

# KNOWLEDGE ORGANISER



**Seahaven Academy**

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Part of United Learning

**YEAR 11:**

**Terms 3 and 4**

**2023 - 2024**

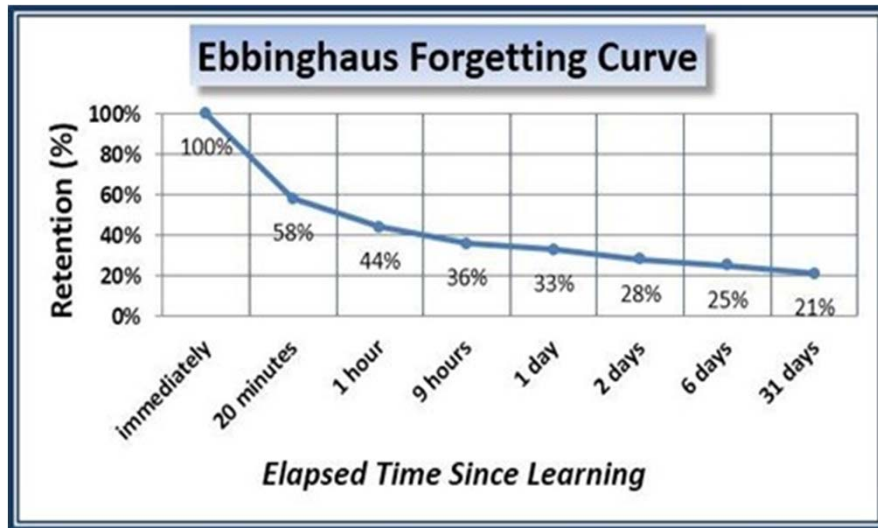
**Foundation  
Subjects**



Name: \_\_\_\_\_

Tutor Group: \_\_\_\_\_

# Knowledge Organisers and The Forgetting Curve



## Why are knowledge organisers important?

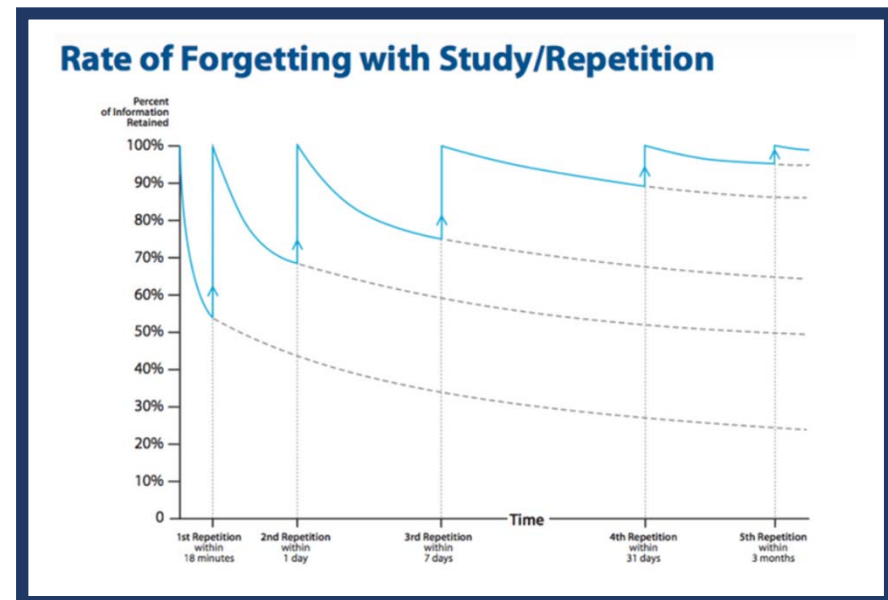
- Almost as soon as we have learnt something we begin to forget it
- In fact, it is surprising how quickly we begin to forget and within a few hours we usually only remember a fraction of what we have learnt, the graph (left) is an example of how this happens

## 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?

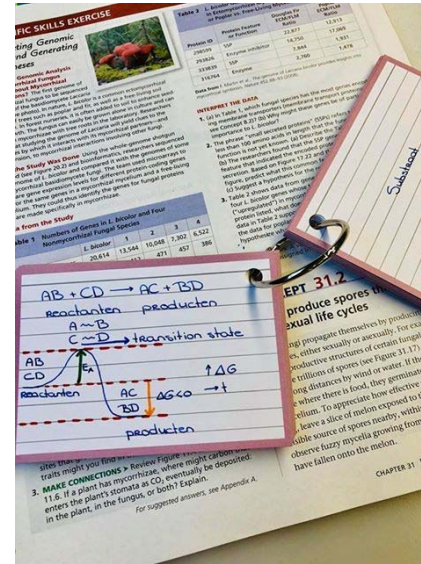
- You need to bring these to school each day in your bag, they may be used in lessons
- You will be set homework activities that use them
- You should use them to practice recall – there are tips on ways to do this in the next few pages
- You will use them to prepare for end of unit tests, including 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.**

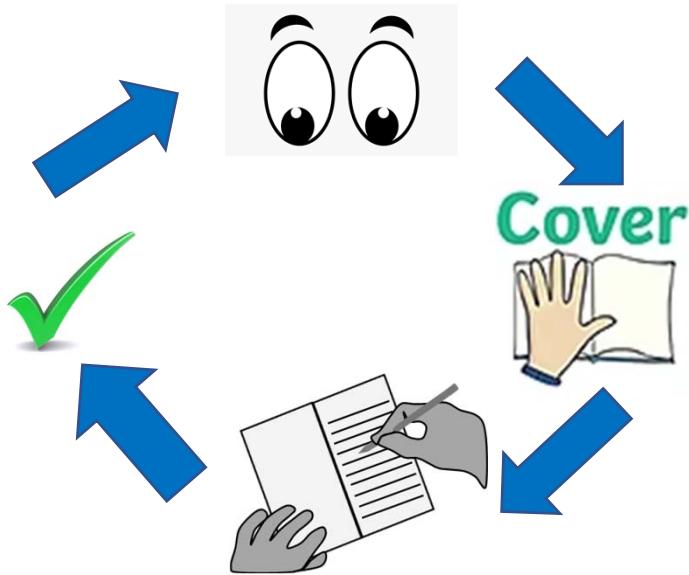
You learn these every three days

**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>

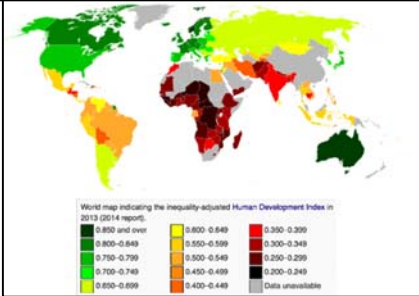
Homework Sites We Use That Assist with Recall

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

## The Development Gap

Development means positive change. When a country develops it means that peoples' standard of living and quality of life improves.

The world is unequal with more developed countries being concentrated in Europe, North America and Oceania. The least developed continent is Africa.



## The Changing Economic World – Knowledge Organiser

### Measuring Development

- Statistics that help us determine the development of a country are called development indicators. They can be economic or social.

### Economic – statistics about how wealthy a country is. E.g.

- Gross National Income** – This is the wealth of a country. GNI per capita is the wealth divided by the population. The GNI per capita can help us put countries into groups based on wealth.
  - HICs** – High income (wealthy) countries.
  - LICs** – Low income (poor) countries.
  - NEEs** – Countries that have made recent rapid economic development. E.g. China, India.

### Social – statistics about the quality of life in a country e.g.

- Life expectancy** is the average age people are expected to live in a country. It is higher in more developed countries.
- Birth rate** is the number of babies born per 1000. It is higher in less developed countries.

Using one development indicator can be inaccurate. **Human Development Index (HDI)** combines three indicators to give a figure between 0-1. This is a fairer measure.

### Causes of Uneven Development – Why is there a development gap?

<b>Physical Causes</b>	<ul style="list-style-type: none"> <li>Landlocked countries have no coastline. This makes trade difficult as there are no sea ports. The most landlocked countries in the world are in Africa.</li> <li>Extreme weather such as tropical storms, droughts and floods can be harmful to development and costly to repair. Countries in the tropics are more vulnerable.</li> <li>Countries that lack access to clean water find it hard to develop.</li> </ul>
<b>Economic Causes</b>	<ul style="list-style-type: none"> <li>Unfair trade can harm development. For example many LICs rely on low value primary exports and can be exploited by HICs.</li> <li>HICs tend to manufacture goods and export secondary goods. These are high value.</li> </ul>
<b>Historical Causes</b>	<ul style="list-style-type: none"> <li>During Colonialism European countries governed much of Africa, Asia and South America and gained wealth from their resources.</li> <li>Since gaining independence many former colonies have struggled to develop. Many conflicts have occurred over power and unsuitable governments have been elected. This political instability has held back development.</li> </ul>

### Demographic Transition Model – A graph showing population changes over time.

**Stage 1** – High birth rate and high death rate. Population growth is stable. E.g. Rainforest tribes (no countries are at stage 1 anymore)

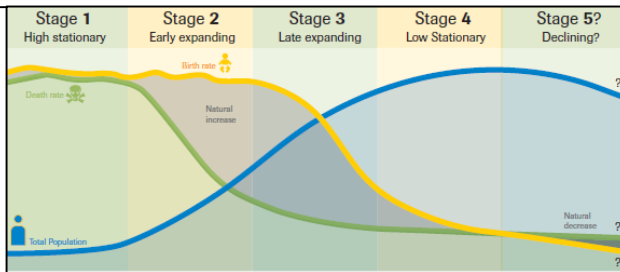
**Stage 2** – Birth rate remains high but death rate decreases due to improving health care. Fast population growth due to Natural increase. E.g. very poor LICs.

**Stage 3** – Birth rate drops and death rate decreases slowly. Population grows but not quite as fast. E.g. LICs and NEE countries such as India, Kenya, Brazil.

**Stage 4** – Low birth rate and death rate due to good health care e.g. UK, USA.

**Stage 5** – Birth rate drops below death rate. This is a natural decrease causing the country's population to fall. E.g. Germany and Japan. Some Eastern European countries also due to outward migration. This can lead to problems such as shortage of workers and a high dependency ratio.

Generally as a country becomes more developed it progresses through the stages.



### Population Pyramids – Graphs showing population structure

The shape of population pyramids can tell us how developed a country is. Some key points for LICs and HICs are:

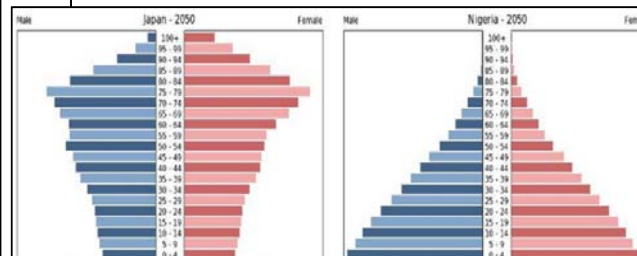
#### LICs – e.g. Nigeria

- Wide base – meaning a high birth rate.
- Narrow top – meaning less old people due to a lower life expectancy.

#### HICs – e.g. Japan

- Narrower base – lower birth rate.
- Wider top – high proportion of older people due to a high life expectancy.

**The dependency ratio** is the proportion of people under 14 yrs old and over 65 yrs old. The lower the ratio the greater the number of people who work and are less dependent. LICs tend to have a higher ratio due to high birth rate. But ageing populations in some HICs can mean a high ratio too.



### Effects of the Development Gap

<b>Lack of wealth and poverty</b>	<p>There are significant differences in wealth around the world. E.g</p> <ul style="list-style-type: none"> <li>North America has 35% of global wealth and only 5% of the population.</li> <li>Africa only has 1% of global wealth and 15% of global population.</li> <li>Many LICs have borrowed loans off of HICs and now struggle to pay back interest on loans.</li> </ul>
<b>Poor health</b>	<p>Development is closely linked to health as LICs are unable to invest in good health care. This leads to problems such as:</p> <ul style="list-style-type: none"> <li>High infant mortality rates as childbirth death is high.</li> <li>Infectious diseases such as HIV/AIDS and malaria kill many people.</li> <li>Lack of food and clean water cause diseases such as cholera and malnutrition.</li> </ul>
<b>Migration</b>	<p>Many people leave LICs and try to find a better life in HICs. This can be voluntary or forced.</p> <ul style="list-style-type: none"> <li><b>Syrian refugees</b> are an example of <b>forced migration</b> as people escaped conflict to try to get to countries such as Germany and Sweden.</li> <li><b>Eastern European migration</b> is an example of <b>economic migration</b> as people try to find jobs in western European countries such as the UK.</li> </ul>

## Reducing the Development Gap

## The Changing Economic World – Knowledge Organiser

### Reducing the development gap

Strategy	Advantages	Disadvantages
Investment from TNCs (e.g. Unilever)	<ul style="list-style-type: none"> <li>TNCs pay taxes to government which boosts economy.</li> <li>Provides jobs and boosts trade.</li> </ul>	<ul style="list-style-type: none"> <li>TNCs can exploit workers with poor pay and long hours.</li> <li>Lots of money leaves the LIC to go to headquarters in LIC.</li> </ul>
Industrial development	<ul style="list-style-type: none"> <li>Developing manufacturing boosts trade and reduces reliance on primary goods.</li> <li>Better wages creates multiplier effect.</li> </ul>	<ul style="list-style-type: none"> <li>Can cause environmental damage such as CO2 emissions and water pollution.</li> <li>Workers can be exploited by investing TNCs in sweatshops.</li> </ul>
Fair trade	<ul style="list-style-type: none"> <li>Farmers get a better income.</li> <li>Offers protection to LICs that rely on primary exports as they get a fair price for products.</li> <li>Decreases use of harmful pesticides in farming.</li> </ul>	<ul style="list-style-type: none"> <li>Only benefits fair trade farms. Many are not.</li> <li>Can mean higher prices for consumers.</li> </ul>

### Types of Aid

**Short term** – Given immediately after a disaster or conflict to help a country recover. E.g. food/shelter after Haiti Earthquake.

**Long term** – Aid to encourage development and resilience of a country. E.g. a hydroelectric dam to improve energy generation.

