The Anthropocene vs. Deep Time
A Journey Through Earth’s Climate History

+ Academic essays on The healthy heart and The wood-wide-web: The importance of fungi in the forests of the future
Updates

Introduction and welcome to The Scholar.

Guest Article

STEM Articles
This term, we hear from scholars in the science, technology, engineering and maths disciplines on subjects including genetic engineering, preventing malaria outbreaks and climate change.

Arts and Humanities Articles
The arts and humanities articles in this edition explore subjects including creative writing, politics in post-war Britain and whether there is an external world.

This issue

Contents

Welcome to the latest edition of The Scholar!

We are delighted to be celebrating the incredible work of pupils who have taken part in The Scholars Programme and Uni Pathways from schools across the UK. In this edition, you will find 20 outstanding assignments with course titles ranging from ‘Is textspeak destroying the English language?’ to ‘Why was there a French Revolution?’.

This edition of The Scholar features some of the most impressive articles ever produced by pupils who have taken part in The Scholars Programme and Uni Pathways. The university-style learning that pupils are exposed to on our programmes is designed to provide pupils with the freedom to develop their own ideas and approaches. Not only will this help pupils who go on to study at university, but we believe these are crucial skills to develop in the adult world. The development of independent study skills and support with critical thinking provides young people with a platform to share their ideas. We hope it will empower these young people to engage in debates that shape our world, whether they concern combating climate change with renewable energy or understanding what makes a good Prime Minister.

The Brilliant Club is passionate about exposing pupils on our programmes to these important aspects of university. We hope that these projects encourage pupils to dig a little deeper into subjects that matter to them and to seek opportunities to make unique contributions to their fields. In doing so, pupils can change their own lives by enriching them with opportunities for learning and being inspired by the topics they cover.

This year, we had a record number of nominations for The Scholar, so we would like to say a huge congratulations to the pupils published in this edition and to the pupils who completed The Scholars Programme and Uni Pathways. All the pupils who graduate from the programmes should be very proud of themselves!

On Page 4, we are delighted to have a guest article from Sir Jonathan Phillips, Warden of Keble College Oxford. We would like to say a massive thank you to Sir Jonathan for taking the time to write his interesting insight into passion and precision, making decisions based of evidence rather than emotion.

If you are a teacher who would like to find out how your school can get involved with The Scholars Programme, we would love to hear from you! Please get in touch via this email address: tspschools@thebrilliantclub.org.

Do you want to recruit PhD subject experts to train as teachers in your school? The Brilliant Club’s Researchers In Schools programme is a unique teacher-training route for high-quality PhD graduates. The programme recruits subject-experts to train on Schools Direct and work in non-selective state schools across England for EBacc subjects including Maths and Physics; they work to promote education research, increase subject expertise and champion university access. If your school is interested in finding out more about Researchers In Schools, get in touch with Alice: Alice.Coombs-Huntley@researchersinschools.org.
One of my favourite authors is George Orwell. Some readers of this piece will have read one of his many novels, perhaps Animal Farm or 1984. They are both great books of satire about totalitarianism and the negative impact of absolute power. But here I want to draw your attention to something much shorter. This is an essay he wrote in 1946 called Politics and the English Language. In it, he illustrates what he regarded as a major decline in the quality and accuracy of the language then being used, especially in the media and in the context of political discussion. In his own, very pithy, style he says, in the concluding paragraph, “Political language... is designed to make lies sound truthful and murder respectable, and to give an appearance of solidity to pure wind.”

Now, you may consider that to be a little exaggerated. If you do, it is worth remembering that Orwell was writing just after the end of the Second World War during which lies and murder had been all too much in evidence. On the other hand, you may think that his words find uncomfortable echoes in the contemporary world.

Whatever view you take, I want to suggest that every Brilliant Club pupil should reflect very carefully on what Orwell is trying to tell us. Why? Because, if, as I hope, many of you will set out to change the world in your own generation, you should aim to do so on the basis of clear evidence rather than emotion and questioning. One in particular encouraged me to study history at university. I am eternally grateful. Apart from my continuing fascination with other people’s lives, that subject provided an excellent context in which to apply and develop those skills. Later on, working in the Civil Service, the importance of clear thinking and precise expression were very evident, both in presenting arguments to politicians and in conveying their decisions to the people affected by them. This was nowhere more apparent than in my work on the peace process in Northern Ireland.

Don’t imagine that anything I’ve said so far seeks to dampen your passion and enthusiasm for any particular cause or endeavour by erasing vivid language and forceful argument. One of the musical groups I most admire has adopted the strapline “Passion & Precision” to characterise its performances. These approaches are not contradictory. Your aspirations to succeed in whatever sphere you choose will have a greater chance of success if you combine the two.

Sir Jonathan Phillips
Warden, Keble College Oxford

Those were ideas to which I was fortunate enough to be introduced by some inspirational teachers who were anxious to show me and my school contemporaries how to think by being curious and questioning. One in particular encouraged me to study history at university. I am eternally grateful. Apart from my continuing fascination with other people’s lives, that subject provided an excellent context in which to apply and develop those skills. Later on, working in the Civil Service, the importance of clear thinking and precise expression were very evident, both in presenting arguments to politicians and in conveying their decisions to the people affected by them. This was nowhere more apparent than in my work on the peace process in Northern Ireland.

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What is malaria?
Malaria is a serious and, in some cases, a life-threatening disease caused by parasites (a pathogen) which is transmitted to humans by biting female mosquitoes. There are five parasite species that infect humans: plasmodium falciparum, plasmodium vivax, plasmodium ovale, plasmodium knowlesi and plasmodium malariae. At the WHO, in 2017 there were 219 million cases of malaria in over 87 countries with a total of 435,000 deaths of which more than 250,000 were children. That equates to a city with a population the size of Bristol, UK.

The challenges of stopping the disease spreading
The main challenge of stopping the spread of malaria is that the parasites are spread by the anopheles vectors (female mosquito bites in this case) through which the parasite is transmitted. The resistance to malaria in some areas is increasing faster than the WHO can develop an effective vaccine. The spread of malaria is going to continue unless the WHO can work towards a cure.

2. Medication and pop-up clinic
The WHO will establish a pop-up clinic in Franklin Village to combat the spread of malaria. The WHO will distribute medication to Franklin Village and, for those with symptoms in the village. Staff will prescribe medication, monitor malaria incidence and transmission intensity, whilst providing education to people on how to use and store medication. The WHO will provide education to residents of Franklin Village about how to treat and prevent malaria.

3. Removal of stagnant water (habitat management)
Mosquitoes have four distinctive life stages, with the first four stages being spent in the water. Mosquitoes must have a water source to complete their life cycle. 0

4. Vaccination (will not be fully tested and ready for general use)
At the moment, there is only one newly released effective malaria vaccine, RTS, S. It is the first vaccine that has shown promising results by shielding subjects from infection. In its clinical trials it has prevented in 1 in 4 cases of malaria, including in 3 in 10 cases of life-threatening malaria.

5. Awareness of risks
‘Prevention is better than the cure.’ This is why WHO will seek to educate about reducing the risks and treating the symptoms which will also be described in universally accessible literature. The key message to communicate is, ‘the less you are bitten, the less likely you are to get malaria.’ This literature will be distributed via WHO medical personnel in the pop-up clinic and by door-to-door visits in the village. Education is particularly important to raise the awareness of the risk to children and also to increase the awareness of the need to reduce the risk of infection. The WHO will also provide protection advice and resources to deepen people’s awareness.

