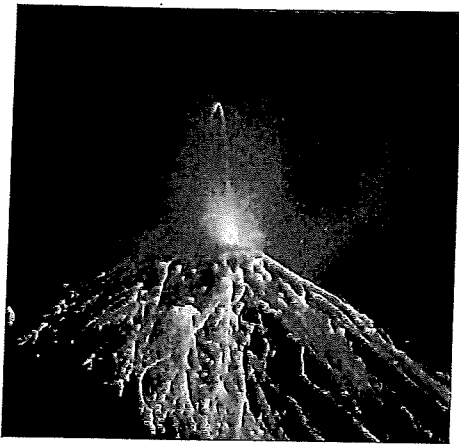
LO3 Know how people respond to tectonic events.

AC3.3 Identify ways of warning people about impending tectonic events.

*Tectonic events cannot be prevented but that the damage done can be limited.*

Find out what are the signs that a tectonic event is about to happen:

### Volcanic eruption



warning system  
people evacuate  
safety zone  
Earthquake  
steam ✓  
smoke ✓

### Earthquake



little tremors  
change in pressure  
warm weather ✓  
Electronic interference  
strange animal  
behaviour.

### Tsunami



Little earthquakes  
strange animal  
behaviour water  
retreats waves ✓

LO3 Know how people respond to tectonic events.

AC3.3 Identify ways of warning people about impending tectonic events

We can reduce the effects of an earthquake. Choose a case study e.g. San Francisco (USA), Tokyo (Japan). What do they do?

Find out how buildings can be constructed to be more resistant to earthquakes. Identify materials to be used.

Case Study

The US Bank Tower  
deep foundations  
steel frames

rubber shock absorbers

Trans-America Pyramid in San Francisco – what has this building got to do with earthquakes?

The shape is  
pyramid which stops  
it falling over in an  
earthquake.

Lovely



LO3 Know how people respond to tectonic events.

AC3.3 Identify ways of warning people about impending tectonic events.

### Planning an Earthquake Survival Kit.

You live in Pacific Heights, San Francisco. You have a small sturdy shed in your garden, well away from the house, which houses your garden tools. On the advice of local fire officers you are going to put together an earthquake emergency kit and store it in this shed so it would be accessible in the event of an earthquake.

Which 6 things from the list below does your group think would be most useful to put in the emergency kit?

Discuss each item carefully and have a clear reason ready to justify your choice.

Fire Extinguisher	First Aid Kit	Swiss Army Knife
Plastic bucket	Torch	TV
Board games	Matches	Candles
Tin opener	Spade	Small tent
4 litres mineral water	Water purifying tablets	Toilet paper
Radio (battery operated)	Toothpaste	Mobile phone
Disinfectant	Tools including pipe wrench	Spare batteries
Batteries	Tinned food	Dried food
Dust mask	Spade	Blankets
Avalanche transmitter	Wind up radio	Camping gas and stove

✓ nice group work - discussion

How and why would your choices be different if you lived in a poorer country?

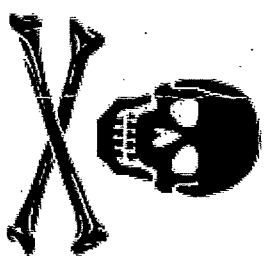
LO3 Know how people respond to tectonic events.

AC3.3 Identify ways of warning people about impending tectonic events.

Find out what are the most important things to do when a big earthquake strikes a city

~~Draw a large poster outlining what should be done in the event of an earthquake~~

*Pupils used Powerpoint*



# EARTHQUAKE!

## DROP

### COVER

## HOLD



## Exemplar 2

## PEOPLE AND PROTEST– ENTRY 2

### WJEC ASSESSMENT RECORD

Candidate Name;

Candidate No. \_

Centre Name;

Centre No.

LO	Assessment Criteria	Met	Evidence
LO1	<b>AC1.1</b> State general reasons why people decide to protest.	<b>18/01/16</b>	<p>joined in a group discussion about general reasons people decide to protest and completed a mind-map of general reasons (P 1 - 2). He also identified some of the issues people protest about (P 3). provided his own definition of protest (P 4) and recorded what a protest is, some reasons for protest and factors people about (P 5). completed a timeline of historical protest groups (P 6). completed a table of 19<sup>th</sup> Century protests which included various protest groups and their reasons for protests (P 7).</p>
	<b>AC1.2</b> Identify why specific groups decided to protest.	<b>18/01/16</b>	
		<b>25/01/16</b>	
		<b>10/04/16</b>	
LO2	<b>AC2.1</b> Identify protest methods used by individuals.	<b>22/02/16</b>	<p>watched videos, joined group discussions and listened to taught input and then completed a table of violent and non-violent protest methods used by individuals (P 8). can identify reasons for protests and the methods used by groups (P 7 &amp; PP 9 – 13) Robert designed a recruitment poster by a protest group (P 14).</p>
	<b>AC2.2</b> Identify protest methods used by groups.	<b>25//16</b>	
LO3	<b>AC3.1</b> Identify the success features of a protest.	<b>25/04/16</b>	<p>decided on a scale of 1 – 10 the success of various protests (P 15) and examined the success or failure of the protests learned about (P 7) and stated whether some of the protests had changed</p>

		09/05/16	anything for the better for people (P 16).
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# General Comments

