

# First Class Cadet Log Book



# Foreword for Cadet Book

Welcome to the Royal Air Force Air Cadets.

You have just joined the UK's leading uniformed youth organisation. The RAF Air Cadets has aviation at the heart of its activities and is fully supported by the Royal Air Force. I hope you will take every opportunity to visit Royal Air Force stations and fly in one of their Air Experience Flight aircraft and to go gliding. There is something for everyone in the Air Cadets and I encourage you to explore every opportunity on offer, be it flying and gliding, adventurous training, sport, music, the Duke of Edinburgh's Award, drill and ceremonial, academic studies, community and charity work, shooting and camping.

Please always remember that the Air Cadets are the public face of the Royal Air Force and we therefore expect you to wear your uniform with pride and to behave in a way that reflects the professionalism, discipline and high standards of the Royal Air Force.

Our motto is "Venture Adventure" and I very much hope that you will have lots of fun and excitement during your time as a cadet. Remember, too, that your safety is of paramount importance to us so, if you are ever worried that you or a fellow cadet might be at risk of harm, report your concerns to one of our adult volunteers, who are there to keep you safe.

As you start your journey as a cadet, I wish you every success along the way. Our amazing team of volunteers will enable you to learn new skills and achieve your full potential - but only if you are prepared to make the effort required. So, work hard and have fun - you are with like-minded people and are now, a very welcome member of the Air Cadet family.

Commandant Royal Air Force Air Cadets



Air Commodore  
A C Keeling OBE

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# Assessment Criteria Completion Checklist

## Tick each task completed

To achieve a Pass in each subject all the P or red boxes must be ticked.

To achieve a Merit all the P and M boxes must be ticked.

To achieve a Distinction all the P, M and D boxes must be ticked.

Cadet Basic Training Part 1				Cadet Basic Training Part 2							
ATC		Pre Uniform Drill		Security		RAF		History Of Flight		Drill Assessment	
P1		P1		P1		P1		P1		P1	
P2		P2		P2		P2		P2		P2	
P3				P3				P3		P3	
P4				P4				P4			
P5				P5							
				P6							

Cadet Basic Training Part 3											
Principles of Airmanship						Map Reading					
P1		M1		D1		P1		M1		D1	
P2		M2		D2		P2		M2		D2	
P3		M3				P3		M3			
P4		M4				P4					
P5						P5					
P6											
P7											
P8											

Initial Expedition Training						Basic Radio Communications					
P1		M1		D1		P1		M1		D1	
P2		M2		D2		P2		M2		D2	
P3		M3				P3		M3			
P4		M4				P4		M4			
P5						P5					
P6						P6					
P7						P7					
P8						P8					
P9						P9					
P10											
P11											

# **Cadet Basic Training Parts 1 & 2**

The Air Training Corps

Pre Uniform Drill and Ceremonial

Security

The Royal Air Force

History of Flight

First Class Cadet Drill Assessment

# Cadet Basic Training Part 1

## THE AIR TRAINING CORPS

### PASS LEVEL - MANDATORY TASKS

<b>Learning Outcome 1:</b> Know about the history and organisation of the Air Training Corps		<b>Achieved Tick</b>
<b>Task P1</b>	Describe the origins of the ATC.	
<b>Task P2</b>	Identify key developments in the history of the ATC.	
<b>Task P3</b>	Recognise cadet badges and ranks, ATC ensigns, ATC adult ranks and RAF ranks.	
<b>Learning Outcome 2:</b> Be able to wear an ATC uniform correctly		<b>Achieved Tick</b>
<b>Task P4</b>	Identify elements of the ATC uniform.	
<b>Task P5</b>	Demonstrate how to wear and maintain the uniform.	

## PRE-UNIFORM DRILL STANDARD

### PASS LEVEL - MANDATORY TASKS

<b>Learning Outcome 1:</b> Be able to perform basic drill and saluting (assessment TG 53)		<b>Achieved Tick</b>
<b>Task P1</b>	Undertake basic drill.	
<b>Task P2</b>	Demonstrate how and when to salute.	

## SECURITY

### PASS LEVEL - MANDATORY TASKS

<b>Learning Outcome 1:</b> Be able to show an understanding of security within the RAFAC		<b>Achieved Tick</b>
<b>Task P1</b>	Successfully complete the Sy Ed package on Utilearn.	
<b>Task P2</b>	Identify the Emergency Rendezvous Points at their sqn building.	
<b>Task P3</b>	Demonstrate how Op WIDEAWAKE works at the sqn and outline the HOT principals should something be discovered.	
<b>Task P4</b>	Explain what would make someone believe that an individual is behaving in a suspicious manner.	
<b>Task P5</b>	Explain Run Hide Tell.	
<b>Task P6</b>	Watch the first RAF Cyber Security video.	

**You are now ready to be enrolled as a Second Class Cadet and to start  
Cadet Basic Training Part 2**

Training programme for Second Class Cadets  
**Cadet Basic Training Part 2**

**THE ROYAL AIR FORCE**

**PASS LEVEL - MANDATORY TASKS**

<b>Learning Outcome 1:</b> Know about the history and organisation of the Royal Air Force		<b>Achieved Tick</b>
<b>Task P1</b>	Identify key developments in the history of the RAF.	
<b>Task P2</b>	Outline the basic organisational structure of the RAF.	

**HISTORY OF FLIGHT**

**PASS LEVEL - MANDATORY TASKS**

<b>Learning Outcome 1:</b> Have an appreciation of the history of lighter-than-air craft and the methods of control applied to airships		<b>Achieved Tick</b>
<b>Task P1</b>	Identify the key milestones in the history of lighter-than-air craft.	
<b>Task P2</b>	Describe how airships are controlled.	
<b>Learning Outcome 2:</b> Have an appreciation of the history and application of heavier-than-air craft		<b>Achieved Tick</b>
<b>Task P3</b>	Identify the key milestones in the history of heavier-than-air craft.	
<b>Task P4</b>	Demonstrate the principle of heavier-than-air flight.	

**FIRST CLASS CADET DRILL ASSESSMENT**

**PASS LEVEL - MANDATORY TASKS**

<b>Learning Outcome 1:</b> Be able to demonstrate a basic standard of drill competence (assessment TG 54)		<b>Achieved Tick</b>
<b>Task P1</b>	Participate fully in a sqn parade.	
<b>Task P2</b>	Fall out of and into a squad to receive an award.	
<b>Task P3</b>	Be able to represent the RAFAC in a public parade.	

**You are now ready for Cadet Basic Training Part 3**

# Fundamental Principles of Airmanship

Features of an airfield

Requirements for pre-flight briefings

Features & types of aircraft used for Air Cadet flying & gliding

Processes used to launch gliders and maintain flight

First Class Cadet  
**FUNDAMENTAL PRINCIPLES OF AIRMANSHIP**

**PASS LEVEL - MANDATORY TASKS**

**Learning Outcome 1:**  
 Know the features of an airfield

<b>Task P1</b>	Describe types of runway layouts found on airfields.		
<b>Activity 1</b>	Name the three types of runway layouts. Give their main uses and the advantages and disadvantages for each type.		
<b>Runway Type 1</b>			
<b>Main use</b>		Yes	No
<b>Advantages</b>		Yes	No
<b>Disadvantages</b>		Yes	No

<b>Runway Type 2</b>			
<b>Main use</b>		Yes	No
<b>Advantages</b>		Yes	No
<b>Disadvantages</b>		Yes	No

<b>Runway Type 3</b>			
<b>Main use</b>		Yes	No
<b>Advantages</b>		Yes	No
<b>Disadvantages</b>		Yes	No

**Activity successfully completed**

<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>

# PASS LEVEL - MANDATORY TASKS

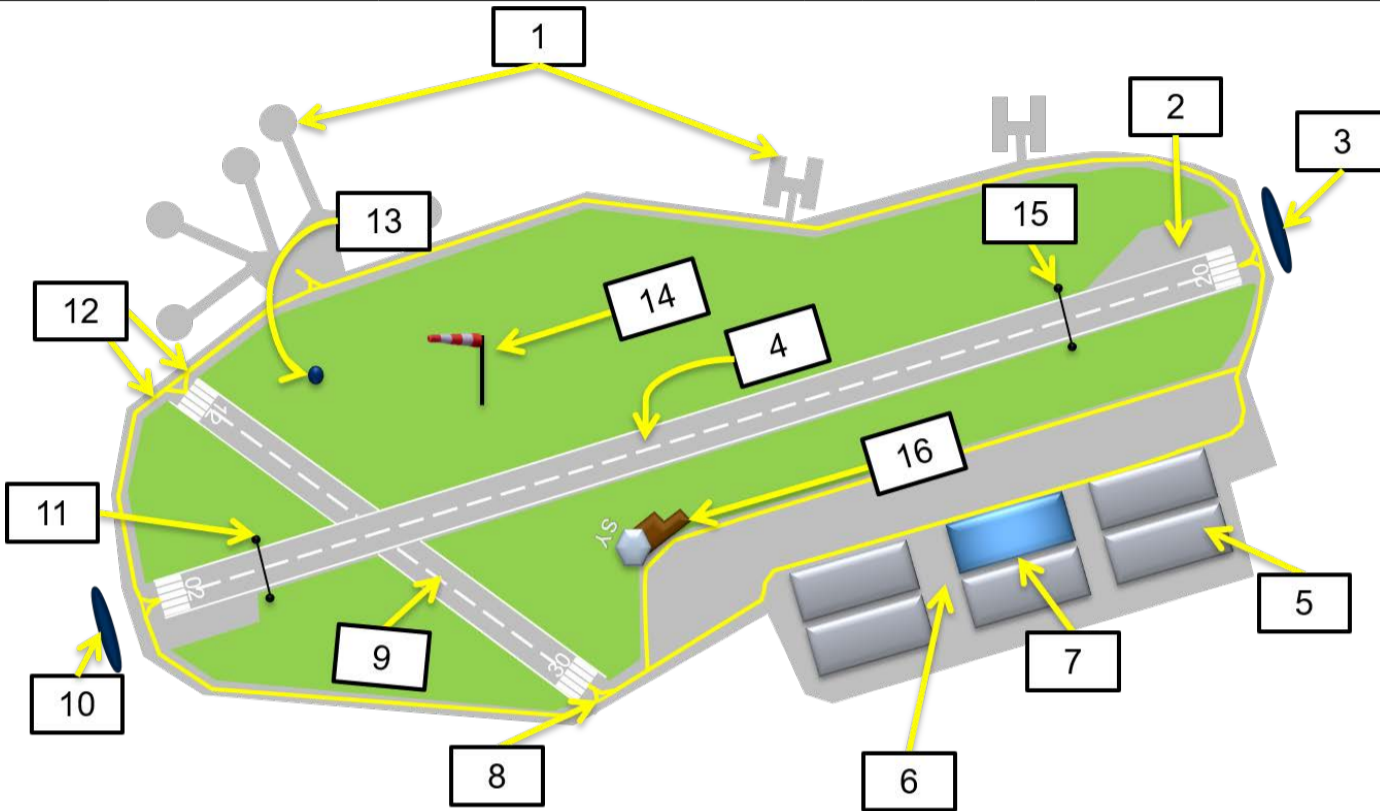
## Learning Outcome 1: Know the features of an airfield

### Task P2

Describe the main features of airfields.

