

**PONTEFRACT**

ACADEMIES TRUST

# **OUT OF LESSON BOOKLET**

## **TERM 1**

## **CITIZENSHIP**

## **YEAR 11**



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## Year 11 – Power and Influence



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- Lesson 1 – Contributing in society
- Lesson 2 – Pressure Groups
- Lesson 3 – Democracy & Dictatorships
- Lesson 4 – Democracy & Dictatorships
- Lesson 5 – Digital Democracy
- Lesson 6 - Key Piece of Work
- Lesson 7 – What is the media and its role in society?
- Lesson 8 – What is the media and its role in society?
- Lesson 9 – Exam Practice: Campaigning
- Lesson 10 – Exam Practice: Newspapers
- Lesson 11 – Exam Practice – Newspapers Essay Writing



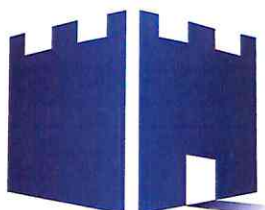




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# LESSON 1



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# #Kony2012

**Theocracy\***: (a system of government which priests rule in the name of God / gods).

Kony is the leader of the Lord's Resistance Army (LRA), a group that formerly operated in Uganda. While initially claiming to fight against government oppression, the LRA allegedly turned against Kony's own supporters, supposedly to "purify" the Acholi people and turn Uganda into a **theocracy\***.


Kony has been accused by government entities of ordering the abduction of children to become child soldiers and sex slaves. 66,000 children became soldiers, and 2 million people were displaced internally from 1986 to 2009. Kony was indicted in 2005 for war crimes and crimes against humanity by the International Criminal Court (ICC) in The Hague, but he has evaded capture.

In March 2012, a 28-minute film about the plight of children in Africa, and has been watched more than 102 million times on YouTube to date. With its slick Hollywood production values, the film was an instant viral success, dominating Twitter worldwide and having one of the fastest ever take-offs on YouTube. The hashtag #stopkony / #Kony2012 has had hundreds of thousands of tweets, and millions of people now know something about Uganda and what is happening to children there. Further to this, support grew rapidly for the campaign to end conflict in the country and it continued to spread long after.

By April 2017, Kony was still at large, but his force was reported to have shrunk to around 100 soldiers, down from a maximum of 3,000 in earlier years. Both the United States and Uganda ended the hunt for Kony and the LRA, believing that the LRA no longer posed a significant security risk to Uganda.







**Planner** Please have your planner open on today's date Date: 22 September 2020

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**Do**

**How to contribute and have influence in a democratic society.**

1. Identify four human rights.
2. Identify two positives of immigration.
3. Describe the role of the local council.
4. Describe how human rights can sometimes conflict with law.



**Learning Focus:** To consider the different ways that people can contribute and engage in a democratic society.

**Key Terms:** Contribute Influence Democracy Society Slactivism

**Learning Outcomes:**

- To be able to identify and describe ways which people engage with society.
- To be able to explain ways to engage with society.
- To be able to evaluate the ways which people engage and their effectiveness.



## Theme D: Power and Influence



In Year 10 we studied **Theme A: Living Together in the UK**, **Theme B: Democracy at work in the UK**, and **Theme C: Law and Justice**

All of your home learning centred around consolidating knowledge from previous modules and learning, e.g. the role of the council.

Today we are moving on to our next module... **Power and Influence!**

## Spider Diagram: Making a difference?



### **Task:**

In the middle of you page, write the heading "*How can a person make a difference in society?*"

Using your own knowledge, write down all the ways which we can make a difference, a change for the better.

## Spider Diagram: Making a difference?

**Task:**

In the middle of your page, write the heading "How can a person make a difference in society?"

Using your own knowledge, write down all the ways which we can make a difference, a change for the better.

You could have written:

- a volunteer at their local church
- someone who writes to their MP about cuts to local services
- a person who reads the local newspaper
- someone who signs a petition against animal testing
- an individual who clicks 'like' on a Facebook post criticising poor local bus services
- someone who posts a message of support for a cause on Twitter
- someone who goes on a protest against the closure of a local school
- a worker who goes on strike for better conditions in the workplace
- someone who makes cups of tea for old people in their community.

## Spider Diagram: Making a difference?

**Active Citizen or nice citizen**

What is the difference?


For example -

Making cups of tea for old people is laudable, but what about looking into why old people are lonely and subsequently campaigning for more day centres to help them?

You could have written:

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- someone who writes to their MP about cuts to local services
- a person who reads the local newspaper
- someone who signs a petition against animal testing
- an individual who clicks 'like' on a Facebook post criticising poor local bus services
- someone who posts a message of support for a cause on Twitter
- someone who goes on a protest against the closure of a local school
- a worker who goes on strike for better conditions in the workplace
- someone who makes cups of tea for old people in their community.




Let's Get thinking... 

An **active citizen** is someone who cares about their community enough to change it. You can become an **active citizen** and help to make your community a better place in any of the following ways.

**Active citizens** do many 'things' to improve the lives of others. They contribute to social justice in their community by taking action on issues in order to make a difference. They question the way things are done. **Active citizenship** can be demonstrated globally, nationally and locally.

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**Reflection Time:**

What are the qualities of your ideal active citizen?





## Key Words:

**Copy out the following key words:**

**Contribute** - Give (something, especially money) in order to help achieve or provide something.

**Influence** - The capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.

**Democracy** - A system of government by the whole population or all the eligible members of a state, typically through elected representatives.

**Society** - The collective of people living together in a more or less ordered community.

**Slactivism** - Actions performed via the Internet in support of a political or social cause but regarded as requiring little time or involvement

**Challenge:** Write a paragraph which includes a minimum of three of the key words you have just written down.

## Key Words:

**Slactivism**

**Definition:** Actions performed via the Internet in support of a political or social cause but regarded as requiring little time or involvement,

*e.g. signing an online petition or joining a campaign group on a social media website or application.*

**Task:**

1. *Is clicking 'like' on Facebook a form of 'Slactivism'?*
2. *Can these shares on social media platforms enhance democratic engagement?*
3. *Has social media made it easier for people to engage with democracy?*
4. *Have you personally participated in any online campaigns? e.g. #Kony2012 #metoo #blackouttuesday*

## Let's Get thinking... #metoo / #blackouttuesday



The **Me Too** (or **#MeToo**) movement, with variations of related local or international names, is a **movement against sexual abuse and sexual harassment** where people publicize allegations of sex crimes committed by powerful and/or prominent men.

