



**THE
ST LEONARDS
ACADEMY**



**HOME
LEARNING
PACK
YEAR 10
TERMS
3 & 4**



PRIDE THROUGH SUCCESS

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HOW TO USE THIS BOOKLET

In this booklet you will find a menu of tasks related to the subjects and topics that you study. There are opportunities for you to revise material you have previously studied, practice skills that you have learned in class and sometimes learn something new.

As a minimum you will need a pen and some paper to complete these tasks. If you need these, please collect from the reception desk at the academy. For some of the mind-mapping tasks you might wish to use coloured pens or pencils but they are not essential. Some tasks may ask you to create packs of flashcards. You can use any kind of paper or card for this but don't worry if you don't have enough, just choose another task.

While you are not in school **you should follow your normal school timetable** and complete an hour of work for each hour you would normally be studying that subject in school. You may find that, without the support of your teacher you complete tasks more slowly than you would do in a lesson and that is absolutely fine.

If you get really stuck on something, move on to the next task and/or seek help from the internet, a parent/guardian or by e-mailing or phoning your teacher if possible.

ENGLISH LITERATURE



Year 10
Unseen Poetry

Remote Learning
and Cover
Worksheets

Lesson 1 -

LQ - How is language used to represent racial differences?

Do it now: Read the poem below and complete the following tasks:

1. Highlight and label the following techniques using your poetry glossary sheet to help you. Add any others you find.

- Personification
- End stopped line
- Repetition
- Caesura

2. Choose a line you like or don't like, explain why and what it means

3. Choose one of the techniques and explain its effect.

Search For My Tongue by Sujata Bhatt

You ask me what I mean

by saying I have lost my tongue.

I ask you, what would you do

if you had two tongues in your mouth,

and lost the first one,

the mother tongue,

and could not really know the other,

the foreign tongue.

You could not use them both together

even if you thought that way.

And if you lived in a place you had to

speak a foreign tongue,

your mother tongue would rot,

rot and die in your mouth

until you had to spit it out.

I thought I spit it out

but overnight while I dream,

(munay hutoo kay aakhee jeebh aakhee bhasha)

(may thoonky nakhi chay)

(parantoo rattray svupnama mari bhasha pachi aavay chay)

(foolnee jaim mari bhasha nmari jeebh)

(modhama kheelay chay)

(fullnee jaim mari bhasha mari jeebh)

(modhama pakay chay)

it grows back, a stump of a shoot
grows longer, grows moist, grows strong veins,
it ties the other tongue in knots,
the bud opens, the bud opens in my mouth,
it pushes the other tongue aside.
Everytime I think I've forgotten,
I think I've lost the mother tongue,
it blossoms out of my mouth.

Glossary

Mother tongue - the language a person has grown up speaking from early childhood

Bud - the part of a plant where the flower comes out

Task 2: Write down a sentence about what themes you can see in the poem and explain why are they important in today's society.

Task 3: Answer the following questions independently. Write in full sentences:

1. What does the poet seem afraid of at the start of the poem?
2. In lines 8-9 why does the poet say we cant use the two languages together?
3. What is the impact of the words 'rot and die' in line 13? Why are they used to describe a language?
4. What is the implied importance of dreaming?
5. What does the word 'blossoms' in the final line suggest about her language?

Challenge: Why does it not really matter if we know what her 'mother tongue' is? What do we really need to learn from the poem?

Task 4: Independent reflection

What do you like about the poem? What does it remind you of? Does it change your perspective on the key themes? How would you describe it to someone else?

Lesson 2 -

LQ - How does Agard present his experiences of racism?

Do it now - Read the poem below and complete the following tasks:

1. Highlight and label the following techniques using your poetry glossary sheet to help you. Add any others you find.

- Repetition
- Personification
- Variations of the English language

2. What does this poem make you think about? Or remind you of? Explain why and how.

CHALLENGE: Are there any similarities to the previous poem we studied? How might you compare them?

Halfe-Caste by John Agard

Excuse me
standing on one leg
I'm **half-caste**

Explain yuself
wha yu mean
when yu say half-caste
yu mean when **picasso**
mix red an green
is a half-caste canvas/
explain yuself
wha u mean
when yu say half-caste
yu mean when light an shadow
mix in de sky
is a half-caste weather/
well in dat case
england weather
nearly always half-caste
in fact some o dem cloud
half-caste till dem **overcast**
so spiteful dem dont want de sun pass
ah rass/
explain yuself
wha yu mean
when yu say half-caste
yu mean **tchaikovsky**
sit down at dah piano
an mix a black key
wid a white key
is a half-caste **symphony**/

Explain yuself
 wha yu mean
 Ah listening to yu wid de keen
 half of mih ear
 Ah looking at u wid de keen
 half of mih eye
 and when I'm introduced to yu
 I'm sure you'll understand
 why I offer yu half-a-hand
 an when I sleep at night
 I close half-a-eye
 consequently when I dream
 I dream half-a-dream
 an when moon begin to glow
 I half-caste human being
 cast half-a-shadow
 but yu come back tomorrow
 wid de whole of yu eye
 an de whole of yu ear
 and de whole of yu mind

an I will tell yu
 de other half
 of my story

Glossary

Half caste - a person whose parents are of different races

Picasso - a famous Spanish painter who was alive at the start of the 20th century

Overcast - when it is very cloudy

Tchaikovsky - a famous Russian composer, alive in the 1800s

Task 2: Watch the following reading by John Agard of his poem and write a sentence explaining what the tone of the poem is. Does he place emphasis on any words for effect?

<https://www.youtube.com/watch?v=zDQf2Wv2L3E>

Task three

1. What does the term 'half-caste' mean to you? Have you heard it before?
2. Why are the painting and weather metaphors appropriate to describing someone who labels themselves as 'half caste'?
3. Who is the intended audience?

Challenge: How do you feel having read this poem? Do you understand his point of view or sympathise with it in any way?

Task four: How do you feel about this poem compared to 'Searching for my tongue'? Is there one you prefer? Why? What are the most effective techniques in your opinion?

Lesson 3 -

LQ - How can I express my views on a poem?

Do it now:

1. Read both poems we have studied this week ('Search for my tongue' and 'Half Caste')
2. Choose the poem you prefer and write a short explanation (3 sentences) on why you prefer it.

Use sentence starters if you need them:

- Personally, I preferred...
- The theme of ... interests me because...
- Specifically the line....
- In comparison to the other poem...

Task 2: Make a short plan for one of the following essay questions. This should include roughly 3-5 points. You can use MITSL to do this

How is a sense of loss conveyed in 'Search for my tongue'?

OR

How is racism and ignorance presented in 'Half caste'?

Challenge: choose your quotes for each point.

Task 3: Now finish your answer to your chosen question.

Remember to include:

- Poet's purpose
- Effect on the reader
- MITSL
- Quotes from the poem
- Techniques and devices used

Task 4 - Review:

- Check through for SPAG.
- Reflect on your writing and add a medal and mission.

Lesson 4 -

LQ - What comparisons can I draw between the poems?

Do it now: Look at these extracts from 'Search for my tongue' and 'Half Caste'.

Select two techniques that are similar and at least one that is different.

Half-Caste: "well in dat case

england weather

nearly always half caste

in fact some o dem cloud

half-caste till dem overcast

so spiteful dem don't want de sun pass"

Search for my tongue: "Every time I think I've forgotten,

I think I've lost the mother tongue,

It blossoms out of my mouth."

Task two: Using your copy of the poems, fill out the table provided.

Highlight **similarities in yellow** and **differences in blue**.

Challenge: include quotations in your grid

Question	Search for my tongue - Sujata Bhatt	Half Caste - John Agard
What are the attitudes to racism according to the poets?		
What do they want to achieve in the poem?		
What language is used to talk about racism?		
What tone do they use in the poem?		

Task three: What are 3 key things you have taken away from these poems? How will they make you act differently? What have you learnt about the purpose of poetry as a result of studying these poems?

Lesson 5 -

LQ - How do I consolidate my understanding of Unseen Poetry expectations?

Do it now:

5 minutes: From memory, what are the similarities and differences between the two poems?

5 minutes: Using your grid from yesterday, add to your answer

Challenge: can you remember any direct quotes from the poems to back up your ideas?

Task 2: Look at the mark scheme below and identify what you need to do to get 8 marks in an essay.

Mark	AO	Typical features of response
Level 4 7–8 marks	AO2	<ul style="list-style-type: none">• Exploratory comparison of writers' use of language, structure and form with subject terminology used judiciously• Convincing comparison of effects of writers' methods to create meanings
Level 3 5–6 marks	AO2	<ul style="list-style-type: none">• Thoughtful comparison of writers' use of language and/or structure and/or form with subject terminology used effectively to support consideration of methods• Comparative examination of effects of writers' methods to create meanings
Level 2 3–4 marks	AO2	<ul style="list-style-type: none">• Relevant comparison of writers' use of language and/or structure and/or form with some relevant use of subject terminology• Some comparison of effects of writers' methods to create meanings
Level 1 1–2 marks	AO2	<ul style="list-style-type: none">• Some links between writers' use of language or structure or form• Some links between effects of writers' methods to create meanings

Task 3: Using your grid from yesterday, and your copies of the poems, write an answer to the following question.

You have 20 minutes

'What are the similarities and differences in the ways that the poets present racism?'

Task 4: Look back at the mark scheme and give yourself a mark out of 8. Write yourself a medal and a mission based on the mark scheme.

Lesson 6 -

LQ - How can a poem change our perception of raising children?

Do it now:

1. Independently highlight and label the following techniques on the copy of the poem in below:

- End stopped line
- Repetition
- Enjambment
- Rhetorical question
- Caesura
- Anaphora

2. Choose one of the techniques and explain its effect

CHALLENGE: Add any additional effects you can spot and list key themes that are introduced in the poem

Good Bones by Maggie Smith

Life is short, though I keep this from my children.

Life is short, and I've shortened mine

in a thousand delicious, ill-advised ways,

a thousand deliciously ill-advised ways

I'll keep from my children. The world is at least

fifty percent terrible, and that's a conservative

estimate, though I keep this from my children.

For every bird there is a stone thrown at a bird.

For every loved child, a child broken, bagged,

sunk in a lake. Life is short and the world

is at least half terrible, and for every kind

stranger, there is one who would break you,

though I keep this from my children. I am trying

to sell them the world. Any decent realtor,

walking you through a real shithole, chirps on
about good bones: This place could be beautiful,
right? You could make this place beautiful.



Glossary

Conservative – purposefully low for the sake of being careful

Realtor – someone who sells houses

Chirps – speaking about something. The sound a bird makes

Task 2: Complete the following mind maps about themes in the poem. Try to use quotes/devices from the poem.

Family

Advice

Reality

Challenge: Add two more themes, explaining their effect through the quotes and notes you make. Be ready to discuss these as a class.

Task 3: Answer the following questions independently. Write in full sentences:

1. Who is the speaker?
2. What do they want to hide from their children in lines 2-5?
3. Why might they want to do this?
4. What does she compare the world to in line 15?
5. What does her use of 'shithole' in line 15 suggest?
6. Having read the poem do you get the impression the tone is positive or negative overall? Why? Use three examples from the poem to support this.

Task 4: How does the poem make you feel? Think about your own experiences and ideas surrounding parenting? Who would you want to read it?

Lesson 7 -

LQ - How can we establish thematic connections between poems?

Do it now - Read the poem in front of you below:

What themes can you identify in this poem?

Are they similar to those in 'Good Bones'?

Challenge: The poem uses a metaphor of learning to ride a bike to describe a child leaving home. Do you like it and where can you think of other examples where a similar technique has been used?

To a Daughter Leaving Home by Linda Pastan

When I taught you
at eight to ride
a bicycle, loping along
beside you
as you wobbled away
on two round wheels,
my own mouth rounding
in surprise when you pulled
ahead down the curved
path of the park,
I kept waiting
for the thud
of your crash as I
sprinted to catch up,
while you grew
smaller, more breakable
with distance,
pumping, pumping
for your life, screaming
with laughter,



the hair flapping
 behind you like a
 handkerchief waving
 goodbye.

Glossary

Loping – walking, taking long steps

Task 2: Choose one box of questions below to answer:

Understanding meaning

1. Who is the writer of the poem in relation to the cyclist?
2. Why does the speaker get worried about her daughter in the middle of the poem?
3. What does this show about her?
4. What is the dual meaning of the final words 'waving goodbye'?

Understanding effect

1. How does the poet feel at the start of the poem compared to the end and how do you know this?
2. How is the contrast in emotions between the poet and cyclist established?
3. What is the effect of the final simile?

Task 3: Answer the question in your below:

What are the similarities and differences between how the poets present motherhood? 8 marks (Remember to refer to the mark scheme below)

Mark	AO	Typical features of response
Level 4 7–8 marks	AO2	<ul style="list-style-type: none"> • Exploratory comparison of writers' use of language, structure and form with subject terminology used judiciously • Convincing comparison of effects of writers' methods to create meanings
Level 3 5–6 marks	AO2	<ul style="list-style-type: none"> • Thoughtful comparison of writers' use of language and/or structure and/or form with subject terminology used effectively to support consideration of methods • Comparative examination of effects of writers' methods to create meanings
Level 2 3–4 marks	AO2	<ul style="list-style-type: none"> • Relevant comparison of writers' use of language and/or structure and/or form with some relevant use of subject terminology • Some comparison of effects of writers' methods to create meanings
Level 1 1–2 marks	AO2	<ul style="list-style-type: none"> • Some links between writers' use of language or structure or form • Some links between effects of writers' methods to create meanings

Lesson 8 -

LQ - How do poets use poetry to express their emotions?

Do it now:

Read 'Good Bones' and 'To daughter leaving home' and choose your FAVOURITE or the one you could write the BEST on.

In choosing consider how much you could say about:

Message

Imagery

Tone

Structure

Language

Make MITSL notes on
your chosen poem!

Task 2: 'How does the poet present the challenges of parenthood?'

Plan an essay on your chosen poem. A plan could look something like this:

Introduction – message and key intentions of the poet

Paragraph 1 – Analysis of imagery/techniques in lines...to show... (poets intentions/message)

Paragraph 2 – Analysis of tone in lines/start vs end....to show....

Paragraph 3 – Examination of the theme of....in lines..../throughout the poem

Conclusion – overall effect and refer back to the question

(Remember, each paragraph will be a PETAL paragraph or equivalent)

Task 3: 'How does the poet present the challenges of parenthood? (24 marks)

Point (Show that you understand the question/ make your opening statement)
Evidence (examples/quotes from the poem)
Technique (Comment on the quote you have just given – is there a literary device to talk about? What kind of words, language and imagery are used?)
Analysis (What does it mean or show us?)
Link (Link back to the question – i.e. show that what you've just written answers the question)

Challenge: You could also consider:

- What are the poets intentions?
- Who are they writing for?
- What themes are included? And why?
- What is the effect on the audience?
- How are you personally affected by this poem?
- Are they successful in delivering their message to the reader?

Task 4: Look at the mark scheme below and mark your work against this:

Mark	AO	Typical features
Level 6 <i>Convincing, critical analysis and exploration</i> 21–24 marks	AO1	<ul style="list-style-type: none"> • Critical, exploratory conceptualised response to task and text • Judicious use of precise references to support interpretation(s)
	AO2	<ul style="list-style-type: none"> • Analysis of writer's methods with subject terminology used judiciously • Exploration of effects of writer's methods to create meanings
Level 5 <i>Thoughtful, developed consideration</i> 17–20 marks	AO1	<ul style="list-style-type: none"> • Thoughtful, developed response to task and text • Apt references integrated into interpretation(s)
	AO2	<ul style="list-style-type: none"> • Examination of writer's methods with subject terminology used effectively to support consideration of methods • Examination of effects of writer's methods to create meanings

Level 4 <i>Clear understanding</i> 13–16 marks	AO1	<ul style="list-style-type: none"> • Clear, explained response to task and text • Effective use of references to support explanation
	AO2	<ul style="list-style-type: none"> • Clear explanation of writer's methods with appropriate use of relevant subject terminology • Understanding of effects of writer's method to create meanings
Level 3 <i>Explained, structured comments</i> 9–12 marks	AO1	<ul style="list-style-type: none"> • Some explained response to task and text • References used to support a range of relevant comments
	AO2	<ul style="list-style-type: none"> • Explained/relevant comments on writer's methods with some relevant use of subject terminology • Identification of effects of writer's methods to create meanings

Task 5: Final reflection on 'Good Bones' and 'To daughter leaving home'

What have you enjoyed about these poems?

What will you remember about them?

Why is that particularly memorable to you?

Lesson 9 -

LQ - How does perspective change our opinion on poetry?

Do it now: Before you read the poem write down at least 5 issues that immigrants or POC (people of colour) might face in America or the UK. Try and be detailed.

Now read the poem

Write down 3 emotions you feel on first reading it

CHALLENGE: Do you think the poet wants you to feel this way? Justify your answer.

We Are Not Responsible By Harryette Mullen

We are not responsible for your lost or stolen relatives.

We cannot guarantee your safety if you disobey our instructions.

We do not endorse the causes or claims of people begging for handouts.

We reserve the right to refuse service to anyone.

Your ticket does not guarantee that we will honour your reservations.

In order to facilitate our procedures, please limit your carrying on.

Before taking off, please extinguish all smouldering resentments.

If you cannot understand English, you will be moved out of the way.

In the event of a loss, you'd better look out for yourself.

Your insurance was cancelled because we can no longer handle your frightful claims. Our handlers lost your luggage and we are unable to find the key to your legal case.

You were detained for interrogation because you fit the profile.

You are not presumed to be innocent if the police have reason to suspect you are carrying a concealed wallet.

It's not our fault you were born wearing a gang color.

It is not our obligation to inform you of your rights.

Step aside, please, while our officer inspects your bad attitude.

You have no rights we are bound to respect.

Please remain calm, or we can't be held responsible
for what happens to you.



Glossary

Endorse – give public approval of something

Handouts – leaflets or pamphlets

Honour – keep an agreement

Facilitate – allow something to happen

Procedures – an established or official way of doing something

Extinguish – to put something out

Smouldering – burning slowly with smoke but no flame

Detained – imprisoned or held somewhere

Interrogation – intense questioning

Task 2: Listen to the Mullen's reading of her poem

<https://www.youtube.com/watch?v=4cZ9l-o3SOg>

Harryette Mullen's work is driven by wordplay and allusion, centered in a larger tradition of African American writing and representations of black women.

How does this change your perspective and opinion on the poem?

Are you shocked? Surprised? Confused? Why?

Task 3: Choose 3 quotes or a stanza from the poem which makes you particularly emotional. This emotion can be anger, frustration, sadness, empathy, sympathy, whatever you like.....

Annotate that stanza, to show why it has caused you to feel this way

Eg: We are not responsible for your lost or stolen relatives.

We cannot guarantee your safety if you disobey our instructions.

We do not endorse the causes or claims of people begging for handouts.

We reserve the right to refuse service to anyone.

Challenge: Write out your analysis making an effort to strongly convey your emotion to the reader.

Task 4: Using this poem as a starting point, answer the LQ

You should be aiming to write about 3 paragraphs

You should:

- Quote from the poem
- Use your annotations
- Give your own opinion
- Show a comparison or change in ideas

You could:

- Quote from other poems
- Include contextual ideas from news stories
- Challenge: Consider the poet's agenda in writing this poem and embed it into your answer. Who was it written for and why?

Task 5: Personal reflection

- How did you originally feel about the poem?
- What impact did finding out Mullen's ethnicity have on your perspective?
- What impact has it had on you and your reading of poetry?

Lesson 10

LQ – How can a poem represent an entire society?

Do it now: Read the poem below

If We Must Die by Claude McKay

If we must die, let it not be like hogs
Hunted and penned in an inglorious spot,
While round us bark the mad and hungry dogs,
Making their mock at our accursèd lot.
If we must die, O let us nobly die,
So that our precious blood may not be shed
In vain; then even the monsters we defy
Shall be constrained to honour us though dead!
O kinsmen! we must meet the common foe!
Though far outnumbered let us show us brave,
And for their thousand blows deal one death-blow!
What though before us lies the open grave?
Like men we'll face the murderous, cowardly pack,
Pressed to the wall, dying, but fighting back!

Glossary

Hogs – pigs

Mock – to tease or laugh at someone in a scornful way

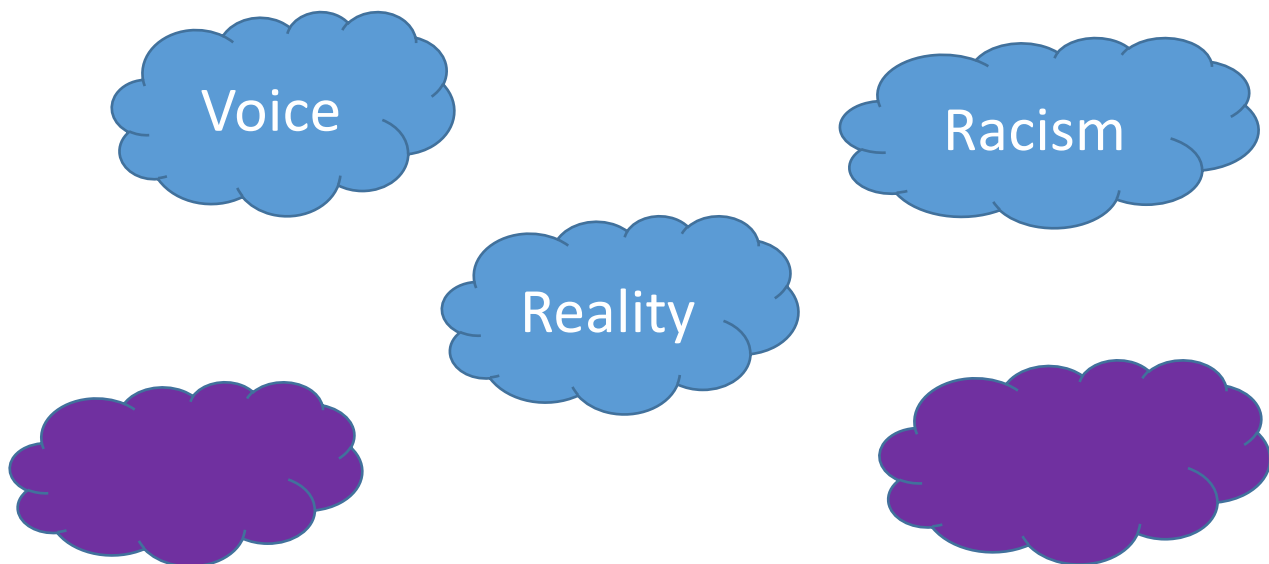
Accursed – used to express strong dislike of something or someone

Lot – situation

Defy – openly resist or refuse something

Foe – an enemy

Task 1: Add words and quotes from the poem below to the following thematic mind maps. **Challenge:** can you identify any other themes in the poem?



Claude McKay

Claude McKay, born in Jamaica in 1889, was a key figure in the Harlem Renaissance, a prominent literary movement of the 1920s. His work ranged from vernacular verse celebrating peasant life in Jamaica to poems that protested racial and economic inequities.

Task 2: How does the knowledge of his race affect your understanding of the poem?

- What events could he be referring to?
- What comparisons can you draw to 'We are not responsible'?

Task 3: Choose three quotes from the poem to explode.

E.g. "If we must die, let it not be **like hogs**"

Simile 'like hogs' - dehumanising and animalistic. Suggests disgusting treatment of a group of human beings.

'we' collective pronoun shows a sense of community.

'must die' has connotations of force and fear.

Task 4: Answer the LQ by referring to this poem.

Challenge: Add in a comparison to 'We are not responsible'.

Task 5: Which poem do you think has the most impact on the reader? Why?

Lesson 11

LQ - How can I strengthen my written skills?

Do it now: Re read 'If we must die' and 'We are not responsible' and answer the following questions:

1. What is the message of both poems?
2. What is the tone of both poems?
3. Who is the intended audience of the poems?
1. What is an obvious similarity?
2. What is an obvious difference?
3. What effect do the poems have on the reader and their emotions? Do they allow for and/or encourage a personal response?

Task 2: Use the two poems to fill out the table below

Task 3 - Mark the responses below using the mark scheme below:

Theme	Quote from 'We are not responsible'	Quote from 'If we must die'	Comparison
Racism			
Independence			
Community			
Challenge: add your own theme			

Question:

Response 1: How does Mullen present issues about racism in 'We are not responsible'?

"Mullen presents racism as something which is experienced in many ways. She does this in lines like 'We are not responsible....We cannot guarantee...We do not endorse' in the first verse. By repeating these negative ideas, she highlights how those in power have control over immigrants and people of colour. This links to the extreme racism that many people in our world experience today and have done for generations. "

Response 2: Question: How does Mullen present issues about racism in 'We are not responsible'?

Mullen presents racism as something which is experienced in many ways. She does this through the repetition of 'We' followed by a negative in the first stanza. This use of repetition highlights the extent to which those in power have control over immigrants and people of colour but have no desire to help them despite an ability to do so. This connects to the extreme racism that many people in our world experience today and have done for generations.

Response 3: Question: How does Mullen present issues about racism in 'We are not responsible'?

The repeated reference to the limits of those in power establishes the theme of racial prejudice from the start of the poem. The anaphora of 'We' followed by these limitations in the first stanza not only highlights the lack of human rights that Mullen thinks leaders allow people of colour and immigrants, but makes it sound like a choice. Repeated throughout the poem, this 'We' becomes to symbolise merciless officials for the reader, as well as including the reader within this group and accusing them of similar activities and forcing them to consider which group they belong to. By doing so she encourages the reader to sympathise with those who fall victim to this racism by exposing the cruelty of those who inflict it, both directly within the poem and indirectly within the societies that she implies.

Mark scheme: Use the mark scheme to give each answer a mark, being clear why it received that mark.

Mark	AO	Typical features	Level 4	AO1	
Level 6 <i>Convincing, critical analysis and exploration</i> 21–24 marks	AO1	<ul style="list-style-type: none"> Critical, exploratory conceptualised response to task and text Judicious use of precise references to support interpretation(s) 	Clear understanding 13–16 marks	AO1	<ul style="list-style-type: none"> Clear, explained response to task and text Effective use of references to support explanation
	AO2	<ul style="list-style-type: none"> Analysis of writer's methods with subject terminology used judiciously Exploration of effects of writer's methods to create meanings 		AO2	<ul style="list-style-type: none"> Clear explanation of writer's methods with appropriate use of relevant subject terminology Understanding of effects of writer's method to create meanings
Level 5 <i>Thoughtful, developed consideration</i> 17–20 marks	AO1	<ul style="list-style-type: none"> Thoughtful, developed response to task and text Apt references integrated into interpretation(s) 	Level 3 Explained, structured comments 9–12 marks	AO1	<ul style="list-style-type: none"> Some explained response to task and text References used to support a range of relevant comments
	AO2	<ul style="list-style-type: none"> Examination of writer's methods with subject terminology used effectively to support consideration of methods Examination of effects of writer's methods to create meanings 		AO2	<ul style="list-style-type: none"> Explained/relevant comments on writer's methods with some relevant use of subject terminology Identification of effects of writer's methods to create meanings

Task 4 - Having read the models and looked at the mark scheme again, write your own paragraph answering the question below. Aim for the level above what you got in the previous marked writing. **Question: How does Mullen present community in 'We are not responsible'?** **Questions to consider:** How does she impact her audience? What is her overall intention? Why has she specifically chosen the language used in the poem? What issues in society is she targeting?

Lesson 12 -

LQ - Do it now: Re read 'We are not responsible' and 'If we must die'.

Make 3 comparison points you would use in an essay. What are the key themes?

CHALLENGE: write a personal response to the poems. Consider the emotions you felt on first reading them and how you feel now.

Write a level you want to achieve underneath including the key clarifications for each level

Level 1: Simple
Level 2: Supported
Level 3: Explained

Level 4: Clear
Level 5: Thoughtful
Level 6: Convincing and critical

Task 2 - Assessment task. You must answer both questions.

Q1: In 'We are not responsible', how does Mullen present her attitude towards racism?

24 marks

Q2: What are the similarities and/or differences in which the two poets present their attitudes to racism?

8 marks

Total 32 marks

Task 3 - Check through your essay for

- Spelling
- Punctuation
- Grammar
- Vocabulary
- Quotations

How do you think you have done? Do you think you have achieved your desired level?

Lesson 13 -

LQ - How do poets use metaphors to convey their ideas?

Do it now:

Task 1 - Before you read the poem, write down 4 symbols of violence or anger.

Task 2 - Read the poem and answer these questions.

1. What symbol of violence is used in 'Quickdraw'?
2. What emotion do you think she is feeling?
3. How does the use of a violent symbol make you feel about the poem?

CHALLENGE: What do you initially like or dislike about the poem? Are there any lines or ideas which particularly draw your attention and why?

Quickdraw by Carol Ann Duffy

I wear the two, the mobile and the landline phones,
like guns, slung from the pockets on my hips. I'm all
alone. You ring, quickdraw, your voice a pellet
in my ear, and hear me groan.

You've wounded me.

Next time, you speak after the tone. I twirl the phone,
then squeeze the trigger of my tongue, wide of the mark.
You choose your spot, then blast me

through the heart.

And this is love, high noon, **calamity**, hard liquor
in the old Last Chance **saloon**. I show the mobile
to the sheriff; in my boot, another one's

concealed. You text them both at once. I reel.
Down on my knees, I fumble for the phone,
read the silver bullets of your kiss. Take this ...
and this ... and this ... and this ... and this ...



Glossary

Calamity - an event causing large distress, a disaster

Saloon - bar typically found in the wild west in the USA

Task 3 – Read the poem aloud and write down words that you emphasise. Why did you emphasise them? Who is this poem written for? The poet as a way to vent emotion, or someone else as a warning? Justify your opinion.

Task 4 – Write down a sentence telling me if you like or dislike the poem, and your reasons for this.

Task 5 – Answer the following comprehension and analytical questions about the poem:

Comprehension questions

1. What type of technique is 'your voice a pellet' in line 3?
2. In line 5, what wound is she referring to?
3. What word shows her tone is changing in line 13?
4. What do you imagine is happening when she uses the epilepsies (...) in the last 2 lines?

Analysis questions

1. What are her emotions at the start of the poem? Justify this.
2. What is the effect of enjambment between stanza 2 and 3?
3. What is the relevance of the references to stereotypical cowboy communities in stanza 3?
4. How is tension built at the end of the 3rd stanza and into the 4th?

Task 6 – Choose one of the following situation and metaphor pairings below.

Use it to write the start of a poem or short story using an extended metaphor.

CHALLENGE: create your own pairing

New relationship - Spring

Broken relationship - Winter

Difficult relationship - Chess

Breakup - War

New relationship - Sunrise

Include: Metaphors, similes, personification, pathetic fallacy, dramatic language, range of sentence types, paragraphs.

Lesson 14 -

LQ - How do poets present experiences of sexuality?

Do it now:

Read the poem 'Dear Gaybashers'

1. What do you think a 'gaybasher' is having read the poem?
2. What do you think about this type of behavior?
3. How does the first reading of the poem make you feel? Explain this.

CHALLENGE: What effect does the narrative aspect of the poem have on the reader?
How do you feel about the speaker as a result?

Dear Gaybashers BY JILL MCDONOUGH

The night we got bashed we told Rusty how
they drove up, yelled *QUEER*, threw a hot dog, sped off.

Rusty: *Now, is that gaybashing? Or
are they just calling you queer? Good point.*

Josey **pitied** the fools: who buys a perfectly good pack of **wieners**
and drives around San Francisco chucking them at gays?

And who speeds off? Missing the point, the pleasure of the bash?
Dear bashers, you should have seen the hot dog hit my neck,

the scarf Josey sewed from antique silk **kimonos**: so gay. You
missed laughing at us, us confused, your raw hot dog on the ground.

Josey and Rusty and Bob make fun of the gaybashers, and I
wash my scarf in the sink. I use Woolite. We worry

about insurance, interest rates. Not hot dogs thrown from F-150s,

homophobic freaks. After the bashing, we used the ATM

in the sex shop next to Annie's Social Club, smiled at the kind owner, his handlebar mustache. Astrud Gilberto sang *tall and tan*

and young and lovely, the girl from Ipanema... and the dildos gleamed from the walls, a hundred cheerful colours. In San Francisco

it rains hot dogs, pity-the-fool. Ass-sized penguins, cock after cock in **azure** acrylic, butterscotch glass, anyone's flesh-tone, chrome.

Glossary

Pitied - feel sorry for

Wieners - German sausages

Kimonos - Japanese wrap dressing gown

Homophobic - someone who hates or fears gay people

Azure - bright blue

Task 2 - Find quotes that fit into the following themes and mind map them:

- | | |
|---------------|-------------|
| THEMES | • Reality |
| • Violence | • Fear |
| • Friendship | • Cowardice |

Task 3 - Answer the LQ

Remember to consider:

- Poets intentions
- Effect on the reader
- Emotional interpretations
- Explanation of effects
- Alternative or additional interpretations
- Embedded quotations

- Lesson 15 -
- LQ - How can romance be connected to violence in poetry?
- Do it now:
Re read 'Quickdraw' and 'Gaybashers'
- What key themes do they share? List at least 3
- What quote could you assign to each poem for each theme?
- Do they have the same message? If not how are they different?
- How does it make you react? Does one poem create a more emotional response?
- Why have the poets chosen to express their emotions in this way?

Task 2 - Using the themes and quotes you have already produced, complete the following table adding an explanation and overall effect. This can be in note form. Challenge: How is structure used similarly or differently in the two poems? What effect does this have?

Theme	Quote for 'Dear Gaybashers'	Quote for 'Quickdraw'	How are they similar or different?	What is the overall effect of the poem?

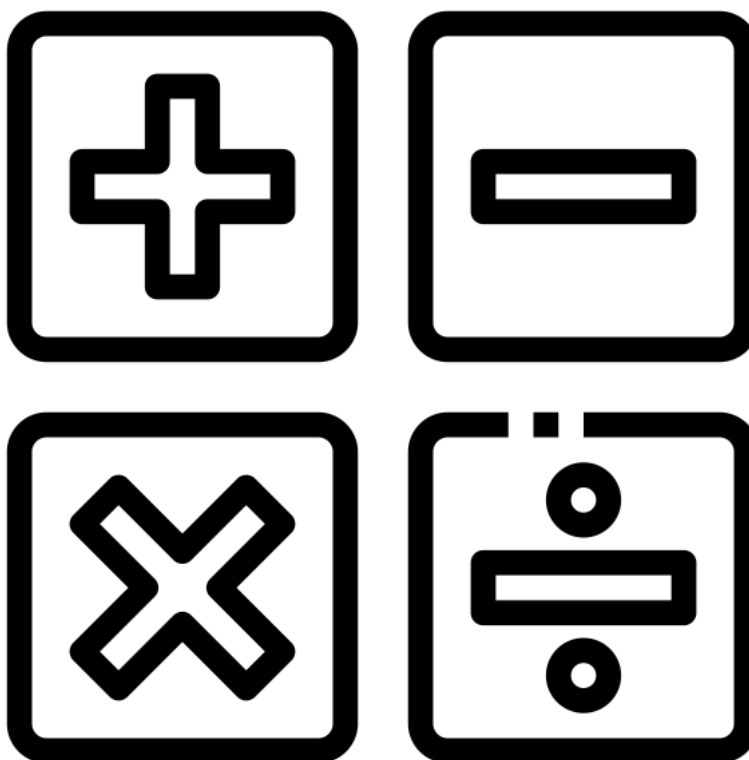
Task 3 - Answer the following essay question: 'What are the similarities and differences between the ways that these poets present violence?'

Task 4 - Independent reflection

How has your idea of poetry changed over this term? What skills have you developed? What has been the most useful learning for you personally?

MATHS - FOUNDATION

Complete as many of the following tasks as possible.





KS4 Foundation Home Learning Booklet

Mathematics Mastery: 1

Contents

Area of 2-D shapes
6.1 Area of rectangles and triangles
Multiplication and division of decimals
7.1 Multiplication of decimal numbers
7.2 Division with decimal numbers
7.3 Long division with decimals
7.4 Division by a decimal
Further applications of multiplication and division
8.1 Problems using multiplication and division

Finding the area of 2D shapes:

A right-pointing arrow shape is drawn on a 5x5 grid. The arrow is composed of a 2x2 square on the left and a triangle on the right. The square is formed by the intersection of the first and second horizontal lines and the first and second vertical lines. The triangle is formed by the intersection of the first and second horizontal lines and the third and fourth vertical lines, with its vertex pointing to the right at the intersection of the second horizontal line and the fourth vertical line.

Callahan

3 cm  Area =
7 cm = cm²

-
- The image displays three distinct geometric shapes on a light blue grid background. The first shape on the left is a stepped L-shape, composed of several horizontal and vertical line segments. The middle shape is a hexagon with a concave side, resembling a stylized arrow or a specific letter. The third shape on the right is a more complex polygon with multiple vertices and angles, including some diagonal lines.

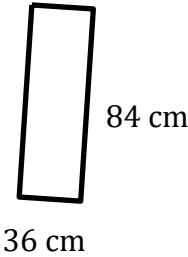
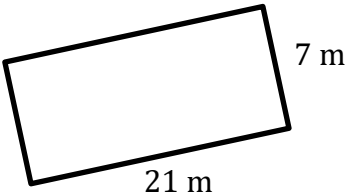
Area =

-
- A diagram of a parallelogram. The bottom side is labeled '2 m'. The right side is labeled '6 m'. The parallelogram is tilted to the right.

A parallelogram is shown with a horizontal base labeled "12 cm". A vertical line segment representing the height is drawn from the top-right vertex to the base, labeled "4 cm". A right-angle symbol is at the intersection of the height and the base.

Diagrams not
drawn accurately

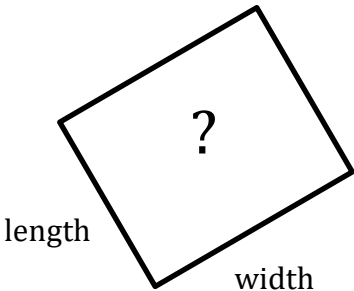
Diagrams not
drawn accurately



Area =

Area =

3. Fill in the table to show the area of each rectangle:

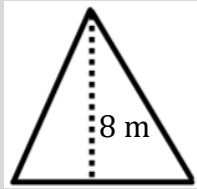


Length	Width	Area
3 cm	4 cm	
3 cm	40 cm	
	4 cm	120 cm ²
300 cm	40 cm	

Concept Corner

Finding the area of 2D shapes:

Use the formula for the area of a triangle:

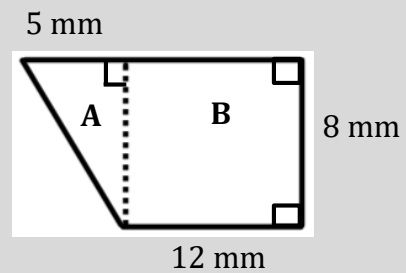


$$\text{Area} = \frac{\text{base} \times \text{height}}{2}$$

Area =

=m²

Finding the area of compound shapes:



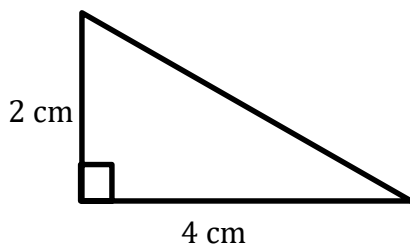
Area A =

Area B =

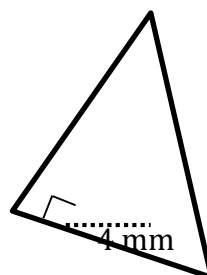
Total Area = Area A + Area B =mm²

4. Calculate the area of these triangles:

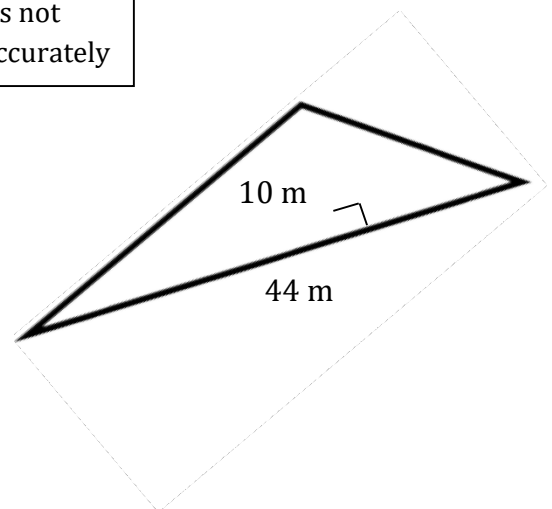
Diagrams not
drawn accurately



Area =



Area =



Area =

5.

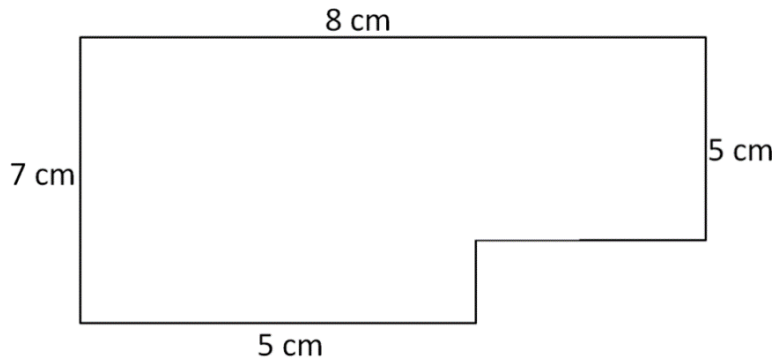


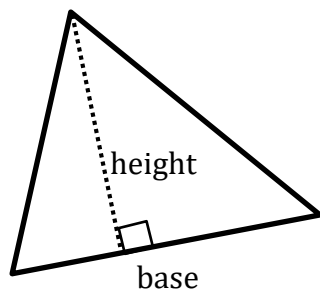
Diagram not
drawn accurately

Norley says that “area is length times width” so to find the area of this shape you can calculate “ 7×8 ”.

Shantelle says Norley’s answer will be 6 cm^2 too large.

Shantelle is correct. Explain why.

6. Fill in the gaps in the table:



Base	Height	Area
3 cm	4 cm	
6 cm	4 cm	
3 cm	8 cm	
	8 cm	48 cm^2

Reflections

This space is for you to write your reflections on the whole unit on area of 2-D shapes.

You may wish to write about:

- Things you've learnt
- Things you found difficult
- Other areas of maths you used in this topic
- Topics you need to revisit/revise in the future

1. Write down the answers to:

a) $7.3 \times 10 = \dots\dots\dots$

b) $870 \div 10 = \dots\dots\dots$

c) $6.7 \div 100 = \dots\dots\dots$

d) $0.31 \times 1000 = \dots\dots\dots$

e) $34.8 \div 10 = \dots\dots\dots$

f) $24.07 \div 1000 = \dots\dots\dots$

g) $0.6 \times 10 \times 4 = \dots\dots\dots$

2. Fill in the gaps to make the following statements correct:

a) $27 \times \dots\dots\dots = 2700$

b) $0.45 = 45 \div \dots\dots\dots$

c) $\dots\dots\dots \times 0.29 = 290$

d) $\dots\dots\dots \div 1000 = 5.3$

e) $0.082 = \dots\dots\dots \div 100$

f) $9 \times 8 \div \dots\dots\dots = 0.072$

g) $0.03 \times \dots\dots\dots \times 5 = 15$



Concept Corner

If $8 \times 6 = 48$, explain why:

a) $0.8 \times 6 = 4.8$

b) $0.8 \times 0.6 = 0.48$

$6 \times 2 = \dots\dots\dots$

So

$6 \times 0.2 = \dots\dots\dots$

$0.6 \times 2 = \dots\dots\dots$

$0.6 \times 0.2 = \dots\dots\dots$

$5 \times 9 = \dots\dots\dots$

So

$0.05 \times 9 = 0.45$

$5 \times 0.09 = \dots\dots\dots$

$0.05 \times 0.09 = \dots\dots\dots$

1. Calculate the following:

a) $7 \times 4 = \dots\dots\dots$

$0.7 \times 4 = \dots\dots\dots$

$7 \times 0.4 = \dots\dots\dots$

$0.7 \times 0.4 = \dots\dots\dots$

b) $12 \times 3 = \dots\dots\dots$

$1.2 \times 3 = \dots\dots\dots$

$12 \times 0.3 = \dots\dots\dots$

$1.2 \times 0.3 = \dots\dots\dots$

a) Work out:

$$\begin{array}{r}
 2 \quad 3 \\
 \times \quad 6 \\
 \hline
 \\
 \hline
 \end{array}$$

Now write down the answers to:

$$2.3 \times 6 = \dots\dots\dots$$

$$23 \times 0.6 = \dots\dots\dots$$

$$2.3 \times 0.6 = \dots\dots\dots$$

$$0.23 \times 0.06 = \dots\dots\dots$$

2. Calculate the following:

a) 6×0.3

b) 0.2×9

c) 5×0.7

d) 0.06×4

e) 0.007×11

3. A punnet of grapes costs £1.29. How much would four punnets of grapes cost?

4. A cheetah can run 1.54 km in a minute. How far can it run in six minutes?

5. Charelle is practising multiplying whole numbers by decimal numbers. She wants to find three different pairs of numbers with a product of 4.8. Fill in the boxes below to help her out; each box should contain one digit:

$$\boxed{} \times \boxed{}.\boxed{} = 4.8$$

$$\boxed{} \times \boxed{}.\boxed{} = 4.8$$

$$\boxed{} \times \boxed{}.\boxed{} = 4.8$$



6. How many different ways can you find to make this statement true?

$$\boxed{} \times \boxed{}.\boxed{}\boxed{} = 1$$

Write each calculation below:

7. Estimating an answer can be helpful as it gives an indication of the answer you should expect. Fill in the boxes below, giving an estimate for each calculation (note: “ \approx ” means approximately equal to):

Estimate the answer to 18.7×3.01

$18.7 \approx \dots\dots\dots$ (to the nearest ten)

$3.01 \approx \dots\dots\dots$ (to the nearest integer)

$\dots\dots\dots \times \dots\dots\dots = \dots\dots\dots$

Estimate the answer to 3.9×1.7

$3.9 \approx \dots\dots\dots$ (to the nearest integer)

$1.7 \approx \dots\dots\dots$ (to the nearest integer)

$\dots\dots\dots \times \dots\dots\dots = \dots\dots\dots$

Calculate an estimate for:

i) $4.8 \times 0.8 \approx \dots\dots\dots \times \dots\dots\dots = \dots\dots\dots$

ii) $19.7 \times 3.8 \approx \dots\dots\dots \times \dots\dots\dots = \dots\dots\dots$

iii) $1.89 \times 43.6 \approx \dots\dots\dots \times \dots\dots\dots = \dots\dots\dots$

8. Each calculation in the top line matches a calculation in the line below. Draw lines linking each pair of calculations then write the answer in the space below each one:

$6 \times 3 \div 100$	$7 \times 2 \div 10$	$5 \times 5 \div 1000$	$9 \times 7 \div 100$
-----------------------	----------------------	------------------------	-----------------------

0.5×0.05	9×0.07	0.6×0.3	7×0.2
-------------------	-----------------	------------------	----------------



$\dots\dots\dots$

$\dots\dots\dots$

$\dots\dots\dots$

$\dots\dots\dots$

9. Draw a line matching each question to the correct answer below:

$$0.06 \times 0.4$$

$$2 \times 0.12$$

$$0.3 \times 0.8$$

$$0.024 \times 0.1$$

$$0.24$$

$$0.024$$

$$0.0024$$



10.

Sometimes there are quick ways to complete calculations with decimals. For example:

$$\begin{aligned} &3.7 \times 0.9 \\ &= 3.7 \times 1 - 3.7 \times 0.1 \\ &= 3.7 - 0.37 \\ &= 3.33 \end{aligned}$$

Calculate the following products. Can you spot any shortcuts?

a) 6×0.99

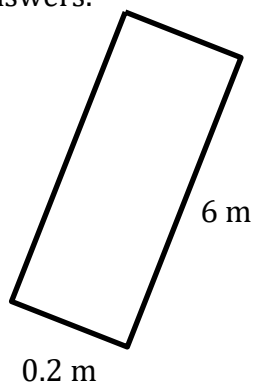
b) 0.2×12.08

c) $0.4 \times 36 \times 2.5$

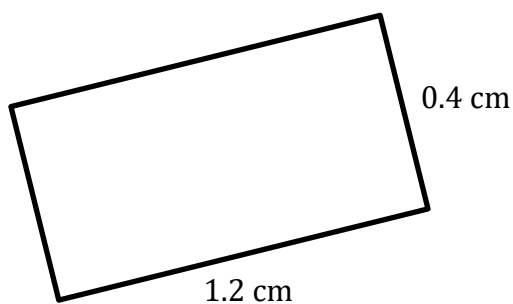
11. Decide whether these calculations will be less than or more than 1. Write the correct symbol in each box.