‘Prevention is better than the cure.’ The strategy will have five primary elements:

1. Bite protection
Mosquitoes are attracted to heat and carbon-dioxide sources (e.g. humans, birds and mammals) so taking steps to avoid bites in the first place is the best protection of all. This means that the more a person exhales, the more likely they are to get bitten, which accounts for why a large majority of bites occur on the head. Mosquitoes can also detect lactic acid, uric acid, ammonia and other compounds emitted in sweat which means that if possible, residents should lower the amount of physical activity they carry out. They should also avoid being outdoors at dawn or dusk when the mosquitoes are most active. They should avoid mosquito habitats (e.g. long grass or stagnant water). To reduce the risk of malaria while travelling, the residents of Franklin Village should seek to stay where there is air-conditioning (and prevent doors or windows needing to be opened) or screen their doors and windows with insecticide treated mesh. The WHO will provide insecticide treated mesh to protect the bite rate. Where this is not possible, residents need to sleep under a mosquito net which has ideally been treated with insecticide. This is a good method of protection because it is cheap and lasts a long time. The WHO will ensure that all residents have a mosquito net and a mosquito net has been provided to every household.

2. Measures against spread of disease in the environment
In order to reduce the number of mosquitoes, WHO will target mosquito habitats (i.e. long grass or stagnant water) which will reduce the number of mosquitos. We will seek to educate about reducing the risk of infection. The WHO will provide education to residents of Franklin Village about how to treat and prevent malaria.

3. Surveillance and training
Surveillance and training are essential to malaria control and vector management. Surveillance is essential to understand the spread of malaria and training is essential to ensure that residents of Franklin Village are trained in how to control the spread of malaria. Surveillance and training will be provided to residents of Franklin Village.

4. Malaria vaccine
A new malaria vaccine has been developed which is called RTS, S. It is the first vaccine that has shown promising results by shielding subjects from infection. In its clinical trials it has prevented in 1 in 4 cases of malaria, including in 3 in 10 cases of life-threatening malaria.

5. The weaknesses of the strategy
The medical treatment, resources, medication, literature and the deployment of personnel into Franklin Village will be necessary to fully control malaria. However, there are some weaknesses to the strategy. Firstly, if the residents of Franklin Village do not comply with the advice given by WHO, then the strategy will not be effective.

6. The strengths of the strategy
The medical treatment, resources, medication, literature and the deployment of personnel into Franklin Village will be necessary to fully control malaria. However, there are some weaknesses to the strategy. Firstly, if the residents of Franklin Village do not comply with the advice given by WHO, then the strategy will not be effective.

Tutor comment: Reasonable level of detail with G. T is peer or W. C. was particularly exceptional during the tutorials taught effectively by asking and raison questions intelligently. W. C. was always on time and was always prepared for the tutorial. G. T. often produced excellent answers and an essay on malaria that was well structured and well written. G. T. made an excellent contribution to the class discussion and was always respectful of the villager’s culture and understood the advice given which may require additional support. G. T. will be able to attend the responses. If there is another outbreak of malaria in Franklin village.

Design a strategy to help prevent an outbreak of malaria in the rural Franklin Village

Year 8, Key Stage 3

Pupil: T. Brockway
School: Strattonvaughn Junior School, Dorset
Supervised by: G. LuTheryn
Tutor University: University of Southampton
Course Title: Disease detectives

Introduction
It was reported that there is a new outbreak of malaria, spreading through Franklin Village which is in a rural setting, probably somewhere in sub-Saharan Africa or around the tropics as this is where most cases occur. 0

The Disease Detective Division (DDD) of the World Health Organization (WHO) has identified that the young group is the more at risk of malaria. The DDD has identified that the young group is the more at risk of malaria. The DDD has also identified that malaria is less common in the younger group is 56 years. The data shows that older people have a larger difference in the resting and the active heart rate, so this hypothesis was not proven.

Discussion
The data from both tables and the bar chart has proven two of the three hypotheses.

Out of all the participants, subject B had the highest active heart rate in the experiments while subject A the lowest active heart rate. Overall the lowest resting heart rate was 60Bpm; the highest resting heart rate was 86Bpm. Although all the participants did record different numbers, all of their heart rate increased, there were likely some miscalculations. This is an example: the effort the participants put in during the exercise. All the subjects did the exercise, but some could have put in more effort and effort than others. This means that the participants that put more effort, have a higher heart rate. Another example is: the device that was used to measure the heart rate. The result on my father’s Garmin Vivoactive3 after the exercise was fluttering between the participant’s wrist. The device was somewhat different numbers and it took a few minutes to measure the resting heart rate: seconds before, it was on another participant’s wrist.

There are two ways this experiment could have been improved: a larger number of participants to get a more accurate result as differences could include hundreds, or even thousands of people and a more accurate device for measuring the heart rate. Furthermore, other factors that may affect the final results are fitness levels and weight.

1] Cambridge online Dictionary definition
2] Collins Dictionary definition

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Introduction
It was reported that there is a new outbreak of malaria, spreading through Franklin Village which is in a rural setting, probably somewhere in sub-Saharan Africa.
Climate has always been changing, so humans cannot possibly be responsible for the current climate change. Discuss.

Pupil: O. Maxwell
School: Blessed Thomas Holofd Catholic College, Trafford
Supervised by: A. Smith
Tutor University: The University of Manchester
Course Title: The Anthropocene vs. deep time – A Journey through Earth’s history

Tutor comment: Our placement at Twyman School was a true pleasure; the discussions in class were always well-reasoned, the frequency of the work every student produced was impeccable. In its final assignment that was awarded a high 1st. 1. Demonstrated an advanced understanding of 3. Establishing a topic area and generated a concrete, well-researched and novel final assignment. I have every confidence he will make an extremely valuable contribution to the course and already he will progress onto in the future.

Climate has always been changing, so humans cannot possibly be responsible for the current climate change. Discuss.

There are different views on whether humans are responsible for the current climate change. Some people believe that human activities are causing climate change, while others argue that it is a natural process. In this essay, we will explore the evidence and arguments for both sides of this debate.

The first argument for human responsibility is the increase in greenhouse gas emissions. Greenhouse gases trap heat in the Earth’s atmosphere, leading to global warming. Since the Industrial Revolution, human activities such as burning fossil fuels, deforestation, and agriculture have significantly increased greenhouse gas emissions. This has contributed to an increase in the Earth’s temperature, leading to climate change.

On the other hand, some natural factors also contribute to climate change. For example, volcanic eruptions can release large amounts of greenhouse gases into the atmosphere, leading to a temporary increase in global temperatures. Similarly, changes in solar radiation and the Earth’s orbit can also affect climate patterns.

Regardless of whether humans are responsible for climate change, it is clear that the planet is experiencing significant changes. It is crucial that we take action to mitigate the effects of climate change and protect the environment.

Bibliography:

Tutor comment: It has been a pleasure working with O. throughout the term. As a result of the evidence that supports my decision; I have agreed with the statement that humans are responsible for the majority of climate change.

To add to this, another reason humans are to blame for climate change is the damage caused by deforestation. When trees are cut down, billions of tons of carbon are released into the atmosphere. This contributes to global warming and climate change, which has serious consequences for human health and the environment.

Another reason climate change has been caused by humans is the increase in carbon dioxide levels in the atmosphere. When trees are cut down, billions of tons of carbon are released, leading to higher carbon dioxide levels in the atmosphere. This contributes to global warming and climate change, which has serious consequences for human health and the environment.

In conclusion, it is important to acknowledge that while climate change is a natural process, human activities have significantly contributed to it. It is crucial that we take action to mitigate the effects of climate change and protect the environment for future generations.
Design a strategy to help prevent the outbreak

Year 8, Key Stage 3

Pupil: M. Subhani
School: Willows High School, Cardiff

Tutor University: Cardiff University

Course Title: Disease detectives

Currently, Fleming City is going through a major outbreak of the flu where many people have caught influenza B. Consequently, this exposes further people to the disease. The disease can be lethal dependent on the host of the virus and can be contagious. Furthermore, to combat the outbreak, we must formulate an outbreak control strategy (OCS).