**Blackout Tuesday** was a **collective action to protest racism and police brutality**. The action, originally organized within the music industry in response to the killings of George Floyd, Ahmaud Arbery, and Breonna Taylor, took place on June 2, 2020

**Challenge:** what are the negatives of using social media / Slactivism for raising awareness?

**Question:**

Is Slactivism a good way of raising awareness?

Use either the #metoo or the #blackouttuesday examples in your answer.



**BLACK  
LIVES  
MATTER**

<https://www.youtube.com/watch?v=nmYdO1M3g>

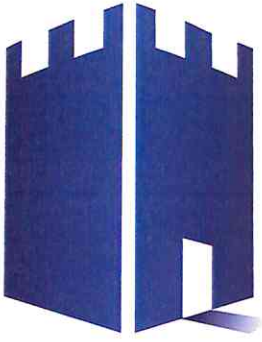
<https://www.youtube.com/watch?v=9kxv13G1m2g>

Clicktivism: *the use of social media and other online methods to promote a cause*

Since the general election in 2010, participation in digital campaigning has grown significantly. **Six million people in the UK have signed or started a digital petition** on Change.org, a global website with headquarters in San Francisco, which launched in April 2012, since then.

The rise of "clicktivism", as it is often termed because people can support a cause at the click of a computer mouse, comes as **membership of traditional campaigning organisations such as political parties and trade unions is at an all-time low.**

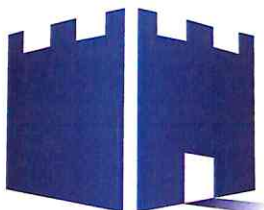
*Why / how might clicktivism be having a negative impact on social activism?*



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# LESSON 2




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**Do**

### Pressure Groups

1. Identify three types of criminal courts.
2. Identify two positives of immigration.
3. Describe how first past the post works.
4. Describe what is meant by restorative justice.



**Learning Focus:** To understand what is required as part of our Citizenship in Action.

**Key Terms:** Direct Action   Indirect Action   Pressure Group   Awareness

**Learning Outcomes:**  
 To identify examples of global pressure groups.  
 To be able to describe methods of taking action.  
 To be able to evaluate the positives and negatives of different methods of action.

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## Active Citizenship...

Influence can come through **Active Citizenship**. This is when individuals work to bring about change in their local community. This can be done in many ways.

One common and effective way is through **PRESSURE GROUPS**.

Pressure Group – A group of people who take action to try and influence the government about a particular issue.

**Tasks:**

- Copy out the definition in your books.
- Watch the two videos below. Whilst watching the videos make notes on your whiteboard in preparation to answer the following questions:
  - Identify as many pressure groups as you can. What do they campaign for and why?
  - What actions can pressure groups/individuals take to raise awareness?
  - What factors might influence the choice of actions taken to raise awareness?

**Challenge:**

- Evaluate whether pressure groups have had a big impact on modern political events (e.g. BREXIT).

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## Pressure Groups

<https://www.youtube.com/watch?v=MUdc1coA5SE>

[https://www.youtube.com/watch?v=pTeDvoM\\_rUA](https://www.youtube.com/watch?v=pTeDvoM_rUA)

[https://www.youtube.com/watch?v=VZ\\_z\\_mNGUHY](https://www.youtube.com/watch?v=VZ_z_mNGUHY)

- Amnesty International – human rights
- Green Peace – the environment
- Fathers for Justice – legal rights
- Stonewall – LGBTQ+ equality








## Amnesty International



**We are Amnesty International UK. We work to protect people wherever justice, freedom, truth and dignity are denied.**

- As a global movement of over seven million people, Amnesty International is the world's largest grassroots human rights organisation.
- We investigate and expose abuses, educate and mobilise the public, and help transform societies to create a safer, more just world. We received the Nobel Peace Prize for our life-saving work.


## Fathers 4 Justice



Fathers4Justice was founded by Matt O'Connor in 2001 after he was denied access to his two boys, Daniel and Alexander, following a difficult divorce. A design, marketing and PR consultant, Matt was shocked by the cruel, degrading and inhuman treatment of dads in Britain's secret courts.

The "superheroes" campaign generated international publicity, turning Fathers4Justice into one of the highest profile campaign groups in the world and spawning a host of imitation (but unrelated) groups in different countries. The groups iconic protests garnered worldwide publicity for a cause shrouded in secrecy by the courts and ignored by the political and religious elite. Protests began in 2004 with a superhero demonstration on the Clifton Suspension Bridge in Bristol and co-ordinated protests on major arterial roads around London.


## What different action can be taken?



**Keywords**  
**Direct Action** - a form of protest used to bring an issue to the attention of the **target group** (eg government) and the general public.  
**Indirect Action** - actions taken to campaign and raise awareness about issues to the general public

**Task:**  
 Copy out the two key words and definitions and then draw the following table. On the next slide will be a number of examples of direct and indirect action, it is your job to put them in the right column.

Direct Action	Indirect Action
---------------	-----------------



**Challenge:**  
 Are there any which could fall into both categories? Why?  
 What are the key factors that might affect whether a campaign is successful?

Letter Writing

Creating Petitions

Handing out leaflets

Following Social Media posts and hashtags

Having meetings with important figures

Interviews

Signing Petitions

Wearing a badge or sticker

Speeches

Sharing posts online

Striking

Posters

Protesting

Actively breaking the law – e.g. Rosa Parks

Internet Research

Voting

Demonstrations – e.g. Fathers for Justice

Online surveys



## Final Thoughts...



Study the images:



3/4

Explain what type of action it is (direct or indirect) for A-C.

5/6

For A-C explain why a pressure group may find that form of action effective in particular circumstances.

7/8:

Analyse – which are the biggest two factors limiting the success of pressure groups? Why is this?