### Activity 1

Identify the main features of an airfield and describe their function.



Tick the box if correct  
– Put a cross in the box if incorrect.

1	<input type="checkbox"/>	Y	N	2	<input type="checkbox"/>	Y	N
	<input type="checkbox"/>				<input type="checkbox"/>		
3	<input type="checkbox"/>	Y	N	4	<input type="checkbox"/>	Y	N
	<input type="checkbox"/>				<input type="checkbox"/>		
5	<input type="checkbox"/>	Y	N	6	<input type="checkbox"/>	Y	N
	<input type="checkbox"/>				<input type="checkbox"/>		
7	<input type="checkbox"/>	Y	N	8	<input type="checkbox"/>	Y	N
	<input type="checkbox"/>				<input type="checkbox"/>		
9	<input type="checkbox"/>	Y	N	10	<input type="checkbox"/>	Y	N
	<input type="checkbox"/>				<input type="checkbox"/>		
11	<input type="checkbox"/>	Y	N	12	<input type="checkbox"/>	Y	N
	<input type="checkbox"/>				<input type="checkbox"/>		
13	<input type="checkbox"/>	Y	N	14	<input type="checkbox"/>	Y	N
	<input type="checkbox"/>				<input type="checkbox"/>		
15	<input type="checkbox"/>	Y	N	16	<input type="checkbox"/>	Y	N
	<input type="checkbox"/>				<input type="checkbox"/>		

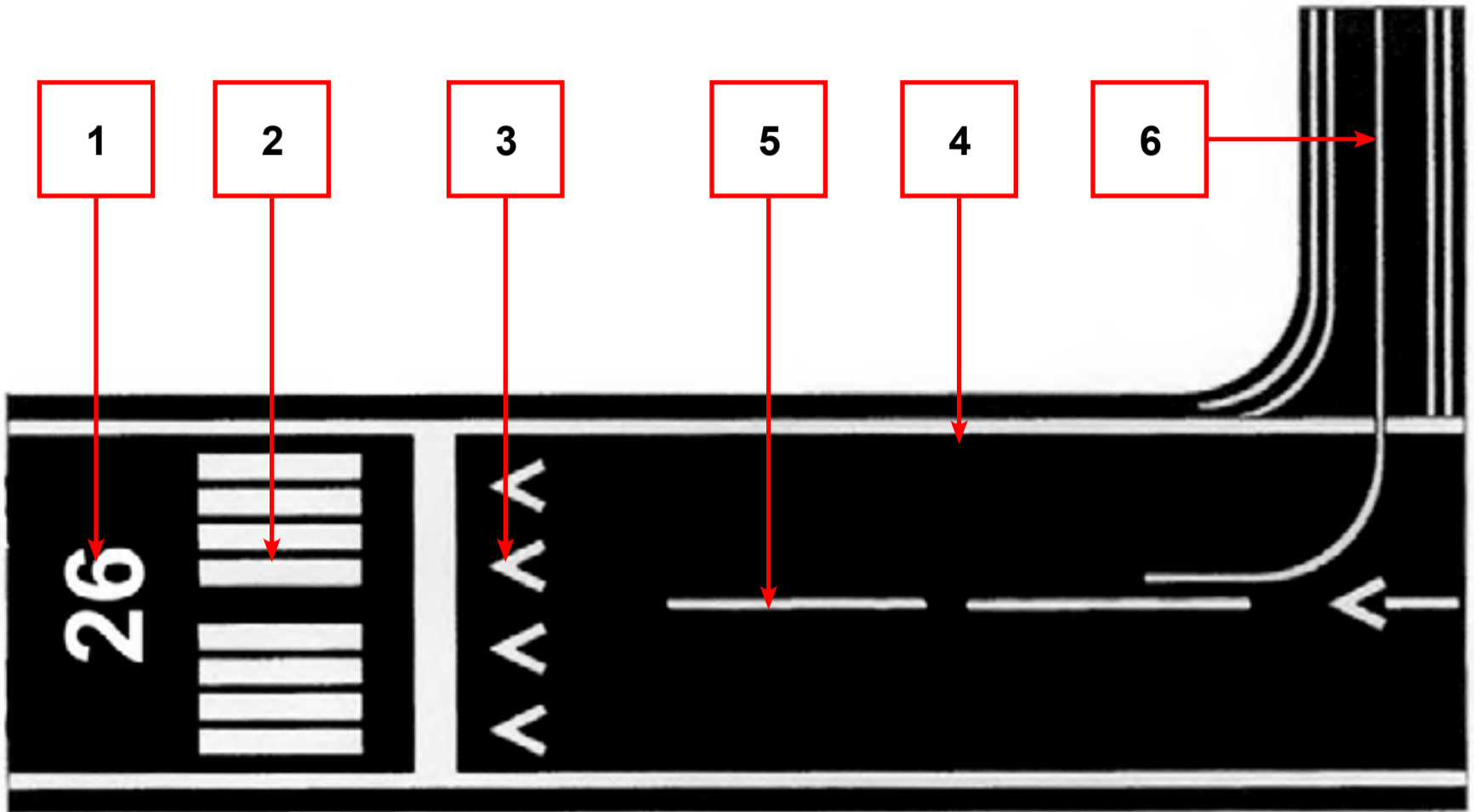
Activity successfully completed

Date	Signature	Name/Rank

First Class Cadet  
**FUNDAMENTAL PRINCIPLES OF AIRMANSHIP**  
 Learning Outcome 1: Know the features of an airfield

**MERIT LEVEL – OPTIONAL QUESTION**

<b>Task M1</b>	Explain purpose of types of runway marking.
<b>Activity 1</b>	Identify the labelled runway markings and explain their purpose.



1 Name		1 Purpose		Y	N
2 Name		2 Purpose		Y	N
3 Name		3 Purpose		Y	N
4 Name		4 Purpose		Y	N
5 Name		5 Purpose		Y	N
6 Name		6 Purpose		Y	N

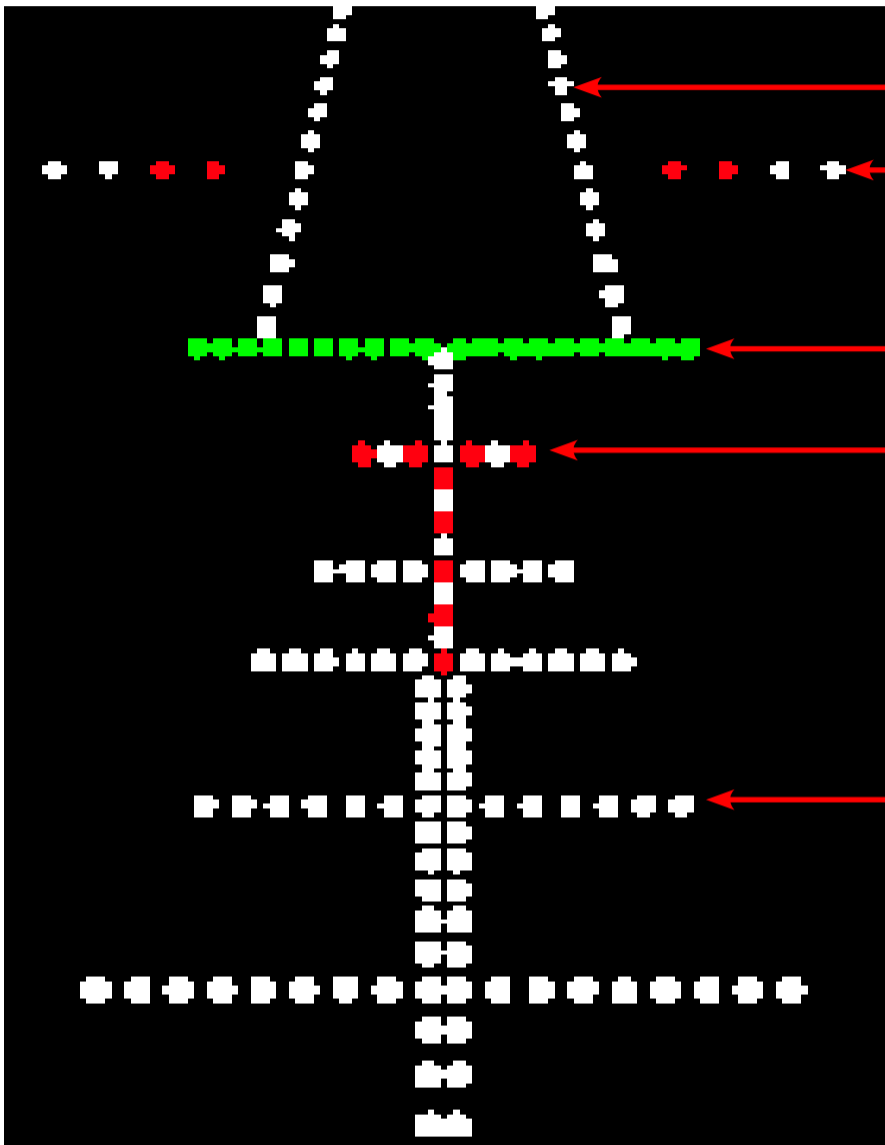
**Activity successfully completed**

<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>

First Class Cadet  
**FUNDAMENTAL PRINCIPLES OF AIRMANSHIP**  
 Learning Outcome 1: Know the features of an airfield

**MERIT LEVEL – OPTIONAL QUESTION**

<b>Task M2</b>	Explain purpose of types of airfield lighting.
<b>Activity 1</b>	Explain the purpose and colour of the numbered airfield lights.