**Bilateral** – One country to another. E.g. UK to India. Can be tied (comes with conditions attached).

**Multilateral** – Given to organisations such as the World Bank which then redistributes to LICs. Less likely to be tied.

**Voluntary** – Charities e.g. Goat Aid from Oxfam.

### Tourism in Kenya



#### Advantages

- Tourism contributes over 12% of Kenya's GNI. Money which can be used for development.
- Around 600,000 jobs are provided in the tourist industry, 10% of all employment.
- The National Parks charge entry, this money goes towards conservation.
- Tourism improves infrastructure e.g. roads and airports.

#### Disadvantages

- Most of the profit goes to foreign TNCs. Only a small amount goes to locals.
- Tourists can damage environment e.g. safari vehicles cause soil erosion and disturb wildlife.
- Some Maasai tribespeople have been forced off their land to create National Parks.

### India's Importance

- India has the second highest population in the world. 1.3 billion and growing fast.
- India was a British colony until 1947 but now has a democratic government.
- India has its own TNCs including Tata Steel. It also owns companies like Jaguar which sells cars all over the world.
- India organised and controls the TAPI pipeline through Turkmenistan, Afghanistan, Pakistan and India showing it has influence outside its borders.

### Changes as India develops

- As India develops the economy changes.
  - Primary industry has declined as farming is more mechanised.
  - Secondary industry has grown as more people move to cities.
  - Tertiary industry and quaternary industry have grown. IT companies and call centre companies have grown in recent years.
  - India's GNI has increased but the country is very unequal.

### Trans National Corporations in India – Unilever

#### Advantages of Unilever

- Unilever provides 16,000 jobs in India.
- TNCs pay tax to the government on profits. Unilever makes billions of dollars per year.
- Unilever runs development projects e.g. Project Shakti provides loans for women to get into business in rural areas.
- Unilever works with charities to provide hygiene education programmes and sanitation to 115 million people across India.

#### Negatives of Unilever

- Unilever is an Anglo-Dutch TNC, therefore. Lots of profit therefore leaves India for Europe.
- Factories can ignore environmental laws e.g. mercury was dumped into a river causing pollution and health problems for people.
- Unilever factories can be footloose and move around the benefit from tax breaks. This can leave people unemployed.
- Unilever can pay low wages for long hours.

### India – Development in a NEE

#### Aid in India

##### Short Term Aid

- Intended to help countries recover from disasters this aid can come from governments or NGOs (charities).
- The UK sent £10 million and 1200 tents to India in 2001 after the Gujarat Earthquake.

##### Long Term Aid

- Intended to help the recipient countries to become more developed.
- Until 2015 the UK donated £200 million per year to India to reduce poverty.

##### Top Down Aid

- The government receives the aid and decides what to spend it on. Often used on projects such as the Narmada Hydroelectric dam.

##### Bottom Up Aid

- Goes straight to the poor people who need it. Often from charities. WaterAid build hand pumps in villages in India. This is an example of intermediate technology.

#### Issues with development

- Development has many benefits to India but also has negatives for QOL and the environment.

##### Quality of Life

- More jobs for people with higher wages.
- People can afford better housing and access clean water.
- Education and healthcare have improved meaning a healthier more skilled population
- Jobs can be dangerous e.g. coal mining.
- People can be exploited by TNCs and work long hours in poor conditions.

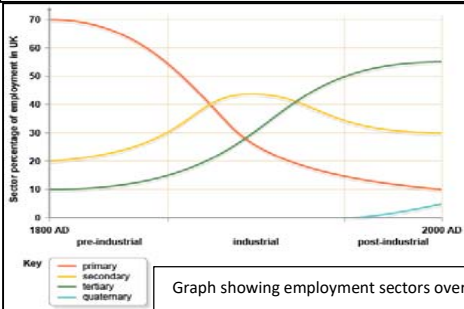
##### Environment

- As India is richer it relies less on primary materials meaning less deforestation.
- Mining leads to destruction of habitats and can cause deforestation.
- Air pollution increases from industry and cars. Many die in Indian cities from this.
- Factories can cause water pollution. The Yamuna River is the most polluted in world.

## The Changing UK Economy

### Changes to UK economy

- The UK economy has gone through stages as it develops.
  - Pre-industrial** – Lots of primary industry as people work on the land, low secondary and tertiary.
  - Industrial** – During the industrial revolution secondary industry became the dominant work. As farming became more mechanised lots of people left the land and worked in factories in cities.
  - Post-industrial** – Tertiary industry (services) are now the biggest employer. Secondary industry declined as manufacturing companies could make more profit in developing countries. Hi-tech quaternary industry emerged and is rising.
- Quaternary industries** only locate in certain areas. Bristol is a good example:
  - Near Universities for educated workers.
  - Near transport links e.g. motorways, docks to transport goods.



Graph showing employment sectors over time

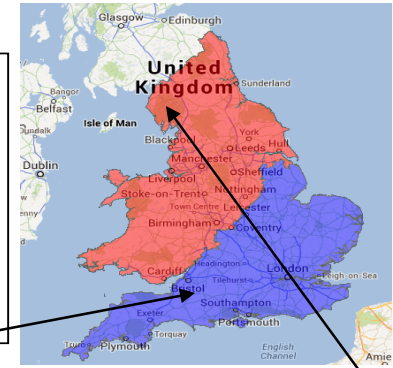
### UK links to wider world

<b>Trade</b>	USA, Europe and Asia are main trading partners. UK exports over £250 billion per year.
<b>Culture</b>	UK culture exported world wide e.g. TV programmes, films and sport.
<b>Transport</b>	Channel Tunnel links UK to Europe. Large airports connect all continents.
<b>Electric communications</b>	Many global IT firms are based in the UK. Also, Trans Atlantic cables link USA to Europe via the UK.
<b>EU</b>	Partnership of 28 countries politically and economically. Over £130 billion of UK exports go here per year.
<b>Commonwealth</b>	53 states formerly linked by British Empire. Exists to improve wellbeing and development.

## The Changing Economic World – Knowledge Organiser

### De-industrialisation and the North-South Divide

- There is evidence that the South of the UK is richer than the North.
  - Health** - Lower life expectancy in the North e.g. Glasgow at 72.6 is 10 years lower than East Dorset at 82.9.
  - Education** – GCSE results are generally higher in the South.
  - Wealth** – Wages are generally higher in the South (particularly London). They are 40% lower in Huddersfield.
- London receives more investment than the North and benefits from projects such as the **London Gateway**.



**N. Somerset** is a rural area in the South near Bristol. Problems here are:

- The population is rising as people move here meaning rising house prices and urban sprawl.
- Schools and services such as doctors and hospitals struggle to fit people in.
- Congested roads as people commute to Bristol.

**Cumbria** is a rural area in the North. Problems here are:

- The population is declining as people move away.
- Schools shutting.
- High unemployment due to agriculture and manufacturing in decline.

### Environmental impacts of industry in the UK

Impacts	Solutions
<ul style="list-style-type: none"> <li>Primary industry such as mining can cause noise pollution and damage habitats.</li> <li>Primary industries oil drilling and farming can cause water pollution.</li> <li>Heavy secondary industry can be eyesores and also cause noise and air pollution e.g. Tata Steel in Wales.</li> </ul>	<ul style="list-style-type: none"> <li>Modern industrial buildings are designed to blend in with the landscape e.g. mirrored glass, light paints, planting trees.</li> <li>Modern industries should use more renewable energy e.g. solar.</li> <li>Industries should use technology such as filters to reduce air pollutants.</li> <li>UK government needs to have strict regulations on companies and enforce fines when these aren't met.</li> </ul>

### Google Landscaper

- The new London Headquarters is designed to be sustainable in the following ways:
  - Located next to Kings Cross Station so people can catch train or cycle to work. There are only 4 parking spaces for 7000 staff!
  - Solar panels will provide much of the electricity.
  - A roof garden will encourage wildlife, help clean air and provide a space for workers to relax.
- However, this is another example of investment in London. This could widen the North-South Divide.**

### Reducing the North South Divide

#### Northern Powerhouse

A government plan to invest more money into the North and attract more businesses to set up there boosting the economy. Key parts were:

- HS3 – Improving rail transport between the Northern cities with high speed lines. This will boost trade and encourage businesses to set up.
- Improving internet speeds in Northern cities to boost quaternary industries and further education.
- Specialist science research centres in northern cities to attract skilled graduates and keep them in the North.

#### Will it work?

The policy has good ideas but has been criticised for lack of action. Government changes have delayed aspects and also more investment projects such as Crossrail and London Gateway continue to improve the capital and widen the gap with the North.

#### Transport in the UK

- Smart motorways increase traffic flow by using the hard shoulder at busy times. Is this safe though?
- Projects in improve the railways e.g. Crossrail in London and HS2/HS3 in the North.
- A new runway is planned at Heathrow Airport.
- London Gateway is a major new port at the mouth of the Thames



Knowledge Organiser Paper 2, Section B: Early Elizabethan England, 1558-1588

Enquiry 1: What were the challenges to Elizabeth in her early reign?



Elizabeth took the throne in 1558, age 23, having been imprisoned by her sister Mary I as a traitor. She came to the throne following years of religious turmoil in which hundred of people had been put to their death by the government. Elizabeth would have to overcome challenges about her legitimacy and unmarried status and the country's lack of funds to unify the country under her political and religious authority. Elizabeth's most important priority was the passing of her religious settlement which took England back to being a Protestant country with her as head of the church. There were immediate challenges from Catholics and Puritans at her 'middle way'. The Catholic challenge would initially come to be symbolised by Mary, Queen of Scots, the Catholic monarch of Scotland who fled to England after her husband's murder. Elizabethan England was a violent and dangerous place with no police force or permanent army. Order was kept by the rigid social order in which everyone knew their role. Wherever you were in society, you owed obedience to those above you and had a duty of care to those below you.

Enquiry 1 Keywords:		
<b>Abdicate</b> A king or queen giving up their throne	<b>Genoese Loan</b> Gold loaned to the Spanish from Italian bankers, seized by Elizabeth I	<b>Puritans</b> Radical Protestants who sought to reform the Church even further
<b>Auld Alliance</b> Name used to describe the friendship between Scotland and France	<b>Heretics</b> People who deny the teachings of the Catholic Church	<b>Recusants</b> Catholics who were unwilling to attend church services under Elizabeth's religious settlement
<b>Crucifix</b> An images of Jesus dying on the cross	<b>Legitimate</b> A monarch should be born to a reigning king and queen in wedlock to be lawfully entitled to rule	<b>Reformation</b> A challenge to the teachings and power of the Catholic Church, begun in Europe in 1517
<b>Divine Right</b> The idea that God appointed monarchs	<b>Martyr</b> Someone who is killed for their religious beliefs	<b>Royal Supremacy</b> When the monarch is head of the Church
<b>Ecclesiastical</b> Anything to do with the church	<b>Militia</b> A military force of ordinary people, rather than soldiers, raised in an emergency	<b>Subsidies</b> Special additional taxes which had to be agreed by parliament
<b>Extraordinary Taxation</b> Occasional, additional taxation to pay for unexpected expenses, especially war	<b>Patronage</b> To give someone encouragement or financial support to an individual or a cause	<b>Vestments</b> Robes clergy wear

Key people:	
<b>Sir William Cecil</b>	Secretary of State, the most important Privy Councillor, until 1573.
<b>King Phillip II</b>	King of Spain, previously married to Elizabeth's sister and former queen, Mary I.
<b>Pope Pius V</b>	Excommunicated Elizabeth I from the Catholic church in 1570
<b>Mary, Queen of Scots</b>	Elizabeth's second cousin, the Scottish monarch and queen of France. Declared herself the legitimate Catholic claimant to the English throne when Mary I died as the granddaughter of Henry VIII's sister. Fled to England in 1568 following he murder of her second husband, Lord Darnley.

**Exam technique – Section B: Question 5 (a)****Describe two features of....:****Checklist:**

Identify key features rather than an event or one-off occurrence

Ensure the key features are distinct from one another

Each key feature should be specific and relevant to the topic in the question

Support each key feature with one pieces of specific detail

Each explanation is securely linked to the question topic

Each explanation uses specific factual detail including keywords and dates

**Key feature 1:****Specific supporting detail:****Key feature 2:****Specific supporting detail:****Have you mastered enquiry 1? Make sure you can answer the questions below:**

1. What were the key features of the Privy Council?

2. What was the role of the Justices of the Peace?

3. What did the Elizabethan social hierarchy look like?

4. Why was Elizabeth's legitimacy in question when she came to the throne?

5. What were three sources of revenue available to the Crown?

6. Which three countries were a potential threat to England in 1558?

7. What were the three key parts of Elizabeth's religious settlement?

8. How was the religious settlement enforced?

9. Which part of England had the most Catholic support in Elizabeth's early reign?

10. Which religion were most of Elizabeth's government?

11. What was Elizabeth's main aim in her religious settlement?

12. What was the Genoese loan?

13. What was the counter-reformation in Europe?

14. How many Puritan clergy lost their posts over the vestments' controversy?

15. Which treaty was signed in 1560?

16. Why did Elizabeth quietly support the Dutch Sea Beggars'?

17. Who was Mary, Queen of Scots accused of murdering?

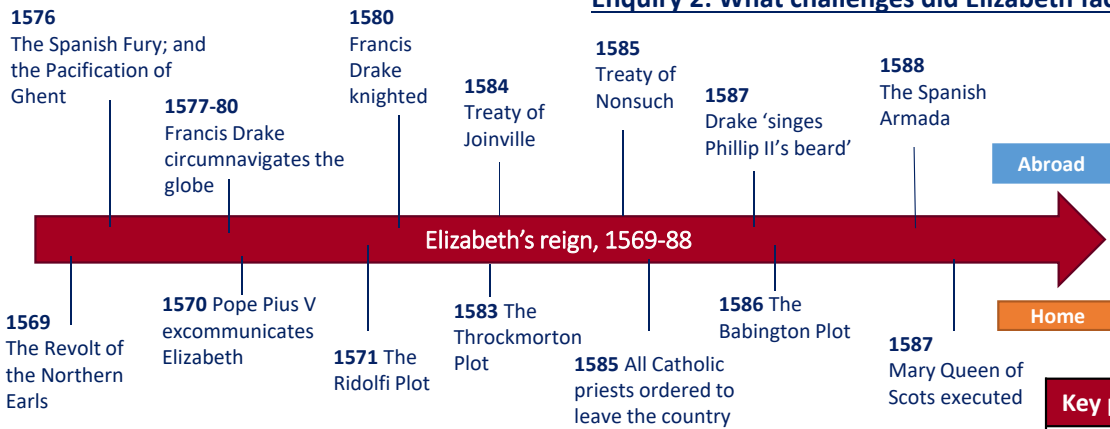
18. Why did Elizabeth refuse to name Mary as her heir?