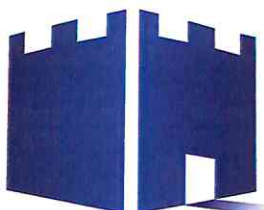




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# LESSON 3



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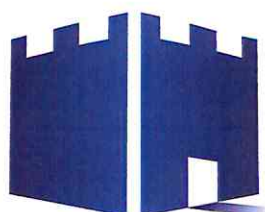




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# LESSON 4



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**Do**

**Comparing Democracies and Dictatorships**

1. Define the term slacktivism
2. Identify three examples of Pressure Groups
3. Describe the difference between a solicitor and a barrister
4. Explain one positive of using mediation to solve civil disputes



**Learning Focus: To compare the key differences between dictatorships and democracies around the world.**

**Key Terms: DEMOCRACY    DICTATORSHIP    TOTALITARIANISM**

**Learning Outcomes:**

- To understand the key terms democracy, totalitarianism, oligarchy and dictator
- To understand using real life examples features of democratic and non democratic countries
- To evaluate if a dictatorship provides a stronger form of government than a democracy



How? Why? Who? What? When? Where?	DID?	MIGHT?	COULD?	CAN? / WILL?	IS? DOES?
HOW?	SECOND				
WHAT?					
WHERE?					
WHO?					
WHY?					
WHY?					

**Task:**  
Using the grid to the left come up with three questions about the image.

- Challenge:**
1. What is a dictator?
  2. What is a tyrant?
  3. Can you name any dictators?
  4. Do you have a free press in a dictatorship?

Today we need to understand the key differences between democracies and dictatorships. Before we do, let's see what we already know...





Key Terms:  PONTRACRAFT


## Dictatorship:

A form of government where the **leader** has **total power**.

## Democracy:

A form of government where the people share in deciding how things are run.  
(Ruled by the people)

**Book Task:** What is good about a democracy?  
 Apart from the UK name three other democratic countries  
 What rights might citizens have living in a democracy?

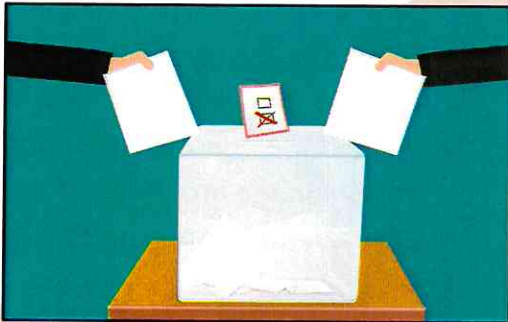
The UK:  PONTRACRAFT

- **Representative democracy**

This is a system where citizens of a country vote for representatives to handle making new laws and running the country on their behalf. For example, electing councillors or MP's in the UK. This type of democracy is the opposite of a direct democracy. Most representative democracies would have a range of political parties and candidates to chose from. Due to the power representatives have, most democracies would also have some form of constitution which will specify the limits of power that representatives have and an independent judiciary who can challenge the representatives on matters against the constitution and therefore, a series of checks and balances on power.

**Did you know?**

*Even in a representative democracy, referendums can be held on important constitutional matters. This would be an example of a type of direct democracy.*



## Democracy or Dictatorship?



Read the following facts and let me know whether this is a fact about democracies or dictatorships:

1. Only a small group of people get their way.
2. The leader can declare war on anyone he wants.
3. You get a chance to change the leader.
4. It normally takes violence to change the leader.
5. Free and fair elections.
6. People in charge are beyond the law (no rule of law)
7. People have the opportunity to change things.
8. Ordinary people feel powerless.
9. The majority get their way / opinions heard.

## Democracy or Dictatorship?



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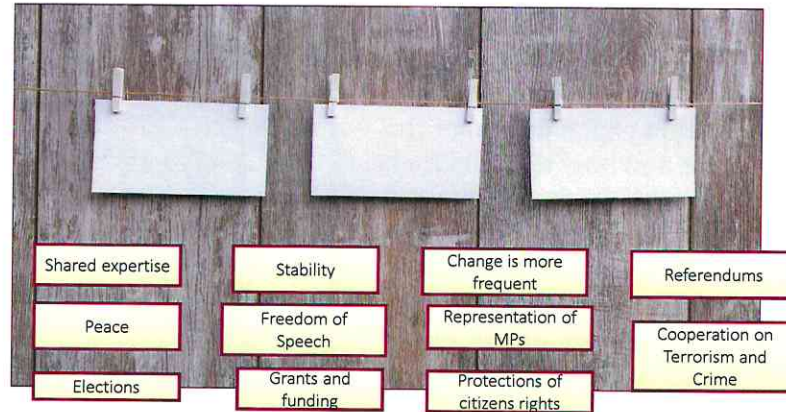
1. Only a small group of people get their way. - Dictatorship
2. The leader can declare war on anyone he wants. - Dictatorship
3. You get a chance to change the leader. - Democracy
4. It normally takes violence to change the leader. - Dictatorship
5. Free and fair elections. - Democracy
6. People in charge are beyond the law (no rule of law) - Dictatorship
7. People have the opportunity to change things. – Democracy
8. Ordinary people feel powerless. - Dictatorship
9. The majority get their way / opinions heard. - Democracy



## Speak For the Team:



Peg the three most important features of a democracy on to the washing line. Be prepared to justify your answers.



## Book Task:



Name 3 Human Rights likely to be broken in a dictatorship:

- 1)
- 2)
- 3)

1-4 grade: Which is more likely to protect Human Right? Explain why.

5-6 grade: Describe the main features of both democracies and dictatorships and which is more likely to protect human rights.

7+ grade: A country with a dictatorship cannot keep all the UN's Human Rights. How true is this statement? Link to the common features we have just quizzed ourselves on.

## Alois' Experience:



How is Alois' experience of living in a dictatorship different from our experience in Britain?

### Task:

- Write a short reflection explaining what the main differences are and how it would make a person feel.

### Challenge:

Include key words, examples of human rights and examples of British laws.