0.1×8		1
0.2×9		1
20×0.4		1
0.2×0.3		1
0.2×20		1

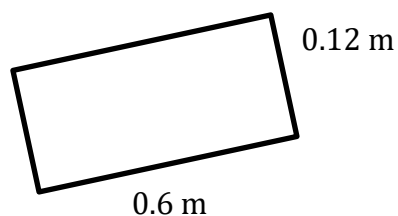
12. Calculate the area of each rectangle, remembering to give the correct units in your answers.



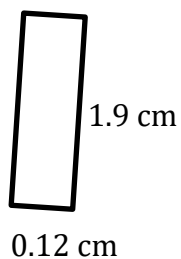
Area =



Area =

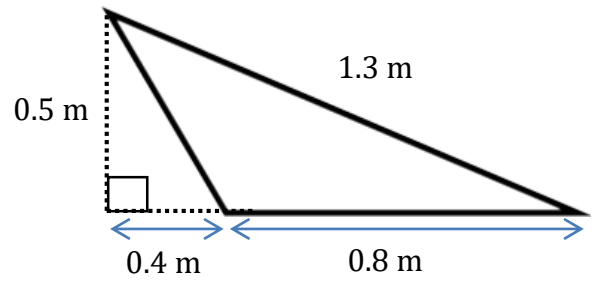
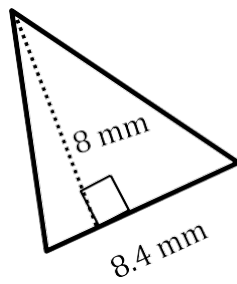
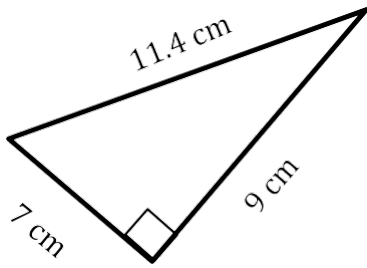


Area =



Area =

13. Calculate the area of each triangle:



Area =

Area =

Area =

7.2 Division with decimal numbers

Concept Corner

Some division calculations don't give us a whole number as an answer. Instead of writing a remainder, we can use decimals to be more precise. For example, to calculate $547 \div 5$:

$$\begin{array}{r} 109.4 \\ 5 \overline{) 547.20} \end{array}$$

To calculate $37 \div 8$:

$$\begin{array}{r} 04.625 \\ 8 \overline{) 37.0200} \end{array}$$

Remember to include
the decimal point in

1. Calculate the answers to these division questions.

a) $37 \div 2$

b) $83 \div 5$

c) $147 \div 4$

d) $821 \div 4$

2. Write these division calculations in ascending order of their quotients.

$25 \div 3,$

$79 \div 10,$

$17.9 \div 2,$

$35 \div 4$

..... ,

..... ,

..... ,

.....

3. Use multiplication to check whether these division calculations are correct:

a) $185 \div 5 = 37$

c) $918 \div 27 = 34$

b) $203 \div 7 = 31$



d) $64.6 \div 19 = 3.4$

4. Mo is calculating 826 divided by eight. Explain why the calculation below is **not** correct:

$$\begin{array}{r} 103.2 \\ 8 \overline{) 8226} \end{array}$$

.....

5. Helen is buying tiles for her bathroom.
For the floor, she needs 27 tiles. The tiles come in packs of 5.
How many packs will Helen need to buy?

6. We can use known facts to help calculate more difficult divisions.
For example, $6 \div 3 = 2$, so $6 \div 30 = 0.2$

Calculate the following:

a) $8 \div 4 = \dots\dots\dots$

$8 \div 40 = \dots\dots\dots$

b) $15 \div 5 = \dots\dots\dots$

$15 \div 50 = \dots\dots\dots$

c) $30 \div 5 = \dots\dots\dots$

$30 \div 50 = \dots\dots\dots$

d) $24 \div 6 = \dots\dots\dots$

$24 \div 60 = \dots\dots\dots$

e) $28 \div 7 = \dots\dots\dots$

$28 \div 700 = \dots\dots\dots$

f) $42 \div 6 = \dots\dots\dots$

$420 \div 6000 = \dots\dots\dots$



7.3 Long division with decimals

Concept Corner

Long division can also be used to divide a decimal by a two-digit number.

$$245 \div 14$$

$$\begin{array}{r} 017.5 \\ 14 \overline{) 245.0} \\ \underline{14} \\ 105 \\ \underline{98} \\ 70 \\ \underline{70} \\ 0 \end{array}$$

Why have we written this?

$$346.5 \div 15$$

$$\begin{array}{r} 23.1 \\ 15 \overline{) 346.5} \\ \underline{30} \\ 46 \\ \underline{45} \\ 15 \\ \underline{15} \\ 0 \end{array}$$

$$245 \div 14 = \dots\dots\dots$$

$$346.5 \div 15 = \dots\dots\dots$$

Remember, you can use strategies such as dividing by factor pairs instead of long division.

1. Find the answers to these calculations:

a) $354 \div 12$

b) $1683 \div 15$

c) $723.2 \div 16$

2. Senga is buying tiles for her bathroom.

For the walls she needs 165 tiles. The tiles come in packs of 14.

How many packs will Senga need to buy?

3. Ziyad is buying pens for a conference. He needs 360 pens in total. There are 14 pens in each pack.

How many packs of pens does Ziyad need to buy?



4. Mason owns a café. In one day he sells 19 coffees for a total of £46.55.

How much does he charge for one coffee?



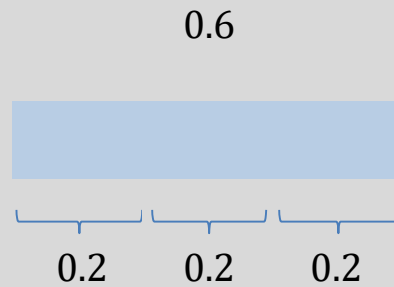
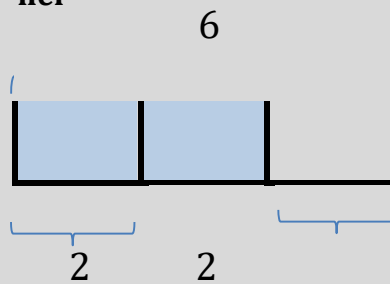
5. Toni the Tennis star earns £850 000 for winning Wimbledon. Wimbledon lasts for a fortnight. How much did Toni earn per day? Give your answer to a suitable degree of accuracy.



6. Wazza the footballer earns £3.5 million per year. How much is this per month? Give your answer to the nearest penny.

7.4 Division by a decimal

Concept Corner



We can see from the bar models above that

$$6 \div 2 = 3 \text{ and } 0.6 \div 0.2 = 3.$$

This means

$$0.6 \div 0.2 = 6 \div 2$$

16	2
160	

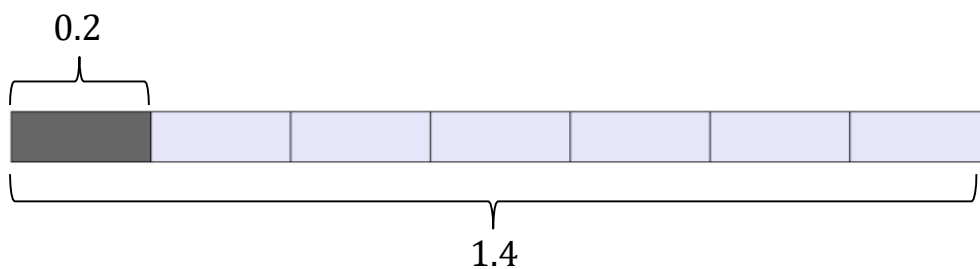
Use the correct numbers from the boxes to the right to fill in the gaps below.

$$1.6 \div 0.2 = \dots \div \dots = 8$$

80	2
20	

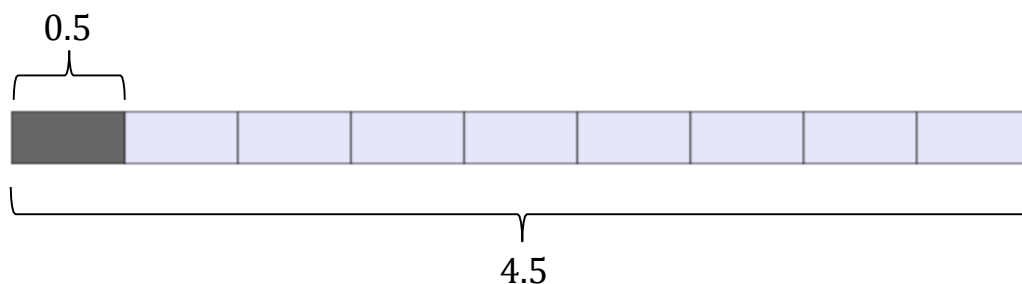
We can also see that:

1. Use the bar model below to answer the following division question:



$1.4 \div 0.2 = \dots$

2. Use the bar model below to answer the following division question:



$4.5 \div 0.5 = \dots\dots\dots$

3. Calculate the following divisions. You could draw bar models to help you.

a) $1.2 \div 0.4 = \dots\dots\dots \div 4 = \dots\dots\dots$

b) $1.8 \div 0.6 = \dots\dots\dots \div \dots\dots\dots = \dots\dots\dots$

c) $3.6 \div 0.9 = \dots\dots\dots \div \dots\dots\dots = \dots\dots\dots$

d) $0.36 \div 0.09 = \dots\dots\dots$

e) $3.6 \div 0.09 = \dots\dots\dots$

f) $4.9 \div 0.07 = \dots\dots\dots$



g) $0.12 \div 0.3 = \dots\dots\dots$

4. Match up the equivalent calculations:

$$6 \div 0.2$$

$$120 \div 3$$

$$12 \div 0.3$$

$$20 \div 5$$

$$3.6 \div 0.2$$

$$600 \div 2$$

$$60 \div 0.2$$

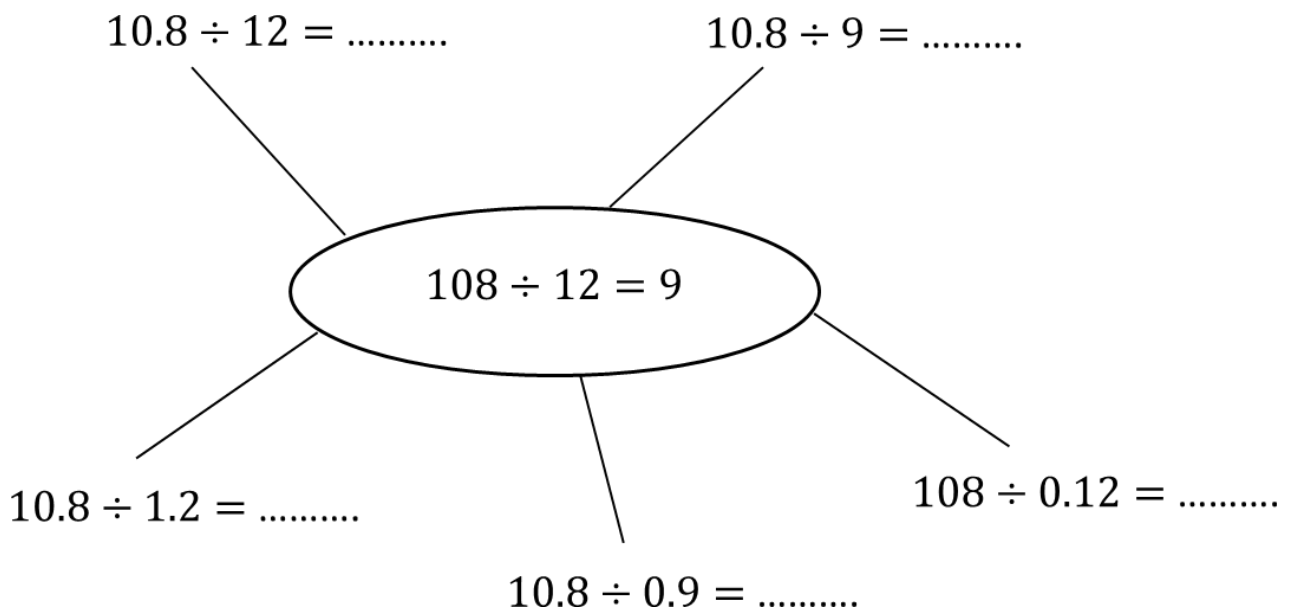
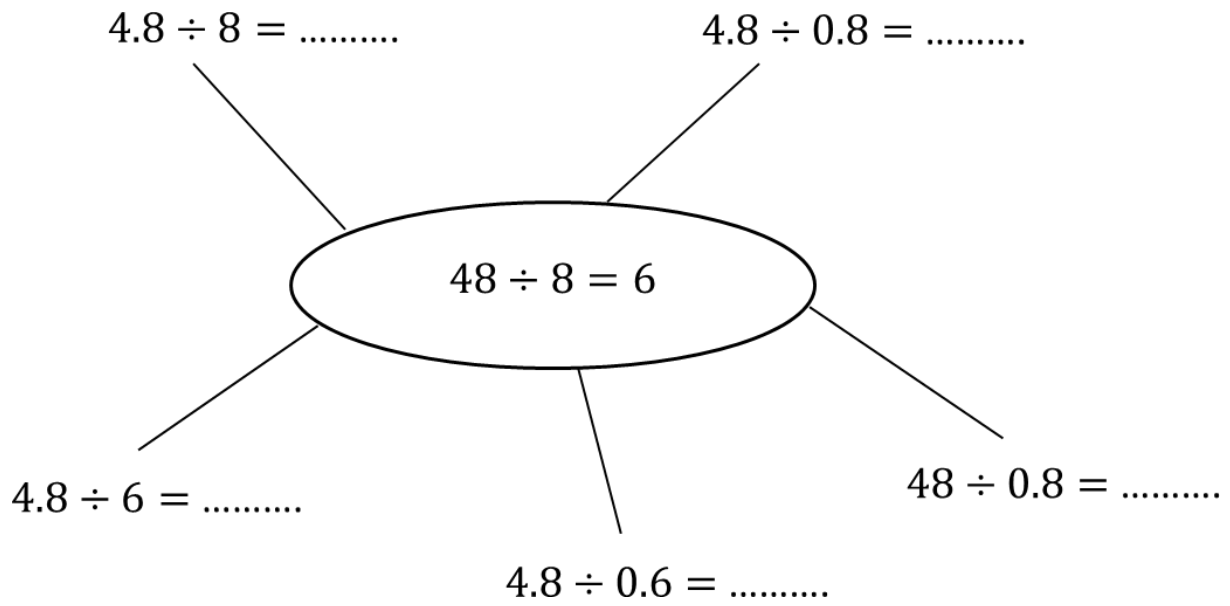
$$36 \div 2$$

$$0.2 \div 0.05$$

$$60 \div 2$$



5. Complete the diagrams below:





6. You are given one statement below. Use it to write down the answers to the other calculations:

$$60 \div 4 = 15$$

a) $60 \div 0.4 = \dots\dots\dots$

d) $60 \div 0.04 = \dots\dots\dots$

b) $60 \div 40 = \dots\dots\dots$

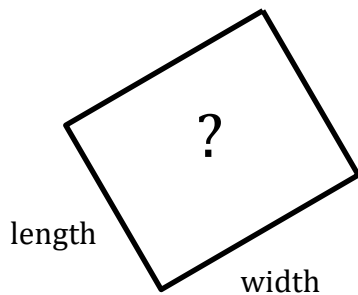
e) $60 \div 15 = \dots\dots\dots$

c) $6 \div 0.4 = \dots\dots\dots$

f) $6 \div 15 = \dots\dots\dots$



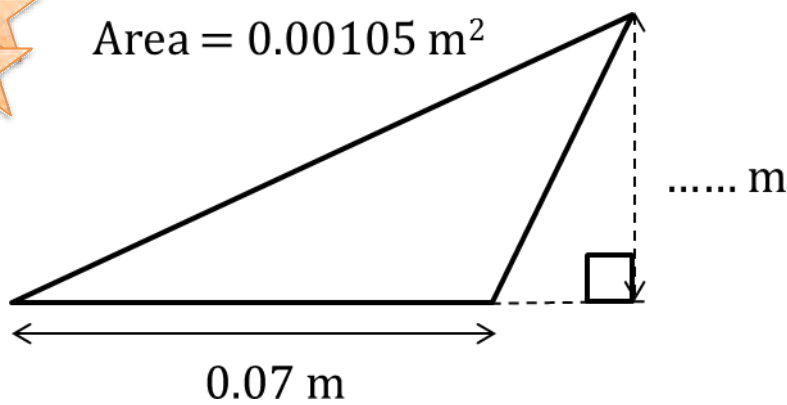
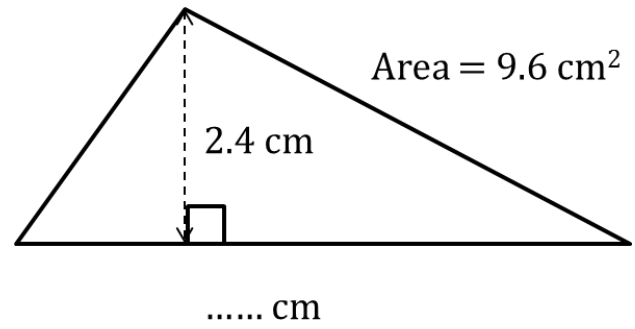
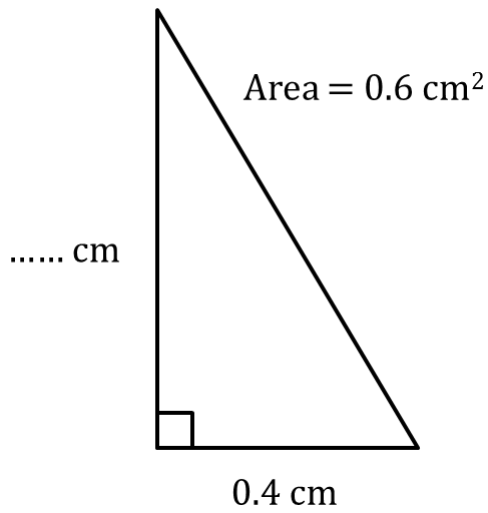
7. Fill in the table to show the area of each rectangle:



Length	Width	Area
2 cm	3 cm	
0.2 cm	30 cm	
200 cm	0.03 cm	
	0.03 cm	0.0006 cm ²
20 m		6 m ²



8. Calculate the missing dimensions of these triangles:



Reflections

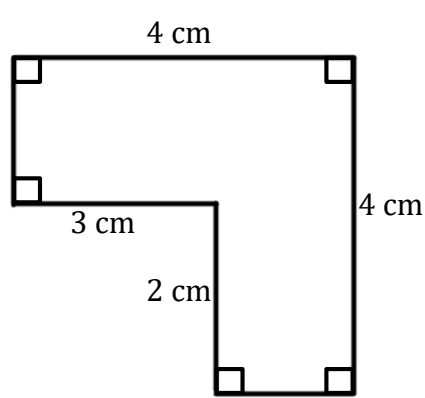
This space is for you to write your reflections on the whole unit on multiplication and division with decimals.

You may wish to write about:

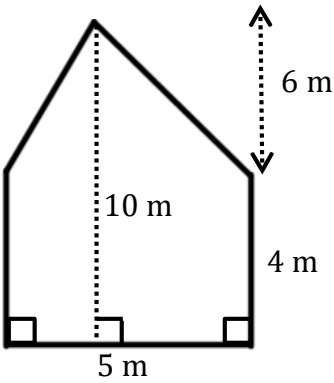
- Things you've learnt
- Things you found difficult
- Other areas of maths you used in this topic
- Topics you need to revisit/revise in the future

8.1 Problems using multiplication and division

1. Calculate the area of these compound shapes (you may need to find some side lengths):

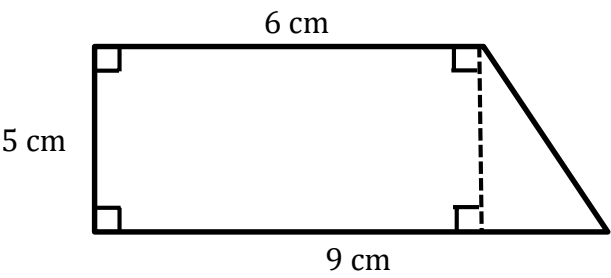
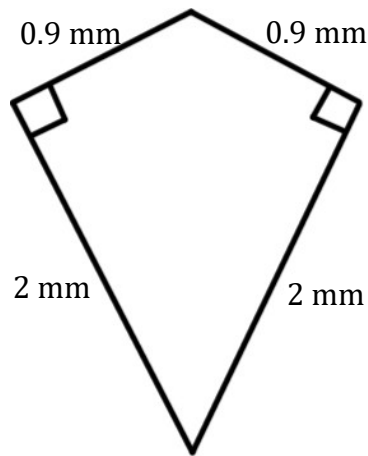


Diagrams not
drawn accurately



Area =

Area =



Area =

Area =

2. At a restaurant the staff members combine their tips and divide the total evenly between each person that worked that night. Calculate how much each member of staff will get for each evening below:

- a) On Thursday they collected £69.88 in total and there were four members of staff working:

Each staff member gets £.....

- b) On Friday they collected £123 in total and there were five members of staff working:

Each staff member gets £.....

- c) On Saturday they collected £153.71 in total and there were seven members of staff working (think carefully about your final answer):

Each staff member gets £.....

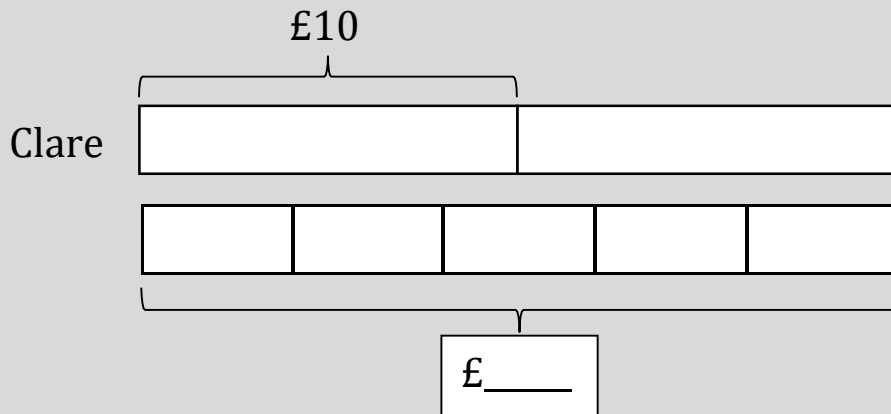
- d) Why was Saturday's answer different? What might they have done to resolve this?

.....
.....

Concept Corner

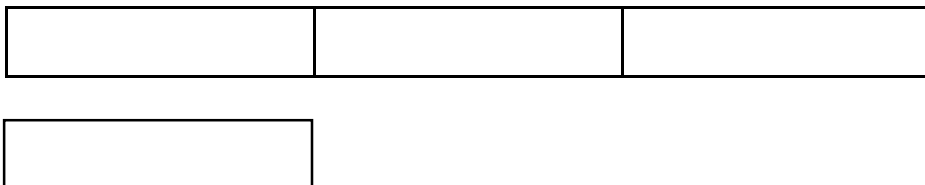
Bar modelling can be a useful strategy for representing multiplication problems, for example:

Two times the amount of money Clare has is equal to five times the amount of money that Salma has. If Clare has £10, fill in the boxes below and calculate how much Salma has.



Five times Salma's money is equal to £....., so Salma has £.....

3. This bar model shows two numbers; the **larger** number is **three times the smaller** one:



Calculate:

- a) The value of the **larger** number if the **smaller** number is 5

.....

- b) The value of the **larger** number if the **sum** of the numbers is 28

.....

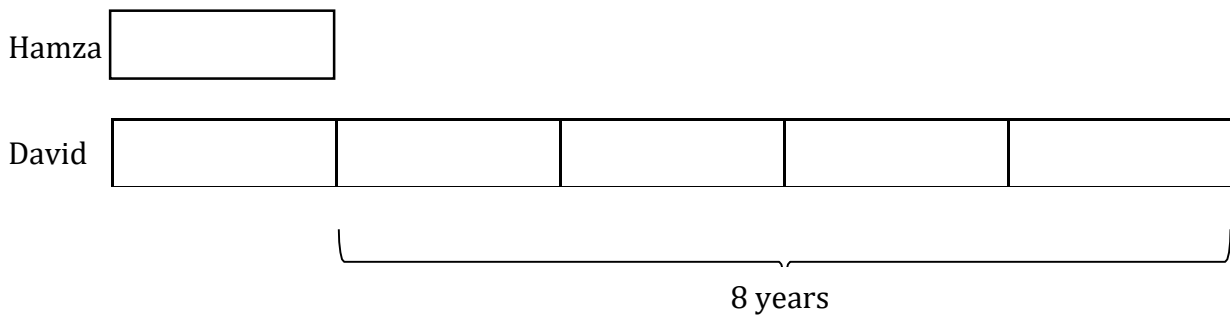
- c) The value of the **larger** number if the **difference** between them is 32

.....

- d) The **product** of the numbers if their **sum** is 16

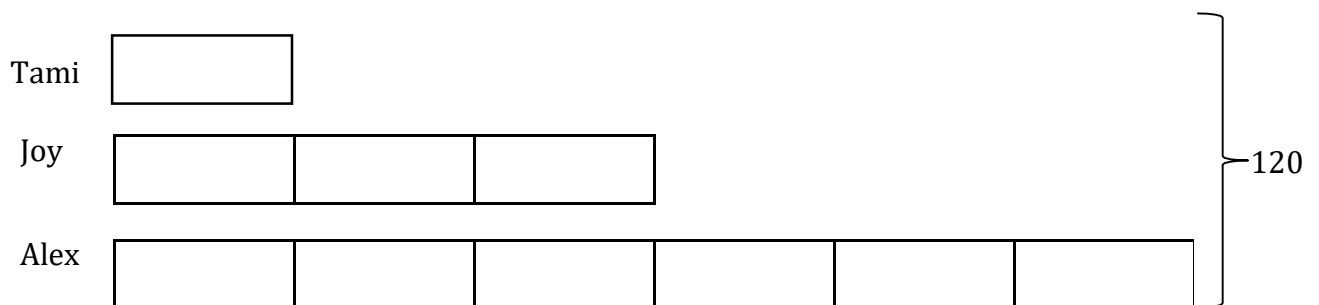
.....

4. David is five times as old as Hamza. The difference between their ages is 8 years. Use the bar model below to calculate both their ages:



Hamza is and David is

5. Tami, Joy and Alex collect toy cars. Joy has three times as many toy cars as Tami, and Alex has twice as many as Joy. In total they have 120 toy cars. Calculate how many toy cars each person has. You may use the bar model to help you.



Tami has, Joy hasand Alex has

6. I pick three numbers.

The second number is three times the size of the first, and the third number is four times the size of the first.

The sum of the three numbers is 72.

Find the value of each number. You could use bar modelling to represent this problem.

The numbers are, and

7. Write a question that could be represented by the following bar models:

a)

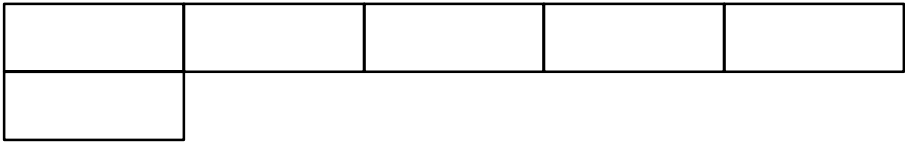


.....

.....

.....

b)



.....

.....

.....

c)

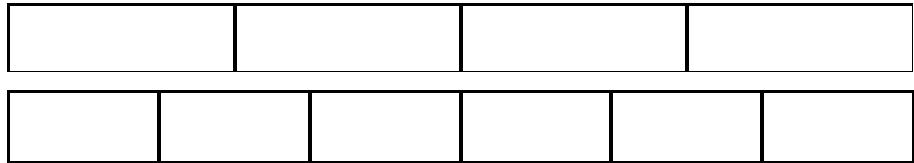


.....

.....

.....

d)



.....

.....

.....

8. Burgers come in packs of six and rolls come in packs of eight.
Andy wants to buy the same number of burgers and rolls.
Give three possible combinations of the number of each pack he should buy.

Option 1:packs of burgers and packs of rolls

Option 2:packs of burgers and packs of rolls

Option 3:packs of burgers and packs of rolls

9. Scott and Rachel were born on different days in February. They work out that the number 30 is a common multiple of the date in February each of them was born.
Give three possible pairs of dates that they could have been born:

Option 1: Theand the of February

Option 2: Theand the of February

Option 3: Theand the of February

10. Harris thinks of a number, doubles it and adds 21.

Che thinks of the same number. When he multiplies the number by five, he gets the same answer as Harris.

Draw a bar model to represent this problem and use it to find out which number Harris and Che were thinking of.



11. Sahar and Laura are discussing their pocket money.

They both get the **same amount of money per week**.

Sahar says that if she saves her pocket money for 3 weeks, then she will only need another £7 to be able to afford the shoes she wants.

Laura says that if she saves her pocket money for 5 weeks, then she will be able to buy the shoes and still have two pounds left over.

Draw a bar model to represent this problem and use it to find out how much money they each get per week.



12. Robyn, Sering and Mehmet are comparing their test results, but won't tell you their scores.

Robyn says she got three times as many marks as Mehmet, but twice as many as Sering. Sering says that he got eight more marks than Mehmet.

Draw a bar model to represent this problem and use it to find out how many marks they each scored.

13. A right-angled triangle is cut out from a rectangular piece of card.

Calculate the area of the left-over piece.

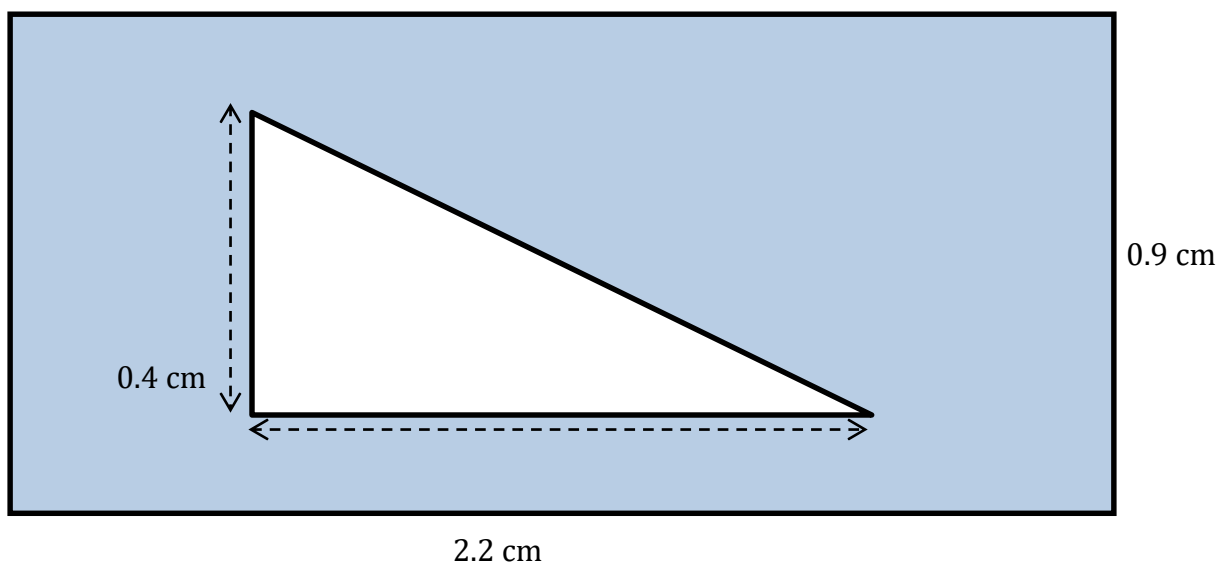


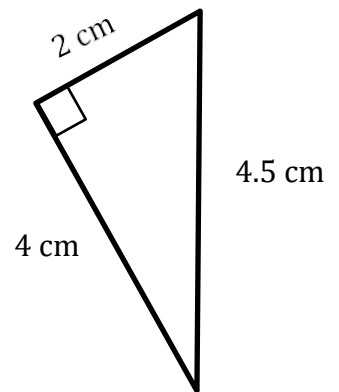
Diagram not drawn accurately

Area =

14. Brynley looks at the triangle to the right and says that “the area is 9 cm^2 because you multiply the height (4.5 cm) by the base (4 cm) and then divide by two”.

Explain why Brynley is **wrong**.

Diagram not drawn accurately



.....

.....

.....

.....

15. Caroline wants to surround her window with fairy lights. The window is 2.1 metres tall and 1.4 metres wide. Calculate the length of lights she will need.
If the lights cost £2 per metre, how much will she have to spend?

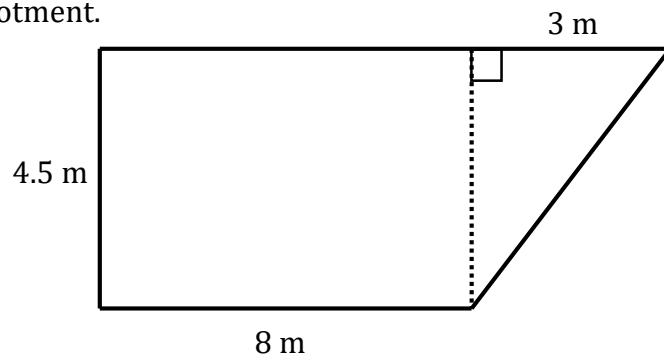
She will have to spend £

16. Gina bought 15 square metres of carpet for her spare room.
The room is 3 metres long and 4.1 metres wide.
How much carpet will she have left over?

She will have m^2 left over



17. Here is a diagram of Alexi's allotment.



Alexi wants to grow cabbages in his allotment.

Cabbage seeds are sold in bags.

There is enough cabbage seed in each bag to cover 2 m^2 of garden.

Each bag of cabbage seed costs £3.50.

Work out the cost of planting cabbages in Alexi's allotment.

18. Write three different division calculations that result in:

a) A **remainder** of 1

....., and

b) A **remainder** of 3

....., and

19. Explain why the following calculation is wrong

$$\begin{array}{r}
 1 \quad 8 \quad 5 \quad \text{remainder } 5 \\
 4 \overline{) 7 \quad ^3 4 \quad ^2 5}
 \end{array}$$

.....

.....

.....

20. Calculate the mean for each of the following sets of data:

a) 4, 11, 7, 3, 5

b) 9, 16, 12, 8, 10

c) 3, 5, 4, 6, 7, 11

d) 12, 33, 21, 9, 15

e) 0.8, 2.2, 1.4, 0.6, 1

21. Write down:

a) Five different numbers with a mean of 10

b) Five **integers** with a mean of 4.6

c) Four non-integer numbers with a mean of 4.6

22. Six students measured how tall they were. They recorded their heights as:
145 cm, 152 cm, 161 cm, 154 cm, 156 cm and 150 cm.

a) Calculate the mean height.

b) Six months later, each student has grown by 2.5 cm.

Write down the new mean height.

23. Carlos recorded the temperature (in °C) for five days in a row in London.

City	Day 1	Day 2	Day 3	Day 4	Day 5	Mean
London	15	12	12	13	32	

Calculate the mean daily temperature for London.

Is the mean representative of the temperature in London? Why/Why not?

.....

.....

24. A family of four have a mean height of 160 cm. No two family members are the same height. Give possible heights for the each of the four family members:

..... , , ,

25. Ian has five bags of sweets. The mean number of sweets in each bag is 23. If one bag contains 41 sweets, what is the mean number of sweets in the other four bags?

The mean number of sweets in the other four bags is

26. Five footballers are comparing their weekly wages.

Wazza says "I get paid £185 000".

Gazza says "I earn £126 000",

Bazza says "my wages are one-hundred and sixty-six thousand five hundred pounds",

Shazza says "I earn £64 000".

Smithy refuses to say how much he is paid.

The team's manager says that the mean salary of the five players is £111 900.

How much does Smithy earn?



27. There are two teams of 11 players on a football pitch. The mean mass of all the players is 75 kg. If the mean mass of one team is 72.6 kg what is the mean mass of the other team?

The mean mass of the other team is..... kg

28.

a) How many seconds are there in 10 minutes?

b) How many seconds are there in one hour?

c) How many hours are there in one week?



d) How many minutes are there in 2.8 hours?

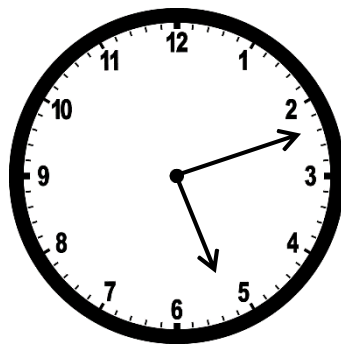


e) How many days are there in 264 hours?



29. Are there more minutes in a fortnight or hours in a year? Explain your answer without calculating the two values.

30.



a) Write down the time shown on the clock.

.....

Mohsin started doing his homework at 16 25

Mohsin finished his homework at 16 59

a) How long did Mohsin spend doing his homework?

.....

Bernard got on a bus at 07 50

Bernard got off the bus at 08 43

b) How long was Bernard on the bus?

.....

31. Tiah and Raphael are comparing the amount of time they spent running last week.
 Tiah says, "I spent 257 minutes running".
 Raphael says "I spent four hours thirty minutes running".
 Who spent the most time doing exercise?

32. Convert these times between 12 and 24 hour clocks

12-hour clock	24-hour clock
2:30 pm	
	05:57
	20:42
Thirteen minutes to five in the afternoon	
Midnight	

33. Patrick did a maths problem in 2 minutes 35 seconds.
 Jannai did the same maths problem in 5 minutes 12 seconds.

Patrick says,

'I did the maths problem in less than half the time Jannai did the maths problem.'

Is Patrick right? Explain your answer.

.....

.....

34. Cladia wakes up at 6:50 am. He has to complete all the activities in the table before he arrives at school.

Shower and get dressed	15 minutes
Eat breakfast	17 minutes
Bus journey	Three-quarters of an hour

School starts at 8:30 am.

- a) Will Cladia arrive on time?
- b) Cladia needs to do his Art homework. This will take him 25 minutes. Does he have time to do this before school starts?



35. Ulas needs to be at school for 8:45 am.

It takes him 23 minutes to eat his breakfast and pack his bag each morning, as well as 8 minutes to have a shower.

These are the only things he has to do before leaving the house.

The school bus leaves every 15 minutes after 7 am. It takes 18 minutes to get to school.

What time does Ulas need to get up to be at school on time?

Reflections

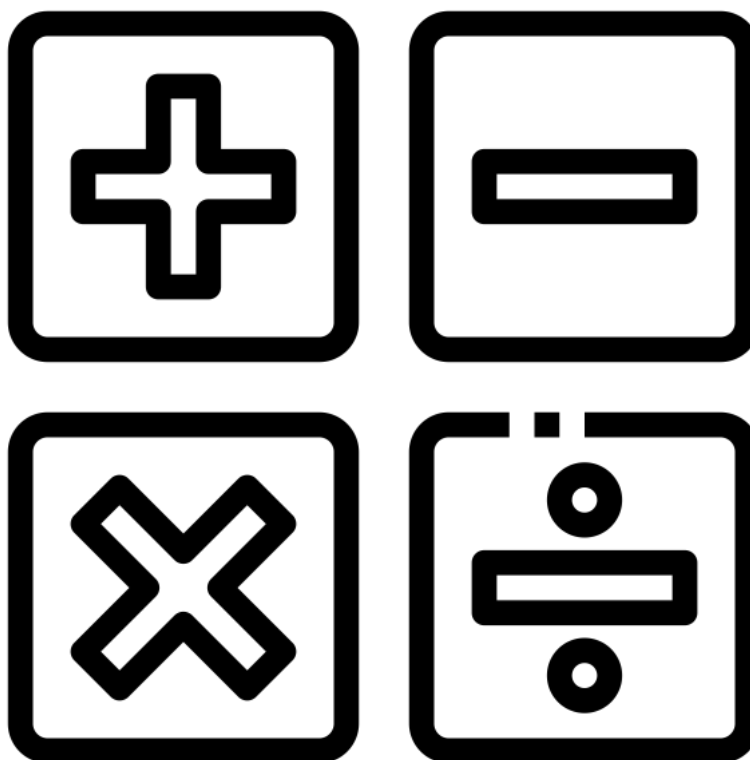
This space is for you to write your reflections on the whole unit on problems using multiplication and division.

You may wish to write about:

- Things you've learnt
- Things you found difficult
- Other areas of maths you used in this topic
- Topics you need to revisit/revise in the future

MATHS - HIGHER

Complete as many of the following tasks as possible.





KS4 Higher Home Learning Booklet

Mathematics Mastery: 1

Contents

Chapter 1: Coordinate geometry.....	
1.1 Coordinates.....	
1.2 Midpoint of a line.....	
Chapter 2: Linear graphs.....	
2.1 Horizontal and vertical lines	
2.2 Gradient.....	
2.3 Plotting linear graphs	
2.4 The equation of a line	
2.5 Solving problems with straight lines	

Chapter 1: Coordinate geometry

1.1 Coordinates

Concept Corner

Use the words in the box to fill in the gaps below:

horizontal

diagonal

centre

origin

vertical

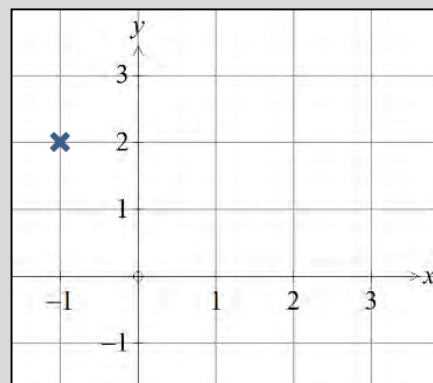
Coordinates identify points on sets of axes.

The x -axis is

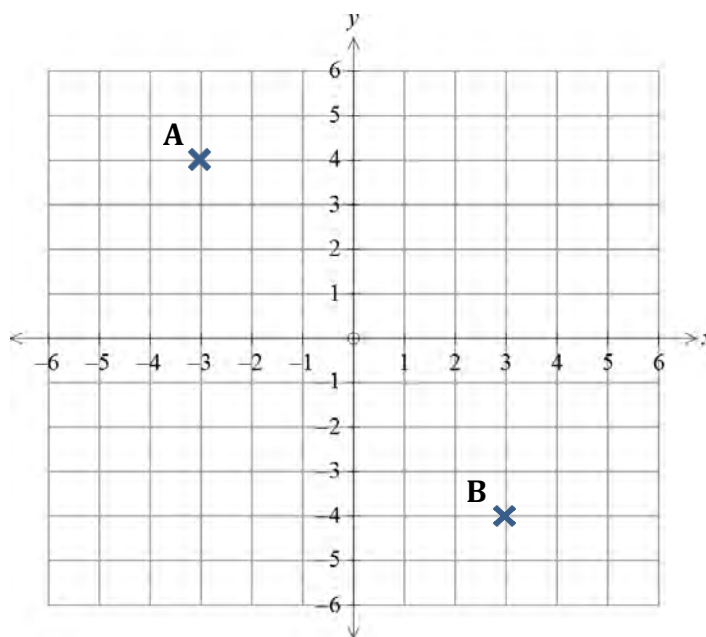
The y -axis is

Coordinates are written alphabetically in the form (x, y) , for example, the coordinates of the point identified to the right are $(-1, 2)$.

The point with coordinates $(0, 0)$ is also known as the



1. Match the points to the correct coordinates.



Point A

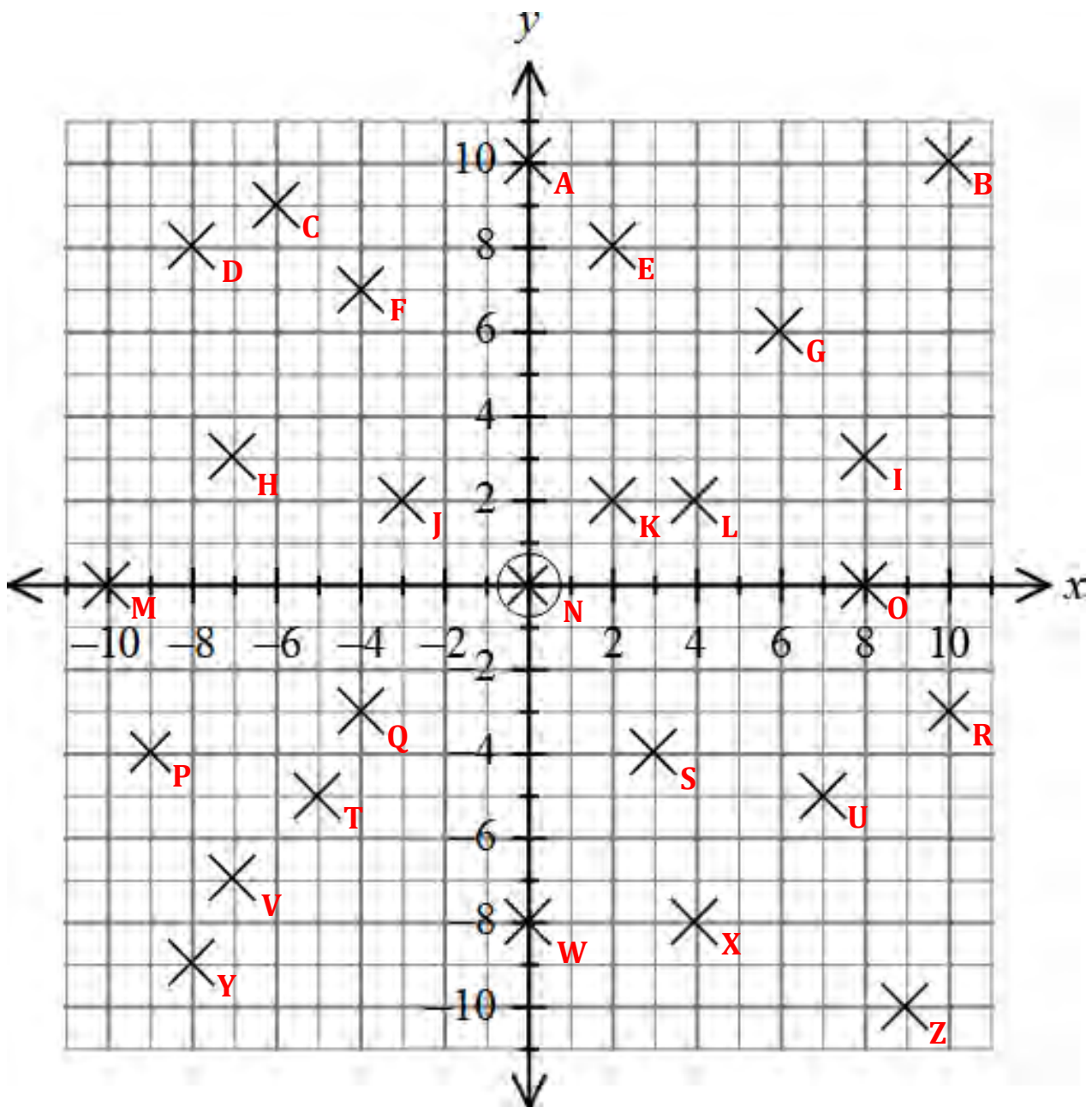
Point B

$(3, 4)$

$(3, -4)$

$(-3, 4)$

$(-3, -4)$



2. Use the information above to de-code the following sentence:

(0, -8)	(-7, 3)	(0, 10)	(-5, -5)

(-8, 8)	(8, 3)	(-8, 8)

(-5, -5)	(-7, 3)	(2, 8)

(9, -10)	(2, 8)	(10, -3)	(8, 0)

(3, -4)	(0, 10)	(-8, -9)

(-5, -5)	(8, 0)

(-5, -5)	(-7, 3)	(2, 8)

(2, 8)	(8, 3)	(6, 6)	(-7, 3)	(-5, -5)	?
					?