19. Who did Mary plot to marry in 1569?

20. Why did Elizabeth refuse to take any action against Mary?

**Knowledge Organiser Paper 2, Section B: Early Elizabethan England, 1558-1588**

**Enquiry 2: What challenges did Elizabeth face at home and abroad, 1569-88?**





Elizabeth faced many serious threats in this period, both from within England and abroad and those threats were often linked. In England the threat came primarily from the nobility, who plotted to remove Elizabeth and replace her with the Catholic Mary, Queen of Scots. Abroad, Phillip II was offering support to English Catholics plotting against the queen and Catholic priests were smuggled into England, leading to further plots. The rivalry between England and Spain over trade and political power was also boiling over, primarily because of Elizabeth's involvement in the Netherlands which was under Spanish rule. Spain was also building an empire in the New World which Elizabeth looked to disrupt. Francis Drake and other privateers angered Phillip by attacking and robbing Spanish ships and colonies. Drake was even knighted by the queen for his efforts. By the mid 1580s, England and Spain were at war and Phillip was plotting to invade England, eventually launching his Armada in 1588.

Enquiry 2 Keywords:		
<b>Agents provocateurs</b> French term for agents who penetrate groups suspected of wrongdoing	<b>Depose</b> To remove a monarch from the throne	<b>Mercenary</b> A soldier who fights for money rather than a nation or religion
<b>Armada</b> Spanish word meaning a naval fleet or fleet of warships	<b>Fireships</b> Empty ships set on fire and sent in the direction of the enemy	<b>Papal Bull</b> A written order issued by the Pope
<b>Cipher</b> A secret way of writing in code	<b>Foreign policy</b> A government's strategy for dealing with other nations	<b>Priest hole</b> A secret hiding place in a home for Catholic priests smuggled into England illegally
<b>Circumnavigate</b> To travel all the way around the world	<b>Galleons</b> A large sailing ship with several decks used by the Spanish as warships	<b>Privateer</b> Merchants or explorers with their own armed ships that capture other ships with the authorisation of their government
<b>Council of the North</b> Used to implement Elizabeth's laws and authority in the north of England	<b>Hanged, drawn and quartered</b> The punishment for treason, to be hanged until almost dead, your intestines cut out and then to be sliced into four pieces	<b>Propaganda</b> Biased information used to promote a point-of-view

Key people:	
<b>Duke of Norfolk</b>	Arrested and sent to the Tower of London for his role in a marriage plot.
<b>Earls of Northumberland and Westmoreland</b>	Catholic nobles in the north of the country, dissatisfied at their loss of power and influence under Elizabeth I. Led the Revolt of the Northern Earls in 1569 and were captured and executed.
<b>Roberto Ridolfi</b>	An Italian banker from Florence who lived in England. He also worked as a spy for the pope. Arranged a plot to murder Elizabeth, start a Spanish invasion and put Mary, Queen of Scots, on the English throne.
<b>Francis Throckmorton</b>	Francis Throckmorton, a young Englishman, agreed to pass letters between Catholic plotters and Mary.
<b>Anthony Babington</b>	Anthony Babington, a Catholic, wrote to Mary about another plot in July 1586.
<b>Duke of Guise</b>	A cousin of Mary Queen of Scots, plotted twice to invade England and overthrow Elizabeth, free Mary and make England Catholic again. Supported by Phillip II.
<b>Sir Francis Walsingham</b>	Elizabeth's Secretary of State, developed a network of spies and informers to uncover plots against the queen.
<b>Francis Drake</b>	English merchant who made his trade and fortune in the New World. Hired by Elizabeth I as a privateer and first Englishman to circumnavigate the globe.
<b>Duke of Medina-Sidonia</b>	Commanded the Spanish Armada.

Exam technique – Section B: Question 5 (b) Explain why...:	
<b>Checklist:</b>	✓
Do you have three clear causes that relevant to the question?	
Does your opening sentence of each paragraph set out which cause you are addressing?	
Do you use causal language in your explanation?	
Have you used specific detail including dates and keywords in your explanation?	
Have you developed you causal argument by showing how the causes link together?	
Does the last statement of each paragraph link back to the question?	

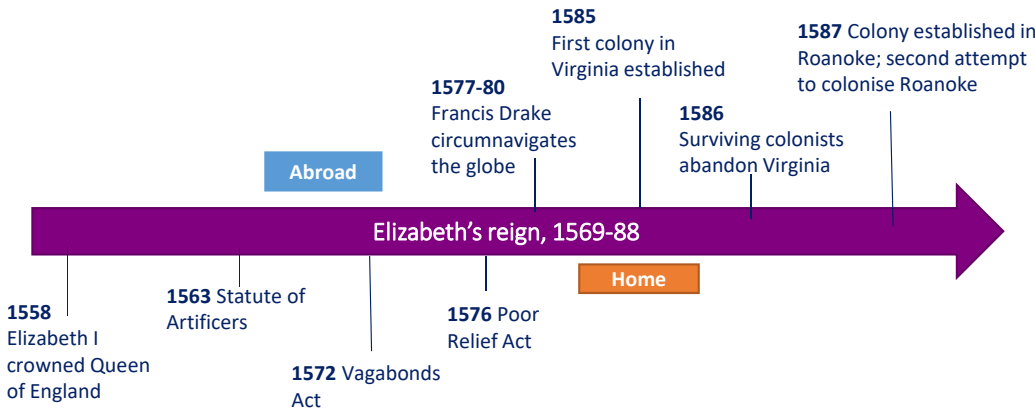
<b>Cause 1:</b>	Explain cause	<b>Developing your causal argument: How to organise your causes:</b> 1. Logical order: One cause leads to another, leads to the outcome in the question  2. In order of importance: From least to most important  3. In chronological order: Long term, short term and immediate causes
	Supporting evidence	
	Link back to question	
<b>Cause 2:</b>	Explain cause	
	Supporting evidence	
	Link back to question	
<b>Cause 3:</b>	Explain cause	
	Supporting evidence	<b>Causal keywords:</b> caused led to because resulted in as a result this meant consequently
	Link back to question	

High level answers might be able to apply more than one of these methods!

Have you mastered enquiry 2? Make sure you can answer the questions below:	
1. Who led the Revolt of the Northern Earls?	11. Which Act of Parliament made it tricky to execute Mary?
2. Why did the Northern Earls revolt?	12. Why was Mary executed in 1587 and not earlier?
3. Who did the rebels believe would support the revolt with troops?	13. What was the Spanish Fury?
4. Who did Elizabeth appoint to lead the Council of the North in 1572 as a consequence of the revolt?	14. Why was Elizabeth reluctant to intervene directly in the Netherlands?
5. Why was the Papal Bull of 1570 so significant?	15. Who were the parties to the Treaty of Joinville?
6. What and when were the three key plots to Elizabeth?	16. What did the Spanish state require to trade in their colonies in the New World'?
7. What did Walsingham discover at Throckmorton's house which increased the threat to Elizabeth?	17. Who did Elizabeth knight for his circumnavigation of the globe and his privateering efforts?
8. How was Phillip II involved in the plots against Elizabeth?	18. Give one term of the Treaty of Nonsuch that Elizabeth agreed to.
9. What was the role of agents provocateurs?	19. When was the Battle of Gravelines?
10. How many priests were put to death under Walsingham?	20. Give two reasons the Spanish lost.

Knowledge Organiser Paper 2, Section B: Early Elizabethan England, 1558-1588

**Enquiry 3: What was Elizabethan society like in the years 1558-88?**



Elizabeth I's reign was a time of expansion, exploration, learning and changing attitudes. New territories began to be conquered in the New World, where the English believed great fortunes could be made, opening more opportunities for trade. New ideas and different ways of thinking, including poetry, philosophy, drama and science opened up in schools and universities. Plays, sports and gambling gave people a break from their daily worries. Those worries might include failing harvests, declining trade and increases in rents and unemployment. More people were facing poverty and even starvation. During Elizabeth's reign unemployment was tackled for the first time with the passing of laws which gave towns the responsibility to provide work to the idle poor rather than simply punishing them for their circumstances. Elizabeth's worries were mainly focused on Spain and the impending threat of war. Elizabeth herself invested in voyages of discovery hoping for big rewards, and possibly revenge on the Spanish by breaking their trading monopoly in the New World and attacking their colonies. New technology, such as more accurate maps and navigation tools made such exploration possible. It even led to Walter Raleigh's attempts to colonise the New World for England with settlements in Virginia.

Enquiry 2 Keywords:		
<b>Algonquin</b> Native American Indian tribe indigenous to Roanoke Island	<b>Colony</b> An area under the full or partial political control of another country and occupied by settlers from that country	<b>Rural depopulation</b> A steady decrease in the population of the countryside
<b>Apprentice</b> Someone learning a skill or a trade	<b>Idle poor</b> The able bodied poor, including vagrants and vagabonds	<b>Secular</b> Non-religious
<b>Astrolabe</b> An instrument used by sailors to help with navigation at sea	<b>Impotent poor</b> People unable to work due to illness, disability or age	<b>Subsistence farming</b> Growing just enough to feed you family but not to sell
<b>Colonisation</b> The action of settling among and establishing control over the indigenous people of an area	<b>Poverty</b> The state of being extremely poor	<b>The Renaissance</b> A period of cultural and intellectual rebirth in Europe from the 14 <sup>th</sup> -17 <sup>th</sup> century
<b>Colonist</b> Someone who has taken control of or is influencing a land other than their own	<b>Real Tennis</b> An indoor game of bouncing balls off of a wall played by upper class men	<b>Vagabonds</b> homeless people without jobs who wandered from place to place committing crimes and begging

Key people:	
<b>Francis Drake</b>	His circumnavigation of the globe was extremely profitable and encouraged more investment in voyages of exploration.
<b>Walter Raleigh</b>	A member of the gentry and one of Elizabeth's favourites, he was given a grant in 1584 to explore and settle lands in North America. He named the settlement Virginia in the queen's honour.
<b>Richard Grenville</b>	Expedition commander of the first attempted settlement of Virginia.
<b>Ralph Lane</b>	Governor of Virginia.
<b>Manteo</b>	A Native American Indian whose role it was to help establish relations between the English settlers and the local Algonquin tribe. He was made Lord of Roanoke by Walter Raleigh for the second attempted settlement.
<b>Chief Wingina</b>	A local Algonquin tribe leader, organised an attack against the English settlers in which he was killed.
<b>John White</b>	Put in overall charge of the second attempted settlement after surviving the first attempt.

Exam technique – Section B: Question 5 (c) How far do you agree...?:	
Checklist:	✓
Identify the concept given in the question: Causation, consequence, or significance? The way you answer the question depends on identifying this. Is this a causation essay or must you identify how significant the reasons for an event were? Or do you need to do <b>both</b> ?	
Start with a clear statement that sets out how far you agree with the statement in your introduction.	
Include points for the statement and against it.	
Consider the historical context – why did this event happen at this point in time? What was happening in the England or abroad?	
Explain clearly why your evidence supports or challenges the statement.	
Link factors together by discussing their relative importance.	
End with a clear conclusion that provides an overall judgment on the statement and links back to it. It should also identify the most important factor.	

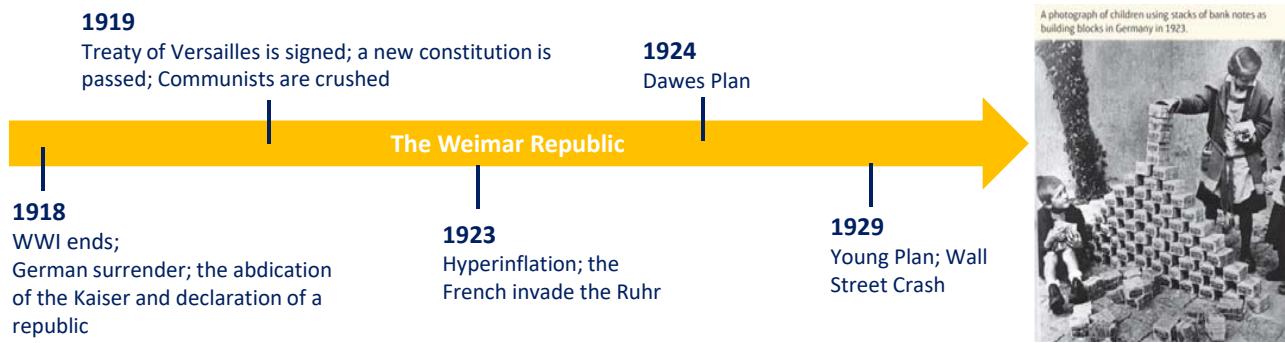
Points that support the statement	Points that challenge the statement
<b>Judgement:</b>	
<b>Cause</b>	‘The main reason <u>why</u> Mary, Queen of Scots was executed was her claim to the English throne.’
<b>Consequence</b>	‘The most important <u>consequence</u> of Drakes’ voyages was angering Phillip II.’
<b>Significance</b>	‘The <u>main reason</u> the Armada was defeated was leadership.’ <i>Note that <b>all</b> these questions require you identify the most important or main cause or consequence of an event.</i>
<b>Analytical language:</b>	
I agree/disagree... Although I agree to a certain extent... It is also true that... The viewpoint of the statement is valid because... This can be supported by....	

