Knowledge Organiser Year 11

Term 3

Name _____

Tutor Group _____

This document is part of your compulsory equipment and must be taken to every lesson (with the exception of practical PE).

Table of contents

What is a Knowledge Organiser?

Your knowledge organiser summarises all the key facts and knowledge that you will need to have learned on a particular subject onto one side of A4. This information might include,

- key vocabulary
- key places and people
- useful diagrams
- key dates for a subject like history
- key themes
- important quotes
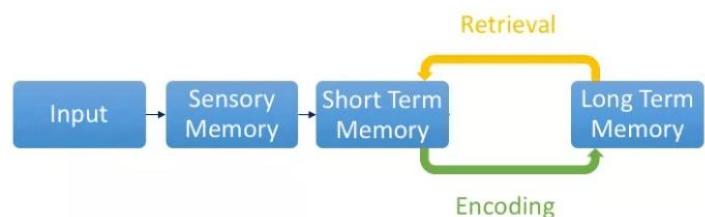- stem sentences for a subject like Maths

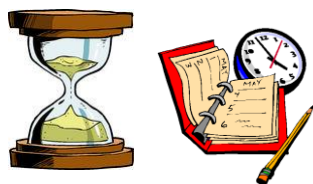## How can you use your Knowledge Organiser most effectively?

1. Use it as a **checklist** to make sure you have notes and resources in your books or folders on each area. If you have a gap, talk to your teacher.

2. Use it to help get the information and knowledge into your **long-term memory**. Just reading over the pages does not help. You will need to put your knowledge organiser away and see how much you can remember. You could get a family member or carer to help test you on what you have remembered.

3. Knowledge organisers have already broken the knowledge down into chunks for you so they can be used to create **flashcards, revision posters or mind maps.**

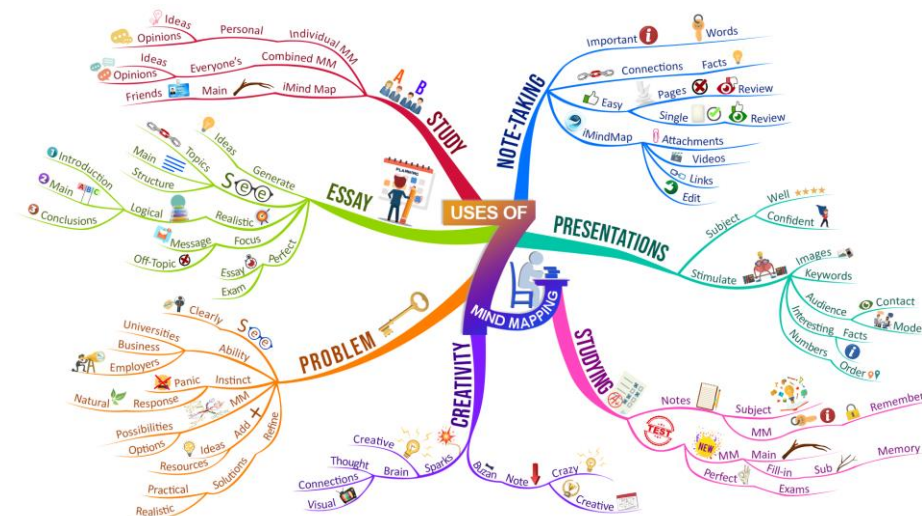4. Use your knowledge organiser **to get ahead on a topic**. Reading about what you are going to study and looking up any new or difficult words means that you are better prepared for your learning in the next lesson.

5. It is best to use your knowledge organiser for **short periods of time but regularly.** Choose a small part of a topic and practice writing it out with your organiser closed every day for 10 minutes.

THE KING SOLOMON STANDARD

Come to class fully prepared with correct equipment (Black / Blue Pen, pencil, glue stick, scissors, ruler, calculator, protractor and compass, exercise / text books).
Form Tutors will check your equipment on a regular basis.

Presentation

- Students write in black or blue inked pen only unless allowed by teachers to use another colour.

- Students ensure that all work has a Title and Hebrew and English dates, which are all underlined.

- Students take care of their exercise books and folders. There is no graffiti in, or on, books. All books must be covered and labelled clearly.

- Worksheets and Pit Stops slips must be stuck in or stapled.

- Pages must not be torn out of books.

- Work will be returned if it represents a significant lack of effort and students will be expected to resubmit the work.

- PEEL paragraphs must be labelled clearly and easy to spot.

Literacy marking symbols

Your teachers will be using the symbols below to mark your work.

S	Spelling mistake.
P	Punctuation mistake – either punctuation has been omitted, or has been used incorrectly.
??	Does not make sense/is not clear.
//	Start a new paragraph.
^	A word or sentence is missing.
C	Capital letter is needed.
DW	Choose a different word.

- *Correct all your class work and homework errors using a different coloured pen.*

- C3B4ME (See three before me; i.e. first try independently, check your class notes/resources or ask one of your peers before you ask your teacher ☺).

How to complete my Pit Stop slips

What went well….
   Completed by your teacher or by you after receiving some guidance from your teacher.

Next steps….
   Completed by your teacher or by you after receiving some guidance from your teacher.

Evidence of how I have improved:
   Completed by student stating clearly where the work can be found. This is not a promise of what you will do but a clear indication of where to find the work of what you have done already in order to improve and following the advice from next steps.
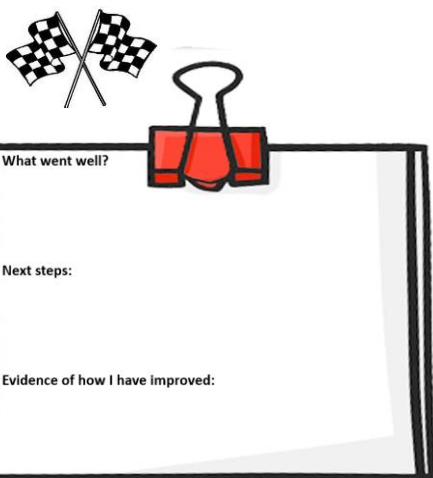
THE PEEL PARAGRAPH

PEEL

Point: Your argument in one line.

I think that …..   It is clear that……   In my opinion …..   The point is that….

Evidence: Reasons or evidence that back your argument up.

This is because ……   This is evidenced by …..   For instance …..   We can see that...

Explanation: Explain how your reasons or evidence prove your point.

Therefore, this proves that….. because ……   This shows that …..   This demonstrates…..

Link: Mini conclusion answering the question.

In conclusion ……   Overall ……   To conclude …..   Finally……   To summarise…

How can I improve my writing?

Point
- I have included a point in my paragraph.
- The reader will be able to understand my entire argument just by reading the point.

Evidence
- My paragraph has at least two pieces of evidence.
- My evidence is in full sentences, carefully chosen and clearly helps prove my argument.
- My evidence is specific and detailed (includes quotes/facts/names/events/key words).

Explanation
- I explain how my evidence proves that my argument is right.
- My explanation is at least two or three sentences long.
- I have added some balance to my argument and shown how there may be other reasons or arguments to the question.
- I have explained why my answer is the right one rather than any of the other reasons, ideas or arguments.

Link
- I have included a link sentence in my paragraph.
- My link sums up my argument.
- My link uses the information I have used in my paragraph.

ART

KS

EXAM (40%)
- Title set by Edexcel and released January 1.
- Research period from January 1st - May , where students explore the set theme, covering the four Assessment Objectives.
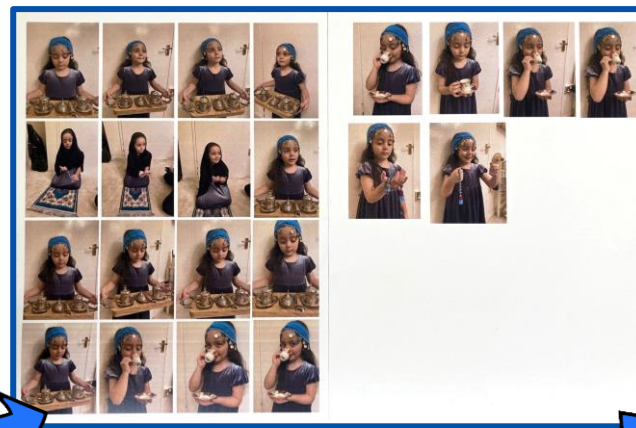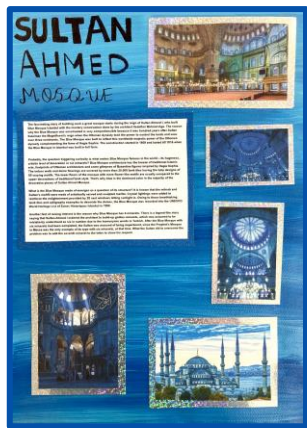
1. **AO1**: Develop ideas through investigations, demonstrating critical understanding of sources.

2. **AO2**: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

3. **AO3**: Record ideas, observations and insights relevant to intentions and demonstrates understanding of visual language.

4. **AO4**: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Using Sustainable Materials and Components

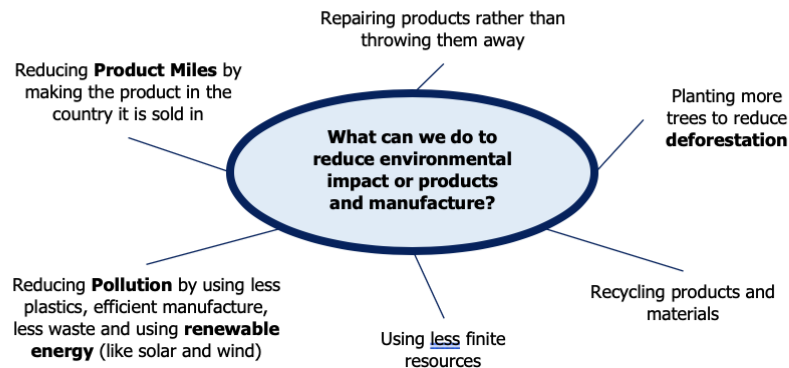Designers have an ever-increasing responsibility to design products that have minimal environmental impact and must consider:

- How to conserve materials
- How to conserve energy during manufacture
- The products are as sustainable and environmentally friendly as possible
- Total carbon footprint
- The total product miles

Sustainability is maintaining our planet and its resources and making a minimal negative impact

Finite Resources *Will run out of eventually*	Infinite Resources *Can be re-grown and re-bread. Will not run out of*
Plastics	Paper
Metals	Boards
Polymers (Textiles)	Natural Timbers
	Cotton
	Leather

Repairing products rather than throwing them away

Reducing **Product Miles** by making the product in the country it is sold in

Planting more trees to reduce **deforestation**

What can we do to reduce environmental impact or products and manufacture?

Reducing **Pollution** by using less plastics, efficient manufacture, less waste and using **renewable energy** (like solar and wind)

Using less finite resources

Recycling products and materials

Life Cycle Assessment

This is when a designer looks at the environmental impact a product makes over its life time and how it could be reduced. Including:

- Impact of materials
- Impact of processes
- Impact of packaging
- Product Miles (how far a product has to travel to get from factory to consumer)
- Impact while in use
- Impact when disposed of (6Rs)

Impact of Packaging

Designers and manufacturers need to consider factors that use the optimum amount of packaging to protect and preserve products and prevent waste. E.g.:

- Making packaging lightweight
- Using recycled content
- Making the packaging recyclable or reusable
- The use of refills and concentrates
- Using minimal packaging materials
- Charging for items – like supermarket carrier bags

DESIGN & TECHNOLOGY -Design Movements Knowledge Organiser

Design Movement	Images	Influences	Designers	Features
Arts and Crafts (1850-1900)		• Traditional craft and hand skills rather than machinery	• William Morris • Charles Voysey • Richard Norman Shaw	• Traditional wood joints in furniture • Use of natural forms • Highly decorative – with birds and florals shown on textiles and wallpapers
Art Nouveau (1880-1910)		• Linear patterns of Japanese prints • French Post-impressionist art • Arts and Crafts Movement	• Alphonse Mucha • Louis Comfort Tiffany • Charles Rennie Macintosh	• Floral and decorative patterns • Elegant and graceful lines • Use of traditional materials
Art Deco (1925-1939)		• End of WW1, growth of mass production • Range of international styles coming into the public eye	• Claric Cliff • Eileen Gray • Rene Lalique • Walkter Dorwin Teague	• Stylised geometric shapes • Bold colours often paired with black, chromes and metallic • Sunburst motifs
Bauhaus (1919-1933)		• Post-WW1 idealism • Arts and crafts movement • WW1 industry methods and materials • Art Deco's geometric forms	• Walter Gropius • Marcel Breuer • Marianne Brandt • Mies Van Der Rohe	• Form follows function principle • Use of steels, chromes and leather • Modernism style-design
Streamlining (1930-1950)		• Post-WW2 lack of materials • Vehicle innovations breaking speed records • Rise of Bakelite	• Raymond Loewy • Norman Bel Geddes • Henry Dreyfuss • Walter Dorwin Teague	• Long horizontal lines and curving forms • Aesthetic influences from industrial and nautical design • Sleek appearance • Use of metals and plastics
Scandinavian Modern (1935-Present)		• Dark Scandinavian winters leading to designers maximising light and cozy features • Practical and functional designs	• Finn Juhl • Hans Wegner • Arne Jacobsen	• Clean lines • Neutral colour palette • Sleek and functional
Minimalism (1967-1978)		• Japanese traditional design and architecture • De Stijl art and design	• Donald Judd • Agnes Martin • Dan Flavin • Anne Truitt	• Repetition of simple geometric forms • Monochromatic/limited colour • Hard-edged • Little/minimal use of materials
Memphis (1981-1988)		• Rebelling against functional modernism • Art Deco • Pop Art	• Ettore Sottsass • Michele De Lucchi • Martine Bedine	• Less is Bore principles • Post-modernism design • Bright, colourful and sculptural design • Simple and Abstract forms • Use of non-traditional materials

Super Questions Design Movements

1 – How does 'line' feature in the design movement?

2 – How does 'shape' feature in the design movement?

3 – How does 'pattern' feature in the design movement?

4 – How does 'texture' feature in the design movement?

5 – How does 'colour' feature in the design movement?

6 - How does 'material' feature in the design movement?

7 - How does 'motif' feature in the design movement?

8 - How does 'line' feature in the design movement?

9 – What innovation in technology led to the dominant design style features of the design movement?

10 – What is the most iconic item referred to for this design movement?

Phillipe Starck	
Image	**Juicy Salif Lemon Squeezer (1990)**
	• Aluminium casting • Inspired by Phillipe Starck eating squid • Sculptural aesthetics • Potentially unstable • Pip collection isn't perfect

James Dyson	
Image	**DC01 Vacuum Cleaner (1993)**
	• Introduced "bag-less" dual-cyclone cleaning system • Colour scheme aids use • Injection moulded ABS • Uses many integral fixings • Clear bin shows dust

Margaret Calvert	
Image	**"Men at Work" Road Sign (1965)**
	• Stylised pictogram • Simple and clear communication • Standardised sign systems • Replaced old-fashioned signs that had 'all caps' text

Marianne Brandt	
Image	**Tea Infuser MT49 (1924)**
	• Typical Bauhaus design • Simple geometric form • Offset lid is functional for preventing drips • Ebony handle positioned for ease of pouring

Dieter Rams	
Image	**Braun SK4 Radio Record Player (1956)**
	• Innovative incorporation of thermoplastics and electronics • Highly functional • No superfluous features

Charles and Ray Eames	
Image	**Lounge Chair 670 (1956)**
	• Design aims for a "warm look" • Combines industrial production with hand craftsmanship • Moulded plywood shell with rosewood veneer • Leather upholstery

Marc Newson	
Image	**Lockheed Lounge (1986)**
	• Aircraft style rivet construction • Styled on mercury "blob" • Statement piece rather than functional • Limited batch made • Only needed to be "more comfortable than a bus stop"

Dieter Rams 10 Principles of Good Design

Good Design:	Which Means:
Is innovative	Makes appropriate use of modern materials, technologies and approaches
Makes a product useful	Address functionality to ensure that they successfully solve the particular problem for the consumers' benefit
Is aesthetic	Create well-executed, beautiful produces in accordance with "form follows function" principles
Makes a product understandable	Makes products intuitive with no distracting elements that might cause confusion
In unobtrusive	Ensure that their designers are neutral and restrained, without superfluous decoration or detail
Is honest	Not deceiving to consumers e.g. using wood veneer to pretend the product is made from a solid, more expensive, timber
Has longevity	Design products that will continue to be useful over time
Is thorough down to the last detail	Consider every element of designs to endure that they function well
Is environmentally friendly	Uses sustainable materials and processes in the development and production of products
Is as little design as possible	Include only essential elements in a design, since superfluous feature detract from the product's function

Super Questions Work of Others

1 Design a healthy and safety sign inspired by the style of Margaret Calvert.

2 The 'Juicy Saif' lemon squeezer is an iconic product, why do you think it is considered as such?

3 What was the design context that led Sir James Dyson to create a cyclonic floor cleaner?

4 List 5 things which make the Eames lounge chair a modern classic.

5 Referring to the Dieter Rams ten principles of good design and explain how your smart phone conforms to each point.

6 Explain how the form and function of the Marianne Brandt tea infuser conforms to the Bauhaus design philosophy.

7 Braun continues to make successful products today – explain how this approach to restrained, functional and elegant designs appeals to their target audience.

Product Life Cycle (PLC) Chart

The Product Life Cycle Chart helps companies track and predict product sales.

This is not to be confused with the life cycle assessment of products in regards to sustainability
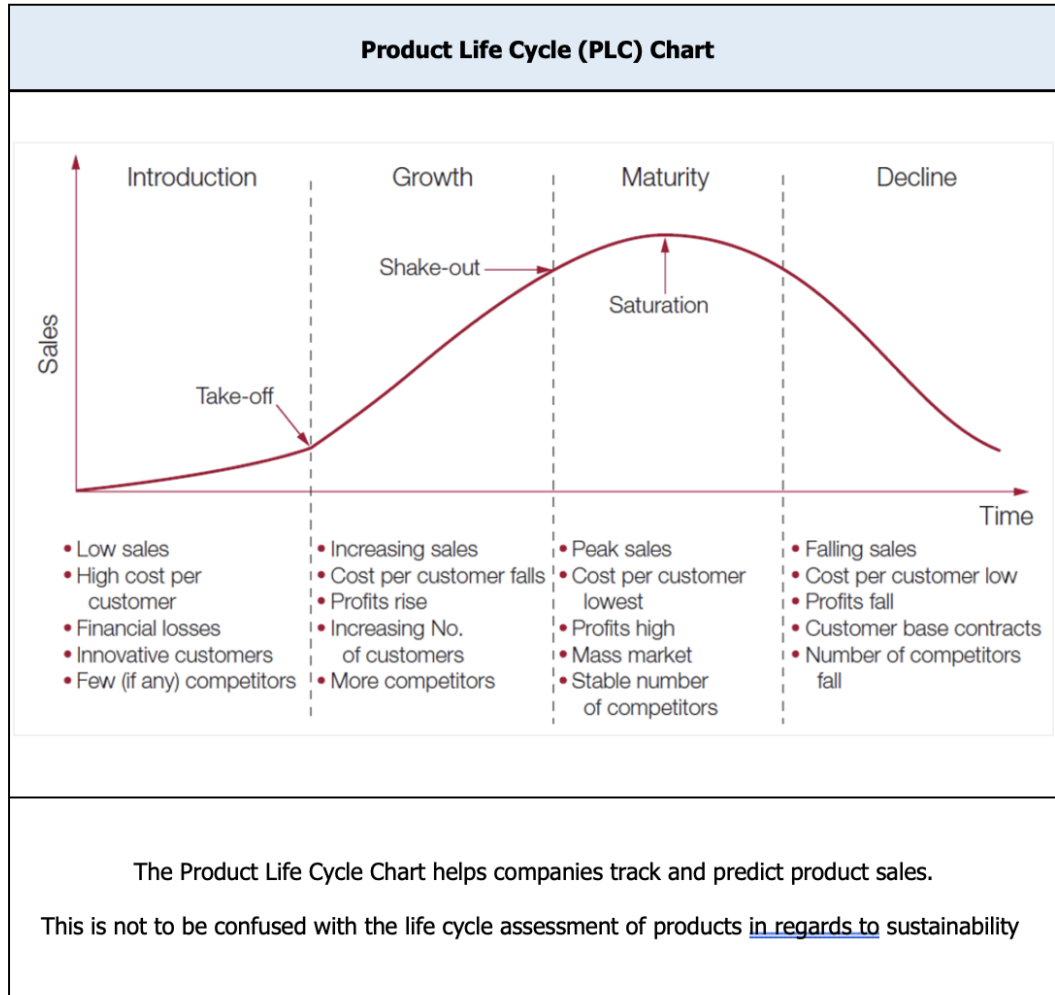
Redefining and Redeveloping Products

Companies will often employ extension strategies to maintain their sales. Examples include:

Demand/Customer Pull	This is where designers respond to demand from consumers for desirable product features. E.g. colour choice and battery life in smart phones
Technology Push	Research and development costs lead to the technology push if new ideas. However, these then need to be 'sold' to consumers. E.g. Google Glass failed to be sold to consumers due to cost and privacy concerns
Planned Obsolescence	This is where products are designed to fail and be replaced. This can be for company profit or lack of compatibility with software or lack of parts being manufactured.
Evolution of Products	This is generally caused by new technologies, manufacturing methods, materials, etc. Research and Development departments (R&D) explore and develop new ideas for companies.

Super questions Product Evolution

1 – How does clever marketing contribute to peak sales?

2 – Why does a focus group help designers refine their products?

3 – Why would a washing machine be programmed to fail after 5000 washes?

4 – Is planned obsolescence ethical design?

5 – Elon Musk is set to unveil his humanoid robot in 2023, explain why this is an example of technology-push.

6 – Write a design specification for a technology push product e.g. Neurolink.

7 – Which area of life is it possible to live without technology and how can this be achieved?

Iterative Design

Iterative design is a repetitive process, that cycles through designing, modelling and testing constantly until the designed product has been made. Designers by themselves, or in teams, have to constantly evaluate their work in order to improve.

User Centred Design

UCD aims to improve user experience of products. The international usability standard (ISO 13407) makes this likely, and products that comply with this standard should:

- Take full account of users and their environment
- Involve users in design and development
- Result from a repetitive (iterative) process
- Consider the whole user experience
- Be developed by a multi-skilled team (engineers, designers, ergonomists, etc)

Iterative Design

Advantages	Disadvantages
• Consistent testing helps solve problems earlier • Constant feedback • Easy evidence of progress	• Designers can lose sight of "the big picture" • Time consuming

User-Centred

Advantages	Disadvantages
• User feels listened to • Makes sure the product meets their needs	• Requires extra time to get customer feedback • If focused on just one person it can limit appeal to others

Designing to Wants and Needs

Designers have to be aware of the needs, wants and values of consumers, and can do this through research methods.
For example:

- Physical needs of age groups (babies, teens, adults and elderly) and those with disabilities
- Emotional needs – likes, dislikes, aspirations, etc
- Intellectual needs of age groups (babies, teens, adults, etc) as well as those with mental disabilities
- Sociological needs and values – social pressures, culture, etc

Research Methods

Primary Research	Secondary Research
• Questionnaires and Surveys • Interviews • Designers going through user experiences • Focus groups • Product Analysis • Anthropometric Data • Observing users using a product for ergonomic data	• Online • Books • Using existing research • Using others anthropometric data

Design Super Questions

1 – What is meant by the 'iterative process'?

2 What is an iterative procedure?

3 – Why use an iterative process?

4 – Draw the iterative process model.

5 – Describe how the iterative process works.

6 – What is the difference between iterative and incremental development?

7 – Draw and label the stages of the iterative development process.

8 Why is inclusive design also ethical design?

9 How can user-centred design develop designer-empathy?

10 What happens if the user is not included in the design process?

British Standards Institution

The BSI is a national organisation that devises agreed standard procedures.

- The portfolio currently exceeds 30,000 standards
- The BSI Kitemark shows that standards have been met
- The BSI Kitemark is influential when consumers decide on purchases

International Organization for Standardization (ISO)

The ISO consists of 150 notional standards bodies, including BSI.

- Implements internationally recognised standards
- The CE marks means the product conforms to all relevant EU safety standards

Directive and Labelling Initiatives

Image	Name	Key Information
	Mobius Loop Recycling Symbol	• Internationally recognised • Shows product can be recycled • Helps separate materials
	Restriction of Hazardous Substances (RoHS) Directive	• European directive • Restricts use of hazardous materials in electrical products • Aims to protect human and environmental health
	Waste from Electrical and Electronic Equipment (WEEE) Directive	• European directive • Covers end of life of electrical equipment

Directive and Labelling Initiatives

Image	Name	Key Information
	EC Energy Label	• Compulsory European scheme • Shows consumers energy consumption of household appliances • Scale from A+++ to D
	NAPM Recycled Mark	• National Association of Paper Merchant's scheme • Encourage the use of recycled paper
	European Ecolabel	• Voluntary certification • Shows product has had a life cycle assessment
	Forest Stewardship Council Logo	• Applies to timber products sourced from sustainable forests • People and wildlife have been protected • Local, trained and fairly paid workers have been used
	EU Energy Star	• Collaborative scheme between EU and USA • Standardises IT equipment energy labelling
	Green Dot	• Used in Europe • Shows the manufacturer has made a financial contribution to recycling packaging in Europe

Super questions standards and quality

1 British Standard Verification or conformity can be applied when.....

2 What does the prefix BSEN mean?

3 Which mark means that the product conforms to all European Safety Standards?

4 Products which comply with the battery directive must include what?

5 Explain the benefits for the manufacturer and the consumer of the EC energy label.

6 Why do manufacturers apply for the voluntary eco-label?

7 State a specific product where you might find the FSC logo and what this means.

8 What does ISO 9001 refer to?

9 Why is important that products are ISO 9001 compliant?

10 – What RoHS stand for?

Sustainable Materials and Ethical Problems

Companies are becoming aware of their corporate social responsibility (CSR) when designing and making products. E.g. Lego Group are trying to use 100% renewable energy and have a target of only using sustainable materials by 2030.

Some SME issues that have arisen for companies include; sweatshop and unethical use of labour, toxic chemicals released into developing countries water and soil, safety failures in energy production, etc

Some good practice has also become more common, including; use of FSC materials, addressing slave labour issues, use of safety schemes, using Fairtrade products, etc

Cultural Acceptability

Companies need to be aware of offensive products and marketing to different countries. Offense and outcry will have an effect on a businesses reputation and finances.

Examples of issues to be aware of, include; religious imagery, perception by different genders, country traditions and customs, social justice movements, legality, cultural significance of colour, etc

Inclusive and Exclusive Design

Exclusive design is where a product (or range) is specifically designed for a group of people. E.g. baby carriers.

Inclusive design is where products and services are accessible to as many people as possible without the need for specialist design.

This is in line with the Disability Discrimination Act (DDA) 1995.

Examples include accessible entrances to buildings, wide and tall doorways, automatic doors, adjustable office workstations, hearing induction loops in theatres, pedestrian crossings with raised bumps and sensory feedback, etc

Social Problems

Designers can encourage social change and positive social behaviour in their designs. E.g. child-friendly litter bins to promote good habits and 'black boxes' in cars to monitor and reward good driving habits.

Innovative design has also helped those in poverty and difficult living situations e.g. wind-up torches for families in developing countries with no access to electricity and 3D printing of prosthetics, medical equipment and bone implants for medical care.

IKEA have put forward several initiatives including; accessible furniture and accessories for Disabled customers called 'Thisables' and 'Better Shelter' flat-pack emergence housing for refugees

Fairtrade

The Fairtrade organisation negotiates with buyers to secure fair prices for the farmers/ producers of the goods (in developing countries) as well as their ethical treatment.

Qualifying products display the mark, so customers know they are supporting Fairtrade. Examples include; cotton, chocolate, bananas, coffee, etc

6 Rs of Sustainability	Meaning	Examples
Reduce	Minimising waste, energy and materials used in manufacture and transport of products	Less packaging on products, buying from local suppliers, having factories closer to retailers, etc
Reuse	Using the product, or its parts, for another purpose	Plastic bottles can be used for craft projects, refilled with other liquids, made into bottle rockets for science experiments in schools, etc
Recycle	Using parts and materials to be broken down and processed into a new product	Plastics, metals, papers and boards being processed to stock forms in recycling centres and returned to manufactures to make new products from
Rethink	Considering alternatives to current manufacturing solutions	Customers considering travel – cycling to work or driving, or designers reconsidering material choices and choosing plastic alternatives
Repair	Fixing and maintaining a product rather than throwing it away	Replacing phone screens, repairing tears in clothing, designers ensuring its easy for the customer to repair at home, etc
Refuse	Not buying or supporting designs that have a large environmental impact	Not buying products that use an excess of plastic or excess of packaging, etc

Super Questions Ethical Design

1 Describe how OXO kitchen products use inclusive design.

2 How many different ways can sustainability be included in the entire design and make system?

3 In a global market, why is it important to show cultural awareness in design?

4 Explain why a sacred religious emblem or symbol should not be used in mundane design.

5 Describe how a farmer might benefit from having a 'fairtrade' deal.

6 Why is recycling the least efficient of the 6R's?

7 List 5 ways to reduce your own impact on the environment.

8 What did the COP26 conference resolve to tackle about climate change?

9 What inclusive design features on pavement crossing zones?

10 What would a Hippocratic oath for design include?

Quality Assurance

There are policies and procedure to ensure are products are 'right first time and every time'

Examples include

- Materials and components are from Quality Management Standard Suppliers
- Checking correct temperature in moulding
- Rigid maintenance schedules
- Effective QA procedures
- Pre-production CAD modelling
- Use of FEA and MFA
- Using embossed mould identification marks to trace faults

Total Quality Management	• TQM aims to remove waste and make products right first time by continuous improvement • Workforce's views, feedback, etc are highly prioritised
Scrum (Agile Manufacture)	• The main focus is working in a team to reach goals in short time frames • Team goals are specified and individuals feed back progress daily • Regularly feed backing in meetings facilitate quick response to issues
Six Sigma	• System for process improvement to reduce defects to fewer than 3.4 in every million • This procedure monitors, assess and improves each stage of design and manufacture • The 5 stages are; define the issue, measure the issues extent, analyse where the issues occur, improve, control modified procedures
Critical Path Analysis (CPA)	• CPA uses schedule efficient completion of process stages; • A sequential order of tasks is established for a project or process • Unnecessary waiting time can be identified • Parallel processing opportunities can then be exploited for maximum efficiency

Quality Control

QC is the monitoring, checking and testing of QA tolerance conformity throughout production specified by the strict guidance of client requirements

Monitoring, Checking and Testing	Compliance can be checked by: • Visual checks • Chemical analysis of samples • Colour matching • Use of digital measuring devices • Interval sample testing
Tolerance	Tolerance is the acceptable level of accuracy in a product/part: • Depends on material, parts, size and function • Fine tolerances are particularly important when parts are interchangeable • Components not meeting tolerance and rejected
Specific QC Methods	Go/no go gauges: • Check a single measurement for tolerance range – either pass or fail • Minimum and maximum dimensions are on it so its easy to use • Quick to use Laser or probe scanning and measuring: • Probe scanners check predetermined measurements]highly accurate • Non-contact lasers can scan thousands of readings • Can be used to check tooling accuracy for QA
Digital Measuring	• Provide a read out of the dimension measured • Can be used in a range of situations • Vernier callipers are generally used for external, internal and depth measurements with 0.002 mm accuracy • The screw thread utilised in a micrometer facilities accuracy of 0.01
Non-Destructive Testing	Non-destruct testing (NDT) is carried out on products rather than material samples. The product is not destroyed during testing. It is used to find faults in the material e.g. using ultrasounds and x-rays

Super Question Quality Control & Assurance

1 What quality control visual steps do you use making toast?

2 How has computer numerical control improved quality control?

3 How does a drilling jig minimise error with repeat drilling during a batch production process?

4 What is the difference between a template and a jig?

5 What is the datum surface or edge?

6 How can a 'Go/No_Go' device assist an unskilled worker during the manufacturing system?

7 Describe the term tolerance and how it applies to the production of a product line.

Why Be Aware of Socio-Economics in Design?

- Helps companies understand what trends are and why they have happened
- Enables Designers to develop and market products more successfully
- Companies might need to adjust price, materials, etc in reaction to socio-economics
- Poor understanding of consumers can lead to lack of interest in products and potential poor reputation for 'tone deaf' releases
- Customer demand influences scales of production and units created

Post-First World War

Images	Key Info
	• Development of materials and technologies for WW1 were used in civilian products e.g. using metal tubing rather than wood • Tubular steel didn't suffer from the problem of inconsistent strength of traditional wood construction • This adaptation to tubular steel was a huge influence on Bauhaus art school e.g. The Wassily Chair • Use of tubular steel also allowed easier mass production set-up and could be used in manufacture without traditional hand-crafting skills

Second World War

Images	Key Info

	• Due to resources being directed to military manufacture, domestic materials were rationed and limited
	
	• This left designers producing more practical design, with limited use of materials
	
	• The utility furniture schemes targeted solving product shortages:
	  o Gordan Russell led the schemes
	  o Fulfilled basic requirements
	  o Prioritised people made homeless by raids and those without furniture to begin with (newly married couples)
	  o Strong, simple and fit for purpose

Contemporary Times

Images	Key Info
	• After years of simple and plain furniture, customer demand focused more on decorative and fashionable design • The Council of Industrial Design (COID) was set-up in 1944 and set out to improve standards in design and design competition. • The COID gave way to the Design Council in 1972, who set out to act as an advisor to the government on design and focus on products, service and user experience • Developments of technologies and materials e.g. polymers, transistors, formed plywood, etc changed the design world massively

Super Questions Socio-economic design

1 Explain the socio-economic factors which prompted Apple to introduce the lowest priced I-Phone (SE 2020) during the Covid pandemic.

2 – How does seasonal consumer demand affect what is offered for sale throughout the year?

3 – How does selling a range of products at different price-points encourage more sales?

4 – Research why T K Maxx is an example of a socio-economic aware retailer.socio-economic-aware

5 – What changes can a manufacturer make to a luxury product to make it more affordable to the general public?

6 – Compare the costs of wooden, stainless steel and plastic cutlery and explain what the target market is for each material.

7 – Provide an example of why the cookbook 'Its All Good' released in 2013 by the actress Gwyneth Paltrow was considered a tone-deaf product.

Paper 1 Language Exploration in Reading and Creative Writing Knowledge Organizer (1 hour 45 minutes)
The Steps to Success and the methods you need to complete 50% of your Language Paper 1 Exam.

Q1- 5 minutes (4 marks)
List four things question

- Read the question carefully and look at the specific lines it is asking you to look at
- Write one idea per line
- Copy directly from the text (do not paraphrase)
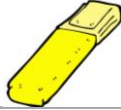
Q2- 8-10 minutes (8 marks)
How does the writer use language to describe

- Read the question and highlight the key words to ensure you understand what the focus of your answer will be.
- Re-read the section of text the question asks you to focus on.
- Highlight key quotations which will help you answer the focus of the question. Consider the use of different language devices. Basic things to look out for: 5 senses, colour, adjectives and verbs. Grade 7+: extended metaphors, semantic fields, assonance.

STRUCTURING YOUR RESPONSE (PEEL):

P – The point/ tone/ mood that the writer is trying to create (**what**)
E – Evidence and terminology **(how)**
E – Explanation and effect of how the writer's method is used to portray their attitude or perspective (**how** the writer does this)
L – Link to the reader and back to the question. (**why**)

Q3 8-10 minutes (8 marks)
How does the writer use structure to interest the reader

- Read the question and highlight the key words. This question is about how the text is put together and organised, rather than the language devices used
- Devices you might want to consider are STOPSEC Setting Time Opening Perspective Shift in focus Ending Character
- Skim through the whole source again. Highlight and label where you see different STOPSEC features, particularly focus on how the opening and ending are effective.
- Top tip: for a really clear response, think about what the writer focuses your attention on at the beginning, what they focus you on at the end-and whether this is similar or different (a cyclical structure). Then ask WHY?
- Aim for 3 PEEL paragraphs: **beginning** and a general overview of the text first of all, then consider how your focus shifts in the **middle** of the extract and why –your analysis isn't focusing on the use of words and phrases, but on the atmosphere/tone created by the different structural (STOPSEC) features used at different points. A final PEA could be written about another interesting structural feature, the ending and consider which devices are used to close. Is there a resolution, cliffhanger or cyclical response?

