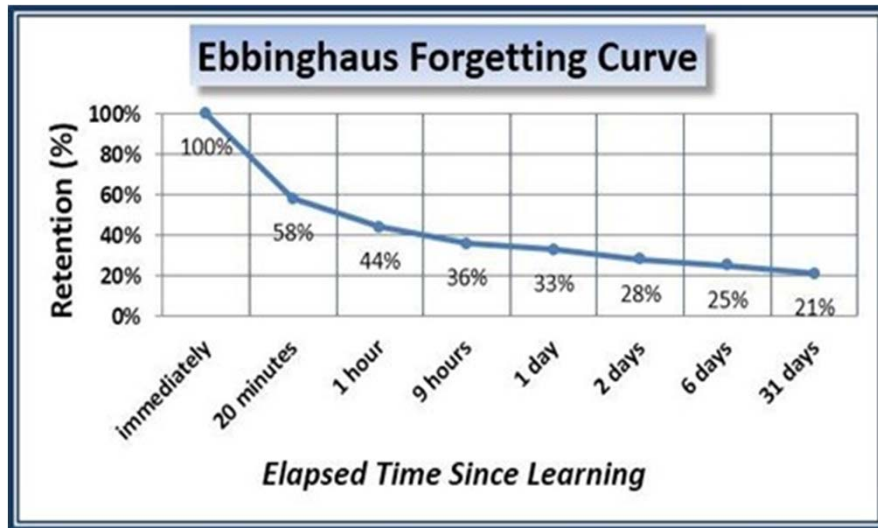


Knowledge Organisers and The Forgetting Curve



Why are knowledge organisers important?

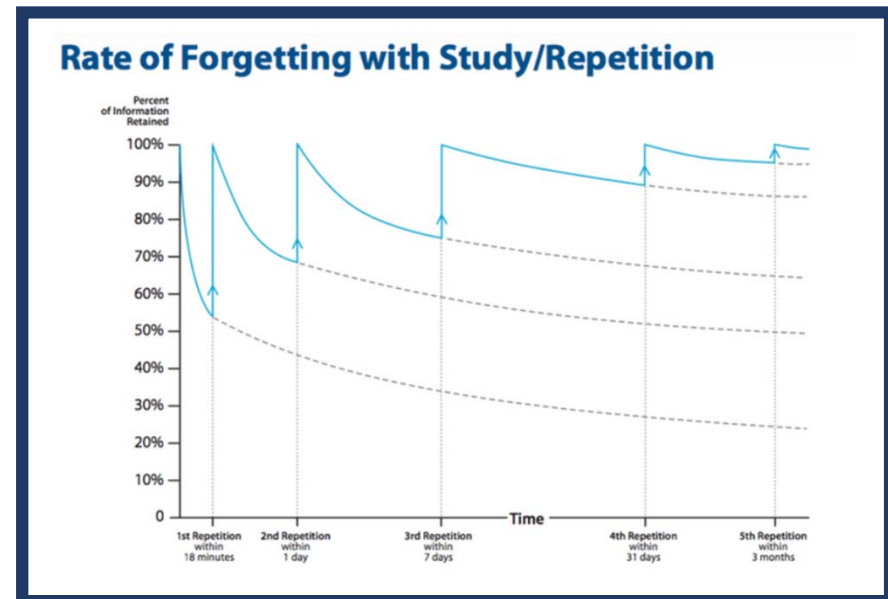
- Almost as soon as we have learnt something we begin to forget it
- In fact, it is surprising how quickly we begin to forget and within a few hours we usually only remember a fraction of what we have learnt, the graph (left) is an example of how this happens

What can knowledge organisers be used for?

- The speed and amount of forgetting can be reduced by using knowledge organisers to practice recalling what you know
- By retrieving something back into our working memory we slow the rate of forgetting (see the second graph, below)

How will we be using our knowledge organisers?

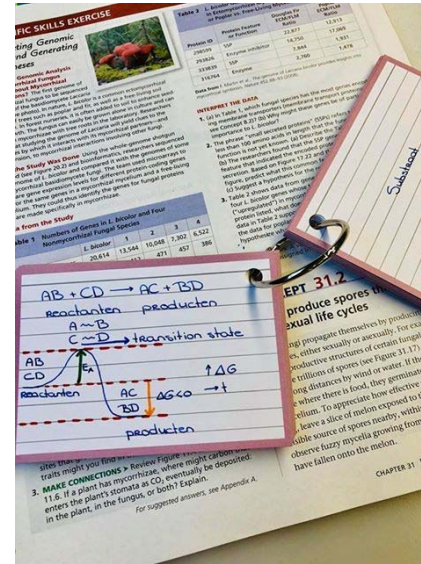
- You need to bring these to school each day in your bag, they may be used in lessons
- You will be set homework activities that use them
- You should use them to practice recall – there are tips on ways to do this in the next few pages
- You will use them to prepare for end of unit tests, including the 'Haven Hundred', set in drop-down tutor time during the penultimate week of each term



How To Use Your Knowledge Organiser

Make Flashcards

- A flashcard is a piece of card that has a cue or hint on the front side, and the answer on the back side.
- The cue can be a question, an image, or just one word that prompts or triggers a response
- Flashcards are one of the best ways to remember new information because they involve you in active learning, repetition, and reflection of your answers
- Use them to play memory test, pairing games, self quizzing or others quizzing you.
- They are very effective when used with the Leitner technique (see below)



Leitner Technique

When you've written the flashcards, they're sorted into three different boxes: 1, 2 and 3.

You start with all the cards in Box 1.

You learn these every day

You know a card from Box 1? Then it goes to Box 2.

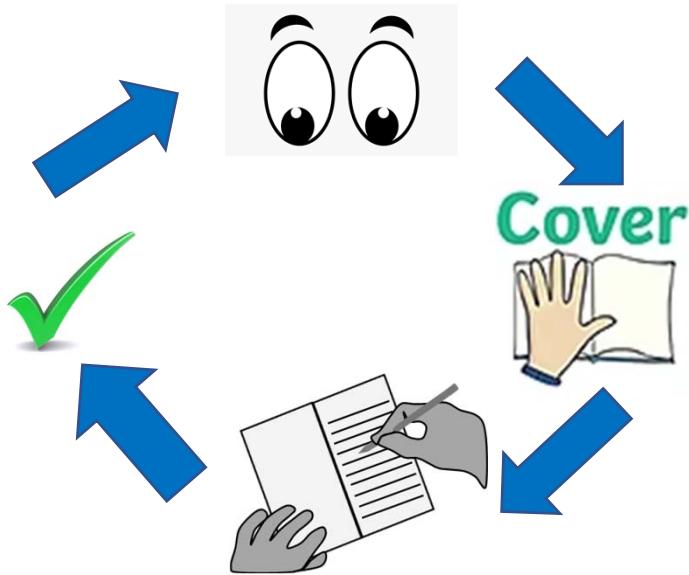
You learn these every three days

You know a card from Box 2? Then it goes to Box 3

You learn these 3 every five days

If you get a card wrong, it goes back to Box 1

How To Use Your Knowledge Organiser



Read – Cover – Write – Check – Repeat

Read – a small section of your knowledge organiser

Cover – Cover the information so you are unable to read it

Write – out what you have remembered

Check – the knowledge organiser to see if you are right and add in any missing points in a different colour pen

Repeat this process the next day then a few days later

Help From Others

Parents/Carers /Siblings/ Friends

Where possible involve others in your review and recall practice. They can:

- Use your Knowledge Organiser to ask you questions or set you a quiz
- Play memory games with your flashcards – pairs or snap (with diagrams and specialist terms, specialist terms and definitions)
- Check your notes with you after read – cover – write
- Watch the videos and read the attached articles with you



Useful Links

Flashcards and Leitner Method

Read

<https://study-stuff.com/how-to-study-flashcards-with-the-leitner-method/>
<https://e-student.org/leitner-system/>

Watch

<https://www.youtube.com/watch?v=d9u3KxGCio8>
<https://www.youtube.com/watch?v=C20EvKtdJwQ>

Different Methods of Revision – Created by Staff at Seahaven

<https://www.seahavenacademy.org.uk/parents/key-stage-information-evening/key-stage-4-information>

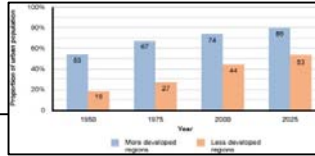
Homework Sites We Use That Assist with Recall

<https://senecalearning.com/en-GB/>
<https://hegartymaths.com/>
<https://www.languagenut.com/en-gb/>

Y11 Geography – Terms 1 and 2

Urbanisation – The growing proportion of people living in urban areas. E.g. towns and cities. This is for several reasons:

- **Rural-urban migration** – movement of people from the countryside to towns and cities. This can be for push factors (negative reasons e.g. drought) and pull factors (positive factors e.g. better wages).
- **Natural increase** – Urban migrants tend to be younger. This results in a higher birth rate in cities.
- It is occurring faster in LICs and NEEs (see graph)



Urban Issues and Challenges – Knowledge Organiser

Megacities – These are cities with a population of over 10 million.

Distribution – Mainly in LICs and NEE countries due to high urbanisation. Lots of Megacities are in Asia. This has changed as 50 years ago they were mainly in HICs.

Slow growing Megacities are located in HICS where over 70% of people already live in urban areas. These cities have no squatter settlements e.g. London.

Growing – Located in NEEs e.g. Rio in Brazil. Some squatter settlements due to the urbanisation rates.

Rapid growing – Located in LICs. High growth due to rapid urbanisation means large squatter settlements. E.g. Kibera in Nairobi.

Case study of a city in a poorer country. Rio de Janeiro, Brazil (NEE).

Information about Rio

- Is divided into four parts – North, South, West and Centro.
- Population is rising as migrants from rural Brazil (e.g. Amazonia) move due to **push factors** and **pull factors** e.g. looking for jobs.
- The racial make up is changing as migrants from abroad (e.g. Portugal, USA and South Korea) move for jobs and business opportunities.
- The population is around 12.5 million.

Social Challenges

- There are huge inequalities between the richer areas and poorer areas of the city.

Social challenge	Possible solutions
Healthcare is very unequal. Life expectancy can be 35 yrs lower in poorer areas.	Medical visits to favelas to diagnose and treat diseases.
Only 50% of children older than 14 in education in Rio.	Free sports lessons in favelas in children stay in school. E.g. Project Favela .
Many people are without water and energy services.	Build new water treatment plants and a hydro electricity power plant.

Economic Challenges

- Rio has a huge economy. Unfortunately, it is very unequal and there is a lot of poverty.
- Over 20% of people in the favelas are unemployed. This means that they are vulnerable to joining gangs raising crime rates.
- Many jobs are in the **informal economy** with poor wages and no protection.
- The richest 1% in the city earn as much as the poorest 50%. This causes high crime rates.



Environmental Challenges

Air pollution – Is high in the city due to the lack of public transport. 60% of Rio's transport is by car. 5000 deaths per year related to air pollution. **Solutions** – Expand metro system, introduce toll roads.

Water pollution – Rio Harbour is highly polluted. Over 200 tonnes of raw sewage from the favelas flows into it daily. This kills fish, harms tourism and can spread disease. **Solutions** – build new sewage pipes in favelas and build new sewage treatment plants.

Waste pollution – The favelas lack rubbish collection due to the steep roads. **Solutions** – Incinerators burn rubbish for electricity.

Favelas – Informal areas of housing built illegally in Rio.

Problems:

- Poor quality housing, can collapse in poor weather.
- Steep slopes can be dangerous e.g. landslides.
- Lack of services such as running water, waste collection and policing. E.g. 50% of homes have no sewerage.
- High unemployment and high crime rates.

Benefits:

- **Self help schemes** give materials to improve housing.
- Strong community feel, lots and informal businesses.