(0, 0)	(8, 3)	(-6, 9)	(2, 8)

(10, 10)	(2, 8)	(4, 2)	(-5, -5)

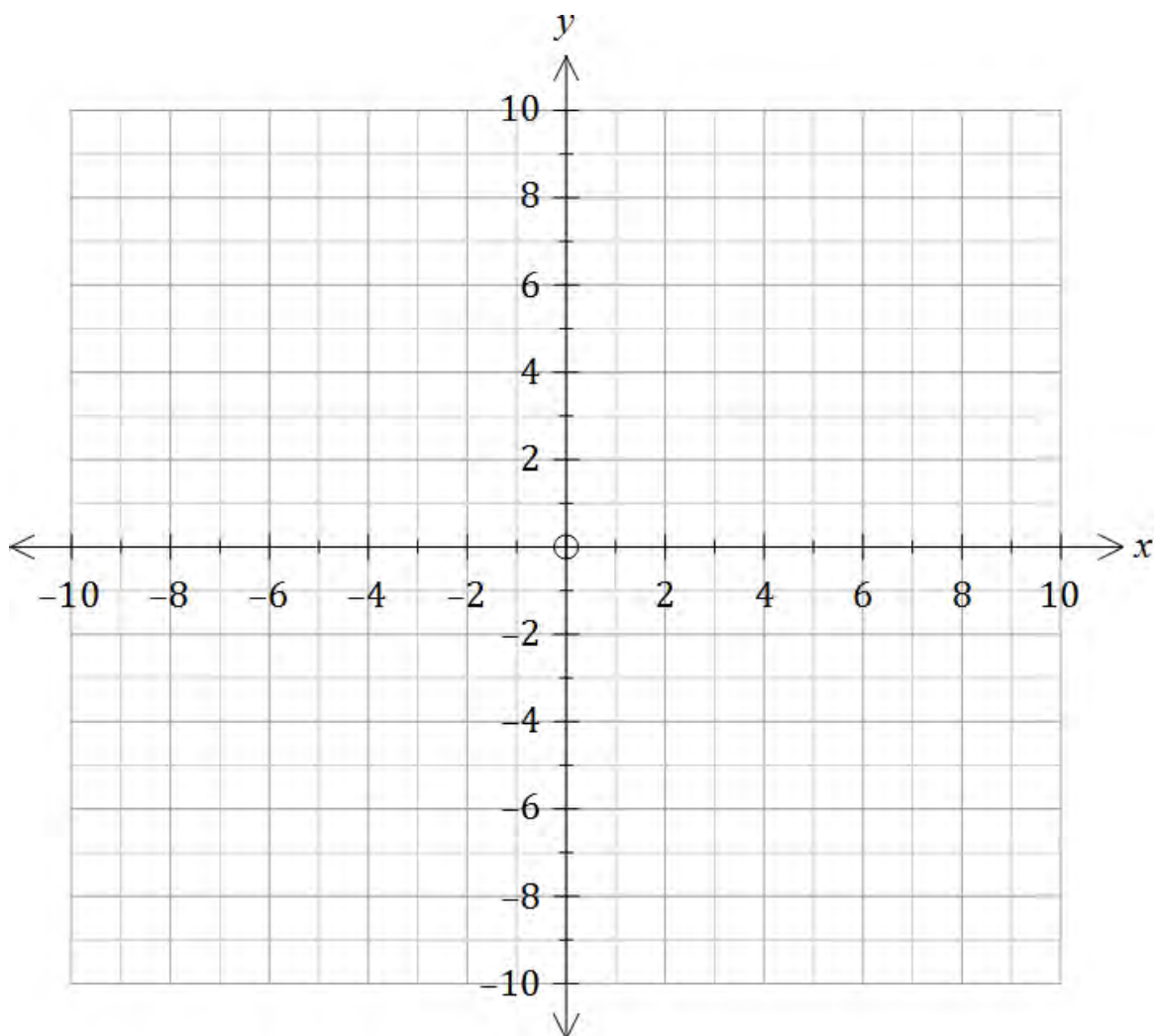
3. Decide whether the statements below are true or false.

a) The y -coordinate of the point $(1, 7)$ is 1. True / False

b) The point $(0, 0)$ is also called the origin. True / False

c) The vertical line that runs through $(0, 0)$ is called the y -axis. True / False

4.



a) Plot the following points and write down the coordinates of the fourth point to make a rectangle.

$(6, 3), (-1, 3), (6, 5), (\dots\dots\dots, \dots\dots\dots)$

b) Plot the following points and write down the coordinates of the fourth point to make a square.

$(-4, 1), (-7, 4), (-1, 4), (\dots\dots\dots, \dots\dots\dots)$

c) Plot the following points and write down the coordinates of a fourth point to make a parallelogram.

$(-3, -2), (-1, -5), (-7, -6), (\dots\dots\dots, \dots\dots\dots)$



- d) The points $(4, -3)$ and $(5, -9)$ form two vertices of an isosceles triangle.
Find three different coordinate pairs which could each represent the third vertex.

(.....,)

(.....,)

(.....,)

- e) Calculate the area of each of the quadrilaterals that you have drawn on the axes above.

Area of rectangle =

Area of square =



Area of parallelogram =

5. Decide whether the statements below are true or false.
Drawing a set of axes with a suitable scale may help.

- a) The points $(0, 0)$, $(0, 120)$ and $(40, 0)$ will form a right-angled triangle.

True / False

- b) The points $(4, 1)$, $(8, 4)$ and $(6, 7)$ will form an isosceles triangle.

True / False

- c) The square whose vertices have coordinates $(-3, 5)$, $(-2, 2)$, $(1, 3)$, $(0, 6)$ has an area of 9 square units.

True / False

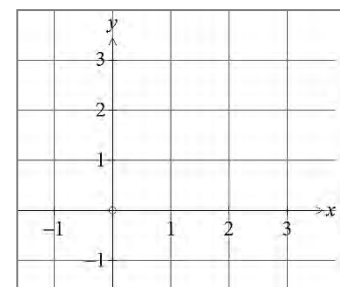
6. I am thinking of a point on the axes below whose coordinates have integer values.
Use the three clues below to identify the coordinates of the point.

My x -coordinate is odd.

The x -coordinate is more than the y -coordinate

My y -coordinate is the first prime number

Answer: (.....,)

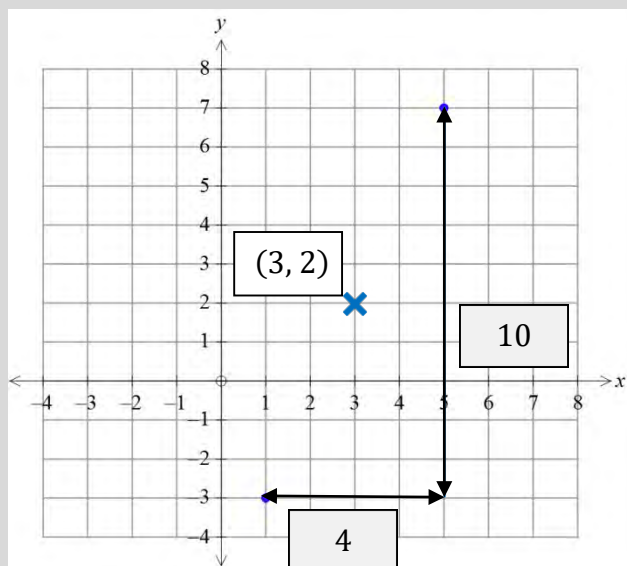


1.2 Midpoint of a line

Concept Corner

Sarah and Katherine have used two different methods to find the midpoint of the line segment joining the points $(1, -3)$ and $(5, 7)$.

Sarah



Katherine

$$\left(\frac{1+5}{2}, \frac{-3+7}{2} \right)$$

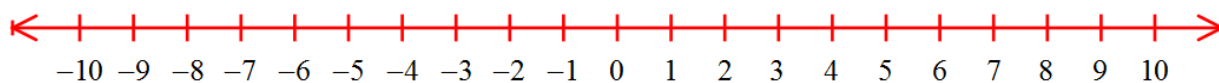
So the midpoint
is $(3, 2)$

Explain what each student has done.

.....

.....

.....



1. Write down the number which lies half-way between:

a) 0 and 8 e) -2 and 8

b) 8 and 10 f) -1 and -8

c) 3 and 8 g) -7.3 and 8.0

d) -8 and 8 h) -8.75 and $8\frac{1}{4}$



2. a) Tick the appropriate column(s) to indicate whether the following line segments will cross the x -axis, y -axis, or neither.

	x -axis	y -axis	Neither
(2, 6) and (14, 12)			
(-2, -2) and (-4, 3)			
(-4, -14) and (-2, 4)			
(4, -2) and (7, -2)			
(-5, 6) and (11, 7)			

- b) Write down the coordinates of the end-points of a line segment which crosses **both** the x -axis and the y -axis.

(.....,) and (.....,)

3. Calculate the midpoint of each of the following line segments.
You may use the axes below if needed.

- a) (4, 0) and (8, 0)

Midpoint (.....,.....)

- b) (7, 5) and (7, 13)

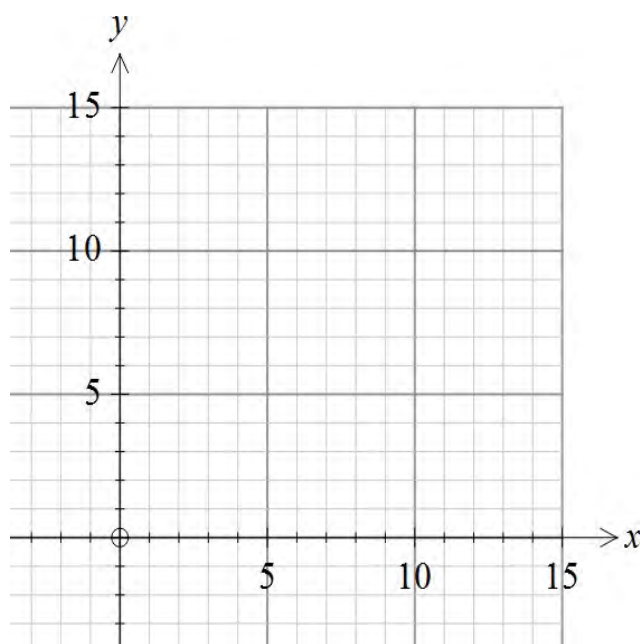
Midpoint (.....,.....)

- c) (10, 7) and (14, 11)

Midpoint (.....,.....)

- d) (74, 28) and (31, 35)

Midpoint (.....,.....)



You may use the axes below to help with the following questions if needed.

4. The midpoint of line segment AB has coordinates (3,5).

The coordinates of point A are (0,5).

Write down the coordinates of point B.

(.....,)

5. The midpoint of line segment PQ has coordinates (3,5).

The coordinates of point P are (5,7).

Write down the coordinates of point Q.

(.....,)

6. Calculate the midpoint of each of the following line segments using the axes below if necessary.

a) $(-8, 4)$ and $(-6, 5)$

Midpoint (.....,)

b) $(10, -4)$ and $(-5, 15)$

Midpoint (.....,)

c) $(-2.4, -1.5)$ and $(-6, 4.5)$

Midpoint (.....,)



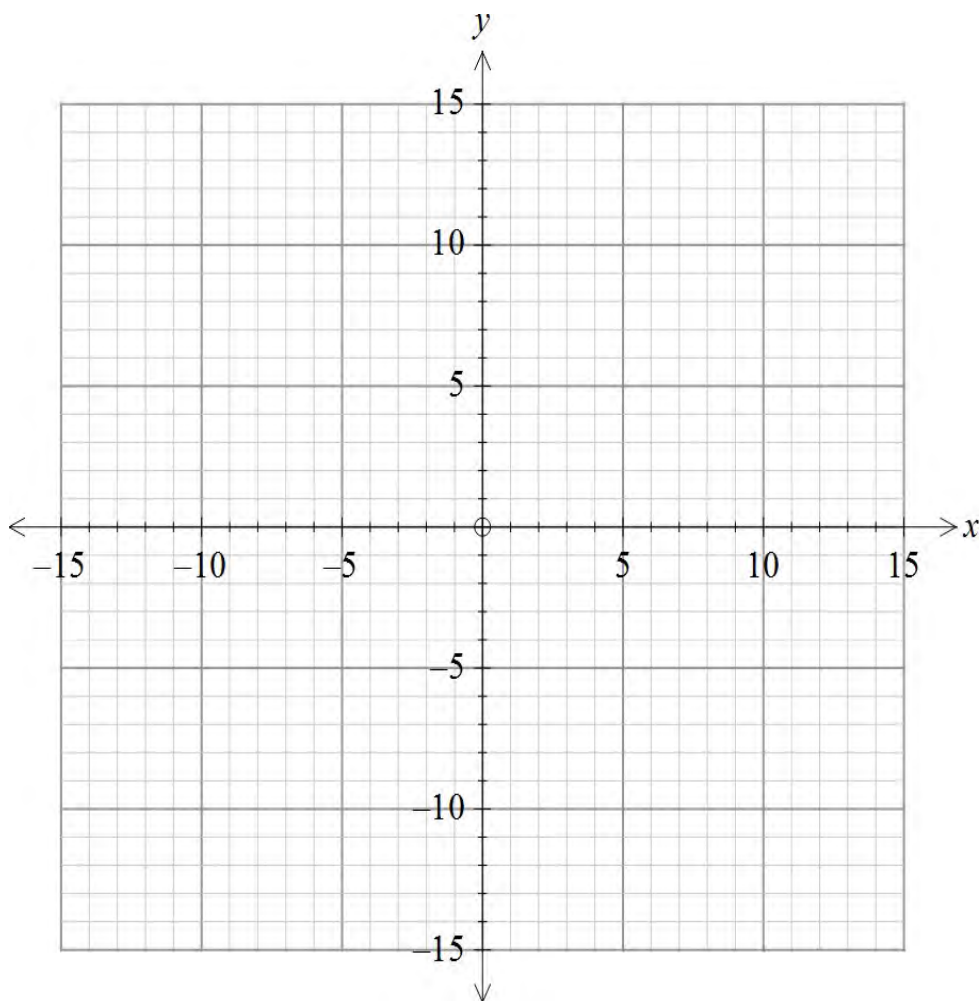
d) $(16a, -24b)$ and $(2a, 0)$

Midpoint (.....,)



e) $(8a, b)$ and $(-9a, 3b)$

Midpoint (.....,)



7. Solve the following problems, using the axes below if required.

- a) The midpoint of a line segment AB is point M.

The coordinates of point M are $(5, -3)$ and the coordinates of point A are $(2, 0)$.

What are the coordinates of point B?

(.....,)

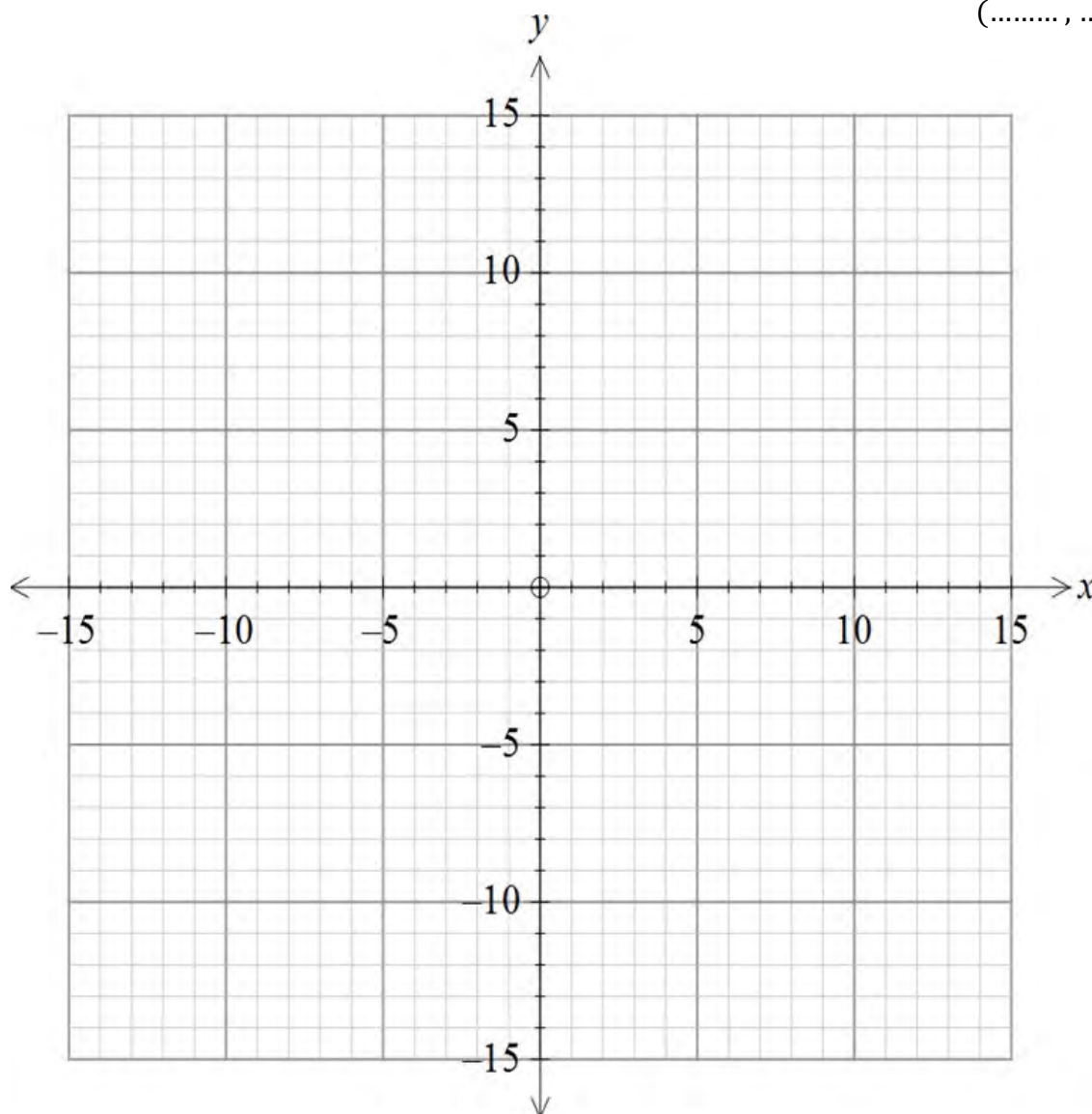
- b) The line segment joining $(-4, 10)$ and $(7, 3)$ forms the diameter of a circle.

What are the coordinates of the centre of the circle?

(.....,)

- c) The centre of a circle has coordinates $(3, 4)$. The point X $(-1, 9)$ lies on the circumference of the circle. If the line segment XY forms a diameter, find the coordinates of point Y.

(.....,)



8. Solve the following problems, using the axes below if required.

- a) If the point $(x, 10)$ is the midpoint of the points $(5, 7)$ and $(-9, y)$, calculate the values of x and y .

$x = \dots\dots\dots, y = \dots\dots\dots$



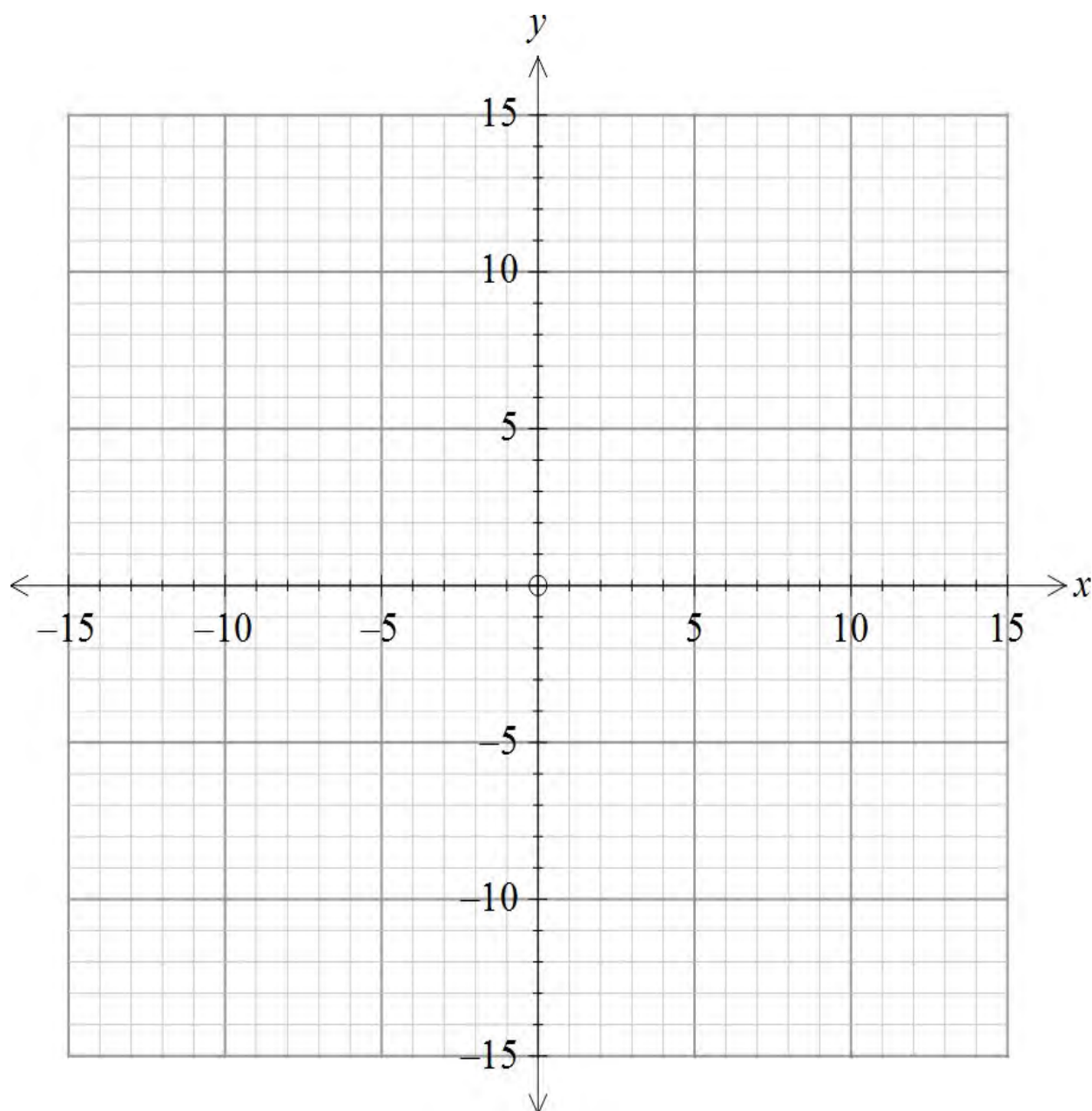
- b) The points $A(-4, 14)$ and $B(4, -6)$ form the line segment AB.

The point P lies on the line segment AB.

The lengths of AP and PB are in the ratio 1 : 3.

What are the coordinates of point P?

$(\dots\dots\dots, \dots\dots\dots)$



Reflections

This space is for you to write your reflections on the whole unit on coordinates.

You may wish to write about:

- Things you've learnt
- Things you found difficult
- Other areas of maths you used in this topic
- Topics you need to revisit/revise in the future

Chapter 2: Linear graphs

2.1 Horizontal and vertical lines

Concept Corner

The graph to the right shows three straight lines.

Write down the coordinates of three points which lie on line A:

.....

Why is the equation of this line $y = 4$?

.....

.....

Write down the coordinates of three points which lie on line B:

.....

Why is the equation of this line $x = -2$?

.....

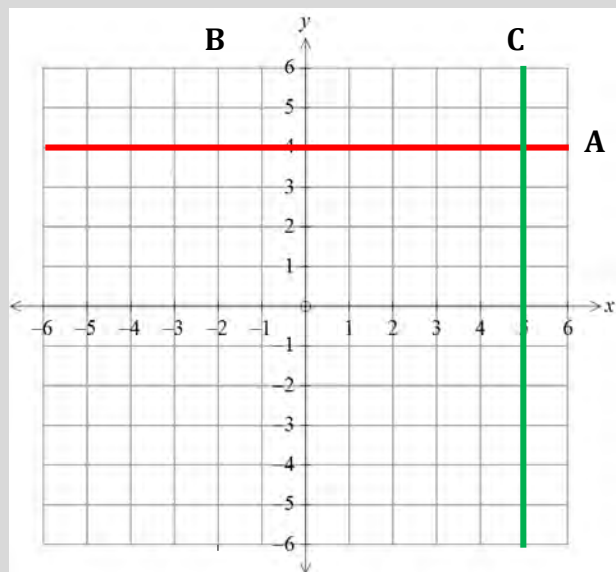
Write down the equation of line C.

.....

The coordinates $(4, -1)$, $(3, -1)$ and $(-2, -1)$ all lie on a different line.

Write down the equation of this line and add it to the graph.

.....



- Match each equation to the correct set of points, filling in the gaps where appropriate.

$$y = 5$$

$$(3, 3), (3, 4), (3, 5), (3, 6)$$

$$x = 3$$

$$(-5, 2), (\dots, 4), (-5, -5), (-5, 8)$$

$$y = 3$$

$$(4, 5), (-7, 5), (3, \dots), (5, 5)$$

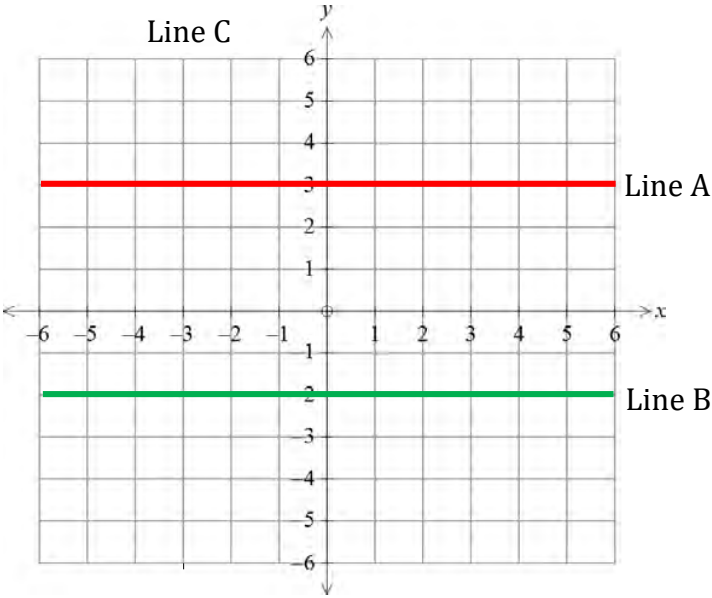
$$x = -5$$

$$(5, -2), (5, -1), (5, \dots), (5, 1)$$

$$x = 5$$

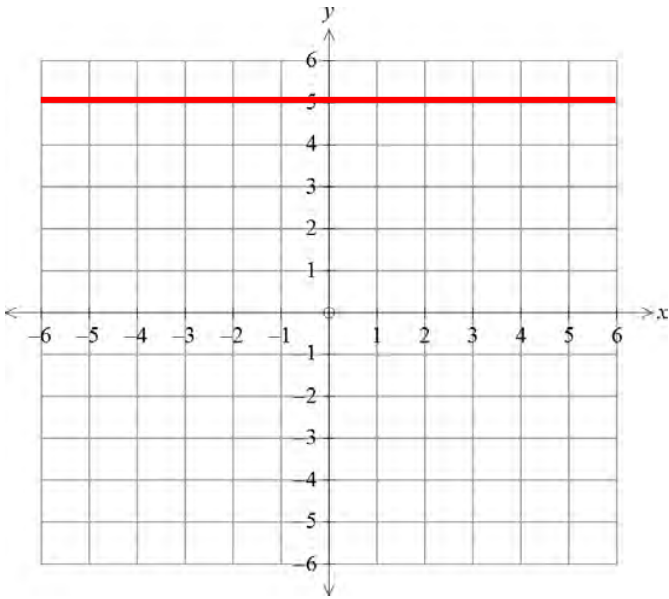
$$(3, 3), (2.5, 3), (-13, 3), (2, \dots)$$

2. Write the equations of the lines A to C below.
 Draw lines D to F on the same set of axes.



Line	Equation
A	
B	
C	
D	$x = 5$
E	$y = 0$
F	$x = -5$

3. Toby has tried to draw the line $x = 5$ on the axes below.
 Explain *why* he is incorrect and correct his mistake.



.....

.....

.....

4. True or false?

- | | |
|---------------------------------------------------------------------------------------|--------------|
| a) The point $(0, 5)$ lies on the line $x = 5$ | True / False |
| b) The point $(7, -7)$ lies on the line $y = 7$ | True / False |
| c) The point $(2, 531)$ lies on the line $x = 2$ | True / False |
| d) The origin lies on the y -axis | True / False |
| e) The points $(3, 4)$, $(-7, 4)$, $(1.7, 4)$ can be joined to form a vertical line | True / False |
| f) The point $(9, 12)$ lies on both of the lines $x = 12$ and $y = 9$ | True / False |

5. Write down:

- a) The equations of two different horizontal lines.

.....

- b) The equation of a line perpendicular to the line $y = 9$.

.....



- c) The equations of four lines which will enclose a rectangle with area 18 square units.

.....



- d) The equations of four lines which will intersect in four different quadrants to form a square with an area of 25 square units.

.....

2.2 Gradient

Concept Corner

Use the words in the box to fill in the gaps.

parallel	gradient
negative	positive

The slope or steepness of a straight line is
a measure of its

The line $y = 2x - 3$ will have a.....gradient, whilst the line
 $y = -2x + 3$ will have a..... gradient.

Lines with the same gradient will be.....to each other.

Explain how the diagram to the right shows
that the gradient of the line is 2.

.....

.....

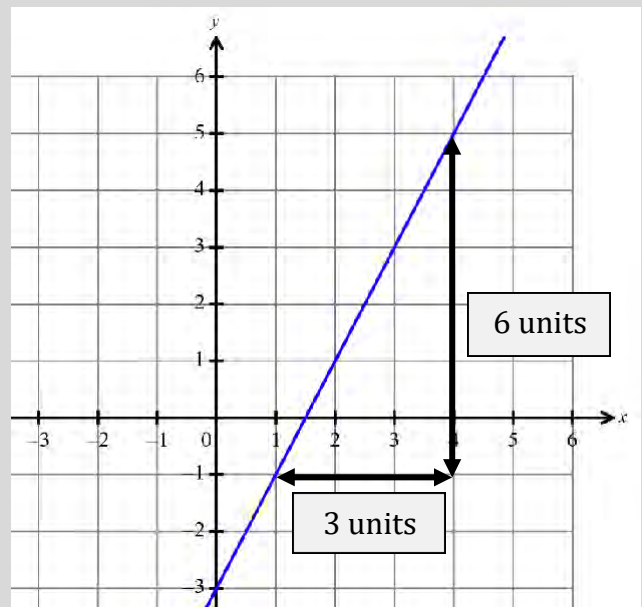
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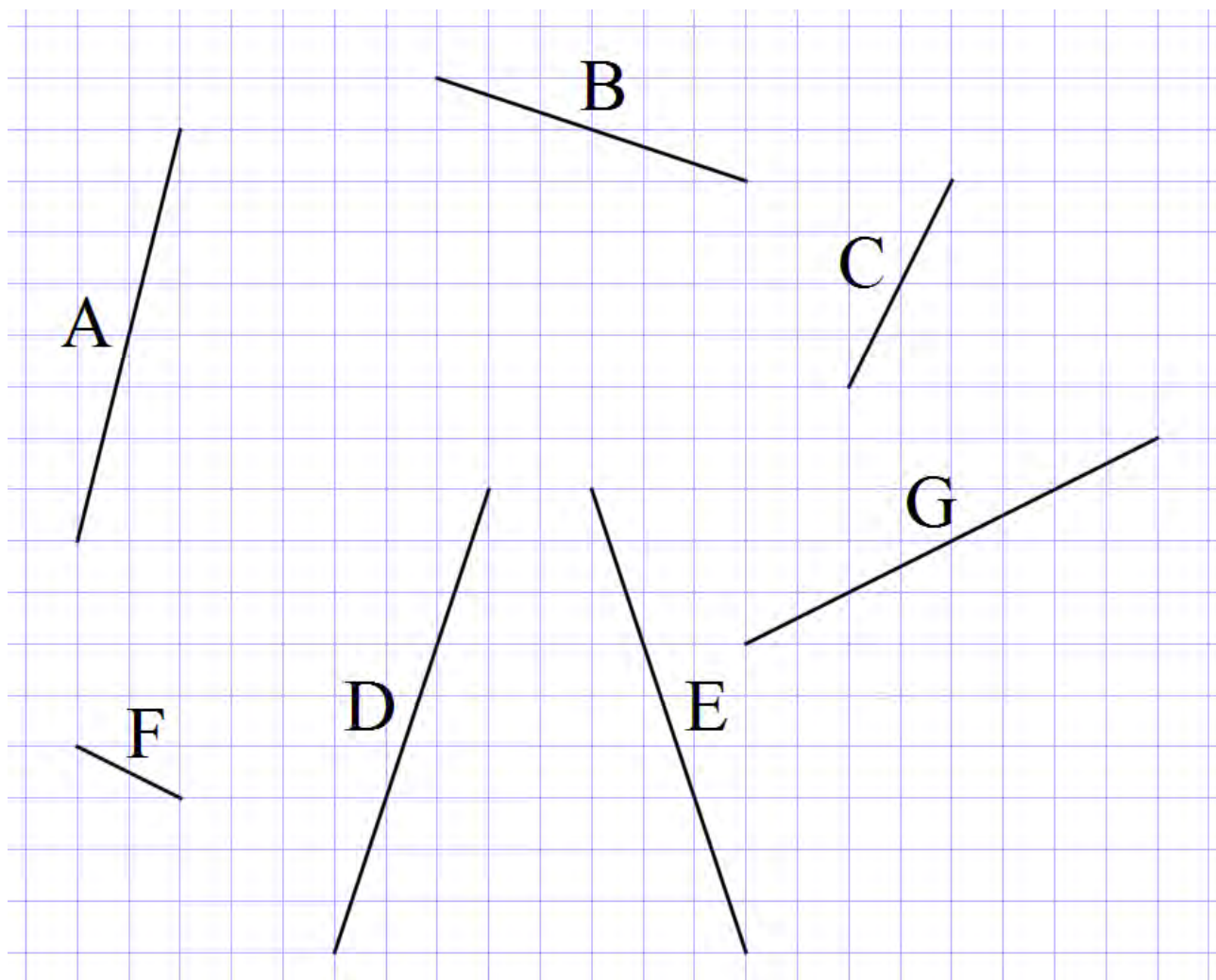
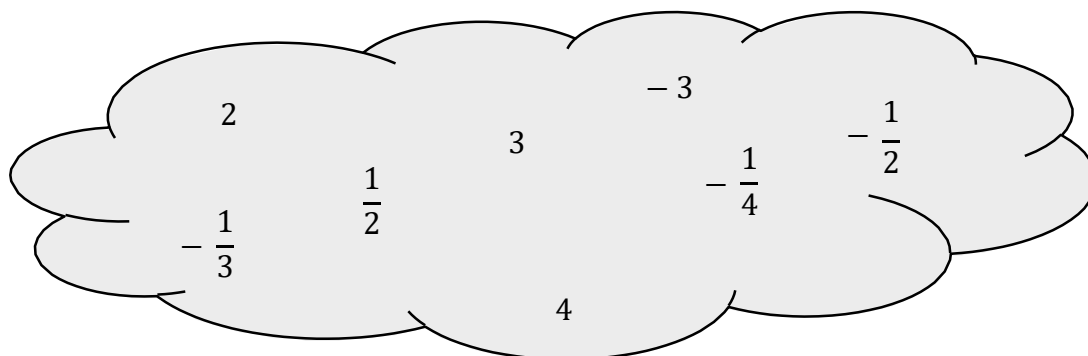
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1. Calculate the gradients of the lines on the grid below using the values provided. On the grid, one square is one unit.

Line segment	A	B	C	D	E	F	G
Gradient							



One of the values is left over. Draw a line segment with this gradient on the grid above.

2. Calculate the gradient of each line segments joining the points below.

You may find the axes
useful.

a) $(2, 4)$ and $(4, 16)$

.....

b) $(2, 10)$ and $(4, 6)$

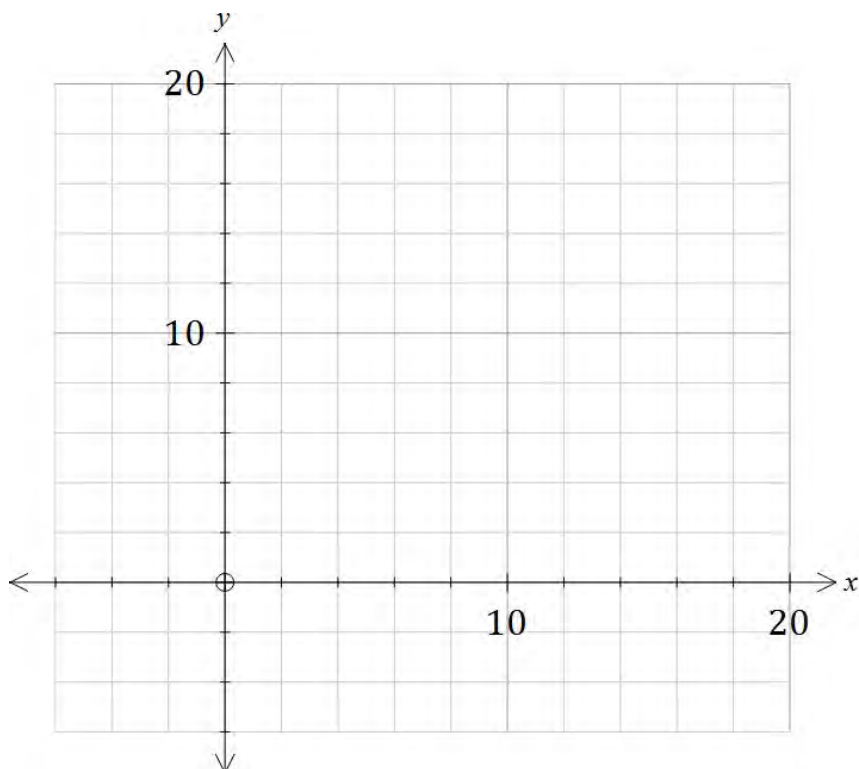
.....

c) $(0, 4)$ and $(6, 6)$

.....

d) $(6, 10)$ and $(12, -2)$

.....



3. Write down the coordinates of the midpoints for each line segment above.

a) Midpoint (.....,)

b) Midpoint (.....,)

c) Midpoint (.....,)

d) Midpoint (.....,)

2.3 Plotting linear graphs

Concept Corner

The diagram below shows the graph of $y = x$.

Write down the coordinates of four points which lie on the line $y = x$.

.....

.....

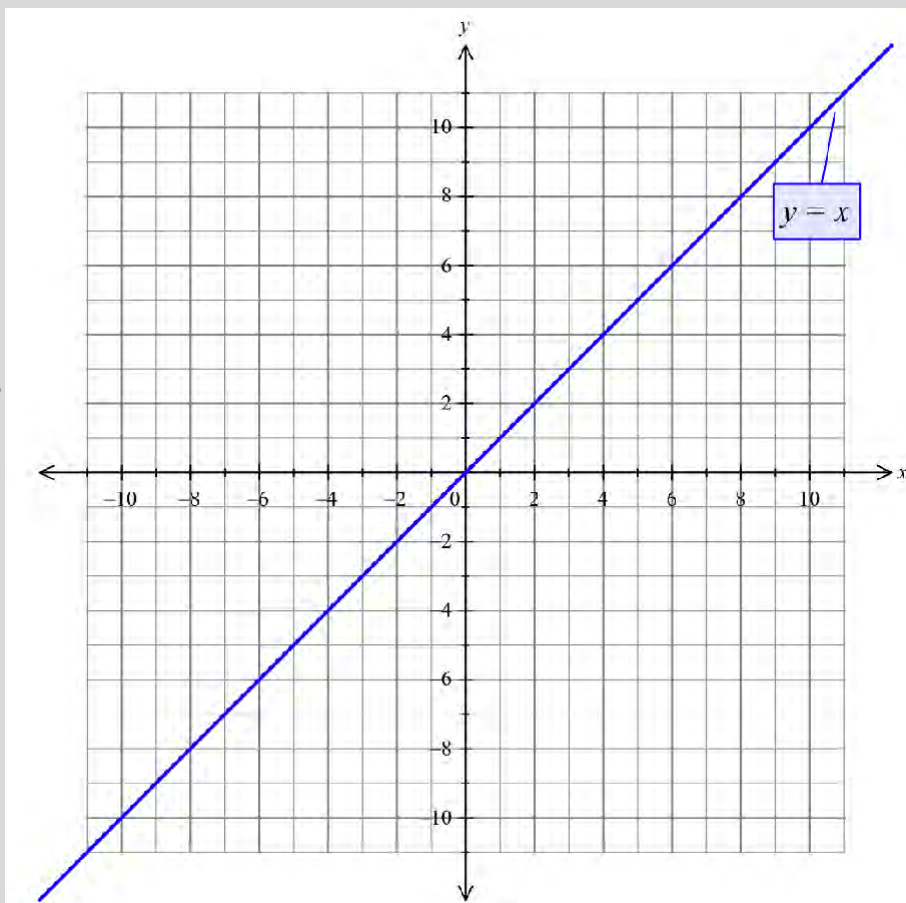
What do you notice about the x - and y -coordinates of these points?

.....

.....

.....

.....



The following points lie on the line $y = 2x$:

$(0, 0)$

$(1, 2)$

$(2, \dots\dots)$

$(\dots\dots, 10)$

$(-3, -6)$.

Use these points to plot the line $y = 2x$ on the axes above.

Which line is steeper, $y = x$ or $y = 2x$?

.....