Teacher: \_\_\_\_\_

Date: 20/4/17

Moderator: \_\_\_\_\_

Date: 20/4/17

13/5/17

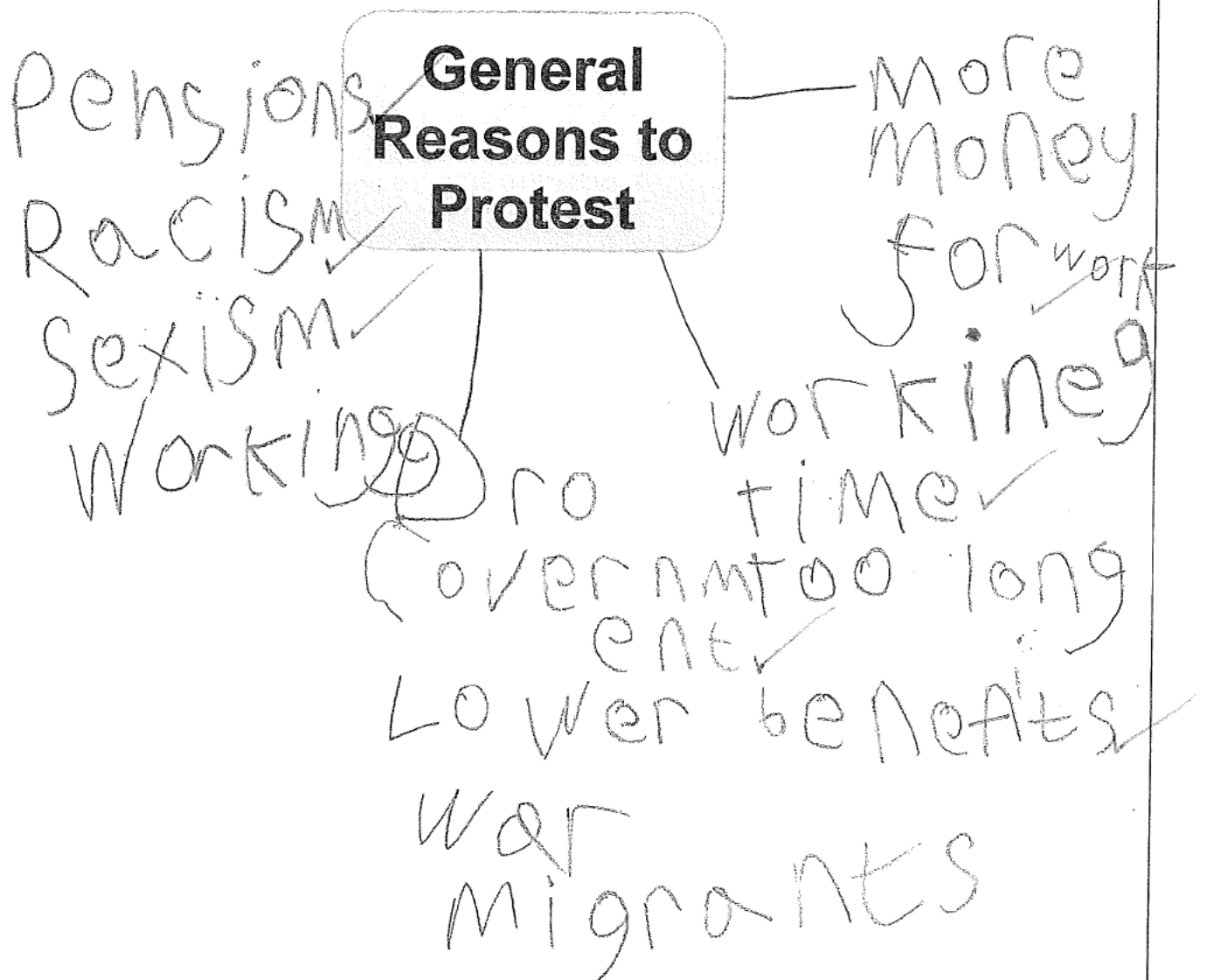
Student Name: \_\_\_\_\_

Date: 18.1.16

**People and Protest Assessment 1**  
LO1 - Know why people decide to protest.

**AC1.1 - State general reasons why people decide to protest.**

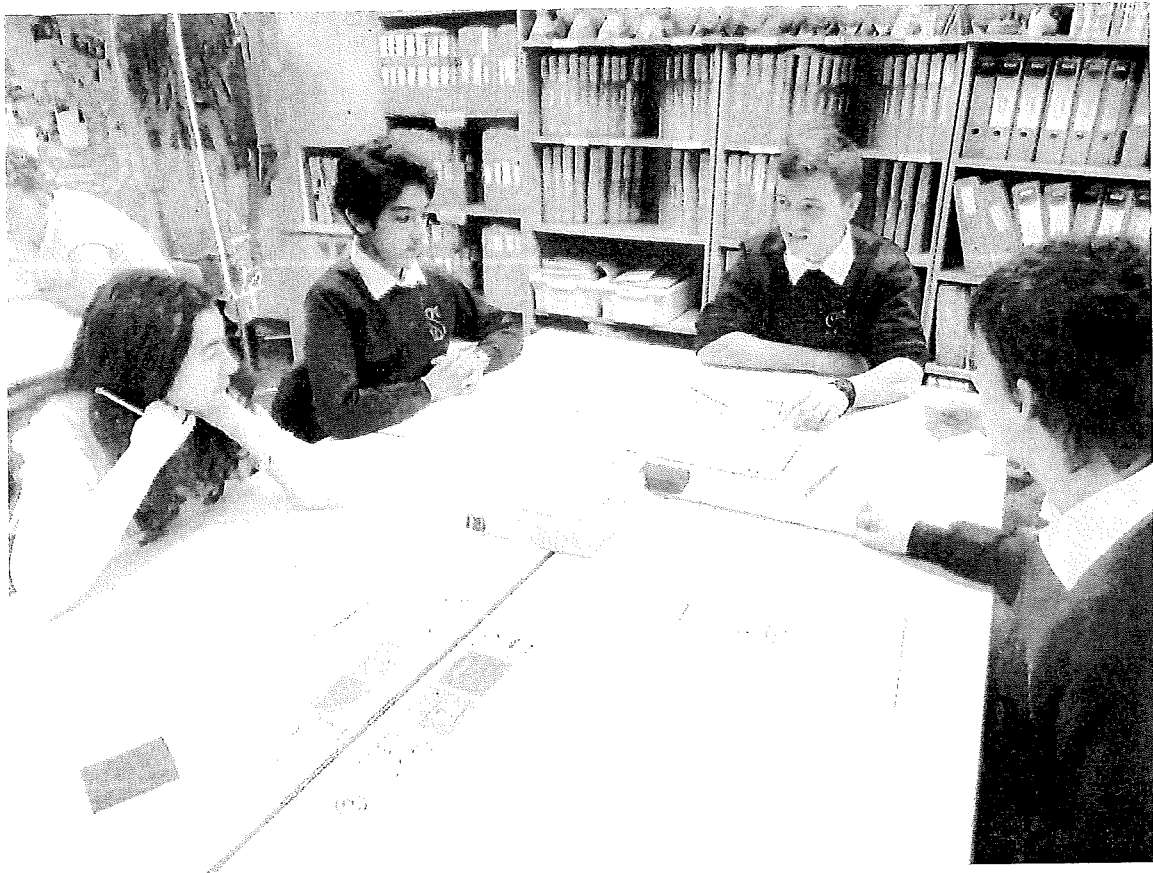
Complete the mind map listing at least 10 reasons why people decide to protest.



Robert demonstrated an emergent understanding  
Good work so far Robert. If you get the chance please add more to this.

18/01/16

LO1 - AC1.1 – Group discussion about reasons people can decide to protest.



18.1.16



War  
equality discrimination

POVERTY  
Dissatisfaction  
with  
government  
and rulers

**What are the  
issues people  
might protest  
about?**

HUMAN RIGHTS



Religious factors ✓  
Social and economic  
change  
MIC  
Equality  
DISCRIMINATION  
Education ✓