<https://www.truetube.co.uk/film/dictatorship-democracy>



## Active Listening – North Korea:



- Kim Jong-un took on the mantle of North Korea's supreme leadership with little political or military experience behind him. Kim Jong-il, North Korea's "Dear Leader", was in the process of grooming him as his successor when he died in December 2011.
- Immediately after his father's death, the younger Kim was hailed as "the great successor". He was named head of the party, state and army within a fortnight of his father's death. Since then, he has shown he is committed to the pursuit of nuclear weapons and the advancement of North Korea's missile programme.
- He has also shown himself to be ruthless with the purge of his powerful uncle and the murder, widely attributed to an order from him, of his half-brother.
- Mr Kim made his first public speech as North Korea marked the 100th anniversary of the birthday of founder Kim Il-sung on 15 April 2012, praising the "military first" doctrine and vowing the time his nation could be threatened was "forever over".



## North Korea



<https://www.youtube.com/watch?v=mLzTo-y8Ef0> – play until 5:20



GCSE  
CASE STUDY

### North Korea and the lost generation

*Children in North Korea live very different lives from those in Britain (e.g. can be punished for the crimes of their parents.) Many children of people considered government enemies live in prison camps doing forced labour regardless of their age. Many do not attend school and are forced to watch public executions. Children in these camps are physically abused and are treated in an inhumane way. Those that do attend school have their learning restricted to lessons in propaganda.*

Which Human rights are being denied to the children of North Korea?

Why do the citizens of North Korea put up with their leader?

Define the term refugee.

Compare the life experience of a child in the UK to that of a child in North Korea




### Task

Pick two questions and complete

### Extension

Complete all four questions

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## Task:

**DICTATORSHIP**

- ✓ Strong and stable leadership
- ✓ Decisions get made quickly
- ✓ There is no opposition to planned actions and policies
- ✓ All energies are directed to the achievement of the arms of the state
- ✓ Prompt and swift action is taken in times of need
- ✓ Able to control the press

**If you could combine the best parts of a dictatorship and a democracy, which would you chose and why?**

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**DEMOCRACY**

- ✓ Allow the people to have a say in who leads the country
- ✓ Respect for Human rights and the individual
- ✓ Protection from abuse of power
- ✓ A free press to hold those in power to account
- ✓ Equal opportunities
- ✓ Limited majority rule
- ✓ Legal protection for all

**Challenge:**

**“A Dictatorship is the strongest form of government as it gets things done without delay” How far do you agree? (PEC)**

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## Evaluation:

“It is better to live in a dictatorship than a democracy.”

Arguments For	Arguments Against
Your personal opinion :	

## VIP Test



1. Identify 5 human rights
2. Define the term democracy
3. A representative democracy relies on people voting for MPs – True or false?
4. Identify 3 pressure groups
5. Explain two positives of slactivism.

## VIP Test



1. The right to life, freedom of speech, right to education etc.
2. A form of government where the people share in deciding how things are run. (Ruled by the people)
3. A representative democracy relies on people voting for MPs – True
4. Green Peace, Fathers 4 Justice, Amnesty International etc.
5. Quick and simple, gather a lot of support quickly, high profile etc.



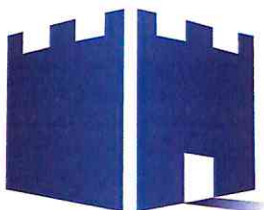




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# LESSON 5



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**Do**

**Title: Digital Democracy**

1. Define the term democracy.
2. Define the term slactivism.
3. Describe what is meant by criminal law and include examples.
4. Describe the process of a stop and search (include links to police rights and responsibilities)



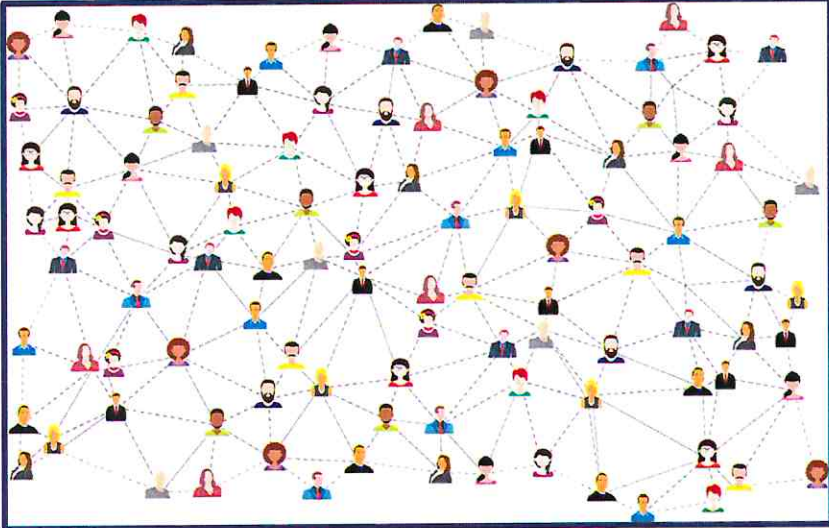
**Learning Focus: To investigate the use of social media in society.**

**Key Terms: Digital Democracy    Social Media**

**Learning Outcomes:**

- To understand what digital democracy is
- To be able to give examples of top down and bottom up digital democracy in the UK
- To evaluate the advantages and disadvantages of introducing online voting

How can you send a message quickly in 2020?



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**Task**

Identify 7 different ways you could spread an important message to all sectors of society

**Challenge**

What are the advantages and disadvantages of using technology to spread a message ?

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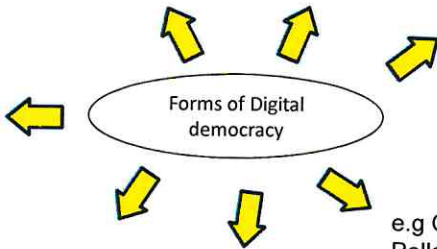
Speak for the team:

- Which icons can you name?
- Which three are most popular?
- Can you trust everything you read on the internet?
- What is fake news?
- How do politicians use the media?



## Digital Democracy


  

  
Digital Democracy Commission



e.g Online Opinion Polls


**TASK**

Come up with between 4-6 ideas

**CHALLENGE**

Choose two or three and explain how each method works

## Active Listen and Record:



Examples of Digital Democracy from around the world:

- Online voting in elections and referendums
- Online E-petitions organised by governments or other bodies
- Use of social media to publicise, organise, lobby and fundraise for campaigns
- Accessing political information via websites and online blogs
- Political party broadcasts being performed on YouTube and Facebook.
- Elected officials running twitter accounts (even the US President Donald Trump has announced policy initiative through twitter.