1. By finding the coordinates of points on each line, plot the graph of each equation on the axes below.

a) $y = x$

(0,)

(.....,)

(.....,)

b) $y = 2x$

(0,)

(.....,)

(.....,)

c) $y = 2$

(0,)

(.....,)

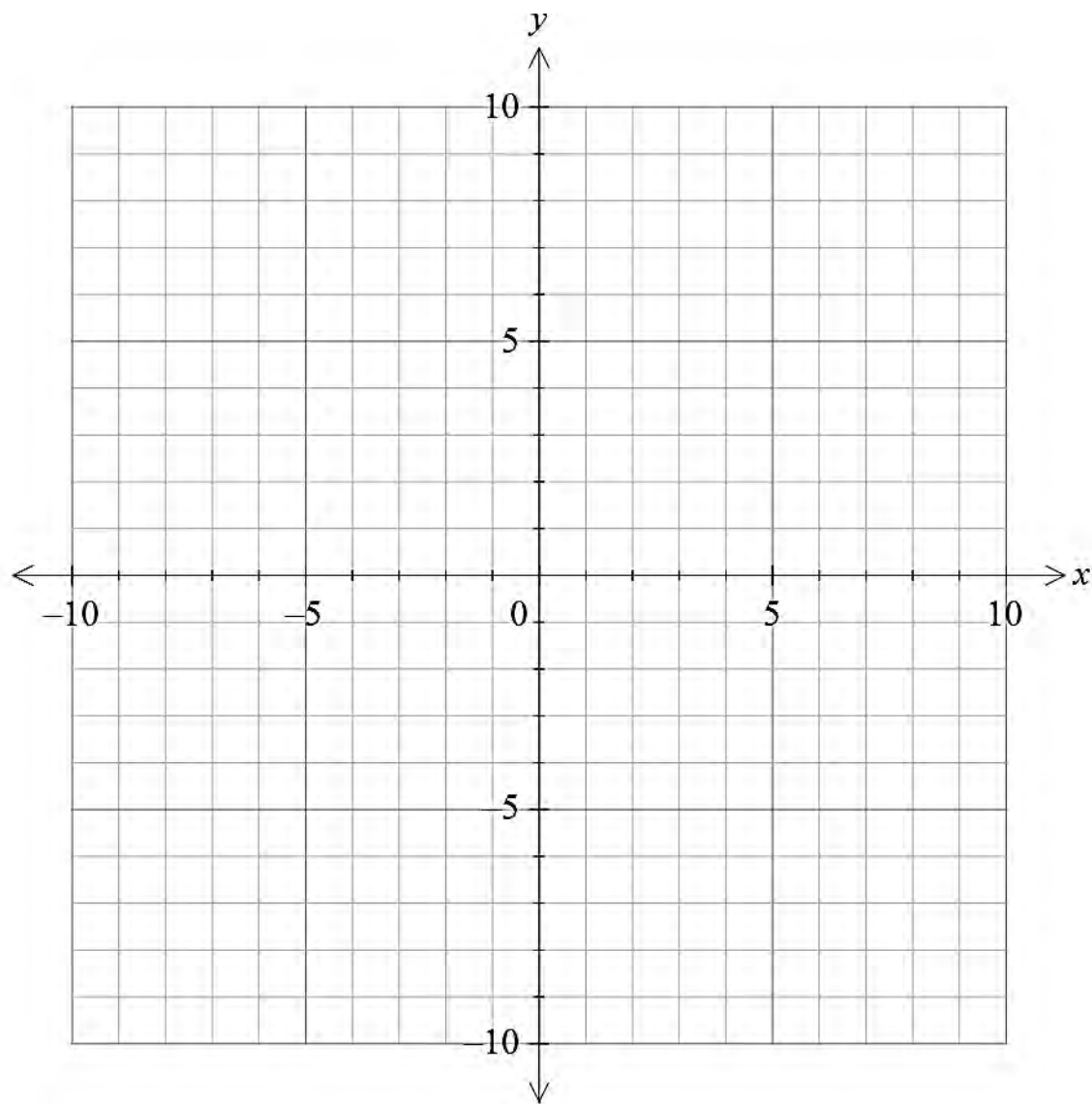
(.....,)

d) $y = \frac{x}{2}$

(.....,)

(.....,)

(.....,)



2. By finding the coordinates of points on each line, plot the graph of each equation on the axes below.

a) $y = x + 5$

(0,)

(.....,)

(.....,)

b) $y = x - 5$

(0,)

(.....,)

(.....,)

c) $y = 5 - x$

(0,)

(.....,)

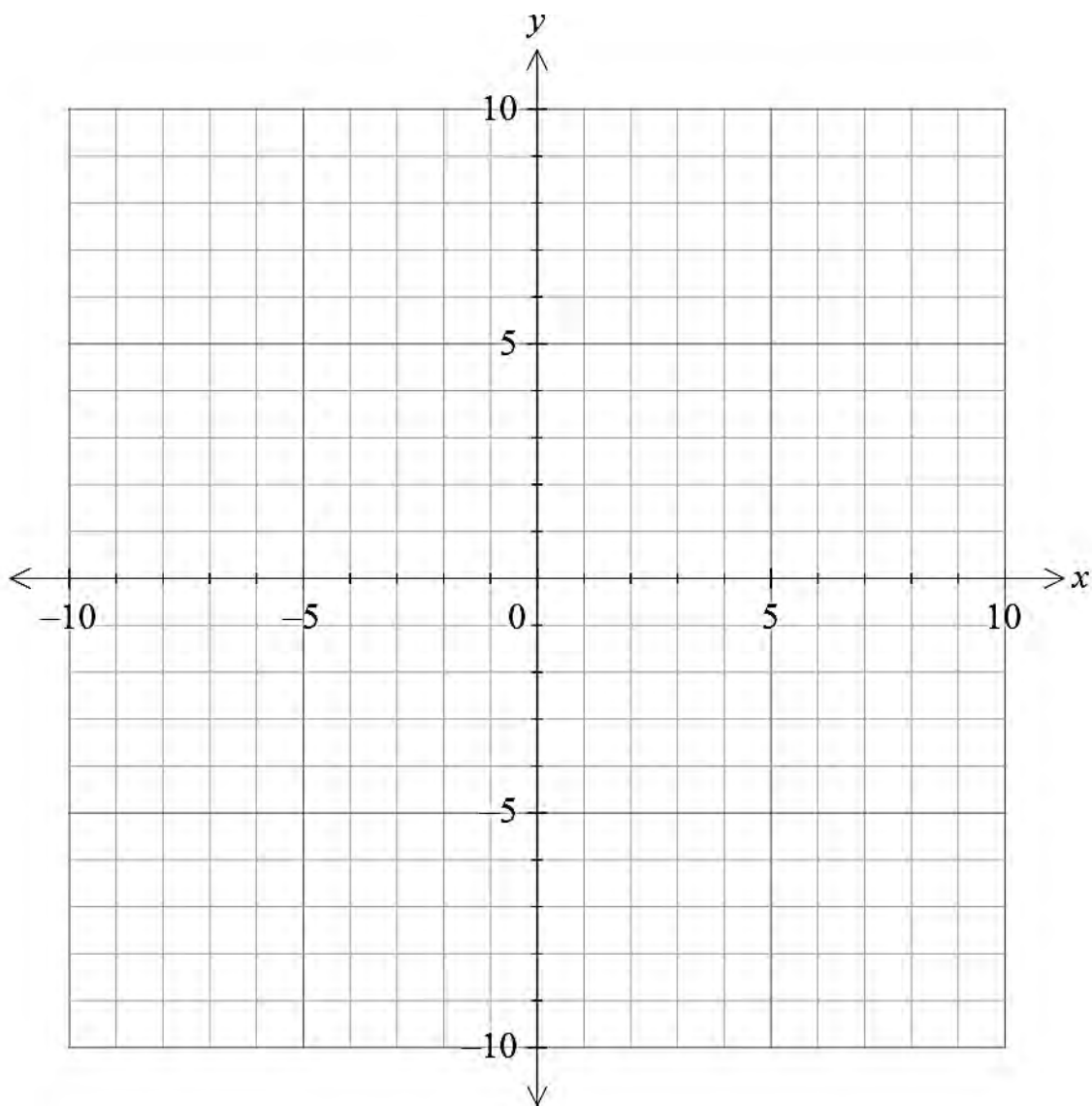
(.....,)

d) $y = -(x + 5)$

(.....,)

(.....,)

(.....,)



3. By finding the coordinates of points on each line, plot the graph of each equation on the axes below.

a) $y = 3x$

(..... ,)

(..... ,)

(..... ,)

b) $y = 3x + 5$

(..... ,)

(..... ,)

(..... ,)

c) $y = -3x + 5$

(..... ,)

(..... ,)

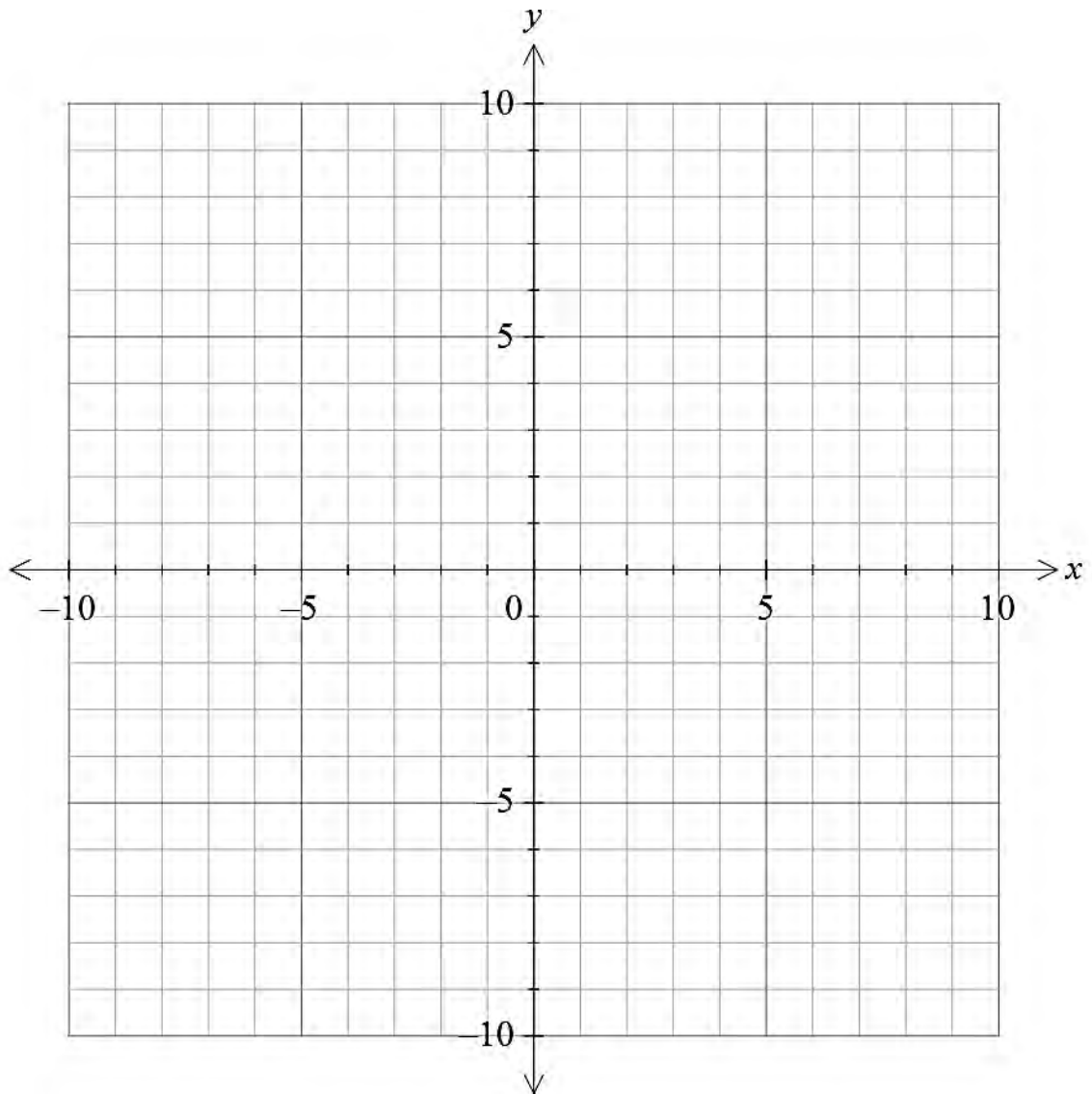
(..... ,)

d) $y = -(3x + 5)$

(..... ,)

(..... ,)

(..... ,)



4. By finding the coordinates of points on each line, plot the graph of each equation on the axes below.

a) $y = 2x + 3$

(.....,)

(.....,)

(.....,)

b) $y = 3x + 2$

(.....,)

(.....,)

(.....,)

c) $y = \frac{x}{2} - 3$

(.....,)

(.....,)

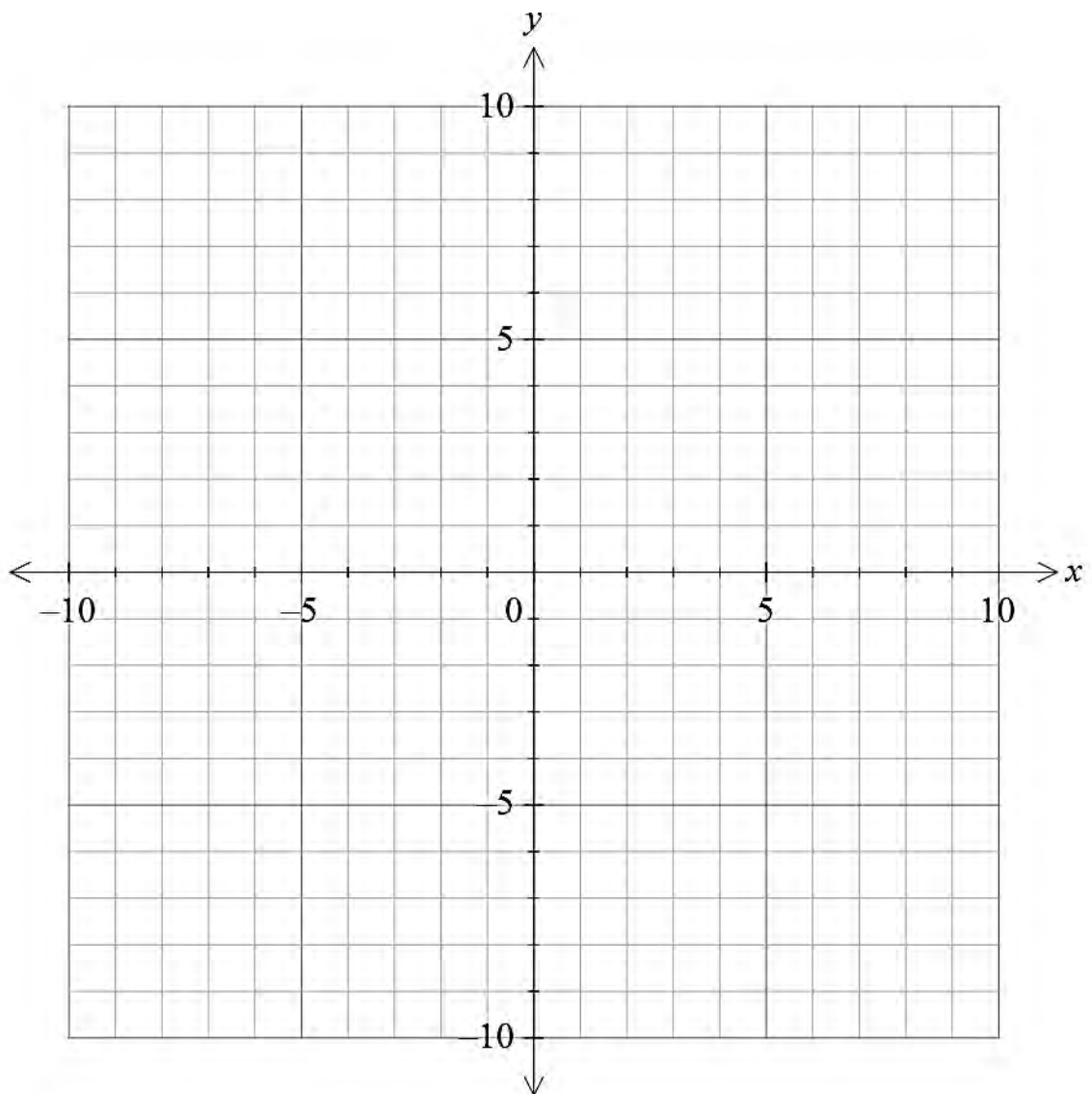
(.....,)

d) $y = \frac{1}{2} - 3x$

(.....,)

(.....,)

(.....,)



5. Leo is trying to draw the graph of $x + y = 5$ and has chosen the following points:

$(0, 5), (1, 5), (2, 5)$.

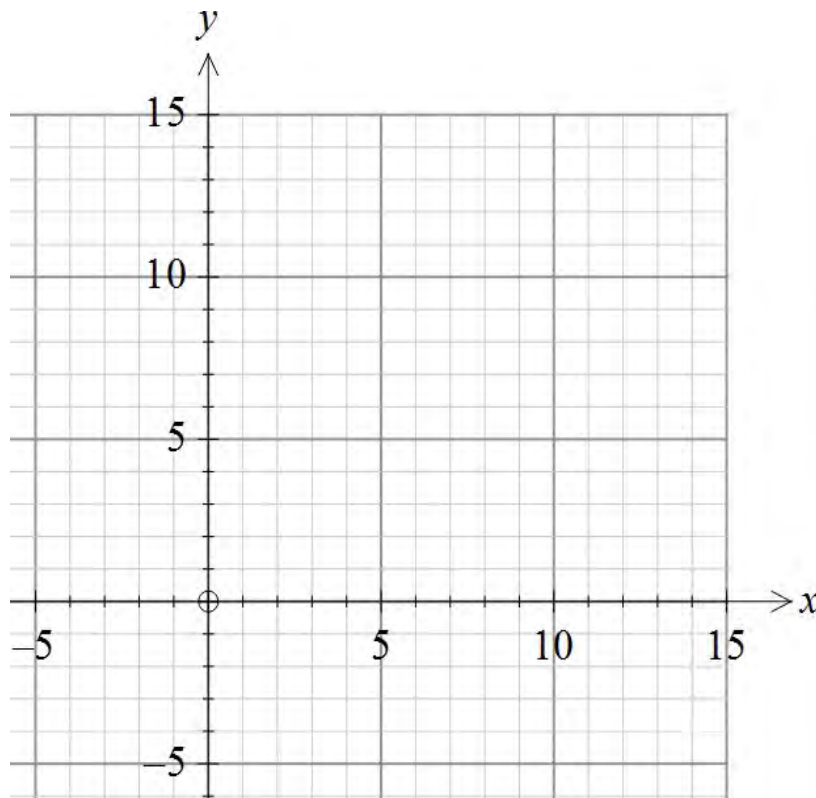
Leo's coordinates are

wrong.

What is the equation of the line these points lie on?

.....

Work out the coordinates of three correct points and plot the graph $x + y = 5$.



6. Match the coordinates to the line that they lie on.
Some pairs of coordinates lie on more than one line.

$$= 2x$$

$$(102, 204)$$

$$y = 2x + 1$$

$$(-8, -7)$$

$$y = x + 1$$

$$(19, 2)$$

$$= 2$$

$$(0, 0)$$

$$(0.5, 2)$$

a) True or false?

The origin lies on the line $y = 3x$

The coordinate $(3, -7)$ lies on the line $y = \frac{x}{3} - 7$

The coordinate $(31, 132)$ lies on the line $y = 4x - 8$

The line $x = 5$ will cross the line $y = 3x + 6$

The coordinate $(16, -67)$ lies on the line $y = 13 - 5x$

2.4 The equation of a line

Concept Corner

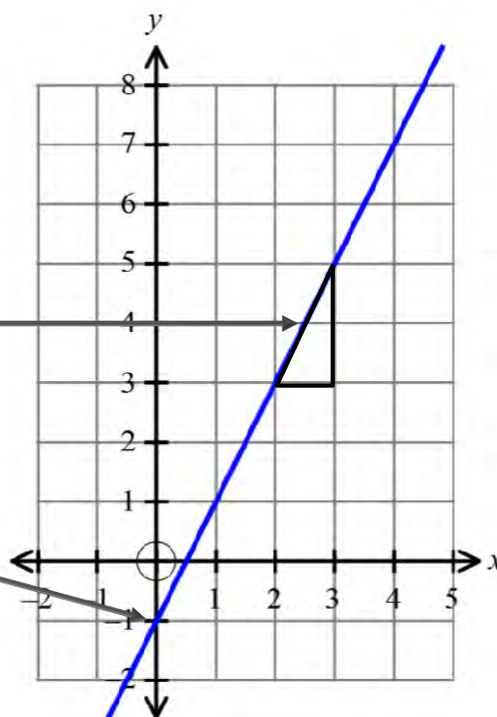
The equation of a straight line can be written in the form:

$y = mx + c$
 m is the gradient
 c is the y -coordinate of the y -intercept



gradient of 2

y -intercept is $(0, -1)$

An equation of the line is therefore $y = 2x - 1$.



1. Complete the table below for each equation.

Equation	Gradient	y-intercept
$= 3x$		
$y = x$		
$y = 3x - 7$		
$y = 7 + 3x$		
$y = 7 - 3x$		
 $y - 7 = 3x$		
 $y + 3x = 7$		

2. Some students make the statements below.
Are they correct? If not, correct them.

The gradient of the line $y = 3x - 4$ is $3x$.

The y-intercept of the line $y = 3 - 5x$ is $(0, -5)$

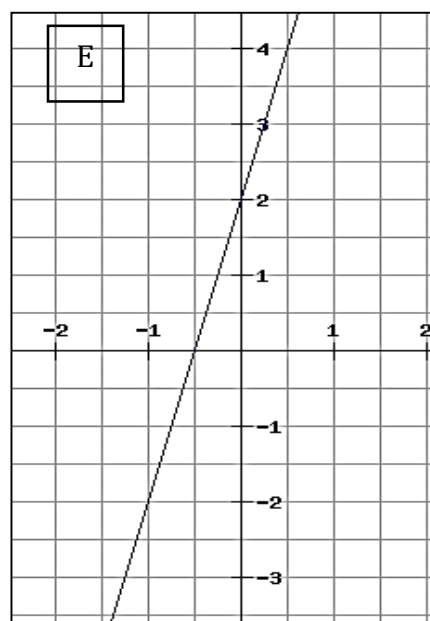
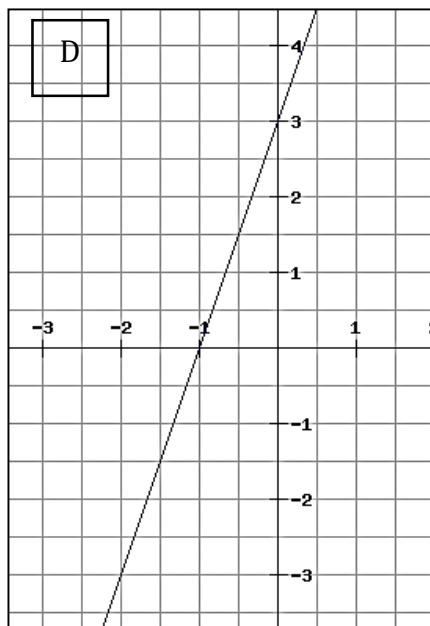
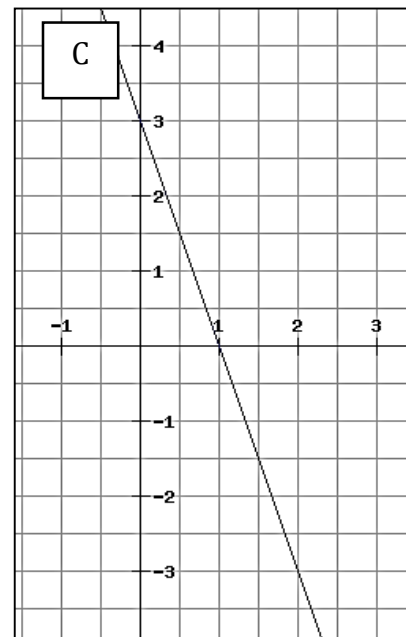
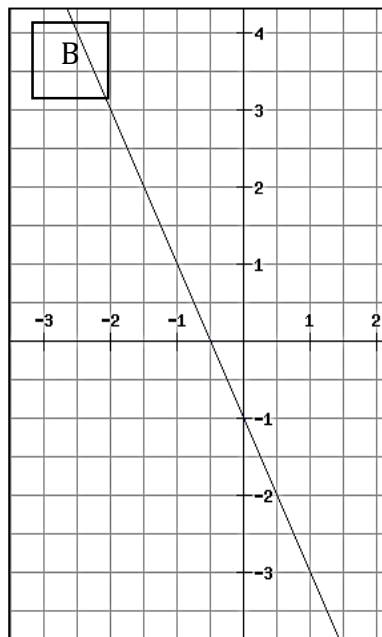
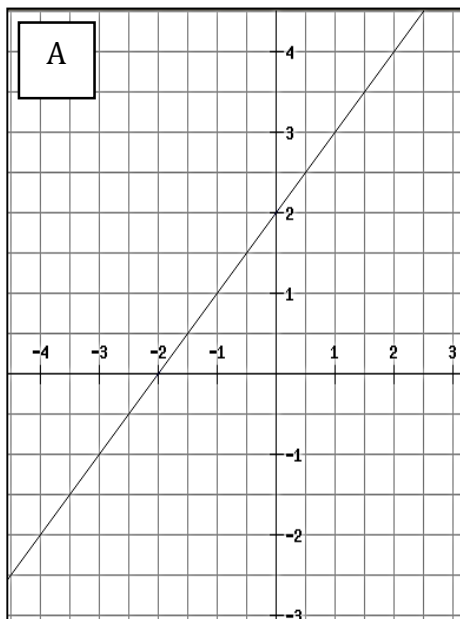
The y-intercept of the line $y = 11 - 2x$ is $(0, 2)$.

The gradient of the line $y + x = 5$ is $(0, 1)$.

The y-intercept of the line $y = 5x$ is $(0, 0)$.

The lines $y = 0.5x$ and $y = \frac{1}{2}x - 3$ are parallel.

3. Match the equation of the line to the graphs below



$$y = 3x + 3$$

$$y = -3x + 3$$

$$y = x + 2$$

★ $y - 2 = 4x$

$$y = 4x + 2$$

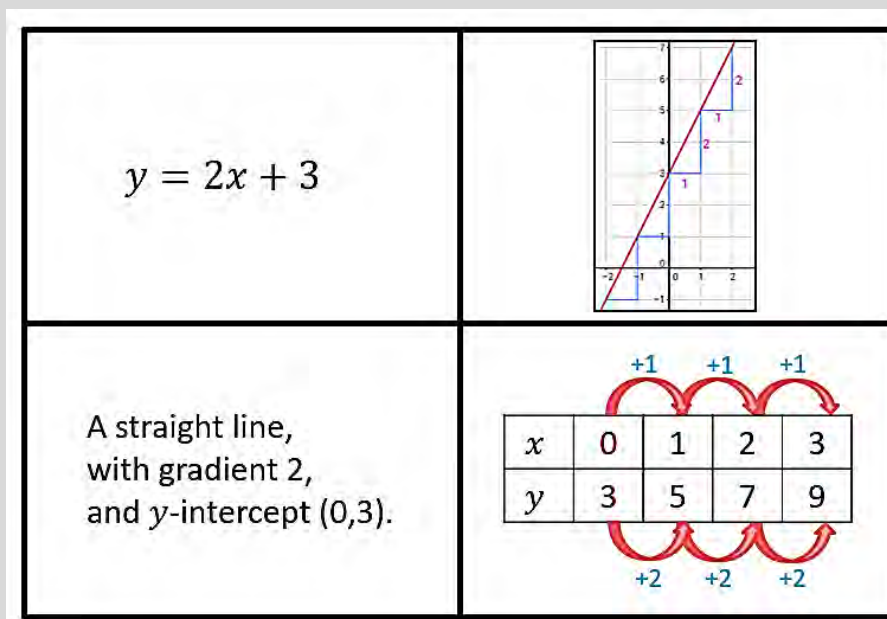
$$y = -2x - 1$$

★ $y = -(2x + 1)$

★ $y = -(3x - 3)$

★ $x = -y + 2$

Concept Corner: Four representations



Explain how each represents the same mathematics in different ways.

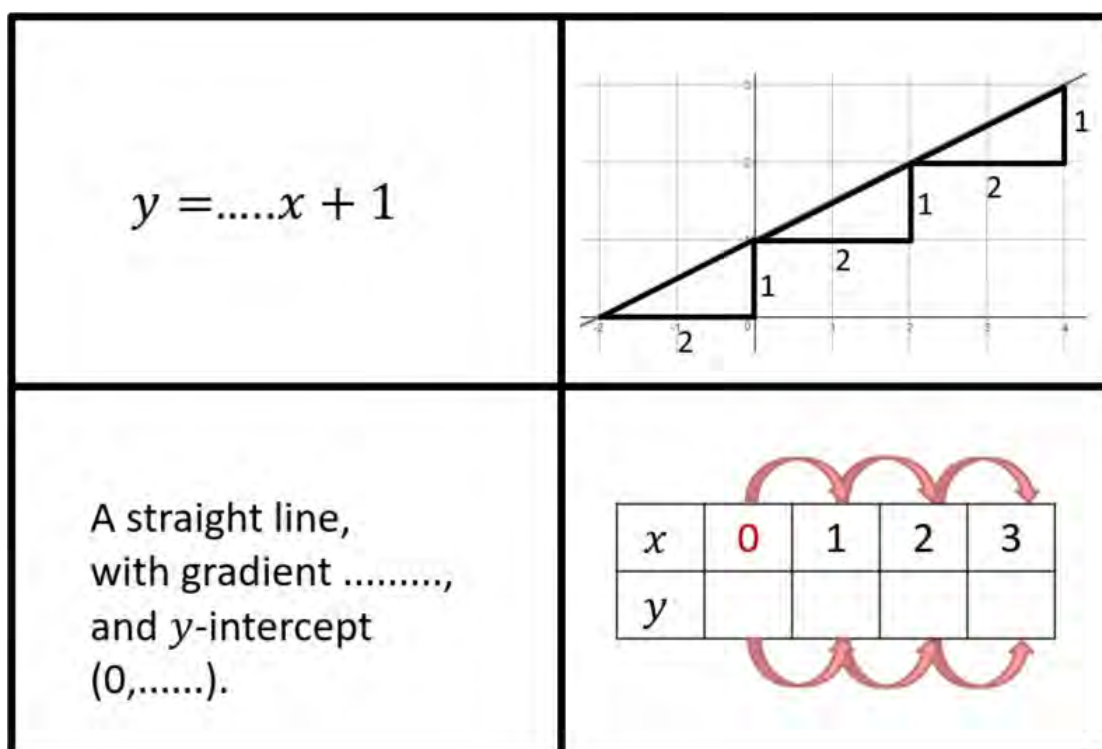
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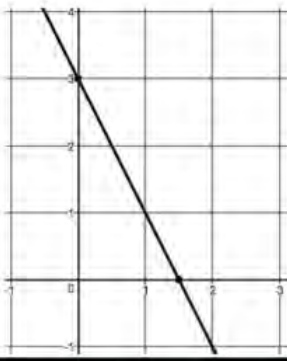
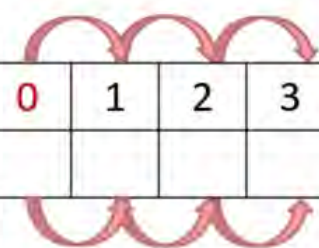
5. Complete the 'four representations' tables below.

Note: Use the concept corner above to help.

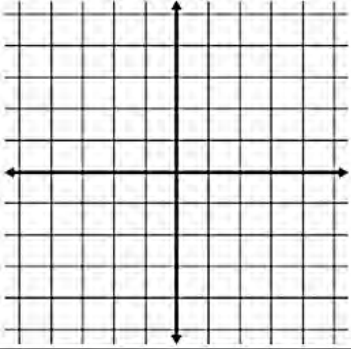
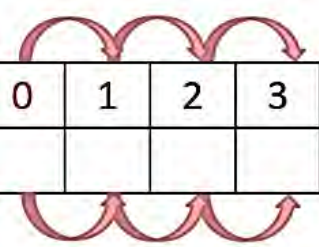
a)



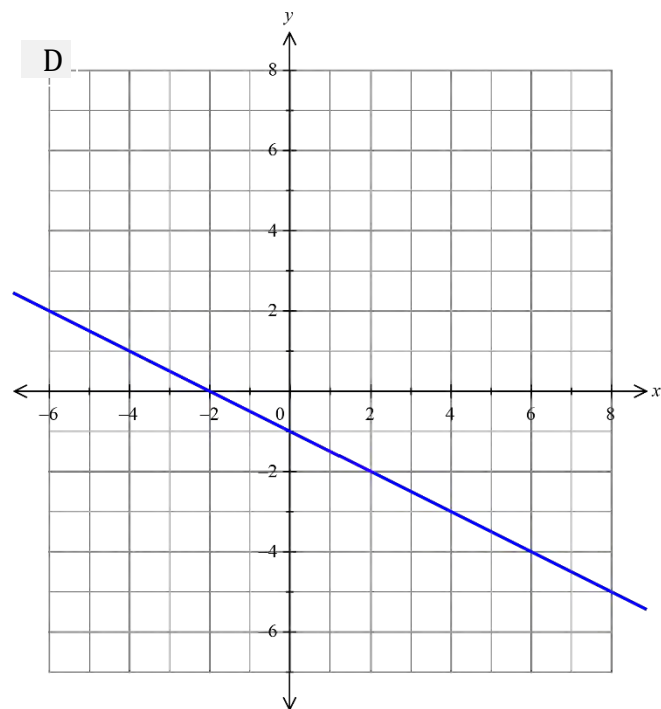
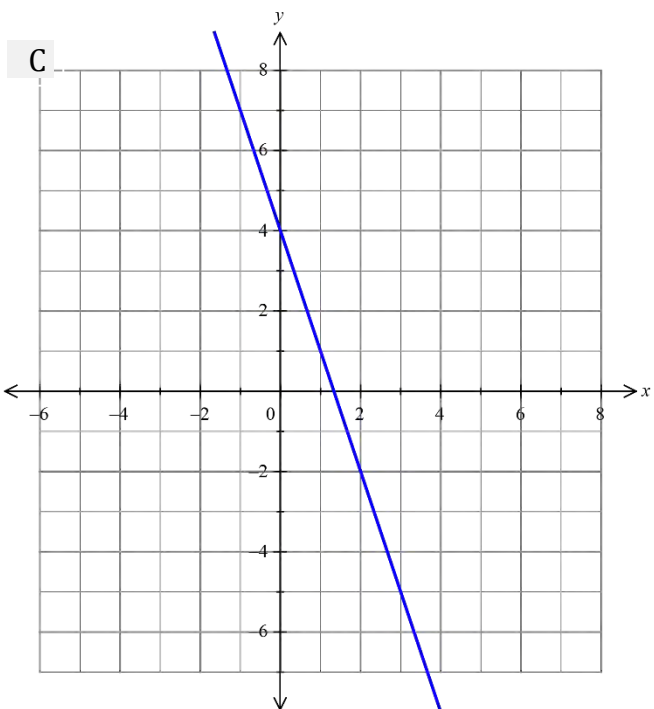
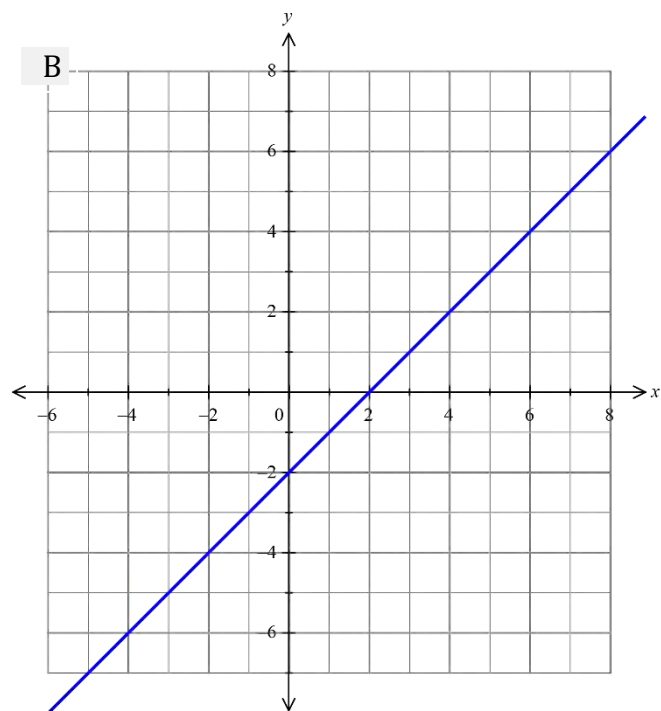
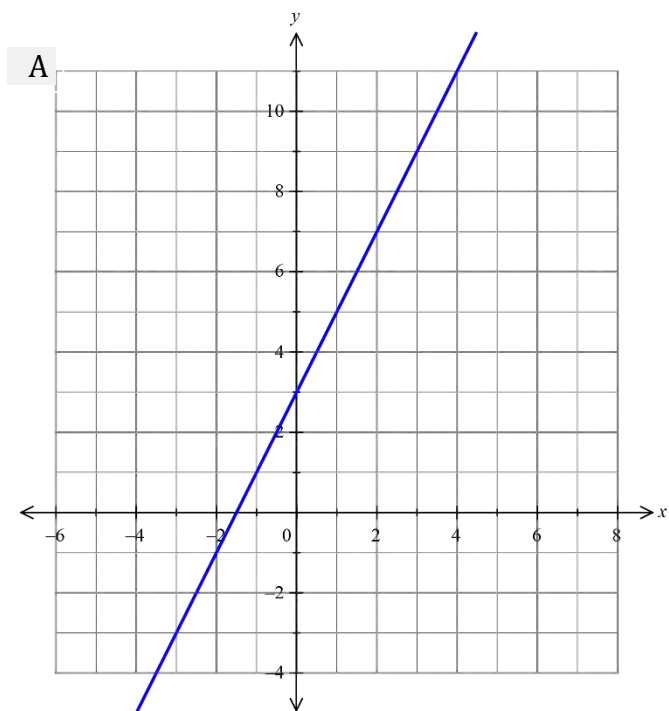
b)

$y = \dots x + 3$											
<p>A straight line, with gradient, and y-intercept (0,.....).</p>	<table border="1" style="margin: auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px; color: red;">0</td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">3</td> </tr> <tr> <td style="padding: 5px;">y</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </table> 	x	0	1	2	3	y				
x	0	1	2	3							
y											

c) Make up your own.

$y = \dots\dots\dots$											
<p>A straight line, with gradient, and y-intercept (0,.....).</p>	<table border="1" style="margin: auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px; color: red;">0</td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">3</td> </tr> <tr> <td style="padding: 5px;">y</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </table> 	x	0	1	2	3	y				
x	0	1	2	3							
y											

6. Write down an equation for each line below.



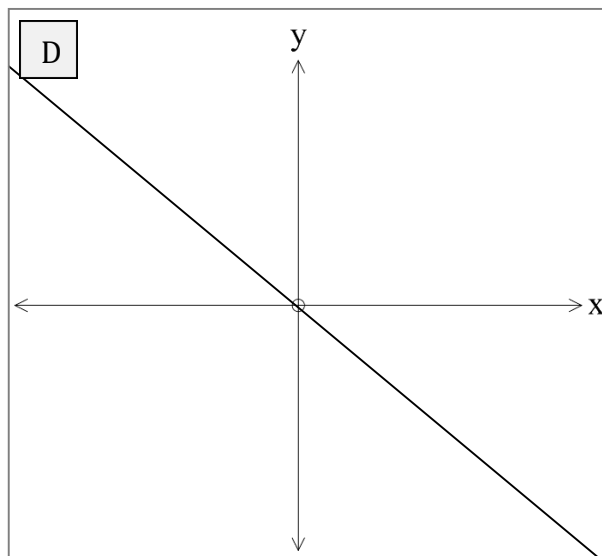
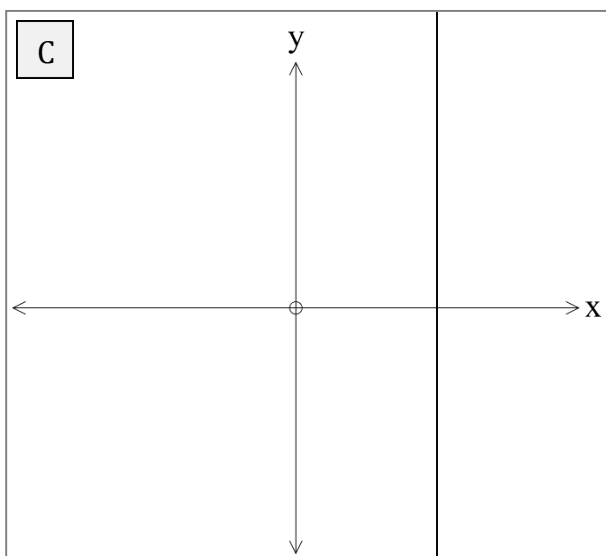
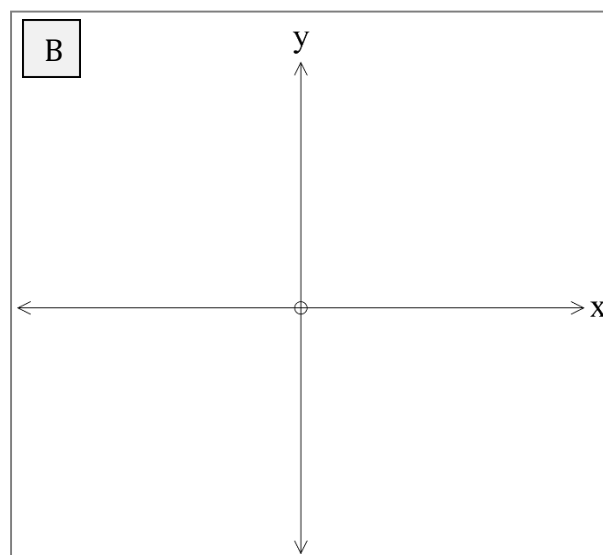
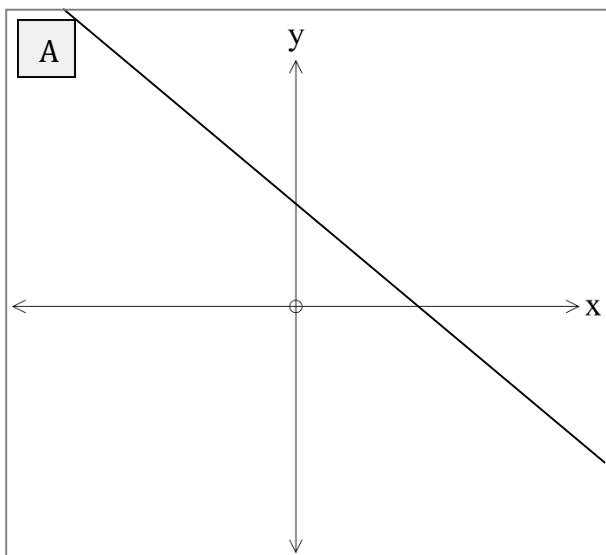
7. Match the equation of the line to the graphs below

$$y = -5x + 7$$

$$y = -2x$$

$$y = 0.5x + 2$$

$$y = 3x - 7$$



Why do graphs A and D appear to be parallel, yet their equations have different gradients?

.....

2.5 Solving problems with straight lines

1. Match up the pairs of lines with the same gradient.

$$y = 4x + 7$$

$$y = 1 - 0.25x$$

$$y = -4x + 3$$

$$y = 2x$$

$$y = -\frac{1}{4}x - 9$$

$$y = 4x - 3.5$$

$$y = 2x + 7$$

$$y = -4x$$

2. Write an equation of a line which is parallel to the line $y = 2x - 4.5$.
3. Sofia draws two line segments. She draws AB between points $A(1, 1)$ and $B(4, 2)$, and CD between points $C(1, -2)$ and $D(-2, -3)$.
Show that the line segment AB is parallel to the line segment CD .
4. Write down an equation of the line that passes through the point $(0, 7)$ and has a gradient of 2.



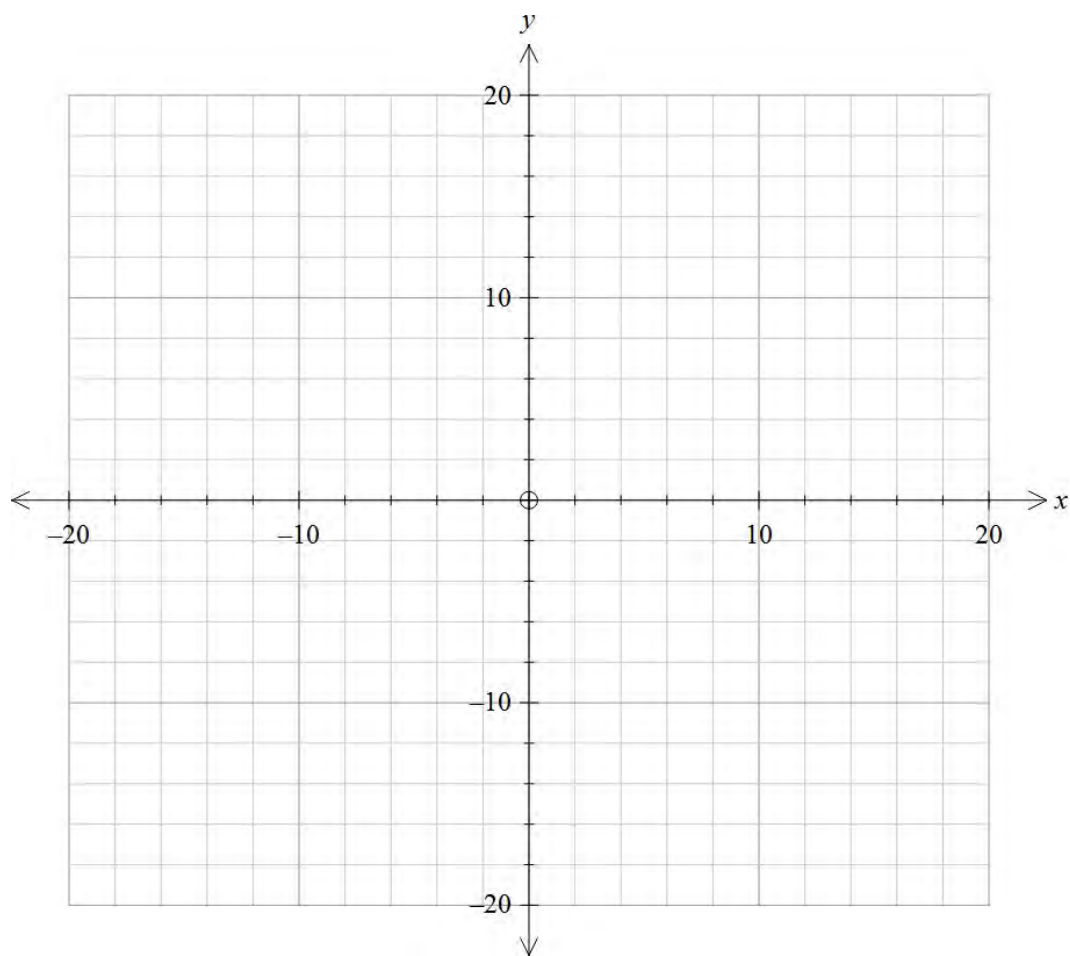
5. Find an equation of the line parallel to the line $y = 2x - 6$ and which passes through the point $(2, -1)$.



6. Find an equation of the line passing through the points $(0, 7)$ and $(-5, 17)$.



7. Find an equation of the line that passes through the points $(4, 4)$ and $(2, -6)$.
You could use the axes below to help.



Reflections

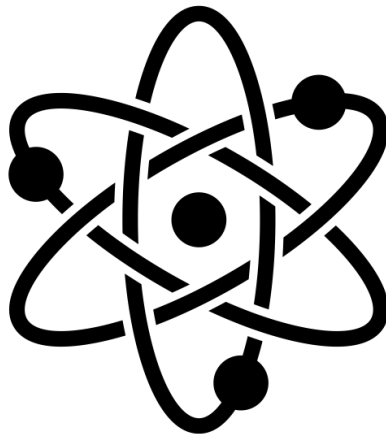
This space is for you to write your reflections on the whole unit on linear graphs.

You may wish to write about:

- Things you've learnt
- Things you found difficult
- Other areas of maths you used in this topic
- Topics you need to revisit/revise in the future

SCIENCE

Use the knowledge organiser on the next two pages to make mind maps about the main topics you study in this term. Then test yourself using the look/cover/check method. If you want to and are able to, there is an extension activity using chocolate for rock modelling.



Home Learning Booklet

Term 3

Biology - CB8

Exchange & Transport in Animals

Please use CGP Revision Guide (red one) GCSE Combined Science for Edexcel 9-1



Page 59	Describe the need to transport substances into and out of a range of organisms, including oxygen, carbon dioxide, water, dissolved food molecules, mineral ions and urea
Page 61	Explain how the structure of the blood is related to its function: a: red blood cells (erythrocytes) b: white blood cells (phagocytes and lymphocytes) c: plasma d: platelets -
Page 62	Explain how the structure of the blood vessels is related to their function.
Page 63	Explain how the structure of the heart and circulatory system is related to its function, including the role of the major blood vessels, the valves and the relative thickness of chamber walls. -
Page 64	Describe cellular respiration as an exothermic reaction which occurs continuously in living cells to release energy for metabolic processes, including aerobic and anaerobic respiration. -

Fill in the blanks using page 59

All organisms must substances they need from the environment and get rid of



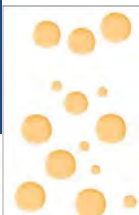

Cells need for aerobic respiration which produces as a waste product.

Water is taken up in cells by In animals dissolved molecules and mineral ions along with it

Urea is a It diffuses from cells to theto be removed from the body by the.....

Write any key words in your notes section

Match the image to the name and function of a component of blood

Fights infection in your body as part of your immune system. There are two types, phagocytes and lymphocytes	Platelets		
Helps blood to clot to stop blood pouring out and prevent infection getting into your body	Red blood cells		
The liquid that carries everything in blood, including: red and white blood cells, platelets and waste	White blood cell		
Carries oxygen from the lungs to the rest of the body. Has a large surface area to carry more oxygen (a bi-concave shape)	Plasma		

<https://www.youtube.com/watch?v=AlSQEs694qY>
<https://www.youtube.com/watch?v=81w0BXg7QJA>
<https://www.youtube.com/watch?v=Xp0o19gWX7E>

Remember

Vein—takes blood in to the heart

Artery—takes blood away from the

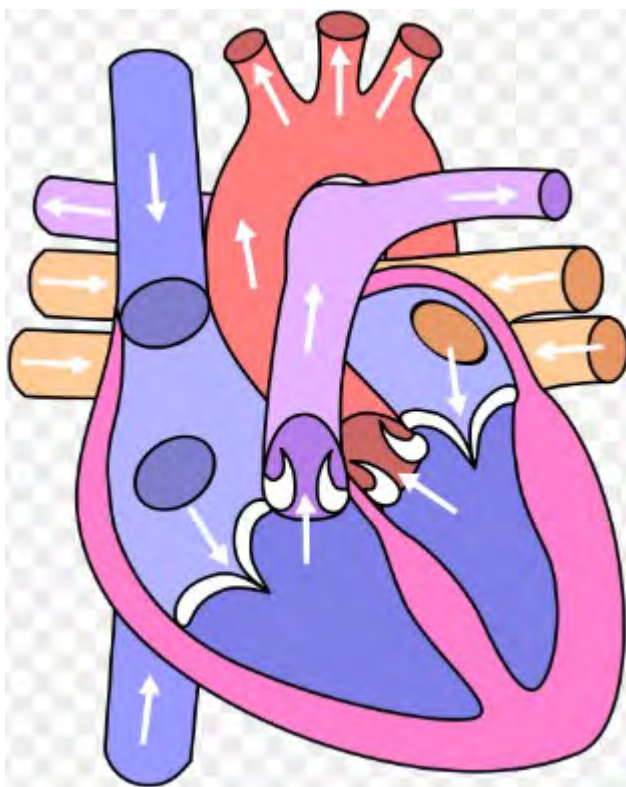
Which blood vessel:

1. Has more muscular walls?
2. Has a high blood pressure?
3. Carries blood to the heart?
4. Contains valves which stop back flow?
5. Carries blood to the body?
6. Are only one cell thick?

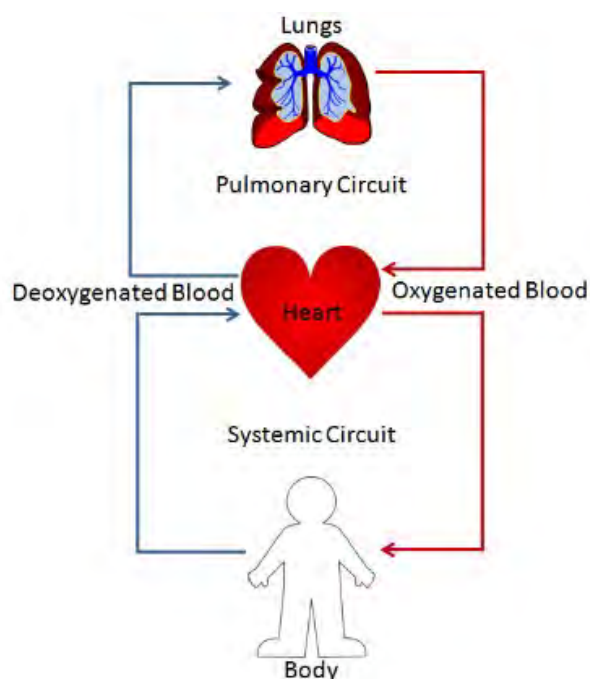
8.8

Explain how the structure of the heart and circulatory system is related to its function, including the role of the major blood vessels, the valves and the relative thickness of chamber walls. - **p 63**

Label the heart diagram below using page 63



Add arrows to the diagram below to show the direction of blood flow between the lungs, heart and body



Describe cellular respiration as an exothermic reaction which occurs continuously in living cells to release energy for metabolic processes, including aerobic and anaerobic respiration. -

p 64

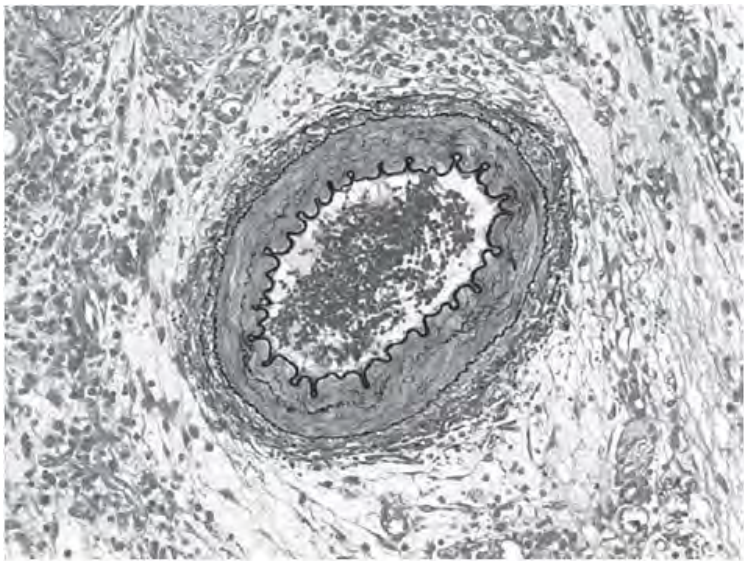
- What is aerobic respiration?
- Write the word equation for respiration.
- Write the symbol equation for respiration
- Explain what is meant by anaerobic respiration
- Write the word equation for anaerobic respiration

<https://www.youtube.com/watch?v=zU90AkcTJEs>

ANSWER THESE SHORT QUESTIONS.	
1. What gas is needed for aerobic respiration?	
2. How does water move around the body?	
3. Name a waste product the body needs to get rid of.	
4. Which part of the blood fights infections?	
5. Name one adaptation of Red Blood Cells.	
6. Which part of the blood helps to clot and stop infections entering the body?	
7. Which blood vessel takes blood to the heart?	
8. Which blood vessel has valves to stop blood backflow?	
9. are blood vessels which are 1 cell thick and provide the muscles with oxygen.	
10. Name the four heart chambers.	
11. Why does your blood need to go to your lungs?	
12. What is the function of your heart?	
13. What are the products of aerobic respiration?	
14. Write the symbol equation for aerobic respiration.	

