

Entry Pathways
Humanities
Entry 3
Exemplars

Exemplar 1

Volcanoes, Earthquakes and Tsunamis – ENTRY 3

WJEC ASSESSMENT RECORD

Candidate Name

Candidate No. _

Centre Name

Centre No. _

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Describe features of tectonic events.	✓	Pg 2-3
	AC1.2 Identify areas of the world affected by tectonic events.	✓	Pg 4-6 Pg 7-8 Pg 9-11
LO2	AC2.1 Describe effects of tectonic events on people.	✓	Pg 12-14
	AC2.2 Describe effects of tectonic events on the environment.	✓	Pg 15-18
LO3	AC3.1 Select a range of information on help that is needed after a tectonic event.	✓	Pg 19-20
	AC3.2 Describe help that can be given by people in the UK to countries after a tectonic event.	✓	Pg 21-24
	AC3.3 Select information on ways of warning people about impending tectonic events.	✓	Pg 25-29.

General Comments

Liberty has been able to identify and describe aspects of the tectonic events

Teacher: _____

Date: _____

Moderator: _____

Date: _____

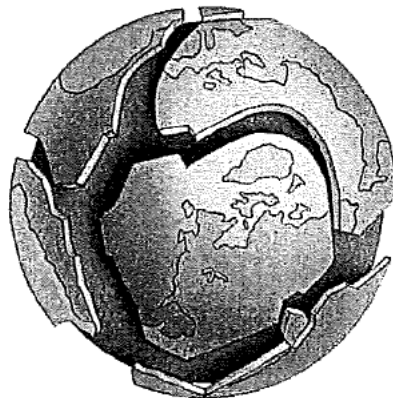
15/3/17

With confidence.

Entry Pathways - QCF Humanities

Name _

Volcanoes, Earthquakes & Tsunamis



Entry Pathways - QCF Humanities

Volcanoes, Earthquakes & Tsunamis

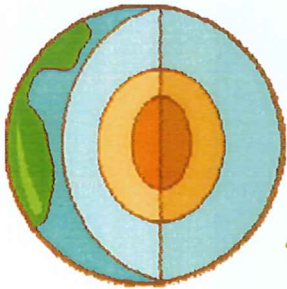
Unit 6264/E3

Entry 3

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

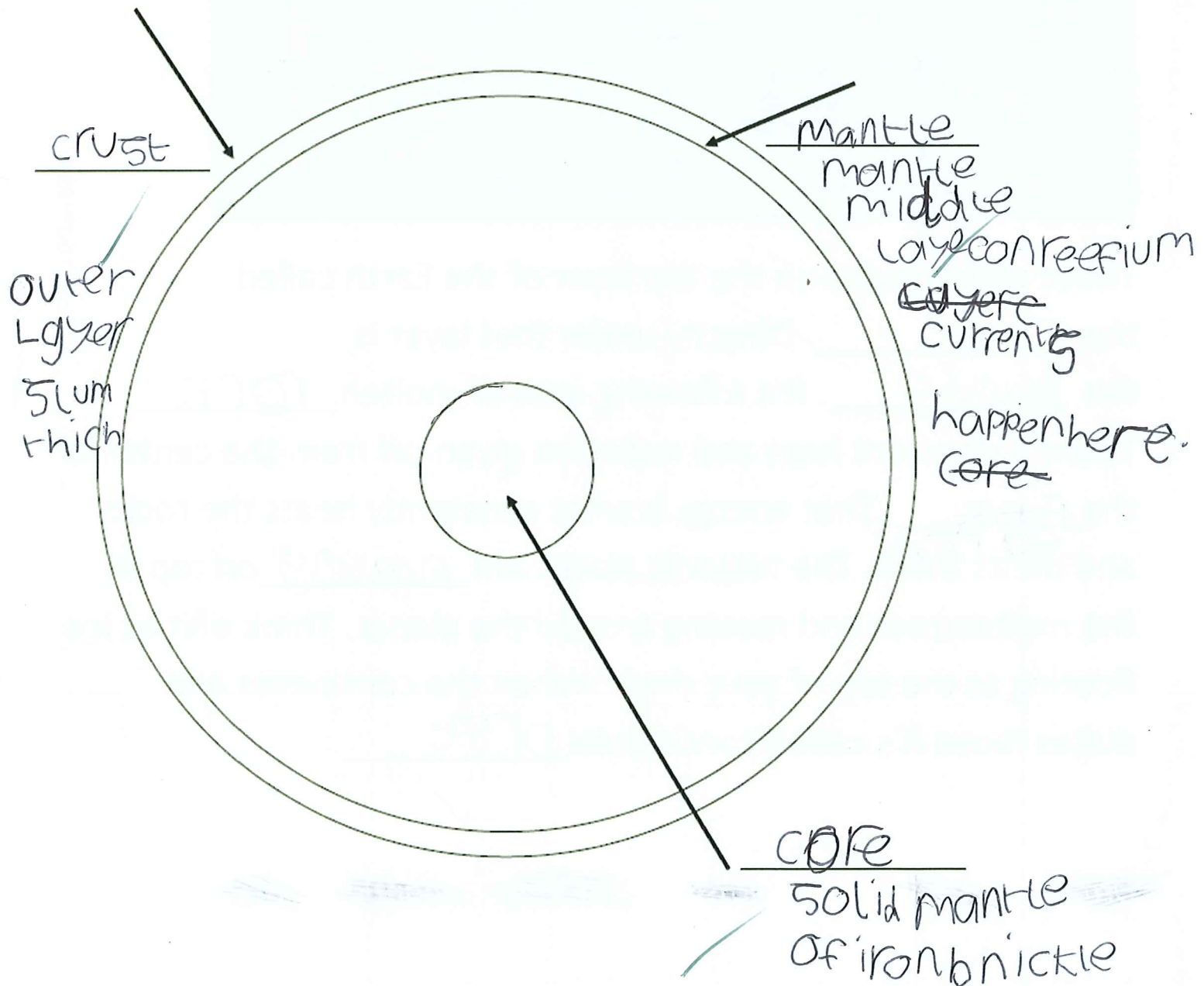
AC1.1 Recognise tectonic events. Describe the features of tectonic events

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



Layers of Earth

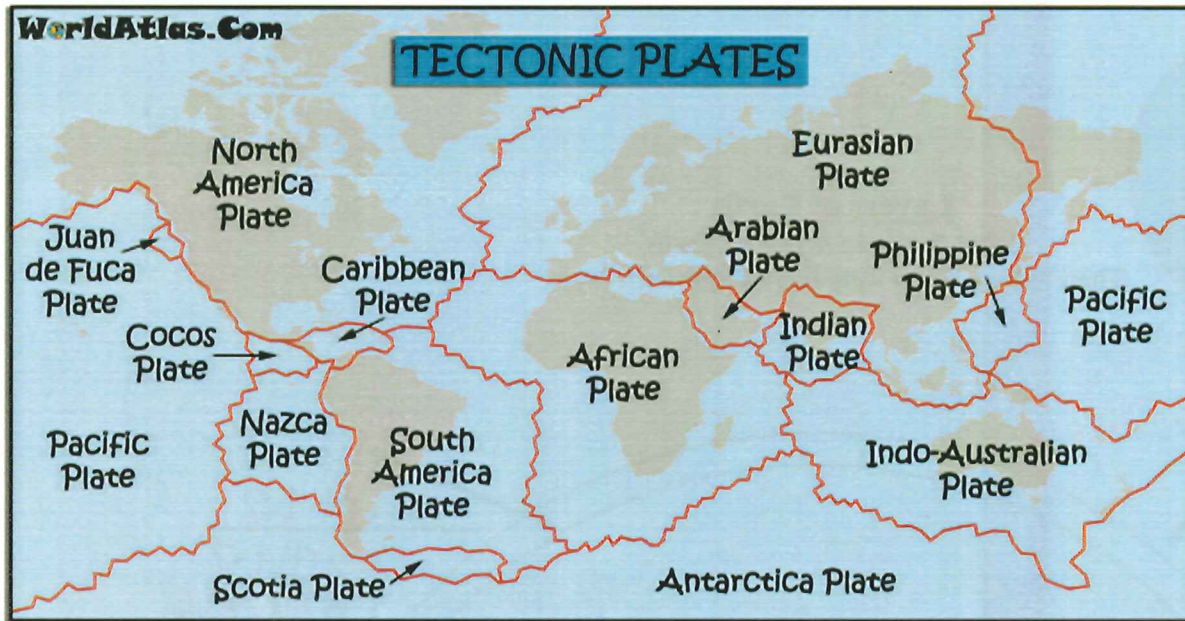
Label the three layers of Earth.
Then write 2 interesting facts about each layer.



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

AC1.1 ~~Recognise tectonic events.~~ *Describe the features of 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 ~~fork~~ 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~~

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

AC1.1 Recognise tectonic events. Describe the features of 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.

Volcano

formed where tectonic plates meet
melted rock (magma) forces through
causing eruptions lava dust and
come out forming a volcano smoke.
clouds of gas and ash come out

Earthquake the crust moves at the plate boundaries.

It move and rubs together
and creates vibrations
building start to shake and to some
start to collapse. the vibrations get
stronger and powerful

Tsunami tsunamis are giant

waves often caused
by an earthquake
under the ocean.

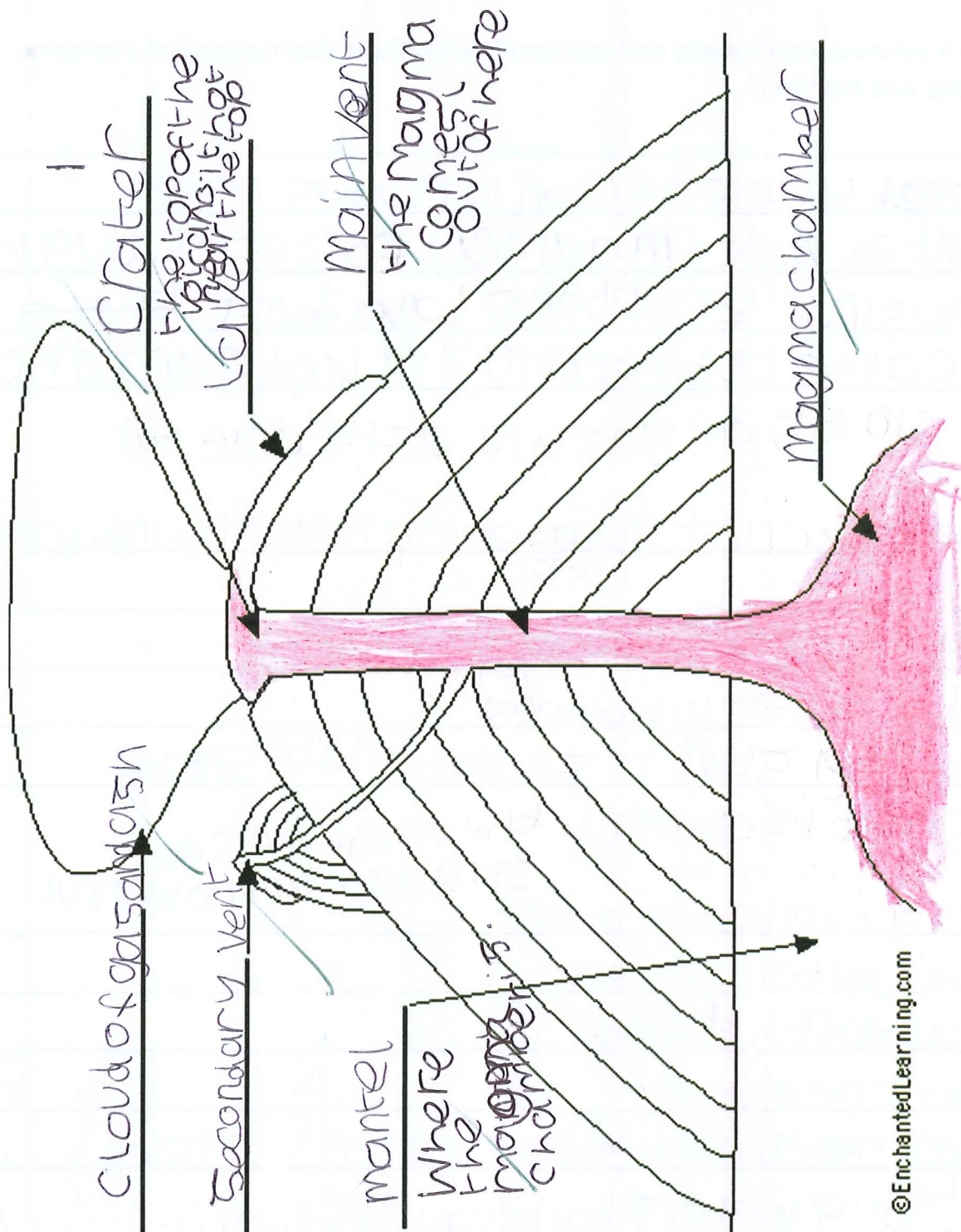
when the earthquake happen the sea
the big wave is big it causes death.

bed moves and pushes all the water
in a wave away from it.