Since the 1990s there has been a technological revolution and the internet, smartphones and social media have taken off. In 2019 Lots of people are accessing politics through the internet and their smartphones and this has led to the rise of digital/ E-Democracy. This can happen in two ways, Firstly, it can be top-down and initiated by government bodies or it can be bottom up and started by citizens, activists and pressure groups.

**Task**


Read the information and explain with examples what digital democracy is and how it links to politics

**Challenge**

How can digital democracy hold those in power to account?

## Digital Democracy



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**Digital Democracy and the political revolution from the bottom up**

Methods of digital democracy	Advantages	Disadvantages
E - Petitions		
Online Voting		
Emails and Texts		
Social Media Campaigns		
Blogging & Vlogging		

Remember  
slactivism is a form  
of digital  
democracy.

## Newspaper headlines analysis:


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PRESS


Task

  
 What do these headlines mean? Do any of them surprise you or worry you?

Challenge


  
 What do the newspapers think about the state of the Palace of Westminster?

**Task:**



Advantage or Disadvantage of Digital Democracy	Opinion	Why?
It can go viral very quickly		
It can be very interactive with the electorate		
Its free and people can opt in so you have a captive audience		
Open to sabotage, nasty comments and hacking		
Competing with lots of other content		

**Final Thoughts:**




<https://www.youtube.com/watch?v=FPjkTCQh3RM>

**Task**

What does this TV advert from the Conservative party try to achieve?

Consider the use of language.





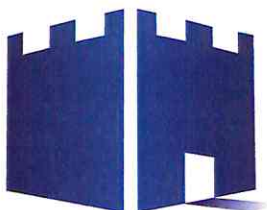




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# LESSON 6



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## Source A for use with Section B

### 27th May 2016: Local community rallies round family at risk of deportation

Gregg, Kathryn and seven-year-old Lachlan Brain have made headline news as the family fight their deportation from the Scottish Highlands. The family have faced problems since the visa scheme that initially attracted them to move from Australia was cancelled by the UK government.

UK immigration minister James Brokenshire stated that they are not facing 'imminent deportation', despite an initial court order to leave the country within days, since neither Gregg nor Kathryn were employed.

A community campaign has been successful beyond their wildest dreams. Family friend Kerrie Macartney is still dazed. 'We had no idea that this would happen. We just hoped that someone would listen – now everyone is listening.'

Macartney and a group of friends set up a Facebook group in mid-March to support and crowdfund the family's expensive visa applications.

'The response has been overwhelming,' she says. 'What started as an idea in our living room has snowballed into something national. It is the Highland mentality, supporting people in our community, fighting their corner in the way that you hope they would do for you.'

One local church congregation has also donated about £3,000 to their legal expenses, stating that 'For the church, this is about them as people, rather than a political issue. But, locally, people from a wide variety of political backgrounds have supported them.'

Kate Forbes, the Member of the Scottish Parliament (MSP), and the family's local MP, Ian Blackford, also made a number of representations to the Westminster government on the Brains' behalf.




(Source: © Murdo Macleod/Guardian News and Media)

Lachlan Brain with the First Minister of Scotland, Nicola Sturgeon







**Planner** Please have your planner open on today's date **Date:** 22 September 2020

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**Theme D: Key Piece of Work**

1. Identify three forms of social media
2. Define the term slactivism
3. Outline two positives of slactivism
4. Define the term representative democracy



**Learning Focus: To complete a key piece of work.**

**Key Terms: Digital Democracy    Power    Influence**

**Learning Outcomes:**  
 To become familiar with Theme D assessment  
 To complete a key piece of work to my target grade or above

## Paper 2



There are two sections on Theme D in your exam. One is based on a source and campaign, whilst the other is based on taught content (the same as the other modules). In paper two you must become familiar with the source booklets you receive. You will need to be able to access this source to answer a series of questions for Theme D in the exam. You have seen 6 mark source questions before in paper 1.

Today you will attempt a series of short VIP questions and then a selection of questions based on the source.

You should use all of the skills we have looked at before to do this. Remember to quote the source!



## Section A – 10 minutes



1. Identify two ways someone can have a positive contribution in society.
2. Define the term slactivism.
3. Identify one positive of slactivism
4. Identify three different pressure groups
5. Describe one way pressure groups bring about change
6. Identify one positive of representative democracy.
7. Define the term referendum.
8. Describe one positive of using referendums.
9. Define the term 'Rule of Law'.
10. Define the term 'immigration'.

## Section B – 20 minutes



**Study Source A in the Source Booklet before you answer this question.**

1. Explain **two** ways in which the use of social media helped the Brain family achieve their aims. **(4)**
2. The Brain family's campaign succeeded because Kathryn gained employment, because the UK government took action to help them. Suggest **two** reasons why the UK government may not be persuaded by such a campaign. **(2)**
3. According to the source, the campaigners 'just hoped that someone would listen – now everyone is listening'. Using the source, analyse why this viewpoint might be mistaken. **(2)**
4. Explain how the community campaign in the source may have been able to use newspapers or television to influence public opinion. **(6)**



We will now self-assess section A in purple pen.