Q4 20-25 minutes (20 marks)
To what extent do you agree with the statement

- Read the question and highlight the key words, including the section of the text if specified. Think carefully about how far you agree with the statement. Top Tip: Usually it is best to AGREE with the statement. But consider how far you agree. Is there evidence to argue against this opinion? Create a debate in your answer.
- Draw a box around the section of the text if specified.
- Read through and highlight words/phrases/language devices you will use to argue FOR, and maybe against the statement.
- Aim for 3 PEELs. Pick out key words in each and explore their effect. Useful sentence starters (see previous questions too – you can reuse these if appropriate!): To some extent I agree with… I certainly agree that… However, it could also be argued that… Overall I agree that….
- You must use your ideas from Q2 and Q3 to help you with this and state the writers' methods and how they achieve this effect by using language and structural features to support.

Q5 45 minutes (40 marks: 24 for content and 16 for SPAG)
Writing question based on an image stimulus

Planning:
Step 1: Underline key words in questions. Decide which task to complete.
Step 2: Take your image and box it up into five-six smaller boxes.
Step 3: Annotate around your image all of the ambitious vocabulary and language devices to describe each box.
Step 4: Label your boxes in the order that you are going to write about them (1-6). This will inform you on how many paragraphs you should be writing. Consider logically which makes the most sense to begin with. It is always best to start off with something on the outside such as setting and weather (the dark night in this example) and then zoom in to the interior (the café in this example), then the young lady and then the chair opposite or the way she cradles her cup of coffee.
Tips:
- Vary your sentence openers with verbs, adverbs, prepositions, adjectives.
- Vary the length of your sentences (inc. at least 1 holophrastic phrase) and your paragraphs.
- Variety of language devices
- Be ambitious with your vocabulary

Q1- 5 minutes (4 marks)
True or False question

- Read the question carefully.
- Read the focus paragraph underlining points for question focus.
- Consider all statements before shading write T and F by them.
- Shade when you are certain you have the correct four.

Q2- 8-10 minutes (8 marks)
Summary comparison of both texts

Planning Steps
Step 1 - underline and annotate the question.
Step 2 - identify three similarities or differences between the texts in relation to the question.
Step 3 – Underline evidence you are going to use and number quotes
i.e., link quotes between texts by numbering them the same for each one– quotes numbered 1-3 in both texts.
Structuring your Response:
Statement of similarity / difference between the two texts
Evidence from Source 1
Inference linked to evidence and question
Comparison connective
Evidence from Source 2
Inference linked to evidence and question
REPEAT TWICE (3 PARAGRAPHS IN TOTAL)

Q3 12-15 minutes (12 marks)
How does the writer use language

How does the writer use language for effect? This question requires the same skills as your Paper 1 Language Q2 and uses the same mark scheme to award marks, however this time it is worth more. Look out for key words or language devices with a specific effect. Concentrate on what the explicit words/ devices do and the impact they try to have on the reader. Consider what you associate with that word, and further, what it makes you think, feel, and imagine.

Write a PEEL response x3 paragraphs
Useful sentence starters:
In Source… the writer uses language to cleverly build a tone of…
Point: Firstly, the writer uses [insert language device] in order to…
Evidence: For instance, /for example this is seen when…
Analysis: This evokes a sense of… The word/subject term has connotation of … and therefore creates an atmosphere of… We might feel compelled to… The writer helps us to imagine/ realise…

Q4 20-25 minutes (16 marks)
Comparing Writers' perspectives

Planning Steps
Step 1 – Underline and annotate the question. Which attitudes and/or perspectives do you know are already present in both texts in relation to the question? Notes these down (draw out your battery, if this helps, with key words to describe the writer's attitude).
Step 2 – Skim-read the two texts and underline key quotations linking to any previous or new attitudes and/or perspectives that you have identified.
Step 3 – Annotate quotes for method or technique used and their effect (FRESH GRAPES, headings/titles, listing, sentence structures, punctuation, tone i.e., humorous, sarcastic).
Step 4 – Write your response. (16 marks- 20-25 minutes)
STRUCTURING YOUR RESPONSE (DETER/ SETER):

D/S – Difference or similarity of the perspective of both sources
E – Evidence
T – Technique
E – Effect and explain (how the writer's method is used to portray their attitude/perspective)
R – Reader (How you are made to think/feel or imagine and why)

Q5 45 minutes (40 marks: 24 for content and 16 for SPAG)
Writing a non- Fiction Text

Planning:
Identify the FLAP of the task (format, language, audience and purpose).
Dump down all your ideas.
Do any of your ideas link together or have a common theme?
Choose a counter argument and how you will challenge this.
Reread your work at the end.
Techniques for question 5:
FRESH GRAPES
Paragraphs – A range of lengths
Discourse markers and connectives
Visual sentence structures – short sentences, single sentence paragraphs, commas for listing
Punctuation for effect ! ? - : ;

Text type	To include
Letter	Dear Sir/ Madam/ Yours sincerely
Speech	Engaging hook, lots of direct address, rhetorical indicators and a clear sign off
Article	Original title, subheadings, introductory paragraph
Leaflet	Original title, subheadings, introductory paragraph, bullet points
Essay	Introductions and conclusion
Clear paragraphs in all text types	

Jekyll and Hyde

Characters

Jekyll	A doctor and experimental scientist who is wealthy and respectable
Hyde	A small, violent and unpleasant- looking man, an unrepentant criminal
Lanyon	A conventional and respectable doctor and former friend of Jekyll
Utterson	A calm and rational lawyer and friend of Jekyll
Enfield	A cousin of Utterson and well-known man about town
Carew	A distinguished gentleman who is beaten to death by Hyde

Themes of Jekyll and Hyde

Duality	Many contrasts in terms of setting, character and themes including: reality vs. appearance, Jekyll and Hyde, light and dark, the good and evil side of someone, upper class London and Soho.
Secrecy and silence	The novel's secrets comes out in parts: Enfield shares his story with Utterson, he is only persuaded to share Hyde's name at the end. When Utterson heard Hyde's name he does not reveal that he has heard it before. Most of the story's revelations are through a sequence of letter and documents, addressed, sealed and enclosed in safes, and put together at the end.
Reputation	Each man seems to be isolated from every other, and there is a sense that this masculine world has been hushed by the need to maintain social reputation. The men in the novel avoid gossip.
Religion	Reference to Satan, G-d, religion and charity work. The men discuss religious works. Mr Hyde's evilness is shown as he defaces Dr Jekyll's favorite religious works. Mr Hyde is often likened to Satan.
Gothic	The key feature of the Gothic genre are show through the setting e.g., the alleyway, character and the antagonist of Hyde
Good vs. Evil	Seen through the encounters that Hyde has with other characters, particularly the murder of Danvers Carew.

VOCABULARY

- Apothecary
- Blasphemies
- Brandishing
- Balderdash
- Darwinism
- Diaphanous
- Degeneration
- Evolution
- laboratory
- Letters
- Pathetic fallacy
- Prodigy
- Reputation
- Sinister
- Troglodytic
- Urban terror
- Victorian gentleman

KEY CONCEPTS AND INSIGHTS:

The novel reveals the duality of human nature: we all have the capacity for evil.
Stevenson emphasises how individuals are caught in a stranglehold of Victorian repression; too much repression leads to our desires growing and becoming uncontrollable.

Stevenson exposes the hypocrisy of Victorian society, in which appearances mean everything. Stevenson communicates the horrific consequences of strongly repressing all physical desires; the novel proposes that society needs to allow individuals greater freedom.

Jekyll symbolises the hypocrisy of the duplicitous Victorian gentleman.

Hyde symbolises the primitive animal within. He represents the uncontrollable violence of the repressed side of human nature and the possibility of society regressing.

Links to previous Units:
- Noughts and Crosses and Trash- Dual Narrative
- Miss Havisham- Gothic Horror Setting
- Of Mice and Men- Themes of Friendship and the Moral Compass

Jekyll and Hyde

Historical and social information

Robert Louis Stevenson

Born in Edinburgh in Scotland in 1850 and came from a family of scientists, engineers, religious figures and even a professor of philosophy. Because of this, it is possible to explain why Stevenson was so interested in the relationship between science and nature in his novella. As a child, Stevenson was often very ill – including suffering from lung problems – who would often distract himself from his illness by reading about travel and adventures. This later inspired him to write 'Treasure Island' and he would travel the world before dying in the Samoan Islands in the South Pacific in 1894 at the relatively young age of 44. Stevenson's illness meant he would often suffer from nightmares and this influenced his writing in Jekyll and Hyde. Think about how Hyde generally only appears at night and how Utterson has a dream involving both Jekyll and Hyde. The darkness of the city at night provided the perfect backdrop for an evil and notorious character like Hyde to commit his crimes.

Charles Darwin

In 1859 Charles Darwin published his famous On the Origin of Species, which explained Darwin's Theory of Evolution. This introduced the idea of animals changing in response to their environments through mutations at birth or evolving. This theory questioned accepted Christian beliefs that the world was created in seven days. Many people within society also struggled to accept the idea that humans could have evolved from other animals such as chimpanzees. It was this idea of evolution that inspired Stevenson to write Jekyll and Hyde. It's no coincidence that Hyde is referred to as a 'troglodyte' by Utterson in Chapter Two; a 'troglodyte' refers to a pre-historic person who lived in caves, so essentially alluding to the evolution of man. Science and religion are two very important themes in the novella, and at this time many felt science and religion were increasingly at odds with each other – to believe in one meant you could not believe in the other. Characters like Dr Lanyon and Mr Utterson have scientific minds but seem to be very religious in their beliefs as well. Jekyll, by experimenting on himself, seems to 'play G-d' and as such loses his life. Was this Stevenson suggesting only G-d should have this power?

Jack the Ripper

Jekyll and Hyde was published in 1886 and only two years later the Jack the Ripper murders were causing chaos and panic in London. A series of violent attacks took place on prostitutes across the city with five being killed by the mysterious Ripper – whose true identity was never discovered. Rumours were spreading that the serial killer could be middle or upper class, challenging the idea that those high up in society were naturally good and morally strong.
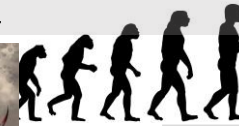
Key Themes
- Science
- Religion
- Duality of man
- Morality
- Repression
- Reputation
- Secrecy and Silence
- Innocence and violence
- Friendship

Chapters

Chapter 1	The Story of the Door
Chapter 2	The Search for Mr Hyde
Chapter 3	Dr Jekyll was Quite at Ease
Chapter 4	The Carew Murder Case
Chapter 5	Incident of the Letter
Chapter 6	Remarkable Incident of Dr Lanyon
Chapter 7	Incident at the Window
Chapter 8	The Last Night
Chapter 9	Dr Lanyon's Narrative
Chapter 10	Henry Jekyll's Full Statement of the Case

Key things to Remember

The novella is set in London, but Edinburgh influenced the setting of the novella Edward Hyde is not a separate personality living in the same body as Henry Jekyll. Hyde is just Jekyll having transformed his body into something unrecognizable, acting on unspecified urges that would be unseemly for someone of his age and social standing in Victorian London.
When Lanyon witnesses the transformation, he sees Hyde transform into Jekyll.
A typical Victorian gentleman would tend to own their own land and have a generous income. They would be helpful, respectful, secretive and reputable.

Acts

Act 1	Set in April 1912, Brumley, Midlands, UK. The Birling family and Gerald Croft are celebrating Sheila Birling's engagement to Gerald with a dinner. Mr Birling lectures his son, Eric Birling, and Gerald about the importance of every man looking out for himself if he wants to get on in life. Edna (the maid) announces that an inspector has arrived. Inspector Goole says that he is investigating the death of a young woman, Eva Smith, who committed suicide. Mr Birling is shown a photograph of Eva, after initially denying recognising the woman in the photo, he remembers firing her in 1910 for organising a strike over workers' pay. Sheila recalls also having Eva sacked about her manner when served by her in an upmarket department store. The Inspector reveals that Eva Smith changed her name to Daisy Renton. Gerald reveals to Sheila that he had an affair with Daisy Renton
Act 2	Gerald explains to The Inspector that he had an affair with Eva, but hasn't seen her since he ended their relationship back in Autumn 1911. Sheila gives her engagement ring back to Gerald. The Inspector turns his attention to Mrs Sybil Birling, she confesses that she also had contact with Eva, but Eva gave a different name to Mrs Birling. Eva approached a charity chaired by Mrs Birling to ask for help. Eva was desperate and pregnant but help was refused by Mrs Birling because she was offended by the girl calling herself 'Mrs Birling'. She tells Eva that the baby's father should be made entirely responsible. She also tells Inspector Goole that the father should be held entirely responsible and should be made an example of.
Act 3	Eric is revealed as the father. He stole money from Mr Birling's office to provide money to Eva. The Inspector delivers his final speech. After he leaves, the family begin to suspect that he was not a genuine police inspector. A phone call to the Chief Constable confirms this. Next, they phone the infirmary to be informed that no suicide case has been brought in. Mr Birling, Mrs Birling and Gerald congratulate themselves that it was all a hoax and they can continue as before. This attitude upsets Sheila and Eric. The phone rings. Mr Birling announces to the family that a girl has just died on her way to the infirmary, a police inspector is coming to question them.

Key Terms:

- Stage directions
- Dialogue
- Monologue
- Didactic
- Polemic
- Dramatic irony
- Foreshadowing
- Entrances and exits
- Props
- Sentence moods
- Social expectations
- Cliff-hanger
- Characterisation
- Dramatic device
- Timings
- Interruptions
- Tone
- Irony
- Imagery
- Symbolism
- Euphemism

Key Themes
- Social responsibility
- Truth and lies
- Hypocrisy
- Wealth, power and influence
- Rights and responsibilities
- Morality versus legality
- Young versus old
- Capitalisation versus socialism

Context:

J.B. Priestley

- 1914-18: WW1, Aged 20, Priestley serves on the front line in France and is wounded.
- 1919: awarded place at Trinity Hall, Cambridge to study Literature, History and Politics.
- 1922: begins to work as a journalist in London.
- 1934: writes 'English Journey' about the poorer parts of Britain. • 1939-45: makes regular wartime radio broadcasts called 'Britain Speaks'.
- 1945: writes An Inspector Calls

1912 England

- Work strikes
- Workers' rights
- Pre WW1
- Suffragette movement
- Class system

1945 England
- Post WW1 and WW2
- Social levelling
- Women's rights
- Workers' rights
- Trade unions
- National Insurance
- Welfare system
- NHS

An Inspector Calls

Plot

Set in April 1912, Brumley, Midlands, UK. The Birling family and Gerald Croft are celebrating Sheila Birling's engagement to Gerald with a dinner. Mr Birling lectures his son, Eric Birling, and Gerald about the importance of every man looking out for himself if he wants to get on in life. Edna (the maid) announces that an inspector has arrived. Inspector Goole says that he is investigating the death of a young woman, Eva Smith, who committed suicide. Mr Birling is shown a photograph of Eva, after initially denying recognising the woman in the photo, he remembers firing her in 1910 for organising a strike over workers' pay. Sheila recalls also having Eva sacked about her manner when served by her in an upmarket department store. The Inspector reveals that Eva Smith changed her name to Daisy Renton. Gerald reveals to Sheila that he had an affair with Daisy Renton. Gerald explains to The Inspector that he had an affair with Eva but hasn't seen her since he ended their relationship back in Autumn 1911. Sheila gives her engagement ring back to Gerald. The Inspector turns his attention to Mrs Sybil Birling, she confesses that she also had contact with Eva, but Eva gave a different name to Mrs Birling. Eva approached a charity chaired by Mrs Birling to ask for help. Eva was desperate and pregnant but help was refused by Mrs Birling because she was offended by the girl calling herself 'Mrs Birling'. She tells Eva that the baby's father should be made entirely responsible. She also tells Inspector Goole that the father should be held entirely responsible and should be made an example of. Eric is revealed as the father. He stole money from Mr Birling's office to provide money to Eva. The Inspector delivers his final speech. After he leaves, the family begin to suspect that he was not a genuine police inspector. A phone call to the Chief Constable confirms this. Next, they phone the infirmary to be informed that no suicide case has been brought in. Mr Birling, Mrs Birling and Gerald congratulate themselves that it was all a hoax and they can continue as before. This attitude upsets Sheila and Eric. The phone rings. Mr Birling announces to the family that a girl has just died on her way to the infirmary, a police inspector is coming to question them.

Dramatic Stage Directions

Dramatic Irony	Birling's speeches, Mrs. Birling's witless implication of Eric
Stage Directions	Instructions for the actors; often revealing – such as the lighting change when the Inspector arrives: "Pink and intimate then brighter and harder
Setting	Constant throughout but subtle changes e.g., lighting; characters on/off stage
Tension	Builds up throughout the play ; interrogation of characters, personal relationships, secrecy
Foreshadowing	Symbolism (The Titanic), Mr. Birling's "knighthood", war
Time- Lapse	Set in 1912, written in 1945; audience in a privileged position.
The 4th Wall	The Inspector's final speech addressed directly to audience.

Character		
Inspector Goole	Priestley's mouthpiece; advocates social justice; serves as the Birlings' conscience	Socialist, moralistic, righteous, powerful, intimidating, unconventional, mysterious, imposing, sardonic, omnipotent
Mr Arthur Birling	Businessman; capitalist; against social equality; a self-made man (new-money)	capitalist, arrogant, foolish, Panglossian, emasculate, prejudiced, ignorant, selfish, stubborn, vainglorious
Mrs Sybil Birling	Husband's social superior; believes in personal responsibility	Arrogant, cold-hearted, insincere, prejudiced, naïve, conformist, bitter, controlling, remorseless
Sheila Birling	Young girl; comes to change views and pities Eva; feels regret	Transformative, remorseful, socialist, pseudo-inspector, sensitive, astute, strong-minded, empowered
Eric Birling	Young man, drinks too much; forces himself on Eva Smith; regrets actions	Rebellious, reckless, immature, insubordinate, compulsive, desperate, disgraced, dualistic, irresponsible
Gerald Croft	Businessman; engaged to Sheila; politically closest to Birling	Aristocratic, evasive, secretive, dishonest, disingenuous, oleaginous, chivalric, privileged, pragmatic
Eva Smith	Unseen in play; comes to stand for victims of social injustice (changes her name to Daisy Renton)	Suffragist, victim, emblematic, allegorical, vulnerable, desperate, socialist, moralistic, principled

Links to previous units you have studied:

• Play writing conventions in Richard III (Year 7) Blood Brothers (Year 8)

• Understanding social class and backgrounds in Miss Havisham (Year 8)

Links to other units you are going to study:

• Victorian/Pre- Edwardian society in Jekyll and Hyde (Year 10)

Links to previous units you have studied:

- Shakespearean play conventions, Richard III (Year 7)
- Features of a tragedy, Noughts and Crosses(Year 8)

Links to other units you are going to study:

- Macbeth and the super natural (Year 10)

Character List	
Macbeth	A captain in Duncan's army, Thane (Lord) of Glamis and later Cawdor. When Three Witches predict that he will one day be king of Scotland, he takes his fate into his own hands, allowing his ambition and that of his wife's to overcome his better judgement. .
Lady Macbeth	Macbeth's wife whose ambition helps to drive her husband toward the desperate act of regicide. Subsequently, her husband's tyranny and her own guilt recoil upon her, sending her into a madness from which she never recovers and leads to her suicide.
Banquo	Macbeth's close friend and ally who also receives predictions from the witches. His response, however, is more cautious than Macbeth's.
King Duncan	King of Scotland. His victories against rebellious kinsmen and the Norwegians have made him a popular king. When Macbeth initially decides not to kill the king, he gives Duncan's many qualities as his reasons.
Macduff	The Thane of Fife. He is loyal to Duncan and becomes suspicious of Macbeth early in the play. He leaves Scotland to join Malcolm in England. The witches warn Macbeth to "Beware Macduff" prompting Macbeth to have Macduff's family killed.
Malcolm	Duncan's rightful heir. He leaves for England after his father's murder and enlists the support of the English king and English lords. He is shown as being noble and deserving of the throne. His restoration to the Scottish throne is essential for the Chain of Being/Natural Order to be restored.
The Witches	They directly influence the actions of Macbeth. He did not have to act on their prophecies, but when he did, his death was sealed. This conflict between man and the supernatural runs throughout the play. The witches represent the dangers of the

Themes		
Masculinity	**Appearance and Reality**	**Guilt**
Ambition	**Chaos and Disorder**	**Power**

Glossary	
Tragedy	A genre of story in which a hero is brought down by his/her own flaws.
Hamartia	A fatal flaw leading to the downfall of a tragic hero or heroine
Peripeteia	a sudden reversal of fortune or change in circumstances in a story
Catharsis	When the audience or reader experiences the same emotions as a character
Regicide	the action of killing a king.
Tyranny	cruel and oppressive government or rule.
Foreshadowing	When the writer drops clues and hints to what might happen
Aside	a remark or passage in a play that is only heard by the audience
Soliloquy	device in drama to let a character make their thoughts known to the audience. It is longer than an aside.
Pathetic Fallacy	When the weather reflects the mood
Iambic Pentameter	A line of writing that consists of ten syllable, an unstressed syllable followed by a stressed syllable, or a short syllable followed by a long syllable.

Context	
Divine Right	The belief that the King was chosen by God. Thus, to commit regicide meant disobeying the will of God.
Patriarchal Society	A system in which men dominate over others
Natural Order	Also The Great Chain of Being, A religious hierarchy where everything on earth was awarded a 'rank' / status. God was at the top, followed by angels, humans, animals and plants etc. A Jacobean audience believed that if this hierarchy was interfered with then the natural order would be thrown into chaos.
Witchcraft	King James I was obsessed with magic and witchcraft and ordered several witch-hunts during his reign as King, even producing a treatise on witchcraft called Daemonologie ('the Science of Demons').
Religion	A Jacobean audience were extremely religious, believing life to be sacred and God to be the creator of everything. Thus, when Macbeth claims life is 'a tale told by an idiot...signifying nothing' a Jacobean audience would have been greatly shocked.
The Gunpowder Plot	A failed assassination attempt against King James I by a group of provincial English Catholics in 1605. Macbeth was first performed in 1606.

Paper 2 Literature: Unseen Poetry
What you need to know to answer the unseen poetry question
Q1) 24 marks for analysis
Q2) 8 marks comparison with second poem

Assessment Objectives (AOs)

AO1	Read, understand and respond to texts.
	Students should be able to:
	• maintain a critical style and develop an informed personal response
	• use textual references, including quotations, to support and illustrate interpretations.
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

Steps to Answer the Question:
- Highlight the key words from the question, then read the title and the poem carefully thinking about words and phrases **that are relevant to the question**
- Make sure that you establish what the poem is about and **DON'T PANIC!** Do this before you begin to think about planning an answer to the question

Language	Structure	Form
o Similes	o Repetition	o Ballad
o Metaphors	o Stanzas	o Sonnet
o Alliteration	o Rhyme Scheme	o Free Verse
o Onomatopoeia	(irregular, regular?)	o Humorous
o Assonance	o Rhythm	o Lyrical
o Imagery	o Beat	o Narrative
o Hyperbole	o Iambic Pentameter	o Epitaph
o Oxymoron	o Caesura	
o Personification	o Enjambment	
o Symbolism	o Rhyming Couplet	

Smile

Structure

Meaning

Imagery

Language

Effect

What will the question ask me to do?	5 minutes – 2 tasks – no choice Q1 – 30 mins Q2 – 15 mins The questions will read something like: Q1 – In 'To a Daughter Leaving Home', how does the poet present the speaker's feelings about her daughter? [24 marks] Q2 – In both 'Poem for My Sister' and 'To a Daughter Leaving Home', the speakers describe feelings about watching someone they love grow up. What are the similarities and/or differences between the ways that the poets present those feelings? [8 marks] Both unseen poems will be printed on the question paper.
How do I answer the question?	Q1 – 3x PEARLs Point, Evidence, Analysis, Reader Response, Link (Personal Response) Q2 – 1x PEARL + CC + PEARL Point, Evidence, Analysis, Reader Response, Link (Personal Response) + Comparative Connective + Point, Evidence, Analysis, Reader Response, Link (Reader Response)
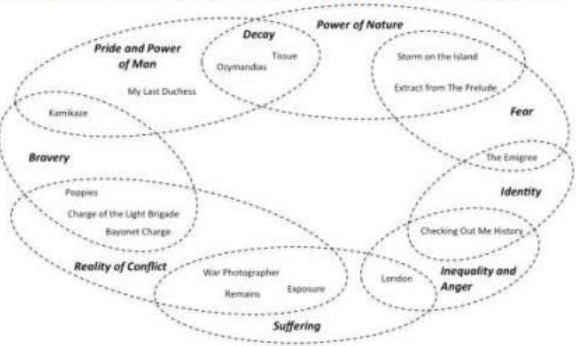
Questions to get you thinking:
- What are the main ideas of the poem?
- What is the tone of the poem? (mood)
- How does the poet feel?
- How does the poet make you (the reader) feel?
- What words and phrases from the poem are relevant to the question?
- Do they include any language or structural devices? If so, highlight them!
- What is the effect of these language and structural devices on the reader?
- Why was the poem written?
- What are the writer's intentions?
- What is the poem's message?

Power and Conflict Poetry	Checking out me History by John Agard	The Prelude by William Wordsworth	Storm of the Island by Seamus Heaney
This is one of the questions on your paper 2 Literature exam and worth 30 marks. You need to make a comparison between the chosen poem in the exam and another poem of your choice. **Year 11 Paper 2 Literature: Power and Conflict Poetry** Key themes and connections: poems that you might choose to compare 	Represents the voice of a black man who is frustrated by the Eurocentric history curriculum in the UK – which pays little attention to the black history. -Black history is quoted to emphasize how it has been kept separate and to stress its importance. **Language** Imagery of fire and light used in all three stanzas regarding black historic figures: "Toussaint de beacon", "Fire-woman", "yellow sunrise". -Uses non-standard phonetic spelling ("Dem tell me wha dem want", to represent his own powerful accent and mixes Caribbean Creole dialect with standard English. "I carving out me identity": metaphor for the painful struggle to be heard, and to find his identity. **Form and structure** Dramatic monologue. Stanzas concerning Eurocentric history (normal font) are interspersed with stanzas on black history (in italics to represent separation and rebellion). Black history sections arranged as serious lessons to be learned; traditional history as nursery rhymes, mixed with fairytales (mocking of traditional history). The repetition of "Dem tell me" shows frustration.	The story of a boy's love of nature and a night-time adventure in a rowing boat that instils a deeper and fearful respect for the power of nature. -At first, the boy is calm and confident, but the sight of a huge mountain that comes into view scares the boy and he flees back to the shore. We should respect nature and not take it for granted. **Language** 'One summer evening (led by her)': 'her' might be nature personified – this shows his love for nature. -'an act of stealth / And troubled pleasure': confident, but the oxymoron suggests he knows it's wrong; forebodes the troubling events that follow. -'nothing but the stars and grey sky': emptiness of sky. **Form and Structure** First person narrative – creates a sense that it is a personal poem. -The regular rhythm and enjambment add to the effect of natural speech and a personal voice.	The narrator describes how a rural island community prepared for a coming storm, and how they were confident in their preparations. -When the storm hits, they are shocked by its power: its violent sights and sounds are described, using the metaphor of war. -The final line of the poem reveals their fear of nature's power. **Language** 'Nor are there trees which might prove company': the island is a lonely, barren place. -Violent verbs are used to describe the storm: 'pummels', 'exploding', 'spits'. -Semantic field of war: 'Exploding comfortably' (also an oxymoron to contrast fear/safety); 'wind dives and strafes invisibly' (the wind is a fighter plane); 'We are bombarded by the empty air' (under ceaseless attack). **Form and Structure** Written in blank verse and with lots of enjambment: this creates a conversational and anecdotal tone. -'We' (first person plural) creates a sense of community, and 'You' (direct address) makes the reader feel immersed in the experience.
London by William Blake	**Bayonet Charge by Ted Hughes**	**Exposure by Wilfred Owen**	**War Photographer by Carol Ann Duffy**
The narrator is describing a walk around London and how he is saddened by the sights and sounds of poverty. -The poem also addresses the loss of innocence and the determinism of inequality: how new-born infants are born into poverty. -The poem uses rhetoric (persuasive techniques) to convince the reader that the people in power (landowners, Church, Government) are to blame for this inequality. **Language** Sensory language creates an immersive effect: visual imagery ('Marks of weakness, marks of woe') and aural imagery ('cry of every man') -'mind-forged manacles': they are trapped in poverty. -Rhetorical devices to persuade: repetition ('In every..'); emotive language ('infant's cry of fear') **Form and Structure** A dramatic monologue, there is a first-person narrator ('I') who speaks passionately about what he sees. -Simple ABAB rhyme scheme: reflects the unrelenting misery of the city, and perhaps the rhythm of his feet as he trudges around the city.	Describes the terrifying experience of 'going over the top': fixing bayonets (long knives) to the end of rifles and leaving a trench to charge directly at the enemy. -Steps inside the body and mind of the speaker to show how this act transforms a soldier from a living thinking person into a dangerous weapon of war. -Hughes dramatizes the struggle between a man's thoughts and actions. **Language** "The patriotic tear that brimmed in his eye. Sweating like molten iron": his sense of duty (tear) has now turned into the hot sweat of fear and pain. "a yellow hare that rolled like a flame. And crawled in a threshing circle": impact of war on nature – the hare is distressed, just like the soldiers. **Form and Structure** The poem starts 'in medias res': in the middle of the action, to convey shock and pace. Enjambment maintains the momentum of the charge. Time stands still in the second stanza to convey the soldier's bewilderment and reflective thoughts. Contrasts the visual and aural imagery of battle with the internal thoughts of the soldier – adds to the confusion	Speaker describes war as a battle against the weather and conditions. -Imagery of cold and warm reflect the delusional mind of a man dying from hypothermia. -Owen wanted to draw attention to the suffering, monotony and futility of war. **Language** "Our brains ache" physical (cold) suffering and mental (PTSD or shell shock) suffering. -Semantic field of weather: weather is the enemy. "the merciless iced east winds that knive us…" – personification (cruel and murderous wind). **Form and structure** Repetition of "but nothing happens" creates circular structure implying never ending suffering -Rhyme scheme ABBA and hexameter gives the poem structure and emphasizes the monotony. Pararhymes (half rhymes) ("nervous / knive us") only barely hold the poem together, like the men.	Tells the story of a war photographer developing photos at home in England: as a photo develops, he begins to remember the horrors of war – painting a contrast to the safety of his dark room. -He appears to be returning to a warzone at the end of the poem. **Language** "All flesh is grass": Biblical reference that means all human life is temporary – we all die eventually. "He has a job to do": like a soldier, the photographer has a sense of duty. "running children in a nightmare heat": emotive imagery with connotations of hell. **Form and Structure** -Enjambment – reinforces the sense that the world is out of order and confused. Rhyme reinforces the idea that he is trying to bring order to a chaotic world – to create an understanding. Contrasts: imagery of rural England and nightmare war zones.

Kamikaze by Beatrice Garland	Remains by Simon Armitage	My Last Duchess by Robert Browning	Ozymandias by Percy Bysshe Shelley
In World War II, Japanese Kamikaze pilots would fly manned missiles into targets such as ships. -This poem explores a kamikaze pilot's journey towards battle, his decision to return, and how he is shunned when he returns home. -As he looks down at the sea, the beauty of nature and memories of childhood make him decide to turn back. **Language** The Japanese word 'kamikaze' means 'divine wind' or 'heavenly wind' and has its origin in a heaven-sent storm that scattered an invading fleet in 1250. "dark shoals of fish flashing silver": image links to a Samurai sword – conveys the conflict between his love for nature/life and his sense of duty. Also has sibilance. **Form and Structure** Narrative and speaker is third person, representing the distance between her and her father, and his rejection by society. The first five stanzas are ordered (whilst he is flying on his set mission). Only full stop is at the end of Stanza Five: he has made his decision to turn back. The final two are in italics and have longer line to represent the fallout of his decision.	Written to coincide with a TV documentary about those returning from war with PTSD. Based on Guardsman Tromans, who fought in Iraq in 2003. Speaker describes shooting a looter dead in Iraq and how it has affected him. to show the reader that mental suffering can persist long after physical conflict is over. **Language** "Remains" - the images and suffering remain. "Legs it up the road" - colloquial language = authentic voice "Then he's carted off in the back of a lorry" – reduction of humanity to waste or cattle "his bloody life in my bloody hands" – alludes to Macbeth: Macbeth the warrior with PTSD and Lady Macbeth's bloody hands and guilt **Form and Structure** Monologue, told in the present tense to convey a flashback (a symptom of PTSD). -First four stanzas are set in Iraq; last three are at home, showing the aftermath.	The Duke is showing a visitor around his large art collection and proudly points out a portrait of his last wife, who is now dead. He reveals that he was annoyed by her over-friendly and flirtatious behaviour. He can finally control her by objectifying her and showing her portrait to visitors when he chooses. **Language** 'Looking as if she was alive': sets a sinister tone. -'Will't please you sit and look at her?' rhetorical question to his visitor shows obsession with power. "My gift of a nine-hundred-years old name / With anybody's gift': she was beneath him in status, and yet dared to rebel against his authority. "I gave commands; Then all smiles stopped together': euphemism for his wife's murder. "'Notice Neptune, though / Taming a sea-horse': he points out another painting, also about control **Form and Structure** Dramatic Monologue, in iambic pentameter. -It is a speech, pretending to be a conversation, he doesn't allow the other person to speak! -Enjambment: rambling tone, he's getting carried away with his anger and is a little unstable.	The narrator meets a traveller who tells him about a decayed statue that he saw in a desert. -The statue was of a long forgotten ancient King: the arrogant Ozymandias, 'king of kings.' -The poem is ironic and one big metaphor: Human power is only temporary – the statue now lays crumbled in the sand, and even the most powerful human creations cannot resist the power of nature. **Language** 'sneer of cold command': the king was arrogant, this has been recognised by the sculptor, the traveller and then the narrator. 'Look on my works, ye Mighty, and despair.': 'Look' = imperative, stressed syllable highlights commanding tone; ironic. **Form and Structure** A sonnet (14 lines) but with an unconventional structure, the structure is normal until a turning point (a volta) at Line 9 (..these words appear). This reflects how human structures can be destroyed or decay. -The iambic pentameter rhyme scheme is also disrupted or decayed.

Charge of the Light Brigade By Alfred Lord Tennyson	The Emigree by Carol Rumens	Tissue by Imtiaz Dharker	Poppies by Jane Weir
Published six weeks after a disastrous battle against the Russians in the (unpopular) Crimean War -Describes a cavalry charge against Russians who shoot at the lightly-armed British with cannon from three sides of a long valley. -Of the 600 hundred who started the charge, over half were killed, injured or taken prisoner. **Language** "Into the valley of Death": this Biblical imagery portrays war as a supremely powerful, or even spiritual, experience. -"jaws of Death" and "mouth of Hell": presents war as an animal that consumes its victims. -"Honour the Light Brigade/Noble six hundred": language glorifies the soldiers, even in death. The 'six hundred' become a celebrated and prestigious group. **Form and Structure** -This is a ballad, a form of poetry to remember historical events – we should remember their courage. -6 verses, each representing 100 men who took part. -First stanza tightly structured, mirroring the cavalry formation. Structure becomes awkward to reflect the chaos of battle and the fewer men returning	'Emigree' – a female who is forced to leave their country for political or social reasons. -The speaker describes her memories of a home city that she was forced to flee. The city is now "sick with tyrants". -Despite the city's problems, her positive memories of the place cannot be extinguished. **Language** "I left it as a child": ambiguous meaning – either she left when she was a child or the city was a child (it was vulnerable and she feels a responsibility towards it). "I am branded by an impression of sunlight": imagery of light - it will stay with her forever. -Personification of the city: "I comb its hair and love its shining eyes" (she has a maternal love for the city). **Form and Structure** -First person. -The last line of each stanza is the same (epistrophe): "sunlight": reinforces the overriding positivity of the city and of the poem.	Two different meanings of 'Tissue' (homonyms) are explored: firstly, the various pieces of paper that control our lives (holy books, maps, grocery receipts); secondly, the tissue of a human body. -The poet explores the paradox that although paper is fragile, temporary and ultimately not important, we allow it to control our lives. **Language** Semantic field of light: ('Paper that lets light shine through', 'The sun shines through their borderlines', 'let the daylight break through capitals and monoliths') emphasizes that light is central to life, a positive and powerful force that can break through 'tissue' and even monoliths (stone statues). **Form and Structure** The short stanzas create many layers, which is a key theme of the poem (layers of paper and the creation of human life through layers) -The lack of rhythm or rhyme creates an effect of freedom and openness. -All stanzas have four lines, except the final stanza which has one line ('turned into your skin'): this line focuses on humans and addresses	A modern poem that offers an alternative interpretation of bravery in conflict: it does not focus on a soldier in battle but on the mother who is left behind and must cope with his death. The narration covers her visit to a war memorial, interspersed with images of the soldier's childhood and his departure for war. **Language** Contrasting semantic fields of home/childhood ("cat hairs", "play at being Eskimos", "bedroom") with war/injury ("blockade", bandaged", "reinforcements") -Aural (sound) imagery: "All my words flattened, rolled, turned into felt" shows pain and inability to speak. **Form and Structure** This is an Elegy, a poem of mourning. -Strong sense of form despite the free verse, stream of consciousness addressing her son directly – poignant -No rhyme scheme makes it melancholic -Enjambment gives it an anecdotal tone.