Have you mastered enquiry 3? Make sure you can answer the questions below:	
1. How did Protestantism boost literacy?	11. Give two important changes in the treatment of the poor.
2. Where did the sons of merchants go to study?	12. What were three technological developments that led to an increase in overseas exploration?
3. Which two universities could students choose from in the Elizabethan period?	13. What type of ships were developed that made longer voyages safer?
4. Which sports could men and women participate in together?	14. Which Englishman began the triangular trade?
5. Which spectator sports were enjoyed in Elizabethan England?	15. When was Drake’s circumnavigation of the globe?
6. What key developments were there in theatre under Elizabeth?	16. How much money did Drake earn on his circumnavigation of the globe’?
7. How much did the population grow by during Elizabeth’s reign?	17. How many colonisers did Raleigh ideally want to take to Virginia and how many did he actually take?
8. What type of farming rose in popularity?	18. Give two examples of bad luck that affected the first settlers sent to Virginia.
9. Give three reasons for increasing poverty in Elizabethan England.	19. Why did Elizabeth want a settlement in Virginia?
10. Which three Acts of Parliament were passed to tackle poverty?	20. How were the second group of colonisers different to the first group?

# Knowledge Organiser Paper 3: Weimar and Nazi Germany 1919-39



## Enquiry 1: How successful was the Weimar Republic?



In 1918, the Kaiser was forced to abdicate after Germany's defeat in WWI. A group of politicians established the new Weimar Republic, and one of its first acts was to sign the Treaty of Versailles. This was a bad start, the politicians were labelled the November Criminals and their actions were known as the 'doltschoss'.

The Weimar Republic decided to establish itself as democratically as possible with its new constitution. However, there were problems, including Article 48 and proportional representation which led to coalition governments. The Weimar Republic weathered uprisings from both the left and the right in the form of the Spartacists Uprising and the Kapp Putsch, and it faced the hyperinflation crisis of 1923 and an invasion of the Ruhr by the French. Under Gustav Stresemann, the Republic recovered economically through the use of loans and restored some of its international standing. At home, a modern culture erupted, leading to new styles of art and new freedoms for women.

### Enquiry 1 Keywords:

<b>Abdication</b> To give up the throne and power	<b>Dolchstoß</b> The 'stab in the back'	<b>Hyperinflation</b> Extreme inflation where prices rise hugely, very quickly and money becomes worthless	<b>Young Plan</b> Agreed in 1929 to reduce Germany's overall reparation debt
<b>Coalition</b> When a government is made up of different political parties	<b>Treaty of Versailles</b> The peace treaty between the Germans and the allied powers signed after German surrender	<b>Inflation</b> When prices go up	<b>League of Nations</b> Organisation set up in 1920 aiming to promote world peace through co-operation between nations
<b>Constitution</b> The rules which set out how a country is run	<b>Freikorps</b> Private army ( <i>paramilitary</i> ), mainly composed of ex-soldiers, set up by senior German army officials	<b>Passive resistance</b> To oppose something in a non-violent way	<b>Moderate</b> A politician who avoids extremist left or right wing views and sits in the centre of the political spectrum
<b>Proportional representation</b> The number of votes won in an election, determined the number of seats in the Reichstag	<b>Socialists</b> Those who believe in state ownership	<b>Dawes Plan</b> Agreed in 1924 to restructure Germany's annual reparation payments	<b>Bauhaus</b> A German art school active between 1919-33 which influenced art and architecture in this period
<b>Diktat</b> the terms of a peace agreement are imposed rather than negotiated between all parties	<b>Spartacists</b> Radical communist group, which opposed the Weimar Republic	<b>Rentenmark</b> New German currency established by Gustav Stresemann	<b>Conservative</b> People who oppose change and want to continue with old traditions

### Key people:

<b>Friedrich Ebert</b>	The leader of the SPD and the first president of the Weimar Republic.
<b>Gustav Stresemann</b>	Appointed as Chancellor and foreign secretary in 1923. He aimed to stabilise the political situation in Germany. He did this by negotiating loans from the USA and re-establishing Germany's international standings through a number of treaties. He was aware that the recovery he bought about was precarious.

### Exam technique – Section A: Question 1 How to make valid inferences about a source:

<b>Valid inferences:</b> ✓ Are something the source implies ✓ Are directly supported by the content of the source ✓ Relate to the question topic	<b>Invalid inferences:</b> ✗ Describe what you can see/read in the source ✗ Are a statement about your own knowledge on the topic ✗ Are long-winded and include unnecessary information
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Exam technique – Section A: Question 2 How to explain causes:	
Checklist:	✓
A brief introduction uses the words in the question to demonstrate understanding of the question topic	
The answer provides three causes	
Each causes answers the questions topic	
Each cause is explained using student's own knowledge	
Each explanation is securely linked to the question topic	
Each explanation uses specific factual detail including keywords and dates	
A good way to ensure that any cause you are writing about stays focused on the question is to use this formula to start each explanation: <b>Cause + question topic + because</b> For example: New women increased tensions in German society because...	

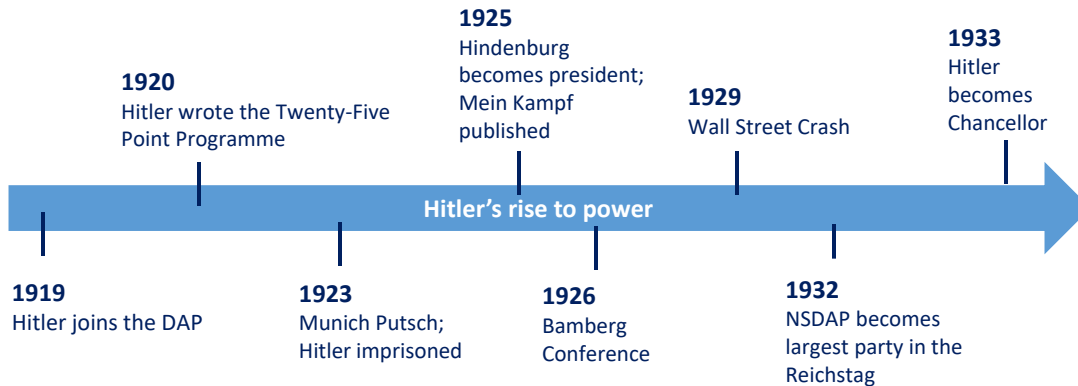
Introduction:		
	Points:	Supporting information:
Cause 1:		
Link to question:		
Cause 2:		
Link to question:		
Cause 3:		
Link to question:		

Have you mastered enquiry 1? Make sure you can answer the questions below:	
1. What was the name of the German parliament?	10. What was the impact on German politics of the improvement in the economy and foreign relations?
2. What did Article 48 of the Weimar Constitution state?	11. What act was passed in 1927 to improve the standard of living of workers?
3. Who were the leaders of the Spartacist Uprising?	12. What was the problem with proportional representation?
4. Who attempted the Kapp Putsch in 1920?	13. Which term under the Treaty of Versailles did Germans most bitterly resent?
5. Which minister dominated financial and foreign policy from 1923?	14. How much reparations was Germany required to pay under the Treaty of Versailles?
6. What did hyperinflation do to the German money?	15. How would you describe aa Weimar 'new woman'?
7. What was the name of the new German currency established in 1923?	16. How did German art change under the Weimar Republic?
8. What was agreed between Germany and the allies under the Dawes Plan?	17. Why were the right win opposed to the changes in the arts?
9. What was the name of the pact signed in 1928 which stated that war would not be used to achieve foreign policy aims?	18. What were the complaints made by traditionalist about women's new freedoms?



## Knowledge Organiser Paper 3: Weimar and Nazi Germany 1919-39

### Enquiry 2: How was Hitler able to become Chancellor?



Hitler was an unsuccessful Austrian artist who had moved to Germany and signed up to fight in WWI. He was wounded twice and awarded the Iron Cross for bravery. Germany's defeat and the signing of the Treaty of Versailles were a double blow for him. Furious, he decided to move into politics and became a member of a small workers' party called the DAP. Quickly Hitler took over party policy, publishing his Twenty-Five Point Programme, he then became party leader in 1921. Hitler used his public speaking skills to build support and kept control through the use of his paramilitary group, the SA who paraded in the streets as a show of force. They also dealt with any opposition, often through violence. They were dangerous thugs. In 1923, Hitler tried to seize power in the Munich Putsch. His attempt backfired and he was put on trial and imprisoned. However, he only served nine months and was able to reform the Nazi Party on his release and restructure it into a national party. He decided that the Nazis would win power in Germany democratically. The Nazis election campaigns made use of propaganda through posters that appealed to a broad range of the electorate. Hitler, backed by wealthy industrialists scared of a Communist government, flew across the country making passionate speeches. By 1932, the Nazi Party was the biggest in the Reichstag, but it would take back door dealings among a group of politicians who believed they could control him, for Hitler to finally become Chancellor in 1933.

#### Key people:

<b>Ernst Rohm</b>	An ex-army officer who was popular among ex-soldiers and ran the SA.
<b>General Ludendorff</b>	Leader of the German army during WWI and a powerful ally of Hitler and the DAP. Joined Hitler in leading the Munich Putsch in 1923.
<b>Heinrich Himmler</b>	A senior Nazi and leader of the SS.
<b>Joseph Goebbels</b>	He emphasised the socialist part of National Socialism and wanted benefits for workers. Hitler won him over by making him Gauleiter of Berlin.
<b>President Hindenburg</b>	President from 1925, he detested Hitler but eventually agreed to appoint hi Chancellor in 1933 when von Schleicher persuaded him that Hitler could be controlled.
<b>Heinrich Bruning</b>	Chancellor 1930-32 and leader of the Centre Party. Failed to handle the unemployment crisis and relied on Article 48 before resigning.
<b>Von Papen</b>	Chancellor from May to November 1932 and a wealthy ex-general put in power by von Schleicher. After von Schleicher's failed leadership, he persuaded Hindenburg to appoint Hitler Chancellor, with him as Vice Chancellor.
<b>Von Schleicher</b>	Appointed Chancellor in December 1932 but had no political support. He attempted to form a military dictatorship but was sacked and replaced by Hitler in January 1933.

#### Enquiry 2 Keywords:

<b>Propaganda</b> A way of controlling public attitudes through newspapers, posters, radio and film	<b>Show trial</b> A trial held in public with the intention of influencing public opinion
<b>SA</b> Sturmabteilung or stormtroopers; the private army of the Nazi Party	<b>SS</b> Schutzstaffel or protection squad; Hitler's personal bodyguard
<b>Putsch</b> A violent uprising intended to overthrow existing leaders	<b>Propaganda</b> Information, that is usually biased, designed to influence public opinion
<b>Mein Kampf</b> Book written by Hitler in prison recording his ideas	<b>Inevitable</b> Something that is certain to happen or unavoidable

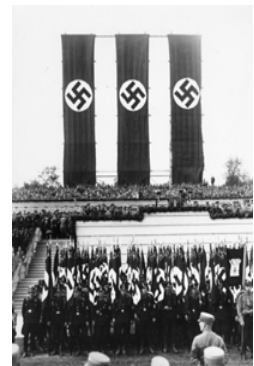
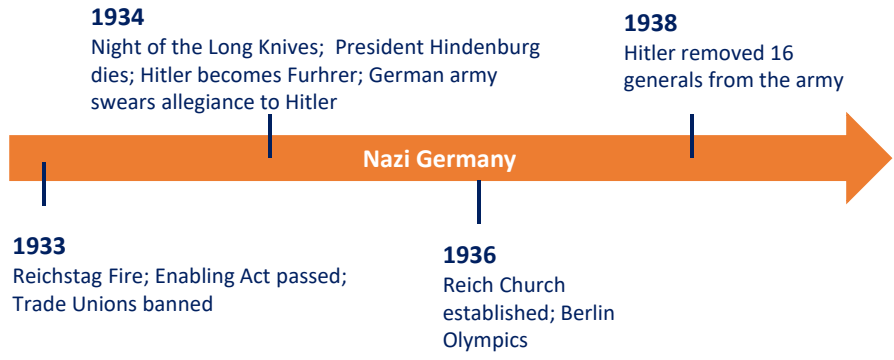
Exam technique – Section A: Question 3a Source utility:
<b>How to analyse a source for utility step by step:</b>
1. <b>Read the question:</b> The question will always say ‘how useful is a source for an enquiry into...’. This is the focus of your answer – don’t make general comments about the source utility, it should relate to the focus.
2. <b>The provenance:</b> What is the <b>nature</b> of the source? Is it a picture or diary entry or newspaper article, etc? Does the nature of the source allow us to get a complete view of the enquiry topic? Who wrote it and when ( <b>origin</b> )? Does their perspective affect their views? Does this person have knowledge or experience to tell us about the enquiry?
3. <b>The message:</b> What information is the source giving you about the enquiry focus? What is its point of view? You will discover this in the <b>content</b> of the source.
4. <b>The purpose:</b> Why was this source created? Understanding why the source was made will help you understand how reliable or objective (bias) a source is about the enquiry. Was it made as propaganda?
5. <b>Own knowledge:</b> Use your knowledge for two reasons: first to understand the message of the source and secondly to compare the source to what you already know about the enquiry focus to judge whether it is useful. Does your own knowledge confirm the accuracy of the source? Maybe you can use your own knowledge to expose limitations where the source does not address something important about the enquiry focus.
<b>Remember!</b> No source can include everything but nearly every source is useful for some reason. You do not need to make a comparison between the sources but you must judge how useful both sources are.

	Source A	Source B
Enquiry focus:		
Usefulness from provenance Strengths:		
Limitations:		
Usefulness from own knowledge More useful:		
Less useful:		
Number of strengths		
Number of limitations		
Judgment		

Have you mastered enquiry 2? Make sure you can answer the questions below:	
1. What is the full name of the Nazi Party?	10. Who was elected as German president in 1925?
2. When did Hitler publish his Twenty-Five Point Programme?	11. Who was German Chancellor in 1930?
3. Why did Hitler establish the SA?	12. Why did support for the Communist Party grow amongst the working class after 1929?
4. What were the long-term causes of the Munich Putsch?	13. How did Hitler fund his election campaigns?
5. What book did Hitler write during his time in prison?	14. Why did farmers support the Nazi Party?
6. What change in strategy did Hitler make after his imprisonment?	15. Who was Chancellor from May to November 1932?
7. What was the purpose of the Bamberg Conference in 1926?	16. How did Brüning enrage Hitler in 1932?
8. What were the Nazi leaders of the 35 electoral regions known as?	17. Why did Hindenburg sack von Schleicher?
9. What caused the Great Depression in Germany?	18. How did von Papen help Hitler become Chancellor in 1933?