Fleming City is the capital city of its country, contributing a major percentage to the national economy and creating most of the nation’s produce and talent. If this city is inactive for even less than a day, it would collapse the nation’s economy and currency. Essentially, chaos would ensue. So, ultimately, an OCS that keeps the city’s lifestyle and pace the same is ideal.

Infectious agents, agents which infiltrate other beings whether they be birds, cows, or humans, cause every disease. The influenza virus causes the flu which comes in three common strains. Influenza is an extremely common virus but an outbreak on this scale is extremely rare. The strain we must combat is type B as it is the most common.

Symptoms of the influenza type B include:
- Coughs - rapid expulsions of air from the lungs
- Sneezing - rapid expulsions of air from the lungs
- Loss of Appetite - a lack of interest in eating,
- Diarrhea - loose, liquid, or watery faecal matter.
- Fever - body temperature rises above 38℃

Influenza is an extremely common virus but an outbreak on this scale is extremely rare. The strain we must combat is type B as it is the most common.

1. Vaccinating everyone, quarantining everyone, and providing medicine for all.

The concept involves asking the uninfected population to go to their nearest surgery and get the vaccination for the flu. This will help stop the flu from spreading. This strategy involves vaccinating people who would survive nonetheless, and the decreased fatality rates come from the vaccinations and quarantining of those who would have major consequences from the flu virus.

In order to accomplish this, the Council should notify the headteachers of all the primary schools and request a few days off for schoolchildren across the city. This will put them at a less of a risk of contracting the flu; this will also decrease contact rates in the city and control the situation.

Along with this, we must request those at risk of flu fatalities, requesting potential victims to get vaccinated at their nearest surgery. In this century, this should be done through social media and government campaigns. We must consult those with the highest risk of complications. Good examples of successful flu campaigns include the World Health Organisation’s 2013 campaign in Europe and the NHS’s ‘Catch it, Kill it, bin it’ campaign.

Twitter promotions, Facebook and Google Adspace, and billboards/posters are recommended for such a large-scale request. These should notify the population of the outbreak and benefit everyone as it will make people more careful about being around others. Simple influenza facts should be highlighted in the advertisement campaign.

For long term control, as the WHO recommends, we must introduce annual flu vaccinations for the vulnerable. This type of situation should not occur after such an intervention.

Overall, I recommend this OCS and the Council must use this and other consultations to execute an OCS which involves vaccinating everyone, quarantining the vulnerable and immunocompromised. This will prevent deaths that are easy to stop and will help the Fleming City community survive through this outbreak and the problems it brings along with it.

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Climate has always been changing, so humans cannot possibly be responsible for the current climate change. Discuss.

Year 8, Key Stage 3

Pupil: E. Walker
School: E. Walker's Catholic College

Course Title: The Anthropocene vs. deep time - A journey through Earth’s climate history

Climate has always been changing, so humans cannot possibly be responsible for the current climate change. Discuss.

People often get confused with the difference between weather and climate. The weather is the average over time and it is measured over a longer length of time, whereas weather is the temperature or amount of precipitation for a shorter duration. Some scientists define climate as ‘The average state of weather and its extremes over a significant period of time usually 20-30 years’ and that ‘Climate change is a change that changes no matter what, and has done since the dawn of life’. However, recently there has been an argument over whether the current rate of change has been magnified by humans and our industrialised society.

The sun influences both weather and climate, it is the cause of this event that is central for climate change from transmits from host to host.
main reason for temperature fluctuations. The location of a particular place plays an important role in determining the climate of that place. The place is close to the equator or far away from the equator the sun’s rays focus on smaller areas, whereas closer to the poles the solar energy is distributed over a much larger area. Therefore, the people living near the equator will receive more direct solar radiation and thus will be exposed to higher temperatures. However, people living near the poles will receive less direct solar radiation and thus will be exposed to lower temperatures. The enhanced greenhouse effect is caused by the fact that human activities have increased the amount of greenhouse gases in the atmosphere, resulting in a warming of the planet. The greenhouse effect is caused by the presence of greenhouse gases in the atmosphere, which trap heat and prevent it from escaping into space. Without these gases, the Earth would be much colder.

However, there is also plenty of evidence to suggest that humans have played a key role in global warming. In the last 200 years, the average temperature of the Earth has increased by about 1.5°C. This increase is largely due to human activities, such as burning fossil fuels and deforestation. The greenhouse effect is caused by the presence of greenhouse gases in the atmosphere, which trap heat and prevent it from escaping into space. Without these gases, the Earth would be much colder. Therefore, as the concentration of greenhouse gases in the atmosphere increases, the Earth’s temperature will increase, leading to global warming.

In conclusion, there are arguments for and against humans contributing to climate change. Although climate change naturally occurs and always has, we believe that the current rate of global warming is unprecedented. Industrialization in the western world has caused extra greenhouse gases to be emitted into the atmosphere, which have trapped heat and prevented it from escaping into space. This has led to an increase in the Earth’s temperature and has caused sea levels to rise. Therefore, it is important that we take action to reduce our greenhouse gas emissions and slow down the rate of global warming.

Should humans be able to use genetic engineering, or has it gone too far?

Pupil: M. Kita
School: East Academy, Bolton
Supervised by: Dr. B. Stuchbury
Tutor: M. Kala
University of Manchester
Course Title: How to make a glow in the dark pet

In this essay, I am going to explain what genetic engineering is, how it works and why it is used. I am also going to evaluate the benefits and downsides of it, as well as include my own opinion on whether genetic engineering is acceptable or not.

Genetic engineering is the process of taking a gene (a piece of DNA) that carries the instructions or code to make a certain protein [1] from one organism and inserting it into another. Protein is a molecule that carries out most of the processes for a cell (the smallest structural and functional unit of an organism [2]) to work. Different proteins are used to determine different characteristics — for instance, eye colour is determined by protein.

Making an ordinary pet such as a dog that can glow in the dark, for instance, would be the goal of many people. However, this is not possible with ordinary surgery. Instead, genetic engineering could be used to create a gene that makes a protein that glows in the dark. This protein could then be inserted into the pet's DNA, causing it to glow in the dark.

For example, scientists have discovered a protein called the green fluorescent protein (GFP). This protein is found in a type of jellyfish and can emit light when excited. Scientists have discovered that the GFP gene can be inserted into the DNA of other organisms, causing them to glow in the dark.

In conclusion, it is clear that genetic engineering is a powerful tool that can be used to create new organisms and improve existing ones. However, it is important that we use it responsibly and carefully, and that we do not use it for purposes that are morally wrong or harmful to animals or humans.

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On the other hand, there are a lot of positive things about genetic engineering that, for a lot of people, outweigh the negative things. It can do a lot of good for the world — in plants, it will improve crop yields and crop quality while cattle can be made to give more milk and make more meat needed will increase as well. This creates a cycle of the more meat needed the more meat produced and the where it is printed. Therefore, it is important that we take action to reduce our greenhouse gas emissions and slow down the rate of global warming.

