



Name:

Unit 1 –one hour– 14th May – 1.00pm

The Unit 1 written paper is divided into two sections.

Section A:

You must answer ten compulsory short-answer questions and one source-based question on Theme 1 of the subject content.

1. What factors make for effective “active citizenship”?

Overview:

Issues	Content outline	Case studies
a) Being an active citizen	How individuals bring about change in a community	Examples of recent UK based campaigns to bring about change.
b) Pressure groups and Campaigning	Key factors in successful campaigning. Consider the tactics of campaigning and the nature of target groups	Consider the effect of: <ul style="list-style-type: none"> • Finance • Membership of groups • Role of the media • Nature of the cause • Status • Methods used You also need to know at least on historical campaign in detail.
c) Political literacy	The impact of campaigns on political decision making	How do pressure groups and the media make political representatives accountable? How can information from pressure groups be used in public debate and policy formation?
d) Democracy	Struggles for freedom and rights in the UK	Campaign examples eg: suffragettes, levellers, chartists , anti slavery campaigners etc.

a) Find Fours!

Match the sets of four together.

What are the connections that link each set?

AA	Members	To change Government policy	Petitions
Demonstrations	Greenpeace	Money	To get support for an idea
Boycotts	To act on behalf of members	Amnesty International	Status – insider members
Good cause	Lobbying	To carry out research	Child Line

b) Being an active citizen:

Can you match the term to the definition?

Pressure group	Refusing to buy something or visit somewhere because you disapprove of it.
NGO	Trying to persuade someone to agree with your point of view.
Direct action	Refusing to follow a law that you disagree with
Boycott	A charity or group which tries to help those who are struggling
Civil disobedience	A single issue group who campaigns to change a single issue
Lobbying	Taking action such as attending a demonstration, signing a petition or lobbying someone.

c) Pressure groups and campaigning

Look at the pressure groups below:

- Can you identify the single issue group?
- The multi issue group?
- The self interest group?



CAMPAIGN FOR REAL ALE



How have people campaigned in the past?

Look at the story below and see if you can spot the mistakes that have been made.

The Suffragettes wanted the right for women to vote.

The move for women to have the vote had really started in 1897 when Millicent Fawcett started the National Union of Women's Suffrage. "Suffrage" means the right to vote and that is what women wanted. Millicent Fawcett believed in peaceful protest. She felt that any violence or trouble would persuade men that women could not be trusted to have the right to vote. Her game plan was patience and logical arguments. Fawcett argued that women could hold responsible posts in society such as sitting on school boards - but could not be trusted to vote; she argued that if parliament made laws and if women had to obey those laws, then women should be part of the process of making those laws. This group was called the suffragettes.

Most men in Parliament believed that women simply would not understand how Parliament worked and therefore should not take part in the electoral process. This left many women angry and in 1903 the Women's Social and Political Union was founded by Emmeline Pankhurst and her daughters. The Union became better known as the Suffragists and members were prepared to use violence to get what they wanted.

They started off relatively peacefully. It was only in 1905 that the organisation created a stir when Christabel Pankhurst and Annie Kenney interrupted a political meeting in Manchester to ask two Liberal politicians (Nick Clegg and Sir Edward Grey) if they believed women should have the right to vote.

They ended up shouting at the men which shocked people and they were thrown out of the meeting and arrested for causing an obstruction and a technical assault on a police officer.

Both women refused to pay a fine preferring to go to prison to highlight the injustice of the system as it was then. More in-direct action followed, they burned down churches because Church of England was against what they wanted; they vandalised Oxford Street, breaking all the windows in this famous street; they chained themselves to Buckingham Palace as the Royal Family were seen to be against women having the right to vote; they hired out boats, sailed up the Thames and shouted abuse through loud hailers at Parliament as it sat; others refused to pay their tax. Politicians were attacked as they went to work. Their homes were fire bombed. Golf courses were vandalised.

The Suffragettes were often sent to prison. Here they refused to cook and went on a hunger strike. The government was very concerned that they might die in prison thus giving the movement martyrs and so prison governors were ordered to force feed them. This caused a public outcry because forced feeding was traditionally used to feed lunatics as opposed to what were mostly educated women.

The government of Asquith responded with the Cat and Rat Act. When a Suffragette was sent to prison, it was assumed that she would go on hunger strike as this caused the authorities maximum discomfort. The Cat and Rat Act allowed the Suffragettes to go on a hunger strike and let them get weaker and weaker. Force feeding was not used. When the Suffragettes were very weak.....they were released from prison. If they died out of prison, this was of no embarrassment to the government. However, they did not die but were so weak that they couldn't take part in violent struggles. When they regained their strength, they were re-arrested and the whole process started again.