Favela Bairro Scheme – A project to improve Rio's slums

How	Development
Improved sanitation and quality of houses.	Better living conditions and hygiene improves health and life expectancy.
Cable car provides transport. Residents given free return tickets.	People can work in richer areas e.g. South Zone and get formal employment.
Stronger police force set up. (UPP)	Crime rates reduced in favelas. Children stay in school rather than join gangs.
Negatives	<ul style="list-style-type: none"> - Only 10% of the favelas in Rio benefitted. - Rents rose in some houses

Case study of a city in a richer country – Bristol, England (HIC)

Information about Bristol

- Located in South West England with a population of 440,000. Rising to half a million in next 10 years.
- Good transport links make Bristol an important international city and one of the UK's core cities. For example:
 - Motorways such as M4 link Bristol to London and rest of UK.
 - Deep water harbour links Bristol with rest of Europe. Lots of cargo ships and ferries.
 - Bristol Airport links to rest of the world.
 - Bristol University attracts students from abroad.
- Migrants have doubled Bristol's population and given it an international feel. St Paul's has a Afro-Caribbean Festival each year.

Social Opportunities

- Bristol has a young population. There are more under 16s than pensioners. It is a vibrant city with lots of cultural opportunities such as:
 - Two Universities provide a high standard of education.
 - Shopping – There are two huge retail areas. Cribbs Causeway is a mall built on the outskirts of Bristol. Cabot Circus was built in the city to try and bring people back into the CBD.
 - Theatre and live music venues exist across the city. Old warehouses have been developed into entertainment facilities such as the Tobacco Factory.
 - Old industrial areas such as Bristol Harbourside have used brownfield development to provide high quality housing.

Economic Opportunities

- Bristol has changed from a Port relying on secondary industry to a tertiary and quaternary industry hub. This provides lots of high paid jobs.
- Big businesses are attracted to Bristol for its good transport links and highly educated, young population. Companies such as Aardman Animations, Toshiba and Huawei offer lots of jobs in the quaternary sector.
- Bristol has become a centre for the aerospace industry. Major aircraft companies have set up business here and have close links with the Universities.
- Unemployment in Bristol is lower than the UK average and wages are higher than average.

Environmental Challenges and Solutions

Air pollution kills around 200 people in Bristol each year.	The ITS (Integrated Transport System) makes public transport cheap and efficient linking buses and trains.
Old industrial areas have become derelict.	Brownfield regeneration schemes turn them into housing and entertainment facilities.
Urban Sprawl is destroying habitats in the countryside.	Urban greening aims to cover 30% of Bristol with trees providing habitats in the city. Brownfield sites such as harbourside reduce the need for new housing.
Over half a million tonnes of waste produced per year	Increasing recycling to over 50% means Bristol has 23% less waste per head than the UK average.

Social Inequalities



Filwood – High social deprivation

- High crime rates (1300 per yr)
- Only 36% GCSE high grades.
- Life expectancy is 78.
- Poor access to fruit and vegetables and low participation in sport.
- High unemployment.



Stoke Bishop – low deprivation

- Low crime (under 300 p yr)
- Less than 3% unemployed
- 94% high GCSE grades.
- Nearly 50% of population have a degree.
- Life expectancy is 83.
- Many businesses and green space.

Regeneration scheme – Temple Quarter

A huge plan to redevelop and improve a largely derelict industrial area in the inner city. The area is close to the main station and motorways so gives the first impression of Bristol.

Economic benefits – Lots of high tech businesses are attracted to the Enterprise Zone. This brings money and up to 4000 jobs.

Environmental benefits – Green space is provided and the ugly, derelict buildings are removed giving a better first impression to the city. Cycling facilities are provided.

Social benefits – Many jobs will be created. There are also many new shops, cafes and the proposed Bristol Arena will provide entertainment. Many new houses will be built providing good quality accommodation close to the city centre.

Sustainable Cities – Where a city reduces its impact on the environment but provides a good standard of living for its population

Sustainable urban development – Freiburg, Germany

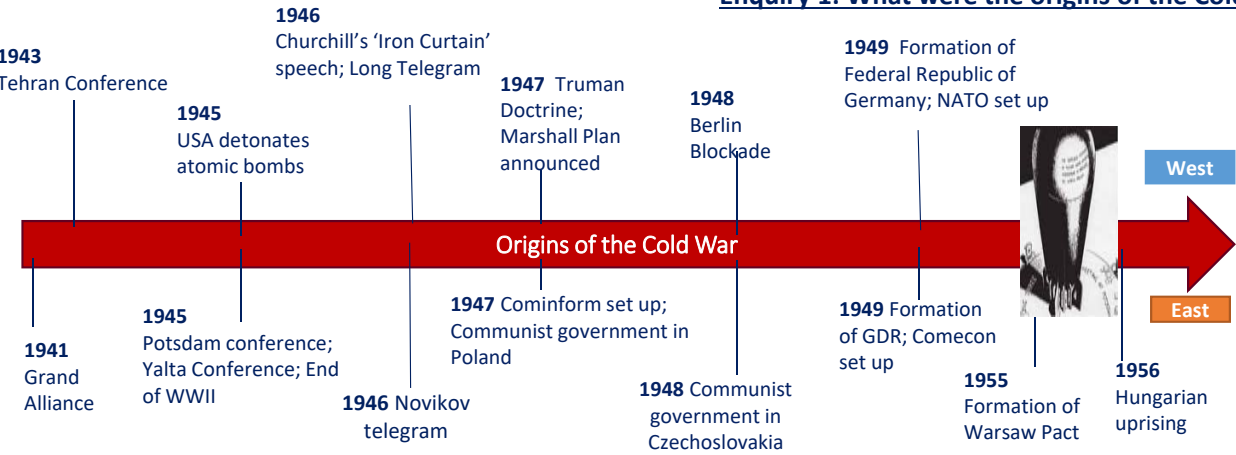
- Reducing waste and recycling – lower waste per person than Germany's average. Financial rewards for recycling and composting.
- Conserving water – Roofs collect rainwater and use for flushing toilets and watering gardens.
- Renewable energy – 'Solar Valley' provides 10,000 jobs in the city and produces lots of energy as Freiburg is the sunniest city in Germany.
- Providing green spaces – 40% of the city is forested. (higher even than Bristol's target). This forest is a protected habitat for species.

Sustainable Transport in Freiburg, Germany

- Freiburg has an Integrated transport system to improve public transport. This is similar to Bristol.
- Cheap, fast and efficient trams are the most important part of the ITS.
- Public events such as concerts and sports events include a free tram ticket.
- 400km of cycle paths have been built and 'bike parking spaces' created around the city.
- Car parking spaces have been reduced. This discourages people from driving. Freiburg has very low car ownership levels.

Knowledge Organiser Paper 2, Section A: Superpower Relations and the Cold War, 1941-91

Enquiry 1: What were the origins of the Cold War?



During World War II the alliance between the USA, Britain and the Soviet Union was very much one of necessity. But as it became clear that the Nazi threat had been defeated, the alliance became an uneasy one. Wartime conferences saw distrust between the western leaders and the communist dictator, Stalin, who wanted security against future invasion by controlling eastern Europe. The West feared the spread of Soviet Communism and the Cold War would begin as the West began to attempt to contain its spread. A rivalry between East and West developed between 1947 and 1949 that intensified the Cold War. President Truman set out his doctrine to contain Communism and introduced the Marshall Plan to provide economic aid. Stalin's retaliation to Truman ultimately led to the first crisis of the Cold war – the Berlin Blockade. This led to an increase in tensions going forward as it brought about the formation of rival military alliances - NATO and the Warsaw Pact. Tensions increased further when the Soviet response to an uprising in Hungary led to a brutal military response that shocked the West.

Enquiry 1 Keywords:			
Alliance When two or more countries agree to work together	Containment The US policy of stopping Communism from spreading	ICBM Inter-continental ballistic missile	Superpower An unusually strong country
Arms Race When countries compete against each other to make more powerful weapons	De-Stalinisation The policy of eradicating the influence of Stalin's dictatorship	Marshall Plan Loans from the USA to Europe for reconstruction after WWII	Trizonia The name for the joined German zones of the western allies
Capitalism Where trade and industry are run by private individuals for profit	Deterrent Something that prevents one country from attacking another	NATO A military alliance in the west	Truman Doctrine The idea that it was the USA's duty to contain communism
Comecon Council for Mutual Economic Assistance	Federal Republic of Germany Under western control, known as West Germany	Satellite States Countries that came under direct control of the Soviet Union after WWII	United Nations An international organisation set up in 1945 to maintain peace around the world
Cominform Communist Information Bureau	German Democratic Republic Under Soviet control, known as East Germany	Soviet Union A group of Communist countries controlled by Russia	Uprising When the people in a country become so unhappy that they rebel against the government
Communism Where the state owns trade and industry and profits are shared among citizens according to need	H-Bomb To Hydrogen bomb	Sphere of Influence Region of the world in which one Superpower is dominant	Warsaw Pact A military alliance in the east

Key people:	
Churchill	Prime Minister of Britain. Distrusted Stalin and saw his role as preventing the Soviet Union taking control of eastern Europe.
Roosevelt	President of the USA. Believed strongly in democracy. Wasn't as tough on Stalin in peace negotiations as he believed long-term peace would only come with acceptance of the Soviet Union as a superpower.
Stalin	Authoritarian leader of the Soviet Union. Believed the West wanted to destroy Communism, so the Soviet Union had to stand firm in negotiations.
Truman	Took over from Roosevelt as President of the USA in 1945. Differed from Roosevelt in that he totally distrusted Stalin and was determined to stand up to him.

Exam technique – Section A: Question 1 Explain two consequences of...	
Checklist:	✓
Do you have two different and specific consequences?	
Do you use key terms to demonstrate knowledge an understanding and to support your point?	
Are you specific in your analysis and avoiding vague sentences (e.g. 'this made tensions really bad.')?	
Are you using consequence keywords?	
Have you written a concise paragraph for each consequence that avoids irrelevant information (e.g. linking to indirect consequences)?	

Consequence 1:	Identify consequence
	Develop and explain consequence (using specific information)
	Link back to question
Consequence 2:	Identify consequence
	Develop and explain consequence (using specific information)
	Link back to question

Consequence keywords

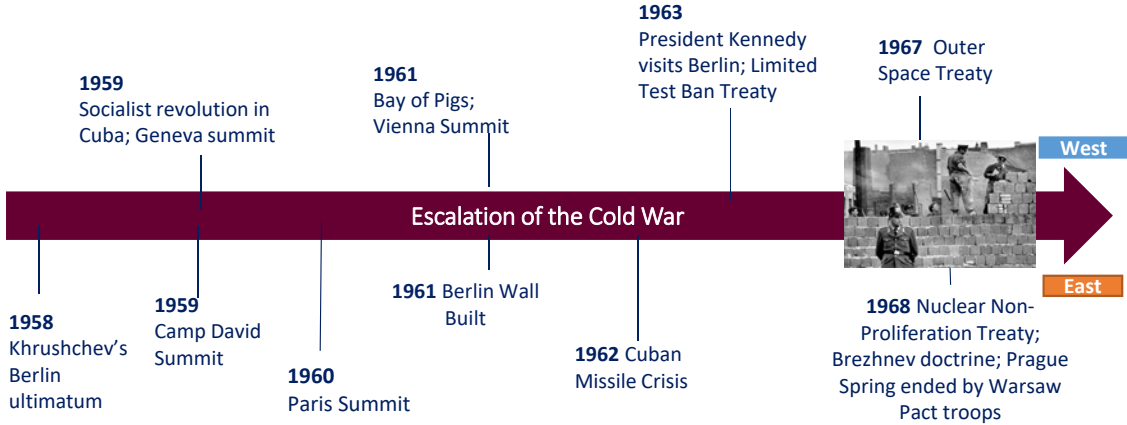
Which led to
Which caused
Which changed
Consequently

Remember: Ensure each of your consequence occurred as a direct result of the action or event in question.

Have you mastered enquiry 1? Make sure you can answer the questions below:	
1. Which countries were members of the Grand Alliance?	11. What was the role of Comecon?
2. Who were the leaders of the Big Three?	12. Why did Truman think economic aid would contain Communism?
3. Which leader wanted to accept the Soviet Union as a superpower?	13. Which countries joined NATO?
4. How much was it agreed Germany would pay in reparations?	14. What was the military alliance in the east known as?
5. What years were the conferences at Tehran, Yalta and Potsdam?	15. What currency was being used in West Germany?
6. What was the aim of the policy of containment?	16. Which countries joined the Warsaw Pact?
7. When did the USA drop the atomic bomb?	17. In what year was West Germany created?
8. In what year did Hungary become a Communist one party state?	18. What did the USA launch in June 1957?
9. Can you name three satellite states?	19. Who was the leader of the Soviet Union during the Hungarian Uprising?
10. How much money did the US commit under the Marshall Plan?	20. Who was elected US President in 1952?