How to make a glow in the dark pet

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3. P4389 (July 2008) http://jncc.defra.gov.uk/page-4389
This essay will provide an understanding into the importance of fungal species in the forest and its role in balancing the ecosystem. Fungi play a major role as decomposers of nature, and therefore, it is certain that they will not go extinct, as they are fundamental to the forest ecosystem. The fungus kingdom is large and diverse with an estimate of 1.5 million species. John Dighton, author of ‘Fungi in Ecosystem Processes’ states the “role that fungi play in some of the major ecosystem processes, namely the process of transforming carbon dioxide and nutrients into plant biomass”. Dighton highlights the significant role fungi play in nutrient cycling and their role in combating the green-house effect. Fungi play a major role in the storage and release of carbon from organic material. Dighton emphasises the importance of fungi in the ecosystem and its interaction with the abiotic factors, which refer to the non-living components and biotic factors which are the living components within the ecosystem.

In studying the importance of fungi, it is significant to understand the different groups of fungi and its key role in protecting the forest ecosystem in their role of breaking down organic matter in order to release nutrients into the soil. Fungi such as the Wood Blewit, (Clitocybe nuda), is an essential recycler which breaks down dead tissues and returns essential nutrients back into the ecosystem. In identifying the Wood Blewit with its distinct purple banding and a unique gill colour with a distinct purple colour (Figure 1). As the Wood Blewit is saproitic, meaning its environment is rich in organic material, it uses needle litter in deciduous woods, where the trees lose their leaves annually. This fungus is widespread across Britain and grows during autumn and winter.

Decomposers are an essential component within the nutrient cycle and decomposes in the ecosystem. Parent plants would not be able to access crucial nutrients, Thus, the reduction in fungal decomposers will result in the slow process of organic matter decomposition process. This demonstrates how the fungal cycle is necessary, in order to increase the biodiversity and genetic variation of the species.

Also, mycorrhizae are a crucial element in exchanging nutrients and water transport in the roots of plants in order to gain carbohydrates. This mutualistic relationship is significant as it benefits the soil in many ways by improving water availability, and also by increasing the increased surface area within the soil which allows the increased absorption of nutrients and water. The article titled ‘The Importance of Mycorrhizal Fungi’ includes the statistic that “mycorrhizal fungi form relationships with over 95% of plant species” this indicates how mycorrhizae relationship are vital to the function of plant growth. This illustrates the various advantages that mycorrhizal fungi provide as they are “essential to optimum plant growth and health”. As an example, the Chanterelle, a common fungi found throughout the United Kingdom within coniferous forests. Its Latin name is Cantharellus cibarius and is adaptive to cold climates. This type of fungi is a mycorrhizal fungi, which forms around the plant roots providing a system which gives greater access to water and minerals. The Chanterelle has a convex cap with a light orange yellow colour. It has thick blunt ridges instead of true gills which run down the stem. The mycorrhizae fungus form a symbiotic beneficial relationship, as the funguses benefit from the partnership between the tree and plant roots and can be found on a variety of woodland forests.

The Wood Blewit is found under most tree types with a liking for organic matter and blooms in October to December. In contrast the Chanterelle (Figure 2) is found commonly near maple and oak trees. Its fruiting season is in July to September and are most abundant in moist coniferous forests. Both species are found in the United Kingdom, meaning they share similar temperate conditions. The fundamental difference between both species is their role in climate change. The Wood Blewit is an important decomposer within the ecosystem, breaking down dead organic matter into nutrients for other living organisms. In contrast, mycorrhizal fungi have a major function in their ability to exchange nutrients between their environment and host plants. The fungus plays an important role in protecting the plant’s roots and improving soil quality.

Mycorrhizae have a complex mycelium network made up of hyphae that runs through the soil, leaf litter and animal living plants. Fungi can reproduce either sexually or asexually, by producing spores via mitosis. Fungal spores germinate and grow into new fungi identical to their parent species. This guarantees that the fungal cycle is necessary, in order to increase the biodiversity and genetic variation of the species.

Mycorrhizae is in crucial understanding the impact of climate change and its effects on the fungal forest ecosystem. Fungi play a major role within the ecosystem and therefore need to be managed by humans in order to minimise the effects of climate change for the future of the planet. The ecosystem is greatly interdependent which shows the importance of maintaining the ‘balance’. Climate change can cause detrimental damage to the environment. This is due to the increase in global warming, argi-fuel consumption increases the concentration of carbon dioxide in the atmosphere resulting in a warmer planet. Forests are imperative in protecting the world from the accelerated rates of climate change by absorbing carbon dioxide.

Evidence from the article published by BBC news written by Helen Briggs argues that “fungi receive little protection under conservation policies, which makes it hard to assess which species are rare or declining”. The dynamic change of climate change has caused a decrease in the biodiversity of fungal species which will directly impact the stability of the ecosystem. Briggs substantiates her argument by using research carried out by the Royal Botanic Garden. Dr Laura M Suz emphasises the importance of mycorrhizae and how “trees need this fungi to get nutrients and water from the soil and there are factors like pollution that are affecting this fungi”. This highlights the role of mycorrhizae fungi in plant nutrient uptake and increased drought resistance.

The effects of global warming have increased and...
changed the pattern of extreme weather. The scientific analysis of "rapid and recent changes in fungal fruiting patterns" suggests that fungal species are tied to their host phenology. This demonstrates that the impact of climate change on woodland saprotrophic and mycorrhizal fungi is significant and the effects of climate change are observable in the fungal activity demonstrated by both fungal species. However, the role of decomposers cannot be undermined. The process of decomposition is important in recycling organic material in an ecosystem and is a pivotal part in woodland ecosystems. As they are heterotrophic, they require nutrients for energy which they gain from ingesting organic material. This is necessary for the growth and reproduction of fungi. The main decomposers in many environments and use the structure of hyphae to carry out its function, and this is not needed except for the winter season. Fungi are also crucial in maintaining the forest ecosystem. Their role as natures recyclers is undeniable evidence to support the argument that both fungal species are vital to the ecosystem. The Chantelle mushroom and Wood Blewit equally have a vital role in maintaining forest biodiversity. When carrying out research into the functional groups, the Chantelle, which is a mycorrhizal fungus, is decomposed by protozoa and pathogenic fungi in the soil. Furthermore, decomposers such as the Wood Blewit are major species of decomposers that are adaptive to changes in climate and habitat. This highlights the importance of decomposers and the effects of climate change are observable in the fungal activity demonstrated by both fungal species.

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- Figure 3 available on website: https://practicalselfreliance.com/chanterelle-mushrooms/. (Online). Available at: https://www.greaterkashmir.com/news/gk-magazine/role-of-mycorrhiza-in-forestry-ii/13414.

To conclude, it is clear that fungi play a vital role within the ecosystem. Deciduous trees and hardwoods make up the largest fraction of all trees. This is due to the fact that they are extremely responsive to the changes in climate indicated by the drastic changes in the fruiting pattern shown in paper 11. This illustrates the importance of climate change can have on the fungal community in the forest, having the greatest effects on the nutrient cycle, decomposition and overall woodland ecosystem.

In order to determine which fungi out of the Wood Blewit and the Chantelle is the most important within the forest, it is key to consider the impact each species has on the ecosystem. The functions of mycorrhizae are imperative for growth and development of most plants. There are numerous advantages of mycorrhizal fungi. They increase the absorption of roots and also increase the availability of nutrients in the soil. Furthermore, mycorrhizal fungi can establish direct roots with certain trees, which causes disease, as well as influencing seed germination. The importance of mycorrhizae is further emphasised in its role in assisting plants to grow. Deciduous trees such as oaks and beech are very susceptible to mycorrhizal infection as essential for normal growth for many forest trees.12 Research indicates that mycorrhizal fungi when applied to land can help grow trees and behave as a fertiliser. Overall mycorrhizal is highly beneficial for the growth of deciduous trees. By knowing and planting of trees, as they protect the roots from pathogens and are helpful in restoring degraded soil.

