Year 10

Knowledge Organiser

Term 2: 2020

BLAISE HIGH SCHOOL

Name: _____

GREENSHAW
LEARNING TRUST

Knowledge Organiser

1   English
2   Maths
3   Science
4   Art
5   Catering
6   Computing
7   Dance
8   Drama
9   Engineering
10 French
11 Geography
12 Health & SC
13 History
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15 Music
16 PE
17 RE
18 Spanish

Knowledge Organiser:– English Language Paper 1, *Explorations in Creative Reading and Writing*

Question Overview:

Q1 AO1	**List four things.** Find and list 4 things from the text (4 marks)	
Q2 AO2	**How does the writer use LANGUAGE?** Look at an extract and analyse how the writer uses language for effect (8 marks)	
Q3 AO2	**How does the writer use STRUCTURE?** Consider the whole text. Analyse how the writer has structured the text (8 marks)	
Q4 AO4	**To what extent do you agree?** Evaluating the extent to which you agree with the statement given in the question (20 marks)	
Q5 AO5 AO6	**Writing to DESCRIBE or NARRATE.** Select ONE of the writing questions options. Produce a piece of original writing that meets the brief in the question (40 marks = 24 content + 16 technical accuracy)	

Useful Sentence Starters:

Q1: Copy FOUR short quotations from the text.

Q2:
- The writers uses…(terminology) to show…(link to question) shown by…(evidence from text)
- This creates the effect of…
- This makes the reader…
- This has the impact of…

Q3:
- At the beginning of the text…
- The narrative voice is significant as…
- The use of past / present tense is effective as…
- The contrasts created between…
- The climax of the piece is…

Q4:
- One of the key ideas to support this interpretation would be…
- This interpretation could be said to be true because…
- The writer creates this impression through the use of…
- One of the key methods used by the writer is…

Q5: DESCRIBE:
- Looking into the distance there is…
- Beyond…
- The colours of the…
- Hidden behind…

NARRATE:
- The day began with…
- I looked around…
- (Name) woke up the sound of… / sat and stared at… / heard the noise of…
- One fine / gloomy morning / evening

Key Vocabulary:

Alliteration	Irony
Antithesis	Juxtaposition
Assonance	Simile
Atmosphere	Simple sentence
Cliché	Minor sentence
Colloquialism	Metaphor
Connotation	Monosyllabic words
Ellipsis	Onomatopoeia
Foreshadowing	Parallelism
Figurative language	Personification
Idiom	Sarcasm
Imagery	Word classes e.g.
Imperative	noun, adjective etc

Exam Breakdown:
- 1 hour 45 minutes
- Section A – Reading (45 mins)
- Section B – Writing (45 mins)
- Proof reading and checking (15 mins)

Worth 50% of your GCSE grade

Punctuation (use a variety) :

. , : ; "" () ? ! …

Assessment Objectives:

AO1:
- identify and interpret explicit and implicit information and ideas
- select and synthesise evidence from different texts

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4: Evaluate texts critically and support this with appropriate textual references

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Knowledge Organiser: HT2 Year 11 – English Language Paper 2, *Writers' Viewpoints and Perspectives*

Question Overview:

Q1 AO1	**Choose FOUR statements that are true.** Read a specified section of Source A and select the four true statements from a list of eight. (4 marks)	
Q2 AO1	**Write a SUMMARY of the similarities and differences.** Read the whole of Source A and B, select and synthesise information from both texts, making inferences. (8 marks)	
Q3 AO2	**How does the writer use LANGUAGE?** Consider a specified section of Source A. Analyse how the writer uses language for effect. (12 marks)	
Q4 AO3	**COMPARE Source A and Source B.** Compare how the writers convey different viewpoints and perspectives, commenting on the writers' use of methods and their effects. (16 marks)	
Q5 AO5 AO6	**Writing for different viewpoints and perspectives – non-fiction (persuade / argue / advise etc…)** Produce a piece of original non-fiction writing that meets the brief in the question (40 marks = 24 content + 16 technical accuracy)	

Useful Sentence Starters:

Q1: Follow the instructions carefully. Read the statements, some of them will be there to trick you!

Q2:
- We learn that…
- This implies that…
- This suggests that…
- We can infer that…
- One of the main differences between… is….
- On the other hand…

Q3:
- The writer uses… for example… to create an image of…
i.e. *Shelley uses a metaphor…when she is describing the…in order to present the…as… This makes the reader share the sense of…with her.*

Q4:
- The writer of Source A states "…." showing that they believe / feel… Whereas the writer of Source B states "….".
- Both writers use (method) to express their ideas…
- In Source A the writer describes… whereas in Source B, the writer focuses on…

Q5:
- It could be said that…
- We need to work together to…
- Some people might argue that…
- We are often led to believe… However…
- I am asking you to consider…
- A further aspect to consider is…
- We must think about…
- Finally, I would like to leave you with the idea that…

Key Vocabulary:

Personal Pronouns	Simile
Alliteration	Metaphor
Anecdote	Personification
Facts	Imagery
Opinions	Connotation
Rhetorical Question	
Repetition	
Exaggeration	
Emotive Language	**Word classes:**
Expert Quote	- Verb
Statistics	- Adverb
Triple	- Adjective
Tone	- Noun

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AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

'Macbeth' by William Shakespeare: A Knowledge Organiser

Characters

Macbeth	A loyal warrior who becomes obsessed with the witches' prophecies of power.	Loyal, Fearsome, Violent, Ambitious, Contemplative, Duplicitous, Tyrannical, Emasculate, Weak, Desirous, Psychotic, Dualistic, Rigidcial
Lady Macbeth	Macbeth's wife who drives his ambition in the beginning but loses her control by the end.	Sycophantic, Manipulative, Persuasive, Ambitious, Strong, Ruthless, Sensual, Subversive, Dominant, Action-oriented, Powerful, Willful, Aggressive, Purposeful, Anarchic
Banquo	Macbeth's close friend and ally who also receives prophecies from the witches.	Brave, Loyal, Diplomatic, Virtuous, Friendly, Insightful, Astute, Shrewd, Sceptical, Apprehensive, Cynical
Duncan	King of Scotland at the beginning of the play who is portrayed as a strong and respected leader.	Fair, Respected, Naive, Trusting, Happy, Jolly, Jovial, Optimistic, Meek, Moral, Panglossian
Macduff	A brave warrior who is loyal to Duncan and is consistently suspicious of Macbeth.	Emotional, Courageous, Strong-willed, Righteous, Justice-oriented, Focused, Deliberate, Heroic, Responsive, Intuitive
Malcolm	Duncan's son and next in line to the throne.	Naive (at first), Dignified, Honest, Suspicious, Clever, Brave, Flexible, Open-minded
The Three Witches	Portrayed as forces of nature that seem to know the future and are fascinating to Macbeth.	Sinister, Evil, Supernatural, Unearthly, Eerie, Loud, Prophetic, Cryptic, Manipulative, Omniscient

Significant Aspects of Writer's Craft

Iambic Pentameter		The noble characters mostly speak in unrhymed iambic pentameter, like this: ba-DUM, ba-DUM, ba-DUM, ba-DUM, ba-DUM. It's the most common in English poetry. It doesn't rhyme, which is why it's referred to as blank verse. It tends to connote power, control, status and authority.
Trochaic tetrameter		Trochaic tetrameter is a rhythmic pattern that consist of four 'trochees' per line. It sounds like this: DUM-da, DUM-da, DUM-da, DUM-da. The Witches speak in this verse, making it sound like an eerie chanting. e.g. DOUble, DOUble, TOIL and TROUble / Fire BURN and CAULdron BUbble.
Prose		Commoners, or people who lack status, often speak in unrestrained prose. It sets them apart from the noble characters. These character often discuss low and base content, such as sex and debauchery!
Soliloquy		These are speeches but they are meant to be heard only by the audience. They tell us directly about a character's thoughts and feelings and they are very important in Macbeth, because we can understand exactly what is going through a character's mind.
Symbolism	Blood	The image of blood runs through the play, both literally and imagined. Blood comes to symbolise Macbeth's growing guilt and is also a reminder of man's mortality. Blood, or menstruation, represents Lady Macbeth's rejection of her femininity – her womanhood.
	Dead children	This rather unpleasant theme has two purposes. Firstly, it symbolises how family lines come to an end. In this case , Macbeth tries to extinguish the family lines of his enemies. It reminds us of the shocking depths to which Macbeth allows himself to fall. Secondly, it supports the unnaturalness of Lady Macbeth's rejection of her own compassionate and maternal instincts.
	Light/Dark	Simply put, light is used to represent goodness, godliness and all things innocent and pure. Darkness carries the opposite connotations: evil, betrayal, death.

Social, Historical and Literary Context

Macbeth: The Play	The plot is partly based on fact. Macbeth was a real 11C king who reigned Scotland from 1040-1057. Shakespeare's version of the story originates from the Chronicles of Holinshed, a well known historian. The play was written in 1606 – the year after the Gunpowder Plot of 1605 – and reflects the insecurities of Jacobean politics.
Shakespeare's Scotland (and England)	Queen Elizabeth I died in 1603, and King James VI of Scotland was crowned King James I of England. Women were entirely under the power of their husbands. Superstition was widespread and astrology was a legitimate science.
Belief in the supernatural	In Shakespeare's England, anxiety about witchcraft and belief in magic and the supernatural were not limited to the lower or uneducated classes. While king of Scotland, James VI became utterly convinced about the reality of witchcraft and its great danger to him, leading to trials that began in 1591.
Shakespearean Tragedy	Macbeth is one of Shakespeare's Tragedies and follows specific conventions. The climax must end in a tremendous catastrophe involving the death of the main character; the character's death is caused by their own flaw(s) (hamartia); yet, the character has something the audience can identify with.
The Great Chain of Being/ The Divine Right of Kings	The Great Chain of Being, a strict, religious hierarchical structure of all matter and life, believed to have been decreed by God, dominated Elizabethan beliefs. Divine right says that a Monarch is not subject to earthly authority, and that they have the right to rule directly from the will of God. The action of killing a King is called regicide.

Plot

Act 1	This Act opens with the three Weird Sisters setting up the entire theme of the play: Fair is foul and foul is fair. A war is taking place against Scotland (the setting of the play) and Norway. Scotland is victorious due to the valiant efforts of Macbeth. The traitorous Thane of Cawdor is captured and executed. King Duncan rewards Macbeth with the title of Thane of Cawdor. The three Weird Sisters confront Macbeth and Banquo, telling Macbeth that he will become Thane of Cawdor, Glamis and eventually king. Macbeth soon learns of his new title fulfilling the first part of the prophesy and sends word to his wife. Duncan plans on staying the night at Macbeth's castle in Inverness. Lady Macbeth receives the news and immediately plots the death of King Duncan so her husband will be king. Lady Macbeth manipulates Macbeth into following her plans, and he reluctantly agrees to murder Duncan. By the end of Act I, Macbeth is determined to follow through with the plan.
Act 2	Macbeth again has some doubts (and visions) but he talks himself into following through with the murder. Macbeth is so scared Lady Macbeth must finish the rest of the plan by wiping blood on the drunk guards. The next morning, Macduff and Lennox arrive at Macbeth's and Macduff discovers the dead body of King Duncan. The guards are immediately suspects and Macbeth kills them. Malcolm and Donalbain, the King's sons, flee the castle because they are afraid that they will be blamed for the murder of their father. The king is soon buried.
Act 3	Banquo begins to suspect Macbeth for the murder of King Duncan and Macbeth in turn feels that Banquo will reveal that it was he that killed the King. Therefore, Macbeth sends out some thugs to murder Banquo and his son, Fleance. Banquo is murdered, but Fleance escapes. Macbeth, Lady Macbeth, Lennox, Ross, and other lords attend a banquet. The ghost of Banquo presents itself to Macbeth. Macbeth begins to rant and rave, making the other guests uneasy. Lady Macbeth tries to cover up the situation by saying Macbeth is prone to fits. By the end of this Act, we learn that Macduff has not attended the banquet because he has gone to England, looking for help because he is suspicious of Macbeth.
Act 4	Macbeth confronts the three Weird Sisters and they show him more visions. The visions lead Macbeth to believe that he cannot be killed by any man, giving him a false sense of security. He then plans to send murderers to the castle of Macduff (who is in England) in order to kill his family. Meanwhile, Macduff is in England begging Malcolm to return to Scotland and seize the throne from Macbeth, who has become a tyrant. Malcolm tests Macduff's loyalty to Scotland and himself and after being satisfied with Macduff's responses, he agrees to wage war against Macbeth. Malcolm's uncle, Siward, will also aid in the attack.
Act 5	Lady Macbeth has finally gone mad with guilt over the murders. The once strong and ruthless woman is now a scared child. Doctors are unable to help her. Some of the Scottish lords are discussing Macbeth's state of mind and have come to the conclusion that they will help Malcolm and Macduff fight against Macbeth. Of course, Macbeth isn't really concerned because he believes the prophecy ensures that he cannot be killed by any man born of woman. Macbeth soon confronts at Dunsinane. Macduff and learns that Macduff was ripped from his mother's side and not born naturally. Macbeth and Macduff fight and the natural order is restored by the end of the play.

Key concepts and themes: *Think about…*

Masculinity, Femininity and Identity	Over and over again in Macbeth, characters discuss or debate about manhood: Lady Macbeth challenges Macbeth when he decides not to kill Duncan, Banquo refuses to join Macbeth in his plot, Lady Macduff questions Macduff's decision to go to England, etc. Through these challenges, Macbeth questions and examines manhood itself. Does a true man take what he wants no matter what it is? Or does a real man have the strength to restrain his desires? Lady Macbeth subverts the expectation of what is was to be a woman: all struggle to accept their true identities.
Order, Disorder, Inversion and Conflict	The play subverts the natural order of the world. Macbeth's actions are based on a supernatural belief in a prophecy. It depicts an anarchic world; Macbeth inverts the order of royal succession; his wife inverts the patriarchal hierarchy; the unnatural world disrupts the natural. This disruption underpins the conflict that is not only external and violent, but internal as Macbeth and his wife battle to absorb what they have done.
The Natural, Unnatural and Supernatural Order	In medieval times, it was believed that the health of a country was directly related to the goodness and moral legitimacy of its king. If the King was good and just, then the nation would have good harvests and good weather. If there was political order, then there would be natural order. Macbeth shows this connection between the political and natural world: when Macbeth disrupts the social and political order by murdering Duncan and usurping the throne, nature goes haywire. Incredible storms rage, the earth tremors, animals go insane and eat each other. The unnatural events of the physical world emphasize the horror of Macbeth and Lady Macbeth's acts, and mirrors the warping of their souls by ambition.
Ambition, Hubris and Power	Macbeth is a play about ambition run amok. The weird sisters' prophecies spur both Macbeth and Lady Macbeth to try to fulfil their ambitions, but the witches never make Macbeth or his wife do anything. Macbeth and his wife act on their own to fulfil their deepest desires. Macbeth's hubris overwhelms him and he becomes a murdering, paranoid maniac. Lady Macbeth, once she begins to put into actions the once-hidden thoughts of her mind, is crushed by guilt. Both Macbeth and Lady Macbeth want to be great and powerful, and sacrifice their morals to achieve that goal.
Good, Evil and Insanity	Macbeth and his wife have to choose between good and evil. Their evil actions are often viewed as madness; certainly they both suffer from a paranoid psychosis as a consequence of their actions. The witches are the incarnation of evil, and may be seen as representing the evil in human nature. Evil characters are routinely juxtaposed with virtuous ones, such as Banquo, Duncan and Macduff.
Trust, Betrayal, Guilt and Rejection	Duncan trusts the wrong men with disastrous consequences. Macbeth trusts the witches, and ultimately they destroy him. Lady Macbeth manipulates Macbeth's trust and both are tormented by their own guilt and driven to their doom, terrified by their own sense of sin. Macbeth and his wife reject their place in the world, desirous of a greater station. Lady Macbeth rejects her womanhood and her soul as she bargains with the darkness.

Macbeth

Key quotes

Appearance/reality	Witches: Fair is foul and foul is fair (1.1)
Nobility	Captain: brave Macbeth—well he deserves that name (1.2)
Macbeth plots his crime	Macbeth: Stars, hide your fires/Let not light see my black and deep desires (1.4)
Unnatural	Lady M: Come, you spirits… Unsex me here (1.5)
Hallucination	Macbeth: Is this a dagger I see before me? (2.1)
Lady M is braver	Lady M: My hands are of your colour but I shame to wear a heart so white (2.2)
Paranoia	Macbeth: To be thus is nothing but to be safely thus (3.1)
Guilt	Macbeth: Full of scorpions is my mind dear wife (3.2)
M hides info	Macbeth: Be innocent of the knowledge, dearest chuck (3.2)
Cyclical	Macbeth: Blood will have blood (3.4)
Weariness	Macbeth: I am in blood/Stepped in so far that, should I wade no more,/Returning were as tedious as go o'er. (3.4)
Tragic hero	Malcolm: This tyrant whose sole name blisters our tongue was once thought honest (4.3)
Guilt/anxiety	Lady M: All the perfumes of Arabia will not sweeten this little hand (5.1)
Existential crisis	Macbeth: Life's but a walking shadow, a poor player (5.5)
Betrayal of prophecy	Macbeth: I bear a charmed life (5.8)

Critical quotes

A. C. Bradley	Witches normal women; 'darkness broods over this tragedy'; 'image of blood is forced upon us continuously'
G. Wilson Knight	'The evil is not relative but absolute'; lack certainty
Harold Bloom	'Macbeth is a mankind figure'; 'Macbeth is a killing machine'
Fred Parker	Macbeth no ambitious line in play; moral issues are black/white

Motifs

Nature	'Against the use of nature' (1.3); 'Tis unnatural,/ Even like the deed that's done' (3.4); 'And his gash'd stabs looked like a breach in nature' (3.1); 'Boundless intemperance/ In nature is a tyranny' (4.3)
Light and dark	'Stars, hid your fires; Let not light see my black and deep desires' (1.4); 'that darkness does the face of earth entomb,/When living light should kiss it?' (4.2); 'Come, seeling night,/ Scarf up the tender eye of pitiful day' (3.2)
Children	'Your children shall be kings' (1.3); 'And pity, like a naked new-born babe,' (1.7); 'I have given suck, and know / How tender 'tis to love the babe that milks me' (1.7); 'He has no children. All my pretty ones?' (4.3)
Blood	'Make thick my blood' (1.5); 'And on thy blood and dungeon gouts of blood…/It is the bloody business which informs thus to mine eyes' (2.1); 'Will all great Neptune's ocean wash this blood clean from my hand?' (2.1); 'Here's the smell of blood still.' (5.1)
Sleep	'Nature seems dead, and wicked dreams abuse / The curtain'd sleep' (2.1); 'There's one did laugh in's sleep, and one cried 'Murder!'' (2.2); 'Macbeth does murder sleep' (2.2); 'A great perturbation in nature, to receive at once the benefit of sleep and do the effects of watching!' (5.1)
Dreams	'Art thou not, fatal vision, sensible / To feeling as to sight?' (2.1); 'Hence, horrible shadow! Unreal mockery, hence!' (3.4); 'Wash your hands; put on your nightgown; look not so pale! I tell you yet again, Banquo's buried.' (5.1); 'My wife and children's ghosts will haunt me still' (5.7)

Important Exam Information
- Paper 1 Section B
- Extract question
- No choice of question
- 45 minutes

Key Themes (AO1):
- Christmas Spirit
- Redemption
- Poverty
- Social responsibility
- Supernatural
- Family
- Loneliness and isolation
- Time
- Education

'A Christmas Carol' Knowledge Organiser

Tips for use: create mind-maps, flash cards, ask someone to test you, look, cover, write, check

Plot (AO1):

Preface: Charles Dickens write a note to his readers to explain that he wants to introduce an entertaining idea to them.

Stave One
1. Introduced to Ebenezer Scrooge on Christmas Eve. He is a lonely miser obsessed with money. He won't pay to heat the office properly – meaning Bob Cratchit is very cold.
2. We learn Jacob Marley, Scrooge's business partner, died exactly 7 years earlier.
3. Scrooge is irritated that Christmas Day seems to be interrupting his business.
4. Scrooge is visited by his nephew Fred, who invites his uncle to Christmas dinner. Scrooge refuses.
5. Scrooge is visited by two charity workers, asking for donations. Scrooge refuses and exclaims he wants to be left alone.
6. Scrooge allows Bob to have Christmas Day off.
7. Scrooge, when he is home, is visited by the Ghost of Jacob Marley – warning him he will be visited by three more ghosts to help him change his ways.

Stave Two
1. Scrooge is visited by the Ghost of Christmas Past who takes him to witness his past.
2. Scrooge is taken first to his schoolboy years and he is reminded how his friends would go home from Christmas while he was left at school.
3. We see him with his sister, who one year took him home for the holidays.
4. Next we are shown Scrooge as a young apprentice, working for Fezziwig. Dickens describes the Christmas ball Fezziwig organised for his employees.
5. Finally, Scrooge is taken to see his ex-fiancée, Belle. We see the scene when they break up, as money has taken over Scrooge's life.
6. Scrooge cannot bear to see any more and struggles with the spirit.

Stave Three
1. Scrooge is then visited by the Ghost of Christmas Present.
2. The spirit shows Scrooge how the Cratchit family celebrate Christmas. Scrooge asked if Tiny Tim will life. The spirit explain unless there are changes, he will die. The spirit reminds Scrooge of his earlier words: 'If he is to die, he had better do it, and decrease the surplus population'
3. Scrooge is then taken to see how others celebrate Christmas: miners, lighthouse workers, sailors on a ship.
4. He is taken to Fred's house at Christmas, where they are playing games.
5. The spirit then begins to age, and see under the spirit's robes two children: Want and Ignorance.
6. The Ghost of Christmas Future then appears.

Stave Four
1. The Ghost of Christmas Future is described.
2. The spirit takes Scrooge to see a group of businessmen discussing someone who has died.
3. Scrooge is then taken to see Old Joe, where he is in the process of buying property of the dead man – which have been stolen.
4. Scrooge then returns to Bob Cratchit's house, where it is revealed Tiny Tim has died.
5. Scrooge is then taken to the graveyard and is shown a grave stone and realises this is for him.
6. Scrooge falls to his knees and begs that he will change his ways.

Stave Five
1. Scrooge wakes up in his own bed.
2. Scrooge wonders how much time has passed and calls to a boy. He then sends the boy to the poulterer for the prize turkey to give to Bob Cratchit,
3. Scrooge meets one of the charity collectors from earlier and whispers to him that he will give a large donation.
4. Scrooge then goes to Fred's house and is welcomed in. He enjoys the dinner and party.
5. On Boxing Day, Scrooge arrives early to work, and plays a trick on Bob. Scrooge then tells him he is going to raise his salary and promises to help Bob's struggling family.
6. Scrooge is described to have completely changed and becomes a 'second father' to Tiny Tim – 'who did not die.'

Characters (AO1):

1.Ebenezer Scrooge: Miserly, mean, bitter, materialistic, unsympathetic, indifferent, cold, selfish, isolated, cynical, charitable, value driven, generous, happy, sociable, transformed.

2. Marley's Ghost: Materialistic, self-centred, terrifying, haunting, exhausted, direct, reformed, regretful, hopeful, selfless, wise

3. Bob Cratchit: Uncomplaining, tolerant, courteous, deferential, patient, civil, eager, pleasurable, good-humoured, playful, caring, tender, cheerful, loving, forgiving.

4. Fred: Warm-hearted, empathetic, cheerful, optimistic, even-tempered, insightful, determined, generous, forgiving, jovial, enthusiastic, caring

5. Ghost of Christmas Past: Contradictory, strong, gentle, quiet, forceful, questioning, mysterious

6. Ghost of Christmas Present: Compassionate, abundant, generous, cheerful, jolly, friendly, severe, sympathetic

7. Ghost of Christmas Future : Mysterious, silent, ominous, intimidating, frightening, reoslute

8. Tiny Tim: Frail, ill, good, religious

Key Quotations (AO1):

Stave One
'He was as tight-fisted as a grind stone' – about Scrooge
'His face was ruddy and handsome, his eyes sparkled' – Fred (presented as the opposite to Scrooge)
'I wear the chain I forged in life' –Ghost of Marley

Stave Two
'It wore a tunic of the purest white... from the crown of its head there sprung a bright clear jet of light' – Ghost of Christmas Past
'A lonely boy was sat reading near a feeble fire' – Scrooge as a young boy
'"Your lip is trembling,' said the Ghost, 'And what is that upon your cheek?' – first sign of emotion from Scrooge

Stave Three
'There sat a jolly Giant, who wore a glowing torch...it was clothed in one simple green robe' – Ghost of Christmas Present
'God bless us everyone!' – Tiny Tim's positive attitude
'Tell me Tiny Tim will live...' – Scrooge showing compassion.

Stave Four
'The phantom slowly, gravely, silently approached' – Ghost of Christmas Yet to Come
'I fear you more than any spectre I have seen' – Scrooge
'Tell me I may sponge away the writing on this stone!' – Scrooge desperate to change his ways
'I will honour Christmas in my heart' - Scrooge

Stave Five
'I'll raise your salary Bob and endeavour to assist your struggling family' – Scrooge changing his ways.
'to Tiny Tim, who did NOT die, he [Scrooge] was a second father' – Scrooge changing his ways
'Wonderful party, wonderful games, wonderful unanimity, won-der-ful happiness!' – repetition shows Scrooge's joy at the end.

Sentence starters:

Point (AO1): Use the words from the question and include a method used by the writer.

Evidence (AO1): For example/ This is seen when '...'

Analysis (AO2): This word/method '...' implies/suggests...
It makes us realise/think/feel/imagine...
Furthermore, the word '...' is crucial because...

Link (AO3): This could represent/symbolise the ... in society/it may represent Dickens view that...

Context (AO3):

Dickens' Life
1. Charles Dickens was born on February 7, 1812 in Hampshire into a middle class family.
2. His dad was imprisoned for debt leading to poverty for the family.
3. Charles was put to work at Warren's Blacking Factory.
4. Dickens found employment as an office boy at an attorneys.
5. A Christmas Carol was written in 1843

Industrial Revolution
1. From 1780 factory owners in Britain began to use coal-fired steam engines to power the machines in big factories, bringing great fortune.
2. Transition from traditional farming methods to machinery led to Industrial revolution.
3. People flocked from the countryside to the cities. London's population between 1800 and 1900 from 1 million to 6 million people. This led to over-crowding and hunger, disease and crime. There were no proper drainage / sewage systems. Many families had to share one tap / toilet. Children suffered the most and were exploited by factory owners who forced them to work long hours in dangerous conditions.

Charity
1. Industrial revolution led to a gap between the rich and poor with many struggling to survive relying on the generosity of those better off than themselves.
2. Some philanthropists were keen to enhance the lives of the workers. Cadburys tried to provide quality homes and improve lifestyles of workers at their factory in Bournville.

Education
1. Dickens believed strongly in the importance of education.
2. As part of his campaign against the treatment of the poor, Dickens worked with a friend called Angela Burdett-Coutts.
3. In 1840s, Dickens and Coutts became involved in the Ragged Schools. The aim was to provide poor children with basic education.
4. Dickens believed that it is through education that one can leave poverty.

Religion
1. Christianity held a strong influence in Victorian Britain, especially amongst the middle / upper classes.
2. Good Christians believed in a strict moral code – attending church regularly, avoiding alcohol and exercise sexual restraint.
3. Dicken's view on Christianity was different. He believed that to be a good Christian people should seek out opportunities to do good deeds for other people.
4. Sabbatarianism – when people spent Sunday going to church and resting. Dickens was opposed to this because it meant that working poorer people were denied any enjoyment on their one day off – everything was shut.
5. Poorer people didn't have ovens at home so often food cooked by bakers. Sabbatarianism meant that many people couldn't get a hot meal on Sundays because the bakers were shut.

Maths

GREENSHAW
LEARNING TRUST

$y = mx + c$ 201-204, 214-216

Equation of straight line $y = mx + c$
m is the [ ]; c is the y [ ]
➔ Find the equation of the line
that joins $(0, 3)$ to $(2, 11)$

[ ]

...and its y intercept...
Passes through $(0, 3)$, so $c = 3$.
Equation is $y = 4x + 3$.

Parallel lines: gradients are [ ]
perpendicular lines: gradients are
"[ ] reciprocals".
➔ $y = $ [ ] and y [ ] are
parallel to each other; $y = $ [ ]
and $y = $ [ ] are perpendicular

Velocity - time graph   888-890

Gradient = [ ] (you may
need to draw a tangent to the curve at
a point to find the gradient);
Area under curve = [ ]

Constructions   660-669, 683
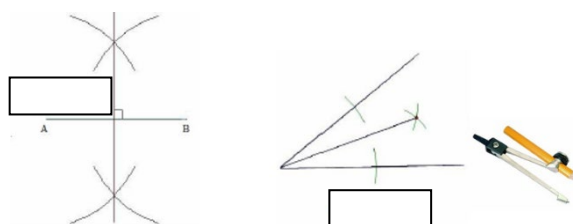
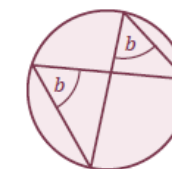## Similar shapes   608-621

Ratios in similar shapes and solids:
• Length/perimeter $1:n$
• Area $1:n^2$
• Volume $1:n^3$
[ ]

Circle theorems   594-606

[ ] [ ] [ ]

Iteration   322

You will be given the formula to use:
➔ Solve $x^3 + 6x + 4 = 0$ by using
the iteration $x_{n+1} = \sqrt[3]{6x_n - 4}$.

Start with $x_1 = -2.8$.

$x_2 = $ [ ]

$x_3 = $ [ ]
Repeat until you know the solution, or
you do as many as the question says.
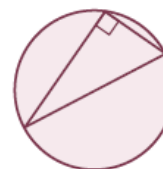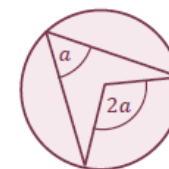
Functions   289-296

Combining functions:
$$fg(x) = f(g(x))$$
➔ If $f(x) = x + 3$ and $g(x) = x^2$
$$fg(x) = $$ [ ]
$$gf(x) = $$ [ ]

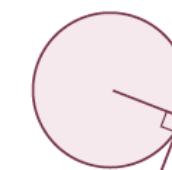The inverse of f is f^{-1}
➔ If $f(x) = 2x + 5$ then
$$f^{-1}(x) = $$ [ ]

[ ] [ ] [ ]

GREENSHAW LEARNING TRUST
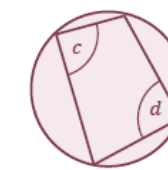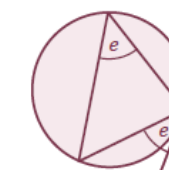
$y = mx + c$ — 201-204, 214-216

Equation of straight line $y = mx + c$
m is the gradient; c is the y intercept:
➔ Find the equation of the line that joins $(0, 3)$ to $(2, 11)$
Find its gradient...
$$\frac{11 - 3}{2 - 0} = \frac{8}{2} = 4$$
...and its y intercept...
Passes through $(0, 3)$, so c = 3.
Equation is $y = 4x + 3$.

Parallel lines: gradients are equal;
perpendicular lines: gradients are "negative reciprocals".
➔ $y = 2x + 3$ and $y = 2x - 5$ are parallel to each other; $y = 2x + 3$
and $y = -\frac{1}{2}x + 3$ are perpendicular
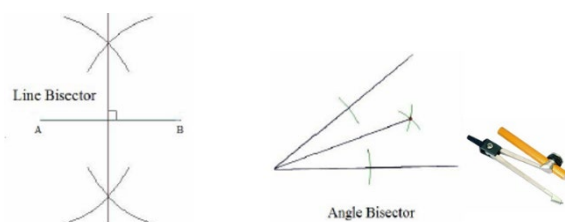
Velocity - time graph — 888-890

Gradient = acceleration (you may need to draw a tangent to the curve at a point to find the gradient);
Area under curve = distance travelled.