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

AC1.1 ~~Recognise tectonic events~~ Describe the features of tectonic events

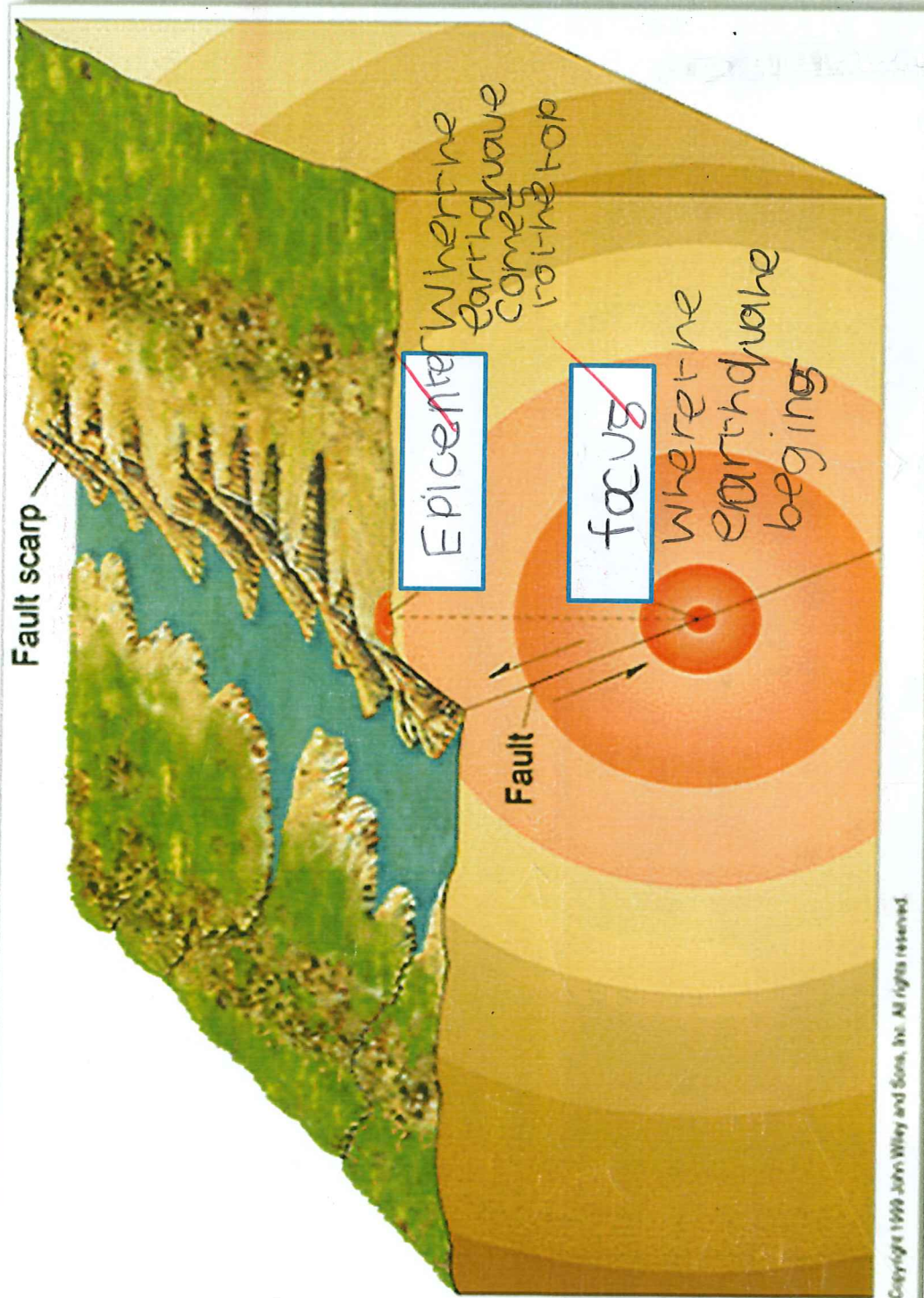
Complete labelled diagrams – 1st a volcano cross section.



show features of tectonic events (earthquakes, tsunamis).

1.1 Recognise tectonic events *Describe the features of tectonic events*

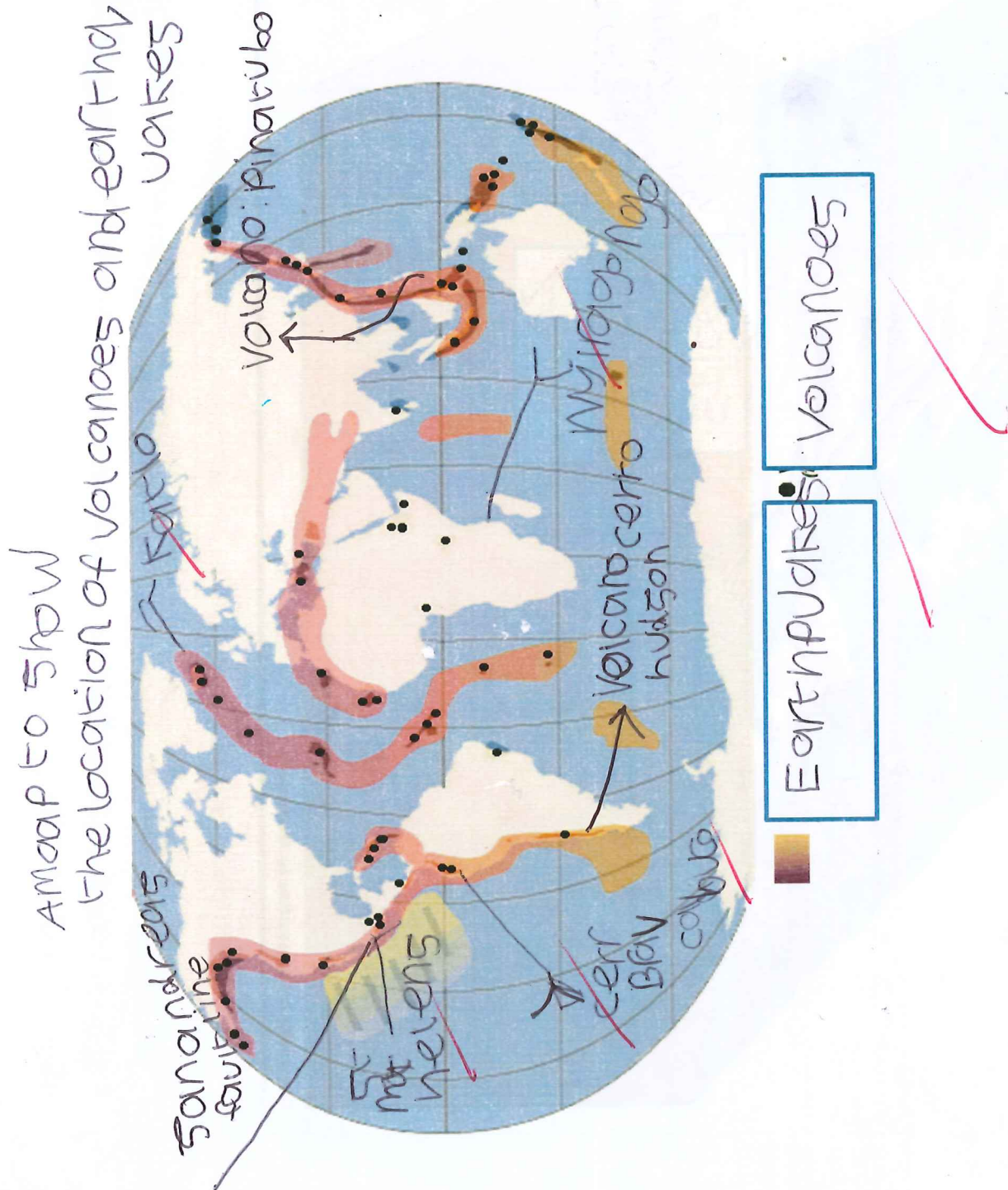
Complete labelled diagrams – 2nd an earthquake.



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

Complete this world maps, it needs:

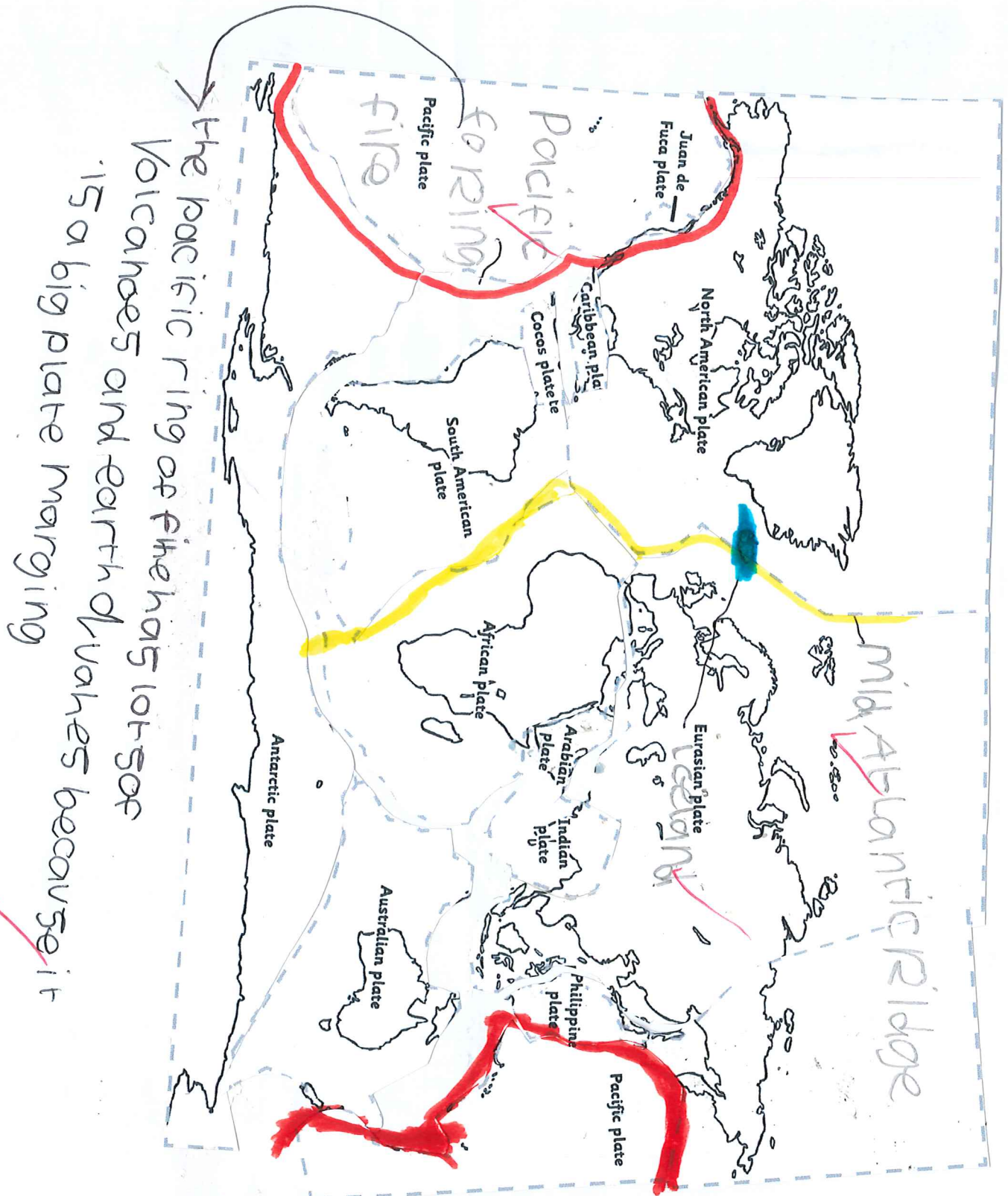
- at least 3 volcanoes naming/labelling



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

AC1.2 ^{Describe} 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 ^{Describe} ~~Recognise~~ areas of the world affected by tectonic events.

Using your worksheet put the list of well-known earthquakes/tsunamis into date order (start with the one the longest ago).

Timeline

- 1908 Italy

- 1960 Chile

- 1988 Nepal

- 1991 India

- 1995 Japan

- 2004 Indian Ocean

- 2008 China

- 2010 Haiti

- 2011 Turkey

- 2016 August Italy

- 2016 November

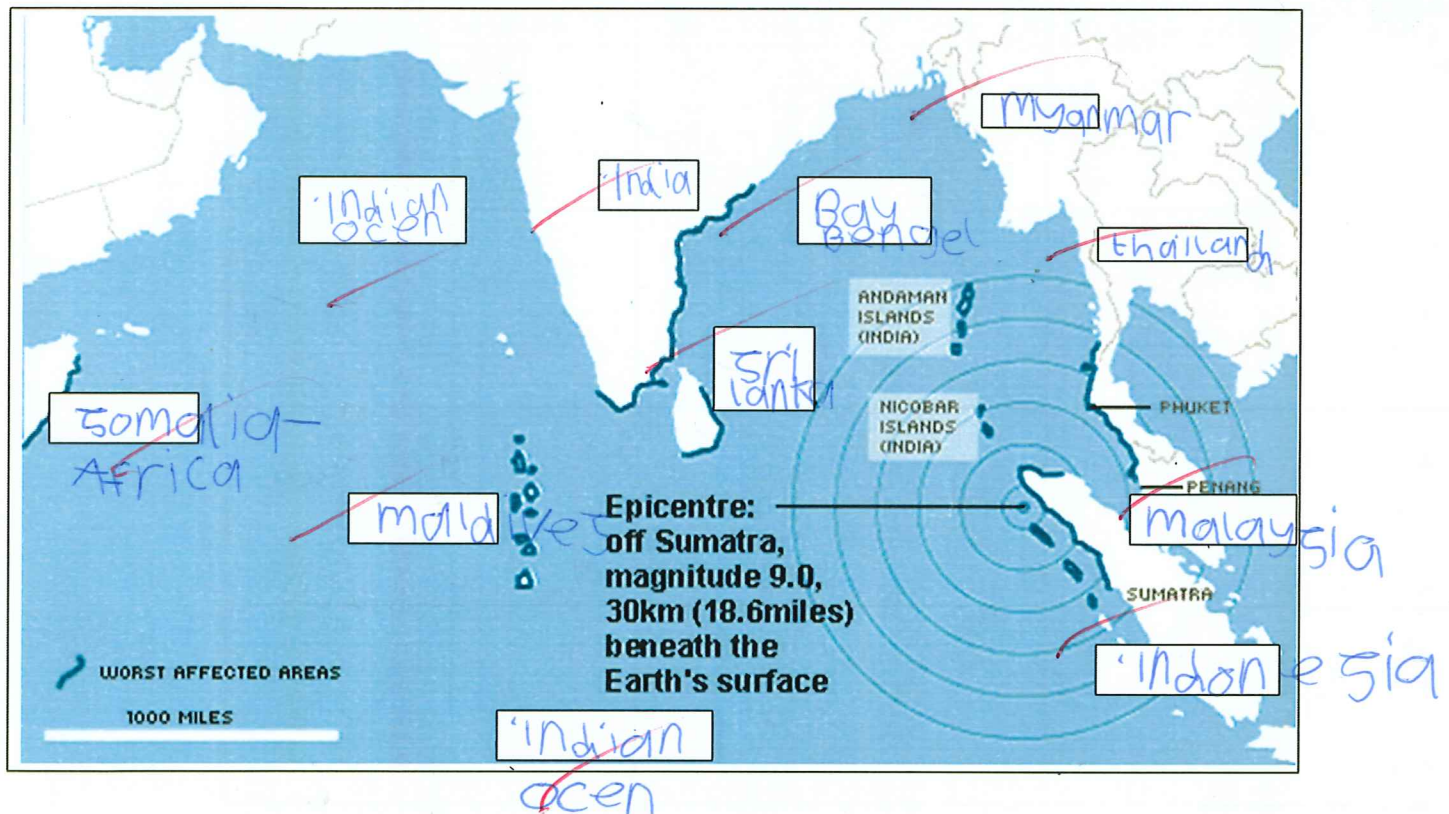
New Zealand

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

AC1.2 ^{Describe} 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



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

it was magnitude which meant it was really strong and made a big wave
there were lots of people living there which meant there were more deaths
there was no warning system & escape
it was really bad because no one could escape
in the countries were really poor
it came from nowhere & they were not prepared
some trees had been removed from the coastline for

LO1 Know features of tectonic events

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

Use the internet to create a fact file about a tectonic event:

Date 25th Dec 2004

Location Indonesia

Name of tectonic event tsunami

What happened to the people?

lots of people their lives.