Well done  
Robert

Spelling  
Support

AC1.1 ✓



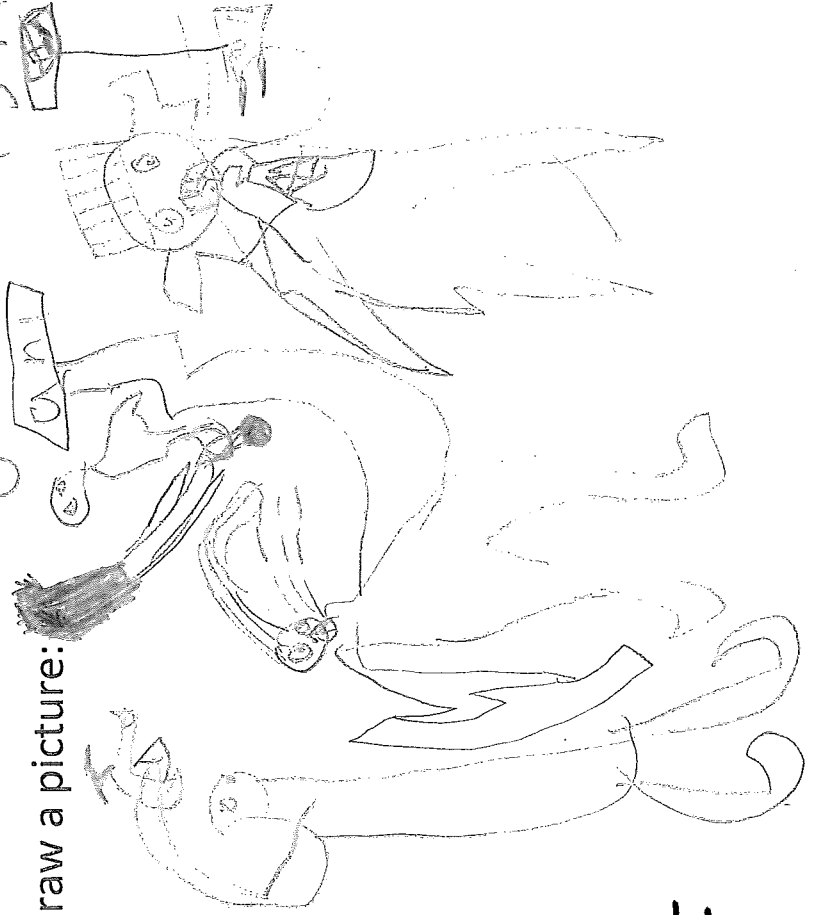
Robert can identify factors

# Protest

demonstrable

Synonyms for protest; ~~argue~~ stand  
UP FOR OURS  
AND FIGHT OUR RIGHTS

Draw a picture:



4

Definition:

When people disagree with what they are being told; to do by the people

Like the government  
A good try at a definition  
Very basic and simplistic

Use the word in a meaningful sentence:

people will protest  
is they don't like  
what the boss says  
like's her best  
sack a good water  
Yes there are reasons

25-1-16

## People and Protest

AC1.1 State general reasons why people decide to protest.

A protest is

When people disagree  
with what they are  
being told to do  
by the people in charge  
like the government.

It is not always about what you are being told to do -  
It can be about what is being done to yourself, others  
and things around you.

• The reasons people decide to protest is to

change the rules to make things  
better for people such as  
change laws better wages and  
conditions at work.

Among the factors people protest about are

poverty human rights  
discontent with government  
religious factors social and economic  
equality discrimination  
education

Robert is showing an emergent understanding of protest.

1800

1811-1812 The Luddites

Peterloo Massacre in Manchester

1819

The Swing Riots

1830

Great Reform Act – votes for Middle Classmen, (4% of the population can now vote.

1832

Grand National Consolidated Trade Union, (GNCTU), was set up with 800,000 members.

1834

The Tolpuddle Martyrs

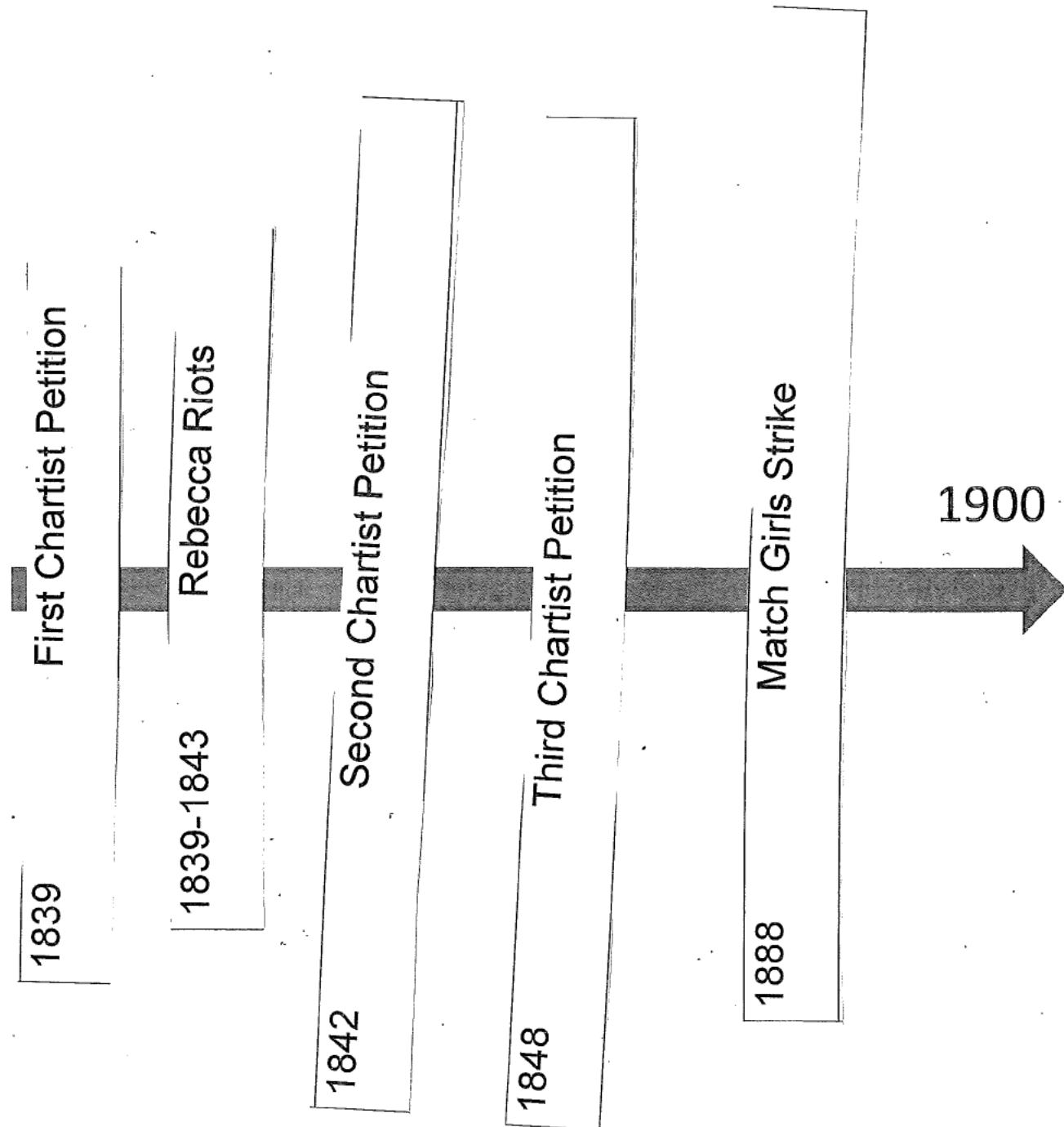
1835

The GNCTU collapses

1835

constructed  
a timeline of protests  
in the nineteenth century

# teenth. Century protest groups



12-4-16

AC1.2 ✓ AC2.1 ✓ AC2.2 ✓ AC3.1 ✓ 19<sup>th</sup> Century Protests

Name	Date	Reason/Purpose	Actions Taken	Government Response	Success or failure?
The Luddites	1811 - 1812	Worried about losing their jobs	Broke machines and attacked their employers	Arrested them and executed them or sent them to Australia	Failed because machines got better and less people had jobs ✓
The Swing Riots	1830	Farm workers were losing their jobs because of new machines	Sent letters to the farmers to stop using machines, set fire to hay and farm buildings	Arrested them and executed them or sent them to Australia including a 12 year old boy	Failed because machines continued to get better ✓
1834 GNCTU set up	1834	To get better rights for workers from their employers	Formed organised groups of workers	They were suspicious of them and prosecuted them.	Failed because Government action
1835 Tolpuddle Martyrs	1835	Poor Farmers wanted better working conditions	Joined union marched through London Petitions and protest meetings	Charged Farmers and sent them to Australia For 7 years	Success Tolpuddle Martyrs returned home in triumph. ✓
1839 Chartists	18302 1842, 1848	Working class men wanted the vote.	Took petitions parliament Government ignored them.	Government ignored them.	Failure but started people talking about unfair system. <i>Working class men eventually got the vote.</i> Part Success ✓
The Rebecca Riots	1839- 1843	Poor farm workers could not afford the road tolls	'dressed up as women and smashed up turnpikes.	Sent in troops executed or transported protesters.	