1	Purpose	1	Colour	Y	N
				<input type="checkbox"/>	<input type="checkbox"/>
2	Purpose	2	Colour	Y	N
				<input type="checkbox"/>	<input type="checkbox"/>
3	Purpose	3	Colour	Y	N
				<input type="checkbox"/>	<input type="checkbox"/>
4	Purpose	4	Colour	Y	N
				<input type="checkbox"/>	<input type="checkbox"/>
5	Purpose	5	Colour	Y	N
				<input type="checkbox"/>	<input type="checkbox"/>

**Activity successfully completed**

<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>

## DISTINCTION LEVEL - OPTIONAL QUESTION

### Task D1

Evaluate the strengths and weaknesses of airfield designs.

Think about:

- Types of runway layouts
- Main features and functions of airfields
- Runway markings and their purposes
- Airfield lighting

Now review the strengths and weaknesses of these, giving a conclusion and a reason for your views.

### Activity 1

Identify and evaluate the strengths of airfield designs and their features.

### Activity 2

Identify and evaluate the weaknesses that can be found in airfield designs.

**Activity successfully completed**

**Date**

**Signature**

**Name/Rank**

First Class Cadet  
**FUNDAMENTAL PRINCIPLES OF AIRMANSHIP**  
 Learning Outcome 2: Know the Requirements for Pre-Flight Briefings

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P3</b>	Describe pre-flight briefings.
<b>Activity 1</b>	Following a pre-flight briefing, undertake a verbal test.

**Activity Assessment Sheet successfully completed**

Date	Signature	Name/Rank

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P4</b>	Identify functions and operations of safety equipment as part of pre-flight briefings.
<b>Activity 1</b>	Following the safety equipment briefing, undertake a practical test.

**Activity Assessment Sheet successfully completed**

Date	Signature	Name/Rank

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P5</b>	Describe actions required in emergencies by pilots and passengers.
<b>Activity 1</b>	Following the safety briefing, undertake a verbal test.

**Activity Assessment Sheet successfully completed**

Date	Signature	Name/Rank

**MERIT LEVEL - OPTIONAL QUESTION**

<b>Task M3</b>	Explain the purpose of pre-flight briefings.
<b>Activity 1</b>	A verbal explanation of the purpose of pre-flight briefing is given to the instructor.

**Activity Assessment Sheet successfully completed**

Date	Signature	Name/Rank



**FUNDAMENTAL PRINCIPLES OF AIRMANSHIP**

Learning Outcome 3: Know the features and types of aircraft used for Air Cadet flying and gliding

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P6</b>	Describe key features of Tutor and Viking aircraft.
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<b>Activity 1</b>	Identify Air Cadet aircraft and describe their key features.
-------------------	--

Aircraft	Name of aircraft, its use and key features
	
	

**Activity successfully completed**

Date	Signature	Name/Rank

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P6</b>	Describe key features of Tutor and Viking aircraft.
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<b>Activity 2</b>	As part of an individual or a group discussion, describe the key features of Air Cadet aircraft.
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**Activity Assessment Sheet successfully completed**

Date	Signature	Name/Rank

**FUNDAMENTAL PRINCIPLES OF AIRMANSHIP**

Learning Outcome 3: Know the features and types of aircraft used for Air Cadet flying and gliding

**MERIT LEVEL - OPTIONAL QUESTION**

<b>Task M4</b>	Explain purpose and use of flight instruments of featured aircraft types.
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<b>Activity 1</b>	Identify each of the following aircraft instruments and briefly explain their purpose.
-------------------	--

			
Name:	Name:	Name:	Name:
Purpose:	Purpose:	Purpose:	Purpose:

**Activity successfully completed**

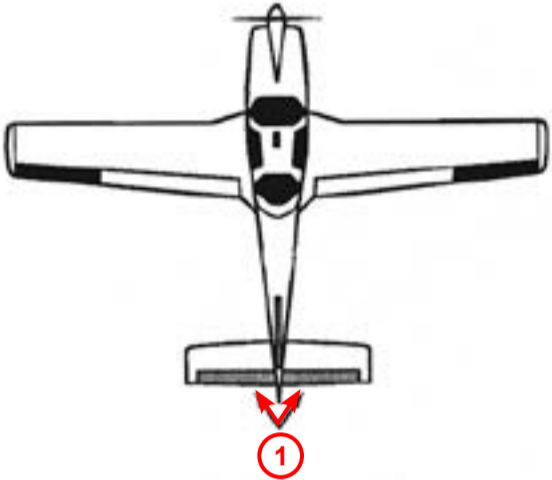
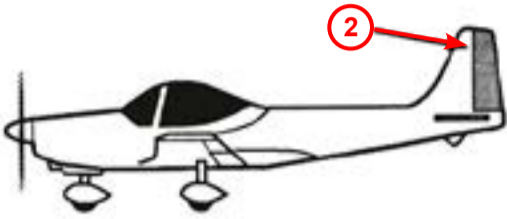
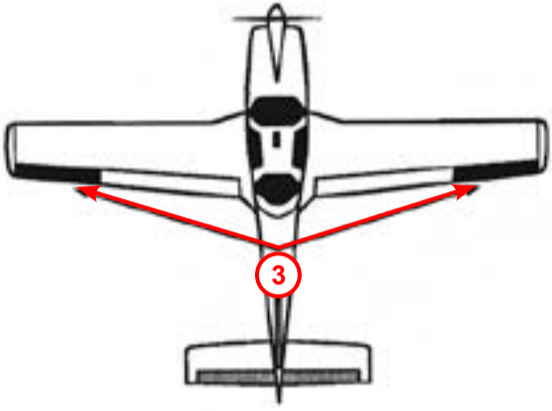
Date	Signature	Name/Rank

**FUNDAMENTAL PRINCIPLES OF AIRMANSHIP**

Learning Outcome 3: Know the features and types of aircraft used for Air Cadet flying and gliding

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P7</b>	Identify important aircraft control surfaces used in flight.
<b>Activity 1</b>	Name the control surfaces which are shown by arrows in the following diagrams.

		
<p>Name of control surface 1:</p>	<p>Name of control surface 2:</p>	<p>Name of control surface 3:</p>

**Activity successfully completed**


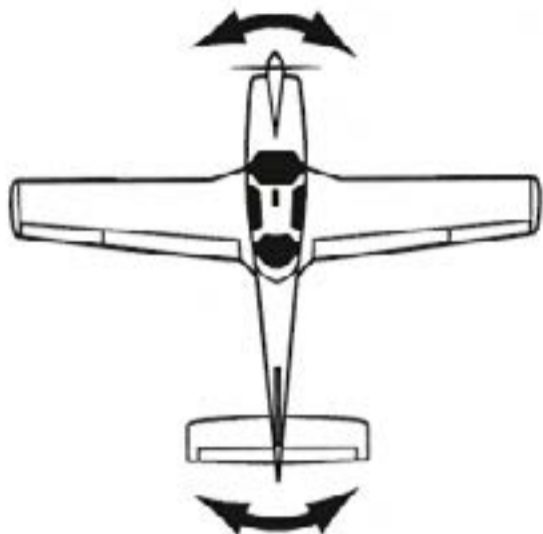
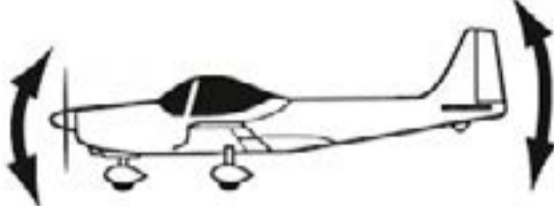
<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>

**FUNDAMENTAL PRINCIPLES OF AIRMANSHIP**

Learning Outcome 3: Know the features and types of aircraft used for Air Cadet flying and gliding

**DISTINCTION LEVEL - OPTIONAL QUESTION**

<b>Task D2</b>	Analyse effects of control surfaces on aircraft's attitude from straight and level flight.
<b>Activity 1</b>	Name the movement, say what actually happens and which control surface effects this movement.

		
<b>Control Surface Effect 1</b>	<b>Control Surface Effect 2</b>	<b>Control Surface Effect 3</b>
Name of movement:	Name of movement:	Name of movement:
What actually happens?	What actually happens?	What actually happens?
Which control surface effects this movement?	Which control surface effects this movement?	Which control surface effects this movement?

**Activity successfully completed**

<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>

**FUNDAMENTAL PRINCIPLES OF AIRMANSHIP**

Learning Outcome 4: Know processes used to launch gliders and maintain flight

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P8</b>	Describe processes used to launch gliders.
<b>Activity 1</b>	Name the three commands used to wind launch a glider from the ground and describes what happens.

Command 1:	What happens?
Command 2:	What happens?
Command 3:	What happens?

**Activity successfully completed**

<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>

# Map Reading

Scales & features of Ordnance Survey Maps

Grid References

Plan routes using Ordnance Survey map features & contour lines

First Class Cadet  
**MAP READING**

Learning Outcome 1: Know the scales and features of Ordnance Survey Maps

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P1</b>	Describe the types and uses of maps.
<b>Activity 1</b>	Match different types of maps to their uses.