They could not run away from the wave. It was too
fast. People lost their homes. people
had no job. there were poorly people.

What happened to the environment?

The plants and tree were moved by the
wave. Animals had no place to live.

The fish had no coral reefs to live in.

LO2 Know how tectonic events impact on people and the environment

AC2.1 Describe effects of tectonic events on people. (L3)

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)
23000 people died 217 million left	disease	destroyed 1500 villages damaged to
1500 villages destroyed	farm crops destroyed farmland ruined by	roads bridges and railways
disease	Salt water	damage to roads
fishing boats	5.8m tonnes of oil escaped and	bridges and railways

destroyed damaged the environment
Thinking about the effects on people (1st column). Discuss each effect & rank them in order of seriousness of impact on people.

- 23000 people died 217 million left no homes
- fishing boats broken
- disease was everywhere
- 1500 villages destroyed
- 17 million left homeless

LO2 Know how tectonic events impact on people and the environment

AC2.1 Describe effects of tectonic events on people. (L3)

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. Describe how your chosen tectonic event had an effect on **people**.

Describe how people lost their lives

Describe how they lost their homes

people lost their lives because
some places

there was no warning system ✓

so people could not

escape to higher ground to safety ✓

so they were swept away and
drowned ✓

people tried to run away from
the waves but the wave

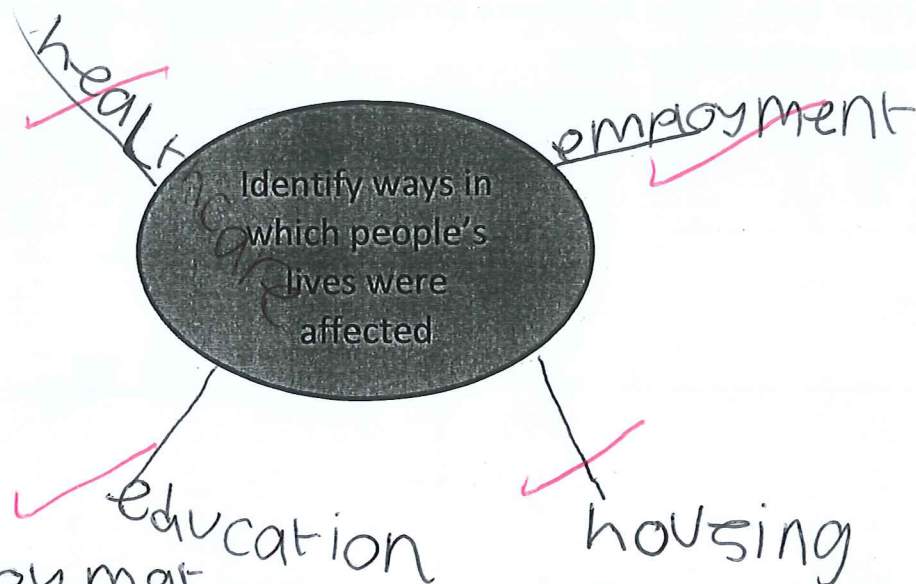
were too fast so they drowned ✓

their houses were

destroyed by the waves ✓

LO2 Know how tectonic events impact on people and the environment

AC2.2 Describe effects of tectonic events on people (L3)



1. ~~employment~~

People can not get to work because
building fell down
can't get paid

Houses 2. ~~houses~~ are damaged

no money to build it back up
no food or water or pay bills

3. ~~healthcare~~

Roads are closed because ~~the~~ are
damaged ambulance can't get to places
so injured people can't get to hospital

4. ~~education~~ school might collapse

children can go to school
might not find a job



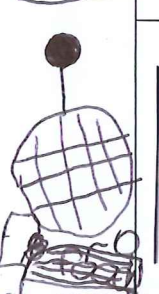

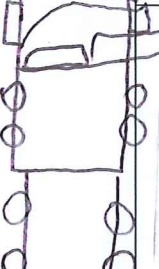

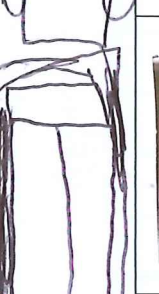

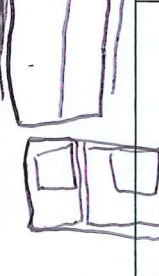
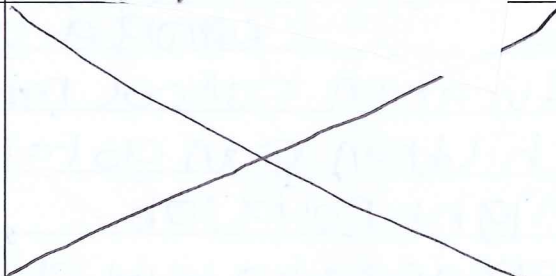
no money to buy a house or food

Housing will collapse which
which you can't afford
means nowhere
cost money to rebuild you might
for you to live and will be homeless.

LO2 Know how tectonic events impact on people and the environment

AC2.2 Describe effects of tectonic events on the environment.(L3)

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

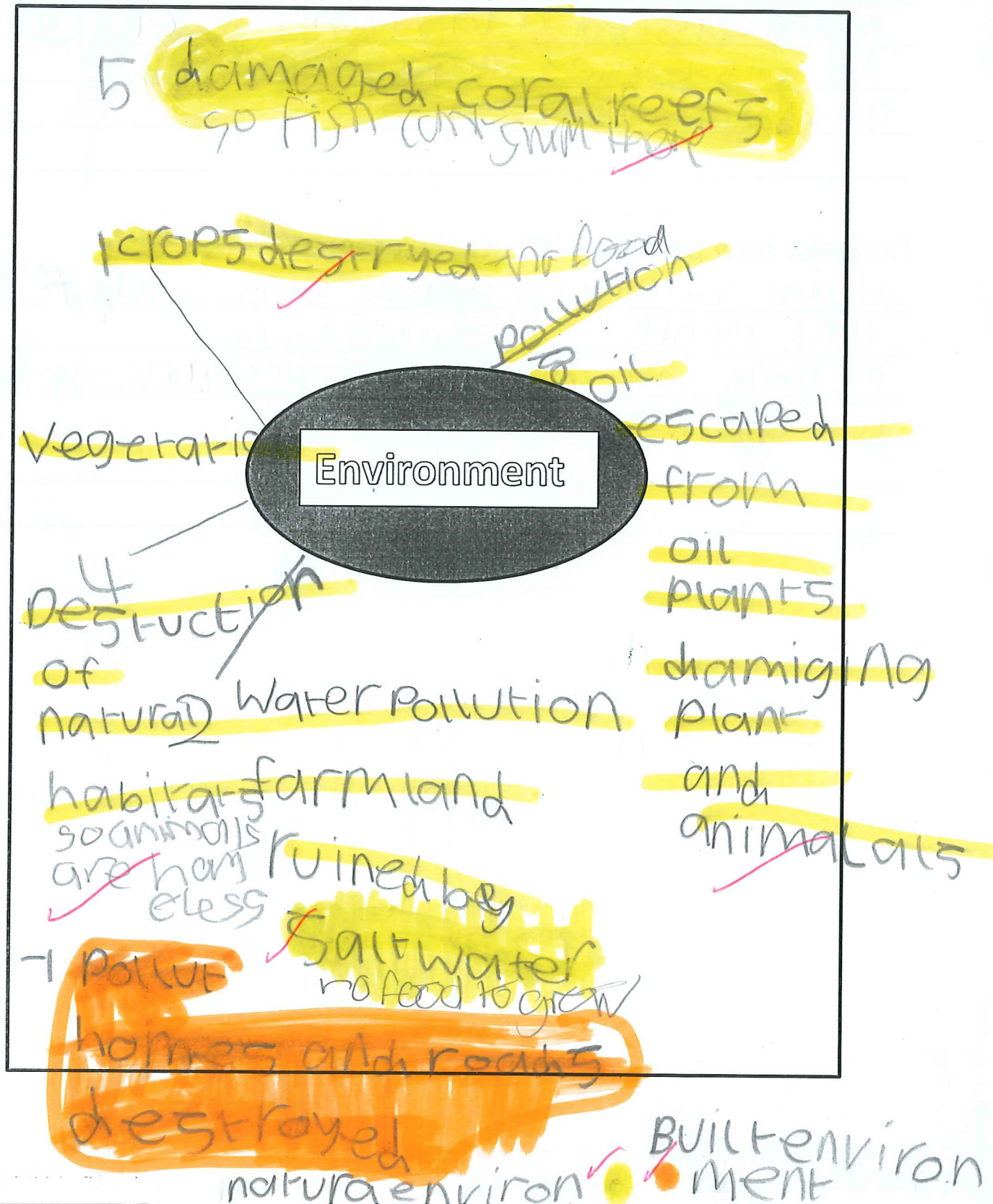
	<p>0 - 1.9 Can be detected only by a Seismograph</p>	<p>6 - 6.9 Damage is caused to well built structures and severe damage to poorly built structures</p>	
	<p>2 - 2.9 Hanging objects (lampshade) may swing</p>	<p>7 - 7.9 Buildings are displaced from foundations and there are visible cracks in the earth</p>	
	<p>3 - 3.9 Comparable to the vibrations of a passing lorry</p>	<p>8 - 8.9 Bridges are destroyed and few structures are left standing</p>	
	<p>4 - 4.9 May break windows or cause small objects in your home to fall</p>	<p>9 and over Near total destruction and seismic waves are visible to the naked eye (don't worry, this rarely happens!)</p>	
	<p>5 - 5.9 Furniture moves, chunks of plaster may fall from the walls</p>		



LO2 Know how tectonic events impact on people and the environment

AC2.2 Describe effects of tectonic events on the environment.(L3)

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



LO2 Know how tectonic events impact on people and the environment

AC2.2 Describe effects of tectonic events on the environment.(L3)

Describe how natural habitats are affected:

Water has got oil in it and it
kills plants and animals. Trees
were washed away from the coast
Animals have died and have
no where to live

Describe how pollution affects the area:

oil got in to the water and made fish
and plants sick so they died
it didn't look very nice after lands everywhere
was a mess.

~~farm land~~

~~ruined by salt water~~

A



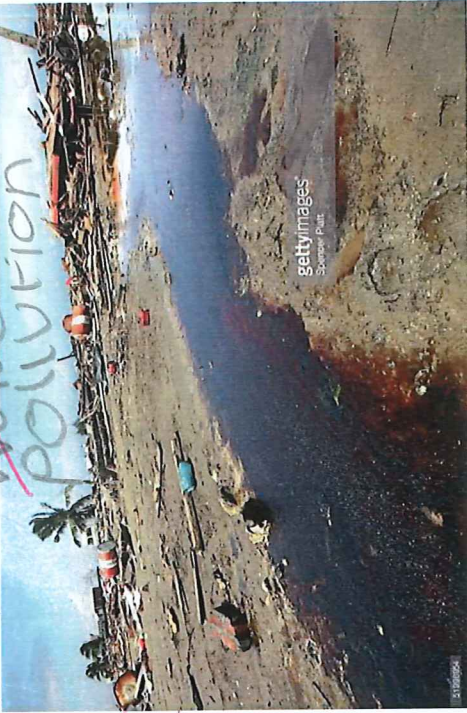
B

~~mangrove~~



C

~~water pollution~~



D

~~vegetation destroyed~~



E

~~fish and birds~~



F

~~doesn't look very~~



Natural habitats

~~and wildlife~~

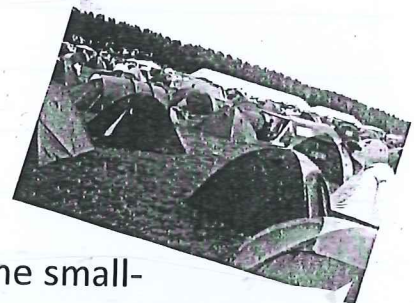
~~destroyed by tsunami~~

LO3 Know how people respond to tectonic events.

AC3.1 Identify help that is needed after a tectonic event. (L3)

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.

