



CLIMATE CONTROL

Brainwashing in schools

Appendices

The Global Warming Policy Foundation

GWPF Report 14

GWPF REPORTS

Views expressed in the publications of the Global Warming Policy Foundation are those of the authors, not those of the GWPF, its Trustees, its Academic Advisory Council members or its Directors.

THE GLOBAL WARMING POLICY FOUNDATION

Director

Benny Peiser

BOARD OF TRUSTEES

Lord Lawson (Chairman)

Lord Donoughue

Lord Fellowes

Rt Rev Peter Forster

Bishop of Chester

Sir Martin Jacomb

Baroness Nicholson

Lord Turnbull

Sir James Spooner

ACADEMIC ADVISORY COUNCIL

Professor David Henderson (Chairman)

Adrian Berry

Sir Samuel Brittan

Sir Ian Byatt

Professor Robert Carter

Professor Vincent Courtillot

Professor Freeman Dyson

Christian Gerondeau

Dr Indur Goklany

Professor William Happer

Professor Terence Kealey

Professor Anthony Kelly

Professor Deepak Lal

Professor Richard Lindzen

Professor Ross McKittrick

Professor Robert Mendelsohn

Professor Sir Alan Peacock

Professor Ian Plimer

Professor Paul Reiter

Dr Matt Ridley

Sir Alan Rudge

Professor Nir Shaviv

Professor Philip Stott

Professor Henrik Svensmark

Professor Richard Tol

Dr David Whitehouse

CLIMATE CONTROL

Brainwashing in schools

Appendices

ISBN 978-0-9573880-1-9

©Copyright 2014 The Global Warming Policy Foundation

Contents

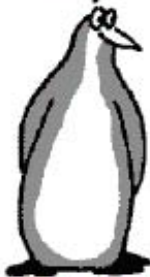
Appendix A Excerpt from Glasgow schools leaflet	3
Appendix B Other exam board repositories	5
Appendix C Further materials from an ecoschool	9
Appendix D Nef teaching materials	13

Appendix A Excerpt from Glasgow schools leaflet

Twelve Really Important Things **you can do to help stop global warming**

 **1. Get**
oneclimate.net **active:** Talk with your friends, your teachers and your parents. You can all **make your voices heard on OneClimate.net.**

o-k... you can do lots! talk to your friends... your teachers



What's OneClimate.net? It's **your space...** like MySpace, but this special space is for setting up networks of like-minded people to help fix climate change. On OneClimate, you can ask questions or write about things you're doing to combat global warming. You can post videos and pictures too. You can even form your own group and make contact with others like yourself. Get your parents and teachers involved! Why not get your school to join as a group? Take a look at OneClimate.net! It's completely FREE.



You can also **write to your country's politicians** telling them that you're worried about climate change and why. If enough people make a fuss, they have to do something.

 **2. Know what damage you're**

doing and get to be an expert! It's not much use trying to change something if you're part of the problem or you don't understand what it's all about! Why not start by finding out what **your Carbon**



Appendix B Other exam board repositories

OCR repository

The OCR repository had far less evidence of bias than the AQA one discussed in the main text, although occasionally there were questions that raised concerns. For example, in the January 2012 geography paper, examinees were asked to discuss the statement ‘The principal causes of global warming are the result of human activities.’¹ The marking scheme appeared to accept that it was possible to argue that natural factors might play a role, but left this warning:

Comments about non-human contributory factors are welcome, as long as they are justified by convincing science and do not descend into the genre of fictional conjecture.²