**Knowledge Organiser Paper 3: Weimar and Nazi Germany 1919-39**

**Enquiry 3: How did Germany become a totalitarian state?**



In 1933, Hitler moved to immediately consolidate his control over Germany by forcing through the Enabling Act in 1934, which meant he had the right to pass whatever laws he wanted without consulting the Reichstag. He used intimidation and violence to limit political opposition to this measure. He then outlawed all political parties and trade unions and focused on controlling the German people. This was done mainly through the establishment of a police state, wherein any opposition was punishable by immediate imprisonment. The police forces and law courts were all controlled by Hitler. The Nazis also relied heavily on propaganda and censorship to control public thought. The Nazis controlled all news media and so it was impossible to find any information outside of what the Nazi regime wanted you to know. There was very little opposition but some limited resistance from the Church and from the youth, but neither posed any real threat to the Nazis.

Enquiry 3 Keywords:		
<b>Gleichschaltung</b> Nazi idea of bringing the German people into an identical way of thinking and behaving	<b>Police state</b> A state in which the Nazis used the police to control what people did and said	<b>Censorship</b> The banning of information or ideas
<b>Totalitarian</b> A political regime that controls all public behaviour and as much private behaviour as possible	<b>SD</b> Uniformed security service	<b>Conformity</b> Going along with something
<b>Purge</b> Removal of opponents	<b>Concordat</b> Agreement between Hitler and the Catholic Church	<b>Opposition</b> Actively working against something in order to remove it
<b>Gestapo</b> Non-uniform secret state police	<b>Reich Church</b> Protestant church controlled by the Nazis	<b>Resistance</b> refusing to support something or speaking against it

Key people:	
<b>Marinus van Der Lubbe</b>	The Dutch Communist found guilty and executed for burning down the Reichstag.
<b>Ernst Rohm</b>	Now the leader of three million brownshirts, loyal to him. It was also clear that he no longer agreed with Hitler's policies and wanted a socialist revolution. He was subsequently murdered on the Night of the Long Knives.
<b>Heinrich Himmer</b>	He now controlled all of Germany's police forces as head of the SS.
<b>Reinhard Heydrich</b>	Leader of the SD and the Gestapo.
<b>Joseph Goebbels</b>	Now Minister of People's Enlightenment and Propaganda. Goebbels co-ordinated Nazi policy towards media, sport, culture and the arts.
<b>Martin Niemoller</b>	Set up the Confessing Church opposing the Nazis with other pastors and was a critic of some Nazi policies that interfered with the church. He was imprisoned in 1938.
<b>Edelweiss Pirates</b>	Groups of young people who hated Nazi control. Emerged from working class districts of German cities

**Exam technique – Section A: Question 3b**  
**Identify the main difference between interpretations**

1. The first step is to identify the focus of the question
2. identify if there is an **overall** difference in the interpretations. For example, is one positive and one negative?
3. now think about the specifics – find the **specific information** in the interpretations that shows this difference.

**Exam technique – Section A: Question 3c**  
**Explain the main difference between interpretations**

1. The historians have given weight to different sources
2. The interpretations are focused on different aspects of the enquiry topic

Now answer your question following this structure:

- Suggest a reason for the difference
- Explain the reason
- Link to the enquiry topic
- Support the explanation with relevant details from both interpretations

	Interpretation 1	Interpretation 2
Differences about [enquiry topic]		
Main difference: Was Rohm a threat?		
Details to back this up		

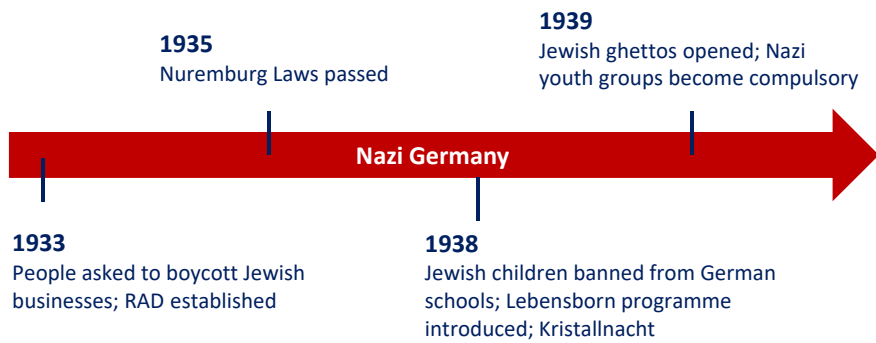
	Interpretation 1's view	Interpretation 2's view	Source A's message	Source B's message
Enquiry topic				

**Have you mastered enquiry 3? Make sure you can answer the questions below:**

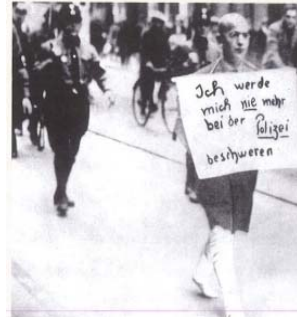
1. Why was the election of May 1933 crucial?	10. What court did Hitler establish without a jury?
2. What did the Enabling Act set out?	11. What did the Pope write in 1936 criticising the Nazi regime?
3. What did Hitler do to local government in January 1934?	12. What was the name of the Nazi controlled Protestant church?
4. Why did Hitler ban trade unions?	13. How did the Nazis use the radio to control attitudes?
5. Why was the German army worried about Rohm?	14. Why was the 1936 Berlin Olympics an important event for the Nazis?
6. What was the date of the Night of the Long Knives?	15. What act of censorship took place in May 1933?
7. How did Hitler become Fuhrer in 1934?	16. Why was church resistance to the Nazis limited?
8. What was the main aim of the Gestapo?	17. What type of teenagers made up the Swing Youth?
9. Who were the typical inmates of concentration camps?	18. How did youth groups show their opposition to the Nazis?

**Knowledge Organiser Paper 3: Weimar and Nazi Germany 1919-39**

**Enquiry 4: What was life like for ordinary Germans after 1933?**



A photograph taken in March 1933. It shows members of the SA forcing a Jewish lawyer to walk barefoot through the streets of Munich wearing a sign that says 'I will never again complain to the police'.



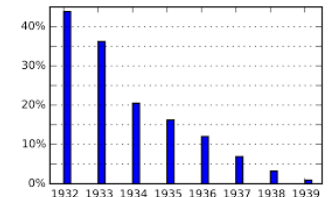
So far, each enquiry has focused on events at a national level, but it is important to understand that the Nazis also sought to control the lives of ordinary people. The Nazis believed in traditional values and this rolled back a lot of the freedoms women had gained during the Weimar period, pushing women back into the home and out of the workplace and passing laws to encourage marriage and childbirth. Children were essential to Hitler's plans as he dreamed of a 1000 year Reich and knew that children would be his legacy, they were also much easier to indoctrinate into Nazi beliefs through school and youth groups, than their parents would be.

How did the Nazis impact workers' lives? When Hitler came to power in 1933, there was high unemployment and he had abolished trade unions. So, how would the Nazis keep workers happy and stop them looking to other political parties like the Communists?

By far, the greatest impact of the Nazis was felt by those ordinary people who fell outside of Hitler's definition of racially pure. This led to racial theories where some groups, including disabled people, homosexuals, Slavs, Roma gypsies, but especially Jews were labelled as 'subhuman' and treated to increasing levels of persecution between 1933 and 39.

Enquiry 4 Keywords:		
<b>Lebensborn</b> 'Fountain of Life' programme to encourage childbirth	<b>Invisible Unemployment</b> People not included in official Nazi unemployment figures	<b>Herrenvolk</b> Meaning the 'master race', the Nazis believed this was the Aryans
<b>Hitler Youth</b> A Nazi youth group for boys aged 14-18	<b>RAD</b> The National Labour Service	<b>Racial Hygiene</b> The idea that the Aryan race should be kept pure by preventing marriage or breeding with inferior races
<b>League of German Maidens</b> Nazi youth group for girls aged 14-21	<b>DAF</b> The Labour Front	<b>Sterilisation</b> Surgery to make a person unable to reproduce
<b>Aryans</b> Nazi ideal of a racially pure person of Northern European descent	<b>KdF</b> Strength Through Joy	<b>Untermenschen</b> Term used by Nazis meaning 'subhumans'
<b>Indoctrination</b> To teach people to accept Nazi views and ideals completely	<b>SdA</b> The Beauty of Labour	<b>Anti-Semitism</b> Prejudice against the Jewish people
<b>Autobahns</b> Motorways built to reduce unemployment	<b>Standard of living</b> A measure which tells whether people's lives are getting better or worse	<b>Kristallnacht</b> Violent Nazi attack on Jewish persons and property on the night of 9-10 <sup>th</sup> October 1938

Key people:	
<b>Gertrude Scholtz-Klink</b>	Reich Women's Leader
<b>Bernhard Rust</b>	Education minister
<b>Baldur von Schirach</b>	Leader of the Hitler Youth



**Exam technique – Section B: Question 3d**  
**How far do you agree with the interpretation?:**

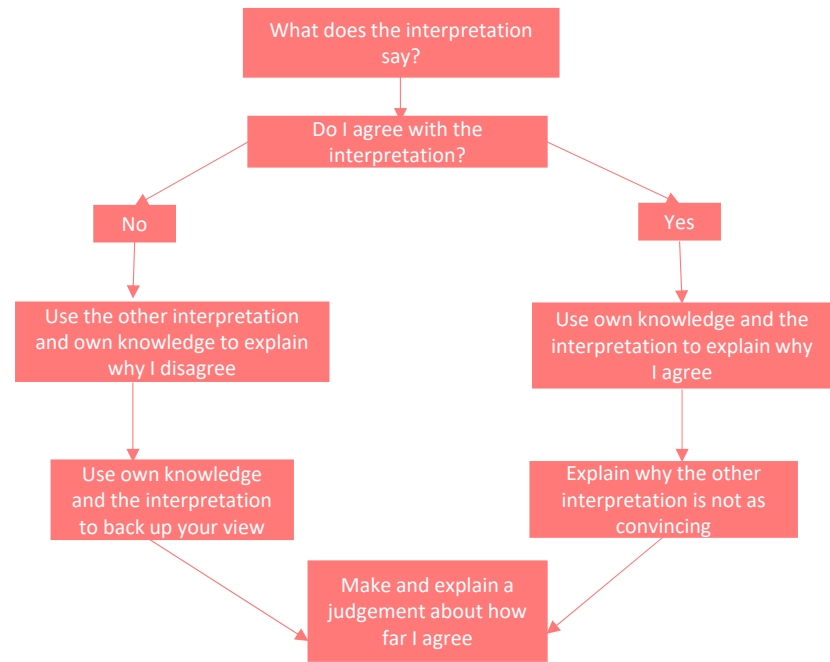
**How to analyse interpretations step by step:**

- 1. Identify the view of each interpretation:** Start by identifying the overall view the historian offers on the enquiry focus in the question and then identify the points made by the historian to support their view and the evidence used.
- 2. Do you agree with the interpretation:** Use your own knowledge to challenge or support the points made in the interpretation.
- 3. Use the other interpretation:** Repeat the process with the other interpretation and use it to challenge the first interpretation or use it to explain why it is less convincing than the first interpretation.
- 4. Conclude:** State how far you agree with the interpretation; summarise the evidence to support your judgment from your own knowledge; summarise the evidence from the interpretations.

**Question focus:**

**View given in Interpretation 1:**

Points from Interpretation 1	Evidence used	Own knowledge that supports	Own knowledge that challenges









**Have you mastered enquiry 4? Make sure you can answer the questions below:**

1. What were the three K's?	10. How much government spending went into job creation schemes in 1938?
2. How many children did you have to have to receive a gold medal under the Mother's Cross award?	11. What did invisible unemployed mean?
3. What law did the Nazis pass to encourage women to marry?	12. How many hours did workers have to work a week in 1939?
4. What happened to women in professional jobs?	13. How did many employers improve their facilities under the SdA scheme?
5. Why were boys given military training?	14. Which law made it compulsory for the disabled, mentally ill and alcoholics to be sterilised?
6. Why were textbooks re-written from 1935?	15. What step did the Nazis take against 'gypsies' in 1939?
7. What group were teachers forced to join?	16. What happened to Jews status in Germany under the Reich Citizenship Law?
8. What subject did girls study that boys did not?	17. Which specific law was passed in 1935 preventing marriage between Jews and German citizens?
9. How did rearmament reduce unemployment?	18. What did Jews have to officially register from March 1938?