The most famous act associated with the Suffragettes was at the June 1913 Derby when Emily Wilding Davison threw herself under the King's horse, and it was killed.

However, Britain and Europe was plunged into World War II in August 1914. In a display of patriotism, the campaigning stopped to help the government and its war effort. The work done by women in the First World War was vital for Britain's war effort. In 1978, the Representation of the People Act was passed by Parliament.

d) Do protests work?

They can do.

	What did each of the following want?	How did they campaign?
Montgomery Bus Boycott:		
38 Degrees - Ban pesticides:		
Sarah's Law:		

e) Political literacy

A free press means that people are able to publish or broadcast stories without needed the government to approve them first. So they can hold the government to account and make sure that they represent us fairly.

In some countries this is not the case. Any media outlet has to let government advisors see the proposed article before it can be published and if the advisors don't like it, they **cancel** it.

This cartoon was censored because it was critical of the government.



News paper from Fiji.

Why is a free press important?

What political stories have been revealed by the press?

The Freedom of Information Act 2005

The Freedom of Information Act 2000 provides public access to information held by public authorities. It does this in two ways:

- public authorities are obliged to publish certain information about their activities; and
- members of the public are entitled to request information from public authorities.

How could this Act help democracy?

Lots of guidelines influence the behaviour of the press.

1. The Code of Practice – Look at the guidelines below.....

- Information should be accurate and not misleading
- It must be recognised that everyone is entitled to respect for his or her private and family life.
- Journalists must not engage in intimidation, harassment or persistent pursuit.
- In cases involving personal grief or shock, enquiries and approaches must be made with sympathy and discretion and publication must be handled sensitively.
- Young people should be free to complete their time at school without unnecessary intrusion. A child under 16 must not be interviewed or photographed in issues about their own or another child's welfare without a parents or similarly responsible adult consent. Pupils must not be approached or photographed at school without the permission of the school authorities. The press must not, even if legally free to do so, identify children under 16 who are victims or witnesses in cases involving sex offences.

Exceptions are when the matter is seen to be in the public interest. This means it affects a lot of people, NOT just something that people are just interested in.

Do the press follow these guidelines?



Watch the video clips from the **Leveson Inquiry** and decide whether the press have followed the guidelines or not.

The Leveson Inquiry.

Which of these statements about the Leveson Inquiry are true?

It is an inquiry into the culture and practices of the British press.	It was set up by Gordon Brown prior to the 2010 election.	The government is in charge of the inquiry.
The Inquiry is named after Lord Justice Leveson who is acting as the Chairman.	Several famous people have given evidence to explain how the press has affected them.	The Guardian newspaper raised the alarm over the phone hacking scandal.
The main focus of the inquiry is to award compensation to people.	Four parts to the inquiry are the press and the public, the press and the police, the press and politicians and making suggestions for the future.	The inquiry was triggered because of concerns over members of the press hacking people's phones.

2. The Press Complaints Commission

This is an independent body that deals with complaints from the public about the content of newspapers and magazines. All of them are investigated using the Code of Practice.

It has been accused of being too cautious and will be closed down. A replacement body will be set up after the Leveson Inquiry.

3. The Office of Communications (Ofcom)

Ofcom is the communications regulator, dealing with TV and radio, fixed line telecoms, mobiles and postal services.

They work to protect people against scams but helping competition.

The following is a list describing what Ofcom does.

Seven of these are not the responsibility of Ofcom; can you find them?

1. To regulate premium-rate services, including mobile-phone text services and ringtones
2. To make sure that the UK has a wide range of electronic communications services, including high-speed services such as broadband;
3. To deal with complaints about newspapers and magazines.
4. To make sure that there is a wide range of high-quality television and radio programmes are provided, appealing to a range of tastes and interests;
5. To deal with complaints about post offices.
6. To make sure that television and radio services are provided by a range of different organisations;
7. To make sure that people who watch television and listen to the radio are protected from harmful or offensive material;
8. To regulate the content of television and radio adverts.
9. To protect people from being treated unfairly in television and radio programmes, and from having their privacy invaded.
10. To deal with complaints about the BBC TV licence fee.
11. To ensure that a universal postal service is provided in the UK – this means a six days a week, universally priced delivery and collection service across the country.
12. To make sure that the radio spectrum (the airwaves used by everyone from taxi firms and boat owners, to mobile-phone companies and broadcasters) is used in the most effective way.
13. To sort out complaints about accuracy in BBC programmes.
14. To sort out disputes between you and your telecoms provider.