Constructions — 660-669, 683

Line Bisector

A   B

Angle Bisector

Similar shapes — 608-621
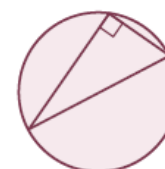
Ratios in similar shapes and solids:
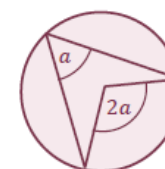- Length/perimeter $1:n$ $a:b$
- Area $1:n^2$ $a^2:b^2$
- Volume $1:n^3$ $a^3:b^3$
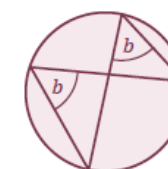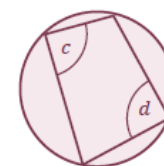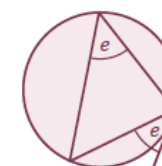
Circle theorems — 594-606

Angle in a semicircle is 90°

Angle at the centre is double the angle at the circumference

Angles in the same segment are equal

Iteration — 322

You will be given the formula to use:
➔ Solve $x^3 + 6x + 4 = 0$ by using the iteration $x_{n+1} = \sqrt[3]{6x_n - 4}$.

Start with $x_1 = -2.8$.

$x_2 = \sqrt[3]{6 \times (-2.8) - 4} = -2.750\ldots$

$x_3 = \sqrt[3]{6 \times (-2.750\ldots) - 4} = \cdots$
Repeat until you know the solution, or you do as many as the question says.

Functions — 289-296

Combining functions:
$$fg(x) = f(g(x))$$
➔ If $f(x) = x + 3$ and $g(x) = x^2$
$$fg(x) = x^2 + 3$$
$$gf(x) = (x + 3)^2$$

The inverse of f is f^{-1}
➔ If $f(x) = 2x + 5$ then
$$f^{-1}(x) = \frac{x - 5}{2}$$
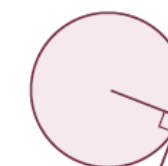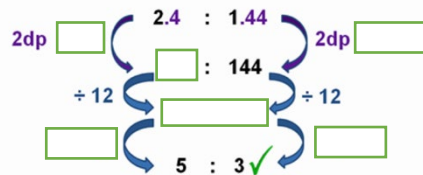
Opposite angles in a cyclic quadrilateral total 180°

Alternate segment theorem

Tangent and radius are perpendicular

GREENSHAW LEARNING TRUST

Ratios with decimals and how to simplify (328, 329, 331, 335-337):

Convert Decimals to Whole Numbers and Simplify.

2dp [ ]　2.4 : 1.44　2dp [ ]

[ ] : 144

÷ 12　[ ]　÷ 12

[ ]　5 : 3 ✓　[ ]

Divide a quantity in given ratio (332-334):
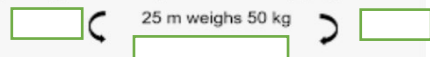
Divide £70 into the ratio 3:4
- Total parts [ ]
- 1 part is [ ]
- 3 parts [ ]
- 4 parts [ ]

Therefore £70 in the ratio 3:4 is [ ]

Unitary method to solve proportion problems:

Given that 25m weighs 50kg, find how much 150m weighs.
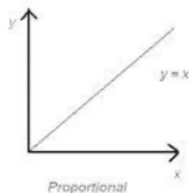
Start by finding out the weight of 1 metre of piping:

[ ]　25 m weighs 50 kg　[ ]

Now scale this up to find out how much 150 metres weighs:
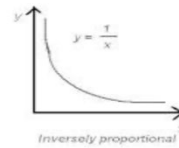
[ ]　[ ]　[ ]

Direct proportion (339-343, 348):

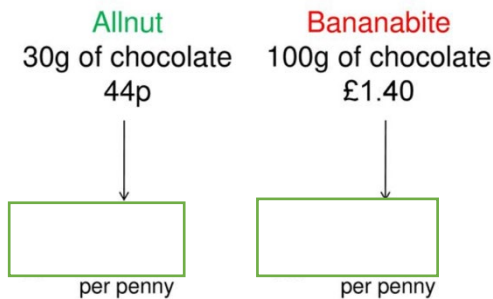As one variable increases by a scale factor, the other variable also [ ] by the [ ] scale factor.

$y = x$

Proportional

Inverse proportion (342, 346, 348):

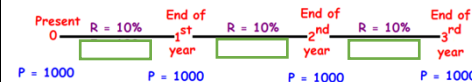As one variable increases by a scale factor, the other variable [ ] by the same [ ] factor.

$y = \frac{1}{x}$

Inversely proportional

Better Value (763-772):

Allnut　30g of chocolate 44p

Bananabite　100g of chocolate £1.40

[ ] per penny　[ ] per penny

Percentage to fraction/decimal (82/75, 83/55):

[ ]　[ ]

Fraction　Percent　Decimal

Simple and compound interest (93-94):

SIMPLE INTEREST :

Present 0　R = 10%　End of 1st year　R = 10%　End of 2nd year　R = 10%　End of 3rd year

P = 1000　[ ]　P = 1000　[ ]　P = 1000　[ ]　P = 1000

COMPOUND INTEREST :

Present 0　R = 10%　End of 1st year　R = 10%　End of 2nd year　R = 10%　End of 3rd year

P = 1000　[ ]　[ ]　[ ]

Increase by % and find % increase (90):

y percent of $x = \frac{y}{100} \times x$

➔ Increase £58 by 26%.

$\frac{[\ ]}{100} \times [\ ] = £15.08$

[ ] = £73.08

y as a percentage of $x = \frac{y}{x} \times 100\%$

➔ The population of a town increases from 3 500 to 4 620. Find the percentage increase.

[ ] $\times 100\% = 32\%$

Note: fraction = [ ]

Index Laws (121, 173, 102-103, 105-106, 108):

For any value a:

$a^x \times a^y = [\ ]$

$\frac{a^x}{a^y} = [\ ]$

$(a^x)^y = [\ ]$

➔ $\left(\frac{2pq^4}{p^3q}\right)^3 = [\ ] = [\ ]$

Standard form (121-128):

Ordinary Number	Standard Form
29	
350	
4716	
600000000	
0.3	
0.09	

3 rules with standard form:

1) First number has to be between [ ] and [ ]
2) You have to multiply by [ ]
3) The power has to be an [ ]

Square roots and cube roots (101):
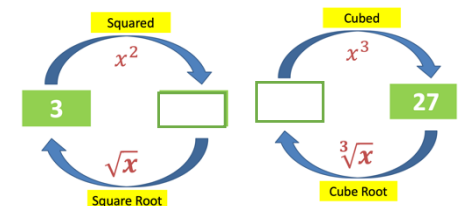
Squared x^2　Cubed x^3

3　[ ]　[ ]　27

$\sqrt{x}$ Square Root　$\sqrt[3]{x}$ Cube Root

Rounding (17, 56, 130):

Truncate the number, then use a "decider digit" to round up or down.

Decimal places: use the decimal point
➔ 162.3681 to 2dp;
[ ] to 2dp

Significant figures: use the first non-zero digit.
➔ 162.3681 to 2sf;
[ ] to 2sf

➔ 0.007 039 to 3sf;
[ ] to 3sf

Error intervals (774-777):

Find the range of numbers that will round to a given value:
➔ $x = 5.83$ (2 decimal places)
[ ]
➔ $y = 46$ (2 significant figures)
[ ]

Note use of ≤ and <, and that the last significant figure of each is 5.

Speed, Distance and Time (716-724):

Units:

Distance = m, cm, km, etc
Time = sec, min, hours, etc
Speed = m/s, mph, etc

Density, Mass and Volume (725-731):

Units:

Mass = kg, grams, etc
Volume = cm^3, m^3, etc
Density = kg/cm^3, g/m^3, etc

Pressure, Force and Area (734-737):

Units:

Force = Newtons
Pressure = N/cm^2, etc
Area = cm^2, m^2, etc

Area of shapes and compound shapes (554, 556, 557-558, 559):

Rectangle W
L

Triangle h b

Parallelogram h b

Trapezium a h b

Always remember:
- Use the perpendicular height i.e. two sides at ☐

12.5cm
20cm
25cm

A =
=
=

A =
=
=

A =

Area and perimeter of circles (534-547)

Circumference of circle = ☐
Area of circle = ☐

radius
r
θ
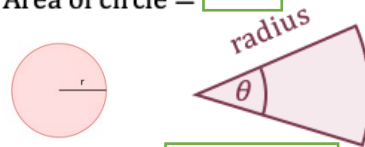
Arc length = ☐

Area of sector = ☐

Perimeter of sector = ☐

Always remember:
- Length is ☐
- Area is ☐
- Volume is ☐
- State your formula
- Make clear substitutions
- Have a clear answer

Volume and Surface Area of a cuboid (568-569, 584):

Height
Width
Length
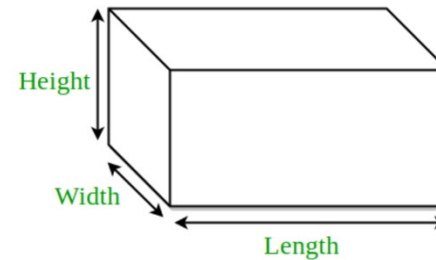
$Volume = $ ☐
$Surface\ Area = $ ☐

Volume and Surface Area of a prism (570-571, 585):

cross section
length
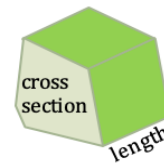
Volume = Area of ☐

Surface Area = ☐

Volume and surface Area of a cylinder (572-574, 586):
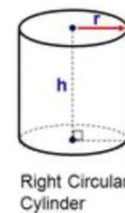
r
h

Right Circular Cylinder

Volume = ☐
Surface Area = ☐

GREENSHAW LEARNING TRUST

Ratios with decimals and how to simplify (328, 329, 331, 335-337):

Convert Decimals to Whole Numbers and Simplify.

2dp x100   2.4 : 1.44   2dp x100
÷ 12   240 : 144   ÷ 12
÷ 4   20 : 12   ÷ 4
5 : 3 ✓

Divide a quantity in given ratio (332-334):

Divide £70 into the ratio 3:4
- Total parts 3 + 4 = 7
- 1 part is £70 ÷ 7 = £10
- 3 parts £10 x 3 = £30
- 4 parts £10 x 4 = £40

Therefore £70 in the ratio 3:4 is £30 : £40

Unitary method to solve proportion problems:

Given that 25m weighs 50kg, find how much 150m weighs.

Start by finding out the weight of 1 metre of piping:
÷ 25   25 m weighs 50 kg / 1 m weighs 2 kg   ÷ 25

Now scale this up to find out how much 150 metres weighs:
×150   1 m weighs 2 kg / 150 m weighs 300 kg   ×150

Direct proportion (339-343, 348):

As one variable increases by a scale factor, the other variable also increases by the same scale factor.
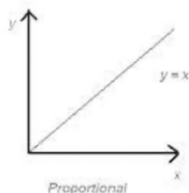
$y = x$

Proportional

Inverse proportion (342, 346, 348):

As one variable increases by a scale factor, the other variable decreases by the same scale factor.

$y = \frac{1}{x}$

Inversely proportional

Better Value (763-772):

Allnut
30g of chocolate
44p

Bananabite
100g of chocolate
£1.40

$\frac{30}{44} = 0.682g$ per penny

$\frac{100}{140} = 0.714g$ per penny

Percentage to fraction/decimal (82/75, 83/55):

Put /100 — Remove % Sign and simplify

Divide by 100 (Move dp 2 to the left) — Zero Fill any Gaps

Fraction — Percent — Decimal

Simple and compound interest (93-94):

SIMPLE INTEREST :

Present 0   R = 10% I = 100   End of 1st year   R = 10% I = 100   End of 2nd year   R = 10% I = 100   End of 3rd year
P = 1000   P = 1000   P = 1000   P = 1000

COMPOUND INTEREST :

Present 0   R = 10% I = 100   End of 1st year   R = 10% I = 110   End of 2nd year   R = 10% I = 121   End of 3rd year
P = 1000   P = 1000+100 P = 1100   P = 1100+110 P = 1210   P = 1210+121 P = 1331
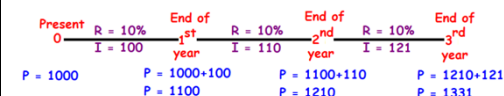
Increase by % and find % increase (90):

y percent of $x = \frac{y}{100} \times x$

➔ Increase £58 by 26%.

$\frac{26}{100} \times £58 = £15.08$

£58 + £15.08 = £73.08

y as a percentage of $x = \frac{y}{x} \times 100\%$

➔ The population of a town increases from 3 500 to 4 620. Find the percentage increase.

$\frac{1\ 120}{3\ 500} \times 100\% = 32\%$

Note: fraction $= \frac{increase}{original}$

Index Laws (121, 173, 102-103, 105-106, 108):

For any value a:

$a^x \times a^y = a^{x+y}$

$\frac{a^x}{a^y} = a^{x-y}$

$(a^x)^y = a^{xy}$

➔ $\left(\frac{2pq^4}{p^3q}\right)^3 = \frac{8p^3q^{12}}{p^9q^3} = \frac{8q^9}{p^6}$ or $8q^9p^{-6}$

Standard form (121-128):

Ordinary Number	Standard Form
29	2.9×10^1
350	3.50×10^2
4716	4.716×10^3
600000000	6×10^8
0.3	3×10^{-1}
0.09	9×10^{-2}

3 rules with standard form:

1) First number has to be between 1 and 9.9 or -1 and -9.9
2) You have to multiply by 10
3) The power has to be an integer

Square roots and cube roots (101):
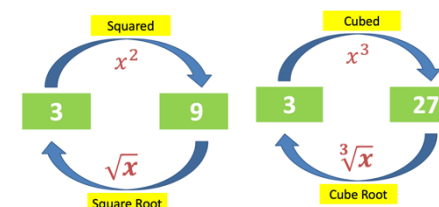
Squared x^2 3   9
$\sqrt{x}$ Square Root

Cubed x^3 3   27
$\sqrt[3]{x}$ Cube Root

Rounding (17, 56, 130):

Truncate the number, then use a "decider digit" to round up or down. Decimal places: use the decimal point

➔ 162.3681 to 2dp;
162.36 | 81 = 162.37 to 2dp

Significant figures: use the first non-zero digit.

➔ 162.3681 to 2sf;
16 | 2.3681 = 160 to 2sf

➔ 0.007 039 to 3sf;
0.007 03 | 9 = 0.007 04 to 3sf

Error intervals (774-777):

Find the range of numbers that will round to a given value:

➔ $x = 5.83$ (2 decimal places)
$5.825 \le x < 5.835$

➔ $y = 46$ (2 significant figures)
$45.5 \le y < 46.5$

Note use of $\le$ and $<$, and that the last significant figure of each is 5.

GREENSHAW
LEARNING TRUST

Speed, Distance and Time (716-724):

Units:

Distance = m, cm, km, etc
Time = sec, min, hours, etc
Speed = m/s, mph, etc

Density, Mass and Volume (725-731):

Units:

Mass = kg, grams, etc
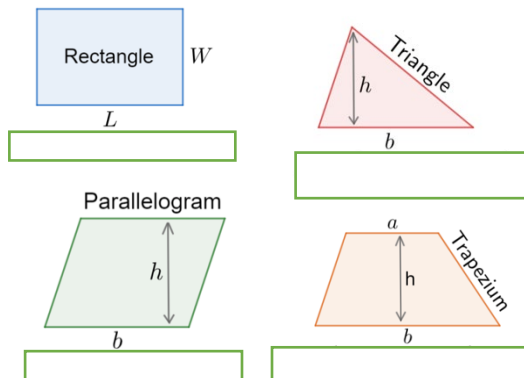Volume = cm^3, m^3, etc
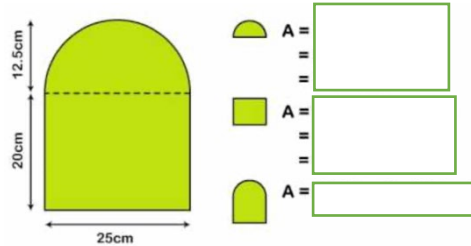Density = kg/cm^3, g/m^3, etc

Pressure, Force and Area (734-737):

Units:

Force = Newtons
Pressure = N/cm^2, etc
Area = cm^2, m^2, etc
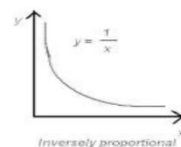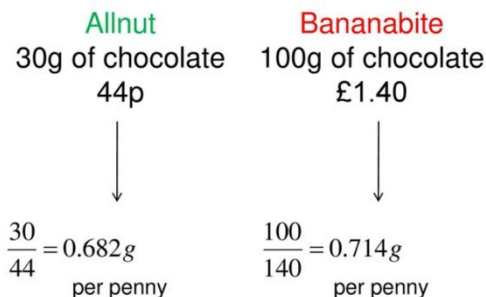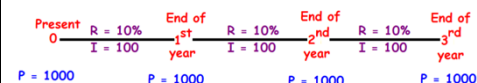
Area of shapes and compound shapes (554, 556, 557-558, 559):

Rectangle W
L
Area = length × width = $L \times W$
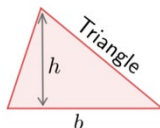
Triangle
h
b
Area = $\frac{1}{2}$ × base × height = $\frac{1}{2}bh$

Parallelogram
h
b
Area = base × height = bh

Trapezium
a
h
b
Area = $\frac{1}{2}(a+b)$ × height = $\frac{1}{2}(a+b)h$

Always remember:
- Use the perpendicular height i.e. two sides at $90°$
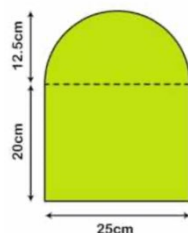
$A = \pi r^2 \div 2$
$= 3.14 \times 12.5^2 \div 2$
$= 245.3 cm^2$

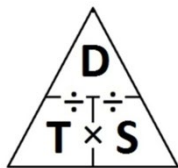$A = length \times breadth$
$= 25 \times 20$
$= 500 cm^2$

$A = 245.3 cm^2 + 500 cm^2$

12.5cm
20cm
25cm

Area and perimeter of circles (534-547)

Circumference of circle = $\pi \times D$
Area of circle = $\pi \times r^2$
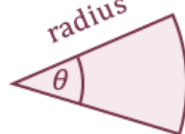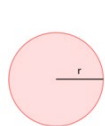
radius
r
θ

Arc length $= \frac{\theta}{360°} \times \pi \times D$

Area of sector $= \frac{\theta}{360°} \times \pi \times r^2$

Perimeter of sector = Arc length + 2 x radius

Always remember:
- Length is $units$
- Area is $units^2$
- Volume is $units^3$
- State your formula
- Make clear substitutions
- Have a clear answer

Volume and Surface Area of a cuboid (568-569, 584):

Height
Width
Length
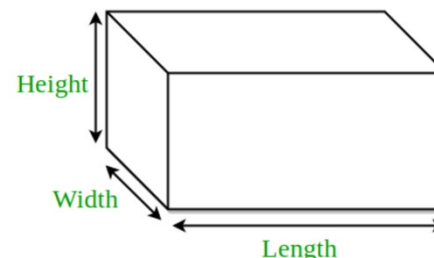
$Volume = Length \times Width \times Height$
$Surface\ Area = 2(lw) + 2(hl) + 2(hw)$

Volume and Surface Area of a prism (570-571, 585):

cross section
length
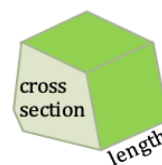
Volume = Area of cross section x length

Surface Area = the sum of all the areas of the individual faces

Volume and surface Area of a cylinder (572-574, 586):

r
h
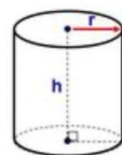
Volume $= \pi r^2 h$
Surface Area $= 2\pi rh + 2\pi r^2$

Right Circular Cylinder

Enzymes catalyse (increase the rate of) specific reactions in living organisms

An organ system in which organs work together to digest and absorb food.

Enzymes in digestion

The 'lock and key theory' is a simplified model to explain enzyme action
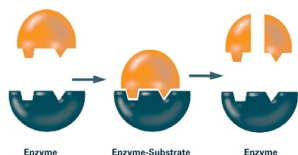
Enzymes catalyse specific reactions in living organisms due to the shape of their active site

The activity of enzymes is affected by changes in temperature and pH

Enzymes activity has an optimum temperature	*Enzyme activity has an optimum pH*
rate of reaction vs temperature / °C (0–70)	rate of reaction vs pH (0–14)
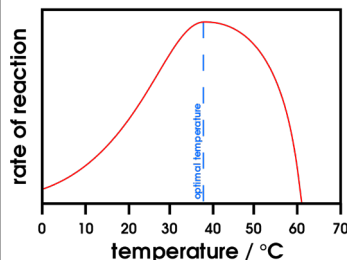
The human digestive system

Non-communicable diseases

More energy consumed in food and drink than used

obesity

Linked to increased rates of cardiovascular disease and development of diabetes type 2.

mouth
oesophagus
liver
gall bladder
stomach
pancreas
small intestines
large intestines
anus

Digestive enzymes speed up the conversion of large insoluble molecules (food) into small soluble molecules that can be absorbed into the bloodstream

Large changes in temperature or pH can stop the enzyme from working (denature)

Temperature too high	*pH too high or too low*
Enzyme changes shape (denatures) the substrate no longer fits the active site.	

AQA GCSE ORGANISATION Part 1

Principles of organisation

Food tests

Sugars (glucose)	*Benedicts' test*	Orange to brick red precipitate.
Starch	*Iodine test*	Turns black.
Biuret	*Biuret reagent*	Mauve or purple solution.

The products of digestion are used to build new carbohydrates, lipids and proteins. Some glucose is used for respiration.

Carbohydrases (e.g. amylase)	*Made in salivary glands, pancreas, small intestine*	Break down carbohydrates to simple sugar (e.g. amylase breaks down starch to glucose).
Proteases	*Made in stomach, pancreas*	Break down protein to amino acids.
Lipases	*Made in pancreas (works in small intestine)*	Break down lipids (fats) to glycerol and fatty acids).
Bile (not an enzyme)	*Made in liver, stored in gall bladder.*	Emulsifies lipids to increase surface area to increase the rate of lipid break down by lipase. Changes pH to neutral for lipase to work

Enzymes

Cells, tissues, organs and systems

Cells		*e.g. muscle cells*	The basic building blocks of all living organisms.
Tissues		*e.g. muscle tissue*	A group of cells with a similar structure and function.
Organs		*e.g. the heart*	Aggregations (working together) of tissues performing a specific function.
Organ systems		*e.g. the circulatory system*	Organs working together to form organ systems, which work together to form an organism.

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AQA GCSE ORGANISATION part 2

Blood vessels

Labels: muscle layer, connective tissue, muscle layer, endothelium, lumen, endothelium one cell thick

Artery	Vein	Capillary
Carry blood away from the heart	*Carry blood to the heart*	*Connects arteries and veins*
Thick muscular walls, small lumen, carry blood under high pressure, carry oxygenated blood (except for the pulmonary artery).	Thin walls, large lumen, carry blood under low pressure, have valves to stop flow in the wrong direction, carry deoxygenated blood (except for the pulmonary vein).	One cell thick to allow diffusion, Carry blood under very low pressure.

Heart

The heart is an organ that pumps blood around the body in a double circulatory system

Labels: vena cava, aorta, pulmonary artery, pulmonary veins, left atrium, left ventricle, right atrium, right ventricle, coronary arteries

Different structure in the heart have different functions		
	Right ventricle	Pumps blood to the lungs where gas exchange takes place.
	Left ventricle	Pumps blood around the rest of the body.
	Pacemaker (in the right atrium)	Controls the natural resting heart rate. Artificial electrical pacemakers can be fitted to correct irregularities.
	Coronary arteries	Carry oxygenated blood to the cardiac muscle.
	Heart valves	Prevent blood in the heart from flowing in the wrong direction.

Blood

Blood is a tissue consisting of plasma, in which blood cells, white blood cells and platelets are suspended

Plasma (55%)	*Pale yellow fluid*	Transports CO_2, hormones and waste.
Red blood cells (45%)	*Carries oxygen*	Large surface area, no nucleus, full of haemoglobin.
White blood cells (<1%)	*Part of the immune system*	Some produce antibodies, others surround and engulf pathogens.
Platelets (<1%)	*Fragments of cells*	Clump together to form blood clots.

Lungs and gas exchange

The heart pumps low oxygen/high carbon dioxide blood to the lungs

Trachea	*Carries air to/from the lungs*	Rings of cartilage protect the airway.
Bronchioles	*Carries air to/from the air sacs (alveoli)*	Splits into multiple pathways to reach all the air sacs.
Alveoli	*Site of gas exchange in the lungs*	Maximises surface area for efficient gas exchange.
Capillaries	*Allows gas exchange between into/out of blood*	Oxygen diffuses into the blood and carbon dioxide diffuses out.

Labels: alveolus, bronchioles (air sacs at the end), trachea, lung, diaphragm, bronchus

Labels: O_2, CO_2, alveolar wall, capillary, red blood cells, CO_2 out, O_2 in, AIR

gas exchange in an alveolus

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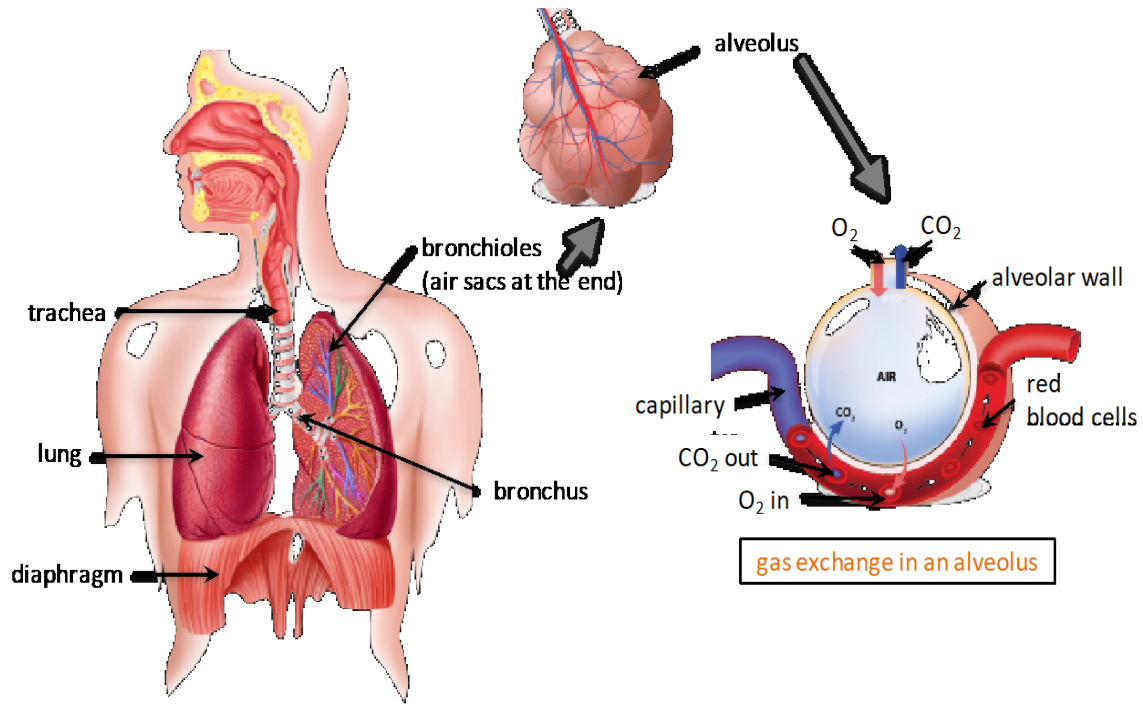
Heart failure can be treated with a transplant or artificial heart

Plant tissues

Non-communicable diseases

Disease	Cause	Effect	Treatment
Coronary heart disease (CHD)	A build up for fatty substances in the coronary arteries (atherosclerosis)	Oxygen-ated blood cannot get to the cardiac muscle.	Stents: inserted into the blocked artery to open it up. Statins: lower harmful cholesterol.
Faulty heart valves	Valves don't open or close properly	Blood can leak or flow in the wrong direction	Biological valve transplant or a mechanical valve can be inserted

Plant organ systems

The roots, stem and leaves form a plant organ system for transport of substances around the plant

flow is from roots to leaves

water and minerals

one way flow

walls toughened with lignin

xylem

phloem

Cancer

The result of changes in DNA that lead to uncontrolled growth and division

Benign tumour	Contained in one area of the body (usually by a membrane) – not cancer.
Malignant tumour	Invade tissues and spread to different parts of the body to form secondary tumours.

Some cancers have genetic risk factors.

Carcinogens and ionising radiation increase the risk of cancer by changing/ damaging DNA

Risk factors for heart/lung disease and certain types of cancer include drinking alcohol, diet, obesity and smoking

These risks factors can also affect the brain, liver and the health of unborn babies

Leaf
Flower
Stem
Roots

glucose solution

cells have end plates with holes

two way flow
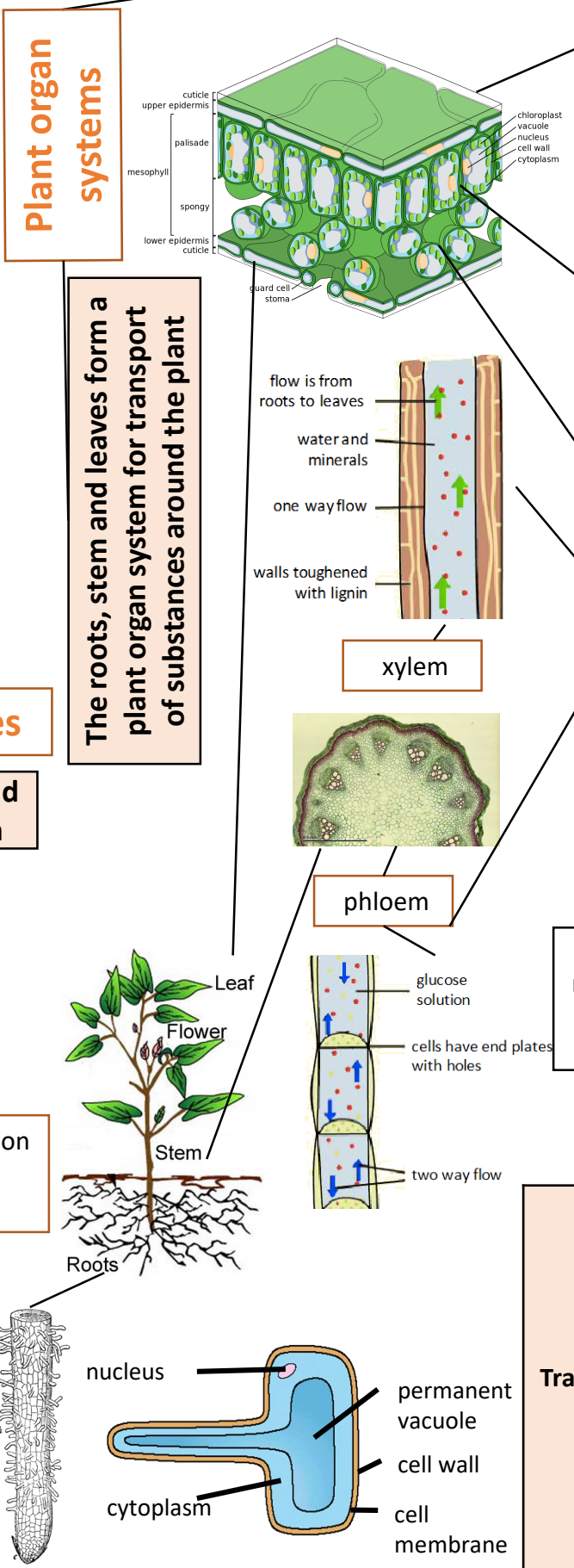
Epidermal tissues	Waxy cuticle (top layer of the leaf)	Reduces water loss from the leaf
	Guard cells and stomata	Guard cells open and close the stomata to control water loss and allow for gas exchange (oxygen and carbon dioxide).
Palisade mesophyll	Palisade cells	Cells near the top surface of the leaf that are packed with chloroplasts that contain chlorophyll. Both adaptations maximize photosynthesis.
Spongy mesophyll	Air spaces in the leaf between cells	Increased surface area for gas exchange so that carbon dioxide can diffuse into photosynthesising cells.
xylem	Hollow tubes strengthened by lignin adapted for the transportation of water in the transpiration stream	Allows transport of water and mineral ions from the roots to the stem and the leaves.
phloem	Cell sap moves from one phloem cell to the next through pores in the end walls	Transports dissolved sugars from the leaves to the rest of the plant for immediate use or storage (translocation).
Meristem tissue	New cells (roots and shoot tips) are made here including root hair cells	Root hair cells have an increased surface area for the uptake of water by osmosis, and mineral ions by active transport.

nucleus
permanent vacuole
cell wall
cell membrane
cytoplasm

A potometer is used to measure the amount of water lost over time (rate of transpiration)

Transpiration

Transpiration	The rate at which water is lost from the leaves of a plant. The transpiration stream is the column of water moving through the roots, stem and leaves	Temperature, humidity, air movement and light intensity affect the rate of transpiration.