## AQA Religious Studies A – Theme D: Religion, Peace and Conflict

Key Words			
Forgiveness	Pardoning someone for wrongdoing	Peace-making	Working toward bringing about an end to war and a state of peace
Greed	Going to war to gain land or natural resources such as oil	Protest	A public expression of disapproval, often in a big group, can be peaceful or violent
Holy War	A war that is fought for religious reasons, usually backed by a religious leader	Quakers	A Christians denomination who worship in silence and are well known pacifists
Just War	A Christian theory that asks whether a war is fought justly	Reconciliation	Restoring friendly relationships after a war or conflict
Justice	Bringing about what is right and fair, according to the law or God's will	Retaliation	Deliberately harming someone as a response to them harming you
Nuclear Weapon	A weapon using a nuclear reaction to cause massive damage	Self-Defence	Protecting yourself or others from harm
Pacifism	A belief that all forms of violence are wrong, commonly held by Quakers	Terrorism	Using violence in order to further a political or religious message
Peace	A state of happiness and harmony, an absence of war	WMD	Weapons of mass destruction: chemical, nuclear or biological weapons

Key Ideas			
<b>Protests and Terrorism</b>  	<p style="text-align: center;"><u>Protests</u></p> <p>The right to gather together and protest is a fundamental democratic <b>freedom</b>. UK law allows for peaceful public protest but sometimes protests can turn violent and become a <b>riot</b>. Christians often <b>protest unjust laws</b> or for other forms of justice but would rarely advocate the use of violence in protest.</p>		<p style="text-align: center;"><u>Terrorism</u></p> <p>Examples of terrorism include suicide bombing, mass shootings or using vehicles to injure pedestrians. The aim of terrorism is to make society aware of a cause or issue and to make people frightened to go about their business. Christians don't promote political violence + believe terrorism is wrong as it targets innocent people</p>
<b>Reasons for War</b>  	<p style="text-align: center;"><u>Greed</u></p> <p>To gain more <b>land</b> or to control important <b>resources</b> such as oil or gas. e.g. The UK and US invading <b>Iraq</b> in order to control oil resources</p>	<p style="text-align: center;"><u>Self-Defence</u></p> <p>To <b>defend</b> one's country against invasion or attack or to protect allies who are under attack e.g. UK threatened by Nazi invasion in <b>WWII</b></p>	<p style="text-align: center;"><u>Retaliation</u></p> <p>To fight against a country that has done something very wrong or to fight against a country that has attacked you e.g. US invading <b>Afghanistan</b> in retaliation for 9/11</p>
<b>Nuclear War and WMD</b>  	<p>Nuclear weapons work by a nuclear reaction and devastate huge areas and kill large numbers of people. They are a type of WMD (<b>weapons of mass destruction</b>) which also includes <b>chemical</b> and <b>biological</b> weapons. All these weapons are not allowed under the Christian Just War Theory and would therefore be rejected by most Christians. Nuclear weapons were used at the end of WWII in <b>Japan</b> to force the Japanese to surrender. Some people say their use was justified as it prevented more suffering even though 140,000 people died. Although some Christians justify war with 'an eye for an eye', this cannot be used to justify the use of weapons of mass destruction as they are not a <b>proportionate</b> response.</p>		
<b>Holy War</b>  	<p>A <b>Holy War</b> is a war which is fought for religious reasons, often with the backing of religious leaders. An example of this was the <b>Crusades</b> fought from the 11<sup>th</sup>-14<sup>th</sup> Century by Christians, backed by the Pope. Religion can still be a cause for war today such as in <b>Northern Ireland</b> where Protestant and Catholic Christians fought a civil war between 1968-98.</p>		
<b>Just War Theory</b>  	<p>Just War Theory is a Christian moral theory for working out if a war meets internationally accepted criteria for fairness. These are some of the conditions that must be met in order for a war to be just:</p> <ul style="list-style-type: none"> <li>• Just Cause – fought in self-defence or to protect others</li> <li>• Just Intention – fought to promote good and defeat wrongdoing</li> <li>• Last Resort – only going to war if all other methods have been tried first</li> <li>• Proportional – excessive force should not be used and innocent civilians must not be killed</li> </ul>		
<b>Pacifism and Christian Responses to War</b>  	<p><b>Pacifism</b> is the idea that <b>all forms of violence are wrong</b>. Pacifists such as Quakers refuse to take part in war and often choose to be a <b>conscientious objector</b> (someone who doesn't go to war for moral reasons) or to assist in medical tasks like ambulance driving. Christians try to follow Jesus' teaching that "blessed are the peacemakers"</p>		<p>Christians try to show <b>mercy</b> and <b>agape</b> to victims of war and provide them with assistance. This can be through charity or through welcoming them into their churches. It can be victims in their own country or <b>refugees</b> such as people fleeing from Syria or Yemen. This is an example of 'love your neighbour' in action.</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

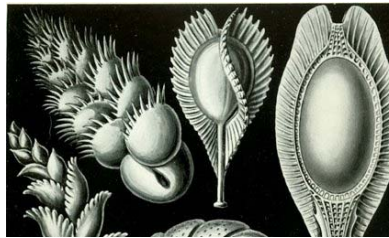


## Key Artists/Designers

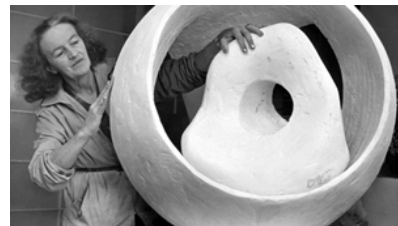
### Karl Blossfeldt



### Ernst Haeckel



### Barbara Hepworth



### Angie Lewin



## Key Words

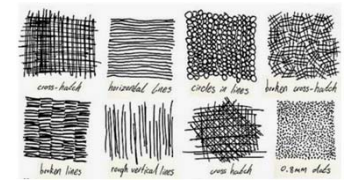
Pattern, contrast, nature, texture, form, imprint, negative, positive, space, shape, tactile, casting, carving, pressing, impression, surface, line.

## Key Materials + Processes

### Aluminium + Copper



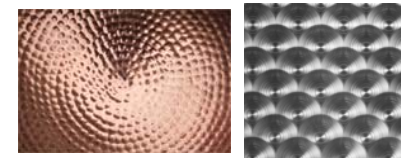
### Mark making



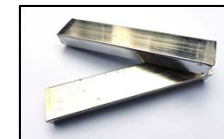
### Working with air dry clay



### Working with sheet metals



### Pewter



### Casting



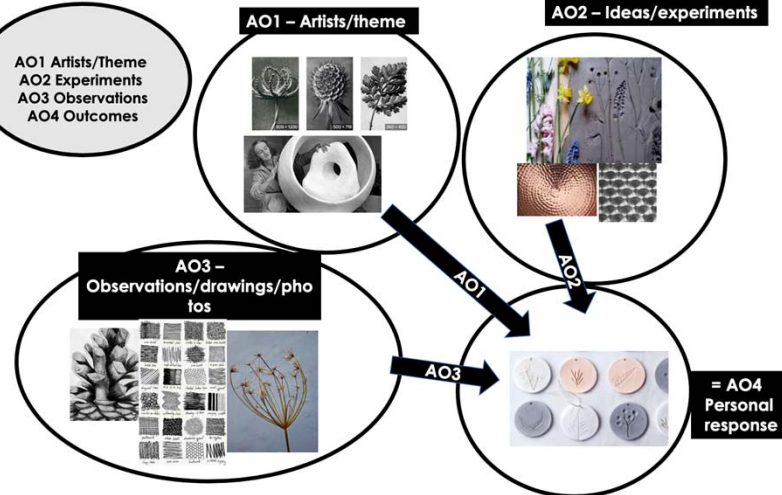
### Kiln fired Clay



### 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

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



## Key Designers and styles

Camilla Walala Design and architecture

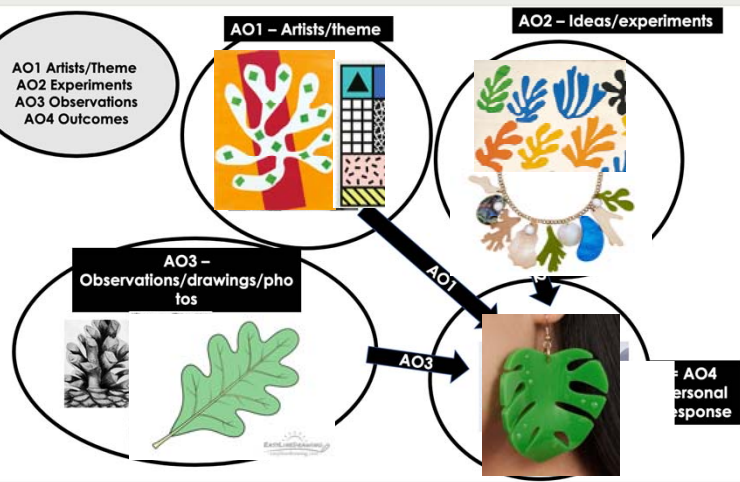


Tatty Devine Jewellery



## Key Words

<b>LINE</b> – a basic element of design in which any two points are connected	
<b>SHAPE</b> - is when a two dimensional line encloses an area.	
<b>COLOUR</b> - 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.



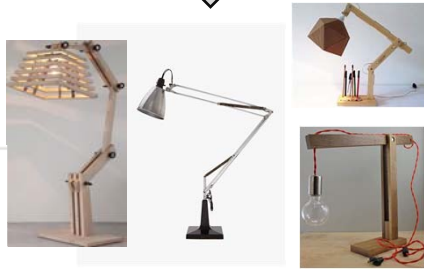
- A01 Develop** ARTISTS  
Develop ideas through investigations, demonstrating critical understanding of sources.
- A02 Refine** EXPERIMENTS  
Refine work by exploring ideas, selecting & experimenting with appropriate media, materials, techniques & processes.
- A03 Record** OBSERVATIONS  
Record ideas, 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

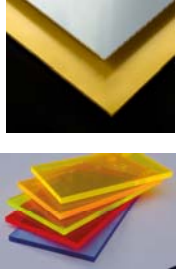
### Hardwood/Softwood



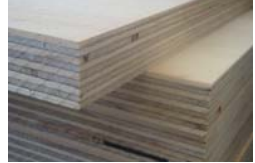
### Coloured Paper



### Thermoplastics



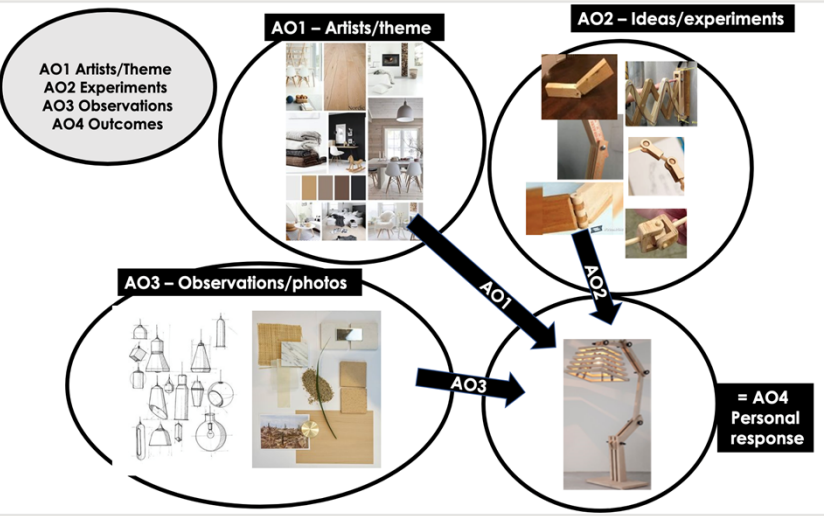
### Plywood



### 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

<b>A01 Develop</b>	Develop ideas through investigations, demonstrating critical understanding of sources.	ARTISTS
<b>A02 Refine</b>	Refine work by exploring ideas, selecting & experimenting with appropriate media, materials, techniques & processes.	EXPERIMENTS
<b>A03 Record</b>	Record ideas, observations & insights relevant to intentions as work progresses.	OBSERVATIONS
<b>A04 Present</b>	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 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**

**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.

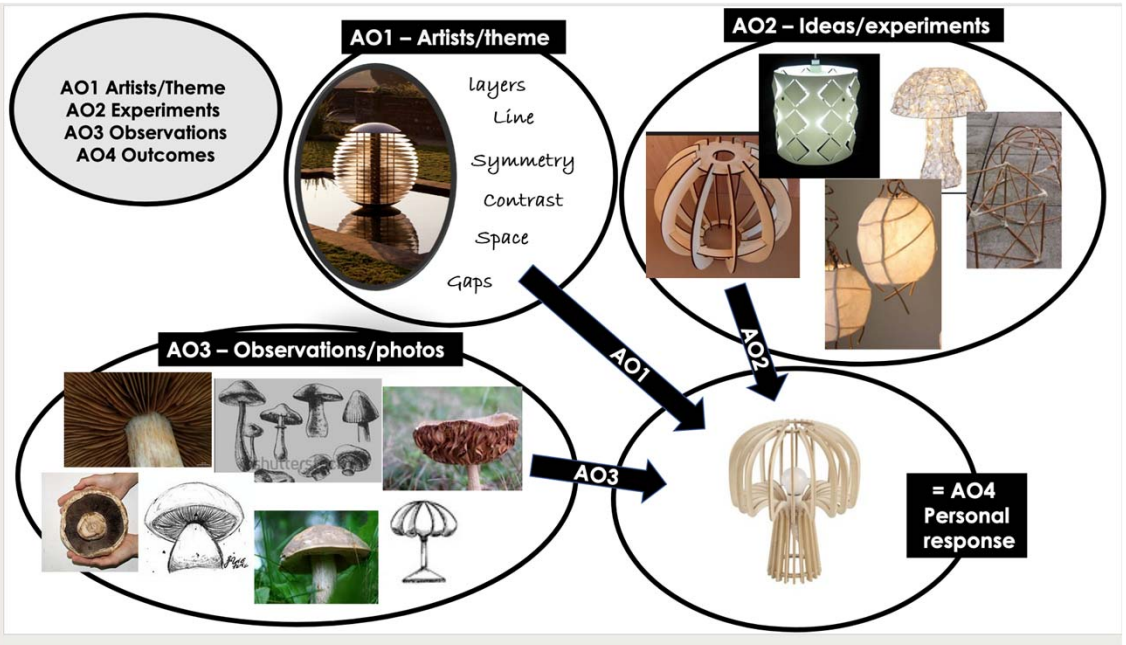
**Tasks**

- 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**



**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**

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

**Example**

**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 form 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**

## 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**.

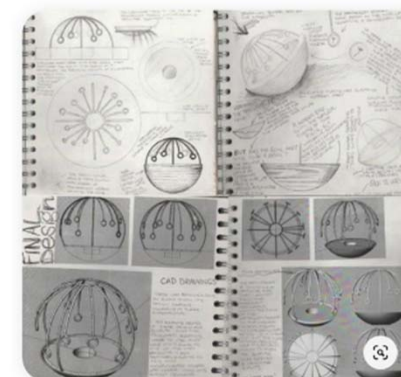
### Tasks

- 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 AO1 + AO2 + AO3 +AO4

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.