Q1.

Figure 2 shows a photomicrograph of a blood vessel.



(Source: Microscape/Science Photo Library)

Figure 2

Explain how the structure of this blood vessel is related to its function.

(2)

.....

.....

.....

(Total for question = 2 marks)

Q2.



(i) Complete the sentence by putting a cross (X) in the box next to your answer.

A group of the same type of cells, such as red blood cells, is known as

(1)

- ☒ A an organ
- ☐ B an organ system
- ☐ C an organism
- ☐ D a tissue

(ii) In humans, each mature red blood cell does not have a nucleus.
Suggest why not having a nucleus in a red blood cell is an advantage.

(2)

.....

.....

.....

.....

Q3.

Figure 1 shows a diagram of the heart.

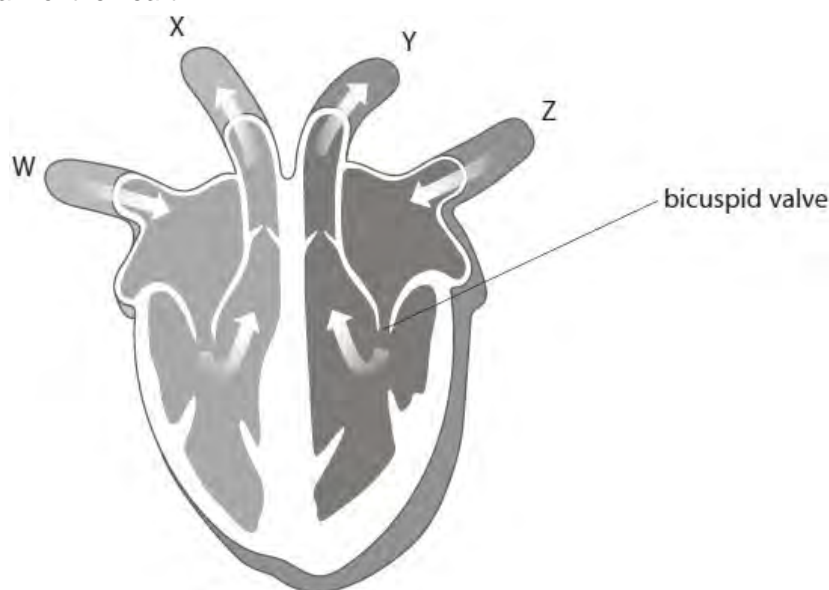


Figure 1

(i) Vessel X takes

(1)

- ☐ A deoxygenated blood to the body
- ☐ B deoxygenated blood to the lungs
- ☐ C oxygenated blood to the body
- ☐ D oxygenated blood to the lungs

(ii) Give one reason why the wall of the left ventricle is thicker than the right.

(1)

.....

.....

Valves in the human heart may become damaged and no longer function.

(iii) Describe what would happen to the flow of blood in the left side of the heart if the bicuspid valve did not function effectively.

(2)

.....

.....

(Total for question = 4 marks)

Mark scheme

Q1

Question number	Answer	Mark
	An explanation that combines identification – application of knowledge (1 mark) and reasoning/justification – application of understanding (1 mark): <ul style="list-style-type: none"> the blood vessel has thick walls/small lumen (1) to carry oxygenated blood/to carry blood under higher pressure (1) 	(2)

Question Number	Answer	Acceptable answers	Mark
(i)	D a tissue		(1)

Question Number	Answer	Acceptable answers	Mark
(ii)	A suggestion including two from: more haemoglobin can be carried (1) {increase in surface area (to volume ratio) / biconcave shape} (1) can carry more / absorb more oxygen (1) idea that RBCs are only carriers / does not need to carry out processes like protein synthesis (1)	more only needs to be stated once eg more haemoglobin to carry oxygen = 2 marks	(2)

Q2

Q3

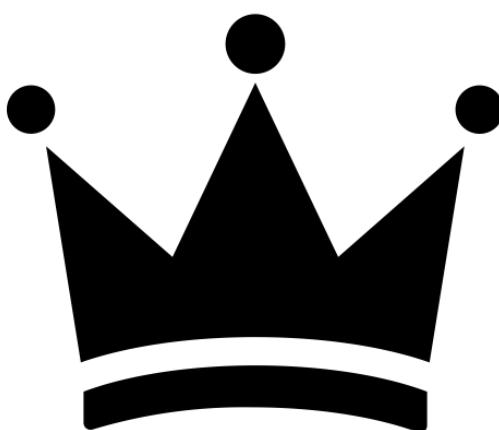
Question number	Answer	Mark
(ii)	to pump blood around the body under higher pressure	(1)

Question number	Answer	Mark
(iii)	An answer that combines the following points of understanding to provide a logical description: <ul style="list-style-type: none"> blood would flow backwards from the ventricle to the atrium/blood will leak through (1) less (oxygenated) blood would be pumped to the body (1) 	(2)

Question number	Answer	Mark
(i)	B	(1)

HISTORY

Work through the activities on the following pages



AQA GCSE HISTORY:

Paper 1: wider world depth study

Conflict and Tension 1894-1918

Revision Booklet



Name:.....

Teacher:.....

Revision checklist:

	Topic	Revision tasks completed (Y/N)	RAG your confidence	Checked by teacher?
1	MAIN causes			
2	Assassination of Franz Ferdinand and July Crisis			
3	The Schlieffen Plan			
4	The Marne and Race to the Sea			
5	Technological advancements during the war			
6	Verdun			
7	The Somme			
8	Passchendaele			
9	The wider war: Gallipoli and Jutland			
10	Unrestricted Submarine warfare			
11	America's entry into the war			
12	The Russian Revolutions			
13	Spring Offensive			
14	100 Day Offensive			
15	The Home front			
16	Armistice			
17	Exam style questions			

TASK 1: MAIN causes:

Information:

Militarism: The desire to build a bigger army/have the greatest military power. Most clearly visible in the Anglo German Arms Race (to build the most Dreadnoughts), which started in 1904.

Alliances: Two sets of 'alliance' systems developed, resulting in two 'superblocks' dominating Europe

- Triple Alliance: Germany, Italy, Austria Hungary
 - o Alliance signed 1882.
- Triple Entente (Entente = friendly understanding): Britain, France, Russia.
 - o France Russian Alliance 1894
 - o Anglo-French Entente Cordial 1904
 - o Anglo Russian Entente 1907



Imperialism: The desire for countries to own the biggest Empire (be in control of the most other countries). The British Empire was by far the largest at the time.

- Example of this are the Moroccan Crises:
 - o 1905-6: France wanted to take over Morocco, Kaiser Wilhelm made a speech to 'defend Moroccan Independence'. This led to the Algeiras conference, where Germany was humiliated; however France did not take Morocco.
 - o 1911 'Agadir' Crisis: France again tried to take Morocco, this time Kaiser Wilhelm sent the gunboat 'panther' to threaten France. Another conference was held, and once again Germany didn't make any headway.
 - These crises are often interpreted as Germany trying to drive a wedge between France and Britain, but they failed.

Nationalism: The belief that your country was better than all others, and that your country has the right to control others. Almost all countries in Europe were intensely nationalistic at this time.

- Example of this are the Balkan Wars
 - o Balkan War 1: 1912 = Balkan League (Serbia, Bulgaria, Greece, Montenegro) forms to attack the Ottoman Empire (Turkey), after Italy had defeated the Ottomans in Libya, demonstrating Ottoman weakness. The League succeeds in pushing the Ottomans out of the Balkan region.

- Balkan War 2: 1913 = Bulgaria turns on the rest of the League but is quickly defeated. Serbia grows in strength and size and tension between Serbia and Austria-Hungary grows.

Task:

Complete the table below to demonstrate what the causes were, what an example of each cause is, and how this contributed to causing WWI.

Factor	Definition	Example	Impact
M.....			
A.....			
I.....			
N.....			

TASK 2: The Assassination of Franz Ferdinand

Information:

28th June 1914, Arch Duke Franz Ferdinand (heir to the throne of Austria-Hungary) is visiting Sarajevo in Bosnia. This is an important day for Bosnian's - one where they think about their independence and nationalist feelings are high.

Terrorist organisation 'The Black Hand' want to force Austria-Hungary to 'release' Bosnia, and allow it to join the greater Serbian community. 5 members of the Black Hand gang attempt to assassinate Franz Ferdinand but initially failed.

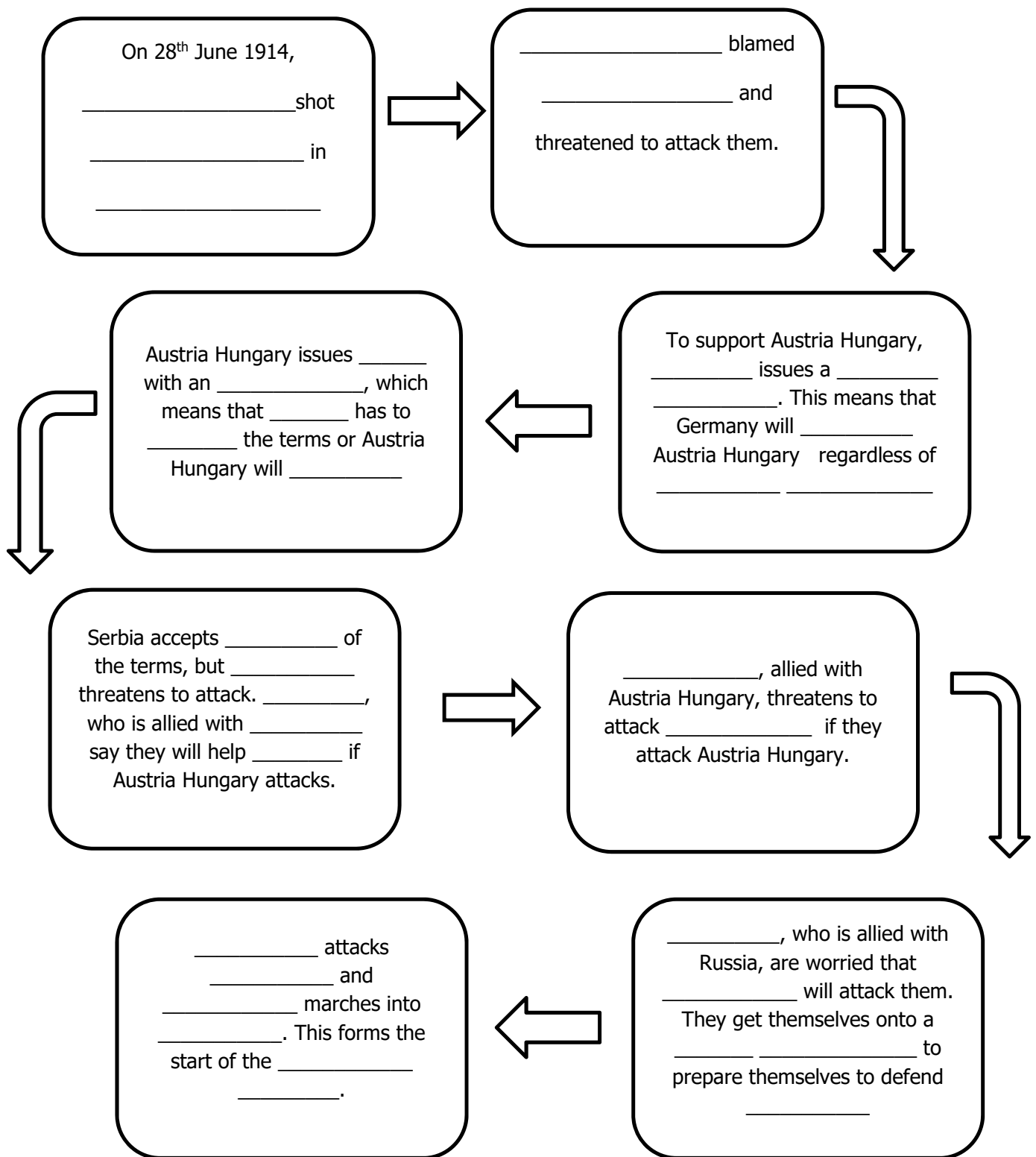
Franz Ferdinand's driver takes a wrong turn and leads directly to Gavrilo Princip, one of the assassins. Princip fires two shots, one hits the Arch Duke and one hits his wife. Both die, this leads to the 'July Crisis' between 28th June and 4th August 1914.

The July Crisis

- Austria-Hungary blames Serbia for the assassination of Franz Ferdinand, and threaten to attack.
- Germany issues a 'blank cheque', to declare that they will help Austria-Hungary regardless of future actions.
- Austria-Hungary issues an ultimatum to Serbia, saying 'either you accept these terms or we will attack'.
- Serbia accepts most of the terms, but Austria Hungary doesn't accept.
- Russia, allied with Serbia, threatens to attack Austria Hungary if Serbia is attacked.
- Germany, allied with Austria Hungary, threatens to attack Russia if Russia attacks Austria Hungary.
- France begins to get on a 'war footing' - preparing itself to defend Russia if Germany attacks.
- Austria Hungary attacks Serbia, setting the fire of alliances alight.



Task: On the following page, complete the flow diagram to demonstrate what happened to lead to war.



Task 3: The Schlieffen Plan

Information

- On August 3rd 1914, Germany declares war on France and invades neutral Belgium.
 - o Their plan is to attack France quickly through Belgium. They would defeat France in 6 weeks, then swing round back through Germany to attack Russia, who they didn't believe would have mobilised their army before 8 weeks.
- Belgium refuses to let Germany march through, and begins to fight back.
- Britain issues Germany an ultimatum to withdraw from Belgium, or they will attack.
- Germany doesn't withdraw, so Britain joins the war on August 4th 1914.
- Britain sends the BEF (British Expeditionary Force), a small but well-trained army to help defend Belgium.
- The Schlieffen plan fails for three key reasons:
 - o Britain gets involved
 - o Belgium fights back
 - o Russia mobilises within 10 days, forcing Germany to split their army.

Task A: Draw on the German aim for the Schlieffen Plan.



Task B: Complete the sentence below:

The Schlieffen plan failed for three reasons. Firstly, because of _____. This led to it failing because _____. Secondly, because of _____. This led to it failing because _____. Finally, it failed because of _____ this led to it failing because _____.

Task 4: The battle of the Marne and Race to the Sea

Information

Having been slowed down by Belgium, Germany decided to swing south and meet the French head on, instead of go round Paris. They got to within 20 miles of Paris, before they met a combined force of French and British Troops at the River Marne. Between September 5th and September 12th 1914 the first major battle of the war was fought, resulting in a German defeat.

Both armies then realised that the only way to flank (get around) the enemy was to capture the land in the North, back near Belgium. This led to the race to the sea, where both armies stretched out in thin lines to capture the land in the North. Eventually, this resulted in two long lines of armies, stretching from the English channel to the Alps, over 400 miles. Because of this, trenches began to develop as the only way to attack the enemy became through direct assault.

- Stalemate: Where neither side can make a winning move.
- War of Attrition: Constantly chipping away at the enemy, hoping that they will run out of men/weapons/resources before you do.

Task: Complete the table and the sentences below it:

Event	What was it?	What did it lead to?
Battle of the Marne		

Race to the Sea		

Stalemate is _____

War of Attrition is _____

Task 5: Technological advancements during the war

Information

Artillery: These are the large guns (canons) that would be set up a few miles behind the front lines. They would provide almost constant fire (known as a barrage), to attempt to destroy the enemy from afar. Historians estimate artillery caused about 60% of all deaths in WWI.



- Counter battery = using your own artillery to target enemy artillery, rather than targeting the enemy people. First used 1916.
- Creeping barrage = Firing your artillery just in front of your own soldiers, to create a wall of explosions and stop the enemy from firing back. First used 1916.

Machine Guns: Machine guns were used throughout the war, they were heavy pieces of equipment that took between 2 and 5 men to operate. They were devastating as weapons of defence, easily able to take out many men at once.

Planes: Planes were not hugely important in WWI, both fighter and bomber planes did develop from 1916, including the British 'Royal Flying Corps'. However, they were limited in power and accuracy and never significantly changed the outcome of a battle.

Tanks: Tanks were considered by some to be the wonder weapon of the war, they could crush barbed wire and provide cover for advancing troops. However, they had some limitations as they were slow (only about 4mph), often broke down in no man's land and the troops inside could become ill from the engine fumes.

Gas: Gas was first used on a Canadian force at Vimy ridge on April 22nd 1915. The two main types of gas were **chlorine** and **mustard**. Chlorine would liquidise your breathing organs, and mustard would burn the skin and eyes. A limitation was that gas attacks were entirely dependent on wind direction.

Mining: Both sides attempted to tunnel underneath the enemy trenches to lay explosives underground. This was dangerous work as the mines could collapse and flood, or you could meet the enemy tunnelers underground. The main mine explosion was at Messine ridge, where 20 mines were blown up at the same time, including 10,000lbs of explosive - the explosion was heard in London.

Task: Complete the table on the following page about technological developments during the war.

Technology	Draw an image of it	How was it used and when from?	Important limitations?	Rating out of 10
Counter Battery				
Creeping Barrage				
Machine Guns				
Planes				
Tanks				



Task 7: The Somme

Information

Fought between July 1st 1916 and November 18th 1916.

The first day:

- The plan:
 - 7 day bombardment would destroy all Germans, 'not even a rat would be left alive'. 2 million shells would be fired.
 - Barbed wire would be cut by bombardment.
 - Spotter plans would check the destruction before sending troops out.
 - 100,000 troops would walk easily to victory over enemy lines.
- The reality:
 - The bombardment failed to kill the Germans - who had hidden in deep dug-outs.
 - The barbed wire hadn't been cut.



- 1/3 of the shells didn't explode.
- Low cloud prevented the planes from seeing anything.
- The men went over the top to be met by German machine gun fire, which killed 20,000 and injured 60,000. The worst single day in British Military history.

The remainder of the battle:

- Historians claim it was overall a victory for a number of reasons:
 - Verdun did not fall, meaning the aim of the Somme being a distraction was successful.
 - Officers were given more autonomy, letting them change battle plans - this helped in future victories.
 - New technologies such as tanks and creeping barrage were successfully used, these would be essential in eventually winning the war.
- However, it shouldn't be forgotten that:
 - 20,000 had died on the first day
 - 620,000 British soldiers died overall
 - It had taken 5 months for the British army to advance 2 miles.

Task: On the following page, create two labelled images; one to demonstrate the plan at the Somme, the other to demonstrate the reality. Then complete the sentences.

The plan at the Somme:



The reality at the Somme:



Some historians claim the Somme was a victory overall because

Overall I think it was a victory/defeat for the British because

Task 8: Passchendaele

Information

Fought between July 18th 1917 and November 1917

The battle of Passchendaele was fought around the Belgium area of Flanders/Ypres from The aim of the battle was to capture the German Submarine pens which were wreaking havoc on Britain and beginning to starve it.

Initially the battle went well, but then the rain came - the heaviest rain in 30 years. This turned the ground became a quagmire - totally waterlogged. This meant that tanks got stuck, shell craters filled with water and the men struggled to cope in knee high mud.

By November, little had been gained and the attack was called off, the British had lost 310,000 men and the Germans 260,000.



Task: Complete the table below on all three key battles of the Western front.

Battle	What was the objective?	Key points of the battle	Success or failure and why?
Verdun			
The Somme			
Passchendaele			

Task 9: The Wider War

The Battle of Gallipoli

- Fought between April 1915 and January 1916
- This was an attempt to attack somewhere new, seen as there was little movement on the Western front.
- The aim was to open trade links to Russia, so that Britain could help Russia defeat the Austro-Hungarians.
- The landings were disastrous, the ships landed at the wrong beach and troops had to try and fight their way up steep cliffs. The attack had been badly planned and Churchill had assumed the Ottomans would not be good fighters.
- The key forces were the ANZAC troops, standing for 'Australian and New Zealand Army Corps'



The Battle of Jutland

- Fought from 31st May - 1st June 1916
- The aim was for Germany to break the British Naval Blockade, which was beginning to starve Germany of resources.
- This was the main naval encounter of the war. German and British Dreadnoughts met in the North Sea near the Jutland peninsula.
- The Germans sank more ships than the British, and killed more men.
- However, the British sank enough ships that Germany was never able to effectively challenge the British navy again.

Task: Complete the sentences below:

1. Gallipoli was a disaster for the allies because
2. I would argue that won the battle of Jutland because
3. Jutland was important because

Task 10: Unrestricted Submarine Warfare

- The Germans first used this in 1915, where they declared they would sink any ships in British water without warning. Their aim was to starve Britain of supplies.
- This led to the sinking of the ship the 'Lusitania' on May 7th 1915 - which included American passengers. With American anger, Germany agreed to stop the unrestricted warfare.
- Feb 1917 - Germany relaunched USW in desperation to stop the British. This further angered the Americans and other neutral countries.
- Summer 1918 - Britain, with America's help, finally captured the German submarine pens. This effectively stopped Germany using U-boats to surround and starve Britain.

Task: The source below opposes Germany's use of Unrestricted Submarine Warfare, how do you know? (on the ships in the background it says: 'American Rights, National Honour, Freedom of the seas, International Law')

In Source A I can see.....

.....
.....
.....
.....

This clearly opposes Germany's use of

Unrestricted Warfare because.....

.....
.....
.....
.....

This links to my knowledge that

.....
.....

Task 11: America's entry into the war

Information

America entered into WWI on April 6th 1917, for three key reasons:

- Unrestricted Submarine Warfare: The sinking of the Lusitania in 1915, followed by the sinking of more American merchant ships in 1917 turned America very much against Germany.
- The Zimmerman Telegram: In January 1917, a telegram was intercepted by the British in which Germany was asking Mexico for help in a potential war against the USA. In return, Mexico would be allowed to take land from the USA. After being intercepted, the telegram was shown to President Woodrow Wilson.
- Money: Over the years 1914-1917, America had lent a considerable amount of money to Britain and France. They needed to make sure Britain and France won so that they could get all those loans back!



Impact of America:

- American troops arrived slowly, but to great effect:
 - o 85,000 initially as part of the AEF (American Expeditionary Force)
 - o 175,000 by January 1918
 - o 584,000 by June 1918.
 - o After this point, there were approximately 10,000 American troops arriving every day.
 - o This had a massive impact on the morale of British and French forces.

Task A: Rank the four reasons for America's entrance into the war and explain your reasoning.

1. I think the most important reason for America entering the war was
because
2. I think the second most important reason for America entering the war was
because
3. I think the third most important reason for America entering the war was
because
4. I think the least important reason for America entering the war was
because

Task B: Complete the table below to consider the impact of America's entrance

Date	Number of American troops in Europe	Size of Impact on forces and why?
Straight after declaration of war		
January 1918		
June 1918		

July-November 1918		

Task 12: The Russian Revolutions

Information

There were two Russian Revolutions, one in February 1917, where the Tsar (King) was deposed (kicked out), and another in October 1917, when a Communist government took over.

In March 1918, the new government officially pulled out of the war at the treaty of Brest-Litovsk. At this treaty, it was agreed that Germany would take money, land and lots of resources from Russia.

After this point, German troops began to move west to fight the British and French, now that the Russian problem was over. This led to 500,000 troops moving to the Western Front.

Task: Match the keywords/facts to their definitions

February Revolution 1917

The treaty where Russia pulled out of the war.

October Revolution 1917

The number of *German* troops going to the Western front

Brest Litovsk

The Tsar (King) of Russia was overthrown.

March 1918

The impact Russia leaving had on *Germany*

500,000

When Russia became Communist

Raised Morale

Spring Offensive

When Russia pulled out of the war.

Knowing that American troops were arriving, General Ludendorff decided that *Germany* had to make one last 'all-out' attack to destroy the British and French before Americans arrived. Because he was in charge of it, the Spring Offensive is sometimes called the Ludendorff Offensive. The attack was launched in March 1918, and was very successful at first for a number of reasons:



- Element of surprise: *Germany* used a short (4 hour) bombardment to catch the British off guard.
- Troops advanced using a carefully calibrated Creeping Barrage
- Stormtroopers: Lightly armoured fast moving troops captured ground quickly, using new weapons like flamethrowers.

However, the attack was eventually stopped for two reasons:

- The *German* army ran out of supplies - the supply train couldn't keep up!
- Enough American troops arrived to hold the *Germans* and began to push them back.

Task: Complete the story board below to show how the German's attacked, their initial gains, and how the attack was stopped.

The German method of attack was:	They initially made gains because...	However, eventually they were stopped because...

Task 14: The 100 day offensive

Information

Fought from 8th August to November 1918

General Ferdinand Foch was made 'Supreme Allied Commander' - in control of all forces (the French, American and British). He decided to push the Germans back along the whole front, in the 'Grand Offensive'. His British counterpart (Field Marshall Haig) supported Foch, however he was not given overall command due to a number of mistakes he had made earlier in the war.

The first battle was Amiens, where the Germans were pushed back 7 miles in one day. Eventually the Germans were pushed out of France. The Hindenburg line was broken, which had been the Germans last line of defence. This led to German generals realising that victory was now impossible and many of them started to talk about surrender. This offensive continued until eventually Germany asked for an armistice in November.

Task: Complete the table below

	What was it/What did he do?	What was the impact?
Ferdinand Foch		

100 Days Offensive		

Task 15: The Home Front

By the end of the war, the people in Germany had lost faith and were asking for peace. This was due to a number of reasons:

- Thanks to the British Naval Blockade of Germany, Germany was starving and the people had lost interest in the war. This meant that more and more people began to protest against the war - people were hungry, not interested in fighting!
- The Spring Offensive had cost the German army the last of its strength and resources, meaning it was unable to hold off the continuous attack of the 100 days offensive.
- The American's entering the war had made it seem hopeless as so many more 'enemy' were arriving in Europe each day.
- In Germany itself, political unrest began. Parts of the army stopped obeying orders, and eventually (on November 9th) the Kaiser was forced to abdicate (leave the throne) which left the country without a clear leader.

Task: Complete the sentences below, ranking the four above causes of the end of the war.

1. The most important reason for Germany losing the war was.....
This was because
2. The second most important reason for Germany losing the war was.....
This was because.....
3. The most third important reason for Germany losing the war was.....
This was because.....
4. The least important reason for Germany losing the war was.....
This was because.....

Task 16: Armistice

On 11th November at 11am, the armistice (peace treaty) was signed. This brought an end to the fighting in WWI, the following year the treaty of Versailles was to formally end the war and 'punish' Germany for their actions.

The treaty of Versailles was signed in 1919 and included a number of key points, which we remember as BRAT (Blame, reparations, army, territory).

- Blame refers to the fact that Germany had to accept blame for the war. This angered many Germans who felt it was not only their fault.
- Reparations - this is for the money that Germany had to pay the victorious countries in order to help 'repair' them.
- Army - This refers to the fact that Germany's army was to be limited to 100,000 men, and it was not allowed any Navy or Airforce.
- Territory - this refers to the land that was taken away from Germany, some given to France, some to Poland and some to Czechoslovakia.

Ultimately, it was the harsh nature of the treaty of Versailles which would lead to WWII 20 years later.

Task: Complete the table to explain what BRAT means.

	What does it mean and refer to?
B	
R	

A	
T	

Task 17: Exam Style Questions

There are four question styles for the WWI Unit.

On the following pages, you will find a number of practice questions, followed by guidance on how to answer each one.

Q1:

- Source A supports the United States joining the First World War. How do you know? Explain your answer using Source A and your contextual knowledge. **4 marks** (use the source below)

Source A

President Woodrow Wilson, in a speech to the US Congress made on 2 April 1917.

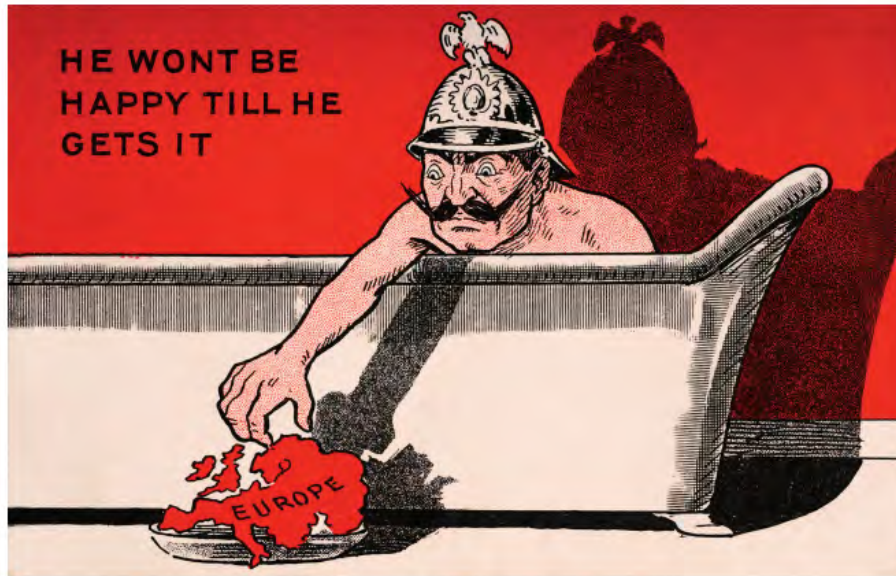
Property can be paid for; the lives of peaceful and innocent people cannot be. The present German submarine warfare is a warfare against mankind. The German policy has swept every restriction aside. Neutrality is no longer possible or desirable where the peace of the world is involved.

We do not act for selfish reasons. We desire no conquest. The world must be made safe for democracy. We shall fight for the things which we care deeply about.

- Source A opposes Kaiser Wilhelm II. How do you know? Explain your answer using **Source A** and your contextual knowledge. **4 marks** (use the source below)

Source A

A British postcard cartoon of Kaiser Wilhelm produced in late 1914.



Q2:

- How useful are sources B and C to a historian studying the Battle of the Somme? Explain your answer using Sources **B** and **C** and your contextual knowledge **12 marks**

Source B

A drawing published in 'The Illustrated London News' on 27 July 1916. It showed the East Surrey Regiment advancing into battle on 1 July 1916.



Source C

From a report completed in July 1916 containing the evidence of two front line officers. They were giving evidence to an army inquiry after their Division had been accused of 'lacking courage' on the first day of the Battle of the Somme.

Captain Kerr: 'the smoke had at that time [8.10 am] practically disappeared and the enemy's trenches and wire were plainly visible – my men were shot down as soon as they showed themselves and I was unable to get forward beyond 70 or 80 yards'.

Lieutenant Auden: 'I was in the third wave of the attack and from what I saw I don't think the wire had been successfully cut by the artillery as the posts were all standing and the grass in which the wire was standing was not destroyed. There was a heap of British dead and wounded in one small gap in the wire'.

- How useful are sources B and C to a historian studying opinions in Austria about Serbia? Explain your answer using **Sources B and C** and your contextual knowledge. **12 marks**

Source B

An Austro-Hungarian postcard produced in 1914 after the assassination of Archduke Franz Ferdinand in Sarajevo.

The fist represents Austria-Hungary, while the writing says 'Serbia must die'.



Source C

From advice given by Conrad von Hotzendorf, the leader of the Austro-Hungarian armed forces, to the Austro-Hungarian government after the assassination of Archduke Franz Ferdinand in 1914.

This is not the crime of a single fanatic; the assassination is Serbia's declaration of war on Austria-Hungary. If we miss this chance, Austria-Hungary will break up. We must wage war to prevent this. To wait any longer means a diminishing of our chances – there must be a final and fundamental reckoning with the Serbs. It will be a hopeless fight – nevertheless it must be waged.

Q3

- Write an account of how events following the Ludendorff Offensive became a crisis for both sides during the Spring of 1918. **8 marks**

- Write an account of how events in Morocco became an international crisis in 1905 and 1906 **8 marks**
- Write an account of how the assassination of Franz Ferdinand led to the start of the first World War **8 marks**
- Write an account of how the Battle of the Somme became a disaster for the British **8 marks**

Q4

- 'The actions of Austria Hungary were the main reason for the start of the First World War' How far do you agree with this statement? Explain your answer.
16 marks + 4 SPaG
- 'The war at sea was the main reason for Germany's defeat in the First World War' How far do you agree with this statement? Explain your answer.
16 marks + 4 SPaG
- 'Tanks were the wonder weapon which won the allies' How far do you agree with this statement? Explain your answer. **16 marks + 4 SPaG.**

Q1. Source Question - How do you know?

Where will I find this question type?

PAPER 1, Section B, Question 1:

- eg. Source A supports the United States joining the First World War. How do you know?
- Eg. Source A opposes Kaiser Wilhelm II. How do you know?
- You will be given a primary source with a statement about it, saying that it either supports or opposes something.
- You need to describe the source and explain how it links to supporting or opposing.
- You need to link it to your knowledge about the topic, and around the source.
- You **must** pick out specific ideas from the source to demonstrate support or opposition.



Structure:

D

Describe the source

E

Explain how this supports OR opposes (depending on the statement)

L

Link this to your own knowledge about the source topic and/or the time it was made (eg. What was happening at that time?)

Mark Scheme:

Level 2: (3-4 marks)

- Specific analysis of the source
- Supported by specific factual knowledge
- Some consideration of why the
- Features of the source are identified and linked to support/opposition.
- Linked to some simple factual knowledge.

Model plan:

Arrogant stance, 'the world is mine' - power hungry

'Dream' - sarcastic, won't happen

Other leaders = slaves



Link to: 'Weltpolitik' - Kaiser's desire for more world influence.

Keywords/Phrases:

This is demonstrated by...

This shows opposition/support because...

Q2. Source Question - How useful?

Where will I find this question type?

PAPER 1, Section B, Question 2

- How useful are sources B and C to a historian studying the battle of the Somme?
- How useful are Sources B and C to a historian studying opinions about Austria and Serbia?

Guidance

- You will be given two primary sources
- You need to think about two things; how much accurate information it gives you and how reliable that information is (TAP).
- You must compare and contrast the sources based on how useful they are.
- Remember no source is 100% useful or useless - consider, is it telling the full story? Is it biased towards one side?



Structure: for each source =

- **Content** - how useful? **Must** include quote or specific part of source.

T - Time, when was it written, what had happened? How is this useful?

A - Author - who wrote it? Are they biased in one way or the other?

P - Purpose - why was it written? Does this make it useful?

- **Link** - how does it compare to the other source?

Mark Scheme:

Level 4: (10-12 marks)

- Complex analysis of content and provenance (TAP)
- Linking and comparing the sources

Level 3: (7-9 marks)

- Analysis of content and provenance of both sources (TAP)
- Specific parts of sources examined.

Level 2: (4-6 marks)

- Analysis of either content OR
- Some basic inferences about one or both sources.
- Must be relevant to the question

Model plan: (for each source)

	Values	Limitations
Content		
Time		
Author		
Purpose		

Keywords/Phrases:

- TAP
- Reliable
- Unreliable
- Limited
- Accurate
- Useful
- Because
- Biased against
- Biased towards

Q3: Write an account

Where will I find this question type?

PAPER 1, Section B, Question 3.

- Write an account of how events in Morocco became an international crisis in 1905 and 1906.
- Write an account of how events following the Ludendorff Offensive became a crisis

Guidance

- This question is focussed on cause and consequence.
- You need to include events in **chronological** order that link to the question.
- You **must** explain how one event resulted in the development of the next.
- Be careful not to write a story! Explain how events are linked - analyse don't tell.



Structure: 2x PEEL

P

Point:
The first event/development was...

E

Evidence:
For example/Such as...

E

Explanation:
This led to/Consequently/this resulted

L

Link:
Therefore this developed into...

Mark Scheme:

Level 4: (7-8 marks)

- Provides a range of specific knowledge with detail
- Details are related to analysis of how/why tension was created

Level 3: (5-6 marks)

- Some evaluation of which part most
- Clear sequencing of events supported by factual knowledge.
- At least one stage has analysis of why this led to tension.

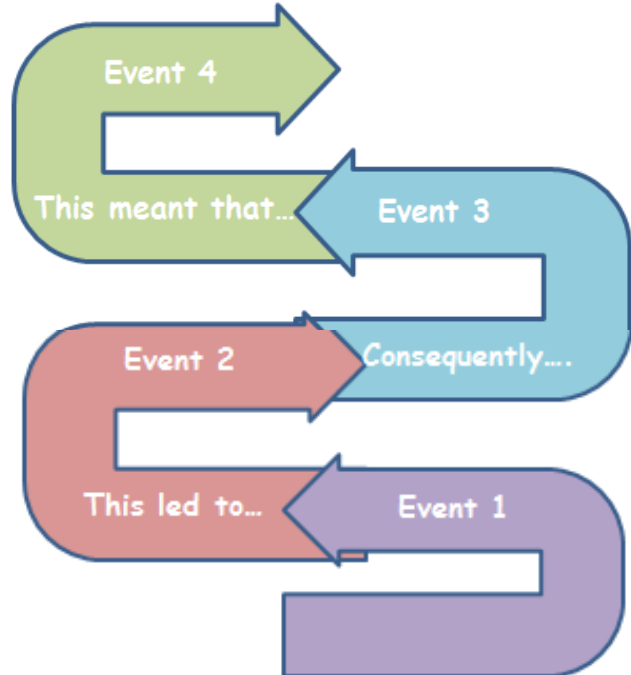
Level 2: (3-4 marks)

- Simple understanding of sequencing

Level 1: (1-2 marks)

- Some causes/consequences identified.

Model Plan:



Keywords/Phrases:

- This led to
- Consequently
- This resulted in
- This developed into

Q4: How far do you agree?

Guidance

- You will be given a statement and asked to give your opinion on whether you agree with it.
- You **must** talk about the statement, and 2 other factors from **your knowledge**, comparing their importance.
- You **must** use evidence to support your opinions.
- You **must** link your argument back to agreeing or disagreeing with the statement.

SPaG

- You will be marked on your use of English and specialist key terms
- Spend time to ensure spelling and grammar are correct on this question!



16
marks

+4
marks
SPaG

Structure: 3x PEEL + Conclusion

- P** Point: ... was a significant factor because.../Another important factor was...
- E** Evidence: This is evident from...
- E** Explanation: This demonstrates that it was significant because...
- L** Link: This is more/less important than... because...
- C** Conclusion: Overall the statement is correct/incorrect because...
- (X3) - statement factor +2

Where will I find this question type?

PAPER 1, Section B, Question 4.

- 'The war at sea was the main reason for Germany's defeat in the First World War.' How far do you agree?
- 'The actions of Austria-Hungary were the

Mark Scheme:

Level 4: (13-16 marks)

- Clear explanation of stated factor and 2 others using specific evidence
- Sustained judgement throughout with well-reasoned evaluation
- Consideration of the relationship between factors.

Level 3: (9-12 marks)

- Explanation of stated factor and 2 others using specific evidence
- Logical sustained judgement.

Level 2: (5-8 marks)

- Simple evaluation using factor and 1 other.

Level 1: (1-4 marks)

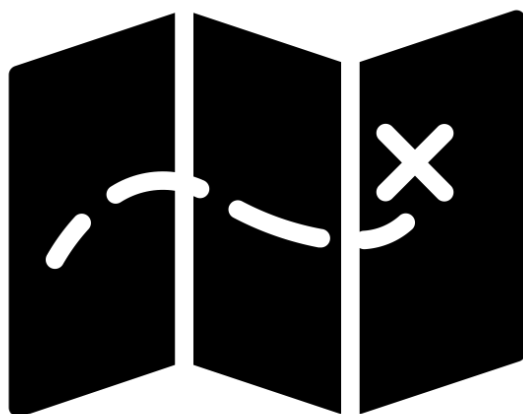
- Basic explanation of 1 or more factors.

Model Plan:

Factor	Relevance	Evidence	Importance
Factor in Statement			/10
Other factor 1			/10
Other factor 2			/10

GEOGRAPHY

Work through the activities on the following pages.



Section 3.1 – Natural Hazards

Lesson Number	Lesson Topic
8	How does the global atmospheric circulation help to determine patterns of weather and climate?
9	Where do tropical storms occur?
10	How do tropical storms form?
11	Typhoon Haiyan 2013 - What were the causes, effects and responses?
12	How can we reduce the impact of tropical storms by using the 3 P's?
13	What extreme weather events occur in the UK?
14	Cumbria Floods 2015 - What were the causes, effects and responses?
15	What is the evidence that weather is becoming more extreme?
16	What is the evidence for climate change?
17	What are the natural causes of climate change?
18	What are the human causes of climate change?
19	What will be the impacts of climate change?
20	How can we mitigate climate change?
21	How can we adapt to climate change?

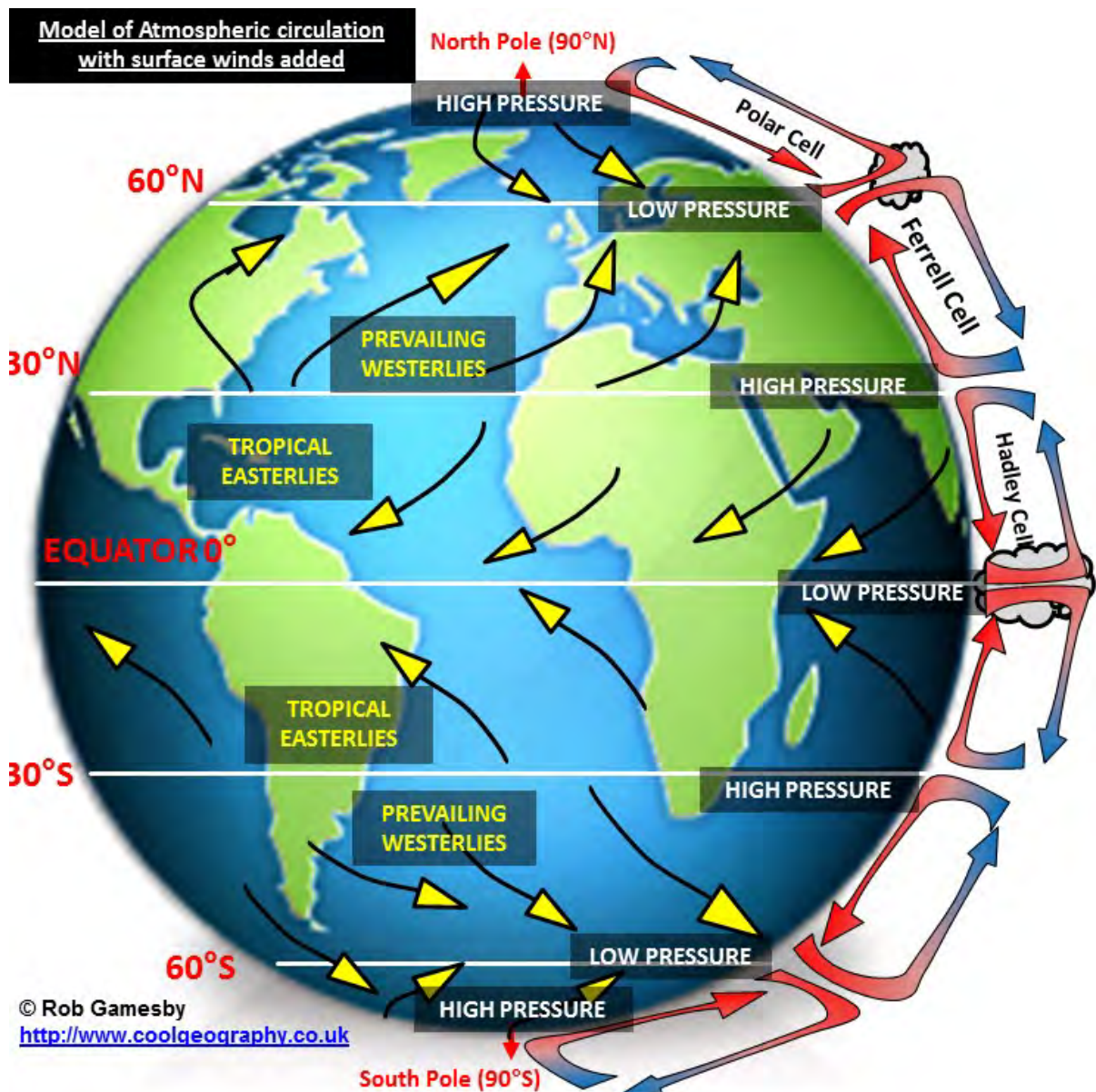
Keyword List

Keyword	Definition
Hazard risk	
Natural hazard	
Tectonic Plate	
Conservative plate margin	
Plate margin	
Constructive plate margin	
Destructive plate margin	
Earthquake	
Immediate Responses	
Long – term responses	
Monitoring	
Planning	
Predicting	
Management strategies	
Primary effects	
Secondary effects	
Volcano	
Economic impact	
Environmental impact	
Social impact	
Extreme weather	
Global atmospheric circulation	
Tropical storm	
Climate change	
Mitigation	
Orbital changes	
Quaternary period	

Content

Lesson 8: How does the global atmospheric circulation help to determine patterns of weather and climate?

The Earth's atmosphere is in constant motion and is driven by the energy we receive from the sun. The air moving around the globe does so because we get more energy in tropical areas and less at the poles. Air movements or winds help to balance this out. They do so according to the model below.



The cells are called the Hadley, Ferrel and Polar cells, giving 6 in total (3 in either hemisphere).

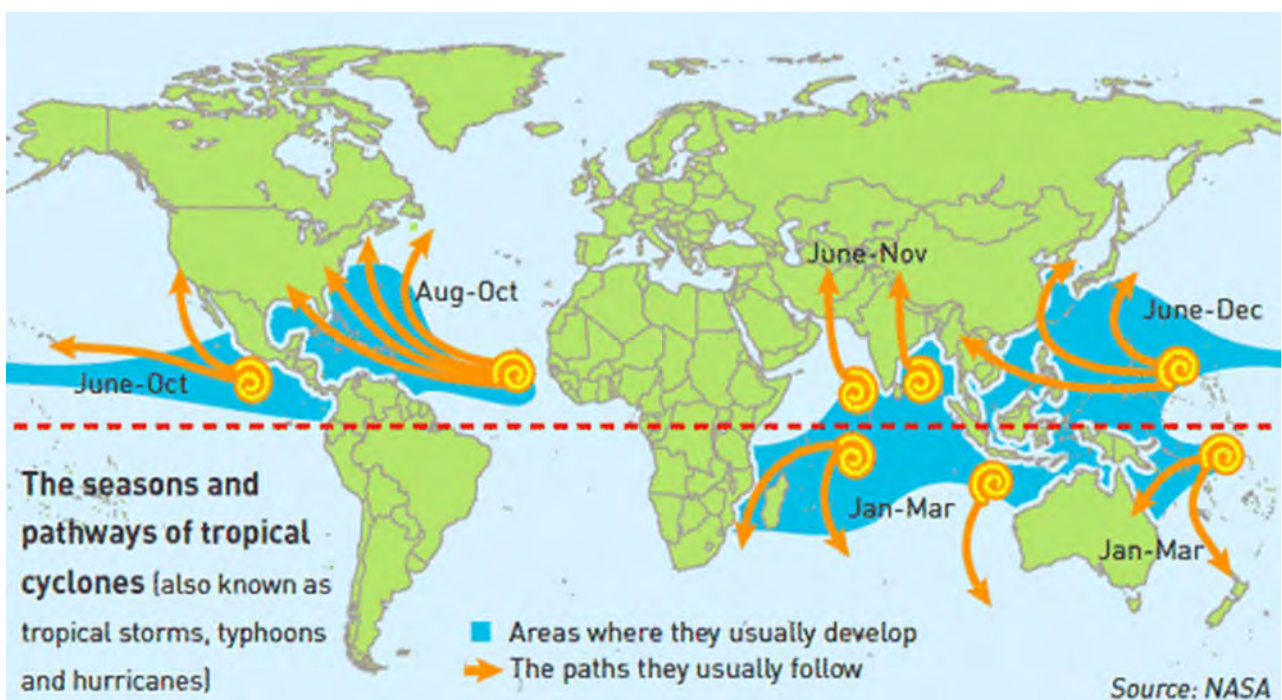
Where air is sinking in the model this gives high pressure. These areas coincide with many of the earth's deserts and dry areas as the air is sinking so little condensation occurs as the air warms.