2. Who can make a difference?

Overview:

Issues	Content outline	Case studies
a) Who has power in the UK	Taking part in democratic processes to influence decisions nationally and locally	What is the relationship between different layers of government? Who has the power?
b) Local Government	How power is exercised in communities	How does local government link with community groups and with central government?
c) Trade Unions	What are trade unions	What are the impact and consequences of individual and collective actions on communities eg: strikes, walkouts, boycotts, petitions, use of media etc? Use miner's strike as example

d) Community groups	What are community groups? Give local examples.	How can community involvement help to create better and healthier cities. You need to be able to consider the value of voluntary groups, community groups and charities.
e) The media	Media influence	How effective are the local and national media at influencing opinion?

a) Who has the power in the UK?

(i) How can people influence things?

- Join a school governing body
 - Elected by parents to represent them
 - Elected to represent teachers and other staff
 - Appointed by the Local Authority
- As a local councillor
 - Elected by the local population
 - *Some people work for the council as permanent officers. They are not members of political parties.*
- As a MSP or Northern Ireland representative or Member of the Welsh Assembly.
 - Elected by people in these areas.
- As an MP
 - Elected by the population of a constituency to represent them in parliament in London

(ii) Can you decide which responsibilities rest with each body?

	School Governing body	Local council	Regional assemblies in Wales and Northern Ireland	Scottish parliament	National Parliament
Collecting refuse					
Appointing a Head teacher					
Setting the level of Value Added Tax (VAT)					
Deciding on the amount of money spent on health or education					
Deciding on whether to go to war					
Providing care for the elderly					
Managing a school budget					
Building a new library.					
Planning a new motorway					

b) Local government:

There are many different sorts of councils in the UK. Big cities have unitary authorities that can be called Metropolitan District Councils, Borough Councils or City Councils. Some cities also have a mayor to represent their interests.

Other areas have County Councils and District Councils. In Nottinghamshire the County Council is responsible for things like schools, social services and rubbish disposal, while local councils like Gedling Borough Council look after council housing, gyms and leisure facilities, recycling and rubbish collection.

Often councils work with voluntary organisations to help provide services.

How do the different areas of government link together with voluntary groups?

Consider one group: **Children’s services.**

How could each of these groups contribute here?

Local school	
Local council	
Voluntary groups	
The media	
Charities	
Central Government	

c) Central Government in London.

Today the UK is governed from Westminster in the Houses of Parliament.

Note: Parliament is the structure of the Houses of Commons, the Houses of Lords and the Monarch, while Government is the group of people (MP’s and Lords) who run the country. Parliament checks that government is doing its job properly.

In the UK today; **Northern Ireland, Scotland** and **Wales** have their own devolved government. This means that they are allowed to decide some matters of law for themselves and not have them imposed by Westminster. As a result people in Scotland don’t have to pay student fees and in Wales prescriptions are free to all.

Some people think that this is unfair and that England should also have its own parliament or assembly.

Making Laws:

Laws are made in three different ways:

(i) Parliament:

Governments make laws to put their policies into practise. They are called **Acts of Parliament** or **Statutes**. Occasionally independent MP's may propose a new law – this is called a **Private Members Bill**. They rarely become law because there is so little time allocated to them.

When a Bill passes through Parliament it goes through several stages. Can you put these stages into the right order?

Report stage and third reading – the bill moves to the whole house where the committee reports on the changes it has made

First reading – the bill is introduced. The title is read and a date fixed for the second reading

Royal Assent – The bill goes to the Queen (or King) to be signed. In practice a formality. It is now an Act of Parliament.

Committee stage – A small group of MPs or members of the House of Lords look at the detail of the Bill. They might make recommendations.

Second Reading – A debate on the principles of the Bill.

House of Lords – the Bill is discussed and examined. Any changes the Lords want to make are sent back to the Commons

Which of these statements is true and which are untrue?

- 1: The Lords can prevent a Bill becoming law?
- 2: Everyone in the House of Lords is elected?
- 3: Bills can take years to become law?
- 4: Public pressure can lead to law being made?
- 5: A Green Paper sets out the main ideas for a Bill. It is printed on green paper?
- 6: A White Paper is the same as the Green Paper but printed on white paper?