## AO1:

**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?

## AO2:

**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?

## AO3:

**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?

## AO4:

**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.

# Organisations

## UNIONS

are independent organisation that represents their members and protects their RIGHTS

### BROADCASTING ENTERTAINMENT CINEMATOGRAPH & THEATRE UNION

represents those in MEDIA, BROADCASTING and ENTERTAINMENT

### MUSICIAN'S UNION (MU)

represents MUSICIANS and workers in the music industry

### EQUITY

represents PERFORMERS and creative PRACTITIONERS

### MUSIC PRODUCERS GUILD

represents those in MUSIC PRODUCTION (i.e. studio)

## TRADE BODIES

are organisations founded and funded by businesses with SIMILAR INTERESTS to promote collaboration, provide training and advertise their trade

### ASSOCIATION OF PROFESSIONAL RECORDING SERVICES

represents those in the AUDIO INDUSTRY

### PROFESSIONAL LIGHTING AND SOUND ASSOCIATION

represents those who provide services at ENTERTAINMENT EVENTS

## AGENCIES

provides a service on BEHALF of an artist

### PRS PERFORMING RIGHTS SOCIETY

collects money when live or recorded music is played in PUBLIC SPACES

### PPL PHONOGRAPHIC PERFORMANCE LTD

licenses the right to play RECORDED MUSIC and MUSIC VIDEOS in public

## Organisations

### MCPS MECHANICAL COPYRIGHT PROTECTION SOCIETY

collects money when music is REPRODUCED physically or ACCESSED digitally

### CD manufacturing

online streaming

radio use

teacher

musician

composer

conductor

roadie

DJ

live sound technician

journalist

broadcaster

musician

singer

actor

sound engineer

record producer

contract checking  
pay & hours  
legal situations  
health & safety

mastering engineer

software programmer

studio manager

mastering engineer

record producer

sound engineer

restaurants

shops

clubs

pubs

cafes

bars

stadiums

concert halls

arenas

studio manager

DJ

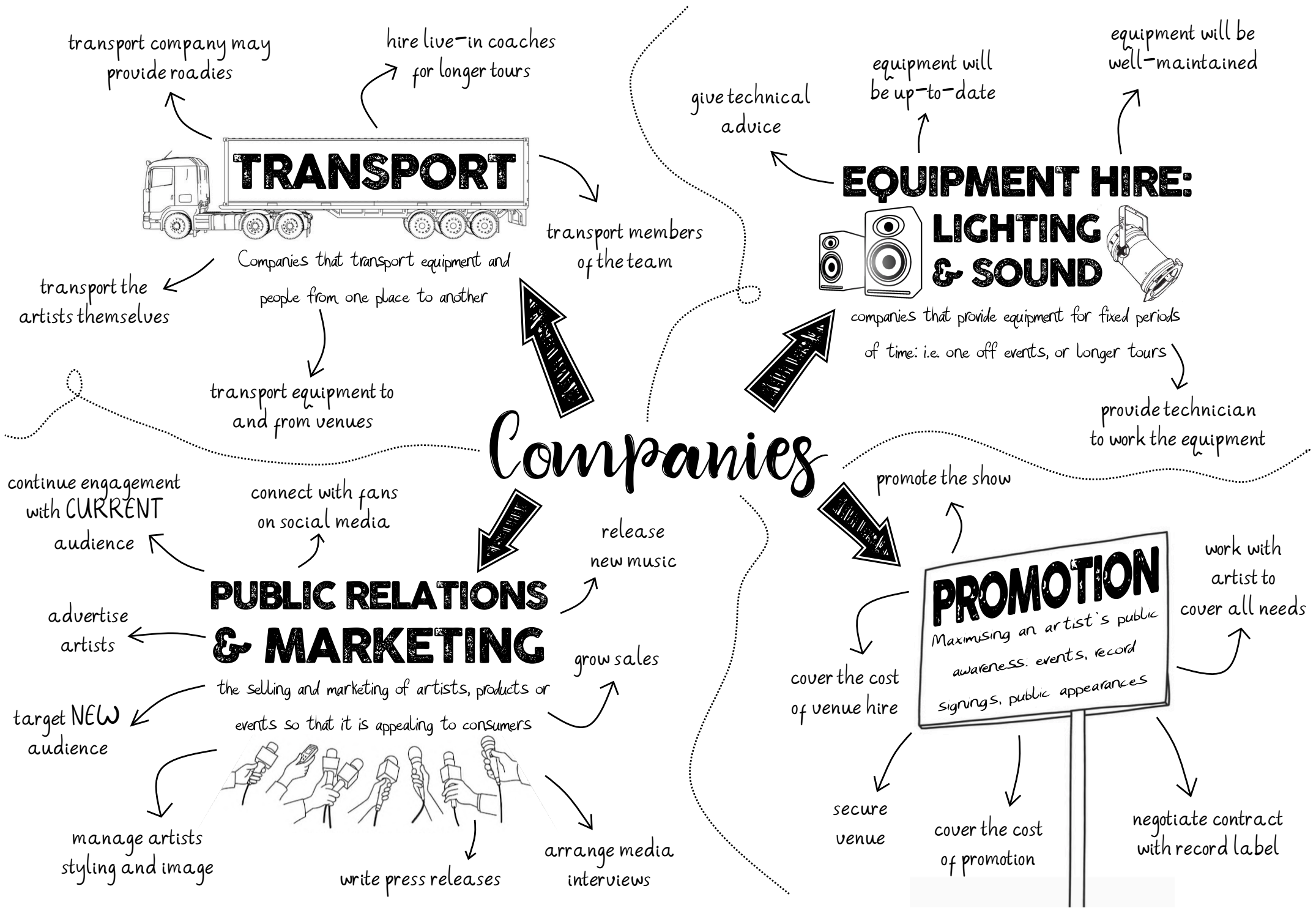
lighting designer

live sound technician

lighting technician

roadie

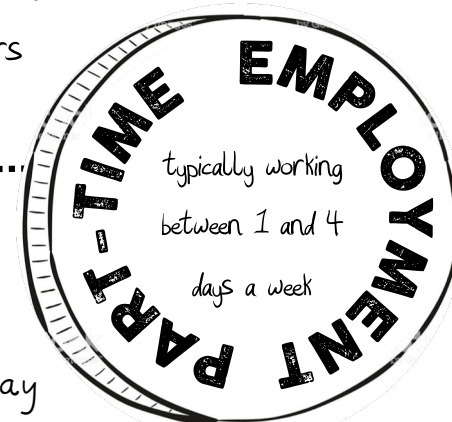
sound designer





**REGULAR EMPLOYMENT** tends to either be:

- **LONG-TERM/PERMANENT:** offering job security, but often rigid hours with limited holiday  
(i.e. a studio manager, as the studio is open all year round, with set opening hours)
- **SHORT/FIXED-TERM:** a defined period of work with contracted hours  
(i.e. a wedding function band, only contracted over the spring/summer)



a set amount of **HOLIDAY** (annual leave) each year

often have an annual **SALARY**

**REGULAR** payment: either weekly, fortnightly or monthly

may have to pay into a workplace **PENSION**

tax and national insurance automatically comes out with pay

usually entitled to sick pay

# Employment

**FREELANCE & SELF-EMPLOYMENT** allow for more flexible working:

- **FREELANCE:** work for themselves, but are often attached to companies for extended periods of time, and have to follow those rules.  
(i.e. session musicians will repeatedly work with the same studio)
- **SELF-EMPLOYED:** are their own business, and subject to their own rules/policies.  
(i.e. a self-employed sound technician will provide a service to events on their own terms, often using their own equipment)
- **CASUAL WORK:** Sporadic income, dependant on the work on offer  
(i.e. casual hours working in a box office: only when it's open)

file and pay tax yourself (via HMRC)

usually a short-term contract  
no sick leave

often paid by the hour or by project

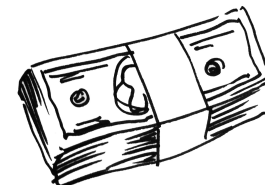
no paid annual leave

flexible hours (able to fit around other projects and can take holiday as and when)

organise your own pension

payment negotiated with employer and paid at agreed intervals

hours often dependant on consumer demands



## INDEPENDENT LABELS:

A record label that doesn't have the funding of major record labels.

The Arctic Monkeys started on an indie label, and artists (like Adele) move to an **INDIE** label after becoming famous with a major label.

Macklemore owns his own indie label.

### ADVANTAGES:

- ✓ Fewer artists, so can spend more time 1:1 with the artist
- ✓ Fairer contracts, with a more even split
- ✓ More time spent working together means better working relation
- ✓ The artist has more creative freedom

### DISADVANTAGES:

- × Less funds to make & record the records
- × Less funds to publicise & promote
- × fewer employees means less structured
- × Can have fewer contacts

## MAJOR RECORD COMPANIES:

The big **THREE** record labels:

[As of Sept 2018, these owned 70+% of the market]



WARNER MUSIC GROUP



UNIVERSAL MUSIC GROUP



SONY MUSIC

Manages scouting (A&R), trademarks/brands, production, manufacture, distribution, promotion and copyright of music recordings and music videos.

### ADVANTAGES:

- ✓ Due to large size, can get the good deals on manufacturing, advertising, and links to the media
- ✓ Links with industry experts, especially in promotion
- ✓ Many connections with other labels/artists
- ✓ Lots of money to invest

### DISADVANTAGES:

- × Difficult to stand out in big pool of artists
- × Deals often in favour of the company, and not the artist
- × Less creative control
- × Mass media driven, rather than interested in artist's style

Large record companies own **SUBLABELS** that specialise in a certain country/genre/niche:



**ATLANTIC RECORDS**

owned by Warner Music



**COLUMBIA RECORDS**

owned by Song Music



**ISLAND RECORDS**

owned by Universal

Music

Record Labels & Companies

# Music Publishing

**COMPOSERS** and **SONGWRITERS** publish their work to reach a wider audience and make money.

Publishing usually means **PRINTED SHEET MUSIC** (also known as **SCORES**).

Publishing helps to **PROTECT** and **VALUE** music, and looks after the business side (like **ROYALTIES**)



## PUBLISHING HOUSES



## SELF-PUBLISHING



Publishing Houses are companies that take responsibility for the collection of **ROYALTIES**, making of deals with **PRINTERS**, and the selling and distribution of **SHEET MUSIC**.

Advancements in **TECHNOLOGY** (like **E-MAIL**, **SOCIAL MEDIA** and the **INTERNET**) allow contact across the globe. Self-publishing gives composers **FULL CONTROL** of their work.

### ADVANTAGES:

- ✓ Publishing houses have the funding to publish music
- ✓ They have connections in the industry
- ✓ Publishing houses are associated with high quality, so would increase it's status
- ✓ Big promotional opportunities
- ✓ More opportunity to make profit

### DISADVANTAGES:

- × Need to go through an agent or company rep who will take a percentage of the money earned
- × Harder to get music published when in a big company (more competition)
- × May require further editing or changes to your music

### ADVANTAGES:

- ✓ Don't need to go through an agent (saving £££)
- ✓ More creative control in the editing process
- ✓ Can be a stepping stone to a larger company - good chance to build contacts and build a CV
- ✓ Can cater to specific genre - not the genre/style wanted by a company

### DISADVANTAGES:

- × Less marketing or promotional opportunities... has to be carried out by the composer themselves
- × You are likely to make less money, especially setting up
- × Not linked with contacts in the industry on the same scale as a publishing house - less distribution of work

## HEALTH

- First aid qualified staff
- Hygienic toilets
- Drinking water
- No smoking policy
- Accessibility: ramps/mobility

## SAFETY

- Heating, lighting, ventilation
- Electrical equipment secured
- Obstacles highlighted
- Fire exits clear and labelled
- Secure scaffolding/staging

## SECURITY

- Staff ID cards/lanyards
- SIA approved security staff
- Controlling flow in/out
- Ticket & bag checking
- Max capacity adhered to

# Music Venues & Considerations

**5 HEALTH & SAFETY ADVISERS:** HSE (HEALTH & SAFETY EXECUTIVE), POLICE, FIRE, AMBULANCE/NHS, COUNCIL

## LARGE MUSIC VENUES

- Arena
- Stadium
- Festival
- Theatre
- Concert Hall

### ADVANTAGES:

- ✓ Excellent sound & technical facilities/equipment
- ✓ Much larger promotional and publicity opportunities
- ✓ Can charge more for tickets
- ✓ More seats available to sell
- ✓ Enhances image of artists

### DISADVANTAGES:

- × Large cost of hiring venue (financial risk)
- × Need a certain level of fame to make profit
- × Less intimate interaction with audience
- × More organisations needed to make event run, so profit needs to be divided

## SMALL & MEDIUM MUSIC VENUES

- Pubs
- Bars
- Town Hall
- School Hall
- Small theatre

### ADVANTAGES:

- ✓ Intimate atmosphere
- ✓ Accessible to local bands
- ✓ Caters to the community - they know the type of venue and will build up a following of regulars
- ✓ Cheaper to hire or can be free (i.e. open mic night)

### DISADVANTAGES:

- × Not as good sound/technical facilities
- × Limited audience numbers
- × Less opportunities to promote/publicise
- × Less opportunities to make large profits

## Section 3 - Live Theatre Analysis and Evaluation

1. READ THE QUESTION!
2. READ THE QUESTION!
3. DECIDE ON WHICH 3 SCENES/MOMENTS YOU WILL FOCUS ON!
4. ANSWER THE QUESTION!
5. Introduce the play – I saw a production of XXXX performed by XXX Theatre Company.
6. Briefly explain what the play is about.
7. Briefly explain what the style of the play is.
8. Use the actors' real names!

