

English Literature Component 1: Poetry Anthology

2 hours – 1 hour for Macbeth (20 mins for extract and 40 mins for whole play) and 1 hour for anthology poetry (20 mins for single poem and 40 mins for comparison)

Description	Mins	Example Question	How to answer this question
<p>Single poem analysis (15 marks)</p> <p>AO1 – Understand the whole poem, and support answers with examples/quotes. Use a critical style.</p> <p>AO2 – Analyse language, form and structure and how they are used to create meanings.</p> <p>AO3 – Link usefully to context</p>	<p>20 mins</p>	<p>Read the poem below ____(named and printed anthology poem)____ by ____ ____(Poem)____ is a poem about ____ ____(main theme)____.</p> <p>How does the writer present ____ ____(main theme)____ in the poem? Remember to refer to the contexts of the poem in your answer.</p>	<ol style="list-style-type: none"> 1. Read the question carefully to see which theme and poem you are being asked to write about and highlight the theme. 2. Read the poem and highlight and briefly annotate 5+ quotations which link to this theme that you can say a lot about. Make sure you cover the start, the middle and the end of the poem. COVERAGE IS KEY. 3. Write a brief introduction using critical verbs which gives an overview of the main ideas in the poem, the writer's perspective (how does the poet feel about what they are describing?) and how the theme in the question is presented. Link briefly to context. How has the context of the poem (the time it was written, society at the time, the experiences/beliefs of the poet) influenced the presentation of the theme? 4. Write about your quotes using critical verbs to introduce them and zooming in on keywords, imagery and techniques such as simile/metaphor but aiming to cover ideas from across the poem. Don't spend too long on one quotation because you want to write about all the poem. Link back to context where you can. 5. If you can, make a point on the poem's form (e.g a sonnet) and structure – how it starts, develops, ends, rhyme/rhythm/repetition/contrasts. 6. You could use PILLS to structure your answer. 7. Do not spend more than twenty minutes on this question.
<p>Comparative essay (25 marks)</p> <p>AO1 – Understand the whole poem, and support answers with examples/quotes. Use a critical style.</p> <p>AO2 – Analyse language, form and structure and how they are used to create meanings.</p> <p>AO3 – Link usefully to context</p>	<p>40 mins</p>	<p>Choose one other poem in your anthology in which the poet also writes about ____ (main theme – same as Q1) ____.</p> <p>Compare the way the writer presents ____ (main theme – same as Q1) ____ with the way the writer presents this theme in ____ (printed poem from Q1) ____.</p> <p>You should compare:</p> <ul style="list-style-type: none"> • the content and structure of the poems – what they are about and how they are organised * How the writers create effects, using appropriate terminology where relevant. * The contexts of the poems, and how these may have influenced the ideas in them. 	<ol style="list-style-type: none"> 1. You will be writing about the same theme again, but this time comparing to another poem from memory. You will be given a list of poems to jog your memory and so you can compare to whichever you like, but we suggest focusing your revision on the following easily comparable poems: London, The Manhunt, A Wife in London and The Prelude. 2. Briefly do a plan of how the two poems are similar or different in the way they show that theme. You could use PILLS (Perspective, Ideas/Language and Structure). Aim for about 5 comparisons. Try to ensure your quotes give COVERAGE of the whole poem. 3. Write a brief introductory overview about both poems using critical verbs to give an overview of the main ideas in the poems; the writer's perspective (how does the poet feel about what they are describing?); and how the theme in the question is presented. Link to context if you can – how has this influenced their perspective? Use comparing connectives to link or contrast the poems. 5. In each paragraph, write about both poems using w/h/w, using critical verbs and comparing the similarities and differences in the ways the poets present the named theme using language and techniques such as simile or metaphor and form and structure. Link back to context where you can. Again, aim for COVERAGE across the poems. 6. You must allow sufficient time to answer this question as it is worth nearly double the marks of the single poem analysis.

The Manhunt by Simon Armitage:

Sonnet 43 by Elizabeth Barrett Browning

Overview:

This poem was written as part of a documentary about war veterans suffering from PTSD. Having never experienced conflict himself, Armitage writes as a specific woman, Laura, the wife of a soldier in the Bosnian Conflict.

Armitage wrote the poem after interviewing veterans returning from war and as a means of exploring the psychological impact on those who survived intense trauma.

Perspective:

Armitage uses the first person perspective of a military wife to expose the lasting, and far reaching, impacts of war on the usually voiceless victims.

Ideas:

Armitage presents the dangerous journey of recovery and recuperation through the perspective of a civilian. He subverts the conventions of traditional war poetry by giving voice to those indirectly affected by conflict.

Language of conflict:

The soldier's body is described by using adjectives of damage to show how broken war has left him. **'Blown hinge of his lower jaw'**

The final metaphor of the 'unexploded mine' refers to the tension and stress his memories cause which he has not come to terms with yet. **'Unexploded mine buried deep is his mind'**

Language of searching:

The verbs express her tenderness and caution in how she approaches him **'trace / the frozen river which ran through his face'**

The adverbial of time suggests that although the search has concluded, the healing process is long and arduous, highlighting the lasting impact of war. **'Only then did I come close'**

Structure:

The poem is written in couplets of varying length. At the start, the couplets rhyme, but the rhyme breaks down making the poem feel disjointed and conveys the theme of brokenness. It may reflect their struggle to reconnect and how the voice/speaker will have to learn who her husband is now. Each couplet introduces a different injury and the reader explores the body and mind of the soldier alongside his wife, experiencing the process at the same time. The use of enjambment mimics the way she traces the injuries that run continuously across his body and explores the damage done. It demonstrates the slow progress she is carefully making.

Key Themes:

- Love and relationships
- Time
- Loss
- Conflict

Good to compare with:

- A Wife in London
- Dulce, Mamez Wood
- As Imperceptibly a Grief
- London

Overview:

This is the penultimate sonnet in the Portuguese collection dedicated her then fiancé. As a female poet writing in a patriarchal, prudish Victorian society, Barrett-Browning uses her poetry to express somewhat shocking devotion and love for a man whom she defied her parents to marry.

Perspective:

Barrett-Browning uses the intimate first person perspective to directly address her fiancé. She uses the informal pronoun 'thee' to show her devotion to him.

Ideas:

Barrett-Browning presents a reflective sonnet contemplating her enduring love for her fiancé. It is a definitive declaration of her undying devotion.

Language of time:

Her love is described as transcendental **'By sun and candlelight'**

Barrett-Browning defied traditional Christian wedding vows to highlight how unbreakable their love is. **'I shall but love thee better after death'**

Language of space:

Barrett-Browning attempts to quantify her love and poses the universal question **'How do I love thee? Let me count the ways'** The anaphoric **'I love thee,'** conveys the intensely personal and direct nature of her feelings – there is utter conviction about how she feels.

Barrett-Browning blends an abstract concept with tangible measurements to demonstrate the incomprehensibility of her love. **'Depths and breadth and height my soul can reach'.**

Structure:

This poem is a Petrarchan sonnet; rather than conforming to traditional sonnet conventions whether the lover's physical beauty is described, this sonnet explores the perfection of the spiritual nature of love.

The poem is direct and passionate in its tone and outlines the different ways she loves him. The first 8 lines imply that her love is so great it is almost divine. The last 6 lines show that her love will last an entire lifetime and beyond death. The enjambment reflects the magnitude of her love and its expansive nature. Whereas, the exclamations and caesura imply her passion and ecstasy.

Key Themes:

- Love and relationships
- Faith and worship
- Belonging
- Power

Good to compare with:

- Valentine / She Walks in Beauty
- The Soldier
- Cozy Apologia
- A Wife in London

London by William Blake	The Soldier by Rupert Brooke
<p><u>Overview:</u> Blake is considered the father of the Romantic poets. His radical political views are evident in this poem as he illustrates the effects of modernity on people and nature through the discussion of dangerous industrial conditions, child labour, prostitution, and poverty.</p>	<p><u>Overview:</u> Brooke, a soldier poet, optimistically wrote his patriotic poem before he went to war. Encompassing the positive views of the time, Brooke's poem was used as a propaganda tool to encourage men to enlist. It is characterised as Georgian poetry with motifs of nature, youth and innocence.</p>
<p><u>Perspective:</u> The poem is a dramatic monologue written in the first person. The persona speaks passionately about the horror of modern London.</p>	<p><u>Perspective:</u> The poem is a dramatic monologue, it follows an unwavering iambic pentameter and clear rhyme scheme, that demonstrates the persona's commitment to England.</p>
<p><u>Ideas:</u> The poem presents the speaker walking through the streets of London, describing what they can see. The suffering of the inhabitants is made clear, which is caused by the corruption of power.</p>	<p><u>Ideas:</u> He wrote this poem at the start of the First World. Brooke wrote idealistically about the war. The poem has become a symbol for a lost generation of youth.</p>
<p><u>Language of emotions:</u> Repetition emphasises that no one is able to escape the pain and suffering. 'Marks of weakness, marks of woe'</p> <p>Blake uses anaphora in stanza 2 to show how everyone is linked by misery 'In every...' and reinforces this idea by juxtaposing life and death in the final stanza to emphasise that no one is unaffected. Contrast and oxymorons serve to stress how the innocent are blighted by corruption. 'And blights with plagues the marriage hearse.'</p>	<p><u>Language of nature:</u> Natural imagery is used extensively to express his love of the English countryside and creates a Romantic, idealised idea of war without pain or suffering. 'That is for ever England'</p> <p>England is personified through the extended metaphor of a mother who has nurtured a son who is willing to die to protect her, embodying ideas of heroic sacrifice. 'A dust whom England bore, shaped, made aware'</p>
<p><u>Language of corruption and disease:</u> Alliteration is used effectively to emphasise the horror and mental suffering that leaves the mind manacled. 'mind-forg'd manacles'</p> <p>Emotive language is used powerfully throughout the poem to create a negative semantic field of corruption and misery. 'black'ning Church'</p>	<p><u>Language of religion:</u> Religious allusions are made throughout the second part of the poem to suggest that heaven is a redeeming feature of war as the soldier has been 'Washed by the rivers, blest by the suns of home'</p> <p>Religious imagery reveals his sense of faith and belief that his sacrifice will be immortalised by God. 'In hearts at peace, under and English heaven'</p>
<p><u>Structure:</u> The regular rhyme scheme and strict meter, constrained to four quatrains is relentless. It reflects the unforfeiting nature of life and routine in the capital which has become inescapable, and emphasises the unbroken misery he sees.</p> <p>The first 2 stanzas focus on the people he sees and hears, before he shifts in stanza 3 to criticise the institutions he blames. The final stanza refocuses on the people, in particular the corruption of the innocent and young.</p>	<p><u>Structure:</u> The poem is a sonnet detailing the patriotic love and devotion to England.</p> <p>The first 8 lines, or octave, focus on how England enriched his life and he owes it to her.</p> <p>The last 6 lines, or sestet, reflect on how his death is meaningful, and reciprocal. It will bring him peace, and England security. Unlike most sonnets there is no conflict between the two sections. The structure of the poem embodies the harmonious relationship between man and country.</p>
<p><u>Key Themes:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Deep and lasting love (for his country) that is unselfish / Nature and Place <input type="checkbox"/> Faith, belief and worship <input type="checkbox"/> Attitudes to war and patriotism 	<p><u>Key Themes:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Sonnet 43 <input type="checkbox"/> A Wife in London <input type="checkbox"/> Living Space <input type="checkbox"/> Dulce, Marnetz Wood, The Manhunt
<p><u>Good to compare with:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Living Space <input type="checkbox"/> The Manhunt <input type="checkbox"/> Dulce <input type="checkbox"/> Ozymandias 	<p><u>Good to compare with:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Sonnet 43 <input type="checkbox"/> A Wife in London <input type="checkbox"/> Living Space <input type="checkbox"/> Dulce, Marnetz Wood, The Manhunt

<p style="text-align: center;">Living Space by Imtiaz Dharker</p> <p><u>Overview:</u> As a poet who has roots in Pakistan, India and Scotland, Dharker explores the inequalities in Mumbai from a Western perspective. She looks at the living conditions in Mumbai with a critical eye, challenging the reader to reassess their biases.</p> <p><u>Perspective:</u> As an omniscient poetic voice, Dharker describes both the fragile infrastructure of the slums before focussing in on the hopeful image of new life. Although highlighting the precariousness of the dwellings, she also identifies a sense of triumph and faith in the face of adversity.</p> <p><u>Ideas:</u> Dharker presents an exploration into life in India and the difficult conditions in which the poorest live. More significantly, however, it praises them as an expression of the miracle of life, seeing this living space as evidence of human resourcefulness and determination.</p>	<p style="text-align: center;">She Walks in Beauty by Lord Byron</p> <p><u>Overview:</u> Byron was an aristocrat who lived a hedonistic lifestyle. He was a serial seducer and philanderer. As a Romantic movement poet, he appreciated the aesthetic of female beauty. It comes from a series of poems called Hebrew Melodies (religious pieces set to music) which reflects the almost sacred adoration within the poem.</p> <p><u>Perspective:</u> The poem is written in the third person, talking only about the woman, and implicitly conveying the persona's adoration, but possibly objectifying her as no more than a vessel of beauty. The poem was said to be inspired by the wife of Byron's cousin. He was struck by her beauty when he saw her, and to Byron she epitomised aesthetic beauty.</p> <p><u>Ideas:</u> The poem focusing on abstract ideas of beauty and innocence. The poem begins by focusing on the woman's physical/external beauty, however, it concludes by considering whether it is her inner goodness which is outwardly manifested. Each stanza is one sentence, giving a sense of fluidity and reflecting her effortless grace, poise and elegance.</p>
<p><u>Language of fragility:</u> Dharker highlights the deficit of stability and organisation in the slums: 'There are just not enough straight lines'</p> <p>Dharker utilises the language of disorder, such as the verb 'clutch' or 'thrust off' emphasise the instability of the building, and personify its desperation to stay upright. 'Beams balance crookedly on supports thrust off the vertical'</p>	<p><u>Language of the body:</u> The poem begins by establishing a sense of the speaker's wonder at the woman's majestic beauty. The woman's beauty is truly remarkable that it seems to surround this woman like an aura. 'She walks in beauty'</p> <p>Sensual language of the body is balanced against the moral language of goodness. 'The smiles that win, the tints that glow, / But tell of days in goodness spent,'</p>
<p><u>Language of faith:</u> The key symbolism is the egg – this symbolises faith and new life. Placing them in this vulnerable position is a leap of faith that reveals courage and a belief in a better future. 'And even dared to place these eggs in a wire basket'</p> <p>Dharker contrasts light and dark that conveys the edge of danger in which they live as opposed to their innocence in this situation. 'The bright, thin walls of faith'</p>	<p><u>Language of contrasts:</u> Contrast is used throughout the poem to show how the woman is a perfect balance of opposites. This is achieved through antithesis and repeated structures like 'one ray' and 'one shade.'</p> <p>Imagery of light and dark is used to emphasise her innocence and radiant purity, which shines through. 'And all that's best of dark and bright / Meet in her aspect and her eyes;'</p>
<p><u>Structure:</u> The poem is split into two parts. The first stanza describes a building under stress and the caesuras emphasise how loosely connected the different parts are. Even the nails 'clutch' desperately. The word 'miraculous' shifts the tone and, once we know that this is someone's home, the tone becomes one of wonder. The last two stanzas are one enjambed sentence, that shows how such fragile structures sustain life and give hope.</p> <p>Dharker utilises stanzas and lines of different lengths, mirroring the random construction and chaos of the building and the precarious nature of life. There is no rhyme or rhythm either – perhaps reflecting the disorder of the 'living space' described. It looks disjointed on the page, with lines sticking out and others short and broken, just like the building it describes.</p>	<p><u>Structure:</u> The poem is restrained and lyrical in nature. It is split in three stanzas of equal length and is remarkably short for Byron, capturing the intensity of the moment. It is written in iambic tetrameter and has a unwavering regular rhyme scheme, perhaps expressing the conviction of the speaker's thoughts. The exclamation mark in the last line of the poem suggests his frustration at her purity and unattainability.</p>
<p><u>Key Themes:</u> <input type="checkbox"/> Love and adoration of a person <input type="checkbox"/> Faith and worship <input type="checkbox"/> Beauty and goodness (of a thing rather than nature.)</p> <p><u>Good to compare with:</u> <input type="checkbox"/> Sonnet 43 <input type="checkbox"/> Valentine <input type="checkbox"/> Cozy Apologia</p>	<p><u>Key Themes:</u> <input type="checkbox"/> Sense of place <input type="checkbox"/> Faith, belief and worship <input type="checkbox"/> Innocence and goodness versus danger and darkness</p> <p><u>Good to compare with:</u> <input type="checkbox"/> London <input type="checkbox"/> The Soldier, Sonnet 43 <input type="checkbox"/> Some aspects of The Prelude (place)</p>

As Imperceptibly as Grief by Emily Dickinson SGR

Overview: Reclusive Dickinson was able to acutely observe the changing seasons. Having lived through the American Civil War, she became sensitive to the inevitability of death. She compares the subtle ending of summer to the subtle ending of grief.

Perspective:

Dickinson uses a neutral third perspective to comment on the change of season. Her detached tone allows for a sense of universality, so readers may relate to the feelings of grief and change.

Ideas:

Emily Dickinson was barely known as a poet in her lifetime and led a very reclusive life. After her death, her sister discovered a box containing volumes of her poetry and now nearly 2000 poems exist. Her writing is often very unconventional and the ideas can be very open-ended.

Language of time:

Dickinson compares the ending of grief to the gradual ending of season associated with positivity and warmth, **'The summer lapsed away.'**

Dickinson highlights the encroaching sense of time in the alliterative line, **'dusk drew earlier in.'**

Language of grief:

Dickinson relates the desire for grief to end as it has outstayed its welcome to, **'A guest that would be gone.'**

Dickinson personifies summer in order to show a gentle ending of grief. Although painful, summer's fleeting nature shows that all things must end, and there is beauty in such transience, **'Our Summer made her light escape / Into the Beautiful.'**

Structure:

The language of time is a recurring theme in the poem. The different stages of time might reflect the natural process of grief that eases as time passes. The poem is one stanza of one sentence. It has no discernible rhyme or rhythm. The lines are often short and frequently connected by hyphens, creating pauses and giving the poem a tone of melancholy reflection. The disjointed nature of the poem perhaps reflects her own disjointed thoughts and feelings that she is coming to terms with. As a result, the ideas feel confused and mixed, just like her emotions.

Key Themes:

- Death and loss / pain and suffering
- Passage of time
- Nature and change

Good to compare with:

- The Soldier, A Wife in London
- Afternoons
- To Autumn

Cozy Apologia by Rita Dove

Overview: as an African-American woman, Dove has faced racism for her choice of partner, Fred, to whom the poem is dedicated. As a black woman, she faces dual prejudice which comes across in her strong voice. Set against the arrival of Hurricane Floyd, a powerful storm which hit the east coast of the USA in 1999, this factual, real-life context supports the idea this is an autobiographical poem and that Dove is talking about her feelings for her husband. It seems to be an affectionate tribute to him.

Perspective:

The poem is a dramatic monologue. It begins with a personal, first person description of the speaker's feelings and her partner and is dedicated to him with ' – for Fred.'

Ideas:

The poem notes details of a couple's domestic life as writers which she is somewhat apologetic for. An apology is a defence or explanation of something. Her poem seems to be an apology for the domestic comfort and ordinary contentment she feels, as others face danger in the path of the hurricane, but she relishes this moment to be with her husband.

Language of adoration or chivalric love:

Idealised imagery is used to present her traditional feelings for her husband through the metaphor of the knight. There is a sense of humorous exaggeration about her words. **'There you'll be, with furrowed brow / And chain mail glinting'**

Negative imagery is used specifically in the second stanza to highlight the worthlessness of her earlier relationships in contrast to the meaningfulness of her present one. **'Were thin as licorice and as chewy,'**

Language of domesticity:

Everyday images and ordinary language is used throughout to show that despite their love being **'short of the Divine,'** it's still precious and comforting to her in the presence of danger.

This stanza is contrasted with the following one, in which she reflects on previous, disappointing relationships. The final stanza returns to the present where she explores their ordinary, domestic lives that will never make the headlines, but are precious 'stolen' moments of intimacy.

Structure:

The poem is written in free verse creating a conversational tone. The number of syllables in each line varies reflecting the persona's exploratory train of thought. The first stanza uses regular rhyming couplets which conforms to the traditional presentation of their love and intimacy. In the second stanza, the rhyme scheme is disrupted as she thinks of past relationships she regrets, with a return to an ABAB rhyme scheme as domestic harmony is restored.

Key Themes:

- Love and relationships
- Adoration of a person
- Sense of place and belonging with someone

Good to compare with:

- Valentine, She Walks in Beauty, Sonnet 43
- Afternoons
- The Manhunt

Valentine by Carol Ann Duffy

Overview: As one of the contemporary poets, Duffy gives a non-gendered and perhaps more realistic, less eternal view of love and relationships. Her cynical view provides a balance to traditional saccharine poems offering up a more current and fluid view of relationships.

Perspective:

Duffy's dramatic monologue gives a personal and honest reflection of love. Although it is directed to an unknown 'you', the universality of the love presented allows the reader to feel personally addressed. The traditional wedding image is contrasted by the biting and atypical image of an onion.

Ideas:

Duffy wrote the poem in response to a challenge from a radio presenter who asked her to write an original poem for Valentine's Day. The poem challenges the stereotypical view of a Valentine's gift when the speaker presents their lover with the metaphorical onion. This is called a conceit and is reminiscent of metaphysical poets like John Donne, who used unusual or ordinary objects to explore ideas about love. Duffy's own love life was fairly unconventional. Her poem clearly captures the deterioration of love over time and the challenges, complexities and disappointments lovers can face.

Language of intimacy:

The extended metaphor of the onion explore the layers of love from the first intimate days through to a more negative end. 'I give you an onion... it promises light'

Direct address is used repeatedly in the poem. At times, this creates an honest personal tone, but through the use of imperative verbs is also commanding and forceful. 'fierce kiss will stay on your lips'

Language of danger:

Negative and threatening language, which is unusual for a love poem, creates a dark undertone, hinting at the possessive, dangerous and 'lethal' side to love. 'It will blind you with tears like a lover'

Duffy uses the potent, sensory image of an onion to show the lasting repercussions of toxic love. 'Its scent will cling to your fingers, cling to your knife'

Structure:

Duffy's poem is marked by it deliberate rejection of traditional love poetry such as the sonnet form. It is written in the first person, in stanzas of irregular length, some of which are just one line. The poem lacks rhyme and rhythm and has a very disjointed feel to it. The single word lines make it seem forceful and aggressive in tone. The poem is a list of the ways that the onion represents love. This is an extended metaphor that gradually reveals the deterioration of love over time from something hopeful to something threatening. The tone starts playful and optimistic, becoming forceful and hostile at the end. Single word lines such as 'lethal' emphasise this. Repetition throughout adds an element of coercion.

Key Themes:

- Love and relationships
- Negative emotions
- Obsessive feelings

Good to compare with:

- Sonnet 43/ Cozy Apologia/ Afternoons
- London and Dulce
- She Walks in Beauty

A Wife in London by Thomas Hardy SGR

Overview: Hardy lived through the Boer War, a conflict over a distant British Colony. Although normally a pastoral writer, he focuses on the urban, showing his concerns regarding the human cost of industrialisation. His views on the position of women were atypical of the time.

Perspective:

In the poem, Hardy speaks as an observer and chooses to focus on those left behind at home in times of war. He uses the isolation of the wife to emphasise her helplessness in the face of her separation from her husband – she could be any one of any number of wives left behind – and employs the letter 'page full' of hope to show the futility of war and how many died in their prime. The persona in the poem is an observer who watches in a detached manner contributing to the helpless melancholic tone.

Ideas:

The war he is speaking about is the Boer War – a series of campaigns fought against the Boers (or Dutch) over territory in the south of Africa. The war was a distant one and one many thought was unnecessary and wasteful of life, as many men died needlessly of diseases like enteric fever.

Language of obscurity:

Hardy uses visual imagery and the pathetic fallacy of the fog to distil the wife's isolation and grief. The fog encloses her and foreshadows the grip of death into which she will fall, and imagery of light offers no warmth, hope or consolation. 'She sits in the tawny vapour'. In the second half of the poem, the comparative adjective emphasises her inner turmoil. 'The fog hangs thicker'.

The euphemistic phrasing demonstrates the attempt to protect those at home from the horrors of war 'He—has fallen—in the far South Land'.

Language of hope:

The graphic imagery of his 'hand' once 'fresh' and 'firm' now intimately acquainted with the worm focuses on his physical decay and the horror of war. This suggests the hopelessness of plans.

The tragic last line reminds the reader of the couple's futile plans for joint happiness in a post war world. 'And the new love that they would learn'

Structure:

The irregular rhythm and dashes create pauses and reflect the disbelief of the wife at the news. Hardy deliberately divides the poem into two opposing halves – The Tragedy and The Irony. The first two stanzas accentuate the wife's loneliness trapped in the web of London's fog and build to climax of anticipation with the tragic news. The second two stanzas juxtapose the news of the husband's death with his joyful prose, fresh and firm. Hardy does this to show how war can crush hope and joy.

Key Themes:

- Love and relationships
- Pain and suffering – Death and Loss
- The impact of war on the individual

Good to compare with:

- The Manhunt
- As Imperceptibly as Grief
- Dulce/ Mamez Wood

Death of a Naturalist By Seamus Heaney

Overview: the poem is loosely autobiographical, influenced by Heaney's rural Irish childhood. The poem represents moving from innocence to an experienced world view.

Perspective:

The poem is written in the first person as an adult, reflecting on his childhood; Heaney uses and blank verse (no rhyme) which makes it sound conversational and personal. He uses childlike language when describing the frogs to express his innocent wonder and fascination with nature.

Ideas:

Seamus Heaney was a famous Irish poet and much of his work was heavily influenced by observations of the natural world as he came from a farming community. In this poem, he follows the subject matter of many Romantic poets like Wordsworth who use nature to show the transition from childhood innocence to adulthood and experience. The poem charts the death of his love for nature; he begins with awe and fascination, but this turns to fear and repulsion when the frogs mature.

Language of the senses:

Heaney uses synaesthesia – this is combining all 5 senses at once. The wealth of sensory imagery conveys the richness and abundance of nature as well as its grotesqueness, **'But best of all was the warm thick slobber.'**

Heaney demonstrates his desire and trepidation when touching the frogs, using the conditional phrase to show his simultaneous intrigue and horror, **'That if I dipped my hand the spawn would clutch it.'**

Language of conflict:

Military imagery and personification weaponise the frogs, contributing the threatening and harmful presentation of the natural world, **'The great slime kings were gathered there for vengeance.'**

Heaney uses figurative language to reflect the intimidation the speaker feels in the face of nature in its full form, **'Some sat / Poised like mud grenades.'**

Structure:

The poem is split deliberately into two stanzas that recall contrasting incidents. The first stanza focuses mainly on the persona's childish wonderment and secure relationship with nature. At times, there is some negative language which foreshadows the change at the end. The second stanza shifts in tone and shows a fractured relationship with nature. The volta suggests nature is now unfamiliar and threatening. Many of lines run are enjambed conveying the persona's enthusiasm and nature's inability to be constrained.

Key Themes:

- Nature
- Change and transition
- Death and decay

Good to compare with:

- To Autumn/ Hawk Roosting
- The Prelude/ Afternoons
- Dulce and Marnetz Wood

Hawk Roosting by Ted Hughes

Overview: Although Hughes denies the dictator allegory, he lived through WW2 and the Cold War, witnessing the rise and fall of many despotic rulers. The poem was published at the beginning of the populist peace movement.

Perspective:

The poem is a dramatic monologue from the perspective of the hawk. The audience is silent and the poet neither celebrates nor condemns the hawk's action in the poem. The first person voice gives the hawk authority and it commands the poem without debate or interruption

Ideas:

Ted Hughes was a British born poet who made his name as a nature poet, especially poetry about animals. In this poem, he presents nature red in tooth and claw – the hawk is violently murderous, brutal and sees itself as the pinnacle of creation, top of the food chain. It has a visceral, predatory efficiency and doesn't see the need to compromise on this. However, some critics interpreted the poem as an allegory for human nature and argue that the hawk symbolises a murderous tyrant who rules through violence and fear. It represents the dictator's extreme arrogance or hubris and the innate savagery of man. Hughes denied this interpretation.

Language of brutality:

Brutal and violent imagery dominates the poem and conveys the destructive power of the hawk. It rejects subtly or duplicity and favours direct and violent tactics emphasising the darkly predatory side of nature/humankind, **'My manners are tearing off heads.'**

The hawk's thoughts are focused on aggression and death, even dreaming of destruction, **'Or in sleep rehearse perfect kills and eat.'**

Language of power:

The language of power is present in the use of the first person pronouns 'I' conveying the hawk's egotism and sense of possession in the repetition of 'my.' The language it uses is complex, presenting it as coldly intelligent and defiant of society's morals. The end-stopped lines contribute to its uncompromising nature, **'I sit in the top of the wood, my eyes closed.'**

Hughes highlights the tyranny of the hawk and its unwavering resolve, **'I am going to keep things like this.'**

Structure:

There is no rhyme in the poem so it has no lyrical quality – it is cold, harsh and blunt. Each stanza always has four lines (a quatrain), reflecting the decisive, controlling nature of the hawk. The poem begins with the hawk perched high in the tree, untroubled and considering its position in the animal hierarchy. It is relaxed and sure of its position of power and rehearses killing in its sleeps. It develops to consider its own perfection and how it one foot took the whole of creation to make and now it holds Creation or God in its foot. It is supremely confident and asserts that its rights are beyond debate. It ends on an assured statement of complete future control.

Key Themes:

- Nature
- Power and authority
- Death and violence

Good to compare with:

- Death of a Naturalist/ The Prelude
- Ozymandias
- Dulce

To Autumn by John Keats

Overview: aware of his imminent death at a premature age, Keats' poem could be read as an allegory for his own fleeting life. As a Romantic poet, he focuses on the majesty of nature and transience (briefness) of human existence.

Perspective: Keats uses an omniscient third person perspective to describe autumn. He directly address the personified Autumn as a woman in stanza two. The poetic voice explores a range of natural images associated the with season and shows an appreciation for them.

Ideas: As a late Romantic poet, Keats relished the beauty of nature and uses this poem to express nature's bounty in sight, sound and smell. Keats was a liberal in his political beliefs and rejected urban sophistication, the wealthy and the upper classes. He presents nature as free to us all and even the goddess he describes in an ordinary peasant woman not a powerful deity. He was also very ill. He had nursed his brother, Tom, through consumption and watched him die, and now had the same disease. He was a trained doctor and knew he was dying. The poem captures this presentiment of death and Keats' hope for an easy passing in the last stanza. He died at the age of 25.

Language of excess:

The language of excess shows how Autumn can produce a plentiful harvest, but hints that is just beyond the point of perfection and is too much- perhaps hinting that it is on the brink of decay/death. **'And fill all fruit with ripeness to the core'**.
The semantic field of growth and life reflects the key Romantic theme of the power and magnitude of nature. Keats is marvelling in the sheer amount of natural life that thrives during Autumn and it's power to regenerate **'And still more, later flowers for the bees'**, whilst contemplating his own mortality.

Language of time:

'Where are the songs of Spring? Think not of them'
Sensory language, especially sound, is used in the last stanza to create the song of Autumn – this is quite melancholy, and the swallows at the end symbolise death but the promise of new life, as migration is temporary. The end is quite elegiac. **'And gathering swallows twitter in the skies'**

Structure:

In each stanza Keats introduces an aspect of nature then expands on it. The first stanza seems to start on a misty morning and focuses on the ripeness of Autumn. The second stanza seems to progress to a sleepy afternoon as the season begins to wane and draw to a close. The final stanza refers to the evening and the dying of the season as winter approaches. It captures the passage of time and journey towards death.