Short term	Medium term	Long term
<p>Search and rescue</p> <p>Around the world people immediately wanted to donate money and aid to help the need.</p> <p>Emergency food and water.</p> <p>Medical care.</p> <p>Temporary shelter.</p> <p>The authorities ordered quick burial or burning of the dead to avoid the spread of disease.</p>	<p>Water pipes damaged – water needed to be sent 6 months after the tsunami</p> <p>Many foreigners who had previously been on holiday in Thailand are returning as volunteers to help in the reconstruction process</p> <p>Re-establishing infrastructure and communications.</p>	<p>Replant and protect mangrove forests to reduce future effects.</p> <p>Four years after the Indian Ocean tsunami that devastated countries around the Indian Ocean, many have had schools, houses and roads rebuilt with the help of aid.</p> <p>An Indian Ocean tsunami warning system has now been set up.</p>



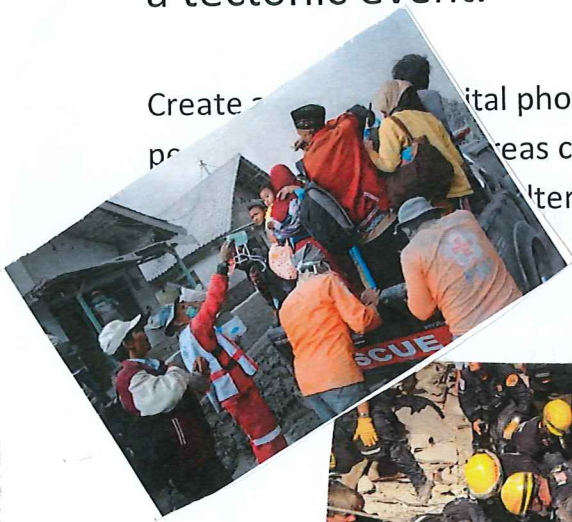
After the class discussion Jade was able to identify short, medium and long-term responses and independently categorise them.

some small-scale sustainable development projects have been set up by charities to aid recovery and help local people help themselves to rebuild and set up small businesses

LO3 Know how people respond to tectonic events.

AC3.1 Select a range of information on help that is needed after a tectonic event.

Create a collage of digital photographs, sourced from the internet, to identify ways in which people can respond to a tectonic event in the short, medium and long term. Examples include: shelter, drinking water, building new homes etc.



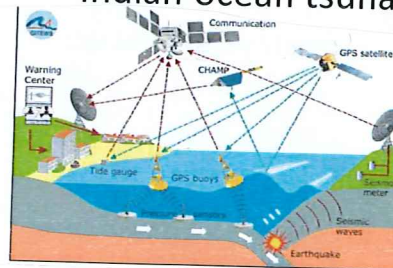
Red cross providing
aid after a volcano

Earthquake search and
rescue

Rebuilding after tsunami



Indian ocean tsunami



Earthquake
emergency shelter

Rebuilding homes after
a tsunami



emergency
drinking
water



Food aid after a
tsunami

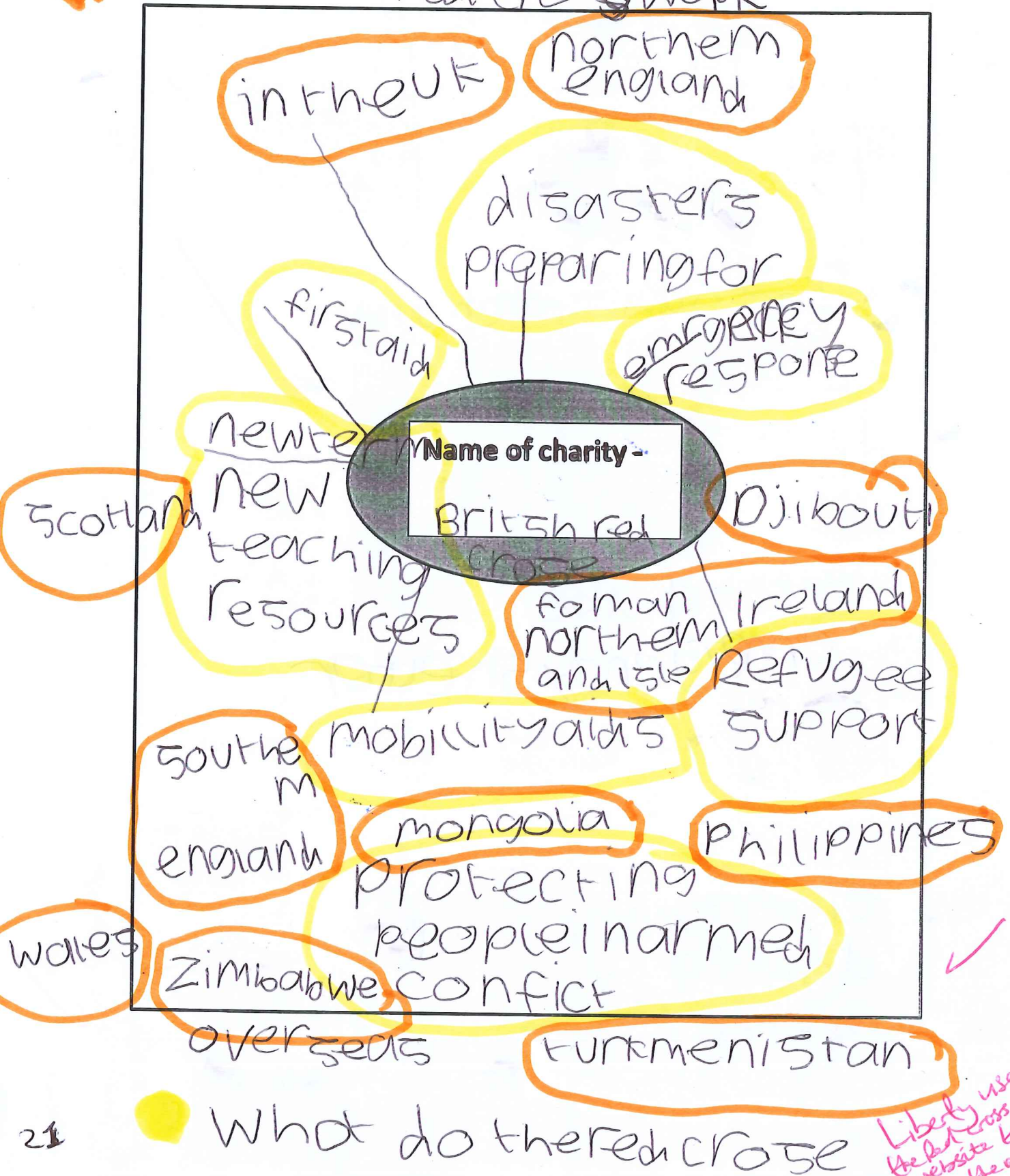
Burying the
dead after a
tsunami

LO3 Know how people respond to tectonic events.

AC3.2 Describe help 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?

= Where the red cross ⁵ work

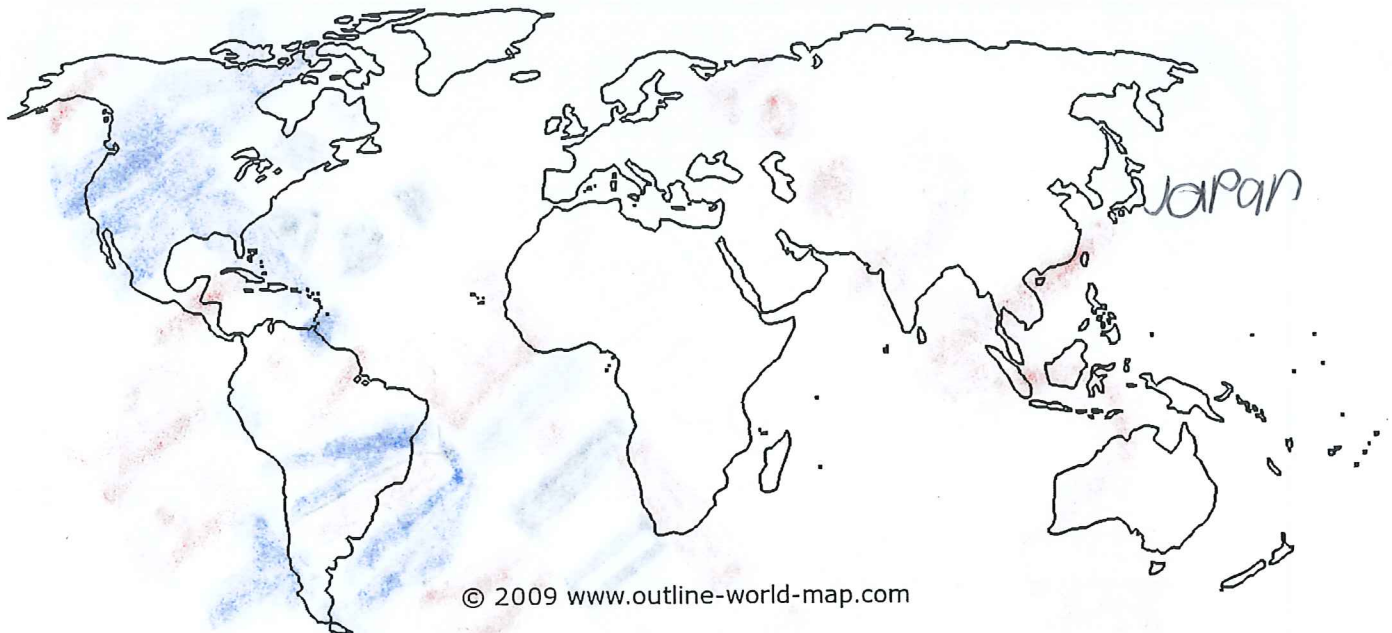


LO3 Know how people respond to tectonic events.

AC3.2 Describe help 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.

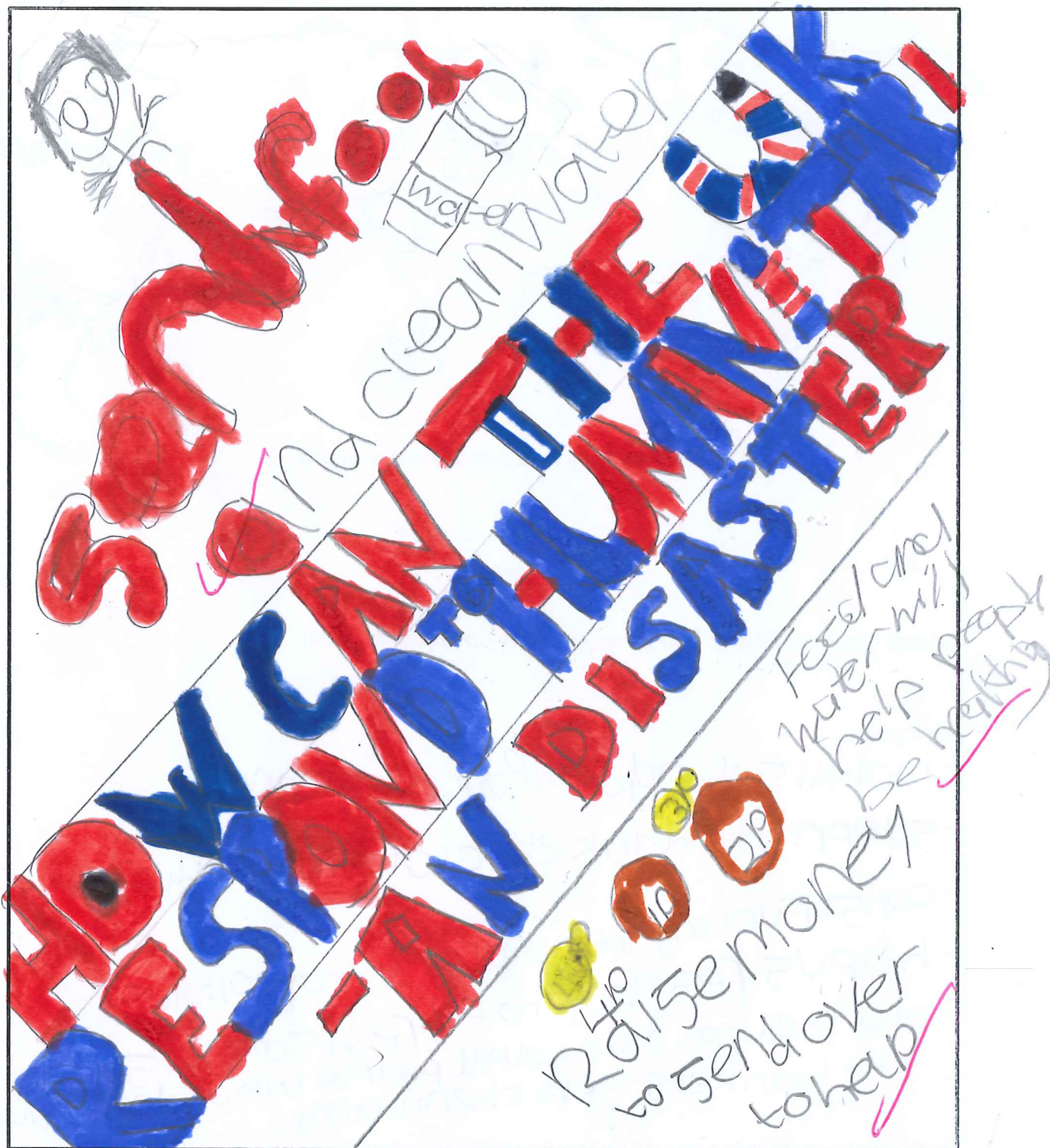
Key points

- mobilised 700 medical teams ✓
- supplying blankets clothing and other relief items ✓
- constructing temporary hospitals ✓
- help us respond to future disaster
- the medical care helped people who were injured and
- the blankets kept them warm

LO3 Know how people respond to tectonic events.

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

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



LO3 Know how people respond to tectonic events.