Knowledge Organiser Paper 2, Section A: Superpower Relations and the Cold War, 1941-91

Enquiry 2: How did the Cold War escalate?



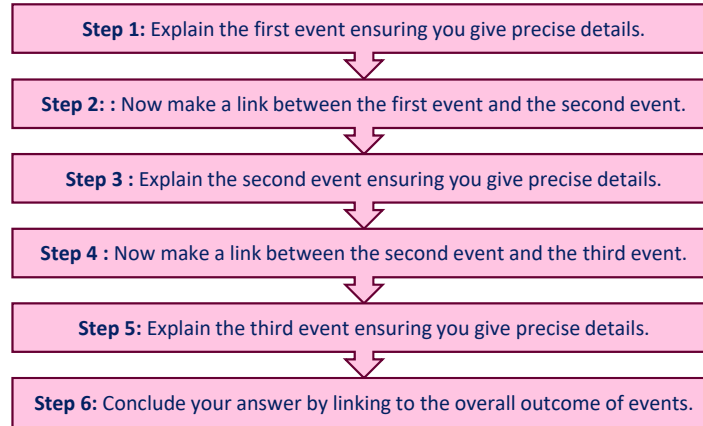
The events of the Hungarian Uprising made superpower relations more tense and the period between 1958 and 1970 represented the most difficult period of the Cold War. It was a period of crises – in Berlin, Cuba and Czechoslovakia. Berlin had been a point of conflict since the wartime conferences and in 1961 a wall was built dividing East from West Germany at Khrushchev's order. Both sides now had nuclear weapons and were operating under the concept of mutually assured destruction. This meant that the superpowers could not allow tensions to boil over into war. When the Soviet Union placed nuclear launchpads in Cuba, tensions were raised to their highest point in the cold war, when for a moment, the superpowers seemed on the brink of nuclear confrontation. The Soviet invasion of Czechoslovakia in 1968 did little to reduce tensions as the new Soviet leader, Brezhnev, set out his doctrine that the Soviet Union would take action (likely military action) in any satellite state where communism was threatened.

Enquiry 2 Keywords:		
Berlin Wall A final demand backed up with a threat to take action	CIA Central Intelligence Agency. Part of American government in charge of spying	Hotline A direct communication line between the leaders of the superpowers
Blockade When a military force refuses to allow something past or they will open fire	Doctrine A belief or philosophy	Non-proliferation Stopping the building and spread of weapons
Brinkmanship Pushing disagreements to the point where there is a risk of war	Doves Advisors who wanted to avoid war	Reform Making changes in order to improve something
Censorship When a government prevents people from writing or saying things it disagrees with	Hawks Advisors who supported war	Ultimatum A final demand backed up with a threat to take action

Key people:	
Khrushchev	Replaced Stalin as leader of the Soviet Union in 1956. Introduced the policy of De-Stalinisation and said there should be peaceful co-operation.
Eisenhower	Was elected as president in 1952. He wanted to contain communism but was concerned about the threat of nuclear war so was willing to try to improve relations with the Soviet Union.
Kennedy	Was elected president in 1961. He dealt with the impact of the Berlin Wall and the high point of Cold War tensions: the Cuban Missile Crisis.
Brezhnev	Replaced Khrushchev in 1968 and believed it was necessary to protect all communist countries. After the Soviet invasion of Prague he introduced his Brezhnev Doctrine.
Dubcek	Became the head of the Czech government in 1968 and introduced a series of reforms which became known as the 'Prague Spring' aimed at bringing 'socialism with a human face' to the Czech people.

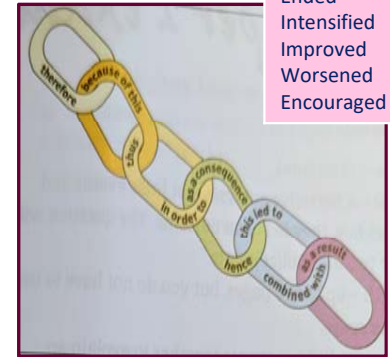
Exam technique – Section A: Question 2
Write a narrative account analysing the key events of...

Checklist:	✓
Do you have a minimum of three events to describe?	
Are your events in chronological order?	
Have you used specific details to explain each event?	
Have you made links between each events to explain how one led to another?	
Have you used linking language?	
Is there a clear beginning, middle and end structure?	



Key analytical words:

- Began
- Developed
- Changed
- Ended
- Intensified
- Improved
- Worsened
- Encouraged

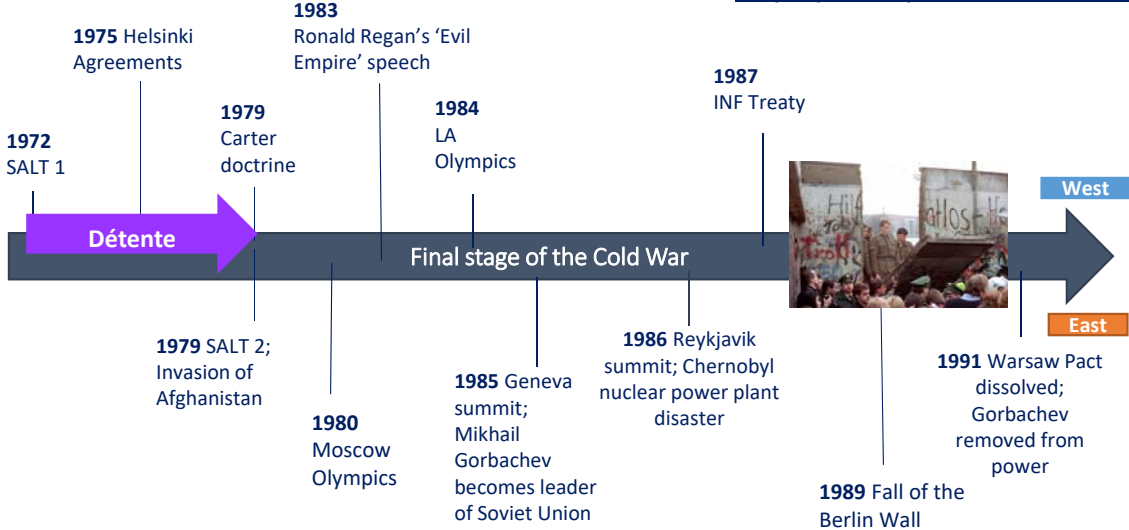


Have you mastered enquiry 2? Make sure you can answer the questions below:

1. Why was Berlin divided?	11. How was Kennedy's reputation impacted by the Bay of Pigs?
2. Why was the Soviet Union worried about Berlin in the years 1958-61?	12. What did Khrushchev demand in a telegram to Kennedy on 26 October?
3. Which leaders attended the Vienna summit in 1961?	13. Which three agreements were made between the superpowers as a result of the Cuban Missile Crisis?
4. How many refugees had fled to West Germany by 1958?	14. What happened to Khrushchev as a result of the crisis?
5. When did the Berlin Wall begin construction?	15. Who became leader of the Soviet Union in 1968?
6. When did Fidel Castro gain power in Cuba?	16. Who was the leader of Czechoslovakia in 1968?
7. Why was Cuba important to the USA?	17. What was the Prague Spring?
8. What was the Bay of Pigs incident?	18. What happened on 20 August 1968?
9. Which government agency planned and carried out the Bay of Pigs invasion?	19. Which famous doctrine emerged as a result of the Prague Spring?
10. What did an American U-2 spy plane photograph on 14 October 1962?	20. What was the consequence of Soviet intervention in Czechoslovakia for other satellite states?

Knowledge Organiser Paper 2, Section A: Superpower Relations and the Cold War, 1941-91

Enquiry 3: Why did the Cold War finally end?



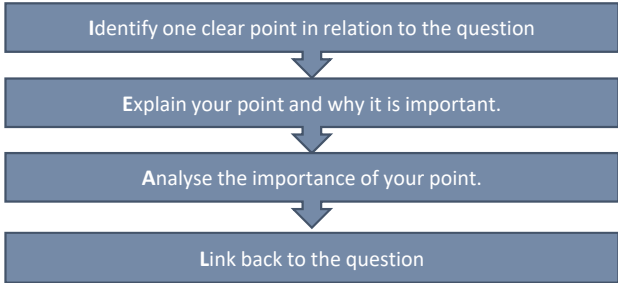
The crises of the previous period, particularly the Cuban Missile Crisis, had shown the need for the superpowers to ensure no further misunderstandings could lead them to the brink of nuclear war. Both the USA and Soviet Union agreed that the nuclear arms race was a big threat and because of this there was a move to improve relations and relax tensions. This led to the period of détente in which the superpowers signed arms limitations agreements and met for summit talks. However, a number of flashpoints in the world increased tensions between the superpowers and the Soviet invasion of Afghanistan in 1979 derailed the détente process entirely. This led to the election of the tough anti-communist Reagan and the beginning of the 'Second Cold War'. The Soviet Union's economy was failing and the quality of life there was poor, so Soviet leaders had to accept there needed to be radical changes in the relationship with the USA. This was put into action by the new Soviet leader Gorbachev who would ultimately negotiate with Regan to end the Cold War. However, his widespread reforms at home, unintentionally also put an end to the Soviet Union in 1991.

Enquiry 2 Keywords:		
ABM Anti-ballistic missile that could shoot down ICBMs.	Free elections Elections where different parties can be elected, not just communists	Perestroika Russian for 'reconstruction' and refers to Gorbachev's plan for reorganising the Soviet state and economy
Coup When a government or leader is replaced illegally and sometimes violently	Glasnost Russian for 'openness', used to describe Gorbachev's attitude to foreign relations and government	SDI Strategic Defense Initiative
Détente A period of peace between two groups that were previously at war or hostile to each other	Hard-line communists Committed communist politicians who did not like the idea of weakening communism	SLBM Submarine launched ballistic missile
Economic sanctions Measures taken to damage a country's economy, usually involving a trade ban	Mujahideen Muslim fundamentalists who fought against Soviet troops	

Key people:	
Nixon	Elected president of the USA in 1968 and had different priorities than previous presidents with American social and racial problems and the Vietnam War. He negotiated détente with the Soviet Union.
Carter	Became president in 1977 as détente came to end with the Soviet invasion of Afghanistan. Stated that the USA would use force to stop the spread of communism in the Carter Doctrine.
Reagan	Elected as president in 1980 and began the 'Second Cold War'. He believed communism was evil and set out the Reagan Doctrine which stated that the USA would support any anti-communist government or group.
Gorbachev	Became Soviet leader in 1985 and introduced sweeping reforms. He ended the Cold War by entering negotiations with Reagan. However, his reforms along with his decision to give up the Brezhnev Doctrine, inadvertently led to the end of the Soviet Union in 1991.

Exam technique – Section A: Question 3 Explain two of the following...	
Checklist:	✓
Have you clearly identified the focus of the question and the date period provided?	
Have you selected two clear points for each question?	
Have you analysed the importance of the event in regard to superpower relations – did tensions increase or decrease?	
Have you used specific details to support your point?	
Can you link your points by 'type' of impact e.g. military, economic, political long-term, short-term, positive, negative?	
Have you linked back to the question by making an overall statement about the events importance?	

The PEAL structure:



Writing analytically:
Use phrases that show you are analysing importance

- This was important/significant because
- The consequences of this were
- As a result/ Therefore/ Because of this
- This led to/ This meant that

- How should I structure my paragraphs?**
- Step 1: Begin your answer with the actual words used in the question – this flags to the examiner that you are focussed and have understood the question.
 - Step 2: Make your first point about the importance of the event in question e.g. did it cause tensions to increase or decrease and why?
 - Step 3: Fully explain this point using precise details.
 - Step 4: Analyse how the evidence makes your point.
 - Step 5: Link back to the question.