Tutor comment: organic matter is a person who was always hard working in nutrition and homework outside of class. A. was extremely thorough researched, with sources used from a variety of scientific papers which are all appropriate. A. is a student who is an expert for a year at Oxford - which is very impressive. Well done A.!
What is fairness?

Year 6, Key Stage 2

Pupil: T. Harribence
School: Oxbridges Academy, Peterborough
Supervised by: Dr. T. Jayne Lynn
Tutor University: University of Reading
Course Title: What is fairness?

Fairness is not black and white. A person’s view of what is fair and what is unfair depends on the situation and upon what side you are on. In the fable ‘The Grasshopper and the Ants’, the grasshopper expects the ants to share the food they have gathered all year while the grasshopper did nothing. He thinks it is fair that they share their food, but the hard-working ants think it is unfair as he is lazy. Fairness is a subjective concept, with each of us having a different view of what is fair. The way you see fairness can be influenced by your personal experiences and the situation you are in. For example, a person who has experienced poverty might feel it is unfair for others to receive help, whereas a person who has experienced wealth might feel that it is fair for others to receive help as well. 

In the eleventh century the matter between an invader and a native was a matter of perspective. Do you agree?

Year 6, Key Stage 2

Pupil: H. Abdul Haleem
School: Beaconsfield Primary School, Ealing
Supervised by: H. Abdul Haleem
Tutor University: Newcastle University
Course Title: Invasion, integration & identity

Geoffrey of Monmouth was from Wales, however, he thought of himself as a Briton. He believed that the Britons were the true natives of Britain since he wrote: “…the Britons first occupied it… before the others” [Geoffrey, in ‘The History of Britain’, Prologue, Invasion and Integration; Britain in the Eleventh and Twentieth Centuries: Tutorial Handbook, p. 17]. He saw the Saxons as the new arrivals, and the Romans as outsiders. This assignment will be explaining complex themes we discussed in tutorials and applied this to examples of how invasion and integration worked in different situations.

Invasion, integration & identity

In the eleventh century, many different peoples settled in Britain. Welsh, Scots, English, Normans, the Saxons, the Picts, and the Scots all stayed there at some point in time. At times many of them did not get along well with each other because of their different cultures. A group would believe that the territory was their only and they were the true natives – which was not true: if any other group trespassed, they believed that they were invading. Some writers from the 11th century were biased against diverse groups: they would write praises about themselves yet curse the others. They considered themselves as natives and others as invaders often because they were perceived as outsiders. This assignment will be explaining why the difference between native and invader is only a matter of perspective, whilst also exploring many writers, including Geoffrey of Monmouth, William of Newburgh, Archbishop Wulfstan, Geoffrey Gaimar and Gerald of Wales.

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How democratic is the United Kingdom? Is there anything we should do to make it more democratic?

Year 6, Key Stage 2

Pupil: Z. Bisalat
School: Chetham CE Community Academy, Manchester
Super: C. Carey
Tutor University: Manchester Metropolitan University
Course Title: Power to the people

This essay will discuss the level of the UK’s democratic system and the ways we can improve it. A democracy is a system in which the people are the rulers. In a democracy, the people decide who makes laws and how these laws will affect them. This is done through elections. A democracy is a system in which the people are the rulers. In a democracy, the people decide who makes laws and how these laws will affect them. This is done through elections.

In conclusion, the UK democracy needs a lot of changes to it and as I have previously mentioned, there are many things we can do to improve it. The changes that I have written, I can determine that different peoples were biased against each other, as G. believes. He, Gerald of Wales, a Welshman, described the Anglo-Saxons as invaders whilst William of Newburgh believed that they had a right to be in Britain; Archbishop Wulfstan thought that Vikings were evil whereas the book of Havelock the Dane showed that Viking can be an important part of society, and Gerald of Wales described the Anglo-Saxons as invaders and the Welsh as natives despite the fact that he was both. In my opinion, I believe that in 1100, many people thought of each others as natives or foreigners. Gerald of Monmouth considered the Anglo-Saxons as invaders whilst William of Newburgh believed that there was a right to be in Britain; Archbishop Wulfstan thought that Vikings were evil whereas the book of Havelock the Dane showed that Vikings can be an important part of society, and Gerald of Wales described the Anglo-Saxons as invaders and the Welsh as natives despite the fact that he was both.

In addition to my previous point, it also isn’t fair to not have equal opportunities to represent us in parliament due to their age or ethnicity. If we were to be voting people into parliament only for a certain age or ethnicity, all of the different types of people in our country would be broken, therefore lost its intention of actually making certain decisions different peoples viewpoints and perspectives are needed to make decisions which reflect all of the different groups across the country. If we were to be voting people into parliament only for a certain age or ethnicity, all of the different types of people in our country would be broken, therefore lost its intention of actually making certain decisions different peoples viewpoints and perspectives are needed to make decisions which reflect all of the different groups across the country.

A number of people may consider the point that although parliament may not have enough women or young or ethnic minority MPs etc, our country can’t be run by one group of people. They are elected by the people and may be great again, like their ancient kings once were. It would be very unfair to have an equal amount of speech, speed of response, amount of unchanged laws, equal opportunity and quality of deliberations.[2] In this essay, I have discussed the lack of equal opportunity for women, young people and people from ethnic minority backgrounds in our parliament.

1. Brillant club,power to the people, 25-26
2. Meet the four new MPs who are still in their 20s [21/05/2019]
3. Who can stand as an MP? [21/05/2019]
4. Meet the four new MPs who are still in their 20s [21/05/2019]
5. BBC, MP and sex-based constitution, 1st May 2019 [21/05/2019]
6. BBC, MP and sex-based constitution, 1st May 2019 [21/05/2019]
7. My view for Neil’s article on BBC http://www.bbc.co.uk/sounds/content/425260/meet-the-new-members-of- parliament-why-they-want-to-change-the-uk-parliament público/@g areas comes to an end as a MP [21/05/2019]
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This essay analyses the fairy tale Cinderella (Perrault, 1697) using Horace’s theory of literature and evaluates his theory’s usefulness for studying literature. Horace was born in Italy in 65 BC and died in 8 BC. He was a great Roman poet whose works include: Epodes, Odes and Ars Poetica [1]. Horace defines the goal of poetry as ‘dulce et utile’ (to please and to teach) [2]. Horace thought that, ‘Poetry is a useful teaching tool...precisely because it is pleasurable. The pleasure of poetry makes it acceptable and, its lessons to be widely learned’ [3]. He believed that stories should entertain and teach the reader something about how to lead a better life.

Cinderella is a fairy tale written by Perrault in 1697. It is about the girl who is used, abused and abandoned Cinderella by her stepmother and sisters because she picks up the thread with the help of her stepmother believes in herself enough to go to the ball. Despite her wicked stepmother she remains kind, brave and resilient.

One of the greatest morals in Cinderella is that graciousness is far more important than a beautiful hairdo. It is a true gift of the fairies. Cinderella shows graciousness throughout the entire story for example, when she moves into the castle at the end she allows her stepmother and sisters to live with her in the royal palace even after their appalling attitude towards her.

Although Cinderella follows Horace’s theory of literature because it teaches many morals, it is not always obvious how one can interpret a story. The pleasure of poetry makes it acceptable and, its lessons to be widely learned. Horace believed that it is pleasurable. The pleasure of poetry makes it acceptable and, its lessons to be widely learned’ [3]. He believed that stories should...
In the 18th century, Catholicism was the national religion, and the general population didn’t see the monarchy as a powerful figure, but someone that shouldn’t be trusted. Montesquieu and Rousseau so forming their own opinions. For the Communist party may have influenced his theories particularly in the importance of literacy in people’s lives, more specifically, I will specifically use in belto to dictate whether the tactics to be examined are ethical or unethical.