(ii) By Judges in Court:

This is law made in court by judges who seek to find the fairest solution to a situation. The decisions they make are written down and over the years have been built up to form a detailed record of what is called 'Common Law'. Lawyers can quote previous decisions to persuade a judge that a decision is the right one. Sometimes judges change a law because it does not fit in with present day thinking.

(iii) Europe:

After the horrors of the Second World War people wanted to make sure that nothing like it would happen again. They decided that the countries of Europe needed to work more closely together and to help they set up **The European Union and the Council of Europe** in 1951. The UK joined the EU in 1973.

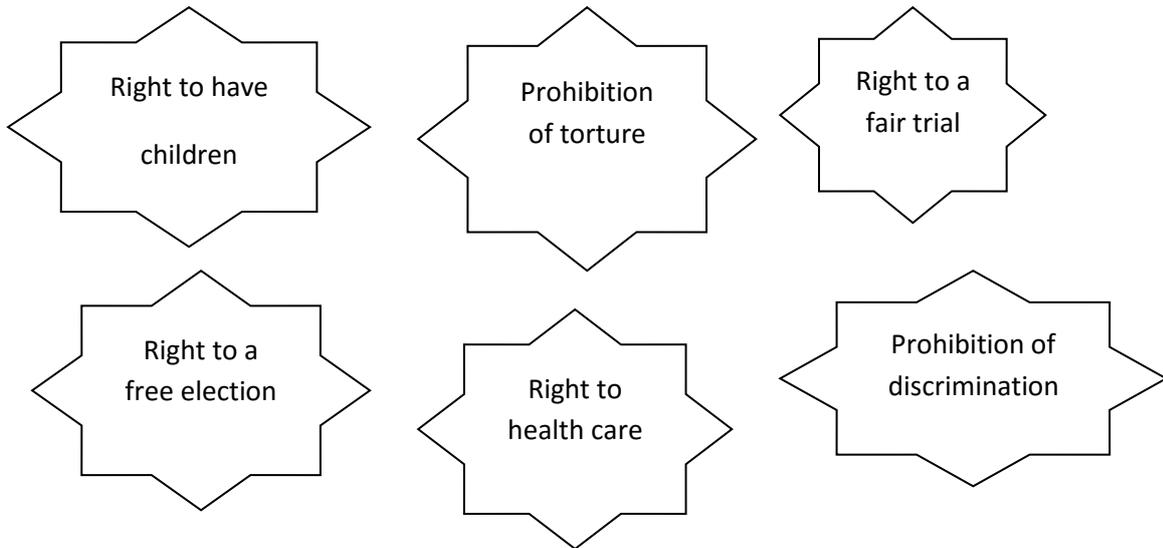
Each country that joins the Union agrees that the EU law will become part of its own national law. This law affects employment, transport, agriculture, environment and trade.

The Council of Europe is a different organisation. It is concerned with Human Rights and International understanding. One of its most successful achievements has been the **European Convention of Human Rights**. Britain signed the Convention in 1951 and agreed that everyone in this country should enjoy the same rights and freedoms as those set out in the Convention. It took until 2000 for this to become part of UK law through the **Human Rights Act**. Previously governments had worried that it would interfere with Parliaments right to decide the law.

Even though the law requires governments to follow the convention, they can act independently when there are extreme situations eg: the UK has taken up this option to deport people it feels are a terrorist threat.

As a result of this law, anyone who feels that their rights have been denied can take their case to the European Court of Human Rights in Strasbourg France. The court can award damages and require the country concerned to change its law. This has happened several times to Britain an example was causing schools to ban corporal punishment.

Which of these do you think are rights under the European Convention on Human Rights?



Voting to choose our government:

Our government is chosen by elections once every five years. At an election we vote for someone to represent us in the House of Commons. These people are called Members of Parliament or MPs. They represent about 100,000 people in their constituencies. Each person in a constituency has a number of people to vote for; usually Conservative, Labour, Lib Dem and others.....The candidate with the most votes is elected to serve that constituency.

How do we vote?

Why do you think people in UK elections vote in secrecy?