Have you mastered enquiry 3? Make sure you can answer the questions below:	
1. Which American president agreed Salt 1 and the Helsinki accords?	11. Which Russian leader died in 1982?
2. What was détente?	12. What was the Strategic Defense Initiative?
3. What was the impact of SALT 2?	13. What was the Reagan Doctrine?
4. When were the Helsinki Agreements?	14. Which Soviet leader accused Reagan of attempting to start a nuclear war?
5. Which President said they would use force to stop communism spreading in 1979?	15. When did Gorbachev become the leader of the Soviet Union?
6. Which group fought against the Soviets in Afghanistan?	16. What did the economic reform of <i>Perestroika</i> change in the Soviet Union?
7. Which Olympic games were boycotted as a consequence of the Soviet Invasion?	17. How did Glasnost change the USSR?
8. Who was elected in 1980 in the USA as a result of the invasion?	18. What was the main agreement of the INF Treaty?
9. How many years did the Soviet Union spend fighting in Afghanistan?	19. What happened in Germany in 1989?
10. When was Reagan elected as President?	20. What happened to Gorbachev after the Warsaw Pact ended in 1991?

Peace and Conflict Knowledge Organiser

Key Quotes

Christian:

"Love thy neighbour"
 "Your heavenly Father will also forgive you"
 "Eye for an eye"
 "All who draw the sword will die by the sword"
 "Thou shall not kill"
 "Turn to them the other cheek"
 "Peace I leave with you"

Islam

"Say words of peace"
 "Allah is forgiving and merciful"
 "Incline to it [peace] also"
 "Capture them and besiege them"
 "Fight in the cause of Allah"
 "I shall not raise my hand against you"
 "Enter absolutely into peace"

Key Terms

Holy War	A war where people believe that God is on their side
Pacifism	The belief that war and violence are never acceptable
Just War	A war that meets certain conditions to be classed as necessary
Terrorism	Use of violence in the aim to create political change
Forgiveness	Stopping feeling angry or resentful towards someone
Reconciliation	Returning to harmony and friendship after conflict
Justice	The idea of each person getting what they deserve, and maintaining what's right
Weapons of Mass Destruction	A nuclear, biological or chemical weapon able to cause widespread damage and loss of life

Religious Views

Topic	Christian View	Muslim View
War	Holy War - they do not accept the idea of holy war, they believe that it is more important to be peaceful Just War - they accept the idea of a just war. They think we should use the theory to try and prevent wars rather than using it to justify them.	Holy War - some Muslims would argue against this as they would say that we should always turn towards peace as stated in the Quran. However, some think we can justify fighting in the cause of Allah due to Lesser Jihad. Just War - In Islam this is known as Military Jihad. There are strict conditions under which war can be fought.
Violence	The Bible provides lots of evidence of how Christians should follow Jesus' example of peace. They believe that all life is sacred and so we should never take it.	Islam does recognise that in some cases violence can be used to secure peace - especially in defence of Islam. However, some would argue that we should not use violence as it goes against some religious teachings. Islam is predominantly a religion of peace.
Forgiveness, Justice and reconciliation	These are central beliefs in Christianity. Christians think they should follow Jesus' example of forgiveness e.g. in the Lord's prayer. Through forgiveness they believe they can bring about reconciliation. Justice is also important, Jesus said we should treat people fairly and God is seen to be just - therefore Christians should also be just.	Forgiveness and reconciliation are important as they allow Muslims to live in a peaceful world as Allah intended. Also Allah is merciful and forgiving and Muslims should try to follow his example. Justice is an important concept in Islam as Allah demonstrates this quality when he judges us on our actions - we are judged fairly. Moreover, the Five Pillars support this e.g. through Zakah. Through justice peace will follow.
Peace	Peacemaking - There are many Bible teachings that encourage Christians to work towards peace. Christian charities support victims of war and encourage reconciliation e.g. Christian Aid and CAFOD. Pacifism - some Christians believe that they should be pacifists. Some see Jesus as a pacifist and think they should follow his example.	Peacemaking - The Quran has many examples of Muslims encouraging Muslims to work towards peace and caring for others. For example, the Islamic Relief Fund supports victims of war. Pacifism - Muslims do not accept pacifism. Although they believe in peace they would argue that there are some cases where violence can be used.
Weapons of Mass Destruction	Most Christians would argue that we should not use WMD as peace should be found in other ways - not through violence. They also go against the ten commandments.	Most Muslims would not support the use of WMD, they cannot be justified using religious teachings. They believe that innocent life should not be threatened.

RELATIONSHIPS

1. MARRIAGE

Purpose	<ul style="list-style-type: none"> To show commitment to your partner and God. Act of worship as it is one of the sacraments. Unite with partner <i>"The two become one flesh"</i> 	
Christianity		
Vows	Promises the couple say to each other, and to God.	<i>"Til death do us part"</i> <i>"For better, for worse"</i>
Ring	Wedding ring represents eternal, everlasting love.	
Dress	White dress represents chastity (virginity)	
Islam		
Arranged Marriage	Parents can suggest a potential partner who is well-suited to their child.	<i>"Allah created partners so you may take comfort in them."</i>
Mahr	Dowry/payment made by groom to bride.	
Nikah	Contract ceremony that sets the conditions for marriage	
Walimah	Feast/banquet held to publicly celebrate the wedding.	

2. SAME-SEX RELATIONSHIPS

Christianity		
Catholic	Being homosexual is not a sin if they practice chastity . Natural Law = Sex should lead to procreation.	Same-sex marriage legalised in Ireland (2015) = <i>"a defeat for humanity"</i> (Vatican)
Quaker	<ul style="list-style-type: none"> Campaigned for same-sex marriage since 2009. Wrote a book- <i>Towards a Quaker View of Sex 1963</i> 	<i>"An act that expresses affection isn't sinful."</i>
Islam		
Some oppose	Forbidden under Sharia Law. Saudi Arabia- death penalty	<i>"As for two men guilty of lewdness, punish both."</i>
Some support	All couples should be accepted if they <i>"take comfort"</i> in each other.	IMAAN- UK's leading LGBTQ+ charity (online forums, group iftar)

3. PURPOSE OF SEX

	Purpose	Contraception
Catholic	<ul style="list-style-type: none"> Procreation within a marriage. Natural Law: Moral law based on Aquinas' Five Primary Precepts e.g. reproduce, self-preservation. 	<ul style="list-style-type: none"> Absolutist= Always opposed to artificial contraception Relative = Acceptable if prevents more harm e.g. women aborting with Zika virus
Quaker	To show love and develop a bond.	Relative morality- up to individual couple.
Islam	<ul style="list-style-type: none"> Reproduce/show love in marriage. <i>"Let those who are not married remain chaste"</i> 	Acceptable to protect wellbeing of the mother/existing family.

4. GENDER ROLES IN THE FAMILY

Importance of family	Children= gift from god, parents should teach spiritual values, important for communities	
Christianity		
Traditional view	Patriarchal view e.g. man as the 'breadwinner'.	<i>"Christ is head of man, man is head of woman."</i>
Progressive view	Flexible roles e.g. increase in female CEOs.	<i>Imago Dei</i>
Islam		
Equally important-different roles	Men are typically seen as the 'provider' but women have equal worth and must be shown respect.	<i>"Men are guardians of the household"</i> <i>"Paradise lies at the feet of your mother"</i>

5. GENDER ROLES IN WORSHIP

Christianity		
Catholic	Priests represent Jesus (a man). Women have other roles e.g. hand out eucharist, visit sick, nun.	<i>Only men can transubstantiate eucharist ("This is my body, broken for you"- Last Supper)</i>
Church of England	<ul style="list-style-type: none"> 1994- first women priests ordained. Libby Lane- first female bishop (2015) 	<i>"Neither male nor female.. all one in Christ."</i>
Islam		
Islam	<ul style="list-style-type: none"> Men are traditionally imams Women teach salah prayers at home Women can lead women prayers as Ayisha did 	

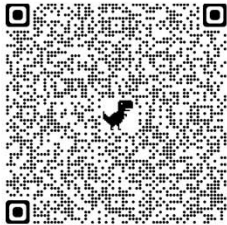
6. DIVORCE

Christianity		
Catholic	<ul style="list-style-type: none"> Not recognised. 'Marriage Care' charity- reconcile couples. No eucharist for divorced Catholics. 	<i>"What God has joined, let no man separate."</i>
Quaker	<ul style="list-style-type: none"> Accepted if marriage is not loving. Up to individual conscience. Members vote on remarriage. 	<i>"Small still voice of God."</i>
Islam		
Allowed but not ideal.	<i>"Of all things permitted, Allah hates divorce most"</i>	
Iddah	<ul style="list-style-type: none"> 3 months before woman may remarry. Husbands says 'I divorce you' 3 times (one a month) Ensures woman is not pregnant. 	

Adultery	Divorce	Cohabitation	Commitment	Contraception	Gender Equality	Responsibilities	Roles
Having sex with somebody who is not their husband or wife	To legally end a marriage.	To live together in a sexual relationship before marriage.	Being dedicated to something e.g. a marriage.	Methods used to prevent a woman from becoming pregnant e.g. the pill.	People of all genders having the same rights.	Actions/duties you are expected to do e.g. priest leads mass	The behaviour expected of a person e.g. act feminine and nurturing.

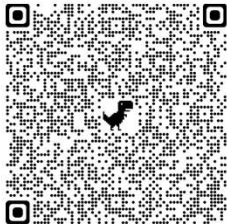
Year 11 Art- Structures Project – Unit 1 Portfolio (September –December)

A01



Scan here for more advice on A01

A02



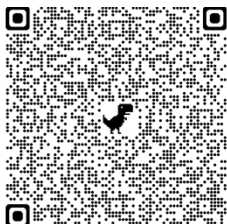
Scan here for more advice on A02

A03

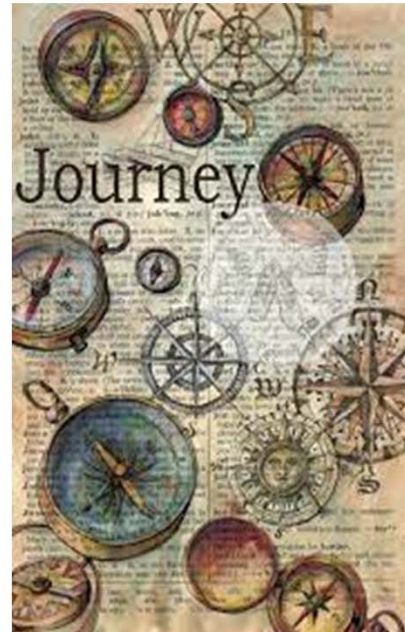


Scan here for more advice on A03

A04



Scan here for more advice on A04



Analysing and Evaluating your work and work of others



Artists:
Kandinsky
Milhazes
Da Vinci
Lucy Jones
Christopher Nevinson
Rosie James



Sheet 1- "Introduction & Contextual Understanding" – A01

Aims:
 The aim of **Sheet 1** is to explain to the examiners what theme you have chosen, why you have chosen it and to show what artists you are going to use as an influence for your work.
 You will be expected to show your thinking and thought process through a **mind map** and **statement of intent**. It is also very important that you show exactly what artists are being used as an influence and that you clearly understand their techniques, styles and working methods. This will be done through copies and notes.

- Tasks to be completed:**
- Title** – Hand drawn or typed
 - 'Mind map'** as many ideas as possible
 - Statement of intent** – clearly explain what you are going to do and how you intend to do it.
 - Choose **two artists** related to your project and find examples of their work
 - Stick on **2 or 3 examples** of their work and **make 2 or 3 copies** of 'sections' in colour
 - Evaluate** - refer mainly to the style and how you intend to use ideas from this work to help you.

Clear Title with subtitles for each artists name.

Evaluation typed and mind map hand written neatly.

Three artists selected with information and images added.

High quality drawings copied from the artist's work.

Grade 6/7
 Well-presented A1 sheet; Good artist copies, mature and creative layout.

Keywords

A01
 researched
 selected
 chose
 reviewed
 compared
 contrasted
 a range of
 decided
 responded
 appreciated
 imagined
 wondered
 considered

A03
 experimented
 played with
 explored
 developed skills in...
 formal elements
 refined
 revised
 thought
 selected
 modelled
 processes
 techniques

Sheet 2- "Personal Research & Observation" – A03

Aims:
 The aim of **Sheet 2** is to start considering the subject matter that you intend to include in your own final piece of work. This must be directly linked to what your artist has done in sheet 1.
 You will need to collect as much **visual research** as is possible and you will be expected to show that you can research visual ideas from both **primary** and **secondary** sources. In addition, you will need to show that you can **'draw'** and **'observe'** to a high standard.