Year 11 Food & Nutrition: Term 3 – Revision / Written Exam Preparation

Exam Structure

Written exam is a compulsory element. You are tested on six areas
- Food commodities
- Principles of Nutrition
- Diet & good health
- The Science of Food
- Where food comes from
- Cooking & food preparation

ALL QUESTIONS ARE COMPULSORY and there are two sections – **Section A and Section B**

The written exam will use the following assessment criteria

Assessment Objectives	
AO1	Demonstrate knowledge and understanding of nutrition, food, cooking and preparation
AO2	Apply knowledge and understanding of nutrition, food, cooking and preparation
AO4	Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by yourself and others

Section A
Questions based on stimulus materials – visual prompts showing stages during the making of a dish

SECTION A VISUAL STIMULI
Cake making

The written exam
- will make up 50% of your final GCSE Grade
- It is worth 100 marks
- Will last 1 hour and 45 minutes

Make sure you understand the terms commonly used in examination papers

Define	give the meaning of
List	make a list
State	write clearly but briefly
Describe	give an account of
Discuss	give important aspects of give advantages and disadvantages of give benefits and constraints of
Explain	make clear, giving reasons
Evaluate	give important aspects of, give your own opinion of
Assess	consider, weigh up, evaluate, make a judgement about

Section B
A range of questions, some will ask you to write brief answers, other questions will require longer answers with more discussion and explanation within your answer (**extended writing**)

See pages 365-378 of textbook for examples of questions that can be asked in Sections A & B

Eduqas GCSE
Food Preparation and Nutrition
Alison Clough-Halstead
Fiona Dowling
Victoria Ellis
Jayne Hill
Bethan Jones

Revision Resources
https://illuminate.digital/eduqasfood/
Seneca Learning
https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab_pastpapers

Advice on answering exam questions
✓ Read through the instructions on the front of the paper carefully.
✓ Read each question at least twice before answering it. Ensure you understand what they are asking you to do.
✓ Highlight or underline any key words.

Use for longer essay type questions

6 MARK QUESTION? COVER IT WITH...
C.U.S.T.A.R.D.

C = **Circle** command word
U = **Underline** key words
S = **Scribble** down points you want to cover
T = **Think** it through - make sentences with keywords
A = **Apply** – explain your point and give examples
R = **Read** through your answer
D = **Demonstrate** your knowledge. Make sure to P.E.E.L (Point, explain, give examples and link)

Custard for longer questions
- Circle the command word
- Underline other key words
- Scribble down points to cover
- Think it through
- Apply – explain your point and give examples
- Read through your answer
- Demonstrate your knowledge

Points to consider:.
- Why would people consider low fat diet
- Dietary recommendations
- Sources of fat in the diet

A friend has decided to follow a low-fat diet.

Give her advice on how to balance her diet and avoid deficiencies (8 marks)

Atmospheric pressure

Low pressure:
- Clouds form
- Wet – lots of rainfall (sometimes really heavy)
- Hot in summer/cold in winter
- No/gentle winds

Cyclone

Low pressure (converging air)

Anticyclone

High pressure (diverging air)
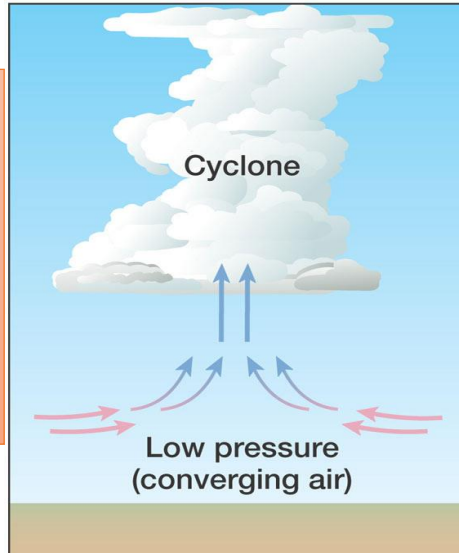
High pressure:
- Clear skies – no clouds
- Dry – no clouds for rainfall
- Hot in summer/cold in winter
- No/gentle winds
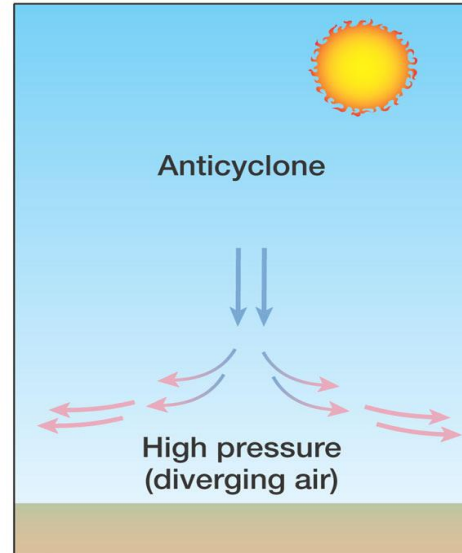
Natural Climate Change

Factor	Effect
Milankovitch Cycles	These are natural changes to the earth's orbit and position that affect how much solar radiation we receive from the sun • Eccentricity – The orbit becomes elliptical so at times the earth is further from the sun causing it to be much cooler • Axial tilt – The angle of the earth's tilt changes so summers and winters are more extreme when this happens • Precession – The earth sometimes wobbles on it's axis and it changes seasons slightly.
Solar Variation	The amount of radiation the sun produces varies over time. Periods of lower solar activity are likely to end in a glacial.
Volcanism	Large-scale eruptions can lead to lots of ash in the atmosphere, sometimes it's so great it can block out the sunlight reducing global temperatures
Asteroid collisions	Asteroids and comets can impact the earth's surface and cause lots of ash blocking out sunlight and reducing global temperatures

Global atmosphere and circulation

The diagram to the right shows how high and low pressure systems operate on a **global** scale.
The movement of the air is controlled by the heating and cooling of air (**driven by the sun**).
The area which receives the highest solar radiation is the equator.
The area which receives the lowest solar radiation are the poles (north and south)

Air circulates as cells – air does not move into different cells.
There are three north and south of the equator. Air flows from an area of high pressure to low pressure as wind, rises at the area of low pressure and sinks down again to form an area of high pressure. This movement creates trade winds

KEY
PFJS polar front jet stream
STJS sub-tropical jet stream
ITCZ inter-tropical convergence zone

cold air sinks giving high pressure and dry, stable conditions

warm air from tropics meets cold air from polar areas: instability; depressions

7–10 km
weak Polar cell
warm air rises

N. Pole

high pressure at poles: divergence
PFJS
convergence and uplift create an area of low pressure: depressions

descending air warms by compression, giving cloudless, stable conditions

Ferrel cell

horizontal movement by warm, south-westerly winds

divergence and subsidence create an area of high pressure

cold air sinks

STJS

upper air cools as it moves northwards and therefore sinks

Hadley cell

horizontal transfer by trade winds

convergence at **ITCZ** of trade winds: uplift creates area of low pressure (doldrums)

ITCZ

warm air rises

air cools to temperature of surrounding air: instability; convectional rain

15–20 km

Human causes of Climate change and the effects

Human activity such as use of transport systems, creating energy from fossil fuels, increased industrial activity and farming all produce greenhouse gases that enhance the natural greenhouse effect and make the Earth a little warmer. This can result in ice melting leading to sea level rises as well as more extreme weather events and some parts of the world becoming uninhabitable.

Natural greenhouse effect:
This is a **natural process**, which keeps the **earth warm. Greenhouse gases** (carbon dioxide, methane, nitrogen) trap some of the heat that is radiated from the surface which would have been lost into space. Without this the temperature of the earth would be a lot cooler

Natural Greenhouse Effect
More heat escapes into space
SUN
Solar Radiation
Re-radiated heat
Less re-emitted heat
Greenhouse Gases
Atmosphere

Human Enhanced Greenhouse Effect
Less heat escapes into space
SUN
Solar Radiation
Re-radiated Heat
More re-emitted heat
CO₂ CH₄ N₂O
More Greenhouse Gases
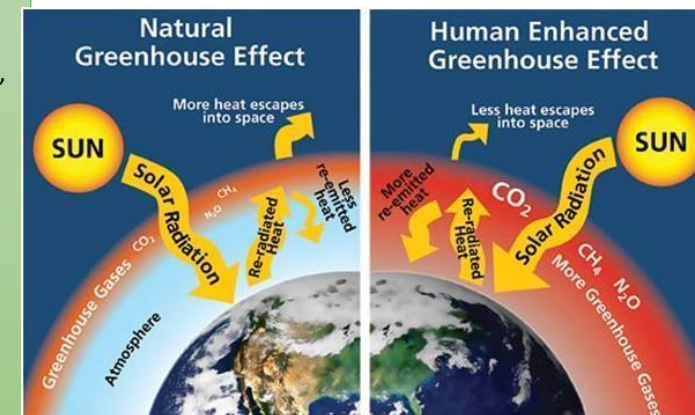
Enhanced greenhouse effect:
Human activity has resulted in an increased amount of greenhouse gases in the atmosphere.
This means the earth absorbs **more** solar radiation and less radiation is able to escape – this causes an increase in temperatures.

Tropical Cyclones

Formation of a Cyclone

High sea temperatures (26°C or above) cause air to rise

⬇

Forming low pressure system, the rising air creates thunderstorms which then group together

⬇

This creates a strong flow or warm, rapidly rising air

⬇

The trade winds at the equator cause the storm to spin due to the earth's rotation

⬇

Air continues to rise and the pressure starts to decrease at high altitudes

⬇

Air rises faster and draws in more warm air from the sea and sucks in cooler air downwards

⬇

As the storm moves over the ocean it picks up more warm moist air. The speed of it's winds increase as more air is sucked in

Tropical Cyclones are large-scale rotating storms that form over oceans in tropical areas. Depending on where in the world they form, they are known as: hurricanes, cyclones or typhoons. They can be devastating when the move onto land.
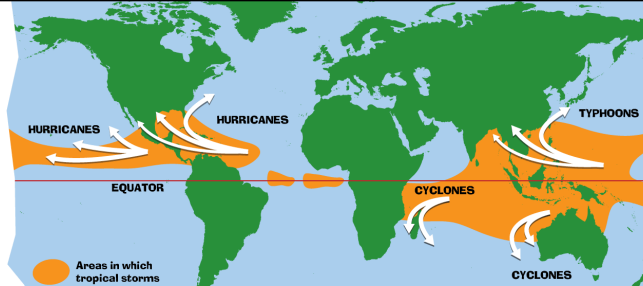
Why do Tropical Cyclones spin?

Winds are created due to air moving from an area of high pressure to low pressure. However, this is affected by the **Coriolis effect** meaning the rushing winds are deflected into a spin as the earth rotates.
Northern Hemisphere – anti-clockwise
Southern Hemisphere - clockwise

Impacts of Tropical Cyclones

Tropical Cyclones are particularly dangerous because they bring four separate hazards with them:
- High winds – up to 250km/h
- Intense rainfall leading to flooding
- Storm surges creating large Waves that lead to coastal flooding
- Landslides – where land Becomes saturated and unstable

Vulnerability

Physical factors – Coastal areas are more vulnerable, in particular islands and unstable land that can collapse under heavy rain.

Economic and social factors – High levels of development mean better technology to predict and prepare as well as the ability to respond and build defences. Better built infrastructure is more likely to withstand the impacts.

CASE STUDY—Typhoon Haiyan, Philippines (Emerging country), 2013

2/11/2013— Typhoon Haiyan was the strongest tropical cyclones on record which was a category 5 on the Saffir-Simpson Scale
Preparation— The Philippines was assisted with tracking the typhoon by Japan. The Government used the Public Storm Warning Signal (PSWS) to warn people across the country. Originally only a level 1 warning was given. Those that were in areas at risk of flooding or landslides e.g. Samar and Leyte) were evacuated to safer areas. The military were ordered to send planes and helicopters to the region to help with the aid effort. 5m high storm surges.
Response –7 provinces were placed under a 'state of national calamity'. The relief effort was slowed by blocked roads and damage to airports. Some areas were isolated for days. No sources of clean water available due to burst pipes and contamination. People in cities such as Tacloban needed evacuating as there was no electricity, clean water, food or shelter. However this could only happen during daylight hours. More aid went to Tacloban than any other area meaning other areas felt abandoned.
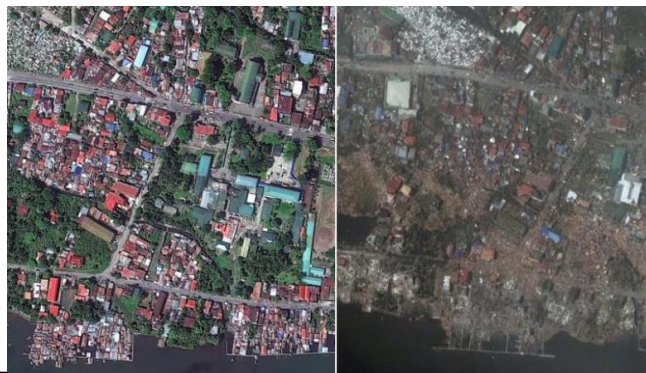
CASE STUDY—Hurricane Katrina, USA (Developed country), 2005

29/08/2005, Hurricane Katrina a category 3 hurricane, made landfall on the South coast of the USA.
Preparing—Very good forecasting and tracking services monitored Katrina and predicted where it would make landfall. The Mayor of New Orleans ordered an evacuation of the city. Many were unable to leave as they didn't have access to a car. The local football stadium (Superdome) was a designated shelter and could hold 1000s of people. Approximately 80% of the city was evacuated. Levees and barriers were built to prevent flooding, however they were overwhelmed by the storm surge and had not been maintained properly so areas such as the 9th ward were flooded.
Response—the local and national response was criticised for not being fast enough. The people in the Superdome were trapped with limited resources (food, water). FEMA were unprepared for the scale of destruction. There were more people that needed help than they prepared for. The poorer areas were the most affected.

28

Structure of the Earth

The Crust:
- Thinnest layer. Two types of crust:
- **Oceanic** (ocean) – thin 5-8km and is denser (heavier) and made of basaltic rock
- **Continental** (land) – 30 – 40km, however thickness varies, lighter as it's made of granite rock

The Mantle:
- Thickest layer – nearly 2,900km
- Temperature ranges from 1000°C (near the crust) to 3,700°C (near the core)
- It can be divided into two layers:
  - Upper mantle is mostly solid. It is slow moving
  - Lower mantle – solid, it gets hotter and denser with depth.

The Core:
- Centre of the Earth
- Very hot and dense
- Two types:
- Outer Core: Hot (4,500-5,000°C), made of iron and nickel
- Inner core: Hot (6000°C), solid ball of iron and nickel

Convection Currents and plate movement

Convection currents are the driving force behind tectonic plate movement. These currents move in a circular motion.

Rock is heated in the lower mantle and rises

When it reaches the asthenosphere it cools and is forced sideways by the lithosphere above

It continues to cool and sinks back towards the core

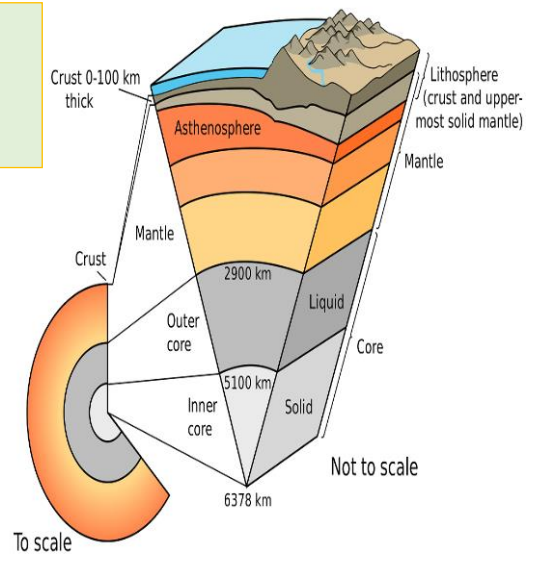This process continues as it's reheated by the core
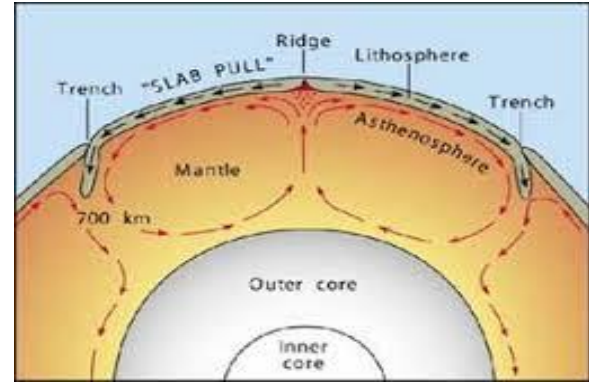
Tectonic plates are large areas of rock that make up the Earth's crust.
They are sometimes called 'lithospheric plates). These are important because they float on the asthenosphere in the mantle below and are moved by the convection currents acting in the mantle. The way these plates move are driven by the convection currents. This is turn gives us different types of plate boundaries which can lead to earthquakes, volcanoes etc.

Type of plate boundary	Description	Features produced
Convergent (Oceanic and Continental crust)	Convection currents in the mantle cause the plates to move towards each other. The oceanic plate subducts beneath the continental plate as it is denser into the asthenosphere. As it subducts the increase in temperature due to friction and pressure force the crust to lose impurities into the asthenosphere which begins to melt. This creates magma, which can lead to volcano.	Trench Composite volcano Oceanic trench
Convergent (Continental vs Continental)	Convection currents in the mantle move the plates towards each other. As the plates are the same there is no subduction, the collision causes the boundaries to crumble forming fold mountains. As there is no subduction there is not volcanic activity here. However major earthquakes do occur due to the pressure of the colliding plates which causes rocks to fault.	Fold mountains
Divergent plate boundaries	Convection currents cause the plates to move away from each other. This mainly occurs under the oceans. As the plates break apart, rising heat and a reduction in pressure causes the asthenosphere to melt, forming magma. The magma rises to fill the rift valley between the two plates creating oceanic lithosphere. Where the magma breaks through to the earth's surface a shield volcano is created. A mid-ocean ridge can then be formed if the process continues. Earthquakes also occur here.	Shield volcano Rift Valley
Conservative plate boundary	Convection currents cause the plates to slide past each other. The plates can move in opposite directions or in the same direction but at different speeds. In both examples, the plates tend to get stuck, increasing tension and pressure. The pressure builds until one plate jerks and causes an earthquake.	Fault lines

PLATE MOVEMENT

Conservative

Constructive

Destructive
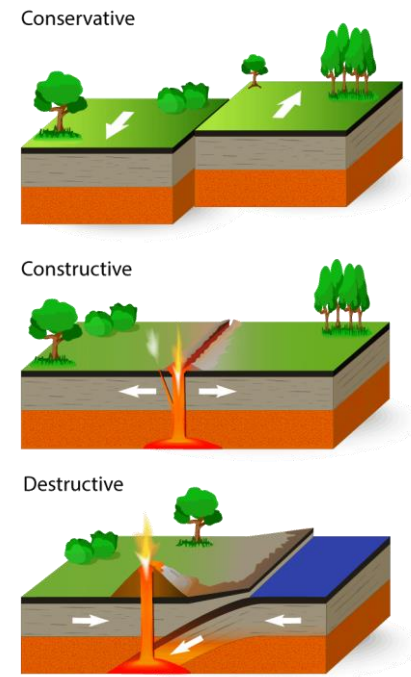
Types of volcano
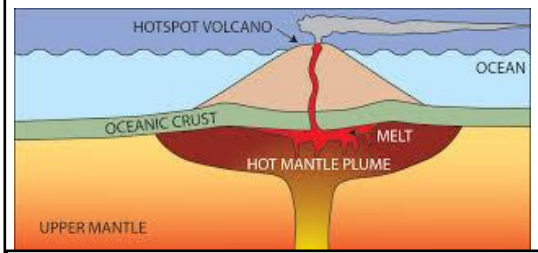
Hotspot Volcanoes
These are volcanoes that are formed **away from plate boundaries**.
They are formed by a **plume** of superheated rock (not magma) rising slowing through the mantle. Once it reaches the upper mantle it causes the asthenosphere and base of the lithosphere to melt. The magma produced then rises through weaknesses in the crust and erupts at the surface.
An example – Hawaii hotspot volcanoes

Shield Volcanoes
These are formed along **divergent** plate boundaries and **hotspots**
They are gently sloping domes with a wide base. They are made of lava only. Basaltic lava is erupted – low in silica so it is **less** viscous (so it runs like runny honey), it is able to travel long distances before cooling. Eruptions tend to be frequent and gentle. Whilst lava flows often destroy farm land and property they rarely kill people

Composite Volcanoes
These are formed along **convergent** plate boundaries. They are tall, steep sided, conical and have a narrow base. They are made of alternating layers of ash and lava. Andesitic lava is erupted – it has a high silica content making it **more** viscous (so it runs like sticky toffee), it is unable to travel very far. Eruptions are infrequent but violent.

Earthquakes

Earthquakes are intense vibrations within the Earth's crust that make the ground shake. They are sudden events. 90% of earthquakes occur where plates are colliding at convergent plate boundaries.
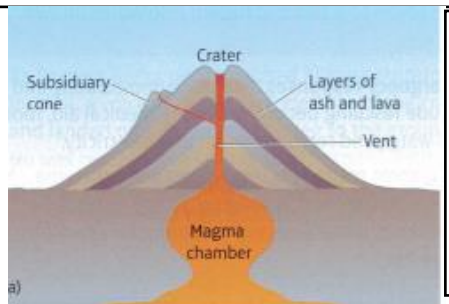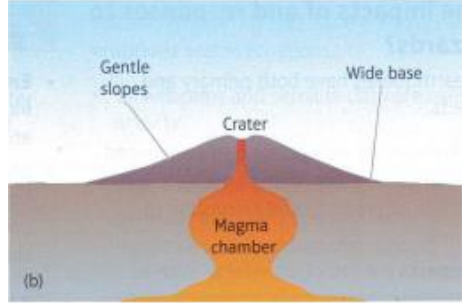Energy builds up until the rock fractures along a fault, and the energy is released in an earthquake. The point of rupture is called the **focus.** Shockwaves or seismic waves radiate out from this point on the ground surface (**epicentre**). These make the ground shake. Earthquakes can also occur along conservative and divergent plate boundaries. They are caused as the plate moves and gets stuck.
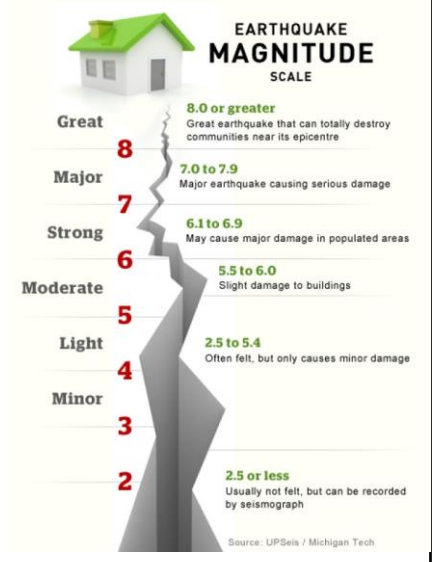
Predicting volcanoes and earthquakes
Sensitive instruments can measure earths movements such as a seismometer as usually foreshocks occur before a major earthquake and earthquakes occur before volcanic eruptions so scientists and volcanologists can monitor this. A hazard map can be made to show local people areas that would be the most vulnerable. Despite this, earthquakes are extremely difficult to predict compared to volcanic eruptions as they are so sudden.
Volcanoes have other features that can be a sign of an eruption such as gas emissions, warnings can be given if air pollution levels increase, snow melt and bulging can be monitored via satellites that can indicate a change in a volcanoes behaviour. Tiltmeters can be installed to measure ground/rock deformation.

Preparing for volcanoes and earthquakes
Earthquake proof buildings can be built as most deaths are caused by falling buildings. These buildings have features such as cross-bracing, shock absorbers and reinforced concrete to reduce the motion of earthquakes.
Education—government agencies, schools and councils can educate locals about the hazards so that they can be prepared for the hazard and its effects such as earthquake drills, evacuation drills. Leaflets can be distributed.
Emergency services—can prepare to respond to a hazard with food, water, shelter and medical aid. Send search and rescue teams and communicate so that the areas that need the most help get it.

The Three P's
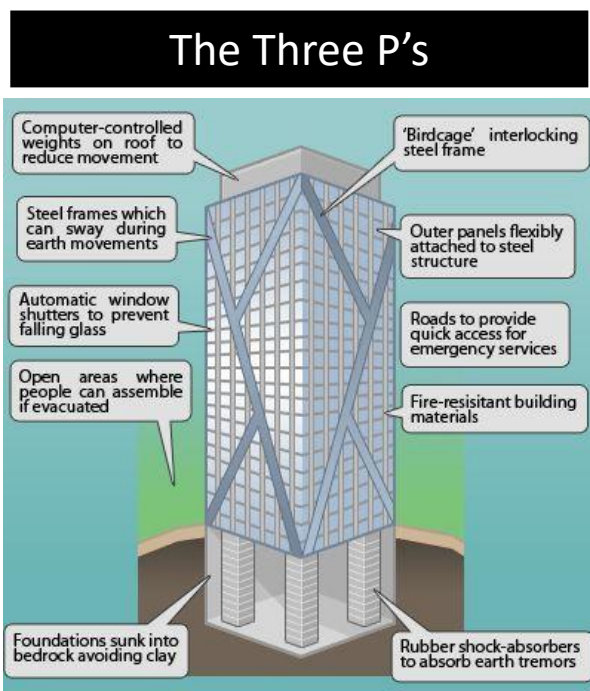
Protection — volcanoes and earthquakes
Infrastructure can be built to protect people from buildings collapsing through design. Earthquake proof buildings have features such as:
- Shear wall—Reinforced concrete walls provide strength and resist earthquakes
- Shear core—Reinforced concrete with steel rods to strength the centre of a building.
- Moat—A gap between the ground and foundations so that the shock waves can move through the base isolators
- Cross bracing—Diagonal steel bars to reinforce the walls
- Base Isolators—Like shock absorbers they dampen the impact of movement.

Hazard proofing homes:
- Remove heavy items from the walls
- Secure chimneys with metal brackets
- Fasten bookshelves and cabinets with L-shaped brackets
- Bolt the house to its concrete foundation to prevent it from slipping off.
- Strap heaters and boilers to the walls to prevent them falling
- Learn how to turn the gas, water and electrics off
- Use metal connectors to strengthen joints in the house
- Use plywood to strengthen walls and ceilings.

Why is the World is becoming increasingly urbanised?

Developed countries
The growth of urban areas was a result of industrial and agricultural revolutions. At this time people moved from rural areas to the urban areas to gain work in factories. Urbanisation has since been slow and has remained steady since the 1980s

Megacities have a population of over 10 million or more
Primate cities are cities that dominate a countries economic, financial and political systems.

Developing countries
The growth of towns and cities has been rapid and has taken place over the last 50 years. More people are moving in than cities can accommodate for! This is due to rapid population growth and a lack of jobs in rural areas.
Birth rates are also higher in these countries meaning population increases quicker

Urbanisation is the increasing percentage of people living in urban areas compared to rural areas. It is caused by a movement from rural areas. See the graph below:
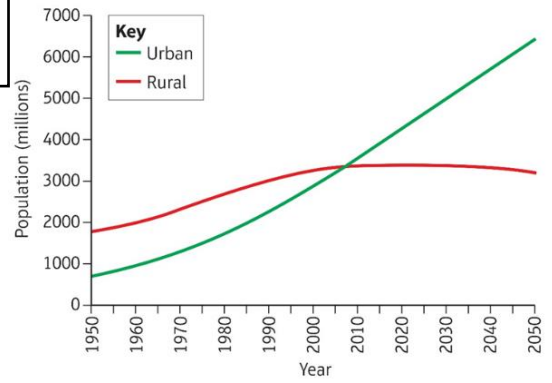
Rural to urban migration

Push Factor – something that encourages people to leave a place
- Lack of clean water/sanitation
- Only jobs in farming
- No electricity
- No education opportunities
- No hospitals
- Poverty
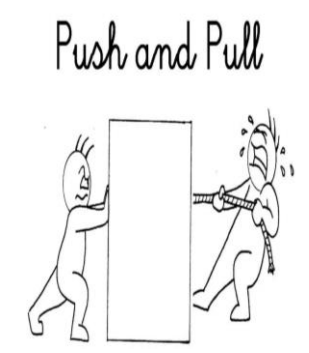
Pull Factor – Something that attracts people to a place
- Access to clean water
- More job opportunities + higher wages
- Electricity
- Hospitals and education opportunities

Growth of cities, example Sao Paulo:
In 1960 the city had a population of 6 million – this increased to 12 million in 1991 and to 20 million in 2014. Why?
- Modernisation of agriculture led to redundancies in farming so people moved to urban areas for other jobs in manufacturing and the tertiary sector.
- People who had moved to Sao Paulo had babies which led to a rapid natural increase

Urban land use in a developed city

This shows the 'typical' land use of a city in a developed country. It is based on the idea that the expensive land is in the middle of the town/city – this is because the competition for space in the centre of these areas is high.
As you move further outwards towards the rural-urban fringe the houses get larger as there is more space. Good transport links and access to the CBD has allowed people to commute to jobs and has been a big driver in counter urbanisation
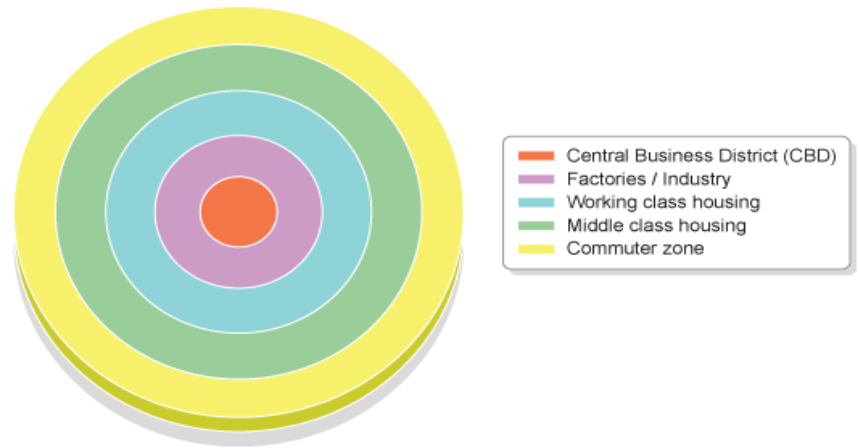
Urban land use in a developing city
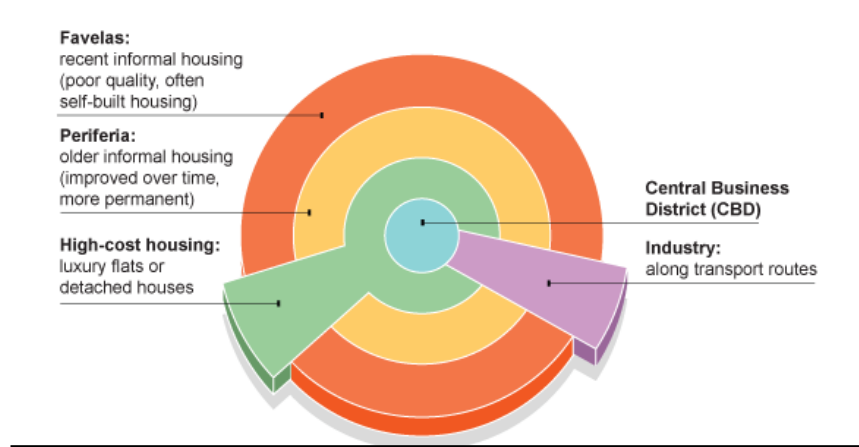
This shows the 'typical' land use of a city in a developing country. It is based on the land use model for a developed country but adds in sectors of similar land uses in concentrated parts of the city.
The industry radiates from the CBD towards the outskirts of the city – this is because these areas are usually formed along a railway. As urbanisation is happening at a more rapid rate in developing countries people often live on the outskirts which is were informal housing (slums) are built.

Accessibility:
Shops (retail) and offices need to be accessible to as many people as possible and so are usually found in the CBD as they have good transport links. In some cities the edge is the most accessible as there are motorways – this has led to the growth of out of town shopping centres with a mix of other leisure activities

Cost:
Land in the CBD is often the most expensive. Big business and some shops can afford high rents in order to be in the CBD.

Factors influencing urban land use

Availability:
The CBD tends to be heavily built up. The availability of land may affect how land is used. When factories close, brownfield sites may be used for housing, shops and offices

Planning regulations:
Planning also affects land use patterns. Planners try to balance different competing uses for land. The city's authorities often decide how they want a city to look and develop and have plans which show how land is permitted to be used

The Clark Fisher model – urban economies change over time and place.

1. In the UK in 1800 most people would have been employed in the primary sector. Many people worked on the land and made their living from agriculture and related products

2. During the industrial revolution more people were needed to build ships, work in steel making and with textiles.

All of these jobs are found in the secondary sector. By 1900 over half of the workers in the UK were employed in secondary industries

3. Since 1900, mechanisation meant that less people were required to work on the land and in industry, as machines could carry out most of the work that people previously did.

4. Foreign industries also became more competitive and imports such as coal become more affordable. As the availability of coal declined in the UK, and also become more expensive to extract more coal was imported.
This led to a further decline in primary employment in the UK

5. The demand for work increased in schools, hospitals and retail industries. Many people left the rural areas in the search for jobs in the towns and cities. By the year 2000 over half of the UK workforce were employed in tertiary industries and only a small number were employed in primary industries, this has changed what people do and where they worked

6. Quaternary industries are a relatively new concept, and is recently been added to these figures.
However, it is becoming an important and growing sector in the UK as many firms want to carry out research and development for their products

Key
- primary
- secondary
- tertiary
- quaternary

(x-axis: pre-industrial, industrial, post-industrial; y-axis: Percentage of employment (%) 0–70)

Characteristics of differing Urban areas

Developed e.g. London or New York	Emerging e.g. Mexico City or Mumbai	Developing e.g. Nairobi or Lagos
Usually have a broad range of different industries and jobs: • Little (if any) primary industry • Technology based secondary industries such as engineering or printing • Many tertiary industries (tourism, healthcare etc) • Quaternary industries which are already set up. • Large and growing knowledge economy.	These often have zones where some areas are developed and others are not: • Little primary industry. • Large scale manufacturing that processes primary products for export. • Growing tertiary industries to serve the growing population. • Smaller quaternary sector, many of these operations have been out sourced from developed countries.	Usually have: • Some primary industry • Secondary industry that often processes primary products on a small scale, mainly for sale in local markets. • Growing tertiary industries as wealth and population increases. • Little if any quaternary sector.

Introducing Mumbai
- Mumbai is India's economic powerhouse and a city that is important on a global scale.
- Mumbai generates more than 1/6 of India's GDP.
- 10% of all India's industrial jobs are located in Mumbai in a wide range of different industries.
- 40% of India's exports come from Mumbai and is India's top location for FDI.
- Mumbai has India's busiest international airport and India's 2 largest stock exchanges.
- There are 10 universities and many research centres specialising in IT and engineering.
- In the north of Mumbai's peninsula is the Sanjay Ghandi National Park. This is the world's largest park in a city (100km² forest) which attracts 2 million visitors a year. The park has a small population of tigers. It is located on high steep ground preventing urbanisation. Locals believe that it improves the air quality of the city.

Differences in urban economies
Different economies (structure of businesses and jobs within a city) exist within countries at different levels of development.
Depending on development level this will influence the type of employment people work in:
- **Formal** – jobs where people are regularly paid, have employment rights and pay taxes to the government
- **Informal** – jobs which are often unofficial, no regular pay or employment rights and usually pay no taxes

Developing countries tend to have more people working in the informal sector.