## Section A - Answers




1. Joining a political party, voting, volunteering, Duke of Edenborough etc.
2. Salctivism is the use of the internet to show support to a movement.
3. It is quick, reaches a large audience etc.
4. Fathers 4 Justice, GreenPeace, Amnesty International etc.
5. Lobbying, Protesting, TV Campaigns etc.
6. Peoples views are represented by professionals, voting is simple etc.
7. A vote on a single issue – yes or no vote.
8. Truly Democratic – people have say on issues affecting them.
9. Noone is above the law.
- 10.The act of moving INTO a new country

## Mark Scheme



Question number	Answer	Mark
2(a)	<p>In each case, award 1 mark for each suggested way, and award the second mark for further development (AO2) up to a maximum of 2 marks e.g.</p> <ul style="list-style-type: none"> <li>• Setting up a Facebook group centred on the Brain family's campaign (1) may have raised awareness in the wider UK community rather than just locally, thus gaining more supporters (1)</li> <li>• Using Facebook to message relevant elected representatives (1) may have made representatives aware of their plight and led to questions being raised with the relevant Minister/Home Office/committee/in a motion or debate in Parliament (1)</li> <li>• Using social media to crowdfund for legal expenses (1) may have led to donations by the local church congregation (1)</li> </ul> <p>Only accept the use of social media that is referenced in the Source (Facebook and crowdfunding). Accept other valid explanations.</p>	(4)
Question number	Answer	Mark
2(b)	Award 1 mark for each reason for why the government may not be persuaded by a	

## Mark Scheme




Only accept the use of social media that is referenced in the Source (Facebook and crowdfunding).  
Accept other valid explanations. (4)

Question number	Answer	Mark
2(b)	<p>Award 1 mark for each reason for why the government may not be persuaded by a campaign like the Brain family in Source A:</p> <ul style="list-style-type: none"> <li>• The government may not wish to overrule previous decisions made by other agencies/courts <b>(1)</b></li> <li>• The campaign may have operated on a local rather than a national level <b>(1)</b></li> <li>• The campaign may not have gained attention with senior ministers or been debated in Parliament <b>(1)</b></li> <li>• The local MP and MSP who have supported the campaign may not be members of the governing party <b>(1)</b></li> <li>• The campaign may contradict government policy <b>(1)</b></li> <li>• The government may believe it is their responsibility not to comment on one individual case like this <b>(1)</b></li> <li>• The government may believe agreeing to their campaign will open the floodgates to other campaigns <b>(1)</b></li> </ul> <p>Accept other valid responses. <span style="float: right;">(2)</span></p>	

Question number	Answer	Mark

## Mark Scheme




Accept other valid responses. (2)

Question number	Answer	Mark
2(c)	<p>Award up to 2 marks for a reason derived from analysing (AO3) why the viewpoint might be mistaken. The first mark is for providing a valid reason, and the second mark is for developing this into an explanation that relates to evidence found in the source, e.g.:</p> <ul style="list-style-type: none"> <li>• Only some local people are listening, rather than 'everyone' <b>(1)</b> as only one church congregation has contributed to the crowdfunding campaign <b>(1)</b></li> <li>• Not all politicians are listening <b>(1)</b> as according to the source only the local MPs and one Scottish minister have joined the campaign <b>(1)</b></li> <li>• The government statement does not prove that they are listening to and planning to act on the campaign <b>(1)</b> as it does not express support or state that they will change the policy <b>(1)</b></li> </ul> <p>Accept other valid responses. <span style="float: right;">(2)</span></p>	




## Mark Scheme



Continued on next slide

Question number	Indicative content												
2(d)	<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>Contacting local newspapers/television may lead to a specific feature that raises awareness of the campaign</li> <li>Letters/articles/editorials about campaigns like this may encourage people to join the campaign online</li> <li>Most newspapers have websites and social media to publicise articles, so may post links to the crowdfunding or Facebook pages for their readers to access</li> <li>National newspapers/television channels often pick up on local campaigns featured in regional press/television programmes if there is a human interest aspect- this will gain more attention from/put more pressure on politicians</li> </ul> <p>Accept other valid responses.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 10%;">Mark</th> <th style="width: 80%;">Descriptor</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">0</td> <td>No rewardable material</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1-2</td> <td>Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about actions in the source context.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3-4</td> <td>Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some</td> </tr> </tbody> </table>	Level	Mark	Descriptor		0	No rewardable material	1	1-2	Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about actions in the source context.	2	3-4	Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some
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## Mark Scheme



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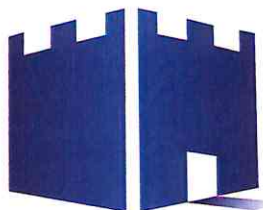
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# LESSON 7



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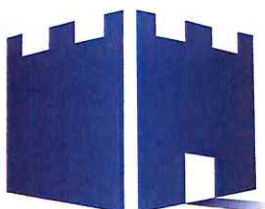




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# LESSON 8



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## The Editorial Code of Practice

1	Information should be accurate and not misleading
2	A fair opportunity should be offered to reply to inaccurate reports
3	It must be recognised that everyone is entitled to respect for his/her family and private life
4	Journalists must not engage in intimidation, harassment or persistent pursuit.
5	In cases involving personal shock or grief, enquirers and approaches should be sympathetic.
6	Young people should be free to complete their time at school without intrusion. A child under 16 must not be interviewed or photographed unless parental consent is given.







**Planner** Please have your planner open on today's date **Date:** 22 September 2020

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**What is the Media and its role in society?**

1. Identify two positives of digital democracy
2. Identify three pressure groups
3. Identify three UK political parties
4. Describe what is meant by a coalition government



**Learning Focus: To investigate the role of the media in shaping opinion.**

**Key Terms: Broadsheet Tabloid Censorship Influence**

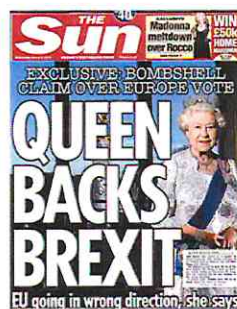
**Learning Outcomes:**

- To understand the different forms of media
- To understand how media informs and influences public opinion
- To evaluate the rights and responsibilities the media plays in a democracy and practice GCSE Exam questions

Let's Get Thinking...



Both front page covers from The Sun prompted complaints.



1. Why do you think people may have complained about each publication?
2. Do you think these stories should be published?


**Challenge:** What key factors do you think affect whether a story should or should not be published?

- 1 Censorship
- 2 Mass media
- 3 New Media
- 4 Traditional Media
- 5 Free Press
- 6 Leveson Inquiry
- 7 IPSO

- A The media is free from political interference and should be free to print the stories they wish
- B Internet –related means of communicating
- C Communicating to a large audience at the same time
- D Television, , radio, newspapers and magazines
- E Is the suppression of speech or public communication considered harmful, sensitive or politically incorrect by Governments and media institutions
- F The new independent regulator of the press that has been set up
- G A government inquiry set up to investigate phone hacking and to look at the role of the media






Key word match up...