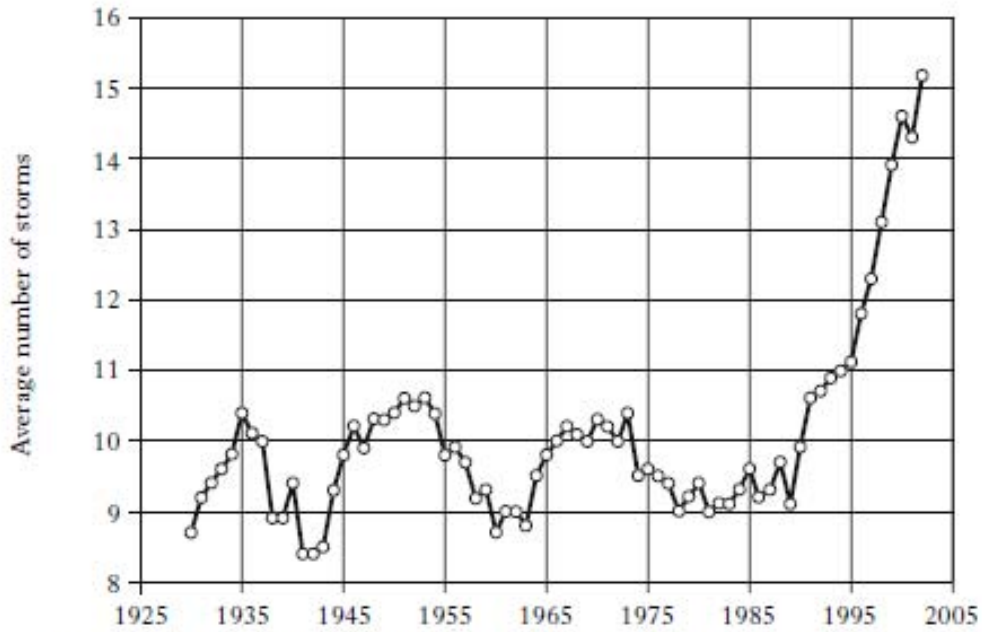
It is unclear whether fictional conjecture was considered acceptable for comments about anthropogenic factors.

However, alongside such concerns, there is also evidence that OCR candidates are being criticised for green bias. One examiner’s guide for marking a global warming project criticised the candidate for including loaded questions on transport, assuming that this was affecting global warming.³ In the same document the examinee’s observation that a *Guardian* article was biased in a green direction appeared to be accepted.

SQA repository

The Scottish Qualifications Authority repository shows evidence of a bias as serious as that outlined for AQA (see main text). For example, in a paper on Contemporary Social Studies, a graph of North Atlantic hurricane activity is shown (see Figure 1), measured by the count of tropical storms.⁴ The y-axis has been truncated, exaggerating the apparent rise, but more important than this is the fact that the count of named tropical storms is a widely deprecated way of measuring hurricane activity. This is because the advent of satellites has led to more storms being detected, including many small ones and examination of the graph reveals that the rise in storm count coincides with the beginning of the satellite era. The accumulated energy of hurricanes over a season is widely recognised as a more reliable measure, and shows hurricane activity at historically low levels.

Source C Number of North Atlantic tropical storms* (1925–2005)



*Tropical storms get their energy from warm air in the atmosphere

Source D Global surface temperature and atmospheric carbon dioxide levels (1850–2005)

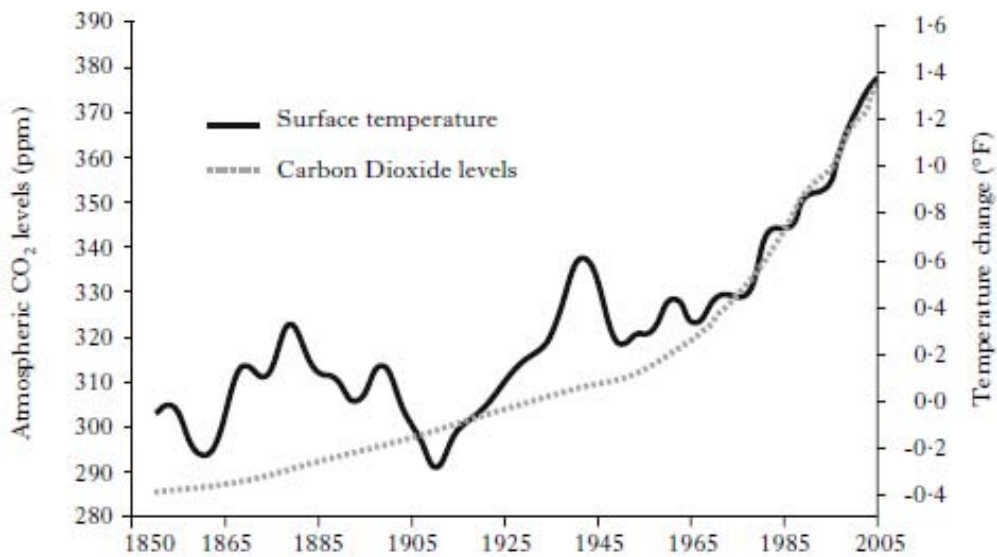


Figure 1: Excerpts from Contemporary Social Studies paper

Climate Control: Appendices

Similarly, in the same paper, the graph of surface temperatures has been smoothed and truncated at 2005, hiding the halt in temperature rises since the millennium (Fig. 7).

