

St. George's Academy



Uniformed Public Services KS 5 Transition Pack

Unit 1: Government, Policies and the Public Services



You are required to complete all the tasks.

Your knowledge and understanding of this work will be assessed during the first week of the course.



Government, Policies and the Uniformed Public Services

In the United Kingdom, every citizen has the right to disagree with government decisions. They even have the right to protest peacefully against them if they choose. However, people working in the public services, especially the armed services, have a legal obligation to obey orders.

How does this affect the role of the public services? What would happen if you disagreed with a government decision to go to war, but you were a serving British soldier?

There are many different levels of government in the UK that have a direct, or indirect, impact on our lives, as well as the work of the public services. This induction pack looks at various aspects of Government and Government Policies.

In order to understand how the public services work you need to demonstrate a knowledge and understanding of a range of key terms. These terms form the basis of the political language that you will become familiar with during Unit 1. More importantly, you will become experienced in using this language in your essays and assignments.

You are required to work your way through the following tasks, completing them by the end of the summer holiday, and submitting them in the first lesson of year 12¹.

The tasks should give you an insight into some of some of the more theoretical areas we will be looking at over the course of the first term. When you begin this unit in September you will sit a short test at the start. So don't think this transition pack work doesn't matter; put simply, it does!

This is a detailed and comprehensive assignment. **Do not rush it.** Break it down into small tasks and **plan** how you are going to spend your time over the coming weeks. This will provide you with the opportunity to develop excellent study skills in preparation for your course in September.

You are about to embark upon an exciting and demanding stage of your personal development and learning. In a very short time (2 years) some of you will be starting careers in the public services or will be heading off to University! You should expect to be challenged physically and academically, expect to justify and present your arguments in a detailed way, expect to scratch your head and not understand things on the first occasion, expect to get things wrong occasionally and learn from your mistakes, expect to take longer over your work than you may have been used to in year 11.

¹. **Although extremely rare**, it has been known for Mr Walker to award a small prize for the student who has clearly made the most effort!



Don't forget, you will now be spending ALL your time doing one subject – so at first it may seem strange to be spending so long on one thing - but you'll get used to it. It's all part of the learning process; enabling you to be a confident and independent learner. More importantly, it's part of preparing yourself as a potential Public Service employee!

There are 5 tasks for you to do:

TASK 1 – Key politicians

Look at the following pictures of UK key politicians. Your task is to identify them and decide what posts they have held or currently hold. See if you can identify which politicians became the Prime Minister, and which ones were destined to hold other posts or remain in opposition.

Under our electoral system - politics is all about winners and losers, and sometimes those in opposition are remembered better than those in office.

Who are the people below? I bet your parents know most of them. So go on, get the members of your family to get their thinking caps on, and help you to complete this task; you may need to enlist the help of grandparents or elderly neighbours for a couple of these photographs! For each one, identify who they are, the position they held and what dates they were in their most recent role.



a 	b 	c 	d 	e 
f 	g 	h 	i 	J 
k 	l 	m 	n 	O 
p 	q 	r 	s 	t 
u 	v 	w 	x 	Y 
Z	AA	AB	AC	AD



TASK 2 – Knowledge of Key Terms

You will be using a lot of specialist language on your public service course. In fact the public services use more terminology, jargon and abbreviations than most other occupations.

So this activity is designed to kick start your learning – and test your willingness to do the nuts and bolts work of locating information and making notes.

Using a dictionary or textbook (**not the internet**) give definitions, and where possible an example, for the following terms:

Life Peer	Democracy	Tactical voter
Floating Voter	Act of Parliament	General election
Swing	By election	Pressure group
Referendum	Green paper	Select Committee
Turnout	Referendum	Royal Assent
Alternative Voting	Re-moaner	Brexiter

TASK 3 – Understanding Parliament

In paragraphs of no more than 100 words, explain what the following **are** and what they **do**. (You may need to write a little more about some than others). This task is designed to test your skills of **interpretation**.

- House of Commons
- House of Lords
- Prime Minister
- Cabinet
- Member of Parliament
- Leader of the House
- Party Whips
- Secretary of State

Distinction Grade² – what is the difference between the House of Commons and the House of Lords? How are their powers different? Which one is more powerful? (500 – 550 words max)

TASK 4 – Government Departments

Using the internet –carry out research on **one** of the following Government departments:

Ministry of Defence	Ministry of Justice	The Home Office
HM Revenue and Customs	Department for Health	HM Treasury

² Research and completion of this task will help staff to identify the most able learners – so give this bit a go!



Once you have selected your department, **design an information leaflet** to include the following information

- The name of your chosen department.
- What the department does (its responsibilities).
- Who the Minister in charge is (make sure your information is correct).
- Any recent media coverage of its activities.

Task 5 – The G20 Protests

In April 2009, leaders from the world's richest and most influential nations met in London to coordinate global action on pressing financial and economic troubles such as the recession and banking crisis. The G20 Summit attracted many protesters who are unhappy at the way the global economy was being run and the financial inequalities that they could see causing so much poverty in the developing world.

There were numerous complaints about police tactics made to the Independent Office for Police Conduct (IOPC) in the days after the event; many alleging that assaults were made by the police on protesters and people who were trying to make their way home after work. The controversial tactic of 'Kettling'³ also came under scrutiny. Some protesters and passers-by in London, accused the Metropolitan police of keeping them kettled for up to 8 hours without access to food, water or toilet facilities. This included parents with children and the elderly. Liberal Democrat MP Martin Horwood, who was an eyewitness, said he saw the police use dogs on protesters.

Even more controversial was the tragic death of Mr Ian Tomlinson, who was a newsagent trying to make his way home on the day of the protests. He died after an alleged assault on him by a Metropolitan police officer.

Using the Internet research the police response to the G20 protests. Using sources such as YouTube, broadsheet newspapers and Metropolitan police statements answer the following 4 questions:

1. Do you think the response to the protesters was appropriate? Explain your answer.
2. Why are independent commissions like the 'IOPC' necessary?
3. What might happen to the public if there was no way to complain about unfair treatment by public services?
4. Many of the protesters had camera phones and were able to record police actions on the day. Is this a good thing or might it lead to a "trial by media" once the clips are shown?

³ Kettling is the containment of protesters to a confined area and not allowing them to leave for significant periods of time.