- Tasks to be completed:**
- > **Collect as many photographs, images etc...as possible.** These must be related to your ideas and what you intend to do. These could be your own photos, magazine cuttings or images from the internet.
 - > **Produce 3-4 detailed, high quality drawings** from these images in different materials.
 (Pencil, watercolour, acrylic paint, charcoal, chalk, oil pastels, Indian ink, powder ink etc)
 - > **Evaluation**– Explaining your ideas and the techniques you have used.
 This is a minimum for you to do and should be high quality. Grade 9 students would develop this further, more personally and more independently.

Clear Title with subtitles for each artists name.

Four clear drawings added from these pictures.

Own primary photographs taken and edited on Photoshop.

Evaluation hand written neatly in silver pen/ this can also be typed.

Grade 7
 Well-presented A1 sheet; personal; good range of research; good quality observations; relevant to project.

Sheet 3- "Experimentation and Developing Ideas" – A02

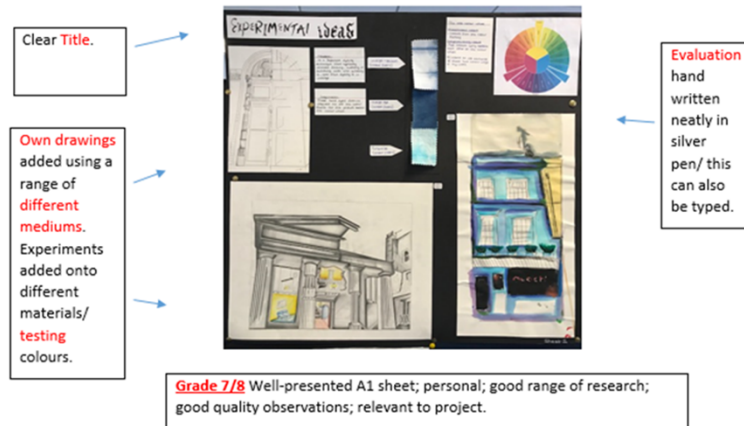
Aims:
The aim of **Sheet 3** is to start finalising your ideas for your final piece, developing the key ideas you have researched in Sheet 1 and Sheet 2. Your ideas **MUST** link together.

You will be expected to **experiment** with a range of **different techniques** and include drawing or printing if relevant. You should include **different styles** that relate to aspects of your previous work and show **working methods**.

Show that you can make successful decisions about what is going to be included in your final piece of work.

Tasks to be completed:

- > Use your **own photos** to experiment with, using Photoshop, print techniques, clay, textiles, fashions sculpture, collage, drawings (ink, charcoal, pastels, chalk etc) or any other ideas that show a development from your previous work.
- > **Produce 3-4 high quality experimental pieces linked to your chosen artist. (Using your own photos/images)**
- > **Evaluation**– Explaining your ideas and the techniques you have used. This is a minimum for you to do and should be high quality. Grade 9 students would develop this further, more personally and more independently.



Keywords

A03:
noticed
focused
wrote
explained
made connections with
saw
Recorded
observed
watched
drew
sketched
modelled
photographed

A04:
presented
mounted
displayed
resolved
personal
meaningful
reflected
reviewed
audience
viewed
understanding
represented
outcomes

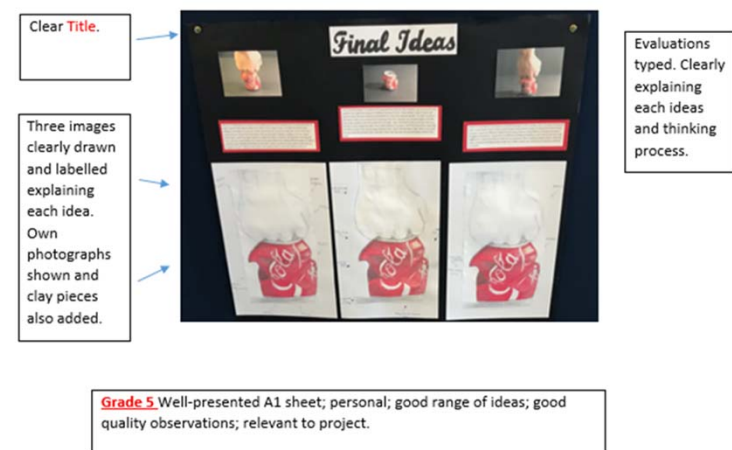
Sheet 4- "Final Plans and Evaluation" – A04

Aims:
The aim of **Sheet 4** is to finalise all your ideas and come up with a clear plan for your final piece of work. Examiners will want to see 2 or 3 **proposed plans** and then a **development of your final, chosen compositional design**.

You must remember that is really important to show that everything you have done in **Sheet 1, 2 and 3 are now used to link together to create your design**. You will also need to **explain** your ideas and add a **final evaluation**.

Tasks to be completed:

- > From all your research, **produce 3 or 4 possible compositional plans**. Annotate each idea.
- > Choose the **most successful idea** and develop an aspect of it to **show improvement**. This will be your **final piece**; **explain why you have chosen it and the proposed stages**.
- > Add any more experiments if you feel they will solve any problems.
- > Add a **final evaluation** once the whole project is complete. This is a minimum for you to do and should be high quality. Grade 9 students would develop this further, more personally and more independently.

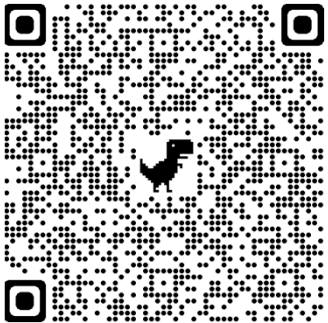






Year 11 Art, Craft and Design – Unit 2 Exam (January-May)

Component 2: Externally Set Assignment – 40%

Each assessment object is marked out of 18 giving a total mark of 72 available for both component 1 and component 2 separately.

Link to Edexcel GCSE Art and Design Specification



<p>AO1 Develop ideas through investigations</p>  <p>Scan here for more advice on AO1</p>	<p>AO1 EXPLORE DEVELOP DEVELOP IDEAS INVESTIGATE & RESEARCH OTHER ARTISTS WORK ANALYSE ANNOTATE</p>	<p>AO2 Refine work by exploring ideas and selecting and experimenting with appropriate techniques.</p>  <p>Scan here for more advice on AO2</p>	<p>AO2 REVIEW REFINE EXPERIMENT EXPLORE DIFFERENT IDEAS AND MEDIA A RANGE OF TECHNIQUES & PROCESSES SELECT IMPROVE</p>
<p>AO3 Record ideas, observations and insights relevant to their intentions in visual and/or other forms.</p>  <p>Scan here for more advice on AO3</p>	<p>AO3 EVIDENCE RECORD PRESENT IDEAS PRIMARY OBSERVATION DRAWING, PAINTING, PRINTING, PHOTOGRAPHY, WRITING, PHOTOGRAPHY... ANNOTATE DIFFERENT MEDIA</p>	<p>AO4 Present a personal, informed and meaningful response. Completing a relevant and intentional final piece.</p>  <p>Scan here for more advice on AO4</p>	<p>AO4 OUTCOME PRESENT FINAL IDEAS DEVELOPED AS PLANNED CLEARLY RESPONDS TO ARTISTS EXPLORED CONNECTION CONCLUSION</p>

A01 Develop

Develop ideas through investigations, demonstrating critical understanding of sources.

ARTISTS

A02 Refine

Refine work by exploring ideas, selecting & experimenting with appropriate media, materials, techniques & processes.

EXPERIMENTS

A03 Record

Record ideas, observations & insights relevant to intentions as work progresses.

OBSERVATIONS

A04 Present

Present personal & meaningful responses that realise intentions & demonstrate understanding of visual language.

OUTCOMES

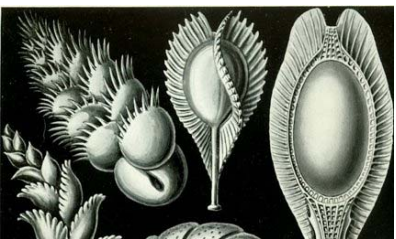


Key Artists/Designers

Karl Blossfeldt



Ernst Haeckel



Barbara Hepworth



Angie Lewin



Key Words

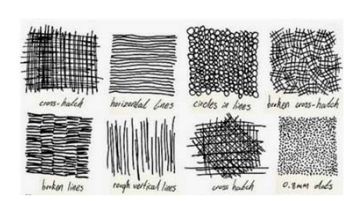
Pattern, contrast, nature, texture, form, imprint, negative, positive, space, shape, tactile, casting, carving, pressing, impression, surface, line.

Key Materials + Processes

Aluminium + Copper



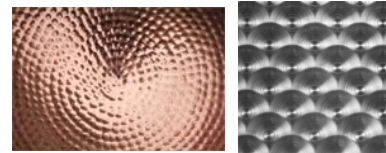
Mark making



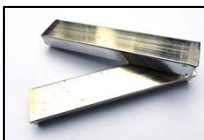
Working with air dry clay



Working with sheet metals



Pewter



Casting



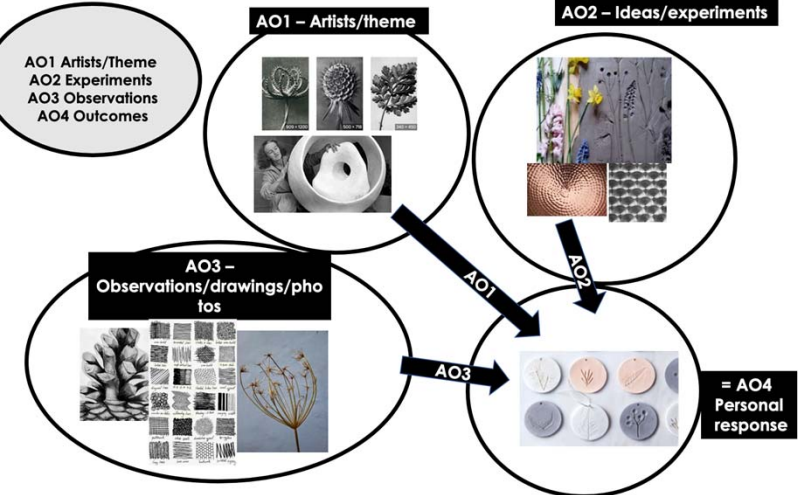
Kiln fired Clay



Soap/Plaster



Carving



Henry Moore



Analysing and Evaluating your work and work of others.



Year 10/11 GCSE 3D Design Unit 1 Portfolio – Line, shape + Colour KO

A01 Develop	Develop ideas through investigations, demonstrating critical understanding of sources.	ARTISTS
A02 Refine	Refine work by exploring ideas, selecting & experimenting with appropriate media, materials, techniques & processes.	EXPERIMENTS
A03 Record	Record ideas, observations & insights relevant to intentions as work progresses.	OBSERVATIONS
A04 Present	Present personal & meaningful responses that realise intentions & demonstrate understanding of visual language.	OUTCOMES



Key Designers and styles

Camilla Walala Design and architecture

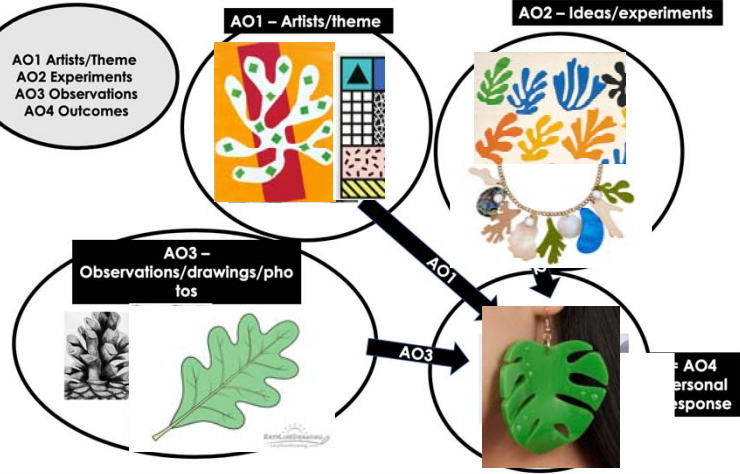


Tatty Devine Jewellery



Key Words

LINE – a basic element of design in which any two points are connected	
SHAPE - is when a two dimensional line encloses an area.	
COLOUR - can be used as background, or highlight other elements in your design. Colour is also a great tool for creating mood or association	



Henry Matisse paper cuts

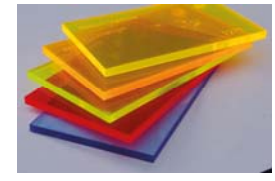


Key Materials + Processes

Coloured Paper



Acrylic



Craft Knife



Cutting Mat



Enamelled Copper



CAD/CAM + Laser cutting



Analysing and Evaluating your work and work of others.