E2 AC2.1 - Identify protest methods used by individuals

Graffiti

Violent	Non - Violent
Setting oneself on fire ✓	Hunger strike
Property damage ✓	Wearing an armband or pin or T-shirt with a protest message
Riot ✓	Sit ins
	Voting
	Revolution ✓
	Letter to the editor of a paper ✓
	Lawsuit ✓
	Singing protest songs ✓
	Conscientious objector ✓
	Strike/lockout ✓
	Protest march ✓
	Blog rant ✓
	Boycott ✓
	Attending and speaking up at governmental meetings ✓
	Political rally
	Attaching oneself physically to something ✓
	Refusing to pay taxes ✓
	Picketing/demonstrating with signs while chanting slogans ✓
	Art ✓
	Petitions ✓
	Suicide bombing

can identify if method of protest are violent or non-violent

25.4.16

AC2.1 – Identify protest methods used by individuals

AC 2.2 – identify protest methods used by groups.

Method sit-ins

Protest groups and individuals that used this method

HUMAN RIGHTS STUDENTS

N

Why the individuals and groups chose to use this method

NO A VIOLENT

RELAXING

MAKES CHAOS.

PUBLICITY

SAFETY IN A GROUP

STOPS TRODDING

A good explanation. Well done

25.416

AC2.1 – Identify protest methods used by individuals ✓

AC 2.2 – identify protest methods used by groups. ✓

Method Petitions

Protest groups and individuals that used this method

Chartists Fair Play for Cymru LeMay  
Animal Rights ✓

Why the individuals and groups chose to use this method

Non-Violent ✓  
Shows Prime Minister  
or Leader how much  
Support there is ✓

can identify protest methods used  
and go on to state why.

Well Done Robert

18.4.16

AC2.1 – Identify protest methods used by individuals ✓

AC 2.2 – identify protest methods used by groups. ✓

Method SMASH PROPERTY ✓

Protest groups and individuals that used this method

THE LUDDITES, REBECCA RIOTS,  
SWING RIOTS

Why the individuals and groups chose to use this method

BOSSSES CAN'T MAKE MONEY  
INSTANT IMPACT. ✓  
PUBLICITY LETS OUT ANGER.

can identify protest methods used  
by individuals and groups.

18.4.16.

AC2.1 – Identify protest methods used by individuals ✓

AC 2.2 – identify protest methods used by groups. ✓

Method MARCH TO PUDDLE

Protest groups and individuals that used this method

TO PUDDLE MARTYRS ✓

GHANDI PEACE GROUPS. ✓

Why the individuals and groups chose to use this method

NON-VIOLENT ✓

GET NOTICED SHOWS SIZE

SUPPORT ✓

AC2.1 – Identify protest methods used by individuals

AC 2.2 – identify protest methods used by groups.

Method strike/lockout

Protest groups and individuals that used this method

trade unions, coal miners  
junior doctors

Why the individuals and groups chose to use this method

to shut down work

What about the financial cost?

L02

AC2.1  
AC2.2

25.4.16

Do you want market prices to  
up?

Help us keep our roads  
free from charges.



Stop the Turnpike Trusts  
who are demanding unfair  
tolls.

Poor farmers cannot  
afford to pay them

Smash the  
turnpikes and  
travel free!



A bright catchy poster

25/4/16

E2 LO3 AC1.1 ✓ Identify the success features of a protest.

On a scale of 1 - 10 how successful were the protests studied.



0 = Not at all successful to 10 = completely successful

The Luddites - 0

The Match girls 10

The Rebecca Riots 5

The Chartists 4

The Swing riots 0

The Suffragettes 6

The Tolpuddle Martyrs 10

Rate other protest movements you may have chosen to study.

The NHS junior doctors strike Re: 5  
GNETV: 0

gave his opinion of the successes of protests

9.5.16

Examine the success or failure of some of the protests you have learned about.

AC3 1 ✓

The protest	In your opinion did the protest achieve its aims?	Did anything change? If so what changed?
the LV dit es	No	and less people had jobs as machines better ✓
Chartists	res event ually	People started talking about it ✓
Tolpuddle Martyrs	yes	Got better working conditions ✓

identified success features

## Exemplar 3

## Places of worship – ENTRY 2

### WJEC ASSESSMENT RECORD

Candidate Name \_\_\_\_\_

Candidate No. 1715

Centre Name \_\_\_\_\_

Centre No. 44369

LO	Assessment Criteria	Met	Evidence
LO1	<b>AC1.1</b> Identify features found in a place of worship which are used in worship.	4/5/16	Worksheet
	<b>AC1.2</b> State where certain features are situated in the place of worship.	4/5/16	Worksheet
LO2	<b>AC2.1</b> Select reasons why certain religious features are used in worship.	25/5/16	Worksheet
	<b>AC2.2</b> Select reasons why certain religious features are important to believers.	22/6/16	
LO3	<b>AC3.1</b> Identify appropriate behaviour in a place of worship.  <b>AC3.2</b> Select reasons why certain behaviour is expected in a place of worship.	29.6.16	Worksheets.

General Comments

has worked well on this unit, needed a few prompts at times but had some understanding

Teacher: \_\_\_\_\_

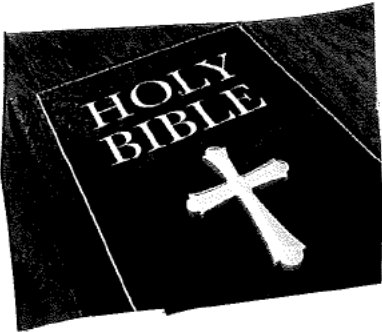

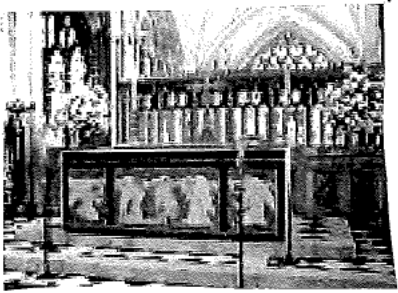
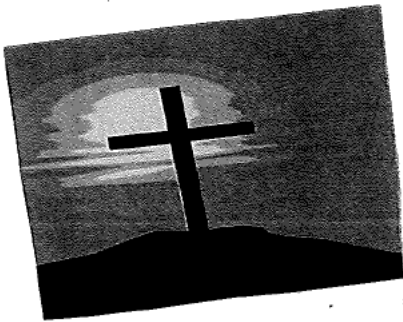

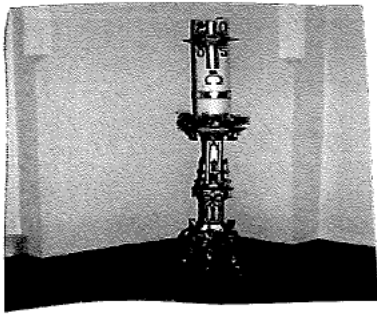
Date: 29/6/16

Moderator: \_\_\_\_\_

Date: 12/5/17

Places of worship	6269	E2
Name	Number	Date 11/5/16
Outcome 1.1 - Identify features found in a place of worship which are used in worship.		