Another example comes in the shape of a Religious, Moral and Philosophical Education (RMPE) paper,⁵ which focuses on environmentalism:

Describe two ways in which an organisation like Friends of the Earth responds to the problem of global warming.

- ...
- Through education, giving out information about the effects of global warming.
- Calling on people to campaign and demand more support for renewable energy programmes.
- Publishing studies that report on global companies and their contribution to global warming.
- Drawing attention to the effects of global warming on the world's poorest people.

Another RMPE paper asked candidates to describe two forms of environmental damage,⁶ with the marks scheme suggesting, among other things damage to the ozone layer through burning of fossil fuels. Markers were also advised to note that the sources used were suitable, with suggestions including 'reports from organisations such as WWF, Greenpeace, etc. Scientific reports on state of planet etc'.

The SQA repository refers to 'climate change' 60 times, 'global warming' 104 times, 'recycling' 122 times, and to 'sustainable' or 'sustainability' over 120 times.

Appendix C – Further materials from an ecoschool



Figure 2: Bredon Hill Middle School French materials

Source: http://www.bredon.worcs.sch.uk/?page_id=1535.

Words	My Definition	Dictionary Definition
Climate change	The environment changes temperature.	Long term change in the overall weather, a region experiences ✓
Climate	a environment or habitat.	The overall weather in a region over a year ✓
Greenhouse effect	The fossil fumes burning away	Green house gases added to the atmosphere by burning fossil fumes. ✓
Greenhouse gas	Dangerous to the - zone level It's a fume	A gas, present in the atmosphere, which reduces the loss of heat into space ✓
Global warming	The globe warming and causes effects. This happens due to our activities.	The slow increase in the Earth's average temperature. ✓
Atmosphere	The air around the earth.	A layer of gases that surround the planet. ✓
Enhanced greenhouse effect	Increasing the greenhouse effects???	The process by which CO2 and other gases prevent the Earth's heat escaping into space ✓
Weather	The natural happenings that man made e. rain, wind...	What happens in the atmosphere from day to day. ✓

Pupils used their literacy skills to write definitions of key words in their own words.



Pupils created mind maps to show their understanding and their impact of being a global citizen.

Figure 3: Bredon Hill geography classwork

Source: http://www.bredon.worcs.sch.uk/?page_id=1535.