Where air is rising in the model this gives low pressure. These areas coincide with wetter areas with lush vegetation as air cools as it rises, allowing water vapour to condense to droplets allowing more rain.

Winds occur because air molecules move from areas of high pressure to areas of low pressure.

Lesson 9: Where do tropical storms occur?

- Tropical Storm - An area of low pressure with winds moving in a spiral around the calm central point called the eye of the storm. Winds are powerful and rainfall is heavy.



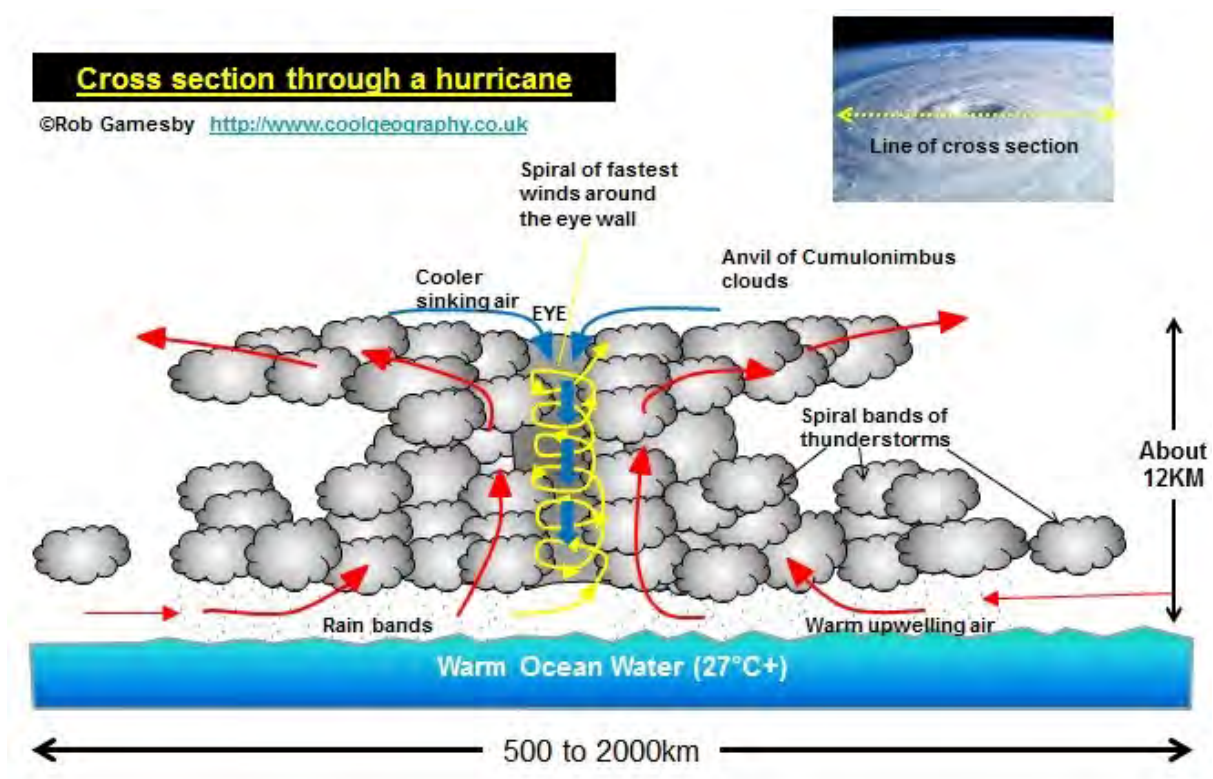
They are known by many names, including hurricanes (North America), cyclones (India) and typhoons (Japan and East Asia).

Lesson 10: How do tropical storms form?

Firstly, the water has to be warm (at least 27°C). This is why they only occur in tropical places. The warm water rises (evaporates), which means there is low air pressure. At the same time, the evaporated sea air will start to condense to make storm clouds which lead to heavy rain.

The low air pressure allows more windy weather to rush in. When the strong winds reach 75mph, it is officially called a tropical storm. The strong winds will make the storm start to spin, due to the spinning of the earth (known as the Coriolis Effect).

The storm will die out when it reaches land because can no longer get energy from the sea.



Lesson 11 – Typhoon Haiyan 2013 - What were the causes, effects and responses?

CAUSES	The Philippines sits in an area of seasonally warm ocean water (sea temperatures over 27°C) and has enough Coriolis Force to create rotating winds over the ocean's surface.	
EFFECTS	Primary effects	Secondary effects

	<p>Killed approximately 7000 people</p> <p>Over 14 million people were affected</p> <p>30000 fishing boats destroyed</p> <p>550,000 houses destroyed and an additional 580,000 houses were severely damaged</p> <p>Tacloban airport terminal building was completely destroyed</p>	<p>A storm surge – a wall of water – that was 25 feet high in some areas</p> <p>Flooding caused landslides</p> <p>Looting and violence broke out in Tacloban</p>
RESPONSES	Short Term Responses	Long Term Responses
	<p>International government and aid agencies responded quickly</p> <p>Over 1200 evacuation centers set up to help homeless</p> <p>Field hospitals set up to help the injured</p> <p>UK government sent shelter kits to provide emergency shelter for families</p>	<p>Rebuilding of roads, bridges, and airport</p> <p>‘Cash for work’ programs – people paid to help clear debris and rebuild the city</p> <p>Rice farming and fishing quickly reestablished</p> <p>Homes rebuilt away from areas prone to flooding</p>

Lesson 12 – How can we reduce the impact of tropical storms by using the 3 P's?

- Prediction - Forecasting where and when a tropical storm will occur
 - Satellite imagery
 - Previous storm data
- Planning – raising individual and community awareness about the potential dangers and how to respond
 - Evacuation routes
 - Warning systems (alarm/text messages/social media alerts)

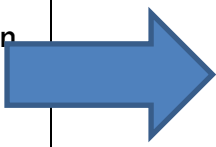
- Protection - Actions taken before a hazard strikes to reduce its impact, such as educating people or improving building design
 - Storm drains to prevent flooding
 - Windows, doors and roofs reinforced to strengthen buildings and withstand strong winds


Lesson 13 – What extreme weather events occur in the UK?

The UK's weather appears to be becoming more extreme. Temperatures seem to be following the global pattern and continually and slowly rising. The ten hottest years on record have all come within the last 20 years. In addition, 6 of 10 wettest years on record have come in the last 20 years. For example,

- 2003 – The UK was affected by a summer anticyclone which brought a period of settled weather. This allowed a heat wave to develop that gave the highest ever recorded temperatures of 38.5°C in Kent. The heatwave was responsible for 2,000 deaths in the UK.
- 2010 - The winter big freeze; huge amounts of snowfall paralysed the country and brought roads to a standstill, closed schools and put enormous strain on the NHS.

Lesson 14 – Cumbria Floods 2015 - What were the causes, effects and responses?

CAUSES	High rainfall Fell on already saturated ground Steep hill slopes Town built on floodplain		
EFFECTS	Social Effects	Economic Effects	Environmental effects
	43,000 homes are suffering from power cuts 5,200 homes have been affected by flooding More than 1,000 people evacuated	£500m of damage 	Thousands of trees which once lined rivers in the area affected were ripped from river banks.

	Road and rail closures 40 schools closed Appointments at NHS hospitals were cancelled		Landslides occurred in many places as the result of heavy rainfall and the land becoming saturated. Millions of tons of sediment was transported by the river and deposited on floodplains
RESPONSES	Short Term Responses £500 for each household affected Invest £2.3 billion in flood defences 200 military personnel and supporting assets deployed Royal Engineers were deployed to help in the emergency response and recovery	Long Term Responses Farmers affected by the recent flooding given up to £20,000 to help restore land Provide £40 million of funding to help repair flood-damaged roads and bridges. £400,000 to help people repair sports pitches and facilities	

Lesson 15 – What is the evidence that weather is becoming more extreme?

Warming world = greater rates of evaporation from oceans = more water vapour that can condense into rain/snow

Evidence UK weather is getting worse:

- 2014 – wettest weather in 250 years, leading to severe flooding
- December 2015 was the wettest month ever recorded
- Major flood events increased since 1960s e.g. Cumbria 2015
- 2003 – a heat wave that gave the highest ever recorded temperatures of 38.5°C in Kent

- 2010 - The winter big freeze; huge amounts of snowfall

Lesson 16 - What is the evidence for climate change?

1. Climate change is a long-term change in the earth's climate, especially a change due to an increase in the average atmospheric temperature.

There are several sources of evidence for Climate change:

1. Instrumental readings

It has been shown that over the last 100 years, Earth's average surface temperature increased by about 0.8 °C (1.4 °F) and the rate of temperature increase sped up towards the end of that time frame. Scientists are more than 90% certain most of it is caused by human activities which have increased concentrations of greenhouse gases such as deforestation and burning fossil fuels.

2. Retreating glaciers and shrinking ice sheets

The World Glacier monitoring Service collects information every year on the sizes of glaciers around the world. Data shows that glaciers are shrinking significantly all around the world. The Arctic ice sheet has also thinned to half its thickness over the past 30 years, and we have seen the breakup of huge Ice Shelves in Antarctica.

3. Ice cores

Scientists have drilled out a huge core of ice in Antarctica. The air trapped in bubbles in the ice can be analysed and this has shown that the Earth is normally cooler than it is now and that Ice ages are common. It also shows a very strong link between CO₂ concentrations and temperature.

4. Seasons shifting – such as spring arriving earlier

Spring is arriving earlier in the UK. Birds are nesting earlier and bulbs such as daffodils are flowering earlier. The Telegraph reported that spring now arrives 11 days earlier than in the 19th century.

Lesson 17 - What are the natural causes of climate change?

1. Volcanic activity

Volcanic activity can reduce global temperatures because of the dust and ash that goes into the atmosphere and sulphur dioxide that creates aerosols. These volcanic materials reflect incoming radiation back out to space cooling the Earth. The Mount Pinatubo eruption of 1991 resulted in cooling of 0.4 degrees Celsius.

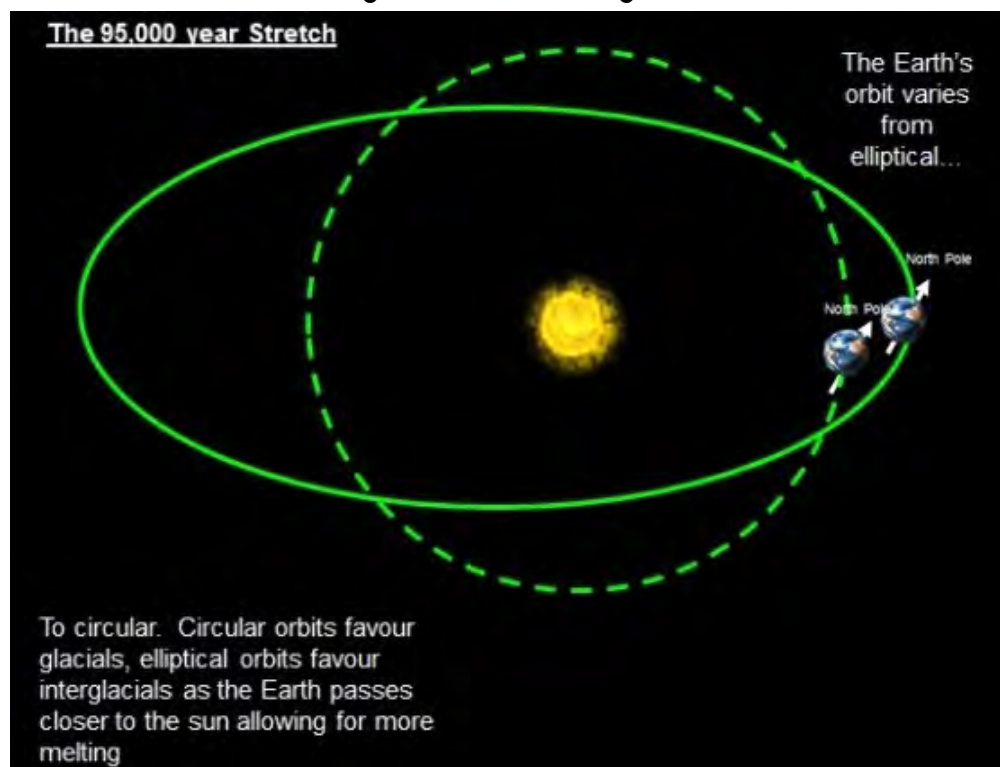
2. Sunspots

Sunspots are storms on the sun's surface that are marked by intense magnetic activity and play host to solar flares and hot gassy ejections from the sun. Increased sunspot activity has been noted at times of increased temperatures, and decreased activity in cooler times.

3. Variations in the way the Earth orbits the sun over time

The Earth's journey around the sun changes slowly over time, it does three things that sound like a dance – stretch, tilt and wobble!

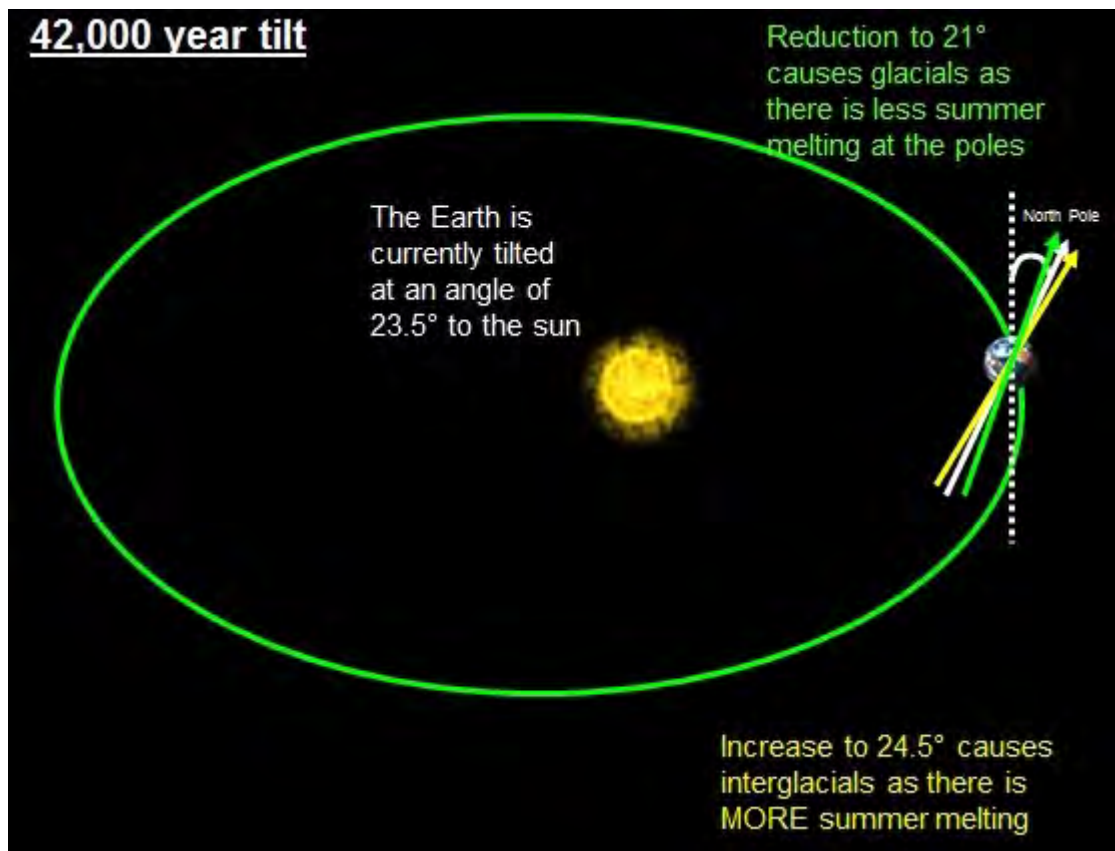
2. The 95,000 year stretch - The Earth's orbit slowly changes from elliptical to circular and back again over a 95,000 year period. Circular orbits favour glacials, elliptical orbits favour interglacials as the Earth passes closer to the sun allowing for more melting



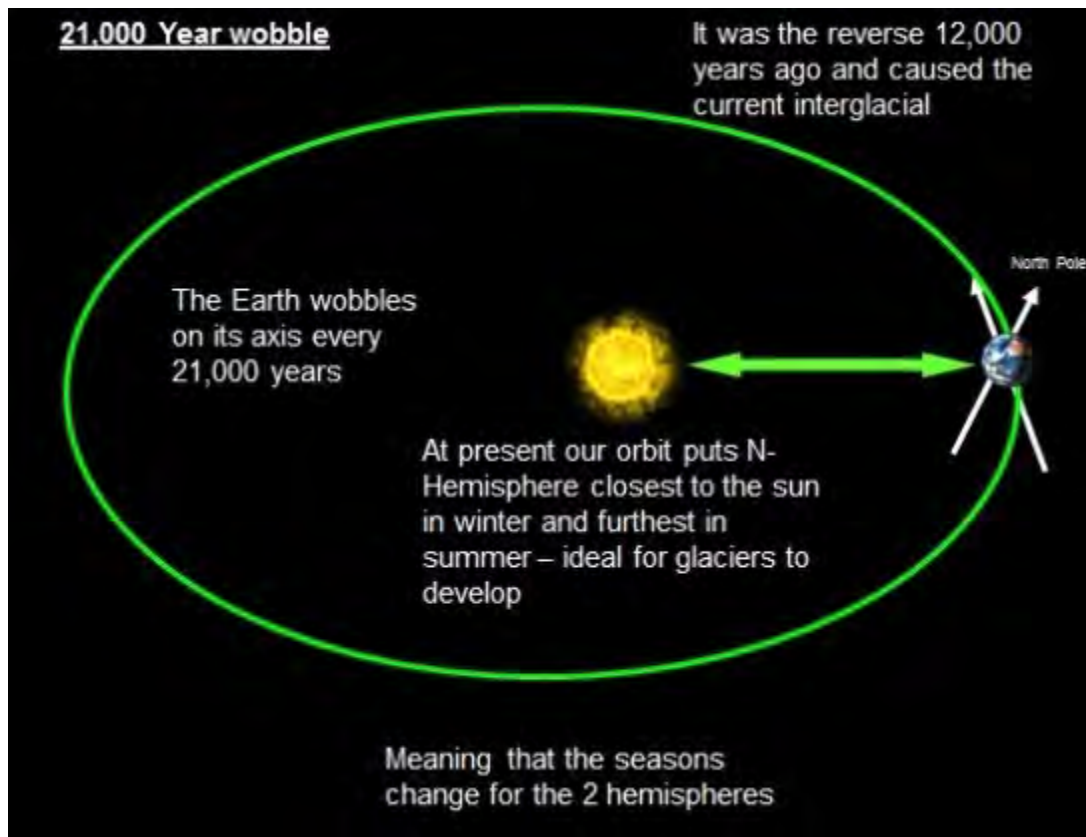
3. The

42,000 year tilt - The tilt of the earth varies slowly over 42,000 year cycles. The Earth is currently tilted at an angle of 23.5° to the sun but it

can reduce to 21° causes glacials as there is less summer melting at the poles and increase to 24.5° causes interglacials as there is MORE summer melting



4. The 21,000 year wobble - The Earth wobbles on its axis every 21,000 years meaning that the seasons change for the 2 hemispheres. At present our orbit puts N-Hemisphere closest to the sun in winter and furthest in summer – ideal for glaciers to develop. It was the reverse 12,000 years ago and caused the current interglacial



Lesson 18 - What are the human causes of climate change?

1. Fossil Fuels - We use fossil fuels (including coal, oil and gas) in power stations across the world to generate energy.

Coal is the remains of ancient plants and trees that grew over 200 millions of years ago. Oil and gas is made up of the remains of microscopic plankton. Over millions of years these remains become the carbon-rich coal, oil and gas we can use as fuel.

When fossil fuels are burned they release carbon dioxide into the atmosphere which contributes to global warming. Using fossil fuels to generate energy also releases pollutants into the atmosphere - such as sulphur dioxide.

2. Agriculture - Producing food globally uses a lot of fossil fuels in the production of fertiliser and pesticides, and in the transportation of food. Changing forest cover and marshes to farmland also releases greenhouses gases and removes a greenhouse gas store. Some types

of agriculture also create a lot of greenhouse gases. Keeping animals in large quantities for meat production or dairy products produces a lot of Methane (CH₄), a potent greenhouse gas. Rice paddies are also known to produce lots of greenhouse gases

3. Deforestation - Forests have a vital role to play in the fight against global warming. Forests absorb and store carbon in their trees and soil. But if forests are cleared or disturbed, this carbon is released as carbon dioxide and other greenhouse gases. Up to a fifth of global greenhouse gas emissions come from deforestation and forest degradation.

Lesson 19 - What will be the impacts of climate change?

1. Agriculture

- Crop yields are expected to decrease for all major world crops
- Agricultural land on the edge of deserts becomes unusable, through the process of desertification.
- Crops could be wiped out in low-lying areas that suffer from flooding. With less crops available on the world market, prices are likely to increase.
- The growing season in some areas will increase. This is a benefit to places such as the UK as more crops could be grown.

2. Sea level changes

- Coastal land is at risk, especially land on deltas.
- Sea defences are under more stress.
- Low-lying land is threatened so the lives of 80 million people across the globe are threatened.

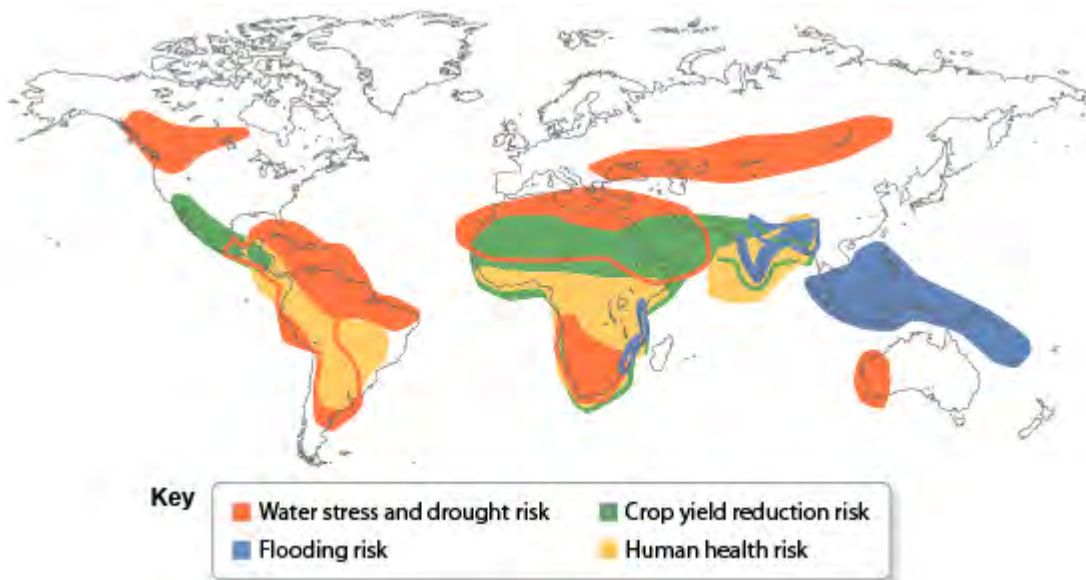
3. Water and ice

- More mass movement can occur as glaciers melt.
- Communities that use the melt water from glaciers may see this supply decrease. This is especially the case in Asia.
- Economies that rely on skiing as a form of income may suffer as the skiing season is reduced or disappears through lack of snow.
- Locations suffering from water stress will increase in number.

- Less fresh water will be available in coastal areas as it will mix with sea water, which is salty.

4. Population

- People will migrate from areas suffering drought. Any that remain will be in danger of dying from starvation and lack of water.
- 17 million people in Bangladesh alone will be threatened by flooding.
- As the world population increases, more people will be living in cities located on the coast. More people will be affected by coastal flooding as a result.



Lesson 20 - How can we mitigate climate change?

- Mitigation - Action taken to reduce or eliminate the long-term risk to human life and property from natural hazards, such as building earthquake - proof buildings or making international agreements about carbon reduction targets.

Mitigation Strategies:

1. Alternative energy production - The major current cause of the rise in the World's temperature is that people are reliant on the burning of fossil fuels for producing energy, for heat and for transport. To mitigate against this as a planet we need to reduce the amount of non-renewable fossil fuels that we burn, as these produce carbon dioxide in large quantities

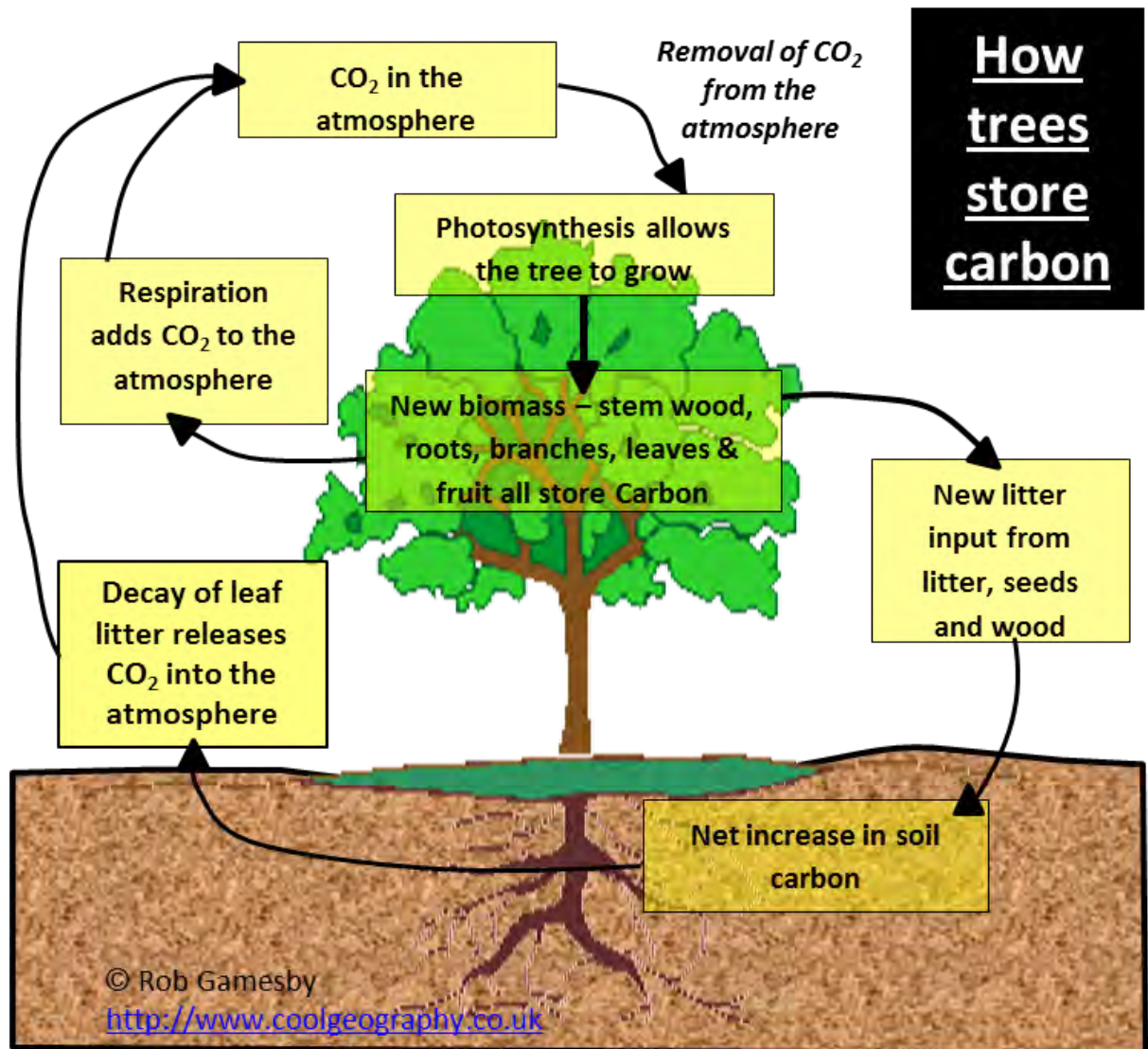
when burnt. Instead we could look at alternative RENEWABLE forms of energy.

Renewable Energy Source	Facts and description	Advantages	Disadvantages
Wind	Modern windmills, called wind turbines, turn wind energy into electricity. If the turbines are in a group it's called a wind farm.	This is a renewable energy source, that's because we will never run out of wind. The price of wind energy is stable; it doesn't go up and down like the price of coal or oil. The UK gets lots of wind annually	There is some local opposition and concern about noise and impact on landscape. Wind is more expensive than fossil fuels to set up and wind levels fluctuate over time.
Solar Power	Solar power is the conversion of sunlight into electricity. Sunlight can be converted directly into electricity using photovoltaics (PV), or indirectly with concentrated solar power (CSP), which normally focuses the sun's energy to boil water which is then used to provide power	Solar panels give off no pollution; the only pollution produced as a result of solar panels is the manufacturing, transportation and installation. Solar energy produces electricity very quietly & can be used globally. Can be used in remote locations that are not linked to a national grid and batteries allow capture of energy during the day for use at night.	Solar panels cost a lot. Currently, prices of highly efficient solar cells can be above £1000, and most households may need more than one. Solar energy is only able to generate electricity during daylight hours. The weather can affect the efficiency of solar cells.

2. Carbon capture - carbon capture is the trapping of the carbon dioxide released when we burn fossil fuels. The UK has good potential for Carbon Capture. The North Sea has gas and oil fields and saline aquifers where we could store CO₂ produced by the UK's gas and coal-fired power plants. The positives of this are that we can reduce our carbon emissions whilst still being able to use cheap fossil fuels to produce our electricity. It has lots of potential for storing CO₂ and will reduce our carbon emissions. The negatives are that it means we remain stuck using a non-renewable

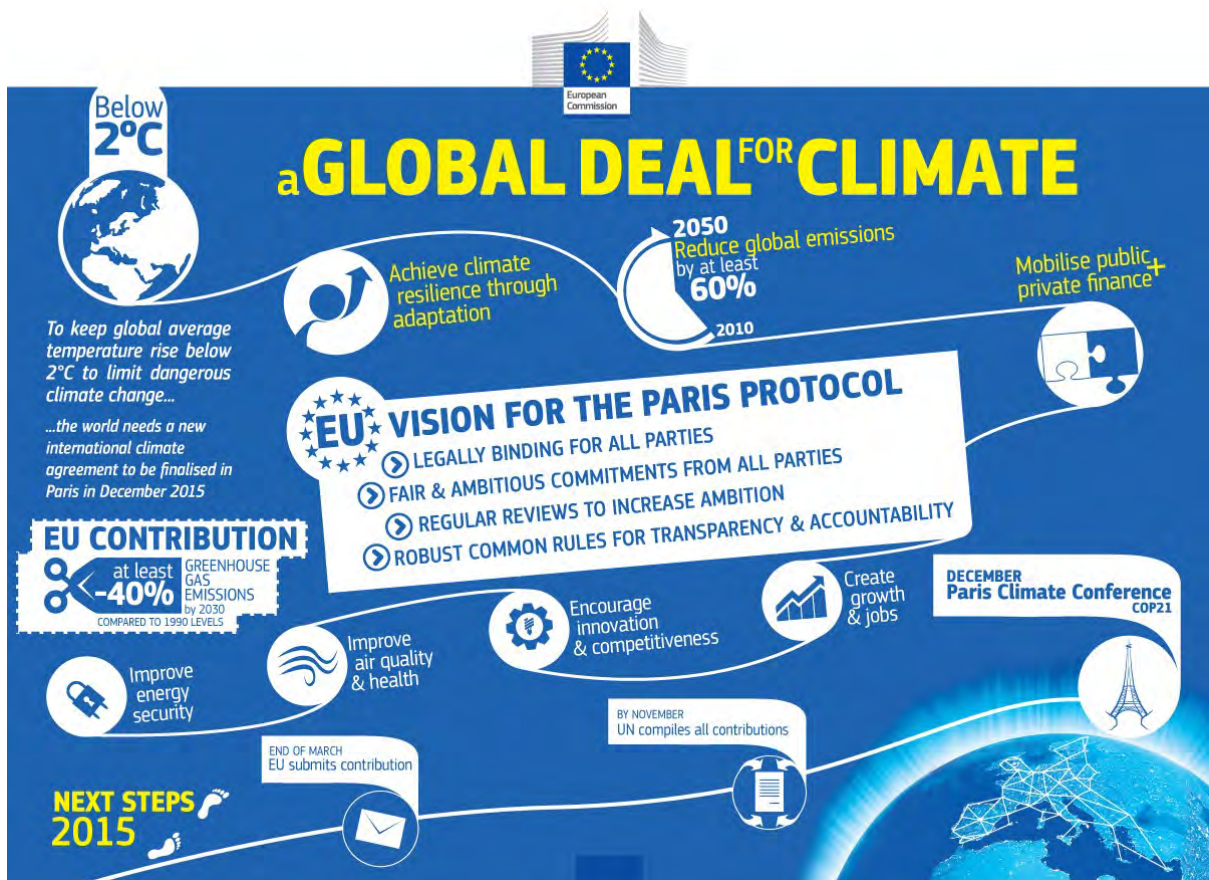
resource and not all CO₂ can be captured. It is also very expensive to “capture” the carbon.

3. Planting trees - A practical way to mitigate climate change is to plant more trees in order to take more carbon out of the atmosphere. This is known as afforestation.



Younger trees absorb carbon dioxide quickly while they are growing, but as a tree ages a steady state is eventually reached, and at this point the amount of carbon absorbed through photosynthesis is similar to that lost through respiration and decay. If trees are harvested carefully near this time in the growth cycle, and new trees are planted or allowed to regenerate, then this can keep the forest as a net “sink” of carbon. Therefore careful woodland management can mean that woodlands are able to take up the maximum amount of carbon possible.

4. International agreements - Climate change is a global issue, so it needs all countries to work together to try and sort it out. Global warming was identified as an issue that needed sorting out in 1988 when the IPCC (Intergovernmental Panel on Climate Change) was established to assess the "risk of human-induced climate change". The most recent UN climate talks were held in Paris in 2015. It was agreed that the EU would put its current emission-cutting pledges inside the legally-binding Kyoto Protocol, a key demand of developing countries. Most major countries have signed up to the Paris Protocol.



Lesson 21 - How can we adapt to climate change?

- Adaptation -Actions taken to adjust to natural events such as climate change, to reduce potential damage, limit the impacts, take advantage of opportunities, or cope with the consequences.

Ways of adapting to climate change,

1. Change in agricultural systems - Agriculture (farming) will need to adjust to climate change. There will be positive and negative impacts for agriculture from climate change. In the UK we can expect increased yields for current crops such as wheat, sugar beet and potatoes, better grass yields for feeding livestock and the introduction of new crops and tree species. Certain fish stocks, like plaice, may increase as species move north. However, farmers could experience crop losses due to flooding and the forestry industry could see timber yield and quality reduced by drier weather and spreading pests. Some fish species could shift north, reducing the UK's cod fishery. To adjust farmers and governments will need to consider,

- Altering the species they farm to the climate of the future
- Use technology to “harvest” water such as dams and reservoirs and conserve soil moisture in areas where rainfall decreases.
- Draining water to prevent water logging, erosion, and nutrient leaching where rainfall increases.
- Altering the timing or location of cropping activities. The South of Britain is increasingly becoming a great vineyard for example.
- Improving pest, disease, and weed control as these might change location with climate change.

2. Managing water supply - Fresh water is crucial to human survival; we use it for drinking, farming, washing and many other activities. Only 2% of all of the water on planet Earth is fresh, and of that fresh water 70% is locked up as snow and ice. Climate change is expected in the future to,

- Make water supplies in some parts of the world increasingly scarce in the future. This includes regions in the sub-tropics such as the Sahel region south of the Sahara, where water is already scarce.
- Make some parts of the world wetter and more humid.
- Make the air warmer so it can hold more water, which will lead to more and heavier rainfall.
- Melt land ice and snow more quickly, many millions of people rely upon this as a water source and will be vulnerable if it disappears

The overall effect is likely to be more extreme floods and droughts globally. The IPCC say that many dry regions including the Mediterranean and southern Africa will suffer badly from reduced rainfall and increased evaporation. They estimate that around one billion people in dry regions may

face increasing water scarcity. There are other factors increasing water scarcity,

- Increasing global population
- Increasing demands from farming (agriculture)
- Water pollution limiting supply
- Rising wealth in some countries means a larger number of people living water-intensive lifestyles, including watering of gardens, cleaning cars and using washing machines and dishwashers.

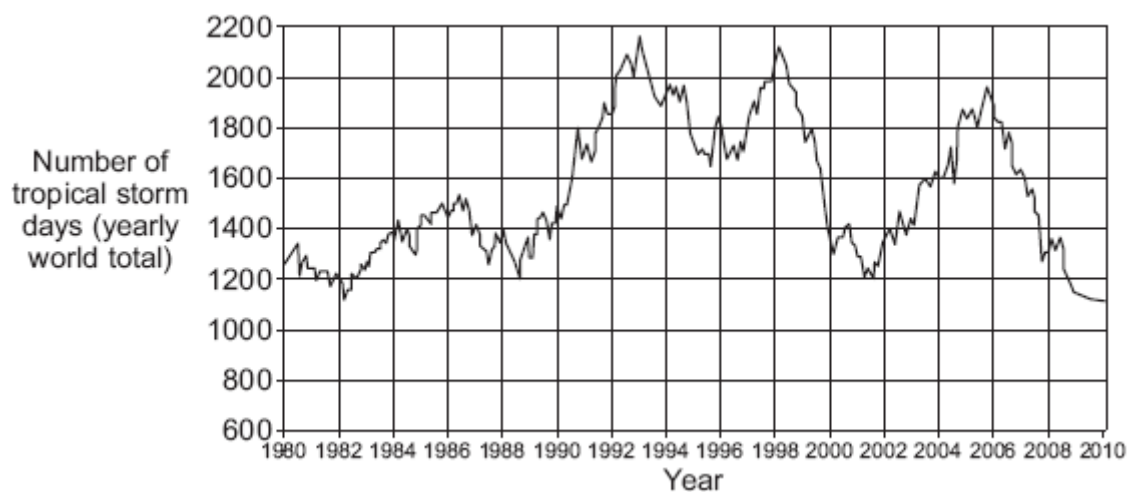
The solutions against possible climate change impacts include many engineering solutions. The common method is reservoirs to store it and pipelines to transfer it. An example of this is the Kielder water transfer scheme in the North east of England. Efforts are also being made to increase water saving, reuse and recycling, and in the UK there is currently major investment into education and water-saving technology by the government and water industry.

3. Reducing risk from rising sea levels - Climate change is causing sea levels to rise. In the UK rising sea levels could hit beaches, low lying land and buildings including tourist attractions and historical monuments, with knock-on impacts for businesses that rely on them. Rising sea levels could also flood large parts of our valuable agricultural land. Flooding costs could rise from the current £1.2 billion a year to between £2.1 billion and £12 billion a year by the 2080s, with issues including insurance industry exposure to UK flood risks, the availability of insurance and provision of mortgages to at-risk properties. To reduce the risk of this we can,

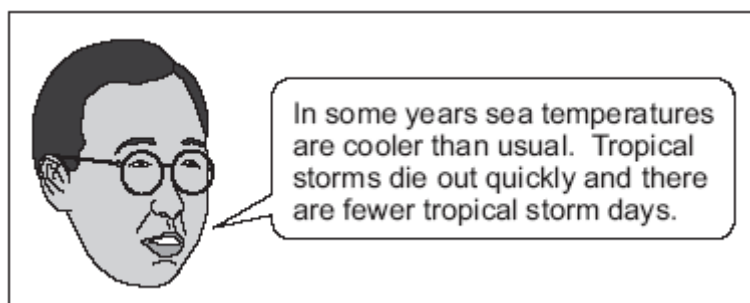
- Abandon areas at most risk and not worth saving economically. Already in the UK homeowners can get a £6000 grant to help with the costs of demolishing their home from Defra if at risk from being destroyed by coastal erosion.
- Put plans in place locally to provide a strategy for long term coastal adaptation to rising sea levels on a local scale.
- Build more costly coastal defences using hard engineering such as sea walls and groynes or soft engineering such as sand dune creation. The Thames Barrier defends central London and would cost £7 billion to replace.

Questions

Q8. The figure below shows the total number of tropical storm days between 1980 and 2010.



- (i) Which year had the highest total number of tropical storm days?
(1)
- (ii) Describe the pattern of tropical storm days between 1980 and 2010 shown in the figure above. (2)
- (iii) The figure below gives information about tropical storms.



In which year could sea temperatures have been cooler than usual?

Use the figure above.

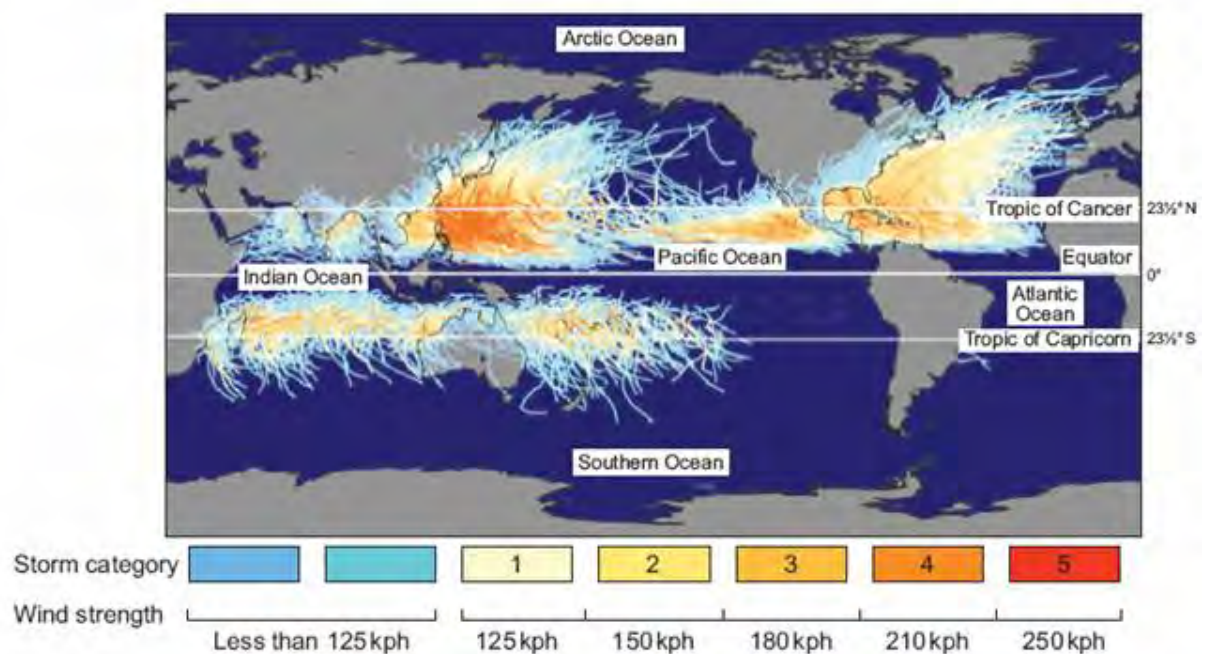
Circle the correct answer. (1)

1993

1998

2001

Q9. The figure below is a map of the world. The map shows the distribution and strength of tropical storms. (4)



Complete the paragraph below.

Choose the **four** correct terms from the list below.

Indian	30	Equator	no
rthern			
Pacific	5	Tropics	sou
thern			

Most tropical storms are found between latitudes 10 degrees and

degrees north and south of the .

Tropical storms are more common in the _____ hemisphere.

The greatest number of category five storms happen in the _____

Ocean.

Q10. Describe the conditions that lead to the formation of tropical revolving storms. (3)

Q11. The figure below describes natural hazards in urban areas in less developed countries.

EARTHQUAKE FLATTENS CAIRO SLUMS	LANDSLIDES DESTROY PARTS OF RIO DE JANEIRO
<p>There was a powerful earthquake in the Egyptian city of Cairo yesterday. Hundreds of people died and thousands of people were injured. The modern, high-rise buildings next to the River Nile were not affected. However, many of the poorer slum areas were badly damaged. In these areas the poorly built, illegal homes collapsed, trapping people under rubble.</p>	<p>After days of heavy rainfall, flooding and landslides have caused devastation in parts of Rio de Janeiro, one of the largest cities in Brazil. In one area a block of flats fell down when floodwater washed away the foundations.</p> <p>Many poor people live in slums built on steep hillsides. The rainfall caused landslides on many of these slopes. Thousands of tons of mud and rocks flowed down hillsides, burying everything.</p> <p>Over a hundred people were killed and thousands of people were made homeless because of the floods.</p>

- (i) Suggest **two** reasons why large numbers of people are at risk from natural hazards in urban areas.

Use the figure above to help you. (4)

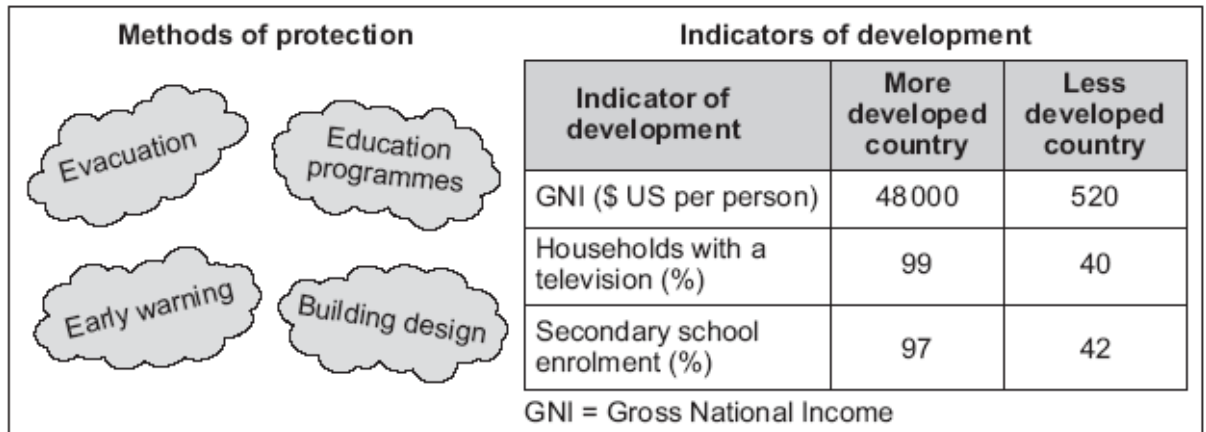
- (ii) Describe the problems that natural hazards cause in urban areas.

Use the figure above and your own knowledge. (6)

- (iii) Explain how the effects of natural hazards in urban areas can be reduced.

Use an example(s) you have studied. (6)

Q12. The figure below shows information about methods of protection from the effects of tropical storms, and indicators of development for two countries.



‘Only more developed countries can protect themselves effectively from the damage caused by tropical storms.’

Do you agree?