**Activity Assessment Sheet successfully completed**

Date	Signature	Name/Rank

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P2</b>	Identify the main symbols on Ordnance Survey maps.
<b>Activity 1</b>	Undertake a quiz on the symbols found on 1:50000 and 1:25000 maps







**Activity Assessment Sheet Quiz was successfully completed**

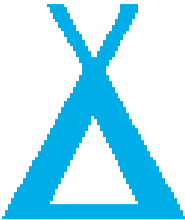

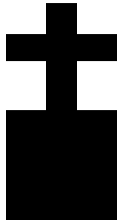

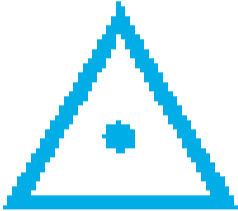

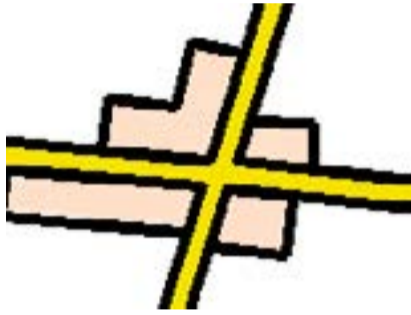
Date	Signature	Name/Rank

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P2</b>	Identify the main symbols on Ordnance Survey maps.
<b>Activity 2</b>	Write in the boxes beneath symbol what each represents.

**1:50000 Ordnance Survey map symbols**

 1.	 2.	 3.
 4.	 5.	 6.

			
7.	8.	9.	10.
			
11.	12.	13.	

**Task P2 / Activity 2**

1	Yes	No	2	Yes	No	3	Yes	No	4	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
5	Yes	No	6	Yes	No	7	Yes	No	8	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
9	Yes	No	10	Yes	No	11	Yes	No	12	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
13	Yes	No									
	<input type="checkbox"/>	<input type="checkbox"/>									

**Activity successfully completed**

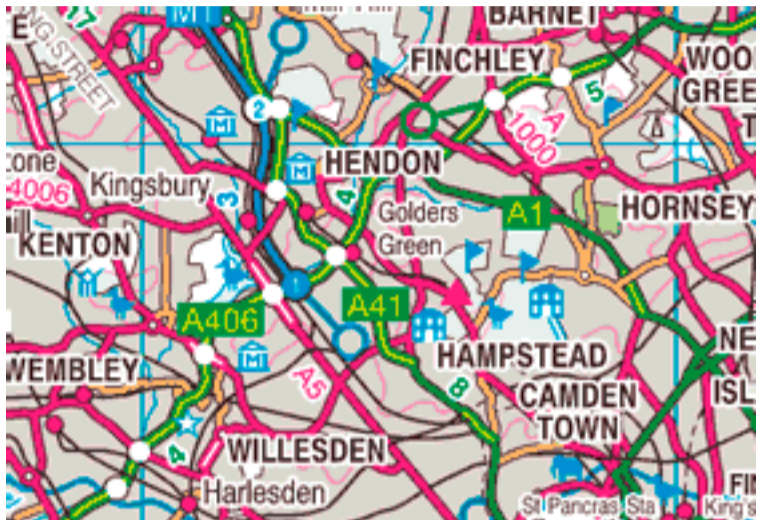
<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>

First Class Cadet  
**MAP READING**


Learning Outcome 1: Know the scales and features of Ordnance Survey Maps

**MERIT LEVEL - OPTIONAL QUESTION**

<b>Task M1</b>	Explain the importance of the use of scale and symbols on Ordnance Survey maps.
<b>Activity 1</b>	Identify the scale of the following maps, say what the purpose of each is and why the scale is important for that role.

	1.
--	----

	2.
---	----

	3.
---	----

1	Yes	No	2	Yes	No	3	Yes	No

**Activity successfully completed**

<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>

## MERIT LEVEL – OPTIONAL QUESTION

<b>Task M1</b>	Explain the importance of the use of scale and symbols on Ordnance Survey maps.
<b>Activity 2</b>	Using a 1:25,000 or 1:50,000 Ordnance Survey map explain to your instructor why symbols are important to planning a route, locating your position and finding your way.

A satisfactory explanation was give using an OS map

Date	Signature	Name/Rank

First Class Cadet

### MAP READING

Learning Outcome 2: Be able to use the UK grid referencing system

## PASS LEVEL - MANDATORY QUESTION

<b>Task P3</b>	Use grid referencing systems on Ordnance Survey maps to find locations.
<b>Activity 1</b>	Undertake practical grid referencing exercises.

Activity Sheet Grid Referencing exercises were satisfactorily completed

Date	Signature	Name/Rank

## PASS LEVEL - MANDATORY QUESTION

<b>Task P3</b>	Use grid referencing systems on Ordnance Survey maps to find locations.			
<b>Activity 2</b>	Find the 6 figure grid references of the details indicated by the 14 arrows on the Potters Bar map in the back of this booklet, in the Ultilearn online map reading tests or on page 32.1.6-8 of ACP 32 Volume 1. Instructor – Tick if correct.			
1		2		
3		4		
5		6		
7		8		
9		10		
11		12		
13		14		

Activity successfully completed

Date	Signature	Name/Rank

First Class Cadet  
**MAP READING**

Learning Outcome 3: Be able to plan routes using Ordnance Survey map features and contour lines

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P4</b>	Describe the main land features found on Ordnance Survey maps when planning routes.
<b>Activity 1</b>	With your instructor, use an OS Map to identify the main land features and describe what they look like, or point them out.

**Activity Assessment sheet successfully completed**

Date	Signature	Name/Rank

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P4</b>	Describe the main land features found on Ordnance Survey maps when planning routes
<b>Activity 2</b>	Using the Rhum map in the back of this booklet or the same map in the Ultilearn Map Reading Test or ACP 32 Vol 1 p32.1.6-10, name the relief features 1 to 5 on the map.

Feature 1		Y	N
Feature 2		Y	N
Feature 3		Y	N
Feature 4		Y	N
Feature 5		Y	N

**Activity successfully completed**

Date	Signature	Name/Rank

## MERIT AND DISTINCTION LEVEL - OPTIONAL QUESTION

<b>Task M2/D1</b>	Explain why the land features shown on Ordnance Survey maps are important for planning routes (M2).
	Plan accurate routes using the features shown on an Ordnance Survey map (D1).
<b>Activity 1</b>	You should now plan two or more routes using the land features of OS maps. These routes must be accurate and achievable. On at least one of these routes you should explain to your instructor why land features are important to the planning of the route.

### Task M2/D1 Activity Assessment Sheet was satisfactorily completed

Date	Signature	Name/Rank

## PASS LEVEL - MANDATORY QUESTION

<b>Task P5</b>	Use the contour lines shown on an Ordnance Survey map to plan routes.
<b>Activity 1</b>	Using the Rhum map in the back of this booklet or the same map in the Ultilearn Map Reading Test or in ACP 32 Vol 1 page 32.1.6-10, answer the following questions.

**Question 1: What are the types of slopes under the lines numbered 6 and 7?**

Answer:		Y	N

**Question 2: What is the approximate height above sea level of Long Loch?**

Answer:		Y	N

**Question 3: What is the difference in height between the Kinloch Mountain Rescue Post and Hallival (395 963)?**

Answer:		Y	N

**Question 4: What is the name of the feature numbered 8 and what is its highest point?**

Answer:		Y	N

### Activity successfully completed

Date	Signature	Name/Rank

## MERIT LEVEL - OPTIONAL QUESTIONS (ACTIVITIES 1 – 3)

<b>Task M3</b>	Assess the slope gradient when planning routes.
<b>Activity 1 Question</b>	If the Vertical Interval between two places is 90 metres and the Horizontal Equivalent is 2 kilometres, what is the gradient (to the nearest whole figure)?
<b>Activity 1 Answer</b>	

Activity successfully completed

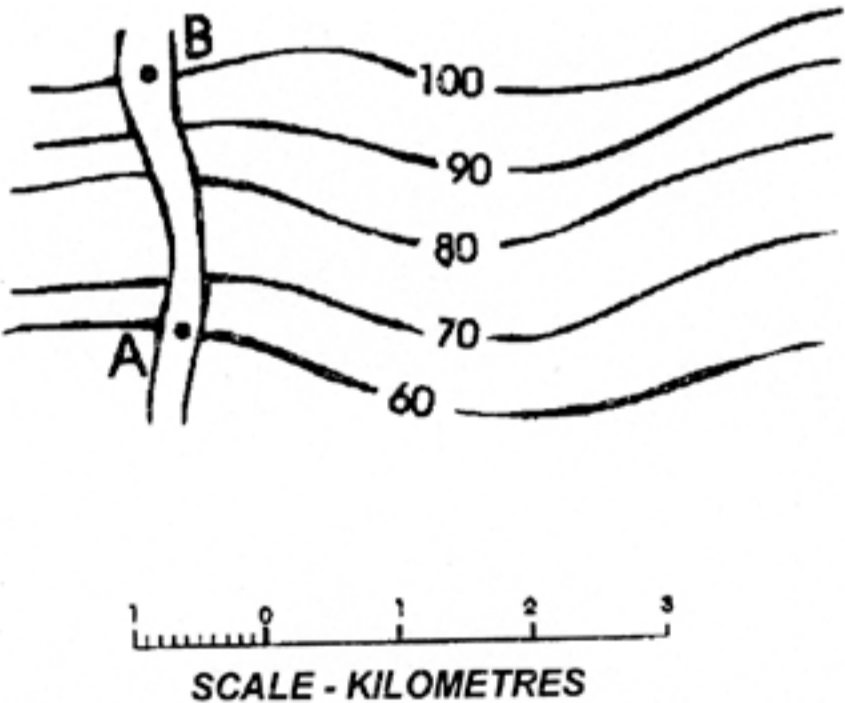
Date	Signature	Name/Rank

<b>Activity 2 Question</b>	Which of the following gradients is the steepest? 1:5 / 1:9 / 1:15 / 1:30 / 1:50
<b>Activity 2 Answer</b>	