The location and context of Mumbai Megacity –influences, structure, growth & function

Mumbai is India's biggest city. It has a population of 12.5 million people living within the city limits but closer to 30 million in the whole metropolitan area.Mumbai's site explains why people first settled here on a number of islands next to a safe harbour. Its situation explains why a small fishing village surrounded by mangrove swamps developed into a port city and an industrial city. It has a naturally deep harbour, accessible for container ships and it is located on the west coast of India, facing important regional markets such as the Middle East and international markets in Europe. The docks in Mumbai account for 25% of all India's international trade. Mumbai is also well connected to the rest of India through extensive road and railway networks. This means people can easily travel to and from Mumbai across India.
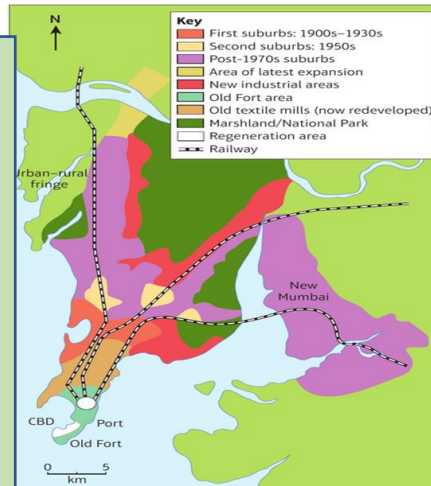
Many of India's biggest companies moved their headquarters to Mumbai. Engineering, healthcare, pharmaceutical and IT industries grew fast. 'Bollywood', the Hindu-language film industry, also developed in Mumbai. Its importance as an entertainment and media centre makes Mumbai culturally significant in India today.

Site Problems– By the end of the 20th century, Mumbai's population was growing very rapidly, fuelled by rural-urban migration. Mumbai could only expand North up its long narrow peninsula making it very crowded and unsanitary. In 1970 a proposal was made to develop a new suburb of Mumbai on the mainland. In 1980-90 the population of the island city of Mumbai declined slightly as New Mumbai expanded rapidly.

Why has Mumbai's population increased 12 fold in the last 100 years?
- National/ international migration - The boom in Mumbai's population growth from the 1970s onwards was fuelled by migration (mostly rural– urban migration) from the region and around Mumbai.
- Rates of natural increase - From 2001-2011 the population increased by 3.4 million in the conurbation as a whole, around half of this increase was due to migration into Mumbai and half due to natural increase

Key
Road
Railway

Key
First suburbs: 1900s–1930s
Second suburbs: 1950s
Post-1970s suburbs
Area of latest expansion
New industrial areas
Old Fort area
Old textile mills (now redeveloped)
Marshland/National Park
Regeneration area
Railway

Challenges

Rapid expansion—Population growth has occurred faster than services can develop. This has created challenges such as reliable electricity supplies and adequate water supplies. As well as this it has created huge pollution issues as the government struggles to organise waste disposal. There are an estimated 800 million tonnes of untreated sewage in the river. Traffic congestion is a huge environmental, social and economic problem.

Housing—Finding affordable housing is extremely hard due to limited space. As the city spreads so does the population and density. There are 2 main types of housing in Mumbai. One type is Chawls (old tenement buildings over 100 years old) They are very overcrowded and aren't maintained. The second type is Squatter settlements; this is when people put up market huts on land owned by other people or the government. The poorest people live on the streets, under bridges and on sidewalks. Sometimes it is temporary but for others it's a way of life.

Working conditions– Most employment is in the informal sector, this means there is no protection for workers. The working conditions are generally very poor with limited light, workspace, breaks, ventilation. Toxic fumes can fill factories; work can be dangerous for little pay.

Mumbai differences in Quality of Life (QOL)— Approximately 40% of Mumbai's population live in squatter settlements, 20% live in Chawls, 10% on the streets and 30% or less who live in apartment buildings, flats or bungalows. Over 60% of the population work in the informal sector, meaning they can only afford to live in Chawls or squatter settlements. Generally, the slums are located next to areas with good QOL.

Improving Mumbai: Top – Down scheme - The Mumbai Monorail

The government decided in 2005 that a mono-rail would be a good solution to traffic congestion.

Advantages:
Reduces the amount of traffic on the roads making them safer
Constructed over built up areas without having to clear any roads/land.
Carries passengers quickly and easily moves around the landscape
Tickets are cheap (11 rupees per person –10p),

Disadvantages:
The cost of the 1st section was £310 million.
Number of passengers has been lower than expected - Only 15,000 each day
Mainly used by tourists due to its location away from the main city.

Improving Mumbai: Bottom-Up scheme - SPARC and community toilet blocks

Government toilet blocks that were provided charged individuals for each use, meaning they were too expensive for most families. The design of the toilets was also very poor, without running water and no employees cleaning them. An Indian NGO called SPARC works with communities to build new toilet blocks that are connected to city sewers and water supplies. Locals help to construct the toilet block and families from the community can purchase monthly permits for 25 rupees (25p) which is much cheaper than the government owned. Once they have a permit they can use the toilets as much as they want. The toilets have electric lights making them safer and separate toilets for children. In 5 years, 800 toilet blocks each with 8 toilets have been created.

33

History: Paper 2 Early Elizabethan England

Key Topic 1: Queen Government and Religion 1558-69

In the years before Elizabeth I became queen there was **religious turmoil** in England, monarchs changed between Catholic to Protestant and people on both sides were persecuted. Elizabeth inherited many **problems** including not just religion but also questions around her legitimacy, **financial problems** and threats from abroad. In order to solve some of these issues Elizabeth devised the Religious Settlement which aimed to please as many of her subjects as possible. She no longer wanted religious conflict or **persecution**, this was successful in some ways but not others, it was challenged by both Catholics and Puritans. Elizabeth also faced **significant threats** from abroad, her wealthy European neighbours, France and Spain were both Catholic and desired England to be so too. She also faced threats from within England, her cousin, **Mary Queen of Scots** was Catholic and desired to make herself the Queen of England. This unit looks at Elizabeth's successes and failures when it comes to dealing with this multitude of problems.

Key Terms:	
Divine Right	Belief that the monarch's right to rule came from God.
Crown	With a 'capital' C, the Crown refers to the monarch and their government.
Courtiers	Were usually members of the nobility, they spent much of their life with Elizabeth.
Extraordinary Taxation	Occasional, additional taxation to pay for unexpected expenses, especially war.
Militia	A military force of ordinary people, rather than soldiers, usually raised in an emergency.
Succession	The issue of who was going to succeed the throne after the existing monarch died.
Roman Catholic	The form of Christianity followed throughout the whole of Western Europe until the 16th century. Catholic saw the Pope as the head of the Church.
Queen Regnant	'Regnant' is a Latin word meaning 'reigning' Elizabeth was Queen Regnant because she ruled in her own right.
Mass	Catholic service in which they are given bread and wine. Catholics believed that this involved a miracle: the bread and wine is turned into the body and blood of Christ.
The Reformation	A challenge to the teachings and power of the Roman Catholic Church. This movement is said to have begun in Europe in 1517.
Sacraments	Special Church ceremonies, e.g. Baptism, Communion, Marriage.
Clergy	Religious leaders such as bishops and priests.
Ecclesiastical	An adjective used to describe things to do with the Church.
Royal Supremacy	This is when the monarch is head of the Church
Pilgrimage	A journey to an important religious monument, shrine or place.
Saints	A saint is someone who lived an exceptional, holy life. To be made a saint by the Catholic Church several conditions have to be met, including having lived a good life.
Recusants	Catholics who were unwilling to attend Church services laid down by the Elizabethan religious settlement.
Papacy	The system of Church government ruled by the Pope
Heretics	People who have controversial opinions and beliefs at odds with those held by the rest of society, but especially those who deny the teachings of the Catholic Church.
Martyr	Someone who is killed for his or her beliefs, especially religious beliefs.
Holy Roman Empire	A large group of different states and kingdoms covering a large area of central Europe, including parts of modern Germany, Poland and Austria. Each state had its own ruler and the leaders of the 7 largest countries elected a Holy Roman Emperor.
Excommunicated	A very severe punishment, imposed by the Pope, expelling people from the Catholic Church

1558: Elizabeth I becomes Queen of England	**1564**: Elizabeth signs the Treaty of Troyes, confirming Calais belonged to France
1559: The Religious Settlement – This included The Act of Supremacy, The Act of Uniformity and the Royal Injunctions	**1566:** Archbishop of Canterbury, Matthew Parker, publishes 'Book of Advertisements'
1563: Labourers Act – Outlined wages: Labourers 3p per day, skilled craftsmen 4p per day, servants 8-9p per week.	**1566:** The Dutch Revolt against the Spanish Inquisition
1559: Visitations resulted in 400 clergy being dismissed	**1568:** The Genoese Loan
1560: The Treaty of Edinburgh agreed MQoS would give up her claim to the Scottish throne.	**1568:** Mary Queen of Scots arrives in England

34

History: Paper 2 Early Elizabethan England

Key Topic 2: Challenges to Elizabeth at home and abroad 1569-88

Elizabeth faced many **serious threats** both from within England and abroad. In the north of England members of the Catholic nobility wanted to overthrow her and put Mary Queen of Scots on the throne. Her **failing relationship** with Spain also led Philip II to support these plots against her and attempt to restore Catholicism. The **rivalry** between England and Spain was not just religious, but also trade and political power. This led to further conflict in the **New World** as English privateers clashed with Spanish over new territories and plunder. Sir Francis Drake was one of Spain's main adversaries in the New World, he brought large amounts of wealth back to England and was favourited by Elizabeth, causing further tension. By the mid-1580s England and Spain were at war, despite Elizabeth's best efforts to avoid a conflict. Philip planned an invasion of England and in 1588 he launched his **Armada.**
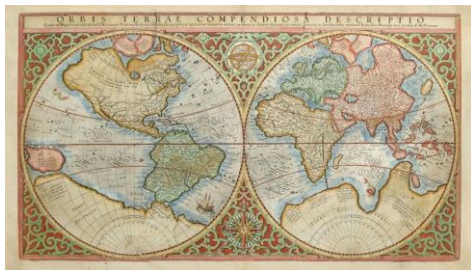

1569: The Revolt of the Northern Earls	**1583**: The Throckmorton Plot
1570: Papal Bull excommunicates Elizabeth I	**1584:** The Treaty of Joinville allied France and Spain against Protestantism
1571: Ridolfi plot has Philip II's backing	**1585:** The Treaty of Nonsuch Elizabeth promised to help the Dutch
1574: Catholic priests are first smuggled into England	**1586**: The Babington Plot The Treaty of Berwick making England's northern borders more secure
1576: Pacification of Ghent signed	
1577: Drakes circumnavigation begins	**1587:** Mary Queen of Scots executed The Singeing of the Kings Beard
1581: Elizabeth knights Drake on the Golden Hind	**1588:** The Spanish Armada is spotted in the English Channel

Key Terms:	
Conspiracy	A secret plan with the aim of doing something against the law.
Papal Bull	A written order issued by the pope.
Council of the North	Implements Elizabeth's laws and authority in the north of England as it was far from London. The North was often unstable and susceptible to raids from the Scottish. The council could act in times of emergency.
Hanged, drawn and quartered	Punishment used for treason, the accused would be hanged until near dead, cut open, have their intestines removed and then chopped into four pieces.
Cipher	A secret way of writing code
Agents Provocateurs	French term referring to agents who become part of a group suspected of wrongdoing, and encourage other members to break the law so that potential threats can be identified and arrested.
Foreign Policy	The aims and objectives that guide a nation's relations with other states. The general aim is to benefit the nation. Objectives can include trade, expanding into more territory, gaining more economic resources etc. Foreign policy can be defensive (defending what you have) or aggressive (conquering other lands)
New World	North and South America. Europeans were only aware of their existence from 1492.
Privateer	Individuals (usually merchants or explorers) with their own armed ships that capture other ships for their cargoes, often with the support or authorisation of their government.
Circumnavigate	To travel all the way around the world
Autonomy	The right to self-government, so people of one country can manage its own affairs.
Expeditionary Force	An armed force sent to a foreign country to achieve a specific function or objective.
Mercenary	A soldier who fights for money rather than a nation or cause.
Fireships	Empty ships set on fire and sent in the direction of the enemy to cause damage and confusion.
Propaganda	Biased information used to promote a point of view.
New Albion	An region in north California which Drake claimed in Elizabeth's name.
The Dutch Revolt	Philip II of Spain persecuted the Dutch Protestants, leading to a revolt in 1566 that lasted decades
The Revolt of the Northern Earls	The Catholic northern Earls devised a plan to overthrow Elizabeth and restore Catholicism in England. It failed when Spanish support failed to arrive, in the aftermath treason laws became much harsher,
The Ridolfi Plot	Ridolfi was an Italian banker living in England, who was a spy for the pope. He planned to murder Elizabeth and had the support of the pope. He planned to put MQoS on the throne, but Elizabeth's spies uncovered the plot.
The Throckmorton Plot	Throckmorton planned for the French to invade England and put MQoS on the throne, again the plot was uncovered by Elizabeth's spies and life became harder for Catholics again.
The Babington Plot	This plot again focused on murdering Elizabeth and putting MQoS on the throne, this plot led to her execution.

History: Paper 2 Early Elizabethan England

Key Topic 3: Elizabethan society in the Age of Exploration

Elizabeth I's reign was a time of **expansion**, with growth in many different areas of society and daily life. There were **new territories** to be conquered in the New World, where it was believed there were great fortunes to be made. This opened up more opportunities in commerce. There was also expansion in ideas and **different ways of thinking**, including poetry, drama, philosophy and science. This affected what was taught in **schools and universities**. Plays, sports, games and other pastimes gave people a break from their worries. For Elizabeth, her courtiers and the nobility, these worries meant concerns over England's religious problems or the threat of war with Spain. For business owners, merchants and skilled craftsmen there were **economic problems**: trade could be badly affected by poor foreign relations. When there were problems, businesses failed and unemployment rose. For the landless poor, and those unemployed, people faced poverty and even starvation.

1563: Statute of Artificers ensured that poor relief was collected	**1585:** Colonists set sail for North America and being the colonisation of Virginia
1569: Mercator map was developed	**1586:** Surviving colonists abandon Virginia and return to England
1572: Vagabonds Act aimed to deter vagrancy	**1587:** The Rose theatre was built on London's Southbank
1576: Poor Relief Act to distinguish between the able and impotent poor and to help the able find work.	**1587:** New group of colonists arrive in Virginia and establish a colony at Roanoke
1580: Drake returns from circumnavigating the globe with spices, treasure and tales of Nova Albion.	**1590:** English sailors arrive at Roanoke only to find it abandoned. All the colonists had disappeared.
1583: Elizabeth established The Queen's Men a theatre company.	

Key Terms:	
Social Mobility	Being able to change your position in society
Humanists	Believed that education was important and wanted people to stop being superstitious.
Apprentice	Someone learning a trade or a new skill. In Elizabethan times, apprentices were not paid. Once qualified, skilled craftsmen usually enjoyed a very good standard of living.
Petty Schools	Boys whose parents could afford to send them started their education here, they would learn reading, writing and basic Arithmetic (maths).
Dame Schools	Provided a basic education for girls, for most girls education was focused on the home e.g. bake, brew and sew.
Rhetoric	The art of public speaking
Rural depopulation	When the population of the countryside falls as people move away in search of a better life.
Arable Farming	Growing crops on farm land.
Subsistence Farming	Growing just enough to feed the family but not to sell.
Enclosure	Replacing large open fields with individual fields belonging to one person.
Vagabonds	Vagabonds or vagrants, were homeless people without jobs, who roamed the countryside begging for money, perhaps stealing or committing other crimes in order to survive.
Economic recession	When a fall in demand leads to falling prices and businesses losing money. This can lead to businesses failing and unemployment going up.
Impotent/Deserving Poor	Those who were unable to work because of age or illness.
Able bodied/Idle Poor	Those who were fit to work and therefore were treated more harshly.
Poor Relief	Financial help for the very poor, this was paid by a special local tax, the poor rate.
Astrolabe	An instrument used by sailors to help with navigation at sea, it was circular.
Quadrant	Similar to an astrolabe, it was used by sailors to help with navigation at sea, it was the shape of a quarter circle.
Mercator Map	It used parallel and evenly spaced lines of longitude and latitude to place lands more accurately on a map.
Colonies	Lands under the control or influence of another country, occupied by settlers from that country
Monopoly	When one person, or company, controls the supply of something. This means that they can charge whatever price they like for it.
Barter	Exchanging goods for other goods, instead of paying for something outright.
Virginia	An area in North America, there were several failed attempts to colonise this area during Elizabeths reign.
Golden Hind	Drake's ship used to circumnavigate the globe.

History: Paper 1 Crime and Punishment
THEMATIC STUDY
Key Topic 1: Medieval England, c1000-c1500

In the year 1000, the people of England and their rulers were **Anglo-Saxon**. Crime and punishment was dealt with by **local communities**, with some involvements of the king and the Church. A dramatic change to everyday life came when the Normans invaded England in 1066. The arrival of a new **Norman** king, William I and his nobles, changed England socially, politically and culturally. As they imposed their authority, they redefined some activities that had previously been legal as crimes and they also introduced new punishments and ways of dealing with crime. The new regime also sparked **challenges** to government authority. As the mediaeval period continued, the **growth of towns** led to a rise in crimes rates in some areas. This stimulated new ideas about law enforcement. Throughout this period, the **Church** also played an important part in defining and enforcing the law.

1: Medieval England	2: Early Modern England		4: Recent times
		3: C18th and C19th	
c.1000-c.1500	c.1500-c.1700	c.1700-c.1900	c.1900-c.Present

Anglo-Saxon; **Norman**; **Late Middle Ages**; **Tudor**; **Stuart**; **Georgian**; **Victorian**; **Edwardian**; **World Wars**; **Modern Era**

954: English kingdoms unite under one ruler: Edred	**1166:** Henry II reforms crime and punishment
C1000: King Ethelred II attacks Viking settlements	**1194:** Richard I introduces coroners to investigate suspicious deaths
C1000: English shires divided into Hundreds	**1215:** Church forbids trial by ordeal
1066: William I crowned King after Battle of Hastings	**1327:** Keepers of the 'king's peace' known as JPs
1069-70: The Harrying of the North subdues the English	
1070: Murdrum Fine for killing Normans	**1351:** The Statute of Labourers introduced a maximum wage
1072: Forest Laws take away common land into the king's hands	**1382, 1401, 1414:** Heresy Laws including burning at the stake
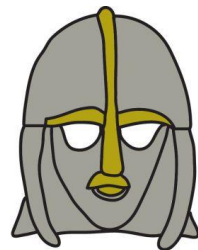
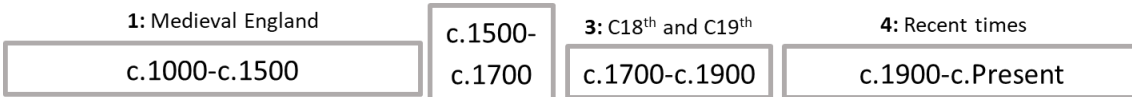| Key Terms:	
Superstitious	Beliefs based on old ideas about luck or magic rather than science or reason.
Witan	The leading nobles and bishops of the Royal Court in Anglo-Saxon times that advised and chose the king.
Heresy	Going against the teachings of the Catholic Church.
Treason	Crime of betraying one's country, usually by killing or overthrowing the king/ government.
Poaching	Illegal hunting on land that belongs to someone else.
Retribution	Revenge.
Deterrence	Something which warns others not to commit a crime.
Hue and cry	When a person committing a crime in medieval England you had to raise the hue and cry, where you would shout loudly and others would come to help you find the criminal (you could be fined if you did not assist).
Tithings	All the men over the age of 12 were responsible for the behaviour of all the others.
Trial by ordeal	A Medieval judicial practice by which the guilt or innocence of the accused was determined by subjecting them to a painful, or at least an unpleasant, usually dangerous experience (abolished 1215).
Stocks and pillories	Stocks secured the ankles so you could not move. Pillories secured the arms and neck. Both were forms of punishment through public humiliation.
Norman Conquest	After the defeat of Harold Godwinson by William, Duke of Normandy at the Battle of Hastings in 1066, the Normans went on to rule England.
Murdrum fine	William the Conqueror made a law that if a Norman was murdered, all of the people in that region had to join together and pay an expensive Murdrum fine.
Forest laws	William the Conqueror made a law that states trees could no longer by cut down for fuel or building and anyone caught hunting deer was punished by having their first two fingers chopped off. Repeat offenders were blinded.
Trial by combat	A Norman custom whereby the winner of the combat would be deemed not-guilty. An invalid or a woman could be represented by an appointed 'champion'.
Church courts	Introduced by the Normans, which were separate courts used by churchmen and tended to be more lenient.
Constable	He is the man responsible for keeping the peace within the village in the late middle ages.
Sherriff	A Royal Official who was appointed locally to bring criminals to justice in the late middle ages.
Coroner	He is responsible for examining suspicious deaths in the late middle ages.
Common law	Henry II introduced a series of changes and it is argued that he laid the foundations of 'common law', that is, a consistent legal system that is 'common' to all.
Sanctuary	Criminals could find sanctuary in the church. This effectively sheltered them from the king's justice.
Benefit of the clergy	Anyone could claim benefit of the clergy (and thereby avoid death) if they read a verse from the bible.

History: Paper 1 Crime and Punishment
THEMATIC STUDY
Key Topic 2: Early Modern England, c1500-c1700

Between c1500 and c17000, there were wide-ranging **social**, **religious** and **political changes** in England. Religion became volatile and dangerous after Henry VIII broke from Rome to create his own **Church of England** in the 1930s. The question of how to deal with religious division in England was a constant source of concern and led to many activities being viewed as new religious crimes. The **Gunpowder Plot** – an attempt to destroy Parliament, the king and the heart of the England state in 1605 – increased fears around religious conflict in England. The English Civil Wars in the mid-17th century also led to great changes and instability. The 17th century also saw a dramatic increase in **witchcraft** persecution – fuelled by social divisions, hatred towards women and political instability. This was coupled with an unstable economic situation in which the **poor** were increasingly vulnerable to powerful economic changes. In this period, the ruling elite continued to use the law to protect their own position within society. Punishments became harsher and more varied.

2: Early Modern England

1: Medieval England

1: Medieval England	2: Early Modern England	3: C18th and C19th	4: Recent times
c.1000-c.1500	c.1500-c.1700	c.1700-c.1900	c.1900-c.Present

Anglo-Saxon; Norman; Late Middle Ages; Tudor; Stuart; Georgian; Victorian; Edwardian; World Wars; Modern Era

1494: Vagabonds and Beggars Act put the 'idle' in stocks

1517: Martin Luther protests against Catholic Church

1534: Henry VIII Head of the Church of England

1536: Sanctuary ends

1542: Witchcraft Act declares death penalty

1547: Vagrancy Act included harsh terms

1553-58: Mary I burns c300 heretics at the stake

1556: Bridewell Prison set up to punish and house children

1559: Elizabeth I passes several new laws about religion

1563: Act against Conjugations, Enchantments and Witchcraft

1597: James I publishes Demonologie, a guide to hunting witches

1601: Poor Laws and Houses of Correction

1604: Witchcraft and Conjugations Act

1605: Gunpowder Plot: an attempt to kill Catholic James I

1615: Transportation to North America begins

1645: Mathew Hopkins Witchfinder General

1660: Oliver Cromwell's 'moral laws' lifted

1668: 'Bloody Code': 50 capital crimes including poaching

Key Terms:	
The Reformation	Refers specifically to the Protestant Reformation in Europe, which was a religious change instigated in 1517 by Protestants who wished to reform the Catholic Church.
The English Reformation	When Henry VIII split the Church in England from the Roman Catholic Church and the Pope. The Protestant Church of England was established and the English monarch became its supreme head not the Pope.
Puritan	A member of a group of English Protestants of the late 16th and 17th centuries who regarded the Reformation of the Church under Elizabeth I as incomplete and sought to simplify and regulate forms of worship.
The English Civil War	A war within England from 1642-1651 was between Parliament (which was mostly Protestant) and Charles I.
Commonwealth	England was a republic from 1649 -60 for 11 years ruled by Oliver Cromwell, and the Puritans became powerful.
The Gunpowder Plot	A failed attempt to assassinate King James I of England during the Opening of Parliament in November 1605.
Highway robbery	Robbery committed on a public road through violent and threatening attacks. Increased and decreased in EME.
Vagabondage	A homeless person with no job, often found begging on the streets. Fear of this increased in EME.
Smuggling	The bringing of goods into a country illegally, which rose as a crime in EME due to import duties.
Poaching	When an animal is killed illegally. Made more difficult by enclosure but considered by most a social crime.
Witchcraft	The practice of magic, especially black magic. Between 1645 and 1647 (Civil War!), there were many cases of witchcraft in East Anglia. At the centre of this was Matthew Hopkins, a man known as the Witchfinder General.
Witch's familiar	A small animal or imp kept as a witch's attendant, given to her by the devil or inherited from another witch.
Town Constable	Appointed by local people with good standing in the community. Expected to turn in serious criminals to the courts, stop suspected criminals, break up fights and round up sturdy beggars.
Night Watchmen	Unpaid volunteers who carried a lamp to help patrol when it's dark, rang a bell at night to warn people to go home or risk being viewed as a possible criminal, took turns to patrol the local area between 10pm and dawn.
Professional 'thief takers'	The thief taker was paid a reward for catching a criminal and delivering them to the law.
Bloody Code	The rise in the number of crimes that held a capital punishment from 1688 to c1810.
Transportation	The transporting of convicts by ship to new English colonies, first to North America around 1610, and then to Australia after 1783.
Burning at the stake	An execution method involving exposure to extreme heat (often the victim is tied to the stake and a fire built around them). In EME, a form of punishment especially for heresy.

History: Paper 1 Crime and Punishment
THEMATIC STUDY
Key Topic 3: Industrial Britain (18th and 19th centuries), c1700-c1900

From 1700 to 1900, there were many changes in society that had a significant impact on crime and punishment. Rapid **population growth** and **urbanisation** meant more opportunities for crime, as rich and poor now lived more closely together. Mass **migration** from countryside to town made enforcing the law more difficult, as it was harder to keep track of people, and extreme poverty in some areas of big cities, like London, saw the growth of a **criminal underclass**. There were also important developments in ideas and **attitudes** that led to new ways of catching and dealing with criminals. For example, in the 19th century prisons were intended to **reform** criminals and not just lock the away. A number of individuals had a significant impact on changes in law enforcement and punishment at this time, including: the prison reformer, **John Howard**; and the founder of the **Metropolitan Police**, **Robert Peel**.

1: Medieval England	2: Early Modern England	3: C18th and C19th	4: Recent times
c.1000-c.1500	c.1500-c.1700	c.1700-c.1900	c.1900-c.Present

Anglo-Saxon; Norman; Late Middle Ages; Tudor; Stuart; Georgian; Victorian; Edwardian; World Wars; Modern Era

1723: Black Acts makes poaching punishable by death

1735: Witchcraft Act states witches are confidence tricksters

1736: Witchcraft decriminalised

1748: Bow Street Runners established by Henry Fielding

1765: 'Bloody Code': 160 capital crimes

1772: Death penalty for anyone armed and disguised on high road

1777: John Howard publishes 'The State of Prisons'

1788: Transportation to Australia begins

1810: 'Bloody Code': 222 capital crimes

1813: Elizabeth Fry visits Newgate Prison and is shocked by conditions

1823: Black Act repealed as part of Robert Peel's reforms

1829: Robert Peel sets up Metropolitan Police Force

1832: Punishment of Death Act: Capital crimes down to 60

1833: Tolpuddle Martyrs sent to Australia

1842: Pentonville Prison and the 'separate system'

1857: Transportation abolished

1868: Public Executions ended

1877: All prisons brought under government authority

1878: CID set up employing 200 detectives

1888: Jack the Ripper murders

Key Terms:	
Slums	Poor part of city with crammed housing.
Industrial Revolution	A time in history where industry grew rapidly and on a large scale.
Social crime	An act that is illegal by law, but that some people do not view as wrong.
Claude Duval	A dashing highwayman ever in England, known as a "true gentleman of the road".
Trade union	An organized association of workers in a trade or profession formed to protect and further their rights and interests.
Tolpuddle Martyrs	6 agricultural labourers from the village of Tolpuddle in Dorset, England, who, in 1834, were convicted of swearing a secret oath as members of a trade union and sent to Australia.
Fielding brothers	London lawyers who had become tired of protecting criminals, and thought a far better idea would be to attempt to dissuade people from committing crimes in the first place.
Bow Street Runners	Men dedicated to catching thieves and providing evidence in court.
Robert Peel	Home Secretary from 18222-1827 and a conservative politician, he had a huge impact on Crime and Punishment due to his prison reforms as well as his role in creating the Met Police.
Metropolitan Police Force	A new organised police force that replaced the system of watchmen and Parish Constables in 1829. This was originally in London, but in 1835 a new law allowed towns to set up their own police force.
Bobbies	As his name was Robert Peel, the Met officers were called 'Bobbies' and were viewed as approachable. Peel issued his new policemen with a smart blue uniform that looked like a casual suit.
National Crime Records	Set up in 1869 to use new technology in policing e.g. telegraph communications which meant that different police forces could communicate quickly and effectively to share information.
CID	The Criminal Investigations Department set up in 1878 which employed 200 detectives. A further 600 were added in 1883. The CID developed new methods of detection.
Bloody Code	This rise in the number of crimes that held a capital punishment from 1688 to c1810. Phased out in IB.
Public execution	A form of capital punishment which members of the general public may voluntarily attend, and indeed were encouraged in order to deter others from committing crimes. It became ineffective.
Ticket of leave	After being transported to Australia, upon completing their 7 years service, convicts would be given a 'ticket of leave' and their freedom. If convicts didn't behave well, they would not get this and would be killed.
Prison Hulks	Old, rotten prison ships. The conditions were worse than in prisons – many died from disease.
John Howard	A man who campaigned on prison conditions and wrote *The State of Prisons in England and Wales.*
Elizabeth Fry	A Quaker who believed that prisoners should be reformed. Horrified by the conditions in Newgate women's prison. She set up a school for children living with their mothers at the prison.
Pentonville Prison	Set up in 1842 built on the site of old Millbank Prison. Known for the 'separate system'.

History: Paper 1 Crime and Punishment
HISTORIC ENVIRONMENT
Key Topic 4: Whitechapel. C1870-c1900: Crime, policing and the inner city

Living in **Whitechapel** – a district in the **East End** of London – in the last quarter of the 19th century, you were in a black hole at the heart of British Empire: one that sucked in beggars, prostitutes, criminals and alcoholics. The **Great Depression**, which began in 1873, brought widespread **unemployment** and **poverty** – in an age when being poor implied you were a bad person. Even if you had employment, you were amongst the most vulnerable: seeking labour on a day-today basis, hanging around for hours outside of factory gates in the hope of work – just so you might put bread on the table for your family. Shipping owner **Charles Booth** investigated East End squalor between 1889 and 1903, and found that 35.7% of east Londoners were living in utter poverty. This was not the result of idleness or drink – it was caused by low pay and unemployment. Prostitution was often a necessity, not a choice- the workhouse a last resort. Though there was often trouble, the police were rarely ready for it. According to the funder of the Salvation Army, the **slums** were a 'dark continent full of nameless loathing where lawlessness still reigns supreme'. In 1888, serial killer **Jack the Ripper** focused national attention on Whitechapel. Lurking in dark alleyways, he became a symbol for all the fears and worries of the residents. He seemed to represent what was wrong with the East End as a whole – a **dangerous area** where **policing was ineffective**. This was the context in which **H Division** of the Met Police had to operate.

Key Terms:	
Immigration	The action of coming to live permanently in a foreign country.
Fenians	Irish people who wanted independence for Ireland
Segregation	The action or state of setting someone or something apart from others.
Anarchists	People who wanted a revolution in which all laws and authority would be swept away.
Socialists	People who wanted to bring down the existing capitalist system and redistribute the property of the rich to create equality.
"Bloody Sunday"	A working-class / Socialist / unemployed demonstration in 1887 in Trafalgar Square.
Rookeries	The densely populated, low-quality housing found within slum areas.
Lodging houses	Where homeless people could sleep in 8-hour shifts.
Peabody Estate	Opened in 1881 and provided 286 flats with the aim to improve living conditions of the poor.
Casual labour	e.g. in the docks – meant that workers were employed a day at a time - no job security.
Sweated labour	Work in cramped, dusty and unhealthy "sweatshops" for low wages in "sweated trades", e.g. tailoring.
Watch committees	A group of local politicians or law professionals set up to monitor the work of police forces outside of London.
Metropolitan Police	A London based police department established in 1829, which would become a model for future police departments.
H-Division	H-Division oversaw policing in Whitechapel.
The "Beat"	Regular on-foot patrol by each police officer around a set area of Whitechapel.
CID	Criminal Investigations Department.
Old Bailey	The main criminal court of London.
Commissioner	The head of the Metropolitan Police in London.
Edmund Henderson	Appointed as Commissioner in 1870, was forced to resign in 1886 following a string of scandals.
Charles Warren	A former army general, was appointed Commissioner of the Metropolitan Police in 1886.
Frederick Abberline	The CID Inspector on the Ripper case.
Vigilance Committee	Set up by George Lusk, a local builder, who believed that the police were not doing enough.
Leather Apron	The press identified the Ripper as "Leather Apron", a local Jewish man called John Pizer.

1885: Keeping a brothel made illegal.

January 1886: Sir Edmund Henderson replaced as Police Commissioner by Sir Charles Warren after a riot in Trafalgar Square got out of hand.

1886: Sir Charles Warren sets about making the Metropolitan Police more regimented.

November 1887: Another riot in Trafalgar Square gets out of hand and is criticised in the press due to what seemed to be "use of excessive force".

31st August 1888: Mary Nichols is murdered. Her throat was cut, and later examination found that her abdomen had been cut open.

8th September 1888: Annie Chapman murdered. Signs of strangulation before her throat was cut and intestines pulled out and laid over her right shoulder.

27th September 1888: The first supposed Ripper letter, Dear Boss received by the Central News Agency. Passed to police on 1st October 1888.

29th September 1888: Order given for more police officers to work in plain clothes as well as 50 constables transferred temporarily to H Division.

30th September 1888: Elizabeth Stride and Catherine Eddowes are murdered on the same night.

30th September 1888: Anti-Semitic graffiti found written on a wall above where Eddowes' apron had been found.

1st October 1888: 'Saucy Jack' postcard references the 'double event' and not having time to 'get ears off'.

Early October 1888: Met police trial the use of bloodhounds to hunt the killer - press criticised this.

November 1888: Sir Charles Warren resigns as Police Commissioner after writing an article in defence of the police over the 1887 Trafalgar Square riot.

9th November 1888: The 'final' Ripper victim, Mary Kelly. Murdered in her room, parts of her body were removed completely and strewn across the room.
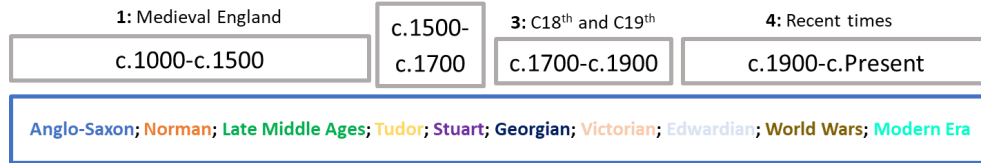
History: Paper 1 Crime and Punishment
THEMETIC STUDY
Key Topic 5: Modern day, c1900-present

In the 20th century, **society changed** in many ways that affected crime, punishment and law enforcement. The role of the **government** in people's lives grew, largely as a result of the **First and Second World Wars**, and the role **of state** in enforcing the law also grew. Social **attitudes changed** dramatically during the 20th century, which impacted heavily on how crimes were defined. This led to some activities becoming **decriminalised**, while others were made **illegal** for the first time – so creating new crimes. **Crime detection** and prevention during the period changed significantly as a result of developments in **science and technology**. New **communication** technologies, in particular, have had an important impact on the types of crime carried out on crime detection. Changing attitudes about the **rehabilitation** of offenders, as well as greater concern for the welfare of more vulnerable groups of offenders, in particular young people, has also been an important feature of this period.