Use the internet to find pictures of these things you would find in a church or you could draw your own.

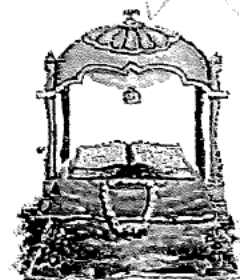
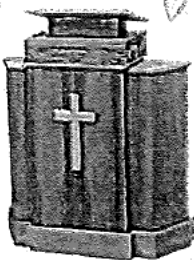
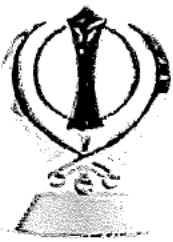
<p>bible</p> 	<p>kneeler</p> 
<p>stained glass window</p> 	<p>cross</p> 
<p>candle</p> 	<p>altar</p> 

Teacher's remarks

The student has shown a good understanding of the features found in a church and has drawn them accurately.

Places of worship	6269	E2
Name	Number	Date 4/5/16
Outcome 1.1 - Identify features found in a place of worship which are used in worship.		

Put a red circle round the things you would find in a Christian church and a blue circle round things you would find in a Sikh Gurdwara.



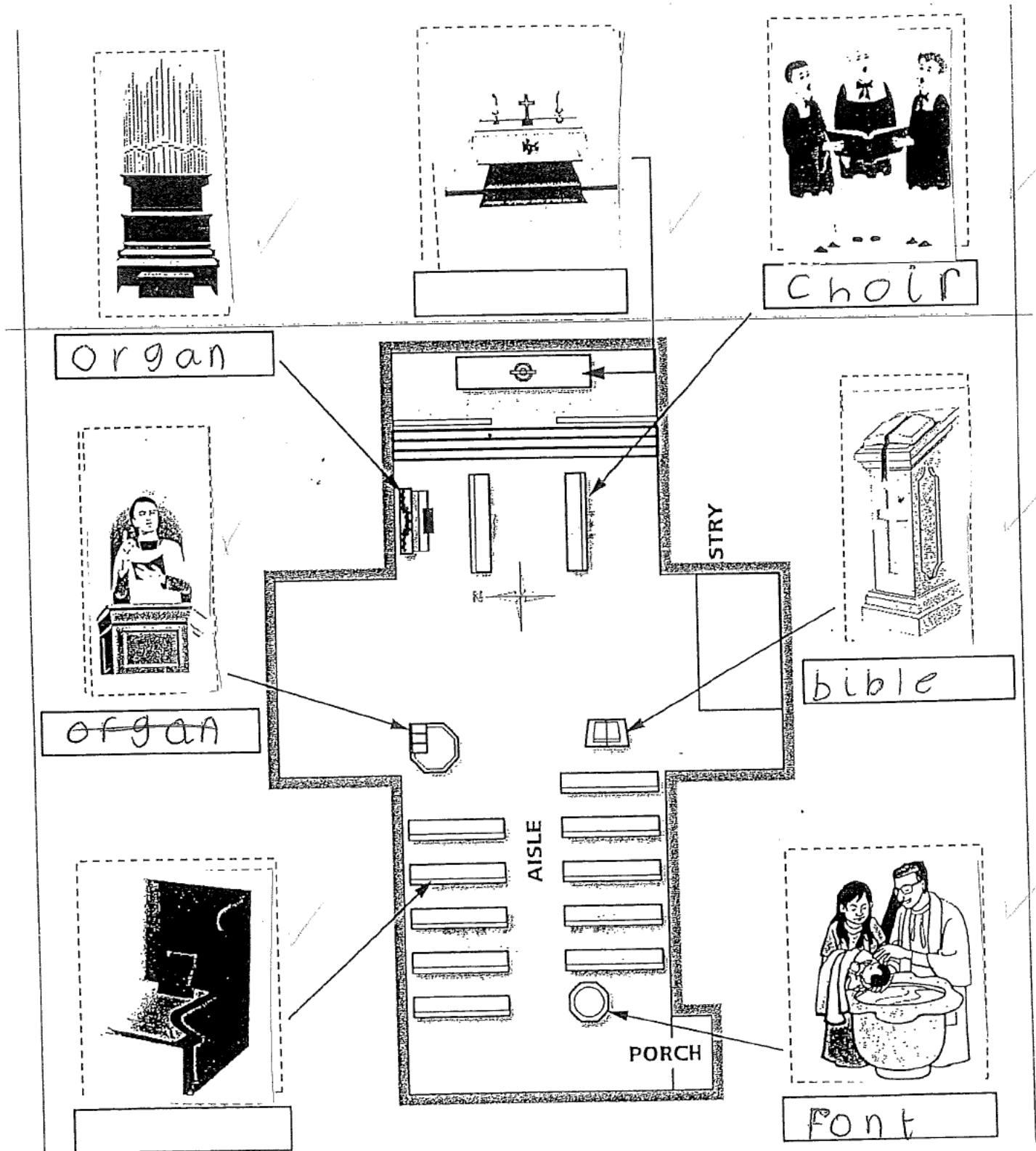
Teacher's remarks

Wrote down everything. Independent

mark

Places of worship	6269	E2
Name	Number	Date 4/5/16
Outcome 1.2 - State where certain features are situated in the place of worship.		


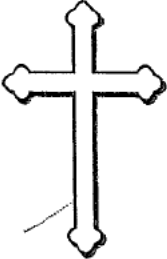


Stick the pictures on the plan of the church



Teacher's remarks

Following a whiteboard activity  
 was able to place the pictures in the  
 correct position. She has attempted to name some of  
 the features.








Places of worship	6269	E2
Name	Number	Date 25/5/16
Outcome 2.1 - Select reasons why certain religious features are used in worship. 22/6/16		
Outcome 2.2- select reasons why certain religious features are important to believers		

Feature	Why it is used	Why it is important to Christians
	It holds the bread and wine at communion ✓	It reminds Christians of Jesus body and blood ✓
	It is the symbol of Christianity ✓	It reminds Christians that Jesus died for them ✓
	It is lit on the altar ✓	It reminds Christians that Jesus is the light of the world ✓
	It is read by the vicar ✓	It teaches Christians about God and Jesus ✓

Teacher's remarks Independent work - good understanding demonstrated.

Places of worship	6269	E2
Name	Number	Date 29/6/16
Outcome 3.1- Identify appropriate behaviour in a place of worship.		

Tick the rules which show how you should behave in a church

You should run up and down		<input checked="" type="checkbox"/>
You should be polite and help others		<input checked="" type="checkbox"/>
You should turn off your mobile phone		<input checked="" type="checkbox"/>
You should shout and swear		<input checked="" type="checkbox"/>
You should treat the books and other things carefully		<input checked="" type="checkbox"/>
You should sit quietly and listen when the vicar is speaking		<input checked="" type="checkbox"/>
You should eat sweets and drink pop		<input checked="" type="checkbox"/>

Teacher's remarks

Completed independently after a discussion about rules

Places of worship	6269	E2
Name	Number 17/6/16	Date 29/6/16
Outcome 3.2- Select reasons why certain behaviour is expected in a place of worship.		