YES

NO

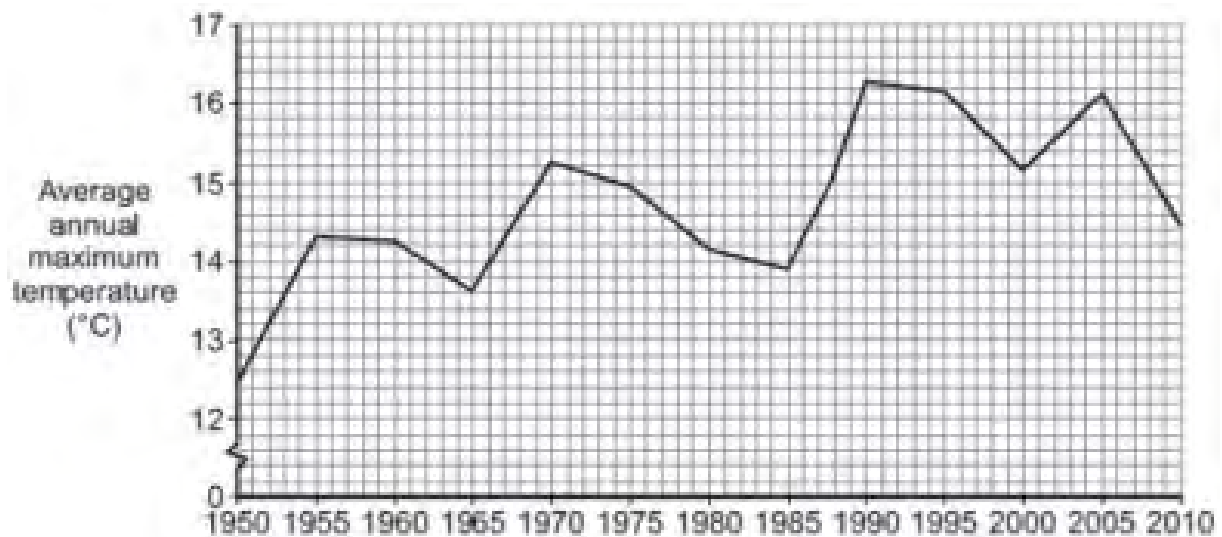
Give reasons for your choice. Use the figure above and your own knowledge. (6)

Q13: Describe the characteristics of extreme weather. (3)

Q14. ‘UK weather is becoming more extreme.’ Discuss. (4)

Q15. Use a case study to describe the effects of flooding. (6)

Q16. Study the figure below, a graph showing average annual maximum temperatures at Heathrow Airport, London from 1950 to 2010. Describe the trends shown in the graph below. (4)



Q17. What evidence is there to suggest that people are not the only cause of global warming? (4)

Q18. Explain two human causes of climate change. (4)

Q19. Describe the possible environmental consequences of climate change for the UK. (4)

Q20. Describe local responses to the threat of global climate change. (4)

Q21. Rising sea levels are a major consequence of global warming. How may the problem of rising sea levels be managed? (4)

FRENCH



My French Knowledge Organiser How Can I Use It?

Knowledge organisers are useful tools when it comes to learning and recalling information. You may have been given knowledge organisers across a range of subjects. Here are some ideas for how you might use your French knowledge organiser in different ways to help you learn.

Key Ideas

- This is a list of all the key ideas on the topic – use it as a checklist and check off the ones you can talk and write about.
- You could also colour-code the key ideas using three colours: 'I can confidently talk/write about this one', 'I can talk/write a bit about this one' and 'I need to work on this one'.

Key Vocabulary

- Test your friends – test each other on the meaning of each word. You could write the words out on separate cards, with the meaning on the back.
- Play Bingo – using a blank grid, choose French words from the key vocabulary and get a friend or your teacher to read out an English word from the list. See how long it takes for you to match a line.
- Link it! Draw a mind map or a Venn diagram to show links between words.
- Practise forming the plural form of nouns.
- Can you work out the different forms of each adjective? Try pairing them with a noun.



Key Phrases

- These are linked to the key ideas presented at the top of your knowledge organiser – learn them and then try adapting them by changing/adding words to create a new idea relevant to the topic.
- Create a set of double-sided cards with the French on one side and the English on the other side and use these to test yourself – you could also work with a partner.
- Copy each key phrase onto a strip of paper and then cut it out into several chunks – can you piece the sentence back together in the right order?



Key Questions

- This is a selection of exam-type questions on the topic – can you answer them?
- Can you think of other questions you may be asked on this topic?
- Create a set of cards containing the questions on one side and bullet points of ideas and vocabulary on the other side to help you practise answering them – why not work with a partner?
- Create a mind-map for each question.

False Friends

- These words look and sound similar to an English word but are misleading as they have a different meaning – make sure you learn them.

Useful Grammatical Structures

- Use these recommended grammatical structures in your answers to the key questions on the topic – create at least one sentence with each structure.
- Make a set of cards containing the grammatical structures suggested – working with a partner or in a group, place the cards face down in a pile, take turns to pick one and make a sentence that contains this structure and relates to the topic.

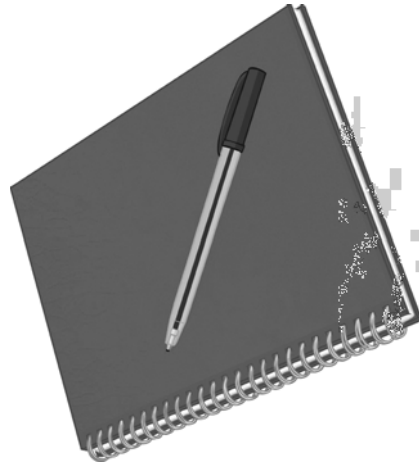


More Advanced Grammatical Structures

- Are you aiming for the top marks and looking to impress the examiner? Try incorporating some of these more complex structures in your answers to the key questions on the topic – create at least one sentence with each structure.
- Make a set of cards containing the grammatical structures suggested – working with a partner or in a group, place the cards face down in a pile, take turns to pick one and make a sentence that contains this structure and relates to the topic.

Tricky Pronunciation

- Ask your teacher/language assistant (if you are lucky enough to have one in your school) to help. Use your phone to record them saying this selection of carefully picked words, then record yourself saying them – how does it compare?
- Create your own list of important words that you really want to pronounce correctly and follow the same process as above.



- You could also use highlighters to colour-code tricky parts of the word e.g. silent letters, stressed syllables, etc.

Tricky Spelling

- Use 'look, cover, write, check' to help you learn this selection of carefully picked words from this topic.



- Create your own list of tricky words that you really want to spell correctly and use the same method to learn them.
- Use highlighters to colour-code tricky parts of the word e.g. silent letters, accents, double consonants, tricky sequence of vowels/consonants etc.
- You could also use mnemonics to help you.

Idiomatic Expressions

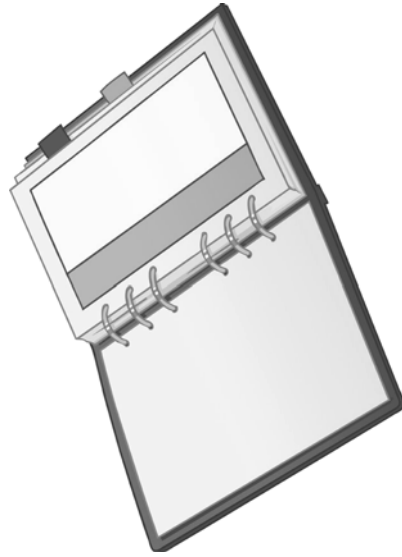
- Your knowledge organiser may contain a selection of idiomatic expressions relevant to the topic. Learn them and use them in your work to sound like a native and impress the examiner.

Partner Pick

- Ask a partner to close their eyes and place their finger somewhere on the knowledge organiser – you have to try and tell them as much information as possible about that section of the knowledge organiser.

Group It!

- Think about all the information on the knowledge organiser – can you group it according to how well you know it?
- Put the things you find hardest to remember at the top and the things you know best at the bottom.
- You could also colour-code it using three colours: 'I know it', 'I almost know it' and 'I need to know it better'.



Travel and Tourism GCSE Higher Tier French Knowledge Organiser

Key Ideas

- Importance des vacances – sont-elles nécessaires ?
- Les aspects positifs et négatifs de tourisme
- Les destinations de vacances – normalement / l'année prochaine / dernière
- Les avantages / inconvénients de certaines destinations (la campagne / les montagnes / la ville)
- Les avantages et inconvénients de rester en Grande-Bretagne ou de partir à l'étranger
- Les avantages et inconvénients de différents types d'hébergement / transport
- Le type de vacances que tu préfères (culturelles, sportives)
- Les activités qu'on fait en vacances (opinions)
- Excursions et événements mémorables (positifs et négatifs)
- Comment sont tes vacances de rêve ?

Tricky Spellings

- ennuyeux / ennuyeuse** boring Check the double 'n'. Learn this tricky spelling off by heart!
- passionnant(e)** exciting Check the double 's', double 'n' and ending.
- préfér(e)** favourite Check the accents.

False Friends

l'Amérique the continents of North and South America (not just the USA)

une journée a day

la location the rental

rester to stay

Tricky Pronunciation

un coup de soleil sunburn

ennuyeux / ennuyeuse boring

un gîte holiday home

un maillot de bain swimwear

se baigner to swim/bathe

Key Vocabulary

Les noms

à l'étranger	abroad
la crème solaire	suncream
un coup de soleil	sunburn
la cuisine locale	the local cuisine
l'excursion	excursion
le gîte	holiday home
le maillot de bain	swimwear
le séjour	stay
le temps	the weather
le vol	flight
le voyage	journey

Key Verbs

	Présent	Passé Composé	Imparfait	Futur
faire to do	je fais; il fait; elle fait; nous faisons; ils/elles font	j'ai fait/ il/elle a fait;nous avons fait; ils/elles ont fait	je faisais; il/elle faisait; nous faisions; ils/elles faisaient	je ferai; il/elle fera; nous ferons; ils/elles feront
être to be	je suis; il/elle est; nous sommes; ils/elles sont	j'ai été/ il/elle a été; nous avons été/ ils/ elles ont été	j'étais; il/elle était; nous étions; ils, elles étaient	je serai/ il/elle sera; nous serons; ils/ elles seront
avoir to have	j'ai; il/ elle a; nous avons; ils ont/elles ont	j'ai eu; il/elle a eu; nous avons eu; ils/elles ont eu	j'avais; il/elle avait; nous avions; ils/elles avaient	j'aurai; il/elle aura; nous aurons; ils/elles auront
aller to go	je vais; il/elle va; nous allons; ils/elles vont	je suis allé(e); il/elle est allé(e); nous sommes allé(e)s; ils/elles sont allé(e)s	j'allais; il/elle allait; nous allions; ils/elles allaient	j'irai; il/elle ira; nous irons; ils/elles iront
se détendre to relax	je me détends; il/elle se détend; nous nous détendons; ils/elles se détendent	je me suis détendue; il/elle s'est détendu(e); nous nous sommes détendu(e)s; ils/elles se sont détendu(e)s	je me détendais; il/elle se détendait; nous nous détendions; ils/elles se détendaient	je me détendrai; il/elle se détendra; nous nous détendrons; ils/elles se détendront
prendre to take	je prends; il/elle prend; nous prenons; ils/elles prennent	j'ai pris; il/elle a pris; nous avons pris; ils/elles ont pris	je prenais; il/elle prenait; nous prenions; ils/elles prenaient	je prendrai; il/elle prendra; nous prendrons; ils/elles prendront

Les adjectifs

beau / belle	beautiful
ennuyeux / ennuyeuse	boring
fascinant(e)	fascinating
fatigant(e)	tiring
s'habituer à	to get used to
inoubliable	unforgettable
intéressant(e)	interesting
lent(e)	slow
passionnant(e)	exciting
stressant(e)	stressful

Key Phrases

A mon avis les vacances sont l'occasion de se détendre
J'ai horreur des vacances en famille

Personnellement je préfère les vacances culturelles

Quand je me suis habitué(e) à la chaleur, je pouvais sortir

L'avantage de rester dans un gîte c'est qu'on est plus libre

Quand j'étais jeune j'allais en France chaque été

Il faisait chaud chaque jour

Le voyage était long et assez stressant

L'avantage de prendre l'avion est que c'est rapide

J'ai visité plusieurs sites touristiques et j'ai pris beaucoup de photos

Mes vacances étaient reposantes et j'aimerais y retourner l'année prochaine

L'année prochaine j'espère partir en vacances avec mes amis

Si je gagnais au loto, j'irais en Australie

In my opinion holidays are the opportunity to relax

I loathe family holidays

Personally I prefer cultural holidays

When I got used to the heat, I could go out

The advantage of staying in a holiday home is that you're more free

When I was young I used to go to France every summer

It was hot every day

The journey was long and quite stressful

The advantage of taking the plane is that it's fast

I visited lots of tourist spots and I took lots of photos

My holidays were relaxing and I'd like to go back next year

Next year I hope to go on holiday with my friends

If I won the lottery I would go to Australia

Key Vocabulary (continued)

Les verbes

se baigner	to swim
bronzer	to sunbathe
se détendre	to relax
être malade	to be unwell
faire chaud / froid	to be hot/cold (weather)
faire la grasse matinée	to have a lie in
goûter	to taste/try
louer	to hire
perdre	to lose
rester	to stay
voyager	to travel
se ressembler	to look alike
(se) séparer	to separate

Key Questions

- Est-ce que les vacances sont importantes ? Pourquoi ?
- Quels sont les avantages et inconvénients
 - des différents types d'hébergement ? (les hôtels / les gîtes etc.)
 - des différents moyens de transport ? (l'avion / la voiture)
 - des différentes destinations ? (la ville / la campagne etc.)
 - du tourisme en masse ?
- Où vas-tu en vacances normalement ?
- Quel type de vacances préfères-tu ?
- Préfères-tu rester en Grande-Bretagne ou aller à l'étranger ?
- Décris-moi une journée de vacances typique.
- Qu'est-ce que tu as fait pendant les grandes vacances l'année dernière ?
- Décris-moi une excursion que tu as faite.
- Où iras-tu en vacances l'année prochaine ?
- Parle-moi de tes vacances de rêve.

Are holidays important? Why?

What are the advantages and disadvantages of:
different types of accommodation (hotels/holiday homes)
different means of transport (plane/car)
different destinations (town/countryside)
mass tourism

Where do you normally go on holiday?

What type of holiday do you prefer?

Do you prefer staying in Great Britain or going abroad?

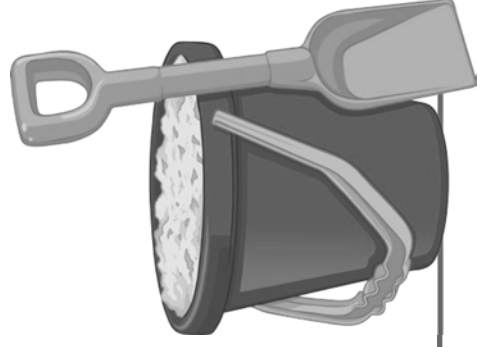
Describe a typical day on holiday

What did you do last year during the summer holidays?

Describe an outing you went on.

Where will you go on holiday next year?

Talk to me about your dream holiday.



SPANISH





GCSE Spanish

Translation booklet

Name:

Me, my family and my friends

Translate the following sentences into Spanish:

I get on really well with my stepmother.

.....

I think that I am quite optimistic.

.....

She hates spending time with her family.

.....

Last Saturday, we went to my cousins birthday.

.....

My parents are French. .

.....

In the future, I want to get married.

.....

Translate the following sentences into English:

Pienso que ella es muy egoísta

.....

Me llevo bien con la mayoría de mis amigos

.....

Si pudiera cambiar mi apariencia física, me gustaría ser más alto

.....

Actualmente vivo en España, per nací en Francia.

.....

Acabo de hablar con mi hermana quien es muy irritante.

.....

Translate the following passages into Spanish:

1.

In my family, there are a lot of young people. There are many children too. I have three younger sister, and one older step brother who is called Mateo. He used to live with his father, but now he lives with us. Next year, my grandma will come to live here too.
2.

My parents don't get on very well. Last month, they decided that it would be better to separate. I will live with my mother during the week and I will visit my father at the weekends. The good thing is that I get on well with my older brother, I trust him and he has a good sense of humour.

Translate the following passages into English:

1.

Mi padre es pelirrojo y lleva gafas como yo. No me gusta llevar gafas porque me molestan cuando llueve porque no puedo ver nada. Mi madre es gemela y es muy interesante ver las pocas diferencias que hay entre ella y su hermana. Sin embargo, creo que sería rarísimo ver a otra persona que se te parece tanto.
2.

Si pudiera conocer a cualquier deportista, sería mi héroe para toda la vida. El futbolista Pau Rodríguez. No solo es fuerte físicamente, sino también es inteligente, una cualidad que le permite jugar tácticamente y con mucho éxito. En los periódicos se lee con mucha frecuencia artículos que critican a los jugadores por su mal comportamiento en los momentos más estresantes de los partidos. Pero Rodríguez es un modelo a seguir para los jóvenes y sus compañeros de equipo también.

Technology in everyday life

Translate the following sentences into Spanish:

I have a computer in my bedroom.

.....

I use the internet to download music.

.....

All my friends use social networks.

.....

My mobile phone has a password to protect my information.

.....

My sister couldn't live without the internet.

.....

In the future, I will start a blog.

.....

Translate the following sentences into English:

Mi amiga pasa todo el tiempo en su portátil

.....

El internet puede ser peligroso.

.....

Me gusta pasar mucho tiempo chateando con jóvenes por internet

.....

A mi Amigo, le encantan las redes sociales.

.....

Las nuevas tecnologías son estupendas para buscar información.

.....

Translate the following passages into Spanish:

1.

All my friends like using social networks. I have been using them for three years. I post photos and chat to my friends. I would really like to start a blog about my favourite bands. I have read other blogs about them and I think that I could do it better.
2.

The internet is not dangerous, but it is important to know how to use well the technology. My mobile phone has a password to protect my information. When my parents gave me my computer, they talked to me about the risks of the internet. We should learn more about the dangers of the internet in school because many people don't know anything about them.

Translate the following passages into English:

1.

Debido a la llegada del internet, nuestros hábitos han cambiado dramáticamente durante los últimos años. Para alguna gente, ha sido difícil adaptarse a tantos cambios. Por eso, el gobierno español acaba de revelar un programa especial para reducir el miedo que ciertas personas tienen a la tecnología. Se ofrecerá a cualquier persona en España la oportunidad de asistir a clases en su barrio para aprender sobre el mundo del internet.
2.
 - ¿Has visto el muro de Luisa recientemente?.- preguntó Nuria.
 - No, ¿Por qué? Dijo Sara
 - Porque acaba de colgar unas fotos muy tontas y pienso que hay una foto de ti.
 - ¿de verdad? Tendré que llamarla ahora mismo para preguntarle por qué lo hizo.
 - Sí, claro, Luisa no piensa nunca de publicar cosas en las redes sociales.

Free time activities

Translate the following sentences into Spanish:

I play the guitar and I used to play the piano.

.....

I like watching TV in the morning before school.

.....

My friends prefer romantic films, but I find them a bit boring.

.....

My parents think that concert tickets are too expensive.

.....

I love rap music, but sometimes the lyrics can be violent.

.....

Generally, I am not sporty, but my brother plays rugby.

.....

Translate the following sentences into English:

Me parece que piragüismo es un deporte muy difícil y peligroso.

.....

Ayer fuimos a un restaurante y lo pasamos bien.

.....

Prefiero las telenovelas porque puedes seguir la historia de los personajes.

.....

En el futuro me gustaría ir a un concierto de música rock.

.....

A mí, no me importa lo que veo en la televisión. Vería cualquier programa.

.....

Answers

Me, my family and my friends

Translate the following sentences into Spanish:

I get on really well with my stepmother.

Me llevo realmente/muy bien con mi madrastra.

I think that I am quite optimistic.

Pienso que soy bastante optimista

She hates spending time with her family.

Odia pasar tiempo con su familia.

Last Saturday, we went to my cousins birthday.

El ultimo sábado/El sábado pasado, fuimos al cumpleaños de mis primos

My parents are French. .

Mis padres son franceses

In the future, I want to get married.

En el futuro, quiero casarme.

Translate the following sentences into English:

Pienso que ella es muy egoísta

I think that she is very selfish

Me llevo bien con la mayoría de mis amigos

I get on well with the majority of my friends.

Si pudiera cambiar mi apariencia física, me gustaría ser más alto

If I could change my physical appearance, I would like to be taller (more tall)

Actualmente vivo en España, pero nací en Francia.

Currently I live in Spain, but I was borned in France

Acabo de hablar con mi hermana quien es muy irritante.

I just spoke with my sister who is very annoying.

Translate the following passages into Spanish:

1.

En mi familia hay muchos jóvenes/gente joven. También hay muchos niños. Tengo tres hermanas menores y un hermanastro mayor que se llama Mateo. Antes **vivía (it is imperfect)** con su padre, pero ahora vive con nosotros. El año que viene, mi abuela también **vendrá (vendr- is the irregular stem of venir)** a vivir aquí.

2.

Mis padres no **se llevan (llevarse is reflexive so you need to use "se")** muy **bien (bien = well, bueno/a = good)**. El mes pasado decidieron que sería mejor separarse. Viviré con mi madre durante la semana y visitaré a mi padre los fines de semana. **Lo bueno (and not "una buena cosa" the word is already included in "lo bueno/lo malo")** es que me llevo bien con mi hermano mayor, confío en él y tiene buen sentido del humor.

Translate the following passages into English:

1.

My father is red-haired/ginger and wears glasses like me. I don't like wearing glasses because they bother me when it rains because I can't see anything. My mother is a twin and it is very interesting to see how few differences there are between her and her sister. However, I think it would be very rare to see another person that looks so much like you (In spanish "que se te parece" the "te in front of the verbs means that the action of "parecer" is about "you")
2.

If I could meet any athlete, he would be my hero for all my life. The footballer Pau Rodríguez. Not only is he physically strong, **but** he is **also** (sino = **but also**) intelligent, a quality that allows him ("le permite" le in front of the verb is him/her) to play tactically and with great success. Newspapers frequently read articles criticizing players for their misbehaviour in the most stressful moments of matches. But Rodríguez is a role model for the youth and his **teammates** ("compañeros de equipo") as well.

Technology in everyday life

Translate the following sentences into Spanish:

I have a computer in my bedroom.

Tengo un ordenador en mi dormitorio/habitación.

I use the internet to download music.

Uso internet para descargar música

All my friends use social networks.

Todos mis amigos usan redes sociales.

My mobile phone has a password to protect my information.

Mi teléfono móvil tiene una contraseña **para** proteger mi información.

(if you can say "in order to" in English, you need "para" in Spanish)

My sister couldn't live without the internet.

Mi hermana no podía/pudo vivir sin el internet

In the future, I will start a blog.

En el futuro empezaré/comenzaré un blog.

Translate the following sentences into English:

Mi amiga pasa todo el tiempo en su portátil

My friend spends all the time on her laptop.

El internet puede ser peligroso.

Internet can be dangerous.

Me gusta pasar mucho tiempo chateando con jóvenes por internet

I like to spend a lot of time chatting with young people on the internet.

A mi Amigo, le encantan las redes sociales.

My friends loves social media

Las nuevas tecnologías son estupendas para buscar información.

The new technologies are great/brilliant to search information

Translate the following passages into Spanish:

1.

A todos mis amigos les gusta usar las redes sociales. **Las (them)** he estado usando durante tres años. Publico fotos y chateo con mis amigos. Realmente me gustaría comenzar/empezar un blog sobre mis bandas favoritas. He leído otros blogs **sobre ellos (about them)** y creo que **lo** podría hacer mejor. **(do it)**

2.

Internet no es peligroso, pero es importante saber utilizar bien la tecnología. Mi teléfono móvil tiene una contraseña para proteger mi información. Cuando mis padres **me** dieron (they gave **me**) mi computadora, me hablaron sobre los riesgos de Internet. Deberíamos aprender más sobre los peligros de Internet en la escuela porque muchas personas no saben nada sobre ellos.

Translate the following passages into English:

1.

Due to the arrival of the internet, our habits have changed dramatically during the last few years. For some people, it has been difficult to adapt to so many changes. For this reason, the Spanish government has just revealed a special program to reduce the fear that certain people have of technology. Anyone in Spain will be offered the opportunity to attend classes in their neighbourhood to learn about the world of the internet.

2.

- Have you seen Luisa's wall recently? .- Nuria asked.
- Not why? Sara said
- Because he just posted some very silly photos and I think there is a photo of you.
- for real? I'll have to call her right now to ask her why she did it.
- Yes, of course, Luisa never thinks of posting things on social networks.

Free time activities

Translate the following sentences into Spanish:

I play the guitar and I used to play the piano.

Toco la guitarra y tocaba el piano (to play an instrument it is "tocar" and not "jugar")

I like watching TV in the morning before school.

Me gusta ver la TV/televisión por la mañana antes de la escuela.

My friends prefer romantic films, but I find them a bit boring.

Mis amigos prefieren las películas románticas, pero las encuentro un poco aburridas.
(find "them" refers to romantic movies so it is "las" because "películas" is feminine plural)

My parents think that concert tickets are too expensive.

Mis padres piensan que los tickets de concierto son demasiado caros.

I love rap music, but sometimes the lyrics can be violent.

Me encanta la música rap, pero a veces las letras pueden ser violentas.

Generally, I am not sporty, but my brother plays rugby.

Generalmente, no soy deportista, pero mi hermano juega **al** rugby (juega a + el rugby= al)

Translate the following sentences into English:

Me parece que el alpinismo es un deporte muy difícil y peligroso.

It seems to be that mountain climbing is a very difficult and dangerous sport.

Ayer fuimos a un restaurante y lo pasamos bien.

Yesterday we went to a restaurant and we had a good time.

Prefiero las telenovelas porque puedes seguir la historia de los personajes.

I prefer the soap operas because you can follow the story of the characters.

En el futuro me gustaría ir a un concierto de música rock.

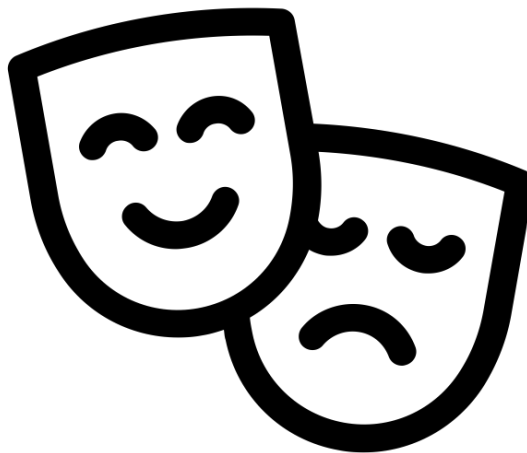
In the future I would like to go to a concert of rock music.

A mí, no me importa lo que veo en la televisión. Vería cualquier programa.

For me, I do not care what I watch in television. I would watch any program

DRAMA

Use the knowledge organisers on the next two pages to create a mind map of key terms and facts that you need to know for drama.



TASKMASTER



DRAMA

The taskmaster states that if you wish to do more that please feel free, just keep a note of the ones you have already completed. If you are not comfortable with taking a picture of filming yourself please choose a task that does not require you to do so. Lots of P pounds will be awarded to the most creative submissions.

If you are sharing any pictures, videos or work please send it to your drama teacher directly.

<p>Task 1</p> <p>Take a photo of yourself performing a regular chore around the house and then recreate this using the Mime Technique.</p> <p><i>This task teaches the importance of detail in mime techniques.</i></p>	<p>Task 2</p> <p>Video yourself building a card tower using as many cards from a deck of card.</p> <p><i>This task teaches perseverance and commitment to getting it right! Don't give up!</i></p>	<p>Task 3</p> <p>Create a costume out of recycled items and take a photo. Explain who and what the costume is for.</p> <p><i>This task teaches you to be creative with costume design and what you can create with what you have to hand.</i></p>
<p>Task 4</p> <p>Watch the film Matilda. Find the following scene and rehearse the scene with another member of your household.</p> <p><i>This tasks teaches the importance of speaking with clarity. It is also a good example of connecting with emotion.</i></p>	<p>Task 5</p> <p>Re-create a 60 second scene from 1 of your favorite songs, using only what and who you can find around the house.</p> <p><i>This task teaches you to reflect on what you liked most about films you have seen and the creativity to create a replica still image.</i></p>	<p>Task 6</p> <p>Choose a favorite Tic Tok Video and perform this using as much expression as possible – Focusing on your key Dramatic Skills</p> <p><i>This task teaches you to stay active and try something new!</i></p>
<p>Task 7</p> <p>Write the opening dialogue to a stage play around a some starting a new chapter of their life. This could be a new school, new job, a new home or a time that is unfamiliar to them.</p>	<p>Submitting work</p> <p>Mr. Thompson b.thompson@thestleonardsacademy.org.uk</p> <p>MRS Grant f.grant@thestleonardsacademy.org.uk</p> <p>Miss Pepper a.pepper@thestleonardsacademy.org.uk</p>	

TASKMASTER



DRAMA

TRUNCHBULL

In this world, children, there are two types of human being. The winners and the losers. I play by the rules and I win. But if I play by the rules and...I if I do not win, then something is wrong, something is not working. And when something is wrong, you have to put it right, even if it screams.

(To Matilda) You are not fit to be in this school! You ought to be in prison, in the deepest, darkest, darkest prison! I shall have you wheeled out, strapped to a trolley with a muzzle over your mouth! I shall crush you! I shall pound you, I shall dissect, you madam! I shall strap you to a table and perform experiments on you. All of those disgusting little slugs shall suffer the most appalling indignities because of you-yes you!

MATILDA

Yes, well, I needed to learn to read words so that I could read sentences because

basically, a sentence is just a big bunch of words. And if you can't read sentences you've got no chance with books. I love books. Last week I read quite a few: Nicholas Nickleby, Oliver Twist, Jane Eyre, The Invisible Man, The Secret Garden, and Crime and Punishment.

Home Learning Booklet for Year 10 Photography

For the photoshoots, if all you can do is keep the photos on your phone, that is fine. Please make sure they are safe so that you can find them again.

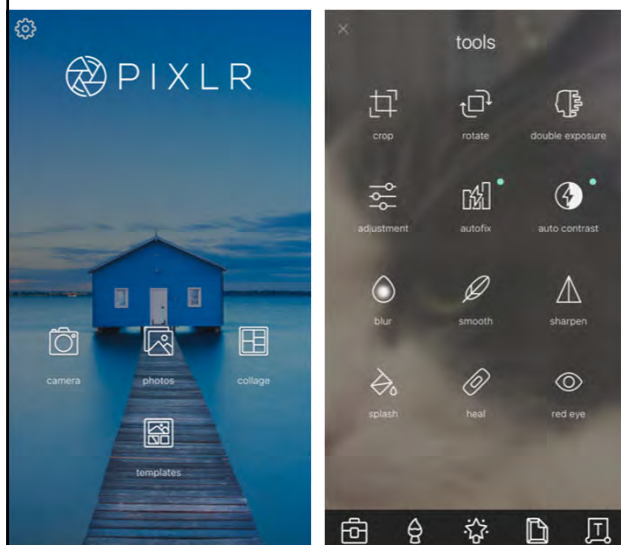
If you have a phone where you can download the One Drive app, I would recommend using this to store your photos in.

If you are able to present your photoshoot into Powerpoint, please do so as we would usually do in class. 2 photos per slide for the best ones and the rest can be smaller on one slide.

If you are unable to do this or any other reference to using a computer in these lessons, please ignore that part.

Editing...

If you have access to photo editing software on a computer at home, then please use it and then present all of the work you have done so far on Powerpoint slides as outlined in the rest of this presentation. If you do not have access to software, then please try this app on your phone...



Download an app called PIXLR. It is free.

Click on 'photos' and then you will have a range of choices to edit your photos. The briefcase icon is the most useful part. You will get these tools as options.

If you click on 'Adjustment' you can edit the contrast, brightness etc.

If you are not able to use either of these options, please just present your photos anyway. We do not want to continue producing more work and not presenting it. All of you should be able to present your work on Powerpoint if you have a computer at home.

Photographing texture

Task: Photograph Textures x 30min

- Arrange the objects/material.
- Use interesting angles, not just straight on. Birds eye view, worms eye view, angling the camera upwards and downwards and from each side.
- Outside and inside textures
- Macro/ Close up.
- Different lighting- flash, torch, natural, lamp.



Outdoor textures

Ideas:
 Fircones
 Feathers
 Leaves
 Woodchips
 Rust
 Wooden Groins
 Walls
 Cracked rocks
 or mud
 Bark



How can this translate to your portraits?

Upload your folder of photos to One Drive if possible.

You could experiment with your photos on an app called 'PIXLR' and try out double exposures like these.



Disguise Photoshoot- For Fragmented Portraits project.

(Last week's task)

- Take inspiration from the picture sheet to do a new photoshoot using a variety of ideas based on the idea of disguise.
- You can use yourself (set timer) or a model.
- Get some props ready before your shoot and a torch or lamp for different lighting.
- Upload your folder of photos to One Drive and then Teams.
- You may use your own camera or phone.

Tips: Consider in your photos the use of:

- Colour
- The rule of thirds
- Angles
- Close up
- Shutter speed and/or aperture if you have the ability to use these.

Optional: In addition to the above, you could experiment with your photos on an app called 'Snapseed'. Go to 'Tools/ Double exposure' and you will be able to layer photos to create a different effect.





Task: Photographing yourself or other person in reflective object/surface



What objects/surfaces do you have around your house that you could use?



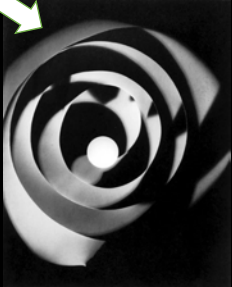
In 1915, Man Ray met French artist Marcel Duchamp, and together they collaborated on many inventions and formed the New York group of Dada artists. In 1921, Ray moved to Paris and became associated with the Parisian Dada and Surrealist circles of artists and writers. His experiments with photography included rediscovering how to make "camera-less" pictures, which he called rayographs.

Man Ray
(1890–1976)

What art movement did he become a part of?
How is this evident in his work?



What style of Photography would you say he was interested in?



Dadaism, which takes its name from the French nickname for a rocking horse, challenged existing notions of art and literature, and encouraged spontaneity.



Q:How do you think he took this photo?

A: He used a self timer.



Man Ray
(1890–1976)

Task

You will need:

Camera or phone







Shiny/reflective objects or surfaces

Natural lighting by a window/fairy lights, lamp or torch

Angle/lighting/motionless

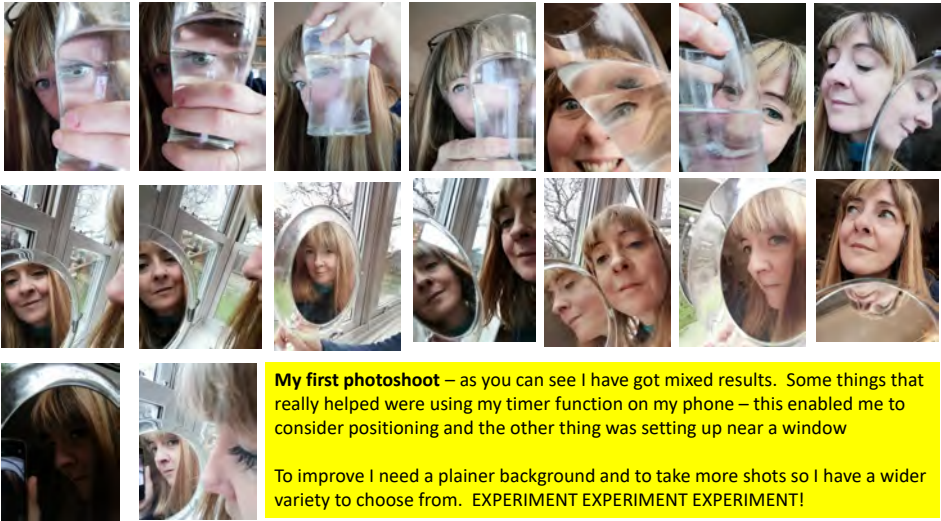
Reflective objects need to be hung or placed on a surface so they don't move

Use a timer function which gives you a chance to get into position



Ideas of things you could use:

- Baubles
- Sunglasses
- Glass objects such as vases/ tumblers /bottles
- Mirrors
- Spoons (metal objects)



My first photoshoot – as you can see I have got mixed results. Some things that really helped were using my timer function on my phone – this enabled me to consider positioning and the other thing was setting up near a window

To improve I need a plainer background and to take more shots so I have a wider variety to choose from. EXPERIMENT EXPERIMENT EXPERIMENT!

Do it now



Q: How do you think this work was made?

A: Each square was photographed one by one and then printed and arranged in a grid.

Q: What are the pros and cons to presenting a portrait in this way?

A: You can see different perspectives, more of the surface area and expressions



Q1:What is the difference between this work compared with the previous?



Q2: Are these portraits?


A1: The photos are overlapped, at different angles, it is of objects and not people. This style of overlapping, Hockney named a 'Joiner'.

A2: Although the work is of objects and not people, they can still be considered a portrait, as they communicate something about the person in some way. Instead we see a persons possessions, which gives us an insight into them in some way.

Task 1: Photograph in a grid or joiner style an area that belongs to someone. This could be a chair, a room, a desk etc. OR photograph your pet. I recommend about 15 photos for a small area and 20+ for a larger area.


Task 2: Place photos in a Powerpoint slide and **arrange them** like Hockney did in a grid or joiner style. Use the crop function in powerpoint.

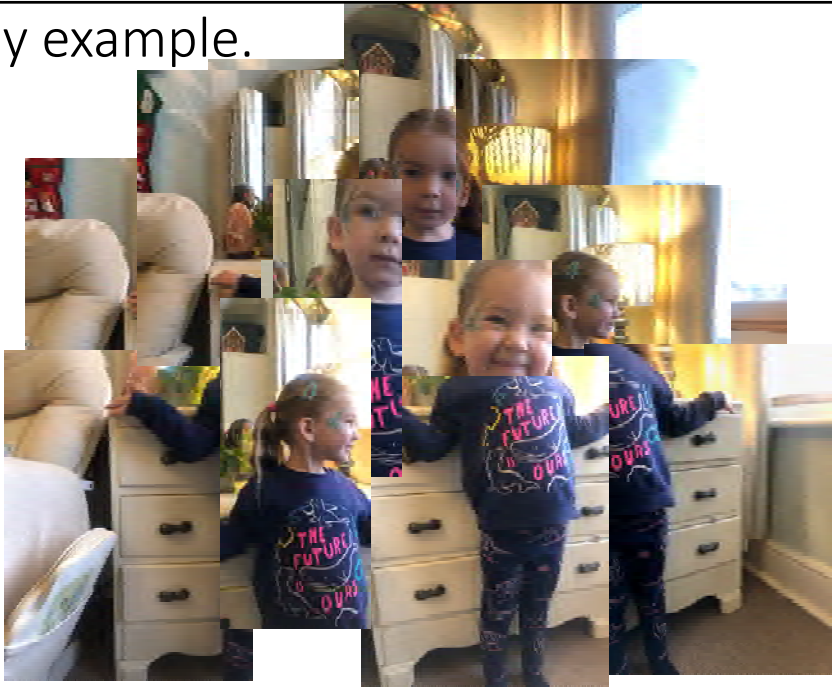


Task 3: Create a Grid or Joiner of a person (or yourself- in the mirror). They can move while you take the photos, so that you get a sense of movement in the overall outcome. So get them to look up and look down or move their head while you take photos of each section of the scene

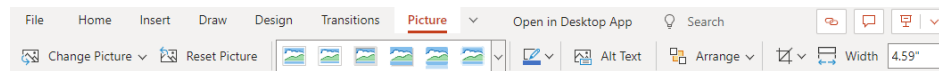
Tip: Photograph from left to right, go in lines so that you know where you have been.



My example.



Arranging your photos



1. Drag and drop, resize and arrange in a way that makes sense, but does not join completely.
2. Click on the 'Picture' tab.
3. Use the 'Arrange' tool to bring photos forwards and backwards..
4. Use the crop tool to crop out parts you do not need.

Art and Photography- Competition

Open to all students

Create a piece of artwork using
Andy Goldsworthy
as inspiration
CAN BE ANY SIZE/SHAPE -2D or 3D

Entries should be handed in to the
Art Department with your name and
tutor group clearly marked on it.

Indicate if you are entering for the Art prize
or the Photography prize

1ST PRIZE ART—IPAD

**1ST PRIZE PHOTOGRAPHY—Top of the
range CAMERA and Carrying case**



[Optional Extension: David Hockney Analysis of an artwork.](#)

Chosen photo – joiner or grid style portrait/
environment

Complete the Analysis of an Artwork sheet about this work- make sure you include the title of the work.

Use the examples to help you know how to construct your answers.

Write in as much detail as you can covering each of the four sections.

CRITICAL ANALYSIS OF AN ARTWORK	
Here are some tips to assist you when examining or discussing artwork.	
1. DESCRIBE (What do I see?)	2. ANALYSE (How is the work organised?)
<ul style="list-style-type: none"> •landscape, portrait, people, still, animals, religious, historic •foreground / background •time of day, season •place or setting / inside or outside •abstract / realistic •horizontal / vertical •old vs. modern/historic vs. contemporary •action - what is going on? •story? 	<p>Try to comment on the compositional elements in Photography:</p> <ul style="list-style-type: none"> • Light and Shadow • Pattern • Texture • Symmetry • Line • Colour • Depth of Field • Shape • Viewpoint <p>Composition: How are different elements in the work composed? What are the materials and process used?</p>

1. Describe.
Example: The layout of square photos all have different perspectives. Two people sit down looking at some photos on the floor, they take up a large proportion of the work. We can only see the side view of each person. A woman has her fist under her chin and the man has moved his hands to hold them together on his lap, they are an elderly couple. I can see that he has moved them as his hands are repeated in three of the photos. There is a light in the middle right area, it is not clear what time of day it is.

2. Analyse
*This artwork is set out with 7x7 Polaroids in a grid, there is an element of symmetry in the layout. The depth of field is fairly shallow, the back wall is very close to the people sitting.
 My eye is drawn to the people's faces, I am trying to determine what it is about and what they are thinking or feeling as there are not many clues. There is a warm wooden textured floor and a cold colour in the blue of the wallpaper and the chair. The photos are quite high in contrast, giving harsh shadows throughout.*

3. INTERPRET (What is happening?)	4. JUDGE (What do I think about the artwork?)
<ul style="list-style-type: none"> •The artwork is about... •It makes me think about... •The artist is saying... •Mood and feeling: calm, violent, sad, joyful, angry, hopeful, scared etc •The artist wants you to see... •The artist wants you to think about... •The artwork reminds me of... •I want to know... •If I could ask the artist a question, I would ask... •symbols •metaphors •meaning •context •relationships between all the individual parts of the work 	<ul style="list-style-type: none"> •The best part of the work is... •The strengths of the work are... •The weaknesses of the work are... •The artist communicates ideas by... •I learned... •I like... because... •I dislike... because... •I would (n't) choose to hang this work in my room because... •Other people should study this work because... •This work has survived the test of time because... •Why do different people see and understand artwork differently?

3. Interpret.
Example: The overall feeling of the photo is quite serious, which I have concluded by the expressions on the figures' faces. Also, the colouring is quite stark. I think the atmosphere is thoughtful. These people could be remembering something that happened in these photos, they could be reliving memories, perhaps they are difficult ones. The body language suggests that they are guarding themselves. Their relationship to each other is not clear, but we may assume that they are husband and wife.

4. Judge.
I learned that portraits can be created in different ways, incorporating movement and different perspectives, which gives a wider understanding of the person and their environment. I would prefer the photo to be less secretive about what they are looking at.

Extension: Analysis of an artwork. Name of Art and Artist: _____ Write answers in full sentences and write at least one paragraph for each section.	
<u>Describe</u> Q: What is going on in the picture? Describe how it looks.	<u>Analyse</u> Q: How is the work organised?
<u>Interpret</u> Q: What is happening?	<u>Judge</u> Q: What do I think about the artwork?

Year 10 Personal Development remote learning booklet

This booklet is focusing on lessons all about emotional and mental health. You must spend 3 hours a fortnight on this booklet, each lesson should take 1 hour.

You must email your Personal Development teacher to ask for help and to let them know when you have completed a lesson.



Lesson one – Introduction to mental health

LQ: What is mental and physical health?

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle

stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

You are going to research a mental illness and present your findings into a PowerPoint or a Word document.

Your presentation should include:

The name of the illness
General facts
Symptoms
Effects
How to treat it
Who it affects
Where to get help

Conditions to research:

1. Schizophrenia
2. Dementia
3. Obsessive Compulsive disorder
4. Autism
5. Tourette's Syndrome

Lesson Two - Depression

LQ: How can we recognise symptoms of depression?

<http://www.theguardian.com/commentisfree/2015/jan/30/battle-depression-taught-me-medicine-love>

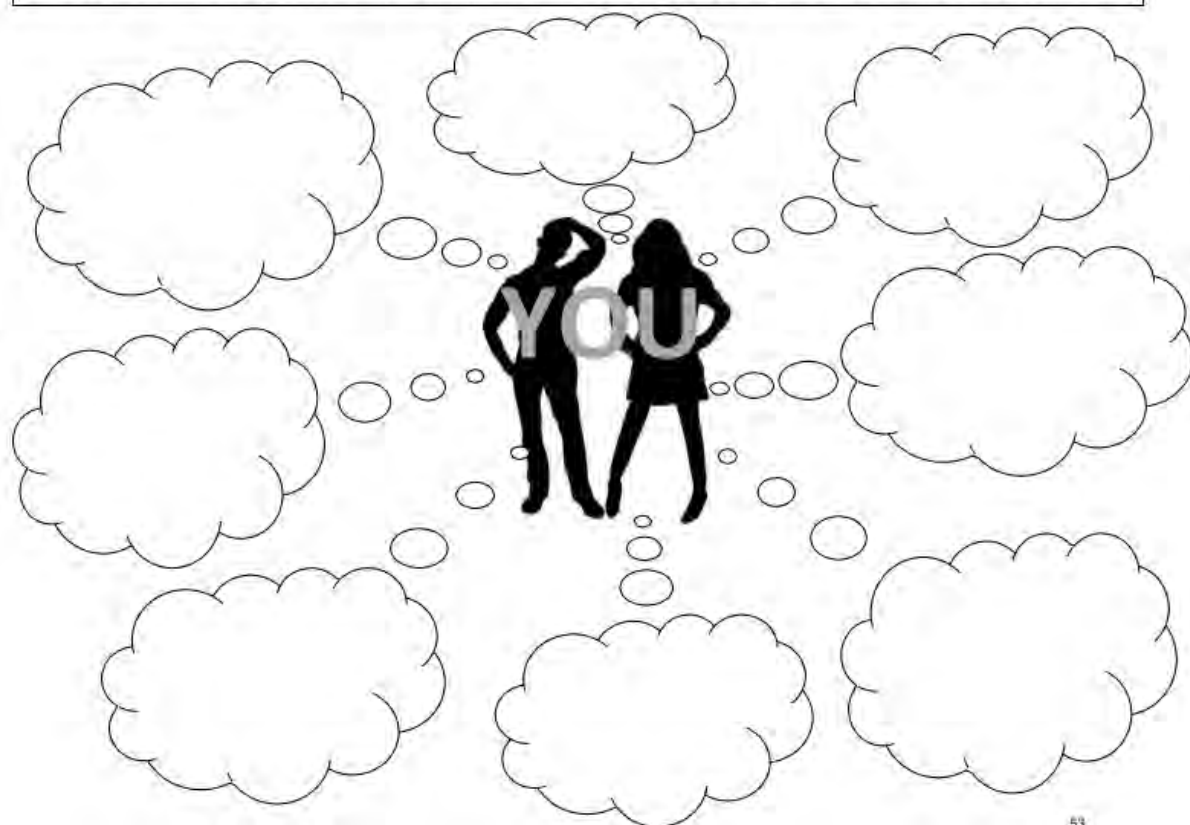
What is depression?

- Depression is more than *just feeling sad*.
- Depression brings **INTENSE** feelings of hopelessness and despair to a point where you cannot take part in normal everyday activities.
- These feelings can be strong enough to disrupt your life completely.
- It can last for several weeks.
- Studies show between 10% and 20% of young people can suffer from depression

Watch the video and answer the questions on a separate piece of paper: <https://www.mandownfilm.co.uk/>

1. The film starts with Brian going to football, can you name and explain 2 different emotions/feelings you think he is experiencing in the opening of the film?
2. The second character, Jack is in his room. Can you name and explain 2 different emotions/feelings you think he is experiencing before the **MANDOWN** title appears?
3. How do you think Brian is feeling when he bursts into Jack's room?
4. How does Brian describe Jack's room?
5. Do you think Brian's feelings change when Jack throws his laptop on the floor? (Explain why/why not?)
6. Can you name 2 places Brian goes to for more information?
7. The doctor refers to – *"lots of mistakes people make trying to help people with depression"* – can you think of 2 possible mistakes Brian has made trying to deal with Jack?
8. Can you list 3 tips that the doctor give Brian for approaching Jack?
9. How does the doctor describe a physical wound against a mental wound?
10. What is Brian's initial response when Jack asks him if he is alright?
11. Was his answer true?
12. How long have the 2 characters been friends?
13. Has Brian ever seen Jack like this before?
14. What does Brian say to Jack to show him he cares?
15. Between what ages do almost 75% of all mental health difficulties first emerge?
16. Why is it important to have resources to highlight men's mental health?
17. Does the message of the film exclude women? (explain your answer)

Write down as many things as you can think of which make you feel good about yourself and builds your self esteem.



When you feel tense, upset, or nervous, muscles in your body tighten. By practicing tightening certain muscles in your body, you will learn to relax them. Now get comfortable!