How do the Election Officers protect against fraud? Try to think of two different ways

1:

2:

Choosing a government:

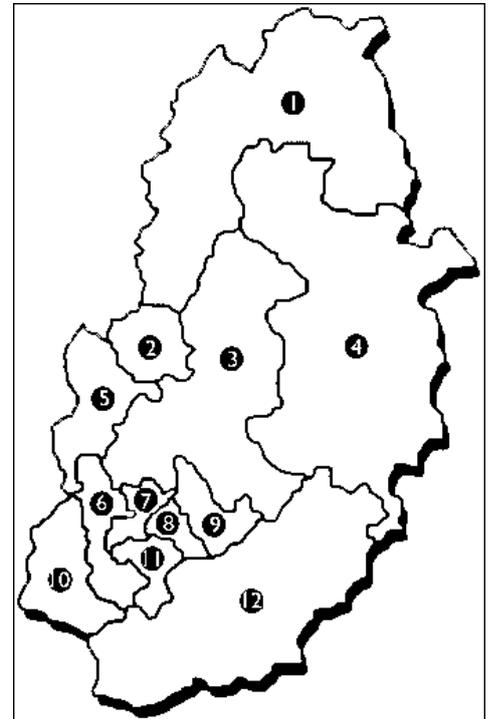
In the UK we have a **'First Past the Post'** system of electing our representatives. This means that the country is divided up into constituencies.

These are the constituencies in Nottinghamshire:

Key

1. Bassetlaw	7. North Nottingham
2. Mansfield	8. Nottingham East
3. Sherwood	9. Gedling
4. Newark	10. Erewash
5. Ashfield	11. Nottingham South

Why are some smaller than others?



Enforcing the Law:

Our law is described as **CIVIL or CRIMINAL**.

Civil Law affects disputes between individuals or groups.

Criminal Law means that the behaviour is accepted as wrong, damaging to the individuals or to society. Criminal law involves the police.

Colour code the following to show if they are about Civil or Criminal Law:

Heard in the High Court or the County Court.

Heard in the Magistrates' Court or the Crown court

The Judge decides whether the case is proved or not.

The magistrates or a jury decide if a case is proved or not.

Cases must be proved 'beyond all reasonable doubt'

Cases are proved on 'the balance of probabilities'

The defendant is found 'liable or not liable'

The defendant is found 'guilty or not guilty'

If guilty you would pay compensation.

d) Trade Unions:

Can you match the trade union to the right industry?

NAS UWT	Public service sector
Unison	People who work in transport
NUM	Teaching
Unite	Coal Mining

What can a trade union do for you?

Choose the correct answers from the list below:

- Negotiate on your behalf to improve the pay and conditions of workers in an industry.
- Liaise with the management of a business on your behalf if you feel you have been unfairly treated.
- Prevent you from getting the sack.
- Stop an employer from shortening your lunch time.
- Arrange industrial action such as a sit in, boycott or strike if they cannot negotiate a settlement.

Taking industrial action is expensive and difficult.

Most unions try to avoid it.

If they decide to take action there are steps they must take to stay within the law.

1. Hold a ballot of members and get a majority to agree.
2. Appoint a scrutineer to make sure that the ballot is carried out properly if in a large business (over 50 employees)
3. Warn the employer

Disputes may be avoided by taking the problem to ACAS. What do the letters stand for?

A

C

A

S

Complete the **Key Word** puzzle below:

1	■	■	□	□	□	■	■	■	■	■	■
2	■	■	■	□	□	■	□	□	□	■	■
3	■	■	■	□	□	■	□	□	□	■	■
4	□	□	□	□	□	■	□	■	■	■	■
5	□	□	□	□	□	■	■	■	■	■	■
6	■	■	■	■	□	■	□	□	□	□	■
7	■	□	□	□	□	■	□	□	□	■	■
8	■	■	■	■	□	■	□	□	□	■	■
9	■	■	■	■	□	■	□	□	□	□	□
10	■	■	■	■	■	■	□	□	□	■	■

- 1: What is the advisory, conciliation and advisory service better known as?
- 2: Ballots to arrange a strike or other action must be carried out in.....?
- 3: When workers stop working for a given period of time.
- 4: When workers leave their job without warning.
- 5: When workers are asked if they want to take industrial action.
- 6: Arthur Scargill was in charge of which group of workers?
- 7: Unions can also help by running courses and providing what to help members improve their skills?
- 8: A strike carried out when the union follows the rules is within the law and so is considered.....?
- 9: People in a union are called?
- 10: Members of a union limit the work they do it is called a work towhat?

The shaded word describes a person who monitors a ballot in businesses of over 50 people to make sure it is carried out properly.

Key word:

Miners Strike:

Who?

What?

Where?

When?

Why?

What was the effect on communities?

e) The Media

How effective are the media at influencing opinion?

How might each of these stories influence people?

- **Pensioner attacked in broad daylight!**
- **Asylum seekers barbeque swans!!**

Read the article below:

We may laugh at the idiots who light their heads on fire because Beavis and Butt-head did it or jump from hotel balconies because of a Youtube trend, but all of us are swayed in one way or another.