Activity successfully completed

Date	Signature	Name/Rank

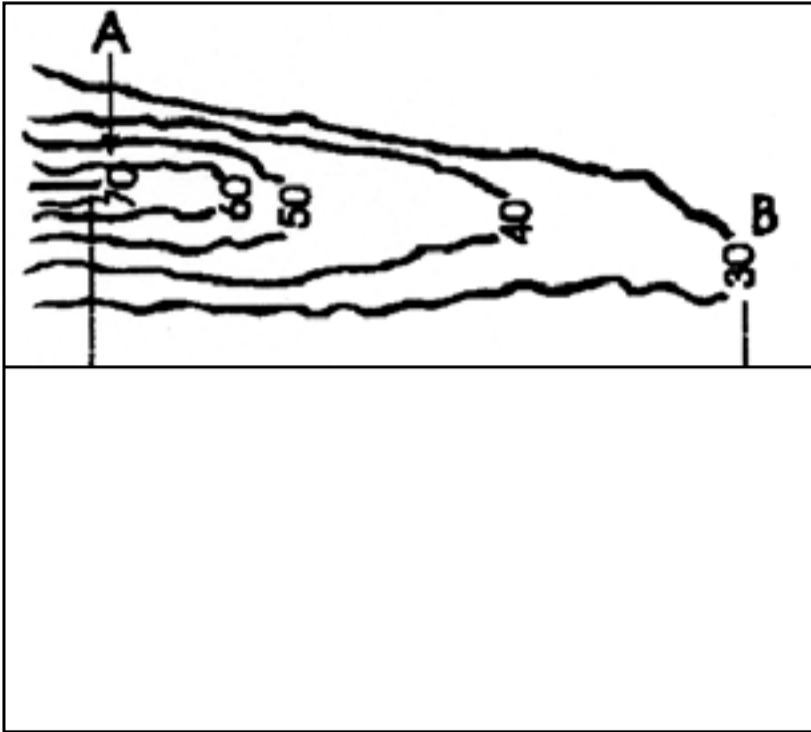
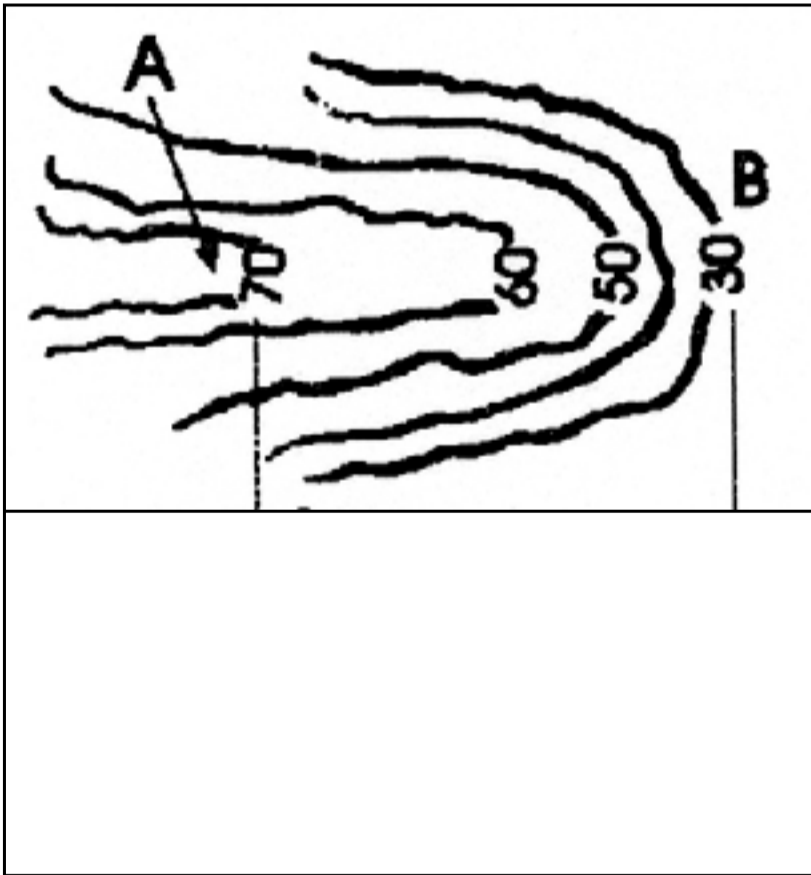
<b>Activity 3 Question</b>	Calculate the gradient between Point A and Point B on the diagram and show it as both a ratio and a percentage.
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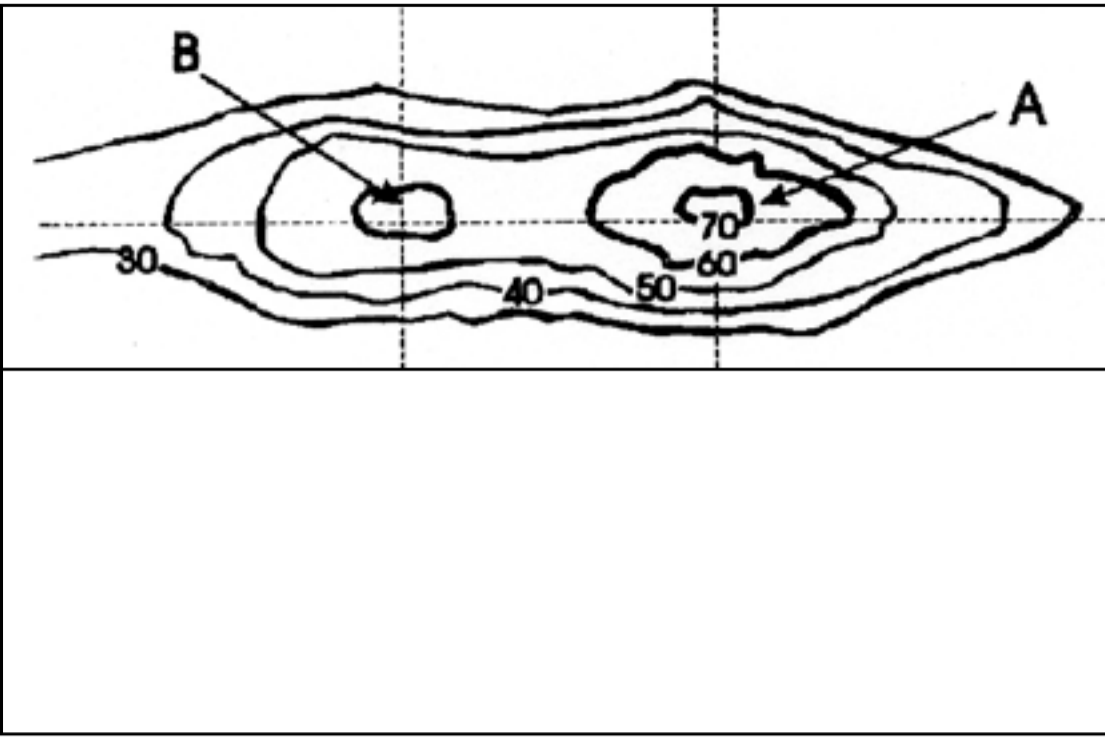
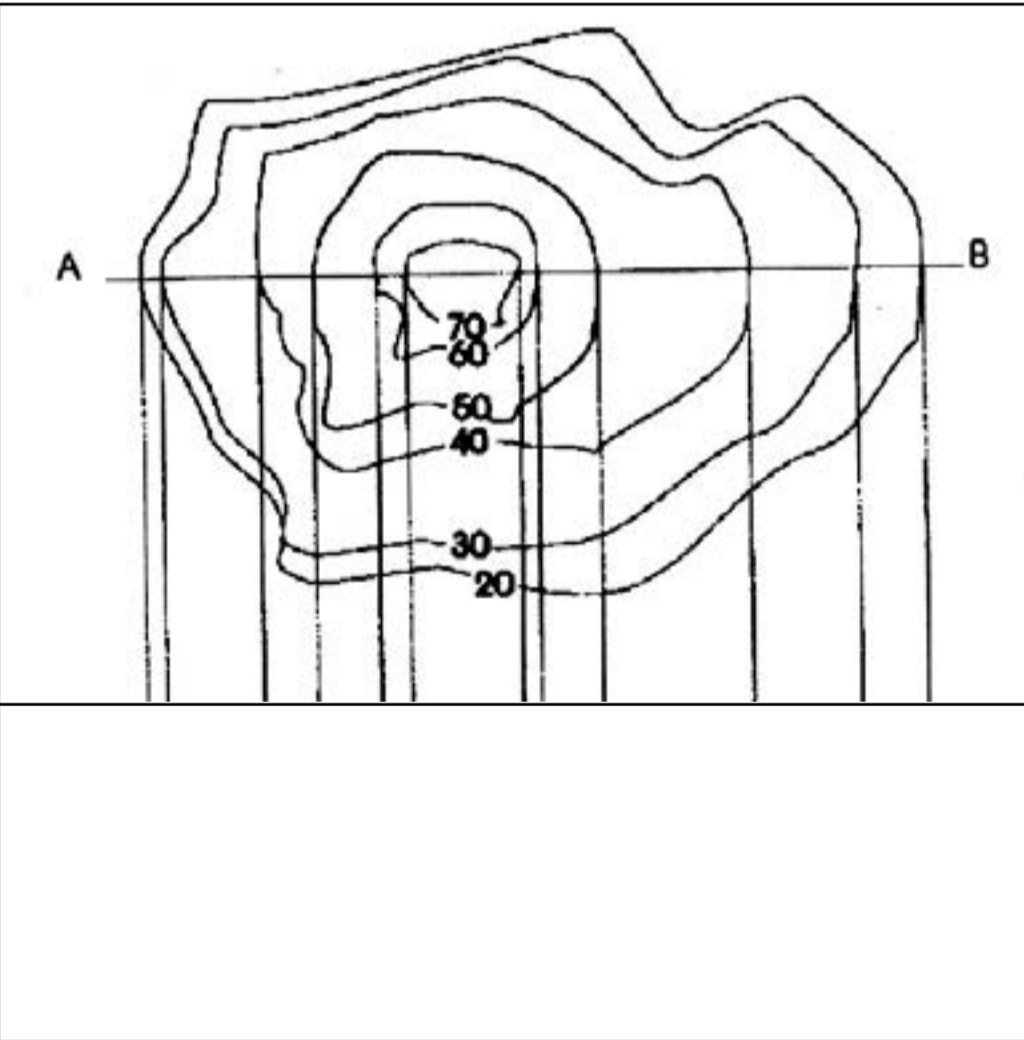
<p style="text-align: center; font-weight: bold; font-size: 1.2em;">Activity 3 Answer</p>	
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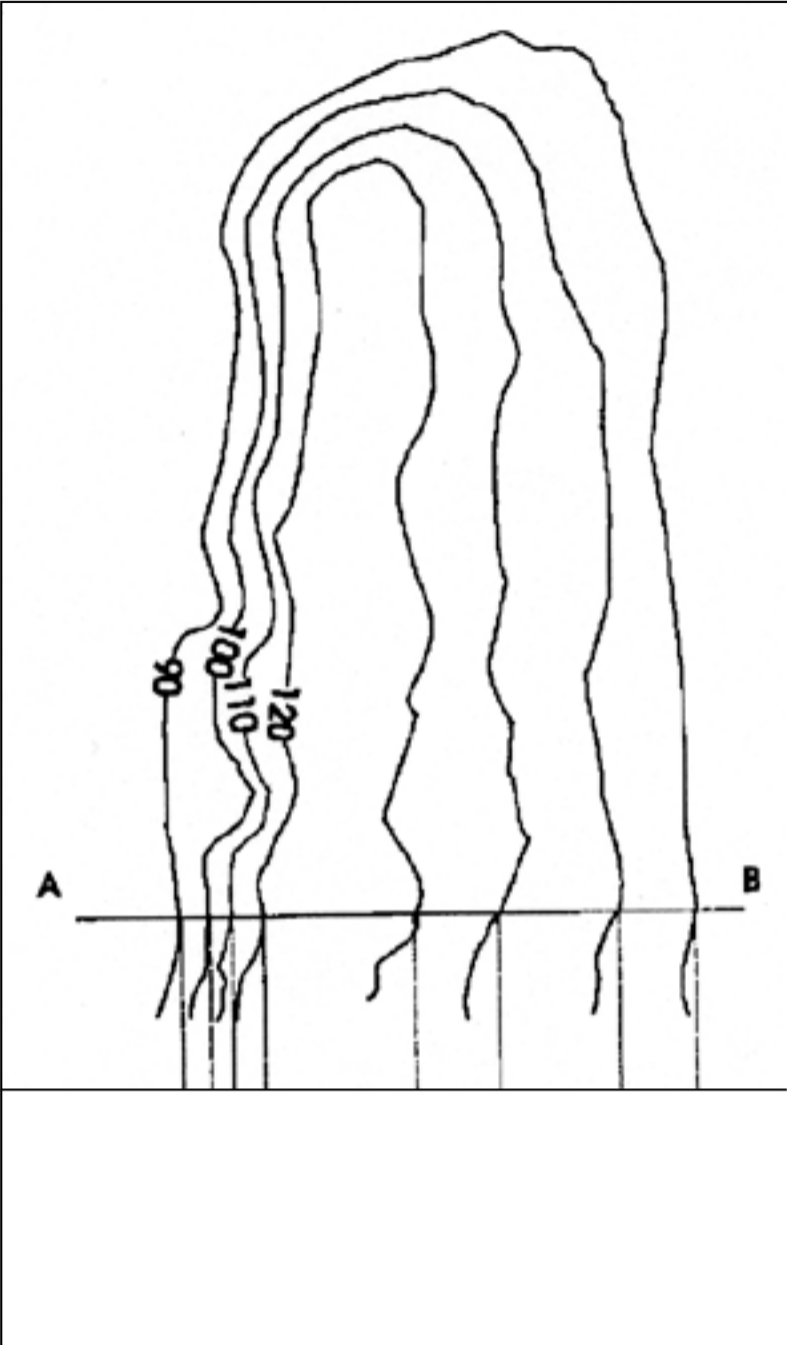
Activity successfully completed