Key Themes:

- Nature – its excess and beauty
- Death and Loss
- The passing of time and change

Good to compare with:

- The Prelude
- As Imperceptibly as Grief
- Afternoons

Afternoons by Phillip Larkin

Overview: Larkin's negative views on 20th Century Britain capture the monotony of family life and the social situation of post-war Britain. Larkin observes the failures of everyday aspects of society.

Perspective:

The speaker starts by establishing the time and setting first to create a melancholy, elegiac tone.

Ideas:

Larkin was a post- War poet and a foremost member of The Movement poets, who wrote with irony and honesty about a society shadowed by WWII and the austerity that followed it. Larkin spoke bleak truths about life. Afternoons looks at the emptiness of modern life in the big estates that had sprung up in Britain in the post war years. He empathises with the young mothers who have a lack of control and agency in their lives. Their summer has faded, they have become mothers a young age, their life is dominated by domestic chores and they can only watch as the same cycle starts for their children.

Language of the domestic:

Domestic imagery dominates the poem reinforcing the gender roles of the women and their uninspiring, monotonous lives. They have lost their youthful zest for life and settled into a passive lifestyle. **'Young mothers assemble at swing and sandpit, setting free their children'**
Throughout the language is plain, direct and unelaborated – like their lives. **'Something is pushing them to the side of their lives'** Parental and domestic responsibilities have become a priority.

Language of time:

The reference to summer fading suggests they are past their prime and **'hollow afternoons'** implies an empty, uninspired middle age. They have absent husbands **'behind them'** and **'before them'** is only ruin.
The symbolism of the wind is important – it represents the wind of change that has blown through their lives. They are stuck between a hopeless future and an empty present. **'Before them, the wind is ruining their courting-places'**.

Structure:

The poem in split into three stanzas of equal length perhaps implying the routine/ constricted life they lead. There is no rhythm to the poem, so it has no life or energy as there is no pulse to keep the lines ticking over. This emphasises how static and sterile their life has become. End-stopped lines such as, 'Their beauty has thickened.' or 'Summer is fading:' give a sense of inevitability that their lives have come to stop with motherhood.
Larkin focuses on the women's lives, now describing their domestic setting and how the wind is symbolically ruining their past hopes. It ends by commenting on how this routine will continue, that they have thickened with age and that they have been pushed aside – probably by the gender expectations of the time.

Key Themes:

- Love and relationships
- The passing of time
- Loss and change

Good to compare with:

- Cozy Apologia/ Valentine
- As Imperceptibly as Grief/ To Autumn
- A Wife in London /London

Dulce et Decorum Est by Wilfred Owen

Ozymandias by Percy Bysshe Shelley

Overview: the poem voices Owen's frustrations with pervading pro-war propaganda through the realities of war. Owen experienced war first-hand as a soldier and died days before the end of the conflict.

Overview: Shelley was also a Romantic poet and radical thinker, like Blake, Keats, and Byron he rejected the power, corruption and oppression of governments and was an atheist. As a Romantic poet, he is sceptical of traditional institutions of authority. His poems often explore the power of nature and transience of human existence. Shelley was inspired by the unearthing of a vast statue of the Pharaoh, Ramesses II.

Perspective:
It is written in the first person and is almost certainly autobiographical in nature. The poem uses direct address to challenge the reader, authorities, and other more overtly patriotic poets to consider the falsehood they pedal to the youth of Britain.

Perspective:
The poem has three voices: the narrator, the traveller and Ozymandias. The traveller's voice dominates and at the start establishes the size and magnitude of the statue but also it's decay and disrepair. The voice of Ozymandias then briefly interrupts for two lines to assert some authority from the grave.

Ideas:
Owen experienced the horror and depravity of battle first hand (fighting in WW1). He wasn't unpatriotic, in fact after treatment for shell shock (PTSD) he returned to the front, but was sadly killed 7 days before the war ended. The Latin phrase in his poem means it is sweet and fitting to die for your country. It was often displayed in military training camps to inspire trainee soldiers to greater patriotism. Owen criticises this as a disgraceful lie told by the establishment.

Ideas:
The character of Ozymandias is probably the Egyptian Pharaoh, Ramses II and is used to symbolise autocratic political power and the hubris (arrogance) of man. Irony in the poem demonstrates the temporary nature of political power and Shelley's own belief that it was possible to overturn social and political power just as the statue is overturned. The poem has both a moral and political message. The transience of life, is a key concept. Regardless of power, wealth and status, everyone is human. Eventually, all drift away like an insignificant piece of sand.

Language of youth:
Owen challenges the typical depiction of a brave, heroic soldier, as the men have instead become disfigured, weary and aged. **'Bent double, like old beggars under sacks'**

The volta shows the unpredictability of the gas attack **'Gas! GAS! Quick, boys!'** and the noun **'boys'** is another reminder of their stolen youth.

Owen critiques the ubiquitous government propaganda which was aimed at young, impressionable youths. **'To children ardent for some desperate glory'**

Language of violence:
Graphically violent imagery to describe the soldier's hideous death, including powerful adjectives and verbs convey the brutal, shocking reality of war. **'He plunges at me, guttering, choking, drowning'**.

Owen utilises horrific comparisons to show the detrimental effects of gas attacks **'Obscene as cancer'**.

Language of power:
Language of command and imperative verbs display the arrogance of man and their vainglorious assertions that come to nothing. **'My name is Ozymandias, King of Kings; / Look on my Works, ye Mighty, and despair!'**

In making the face, the sculptor's skilled hands mocked up a perfect recreation of those feelings and of the heart that fed those feelings (and, in the process, so perfectly conveyed the subject's cruelty that the statue itself seems to be mocking its subject) **'The hand that mocked them, and the heart that fed'**.

Language of time and nature:
The poem uses language to suggest that the powers of time and nature are stronger than the legacies of cruelty – it is a message of hope to the oppressed. **'Half sunk a shattered visage lies'**.

The poem ends with a description of the huge and empty desert, emphasising the irony of the words. Nature is literally the great leveller and punisher. **'The lone and level sands stretch far away'**.

Structure:
Owen manipulates the sonnet form, beginning with a past tense description of the long trudge of the soldiers back to rest camp, and develops to the panic of the gas attack. The poem then flashes forward to the present and the horrific dreams the persona still has of the incident. It ends with a graphic description of the soldier's death on the back of cart and questions the honesty and integrity of those who spread the **'old lie'** to the young.

Structure:
The poem doesn't follow the regular rhyme scheme of a Petrarchan sonnet, and although there is a semblance of order to it, it falters on words like **'frowns'** implying that power isn't perfect and that all human structures, even poetry, can fail or be deconstructed by others.
The sonnet's iambic pentameter breaks at line 10, but is brought under control immediately just like nature constrains man over time and art is more powerful than tyranny.

- Key Themes:
- War and its impact
 - Pain, suffering, death, loss and PTSD
 - Negative Emotions

- Good to compare with:
- Marmetz Wood
 - The Manhunt
 - London

- Key Themes:
- Power of nature/ time
 - Criticism of power and authority
 - Arrogance of man

- Good to compare with:
- Hawk Roosting
 - London
 - The Prelude (nature)

<p align="center">Mametz Wood by Owen Sheers</p> <p><u>Overview:</u> After having visited the farmers' fields surrounding Mametz Wood- the actual sight of a WW1 battle- Sheers was inspired to remember the Welsh Battalion who died there and who are still being uncovered piece by piece now, over one-hundred years later.</p> <p><u>Perspective:</u> Sheers chooses to write in the 3rd person, which creates a sense of distance and detachment.</p> <p><u>Ideas:</u> Mametz Wood was written in 2005 by British poet Owen Sheers. Mametz is a village in Northern France; the woodland nearby was the site of an especially bloody battle during World War I, in which around 4,000 men from the British Army's Welsh Regiment were killed. Sheers's poem is set many years later, and considers the way that, even a century after the conflict, the land around Mametz Wood is still filled with fragments of the dead soldiers' bodies. The poem is thus a consideration of the horrors of war, its lasting effects, the fragility of life, and the time it takes nature to heal from such atrocities. It is a commemorative and elegiac in tone.</p>	<p align="center">Excerpt from The Prelude by William Wordsworth</p> <p><u>Overview:</u> Wordsworth, outliving his Romantic contemporaries, continued to write about man's relationship with nature, offering philosophical views to his readers about the human condition.</p> <p><u>Perspective:</u> Wordsworth used a nostalgic first person perspective to reminisce a specific childhood memory.</p> <p><u>Ideas:</u> Wordsworth was an early Romantic poet, who grew up in the idyllic setting of the Lake District, where this poem is set. The excerpt comes from a much longer autobiographical poem called The Prelude, in which he describes all the experiences that shaped him to becoming a poet. Wordsworth felt strongly that nature was an important influence in his life – he called it The Great Universal Teacher. Children are presented as having a powerful and natural affinity with nature in their innocence. However, Wordsworth also believed nature had a darker side that inspired awe and wonder – he called this the Sublime – powerful moments of the sublime could open your mind to deeper more philosophical thoughts.</p>
<p><u>Language of fragility:</u> Images of brokenness and fragility such as the symbolism of the 'bird's egg' emphasise the fragility of life but also how war can dehumanise those who fight in it.</p> <p>Sheers utilises the image of porcelain, considered to be priceless, as well as delicate, 'chit of bone, the china plate of a shoulder blade', highlighting the fragmented nature of their precious remains as well as their fragility.</p> <p><u>Structure:</u> The poem is written in tercets hinting at the delicate balance between life, death and nature. He uses enjambment within and between stanzas, which could reflect the slow unearthing and passing of time as the pieces are dug up. It creates a reflective tone.</p> <p>The first 3 stanzas focus on the 'years' after the war and how farmers found the fragile remains of the 'wasted young' leading the narrator to reflect on their death at the mercy of machine guns. The 4th stanza brings us to the present day and how 'even now' the earth is still healing from the horror. The final 3 stanzas are written 'this morning' and create a sense of immediacy around the horrific discovery of a mass grave – a reminder that this war is forever present in our history.</p>	<p><u>Language of conflict:</u> 'For years afterwards the farmers found them' The earth is personified as a 'sentinel' who guards the remains of the soldiers and ensures they do not slip from memory. It is also described as wounded, suggesting how it still needs to heal from the horror of war.</p> <p>Graphic imagery is used to describe the mass grave to suggest the horrific manner of their death but is contrasted with the metaphor of the 'mosaic' emphasising their beauty and delicacy.</p>
<p><u>Language of fragility:</u> Images of brokenness and fragility such as the symbolism of the 'bird's egg' emphasise the fragility of life but also how war can dehumanise those who fight in it.</p> <p>Sheers utilises the image of porcelain, considered to be priceless, as well as delicate, 'chit of bone, the china plate of a shoulder blade', highlighting the fragmented nature of their precious remains as well as their fragility.</p> <p><u>Structure:</u> The poem is written in tercets hinting at the delicate balance between life, death and nature. He uses enjambment within and between stanzas, which could reflect the slow unearthing and passing of time as the pieces are dug up. It creates a reflective tone.</p> <p>The first 3 stanzas focus on the 'years' after the war and how farmers found the fragile remains of the 'wasted young' leading the narrator to reflect on their death at the mercy of machine guns. The 4th stanza brings us to the present day and how 'even now' the earth is still healing from the horror. The final 3 stanzas are written 'this morning' and create a sense of immediacy around the horrific discovery of a mass grave – a reminder that this war is forever present in our history.</p>	<p><u>Language of freedom:</u> The poet uses powerful verbs such as 'wheel'd' and 'flew' to create the speed and movement of youthful energy and excitement that is present in the poem.</p> <p>Animalistic imagery is present throughout – the narrator compares himself to a horse and the children to hounds and a hare. 'Proud and exulting, like an untired horse, That cares not for its home' This implies their wild and untamed nature and close connection to nature.</p> <p><u>Structure:</u> The iambic pentameter makes it sound natural and unforced as if it is a personal and intimate conversation with the reader. The steady rhythm creates the impression that memory is clear and certain, and the enjambment creates a spontaneity to the memory and a sense of joy.</p> <p>There are two main sections to the excerpt. The tone is carefree and one of wild abandonment and is recalled with vivid and exhilarating detail. The tone is carefree and one of wild abandonment and is punctuated with caesuras and lists which convey the energetic excitement of the children.</p> <p>At line 16 there is a volta or change, where the older voice reflects on nature that as a child went 'unnoticed' – this introduces a more serious tone and mature understanding of the more threatening aspects of nature and the world.</p>
<p><u>Language of fragility:</u> Images of brokenness and fragility such as the symbolism of the 'bird's egg' emphasise the fragility of life but also how war can dehumanise those who fight in it.</p> <p>Sheers utilises the image of porcelain, considered to be priceless, as well as delicate, 'chit of bone, the china plate of a shoulder blade', highlighting the fragmented nature of their precious remains as well as their fragility.</p> <p><u>Structure:</u> The poem is written in tercets hinting at the delicate balance between life, death and nature. He uses enjambment within and between stanzas, which could reflect the slow unearthing and passing of time as the pieces are dug up. It creates a reflective tone.</p> <p>The first 3 stanzas focus on the 'years' after the war and how farmers found the fragile remains of the 'wasted young' leading the narrator to reflect on their death at the mercy of machine guns. The 4th stanza brings us to the present day and how 'even now' the earth is still healing from the horror. The final 3 stanzas are written 'this morning' and create a sense of immediacy around the horrific discovery of a mass grave – a reminder that this war is forever present in our history.</p>	<p><u>Language of fear:</u> Wordsworth presents a contrast using the symbol of cold ('frosty') and heat ('blaz'd') suggesting that nature and the domestic are incompatible 'The orange sky of evening died away'.</p> <p>Change in tone. 'Din' has negative connotations of an unpleasant sound. This is the volta of the poem, suggesting the child had suddenly become unsettled.</p> <p>Towards the end more negative diction such as 'melancholy,' 'alien' and 'died' is introduced which adds a sombre tone to the piece.</p>
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Good to compare with:

- Death of a Naturalist
- To Autumn/ Ozymandias
- Afternoons

Key Themes:

- The passage of time/past
- Innocence v experience
- Nature

Good to compare with:

- Dulce/ The Soldier
- The Manhunt/ A Wife in London
- To Autumn

Key Themes:

- Attitudes to war/ death and loss
- The passage of time/ the past
- Nature

Term	Example	Term	Example
alliteration: repetition of the same letter or sound at the start of consecutive words	London: 'Mind forged manacles'	oxymoron: a figure of speech in which apparently contradictory terms appear in conjunction	As Imperceptibly as Grief: 'harrowing Grace'
anaphora: the repetition of a word or phrase at the beginning of successive clauses	Sonnet 43: 'I love thee'	pathetic fallacy: to give human feelings and responses to inanimate things, especially the weather	A Wife in London: 'She sit in tawny vapour... webby fold'
caesura: a pause or break the middle of a line of poetry	Sonnet 43: 'Smiles, tears of all my life!- and if God choose.'	personification: to give something non-human or abstract human characteristics and Language of:	Death of a Naturalist: 'The great slime kings... gathered there for vengeance.'
contrast/antithesis: placing ideas or words that are strikingly different close together for effect	She Walks in Beauty 'And all that's best of dark and bright.'	repetition: repeating something that has already been written	London: 'Every...'
couplet: a pair of successive lines of verse, typically rhyming and of the same length	The Manhunt: 'and feel the hurt of his grazed heart.'	rhyme: correspondence of sound between words or the endings of words, especially at the end of lines	Look at poems such as The Soldier or London for strong and regular rhyme schemes used for effect.
end-stopped line: a line in verse which ends with punctuation, to show that phrase has ended	Valentine: 'I give you an onion.'	rhythm/metre: the beat or cadence of a poem	Look at poems such as She walks in Beauty or The Prelude for use of iambic tetrameter or iambic pentameter.
enjambment: the continuation of a sentence without a pause beyond the end of a line, couplet, or stanza	Living Space: ' Beams/ Balance crookedly'	simile: a direct comparison between two thing using as or like	Dulce et Decorum Est: 'Bent double like old beggars'
hyperbole: exaggerated statements or claims said for effect	Sonnet 43: 'I love thee to the depth, breadth and height'	sonnet: a 14 line poem typically on the subject of love	Sonnet 43, The Soldier and Ozymandias all use this Language of: for different purposes.
imagery: visually descriptive or figurative language, such as similes or metaphors	Cozy Apologia: 'chain mail glinting' 'shooting arrows'	stanza: a verse of poetry made up of poetic lines	All of the poem uses stanzas for differing effects. Ensure you know why.
irony: using language that normally signifies the opposite of what it means	Dulce et Decorum Est: 'Dulce et decorum est pro patria mori'	symbolism: using a symbol or object to represent an abstract idea or concept	Afternoons: 'the wind/ Is ruining their courting places' Also think of the use of eggs in MW and LS.
juxtaposition: two things being seen or placed close together with contrasting effect	Living Space: 'dark edge' 'gathering light' 'bright thin'	synaesthesia: the blending of the different senses in a piece of poetry	Death of a Naturalist: 'strong gauze of sound around the smell.'
metaphor: a comparison between two things where one thing is said to be another for effect	Mametz Wood: 'a broken mosaic of bone'		

ESSAY SKILLS

A01 – Understand the whole text, and support answers with examples/ quotes. Use a critical style.

Critical verbs

The writer uses the (___ theme/quote) ___) in order...

- to criticise...
- to warn...
- to expose...
- to teach...
- to celebrate...
- to reveal the importance of...
- to question...
- to establish...

Using PILLS to compare:

P stands for the writer's **PERSPECTIVE** (point of view)

- What person is it written in (first/third – effect)?
- What kind of character or person are they giving a voice to?
- Why might they want to give a voice to this character or person?
- How does the poet feel with regards to the theme of the question?
- Are they criticising/warning/exposing/teaching/celebrating etc – pick your critical verb. Link their perspective to context.

Comparing and contrasting connectives

Comparison:

- Similarly
- Likewise
- As in the other poem,
- Equally,
- Just as...

Contrast:

- However,
- On the other hand,
- Contrastingly,
- Unlike
- On the contrary

Developing ideas

Use **but**, **because** and **so** to tease out more ideas about the poem.

Blake uses anaphora to capture the ubiquity of suffering because no one can escape it.

Blake uses anaphora to capture the ubiquity of suffering so his social criticisms become apparent.

Blake uses anaphora to capture the ubiquity of suffering but such turmoil and pain does not apply to the elite.

Concepts

Discrimination: unjust treatment of different people, especially on the grounds of race, age, or sex.

Freedom: not being shackled and controlled by rules or institutions; having a choice and voice.

Tyranny: cruel and oppressive government or rule.

Mortality: the notion of death and how much time we have, and how we approach it, knowing our lives are finite.

Time: how we measure our lives and progress. Some poets look to the seasons or the human life span to demonstrate its fleeting nature

Morality: principles around how we distinguish between right and wrong, or good and bad behaviour.

Patriarchy: a system in which men hold power and women are excluded from it.

Propaganda: exaggerated ideas spread by the government or a political party to promote their ideas in a heavily biased way.

Injustice: when a result is viewed as being unfair. It may be based in bias and prejudice.

Idolisation: seeing or representing something as perfect or better than it is in reality.

Deprivation: the damaging lack of materials that many consider to be basic necessities in life.

I stands for **IDEAS** – the main ideas in the poem. Link to the theme in the question.

What kinds of ideas does the poet explore?

What is their stance on these ideas?

What historical, social and cultural events might have informed these ideas?

L stands for LANGUAGE ANALYSIS x 2

This should be the biggest section of your analysis. You should zoom in on keywords and their effect, and analyse language techniques that the poets have used.

How is imagery created through language?

Is there a lexical field of a certain theme?

What connotations are there of the words they use?

How does the poet's choice of specific words or techniques help to convey their perspective on the theme?

S stands for STRUCTURE

Does the poem have a particular form, such as a sonnet? What is the effect of this?

Are any ideas repeated or contrasted?

Are there any words or phrases repeated?

How does the poem start and end?

Are there any shifts or voltas in the poem? This might be in tone, mood, setting or time.

English Language Component 1: Section A Reading 20th Century Literature

Take 1 hour for this section: there are five questions to answer worth 40 marks. Read the text in sections as you answer the questions.

Q	Description	Mins	Example Question	How to answer this question
1	List five things question (5 marks) AO1 identify explicit and implicit information and ideas	5	Read lines 1-7. List five things you learn about Ruby Lennox in these lines.	<ol style="list-style-type: none"> 1. Read and highlight the key focus from the question 2. Rule off the lines where the section of text ends. 3. Read the relevant section and highlight elements that help you answer the question 4. Keep it simple - write down the things you learn in a few words/simple sentences. You can write more than five things. You CAN use one word answers. <p style="text-align: center;">4</p> <p>Timings are a mark a minute.</p>
2	What impressions does the writer create OR How does the writer show question (5 marks) AO2 explain, comment on and analyse how writers use language to achieve effects and influence readers.	7.5	Read lines 8-23. What impressions does the writer create of the Lennox family in these lines? OR How does the writer show the narrator's thoughts and feelings in these lines?	<p>-The approach to these question are very similar.</p> <p>-Spend just over a minute per mark.</p> <p>-Track chronologically through the section of the text.</p> <ol style="list-style-type: none"> 1. Read and highlight the key focus from the question 2. Rule off the lines where the section of text starts and ends. 3. Read the relevant section and track through the text for evidence to help you answer the question. Highlight short quotes to answer the question. <p>Aim to select and write about 5 quotations for a five mark answer and 8 to 10 for a 10 mark answer. These should be as short as possible.</p> <p>4. Use 'evidence-suggests-because' – to answer the question - two sentences as a maximum for each quote. Write BRIEFLY about the effects of the particular words/techniques or structural features on the reader – how does this language feature help to create the impression/show the thing that the question asks about?</p>
3 & 4	What impressions does the writer create OR show question (10 marks) AO2 explain, comment on and analyse how writers use language and structure to achieve effects and influence readers	15 mins each	Read lines 24-35. What impressions does the writer create of the woman in these lines? OR How does the writer show the fire spreading and becoming very serious in these lines?	<p>Here is the first part of an example answer to this question – quotes in bold.</p> <p><i>The writer shows the fire spreading and becoming serious through the contrast between the mother "snoring in her bed" while the iron was getting "hotter and hotter". The repetition of "hotter" suggests the iron is becoming more dangerous because the mother has forgotten it. The adjective 'scorching' suggests extreme heat, coupled with the dangerous verbs "sizzle and burn". The flames are personified as they "were happy for a time", suggesting through the phrase "for a time" that they soon got bored and then spread further. This is intensified as the flames "found the carpet", further personifying the fire as having malicious intent and spreading through the house. 6 quotes accurately commented upon -- 6 marks so far.</i></p>
5	To what extent or How far do you agree question (10 marks) AO4 evaluate texts critically and support this with appropriate textual reference.	15	Read lines 50 to the end OR consider the passage as a whole "In the last 20 lines of this passage, Patricia becomes a real heroine." How far do you agree with this view?	<p>This question is asking you to evaluate a text. There will always be evidence to agree with the view, and you may also find evidence to disagree with the view.</p> <ol style="list-style-type: none"> 1. Read and highlight the key focus of the question 2. Read the relevant section (it might be the whole text) and track through the text to select evidence that supports your point of view 3. Aim to select and write about 8 -10 quotations 4. Begin by stating how far you agree with the view and then support this with a range of 'evidence-suggests-because'

English Language Component 1: Section A Reading 20th Century Literature

Take 1 hour for this section: 10 minutes to read and 50 minutes to write your answers. There are five questions to answer worth 40 marks.

Questions 2, 3, 4 and 5 – Commenting on Language/structure -Look out for the following in texts and comment on All questions: Upscale your explanations of quotes through the effect the writer creates by using them. It is explaining the effect that is important.

Constructing Evidence, Suggests, Because'		Word Classes	Figurative Language	Critical Verbs - upscale your analysis of the writer's intentions
What is suggested related to the question...	Ruby is presented as... Drama is created when...	Nouns: the name of a person, place or thing. Verbs: the action word within the sentence eg: <i>sprinting</i> Deontic Modal Verbs: Suggest certainty: must/shall/will	Simile: when a writer compares 2 things using as or like eg: <i>My feet were as cold as ice.</i> Metaphor: when a writer compares 2 things directly eg: <i>My feet were block of ice.</i>	highlights/ establishes / intensifies/ heightens / cements
How is this delivered by the writer? Embed the evidence from the text in support of what you've said.	Put a comma after the evidence and use quotation marks, ...	Epistemic Modal Verbs: Suggest possibility: <i>could/might/may</i> Adverbs: the word that describes the verb eg: <i>hysterically</i> Adjectives: the word that describes the noun eg: <i>tranquil</i>	Personification: when an inanimate object is given human attributes eg: <i>The fragile arms of the trees swayed desperately in the storm.</i> Symbolism: When one thing is used to stand for something else – e.g – <i>The fire is a symbol of the man's rage.</i>	Reader's response: Shocks/horrifies/disgusts/amazes/intrigues/entices/confuses/perplexes/overwhelms/frustrates/inspires
Explain, why the evidence is significant to what is suggested by the writer.	This implies/suggests/conveys...	Structural Features		Question 5 always asks you to evaluate a text. Here are some phrases that will help you to evaluate how successful a writer has been.
2. Sentence types		Direct Speech/Dialogue: the language that is spoken aloud by characters Repetition: words, phrases and images that are repeated for impact. Contrast or juxtaposition: When 2 contrasting ideas are placed close together. Foreshadowing: when the author hints at what is to come. Flashback/forward: when the author skips forward or backward in the story. Internal narration: When the author shifts the focus to the thoughts and feelings of the character rather than an external description of the action/events. Listing: when the author lists events in close successive order. This can create pace and tension at key moments in the text. Semantic Field: words in the same topic – e.g a semantic field of fire would be <i>burn / flame / scorch.</i>		Evaluative phrases using critical verbs The author is deliberately highlighting The writer establishes the notion that This phrase intensifies the idea that... The tension is heightened when...
Declarative: a statement eg: <i>John was a liar.</i>		Describing tone in narrative:		
Exclamatory: expresses surprise, shock or anger eg: <i>What a liar he is!</i>		Describing tone – This might be created by the narrator's word choice or by the word choice of characters through direct speech: cheerful / joyful / lighthearted/ comical/ nostalgic (looking back to the past with fondness) / optimistic Sombre (deeply serious/sad) / angry / aggressive / melancholic / depressing / pessimistic/ resentful / panicked / menacing / tense		
Interrogative: a question eg: <i>What do you mean John has lied to us?</i>		Shifts in tone: The _____ tone shifts to...when.../heightens when.../drops to...when...		
Imperative: a command eg: <i>"Stop lying."</i>		Top band students often identify subtle shifts in tone to help them evaluate texts:		

English Language Component 1: Section B Writing Creative Prose

Take 45 minutes for this section. Remember to plan your story for 5 minutes, write for 35 minutes and use the last 5 minutes to proof read your work for accuracy.

AO5: 60% or 24 marks

- ✓ 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: 40% or 16 marks

- ✓ Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

1. What the examiner is asking you to do

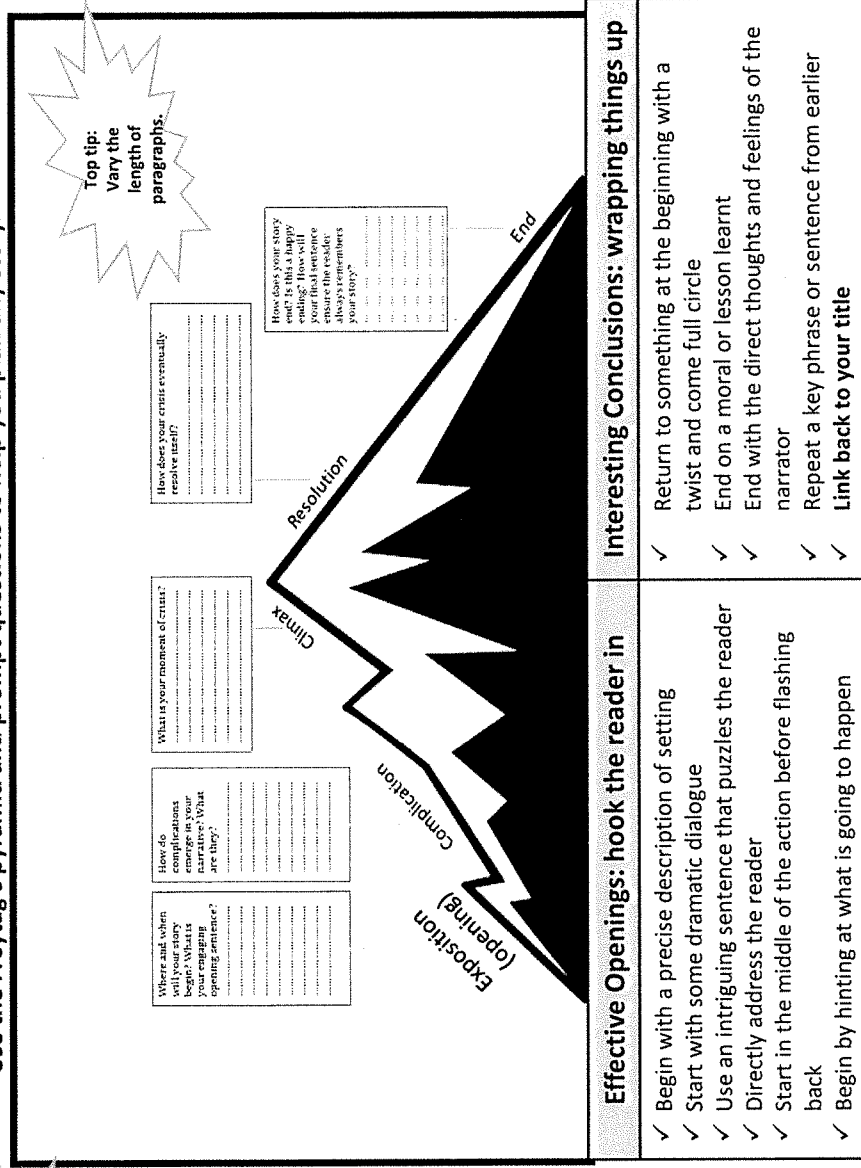
Produce a piece of creative writing in 45 minutes

Top tip: Keep your story to a short timescale.

1. You are being asked to write a short narrative/story.
2. You will be given a choice of 4 titles. Read them carefully and decide which one your in-class narrative most convincingly fits with.
3. Spend 5 minutes thoroughly writing out your plan. How will you make your narrative fit the question? Try to follow the narrative structure opposite.
4. Spend 35 minutes writing. Aim for 450 words – 2.5 sides on average. As you know, the best narratives are realistic but something has to happen.
5. Spend 5 minutes at the end checking through your writing very carefully. Read each word carefully. If it doesn't 'sound' right, change it. Think to yourself, 'How could I upgrade my writing?' Pay attention to your VSSSP.

3. How to structure a story

Use the Freytag's pyramid and prompt questions to help you plan any story.



2. What the tasks look like

Choose one of the following titles for your writing:

Either

- a) A memorable weekend
- b) Write about a time when you had to make a difficult decision
- c) Write a story which begins: "You are not staying here on your own. Get in the car now," my mum said in that voice which did not allow any argument.
- d) Write a story which ends: I feared the worst but the teacher could not stop herself from laughing.