After a popular Budweiser campaign, people began greeting their pals, "Whassup!" (To capitalize on the spots' popularity with children, store J. C. Penney even sold "Whassup" kiddie T-shirts.) When Delia Smith used cranberries in a recipe Sainsburies sold out in a day and when Kate

Middleton was on TV announcing her engagement - her dress sold out on line in seven minutes!

It's the same thing with films; people bought Ray-Bans because Tom Cruise wore them and men started to grow beards because they saw them in films like 'Lincoln'.

Does violence in the media influence the real world? Of course it does. Cop shows and crime reports make us scared of other people, of going out at night, of helping out strangers. That is perhaps its main effect. But there should be no doubt that watching violence can also lead to violence. To say that it can is not to say that it does in most circumstances, with most people, in most places. Nor is it to say that violent media creates violent behaviour out of nowhere.

Whether someone's violent tendencies originated with an abusive parent or with Mad World; the fact remains that a steady diet of media blood and guts isn't good for some people, some of the time.

So how does the media influence us?

3. How and why are Citizenship issues relevant in the workplace?

Issues	Content outline	Case studies
a) Rights and responsibilities	Legal rights and responsibilities of employers and employees	Law Trade Unions Employment tribunals
b) Equal opportunities	Law regarding discrimination: equal pay, equal opportunities policies (eg: age, disability, race, religion, gender and sexuality), consumer rights.	Law relating to discrimination: Equality Act
c) Health and safety	How should health and safety be managed in the workplace – consider rights and responsibilities.	Health and Safety at Work Act. How does this apply at CLW?
d) Sustainability		How does CLW respond to sustainability issues?

a) Rights and responsibilities

i) Which of the following rights do employees have and which are wishful thinking?

- Not to be discriminated against on the grounds of race, gender, religion, sexual orientation or disability.
- To be given bonuses if you work hard.
- To be given holiday pay.
- To be given a contract of employment.
- To be allowed to join a union.
- To have a job description.
- To be able to change role in the company if you wish.
- To be told about disciplinary procedures.
- To be allowed to bring your dog to work if it is well behaved.
- To work in a safe environment and to receive appropriate health and safety training.

b) Equal opportunities

The Equality Act 2010 made it illegal to discriminate against a person on the grounds of race, gender, sexual orientation, religion, beliefs, age or disability.

Which of the following are direct and which are indirect discrimination?

1. In several EU Member States, car rental companies refuse to rent a car to drivers above a certain age, usually the age of 70. These car rental companies argue that this is due to the age limits imposed by insurance companies.
2. You are moved to a lower paying job out of the public view once you tell your employer you are pregnant.
3. In the UK, only the group aged 50 to 70 receives reminders for breast cancer screening.

4. You apply for a job as a receptionist and are told over the phone that there is no point applying for a job because you are a man and they want a woman.
5. An employer has a policy of not letting people work part time.
6. A minimum height is applied to a job requirement without reason.
7. All applicants must have at least 10 years experience in a job.
8. You are told that there is no point going for promotion because you will be retiring soon and your employer wants someone who will be there for a while.

Who could help you if you think you are being discriminated against?

**E
H
R
C**

Watch the video and list three things the EHRC has done to help people.

- 1.
- 2.
- 3.

Which of the following is the odd one out? Why?

Trade Union

Police

Fire service

EHRC

Macpherson Report:

What is this report?

What changes did it force?

c) Organisations to represent employers and employees

There are many laws that aim to protect the rights and responsibilities of both employees and employers.

Confederation of British Industry:

The CBI works to support the interests of employers.

Trade Unions:

The first trade unions were set up in the 18th Century to help workers negotiate pay. Today Unions also act to represent their members in many different aspects of work such as claiming their legal rights.

Can you name any trade unions?

Do workers need protection from a union?

d) Pay and the Minimum Wage:

In April 1999, a minimum wage was put in place in the UK. Since then it has been raised several times. There are different minimum wages for people at different ages: no minimum for people aged under 17 (£3.79), a lower rate for those 18 to 21 (£5.13) and a higher rate for those over 21 (£6.50).

Should young workers get the same pay as older workers?

Which new piece of legislation might make this inevitable?

Part time workers:

It is illegal to treat part time workers differently and to offer a lower wage or less training opportunities. Holidays allowances should also be calculated in the same way.

e) Dismissal:

Before 1971, employers could sack anyone from a job whenever they wanted to....They only had to give notice. Today people have many more rights where their status is concerned.