Match the reason to the rule to say why it is important to behave in a church

Turn off mobile phones 1 ✓	Show respect and other people have to use them 4 ✓
Do not talk during the service 2 ✓	Jesus tells us to love each other and take care of people B ✓
Be polite to other people and help them. ✓ 3	It would disturb people if it went off in the service. 1 ✓
Be careful with the bible and other books 4 ✓	You would not be listening to what was being said and it would annoy other people. 2 ✓

Teacher's remarks

Completed after a discussion about rules

## Exemplar 4

## Taking a Role in Society in the UK – ENTRY 2

### WJEC ASSESSMENT RECORD

Candidate Name \_\_\_\_\_ Candidate No. \_\_\_\_\_

Centre Name \_\_\_\_\_ Centre No. \_\_\_\_\_

LO	Assessment Criteria	Met	Evidence
LO1	<b>AC1.1</b> Identify key terms associated with the election system in the UK.	✓	p 1-2
	<b>AC1.2</b> Identify events connected with elections in the UK.	✓	p 3-6
LO2	<b>AC2.1</b> Identify ways that the people can help in the election process.	✓	p 7-9
	<b>AC 2.2</b> Identify ways that people can vote in elections.	✓	p 11-13
	<b>AC2.3</b> Identify reasons why people decide not to vote in an election.	✓	p 7-8, p 10
LO3	<b>AC3.1</b> Identify reasons why people support others in society.	✓	p 14-16
	<b>AC3.2</b> Identify ways in which people can help those in need in society.	✓	p 17-19

General Comments

Work was completed by the candidates in accordance with the WJEC specification and guidance.

Teacher: \_\_\_\_\_

Date: 22.03.17

Moderator: \_\_\_\_\_

Date: 14/5/17

## Our Electoral System Quiz!

09/2016  
=> 1/15/16

### **Assessment Brief:**

Circle each of the key terms related to our electoral system below.

Read through the definitions and match the correct definition to each term.

Birthday party	Political party	Engagement party	Fancy Dress Party
A group of people who come together and hold power in the government. They agree on many of the same policies for society.			

General Election	General Hospital	General Wavell	General Accident
the election of representatives to the House of Commons (in the UK) from constituencies throughout the country.			

Decembrist	Demonology	Democracy	Dehydration
A system of government by all the eligible members of a state, typically through elected representatives (MPs).			

Manama	Mandolin	Manfred Mann	Manifesto
Intentions and opinions of a political party, given to the public.			

2

Prime Mover	Prime Directive	Prime Minister	Prime Number
the head of the government in a parliamentary system.			

Constituency	Contemplation	Contamination	Connotation
The area and people represented by an MP.			

Bus Station	Polling Station	Station of the Cross	ton Station
A place where people go to vote in an election.			

Waste paper	Tissue Paper	Newspaper	Ballot Paper
A paper used for voting in an election to show which party someone is voting for.			

Gloating	Toting	Voting	Floating
Choosing who you want to represent you.			

MP	GP	VIP	TV
This is the person chosen by the people of a constituency to represent them in Parliament.			

# Our Electoral System!

## **Assessment Brief:**

Identify each of these events connected with the last General Election.

You should use the words in the box only once or not at all for each part.

- Polling day
- Opinion polls
- The Monarch invites a party to form a Government
- Campaigning
- Manifesto launch
- Debating
- Party political broadcasts

You can use class notes and the internet to help you.

*Both used.*

24

## Part 1: The Scottish National Party (SNP)

# SNP



On the 3<sup>rd</sup> April 2015 a Scottish actor appeared in a 2.5 minute advert on television promoting the SNP.

This is a party political broadcast

On 7<sup>th</sup> April, the 4 leaders of the Scottish political parties met and had a discussion about how the country should be run.

This is Debating

The next day people were asked who they would vote for. 52% said they would vote for the SNP. 22% said they would vote for Labour, while 13% said they would vote Conservative.

This is opinion polls

Later that month the SNP released a booklet called **Stronger for Scotland**. This was about what the SNP planned to do in the future.

This is a Manifesto launch

Meanwhile lots of SNP members were going round the houses, knocking on doors and asking people to vote for them.

This is Campaigning

On 7<sup>th</sup> May 2015, people went to vote to decide which political party should rule Britain.

This is polling day

## Part 1: The Conservative Party



On the 30<sup>th</sup> March 2015 there was a 2.5 minute advert on television about how the Conservative Party was the best party for looking after children.

This is a party political broadcast

On 30<sup>th</sup> April, the leaders of the three political parties met and had a discussion about how the country should be run.

This is debate

The next day people were asked who they would vote for. 34% said they would vote Labour. 33% said they would vote Conservative while 9% said they would vote Liberal Democrat.

This is a poll

Later that month the Conservatives released a booklet called **A Brighter, More Secure Future**. This was about what the Conservatives planned to do in the future.

This is a manifesto

Meanwhile lots of Conservatives members were talking to people, asking people to vote for them.

This is campaigning

On 8<sup>th</sup> May 2015, the Conservative Party won the election. David Cameron went to see the Queen.

This is when The monarch invites a

Taking a Role in Society in the UK: Entry Level 2

AC 1.2 Identify events connected with elections in the UK.

party to form a government

6

## Part 2: Research

1	UKIP leader	Nigel Farage
2	Labour manifesto title	Britain is Better
3	Leanne Wood's party	Plaid Cymru
4	UKIP manifesto title	Believe in Britain
5	Election polling body	you
6	Labour leader	Jeremy Corbyn
7	The day you vote	polling day
8	Gedling, Rushcliffe, Broxtowe	Constituence
9	<b>For the Common Good</b> Who's manifesto?	The Green party
10	The <b>Battle Bus</b> was involved during who's campaign?	The Conservative party

AC1.2 UK election events identified through case study.

## More About Elections

### Part 1

Read the statements in the table below. Then:

- If you think the statement is about how people help in the election process, write 'helping' in the box next to it.
- If you think the statement shows a reason why people do not vote in elections, write 'reason' in the box next to it.
- If you think the statement shows is about something else, write 'other' in the box next to it.

When you have finished, ask for Part 2.

Driving old people to the polling station to vote.	helping
I forgot.	reason
I am black.	other
Counting the ballot papers when voting has finished.	helping
I am 15 years old.	reason
Giving people ballot papers when they come into the polling station.	helping
I was feeling poorly.	reason

Taking a Role in Society in the UK: Entry Level 2

AC 2.1 Identify ways that people can help in the election process.

AC 2.3 Identify why people do not vote in elections.

I support Bangladesh at cricket.	✓	other
I was a visually impaired person's proxy voter.	✓	helping
I am 56 years old.	✓	other
The polling station was too far away.	✓	Reason
My mum likes cats.	✓	other
I don't want to.	✓	Reason
I was serving a prison sentence.	✓	Reason
I posted Uncle John's postal vote for him.	✓	helping
I am a French tourist.	✓	Reason
I am unemployed.	✓	other
I don't have a valid UK driving licence.	✓	other
I can't decide who to vote for, these politicians seem the same to me.	✓	Reason
I like Chinese food best of all!	✓	other

Taking a Role in Society in the UK: Entry Level 2

AC 2.1 Identify ways that people can help in the election process.