1: Medieval England

2: Early Modern England

3: C18th and C19th

4: Recent times

c.1000-c.1500	c.1500-c.1700	c.1700-c.1900	c.1900-c.Present

Anglo-Saxon; Norman; Late Middle Ages; Tudor; Stuart; Georgian; Victorian; Edwardian; World Wars; Modern Era

1901: Fingerprint Branch set up by Met Police; photography used	**1965:** Death penalty abolished for most crimes
1902: First borstal introduced in Kent to separate young convicts	**1967:** Sexual Offences Act decriminalises homosexuality
1909: Police bicycles introduced to pursue criminals faster	**1967:** Abortion Act legalised abortion with certain conditions
1916: Military Service Act introduces conscription during WW1	**1967:** Abortion Act legalised abortion with certain conditions
1933: Under-18 execution ends	**1976:** Domestic Violence Act
1930s: Peace Pledge Union founded; members put on trial during WW2	**1988:** First murder convictions based on DNA samples
1946: First specialist dog section established within Met Police	**1998:** Death penalty abolished all crimes
1953: Execution of Derek Bentley	**2005:** Criminal Justice Act: more severe sentences for hate crime
	2016: Racial and Religious Hatred Act

Key Terms:

Hate crime	A crime motivated by prejudice against the victim's race, gender, disability or sexual orientation.
Homophobic	Prejudiced against people who are gay.
Domestic violence	Violence and intimidation in a relationship.
Abortion	Terminating a pregnancy.
Terrorism	The use of violence, fear and intimidation to publicise a political cause.
Welfare State	When the government provides help and services to meet the needs of the population.
Sexual Revolution	A significant shift in pubic attitude in the 1960s which challenged traditional codes of behaviour related to sexuality and relationships.
Fraud	Impersonating other people or businesses to make money illegally.
Copyright	The right of an artist or company to be recognised – and paid – as the creator of their work.
Extortion	Involves making someone pay money by using threats or blackmail.
Conscientious Objector	Men refused to fight in WW1 and WW2 because they said their conscience would not allow it.
Tribunal	A special kind of court in which disputes are settled.
Forensic Science	Highly specialised search teams looking for evidence such as fingerprints, blood samples or DNA.
Alexander Patterson	A prison commissioner influential in changing how young offenders were treated. The Criminal Justice Act included a lot of his ideas. He argued that probation and rehabilitation were essential.
Borstal	A prison for boys only (replaced with youth custody centres in 1982) with the purpose of ensuring that young convicts are kept entirely separate from older criminals.
Youth detention	A prison for people under the age of 21.
Derek Bentley	A British man who was hanged for the murder of a policeman during a burglary attempt. This controversial hanging helped lead to the abolishment of capital punishment.
The Criminal Justice Act	A 1948 reform that reduced the use of prions for juveniles, and led to improvements in the probation service for young people.
The Children and Young Persons Acts of 1963	Focused on importance of caring for and protecting young offenders and raised the age of criminal responsibly from 8 to 10 years.
The Children and Young Persons Acts of 1969	Brought in during Harold Wilson's Labour government, favoured care orders, and supervision by probation officers and social works, over prison sentences.
ASBO	Anti-Social behaviour Oder (ASBO) - A court order that places restrictions on what a person can do, e.g. where they can go or who they can talk to.
Community service	People convicted of minor offences are ordered to do supervised work to improve their local community.

History: Paper 2 Superpower Relations and the Cold War

Key Topic 1: The Origins of the Cold War

The Soviet Union and the USA were allies in the fight against Hitler's Germany, but once WW2 was over there was no common enemy, the different **political systems** in the two countries made co-operation impossible. The **communist** Soviet Union and **capitalist** USA simply distrusted each other too much to remain on good terms. Instead they drifted into a 'cold' war. The Cold War was not an open military conflict, but it did have many characteristics of traditional war. **Military alliances** were formed and huge arsenals of conventional and **nuclear weapons** were developed. Fortunately, those weapons were never used in any direct fighting. SO the Cold War was limited to **a war of words**, fought through **diplomacy, propaganda** and **spying.** In the closing stages of WW2, the USA, Britain, and other allies had freed Western Europe from German occupation. The Soviet Red Army had taken control of much of Eastern Europe. This led to Europe being split in two, with a **capitalist**, **democratic West** and **communist East**. In the years that followed, Stalin tired to win security for the Soviet Union by consolidating his **control** over **eastern Europe** and, if possible, extending communism into Western Europe. At the same time, the USA gave support to Western Europe and worked to undermine communism in Eastern Europe.
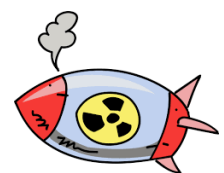
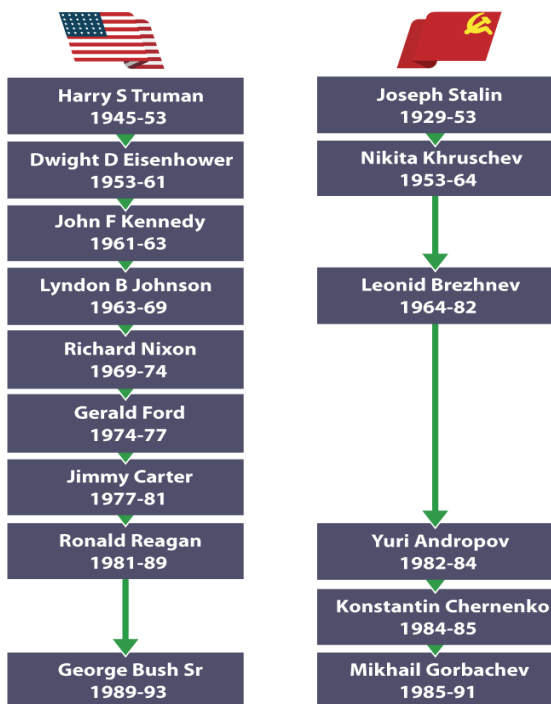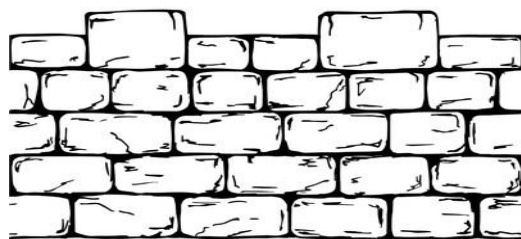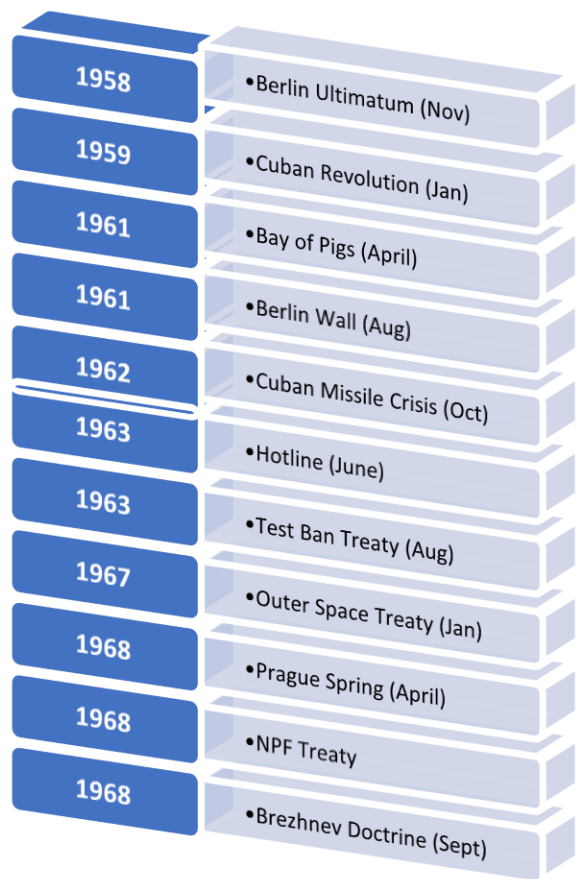| Year	Event
1939	• The Nazi-Soviet Pact (Aug)
1941	• Germany invades USSR (June)
1943	• The Tehran Conference (Nov)
1944	• The D-Day Landings (June)
1945	• The Yalta Conference (Feb)
1945	• VE Day (May)
1945	• The Potsdam Conference (July)
1945	• The USA tests its first atomic bomb July)
1945	• Atomic bomb dropped on Hiroshima and Nagasaki (Aug)
1946	• Kennan's Long Telegram (Feb)
1946	• Churchill's 'Iron Curtain' speech (March)
1946	• Novikov Telegram (Sept)
1947	• Communist government elected in Poland (Jan)
1947	• The Truman Doctrine (March)

Year	Event
1947	• Truman Doctrine (March)
1947	• Marshall Plan (June)
1947	• Cominform (Sept)
1947	• Bizonia (Jan)
1948	• Communists seize power in Czechoslovakia (Feb)
1948	• Trizonia (March)
1948-9	• Berlin Blockade (June)
1949	• Comecon (Jan)
1949	• FRG (May)
1949	• GDR (Oct)
1949	• NATO (April)
1955	• Warsaw Pact (May)
1956	• Secret Speech (Feb)
1956	• Hungarian Uprising (Oct)

Term	Definition
Superpower	A country or state that has great power and influence globally.
Ideology	A key set of ideas. The USA and the USSR had different ideologies about how a country should be governed and how its society should work.
Capitalism	Capitalists believe everyone should be free to own property and businesses and make money.
Communism	Communists believe that all property, including homes and businesses, should belong to the state, to ensure that every member of society has a fair share.
Soviet Union	Short for Union of Soviet Socialist Republics (USSR). The republics included Russia, Ukraine, Belarus, Kazakhstan and others.
Grand Alliance	The name of the partnership between America, Britain and the Soviet Union in WW2. The big three were the 3 people who represented each country.
Buffer zone	A zone of friendly countries in Eastern Europe to protect it from future attacks from the West.
Domino Effect	The domino theory suggests a communist government in one nation would quickly lead to communist takeovers in neighbouring states, each falling like a perfectly aligned row of dominos.
Iron curtain	A metaphorical divide between East and West Europe, a term coined by Churchill.
Satellite state	A nation that was once independent but is now under the control of another.
Atomic monopoly	Possessing and having control of nuclear weapons.
Arms race	A race in which countries compete to build more powerful weapons.
MAD	Mutually assured destruction. Policy in which the USA and the Soviet Union hoped to deter nuclear war by building up enough weapons to destroy each other.
Brinksmanship	Belief that only by going to the brink of war could the USA prevent war.
Containment	Using US power and the military to prevent the spread of communism into new countries. This is the policy of the Truman Doctrine.
Marshall Aid	US financial aid that was authorised. $13 billion dollars was given freely to European countries so that that they 'did not fall prey to communism'. This was the action of the Truman Doctrine.
Comecon	The Council for Mutual Economic Assistance, established on 25 January 1949 by the USSR, two years after the Marshall Plan was announced.
Cominform	The Communist Information Bureau, created by Stalin to link Communist Parties in Europe and place them under direct Moscow control
Berlin Blockade	When Stalin closed the roads, railways and canals that entered West Berlin in June 1948.
Hungarian Uprising	An uprising against harsh Soviet rule. 20,000 Hungarians and 7,000 Russians perished.

History: Paper 2 Superpower Relations and the Cold War

Key Topic 2: Cold War Crisis, 1958-1970

The events of the **Hungarian Uprising** in 1956 destroyed the cooperative atmosphere of the **Geneva** talks in 1955. international relations became ever more tense and strained in the following years and 1958-70 was the most difficult period of the Cold War. Crises in Berlin, Cuba and Czechoslovakia all added to the tension between the USA and the Soviet Union. Tension over the **control of Berlin** and a mounting **refugee c**risis led Khrushchev to order the building of the **Berlin Wall**, creating a physical barrier between the East and West sides of the city. When the Soviets based **nuclear missiles** on the island of **Cuba**, within striking distance of the US mainland, tension between the Soviet Union almost resulted in a **nuclear war**. And tension between the Soviet Union and the USA was also increased when the Soviets sent tanks into **Czechoslovakia**, to stop **reforms** that threatened Moscow's control of the county.
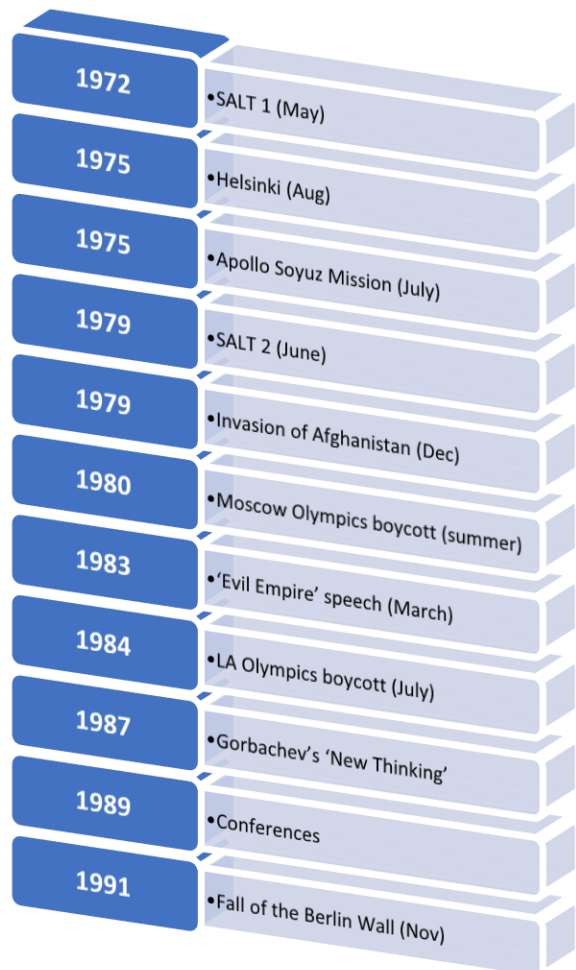
Year	Event
1958	Berlin Ultimatum (Nov)
1959	Cuban Revolution (Jan)
1961	Bay of Pigs (April)
1961	Berlin Wall (Aug)
1962	Cuban Missile Crisis (Oct)
1963	Hotline (June)
1963	Test Ban Treaty (Aug)
1967	Outer Space Treaty (Jan)
1968	Prague Spring (April)
1968	NPF Treaty
1968	Brezhnev Doctrine (Sept)

US Presidents	USSR Leaders
Harry S Truman 1945-53	Joseph Stalin 1929-53
Dwight D Eisenhower 1953-61	Nikita Khruschev 1953-64
John F Kennedy 1961-63	
Lyndon B Johnson 1963-69	Leonid Brezhnev 1964-82
Richard Nixon 1969-74	
Gerald Ford 1974-77	
Jimmy Carter 1977-81	
Ronald Reagan 1981-89	Yuri Andropov 1982-84
	Konstantin Chernenko 1984-85
George Bush Sr 1989-93	Mikhail Gorbachev 1985-91

Term	Description
Refugee crisis	By 1958, 3 million east Germans, over a 6th of the country's population, had crossed to the West. They all wanted to escape communism because of the falling standards, whereas the West had higher standards of living, assisted by Marshall Aid, compared to the East which received much less from Comecon.
Brain drain	East Germany urgently needed to build up their economy, but with the refugee problem, many skilled workers, such as engineers, technicians and teachers left, knowing that they could earn much higher salaries in West Germany.
The Berlin Ultimatum	In November 1958, Khrushchev demanded that the Western countries should officially recognise East Germany as an independent country. They refused and on the 27th of November Khrushchev issued his ultimatum and demanded that: Berlin should be demilitarised and western troops withdrawn; Berlin should become a free city.
U-2 crisis	On 1st May 1960 the USSR had shot down an American U-2 spy plane as it flew over the Soviet Union. The Americans tried to claim it was a weather plane that had blown off course, but the Soviets interrogated the pilot, Gary Powers, who admitted to being a spy on a mission. Although Eisenhower was embarrassed he refused to apologise, and Khrushchev walked out of the Paris Summit meeting.
Berlin Wall	On August 13 1961, the East German Police force used barbed wire to swiftly seal off most of the places that people could cross over into West Berlin. This became an actual wall over time and remained until November 1989.
Cuban Revolution	Fidel Castro, communist with the support of the Cuban people loved him, overthrew Batista in 1959.
Bay of Pigs	With CIA funding, a group of armed Cuban exiles tried to land in Cuba at the Bay of Pigs (Cochinos Bay). The USA hoped to overthrow Castro and put a new US-friendly government in control, but it was a complete failure.
The Thirteen Days	During the Cuban Missile Crisis, leaders of the U.S. and the Soviet Union engaged in a tense, 13-day political and military standoff in October 1962 over the installation of nuclear-armed Soviet missiles on Cuba, just 90 miles from U.S. shores.
Hotline	A direct telephone line between Moscow and Washington after the Cuban Missile Crisis. This allowed the USSR and USA to communicated directly and quickly rather than relying on telegrams and letters.
Test Ban Treaty	This prohibited the testing of nuclear weapons on land, under sea and in outer space. It meant that the USA and USSR would stop testing new nuclear weapons.
The Outer Space Treaty	The two superpowers, together with Britain and several other countries promised to use outer space for peaceful purposes and not to place nuclear weapons in orbit.
Nuclear Non-Proliferation Treaty	This meant that the USA and USSR would stop sharing or selling nuclear weapon plans and designs to other countries. The idea was to stop the spread of nuclear technology across the world.
Socialism	An economic and political system where the community or state owns the general means of production (i.e. farms, factories etc).
Prague Spring	The reforms Dubcek introduced from April 1968, which became known as the 'Prague Spring', after the country's capital. They were met with great enthusiasm from the Czech people, but much less popular in Moscow.
Brezhnev Doctrine	Brezhnev announced that the actions of one individual communist country affected all communist countries. So if one country's actions threaten other countries, then it was the duty of all those countries to stop those actions.

KS4 Knowledge Organiser: Paper 2 Superpower Relations and the Cold War

Key Topic 3: The End of the Cold War, 1970-91

The events in Berlin, Cuba and Czechoslovakia in the 1960s had highlighted just how far apart thinking was in Moscow and Washington. But one area where there was agreement was that the nuclear arms race threatened the future of mankind. This is one reason why the **1970s** saw an attempt to improve relations through a policy known as **détente**. By the end of tat decade, however, relations had once more deteriorated to a point where there was a **'Second Cold War'** as President Ronald **Reagan** took a much tougher approach to the Soviet Union. When Mikhail **Gorbachev** became Soviet leader in 1985, he realised that his country could no longer afford the cost of the nuclear arms race and that radical changes were needed in how the Soviet Union was governed. Little did he realise that his policies would bring about, not only the **end to the Cold War**, but also the **break-up of the Soviet Union**.

Term	Definition
Détente	A period of peace between two groups that were previously at war, or hostile to each other, in this case the USA, USSR and China.
SALT 1	Strategic Arms Limitation Treaty signed by Nixon and the Soviet leader, Leonid Brezhnev. The agreement restricted the number of ICBMs both sides could have, but was criticised by some for not limiting the production of new nuclear weapons.
SALT 2	The US Congress refused to ratify SALT II, a second agreement of the Strategic Arms Limitation Talks, because it as far as they could see the USSR had broken its commitment to limiting the creation of new nuclear weapons.
Helsinki Agreement	Signed by 35 countries including the USA and the USSR. These countries were signing up to recognise the European borders established after World War Two as well as to some basic human rights such as freedom of speech. This effectively meant that the Western Allies recognised Soviet control over Eastern Europe. It also meant that, after decades of communist dictatorship, the Soviet Union had signed up to a basic human rights agreement.
Apollo Soyuz Mission	In 1975 American astronauts and Soviet cosmonauts met and symbolically shook hands in space.
The Mujahidin (Mujahideen)	A pro-Islamic guerrilla movement who received funds from the USA and Osama bin Laden (wealthy Saudi); after the withdrawal of the USSR the fighters split into many factions which eventually spawned the Taliban who took control of Afghanistan.
People's Democratic Party of Afghanistan	Pro-communist government that seizes power in 1978 – led by Taraki.
Shah	King or Emperor. Iran was ruled by shahs until the 1979 revolution
The Strategic Defense Initiative (SDI)	This was a series of satellites in orbit. These satellites would carry powerful lasers that could shoot down Soviet missiles and prevent them from harming the USA. This was against the terms of the Outer Space Treaty (1967).
Perestroika	Russian for 'reconstruction'. It was used in the Gorbachev era to describe his programme for reorganising and restructuring the Soviet State.
Glasnost	Russian for 'openness' or 'transparency'. In the 1980s and 1990s, it was used to describe Gorbachev's new, more open, attitude to government and foreign relations.
INF Treaty	The Intermediate-Range Nuclear Force (INF) Treaty. The treaty said that both countries would abolish all land-based missiles with a range of 500-5000km.
Solidarity	An independent trade union movement in Poland which developed into a mass campaign for political change and inspired popular opposition to Communist regimes across eastern Europe.

1972
- SALT 1 (May)

1975
- Helsinki (Aug)

1975
- Apollo Soyuz Mission (July)

1979
- SALT 2 (June)

1979
- Invasion of Afghanistan (Dec)

1980
- Moscow Olympics boycott (summer)

1983
- 'Evil Empire' speech (March)

1984
- LA Olympics boycott (July)

1987
- Gorbachev's 'New Thinking'

1989
- Conferences

1991
- Fall of the Berlin Wall (Nov)

June 1989: Poland
Solidarity is legalised and wins a landslide victory in Polish elections.

September 1989: East Germany
Huge numbers of East Germans leave for the West, travelling through Hungary to Austria. On 11 September, 125,000 East Germans cross the border.

October 1989: East Germany
Gorbachev refuses to help the East German government put down demonstrations.

November 1989: East Germany
The East German government announces that the border crossing to West Berlin will be opened. Thousands of East Berliners force their way through the crossing. People on both sides of the Berlin Wall start pulling it down. East and West Germany are formally reunited in 1990.

May 1989: Hungary
The government takes down the fence along the border with non-communist Austria. It promises a new democratic government, free elections are held in October.

Countries under Soviet influence
Non-Soviet comm countries

History: Paper 2 Early Elizabethan England

Key Topic 1: Queen Government and Religion 1558-69

In the years before Elizabeth I became queen there was **religious turmoil** in England, monarchs changed between Catholic to Protestant and people on both sides were persecuted. Elizabeth inherited many **problems** including not just religion but also questions around her legitimacy, **financial problems** and threats from abroad. In order to solve some of these issues Elizabeth devised the Religious Settlement which aimed to please as many of her subjects as possible. She no longer wanted religious conflict or **persecution**, this was successful in some ways but not others, it was challenged by both Catholics and Puritans. Elizabeth also faced **significant threats** from abroad, her wealthy European neighbours, France and Spain were both Catholic and desired England to be so too. She also faced threats from within England, her cousin, **Mary Queen of Scots** was Catholic and desired to make herself the Queen of England. This unit looks at Elizabeth's successes and failures when it comes to dealing with this multitude of problems.

1558: Elizabeth I becomes Queen of England	**1564**: Elizabeth signs the Treaty of Troyes, confirming Calais belonged to France
1559: The Religious Settlement – This included The Act of Supremacy, The Act of Uniformity and the Royal Injunctions	**1566:** Archbishop of Canterbury, Matthew Parker, publishes 'Book of Advertisements'
1563: Labourers Act – Outlined wages: Labourers 3p per day, skilled craftsmen 4p per day, servants 8-9p per week.	**1566:** The Dutch Revolt against the Spanish Inquisition
1559: Visitations resulted in 400 clergy being dismissed	**1568:** The Genoese Loan
1560: The Treaty of Edinburgh agreed MQoS would give up her claim to the Scottish throne.	**1568:** Mary Queen of Scots arrives in England

Key Terms:	
Divine Right	Belief that the monarch's right to rule came from God.
Crown	With a 'capital' C, the Crown refers to the monarch and their government.
Courtiers	Were usually members of the nobility, they spent much of their life with Elizabeth.
Extraordinary Taxation	Occasional, additional taxation to pay for unexpected expenses, especially war.
Militia	A military force of ordinary people, rather than soldiers, usually raised in an emergency.
Succession	The issue of who was going to succeed the throne after the existing monarch died.
Roman Catholic	The form of Christianity followed throughout the whole of Western Europe until the 16th century. Catholic saw the Pope as the head of the Church.
Queen Regnant	'Regnant' is a Latin word meaning 'reigning' Elizabeth was Queen Regnant because she ruled in her own right.
Mass	Catholic service in which they are given bread and wine. Catholics believed that this involved a miracle: the bread and wine is turned into the body and blood of Christ.
The Reformation	A challenge to the teachings and power of the Roman Catholic Church. This movement is said to have begun in Europe in 1517.
Sacraments	Special Church ceremonies, e.g. Baptism, Communion, Marriage.
Clergy	Religious leaders such as bishops and priests.
Ecclesiastical	An adjective used to describe things to do with the Church.
Royal Supremacy	This is when the monarch is head of the Church
Pilgrimage	A journey to an important religious monument, shrine or place.
Saints	A saint is someone who lived an exceptional, holy life. To be made a saint by the Catholic Church several conditions have to be met, including having lived a good life.
Recusants	Catholics who were unwilling to attend Church services laid down by the Elizabethan religious settlement.
Papacy	The system of Church government ruled by the Pope
Heretics	People who have controversial opinions and beliefs at odds with those held by the rest of society, but especially those who deny the teachings of the Catholic Church.
Martyr	Someone who is killed for his or her beliefs, especially religious beliefs.
Holy Roman Empire	A large group of different states and kingdoms covering a large area of central Europe, including parts of modern Germany, Poland and Austria. Each state had its own ruler and the leaders of the 7 largest countries elected a Holy Roman Emperor.
Excommunicated	A very severe punishment, imposed by the Pope, expelling people from the Catholic Church

History: Paper 2 Early Elizabethan England

Key Topic 2: Challenges to Elizabeth at home and abroad 1569-88

Elizabeth faced many **serious threats** both from within England and abroad. In the north of England members of the Catholic nobility wanted to overthrow her and put Mary Queen of Scots on the throne. Her **failing relationship** with Spain also led Philip II to support these plots against her and attempt to restore Catholicism. The **rivalry** between England and Spain was not just religious, but also trade and political power. This led to further conflict in the **New World** as English privateers clashed with Spanish over new territories and plunder. Sir Francis Drake was one of Spain's main adversaries in the New World, he brought large amounts of wealth back to England and was favourited by Elizabeth, causing further tension. By the mid-1580s England and Spain were at war, despite Elizabeth's best efforts to avoid a conflict. Philip planned an invasion of England and in 1588 he launched his **Armada.**

Key Terms:	
Conspiracy	A secret plan with the aim of doing something against the law.
Papal Bull	A written order issued by the pope.
Council of the North	Implements Elizabeth's laws and authority in the north of England as it was far from London. The North was often unstable and susceptible to raids from the Scottish. The council could act in times of emergency.
Hanged, drawn and quartered	Punishment used for treason, the accused would be hanged until near dead, cut open, have their intestines removed and then chopped into four pieces.
Cipher	A secret way of writing code
Agents Provocateurs	French term referring to agents who become part of a group suspected of wrongdoing, and encourage other members to break the law so that potential threats can be identified and arrested.
Foreign Policy	The aims and objectives that guide a nation's relations with other states. The general aim is to benefit the nation. Objectives can include trade, expanding into more territory, gaining more economic resources etc. Foreign policy can be defensive (defending what you have) or aggressive (conquering other lands)
New World	North and South America. Europeans were only aware of their existence from 1492.
Privateer	Individuals (usually merchants or explorers) with their own armed ships that capture other ships for their cargoes, often with the support or authorisation of their government.
Circumnavigate	To travel all the way around the world
Autonomy	The right to self-government, so people of one country can manage its own affairs.
Expeditionary Force	An armed force sent to a foreign country to achieve a specific function or objective.
Mercenary	A soldier who fights for money rather than a nation or cause.
Fireships	Empty ships set on fire and sent in the direction of the enemy to cause damage and confusion.
Propaganda	Biased information used to promote a point of view.
New Albion	An region in north California which Drake claimed in Elizabeth's name.
The Dutch Revolt	Philip II of Spain persecuted the Dutch Protestants, leading to a revolt in 1566 that lasted decades
The Revolt of the Northern Earls	The Catholic northern Earls devised a plan to overthrow Elizabeth and restore Catholicism in England. It failed when Spanish support failed to arrive, in the aftermath treason laws became much harsher,
The Ridolfi Plot	Ridolfi was an Italian banker living in England, who was a spy for the pope. He planned to murder Elizabeth and had the support of the pope. He planned to put MQoS on the throne, but Elizabeth's spies uncovered the plot.
The Throckmorton Plot	Throckmorton planned for the French to invade England and put MQoS on the throne, again the plot was uncovered by Elizabeth's spies and life became harder for Catholics again.
The Babington Plot	This plot again focused on murdering Elizabeth and putting MQoS on the throne, this plot led to her execution.

1569: The Revolt of the Northern Earls	**1583**: The Throckmorton Plot
1570: Papal Bull excommunicates Elizabeth I	**1584:** The Treaty of Joinville allied France and Spain against Protestantism
1571: Ridolfi plot has Philip II's backing	**1585:** The Treaty of Nonsuch Elizabeth promised to help the Dutch
1574: Catholic priests are first smuggled into England	**1586**: The Babington Plot The Treaty of Berwick making England's northern borders more secure
1576: Pacification of Ghent signed	
1577: Drakes circumnavigation begins	**1587:** Mary Queen of Scots executed The Singeing of the Kings Beard
1581: Elizabeth knights Drake on the Golden Hind	**1588:** The Spanish Armada is spotted in the English Channel

History: Paper 2 Early Elizabethan England

Key Topic 3: Elizabethan society in the Age of Exploration

Elizabeth I's reign was a time of **expansion**, with growth in many different areas of society and daily life. There were **new territories** to be conquered in the New World, where it was believed there were great fortunes to be made. This opened up more opportunities in commerce. There was also expansion in ideas and **different ways of thinking**, including poetry, drama, philosophy and science. This affected what was taught in **schools and universities**. Plays, sports, games and other pastimes gave people a break from their worries. For Elizabeth, her courtiers and the nobility, these worries meant concerns over England's religious problems or the threat of war with Spain. For business owners, merchants and skilled craftsmen there were **economic problems**: trade could be badly affected by poor foreign relations. When there were problems, businesses failed and unemployment rose. For the landless poor, and those unemployed, people faced poverty and even starvation.

1563: Statute of Artificers ensured that poor relief was collected	**1585:** Colonists set sail for North America and being the colonisation of Virginia
1569: Mercator map was developed	**1586**: Surviving colonists abandon Virginia and return to England
1572: Vagabonds Act aimed to deter vagrancy	**1587:** The Rose theatre was built on London's Southbank
1576: Poor Relief Act to distinguish between the able and impotent poor and to help the able find work.	**1587:** New group of colonists arrive in Virginia and establish a colony at Roanoke
1580: Drake returns from circumnavigating the globe with spices, treasure and tales of Nova Albion.	**1590:** English sailors arrive at Roanoke only to find it abandoned. All the colonists had disappeared.
1583: Elizabeth established The Queen's Men a theatre company.	

Key Terms:	
Social Mobility	Being able to change your position in society
Humanists	Believed that education was important and wanted people to stop being superstitious.
Apprentice	Someone learning a trade or a new skill. In Elizabethan times, apprentices were not paid. Once qualified, skilled craftsmen usually enjoyed a very good standard of living.
Petty Schools	Boys whose parents could afford to send them started their education here, they would learn reading, writing and basic Arithmetic (maths).
Dame Schools	Provided a basic education for girls, for most girls education was focused on the home e.g. bake, brew and sew.
Rhetoric	The art of public speaking
Rural depopulation	When the population of the countryside falls as people move away in search of a better life.
Arable Farming	Growing crops on farm land.
Subsistence Farming	Growing just enough to feed the family but not to sell.
Enclosure	Replacing large open fields with individual fields belonging to one person.
Vagabonds	Vagabonds or vagrants, were homeless people without jobs, who roamed the countryside begging for money, perhaps stealing or committing other crimes in order to survive.
Economic recession	When a fall in demand leads to falling prices and businesses losing money. This can lead to businesses failing and unemployment going up.
Impotent/Deserving Poor	Those who were unable to work because of age or illness.
Able bodied/Idle Poor	Those who were fit to work and therefore were treated more harshly.
Poor Relief	Financial help for the very poor, this was paid by a special local tax, the poor rate.
Astrolabe	An instrument used by sailors to help with navigation at sea, it was circular.
Quadrant	Similar to an astrolabe, it was used by sailors to help with navigation at sea, it was the shape of a quarter circle.
Mercator Map	It used parallel and evenly spaced lines of longitude and latitude to place lands more accurately on a map.
Colonies	Lands under the control or influence of another country, occupied by settlers from that country
Monopoly	When one person, or company, controls the supply of something. This means that they can charge whatever price they like for it.
Barter	Exchanging goods for other goods, instead of paying for something outright.
Virginia	An area in North America, there were several failed attempts to colonise this area during Elizabeths reign.
Golden Hind	Drake's ship used to circumnavigate the globe.

History: The US Civil Rights Movement

Overarching enquiry question: Did the Civil Rights Movement create real progress for Black Americans?

Malcom X civil rights activist

By the early 1950s, **slavery had been abolished** and by law, black and white Americans were equal. However black Americans were not actually treated as equal. All over the USA black Americans lived in the **worst parts of towns** and cities and they did less desirable jobs, it was particularly worse in the South. This sparked the Civil Rights movement to **campaign for change**, the movement compromised of many different groups, leaders and campaigns for change. By 1966 the Civil Rights Act and the Voting Act were put in place to protect the rights of black Americans and many white people believed the fight was done however massive **inequalities still remained** and this sparked more radical and **violent protest**.

Civil rights protest

Members of the Black Panther movement

The NAACP headquarters

The Black Panthers encouraged Black Pride

Timeline of events

1955	Montgomery Bus Boycott
1957	Civil Rights Act
1961	Freedom Rides
1963	MLK 'I have a dream' speech
1964	Civil Rights Act
1966	Black Panthers set up
1968	Assassination of MLK

What sources should I know about/use?

Photographs are an important source when studying the civil rights movement, during the 1960s we see an explosion of photographs at different events documenting history. We must be careful to use supporting knowledge when using photos as sources to ensure they are an accurate representation of the past.
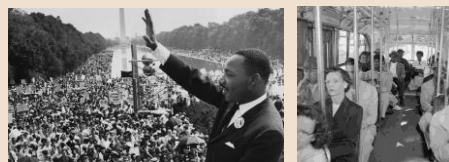
Key words:	
Civil Rights	The guarantee of equal social opportunities and equal protection under law
Martin Luther King	An American civil rights activist, he favoured a non-violent approach
Segregation	Separating groups of people, usually by race or religion
Discrimination	Treating people unfairly because of their race or religion
Jim Crow laws	Jim Crow was a (supposedly) lazy, stupid, black character played by a white comedian. Black code laws enforcing segregation were given the nickname 'Jim Crow'
Ku Klux Klan (KKK)	A group who persecuted Jews, Catholics, communists and anyone who was not white, especially black people.
Cold War	Political tension and military rivalry between the USSR and the USA. The war was 'cold' because it stopped short of a full-scale war between two states.
Civil Rights Activist	Someone who campaigns for equal rights and tries to persuade others to do so
Integration	When black and white people share all facilities e.g. schools
Boycotts	To refuse to use a service if you believe it is doing something wrong
Propaganda	A way of controlling public attitudes. Propaganda uses things like newspapers, posters, radio and film, to put ideas into people's minds and therefore shape attitudes.
NAACP	National Association for the Advancement of Colored People set up in 1909
CORE	The Congress of Racial Equality set up in 1942
John F. Kennedy	US President 1961-1963
Malcolm X	He rejected the non-violent approach and wanted black people to fight back
Assassination	The murder of a public figure
The Black Panthers	A large Black Power group who wanted more black officials and police who would work for the community. They were also willing to work with white people who shared their views.

AQA

We have studied four themes; you will need to answer questions on each of the following:

THEME A Relationships and Families

THEME B Religion and life

THEME E Religion, crime and punishment

THEME F Religion, human rights and social justice

Do NOT attempt questions on THEMES C and D- we have not studied them.

Key points to remember for all four themes:

Know your religious evidence for each topic.

Learn one or two quotations for each theme.

Know your contrasting evidence for four mark questions.

Know your evidence for contemporary British society views.

Make sure you use revision guides and sample questions provided by your teachers.