Date	Signature	Name/Rank

## DISTINCTION LEVEL - OPTIONAL QUESTIONS (ACTIVITIES 1 – 15)

<b>Task D2</b>	Analyse sections of land profile by projection from map contour lines to get accurately from one point to the next.		
<b>Activity 1 Question</b>	Draw a cross section of the slope beneath the diagram.		
			
<b>Activity 2 Question</b>	What is name of this type of slope?	<b>Activity 2 Answer</b>	
<b>Activity 3 Question</b>	Can point B be seen from point A?	<b>Activity 3 Answer</b>	
<b>Activity 4 Question</b>	Draw a cross section of the slope beneath the diagram.		
			
<b>Activity 5 Question</b>	What is name of this type of slope?	<b>Activity 5 Answer</b>	
<b>Activity 6 Question</b>	Can point B be seen from point A?	<b>Activity 6 Answer</b>	

<b>Activity 7 Question</b>	Draw a cross section of the slope beneath the diagram.		
			
<b>Activity 8 Question</b>	What are the 2 land features shown?	<b>Activity 8 Answer</b>	
<b>Activity 9 Question</b>	Can point B be seen from point A?	<b>Activity 9 Answer</b>	
<b>Activity 10 Question</b>	Draw a cross section of the slope beneath the diagram.		
			
<b>Activity 11 Question</b>	Which slope is steeper A or B?	<b>Activity 11 Answer</b>	
<b>Activity 12 Question</b>	Can point B be seen from point A?	<b>Activity 12 Answer</b>	

<b>Activity 13 Question</b>	Draw a cross section of the slope beneath the diagram.		
			

<b>Activity 14 Question</b>	<b>What is this land feature called?</b>	<b>Activity 14 Answer</b>	
<b>Activity 15 Question</b>	<b>Can point B be seen from point A?</b>	<b>Activity 15 Answer</b>	

Task D2 / Activities 1-15 - Marking											
1	Yes	No	2	Yes	No	3	Yes	No	4	Yes	No
5	Yes	No	6	Yes	No	7	Yes	No	8	Yes	No
9	Yes	No	10	Yes	No	11	Yes	No	12	Yes	No
13	Yes	No	14	Yes	No	15	Yes	No			

<b>Activity successfully completed</b>		
<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>

# Initial Expedition Training

Plan & prepare for safe walking expeditions

Use tents & carry equipment safety

Principles of safe camp craft on an expedition

Recognise & treat the effects of hypothermia & heat

**INITIAL EXPEDITION TRAINING**

Learning Outcome 1: Know how to plan and prepare for safe walking expeditions

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P1</b>	Describe factors for consideration when planning a walking expedition.
----------------	--

<b>Activity 1</b>	Identify 4 factors that should be considered at the initial planning stage of an expedition.
-------------------	--

1.	
----	--

2.	
----	--

3.	
----	--

4.	
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**Activity successfully completed**

Date	Signature	Name/Rank

**MERIT LEVEL - OPTIONAL QUESTION**

<b>Task M1</b>	Explain the importance of factors for consideration when planning a walking expedition.
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<b>Activity 1</b>	Why are the 4 factors identified in the previous question important?
-------------------	--

1.	
----	--

2.	
----	--

3.	
----	--

4.	
----	--

**Activity successfully completed**

Date	Signature	Name/Rank

**INITIAL EXPEDITION TRAINING**

Learning Outcome 1: Know how to plan and prepare for safe walking expeditions

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P2</b>	List the Country Code.	
<b>Activity 1</b>	List the 5 main points of the Country Code.	
1.		
2.		
3.		
4.		
5.		
<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P3</b>	Describe the purpose of a route card in a walking expedition.
<b>Activity 1</b>	Complete a route card for an imaginary or actual expedition. Explain verbally why each part is important.

**Activity Assessment Sheet successfully completed**

<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P4</b>	Identify how to prepare expedition equipment and clothing suitable for the walk being planned.
<b>Activity 1</b>	Demonstrate how expedition equipment can be prepared.

**Activity Assessment Sheet successfully completed**

<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>

**INITIAL EXPEDITION TRAINING**

Learning Outcome 1: Know how to plan and prepare for safe walking expeditions

**MERIT LEVEL - OPTIONAL QUESTION**

<b>Task M2</b>	Explain the importance of correct equipment for safety for everyone in an expedition.
----------------	---

<b>Activity 1</b>	Identify expedition safety equipment. Explain its use and importance.
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<b>Equipment</b>	<b>Use</b>	<b>Importance</b>

**Activity successfully completed**

<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>
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**DISTINCTION LEVEL - OPTIONAL QUESTION**

<b>Task D1</b>	Evaluate safety considerations for walking expeditions.
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<b>Activity 1</b>	Identify the safety considerations and say why they are important.
-------------------	--

<b>Safety Considerations</b>	<b>Why are they important</b>

**Activity successfully completed**

<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>
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**INITIAL EXPEDITION TRAINING**

Learning Outcome 2: Be able to use tents and carry equipment safely

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P5</b>	Demonstrate the erection of tents for a walking expedition.
<b>Activity 1</b>	The cadet is able to erect a tent as part of a practical exercise.

**Activity Assessment Sheet successfully completed**

<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P6</b>	Demonstrate methods of kit packing for an expedition.
<b>Activity 1</b>	The cadet is able to pack a rucksack as part of a practical exercise.