AC 2.3 Identify why people do not vote in elections.

✓ AC 2.1 ways identified, Part 1  
 ✓ AC 2.3 Reasons identified, Part 1

Part 2

**Give Part 1 to your teacher before starting Part 2**

- Link each election helping job with a description of what it is. Ignore the two 'red herrings' that have been put in to fool you.

Polling Clerk	Works with a school to help make sure it gives a good quality education.
Vote Counter	Is in charge of the election and gives the results for the Constituency after the votes have been counted. ✓
School Governor	Drives elderly, disabled, ill or people without transport in isolated places to and from the polling station.
Volunteer Driver	Gives voters a ballot paper when they arrive at a polling station. ✓
Dental Surgeon	Counts the votes when the voting is finished.
Returning Officer	Makes sure people are properly listed and can vote. ✓
Electoral Roll Officer	Helps you look after your teeth and gums.

✓ AC 2.1 ways identified, part 2.

Taking a Role in Society in the UK: Entry Level 2

AC 2.1 Identify ways that people can help in the election process.

AC 2.3 Identify why people do not vote in elections.

- Read the three stories below, and identify why each person could not vote in the **2015 UK General Election**.

### Story 1

Hector is a 55 year old Nottingham man who likes playing golf three times every week when he can. He also likes cooking, swimming and riding his mountain bike, although he hasn't been out much over the last two years as he is still in prison for hitting his Dental Surgeon and stealing his supply of gold (to make fillings with). Hector has dark skin and brown eyes, because his dad came from Barbados, and he likes listening to 1980s music. Hector is very interested in politics and normally votes for the Liberal Democratic party.

Hector **could not** vote because he is in prison.

### Story 2

Nina is a 27 year old woman who likes salsa dancing three times every week when she can. She also likes vegetarian cooking, yoga and bird watching, although she hasn't been out much over the last two years as she has been busy planning lessons for her school. Nina has red hair, freckles and blue eyes, which is common in the part of Germany where she lives, works, was born, and has seldom left. She likes listening to 1980s music, particularly **99 Red Balloons**. Nina is passionate about politics and normally votes for the Green party.

Nina **could not** vote because she is not a natural born citizen.

### Story 3

Frank is very interested in politics, and has decided he wants to become an MP. At the moment he is working hard to master politics, business studies, economics, history, geography, French (especially the writings of Voltaire) and philosophy, so when he gets elected as an MP (pro E.U) he will have all of the knowledge he needs to be able to revolutionise his home constituency of North Antrim, and work towards a United Ireland. Frank can't wait to vote for Sinn Fein, and will volunteer at their party office after he has finished his SATs.

Frank **could not** vote because he is too young.

Taking a Role in Society in the UK: Entry Level 2

AC 2.1 Identify ways that people can help in the election process.

AC 2.3 Identify why people do not vote in elections.

## Helping One Another!

AC 3.1

Wendy, Abdullah and their families genuinely want to be useful and helpful members of society.

➤ Identify the reason why you think they **helped** the other people in each scenario.

1. Abdullah saw the old man drop his walking stick. He picked it up for the old man and gave it back to him.

This was because:

a.	Abdullah supports Manchester City	
b.	Abdullah was worried that the old man might fall and hurt himself	✓
c.	Abdullah wanted to show off to his friends	
d.	Abdullah hoped the old man would give him money	

2. Wendy saw a broken glass bottle outside the school. She told the school caretaker about it.

This was because:

a.	Wendy wanted a 'credit' from the Head	
b.	Wendy wanted to show her friends what a caring person she was	
c.	Wendy was worried that the younger children might cut themselves on it	✓
d.	Wendy hoped the caretaker would tell her Mum what a fine person she was	

15

3. Abdullah's Dad gives £2.50 of every £100 he earns as a taxi driver to several charities.

This is because:

a.	He wants to pay less tax	
b.	The price of diesel has just gone down	
c.	He feels guilty about spending money on expensive plants for the garden	
d.	He feels that it is his religious duty to support the poor and needy	✓

4. Wendy's Mum spends several hours each week as a befriender for a teenage boy with Autism.

This is because:

a.	He doesn't have any friends and she wants to help make him feel happy	✓
b.	Wendy's Mum wants to be a teacher, so is doing it for her CV	
c.	Wendy's Mum thinks everyone will like her if she does this work	
d.	Wendy wants to impress Father O'Hara	

5. Wendy's Uncle Charlie spends hours of his time as a School Governor

This is because:

a.	He wants to get out of the house more	
b.	Uncle Charlie is doing it for his CV	
c.	He wants what is best for the children at the school and thinks he can contribute	✓
d.	Uncle Charlie wants to show the world what a great guy he is	

# Voting in Elections!

➤ Fill in the gaps in the passage below using your class notes to help you.

The day that people go to vote in elections is called polling / day.

Before then, people normally get a special card through the post called a

polling / card. ✓

They take this to a polling / station.

When they get there, officials check their name on the electoral roll.

Then they give them a ballot / paper. ✓



They take this to a polling / booth and decide who they are going to vote for by putting a cross in the box next to the candidate they want to vote for.

After that they fold up the paper and post it into a ballot / box.

People are normally allowed to vote until 10 o'clock. Then the votes are counted.

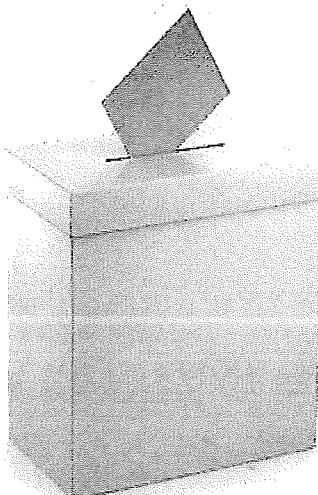

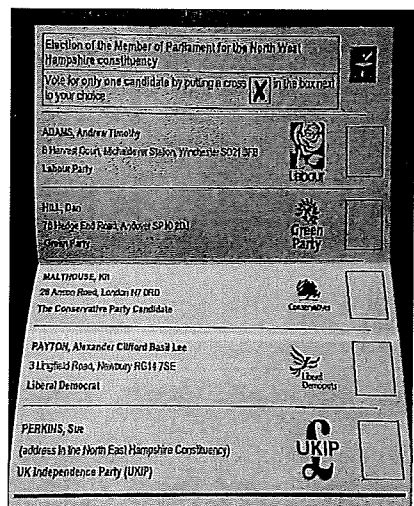

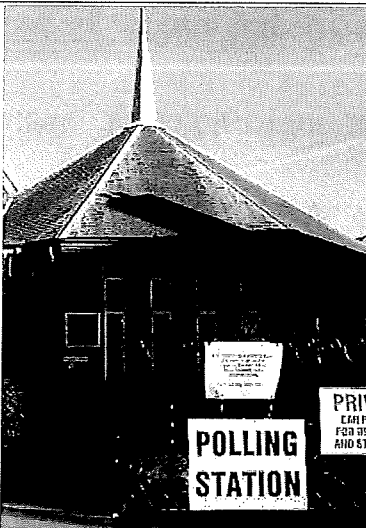
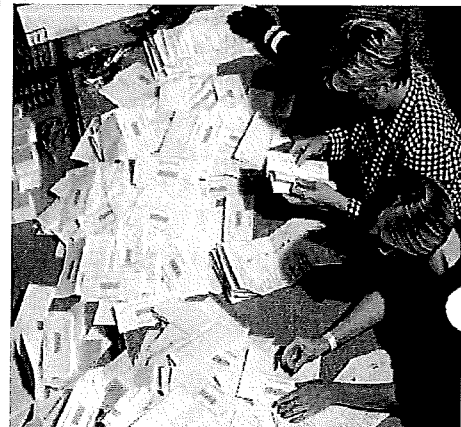
To make it easier for people to vote, they can vote by different ways.