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

Describe 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

- sponsored run r

- bike ride

- swimming

- sponsored spot

- fut Boll

- cricket

Car wash

- golf

- badminton

tennis

archery

- Raising money
can be sent over
to give to the people
who need it to help
buy medicine

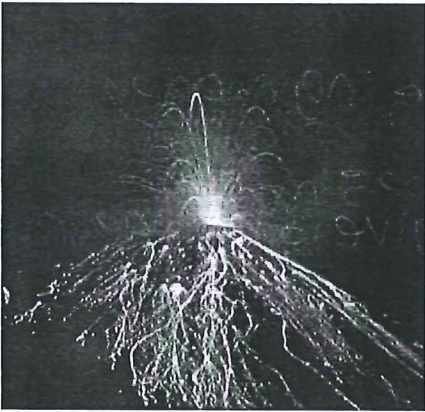
LO3 Know how people respond to tectonic events.

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



the temper for
rise, smoke and
magma rise
from the top
can smell gas.

Earthquake



there might be
some small shocks
a few days before
Birds might fly away
and act strange.

Tsunami



there might be
small shocks then
the tide will quickly
go back
the animals act
strange

LO3 Know how people respond to tectonic events.

AC3.3 Select information on 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

Rubber shock absorbers
francisco
foundations set deep into the
ground
sheer core of reinforced
concrete and tensioned
cables around lift shaft

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

- francisco

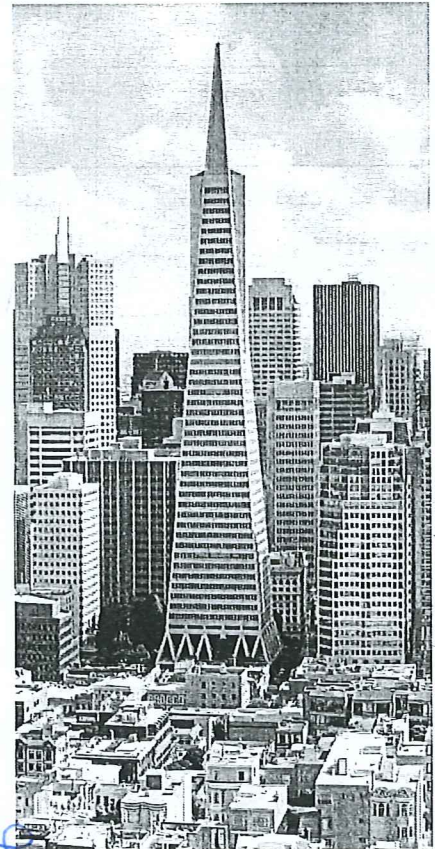
it has a wide base and
a narrow top

it has deep foundations
the tall
buildings

absorb shock

from an earthquake
to

withstand the movement



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 1	Swiss Army Knife
Plastic bucket	Torch 2	TV
Board games	Matches	Candles
Tin opener	Spade	Small tent
4 litres mineral water	Water purifying tablets	Toilet paper 5
Radio (battery operated)	Toothpaste	Mobile phone 4
Disinfectant	Tools including pipe wrench	Spare batteries
Batteries	Tinned food	Dried food 3
Dust mask 6	Spade	Blankets
Avalanche transmitter	Wind up radio	Camping gas and stove

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

because you dont have the money to buy things for it.

1.

first Aid kit have your self ✓

2.

torch to look in the dark ✓

3.

dust mask so dust doesn't go to the
your mouth ✓

4.

toilet paper when you go to the
toilet paper ✓

5.

Dried food so it ^{doesn't} dust go off ✓

6.

mobile phone so you can text for
help ✓

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 describing what should be done in the event of an earthquake and say how it will help save people.

Earthquake Safety Title



If there is an earthquake
You stop hide somewhere

Safe outside so you can't get
hurt

Stay under a table inside
So your head doesn't get hurt

Move away from things falling
down

Move away from buildings

So you don't die from stuff falling
down

Exemplar 2

PEOPLE AND PROTEST – ENTRY 3

WJEC ASSESSMENT RECORD

Candidate Name:

Candidate No. _

Centre Name:

Centre No. __

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 State general reasons why people decide to protest.	18/1/16	joined in a group discussion about general reasons people decide to protest and completed a mind-map of general reasons (PP 1 - 2). He also identified some of the issues people protest about (P 3)
		25/01/16	provided his own definition of protest (P 4) and recorded what a protest is, some reasons for protest and factors people about (P 5).
		08/02/16	completed a timeline of historical protest groups (P 6).
	AC1.2 Give reasons why specific groups decided to protest.	01/02/16	completed a detailed table of 19 th Century protests which included various protest groups, their reasons for protests, methods used, the government's response and the results (P 7).
LO2	AC2.1 Describe methods used by groups to protest.	22/02/16	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).
	AC2.2 Give reasons why protest groups used certain methods.	07/03/16	gave reasons for protests, the methods used and the reasons the methods were used by some protest groups (P 7 & PP 9 – 13).
		14/03/16	also made a PPT about a particular protest group and included their aetiology for employing their methods of protest (PP 14-15).
		18/04/16	
LO3	AC3.1 Show whether protests studied have improved people's lives.	25/04/16	decided on a scale of 1 – 10 the success of various protests (P 16) and examined the success or failure of the protests learned about (P 6) and stated whether some of the protests had changed anything for the better for people (P 17).
		25/04/16	

	AC3.2 Give reasons why protests studied have been successful or not successful.		He also gave a reason for the success or failure of some of the protests studied (P 18).
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General Comments

Teacher: _____

Date: 20/4/17

Moderator: _____

Date: 20/4/17

13/5/17

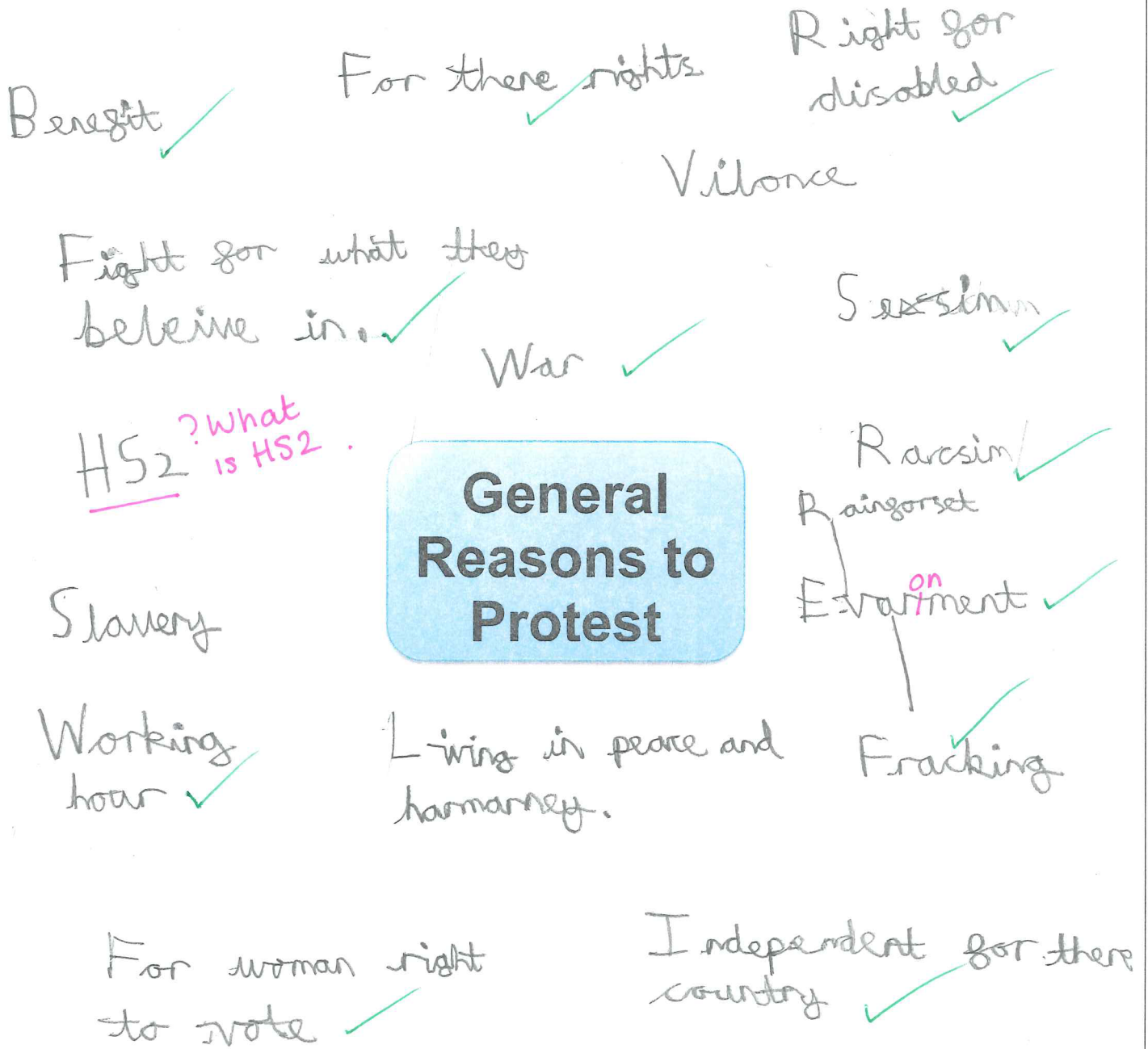
Student Name: _____

Date: 10.1.15

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.



Government

Stopping school
being shut down

NHS/ pay right

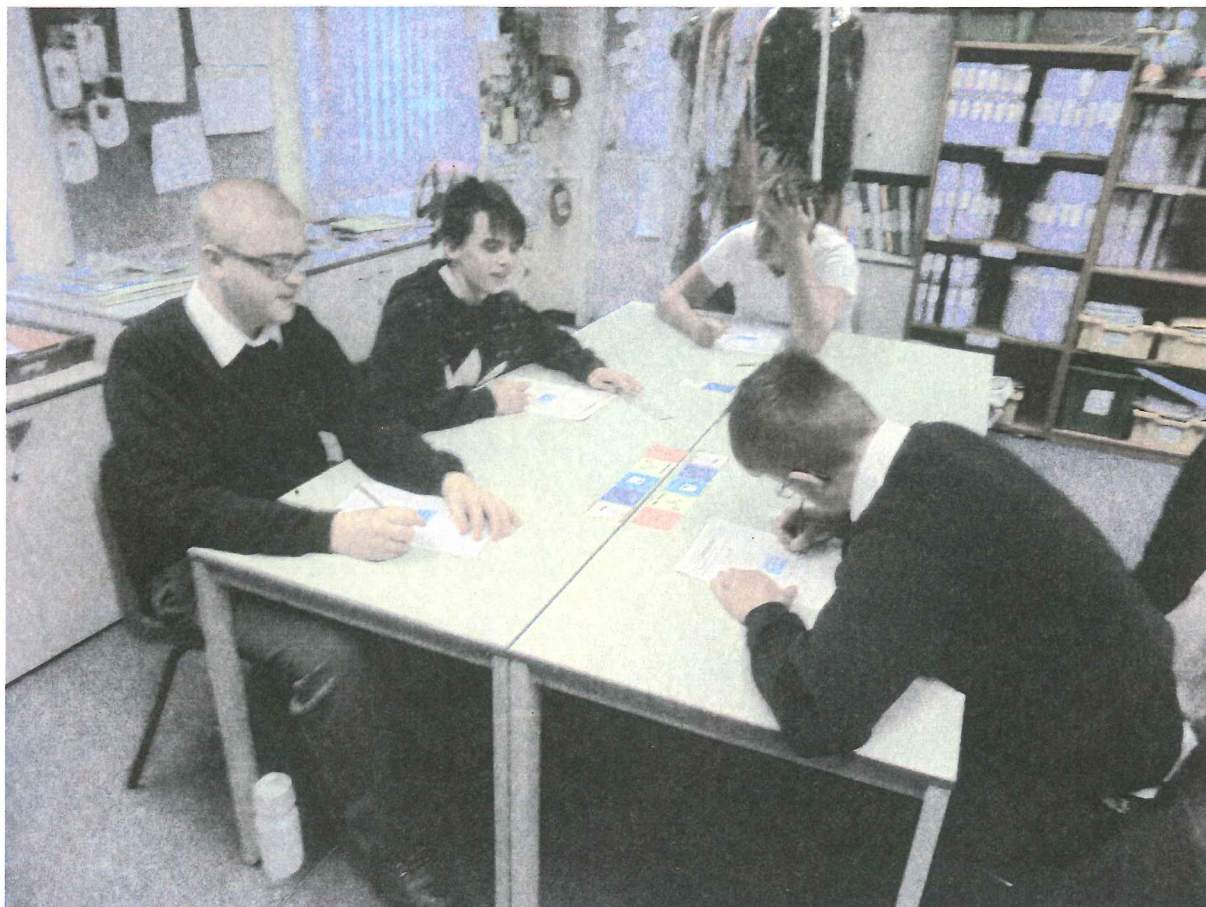
Equal pay ✓

Stop closure ✓

Well done a broad range of reasons
① Group discussion
Lewis has a good understanding
of reasons people decide to protest