Religious Studies Term 3 GCSE AQA 8062 A- use with your revision guides
Paper two I hour 45 minutes: Thematic Studies

AQA

Each section has the following question types:

1 mark multiple choice eg

Which one of the following terms best describes the action of giving money to the poor?[1 mark]

A Equality B Charity C Poverty D Prejudice

2 mark short question requiring key evidence of your subject eg

Give two reasons why religious believers oppose hate crimes. [2]

4 mark question needing two ' mini PEELS'- two explanations eg

Explain two contrasting religious views about how the universe began. [4]

5 mark question needing an expanded explanation with key evidence such as sources or quotations eg

Explain two religious beliefs about the roles of men and women. Refer to sacred writings or another source of religious belief and teaching in your answer. [5]

12 mark question- this sometimes also carries an extra 3 SPAG marks for excellent spelling punctuation and grammar. This needs two clear, explained points agreeing and disagreeing with a statement or question. You must use evidence from religious sources eg

  'Religious believers should never agree with corporal punishment.'[12]

Test yourself with some past questions papers here: https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/assessment-resources

Topic	Religious Arguments	Scientific/Secular Arguments
Origin of Life	Truths are based on a belief and tradition that Holy Scripture is the word and wisdom of GOD. God created the world (and Universe) in 6 days. This process ends with the creation of Man after all other life. All creation was made for Man, a *gift* for us from God. We must be grateful for this gift and we should live/behave as Gods wants us to.	Truths are based on a method of observation, experimentation and results. NEVER 100% CERTAIN. However, a scientific 'Theory' is *fact*. The Universe began over 13Billion years ago. The Earth is one of many planets, stars and other objects in a vast space. Humans are another type of animal life that has evolved on Earth over millions of years. The scientific explanation for the origin of life does not require God to cause things to exist.
The Environment	Scripture can be interpreted to believe that we have Dominion (a right to conquer) and Stewardship (a responsibility to take care) of the world. In our modern world we are more aware of how much damage human activity is doing to the planet and how limited some resources are. Therefore there is now a greater emphasis on our duty to be caretakers.	Humans use natural resources for fuel, food, and material. We are overusing a lot of natural resources and damaging the environment (for example: Pollution and Deforestation). The result of all this human activity and damage has caused a change in the climate with extreme weather like floods and fires. Scientists would agree with religion that we must be more responsible.
Animal Life	Animals were also given the gift of life from God. We should respect them as much as we respect the world. They were created for us to use, but not to abuse. Kosher rules around animal slaughter and meat preparation demonstrate regard and respect for animals. The rules forbidding work on Sabbath apply to animals as well. Humans need animals which is why God created them.	Humans use animals in all sorts of ways: food, clothing, labour, companionship, entertainment, and research/testing. Some people believe we can use animals for things (including blood sports, experimentation and hard labour) as their 'consent' is not a moral requirement. Others believe it is morally wrong to cause animals to suffer.
Human Life: Abortion	Once 'Life' has begun it is equal to a life that is already being lived. This is the 'Sanctity of Life'. Every life is a gift from G-d and not up to us to take away. Life is precious ad holy. A foetus can be seen as a 'potential' life rather than an actual life. Judaism sees this as so. Religion might allow abortion under specific conditions, like if the mother's life is in danger. In other cases religion would prefer alternatives, such as adoption, or providing support for disabled children. The sanctity of the foetus' life might mean the woman has no choice about whether she wants to stay pregnant.	The option of abortion should be available for a woman to decide based on her own values. The wellbeing of the child could be affected if it is unwanted and/or given up for adoption. In the UK the NHS has a medical view (when could the foetus survive outside the mother). As medical technology improves, the availability of abortion through the NHS could change. The need for abortions is reduced by promoting all forms of contraception.
Human Life: Euthanasia	Life is sacred no matter how bad or how much pain there is, only God can take it away. Killing out of mercy might be the lesser of two evils, or prohibited and a sin. Religions offer/run Hospice care for terminally ill patients as a way of dealing with terminal illnesses. They provide support to the families of patients. Religious views may vary depending on the type of Euthanasia.	Euthanasia is divided into Active/Passive (actively killing/withdrawing medical support) and voluntary or not (able to give consent). If unable to give consent then the decision must be made by a doctor or family. If a human has a right to life (in a way they chose, without pain), then surely they have a right to die (in a way they chose, without pain). This might also relieve the suffering of their families.

Key Words

Term	Definition	Term	Definition
Abortion	The ending of a pregnancy	Evolution	Scientific theory of the development of humans from apes
Afterlife	What happens to the self/soul after we die	Fossil Fuels	Natural resources for energy: coal, oil and gas
Animal Rights	The idea that animals should have rights out of respect for life	Heaven	Paradise where those judged good go after death to be forever with God
Assisted Suicide	When a person wishes to die, but requires help. Linked to Voluntary Euthanasia	Hell	Damnation where those judged bad go after death to be forever without God
Big Bang Theory	Scientific theory of the creation of the universe through a large explosion	Hospice	A place that cares for the dying
Bodily Autonomy	The belief/right that an individual should have control over what happens to their own body. For example, organ transplants, suicide, abortion.	Judgement	The belief that you will be judged by God after death
Charles Darwin	Published On The Origin of Species, 1859; Theory of Evolution	Liberal	A person who believes their holy book is not literally true
Conception	When the egg is fertilised by the sperm. The beginning of pregnancy	Literalist (orthodox Jew)	A person who believes their Holy book is literally true + the word of God
Consent	When permission is given by a person for something to happen to them	Pro-Choice	Advocating for a person to have bodily-autonomy in issues about life and death
Conservation	To repair and protect various aspects of the natural world	Pro-Life	Advocating against a person to have bodily autonomy
Creation	The idea that God created the world	Quality of Life	How easy or difficult someone's life is – e.g. cancer causes a low quality of life
DNR	Do Not Resuscitate. A medical instruction. Linked to Passive Euthanasia	Sanctity of Life	The belief that all life is sacred as man is made in God's image
Dominion	The power humans have over God's creation	Scientific Theory	As close to 100% certain as science will allow
Environment	The world around us	Stewardship	The responsibility God gave humans to look after the world
Euthanasia	The painless killing of a terminally ill patient. A 'mercy killing'	Vegetarian	The choice not to eat animals

EVIDENCE

Judaism

Creation Story: Book of Genesis

Adam and Eve: Book of Genesis

"Be Fruitful and increase, fill the earth and master it" Genesis 1:28

"For your sake I created them all! See to it that you do not spoil and destroy My world; for if you do, there will be no one to repair it" Ecclesiastes 7:13

TIKKUN OLAM

A Righteous man knows the needs of his beast" Proverbs 12:10

"God made us in his image" Genesis 1:27

The foetus is 'mere water' until the 40th day of pregnancy: Talmud

"Thou shalt not Kill" 10 Commandments

"God gives life and takes life away" Psalms

Islam

"It is HE who has made you successors on the Earth" Quran 6:165

"You were lifeless and HE gave you life" Quran 2:28

"Do not seek from it more than what you need" Hadith

"All the creatures that crawl on the earth and those that fly with their wings are communities like yourselves" Quran 6:38

"Do not kill your children for fear of poverty… We shall provide for them and you… killing them is a great sin" Quran 17:31

"Do not take life, which Allah had made sacred, except by right" Quran 17:33

World

Big Bang Theory

Theory of Evolution

Rise in extreme weather conditions, including floods, fires, and droughts.

Industrial development is correlated with increases in global temperatures and environmental instability

Industrial methods of animal rearing reduce the quality of the meat and use up other natural resources

More efficient to use resources as direct foodstuffs rather than feeding animals.

Abortion is legal in the UK under certain conditions: Human Fertilisation and Embryology act 1990

Current medical guidance says abortion is acceptable up to 24 weeks

Euthanasia as a form as assisted suicide is illegal in UK: Suicide Act 1961

MATHS: Assessment Objectives and weightings

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Mathematics

- The assessments will cover the following content headings:
  1. Number
  2. Algebra
  3. Ratio, proportion and rates of change
  4. Geometry and measures
  5. Probability
  6. Statistics
- Two tiers are available: Foundation and Higher (content is defined for each tier).
- Each student is permitted to take assessments in either the Foundation tier or Higher tier.
- The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.
- All three papers must be at the same tier of entry and must be completed in the same assessment series.
- Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.
- Each paper is 1 hour and 30 minutes long.
- Each paper has 80 marks.
- The content outlined for each tier will be assessed across all three papers.
- Each paper will cover all Assessment Objectives, in the percentages outlined for each tier. (See the section *Breakdown of Assessment Objectives* for more information.)
- Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.
- See *Appendix 3* for a list of formulae that can be provided in the examination (as part of the relevant question).
- Two assessment series available per year: May/June and November*.
- First assessment series: May/June 2017.
- The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.
- Foundation tier: grades 1 to 5.
- Higher tier: grades 4 to 9 (grade 3 allowed).

Tier	Topic area	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

A LEVEL MATHEMATICS entry requirements: GCSE grade 7+
A LEVEL FURTHER MATHEMATICS entry requirements: GCSE grade 8+

Why study maths A levels?
- stimulating and challenging courses;
- develop key employability skills such as problem-solving, logic, reasoning, communication and resilience;
- increase knowledge and understanding of mathematical techniques and their applications;
- support the study of other A levels;
- excellent preparation for a wide range of university courses;
- leads to versatile qualifications that are well-respected by employers and higher education.

	% Foundation	% Higher
Use and apply standard techniques Students should be able to: • accurately recall facts, terminology and definitions • use and interpret notation correctly • accurately carry out routine procedures or set tasks requiring multi-step solutions.	50	40
Reason, interpret and communicate mathematically Students should be able to: • make deductions, inferences and draw conclusions from mathematical information • construct chains of reasoning to achieve a given result • interpret and communicate information accurately • present arguments and proofs • assess the validity of an argument and critically evaluate a given way of presenting information. Where problems require students to 'use and apply standard techniques' or to independently 'solve problems' a proportion of those marks should be attributed to the corresponding Assessment Objective.	25	30

	% Foundation	% Higher
Solve problems within mathematics and in other contexts Students should be able to: • translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes • make and use connections between different parts of mathematics • interpret results in the context of the given problem • evaluate methods used and results obtained • evaluate solutions to identify how they may have been affected by assumptions made. Where problems require students to 'use and apply standard techniques' or to 'reason, interpret and communicate mathematically' a proportion of those marks should be attributed to the corresponding Assessment Objective.	25	30
Total	100%	100%

BTEC LEVEL 2 MEDIA – COMPONENT 2

LEARNING OUTCOMES

A. Develop and apply media pre-production processes, skills and techniques.

B. Develop and apply media production and post-production processes, skills and techniques to create a media product.
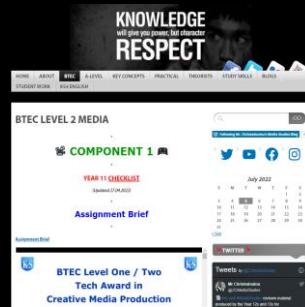
STEPS:

PLAN > PRODUCE >

EDIT > EVALUATE

GLOSSARY OF KEY TERMS

- 🖥 **AUDIENCE**
- 🖥 CODE
- 🖥 **CONVENTION**
- 🖥 GENRE
- 🖥 **HARDWARE**
- 🖥 JUXTAPOSITION
- 🖥 **MISE-EN-SCENE**
- 🖥 MODE OF ADDRESS
- 🖥 **NARRATIVE**
- 🖥 REPRESENTATION
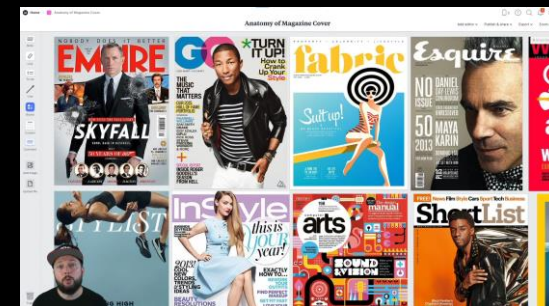- 🖥 **SOFTWARE**
- 🖥 STEREOTYPE

Magazine Cover Design with Photoshop

BLOG LINK HERE

Magazine Terms and Definitions

IMDb RATING
★ **6.7**/10
249K

Alex, an awkward teenager, cheats death after having a premonition of a catastrophic plane explosion. He and several of his classmates leave the plane before the explosion occurs. But, Death later takes the lives of those who were meant to die on the plane...

2:21 PREVIEW

3:05 PREVIEW
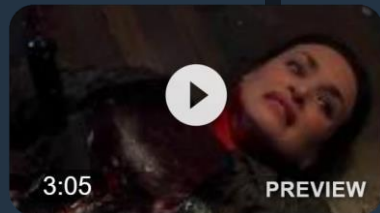
FACEBOOK
@finaldestinationmovie

INSTAGRAM
@deathiscoming180

IMDb
imdb.com/title/tt0195714

TWITTER
#FinalDestination

YOUTUBE
@WBPictures

WIKIPEDIA
wikipedia.org/wiki/Final_Destination_(film)

TASK INFORMATION

TASK ONE
Audience profiles + pleasures offered by the text.

TASK TWO
Key concepts analysis (Genre; Narrative; Representation; Audience Interpretation).

TASK THREE
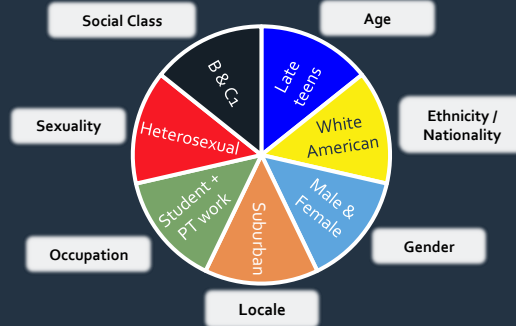Technical elements analysis (Camerawork; Editing; Mise-en-Scene; Sound).

AUDIENCE PROFILING
Demonstrating knowledge and understanding of the target market for a media text, such as a film. Data is collated and turned into a written profile.

DEMOGRAPHICS
Demographic analysis is the collection and breakdown of specific personal characteristics about groups of people.

Social Class | Age
B & C1 | Late teens
Sexuality | White American
Heterosexual | Ethnicity / Nationality
Occupation | Male & Female
Student + PT work | Gender
Suburban | Locale

PSYCHOGRAPHICS
Psychographics is the analysis of specific psychological criteria that influences an individual's, or group's, mindset and behaviour.

Behaviours
Habits
Hobbies
Interests
Lifestyle
Outlook
Political Views

REVIEWS

1. Empire
2. Rotten Tomatoes
3. The Guardian
4. Roger Ebert

KEY CONCEPTS

GENRE: The category of the text, based on conventions.

NARRATIVE: The structure of the storyline or plot.

REPRESENTATION: How a particular reality is recreated (people / place / time).

AUDIENCE INTERPRETATION: How the audience interprets, and reacts to, the text.

TECHNICAL ELEMENTS

CAMERAWORK:
Angles; Framing; Movements.

EDITING:
Combination of shots; Pace; Parallel editing; Shot-reverse-shots; Transition.

MISE-EN-SCENE:
Characters; Costumes; Décor; Hair & Make-up; Lighting; Props; Setting.

SOUND:
Diegetic; Non-Diegetic; Synchronous; Asynchronous.

Again, **red** walls are also seen in the cut scene with Alex and the police officers, even though they are two different locations, it shows Alex knows about the **danger** and the **death** is happening is real time, the same time as Alex is sitting there in the room.

Lighting is crucial to the scene; it informs the audience on what type of mood is happening. In the **establishing shot** (of Ms Lewtons house) it is **low key** but is **juxtaposed** with the spotlights and flowers on her front porch. This is **symbolic** to show even though death will occur, there is life there, and loads of happy memories were created there, that is evident due to Ms Lewton say this on the phone to her friend.

We also see some signs about the policemen when they were interrogating Alex. One of them is wearing open colours which could show there's no danger around him. He also wears glasses which normally connotate with wisdom. However, the other policeman is seen as the opposite. He wears dark colours and is seen as a darker character. The lighting is also very dark when Alex is with them to give a mysterious feeling, also, the red lights in the interrogation room show danger.

Also, the dagger behind Miss Lewton was used to foreshadow what will cause the end of her life. This was done purposefully as we know she dies after getting stabbed so the audience will look back and see this clue. A dagger is a weapon which was designed for up close attacks and combat throughout history, it also has associations with assassinations and murders, so this doesn't give the audience a good feeling.

VOGUE MAGAZINE

Edited by **Edward Enninful** | Published by **Condé Nast**

FACEBOOK
@BritishVogue

INSTAGRAM
@britishvogue

TWITTER
@BritishVogue

YOUTUBE
@BritishVogue

APP STORE
British Vogue

WIKIPEDIA
wikipedia.org/wiki/Vogue_(magazine)

Vogue is a fashion magazine owned and distributed by Condé Nast. A British Vogue editor once claimed that: *"Vogue's power is universally acknowledged. It's the place everybody wants to be if they want to be in the world of fashion"*. Around 85% of its readers agree that *"Vogue is the Fashion Bible"*. The magazine is considered to be one that links fashion to high society and class, teaching its readers how to *"assume a distinctively chic and modern appearance"*.

AUDIENCE PROFILING

Demonstrating knowledge and understanding of the target market for a media text, such as a film. Data is collated and turned into a written profile.

DEMOGRAPHICS

Demographic analysis is the collection and breakdown of specific personal characteristics about groups of people.

Social Class — A & B
Age — 24–40
Ethnicity / Nationality — All
Sexuality — All / Open
Female — Gender
Fashion / Design — Occupation
Urban — Locale

TASK INFORMATION

TASK ONE
Audience profiles + pleasures offered by the text.

TASK TWO
Key concepts analysis (Genre; Narrative; Representation; Audience Interpretation).

TASK THREE
Technical elements analysis (Layout and design; Typography; Photography.

PSYCHOGRAPHICS

Psychographics is the analysis of specific psychological criteria that influences an individual's, or group's, mindset and behaviour.

Behaviours
Habits
Hobbies
Interests
Lifestyle
Outlook
Political Views

★ REVIEWS ★

KEY CONCEPTS

GENRE: The category of the text, based on conventions.

NARRATIVE: The structure of the storyline or plot.

REPRESENTATION: How a particular reality is recreated (people / place / time).

AUDIENCE INTERPRETATION: How the audience interprets, and reacts to, the text.

TECHNICAL ELEMENTS

LAYOUT & DESIGN: Positioning; Spacing; Design choices; Colour; Graphics.

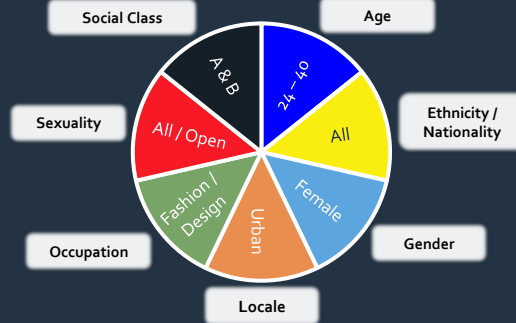**TYPOGRAPHY**: Font styles; Font sizes; Lexis; Mode of address.

PHOTOGRAPHY: Models; Camerawork; Lighting; Editing.

Cover Lines
All cover lines are used to give the audience a bit of an insight as to what is held inside the magazine. It is a little taster of what the topic is and who is involved.

Main image
The main image is used here, with the conventional direct address which is used to engage the readers.

Bold text
This attracts the reader as they would like to know more about it, this is conventionally in the feature article.

Masthead
For the masthead it is bold and extremely large in size compared to any other text. This is so the reader knows exactly what magazine it is instantly.

Main Cover Line
Lana Del Rey here is the main cover line and will feature in the feature article in this Vogue issue.

Colour Scheme
This magazine uses the conventional colour palette of 3 colours, pink, white and black. This shows its for the female audience rather than male and is to do with fashion.
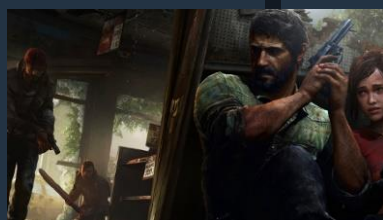
THE LAST OF US (2013)

Developed by **Naughty Dog** | Published by **Sony Computer Entertainment**

IMDb RATING
★ **9.7**/10
66K

ⓘ

Set in the [post-apocalyptic] United States, the game tells the story of **Joel** and **Ellie**, who are working together to survive a journey across (what remains of) the country. Their mission... to find a cure for the fungal plague that has devastated the human race.

THE LAST OF US — STORY TRAILER

FACEBOOK
@naughtydog

INSTAGRAM
@naughty_dog_inc

TWITCH
@naughtydog

TWITTER
@Naughty_Dog

YOUTUBE
@naughtydog

WIKIPEDIA
wikipedia.org/wiki/The_Last_of_Us

More than **60 Awards**

TASK INFORMATION

TASK ONE
Audience profiles + pleasures offered by the text.

TASK TWO
Key concepts analysis (Genre; Narrative; Representation; Audience Interpretation).

TASK THREE
Technical elements analysis (Interactive elements; User Interface; Playability; Mise-en-Scene; Sound).

AUDIENCE PROFILING

Demonstrating knowledge and understanding of the target market for a media text, such as a film. Data is collated and turned into a written profile.
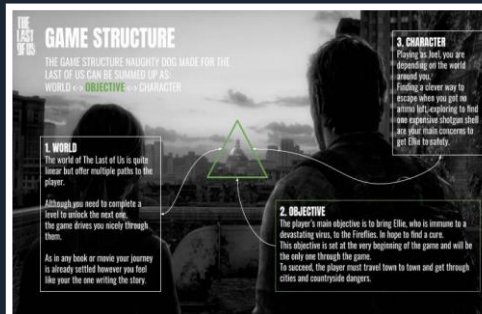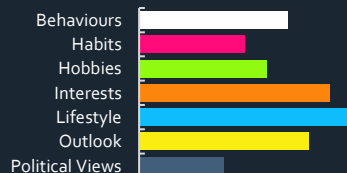
DEMOGRAPHICS

Demographic analysis is the collection and breakdown of specific personal characteristics about groups of people.

Social Class — Age — Ethnicity / Nationality — Gender — Locale — Occupation — Sexuality

(pie chart: B, C1, C2 / 18-34 / All / Male / Suburban / Open Occupation / Heterosexual)

PSYCHOGRAPHICS

Psychographics is the analysis of specific psychological criteria that influences an individual's, or group's, mindset and behaviour.

(bar chart)
Behaviours
Habits
Hobbies
Interests
Lifestyle
Outlook
Political Views

★ REVIEWS ★

1. Eurogamer
2. Forbes
3. The Guardian
4. The NYT

KEY CONCEPTS

GENRE: The category of the text, based on conventions.

NARRATIVE: The structure of the storyline or plot.

REPRESENTATION: How a particular reality is recreated (people / place / time).

AUDIENCE INTERPRETATION: How the audience interprets, and reacts to, the text.

TECHNICAL ELEMENTS

INTERACTIVE FEATURES: Galleries; Menus; Options; Navigation Screens.

USER INTERFACE: Buttons; Graphics; HUD.

PLAYABILITY: Challenges; Game Controls; Navigation; Rules.

MISE-EN-SCENE: Characters; Costumes; Lighting; Props; Setting.

SOUND: Diegetic; Non-Diegetic.

GAME STRUCTURE
THE GAME STRUCTURE NAUGHTY DOG MADE FOR THE LAST OF US CAN BE SUMMED UP AS WORLD ● OBJECTIVE ● CHARACTER

1. WORLD
The world of The Last of Us is quite linear but offer multiple paths to the player.

Although you need to complete a level to unlock the next one, the game drives you nicely through them.

As in any book or movie your journey is already settled however you feel like the one writing the story.

2. OBJECTIVE
The player's main objective is to bring Ellie, who is immune to a devastating virus, to the Fireflies, in hope to find a cure.
This objective is set at the very beginning of the game and will be the only one through the game.
To succeed, the player must travel town to town and get through cities and countryside dangers.

3. CHARACTER
Playing as Joel, you are depending on the world around you.
Finding a clever way to escape when you got no ammo left; exploring to find one expensive shotgun shell are your main concerns to get Ellie to safety.

Ellie and Joel in "The Last of Us Part 1," a landmark in video game storytelling that is now an HBO series. (Naughty Dog / Sony)

Performing Arts: Drama | Term: 3 | Unit: Set Text + LTA

Context

DNA was written by Dennis Kelly, a graduate from the University of London who grew up in North London. During an interview with The Telegraph, Kelly talks about how easy it is for young people to get dragged into bad situations. He says: "*I think that there are such things in the world as truly good people and truly bad people but they are tiny percentages at the end of a great big spectrum … the rest of us are just somewhere in the big grey area in the middle.*"

Original Staging

We performed it end on because it worked well in relation to our desire to use projection. DNA was part of a triple bill of plays all of which shared the same stage design. We wanted to create a minimal. Central to this was the idea of using projection to help support the narrative but also to create a distinctive video design look.

The design consisted of an open square stage with a projection screen that appeared to float in the space at the rear of the stage. The stage surface was textured to look like black tarmac and was framed by a drain cover around the perimeter. For DNA the video had a forensic quality slowly moving through and exploring the spaces in which the play is set including a wood and a playing field.

Themes

Gangs / The Pack Mentality
Throughout the play the loyalties and strength of the gang is tested. The gang seems to be fiercely competitive, with members struggling amongst themselves to gain power and control. Adam is shown as the outsider, desperate to be included and to be accepted by the gang, and yet his attempts leads to tragedy. It seems that the gang follow their own set of rules that are separate from the rules of the outside world.

Bullying
Bullying seems to play an important part in defining the social order. It is a way for characters to gain power over others and to prove themselves as leaders. Bullying takes place both to those outside and inside of the group, and leads to tragic consequences for many of the characters: Adam is thought be dead and Brian seems to lose his grip on reality. Both physical and metal bullying are presented throughout the play, with their effects being equally as devastating.

Responsibility and Morality
The play makes the audience question who is ultimately responsible for the callous behaviour of the group towards Adam in the initial attack. The group decide that they will share the blame collectively, but this seem to be a device used to keep all gang members quiet. Ultimately, all the group seems reluctant to take on any singular blame and instead attempt to share this or to place blame solely upon another.

Vocal Skills

Vocal Skills	Definition
P - Pitch	How high or low you voice sounds.
I – Intonation	How clearly you speak
P - Pace	The speed in which you speak
E – Emphasis	The importance you put on certain words
D - Dynamics	The volume that you are speaking at.
B – Breath Control	How many breaths you take in a sentence.
A - Accent	The way you pronounce words
P - Pause	How many breaks you take

Physical Skills

Physical Skills	Definition
P - Posture	The way you
E – Eye Contact	Where you are looking
T - Tension	How tight or relaxed your body is
F – Facial Expression	How you are modifying your face
L - Levels	The heights used within the performance.
A - Action	Movements that have specific meanings
G - Gait	The way you are walking
S - Space	The area that you are using

Plot Summary

A group of teenagers fear that they have accidentally killed a schoolboy (Adam) and decide to try and cover it up. This news. travels around the gang, who all react differently. John, the leader of the gang, becomes very stressed and angry, whilst Phil comes up with a plan to confuse the police by blaming the murder on a made-up stranger. When this plan works, Phil then becomes the leader of the group and everything seems like it is going to work out.

However, a man matching the made-up description is arrested and it becomes known that Cathy has decided to frame this man and put his DNA on the schoolboy's jumper. The group are initially angry, but allow the man to be framed.
One of the group then discover the schoolboy (Adam) and realise that he is not dead at all. Adam has been living in a hedge and surviving by eating dead animals. Phil then plots with Cathy to kill Adam to protect their secret, Leah becomes angry and leaves. Phil stops speaking and eating, clearly affected by Leah's departure, despite Richard trying to convince him to re-join the group.

Model box draft design for DNA by Dennis Kelly at National Theatre ©Simon Daw

Location

There are three different locations in the play- all of them outdoors; the street, the field and the wood. The scenes in the street are rather short and in these scenes the audience are made aware of what has been happening and are prepared to what will happen in the group scenes. Because they are short the set must be minimal for a quick change of scenery before we move into the field and then into the wood.

Section 1 The Problem			Section 2 Framing the Postman				Section 3 The Climax: Adam lives and dies					Section 4 The resolution: Life goes on	
Scenes			Scenes				Scenes					Scenes	
1 pages 9-10	2 pages 10-12	3 pages 12-26	4 pages 26-28	5 pages 30-32	6 pages 33-41	7 pages 41-43	8 pages 44-46	9 pages 46-48	10 pages 48-60	11 pages 48-60	12 pages 61	13 pages 62-63	14 pages 63-66
A Street	A Field	A Wood	A Field	A Street	A Field	A Wood	A Field	A Street	A Field	A Wood	A Field	A Street	A Field
Jan Mark	Leah Phil	Lou John Tate Danny *** Richard Cathy Brian *** Mark Jan Leah Phi	Leah Phil	Jan Mark	Leah Phil	Phil Leah Lou Danny *** Richard Cathy *** Jan Mark Brian	Leah Phil	Jan Mark	Phil Leah Jan Mark	Cathy Brian Leah Mark Lou Jan ADAM Phil	Leah Phil	Jan Mark	Rich- ard Phil

Character: John Tate
John was the first leader of the group and attempts to ignore what the group have done. It turns out that he lacks the ruthlessness and planning ability to hold the group together.

Character: Brain
Brian is the weakest link and is treated poorly by the rest of the group. He is bullied and pushed around by the other characters, which Phil threatening to kill him in the same way as Adam. He is overcome with guilt over the situation and is prescribed medication. By the end of the play, he seems to have mentally deteriorated and has reverted to a child-like state.

Character: Danny
Danny is presented as a practical character and appears as an opposite to the rest of the characters in the play. He has ambitions to become a dentist. He has plotted his course through education to achieve this and nothing can interfere with this plan…until the death of Adam. None of the other characters seem to care or realise the effect that their actions are having upon his future. Danny is overall a moral character and reacts with shock at Phil's suggestion of killing Brian.

Character: Lou
Lou is very fickle and is more than happy to follow whoever the leader of the group is at the time. Lou seems to be controlled by fear but inadvertently Makes John feel like his leadership is under threat, which then leads to a power struggle between himself and Richard. She appears to be long and not assertive, replying on instructions from others rather than using her won intuitive or voicing her own opinions. At the end of the play we are told that she is best friends with Cathy.

Character: Mark & Jan
Mark and Jan act like narrators and are responsible for the bullying of Adam and initially try to justify their actions. We are given the impression that they could be the younger members of the group and they look to Phil for instructions.

Character: Leah
Leah is sociable and very chatty, but is insecure about her relationship with boyfriend Phil. She spends a lot of the play attempting to get Phil to interact with her and tell her what he is thinking. She does this by killing her pet and threatening to kill herself. In the end, Leah is horrified by Phil's plan to kill Adam and she leaves him.

Character: Phil
Phil becomes increasingly cruel throughout the play, first by ignoring Leah and her desperate attempts to get his attention then by threatening violence and organising Adam's murder. Despite the fact that he is quiet for a long time, Phil obviously considers everyone's words and actions before he speaks. He gives calm and considered instructions to each member of the group as he assigns roles and tasks for them to complete. This makes him appear callous and cold detached to the point of appearing psychopathic. Eventually, he pulls back from the gang.

Character: Cathy
Cathy is often seen as the cruellest and most psychopathic character in the play. She seems to have no remorse and any consideration for anyone but herself, finding the situation exciting. She is second in command and is clearly trusted by Phil as he charges her with the murder of Adam. By the end of the play we learn that Cathy is now in charge and appears to have a sadistic nature. Phil has left the group so she assumes the leader role she seems to have been craving.

Character: Richard
Richard is initially presented as a strong character and possible leader of the group. It seems that other characters are scared of him, but he is a follower and not a leader. By the end of the play, he looks to have taken Leah's place in the group as he pleads for Phil's attention.

Character: Adam
Adam is the victim of the suspected murder. We learn about the events that led up to him falling through grille from the other characters. We are told that he was desperate to be a part of the group. Adam appears again in Act 3 when it emerges that he has suffered a head injury and has been living in a hedge.

Live Theatre Analysis

Live Theatre Analysis requires you to analyse and evaluate how and why performers and designers have created theatre and how they have shared their audience intent.

You must consider the role of the:

- **Actor** - interpretation of character / character interaction / vocal skills /physical skills
- **Designer** - creation of mood and atmosphere / use of performance space / lighting / sound / set and props / costume and make-up
- **Director** - interpretation and style / performance conventions / spatial relationships on stage / relationship between performer and audience
- **Audience** – individual / audience reaction and response.

How to Structure the Live Theatre Analysis section of the exam

Step One: Identify what play you saw, when you saw it and an overall description of the play, its main themes and the audience intent.

Step Two:

POINT	Make a clear point about an actors use of: •Vocal & Physical skills. •Use of space to show relationship	The actor who played Margaret Thatcher (Use their name if you can – e.g. Meryl Streep) used levels and body language to help show her authority in the scene.	*The actor used… to...*
EVIDENCE	Provide a detailed example describing how the actor used the skill in your piece of work.	For example, when Meryl Streep's character was told that she could not go to war she stood up towering above the other actors who were seated, rolled her shoulders back and pushed out her chest before speaking her next line.	*For example, the actor …*
EXPLAIN	Explain the effect on the audience.	This was effective because it showed the audience that Meryl Streep's character was dominant and in charge. Furthermore it created a tense atmosphere because we were not sure how the other actors were going to respond.	*This was effective because..*

Step Three: Link – Summarise your overall point.

Step Four: Complete step two and step three again for another scene within the play.
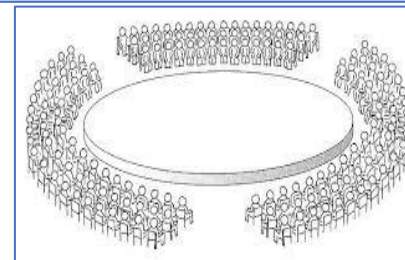
Step Five: Complete step two and step three again for one final moment within the play

The more skills you can add in the point section that you discuss in the evidence and explain sections the more marks you are able to gain.
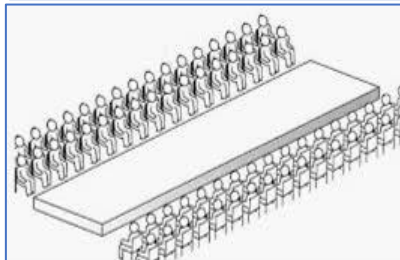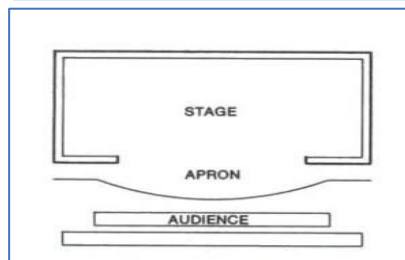
STAGE TYPES
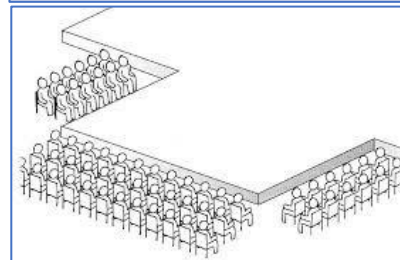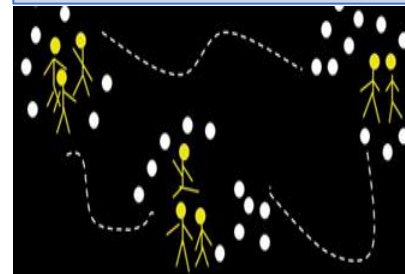

THRUST STAGE

THEATRE IN THE ROUND

TRAVERSE STAGE

PROSCENIUM ARCH STAGE

END ON STAGE

PROMENADE

Key Command Words:
Describe: Tell me what you see.
Explain: Tell me why they did it
Analyse: Tell me how/why they did it with specific examples from the play.
Evaluate: Tell me how it could be improved or what was good about it.

DR FAUSTUS

Who are they?	Doctor at the University of Wittenburg, a brilliant and respected scholar.
Who are they in Splendid's Version?	Dr Faustus is a fallible human. He is one of hell's greatest celebrities: The Superb 'Dr Faustus' who achieved so much and traded his soul for very little. His hubris (excessive pride) causes his demise.
Status	Faustus has to work hard to be high status, it doesn't come naturally. His social power is flimsy – he was born of base stock - therefore he has to prove how clever and brilliant he is at all times. To sustain this status is exhausting.
Physical Qualities	Parading, Preening, Prancing, Spreading, Advancing, Rising & Opening.
Vocal Qualities	Faustus is verbally articulate. He confidently and obliviously takes up a lot of vocal space. His vocality is heightened at the start but towards the end of the play he is vulnerable and the artifice is stripped away to an honest voice.
Animalisation	Elements of a Lion (proud like a king, looking gorgeous with a big fluffy mane) and a strutting Peacock (testing its luck with the more powerful animals).
Laban Efforts	Light, Sustained, Direct: Gliding/Stroking – Heavy, Broken, Flexible: Stabber
Not/But	Not just the Genius But also the Fool
Audience	He's not sure if he loves the audience but the audience DEFINITELY loves them
Archetypes	The Hero, The Sage, The Everyman
Useful Words	Vain, Brilliant, Intellectual, Pompous, Entitled, Self-Centred, Superficial, Jaded.
Actioning Words	Educate, Master, Stimulate, Fascinate, Dazzle, Pester, Wring.

LUCIFER

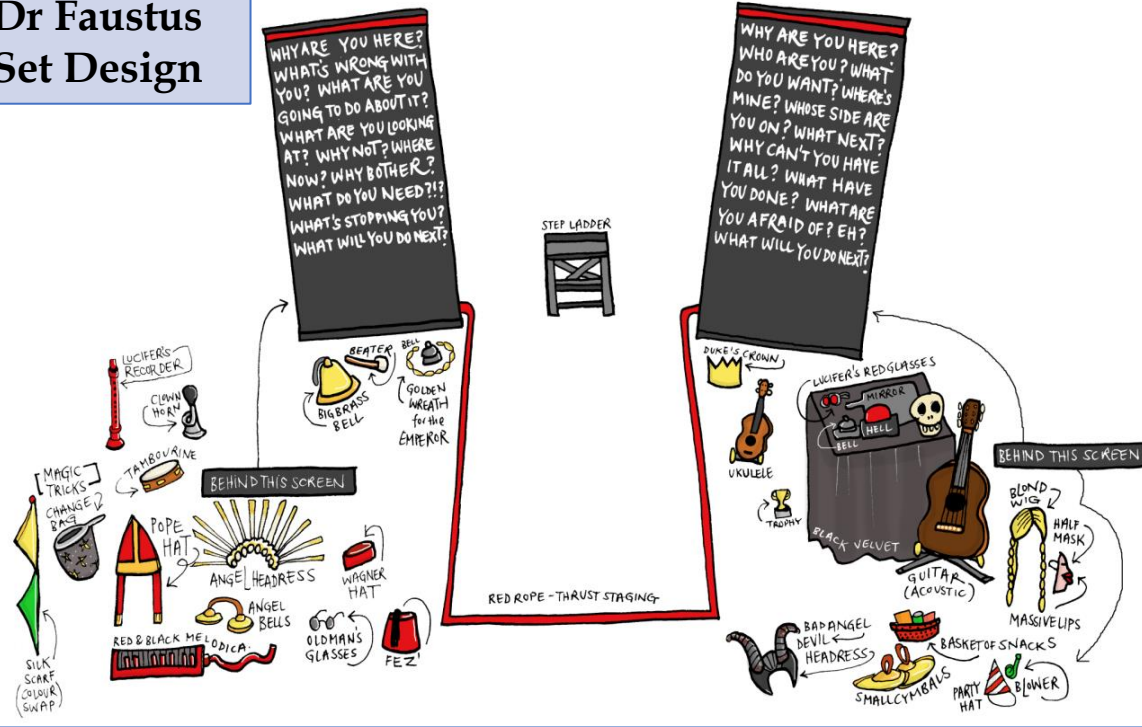|	
Who are they?	Lucifer The Prince of Devils and ruler of Hell 'morning star' or 'shining one'. An angel who was 'beloved of God' and cast down from heaven.
Who are they in Splendid's Version?	They are all things to all people, shape-shifting, ever present, always watching, on the moment (not 'in'), impulsive and captivating.
Status	↑ He is THE DEVIL & all powerful and therefore free in body and voice.
Physical Qualities	Unconstrained, Unbound. Moments of unpredictable juxtaposing movement. Spreading, Pressing, Advancing, Rising & Opening.
Vocal Qualities	Relaxed, flexible, dexterous, warm, open and precise.
Animalisation	Shifts between Seagull (air), Pedigree Cat (earth) & Octopus (water).
Laban Efforts	Light, Sustained, Direct: Gliding/Stroking – Heavy, Sustained, Direct: Pressing.
Not/But	Not just the Villain But also the Charming One.
Audience	They love the audience and the audience loves them.
Archetypes	The Ruler, The Revolutionary, The Jester.
Useful Words	Mercurial, manipulative, provocative, unpredictable, smooth, charismatic.
Actioning Words	Fascinate, Provoke, Trigger, Groom, Prod, Ruffle.

MEPHISTOPHELES

Who are they?	Mephistopheles is only referenced in literature in relation to the Faust myth - unlike Lucifer or Beelzebub. He is a tragic fallen angel who has to battle between pride and despair.
Who are they in Splendid's Version?	The ultimate professional: he has been thrown into a job he did not want and spends most of the time navigating and tolerating an unworthy human.
Status	Mephistopheles is naturally high status, so being a servant tests his patience.
Physical Qualities	Advancing in straight lines, Contained, Direct and Enclosing.
Vocal Qualities	Direct, professional with a clear forward momentum; his tone is contained and detached. When talking about he was thrown out of heaven with Lucifer, he is emotionally connected, dexterous and poetic.
Animalisation	Great White Shark – a large predator who takes time to manoeuvre.
Laban Efforts	Heavy, Direct, Sustained: Pressing.
Not/But	Not just the Good Servant But also the Snob.
Audience	Mephistopheles is aware of the audience. However, he doesn't seek or need their approval. When they are useful to him he will include them, when they aren't required they become observers.
Archetypes	The Nurturer (Caregiver), The Magician.
Useful Words	Tolerant, Prickly, Professional, Controlled, Direct, Insightful, Acute, Methodical.
Actioning Words	Contain, Shepherd, Moderate, Forward, Tantalise, Spark, Nudge.

WAGNER

Who are they?	Dr Faustus's loyal servant.
Who are they in Splendid's Version?	A man who 'lives to serve' Faustus and has done so for a long time. When he is replaced by the demonic supernatural super servant Mephistopheles he loses his job, his purpose and identity. He is a broken man. He adopts the behaviour of his master to seek out a servant of his own.
Status	He's a servant who becomes a master. He's a contradiction.
Physical Qualities	Advancing and Retreating, Rising and Sinking his physical focus is outwards. Servant: Body is low, weight on the shoulders, arms are offered out in a permanent state of service, he moves in scoops, hovers around the edge waiting to be useful to whoever he is serving. Master: Upright posture, angular arms with movements that push downwards, hand like extended claws.
Vocal Qualities	Servant: Practical in tone, to the point, his volume is perfectly judged not too loud, or too quiet. Master: Quick to anger, spitting, direct and explosive. When talking about Dr Faustus his tone is warm, loving and expressive.
Animalisation	The little birds that sit on the back of large animals picking out the bugs. An obedient dog, loyal, sad when ignored can bite back if provoked.
Laban Efforts	Light, Direct, Sustained: Gliding/Stroking and Strong, Flexible, Broken: Slashing.
Not/But	Not just the Loving Servant but also The Bully.
Audience	He loves the audience, but he's not sure if the audience love him.
Archetypes	The Everyman.
Useful Words	Devoted, capable, neglected, incensed, seething, bullish, loving, cruel.
Actioning Words	Obey, Heal, Lift, Fortify, Champion, Worship, Intimidate, Thwack, Crush, Attack.

Dr Faustus Set Design

OLD MAN

Who are they?	A mysterious figure who urges Faustus to repent and ask God for Mercy.
In Splendid's Version?	The Old Man represents God. Archetypally he is The Sage.
Status	At the top of Status Tree – he's the heavenly equivalent of Lucifer.
Physical Qualities	Still, Established, Controlled, Effortless, Smooth, slow.
Vocal Qualities	Deep-rooted, Rich in tone, Warm, emphatic, flowing, uses language in a vibrant way.
Animalisation	An ancient sea turtle that has seen everything. Carries the knowledge and debris of generations on their shell.
Laban Efforts	Strong, Direct, Sustained: Pressing & Light, Flexible, Sustained: Floating.
Actioning Words	Absolve, Calm, Cradle, Enfold, Smooth, Challenge, Coax, Guide.

Beelzebub: Is known as one of the Seven Princes of Hell and is featured in the Old Testament. In our production he is one of the chorus of three Devils.
Animalisation: Snapping Turtle with a spiky shell. Slow and deadly, steady, strong with a shield. Silver back gorilla-pure strength and dominance. Cool and relaxed, not flustered or panicked.

Good Angel: A spirit that urges Faustus to repent and return to God. For us he is part of Faustus's conscience. They are light physically and vocally, floating, stroking, open and hopeful. A Dove.

Bad Angel: A spirit that encourages Faustus to stay on the path of badness – a counterpoint to the Good Angel - and do whatever he wants. They are heavy, with a low-centre of gravity, growly, grotesque and tantalising. Tanya had the cartoon of a Tasmanian Devil in mind. "Bash Bash".

The Pope: The Head of the Catholic Church and a powerful political leader at the time the play was written. Most of the audience would have been Protestant (like Queen Elizabeth I) so they would have enjoyed this scene. For Splendid the Pope symbolises the extremity of Faustus' transgression. The ridiculing and mistreatment of such an important religious figure is provocative, even to a modern audience. **Animalisation:** Owl, flappy when flustered, wise and old with bug eyes.
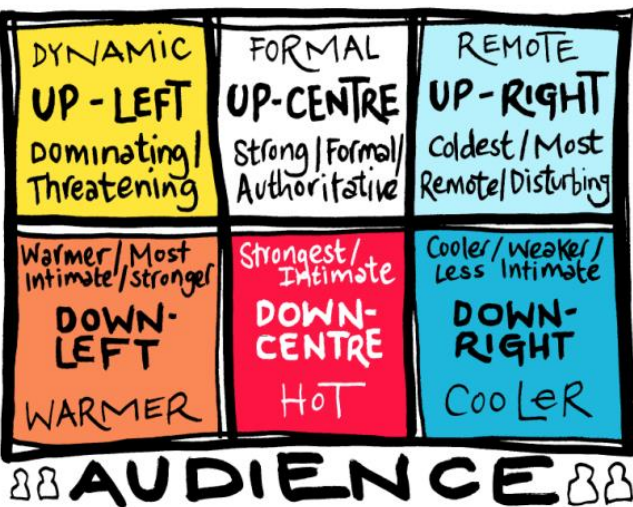

Staging

The diagram explains character relationship and character traits when standing in these sections.
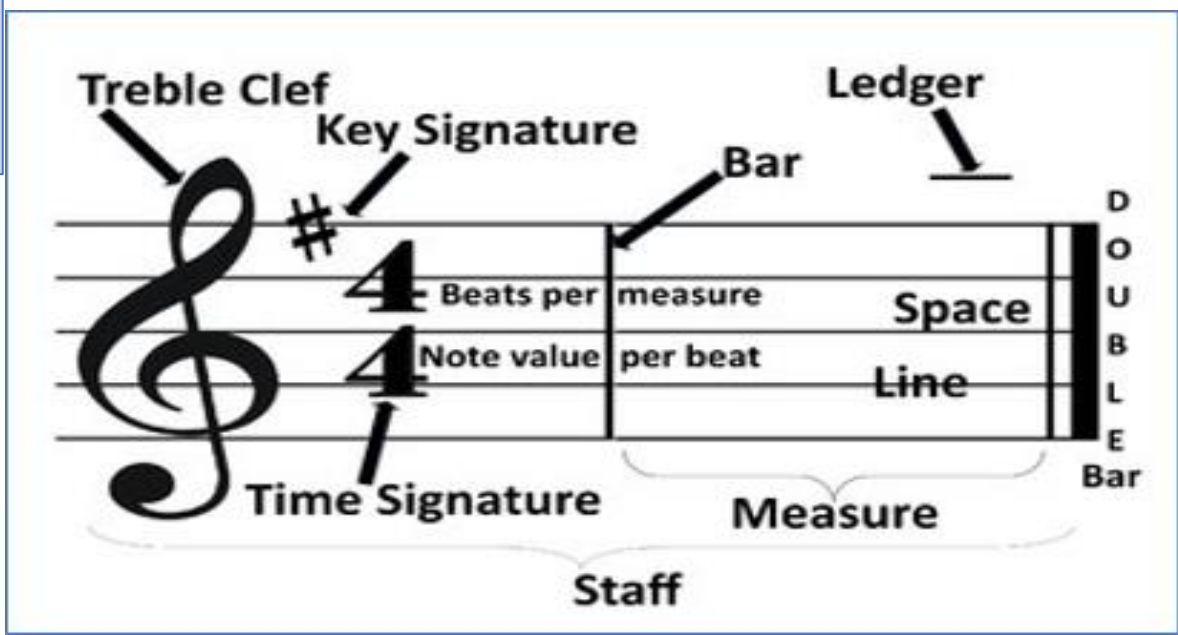
Play Portfolio

To find out more about the play. Take a look at this:
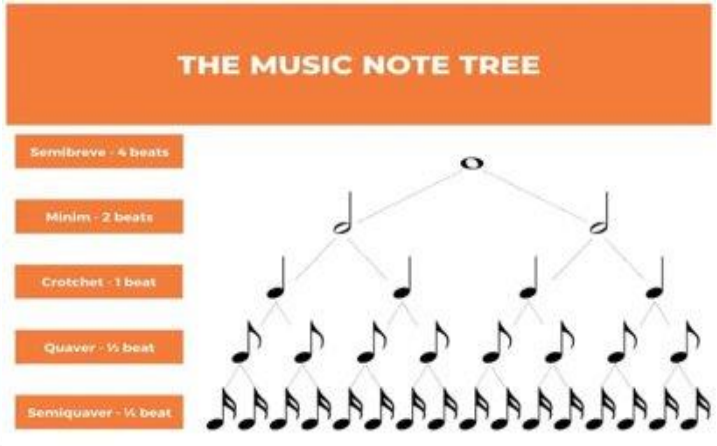https://drive.google.com/file/d/1mP9IxU5FWakrx9qTpNN0LnDK_tPYaJZH/view

REMEMBER:

DR CAT SMITH are all of the basic musical elements we need to describe music

D Dynamics	R Rhythm	C Context	A Articulation	T Texture	S Structure	M Melody	I Instrument	T Tempo	H Harmony
Crescendo	Semi-breve	Baroque CLASSICAL Romantic 20th Century	Mel-is-ma-tic	Monophonic	Binary AB	High pitch	Strings	Vivace	Major Minor
Diminuendo	Minim Crotchet Quaver	Pop ROCK HIP HOP Jazz Blues Soul FOLK	Syl-lab-ic Staccato (short) Legato (smooth)	Homophonic Polyphonic	Ternary ABA Rondo ABACA Theme and Variation AAA	Ascending Descending Low pitch	Woodwind Brass	Allegro Allegretto	Chords
Loud/forte ff f mf mp p pp Quiet/piano	Semi-quaver Triplet Syncopation Dotted Time signature /Metre 3 4 6 4 4 8	Reggae bhangra Fusion Musical Film Minimalism BAND ORCHESTRA String Quartet Choir Ensemble	Pizzicato/Picking Arco/Bowed Strummed Tremolo Glissando/Slide	Call and Response Canon Drone	Minuet and Trio A-BA-C DC-ABA 12 Bar Blues Verse Chorus Bridge	Conjunct Disjunct Sequence Repetition Arpeggio Semitone Tone	Percussion Voice	Moderato Andante Adagio Lento	I ii iii IV V vi vii° i ii° III iv v VI VII Key Signature Cadence Circle of 5ths

THE MUSIC NOTE TREE

Semibreve - 4 beats	
Minim - 2 beats	
Crotchet - 1 beat	
Quaver - ½ beat	
Semiquaver - ¼ beat	

REMEMBER:

Each note requires the musician to play for a certain amount of beats. Make sure you can remember how many beats each note require you to play for.

REMEMBER:

Singing requires you to produce musical tones by means of the voice. These are the different ranges our voice can fit into.

ALTO
The lowest adult female voice type. Also, the lowest childrens voice type.

BASS
low male singing voice

SOPRANO
The highest adult female voice type. Also, the highest childrens voice type.

TENOR
The highest adult male voice type.

Structure – The order that things happen in.

First… then… this is followed by… at the end.

STRUCTURE

Song Form

Intro Verse Chorus Middle 8 Bridge Outro

Binary Form - Music in two parts

Section A and Section B.

Section B contrasts Section A in some way. Usually both sections are repeated.

Ternary Form - Music in three parts

Section A, Section B, Section A.
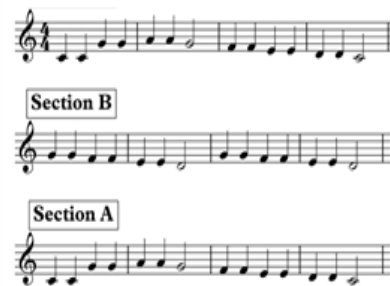
Section B

Section A

The 2nd Section A can be an exact repeat of the 1st Section A, or a slightly altered version.

Strophic Form - Same music repeated each section.

Section A, Section A, Section A.

e.g. Hymns, Folk Songs…

Rondo Form – The opening section keeps returning, with contrasting sections in between.

Section A, Section B, Section A, Section C, Section A.

* *The contrasting sections are called 'episodes'.*

Minuet & Trio – Dance founded in 17th-18th Century Europe. In Triple time and moderato. Both are in binary form. Trio is like a second Minuet but contrasting in some way.

Minuet		Trio		Minuet	
Section A (Repeated)	Section B (Repeated)	Section A (Repeated)	Section B (Repeated)	Section A (No Repeat)	Section B (No Repeat)
In tonic key. Ends with key change.	*In related key. Ends with change back to tonic key.*	*More contrast – new key or change of instruments. Ends with key change.*	*In related key. Ends with key change back to starting key of trio.*	*Keys are same as first time playing Minuet.*	

Variation Form – A theme / section is then followed by other sections (variations), changing and developing the first theme / section in different and imaginative ways.

Theme	Variation 1	Variation 2	Variation 3
The original idea / section	*There are many ways you can transform the theme:* *Change the instrumentation, tempo, key, harmony, metre, rhythm…* *Use imitation, inversion, sequence, diminution, augmentation…* *Developing harmonies without the tune… Introducing new tunes… Varying the style…*		
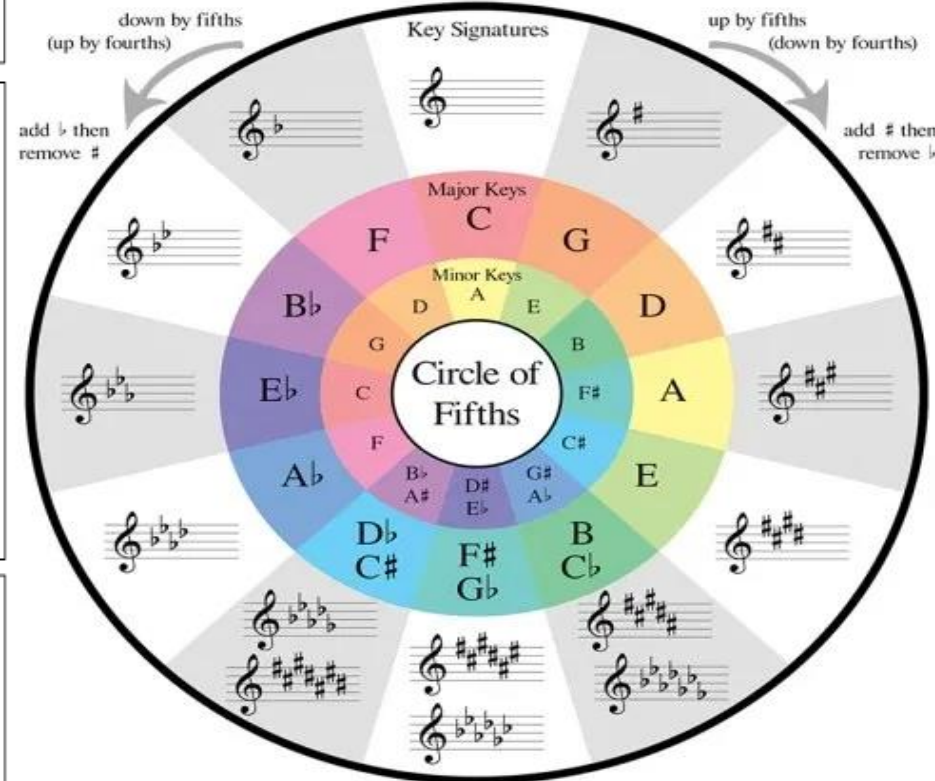
Useful Revision:

Minor Scales:
https://www.youtube.com/watch?v=a34qYxvRtJU&list=PLKwpCgEsoQRJXEngbSSsOgEuYOajz4kUc
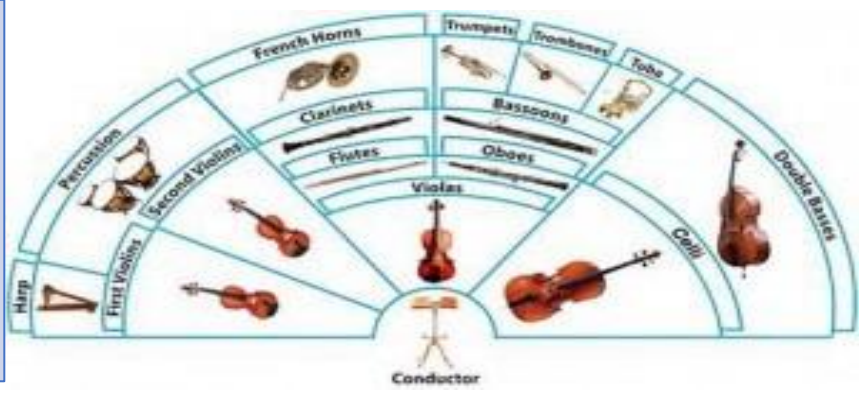
Major Scales:
https://www.youtube.com/watch?v=WWE-xxLzztU&list=PLKwpCgEsoQRJXEngbSSsOgEuYOajz4kUc&index=2
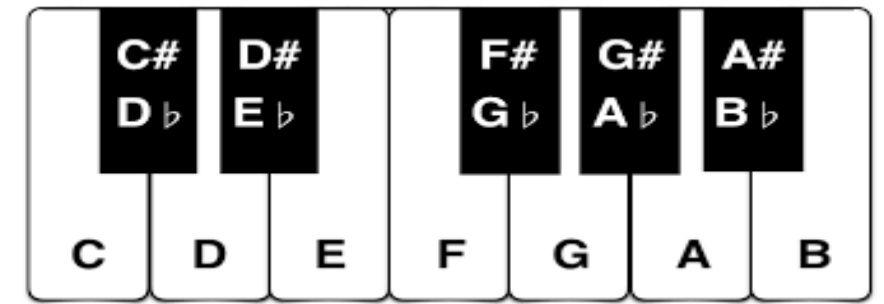
Cadences:
https://www.youtube.com/watch?v=3aRBWDHE4g8&list=PLKwpCgEsoQRJXEngbSSsOgEuYOajz4kUc&index=3

In a traditional Orchestra, the instruments can be grouped into:
- Strings
- Percussion
- Brass
- Woodwind

What are the notes on a Keyboard/Piano?

Term	Definition	Example
Key	the selection of notes you can use or not use within a piece of music.	A Piece might start in C major and then modulate into a minor key A minor
Chords	Two or more notes played together.	C E G = C major A C E = A minor
Chord Progression	A chord progression is a series of chords played in a sequence	The Diatonic chords of C major
Instrumentation	The instruments are being played.	In a Pop band typically, you will have; bass guitar, drums, keyboards and vocals.
Texture	How the music is Organized.	Homophonic = All the parts move at the same time. Polyphonic= Two more independent lines of music
Dynamics	The volume of the music.	P = Piano = Quite f = Forte = loud = Crescendo=Getting louder Diminuendo getting quieter
Western Classical Music	The Different periods of music	Baroque 1600-1750 Classical Period 1750-1810 Romantic Period 1810-1910
Articulation	The pay a performer plays	Staccato = short and detached. Legato= play the music smoothly, without brakes between notes.

The Classical Period (1750-1830)

- Less complicated texture than Baroque (more homophonic).
- Emphasis on beauty, elegance and balance.
- More variety and contrast within a piece than Baroque (dynamics, instruments, pitch, tempo, key, mood and timbre).
- Melodies tend to be shorter than those in baroque, with clear-cut phrases, and clearly marked cadences.
- The orchestra increases in size and range. The harpsichord fails out of use. The woodwind becomes a self-contained section.
- The piano takes over, often with Alberti bass accompaniment.
- Composers of this period placed much importance on form and structure. Important features include: Symphony, Concerto, Opera, Minuet and Trio, Rondo, Theme and Variations, Cadenza and Scherzo.
- Sonata form was the most important structure design.

Key Composers

Wolfgang Amadeus Mozart (1756 - 1791)	Born in Austria . A child prodigy. He composed his first piece at five. By 20 he was considered the most famous composer in Europe. Mozart was only 35 when he died. He composed in different musical forms, operas, symphonies,concertos, masses, and chamber music.
Franz Joseph Haydn (1732 - 1809)	Born in Austria . "Father of Symphony" or the "Father of the String Quartet," Joseph Haydn's pivotal role in birthing the Classical Era is unquestioned. He composed over 340 hours of music.
Ludwig van Beeth (1770 - 1827)	Beethoven was born in Bonn, Germany. A crucial figure in the transition between the classical and romantic eras in classical music, he remains one of the most recognized and influential musicians.
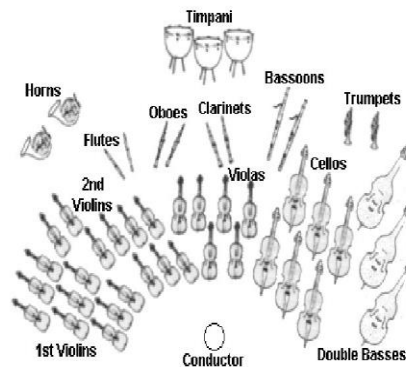
Seating plan for a standard Classical period symphony orchestra

EXPANSION OF THE ORCHESTRA - In the Classical Period the orchestra expanded. The **STRINGS** were still the 'backbone of the orchestra' and played the **MELODY LINE** parts most of the time (1st and 2nd Violins often an octave apart – **OCTAVE DOUBLING**) with the number of strings increasing. The **WOODWIND** became more important and formed its own section. There would usually be **TWO FLUTES, TWO OBOES, TWO BASSOONS** and later, **TWO CLARINETS** – newly invented in the Classical Period – **DOUBLE WOODWIND**. The **BRASS** section would now contain **TRUMPETS** and **FRENCH HORNS** with **TROMBONES** (again invented during the Classical Period) being added later. Classical composers often used the **FRENCH HORNS** and **WOODWIND** section to 'bind the texture of their music together'. The **PERCUSSION** section, as in the Baroque Period, contained just the **TIMPANI**. The **CONTINUO** (Harpsichord) player was now no longer necessary, and the orchestra was, for the first time, directed by a non-instrumental player – the **CONDUCTOR**.
Classical Orchestra: 30-40 players
Romantic Orchestra: 70-120 players

The Romantic Period (1600-1750)

- Emphasis on lyrical melodies
- Starting to explore other cultures and create some fusion with Chinese, Indian and African music
- Folk music fusion – wanted to go back to traditional values and music of the olden days (Nationalism)
- More technical virtuosity – the performer as genius and talented
- Use of recurring themes to give more shape to the pieces
- Highly emotional and intense (hence the name Romantic)
- New Structures: Symphony and Opera – both extended to new, epic lengths
- Programme Music, Piano Concerto and Preludes
- MELODIES become LONGER, less structured and more developed
- MODULATIONS become more frequent and to more UNUSUAL KEYS
- More extravagant, EXTENDED and DISSONANT CHORDS are used

Key Composers

Pyotr Ilyich Tchaikovsky (1840 –1893)	He was the first Russian composer whose music made a lasting impression internationally. He wrote melodies which were dramatic and emotional. His compositions include 11 operas, 3 ballets, orchestral music, chamber music and over 100 songs.
Fryderyk Chopin (1810 –1849)	Chopin was a polish composer and virtuoso pianist of the Romantic era who wrote primarily for solo piano.
Franz Liszt (1811 - 1886)	Liszt was a Hungarian composer Many of his piano pieces were harder to play than anything that had been written before. He developed piano playing, setting new standards for the future.
Clara Schumann (1819 – 1896)	German pianist, composer and piano teacher. Regarded as one of the most distinguished pianists of the Romantic era

Performing Arts: Music | Term 3 | Unit: Classical Music

The Baroque Period (1600-1750)

- The **"Baroque"** era is a highly **decorative** and often extravagant style of architecture, music, dance, painting, sculpture and other arts that flourished in Europe.
- Started in the 17th Century, after the **"Renaissance"** period (symmetry, proportion, geometry and the regularity of parts)
- Baroque was encouraged by the Catholic Church to counteract the simplicity and seriousness of Protestant architecture, art and music.
- "Secular" instrumental music became popular and came away from "Sacred" church music.
- **"Opera"** was also invented as entertainment instead of singing in church.
- Tonality (major and minor keys) was invented (songs were only one mood)
- **"Modes"** were used before the Baroque period
- Polyphonic Texture - Dense, overlapping with lots of interweaving melodies
- **TERRACED** Dynamics – either loud or quiet: Sudden changes in volume
- **Imitation**: a melody in one part is repeated later in a different part.
- **Ornaments** were common in - decorate the music while providing structure and style: trill, mordent, turn

Key Composers

George F Handel (1685-1759)		Handel was a German/English composer, best known for writing oratorios (an opera without costumes/scenery, singers tell a story with religious text) Messiah is considered to be the greatest oratorio ever written, It is often performed at Christmas
Antonio Vivaldi (1678-1741)		Antonio Vivaldi was an Italian composer, most famous for his composition, *The Seasons.* This is a piece in four movements (sections), named after each season.
J. S Bach (1685-1750)		Johann Sebastian Bach was a German composer who wrote hundreds of pieces of music during his lifetime. Amongst these, he wrote a set of *Brandenburg Concertos*, written for the military commander of Brandenburg in 1721.
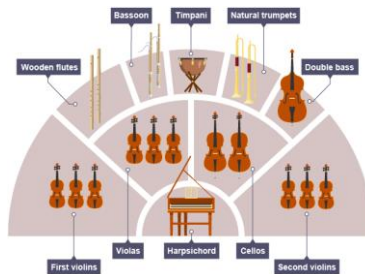
STRINGS - VIOLS (older types of string instruments) popular in the early Baroque, but superseded by **VIOLINS, VIOLAS, CELLOS** (and later double basses) forming the backbone of the Baroque Orchestra.

The **LUTE** was also a popular string instrument used mainly for solos or accompanying songs.

WOODWIND – FLUTES (wooden), **RECORDERS, OBOES** and **BASSOONS**.

BRASS – TRUMPETS (valveless, hence only being able to play a limited amount of pitches) used on special occasions and for dramatic effect only.

PERCUSSION – TIMPANI (kettle drums) the only notable percussion instrument used in the Baroque period, again for special effects and dramatic occasions.

ORGAN and HARPSICHORD (its "tinkling" timbre easily identifies Baroque from other types of music!) are the main keyboard instruments, both performed the role of the **CONTINUO** ('filling out the harmonies') performing from **FIGURED BASS** notation. Often the Harpsichord player led the Baroque orchestra (no conductors (or pianos!)

SET WORK: Badinerie (J.S BACH)

7th Movement of orchestral suite No.2 by J.S Bach (1738-1739)

Dynamics: Mostly forte, including terraced dynamics f

Rhythm: 2/4, Anacrusis, Ostinato, quavers/semi-quavers, Allegro (fast) Tempo
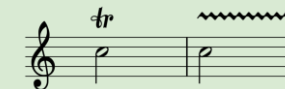
Structure: Binary Form (A,B)

Section A (repeated)	Section B (repeated)
Bars $0^2 - 16^1$ (16 bars)	Bars $16^2 - 40^1$ (24 bars)

Melody: Flute Range (2 octaves pitch range)
2 main musical ideas (X and Y)
Use of ornaments, motifs and sequences
Triadic, disjunct and conjunct movement

Instruments: Flute (transverse), string orchestra (violins, violas, cellos, double basses), harpsichord (basso continuo)

Texture: Homophonic melody (flute) and accompaniment

Harmony: Diatonic: B minor to F# minor (dominant minor)

Performing Arts: Music — Term 3 — Unit: Popular Music

Popular Music

Pop: Commercial genre with mass audience appeal.

Rock: More aggressive sound, sub-genres: Psychedelic Rock (Pink Floyd), Folk Rock (Bob Dylan), Punk Rock (The Clash), Glam Rock (David Bowie), Heavy Rock (ACDC), Heavy Metal (Metallica), Grunge (Nirvana), Brit Pop (Oasis)

Popular music includes:

- Pop
- Rock
- Rap
- Hip Hop
- Reggae
- Plus, many other genres, e.g., soul, ska, heavy metal, R&B, country, rock'n'roll.

FUSION: When two different styles are mixed together. This can be two styles of popular music e.g., 'rap metal', or could combine a popular music genre with other styles, folk-rock, gospel, world music, classical to create a new and interesting sound. Jazz fusion (jazz and pop) is a popular genre.

Instruments

ELECTRIC GUITAR: Also know as the lead guitar, plays the melody/ solos/riffs
RHYTHM GUITAR: Plays the chords/ accompaniment.
BASS GUITAR: Plays the bass line.
DRUM KIT: Provides the beat.
LEAD SINGER: The main vocalist.
BACKING VOCALS: singers who provide harmony.

Pop/rock groups may also include acoustic (not electric) instruments e.g. trumpet, trombone, saxophone and/or electronic keyboards or synthesizers.

Keyword	Definition
Hammer on	Finger brought sharply down onto string.
Riff	A Short, repeated pattern.
Pitch bend	Altering (Bending) the pitch slightly.
Power chords	A guitar chord using the root and 5th note (no 3rd).
Distortion	An effect which distorts the sound (creates a 'grungy' sound).
Slap bass	A percussive sound on the bass guitar made by bouncing the strings on the fret board.
Fill	A short, improvised drum solo.
Rim shot	Rim and head of drum hit at same time.
Belt	A bright, powerful vocal sound, high in the chest voice.
Falsetto	Male voice in a higher than usual range.
Syllabic	One note sung per syllable.
Melismatic	Each syllable sung to a number of different notes.
Acappella	Voices singing without instrumental accompaniment.

The structure of a pop/rock song may include:

INTRO: Short opening section, usually instrumental.
VERSE: Same music but different lyrics each time.
CHORUS: Repeated with the same lyrics each time (refrain).
MIDDLE EIGHT: A link section, often eight bars, with different musical ideas.
BRIDGE: A link/transition between two sections. OUTRO: an ending to finish the song (coda).

You may also hear a pre-chorus, instrumental interlude or instrumental solo.
Strophic songs, 32 bar songs (AABA) and 12 bar blues are also found in popular music.

A typical rock ballad in verse chorus form could follow the pattern:

- Intro
- Verse 1
- Chorus
- Verse 2
- Chorus
- Middle Eight
- Chorus
- Outro

Technology	
Amplified	Made louder (with an amplifier).
Synthesized	Sounds created electronically.
Panning	Moving the sound between left and right speaker
Phasing	A delay effect.
Sample	A short section of music that is reused (e.g looped, layered).
Reverb	An electronic echo effect.

68

Form and structure:

The piece is in **strophic** or **verse-chorus** form.

Intro	Verse 1 / Verse 2	Chorus 1 / Chorus 2	Link 1 / Link 2	Instrumental	Chorus 3	Outro
1 – 4	5 – 39 / 14 – 39	40 – 57	58 – 65	66 – 82	40 – 92	93 – 96
4 bars	35 bars / 26 bars	18 bars	8 bars	17 bars	22 bars	4 bars

Metre and rhythm:

Simple duple time – 2/2 (split common time) – with two minim beats in every bar.

Uses distinctive **ostinato rhythms** for both riffs, consisting almost totally of **quavers**, with constant use of **syncopation**.

Vocal rhythm looks complex but follows the natural rhythm of the lyrics.

Background details:

Composed by band members **David Paich** and **Jeff Porcaro**.

Recorded by the American rock band Toto in **1981** for their fourth studio album entitled **Toto IV**.

Released in **1982** and reached number one in America on 5 February **1983**.

Genre: **soft rock**.

Instrumentation:

Rock band: drum kit with additional percussion, lead and bass guitars, synthesisers, male lead vocals and male backing vocals.

Harmony:

Diatonic; mixture of root position and inverted chords.

Riff a can be heard during the intro, verses, link sections, instrumental and outro. This riff uses a three-chord pattern: **A – G#m – C#m**.

Choruses use a standard chord pattern: **vi** (F#m) – **IV** (D) – **I** (A) – **V** (E).

The **harmonic rhythm** (the rate of chord change) is mostly once per bar.

Dynamics:

Most of the song is *mezzo-forte* (moderately loud) whilst the choruses are *forte*.

Melody:

Mostly **conjunct** (moving in step) with a **wide vocal range**.

Riff b uses the **pentatonic scale** (interpreted through E major):

Vocal improvisations occur towards the end of the song.

Texture:

Homophonic: melody and accompaniment.

Tonality:

The majority of the song is in **B major** whilst the choruses are all in **A major**.

Tempo:

The tempo is **moderately fast**.

Performing Arts: Music — Term 3 — Unit: Film Music

Film Music

Some film SOUNDTRACKS include specially composed SCORES, either for orchestra (e.g. composers like John Williams, Ennio Morricone) or songs written especially for the film (e.g. Disney films). Other films use pre-existing music e.g. popular songs from the era/place in which the film is set.

Keyboards

- Piano
- Electronic keyboard
- Harpsichord
- Organ
- Synthesizer

Percussion

- Bass drum
- Snare drum
- Triangle
- Cymbal
- Drum kit (untuned)
- Timpani
- Glockenspiel
- Xylophone (tuned)

Strings

- Violin
- Cello
- Viola
- Double bass
- Harp

WOODWIND

- Flute
- Clarinet
- Oboe
- Bassoon
- Saxophone

BRASS

- Trumpet
- Trombone
- French horn
- Tuba

Other

- Electric guitar
- Bass guitar
- Spanish/ classical guitar
- Traditional world instruments

Intervals

Film composers often use intervals to create a particular effect (e.g. a rising perfect 4th sounds 'heroic', and a semitone can sound 'menacing').

An interval is the distance between two notes.

semitone — major 2nd/tone — major 3rd — perfect 4th
perfect 5th — major 6th — major 7th — octave perfect 8th

Rising interval: moving upwards (ascending)
Falling interval: moving downwards (descending)

Musical elements

Film composers use the MUSICAL ELEMENTS (Context, articulation, structure, instrumentation, tempo, texture, dynamics, timbre, tonality, rhythm, melody, harmony) to create mood and atmosphere to help to tell the story and enhance the action.

For example: In a sad, reflective scene, a composer might use slow tempo, minor tonality, soft dynamics, legato, homophonic texture, long sustained notes, and a conjunct melody.

An exciting car chase scene in a thriller might have a fast tempo, busy, polyphonic texture, dissonant chords, loud dynamics, syncopated rhythms, a disjunct melody and short riffs.

A scene where the superhero 'saves the day' might use a major tonality, brass fanfares, loud dynamics, accents, 4ths and 5ths (intervals).

Composers will often use CONTRASTS to create effect (e.g. using a wide range of pitch from very high to very low).

Term	Definition	Term	Definition
Pizzicato	Plucking the strings.	Theme	The main tune/melody.
Divisi	Two parts sharing the same musical line.	Motif	A short musical idea (melodic or rhythmic).
Double stopping	Playing two strings at the same time.	Leitmotif	A recurring musical idea linked to a character/object or place (e.g., Darth Vader's motif in Star Wars).
Arco	Using a bow to play a stringed instrument.	Underscoring	Underscoring Music playing underneath the dialogue.
Tremolo	A 'trembling' effect, moving rapidly on the same note or between two chords (e.g., using the bow rapidly back and forth).	Scalic	Scalic Melody follows the notes of a scale.
		Triadic	Triadic Melody moves around the notes of a triad.
Tongued	A technique to make the notes sound separated (woodwind/brass).	Fanfare	Short tune, often played by brass instruments, to announce someone/something important; based on the pitches of a chord.
Slurred	Notes are played smoothly.	Pedal note	A long, sustained note, usually in the bass/ lower notes.
Muted	Using a mute to change/dampen the sound (brass/strings).	Ostinato/riff	A short, repeated pattern.
		Conjunct	The melody moves by step.
Drum roll	Notes/beats in rapid succession.	Disjunct	The melody moves with leaps/intervals.
Glissando	A rapid glide over the notes.	Consonant harmony	Sounds 'good' together.
Trill	Alternating rapidly between two notes.	Dissonant harmony	Sounds 'clashy'.
		Chromatic harmony	Uses lots of semitones/accidentals that's not in the home key.
Vibrato	Making the notes 'wobble' up and down for expression.	Minimalism	A style of music using repetition of short phrases which change gradually over time.

Form and structure:

The piece is in **strophic** or **verse-chorus** form.

Intro	Verse 1 / Verse 2	Chorus 1 / Chorus 2	Link 1 / Link 2	Instrumental	Chorus 3	Outro
1 – 4	5 – 39 / 14 – 39	40 – 57	58 – 65	66 – 82	40 – 92	93 – 96
4 bars	35 bars / 26 bars	18 bars	8 bars	17 bars	22 bars	4 bars

Metre and rhythm:

Simple duple time – 2/2 (split common time) – with two minim beats in every bar.

Uses distinctive **ostinato rhythms** for both riffs, consisting almost totally of **quavers**, with constant use of **syncopation**.

Vocal rhythm looks complex but follows the natural rhythm of the lyrics.

Background details:

Composed by band members **David Paich** and **Jeff Porcaro**.

Recorded by the American rock band Toto in **1981** for their fourth studio album entitled **Toto IV**.

Released in **1982** and reached number one in America on 5 February **1983**.

Genre: **soft rock**.

Instrumentation:

Rock band: drum kit with additional percussion, lead and bass guitars, synthesisers, male lead vocals and male backing vocals.

Harmony:

Diatonic; mixture of root position and inverted chords.

Riff a can be heard during the intro, verses, link sections, instrumental and outro. This riff uses a three-chord pattern: **A – G#m – C#m**.

Choruses use a standard chord pattern: **vi (F#m) – IV (D) – I (A) – V (E)**.

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Riff b uses the **pentatonic scale** (interpreted through E major):

Vocal improvisations occur towards the end of the song.

Texture:

Homophonic: melody and accompaniment.

Tonality:

The majority of the song is in **B major** whilst the choruses are all in **A major**.

Tempo:

The tempo is **moderately fast**.

Form and structure:

The piece is in **Binary** form (**AB**).

Section A is 16 bars long.

Section B is 24 bars long.

Each section is repeated (**AABB**).

Dynamics:

Mostly *forte* throughout, although no markings appear on the score.

On some recordings, **terraced dynamics** (sudden changes) are included.

Background details:

Composed by **Johann Sebastian Bach** (1685 – 1750), one of the main composers of the **Baroque** era in music.

Badinerie is the last of seven movements from a larger piece called **Orchestral Suite No.2**.

The piece was composed between **1738-1739**.

Harmony:

Diatonic; mixture of root position and inverted chords; uses V7 chords and a Neapolitan sixth chord.

Imperfect and perfect cadences are clearly presented throughout. Both sections end with a **perfect cadence**.

Metre and rhythm:

Simple duple time – 2/4 – with two crotchet beats in every bar.

Uses **ostinato rhythms** which form the basis of two short musical ideas (X and Y), consisting almost totally of **quavers and semi-quavers**.

Instrumentation:

Flute, string orchestra and harpsichord.

The score has five parts (flute, violin 1, violin 2, viola and cello). The harpsichord player reads from the cello line and plays the notes with their left hand whilst filling in the chords with their right hand.

Melody:

The movement is based on **two musical motifs**.

Both motifs begin with an **anacrusis**. Motif X is entirely **disjunct** whilst motif Y **combines disjunct and conjunct** movement.

Typical **ornaments and compositional devices** of the period are used including **trills, appoggiaturas** and **sequences**.

Texture:

Homophonic: melody and accompaniment.

The flute and cello provide the main musical material; however, the 1st violin participates occasionally.

The 2nd violin and viola provide harmony with less busy musical lines.

Tonality:

Section A begins in **B minor** (tonic) and ends in **F# minor** (dominant minor).

Section B begins in **F# minor** (dominant minor) and ends in **B minor** (tonic).

Section A modulates from B minor through **A major** before arriving at F# minor.

Section B modulates from F# minor through **E minor, D major, G major** and **D major** before arriving at B minor.

73

Key Information

1.1 Applied anatomy and physiology	
1.1.a The structure and function of the skeletal system	Location of major bones
	Functions of the skeleton
	Types of synovial joint
	Types of movement at hinge joints and ball and socket joints
	Other components of joints
1.1.b The structure and function of the muscular system	Location of major muscle groups
	The roles of muscle in movement
1.1.c Movement analysis	Lever systems
	Planes of movement and axes of rotation
1.1.d The cardiovascular and respiratory systems	Structure and function of the cardiovascular system
	Structure and function of the respiratory system
	Aerobic and anaerobic exercise
1.1.e Effects of exercise on body systems	Short-term effects of exercise
	Long-term (training) effects of exercise
1.2 Physical training	
1.2.a Components of fitness	Components of fitness
1.2.b Applying the principles of training	Principles of training
	Optimising training
	Warm up and cool down
1.2.c Preventing injury in physical activity and training	Prevention of injury

Revision workout

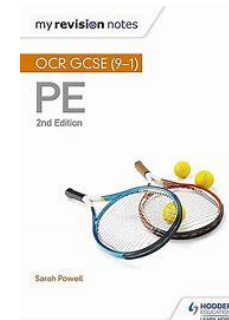|	
10 minutes quick fire applying concepts to questions – High level of confidence	
10 minutes – condensing notes – Medium confidence	
15 minutes – reading and reviewing notes – low confidence	
10 minutes – questions for clarification on low confidence material	
10 minutes cool down – key term flash cards activity	

Start with an activity you are confident on, then work up in difficulty – write down concepts you don't understand – then finish with an area you are confident in

Cue cards are useful for reducing the content as you move through your revision – but they are often used ineffectively – as a memory aid.

Recalling the information is only one of the skills needed – another is application. To do this get past papers and see if you can identify possible answers with the cards you have.

my revision notes

OCR GCSE (9–1)
PE
2nd Edition

Sarah Powell

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Hodder (my revision notes)   YouTube: Planet PE

Test yourself by logging into your E-Revision account and taking the online tests
https://erevision.uk/

Key Information

2.1 Socio-cultural influences	
2.1.a Engagement patterns of different social groups in physical activities and sports	Physical activity and sport in the UK
	Participation in physical activity and sport
2.1.b Commercialisation of physical activity and sport	Commercialisation of sport
2.1.c Ethical and socio-cultural issues in physical activity and sport	Ethics in sport
	Drugs in sport
	Violence in sport
2.2 Sports psychology	
2.2 Sports psychology	Characteristics of skilful movement
	Classification of skills
	Goal setting
	Mental preparation
	Types of guidance
	Types of feedback
2.3 Health, fitness and well-being	Health, fitness and well-being
	Diet and nutrition

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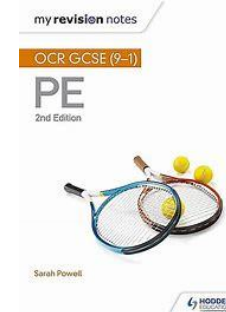15 minutes – reading and reviewing notes – low confidence

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CNAT Sport Studies Revision

Contemporary Issues within Sport: Key Information

LO1: Understand the issues which affect participation in sport	Different user groups who may participate in sport
	Possible barriers which affect participation in sport
	Solutions to barriers
	Factors which impact upon the popularity of the sport in the UK
	New/Emerging sports in the UK
LO2: Know about the role of sport in promoting values	Sporting values
	Olympic and Paralympic movement
	Sports initiatives that promote values through sport
	Etiquette and Sporting behaviour (spectators and performers)
	Use of performance enhancing drugs
LO3: Understand the importance of hosting major sporting events	Features of major sporting events
	Potential benefits and drawbacks of hosting major sporting events
	Links between benefits, drawbacks and legacy
LO4: Know about the roles of national governing bodies in sport	What national governing bodies in sport do

Useful Revision:

Youtube – PERevision My Revision Notes – Hodder Education	Sport Studies Student Book Past Papers

Revision workout

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10 minutes cool down - key term flash cards activity

Start with an activity you are confident on, then work up in difficulty – write down concepts you don't understand – then finish with an area you are confident in

TWO: Can you...

Identify all areas in each topic?

Produce a mind map with relevant information for each topic?

Define all key terms in each topic?

Answer past paper questions that cover all topics?

Revision POWER HOUR

STEP 01 Choose a past paper question
Google your subject, level and exam board e.g. "Geography A-Level Past Papers AQA"

STEP 02 Revise
Spend 20 minutes revising what you need to know to answer your chosen question

STEP 03 Do the question
Set a timer for 20 minutes and answer the past paper question you chose

STEP 04 Mark your answer
Using the mark scheme for the past paper mark your answer. This will help you to think like an examiner

STEP 05 Get feedback
Show your teacher your work. Ask them whether your marking is accurate and how you could improve your answers

lifemoreextraordinary.com

GCSE Combined Science

Paper 1 Biology 1   1 hour 10 minutes
- CB1 Key Concepts in Biology
- CB2 Cells and Control
- CB3 Genetics
- CB4 Natural Selection & Genetic Modification
- CB5 Health, Disease and Medicines

Paper 2 Biology 2   1 hour 10 minutes
- CB1 Key Concepts in Biology
- CB6 Plant structures & their Functions
- CB7 Animal Coordination & Homeostasis
- CB8 Exchange and Transport in Animals
- CB9 Ecosystems and Material Cycles

Paper 3 Chemistry 1   1 hour 10 minutes
- CC1/CC2 States of Matter & Separating
- CC3 Atomic Structure
- CC4 Periodic Table
- CC5/CC6/CC7 Bonding & Structure
- CC8 Acids and Alkalis
- CC9 Calculations Involving Masses
- CC10/CC11/CC12 Electrolysis, Obtaining Metals & Equilibria

Paper 4 Chemistry 2   1 hour 10 minutes
- CC3 Atomic Structure
- CC4 Periodic Table
- CC5/CC6/CC7 Bonding & Structure

- CC9 Calculations Involving Masses
- CC13 Groups in Periodic Table
- CC14 Rates of Reaction
- CC15 Heat Energy Changes
- CC16 Fuels
- CC17 Earth and Atmosphere

Paper 5 Physics 1   1 hour 10 minutes
- CP1 Motion
- CP2 Forces and Motion
- CP3 Conservation of Energy
- CP4 Waves
- CP5 Light and the Electromagnetic Spectrum
- CP6 Radioactivity

Paper 6 Physics 2   1 hour 10 minutes
- CP7 Energy-Forces Doing Work
- CP8 Forces and their Effects
- CP9 Electricity and Circuits
- CP10 Magnetism and the Motor Effect
- CP11 Electromagnetic Induction
- CP12 Particle model
- CP13 Forces & Matter

Core Practicals – carried out in class and assessed in the written papers
- CB1b Using microscopes
- CB1g pH and enzymes
- CB1h Osmosis in potato slices
- CB6b Light intensity and photosynthesis
- CB8d Respiration rates

- CB9b Quadrats and transects
- CC2d Investigating inks
- CC8c Preparing copper sulfate
- CC8d Investigating neutralisation
- CC10a Electrolysis of copper sulfate solution
- CC14b Investigating reaction rates
- CP2d Investigating acceleration
- CP4b Investigating waves
- CP5a Investigating refraction
- CP9e Investigating resistance
- CP12a Investigating densities
- CP12c Investigating water
- CP13a Investigating springs

Suggested revision guides / websites
- Any Edexcel revision guide

- **www.bbc.co.uk/bitesize/examspecs/ qkww6f**
- www.Savemyexams.com
- www.physicsandmathstutor
- www.qualifications.pearson.com/en/su pport/support-topics/exams/past-papers.
- www.freesciencelessons.com
- www.Khanacademy.org
- www.chemrevise.com

GCSE Biology

Paper 1   1 hour 45 minutes

- SB1 Key concepts in Biology
- SB2 Cells and Control
- SB3 Genetics
- SB4 Natural Selection and Genetic Modification
- SB5 Health, Disease and the Development of Medicines
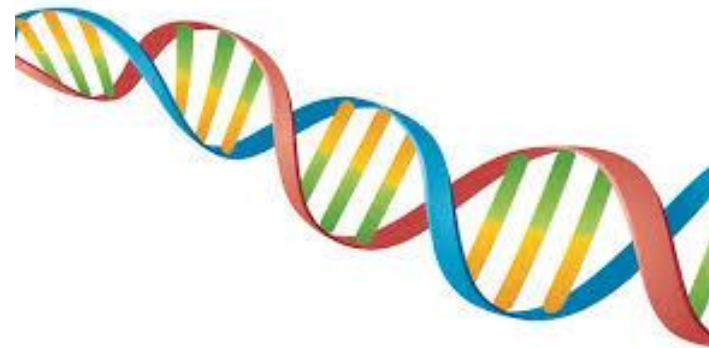
Paper 2   1 hour 45 minutes

- SB1 Key concepts in Biology
- SB6 Plant Structures and their Functions
- SB7 Animal Coordination, Control and Homeostasis
- SB8 Exchange and Transport in Animals
- SB9 Ecosystems and Material Cycles

Suggested revision guides / websites

- Any Edexcel revision guide
- **www.bbc.co.uk/bitesize/examspecs/zcq2j6f**
- www.Savemyexams.com
- www.physicsandmathstutor
- www.qualifications.pearson.com/en/support/support-topics/exams/past-papers.
- www.freesciencelessons.com
- www.Khanacademy.org

Core Practicals – carried out in class and assessed in the written papers

- SB1b Using microscopes
- SB1f Testing foods
- SB1h pH and enzymes
- SB1i Osmosis in potato slices
- SB5k Antibiotics
- SB6b Light intensity and photosynthesis
- SB8e Respiration rates
- SB9c Quadrats and transects

GCSE Chemistry

Paper 1   1 hour 45 minutes

- SC1 States of Matter
- SC2 Methods of Separating and Purifying Substances
- SC3 Atomic structure
- SC4 The Periodic Table
- SC5 Ionic Bonding
- SC6 Covalent Bonding
- SC7 Types of Substance
- SC8 Acids and Alkalis
- SC9 Calculations Involving Masses
- SC10 Electrolytic Processes
- SC11 Obtaining and Using Metals
- SC12 Reversible Reactions and Equilibria
- SC13 Transition Metals, Alloys and Corrosion
- SC14 Quantitative Analysis
- SC15 Dynamic Equilibria and Calculations Involving Volumes of Gases
- SC16 Chemical Cells and Fuel Cells

Paper 2   1 hour 45 minutes

- SC3 Atomic Structure
- SC4 The Periodic Table
- SC5 Ionic Bonding
- SC6 Covalent Bonding
- SC7 Types of Substance
- SC9 Calculations
- SC17 Groups in the Periodic Table
- SC18 Rates of Reaction
- SC19 Heat Energy Changes in Chemical Reactions
- SC20 Fuels
- SC21 Earth and Atmospheric Science
- SC22 Hydrocarbons
- SC23 Alcohols and Carboxylic Acids
- SC24 Polymers
- SC25 Qualitative analysis: Tests for ions
- SC26 Bulk and Surface Properties of Matter Including

Core Practicals – carried out in class and assessed in the written papers

- SC2d Investigating inks
- SC8c Preparing copper sulfate
- SC8d Investigating neutralisation
- SC10a Electrolysis of copper sulfate solution
- SC14d Acid-alkali titration
- SC18b Investigating reaction rates
- SC23b The combustion of alcohols
- SC25c Identifying ions

Suggested revision guides / websites

- Any Edexcel revision guide
- **www.bbc.co.uk/bitesize/examspecs/zy984j6**
- www.Savemyexams.com
- www.physicsandmathstutor
- www.qualifications.pearson.com/en/support/support-topics/exams/past-papers.
- www.freesciencelessons.com
- www.Khanacademy.org
- www.chemrevise.com
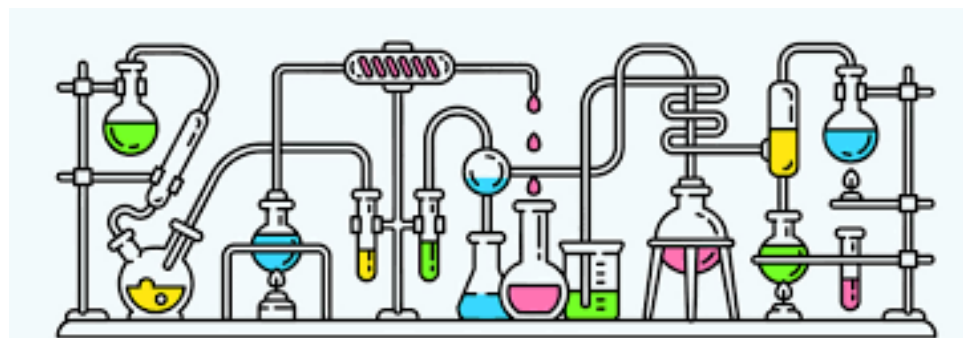
GCSE Physics

Paper 1   1 hour 45 minutes

- ➤ SP1 Motion
- ➤ SP2 Forces and Motion
- ➤ SP3 Conservation of energy
- ➤ SP4 Waves
- ➤ SP5 Light and the EM spectrum
- ➤ SP6 Radioactivity
- ➤ SP7 Astronomy

Paper 2   1 hour 45 minutes

- ➤ SP8 Forces doing work
- ➤ SP9 Forces and their effects
- ➤ SP10 Electricity and circuits
- ➤ SP11 Static electricity
- ➤ SP12 Magnetism and motor effect
- ➤ SP13 Electromagnetic induction
- ➤ SP14 Particle model
- ➤ SP15 Forces & Matter

Core Practicals – carried out in class and assessed in the written papers

- ➤ SP2d Investigating acceleration
- ➤ SP4b Investigating waves
- ➤ SP5a Investigating refraction
- ➤ SP5g Investigating radiation
- ➤ SP10e Investigating resistance
- ➤ SP14a Investigating densities
- ➤ SP14c Investigating water
- ➤ SP15b Investigating springs

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- ➤ www.freesciencelessons.com
- ➤ www.Khanacademy.org

Sociology Revision Techniques
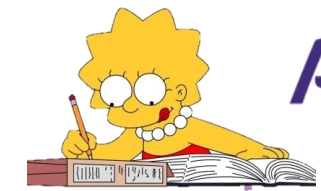
12 Mark Essay – Sentence Starters

Make your point:

Firstly…

Secondly…

Furthermore…

One point to be made is…

On the other hand…

Additionally…

Explain point:

This means…

This can be defined as…

This occurs when…

This caused…

To give an example:

For example…

For instance…

This is evidence because…

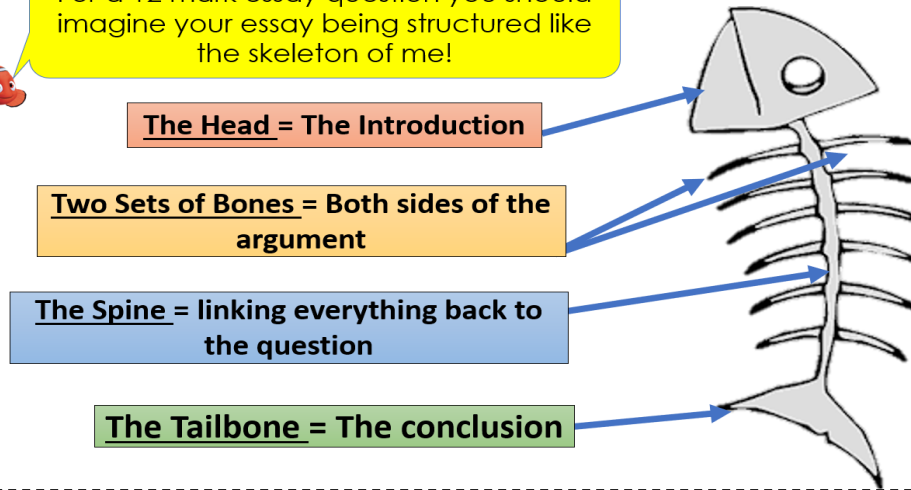This is clear because…

This is demonstrated…

To illustrate this…

Link back to the question:

This point has illustrated…

This point demonstrates…

This point has shown….

Therefore, …

Evidently, …

Clearly…

12 Mark Essay - Structure

For a 12 mark essay question you should imagine your essay being structured like the skeleton of me!

The Head = The Introduction

Two Sets of Bones = Both sides of the argument

The Spine = linking everything back to the question

The Tailbone = The conclusion

12 Mark Essay – Practice Questions

Discuss how far sociologists would agree that social inequality is the main cause of criminal behaviour. [12 marks]

Discuss how far sociologists would agree that capitalism exploits certain groups in society. [12 marks]

Discuss how far sociologists would agree that gender inequalities continue to exist within the family in Britain today. [12 marks]
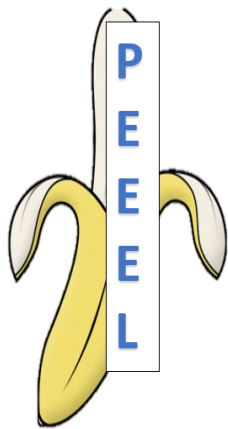
Structuring a Paragraph

P Point - You should start each paragraph by making your point. **This is the main statement you will discuss in the paragraph**

E Explain - This means that you go into a bit more depth to explain to the examiner what you mean.
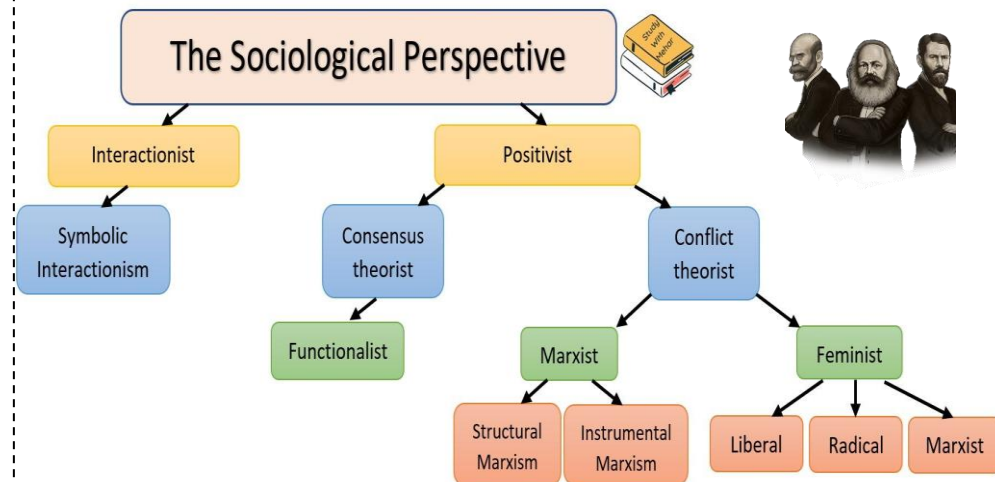
E Evidence - This is really important as it gives weight to your point and shows sociological knowledge. It usually involves **quoting trends, or using theory to support your explanation**

E Evaluation- This means that you need to criticise/Analyse the point. Use key studies or perspectives to evaluate.

L Link – Link your final sentence back to the question - **This makes sure that your paragraphs are relevant and are answering the question!**

12 Mark Essay - Content

The Sociological Perspective

Interactionist

Positivist

Symbolic Interactionism

Consensus theorist

Conflict theorist

Functionalist

Marxist

Feminist

Structural Marxism

Instrumental Marxism

Liberal

Radical

Marxist

# Sociology Revision Techniques

AQA

Content:

1. The Sociological Approach
2. Research Methods
3. Families
4. Education
5. Crime And Deviance
6. Social Stratification

Revision Guides & Websites

- Collins AQA GCSE 9-1 Sociology, complete revision, and practice: ideal for home learning 2022-2023 exams (purple cover book)
- Grade 9-1 GCSE Sociology AQA All-in-One Complete Revision and Practice (with free flashcard download) by Collins GCSE (white cover book)
- Website: Tutor 2 U, Sociology guy
- Link for the AQA website for past papers. https://www.aqa.org.uk/8192
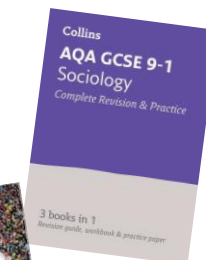
tutor2u

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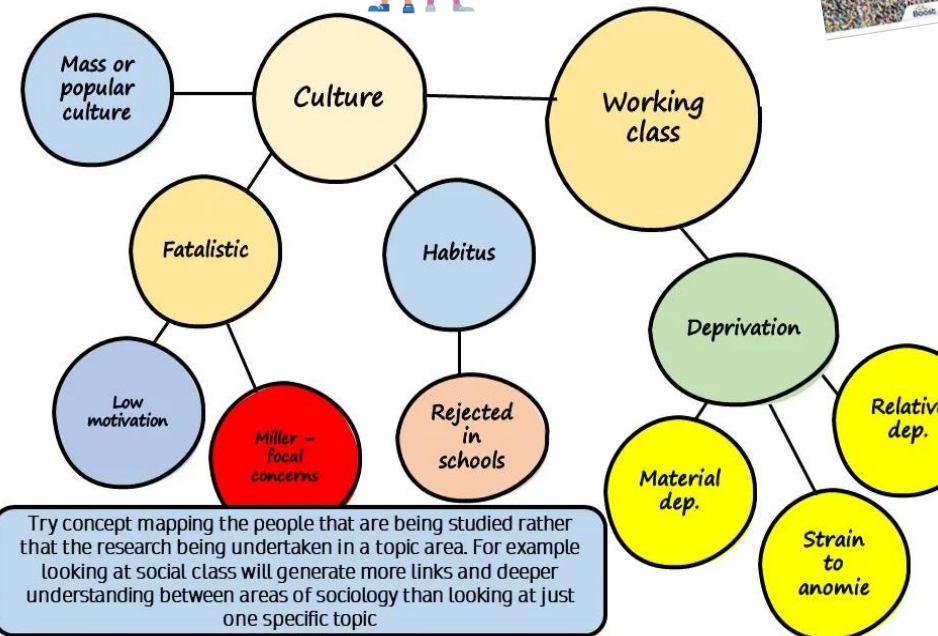
Do you know all the key terms?

Do you know where to find past papers?

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Recalling the information is only one of the skills needed – another is application. To do this get past papers and see if you can identify possible answers with the cards you have.

Sociology Updated Edition

We know that working class students suffer from material deprivation – how might that impact on their criminality? We know some minority groups are labelled negatively in the media – what impacts might that have in the school or crime? Focusing on class, gender and ethnicity help develop synoptic links

Culture — Mass or popular culture — Working class — Fatalistic — Habitus — Low motivation — Miller – focal concerns — Rejected in schools — Deprivation — Material dep. — Relative dep. — Strain to anomie

Try concept mapping the people that are being studied rather that the research being undertaken in a topic area. For example looking at social class will generate more links and deeper understanding between areas of sociology than looking at just one specific topic

Concept mapping social characteristics

Conectores

SPANISH

Usa un abanico de expresiones gramaticales

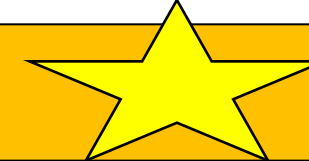| A mi juicio	(in my judgement)
A mi modo de ver	(the way I see it)
A pesar de	(in spite of)
Así que	(so that)
Aunque	(although)
Desde mi punto de vista	(from my point of view)
Me parece	(it seems to me)
Por ejemplo	(for example)
Por una parte	(on the one hand)
Por otra parte	(on the other hand)
Sin embargo	(However)

| Extended sentences with	(si/cuando/donde/que)
Other subordinate clauses with	(aunque/mientras/puesto que/ya que)
Use of subjunctive	(cuando + future/es+adjective+ que/es importante que/es necesario que/es probable que/es necesario que/no es justo que/es posible que)

Expresiones idiomáticas

Incluye suficientes detalles

Provide a context for your statements	(5 Ws)
Give more examples	(es decir/como/incluso/por ejemplo/tales como)
Make the most of adverbs and adverbial phrases, time markers/sequencers	(todos los días/en voz alta/de memoria/ a primera hora/con frecuencia/ por tanto)

Expresión	
Está tan loco/a como una cabra (as mad as a goat)	
Es astuto/a como un zorro (as cunning as a fox)	
No tiene ni pies ni cabeza (it makes no sense)	
Hacer el vago (to do nothing/to laze around)	
Llevarse bien con (to get on well with)	
Llevarse como el perro y el gato (to fight like cat and dog)	
Me flipa/me mola (I like, I am crazy about)	
Pasarlo bien/bomba/de maravilla (to have a great time)	
Pasarlo fatal (to have a terrible time)	
Es pan comido (it is a piece of cake)	
Lo/la conozco como la palma de mi mano (I know him/her very well)	
Meter la pata (to put your foot in it)	

SPANISH

1) Give reasons for all opinions

Ya que/puesto que/dado que

2) Sin + infinitive

Sin perder un momento – without wasting a moment

Salí sin comer – I left without eating

3) Use a 'tener' structure

Tener ganas de.. - to want to..

Tener suerte … - to be lucky

**4) Porque
Puesto que (as)
Ya que (since)**

5) Antes de + inf
Antes de llegar… – before arriving…

Antes de comer… – before eating…

6) Después de + inf
Después de llegar… – after arriving…
Después de comer… – after eating…

7) Al + infinitive

Al llegar… – on arrival…

Al verle… – on seeing him…

8) Decidí + infinitive

Decidí ir … - I decided to go

Decidí volver - I decided to return

9) Use exclamations

¡Qué buena idea! –what a good idea!

¡ Qué desastre! – what a disaster!

10) Use at least 3 verbs in the present tense including an irregular.

11) Use at least 3 verbs in the preterite (past) tense including an irregular and a reflexive.

12) Use at least 3 verbs in the future tense including an irregular.

13) The Imperfect

Llovía – it was raining
Tenía – it had
el ascensor no funcionaba – the lift didn't work

14) Conditional
Si tuviera dinero, iría … - if I had money, I would go…

Sería – it would be
Me gustaría… – I would like..

15) USE ADJECTIVES

16) Use impressive vocabulary
inolvidable, maravilloso, increíble, pintoresco

SPANISH
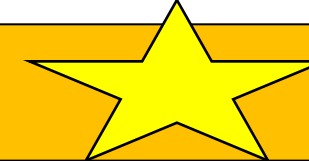
17) The pluperfect

Ya le había conocido – I had already met him
Había decidido – I had decided

Había visto – I have seen

18) Use Tan (so), verdaderamente (truly) or extremadamente /sumamente (extremely) isnstead of muy.

19) A pesar de… (in spite of…)
A pesar de que no tenía dinero – in spite of the fact that I have no money
A pesar de que no me gusta(n)… – in spite of the fact I don't like…

20) Acabar de + inf to have just…
Acabo de ir – I have just been
Acabo de decidir – I have just decided

21) Estar en punto de ..(to be about to …)
Estaba en punto de ir a la piscina cuando llovió – I was about to go to the pool when it rained.

22) Use comparisons
Más … que
Menos… que
Tan… como

23) Superlatives
Lo mejor es / era que… (the best thing is /was that…)
Lo peor es / era que… (the worst thing is/was that…)
Lo que más / menos me gusta…

24) Negatives
Ni…ni…
No…nunca.
No…nada
Tampoco

25) Desde hace (since)
Vivo aquí desde hace 15 años – I have lived here for 15 years.
Voy de vacaciones aquí desde hace 10 años – I've gone on holiday here for 10 years.

26) Give full descriptions and use idioms

27) Varied Connectives
y, pero, mientras, que, porque, cuando, puesto que, ya que, también, sin embargo, asi que

28) Para + infinitive In order to... / for...

Para ver a mi amigo – in order to see my friend

29) Try to avoid or limit use of simple verbs e.g. me llamo, es, tengo etc.

30) Talk about other people
e.g. Viajamos – we travelled
Fuimos – we went
Le gusta(n) – he / she likes

31) The subjunctive

Esperemos que sí – let's hope so
Ojalá pudiera – if only I could.

SPANISH

En la foto se puede ver…

To start off:

En la imagen se puede ver	In the image
En la foto se puede ver	In the photo
Hay…	There is/ are
Veo…	I see
Se puede ver…	You can see
La foto muestra…	The photo shows…
Podemos ver…	We can see…

Be specific!

En primer plano…	In the foreground
Al fondo..	In the background
A la izquierda..	to the left
A la derecha..	to the right
Cerca de..	close to
Delante de..	In front of

Weather

Hace sol	it's sunny
Hace buen tiempo	it's nice weather
Hace mal tiempo	It's bad weather
Está lloviendo	it's raining
Está nublado	it's cloudy
Pienso que hace calor	I think it's hot

What's there?

Un hombre/una mujer	a man/woman
Un grupo de amigos	a group of friends
Unas personas	some people
Mucha gente	lots of people
Unos edificios	some buildings
Unos árboles	some trees

Describing people

Parece(n)…	he/she/they seem(s)
Contento/a(s)	happy
Triste(s)	sad
Cansado/a(s)	tired
Enfadado/a(s)	angry
Tiene…	**he/she has…**
El pelo rubio	blond hair
Los ojos marrones	brown eyes
Lleva…	**he/she is wearing…**
Una camisa roja	a red t-shirt
Maquillaje	makeup
Gafas (de sol)	(sun)glasses

What are they doing?

Está(n) hablando	They are talking
Está(n) discutiendo	They are arguing
Está(n) sonriendo	They are smiling
Está(n) riendo	They are laughing
Está(n) trabajando	They are working

Opinion phrases

Creo que…	I think that
Pienso que…	I think that…
Imagino que…	I imagine that…
Supongo que…	I presume that…
Diría que…	I would say that
Me parece que	It seems to me that..
Me recuerda a…	It reminds me of…
Sé que…	I know that…
X me interesa(n)/fastidia(n)	X interests/annoys me

Do you like it?

(No) Me gusta/chifla/mola la foto → porque/ya que/dado que → es (it is…) → e.g. bonita (pretty)

I (don't)like the photo because está llena de… e.g. color (colour)

(it is full of)