➤ Use the clues to identify these ways below.

Clue		
Voting Method	<u>polling</u> ✓	<u>postal</u> ✓



12

➤ Which part of the voting process do each of these photos show?

		
posting the ballot paper	getting the ballot paper	reading the ballot paper
		
sitting in the ballot paper	going to the polling station	counting the votes

**Election of the Member of Parliament for the [insert name of constituency] constituency**

Vote for **only one** candidate by putting a cross  in the box next to your choice

<b>BASWRA, Paresh</b> 2 The Cottages, Anytown XY8 9JG <b>Liberal Democrat</b>		<input type="checkbox"/>
<b>CRANLEY, Alana</b> 4 The Walk, Anytown XY9 5JJ <b>Green Party</b>		<input type="checkbox"/>
<b>EDGBASTON, Richard</b> (address in the Birmingham Northfield Constituency) <b>The Common Good Party</b>		<input type="checkbox"/>
<b>GUNNIL-WALKER, Roger</b> 33 The Lane, Anytown XY6 3GD <b>The Labour Party Candidate</b>		<input checked="" type="checkbox"/>
<b>SMITH, Catherine Angelina</b> 21 The Grove, Anytown XY2 5JP <b>Independent</b>		<input type="checkbox"/>
<b>SMITH, Keith James</b> 3 The Road, Anytown XY3 4JN <b>The Conservative Party Candidate</b>		<input type="checkbox"/>
<b>ZANUCK, George Henry</b> 17 The Parade Anytown XY9 5KP <b>The United Kingdom Independence Party Candidate</b>		<input type="checkbox"/>

➤ Look at the ballot paper and answer these questions:

1. Who is the Conservative Party candidate? Keith James Smith
2. Who is the Green Party candidate? Cranley Alana
3. Which party does Paresh Baswra represent? Liberal Democrat
4. Which party has a rose in their logo? Labour
5. Which party does Catherine Smith represent? none

➤ Use the ballot paper to vote for a political party.

6. Which party did you vote for? Labour party
7. Who will be your local MP if they win? Roger Walker Labour

One way to support other people is to give money to **special charities** that are set up to help people with particular problems.

- Use the internet to find out the names of charities that you could give money to, to support people with different problems.

People's Problem	Charity
Homelessness	Centrepoint ✓
No mum or dad	Unicef ✓
Alcohol problems	Alcohol Concern UK ✓
Can't afford to look after their pets	Pets for Homes ✓
Mental health issues	Mental Health ✓
Visual impairment	Attention for blind people ✓

- Who do you personally want to support in society?

Blind people ✓

- Why do you want to support them?

Because I feel sorry that they can't see nice things like rainbows and

- How could you support them? they might try to do it themselves, but I will give them some money to help them. I will offer to do a blind person's shopping. ✓

James

# Helping Those in Need!

All criteria met!

AC 3.2

- Look at each group's problem below, and identify how they can be helped.  
Use colours to show what goes together.

Problem	What can Be Done to Help	Source of Help
In winter homeless people can get cold on the streets at night and can become very ill.	They could be taken to clubs to meet other people with similar issues to talk to. They could have a special 'befriender' to socialise with.	<ul style="list-style-type: none"> <li>Shelter</li> <li>Local church organisations eg <i>The Arches Project</i></li> <li>Soup kitchens</li> <li>Food banks</li> </ul>
People can become addicted to alcohol or drugs	The child could tell their parents, a teacher or a special organisation, and ask for help.	<ul style="list-style-type: none"> <li>Alcoholics Anonymous</li> <li>Doctor</li> <li>Drug Rehabilitation</li> </ul>
Elderly people living on pensions often cannot heat their houses in winter.	People with a drink or drug problem can be helped by support groups, or get help and advice from their doctor.	<ul style="list-style-type: none"> <li>Help the Aged</li> <li>Age Concern</li> <li>Winter fuel allowance</li> </ul>
Young people with physical disabilities can find it difficult making friends.	Special benefits can be given to help with energy costs, and money can be given to help by charities.	<ul style="list-style-type: none"> <li>Local Education Authority</li> <li>The Rainbow Trust</li> <li>Direct payments</li> </ul>
Many children are bullied at school or in the community.	Emergency housing, warm clothing and bedding, hot food and drinks can be given.	<ul style="list-style-type: none"> <li>Childline</li> <li>NSPCC</li> <li>Police</li> </ul>

15  
This is a picture of Hope. She is a refugee from South Sudan. Hope's parents were killed in a local conflict, and her brother died of dysentery.

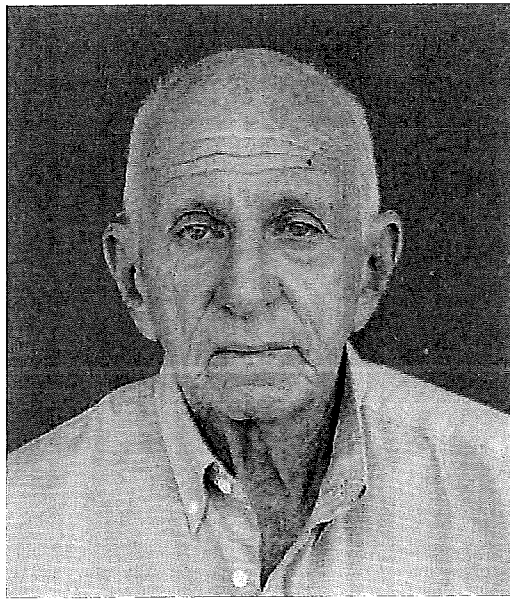


Hope has arrived in the UK and will probably stay here for most of her life. All she has is what she is wearing, and at the moment she is feeling poorly.

➤ What could be done to help her? Complete the table below.

Problem	Action	Helper
Home less	Give her a home to live in ✓	Local Authority Social work ✓
feeling poorly	Take her to the doctor and dentist ✓	Social workers Doctor Dentist ✓
no family of her own	Find her a nice foster family ✓	Social workers Foster family Save the Children ✓
no school to go to	Send her to school ✓	Education Authority School ✓ Local Schools

Duncan is 82. He broke his hip three weeks ago and is no longer able to leave his house.



➤ What could be done to help him? Complete the table below.

Problem	Action	Helper
no food or shopping	let them food and clothes and books.	Home help neighbours friends family
be to get things off shelves or out of cupboards	help him get it	physiotherapist occupational therapist
Lonely and Depressed	Ask for help	Home help aged friends neighbours family
Hygiene problem	Ask for help washing and showering	Home help occupational therapist physiotherapist

Taking a Role in Society in the UK: Entry Level 2

AC 3.2 Identify ways in which people can help others in society.

19