English Language Component 1: Section B Writing Creative Prose

Take 45 minutes for this section. Remember to plan your story for 5 minutes, write for 35 minutes and use the last 5 minutes to proof read your work for accuracy.

4. Understanding when to change paragraph – Use TipTop:

As a general rule you should change paragraph when:

1. **Time:** You change the time of the story
2. **Place:** You change the place/location where the story is taking place
3. **Topic:** You change the focus of the story in terms of action or events
4. **Person:** You change the person who is speaking when using dialogue

Remember you can use *single sentence or single word paragraphs* for dramatic effect.

5. Vocabulary and Language Features

The content and detail of your writing is important so try to incorporate at the following features

Feature	Example	Feature	Example
Powerful nouns	The edifice filled the skyline.	1 Onomatopoeia	The scuttle of claws against the wooden floor, sent shivers down her spine.
Well-chosen adjectives	The looming edifice filled the skyline.	Alliteration	The wind whistled and wailed down the chimney at the storm grew.
Excellent verbs	The looming edifice dominated the skyline.	Personification	The windows of the house stared down like lifeless eyes.
Evocative adverbs	The looming edifice dominated the skyline menacingly.	Pathetic fallacy	The cold rain thundered down spitefully on the people below.
A simile	Her eyes glistened darkly like jet black coals.	Sensory description (5 senses)	An acrid stench from the scorching fire caught in the back of his throat.
A metaphor	The pearls of her teeth glistened with spittle.	Oxymoron	A cold fire of rage rippled through her.

6. Vary the type and form of sentence that you use:

Type	Example	Form	Example
Use statements for impact	This was the end.	Be bold with a simple sentence	The bull charged.
Add drama through exclamations	"I hate you!" she screamed in fury, slamming the door as she left.	Combine ideas with a compound sentence	The day had begun brightly, but a now large looming clouds bristled ominously on the horizon.
Create confusion through interrogatives	What was happening? Was that an explosion? A gun firing?	Add pace with a complex sentence	As he sprinted down the road, his lungs burning, his eyes smarting from the acrid fumes, Marcus realised he couldn't out run the deadly lava.
Create tension with imperatives	"Get down! Take cover before it's too late!"	Use a fragment for force	That's when she saw it. Too late...

7. Different ways to begin your sentences – Fronted Adverbials

Sentence type	Example
'-Ing' verb starter	Fleeing in terror, the mountain villagers abandoned their homes.
Simile starter	Like a nuclear detonation, the summit of the mountain exploded.
Preposition starter	Inside the bowels of the volcano, a nightmare lake of magma churned.
Adverb starter	Mercilessly, the molten rock consumed everything in its path.
Conjunction starter	Because it was pitch black, he couldn't see.
ED adjective starter	Terrified and alone, the boy crept along the edge.

8. Use a range of punctuation for effect:

Sentence type	Example
Brackets add in extra information and act as an 'aside' to your reader:	My idea (which had seemed crazy at first) actually worked.
A semi colon joins two independent clauses to show that they are related.	The beach was beautiful; I could have stayed there all day.
A dash – also joins two independent clauses but puts emphasis on the one that comes after it.	I couldn't believe it – I'd been right all along.

English Literature Component 2: Section C Unseen Poetry

2.30 hours – 45 mins for BB and ACC, and 1 hour for unseen poetry (20 mins – single poem and 40 mins – comparison)

Description	Mins	Example Question	How to answer this question
<p>Unseen poem single analysis (15 marks)</p> <p>AO1 – Understand the whole text, and support answers with examples/quotes. Use a critical style.</p> <p>AO2 – Analyse language, form and structure and how they are used to create meanings.</p>	<p>1 hr:</p> <p>20 mins</p>	<p>Read the two poems, ___(poem A) and ___(poem B). In both of these poems the poets write about ___(main theme/idea)___.</p> <p>Write about ___(poem A)___, and its effect on you.</p> <p>You may wish to consider:</p> <ul style="list-style-type: none"> • what the poem is about and how it is organised • the ideas the poet may have wanted us to think about • the poet's choice of words, phrases and images and the effects they create • how you respond to the poem 	<ol style="list-style-type: none"> 1. Read and highlight the part of the question that identifies the main theme to write about in the poems. 2. Read the first poem. Ensure you fully understand the ideas and meaning, and what it is saying about the main theme/idea. Consider the title to help you – they can be very valuable. 3. Think in terms of PILLS – what perspective is the poem written from (you are unlikely to know the writer's perspective and context is not marked in this exam) what are the main ideas, what interesting language can you pick out and how is it structured? Highlight 5 quotes which link to the main theme/idea focus that you can say a lot about. Ensure they come from across the poem – track through it. If the tone of the poem changes and something goes from being presented more positively to ore negatively for example, ensure you select quotes which pick up on this. Try to choose quotes which let you analyse language for AO2, and/or quotes which could have a deeper meaning, and briefly annotate. 4. Write up your essay giving a quick introductory overview of how the question focus key theme/idea is presented (think positively or negatively to get you started) and the main message in the poem – what is it about? 5. Write about the quotes in chronological order, tracking through the text, using an 'evidence/suggests/because' approach to get through them quickly in the 20 mins. Ensure you write about how it starts and how it ends. 6. If you can, make a point about how the poem is structured (e.g - stanzas/certain rhymes or repetitions/the way it starts and ends) and the effect of this. Only do this if you have something useful to say.
<p>Unseen poem comparison to another unseen poem (25 marks)</p> <p>AO1 – Understand the whole text, and support answers with examples/quotes. Use a critical style.</p> <p>AO2 – Analyse language, form and structure and how they are used to create meanings.</p>	<p>40 mins</p>	<p>Now compare ___(poem A) and ___(poem B)___</p> <p>You should compare:</p> <ul style="list-style-type: none"> • what the poems are about and how they are organised • the ideas the poets may have wanted us to think about • the poets' choice of words, phrases and images and the effects they create • how you respond to the poems 	<ol style="list-style-type: none"> 1. You will be writing about the same theme again, but this time comparing the two poems, so read the second poem, focusing on this theme. Again, look at titles – what do they tell you about the poems? 2. Highlight 5 quotes from the second poem which compare or contrast with the quotes you've used for the first. Look for different use of imagery, techniques such as simile or metaphor, semantic fields or structure (if you can say something helpful about it). If it helps, think in terms of whether the quotes you've chosen present the theme/idea positively or negatively. 3. Write a brief introductory overview using critical verbs which outlines how poem 2 explores themes/ideas similarly or differently from poem 1. 4. In each paragraph, write about one poem then the other using w/h/w, comparing the similarities and differences in the ways the poets present the key themes using imagery, techniques such as simile or metaphor, semantic fields or structure. Start with the second poem – if you run out of time you'll get more marks (as you've already written about poem 1)

Questions for a structured comparison

1. What can you say about the titles? Similarities and differences?
2. How is the perspective of each poem similar or different? What similar or different points of views do the writers have about their subject matter? How do they feel about it? Think positive or negative to get you started but then try to use more specific vocabulary. What are the key messages in each poem?
3. How is the tone of each poem similar/different. This is linked to their perspective – if they feel positive about their subject matter, they may have a joyful, optimistic tone, for example.
4. How are themes similar or different in each poem?
5. How is imagery used similarly/differently in each poem?
6. How does each poem use language similarly or differently? You could look at techniques such as metaphor, for example, or zoom in on key words and their connotations. How does the language help to create the writer's perspective on the subject matter?
7. How is each poem structured? Look at stanza number/length. Is the structure regular (there is a clear pattern) or irregular (no pattern) and how does this reflect the message/s in the poem? Do any lines stand out, either structurally or because they break the pattern of rhyme, and why might they be important? Can you say anything about rhyme or rhythm and how it emphasises meaning in any way? Are there any shifts in perspective and tone as the poem progresses? Compare openings and endings for a quick win comparison on structure!

You are advised to spend about 20 minutes on **3 1** and about 40 minutes on **3 2**.

Read the two poems, *Yesterday* by Patricia Pogson and *Those Winter Sundays* by Robert Hayden. Both poems describe the relationship between parent and child.

3 1 Write about the poem *Yesterday* by Patricia Pogson, and its effects on you. [15]

- You may wish to consider:
- what the poem is about and how it is organised
 - the ideas the poet may have wanted us to think about
 - the poet's choice of words, phrases and images and the effects they create
 - how you respond to the poem.

Yesterday

It seems only yesterday
I balanced a tiny foot
on my palm
and marvelled
that anything
so perfect
could be so small.
Now I can fit my hand in
when I clean your shoes.

to make my own pace.
Yet tuned
to your return.

In time the distance
we put between us
will deprive me
of your grace.

Until then
each simple homely act
like rubbing this polish
into your shoes
will focus
my imperfect love.

Patricia Pogson



Vocabulary

Stanza	Simile	Metaphor	Symbolism	Form	Assonance
Imagery	Tone	Narrative Voice	First Person	Structure	Sibilance
Interrogative	Tense	Verb	Alliteration	Repetition	Onomatopoeia



Assessment Objectives

AO1, AO2 are equally weighted for this question

Read, understand and respond to texts. Students should be able to:

- use textual references, and quotations, to support and illustrate interpretations.
- maintain a critical style and develop an informed personal response.
- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

Exemplar response

Pogson's poem "Yesterday" is written from a parent's perspective as they express love for their child. The child is presented as "perfect" in contrast to the "imperfect" mother's love. Their relationship changes over time as the child becomes more independent and the "distance" between mother and child grows.

At start of the poem the phrase "it seems only yesterday" creates a nostalgic tone and reflects the parent's perception of the child growing up very quickly. The verb "marvelled" shows the parent watched in amazement at being able to hold her child's foot in her palm in contrast to the way that the mother's hand now fits in the child's shoes.

In the second stanza the mother reflects on being pregnant. The verb "centred" suggests the mother's life revolved around the child as Pogson describes the sensations of the pregnant mother. The imagery of the baby distorting her "belly" and testing "the strength of my ribcage" shows

Commentary

The opening sentence shows a clear understanding of the poem. The response makes some clear AO2 points about technique e.g. perspective, imagery, verb choice, personification, symbolism. There are appropriate direct references from the

that even before birth the child is "strong and determined".

The third stanza marks a change to the present with the word "now" as the parent waves her child off (probably to school) and the mother becomes grateful for the freedom to work "unhindered" without interruption at her "own pace". However, Pogson also shows the mother misses the child and listens out for and is "tuned" to the child's return.

At the end of the poem the mother reflects on the child's kindness and beauty and a future when she will be separated from this "grace". The mother focuses on the symbolic chore of polishing shoes which is described as a "homely act" and contrasts with the image of the "tiny foot" at the start of the poem. The final line stands out as it also acknowledges that the parent may not have got everything right but their love is constant although "imperfect".

poem used to support the candidate's astute points. Overall this response shows assured understanding of the demands of the task and covers all the Assessment Objectives in a sustained, integrated way.



Tips

- Discuss the main ideas presented in the poem.
- Support points with reference to the poem and refer back to the question set.
- Explain what key words/phrases suggest.
- Track through the poem in order.
- Don't label or list language features – explain the effect they have.

Now compare *Those Winter Sundays* by Robert Hayden, and *Yesterday* by Patricia Pogson.

[25]

You should compare:

- what the poems are about and how they are organised
- the ideas the poets may have wanted us to think about
- the poets' choice of words, phrases and images and the effects they create
- how you respond to the poems.

Those Winter Sundays

Sundays too my father got up early
and put his clothes on in the blueblack cold,
then with cracked hands that ached
from labor in the weekday weather made
banked fires blaze. No one ever thanked him.

I'd wake and hear the cold splintering, breaking.
When the rooms were warm, he'd call
and slowly I would rise and dress,
fearing the chronic angers of that house,

Speaking indifferently to him,
who had driven out the cold
and polished my good shoes as well.
What did I know, what did I know
of love's austere and lonely offices?

Robert Hayden

Exemplar response

"Those Winter Sundays" is a poem written from a child's point of view reflecting on the relationship between a father and child. Unlike Pogson's adult reflection on a child's growth, Hayden presents a child reflecting on all the things their father did for them as a child or teenager. Both poems refer to polishing shoes. Pogson presents this image as a symbol of love while Hayden presents this as another job in a list of household chores done by the father as he "polished my good shoes".

Hayden's poem begins by stressing the repetitive and demanding work of the father as he "got up early" seven days a week "Sundays too" and dressed before warming the house and calling his child to "rise and dress". The alliteration and colours "blueblack" emphasise the father's hard work in the cold. The verbs "cracked" and "ached" highlight the impact of "weekday work" and the cold on the father's hands. In contrast to Pogson's affectionate and close relationship between mother and child, the relationship between child and father seems colder and more tense: Hayden presents the work of the

father as unappreciated as "no one ever thanked him".

Hayden's poem highlights a retrospective sympathy and admiration for the father in contrast to Pogson's admiration of the child. There is a sense of conflict between parent and child in "Those Winter Sundays". The verbs "splintering and breaking" may describe both the sounds of the house as it warms or the fractured relationship between father and child. The personified "chronic angers of that house" also suggest a tense atmosphere between parent and child which runs into the third stanza and the way that the child (or teenager) speaks "indifferently" without care of affection to their father.

In the final stanza Hayden's child questions repeatedly "what did I know" to show they had little appreciation at the time of "love's austere and lonely offices" and the serious, lonely job of parenting.

Both poems suggest parenthood is demanding. Pogson focuses on the physical and emotional impact of motherhood while Hayden suggests that only as adults can children fully appreciate the work that parents do.

Commentary

The opening sentence of the response shows a clear focus on the poem. The response also makes a range of clear points of comparison. The response makes some clear AO2 points about technique – perspective, alliteration, verb choice, personification. There are

appropriate direct references from the poem used to support the candidate's astute points. Overall this response shows assured understanding of the demands of the task and covers all the Assessment Objectives in a sustained, integrated way.



Vocabulary

Stanza	Simile	Metaphor	Symbolism	Form	Assonance
Imagery	Tone	Narrative Voice	First Person	Structure	Sibilance
Interrogative	Tense	Verb	Alliteration	Repetition	Onomatopoeia



Assessment Objectives

AO1, AO2 are equally weighted for this question.

Read, understand and respond to texts. Students should be able to:

- use textual references, and quotations, to support and illustrate interpretations.
- maintain a critical style and develop an informed personal response.

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject



Tips

- Discuss the main ideas presented in the poem.
- Support points with reference to the poem and refer back to the question set.
- Explain what key words/phrases suggest.
- Track through the poem in order.



What do I need to know?

- Proofs can be a number of various different forms.
- They will test you on various different topics of mathematics.
- Try and make sure you feel comfortable with writing formulas.

Step by Step Guide / General Tips

Some useful tips.

- Any even number can be written as $2n$ — i.e. $2 \times$ something.
- Any odd number can be written as $2n + 1$ — i.e. $2 \times$ something + 1.
- Consecutive numbers can be written as $n, n + 1, n + 2$ etc. — you can apply this to e.g. consecutive even numbers too (they'd be written as $2n, 2n + 2, 2n + 4$). (In all of these statements, n is just any integer.)
- The sum, difference and product of integers is always an integer.

- This can be extended to multiples of other numbers too — e.g. to prove that something is a multiple of 5, show that it can be written as $5 \times$ something.

Worked Examples

Prove that the sum of any three odd numbers is odd.

Take three odd numbers: $2a + 1, 2b + 1$ and $2c + 1$
(they don't have to be consecutive)

Add them together:

$$\begin{aligned} 2a + 1 + 2b + 1 + 2c + 1 &= 2a + 2b + 2c + 2 + 1 \quad \text{You'll see why I've written } 3 \text{ as } 2 + 1 \text{ in a second.} \\ &= 2(a + b + c + 1) + 1 \\ &= 2n + 1 \text{ where } n \text{ is an integer } (a + b + c + 1) \end{aligned}$$

So the sum of any three odd numbers is odd.

So what you're trying to do here is show that the sum of three odd numbers can be written as $(2 \times \text{integer}) + 1$.



Prove that $(n + 3)^2 - (n - 2)^2 \equiv 5(2n + 1)$.

Take one side of the equation and play about with it until you get the other side:

$$\begin{aligned} \text{LHS: } (n + 3)^2 - (n - 2)^2 &\equiv n^2 + 6n + 9 - (n^2 - 4n + 4) \\ &\equiv n^2 + 6n + 9 - n^2 + 4n - 4 \\ &\equiv 10n + 5 \\ &\equiv 5(2n + 1) = \text{RHS} \checkmark \end{aligned}$$

\equiv is the identity symbol, and means that two things are identically equal to each other. So $a + b \equiv b + a$ is true for all values of a and b (unlike an equation, which is only true for certain values).



Ross says "the difference between any two consecutive square numbers is always a prime number". Prove that Ross is wrong.

Just keep trying pairs of consecutive square numbers (e.g. 1^2 and 2^2) until you find one that doesn't work:

- 1 and 4 — difference = 3 (a prime number)
- 4 and 9 — difference = 5 (a prime number)
- 9 and 16 — difference = 7 (a prime number)
- 16 and 25 — difference = 9 (NOT a prime number) so Ross is wrong.

You don't have to go through loads of examples if you can spot one that's wrong straight away — you could go straight to 16 and 25.



Show that the difference between 10^{18} and 6^{21} is a multiple of 2.

$$\begin{aligned} 10^{18} - 6^{21} &= (10 \times 10^{17}) - (6 \times 6^{20}) \\ &= (2 \times 5 \times 10^{17}) - (2 \times 3 \times 6^{20}) = 2[(5 \times 10^{17}) - (3 \times 6^{20})] \\ &\text{which can be written as } 2x \text{ where } x = [(5 \times 10^{17}) - (3 \times 6^{20})] \text{ so is a multiple of 2.} \end{aligned}$$





What do I need to know?

- The equation of a circle is $x^2 + y^2 = r^2$, where r is the radius of the circle.

Step by Step Guide / General Tips

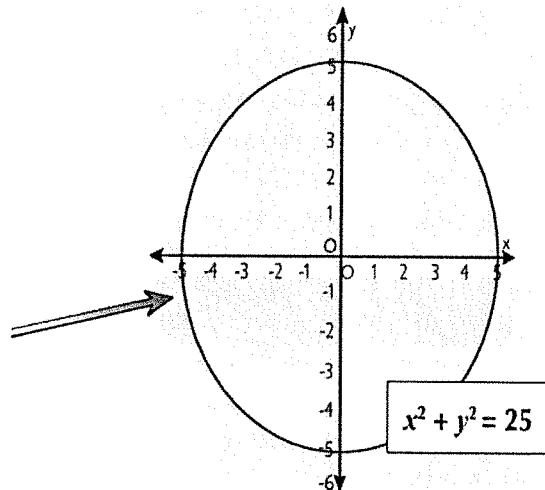
Circles: $x^2 + y^2 = r^2$

The equation for a circle with centre $(0, 0)$ and radius r is:

$$x^2 + y^2 = r^2$$

$x^2 + y^2 = 25$ is a circle with centre $(0, 0)$.
 $r^2 = 25$, so the radius, r , is 5.

$x^2 + y^2 = 100$ is a circle with centre $(0, 0)$.
 $r^2 = 100$, so the radius, r , is 10.



Worked Example

Find the equation of the tangent to $x^2 + y^2 = 100$ at the point $(8, -6)$.



- 1) Find the gradient of the line from the origin to $(8, -6)$.
 This is a radius of the circle.

$$\text{Gradient} = \frac{\text{Change in } y}{\text{Change in } x} = \frac{-6 - 0}{8 - 0} = \frac{-6}{8} = \frac{-3}{4}$$

- 2) A tangent meets a radius at 90° , (see p.116) so they are perpendicular —
 so the gradient of the tangent is $-\frac{1}{m}$.

$$\text{Gradient of tangent} = -\frac{1}{m} = -\frac{1}{-\frac{3}{4}} = \frac{4}{3}$$

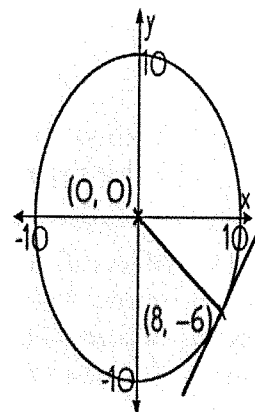
- 3) Find the equation of the tangent by substituting $(8, -6)$ into $y = mx + c$.

$$y = mx + c \Rightarrow (-6) = \frac{4}{3}(8) + c$$

$$-6 = \frac{32}{3} + c$$

$$c = -\frac{50}{3}$$

$$y = \frac{4}{3}x - \frac{50}{3}$$





What do I need to know?

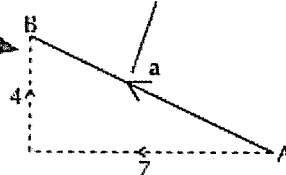
- Vector Notation
- How to multiply a vector by a scalar
- Adding and subtracting vectors.
- Work with Vector proofs involving Ratios.

Key information

There are several ways to write vectors...

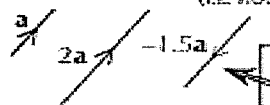
- 1) Column vectors: $\begin{pmatrix} 2 \\ -5 \end{pmatrix}$ — 2 units right, 5 units down $\begin{pmatrix} -7 \\ 4 \end{pmatrix}$ — 7 units left, 4 units up
- 2) **a** — exam questions use **bold** like this
- 3) a or a — you should always underline them
- 4) \overline{AB} — this means the vector from point A to point B

They're represented on a diagram by an arrow.



Multiplying a vector by a positive number changes the vector's size but not its direction — it scales the vector. If the number's negative then the direction gets switched.

Scalars are just normal numbers (i.e. not vectors).



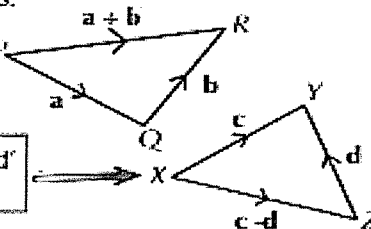
Vectors that are scalar multiples of each other are parallel.

Worked Examples

You can describe movements between points by adding and subtracting known vectors. Loads of vector exam questions are based around this.

"a + b" means 'go along a then b'.

"c - d" means 'go along c then backwards along d' (the minus sign means go the opposite way).



In the diagrams, $\overline{PR} = \underline{a} + \underline{b}$ and $\overline{XZ} = \underline{c} - \underline{d}$.

When adding column vectors, add the top to the top and the bottom to the bottom. The same goes when subtracting. $\begin{pmatrix} 3 \\ -1 \end{pmatrix} + \begin{pmatrix} 5 \\ 3 \end{pmatrix} = \begin{pmatrix} 8 \\ 2 \end{pmatrix}$

Ratios are used in vector questions to tell you the lengths of different sections of a straight line. If you know the vector along part of that line, you can use this information to find other vectors along the line.

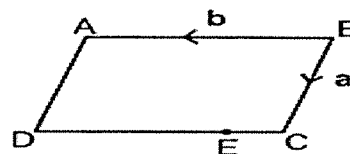
E.g. $X \quad Y \quad Z$ $XY : YZ = 2 : 3$ tells you that $\overline{XY} = \frac{2}{5} \overline{XZ}$ and $\overline{YZ} = \frac{3}{5} \overline{XZ}$.

ABCD is a parallelogram, with AB parallel to DC and AD parallel to BC.

Point E lies on DC, such that DE : EC = 3 : 1.

$\overline{BC} = \underline{a}$ and $\overline{BA} = \underline{b}$.

Find \overline{AE} in terms of a and b.



- 1) Write \overline{AE} as a route along the parallelogram. $\overline{AE} = \overline{AD} + \overline{DE}$
- 2) Use the parallel sides to find \overline{AD} and \overline{DC} . $\overline{AD} = \overline{BC} = \underline{a}$
 $\overline{DC} = \overline{AB} = -\underline{b}$
- 3) Use the ratio to find \overline{DE} . $\overline{DE} = \frac{3}{4} \overline{DC} = \frac{3}{4} (-\underline{b}) = -\frac{3}{4} \underline{b}$
- 4) Now use \overline{AD} and \overline{DE} to find \overline{AE} . So $\overline{AE} = \overline{AD} + \overline{DE} = \underline{a} - \frac{3}{4} \underline{b}$



What do I need to know?

- Able to solve linear inequalities and display the solutions on a number line.
- Able to list integers that satisfy two or more inequalities.
- Able to locate regions on graphs that satisfy given inequalities.
- Able to solve quadratic inequalities.

How do I recognise this topic?

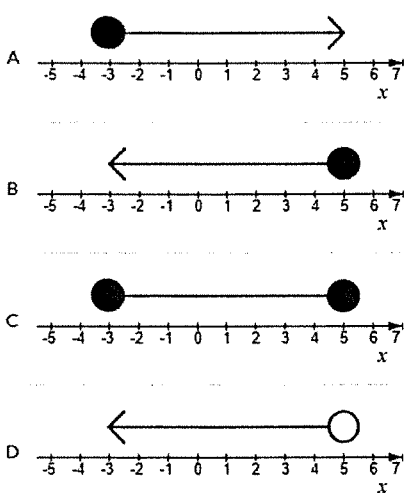
- Identify the key word "inequality".
- Look for mathematical symbols such as "<", ">", "≤" and "≥".
- Locate key words that compare quantities such as "greater than" and "less than".

General Tips

- Treat the inequality symbols (above) as you would an equal "=" symbol, the general goal is to work out a value of x.
- When representing an inequality on a number line, a hollow circle (O) does not include the said value and a filled in circle (●) includes that value (see example below).
- For regions of linear inequalities, check where they overlap and shade that in.
- When solving quadratic inequalities, ensure you sketch the quadratic on a graph and shade in the required regions.

Worked Examples

Represent $x < 5$ on a number line.



The answer is D

At $x = 5$ we need an empty circle to reflect the strict inequality $x < 5$

Solve

$$7x - 2 \leq 3x + 10$$

The answer is $x \leq 3$

$$\begin{aligned}
 7x - 2 &\leq 3x + 10 \\
 -3x \downarrow & \quad \downarrow -3x \\
 4x - 2 &\leq 10 \\
 +2 \downarrow & \quad \downarrow +2 \\
 4x &\leq 12 \\
 \div 4 \downarrow & \quad \downarrow \div 4 \\
 x &\leq 3 \\
 \boxed{x \leq 3} &
 \end{aligned}$$

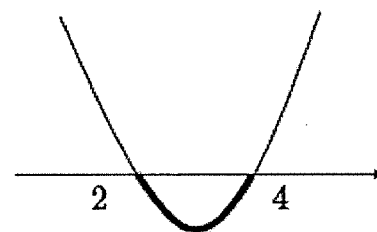
Solve $x^2 - 6x + 8 < 0$

The answer is $x > 2$ and $x < 4$

We factorise:

$$(x - 4)(x - 2) < 0$$

The critical values are $x = 2$ and $x = 4$.



$$2 < x < 4$$

Solve

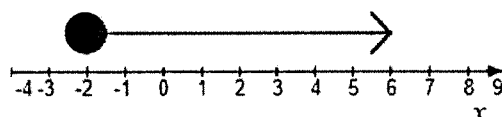
$$4x - 1 \leq -6$$

$$\boxed{x \leq -\frac{5}{4}}$$

The answer is $x \leq -\frac{5}{4}$

$$\begin{aligned}
 4x - 1 &\leq -6 \\
 +1 \downarrow & \quad \downarrow +1 \\
 4x &\leq -5 \\
 \div 4 \downarrow & \quad \downarrow \div 4 \\
 x &\leq -\frac{5}{4}
 \end{aligned}$$

Write down the inequality shown in the diagram.



The answer is $x \geq -2$

A filled circle represents an inclusive inequality, so $x \geq -2$

**What do I need to know?**

- Write ratios in their simplest form.
- Write ratios as fractions, decimals and/or percentages.
- Be able to share in a given ratio.

How do I recognise this topic?

1. Look for questions written like, put 12 in the ratio 1 : 4
2. 2: 4
3. Sharing Money amongst friends.

Step by Step Guide / General Tips**1. Simplifying ratio.**

Divide both sides of the ratio by the same number, just like simplifying a fraction.

2. Ratio as fractions totals.

Add up all the parts to find the total, then put the part you want over the total .

3. Proportional ratio (Division)

In a proportional ratio question a total amount is split into parts, the key word being 'parts'

Worked Example**Simplifying Ratio**

Write the ratio 15:18 in its simplest form.

Step 1. Find a common factor.

3

Step 2. Divide both by the common factor

$$\begin{array}{ccc} \div 3 & 15:18 & \div 3 \\ & \searrow & \swarrow \\ = & 5:6 & \end{array}$$

Ratio as fractions.

Apples and oranges are in the ratio of 5:13

Question. What Fraction of the fruit are oranges.

Step 1. Add both parts. $5+13 = 18.$

18 is now your denominator.

Step 2. The Orange ratio was 5 parts, this becomes your numerator. As a fraction it is now

5/18

Proportional ratio

Steve, Michael and Christian share £9100 in the ratio 2:4:7
How much does Michael get ?

Step 1. Add up the parts

$2+4+7 = 13$ parts.

Step 2. Divide to find the value of 1 Part.

$£9100 \div 13 = £700$ (1 Part)

Step 3. Multiply to find the amount asked.

Michael has 4 parts so we multiply 1 part by 4.

$£700 \times 4 = £2800$

Michael gets £2800



What do I need to know?

- Know the key words associated with the probability scale
- How to calculate probability
- Relative frequency

How do I recognise this topic?

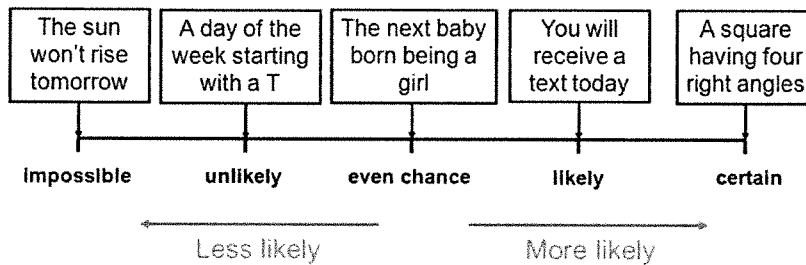
- Key words: Probability, chance, experiment, trials, outcome, relative frequency
- P(Outcome) is the probability of an outcome happening. E.g. P(5) is the probability of getting a 5.

Step by Step Guide / General Tips

- Probability is the chance or likelihood of an event happening.
- Probability is on a scale of 0 to 1.
- It is written as fraction, decimal or a percentage but never as a ratio.
- To calculate probability = $\frac{\text{number of ways the outcome can happen}}{\text{total number of possible outcomes}}$
- P(Outcome) is the probability of an outcome happening. E.g. P(5) is the probability of getting a 5.
- Mutually exclusive events cannot happen at the same time e.g. the red and green lights on traffic lights will never show at the same
- In an experiment or survey, relative frequency is the number of times the event occurs divided by the number of trials.

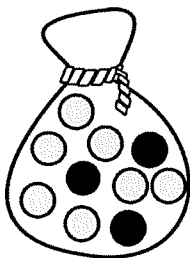
Worked Example

Probability Scale:



Worked example 1

Jem picks a counter randomly from the bag.



What is the probability of getting a:

- Yellow counter?
 $\frac{7}{10}$ 0.7 70%
- Black counter?
 $\frac{3}{10}$ 0.3 30%
- Yellow or black counter?
1 or 100%

Worked example 2

Looking at the letters from the word:

MATHEMATICS

- Calculate:
- P(M) = $\frac{2}{11}$
 - P(T or S) = $\frac{3}{11}$
 - P(Not an M) = $\frac{9}{11}$
 - P(vowel) = $\frac{4}{11}$
 - P(number) = 0

Worked example 3

Counters labelled A, B, C, D and E are placed in a bag. The table shows the probabilities of picking each letter at random.