Which five of the following do you think are real grounds for dismissal?

- (a) Employee misconduct (theft, fighting or persistent lateness)
- (b) Employee is unable to get on with other workmates
- (c) Family emergencies – a person takes a reasonable amount of time off to deal with an emergency.
- (d) Incapability, the employee cannot or does not do the job to the required standard.
- (e) Redundancy – the job no longer exists.
- (f) If the employer has found someone better for the post.
- (g) Being pregnant
- (h) So as not to break the law eg: a van driver who has lost her licence for a drink driving offence.
- (i) Being a member of a trade union
- (j) Any good reason.

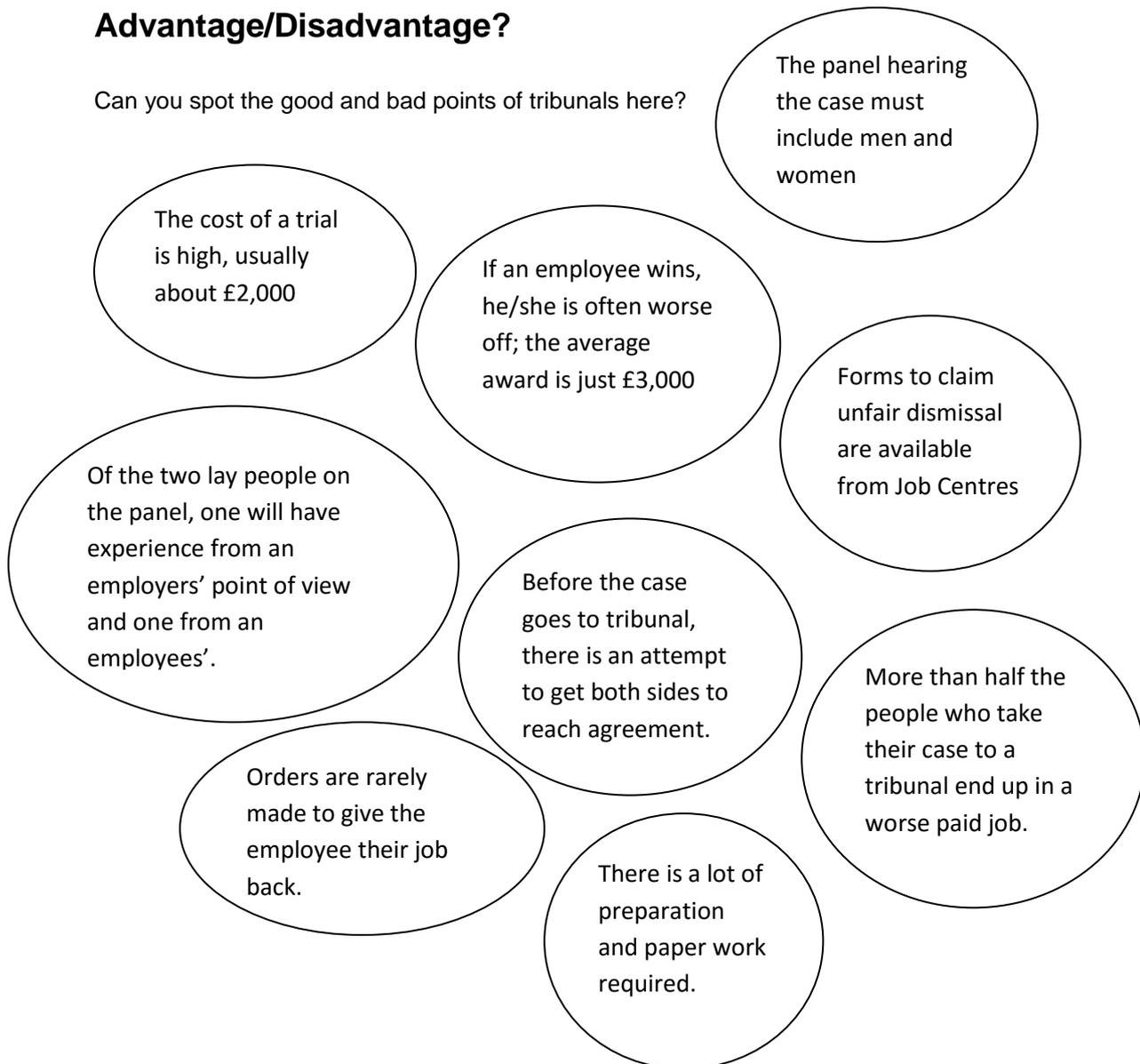
No one is likely to be dismissed outright unless there is a serious breach in discipline called 'gross misconduct'. Otherwise a system of warnings is required.