Effect of Humidity on Plant Transpiration

Rate of Transpiration

H_2O concentration is greater outside the leaf

Humidity

Effect of Wind Velocity on Plant Transpiration

Transpiration Rate

Wind Velocity

Effect of Temperature on Plant Transpiration

Rate of Transpiration

Temperature

The shape of the graph for light intensity is the same for temperature (energy)

Purity, formulations and chromatography

Pure substances

Pure substances	*A pure substances is a single element or compound, not mixed with any other substance.*	Pure substances melt and boil at specific temperatures. Heating graphs can be used to distinguish pure substances from impure.

Melting point of a pure substance

Melting point of an impure substance

Formulations

Formulation	*A formulation is a mixture that has been designed as a useful product.*
How are formulations made?	*By mixing chemicals that have a particular purpose in careful quantities.*
Examples of formulations.	*Fuels, cleaning agents, paints, medicines and fertilisers.*

Chromatography

Position solvent reaches

Mixture separated

Mixture

Solvent

Chromatography	*Can be used to separate mixtures and help identify substances.*	Involves a mobile phase (e.g. water or ethanol) and a stationary phase (e.g. chromatography paper).
R$_f$ Values	*The ratio of the distance moved by a compound to the distance moved by solvent.*	R$_f$ = $\dfrac{\text{distance moved by substance}}{\text{distance moved by solvent}}$
Pure substances	*The compounds in a mixture separate into different spots.*	This depends on the solvent used. A pure substance will produce a single spot in all solvents whereas an impure substance will produce multiple spots.

AQA Chemical analysis

Identification of common gases

Gas	Test	Positive result
Hydrogen	*Burning splint*	'Pop' sound.
Oxygen	*Glowing splint*	Re-lights the splint.
Chlorine	*Litmus paper (damp)*	Bleaches the paper white.
Carbon dioxide	*Limewater*	Goes cloudy (as a solid calcium carbonate forms).

Flame tests (chem only)

Element	Colour flames
Lithium	*Crimson*
Sodium	*Yellow*
Potassium	*Lilac*
Calcium	*Orange-red*
Copper	*Green*

Identification of ions (CHEMISTRY ONLY)

Metal hydroxides (chem only)

Sodium hydroxide	*Is added to solutions to identify metal ions.*
White precipitates	*Aluminium, calcium and magnesium ions form this with sodium hydroxide solution.*
Coloured precipitates	*Copper (II) = blue Iron (II) = green Iron (III) = brown*

Carbonates, halides and sulfates (chem only)

Carbonates	*React with dilute acids to form carbon dioxide.*
Halide ions	*When in a solution, they produce precipitates with silver nitrate solution in the presence of nitric acid.*
Sulfate ions	*When in a solutions they produce a white precipitate with barium chloride solutions in the presence of hydrochloric acid.*

Instrumental methods

Instrumental methods	*Methods that rely on machines*	Can be used to identify elements and compounds. These methods are accurate, sensitive and rapid.

Flame emission spectroscopy

Flame emission spectroscopy	*An instrumental method used to analyse metal ions.*	The sample solution is put into a flame and the light that is given out is put through a spectroscope. The output line spectrum, can be analysed to identify the metal ions in the solution. It can also be used to measure concentrations.

BHS Science

Circuit symbols

Cell	Battery	Switch	Lamp	Ammeter	Volt meter	Diode	LED	LDR	Fuse	Resistor	Variable resistor	Thermistor
Store of chemical energy	*Two or more cells in series*	*Breaks circuit, turning current off*	*Lights when current flows*	*Measures current*	*Measures potential difference*	*Current flows one way*	*Emits light when current flows*	*Resistance low in bright light*	*Melts when current is too high*	*Affects the size of current flowing*	*Allows current to be varied*	*Resistance low at high temp*

Electrons carry current. Electrons are free to move in metal.

Current and Charge
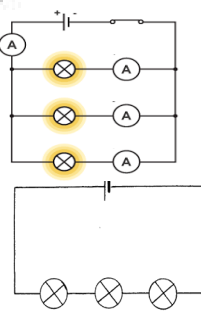
Current	*Flow of electrical charge*	Ampere (A)
Potential difference (p.d.)	*How much electrical work is done by a cell*	Volts (V)
Charge	*Amount of electricity travelling in a circuit*	Coulombs (C)

Charge = Current X time $Q = I \times t$

Controlling current

Changing current: *Change the p.d. of the cells* / *Add more components*

Ammeter	*Set up in series with components*
Voltmeter	*Set up parallel to components*

Resistance (Ω)	*A measurement of how much current flow is reduced*

The higher the resistance, the more difficult it is for current to flow.

Increasing resistance, reduces current.

Increasing voltage, increases current.

$R = V \div I$

Resistance = Potential difference ÷ Current

Current, potential difference and resistance

Series and parallel circuits

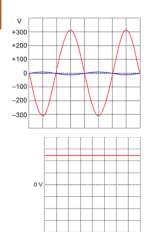|	Series circuit	Parallel circuit
Series circuit	Current is the same in all components.	Total p.d. from battery is shared between all the components.	Total resistance is the sum of each component's resistance.
Parallel circuit	Total current is the sum of each component's current.	p.d. across all components is the same.	Total resistance is less than the resistance value of the smallest individual resistor.

Series	Parallel
A circuit with one loop	*A circuit with two or more loops*

Total p.d: *If cells are joined in series, add up individual cell values*

AQA Electricity

Energy transfers

Work is done when charge flowing.

Power (W) = potential difference X current $R = V \times I$

Power = (current)² X resistance $P = I^2 \times R$

Energy transferred = Power X time $E = P \times t$

National Grid: *Distributes electricity generated in power stations around UK*

Step-up transformers	Step-down transformers
Increase voltage, decrease current	*Decrease voltage, increase current*
Increases efficiency, reduces heat loss.	Makes safer for houses.

Domestic uses and safety

Thermistor	LDR
Resistance varies with temperature	*Resistance varies with light intensity*
Resistance decreases as temperature increases.	Resistance decreases as light increases.

Alternating current	Direct current
p.d. switches direction many times a second, current switches direction	*p.d. remains in one direction, current flows the same direction*
Generator.	Cell or battery.

Static electricity   **PHYSICS only**

Static electricity	*Electrical charge is stationary*	When two insulating material are rubbed together, electrons move from one material to the other.

Like charges	*Repel*
Unlike charges	*Attract*

Shocks: Walking on carpet causes friction. Electrons move to the person and charge builds up. When the person touches a metal object, the electrons conduct away, making a spark.

Electric fields: Charged objects create electric fields around them. Strongest closest to the object. The field direction is the direction of force on a positive charge. Add more charge increases field strength.

Current – Potential difference graphs

Ohmic conductor	*At a constant temperature, current is directly proportional to the p.d. across the resistor.*
Filament lamp	*As current increases, the resistance increases. The temperature increases as current flows.*
Diode	*Current flows when p.d. flows forward. Very high resistance in reverse.*
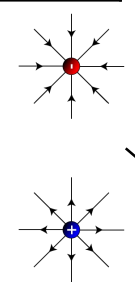
'Earthing' a safety device; Earth wire joins the metal case.

Mains supply
Frequency 50Hz, 230V

3 pin plug:

Live - Brown	Carries p.d from mains supply.	p.d between live and earth = 230V
Neutral - Blue	Completes the circuit.	p.d. = 0V
Earth – Green and Yellow stripes	Only carries current if there is a fault.	p.d. = 0V

BHS Science

YR 10 ART AND DESIGN *KNOWLEDGE ORGANISER*

IDENTITY AND PORTRAITURE

In Art, Design and GRAPHICS you are assessed on everything you do in class. There are 4 assessment objectives.

A01 LOOKING AT THE WORK OF ARTISTS - RESEARCH
In this project you will look at and analyse the work of a number of portrait artists including the Graphic illustrative style of Sheppard Fairey and the mixed media pieces of Teesha Moore.

A02 EXPERIMENTING WITH MATERIALS
You will be given the opportunity to experiment with materials and techniques. You will be expected to select appropriate resources, materials, techniques and processes.

A03 DRAWING AND RECORDING
You will learn a range of compositional techniques such as overlapping, cropping, repetition and layering. You will be shown how to manipulate positive and negative space to make images contrast.

A04 PRODUCING A FINAL PIECE
At the end of the project you will present a final piece of work. This may be a collage piece or a painting based on a self portrait or a family member.

KEYWORDS AND KEY TERMS FOR THIS PROJECT

PORTRAIT DEFINITION
A painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders.

MIXED MEDIA
Mixed media art refers to a visual **art** form that combines a variety of **media** in a single artwork. For example, if you draw with ink, then paint over it with watercolours, then add some highlights in coloured pencil - that's **mixed media**!
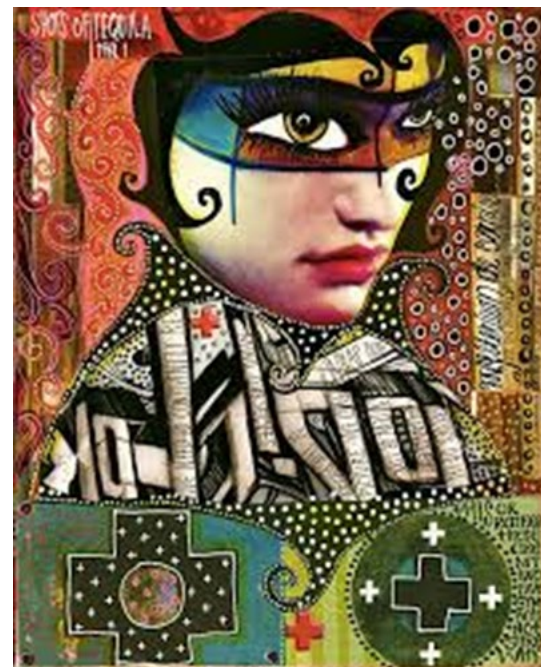
WEIGHT OF LINE – thick and thin lines gives depth

STYLISE - depict or treat in a mannered and non-realistic style. To draw in a specific style.

KEY ARTIST SHEPPARD FAIREY

KEY ARTIST TEESHA MOORE
MIXED MEDIA COLLAGE

YR 10 ART AND DESIGN *KNOWLEDGE ORGANISER Portraiture*

In Art and Design you are assessed on everything you do in class. There are 4 assessment objectives.

A01 LOOKING AT THE WORK OF ARTISTS - RESEARCH
In each project you will look at and analyse the work of an artist or art movement. During this project you will look at *portraiture* and the work of Shepard Fairey and Chuck Close. This research will help you produce your own work.

A02 EXPERIMENTING WITH MATERIALS
You will be given the opportunity to experiment with materials and techniques. You will be expected to select appropriate resources, materials, techniques and processes.

A03 DRAWING AND RECORDING
You will learn a range of drawing techniques in order to develop skills with accuracy and enlargement. You will personalise your project by selecting personal and meaningful portrait photographs of family/friends.

A04 PRODUCING A FINAL PIECE
At the end of the project you will present a final piece of work. This will a mixed media portrait .

KEYWORDS AND KEY TERMS FOR THIS PROJECT

Chuck Close is an American artist known for his large-scale Photorealist portraits. He constructs the paintings through a grid system, in where each square on the canvas corresponds with a squared off cell on the reference photograph.

PHOTOREALISM PORTRAITURE

KEYWORDS / TECHNIQUES

Portrait - a painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders.

Photorealism - an American art movement in which artists attempted to recreate the image in a photo using a different artistic medium such as drawing, pastels, painting, charcoal, etc.

Mixed-media - a variety of media used within a piece of artwork.

Composition – layout or arrangement

Collage - a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.

YR 10 HOSPITALITY AND CATERING Level 1/2 *KNOWLEDGE ORGANISER*

Terms 2.1 and 2.2 - In Catering you are assessed on everything you do in class. There are 2 assessment objectives.

Assessment one (L01 Unit one) **Understand the environment in which hospitality and catering providers operate.**
You will be looking at the structure of the Hospitality and Catering industry; Analyse job requirements; Describe the working conditions of different jobs across the industry and explain the factors affecting the success of hospitality and catering providers.

Assessment two (L03 Unit two) **Be able to cook dishes safely and hygienically**
You will apply your knowledge of Personal, Food and Kitchen hygiene and safety to create dishes of high quality. You will use appropriate techniques, choose the correct equipment and be able to modify recipes in response to differing dietary and customer needs.
You will use sensory words to describe appearance, aroma, texture and taste.

KEYWORDS AND KEY TERMS

❑ HOSPITALITY – Industry branch which aims to provide accommodation, food, entertainment, transportation and other services for tourists and travellers.

❑ CATERING – Provision of Food and Drink.

❑ PROFIT – The positive difference between expenses and incomes of a business

❑ NON-COMMERCIAL ORGANISATION – Types of establishment which does not intend to make a profit.

❑ COMMERCIAL –Type of establishment which aims to gain profit

❑ ECONOMY – Term used to describe the volume of production and consumption of goods in a given state or country, or their monetary value.

❑ PRIMARY HOSPITALITY PROVIDER – Establishment whose main aim is to provide accommodation and catering.

❑ SECONDARY HOSPITALITY SECTOR – Establishments whose main aim is different than providing accommodation and food, but which offers other hospitality services.

❑ CUSTOMER – Client – a person who buys and consumes goods and services.

Recipes:

International cuisine
Cheesecake
Chicken Chasseur
Vegetable Curry
Meat curry
Beef burgers
Yeast doughs
Pastries
Methods of cooking
Poaching
Steaming
Roasting & Baking.
Grilling & Broiling.
Sautéing & Pan-Frying.
Deep-Frying

Useful websites to embed learning
- https://www.eduqas.co.uk/qualifications/hospitality-and-catering/WJEC-Level-1-2-Award-in-Hospitality-and-Catering-Unit-2-iSAM%20%20from%202016.pdf?language_id=1
- https://www.jamieoliver.com/recipes/
- https://www.bbc.co.uk/food/recipes
- http://www.maryberry.co.uk/recipes/

Eatwell Guide
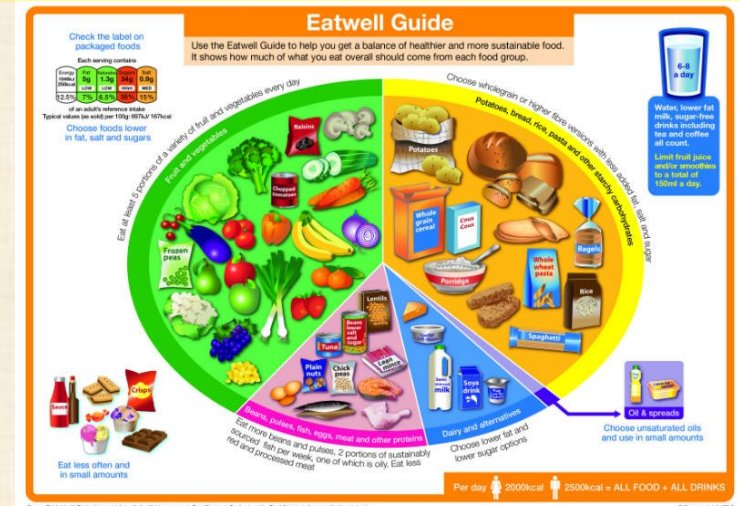
LEVEL 1 / 2 AWARD IN HOSPITALITY AND CATERING unit 1

What are the styles of food service?

- Be able to state a variety of styles of service
- Explain the main features of each style of service
- Be able to compare suitability of styles of service for different establishments

What is the structure of the Hospitality and catering industry ?

- Identify at least 5 different establishments
- Explain 2 establishments in detail.
- Compare establishments explaining their similarities and differences

Where do Hospitality and Catering establishments buy their supplies?

- Be able to state different types of suppliers
- Explain the different types of suppliers
- Be able to explain the advantages and disadvantages of different types of suppliers

What are job roles in Hospitality?

- Be able to state a variety of job roles
- Explain the main requirements of each job
- Be able to explain the qualities and training for each job

How are establishments rated and reviewed?

- Be able to state different methods of ratings
- Explain the differences between different methods of ratings
- Be able to explain the advantages and disadvantages of different types of ratings

What makes an establishment successful ?

- Be able to state some of the factors
- Explain how the factors can affect the success of the establishment
- Consider reasons affecting success or failure and identify ways of dealing with them

The learner can:	Assessment Criteria	Content unit 1
LO1 Understand the environment in which hospitality and catering providers operate	AC1.1 Describe the structure of the hospitality and catering industry	**Hospitality and catering industry** • Types of provider • Types of service • Commercial/non-commercial establishment • Services provided • Suppliers • Where hospitality is provided at non-catering venues • Standards and ratings • Job roles within the industry
	AC1.2 Analyse job requirements within the hospitality and Catering industry	**Requirements** • Supply and demand • Jobs for specific needs • Rates of pay • Qualifications and experience, training • Personal attributes
	AC1.3 Describe working conditions of different job roles across the hospitality and catering industry	**Working conditions** • Different types of contract • Working hours • Rates of pay • Holiday entitlement, remuneration
	AC1.4 Explain factors affecting the success of hospitality and catering providers	**Factors** • Costs, profit, Economy • Environment • Emerging cooking techniques, technology • Customer demographics/lifestyle and expectations • Customer service • Competition • Trends, media, political factors

HOSPITALITY AND CATERING AC1-1

- The **Hospitality and Catering** sector includes: pubs, bars and nightclubs; restaurants; self-catering accommodation, holiday centres travel and tourist services; visitor attractions and hotels. Hospitals, prisons, schools armed forces and social care .
- It has grown over the last 20 years and, despite recession, is predicted to continue to grow .The sector as a whole currently employs almost 2 million people.

Non residential establishments

Restaurants
Fast food outlets
Public houses
Bars
Delicatessens
Take away outlets
School meals
Burger vans

Services and food provided varies by the situation and price charged

Public houses

Can serve "basket" meals sandwiches or full table service. Some chain pubs have a fixed menu eg Wetherspoons.

Bars

more cosmopolitan menu than pubs , often themed to the type of establishment. Table service or eat at the bar

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Residential establishments

Non commercial establishments

Non residential establishments

Range of establishments

Hotels

The style of food provided will depend on the standard of the hotel
Hotel may provide
- No food provision
- Room service
- Hotel owned restaurants
- Franchise restaurants
- Breakfast provision only

Non residential establishments

Restaurants
Fast food outlets
Public houses
Bars
Delicatessens
Take away outlets
School meals
Burger vans

Services and food provided varies by the situation and price charged

Non commercial establishments

Hospitals
Prisons
Meals on wheels
Residential care homes
Armed services

Services and food provided varies by the situation and the needs of the clients.
Not required to make a profit

Residential establishments

Hotels
Guest houses
Bed and breakfasts
Farmhouses
Motels
Holiday parks
Some public houses

Services and food provided varies by price charged
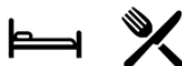
Bed & breakfasts, Guesthouses, Farmhouses

Often showcase local themes or produce.
May be breakfast, Half board or full board, family run

Motels & Holiday parks

Lower standard than hotels, food is usually buffet style breakfast.
Corporate or independent

Fast food

Chains eg KFC, Dominos or independent businesses
Limited menu, low cost, eat in or take away
Disposable packaging
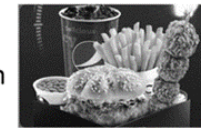
Take aways

Dedicated take away or restaurant attached or may be just take away, most food is cooked to order.
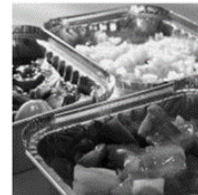
Hospitals

Patients may need reduced fat, sugar, protein diets depending on health
Soft meals, Vegetarian, vegan, religious, childrens meals
Budget for food controlled by NHS

School meals

School employed or outside company .Strict guidelines on what can be served to U16, oily fish 1x week, chips max 2x week

HOSPITALITY AND CATERING AC1-1

Meals on wheels

Social meal service provided by volunteers, to people unable to prepare their own food.

Care home meals

food served may depend on the needs of the clients, some may have conditions which need special meals. Some residents may need help eating and drinking

Armed services meals

Mass catering, Camps on active service, Canteens at bases. High energy, balanced nutritionally

Prisons

Food is prepared in by prison inmates to ensure that tight budgets for food are met

Marriott Niagara

- 4 star Hotel
- 3 different themed restaurants
- Breakfast restaurant
- Room service
- Starbucks attached to ground floor!

Bristol hotel Gibraltar

- No food or restaurant on site
- Shared breakfast room across street with another hotel
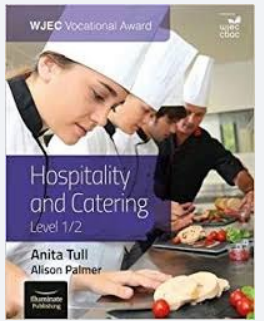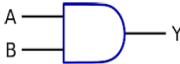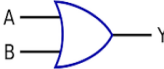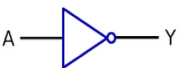
1.1.1 the scope of the hospitality and catering industry	
1	Give 5 sectors of the Hospitality and catering industry
2	Name 5 residential establishments
3	Name 5 non residential establishments
4	Name 5 non commercial establishments
5	Give the features of hotels
6	Give the features of bed and breakfasts
7	Give the features of fast food establishments
8	Give the features of restaurants
9	Give the features of take aways
10	What are the features of hospital catering ?
11	What are the features of care home meals ?
12	What are the features of prison meals ?
13	What would you expect in a 4 star hotel?
14	What would you expect in a 2 star hotel?
15	What are the overheads for non commercial establishments ?

GCSE Computer Science

Paper 2:   2.4: Computational Logic

Keyword	Definition	Keyword	Definition
Logic Gates		Computing Maths	+ Addition e.g. 4+3 = 7 - Subtraction e.g. 4-3 = 1 * Multiplication e.g. 4*3 = 12 / Division e.g. 4/3 = 1.33 ^ Exponentiation (to the power of) e.g. 4^3 = 64 MOD Modulus (the remainder from a division) e.g. 7 MOD 3 = 1 7 divided by 3 is 2 with 1 remaining. DIV Integer division (the whole number part after division) With no rounding e.g. 7 DIV 2 = 3
Converting Boolean Expressions to Logic Circuits	BNAO You follow the order: Brackets, NOT, AND, OR	Data represented in binary Form	Data is represented in computer systems in binary form. If there is electricity, we use a 1, if not, we use a 0. The 1 and 0 are stored in transistors.

Paper 2   2.6: Data Representation

Keyword	Definition	Keyword	Definition
Units			
Units	Bit, nibble, byte, megabyte, terabyte, petabyte	Converting between units	If converting to a larger unit, divide by 1000. If converting to a smaller unit, multiply by 1000. Unless converting to/ from bits, where you use 8.
Numbers			
Denary	Base 10 number system. Uses digits 0,1,2,3,4,5,6,7,8,9.	Binary	Base 2 number system. Uses digits 0,1.
Hexadecimal	Base 16 number system. Uses characters 0-9 and A-F.		

GCSE Computer Science: Python Programming Commands

Interacting with the user:

Print a message
```python
print('Hello, world!')
```

Print multiple values (of different types)
```python
ndays = 365
print('There are', ndays, 'in a year')
```

Asking the user for a string
```python
name = input('What is your name? ')
```

Asking the user for a whole number (an integer)
```python
num = int(input('Enter a number: '))
```

Deciding between options:

Decide to run a block (or not)
```python
x = 3
if x == 3:
    print('x is 3')
```

Decide between two blocks
```python
mark = 80
if mark >= 50:
    print('pass')
else:
    print('fail')
```

Decide between many blocks
```python
mark = 80
if mark >= 65:
    print('credit')
elif mark >= 50:
    print('pass')
else:
    print('fail')
```

▸ elif can be used without else
▸ elif can be used many times

Are two values equal?
```python
x == 3
```
⚠ two equals signs, not one

Are two values not equal?
```python
x != 3
```

Less than another?
```python
x < 3
```

Greater than another?
```python
x > 3
```

Less than or equal to?
```python
x <= 3
```

Greater than or equal to?
```python
x >= 3
```

The answer is a *Boolean*:
`True`   or   `False`

Repeating (Loops/Iteration)

Repeat a block 10 times
```python
for i in range(10):
    print(i)
```

Sum the numbers 0 to 9
```python
total = 0
for i in range(10):
    total = total + i
print(total)
```

Repeat a block over a string
```python
for c in 'Hello':
    print(c)
```

Keep printing on one line
```python
for c in 'Hello':
    print(c, end=' ')
print('!')
```

Repeat a block over list (or string) indices
```python
msg = 'I grok Python!'
for i in range(len(msg)):
    print(i, msg[i])
```

Count from 0 to 9
```python
range(10)
```
⚠ range starts from 0 and goes up to, *but not including*, 10

Count from 1 to 10
```python
range(1, 11)
```

Count from 10 down to 1
```python
range(10, 0, -1)
```

Count 2 at a time to 10
```python
range(0, 11, 2)
```

Count down 2 at a time
```python
range(10, 0, -2)
```

String manipulation:

Compare two strings
```python
msg = 'hello'
if msg == 'howdy':
    print('howdy')
```

Less than another string?
```python
if msg < 'n':
    print('a-m')
else:
    print('n-z')
```
⚠ strings are compared character at a time (*lexicographic order*)

Is a character in a string?
```python
'e' in msg
```

Is a string in another string?
```python
'ell' in msg
```

Convert to uppercase
```python
msg.upper()
```
also **lower** and **title**

Count a character in a string
```python
msg.count('l')
```

Replace a character or string
```python
msg.replace('l','X')
```

Delete a character or string
```python
msg.replace('l','')
```

Is the string all lowercase?
```python
msg.islower()
```
also **isupper** and **istitle**

Variables:

Creating a variable
```python
celsius = 25
```

Using a variable
```python
celsius*9/5 + 32
```

Whole numbers (integers):

Addition and subtraction
```python
365 + 1 - 2
```

Multiplication and divisio
```python
25*9/5 + 32
```

Powers (*2 to the power of*
```python
2**8
```

Convert integer to string
```python
str(365)
```

Text (strings):

Single quoted
```python
'perfect'
```

Double quoted
```python
"credit"
```

Multi-line
```python
'''Hello,
World!'''
```

Add (*concatenate*) strings
```python
'Hello' + 'World'
```

Knowledge Organiser: Year 10 BTEC Dance

Unit title: Developing skills and techniques in the Performing Arts

Learning Aims:

A: Develop skills and techniques for performance

B: Apply skills and techniques in rehearsal and performance

C: Review own development and performance

Key words

Choreography – the making of a dance. The dance

Choreographer – the creator of the dance

Motif – A series of dance actions put together to create a phrase

Improvisation – Making movements up on the spot

Repetition – to perform an action again

Transitions – links between dance phrases or sections

Stylistic feature – a characteristic technique that makes it stand out from other styles of Dance

Stimulus – something that inspires you to create a dance.

	The Ingredients of Dance (RADS)
R	**Relationships** **WITH WHOM** you are dancing with The interaction between a group of dancers **Examples of relationships:** **UNISON:** Dancing the same action at the same time **CANON:** Dancing one after the other, creating an overlap or ripple effect
A	**Actions** **WHAT** the body is doing A movement **Six categories:** **G**esture **L**ocomotion/travel **E**levation/Jump **F**alling/Weight transference **T**urning **S**tillness/Balance
D	**Dynamics** **HOW** the body is moving The force and speed of a movement **Examples of different dynamics:** Fast Slow Sharp Mechanical Explosive
S	**Space** **WHERE** the body is moving The area around a dancer. This could be personal or general space **Examples of space:** **LEVELS:** The height of the action. E.g. High, medium and low **FORMATIONS:** Where the dancers stand in a shape. **DIRECTIONS:** Where the dancers goes. E.g. forwards, backwards, right, left, up, down and diagonally **PATHWAYS:** The patterns created on the floor.

Examples of Dance Relationships

UNISON – at the same time

CANON – one after each other

MIRROR IMAGE – dancers use the other side of the body to create a symmetrical effect

COMPLEMENTARY – movements that are similar but not exactly the same as your partner

CONTRAST – movements that have different dynamics or different shapes

CONTACT – where dancers lift, lean on or support one another

QUESTION AND ANSWER – movement response to another dancers' movement

COUNTERPOINT – dancers perform individual movement sequences at the same time

REPETITION – perform the original motif again

ACTION AND REACTION – a direct physical response/reaction to other dancers

RETROGRADE – perform the original motif backwards

FRAGMENTATION – an original motif is broken into separate parts and put into a random order

ACCUMULATION – This is like follow the leader, where one dancer begins a series of movements and other dancers join in to all end at the same moment.

FOREGROUND AND BACKGROUND – This device is where one or more dancers perform the main material with the other dancers behaving rather like backing singers performing in the background with simpler material or repeated actions.

Performance Skills

TECHNICAL SKILLS (to do with the body)

POSTURE	The way the body is held when sitting, standing or lying.
FLEXIBILITY	The range of movement around the joints
CONTROL	Performing the movements with strength to hold positions and not fall out of them
CO-ORDINATION	Moving two different body parts at the same time in opposite directions
MOVEMENT MEMORY	Remembering the order of the movements
SPATIAL AWARENESS	Knowing where you are in the space and not colliding with anyone
STAMINA	Being able to keep high energy throughout without tiring
STRENGTH	The force your muscles exert to hold a position for a long time
BALANCE	Put weight on a specific part of the body without falling or wobbling

EXPRESSIVE SKILLS (how you perform it)

FOCUS	Use of the eyes looking in a specific direction
PROJECTION	Extending the movement with energy
MUSICALITY	Being in time with the beat in the music and the other dancers
FLUIDITY	Smooth transitions from one movement to another to allow them to flow effectively together
SENSE OF STYLE	This is about the dancer trying to emulate the distinctive actions and qualities of the dance

Drama Knowledge Organiser – BTEC Component 2

Learning Aims: To develop skills and techniques for performance. To apply skills and techniques in rehearsal and performance. To review own development and performance

Key Skills	Definition
Facial Expression	Using your face to communicate emotion
Body Language	Using your body and movement to communicate attitudes and feelings
Gesture	A movement of part of the body, especially a hand or the head, to express an idea or meaning.
Voice	Speaking in a way that is suitable to your character and changing your voice to communicate emotion.

Skills for this topic	Definition
Communication	The ability to share ideas with your classmates and listen to theirs in order to create a collaborative performance.
Mannerism	Performing a habitual gesture or way of speaking or behaving to communicate character
Posture	A position in which someone holds their body when sitting or standing.
Projection	Voice projection is the strength of speaking or singing whereby the voice is used loudly and clearly. It is a technique employed to command respect and attention but is also important to ensure the audience can hear a performer.
Clarity and articulation	Speaking in a way that is clear and easy to understand.
Accent	A distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class.
Status	Relative social or professional position; standing. Status also refers to how important a person is. Levels on stage can show status.
Accuracy	The quality or state of being accurate and precise when moving or speaking.
Co-ordination	The organisation of the different elements of a complex body or activity to enable them to work together effectively.
Posture	A position in which someone holds their body when sitting or standing.

Energy	Energy refers to the strength and vitality required for sustained physical or mental activity.
Movement Memory	The ability to memorise movements or the blocking of a performance.
Spatial awareness	Spatial awareness is the ability to be aware of oneself in space. It is an organised knowledge of objects in relation to oneself in that given space. Spatial awareness also involves understanding the relationship of these objects when there is a change of position.
Characterisation	The act of changing voice, body language, movement, gesture etc. when in role is called characterisation. The actor must use their skills to portray a character consistently throughout their performance.
Projection	Raising your voice so it is loud and clear enough for the audience to be able to hear the dialogue.
Pace	The speed the performer speaks or moves.
Relaxation	Being calm and collected in order to get into character.
Reaction/interaction with others	The ability to respond appropriately to the other performers on stage.
Use of breath	Using your breathing when speaking to ensure you can sustain your lines, but also to portray a character that is different to yourself.
Remembering lines	The ability to memorise and recall the lines of a script.
Intonation	The rise and fall of pitch in the voice.
Rhythm and Tempo	Rhythm is a strong, regular repeated pattern of movement or sound. Tempo refers to the speed an actor moves or speaks.
Giving and responding to feedback	The ability to identify strengths and weaknesses in your own and others work, and work on your weaknesses.