Firstly, unethical techniques will be examined, the first being destruction of non-combatant medical personnel, medical buildings, impartial. Chemical weapons were usually in about 600bc in the form of Greek fire and poisoned water supplies. The first modern use was in 1914, where the French used non-lethal tear gas. The first use of lethal chemicals was the German military leaders. After a certain number of events happening prior or during the revolution, people expected change in the government. Royalty, clergy and nobles denied the common people knew that they were the majority of the French revolution. He believed the French revolution might have been driven by political aims as much as class dissatisfaction.

After a thorough analysis of all main theories, the cultural explanation is the most convincing as it concludes the other two theories. More specifically, I think that the change in ordinary people’s lives encouraged the French Revolution. In 18th century French Catholic schools promoted literacy and because Catholicism was the national religion, many people got educated properly, despite Catholics’ major loss of respect. For the first time in French history, ‘ordinary’ people could discuss political matters. These common people knew that they wanted the monarchy to change and could change these laws based on whether or not revolution was reasonable or just an idea.

It is very clear that after a thorough analysis of all main theories, the cultural explanation for the French Revolution (the huge changes concerning the normal person) is the most convincing. This theory covers a variety of topics all separately explaining the cause of the revolution.

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www.britannica.com/topic/Marxism
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Theses, May 2019). Rousseau, raised by only his father and home schooled to the age of ten, believed that the people in the country should be sovereign over themselves, implying that the King and Queen should be removed from a country of a simple life with not much excessive money tells me that his opinions would most likely be just and that he would understand the importance of education (plato.stanford.edu, May 2019).

Frances Furet was another highly respected historian who profoundly challenged the Manrit interpretation of the French Revolution. He believed the French Revolution might have been driven by political aims as much as class dissatisfaction. However, his background varies from Rousseau’s. Furet was born into a wealthy family with no financial problems at all meaning he had no personal experience being dissatisfied with life. As a young teenager, Furet’s interests were directed to the Communist party (who were in league with Maoism) but seven years later he fell out with them and was discredited (Parr, 2010). His hatred for the Communist party may have influenced his theories to oppose them, making his ideas potentially biased.

Earliest, chemical weapons were spreading rapidly across France, allowing ordinary people to read these ideas of Enlightenment, Rousseau and Montesquieu so forming their own opinions. It is very clear that after a thorough analysis of all main theories, the cultural explanation is the most convincing as it concludes the other two theories. More specifically, I think that the change in ordinary people’s lives encouraged the French Revolution. It was originally thought that they caused a firestorm, that sucked air in, and with it, people, in its hunger for oxygen. It caused massive damage to the environment, burning houses, and anything that would burn. The death count was estimated to be 25,000 people!

In the 18th century, Catholicism was the national religion. However, the enlightenment occurred meaning the religion lost a great deal of respect as a consequence of recent disputes (The Brilliant Club handbook, Reading 4, December 2019). The word ‘revolution’ has been brought about the uncertain thoughts that anything could change in the country since Catholicism was cherished and had seemed permanent. Roger Charles specialised particularly in the importance of literacy in people’s lives, stressing that education. As a young teenager, Montesquieu’s interests were directed to the Enlightenment, Rousseau and Montesquieu so forming their own opinions. It is very clear that after a thorough analysis of all main theories, the cultural explanation is the most convincing as it concludes the other two theories. More specifically, I think that the change in ordinary people’s lives encouraged the French Revolution. It was originally thought that they caused a firestorm, that sucked air in, and with it, people, in its hunger for oxygen. It caused massive damage to the environment, burning houses, and anything that would burn. The death count was estimated to be 25,000 people!

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four conventions were approved. (1) the Convention for the Amelioration of the Condition of the Wounded and Sick Armed Forces Personnel on the Battlefield and in Captivity, (2) the Convention for the Amelioration of the Condition of the Wounded, Sick, and Shipwrecked Members of Armed Forces at Sea, (3) the Convention Relative to the Treatment of Prisoners of War, and (4) the Convention Relative to the Protection of Civilians in Time of War.[3]

The Geneva Conventions have had a huge impact on both the people fighting wars, and those civilians caught up in them, leading to international tribunals and international criminal courts.

In summary, how ethical are military tactics? To answer this, we have to remember that, unfortunately, there will always be ethical, unethical and morally grey areas, but factor in how many are ethical or not. Most unethical tactics are becoming or morally grey areas due to ethical values in most military administrations, due to this, most of the tactics seen today used by major militaries are ethical, hopefully it keeps moving in that direction.

Technology always changes in war, new technology means new tactics, whether ethical or not, which will always prove a challenge to military ethics boards worldwide, for example, when napalm was used in the Vietnam War, there was uproar from the public and groups pushing for more ethical military practice, the USA had to eliminate their usage of the chemical. A much more modern example of a new technology providing a challenge to those involved with ethics is the problem of autonomous weapons, killing people. The debate about drones and Artificial Intelligence driven weapons is ongoing, being globally debated. Another ethical technique is the use of military deception, misleading enemies about the size and strength of their forces, for the benefit of commanders. Military deception will let commanders’ direct soldiers more precisely, and possibly immoral. Decreasing the chance of a soldier doing something irrational, letting commanders’ direct soldiers more precisely, and techniques to deal with the problem of unjust and immoral force any form of rules, ethics, or moral guidance.

In order to answer the question of ‘How a scientist would form their own worldview’, I will consider the two different perspectives that people commonly use to answer life’s most intriguing questions. Science will ask ‘how’ questions and will use scientific research, experiment, examination and data analysis to find their answers. Philosophy & Religion will ask ‘why’ questions, using ideas, historical, philosophical, religious and documentary information, personal experience and religious tradition as the evidence for their answers. A scientist forming their own worldview would try to answer both types of question and look at both types of evidence.

Science can answer lots of questions such as; “how was the Earth formed?” and “how did we humans evolve?” Scientists have, over time, produced many accepted theories such as Darwin’s theory of evolution published in his book ‘On the Origin of Species’[1] and the more recent Big Bang Theory about the formation of the Universe. However, theories developed and supported through the scientific method do not always stay accepted. Sometimes, new observations are made which challenge an already accepted theory and can even disprove it[2].

Philosophy and religious faith can answer questions such as; ‘why are we here?’ ‘What is the meaning of life?’ ‘If God created life, did he do it for a reason?’ ‘Why did any form of life come to be?’ For example, the Christian Bible has its own story of God’s creation of the universe. In the book of Genesis, God made the Earth and everything living on it, including humans, in 6 days and rested on the 7th day. The story is more concerned with making it clear that God is the complete creator and that the universe exists because God wants it to.[2]

We have looked at how science answers questions, how philosophy (and religious faith) answers questions; and how both types of questions are part of life. How could a scientist use these two different perspectives to form their own worldview?