18/01/16

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

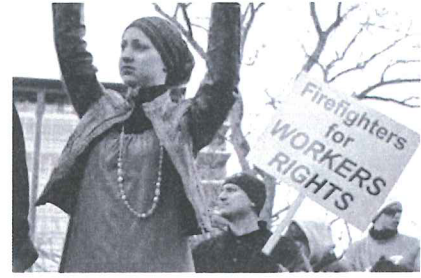


AC1.1 ✓



War

Education



Human right ✓

Poverty ✓
Re

religious
factor ✓

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

Equality



Social and economic
change ✓

Dissatisfaction
rulers ✓

with government and



Democracy ✓

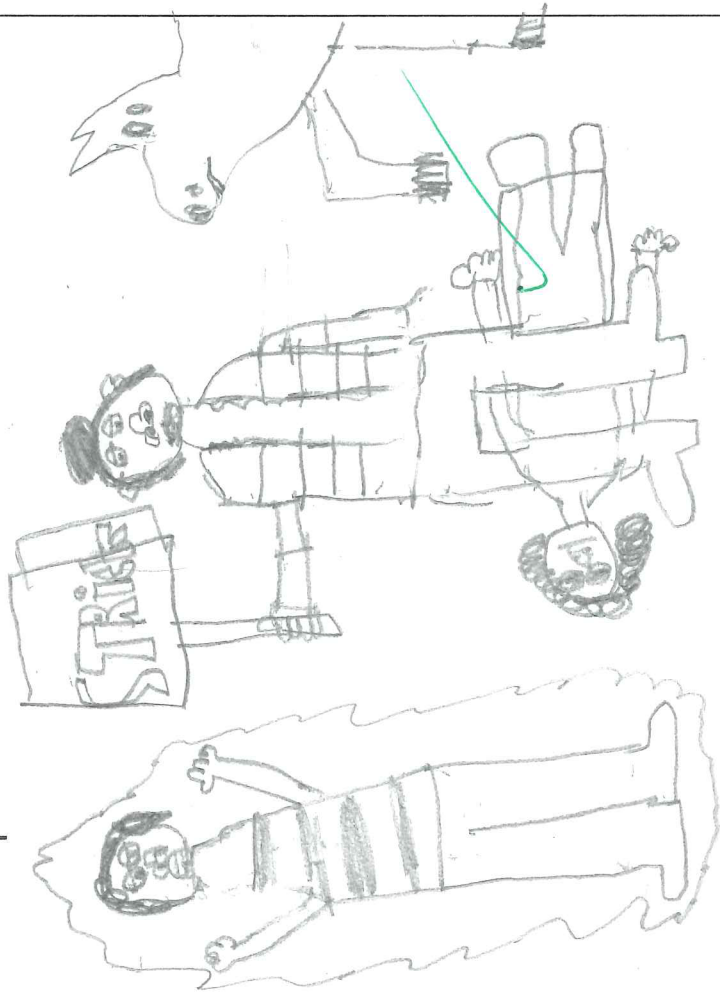
Group work
Good understanding



Protest

Synonyms for protest ; Strike Battle
Fight
against
War

Draw a picture:



Definition:

A statement or action showing disapproval or objection to something; often in opposition to something a person doesn't have the power to stop or avoid. Standing up for their rights or the rights of other people or animals.

Use the word in a meaningful sentence:

Protest is a word meaning your not happy and against something.
I'm going to protest against the government because I don't like how much I have to pay for taxes.

Good understanding

- well done

People and Protest

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

A protest is

A statement or action showing disapproval of or objection to something, often in opposition to something a person doesn't have the power to stop or avoid. Standing up for their rights or the rights of other people or animals? Good definition well done

The reasons people decide to protest is to

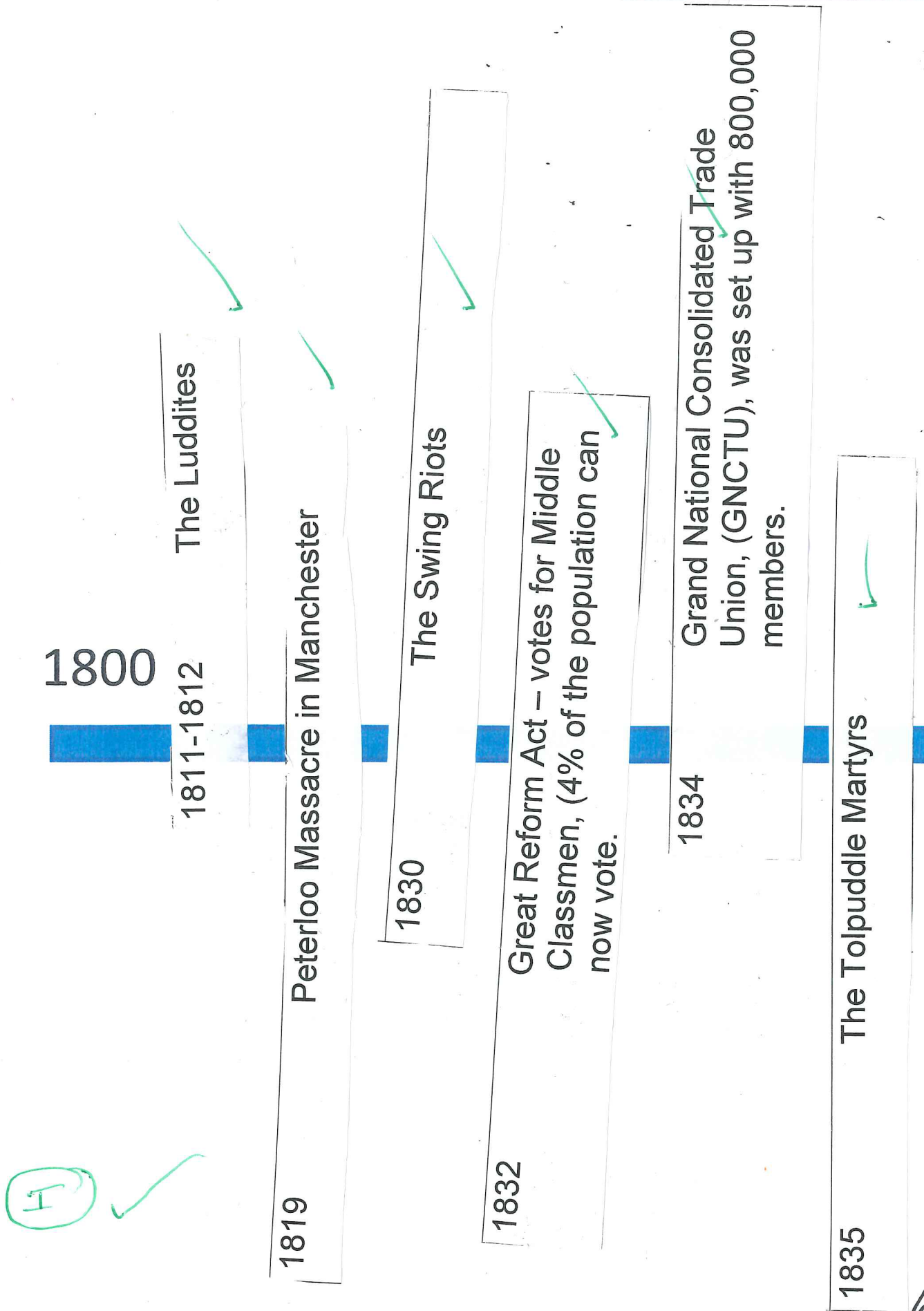
be listened or be knownst by the government and everyone else.

Among the factors people protest about are

Racism, sexism, poverty, human rights, dissatisfaction with governments and rulers, religious factors, social and economic change, equality, discrimination, education.

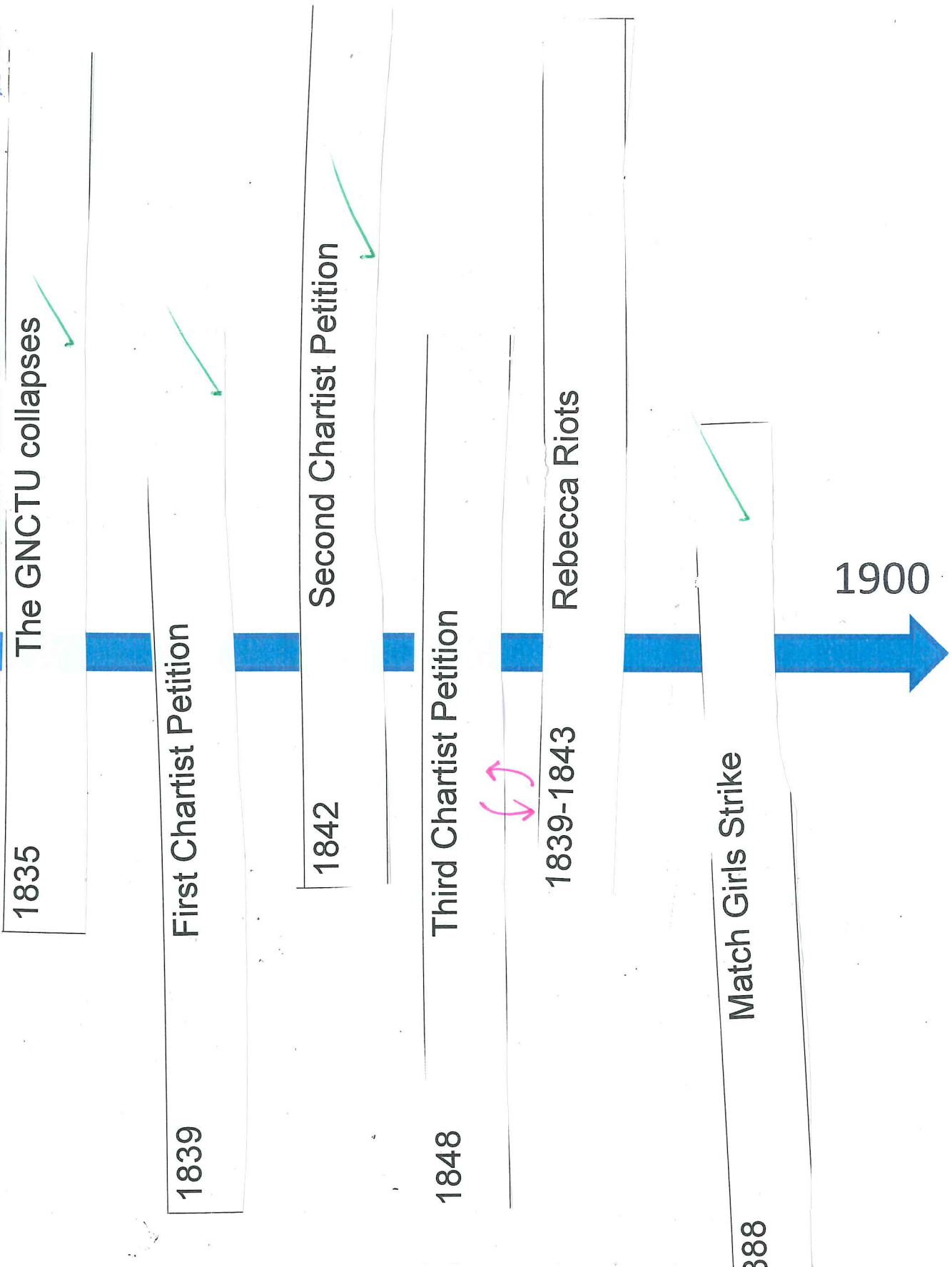
AC1.2 ✓

Timeline of Nin



8.2.16

eteenth Century protest groups



AC1.2 ✓

19th Century

Name	Date	Reason/Purpose	Actions Taken
The Luddites	1811-1812	They were gradually being replaced by machinery which could do the work.	Breaking machines and attacking factories.
The Swing Riots	1830	Farm workers in the south lost their jobs because of machines.	The rioters threatened farmers, telling them to use machines.
Grand National Consolidated Trade Union set up	1834	Robert Owen started the grand national for rights from their employers.	
Tolpuddle Martyrs - GNCTU	1835	Farmers wanted to improve their working conditions.	They were arrested but they refused to keep oath to keep of their union to land.
The Chartists	1838, 1842 & 1848	They wanted political rights for working men.	The sign of the march to the sea.
The Rebecca Riots	1839-1843	High rates being charged of road travel by Turnpike trust.	Men dressed as women (Rebecca daughters) and smashed the turnpike trust.
Match Girls Strike	1888	Their health were in danger and someone got fired for no reason. Also poor working conditions and supporting a friend.	They would strike and parliament three MPs in July.

You have given reasons why different groups decided to protest.

AC2.1. You have also begun to consider the actions/methods.

1.2.16

Protests

Protest	Government Response	Success or failure - The result
Chinese and protesters.	They wanted to stop them (excluded or to Australia).	Failed because of machinery.
I wrote letters to telling them not to come.	The government executed 19 people including a 12 year old boy. Over thousand transported or jailed.	Failed.
	The government was very suspicious of any organised groups of workers, arrest and transported people.	The union failed after tough government action.
not violent did swear on the secrets of the company. Took demands from workers.	The government were worried about the G-MCTU and decided to transport the worker to Australia for 7 years.	They succeeded in a way because people came out and supported them.
petitions and the Mango.	Hung, drawn or quartered. The leaders were transported to Tasmania.	It failed because they didn't get the votes.
d up as becca and her They roid up Turpide	They send troops to capture and arrested the protestors. The protestors were executed or transported the man.	They succeeded well because the poor laws and the toll gate system were changed.
d go on their visit to meet on 11 of	The government agreed to meet them.	The strike was successful because they got separated room to eat. Fines and other unfair pay stop pages stopped.

22.2.16

E3 AC2.1 - Describe protest methods used by groups.

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

Picketing/demonstrating with signs while chanting slogans

Singing protest songs

Sit ins

can identify if some protest methods are violent or non-violent

AC2.1 – Describe methods used by groups to protest and ✓

AC 2.2 - Give reasons why protest groups used certain methods. ✓

Method Riots ✓

Description of the method

Riot is a violent way of protest.

People come in groups and destroy buildings and vehicles. Historically riots occurred to poor working and living conditions. ✓

Protest groups that used this method The swing riots, ✓

The Rebecca riots, bloody Sundays ✓

Why groups chose to use this method People riot when a

police officer attacks or kills an innocent

person. It is to show how angry they are. ✓

AC2.1 - Describe methods used by groups to protest and

AC 2.2 - Give reasons why protest groups used certain methods.

Method Sittings

Description of the method

A sitting is a form of civil disobedience.

Organized by groups of people. Often protest on promote political, social or economic. People will sit in front of a buildings and refuse to move.

Protest groups that used this method AEI Larissa and

Acharnaikos, Civil right, Durham North Carolina.