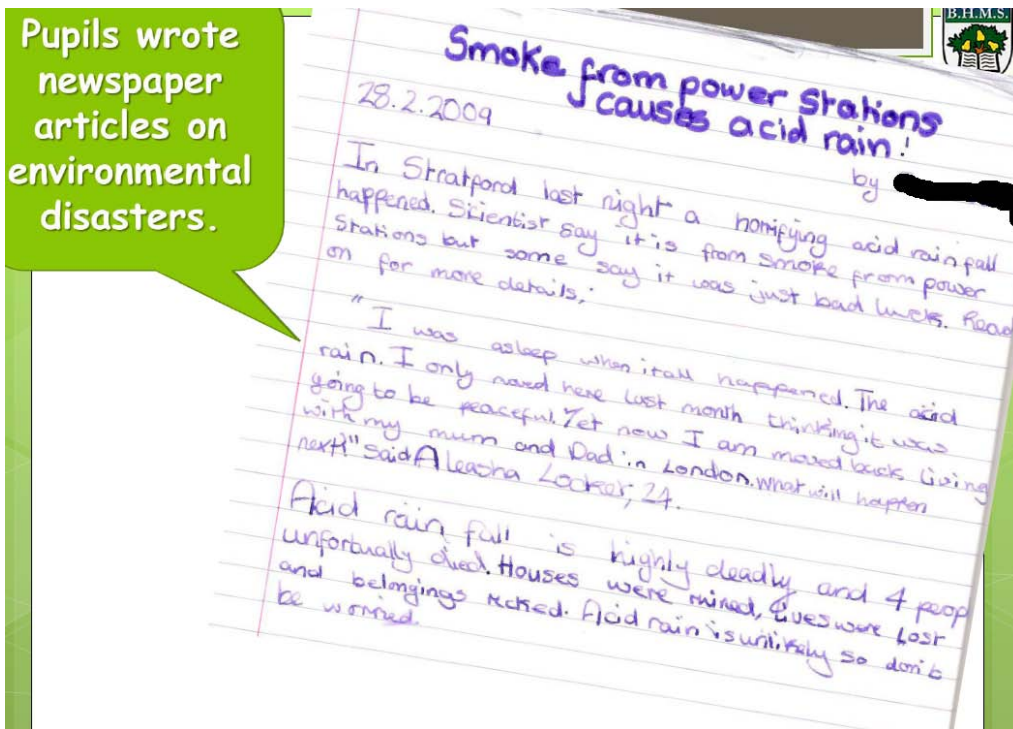


Figure 4: Further excerpt from geography classwork

Source: http://www.bredon.worcs.sch.uk/?page_id=1535.

Appendix D Nef teaching materials

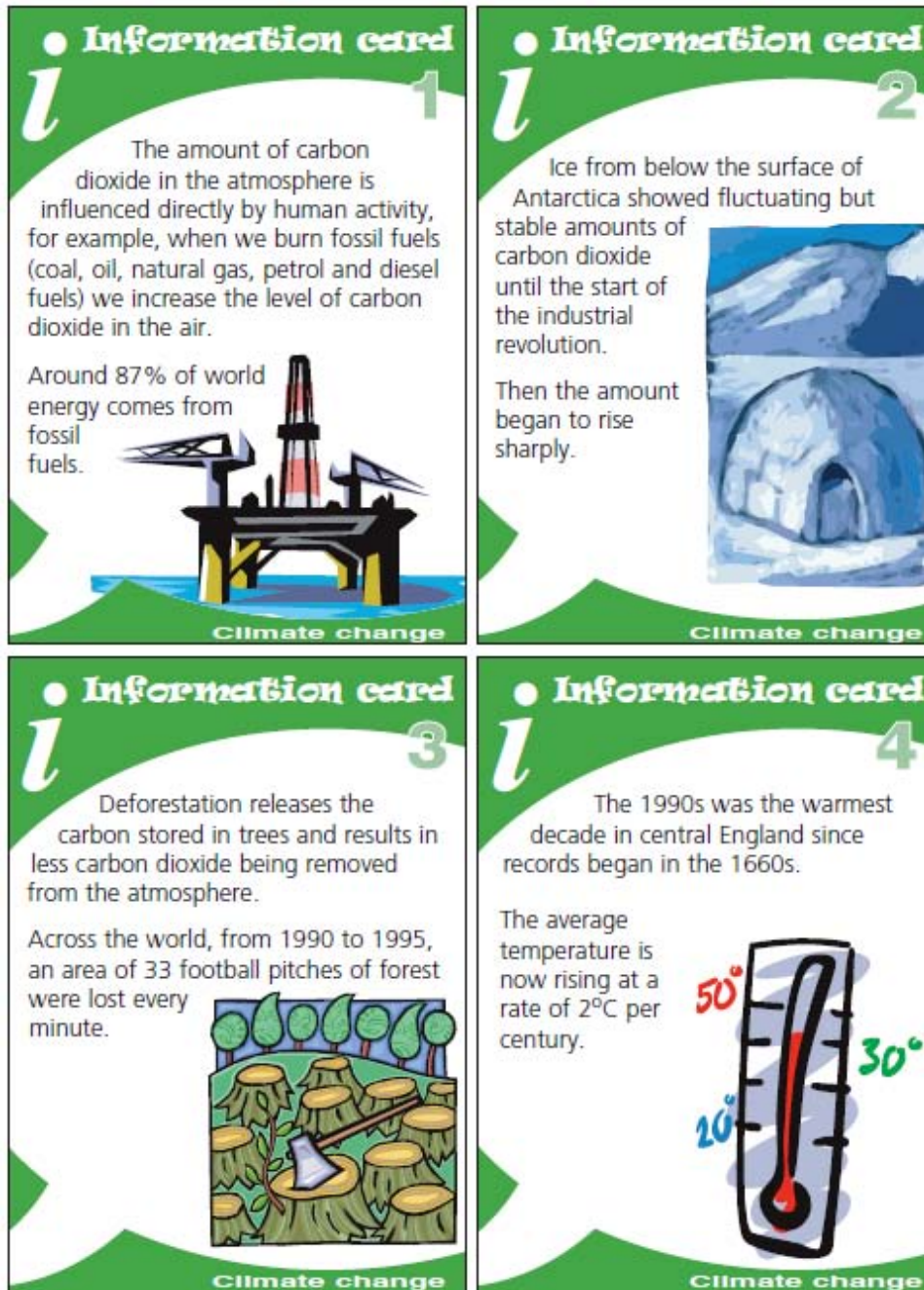


Figure 5: Nef teaching materials (1)

Source: <http://www.neweconomics.org/publications/entry/democs-for-schools-climate-change>.