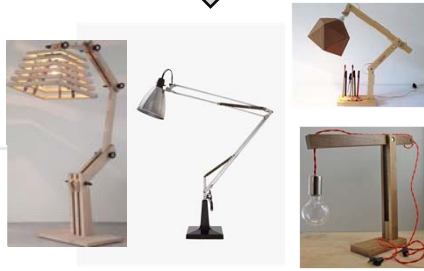
- A01 Develop** ARTISTS
Develop ideas through investigations, demonstrating critical understanding of sources.
- A02 Refine** EXPERIMENTS
Refine work by exploring ideas, selecting & experimenting with appropriate media, materials, techniques & processes.
- A03 Record** OBSERVATIONS
Record ideas, observations & insights relevant to intentions as work progresses.
- A04 Present** OUTCOMES
Present personal & meaningful responses that realise intentions & demonstrate understanding of visual language.



Key Designers and styles

The Anglepoise Lamp

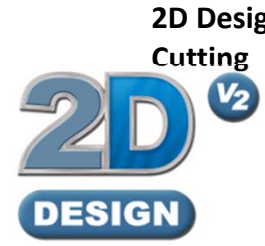
The Anglepoise lamp is a balanced arm lamp designed in 1932 by British designer George Carwardine.



Key Words

Contrast, negative, positive, space, movement, angle, joining, slot, function, articulate, layers, light, dark, tones, form, shape, collage, reflection, direction.

Key Materials + Processes



2D Design + Laser Cutting

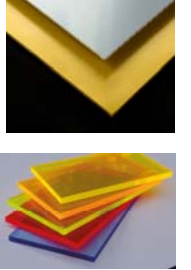
Hardwood/Softwood



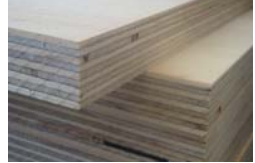
Coloured Paper



Thermoplastics



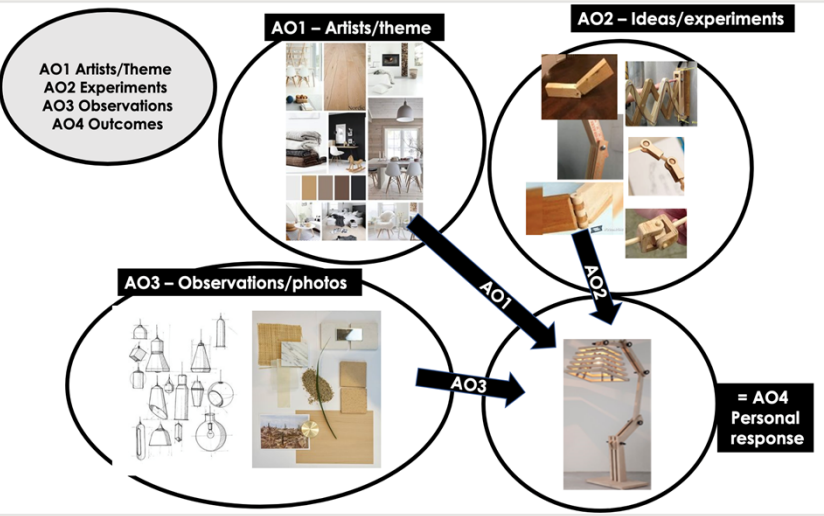
Plywood



Scandinavian design



Rob Ryan paper cuts



Paper lanterns



Analysing and Evaluating your work and work of others.



Year 11 only GCSE 3D Design Unit 2 Externally Set Assignment KO

A01 Develop	Develop ideas through investigations, demonstrating critical understanding of sources.	ARTISTS
A02 Refine	Refine work by exploring ideas, selecting & experimenting with appropriate media, materials, techniques & processes.	EXPERIMENTS
A03 Record	Record ideas, observations & insights relevant to intentions as work progresses.	OBSERVATIONS
A04 Present	Present personal & meaningful responses that realise intentions & demonstrate understanding of visual language.	OUTCOMES



EXAM PROJECT
Independent preparatory period on the exam board set theme followed by 10 hours of supervised time.
All assessed against AO1, AO2, AO3 + AO4
• 96 marks
• 40% of GCSE



Analysing and Evaluating your work and work of others.

<https://www.aqa.org.uk/>

AO1 DEVELOP	ARTISTS & CONTEXT Develop ideas through investigations, demonstrating critical understanding of sources.
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Aims
The aim of **Sheet AO1** is to explain to the examiners the theme and the area you have chosen, why you have chosen it and to show what artists you are going to use as an influence for your work.
You will be expected to show your thinking and thought process through a **mind map** and **statement of intent**. It is also very important that you show exactly what artists are being used as an influence and that you clearly understand their techniques, styles and working methods. This will be done through copies, samples of their style and notes.

- Tasks**
- Title – Hand drawn or typed
 - 'Mind map' as many ideas as possible
 - Statement of Intent – clearly explain what you are going to do and how you intend to do it.
 - Choose two artists related to your project and find examples of their work
 - Stick on 2 or 3 examples of their work and make 2 or 3 copies/samples of 'sections' of their work or style in colour
 - Evaluate - refer mainly to the style and how you intend to use ideas from this work to help you.

Checklist	Example
<ul style="list-style-type: none"> • Printed images of artists' work • Your own reproductions of sections of the artists' work • Notes on the artists' style, techniques, and influences • Sample work of your own in their style 	

AO2 REFINE	EXPERIMENTATION Refine work by exploring ideas, selecting & experimenting with appropriate media, materials, techniques & processes.
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Aims
The aim of **Sheet 2** is to your **experiment** with ideas and techniques for your final piece. You should be developing key ideas that you have researched in Sheet AO1 (artists and context) and Sheet AO3 (recording observations and primary research on your theme/ideas). Your ideas **MUST** clearly link together.
You will be expected to **experiment** with a range of different techniques, materials and processes and include both 2D and 3D ways of working. You should include a variety of experimentation **samples and models** if appropriate working towards a 3D outcome.
Your work should show that you can make successful decisions about what is going to be included in your final piece of work.

- Tasks**
- Use clay, wood, man-made board, sculpture, collage, drawings (ink, charcoal, pastels, chalk etc), metalworking techniques, plastics, model making, mixed media or any other ideas that show a development from your previous work.
 - Produce 3-4 high quality experimental pieces/samples linked to your chosen artist using a variety of material & processes.
 - Evaluation- Comment on your processes and explain how your ideas are developing connecting your experiment to the theme and artists.

Checklist	Example
<ul style="list-style-type: none"> • Evidence of a variety of processes via photograph and physical samples • Close ups • Mark making • Notes on your processes • Keywords linking your theme to images and ideas 	

AO3 RECORD	OBSERVATION Record ideas, observations & insights relevant to intentions as work progresses.
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Aims
The aim of **Sheet AO3** is to start considering the subject matter that you intend to include in your own final piece of work. This must be directly linked to what your artist has done in Sheet AO1.
You will need to collect as much **visual research** as is possible and you will be expected to show that you can research visual ideas from both **primary** and **secondary** sources. In addition, you will need to show that you can 'draw' and 'observe' to a high standard.

- Tasks**
- Collect as many photographs, images etc... as possible. These must be related to your ideas and what you intend to do. These MUST include your own photos, but can include magazine cuttings or images from the internet.
 - Produce 3-4 detailed, high quality drawings/sketches in different materials, try zooming in to investigate close up sections of pattern/texture.
 - Use clay, soft sculpture, collage, drawings (ink, charcoal, pastels, chalk etc) polypropylene, matchsticks, casting, mixed media.
 - Evaluation- Explaining your ideas, and what you observed.

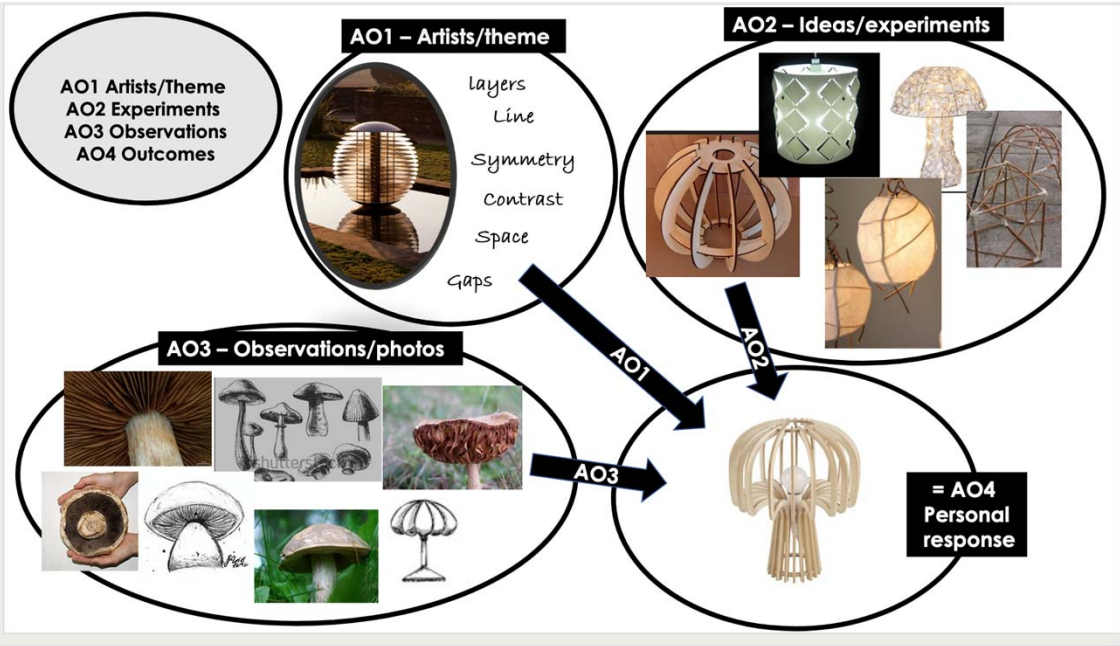
Checklist	Example
<ul style="list-style-type: none"> • Photographs • Sketches • Close ups • Mark making • Notes on what you observed • Colour swatches • Keywords linking your theme to images and ideas 	

AO4 PRESENT	OUTCOMES Present personal & meaningful responses that realise intentions & demonstrate understanding of visual language.
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Aims
The aim of **Sheet AO4** is to finalise all your ideas and come up with a clear plan for your final piece of work. Examiners will want to see 2 or 3 **proposed plans** and then a **development of your final, chosen design**. You can use models, sketches & CAD to communicate the plan for your final piece and make sure it is CLEAR how all your ideas now link. **Sheet AO1, AO2 and AO3 are now used to link together to create your design.** You will also need to explain your ideas and add a **final evaluation**.

- Tasks**
- From all your research, produce 3 possible versions of your final proposal.
 - Annotate each idea explaining the key features and/or problems.
 - Choose the **most successful idea** and develop a clear plan and show **improvement** on the original idea.
 - Add any more experiments if you feel they will solve any problems.
 - Add a **final evaluation** once the whole project is complete.

Checklist	Example
<ul style="list-style-type: none"> • Photographs • Sketches • 3 versions of your final design • Notes explaining your ideas. • Notes on key features, possible problems and improvements to designs • LINK all your research, observations & ideas HERE 	



AO1 ARTISTS & CONTEXT

DEVELOP Develop ideas through investigations, demonstrating critical understanding of sources.