Why groups chose to use this method It may be

direct action but peaceful. If groups

of people sit in front of a shop, the shop will lose their job. and money.

14.3.16

AC2.1 – Describe methods used by groups to protest and

AC 2.2 - Give reasons why protest groups used certain methods.

Method Hunger Strike ✓

Description of the method

Hunger strike is a non-violent way of protest. ✓
Provoke feelings of guilt in others ✓ usually objective a specific goal. ✓
Prisoners intend to do it. You only hurt yourself.

Protest groups that used this method 1981 Irish hunger

strike, Kevin Lynch, 1986 Veterans fast for life.

Why groups chose to use this method People go on

hunger strike because of anti corruption law.

Well done you have given the reasons and groups.
What does a hunger strike involve?
It means refusing to eat for a period of time. ✓

AC2.1 – Describe methods used by groups to protest and ✓

AC 2.2 - give reasons why protest groups used certain methods. ✓

Method Marches ✓

Description of the method

Marches is a peaceful way of protest.
Groups of people will march through
cities up to the government and say
to them they're not happy. ✓

Protest groups that used this method Martin Luther King ✓

(The life guards - Milanollo, Royal navy.
Royal air force, Grande. *This is the military.*)?

Why groups chose to use this method People go on

marches for independent and rights
for their children in the future. ✓

AC2.1 – Describe methods used by groups to protest and

AC 2.2 - Give reasons why protest groups used certain methods.

Method Boycott

Description of the method

Boycott means they will avoid a place because they don't agree on their decision. They usually because of social or political reasons.

Protest groups that used this method Civil right movement, Oscar, mini babyble.

Why groups chose to use this method People boycott so there can be changes and there not breaking the law. It will also cost the business.

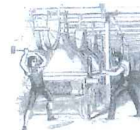


The luddites 1811-1816



In the 19th-century, the Luddites were skilled cloth finishers. They were getting replaced by machines which meant unskilled workers were losing their jobs.

Method of protest



They would destroy machines so the owners would lose a lot of money. They would also send death threats to make the government uncomfortable and scare the factory owners.

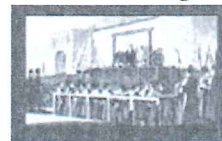


Ned Ludd



People think that Ned Ludd was the leader of the Luddites. Ned Ludd was a youth who worked in a factory. He destroyed two stocking machines. Stocking machines made stocking with tight.

Where it began



It started in Nottinghamshire in 1811. They were losing employment in Yorkshire, this is why they wanted to get rid of machines.

Riots



Nottinghamshire, Yorkshire and Lancashire broke into riots. Hand weavers broke into factory, destroy machines in the buildings in order to cost the factory owners money and stop cloth being made and make the owners use the hand weavers.

Government responses



British army was fighting with the luddites. The government started cracking down on them and if they were caught they were arrested, put in prison or deported to Australia.



A very good detailed Presentation
 You have included why they
 were protesting, the methods chosen
 and the response by the government.

E3 LO3 AC3.1 - Show whether protests studied have improved people's lives.

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 4

Rate other protest movements you may have chosen to study.

Grand National Consolidated / 3

Civil Right / movement / 9

gave his opinion on the successes
of protests on a scale of 0-10.

25.4.16

Examine the success or failure of some of the protests you have learned about and how the lives of people were improved or not.

The protest	Did the protest achieve its aims?	How were peoples' lives improved?
Match Girls Strike	Yes because they achieve there aim.	Women got separated room to eat at lunch. They didn't get any fines and other unfair pay. Health conditions got better.
The Suffragettes	Yes because women were aloud to vote.	At first, women 30 and over who owned a house were aloud to vote. Eventually, women over 18 were aloud to vote.
The swing Riots	No because machines took over.	More machines took farmers jobs. Farmers carry on but using machines.

AC3.1

✓ Lewis can show how lives were improved by the protests studied.

AC3.2 – For each of the protests give reasons why each one was successful or unsuccessful.

The Swing riots was unsuccessful because 19 people were executed including a 11 year old boy. Also, the method their use was unsuccessful because they wrote threatening letters to other farmers which turn people against them. Setting buildings on fire also turn people against them as well.

The Match Girls Strike was successful because their use peaceful protest. Their march throw streets and their were heard. The Suffragettes successful. They change themselves to gates so they were heard. It was World War 1 that women ^{aloud to} there votes. They got ~~paperiserty~~ publicity and attention.

opinion of why protests studied were or were not successful.

Exemplar 3

Places of worship – ENTRY 3

WJEC ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Describe features found in a place of worship.	10/5/16	worksheet
	AC1.2 Describe where certain features are situated in the place of worship.	17/5/16 17/5/16	worksheet worksheet
LO2	AC2.1 Give reasons why certain religious features are used in worship.	24/5/16	worksheet
	AC2.2 Give reasons why certain religious features are important to believers.	7.6.16	worksheet
LO3	AC3.1 Identify appropriate behaviour in a place of worship.	30/6/16	worksheet
	AC3.2 Give reasons why this behaviour is expected in a place of worship.	30/6/16	worksheet

General Comments

_____ has contributed well in each lesson -
he tries hard to think of reasons for his
answers and opinions

Teacher: _____

Date: 30/6/16

Moderator _____

Date: 17/5/17

Places of worship	6269	E3
Name	Number 1711	Date 10.5.18
Outcome 1.1 - Describe features found in a place of worship.		

Write a short description of each of these features found in a church



LECTERN holds the Bible
for some one to read to
the congregation ✓



PEWS are like wood benches
where the congregation sit ✓



PULPIT is where the priest
stands to deliver his speech ✓



Stained glass windows are to
tell the story of the
Bible and the life of
Jesus

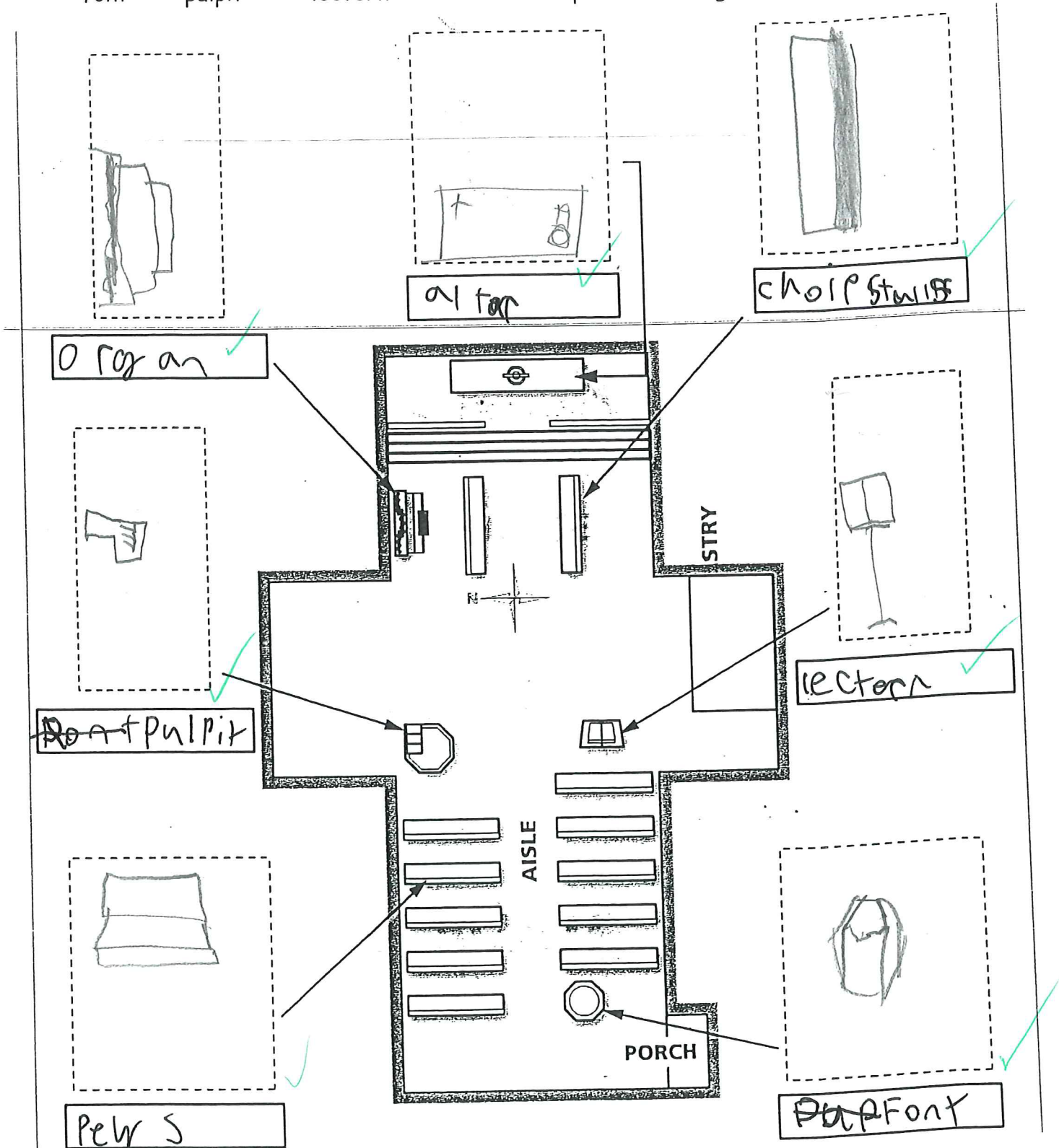
Teacher's remarks

has tried hard to describe each feature.

Places of worship	6269	E3
Name	Number	Date 17.5.15
Outcome 1.2 - Describe where certain features are situated in the place of worship.		

Label the following features on the plan of the church below

font pulpit lectern altar pews organ choir stalls







Teacher's remarks

was able to name each feature and has tried to draw pictures of them.

Places of worship	6269	E3
Name	Number 1711	Date 17.5.15
Outcome 1.2 - Describe where certain features are situated in the place of worship.		

Where would you find these things in a church? Use the words to help you.

entrance	lectern	pews	altar
Jerusalem	sanctuary	nave	transept
			chancel

	the cross is found on the Altar at the Sanctuary ✓
	the Font is found in the entrance the entrance is in the Nave ✓
	the bible is found on a lectern which is in the Transept ✓
	the altar is found in the Sanctuary the altar is facing Jerusalem when people pray they are facing Jerusalem ✓

Teacher's remarks

excellent answers - good knowledge shown.

Places of worship	6269	E3
Name	Number	Date 24.5.16
Outcome 2.1 - Give reasons why certain religious features are used in worship		



This is a hymn board ✓

It is used in worship to
to know what hymns are coming up
next it is found behind the pulpit. ✓




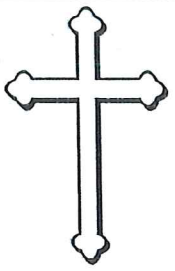


This is a kneeler or hassock ✓

It is used in worship to let the people
kneel down on it for worship. ✓
so when they say their prayers ✓

Teacher's remarks

Independent work following discussion
and group work.

Places of worship	6269	E3
Name	Number	Date 7.6.16
Outcome 2.2 - Give reasons why certain religious features are important to Christians.		

	the chalice reminds us of the blood because it has the red wine of Jesus the bread reminds us of the body of Jesus the bread and wine is used as a sacrament
	the cross reminds us of the death of Jesus it is put on different things in the church
	the candle reminds us of Jesus the light of the world
	the bible is to show you right and wrong things it is full of awesome stuff to read. it is the word of God.

Teacher's remarks Great try! You have used some important keywords in your answers.

Places of worship	6269	E3
Name	Number	Date 30.6.18
Outcome 3.1- Identify appropriate behaviour in a place of worship.		

Make up a list of rules which show how you should behave in a church

HOW TO BEHAVE IN CHURCH

- 1 no shouting - speaking in a quiet voice ✓
- 2 no swearing - show respect to others ✓
- 3 Keep your phone on silent and don't use it during the service. ✓
- 4 look after the Bible and other books ✓
- 5 Don't eat sweets or drink in the service. ✓

Teacher's remarks

independent ideas
some support with spellings.

Places of worship	6269	E3
Name	Number	Date 30.6.16
Outcome 3.2- Give reasons why certain behaviour is expected in a place of worship.		

Turn off mobile phones in church because
if they go off they will aggravate
people especially if they are praying

Do not talk during the service because
it is rude and you wouldn't be paying
attention and you would stop other people
listening.

Be polite to other people and help them because
if you help them they will help you
Jesus teaches to help others

Be careful with the bible and other books because
you don't want to drop it or rip a page
because it's not showing respect to
Jesus or God and other people have
to use them and they don't want tatty books

Teacher's remarks Great ideas - support with spellings

Exemplar 4

Taking a Role in Society in the UK – ENTRY 3

WJEC ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Identify key terms associated with the electoral system in the UK.	✓	UK 2015 GENERAL ELECTION USED AS CASE STUDY FOR LO1. P 1-4
	AC1.2 Describe events connected with elections in the UK.	✓	WRITTEN TALK FOR KEY STAGE 3 STUDENTS P 5-8
LO2	AC2.1 Describe how people help in the election process.	✓	P 9
	AC2.2 Describe ways that people can vote in elections.	✓	P 10
	AC2.3 Give reasons why people decide not to vote in an election.	✓	P 11
LO3	AC3.1 Give reasons why people support others in society.	✓	FROM OWN PERSPECTIVE, AND THAT OF OTHERS P 12 - 13
	AC3.2 Describe ways in which people can help those in need in society.	✓	POWERPOINT PRESENTATION. P 14 - 18

General Comments Work was completed by the candidate in
accordance with the WJEC specification & guidance.

Teacher: _____

Date: 22.03.17

Moderator: _____

Date: 14/5/17

Only Connect - Our Electoral System!