**E.g. I saw a digital production of *Metamorphosis* performed by *Splendid Theatre Company*. It is an adaptation of a short story by *Franz Kafka* about a man who wakes up one day to find he has turned into an enormous beetle. The story is a surreal and nightmarish journey into one man's emotional and physical breakdown, and the style of the play reflected this. The play used a broad range of stylised and non-naturalistic techniques to tell the unusual tale.**

### Key Scenes/Moments

- Identify the 3 moments or scenes you will write about.
- Remember to introduce the play, the scene(s) and the actor(s), read the question carefully and be **FLEXIBLE** ! The question you will have to answer will not be the same as the one in the exemplar paper – there will definitely be one on design (either set, costume, sound or lighting) and one on acting. Be prepared to adapt what you are going to write about so that you answer the question.
- Make sure you show you understand **WHY** choices were made and whether they were effective or not. It is not enough to just describe and analyse, you must also evaluate the overall impact. Show your knowledge of the whole play as well as the more specific sections.
- **DON'T FORGET TO USE DRAMA LANGUAGE WHENEVER YOU CAN!**

**DESCRIBE WHAT, ANALYSE HOW AND WHY, EVALUATE IF IT'S EFFECTIVE OR NOT...**

**E.G.)'Describe how an actor used his or her vocal skills in a particular scene to communicate emotion, showing your knowledge and understanding of the play as a whole...'**

*In one particular scene, Mr Samsa, played by Scott Smith, was trying to stamp on Gregor the beetle. It was a highly effective and tense scene, and had the audience on the edge of their seats fearing for Gregor's life. The scene was the climax of his building resentment towards Gregor and was deliberately uncomfortable to watch. To create the sheer evil of Mr. Samsa, Scott Smith furrowed his brow and clenched his jaw in anger. His facial expressions were contorted with fury and he was growling and bearing his teeth like an animal; this was especially ironic as he was calling Gregor a "filthy animal" whilst acting like one himself. Although previously frail in other scenes, this Mr Samsa was in contrast, suddenly athletic and agile, jumping around the stage forcefully, stamping his foot in rage. Scott Smith's posture was now upright, and his gait, whilst formerly bent over and hesitant, was surefooted and aggressive. This was done to show the real truth – that underneath the facade of the frail old man, too weak to work, was a capable human being that could have shouldered some of the responsibility for the family, instead of relying so heavily on Gregor, ultimately resulting in Gregor's demise.*

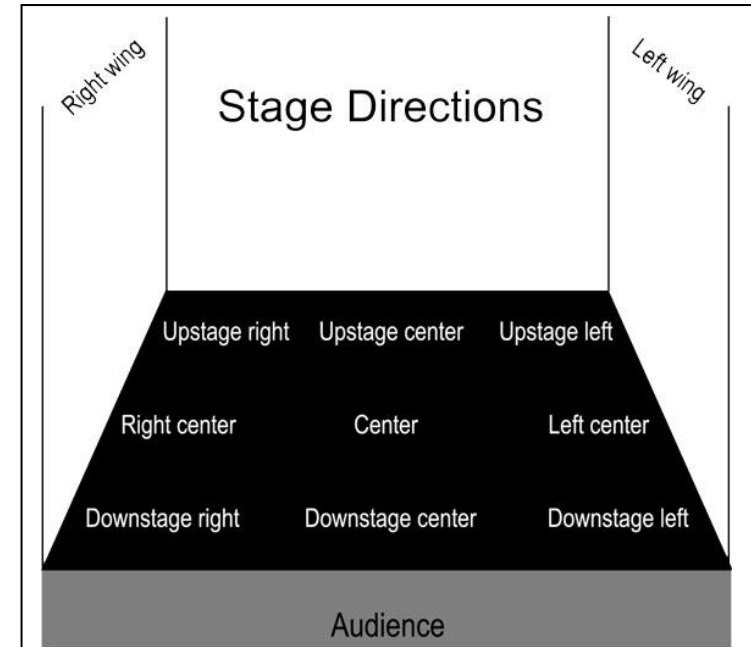
*To add to the horror of his actions, Scott Smith used his voice to heighten the terror. Wide-eyed and vicious, his coarse London accent harsh, his pitch dropped to a sinister low, and he spat out the words 'HE'S NOT MY SON!' enunciating each letter and pausing between each word – shouting each word at the same time as stamping his foot for added emphasis. This was highly effective as the threat and intention to kill Gregor was so obvious in his actions. The other actors added to the tension of this scene by letting their eyes dart around the room in synchrony to suggest the path of the insect trying to escape. Collectively sucking in breath in horror as the scene unfolded.*



## Section A (Multiple Choice, 4 q's, 4 marks) – Theatre Roles and Responsibilities, Stage Configurations, Stage Directions

### Theatre Maker Roles and Responsibilities

1. **Playwright** - This is the name given to the person who writes the play.
2. **Performer** - A performer is an actor or entertainer who realises a role or performance in front of an audience.
3. **Understudy** - An actor who studies another's role so that they can take over when needed.
4. **Lighting designer** - The lighting designer is responsible for designing the lighting states and, if required, special lighting effects for a performance. The final design will result in a lighting plot which is a list of the lighting states and their cues.
5. **Sound designer** - The sound designer is responsible for designing the sound required for a performance. This may include underscoring, intro and outro music as well as specific effects. The final design will result in a sound plot which is a list of the sounds required and their cues.
6. **Set designer** - The set designer is responsible for the design of the set for a performance. They will work closely with the director and other designers so that there is unity between all the designs and the needs of the performance.
7. **Costume designer** - The person who designs the costumes for a performance. The costume department of a theatre is often called the wardrobe.
8. **Puppet designer** - The person who designs the puppets for a performance.
9. **Technician** - A person who works backstage either setting up technical equipment such as microphones or rigging lights before a production or operating technical equipment during a performance.
10. **Director** - A director is in charge of the artistic elements of a production. A director will often have the initial creative idea ('concept') for a production, will work with the actors in rehearsal, and will collaborate with designers and the technical team to realise this idea in performance.
11. **Stage manager** - The Stage Manager is in charge of all aspects of backstage, including the backstage crew. They will oversee everything that happens backstage before, during and after a performance. During the rehearsal period, the Stage Manager and their team will make sure that all props are found or made, scene changes are rehearsed and smooth, and all other aspects of backstage are prepared. They are also in charge of the rehearsal schedule.
12. **Theatre manager** - This is the person who is responsible for and manages the front-of-house team who deal with the audience during the production (for example, the box office manager, ushers and similar staff).



### Stage Configurations

1. Proscenium Arch – Like the Magna Carta School Theatre! With a stage, curtains, and wings (offstage areas to the left and right)
2. Traverse – Like a catwalk with the audience seated opposite each other in two straight lines with the stage running down the centre.
3. Theatre in the Round – The audience sits all the way around the stage (it could be round/square /pentagon etc. but it must have an audience all the way around the edge!)
4. Thrust Stage – The stage thrusts into the audience
5. Promenade Theatre – The audience walks around the space and in and out of the performances
6. End on – like the stage in T1! The audience sits in a horizontal line facing the stage. Usually a studio theatre.

# Blood Brothers – Willy Russell

Characters		Themes		Context	
Mickey Johnstone	The lower-class twin. He is honest, sincere and goodhearted. He impregnates Linda, gets laid off, is arrested for Sammy's crime and ends up in prison and addicted to anti-depressants. His rage at Linda & Edward for having an affair drives the play's finale.	Education	Due to class, education is offered differently to the two boys- with Edward being in a private, boarding school and Mickey a comprehensive school where Mickey is poorly educated.	Marilyn Monroe	Famous and glamorous Hollywood movie star who Mrs J is compared to. Mickey is also compared to the actress as Mickey becomes addicted to antidepressants mirroring Monroe's own addiction struggles.
Edward Lyons	Is also good-natured but the higher-class twin. His sheltered upbringing makes him innocent but because of class he gets good opportunities e.g. university and a good job. His good-natured manner leads to the play's final scene.	Superstition	The audience is constantly reminded of this, as well as the superstition Mrs Lyons creates. The narrator also refers to other superstitions throughout the various songs in the play.	Margaret Thatcher	First female Prime Minister-responsible for lots of working class people (including miners) losing their jobs. During her time in power, unemployment rates were raised higher than ever before.
Mrs Johnstone	Biological mother of the twins and a horde of other children. Left by her husband she gets a job as a cleaner. She is the moral centre of the play; is tortured by guilt and regret.	Violence	The children play with toy guns and violent games out in the street. This foreshadows the violent path Mickey takes and the ultimate violent ending to the boys' lives.	Single Parents	Single mothers were looked down upon in this era. Society expected people to marry before they had children and thought badly of those who didn't. Women were expected to give up work and look after the children.
Mrs Lyons	Opposite of Mrs J whom she employs as a cleaner. She adopts Edward as her own child. Is haunted by the original act of a mother giving up her child. The guilt turns into suspicion and paranoia. She announces the affair and contributes to the murder of her adopted son.	Money	Mrs J can't afford to feed an extra two children and ends up getting her furnishings on the catalogue being taken away whilst pregnant. The children have broken toys which compares to Mrs L who can afford all of the luxuries when Edward is born.	Russell's Intentions	Russell was brought up in a working class family in Liverpool where his Dad had various jobs with one being a miner and was an alcoholic. Russell was interested in class as his mother aspired to be of a higher class. Russell feared he would end up like his father but felt saved by his in-laws who nurtured him, hence his interest of nature vs nurture.
Linda	Begins as a tomboyish young girl but both twins have a crush on her from an early stage. She only has eyes for Mickey as a teenager but later turns to Edward for comfort and support, which turns into an affair. Despite this, she loves both twins and is a sympathetic character.	Class	Mickey has less opportunities, poor education and an unsecure job- he is involved in drugs, depression and crime because of his poverty. Edward has all the opportunities: a good education, university and a good job. Both boys are also treated differently by society and authoritative figures.		
Narrator	All-knowing and always slightly menacing - takes many roles throughout the play. Narrator constantly reminds the audience of the terrible choice that began this chain of events. Frequent mentions of fate and superstition but the Narrator claims it was class, not fate.	Nature vs Nurture	Focuses on the idea of what will happen if a person's character is determined by their genetics or upbringing. In this case, it is their upbringing- Mickey wishes to have had Edward's life at the end of the play.		
Sammy	When they are younger, Mickey just wants to be like Sammy. Quickly becomes a juvenile delinquent; even attempting to rob a bus as a teenager - he ends up in prison with Mickey.	Fate	The idea that because of class, the boys' fate was always decided and instead it was fate, not superstition that caused their death.		
Mr Lyons	Married to Mrs Lyons – works away which is how Mrs Lyons can adopt Edward without him guessing. Grows increasingly concerned about his wife's mental health and wellbeing.	Friendship	There are close friendships between the boys as well as Linda which strengthens and suffers at different times, specifically as the boys get older as one gets everything he wants and the other does not due to their social classes.		

<u>Movement</u>	<u>Expression</u>	<u>Gesture</u>	<u>Interaction</u>	<u>Voice</u>	<u>Audience</u>
Gait – the way you walk. Posture – the position you hold your body when standing or sitting. Stance – the way you stand. Body language – how you express your emotions through your body.	Facial expression – showing your character's emotion by using your face.  When describing, focus on the eyes, eyebrows and mouth.	A movement, using the hand, that expresses an idea or communicates meaning. When describing, describe in detail e.g. "I used a gesture where I outstretched my hand to show I wanted to ignore the other character"	Eye contact (or lack of).  Proxemics – the distance between the characters that communicates their relationship/situation.	Pitch – how high or low your voice is. Pace – how quickly you speak. Volume – how loud you speak. Use of pause – pausing before a line of speech. Tone – showing your character's emotions through your voice.	What effect does this have on the audience? What do you want the audience to see/feel? How do you know your performance was successful? How did the audience react?

Plot		Act 1- 7 years old	Act 2- 14 years old	Act 2- 18 years old	Act 2- the end
<b>Act 1: before birth</b>	The play starts with the narrator talking about a 'story about the Johnstone twins' and two men laid dead on the stage. We go back in time where we learn Mrs Johnstone's husband has just left her; she is very poor and already has 7 children. She starts a new job cleaning Mrs Lyons' house and finds out she's expecting twins. She strikes up a deal with Mrs L as she can't afford to keep both so Mrs L convinces Mrs J to give her one of the babies as her husband is currently away on business and she can't have a child of her own. The babies are born and Mrs J begrudgingly hands one of the babies over for Mrs L to later fire her. The narrator states that one day the devil will punish the two women.	Mickey and Eddie meet for the first time by chance at the park and become 'blood brothers' when they find out they share the same birthday. When Mrs J realise the two have met, she is horrified and sends Edward home. Mrs L reacts more violently and slaps Edward when he swears at her. She even contemplates uprooting her entire family in order to escape. Despite their mothers' disapproval, the boys continue to see each other and play lots of children's games with their friend, Linda. They play various pranks and end up getting caught by the police who threatens Mrs J but flatters Mr L. Mrs L decides they should move, before Edward leaves Mrs J gives him a locket with a picture of herself and Mickey. The Johnstones also find out they are being relocated.	Both boys have become interested in girls but feel awkward. Edward attends boarding school. Mickey and Linda have romantic feelings for each other but Mickey's lack of confidence is getting in the way. Sammy attempts to rob a bus by holding the driver at knife point. Mickey and Eddie both struggle at school- Mickey insults a teacher and Edward refuses to take off the locket. When Mrs L finds out, she's appalled but is more upset when she sees the content of the locket. The narrator returns to remind the audience that the devil will come. Mickey and Edward meet, by circumstance again- Mickey takes Edward back to his but they are not aware that Mrs L is following them. Once the boys leave the house, Mrs L attacks Mrs J with a knife and curses her, calling her a witch. The boys meet with Linda and spend the summer together- an idyllic sequence follows as the trio age from 14 to 18.	At 18 in the sequence, the narrator warns that soon, both their joy and childhood will end. Edward has developed feelings for Linda and is at university whilst Mickey works in a factory. Edward self-sacrifices his feelings and encourages Mickey to ask Linda to be his girlfriend and she accepts. In October, Mickey tells his mum that Linda is pregnant and the two will be getting married. Their wedding coincides with a huge economic downturn resulting in Mickey getting paid off. When Edward returns from Christmas, Mickey is downtrodden and claims 'blood brothers' is childish. Edward confesses his love to Linda but she tells him she is married and pregnant. A desperate Mickey participates in a burglary with Sammy that goes wrong resulting in Sammy killing a man. They are both sentenced to prison and Mickey becomes depressed and is prescribed antidepressants which he becomes addicted to, even after he's been released.	Mickey continues to take the pills despite Mrs J & Linda's pleas. Linda, desperate, asks Edward, now a city councilman, to find them an apartment and getting Mickey a job. Mickey is angry about this and a devastated Linda seeks comfort with Edward and begins an affair with him. The affair continues and Mickey stops taking his pills for Linda's sake. Mrs Lyons reveals Linda and Edward's affair to Mickey. Enraged, he takes Sammy's gun out of the floorboards and confronts Edward, with a distraught Mrs J and Linda trying to get him to stop. The narrator warns the devil has arrived. Mickey finds and confronts Edward at the town hall about the affair, as well as whether Mickey's daughter is actually his. Edward denies fathering Mickey's child. The police surround the area and Mrs J bursts in and tells the boys they are twins separated at birth. Mickey asks why he couldn't have been Edward and then accidentally pulls the trigger of the gun, shooting and immediately killing Edward, the police then shoot Mickey. The play ends with the boys led on the stage and the narrator wonders what really killed the twins: superstition or the class system?