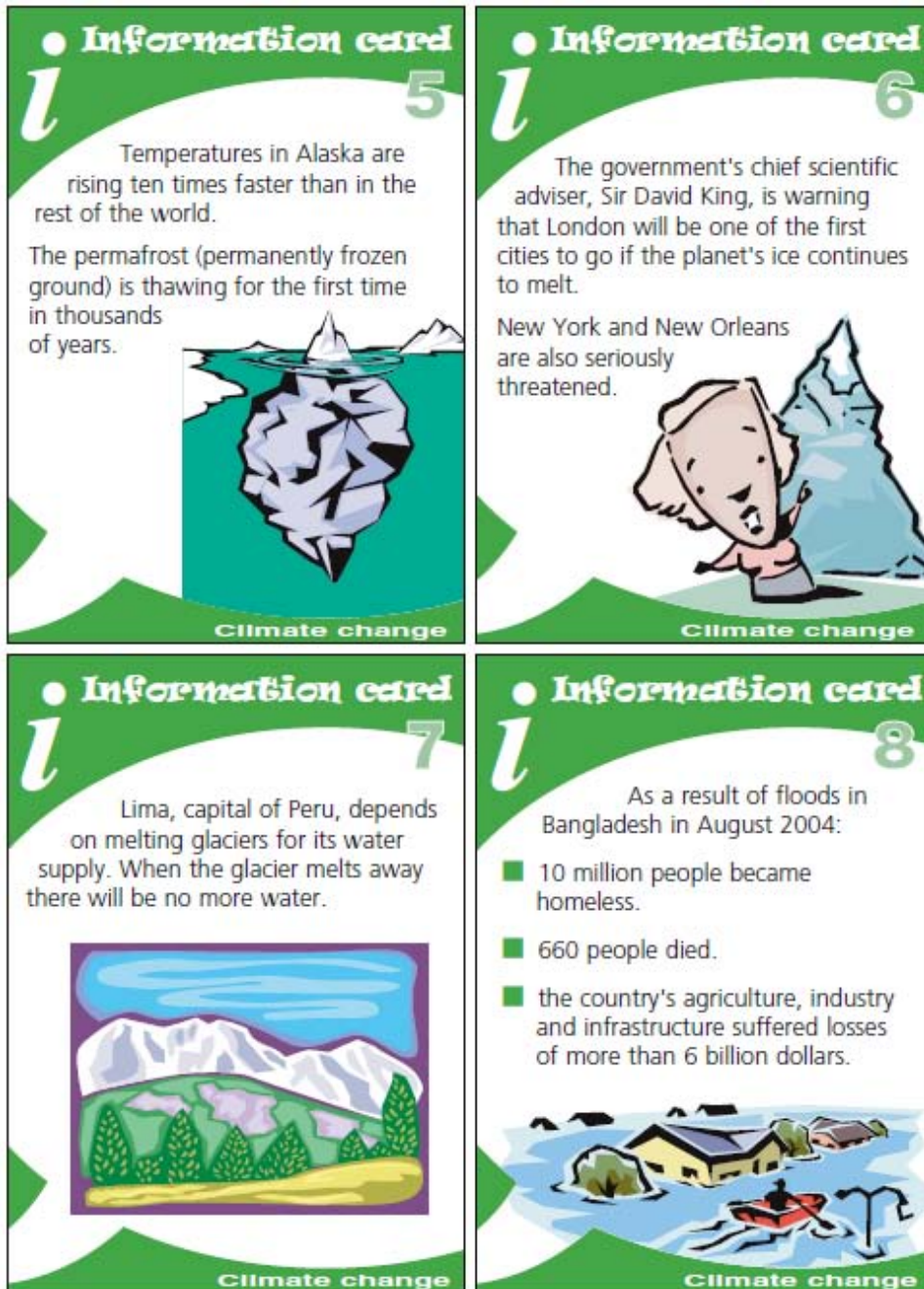


Figure 6: Nef teaching materials (2)

Source: <http://www.neweconomics.org/publications/entry/democs-for-schools-climate-change>.