Year 8, Key Stage 3

Pupil: K. Granados
School: Longfield Academy, Kent
Supervised by: S. Fincham-Campbell
Tutor University: King’s College London
Course Title: Why are we here? Answers from physics and faith

We tend to ask scientific questions of the ‘how’, ‘why’ and ‘what’ type. For example, how did the universe begin? What did ancient humans believe about their universe? Scientists study the universe and ask scientific questions of the ‘how’, ‘what’ and ‘why’ type. For example, how did the universe begin? What did ancient humans believe about their universe? Scientists study the universe and ask scientific questions of the ‘how’, ‘what’ and ‘why’ type. For example, how did the universe begin? What did ancient humans believe about their universe? Scientists study the universe and ask scientific questions of the ‘how’, ‘what’ and ‘why’ type. For example, how did the universe begin? What did ancient humans believe about their universe? Scientists study the universe and ask scientific questions of the ‘how’, ‘what’ and ‘why’ type. For example, how did the universe begin? What did ancient humans believe about their universe? Scientists study the universe and ask scientific questions of the ‘how’, ‘what’ and ‘why’ type. For example, how did the universe begin? What did ancient humans believe about their universe? Scientists study the universe and ask scientific questions of the ‘how’, ‘what’ and ‘why’ type. For example, how did the universe begin? What did ancient humans believe about their universe? Scientists study the universe and ask scientific questions of the ‘how’, ‘what’ and ‘why’ type. For example, how did the universe begin? What did ancient humans believe about their universe? Scientists study the universe and ask scientific questions of the ‘how’, ‘what’ and ‘why’ type. For example, how did the universe begin? What did ancient humans believe about their universe? Scientists study the universe and ask scientific questions of the ‘how’, ‘what’ and ‘why’ type. For example, how did the universe begin? What did ancient humans believe about their universe? Scientists study the universe and ask scientific questions of the ‘how’, ‘what’ and ‘why’ type. For example, how did the universe begin? What did ancient humans believe about their universe? Scientists study the universe and ask scientific questions of the ‘how’, ‘what’ and ‘why’ type. For example, how did the universe begin? What did ancient humans believe about their universe? Scientists study the universe and ask scientific questions of the ‘how’, ‘what’ and ‘why’ type. For example, how did the universe begin? What did ancient humans believe about their universe? Scientists study the universe and ask scientific questions of the ‘how’, ‘what’ and ‘why’ type. For example, how did the universe begin? What did ancient humans believe about their universe? Scientists study the universe and ask scientific questions of the ‘how’, ‘what’ and ‘why’ type. For example, how did the universe begin? What did ancient humans believe about their universe? Scientists study the universe and ask scientific questions of the ‘how’, ‘what’ and ‘why’ type.
Is there an external world?

In this essay, I will be arguing in favour of the existence of an external world. I will be doing this by outlining and evaluating evidence from a range of philosophers, and developed her thoughts further, used evidence and examples to support her points of view, and was able to articulate complex debates around the question ‘Why are we here?’ from both scientific and philosophical perspectives.

Ontology is the study of existence. This means that ontology investigates anything that exists and why it exists. In other words, it concerns the nature of existence. The ways in which objects come to exist, and whether or not they can exist independently of another.

In philosophy, the external world is the world containing all the objects and events which are experienceable or perceivable, as well as the existence of anything relies on the body in question being perceived. He called his idea ‘immaterialist’ [7]. He argued that when we attempt to picture an external object, we are just recalling our own past perceptions of that object. He also believed objects only exist if it is possible for us to perceive them, and argued that if we could not imagine it to be perceived, then we may consider it to be impossible to exist.

Alternatively, Bishop Berkeley (George Berkeley 1685 – 1753) proposed that there was no external world but rather an idea of the world. He also believed that there is no way for us to know that objects continue to exist when no one is perceiving it. This is because Berkeley believed that all objects exist independently to whether anyone is thinking about or perceiving them [4]. He argued that if we only know our own interpretations of the world around us and not the world itself, then the world cannot be seen through optical illusions, which are made to deceive our brains into seeing things incorrectly. An example of this can be seen in colour-blindness. As an object is perceived by the eyes, we can see the shape and size of the object, but this is not true for someone who is colour blind. Therefore, it can help us find out how we know or do not know that there is an external world.

The idea of realism proposes that there is one and only one external world. If we cannot perceive the exact external world, that is the idea proposes to exist, in its true self. This belief, which states objects exist independently to whether anyone is thinking about or perceiving them, is known as existentialism [1]. If we cannot perceive the external world, then it is unknowable. Therefore, it can help us find out how we know or do not know that there is an external world.

Tutor comment: I disagree with Bishop George Berkeley in his idea of materialism. I agree with Descartes in his search for certain knowledge. However, I disagree with Bishop Berkeley in his idea of the external world. I believe that there is an external world, and no one can perceive it properly.

In conclusion, I believe that there is an external world, which I believe we can all perceive differently. I believe that this is shown through optical illusions. I agree with Descartes in his search for certain knowledge. However, I disagree with Bishop Berkeley in his idea of the external world. I believe that this idea is not possible.

Bibliography

[2] What makes a good prime minister? I believe that there is an external world, which I believe we can all perceive differently. I believe that this is shown through optical illusions. I agree with Descartes in his search for certain knowledge. However, I disagree with Bishop Berkeley in his idea of the external world. I believe that this idea is not possible.
Contrasting with Margaret Thatcher, Clement Attlee was known for listening and valuing everyone’s ideas. Everyone would be able to share their ideas without the fear of being criticized. Margaret Thatcher would often criticise MP’s, normally his cabinet, before acting on the idea. He would listen to everyone’s ideas, even if they were from those who would not normally have many useful and some life-changing laws and schemes. Some of them are still used today. An example of a scheme that he listened to was the National Insurance Scheme. A number of proportion of everyone’s wages are paid into the scheme. If anyone gets sick, injured or hurt (they basically couldn’t work), then their wages would still be paid by the scheme. Though Clement Attlee passed the law, the concept for the National Insurance Scheme actually came from two insurance schemes and one social insurance scheme, William Beveridge. These two economists were from the Liberal Democrats, which is one of Labour’s opposing parties. In my opinion, I think that a ‘good prime minister’ would value and listen to everyone’s ideas. Clement Attlee was well known for this as mentioned by Denis Healey, “A conversation with a normal man is like a game of tennis, a conversation with Attlee was like lawn bowls. He listened to everyone’s ideas.” Though, I don’t think a ‘good prime minister’ would always rely on others’ MP’s and their cabinet to give them the most beneficial ideas. Perseverance and resilience is a huge idea that would make the last and final decision. Margaret Thatcher was best known for this, as she was called ‘a bold, decisive leader’. Strong ideology Most of the prime ministers that are considered a ‘good prime minister’ have had a strong ideology. This means all of their decisions that they make will all contribute to this one idea. They have a specific, strong idea that will result in a positive impact on Great Britain. 

For example, Clement Attlee’s ideology was socialism. This meant that he believed everything should be owned by the community, not individually. He wanted to bring everyone in the country together. I think this happened when Great Britain had just finished the war and he wanted to unite everyone, so they felt protected. I believe this since Clement Attlee nationalised lots of industries like the railways, road transport and the Bank of England. He did this because he thought that the country would feel stronger as a whole. On the other hand, Margaret Thatcher’s ideology was neo-liberalism. Her aim was to give power back to the individuals since, she thought, when people worked for the government, they didn’t work very hard. She believed that people would work harder if they were in charge by themselves. The results of her ideology meant that she privatised lots of companies.

Although the things they did were exact opposites, both ideologies had a positive impact on the economy of Great Britain. Clement Attlee believed that the work had to be right for the time. This may be why Winston Churchill was not elected as prime minister after the war even though he was a major part of winning the war and wanted someone with a different ideology to him at that time.

Coming up with and listening to good ideas

To make a big impact on Great Britain and to be considered a ‘good prime minister’, the prime ministers have had to pass many laws. Margaret Thatcher passed 19,827 new laws! However, most don’t come up with every law themselves. They all had a source, if it could have been from people or a person from their party, cabinet or government. Clement Attlee was known for getting through a large amount of advisors to form a decision that was beneficial. Even if he had an idea, he would discuss it with other advisors. He would listen to everyone’s ideas, even if they were going against his. He knew that a good prime minister has to take everyone’s ideas into account. Both of their true skill was in spotting the good idea.