Assessment Brief:

1. There are 16 key terms related to our electoral system below. Put a cross next to them.
2. Each of the terms can be sorted into 6 categories.
 - a) **Identify** each category.
 - b) **Sort** each term into the correct category.
 - c) Write a short paragraph explaining what each of the **relevant** categories is about and how the terms fit.
 - d) Try to include the following terms at least once in your explanations.

1
Democracy



2
Election Campaign



3
Loyal Opposition



4
Manifesto



Culture Club	Perch	Spandau Ballet	Ballot paper
Labour	Polling station	Bream	Broxtowe
Chancellor	Rhondda	Prime Minister	Duran Duran
Angus	Conservative	UKIP	Home Secretary
Voting	MP	Polling booth	Scottish National
Pike	Ultravox	North Antrim	Chub

AC 1.1 **AWARDED**
all terms discussed appropriately
and all criteria met.

✓ Grouping of terms
by colour.

2

Group 1 Category: political parties

Members:

ukip	Labour	conservative	Scottish national
------	--------	--------------	-------------------

Key term discussed correctly.

Discussion of Category:

A Political parties is a group of people who come together to contest elections and holds power in the government they agree on some policies and pro: The party who comes second in a general election from the loyal³ opposition and their job better and spot their mistakes. the winning party runs the country

Group 2 Category: jobs in government

Members:

Prime Minister ¹	MP ²	Chancellor ³	Home Secretary ⁴
-----------------------------	-----------------	-------------------------	-----------------------------

Discussion of Category:

the Chancellor³ looks after the money and tells so how to spend it by writing a budget⁴ the Home Secretary is in charge of law and order immigration and counter terrorism. The Prime Minister¹ job is to overall run the country. The MP's² look after constituency identified and discussed.

Group 3 Category: constituencies

Members:

Angers	Braxtowe	Thonabla	North Antrim
--------	----------	----------	--------------

Discussion of Category:

The UK has is made up of 650 constituencies we are in Braxtowe. This constituency mainly voted conservative in the last election. Each constituency has a member of parliament. our local mp is Anna Soubarry. the place with its people make the constituency. All citizens vote.

Group 4 Category: Voting

Members:

Polling booth 1	Ballot Paper 2	Polling Station 3	Voting 4
-----------------	----------------	-------------------	----------

Discussion of Category:

We can vote when you 18 or older you can vote for political parties put a x on Ballot Paper in the polling booth at the polling station then put it in the ballot box. This is called Democracy. it is a democratic vote present and discussed

4

Additional Space:

each political party does an election campaign to try to make people vote for their party. A manifesto² is a booklet explaining their policies and aims for the future. This is part of the campaign along with canvassing and showing party broadcasts

Red Herrings identified!

Non Relevant Category: 1980's Bands

Members:

Culture Clubs	Spandau ballet	Duran Duran	Ultravox
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Non Relevant Category: Fish

Members:

Pike	chub	Bream	Perch
------	------	-------	-------

Our Electoral System!

Assessment Brief:

The Head has asked you to brief Key Stage 3 on the events connected with elections in the UK as part of their Citizenship programme.

He has suggested that you discuss the following in relation to the 2015 general election:

- ✓ a) Polling day
- ✓ b) Opinion polls (include one example) + Extra
- ✓ c) The Monarch invites a party to form a Government
- ✓ d) Campaigning
- ✓ e) Manifesto launch (include three examples)
- ✓ f) Party political broadcasts (include two examples)
- ✓ g) Leader's debate (Include one example)

1. Find out what and record what each of these words or phrases means.
2. Find and include the examples.
3. Present your findings in the form of a report.

- You can use class notes and the internet to help you.
- Your briefing report can be hand written, typed or videoed.
- Relevant images may also be chosen and used.

AC 1.2 Awarded for attached work. All criteria met.
 Events connected with the election / general elections overall clearly described.

This is our electoral system!

Good morning boys and girls. This is about how we decide which political party will lead us and how we choose our leaders in the UK in our electoral system.

When the different political parties get ready to do their campaigning (fighting) for a general election they write their manifestos, which are books which let you know what the political party policies and aims are. Three examples are from Labour, the Conservatives and UKIP.

- Examples*
1. The theme of Labour's manifesto is that "Britain only succeeds when working families succeed".
 2. The front page of the Conservative manifesto gives their three key messages for the election: "strong leadership", a "clear economic plan" and a "brighter, more secure future".
 3. UKIP key message is leave the EU.

While this is going on the political parties drop leaflets around the houses and visit people to get them to vote for them (canvassing). Sometimes they have special battle buses to speak from. They do party election broadcasts on TV to try to get peoples votes.

Two examples are from the Greens and SNP.

1. The Greens had a song sung by 4 men who looked the same and wore suits with different colour ties, to be Conservative, Labour UKIP and Lib Dem. The Greens had a woman speaking to show they were different to the other parties who were all the same.
2. The SNP had a car driving through Scotland with the drivier saying that Scottish people were diferent to everyone else and should be in charge of their own country.

fair description of examples.

More campaigning happened on tv. The "United Kingdom general election debates" of 2015 were a series of four live television programmes featuring

7

the main political party leaders that took place in March/April 2015 in the run-up to the general election.

The biggest was the two-hour debate between seven party leaders hosted by ITV News anchor Julie Etchingham on 2 April in Salford. They were positioned on the stage as follows (left to right).

- Natalie Bennett (Green Party of England and Wales)
- **Nick Clegg, Deputy Prime Minister (Liberal Democrats)**
- Nigel Farage (UKIP)
- Ed Miliband, Leader of the Opposition (Labour Party)
- Leanne Wood (Plaid Cymru)
- Nicola Sturgeon, First Minister of Scotland (Scottish National Party)
- David Cameron, Prime Minister (Conservative Party)

9

The order in which each leader delivered their opening statement was decided by lots, with the order being Bennett, Farage, Clegg, Sturgeon, Cameron, Wood, and Miliband. The audience for the debate averaged about 7 million, peaking at 7.4 million.

Several polling organisations surveyed those who had viewed the debate immediately afterwards to select who they believed "won" the debate.

Snap* opinion polls as reported by the BBC

Survey Organiser's/Political Party Leader	Natalie Bennett	Nick Clegg	Nigel Farage	Ed Miliband	Leanne Wood	Nicola Sturgeon	David Cameron
<u>ICM (The Guardian)</u> ^[69]	3%	9%	19%	25%	2%	17%	24%

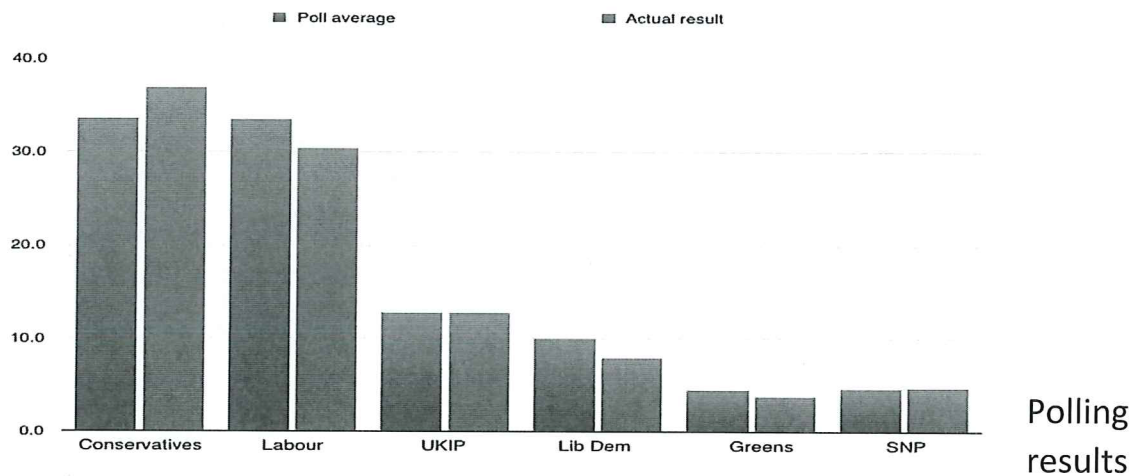
10

ICM (The Guardian) believed that Ed Milliband of Labour "won" the debate.

Example ↑

Other public opinion polls (surveys commissioned by various groups in order to determine people's thoughts in forecasting the results of voting) were done through the election and some were wrong. This poll done while the actual

voting was going on thought there might be a draw between Labour and Conservative, but Conservatives won the election overall.



the 2015 UK General Election poll average, compared to the actual result.

Extra example of poll.

a
Polling day is the day that people are allowed to vote for who they want. You need to make sure you are registered to vote (over 18, not in prison, live here long enough). If you are registered you will get a polling card. You go to the polling station, collect your ballot paper, take it into the polling booth and put a cross next to the candidate you want to vote for. You can have a postal vote if you will be on holiday or you can't make it to the polling station. Voting by proxy is where someone votes on your behalf and this may be due to disability.

Rebated
At the end of the day the votes are counted and the one with the most votes wins the constituency and becomes the MP. The person who won Broxtowe was Anna Soubry. She is our local MP or member of parliament, and she has the job of working for us in parliament. All the results are added up and the party that wins the most constituencies is the overall winner. Conservatives won with 331 out of 650 seats, with Labour on 232 and UKIP on 1 out of 650 seats. SNP won nearly all the seats in Scotland 56 out of 59, and 650 altogether. The Party Leader of the winners has to go to Buckingham palace and the Queen asks them to form a government and be the prime minister. That was David Cameron of the Conservatives.

c

Voting!

AC 2.1

You can use your class notes or the internet for each of these activities.

- Find out and describe three different things that people can do to help in the election process.

1 on election day you can help by
counting the votes.

2 on election day you can help by
checking people Name and giving
them a ballot paper.

3 you can volunteer to drive an
old person or someone with no
transport to the polling station.

AC 2.1

Descriptions of three
methods of help.

Taking a Role in Society in the UK: Entry Level 3

AC 2.1 Describe how people help in the election process. AC 2.2 Describe ways that people can vote in elections.

AC 2.3 Give reasons why people decide not to vote in an election.

- Use each of the words or phrases below to describe ways that people can vote in an election.

1 polling card 2 polling station 3 polling booth
 4 ballot box 5 ballot paper 6 electoral roll
 7 postal vote 8 proxy vote 9 vote in person

If you are in the electoral roll you will get the polling card in the post and you go to the polling station and you get a ballot paper. You go to the polling booth and cross off a party on your vote and then you put it in the ballot box. This is called a vote in person. A postal vote can be used if you are away on holiday. If you are blind someone can vote for you.

This is called a proxy vote. If you do a postal vote - you can fill in your ballot paper and post it in advance. You might do this if you are going on holiday.

AC 2.2 awarded.
 All criteria met.

- Write a list of as many reasons as you can think of why people might not vote in an election.

- 1 you might be in prison + party
- 2 might be in hospital waiting
- 3 might be lazy may not vote for a party
- 4 you might be in the pub
- 5 people might not be voting
- 6 you might work late
- 7 People go to the polling station see if you check in
Siding.
- 8 They might be too young you need to be 18
- They might not have transport.

AC 2.3 answered: Several appropriate reasons listed.

Helping One Another!

AC 3.1

You can use your class notes or the internet for each of these activities.

- Think of some reasons why people support others in society.

List them below.

1. Some people paid to help others.

it is their job. eg teacher Nurses,
doctors.

2. Some people give help Because I

they are good at it and make them feel
generous

3. Christians 'like to' be like Jesus and

help as their duty.

4. Some people like it.

AC 3.1 summary: Several reasons given from the perspectives of others, and their own perspective (PTO).

Each of these organisations support others in society

- Use the internet to find out which groups of people they mainly support.

Organisation	People Supported
RNIB	Supporting people with sight loss
Barnardos	helps vulnerable children
British Heart Foundation	It supports people with heart problems
Royal British Legion	Supports our armed forces and their families.
Shelter	Shelter help millions of people of every year struggling with bad housing or homelessness through our advice support and legal services.

Think of a vulnerable group in our society that you personally might want to help.

- **Why** would you want to help them?

Watteraide and foodbanks can help the homeless but i am so sorry for them and their lives

- **How** could you help them?

help the people give a warm place to live And Food, water, Bed.
Raise money by doing a sponsored run.

Brian

Brian is currently homeless and sleeping rough on the streets of Nottingham city centre. He is unemployed and malnourished.

Brian problem

He is vulnerable because he has no home or job and is weak because of lack of food. He might get ill being out in cold wet weather or bullied. He is lonely, smelly has no food no money and the same clothes.

AC 8.2 Answer. Several realistic ways discussed in which three people in need could be helped in society by a range of organisations/individuals.



BRIAN GETTING HELP?

Shelter and Help the Homeless can help Brian find a bed in a shelter or room or help him find a proper house to live in.

They could lend him clothes for a job interview so he can start earning.

Local church could give him a warm meal so he can get his strength back.

DUNCAN



Duncan is an 82 year old man. He broke his hip a month ago, spent three weeks in hospital and he is back home again he will never be able to walk again and is too frail to use a wheelchair. Duncan live alone and his children live in new Zealand.

The hospital can help him and will refer him to social services who can visit him to make sure he gets food, do his shopping and his house is clean and tidy so his health does not get worse or he starves. They might help to find a care home for him.

Charities like Age Concern and Help the Aged can take him on outings otherwise he will get bored and fed up.

Local church might send round visitors to cheer him up. His friends could visit to keep him company.

BRENDA

Brenda is an alcoholic and drinks around units 30 alcohol every day. Her drink problem is make her argumentative with husband and she has started ~~hitting~~ him.

Brendas problems.

Drinking , liver damage , brain get smaller, bullying her husband , swearing, police trouble, spending problems, split up, homeless, drink driving

HELPING BRENDA .

She could go to a Talking or therapy group run by alcoholics anonymous who can help her to give up alcohol

She can go to the hospital or doctor and ask to go to rehab to help her give up alcohol

If she stopped spending on alcohol and save up for a holiday with her husband, they might be more happier and she will not want to drink Family and friends can help her by giving her support.