Climate Control: Appendices

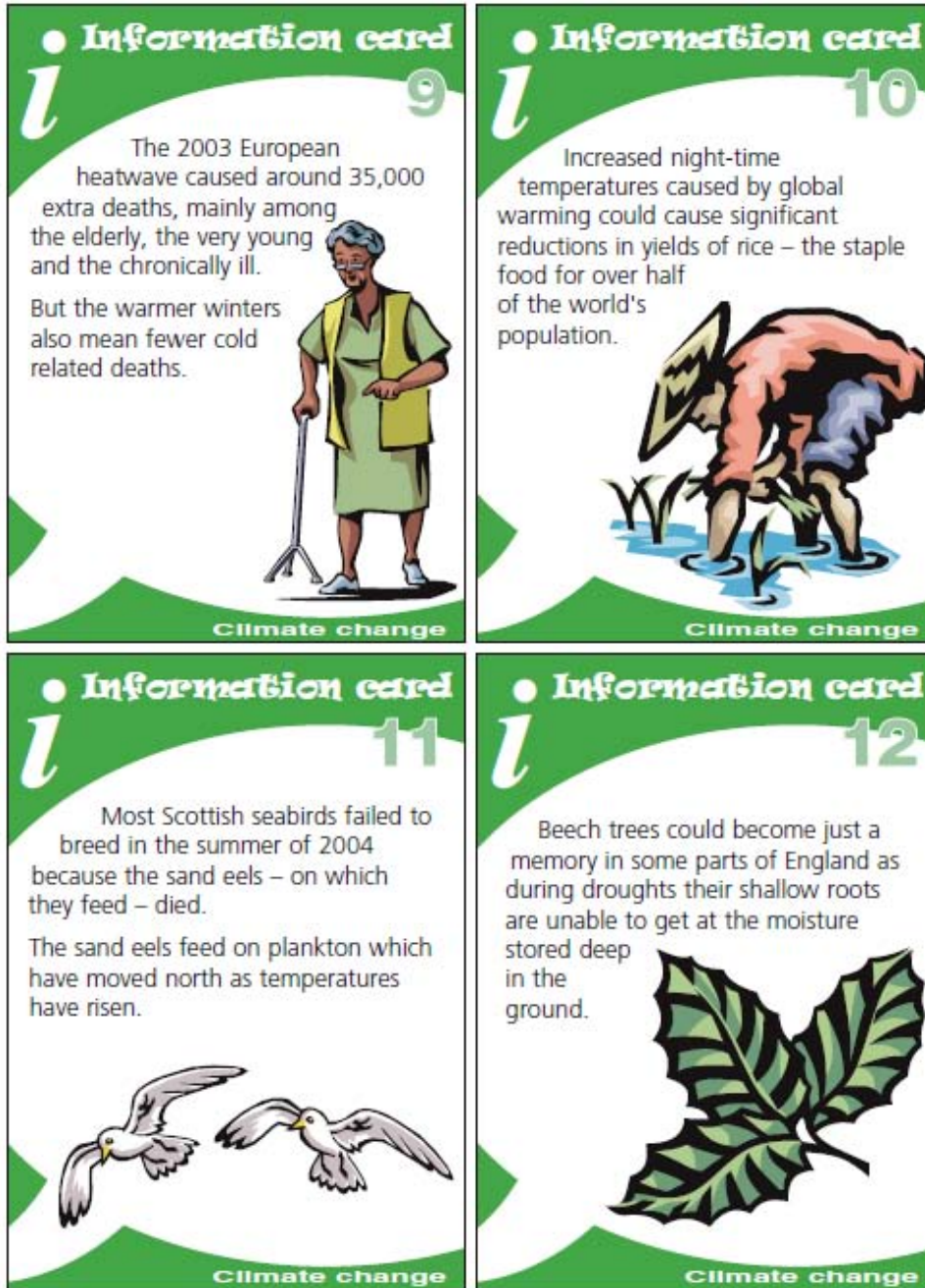


Figure 7: Nef teaching materials (3)

Source: <http://www.neweconomics.org/publications/entry/democs-for-schools-climate-change>.