Aims

The aim of **Sheet AO1** is to explain to the examiners the theme and the area you have chosen, why you have chosen it and to show what artists you are going to use as an influence for your work.

You will be expected to show your thinking and thought process through a **mind map** and **statement of intent**. It is also very important that you show exactly what artists are being used as an influence and that you clearly understand their techniques, styles and working methods. This will be done through copies, samples of their style and notes.

Tasks

- **Title** – Hand drawn or typed
- **'Mind map'** as many ideas as possible
- **Statement of Intent** – clearly explain what you are going to do and how you intend to do it.
- Choose **two artists** related to your project and find examples of their work
- Stick on **2 or 3 examples** of their work and **make 2 or 3 copies/samples** of 'sections' of their work or style in colour
- **Evaluate** - refer mainly to the style and how you intend to use ideas from this work to help you.

Checklist

- Printed images of artists' work
- Your own reproductions of sections of the artists' work
- Notes on the artists' style, techniques, and influences
- Sample work of your own in their style

Example



Keywords

AO1:

researched
selected
chose
reviewed
compared
contrasted
a range of
decided
responded
appreciated
imagined
wondered
considered

AO2:

experimented
played with
explored
developed skills in...
formal elements
refined
revised
thought
selected
modelled
processes
techniques

AO2

EXPERIMENTATION

REFINE Refine work by exploring ideas, selecting & experimenting with appropriate media, materials, techniques & processes.

Aims

The aim of **Sheet 2** is to your **experiment** with ideas and techniques for your final piece. You should be developing key ideas that you have researched in Sheet AO1 (artists and context) and Sheet AO3 **recording** observations and primary research on your theme/ **ideas**. Your ideas **MUST** clearly link together.

You will be expected to **experiment** with a range of **different techniques, materials and processes** and include both 2D and 3D ways of working. You should include a variety of experimentation **samples and models** if appropriate working towards a 3D outcome.

Your work should show that you can make successful decisions about what is going to be included in your final piece of work.

Tasks

- Use clay, wood, man-made board, sculpture, collage, drawings (ink, charcoal, pastels, chalk etc), metalworking techniques, plastics, model **making**, mixed media or any other ideas that show a development from your previous work.
- **Produce 3-4 high quality experimental pieces/samples linked to your chosen artist using a variety of material & processes.**
- **Evaluation**– Comment on your processes and explain how your ideas are developing connecting your experiment to the theme and artists.

Checklist

- Evidence of a variety of processes via photograph and physical samples
- Close ups
- Mark making
- Notes on your processes
- Keywords linking your theme to images and ideas

Example



Scan here for more advice on AO1



<https://www.aqa.org.uk/>

Scan here for more advice on AO2



[Oak Academy LINKING TO A THEME](#)

AO3

OBSERVATION

RECORD Record ideas, observations & insights relevant to intentions as work progresses.

Aims

The aim of **Sheet AO3** is to start considering the subject matter that you intend to include in your own final piece of work. This must be directly linked to what your artist has done in **Sheet AO1**

You will need to collect as much **visual research** as is possible and you will be expected to show that you can research visual ideas from both **primary** and **secondary** sources. In addition, you will need to show that you can **'draw'** and **'observe'** to a high standard.

Tasks

- Collect as many photographs, images etc...as possible. These must be related to your ideas and what you intend to do. These MUST include your own photos, but can include magazine cuttings or images from the internet.
- Produce 3-4 detailed, high quality drawings/sculptures in different materials, try zooming in to investigate close up sections of pattern/texture.
- Use clay, soft sculpture, collage, drawings (ink, charcoal, pastels, chalk etc) **polypropylene**, matchsticks, casting, mixed media.
- **Evaluation** - Explaining your ideas, and what you observed.

Checklist

Example

- Photographs
- Sketches
- Close ups
- Mark making
- Notes on what you observed
- Colour swatches
- Keywords linking your theme to images and ideas



Scan here for more advice on AO3



<https://www.aqa.org.uk/>

Keywords

AO3:

noticed
focused
wrote
explained
made connections with
saw
Recorded
observed
watched
drew
sketched
modelled
photographed

AO4:

presented
mounted
displayed
resolved
personal
meaningful
reflected
reviewed
audience
viewed
understanding
represented
outcomes

AO4

OUTCOMES

PRESENT Present personal & meaningful responses that realise intentions & demonstrate understanding of visual language.

Aims

The aim of **Sheet AO4** is to finalise all your ideas and come up with a clear plan for your final piece of work. Examiners will want to see 2 or 3 **proposed plans** and then a **development of your final, chosen design**. You can use models, sketches & CAD to communicate the plan for your final piece and make sure it is CLEAR how all your ideas now link. **Sheet AO1, AO2 and AO3 are now used to link together to create your design.** You will also need to **explain** your ideas and add a **final evaluation**.

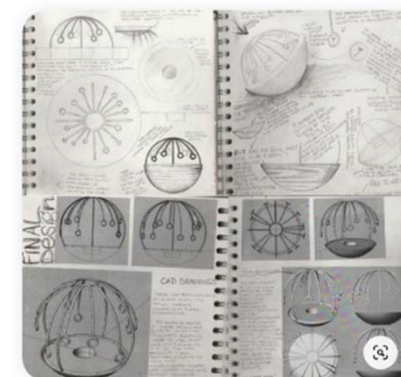
Tasks

- From all your research, **produce 3 possible versions of your final proposal**.
- **Annotate** each idea explaining the key features and/or problems.
- Choose the **most successful idea** and develop a clear plan and **show improvement** on the original idea.
- Add any more experiments if you feel they will solve any problems.
- Add a **final evaluation** once the whole project is complete.

Checklist

- Photographs
- Sketches
- 3 versions of your final design
- Notes explaining your ideas.
- Notes on key features, possible problems and improvements to designs
- LINK all your research, observations & ideas HERE

Example



Scan here for more advice on AO4



[Oak Academy ANNOTATION](#)

Year 10/11 GCSE 3D Design Assessment Objectives A01 + A02 + A03 +A04

Key words & phrases

Here are some words and phrases to help you evaluate your work.

Evaluation is simply the process of explaining:
1..your **research** about other artists' work and the **ideas** you have had

2..your **experiments** and the way you have **refined** them

3.the **decisions** you made along the way and how you have **recorded** your learning

4..**what you made**, how you chose to **display** it and **what it means**

Explaining is more interesting than just describing. It involves giving clear reasons for your creative decisions and really thinking hard about what you have done and why!

A01: **Develop**

researched
selected
chose
reviewed
compared
contrasted
a range of
a variety of
decided
responded
appreciated
imagined
wondered
considered

E.g.
I began this project by researching a variety of artists and artists and designers whose work expressed the theme of X.

I particularly responded to the work of X. His/Her images are imaginative and skilful and I was keen to explore how to...

The individual product/artwork that had the most effect on my own work was X. This is because...

A02: **Refine**

experimented
played with
explored
used Computer aided design to...
developed skills in...
formal elements
refined
revised
thought
selected
modelled
processes
techniques

E.g.
I have explored a range of media, processes and techniques in this project including...

I selected the technique of X because...

Throughout this project my work developed in a number of ways. For example...

I have learned a number of new skills. These include...

A03: **Record**

noticed
focused
wrote
explained
made connections with
saw
Recorded
observed
watched
drew
sketched
modelled
photographed

E.g.
I have used close up photographs to explore...

I have written keywords that link my artist.....and the theme by

I have recorded a variety of shapes and patterns relevant to my theme including

My sketches have developed to show.....

I have found that the best way to communicate my observations/ideas was.....

A04: **Present**

presented
mounted
displayed
resolved
personal
meaningful
satisfied/pleased with
reflected
reviewed
audience
viewed
understanding
represented
outcomes

E.g.
I am pleased with my final outcomes because they represent how I feel about the theme of X.

I have chosen to display them in a particular way because...

If I had more time I would like to explore the theme of X in even more detail by...

My work is personal because...



Remember full sentences

Year 10/11 GCSE 3D Design Assessment Objectives A01 + A02 + A03 +A04

This set of questions are specifically set of questions under each of the Assessment Objectives to help you reflect on your work at every stage. Use them as starting points for comments throughout your sketch book and to help structure longer pieces of written work about your starting points, thoughts and ideas, progress and final pieces.

A01:

Develop ideas through investigations, demonstrating critical understanding of sources.

- What theme did you explore? What were your first thoughts about the theme? How did your ideas and feelings change about it as you developed your work?
- Which artists/designers have you researched during this project? How did you discover them? What have you learned from studying their work?
- Are there any 'big ideas' that have you tackled?

A02:

Refine work by exploring ideas, selecting & experimenting with appropriate media, materials, techniques & processes.

- Describe the experiments you have carried out with different media, materials, techniques and processes and explain the decisions you made about how to refine and develop your work.
- How did you develop your investigation? How has it become more sophisticated over time? What changed along the way?
- What have you found most challenging about working like an artist/designer? How did you change along the way?

A03:

Record ideas, observations & insights relevant to intentions as work progresses.

- What other inspiration did you find, (photos, objects etc). Was there a particular part of the theme 'Light and Dark' that you focused on in your drawings and observations.
- How did your drawing style develop over the project? What were the best ways of communicating your ideas to begin with and as they developed?
- How have your observations created a link between your artists and experiments?

A04:

Present personal & meaningful responses that realise intentions & demonstrate understanding of visual language.

- Describe your final outcome(s) for this Personal Project in some detail. How have you chosen to present your ideas?
- What were you hoping to create? Did it work?
- Do you think you have successfully explored the theme?
- If you had more time, what else would you have liked to try?
- What is personal about your work?
- What do you hope viewers will understand from looking at it?

Year 10 Food Preparation & Nutrition: Food, Nutrition & Health Topic: Nutritional needs and health

Food Preparation & Nutrition GCSE KS4 Year 10

KEYWORDS

Provenance
How commodity is grown/reared and processed
Classification
Nutritional values (include sources, functions, deficiencies, excess, daily requirements)
Dietary considerations
Food science
NEA Assessment 1 practise investigation
Food hygiene and safety, Storage

RECIPES

Cauliflower and broccoli cheese
Vegetable and halloumi kebabs with pesto dressing
Vegetable slaw/Potato salad (include making mayonnaise)
Vegetable curry and rice
Vegetable samosas
Fish and potato cakes
Vegetable (and chicken) fajitas
Apple and blackberry pie
Gelatine set, fruit topped cheesecake
Lemon drizzle cake



Core knowledge
Principles of Nutrition
Diet and Good Health
The Science of Cooking
Food Spoilage
Food Provenance and Food Waste
Cultures and Cuisines
Technological Developments
Factors affecting Food Choice



1. Commodity: Fruit and vegetables, including potatoes (fresh, frozen, dried, canned and juiced)
2. Food provenance, and how this commodity is grown Classification of fruits and vegetables
3. Commodity is grown, and also include processing Include storage and food hygiene and safety.
4. Nutritional values (include sources, functions, deficiencies, excess, daily requirements) Dietary considerations
5. Enzymic browning and oxidation (carry out a simple browning experiment) and introduce the concept of NEA Assessment 1 (practical and written expectations)
6. NEA Assessment 1 focus and practise
7. General nutrition and diet theory, and a linked practical Understanding of dietary reference values (EAR/RNI/LRNI/Safe Intake) BNF document Plan a dish suitable for one group listed above under Dietary considerations (e.g. high-fibre for person with iron deficiency anaemia, high in calcium for person with brittle bones)

Further Reading

<http://www.foodafactoflife.org.uk>

EduQuas FP&N revision illuminate publishing

Year 11 Food Preparation & Nutrition: Food, Nutrition & Health Topic: Nutritional needs and health

Food Preparation & Nutrition GCSE KS4 Year 11

Core knowledge
Principles of Nutrition
Diet and Good Health
The Science of Cooking
Food Spoilage
Food Provenance and Food Waste
Cultures and Cuisines
Technological Developments
Factors affecting Food Choice

Further Reading

<http://www.foodafactoflife.org.uk>
Eduquas FP&N revision illuminate publishing

KEYWORDS

Provenance
How commodity is grown/reared and processed
Classification
Nutritional values (include sources, functions, deficiencies, excess, daily requirements)
Dietary considerations
Food science
NEA Assessment 1 investigation.
NEA 2 practical exam.
Written component 50%.
1 hour 45mins written exam.
Food hygiene and safety, Storage



RECIPES

Cooking is determined by task given and decided by each student individually to trial recipes for final cook.