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1	Censorship	The media is free from political interference and should be free to print the stories they wish	A
2	Mass media	Internet –related means of communicating	B
3	New Media	Communicating to a large audience at the same time	C
4	Traditional Media	Television, , radio, newspapers and magazines	D
5	Free Press	Is the suppression of speech or public communication considered harmful, sensitive or politically incorrect by Governments and media institutions	E
6	Leveson Inquiry	The new independent regulator of the press that has been set up	F
7	IPSO	A government inquiry set up to investigate phone hacking and to look at the role of the media	G

Key word match up...

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<p><b>NEW WORD:</b> <b>TRADITIONAL MEDIA</b></p> 	<p><b>Meaning:</b> consists of several types of communications: television, radio, newspapers, magazines, <u>websites</u></p> <p><b>Synonym:</b> Original media</p> <p><b>In a sentence:</b> Recent studies have shown a decline in <b>traditional media</b> use with an upsurge in new media being used by citizens to gather information.</p> <p><b>Exam Technique:</b> What is new-media? Why is traditional media on the decline?</p>
<p><b>NEW WORD:</b> <b>NEW MEDIA</b></p> 	<p><b>Meaning:</b> internet-related means of communication. <u>internet</u> forums, blogs, podcasts, posting of photographs/videos, rating sites (Trip Advisor), Facebook, Twitter, <u>Instagram</u>.</p> <p><b>Synonym:</b> online networks</p> <p><b>In a sentence:</b> <b>Social media</b> has helped many campaigns gain an international network of followers who can unite behind one cause.</p> <p><b>Exam Technique:</b> How can social media help boost a campaign? Why is social media so popular with the younger generations?</p>



<p><b>NEW WORD: TABLOID NEWSPAPERS</b></p>	<p><b>Meaning:</b> has a compact page size smaller than broadsheets. It emphasis on sensationalising news stories with a focus on attention grabbing headlines usually based around crime, immigration and celebrity gossip.</p> <p><b>Synonym:</b> compact newspapers</p> <p><b>In a sentence:</b> <b>Tabloid newspapers</b> are very popular in the UK because they are cheap, easy and engaging to read. E.G the Sun</p> <p><b>Exam Technique:</b> What sort of articles would you expect in a tabloid newspaper? Name three tabloid newspapers</p>
	
<p><b>NEW WORD: BROADSHEET NEWSPAPERS</b></p>	<p><b>Meaning:</b> A newspaper with a large format, regarded as more serious and less sensationalist than tabloids.</p> <p><b>Synonym:</b> Heavy factual newspapers</p> <p><b>In a sentence:</b> I read <b>broadsheet newspapers</b> because of the reliable high quality fact based news articles.</p> <p><b>Exam Technique:</b> What sort of articles would you expect in a broadsheet newspaper? Name three broadsheet newspapers</p>
	

## Broadsheet vs Tabloid

People buy four times more ..... papers than Broadsheet papers.

‘Tabloid / Popular’ newspapers, such as ‘The Sun’ focus on popular stories generally based on .....

‘Broadsheet / Quality’ papers are more ..... papers which focus more on ..... An example of a ‘Quality’ paper is .....

**TASK :** Complete the gap fill

**CHALLENGE:**  
Explain in a paragraph the difference between popular and quality newspapers.

	Quality/Broadsheet		serious
fact	Popular/tabloid	The Times	opinion

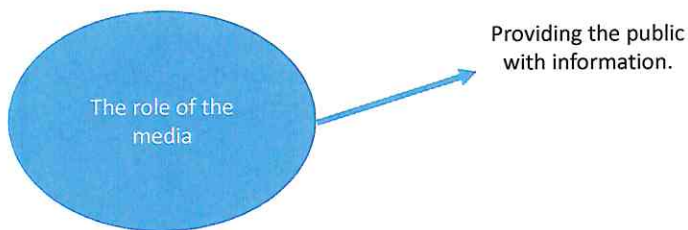
Broadsheet or Tabloid?



What is the role of the media?




Discuss the above question in your pairs and create a spider diagram in your book.



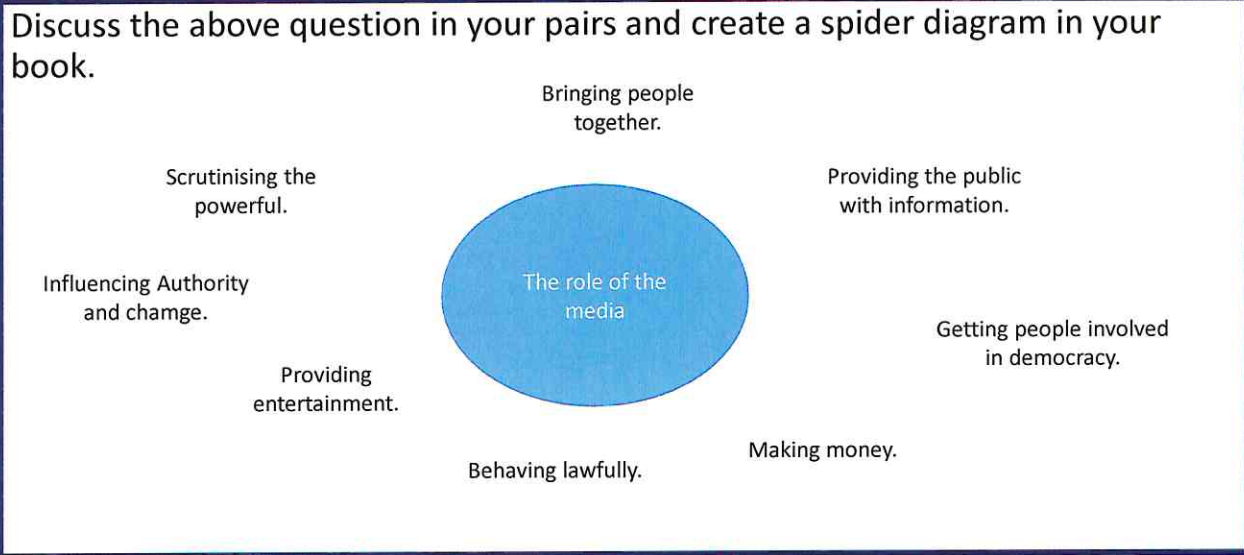
Challenge - Do you think the media does more harm or good in society? Explain your view.