Employment Tribunals:

Should everything go wrong and you are unable to find a solution in the workplace, you can take your case to an employment tribunal. This is a special court dealing with employment issues. There will be three people who hear the case and decide on the fairest result. These are a legally qualified chair and two lay people. Both the employer and employee put their case or invite a lawyer to do it for them and then a verdict is reached. If the employee wins their case they will be compensated.

Advantage/Disadvantage?

Can you spot the good and bad points of tribunals here?



f) Health and Safety:

The Health and Safety Act 1974 gives employers the responsibility to take care of the safety of their staff. They must give appropriate training, make sure that equipment is safe and that their workmates behave in a safe and responsible manner. If more than 5 people are employed, the health and safety regulations should be given to each employee in writing.

If injured at work, a person should tell their supervisor and seek legal advice from their trade union representative or a solicitor.

i) What do the letters HSE stand for?

ii) These are the responsibilities of the HSE:

- Carrying out research and gathering information.
- Offering advice.
- Promoting training.
- Promoting new or revised regulations when needed.
- Inspecting.
- Enforcing rules.

Which do you think is most important?

Look at the cartoon you have been shown – how many hazards can you spot?

Try to have a look at the Health and Safety Executive website

g) Sustainability.

All businesses have a responsibility to try to reduce waste.

At CLW we have a waste management plan which includes:

- Recycling all waste
- Fitting low energy bulbs in lights
- Fitting automatic switch off to lighting where possible
- Computers power down on their own at 4.30pm
- Heating controls are being improved to make sure that we can zone the heating.
- Transferring some of our information to digital form only – no hard copies produced unless requested.
- Composting food waste where possible.

i. How would you categorise these steps to a green school?

ii. What else could we do?

h) Consumer Rights.

Every time we buy or sell goods or a service, we enter into a contract. This is a legal agreement. Often in this case the contract is not written down but still exists in law.

Several laws affect Consumer rights:

1: The Sale of Goods Act – 1979

This states that goods sold must be:

- (a) of satisfactory quality
- (b) fit for their purpose
- (c) as described.

2: The Supply of Goods and Services Act – 1982

This states that a service must be provided

- (a) with reasonable care and skill
- (b) within a reasonable time
- (c) at a reasonable cost, if no price has been agreed in advance.

3: Consumer Credit Act – 1984

If there's a fault with something bought using a credit card, the customer may well be able to claim from the credit company as well as the firm from who the goods were bought. This only applies to goods costing over £100.

4: Unfair Contract Terms Act – 1977

The wording of a customers' contract must be fair.

5: Trade Descriptions Act – 1968

It is a criminal offence to make misleading claims about something that is being sold.

6: Consumer Safety Act – 1987

It is a criminal offence to sell something that is not safe. This applies to new or second hand goods.

When things go wrong?

Action.	Why?	True or false?
Take faulty goods back to the place where they were bought.	Your contract is with place of purchase	
Go to see the manager of the company	The management of a business are responsible for training their staff and making sure they act appropriately	
Go to the Citizens Advice Bureau	They will come to see you at home.	
Take out a claim under the Small Claims Procedure	Will settle cases up to the value of £50,000	
See a solicitor	They might work for free if they believe in your case.	
Go to the Trading Standards Department	Will prosecute if a criminal offence has been committed	
Go to the police	They will take a trader to court to reclaim your money	

Section B:

There is a choice three questions available, one on each theme.

The questions this year, will be based on the following topic areas:

Question 3

Being a Citizen in the UK: Democracy and Identity – Government, Parliament and accountability

Question 4

Fairness and Justice – The media: role, responsibilities and controls

Question 5

Global Issues and Making a Difference – The European Union, the EU budget and relations with the UK.

These questions ask you to evaluate sources provided and to offer information from your own knowledge.

In all cases you need to remember to look carefully at the action word in the question...what are you asked to do?

Describe: State facts about the issue

Explain: Say why something is so.

- Use the PEE strategy
- State a fact to make a **POINT**
- Offer information from your own knowledge or from the sources provided as **EVIDENCE**
- **EXPLAIN** how it is relevant to the question.

Remember 1 piece of evidence is a sound answer, 2 pieces are good, 3 are fantastic!

List: Make sure you include enough ideas in your list. – Check the number of marks available...

Compare: Look at two sides of a situation and make sure you look for what is different about the two and similar about the two.