September

NEA 1 Food science investigation.
15% final exam

Completed 5 page A4 document and investigation by October half term.

November – 35% towards final exam.

NEA 2 Food Practical, research and work towards up to 20 page A4 document.

Actual practical exam end of February.

Write up evaluation of practical exam.

Completed for hand in, end of March.

Revision and theory lessons March through to June for final written exam. 50% final exam.

COMPONENT 3: TEXTS IN PRACTICE (PAGE TO STAGE)

For component 3 you are required to perform two extracts from a scripted play. As a performer, you are assessed on your ability to use a wide range of characterisation skills, appropriate for the style and context of the play/scenes.

Component
3

Component 3 is worth 20% of the overall GCSE grade.

40 marks are available in total for this component.

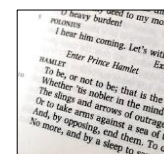
Each extract is given a mark out of 20

Your interpretation of character(s) must be appropriate in terms of the play as a whole.

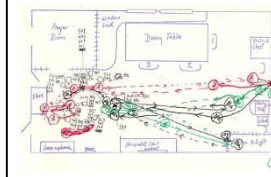
Band	Mark	Descriptors
4	16–20	Excellent contribution to performance: <ul style="list-style-type: none"> An extensive range of skills are demonstrated. Skills are deployed precisely and in a highly effective way. Personal interpretation is entirely appropriate to the play as a whole. Personal interpretation is highly sensitive to context. Artistic intentions are entirely achieved.
3	11–15	Good contribution to performance: <ul style="list-style-type: none"> Wide range of skills are demonstrated. Skills are deployed confidently and in a mostly effective way. Personal interpretation exhibits a good degree of appropriateness to the play as a whole. Personal interpretation exhibits a good degree of sensitivity to context. Artistic intentions are mostly achieved.
2	6–10	Reasonable contribution to performance: <ul style="list-style-type: none"> Fair range of skills are demonstrated. Skills are deployed with care and with effectiveness in places. Personal interpretation has some relevance to the play as a whole. Personal interpretation is sensitive to context in places. Artistic intentions are partly achieved.
1	1–5	Limited contribution to performance: <ul style="list-style-type: none"> Narrow range of skills are demonstrated. Skills are deployed uncertainly with little effectiveness. Personal interpretation lacks appropriateness for the play as a whole. Personal interpretation lacks sensitivity to context. Artistic intentions are achieved to a minimal extent.
0	0	Nothing worthy of credit.

KEY VOCABULARY

Script: The entire play written down. Scripts include all the dialogue that the characters speak, stage directions and a brief overview of the setting.



Blocking: Planning your positioning and movement around the stage, including entrances and exits.



Given Circumstances: Everything that the script tells you. The 'world' of the play - the things that make the play that play and not a different play.

• **Environmental** - Geographic location (inc. climate), date, year, season, time of day. Also includes the economic environment: the character's relationship to wealth or poverty, and the class of the character in relationship to the society in which they live.



• **Previous Action** - Any action mentioned in the play's dialogue that reveals any incident or action that took place before the current action of the play/scene began. Often called, 'exposition'.

• **Polar Opposition/Attitude** - Beliefs held by a character that are in direct opposition to the world in which the character lives. This opposition creates conflict. Conflict creates dramatic action.



DIG DEEPER QUESTIONS

How could you communicate subtle changes in a character?

Why is blocking an important part of the 'page to stage' process?

How might environmental given circumstances influence your use of space?

Why are proxemics so important when creating meaning?

How might you as an actor use given circumstances to craft your character?

What do you think is the most important part of the 'page to stage' process?

What makes a successful, scripted performance?

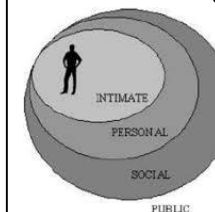
Why is it important to research the historical, political and social context of the play?

Why is it important to skim read the whole play, even though you are only performing two extracts?

Spatial Awareness: The ability to see yourself (in relation to other actors/set) in the stage space to create a specific effect.



Proxemics: The use of space/distance to communicate relationship.

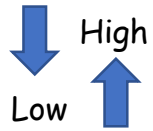


PERFORMANCE SKILLS

For the GCSE course you are required to have a thorough knowledge of a wide range of performance skills, so that you can write about how they can/have been used as well as being able to use them yourself.

Components
1, 2 & 3

VOCALS



Pitch: How high or low your voice is.

Pace: The speed that you speak at.



Pause: A break in speaking; a period of silence.

Volume: The loudness or quietness of your voice.



Diction: The clearness of your voice - the audience being able to understand what you are saying.



Power: The amount of tension in your voice. This is not the same as volume - you can have large vocal power at a low volume.



Emphasis: 'Highlighting' a specific word or phrase, by changing at least one aspect of your vocals.



Accent: The way words are pronounced in a local area or country. E.g. Liverpoollian, R.P. 'Jordie', Irish, American South.



Articulation: The way that you pronounce each letter in a word. If using a high level of articulation, you would pronounce every letter in every word.



PHYSICALITY



Direction: The position you face or move in.

Pace: The speed that you move at.



Gait: The way that you walk.

Tension: How tightly you are holding your muscles.



Control: Being able to execute a specific and precise movement.

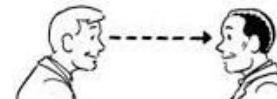


Gesture: A movement (of the head, arm, hand, leg or foot) which communicates a specific meaning.

Facial Expression: Using your face to show how a character is feeling.



Eye Contact: Choosing to look at a specific performer, object, audience member or direction.



Posture: The way that you sit or stand; the alignment of your spine. Your physical stance, which conveys information about your character.



DIG DEEPER QUESTIONS

How could you use vocal skills to communicate subtle changes to a character's emotions?
 How could you use physical skills to communicate subtle changes to a character's emotions?
 Which do you think is the most important vocal skill? Why?
 Why do you need to change your characterisation depending on the style of the play?

How can eye contact change the meaning communicated?
 How might adding a pause change the meaning of a line?
 Which do you think is the most important physical skill? Why?
 What makes a successful performance?

STAGING TYPES

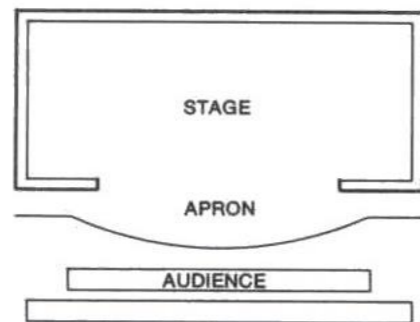
Components
1, 2 & 3

In Component 1, Section A you could be asked questions about different staging configurations. You may also find it useful when creating your Component 2 & 3 performances to experiment with staging types.

Proscenium Arch: Common in large theatres and opera houses. The proscenium refers to the frame around the stage; the area in front of the arch is called the apron. The audience faces one side of the stage directly and may sit at a lower height or on tiered seating.

Advantages:

- Stage pictures are easy to create, as the audience look roughly at the same angle.
- Backdrops and large scenery can be used without blocking sightlines.
- There is usually fly space and wings for storing scenery.
- The frame around the stage adds to the effect of a fourth wall; creating a self-contained world.



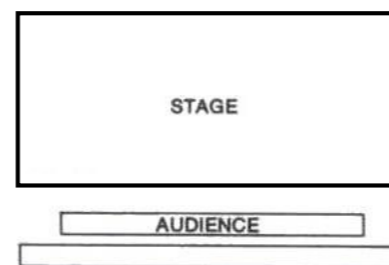
Disadvantages:

- Some audience members may feel distant from the stage.
- The auditorium could feel formal and rigid.
- Audience interaction may be more difficult.

End On: This is similar to proscenium arch, as the audience faces one side of the stage directly and may sit at a lower height or on tiered seating. However, it doesn't have the large proscenium or apron. Our studio is set up as end on.

Advantages:

- The audience all have a similar view.
- Stage pictures are easy to create.
- Large backdrops or projections may be used.



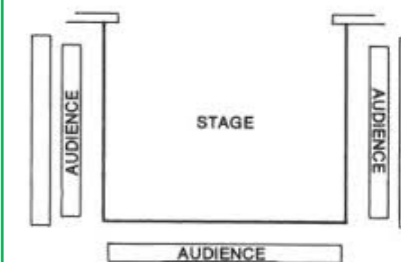
Disadvantages:

- Audience members in the back rows may feel distant from the stage.
- It doesn't have the proscenium frame, which can enhance some types of staging.
- It may not have wings or a fly area.

Thrust: When the stage in front of the proscenium protrudes into the auditorium, so that the audience are sitting on three sides. This is one of the oldest types of staging; Greek amphitheatres and Elizabethan theatres like Shakespeare's Globe are both types of thrust stages

Advantages:

- As there is no audience on one side of the stage, backdrops, flats and large scenery can be used.
- The audience might feel closer to the stage – there are 3 front rows.
- Fourth wall can be achieved while having the audience close to the action.



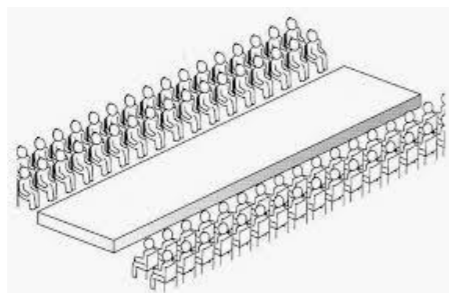
Disadvantages:

- Audience members in the back rows may feel distant from the stage.
- It doesn't have the proscenium frame, which can enhance some types of staging.
- It may not have wings or a fly area.

Traverse: The acting area is a long central space and the audience sits on two sides facing each other. This type of staging can feel like a catwalk show.

Advantages:

- The audience feel very close to the stage as there are two long front rows.
- Audience members can see the reactions of the other side of the audience.
- The extreme ends of the stage can be used to create extra acting areas.



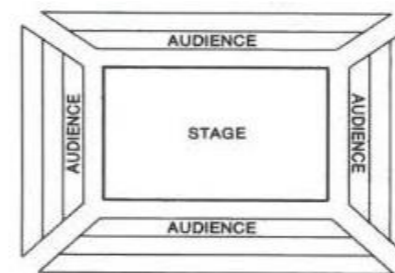
Disadvantages:

- Big pieces of scenery, backdrops or set can block sightlines
- The acting area is long and thin, which can make some blocking challenging.
- Actors must be aware of making themselves visible to both sides of the audience.

In the Round: The stage is positioned in the centre of the audience and the audience are seated around all areas of the stage. The stage/audience can either be curved (creating a circle), or more like a square or rectangle. There are usually several 'tunnel-like' entrances, these are called vomitories.

Advantages:

- The audience is close to the stage as there is an extended first row.
- The actors enter and exit through the audience which can make them feel more engaged.
- There is no easily achieved fourth wall separating the audience from the actors – it is easy to interact with them.



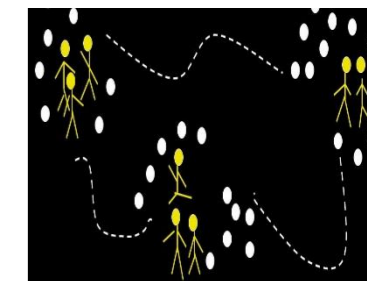
Disadvantages:

- Designers cannot use backdrops or flats as they would obscure the view of the audience.
- Stage furniture has to be chosen carefully so that audience sightlines aren't blocked.
- Actors must continually move around so that the audience can see them and critical interactions.

Promenade: The performance areas are set in various locations in a venue. Promenade means 'to walk' and the audience follows the action on foot, moving from one performance area to another. Promenade staging is often used in site specific performances (a performance in a location that is not a conventional theatre, e.g. a street, a warehouse)

Advantages:

- Interactive style of theatre where the audience feels involved.
- No set changes or need for movement of big bulky items.
- Enables audience to be more engaged as they move from one piece of action to the next.



Disadvantages:

- The audience may find moving around the space difficult or might get tired.
- Actors and or crew need to be skilled at moving the audience around and controlling their focus.
- There can be health and safety risks