Stanislavski and realism skills	Definition
The Magic If	Putting yourself in a characters shoes and imagining what you would do in their situation
Subtext	The real meaning behind the words.
Objectives and Super objectives	Objectives is what the character wants to achieve by the end of the scene. Super objectives is what they want to achieve by the end of the play.
Belief	Truly believing that you are the character you are playing.
Truth	Rather acting, the performer must conjure real emotions so that everything happening on stage is real and true.
Emotional Memory	Remembering a time you felt the same emotions as your character and thinking about it when you perform to create truth on stage.

YR 10 Engineering *KNOWLEDGE ORGANISER – Ergonomics*

In Design & Technology you are assessed on both the Practical and Theory work.

R105: Design briefs, design specifications and user requirements
Students explore the requirements of design briefs and specifications for the development of new products and how consumer requirements and market opportunities inform these briefs. They develop their understanding of the design cycle, the requirements for a design brief and design specification, and the importance of research data in developing a design solution.

R106: Product analysis and research
Students find out how to perform effective product analysis through both research and practical experience of product assembly and disassembly procedures. This helps them develop skills in critical analysis and an understanding and appreciation of manufacturing processes, design features, materials used and the principles behind good design.

R107: Developing and presenting engineering designs
Students develop their knowledge and skills in communicating 2D and 3D design ideas, including effective annotation and labelling. They use detailed hand rendering as well as computer-based presentation techniques and computer-aided design (CAD) software

R108: 3D design realisation
Students produce a model prototype and test design ideas in a practical context. They evaluate the prototype against the product specification and consider potential improvements to features, function, materials, aesthetics and ergonomics in the final product

KEYWORDS AND INFORMATION FOR THIS PROJECT

Design process cycle

  IDENTIFY - Brief , research, process planning

   DESIGN – Specification, plan, manufacturing plan

    OPTIMISE – Prototyping, error proofing

     VALIDATE – Test, evaluate

- **Market research** – Primary and Secondary
- **Anthropometrics** (is the measurements of humans)
- **Ergonomics (is** designing products that are easy and comfortable to use
- **Sketching** and **developing** ideas
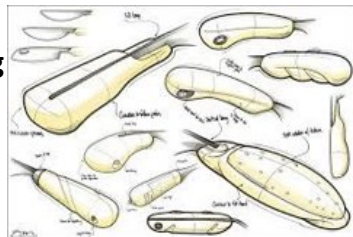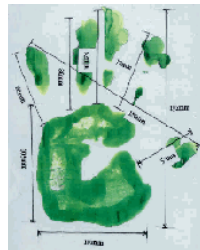
Writing Specifications

- Target Market - Users, clients, specific needs.
- Function - What is it intended to do or achieve.
- Materials - What it will be made from, do you need any pre-made components or parts.
- Ergonomics/overall size - Dimensions (tolerance) do you need to look at Anthropometric data?
- Environment – what effect will it have on the environment, can this be reduced
- Manufacturing process – How will it be made, are there any skills you need to learn.
- Equipment and tools required – Which would be the best to be able to make your prototype/product.
- Maintenance requirements – How will you consider keeping your product in full working order.
- Product life span and life cycle – How long do you think it will last, analyse the life (cradle to the grave) of the material you are planning to use, is it sustainable.
- Aesthetic appearance – Colour, shape, theme, texture.
- Quality assurance - How will you maintain a desired level of quality in the product, by paying attention to every stage (or process) of production.
- Quality control – How will you make sure each product is of the same standard.
- Cost - How much will it cost to make; how much will you sell it for.
- Time scale – How long will it take to design, develop, model and make.
- Health and safety – Risks, Hazards, PPE, are there any H&S regulations you need to be aware of when making or using your product.

Yr 10 FRENCH Term 2 Free time & festivals

Media
les actualités the news
le baladeur MP3 MP3 player
le billet ticket
le chanteur/ la chanteuse singer
la chanson song
le dessin animé cartoon
l'émission (f) progreamme
les effets spéciaux (m) special effects
fana de (le) a fan of
le feuilleton soap opera
le film de guerre war film
le film policier detective film
le jeu télévisé game show
le journal newspaper
la publicité adverts
la séance performance
la série series
le sondage survey
la télé réalité reality television
la tournée tour
la vedette film star

Sports
le basket basketball
le centre sportif sports centre
le cheval horse
la course race
le défi challenge
l'entraînement training
l'équipe team
l'équitation (f) horse riding
l'escalade (f) climbing
joueur/ joueuse player
la musculation weight training
la natation swimming
la planche à voile wind-surfing
la piscine swimming pool
la plongée sous-marine scuba diving
le skate skateboarding
le ski (nautique) (water) skiing
les sports d'hiver (m) winter sports
le stade stadium
le stage course
le tournoi tournament
la vitesse speed

Free time activities
la balade walk, ride
le cheval horse
la chorale choir
le club des jeunes youth club
les échecs chess
la lecture reading
les loisirs free time
le moniteur/la monitrice coach
le passe-temps hobby
le patinage à glace ice skating
la patinoire ice rink
la pêche fishing
la planche à voile wind-surfing
la promenade walk
le saut à l'élastique bungee
le skate skateboarding
sortir en boîte to go to a club
le temps libre free time
la voile sailing

Food & drink
l'addition the bill
l'agneau (m) lamb
l'ail garlic
amer/amère sour
l'ananas (m) pineapple
l'argent (m) money
l'assiette (f) plate
(bien) cuit (well) cooked
cru raw
le beurre butter
la bière beer
le bifteck steak
le boeuf beef
la boisson drink
la boîte can, tin, box, jar
le canard duck
la carte menu
la cerise cherry
le champignon mushroom
les chips crisps
le chou cabbage
le chou-fleur cauliflower
le citron lemon
la confiture jam
la crêpe pancake
les crudités raw vegetables
la dinde turkey
l'eau minérale (f) water
l'entrée (f) starter
épicé(e) spicy
équilibré(e) balanced
l'escargot (m) snail
la fraise strawbery
la framboise raspberry
les frites chips
les fruits de mer (m) sea food
la glace ice cream

les haricots verts (m) green beans
le hors d'œuvre starter
le jambon ham
le lait milk
les légumes (m) vegetables
la noix nut
les nouilles (f) noodles
la nourriture food
l'œuf (m) egg
l'oignon (m) onion
la pamplemousse grapefruit
les pâtes pasta
le petit déjeuner breakfast
les petits pois (m) peas
piquant spicy
le plat principal main meal/dish
la poire pear
le poisson fish
le poivre pepper
la pomme apple
la pomme de terre potato
le potage soup
le poulet chicken
le pourboire tip
la prune plum
les raisins (m) grapes
râpé(e) grated
le repas meal
le riz rice
salé(e) salted
la saucisse sausage
le saumon salmon
le sel salt
le serveur/ la serveuse waiter/ waitress
le steak hâché burger
le sucre sugar
la tablette bar

la tasse cup
le thé tea
le thon tuna
la tranche slice
la truite trout
le veau veal
le verre glass
la viande meat
le yaourt yoghurt

Customs & Festivals
l'anniversaire birthday
la blague joke
la bûche de Noël Christmas log
le cadeau present
le défilé procession
l'église church
les feux d'artifice (m) fireworks
le jour de l'An New Year's Day
le jour férié public holiday
juif/juive Jewish
la messe mass
la mosque Mosque
musulman Muslim
Pâques Easter
le poisson d'avril April Fools' Day
réligieux/ réligieuse religious
la réunion meeting
la Saint- Sylvestre New Year's Eve
le sapin Christmas tree
la Toussaint All Saints' Day
la veille de Noël Christmas Eve

Example questions and answers for general conversation		Key verbs

Qu'est-ce que tu fais normalement pendant ton temps libre?	**What do you usually do in your free time?**
Avec mes amis, on va souvent en ville le weekend. Le lundi soir, je joue au foot après le collège et de temps en temps, je fais de la natation. J'adore jouer au foot avec mes amis car je le trouve vraiment amusant.	With my friends, we often go to town at the weekend. On Monday evening, I play football after school and now and again I go swimming. I love playing football with my friends because I find it really fun.
Qu'est-ce que tu as fait hier soir?	**What did you do last night?**
Hier, avec mon meilleur ami, on est allés au cinéma en ville. A mon avis, le film était divertissant. Après avoir vu le film, on a mangé dans un café. Puis, on est allés au parc pour faire du skate, c'était vraiment génial!	Yesterday, with my best friend, we went to the cinema in town. In my opinion, the film was fun. After having seen the film, we ate in a café. Then we went to the park to do skateboarding, it was really great!
Qu'est-ce que tu vas faire ce soir?	**What are you going to do this evening?**
Ce soir, je voudrais manger au fast-food. Ensuite, je vais regarder la télé avec mes frères. J'adore les dessins animés mais j'ai horreur des feuilletons, je les trouve si bêtes! Puis, avant de me coucher, j'ai l'intention d'écouter de la musique.	This evening, I'd like to eat at a fast food restaurant. Then I'm going to watch TV with my brothers. I love cartoons but I can't stand soaps, I find them so silly. Then, before going to bed, I plan to listen to music.
Quel est ton livre préféré? Pourquoi?	**What is your favourite book? Why?**
Ce que je préfère, c'est Harry Potter parce que je me passionne pour son histoire et ses personnages. Parfois c'est très drôle mais il y a aussi des moments émouvants et effrayants. Mon personnage préféré du livre c'est Hermione car elle est courageuse et intelligente, comme moi!	What I prefer it Harry Potter because I've a passion for its story and its characters. Sometimes it's very funny but there are also moving and scary moments. My favourite character in the book is Hermione because she is brave and intelligent, like me!
Parle-moi d'un film que tu as beaucoup aimé.	**Tell me about a film you have liked a lot.**
J'ai toujours aimé le film « Mission Impossible » car j'adore les films d'action, je les trouve vraiment passionnants. Selon moi, ils sont plus captivants que les comédies.	I've always liked Mission Impossible because I love action films, I find them really exciting. In my opinion they are more exciting than comedies.
Qu'est-ce que tu aimes manger ou boire normalement?	**What do you normally like to eat and drink?**
J'aime beaucoup les frites et les pizzas mais je sais que c'est mauvais pour la santé. J'aime aussi manger du chocolat et des fruits. Normalement, je bois de l'eau pendant les repas mais parfois je bois de la limonade. Selon moi, c'est très sucré et très bon!	I really like chips and pizzas but I know that it's bad for my health. I also like eating chocolate and fruit. Normally, I drink water during meals but sometimes I drink lemonade. In my opinions it's very sweet and very good!
Qu'est ce que tu fais normalement pour fêter ton anniversaire?	**What do you usually do to celebrate your birthday?**
En général, pour mon anniversaire, ma mère fait un gâteau parce que j'adore les choses sucrées. D'habitude, mes parents m'achètent un cadeau et on va au restaurant en ville. J'aime fêter mon anniversaire puisque c'est toujours une journée amusante.	Normally, for my birthday, my mum makes a cake because I love sweet things. Usually my parents buy me a present and we go to a restaurant in town. I like celebrating my birthday as it's always a fun day.
Qu'est-ce que tu as fait l'année dernière pour fêter Noël?	**What did you do last year to celebrate Christmas?**
L'année dernière, on a fêté Noel chez moi. On a ouvert les cadeaux le matin, c'était génial. Ensuite, on a mangé un bon repas avec de la dinde et des légumes, puis un dessert. L'après-midi on a joué a des jeux ensemble et on a regardé la télé. Je me suis bien amusé.	Last year, we celebrated Christmas at home. We opened presents in the morning, it was great. Then we ate a good meal with turkey and vegetables, then a dessert. In the afternoon we played games together and watched TV. I had a lot of fun.

Key verbs

s'abonner to subscribe
accrocher to hang
acheter to buy
arrêter to stop
avoir lieu to take place
avoir peur to be scared
boire to drink
chanter to sing
choisir to choose
commander to order
commencer to start
critiquer to criticise
courir to run
coûter to cost
débuter to begin
se déguiser to dress up
essayer to try
faire des courses to go shopping
féliciter to congratulate
gagner to win
glisser to slide
goûter to try/taste
s'intéresser à to be interested in
marquer un but/ un essai to score a goal/try
partager to share
payer to pay (for)
prendre to take
rencontrer to meet
se relaxer to relax
retrouver to meet
réunir to gather
utiliser to use
voir to see
voler to fly
vouloir to wish, want

Making comparisons

Les documentaires sont plus intéressants que les feuilletons.
Documentaries are more interesting than soaps.

Les films de science fiction sont moins captivants que les films d'action.
Science fiction films are less exciting than action films

Lire est aussi important que faire les devoirs.
Reading is as important as doing homework.

Infinitive phrases

Je vais…I am going…	aller to buy
Je voudrais…I would like..	boire to drink
J'aimerais…I would like…	faire to do
J'aime/ J'adore	jouer to play
Je n'aime pas/ Je déteste	manger to eat
Je peux I can /On peut you can	sortir to go out
Je veux I want	

Je vais sortir plus tard. *I'm going to go out later.*
Je voudrais faire du ski. *I'd like to ski.*
Je veux boire du coca. I want to drink some coke.

Present tense verbs

	-er	-ir	-re
Je	+e	+is	+s
Tu	+es	+is	+s
Il/elle/on	+e	+it	
Nous	+ons	+issons	+ons
Vous	+ez	+issez	+ez
Ils/elles	+ent	+issent	+ent

Time markers and adverbs of frequency

Le weekend *at the weekend*
Le soir *in the evening*
Le weekend dernier *last weekend*
Hier soir *last night*
Le weekend prochain *next weekend*
Demain *tomorrow*

chaque lundi *every Monday*
de temps en temps *from time to time*
quelquefois *sometimes*
parfois *sometimes*
souvent *often*
toujours *always*
tous les weekends *every weekend*

Intensifiers and conjunctions

assez *quite*	car *because*
un peu *a bit*	donc *so, therefore*
si *so*	en revanche *on the other hand*
très *very*	parce que *because*
trop *too*	par contre *however*
vraiment *really*	pourtant *however*
toujours *always*	puisque *as,since*
	quand *when*
	qui *who*

Perfect tense (the past)

1 – *Take the correct form of avoir or être*

avoir *to have*	être *to be*
Present tense	
J'ai I have	Je suis I am
Tu as You have	Tu es You are
Il a He has	Il est He is
Elle a She has	Elle est She is
On a One/ we have	On est One/we are
Nous avons We have	Nous sommes We are
Vous avez You have	Vous êtes You are
Ils ont They have	Ils sont They are
Elles ont They have	Elles sont They are

2 *Add the verb with the correct ending*

- er verbs = é	e.g. mang**é**
- ir verbs = i	e.g. fin**i**
- re verbs = u	e.g. vendu

Partitive articles

Remember! When saying some:
du + masculine words e.g. du chocolat
de la + feminine words e.g. de la lemonade
de l' + words beginning with a vowel e.g. de l'eau
des + plural words e.g. des bonbons

What is Urbanisation?

This is an increase in the amount of people living in urban areas such as towns or cities. In 2007, the UN announced that for the first time, more than 50 % of the world's population live in urban areas.
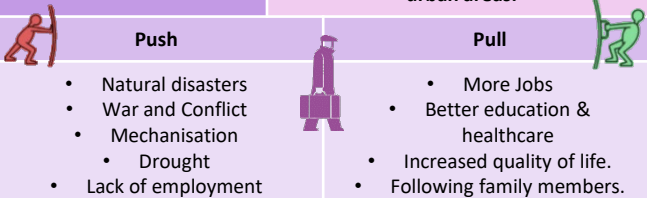
Where is Urbanisation happening?

Urbanisation is happening all over the word but in LICs and NEEs rates are much faster than HICs. This is mostly because of the rapid economic growth they are experiencing.
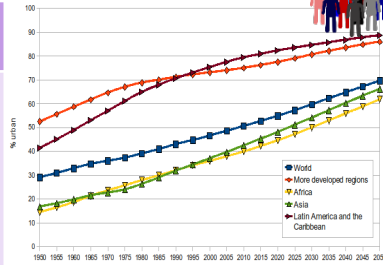
Causes of Urbanisation

Rural - urban migration (1)

The movement of people from rural to urban areas.

Push	Pull
• Natural disasters • War and Conflict • Mechanisation • Drought • Lack of employment	• More Jobs • Better education & healthcare • Increased quality of life. • Following family members.

Natural Increase (2)

When the birth rate exceeds the death rate.

| Increase in birth rate (BR)	Lower death rate (DR)
• High percentage of population are child-bearing age which leads to high fertility rate. • Lack of contraception or education about family planning.	• Higher life expectancy due to better living conditions and diet. • Improved medical facilities helps lower infant mortality rate.

Types of Cities

Megacity — An urban area with over **10 million people** living there.
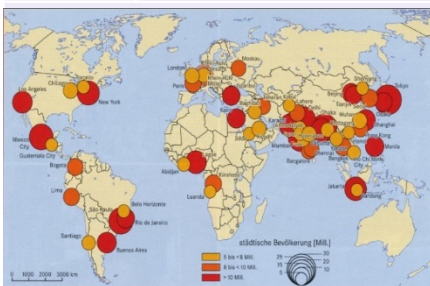
More than two thirds of current megacities are located in either NEEs (Brazil) and LICs (Nigeria). The amount of megacities are predicted to increase from 28 to 41 by 2030.

Sustainable Urban Living

Sustainable urban living means being able to live in cities in ways that do not pollute the environment and using resources in ways that ensure future generations also can use then.

Water Conservation

This is about reducing the amount of water used.
- Collecting rainwater for gardens and flushing toilets.
- Installing water meters and toilets that flush less water.
- Educating people on using less water.

Energy Conservation

Using less fossil fuels can reduce the rate of climate change.
- Promoting renewable energy sources.
- Making homes more energy efficient.
- Encouraging people to use energy.

Creating Green Space

Creating green spaces in urban areas can improve places for people who want to live there.
- Provide natural cooler areas for people to relax in.
- Encourages people to exercise.
- Reduces the risk of flooding from surface runoff.

Waste Recycling

More recycling means fewer resources are used. Less waste reduces the amount that eventually goes to landfill.
- Collection of household waste.
- More local recycling facilities.
- Greater awareness of the benefits in recycling.

Unit 2a   GEOGRAPHY   AQA

Urban Issues & Challenges

Sustainable Urban Living Example: Freiburg

Background & Location

Freiburg is in west Germany. The city has a population of about 220,000. In 1970 it set the goal of focusing on social, economic and environmental sustainability.

Sustainable Strategies

- The city's waste water allows for rainwater to be retained.
- The use of sustainable energy such as solar and wind is becoming more important.
- 40% of the city is forested with many open spaces for recreation, clean air and reducing flood risk.

Integrated Transport System

This is the linking of different forms of public and private transport within a city and the surrounding area.

Brownfield Site

Brownfield sites is an area of land or premises that has been previously used, but has subsequently become vacant, derelict or contaminated.

Traffic Management

Urban areas are busy places with many people travelling by different modes of transport. This has caused urban areas to experience different traffic congestion that can lead to various problems.

Environmental problems

- Traffic increases air pollution which releases greenhouse gases that is leading to climate change.

Economic problems

- Congestion can make people late for work and business deliveries take longer. This can cause companies to loose money.

Social Problems

- There is a greater risk of accidents and congestion is a cause of frustration. Traffic can also lead to health issues for pedestrians.

Congestion Solutions

- Build ring roads and bypasses to keep through traffic out of city centres. 2+ car share lane Bristol
- Introduce park and ride schemes to reduce car use.
- Encourage car-sharing schemes in work places.
- Have public transport, cycle lanes & cycle hire schemes.
- Having congestion charges discourages drivers from entering the busy city centres.

Traffic Management Example: Bristol

In 2012 Bristol was the most congested city in the UK. Now the city aims to develop it's integrated transport system to encourage more people to use the public transport. The city has also invested in cycle routes and hiring schemes. And the new Metrobus (linking north and south Bristol?

Greenbelt Area

This is a zone of land surrounding a city where new building is strictly controlled to try to prevent cities growing too much and too fast.

Urban Regeneration

The investment in the revival of old, urban areas by either improving what is there or clearing it away and rebuilding.

Urban Change in a Major UK City: Bristol Case Study

Location and Background

Bristol is situated in the south-west of England with a population of 400,000. It was a major port and is now a centre for finance and engineering

City's Importance

- 8th most popular city for foreign visitors
- Has the largest concentration of silicon chop manufacturing companies outside California.
- Two big universities with good reputations – Bristol and UWE.
- Situated on the junction of the M$ and M5 with easy access to London, Wales, and Birmingham

Impacts of national and international migration on the character of the city

Migrants contribute taxes towards the economy of Bristol, supporting public services (schools, waste disposal, roads, sewage system).

Migrants mainly work in the low paid, unskilled jobs that Bristolians do not want to do eg restaurants and hotels.

Pressure on house prices means that the average rent in Bristol is £800 and the average house price is £514,000.
Due to migration Bristol is a multicultural city with many cultural festivals – such as St Paul's Carnival

How urban growth has created city's opportunities

Social: 2 large footballs teams, 1 rugby team and major cricket ground. Great Shopping opportunities – Cribbs Causeway and Cabot Circus. Bristol Hippodrome welcomes west end musicals regularly

Economic: 50 electronic and IT companies have been attracted to Bristol in recent years. Big employers such as Airbus, Rolls Royce and Lloyds TSB have their HQs in Bristol

Environmental: Bristol has 300 parks and 1/3 of the city is set aside for open space.
In 2015 Bristol was awarded European Green Capital. It was heralded for its commitment to clean transport and energy, and its role as a low-carbon hub of industry.

Urban change has created challenges

Social: Inner city Bristol still suffer from dereliction – Stoke's Croft and the Harbourside following the decline of industry.
Inequalities in health- high rates of obesity and cancer in Filwood due to lack of income and education

Economic: In parts of the city deprivation is high. Filwood is in the top 10% of most deprived areas in England.

Environmental: Bristol is the most congested city in England. Urban sprawl has lead to more congestion and loss of the countryside (Bradley Stoke)

Bristol Harbourside urban regeneration

Why was it needed: The old Harbour was once thriving and busy but the River Avon was too narrow and tidal for boats to fit down. SO the port moved to Avonmouth

Main features: Brownfield sites and derelict buildings pulled down, replaced with office blocks, apartments, museums, restaurants and pubs.
3000 jobs created from a £300 million investment. BUT
High cost of property – av price £600,000 and the area would suffer in a recession.

Urban Change in a Major NEE City: RIO DE JANEIRO Case Study

Location and Background

Rio is a coastal city situated in the South East region of Brazil within the continent of South America. It is the second most populated city in the country (6.5 million) after Sao Paulo.

City's Importance

- Has the second largest GDP in Brazil It is headquarters to many of Brazil's main companies, particularly with Oil and Gas.
- Sugar Loaf mountain is one of the seven wonders of the world.
- One of the most visited places in the Southern Hemisphere.
- Hosted the 2014 World Cup and 2016 Summer Olympics.

Migration to Rio De Janeiro

The city began when Portuguese settlers with slaves arrived in 1502. Since then, Rio has become home to various ethnic groups.

However, more recently, millions of people have migrated from rural areas that have suffered from drought, lack of services and unemployment to Rio. People do this to search for a better quality of life.

This expanding population has resulted in the rapid urbanisation of Rio de Janeiro.

City's Opportunities

Social: Standards of living are gradually improving. The Rio Carnival is an important cultural event for traditional dancing and music. 19 out of the 50 top schools are in Rio. Life expectancy is 78 in Rio whereas it is 73 in Brazil

Economic: Rio has one of the highest incomes per person in the country. The city has various types of employment including oil (Petrobras, retail and manufacturing.

Environmental: The hosting of the major sporting events encouraged more investment in sewage works and public transport systems.

City Challenges

Social: There is a severe shortage of housing, schools and healthcare centres available. Large scale social inequality, is creating tensions between the rich and poor.

Economic: The rise of informal jobs with low pay and no tax contributions. There is high unemployment in shanty towns called Favelas

Environmental: Shanty towns called Favelas are established around the city, typically on unfavourable land, such as hills. Congestion on mountain roads. Pollution in Guanabara Bay

Self-help schemes - Favela, Bairro Project

- 100% mortgages available for people to buy their homes
- Government has demolished houses and created new estates.
- Community policing has been established, police pacification (UPP) along with a tougher stance on gangs with military backed police.
- Cable car built for locals to access the city . People given one free ticket a day.

Health and Social Care Knowledge Organiser: Component 1 Human Lifespan Development

Learning Aim A: Understand human growth and development across life stages and the factors that affect it

How do people grow and develop throughout their lives? How can factors such as lifestyle choices, relationships affect this? Understanding these processes is essential knowledge and understanding for health and social care practitioners.

A1 Growth and development across life stages

Lifestages
1. Infancy (0 – 2 years)
2. Early childhood (3 – 8 years)
3. Adolescence (9 – 18 years)
4. Early adulthood (19 – 45 years)
5. Middle adulthood (46 – 65 years)
6. Later adulthood (65+ years)
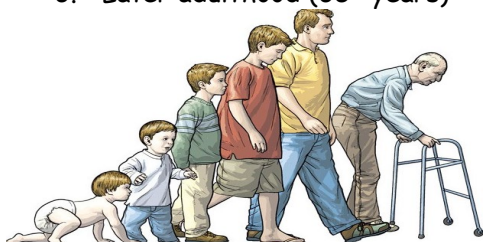
Holistic Development
1. **P**hysical development – Physical growth and physiological change
2. **I**ntellectual development – Developing thinking and language skill and common activities that promote learning and development
3. **E**motional development – Developing feelings about self and other
4. **S**ocial development – Forming relationships

A2 Factors affecting growth and development

1. Physical factors
a) Genetic inheritance
b) Diet and lifestyle choices
c) Experience of illness and disease
d) Appearance

2. Economic factors
a) Income/ wealth
b) Material possessions

3. Social, Cultural and emotional factors
a) Educational experiences
b) Culture, e.g. community involvement, religion, gender
c) Influence of role models
d) Influence of social isolation
e) Personal relationship with friends and family

Learning Aim B: Investigate how individuals deal with life events

B1 Different types of life event

1. Physical events
a) Accident/ injury
b) Ill health

2. Relationship changes
a) Entering a relationship
b) Marriage
c) Divorce
d) Parenthood
e) Bereavement

3. Life circumstances
a) Moving house, school or job
b) Exclusion from education
c) Redundancy
d) Imprisonment
e) Retirement

B2 Coping with change caused by life events

1. How individuals adapt to these changes
2. Sources of support
a) Family, friends partners
b) Professional carers and services
c) Community groups, voluntary and faith based organisations

3. Types of support
a) Emotional
b) Information advice
c) Practical help, e.g. financial assistance, childcare, transport

Health and Social Care Knowledge Organiser: Component 2 Health and Social Care Services and Values

Learning Aim A: Understand the different types of health and social care services and barriers to accessing them	Learning Aim B: Demonstrate care values and review own practice

Providing good health and social care services is very important and a set of 'care values' exist to ensure this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm.

A1 Health and social care services

1. **Different health care services and how they meet service user needs**
   a. <u>Primary care</u>, e.g. dental care, optometry, community health care
   b. <u>Secondary & tertiary care</u>, e.g. specialist medical care
   c. <u>Allied health professionals</u>, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians
2. **Different social care services and how they meet service user needs**
   a. <u>Services for children and young people</u>, e.g. foster care, residential care, youth work
   b. <u>Services for adults or children with specific needs</u> (learning disabilities, sensory impairments, long-term health issues) e.g. residential care, respite care, domiciliary care
   c. <u>Services for older adults</u>, e.g. residential care, domiciliary care
   d. <u>Role of informal social care provided by relatives</u>, friends and neighbours

B1 Care values

1. <u>Empowering</u> and promoting independence by involving individuals, where possible, in making choices
2. <u>Respect</u> for the individual by respecting service users' need, beliefs and identity
3. Maintaining <u>confidentiality</u>
4. Preserving the <u>dignity</u> of individuals to help them maintain privacy and self-respect
5. <u>Effective communication</u> that displays empathy and warmth
6. <u>Safeguarding</u> and <u>duty of care</u>
7. <u>Promoting anti-discriminatory practice</u> by being aware of types of unfair discrimination and avoiding discriminatory behaviour

A2 Barriers to accessing services

1. **Types of barriers and how they can be overcome by the service providers and users**
   a. <u>Physical barriers</u>, e.g. issues getting into and around the facilities
   b. <u>Sensory barriers</u>, e.g. hearing and visual difficulties
   c. <u>Social, cultural and psychological barriers</u>, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence
   d. <u>Language barriers</u>, e.g. differing first language, language impairments
   e. <u>Geographical barriers</u>, e.g. distance of provider, poor transport links
   f. <u>Intellectual barriers</u>, e.g. learning difficulties
   g. <u>Resource barriers for service provider</u>, e.g. staff shortages, lack of local funding, high local demand
   h. <u>Financial barriers</u>, e.g. charging for services, cost of transport, loss of income while accessing services

B2 Reviewing own application of care values

1. **Key aspects of a review**
   a. Identifying own strengths and areas for improvement against the care values
   b. Receiving feedback from teacher or service user about own performance
   c. Responding to feedback and identifying ways to improve own performance

This option focuses in depth on selected themes and issues relating to the history of England during the Elizabethan Age, from 1558 to 1603. Candidates will be required to consider the major influences on political and social life during the period as well as the issue of religious controversy. Candidates should develop an awareness of how aspects of life in this period have been represented and interpreted, and how they have generated wider historical debate. They should also address the key questions in each topic area using a range of historical sources. *The required content in italics shows which key features and characteristics of the period must be studied.*

HISTORY

Key questions	Required Content
Elizabethan government **How successful was the government of Elizabeth I?**	*The coronation and popularity of Elizabeth; Royal Court, Privy Council and councillors; local government; the role of Parliament; taxation and freedom of speech*
Lifestyles of rich and poor **How did life differ for the rich and poor in Elizabethan times?**	*Contrasting lifestyles of rich and poor; homes and fashion; causes of poverty; issue of unemployment and vagrancy; government legislation including the 1601 Poor Law*
Popular entertainment **What were the most popular types of entertainment in Elizabethan times?**	*The importance of popular entertainment; cruel sports; entertainment enjoyed by the rich; the Elizabethan theatre; design, plays; attitudes towards the theatre*
The problem of religion **How successfully did Elizabeth deal with the problem of religion?**	*Religious problems in 1559; aims of the Religious Settlement; the 'Middle Way'; Acts of Supremacy and Uniformity; reactions to the Settlement*
The Catholic threat **Why were the Catholics such a serious threat to Elizabeth?**	*Early toleration; excommunication in 1570; recusancy ; rebellion of Northern Earls; Catholic Plots – Ridolfi, Throckmorton, Babington; role of Mary, Queen of Scots*
The Spanish Armada **How much of a threat was the Spanish Armada?**	*Reasons for the Armada; war in the Netherlands; course of the Armada – events in the Channel, Calais, 'fireships' and return to Spain; results of the Armada*
The Puritan threat **Why did the Puritans become an increasing threat during Elizabeth's reign?**	*Puritanism; challenge to the Settlement; Puritan opposition in Parliament and Privy Council; measures taken to deal with the Puritan challenge*

ELIZABETH 1: Elizabethan Government	KPI 2	Examples of success	Examples of failure
1558 Mary I dies with £227,000 debt; Elizabeth I becomes queen	**QUEEN ELIZABETH** The monarch was **sovereign**, meaning Elizabeth had complete power over England. However, in order to avoid challenges to her rule she needed to stay popular with her people.	**1. Elizabeth's coronation showed off her power** In 1559, Elizabeth took part in three days of celebrations, including taking a barge down the Thames. She was carried through the crowded streets to Westminster Abbey on a **litter**. There was a banquet for 200 guests. **2. Royal Portraits always showed Elizabeth at her best** Portraits projected royal power. After catching small pox in 1562, Elizabeth's was scarred, but the portraits did not show this. They were a type of propaganda, creating an image of a powerful, ageless monarch. **3. Royal progresses generated loyalty** For 10 weeks each summer, Elizabeth went on **royal progress**, touring the countryside and staying with nobles. This ensured that Elizabeth was seen by her people. **4. No marriage** Elizabeth refused to marry because she did not want a husband to take over the running of the country.	**1. Elizabeth's grandeur was expensive** Elizabeth spend £16,000 on her coronation. Progresses were also expensive for nobles who had to host the Queen and her court **2. Elizabeth had no heir** No husband meant no **heir** to the throne. Many people worried that Elizabeth's death would cause a crisis because it was not clear who should succeed her. **3. No visits to Wales or the North** Elizabeth's progresses moved very slowly and she never reached Wales or the North of England. These areas were less loyal to Elizabeth.
1559 Elizabeth's **coronation**			
1576 Peter Wentworth MP imprisoned			
1587 Elizabeth stops **Parliament** discussing religion			
1599 Earl of Essex fired for disobeying Elizabeth in Ireland			
1601 Earl of Essex executed for rebelling			

KPI 1 Problems facing Elizabeth in 1558

Gender	Debt	Religion	Legitimacy
16th Century England was a **patriarchy**. People thought that queens were weak and would only do what their husbands wanted. Elizabeth's older sister Mary had been unpopular because people thought her husband – Philip of Spain – controlled everything that she did.	Mary I had run up a debt of £227,000 fighting wars. Elizabeth inherited this debt when she became Queen in 1558. Elizabeth needed to pay this back but also make sure she had enough money to raise an army to defend England.	England had experienced huge religious change in the 16th Century. Elizabeth's father and brother – Henry VIII and Edward VI – had introduced **Protestantism** only for her sister, Mary I, to bring back **Catholicism**. Elizabeth was **Protestant** but many English people and powerful foreign countries like France and Spain were **Catholic**.	Monarchs were **legitimate** if they were related to previous monarchs. Many English people – especially Catholics - claimed that Elizabeth was **illegitimate** because Henry's marriage to Anne Boleyn was not accepted by the Catholic church.

Catholic	Christian who follows the Pope	
Coronation	Ceremony crowning a new king or queen	
County	A part of England	
Faction	A group of politicians	
Heir	Someone to come to the throne after you	
Illegitimate	Not the right and proper ruler of a country	
Litter	A chair carried by servants	
MP	Member of Parliament	
Noble	Wealthy landowner	
Parliament	Partly elected body set up to debate new laws	
Patriarchy	Society where men have power	
Prorogue	Close Parliament	
Patronage	Giving rewards/jobs in return for loyalty	
Protestant	Christian who rejects the Pope	
Puritan	An extreme Protestant	
Sovereign	Having complete power	

THE ROYAL COURT The Royal Court was the group of people who surrounded the Queen. The Court was based in London but accompanied Elizabeth on **progress**.

1. Elizabeth used the court to show off her power The court hosted dancing, plays, hunts, feasts and jousting tournaments
2. Elizabeth always had her advisors with her Because the Court travelled with Elizabeth she always had key advisors on hand
3. Patronage kept nobles loyal The Queen ensured the loyalty of her court through a system of **patronage**. Loyal nobles were rewarded with important positions. Nobles were supportive because they knew that power depended on the Queen. If a noble did something to annoy Elizabeth, she could take away his position at court.

1. The Royal Court was split into factions The **patronage** system created rivalries between different groups of nobles, or factions, who competed for the Queen's favour. This was a problem for Elizabeth because her government often was divided and advisors were sometimes more interested in serving their faction than giving the best advice.

THE PRIVY COUNCIL The Privy Council was a group of advisers appointed by the Queen. They advised the Queen on policy and ran her government.

1. Elizabeth's attempted to control the Privy Council Elizabeth limited the Privy Council to 19 members and made sure to appoint councillors with different viewpoints
2. William Cecil was the most loyal Privy Councillor Cecil served as Secretary of State for 40 years, protecting Elizabeth's interests and giving good advice. She nicknamed him her "Spirit".
3. Francis Walsingham was Elizabeth's spymaster Walsingham ran the secret service and uncovered Catholic plots against Elizabeth

1. Faction divided the Privy Council Cecil led a Protestant faction opposed to foreign wars. His great rival was Robert Dudley, a Puritan who wanted to fight the Catholic powers.
2. Many Privy councillors were Puritans Walsingham and Dudley were Puritans and pushed for religious change
3. The Earl of Essex tried to rebel In 1601, one of Elizabeth's privy councillors – the Earl of Essex – was executed for trying to rebel against Elizabeth

PARLIAMENT Parliament had the power to propose new laws and grant taxes. There were 450 MPs, elected by wealthy landowners.

1. Elizabeth had control over Parliament Parliament could only meet if Elizabeth called it. Elizabeth could also decide what topics Parliament was allowed to debate. For example, Elizabeth banned discussion of religion and her marriage. She could **prorogue** (close) Parliament at any point. Parliament only met 13 times in her 45 year reign.
2. William Cecil controlled debate Elizabeth made sure Cecil and other privy councillors sat in Parliament to help control debates

1. Parliament was needed to raise taxes Elizabeth's main income was from tax. This gave Parliament some power over her
2. MPs wanted freedom of speech MPs wanted to discuss issues that Elizabeth had banned. In 1576, she imprisoned the MP Peter Wentworth for demanding freedom of speech
3. Some MPs were Puritans Puritan MPs used Parliament to demand religious change. Puritan MP William 'the Stinger' Strickland was famous for his fiery speeches.

LOCAL GOVERNMENT Elizabeth employed a trusted system of officials to maintain law and order

1. A Lord Lieutenant ran each region They kept the Queen informed about what was happening in their area and controlled the Justices of the Peace. Usually a local noble.
2. The Justices of the Peace ran day-to-day local government There were 30-60 JPs in each county. They were responsible for the law courts and administering the Poor Law

1. Parish constables were amateur and unpaid Parish constables patrolled the streets and punished criminals. They usually had a day-job as well so they weren't always on duty.
2. Too much power to Lord Lieutenants In 1599 the Earl of Essex was made Lord Lieutenant of Ireland but had to be fired when he made decisions without the queen's permission

KPI 3 Social Structure				The Rich	The Poor

KPI 3 Social Structure

The Rich	**The Monarch** — Used **patronage** to keep nobles loyal
	Nobles and Lords — About 50 families owning 17% of **cultivated land.**
The Gentry	**Gentry** — Smaller landowners
	Wealthy Merchants and Professionals — Businessmen and middle-class professionals including lawyers and teachers.
	Yeomen and Tenant Farmers — Farmers who owned or rented a small amount of land.
The Poor	**Landless Unskilled Labourers** — Seasonal workers, unemployed during certain times of year. 30% of the population were close to starvation.

KPI 4 Homes

The Rich
- The rich used their wealth to build grand mansion houses, such as Hardwick Hall in Derbyshire. Historians have called this period 'The Great Rebuilding'
- New building styles became fashionable, such as chimneys decorated with a twisted pattern of bricks
- At the centre of the new mansions was the Great Hall, where people ate and worked. Above was the Long Gallery, which was used for music and dance
- Mansions also had landscaped gardens for walking in

The Poor
- A poor man's cottage had one room with an earth floor, walls made of **wattle and daub**, and a thatched roof
- Animals often lived in the house as well
- The fire was always lit and used for heat, light, and cooking
- Candles were expensive so the interior was often gloomy
- Those who earnt a little money and became **yeomen** could add separate bedrooms, brick chimneys, and glazed windows.

KPI 5 Fashion

The Rich
- The rich chose their outfits to show off their wealth and status. They would have a set of clothes for each occasion, usually changing clothes during the day.
- The rich wore clothes made from the finest materials such as silk, linen, and velvet, Nobles and their wives often wore clothes studded with jewels.
- Jewellery such as bracelets, earrings, and rings helped to project status.

The Poor
- The poor usually owned just one set of clothes due to their poverty
- Clothes were made from cheap, hard-wearing materials such as leather, felt, and **fustian**

KPI 6 Lifestyle

The Rich
- Most rich nobles made their money from collecting rent so they had lots of time for entertainment
- Listening to music and dancing were popular. Men also engaged in sports like hunting and hawking. Large banquets with dozens of guests were frequently held.
- The sons of the wealthy were educated at home by visiting tutors, learning foreign languages and classical languages such as Greek and Latin

The Poor
- Farmers and labourers worked long hours, from 5am to 5pm
- The lower classes received little or no education. The poor could not generally afford to send their children to school
- What little leisure time they had was spent in the inn or **tavern**, gambling or playing cards or dice. Fishing and archery, as well as watching plays performed by strolling players, were other common pastimes.

KPI 7 Main causes of poverty in Elizabethan England

Cause	Detail	How did it cause poverty?
Population increase	Population rose from 2.7m in 1540 to 4.1m in 1601	There were more people but the same amount of food and jobs
Inflation	Price of wheat increased by 250%	Wages did not increase at the same rate as prices so people could not afford food
Bad harvests	Bad **harvests** in 1596-7	Not enough food was produced, causing prices to increase rapidly
Sheep Farming	Landowners began to rear sheep for their wool	With more sheep, less land was used for growing food so prices rose
Dissolution of the Monasteries	Henry VIII shut down the **monasteries** 1536-1540	**Monasteries** had provided poor relief and care for the sick. Now the poor had to fend for themselves.

KPI 8 Vagrancy

The increase in poverty led to the rise of **vagrancy**. **Vagrants** or **vagabonds** were unemployed homeless people who wandered from town to town. There were several different types of **vagrant**, eg:
- **Abraham men**: pretended to be mad to get charity and sympathy
- **Hookers**: used a hooked stick to steal valuables

Vagrants were seen as a threat to society because:
1. The fear that **vagrants** would commit crimes
2. Wandering vagrants could spread disease rapidly
3. Villages with large numbers of vagrants would need to pay a high poor rate
4. Vagrants were seen as people who might be persuaded to join a rebellion against Elizabeth

KPI 9 Government attempts to deal with poverty and vagrancy

1572: Harsh Punishments
At the beginning of Elizabeth's reign, the government put in place severe punishments for vagrancy. For example, the 1572 Vagrancy Act stated that **vagrants** should be whipped and burnt through the ear with a hot iron. This didn't work and there were still 10,000 vagrants.

1597: Deserving vs. Undeserving Poor
The 1597 Act for Relief of the Poor divided the poor into two sorts and treated them differently:
- The **Deserving Poor** (willing but not able to work) were given **relief** paid for by a **poor rate**
- The **Underserving Poor** (able but not willing to work) were punished in a **House of Correction**

1601 Poor Law
The 1601 Poor Law was the first attempt by the government to put in place a complete system for dealing with the poor. It remained in place for over 200 years. The Poor Law stated that:
- Four **Overseers of the Poor** be appointed in each **parish** to help JPs deal with the poor
- Everyone should pay a **poor rate** to pay for dealing with the poor
- Begging and **vagrancy** were made illegal
- The deserving poor were provided with tools to work. Children were given apprenticeships
- The undeserving poor were sent to the **House of Correction**

Cultivated land	Land that could be farmed
Fustian	A poor quality material
Harvests	When the food is collected from the fields
House of Correction	Place where vagrants were punished
Inflation	Price rise
Monasteries	Places where monks lived
Overseer of the Poor	Local officials who administered poor relief
Parish	The area around a town / part of a city
Poor Law	A system for dealing with the poor
Poor rate	A tax raised to pay for poor relief
Relief	Money for the poor, benefits
Tavern	Pub
Vagrant	A homeless unemployed person
Vagabond	A homeless unemployed person
Wattle and daub	Mud and straw used to build walls
Yeomen	Farmers who owned a bit of land

ELIZABETH 3: Popular Entertainment

Year	Event
1572	Ban on **strolling players** without **licence**
1576	**James Burbage** opens The Theatre
1583	The Queen's Men set up
1585	Queen stops MPs banning bear-baiting
1589	Marlowe writes Doctor Faustus
1594	The Lord Chamberlain's Men set up
1595	Shakespeare writes Romeo and Juliet
1598	Edward Alleyne retires from acting
1599	The Globe Theatre opens
1601	Elizabeth watches *Twelfth Night*

Term	Definition
Authorities	The government
Comedies	Funny humorous plays
Cruel sports	Betting of fighting animals
Gallery	Covered part of the theatre
Gavotte	A popular dance
Inns	Pubs
Licence	Permission from government
Lord Chamberlain	Royal official in charge of the royal household
James Burbage	Actor who built first theatre
Professional	People paid for their job
Playwrights	People who write plays
Slow paven	A popular dance
Strolling players	A wandering group of actors
Tragedies	Sad, dramatic plays
Yard	Area in the centre of the theatre where the poor stood to watch plays

KPI 10 Cruel Sports

Cruel sports or 'blood sports' were watched by both rich and poor and attracted large audiences, many of whom placed bets on the fights.

Bear- and Bull-baiting
Bear-baiting involved dogs attacking a chained bear in a large arena. Spectators could bet on which dog would survive the longest. The most popular arena was the 'Bear Garden' in London, which could sit over 1000 people. The Queen enjoyed bear-baiting and stopped MPs from banning it in 1585. A bull was often used in place of a bear.

Cockfighting
Cockfighting involved spectators betting on a fight between two cockerels. Most towns had a cockfighting pit.

KPI 13 Elizabethan Actors

Professional actors were expected to play multiple parts, sing, dance, and play musical instruments. Women were not allowed to act so men played female parts.

Richard Burbage
Son of theatre-builder James Burbage. A **tragic** actor, he played leading roles in many of Shakespeare's plays.

Thomas Pope
A member of The Lord Chamberlain's Men. A great **comedian** and acrobat who worked closely with Shakespeare.

KPI 11 Entertainment enjoyed by the rich

Hunting
Wealthy nobles had their own deer parks and deer hunting on horseback was very popular. Great hunt picnics were often arranged.

Hawking
Hawking involved training a hawk to kill rabbits and pigeons and then return. The upper classes were the only people allowed to breed hawks. The poor used kestrels.

Archery
Men over 24 were expected to practice archery on a Sunday afternoon using a long bow or crossbow.

Dancing
The rich employed musicians to play foreign dance tunes such as the **slow paven** or **gavotte**.

Ball Games
Tennis became very popular amongst the rich, played with either a racket or hand. The lower classes played a popular rough game: football. There was no pitch and no limit on the number of players. Fights and deaths were common.

KPI 13 Elizabethan Playwrights

The building of theatres required new plays to be written. Elizabeth's reign has come to be seen as a 'Golden Age' of English drama.

William Shakespeare
The most important **playwright** of Elizabeth's reign. He wrote 37 plays in a variety of styles: **comedies**, **tragedies**, and historical dramas. Shakespeare's plays were popular with ordinary people and with the Queen. His most popular plays were *Romeo and Juliet* (1595), *Hamlet* (1599), and *Twelfth Night* (1601).

Christopher Marlowe
Marlowe played a leading role in the development of the '**tragedy**' play. His most famous play was *Doctor Faustus* (1589). In 1593 Marlowe was stabbed to death in a pub brawl.

KPI 12 Development of the Elizabethan Theatre

There were no theatres in England in 1558. By 1603, Elizabeth's death, there were theatres across the country.

UNTIL 1572: BANDS OF STROLLING PLAYERS
Before Elizabeth's reign, groups of actors toured the country, performing in **inns** and market squares. Rich families sometimes had private showings at home. A common theme was the adventures of Robin Hood because it showed the poor triumphing over the rich.

1572- 1576: FORMATION OF THEATRE COMPANIES
The **authorities** feared **strolling players** spreading popular unrest and that large gatherings at plays spread disease. In 1572 strolling players without a **licence** from the **Lord Chamberlain** were banned. This led to the formation of more organised theatre companies such as The Queen's Men (1583) and The Lord Chamberlain's Men (1594).

AFTER 1576: BUILDING THE FIRST THEATRES
As plays became popular, **inns** became too small to stage them. In 1576 James Burbage, an actor, built the first theatre, called The Theatre, in London. Other theatres followed, including the Globe Theatre in 1599. Theatres were built just outside London because of worries about public health.

KPI 14 Theatre Design

Theatres were round with an open space in the centre containing a raised stage. The back of the stage was finely painted but apart from that there was no set. To the audience, the stage mirrored the universe: beneath the stage, through a trap door, was hell; the stage was the real world; and above the stage was a canopy representing heaven. There were no lights so plays were in the afternoon. Prices were low so the poor could afford to stand in the **yard**; a few pennies more could buy a seat in the **gallery**, under cover. A flag above the theatre indicated which play was showing.

KPI 15 Attitudes to the Theatre

Support for the theatre
Elizabeth was a lover of the theatre and enjoyed the plays of Marlowe and Shakespeare, watching *Twelfth Night* in 1601.

The theatre was also popular amongst ordinary people because playwrights produced gripping dramas and colourful characters.

The **authorities** also used plays as propaganda. *The Alarum for London,* for example, showed Catholic Spanish soldiers killed Protestants and was designed to encourage anti-Spanish feeling during times of war.

Opposition to the Theatre
The **authorities** opposed the theatre because it attracted large crowds. Large crowds meant crime and the possibility of unrest. As a result, they objected to theatres in the city centre.

The **Puritans** – a growing religious group - also opposed the theatre, considering it to be the work of the devil. They wanted plays to be banned because they distracted people from living simple, pure religious lives. They thought actors were villains.

ELIZABETH 4: The Problem of Religion

Year	Event
1559	Act of Supremacy and Act of Uniformity
1563	Foxe's *Book of Martyrs* published
1563	Council of Trent ends
1566	Vestments Crisis
1571	Catholic Ridolfi Plot against Elizabeth

Term	Definition
Archbishop of Canterbury	Leader of the Church in England
Bishop	Important position in Church
Calvin	Protestant thinker
Cardinal	Important position in Church
Catholic	Christian who follows the Pope
Clergy	Anyone who works for Church
Communion	Important Christian service
Compromise	To meet in the middle
Committees	Elected groups of people
Council of Trent	Catholic meeting
Doctrine	Religious belief
Excommunicate	Banish from Catholic Church
Foxe's *Book of Martyrs*	Book detailing gory deaths of Protestants under Mary I
Injunctions	Things you have to do
JPs	Justices of the Peace
Latin	Language of Catholics
Matthew Parker	Eliza's Archbishop of Cantab
MPs	Members of Parliament
Parliament	Body debating new laws
Prayer Book	What is read out in church
Protestant	Christian who rejects Pope
Puritan	Extreme Protestant
Pope	Head of the Catholic Church
Recusants	People who refused to go to Church
Reform	Protestant change
Restored	Brought back
Ridolfi Plot	Catholic attack on Elizabeth
Surplice	White linen robe
Transubstantiation	Key Catholic belief
Vestments	Priests' traditional clothes
Via Media	Latin for 'Middle Way'

KPI 16 Religious Beliefs in England

CATHOLIC
1 **Pope** head of church
2 **Cardinals** and **bishops** help lead the church
3 Bible and services in **Latin**
4 Highly decorated churches and priests wear **vestments**
5 Priests should not marry
6 **Transubstantiation**: during **communion** the bread and wine turned into the bread and body of Christ

PROTESTANT
1 Queen head of church
2 **Archbishops** and **bishops** help lead the church
3 Bible and services should be in English
4 Little decoration of churches and no **vestments**
5 Priests should be allowed to marry
7 Did not believe in **transubstantiation**, but thought bread and wine helped remember Christ's suffering

PURITAN
1 There should be no head of the church
2 Churchgoers should elect **committees** to run the church
3 Church services should be simple and easy to understand
4 No decoration of churches or **vestments**
5 No **transubstantiation**

KPI 17 Religious Policy in England before 1558

Henry VIII
- Ended **Catholicism** in England by making himself head of the Church in England
- Introduced an English Bible but didn't change church services
- Remained a **Catholic** himself but many **Protestants** lived in England

Edward VI
- Influenced by **Protestant** advisors
- Introduced a new **Protestant Prayer Book** in 1549
- Required church services to be in English, not **Latin**
- All images in churches torn down
- Allowed priests to marry

Mary I
- **Restored** the power of the pope as head of the church
- Required church services to be in **Latin**
- Introduced **Catholic doctrine**
- Separated priests from their wives
- Burnt **Protestants** who refused to become **Catholic**

KPI 18 Factors for Elizabeth to consider

Personal Beliefs
Elizabeth had been brought up as a Protestant. Her tutor as a child had been the Protestant Matthew Parker. However, she was not a strict Protestant and wanted a compromise settlement that would please all her people.

The English People
Most English people were still quite Catholic. The North and the South West had rebelled against Henry and Edward's Protestantism. Parliament, however, was much more Protestant than the rest of the country.

Foreign Powers
The two great European powers were both Catholic. France was ruled by Francis II and his young, Mary Queen of Scots. Spain was ruled by Mary's ex-husband, Philip II. However, Scotland was controlled by Protestant nobles.

KPI 19 Elizabeth's Religious Settlement

In 1559, Elizabeth presented her religious settlement to **Parliament**. She adopted a **via media** or 'middle way' which created a church with both **Protestant** and **Catholic** practices, rejecting **Puritanism**. The Religious Settlement was made up of two acts:

1559 Act of Supremacy

- Elizabeth, not the Pope, was head of the Church
- Elizabeth was named 'Supreme Governor' of the Church
- All clergy had to swear loyalty to Elizabeth
- Archbishops and bishops would help Elizabeth run the Church

1559 Act of Uniformity

Protestant	Catholic
• Edward VI's Protestant Prayer Book to be used in all services • The Bible and services were to be in English • **Transubstantiation** was to be rejected • 125 commissioners toured the country and check the Act was being followed • **Recusants** were fined	• Churches could be decorated • Priests had to wear vestments • The fine for recusancy was only rarely enforced

KPI 20 Reactions to the Settlement

Elizabeth wanted her settlement to appeal to both Protestants and Catholics and she did not enforce it too strictly at first. Both at home and abroad the settlement was initially limited but opposition grew in the 1560s and 1570s.

IN ENGLAND

ACCEPTANCE AT FIRST
In the 1560s, most people accepted the new church, for example:
- The **Archbishop of Canterbury Matthew Parker** was moderate and respected
- Less than 3% of **clergy** refused to swear loyalty to Elizabeth
- Protestant books such as **Foxe's** *Book of Martyrs* (1563) showed how bad things had been under Mary, encouraging support for Elizabeth

LATER CHALLENGES
However, later in Elizabeth's reign more opposition emerged, for example:
- In 1566, 37 Puritan priest were dismissed because they refused to wear **vestments**
- During the 1570s and 1580s, **Catholics** began to plot against Elizabeth

ABROAD

ACCEPTANCE AT FIRST
In the 1560s, foreign reaction was very limited.
- A civil war in France meant that Francis and Mary showed little interest
- Philip of Spain wanted good relations with England so hoped the settlement wouldn't last
- The **Pope** also kept quiet, hoping the changes would be overturned and **Catholicism** restored

LATER CHALLENGES
However, a meeting of leading Catholics at the **Council of Trent** ending in 1563 led to calls for the **excommunication** of Elizabeth and from the 1570s both the Pope and Spain were involved in plots to overthrow Elizabeth.

Timeline

Year	Event
1559	Elizabeth's religious settlement
1568	Mary, Queen of Scots arrives in England
1568	**Seminary college** set up in **Doaui**
1569	Rebellion of the Northern Earls
1570	Pope issues **Papal Bull**
1571	**Treason** Act
1571	The Ridolfi Plot
1581	Edward Campion executed
1581	**Recusancy** fine increased to £20
1583	The Throckmorton Plot
1585	All **Jesuits** required to leave England
1586	The Babington Plot
1587	Mary, Queen of Scots executed
1591	Catholics forbidden from gathering

Glossary

Term	Definition
Abdication	A monarch giving up the throne
Confiscate	Take away
Council of the North	Group enforcing the Queen's authority in North of England
Death Warrant	Authorization of execution
Douai	Town in Flanders
Duke of Norfolk	Powerful noble
Durham	City in the North of England
Earl	Type of powerful noble
Excommunicate	Banish from Catholic Church
Exiles	People who flee a country
Flanders	Part of modern Belgium
Heir	Next in line to the throne
Intervene	Get involved in
Jesuits	Anti-Protestant Catholic group
Mass	Catholic church service
Papal Bull	Public order from the Pope
Philip of Spain	Very Catholic king of Spain
Recusancy	Refusing to attend church
Seminary	College for Catholic priests
Tolerant	Not strict
Treason	Going against the monarch
Walsingham	Head of Elizabeth's spies
William Cecil	Elizabeth's main advisor

KPI 21 Early Toleration

Elizabeth's 1559 religious settlement was **tolerant** towards Catholics because she did not want to cause a rebellion. Fines for **recusancy** were not strictly enforced.

During the 1560s Elizabeth was happy for Catholics to live in England so long as they outwardly went along with her laws. "I will not open windows into men's souls" she said.

KPI 22 Stricter responses to recusancy

From the late 1560s onwards, Elizabeth was forced to abandon her policy of toleration in response to two threats:

1. **Seminary Priests** trained by William Allen in **Flanders** were sent to England to restore Catholicism
2. **Jesuits** led by **Edward Campion** began to arrive in England in 1580. They swore to destroy Protestantism.

Elizabeth's response to **recusancy** grew stricter:
1581: **Recusancy** fine increased to £20 and converting people now **treason**
1581: **Edward Campion** tortured and hanged in the Tower of London
1585: All Jesuits and Seminary Priests must leave the country or be killed
1591: Catholics forbidden from moving more than 5 miles from home

KPI 23 The Rebellion of the Northern Earls, 1569

Causes
Unmarried, Elizabeth had no Protestant **heir**. Catholic nobles the **Earl** of Northumberland and the **Earl** of Westmoreland wanted to replace her with Mary, Queen of Scots, who they planned to marry to the **Duke of Norfolk**. When Elizabeth heard of the scheme and summoned the earls to London, they refused and rebelled.

Events
In Nov 1569, 4,600 rebels marched into **Durham** and held **mass** in the cathedral. They marched south but fled from the Queen's army led by the Earl of Sussex. The earls fled to Scotland in Jan 1570. Northumberland was executed in 1570 and Westmoreland fled to **Flanders**. Elizabeth executed over 800 rebels.

Reasons for Failure
1. Poor leadership: the rebel leaders lacked a clear plan
2. No foreign support: **Philip of Spain** was unwilling to support Mary because he feared she would support France, not him, if she became Queen
3. Elizabeth's popularity: few wanted Mary to replace Elizabeth or wanted the Pope to return as head of the church

KPI 24 Excommunication, 1570

The Papal Bull
Pope Pius V issued a **Papal Bull** in February 1570 which **excommunicated** Elizabeth and called upon all Catholics to remove her. This provided a motive for rebellion and foreign invasion.

Elizabeth's Response
Elizabeth issued the 1571 Treason Act which: 1 Made it **treason** to declare that Elizabeth was not the lawful Queen, 2 Made it **treason** to publish the **Papal Bull**, 3 Allowed Elizabeth to **confiscate** property from Catholic **exiles**
Elizabeth also set up a new **Council of the North** which reduced the powers of the northern **earls**.

KPI 25 Catholic Plots

Ridolfi Plot, 1571
Roberto Ridolfi, an Italian banker, hatched a plot with **Philip of Spain** to invade England, replace Elizabeth with Mary, and marry Mary to the **Duke of Norfolk**. However, **William Cecil** and Francis **Walsingham** discovered the plot. **Norfolk** was executed and Ridolfi was expelled from England. MPs wanted Mary executed but Elizabeth refused as she believed executing a queen went against God's will.

Throckmorton Plot, 1583-4
Francis Throckmorton organised a plan for French Catholic soldiers, backed by the Pope and Spain, to invade England and replace Elizabeth with Mary. However, Throckmorton was arrested and executed. Mary was banned from receiving visitors and all her mail was checked by **Walsingham**.

Babington Plot, 1586
In 1586 **Walsingham** discovered coded letters between Mary and Anthony Babington, a Catholic noble, plotting to overthrow Elizabeth with the help of a Spanish invasion. In August 1586, Babington, and six others were executed. Mary was executed in 1587.

KPI 26 Mary, Queen of Scots

As Elizabeth's cousin and a devout Catholic, Mary posed a significant threat to Elizabeth.

Mary sent to France
Mary's father died when she was a few days old and she was crowned Queen of Scotland, advised by her mother. She was sent to be educated as a Catholic in France. She married King Francis II of France.

Mary returns to Scotland
In 1560 Francis died. Mary returned to Scotland. However, in her absence, Protestant nobles had rebelled against her mother and Mary had to go along with their rule, following a Protestant policy.

Mary and Darnley
Mary married, Lord Darnley in 1565 but the marriage was not happy. When Darnley fell ill, Mary nursed him although she had a new lover: the Earl of Bothwell.

Mary and Bothwell
In 1567, Darnley was found dead and Bothwell was accused of his murder. Three months later, Bothwell was found not guilty and married Mary.

Mary arrives in England
Mary's marriage angered the Protestant nobles and they rebelled, forcing Mary's **abdication** in favour of her Protestant son, James VI. In 1568 she fled to England.

Elizabeth's options
Mary's arrival posed several problems for Elizabeth: if she allowed her to go abroad to France or Spain, Mary might try to invade. If she helped Mary retake her throne or name her heir to the English throne, she would anger Protestants. However, if Elizabeth executed Mary or sent her back to Scotland to go on trial, France and Spain might attack. In the end, Elizabeth opted to imprison Mary in England, although there was a risk that Catholics might free her.

Mary's execution
In 1586, Mary's involvement in the Babington Plot was discovered. However, Elizabeth refused to sign her **death warrant**. The Privy Council secretly had Mary executed in 1587. Elizabeth was furious.

Significance of Mary Queen of Scots
- Mary was Elizabeth's cousin so had a legitimate claim to the throne
- Mary was a figurehead for Catholics who wanted to replace Elizabeth
- As a Queen of France and Scotland, Mary provided a link between Catholics in England and foreign powers who also wanted to destroy Protestantism in England

Date	Event
1566	The **Vestments** Controversy
1570	Thomas Cartwright's Proposals
1571	Strickland calls for Puritan **Prayer Book**
1576	**Grindal** refuses to ban **prophesyings**
1579	John Stubbs' **pamphlet** and hand chopped off
1582	**Robert Brown** forced to flee to **Holland**
1583	**Whitgift** becomes Archbishop
1593	The Act against Seditious Sectaries

Term	Definition
Abolition	Getting rid of something
Anglican Church	Elizabeth's church
Anglican	Supporters of Anglican Church
Anonymous	Published without author's name
Bill	Something to be debated by MPs
Bishops	Important figures in the church
Brownists	Followers of Robert Browne
Calvin	Radical Protestant thinker
Calvinism	Policies based on Calvin's ideas
Committee	Elected group making decisions
Congregation	People who attend church
Divinity	Religion
Edmund Grindal	Archbishop 1576-1583
Holland	Country in northern Europe
John Whitgift	Archbishop 1583-1604
Lambert Palace	Archbishop's palace
Norwich	Large city in England
Pamphlet	A short leaflet
Prophesyings	Puritan meetings
Prayer Book	What is read out in church
Radicalised	Introduced to radical ideas
Reform	Protestant/Puritan change
Robert Browne	Separatist leader
Seditious	Causing rebellion
Tract	A short leaflet
Unauthorised	Done without permission
Vestments	Traditional clothing of priests

KPI 27 Puritan Beliefs

Puritans wanted to get rid of all traces of Catholicism and introduce a 'purer' form of religion. Many Puritans had been **radicalised** during Mary I's reign when they had been forced to flee to Protestant countries and accepted the extreme Protestantism of **Calvin**.

Puritans opposed:
1 Priests wearing vestments 2 Celebrating saints' days 3 Decoration, such as stained glass windows, in churches 4 The role of bishops within the church

Puritans believed that everyday life should be based upon religious belief. They wore simple black and white clothing, rejected the theatre and gambling, and devoting Sunday entirely to religious study.

Puritans, however, were divided amongst themselves into three main groups:

Moderates	Presbyterians	Separatists
Accepted the 1559 Religious Settlement but called for further Protestant reform	Wanted each church to be run by a **committee** elected by people who attended church, not by bishops and archbishops	The most radical group. Wanted to break away from the national church and each church run itself

KPI 28 Opposition in Parliament and the Privy Council

In Parliament	In the Privy Council
William Strickland was a Puritan MP. He used his position to deliver fiery speeches in favour of Puritan reform. This earned him the nickname 'the Stinger'. In 1571 he introduced a bill calling for a Puritan prayer book and the banning of vestments. He was thrown out of the House of Commons and Elizabeth forced the bill to be dropped.	**Robert Dudley** was a moderate Puritan who used his role in the Privy Council to push for Puritan change, causing him to develop a rivalry with William Cecil, a Protestant.
Peter Wentworth MP was imprisoned in 1576 for demanding a debate on religion in Parliament.	**Francis Walsingham** was also a moderate Puritan. He used his position to protect Puritans such as Thomas Cartwright who other privy councillors wanted to arrest. Both **Walsingham** and **Dudley** tried to stop **Whitgift** persecuting Puritans in the 1580s and 1590s.

Date	Challenge	Detail KPI 29	Government Response KPI 30
1566	**The Vestments Crisis**	• Matthew Parker, Archbishop of Canterbury, clamped down on priests who refused to wear vestments • 37 Puritan priests in London refused to follow his orders and wear vestments	• All 37 priests who refused to wear vestments were dismissed from their posts
1570	**Thomas Cartwright**	• Cartwright was a Professor of Divinity at Cambridge University • He gave lectures that argued for the introduction of a Presbyterian church, getting rid of archbishops and bishops, and electing committees to run churches	• Supporters of Elizabeth's church – Anglicans – wrote pamphlets against Cartwright's ideas • Cartwright was forced to flee to Geneva, in Switzerland • He returned to England in 1572 and was protected by Walsingham
1576	**Edmund Grindal**	• In 1575, Elizabeth appointed Edmund Grindal – a moderate Puritan – to be her Archbishop of Canterbury. This was an attempt to gain the support of Puritans. • In 1576, Elizabeth ordered Grindal to ban prophesyings, or Puritan meetings • Grindal refused because he agreed with prophesyings	• Elizabeth suspended Grindal and placed him under house arrest • Elizabeth banned prophesyings herself • Grindal was later replaced as Archbishop of Canterbury with John Whitgift, who did not like Puritanism • In 1583 Whitgift issued the Three Articles which demanded loyalty from all clergy
1579	**John Stubbs**	• Stubbs, a Puritan, wrote a pamphlet criticising Elizabeth for considering marriage to the Duke of Anjou, who was a Catholic	• Stubbs was arrested and had his right hand chopped off for 'seditious writing' • He also served 18 months in prison
1582	**Robert Brown**	• Robert Brown was the leader of the Separatists. He wanted to set up his own church because he thought the Church of England was corrupt • He set up a separatist church in Norwich • His followers were called Brownists	• Brown was imprisoned and forced to flee to Holland • The government passed the Act Against Seditious Sectaries which gave them power to execute anyone suspected of being a separatist • This act essentially made being a Puritan illegal

KPI 31 Elizabeth's Archbishops

Matthew Parker 1558-1575	Edmund Grindal 1575-1583	John Whitgit 1583-1604
Parker was a moderate Protestant. He had been Elizabeth's tutor and shared her religious ideas. He did not want to be strict on religious matters, although he provoked the Vestments Crisis in 1566 by demanding Puritans wear vestments.	Grindal was a moderate Puritan who thought the best way to make England more Puritan was to work from within. He was placed under house arrest after refusing to ban prophesyings in 1576.	Hated Puritans and clamped down on prophesyings and Presbyterians. Issued the Three Articles which demanded all clergy accept bishops and swear loyalty to Elizabeth. Had Act Against Seditious Sectaries passed in 1593 to make Puritanism a crime.

Timeline

Year	Event
1566	Dutch Protestants rebel against Spain
1567	Spanish army crushes Dutch rebellion
1575	Dutch Protestants rebel again
1585	Elizabeth signs the Treaty of Nonsuch
1587	Execution of Mary Queen of Scots
1587	Drake raids Cadiz
1588	Spanish Armada

1588
- **28 May** Armada sets sail from Lisbon
- **19 Jun** Forced to return to Corunna
- **21 Jul** Leaves Corunna
- **27 Jul** Sighted off English coast
- **6 Aug** Anchors off Calais
- **7 Aug** Lord Howard sends fireships
- **8 Aug** Battle of Gravelines
- **9 Aug** Elizabeth's speech at Tilbury
  Armada forced north by wind
- **12 Aug** English fleet turns back

KPI 30 Reasons for the Armada

Philip II / Religion
Philip II, the King of Spain, wanted to use the power of his empire to attack Protestantism across Europe. The 1570 Papal Bull meant he had a holy duty to attack Elizabeth. The death of Mary, Queen of Scots ended his plan of putting a Catholic ruler on the English throne and he planned a 'holy crusade' against Elizabeth.

War in the Netherlands
In 1566, Protestants in the Netherlands rebelled against the Catholic rule of Spain. In 1567 Philip crushed the rebellion with an army of 10,000 men, arresting 18,000 rebels and burning thousands. Elizabeth was worried about having such a large Spanish army so near England. However, her Privy Council was split between **William Cecil**, who wanted to avoid war, and the **Earl of Leicester**, who wanted to intervene to help the **Dutch**. Elizabeth chose to provide unofficial support, supplying money and weapons. However, when war broke out again Elizabeth signed the 1585 **Treaty of Nonsuch** with the Dutch rebels, supplying 5,000 troops led by the Earl of Leicester. England and Spain were basically at war.

Privateering
Elizabeth encouraged English **privateers** to attack Spanish treasure ships returning from the **Spanish Main**. In 1577, Elizabeth sent Francis Drake on a 3 year voyage around the world in his ship, the *Golden Hind*, to attack Spanish ships. He brought back £140,000 of treasure. Philip was furious but Elizabeth **knighted** Drake in 1581. By the 1580s, **privateering** was starting to have a serious impact on the Spanish economy.

Key Individuals

Philip II
Ruled over huge Spanish empire, including Americas and Netherlands. Ex-husband on Mary I. Devout Catholic.

Duke of Parma
Appointed to lead Spanish army in Netherlands. Experienced and feared general but failed to meet Armada.

Duke of Medina Sidonia
Devout Catholic keen to destroy Protestantism but inexperienced at sea. Forced to lead Armada by Philip.

Francis Drake
English pirate and privateer. Raided Spanish shipping in the *Golden Hind* and attacked the Armada at Cadiz in 1587. Vice-admiral of the English fleet.

Glossary

Term	Definition
Armada	A large force of armed ships
Cadiz	Important Spanish port
Calais	Important port in France
Corunna	Spanish port
Crescent	Half moon-shaped
Dutch	From the Netherlands
Earl of Leicester	Pro-war Privy Councillor
Fireships	Unmanned ships set on fire
Galleons	Large, heavily armed ships
Golden Hind	Francis Drake's ship
Gravelines	French town, near Calais
John Hawkins	English sailor and slave trader
Knighted	Made a 'Sir' by the Queen
Lord Howard	Leader of English fleet
Netherlands	Important part of Spanish Empire
Privateers	Private ships used by government
Privateering	Using private ships to raid Country
Realm	Country
Seasoned wood	Wood made waterproof
Spanish Main	Spanish territory in Americas
Tilbury	Port in England
Treaty of Nonsuch	Deal between Dutch and English
Warning beacons	Towers lit to signal danger
William Cecil	Anti-war Privy Councillor

KPI 31 Reasons for Failure

1 English strengths: the English ships were faster and more manoeuvrable than the Spanish **galleons**. The leadership of Howard and Drake was crucial: the use of **fireships** was a turning point.
2 Spanish weaknesses: Spanish cannons were made of poor-quality iron. Leadership was poor: Medma Sidonia was inexperienced and Parma failed to turn up on time.
3 Weather: the wind forced the Spanish northwards and they had no maps for this route nor food and water for a long voyage.

KPI 32 Results of the Armada

Some change: 1 Great celebrations in England, 2 No more Catholic plots after 1588 3 Increased anti-Catholic feeling in England
But mainly continuity: 1 War with Spain continued until 1604 2 Philip soon built another 100-ship armada but it was driven back twice by storms 3 Conflict in the Netherlands continued with Elizabeth supporting Protestants against Parma 4 English **privateers** continued to attack Spanish ships

KPI 33 The Course of the Armada

Philip's Plan
In 1586, Philip planned to build an **armada** of ships to sail north from **Lisbon**, defeat the English fleet, pick up the Duke of Parma's army from the **Netherlands** in huge barges, land in England, and overthrow Elizabeth.

England prepares for invasion
Warning beacons were set up on the coast. Unlike Parma's army, the English force of 20,000 men was inexperienced. Elizabeth stationed three armies: in the North, in Kent, and at **Tilbury** in Essex. **Lord Howard**, Drake, and **John Hawkins** led a **fleet** of 200 light and fast ships.

The Armada enters the Channel
With 130 ships including **galleons**, 30,000 men, and 1,900 cannons, the Armada entered the Channel in a **crescent** formation, with galleons protecting unarmed store ships. In July the English fleet pursued the Armada but they only sank two Spanish ships.

Elizabeth's speech
Fearing a Spanish invasion, delivered a rousing speech to her army on 9th August: "I know I have the body of a weak and feeble woman, but I have the heart and stomach of a King…and I think foul scorn that any prince of Europe should dare to invade my **realm**."

Pursuing the Armada
On 9th August, the wind changed and the Armada was blown north, pursued by the English fleet. The Armada could not sail back to Spain against the wind had to travel around Scotland and Ireland to get home. On 12th August, the English fleet turned back due to a lack of food.

Drake's attack on Cadiz
In April 1587, Francis Drake attacked the Armada in Cadiz harbour. Drake destroyed 37 ships and burnt supplies of **seasoned wood** used to build waterproof barrels. Drake's attack delayed the Armada for a year.

Changes to Philip's Plan
Philip's plan was flawed: there were no large harbours in the **Netherlands** which made picking up Parma's army difficult. He had to force an unwilling Duke of Medina Sidonia to lead the Armada. A dreadful storm then forced the Armada to return to **Corunna** in June 1588.

Calais and the Fireships
The Duke of Parma was delayed by Dutch rebels and the Armada had to wait for a week off **Calais**. On 7 Aug, Lord Howard sent 8 unmanned burning ships into the Armada. The **fireships** caused the Spanish **galleons** to panic and they broke their **crescent** formation.

The Battle of Gravelines, 8 August
With the Armada scattered, the English **fleet** attacked. After 8 hours, the English had sunk 3 Spanish ships and killed 1,000 sailors. The English lost 50 sailors and no ships. It was now difficult for the Armada to join with Parma's army, although an invasion was still possible.

The Armada returns to Spain
The Spanish had no maps of Scotland and Ireland. On the journey back to Spain 27 ships were wrecked and thousands of sailors drowned. Only 67 of the original 130 ships made it back to Spain in the autumn.

Elizabeth: Key Question Summary
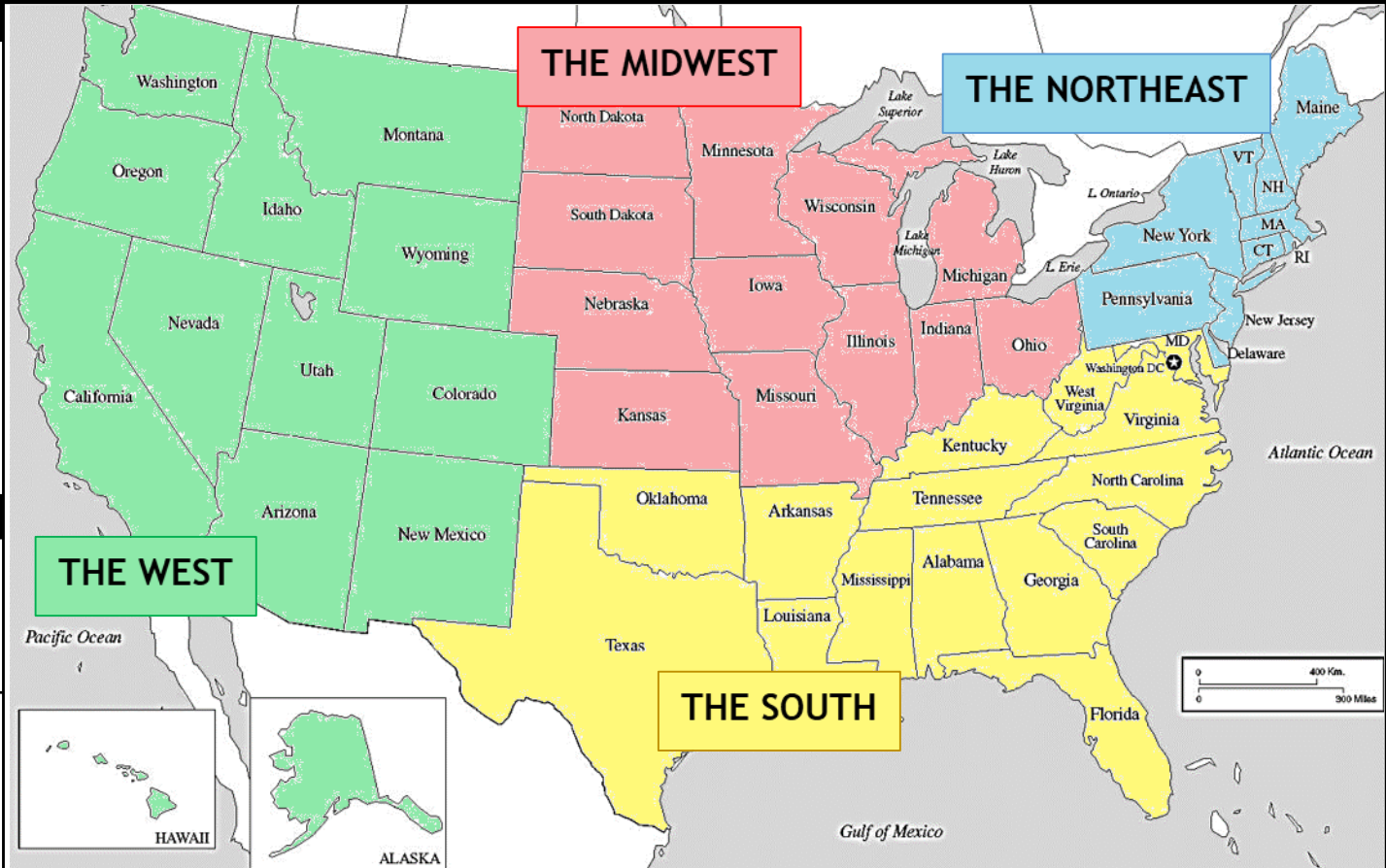
1. How successful was Elizabeth's government?

Successful	Not Successful
• Elizabeth projected power her coronation and portraits • Local government was run effectively by the Lord Lieutenant • Elizabeth controlled what was debated in Parliament	• The Court and Privy Council were divided by factional rivalry between Cecil and Dudley • MPs argued for Puritan religious change • Parliament could refuse to raise taxes

2. How successful did the government deal with the problem of poverty?

Successful	Not Successful
• The 1601 Poor Law lasted for over 200 years • Each Parish had 4 Overseers of the Poor to administer poor relief • The deserving poor were provided with work and apprenticeships	• The government didn't understand the real causes of poverty, such as population growth • Harsh punishments such as whipping and branding did not work

3. How much support for the theatre was there in Elizabethan England?

Popular	Not Popular
• Elizabeth loved the theatre • Poor people could watch plays in the Yard • Plays were so popular that theatres like the Globe had to be built to show them in	• The government opposed the theatre because they worried that crowds spread disease and crime • Puritans believed the theatre distracted from God

4. To what extent did the 1559 Religious Settlement solve religious problems?

Solved problems	Didn't solve problems
• Created a Middle Way between Protestantism and Catholics • Protestants liked English bibles and Elizabeth as Supreme Governor • Little early opposition from Catholic powers	• Increase in recusancy • 1570 Elizabeth excommunicated by the Pope • Catholic plots in 1570s and 1580s • Puritan challenges, including vestments controversy in 1566

5. How much of a threat were the Puritans to the Elizabethan Settlement?

Threat	Not a threat
• MPs like Strickland used Parliament to argue for Puritan change • Important pricy councillors like Dudley supported Puritans • Puritans opposed the religious settlement, for example not wearing vestments	• Elizabeth controlled banned discussion of religion in Parliament • Puritans were treated harshly, such as Stubbs and the Act Against Seditious Sectaries • Puritans did not have foreign support, unlike the Catholics

6. How much of a threat were the Catholics to the Elizabethan Settlement?

Threat	Not a threat
• Mary Queen of Scots acted as a figurehead because she had a claim to the throne • Plots such as Ridolfi and Throckmorton attempted to replace Elizabeth • Powerful foreign powers such as France and Spain supported the plots and threatened invasion	• Elizabeth's spymaster, Francis Walsingham, uncovered all the plots • Elizabeth put harsh penalties on Catholic recusants and executed leaders like Campion • Most still supported Elizabeth so rebellions like the Northern Earls failed

7. How much of a threat was the Spanish Armada?

Threat	Not a threat
• The Armada was a massive force: 130 ships including galleons • Spanish tactics – crescent formation – worked at first • The Spanish army in the Netherlands led by Parma was much more experienced than the English army	• English ships were lighter and more manoeuvrable than the Spanish galleons • English leadership (Drake, Hawkins) was better than Spanish leadership (Medina Sidonia) leading to good tactics such as fire ships • The weather forced the Armada off course

Key questions	Required Content
Economic downturn and recovery **How was the USA affected by the Great Depression between 1929 and 1945?**	*The impact of the Wall St. Crash; Republican attempts to deal with the crisis; life during the Depression; Roosevelt and the New Deal*
The economic impact of the Second World War and post-war developments **How had the economy of the USA changed by the 1960s?**	*Industrial output; post-war affluence; consumerism and suburbanization; `poverty amidst plenty`*
The issue of Civil Rights 1941 - 1970 **Why was it difficult for black Americans to gain equal rights between 1941 and 1970?**	*The contribution of black Americans to the war effort; the issue of education –Brown vs Topeka, Little Rock High; Montgomery Bus Boycott; the roles of Martin Luther King and Malcolm X; Civil Rights legislation*
Political change 1960-2000 **What were the main political developments in the USA between 1960 and 2000?**	*The domestic policies of Kennedy; Nixon and Watergate; the Reagan Years; changes under Bush Senior and Clinton*
Social change 1950-2000 **How did American society change between 1950 and 2000?**	*Changes in music, entertainment, media and literature; changes in youth culture and student protest; the changing role of women*
Cold War rivalry **Why did relations between the USA and the USSR deteriorate between 1945 and 1973?**	*The Truman Doctrine and containment of Communism; Berlin Crisis 1948-49; Cuban Missile Crisis; US involvement in Vietnam*
The search for world peace since 1970 **What has been the USA`s role in the search for peace since 1970?**	*Détente and attempts to limit arms; changing relations with China; changing US relations with the USSR; the fall of Communism and the end of the Cold War; US involvement in Iran, Iraq and the Gulf War*

KPI 1 American History before 1929

Native Americans, separated into different tribes and peoples, had lived in America for over 2,000 years.

In 1492, Europeans arrived and began to take land from the Native Americans by force and through treaties. The colonies controlled by the British Empire won their independence in 1783 and wrote a new **Constitution**, which laid out laws of the new country.

The South grew wealthy from selling cotton grown by slaves, brought to America from Africa. This led to the **American Civil War**: a long war between **North** and **South** over the issue of slavery. In 1865, the **North** won and slavery was ended. However, by the 1890s, southern states had introduced **Jim Crow laws** that made black Americans **second-class citizens** by taking away their rights.

America fought against Germany in World War I, joining the war in 1917. America was a **patriarchal** society, although that was beginning to change and American women won the right to vote in 1920

Key Dates	
1492	First Europeans settle in America
1783	America wins independence
1861	American Civil War begins
1865	Slavery is ended in America
1890	**Jim Crow laws** introduced in South
1917	America joins World War I
1920	American women win the right to vote

KPI 2 Geography of the United States

THE MIDWEST

THE NORTHEAST

THE WEST

THE SOUTH

KPI 3 American Government

FEDERAL GOVERNMENT

The **federal** government rules over the whole country. It is split into three parts:

1. The President is elected every 4 years. The President runs the government and is the commander of the armed forces. However, any laws that the President puts forward need to be voted on by **Congress**.

2. The Congress is the American parliament. **Representatives** are elected to the **House; Senators** are elected to the **Senate**. Congress debates **bills** and votes them into law. Congress can also vote to **impeach** the president if they see fit.

3. The Supreme Court is made up of 9 judges appointed for life by the **President**. They decide if new laws are allowed under the **Constitution**.

STATE GOVERNMENTS

Not everything is decided by the **federal government**. For example, individual states make decisions about education and schools, healthcare, and transport. State governments are led by **governors**.

POLITICAL PARTIES

There are two main political parties in the USA:

REPUBLICANS

The right-wing, **conservative** party.

Republicans believe in **rugged individualism** and therefore support **laissez-faire** policies.

Republicans support traditional ideas and opposed rights for African Americans and women.

DEMOCRATS

The left-wing, **liberal** party.

Democrats believe that the government can improve the lives of ordinary Americans. They oppose **laissez-faire** and support the creation of a **welfare state**.

Democrats have supported full civil rights for women and African Americans.

African Americans	Black Americans
Congress	US Parliament (Senate + House)
Conservative	Old-fashioned, traditional
Constitution	America's original laws
Democrats	Left-wing political party
Federal	For the whole country
Governor	Leader of state government
Impeach	Force to resign
Laissez-faire	No government interference
Liberal	Supporting welfare and rights

Jim Crow laws	Racist laws that targeted blacks
Native Americans	People who lived in America first
Patriarchal	Run by men
Republicans	Right-wing political party
Rugged Individualism	Making it on your own, without govt
Senate	Part of US Congress
Supreme Court	Highest court in America
The North	Northeast + Midwest
The South	Conservative, racist region
Welfare State	Government laws to help needy

	THE NORTHEAST	THE MIDWEST	THE WEST	THE SOUTH
America is made up of 50 states, each named on the map.

America is split into four different regions: the **Northeast**, the **Midwest**, the **West**, and the **South**. | The richest region of the country.

Politically, much more **liberal** than other areas, often supporting the **Democrats**.

There are big cities here, like **New York**, **Boston**, and **Philadelphia**.

African Americans moved to these large cities during the 20th Century, often living in poor ghetto areas. | An **industrial** region. Many people work in factories.

Politically mixed, supporting the party that will help the economy.

There are big cities like **Chicago** but also large states that are rural and empty, like **Kansas**.

African Americans moved to cities like **Chicago** and **Cleveland** during the 20th Century. | A huge and varied region with some rich urban areas like **Los Angeles** and **San Francisco**, in **California**, and some empty rural areas like **Wyoming**.

States like **Arizona** and **New Mexico** rely heavily on federal government support for housing and industry.

Politically quite **conservative**, often supporting **Republicans**. | The poorest region with few big cities.

Before 1865, the **South** relied on slavery. Many **African Americans** live here in states such as **Alabama** and **Mississippi**, although Jim Crow laws stopped them from voting.

White southerners tend to have **conservative**, often racist, attitudes and vote for the party who support white people. |

KPI 4 The Impact of the Wall Street Crash on America

The Stock Market

During the 1920s, many Americans invested in **shares** which were traded on the **stock market** on **Wall Street**.

On Thursday 24th October, the **stock market** collapsed. As **investors** saw that **share** prices were falling, they sold their shares, causing the prices to fall even further. By 1932, $180 billion had been lost on the **stock market**. As a results, banks refused to lend money and shut down.

Collapse of Industry

As the value of **shares** fell and banks refused to lend, **consumption** collapsed. Car sales fell from 4.5 million to 1 million.

Industrial **profits** fell and businesses were forced to make workers unemployed and then close down factories altogether. Unemployed workers could not afford to buy goods which caused **consumption** to fall further.

Farm prices fall

As Americans stopped spending, **demand** for goods fell which led to prices falling.

This was a particular problem for farmers. The price of farm products was so low that it made crops almost worthless. It was not worth it for farmers to harvest their crops and transport them to cities. Instead, farmers let their crops rot and slaughtered their animals.

Farm incomes fell by more than 50% after the **Wall Street Crash**.

KPI 5 Life during the Great Depression

Unemployment

By the end of 1932, 13 million were unemployed. The unemployment rate reached 25% in 1933.

Poverty and Homelessness

There was no social security. Unemployed people had to beg from charities. Long lines appeared every day outside soup kitchens.

The unemployed tried everything to make money. By 1930, there were 6,000 men selling apples on the street in New York.

Families were made homeless as they could not afford rent or **mortgage** payments. Many lived in giant cardboard cities called **Hoovervilles**.

Unemployment rate % graph, 1929–1943, marked HOOVER and ROOSEVELT.

Migration

Many unemployed men took to the road in search of work. There were over 2 million **hobos** by the mid-1930s. Southern and Mid-Western states were particularly hard hit by farm closures. Thousands of farmers from states such as **Oklahoma** abandoned their farms and moved west to **California** in search of jobs picking fruit. The **Okies** lived in overcrowded and unsanitary conditions in **California** and often faced discrimination from Californians.

Alphabet Agencies	New Deal government programmes
Boondoggles	Pointless jobs provided by CCC
Consumption	Buying things
Hobos	Homeless unemployed people
Hoovervilles	Cardboard cities of homeless people
Fireside Chats	Roosevelt's radio broadcasts
General Motors	Biggest car company in the USA
Infrastructure	Roads, public buildings, dams, etc
Invest	Put money into
Keynes	UK economist, pro govt spending
Laissez-Faire	Against govt interference
Landslide	A huge election victory
Mortgage	Payments for a house

New Deal	Roosevelt's government policies
Okies	People from Oklahoma who migrated to Cali.
Profits	Money from businesses
Rearmament	Building the armed forces up
Rugged Individualism	Making it on your own, without govt help
Shares	Part-ownership of a company
Social Security	US term for unemployment benefits
Stock Market	Place where shares are bought and sold
Supreme Court	Unelected court that reviews new laws
Trade Unions	Organisations of workers
Unconstitutional	Illegal, according to the Supreme Court
Veterans	Ex-soldiers
Wall Street	New York street where Stock Market is

KPI 6 Hoover and Republican attempts to deal with the crisis

The President in October 1929 was the **Republican Herbert Hoover**. Hoover believed in **rugged individualism** – the idea that America was a great nation because individuals had found ways to overcome problems and succeed. This led him to believe in **laissez-faire** – the idea that the government should not interfere in the economy. These beliefs were supported by his life story: he had risen from a poor background to become a millionaire.

However, Hoover's beliefs meant he did not do enough to save America from the Depression. The cardboard cities on the edge of towns were mockingly called **Hoovervilles** and the newspapers that homeless men slept under were called **Hoover blankets**.

Voluntary Solutions

Hoover's belief in **laissez-faire** meant he did not want to use the **federal government** to rescue the economy. Instead, he relied on business voluntarily solving the crisis. He held meetings with the owners of large businesses and made them promise to stop making people unemployed. These promises were quickly broken. He set up the **President's Organization for Unemployment Relief** which co-ordinated charities and encouraged companies to hire but provided no money.

Bonus Marchers

In 1932, 15,000 unemployed World War I **veterans** and their families marched on Washington. The government had promised **veterans** a $1,000 bonus in 1945 to help with retirement, but the **veterans** wanted their money now. Hoover refused and used tanks to clear the marchers. 2 **veterans** and a 12-week old baby were killed. Hoover became deeply unpopular.

Too little, too late

By 1932, Hoover realised that he needed to act and money to **infrastructure** projects. For example, he ordered construction to begin on the **Hoover Dam**, which employed 5,000 migrant workers.

However, Hoover's attempts to use the government were not bold enough.

KPI 7 Roosevelt and the New Deal

The 1932 Presidential election was won in a **landslide** by the **Democrat, Franklin D. Roosevelt**. Unlike **Hoover**, **Roosevelt** believed in using the government to rescue the US economy. **Roosevelt** was influenced by the British economist **Keynes**, who argued that the government should spend money to **stimulate** the economy. Roosevelt promised a 'new deal' for the American people, so his policies were known as the **New Deal**. This led to a much bigger role for the government in the lives of ordinary people.

Roosevelt restored the confidence of the American people through radio broadcasts – known as **fireside chats**. He even ended the ban on the sale of beer!
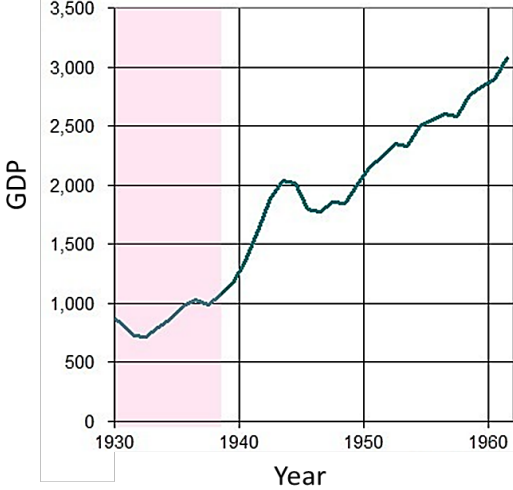
Hundred Days

In the first 100 days of his presidency, Roosevelt took several measures to save the economy. The **Emergency Banking Act** gave government support to banks, allowing them to lend money and giving people confidence to spend. The **Home Owners Loan Corporation** gave government support for **mortgages** to stop people being made homeless.

Alphabet Agencies

Roosevelt set up government agencies called **Alphabet Agencies** due to their acronyms. The **CCC** employed over 2 million young men on **infrastructure** projects. The **AAA** boosted farm prices. The **TVA** built a dam in the Tennessee Valley, an area hit hard by the Depression. The **TVA** provided jobs building the dam but also electricity and flood control for rural farmers.

A Second New Deal

In 1935, Roosevelt introduced a Second New Deal aimed at making America fairer. The **Social Security Act** introduced a system of **unemployment insurance** for the first time. The **National Labor Relations Act** gave increased power to **trade unions** which led to an increase in workers' rights and wages.

Failures of the New Deal 1. Jobs provided by the **CCC** – such as scaring pigeons from parks – were seen as pointless **boondoggles**; 2. **Laissez-faire Republicans** opposed the increased power of the government. Republican judges on the **Supreme Court** ruled that the **AAA** was **unconstitutional**; 3. Unemployment remained above 15% throughout the 1930s. It was only **rearmament** caused by World War II that reduced unemployment,

USA KO 2 The Economic Impact of World War II

KPI 8 Industrial Output

War increased **demand** for **manufactured goods** and the economy recovered from the **Great Depression**. US **GDP** grew from $1000 billion in 1940 to $3000 billion in 1960. The government decided what companies would produce and gave out big contracts. For example, **General Motors** made machine guns.

Lend Lease

The **Lend Lease** programme gave money to countries like Britain and Russia so they could use it to buy American goods and weapons.

By 1944, 25% of all Britain's weapons were made in America and, by 1945, 50% of all the world's manufacturing took place in the USA.

Women

Conscription meant that women were needed in the workplace.

7 million women joined the workforce during World War II. Half of those working in electronics factories were women.

Unemployment falls

The war solved the problem of unemployment as 16 million joined the armed forces. Less than 1 million were unemployed by 1945.

14 million people worked in factories producing tanks, planes, and weapons. Cities like **Los Angeles** became major centres for **armament** production.

KPI 9 Post-war Affluence

Affluence

After World War II, the USA became the wealthiest country in the world. The average weekly wages of US factory workers increased from $55 to $80 during the 1950s. By 1960, the average American was three times richer than the average British person.

Government Defence Spending

Post-war **affluence** was largely driven by government spending on **defence**. **Armaments** companies such as **Lockheed** employed hundreds of thousands of workers building planes and ships during and after World War II. The **Korean War** during the 1950s led to more **defence spending**.

As these companies were based in the **West**, cities like **Los Angeles** and **San Francisco** boomed.

GI Bill

The **GI Bill** gave cheap government loans to World War II **veterans**. **Veterans** used this money to buy **consumer goods**, cars, and homes, which increased **demand** and further **stimulated** the economy.

Affluence	Being rich
Appalachia	Poor part of America
Armaments	Weapons
Big Three	The major car companies
Conscription	Forcing people to join the army
Consumerism	Buying products
Defence	Weapons, etc
Demand	People wanting something
FHA	Federal Housing Association
General Motors	Major car company
Ghettos	Poor inner city black areas
GI	American soldiers
GNP	Measure of how rich a country
Lend Lease	Scheme that lent money to UK/USSR

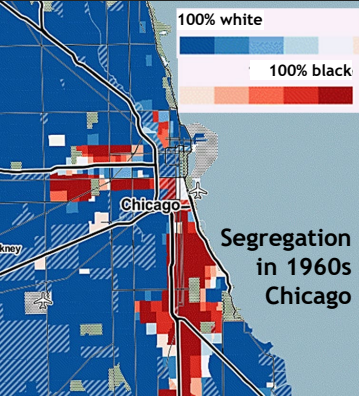|	
Levittown	New suburb outside New York
Lockheed	Defence company
Manufactured goods	Goods produced in factories
Mechanisation	Using machines to do work
Post-war	After World War II
Profits	Money made from business
Red-lining	FHA not supporting black homebuyers
Sharecroppers	Farmers who worked for a share of crop
Stimulated	Kick started
Suburbs	Wealthy white areas on the edge of cities
Suburbanisation	Process of moving to the suburbs
Trade unions	Organisations of workers
Veterans	Ex-soldiers
White ethnic groups	Polish / Irish / Italian Americans

KPI 10 Consumerism and Suburbanisation

Consumerism

As Americans became more **affluent**, new products appeared for them to buy. As the **demand** for these products increased, **profits** also increased, further adding to American wealth.

New technology led to new household goods, such as TVs, vacuum cleaners, and fridges. Americans bought 20 million fridges between 1945 and 1950.

The **Big Three** car companies – Ford, General Motors, Chrysler – competed to sell the most cars. They released new models every year to boost sales.

The spread of TVs made TV adverts an important way of selling products.

Suburbanisation

Many white middle-class families left the crowded cities and bought new houses in **suburbs** on the edges of cities. **Suburbs** were everything the cities were not: clean, ordered, and safe. Parents did not want to bring up their children in the cities, because they worried about crime

A government organization, the **Federal Housing Administration**, provided support for white families to buy suburban homes. The government also supported **suburbanisation** by building thousands of miles of **freeways** connecting **suburbs** with workplaces.

New suburbs, like **Levittown** in New York, were built.

A 1950s advert showing suburban housing

KPI 11 'Poverty amidst Plenty'

Appalachia

Although the nation as a whole was becoming more affluent, some areas of the country remained poor.

For example, the rural towns of **Appalachia** in the East of the country did not share in **post-war affluence**. Living conditions were more similar to a Third World country than other parts of the US. Thousands of young people migrated away from the area.

Poverty was caused by the **mechanisation** of coal mining, which led to an increase in unemployment as fewer miners were needed.

African Americans

African Americans also did not share in the affluence of the 1950s. In the **South**, African Americans worked as **sharecroppers** on rural farms, receiving almost no pay and often falling into debt. Millions of black Americans moved to northern cities to escape the racism and poverty of the **South**.

In the **North** however, **White ethnic groups** controlled factories and **trade unions** which meant that black workers were the last to be hired and the first to be fired.

Segregation in 1960s Chicago

Ghettos

The **FHA**, which gave cheap loans to white families to move to the **suburbs**, did not support black families. This was known as **red-lining**. As a result, American cities became segregated between poor black inner city **ghettos** with high crime and unemployment rates and wealthy white **suburbs**. All 65,000 homes in **Levittown** were white-owned.
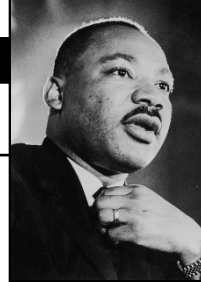
USA KO 3 African American Civil Rights 1941-1970

KPI 12 Problems facing African Americans

Although slavery had ended in 1865, African Americans were still treated as **second-class citizens** in the **South**. All southern states had introduced **Jim Crow laws** in the 1890s that made life difficult for black Americans.

Segregation	Disenfranchisement	Stereotypes	Violence
Segregation meant the separation of the races. In the southern states, **Jim Crow laws** said that blacks and whites had to eat in separate restaurants, travel at the back of buses and trains, and attend separate schools.	**Disenfranchisement** means not being able to vote. White southerners used a variety of means to stop African Americans voting, including threatening violence, setting **literacy tests**, and requiring payment of a **poll tax**.	Negative **stereotypes** of black Americans as dirty, violent, or uneducated were spread through songs, advertisements, and books. This made it difficult for African Americans to get jobs.	White southerners, led by organisations like the **Ku Klux Klan**, used violence to stop African Americans resisting **Jim Crow**. In Mississippi, 581 African Americans were **lynched** during the Jim Crow period. Racist southern politicians took no action to stop lynching.

KPI 13 African Americans and World War II

By 1945, there were 750,000 black soldiers in the US Army. The war provided opportunities for African Americans to prove themselves and make progress in the struggle for equality.

Progress	Problems
1. The US Supreme Commander Eisenhower supported **integrating** the army and the armed services were **desegregated** by 1948 2. The war provided jobs. 4 million African Americans moved from the **South** to the **North** to work in factories. 3. A **Committee on Civil Rights** recommended laws to stop **lynching** and housing **segregation** in 1946	1. The army was **segregated**. Black nurses were not allowed to treat white soldiers. 2. Black migration to northern cities created racial tension. In 1943, 25 black and 9 white people were killed in a **race riot** in Detroit. 3. **President Truman** decided not to act on the recommendations of the **Committee on Civil Rights**

KPI 14 Education

Education	1954: Brown vs. Topeka Board of Education	1957: Little Rock Nine
Black children had to attend separate all-black schools which were **underfunded** and had poor facilities. Poor education made it hard for African Americans to find work. Psychologists also proved that **segregation** affected the **self-esteem** of black children.	**Oliver Brown**, a black man, **sued** the **Board of Education** in **Topeka, Kansas** because his daughter – Laura Brown – had to walk 2 miles to an all-black school, rather than go to the white school around the corner. **Brown** was supported by the **NAACP**. The case went to the **Supreme Court**, led by **Chief Justice Warren**. In 1954, the **Supreme Court** ruled that segregation in education was **unconstitutional**. However, many schools continued to refuse to implement this and by 1956, in six southern states, not a single black child attended any school where there were white children. Southern politicians such as **George Wallace** promised **massive resistance** against **integration**.	The NAACP used the courts to challenge **massive resistance**. In 1957, nine black pupils tried to attend a white school in **Little Rock**, Arkansas. The **Governor**, Orval Faubus, sent **National Guard** soldiers to prevent the nine students from entering the school. President **Eisenhower** ordered 1,000 troops from the **101st Airborne Division** to escort the children into the school and protect them from the white mobs.
	SIGNIFICANCE: 1. First time that the **Supreme Court** supported Civil Rights; 2. Provided a platform for future Civil Rights protest	**SIGNIFICANCE**: 1. **Federal Government** willing to support Civil Rights

KPI 15 The Montgomery Bus Boycott 1955-6

The Bus Boycott	Impact
In 1955, **Rosa Parks** was arrested for refusing to give up her seat at the front of the bus in **Montgomery**, **Alabama**. The **NAACP**, the Women's Political Council and **Martin Luther King**, a young minister, organised a **boycott** of the buses. For over a year, black citizens of **Montgomery** refused to use the buses. The black community organised a taxi service and encouraged walking where possible. King and 90 other leaders were arrested. Eventually, the bus companies gave in. They could not survive without the black community using buses.	1. In 1956, the **Supreme Court** ruled that bus **segregation** was illegal 2. King emerged as an inspirational leader who could motivate African Americans to protest peacefully 3. Showed that **peaceful protest** worked and inspired other protests, such as the **Sit Ins**. 4. Violence continued. King's house was firebombed. Snipers shot at **integrated** buses.

KPI 16 Civil Rights Leaders

Martin Luther King	Malcolm X
King was a Christian minister from the **South**. He believed in **peaceful protest**: if black Americans refused to use violence, the white southerners would look bad and the government would support change. He believed black and white Americans could work together. **Assassinated** in 1968.	Malcolm X was a leader of the **Nation of Islam**. He wanted black Americans to stand up for themselves, **'by any means necessary'**, including violence. He had grown up in **northern** cities and focused on the problems of poverty and police violence in places like New York. **Assassinated** in 1965.
SIGNIFICANCE: 1. A great **orator**, his speeches persuaded both black and white Americans to support the Civil Rights movement, such as his 'I have a dream' speech at the **March on Washington**; 2. Led peaceful protests such as **Montgomery Bus Boycott** and **Selma March**; 3. Worked closely with white leaders such as **JFK**	**SIGNIFICANCE**: 1. An inspiration for groups such as the **Black Panthers** who used violent methods to achieve equality; 2. Increased black **self-esteem** by celebrating black heritage through the **Black Power** movement; 3. Encouraging violence led some white supporters of civil rights to stop supporting the movement

KPI 17 Civil Rights Legislation

1964 Civil Rights Act	1965 Voting Rights Act
Banned **segregation** in public places Gave black students equal rights to attend schools and universities	Ended measures to stop black people voting Government officials monitored elections and stepped in if they thought **discrimination** was taking place

101st Airborne	US army unit who defeated Hitler	**March on Washington**	Civil rights protest uniting black and white
Assassinated	Shot dead	**Massive Resistance**	Southern resistance to integration
Black Panthers	Black group using violent methods	**NAACP**	Black rights organisation
Black Power	Movement for black pride	**Nation of Islam**	Organisation of black Muslims
Boycott	Stop using a service	**Orator**	Person who gives great speeches
Desegregated	Not segregated	**Peaceful Protest**	Protesting without violence
Discrimination	Racism	**Race Riot**	Violence between white and black people
Disenfranchisement	Not allowing people to vote	**Second-class citizens**	People without rights, treated differently
Eisenhower	President 1952-1960	**Self-esteem**	How you feel about yourself
Governor	Leader of a state government	**Selma March**	March for voting rights, led by King
Integrated	Not segregated	**Segregation**	Separating white and black people
JFK	President 1960-1963	**Truman**	President 1944-1952
Jim Crow laws	Racist laws in the South	**Sit Ins**	Peaceful protest against segregation
Lynching	Racist murders	**Unconstitutional**	Illegal

USA KO 4 Political Change 1960-2000

Big Changes in US Politics since 1960

Role of the Government
From Roosevelt's election in 1932, the role of the government increased. Taxes increased to pay for social security. This was known as the **New Deal era**.

This began to change in the 1980s as **Reagan** won support for lower taxes and less government intervention.

Race and Civil Rights
Before 1964, **Democratic** presidents could rely on the support of the **Solid South**. However, **Kennedy** committed the party to Civil Rights, which went against southern racist attitudes.

Republicans such as **Nixon** took advantage of this with the **Southern Strategy**: appealing to Southern racism.

Public respect for politicians
Since the 1960s, public respect for politicians has declined rapidly.

The **scandals** and corruption associated with leaders such as Nixon and Clinton have led Americans to have low expectations of their presidents.

KPI 20 The Reagan Years 1980-1988

End of the New Deal era
Reagan believed in **laissez-faire**. He argued that "Government is not the solution to our problems; government *is* the problem." His presidency ended the era of high taxes and government intervention that started with **Roosevelt** in 1932.

Reaganomics
Reagan cut taxes by $33 billion. He cut **social security** by over $20 billion per year. Reagan believed in **'trickle down' economics**: if the rich get richer, then their wealth will 'trickle down' to everyone else and there would be no need for social security. He won votes by (wrongly) claiming that taxes were mostly spent on black **'welfare queens'** who deliberately had lots of children so they could claim **social security**.

Defence Spending
One area of government spending that Reagan DID NOT cut was defence. He spent $26 billion on the **Strategic Defence Initiative** (known as Star Wars), a satellite that could shoot down nuclear missiles.

PROBLEMS: 1) without taxes, the government had to borrow money to pay for defence spending and the **national debt** increased to almost $1 trillion, 2) 10% were unemployed by 1982 and they the unemployed could not rely on **social security**; 3. Reagan was slow to respond to the **AIDS epidemic** and by 1985, 4,000 people had died of **AIDS** in the USA

KPI 18 The Domestic Policies of Kennedy 1960-1963

Social Security
Young and good-looking, Kennedy symbolised America's faith that government could solve problems. Kennedy increased **social security**, raised the minimum wage and established training schemes for the unemployed.

Technology and Space
Kennedy promised that America would put a man on the moon by the end of the 1960s (Achieved in 1969). This led to increased spending on technology and defence through government agencies such as **NASA**.

Civil Rights
Kennedy supported the Civil Rights Movement, even though many of his supporters were white southerners. He worked with Martin Luther King on the **1964 Civil Rights Act**, which passed after his death.

PROBLEMS: 1. Kennedy was **charismatic** but he had a bad relationship with **Congress**. He failed to win support for many of his ideas, such as a health insurance system called **Medicare**. 2. Kennedy's support for Civil Rights lost the Democrats the support of the **Solid South**; 3. Kenney was **assassinated** in 1963 before he could he could pass much of his programme. Nevertheless, his successor – **President Johnson** (1963-68) – had a better relationship with Congress and successfully passed many of Kennedy's ideas, including **Medicare**.

KPI 21 The 1990s: Bush Senior and Clinton

George Bush Senior 1988-92
Bush continued Reagan's economic policies and tried to keep taxes low. He also passed the American Disability Act which protected disabled people from discrimination.

Bill Clinton 1992-2000
Clinton promised a **Third Way** between low taxes and government intevention. He reduced the **national debt** and created 22 million jobs. Unemployment just 4% by 2000.
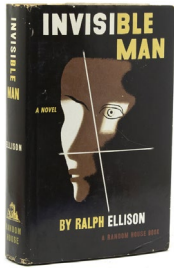
PROBLEMS: During the election, Bush had famously promised "Read my lips, no new taxes." However, In 1990, the **national debt** was three times more than it was in 1980 and Bush was forced to raise taxes with the support of Democrats in **Congress**. This lost him popularity and he was defeated in the 1992 election.
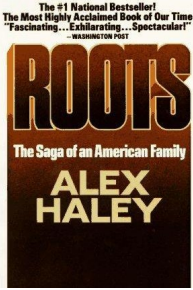
PROBLEMS: Clinton's presidency was full of **scandal**. In 1998, it was revealed that Clinton had had an affair with Monica Lewinsky, a White House intern, and had lied to his wife and the American people. Congress tried to **impeach** Clinton but failed. Nevertheless, Clinton's reputation was severely damaged as was the reputation of the presidency.

KPI 19 Nixon and Watergate 1968-1974

Nixon's Policies
Nixon tried to reduce the role of the **federal government** by giving powers back to **state governments**. However, **Congress** rejected most of his plans.

Nixon actually increased spending on **Social Security** and **Medicare**.

Southern Strategy
A **Republican**, Nixon won election in 1968 by following the **Southern Strategy**: appealing to the racism of southerners who opposed civil rights.

The Watergate Scandal 1972-74
1. Nixon was very **paranoid**. He installed secret tape recorders in the White House so he could check up on his advisors. He also set up **CREEP**, a secret organisation authorised to use criminal methods to get him re-elected.

2. In 1972, 5 members of **CREEP** were arrested for trying to place listening devices in the Democratic Party HQ in the **Watergate** Hotel. Nixon denied all knowledge of this.

3. Some of the arrested members of **CREEP** revealed that Nixon had told them to break the law. Again, Nixon denied all knowledge of **CREEP** and blamed his advisors.

4. The Senate set up a committee to investigate and demanded tapes from Nixon's secret recordings. He initially refused to hand them over, then handed over an edited tape with all evidence of his **involvement** in the scandal removed.

5. When the **Senate Committee** forced Nixon to hand over all the tapes, it was clear he had been lying all along. The tapes were played on TV and showed Nixon swearing.

6. The **Senate** began to **impeach** Nixon, but he resigned in 1974. His popularity had decreased as a result of his lying and using bad language on television,.

Impact
1. Nixon was replaced by the vice president, Gerald Ford, who **pardoned** him.

2. As a result of the Watergate scandal the people of America lost confidence in politicians and the government.

Term	Definition
AIDS epidemic	Deadly and contagious disease which emerged in the 1980s
Assassinated	Shot dead
Charismatic	Good at persuading people
Congress	American parliament (Senate and House)
CREEP	Nixon's secret committee to get him re-elected
Impeach	When Congress votes to remove the president
Laissez-faire	Against government interference
Medicare	Government health insurance programme
NASA	Government space agency
National Debt	The money that the government owes to banks / other countries
New Deal Era	Era of high and spending beginning with Roosevelt (1932-1980)
Paranoid	Worried about being betrayed
Pardoned	Forgave and protected from prosecution
Reaganomics	President Reagan's economic policies
Scandal	An embarrassing event
Senate	Part of Congress
Social Security	American term for unemployment benefits
Solid South	Southern support for the Democratic party
Southern Strategy	Republican attempts to win votes in the South
Third Way	Clinton's attempt to combine government action and low taxes
Watergate	Scandal that led to Nixon's resignation

USA KO 5 Social and Cultural Change 1950-2000

KPI 22 The 1950s

Major Social Trends

1. The beginning of **the generation gap** as young people rebelled against their parents. The idea of the teenager emerged

2. However, most culture reflected traditional, old-fashioned values.

3. After entering the workplace during World War II, women returned to traditional gender roles. Most gave up their wartime jobs in 1945. Those that carried on earnt only 50% of the wage that men earned for the same job. Women could be sacked once they got married.

Music: Elvis Presley and rock and roll singles like **Hound Dog** became immensely popular amongst young people. With his swinging hips and sexualised dancing, **Elvis** offended the older generation.

Films and TV: Television ownership reached 50 million by 1960, although popular shows such **as I Love Lucy** reflected traditional family values by **portraying** women as housewives. Cinema also became popular, as **drive-in theatres** spread across the US. Films such as **Rebel Without a Cause**, starring **James Dean**, encouraged teenage rebellion.

Literature: The 1950s saw the rise of the **counterculture**, novels and poetry that challenged the values of the older generation. **J.D. Salinger's Catcher in the Rye**, for example, told the story of a rebellious teenager. The **Beat Generation** of poets used provocative imagery to shock audiences. For example, the publisher of **Allen Ginsburg's** poem **Howl** was arrested because of it's frequent references to drug use and homosexual sex.

KPI 23 The 1960s

Major Social Trends

1. Young people joined protest movements such as the **Anti-Vietnam War** movement and the **Civil Rights Movement**. The anti-war organisation, **Students for a Democratic Society (SDS)**, organised protests against the army's use of chemical weapons in **Vietnam**. Influential figures such as **Mohammed Ali** also opposed the war. They turned against authority as they clashed with police, most notably when 4 anti-war protestors were shot dead at **Kent State University** in 1970.

2. The **Hippie Movement** saw young people drop out of society (to avoid the draft) and encouraged drug use **sexual freedom. Hippie** slogans included "Make Love Not War"

3. **Betty Friedan's Feminine Mystique** (1963) exposed the **patriarchal** nature of American society. Friedan set up **NOW (National Organisation of Women)** to challenge gender discrimination. Government action (the 1963 **Equal Pay Act** made sure women were paid equally) and technology (the **contraceptive pill** became available in 1960) changed women's lives and gave greater freedom

Music: White musicians wrote hit songs that encouraged young people to protest against the **Vietnam War** and racism, such as **Bob Dylan's Masters of War** and **Neil Young's Southern Man** or **Ohio**. Black musicians on the **Motown** record label released songs that encouraged support for the **Civil Rights Movement**, such as **Curtis Mayfield's Keep on Pushing**. The **Woodstock** music festival in 1969 attracted 400,000 **hippies** to see artists such as **Jimi Hendrix**. Hendrix played an ironic version of the national anthem in protest against the war in **Vietnam**.

Film and TV: The first **multiplex cinema** opened in 1963 in Kansas City. Films responded to young people's desire to rebel and actors such as **Paul Newman** and **Marilyn Monroe** played **anti-heroes**.

Literature: Popular novels of the 1960s reflected society's concern with protest and racism. **Kurt Vonnegut's Slaughterhouse F**ive, based on the author's experiences in WW2, had an obvious anti-war message. **Ralph Ellison's Invisible Man** and **Harper Lee's To Kill A Mockingbird** publicised the struggles faced by African Americans and encouraged support for the **Civil Rights Movement**.

KPI 24 The 1970s

Major Social Trends

1. The 1970s was the high point for **mass culture**: music, film, and TV that was enjoyed by everyone.

2. Culture also became more **diverse** as black culture became increasingly popular and women became a greater audience for popular culture

3. The Women's Movement became more radical with the rise of the feminist **Women's Liberation Movement. Women's Lib** wanted to remove all signs of male domination, for example burning bras. However, their radicalism led to a split with **NOW** and some support for equality was lost. The **Supreme Court** ruled in *Roe vs. Wade* (1973) that women had a right to have **abortions** and stated that anti-abortion laws in 46 states were **unconstitutional**.

Music: The 1970s saw the rise of **disco**: dance music that was aimed much more at a female audience than the male-dominated rock music of previous decades. Disco performers such as **Donna Summer** became hugely popular. Black artists also became more prominent with the beginning of **Hip Hop**. The 1979 **Sugar Hill Gang** record **Rapper's Delight** is considered the first **Hip Hop** hit. Musicians like **Bruce Springsteen**, whose 1975 album **Born To Run** recounted his youth in **New Jersey**, enjoyed success because they wrote about ordinary experiences.

Films and TV: The 1970s were the decade of the **blockbuster**. Steven Spielberg's **Jaws** (1975) was the highest earning film of all time until George Lucas's **Star Wars** (1977).

Literature: Black authors released novels that popularised black history. **Roots** followed the author **Alex Haley's** ancestry back to the kidnapping of a young African man named **Kunta Kinte**, who was sold into slavery in the South. **Alice Walker** wrote **Meridian**, about the **Civil Rights Movement**. The 1970s also saw the emergence of feminist texts such as **Kate Millet's Sexual Politics** and **Germaine Greer's The Female Eunuch** which criticised the **patriarchal** nature of American society.

KPI 25 1980-2000

Major Social Trends

1. Women made progress towards equality in the work place. Over 70% of women worked outside the home by 1995, although only 30% of managers were female and women's earnings were only three quarters of men's. Sandra Day O'Connor became the first female judge on the **Supreme Court**.

2. Black music – Hip **Hop, Rap, R&B** – became the dominant music

3. Computers, the internet, and games consoles became popular forms of entertainment

Music: Hip Hop artists like **Jay-Z** and **NWA** became national icons. Although they wrote music about the realities of inner-city life (police violence, gang culture, etc), most people who bought rap records were young white people. As protest movements became less important, music stopped focusing on politics.

TV and Film: Cinema attendance increased, led by the rise of movie mega-stars such as **Tom Cruise** and **Julia Roberts**. Films such as **Jurassic Park** (1993) used early CGI. Cable TV news – such as **CNN** and **Fox** – was entertainment in itself, especially when news featured celebrities such as the murder trial of football player **OJ Simpson** or the **Clinton-Lewinsky scandal**.

Computers: Microsoft launched the first version of Windows in 1985 and came to dominate the industry. **Nintendo** released the **NES**, the first modern game console. In 1991 the first internet interface was developed.

Abortion	Ending a pregnancy early	**Hip Hop**	Black music genre
Anti-heroes	The lead character, but a villain	**Multiplex Cinema**	Cinema with different screens
Blockbuster	A very popular film	**Patriarchal**	Dominated by men
Contraceptive Pill	Tablet stopping pregnancy	**Portraying**	Showing
Counterculture	Books etc that challenge values	**Sexual Freedom**	Having sex outside marriage, multi partners
Drive In Theatres	Outdoor cinemas with people in cars	**Unconstitutional**	Illegal
Generation gap	Gap between parents and teenagers	**Women's Lib**	Radical feminist movement
Hippie Movement	Youth movement of peace and love	**Woodstock**	Hippie music festival in 1969

USA KO 6 The Cold War 1945-1973

KPI 26 Containment

Truman Doctrine

The **USA** and the **USSR** had been allies against Hitler in World War II. They ended the war as the two great **superpowers**. However, the USA quickly became suspicious that the USSR wanted to take over Europe, especially after Stalin set up communist governments in the Eastern European **satellite states**. In 1947, Truman promised to act to stop the spread of communism across the world. This was known as the **Truman Doctrine** or **Containment**. This was based on the **Domino Theory**: the belief that if one country became communist, it's neighbours would too.

Marshall Plan

Truman believed that communism won support during economic crisis. The **Marshall Plan** promised aid to war-damaged European countries if they agreed to buy US goods. Western Europe – like France and Britain – began to recover, although **Stalin** refused to let Eastern European countries take aid.

Nuclear Weapons

America had used the first nuclear weapon against Japan in 1945. They did not tell the **USSR** about this weapon, which annoyed **Stalin**. In 1949, the USSR developed it's own nuclear weapon. This led to an **arms race** in which each superpower competed to build the most advanced nuclear weapons. They both believed in **mutually-assured destruction**: no one would use nuclear weapons so long as both sides could destroy each other.

KPI 27 Berlin Crisis 1948-9

Causes

After World War II, Germany was split between the victorious allies. Berlin was also split between the powers, although it was deep in the **Soviet** zone of Germany.

Stalin wanted to punish Germany for WW2, but **Truman** wanted to rebuild the country to avoid another war.

In 1948, the US tried to introduce a new currency to help rebuild the German economy. This angered **Stalin** and he used soldiers to **blockade Berlin**.

Events

Truman decided to keep **Berlin** supplied by air. **Stalin** didn't want to shoot down the planes because this would risk war.

For 15 months, American planes took off and landed in **Berlin** every 3 minutes, delivering over 4000 tonnes of supplies everyday. Over 2.4 million tonnes of supplies were delivered in total. The **blockade** was eventually lifted in May 1949.

Significance

1. The **airlift** made the US very popular in Germany. American pilots dropped sweets from their planes for German children.

2. The **airlift** united **Western Europe** behind the US and led to the formation of **NATO**. In response, the USSR formed the **Warsaw Pact** with **satellite states** in Eastern Europe. The **iron curtain** was formed.

3. The **airlift** created a divide between US-supporting West Germany and **Soviet** East Germany.

KPI 28 Cuban Missile Crisis

Causes

In 1959, **Fidel Castro** – a communist – was elected president of **Cuba**. In 1961, Kennedy tried to overthrow **Castro** but failed. This was known as the **Bay of Pigs** invasion.

In response, **Castro** sought help from the **USSR**. Soviet leader **Khrushchev** secretly placed nuclear missiles on **Cuba**. These missiles could reach all USA cities.

Events

In October 1962, Kennedy placed Cuba under a **naval blockade.**

Khrushchev wrote an angry letter to **Kennedy**, suggesting that the **USSR** could use nuclear weapons.

War looked likely: a US spy plane was shot down and a **Soviet** submarine was attacked by a US ship.

After 13 days of high tension, the **USSR** agreed to remove the missiles in return for the US removing nuclear missiles from **Turkey** and **Italy**.

Significance

1. The crisis showed that each side was willing to use nuclear weapons against the other

2. The failed **Bay of Pigs** invasion showed the US that **containment** was very difficult to achieve

3. The 13 days of the **Cuban Missile Crisis** showed US leaders that **containment** could easily lead to nuclear destruction

KPI 29 The Vietnam War

Causes

Vietnam was split between communist **North Vietnam** and non-communist **South Vietnam**.

The **North Vietnam** leader, **Ho Chi Minh**, ordered the **Vietcong** to begin a terror campaign to make all of **Vietnam** communist.

After a US destroyer was attacked in 1964, the US began to commit more soldiers to fighting the **Viet Cong** in **South Vietnam.**

Events

US soldiers found it difficult to fight in the jungle. The US used **defoliants** such as **Napalm** to destroy the jungle.

US helicopters landed in villages suspected of helping the **Vietcong** then burnt them down. This made the US unpopular.

Many US soldiers were **conscripts** who did not support the war. These **grunts** were ineffective soldiers.

Heavy losses (36,000 dead) forced the US to withdraw in 1972.

Significance

1. Showed the **containment** would not work: **South Vietnam, Laos, an Cambodia** all became communist

2. Showed that **containment** was too expensive – **Vietnam War** cost $26 billion per year – and politically unpopular

Term	Definition
Airlift	Using planes to supply a city
Arms Race	Race to build the most/best weapons
Bay of Pigs	Failed US invasion of Cuba
Berlin	German capital city
Blockade	Stopping anything going in or out
Containment	Stop communism spreading
Conscripts	Soldiers forced to fight
Defoliants	Chemicals that kill trees
Grunts	US army slang for conscripts
Iron Curtain	Divide between East / West
Napalm	US defoliant used in Vietnam
NATO	US-supporting alliance of countries
Satellite States	Communist Eastern European countries
Soviet	Russian
Stalin	Leader of USSR until 1953
Superpower	Powerful country
Truman	US President 1944-1952
USSR	Communist Russia
Viet Cong	Communist soldiers in Vietnam
Warsaw Pact	USSR-supporting alliance of countries

USA KO 7 The Search for Peace 1970-2000

KPI 30 Détente – the 1970s

Détente

The USA adopted a policy of **Détente** during the 1970s. This meant trying to improve relations with the two major communist powers, the **USSR** and **China**.

President Nixon and his foreign policy advisor **Henry Kissinger** adopted a policy of **Détente** because **containment** was expensive, politically unpopular, and risked nuclear war.

In 1975, the USA and the USSR signed the **Helsinki Agreements** in which they agreed European borders, pledged to promote human rights, and agreed to scientific and cultural co-operation.

Attempts to Limit Arms

Ending the **arms race** was a central part of **Détente**. The **USA** and **USSR** signed two **SALT** agreements:

SALT I (1972): placed limits on the number of nuclear missiles that each side could produce. It was the first agreement between the two superpowers.

SALT II (1979): banned the construction of new missile launchers.

KPI 31 Changing relations with China

Reasons for changing relations with China

Since 1949, when communist forces took control, the US had placed a trade ban on **China**.

Although **China** and the **USSR** were both communist, their relationship was poor. **Nixon** and **Kissinger** hoped to drive a wedge between them by improving relations between the US and **China**.

China had close relations with communist **North Vietnam**. **Nixon** and **Kissinger** hoped that China would help end the war in **Vietnam**.

Ping Pong Diplomacy

The US table tennis team met the Chinese team at the 1971 World Championships. The US team were invited to visit **China**: the first US citizens to visit **China** since 1949.

This led to a better relationship between the USA and **China**. Later in 1971, the USA lifted the trade ban on Chinese goods.

Nixon visits China

In 1972, **Nixon** became the first American president to visit **China**. He met Chinese leaders and help trade talks.

The visit showed Nixon to be a good leader and his popularity at home increased. However, the visit achieved very little.

KPI 32 Changing relations with the USSR

Soviet Invasion of Afghanistan

Détente ended suddenly in 1979 where 1979, **Soviet** soldiers entered **Afghanistan**. **Afghanistan** was an important country because of its strategic location: it bordered with **China** and **Russia**, and was close to countries like **Iran** and **Iraq** – important countries in terms of oil. The **Soviet** invasion also threatened US allies **Pakistan** and **India**.

In 1980 President **Carter** decided that USA athletes would not take part in the Olympic Games in the USSR. The **USSR** retaliated in 1984 by **boycotting** the 1984 Olympics in Los Angeles. The **Senate** refused to vote to confirm the **SALT II treaty**.

Reagan and Star Wars

President **Reagan** believed in taking a very strong line against the USSR. He called the USSR an 'evil empire' and abandoned all **détente** policies.

He introduced the **Strategic Defence Initiative** (SDI) that would use lasers to intercept **Soviet** missiles in space. This was nicknamed 'Star Wars'.

KPI 32 The End of the Cold War

In 1991 the **USSR** collapsed and was split up. The **Cold War** was over and there was only one **superpower** left.

USSR Weakness

The Soviet economy had been damaged by the arms race and the war in **Afghanistan**.

The USSR did not have the technology or the money to match **Reagan's SDI** programme and it was clear that the US had now won the **arms race**.

Mikhail Gorbachev

Gorbachev was the last leader of the **USSR**. He saw that communism wasn't working in the USSR and he made changes: **Perestroika** (changing the economy to make it less communist) and **Glasnost** (giving more freedom to citizens). However, these changes only encouraged the citizens of communist states to rebel.

Protest in Eastern Europe

Ordinary people in Eastern Europe protested against **communism**. In **Poland**, the anti-USSR trade union **Solidarity** won elections In East Germany, 1 million protested and pulled down the **Berlin Wall** that divided East Berlin from West Berlin,

Between 1989 and 1991, all ex-communist countries in Eastern Europe declared independence from the USSR. The **Cold War** was over.

Former Eastern Bloc
- Former USSR
- Former Satellite States
- Former Socialist FR of Yugoslavia
- USSR-aligned until 1960
- (Year) Communist Rule Ended

KPI 33 US involvement in the Middle East

Since the 1980s, US **foreign policy** has focused on the **Middle East**. This is because: 1. The US needs to protect its supply of oil, which mainly comes from Saudi Arabia and Iran; 2. Since 1979, the Middle East has seen the rise of religious **fundamentalism** which demands an end to US influence.

Iran

In 1979, the pro-US **Shah** of Iran was overthrown by **Ayatollah** Khomeini, an anti-American who called the US 'the Great Satan'.

In November 1979, Iranian students took 66 hostages at the US embassy. **Carter** threatened Iran with military action but in 1980 eight US soldiers were killed in a failed rescue attempt, making Carter very unpopular. The hostages were released in 1981, after 444 days.

Iraq and the Gulf War

The US had supported Iraqi leader **Saddam Hussein** in his war against Iran. However, when Iraq invaded **Kuwait** in 1990, President **Bush** intervened, largely because he wanted to protect American access to oil in the Middle East.

In 1991, US aircraft attacked Iraq, completely destroying its defences.

Bush let Saddam retreat. Bush was criticised for not removing **Saddam** from power completely, as **Saddam** brutally suppressed rebellions by **Shia Muslims and Kurds** once he had recovered his forces.

Term	Definition
Afghanistan	Country invaded by USSR in 1979
Arms race	Race to build the most/best weapons
Ayatollah	Islamic leader
Boycott	Stop using
Bush	President 1988-92
Carter	President 1976-1980
Cold War	US/USSR tension
Containment	Stop communism spreading
Détente	Better relations with USSR
Fundamentalism	Extremism
Gorbachev	Last leader of the USSR
Henry Kissinger	Foreign policy advisor to Nixon
Kuwait	Tiny country in the Middle East
Nixon	President 1968-74
Reagan	President 1980-88
Shah	King of Iran
Shia Muslims and Kurds	Religious minorities in Iraq
Solidarity	Polish anti-USSR trade union

Year 10 Creative Media Production　　　　　　　　　　　　**Term 2.1 & 2.2**

Learning Aim A. Publishing and interactive products.

Keyword	Definition	Keyword	Definition
Sector: Interactive	Media products that require your input in order use them (clicking on buttons!). They respond to your input. Examples include: websites, mobile apps, games, E-magazines, advertisements.	Purpose of media text: information	These are factual based media products. They may include video or picture evidence and expert knowledge and opinions. **Examples:** The news, documentaries, public information broadcasts, factsheets. Blue Planet, Newsround, The Guardian.
Purposes of media products for producers / uses for the viewer	Entertainment, education, information, raising awareness, inspiration, experimentation, critical acclaim.	Secondary purpose	Outside of the product's primary purpose, the producers may also intend the product to have a secondary purpose.
Audience	A group of people who encounter a media text. This could be watching, listening, using or playing a media text. Media producers use audience research to find out as much as possible about their target audience and use that research to ensure their production will appeal.	Primary audience	The audience that the media producer has in mind for consuming the text. This is the audience they intend to target – e.g Children are the primary audience for Disney films.
Secondary audience	Audiences that engage with the product who are NOT who the media producer intends to target – e.g parents are the secondary audience for Disney films.	Demographics	The study of people and particular groups within the population.
Audience categorisation	**Gender** - the range of characteristics relating to, and differentiating between, masculinity and femininity. **Age** – usually split into age groups e.g. 30-40 years old. **Ethnicity** - belonging to a social group that has certain characteristics in common such as race, religion or cultural traditions.	Psychometric audience profile / lifestyle profiles.	These define an audience by how they think and by considering their values, attitudes and lifestyle (VALs). People can be classed as 1 of the following: **The Aspirer-**seeks status. **The Explorer -** seeks discovery. **The Mainstreamers-** seeks security. **The Reformer -** seeks enlightenment. **The Resigned -** seeks to survive. **The Struggler -** seeks to escape. **The Succeeder -** seeks control.
Socio-economic groups	A method of dividing the population into groups usually based on income and occupation. A, B, C1, C2, D, E.	USP	Unique Selling Point. What has been done with the product to make it unique?
Benefit	Audiences can benefit from media products. For example using social media to promote their business, learning about the world by watching a documentary, learning about the criminal justice system whilst watching a movie. A secondary audience may benefit from a product too – adults buying children's magazine may pick up tips about how to teach their children to read, for example.	Hypodermic needle theory	The Hypodermic needle theory suggests that the mass media are in a position of power and messages are injected directly into the brains of weak and passive audiences.

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Keyword	Definition	Keyword	Definition
Audience reception theories	Developed by Stuart Hall. Media producers use codes to 'tell' their story. Whether we pick up on those codes depends largely on our cultural background. If we understand and do not question the producer's message we have the dominate response. If we can see what the media producers are trying do but use our own experiences to form an opinion we have the negotiated response. If we completely reject the producer's code and do not understand what they are trying to do we have the oppositional response.	**Uses and Gratifications theory**	The Uses and Gratifications Theory suggests there are certain uses an audience has for different media texts and that we get different forms of gratification from them: **Entertainment and diversion** – The audience want to be informed and educated. Help the audience to find out what is happening in the world. **Information and education** – The audience gets to escape from their everyday lives. Divert their attention from the real world. **Social interaction** – The audience can compare their life experiences with those represented in it. Empathising and identifying with characters or content represented in them. **Personal identity** – The audience can interact with other audience members. Get people talking while the action is still happening.
Production	You might *also* consider aspects of **production** if they have a bearing on targeting audiences or shaping the product for its specific purpose. Stages in magazine production: Planning and Preparing Content Production, Printing, and Distribution	**Distribution**	You might *also* consider aspects of **distribution** if they have a bearing on targeting audiences or shaping the product for its specific purpose. Distribution refers to the methods by which media products are delivered to audiences.
Marketing	You might *also* consider aspects of **marketing** if they have a bearing on targeting audiences or shaping the product for its specific purpose. **Marketing is** the process of interesting potential customers in a product. The keyword **is** "process"; **marketing** involves researching, promoting, selling, and distributing your products or services.	**Revenue**	The user may get the product for free (for example an app) but the product may still need to generate revenue (income) for example by: *one time purchase, in-app purchases, sponsorship, advertising, paid premium subscriptions.*
The relationship between purpose, audience and product.	Programme X achieves X by doing X. **Example**: Coronation Street's purpose links well to its target audience because the target audience would be more interested in non-informative television programmes than informative ones. See my full example.	**Interactivity**	Refers to the way the user can make choices when using the product. **Examples include:** *Playing, trading, co-operating, talking, texting, uploading, posting, comments, editing, likes, shares, building avatars, profiles, making selections, setting stats, moves, interacting with other characters/players, weapons, operations, tasks, online gaming, purchases, downloads, leader-boards*
Premise	The underlying idea behind the product.	**Bibliography**	A list of sources of information that you have used. This goes at the end of your work and is likely to be mainly website addresses.

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Year 10 – BTEC Music Component 1
Music Knowledge Organiser

The Elements of Music	Definitions
Pitch	The pitch is how high or low the sounds/notes are. For example: A scale of notes rises in pitch by step.
Tempo	The tempo is the speed of the music. For example: how fast or slow the music is being played.
Dynamics	The volume of the music. For example: how loudly or quietly the music is being played.
Duration	The length of notes. For example: a minim lasts for two beats.
Texture	The layers within a piece of music. For example: how thick or thin the music is and how the parts within the music relate to each other.
Timbre	The quality and type of sound produced by an instrument. For example: string, brass, percussion, woodwind, voice.
Silence	The absence of music sounds. For example: in music, rests are written to show where the player should be silent.

Stylistic music features (music theory)	
Instrumentation	Instrument specific techniques, playing in an ensemble, manipulating electronic sounds
Scales and Modes	Major scales, minor scales, blues scale, pentatonic scale, modes, ragas, exotic scales
Harmony skills	Major triads, minor triads, power chords, 7th chords, extended chords, suspensions, chord inversions, arpeggios/broken chords
Rhythmic skills	Metre, tempo/bpm, syncopation, swing, skanking, polyrhythms, hemiola
Melodic skills	Conjunct, disjunct, chromatic, diatonic, phrasing, pattern/sequence, ornamentation, canon (round), riffs/hooks, improvisation
Production Skills	Sampling, FX, looping, quantisation, automation, microphone selection/placement, MIDI, audio editing
Performance	Instrumentation, vocal ranges, timbre, FX, transposing, arrangements, ensemble skills, timing, sensitivity
Composition	Stimuli (starting points), repetition, developing and extending musical ideas

Key Performance & Rehearsal Skills

Rhythm and timing	Being able to play rhythms accurately and stay in time with other musicians, keeping the music together.
Accuracy of pitch	Being able to sing or play the correct notes, ideally from sheet music.
Intonation/tuning	Being able to stay in tune and not go sharp or flat when playing or singing.
Phrasing & breath control	Controlling your breathing so that you can sing or play through a phrase showing musical shape.
Learning songs & following an accompaniment	Being able to tackle a new song/piece of music and the ability to follow a live or pre-recorded accompaniment part.

Key Composition Skills

Creating chord sequences	Using major and minor triads from within a key to create patterns of chords.
Using musical starting points	Using a musical/visual stimuli to inspire continuation of an initial idea.
Exploring musical structures	Taking inspiration from other pieces of music or songs to create a structure that suits your idea. E.g. ABABA, popular song, variations on a theme.
Using rhythmic and melodic rhythms	Exploring and creating patterns of notes in certain orders to create playable rhythms for both accompaniment and for melodies (tunes)

Key Production Skills

Recording and editing audio (voice and instruments)	Exploring how to record using music technology musical instruments and voices. Also how to edit out errors and record multiple layers.
Exploring digital recording software and tools	Exploring how to use music technology equipment and computer software to create a music recording.
Using effects	Exploring the use of reverb, echo, delay, distortion and other vocal and instrumental effects.

Genres of music to research	Development of music technology to research
Popular Music: • **60s – 70s** – Psychedelic, heavy metal, soul, Motown, punk, reggae • **80s– 90s** – synth pop, Britpop, hip-hop, disco, rave, techno • **00s – present day** – nu metal, pop punk, dubstep, K-pop, grime, acoustic	The Impact of technology on musical styles and genres: • Phasing, Scratch techniques, fusion • Looping & multitracking • Instrumental techniques • Audio recording • Sampling • Distribution

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		Purpose	**Example**
Macronutrient	Proteins (12-15% of intake)	Tissue growth – known as the body's building blocks (Amino Acids). There are 22 amino acids- 8 of these are **essential amino acids**- have to be supplied from food as the body cant make them. Remaining 14 amino acids- **Non essential amino acids** can be made by the body. Athletes frequently use protein supplements in their diet and will consume protein immediately after training, sometimes as a 'shake'.	Animal products – meat, fish, dairy; plants – lentils, nuts, seeds; protein supplements and shakes.
Macronutirent	Carbohydrates (50-60% of intake)	Source of energy. Stored in the bidy as gylcogen but is broken down into glucose for energy. Divided into: simple carbohydrates – sugars- Which break down quickly providing a burst of energy. Consume if you are feeling tired before, during or after exercise. Complex carbohydrates – starches. Break down slowly, releasing energy over a longer period of time. Athletes need to consume larger quantities of carbohydrates to fuel their training and performance. Prior to an endurance event such as a triathlon, athletes might 'carbo-load' to ensure they have enough to finish the race.	Simple – sugar, glucose, fructose; energy gels; complex – bread, pasta, rice, potatoes.
Macronutirent	Fats (30% of intake)	Source of energy. Saturated fats- solid at room temperature. Too much increases cholesterol in your blood, incerasing risk of CHD. Should be limited. Unsaturated fats- Liquid at room temperature. They are healthier for you're a play a role in reducing the risk of coronary heart disdease. The bosdies secind source of energy after carbohydrates but take a long time to covert to energy. Fats are stored under the skin and are essential for health. Too much fat can limit an athlete's performance due to increased weight.	Monounsaturated – olive oil, avocados; polyunsaturated – oily fish, nuts, sunflower oil, soya beans; saturated – full-fat dairy, fatty meats; and trans fats – many snack foods.
Micronutrient	Minerals	Essential for many processes, eg bone growth/strength, nervous system, red blood cells, immune system. Need small amounts only.	Calcium – milk, canned fish, broccoli; Iron – watercress, brown rice, meat; zinc – shellfish, cheese, wheatgerm; Potassium – fruit, pulses, white meat.
Mirconutirent	Vitamins	Essential for many processes, eg bone growth, metabolic rate, immune system, vision, nervous system. Need small amounts only.	A – dairy, oily fish, yellow fruit; B – vegetables, wholegrain cereals; C – citrus fruit, broccoli, sprouts; D – oily fish, eggs, cereals.

Hydration.- Recommended daily intake (RDI) is 2 litres per day.

When you are hydrated you have enough water in your body for it to function properly. You become dehydrated when your body does not contain enough water for it to function efficiently. Signs include- thirst, dizziness, headaches, dry mouth, poor concentration, rapid heart rate.

Water helps to regulate body temperature through sweating and prevents overheating. Body temperature should stay between 36.1-37.8 degree C. Vasodilation is one way to get rid of excess heat. Sweating will reduce body temperature by releasing heat. Dehydration reduces your body's ability to sweat and makes you overheat.

Water keeps blood thin so that it flows around the body easily- Blood cells are carried in plasma, which is mainly water. When blood doesn't contain a lot of plasma it is thick and sticky (viscous). When you are dehydrated the blood becomes viscous, doesn't flow well and means oxygen doesn't get to the muscles as quickly.

Water keeps the joints lubricated- key component of synovial fluid, a clear substance produced in joints to enable them to move smoothly through their full range of movement.

Before training and Competition.

When preparing for intense aerobic exercise, performers must load their bodies with energy-providing foods containing carbohydrates to maximize their stores of glycogen. Known as Carbohydrate loading.

Immediately before competition they might also eat something that is easy to digest and contains simple carbohydrates, such as toast and honey to maximize glucose.

It is easier to perform on an empty bowel, so going to the toilet prior to exercise is advised. Fiber is also important for a healthy bowel function

During Training and Competition

Sports performers should ensure they drinks plenty of fluids, in the form of water or a sports drink, if they are working at a high intensity, for a long periods of time or in hot conditions. If the activity is lengthy they may also need a snack that is easy to digest such as a banana.

After Training or Competition.

Sports drinks are popular immediately after training, like water but contain electrolytes to replace the ones lost through sweat. Water also helps to replace fluids lost through exercise.

Within 1-2 hours of training or competing, a meal with complex carbohydrates to replenish the body's stores of glycogen, protein to aid repair of muscles and promote muscle growth. Some atheltes take protein shakes to aid muscle growth and repair.

Legal Training Supplements

Vitamin D- Crucial for healthy bones, so by taking Vitamin D tables your bones will becomes stronger and healthier. Benefit for athletes in high impact sports.

Protein Supplements- Usually a powder that you mix with water or milk to forma protein shake. Often drunk for strength or power training sessions. Most provide all 8 essential amino acids. Protein is essential for repair so can help a performer train harder for longer with less recovery time.

The B Vitamins are a group of vitamins that occur together in foods. Vitamin B1 breaks down the carbohydrates we eat into energy, so a lack of B1 may reduce performance. Supplements can be taken.

Pre-workout supplements- Give you a boost of energy before exercise. Someone taking part in aerobic exercise should take a different supplement than someone who is taking part in strength or power session.

Isotonic Drinks- Containing glucose replenish electrolytes lost through sweat and help to rehydrate. They also provide a burst of energy to enable performers to work at a higher intensity or to recover from exercise.

Caffeine- Can improve alertness and concentration. Studies have shown it can improve aerobic endurance and power.

Carbohydrate Loading

Carbohydrates provide energy. The complex carbohydrates – starches – are stored in the body as glycogen and converted into glucose when the body needs more energy. Glycogen is a slow-release form of energy. This is particularly useful to endurance athletes in the last stages of a performance. So, for example, in the week leading up to a race, marathon runners may eat lots of starchy foods, such as pasta. This helps them to keep going towards the end of the race.

High-protein diets

Protein builds tissue, including muscle. Athletes who want to build up their muscle during strength-training sometimes eat high-protein diets. This includes obvious strength-training athletes, such as weightlifters, but also includes endurance athletes who want t repair or prevent torn muscle. The value of high-protein diets is debatable. Athletes do not need much more protein than other people, protein is difficult to digest and it does not automatically turn into muscle – the athlete still needs to do strength-training, which is fuelled by carbohydrates.

Sport Psychology- Term 2.2

Motivation- The drive for a person to be successful

Intrinsic- From within- Taking part in sport for the enjoyment, because it makes them happy.

Extrinsic- A form of reward is given- Tangible- Something that has a physical presence- Money/ Trophies
Intangible- something that doesn't cost anything but provides recognition- Name in the local paper/
Team Captain.

The impact of motivation on participation- Benefits	The impact of Self Confidence on Participation
Intensity of effort during participation is higher- more likely to push themselves.	Increased intrinsic motivation- higher levels of self confidence increase your motivation to take part.
Continue to take part on a regular basis-	Positive attitude to fitness, sport and activity- Increase the belief that they can reach their goals.
Overcoming adversity- Injured for a long time, Not achieving a fitness goal in planned time. Things that could affect motivation- bad school report, falling out with friends, family issues.	Improved performance- They believe that they can perform the skills, make the time. More confidence means that they will commit to a tackle in football therefore more likely for it to be successful.
Higher Enjoyment Levels-	Improved concentration and effort- Less likely to have doubts about their performance.
Increased Intrinsic and extrinsic rewards.	

Positive Reinforcement-

Rewards- Children respond well to certificates or badges.

Creating a Positive Environment-

If performers feel comfortable in the environment they are happier to take part.

Self Talk-

Talks to themselves out loud or in their head key affirmations to reassure themselves.

Working with similar abilities-

Having a training partner to keep you going when you lack motivation is good Will add a social element If they are much better than you this can be demotivating.

Methods to Increase Self Confidence

Goal Setting-

Short (1 session- few weeks) and Long term goals (6 weeks/ Term/ Year)

SMART targets- Specific- Something they want to achieve Measureable- Able to be monitored Achievable- Capable of doing it Realistic- Remove any barriers from achieving goal   Time-Related- A time scale.

Effects of Anxiety on Participation

Somatic Anxiety- The feelings brought on by state or trait anxiety- Butterflies in stomach, Muscle tension, Increased heart rate/ sweat rate.

Cognitive Anxiety- Psychological effects brought on by state or trait anxiety- Feeling worried, poor concentration levels, lack of sleep due to over thinking.

Anxiety-

State Anxiety- The situation the person is in. Temporary anxiety only in this environment

Trait Anxiety- Some people are more anxious than others- related to their personality.

Impact of Anxiety- Controlling it

Fitness Induction- Know where to go and what to do.
Use of Music- Motivate or Calm
Activity based on Ability Levels- Beginner classes
Pre-Match Team Talk- Builds confidence, reduces anxiety.

AQA Religious Studies A - Theme E: Religion, Crime and Punishment

Key Words			
Community Service	Working in the community to pay back for a criminal act	Hate Crime	A crime motivated by hatred e.g. racism, homophobia
Corporal Punishment	Using physical pain as a punishment	Poverty	Not having enough money to be able to live a comfortable life
Crime	An action which is against the law and incurs a punishment	Prison	A place where criminals are sent to withdraw their freedom as punishment
Death Penalty	A form of punishment where the offender is killed for their crime	Punishment	Something negative done to criminals by the state
Deterrence	An aim of punishment – preventing future criminals by harsh treatment of offenders	Reformation	An aim of punishment – to try and reform criminals
Forgiveness	To show mercy and pardon someone for what they've done wrong	Retribution	An aim of punishment – seeking a form of revenge on criminals

Key Ideas			
Christian Attitudes to Crime	**Good and Evil Intentions** The Bible warns Christians against having **evil** thoughts which lead to evil actions. Avoiding sin and temptation steers Christians away from crime. Christians would be more willing to treat an offender who had good intentions with more **mercy** than one who acted out of evil intentions.	**Attitudes to Lawbreakers** Christians do not believe that people are evil but that people can be **tempted** to do wrong and break the law. Christians are taught to "love the sinner, hate the sin" which means they should **forgive** and show mercy to people who have done wrong but admitted their mistakes and sought **atonement**.	
Reasons for Crime	People are tempted to commit crime for a wide range of reasons including **poverty** (not having enough money or food), **upbringing** (where people are not taught right from wrong), **addiction** (some people commit crimes to feed an addiction), **greed** (committing crimes out of a desire for things they cannot afford), **hatred** or out of **opposition to unjust law** (breaking the law to oppose hateful or unjust laws)		
Three Aims of Punishment	**Deterrence** This aim of punishment seeks to **use punishment as a message** to others considering committing crime. By giving one criminal a harsh punishment others may be put off committing a similar crime.	**Reformation** This aim of punishment seeks to help criminals **change their behaviour for the better**. It may involve therapy, education or training. Many Christians support this as a form of 'love your neighbour' **mercy**.	**Retribution** This aim of punishment is society getting its own back on the offender. The Old Testament says **'an eye for an eye'** so some Christians would argue that this form of punishment is just according to the Bible.
Forgiveness	**Forgiveness** is at the heart of Jesus' teaching. It means to show **mercy** and pardon someone for what they have done wrong but showing someone forgiveness does not mean they should be justly punished for their crimes. When Jesus was crucified, he forgave those who sentenced him to death and crucified him saying: '**Father forgive them, for they know not what they do**'. Forgiveness leads Christians to support reformation as an aim of punishment as it allows the criminal to be forgiven and to ask for forgiveness. They also use forgiveness as an argument against the death penalty.		
Christian Attitudes to Punishment	**Prisons** Many Christians believe prisoners should be **treated well** when in prison as even though they have done wrong they do not believe in evil people as much as evil actions. Some Christians campaign for better prison conditions out of mercy.	**Corporal Punishment** Most Christians do not support using physical pain as a form of punishment as it is **harmful** and **negative**. It is currently illegal in the UK and many Christians would rather seek to reform a criminal than punish them in this way.	**Community Service** Many Christians argue in favour of community service where criminals work to **repay** their community as a punishment. It allows criminals to make up for what they have done and does not harm the offender in the process.
Death Penalty	The **death penalty** means the state killing criminals who have committed the worst crimes. It has not been used in the UK since 1969 but is still a common punishment elsewhere in the world. ☑ Some Christians argue that the death penalty is a just punishment for murder as the Bible says both 'you shall not kill' and **'an eye for an eye'**. ☑ They may also argue that it **deters** criminals from committing the worst crimes and keeps people safe. ☒ Other Christians argue that the death penalty goes against **sanctity of life**. Life is sacred and holy and only God can give and take life. ☒ They might also argue that the death penalty goes against the aim of **reformation** as a dead criminal cannot be reformed, forgiven or shown mercy to.		

Yr 10 SPANISH Term 2 Free time

Media
la actriz actress
la actuación performance, role
el anuncio advert
el artista artist
la banda sonora soundtrack
la canción song
el cantante singer
la ciencia ficción science fiction
los dibujos animados cartoons
el documentál documentary
el espectáculo show
la estrella star
la función show, performance
la grabación recording
la historia story
las noticias news
la película film
policiaco police (adjective)
la taquilla box office
la telenovela soap opera
la trama plot

Sports
el alpinismo mountain climbing
el baloncesto basketball
el campión winner,champion
el campeonato championship
la carrera race
el concurso contest, competition
el deporte sport
los deportes de riesgo adventure sports
deportista sporty
el equipo team, equipment
la equitación horse riding
el estadio stadium
el gol goal
el juego game,
el jugador player
la natación swimming
el partido match
la pelota ball
el piraguismo canoeing
el premio prize
el torneo tournament

Free time activities
el aficionado fond of/enthusiast
el aire libre outdoors
el baile dancing
la batería drums
la bicicleta/ bici bicycle/bike
el billar billiards
la cocina cooking
la diversión hobby, pastime
la entrada ticket
el monopatin skateboard
el patinaje skating
la pesca fishing
el pista de hielo ice rink
la pista track, slope, rink, court
la vela sailing

Food & drink
el aceite oil
l'agua mineral (f) mineral water
el ajo garlic
el alimento foodstuff
el almuerzo lunch
el arroz rice
asado roast(ed)
el atún tuna
el azúcar sugar
la barra (de pan) (bread) loaf
la bebida drink
el bistec steak
el bocadillo sandwich
los calamares squid
el caramelo sweet
la carne meat
la cebolla onion
la cena dinner
la cerveza beer
la col cabbage
la comida basura junk food
la cuchara spoon
el cuchillo knife
la cuenta bill
los champiñones mushrooms
el chorizo sausage
la chuleta chop
los churros fritters
de cerdo pork
de cordero lamb
de tornera veal
de vaca beef
el desayuno breakfast
dulce sweet
el filete steak

la fresa strawberry
la galleta biscuit
las gambas prawns
el gazpacho cold soup
la grasa fat
los guisantes peas
la heladería ice cream parlour
el helado ice cream
el hielo ice
el jamón ham
las judías verdes string beans
la leche milk
la lechuga lettuce
las legumbres vegetables
la mantequilla butter
la manzana apple
los mariscos seafood
la merienda snack/picnic
la mermelada jam
la naranja orange
la nata cream
el pastel cake, pie
la patata potato
la pera pear
el perrito caliente hot dog
el pescado fish
picante spicy
la pimiento pepper
la piña pineapple
el plátano banana
el pollo chicken
el postre dessert
el queso cheese
rico tasty
la sal salt

la salchichón salami
el tenedor fork
la tortilla omelette
las uvas grapes
el vaso glass
las verduras vegetables
la zanahoria carrot
el zumo juice

Customs & Festivals
el Año Nuevo New Year
las castañuelas castanets
la corrida bullfight
la costumbre custom, way
el Día de los Muertos All Souls' Day
el Día de Reyes Epiphany
el día festivo public holiday
la fería fair
la fiesta festival
el juguete toy
Navidad Christmas
Nochebuena Christmas Eve
Nochevieja 31 December
Papà Noel Father Christmas
la Pascua Easter
los Reyes Magos the 3 Kings
el santo saint's day
la Semana Santa Easter week
la Tomatina tomato throwing festival
el torero bullfighter
el toro bull

Example questions and answers for general conversation		Key verbs
¿Qué haces normalmente en tus ratos libros? Con mis amigos, suelo ir a la ciudad los fines de semana. El lunes por la tarde juego al fútbol después de la escuela y de vez en cuando nado. Me encanta jugar al fútbol con mis amigos porque me parece muy divertido.	**What do you usually do in your free time?** With my friends, we often go to town at the weekend. On Monday evening, I play football after school and now and again I go swimming. I love playing football with my friends because I find it really fun.	almorzar to have lunch andar to walk bailar to dance beber to drink cantar to sing cenar to have an evening meal cocinar to cook comer to eat correr to run desayunar to have breakfast divertir(se) to have a good time elegir to choose ganar to win jugar to play marcar to score (a goal) merendar to have a snack montar a (caballo/en bici) to ride (horse, bike) nadar to swim patinar to skate pedir to order, ask for perder to lose pescar to fish probar to try, taste ser aficionado a to be keen on tener hambre to be hungry tener sed to be thirsty tener suerte to be lucky tocar to touch, to play an instrument tomar to take, to have traer to bring
¿Qué hiciste ayer? Ayer, con mi mejor amigo, fuimos al cine de la ciudad. En mi opinión, la película fue entretenida. Después de ver la película, comimos en un café. Luego, fuimos al parque para patinar, ¡fue muy genial!	**What did you do yesterday?** Yesterday, with my best friend, we went to the cinema in town. In my opinion, the film was fun. After having seen the film, we ate in a café. Then we went to the park to do skateboarding, it was really great!	
¿Qué vas a hacer esta noche? Esta noche me gustaría comer en una comida rápida. Entonces voy a ver la televisión con mis hermanos. Me encantan los dibujos animados pero odio las telenovelas, ¡las encuentro tan estúpidas! Luego, antes de acostarme, pretendo escuchar la música.	**What are you going to do this evening?** This evening, I'd like to eat at a fast food restaurant. Then I'm going to watch TV with my brothers. I love cartoons but I can't stand soaps, I find them so silly. Then, before going to bed, I plan to listen to music.	
¿Cuál es tu libro favorito? ¿Por qué? Lo que más me gusta es Harry Potter porque me apasiona su trama y sus personajes. A veces es muy divertido, pero también hay momentos conmovedores y espantosos. ¡Mi personaje favorito del libro es Hermione porque es valiente e inteligente, como yo!	**What is your favourite book? Why?** What I prefer it Harry Potter because I've a passion for its story and its characters. Sometimes it's very funny but there are also moving and scary moments. My favourite character in the book is Hermione because she is brave and intelligent, like me!	
¿Cuál es tu película favorita? ¿Por qué? Mi película favorita es "Mission Impossible" porque me encantan las películas de acción, las encuentro muy divertidos. Pienso que son más emocionantes que las comedias.	**What is your favourite film. Why?** My favourite film is Mission Impossible because I love action films, I find them really fun. I think that they are more exciting than comedies.	
¿Qué te gusta comer o beber normalmente? Me gustan muchos las patatas fritas y la pizza, pero sé que es poco sano. También me gusta comer chocolate y frutas. Normalmente bebo agua durante las comidas, pero a veces bebo limonada. ¡En mi opinión, es muy dulce y tan bueno!	**What do you normally like to eat and drink?** I really like chips and pizzas but I know that it's unhealthy. I also like eating chocolate and fruit. Normally, I drink water during meals but sometimes I drink lemonade. In my opinions it's very sweet and so good!	
¿Qué haces normalmente para celebrar tu cumpleaños? Generalmente, para mi cumpleaños, mi madre hace un pastel porque me encantan las cosas dulces. Usualmente, mis padres me compran un regalo y vamos al restaurante en la ciudad. Me encanta celebrar mi cumpleaños ya que siempre es un día divertido.	**What do you usually do to celebrate your birthday?** Normally, for my birthday, my mum makes a cake because I love sweet things. Usually my parents buy me a present and we go to a restaurant in town. I like celebrating my birthday as it's always a fun day.	
¿Qué hiciste el año pasado para celebrar la Navidad? El año pasado celebramos la Navidad en casa. Abrimos los regalos por la mañana, ¡fue genial! Luego, comimos una comida buena con pavo y verduras, luego un postre. Por la tarde jugamos juntos y vimos la televisión. ¡Me lo pasé bomba!	**What did you do last year to celebrate Christmas?** Last year, we celebrated Christmas at home. We opened presents in the morning, it was great. Then we ate a good meal with turkey and vegetables, then a dessert. In the afternoon we played games together and watched TV. I had a lot of fun.	

Making comparisons

Los docmentales son <u>más</u> interessantes <u>que</u> las telenovelas.
Documentaries are more interesting than soaps.

Las películas de ciencia ficción son menos emocionantes <u>que</u> las películas de acción.
Science fiction films are less exciting than action films

Leer es <u>tan</u> importante <u>como</u> hacer los debere.
Reading is <u>as</u> important <u>as</u> doing homework.

Infinitive phrases

Voy a I am going…	be**ber** una coca to drink a coke
Vamos a… We are going…	com**er** fruta eat fruit
Quisiera… I would like..	jug**ar** al futbol to do play football
Me gustaría…I would like…	sal**ir** con mis amigos go out with my friends
Me gusta/ Me encanta… I like/love…	
No me gusta/ Odio… I don't like/hate	
Puedo… I can…	
Se puede… you can…	
Quiero I want	

Present tense verbs

	-ar	-er	-ir
yo	+o	+o	+o
tú	+as	+es	+es
él/ella	+a	+e	+e
nosotros	+amos	+emos	+imos
vosotros	+áis	+éis	+ís
ellos/Ellas	+an	+en	+en

Time markers and adverbs of frequency

el fin de semana *at the weekend*
por la tarde *in the evening*
el fin de semana pasado *last weekend*
anoche *last night*
el fin de semana que viene *next weekend*
mañana *tomorrow*

todos los lunes *every Monday*
de vez en cuando *from time to time*
a veces *sometimes*
a menudo *often*
siempre *always*
cada fin de semana *every weekend*

Intensifiers and conjunctions

bastante quite   porque because
un poco a bit   ya que so, therefore
así que so   en cambio on the other hand
muy very   sin embargo however
demasiado too   siempre always
tan so   cuándo when

Direct Object Pronouns

The words **lo, la** mean 'the' when they are in front of a noun, but when they come <u>**before**</u> a verb they change meaning

    lo = it, him
    la = it, her
    los/las= them

Lo encuentro divertido – I find it fun.   Los odio – I hate them.

Preterite tense verbs (the past)

	-ar	-er	-ir
yo	+é	+í	+í
tú	+aste	+iste	+iste
él/ella	+ó	+ió	+ió
nosotros	+amos	+imos	+imos
vosotros	+asteis	+isteis	+isteis
ellos/Ellas	+aron	+ieron	+ieron