Letter	A	B	C	D	E
Probability	0.07	0.15	0.26		0.18

- Calculate the missing probability in the table
- Calculate the probability of a B or C

a) Probabilities in the table add up to 1
 $0.07 + 0.15 + 0.26 + ? + 0.18 = 1$
 $0.66 + ? = 1$
 $1 - 0.66 = \underline{0.34}$

b) Probability of B = 0.15
 Probability of C = 0.26
 Probability of B or C = $0.15 + 0.26 = \underline{0.41}$

Worked example 4

I observed 100 passing cars and found that 23 of them were red, what is the relative frequency?

23 cars out of 100 = $\frac{23}{100}$



What do I need to know?

- Calculating probabilities of combined events using sample spaces, Venn diagrams and tree diagrams

How do I recognise this topic?

- Key words: Probability, chance, sample space, two way table, Venn diagram, tree diagram.
- P(Outcome) is the probability of an outcome happening. E.g. P(5) is the probability of getting a 5.

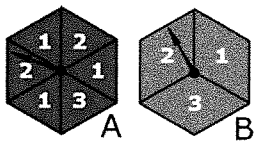
Step by Step Guide / General Tips

- To calculate probability = $\frac{\text{number of ways the outcome can happen}}{\text{total number of possible outcomes}}$

Worked Example

Worked Example: Sample Space

Two spinners are spun. The table below shows the sum of the scores:



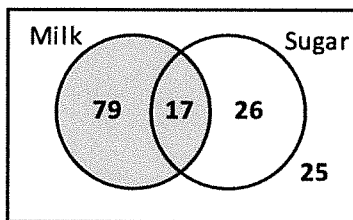
	spinner A					
+	1	2	1	3	1	2
1	2	3	2	4	2	3
2	3	4	3	5	3	4
3	4	5	4	6	4	5

What is the probability of getting these totals:

- A 4? (Clue: how many sums of 4's are there?) $\frac{6}{18}$
- A multiple of 3 (a number in the 3 times table) $\frac{6}{18}$
- An even number $\frac{10}{18}$

Worked Example: Venn Diagram

A café records how people take their coffee and displays the information in a Venn Diagram.

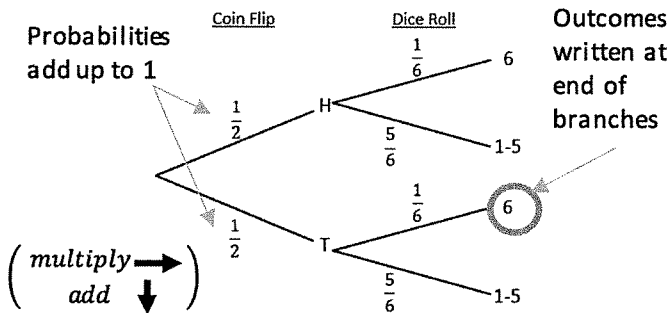


- How many people took part in the survey?
(Clue – add all the numbers together)
 $79 + 17 + 26 + 25 = 147$

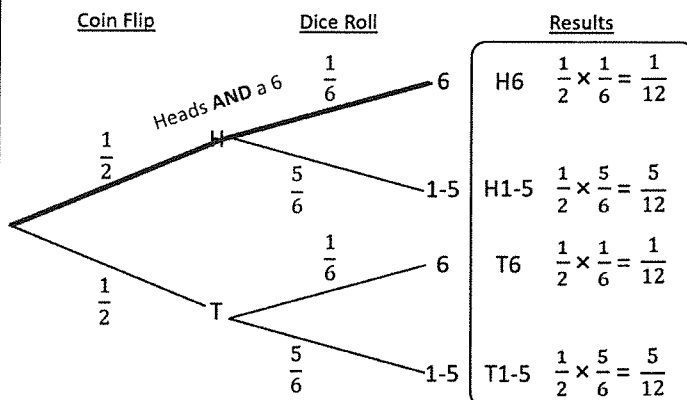
- What is the probability of choosing a customer who takes milk in their coffee?
 $79 + 17 = 96$ customers
Probability = $\frac{96}{147}$

Worked Example: Tree Diagram

John flips a coin and Jane rolls a dice.



To find the combined probability we multiply across the branches.

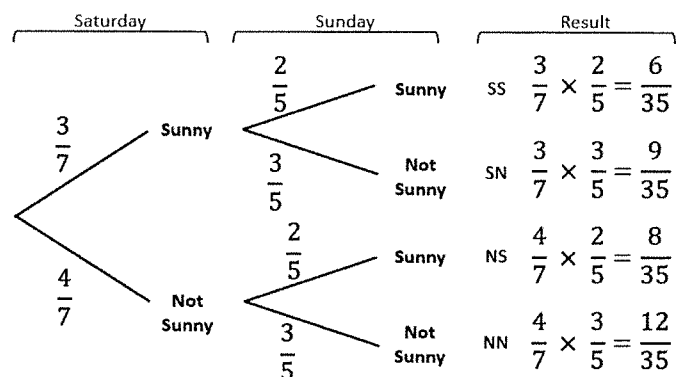


Worked Example: Tree Diagram

The probability it is sunny on Saturday is 3/7

The probability it is sunny on Sunday is 2/5

Draw a tree diagram showing the probabilities and results.



What is the probability of:

- It being sunny on both days? $\frac{6}{35}$
- It being sunny on Saturday and not sunny on Sunday? $\frac{9}{35}$
- It being sunny on only one day?
Sunny on Saturday and not on Sunday = $\frac{9}{35}$
Not sunny on Saturday but sunny on Sunday = $\frac{8}{35}$
 $\frac{9}{35} + \frac{8}{35} = \frac{17}{35}$



What do I need to know?

- 1 Using $Y = mx + c$ to answer exam style questions.
- 2 Understand how to find the equation of a straight line.
- 3. How to find the gradient and the Y-Intercept.
- 4 Drawing and Constructing straight line graphs., Completing the table of Values.
- 5 Plotting Linear graphs from a table of values.

How do I recognise this topic?

- 1 Will be used with linear Graphs.
- 2 $Y = mx + C$
- 3 A table of Values .

Step by Step Guide / General Tips

$$y = mx + c$$

↙
↘

gradient y-intersect

'm' is equal to the GRADIENT of the graph
'c' is the value WHERE IT CROSSES THE Y-AXIS and is called the Y-INTERCEPT.

Worked Example

Doing the table of values.

Draw graph of $Y = 2x - 3$ for values of X from -2 to 4

1. Choose 3 easy values. Use x values given. Try and avoid Negatives to make it easier for yourself.

x	-2	0	2	4
y				

2. Find the values of of Y by putting Each X Value into the equation.

When $x = 0$,

$$y = 2x - 3$$

$$= (2 \times 0) - 3 = -3$$

x	-2	0	2	4
y		-3	1	5

When $x = 4$,

$$y = 2x - 3$$

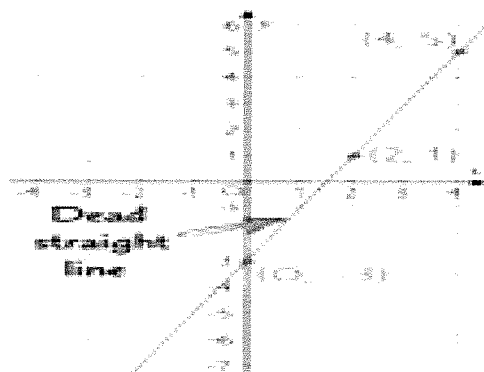
$$= (2 \times 4) - 3 = 5$$

Plotting the points and Drawing the graph.

Plot each pair coordinates from the table.

$(0, -3)$, $(2, 1)$ and $(4, 5)$

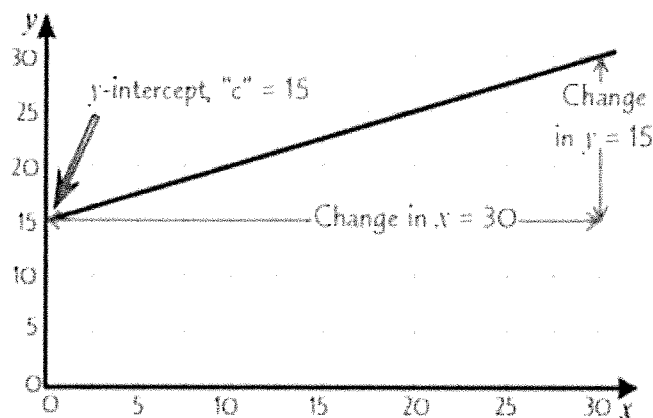
Draw a straight line through your points.





EXAMPLE:

Find the equation of the line on the graph in the form $y = mx + c$.

- 1 Find 'm' (gradient) $m = \frac{\text{change in } y}{\text{change in } x} = \frac{15}{30} = \frac{1}{2}$
It's an uphill graph, so the gradient is positive.
- 2 Read off 'c' (y-intercept) $c = 15$
- 3 Use these to write the equation in the form $y = mx + c$. $y = \frac{1}{2}x + 15$



B6- Inheritance, Variation and Evolution

1. Definitions		2. Sexual or asexual?		4. The human genome											
Gamete	Sex cells. In humans these are the sperm and egg.	Sexual reproduction involves the joining (fusion) of male and female gametes:		The entire human genome has been sequenced, this has important implications:											
Gene	A small section of DNA on a chromosome. Each gene codes for a particular sequence of amino acids, to make a specific protein.	<table border="1"> <tr> <th>Sexual</th> <th>Asexual</th> </tr> <tr> <td>2 parents</td> <td>1 parent</td> </tr> <tr> <td>Mixing of genetic material</td> <td>No mixing of genetic material</td> </tr> <tr> <td>Offspring have variation, they are not clones</td> <td>Offspring are clones of their parent</td> </tr> <tr> <td>Meiosis</td> <td>Mitosis</td> </tr> </table>		Sexual	Asexual	2 parents	1 parent	Mixing of genetic material	No mixing of genetic material	Offspring have variation, they are not clones	Offspring are clones of their parent	Meiosis	Mitosis	<ul style="list-style-type: none"> search for genes linked to different types of disease understanding and treatment of inherited disorders use in tracing human migration patterns from the past. 	
Sexual	Asexual														
2 parents	1 parent														
Mixing of genetic material	No mixing of genetic material														
Offspring have variation, they are not clones	Offspring are clones of their parent														
Meiosis	Mitosis														
DNA	DNA is a polymer made up of two strands forming a double helix.			5. Inherited disorders											
Chromosome	Structure which contains DNA.			Some disorders are inherited. These disorders are caused by the inheritance of certain alleles.											
Allele	Alternative version of the same gene.			Polydactyl - extra fingers and toes 											
Dominant	Always expressed, even if only one copy is present.			Cystic fibrosis - a cell membrane disorder 											
Recessive	only expressed if two copies are present (therefore no dominant allele present).														
Homozygous	If the two alleles present are the same the organism is homozygous for that trait.	3. Sex determination		6. Meiosis											
Heterozygous	If the alleles are different they are heterozygous for that trait.	Ordinary human body cells contain 23 pairs of chromosomes : 22 pairs control characteristics only. But one of the pairs carries the genes that determine sex. Female sex chromosomes = XX Male sex chromosomes = XY		Cells in reproductive organs divide by meiosis to form gametes which contain half the number of chromosomes of a regular cell. When a cell divides to form gametes: <ul style="list-style-type: none"> Copies of genetic information are made The cell divides twice to form four gametes, each with a single set of chromosomes All gametes are genetically different from each other 											
Genotype	The alleles present in an organism. E.g. BB or Bb	If a man (XY) and woman (XX) have a baby, there is a 50% chance that baby will be a boy. This is shown in the Punnett square diagram below:													
Phenotype	The physical appearance of an organism. E.g. black fur	<table border="1"> <tr> <td></td> <td>X</td> <td>Y</td> </tr> <tr> <td>X</td> <td>XX</td> <td>XY</td> </tr> <tr> <td>X</td> <td>XX</td> <td>XY</td> </tr> </table>			X	Y	X	XX	XY	X	XX	XY			
	X	Y													
X	XX	XY													
X	XX	XY													
Genome	The entire genetic material of that organism.														
Variation	Differences in the characteristics of individuals in a population.			During fertilisation: <ul style="list-style-type: none"> Gametes join to restore the normal number of chromosomes 											
Evolution	Change in the inherited characteristics of a population over time through a process of natural selection which may result in the formation of a new species.			After fertilisation: <ul style="list-style-type: none"> The cell divides by mitosis, increasing the number of cells The embryo develops and cells differentiate 											
Extinction	no remaining individuals of a species still alive.														

B6- Inheritance, Variation and Evolution

<p>7. Causes of variation</p> <p>There is extensive genetic variation within a population of a species. This variation may be caused by:</p> <ul style="list-style-type: none"> Genetic factors (e.g. eye colour, blood type) The environment (e.g. accent) A combination of genes and the environment (e.g. height) 	<p>9. Evolution and natural selection</p> <p>The theory of evolution by natural selection states that all species of living things have evolved from simple life forms that first developed more than three billion years ago</p> <ol style="list-style-type: none"> There is variation within the population, due to mutation The best adapted will survive and reproduce They will pass their genes on to their offspring This will continue over many generations until the entire species show this characteristic <p>If two populations of one species become so different in phenotype that they can no longer interbreed to produce fertile offspring they have formed two new species.</p>	<p>10. Selective breeding</p> <p><u>The purpose:</u> Humans selectively breed plants and animals for particular genetic characteristics, such as:</p> <ul style="list-style-type: none"> Disease resistance in food crops Animals which produce more meat/milk Domestic dogs with a gentle nature Large or unusual flowers <p><u>The process:</u> 1. Parents are chosen with the desired characteristic 2. They are bred together 3. The offspring with the desired characteristic are chosen and bred together 4. This continues over many generations until all offspring show the characteristic</p> <p>PROBLEM: Selective breeding can lead to inbreeding, leaving individuals prone to disease/Inherited defects.</p>
<p>8. Mutation</p> <ul style="list-style-type: none"> Variation arises from mutation Mutations are continuous Very rarely will a mutation lead to a change in phenotype If a mutation causes an advantageous change in phenotype, this can lead to a rapid change in the evolution of the species. 	<p>11. Genetic engineering</p> <p><u>Concerns:</u></p> <ul style="list-style-type: none"> The effect of GM crops on populations of wild flowers and insects. Some people feel the effects of eating GM crops on human health have not been fully explored. <p><u>The process (HT):</u> 1. Enzymes are used to isolate the required gene; this gene is inserted into a vector, usually a bacterial plasmid or a virus</p> <p>2. The vector is used to insert the gene into the required cells</p> <p>3. Genes are transferred to the cells of animals, plants or microorganisms at an early stage in their development so that they develop with desired characteristics.</p>	<p>14. Evidence for evolution</p> <p>Darwin's theory of natural selection is now widely accepted, as there is evidence to show that characteristics are passed on to offspring in genes. There is further evidence in the fossil record and the knowledge of how antibiotic resistance evolves in bacteria.</p>
<p><u>The purpose:</u> The genome of an organism is modified, by adding a gene from another organism, to give a desired characteristic.</p> <ul style="list-style-type: none"> GM plant crops have been engineered to be resistant to diseases, to produce bigger better fruits or higher yields. Bacterial cells have been genetically engineered to produce useful substances such as human insulin to treat diabetes. 	<p>12. Fossils</p> <p>Fossils are the remains of organisms from millions of years ago, found in rocks. Scientists cannot be certain of how life began on Earth, as many life forms were soft-bodied and many have been destroyed by geological activity.</p> <p><u>Fossils may be formed:</u></p> <ul style="list-style-type: none"> From parts of organisms which have not decayed, as conditions for decay are absent. When parts of the organism are replaced by minerals as they decay. As preserved traces of organisms, such as footprints, burrows and rootlet traces. 	<p>13. Antibiotic resistance</p> <p>Bacteria evolve rapidly as they reproduce at a fast rate.</p> <ol style="list-style-type: none"> Mutations occur, causing a strain of bacteria to become resistant to the antibiotic The resistant survive and reproduce The resistant population increases The resistant strain spreads as people are not immune and there is no treatment <p><u>Reducing the development of resistance:</u></p> <ul style="list-style-type: none"> Do not take antibiotics for a viral infection Complete the full course of antibiotics Only take antibiotics when necessary Restrict the use of agricultural antibiotics

B6- Inheritance, Variation and Evolution

13. Extinction

Why do species become extinct?

Failure to reproduce successfully
 A change in food availability and the inability to find an alternative source
 Climate change: change in rainfall, destruction of habitat, change of temperature

Creation of a new species by speciation that is better adapted to the environment
 Human activity: Road/house building, mining, pollution, poaching, Deforestation
 A new predator or disease that a species cannot defend itself

Extinction occurs when there are no remaining individuals of a species still alive.
 The Dodo is a famous example of an extinct animal. It lived in Mauritius and was a flightless bird.
 It was first thought the bird was hunted for food to extinction by sailors. That is thought not to be the case now. It is thought that the animals the sailors brought to the island such as rats, cats and dogs liked the Dodo eggs and so reduced the Dodo numbers by eating the eggs and offspring. Eventually, around 1660, there were no Dodos left.

No one understood the concept of extinction until much later in history and so there are no complete specimens of the Dodo in museums. Most exhibits are made from several individuals birds.

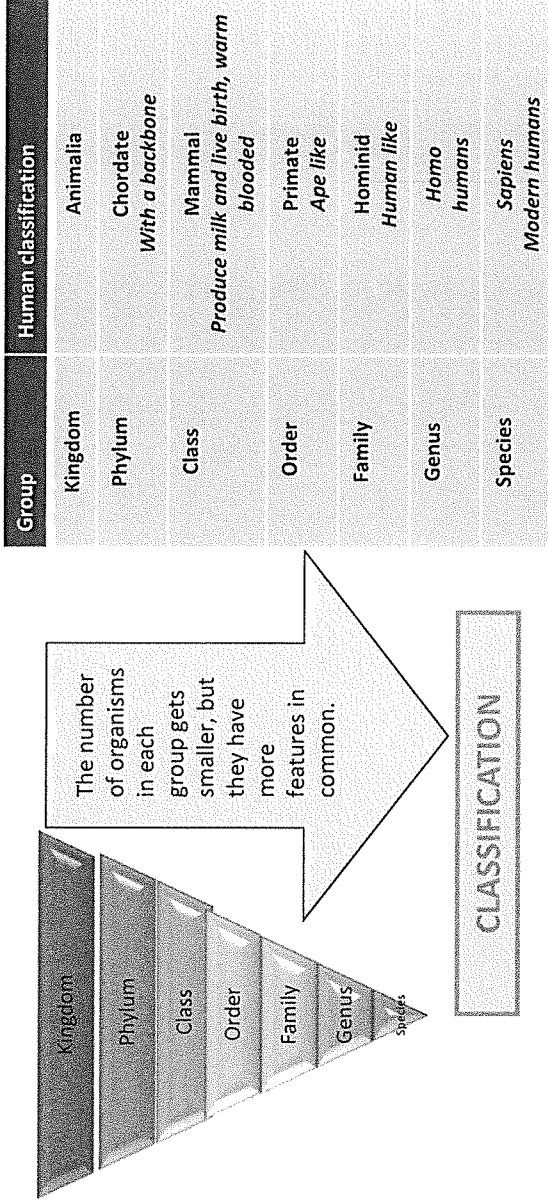
As evidence of internal structures became more developed due to improvements in microscopes and the understanding of biochemical processes progressed, new models of classification were proposed.

In 1977, Carl Woese used evidence from chemical analysis of RNA to put forward a three domain system.

Domain name	Description
archaea	Primitive bacteria usually living in extreme places
bacteria	True bacteria
eukaryota	Includes protists, fungi, plants and animals

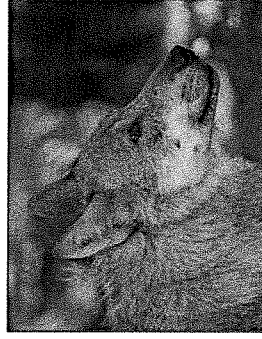
14 Classification

Living things have been traditionally classified into groups, depending on the structures and characteristics they share, using a system designed by Swedish scientist Carl Linnaeus.



Linnaeus recognised there was a problem in terms of naming organisms. Scientists spoke different languages and called the same organisms something different. He developed the binomial naming system. Each organism has a two word name – the genus and the species. These are written in italics or underlined. The genus has a capital letter and the species is a lower case letter. Here are some organisms, their Latin name (Genus and species) and common name.

Scientific name	Common name
<i>Felis leo</i>	Lion
<i>Felis domesticus</i>	Domestic cat
<i>Canis lupus</i>	Wolf
<i>Canis familiaris</i>	Domestic dog



C6 Rates of Reaction Knowledge organiser

1. DEFINITIONS

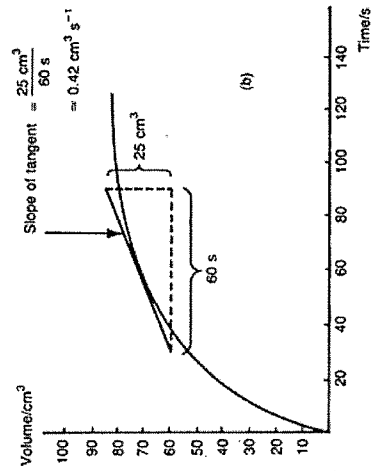
- **Reactant** – A substance that reacts together with another substance to form the product in a chemical reaction.
- **Product** – A substance formed in a chemical reaction
- **Mean rate of reaction** - Quantity of reactant used or quantity of product formed over time.
- **Collision Theory** - Chemical reactions can only occur when reacting particles collide with each other with sufficient energy.
- **Activation energy** - The minimum amount of energy required for a reaction to occur
- **Catalyst** – A substance which speeds up the rate of reaction by providing an alternative pathway with a reduced activation energy.
- **Gradient** – Calculated by $\frac{\text{The change in } y}{\text{The change in } x}$
- **Successful collision** – A collision between reactant particles that has enough energy for a reaction to happen.
- **Equilibrium** – When the rate of the forward reaction occurs at the same rate as the backwards reaction in a closed system.
- **Closed System** – When none of the reactants or products can escape.

2. CALCULATING RATE OF REACTION

Rate = $\frac{\text{quantity of reactant used}}{\text{time taken}}$ OR Rate = $\frac{\text{quantity of product formed}}{\text{time taken}}$

From a graph = Straight line - calculate gradient

Curved line = draw a tangent, calculate gradient from tangent



3. FACTORS EFFECTING THE RATE OF REACTION

Factor	How it affects rate?	Why it affects rate – collision theory.
Temperature	Higher temperature = faster rate of reaction	Increasing temperature means the particles have more kinetic energy so there are more frequent and successful collisions.
Surface Area	Higher surface area = faster rate of reaction	Increasing surface area, concentration or pressure means there are more particles in a given volume so there are more frequent and successful collisions.
Concentration	Higher concentration = faster rate of reaction	
Pressure (of gases)	Higher pressure = faster rate of reaction	
Catalyst	Addition of a catalyst increases the rate of reaction.	A catalyst reduces the activation energy by providing an alternative pathway. This means more particles have energy greater than the activation energy so there are more frequent and successful collisions.

4. REVERSIBLE REACTIONS & EQUILIBRIUM

- A reversible reaction is reaction can go in both directions – it is represented using a reversible arrow symbol: \rightleftharpoons
- In a reversible reaction if the forward reaction is endothermic the backwards reaction will be exothermic.
- Equilibrium – when a reversible reaction occurs in a closed system a point of equilibrium is reached when the rate of the forward reaction is the same as the rate as the backwards reaction.

C6 Rates of Reaction Knowledge organiser

HT ONLY: 5. LE CHATELIER'S PRINCIPLE

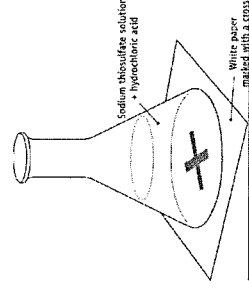
- Le Chatelier's principle states that if a change in condition is made within a system, it will respond to restore a new equilibrium state.
- **Change concentration** – If the concentration of the reactants increases, the point of equilibrium will move to the right so more products is formed. If the concentration of the products increases, the point of equilibrium will move to the left so more reactants is formed.
- **Changing temperature** – If the temperature of the system at equilibrium is:
 - Increased = the point of equilibrium will move in the endothermic direction
 - Decreased = the point of equilibrium will move in the exothermic direction
- **Changing pressure** – If the pressure of the system at equilibrium is:
 - Increased = the point of equilibrium will move to the side with less mols of gas
 - Decreased = the point of equilibrium will move to the side with more mols of gas
- **Catalyst** – If a catalyst is added, it does not effect the point of equilibrium but allows the rate of the forward and backward reaction to occur at a quicker rate.

6. REQUIRED PRACTICAL

There are two possible ways in which the rate of reaction can be investigated: turbidity & volume of gas produced.

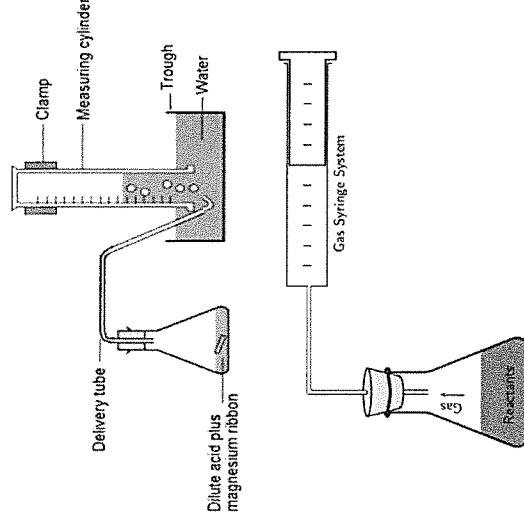
Turbidity

- The factors which effect the rate of reaction can be observed by measuring turbidity (how long it takes for the solution to go cloudy).
- Dependent variable = time it takes for the cross to no longer be visible.
- Control variable = darkness of the cross, volume of hydrochloric acid & sodium thiosulphate.



Volume of gas

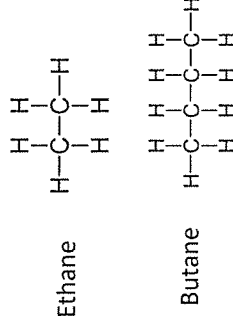
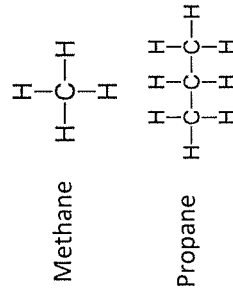
- The factors which effect the rate of reaction can be observed by measuring the volume of gas.
- This is usually done when a metal reacts with an acid – to see how concentration or temperature of the acid or surface area or the metal effects the rate of reaction.
- Dependent variable = the volume of gas produced.
- Control variable = volume of acid, mass of metal & other factors which effect the rate of reaction you are not investigating.



1. CRUDE OIL

Crude oil	A finite resource (will run out)	Consisting mainly of plankton that was buried in the mud, under high temperature and high pressure. Crude oil is the remains of ancient biomass.
Hydrocarbons	These make up the majority of the compounds in crude oil	DEFINITION: A compound made up of hydrogen and carbon only
General formula for alkanes	C_nH_{2n+2}	For example: Ethane C_2H_6 $\begin{array}{c} H & H \\ & \\ H-C & -C-H \\ & \\ H & H \end{array}$

2. ALKANES

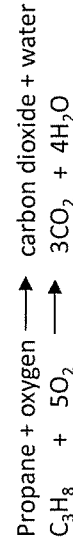


1. Monkeys = Methane
2. Eat = Ethane
3. Peanut = Propane
4. Butter = Butane

C7 Organic Chemistry Higher Knowledge Organiser

4. COMPLETE COMBUSTION OF ALKANES

Requires oxygen
Produces carbon dioxide and water



6. ALKENES

Contain C=C

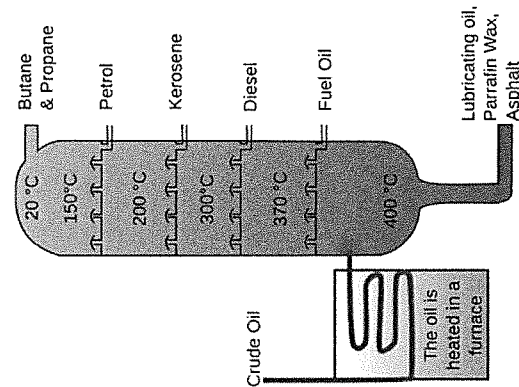
General formula: C_nH_{2n}

Are more reactive than alkanes

Test for alkene: add bromine, goes from orange to colourless

Uses: to make polymers and for starting materials for other chemicals

3. FRACTIONAL DISTILLATION OF CRUDE OIL



What is it?	A process used to separate the fractions of crude oil
Process	<ul style="list-style-type: none"> • Crude oil is heated • Fractions are different sizes so have different boiling points • Smallest fraction boils first, evaporates and rises to the top of the column • Top of column is cooler than bottom • Fraction is cooled, condenses and is collected

5. CRACKING

Definition	Breaking down of large hydrocarbons into smaller alkanes and alkenes
Why?	high demand for fuels with small molecules
Types	<p>Steam cracking: The heavy fraction is heated until vaporised. The vapour is mixed with steam and heated to a very high temperature</p> <p>Catalytic cracking: The heavy fraction is heated until vaporised. The vapour is then passed over a hot catalyst</p>
Equation example	$C_{20}H_{42} \longrightarrow C_5H_{12} + \dots\dots\dots$ Can deduce formula of other product by subtracting number of C and H atoms from original reactant. The other product would be $C_{15}H_{30}$

7. PROPERTIES OF HYDROCARBONS

Property	Small molecules	Large molecules
Boiling point	Low	High
Flammability	High	Low
Viscosity	Low	High
Example	Methane gas	Bitumen (tar for roads)

1. PURE SUBSTANCES

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



Melting point of a pure substance

Melting point of an impure substance

2. FORMULATIONS

A formulation is a mixture that has been designed as a useful product. They are made by mixing chemicals that have a particular purpose in careful quantities eg Fuels, cleaning agents, paints, medicines and fertilisers.

6. TESTS FOR GASES

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

C8 Chemical Analysis

3. CHROMATOGRAPHY

Can be used to separate mixtures and identify substances.

Involves a mobile phase (a solvent e.g. water) and a stationary phase (e.g chromatography paper).

The compounds in the mixture separate into different spots- depending on their solubility.

Pure substances produce 1 spot whereas impure will produce multiple.

R_f values- the ratio of the distance moved by a compound to the distance moved by solvent.

R_f = $\frac{\text{distance moved by substance}}{\text{distance moved by solvent}}$

Required practical: investigate how paper chromatography can be used to separate and tell the difference between coloured substances and calculate R_f values.

4. CHROMATOGRAPHY REQUIRED PRACTICAL

Draw line in pencil 1 cm from bottom of chromatography paper (must be pencil not ink as ink will run).

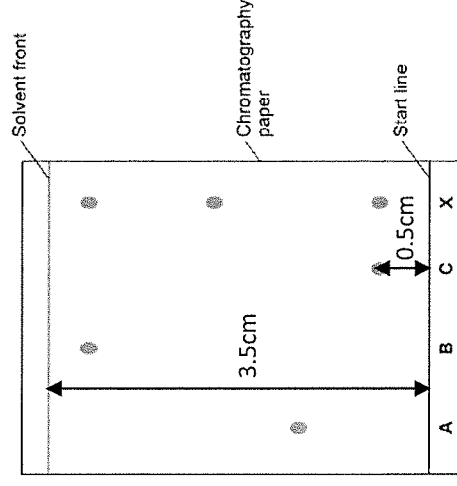
Put spots of known/ unknown substances on the start line.

Place in a beaker with solvent - ensure the solvent is below the start line/ ink spots.

Allow to run.

Calculate R_f values.

Match unknown spots/ R_f values to the known to identify the unknown.



A, B & C = Pure substances – only 1 spot

X = Mixture – multiple spots

X contains B & C as their dots match up as well as an unknown.

$$R_f \text{ of C} = \frac{0.5 \text{ cm}}{3.5 \text{ cm}} = 0.14$$

R_f value is always between 0-1.

GCSE Trilogy Physics P5 Forces Knowledge Organiser

Scalar quantities have magnitude only. Speed does not involve direction. Speed is a scalar quantity.

Vector quantities have magnitude and an associated direction. Force is a vector quantity. The velocity of an object is its speed in a given direction. Velocity is a vector quantity.

A vector quantity may be represented by an arrow. The length of the arrow represents the magnitude, and the direction of the arrow the direction of the vector quantity.

A force is a push or pull that acts on an object due to the interaction with another object. All forces between objects are either:

Contact forces – the objects are physically touching. E.g friction, air resistance, tension and normal contact force.

Non-contact forces – the objects are physically separated. E.g gravitational force, electrostatic force and magnetic force.

Resultant force is the single force that has the same effect as all the original forces acting together. Speed at which a person can walk, run or cycle depends on many factors including: age, terrain, fitness and distance travelled.

Typical values may be taken as:
 walking- 1.5 m/s
 running- 3 m/s
 cycling- 6 m/s.

A typical value for the speed of sound in air is 330 m/s.

Higher Tier

Circular motion - When an object moves in a circle at a constant speed, its direction constantly changes. A change in velocity results in acceleration, so an object moving in a circle is accelerating even though its speed may be constant.

Weight is the force acting on an object due to gravity.

Weight (N) = mass (kg) x gravitational field strength (g)

Weight is measured using a calibrated spring-balance (a newton meter).

Work done - a force causes an object to move through a distance work is done on the object. The work done by a force on an object can be calculated using the equation:
 Work done (J) = force (N) x distance moved (m)

One joule of work is done when a force of one newton causes a displacement of one metre.

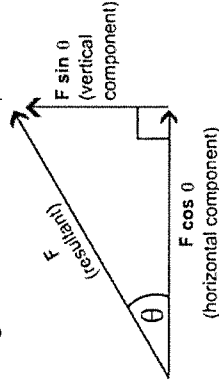
Elasticity - the extension of an elastic object, such as a spring, is directly proportional to the force applied, provided that the limit of proportionality is not exceeded.

Force (N) = spring constant (N/m) x extension (m)
 F=ke

Elastic potential energy - a force that stretches (or compresses) a spring does work and elastic potential energy is stored in the spring.
 Elastic potential energy = $0.5 \times \text{spring constant} \times \text{extension}^2$

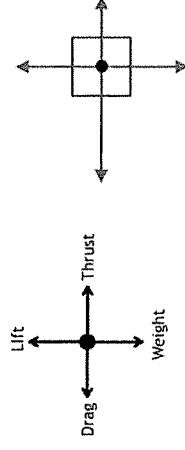
Speed - for an object moving at constant speed the distance travelled in a specific time can be calculated using the equation:
 Distance travelled (m) = speed (m/s) x time (s)

Finding forces on a vector diagram (Higher Tier)
 – resolving the force into components



Free body force diagrams (Higher Tier)
 A free body diagram shows the magnitude and direction of the forces acting on an object.

Balanced Forces Unbalanced Forces



Acceleration - near the Earth's surface any object falling freely under gravity has an acceleration of about 9.8 m/s^2 .

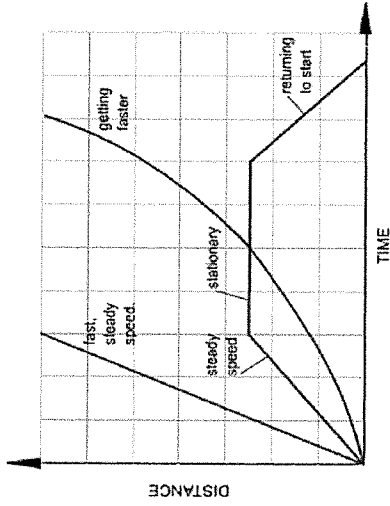
An object falling through a fluid initially accelerates due to the force of gravity. Eventually the resultant force will be zero and the object will move at its terminal velocity. The average acceleration of an object can be calculated using the equation:
 Acceleration (m/s^2) = change in velocity (m/s) / time taken (s)

Distance – Time Graphs

Gradient = Speed

Higher Tier

The speed ΔT a particular time can be calculated by drawing a tangent to a curve and finding the gradient.

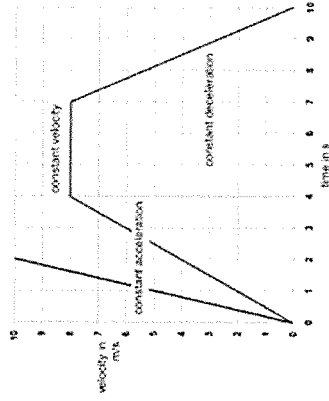


Velocity – Time Graphs

Gradient = Acceleration

Higher Tier

Area under the line = Displacement
The acceleration ΔT a particular time can be calculated by drawing a tangent to a curve and finding the gradient.



Newton's First Law:

If the resultant force acting on an object is zero, the object will either remain stationary or travel at a constant velocity.

Newton's Second Law:

The acceleration of an object is proportional to the resultant force acting on the object, and inversely proportional to the mass of the object.
As an equation:

Resultant force (N) = mass (kg) x acceleration (m/s²)

Stopping Distance

stopping = thinking + braking
distance distance

thinking distance - distance the vehicle travels during the driver's reaction time

braking distance - distance it travels under the braking force

The greater the speed of the vehicle, the greater the stopping distance.

Greater braking force = greater deceleration
If deceleration is too high, brakes can overheat and vehicles can skid.

Reaction times vary from person to person.

Typical values range from 0.2 s to 0.9 s.

A driver's reaction time can be affected by:

- Tiredness, drugs, alcohol
- Distractions may also affect a driver's ability to react.

Momentum (Higher Tier)

Momentum (kgm/s) = mass (kg) x velocity (m/s)

Conservation of Momentum

In a closed system, the total momentum before an event is equal to the total momentum after the event.

For objects travelling in opposite directions, momentum will be negative for one of them.

Inertia (Higher Tier)

Inertia is The tendency of objects to continue in their state of rest or uniform motion

Inertial Mass is a measure of how difficult it is to change the velocity of an object. It is the ratio of force over acceleration.

Newton's Third Law:

Whenever two objects interact, the forces they exert on each other are:
Equal in magnitude
Opposite in Direction
The same type of force

Factual Knowledge: The Synagogue

The Synagogue is at the heart of the Jewish faith. It is a house of prayer, study and gathering. Some Orthodox Jews may use the synagogue 3 times a day to pray, more generally though services take place Mondays, Thursdays and Shabbat. The synagogue is also used for Study, Jews study the Torah and discuss this with other Jews. Children may also learn Hebrew at the synagogue. They Synagogue is also vital for the community and at the heart of celebrations such as weddings. The synagogue ensures the weak and vulnerable of the community are cared for.

The Features of the Synagogue:

The Ner tamid is an everlasting light. This represents the eternal presence of God. The mitzvah to keep a light burning at the temple in Jerusalem. This will always hang near the ark.

The Ark is precious, sacred and the most important place in the synagogue. It contains several Torah scrolls.

The Torah scrolls, each scroll is handwritten and contains the sacred words of God.

The Bimah, where the Torah scroll is read. The Bimah is usually central in Orthodox synagogues and at the front in reform synagogues.

The Yad, this is used to read from the Torah, it helps you point to the exact place where you should be reading from.

Dietary Requirements: Kosher

Kosher means something that is fitting and proper according to Jewish Law. The opposite of Kosher is treifah, which is used to describe actions and food that is forbidden. The laws concerning Kosher date back to the Torah. There are many references about not only what can and cannot be eaten, but also the way foods should be prepared. Foods which are forbidden include many types of birds and shellfish, as well as animals that do not chew the cud or have parted hooves.

Kosher food can be quite hard to find in Britain and quite expensive. Among Orthodox Jews, meat and dairy products are not allowed to be eaten or cooked together, although they can be cooked separately. Reform and Orthodox differ in the way that their kitchens are organised. Orthodox arrange things in such a way that there is no contact between meat and dairy products, whereas Reform traditions are much less concerned with such matters, however many Reform Jews are careful to observe the basic principles of *kashrut*.

Jewish Rituals

Brit Milah: Is the Hebrew name to describe the religious circumcision of boys at 8 days old. It can be carried out in a hospital, home or synagogue and is carried out by a mohel (male). Circumcision involves the removal of the foreskin and is performed in front of the minyan. Relationship with God is shown through the circumcision, it represents the covenant with Abraham. As part of the covenant God gave Abraham the rite of circumcision as the specific sign of the Abrahamic covenant.

Bar Mitzvah At the age of 13 a boy becomes bar mitzvah- he enters into Jewish adulthood. From this time he will be able to form part of the Minyan (minimum group of ten needed for prayers). According to Jewish law at the age of 13 a boy is considered responsible to fulfill the mitzvot in the Torah. The term 'Bar Mitzvah' means 'Son of Mitzvah.' At this age it is believed that a young male can enter into a covenant relationship with God. In the years before his bar mitzvah ceremony a boy learns Hebrew so he can read a portion of the Torah in the synagogue.

Marriage is seen as an important religious and spiritual ceremony in Judaism. It allows procreation, fulfilling the duty to be 'fruitful and multiply' and the bonding referred to in the Torah. Marriage is considered God-given which can be seen by the word Kiddushin (holy or sanctified) which is used for the betrothal ceremony and the first part of the ceremony. The second part of the ceremony is called the Nisuin which finalises the marriage.

Mourning Rituals There is a pattern of rituals that take place when someone has died in the Jewish community. If possible a person's last moments should be spent reciting the Shema.

Chevera Kadisha: The burial society attached to the synagogue prepare the body for the burial.

The funeral is arranged by the Onan (main mourner).

Burial: For most Jews the body will be buried further than cremated and this should be done as quickly as possible.

Shiva: There are set rituals after the funeral which represents the fact that life cannot immediately carry on as before after a loved one has died these are known as Shiva (Meaning 7) and lasts for one week.

Factual Knowledge:

Jewish Festivals

Rosh Hashanah – Many consider Rosh Hashanah as the day God created the world. Rosh means head or beginning. It is a happy time to celebrate the beginning of the world. It is also a serious time when they remember God as judge. Rosh Hashanah and Yom Kippur are connected in a process of judgement as many people believe God judges people for the deeds in the last year. Special services are held on the eve of Rosh Hashanah. Special foods are eaten such as pomegranates, apples and honey to symbolise a sweet new year. At the morning service a shofar (rams horn) is blown 100 times to represent the crying of the soul asking to be reunited with God. Some Jews will perform tashlikh when they cast away the crumbs in their pocket to symbolise casting away sins. During the next ten days Jews consider their deeds of the year and try to apologise to anyone they have done wrong to.

Yom Kippur – Often called the Day of Atonement, it is the holiest day of the year. It is the end of the 10 days of repentance. It is a day of self-denial with a fast through the day. Many people spend this day in the synagogue. Food and money is given to help the poor. Some Jews will visit the mikveh (pool of natural water) for spiritual cleaning before Yom Kippur. They fast for 25 hours. In the synagogue the Kol Nidrei (all vows) is sung and the story of Jonah is told. During the prayers Jews confess their sins to God. The service ends with reciting the Shema. After nightfall a single blast of the shofar marks the end of the service.

Judaism Beliefs Key Terms:

Covenant: a promise or agreement between two parties. Covenants were made between God with Noah, Abraham and Moses.

Kosher: (fit or proper) foods that are permitted to be eaten according to Leviticus Chapter 11. It is also used to refer to the purity of ritual objects such as Torah scrolls.

Messiah: the anointed one who Jews believe will bring in a new era or age for humankind. This will include rebuilding the Temple and bringing in an age of universal peace.

Mitzvot: the term has a mix of meaning. It is often used to refer to duties (such as the 613 in the Torah) and good deeds.

Shabbat: day of spiritual renewal and rest. Beginning at sunset on Friday and closing at nightfall on Saturday.

Sukkot – An important harvest festival that is counted as a mitzvah. It remembers the 40 year period when the Israelites were in the desert on their way to the Promised Land. Shelters or booths (sukkahs) are made which represents the temporary shelters they used in the desert. Families will often eat and some sleep in here. Two special objects are used during the festival an Etrog (citrus fruit) and a lulav (palm, myrtle and willow placed in a wooden holder). Bringing the four species together is a reminder that Jews should be united.

Sukkot lasts for 7 days and many Jews do not work on the first and second day. Jewish families build a sukkah with a roof that the stars can be seen through. They may eat and sleep here. Sukkah are sometimes decorated with prayers and picture of fruit and harvests. Each morning the lulav is waved and a blessing said to God.

Pesach – celebrates the freedom from slavery in Egypt which was led by Moses. It is often called Passover as God passed over the houses of the Israelites during the final plague. In the book of Exodus God commands that the festival should be held each year.

Many foods are eaten during the celebration which have a special meaning: food without leaven such as matzah as a remembrance that the Israelites did not have time to allow the bread to rise before they left. The festival is called the festival of freedom and prayers are said for those who are not free. Before it begins the house is cleared of any products that rise. Families attend the synagogue and go home for a Seder meal. There will be a Seder plate with symbolic foods (lamb's bone, roasted egg, green veg to dip in salt, bitter herbs, paste made from apples, walnut and wine). Prayers are said for those who are not free and prayers from the Haggadah. The door is left open for Elijah who some Jews believe will come after Pesach to announce the coming of the messiah.

Key Terms continued:

Shekhinah: the place where God's presence rests and can be felt.

Synagogue: house of assembly; building for Jewish public prayer, study and assembly.

Torah: the five books of Moses (Genesis, Exodus, Leviticus, Numbers and Deuteronomy). Regarded as the holiest books of the Torah.

Origin and Meaning – Absolute One

Factual Knowledge: Catholic view on Creation

Creatio Ex Nihilio –A theory created by St. Augustine who argued that God created the world originally from nothing. He based his understanding on Genesis 1. In other words, there were no ingredients already in existence for him to use as he created everything. God is solely responsible for everything that exists. God did this as he is Omnipotent (all powerful) and omniscient (all knowing).

The story of creation was written thousands of years before modern science existed. Catholics **DO NOT** believe that the story of Adam and Eve actually happened – it is symbolic.

Catholic Church Response to the Big Bang Theory: Catholics accept the Big Bang Theory as long as God is part of the process. God must have created the conditions that made the Big Bang Theory possible.

Catholic Church Response to Evolution: The Catholic Church accepts Evolution as long as God is involved in the process.

Other Christian views on Creation

Other Christians understand the story of Adam and Eve in different ways, depending on whether they interpret the Bible text **literally** or **non-literally**.

Fundamental Christians: Believe that Genesis is a literal account and that God made the world in a period of 6 days and rested on the 7th day. Everything which is written in the Genesis story is fact and actually happened. **EVOLUTION AND THE BIG THEORY ARE THEREFORE WRONG** for Fundamental Christians.

Jewish views on Creation: Jewish there are two traditions **Orthodox and Reform**:

Orthodox Jews believe everything that was written in the Torah and therefore believe that the God created the world in 6 days and rested on the 7th day this is why the celebration of Shabbat is important. **Reform Jews**: Reform believe that God created the world however not in a literal 7 days. Some may believe in other theories such as God starting the universe through the Big Bang and Evolution.

The Big Bang Theory: The theory was created by a man called Stephen Hawking states that about 13,700 million years ago all the matter in the universe was concentrated into a single incredibly tiny point. This began to enlarge rapidly in a hot explosion, and it is still expanding today.

Evolution: Theory created by Charles Darwin that argued when conditions change such as the climate the members of the species which are best able to cope survive and reproduce, the other die out. Over time, humanity evolved over millions of years from Bacteria.

Factual Knowledge:

Sanctity of Life

The Catholic Church teaches that all human life is sacred and that everyone has a right to life which should be valued and respected at every stage. This starts at conception and ends at death.

Catherine of Sienna: A nun who developed the concept of Imago Dei in her letters. She argued being made in the image of God was a gift from God that we should not waste. She focused on three key areas in her teaching: Conscience, Origins (made by God) and Dignity (sanctity of life)

Jewish Teaching: God is the creator, he alone gives and takes life. Genesis teaches that humans are created in the image of God and life is precious. In the Tenakh there are references to a relationship with God even before birth ‘Before I formed you in the womb I knew you’.

Pikuach Nefesh: The principle in Jewish law that the preservation of human life overrides virtually any other religious consideration

Creation ex nihilo

A Latin phrase meaning creation "out of nothing". For Christians this is the idea that the universe was created by God from nothing.

Evolution

The gradual development of something. Charles Darwin believed all the different species on earth developed over time from simple life forms.

Factual Knowledge

Abortion: The removal of the foetus from the womb before it can survive.

Pro-life: Supporters will argue that a foetus is a human life from the moment of conception. (Contains blue-prints for a baby).

Pro-Choice: The pro-choice argument hinges on the fact that women are denied their basic human rights if they are not entitled to make their own decisions (It is only potential life).

Catholic Church teaches that all direct abortion is wrong whatever the circumstances so can never be permitted. The Church teaches that life begins at the moment of conception.

Judaism Jewish teaching on abortion is "Abortion is forbidden in Jewish law. 'There is no concept in Judaism of a life not worth living. However, because the foetus is not a person, the duty is to the mother. Abortion is therefore permitted to save her life, and in some cases to protect her health (**Pikuach Nefesh**)"

Humanists: Place humanity at the centre of everything. Do not believe in a higher power (**GOD**), but rather argue that humanity has a moral responsibility to do good and avoid evil. Humanists value happiness and personal choice. In deciding they would look at the evidence, consequences and rights and wishes of everyone involved. Life is not sacred but is worthy of the highest respect. Generally, they would take a pro-choice stance and many Humanists campaigned for abortion to be legalised in the 1960s so that unsafe, illegal abortions could not take place. Improved sex education, contraception, and better education, can all help to reduce the number of abortions.

Imago Dei	Translated from Latin as 'the image of God'. Humans are created in the image of God.
Transcendence	The idea that God exists above and beyond the physical world.
Omnipotence	The idea that God is all-powerful.

Factual Knowledge:

Stewardship: Looking after the earth and preserving it for future generations

Catholics believe they have been given a responsibility from God to care for the earth. Catholics believe that the **7th Commandment** applies to Stewardship. If we cut down a tree we are considered to be stealing from God. **Laudato Si:** Encyclical produced by Pope Francis that outlines practical ways that the Catholic Church can take care of the Planet.

Jewish view: Jews believe in the Genesis story just like Catholics, as this is found in the **Torah**. They believe that they are have duty to protect those in LEDCs by sharing resources. Jews believe that the teaching of Stewardship can be found within the **Talmud and the Tenakh**.

Humanists: They would argue that it is due to Evolution and the teaching of survival of the fittest, which allows them to be people most capable of protecting the earth. They believe the earth is worth looking after because it is our home and its sustainability is dependent on future happiness.

The Bible

The Christian Bible is divided into 2 main parts: The **Old Testament** and the **New Testament**. The Old Testament deals with how God looked after the Jewish people and the New Testament deals with how God sent his Son, Jesus, for the whole world.

Catholic interpretation of the Bible: Catholics believe the Bible is the inspired word of God. God made use of specific people who wrote in human language, and did so at a particular time and place in history. Not everything written would have been historically or literally accurate.

Jewish Interpretation of the Torah: The Torah is the first five books of the Tenakh and is believed to be the holiest and most important part of scripture for Jews. Moses is believed to have received the Torah from God on Mount Sinai. For Orthodox Jews they believe it was given by God to Moses and must be taken literally and not changed. Many Reform and Liberal Jews, it is not necessary to take the scriptures literally and they believe that sometimes they have to be changed to fit into modern life.

1.3.2 Wired and wireless Networks, protocols and layers

- Encryption
- IP addressing and MAC addressing
- Standards
- Common protocols including:
 - TCP/IP (Transmission Control Protocol/Internet Protocol)
 - HTTP (Hyper Text Transfer Protocol)
 - HTTPS (Hyper Text Transfer Protocol Secure)
 - FTP (File Transfer Protocol)
 - POP (Post Office Protocol)
 - IMAP (Internet Message Access Protocol)
 - SMTP (Simple Mail Transfer Protocol)

The concept of layers

Encryption

Encryption software **SCRAMBLES** (encrypts) data to stop third-parties from accessing it.

To decrypt the data, a special 'KEY' is needed. The computer uses the key and a set of instructions to turn the data back into its original form.

SYMMETRIC

Risky – single key to both encrypt & decrypt the message.

ASYMMETRIC

Safer – uses two keys **PUBLIC & PRIVATE** key to decrypt the message.

Standards and Protocols

- A network standard is a set of **agreed requirements** for hardware and software.
- Standards are important as they allow **manufacturers** to create products that are **compatible** with other manufactures.
- A network protocol is a **set of rules** for how **devices communicate** and how data is transmitted across a network.
- Communication protocols specify how communication between two devices is carried out.

Addressing

There are two main types of addressing used in networks

IP addressing

- IP addressing is used when sending data between TCP/IP networks i.e. over the internet.
- IP address are assigned by the ISP or network manager.
- There are 2 versions **IPv4** (uses 32 bits) & **IPv6** (uses 128 bits).

MAC Addressing

- Every device needs a **unique** identifier so it can be found on the network.
- MAC addresses are **assigned** to all network-enabled devices by the **manufacturer**.
- They are Unique and **cannot be changed**
- MAC addresses are **48 or 64-bit** binary numbers, these converted into hexadecimal to make it easier to understand.

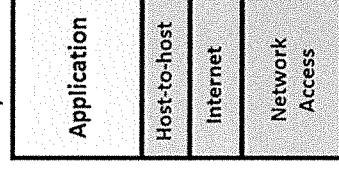
Common protocols

- **TCP/IP** – this is the protocol that dictates how data is sent across networks.
 - TCP (Transmission Control Protocol) rules for how devices connect on a network
 - IP (Internet Protocol) for directing packets to their destination
- **HTTP** (Hyper Text Transfer Protocol) – Used by web browsers to access websites and communicate with web servers
- **HTTPS** (Hyper Text Transfer Protocol Secure) More secure version of HTTP used on websites that have sensitive data.
- **FTP** (File Transfer Protocol) – Used to access, edit and move files between devices on a network.
- **POP3** (Post Office Protocol) – Used to receive emails from a server, after which it is deleted from the server.
- **IMAP** (Internet Message Access Protocol) - Used to receive emails from a server, remains on the server after downloading.
- **SMTP** (Simple Mail Transfer Protocol) – Used to send emails

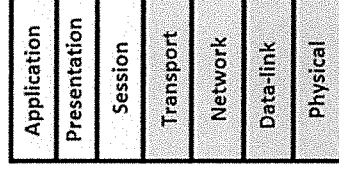
The concept of Layers

- Layers are groups are protocols which have similar functions
- Layers are self contained, the protocols in each layer don't need to know what is happening in the other layers
- Each layer serves the layer above

TCP/IP model



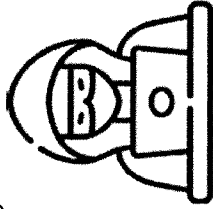
OSI model



1.4.1 Threats To Computer Systems And Networks

Forms of Attack:

- Malware
- Social engineering, e.g. phishing, people as the 'weak point'
- Brute-force attacks
- Denial of service attacks
- Data interception and theft
- The concept of SQL injection



SOCIAL ENGINEERING involves exploiting human weaknesses in order to gain access to a computer system/network.

The most common way it is done is **Phishing**

PHISHING emails are sent by criminals and are designed to steal money or login details they contain links or attachments which, if clicked, allow access to the system.



BRUTE FORCE ATTACKS – this involves a hacker attempting to gain access to a network, they do this by guessing a users password using a trail and error method until it is found. They use software created that produces hundreds of likely password combinations that are commonly used.

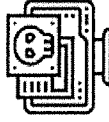
HOW TO SPOT A PHISHING EMAIL

- Spelling mistakes
- Suspicious origin address
- Impersonal (i.e. no name)
- Asks for personal information
- Contains links attachments



Malware is software which can cause damage to a computer.

- Malware is installed on devices without the users knowledge, typical actions of malware are.
 - Deleting, changing files
 - Locking files
 - Monitoring actions
 - Changing permission to allow hacker access
- Types of malware
 - Worms
 - Viruses
 - Spyware
 - Ransomware
 - Trojans



People as the weak point –

where illegal access is obtained by influencing people within a company, common way of doing this is over the telephone: Someone calls the employee and pretends to be a network administrator, they persuade the employee to disclose information e.g. their login details or sensitive company data.



DENIAL OF SERVICE (DoS) attacks are

designed to 'crash' a network or website. Criminals do this by bombarding it with so many requests (traffic) that it cant function properly.

These are used silence a website that the malicious user disagrees with Can be used as a smoke screen to hide another attack that is happening on the server. **DISTRIBUTED DENIAL OF SERVICE (DDoS)** uses a large number of computers to attack. This is more effective than using one system because a large number of systems can generate more traffic.

DDoS attacks make use of botnet – collection of zombie computers that have been infected with code that gives the malicious user control over that machine

DATA INTERCEPTION and

this is done when data is being sent across a network.

The packets are **intercepted**.

Wireless networks are most venerable to data

interception because **no**

physical access is required.

Data can also be accessed is it is being transferred across

a WAN as it uses

telecommunications as part of its infrastructure.

Packet sniffing software is used to intercept the

packets as they move round the network.

SQL INJECTION – this refers to

using SQL statements to access databases.

By exploiting vulnerabilities

hackers could access systems

containing customer data,

intellectual property or other

sensitive information.

Should an attacker gain access to the database they could:

- **Bypass authentication** procedures and impersonate specific users
- Execute queries, **exposing** data
- **Alter** data, resulting in integrity issues
- **Delete** data

1.6.1 Ethical, Legal, and Environmental Impact

Impacts of digital technology on wider society including:

- Ethical issues
- Legal issues
- Cultural issues
- Environmental issues
- Privacy issues

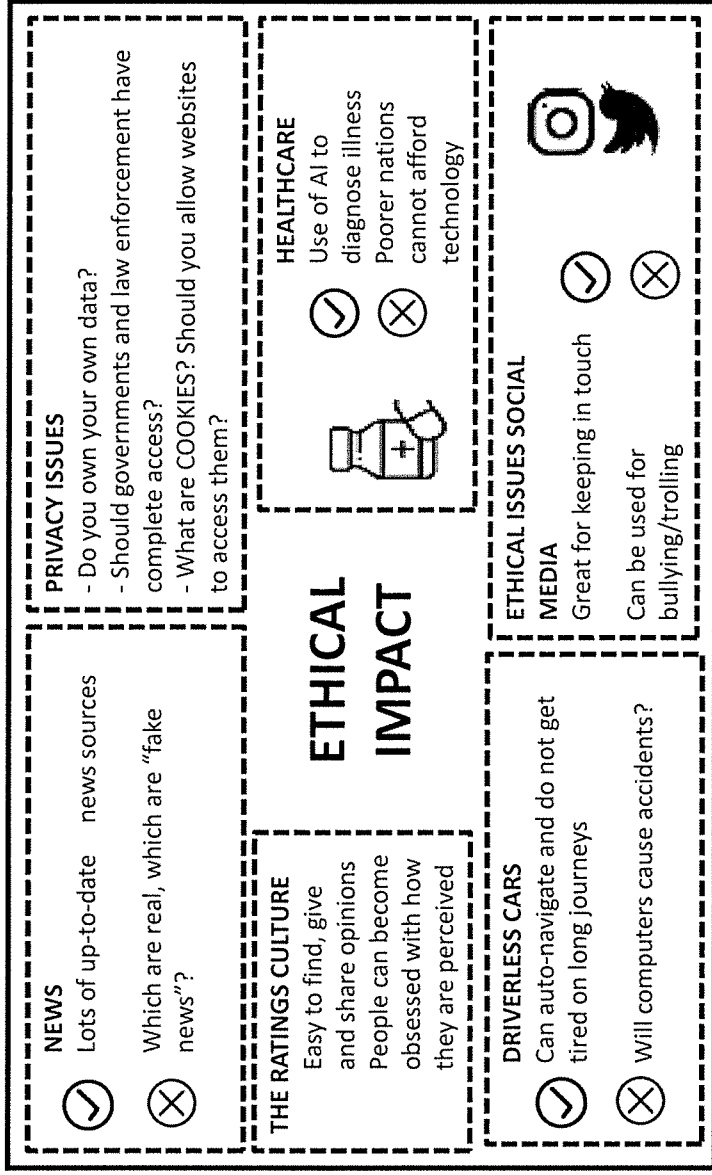
Legislation relevant to Computer Science:

- The Data Protection Act 2018
- Computer Misuse Act 1990
- Copyright Designs and Patents Act 1988
- Software licences (i.e. open source and proprietary)

REVISION NOTE

You need to be able to talk about each of these in detail, considering both advantages and disadvantages of each

ETHICS= Our principles, the things that influence our choices and behaviours
CULTURE= Our way of life, including customs and beliefs



THE COPYRIGHT DESIGNS AND PATENTS ACT 1988

An act of law designed to provide protection for creators of books, software music and video, against illegal copying, piracy and distribution.



COPYRIGHT – material cannot be used/distributed without permission



CREATIVE COMMONS – material can be used without permission (though credit may need to be given)

COMPUTER MISUSE ACT 1990

There are three main principles of the Computer Misuse Act. It is an offence to:

1. access computer material without permission, e.g. looking at someone else's files
2. access computer material without permission and with intent to commit criminal offences, e.g. hacking into your bank's computer and increasing the money in your own account
3. alter computer data without permission, e.g. writing a virus to destroy someone else's data

THE 8 PRINCIPLES OF THE DATA PROTECTION ACT 2018

- ✓ Fair, lawful & transparent processing
- ✓ Purpose limitation
- ✓ Data minimisation
- ✓ Accuracy
- ✓ Data retention periods
- ✓ Data security
- ✓ Accountability

SOFTWARE LICENSES

	Open Source	Proprietary	Freeware
Is licensed	✓	✓	✓
Can be edited by users	✓	✗	✗
License is free	✓	✗	✓
Users can make and sell their own version	✓	✗	✗

2.4.1 Boolean Logic

- Simple logic diagrams using the operators AND, OR and NOT
- Truth tables
- Combining Boolean operators using AND, OR and NOT
- Applying logical operators in truth tables to solve problems

Computers are made up of circuits containing millions of switches. There are only two possible values of these switches (**ON** or **OFF**), these values are represented using the binary values of **1** or **0**. Each circuit contains logic gates and **BOOLEAN LOGIC** is used to evaluate the results of the different combinations of 1s and 0s

There are a number of different logic gates used in logic diagrams, each of these give different results when they receive inputs (1s and 0s) There three common ones are

AND
OR
NOT

REVISION NOTE

You need to be able to draw a truth table for a given circuit. You also need to be able to represent a circuit as a Boolean expression

The possible values for each gate can be represented using a TRUTH TABLE.

A NOT gate has a single input – 'A'

NOT gate



A	Q
0	1
1	0

An AND gate has two possible inputs – 'A' and 'B'

AND gate



A	B	Q
0	0	0
0	1	0
1	0	0
1	1	1

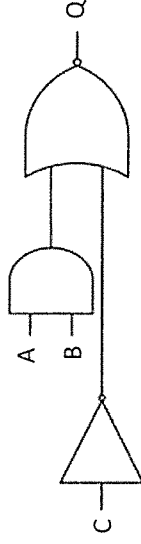
A OR gate has two possible inputs – 'A' and 'B'

OR gate



A	B	Q
0	0	0
0	1	1
1	0	1
1	1	1

Logic gates can be combined to create complete circuits. These can also be represented using truth tables. Circuits can be made up of many logic gates. The logic diagram below is made up of the three most common logic gates:



The diagram above can be represented using the following table:

A	B	C	Q
0	0	0	0
0	0	1	1
0	1	0	0
0	1	1	1
1	0	1	1
1	1	0	1
1	1	1	1

This can also be represented as a Boolean expression:

(A AND B) OR (NOT C)

2.5.1 Languages

Characteristics and purpose of different levels of programming language:

- High-level languages
- Low-level languages

The purpose of translators and an interpreter

HIGH LEVEL LANGUAGES are languages that are easier for the programmer to understand as they are closer to human language this helps the programmer because:

- Easier to find error
- Uses English like keywords
- One instruction translates into many machine codes instructions

LOW LEVEL LANGUAGES are used for writing device drivers and programs that interact with hardware.

All programs are executed in machine code – this means that any program now written in machine code needs to be translated into this form.

Software called **TRANSLATORS** is used to convert High Level Languages or Assembly Language into machine code. There are two types of translator – **COMPILERS** and **INTERPRETERS**.

SOURCE CODE is the language the program was written in. When this is compiled into **OBJECT CODE** it creates an **EXECUTABLE** file that can run on any computer without the use of a compiler.

Languages		Syntax	Translation	Hardware dependent?	Example
Low level	Machine Code	Data and instructions made up of 1s and 0s	Does need to be translated	YES (unique to each processor type)	11000101 11011011
	Assembly Language	Mnemonics/symbols	One statement translates to one machine code instruction	YES (unique to each processor type)	MOV1 #5B #6A LDA1 #6A
High level	Python, JAVA, C++, Visual Basic	Resembles human language	One statement translates into many machine code instructions	NO – transferrable and usable on any computer	print("Hello World")

2.5.2 The Integrated Development Environment

Common tools and facilities available in an Integrated Development Environment (IDE):

- Editors
- Error diagnostics
- Run-time environment
- Translators

Integrated Development Environment (IDE):

- Editor (for writing the code)
- Error Diagnostics (such as de-bug facilities)
- Run-Time Environment
- Translators

IDE's allow the programmers to WRITE, EDIT, EXECUTE and TRANSLATE their code.

The **EDITOR** allows the programmer to enter/edit code and may provide tools like auto-indenting, colour coding variables and commands, and adding line numbers.

The **RUN – TIME ENVIRONMENT** shows what happens when the code is executed

ERROR DIAGNOSTICS

identify any errors picked up during the compilation process – the IDE will also **TRANSLATE** the code.

```

74 sample.py - C:/Users/Rishi/Desktop/python programs/sample.py
File Edit Format Run Options Windows Help
a = 0
while a < 10:
    a = a + 1
    if a > 5:
        print(a, "\n", 5)
        while a <= 7:
            print(a, "\n", 7)
        else:
            print("breaked case was true")
    
```





74 Syntax error





There's an error in your program:
unindent does not match any outer indentation level

OK

Key Terms	
What was the Cold War?	an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.
1. Capitalism	a theory or system of social organization in which all property is owned by the community and each person contributes and receives according to their ability and needs.
2. Communism	A group of countries led by Russia, AKA the Soviet Union
3. USSR	
The Conferences	
4. Grand Alliance	Wartime alliance between USA, Britain and USSR
5. Sphere of Influence	The region over which a country has influence/control
6. Demilitarisation	The removal of army and other military from a region
Soviet Expansion	
7. Satellite states	Countries controlled by a larger, more powerful nation
8. Containment	The US plan to prevent the spread of Communism
9. Iron Curtain	The name given to the 'border' of Western/Eastern Europe
US Actions – The Truman Doctrine and Marshall Plan	
10. Doctrine	A key message that you are committed to enforcing
Soviet Actions – The Berlin Blockade	
11. Comecon	Organisation to increase Soviet economic control in Europe
12. Cominform	Organisation encouraging cooperation between communist countries
13. Blockade	Preventing access to a location or region
14. Bizonia	The merging of the German regions controlled by the US and Britain
15. Airlift	Bringing needed goods into a region by air
16. NATO	Military alliance of America and its allies
17. Warsaw Pact	Military alliance of the USSR and its allies
The Arms Race	
18. Arms race	Competitive military spending between countries
19. ICBM	Missiles that can be fired huge distances – across continents
20. H-Bomb	Hydrogen bomb – a very powerful and destructive weapon
21. B-52	The type of bomber aircraft used by the USA
22. Sputnik	A Soviet satellite, the first man made satellite in space
Hungarian Uprising	
23. Destalinisation	Khrushchev's policy of moving away from Stalin's methods
24. Secret Police	Organisations that enforce the law but are not accountable or public
25. Guerrilla	A type of fighting that relies on ambushes or unconventional warfare

Roosevelt 1933-1945		1943 Tehran Conference 1944 Yalta Conference / Potsdam Conference / A-Bomb / Soviet expansion (until 1947) 1946
Truman 1945-1953		1947 Truman Doctrine / Marshall Plan / Cominform 1948 Berlin Crisis / Airlift 1949 Comecon / NATO / USSR tests A-Bomb 1950 1951
Eisenhower 1953-1961		1952 Successful H-Bomb tests / Khrushchev new leader 1954 1955 Warsaw Pact 1956 Hungarian Uprising 1957 Launch of Sputnik – first key moment of space race 1958 1959
Kennedy 1961-1963		1960 U-2 spy plane crisis 1961 Second Berlin Crisis 1962 Cuban Missile Crisis

Timeline of the arms race 1945-1962	
1945	The USA tests its first atomic bomb. It is used twice, against Japan. Joseph Stalin demands the USSR develop its own nuclear capability, and triples the pay of scientists working on the project.
1949	The USSR carries out its first successful nuclear test. In the US, Truman massively increases defence spending and work commences on a new, more powerful 'hydrogen bomb' (H-bomb)
1953	The US and USSR both conduct their first successful H-Bomb tests. Both sides are now in possession of powerful nuclear weapons.
1954	The US explodes its largest ever H-Bomb – the equivalent of 15 million tons of TNT, and capable of wiping out Moscow, the Soviet capital. The USSR had similar capability to wipe out American cities.
1957	The Soviet Union launches the first satellite into space. The US fears that this could eventually lead to a military threat, and diverts resources to its own space program.
1962	The Cuban Missile Crisis – the US discovers Soviet nuclear missiles in Cuba, 90 miles off the coast of Florida. The USA has 63 inter-continental missiles, 21 nuclear submarines, 24 aircraft carriers and 96 missiles capable of being launched from submarines. The USSR had more than 50 inter-continental missiles, and no aircraft carriers, no sub-launched missiles and only 2 nuclear submarines. The USA had started to pull ahead in the arms race, but both sides possessed enough nuclear weapons to wipe the other side out many times over.

Capitalism	Communism
<p> Politics: Favours democracy – people choose their leaders from several different parties.</p> <p>Economy: Businesses are privately owned, and there are opportunities to become very wealthy for some people. If you work hard and are good at your job, you will be promoted and earn more money – this gives people an incentive to work.</p> <p>Beliefs: Freedom is good and is necessary for a successful society. Some people will be wealthier than others but mostly this should reflect their ability, ingenuity and hard work. It would be unfair for everyone to be equal if some work harder than others. Capitalism should be the system used by the rest of the world because it encourages prosperity and development.</p> <p>Problems: Capitalism leads to inequality – some people become very rich, but others become very poor. Power is concentrated in the hands of a minority of rich and powerful individuals, whilst the poor are vulnerable to being exploited.</p>	<p> Politics: Only one party allowed, the Communist Party, which represents the people. There are no elections and you cannot change your government.</p> <p>Businesses are all owned publicly – by the government. All profits and products are shared amongst the people. Nobody becomes hugely wealthy, but nobody is much poorer than anyone else.</p> <p>Beliefs: Freedoms such as a free media and freedom to hold different political views is harmful to the unity and success of the country. Everyone should be equal, and it is the government's job to ensure that this happens, as capitalism will exploit the poor and the workers to benefit the elite. Communism should be the system used by the rest of the world, and the USSR should encourage revolutions in other countries to ensure this happens.</p> <p>Problems: Communism leads to a lack of productivity – why work hard with no opportunity for financial reward? It also stifles creativity – people are less likely to have the freedom and incentive to develop ideas if they won't personally benefit from them. Lack of democracy leads to the suppression of other basic rights.</p>

GCSE History Paper 2: Superpower Relations KT2: Cold War Crises

The Berlin Crisis, 1961		People who favoured aggressive or diplomatic US response	
1. Defection	Leaving one country to go to its enemy	11. Hawks and Doves	Going right to the edge to get what you want
2. Refugee	A person fleeing crisis in their home country	12. Brinkmanship	Consequences of the Cuban Missile Crisis
3. Ultimatum	A final choice with two serious options	13. Hotline	A telephone connection to allow instant communication
The Construction of the Berlin Wall		14. Treaty	An agreement between countries
4. Checkpoint	A guarded border post on the Berlin Wall	15. Detente	The thaw in relations that led to progress between US/USSR
The Cuban Revolution		The Prague Spring	
5. Dictator	A leader with total power over the country	16. Reforms	Changes to the way the country is run
6. Diplomat	A representative from one country in another	17. Censorship	Limiting the information that people have access to
7. Exile	A person forced to leave a country to live in another	The Soviet Invasion of Czechoslovakia	
8. CIA	The Central Intelligence Agency – US spy network	18. Resistance	Refusal to cooperate
9. Bay of Pigs	A bay in Cuba that was the focus of a failed invasion	19. Propaganda	Materials which are designed to push a particular message
The Cuban Missile Crisis		20. Brezhnev Doctrine	USSR plan to invade countries which threatened E. Europe
10. U-2	US spy plane which captured images of the missiles	21. Vietnam War	A disastrous conflict the US was involved in in the 1960s/70s

Key Terms

1958 Berlin Ultimatum	Eisenhower 1953-1961
1959 Khrushchev visits USA / Cuban revolution	
1960 Planned Paris Summit / U-2 spy plane crisis	Kennedy 1961-1963
1961 Vienna Summit / Berlin Wall built / Bay of Pigs	
1962 Cuban Missile Crisis	
1963 Kennedy visits Berlin	Johnson 1963-1969
1964 Brezhnev replaces Khrushchev as Soviet leader	
1965	
1966	
1967	
1968 Prague Spring / Soviet invasion / Brezhnev Doctrine	Nixon 1969-1974
1969 Czech Anti-Soviet demonstrations continue	
1970	



Two crises in Berlin – not the same thing!		Three Cold War Crises	
Berlin Crisis of 1948	Berlin Crisis of 1961	Cuban Missile Crisis 1962	Czechoslovakia 1968
The Berlin crisis of 1948 was caused by Stalin, who was resentful of the US and Britain having free access through East Germany to get to their sectors of Berlin. He thought they were spying on the Communist country and were spreading pro-capitalist messages. He closed off all the roads and railways, and attempted to force the US and Britain to give up their claim to West Berlin. Instead, the US organised airlifts of food and fuel to defeat the blockade and save the people of West Berlin. Stalin eventually had to back down. This crisis was significant in the wider Cold War because it showed that the USA was prepared to back up its words in the Truman Doctrine with actions. It was also significant because it led to the creation of NATO.	The Berlin Crisis of 1961 was caused by Khrushchev, who was resentful of highly qualified professionals leaving East Berlin and East Germany. There was no border between the East and West zones, meaning that people frequently travelled to the West and then on to capitalist countries that they otherwise were not allowed to go to. Highly qualified people knew they could earn lots more money in the capitalist West, so the 'brain drain' was a big concern for Khrushchev. He attempted to force the US to prevent this migration, but the US refused, so Khrushchev authorised the East Germans to build a wall around the entirety of West Berlin. This meant no East Germans could enter or they would be shot. Migration stopped, but the city was cut in two. The wall stood for 28 years.	Key individuals: <ul style="list-style-type: none"> Kennedy (USA) Khrushchev (USSR) Castro (Cuba) Causes: <ul style="list-style-type: none"> USSR placed missiles on Cuba in response to US Jupiter missiles in Turkey. Key events: <ul style="list-style-type: none"> Communist revolution led by Castro 1959 Bay of Pigs invasion 1961 Missiles discovered by USA Kennedy ordered removal + blockaded Cuba Outcomes: <ul style="list-style-type: none"> Increased rivalry between USA and USSR Hotline installed for instant communication Various treaties between 1963 and 1968 	Key individuals: <ul style="list-style-type: none"> Brezhnev (USSR) Dubcek (Czechoslovakia) Johnson (USA) Causes: <ul style="list-style-type: none"> Czechs demanded greater freedoms and economic reform. Dubcek appointed leader Key events: <ul style="list-style-type: none"> Dubcek announced Prague Spring reforms Opposition to Communism increase USSR invades and arrests Dubcek, reversing reforms Outcomes: <ul style="list-style-type: none"> Brezhnev Doctrine Other communist countries condemned USSR US condemnation but no intervention

Timeline	
1	October 1918 Crews in the German navy mutinied. Refused to follow order in Kiel and Hamburg.
2	07/11/1918 In Munich workers declared a general strike and protested in the streets—led by a Jewish communist, Kurt Eisner.
3	09/11/1918 Kaiser Wilhelm II abdicates, the chancellor Max von Baden handed over to Friedrich Ebert, leader of the SPD.
4	10/11/1918 Ebert suspended the old Reichstag. He also made an agreement with General Groener for the army to help the government to keep the communists out of power.
5	11/11/1918 Matthias Erzberger signed the armistice—formally agreeing the end of WW1.
6	December 1918 German Communist Party was established.
7	06/01/1919 Spartacist Revolt—a left-wing uprising. A general strike with over 100,000 workers took place in Berlin.
8	16/01/1919 Rosa Luxemburg and Karl Liebknecht, leaders of the Spartacist Revolt were arrested and killed by the Freikorps.
9	19/01/1919 Elections took place—they were a success, 82% of the electorate voted. Moderate parties were most popular.
10	February 1919 The National Assembly met for the first time—they had to meet in Weimar as there was so much unrest and violence in Berlin.
11	28/06/1919 The Treaty of Versailles was signed in Paris.
12	31/07/1919 The National Assembly agreed a new constitution by 262 votes to 75.
13	1919 Hugo Hasse—one of Ebert's Council of People's Representatives was murdered.
14	March 1920 The Kapp Putsch—a right-wing uprising.
15	1921 Matthias Erzberger—the politician who signed the surrender in 1918 was shot and killed.
16	June 1922 Walther Rathenau—the Weimar foreign minister was machine-gunned to death in Berlin.
17	December 1922 Germany failed to send coal to France, from the Ruhr coalfields—this was part of the reparations agreement.
18	January 1923 The French sent troops into the Ruhr, they confiscated raw materials, manufactures goods and industrial machinery.
19	1923 Hyperinflation crisis. Price of bread; 1919 = 1 mark, 1922 = 100 marks, 1923 = 200,000 billion marks.
20	August 1923 Gustav Stresemann becomes chancellor and solves problems of 1923.
21	November 1923 Stresemann set up a state-owned bank, the Rentenbank and they issued the new currency, the Rentenmark.
22	April 1924 The Dawes Plan—set up by American banker Charles Dawes was asked to resolve Germany's non-payment of reparations.
23	August 1924 An independent national bank, the Reichsbank was given control of the Rentenmark.
24	1925 President Ebert died—He was replaced by Hindenburg.
25	01/12/1925 Stresemann signed the Locarno Pact; a treaty between Germany, Britain, France, Italy and Belgium.
26	September 1926 Germany were allowed to join the League of Nations.
27	August 1928 Germany and 61 other countries signed the Kellogg-Briand Pact—promising the countries would not use war to achieve foreign policy aims.
28	August 1929 Young Plan—reduced total reparations debt from £6.6 billion to £2 billion, and they had an extra 59 years to pay.
29	03/10/1929 After 6 years as foreign minister, Stresemann had a heart attack and died.

Key People

1	Kaiser Wilhelm II	Leader of Germany—abdicated 9th November 1918.
2	Philipp Scheidmann	Leading member of the Social Democratic Party (SPD). Proclaimed that the Kaiser had gone and there was a new German Republic.
3	Max von Baden	Chancellor—stood down on the 9th November 1918.
4	Paul von Hindenburg	President of Germany between 1925 and his death in 1934.
5	Friedrich Ebert	Leader of the SPD. Became Chancellor 9th November 1918.
6	General Groener	10th November 1918—made an agreement with Ebert that the army would work with the government to keep communists out of power.
7	Rosa Luxemburg	Leader of the Spartacist Revolt. Killed on 16th January 1919.
8	Karl Liebknecht	Leader of the Spartacist Revolt. Killed on 16th January 1919.
9	Wolfgang Kapp	Led the right-wing Kapp Putsch uprising.
10	Charles G. Dawes	An American banker who created the Dawes Plan to resolve Germany's non-payment of reparations.
11	Owen Young	An American banker who led the committee which created the Young Plan, to further help Germany manage reparation payments.
12	Otto Dix	Expressionist painter whose scenes of German life were critical of German society.
13	Erich Mendelsohn	Famous architect—designed Einstein Tower in Potsdam which was very unusual and futuristic.
14	Fritz Lang	Film director famous for <i>Metropolis</i> in 1926. A government-funded film about life and technology in the 20th century.
15	Gustav Stresemann	Chancellor between August and November 1923, and foreign secretary from August 1923—1929.

Key Terms

1	Communism	An extreme form of government, representatives of the workers set up government and take ownership of all land, property and resources in a country.
2	Abdication	A leader, like a King, giving up their throne or position.
3	Constitution	The rules which set out how a country is run.
4	Trade Union	Groups of workers formed to protect workers rights in a variety of jobs.
5	Spartacist	Left-wing uprising against Weimar Republic—supported Communists.
6	Kaiser	The German Emperor.
7	Chancellor	The head of the government in Germany
8	Diktat	The Treaty of Versailles was a Diktat as the terms were imposed on Germany, not negotiated with them.
9	Dolchstoss	'Stabbed in the back' - how Germans viewed the Treaty of Versailles.
10	November Criminals	Leaders of the new German republic who signed the Treaty of Versailles.
11	Freikorps	'Free corps' formed of thousands of demobilised soldiers after WW1.
12	Hyperinflation	Prices went up due to shortages of goods = inflation. The government printed more money, which made prices rise further = hyperinflation.

Key Words	
1	NSDAP
2	Iron Cross Award
3	Volk
4	25 Point Programme
5	Völkischer Beobachter
6	Führerprinzip
7	Swastika
8	SA or Sturmabteilung
9	Aryan
10	Anti-Semitism
11	Mein Kampf
12	Putzsch
13	Blood Martyrs
14	Gaue
15	Gauleiter
16	SS or Schutzstaffel
17	KPD
18	Propaganda
19	Roter Frontkämpferbund
20	Nationalism
21	Socialism
22	Paramilitary force

Key People	
1	Paul von Hindenburg
2	Adolf Hitler
3	Gustav Stresemann
4	Heinrich Brüning
5	Kurt von Schleicher
6	Franz von Papen
7	Rudolf Hess
8	Hermann Göring
9	Julius Streicher
10	Ernst Rohm
11	Anton Drexler
12	Gustav von Kahr
13	Hans von Seisser
14	Otto von Lossow
15	General Ludendorff
16	Insenh Gneihals






Hitler's Rise to Power	
1	Hitler sets up the Nazi Party in 1920 and becomes Chancellor in January 1933. This happens for a variety of reasons – Hitler's strengths, inbuilt problems of the Weimar Republic, and the weaknesses of others.
Timeline	
2	February 1919
3	12/09/1919
4	19/09/1919
5	1920
6	December 1920
7	July 1921
8	August 1921
9	08/11/1923
10	11/11/1923
11	1924
12	1925
13	1926
14	1928
15	03/10/1929
16	24/10/1929
17	1930
18	March 1932
19	April 1932
20	30/05/1932
21	July 1932
22	November 1932
23	December 1932
24	30/01/1933
Key Concepts	
25	25 Point Programme union of all Germans, No Treaty of Versailles, Citizenship to only those with German Blood, businesses to be nationalized.
26	The Munich Putsch is a significant event. Although a failure, Hitler gained publicity, he wrote Mein Kampf and he realised that if he was to win power, he needed to do this by votes and not by force.
27	Stable Stresemann caused problems for the popularity of the Nazi Party. When times were good, voters were not attracted to the Nazi policies.
28	The Wall Street Crash was a major turning point in the fortunes of the Nazi Party. The Nazi message did not change but people were now prepared to hear it. Support grew from all classes (big businesses, middle-class and working-class) as well as farmers, young people and eventually women.
29	The Backstairs Intrigue - At a time when Nazi popularity at the polls was decreasing, Hitler was handed power by political elites who feared Communist takeover and Civil War.

GCSE History Paper 2: Superpower Relations KT3: End of the Cold War

Reasons for Detente		Key Terms	
1. Détente	An period of improved relations between US and USSR	15. Carter Doctrine	A US vow to go to war if their interests in Middle East threatened
2. Linkage	Nixon's plan to 'link' benefits to positive Soviet actions	16. Boycott	A refusal to use certain services or to attend an event
3. Bilateral	Agreements that involve cooperation between two parties	Reagan and the Second Cold War	
Détente		17. Second Cold War	Reagan's escalation of the Cold War after the failure of detente
4. SALT I	A plan to limit production of new nuclear weapons	18. NUTS	Targeting nuclear weapons at USSR warheads, not cities
5. ABM	Anti-Ballistic Missiles – reduced by the SALT Treaty	19. START	Talks focused on reducing total nuclear weapons on both sides
6. MIRV	Weapons that contained several targetable warheads	20. SDI	'Star Wars' – high tech laser guided missile protection system
7. Disarmament	Reducing or completely destroying supplies of weapons	Gorbachev's 'New Thinking'	
8. Apollo-Soyuz	A US-Soviet meeting in space to show their cooperation	21. New Thinking	A series of reforms proposed by Gorbachev to modernise USSR
9. Helsinki Agreements	Agreements over issues like security and human rights	22. Perestroika	'Restructuring' – economic changes to the USSR and communism
10. Human Rights	Basic freedoms that are not respected in some countries	23. Glasnost	'Openness' – greater freedoms within the USSR and E Europe
Afghanistan and End of Détente		24. Dissidents	Political opponents to a regime that often experience persecution
11. Mujahideen	An Afghan resistance force that was armed by the US	25. Uskoreniye	Acceleration – a Soviet plan to boost and modernise the economy
12. Jihad	A Muslim 'holy war' that was declared against the USSR	26. INF Treaty	First successful agreement to reduce nuclear weapons
13. Fundamentalism	An extreme and dangerous version of a religion	27. Sinatra Doctrine	Nickname of plan for E European countries to do things 'their way'
14. Embassy	A building that represents one country's people in another.	The Fall of the Berlin Wall and the End of the Cold War	
28. Reunification		Germany being reunited into a single country after being divided	

Date	Summit, Meeting or Treaty	Key points
1972	Nixon visits Moscow	Nixon agreed to participate in European Security Conference which led to Helsinki Agreements.
1972	SALT 1	Restrictions on new nuclear weapons
1974	Nixon visits Moscow	Commitment to reduce tensions further
1975	Helsinki Agreements	Agreements on security, cooperation and human rights
1985	Geneva Summit	Commitment to abolish chemical weapons, Reagan refused to cancel SDI
1986	Reykjavik Summit	Talks collapse over continued refusal to cancel SDI
1987	INF Treaty	Large scale reduction of nuclear weapons

Ronald Reagan	Mikhail Gorbachev
Ronald Reagan was a former Hollywood actor who was elected US President in 1980. He took a tougher line with the USSR, and his SDI 'Star Wars' initiative led to massive military spending. His description of the USSR as the 'Evil Empire' in 1982 deteriorated relations, but his policies forced the USSR to accept that they couldn't keep up with US progress and that reform was necessary.	Mikhail Gorbachev came to power in 1985 with the USSR in crisis. He was their fourth leader in the last three years and their political and economic situation looked bleak. Gorbachev announced a series of reforms called 'New Thinking' including 'glasnost' and 'perestroika'. His willingness to reform the USSR and improve relations with the West made him incredibly popular in the USA. His reforms brought about the end of the Soviet Union.

	Nixon 1969-1974	1970 1971 1972 1973 War 1974 1975 1976 1977	SALT I signed / Nixon visits Moscow USSR brokers peace deal to end Vietnam War Nixon visits Moscow for second time Apollo-Soyuz link up / Helsinki agreements
	Ford 1974-77	1978 1979 1980	Communist revolution in Afghanistan SALT II discussions end / Soviets invade Afghanistan 1980 US boycott of Moscow Olympics
	Carter 1977-1981	1981 1982 1983 1984	Death of Brezhnev / Andropov new leader SDI announced 'Star Wars' Soviets boycott LA Olympics / Chernenko new leader
	Reagan 1981-1989	1985 1986 1987 1988	Gorbachev new leader / Reagan + Gorbachev meet Reykjavik Summit collapses INF Treaty
	Bush Sr. 1989-1993	1989 1990 1991	Iron Curtain ends / Berlin Wall pulled down Collapse of Soviet Union / Germany reunited START I / Gorbachev resigns / Warsaw Pact ends

Key places	
East Germany	Oct-Nov 1989: Millions protest on the streets of major cities Nov 1989: Berlin Wall is opened Oct 1990: German reunification
Poland	1988: Mass strikes across country 1989: Solidarity party wins elections and first non-Communist leader in E Europe is elected.
Hungary	1988: Becomes multi-party state 1989: Border opens with democratic Austria 1990: anti-Communist alliance wins elections
Czechoslovakia	Nov 1989: Mass protests against Communism lead to resignation of government Dec 1989: Non-communist president appointed 1990: Elections won by non-Communist alliance
Romania	25 Dec 1989: Communist dictator Ceausescu executed 1990: Democratic elections held, won by party dominated by ex-communists
Bulgaria	1990: Democratic elections held, won by renamed Communist Party



Quiz 1.1 – Using a range of tenses

I like playing badminton	Ich spiele gern Federball
I have played badminton	Ich habe Federball gespielt
Last weekend I went into town**	Letztes Wochenende bin ich in die Stadt gegangen
I will get married and I want to have children	Ich werde heiraten und ich will Kinder haben
We had lots of fun	Wir hatten viel Spaß
If I had more time I would play badminton	Wenn ich mehr Zeit hätte, würde ich Federball spielen

Quiz 1.2 – Giving opinions on school subjects

I like learning / I don't like learning languages	Ich lerne gern / nicht gern Fremdsprachen
I like history / I don't like geography	Ich mag Geschichte / ich mag nicht Erdkunde
I like German / I don't like German	Deutsch gefällt mir / Deutsch gefällt mir nicht
because we get too much homework	, weil wir zu viel Hausaufgaben bekommen
because the teacher (f/m) is extremely helpful	, da die Lehrerin / der Lehrer ganz hilfsbereit ist
because I always get good grades	denn ich bekomme immer gute Noten

Quiz 1.3 – Describing school

I've been going to my school for (since) 5 years	Ich besuche meine Schule seit 5 Jahren
My school is a mixed comprehensive school	Meine Schule ist eine gemischte Gesamtschule
The buildings are quite old	Die Gebäude sind ziemlich alt
However we've got new labs in science	Jedoch haben wir neue Labors in Naturwissenschaften
There is a big canteen , where you can eat cheaply	Es gibt eine große Mensa, wo man billig essen kann
If the weather is nice we chat in the school yard	Wenn das Wetter schön ist, plaudern wir im Schulhof

Quiz 1.4 – Talking about school uniform

In England we have to wear a school uniform	In England müssen wir eine Schuluniform tragen
I would rather wear my own clothes	Ich würde lieber meine eigene Kleidung tragen
You are not individual	Man ist nicht individuell
It's better in Germany where there is no uniform	Es ist besser in Deutschland, wo es keine Uniform gibt
The uniform is completely uncomfortable and not at all practical	Die Uniform ist ganz unbequem und gar nicht praktisch
If I had the choice I would wear jeans	Wenn ich die Wahl hätte , würde ich eine Jeans tragen

Quiz 1.5 – daily routine

I get up at 7 o'clock	Um sieben Uhr stehe ich auf
I get dressed	Ich ziehe mich an
I eat breakfast	Ich esse Frühstück / ich früstücker
At 8 o'clock I go by bus to school	Um 8 Uhr fahre ich mit dem Bus zur Schule
Break is at half eleven	Die Pause ist um halb zwölf
At half three I go home	Um halb vier gehe ich nach Hause

1. The importance of learning vocab
2. Accurate use of gern/nicht gern
3. Using accurate word order

4. Working in at least 3 tenses
5. Using seit/vor

Vocab book pages 33-34

Parallel texts

<p>My school is a big comprehensive school and I visit All Saints since 5 years. I believe that my school excellent is, because the teachers extremely helpful are.</p> <p>I learning like history because I get always good grades. On the other side learn I not like maths because it complicated is and the teacher is too strict.</p> <p>Yesterday at break have I a lot done For example have I in the canteen a sandwich eaten and I have with friends chatted</p> <p>Tonight will I study, because I tomorrow a test have.</p>	<p>Meine Schule ist eine große Gesamtschule und ich besuche All Saints seit 5 Jahren. Ich glaube, dass meine Schule ausgezeichnet ist, da die Lehrer ganz hilfsbereit sind</p> <p>Ich lerne gern Geschichte denn ich bekomme immer gute Noten Auf der anderen Seite lerne ich nicht gern Mathe, weil es kompliziert ist und der Lehrer ist zu streng.</p> <p>Gestern in der Pause habe ich viel gemacht Zum Beispiel habe ich in der Mensa ein Butterbrot gegessen und ich habe mit Freunden geplaudert.</p> <p>Heute Abend werde ich studieren, da ich morgen eine Klassenarbeit habe</p>
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All Saints Absolutes Year 11 German / Term 1b – Aspects of School life

Quiz 2.1 – Talking about German schools

I got a 5 in maths	Ich habe eine Fünf in Mathe bekommen
I must repeat a year (sitting stay)	Ich muss sitzenbleiben
I always pay attention in the lesson (to pay attention)	Ich lasse immer im Unterricht auf (*aufpassen)
I am hardworking in school	Ich der Schule bin ich sehr fleißig
My friend copied my test (to copy)	Mein Freund hat meine Klassenarbeit abgeschrieben (*abschreiben)
You shouldn't skip school	Man soll nicht blau machen / die Schule schwänzen

Quiz 2.2 – Types of school in Germany

Small children visit a primary school	Kleine Kinder besuchen eine Grundschule
We go to a grammar school	Wir gehen auf ein Gymnasium
There are also a middle school and a lower secondary	Es gibt auch eine Realschule oder eine Hauptschule
You do A levels at the end of the 6 th form	Man macht das Abitur am Ende der Oberstufe
I want to get a good leaving qualification	Ich will einen guten Schulabschluss bekommen
After school you do an extra curricular club	Nach der Schule macht man eine AG

Quiz 2.3 – Mixed tenses

I ate chicken with chips	Ich habe Hähnchen mit Pommes gegessen
We took a stroll around town	Wir haben einen Stadtbummel gemacht
I cycled in the park	Ich bin im Park radgefahren
We went shopping	Wir sind einkaufen gegangen
I watch TV or I go to the cinema	Ich sehe fern oder ich gehe ins Kino
I will do my homework	Ich werde meine Hausaufgaben machen

Quiz 2.4 – Modal verbs and school rules

There are too many stupid rules	Es gibt zu viele dumme Schulregeln
You're not allowed to use your phone in lesson	Man darf das Handy im Unterricht nicht benutzen
You should not chew chewing gum	Man soll nicht Kaugummi kauen
We must wear a school uniform	Wir müssen eine Schuluniform tragen
We must be on time	Wir müssen pünktlich sein
We are not allowed to smoke	Wir dürfen nicht rauchen

90 word school task

Du schreibst einen Artikel über einen typischen Schultag für deutschsprachige Leser deiner Schulwebseite.

Schreib:

- *was du normalerweise morgens vor der Schule machst
- *etwas über deinen Stundenplan
- *was du gestern nach der Schule gemacht hast
- *was du nächste Woche in der Schule machen wirst

Key skills

- 1. Reading and listening techniques**
- 2. Modal verbs with an infinitive**
- 3. Learning speaking questions**
- 4. Tackling more complex texts**
- 5. Recognising key exam vocabulary**

Normally stand I at 7 o'clock up
I shower and dress myself.
Also breakfast I and at 8 o'clock
travel I with the car to school
In my opinion is the journey extremely boring

Every day have we 5 lessons there is the day
very long
The school begins at 9 o'clock and ends at half four
and the lunchbreak lasts 45 minutes.

Yesterday after the school have I homework done
although it boring was. There is too much pressure on grades!
Afterwards have I TV watched, in order to relax.

Next week will I perhaps with my class
a trip to a museum make.
I think that it great to be will, because I history like

Normalerweise **stehe** ich um sieben Uhr **auf**.
Ich dusche mich und ziehe mich an.
Außerdem frühstücke ich und um 8 Uhr
fahre ich mit dem Auto zur Schule.
Meiner Meinung nach ist die Reise ganz langweilig.

Jeden Tag haben wir fünf Stunden **daher** ist der Tag sehr
lang.
Die Schule beginnt um neun Uhr und endet um halb vier
und die Mittagspause dauert fünfundvierzig Minuten.

Gestern nach der Schule habe ich Hausaufgaben gemacht,
obwohl es langweilig war. Es gibt zu viel Notendruck!
Danach habe ich ferngesehen, **um** mich **zu** entspannen

Nächste Woche werde ich **vielleicht** mit meiner Klasse
einen Ausflug ins Museum machen.
Ich denke, dass es toll sein wird, weil ich Geschichte mag.

150 word school task

Dein Freund Rudi, aus der Schweiz, möchte wissen, welche Probleme Schüler an deiner Schule haben. Schreib ihm eine E-Mail über deine Schule.

**Schreib etwas über ein Problem, das du neulich in der Schule hattest.*

**Vergleich deine britische Schule mit einer Schule in einem deutschsprachigen Land.*

In my opinion have we too many stupid school rules.
For example, allowed one in lesson the mobile not to use
I find, that it completely stupid is
because I sometimes at break with my mother talk want
Last week had I a problem – I had my
trainers forgotten
and I could my mother not ring up
therefore was the PE teacher very angry. That was unfair.

In the school in England must we a school uniform wear
That pleases me not, because my uniform very old-
fashioned is and not at all practical.
I would rather my own clothes wear and
it is better in Germany, where one no uniform has.

If I the choice had, would I a jeans and t shirt
wear, because it much more comfortable is.

In addition, in Germany must one sitting stay
and that find I terrible.
On the other side must one hard work
although there pressure to do well is.
Maybe in the future will I a German school
visit, that would be unforgettable.

Meiner Meinung nach haben wir zu viele dumme Schulregeln.
Zum Beispiel darf man im Unterricht das Handy nicht benutzen.
Ich finde, **dass** es ganz doof ist,
weil ich manchmal in der Pause mit meiner Mutter sprechen will.
Letzte Woche hatte ich ein Problem – ich hatte meine
Sportschuhe vergessen
und ich **konnte** meine Mutter nicht anrufen,
daher war der Sportlehrer sehr böse. Das war unfair.

In der Schule in England **müssen** wir eine Schuluniform tragen.
Das **gefällt mir** nicht, weil meine Uniform sehr
altmodisch ist und **gar nicht** praktisch.
Ich **würde lieber** meine eigene Kleidung tragen und
es ist besser in Deutschland, **wo** man keine Uniform **hat**.

Wenn ich die Wahl **hätte**, **würde** ich eine Jeans und T Shirt
tragen, da es viel bequemer ist.

Außerdem in Deutschland muss man sitzenbleiben
und das finde ich furchtbar.
Auf der anderen Seite muss man fleißig arbeiten,
obwohl es Notendruck gibt.
Vielleicht in der Zukunft werde ich eine deutsche Schule
besuchen, das wäre unvergesslich.

Year 11 French Half-Term 1 – School, College & Future Plans

Quiz 1.1 – giving and justifying opinions on school subjects

I like history because it's very interesting	J'aime l'histoire car c'est très intéressant
However I don't like maths because it's too difficult	Cependant je n'aime pas les maths car c'est trop difficile
My favourite subject is law	Ma matière préférée, c'est le droit
Because I find it practical	Parce que je le trouve pratique
I can't stand science	Je ne peux pas supporter les sciences
Because it's completely useless	Vu que c'est complètement inutile

Quiz 1.2 – describing your school

My school is called All Saints	Mon collège s'appelle All Saints
It's a mixed, catholic school	C'est un collège mixte et catholique
There are approximately 1000 students	Il y a environ mille élèves
The teachers are quite strict	Les profs sont assez stricts
We have lots of homework	Nous avons beaucoup de devoirs
We can eat in the canteen at midday	On peut manger à la cantine à midi
Lessons start at 9:00am	Les cours commencent à neuf heures
The school day finishes at 3:30pm	La journée scolaire finit à quinze heures trente

Quiz 1.3 – school buildings

In my school there are classrooms moderns	Dans mon collège il y a des salles de classe modernes
There is a canteen in front of the hall	Il y a une cantine devant la grande salle
There is a sports ground near to the building main	Il y a un terrain de sport près du bâtiment principal
You'll find interactive whiteboard in each classroom	Il y a un tableau interactif dans chaque salle de classe
Unfortunately , there isn't a gym	Malheureusement il n'y a pas de gymnase
There isn't a <u>swimming pool</u>	Il n'y a pas de <u>piscine</u>
You won't find a <u>library</u>	On ne trouve pas de <u>bibliothèque</u>

Quiz 1.4 – school rules and uniform

You must wear grey trousers	Il faut porter un pantalon gris
You must be polite	Il faut être poli
You must respect the rules	On doit respecter les règles
You must listen during lessons	On doit écouter pendant les cours
You must not wear too much make-up	Il ne faut pas porter trop de maquillage
You must not chew gum	Il ne faut pas mâcher le chewing-gum
You must not be late	On ne doit pas être en retard
You must not eat in class	On ne doit pas manger en classe

Key skills

1. Use past, present and future confidently
2. Use opinion phrases and connectives to justify opinions
3. Communicate coherently through speaking and writing
4. Recognise & recall meaning of exam vocabulary
5. Apply exam strategies to tackle a variety of questions on the Listening and Reading papers

Quiz 1.5 – future plans – sixth form, college, university

In the future, I would like to go to sixth form	Dans le futur, je voudrais aller au lycée
In the future, I would like to go to uni	A l'avenir, j'aimerais aller à la fac
After my exams, I am going to continue my studies	Je vais continuer mes études
Next year , I intend to do an apprenticeship	L'année prochaine , j'ai l'intention de faire un apprentissage
I hope to pass my exams and find a job	j'espère réussir à mes examens et trouver un emploi
I want to go to University in order to study maths	Je veux aller à l'université pour étudier les maths
I want to learn English and French	Je veux apprendre l'anglais et le français

Example 90 word task: Vous écrivez un blog au sujet de votre collège. Décrivez:

- les matières que vous étudiez et vos opinions
- le collège et les bâtiments
- ce que vous avez fait hier pendant la pause
- vos projets scolaires pour l'année prochaine

<p>At school, I study English and law. I would say that I love to learn English because it's creative, however I cannot stand law because it's difficult.</p> <p>In my school, there are approximately 1000 students and the teachers are strict. There is a library modern but unfortunately, there isn't a swimming pool.</p> <p>Yesterday I went to the canteen with my friends where we ate a pizza together. After having done that, we spoke with our teacher of Geography on the subject of homework. In my opinion it was practical.</p> <p>Next year, I would like to go to sixth form because I would like to continue my studies of maths. I think that it would be magnificent and useful.</p>	<p>Au collège, j'étudie l'anglais et le droit. Je dirais que j'adore apprendre l'anglais vu que c'est créatif, toutefois je ne peux pas supporter le droit car c'est difficile.</p> <p>Dans mon collège, il y a environ mille élèves et les profs sont stricts. Il y a une bibliothèque moderne mais malheureusement, il n'y a pas de piscine.</p> <p>Hier je suis allé(e) à la cantine avec mes copains où nous avons mangé une pizza ensemble. Après avoir fait cela, nous avons parlé avec notre prof de géographie au sujet des devoirs. À mon avis, c'était pratique.</p> <p>L'année prochaine, je voudrais aller au lycée vu que j'aimerais continuer mes études de maths. Je pense que ça serait magnifique et utile.</p>
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Example 150 word task: Vous écrivez un article au sujet de votre collège: Décrivez:

- votre vie scolaire – les matières et le règlement
- un événement scolaire mémorable

<p>There are lots of aspects different of my school life. Let's talk first of all on the topic of subjects. At school I learn French, Maths and Art, to name a few. I would say that I really like maths because it's so practical and I am good at it, however I can't stand Art because it's too difficult. As far as concerns the rules, you must not eat in class because it's impolite. Equally, you must wear a uniform and even if it's good for discipline, I would like better to wear my own clothes because that would be more comfortable and if I were the head teacher I would like to abolish the uniform.</p> <p>Last year we visited France as part of a visit with school. In my opinion, it was a memorable event because I went there with my friends and I had fun. We have a lot learned about the history and the language during the visit. If I had the money, I would really like there to go back.</p>	<p>Il y a beaucoup d'aspects différents de ma vie scolaire. Parlons tout d'abord au sujet des matières. Au collège, j'apprends le français, les maths, et le dessin, pour nommer que quelques-unes. Je dirais que j'aime bien les maths étant donné que c'est tellement pratique et j'en suis fort(e), toutefois je ne peux pas supporter le dessin vu que c'est trop difficile. En ce qui concerne le règlement, il ne faut pas manger en classe car c'est impoli. Également, il faut porter un uniforme et même si c'est bon pour la discipline, j'aimerais mieux porter mes propres vêtements parce que ça serait plus confortable et si j'étais le directeur, je voudrais abolir l'uniforme.</p> <p>L'année dernière, nous avons visité la France comme visite scolaire. A mon avis, c'était un événement mémorable dû au fait que j'y suis allé avec mes copains et je me suis bien amusé. Nous avons beaucoup appris de l'histoire et de la langue pendant la visite. Si j'avais de l'argent, j'aimerais bien y retourner.</p>
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Year 10 French Half-Term 2 – Home, Town, Neighbourhood and Region part 2

Quiz 2.1 – Places in town

In my town, there are lots of shops	Dans ma ville, il y a beaucoup de magasins
There is <u>a supermarket</u>	il y a <u>un supermarché</u>
Unfortunately there isn't <u>a museum</u>	Malheureusement , il n'y a pas de <u>musée*</u>
You'll find a library near to the bakery	On trouve une bibliothèque près de la boulangerie
You won't find a police station	On ne trouve pas de <u>commissariat*</u>

* when saying what there **isn't** in town, you need to **get rid of the un / une** in front of the place

Quiz 2.2 – Activities you can do in town

Where you can relax	Où on peut se relaxer/se reposer/se détendre
Where you can spend time with family	Où on peut passer du temps en famille
You cannot visit the museum	On ne peut pas visiter le musée
It is possible to meet friends in the park	il est possible de retrouver les copains/amis dans le parc
In my opinion it's really/so practical/lively	À mon avis, c'est vraiment/tellement pratique/animé.

Quiz 2.3 – Photo card phrases for town

On the photo, there is a group of <u>four</u> people	Sur la photo, il y a un groupe de <u>quatre</u> personnes
I can see some houses (Higher)	je peux voir des maisons
They are inside a market perhaps in town	ils sont dans un marché peut-être en ville
They are happys because they buy food	ils sont contents car ils achètent de la nourriture
They are in the process of choosing food (Higher)	ils sont en train de choisir de la nourriture
It's a nice atmosphere because there is sunshine	C'est une belle ambiance car il y a du soleil
They wear a jean and a t-shirt	ils portent un jean et un t-shirt
I would say that the photo is interesting because I love shopping	je dirais que la photo est intéressante car j'adore le shopping

Quiz 2.4 – past tense activities you did in town

Last week I went to the stadium	La semaine dernière, je suis allée au stade
I saw a football match	J'ai vu un match de foot
I met my friends	J'ai retrouvé mes copains
We bought clothes	Nous avons acheté des vêtements
We watched a show at the theatre	Nous avons regardé un spectacle au théâtre
I did nothing	je n'ai rien fait
I wanted to eat in a restaurant	j'ai voulu manger* dans un restaurant
instead of going out I stayed at home	au lieu de sortir* , je suis restée à la maison

* after using **j'ai voulu** and **au lieu de**, you need to use a full verb

j'ai voulu regarder / sortir / écouter / faire

au lieu de regarder / sortir / écouter etc...

Example 90 word task: Vous écrivez un blog au sujet de votre ville et votre région. Décrivez:

- les attractions pour les touristes dans votre ville
- les inconvénients de votre ville
- ce que vous avez fait récemment dans votre ville
- où vous aimeriez habiter à l'avenir

Remember to score top marks on a 90 worder you must include at least 2 opinions in the whole task

For tourists there are a lot of things to visit. There is a big park of course and monuments historical, **including** a museum **which** is very interesting.

Unfortunately, **as** there isn't a centre shopping, **one must** visit the shops individuals in town. You won't find an ice rink, **therefore** you can't do ice skating.

Recently, I went to town **where** I met my friends and **then** we have watched a film of adventure **together**. After having done that, we ate in a restaurant and **according to me**, it was **really** delicious.

In the future I will live in a beautiful house in the suburbs where **there will be** lots of attractions. **That will be** magnificent.

Pour les touristes il y a beaucoup de choses à visiter. Il y a un grand parc bien sûr et des monuments historiques, **y compris** un musée **qui** est très intéressant.

Malheureusement, **comme** il n'y a pas de centre commercial, **il faut** visiter les magasins individuels en ville. On ne trouve pas de patinoire, **donc** on ne peut pas faire du patin à glace.

Récemment je suis allée en ville **où** j'ai retrouvé mes copains et **puis** nous avons regardé un film d'aventure **ensemble**. Après avoir fait cela, nous avons mangé au restaurant et **selon moi**, c'était **vraiment** délicieux.

À l'avenir je vais habiter dans une belle maison en banlieue où **il y aura** beaucoup d'attractions. **Ça sera** magnifique.

Example 150 word task: Vous écrivez un article au sujet de votre région: Décrivez:

- les avantages de votre région pour les touristes
- une visite spéciale dans votre région

Remember to score top marks on a 150 worder you must include at least 2 opinions and explain both of them for top marks

I live in Nottingham in the centre of England. Nottingham is a big town very commercial and quite touristy. **As for** things to do, you can **find** a big number of cinemas, restaurants and bars. If you like doing shopping, we have a big centre shopping with a **big variety** of shops. In the region **around** the town, there are **landscapes picturesque**. As far as I'm concerned, it's practical because you can do hikes. **If I were a tourist**, I would like visit the museums and I would do a tour of the town because it would be **so** interesting.

Last weekend, I went to a restaurant in town with my friends for my birthday. We ate chicken which was delicious and **one served me** a big cake of chocolate. After the restaurant, we went to the cinema to watch the latest film of James Bond. **It pleased me a lot because I liked the story and the special effects.**

J'habite à Nottingham, dans le centre de l'Angleterre. Nottingham est une grande ville très commerciale et assez touristique. **Comme** distractions, on peut **trouver** un grand nombre de cinémas, de restaurants et de bars. Si vous aimez faire les courses, nous avons un grand centre commercial avec **une grande variété** de magasins. Dans la région **autour de** la ville, il y a **des paysages pittoresques**. En ce qui me concerne, c'est pratique vu qu'on peut faire des randonnées. **Si j'étais touriste**, j'aimerais visiter les musées et je voudrais faire une tour de la ville étant donné que ça serait **tellement** intéressant.

Le week-end dernier, je suis allé au restaurant en ville avec mes amis pour mon anniversaire. Nous avons mangé du poulet qui était délicieux et **on m'a servi** un gros gâteau au chocolat. Après le restaurant, nous sommes allés au cinéma pour regarder le dernier film de James Bond. **Ça m'a beaucoup plu parce que j'ai aimé l'histoire et les effets spéciaux.**

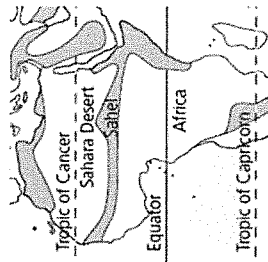
Geography – Desertification

Keywords

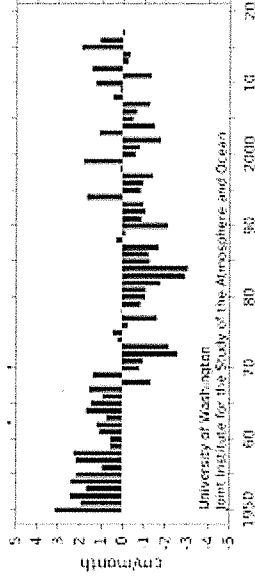
1. Desertification	The process by which fertile land becomes desert, typically as a result of drought, deforestation or inappropriate agriculture.	19. Nutrient Cycle	A continuous cycle where plants photosynthesize using nutrients from the soil then grow, leaves decay and nutrients return to the soil.
2. Desert	A biome with little rainfall, can be hot or cold but is hot for the Sahel.	20. Humus	Top layer of soil which contains decomposed and decomposing leaves.
3. Arid	An area with very little rain.	21. Soil erosion	Fertile top soil is washed away.
4. Semi-arid	An area with some rain that is often seasonal.	22. Gully erosion	A channel of water erodes vertically often from irrigation.
5. Intertropical Convergence Zone	A belt of low air pressure which brings wind and rain.	23. Interception	Vegetation stops precipitation from hitting the ground and causing erosion.
6. Equator	A line of latitude across the 'centre' of Earth, equidistant from the poles.	24. Firewood	Deforestation occurs for firewood to be used as fuel.
7. Sahel	A semi-arid region in Africa, south of the Sahara.	25. Arable	Fertile farm land used for growing crops.
8. Sahara Desert	The world's largest hot desert in northern Africa.	26. Pastoral	Farming which can be used by livestock for grazing.
9. Savanna	Grassy plains, semi-arid biomes like the Sahel.	27. Nomads	Farmers who migrate with their livestock.
10. Drought	An extended period time with less rainfall than expected.	28. Fallow	Leaving arable land without any seeds for a rotation.
11. Vegetation	Plant species.	29. Agri-business	Agriculture conducted purely for business/profit.
12. Evaporation	Water flow from the ground/river/ocean to the atmosphere.	30. Subsistence	Agriculture conducted for farmers to feed themselves and their families.
13. Transpiration	Water flow from vegetation to the atmosphere.	31. Commercial	Agriculture conducted for profit, often owned by larger companies or MNCs.
14. Evapo-transpiration	Sun total of all evaporation and transpiration.	32. Rainwater harvesting	A sustainable method to collect potable water.
15. Acacia Tree	A native tree species in the Sahel with long sharp thorns to deter animals from eating it, like the giraffe.	33. Magic stones/bunds	A soft engineering method where terraces are dug and stones placed along the edge to slow down and collect water on the ground surface. This can then be used for irrigation.
16. Baobab Tree	A native tree species in the Sahel with a large trunk to store water and waxy leaves to reduce transpiration.	34. Afforestation	Replanting trees at a large scale in an area where deforestation has taken place.
17. Leaf litter	Dead plant matter than has fallen to the ground.	35. Great Green Wall	Afforestation project across the Sahel
18. Overgrazing	Cattle eat the vegetation and do not relocate so all plant matter, including roots, is eaten.		

1. Describe the location of places at risk of desertification.

- Between the tropics of Capricorn and Cancer
- Typically found in North America, South America, Africa and Southern Asia.
- Most hot deserts are found between 15 - 30° north and south of the equator. Usually occur in low latitudes.



- Describe the location of the Sahel
 - South of the Sahara Desert
 - South of the Tropic of Cancer, north of the equator, 20° north
 - It is found in countries such as Mali and Chad and stretches from Senegal to Eritrea.
 - The Sahel is 5,900km long from the Atlantic Ocean to the Red Sea.

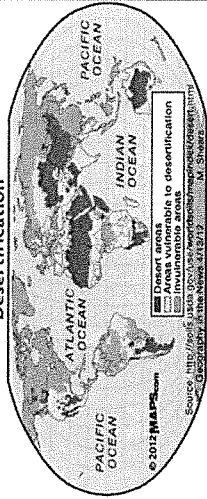
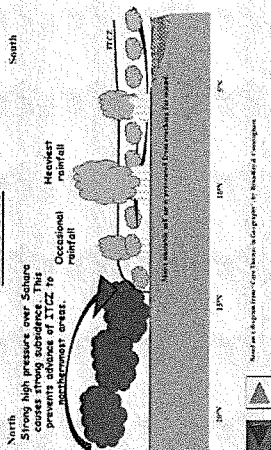


- The graph shows the wet season (June-October) rainfall averages in cm/month. Describe the recent rainfall patterns in the Sahel.
 - Between 1950 and about 1970, rainfall was up to 3cm above average in Sahel. However, between 1970 and 1990, it was below average, as low as 3cm below average.
 - Then, from 1990 till after 2000, the Sahel rainfall fluctuated but was mostly below average.

4. What were the natural (physical) causes of the 2001-2012 drought in the Sahel?

- Blocking anticyclone from Azores spread South into the Sahel:** The inter tropical convergence zone is the area of low pressure created by the zone of most intense heating by the sun. Low pressure causes rising air and if there is water there, this will evaporate and rise as well, causing clouds and the rainy season. The ITCZ moves N and S of the Equator during the year as the sun moves. In recent years the ITCZ has not moved as far N as usual due to a large area of high pressure over the Sahara Desert. This means the rains have not moved as far N either and some areas have turned into desert.
- Climate change:** Due to climate change, the land is heating up more quickly than the part of the Atlantic Ocean where the Azores high pressure system is centred. This means the low-pressure areas have lower air pressure and the high-pressure areas are heavier and 2011-2012 saw large blocking anticyclones.
- Locusts:** In May, there were multiple outbreaks of locust swarms along the Libya/Algerian borders but due to the insecurity of the area, there was simply nobody to deal with the infestations. According to Oxfam, it is estimated up to 4 million hectares of land is now infested with locusts in West Africa.

THE ITCZ AND PRECIPITATION IN A SUMMER DROUGHT



Desertification

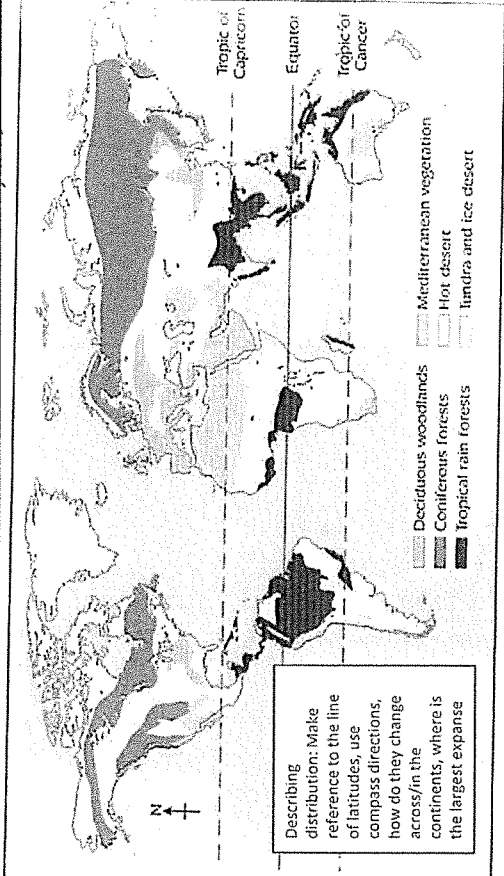
Geography – Desertification – The Sahel

Human Causes	5. How does overgrazing cause desertification?	Ideally, farmers only let animals graze the top of the grass and then move them to another place, so they do not damage the grass. When there is less grass growing, farmers allow their cattle and goats to eat too much of the grass, even down to the roots. Goats will also climb trees and strip all the leaves. This will kill the plants and they will not re-grow. There are no roots to bind the soil together so when it is windy or rainy, the topsoil gets removed, leaving bare earth which is no good for plants. An increase in the number of people has led to overgrazing as there is less land for each person to use for their animals.
Impacts of drought	6. How does Deforestation cause desertification? 7. How have the droughts impacted farmers? 8. How have the droughts impacted children?	Cutting trees down for more farmland or for firewood means there are no roots to bind the soil together as with overgrazing. There is also less shade or interception as there are no leaves. This means the soil is washed away by rain splash and no clouds form as there is no evapotranspiration Grain production in many areas of the Sahel region was 36% down on the previous year, 20% lower than average for the past 5 years. This means they get less income; they need to earn so they can prevent malnourishment for their families. Also, it can further desertification = migrating to better land. At least 1 million children's lives threatened from suffering severe, acute malnutrition. As they are in the main stages of growth, they are at a higher risk of death from a lack of strength food could give them. 30% are at this risk.
Drought and desertification	9. How have the droughts impacted shoppers/families? 10. How do Bunds prevent desertification? 11. How does planting trees prevent desertification? 12. How does terracing prevent desertification? 13. How does drip irrigation prevent desertification? 14. How do drought tolerant crops prevent desertification?	Food prices have increased in order for suppliers to still receive their income if they had a good harvest. This means families cannot afford to buy food they very desperately need so they have a higher risk of death from no energy. Sometimes called magic stones, circles of stones are placed on the ground to hold water on the soil rather than let it run quickly across the surface. This reduces soil erosion; the soil can stay fertile because the soil quality is not reduced. Increases fertility and chances of a good harvest. The trees transpire which makes the area more humid. This makes the rain and clouds more likely. Also, the roots bind the soil together like a network of minute threads keeping the soil particles together – more fertile. The canopy of leaves also prevents large areas of land being baked in heat where the plants cannot grow - moisture from soil would have evaporated. Cutting steps into a slope creates flat areas. This means that when there is a rainstorm, the water does not run down the slope, washing soil away with it – it sits on the flat steps of land like a puddle. This gives it time to infiltrate into the baked soil and then be available for crops.
Individual/local responses to drought and desertification	15. How does OXFAM funding of girls' education help to manage desertification? 16. How does Practical Action help reduce desertification through Upesi stoves? 17. How does UNICEF help through Plumpy Nut?	It saves water and fertilizer by allowing water to drip slowly to the roots of many different plants, either onto the soil's surface or directly onto the root zone, through a network of valves, pipes, tubing and emitters – ensures the limited, yearly water they get is effectively used/ minimal lost. Having plants that can grow without need of constant water to survive droughts ensure families affordable food they can rely on to survive harsh weather conditions. They can also prevent as much land being baked by heat – reduces desertification. Women collect all the firewood and do most of the farming. If girls are educated, they will know how to do this more sustainably. They might also get a job in a town, meaning there are fewer people needing land to produce food in the countryside. Oxfam also conduct free distribution of food (rice, millet, oil etc.), soil rehabilitation work (construction of anti-erosion structures and sanitation), gave out money, tickets, coupons, distribution of cereal seeds and training in marketing. NGO Practical action provide the education for the building of the stoves which can be made easily out of clay and their design means far less firewood is needed so there is less deforestation near villages. They also produce far less smoke so cut pollution and chest and eye problems in homes.
NGO responses to desertification	18. How have the Red Cross tried to help people in the Sahel? 19. Biofuel companies 20. Local Farmers 21. Friends of the Earth charity 22. Soil scientists	They put staff on the ground, delivering therapeutic food and milk, and has helped to open more than 2000 new malnutrition treatment centres. Just 3 packets daily of ready to use 'Plumpy Nut' sachets will help a malnourished child gain 2lbs in a week. Donated £200,000 which helped provide food, water, teach people about cooking and food hygiene, set up community gardens to grow, restore wells and water pumps, run-for-work programmes. 14,000 food vouchers – more than 21,900 people. £250,000 to support work in the conflicted areas of Mali and Niger – helped more than 11,600. Large MNCs grow biofuels in Sahel countries. They want to produce as much biofuel material as possible. They say that it is helping to cut greenhouse gas emissions, so that will lessen global warming. It will help European countries to meet their Kyoto targets. They promote these benefits rather than saying anything about the impact that growing the same crop on the same bit of land has long term. The soil becomes exhausted and is more prone to desertification. The land is also unavailable to local people who then have to over graze and over farm the land left for them Farmers get pushed away from their lands by large commercials who are growing jatropha. This means the soil's nutrients are used up rapidly and uses up all the valuable water much quicker, drying the land. So bush fallowing would allow the land to keep its minerals and nutrients from different plants being grown using different minerals from the soil so it does not dry up and stays fertile.
Views on desertification?	What are stakeholders' views on desertification?	Too much land is being grabbed by foreign companies to supply Europe with biofuels. Planting jatropha is not good because it uses valuable water resources and needs expensive pesticides. So, they would campaign against the growing of plants for bio-fuels and lobby the government to stop using up land at risk of desertification. Growing large fields of crops like jatropha puts too much strain on land that is at risk of desertification. Commercial farms use this more intensely. So, the bush fallow system allows the soil to recover between crops. With this careful management, the soils will not become worn out by commercial farming, lowering the risk of erosion.
Practice Exam Questions		
1. Describe the locations most vulnerable to desertification. 2. Explain how desertification can be caused by natural processes. 3. Explain how human contribute to desertification. 4. Evaluate whether desertification is mainly due to natural or human causes.		5. Explain how different groups of people may be impacted by droughts. 6. Explain how extreme weather can have impacts on people. 7. Explain how desertification can be managed at a range of scales. 8. Compare 2 stakeholders views from an extreme weather event you have studied.

Geography - Ecosystems

Keywords

1. Producers	Convert energy from the environment into sugars – plants that convert energy from the Sun by photosynthesis
2. Consumers	Consumers get energy from the sugars produced by the producers e.g. animals that eat plants
3. Decomposers	Decomposers break down plant and animal material and return the nutrients to the soil e.g. fungi
4. Food chain	A food chain shows direct links between producers and consumers
5. Food Web	A food web shows all the complex connections between producers and consumers
6. Nutrient Cycling	When plants and animals die, decomposers help to recycle the nutrients, making them available once again for the growth of plants or animals.
7. Abiotic	Non-living environmental factors
8. Biotic	Living features of an ecosystem
9. Biomes	Large-scale ecosystems/ global ecosystems
10. Biodiversity	The variety of life in the world or a particular ecosystem
11. Deforestation	The cutting down or removal of forest
12. Selective Logging	Only carefully selected trees are cut down
13. Soil Erosion	Removal of topsoil faster than it can be replaced
14. Indigenous	Originating or occurring naturally in a particular place; native.
15. Ecotourism	Nature tourism usually involving small groups with minimal impact on the environment
16. Natural threats	Climate change, droughts and floods can cause changes to ecosystems like the sea ice melting in the Arctic and coasts flooding in the Bahamas
17. Human threats	People can damage ecosystems through deforestation, mining, urbanisation, overgrazing and irrigation.



Biomes

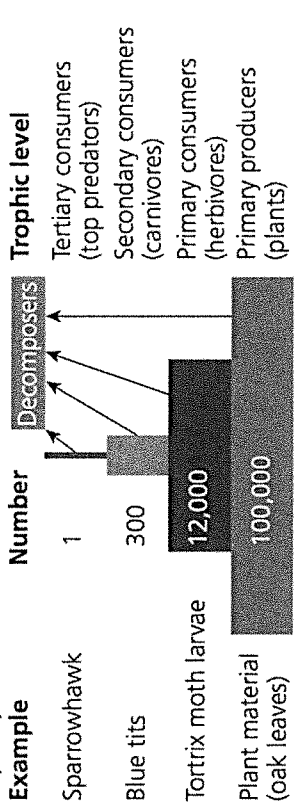
Tropical rainforest: hot all year round between 27-30. Wet all year, annual precipitation 2000, 3000mm.

Hot desert: very hot most of the year, above 30. Low annual rainfall, below 250mm.

Deciduous woodland: Warm summers around 18. Mid/cool winters around 5. Precipitation all year around 1000mm.

Coniferous woodland: warm summers between 16-20. Very cold winters, well below freezing point. Precipitation mainly in summer, low annual total less than 500mm.

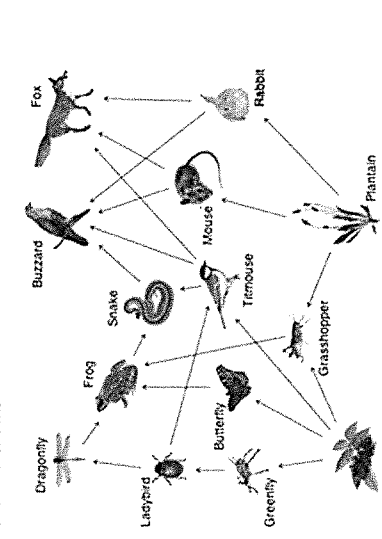
Trophic Pyramid



Every ecosystem has flora (plants) and fauna (animals). Energy flows through the ecosystem from the producer to the tertiary consumers by:

- The producers which are flora (plants) photosynthesise using sun, water and nutrients in the soil
- Primary consumers (fauna, animals) which are herbivores eat the producers (flora, plants)
- Secondary consumers (fauna, animals) which are carnivores eat the primary consumers
- Tertiary consumers are fauna which are the top predators, meaning they eat secondary consumers and primary consumers and no animals eat the tertiary consumers

Food webs and chains



All flora and fauna in an ecosystem can be drawn onto a food web to show exactly which species are at which trophic level and which species they consumer. By showing what the fauna (animals), you can see how energy flows through the ecosystem.

You can make food chains from food webs, where you follow one chain within the web for example:
Berries > greenfly > ladybird > dragonfly

Practice Exam Questions

- Describe the pattern of biomes globally.
- Explain why different biomes form at different latitudes.
- Explain why biomes change within the tropics.
- What influence does climate have on biomes globally?
- What are trophic levels?
- Describe how the number of species changes throughout trophic pyramids.
- Explain how energy is transferred through an ecosystem.
- To what extent is photosynthesis vital for food webs?
- What is the difference between a food web and a food chain?
- What would happen to the food web if the tertiary predators became extinct?
- What would happen to the food web in the producers became extinct?
- How might climate change impact biomes globally?

Geography – Ecosystems – Monteverde Cloud Forest

1.	Location	In western Costa Rica 100Km from the Pacific coast north of the Tropic of Cancer with 23.4% of the land protected
2.	Climate	Hot temps all year – above 25°C. High humidity, rain or cloud all year due to convection and orographic rainfall (relief) from the moist air blowing off the Pacific Ocean onto the mountains
3.	Water	Rainfall is high. There is a lot of interception so it is stored and then evaporated off in the morning to form new clouds. Drip and stem flow take water down to the forest floor where it infiltrates into the soil. Tree roots take up vast amounts of water from the soil which travels up the tree and is then lost through transpiration.
4.	Nutrients	High temps and humidity speed up chemical reactions and lead to rapid nutrient cycling. There is a lot of biomass (store) and leaves falling off the trees (flow), there is little leaf litter on the floor (store) because it rots down (decomposes) to humus quickly. The humus is then washed down into the soil (flow) by the rain and then the roots take up the nutrients from the humus (flow) to help them grow new leaves. Some nutrients enter soil from the bedrock.
5.	Food web and adaptations	It is a biodiversity hotspot, plenty of water, sunshine and nutrients so that plants and animals can grow all year long, overhead sunlight means trees grow tall and straight, emergent trees can be 60m, the canopy is up to 40m, the under canopy is 20m and the shrub layer is short and the area is dark. Lianas: have their roots in the ground but climb up other trees into the canopy to reach available sunlight. Many start growing in the canopy and send roots down to the forest floor. Drip tips: Leave have a waxy coating and grow into a point so rainwater flows off the leaf and onto the forest floor. This stops mould and algae growing on the leaf which would reduce photosynthesis. Buttress roots: Rainforest soils are very thin because of the rapid nutrient cycle so wide and tall roots grow above the soil to stabilise the tree, especially the emergent trees. Howler monkey: In the thick, dense canopy, communication is key so Howler Monkeys have adapted to be very loud, hence their name. The communicate about threats, food and mating. Sloth: Live in the canopy away from main predators and eat the leaves in the canopy. They rest during the day and are camouflaged by the green algae that grows on them and move very slowly at night so they are difficult for predators to spot. Macaw: Dense canopies are difficult to navigate so the macaw has streamlined bodies and tails and wings that do not flap deeply. They also use their wings as brakes to slow down and land on branches. Example of food chains include: Orchid > Macaw > Python. Coconut tree > Howler monkey > Jaguar. Banana tree > Insect > Vampire bats.
6.	People	Water Supply: It provides a fresh water supply – interception and therefore there is more water evaporated for more rain the next day 27% is intercepted. The canopy prevents soil erosion as it stops the heavy rain-washing soil away as only drip and stem flow get to the forest floor. The canopy holds vast amounts of water as interception storage so this does not get into the rivers. The lack of soil erosion also means that little soil is washed into the rivers to choke them and cause floods. Energy: Wood can be used for building and the huge biodiversity of plants provides a range of medicines e.g. quinine for cramp and malaria Food: Plants and animals provide food e.g. honey, fruit and nuts
7.	Threats	Deforestation has been widespread Fragmentation: larger clearings mean wildlife is restricted to isolated fragments of forest separated by farmland so animals are trapped in islands of forests Extinction: Animals hunted or isolated to extinction e.g. golden toad Nutrient cycle broken: if the canopy of trees is removed, no new leaf litter will reach the forest floor. Existing nutrients will be washed away by the rain and not replaced Soil Erosion: Protective canopy removed so gentle drip and stem flow is replaced with harsh, heavy rainfall which washes away the topsoil Increased flooding: soil erosion means soil is washed into the rivers, silting them up and choking them Changes to the climate: removal of canopy means no interception storage and less rain available for evaporation the next day. Fewer clouds form and climate becomes drier. Any rains run into the rivers and flows out of the drainage basin. In Monteverde, this means the Lake Arenal HEP project is not getting as much water
8.	Management	Ecotourism: small scale tourist projects create money for conservation Protected reserves: 70% CR's tourists visit protected reserves. In 2000, CR earned \$1.25 billion from tourism, e.g. canopy walkway at Monteverde reserve, \$45 to climb up into the canopy and walk along a rope bridge Visitor numbers limited: rules to have not more than 160 people visiting Monteverde at one time Guided trails: these are set up in the forest to keep tourists away from fragile areas Limited accommodation: Lodges in Monteverde reserve are limited and are linked to educational conservation projects. Volunteers visit the lodge to help carry out conservation work Wild Life corridors: Monteverde is part of wildlife corridor the length of Central America. Strips of land are planted to connect remaining fragments of forest together (CBM – Mesoamerican Biological Corridor) Debt-for-nature swap: in 2007, CR spent \$26 million on conservation and the US government paid off \$26 million of CR's debt
Practice Exam Questions		
1.	Describe the location of an ecosystem you have studied.	9. Explain how people can benefit from an ecosystem.
2.	Describe the climate of an ecosystem you have studied.	10. Explain how an ecosystem is naturally under threat.
3.	Explain how an ecosystem can have surplus water supply.	11. Explain how an ecosystem is under threat due to human actions.
4.	Using an example you have studied, explain how flora and fauna may be adapted to its ecosystem.	12. How can soil erosion cause issues for people?
5.	Using an example you have studied, explain how energy can be transferred through a food chain.	13. Explain how an ecosystem may be managed by people.
6.	Why do tropical rainforests have shallow soils?	14. How sustainable is the management at Monteverde cloud forest?
7.	What role do decomposers play in tropical rainforests?	15. Why might some countries rely on international aid to protect an ecosystem?
8.	How is the hydrological cycle influenced by tropical climates?	16. Why might the protection of ecosystems become more common and crucial in the future?
		17. What is ecotourism?
		18. Why might ecotourism not be a sustainable management strategy?

Geography – Ecosystems – Sahel Semi-Arid

1.	Location	<p>Semi-arid biomes are found 10° N and 10° S of the equator, between tropical rainforests and deserts.</p> <p>The Sahel lies in northern Africa south of the tropic of Cancer and North of the Equator. It is found in countries such as Mali and Chad and stretches from Senegal to Eritrea.</p>
2.	Climate	<p>The climate of the Sahel is arid and hot, with strong seasonal variations in rainfall and temperature.</p> <p>The Sahel receives about 200-600mm of rainfall a year, which falls mostly in the May to September monsoon season. Average daily high temperature of 37 °C.</p>
3.	Water	<p>Most rainfall falls between May and September, when the thermal equator moves towards the Tropic of Cancer.</p> <p>Non-profit organizations have worked in the region for more than fifty years and their strategy has been to dig wells and construct pumps, focusing on water supply. However, digging more wells or providing taps are not by themselves the answer because the groundwater in the Sahel may not sustain increasing demands</p>
4.	Nutrients	<p>Soils become fertile during the wet season as soils are able to retain water and decompose fallen leaves and branches. Dry season cracks the soil and leads to soil erosion which loses minerals and dead materials decompose very slowly so nutrients are not returned to the soil.</p>
5.	Food web and adaptations	<ul style="list-style-type: none"> ▪ <u>Baobab trees</u>: Wide and tall trunk stores lots of water, very long roots go deep into the soil and bedrock for water. ▪ <u>Acacia trees</u>: Very long roots go deep into the soil and bedrock for water, small leaves to reduce evapotranspiration losses. ▪ <u>Elephant grass</u>: Becomes straw like in the dry season to survive the lack of water. Roots have adapted to rapidly absorb water from the surface during the wet season. Sharp edges deter predators. ▪ <u>Giraffe</u>: Their tall necks mean they can reach the leaves at the top of trees that are left by other animals. Their spots/shapes on their fur also break up the shape of their outline, so it is hard to see against leaves on trees. ▪ <u>Lion</u>: Sleep and rest for the majority of the day to conserve energy as hunting requires chasing impala and zebra. Hunt in packs to increase success.
6.	People	<p><u>Population</u>: The population is growing very quickly in the Sahel. There will be 100 million people in the region by 2020 and 200 million by 2050 – almost four times the current population.</p> <p><u>GNI</u> (gross national income) of some countries:</p> <ol style="list-style-type: none"> a. Mali: 36.77 billion PPP dollars (2016) b. Niger: 20.02 billion PPP dollars (2016) c. Burkina Faso: 31.28 billion PPP dollars (2016) d. Eritrea: 6.698 billion PPP dollars (2011) <p><u>Employment</u>: Main forms of employment and agriculture and informal work.</p>
7.	Threats	<ul style="list-style-type: none"> ▪ <u>Overgrazing</u>: Ideally, farmers only let animals graze the top of the grass and then move them to another place, so they do not damage the grass. When there is less grass growing, farmers allow their cattle and goats to eat too much of the grass, even down to the roots. Goats will also climb trees and strip all the leaves. This will kill the plants and they will not re-grow. There are no roots to bind the soil together so when it is windy or rainy, the topsoil gets removed, leaving bare earth which is no good for plants. An increase in the number of people has led to overgrazing as there is less land for each person to use for their animals. ▪ <u>ITCZ</u>: The inter tropical convergence zone is the area of low pressure created by the zone of most intense heating by the sun. Low pressure causes rising air and if there is water there, this will evaporate and rise as well, causing clouds and the rainy season. The ITCZ moves N and S of the Equator during the year as the sun moves. In recent years the ITCZ has not moved as far N as usual due to a large area of high pressure over the Sahara Desert. This means the rains have not moved as far N either and some areas have turned into desert. ▪ <u>Deforestation</u>: Cutting trees down for more farmland or for firewood means there are no roots to bind the soil together as with overgrazing. There is also less shade or interception as there are no leaves. This means the soil is washed away by rain splash and no clouds form as there is no evapotranspiration.
8.	Impacts of drought	<ul style="list-style-type: none"> ▪ Low and erratic rainfall the area experienced in 2011 led to a poor harvest in 2011 and 2012 (the harvest season starts in October). ▪ Grain production in many areas of the Sahel region was 36 per cent down on the previous year and 20 per cent lower than the average for the past five years. In Senegal, the production of ground nuts, one of the area's main crops, was down 59 per cent on the previous year. ▪ In May, there were multiple outbreaks of locust swarms along the Libya/Algerian borders but due to the insecurity of the area, there simply wasn't anyone to deal with the infestations. As vegetation dried out, the swarms of locusts were left untreated to move south toward Chad, Niger and Mali. ▪ One theory is that due to climate change, the land is heating up more quickly than the part of the Atlantic Ocean where the Azores high pressure system is centred. This means the low-pressure areas have lower air pressure and the high-pressure areas are heavier and 2011-2012 saw large blocking anticyclones.
9.	Management	<ul style="list-style-type: none"> ▪ <u>Bunds</u>: Sometimes called magic stones. Lines of stones built up across a slope to catch any rain water and evapotranspiration will occur, making the atmosphere more humid, possible causing clouds and rainfall. ▪ <u>Planting trees</u>: Tree roots bind the topsoil together to stop it being washed or blown away. The leaves will store water and evapotranspiration will occur, making the atmosphere more humid, possible causing clouds and rainfall. ▪ <u>The Great Green Wall</u>: An ambitious plan to plant trees across the 8,000km width of the Sahel and up to 15km at its widest point. This would retain water in the ecosystem and reduce the risk of drought, restoring the semi-arid ecosystem. The GGW would provide fertile farmland and food and sustainable rubber tapping so would also increase economic sustainability. ▪ <u>Terracing</u>: Cutting steps into a slope creates flat areas. This means that when there is a rainstorm, the water does not run down the slope, washing soil away with it – it sits on the flat steps of land like a puddle. This gives it time to infiltrate into the baked soil and then be available for crops. ▪ <u>OXFAM funding of girl's education</u>: Women collect all the firewood and do most of the farming. If girls are educated, they will know how to do this more sustainably. They might also get a job in a town, meaning there are fewer people needing land to produce food in the countryside. ▪ <u>Upesi stoves</u>: These stoves can be made easily out of clay and their design means far less firewood is needed so there is less deforestation near villages. They also produce far less smoke so cut pollution and chest and eye problems in homes.

Geography – Ecosystems – Ynyslas (small scale ecosystem)

1. Where is Ynyslas small scale ecosystem?	Ynyslas is an area of sand dunes 10km north of Aberystwyth on the west coast of Wales. The dunes are at the north end of the Borth spit. The dunes are 3km south of the Dyfi Estuary. Ynyslas Dunes are within Cardigan Bay. It is a small-scale ecosystem.
2. What species and adaptations are found at Ynyslas?	<p>Marram grass: rolled leaf with waxy to protect from harsh winds and salt water. Stomata sunk into pits on inside of rolled leaf so photosynthesis can still take place.</p> <ul style="list-style-type: none"> ▪ Primary consumers: snails, Rabbits, Lizard, Butterfly ▪ Secondary consumers: Hedgehog ▪ Tertiary consumers: Fox, Buzzard, Gull, Dragonfly, Stonechat. <p>Conservation began, Posts were sunk into the beach to prevent cars driving into the dunes. Wooden boardwalks were built across the dunes in 2 places to prevent further trampling and erosion.</p>
3. How was Ynyslas developed in 1969?	Areas were fenced off to prevent trampling. Sand traps called brushings (branches and wire) were constructed and Marram Grass was planted to encourage layers of sand to be deposited – to help stabilise the dunes. Signs were put up around the reserve to inform the public of the management taking place.
4. How was Ynyslas developed in the 1980s?	Fences were removed as visitors were walking around them anyway. It was accepted that sand erosion was a natural process in the dunes. The blowing sand creates habitats for rare plants. Bins were installed.
5. How was Ynyslas developed in the 1990s?	Bins were removed as they were overflowing with rubbish. Areas were re-fenced off as rare birds such as linnet, stonechat and ring plovers were living and nesting amongst the dunes.
6. How was Ynyslas developed in the 2000s?	Rabbits live in the dunes and they keep the grass short. The rabbit dung makes the soil more fertile which encourages plants to grow. The golf course isn't happy about the rabbits. A rabbit proof fence was built to prevent the rabbits entering. The fence is costly to maintain.
7. How was Ynyslas developed in the 2005s?	The visitor centre has been enlarged and improved. The boardwalks have also been improved. There is now wheelchair access.
8. How was Ynyslas developed in the 2016s?	The biggest problem is dog fouling. People are banned from walking their dogs in the summer months along Borth Beach to the south. Dog owners come to Ynyslas instead. The dog excrement doesn't decompose so it lies around for ages and it is a nuisance for other visitors.
9. What are the pressures at Ynyslas Dunes?	<ul style="list-style-type: none"> ▪ Popular with tourists. ▪ Tourists park their car close to the sand dunes. ▪ Intensive trampling can damage the vegetation – leaving the dunes vulnerable to wind erosion and the formation of blowouts. ▪ Litter – harms wildlife ▪ Land is in demand who wish to develop the sand dunes for tourist developments such as caravan parks and golf courses. ▪ Conservation groups such as the RSPB are keen to ensure that sand dunes are protected and conserved.
10. How were Ynyslas dunes formed?	<p>Embryo Dunes: Formed when flotsam and jetsam are dropped at the strand line. Small dunes can form on this obstacle as it traps sand. Only halophytes can grow here</p> <p>Foredunes: Sand has become more stable and bigger dunes can form. Marram grass grows and binds the sand.</p> <p>Yellow dunes: Tall steep sided dunes form due to the colonisation of marram grass. These dunes are mobile due to the changing wind direction and build-up of sand.</p> <p>Grey Dunes/Fixed Dunes: The organic content of the dunes increases therefore the soil colour becomes darker. Increased biodiversity – gorse, brambles, butterflies, insects, birds such as the Ringed Plover, animals such as rabbits and stoats.</p>
11. What are the benefits for the local community?	Recreation, education, increased income from tourism, protects nearby homes from coastal flooding, increased biodiversity
12. Who are stakeholders?	Tourists, Local Residents, RSPB and conservation groups, Local council, Golf course owners
13. What do the following words mean?	<p>Halophytes: Salt tolerant plants such as sea rocket.</p> <p>Colonisation: A plant establishing itself in an area.</p> <p>Conservation: The action of protecting something.</p> <p>Biodiversity: The variety of living things in an area.</p> <p>Ecosystem: A community of plants and animals and the environment in which they live. Includes both the living and no living parts.</p> <p>Flotsam & Jetsam: Pile of discarded objects – driftwood, seaweed, plastic, rubbish,</p> <p>Stakeholders: A person with an interest or concern in something.</p>

Practice Exam Questions

<ol style="list-style-type: none"> 1. Compare the climate of a semi-arid biome with another biome you have studied. 2. Compare the location of a semi-arid biome with another biome you have studied. 3. Compare the nutrient cycle of a semi-arid biome with another biome you have studied. 4. Compare the adaptations of a semi-arid biome with another biome you have studied. 5. Compare the threats of a semi-arid biome with another biome you have studied. 6. Compare the management of a semi-arid biome with another biome you have studied. 7. Compare the stakeholders of a semi-arid biome with another biome you have studied. 	<ol style="list-style-type: none"> 8. Compare the impact of climate change on the semi-arid biome with another biome you have studied. 9. Describe the location of one small-scale ecosystem you have studied. 10. Why can it be difficult to manage small-scale ecosystems? 11. How are sand dunes formed? 12. Why are sand dunes beneficial for different stakeholders? 13. Explain how UK ecosystems may be under threat in the future.
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<p>Top band mark scheme</p> <p>Excellent contribution to performance:</p> <ul style="list-style-type: none"> • An extensive range of skills are demonstrated. • Skills are deployed precisely and in a highly effective way. • Personal interpretation is entirely appropriate to the play as a whole. • Personal interpretation is highly sensitive to context. • Artistic intentions are entirely achieved. 	<p>Intention & audience impact</p> <p>The whole time you are rehearsing you must keep in mind the playwright's original intentions for the entire play. This will give you your personal aims for the role you play, as well as your intentions for the piece overall.</p> <p>The audience are a crucial part of the process too, not just the performance. You must consider them when blocking and constantly question whether or not your aims and intentions are clear. It is important to listen to the feedback you receive by your peers and teacher. They give you the audience's view first hand. You mustn't ignore this!</p>	<p>Key terms</p> <p>Aims Intentions Key themes Style Role on the wall Hotseating Blocking Refining Responding to feedback Technical elements Technical rehearsal</p>
<p>Performance tasks</p> <ul style="list-style-type: none"> • To independently lead whole class warm ups (Drama games) • To create performances in a style appropriate to the playwrights original intentions 	<p>Evaluative / appraisal tasks</p> <ol style="list-style-type: none"> 1. Evaluate a performance by your peers, be able to identify the techniques used and say if these were effective and what impact they had on an audience. 2. Evaluate your own performance, be able to evaluate the techniques used and say if these were effective and what impact they had on an audience. 	
<p>Understanding of vocal and physical skills: Using the mouldy parmesan criteria – remembering the mnemonic and showing these skills in performance-</p> <p>Mouldy (movement), parmesan (posture), grates (gesture – use of hand movement to signal thoughts and feelings), itself (interaction between other characters), very (vocal expressions – the way you use your voice) pitch (low pitch or high pitch) pause (stops between speech) projection (use of how you project your voice loudly or softly), pace (speed of speech), flipping easily (facial expressions).</p>		

All Saints' Drama Department: **Key Stage 4 Theatre Review**

<p>Excellent band mark scheme for <u>Description</u></p> <ul style="list-style-type: none"> • Uses drama vocabulary accurately and makes some interesting points • Answer the question • Mention all the HOW skills (mouldy parmesan) • Use precise moments • Write in detail 	<p>Opening paragraph</p> <ul style="list-style-type: none"> * Name of the play * Name of playwright * When you saw it and where you saw it * Summary of the plot in brief * Your opinion of the performance <p>Conclusion</p> <ul style="list-style-type: none"> * Summarise the question * Give an opinion on how successful each actor was/wasn't 	<p>Structure</p> <ul style="list-style-type: none"> * Opening paragraph * Minimum of 2 WHAT, HOW, WHY, GOOD PARAGRAPHS for Actor 1 * Minimum of 2 WHAT, HOW, WHY, GOOD PARAGRAPHS for Actor 2 * Conclusion
<p>Excellent band mark scheme for Analysis & Evaluation</p> <ul style="list-style-type: none"> • Picks interesting moments • Writes about links to characters and whole play • Writes about impact for an audience • Evaluates well • Well rounded argument (not all positive or negative) • Writes in detail • Uses specific examples 	<p>Each paragraph</p> <p>WHAT did they do? HOW did they do it? WHY did they do it? WAS IT ANY GOOD?</p>	<p>Don't forget to evaluate!</p> <p>Try to avoid 'good'</p> <p>Use these instead- Effective successful clear engaging skilful convincing thought-provoking</p>
<p>Understanding of vocal and physical skills: Using the mouldy parmesan criteria – remembering the mnemonic and showing these skills in writing-</p> <p>Mouldy (movement), parmesan (posture), grates (gesture – use of hand movement to signal thoughts and feelings), itself (interaction between other characters), very (vocal expressions – the way you use your voice) pitch (low pitch or high pitch) pause (stops between speech) projection (use of how you project your voice loudly or softly), pace (speed of speech), flipping easily (facial expressions).</p>		

R093: Creative iMedia in the media industry

4.1 Distribution Platforms

Description: Once a product has been finalised the product will need to be distributed. Distribution methods and platforms are the way the product is going to be access/sent to the audience.

Online Platforms

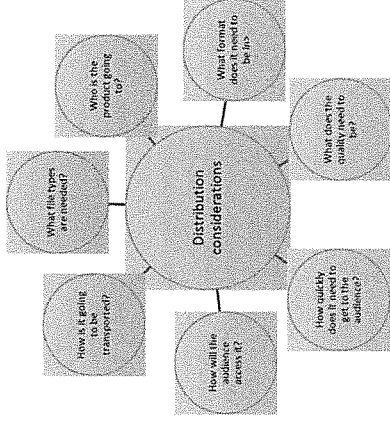
Apps Downloadable from an app store and accessed instantly from mobile devices. They are updated frequently via the internet. Files can be embedded in the app.	
Advantages: <ul style="list-style-type: none"> Quick and easy to update Potentially free to access Users can watch/interact anywhere Only requires phone or tablet Easy to interact with 	Disadvantages: <ul style="list-style-type: none"> Consumers must have the app to access content Limited file sizes Limited to app shape and structure Likely to need internet to access

Multimedia Multimedia spaces are used to make, share and view content. They are delivered digitally, directly to the audience. They are digital packages of audio, video, text and images	
Advantages: <ul style="list-style-type: none"> Allows a range of content Great interactivity 	Disadvantages: <ul style="list-style-type: none"> Content tends to need sending to the consumer before they can access it. May also need the internet for external links.

Web Websites can have content embedded for its audiences to access. They can show a combination of audio, video, text and images and allow content to be streamed	
Advantages: <ul style="list-style-type: none"> Easy to access using the internet Can be searched for using a search engine Moving content is easy to embed Quick to upload and update 	Disadvantages: <ul style="list-style-type: none"> Specific sizes and dimensions often needed Requires the internet Can get lost among all other web content May require coding Will not take large file sizes and file types may be restricted

Distribution consideration

Before you can make any decisions about how a product is distributed there are some things that need to be considered



Physical Platforms	
Computer Can be used to run video, audio, multimedia products, eBooks and games independently or in a network	
Advantages: <ul style="list-style-type: none"> Can show products with complex levels of interactivity Will show most media products Internet not always needed Powerful with few limits Can be monitored 	Disadvantages: <ul style="list-style-type: none"> Expensive products to buy so not all members of the target can afford Not always portable Relies on being set up correctly

Interactive TV Streams and can save downloadable audio and video content, can play video games	
Advantages: <ul style="list-style-type: none"> Access many different apps and channels Highly interactive Speed of delivery Content can be sent directly to the TV Content can be matched to the target audience 	Disadvantages: <ul style="list-style-type: none"> Not portable]too much choice content could be missed Expensive to buy so not everyone has one

Kiosk Static product that can show a interactive media presentation, video or game. Usually used independently or part of a small network. Sometimes uses the internet	
Advantages: <ul style="list-style-type: none"> Can be set up anywhere Easy for consumers to use Highly interactive Can process many file types Can have multiple users 	Disadvantages: <ul style="list-style-type: none"> Target audience is limited to who can get to the kiosk Generally not portable Often limited in what it can present needs maintenance May not have speakers

Mobile devices Applies to tablets, mobiles and watches. Allows a range of digital content to be downloaded or accessed through the internet.	
Advantages: <ul style="list-style-type: none"> Mass audiences Fast-moving technology Highly interactive Portable Can come with accessories such as headsets Quick distribution Good range of compatible file types 	Disadvantages: <ul style="list-style-type: none"> Huge competition Relies on internet/Bluetooth Android/iOS systems require different setup/content

R093: Creative iMedia in the media industry

Physical Media		Native image file types		
<p>CD/DVD A small plastic, easily transportable disc that can be played in a computer, DVD player, games console or CD player. Content is downloaded (Burnt) directly on to the surface of the disc so it can be read by the player</p> <p>Advantages:</p> <ul style="list-style-type: none"> Audiences can keep a physical copy and access it over and over again Does not rely on the internet Can be sent directly to the target audience <p>Disadvantages:</p> <ul style="list-style-type: none"> Costly to produce Takes time to make Fixed size and space for content Requires a disc player Flimsy and fragile 	<p>Static images</p> <p>Properties of static images The main two properties of static image files that affect the quality are DPI/PPI and pixel dimension</p> <p>DPI Dots per inch describes the number of dots of ink or toner that are printed onto one inch of the image. This relates to printed images</p> <p>PPI Pixels per inch describes the number of pixel in one inch of the screen, this relates to digital images rather than printed images</p>	<p>File format</p> <p>.psd Photoshop file</p> <p>.xcf GIMP file</p> <p>RAW</p>	<p>Properties</p> <ul style="list-style-type: none"> Accessible only on graphic design software Large file containing layers <ul style="list-style-type: none"> Uncompressed Edit and store layers <ul style="list-style-type: none"> Processed directly from a camera Lossless or no compression used Often automatically converted to JPEG 	<p>Limitations</p> <ul style="list-style-type: none"> Not easily opened without specialist software Large file size When sending to someone the fonts and images need to be sent to Only openable by using GIMP Only deals with RGB colour mode Not easily used by most software Very large file
<p>Memory stick Removable USB device that can connect to computers and TVs. They store different amounts of data depending on the size of the memory stick</p> <p>Advantages:</p> <ul style="list-style-type: none"> Small so easy to transport Physical copy, so no worries about content being taken away Does not rely on the internet Allows the user to share and transfer data <p>Disadvantages:</p> <ul style="list-style-type: none"> Requires a computer or TV to work File compatibility can be a problem Content can be erased or overwritten Easily lost or broken 	<p>Pixel Dimensions The pixel dimensions of an image are what we would usually call its size. Instead of using inches/centimetres, pixels are usually used for images</p> <p>To convert the pixel dimensions of an image to inches you need to know the PPI</p> <p>Pixel height ÷ images PPI = height in inches</p> <p>To convert from inches to pixel dimensions you do the calculation the other way round</p> <p>Height in inches ÷ image PPI = pixel height</p>	<p>File format</p> <p>JPEG</p> <p>TIFF</p> <p>BMP</p> <p>PNG</p>	<p>Properties</p> <ul style="list-style-type: none"> Lossy raster image file Compression rate can be adjusted Can be used for print and digital work Flexible raster image format Lossless uncompressed raster file Retains layers in a similar way to native file types High quality and good colour depth Uncompressed Very high quality Supports various colour palettes Colour data is stored for every pixel Lossless compression Designed for images on the internet Good for images with blocks of colour Can handle millions of colours 	<p>Limitations</p> <ul style="list-style-type: none"> Quality is lost over time and through use Large file size Can take a long time to open and download Not all programs can open TIFF files Very large file size Does not scale up very well Some internet browsers do not support it File size still large after compression Only supports RGB colour mode