Running Government effectively

All ‘good prime ministers’ are able to turn ideas into laws. They were able to negotiate with other European leaders. He would listen to everyone’s ideas, even if they were from other parties. Whereas, Margaret Thatcher had a very small number of advisors in her cabinet that she listened to and trusted. Both of their true skill was in spotting the good idea.

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subjective in that there is no independent body which can determine whether one party has met the threshold of proof of war crimes. This can lead to disproportionate punishments for war crimes. For example, the examples cited of the WW1 case study has it become clear that no one party can be categorically guilty of not adhering to these aforementioned principles.

Additionally, jus in bello states a distinction must be kept between attacking soldiers and harming ordinary people. However, throughout history we can observe that there is a war, and especially in our case study, many people died or were displaced or imprisoned due to simply being in the erroneous area, which is a war crime, as it shows the iniquity of nature of the war principles. This also clearly supports our main argument that these principles are not objective. Further argument is that wars should be restricted to some weapons and the warring-parties should not use disproportionate weapons just to win the war, as it would be unfair. In WW2, America used the Atom Bomb twice against Imperial Japan, killing thousands of innocent people just to quickly end the war.

Furthermore, jus post bellum states there should not be any unfair discrimination or a generalised opinion about the war, as it could be used as mockery of another country. This could result in a country prolonged and consequently cause more problems in the future just as it happened at the end of WW1. Germany was forced to surrender under humiliating circumstances and pay large amounts of money as well as having to accept various trade and military sanctions. This is widely regarded as one of the major reasons for Adolf Hitler to justify beginning WW2.

On the other hand, one could say that these principles could be used to maintain the country to follow a set of rules (the laws of war principles) to justify whether a war is just or unjust. Thus, this suggests that there is a positive application of these rules for future scenarios because they can be interpreted objectively. However, as this essay has argued, the laws of war principles cannot be followed objectively for the following reasons: Interpretation and this would always allow for disagreements and even possibly result in more wars. Furthermore, if there is no independent body to govern these rules and monitor the effectiveness of them, then, no one party can claim their own integrity in following them properly.

Another possible argument in favour of the usage of these principles is that the next generation of historians could use these principles to form laws regarding future wars and warfare, and also for the purpose of de-escalation in future cities. The essay disagrees to this also, as any retrospective study can only show a weakness of a past case study and cannot be cited as a positive example. I believe this because if this idea has not been tested or experimented by many, what is the point of hoping when there is no base or instructions to this idea let alone new way of considering war.

To conclude, the essay finds that the laws of war principles are subjective in that there is no independent body which can determine whether one party has met the threshold of proof of war crimes. This can lead to disproportionate punishments for war crimes. For example, the examples cited of the WW1 case study has it become clear that no one party can be categorically guilty of not adhering to these aforementioned principles.
newer versions of the fairy tale of which Haroace's theorem is not seen in the text. Perrault's version has a moral that they intended their text for the text, and to study it in a particular way, and to know for studying literature as it helps the reader understand the reader or viewer can see and work out by reading is not seen in the text, Perrault's version has a moral that there was no significant impact on the children's tested literacy skills. The children were split into two groups, the idea that textspeak is destroying the English language.

Furthermore, in their study, Kemp and Bushnell (2011) investigated the effects of the texting method used and experience with texting on the children's understanding and use of textspeak. They managed to find a significant positive correlation between the time they spent composing text messages sent via texting and high literacy skills. They concluded that there are no significant differences between the general reading and writing skills of children who use text messaging and children who do not. However, the study was conducted by using a series of self-reported statistics on the student's usage of textspeak, which might not be as accurate as it could be, as students might not be truthful about their habits. Therefore, it is important to note that there was a disparity between the educational status of the participants in the two studies (group one having more university educated students), meaning that although the two studies were more or less identical in intent and quantitative details, there were some differences in the results. It is also important to note that "when combined across educational level the women who took part in the study used a more standard English language and sent more text messages per month than the men who participated, this particular disparity could negatively impact on their spelling, and reading the average test scores of all the students who took part in the study was an average of 45 messages per week down to a low of just 6 per week by the end of the study. This considerable drop in number of text messages sent could have had an impact on the final results - in that a child who consistently sends high numbers of messages may suffer a drop in literacy due to the use of very high levels of textspeak, but the children in this study were an average of 10 years old, so the drop in literacy might be expected to be lower"

Is Textspeak Destroying the English Language?

Some would say that the evolution of language is inevitable, that our ever-changing way of speaking is a part of human nature, and others would disagree. This essay intends to explore the idea that textspeak is destroying the English language. Textspeak is defined as abbreviations or informal language that is often used on text messaging and on social media. In order to discuss the statement, it will present evidence that both supports and denies this claim and seek to make a balanced judgement based on these findings.

In their study, Wood, Jackson, Hart, Fleiter and Wilde (2011) monitored the impact of text messaging on a group of one hundred and fourteen 9 to 10 year-old's literacy skills. The children were split into two groups, the control group who didn’t have access to mobile phones for the duration of the study, and the mobile phone group who were encouraged to send text messages that incorporated elements of textspeak. To enable the study to accurately measure the effects, the children sat tests - pre and post study - to ascertain their ability in spelling, reading and phonological awareness. This demonstrated that while there was no significant impact on the children's tested abilities, which therefore neither proves nor disproves the notion that textspeak is destroying the English language, there was some evidence to suggest that the long term use of textspeak had the potential for a significant positive impact on children's literacy skills.

Although, it is worth mentioning that whilst there was insufficient evidence - in terms of the results of the past study literacy tests - between the control group and the 'mobile phone' group to be able to accurately prove the hypothesis, this may be due to the restrictions on phone use and the effective way that these children were restricted to the mobile phones for the duration of the study, and the short duration of the study. It is also important to consider that whilst these results are given to us all from twelve schools throughout the Midlands region of the United Kingdom, meaning that the sample size is not enough for full confidence and therefore cannot give a definitive answer into whether the use of textspeak has an impact on a person's reading, writing and spelling skills. As such, the accuracy of this study needed to be replicated in order to reach a solid conclusion that texters are more dependent on textspeak than non-texters.

In their study, Kemp and Bushnell (2011) investigated the effects of the texting method used and experience with texting on the children's understanding and use of textspeak. They managed to find a significant positive correlation between the time they spent composing text messages sent via texting and high literacy skills. They concluded that there are no significant differences between the general reading and writing skills of children who use text messaging and children who do not. However, the study was conducted by using a series of self-reported statistics on the student's usage of textspeak, which might not be as accurate as it could be, as students might not be truthful about their habits. Therefore, it is important to note that there was a disparity between the educational status of the participants in the two studies (group one having more university educated students), meaning that although the two studies were more or less identical in intent and quantitative details, there were some differences in the results. It is also important to note that "when combined across educational level the women who took part in the study used a more standard English language and sent more text messages per month than the men who participated, this particular disparity could negatively impact on their spelling, and reading the average test scores of all the students who took part in the study was an average of 45 messages per week down to a low of just 6 per week by the end of the study. This considerable drop in number of text messages sent could have had an impact on the final results - in that a child who consistently sends high numbers of messages may suffer a drop in literacy due to the use of very high levels of textspeak, but the children in this study were an average of 10 years old, so the drop in literacy might be expected to be lower"

CRITICALLY DISCUSS THE NOTION THAT TEXTSPEAK IS DESTROYING THE ENGLISH LANGUAGE

Textspeak refers to the use of abbreviations, jargon or informal language that is often used on text messaging and on social media. Some are of the opinion that textspeak is destroying the English language. Is Textspeak Destroying the English Language?

Reference List:


