Knowledge Organiser

Core Subjects
Year 11
Term 4
2024/25

The Abbey School

Contents

Term 4 Language Paper 1 and Paper 2	

Term Focus – Paper 2, Q5 Writing; Revision of Paper 1 and 2

Prior Learning Links	**Future Learning Links**	
• Links to reading section of GCSE Language Paper 1 • Links to Writing section of GCSE Language Paper 1 • Links to reading section of GCSE Language paper 2 • Links to writing section GCSE Language Paper 2	• Revision for both Language Paper 1 and 2 • Practise papers SAMS provided by AQA for students to revise questions • Preparation for the forthcoming summer exam series	**AQA** Questions matter

KEY VOCABULARY

Language	**Structure**
Noun: a person, place, thing, idea	**Simple sentence:** contains one clause with a subject and verb
Verb: an action or state	**Compound sentence**: contains two independent clauses that are related and joined with a conjunction
Adjective: describes a noun	**Complex sentence**: contains one or more subordinate clause
Adverb: modifies a verb, adjective, adverb or phrase	**Impact sentence or Fragment**: contains three or less words
Imperative: gives an order or command	**Repetition:** a word, phrase, idea, that is used more than once
Pronoun: used in place of a noun	**Juxtaposition**: two things placed together to highlight the contrast between them
Superlative: an adjective showing the highest quality or degree	**Anaphora**: the repetition of a word or phrase at the beginning of successive clauses
Symbolism: the use of symbols to represent ideas or qualities	**Listing:** several connected items written one after the other to emphasise a particular quality
Alliteration: the same letter or sound at the start of adjacent words	**Links between paragraphs**: a recurring idea, character or object in two or more paragraphs to foreground the importance
Metaphor: direct comparison of two things without using 'like' or 'as	**Shifts in focus:** the change of focus in or between paragraphs
Simile: comparing two things using 'like' or 'as'	**Zooming in and out:** the narrowing or widening of the narrative focus.
Personification: the giving of human characteristics to a non-human object	**Chronological structure:** arranged in the order of time
Semantic field: the use of a group of words that all link to the same topic	**Flashback / Flashforward:** set earlier or later than the main narrative
Hyperbole: exaggeration that should not be taken literally	**Links between the beginning and ending**: a narrative link between the start and end of a text
Visual imagery: vivid description of a particular scene	**Exposition:** introduction of background information on characters, events or settings to help anchor the reader

Auditory imagery: vivid description of sounds	**Climax:** the most intense point in the development of the narrative
Tactile imagery: vivid description of physical sensation	**Narrative voice:** 1st / 2nd / 3rd person
Olfactory imagery: vivid description of smell	**Direct speech:** the speech of a character in "…"
Gustatory imagery: vivid description of taste / flavour	**Tense**: past, present, future
Kinaesthetic imagery: vivid description of movement or body position	**Foreshadow**: an advance hint of what is to come later
Oxymoron: two contradicting, opposite words used together in a phrase.	**Motifs:** a recurring object or idea
Tone: the feeling in the extract; the attitude or perspective toward the subject matter, characters, or audience.	**Cliffhanger:** an unclear ending leaving the reader in suspense

1. PAPER 1, Q2: How does the writer use language…	Red	Amber	Green

Question type

*Look in detail at this extract from **lines ….. to …..** of the Source.*

How does the writer use language here to describe ……………..?

You could include the writer's choice of:
- *Words and phrases*
- *Language features and techniques*
- *Sentence forms*

Suggested time:10 minutes
Marks:8

You must **analyse language techniques only** for this question and state why it is **effective** for the reader. In your analysis, you must comment on the **effect of the language technique** used; the effect of a **specific word** from the quotation includes **connotations** of that word; the **effect on the reader**.

Suggested structure
- Technique
- Evidence
- Effect
- Develop/Zoom in

The writer uses…to describe…
For example, "*add quotation*" creates the idea that….
Moreover, the verb/adjective/noun/word/phrase "*add quotation*" has connotations of….
The reader might imagine…
This might make the reader feel…
This tells the reader….
The writer's use of…creates the idea/feeling/ a sense of…
Metaphorically, '*add quotation*' creates a sense of…
The use of…is effective because…
The impact of this is…because…

2. PAPER 1, Q3: How has the writer structured the text to interest you as a reader?	Red	Amber	Green

Question type
How has the writer structured the text to interest you as a reader?

You could write about:
- *What the writer focuses your attention on at the beginning*
- *How and why the writer changes this focus as the Source develops*
- *Any other structural features that interest you.*

Suggested time:10 minutes
Marks:8

You will need to show that you can identify **structural techniques**.

You will also need to *explain* **how** these techniques interest the reader by commenting on *how* it is interesting as well **as *why*** it is interesting.

Suggested structure/sentence starters:

At the **beginning** of the extract the writer creates a…tone and this is interesting because it suggests…
The writer **focuses** our attention on… to create the idea that…

In the **middle** of the extract/second paragraph/ next paragraph the writer shifts focus from the…onto the…and this is interesting because…
The writer **focuses** the reader's attention on… because…
The writer develops the **character** of…to create the idea that…

At the **end** of the extract…the writer focuses the reader's attention on…to create a feeling of/sense of…
The writer **concludes** the extract by…

The **reader might think/feel/imagine…**
The writer's focus on …reminds the reader of… and this is interesting because…
The writer **increases/slows the pace** in the extract to create a feeling of… and this creates a…**atmosphere**.

3. PAPER 1, Q4: A student said…To what extent do you agree…	Red	Amber	Green

Question type

Focus this part of your answer on the second part of the Source from line …. to ...
> *A student, having read this section of the text, said: "………………………………..."*

> *To what extent do you agree?*

Suggested time: 20 minutes
Marks: 20

You will need to find **evidence from both the language and the structure** in the specified part of the extract and explain **how this evidence** supports your view.

You will need to show that you can clearly **support your view of the statement** by identifying relative **evidence**, identifying the **techniques** that the writer has used in this evidence and explaining the **effectiveness** of this evidence.

It is important that you clearly show the reader how your evidence supports your view of the statement throughout your response.

Suggested structure/sentence starters
I agree that…
I support the view that…
I agree with the statement that…because…
For example, …
An example of this is…
The author creates a strong sense of…
The clever characterisation of…by the writer enables the reader to…
The writer's use of dialogue, enables the reader to see…
At this point in the extract, the viewpoint changes from… to …. to suggest…to the reader…
The writer effectively conveys...
The writer's purpose in this extract is to...
The writer uses (Language/Structure technique) to **emphasise**...
The writer's use of (Language/Structure technique) **illustrates**...
The choice of (Language/Structural feature) helps to...
For instance, the **phrase** "..." suggests...
This is **evident** when the writer describes "..."
This technique **creates a sense** of...
As a result, the **reader thinks/feels/imagines**...
The writer's use of…**evokes a sense** of...
Overall, the writer successfully...
Consequently, the writer's **intended impact** is...
In conclusion, the writer's use of (technique) effectively...
Ultimately, the extract demonstrates the writer's ability to...
Therefore, the purpose of the extract is achieved by...
Overall/To conclude/In summary…

4. PAPER 1, Q5: Creative Writing – Descriptive or Narrative	Red	Amber	Green

Descriptive

You will need to take your reader on a journey through the image to make the reader feel as if they are there.

Think about how you can create a clear image using a variety of language techniques, sentence types and your narrative voice.

Narrative

You are usually asked to write a part of a story, likely to be the opening.

It is important that you still show off your language skills in your story so you should include a description of a setting or character.

Tip: the question 5 creative writing task usually links to the extract from the reading section!

Suggested time: 45 minutes – including planning time
Marks: 40 (A05 Content and Organisation A06 Technical Accuracy)

Quick Plan

Who?
What?
Where?
Where?
Why?

GOMASSIVE SPP (cross each technique as you use)

Range of punctuation: - ; ?! ( ) …

Possible structure for a story.

Open **in media res** – drop you reader straight into the middle of the action. Detailed description of the weather, or setting, or character.

Zoom in closely on something focus the attention of the reader.

Flashback – include something that **happened previously in the character's life that has led to this moment. It must have a completely different mood/tone to the other paragraphs…but make sure you keep this short, do not drift too far away from the story focus of the question**

Cyclical ending – repeat ideas from the beginning of the narrative such as weather or character actions/

Cliffhanger – leave the reader with an ambiguous ending which creates suspense and anticipation.

Sentence openers
When she arrived
Just then
A second later
Behind the
Opposite her
Right there in front of her
Without warning
After a moment
As he looked around

Verbs for walked
crept
followed
leapt
climbed
raced
scurried
scampered
stepped
wandered

Your story
?

Adjectives
gloomy
broken
empty
dusty
peculiar
sinister
fierce
filthy
decorated
elegant
colourful
muddy
ferocious

Adverbs
cautiously
unusually
incredibly
extremely
strangely
immediately
obnoxiously
secretly
aggressively
cruelly
constantly
menacingly
insensitively
maliciously
disrespectfully
viciously
selfishly
completely
violently
persistently

Feelings
anxious
bewildered
nervous
terrified
petrified
apprehensive

Similes
_____ which looked like _____
as _____ as _____

Prepositions

beneath	upon
above	among
between	behind
across	under
against	by
at	through

Verbs for said

whispered	answered
yelled	muttered
mumbled	bellowed
croaked	replied
snapped	roared
explained	grumbled

Expressing feelings of fear

Openers

With a heart full of _____, she

Full of _____ and _____, she

Overcome by terror, he

In that moment, he felt

Alone and _____, she

Just then, something deep inside him started to

If her heart could have spoken, it would have said:

"So this is what it is like to feel _____"

"For the first time in my life, I feel _____"

"Now I know what it is like to feel _____"

"It is as if _____"

Adventurous Adjectives

anxious
aghast
distressed
disheartened
panic-stricken
petrified
terrified
terror-stricken
broken-hearted

full of:

dread   terror
horror   panic
anxiety   sorrow
fear

Describing a character's appearance

Eyes
piercing
cold
hollow
steely
empty
fiery
haunting
bloodshot
goggle
blank
sunken
bulging
expressionless

Teeth
crooked
decaying
stained
jagged
uneven
gappy
asymmetric

Build a noun-phrase: Adverb → Adjective → Noun

Nouns
cheeks	eyebrows	ears	fingers
hands	face	legs	mouth
shoulders	glasses	shoes	forehead
nostrils	fingernails	lips	arms

Hair

Adjectives			Nouns	
messy	wavy	short	ponytail	bob
glossy	dyed	knotted	dreadlocks	bouffant
braided	ginger	dirty	fringe	flat-top
shaved	greasy	blonde	cornrows	
curly	frizzy	plaited		

Nose
crooked
bulbous
pointy
hooked
upturned
prominent
long
crinkled
thin

Adverbs

extremely	unbelievably	extraordinarily
unpleasantly	strangely	awfully
unusually	incredibly	noticeably
terribly	inexplicably	unimaginably

Adjectives
bushy
shrivelled
unsightly
hunched
filthy
creepy
grubby
narrow
spotty
scrawny
grotesque
oddly-shaped
misshapen

5. PAPER 2, Q2: Write a summary of the similarities/differences between Source A and Source B.	Red	Amber	Green

Question type

You need to refer to Source A and Source B for this question.

Use details from both sources. Write a summary of ………………..

Suggested time: 10 minutes
Marks: 8

You will need to show that you can directly compare the two sources, focusing in on specific similarities/differences.

You will need to support your ideas with references/quotations from the text and comment on what you can infer from the text. You do not need to analyse any language or structural techniques – you only include evidence from the text and state what inferences you can make.

Suggested structure and sentence starters

Both sources are about….
In Source A …are presented as…whereas in Source B the …are presented as…
Source A was written in…whereas Source B was written in…so you would expect difference/similarities because….
Another difference between the sources is...
One difference between the settings is the atmosphere…
In source A it states "…"
In source A we learn that "…"
In source A it's described as "…"
This suggests… This infers/implies… This reveals…This might indicate… This perhaps hints…
However/On the other hand/Contrastingly/Alternatively/Conversely/Differently,
In source B it states "…"
In source B we learn that "…"
In source B it's described as "…"
This suggests… This infers/implies… This reveals… This might indicate… This perhaps hints…

6. PAPER 2, Q3:	Red	Amber	Green

Question type

You now need to refer only to Source ……, lines ….. to ……

How does the writer use language to ………………………

You will be given specific lines from the source and asked to comment on the writer's use of language to present an idea/place/person/object.

You must only take your **evidence from the given extract**.

The only **differences** between this question and Paper 1 Question 2 are the **marks and time** allowed. You will need to show that you can **analyse the language** used and state why it is **effective**. In your analysis, you must comment on three things: the effect of the technique being used, the effect of a specific word from the technique, and the effect on the reader.

Suggested time: 14-15 minutes
Marks: 12

Suggested structure and sentence starters

The writer presents the…as….in the source because…

This is clear when the writer describes…as "…"

For example, '….'suggests/creates the feeling

The writer describes them/it as "…" using the …to create the idea that…

The use of …suggests the…. are….

Moreover, the use of the [adjective/noun/verb/adverb/word/phrase] "…." has connotations of…

This highlights/reveals/illustrates….to the reader

This might make the reader think/feel/imagine/visualise…

Furthermore, the writer's use of…demonstrates…to the reader to show….

7. PAPER 2, Q4:		Red	Amber	Green

Question type

For this question, you need to refer to the whole of Source A together with Source B.

Compare how the writers convey their similar/different attitudes to ……………..

Suggested time: 18-20 minutes

Marks: 16

You will be asked to use **both sources** to write a **comparison of the attitudes/viewpoints** of the two writers. These could be **different or similar** attitudes/viewpoints. You will be asked to comment on the methods the writer has used to show their attitude/viewpoint.

You will need to show that you can directly compare the two extracts, identifying key moments of similarity/difference.

You must analyse the **language and structure** the writer has used, commenting on the techniques, implications and effect of this evidence.

You should remember to **link your argument** back to the **attitude/viewpoint** of the writer.

Suggested structure and sentences

Each writer has a different attitude to…because…

Each writer feels differently about…because…

Both writers feel differently/the same about…

Both writers have contrasting/similar viewpoints to…which shows…

Each writer feels differently about the location….

Both writers dislike the…. because…

In source A the writer feels [EXPLAIN EMOTIONS] as he states "…"/ I

n source A the writer believes …. The writer mentions "…" /

In source A the writer's attitude is … as he claims…

The use of… [fact/statistic/hyperbole…]

The use of the…[adjective/noun/verb/adverb] "…."

reveals/highlights/indicates/exposes/implies…

Comparison word choice

However/ On the other hand/ Contrastingly/ Alternatively/ Conversely/ Differently/Similarly/ Likewise/ In the same way/Moreover/Furthermore

In source B the writer feels [EXPLAIN EMOTIONS] as he states "_____"/

In source B the writer believes …. The writer mentions "_____" /

In source B the writer's attitude is … because they claim…

The use of _____ [fact/statistic/hyperbole…]

The use of the [adjective/noun/verb/adverb] '….' reveals/highlights/indicates/exposes/implies…

8. PAPER 2, Q5:

Question type

"Statement about a particular idea/topic/issue.."

Write a letter/article/speech/leaflet in which you show your point of view on this statement.

Suggested time: 45 minutes – including planning time
Marks: 40 (A05 Content and Organisation A06 Technical Accuracy)

You will be asked to **respond to a statement** through a clear and developed piece of **non-fiction** writing. You may be asked to **write to inform, advise, argue or persuade** and you could be asked to **write a letter, a newspaper article, a speech or a leaflet**.
You must show your ability to write an **extended piece** of writing showing a clear and sustained opinion. This means that your response in relation to the statement will need to develop and remain **controlled and focused through your use of structure and language**.

The examiner will still expect to see your writing skills, so you must include a **variety of language** techniques and use a wide **range of punctuation** when writing.

Some suggested sentences

Anecdote

Imagine what life would be like if…
Potentially, across the UK, there are thousands of teenagers living through….
Recently, in [PLACE], an unprecedented event happened…

Research (keep to a minimum – use only one)

In a recent survey carried out by YouGov.UK with 10,000 participants, it was found…
Local headteacher/business owner/ celebrity (relevant to topic) NAME stated…
The head of (relevant to topic) studies at Oxford University carried out a study into…

Counter argument

Although… (relevant to topic) might believe [opposing view], I would argue that…
Whilst… (relevant to topic) might claim [opposing view], I strongly counter that…
Despite… (relevant to topic) might state [opposing view], it is worth considering…
Others might this…but they would be wrong because…

Link

How would you feel if… because… [link back to point made in counter-argument] … ?
Do you agree with …. due to… [link to comment in research] ….?
Ultimately, how would you respond if …. because…. [link to opening anecdote]?

> Range of punctuation: - ; ?! ( ) …

AFORREST

A

ALLITERATION (WORDS BEGINNING WITH THE SAME SOUND) **EFFECT:** EMPHASISES/FOCUSES ATTENTION ON POINT
"A _really rich_ and _rewarding_ opportunity"

ANECDOTE A SHORT PERSONAL STORY/MEMORY **EFFECT:** ADDS AUTHENTICITY/RELATABILITY. CAN BE EVOCATIVE
"I'll always _remember_ year 7, because that was the year I was horrendously bullied. I know what it feels like to…"

F

FACTS (SOMETHING WE KNOW OR HAVE PROVEN TO BE TRUE) **EFFECT:** ADDS PLAUSIBILITY TO AN ARGUMENT
"_We know/it has been proven/research has shown_ that… English is the best subject."

O

OPINION (ADVICE/PERSONAL VIEW) **EFFECT:** ADDS PERSONAL/RELATABLE EVIDENCE/INVESTMENT
"_I strongly believe_ that we need to…"

R

RHETORICAL QUESTIONS (QUESTION ASKED FOR EFFECT). **EFFECT:** ENGAGE, PROVOKES THOUGHT
"_How many more elephants have to die before we start enforcing harsher punishments on the ivory trade?_"

REPETITION / REITERATION (REPEATING INFORMATION) **EFFECT:** EMPHASIS & CLARITY
"It is _everybody's_ responsibility to keep our school clean, and _everybody_ can do more."
"Research has found that _65% of girls…_"   "If _65% of girls_ are more likely too…"

E

EMOTIVE LANGUAGE (ENGAGES AUDIENCES/READER'S EMOTIONS) EFFECT: HELPS CREATE SUPPORT/OPPOSITION
"An _innocent_ bystander was _brutally attacked_ by a _violent thug_ by Tesco's last Tuesday."

EXAGGERATION/HYPERBOLE (STATEMENTS/CLAIMS NOT TO BE TAKEN SERIOUSLY) **EFFECT:** DRAMATIC, HEIGHTENS EMOTIONS, MORE INTENSE
"I _died_ from laughing when I learnt that…"   "This week I had _six tonnes_ of homework to do – it's too much!"

S

STATISTICS (PERCENTAGES, FRACTIONS) **EFFECT:** ADDS PLAUSIBILITY AND GARNERS SUPPORT FOR ARGUMENT.
"_74% of people agree…_"

T

THREE (RULE OF) (LISTING IN GROUPS OF THREE) **EFFECT:** MEMORABLE, CONCISE, EMPHASIS
"_Fast, convenient_ and _secure_".

TONE (THE ATTITUDE OF A PIECE OF WRITING) **EFFECT:** DRAWS IN THE AUDIENCE
Sincere, ironic, sarcastic, sentimental, enthusiastic, apathetic, bossy, instructive, assertive, outraged…

The diagram shows three circles labelled:

Ethos
- Trust
- Authority

Logos
- Logic
- Reasoning

Pathos
- Emotion
- Beliefs

connected to a central green circle labelled **Persuasion**.

| 9.   PAPER 1 Q1/2/3/4 READING PRACTISE | Red | Amber | Green |

21st Century prose fiction
Glass, Bricks and Dust by Claire Dean
An extract from a collection of modern fantasy stories and fairy tales first published in 2013.

Insert

> The main character in this short story is a boy, though we don't get to know his name or age. At this mid-point in the story, he is playing amongst some rubble on the site of a demolished building. Everything seems normal to begin with, however…

One evening, the boy was crouched on top of the mound making a new town out of a heap of broken glass. He liked this time of day best – after tea, before bed. The air seemed to get grainy as its colour changed from vinegary yellow to candyfloss blue. He could rub it between his fingers like dust and slow time down. At the top of the mound, he was in charge, and he didn't want to go home to bed. He collected green glass shards and broken brown bottle necks. He tumbled fragments of old window in his hands like shattered marbles. He pushed the glass into the mound, making houses, balancing roofs on them, building towers. The last of the sunlight caught and glinted in the tiny glass walls.

More of the black birds than he'd ever seen before rushed overhead and gathered on the lamppost. The orange light hadn't yet switched on, but the shadows were growing. He heard nine chimes of the town hall clock. For a moment, the lamppost looked like a tall thin man wearing a large black hat. When the man turned towards him, he looked like a lamppost. The man had a greyish-green coat speckled with rust and a black hat that quivered with beaks and feathers. The man didn't need to climb the mound; he was face to face with the boy with his feet still planted in the pavement.

'What are you making?' asked the man.
The boy didn't answer.
'Every child is always making something. Shake them out and they're full of dust and dreams.'

The boy stood up, ready to run, but then he remembered that at the top of the mound he was king. He dug his heels into the rubble.

'I'm making a new town, better than this one. The sun can shine in through the walls. The buildings look grander. It'll be a great glass city.'

'All it needs is people,' said the man.

'Yes, it needs people,' said the boy. And when he looked down, tiny creatures were scuttling beneath the glass roofs. They looked like ants or spiders, but the sky was darkening, and the creatures were moving too fast to be sure. He looked to the man but there was only the lamppost and as its orange light snapped on, the birds launched into the sky.

The boy plunged down the mound and ran, hoping he wouldn't get told off for being late home. Before he reached the end of the street, he knew something was wrong. The world was too quiet. Where were the sounds of cars? Of footballs being kicked against walls? There were no shouts from parents calling everyone in.

'Mum?' He pushed open their front door. The house was in darkness, but the telly was switched on. His mum wasn't in any of the rooms. A half-drunk cup of tea had been left on the arm of the settee.

The boy thundered back along the silent streets. He stood in the orange light beneath the lamppost. 'Give them back,' he shouted.

Nothing happened, although he could hear the rustle of feathers coming from the darkness above the light.

The boy ran to the top of the mound. 'Give them back!' 'But I haven't got them,' The man's face glowed. 'You have.'

In the gloom, it was hard to make out the tiny creatures beneath the glass roofs. They were no longer moving. The boy couldn't be sure what was a particle of rubble and what was a person sleeping in their broken-glass house. 'How do I get them back?' he asked.

But the man was a lamppost again.

Glossary
shards - sharp pieces or fragments

Questions

Q1. Read again the first part of the Source from lines 1 to 7.
List four things from this part of the Source about the boy.

Q2. Look in detail at this extract from lines 5 to 15 of the Source:
How does the writer use language here to describe the boy playing in the evening?
You could include the writer's choice of:
• words and phrases
• language features and techniques
• sentence forms.

Q3. You now need to think about the whole of the Source.
This text is from the middle of a short story.

How has the writer structured the text to interest you as a reader?

You could write about:
• what the writer focuses your attention on at the beginning
• how and why the writer changes this focus as the Source develops
• any other structural features that interest you.

Q4. Focus this part of your answer on the second part of the Source from line 16 to the end.

A reviewer wrote: 'This end part of the extract where the boy's game comes to life takes a darker and more chilling tone.'

To what extent do you agree?

In your response, you could:

• consider your own impressions of the boy's game
• evaluate how the writer creates a dark and chilling tone
• support your response with references to the text.

| 10.PAPER 1 Q5 WRITING PRACTISE | Red | Amber | Green |

A magazine is running a creative writing competition for people your age.

Either: Write a description based on this image.

OR: Write the opening to a narrative about an unexpected event.

You are going to enter a creative writing competition. Your entry will be judged by a panel of people your own age.

Either: **Write a description suggested by this picture.**

Or: **Write the opening part of a story about a place that is severely affected by the weather.**

11. PAPER 2 Q1/2/3/4 READING PRACTISE	Red	Amber	Green

The two Sources that follow are:

Source A: 20th Century literary non-fiction

The Village that Lost its Children by Laurie Lee An extract from an essay written in 1967, one year after a devastating landslide in the Welsh village of Aberfan.

Source B: 19th Century non-fiction Earthquake in England. An extract from a Victorian newspaper article, published in October 1863, after an earthquake in England

Source A – 20th Century literary non-fiction

> This is an extract from an essay written in 1967 called The Village that Lost its Children by Laurie Lee. Aberfan was a small mining village in Wales. In 1966, many of its people, including children at a local school, were killed when heavy rain caused a landslide.

The Village that Lost its Children

Few people had ever heard of Aberfan until disaster struck it. It was just another of the small mining villages lying tucked away in the South Wales valleys – a huddle of anonymous terraced houses of uniform ugliness unrelieved except for chapel and pub.

Its heart was the coal-pit, and its environment like the others – the debris of a slowly exhausting industry: a disused canal, some decaying rail tracks, a river black as the Styx1 , a general coating of grime over roofs and gardens, and the hills above blistered with a century of mining waste.

Such villages learned to accept a twilight world where most of the menfolk worked down the pits. Many died early, with their lungs full of coal-dust, and the life was traditionally grim and perilous. Disaster, in fact, was about the only news that ever came out of the valleys – the sudden explosion underground, miners entombed alive, or the silent death in the dark from gas. Wales and the world were long hardened to such news. But not to what happened in Aberfan.

A coal-mine sends to the surface more waste than coal, and a mining village has to learn to live with it. It must be put somewhere, or the mine would close, and it's too expensive to carry it far. So, the tips grow everywhere, straddling the hillsides, nudging the houses like black-furred beasts. Almost everyone, from time to time, has seen danger in them, but mostly they are endured as a fact of life.

On the mountain above Aberfan there were seven such tips. The evening sun sank early behind them. To some of the younger generation they had always been there, as though dumped by the hand of God. They could be seen from the school windows, immediately below them, rising like black pyramids in the western sky. But they were not as solid as they looked; it was known that several had moved in the past, inching ominously down the mountain.

What was not known however was that the newest tip, number 7, was a killer with a rotten heart. It had been begun in Easter 1958, and was built on a mountain spring, most treacherous of all foundations. Gradually, over the years, the fatal seeping of water was turning Tip 7 into a mountain of moving muck.

Then one morning, out of the mist, the unthinkable happened, and the tip came down on the village. The children of Pantglas Junior School had just arrived in their classrooms and were right in the path of it. They were the first to be hit by the wave of stupefying filth which instantly smothered more than a hundred of them.

The catastrophe was not only the worst in Wales but an event of such wanton and indifferent cruelty it seemed to put to shame both man and God.

Glossary

Styx – the Styx was a river in Greek mythology that was supposed to separate the world of the living from the world of the dead.

Source B – 19th Century non-fiction

This is an extract from a Victorian newspaper article published in October 1863. A minor earthquake had been felt in some parts of Great Britain.

We have had an Earthquake. The men of science all tell us that we have every right to expect earthquakes. This country lies on the great volcanic belt. There runs under us a huge crack in the earth's crust, – who knows how deep or how wide? A few flimsy strata1 have fallen in and now, who knows what enormous voids, what huge quantities of imprisoned gas, what seas of molten metal, there may be only a few miles below this fair surface?

The scientists tell us that there are probably many earthquakes which we do not feel. But if a small earthquake, even an imperceptible one, why not an earthquake to destroy a metropolis?

We have had an Earthquake. The men of science all tell us that we have every right to expect earthquakes. This country lies on the great volcanic belt. There runs under us a huge crack in the earth's crust, – who knows how deep or how wide? A few flimsy strata1 have fallen in and now, who knows what enormous voids, what huge quantities of imprisoned gas, what seas of molten metal, there may be only a few miles below this fair surface? The scientists tell us that there are probably many earthquakes which we do not feel. But if a small earthquake, even an imperceptible one, why not an earthquake to destroy a metropolis? But, the earth-wave has been faint, and only a feeble echo of some distant shock, for it was not everywhere, nor was it everybody that was waked by the earthquake of Tuesday, October 6. More than half the nation has to accept the word of the rest. Yet many felt it that will never forget the feeling; and many even heard it that will carry the "awful" sound in the ear to their dying day. In some places it even did damage. It upset furniture and broke crockery. It displaced bricks and even revealed a crack in a wall. We should not be surprised to hear of more serious damage. But if this much, why not more?

BRITANNIA'S3 fabled rock has been shaken from its basis. Be it only an inch or two, the ocean throne has been tilted up. Throughout the Midland counties, the earthquake appears to have been felt the most. At Birmingham walls were seen to move, and people rose from their beds to see what damage had been done. At Edgbaston successive shocks were plainly felt, houses were shaken to their foundations, "a dreadful rattle" was rather felt than heard, and people woke one another to ask the meaning. Everything around was violently agitated. The houses cracked and groaned as if the timbers had been strained. The policemen on duty saw the walls vibrate, heard everything rattle about them, and were witnesses to the universal terror of the roused sleepers.

In London, we are situated on a deep bed of clay, where our houses are well built, and where we are so accustomed to noises, shocks, and tremors that we are almost startled to find it calm and quiet. Noises from vast warehouses along the riverbanks, bathed by the muddy and dull water of the great river, while trains rush past at full speed or rumble underground uttering horrible cries and vomiting waves of smoke. London: where men work in darkness, scarcely seeing their own hands and not knowing the meaning of their labour. London: a rainy, colossal city smelling of molten metal and of soot, ceaselessly streaming and smoking in the night fog. Fog which persists and assumes different hues – sometimes ashen – sometimes black. With the lighting of the fires, it soon becomes yellow and pungent, irritating the throat and eyes.

Here, on this day, a large proportion of us felt a sort of shock and shiver, and the feeling of being upheaved; but very few of us could trust our own sensations and be sure it was something out of the usual course.

Who can say what strange trial of shaking or upheaving, sinking, dividing, or drying up, may await us? We know by science these isles have gone through many a strange metamorphosis, and science cannot assure us that there are none more to come.

Glossary

1 strata – layers of rock

2 metropolis – a major city

3 Britannia – Great Britain

4 metamorphosis – change

Questions

Q1.

| 0 | 1 | Read again the first part of **Source A** from **lines 1 to 21**. |

Choose **four** statements below which are TRUE.

- Shade the boxes of the ones that you think are true.
- Choose a maximum of four statements.

[4 marks]

A	Aberfan was a well-known place in Wales.	⬭
B	The village did not have a chapel or a pub.	⬭
C	Pit waste had been building up for at least 100 years.	⬭
D	Village life centred around the coal pit.	⬭
E	Mining was a new and thriving industry.	⬭
F	Life for miners and their families was tough.	⬭
G	There wasn't much good news in Aberfan.	⬭
H	The men lived long and healthy lives.	⬭

Q2.

You need to refer to Source A and Source B for this question.

Both Sources give details about the places where the events occur.

Use details from both Sources to write a summary of the differences between Aberfan and London.

Q3.

You now need to refer only to Source A from lines 27 to 40.

How does the writer use language to describe the coal tips?

Q4.

For this question, you need to refer to the whole of Source A, together with the whole of Source B.

Compare how the writers convey their different ideas and perspectives of the events that they describe. In your answer, you could:

- compare their different ideas and perspectives
- compare the methods they use to convey their ideas and perspectives
- support your response with references to both texts.

12. PAPER 2 Q5 WRITING PRACTISE	Red	Amber	Green

Section B: Writing
You are advised to spend about 45 minutes on this section.
Write in full sentences.
You are reminded of the need to plan your answer.
You should leave enough time to check your work at the end.

Q5

"Teenagers today are more dependent than previous generations."

Write an article for a broadsheet newspaper where you argue your opinion on this.

(24 marks for content and organisation, 16 marks for technical accuracy)

[40 marks]

Section B: Writing

You are advised to spend about 45 minutes on this section.
Write in full sentences.
You are reminded of the need to plan your answer.
You should leave enough time to check your work at the end.

Q5

"Minors should be allowed to drink alcoholic beverages in their homes with their parents' consent."

Write the text for a speech at parliament in which you explain your views on this statement to the MPs.

(24 marks for content and organisation,
16 marks for technical accuracy)
[40 marks]

HOME LEARNING TASKS	
Task Description	**Done?**
Complete Paper 1 Reading section	
Complete Paper 1 Creative writing Q5	
Complete Paper 2 Reading section	
Complete Paper 2 Writing section Q5	
Complete tasks in your SNAP revision guide provided by us at Step up evening	
Remember to practise your timings for each question	

Subject: English
Topic: An Inspector Calls

Context:

1910s	Area of focus	1940s
Very rigid structure. The upper, middle and working classes were clearly divided.	Class System	A less rigid structure. The class system was unimportant during the war as people had to pull together.
Due to industrialisation (rapid development of cities and industry), more people were moving into cities and forced to live and work in horrible conditions. There was an increase in strikes.	Working Conditions for the Poor	Since the working class suffered so much in factories, they established many trade unions and became heavily involved in politics. Working conditions improved drastically.
Women had fewer rights than men. They had to listen to their husbands, tend to household work. Life for lower-class women was worse as they could be seen as cheap labour	Women's Rights	WWW1 and WW2 proved to be the turning point for women's rights. As men went to war, women became valuable in fields and factories at home. By 1928, through the suffragette movement, women were allowed to vote. They also became more independent and respected.

BIG QUESTIONS

- Who was J.B Priestley?
- What is capitalism and socialism?
- Who are the Birlings?
- How does Priestley use dramatic irony to make Mr. Birling unlikeable?
- What do we learn about Mr. Birling through his early speeches?
- Who is the Inspector?
- How does Mr Birling know Eva Smith?
- Who is Sheila?
- How does Sheila know Eva Smith?
- How is responsibility shown in Act 1?
- How does Gerald know Eva Smith?
- What is Mrs Birling relationship with Sheila like?

Key Themes:
- Age
- Social Responsibility
- Time
- Gender
- Inequality
- Class

Plot

Act 1
The Birlings are celebrating the upcoming marriage of Sheila Birling to Gerald Croft.
An Inspector arrives claiming that a young woman called Eva Smith has just committed suicide.
Eva was employed by Mr Birling and was fired unfairly. She was then taken on by a shop, Millwards, where Sheila used her influence and got Eva fired too.
Sheila feels terrible remorse.

Act 2.
Gerald admits that he used Eva as a mistress and leaves upset.
Mrs Birling was also involved by refusing to give Eva (now pregnant), any money when she came to beg for charity. Mrs Birling is adamant that the father of the child take responsibility. This turns out to be her son, Eric and she is seen as a hypocrite.

Key Vocabulary:

Capitalism - an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.

Socialism - a political and economic theory of social organization which advocates that the means of production, distribution, and exchange should be owned or regulated by the community as a whole.

Social Responsibility - being socially responsible means acknowledging accountability for the impact of one's choices on the larger world.

Dramatic Irony – when an audience know something about a situation in a play that the characters do not.

Edwardian - relating to or characteristic of the reign of King Edward VII.

Provincial - Having opinions and ideas that are old fashioned and simple.

Portentous - Serious and trying to be very important. Shows arrogance and conceit.

Prosperous - Successful, usually by earning a lot of money. Rich and wealthy.

Inequality – unfair treatment where some people have more rights and better opportunities than other people e.g. social inequality.

Class - the system of ordering a society in which people are divided into sets based on perceived social or economic status.

Politics – the activities associated with the governance of a country or other area, especially the debate or conflict among individuals or parties having or hoping to achieve power.

Key Quotations

- *The lighting should be pink and intimate until the inspector arrives, and then it should be brighter and harder – **stage directions at beginning.***
- "Arthur, you shouldn't be saying such things-" – ***Mrs Birling (Act 1)***
- (half serious, half playful) "Yes – except for last summer, when you never came near me" – ***Sheila (Act 1)***
- "men with important work to do sometimes have to spend nearly all their time and energy on their business. You'll have to get used to that, just as I had." – ***Mrs Birling (Act 1)***
- "You're squiffy" –**Sheila, to Eric (Act 1)**
- "Germans don't want war. Nobody wants war." – **Mr Birling (Act 1)**
- "– and unsinkable, absolutely unsinkable" – **Mr Birling (Act 1)**
- "there's a fair chance that I might find my way into the next Honours List. Just a knighthood, of course." – **Mr Birling (Act 1)**
- *He creates at once an impression of massiveness, solidity, and purposefulness… …has a disconcerting habit of looking hard at the person he addresses before actually speaking – **stage directions Act 1.***
- "what happened to her afterwards may have driven her to suicide. A chain of events." – ***Inspector Goole (Act 1)***
- "We often do on the young ones. They're more impressionable." – ***Inspector Goole (Act 2)***
- *"Girls of that class-"* – ***Mrs Birling (Act 2)***
- "Women of the town?" – ***Mrs Birling (Act 2)***
- "You and I aren't the same people who sat down to dinner here." –***Sheila (Act 2)***
- (massively) "Public men, Mr Birling, have responsibilities as well as privileges." – ***Inspector Goole (Act 2)***
- "Don't stammer and yammer at me again." – ***Inspector Goole (Act 2)***

Homework Links

GCSE Learning and Revision | GCSEPod

Week 1: Write a description of the image.

Week 3: Write a story including a flashback.

Week 5: Quotation revision and test using the Knowledge Organisers.

Subject: English
Topic: An Inspector Calls

Context:

	1910s	Area of focus	1940s
	There was no welfare system to help the working-class.	Welfare System	After they were elected in 1945, the Labour government established a 'cradle-to grave-' program to support people, including a tax-funded National Health Service in 1948.
	Due to industrialisation, people were earning more money and becoming more selfish as a result. It was a capitalist society.	UK's Political Culture	Due to the hardships experienced during the 1930s (Great Depression) and 1940s(WW11), people were eager to change their government policies. Socialism was on the rise.

BIG QUESTIONS

- How does Mrs Birling know Eva Smith?
- How does Mrs Birling see herself differently to reality?
- How does Gerald present himself differently to reality?
- How does Eric know Eva Smith?
- What is Eric's purpose in the play?
- How does the Inspector present Priestley's message in his final speech?
- How do the final speeches of the characters show their change?
- What are the most significant themes of the play?
- What are the key symbols in the play?

Plot

Act 2

Gerald admits that he used Eva as a mistress and leaves upset.

Mrs Birling was also involved by refusing to give Eva (now pregnant), any money when she came to beg for charity. Mrs Birling is adamant that the father of the child take responsibility. This turns out to be her son, Eric and she is seen as a hypocrite.

Act 3

Eric admits that he is the father of Eva's child. He feels terrible for what he has done. The Inspector leaves and they are all shocked. Gerald returns and informs the Birling's that there is no Inspector Goole working at the local police station.

A phone call confirms this. However, the final lines in the play state that a girl has just died and they are all to be interviewed by an inspector.

Concepts:

Blame and Responsibility:
Who is to blame for Eva's death? Each of the Birlings contribute to a chain of events leading to the destruction of Eva Smith.

Morality and Legality:
What are the moral and legal laws of the society depicted in the play?

Class Politics:
How do the beliefs of capitalism and socialism collide in the play? Which characters are representative of which political allegiance?

Prejudice:
What are the prejudices held by the Birlings? What are their views regarding class and status? How do they act on these prejudices, and what are the consequences?

Young v Old:
What differences are evident between the younger and older generation? They react and behave differently throughout the play – why? What are their attitudes towards each other? What do they learn? Which characters change, and how?

Subject: English
Topic: An Inspector Calls

Key Vocabulary:

Capitalism - an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.

Socialism - a political and economic theory of social organization which advocates that the means of production, distribution, and exchange should be owned or regulated by the community as a whole.

Social Responsibility - being socially responsible means acknowledging accountability for the impact of one's choices on the larger world.

Blame – responsibility for a fault or wrong.

Responsibility – the state or fact of being accountable or to blame for something.

Morality – principles concerning the distinction between right and wrong or good and bad behaviour.

Legality – the quality or state of being in accordance with the law.

Politics – the activities associated with the governance of a country or other area, especially the debate or conflict among individuals or parties having or hoping to achieve power.

Prejudice – preconceived opinion that is not based on reason or actual experience.

Generation - all of the people born and living at about the same time, regarded collectively.

Key Quotations

- "We often do on the young ones. They're more impressionable." – *Inspector Goole (Act 2)*
- *"Girls of that class-"* – *Mrs Birling (Act 2)*
- "Women of the town?" – *Mrs Birling (Act 2)*
- "You and I aren't the same people who sat down to dinner here." –*Sheila (Act 2)*
- (massively) "Public men, Mr Birling, have responsibilities as well as privileges." – *Inspector Goole (Act 2)*
- "Don't stammer and yammer at me again." – *Inspector Goole (Act 2)*
- "There'll be plenty of time, when I've gone, for you all to adjust your family relationships." – *Inspector Goole (Act 3)*
- (unhappily) "Look, Inspector – I'd give thousands – yes, thousands-" – *Mr Birling (Act 3)*
- "There are millions and millions of Eva Smiths and John Smiths still left with us **– Inspector Goole (Act 3)**
- We don't live alone. We are members of one body. We are responsible for each other **– Inspector Goole (Act 3)**
- "if men will not learn that lesson, then they will be taught in fire and blood and anguish." **– Inspector Goole (Act 3)**
- "If all that's come out tonight is true, then it doesn't much matter who it was who made us confess." **– Sheila (Act 3)**
- "Whoever that chap was, the fact remains that I did what I did. And Mother did what she did. And the rest of you did what you did to her – *Eric (Act 3)*

Homework Links

GCSE Learning and Revision | GCSEPod

Week 1: Write a description of the image.
Week 3: Write a story including a flashback.
Week 5: Quotation revision and test using the Knowledge Organisers.

A Christmas Carol was written by Charles Dickens in 1843

BIG QUESTIONS

1. What was life like in London in the 19th century?

2. How is Scrooge introduced at the start of the novella?

3. How is Fred's character different to Scrooge?

4. How does Scrooge present some of the problems with the upper class?

5. Why does Marley's ghost appear to Scrooge?

6. How is the Ghost of Christmas Past presented?

7. What is significant about the memories the Ghost of Christmas Past shows Scrooge?

8. Why does Dickens include Belle?

9. Which of the events Scrooge is shown makes you feel the most sympathy for him?

10. How is the Ghost of Christmas Present introduced to us?

11. What is significant about the scenes the Ghost of Christmas Present passes?

12. How are the Cratchits presented?

Context

Charles Dickens – Charles Dickens was born in 1812 and spent the first years of his life in Kent, England. At 9, he moved to London. At 12, his father was sent to debtors' prison for racking up huge debts, and Dickens was given a painful job labelling bottles near the prison. He found this period in his life hellish. Many of his works are about social hardships and inequalities.

The Victorian Era – The Victorian era describes the period in which Queen Victoria sat on the English throne – between 1837 and 1901 (most of Dickens' life). Whilst this was a time of industrial revolution, it was also an extremely harsh time to live, and the differences between the lives of the richest and the poorest were exacerbated. The Victorian era was a period of great change. In this time, the population of England doubled – from 16.8 million 1851 to over 30 million in 1901.

Workhouses – A workhouse was a place where a person went if they could not afford to financially support themselves and their families. Men, women and children (mostly orphans) lived and worked in the workhouses, which were very crowded – making living conditions unhealthy and unpleasant. People slept in dormitories, where disease was easily spread. In A Christmas Carol, Scrooge voices his support for workhouses.

Plot

Stave 1 - On a foggy Christmas Eve, Scrooge is working in his counting house with his clerk, Bob Cratchit. Scrooge's cheerful nephew, Fred, enters, inviting Scrooge to Christmas party, but he declines. After he leaves, two gentlemen enter, asking if Scrooge is willing to make a charitable donation to the poor. Scrooge again declines. He begrudgingly gives Bob Cratchit the day off. Scrooge follows his usual routine on the way home. At home, he sees the ghost of his old business partner (Jacob Marley) in the knocker. Marley is in chains as punishment for his selfishness and greed when living. He says that he seeks to save Scrooge from the same fate, and so Scrooge will be visited by 3 ghosts.

Stave 2 - Scrooge is confused to wake at midnight, as it was after 2am when he went to sleep. At one o 'clock, Scrooge is visited by a strange child-like figure – The Ghost of Christmas Past. The ghost takes Scrooge back to where he was raised – Scrooge is touched by memories of his childhood. He sees himself as a schoolboy spending Christmas alone, being visited by his sister, being at a party held by his old boss, Fezziwig, and with his old partner Belle, who is ending their engagement due to his greed. He sees Belle in a more modern time, with her husband, discussing how Scrooge is now 'quite alone in the world.' Scrooge is upset by the visions, and begs with the ghost to take him back home.

Stave 3 - The bell strikes one, and Scrooge is awake again. At quarter past one, he finds the Ghost of Christmas Present waiting for him. He is a majestic jolly giant, and sits on a mountain of food. The spirit takes Scrooge to the bustling streets on Christmas morning, where passers-by joyfully greet each other. The spirit then takes Scrooge to the home of Bob Cratchit, where the family savour the Christmas that they can afford. Their visibly-ill son, Tiny Tim, is cheery despite his ailments. Scrooge begs to know whether he will survive. They also visit Fred's Christmas party, which Scrooge enjoys. Eventually, Scrooge is brought to a vast expanse, where two sickly children, 'Want' and 'Ignorance' emerge. When Scrooge asks if there is anything that can be done, the spirit mocks his prior selfishness.

Key Quotations

Stave 1: 'as solitary as an oyster' 'as hard and sharp as flint' 'squeezing, wrenching, grasping, covetous old sinner' 'tight-fisted hand at the grindstone' 'no warmth could warm, no wintry weather chill' "I have always thought of Christmas as a good time, a kind, forgiving, charitable, pleasant time" "Don't be angry Uncle. Merry Christmas!" 'Are there no prisons? Are there no workhouses?' 'decrease the surplus population' ' Old Marley was as dead as a door-nail' "I wear the chain I forged in life…I made it link by link, yard by yard, and of my own free will I wore it"   'The chain was made up of cash boxes, ledgers, heavy purses' "Mankind was my business! […] The deals of my trade were but a drop in the comprehensive ocean of my business"

Stave 2: 'like a child: yet not so like a child as like an old man' ' from the crown of its head there sprung a bright clear jet of light' " would you so soon put out, with worldly hands, the light I give. Is it not enough that you are one of those whose passions made this cap," "Rise. And walk with me." 'a solitary boy neglected by his friends' 'lonely boy sitting by a feeble fire' "Why, it's old Fezziwig! Bless his heart; it's Fezziwig alive again!" "The happiness he gives, is quite as great as if it cost a fortune" "Our contract is an old one" "Another idol has displaced me" "A golden one" "I have seen your nobler aspirations fall off, until the master passion, Gain engrosses you" "Leave me! Take me back. Haunt me no longer!"

Stave 3: 'there sat a jolly Giant, glorious to see, who bore a glowing torch, in shape not unlike Plenty's horn, and held it up, high up, to shed its light on Scrooge' 'free as its genial face, its sparkling eye, its open hand, its cheery voice, its unconstrained demeanour, and its joyful air' "if you have aught to teach me, let me profit by it" 'his threadbare clothes darned up and brushed, to look seasonable' 'Alas for Tiny Tim, he bore a little crutch, and had his limbs supported by an iron frame' "he hoped the people saw him in the church, because he was a cripple, and it might be pleasant to them to remember upon Christmas Day, who made lame beggars walk, and blind men see" 'Such a bustle ensued that you might have thought a goose the rarest of all birds; a feathered phenomenon' 'Mrs Cratchit entered -- flushed, but smiling proudly -- with the pudding, like a speckled cannon-ball' "I see a vacant seat […] in the poor chimney-corner, and a crutch without an owner, carefully preserved. If these shadows remain unaltered by the Future, the child will die" "If he be like to die, he had better do it, and decrease the surplus population" 'the ghost grew older, clearly older' 'From the foldings of its robe, it brought two children; wretched, abject, frightful, hideous, miserable' "This boy is Ignorance. This girl is Want."

Key Vocabulary (concepts/themes)

Greed and Selfishness – Characters such as Scrooge represent the selfish middle classes, who sought to amass, rather than share their wealth. Jacob Marley demonstrates the burden that such a selfish life will inevitably bring. Through these characters and the events of the novel, Dickens criticises how wealth had become associated with the root of happiness, at the expense of close relationships and goodwill.

Divisions– Divisions are evident throughout the novel, as those with power and money seek simply to exert and recycle their advantages over those without (rather than aiding them). The book shines a light on the plight faced by poor families such as the Cratchits, which demonises the negative attitudes towards the poor held by the rich.

Your homework this term will be creative writing, based loosely around the novella.

Check out BBC Bitesize for writing skills to help you with this: https://www.bbc.co.uk/bitesize/topics/zpyg6fr

Subject: English (Term 2)
Topic: A Christmas Carol by Charles Dickens

BIG QUESTIONS

13. **What is the significance of Tiny Tim?**

14. **Why does the Ghost of Christmas Present take Scrooge to the party?**

15. **How do Ignorance and Want present the problems in society?**

16. **How is the Ghost of Christmas Yet to Come presented to us?**

17. **How has the tone of the novella shifted with the Ghost of Christmas Yet to Come?**

18. **How does Dickens build tension through the events the Ghost of Christmas Yet to Come shows Scrooge?**

19. **How does Dickens change the Cratchits to alter Scrooge?**

20. **How is the end of Stave Four effective?**

21. **Is Scrooge's change admirable or self-serving?**

22. **What becomes of Scrooge?**

23. **How does Dickens present the change in Scrooge's character?**

24. **How does Dickens present the importance of family?**

Context

Class Divides – Despite industrial changes altering the social landscape, there were still relatively distinct social classes in operation: the nobility, upper class, the middle class, and the working class. Life was terrible for the poorest; lack of money resulted in a negligible food supply. For some working families, money was so tight that they required their children to work in order to survive.

Health and Medicine –Healthcare was more of a luxury at the time, and medicine was nowhere near as advanced today. Many diseases were rife, and childbirth and poverty were very real dangers to people living in the era. As a result, a middle class person may expect to live to 45 at the time, whereas a working class person would have been lucky to have lived half that time. In A Christmas Carol, the restrictions in healthcare are evident in Tiny Tim's continued suffering.

Christmas– We now associate Christmas as being a time of seasonal goodwill, love and friendship. However, before the Victorian era, when writers such as Dickens spread these messages through their novels, there was no Santa Claus, Christmas cards, and no holidays from work! Christmas Day was a far more low-key affair. Writers such as Dickens encouraged middle-class families to share their wealth and act selflessly.

Plot

Stave 3 - The bell strikes one, and Scrooge is awake again. At quarter past one, he finds the Ghost of Christmas Present waiting for him. He is a majestic jolly giant, and sits on a mountain of food. The spirit takes Scrooge to the bustling streets on Christmas morning, where passers-by joyfully greet each other. The spirit then takes Scrooge to the home of Bob Cratchit, where the family savour the Christmas that they can afford. Their visibly-ill son, Tiny Tim, is cheery despite his ailments. Scrooge begs to know whether he will survive. They also visit Fred's Christmas party, which Scrooge enjoys. Eventually, Scrooge is brought to a vast expanse, where two sickly children, 'Want' and 'Ignorance' emerge. When Scrooge asks if there is anything that can be done, the spirit mocks his prior selfishness.

Stave 4 - Scrooge is approached by a hooded phantom. The spirit is silent, and Scrooge is terrified by him. Scrooge pleads with him to provide his next lesson. The ghost takes him to the stock exchange, where men discuss the accounts of a rich man, a dingy pawn shop, where the rich man's stolen goods are being sold, and the Cratchit household, where the family struggles with the death of Tiny Tim. Scrooge is then taken to a freshly dug grave in a graveyard. The gravestone reveals that it is his own grave. Appalled, Scrooge begs with the spirit to give him another chance to show that he has learnt his lesson. The phantom begins to tremble and disappears, and once again Scrooge finds himself in the relative safety of his own bed.

Stave 5 - Scrooge realises that he has been returned to Christmas morning, and is utterly overjoyed. He pays the first boy that he meets a huge sum to deliver a great big turkey to Bob Cratchit's household. He bumps into the gentlemen collecting for charity, apologises for his prior behaviour, and promises to donate lots of money to the poor. He attends Fred's party and is so happy and kind that the other guests can barely believe his behaviour. The next morning, he pretends to scold Bob Cratchit for arriving late, before promising to give him a large raise and to care for his family. As time passes by, he stays true to his word – he helps the Cratchits and becomes like a second father to Tiny Tim, who does not die. Scrooge brings Christmas cheer to every day, and shrugs off the doubts that others have about his changed behaviour. The narrator concludes by suggesting that Scrooge's changed attitude and behaviour should be shared by everyone.

Key Quotations

Stave 3: 'there sat a jolly Giant, glorious to see, who bore a glowing torch, in shape not unlike Plenty's horn, and held it up, high up, to shed its light on Scrooge' 'free as its genial face, its sparkling eye, its open hand, its cheery voice, its unconstrained demeanour, and its joyful air' "if you have aught to teach me, let me profit by it" 'his threadbare clothes darned up and brushed, to look seasonable' 'Alas for Tiny Tim, he bore a little crutch, and had his limbs supported by an iron frame' "he hoped the people saw him in the church, because he was a cripple, and it might be pleasant to them to remember upon Christmas Day, who made lame beggars walk, and blind men see" 'Such a bustle ensued that you might have thought a goose the rarest of all birds; a feathered phenomenon' 'Mrs Cratchit entered -- flushed, but smiling proudly -- with the pudding, like a speckled cannon-ball' "I see a vacant seat […] in the poor chimney-corner, and a crutch without an owner, carefully preserved. If these shadows remain unaltered by the Future, the child will die" "If he be like to die, he had better do it, and decrease the surplus population" 'the ghost grew older, clearly older' 'From the foldings of its robe, it brought two children; wretched, abject, frightful, hideous, miserable' "This boy is Ignorance. This girl is Want."

Stave 4: 'The Phantom slowly, gravely, silently approached. When it came, Scrooge bent down upon his knee; for in the very air through which this Spirit moved it seemed to scatter gloom and mystery' 'Scrooge feared the silent shape so much that his legs trembled beneath him' "Spirit…I see, I see. The case of this unhappy man might be my own. My life tends that way, now" ' Bob held his withered little hand in his, as if he loved the child, and wished to keep him by his side, and dreaded that he might be taken from him' ' Still the Ghost pointed downward to the grave by which it stood' "Spirit!" he cried, tight clutching at its robe, "hear me. I am not the man I was" "I will honour Christmas in my heart, and try to keep it all the year. I will live in the Past, the Present, and the Future"

Stave 5: "I am as giddy as a schoolboy" "Not a farthing less. A great many back payments are included in it" "Let him in! It is a mercy he didn't shake his arm off." 'Scrooge was better than his word. He did it all, and infinitely more; and to Tiny Tim, who did not die, he was a second father'

Key Vocabulary (concepts/themes)

Transformation – Physical transformations are evident throughout A Christmas Carol, as objects, settings, and characters appear and vanish under the manipulation of the ghosts. Spiritual transformations take place too, as the reader witnesses a lonely boy's transformation into an embittered old man, and the efforts made to transform his character to reconnect with those around him.

Time – Time is stretched by the ghosts – the events that Scrooge experiences appear to have taken days, and yet all takes place in the space of one night. A race against time is also taking place, as the spirits work to prevent Scrooge (and in turn, Tiny Tim) from experiencing their fateful demise. The reader is taught to value the time that we have, and use it to spread happiness to others.

Five Staves – The story is set out in five Staves – a structure that mimics musical organization – the opening sets the scene, the middle is the turning point, and the last stave concludes.

The Number 3 – Scrooge is visited by 3 ghosts of Christmas: Past, Present, and Yet to Come. This is a common feature in magical fairy stories: e.g. 3 wishes, 3 choices etc. This adds to the mystical feel of the novella

8

Subject: English
Topic: Power and Conflict Poetry

Power: **i)** the ability to affect others or events **ii)** a force exerted on others
Conflict: a serious disagreement or argument, often long, such as a war

BIG QUESTIONS

For all of poems the student will need to answer these two big questions:

Question 1

How does [poet's name] present power/conflict through their choice of language, structure and form in [poem]?

Question 2

What is [insert poem] about?

Ozymandias
Percy Shelley

Context

- Shelley wrote at a time of great interest in classical antiquity: the poem was written in 1817, inspired by a new British Museum statue of a Pharaoh (King) from Ancient Egypt
- Shelley was a revolutionary and believed in the overthrow of the British ruling class
- Shelley was a Romantic poet

Summary

An unnamed narrator recounts his conversation with a traveller from an 'antique land', who tells him about a broken statue of Ozymandias in the desert. Ozymandias had been a great ruler, the 'king of kings,' but now only this statue remains. The poem explores the idea that power doesn't last forever, however strong it appears.

Key Quotations

- **'Boundless and bare'** – plosives mock the ruin of a once mighty statue
- Semantic field of decay – **'wrinkled', 'shattered', 'lifeless', 'wreck'**
- Sibilance to emphasise nature's power – **'sands stretch far away'**
- **'Nothing beside remains'** – followed by caesura to mimic the isolation of the ruined statue


London
William Blake

Context

- Poem written in the 1790s
- May be in part a reaction to the Industrial Revolution (from 1760) which caused migration into London, overcrowding, and exploitation of a new labouring class.
- Blake was critical of the abuse of power by those in authority, including the monarchy ('blood down palace walls')
- Blake was a Romantic poet

Summary

An unnamed narrator (perhaps Blake himself) walks through streets in a poor area of 18th century London. He describes the misery he sees, highlighting how London is controlled by private individuals – 'chartered' – and that the most vulnerable in society are miserable and suffering.

Key Quotations

- Repetition of **'chartered'** – meaning owned privately
- Focus on the poor in society: **'chimney-sweepers cry'; 'hapless soldier'; 'youthful harlot'; 'new-born infant'**
- **'Mind-forged manacles'** – metaphorical chains that hold vulnerable people back
- **'Marriage hearse'** – metaphor suggesting a marriage can be a poverty trap for young women

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Prelude
William Wordsworth

Context

- Wordsworth was a Romantic poet, and was also critical of the Industrial Revolution, which he saw as deadening the human spirit.
- Wordsworth was also Poet Laureate, so his work has national significance
- Poem is an extract from a book-length autobiographical work about Wordsworth growing up.

Summary

The poem describes Wordsworth's experience of taking a rowing boat out at night. He feels elated and powerful until he realises there are mountains surrounding him, at which point he becomes overwhelms, rows back, and remains troubled for days afterwards. The poem describes the beauty and terror of nature's power

Key Quotations

- Personification of nature throughout: **'a huge peak, black and huge…upreared its head'; 'like a living thing…strode after me'.**
- Oxymoron **'troubled pleasure'** – nature is both impressive and terrifying
- Semantic field of light – **'glittering', 'stars'**
- Ends with **'trouble to my dreams'**, indicating the lasting effects

My Last Duchess
Robert Browning

Context

- Browning published the poem in 1842.
- Browning's poetry often explores the unfairness of women's lives and the violence they experience at the hands of men.
- Browning was fascinated by the Italian Renaissance
- Focus on the painting reflects general Victorian interest in Renaissance culture

Summary

The poem is a dramatic monologue from the viewpoint of the 16th Century Duke of Ferrara speaking to a messenger from a count to arrange his next marriage. Ferrara mentions a painting of his *last* Duchess whom he appears to have had murdered in jealous rage.

Key Quotations

- Possessive pronouns – **'my last Duchess'**
- Archaic language – **'durst; will't;** to place the poem in a particular context
- Objectification of the Duchess **'such a one'**
- Arrogance of Ferrara – **'my gift of a hundred years old name'; 'I choose/Never to stoop'**
- **'her looks went everywhere'** – Ferrara's paranoia of his wife's infidelity or refusal to treat him as special.

Charge of the Light Brigade
Alfred Lord Tennyson

Context

- The poem describes an historic battle during the Crimean War (1853-56)
- Tennyson was Poet Laureate at the time of the charge; poem was written for a national audience to commemorate the event, and was published in newspapers
- Tennyson's propaganda turned a military disaster into a cause for patriotic celebration

Summary

Tennyson describes a famous event in The Crimean War where Britain and France fought against Russia. The 'noble six hundred' cavalrymen of the 'Light Brigade' fulfilled a mistaken order to 'charge for the guns' of the enemy through a valley, with devastating consequences.

Key Quotations

- Personification of death to represent danger**: 'mouth of Hell', 'valley of Death', 'jaws of Death'**
- Sounds of conflict mimicked with onomatopoeia **'volley'd'; 'flashed' 'half a league, half a league'**
- Alliteration brings pace and drama **'storm'd at with shot and shell'**
- Rhetorical q.: **'when can their glory fade?'**
- Imperative ordering the reader: **'Honour the charge they made'**

Exposure
Wilfred Owen

Context

- Owen fought and died in WW1, and is perhaps the most prominent WW1 poet in the popular imagination
- Poems were the only forum that soldiers effectively had to voice criticism
- Poem unique in the anthology as a personal recollection of conflict

Summary

Owen describes a night in the trenches of WW1, waiting for the enemy to attack, commenting that the real enemy is in fact the weather. It also references the boredom of trench warfare, with long periods of inactivity – 'But nothing happens'.

Key Quotations

- **'Merciless iced east winds that knive us'** – personification of nature as the enemy
- Inclusive use of '**we**' shows that Owen is writing from the perspective of a group
- Tactile imagery and premonitions of death – **'pale flakes with fingering stealth'**
- Visual imagery: **'twitching agonies of men'**
- **'Love of God seems dying'** – faith removed

Storm on the Island
Seamus Heaney

Context

- Heaney was an Irish poet; letters in the title of the poem spell out STORMONT, the Irish assembly, where the representatives of the two opposing communities of Northern Ireland meet. This seems to be a reference to conflict in Northern Ireland known as 'The Troubles.

Summary

Heaney describes the experience of a community on an unnamed island battling the onslaught of the weather.
The weather is presented as a military enemy.

Key Quotations

- Inclusive use of **'we'** throughout
- Plosives **'blows full blast'**
- Personification and personal effects of conflict **'pummels your house'**
- Martial language: **'we are bombarded by the empty air'**
- Oxymoron: **'exploding comfortably'**

Bayonet Charge
Ted Hughes

Context

- Hughes was Poet Laureate; Hughes wrote at a time when society was very critical of how soldiers were treated in WW1
- 'Bayonet Charge' relates the experience of a soldier 'going over the top': charging across no man's land to attack the enemy trenches.

Summary

A nervous, inexperienced soldier experiences a fright response to the extreme terror of going over the top. He is jolted into action by seeing a hare on fire in front of him. He hurls himself into a personal battle for survival, with the personal and political reasons for fighting no longer mattering to him.

Key Quotations

- Verbs of physical difficulty in the first stanza – **'stumbling', 'lugged'**
- Auditory imagery **'bullets smacking'**
- Nature as a victim **'belly out of the air'**
- Patriotism personified and weakened – **'patriotic tear…sweating like molten iron'; 'king, honour…dropped like luxuries'**
- Indecision shown in the simile **'foot hung like/Statuary'**

Subject: English	Power: i) the ability to affect others or events ii) a force exerted on others
Topic: Power and Conflict Poetry	Conflict: a serious disagreement or argument, often long, such as a war

BIG QUESTIONS

For all of poems the student will need to answer these two big questions:

Question 1

How does [poet's name] present power/conflict through their choice of language, structure and form in [poem]?

Question 2

What is [insert poem] about?

Remains
Simon Armitage

Context

- Armitage is a contemporary British poet who interviewed war veterans about their experiences.
- British soldiers faced impossible situations in conflicts in Iraq and Afghanistan, with enemy soldiers hiding amongst civilians
- PTSD for veterans is a current issue

Summary

Armitage recounts the experience of an unnamed soldier 'sent out/to tackle looters'. 'All three of us open fire' and kill a looter, but it wasn't the 'end of story' – the narrator is haunted by guilt about what occurred and uses alcohol and drugs to deal with what he has experienced.

Key Quotations

- Inclusive use of **'we'**
- Impersonal language to avoid implicated colleagues **'somebody else'**
- Disdainful language – **'carted off'; 'tosses his guts'; 'this looter'**
- Alliteration and metaphor **'he's here in my head'** shows how the narrator can't get rid of his guilt
- **'His bloody life in my bloody hands'** – the phrase 'blood on my hands' suggests responsibility. Repetition of 'bloody' suggests the vivid nature of the images stuck in the soldier's mind.

Emigree
Carol Rumens

Context

- Emigrée refers to a specifically female person who has left one country to live in another.
- Context of modern refugee crises and mass migrations in the Middle East and Africa caused by war and extremism.
- Relationship between migration and language – the narrator 'carried here' a 'child's vocabulary' is now banned

Summary

Rumens writes an imagined 1st person narrative of an 'emigrée' recollecting her childhood memories growing up in her country of birth. It appears that war and perhaps a group such as Islamic State have taken over, creating an oppressive environment. The narrator switches between fond memories and imagining what the country is like now.

Key Quotations

- Opening is almost like a fairy-tale – **'there was once a country'**
- Contrasts of light and darkness: country is always associated with **'sunlight'**, the oppressors with darkness
- **'Branded'** –metaphor suggests the hold the country has over the emigrée in painful
- Personification of the country **'I comb its hair and love its shining eyes'**

Poppies
Jane Weir

Context

- Commissioned by Carol Ann Duffy in 2009 for a set of poems to be published in *The Guardian,* giving women a voice about conflict
- Poem references Armistice Sunday, when memorials are held to remember the war dead and poppies are worn.
- Weir said she had Susan Owen – the mother of Wilfrid Owen (Exposure) – in mind when she wrote the poem.

Summary

1st person narration of a mother's experience of her son going to war. The poem relates her tending to his uniform as he leaves, and remembering the boy he was. After he has gone she walks to a graveyard and touches the names on the war memorial.

Key Quotations

- 'Plosives, martial language and metaphors– **'blockade/of yellow bias binding around your blazer'**
- Semantic pattern of damage – **'spasms', 'grazed', 'bandaged'**
- '**Steeled the softening**' – sibilance
- **'Playground voice'** – metaphor for youth

War Photographer — Carol Ann Duffy

Context

- Poet Laureate
- Relates the experiences of photographers such as Don McCullin. The photograph mentioned ('running children in nightmare heat') sounds like his Vietnam pictures.
- References to modern conflicts all over the world, showing war is widespread

Summary

Duffy describes a war photographer, 'finally alone', developing his pictures in the aftermath of visiting a conflict zone. The photographer finds the pictures difficult to look at, and his trembling hand suggests he suffers from PTSD. He is upset and defeated by the lack of response from public who see his pictures. Photographs taken on film (not digital) require a darkroom to develop, using chemicals to fix the image.

Key Quotations

- **'Spools of suffering'** the alliteration highlights the metaphor, which shows the connection between the pictures and pain.
- Colour imagery – **'red'** light **'softly glows'** suggests he is in an intimate, perhaps religious space
- The metaphor **'half-formed ghost'** suggests he is haunted by what he has seen.

Kamikaze — Beatrice Garland

Context

- Japanese kamikaze pilots were sent on suicide missions during WW2 to crash their planes into enemy targets, normally ships.
- Being honourable is a massive part of Japanese culture, and the shame of behaving dishonourably can lead to being disowned.

Summary

The daughter of a kamikaze pilot explains how her father, unlike most of his comrades, turned back from the target and came home. The pilot faced immediate rejection from his wife and, in time, his children. She wonders whether he wished he had chosen to die that day as opposed to the 'death' of his life afterwards.

Key Quotations

- **'Embarked at sunrise'** – sense of hope; reference to Japanese battle flag too
- **'One-way/journey into history'** – suicide mission, pilot wasn't supposed to return
- **'Cairns'** – reference to death, may make the pilot reconsider
- **'Translucent sea'** – adjective could also mean the pilot looks into himself

Checking Out Me History — John Agard

Context

- Agard is from Guyana, which used to be controlled by Great Britain. This meant that schoolchildren were taught about British figures from history.
- Agard's poems normally deal with issues of race and identity
- Poem is written in Agard's Guyanese dialect. ('dem tell me')

Summary

Agard vents his frustration at not having been taught 'me own history'. Instead, he was taught about British history ('1066 and all dat') and culture. He feels 'blind[ed] to me own identity' because he doesn't understand his background. Agard references figures from black history to make his point. The poem is triumphant in tone, as the narrator finishes by claiming his own history for himself.

Key Quotations

- Metaphor of being wounded without his own history **'bandage'; 'blind'**
- Opening anaphora of **'Dem tell me'** – history is being 'told' by the faceless 'dem'
- Adverb **'never'** is repeated throughout – there was no place for black history in Agard's education
- Toussaint L'Overture as a metaphorical **'thorn'**

Tissue — Imtiaz Dharker

Context

- Dharker is from Pakistan; her poems normally deal with issues of identity or the search for meaning in everyday life
- References to borders and the Koran influenced by issues in Pakistan
- Tissue refers to paper and also to human (muscle) tissue.

Summary

Dharker reflects on the inherent power of paper: something that seems so flimsy has significance for families, countries and in everyday life. Paper is also an extended metaphor for life – fragile yet powerful. The message might be that if the borders and institutions of world countries were as fragile as paper or treated with more tenderness, then the world would be a happier place.

Key Quotations

- Tactile imagery reinforces status of paper – **'thinned', 'smoothed', 'stroked'**
- **'this/is what could alter things'** – paper has the power to change
- Weakness personified – **'they fall away'**
- Extended metaphor of **'tissue'** as human – **'turned into your skin'; 'living tissue'**
- Possibilities – 'if buildings were paper'

| Subject: English |
| Topic: Macbeth |

BIG QUESTIONS:

What were the beliefs and ideas of those in Shakespeare's society?

What are the major plot points in 'Macbeth'?

What is the atmosphere like at the beginning of the play?

How are we introduced to Macbeth's character?

What do the Witches tell Macbeth and Banquo?

What is the relationship between Macbeth and Lady Macbeth like?

Why does Macbeth not want to go ahead with Duncan's murder and how does Lady Macbeth react?

What do Macbeth and Lady Macbeth do after the murder?

How does Duncan's murder affect the great chain of being?

How has Macbeth's state of mind changed/developed?

Why does Banquo's ghost appear to Macbeth?

Context (AO3)

- *Macbeth* was most likely written in 1606, early in the reign of James I. James was a patron of Shakespeare's acting company, and of all the plays Shakespeare wrote under James's reign, *Macbeth* most clearly reflects the playwright's close relationship with the sovereign.
- A Jacobean audience would have believed in **The Great Chain of Being**. The Great Chain of Being offers the idea that there is an order to everything and if this order is disrupted there will be chaos. The Great Chain of Being is a major influence on Shakespeare's *Macbeth*. Macbeth disturbs the natural order of things by murdering the king and stealing the throne.
- People were very superstitious and believed in witches and witchcraft. Evidence of a relationship with evil spirits **condemned** a suspect to death by hanging, burning or drowning.
- Society at the time was **patriarchal.** Women were viewed as the 'weaker sex' and their roles in society were limited because of this.

Act 1

Macbeth and Banquo are two Scottish noblemen who encounter three witches on a heath. The witches give them both predictions (prophesies). One of the predictions given to Macbeth comes true almost immediately. Macbeth writes a letter to Lady Macbeth who is excited by the news and summons evil spirits to give her the courage to commit murder. Macbeth arrives to announce that King Duncan is coming to spend the night in their castle.

Act 2

Macbeth has agreed to kill Duncan. Macbeth begins to hallucinate and has visions of a bloody dagger; this represents his conscience and the doubts he is having. He does however, go on to kill Duncan with some encouragement from his wife (Lady Macbeth). Duncan is found dead at dawn by Macduff. The King's sons (Donalbain and Malcolm) flee, fearing for their lives. In their absence, Macbeth is announced King.

Act 3

Banquo begins to suspect that Macbeth was involved in Duncan's murder. Macbeth fears Banquo and so he plans to have Banquo and his son, Fleance, murdered. Banquo is killed but Fleance escapes. The ghost of Banquo appears at a feast to haunt Macbeth. The guests become suspicious of Macbeth because of his violent reaction to a ghost only he can see.

BIG QUESTIONS:

How does Duncan's murder affect the great chain of being?

How has Macbeth's state of mind changed/developed?

Why does Banquo's ghost appear to Macbeth?

Who is Hecate?

What do the three apparitions tell Macbeth?

What happens to Lady Macduff and her son?

What is the relationship like between Malcolm and Macduff?

Which qualities are said to make a good King?

What becomes of Lady Macbeth?

What becomes of Macbeth?

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Act 4

Macbeth, filled with insecurity, returns to the witches and is given the final three apparitions:
- Beware of Macduff
- No man born of woman can harm Macbeth
- Macbeth shall never be beaten until Birnam Woods moves towards his castle (Dunsinane)

Macbeth also learns that Macduff has fled Scotland. He orders the execution of Macduff's wife and children.

Act 5

Lady Macbeth appears on stage sleepwalking, her mental health is deteriorating terribly. Lady Macbeth is consumed by her feelings of guilt which leads her to believe she can see blood on her hands that she is unable to wash away. Duncan's son Malcolm, backed by the English army and Macduff, approach Macbeth's castle. They cut down branches from the trees at Birnam Wood to disguise how big their army is (meaning Birnam wood moves). Macbeth says he fears no man as all men are born of women however, Macduff announces he was not born naturally but was 'ripped' from his mother's womb (through C-section). Macduff kills Macbeth and Malcolm becomes the next King of Scotland.

Narcissism Macbeth Blood Duncan three Murder Paranoia Power King Kindness Witches

Key Quotes

1. "Why do you dress me in borrowed robes"

2. "It is too full o' the milk of human kindness to catch the nearest way"

3. "Hie thee hither that I may pour my spirits in thine ear"

4. "Look like the innocent flower but be the serpent under't"

5. "Stars hide your fires, let not light see my black and deep desires"

6. "But now I am cabined, cribbed, confined, bound in to saucy doubts and fears"

7. "We have scotch'd the snake, not killed it"

8. "Out damned spot – out I say"

9. "My hands are of your colour but I shame to wear a heart so white"

10. "To be thus is nothing, but to be safely thus"

11. "Fair is foul and foul is fair"

12. "O, full of scorpions is my mind"

Key Themes

The downfall of Macbeth and Lady Macbeth is caused by their fatal flaw: their ambition. Shakespeare's purpose could be to show the corrupting effects of ambition on individuals.

Macbeth's false appearances enable him to proceed with his plan to kill Duncan and take the throne for himself.

Shakespeare presents the theme of evil through various character's actions. Often these evil forces result in death or continued feuds.

Shakespeare shows that guilt is an inevitable consequence of committing unnatural acts. Guilt is presented through blood, sleeplessness and hallucinations.

A Jacobean audience would have been very interested In Macbeth due to the reoccurring theme of the supernatural.

Kingship is explored through Macbeth's own desire to become King and the plot is driven by the exploration of what makes a worthy King.

Homework Links

For your homework, we will be focusing on your creative writing.

Make sure you revise your GOMASSIVE techniques and use your Literacy Knowledge Organiser to help you.

Key Quotes

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Maths Year 11 Term 4

Term Focus: Exam preparation

P rior learning links:	**Future learning links:**
Knowledge gained across all chapters across the curriculum through KS2, KS3 and KS4 required to enable practise of past paper exam questions.	Once students reach this stage of their journey, it is really important that they are given the opportunity to embed their knowledge and consolidate the skills learnt in Years 7-11. This time also allows students to practise reading exam questions, and understanding how to put their skills into practise.

Foundation Tier Formulae Sheet

Perimeter, area and volume

Where a and b are the lengths of the parallel sides and h is their perpendicular separation:
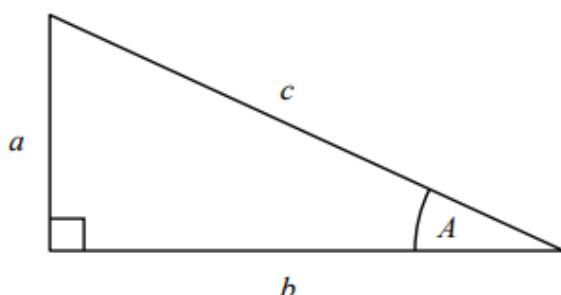
$$\text{Area of a trapezium} = \frac{1}{2}(a + b)h$$

Volume of a prism = area of cross section × length

Where r is the radius and d is the diameter:

$$\text{Circumference of a circle} = 2\pi r = \pi d$$
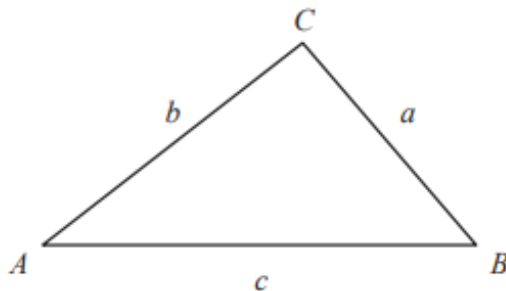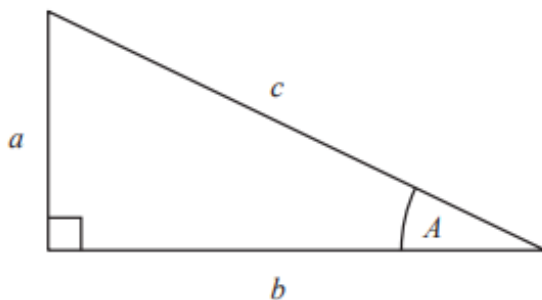
$$\text{Area of a circle} = \pi r^2$$

Pythagoras' Theorem and Trigonometry

In any right-angled triangle where a, b and c are the length of the sides and c is the hypotenuse:

$$a^2 + b^2 = c^2$$

In any right-angled triangle ABC where a, b and c are the length of the sides and c is the hypotenuse:

$$\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$$

Compound Interest

Where P is the principal amount, r is the interest rate over a given period and n is number of times that the interest is compounded:

$$\text{Total accrued} = P\left(1 + \frac{r}{100}\right)^n$$

Probability

Where P (A) is the probability of outcome A and P (B) is the probability of outcome B:

$$\text{P}(A \text{ or } B) = \text{P}(A) + \text{P}(B) - \text{P}(A \text{ and } B)$$

Higher Tier Formulae Sheet

Perimeter, area and volume

Where a and b are the lengths of the parallel sides and h is their perpendicular separation:

$$\text{Area of a trapezium} = \frac{1}{2}(a+b)h$$

Volume of a prism = area of cross section × length

Where r is the radius and d is the diameter:

Circumference of a circle $= 2\pi r = \pi d$

Area of a circle $= \pi r^2$

Quadratic formula

The solution of $ax^2 + bx + c = 0$

where $a \neq 0$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Pythagoras' Theorem and Trigonometry

In any right-angled triangle where a, b and c are the length of the sides and c is the hypotenuse:

$$a^2 + b^2 = c^2$$

In any right-angled triangle ABC where a, b and c are the length of the sides and c is the hypotenuse:

$$\sin A = \frac{a}{c} \qquad \cos A = \frac{b}{c} \qquad \tan A = \frac{a}{b}$$

In any triangle ABC where a, b and c are the length of the sides:

sine rule: $\dfrac{a}{\sin A} = \dfrac{b}{\sin B} = \dfrac{c}{\sin C}$

cosine rule: $a^2 = b^2 + c^2 - 2bc \cos A$

$$\text{Area of triangle} = \frac{1}{2}ab \sin C$$

Compound Interest

Where P is the principal amount, r is the interest rate over a given period and n is number of times that the interest is compounded:

$$\text{Total accrued} = P\left(1 + \frac{r}{100}\right)^n$$

Probability

Where P (A) is the probability of outcome A and P (B) is the probability of outcome B:

P $(A$ or $B) = $ P $(A) + $ P $(B) - $ P $(A$ and $B)$

P $(A$ and $B) = $ P $(A$ given $B)$ P(B)

Explain
Write a sentence or a mathematical statement to show how you got to your answer or reached your conclusion.

Show
All working needed to get to a given answer **or** complete a diagram to show given information.

Expand
Remove brackets.

Expand and simplify
Remove brackets and then collect like terms.

Describe
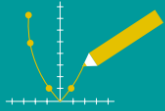Write a sentence that gives the features of the situation.

Justify
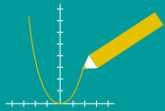Show all working and/or give a written explanation.

Draw
Produce an accurate drawing (unless a sketch is being drawn).

Draw a sketch of...
Sketch
Produce a drawing that does not have to be drawn to scale or a graph that is drawn without working out each coordinate.

Find
Some working will be needed to get to the final answer.

Complete
Fill in missing values.

x	y
	-3
-1	
0	1
	3
2	5

Solve
Find the solution of an equation or inequality.

Solve algebraically
Find the solution of an equation or inequality; algebraic manipulation **must** be shown.

Simplify
Simplify the given expression.

Simplify fully
Simplify the given expression. Answer must be given in its simplest form.

Factorise
Insert brackets by taking out common factors.

Factorise fully
Insert brackets by taking out **all** the common factors.

Work out
Some working will be needed in order to get the answer.

Change
Usually convert from one unit to another; either using known metric unit conversions or the use of a conversion graph.

Write down
No working is needed.

Write
No working needed for 1 mark questions.
Working may be needed for questions with more than 1 mark.

Prove
More formal than 'show', all steps must be present. In the case of a geometrical proof, reasons must be given.

Prove algebraically
Use algebra in the proof.

Express
Re-write in another form, some working may be needed.

Give a reason
Must be clear and accurate reasons. If the reasons are geometrical then make sure you:
✔ provide a reason for each stage of working (if required)
✔ use correct geometric terminology.

Calculate
A calculator and some working will be needed.

| 2. When are my exams? | Red | Amber | Green |

- Paper 1 – Thursday 15th May 2025

- Paper 2 – Wednesday 4th June 2025

- Paper 3 – Wednesday 11th June 2025

| 3. What good resources are available to me? | Red | Amber | Green |

- Revision checklist to identify strengths and weaknesses alongside supporting videos on Sparx.

- A revision guide to aid revision and improve independence.

- Past paper packs are on sale for only £3 on Arbor and contain 12 high quality past papers. These will be great for identifying areas of weakness.

- Targeted intervention every Wednesday after school from 15:30-16:30.

- A selection of great websites:

- Corbettmaths
- Maths Genie
- GCSE Maths – BBC Bitesize
- Oak National Academy

Number

Topic	Topic code
Ordering positive integers	U600
Ordering decimals	U435
Ordering negative numbers	U947
Adding and subtracting positive integers	U417
Multiplying and dividing positive integers	U127, U453
Adding and subtracting negative numbers	U742
Multiplying and dividing negative numbers	U548
Adding and subtracting decimals	U478
Multiplying and dividing with place value	U735
Multiplying and dividing with decimals	U293, U868
Order of operations	U976
Prime numbers, prime factorisation	U236, U739
Factors, multiples, HCF and LCM	U211, U751, U529
Powers and roots	U851
Using standard form	U330, U534
Calculating with standard form	U264, U290, U161
Equivalent fractions and simplifying fractions	U704, U646
Mixed numbers and improper fractions	U692
Ordering fractions	U746
Addition and subtraction of fractions	U736, U793
Multiplication and division of fractions	U475, U544
Converting and ordering fractions, decimals and percentages	U888, U594
Fractions of amounts	U881, U916
Percentages of amounts	U554, U349
Percentage change	U773, U671
Reverse percentages	U286, U278
Simple interest	U533
Rounding	U480, U298
Rounding to significant figures	U731, U965
Estimating answers	U225
Value for money	M681

Algebra

Topic	Topic code
Algebraic expressions	U613
Collecting like terms	U105
Substitution	U201, U585, U144
Expanding brackets	U179, U768
Factorising expressions	U365
Index laws	U235, U694, U662, U103
Changing the subject	U556
Coordinates	U789, U889
Midpoints	U933
Plotting straight line graphs	U741
Equations of straight line graphs	U315, U669
Parallel lines	U377
Distance-time graphs	U403, U914, U462, U966
Quadratic graphs	U989, U667
Linear equations	U755, U325, U870, U505, U599
Quadratic expressions and equations	U178, U228
Linear sequences	U213, U530, U498, U978
Other sequences	U958, U680

Ratio and proportion

Topic	Topic code
Simplifying ratios	U687
Sharing amounts in a ratio	U753, U577
Converting between ratios, fractions and percentages	U176
Direct proportion	U721, U640
Inverse proportion	U357, U364
Proportion graphs	U238
Units of measure: Length, Mass and Capacity	U102, U388
Units of measure: Time	U902
Units of measure: Area	U248
Currency conversion	U610
Conversion graphs	U652, U638, U862
Compound units: Speed	U151

Geometry

Topic	Topic code
Properties of 2D shapes	U121, U849
Properties of 3D shapes	U719
Nets of 3D shapes	U761
Angles: Measuring, Drawing and Estimating	U447
Angle on a line and about a point	U390
Vertically opposite angles	U730
Angles on parallel lines	U826
Angles in a triangle	U628
Combining angle facts	U655
Angles in a quadrilateral	U732, U329
Angles in polygons	U427
Bearings	U525, U107
Translations	U196
Reflections	U799
Enlargements	U519
Rotations	U696
Congruence	U790, U866
Area and perimeter of simple shapes	U993, U970, U351, U226
Area of triangles, parallelograms and trapeziums	U945, U575, U424, U265, U343
Circles	U767
Circumference	U604, U221
Circle area	U950, U373
Surface area	U929, U259, U871
Volume of cuboids	U786
Volume of prisms and cylinders	U174, U915
Similar shapes	U551, U578
Scale diagrams	U257

Probability

Topic	Topic code
Probability scale	U803
Probability of single events	U408, U510, U683
Experimental probability	U580
Expected outcomes	U166
Listing elements in a set	U748, U296
Probability from Venn diagrams	U476
Frequency trees	U280
Sample space diagrams	U104
Tree diagrams	U558, U729

Statistics

Topic	Topic code
Collecting data, frequency tables	U322, U120
Two-way tables	U981
Bar charts	U363, U557
Pictograms	U506
Pie charts	U508, U172
Stem and leaf diagrams	U200, U909
Mode	U260
Mean	U291
Median	U456
Range	U526
Choosing averages	U717
Scatter graphs	U199, U277, U128

Number

Topic	Topic code
Calculating with roots and fractional indices	U851, U985, U772, U299
Converting recurring decimals to fractions	U689
Surds	U338, U663, U872, U499
Rationalising the denominator	U707, U281
Error intervals	U657, U301, U587

Algebra

Topic	Topic code
Expanding triple brackets	U606
Operations with algebraic fractions	U685, U457, U824
Factorising quadratic expressions: ax^2+bx+c	U858
Simplifying algebraic fractions	U294
Factorising to solve quadratics equations	U228, U960
Using the quadratic formula	U665
Completing the square to solve quadratics	U397, U589
Quadratic equations in context	U150
Quadratic simultaneous equations	U547
Index laws	U235, U694, U662
Equation of a straight line: Perpendicular lines	U898
Quadratic graphs: Turning points	U769
Quadratic simultaneous equations on graphs	U875
Exponential graphs	U229
Exponential growth and decay problems	U988
Trigonometric graphs	U450
Graph transformations	U598, U487, U455
Velocity-time graphs	U937, U562, U611
Rate of change graphs	U638, U652, U862
Estimating gradient from a curve	U800
Estimating area under a curve	U882
Equation of a circles and tangents	U567
Linear inequalities as graph regions	U747
Quadratic inequalities	U133
Functions	U637, U895, U448, U996
Recurrence relations	U171
Quadratic sequences	U206
Iteration and numerical methods	U434, U168
Algebraic proof	U582

Ratio and proportion

Topic	Topic code
Algebraic direct and inverse proportion	U407, U138
Compound units: Density problem solving	U910

Geometry

Topic	Topic code
Congruence proofs	U866, U887
Enlargements	U134
Describe combined transformations	U766
Circle theorems: Angles inside a circle	U459, U251
Circle theorems: Tangents and chords	U489, U130
Circle theorems problems	U808
Prove circle theorems	U807
Volume of frustums	U350
Volume: Problem solving	U543, U426
Similar Shapes: Area and volume	U630, U110
Pythagoras' Theorem in 2D and 3D	U385, U541
Right-angled trigonometry: Problem solving	U319, U283, U545, U967
3D trigonometry	U170
The area rule	U592
Sine rule	U952
Cosine rule	U591
Trigonometry and bearings	U164
Vectors problems	U781, U560

Probability

Topic	Topic code
Product rule for counting	U369
Conditional probability	U246, U821, U806
Probability from Venn diagrams	U476, U748, U699

Statistics

Topic	Topic code
Averages	U877, U717
Cumulative frequency diagrams	U182, U642
Box plots	U879, U837, U507
Frequency polygons	U840
Histograms	U814, U983, U267
Capture-recapture	U328

| 6. Where can I find each topic on Sparx (Crossover Topics – Grade 5) | Red | Amber | Green |

Number

Topic	Topic code
Fractions	U224, U538, U793
Factors, multiples and primes	U739, U250
Percentage change	U671, U332, U988
Standard form	U330, U534, U264, U290
Error intervals	U657

Algebra

Topic	Topic code
Linear equations	U325, U870, U599
Linear inequalities	U759, U738, U145, U337
Index laws	U662
Linear simultaneous equations	U760, U757, U836, U137
Linear graphs and coordinates	U315, U669, U477, U848, U377
Quadratic graphs and equations	U989, U667, U228, U601

Ratio and proportion

Topic	Topic code
Ratio	U687, U753, U176, U577, U921, U865
Speed	U151
Density and pressure	U910, U527
Proportion	U721, U357, U610

Geometry

Topic	Topic code
Area	U226, U343, U950
Volume	U786, U174, U915
Angles	U655, U826, U329, U427
Pythagoras' theorem	U385
Trigonometry	U605, U283, U545
Transformations	U196, U799, U696, U519, U766

Probability

Topic	Topic code
Calculating probabilities	U408, U510, U683, U580
Expected outcomes	U166
Tree diagrams	U558, U729
Set notation	U748, U296

Statistics

Topic	Topic code
Averages	U717, U569
Averages with grouped data	U877
Sampling	U162
Scatter graphs	U199, U277, U128
Frequency polygons	U840

HOME LEARNING TASKS

| Task Description | Done? |

We understand you may be feeling unsure or overwhelmed about your Maths revision.   We have put this guide together to suit a range of needs. Overall, it should be a good starting point for those students yet to really get going on their revision and for others, it will provide additional resources to build on what they have started. As we complete more practice papers at school, this will also help to determine where your strengths and gaps are to focus your revision.

Know what topics you need to focus on based on your teacher feedback?

↓

Sparx Maths

Topics with videos, questions and solutions, with immediate feedback

↓

corbettmaths.com/contents

A wider range of topics with videos, questions and worked solutions.

↓

Personal Learning Checklist
Use the checklist for even more videos and examples to keep a record of what you have covered. They are in your books, following your mocks.

Need to focus on your exam technique for a variety of topics?

↓

Purchase an **exam paper pack** from school. It contains unseen exam papers You can write all over the book. Answers available.

↓

mathsgenie.co.uk/papers.html

Past papers available to print and to practise with written solutions. Also on Teams.

↓

mathsgenie.co.uk/gcse.html

Exam topics listed by grade with videos, questions and worked solutions.

Want to focus on mixed questions and active retrieval practice?

↓

corbettmaths.com/5-a-day/gcse/

Daily questions at different levels to check and practice a range of different skills.

↓

Ask your teacher for suitable **GoTeachMaths Revision Sheets**. These have a range of grade levels and are a fantastic mix of questions.

↓

Use mathsbot.com/**gcseMenu** for a range of GCSE retrieval resources and quizzes. Skill tests, One-mark wonders and GCSE questions.

Unsure where to start so avoiding it altogether? No idea how much to do or how long to spend?

↓

Start somewhere! Speak to your teacher about any questions or concerns you have. They can help. Please do not ignore the situation!

↓

Wednesday Support

We are here after school every Wednesday to help with past papers and revision questions. Come along to dedicate some time to your revision and get into good habits.

Every Minute Counts

Why bother revising? ⊖ To maximise your chances of success ⊖ To improve your grade ⊖ To consolidate your learning over your years of education ⊖ To prepare you for your next steps ⊖ To secure your knowledge of how to solve real world everyday problems that you will encounter for the rest of your life.

Chemistry Year 11 Block 2 – Organic Chemistry

TERM FOCUS – Organic Chemistry & Chemical Analysis
Big Ideas – How can we make crude oil useful?
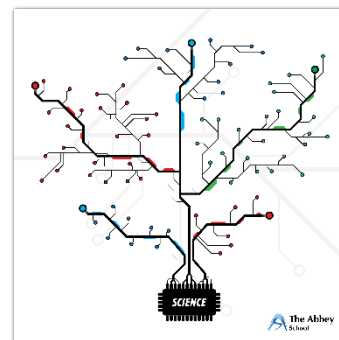How can we test for different substances?
What affects the composition of the atmosphere?

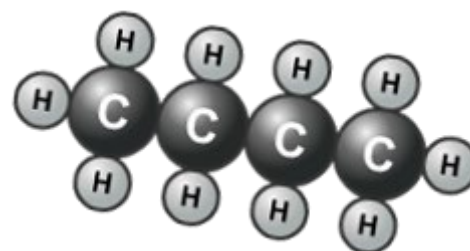| Prior Learning Links	Future Learning Links
1. KS3 – Atoms, Elements and Molecules 2. KS3 – Separating Mixtures 3. KS3 – Properties of elements and compounds 4. KS3 – Atmosphere	1. A level Chemistry – Organic Chemistry

---

1. What are alkanes?   Red   Amber   Green

Number of carbon atoms	Start of name
1	Meth (mice)
2	Eth (eat)
3	Prop (peanut)
4	But (butter)
5	Pent
6	Hex
7	Hept
8	Oct
9	Non
10	Dec

Butane

Ethane

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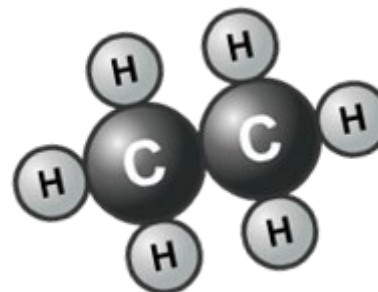
2. What are alkenes?   Red   Amber   Green

Alkenes have a double bond. This means they are unsaturated.
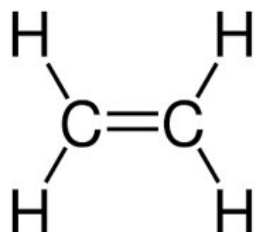
Properties of alkenes

- High boiling points
- **Flammable**
- **Volatile -** they easily turn into a gas

---

3. What reactions do alkanes and alkenes undergo?   Red   Amber   Green

Combustion reaction

Fuel + oxygen → carbon dioxide + water.

Distinguishing between alkanes and alkenes – The Bromine Water Test

Alkane
Does not decolourise bromine water

Alkene
Decolourises bromine water
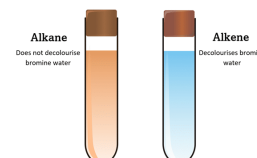
4. How is crude oil separated into useful products?	Red	Amber	Green
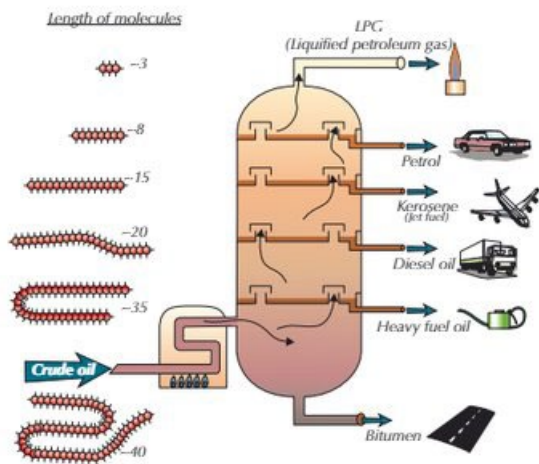
Crude oil must firstly be refined in an oil refinery.

.   The hydrocarbons are separated into groups called fractions.
.   Each fraction contains compounds with a similar number of carbon atoms

5. What is cracking?	Red	Amber	Green
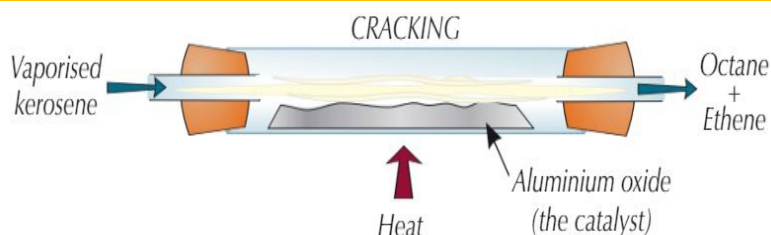
Catalytic cracking - the vapours are passed over a hot catalyst.
Steam cracking - the vapours are mixed with steam and heated to a very high temperature.

Cracking breaks the less useful bigger hydrocarbon molecules into smaller more useful hydrocarbons.

Cracking is when we use heat to break down large alkane molecules into smaller molecules. This is called a thermal decomposition reaction.

6. How do we know if a substance is pure?	Red	Amber	Green

Pure substances

In chemistry, a pure substance is defined as;
One that is made up of just one substance.
The substance can be either an element or a compound.

Formulation: A formulation is a mixture that has been designed to produce a useful product.
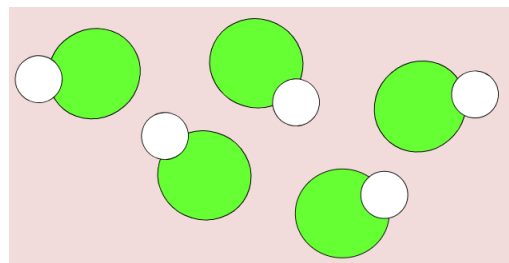
7. How can paper chromatography separate substances?	Red	Amber	Green

Paper Chromatography is used to separate mixtures of soluble substances in a solution. Paper chromatography works on the principle that some substances are more soluble than others in a solvent. This is used to separate food colourings, inks and dyes.

before spraying with ninhydrin

after spraying with ninhydrin
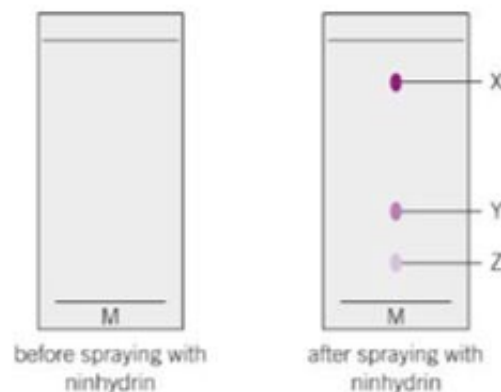
8. How can paper chromatography be used to analyse a mixture of food colourings?	Red	Amber	Green

Independent variable – the variable that is altered during a scientific experiment.
Dependent variable – the variable being tested or measured during a scientific experiment.
Controlled variable – a variable that is kept the same during a scientific experiment.

Food colouring	Distance travelled in mm		Rf value
	Solvent	Spot	
A			
B			
C			
D			

9. How can we identify different gases?	Red	Amber	Green

Test for hydrogen

If you hold a lit splint at the open end of a test tube containing hydrogen, you'll get a "squeaky pop". (The noise comes from the hydrogen burning quickly with the oxygen in the air to form H_2O.)

squeaky pop sound — Lit splint

Test tube containing hydrogen
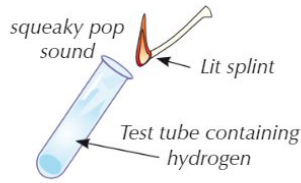
Figure 3: Testing for hydrogen.

Test for carbon dioxide

If you make a solution of calcium hydroxide in water (called limewater) and bubble gas through it, the solution will turn cloudy if there's carbon dioxide in the gas. The cloudiness is caused by the formation of calcium carbonate.

Bubbled gas through tube

Calcium hydroxide solution (limewater)

Calcium carbonate formation causing limewater to turn cloudy.
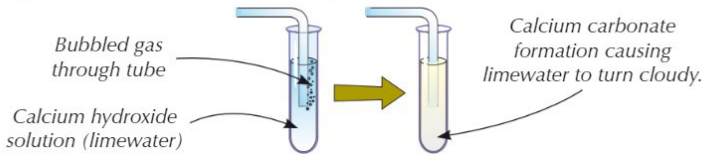
Figure 5: Testing for carbon dioxide.

Test for chlorine

Chlorine (Cl_2) bleaches damp litmus paper, turning it white (it may turn red for a moment first though — that's because a solution of chlorine is acidic.)

Chlorine gas — Damp litmus paper turning white when in contact with chlorine.

Figure 1: Testing for chlorine gas.

Test for oxygen

To test for oxygen, put a glowing splint inside a test tube containing the gas. If oxygen is present it will relight the glowing splint — see Figure 2.

Glowing splint

Test tube containing oxygen — Relit splint
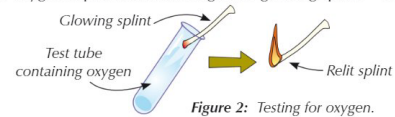
Figure 2: Testing for oxygen.

10. How did today's atmosphere evolve?	Red	Amber	Green

Lots of CO_2, lots of H_2O, some N_2, CH_4 & NH_3

Lots of N_2 & O_2, some CO_2 and other gases

Today's atmosphere:
78% nitrogen
21% oxygen
1% other gases (including carbon dioxide)

The Early atmosphere
Was formed due to the gases produced by volcanic activity.
It contained:
Lots of carbon dioxide
Lots of water vapour
Small amounts of methane, nitrogen and ammonia

11. What is the greenhouse effect?	Red	Amber	Green

THE GREENHOUSE EFFECT

Some solar radiation is reflected by Earth and the atmosphere

Some of the infrared radiation passes through the atmosphere. Some is absorbed by greenhouse gases and re-emitted in all directions by the atmosphere. The effect of this is to warm Earth's surface and the lower atmosphere.

Atmosphere

Earth's Surface

Some radiation is absorbed by Earth's surface and warms it

Infrared radiation is emitted by Earth's surface

The greenhouse effect

What human activities contribute to increases greenhouse gases?
- Carbon dioxide – combustion / deforestation
- Methane – farming, compost heaps / landfill
- Water vapour – combustion

12. What is a carbon footprint?

Carbon footprint

A carbon footprint is the measure of the amount of carbon dioxide **and other greenhouse gases** that are released over the full life cycle of something.

13. What are the causes of air pollution?

Causes of air pollution and it's effects

Pollutant	Cause	Effect
Carbon dioxide	combustion of fossil fuels	adds to the greenhouse effect increasing global warming and climate change
Carbon monoxide	incomplete combustion of fossil fuels	CO poisoning which lowers the blood's ability to carry oxygen
Nitrogen oxides	reaction of $N_2 + O_2$ at high temperature in car engines	acid rain damages lakes, trees, soil and buildings
Sulphur dioxide	burning fuels (due to sulphur impurities)	acid rain damages lakes, trees, soil and buildings
Particulates	soot and pieces of unburnt hydrocarbon fuel from incomplete combustion	global dimming, smog, breathing problems such as asthma and lung disease

HOME LEARNING TASKS

Task Description	Done?
1. Draw these alkanes and give their formulae; Methane, Ethane, Propane, Nonane.	
2. Draw these alkenes and give their formulae; Methene, Ethene, Propene, Nonene.	
3. Draw and label a Fractional Distillation column. Explain the two different types of cracking and what they are used for.	
4. Give five examples of air pollution and explain their effects on the environment.	
5. Explain how the atmosphere of the Early Earth has changed to become today's atmosphere.	

Biology Year 11 Block 2 – Variation

TERM FOCUS – Organic Chemistry & Chemical Analysis
Big Ideas – How can we make crude oil useful?
How can we test for different substances?
What affects the composition of the atmosphere?

Prior Learning Links	Future Learning Links
1. KS3 – Continuous and discontinuous variation 2. KS3 – Genetics 3. KS3 – Evolution 4. KS3 – Food Chains	1. A level Biology Classification 2. A level Genetics

---

1. Why are we different from one another?   Red   Amber   Green

Variation
The difference in characteristics within a species.

Genetic variation
Characteristics determined by genes inherited from parents.
Organisms get some genes from the mother, and some genes from the father.
This combination of genes causes genetic variation.

Environmental variation
Any difference caused by the environment an organism lives in.

Mutations
A mutation is a spontaneous change in an organism's DNA.

---

2. How does evolution happen?   Red   Amber   Green

The theory of evolution
All of today's species have evolved from simple life forms that first started to develop over three billion years ago.

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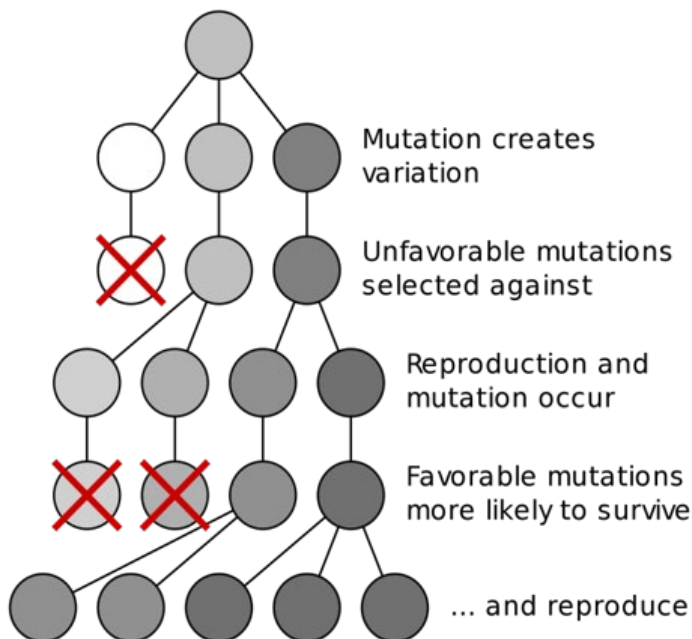
3. Why do humans use selective breeding?   Red   Amber   Green
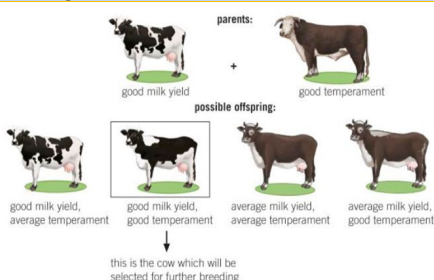
Selective breeding

When humans artificially select the plants or animals that are going to breed so that the genes for a particular characteristic remain in the population.

| 4. How can desired characteristics be manipulated? | Red | Amber | Green |

2. Grape + apple= grapple. The fruit tastes like grapes and looks like apple.
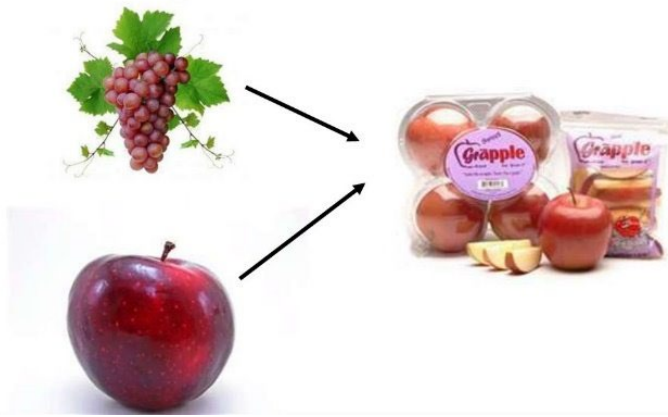
Genetic engineering

Transfer a gene responsible for a desirable characteristic from one organism's genome into another organism.

| 5. How do fossil records provide evidence for evolution? | Red | Amber | Green |
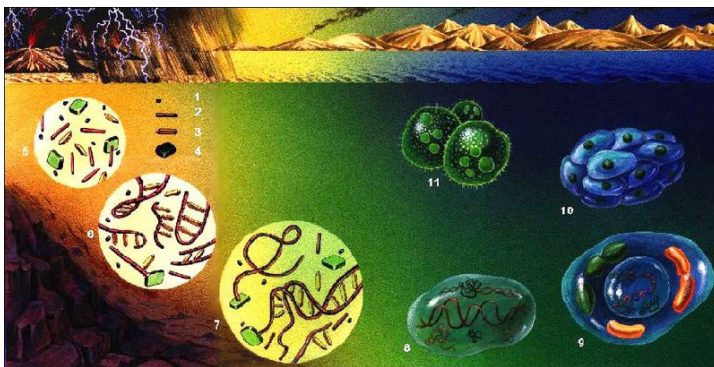
Fossils

Fossils are the dead remains of plants and animals that have been turned into rock. They are formed over billions of years.

| 6. How did the dodo become extinct? | Red | Amber | Green |

Extinction is the permanent loss of all members of one species. Mass extinction, on the other hand, is the loss of many or most species on Earth, and it usually happens over several million years.

Extinction

Extinction is when no living individuals of a species remain.
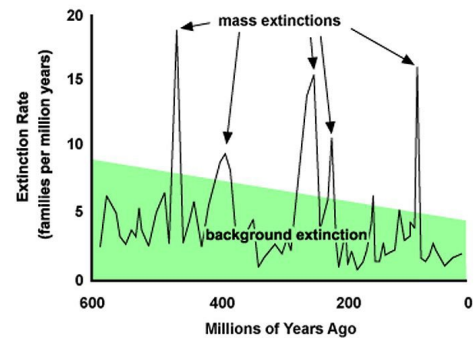
| 7. Why is evolution important for the survival of the species? | Red | Amber | Green |

Antibiotic resistance

Antibiotic resistant bacteria have developed a mutation that means they are no longer affected by a particular antibiotic.
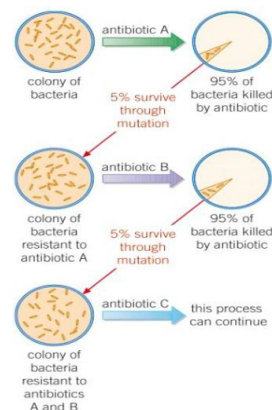
Evolutionary trees

Evolutionary trees show how scientists think different species are related to each other.

Kingdom

Phylum

Class

Order

Family

Genus
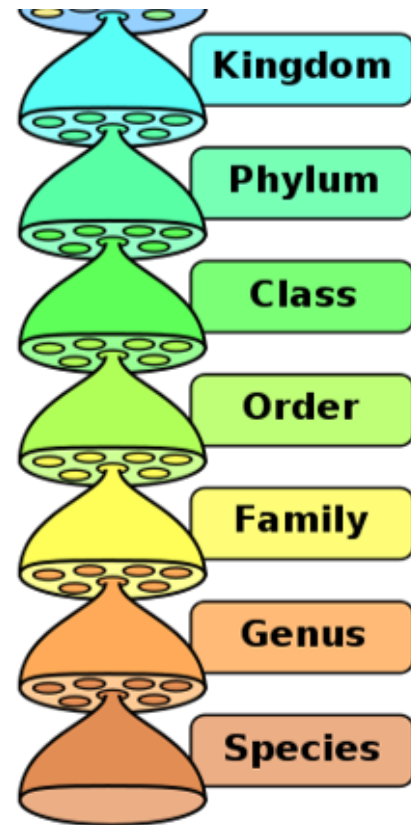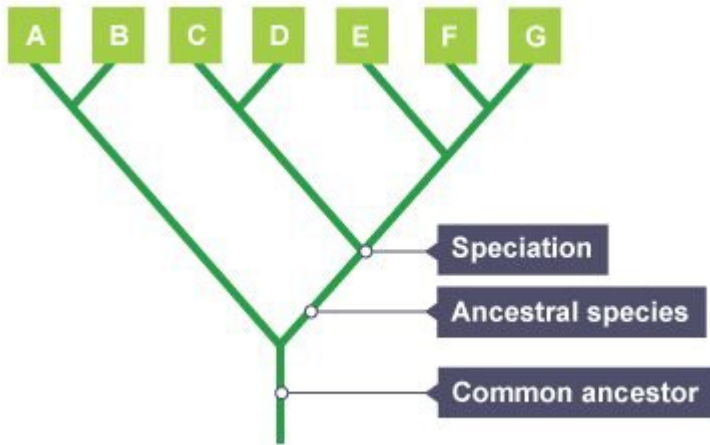
Species

INTRA-SPECIFIC

Competition between members of the same species.

Habitat	The place where an organism lives.
Population	All the organisms of one species living in a habitat.
Community	The populations of different species living in a habitat.
Abiotic factors	Non-living factors of the environment, e.g. temperature.
Biotic factors	Living factors of the environment, e.g. food.
Ecosystem	The interaction of a community of living organisms (biotic) with the non-living (abiotic) parts of their environment.

INTER-SPECIFIC

Competition between members of different species

The diagram below shows part of a food web (a diagram of what eats what) from a stream.
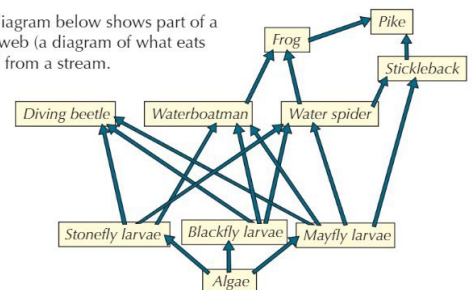
Abiotic factors
Are non-living factors that can affect a habitat.

Tree on its own   Trees inside a wood

Biotic factors

Are living factors that can affect a habitat.

Introduction of a new predator or pathogen / competition.

Can also impact other populations due to interdependence.

11. How are organisms adapted to their environment?	Red	Amber	Green

Organisms need to have **special features** which help them to survive in their habitat. These special features are called **adaptations**.

12. How do organisms survive in their environment?	Red	Amber	Green

Here's an example of a food chain:

producer → primary consumer → secondary consumer
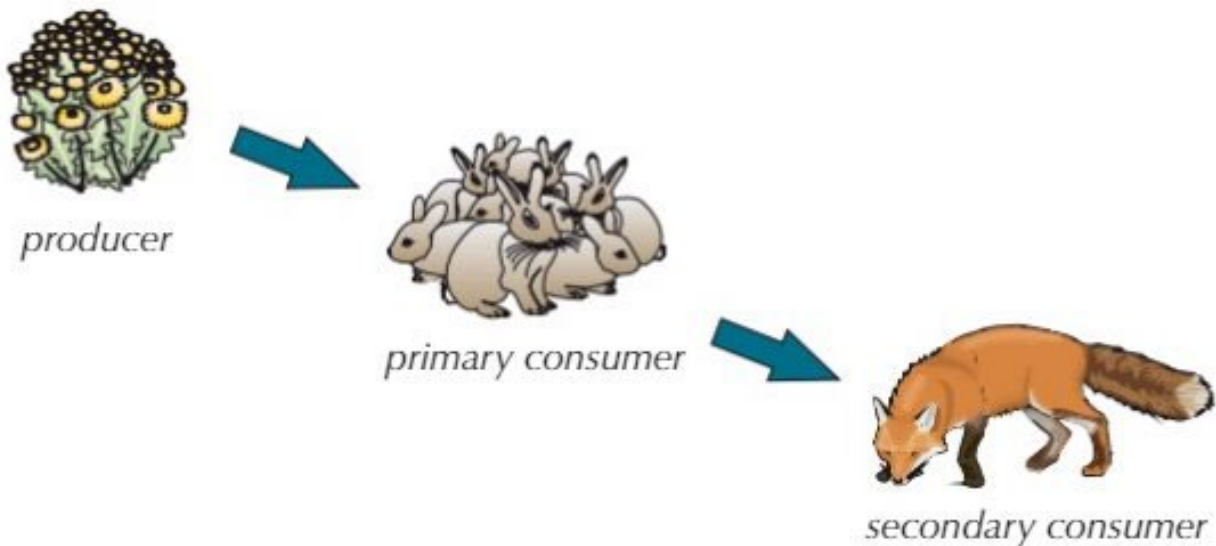
5000 dandelions feed 100 rabbits, which feed 1 fox.

HOME LEARNING TASKS	
Task Description	**Done?**
1. Draw a simple food chain including a producer, primary consumer, secondary consumer and a tertiary consumer.	
2. What is the difference between genetic variation and environmental variation?	
3. Explain how cows can be selectively bred for desirable characteristics.	
4. Explain the difference between selective breeding and genetic engineering.	
5. State the original theory of evolution and explain how the modern day theory of evolution is more complex than Darwin's original theory.	

Physics Year 11 Block 2 – Electromagnetism

| Prior Learning Links	Future Learning Links
1. KS3 – Forces 2. KS3 – Magnetic fields 3. KS3 - Electromagnetism	1. A Level Physics – electricity and magnetism 2. Applied Sciences 3. Electromagnetic appliances in the home 4. Electromagnets within the world of work

1. What are magnetic fields? (Grades 4 – 6)	Red	Amber	Green

A north pole placed here will feel a force to the right
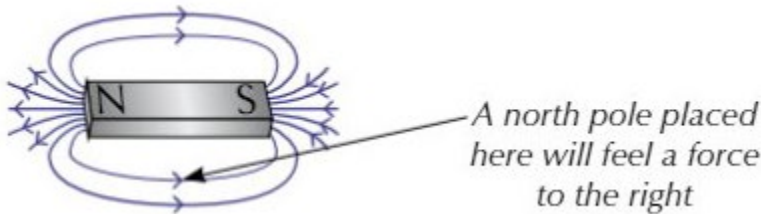
A magnet has a field surrounding it that can be used to attract magnetic materials, making them into induced magnets. The magnet will point towards North if it is allowed to move freely.

Where two like magnetic fields are brought together (north to north OR south to south), the filed lines will push against each other causing the magnets to repel one another.

This repelling can be felt as a force, it can also be used to make objects levitate for example in the bullet trains of Japan, creating a friction free way to travel.
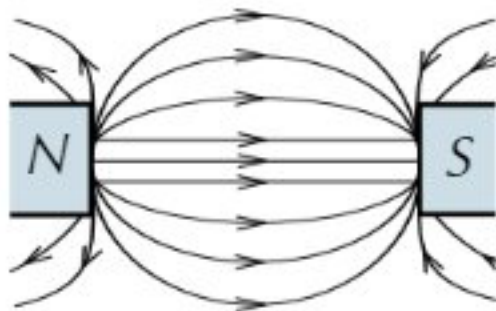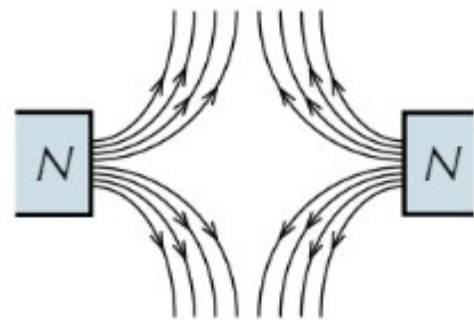
When two unlike magnetic fields are brought together, the filed lines will pull towards each other, creating a force of attraction.

This attraction can be used to hold things together e.g. clasps on bags and the seal around the door of a fridge.
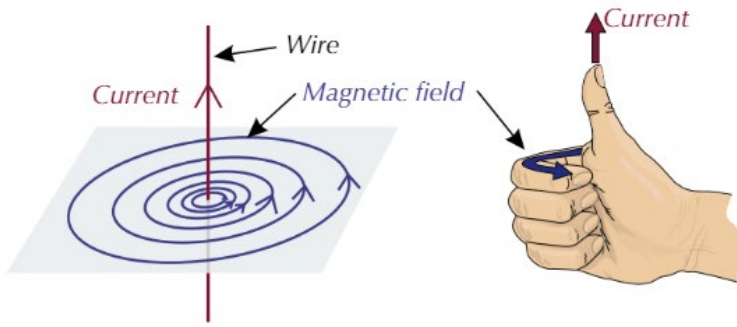
INCS

The four magnetic materials are:
Iron
Nickel
Cobalt
Steel

Remember: INCS

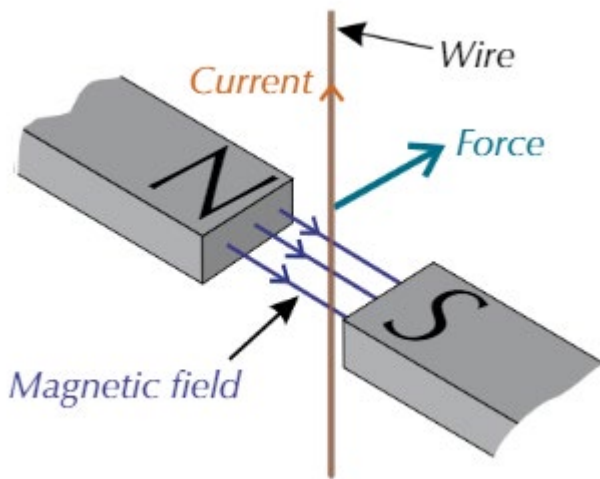## 2. Is it only magnets that have magnetic fields? (Grades 5 – 8)   Red   Amber   Green

A wire that is carrying a current can induce or cause a magnetic field.
The magnetic field is at right angles to the wire and travels around it in a coil.

If the wire is coiled around, then the shape of the magnetic field becomes like a bar magnet. The coil of wire is known as a solenoid. This kind of component can be used to attract other objects that are made of magnetic materials. For example cranes that pick up and drop cars or magnetic door locks. The useful feature is that the magnet only works when the current is turned on, so the magnet can be turned on and off by closing or opening the circuit.
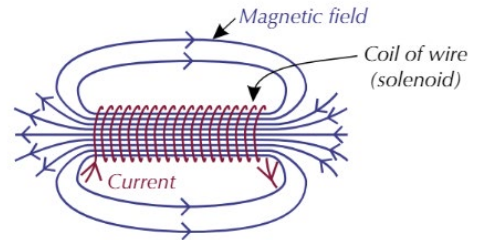
3. How can magnetic fields cause motion (Grades 5 – 9)

When a current carrying wire is placed into a permanent magnet's field, there is a force felt on the wire. This is because the magnetic field of the magnet repels the magnetic field of the wire.

To work out the direction of the force, use Fleming's left hand rule. The **F**irst **F**inger represents the **F**ield of the permanent magnet. The Se**C**ond finger represents the direction of the **C**urrent in the wire and the Thu**M**b represents the force or **M**otion that is made.
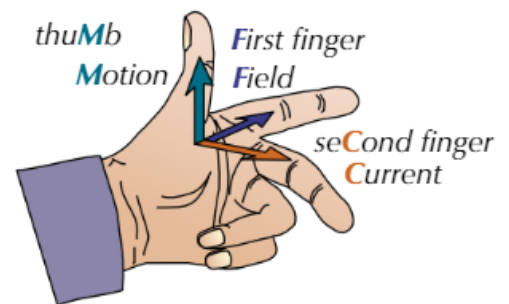
Higher Tier Only

The force that is felt by the wire can be calculated using the formula:

$$Force = Magnetic\ Field\ Strength\ \times Current \times Length$$
$$F = BIl$$

Force, F – measured in Newtons
Mangetic field strength, B – Measured in Teslas
Length of wire in the magnetic field, ℓ – Measured in metres

Worked example:

A 10 cm length of wire carrying a current of 3 A sits inside a magnetic field. The current flows at 90° to the direction of the magnetic field. It experiences a force of 0.12 N from the motor effect.
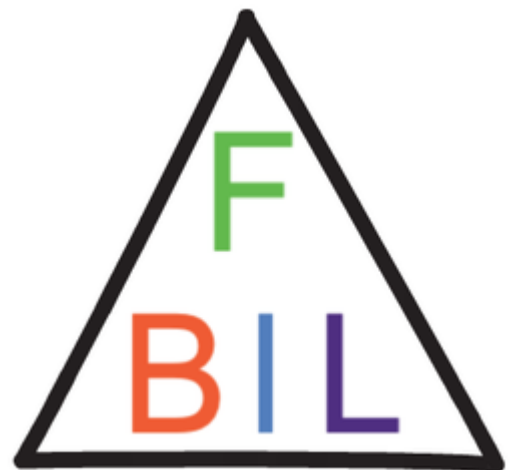
Calculate the magnetic flux density of the magnet.
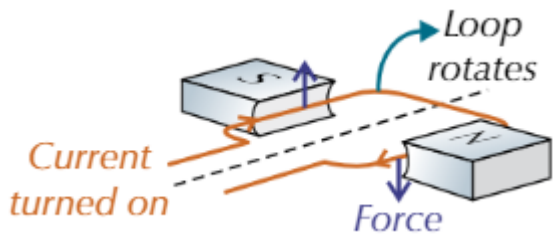
First, convert the length into metres.

$l = 10\ cm = 0.1\ m$

You're looking for the magnetic flux density, so rearrange $F = BIl$ to find B, then substitute in the values you're given.

$F = BIl$, so $B = F \div (I \times l)$
$= 0.12 \div (3 \times 0.1) = 0.4\ T$

| 4. What are the uses of electromagnetic fields for motion? (Grades 5 – 9)	Red	Amber	Green

	When a loop of wire is placed into a magnetic field, the force on the wire is different on each side of the loop.

After half a rotation, the wire would be vertical and there would be no force acting on the coil. A split ring commutator is used to change the direction of the current so that the motion can continue.	
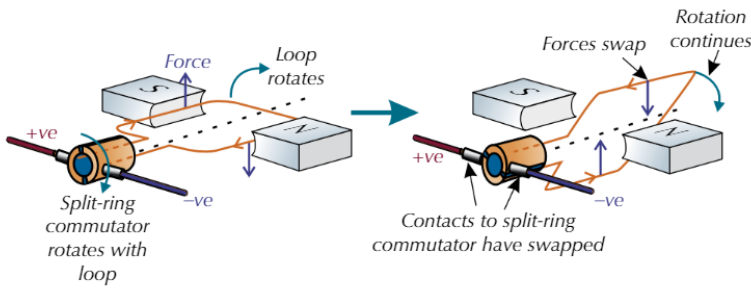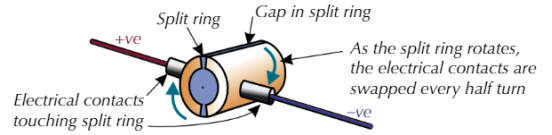
	Each swap in the direction of the current caused by the split ring commutator, causes more motion in the coil of wire. This is an electric motor.

HOME LEARNING TASKS

Task Description	Done?
Learn and recall the four magnetic materials using look cover write check to help.	

Draw from memory the magnetic field for:
  a) A bar magnet
  b) Two repelling magnets
  c) Two attracting magnets	

Use Fleming's Left Hand Rule to prove the direction of the force on the wire shown in the first diagram of lesson 3. Recall and describe the direction of a magnet field that surrounds a current carrying wire.	

Calculate the force on a wire if it is in a magnetic field for 5cm and the magnet has a field strength of 0.8T when the current is:
  a) 5A
  b) 0.1A
  c) 3.7A	

Use Fleming's left had rule to prove that the coil of wire in a motor is pushed in opposite directions for each of the sides of the loop.	

R.E. (Full Course) Year 11 – Revision

In this unit, you will explore key beliefs, practices, and ethical perspectives within Buddhism and Christianity, alongside wider debates on religion's role in society. You will examine philosophical arguments for and against God's existence, religious responses to human rights, social justice, crime, and punishment. Through analysing religious texts, ethical dilemmas, and contrasting viewpoints, you will develop critical thinking, evaluation, and argumentation skills. You will also enhance your ability to compare religious and secular worldviews, apply ethical reasoning to contemporary issues, and construct well-evidenced arguments. This unit encourages reflection on personal beliefs and the influence of religion in modern society.

GCSE Pod – Scan me

Prior Learning Links	Future Learning Links
• Year 9-10 All Taught Content	• Summer Examination

KEY VOCABULARY

Exam Command Words

Evaluate
Tests evaluation. It requires students to consider different viewpoints and arrive at a judgement.

Explain
Tests knowledge and understanding of beliefs, teachings and practices. It requires students to identify relevant points and demonstrate understanding by adding detail/development.

Explain how X may influence Y
Tests knowledge and understanding of how a religious belief or practice influences individuals or groups.

Give
Tests recall of knowledge, eg two examples or two beliefs.

Expand Your Vocabulary

1. **Authority** – The power or right to give orders, make decisions, and enforce obedience.
2. **Coherence** – The quality of being logical and consistent in reasoning or argument.
3. **Consequence** – A result or effect of an action or decision, often significant in ethical discussions.
4. **Contrast** – A comparison to show differences between ideas, beliefs, or perspectives.
5. **Critique** – A detailed analysis and assessment of something, especially a theory or belief.
6. **Dignity** – The state of being worthy of respect, often discussed in relation to human rights and ethics.
7. **Dilemma** – A situation where a difficult choice must be made between two or more equally important or problematic options.
8. **Disparity** – A great difference between things, often used when discussing inequality or injustice.
9. **Doctrine** – A belief or set of beliefs held and taught by a religious, political, or philosophical group.
10. **Ethical** – Relating to moral principles and the rules of right and wrong.
11. **Fundamental** – A basic and essential principle or concept that underpins a belief system.
12. **Interpretation** – The action of explaining the meaning of something, particularly religious texts or ethical principles.
13. **Justification** – A reason or explanation that defends a belief, action, or decision.
14. **Morality** – Principles concerning the distinction between right and wrong or good and bad behaviour.
15. **Perspective** – A particular attitude or point of view towards an issue or topic.
16. **Prevalence** – The state of being widespread or commonly occurring, often used in discussions about social issues.
17. **Principle** – A basic truth or belief that serves as the foundation for a system of thought or behaviour.
18. **Reconciliation** – The restoration of friendly relations or the resolution of conflict.

Key Term Glossary

Buddhism

1. **Anatta** – The Buddhist concept of 'no fixed self' or soul.
2. **Anicca** – The idea that all things are impermanent and constantly changing.
3. **Arhat** – In Theravada Buddhism, a person who has attained enlightenment.
4. **Bhikkhu** – A Buddhist monk.
5. **Bodhisattva** – In Mahayana Buddhism, a being who delays enlightenment to help others.
6. **Buddha** – Siddhartha Gautama, the founder of Buddhism.
7. **Buddhahood** – The state of being fully enlightened.
8. **Dependent arising (paticcasamupada)** – The concept that all things arise in dependence on conditions.
9. **Dhamma (Dharma)** – The teachings of the Buddha.
10. **Dukkha** – The suffering and dissatisfaction of life.
11. **Eightfold Path** – The path to enlightenment, including right speech, right action, and right mindfulness.
12. **Enlightenment (nibbana/nirvana)** – The ultimate goal of Buddhism, a state free from suffering.
13. **Five Aggregates (skandhas)** – The five components that make up human experience: form, sensation, perception, mental formations, and consciousness.
14. **Four Noble Truths** – The central Buddhist teachings on suffering, its cause, and the way to end it.
15. **Jataka Tales** – Stories about the previous lives of the Buddha.
16. **Karuna** – Compassion, a key Buddhist virtue.
17. **Karma (kamma)** – The principle that actions have consequences.
18. **Loving-kindness (metta)** – The practice of cultivating goodwill towards all beings.
19. **Mahayana Buddhism** – A major branch of Buddhism that includes Zen, Pure Land, and Tibetan traditions.
20. **Meditation (samadhi)** – A practice to develop mindfulness and concentration.
21. **Samatha Meditation** – A form of meditation focused on tranquillity.
22. **Sunyata** – The Mahayana concept of emptiness.
23. **Theravada Buddhism** – The oldest form of Buddhism, focusing on monastic life.
24. **Three Poisons** – Ignorance, greed, and hatred, which keep beings trapped in suffering.
25. **Wesak** – A Buddhist festival celebrating the birth, enlightenment, and death of the Buddha.

Christianity

1. **Atonement** – The reconciliation between God and humanity through Christ's sacrifice.
2. **Baptism** – A Christian sacrament signifying spiritual cleansing and rebirth.
3. **Bible** – The sacred text of Christianity, containing the Old and New Testaments.
4. **CAFOD** – Catholic Agency for Overseas Development, a charity supporting global aid.
5. **Christmas** – A festival celebrating the birth of Jesus Christ.
6. **Church** – The community of Christian believers or the building where worship takes place.
7. **Commandments** – The moral laws given by God, especially the Ten Commandments.
8. **Creation** – The belief that God created the universe.
9. **Crucifixion** – The execution of Jesus on the cross.
10. **Easter** – The Christian celebration of Jesus' resurrection.
11. **Evangelism** – Spreading the Christian message.
12. **Forgiveness** – The act of pardoning wrongdoing, central to Christian teachings.
13. **Gospel** – The books of Matthew, Mark, Luke, and John that describe Jesus' life.
14. **Grace** – God's free and unearned favour towards humanity.
15. **Heaven** – The place of eternal union with God.
16. **Hell** – A place of punishment after death for those who reject God.
17. **Incarnation** – The belief that Jesus is God in human form.
18. **Iona** – A Christian pilgrimage site in Scotland.
19. **Judgement** – The belief that God assesses people's actions after death.
20. **Liturgy** – The structure of Christian worship.
21. **Lord's Prayer** – The prayer taught by Jesus to his disciples.
22. **Missionary** – A person spreading Christianity worldwide.
23. **Original Sin** – The belief that humanity inherited sin from Adam and Eve.

24. **Resurrection** – The belief that Jesus rose from the dead.
25. **Trinity** – The belief in one God in three persons: Father, Son, and Holy Spirit.

Religion & Life

1. **Abortion** – The termination of a pregnancy.
2. **Awe** – A feeling of wonder and respect, often linked to religious experience.
3. **Big Bang Theory** – The scientific explanation for the origin of the universe.
4. **Creationism** – The belief that God created the universe.
5. **Dominion** – The belief that humans have control over the earth.
6. **Euthanasia** – Assisted dying for those suffering from incurable illnesses.
7. **Evolution** – The scientific theory explaining how life develops.
8. **Genesis** – The first book of the Bible describing creation.
9. **Humanism** – A non-religious worldview focusing on reason and ethics.
10. **Judgement** – Religious belief in a final assessment of human lives.
11. **Miracle** – An event that defies natural explanation, often seen as divine intervention.
12. **Quality of Life** – The well-being and dignity of an individual.
13. **Sanctity of Life** – The belief that life is sacred and given by God.
14. **Science** – The systematic study of the universe.
15. **Soul** – The spiritual essence of a person.
16. **Stewardship** – The duty to care for the world responsibly.
17. **Suffering** – Pain and hardship in life.
18. **Theistic Evolution** – The belief that God works through evolution.
19. **Utility** – The idea of the greatest good for the greatest number.
20. **Value of Life** – The worth assigned to human existence.
21. **Veganism** – Avoiding animal products for ethical reasons.
22. **Vegetarianism** – Abstaining from eating meat.
23. **Worship** – Acts of religious devotion.
24. **Zooethics** – The study of moral responsibilities toward animals.
25. **Utilitarianism** – The idea that actions should maximise happiness and well-being.

The Existence of God and Revelation

1. **Agnosticism** – The belief that it is impossible to know whether God exists.
2. **Anthropic Principle** – The idea that the universe is fine-tuned for human life, suggesting a designer.
3. **Atheism** – The belief that God does not exist.
4. **Authority** – The power or credibility of religious texts or leaders.
5. **Conversion** – A religious experience leading to a change of belief.
6. **Cosmological Argument** – The argument that everything has a cause, leading to the necessity of a first cause (God).
7. **Design Argument** – The argument that the universe's complexity suggests a designer (God).
8. **Divine Revelation** – How God reveals knowledge to humanity.
9. **Enlightenment** – A state of wisdom or understanding of spiritual truth.
10. **Eschatology** – Religious beliefs about the afterlife and the end of time.
11. **Evil and Suffering** – The challenge that pain in the world presents to the existence of a loving God.
12. **Faith** – Strong belief in God or religious doctrine without needing proof.
13. **First Cause Argument** – Another term for the Cosmological Argument.
14. **General Revelation** – Knowledge of God gained through nature or reason.
15. **Humanism** – A belief system that rejects religion and focuses on human values.
16. **Immanence** – The belief that God is present and active within the world.
17. **Miracle** – An extraordinary event seen as divine intervention.
18. **Moral Argument** – The argument that morality points to the existence of God.
19. **Natural Theology** – Understanding God through reason and the natural world.
20. **Omnipotence** – The belief that God is all-powerful.
21. **Omniscience** – The belief that God is all-knowing.
22. **Personal God** – The idea that God has individual relationships with people.
23. **Revelation** – How divine truth is communicated to humans.
24. **Scripture** – Holy texts seen as divine revelation.

25. **Transcendence** – The belief that God exists beyond space and time.

Religion, Human Rights and Social Justice

1. **Amnesty International** – An organisation advocating for human rights worldwide.
2. **Asylum Seeker** – A person fleeing persecution and seeking protection in another country.
3. **CAFOD** – A Catholic charity supporting social justice worldwide.
4. **Charity** – The voluntary giving of help to those in need.
5. **Civil Rights** – The rights of citizens to political and social freedom and equality.
6. **Discrimination** – Treating people unfairly based on race, gender, or religion.
7. **Diversity** – The recognition and respect for different backgrounds and beliefs.
8. **Equality** – The belief that all people should be treated fairly.
9. **Exploitation** – Taking advantage of others, especially the poor.
10. **Fair Trade** – A movement ensuring fair wages and conditions for workers.
11. **Freedom of Religion** – The right to practice any religion or none.
12. **Freedom of Speech** – The right to express opinions without fear of punishment.
13. **Human Rights** – The basic rights and freedoms to which all people are entitled.
14. **Justice** – Fairness in the way people are treated.
15. **Liberation Theology** – A Christian movement supporting the rights of the poor.
16. **Microfinance** – Small loans given to help people escape poverty.
17. **Moral Responsibility** – The duty to act ethically.
18. **Prejudice** – Preconceived opinions not based on reason or experience.
19. **Prosperity Gospel** – A belief that faith leads to financial success.
20. **Racial Equality** – The belief that all races should have equal rights.
21. **Religious Freedom** – The right to worship freely.
22. **Responsibility** – The duty to act according to moral or legal standards.
23. **Social Justice** – Fair distribution of wealth, opportunities, and privileges.
24. **Tithe** – A practice of giving a percentage of income to charity.
25. **Wealth Inequality** – The unequal distribution of financial resources.

Religion, Crime and Punishment

1. **Capital Punishment** – The death penalty as a punishment for a crime.
2. **Community Service** – A form of punishment involving unpaid work for the community.
3. **Compassion** – A key religious principle in responding to crime and punishment.
4. **Corporal Punishment** – Physical punishment, such as flogging or caning.
5. **Crime** – An action that breaks the law.
6. **Criminal Justice** – The system of law enforcement, courts, and punishment.
7. **Death Penalty** – Execution as punishment for a crime.
8. **Deterrence** – Punishment aimed at discouraging crime.
9. **Forgiveness** – The act of pardoning an offender.
10. **Hate Crime** – A crime committed due to prejudice against a group.
11. **Human Rights** – The fundamental rights all people are entitled to.
12. **Imprisonment** – The act of confining someone in jail.
13. **Islamic Law (Shariah)** – Religious law in some Muslim-majority countries.
14. **Justice** – The moral and legal principle of fairness.
15. **Law** – Rules established by a government to maintain order.
16. **Moral Evil** – Suffering caused by human actions.
17. **Parole** – The early release of a prisoner with conditions.
18. **Probation** – Supervised freedom for an offender instead of imprisonment.
19. **Protection** – A reason for punishment that keeps society safe.
20. **Reformation** – A punishment approach that seeks to rehabilitate offenders.
21. **Rehabilitation** – Helping criminals reform and reintegrate into society.
22. **Retribution** – A punishment philosophy based on revenge or justice.
23. **Sanctity of Life** – The belief that all life is sacred and should not be harmed.
24. **Sin** – A religious concept referring to an offence against divine law.
25. **Vindication** – The idea that punishment upholds the authority of the law.

1. What are the key beliefs and teachings of Buddhism?		Red	Amber	Green

Are you able to…
- Explain the concept of Dhamma and dependent arising?
- Identify and explain the Three Marks of Existence?
- Compare Theravada and Mahayana perspectives on human personality and destiny?

	Core Knowledge:
flaticon.com – smashicons	• Dhamma (Dharma) refers to the teachings of the Buddha and the nature of existence. • Dependent arising (paticcasamupada) teaches that all things arise based on conditions. • The Three Marks of Existence: anicca (impermanence), anatta (no fixed self), and dukkha (suffering). • Theravada Buddhism emphasises the Five Aggregates (skandhas) in understanding human personality. • Mahayana Buddhism teaches about sunyata (emptiness) and Buddha-nature. • The ultimate goal in Theravada is becoming an Arhat, whereas in Mahayana, it is achieving Buddhahood. • Pure Land Buddhism offers an alternative path to enlightenment through devotion. • Karma and rebirth influence Buddhist ethical beliefs and daily practices.

2. What is the significance of the Buddha's life and the Four Noble Truths?		Red	Amber	Green

Are you able to…
- Describe key events in the Buddha's early life?
- Explain the Four Noble Truths and how they relate to suffering?
- Analyse how different Buddhist traditions interpret Enlightenment?

	Core Knowledge:
flaticon.com – smashicons	• Siddhartha Gautama's early life included luxury and privilege. • The Four Sights (old age, illness, death, and a holy man) led to his spiritual quest. • His ascetic lifestyle and meditation led to his Enlightenment. • The Four Noble Truths outline the nature, cause, and end of suffering. • The Three Poisons (greed, hatred, ignorance) cause suffering. • Nibbana (nirvana) is the state of ultimate peace and liberation. • The Eightfold Path provides ethical, mental, and wisdom-based guidance. • Dhammapada 190–191 emphasises the importance of following the Buddha's teachings.

3. How do Buddhists express their beliefs through worship and practices?		Red	Amber	Green

Are you able to…
- Describe different types of Buddhist places of worship?
- Explain key Buddhist devotional practices?
- Compare different forms of meditation and their purposes?

	Core Knowledge:
flaticon.com – smashicons	• Buddhist places of worship include temples, shrines, viharas, and gompas. • Worship (puja) involves offerings, chanting, and mantra recitation. • Meditation includes samatha (calm concentration) and vipassana (insight). • Visualisation of Buddhas/Bodhisattvas is used in Mahayana traditions. • Buddhist death and mourning rituals vary between Theravada, Tibetan, and Japanese traditions. • Festivals such as Wesak and Parinirvana Day commemorate key Buddhist events. • Ethical teachings focus on metta (loving-kindness) and karuna (compassion). • The Five Precepts and the Six Perfections guide moral behaviour.

4. What are the core beliefs of Christianity?		Red	Amber	Green

Are you able to…
- Explain Christian beliefs about the nature of God?
- Describe different Christian perspectives on creation?
- Compare Christian teachings on life after death?

	Core Knowledge:
flaticon.com – smashicons	• Christians believe God is omnipotent, omniscient, omnibenevolent, and just. • The Trinity consists of Father, Son, and Holy Spirit. • Different interpretations of creation include literal (Creationism) and metaphorical (Theistic Evolution).

- Jesus' incarnation, crucifixion, resurrection, and ascension are central to Christian faith.
- Sin, including original sin, separates humanity from God.
- Salvation is achieved through law, grace, and the Spirit.
- Heaven and hell are seen as ultimate destinations in the afterlife.
- Judgement Day is a core Christian belief about divine justice.

5. How do Christians worship and celebrate their faith?	Red	Amber	Green

Are you able to…
- Compare different forms of Christian worship?
- Explain the role of sacraments such as baptism and Holy Communion?
- Describe key Christian celebrations and their significance?

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Core Knowledge:
- Worship can be liturgical, non-liturgical, or private.
- Prayer includes set prayers (e.g. the Lord's Prayer) and informal prayer.
- Sacraments like baptism and Eucharist hold great significance.
- Different Christian denominations have varying views on infant and believer's baptism.
- Holy Communion represents Jesus' sacrifice and is practiced differently among denominations.
- Christian pilgrimages include Lourdes and Iona.
- Festivals such as Christmas and Easter commemorate Jesus' birth and resurrection.
- The Church supports the community through food banks and street pastors.

6. How do religious beliefs influence attitudes towards life and the universe?	Red	Amber	Green

Are you able to…
- Explain religious and scientific perspectives on the origins of the universe?
- Compare religious and secular views on abortion and euthanasia?
- Evaluate ethical arguments about the use of animals?

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Core Knowledge:
- The Big Bang Theory and Evolution provide scientific explanations for existence.
- Christianity teaches stewardship and dominion over creation.
- The sanctity of life underpins opposition to abortion and euthanasia.
- Quality of life arguments support personal choice in end-of-life decisions.
- Religious and secular views on animal rights differ.
- Animal experimentation raises ethical concerns.
- The use of animals for food is debated in religious and ethical contexts.
- Environmental issues are addressed through religious and secular ethical perspectives.

7. What are the main arguments for and against the existence of God?	Red	Amber	Green

Are you able to…
- Explain key philosophical arguments for God's existence?
- Evaluate the role of miracles and religious experiences?
- Analyse the impact of evil and suffering on belief in God?

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Core Knowledge:
- The Design Argument suggests complexity in nature indicates a designer.
- The First Cause Argument proposes God as the uncaused cause of existence.
- Miracles are seen by some as proof of divine intervention.
- Special revelation includes visions and scripture.
- General revelation comes from nature and human reason.
- The problem of evil challenges belief in a loving God.
- Science provides alternative explanations for the universe.
- Humanist and atheist perspectives reject the need for a deity.

8. How do religions promote social justice and human rights?	Red	Amber	Green

Are you able to…
- Explain religious teachings on equality and justice?
- Describe religious responses to discrimination and poverty?
- Compare attitudes towards wealth and charity?

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Core Knowledge:
- Religious teachings emphasise compassion and equality.
- Christianity and Buddhism oppose racial and gender discrimination.
- Religious charities (e.g. CAFOD, Christian Aid) work for justice.

- The use of wealth should align with moral responsibility.
- Exploitation of the poor is condemned in many religious traditions.
- Positive discrimination is debated in religious ethics.
- Religious leaders often advocate for human rights.
- Freedom of religious expression is a fundamental principle.

9. How do religions view crime and punishment?	Red	Amber	Green

Are you able to…
- Explain religious beliefs about crime and its causes?
- Compare different religious and secular attitudes towards punishment?
- Analyse the ethical arguments surrounding the death penalty?

Core Knowledge:
- Crime is influenced by factors like poverty, upbringing, mental health, and addiction.
- Religious traditions promote justice and moral responsibility.
- Some crimes, such as hate crimes, theft, and murder, are viewed with particular severity.
- The aims of punishment include retribution, deterrence, and reformation.
- Religious teachings emphasise forgiveness and rehabilitation.
- The death penalty is debated within and outside religious traditions.
- Sanctity of life and the principle of utility influence views on capital punishment.
- Many faiths advocate for prison reform and restorative justice.

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10. What is the role of forgiveness in religious and ethical traditions?	Red	Amber	Green

Are you able to…
- Explain the significance of forgiveness in religious teachings?
- Compare religious and secular approaches to reconciliation?
- Analyse real-life examples of forgiveness in action?

Core Knowledge:
- Christianity teaches that God forgives sins and expects believers to forgive others.
- Jesus' crucifixion and resurrection demonstrate the power of forgiveness.
- Buddhism promotes metta (loving-kindness) and karuna (compassion) in resolving conflict.
- Forgiveness is essential for personal and social healing.
- Restorative justice focuses on reconciliation between victims and offenders.
- Some argue that extreme crimes should not be forgiven.
- Examples of forgiveness include post-apartheid reconciliation in South Africa.
- Religious leaders often promote forgiveness as a pathway to peace.

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11. How do different religious and ethical perspectives influence views on wealth and poverty?	Red	Amber	Green

Are you able to…
- Explain religious teachings about wealth and material possessions?
- Evaluate the responsibilities of wealthier individuals towards the poor?
- Analyse religious and secular responses to poverty and exploitation?

Core Knowledge:
- Many religions teach that wealth is a gift but should be used responsibly.
- Christianity warns against greed and promotes generosity (parable of the rich man).
- Buddhism encourages non-attachment to material possessions.
- Religious charities work to reduce poverty (e.g. Tearfund, Christian Aid, CAFOD).
- Exploitation of the poor through unfair wages and human trafficking is condemned.
- Ethical concerns include fair pay, microfinance, and sustainable development.
- Some religious traditions encourage tithing (giving a portion of income to charity).
- Secular views advocate for economic justice and wealth redistribution.

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12. How do different religious traditions and worldviews approach moral decision-making?	Red	Amber	Green

Are you able to…
- Explain key religious and secular ethical theories?
- Compare absolutist and relativist approaches to morality?
- Evaluate the impact of religious belief on ethical decision-making?

Core Knowledge:
- Absolutist ethics hold that moral truths are universal (e.g. Ten Commandments).
- Relativist ethics argue that morality depends on cultural and situational factors.
- Christianity promotes virtue ethics through Jesus' teachings on love and justice.

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- Buddhism emphasises intention and consequences through karmic principles.
- Utilitarianism prioritises the greatest good for the greatest number.
- Situation ethics suggests that love should guide moral decisions.
- Humanism promotes ethics based on reason, compassion, and human welfare.
- Religious teachings influence debates on contemporary moral issues.

HOME LEARNING TASKS

Task Description	Done?
Create a table comparing Buddhism and Christianity on the following topics: • **Beliefs about the afterlife** • **Responses to suffering** • **The role of worship and prayer** • **Moral decision-making** Use two columns: one for Buddhism and one for Christianity. Write at least four points per row, explaining differences and any similarities.	
Create a 20-question quiz to test yourself or a partner on key vocabulary from this unit. • Use your Key Term Glossary • Include a mix of multiple-choice, fill-in-the-blank, and short-answer questions. • Cover terms such as **karma, Trinity, sanctity of life, atonement, Eightfold Path, stewardship, deterrence**, etc.	
Choose one of the following ethical dilemmas and write a response, explaining religious and secular perspectives: • **A terminally ill person wishes to access euthanasia in a country where it is legal.** • **A scientist is using animal testing to develop new medicine for humans.** Use the following structure: • Explain the dilemma and why it is controversial. • Give a Christian perspective and a Buddhist perspective. • Include at least one ethical theory (e.g., Utilitarianism, Situation Ethics). • Conclude with your own reasoned judgement.	
Create a detailed mind map for the following topics: • The Four Noble Truths and the Eightfold Path • Different Christian views on salvation and life after death • Arguments for and against the existence of God • Religious responses to crime and punishment Include key definitions, quotes, examples, and links between concepts.	

R.E. (Short Course) Year 11 – Revision

In this unit, you will explore key beliefs and practices in Christianity and Buddhism, examining concepts such as salvation, the nature of God, the Four Noble Truths, and enlightenment. You will also investigate religious perspectives on peace, conflict, and ethical issues surrounding relationships and families. Through this, you will develop critical thinking skills by evaluating different religious viewpoints, analysing sacred texts, and considering real-world applications of religious teachings. Additionally, you will enhance your ability to construct well-reasoned arguments, compare religious traditions, and reflect on moral and ethical dilemmas, preparing you for deeper discussions and exam-style responses.

GCSE Pod – Scan me!

Prior Learning Links	Future Learning Links
• Year 9-10 All taught content (Christianity, Buddhism, War & Conflict, Families & Relationships)	• Summer Examinations

KEY VOCABULARY

Exam Command Words

Evaluate
Tests evaluation. It requires students to consider different viewpoints and arrive at a judgement.

Explain
Tests knowledge and understanding of beliefs, teachings and practices. It requires students to identify relevant points and demonstrate understanding by adding detail/development.

Explain how X may influence Y
Tests knowledge and understanding of how a religious belief or practice influences individuals or groups.

Give
Tests recall of knowledge, eg two examples or two beliefs.

Expand Your Vocabulary

- **Advocate** – To publicly support or recommend a particular cause or policy.
- **Authority** – The power or right to give orders, make decisions, and enforce obedience.
- **Consequence** – A result or effect of an action or condition.
- **Context** – The circumstances or background information that help explain an event, idea, or statement.
- **Controversial** – Likely to cause disagreement or public debate.
- **Doctrine** – A belief or set of beliefs held and taught by a group, especially in religion or politics.
- **Ethical** – Relating to moral principles or the branch of knowledge dealing with what is right and wrong.
- **Implication** – A conclusion that can be drawn from something, even if it is not explicitly stated.
- **Interpretation** – The act of explaining or understanding the meaning of something.
- **Justification** – A reason or explanation that shows something is right or reasonable.
- **Moral** – Concerned with principles of right and wrong behaviour.
- **Perspective** – A particular way of thinking about or approaching a subject.
- **Prejudice** – Preconceived opinion that is not based on reason or actual experience.
- **Reconciliation** – The process of restoring friendly relations after a conflict or disagreement.
- **Significance** – The importance or meaning of something, especially in a particular context.

Key Term Glossary

Christianity (Key Vocabulary)

1. **Atonement** – The belief that Jesus' death reconciled humanity with God by paying the price for sin.
2. **Baptism** – A Christian sacrament signifying spiritual cleansing and entry into the faith.
3. **Bible** – The holy book of Christianity, including the Old and New Testaments.
4. **Catechism** – A summary of Christian principles used for instruction.

5. **Christ** – The title given to Jesus, meaning 'the anointed one' or 'Messiah'.
6. **Church** – The Christian place of worship and the community of believers.
7. **Commandments** – The Ten Commandments given by God to Moses, forming key moral laws.
8. **Creation** – The belief that God made the world, as described in Genesis.
9. **Crucifixion** – The method of execution used for Jesus, central to Christian salvation beliefs.
10. **Denomination** – A distinct branch of Christianity, such as Catholicism, Protestantism, or Orthodoxy.
11. **Disciples** – The followers of Jesus who spread his teachings.
12. **Eucharist** – A Christian sacrament commemorating the Last Supper with bread and wine.
13. **Evangelism** – The spreading of the Christian message to convert others.
14. **Forgiveness** – A key Christian teaching about letting go of wrongs and seeking reconciliation.
15. **Gospel** – The accounts of Jesus' life in the New Testament (Matthew, Mark, Luke, John).
16. **Grace** – The free and unearned favour of God, particularly regarding salvation.
17. **Heaven** – A place of eternal life with God in Christian belief.
18. **Hell** – A place of punishment for sinners in Christian theology.
19. **Holy Spirit** – The third person of the Trinity, believed to guide and inspire Christians.
20. **Incarnation** – The belief that Jesus was God in human form.
21. **Judgement** – The belief that God assesses each person's life to determine their afterlife.
22. **Messiah** – The promised saviour in Jewish and Christian tradition, believed to be Jesus.
23. **Omnipotence** – The belief that God is all-powerful.
24. **Resurrection** – The belief that Jesus rose from the dead, proving his divinity.
25. **Salvation** – Deliverance from sin and its consequences, often through Jesus' sacrifice.

Buddhism (Key Vocabulary)

1. **Anatta** – The concept of 'no-self' in Buddhist philosophy.
2. **Anicca** – The idea that all things are impermanent and constantly changing.
3. **Arhat** – In Theravada Buddhism, someone who has reached enlightenment.
4. **Bodhisattva** – In Mahayana Buddhism, a person who delays enlightenment to help others.
5. **Buddha** – A title meaning 'Enlightened One', referring to Siddhartha Gautama.
6. **Buddha-nature** – The Mahayana belief that all beings have the potential for enlightenment.
7. **Dhamma (Dharma)** – The teachings of the Buddha and the truth about existence.
8. **Dhammapada** – A sacred Buddhist text containing key teachings.
9. **Dependent arising** – The concept that everything is interconnected and change is constant.
10. **Dukkha** – The suffering or dissatisfaction inherent in life.
11. **Eightfold Path** – The Buddhist path to enlightenment, divided into wisdom, ethics, and meditation.
12. **Enlightenment** – The state of perfect wisdom and freedom from the cycle of rebirth.
13. **Five Aggregates** – The five aspects that make up a person: form, sensation, perception, mental formations, consciousness.
14. **Four Noble Truths** – The fundamental principles of Buddhism, explaining suffering and how to overcome it.
15. **Jataka Tales** – Stories of the Buddha's previous lives.
16. **Kamma (Karma)** – The law of cause and effect, influencing rebirth.
17. **Karuna** – Compassion, an important virtue in Buddhism.
18. **Loving-kindness (Metta)** – An attitude of unconditional love and goodwill towards others.
19. **Magga** – The 'way' to end suffering, referring to the Eightfold Path.
20. **Mahayana** – A major branch of Buddhism that includes Zen and Pure Land traditions.
21. **Meditation (Samadhi)** – The practice of focusing the mind to develop insight and concentration.
22. **Nibbana (Nirvana)** – The state of ultimate liberation from suffering.
23. **Samudaya** – The cause of suffering, usually linked to greed, ignorance, and hatred.
24. **Sila** – Moral conduct, one part of the Threefold Way.
25. **Theravada** – An early form of Buddhism focusing on monastic life and the teachings of the Buddha.

Religion, Peace & Conflict (Key Vocabulary)

1. **Amnesty International** – A human rights organisation that campaigns against war crimes and injustice.
2. **Conflict** – A serious disagreement or struggle between individuals or groups.
3. **Deterrence** – The idea that strong defence systems prevent attacks.
4. **Forgiveness** – Letting go of resentment and seeking peace after conflict.
5. **Geneva Conventions** – International laws that set rules for war, especially concerning civilians and prisoners.

6. **Genocide** – The deliberate killing of a large group of people, especially based on ethnicity or religion.
7. **Greed** – A reason for war, where one nation seeks wealth or power.
8. **Holy War** – A war fought for religious reasons, often with divine justification.
9. **Just War Theory** – A Christian principle outlining when war is morally justifiable.
10. **Justice** – Fairness and the pursuit of what is morally right.
11. **Nuclear Deterrence** – The theory that possessing nuclear weapons prevents war.
12. **Nuclear Weapons** – Weapons of mass destruction capable of immense damage.
13. **Pacifism** – The belief that all violence is wrong.
14. **Peacemaking** – Efforts to resolve conflict peacefully.
15. **Prejudice** – Unfair bias or judgment based on race, religion, or identity.
16. **Protest** – Public demonstration against injustice or policy.
17. **Radicalisation** – The process of adopting extreme political or religious views.
18. **Reconciliation** – Restoring peace after conflict.
19. **Retaliation** – Seeking revenge after an attack.
20. **Sanctity of Life** – The belief that life is sacred and should not be taken.
21. **Self-defence** – Protection against aggression, often used as a justification for war.
22. **Terrorism** – The unlawful use of violence to create fear for political or religious aims.
23. **United Nations (UN)** – An international organisation promoting global peace.
24. **Victims of War** – Those affected by war, including civilians and refugees.
25. **Weapons of Mass Destruction** – Weapons that cause large-scale destruction, including nuclear, biological, and chemical weapons.

Relationships & Families

1. **Adultery** – Voluntary sexual relations between a married person and someone other than their spouse.
2. **Annulment** – A declaration that a marriage was never valid in the first place.
3. **Celibacy** – Choosing to remain unmarried and abstain from sexual relations.
4. **Cohabitation** – Living together without being married.
5. **Commitment** – A sense of dedication and obligation in relationships.
6. **Contraception** – Methods used to prevent pregnancy.
7. **Divorce** – The legal ending of a marriage.
8. **Extended Family** – A family unit including relatives beyond parents and children.
9. **Family Planning** – Making decisions about when to have children.
10. **Gender Equality** – The belief that all genders should have the same rights.
11. **Heterosexuality** – Sexual attraction to the opposite sex.
12. **Homosexuality** – Sexual attraction to the same sex.
13. **Marriage** – A legally or religiously recognised partnership.
14. **Nuclear Family** – A family unit of parents and their children.
15. **Parental Responsibility** – The legal and moral obligations of parents.
16. **Polygamy** – Marriage to multiple spouses.
17. **Prejudice** – Biased opinions based on stereotypes.
18. **Promiscuity** – Engaging in casual sexual relationships.
19. **Procreation** – Having children.
20. **Remarriage** – Marrying again after a divorce.
21. **Roles** – Expected behaviours of people in society.
22. **Sanctity of Marriage** – The belief that marriage is sacred.
23. **Sexual Ethics** – Moral principles regarding sexual behaviour.
24. **Vows** – Promises made during a wedding ceremony.
25. **Wedding Sacrament** – A religious ceremony marking marriage.

1. What are the key beliefs of Christianity, and how do they shape Christian life?	Red	Amber	Green

Are you able to…
- Are you able to explain the nature of God, including key attributes such as omnipotence and omnibenevolence?
- Can you describe different Christian beliefs about the afterlife and judgement?
- Are you able to evaluate different Christian interpretations of creation, including the role of Word and Spirit?

Core Knowledge:
- The Trinity: Father, Son, and Holy Spirit.
- The problem of evil and suffering in Christian theology.

- Different Christian views on heaven, hell, and resurrection.
- Biblical teachings on creation (Genesis, John 1:1-3).
- The role of grace, law, and faith in salvation.

2. How do Christians understand the role of Jesus Christ in salvation?	Red	Amber	Green

Are you able to…
- Are you able to explain the significance of Jesus' incarnation, crucifixion, and resurrection?
- Can you evaluate the concept of atonement and its different interpretations?
- Are you able to explore the role of sin, including original sin, in Christian teaching?

Core Knowledge:
- The incarnation: Jesus as both fully divine and fully human.
- The significance of the crucifixion as a sacrifice for humanity's sins.
- The resurrection as proof of Jesus' divinity and promise of eternal life.
- Atonement theories: Penal substitution, ransom, and moral example.
- Salvation through grace, faith, and good works.

3. How do Christian beliefs influence moral and ethical decision-making?	Red	Amber	Green

Are you able to…
- Are you able to explain how Christian teachings guide believers in their daily lives?
- Can you describe how Christian ethics shape views on forgiveness and justice?
- Are you able to evaluate the impact of Christian teachings on contemporary social issues?

Core Knowledge:
- The importance of love and forgiveness (e.g., the Parable of the Prodigal Son).
- Christian approaches to justice and reconciliation.
- The role of the Ten Commandments and Beatitudes in ethical decision-making.
- Christian perspectives on social justice, poverty, and charity.
- The influence of religious teachings on moral debates like euthanasia and abortion.

4. What are the central beliefs of Buddhism, and how do they shape a Buddhist's worldview?	Red	Amber	Green

Are you able to…
- Are you able to explain the significance of the Three Marks of Existence?
- Can you describe the concept of dependent arising and its role in Buddhist teachings?
- Are you able to explore the differences between Theravada and Mahayana Buddhism?

Core Knowledge:
- The Three Marks of Existence: anicca (impermanence), dukkha (suffering), anatta (no fixed self).
- The doctrine of dependent arising (paticcasamupada).
- Key differences between Theravada and Mahayana traditions.
- The Five Aggregates and their role in Buddhist identity.
- The idea of Buddha-nature in Mahayana Buddhism.

5. How does Buddhism explain suffering and the path to enlightenment?	Red	Amber	Green

Are you able to…
- Are you able to explain the Four Noble Truths and their significance?
- Can you describe the role of the Eightfold Path in overcoming suffering?
- Are you able to evaluate different interpretations of nibbana (nirvana)?

Core Knowledge:
- The Four Noble Truths: suffering, cause of suffering, end of suffering, and the path to end suffering.
- The role of the Three Poisons: ignorance, greed, and hatred.
- The Eightfold Path as a guide to enlightenment.
- Nibbana/nirvana as the cessation of suffering.
- The Threefold Way: ethics (sila), meditation (samadhi), wisdom (panna).

6. How do Buddhist ethical teachings influence behaviour and moral decision-making?	Red	Amber	Green

Are you able to…
- Are you able to explain the Five Moral Precepts and their importance?
- Can you describe the concepts of karuna (compassion) and metta (loving-kindness)?
- Are you able to evaluate how Buddhist ethics shape responses to modern ethical dilemmas?

Core Knowledge:
- The Five Moral Precepts and their role in daily life.
- The Six Perfections in Mahayana Buddhism.

- The importance of right speech, right action, and right livelihood.
- Buddhist perspectives on war, violence, and non-attachment.
- The concept of kamma (karma) and its influence on ethical choices.

7. What are religious perspectives on war and peace?	Red	Amber	Green

Are you able to…

- Are you able to explain the Just War Theory and its criteria?
- Can you describe different religious attitudes towards pacifism?
- Are you able to evaluate the role of religion in peacemaking?

Core Knowledge:

- The Just War Theory and its principles.
- Holy war and examples from history.
- Religious teachings on peace and justice.
- The work of religious figures in peace movements.
- The role of forgiveness in resolving conflict.

8. How do religious teachings respond to terrorism and violence?	Red	Amber	Green

Are you able to…

- Are you able to explain religious arguments for and against violent protest?
- Can you describe how different faiths respond to terrorism?
- Are you able to evaluate the impact of religious extremism?

Core Knowledge:

- The causes and consequences of terrorism.
- Religious responses to violent protest.
- The role of radicalisation and how it can be countered.
- The impact of religion on modern global conflicts.
- Case studies of religious leaders advocating peace.

9. How do religious beliefs influence responses to victims of war?	Red	Amber	Green

Are you able to…

- Are you able to explain religious teachings on supporting victims of conflict?
- Can you describe the work of religious organisations in war zones?
- Are you able to evaluate the effectiveness of faith-based humanitarian aid?

Core Knowledge:

- The importance of compassion and charity.
- The role of religious charities such as Christian Aid and Islamic Relief.
- The impact of nuclear weapons and weapons of mass destruction.
- Religious perspectives on reconciliation and rebuilding after war.
- Case studies of religious responses to modern conflicts.

10. How do religious beliefs shape attitudes towards marriage and family life?	Red	Amber	Green

Are you able to…

- Are you able to explain the religious significance of marriage?
- Can you describe religious attitudes towards divorce and remarriage?
- Are you able to evaluate the role of families in faith communities?

Core Knowledge:

- Marriage as a religious sacrament.
- Christian and Islamic views on divorce.
- The role of parents and religious upbringing.
- Gender roles within family structures.
- Ethical arguments surrounding cohabitation and same-sex marriage.

11. What are religious perspectives on human sexuality?	Red	Amber	Green

Are you able to…

- Are you able to explain religious teachings on heterosexual and homosexual relationships?
- Can you describe the ethical arguments surrounding contraception?
- Are you able to evaluate the impact of modern attitudes on religious teachings?

Core Knowledge:

- Traditional and modern religious views on same-sex relationships.
- The purpose of sex in religious teachings.
- The use of contraception in different faiths.
- Debates on celibacy and chastity.
- Religious perspectives on gender roles and equality.

12. How do religious teachings influence gender equality and roles in society?	Red	Amber	Green

Are you able to…

- Are you able to explain religious attitudes towards gender roles?
- Can you describe religious teachings on gender equality?
- Are you able to evaluate the impact of feminism on religious traditions?

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Core Knowledge:

- The role of men and women in different faiths.
- The impact of religious teachings on gender roles.
- Gender prejudice and discrimination.
- The influence of religious feminist movements.
- Changing religious perspectives on equality in modern society.

HOME LEARNING TASKS

Task Description	Done?
Create a detailed **comparison mind map** on one of the following topics: - **Life after death** (heaven/hell vs. rebirth/nirvana) - **Suffering** (Christian explanations vs. the Four Noble Truths) - **Ethical teachings** (e.g., Christian commandments vs. Buddhist precepts) Your mind map should include **definitions, examples, quotes, and key differences** between Christianity and Buddhism. **Skills Developed:** Synthesis, summarising key beliefs, comparative analysis.	
Research a real-world example where religion has played a role in conflict or peacemaking. Some examples include: - **The role of religious leaders in ending apartheid in South Africa** - **The impact of religion in the Northern Ireland conflict** - **The Dalai Lama's teachings on non-violence** Write a **200-word summary** explaining: - The conflict or issue. - How religion influenced violence OR peacemaking. - A religious leader or organisation involved. - The outcome and its significance.	
Create **15 flashcards** on key terms, beliefs, and teachings from the unit. On one side, write the term (e.g., *salvation*), and on the other, write a **definition and an example**. - After making your flashcards, **write 5 quiz questions** (with answers) testing your knowledge of the topic	

The Six Principles of Nurture

Safety
The classroom offers a safe base

Wellbeing
The importance of nurture for the development of wellbeing

Language
Language is a vital means of communication

Transitions
The importance of transitions in children's lives

Learning
Children's learning is understood developmentally

Behaviour
All behaviour is communication

Authors: Eva Holmes and Eve Boyd

Knowledge Organiser

Art
Year 11
Term 4
2024/25

The Abbey School

Subject Art Year 11 Term 3 – 4
'Externally set question'

Term Focus – *Students will chose 1 of the externally set questions and spend the next 2 terms generating a full project response. The focus in term 3 will begin with students Investigating artists and recording primary and secondary sources then in term 4 moving more towards developing ideas, experimenting with media and completion of a final piece under exam conditions (10hr Exam).This project represents 40% of their final grade. They will be expected to independently create work that demonstrates an understanding of all 4 assessment objectives:*

AO1: developing ideas

AO2: Refining and experimenting

AO3: Making work with intention

AO4: Skilfully present and personal and meaningful response

The Ultimate Guide on Different Art Mediums – ARTDEX

GCSE Art and Design - AQA - BBC Bitesize

Prior Learning Links	Future Learning Links
During Terms 1 and 2 student's completed work on their final coursework, project 'Personal Histories'. They spent time developing work relevant to their intentions (AO3) and design and planning and making a final piece of art. The project culminated with a 5hr Practical Mock Exam which was designed to prepare them for the real exam in May.	*Students will select from a choice of 7 externally set questions and prepare a personal response to their chosen theme. This will culminate with a 10 hr practical exam.*

KEY VOCABULARY

KEY WORDS	KEY SUBJECT TERMINOLOGY
Theme... Depending on the question Flora and Fauna Networks Narrative Angles Human being Icons Landmarks **Technical...** Tone/Texture/Shape/Colour/Form/Scale/Media/Technique/ Composition/Research/Primary source/Secondary Source **I will be expected to recall keywords learned in previous projects and use them in the appropriate context.**	Record Develop Refine Realise Evaluate

1: *Develop ideas through investigations, demonstrating critical understanding of sources (AO1):*	Red	Amber	Green

I will demonstrate I can confidently develop…

- Understand the working methods and creative styles of different artists
- Expand my understanding of artistic skills using a range of media, techniques and processes.
- Record ideas from primary sources
- Develop drawing, recording and planning skills
- Create personal ideas in response to a given theme, linking to artists work
- Develop higher order thinking skill

Can you see how Frida Kahlo has inspired this student's artwork?

2: *Refine work by exploring ideas, selecting and experimenting with appropriate media, materials techniques and processes(AO2):*	Red	Amber	Green

I will demonstrate I can confidently refine by…

- Selecting images and information appropriate to the theme: from both primary and secondary source material, making art inspired by the theme using wet, dry and digital media, taking a photograph, drawing, making a collage and any other creative process that is appropriate.
- I could explore an idea further by writing it down, printing it, painting it, modelling it in 3D
- I can explain the purpose of my creative experiments through clear annotations (see yellow grids below)and express my future your intentions clearly.
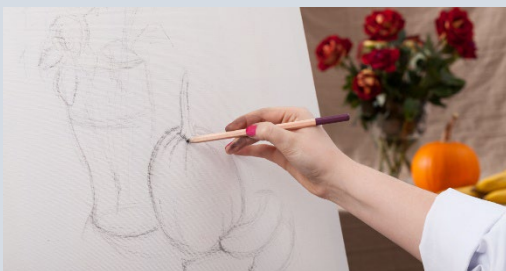
This person is drawing still life from direct observation of a primary source.

A secondary source is very useful when you cannot get to the real thing. This student obviously cannot meet this celebrity can use a picture from the internet to work from.

Can you see how this student is refining her portrait idea?

Which one do you think is her chosen final idea?

3: *Record ideas, observations and insights relevant to intentions as their work progresses (AO3):*	Red	Amber	Green

I will demonstrate I can confidently record ideas that are relevant to my intention through

- Clearly annotating what I intend to do next
- Planning a wide range of outcomes using swathes, mind maps, mood boards, annotations, creative experiments and any other purposeful investigations
- Making annotations meaningful: *analysing and reflecting on the development of my own work , making connections between my own artists' work ,suggesting ways I could I improve*
- Keeping art works and information appropriate to the theme
- Exploring different ways of presenting ideas such as using wet, dry and digital media
- Considering further artist that explore the same theme to create meaningful art.

4: **Presenting a personal and meaningful response that realises intentions and demonstrates an understanding of visual language**	Red	Amber	Green

I will demonstrate how I can confidently present a meaningful response by:

- Planning my outcomes
- Exploring more than one conclusion
- Documenting my work as it progresses
- Expressing my own opinion and emotions towards the work I produce
- Work only with personal ideas in response to a given theme and always linking it back to the artist's work that I have studied
- Understanding what effect the formal elements are having on the work I produce

A student's response to Lisa Milroy Consider how Lisa Milroy could inspire you.

EVALUATING ARTISTS' WORK (Answer as many of the questions as possible. Answer in full sentences but do not repeat information)

- Describe the piece of art you are looking at
- Describe the materials used to make the art
- What formal elements have been used in the art?
- What is the name of the artist or type of art?
- What art movement or culture does the art link to?
- Research and list 5 or more things about the artist or culture?
- What important things have happened in the country that the art comes from?
- What has influenced the art E.g. other artists, people, personal experiences, society, culture, politics, gender, colour, pattern, movement, religion, travel, places, objects etc.
- What is being communicated through the art?
- Which of these words best describes the mood of the art? EMOTIONAL/POWERFUL/BUSY/SLOW/PEACEFUL/WARM/COLD/HAPPY/SAD/CALM/ INTENSE/SCARY can you think of any other words?
- What do you like or dislike about the picture? Explain your reasons…
- How does the art make you feel? Does it remind of anything? Explain your answers…

Think!

See?

Know?

Think?

ANNOTATING YOUR OWN WORK

- I have made a …
- In this artwork, I was trying to…
- The artist/culture that has influenced my work is…
- The source I have used is…
- I found the source I used at…
- In this artwork, I used the technique of...
- The media I have used is...
- I like/dislike this piece because...
- My idea links to the theme because…
- I was trying to create work that would make me/people feel …
- I can improve this piece by…
- I could develop this work further by...

Think!

What?

How?

Why?

END OF PROJECT EVALUATION

1. Describe each stage of the project from start to finish
2. What media did you use to produce your work? E.g. Paint/Pencil/Clay etc.
3. Describe how you used different techniques in your project? E.g. painting/drawing/modelling with clay etc.
4. Which artist's culture have you looked at?
5. Write down two or more similarities between your work and the artist's work.
6. Which piece of your work best shows the Artist's style or the influence of another culture and why?
7. Describe some of your own ideas…
8. Have you used a primary or a secondary source?
9. Have you included the secondary source in your work? Where did you find it?
10. Imagine your final piece was displayed in a public place.... Describe the effect looking at your work might have on people and society. E.g. relax them, make them feel sad, curious, happy, angry, thoughtful, surprised, confused, nostalgic etc. explain why e.g. because of your use of colour, images, content, arrangement? Etc.
11. Explain any other influences on your work e.g. personalities *(including your own)*, places, memories, objects, politics, events, activities, religion, fact, fiction etc.
12. Describe how your work links to the project theme?
13. Explain what you have done well…
14. Explain how you could improve…
15. What would you do differently, if you were to repeat any part of this project?

Task Description	Done?
Homework- tasks linked to (2 hours per cycle)	
AO1: Can you describe the process of development in your own and other artists work? Research another artist from your externally set question (ESQ) different from the one you have studied in class, find an example to evaluate using the 'See Know Think' questions.	

AO1: Can you describe the process of development in your own and other artists work? Create a transcript (copy) of the artist work you have studied: Artists use transcription to **learn how another artist work**: how they construct a painting, produced brush strokes and visual effects, and how they may have mixed colours. When you transcribe a painting, you come to understand the work far more deeply than you ever could just by looking. Make sure you express you have understood this through annotation.	
AO2: How can the study of other artists help you find your own direction in the development of ideas? Mark Brooks (an artist named in one of the ESQ's) combines animal and plant forms to create visually interesting imaginary hybrids. You could explore his way of working and create your own work through collage, Photoshop, drawing, 3D work and many more. This is called making a pastiche: working in the style of and artist but creating your own work, not just simply copying. Make a pastiche based on the artist you are studying for the ESQ. 	
AO2: Why it is important to create Primary source informed responses? Create a piece of work that relates to your ESQ form a primary source. This could be working from a photograph you have took, or creating a drawing or painting from direct observation.	
AO2-AO3 How can enrich the development of ideas? Create a mind map or list of materials and process you have not yet used or developed. Select a media and process you have yet to use and create a piece of work that relates to your ESQ. 	
AO3: What are your intentions?	
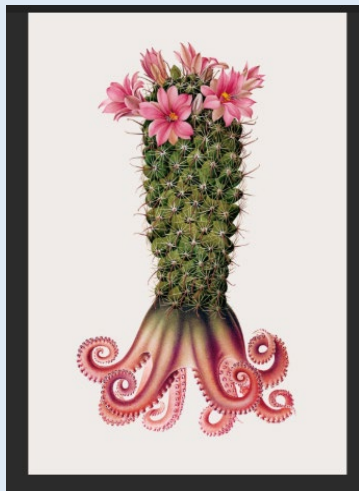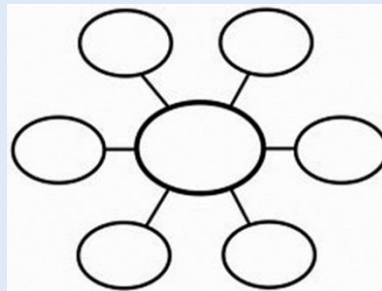
Select one of your pieces of work. Decide how you could make another piece of work inspired by it. For example if it is a painting you could now zoom into one area and make a collage, lino print or a mixed media piece based on the zoomed in area. Before you start, write a statement on intent, **what** have you decided to do? **How** will you do it, and **why** have you made that decision.	
AO3: What are your intentions :explored further Make a set (at least 5) of thumbnail sketches of different outcomes that your final work could be like if you had choose to work with a different media. For example if you are painting, how might your work turn out if you had used mixed media, lino print or even as a 3D piece.	
AO3: Why is it important to annotate work as it progresses? Annotate any of your outcomes using What, How and Why: Spend some time annotating your work. Make sure your annotations add value to your work. Don't repeat yourself.	
AO4: presenting a meaningful and personal response. How can you communicate an idea through visual language? Have you considered how the formal elements effect your artwork? Line Tone Colour From Shape Pattern Texture What elements are predominate in your work? Have you used colour to express an emotion? Are your paintings blue to express sadness or multi coloured and vibrant to express happiness? Have you used scale to demand visual interest? Perhaps your work is tiny and intricate because you want people to look closely at the finer details or large Select a few pieces of art you have created and annotate how you have used the formal elements in your work, using the WHAT HOW WHY writing guide.	
AO4: presenting a meaningful and personal response. How can you communicate an idea through visual language? Have you considered how your work has progressed from your starting point? What elements are predominate in your work form your artist study at the start? How has your journey progressed? Have you realised your intentions (made the artwork that you had planned to make)?	

Write a few paragraphs outlining how your work has progressed from your original ideas. Add to your annotations how the project could develop even further if you had more time to explore the theme.

Knowledge Organiser

French
Year 11
Term 4
2024/25

The Abbey
School

BIG QUESTIONS

1. Qu'est-ce qui est important pour toi dans la vie?
   What's important for you in life?

2. Qu'est-ce qui te préoccupe?
   What concerns you?

3. Comment peut-on aider?
   How can we help?

4. FUTURE: Quel seront les conséquences du changement climatique?
   What will be the consequences of climate change?

5. Quel est le plus grand problème pour la planète?
   What is the biggest problem for the planet?

6. Qu'est-ce qu'on doit faire pour protéger l'environnement?
   What must we do to protect the planet?

7. Que fais-tu pour protéger l'environnement?
   What do you do to portect the environment?

Ce qui est important pour moi — *What's important to me*

Ce qui est important pour moi, c'est … — *What's important to me is …*
- l'argent (m) — *money*
- le sport — *sport*
- la musique — *music*
- ma famille — *my family*
- ma santé — *my health*
- mes amis — *my friends*
- mes animaux — *my animals*
- mes études — *my studies*

Ce qui me préoccupe — *What concerns me*

Ce qui me préoccupe, c'est … — *What concerns me is …*
- l'environnement — *the environment*
- l'état (m) de la planète — *the state of the planet*
- le racisme — *racism*
- la cruauté envers les animaux — *cruelty to animals*
- la faim — *hunger*
- la guerre — *war*
- l'injustice (f) — *injustice*
- la pauvreté — *poverty*
- la violence — *violence*

Qu'est-ce qu'on peut faire pour aider? — *What can we do to help?*

- On peut faire du bénévolat. — *You can do voluntary work.*
- On peut parrainer un enfant. — *You can sponsor a child.*
- On peut donner de l'argent à une association caritative. — *You can give money to a charity.*
- On peut recycler. — *You can recycle.*
- Il faut agir. — *You/We have to act.*
- Il faut lutter contre la faim. — *You/We have to fight against hunger.*
- Il faut signer des pétitions. — *You/We have to sign petitions.*
- Il faut participer à des manifestations. — *You/We have to take part in demonstrations.*
- Il faut éduquer les gens. — *You/We have to educate people.*

Quel temps fera-t-il? — *What will the weather be like?*

Il y aura … — *There will be …*
- de la pluie — *rain*
- de la neige — *snow*
- du vent — *wind*
- du tonnerre — *thunder*
- des averses — *showers*
- des éclairs — *lightning*
- des éclaircies — *sunny intervals*

Il fera … — *It/The weather will be …*
- beau — *nice/good*
- mauvais — *bad*
- chaud — *hot*
- froid — *cold*
- frais — *chilly*

Le temps sera … — *The weather will be …*
- ensoleillé — *sunny*
- nuageux — *cloudy*

Les problèmes environnementaux — *Environmental problems*

Le plus grand problème environnemental, c'est … — *The biggest environmental problem is …*
- le changement climatique — *climate change*
- le manque d'eau potable — *the lack of drinking water*
- la disparition des espèces — *the extinction of species*
- la destruction des forêts tropicales — *the destruction of the rainforests*
- la surpopulation — *overpopulation*
- la pollution de l'air — *air pollution*
- la sécheresse — *drought*
- les inondations — *flooding/floods*
- les incendies — *fires*

Les arbres nous donnent de l'oxygène et nous les coupons tous les jours. — *Trees give us oxygen, and every day we cut them down.*

Beaucoup de personnes n'ont pas accès à cette ressource vitale. — *Lots of people don't have access to this vital resource.*

On détruit la planète. — *We are destroying the planet.*

C'est très inquiétant. — *It's very worrying.*

C'est catastrophique. — *It's catastrophic.*

Que doit-on faire pour sauver notre planète?

On doit/On peut …
- recycler
- trier les déchets
- faire du compost
- consommer moins d'énergie
- éteindre les appareils électriques et la lumière
- mettre un pullover au lieu d'allumer le chauffage
- faire des achats responsables
- utiliser du papier recyclé
- acheter des produits verts et des produits bio
- voyager autrement

What should we do to save our planet?

You/We should/can …
- recycle
- separate the rubbish
- make compost
- consume less energy
- turn off electrical appliances and the light
- put on a jumper instead of turning on the heating
- make responsible purchases
- use recycled paper
- buy green and organic products
- travel differently

- utiliser les transports en commun — use public transport
- aller au collège à vélo — go to school by bike
- réutiliser — reuse
- refuser les sacs en plastique — turn down plastic bags
- avoir une bouteille d'eau au lieu de prendre un gobelet jetable — have a bottle of water instead of taking a disposable cup
- économiser l'eau — save water
- boire l'eau du robinet — drink tap water
- prendre une douche au lieu de prendre un bain — take a shower instead of a bath
- tirer la chasse d'eau moins fréquemment — flush the toilet less frequently
- fermer le robinet en se lavant les dents — turn off the tap while brushing your teeth
- installer des panneaux solaires — install solar panels

The future tense is formed with the future stem of the verb + the future tense endings.

future tense stem		future tense endings
-er/-ir verbs	the infinitive	je travaillerai (I will work)
-re verbs	the infinitive without the final -e	tu travailleras (you will work)
		il/elle/on travaillera (he/she/we will work)
avoir	aur-	nous travaillerons (we will work)
être	ser-	vous travaillerez (you will work)
aller	ir-	ils/elles travailleront (they will work)
faire	fer-	

pouvoir (to be able to)	devoir (to have to)	vouloir (to want to)
je peux (I can)	je dois (I must)	je veux
tu peux	tu dois	tu veux
il/elle/on peut	il/elle/on doit	il/elle/on veut
nous pouvons	nous devons	nous voulons
vous pouvez	vous devez	vous voulez
ils/elles peuvent	ils/elles doivent	ils/elles veulent

When you use the **simple future tense** to talk about the weather, you are mostly using the third person singular (il form) of faire, avoir and être. The il form ending is -a.

Il **fera** frais. — It will be chilly.
Il y **aura** du vent. — There will be wind./It will be windy.
Le temps **sera** orageux. — The weather will be stormy.

- qui means 'who'
- ce qui … means 'that which/what …'

  Ce qui est important pour moi, c'est …
  What's important to me is …

Link your ideas together using phrases like en plus and ensuite – don't just write a long list! Use time and place phrases like à la maison, à l'école/au collège, actuellement and à l'avenir to add interest.

The present participle is a special form of the verb that ends in -ant. It is often used after en, when it can mean one of three different things:

on doing — J'éteins la lumière **en quittant** une pièce. — I turn the lights off **on leaving** a room.

by doing — J'économise l'eau **en prenant** une douche au lieu d'un bain. — I save water **by taking** a shower instead of a bath.

while doing — Je ferme le robinet **en me lavant** les dents. — I turn off the tap **while brushing** my teeth.

Homework Links

Most of your homework in MFL will require you to revise vocabulary and grammar to effectively understand and produce high quality language.

Skills
Aiming to add the following skills to your language will help you hugely with this topic and the exams:

- Using qui and ce qui
- The simple future tense to talk about the weather
- Using cognates to understand meaning
- Using on doit and on peut + the infinitive
- Using en + the present participle
- Linking ideas together

Writing
Below is an example of the kind of points you will need to address in written tasks for this topic:

- Qu'est-ce qui est important pour toi dans la vie?
- Quel est le plus grand problème pour la planète?
- Qu'est-ce qu'on doit faire pour protéger l'environnement?
- Quel seront les conséquences du changement climatique?

Key Vocabulary

Please note: The pupils cover an enormous range of vocabulary in MFL. Every word is a key word.

Knowledge Organiser

Geography
Year 11
Term 4
2024/25

The Abbey
School

Geography Year 11 Term 4
– Case studies, Revision and Exam Practice.

Term Focus – Recap of all 5 Case studies in preparation for examination papers 1 and 2.
Level 3 AOs detail for specific sense of place.
Final examination answer structure practice for the 9 marked questions.

Mid Topic Assessment: Whitstable Fieldwork Paper 3

Prior Learning Links	Future Learning Links	
• Paper 1: Physical Geography Section A = Challenge of Natural Hazards Section B = The Living World Section C = Physical Landscapes: Coasts / Rivers • Paper 2: Human Geography Section A = Urban Issues and Challenges Section B = Changing Economic World Section C = Challenge of Resource Management: Food Option	• Paper 3: Geographical Skills and Fieldwork Issue Evaluation – 6 hours in class study.	**AQA**

KEY VOCABULARY	
COMMAND WORDS	
Give	**Write an answer from recalling information**
Suggest	**Give possible reasons**
Describe	**Write what you can see in a figure OR set out the main points of something.**
Discuss	**Present key points about different ideas, or strengths and weaknesses of an idea.**
Explain	**Give reasons why or how**
State	**Write in clear terms, giving definitions**
Assess	**Consider all the relevant factors / arguments, weighing them up and come to a conclusion.**
Outline	**To summarise the main points of something.**
To What Extent	**Form and express a view. What is the importance/success of a strategy, scheme or project?**
Evaluate	**Write about the good and bad points about something, and come to an overall conclusion about it.**

1. **Physical Paper: Section A. TECTONIC HAZARDS**	Red	Amber	Green
BQ: How do we compare the two earthquakes from a HIC and LIC?			
➤ **Structure of the Earth – Convection currents moving plates.** ➤ **Plate margins: Destructive, Constructive and Conservative** ➤ **2 earthquakes – HIC Chile versus LIC Nepal – Impacts (Effects) and Responses** ➤ **Reasons why people live in areas of risk** ➤ **Monitoring, Prediction, Protection and Planning to reduce risk.**			
2. **Physical Paper: Section A. WEATHER HAZARDS**	Red	Amber	Green
BQ: Why was the damage in the Philippines from Typhoon Haiyan so bad?			
➤ **Global Atmospheric Circulation (GAC)** ➤ **Distribution of Tropical Storms** ➤ **Cause, Formation and Development of a Tropical Storm.** ➤ **Structure and Characteristics of a Tropical Storm.** ➤ **Typhoon Haiyan – Impacts (Effects) and Responses**			

	➢ Monitoring, Prediction, Protection and Planning to reduce effects of a Tropical Storm.			

		Red	**Amber**	**Green**
3.	**Physical Paper: Section A. CLIMATE CHANGE** **BQ: Why is the UK weather becoming so extreme?**	Red	Amber	Green

- ➢ **Extreme Weather Hazards in the UK.**
- ➢ **Somerset Floods – Causes, SEE Impacts and Management to reduce the risk.**
- ➢ **Evidence that weather is becoming more extreme.**
- ➢ **Evidence of Climate Change – Glacials and Interglacials**
- ➢ **Natural and Human Causes of Climate Change.**
- ➢ **Effects of Climate Change on people and environment.**
- ➢ **Mitigation (reducing causes) versus Adaptation (responding to change)**

		Red	**Amber**	**Green**
4.	**Physical Paper: Section B. UK ECOSYSTEM AND GLOBAL BIOME** **BQ: When will the Malaysian Tropical Rainforest become respected and protected?**	Red	Amber	Green

- ➢ **Blean Woodlands, Kent – Interrelationships of food chain, food web and nutrient cycling (with producers, consumers and decomposers)**
- ➢ **Global Biome Malaysia Tropical Rainforest – Interdependence of climate, soil, water, plants, animals and people.**
- ➢ **Plant and Animal adaptations to a rainforest.**
- ➢ **Causes and impacts of deforestation.**
- ➢ **Value of Tropical Rainforests to people, and sustainable management.**

		Red	**Amber**	**Green**
5.	**Physical Paper: Section B. COLD ENVIRONMENTS** **BQ: Why is human activity in cold environments both opportunistic and disadvantageous?**	Red	Amber	Green

- ➢ **Physical characteristics of POLAR and TUNDRA – interdependence of climate, soil, permafrost, plants, animals and people.**
- ➢ **Plant and animal adaptations.**
- ➢ **Svalbard example – opportunities versus challenges.**
- ➢ **Value of wilderness areas (their fragility) and strategies to balance economic development with conservation.**

		Red	**Amber**	**Green**
6.	**Physical Paper: Section C. COASTAL LANDSCAPES** **BQ: What coastal management techniques work to protect the coastline?**	Red	Amber	Green

- ➢ **What creates waves – Fetch: Constructive and Destructive**
- ➢ **Types of weathering and mass movement. Geology of coastline – concordant and discordant.**
- ➢ **Processes – Erosion (Hydraulic Action, Abrasion, Attrition, Solution) – Transportation (Longshore Drift) and deposition.**
- ➢ **Landforms – Erosion (Headlands, Bays, Cliffs, Fault, Wave-Cut Notch, Wave-cut platform, caves, arches, stacks and stumps) and Deposition (Beach, Sand dunes, Spit with Saltmarsh and Bar). Example: Old Harry Rocks, Dorset**
- ➢ **Coastal Management: Hard Engineering versus Soft Engineering strategies – cost versus benefits. Example: Reculver, Kent.**

		Red	**Amber**	**Green**
7.	**Physical Paper: Section C. RIVER LANDSCAPES** **BQ: What flood managements techniques work to prevent flooding?**	Red	Amber	Green

- ➢ **Long profile and cross sections of river channel and its valley.**
- ➢ **Fluvial Processes – Erosion (Hydraulic Action, Abrasion, Attrition, Solution) – Transportation (Traction, Suspension, Saltation and Solution) and deposition.**
- ➢ **Landforms – Erosion (Interlocking spurs, waterfalls and gorges), Deposition (Levees, Floodplains and Estuaries) and both erosional and depositional (Meanders and Oxbow Lakes). Example Estuary: River Severn Estuary**
- ➢ **Physical and human factors affecting flood risk.**
- ➢ **Hydrographs**
- ➢ **River management: Hard Engineering versus Soft Engineering strategies – cost versus benefits. Example: Banbury, River Cherwell**

		Red	**Amber**	**Green**
8.	**Human Paper: Section A. URBAN ISSUES AND CHALLENGES** **BQ: What are the social, economic, and environmental challenges to living in Rio?**	Red	Amber	Green

- ➢ **Case Study city in a NEE: Rio de Janeiro in Brazil**
- ➢ **Megacity: Urban Growth – Natural Increase / Rural to urban migration (Push/Pull factors)**
- ➢ **Importance of city: Regionally, Nationally and Internationally.**
- ➢ **Opportunities versus challenges**
- ➢ **Managing environmental issues – waste disposal / air and water pollution / traffic congestion**
- ➢ **Managing growth of squatter settlements (crime, services, health, construction and unemployment) Example: Favela Barrio Project**

		Red	**Amber**	**Green**
9.	**Human Paper: Section A. URBAN ISSUES AND CHALLENGES** **BQ: How has Shoreditch in London gone through gentrification?**	Red	Amber	Green

- ➢ **Case Study city in a HIC: London in UK**
- ➢ **Importance of the city: Regionally, Nationally and Internationally.**
- ➢ **Social and economic opportunities (cultural mix, employment and integrated transport system) versus challenges (urban deprivation and inequality)**
- ➢ **Environmental opportunities (urban greening) versus challenges (brownfield sites)**

How did the Olympics change London?

- ➢ Sustainable urban living
- ➢ Transport strategies to reduce traffic congestion
- ➢ Urban regeneration project: Lower Lee Valley and Stratford 2012 Olympic Regeneration.

10. Human Paper: Section B. THE CHANGING ECONOMIC WORLD	Red	Amber	Green
BQ: How can tourism reduce the development gap in Jamaica?			

- ➢ Measures of development and their limitations.
- ➢ Demographic Transition Model
- ➢ Causes of uneven development: Historical, physical and socio-economic
- ➢ Consequences of uneven development
- ➢ Strategies to reduce the development gap. Example: Jamaica and it's tourism

11. Human Paper: Section B. THE CHANGING ECONOMIC WORLD	Red	Amber	Green
BQ: How have trading relationships changed Nigeria's economy?			

- ➢ Importance of Nigeria: Nationally and Internationally.
- ➢ Wider political, social, cultural and environmental context.
- ➢ Changing industry: sectors of economy.
- ➢ TNCs (Transnational Corporations) Example: Shell
- ➢ Changing politics and trade relationships
- ➢ International aid
- ➢ Environmental impacts of economic development
- ➢ Economic development upon quality of life

12. Human Paper: Section B. THE CHANGING ECONOMIC WORLD
BQ: What are the impacts of sustainable industry in the UK?

- ➢ Causes of economic change: de-industrialisation, post – industry and globalisation.
- ➢ Science and business parks
- ➢ Social and economic changes in rural landscapes: Population Growth: Cambridge versus Population decline: Outer Hebrides.
- ➢ Road and rail infrastructure improvements. Developments in ports and airports.
- ➢ North-South Divide
- ➢ Place of the UK in the wider world (commonwealth)

13. Human Paper. Section C. THE CHALLENGE OF RESOURCE MANAGEMENT
BQ: What are the positives and negatives of growing food using a large-scale agricultural system?

- ➢ Food, water and energy to social and economic wellbeing: global inequalities to supply and demand.
- ➢ Food = seasonal food and organic food demand, larger carbon footprints and agribusiness.
- ➢ Water = water transfer systems (from areas of surplus to areas of deficit), water quality and pollution management.
- ➢ Energy = changing energy mix, reduction of fossil fuel use and significance upon renewable resources. Economic and environmental issues surrounding exploitation.

14. Human Paper. Section C. FOOD OPTION
BQ: Can food suppy be made more sustainable?

- ➢ Global areas of surplus and deficit: patterns of calorie intake and food supply.
- ➢ Reasons for increasing food consumption
- ➢ Factors affecting supply
- ➢ Impacts of food insecurity
- ➢ Strategies to improve food supply
- ➢ Example Large Scale Agricultural Development in LIC: Indus Basin Irrigation System (IBIS)
- ➢ Example Large Scale Sustainable Production in HIC: Thanet Earth, Kent (UK)
- ➢ Sustainable food supplies
- ➢ Example Local Sustainable Scheme in LIC: Makeuni Country (Kenya)

HOME LEARNING TASKS	
Task Description	Done?
Geography Homework Revision Book – Term 4 Revision Activities, Geog Your Memories and Grade Boosters.	

Knowledge Organiser

Hospitality & Catering Year 11

Term 4
2024/25

The Abbey School

Hospitality and catering Year 11 Term 4/5 – Unit 1

Prior Learning Links	Future Learning Links
• Unit 1 relating to the Hospitality and catering industry	• Unit 1 relating to the Hospitality and catering industry

KEY VOCABULARY

KEY WORDS	KEY SUBJECT TERMINOLOGY
Employer Employee Sick pay Holiday pay Seasonal Pension Documentation Legislation	Contracts of employment **Entitlement** **Benefits of the industry employment** **Risk assessment** **Accident forms** **Environment health officer (EHO)**

What Types of employment contracts and working hours are available? 1.	Red	Amber	Green

Casual: this type of contact could be provided through an agency and used to cover employees that are absent from work due to illness. There is no sick pay or holiday entitlement with this type of employment.
• **Full time (permanent):** working hours including start and finishing times are fixed and stated in this type of contract. A contact of this nature allows the employee to have sick pay and holiday entitlement.
 • **Part-time (permanent):** working hours mean that the employee works on certain days of the week. Work times are stated in the contract, including the starting and finishing times that are fixed in this type of contract. The employee has sick pay and holiday entitlement in this type of contact.
• **Seasonal:** this type of contract is used when a business needs more staff due to busy times throughout the year, such as the Christmas period. The contract will state for the employee to work for a specific time frame only. Also, the contract would not expect further or regular work after the contact is complete.
• **Zero hours contract:** this type of contact is chosen between the employer and the employee. This means that the employee can sign an agreement to be available for work when the employer needs staff. No number of days or hours is stated in the contract and the employer doesn't require to ask the employee to work, and neither does the employee have to accept the work offered. No sick pay or holiday entitlement is offered for this type of contract

2. What Pay and benefits are there in the industry?	Red	Amber	Green

The following pay and benefits are what you should be aware of in the industry.
• A salary: this type of pay is a fixed amount of money paid by the employer monthly, but is often shown as an annual sum on the contract
. • Holiday entitlement: employees are entitled to 28 days paid a year. Part-time contracts are entitled less depending to their contract hours.
• Pension: on retirement age, an employee qualifies for a pension contribution by the employer and the government.
• Sickness pay: money paid to the employee with certain contracts when they are unable to go to work due to illness. • Rates of pay: national minimum wage should lawfully be offered to all employees over 18 years of age. This rate is per hour and is reviewed each year by the government.
• Tips: money given to an employee as a 'thank you' reward for good service from the customer.
• Bonus and rewards: given from an employer to the employee as a way of rewarding all the hard work shown from the employee throughout the year, and helping make the business a success. Also known as remuneration.

3. What are the likely Working hours?	Red	Amber	Green

The working hours directive in the UK states that employees on average cannot work more than 48 hours which is worked out over a period of 17 weeks. Employees can choose not to follow this and work more hours if they want

to. People under the age of 18 cannot work more than eight hours a day and 40 hours a week. Employees that work six hours or more a day must have a break of 20 minutes, and have the right to have at least one day off every week.

4. Different documentation is required to be completed for potential health and safety risks and hazards to be avoided within the hospitality and catering industry. Accident forms and risk assessments are explained below, stating their importance and how to complete each document	Red	Amber	Green

Accident forms If an accident happens, it is vital that an accident form is completed correctly to develop control measures for potential risks and to avoid them from happening again. It should be reviewed and used to manage any health and safety risk. It is law to complete an accident form for accidents in the workplace. Below is an example of an accident form and how it should be completed. Accident form Name of person in accident: Date: Description of accident & injury: Description should include as many details as possible about what happened and how, e.g. slipped/fallen on oil spillage and broken arm as a result. What was the hazard? Named hazards could be spillage/liquid on floor or broken handrail, etc. How could this accident have been prevented? Suggested prevention could include: • correct storage • ensuring all staff had health and safety training • relevant health and safety posters visible in the workplace • correct usage of wet floor signs and clear spillages immediately. Further action: Points could include: • investigating the accident further • completing/updating risk assessment • reviewing storage of products • first aid that has been given to be logged • correct PPE to be worn, e.g. anti-slip footwear. Signed: Different documentation is required to be completed for potential health and safety risks and hazards to be avoided within the hospitality and catering industry. Accident forms and risk assessments are explained below, stating their importance and how to complete each document. Remember: Employers are responsible for the health and safety training needs of all

5. What is the reason for risk assessment?	Red	Amber	Green

Risk assessment

A risk assessment should be completed and reviewed frequently for the document to be kept up to date. New risks should have control measures to reduce the risk of happening or not happen at all. Within the document hazards need to be identified, likelihood of the risk happening is stated and the control measure of how to avoid or reduce the risk is noted. Below are definitions of the main key words and an example of a risk assessment document.

Hazard: An object or something that can physically harm someone or cause harm to someone's health. Level of risk: The likelihood of the hazard happening and being harmed or causing injury. Level of risks named could be low, medium or high.

Control measure: Steps or action taken to avoid or reduce the hazard from happening and causing injury.

Risk assessment

 Assessment carried out by: Date of assessment: Date of next review: What are the hazards? Level of risk Control measure Who needs to carry out action? Examples could include, slips, trips, falls, burns from oven, electric shocks, etc. Low / medium / high If it is a low risk, then the hazard is less likely to cause injury or harm compared to a high risk. Examples could include providing training and PPE for employees, having appropriate safety posters and signs, e.g. wet floor signs. Named employer and/or employees to reduce the hazard from happening.

6. Food safety legislation	Red	Amber	Green

Under the Food Safety Act 1990, any businesses that prepare, cook and sell food must meet the following criteria:
• make sure the food is safe to eat
• the food packaging or label must not be misleading in any way, e.g. if the packaging states the product is suitable for vegetarians it must not contain any meat
 • the food product is what the consumer expects it to be.

7. What is the role of the EHO?	Red	Amber	Green

The role of the Environmental Health Officer (EHO) is to protect the health and safety of the public. They are appointed by local authorities throughout the UK.
 In the hospitality and catering industry, they are responsible for enforcing the laws linked to food safety. They inspect all businesses where food is prepared and served to mem EHO inspections The EHO can carry out an inspection of any hospitality and catering premise at any time during business hours – they do not need to make an appointment.
 During an inspection, the EHO will check to make sure that:
• the premises are clean
• equipment is safe to use
• pest control measures are in place • waste is disposed properly
• all food handlers have had food hygiene and safety training

- all food is stored and cooked correctly
- all food has best-before and use-by dates
- there is a HACCP plan to control food hazards and risks. The EHO is allowed to:
- take photographs of the premises
- take food samples for analysis
- check all record books, including fridge and freezer temperatures, cleaning schedules and staff training
- offer advice on improving food hygiene and safety in the business. members of the public, advise on safer ways of working and can act as enforcers if food safety laws are broken

8. EHO and the law	Red	Amber	Green

If the EHO discovers problems with the food safety and hygiene in the premise, they are allowed by law to: • remove any food that may be hazardous so it can't be sold • tell the owners to improve hygiene and safety within a set time and then come back and re-inspect • close the premises if there is a risk to health of the public • give evidence in a court of law if the owners are prosecuted for breaking food hygiene and safety laws

9. Complaints by the public	Red	Amber	Green

The EHO will immediately investigate any complaints of suspected food poisoning linked to a particular premise

10. Hygiene ratings	Red	Amber	Green

When an inspection has been carried out, the EHO will give the business a food hygiene rating. The ratings are published on the Food Standards Agency website as well as on stickers displayed at the business. A rating of 5, or very good, represents the highest standard of food hygiene.

HOME LEARNING TASKS	
Task Description	Done?
Use the knowledge organisers supplied here and from the Exam board to revise for the June exam	

Knowledge Organiser

History
Year 11
Term 4
2024/25

The Abbey School

History Year 11 Term 4 – Anglo-Saxon & Norman England

In this unit, you will explore the dramatic events surrounding Anglo-Saxon England, the Norman Conquest, and William I's reign, across the years 1060–88. You will learn about Anglo-Saxon governance, society, and the economy, as well as the succession crisis of 1066 and the rival claims to the throne. You will analyse William's strategies for securing power, including the feudal system, reforms to the Church, and responses to resistance as well as evaluating the extent to which William 'Normanised' England.

GCSE Pod – Scan me!

Prior Learning Links
- Year 9 Term 4-6 Anglo-Saxon & Norman England

Future Learning Links
- Continued Revision of prior GCSE Content

KEY VOCABULARY

Historical Skills Vocabulary

Cause – the reason for something happening

Change – when things are different to how they were before

Consequence – the result of something happening

Continuity – the opposite of change; when something stays the same or continues

Difference – the ways in which things are different to one another

Factor – something that can affect, or determine an event or outcome

Inference - a conclusion drawn about something using the information you already have about it

Rate of change – the pace at which change occurs; e.g. very quickly or slowly

Reliability – the degree to which something can be trusted or relied upon as accurate

Significance – the importance of something

Similarity – the quality of being similar, or the same

Trend – when there are a number of similar and related changes continuing in the same direction over a period of time

Turning point – a significant change happens – something that is different from what has happened before and which will affect the future

Paper 2 B1 Anglo-Saxon & Norman England Core Vocabulary

Administration The process of managing and organising the affairs of a government or organisation.

Authority The power or right to give orders, make decisions, and enforce obedience.

Centralisation The process of locating power within a central organisation, or person

Conflict A serious disagreement or argument, often leading to a prolonged struggle or battle.

Consolidation – (verb) to make something stronger

Dispute A disagreement or argument over something important.

Domination Control or influence over someone or something, often by force or power.

Hierarchy A system where members of a society or organization are ranked according to status or authority.

Impact The effect or influence of one thing on another.

Invasion An instance of entering a place by force, typically to conquer or occupy it.

Justification The action of showing something to be right or reasonable.

Legacy Something handed down from one generation or era to the next, such as traditions or consequences.

Monarchy A form of government where a king or queen rules, often as the central authority.

Opposition Resistance or dissent expressed in action or argument.

Rebellion An act of resistance or defiance against authority or control.

Reform The process of making changes to something to improve it.

Succession The process of inheriting a title, office, or role, especially in a monarchy.

Tactics The methods or strategies used to achieve a goal, especially in a military or political context.

Transition The process or period of changing from one state or condition to another.

Paper 2 B1 Anglo Saxon & Norman England Command Words

Paper 2: British depth study and period study		Command Word	What the question is asking you to do
Booklet B: Anglo-Saxon & Norman England	**Q1 a i) & a ii)**	Describe one feature of…	Demonstrate your knowledge by saying what you know about a topic using specific detail to support your answer
	Q1 b)	Explain why…	Make clear why something happened [try to identify any reason/cause/ factor] supporting your answer with relevant information.
	Q 1 c i) / c ii)	[Statement.] How far do you agree? Explain your answer	Reach a judgement about a statement by saying how much you agree and disagree with something. You should consider both sides of the argument and give detailed reasons for your judgement to make sure it is supported by an explanation

Anglo-Saxon & Norman England Glossary

Key Topic 1: Anglo-Saxon England and the Norman Conquest, 1060–66

1. **Aethling** - A prince or noble eligible to become king in Anglo-Saxon England.
2. **Battle of Gate Fulford** - A battle in September 1066 where Harald Hardrada and Tostig defeated the English earls Edwin and Morcar.
3. **Battle of Hastings** - The decisive battle on 14 October 1066 where William of Normandy defeated Harold Godwinson to become King of England.
4. **Battle of Stamford Bridge** - A battle in September 1066 where Harold Godwinson defeated Harald Hardrada and Tostig.
5. **Danelaw** - The part of England under Viking control, influencing Anglo-Saxon governance.
6. **Earldom** - A large area of land governed by an earl, central to Anglo-Saxon administration.
7. **Edward the Confessor** - The Anglo-Saxon king of England (1042–1066) whose death triggered the succession crisis.
8. **Embassy to Normandy** - Harold Godwinson's diplomatic mission to William of Normandy, possibly swearing allegiance to him.
9. **Feigned retreat** – A tactic employed by William's army involving forces retreating to invite opponent into open battle and exposing weaknesses, before turning on them. Crucial in breaking Harold Godwinson's shield wall at the Battle of Hastings
10. **Harald Hardrada** - King of Norway and one of the claimants to the English throne in 1066.
11. **Harold Godwinson** - Earl of Wessex and last Anglo-Saxon king of England, crowned in January 1066.
12. **House of Godwin** - A powerful noble family in Anglo-Saxon England, central to the succession crisis.
13. **Hundred Courts** - Local courts in Anglo-Saxon England dealing with minor crimes and disputes.
14. **Norman Conquest** - The invasion and conquest of England by William of Normandy in 1066.
15. **Shield Wall** - A military tactic used by Anglo-Saxon armies involving a wall of interlocked shields.
16. **Succession Crisis** - The uncertainty over who should succeed Edward the Confessor in 1066.
17. **Tostig Godwinson** - Harold Godwinson's brother, exiled in 1065, who allied with Harald Hardrada in 1066.
18. **Witan** - The Anglo-Saxon council of nobles and clergy that advised the king and helped decide succession.
19. **William of Normandy** - Duke of Normandy and claimant to the English throne, who became king in 1066.
20. **York** - A key city in northern England, targeted during the early 1066 battles.

Key Topic 2: William I in Power: Securing the Kingdom, 1066–87

1. **Castles** - Fortified structures built by the Normans to establish control over England.
2. **Domesday Book** - A comprehensive survey of landholdings in England ordered by William I in 1086.
3. **Earls Edwin and Morcar** - Anglo-Saxon earls who led revolts against Norman rule in 1068.
4. **Ely Rebellion** - A 1070–71 uprising led by Hereward the Wake against Norman control.
5. **Feudal System** - A hierarchical system introduced by the Normans, where land was exchanged for loyalty and service.

6. **Harrying of the North** - William I's campaign of devastation in northern England (1069–70) to suppress rebellion.
7. **Hereward the Wake** - An Anglo-Saxon nobleman who resisted Norman rule in East Anglia.
8. **Marcher Earldoms** - Special territories along the Welsh border given to loyal Norman lords to maintain control.
9. **Normanisation** - The process of imposing Norman culture, language, and governance on England.
10. **Odo of Bayeux** - William I's half-brother and a key figure in consolidating Norman control.
11. **Revolt of the Earls (1075)** - A failed rebellion by Norman and Anglo-Saxon nobles against William I.
12. **Revolt of 1068** - A rebellion led by Edwin and Morcar against William's rule.
13. **Robert Cumin** – A Norman earl whose murder prompted the Harrying of the North
14. **Sheriff** - An official responsible for enforcing the king's laws in local areas.
15. **Submission of the Earls (1066)** - The formal surrender of Anglo-Saxon earls to William after the Battle of Hastings.
16. **Tenants-in-Chief** - Nobles who held land directly from the king under the feudal system.
17. **Tower of London** - A key Norman castle built by William I to secure control over London.
18. **William's Absence** - Periods when William left England, relying on regents to govern in his stead.
19. **William's Coronation** - The crowning of William as King of England on Christmas Day, 1066.
20. **York Rebellion (1069)** - A major Anglo-Saxon uprising in northern England against Norman rule.

Key Topic 3: Norman England, 1066–88

1. **Bishop Odo** - William's half-brother, who played a significant role in governing Norman England.
2. **Centralised Power** - William's strategy of consolidating authority in the monarchy.
3. **Demesne** - Land retained by William for his own use and control.
4. **Domesday Survey** - The survey used to compile the Domesday Book.
5. **Feudal Hierarchy** - The structure of power in Norman England, from the king to peasants.
6. **Forfeiture** - The loss of land or property as punishment for disloyalty.
7. **Forest Laws** - Strict regulations imposed by William I to protect royal hunting grounds.
8. **Homage** - A public display of loyalty and submission to a lord or king.
9. **Knight Service** - Military service owed by knights in exchange for land.
10. **Lanfranc** - The Archbishop of Canterbury who reformed the Church under William I.
11. **Nepotism** – The act of offering church positions based on family relation rather than skill or experience
12. **Norman Aristocracy** - The Norman ruling class that replaced Anglo-Saxon nobles.
13. **Norman Culture** - The language, customs, and traditions introduced by the Normans.
14. **Pluralism** – The act of holding multiple roles or offices in the Church. For example, Stigand was Archbishop of both Canterbury and Winchester
15. **Regent** - A person appointed to rule in the king's absence.
16. **Robert Curthose** - William I's eldest son, who led a revolt against his father.
17. **Simony** – Church leaders selling sacraments for profit
18. **Stigand** - The Anglo-Saxon Archbishop of Canterbury replaced by Lanfranc.
19. **Tenure** - The conditions under which land was held in the feudal system.
20. **William Rufus** - William I's son and successor as King of England in 1087.

1. What were the key features of Anglo-Saxon government, society, and economy?	Red	Amber	Green

Are you able to…
- Are you able to describe the roles of the monarchy, earldoms, and local government in Anglo-Saxon England?
- Can you explain the structure of the Anglo-Saxon economy, including towns, villages, and trade?
- Are you able to evaluate the influence of the Church on Anglo-Saxon society?

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Core Knowledge:
- The king held ultimate power and was supported by nobles and earls.
- Earldoms were key units of land and governance, managed by earls.
- Local government was run through hundred and shire courts.
- The economy was agricultural, with peasants working the land for lords.
- Towns were small but grew as trade centres, particularly in the south.
- The Church played a central role in governance and daily life.

- The Anglo-Saxon economy had a strong trade network, both domestic and international.
- The role of the Church extended into education, law, and moral guidance.

2. How did Edward the Confessor's death lead to a succession crisis?	Red	Amber	Green

Are you able to…
- Are you able to outline the power and significance of the House of Godwin in Anglo-Saxon England?
- Can you explain the events leading to Harold Godwinson's rise to power as Earl of Wessex?
- Are you able to analyse the causes and consequences of Tostig's exile and Edward's death?

Core Knowledge:
- Edward's death left no clear heir, creating a power vacuum.
- The House of Godwin, led by Harold, was powerful but contested.
- Harold Godwinson's rise to power was aided by his control of Wessex.
- Tostig Godwinson's exile and return deepened internal divisions.
- Edward's death sparked multiple rival claims to the throne.
- The Witan played a key role in Harold's coronation, but his claim was disputed.
- Tensions between the Godwin family and other nobles contributed to unrest.
- The absence of a clear royal heir made the succession uncertain.

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3. Why were there multiple claimants to the English throne in 1066?	Red	Amber	Green

Are you able to…
- Are you able to identify the motives and claims of William of Normandy, Harald Hardrada, and Edgar Aethling?
- Can you explain the role of the Witan in Harold Godwinson's coronation?
- Are you able to assess the significance of the battles of Gate Fulford and Stamford Bridge?

Core Knowledge:
- William of Normandy claimed that Edward had promised him the throne.
- Harald Hardrada claimed the throne based on an agreement with Magnus.
- Edgar Aethling was seen as a legitimate English claimant by some.
- The Witan's support of Harold Godwinson complicated matters.
- Harold's coronation was contested, as other nobles had competing interests.
- William believed his bloodline made him the rightful ruler.
- Hardrada sought to regain the throne after earlier Viking attempts.
- Edgar's claim relied on being the last male descendant of Æthelred the Unready.

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4. Why did William of Normandy win the Battle of Hastings?	Red	Amber	Green

Are you able to…
- Are you able to describe the key events of the Battle of Hastings?
- Can you explain the strengths and weaknesses of Norman and Anglo-Saxon troops and tactics?
- Are you able to evaluate the leadership skills of William and Harold in determining the outcome?

Core Knowledge:
- William's army was well-organised and supported by a strong fleet.
- Harold's army was weakened after fighting at Stamford Bridge.
- William used innovative tactics, such as feigned retreats.
- Harold's position on the high ground gave his army an advantage, but it was poorly utilised.
- The death of Harold, allegedly struck by an arrow, weakened morale.
- William's leadership was decisive and he demonstrated flexibility in tactics.
- The Saxons lacked cavalry, which was a major disadvantage.
- William's reinforcements ensured that his forces were superior in numbers.

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5. How did William I establish control over England after the Norman conquest?	Red	Amber	Green

Are you able to…
- Are you able to explain the submission of the earls in 1066?
- Can you describe the significance of the Marcher earldoms and the building of castles?
- Are you able to evaluate how William rewarded his followers and secured borderlands?

Core Knowledge:
- William secured the submission of the English earls after Hastings.
- He built castles to control key locations and assert Norman authority.
- The Marcher earldoms were established as a buffer against Welsh resistance.
- Norman feudalism replaced the Anglo-Saxon system of landholding.
- William rewarded loyal supporters with land, consolidating his power.
- The Domesday Book was created to assess land and wealth for taxation.

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- William took control of key religious institutions and appointed Norman clergy.
- His strong leadership ensured a quick response to uprisings and challenges.

| 6. | Why did Anglo-Saxon resistance continue after 1066 and how was it suppressed? | Red | Amber | Green |

Are you able to…
- Are you able to describe the causes and outcomes of key rebellions, such as those of Edwin and Morcar?
- Can you explain the events and significance of Hereward the Wake's rebellion?
- Are you able to assess the impact of William's strategies in suppressing resistance?

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Core Knowledge:
- Rebellions arose due to resentment over Norman rule and land redistribution.
- Edwin and Morcar led a rebellion but were ultimately defeated by William.
- Hereward the Wake led resistance in East Anglia, delaying full control.
- Many Anglo-Saxons resented the destruction of their homes and way of life.
- William's military response, including castles and strongholds, helped suppress uprisings.
- He used the feudal system to ensure loyalty from his new nobles.
- Brutal reprisals, such as the Harrying of the North, ended significant resistance.
- The Church's support of William helped reduce further opposition.

| 7. | What were the causes and consequences of the Harrying of the North? | Red | Amber | Green |

Are you able to…
- Are you able to outline the reasons for the Harrying of the North in 1069–70?
- Can you describe its immediate effects on land, people, and society?
- Are you able to evaluate its long-term impact on Anglo-Saxon resistance and Norman control?

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Core Knowledge:
- The rebellion in the north, sparked by resistance to Norman rule, led to William's decision to punish the region.
- The destruction of homes, crops, and livestock aimed to break the will of the northern rebels.
- The region was left depopulated, with widespread famine and hardship.
- The economic impact on the North was severe, leading to lasting poverty.
- It secured William's control over the north but alienated many Anglo-Saxons.
- The land was redistributed to Norman lords, solidifying Norman power.
- It demonstrated William's ruthlessness in suppressing resistance.
- The long-term impact was the integration of the North into the feudal system.

| 8. | How did William deal with threats like the Revolt of the Earls in 1075? | Red | Amber | Green |

Are you able to…
- Are you able to explain the causes and features of the Revolt of the Earls?
- Can you describe how William and his supporters defeated this rebellion?
- Are you able to analyse how this revolt impacted Norman governance and security?

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Core Knowledge:
- The revolt was led by three earls who sought to reclaim their power.
- William responded with a swift military campaign to crush the rebellion.
- The rebellion was defeated, and the leaders were exiled or executed.
- William's control over the kingdom was strengthened by his decisive action.
- The revolt highlighted the challenges William faced from powerful Anglo-Saxon nobles.
- William's response reinforced the centralisation of Norman power.
- The revolt also exposed discontent among the Anglo-Saxon elite.
- The defeat of the rebellion led to greater Norman control over key regions.

| 9. | How did the feudal system shape Norman England? | Red | Amber | Green |

Are you able to…
- Are you able to explain the structure of the feudal hierarchy and its key roles?
- Can you describe the functions of tenants-in-chief and knights under the feudal system?
- Are you able to assess the impact of feudalism on Anglo-Saxon society and economy?

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Core Knowledge:
- Feudalism established a hierarchy of landholding and loyalty.
- William granted land to his followers in exchange for military service.
- The king was at the top, with tenants-in-chief (Norman lords) beneath him.
- Knights held land in return for service, supporting the military structure.
- The system created a rigid social structure, with peasants working the land.

| | • Land was centralised under the king's control, reducing the power of local rulers. |
| |
| | • The economy became more organised, based on the labour of serfs and peasants. |
| | • Feudalism helped Norman lords secure their hold on England. |

| 10. How did William I reform the Church in Norman England? | Red | Amber | Green |

Are you able to…
- Are you able to describe the role of the Church in society and government?
- Can you explain the reforms introduced by Lanfranc and the Normanisation of the Church?
- Are you able to evaluate the significance of these changes on English religious life?

	Core Knowledge:
flaticon.com – smashicons	• Lanfranc, appointed Archbishop of Canterbury, reformed the English Church.
	• The Normanisation of the Church involved replacing Anglo-Saxon clergy with Normans.
	• The Church became an instrument of Norman control, with Norman leaders loyal to William.
	• Monasticism was strengthened, with new abbeys founded across England.
	• The Church's power increased as it became more centralised under the monarchy.
	• Church lands were granted to Norman lords, integrating the clergy into feudalism.
	• Religious reforms included the promotion of Gregorian reforms on clergy conduct.
	• The Church played a key role in legitimising William's rule and ensuring stability.

| 11. How did Norman governance centralise power in England? | Red | Amber | Green |

Are you able to…
- Are you able to describe the changes to government, such as the role of sheriffs and regents?
- Can you explain the significance of the Domesday Book for administration and finance?
- Are you able to evaluate the impact of the 'forest' laws on governance and society?

	Core Knowledge:
flaticon.com – smashicons	• The role of sheriffs was centralised to enforce Norman rule and collect taxes.
	• The Domesday Book was used to assess land, wealth, and resources for taxation purposes.
	• Centralised royal justice was established, with royal courts and legal systems.
	• William's control of key castles and fortifications ensured the monarchy's dominance.
	• The king used feudal law to maintain order and loyalty among his vassals.
	• Forest laws created royal reserves, reinforcing royal control over land use.
	• The use of royal regents, particularly when William was abroad, maintained governance.
	• The development of a more centralised bureaucracy made the system more efficient.

| 12. How did William I's death shape the Norman succession? | Red | Amber | Green |

Are you able to…
- Are you able to describe the character and challenges faced by William I?
- Can you explain the causes and outcomes of Robert's revolt and succession disputes?
- Are you able to assess the impact of William's death on Norman England's stability?

	Core Knowledge:
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	• Robert, Duke of Normandy, was the elder son but lacked support in England.
	• William II became king, but his reign was marked by internal struggles.
	• Robert's revolt against William II demonstrated the instability following William I's death.
	• Disputes over succession weakened central authority and caused conflict.
	• William I's death triggered struggles for power between English and Norman nobles.
	• The lack of a clear and united succession plan led to instability in Norman England.
	• The succession crisis highlighted the challenges of maintaining power over a diverse kingdom.

HOME LEARNING TASKS

Task Description	Done?
Use 'Look, Cover, Write, Check' **or** flash cards to learn Anglo-Saxon & Norman England Vocabulary	
Complete GCSE Pod Tasks for all units using the QR code at the top of the page	
Complete revision tasks for each unit using the GCSE History Course Booklet	
Complete a 12 mark exam question: 1. Explain why there was a succession crisis in 1066. 2. Explain how William was able to consolidate his control of England 1066-88.	
Explain how Norman England changed under William the Conqueror.	
Complete a 16 mark exam question from the GCSE Course Book	
Complete a past paper	

History Year 11 Term 4 – Superpower Relations & the Cold War 1941-1991

In this unit, you will examine the key events, crises, and turning points of the Cold War (1941-1991). You will explore the origins of US-Soviet tensions, from ideological differences to the division of Germany. You will analyse key crises, such as the Berlin Wall and Cuban Missile Crisis, assessing their impact on international relations. Finally, you will evaluate the factors that ended the Cold War, including détente, Reagan's policies, and Gorbachev's reforms.

GCSE Pod – Scan Me

Prior Learning Links
- Year 10 Term 4-6 Superpower Relations & Cold War

Future Learning Links
- Summer Examinations – Paper P4

KEY VOCABULARY

Historical Skills Vocabulary

Cause – the reason for something happening

Change – when things are different to how they were before

Consequence – the result of something happening

Continuity – the opposite of change; when something stays the same or continues

Difference – the ways in which things are different to one another

Factor – something that can affect, or determine an event or outcome

Inference - a conclusion drawn about something using the information you already have about it

Rate of change – the pace at which change occurs; e.g. very quickly or slowly

Reliability – the degree to which something can be trusted or relied upon as accurate

Significance – the importance of something

Similarity – the quality of being similar, or the same

Trend – when there are a number of similar and related changes continuing in the same direction over a period of time

Turning point – a significant change happens – something that is different from what has happened before and which will affect the future

Superpower Relations & Cold War – Expand your vocabulary

1. **Alliance** – A formal agreement between countries or groups to support each other.
2. **Authority** – The power or right to give orders, make decisions, and enforce obedience.
3. **Cooperation** – The process of working together towards a common goal.
4. **Conflict** – A serious disagreement or struggle between opposing sides.
5. **Consequence** – The result or effect of an action or event.
6. **Crisis** – A time of intense difficulty or danger that requires urgent action.
7. **Diplomacy** – The practice of managing international relations through negotiation and dialogue.
8. **Doctrine** – A set of beliefs or policies, often guiding political or military actions.
9. **Domination** – The exercise of control or influence over others.
10. **Escalation** – An increase in intensity or seriousness, particularly in conflicts.
11. **Expansion** – The process of increasing in size, number, or importance.
12. **Ideology** – A system of ideas and beliefs that influences political or social policies.
13. **Intervention** – The act of becoming involved in a situation to change the outcome.
14. **Justification** – The reasoning given to support a decision or action.
15. **Legacy** – The long-term impact or consequences of historical events or decisions.
16. **Negotiation** – The discussion aimed at reaching an agreement.
17. **Occupation** – The control or possession of an area by a foreign power or military force.
18. **Opposition** – Resistance or dissent against a policy, action, or government.
19. **Resolution** – A firm decision to do something, or the solving of a dispute.
20. **Tension** – A strained relationship between individuals or groups, often leading to conflict.

Exam Command Word Guidance

Paper 2: British depth study and period study		Command Word	What the question is asking you to do
Booklet P: Superpower Relations & Cold War	Q1a) & 1b)	Explain **one** consequences of…	Make clear how something happened as a result of an event or development, supporting your answer with detailed knowledge
	Q2	Write a narrative account analysing…	Write an account which explains how events led to an outcome by making clear how one event links to another.
	Q3	*Answer two from a choice of three* Explain the importance of X for Y…	Examine the impact of an event or development [X] on something else [Y].

Superpower Relations & Cold War Glossary

Unit 1: The Origins of the Cold War, 1941-1958

1. **Atomic Bomb** – A powerful nuclear weapon first used by the USA in 1945, influencing Cold War tensions.
2. **Berlin Airlift** – The Western response to the Soviet blockade of Berlin in 1948-49, supplying West Berlin by air.
3. **Berlin Blockade** – A Soviet attempt to cut off West Berlin from Western support in 1948.
4. **Capitalism** – An economic system based on private ownership and free markets, associated with the USA.
5. **Cold War** – The period of tension between the USA and the USSR from 1945-1991, without direct warfare.
6. **Cominform** – A Soviet organisation (1947) that coordinated communist parties across Europe.
7. **Comecon** – The Soviet response to the Marshall Plan, establishing economic cooperation between communist states.
8. **Containment** – The US policy of preventing the spread of communism.
9. **Federal Republic of Germany (FRG)** – West Germany, formed in 1949 as a democratic state allied with the West.
10. **Grand Alliance** – The wartime alliance of the USA, USSR, and Britain against Nazi Germany.
11. **Iron Curtain** – A term coined by Churchill describing the division between Eastern and Western Europe.
12. **Long Telegram** – A 1946 message from US diplomat George Kennan, warning of Soviet expansionism.
13. **Marshall Plan** – A US economic aid programme (1947) aimed at rebuilding Europe and preventing communism.
14. **NATO (North Atlantic Treaty Organisation)** – A Western military alliance formed in 1949 to counter Soviet threats.
15. **Novikov Telegram** – A Soviet diplomatic message (1946) criticising US intentions and warning of Western aggression.
16. **Potsdam Conference** – A 1945 meeting of the Allied leaders that highlighted tensions over Germany's future.
17. **Satellite States** – Eastern European countries under Soviet influence after World War II.
18. **Soviet Expansionism** – The USSR's policy of extending control over Eastern Europe post-1945.
19. **Stalinism** – The political system associated with Joseph Stalin, characterised by repression and state control.
20. **Superpower** – A nation with global influence, military strength, and ideological leadership (e.g., USA and USSR).
21. **Tehran Conference** – A 1943 meeting where the Grand Alliance discussed post-war Europe.
22. **Truman Doctrine** – A 1947 US policy stating that America would support nations resisting communism.
23. **Warsaw Pact** – A 1955 Soviet-led military alliance formed in response to NATO.
24. **West Germany (FRG)** – The democratic, capitalist state created in 1949 from Western-occupied zones.
25. **Yalta Conference** – A 1945 meeting where the Allies planned for post-war Europe.

Unit 2: Cold War Crises, 1958-1970

1. **Bay of Pigs** – A failed US-backed invasion of Cuba in 1961 aimed at overthrowing Castro.
2. **Berlin Crisis (1958-61)** – A period of Cold War tension that resulted in the construction of the Berlin Wall.
3. **Berlin Ultimatum (1958)** – Khrushchev's demand that Western forces leave Berlin.
4. **Berlin Wall** – A physical barrier built in 1961 to prevent East Germans from fleeing to West Berlin.
5. **Brezhnev Doctrine** – Soviet policy asserting the right to intervene in communist countries to maintain control.
6. **Carter Doctrine** – A 1980 US policy stating that America would use force to protect its interests in the Middle East.
7. **Chernobyl Disaster** – A 1986 nuclear accident in the Soviet Union, undermining public confidence in the government.
8. **Cuban Missile Crisis** – A 1962 confrontation between the USA and USSR over Soviet missiles in Cuba.
9. **Cuban Revolution** – The 1959 overthrow of Batista by Fidel Castro, leading to tension with the USA.
10. **Détente** – The easing of tensions between the USA and USSR in the 1970s.
11. **ExComm** – The Executive Committee that advised Kennedy during the Cuban Missile Crisis.
12. **Hotline Agreement** – A direct communication link set up between the White House and Kremlin after 1962.
13. **Intermediate-Range Missiles** – Nuclear missiles with a medium range, significant in Cold War confrontations.
14. **Kennedy's Berlin Speech** – A 1963 speech in which President Kennedy expressed solidarity with West Berlin.
15. **Limited Test Ban Treaty** – A 1963 agreement banning nuclear tests in the atmosphere, space, and water.

16. **Nuclear Non-Proliferation Treaty** – A 1968 agreement limiting the spread of nuclear weapons.
17. **Outer Space Treaty (1967)** – A Cold War agreement banning nuclear weapons in space.
18. **Prague Spring** – A 1968 period of political reform in Czechoslovakia crushed by Soviet intervention.
19. **SALT 1** – A 1972 arms control treaty limiting nuclear weapons between the USA and USSR.
20. **SALT 2** – A follow-up treaty (1979) that was never ratified due to worsening tensions.
21. **Soviet Invasion of Czechoslovakia (1968)** – The crushing of Czechoslovakia's reforms by the USSR.
22. **Strategic Arms Limitation Talks (SALT)** – Negotiations aimed at limiting nuclear weapons.
23. **U-2 Spy Plane Incident** – A 1960 US espionage mission shot down by the USSR, escalating tensions.
24. **Vienna Summit (1961)** – A tense meeting between Kennedy and Khrushchev over Berlin.
25. **Warsaw Pact Invasion of Czechoslovakia** – Soviet-led military action to suppress reform in 1968.

Unit 3: The End of the Cold War, 1970-1991

1. **Afghanistan War (1979-89)** – The Soviet invasion of Afghanistan, which strained US-Soviet relations.
2. **Brezhnev Doctrine** – A policy stating that communist countries must remain under Soviet control.
3. **Carter Doctrine** – A US foreign policy stance against Soviet expansion in the Middle East.
4. **Collapse of the Soviet Union** – The 1991 end of the USSR due to economic and political instability.
5. **Détente** – A period of relaxed tensions between the USA and USSR in the 1970s.
6. **Fall of the Berlin Wall** – The 1989 event symbolising the collapse of communist rule in Eastern Europe.
7. **Glasnost** – A policy of openness introduced by Gorbachev, allowing more political freedom.
8. **Gorbachev's New Thinking** – Reforms by Mikhail Gorbachev aimed at restructuring the USSR.
9. **Helsinki Accords (1975)** – An agreement aimed at improving relations between East and West.
10. **Intermediate-Range Nuclear Forces Treaty (INF)** – A 1987 agreement to reduce nuclear arms.
11. **KGB** – The Soviet secret police and intelligence agency.
12. **Malta Summit (1989)** – A meeting between Bush and Gorbachev marking the Cold War's end.
13. **Perestroika** – Economic restructuring reforms introduced by Gorbachev in the 1980s.
14. **Reagan Doctrine** – A policy supporting anti-communist movements worldwide.
15. **Reykjavik Summit (1986)** – A meeting between Reagan and Gorbachev discussing nuclear arms reduction.
16. **SDI (Strategic Defense Initiative)** – A proposed US missile defence system under Reagan.
17. **Second Cold War** – The renewed period of US-Soviet tension in the 1980s.
18. **Soviet Withdrawal from Afghanistan** – The 1989 Soviet retreat after a costly occupation.
19. **START (Strategic Arms Reduction Treaty)** – A 1991 agreement limiting nuclear weapons.
20. **Solidarity Movement** – A Polish trade union movement challenging Soviet control.
21. **Tiananmen Square Massacre (1989)** – The Chinese government's crackdown on pro-democracy protesters.
22. **Velvet Revolution** – The peaceful 1989 transition from communism in Czechoslovakia.
23. **Warsaw Pact Dissolution (1991)** – The formal end of the Soviet-led military alliance.
24. **West German Reunification (1990)** – The merging of East and West Germany into one country.
25. **Yeltsin** – The first president of Russia, leading post-Soviet reforms.

1. How did ideological differences between the USA and USSR contribute to the Cold War?	Red	Amber	Green

Are you able to…
- Explain the key differences between capitalism and communism?
- Analyse how ideological tensions influenced early Cold War events?
- Evaluate whether ideology or other factors were the main cause of hostility?

flaticon.com – smashicons	**Core Knowledge:** • Capitalism vs communism: economic and political contrasts. • Stalin's distrust of Western democracies due to past interventions. • US fear of communism spreading beyond the USSR. • Churchill's 'Iron Curtain' speech increasing hostility. • US commitment to containment and the policy of Truman Doctrine. • Soviet expansion into Eastern Europe as a defensive measure. • Propaganda used by both sides to demonise each other. • The role of leaders: Stalin, Truman, and Churchill's differing views.

2. To what extent did the breakdown of wartime alliances lead to growing tensions by 1949?	Red	Amber	Green

Are you able to…
- Describe key agreements and disputes at Tehran, Yalta, and Potsdam?
- Explain why relations worsened after WWII ended?
- Assess how much of the tension was inevitable?

Core Knowledge:
- The Grand Alliance's cooperation during WWII.
- Tehran (1943): disagreements over second front & Poland.
- Yalta (1945): agreements on Germany, but tensions over Poland.
- Potsdam (1945): Truman's tougher stance and atomic bomb secrecy.
- The Long Telegram and Novikov Telegram increasing mistrust.
- US fears over Soviet expansion in Eastern Europe.
- Creation of Soviet satellite states furthering divisions.
- The impact of nuclear weapons on diplomatic relations.

3. How significant was the division of Germany in escalating Cold War hostilities?	Red	Amber	Green

Are you able to…
- Explain how and why Germany was divided?
- Analyse the causes and consequences of the Berlin Blockade?
- Evaluate the impact of Germany's division on US-Soviet relations?

Core Knowledge:
- Germany's division into four zones post-WWII.
- Western allies merging zones (Bizonia, Trizonia).
- Introduction of Deutschmark in 1948 angering Stalin.
- Berlin Blockade (1948-49): Stalin's attempt to cut off West Berlin.
- Berlin Airlift demonstrating US commitment to containment.
- Formation of NATO (1949) in response to Soviet aggression.
- Creation of the Federal Republic of Germany & GDR (1949).
- Germany as a key battleground for Cold War tensions.

4. Why did the arms race and military alliances develop by the late 1950s?	Red	Amber	Green

Are you able to…
- Describe key developments in nuclear weapons technology?
- Explain why NATO and the Warsaw Pact were created?
- Assess how the arms race affected international relations?

Core Knowledge:
- US nuclear monopoly until 1949; USSR developing atomic bomb.
- Hydrogen bomb (1952) and ICBMs (1957) escalating tensions.
- NATO (1949): collective security against Soviet aggression.
- Warsaw Pact (1955): Soviet response to NATO.
- Arms race fuelling a climate of fear and suspicion.
- The concept of MAD (Mutually Assured Destruction).
- Increased military spending in both superpowers.
- Tensions shifting from Europe to global Cold War conflicts.

5. What were the key causes and consequences of the Berlin Crisis (1958-61)?	Red	Amber	Green

Are you able to…
- Explain why people were fleeing from East to West Berlin?
- Describe Khrushchev's Berlin Ultimatum?
- Assess the impact of the Berlin Wall on superpower relations?

Core Knowledge:
- Economic hardship in East Germany leading to migration.
- Khrushchev's 1958 ultimatum demanding Western withdrawal.
- Failed diplomatic summits (1959-61) worsening tensions.
- Construction of Berlin Wall (1961) as a physical divide.
- Kennedy's strong response and visit to Berlin (1963).
- Families divided and restrictions on movement.
- Wall becoming a symbol of Cold War division.
- Stabilising Berlin but increasing Cold War hostility.

6. How did the Cuban Missile Crisis shape US-Soviet relations?	Red	Amber	Green

Are you able to…
- Explain why the USSR placed missiles in Cuba?
- Describe how the crisis was resolved?
- Evaluate the impact of the crisis on Cold War diplomacy?

	Core Knowledge:
flaticon.com – smashicons	• Cuban Revolution (1959) and closer ties with the USSR. • Bay of Pigs (1961) failure strengthening Castro's regime. • Soviet missile deployment in Cuba in response to US missiles in Turkey. • 13-day crisis in October 1962: naval blockade and tense diplomacy. • Khrushchev agreeing to withdraw missiles in exchange for US pledges. • 'Hotline' established to improve superpower communication. • Partial thaw in relations, leading to arms control agreements. • Shift from direct confrontation to proxy conflicts.

7. What were the causes of the Prague Spring in 1968?	Red	Amber	Green

Are you able to…
- Explain why there was growing opposition to Soviet control in Czechoslovakia?
- Describe Alexander Dubček's reforms and their impact?
- Assess why the Soviet Union responded with military intervention?

	Core Knowledge:
flaticon.com – smashicons	• Long-term dissatisfaction with communist rule in Czechoslovakia. • Economic struggles and failure of centralised planning. • Growing desire for political freedom and reform. • Alexander Dubček's rise to power in January 1968. • Dubček's reforms: greater press freedom, relaxation of censorship, and decentralisation. • Soviet fears that reforms would spread across the Eastern Bloc. • The Warsaw Pact invasion in August 1968 crushing the movement. • The introduction of the Brezhnev Doctrine to justify future Soviet interventions.

8. How did the Prague Spring of 1968 challenge Soviet control in Eastern Europe?	Red	Amber	Green

Are you able to…
- Explain the causes of the Prague Spring?
- Describe the Soviet response to Dubček's reforms?
- Assess the long-term impact of the crisis?

	Core Knowledge:
flaticon.com – smashicons	• Czechoslovakia's dissatisfaction with Soviet rule. • Alexander Dubček's reforms: 'socialism with a human face.' • Soviet fears of losing control over Eastern Europe. • Warsaw Pact invasion (August 1968) crushing reforms. • Dubček removed and replaced by a pro-Soviet leader. • The Brezhnev Doctrine (1968) justifying Soviet intervention. • Impact on Soviet relations with the West and China. • Lessons for future uprisings in Eastern Europe.

9. How and why did détente emerge in the 1970s?	Red	Amber	Green

Are you able to…
- Describe key agreements made during détente?
- Explain why both superpowers pursued a reduction in tensions?
- Assess the limitations of détente?

	Core Knowledge:
flaticon.com – smashicons	• Vietnam War and economic issues pushing US towards détente. • US-Soviet cooperation: SALT 1 (1972) limiting nuclear weapons. • Helsinki Accords (1975) promoting human rights & cooperation. • SALT 2 (1979) proposing further arms reductions. • US-Soviet trade agreements improving economic ties. • Soviet invasion of Afghanistan (1979) ending détente. • Carter Doctrine marking a return to confrontation. • Importance of détente in delaying full-scale conflict.

10. What role did Reagan and Gorbachev play in the final phase of the Cold War?	Red	Amber	Green

Are you able to…
- Explain how Reagan's policies increased Cold War tensions?
- Describe Gorbachev's reforms and their impact?
- Assess the role of diplomacy in ending the Cold War?

Core Knowledge:

- Reagan's aggressive stance: 'Evil Empire' speech & SDI.
- Gorbachev's 'new thinking': Glasnost and Perestroika.
- Reduction in Soviet control over Eastern Europe.
- Geneva (1985) and Reykjavik (1986) summits improving relations.
- INF Treaty (1987) eliminating nuclear missiles in Europe.
- Gorbachev abandoning the Brezhnev Doctrine.
- Peaceful revolutions across Eastern Europe (1989).
- The Cold War officially ending with the collapse of the USSR (1991).

11. Why did the Soviet Union lose control over Eastern Europe in 1989?	Red	Amber	Green

Are you able to…

- Explain why opposition movements grew in Eastern Europe?
- Describe the role of Gorbachev's policies in weakening Soviet control?
- Assess the significance of the fall of the Berlin Wall?

Core Knowledge:

- Economic struggles in Eastern Bloc countries.
- Gorbachev's Glasnost and Perestroika undermining communist rule.
- The end of the Brezhnev Doctrine encouraging revolutions.
- Solidarity movement in Poland (1980s) leading to elections.
- Hungarian and Czech reforms paving the way for democracy.
- East Germans fleeing via Hungary and Austria.
- Fall of the Berlin Wall (November 1989) as a turning point.
- Communist governments collapsing across Eastern Europe.

12. What were the key reasons for the collapse of the Soviet Union in 1991?	Red	Amber	Green

Are you able to…

- Explain the economic problems that weakened the USSR?
- Describe the role of nationalist movements within the USSR?
- Evaluate the impact of Gorbachev's leadership?

Core Knowledge:

- Long-term economic stagnation and inefficiency of the Soviet system.
- Military overspending due to arms race and Afghan War.
- Gorbachev's economic reforms failing to improve conditions.
- Nationalist movements in the Baltic states and other republics.
- The failed August 1991 coup attempt by hardline communists.
- Boris Yeltsin's rise to power in Russia.
- The official dissolution of the USSR in December 1991.
- The end of the Cold War and the emergence of a unipolar world.

HOME LEARNING TASKS

Task Description	Done?
Use 'Look, Cover, Write, Check' **or** flash cards to learn Superpower Relations & Cold War Vocabulary	
Complete GCSE Pod Tasks for all units using the QR code at the top of the page	
Complete revision tasks for each unit using the GCSE History Course Booklet	
Write a narrative account for each of the 12 learning questions in the knowledge organiser. Use the exam command word guidance to support	
Complete a past paper	

History Year 11 Term 4 – Medicine Through Time

SCAN ME

GCSE Pod

Prior Learning Links
- Year 7 Term 1 – 6: Ancient Rome and Medieval, Early Modern and Renaissance Europe
- Year 8 Term 1: Britain & the Industrial Revolution
- Year 8 Term 3: World War One
- Year 9 Term 1-4 Paper 1: Medicine Through Time. Introduction of all units

Future Learning Links
- Revision of Source Usefulness Exam Question (Appears in Paper 3: Weimar & Nazi Germany)
- Revision of Two features Exam Question (Appears in Paper 2: (B1) Anglo-Saxon & Norman England)
- Revision of Explain Why Exam Question (Appears in Paper 2: (B1) Anglo-Saxon & Norman England) and Paper 3: Weimar & Nazi Germany)
- Revision of 'How far do you agree…' Exam Question (Appears in Paper 2: (B1) Anglo-Saxon & Norman England) and Paper 3: Weimar & Nazi Germany)

KEY VOCABULARY

Historical Skills Vocabulary

Cause – the reason for something happening

Change – when things are different to how they were before

Consequence – the result of something happening

Continuity – the opposite of change; when something stays the same or continues

Difference – the ways in which things are different to one another

Factor – something that can affect, or determine an event or outcome

Inference - a conclusion drawn about something using the information you already have about it

Rate of change – the pace at which change occurs; e.g. very quickly or slowly

Reliability – the degree to which something can be trusted or relied upon as accurate

Significance – the importance of something

Similarity – the quality of being similar, or the same

Trend – when there are a number of similar and related changes continuing in the same direction over a period of time

Turning point – a significant change happens – something that is different from what has happened before and which will affect the future

Paper 1 GCSE: Medicine Through Time Core Vocabulary

Care – to provide help and support for someone who is unwell

Diagnosis – the act of identifying what is wrong with someone who is ill

Disease – an illness which affects people, spread by bacteria or infection

Prevention - to prevent something, is to ensure that it does not happen

Public Health – the health of the general population, and the activities and services that are designed to improve or protect this

Surgery – a medical treatment in which someone's body is cut open so that a doctor can repair, remove, or replace a diseased or damaged part

Treatment – medical attention given to a sick or injured person or animal

Paper 1 Medicine Through Time Command Words

Paper 1: Thematic study with historic environment		Command Word	What the question is asking you to do
Section A	Q1a & Q1b	**Describe one feature of…**	Demonstrate your knowledge by saying what you know about a topic using specific detail to support your answer.
	Q2a	**How useful are Sources A and B for an enquiry into…?**	Make a judgement about how useful two sources are for a specific enquiry. For each source you should consider what is useful about the source content and how that is affected by its provenance (Nature, Origin Purpose), and your knowledge of the historical context
	Q2b	**How could you follow up Source A/B to find out more about…?**	Identify a detail in a source that prompts a question, in order to find out more about the wider enquiry in the question and suggest a source which might have relevant information.
Section B	Q3	**Explain one way in which X was similar/different to**	Identify one similarity or difference between two time periods, and support this with specific details from each period.
	Q4	**Explain why…**	Make clear why something happened [try to identify any reason/cause/ factor] supporting your answer with relevant information.
	Q5/6	**[Statement.] How far do you agree? Explain your answer.**	Reach a judgement about a statement by saying how much you agree and disagree with something. You should consider both sides of the argument and give detailed reasons for your judgement to make sure it is supported by an explanation.

Medicine Through Time Vocabulary

Medieval Vocabulary

1. **Apothecaries** – People who mixed herbal remedies and had good knowledge of the healing powers of plants.
2. **Astrology** - The study of the alignment of the planets and stars, used for diagnosing illness. Many people believed the Black Death was caused by a bad alignment of the planets.
3. **Barber surgeon** - Barbers worked with sharp knives and, as well as cutting hair, they often performed surgical procedures. Barbers would do surgery and not physicians.
4. **The Black Death** - An outbreak of the bubonic plague, spread by fleas on rats. Usually fatal within 3-5 days.
5. **Decaying matter** - Material, such as vegetables or animals, that has died and is rotting
6. **The four humours -** The theory that ill health is caused by an imbalance of the four humours in the body. These are blood, phlegm (what is coughed up or sneezed out of the nose), black bile (excrement) and yellow bile (pus or vomit).
7. **Mass** - Roman Catholic service where bread and wine is given.
8. **Miasma** - Smells from decaying matter that were believed to cause disease.
9. **Phlebotomy or bloodletting** - A common treatment for imbalance of the humours. This was done by cutting a vein, using leeches or cupping (piercing the skin with a knife).
10. **Physicians** - Medieval doctors were known as physicians. They would diagnose illness and recommend a course of treatments but rarely got involved in treating the patients themselves.
11. **Printing press** - A machine for printing text or pictures
12. **Purging** - Inducing people to vomit or giving them a laxative to clear out their digestive system; used to balance out the humours.
13. **Regimen Sanitatis** - A set of instructions by physicians to help a patient maintain good health. This would have included bathing, not over-eating and taking moderate exercise.

14. **Supernatural cures** - Religious cures such as healing prayers, paying for a mass, fasting and going on pilgrimages.
15. **Urine charts** – Physicians would examine people's urine, checking colour, thickness, smell (and even taste) to diagnose illness.

Renaissance Vocabulary
1. Alchemy - An early form of chemistry. Alchemists tried to turn one material into another, mainly with metals.
2. Anatomy - The science of understanding the structure and make-up of the body.
3. Dissection - The dismembering of a body to study its anatomical structure.
4. Iatrochemistry - A way of treating disease using chemical solutions. Pioneered by Paracelsus.
5. Renaissance - The French word that means rebirth. The Medical Renaissance refers to a period in the 16th and 17th centuries when new ideas were beginning to influence medicine.
6. The Royal Society - A group of people who promote scientific experiments and the sharing of knowledge. The Society received a royal charter from Charles II which gave it more credibility.
7. Secular - Not religious; not connected with spiritual beliefs.
8. Syphilis - A sexually transmitted infection, also known as the Great Pox. Can cause blindness, paralysis and madness.

18th-19th Century Vocabulary
1. **Amputation** - The removal of a limb by surgery.
2. **Anaesthetic** - A drug or drugs given to produce unconsciousness before and during surgery.
3. **Antiseptics** - Chemicals used to destroy bacteria and prevent infection.
4. **Chloroform** - A liquid whose vapour acts as an anaesthetic and produces unconsciousness.
5. **Diarrhoea** - A symptom of a disease (such as cholera); frequent, fluid bowel movements.
6. **The Enlightenment** - A European intellectual movement of the 18th century emphasising reason and science over religion and tradition; also known as the "Age of Reason".
7. **Germ theory** - The theory that germs cause disease, often by infection through the air.
8. **Inoculation** - Putting a low dose of a disease into the body to help it fight against a more serious one.
9. **Laissez-faire** - Belief that governments should not interfere in people's lives.
10. **Microbe** - A living organism that is too small to see without a microscope.
11. **Pasteurisation** - A way of preserving food or drink by heating to 55 degrees C and thus killing the bacteria.
12. **Public Health Act (1875)** - Government legislation that made it compulsory for city authorities to dispose of sewage, build public toilets and provide clean water. New houses had to be built to better quality and food sold in shops had to be checked for safety.
13. **Spontaneous generation** - The theory that decaying matter turns into germs.
14. **Vaccination** - Injection into the body of weakened organisms to give the body resistance. Comes from the word vacca which means cow in Latin. This was because the first vaccination involved injecting cow pox samples into people to develop immunity against small pox.

1900-Present Vocabulary
1. **Antibiotic** - A treatment that destroys or limits the growth of bacteria in the human body.
2. **Beveridge Report** - A 1942 report chaired by William Beveridge which identified five "Giant Evils" in society: squalor, ignorance, want, idleness, and disease, and went on to propose widespread reform to the system of social welfare.
3. **DNA** - Short for deoxyribonucleic acid, a substance that carries genetic information that determines characteristics such as hair and eye colour.
4. **Genome** - The complete set of DNA containing all the information needed to build a particular organism.
5. **Haemophilia** - A genetic disease passed from parent to child that stops blood from clotting.
6. **Human Genome Project** - A 10-year project which decoded and mapped all the genomes in DNA. This made it possible for scientists to better understand genetic diseases such as cancer and haemophilia.
7. **Magic Bullet** - A chemical treatment that targets specific microbes without harming the rest of the body.
8. **Mastectomy** - Surgery to remove one or both breasts.
9. **NHS** - National Health Service which provides free medical care for the entire population of Britain.
10. **Penicillin** - First antibiotic to be discovered.
11. **Prontosil** - A bright red dye which was discovered by scientist Gerhard Domagk to kill bacterial infections in mice, then successfully tested on his daughter who had blood poisoning in 1935.

12. **Salvarsan 606** - First magic bullet drug which treated Syphilis.
13. **Streptomycin** - Powerful antibiotic, discovered in 1943, effective against tuberculosis which until then, had been considered incurable.

Western Front Vocabulary
1. **Barbed wire** - Metal wire with sharp points used in no-man's-land to protect from enemy attack. It made it difficult for men to get through without being trapped by the wire.
2. **Blighty wound** - A wound serious enough to get a soldier away from the fighting and back to Britain.
3. **Brodie helmet** - Steel helmet held with a strap. Introduced in 1915, it reduced fatal head wounds by 80%.
4. **Chlorine gas** - Causes burning pain in throat and eyes and can lead to death by suffocation. First used by Germans in the second battle of Ypres, 1915.
5. **First Aid Nursing Yeomanry (FANY)** - A women's voluntary organisation which provided medical services on the frontlines such as driving ambulances and emergency first aid.
6. **Machine guns** - Guns that could fire 450 rounds a minute; their bullets could fracture bones or pierce organs.
7. **Mustard gas** - Odourless gas which passes through clothing to burn the skin, causing internal and external blisters. Gas masks offer little protection against mustard gas, as it goes through clothing. First used by the Germans in 1917.
8. **No-man's-land** - The area between two opposing lines of trenches.
9. **Phosgene gas** - Similar to chlorine gas but faster acting and can kill exposed person within 2 days. First used end of 1915.
10. **Royal Army Medical Corps (RAMC)** - The branch of the army responsible for medical care.
11. **Salient** - An area of a battlefield that is surrounded by enemy territory on 3 sides.
12. **Trench system** - A complex network of trenches in which men could live and fight. Trenches were dug to a depth of about 2.5m in a zig-zag pattern to confuse the enemy. Trenches were built over a distance of 400 miles all the way from the northern French coast to Switzerland.
13. **Shrapnel** - Fragments of metal from exploded shells.

1. **What were the main ideas and approaches to the cause, prevention, and treatment of disease in medieval England?**	Red	Amber	Green

Are you able to…
- Are you able to explain supernatural, religious, and rational explanations for disease?
- Can you describe methods such as bloodletting, purging, and purifying the air?
- Can you assess the influence of Hippocrates and Galen on medieval medicine?

	Core Knowledge:
flaticon.com – smashicons	• Disease was often explained through supernatural causes, such as divine punishment or imbalances in the humours. • Religious explanations included the belief that illness was a test from God or a punishment for sin. • Rational explanations often involved theories such as the four humours, following Hippocrates and Galen. • Common treatments included bloodletting, purging, and the use of herbal remedies. • Physicians followed the teachings of Hippocrates and Galen, focusing on balancing the humours. • Purifying the air and avoiding bad smells (miasma) was another method of disease prevention. • Quarantines were sometimes employed to prevent the spread of disease, though not always effectively. • The influence of ancient Greek and Roman medical knowledge shaped medieval approaches to healthcare.

2. **What roles did different medical practitioners and hospitals play in medieval England?**	Red	Amber	Green

Are you able to…
- Are you able to differentiate between the roles of physicians, apothecaries, and barber surgeons?
- Can you describe the approaches to hospital care in the thirteenth century?
- Can you assess the care provided within the community and in hospitals from c1250–1500?

	Core Knowledge:
flaticon.com – smashicons	- Physicians were highly trained and often educated at universities, diagnosing and prescribing treatments. - Apothecaries sold medicines and herbs and often provided basic treatments. - Barber surgeons performed surgery and treated wounds, often using rudimentary tools. - Hospitals in the thirteenth century were largely charitable institutions run by the Church, providing basic care. - Hospital care was primarily focused on providing rest and prayer, with limited medical treatment. - There were different levels of care provided: community care, mostly through the Church, and specialised care in hospitals. - Many patients received care at home from local healers, who were often women. - The treatment in hospitals focused on spiritual healing, with medical care provided as secondary.

3.	How was the Black Death dealt with in 1348-49 in terms of treatment and prevention?	Red	Amber	Green

Are you able to...
- Are you able to explain the approaches to treatment of the Black Death?
- Can you discuss attempts to prevent the spread of the Black Death?
- Can you compare the effectiveness of different strategies used during the Black Death outbreak?

	Core Knowledge:
flaticon.com – smashicons	- Treatments for the Black Death were largely ineffective, including bloodletting, herbal remedies, and fumigation. - Attempts to prevent the disease included isolating the sick and burning contaminated clothing. - Physicians had little understanding of infection, so their treatments were based on the belief in miasma or humoral imbalances. - The use of charms, prayers, and religious rituals were common methods of prevention. - Quarantines were established in some areas to try and limit the spread of the plague. - Authorities imposed measures such as closing markets and controlling movement to prevent the spread. - The impact of the Black Death was widespread, resulting in massive mortality and social upheaval. - The limited medical responses highlighted the gap in understanding disease transmission and effective treatment.

4.	How did explanations of the causes of disease and illness evolve during the Medical Renaissance?	Red	Amber	Green

Are you able to...
- Are you able to identify continuities and changes in disease explanations from medieval to Renaissance periods?
- Can you describe Thomas Sydenham's contributions to improving diagnosis?
- Can you explain the impact of the printing press and the Royal Society on medical ideas?

	Core Knowledge:
flaticon.com – smashicons	- There was a move away from purely supernatural explanations to more rational, empirical approaches. - Thomas Sydenham promoted the idea of careful observation of symptoms, helping to improve diagnoses. - The printing press helped spread new medical knowledge, increasing access to ideas from the Renaissance. - The Royal Society fostered scientific inquiry, challenging traditional medical theories. - Vesalius's work in human dissection and anatomy challenged Galen's views, leading to more accurate understandings of the body. - The development of scientific methods, including experimentation, began to change how disease was studied. - Disease was still often explained through humours, but a more empirical approach to treatment started to emerge. - The influence of classical texts like those of Hippocrates and Galen continued but with more scrutiny and criticism.

5.	What were the significant changes and continuities in medical care, treatment and training during the Medical Renaissance?	Red	Amber	Green

Are you able to…
- Are you able to describe continuities in community and hospital care?
- Can you identify changes in medical training and treatment methods?
- Can you discuss the influence of Vesalius's work?

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Core Knowledge:
- Continuities included the use of herbal remedies and surgical practices that had been passed down from earlier times.
- The structure of medical training remained focused on ancient texts and the authority of Galen and Hippocrates.
- Significant changes included the development of more accurate anatomical knowledge through dissections.
- Hospitals continued to provide spiritual care but saw an increase in more practical treatments.
- Medical training became more formal, with universities providing structured courses in medicine.
- The influence of Vesalius in anatomy led to improvements in the understanding of the human body.
- There was a shift towards a more scientific approach to diagnosis, with a focus on symptoms and observation.
- The Royal Society's support for scientific discovery helped move medicine towards more evidence-based approaches.

6.	What were William Harvey's contributions to medical knowledge during the Renaissance and how did they impact medicine?	Red	Amber	Green

Are you able to…
- Are you able to explain Harvey's discovery of the circulation of the blood?
- Can you assess the significance of Harvey's work on subsequent medical practice?
- Can you compare Harvey's ideas with previous understandings of blood and the body?

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Core Knowledge:
- Harvey discovered the circulation of blood, proving that blood was pumped by the heart, not absorbed by the body.
- His work challenged Galen's theories of blood movement and led to significant changes in understanding the cardiovascular system.
- Harvey's research relied on experimentation and observation, key features of Renaissance scientific methods.
- His findings laid the groundwork for future advancements in surgery and understanding of human physiology.
- Harvey's work was initially controversial but eventually became foundational in modern medicine.
- The understanding of circulation led to improvements in surgical procedures, including those involving blood loss.
- His ideas were key in the shift from traditional humoral theories to more scientifically based medical practices.
- Harvey's discoveries had a long-lasting impact on medical practice, particularly in surgery and physiology.

7.	How did the understanding of the causes of disease and prevention evolve in the eighteenth and nineteenth centuries?	Red	Amber	Green

Are you able to…
- Are you able to explain the continuity and changes in disease explanations during this period?
- Can you discuss the influence of Pasteur's Germ Theory on British medicine?
- Can you describe the development and use of vaccinations and the Public Health Act (1875)?

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Core Knowledge:
- The theory of miasma persisted but was increasingly challenged by new ideas like germ theory.
- Pasteur's Germ Theory of Disease explained that microorganisms caused illness, revolutionising the understanding of infection.

- Advances in vaccination, such as Edward Jenner's smallpox vaccine, became key in disease prevention.
- The development of antiseptics by Joseph Lister helped reduce infections in surgery.
- Public Health Acts, particularly the one in 1875, improved sanitation and healthcare infrastructure.
- The use of scientific methods became more widespread in medical research and practice.
- The germ theory led to more focused efforts on hygiene, sterilisation, and isolation of the sick.
- The understanding of disease causation and prevention shifted from humoral and miasma theories to microbiology and vaccination.

8. What were the significant changes in medical care, treatment, and public health in the eighteenth and nineteenth centuries?	Red	Amber	Green

Are you able to…
- Are you able to explain improvements in hospital care influenced by Nightingale?
- Can you describe the impact of anaesthetics and antiseptics on surgery?
- Can you discuss the role of public health measures in improving community health?

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Core Knowledge:
- The introduction of anaesthetics and antiseptics revolutionised surgery by reducing pain and infections.
- Florence Nightingale's reforms improved sanitation and hospital care, significantly reducing mortality rates.
- Public health measures like improved sewage systems, water supplies, and sanitation reduced the spread of diseases like cholera.
- The establishment of professional organisations and medical schools led to the formalisation of medical training.
- Advances in medical research, such as the development of vaccines and antibiotics, drastically improved health outcomes.
- The rise of hospitals as centres of specialised care transformed patient treatment.
- The professionalisation of medicine led to higher standards of care and treatment across society.
- The development of new medical technologies, such as diagnostic tools, helped in earlier detection and treatment.

9. How did Edward Jenner and John Snow contribute to the combat of infectious disease?	Red	Amber	Green

Are you able to…
- Are you able to explain Jenner's method for developing the smallpox vaccine?
- Can you discuss John Snow's investigation of the Broad Street pump and its significance?
- Can you assess the impact of these contributions on public health and modern epidemiology?

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Core Knowledge:
- Edward Jenner developed the smallpox vaccine, pioneering the concept of vaccination.
- Jenner's vaccine led to a reduction in smallpox mortality and set the foundation for immunisation against other diseases.
- John Snow investigated the cholera outbreak in London, identifying contaminated water as the source of infection.
- Snow's work laid the foundations for epidemiology, demonstrating the importance of mapping and investigation in disease control.
- Jenner's work led to worldwide vaccination efforts, significantly reducing the spread of smallpox.
- Snow's study of cholera showed the importance of public health measures in controlling disease outbreaks.
- Both men's contributions advanced public health practices, focusing on prevention rather than treatment.
- Their work had a long-term impact on disease control, leading to the development of modern epidemiology and vaccination campaigns.

10. What advancements have been made in understanding and diagnosing the causes of illness and disease in modern Britain?	Red	Amber	Green

Are you able to…
- Are you able to explain the influence of genetic and lifestyle factors on health?

Core Knowledge:
- Advances in genetics have led to a better understanding of hereditary diseases and conditions.
- Lifestyle factors, such as diet, exercise, and smoking, are now recognised as key influences on health.
- Diagnostic techniques, such as blood tests, MRI scans, and X-rays, have improved the detection of diseases.
- The development of personalised medicine allows for treatments tailored to individual genetic profiles.
- The understanding of the microbiome has shifted focus to the role of bacteria in health and disease.
- Improvements in diagnostic imaging have revolutionised early detection of cancers and other conditions.
- Advances in biotechnology, such as gene editing, have opened new avenues for treatment.
- Modern medicine focuses on both preventative and curative approaches, with a growing emphasis on early diagnosis and intervention.

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11. How has the NHS and advancements in science and technology changed care, treatment, and prevention since 1900?	Red	Amber	Green

Are you able to…
- Are you able to explain the role of the NHS in improving access to medical care?
- Can you describe advancements in medicines, including antibiotics and magic bullets?
- Can you discuss high-tech medical and surgical treatments available in modern hospitals?

Core Knowledge:
- The creation of the NHS in 1948 revolutionised healthcare access, providing free treatment for all.
- Advancements in pharmaceuticals, including antibiotics, have drastically reduced mortality from infections.
- High-tech medical treatments, such as robotic surgery, have improved the precision of procedures.
- Vaccination programmes have eradicated or controlled many infectious diseases.
- The introduction of modern anaesthesia has made complex surgeries safer and more effective.
- New diagnostic technologies, such as CT scans and genetic testing, have transformed disease diagnosis.
- The NHS has expanded to provide mental health care and support for chronic conditions.
- Advances in public health, including smoking cessation programmes, have improved overall health outcomes.

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12. What were the medical challenges and advancements on the Western Front during World War I?	Red	Amber	Green

Are you able to…
- Are you able to describe the trench system and its impact on soldier health?
- Can you explain the types of injuries and illnesses common on the Western Front?
- Can you discuss the significance of new medical techniques and the creation of a blood bank during the war?

Core Knowledge:
- The trench system created harsh conditions that contributed to diseases such as trench foot and dysentery.
- Soldiers faced injuries from shellfire, requiring advances in trauma care and surgery.
- The development of new surgical techniques, such as plastic surgery, helped treat facial injuries.
- The creation of the first blood bank allowed for the preservation and transfusion of blood.
- The high number of casualties led to innovations in emergency medical care and evacuation procedures.
- New medical practices such as the use of X-rays helped diagnose internal injuries.

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| | • The role of nurses, including those in the Voluntary Aid Detachments (VADs), was pivotal in wartime care. |
| | • Despite significant advancements, medical care was often limited by the scale of the conflict and the severity of injuries. |

HOME LEARNING TASKS	
Task Description	Done?
Use 'Look, Cover, Write, Check' **or** flash cards to learn Medicine Through Time Vocabulary	
Complete GCSE Pod Tasks for all units using the QR code at the top of the page	
Complete revision tasks for each unit using the GCSE History Course Booklet	
Complete a 12 mark exam question for one of Medieval, Renaissance, 18th-19th Century, and Modern Medicine from the GCSE History Course Booklet	
Complete a 16 mark exam question for one of Medieval, Renaissance, 18th-19th Century, and Modern Medicine from the GCSE History Course Booklet	
Complete the an inference, usefulness, and follow up enquiry question for the Medicine on the Western Front unit from the GCSE History Course Booklet	

History Year 11 Term 4 – Weimar & Nazi Germany 1918-1939

In this unit, you will explore the rise and fall of democracy in Germany from 1918 to 1939. You will examine how the Weimar Republic was formed after World War I, the political and economic struggles it faced, and how it was ultimately dismantled by the rise of the Nazi Party. You will analyse key events such as the Treaty of Versailles, the Great Depression, and Hitler's consolidation of power. You will also study the methods of Nazi control, including propaganda, the police state, and social policies targeting different groups. This unit will help you develop skills in historical analysis, evaluation, and source interpretation.

GCSE Pod – Scan Me!

Prior Learning Links	Future Learning Links
• Year 10 Term 1 – 3 Weimar & Nazi Germany	• Summer Examinations – Weimar & Nazi Germany

KEY VOCABULARY

Historical Skills Vocabulary

Cause – the reason for something happening

Change – when things are different to how they were before

Consequence – the result of something happening

Continuity – the opposite of change; when something stays the same or continues

Difference – the ways in which things are different to one another

Factor – something that can affect, or determine an event or outcome

Inference - a conclusion drawn about something using the information you already have about it

Rate of change – the pace at which change occurs; e.g. very quickly or slowly

Reliability – the degree to which something can be trusted or relied upon as accurate

Significance – the importance of something

Similarity – the quality of being similar, or the same

Trend – when there are a number of similar and related changes continuing in the same direction over a period of time

Turning point – a significant change happens – something that is different from what has happened before and which will affect the future

Weimar & Nazi Germany – Extend your vocabulary!

1. **Abolish** - To formally end or remove something.
2. **Allegiance** - Loyalty or commitment to a group or leader.
3. **Authoritarian** - A system enforcing strict obedience to authority.
4. **Censorship** - The suppression of speech, media, or information.
5. **Consolidate** - To strengthen or secure power or control.
6. **Controversial** - Causing disagreement or public debate.
7. **Decree** - An official order issued by a government or ruler.
8. **Democracy** - A political system where citizens have power to decide governance.
9. **Destabilise** - To weaken or disrupt an institution or government.
10. **Dictatorship** - A government where power is held by a single leader or party.
11. **Disillusionment** - A feeling of disappointment from a failed belief.
12. **Economic** - Relating to money, trade, and industry.
13. **Extremism** - Holding radical or extreme political or religious views.
14. **Ideology** - A set of beliefs or principles guiding a political movement.
15. **Indoctrination** - Teaching a person or group to accept beliefs uncritically.
16. **Legitimacy** - The legal or moral right to rule.
17. **Militarisation** - The process of building up military forces.
18. **Oppression** - The exercise of authority in an unfair or cruel way.
19. **Persecution** - Mistreatment of individuals based on identity or beliefs.
20. **Totalitarian** - A government with total control over all aspects of life.

Exam Command Word Guidance

Paper 3: Modern depth study		Command Word	What the question is asking you to do
Section A	Q1	Give two things you can infer…	Work something out from the source which helps to answer an enquiry by making sensible suggestions based on specific details in the source.
	Q2a) **or** Q2b)	A choice of two questions – answer one Explain why…	Make clear why something happened [try to identify any reason/cause/factor] supporting your answer with relevant information.
Section B	Q3 a)	How useful are Sources A and B for an enquiry into…?	Make a judgement about how useful two sources are for a specific enquiry. For each source you should consider what is useful about the source content and how that is affected by its provenance (Nature, Origin Purpose) and your knowledge of the historical context.
	Q3 b)	What is the main difference between these views?	Identify the main difference between two views about the past and pick out some detail from both interpretations to support your answer
	Q3 c)	Suggest one reason why Interpretations 1 and 2 give different views about…	Give one possible reason why the two views may be different. You must use details from the interpretations, and you can explain the difference between them by using details from the two sources that are provided. Another way you could explain the difference is to use details from the interpretations to show that the authors have a different focus or are covering different aspects of the topic or different timescales.
	Q3 d)	How far do you agree with interpretation 2 about…? Explain your answer, using both interpretations and your knowledge of the historical context.	Reach a judgement about how far you agree with Interpretation 2 [how convincing]. You should use Interpretation 1, and your knowledge of the period, to support your analysis and judgement on how far you agree with Interpretation 2. If you find Interpretation 2 is less convincing than Interpretation 1, you should make clear the basis for your judgement.

Weimar & Nazi Germany Glossary

Unit 1: The Weimar Republic 1918-1929

1. **Armistice** - The agreement that ended fighting in World War I.
2. **Bamberg Conference** - A 1926 meeting to resolve internal conflicts within the Nazi Party.
3. **Freikorps** - Right-wing paramilitary groups in post-war Germany.
4. **Hyperinflation** - A rapid and uncontrollable rise in prices, notably in Weimar Germany.
5. **Locarno Pact** - A series of agreements aimed at ensuring peace between Germany and its neighbours in 1925.
6. **Nuremberg Laws** - Racial laws introduced in 1935 to discriminate against Jews.
7. **Proportional Representation** - A voting system that led to fragmented government in Weimar Germany.
8. **Rentenmark** - Currency introduced to combat hyperinflation in 1923.
9. **Rentenbank** - The bank that issued the Rentenmark.
10. **SA (Sturmabteilung)** - Paramilitary organisation of the Nazi Party, known as the 'Stormtroopers.'
11. **Spartacists** - Communist group who attempted to overthrow the Weimar government in 1919.
12. **Stresemann** - Chancellor and Foreign Minister who helped stabilise the Weimar Republic.
13. **Treaty of Versailles** - The peace treaty that ended World War I and imposed harsh terms on Germany.
14. **Weimar Constitution** - The democratic constitution of Germany, established in 1919.
15. **Young Plan** - A 1929 agreement to reduce Germany's reparations from World War I.
16. **Dawes Plan** - A 1924 plan to ease the burden of reparations on Germany by restructuring payments.
17. **Hyperinflation Crisis** - Economic disaster in 1923 when the German mark became worthless.
18. **Kapp Putsch** - A failed 1920 coup attempt by right-wing forces.
19. **Cultural Revolution** - A period of cultural growth and experimentation during the Weimar era.
20. **German Workers' Party** - The precursor to the Nazi Party, founded in 1919.

Unit 2: Hitler's Rise to Power, 1919-1933

1. **Beer Hall Putsch** - Hitler's failed 1923 coup in Munich.
2. **Mein Kampf** - Hitler's autobiography and political manifesto, written during his imprisonment.
3. **Nazi Party** - A far-right political party led by Adolf Hitler.
4. **Reichstag Fire** - A 1933 event that allowed Hitler to consolidate power.
5. **Enabling Act** - A law that allowed Hitler to rule by decree in 1933.
6. **Hindenburg** - President of Germany from 1925 to 1934.
7. **Von Papen** - A key political figure who helped bring Hitler to power.
8. **SA (Sturmabteilung)** - Nazi paramilitary group responsible for street violence.
9. **SS (Schutzstaffel)** - Hitler's elite bodyguard force that became a major part of the Nazi state.
10. **Reichstag Elections** - Elections held to choose members of the German parliament.
11. **Bamberg Conference** - A key meeting that strengthened Hitler's leadership in the Nazi Party.
12. **Führer** - The title used by Adolf Hitler to denote his absolute authority.
13. **Communist Party** - A political rival to the Nazi Party that had growing support in the early 1930s.
14. **SA Brownshirts** - Paramilitary wing of the Nazi Party responsible for street violence.
15. **The 25-Point Programme** - The Nazi Party's ideological platform, focusing on nationalism and anti-Semitism.
16. **Joseph Goebbels** - Nazi minister of propaganda, responsible for spreading Nazi ideology.
17. **Hitler Youth** - The Nazi youth organisation aimed at indoctrinating young Germans.
18. **Night of the Long Knives** - A purge of Nazi Party rivals in 1934.
19. **KPD** - The Communist Party of Germany, a major political opponent to the Nazis.
20. **Papens' Backstairs Intrigue** - The series of behind-the-scenes political manoeuvres that led to Hitler's appointment as Chancellor.
21. **League of Nations** - An international organisation Germany joined in 1926 under Stresemann's leadership.
22. **Volksgemeinschaft** - Hitler's idea of a "people's community" based on racial purity.

Unit 3: Nazi Control and Dictatorship, 1933-1939

1. **Reichstag Fire** - The event that triggered the establishment of Nazi dictatorship.
2. **Enabling Act** - Legislation passed in 1933 that gave Hitler dictatorial powers.
3. **Gestapo** - The Nazi secret police, responsible for enforcing the regime's policies.
4. **SS** - Hitler's elite military and police force.
5. **Night of the Long Knives** - The purge of SA leaders in 1934 to consolidate Hitler's power.
6. **Hitler Youth** - Organisation for young people to be indoctrinated into Nazi ideology.
7. **Concentration Camps** - Places where political opponents and minorities were detained and persecuted.
8. **The Holocaust** - The systematic extermination of Jews and other minorities during WWII.
9. **Goebbels** - Minister of Propaganda responsible for controlling public perception.
10. **Nuremberg Laws** - Laws that institutionalised racial discrimination against Jews.
11. **Kristallnacht** - A violent anti-Jewish pogrom that occurred in 1938.
12. **Volkswagen** - A symbol of Nazi economic policy, promoting car ownership.
13. **The Reichstag** - The German parliament, which was neutralised by Nazi rule.
14. **Appeasement** - The policy of making concessions to Hitler to avoid conflict.
15. **Nazi Propaganda** - State-controlled media that promoted Nazi ideology.
16. **Hitler Youth** - Organisation for young Germans to be indoctrinated with Nazi values.
17. **SA Purge** - The 1934 removal of SA leadership, consolidating Nazi control.
18. **SS Blackshirts** - Nazi party paramilitary group that suppressed dissent.
19. **Reich Church** - The German Protestant church that collaborated with the Nazis.
20. **Volksgemeinschaft** - A concept of a racially homogeneous "people's community."

Unit 4: Life in Nazi Germany 1933-1939

1. **Hitler Youth** - An organisation promoting Nazi values among young people.
2. **League of German Maidens** - A female equivalent of the Hitler Youth.
3. **Nazi Propaganda** - Government efforts to control public perception through media.
4. **Strength Through Joy** - A programme providing leisure activities to German workers.
5. **Beauty of Labour** - A Nazi initiative aimed at improving working conditions.
6. **German Labour Front** - A Nazi organisation replacing trade unions to control workers.

7. **Nuremberg Laws** - Racial laws that discriminated against Jews.
8. **Kristallnacht** - A coordinated attack on Jewish businesses, synagogues, and homes in 1938.
9. **Reich Labour Service** - A Nazi programme designed to reduce unemployment through public works projects.
10. **Autobahns** - The German highway system built as part of Nazi infrastructure projects.
11. **Edelweiss Pirates** - A youth group that resisted Nazi ideology.
12. **Swing Youth** - A youth group that resisted Nazi control, particularly in terms of music and culture.
13. **Lebensraum** - Hitler's policy of territorial expansion.
14. **Kristallnacht** - Anti-Jewish pogrom that marked a turning point in Nazi persecution.
15. **Schutzstaffel (SS)** - Nazi organisation responsible for maintaining order, policing, and managing concentration camps.
16. **Untermensch** - A Nazi term used to describe people considered inferior, such as Slavs and Jews.
17. **Volksgemeinschaft** - The concept of a racially pure German community.
18. **Aryan Race** - A racial ideal promoted by the Nazis as superior to all other races.
19. **Einsatzgruppen** - Mobile killing units responsible for mass executions during the Holocaust.
20. **Cultural Revolution** - The transformation of German culture under Nazi rule, promoting Aryan ideals.
21. **The Labour Front** - Organisation that replaced trade unions under the Nazis.

1. **What were the key challenges faced by the Weimar Republic in its early years?**	Red	Amber	Green

Are you able to…
- Can you describe the political and social situation in Germany at the end of World War I?
- Can you explain why the Treaty of Versailles was unpopular and its impact on the Weimar Republic?
- Can you evaluate the role of the Freikorps and other forces in undermining the Weimar government?

|

flaticon.com – smashicons	**Core Knowledge:** • Political unrest after World War I • The Treaty of Versailles and the 'stab in the back' theory • The role of the Freikorps and early uprisings • Hyperinflation and its social effects • The impact of the French occupation of the Ruhr • The early unpopularity of the Weimar Republic • The strengths and weaknesses of the Weimar Constitution • The international context and Germany's post-war position

2. **What were the major challenges to the Weimar Republic's survival in the early years?**	Red	Amber	Green

Are you able to…
- Can you explain why political violence was common in Germany after World War I?
- Can you identify the factors that contributed to the failure of the Spartacists and the Kapp Putsch?
- Can you evaluate the long-term impact of hyperinflation on the Weimar economy?

|

flaticon.com – smashicons	**Core Knowledge:** • Political violence and instability in Germany • The Kapp Putsch and its failure • The role of the Spartacists and the challenges from the Left • The economic collapse and hyperinflation crisis of 1923 • The response of the Weimar government to uprisings • The limitations of the Weimar Constitution • International response to Germany's early instability • Public attitudes towards the Weimar government

3. **How did Stresemann contribute to the recovery of the Weimar Republic?**	Red	Amber	Green

Are you able to…
- Can you explain Stresemann's role in stabilising Germany's economy after hyperinflation?
- Can you assess the significance of the Dawes Plan and the Rentenmark?
- Can you analyse how Stresemann's foreign policy improved Germany's international position?

|

flaticon.com – smashicons	**Core Knowledge:** • Stresemann's role in economic recovery • The introduction of the Rentenmark • The Dawes Plan and its economic effects • Stresemann's foreign policy and the Locarno Pact

- Germany's admission to the League of Nations
- The cultural and political stability gained in the 1920s
- Public opinion on Stresemann's policies
- Economic recovery and the "Golden Years" of the Weimar Republic

4. How did Hitler rise to power between 1919 and 1933?	Red	Amber	Green

Are you able to…
- Can you explain the significance of the Munich Putsch in Hitler's career?
- Can you assess the reasons behind the growing Nazi Party support after 1929?
- Can you identify the role of key political figures in Hitler becoming Chancellor?

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Core Knowledge:
- Hitler's early political career and the formation of the Nazi Party
- The Munich Putsch and its consequences
- Nazi propaganda and the SA's role
- Economic conditions, including the Great Depression
- The importance of Hitler's leadership and appeal
- Political manoeuvring by figures like Hindenburg and von Papen
- Nazi use of violence and intimidation
- The role of the Nazi Party reorganisation in the 1920s

5. What were the main reasons for the rise of the Nazi Party after 1929?	Red	Amber	Green

Are you able to…
- Can you analyse the economic impact of the Great Depression on Germany?
- Can you explain the growth in Nazi support during the early 1930s?
- Can you evaluate the role of Hitler's leadership in the Nazi Party's rise?

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Core Knowledge:
- The economic conditions of the Great Depression
- The political instability caused by the Depression
- The growth of the Communist Party as an alternative to the Nazis
- Hitler's increasing popularity and his appeal to the German public
- The role of Nazi propaganda in gaining support
- The actions of the SA and the influence of violence in gaining followers
- The limitations of the Weimar government in dealing with the crisis
- Hitler's promise of national renewal and unity

6. How did the Nazis use legal means to consolidate their power in 1933?	Red	Amber	Green

Are you able to…
- Can you explain the significance of the Reichstag Fire Decree?
- Can you describe the role of the Enabling Act in enabling Nazi dictatorship?
- Can you assess how the Nazi government undermined political opposition through legal measures?

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Core Knowledge:
- The Reichstag Fire and its consequences
- The passing of the Enabling Act in 1933
- The dissolution of the Reichstag and the banning of political parties
- The role of the Nazis in controlling the legal system
- Suppression of trade unions and political dissent
- The creation of a one-party state
- Hitler's control over the judiciary and legal institutions
- The use of law to suppress civil liberties

7. What methods did the Nazis use to establish total control over Germany?	Red	Amber	Green

Are you able to…
- Can you explain the significance of the Reichstag Fire in Hitler's consolidation of power?
- Can you identify the role of the SS, Gestapo, and concentration camps in maintaining control?
- Can you discuss the role of propaganda in influencing public opinion?

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Core Knowledge:
- The Reichstag Fire and the Enabling Act
- The Night of the Long Knives and purges within the Nazi Party
- The role of the SS and Gestapo in enforcing Nazi policies
- Censorship and propaganda under Goebbels

- Nazi control over the legal system and political opposition
- The significance of the Nuremberg Laws
- Nazi efforts to control culture and the arts
- Nazi policies towards the churches and religious groups

8. What was the role of the SA and the SS in Nazi Germany?	Red	Amber	Green

Are you able to…
- Can you explain the purpose of the SA in the Nazi Party's early years?
- Can you analyse the significance of the Night of the Long Knives?
- Can you assess how the SS became the main enforcer of Nazi policies?

Core Knowledge:
- The role of the SA as the Nazi Party's paramilitary force
- The Night of the Long Knives and the purge of the SA leadership
- The rise of the SS as Hitler's primary enforcement body
- The role of the SS in managing concentration camps
- The militarisation of the SS and their influence within Nazi Germany
- The link between the SA, SS, and Nazi ideology
- The role of Heinrich Himmler in the SS's rise to power
- The SS's role in carrying out the Holocaust

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9. What role did propaganda and culture play in Nazi Germany?	Red	Amber	Green

Are you able to…
- Can you explain how Nazi propaganda influenced public opinion?
- Can you describe the use of mass rallies and events, such as the Berlin Olympics?
- Can you assess the impact of Nazi policies on art, architecture, and culture?

Core Knowledge:
- The role of Goebbels and the Ministry of Propaganda
- Censorship of media and arts
- Use of public rallies, including the Nuremberg rallies
- The significance of the Berlin Olympics (1936)
- Nazi-controlled education and youth movements
- The suppression of 'degenerate' art
- The role of film in spreading Nazi ideology
- Nazi efforts to align culture with Aryan ideals

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10. What was life like in Nazi Germany, particularly for women, youth, and minorities?	Red	Amber	Green

Are you able to…
- Can you describe the roles of women under Nazi ideology?
- Can you explain how the Hitler Youth and League of German Maidens indoctrinated young people?
- Can you analyse the treatment of minorities, particularly Jews, under Nazi policies?

Core Knowledge:
- Nazi views on women's roles in society
- Policies regarding marriage, family, and work for women
- The Hitler Youth and League of German Maidens
- The control of education and youth indoctrination
- Nazi racial policies and the persecution of Jews
- The Nuremberg Laws and 'Kristallnacht'
- The persecution of Romani people, disabled individuals, and homosexuals
- Nazi economic policies and the impact on working-class Germans

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11. How did Nazi policies affect women and children in Germany?	Red	Amber	Green

Are you able to…
- Can you explain Nazi views on women and the role of motherhood?
- Can you describe the Nazi policies on female employment and appearance?
- Can you assess the impact of the Hitler Youth and the League of German Maidens on young people?

Core Knowledge:
- The role of women in Nazi ideology
- Nazi policies on marriage, motherhood, and family
- The Nazi emphasis on women as bearers of the 'Aryan race'
- The restrictions on women's rights and employment
- The formation and role of the Hitler Youth

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- The League of German Maidens and its role in indoctrinating girls
- The control of education and curricula for youth
- The impact of Nazi policies on youth culture and identity

12. What were the effects of Nazi racial policies on minorities in Germany?	Red	Amber	Green

Are you able to…
- Can you explain the racial laws introduced by the Nazis, such as the Nuremberg Laws?
- Can you assess the extent of persecution faced by Jews during the Nazi regime?
- Can you evaluate the persecution of other minority groups, such as Romani people and disabled individuals?

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Core Knowledge:
- The implementation of the Nuremberg Laws and their impact on Jewish people
- The marginalisation and persecution of Romani people, disabled individuals, and others
- The role of concentration camps in the persecution of minorities
- The economic and social exclusion of Jewish people
- The rise of anti-Semitic propaganda and policies
- The impact of Kristallnacht and other anti-Jewish actions
- The policies towards 'undesirables' and the concept of 'racial purity'
- The wider social and cultural effects of Nazi racial policies

HOME LEARNING TASKS

Task Description	Done?
Use 'Look, Cover, Write, Check' **or** flash cards to Weimar & Nazi Germany Vocabulary	
Complete GCSE Pod Tasks for all units using the QR code at the top of the page	
Complete revision tasks for each unit using the GCSE History Course Booklet	
Complete a past paper	
Use 'Look, Cover, Write, Check' **or** flash cards to learn Superpower Relations & Cold War Vocabulary	

Knowledge Organiser

ICT
Year 11

Term 4
2024/25

The Abbey
School

ICT Year 11 Term 4– How To Complete The Exam

Term Focus –

How to complete the Component 3 Exam

Prior Learning Links	Future Learning Links
Component 3 • LEARNING AIM A: Modern Technologies • LEARNING AIM B: Cyber Security • LEARNING AIM C: The wider implications of digital systems • LEARNING AIM D: Planning & communication in digital systems	Pearson Level 3 Alternative Academic Qualification BTEC National in IT

KEY VOCABULARY

KEY WORDS

1. Modern Technologies

- **Cloud computing** – Storing, managing, and processing data on remote servers instead of local devices. Examples include Google Drive and OneDrive.
- **Virtual private network (VPN)** – A secure, encrypted connection to the internet that protects user data and privacy.
- **Remote working** – Working from a location outside the office, often using online collaboration tools.
- **Collaboration tools** – Software that enables teams to work together online, such as Microsoft Teams, Google Docs, and Zoom.
- **Online communities** – Groups of people who interact and share information online, such as forums and social media groups.
- **Communication channels** – Ways of sharing information, such as email, VoIP (Voice over Internet Protocol), instant messaging, and video calls.

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2. Cyber Security

- **Phishing** – A type of cyber attack where fraudulent emails or messages trick people into giving away sensitive information.
- **Hacking** – Gaining unauthorised access to a computer system or network.
- **Malware** – Malicious software designed to damage or disrupt systems. Includes:
    - **Viruses** – Programs that spread by attaching to files.
    - **Worms** – Malware that spreads without human interaction.
    - **Ransomware** – Encrypts a user's files and demands payment to unlock them.
    - **Spyware** – Secretly collects user information.
- **Firewalls** – Security systems that monitor and control network traffic to block unauthorised access.
- **Encryption** – Converting data into a coded format to protect it from unauthorised access.
- **Password protection** – Using strong passwords to prevent unauthorised access to accounts and systems.
- **Data protection laws** – Regulations that ensure personal data is collected, stored, and used securely.
- **Two-factor authentication (2FA)** – A security process requiring two forms of identification, such as a password and a code sent to a phone.

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3. The Impact of Modern Technology

- **Digital divide** – The gap between people who have access to digital technology and those who don't, often due to income, location, or education.
- **Accessibility** – Ensuring digital content and technology can be used by people with disabilities (e.g., screen readers for the visually impaired).
- **Globalisation** – The increasing connection of people and businesses worldwide through technology.
- **Sustainability** – Using digital technology in ways that reduce environmental impact, such as minimising e-waste and improving energy efficiency.
- **Ethical considerations** – The moral impact of technology, such as privacy concerns, online tracking, and biased algorithms.

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4. Legislation and Regulations

- **General Data Protection Regulation (GDPR)** – A law that protects personal data by requiring companies to process it securely and transparently.
- **Computer Misuse Act 1990** – A law that makes hacking, spreading malware, and unauthorised access to systems illegal.
- **Copyright, Designs and Patents Act 1988** – A law that protects the rights of creators by preventing unauthorised copying of their work.
- **Health and Safety at Work Act 1974** – A law that requires employers to ensure a safe working environment, including for digital workspaces.
- **Equality Act 2010** – A law that prevents discrimination, including in digital technology and online services.

KEY SUBJECT TERMINOLOGY

Component 3: Effective Digital Working Practices

- **Cybersecurity** – Protecting systems and data from digital attacks.
- **Phishing** – A fraudulent attempt to gain sensitive information through fake emails or messages.
- **Hacking** – Unauthorised access to or manipulation of digital systems.
- **Malware** – Malicious software (e.g., viruses, ransomware, spyware).
- **Data Protection Act (DPA)** – UK law governing how personal data is used and stored.
- **General Data Protection Regulation (GDPR)** – EU/UK law that strengthens data privacy rules.
- **Cloud Computing** – Storing and accessing data over the internet rather than on a local device.
- **Virtual Private Network (VPN)** – A secure, encrypted connection to protect online activity.
- **Digital Divide** – The gap between those with easy access to technology and those without.
- **Ethical Issues** – Moral concerns related to technology use (e.g., AI bias, digital privacy).
- **Social Media Policy** – Guidelines for how employees or organisations use social media.

1.	What are "STATE" Questions?	Red	Amber	Green

- State' questions ask for facts, like definitions, processes, or legal effects.
- Check the marks—if it's worth two marks, give two answers.
- Keep your response short; sometimes, one word is enough.
- Don't spend extra time on 1-2 mark questions.
- Stick to what's asked—no extra examples, detailed explanations, or references to the scenario.
- You won't get extra marks for adding more than needed.

Example

1 A doctor's surgery provides medical care for people in the local area. The surgery uses Information Technology to collect, store and process patient data.

(a) State **two** possible external threats to the patient data.

(2)

• Unauthorised access/ hacking (Black hat) • Malware (virus, trojan, spyware, rootkits, botnet, ransomware) • Denial of service (DoS, DDoS) • Phishing emails/ texts/ phone calls • Pharming • Social engineering • Shoulder surfing • 'Man in the middle' attacks • (Natural) disaster

A mark for malware can only be awarded once

2. What are "GIVE" Questions?	Red	Amber	Green

Give' Questions Explained

'Give' questions mean the same as 'State' questions. They ask you to recall facts and may require a feature or benefit. Your answer can be a word, a phrase, or a sentence.

Tips for Answering:

- Read the question carefully to understand what information is needed.
- Check how many points the question asks for—sometimes you need to give two answers.
- Look at the marks—if it's worth 2 marks, provide two separate points.
- Keep your answer clear, detailed, and to the point.

Sometimes, a question may give you some information and ask you to add one or two more points on the same topic. To earn full marks, your answers must be different from what's already given in the question.

For example:

A virus and a trojan horse are two different types of malware: Give TWO more types of malware? (Do NOT say the ones mentioned in the question!

3. What are "IDENTIFY" Questions?	Red	Amber	Green

Questions that ask you to identify something require key information. Write your answer in the space provided. If two answers are needed, you may see two numbered spaces or be asked to choose from a list.

AGAIN: Watch out for answers already in question!

Tips for Answering:

- Apply the theory to the example given.
- Ensure your answer matches what the question is asking for.
- Keep it brief—no need for descriptions.
- If given a list, select the correct number of options as stated in the question.

(c) Hues Artwork uses cloud storage to store its designs.

One benefit of using cloud storage is that it can be accessed anywhere with an internet connection.

Identify **two other** possible benefits to Hues Artwork of using cloud storage.

(2)

1 ....

....

2 ....

....

4. What are "DESCRIBE" Questions?	Red	Amber	Green

'Describe' questions test your knowledge of a topic's key features or processes.

Types of 'Describe' Questions:

- "Describe one way..." – Give one clear point about a feature or process. No explanation is needed.
- "Describe how..." – Apply your knowledge to the scenario and give several detailed points. Think of it as 'painting a picture with words'.

- Relate your answer to the scenario – Pick out key features relevant to the given context.
- Focus on describing, not explaining – Avoid giving reasons; just state what happens or what something is like.
- Use the mark scheme as a guide – The number of marks indicates how many points you should include. If a question is worth 3 marks, you should describe at least three distinct aspects.
- Add detail where needed – Each point should be clear and specific, linking back to the question.

EXAMPLE

(b) The driving school uses anti-virus software.

Describe how anti-virus software protects data.

(4)

Each Point will get you ONE mark each. You MUST link each point back to the scenario write in sentence. Points to describe for answer are:

• Automatically updates (dictionary/database) • Scans the file (in real time) • Compares/checks the files against a known list of threats (definition dictionary/database) • To see if a match is found (signature/code) • If infected will quarantine/remove • Then alert the user for further actions/notify infected file has been removed

5. What are "EXPLAIN ONE/TWO" Questions?	Red	Amber	Green

'Explain' questions allow you to demonstrate your understanding of a topic. You need to provide reasons to back up your answer.

For these questions, first make your point, then support it with a reason or example.

To explain means to describe the features or concept asked for and then explain why it is the way it is.

For a question worth 4 marks, you'd get 1 mark for each of the key points, and an additional mark if you explain why each point is relevant to the scenario.

It might help to underline or highlight the key parts of the question.

In a 2-mark 'Explain' question, make one point and then expand it with a reason

(e) Usernames and passwords are used to restrict user access to patient data.

Explain **two other** ways the surgery can restrict user access.

(4)

For this example you are to EXPLAIN only two points. One mark for each point and the others for explaining each point. Listing 4 points will result in TWO marks only. You MUST explain both points

THE POINT: Use locks/card entry systems/keypads (ONE MARK) **THE EXPLAIN:** to prevent people accessing the room/physical access (THE OTHER MARK)

THE POINT: Biometrics (ONE MARK) **THE EXPLAIN:** because they are a unique identifier to a particular user/ as only people on the system have access/ difficult to replicate (THE OTHER MARK)

THE POINT: Use two factor authentication/security question (ONE MARK) **THE EXPLAIN:** so only the authorised user will know the correct answer (THE OTHER MARK)

THE POINT: Set levels of data/file access (ONE MARK) **THE EXPLAIN** so only authorised users can view/edit/delete data/ can limited the number of staff who can access it (THE OTHER MARK)

6. What are "ANNOTATE" Questions?	Red	Amber	Green

Annotate' questions require you to add labels to a diagram or document to demonstrate your understanding. You may need to link your answer to a given form or diagram by providing annotations, and an example may be provided to guide you.

Some 'Annotate' questions may ask you to identify two key points and explain them.

If asked to explain a feature, you should describe its relevance to the example you have annotated and briefly outline its meaning.

Sometimes you will be given an example to help you

EXAMPLE QUESTION

(c) Gone Trekking's customers can book their holiday using an online booking form.

Annotate the image to explain **two** features of the form that help customers enter the correct data.

You have been given an example.

(4)

EXPECTED ANSWER

Any **two** from the following:

Labelling it like this is not good enough. This will result in ZERO marks!

You must also **EXPLAIN** you points.

1. **Asterisks**: to let the user know that they must fill in the information required

2. **Dropdown arrow:** so that the user can only select a title from the list

3. **Input mask/Length check:** so that users can only enter the correct number of characters for a telephone number

4. **Date picker/Calendar**: so that the user can select a valid date

5. **Spinner**: so that the user can increase and decrease the number of nights they require

7. What are "DISCUSS" Questions?

'Discuss' questions need more detail than 'Explain' questions. You should look at all sides of the issue, not just one.

For higher-mark questions (normally at the end of the paper), you might need to:

- Describe the current situation
- Say what is good or bad about it
- Suggest a possible solution

Your answer should:

- Show that you understand the topic
- Link your knowledge to the situation in the question
- Consider different viewpoints

Make sure to include several examples that relate to the scenario. You should explain why something is a good or bad idea and look at both positives and negatives.

You don't need to give a final opinion or decide if something is right or wrong—just focus on the facts and apply what you know.

Example

> (c) SoFast Trainers has a website and its own company logo.
>
> The website and company logos are examples of SoFast Trainers' intellectual property.
>
> Discuss why the company would use copyright and trademarks to protect its intellectual property.

In this question it asks you to discuss TWO things (copyright and trademarks). Use sub headings in your answer to make it easier for the examiner to mark it.

LINK it back to scenario in question!

ANSWER

Copyright:

• Copyright protects your work and stops others from using it without your permission.

• You get copyright protection automatically - you don't have to apply or pay a fee.

• It prevents people copying your work/distributing copies of it, whether free of charge or for sale/renting or lending copies of your work/performing, showing or playing your work in public/making an adaptation of your work/putting it on the internet

Trademark:

When you register your trademark, you'll be able to:

• Take legal action against anyone who uses your brand without your permission, including counterfeiters

• Put the ® symbol next to your brand - to show that it's yours and warn others against using it

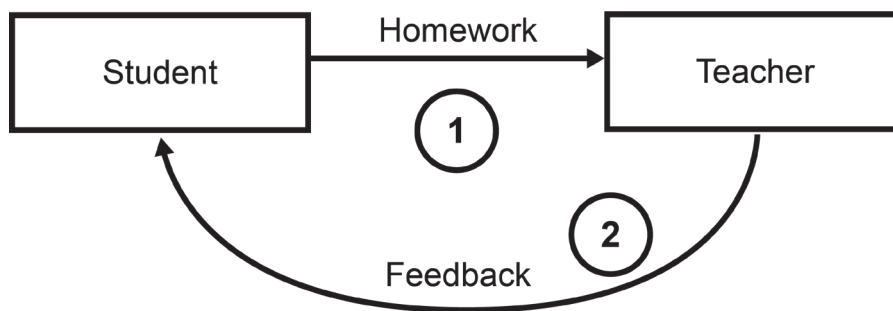• Sell and license your brand. Infringement of these are fines and prison sentences.

INFORMATION FLOW DIAGRAMS

Use squares for key parts of the system such as people or departments.

Use arrows to show how the information flows around the system

Label the arrow with what information is being transferred

DATA FLOW DIAGRAMS

Remember, DFDs show how information moves in and out of a system and connects to external entities.

Use the right shapes in your diagram:

- A rectangle for the system
- Ovals for external entities

The arrows should be labelled to show what data goes in and out of the system.

Keep your diagram clear and simple. It might help to sketch it in pencil first
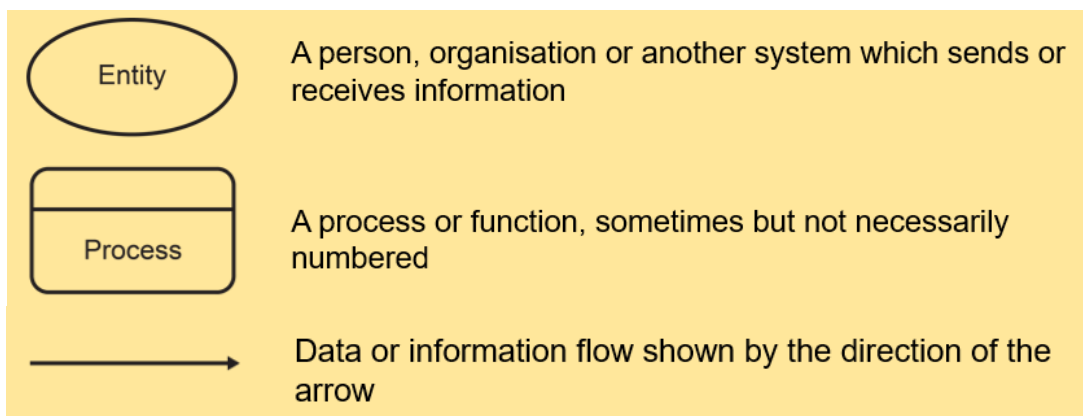
Example

(d) The driving school uses its database to book driving lessons.

Part of this process is:

- Learners request a driving lesson booking.
- A check is carried out to see what lesson bookings are available.
- The lesson booking is entered, and the lesson booking file is updated.
- The learner will receive confirmation of the lesson booking.
- The driving instructor will receive the lesson booking details.

Draw a top level (level 0) Data Flow diagram that shows this part of the process.
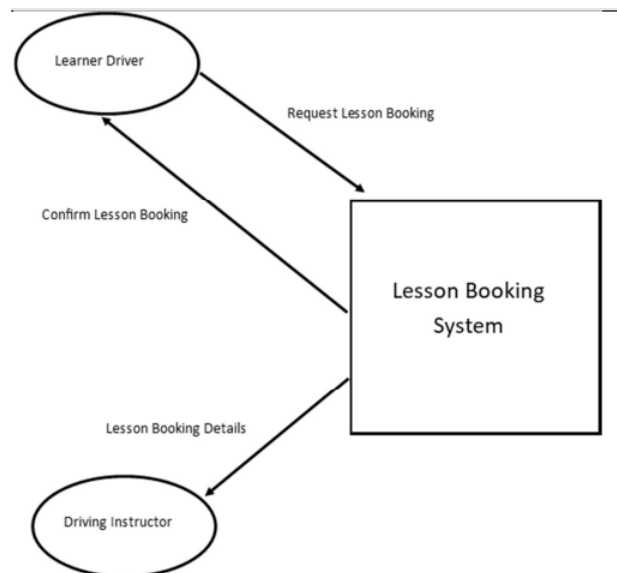
FLOW CHARTS

Flowchart symbols
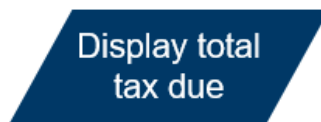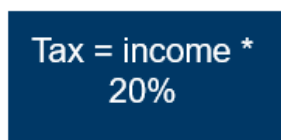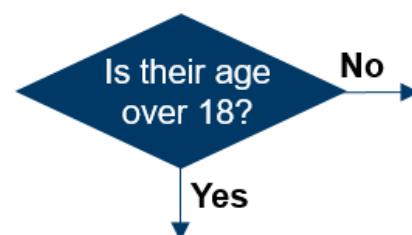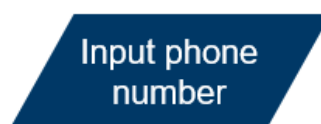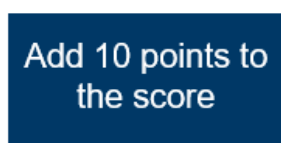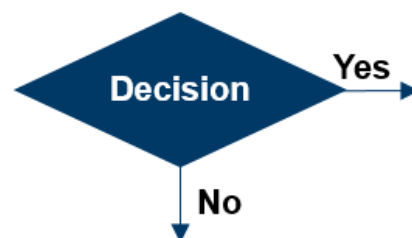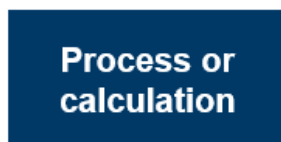
You might need to draw a flowchart. Flowcharts show the steps in a process using different shapes:

- The start and end use the same shape.
- Decision boxes are diamond-shaped, with two arrows coming out—one for 'yes' and one for 'no'.

9. What are "EVALUATE" Questions?	Red	Amber	Green

Questions that ask you to evaluate want you to look at all the important information, including the advantages and disadvantages, and then make a reasoned judgement based on the evidence.

You should go through each option, noting both the advantages and disadvantages. For each, try to find more than one point. When you mention an advantage or disadvantage, explain why it matters.

At the end, sum up the points you've made and decide which option is most effective and why. It's fine to repeat points you've already mentioned to support your conclusion. Start your conclusion with "In conclusion, I think..." to make it clear

Example Question

The company is introducing touch screen self-service checkouts to allow customers to pay for their goods.

The new checkouts must:

- have a good user interface design
- be accessible to customers of different ages and abilities.

Evaluate the user interface design and accessibility features the company will need to consider to meet these requirements.

For this question break it up into three parts: INTERFACE DESIGN, ACCESSIBILITY FEATURES, CONCLUSION

Use sub headings.

Write in sentences and link back to question and scenario.

Points to consider are as follows (you do not have to talk about everything but you MUST write about multiple points

An evaluation containing the following:

Interface Design

- Layout
  - consistent across all the screens – so users will become familiar with the system
  - important items in prominent place – prevents user errors
  - navigation, e.g. buttons, search box, icons, breadcrumbs – so the user can move around the screens easily
  - use of input controls, e.g. dropdown lists, tick boxes – less chance of errors and makes data input easier for the user
- Font
  - readable – must be of the right size and visible
  - sans serif for screen reading – this font is considered the most accessible
  - avoiding decorative fonts – makes reading difficult for the user
  - same font for all screens – consistency more professional and familiar to the user
- Colour
  - limited range of colours – so that text can be seen on coloured backgrounds, smaller range of colours is more professional, less colours more balance in the design
  - not using clashing colours – can make using the interface uncomfortable for users
  - company house style (branding)

Accessibility features

- Screen reader support – narrates instructions for navigation
- Alt text – so that the screen reader can read out a description of images
- Adjustable typeface/font size – makes the screen clearer for visually impaired users

- Text to speech – will read out what is written on the screen
- Voice recognition – users can speak their instructions instead of using the touch screen
- Colour adjustment – users who are colour blind can adjust the colours to suit their needs
- Magnifier – zoom in for users to see the detail on the screen
- Language options – to offer different languages to non-English speakers

10. The EXAM!	Red	Amber	Green

Stay Organised:

- Pack your bag the night before with everything you'll need, such as pens, pencils, an eraser, a ruler, and any other required equipment.
- Make sure you know where the exam is being held and plan your route to arrive on time.

Manage Your Time:

- Keep an eye on the clock during the exam. If a question is taking too long, move on and come back to it later if you have time.
- Allocate time for each section or question, and stick to it.

Read Instructions Carefully:

- Always read the exam paper instructions thoroughly before starting. Check how many marks each question is worth to understand how much detail is needed.
- Try and link and questions back to the scenario

Stay Calm:

- If you get stuck on a question, don't panic. Take a deep breath, move on to the next one, and come back to it later if you have time.

Check Your Work:

- If you finish early, go back and review your answers. Look for any mistakes, especially with spelling, grammar, and calculations.

HOME LEARNING TASKS	
Task Description	**Done?**
Pass Papers	
KNOW IT ALL NINJA: LEARNING AIM A: Modern Technologies	
KNOW IT ALL NINJA: LEARNING AIM B: Cyber Security	
KNOW IT ALL NINJA: LEARNING AIM C: The wider implications of digital systems	
KNOW IT ALL NINJA: LEARNING AIM D: Planning & communication in digital systems	

Knowledge Organiser

Media
Year 11
Term 4
2024/25

The Abbey
School

Media Year 11 Term 3 – Component 3

Term Focus – Students will be working on developing their ideas for Component 3 exam in response to a brief set by the exam board

Prior Learning Links	**Future Learning Links**
Year 10 terms 4-6 Component 2 Practice	• Year 11 Term 4 Exam

KEY VOCABULARY

KEY WORDS/ SUBJECT TERMINOLOGY

1. **Layers**
   Layers are individual levels in an image file that can be edited independently. They allow you to stack and organize different elements, such as text, images, and effects.

2. **Masking**
   Masking allows you to hide or reveal parts of a layer without permanently altering the image. It uses black, white, and gray to control visibility.

3. **Rasterize**
   Rasterizing converts a vector layer (e.g., text or shapes) into a raster image made up of pixels, allowing you to apply pixel-based edits.

4. **Blending Modes**
   Blending modes control how one layer interacts with layers beneath it. Examples include Multiply, Screen, and Overlay, each creating different visual effects.

5. **Selection Tools**
   Tools like the Lasso, Magic Wand, and Marquee allow you to select specific parts of an image for editing, moving, or applying effects.

6. **Adjustment Layer**
   Adjustment layers let you apply color and tonal changes (like brightness, contrast, or hue) non-destructively to your image.

7. **Smart Object**
   A Smart Object preserves the original quality of a layer, allowing for non-destructive editing. You can resize or transform it without losing resolution.

8. **Crop Tool**
   The Crop Tool is used to trim or resize the canvas area, focusing on a specific portion of the image.

9. **Transform**
   Transforming allows you to scale, rotate, skew, or distort an image or layer to fit your desired composition. Access it via **Edit > Transform** or by pressing **Ctrl+T** (Cmd+T on Mac).

10. **Filters**
    Filters are pre-set effects that can be applied to a layer or image, such as blur, sharpening, or stylized artistic effects, to enhance or modify the look.

1.	What do I need to do to prepare for the second assessment activity?	Red	Amber	Green

By now you should have completed your first assessment activity which was the ideas log and the sketching and annotating of your ideas.

Now you need to start gathering your assets that you need make it digitally. You will be given a private channel on Teams to store them in. I would suggest creating a subfolder for the assets for each page.

2.	What is a Technical Review? Why should I start one now?	Red	Amber	Green

The examiner wants you to also a produce a 2 page document where you go through your product and explain how you created it. You do not need to go through everything, just some of the more

complicated skills you have shown, some problems you encountered and how you improved and reviewed the work as you went along.

Therefore you need to be filling in the details of your tech review notes sheet as you go so that you can write it up in the exam and not forget any of the details

| 3. What should the technical review look like? | Red | Amber | Green |

Technical Review:

Key:

Black- explaining what you did

Red- notes I would put in so I didn't forget them

Blue- explanations of how I refined and improved my work as I went

Page 1

Asset	Review
Main Image of Runner	To create this image I asked my friend Tommy to meet me at the local woods in running gear. I borrowed a Cannon EOS 250D from school and used the 18-55 mm lense. I used the sport mode to shoot as when I tried to on portrait mode I could not capture the motion and the shot kept being blurry. We tried in a number of different locations with different natural lighting until I got the shot I was happy with. I edited the photo in Photopea. Firstly, I used the crop tool to remove parts of the top and side that I did not need. I then used the spot heal brush tool to remove mud on his legs that he had got on them over the shoot, which I felt would make the image seem untidy and messy. I then adjusted the vibrancy to 70 to increase the intensity of the colours and increased the saturation to 30, This made the picture far more eyecatching and brighter giving off a happier vide. Finally I increased the exposure to 0.45 so his face looked lighter and healthier than it did previously.
Masthead	To create the masthead, firstly I found a font on 1001fonts.com that closely represented my design. It is called 'Brigast'. I tried a few other fonts first but this was one I felt best gave a sense of fun but in a modern way. I then got an image of a running track from google images and put both images into Photopea on a transparent background. I used the clipping mask to blend both images together to create the effect that the title is made of the picture of a running track. I did try it without the running track to begin with but I felt the combination of the two linked more to the main image of the runner. Finally I used blending options to give it a black out line and drop shadow so it would stand out because before I felt it blended into the background too much and was difficult to read.

The parts in red are what you would put in before the exam

The bits in black are the explanations you would put in during the exam

The parts in blue are the explanations of how you reviewed and refined your work as you went, this would also be done in the exam

4. What assets do I need to create?	Red	Amber	Green

- You need to create the following:

Any images that you are going to need- edited in advance is better!

Any copy that you will need

Logos

Titles and sub-titles

Graphics (shapes etc)

Media links and/or QR Codes

5. How do I create my images?	Red	Amber	Green

You really need to get the photos taken that you need well in advance. Remember: you will not have internet access in the exam. Ideally you should be taking the photos yourself but you can use images off the internet if that is not possible but you will still need to edit them.

Remember to log the edits you have done as you go in the Technical Review

You can use any software you like to edit the photos but keep a note of exactly what you do in the review.

6. How do write my copy?	Red	Amber	Green

You really need to be writing this yourself. You can write it up on a word document in advance of the exam so you do not need to do it from scratch on the day. You must ensure it is appropriate to the brief and that you have check it for SPAG.

All copy should be written up in advance, not just longer articles.

7. How do generate titles?	Red	Amber	Green

You can use 1001fonts to make your titles, however be aware that saving directly from there creates issues as it saves in a strange format. Therefore you can paste the text to a Word doc and then right click and save it from there. This gets round the issue.

8. How do I create graphics?	Red	Amber	Green

You can use any programme to create graphics but make sure that you log what you do in the technical review.

I would suggest Photopea or canva as good options.

Do not forget to make these in advance as they can be fiddly and take more time than you think!

9. How long do I have to do all the tasks in the exam?	Red	Amber	Green

In the exam you will get 5 hours to make your 3-4 pages, save them as PDFs and write your technical review. This should be more than enough time if you have fully prepared in advance.

10. What does the mark scheme look like for this?	Red	Amber	Green

Activity 2: Final Media Product(s) (Technical Skills)

Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
• Basic use of a limited range of technical processes and techniques to create/manipulate materials and assets. • Limited process of review used during technical production resulting in underdeveloped work. • Basic use of equipment and software resulting in an inconsistent final product or products that shows limited technical proficiency.	• Straightforward use of an adequate range of technical processes and techniques to create/manipulate materials and assets. • Adequate process of review used to partially develop work during technical production. • Adequate use of equipment and software to produce a partially consistent final product or products that shows adequate technical proficiency in some areas/aspects.	• Competent use of an appropriate range of technical processes and techniques to create/manipulate materials and assets. • Competent process of review used to develop work during technical production. • Competent use of equipment and software to produce a mostly consistent final product or products that shows competent technical proficiency in most areas/aspects.	• Confident use of a wide range of technical processes and techniques to create/manipulate materials and assets. • Effective process of review used to develop and refine work throughout technical production. • Confident use of equipment and software to produce a cohesive final product or products that shows effective technical proficiency throughout.

As you can see the above is for the technical review and is out of 12.

The one on the next page is for the final products and is out of 18.

Activity 2: Final Media Product(s) (Ideas)

Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
1 – 4 marks	5 – 9 marks	10 – 14 marks	15 – 18 marks
• Content shows limited development and is sometimes tentatively linked to the brief. • Basic use of the codes and conventions of the chosen sector to tentatively shape outcomes. • Outcome shows a limited interpretation of the brief. • Ideas are tentatively communicated to the audience.	• Content is sufficiently developed and partially suitable in relation to the brief. • Adequate use of the codes and conventions of the chosen sector to partially shape outcomes. • Outcome shows a straightforward interpretation of the brief. • Ideas are adequately communicated to the audience.	• Content is clearly developed and mostly appropriate in relation to the brief. • Competent use of the codes and conventions of the chosen sector to appropriately shape outcomes. • Outcome shows a competent interpretation of the brief. • Ideas are competently communicated to the audience.	• Content is thoroughly developed and entirely suitable in relation to the brief. • Accomplished use of the codes and conventions of the chosen sector to effectively shape outcomes. • Outcome shows an effective interpretation of the brief. • Ideas are effectively communicated to the audience.

		Red	Amber	Green

Red	Amber	Green

HOME LEARNING TASKS	
Task Description	**Done?**
Find face drawing tutorials on YouTube to help you with sketching	
Find body drawing tutorials on YouTube to help with your sketching	
Research colour theory videos to get inspiration	
Practice interesting photography techniques, such as taking photos through another object	

Knowledge Organiser

Spanish
Year 11
Term 4
2024/25

The Abbey
School

BIG QUESTIONS

1. ¿Dónde vives?
   Where do you live?

2. ¿Te gusta donde vives?
   Do you like where you live?

3. ¿Cómo cuidas el medio ambiente en casa?
   How do you look after the environment at home?

4. ¿Qué haces para ser verde?
   What do you do to be green?

5. ¿Cuál es el problema global más serio?
   What is the most serious global problema?

6. ¿Qué hay que hacer?
   What do we need to do?

7. FUTURE: ¿Qué se debería hacer?
   What should we do?

8. FUTURE: ¿Qué se debería hacer para ayudar?
   What should we do to help?

¿Cómo es tu casa? — What is your house like?

Vivo en...	I live in...	en la primera planta	on the first floor
un bloque de pisos	a block of flats	en el primer piso	on the first floor
una casa individual	a detached house	fuera...	outside...
una casa adosada	a semi-detached / terraced house	hay...	there is...
un piso / apartamento	a flat / apartment	un aseo	a toilet
una granja	a farmhouse	un comedor	a dining room
Está en...	It is in...	un cuarto de baño	a bathroom
el centro de la ciudad	the centre of city	un despacho / estudio	a study
un barrio en las afueras	a district in the suburbs	un dormitorio	a bedroom
las afueras	the outskirts / suburbs	un salón	a living room
el campo	the country	un garaje	a garage
un pueblo en la costa	a village on the coast	un jardín	a garden
la montaña	the mountains	una cocina	a kitchen
abajo / arriba	downstairs / upstairs	una terraza	a terrace / balcony
en la planta baja	on the ground floor	una mesa	a table
		unas sillas	some chairs

¿Cómo cuidas el medio ambiente en casa? — How do you look after the environment at home?

Apago / Apagamos	I turn off / We turn off	el papel	paper
la luz	the light	el plástico	plastic
la lámpara	the lamp	el vidrio	glass
Desenchufo / Desenchufamos	I unplug / We unplug	los cubos de basura	rubbish bins
los aparatos eléctricos	electric devices	Cerramos...	We shut...
el equipo de música	the stereo	las ventanas	the windows
el ordenador	the computer	la puerta	the door
la televisión	the television	Compramos productos verdes.	We buy green products.
Prefiero usar...	I prefer using...	el armario	the cupboard
la ducha / la bañera	the shower / the bath	el sofá	the sofa
Ahorramos agua.	We save water.	la cama	the bed
Separamos...	We separate...	la lavadora	the washing machine
Reciclamos...	We recycle...	la calefacción	the heating
la basura	the rubbish	Malgastamos energía.	We waste energy.
		hacer todo lo posible	to do everything possible
		ser verde	to be green

¡Actúa localmente! — Act locally!

Hay demasiada basura.	There is too much rubbish.	usar productos ecológicos	use environmentally-friendly products
El aire está contaminado.	The air is polluted.	ahorrar energía en casa	save energy at home
la sequía	drought	usar el transporte público	use public transport
el calentamiento global	global warming	reciclar todo lo posible	recycle everything possible
la destrucción de los bosques	destruction of woodland / forest	usar energías renovables	use renewable energies
Para...	In order to...	hacer proyectos medioambientales	do environmental projects
limpiar las calles	clean (up) the streets	apagar la luz	switch off the light
proteger el medio ambiente / los ríos y mares	protect the environment / the rivers and seas	reciclar el papel y el vidrio	recycle paper and glass
reducir la contaminación	reduce pollution	desenchufar los aparatos eléctricos	unplug electronic devices
luchar contra el calentamiento global	combat global warming	No se debería...	You should not...
Se debería...	You should...	tirar basura al suelo	throw rubbish on the ground
ducharse	shower	usar bolsas de plástico	use plastic bags
plantar más árboles	plant more trees	malgastar el agua / la energía	waste water / energy

¿Cuál es el problema global más serio?	What is the most serious global problem?		
El mayor problema global es...	The greatest global problem is...	la salud	health
el paro / desempleo	unemployment	la crisis económica	the economic crisis
el medio ambiente	the environment	la contaminación...	the pollution...
el hambre	hunger	de los ríos / mares	of the rivers / seas
los sin hogar / techo	the homeless	la pobreza	poverty
los animales en peligro	the animals in danger	la drogadicción	drug addiction
de extinción	of extinction	los drogadictos	drug addicts
la desigualdad social	social inequality	los obesos	obese people
		los animales amenazados	endangered animals
		la tasa de desempleo	the unemployment rate

¿Qué hay que hacer?	What must be done?		
Hay que...	One / We must...	Sufrí agresiones	I suffered attacks
cuidar el planeta	look after the planet	Pasé una semana...	I spent a week...
crear más empleos	create more jobs	Encontré un centro de ayuda	I found a help centre
reducir el consumo	reduce consumption	el alquiler	the rent
apoyar a proyectos de ayuda	support aid projects	Si tengo éxito...	If I am successful...
usar productos verdes	use green products	una organización humanitaria	humanitarian organisation
hacer campañas publicitarias	do publicity campaigns	actualmente	currently
Me quedé sin hogar	I ended up homeless	por ciento	per cent
Perdí mi trabajo	I lost my job	la edad media	average age

Use **se debería** followed an **infinitive** to mean 'you/one should'. It is the conditional form of **se debe** (you/one must).

Se debería ahorrar energía.   You/One should save energy.

No se debería tirar basura al suelo.   You/One should not throw litter on the ground.

Para ser verde... Para cuidar el medio ambiente...	
siempre	usamos la ducha reciclamos todo lo posible vamos en bici / a pie separamos la basura
(casi) nunca	usamos bolsas de plástico ponemos la calefacción vamos en coche

💛 When listening for higher numbers keep calm and don't assume you'll hear the answer immediately. Listen the second time to be sure.

1.000.000 = un millón
1.000 = mil
3.574 = tres mil quinientos setenta y cuatro
95% = el noventa y cinco por ciento

Use a **full stop** to separate thousands and a **comma** for decimals.

Use the **superlative** to say 'the (poor)-est', 'the most / least (serious)', etc.

The adjective *usually* goes after the noun and agrees with it.

el / la / los / las + noun + *más / menos* + adjective

el lago **más** limpio	the cleanest lake
la montaña **más** alta	the highest mountain

Some superlatives are formed differently and go in front of the noun:

el mayor / menor problema	the greatest / smallest problem
la mejor / peor solución	the best / worst solution

This term: Viva GCSE Foundation Mod 8   *Use Memrise the day before your lesson to prepare!*

MEM RiSE