**Activity Assessment Sheet successfully completed**

<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>

**MERIT LEVEL - OPTIONAL QUESTION**

<b>Task M3</b>	Use tents and carry equipment appropriate for a specific expedition.
<b>Activity 1</b>	The cadet is able to use a tent and a rucksack in a practical activity.

**Activity Assessment Sheet successfully completed**

<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>

First Class Cadet  
**INITIAL EXPEDITION TRAINING**  
 Learning Outcome 2: Be able to use tents and carry equipment safety

**DISTINCTION LEVEL - OPTIONAL QUESTION**

<b>Task D2</b>	Justify selection of tents and carry equipment for specific expedition scenarios.
<b>Activity 1</b>	Why is specific equipment needed in particular circumstances? Give examples.

**Activity successfully completed**

Date	Signature	Name/Rank

First Class Cadet  
**INITIAL EXPEDITION TRAINING**  
 Learning Outcome 3: Understand the principles of safe camp craft on an expedition

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P7</b>	Describe the principles of warmth and comfort in camp.
<b>Activity 1</b>	Identify 4 things that can improve warmth and/or comfort whilst in camp on an expedition.
1.	
2.	
3.	
4.	

**Activity successfully completed**

Date	Signature	Name/Rank

**INITIAL EXPEDITION TRAINING**

Learning Outcome 3: Understand the principles of safe camp craft on an expedition

**DISTINCTION LEVEL - OPTIONAL QUESTION**

<b>Task P8</b>	Describe the essentials of siting, pitching and striking a camp.
<b>Activity 1</b>	Identify 3 important factors for each of the following
Siting a camp 1:	
Siting a camp 2:	
Siting a camp 3:	
Pitching a tent 1:	
Pitching a tent 2:	
Pitching a tent 3:	
Striking a camp 1:	
Striking a camp 2:	
Striking a camp 3:	

**Activity 1 successfully completed**

Date	Signature	Name/Rank

**Activity 2**

Practice the essentials of siting, pitching and striking a camp.

**Activity 2 successfully completed**

Date	Signature	Name/Rank

**INITIAL EXPEDITION TRAINING**

Learning Outcome 3: Understand the principles of safe camp craft on an expedition

**MERIT LEVEL - OPTIONAL QUESTION**

<b>Task M4</b>	Explain the principles of safe camp craft on an expedition.
<b>Activity 1</b>	How can the principles of safe camp craft be applied to an expedition?

**Activity successfully completed**

Date	Signature	Name/Rank

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P9</b>	Explain food and cooking safety considerations for expeditions.
<b>Activity 1</b>	The cadet gave a verbal explanation and a demonstration of food and cooking preparation.

**Activity Assessment Sheet successfully completed**

Date	Signature	Name/Rank

First Class Cadet  
**INITIAL EXPEDITION TRAINING**

Learning Outcome 4:

Understand how to recognise and treat the effects of hypothermia and heat on individuals

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P10</b>	Explain the symptoms of hypothermia and heat excess.
<b>Activity 1</b>	Explain the symptoms of hypothermia.
1.	
2.	
3.	
4.	
5.	
6.	
7.	

**Activity 1 successfully completed**

<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>

First Class Cadet  
**INITIAL EXPEDITION TRAINING**

Learning Outcome 4:

Understand how to recognise and treat the effects of hypothermia and heat on individuals

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P10</b>	Explain the symptoms of hypothermia and heat excess.
<b>Activity 2</b>	Explain the symptoms of heat exhaustion.

1.
2.
3.
4.
5.
6.
7.
8.

**Activity 2 successfully completed**

Date	Signature	Name/Rank

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P10</b>	Explain the symptoms of hypothermia and heat excess.
<b>Activity 3</b>	Explain the symptoms of heat stroke.

1.
2.
3.
4.

**Activity 3 successfully completed**

Date	Signature	Name/Rank

First Class Cadet  
**INITIAL EXPEDITION TRAINING**

Learning Outcome 4:

Understand how to recognise and treat the effects of hypothermia and heat on individuals

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P11</b>	Describe how to treat hypothermia and heat excess.
-----------------	--

<b>Activity 1</b>	Describe how to treat hypothermia in addition to seeking immediate medical help.
-------------------	--

1.

2.

3.

4.

5.

**Activity 1 successfully completed**

Date	Signature	Name/Rank
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<b>Activity 2</b>	Describe how to treat heat exhaustion in addition to seeking immediate medical help.
-------------------	--

1.

2.

**Activity 2 successfully completed**

Date	Signature	Name/Rank
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<b>Activity 3</b>	Describe how to treat heat stroke in addition to seeking immediate medical help.
-------------------	--

1.

2.

**Activity 3 successfully completed**

Date	Signature	Name/Rank
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# Basic Radio Communications

Types of radio equipment used within the ACO

Sending messages on the Air Cadet radio network

Procedures needed for the safe use of radio

First Class Cadet  
**BASIC RADIO COMMUNICATIONS**

Learning Outcome 1:

Understand the types of radio equipment used within the Air Cadet Organisation

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P1</b>	Describe the types of radio equipment used within the Air Cadet radio networks.		
<b>Activity 1</b>	Answer the following questions.		
Type of Radio	Main Use	Average Range	Advantages or Disadvantages
Base Set			
Vehicle Installation			
Hand Held Radio			

**Activity successfully completed**

Date	Signature	Name/Rank

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P2</b>	Describe how radio equipment's operational frequency can limit its use.		
<b>Activity 1</b>	Undertake a verbal assessment.		

**Activity Assessment Sheet successfully completed**

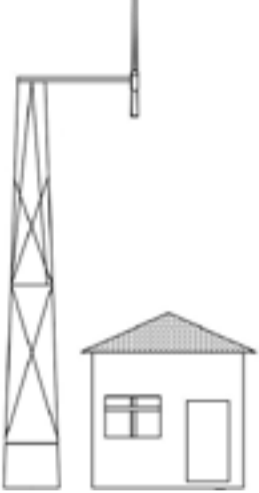
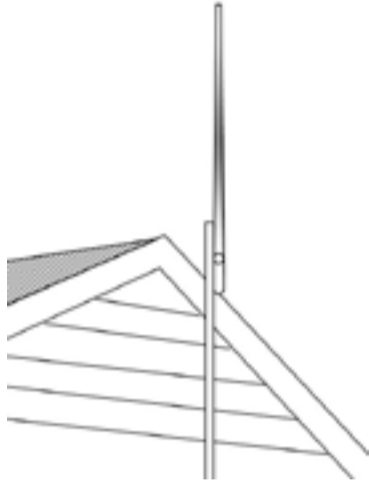

Date	Signature	Name/Rank

First Class Cadet  
**BASIC RADIO COMMUNICATIONS**

Learning Outcome 1:

Understand the types of radio equipment used within the Air Cadet Organisation

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P3</b>	Outline the link between aerials and the range of radio transmissions.	
<b>Activity 1</b>	Annotate the following diagrams showing which aerial locations are better for Medium, Short and Long Range communications.	
		
1.	2.	3.
		

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P3</b>	Outline the link between aerials and the range of radio transmissions.	
<b>Activity 2</b>	What conclusion do YOU come to as regards to the height of the aerial and range of transmission?	

**Activity 1 & Activity 2 successfully completed**

Date	Signature	Name/Rank

First Class Cadet  
**BASIC RADIO COMMUNICATIONS**

Learning Outcome 1:

Understand the types of radio equipment used within the Air Cadet Organisation

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P4</b>	Describe some of the features of an Air Cadet Radio Network that enable the sending of messages.	
<b>Activity 1</b>	Complete the following table for each type of Network.	
Name the type of network shown.		
May MRK92 freely talk to MRL47?		
Who controls this network?		
Who sends most of the messages?		
Will all stations be able to communicate directly?		

**Activity successfully completed**

Date	Signature	Name/Rank

First Class Cadet  
**BASIC RADIO COMMUNICATIONS**

Learning Outcome 1:  
 Understand the types of radio equipment used within the Air Cadet Organisation

**MERIT LEVEL - OPTIONAL QUESTION**

<b>Task M1</b>	Explain the relationship between frequency and aerial length
<b>Activity 1</b>	What is the relationship between frequency and aerial length?

**Explanation satisfactorily completed**

Date	Signature	Name/Rank

**MERIT LEVEL - OPTIONAL QUESTION**

<b>Task M2</b>	Explain the construction of a callsign used by an Air Cadet Unit and how a mobile callsign would be constructed from a base callsign.
<b>Activity 1</b>	Complete the table below.

<b>What is your unit callsign?</b>		
<b>Indicate what each part of the callsign means</b>	<b>M</b>	
	<b>R</b>	
<b>What would be added to indicate a mobile callsign?</b>		

**Explanation satisfactorily completed**

Date	Signature	Name/Rank



First Class Cadet  
**BASIC RADIO COMMUNICATIONS**

Learning Outcome 2:  
Be able to send messages on the Air Cadet Radio Network

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P5</b>	Use the phonetic alphabet to spell words and convey figures in radio messages.
<b>Activity 1</b>	Undertake a verbal test of knowledge, spelling several words and using multiple numeric sequences.

**Activity Assessment Sheet 'Phonetic' exercise was satisfactorily completed**

<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P6</b>	Use radio procedures to obtain radio checks.
<b>Activity 1</b>	Undertake a simulated verbal test of procedures using known station and generic calls.

**Activity Assessment Sheet 'Radio Check' exercise was satisfactorily completed**

<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>

First Class Cadet  
**BASIC RADIO COMMUNICATIONS**

Learning Outcome 2:  
 Be able to send messages on the Air Cadet Radio Network

**MERIT LEVEL - OPTIONAL QUESTION**

<b>Task M3</b>	Use radio procedures to convey messages using correct messaging techniques.
<b>Activity 1</b>	Undertake a verbal test of various simulated message procedures.

**Activity Assessment Sheet Verbal test was satisfactorily completed**

Date	Signature	Name/Rank

**DISTINCTION LEVEL - OPTIONAL QUESTION**

<b>Task D2</b>	Use radio procedures to relay messages to other stations which are out of reach from the originating station
<b>Activity 1</b>	Undertake a verbal test of procedures using correct prowords and network control principles.