**What is the role of the media?**

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Discuss the above question in your pairs and create a spider diagram in your book.



The role of the media

- Bringing people together.
- Providing the public with information.
- Getting people involved in democracy.
- Making money.
- Behaving lawfully.
- Providing entertainment.
- Influencing Authority and change.
- Scrutinising the powerful.

**The Role of the Media in Democracy... Influencing Authority**

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The media is very significant nowadays and some say that it is more important than the opposition in influencing the government. Newspapers are allowed be bias and can openly support a party.


All the political parties are obsessed about getting national newspapers on its side. The Sun moved from supporting Labour in the 2010 election to backing the Tories and Labour lost this election.

Newspaper campaigns can be successful – The Daily Record against ‘Loan sharks’. The Daily Record supported the campaign against the Bedroom Tax and helped draw attention to the unfairness of this policy.

**Watch the video and make notes in your book.**

<https://www.youtube.com/watch?v=PZ8f4xBV6i0> – Play until 2:20

## The media influence authority by...



Interviewing and asking difficult questions

Using flattering photographs of those they want to succeed

Creating a negative image of those they do not want to succeed

Printing stories showing MPs caring towards children or the elderly

Printing stories of their past to show them in a negative way

Using unflattering photographs of those they do not want to succeed


Creating positive image of those they want to succeed

Using celebrities to make them look popular


Reporting on ONLY selective policies which are liked or disliked STRONGLY by the public

### TASKS:

- In what ways does the media influence authority for good?
- In what ways does the media influence authority for bad purposes.
- How does the media influence you and your friends?



## The Role of the Media: Scrutiny



- One of the medias' main responsibilities in a democracy is to help scrutinise the actions of:

The R\_\_\_\_\_ F\_\_\_\_\_

M\_\_\_\_\_

C\_\_\_\_\_ S\_\_\_\_\_

JU\_\_\_\_\_ and La\_\_\_\_\_

The Cle\_\_\_\_\_

M\_\_\_\_\_ L\_\_\_\_\_A\_\_\_\_\_ERS

BU\_\_\_\_\_ and T\_\_\_\_\_ Unions

P\_\_\_\_\_ Parties

P\_\_\_\_\_ Groups

Ch\_\_\_\_\_



## The Role of the Media: Scrutiny



One of the media's main responsibilities in a democracy is to help scrutinise the actions of:

- the royal family
- MPs and members of the House of Lords
- civil servants
- judges and lawyers
- the clergy
- military leaders
- business and trade union leaders
- political parties
- pressure groups
- charities
- heads of schools, hospitals, police forces, prisons and other organisations.

The media's role is to expose any wrong doing, mistakes or broken promises. They also som

1. Outline three groups in society the media is responsible for scrutinising.
2. Explain why it is important that the media scrutinises MPs, judges etc.

## The Role of the Media: Scrutiny



### A small selection of media headlines holding powerful people to account

**Corbyn dodged kissing the Queen's hand in Privy Council ceremony by going HIKING in the Scottish Highlands**

*MailOnline* 11 October 2015

**MPs' expenses: The Maltesers are on the taxpayer**

*Daily Telegraph* 8 May 2009

**David Cameron grins as he plunges 600,000 more people into poverty**

*Daily Mirror website* 8 October 2015

**Scandal and incompetence stalk the SNP**

*The Guardian* 11 October 2015

**Facebook paid only £4,327 in UK tax last year – less than the average worker**

*The Independent* 11 October 2015

## Can the press say whatever it wants?



Journalists must (or should) follow a code of conduct which explains how they must do their job lawfully. On the handout, for each rule for the Editorial Code of practice and explain what you think the purpose of the rule is and why it is important (or not!).

### **Challenge:**

Do you think the rules are fair? Explain why, why not for each one.

How could these come into conflict with any other rights that Citizens have?

### **Media Responsibilities also include**

Code of Practice relates to:

1. Accuracy
2. Give people the opportunity to reply
3. Privacy
4. Harassment
5. Intrusion into grief or shock
6. Children
7. Hospitals
8. Reporting of crime
9. Victims of sexual abuse
10. Discrimination
11. Confidential sources
12. Payments to criminals
13. Witness payments in criminal trials

## Final Thoughts



- Do you think famous people and their families deserve additional rights to privacy and family life?

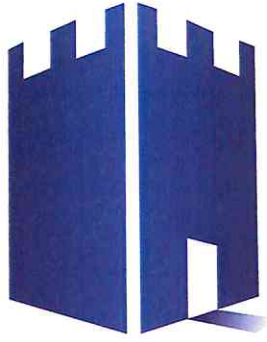
<https://www.youtube.com/watch?v=qr1wq0nZRto>

### **Task:**

Write a short paragraph explaining your opinion

- 8/9) answers will refer to the Code of Practice, the concept of Human Rights and other real life examples.

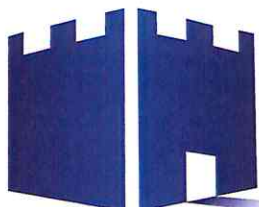




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# LESSON 9



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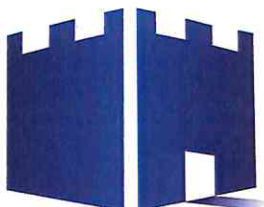




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# LESSON 10



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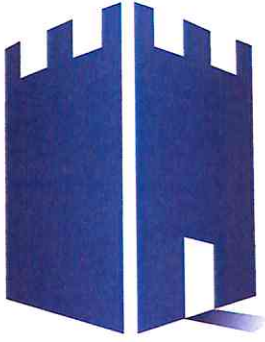
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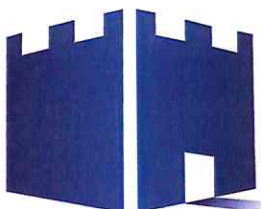




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# LESSON 11



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