**Activity Assessment Sheet Verbal test was satisfactorily completed**

Date	Signature	Name/Rank

First Class Cadet  
**BASIC RADIO COMMUNICATIONS**

Learning Outcome 3:

Be able to follow the procedures needed for the safe use of radio

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P7</b>	Demonstrate the safe care, handling and disposal of radio batteries.
<b>Activity 1</b>	Practically demonstrate, or discuss with your instructor if no batteries are available.

**Activity Assessment Sheet successfully completed**

<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>

**PASS LEVEL - MANDATORY QUESTION**

<b>Task P8</b>	Show correct procedures when using portable radio equipment.
<b>Activity 1</b>	Practically demonstrate, or discuss with your instructor if no equipment is available.

**Activity Assessment Sheet successfully completed**

<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>



First Class Cadet  
**BASIC RADIO COMMUNICATIONS**

Learning Outcome 3:

Be able to follow the procedures needed for the safe use of radio

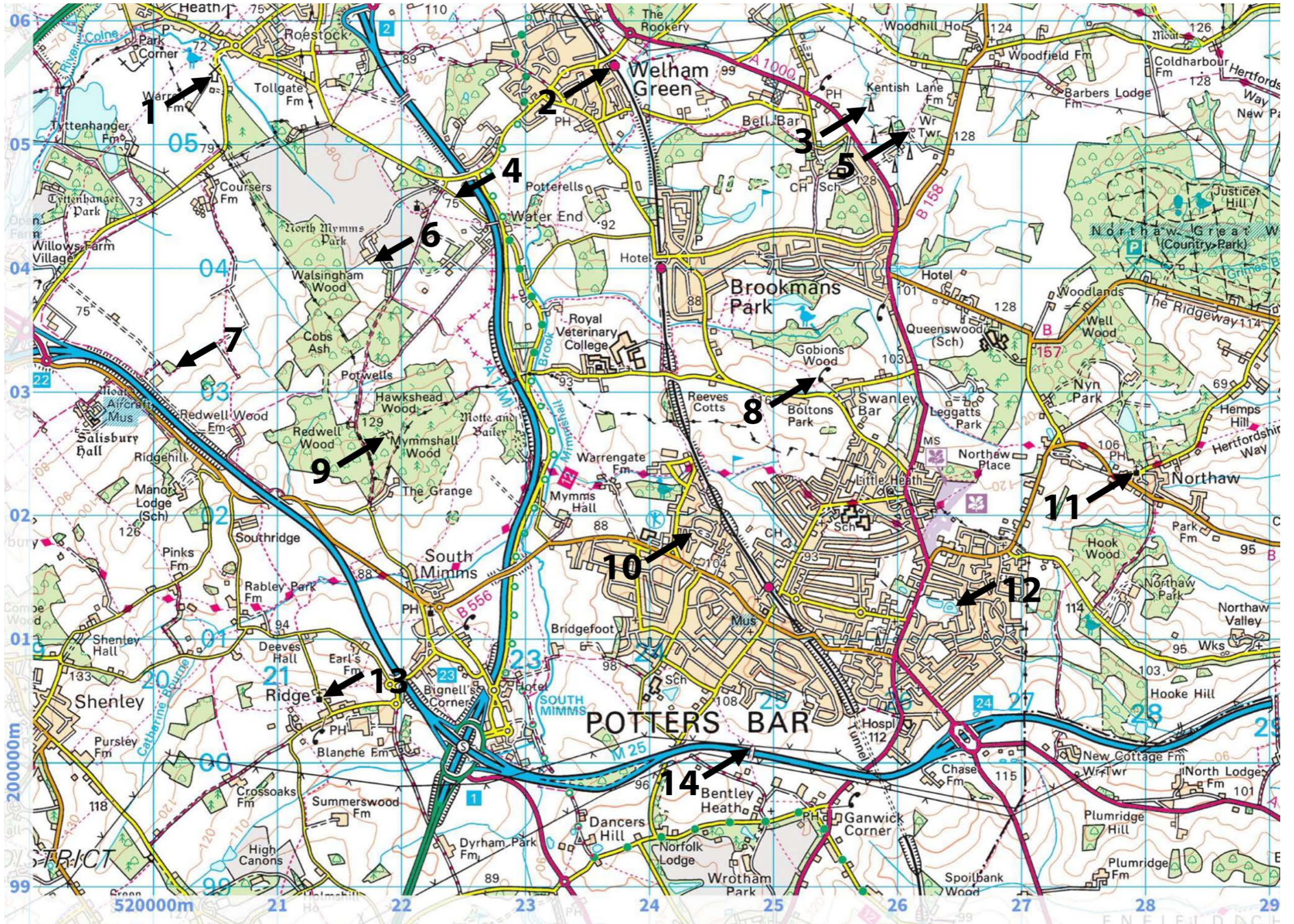
**MERIT LEVEL - OPTIONAL QUESTION**

<b>Task M4</b>	Demonstrate the safe assembly of a handheld radio, battery and aerial.						
<b>Activity 1</b>	Practically demonstrate, or discuss with your instructor if no equipment is available.						
<b>Battery handling</b>		<b>Radio handling</b>		<b>Correct assembly</b>		<b>Aerial fitting</b>	
<b>Yes</b>		<b>Yes</b>		<b>Yes</b>		<b>Yes</b>	
<b>No</b>		<b>No</b>		<b>No</b>		<b>No</b>	

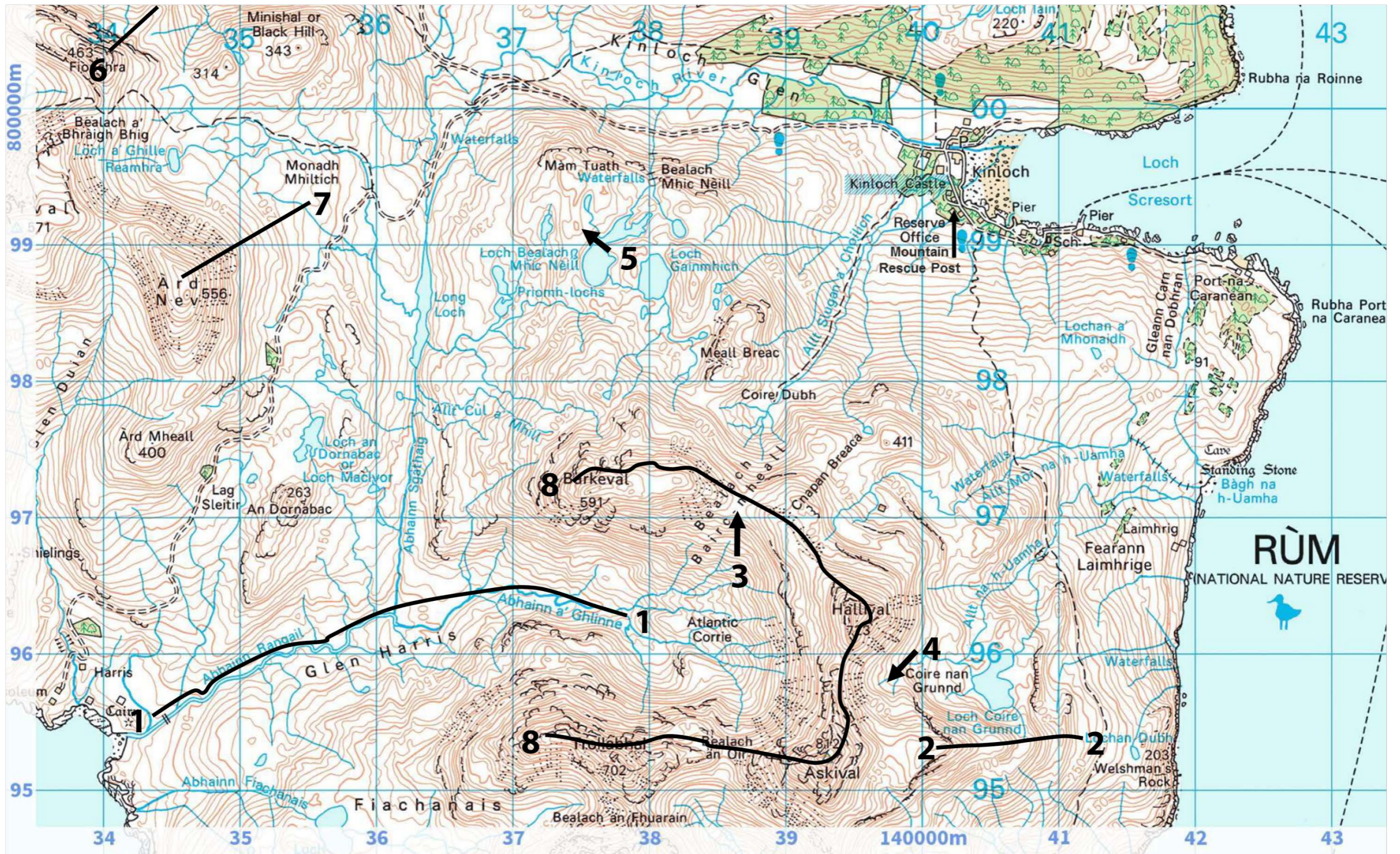
**Demonstration/Discussion successfully completed**

<b>Date</b>	<b>Signature</b>	<b>Name/Rank</b>

# Potters Bar Map



# Rhum Map



## CADETS DECLARATION

I declare that answers given in this Logbook are entirely my own work.

Date	Signature	Name/Rank

## INTERNAL VERIFICATION DECLARATION

### DECLARATION

This declaration should be made by someone who has not signed any of the contents of the Logbook, as per ACTO 18.

I declare that I am satisfied that the contents of this Logbook are the cadet's own work and have been appropriately assessed.

Date	Signature	Name/Rank

## NOW UPDATE BADER SMS

### Wing Document Audit

Date	Signature	Name/Rank