Hands and Arms:*Squeeze a Lemon*

Pretend you have a whole lemon in each hand. Now squeeze it hard. Try to squeeze all the juice out! Feel the tightness in your hand and arm as you squeeze. Squeeze hard! Don't leave a single drop. (Hold for 10 seconds). Now relax and let the lemon drop from your hand. See how much better your hand and arm feel when they are relaxed.



Arms and Shoulders:*Stretch Like a Cat*

Pretend you are a furry, lazy cat and you just woke up from a nap. Stretch your arms out in front of you. Now raise them way up high over your head. Feel the pull in your shoulders. Stretch higher and try to touch the ceiling. (Hold for 10 seconds). Great! Let them drop very quickly and feel how good it is to be relaxed. It feels good and warm and lazy.



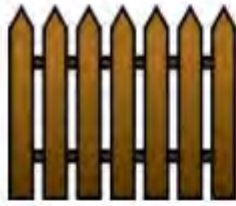
Shoulders and Neck:*Hide in Your Shell*

Now pretend you are a turtle. Try to pull your head into your shell. Try to pull your shoulders up to your ears and push your head down into your shoulders. Hold it tight! (Hold for 10 seconds). Okay, you can come out now. Feel your shoulders relax.



Back:*Swing Up High*

Pretend you are on a swing at the park. Swing your upper body back and forth, back and forth. To get really high, use your arms to help you swing! Keep swinging! (Hold for 10 seconds). Great. You're all done on the swing. Sit back and relax.



Stomach:*Squeeze Through a Fence*

Now pretend that you want to squeeze through a narrow fence. You'll have to make yourself very skinny if you're going to make it through. Suck your stomach in, try to squeeze it against your back bone. Get it real small and tight. Hold it as tight as you can! (Hold for 10 seconds). Okay, you've made it! You got through the fence. Settle back and let your stomach come back out where it belongs.



Jaw:*Chew That Carrot*

Now, pretend that you are trying to eat a giant, hard carrot. It is very hard to chew. Bite down on it. As hard as you can. We want to turn that carrot into mush! Keep biting. (Hold for 10 seconds). Good. Now relax. You've eaten the carrot. Let yourself go as loose as you can.



Face and Nose:*Get That Fly Off Your Nose*

Here comes a pesky old fly and he has landed on your nose! Try to get him off without using your hands. Wrinkle up your nose. Make as many wrinkles in your nose as you can. Scrunch up your nose real hard and hold it just as tight as you can. Notice that when you scrunch up your nose, your cheeks and your mouth and your forehead and your eyes all help you and they get tight, too. (Hold for 10 seconds). Good. You've chased him away. Now you can just relax and let your whole face go smooth.



Legs and Feet:*Squish Your Toes in the Mud*

Now pretend that you are standing barefoot in a big, fat mud puddle. Squish your toes down deep into the mud. Try to get your feet down to the bottom of the mud puddle. You'll probably need your legs to help you push. Squish your toes down. Push your feet, hard! (Hold for 10 seconds). Okay, come back out now. Relax your feet, relax your legs, and relax your toes. It feels so good to be relaxed. No tenseness anywhere.

Why is happiness and positivity so important to our health?

STARTER:



Emma didn't want to get out of bed this morning, she felt down and tired. She had so many jobs to do - walk half an hour to the shops, take some books back to her friend's house and then help out down the retirement home. Strangely, after her very busy day, Emma felt a real level of happiness and positivity.

Challenge: What do we mean by the term 'positivity'? What has Emma done today that might have made her feel more positive?

More challenging: Why have these busy activities changed Emma's mood? Explain your ideas in full.

Mega challenge: Analyse the difference between feeling 'a little low' and being depressed. Can we always help ourselves so simply?

Key Words : Positivity

Happiness

Mood

Analyse

Task One:-

Watch and complete your choice of questions in your book.

<https://www.youtube.com/watch?v=8KkKuTCFvzI>

Challenging

1. What was the main thing that 80% of millennials said would make them happy?
2. How did the people doing the survey carry out their research? Name THREE things that the researchers did in order to get information.
3. What was the main thing that made people happy, according to the research?

More Challenging

1. Do you think that the research is reliable? Explain why or why not.
2. What, in your opinion, explains the findings of the researchers?
3. What are some of the ways of overcoming the barriers to maintaining good relationships? Name at least three, and list them in order of effectiveness, explaining your choice.

Mega Challenging

1. Why do you think that the study only followed the lives of men and why might this be problematic in terms of a) the research and b) the results?
2. What might explain the relationship between physical and emotional wellbeing, and is this the case for all people? Explain your answer fully, using examples
3. "There isn't time - so brief is life - for bickerings, apologies, heartburnings, callings to account. There is only time for loving - and but an instant, so to speak, for that." To what extent do you think that this quotation from Mark Twain exemplifies the researchers' findings? Explain your answer fully.

Key Words : Positivity

Happiness

Mood

Analyse

LQ. Can I explain why positivity is important to our mental health?

Present

PLQ: Can I link my previous learning and strategies and apply to my learning?

Task Two:

We will now find out more about why positivity and happiness is important and how we can help both ourselves and others to achieve more of a state of happiness when we're feeling a little low. We will read happiness and positivity.

POPCORN READING!

We will take it in turns to read. When you have finished reading a paragraph, say the name of the next person in the class you would like to read. Be ready, it could be you next! You will then complete the next task.



Key Words : Positivity

Happiness

Mood

Analyse

LQ. Can I explain why positivity is important to our mental health?

Review

PLQ: Can I link my previous learning and strategies and apply to my learning?

Literacy Focus Extended Plenary:

- a) "If it makes you happy, it can't be that bad."
OR:
b) "Everybody has a different idea of happiness."

To what extent do you agree with this statement? Write your answers in your books



Key Words : Positivity

Happiness

Mood

Analyse

CRIME & DEVIANCE MODULE	Prepare for learning
<h2><u>What is crime and deviance?</u></h2> <p><u>How can the definitions of crime and deviance be challenged?</u></p> <p><u>DO IT NOW:</u></p> <ul style="list-style-type: none"> • Write down a definition of '<i>crime</i>' ... • Write down a definition of '<i>deviance</i>' ... 	
KW Crime, Deviance, Laws, Norms, Values	

<u>Definitions...</u>	Present new information
<ul style="list-style-type: none"> • <u>Crime...</u> Behaviour that breaks the formal laws of society... e.g. <i>Murder</i> • <u>Deviance...</u> Behaviour that does not conform to the dominant norms of society... e.g. <i>Queue jumping</i> <p><i>Other examples of each?</i></p> <p><i>What about not wearing a mask right now?</i></p>	
KW Crime, Deviance, Laws, Norms, Values	

Criminal, Deviant or Both?		Construct meaning
<ul style="list-style-type: none"> • Stealing from a shop • A male wearing a dress to work • Burping in public • Drinking a can of lager on a bus • Taking paper clips home from work • Crossing a pedestrian crossing when the red man is displayed • Parking on a double yellow line 	<ul style="list-style-type: none"> • Driving 45mph in a built up area • Keeping money you have been given that is an error in change from a cashier • Causing ABH on a friend you have hit during an argument • Driving 120mph on a motorway • Spitting in the drink of someone you don't like 	
KW Crime, Deviance, Laws, Norms, Values		

<u>Questions to consider...</u>	Construct meaning
<ul style="list-style-type: none"> • Why can something be deviant but not criminal? Examples?... • Can something be criminal but not deviant? Examples?... • What decides what is criminal and what is deviant? • How does criminality and deviance vary between societies?... 	
KW Crime, Deviance, Laws, Norms, Values	

<u>Socially Defined Behaviour</u>	Construct meaning
<ul style="list-style-type: none"> • Both crime and deviance are examples of SDB... • SDB – What society has decided over time and so the product of <i>cultural expectations</i> (people's values etc) • Nudity is a good example of SDB. It depends when/where etc as to whether accepted/deviant/crime • In previous societies (and some societies today) nudity is regarded as perfectly natural and would not be deviant/criminal. • In British society today it is not deviant/criminal in certain situations (e.g. shower, bed, nudist beach) • However nudity would be considered <i>deviant</i> if someone arrived at work/school naked... • In certain situations it could be regarded as a <i>crime</i>... 	
KW Crime, Deviance, Laws, Norms, Values	

	Construct meaning
<p align="center"><u>What determines whether something is deviant or criminal?</u></p> <p>TPSC...</p> <ul style="list-style-type: none"> • Time... • Place... • Social situation... • Culture... <p>Explain what each of these mean with examples...</p>	
KW Crime, Deviance, Laws, Norms, Values	

Time



KW Crime, Deviance, Laws, Norms, Values

Place



KW Crime, Deviance, Laws, Norms, Values

Social Situation



KW Crime, Deviance, Laws, Norms, Values

Culture



KW Crime, Deviance, Laws, Norms, Values

	Construct meaning
<u>Time...</u>	
<p>1) <u>When did the act take place?...</u></p> <ul style="list-style-type: none"> • Drinking alcohol in the morning would normally be considered deviant whereas drinking in the evening (in moderation) it is usually considered a norm... (Drink driving is a crime...) <p>2) <u>Changes over time...</u></p> <ul style="list-style-type: none"> • Prior to 2007 smoking in front of others in a restaurant was only considered deviant. Now it would be a clear crime due to government changes to the law... 	
KW Crime, Deviance, Laws, Norms, Values	

	Construct meaning
<u>Place...</u>	
<ul style="list-style-type: none"> • Where is the act taking place? <ul style="list-style-type: none"> - Drinking alcohol in a pub compared to a school... - Being in bikini on a beach compared to a football match... 	
KW Crime, Deviance, Laws, Norms, Values	

Construct meaning
<h2 style="text-align: center;"><u>Social Situation...</u></h2> <ul style="list-style-type: none"> • What's the context? Who are you with? • Chanting & flag waving at a football match compared to a funeral... • A boy farting loudly at the dinner table in front of his new girlfriend's parents compared to amongst a group of his friends...
KW Crime, Deviance, Laws, Norms, Values

Construct meaning
<h2 style="text-align: center;"><u>Culture...</u></h2> <ul style="list-style-type: none"> • Different cultures have different expectations of appropriate behaviour... • In many Arab societies the use of cannabis is perfectly legal while alcohol is a serious crime... • In the UK the opposite applies...
KW Crime, Deviance, Laws, Norms, Values



Demonstrate understanding

Write half a page to explain the following:

- *Crime and deviance are both relative... There is not a universally accepted definition of either...*

EXTENSION

Using any news website list different examples of crime and deviance... How are they reported?...

KW Crime, Deviance, Laws, Norms, Values

Demonstrate understanding
<p>Write half a page to explain the following:</p> <ul style="list-style-type: none"> • <i>Crime and deviance are both relative... There is not a universally accepted definition of either...</i>
<p><u>EXTENSION</u></p> <p><i>How does social stratification link to crime and deviance? List some different examples...</i></p>
<p>KW Crime, Deviance, Laws, Norms, Values</p>

Prepare for learning
<p><u>How do we measure the amount of criminal behaviour in society?</u></p> <p><u>What are the problems of measuring crime?</u></p>
<p><u>DO IT NOW...</u></p> <p>1) Explain the following by giving examples...</p> <p><i>‘Not all crime is reported... Not all reported crime is recorded... Not all recorded crime makes the news... Therefore trying to understand how much crime is actually happening in society is very difficult...’</i></p> <p>2) <i>There are 3 main ways of finding out about crime in society... What are they?</i></p>
<p>KW: Statistics, Surveys, Reported, Recorded, Validity</p>

Present new information	Construct meaning
<p><u>Why don't we always know about crime?</u></p> <ol style="list-style-type: none"> 1. <i>Crime Happens...</i> 2. <i>Crime Detected?</i> 3. <i>Crime Reported?</i> 4. <i>Crime Recorded?</i> 5. <i>Crime Investigated?</i> 6. <i>Suspects Arrested?</i> 7. <i>Suspects Charged?</i> 8. <i>Court Case?</i> 9. <i>Conviction? (Guilty or Innocent)</i> 10. <i>Punishment (if a guilty conviction)</i> 	
KW: Statistics, Surveys, Reported, Recorded, Validity	

Present new information	Construct meaning
<p><u>Why don't we always know about crime?</u></p> <p><i>'Not all crime is reported... Not all reported crime is recorded... Not all recorded crime makes the news... Therefore trying to understand how much crime is actually happening in society is very difficult...'</i></p> <ol style="list-style-type: none"> 1) <i>What is meant by reported crime?</i> 2) <i>What is meant by recorded crime?</i> 3) <i>Read the article about rape. Then list some of the reasons why rape is not always reported...</i> 	
KW: Statistics, Surveys, Reported, Recorded, Validity	

Present new information	Construct meaning
<p><u>So how do we try to measure crime?</u></p> <p>3 different methods available:</p> <ul style="list-style-type: none"> • Official Crime Statistics • Victim Surveys (British Crime Survey) • Self-Report Surveys <p>1) What is meant by each?</p> <p>2) What are the advantages of each?</p> <p>3) What are the disadvantages of each?</p>	
<p>KW: Statistics, Surveys, Reported, Recorded, Validity</p>	

Present new information	Construct meaning																
<p><u>So how do we try to measure crime?</u></p> <table border="1"> <thead> <tr> <th>Method</th> <th>Description</th> <th>Advantages</th> <th>Disadvantages</th> </tr> </thead> <tbody> <tr> <td>Official Crime Statistics (OCS)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Victim Surveys (British Crime Survey)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Self – Report Surveys</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Method	Description	Advantages	Disadvantages	Official Crime Statistics (OCS)				Victim Surveys (British Crime Survey)				Self – Report Surveys			
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<p>KW: Statistics, Surveys, Reported, Recorded, Validity</p>																	

Present new information	<h2><u>Official Crime Statistics</u></h2> <ul style="list-style-type: none"> Published by the government online and taken from records kept by the police/courts. <h3><u>Advantages</u></h3> <ul style="list-style-type: none"> Easily available on the internet... Large amounts of information... Show changes over time... <h3><u>Disadvantages</u></h3> <ul style="list-style-type: none"> Not all crime is reported to the police so not very valid.. Not all reported crime is officially recorded... Too quantitative...
KW: Statistics, Surveys, Reported, Recorded, Validity	

Present new information	<h2><u>Victim Surveys</u></h2> <ul style="list-style-type: none"> Surveys of the public that ask people to report any crimes they have experienced regardless of whether they officially reported them. (e.g. <u>British Crime Survey</u>) <h3><u>Advantages</u></h3> <ul style="list-style-type: none"> Can reveal crimes not included in OCSs... Good qualitative information that focus on personal experience of crime... <h3><u>Disadvantages</u></h3> <ul style="list-style-type: none"> Not all crime is reported by victims... People can exaggerate or lie so not entirely valid...
KW: Statistics, Surveys, Reported, Recorded, Validity	

Self-Report Surveys

Present new information

- Anonymously asking individuals if they have ever committed a crime and how often...
- Ticking off various criminal activities over a given period of time...

Advantages

- Very revealing about crimes never included in OCSs...
- Show changes over time...

Disadvantages

- People may exaggerate or lie so not entirely **valid**...
- Too **quantitative** as just ticking boxes, no detail....

KW: Statistics, Surveys, Reported, Recorded, Validity

Self Report Survey in Practice...

Construct meaning

DO IT NOW...

Anonymously write down on the post it the numbers of the following crimes you've committed...

- | | |
|---------------------------------------------|-----------------------------------------------|
| 1. Rode a bicycle without lights after dark | 6. Broken into someone else's home |
| 2. Driven a car on public roads | 7. Had a fight with someone in a public place |
| 3. Played truant from school | 8. Carried a weapon |
| 4. Smoked a cigarette under age 16 | 9. Drunk alcohol in a public place |
| 5. Dropped litter in the street | 10. Stolen something from a shop |

KW: Statistics, Surveys, Reported, Recorded, Validity

	Demonstrate understanding
<h2><u>Questions...</u></h2>	
<ol style="list-style-type: none"> 1. Explain two different reasons why not all crime is reported... 2. List the reasons why not all crime is recorded or investigated... 3. Explain what is meant by the 'dark figure of crime'? 4. What is the most valid way of measuring crime in society? Explain... 	
<p>KW: Statistics, Surveys, Reported, Recorded, Validity</p>	

	Demonstrate understanding
<h2><u>Exam Questions...</u></h2>	
<ol style="list-style-type: none"> 1) Identify one advantage and one disadvantage of using official crime statistics (2) 2) Explain what sociologists mean by the 'dark figure of crime' (4) 3) Describe one advantage of victim surveys and explain why some sociologists have doubts about their use. (4) 4) DHFSWAT that official statistics give a true representation of crime in society (12) 	
<p>KW: Statistics, Surveys, Reported, Recorded, Validity</p>	

How do we explain criminal and deviant behaviour?

Prepare for learning

What best explains crime & deviance?

DO IT NOW...

- 1) What are the *three* main ways of measuring crime in society?
- 2) Give *two* reasons why we don't fully know about the amount of **knife crime** in society...
- 3) Explain how alcohol can be: A *norm*... A *deviance*... A *crime in itself*... A *reason for other crimes*...

KW Crime, Deviance, Socialisation, Peers, Labelling, Deprivation, Mass Media



<h2>Some key questions...</h2>	<p>Agree learning outcomes</p>
<ul style="list-style-type: none"> • Are criminals born or made? • Are criminals <i>mad</i> or <i>bad</i>? • Are some criminals just 'rebellious'? • Are some criminals just 'evil'? • Do some criminals just need 'help'? • Is crime biological, psychological or sociological? <p>What are your thoughts on these??...</p>	
<p>KW Crime, Deviance, Socialisation, Peers, Labelling, Deprivation, Mass Media</p>	

<h2>Ian Huntley</h2>	<p>Present new information</p>
	
<p>KW Crime, Deviance, Socialisation, Peers, Labelling, Deprivation, Mass Media</p>	

Present new information





Name **JON VENABLES**

Date **20.2.93**

No **3** Al Lower Lane

Name **ROBERT THOMPSON**

Date **16.2.93**

No **7** Al Walton Lane

KW Crime, Deviance, Socialisation, Peers, Labelling, Deprivation, Mass Media

Present new information

How can biology explain crime?

- Some genetic research proves that our genes can shape our behaviour to some extent...*
- But human behaviour cannot be completely explained by biological factors...**
- More *nature v nurture*... (similar to Education)...
- Crime and deviance are both socially constructed concepts** – meaning what is considered crime/deviance is influenced by the **values** and **norms** of the society we live in (socially defined behaviour)...

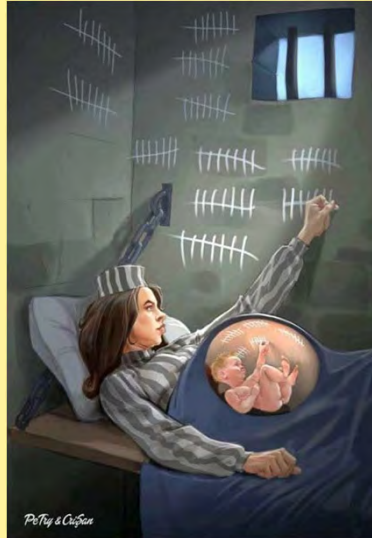
KW Crime, Deviance, Socialisation, Peers, Labelling, Deprivation, Mass Media

<h3><u>How can psychology explain crime?</u></h3>	Present new information
<ul style="list-style-type: none"> • Maternal deprivation – A lack of secure attachment between child and mother often results to the development of a criminal personality with the child... • This criminal personality usually begins at school with attention seeking behaviour (ADHD) etc • <i>'He's not naughty he just needs to be loved'...</i> • PMT (Premenstrual Tension) can make women act irrationally (not 'normal') and so they can't be held responsible for their actions?... • Around 80% of female crime occurs while these women are on their period... 	
KW Crime, Deviance, Socialisation, Peers, Labelling, Deprivation, Mass Media	

<h3><u>Sociological Explanations...</u></h3>	Present new information
<p>Sociologists have put forward 5 main factors for the existence of crime & deviance in society...</p>	
<p><u>Think SPERM...</u></p>	
<ul style="list-style-type: none"> • Socialisation... • Peer group influences & sub cultures... • Excessive labelling... • Relative deprivation... • Mass Media... 	
<p>1) How would you explain each of these factors?...</p> <p>2) Why are they better than biological and psychological explanations?</p>	
KW Crime, Deviance, Socialisation, Peers, Labelling, Deprivation, Mass Media	

Socialisation

Present new information



KW Crime, Deviance, Socialisation, Peers, Labelling, Deprivation, Mass Media

Peer group influences

Present new information



KW Crime, Deviance, Socialisation, Peers, Labelling, Deprivation, Mass Media

Excessive Labelling

Present new information



KW Crime, Deviance, Socialisation, Peers, Labelling, Deprivation, Mass Media

Relative deprivation

Present new information



KW Crime, Deviance, Socialisation, Peers, Labelling, Deprivation, Mass Media

Mass Media

Present new information



KW Crime, Deviance, Socialisation, Peers, Labelling, Deprivation, Mass Media

Socialisation

Construct meaning

- Some young people may not have had adequate socialisation and so do not learn the correct **norms** and **values** of society...
- Instead young people can learn criminal norms and values and/or have **criminal role models** (*dysfunctional families* etc)...
- **Functionalists** argue that crime can actually be functional (do a job) for society as it can **remind everyone of acceptable behaviour when criminals are arrested and convicted etc...**

KW Crime, Deviance, Socialisation, Peers, Labelling, Deprivation, Mass Media

Peer group & sub-cultures

Construct meaning

- Even with excellent primary socialisation children can still become criminal/deviant...
- **Peer group pressure** can often lead to children misbehaving at school and then crime outside of school (the *conveyer belt to crime...*)
- Teenagers often follow the **norms** and **values** of their peer group more than those set by their parents/teachers....
- These *peer group norms and values* can be part of a **sub-culture** that goes against mainstream society... (Often involve drugs...)
- E.g. '*Teenage rebellious sub- culture*' or '*Too cool for school sub-culture*'... Both can just be passing fads but lead to crime & deviance nonetheless...

KW Crime, Deviance, Socialisation, Peers, Labelling, Deprivation, Mass Media

Excessive labelling...

Construct meaning

- Labelling someone as a 'criminal' or 'deviant' can have serious consequences for a person's identity...
- Most criminal labels tend to stick if excessively reinforced and such people can be viewed more by this label than anything else...
- This can lead to the **self-fulfilling prophecy** where the individual comes to believe their criminal label and then acts up to the role...
- Many minor criminals can become major criminals because of this...

KW Crime, Deviance, Socialisation, Peers, Labelling, Deprivation, Mass Media

<u>Relative deprivation</u>	Construct meaning
<ul style="list-style-type: none"> • Growing up in poverty and lacking certain resources that the majority of people have (e.g. mobile phone) could lead to criminal activity... • A Marxist explanation for crime... • Some people have to steal for survival... • Our society has been increasingly dominated by materialism and consumerism (and greed) – <i>people always wanting more and better...</i> (constantly reinforced through the mass media and advertising and so increasingly a norm & value of society...) • Some people who can't afford to buy such 'more and better goods' will often be drawn to crime as a way of obtaining them... Link with drugs etc... 	
KW Crime, Deviance, Socialisation, Peers, Labelling, Deprivation, Mass Media	

<u>Mass Media</u>	Construct meaning
<ul style="list-style-type: none"> • Does the media encourage crime? • The mass media's reporting of crime can be very selective/biased and lead to an increase in perception of crime through deviancy amplification and moral panic... • Explained further by the following... <i>Actual event reported by mass media – report raises concern amongst population who demand that something is done about it – police respond by putting police in area concerned – more people caught doing illegal act – media reports increase...</i> 	
KW Crime, Deviance, Socialisation, Peers, Labelling, Deprivation, Mass Media	

Essay Practice...	Demonstrate understanding
<ol style="list-style-type: none"> 1. DHFSWAT poor primary socialisation is the main reason for criminal activity in society (12) 2. DHFSWAT peer group and sub cultural influences can lead to both criminal and deviant behaviour (12) 3. DHFSWAT poverty is the main reason for criminal behaviour (12) <ul style="list-style-type: none"> • Plan... 2 arguments for and 2 arguments against... • PEEL paragraphs... Point, Evidence, Explain, Link... • Conclusion... 	
KW Crime, Deviance, Laws, Norms, Factors, Measures, Explanations	

	Prepare for learning
<u>To what extent does violence in the mass media promote violent crime in society?</u>	
<u><i>How can mass media reporting of crime lead to an increase in crime?</i></u>	
<u>DO IT NOW...</u>	
<ul style="list-style-type: none"> • Give two examples how the mass media can cause crime... • Give two examples of crime that have nothing to do with the mass media... 	
Media, Violence, Crime, Copycatting, Catharsis, Desensitisation, Sensitisation	

Violence in the Mass Media...	Present new information
<ul style="list-style-type: none"> Up until 1960s violence in the media was heavily censored By the 1990s there was growing concern about the impact violence in the mass media was having, particularly with the socialisation of children and rises in crime... The James Bulger Case (1993) – Two year old brutally murdered by two ten year olds (Jon Venables and Robert Thompson) who were both suspected of being influenced by violent films... The Prodigy's 'Smack my bitch up' (1997) – This song and very controversial video was accused of being responsible for an increase in violence towards women also 'Firestarter' that possibly encouraged arson crimes... 	
Copycatting. Catharsis, Desensitisation, Sensitisation	

Violence in the Mass Media...	Present new information
<ul style="list-style-type: none"> By the 1990s there was growing concern about the impact violence in the mass media was having with the socialisation of children and increases in crime... The James Bulger Case (1993) – Both Jon Venables and Robert Thompson were suspected of being influenced by violent films? But what other reasons were there here? The Prodigy's 'Smack my bitch up' (1997) – This song and very controversial video was accused of encouraging an increase in violence towards women also their song 'Firestarter' that possibly encouraged arson crimes... More recently concerns with violent computer games <p>What examples can you give here? Evidence?</p>	
Media, Violence, Crime, Copycatting. Catharsis, Desensitisation, Sensitisation	

Present new information

The Prodigy



Media, Violence, Crime, Copycatting. Catharsis, Desensitisation, Sensitisation

Present new information

4 main theories...

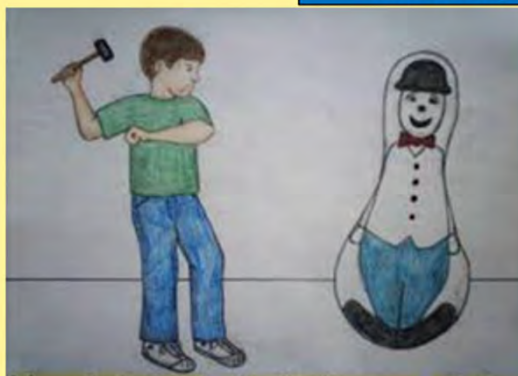
- Copycatting...
- Catharsis...
- Desensitisation...
- Sensitisation...

Media, Violence, Crime, Copycatting. Catharsis, Desensitisation, Sensitisation

Present new information

Copycatting

Construct meaning



Media, Violence, Crime, Copycatting. Catharsis, Desensitisation, Sensitisation

Present new information

Catharsis



Media, Violence, Crime, Copycatting. Catharsis, Desensitisation, Sensitisation

Present new information

Desensitisation



Media, Violence, Crime, Copycatting. Catharsis, Desensitisation, Sensitisation

Present new information

Sensitisation



Media, Violence, Crime, Copycatting. Catharsis, Desensitisation, Sensitisation

Copycatting...

Construct meaning

- People basically copy what they see in the mass media often with immediate effect... (the ***Hypodermic Syringe Model*** of mass media having an instant effect on people)
- Especially an issue with children...
- Can have severe psychological effects...
- So certain violent acts in the mass media can easily be copied and repeated in real life... (**James Bulger case and other 'copycat crimes'**)
- This theory supported by the '**Bobo Doll Experiment**' – exposure to violence as young children will lead to copying violent behaviour...

Media, Violence, Crime, Copycatting. Catharsis, Desensitisation, Sensitisation

Construct meaning



Media, Violence, Crime, Copycatting. Catharsis, Desensitisation, Sensitisation

Construct meaning
<h2 data-bbox="363 376 590 430"><u>Catharsis</u></h2> <ul data-bbox="355 459 1220 772" style="list-style-type: none"> • Not copycatting... • Short term effect... • The process of releasing, and thereby providing relief from, strong or repressed emotions <u>so people can live out violent tendencies through the mass media and not actually in real life</u> <p data-bbox="355 790 1016 835">e.g. boys/men and computer games?</p> <ul data-bbox="355 853 1155 898" style="list-style-type: none"> • Music is another good example of catharsis.
Media, Violence, Crime, Copycatting. Catharsis, Desensitisation, Sensitisation

Construct meaning
<h2 data-bbox="371 1205 750 1258"><u>Desensitisation</u></h2> <ul data-bbox="347 1288 1240 1780" style="list-style-type: none"> • Long term effect... • Over time the more violence people are exposed to in the mass media, the less bothered they are about this violence... • Violent behaviour is eventually seen as a norm in society and more people are likely to participate in violent behaviour... • Would watching EastEnders for several years desensitise people to violence??...
Media, Violence, Crime, Copycatting. Catharsis, Desensitisation, Sensitisation

Construct meaning

Sensitisation

- Opposite to desensitisation...
- Over time the more violence people are exposed to in the mass media, the more concerned people are with violence...
- People become less likely to want to watch any violence...
- People less likely to become violent in the future...

Media, Violence, Crime, Copycatting, Catharsis, Desensitisation, Sensitisation

Construct meaning

What do you think?

- 1) Which of the 4 theories do you most agree with? Why?
- 2) How can the link between violence in the media and violent crime in real life be fully proved? What else needs to be considered/researched?
- 3) Are there different contexts with mass media violence? (Cartoons? Computer games? Fictional programmes? Films? Real-life programmes??)
- 4) How else could the mass media possibly cause crime in real life?

Media, Violence, Crime, Copycatting, Catharsis, Desensitisation, Sensitisation

Demonstrate understanding
<p style="text-align: center;">Essay...</p> <p>1) DHFSWAT violence in the mass media leads to violent crime in real life (12)</p>
Copycatting, Catharsis, Desensitisation, Sensitisation

Prepare for learning
<p><u>How can mass media deviancy amplification lead to crime in society?</u></p> <p><i><u>How can the mass media sometimes create certain crimes through moral panic & folk devils?</u></i></p> <p><u>DO IT NOW...</u></p> <ul style="list-style-type: none"> • Give two examples of how the media can exaggerate in the reporting of crime... • Give two examples of how the media can be biased in their reporting of crime... • What groups in society are more likely to be labelled criminals? • What groups in society are more likely to be influenced by these labels?
Mass Media, Crime, Folk Devils, Moral Panic, Deviancy Amplification

Definitions...	Present new information
<ul style="list-style-type: none"> • Deviancy amplification – The process whereby the mass media can exaggerate a particular issue leading to moral panic <ol style="list-style-type: none"> 1) <i>Criminal/deviant act is performed...</i> 2) <i>Media report this crime/deviance by often exaggerating or sensationalising it...</i> 3) <i>Media coverage increase concerns of crime in people's minds</i> <ul style="list-style-type: none"> • Moral panic... public outcry/concern that something must be done. Also known as media scaremongering. • Folk devil - a person or group of people who are portrayed in the mass media as outsiders and bad. Often blamed for crimes and other social problems (e.g. Teenagers, Immigrants) • Give different examples of moral panic... Explain these... • Give different examples of folk devils... Explain these... 	
Mass Media, Crime, Folk Devils, Moral Panic, Deviancy Amplification	

	Construct meaning
<h2><u>2 Short documentaries</u></h2> <ul style="list-style-type: none"> • How much is knife crime and the threat of young criminals exaggerated by the media? • Or are they just presenting the facts? <p> https://www.youtube.com/watch?v=Gh6KP261-EM https://www.youtube.com/watch?v=D3mkGkhnPp4 </p>	
Mass Media, Crime, Folk Devils, Moral Panic, Deviancy Amplification	

Demonstrate understanding
<p style="text-align: center;">Essays...</p> <ol style="list-style-type: none"> 1) DHFSWAT violence in the mass media leads to violent crime in real life (12) 2) DHFSWAT the role of the mass media in crime reporting is more helpful than not (12) 3) DHSFWAT deviancy amplification through the media is responded to differently by different groups in society (12)
<p>Copypatting. Catharsis, Desensitisation, Sensitisation</p>

Prepare for learning
<p><u>How do we attempt to control criminal and deviant behaviour?</u></p> <p><i><u>What is the most effective means of dealing with criminal and deviant behaviour?</u></i></p> <p><u>DO IT NOW...</u></p> <ul style="list-style-type: none"> • Why does society need to try to control criminal and deviant behaviour? • How exactly can society control criminal and deviant behaviour? Give different examples... • What do you think is the best way of dealing with crime & deviance? Explain your answer...
<p>KW: Crime, Deviance, Social Control</p>

<h2><u>Agencies of social control</u></h2>	Present new information
<p>These are institutions that influence the process of controlling society (<i>different ways of getting people to conform and behave themselves</i>). They all reinforce the norms, values and laws of society. Without these society would be in total chaos.</p> <p>What are the 6 agencies of social control?</p>	
<p>Crime, Deviance, Agencies of Social Control, Norms, Values, Laws</p>	

<h2><u>The 6 agencies of social control</u></h2>	Present new information
<ol style="list-style-type: none"> 1. Families (Informal) 2. Peer groups (Informal) 3. Schools (Informal & sometimes Formal) 4. Work (Informal & sometimes Formal) 5. Religion (Informal) 6. Legal System (Formal) <p><u>For each of the above mind map the following:</u></p> <ul style="list-style-type: none"> • How exactly can they contribute to social control? (x2) • What are their strengths/advantages? (x1) • What are their weaknesses/disadvantages/problems? (x1) 	Construct meaning
<p>Social Control, Families, Peer Groups, Schools, Work, Religion, Legal System</p>	

<u>Families...</u>	Construct meaning
<ul style="list-style-type: none"> • Informal social control • Teaches right and wrong through primary socialisation... • An reminder of good behaviour throughout adult life (partners and parents usually disapprove of crime...) • Your own children give you more responsibilities and so more to risk losing if you get into crime • Families will usually work by raising children to respect the law and not turn to crime and deviance • There are increasing numbers of dysfunctional families where primary socialisation is very poor and can produce future criminals 	
Social Control, Families, Peer Groups, Schools, Work, Religion, Legal System	

<u>Peer groups</u>	Construct meaning
<ul style="list-style-type: none"> • Informal social control. • Often most significant with teenagers • Determine your behaviour on a day to day basis with sometimes long lasting effects • Can often replace families as an adult • Positive peer group pressure – e.g. encouraging you to do the right thing at school • Negative peer group pressure – e.g. encouraging you to do the wrong thing in and out of school – rebellious sub cultures/anomie etc 	
Social Control, Families, Peer Groups, Schools, Work, Religion, Legal System	

<u>Schools...</u>	Construct meaning
<ul style="list-style-type: none"> • Secondary socialisation... • Formal control in the classroom through both positive and negative consequences (e.g pride pounds and detentions etc) to enforce discipline... • Also informal control through various aspects of the hidden curriculum (uniform, punctuality manners etc) • Can often correct the problems of dysfunctional families through involving external agencies such as social services • Future prospects in life will usually depend on successfully completing school (and college) and so school offers plenty of opportunities to turn around poor behaviour • School can often encourage rebellious behaviour and status frustration. Lots of negative labelling and SFP. <u>Half of all prisoners did not get to the end of Year 11 in mainstream school.</u> 	
Social Control, Families, Peer Groups, Schools, Work, Religion, Legal System	

<u>Work</u>	Construct meaning
<ul style="list-style-type: none"> • People need to conform to certain expectations to get a job, keep a job and gain promotion etc... (<i>For most adults an income from work is essential and money controls them</i>) • Further secondary socialisation and control through workplace rules, rewards and disciplinary procedures etc... • Criminal records can damage the chances of getting a job and/or gaining promotion etc. • Most people will not want to risk losing a job so they do end up conforming as responsible adults even if they did not conform as teenagers. • Unemployment. Some people will never have a regular job and so work has no control over them. It can also lead to status frustration if people are doing a job they hate. 	
Social Control, Families, Peer Groups, Schools, Work, Religion, Legal System	

<u>Religion</u>	Construct meaning
<ul style="list-style-type: none"> • Teaches right and wrong through <i>morality, self-restraint</i> and <i>routine</i> etc • Christian 10 Commandments (<i>'Thou shall not steal, commit adultery'</i> etc), Islam call to prayer 5x a day etc • Much of the legal system is based on religion. • Can be the most positive influence on a lot of peoples behaviour and can help people who have been through tough times. • Less and less people are religious today so this makes no difference to a lot of people's behaviour. It can also sometimes brainwash people and lead people into extreme behaviour e.g. terrorism. 	
Social Control, Families, Peer Groups, Schools, Work, Religion, Legal System	

<u>Legal system</u>	Construct meaning
<ul style="list-style-type: none"> • Most powerful and very formal institution that can control people... • Made up of the government, courts and police. • The police & CCTV are very visible reminders of this... • The legal system can make peoples lives very difficult through various methods of punishment (e.g. finest etc) and can ultimately take away our freedom through prison... • Acts as a deterrent for much criminal behavior • Not always properly funded (e.g. not enough police) and can sometimes be seen as a 'badge of honour'. 	
Social Control, Families, Peer Groups, Schools, Work, Religion, Legal System	

Exam Questions	Demonstrate understanding
<ol style="list-style-type: none"> 1. <i>What is meant by agencies of social control? (3)</i> 2. <i>Explain one advantage of using the family as an agent of social control (4)</i> 3. <i>Explain one disadvantage of using schools as an agent of social control (4)</i> 4. <i>DHFSWAT the family is the most effective method of social control (12)</i> 5. <i>DHFSWAT agencies of social control can lead to problems for some social groups (12)</i> 	
<p>Social Control, Families, Peer Groups, Schools, Work, Religion, Legal System</p>	

Prepare for learning
<p><u>How effective is the legal system in controlling criminal and deviant behaviour?</u></p>
<p><u><i>What is the most effective balance between punishment and rehabilitation?</i></u></p>
<p><u>DO IT NOW...</u></p>
<ul style="list-style-type: none"> • What are the 5 more informal methods of social control? • What's the difference between punishment and rehabilitation?
<p>KW: Social Control, Conformity, Legal, Punishment, Rehabilitation</p>

<h2><u>The Legal System</u></h2>	Present new information
<p>Very formal social control made up of the following:</p> <ul style="list-style-type: none"> • <u>The Government</u> – responsible for making and changing the laws of society. Branches of the government involved here are <i>The Home Office, Ministry of Justice</i> and <i>Serious Fraud Office</i>. • <u>The Police</u> – Gatekeepers of the <i>Criminal Justice System</i>. A simple police presence is often enough to give social control but they can intervene when crime occurs. Can issue police cautions as a threat to being arrested/taken to court in future. • <u>The Courts</u> – Uphold the law and decide upon punishment and rehabilitation when necessary. <ul style="list-style-type: none"> - <i>Magistrates Court</i> – Less serious crimes - <i>Crown Court</i> – More serious crimes (Jury & Judge) - <i>Youth Court</i> – Deal with defendants aged 10-17 	
Legal System, Government, Police, Courts, Punishment, Rehabilitation	

<h2><u>Different punishments</u></h2>	Present new information
<ul style="list-style-type: none"> • Fines – Financial penalties – paying money • Community Service – Unpaid work e.g. cleaning • Probation – Being ‘on report’ for good behaviour. Regular checking in with a Probation Officer to give some control over your actions and obtain help if necessary • Criminal Behaviour Orders/ASBOs – Further control over movements and actions e.g. curfews, electronic tagging • Prison – Loss of freedom with various length sentences <ol style="list-style-type: none"> 1) What are the advantages/benefits of each? 2) What are the disadvantages/problems? 3) What do you think is most effective? Why? 	
Legal System, Government, Police, Courts, Punishment, Rehabilitation	

<h3><u>What is rehabilitation?</u></h3> <ul style="list-style-type: none"> • Rehabilitation is trying to make someone a better person so they are <i>less likely to commit crime again</i>. • Prison tries to do this by giving criminals education and other help (e.g. Drugs Abstinence) • After prison probation helps with rehabilitation through released prisoners regularly reporting to a probation officer to check how they are getting on with life outside of prison <p>1) Give other examples of rehabilitation...</p> <p>2) What are the advantages & disadvantages of it?</p>	Present new information
Legal System, Government, Police, Courts, Punishment, Rehabilitation	

<h3><u>What do you think?...</u></h3> <p><u>For each of the below opinions write down if you agree/disagree along with your reasons why...</u></p> <p><u>Why could someone else have a different opinion?</u></p> <ol style="list-style-type: none"> 1. Fines are very effective as a punishment as the best way to punish someone is financially... 2. Police cautions are ineffective because they can be seen as a 'badge of honour' by many young people and something to boast about... 3. Community service (e.g. Cleaning litter in the park) is very effective as it is unpleasant work people can visibly see people being punished... 4. Prison is ineffective because many prisoners can have a better quality of life inside prison compared to outside... 5. Prison is effective from a rehabilitation point of view as prisoners will usually leave prison a better person compared to when they went in... 6. Electronic tagging is a very effective modern method of punishment/control... 	Construct meaning
Legal System, Government, Police, Courts, Punishment, Rehabilitation	

<p style="text-align: right; background-color: #800080; color: white; padding: 2px 5px; display: inline-block;">Demonstrate understanding</p> <p>Choose one of these essays to have a go at</p> <p><i>1) DHFSWAT imprisonment is an effective method of social control (12)</i></p> <p><i>2) DHFSWAT schools are the most effective method of social control (12)</i></p> <p><i>3) DHFSWAT agencies of social control can lead to problems for some social groups (12)</i></p>
<p>Legal System, Government, Police, Courts, Punishment, Rehabilitation</p>

<p><u>What more do we need to find out</u></p> <p><u>about prison to decide on its effectiveness?</u></p> <p><u><i>DHFSWAT imprisonment is an effective method of social control (12)</i></u></p> <p><u>DO IT NOW...</u></p> <ul style="list-style-type: none"> • What's your general opinion of prison?... • Give one reason why it could be an effective method of social control... • Give one reason why it might not be an effective method of social control... • Watch the documentary to find out more... https://www.youtube.com/watch?v=AkA23xoLg2c 	Prepare for learning
<p>KW: Social Control, Conformity, Legal, Punishment, Rehabilitation</p>	

How have recent governments

Prepare for learning

attempted to reduce levels of serious crime?

How successful have recent governments been in reducing levels of violent crime?

D.I.N... Imagine you're a judge... Describe & explain what punishment/rehabilitation you'd give for the below crimes...

1. A persistent thief from large supermarkets who regularly tries stealing alcohol. He is unemployed and aged 55.
2. A motorist who has broken the speed limit on the motorway on three separate occasions. He earns £60,000 a year. Aged 37.
3. A known drug addict who has just robbed an old lady's house of her jewellery after pretending she was checking for gas leaks. She's 23.
4. A 14 r old lad who's just committed ABH (severe facial bruising) in a fight after school. It is his first offence.
5. A lady who has just murdered her husband by stabbing him in the chest after finding out he was having an affair with her best friend.

KW: Government, Crime Reduction, County Lines

Agree learning outcomes

Exam Questions

- Describe one recent government measure that has attempted to reduce youth crime **and** explain how successful this has been (5)
- Describe one recent government measure that has tried to reduce violent crime **and** explain how successful this has been (5)

KW: Government, Crime Reduction,

<u>Labour Government (1997-2010)</u>	Present new information
<p>Introduced ASBOs (Anti-social behaviour orders) to try to deter youth crime some success but these often became 'badge of honours' and were changed by the current government into Injunctions and Criminal Behaviour Orders...</p> <p>Tried to speed up the rate at which youth criminals are prosecuted and rehabilitated but can still take too long and youth re-offending rate is 80% (plus financial cuts to the probation service...)</p> <p>Raised leaving education age from 16 to 18 to reduce youth unemployment, boredom and crime has helped keep more young people on the right path but many are struggling to get the right college course and then a job at 18... (and so can still turn to crime...)...</p>	
KW: Government Crime Reduction	

<u>Coalition/Conservative government (Since 2010)</u>	Present new information
<ul style="list-style-type: none"> Introduced new offences of threatening with a knife in a public place or school, which have helped improve prosecution rates plus changes to gun laws such as creating an offence of possessing illegal firearms for sale or transfer, with a maximum penalty of life in prison but knife and gun crime still a concern... Especially teenage knife crime... Made gang injunctions (bans) for under 18-yr-olds available to the police & local authorities gang culture and drugs still a big problem with County Lines etc... Dedicated extra money for support for girls vulnerable to, or suffering from, gang/drugs-related sexual violence but sexual exploitation has been on the rise with County Lines... Assessing how successful government crime measures are is not simple as much depends on crime statistics and they don't always tell the whole story... 	
KW: Government Crime Reduction	

Exam Questions

Demonstrate understanding

1) Describe one government measure that has attempted to reduce youth crime **and** explain how successful this has been (5)

2) Describe one government measure that has tried to reduce violent crime **and** explain how successful this has been (5)

Now finish any unfinished essay from previously...

- *DHFSWAT imprisonment is an effective method of social control (12)*
- *DHFSWAT the family is the most effective method of social control (12)*
- *DHFSWAT agencies of social control can lead to problems for some social groups (12)*

KW: Government, Crime Reduction,

Who commits crime?

Prepare for learning

What groups in society are most likely to commit crime?

DO IT NOW

- Do you think there is such thing as a '**stereotypical criminal**'? If so describe and explain who this is...

KW: Gender, Location, Age, Ethnicity, Class

<h2><u>Who commits crime?</u></h2>	<p>Present new information</p>
<ul style="list-style-type: none"> • When sociologists look at crime statistics there are some clear patterns in the type of criminal... • Crime, and different types of crime, seem to be closely linked to membership of certain social groups: <ul style="list-style-type: none"> – Gender – Location – Age – Ethnicity – Class – What are the links between each of these & crime? 	
<p>KW: Gender, Location, Age, Ethnicity, Class</p>	

<h2><u>What is the link with gender and crime?</u></h2>	<p>Prepare for learning</p>
<p><u><i>What is the main reason males commit more crime than females?</i></u></p> <p><u>DO IT NOW</u></p> <p>Give two reasons why males commit more crime than females...</p>	
<p>KW: Gender, Location, Age, Ethnicity, Class</p>	

Agree learning outcomes

DHFSWAT men are more likely to commit crime compared to women (12)

KW: Gender, Location, Age, Ethnicity, Class

Present new information

Crime & Gender...

- Over **80%** of all crime is committed by males.
- Over **90%** of all burglary, robbery, drug offences and criminal damage is committed by males

Do you think these figures are entirely accurate? Explain your answer...

KW: Gender, Location, Age, Ethnicity, Class

Present new information

What can explain males committing more crime than females?

- Different socialisation...
- Opportunities to commit crime...
- Social control...
- Chivalry thesis...
- Inaccurate statistics...

What do each of the above mean?

KW: Socialisation, Opportunities, Control, Chivalry Thesis, Statistics

Present new information

Different Socialisation



KW: Socialisation, Opportunities, Control, Chivalry Thesis, Statistics

Present new information

Opportunities to commit crime



KW: Socialisation, Opportunities, Control, Chivalry Thesis, Statistics

Present new information

Social Control



KW: Socialisation, Opportunities, Control, Chivalry Thesis, Statistics

Present new information

Chivalry Thesis



KW: Socialisation, Opportunities, Control, Chivalry Thesis, Statistics

Present new information

Inaccurate Statistics



KW: Socialisation, Opportunities, Control, Chivalry Thesis, Statistics

Construct meaning

Different Socialisation

- Males more likely to be brought up with different **values** of toughness and aggressiveness ...
- **Different toys** for boys and girls
- **Fathers as 'criminal role models'** and so a life of crime is seen as a 'rite of passage'...
- Also the **absence of father figures** with many deviant boys can make crime more likely...
- Females more likely to be brought up with law abiding values...

KW: Socialisation, Opportunities, Control, Chivalry Thesis, Statistics

Construct meaning

Opportunities to commit crime...

- As teenagers boys are more likely to be away from the home and subject to **less parental supervision** so easier for them to get into crime...
- Girls often more 'homely' and subject to greater parental supervision?...

KW: Socialisation, Opportunities, Control, Chivalry Thesis, Statistics

Construct meaning

Social Control

- Many men may have lots of **control over the women in their lives often forcing them into family-centred roles** (and so less likely to be criminals)...
- Many adult men often have very limited social control over them...

KW: Socialisation, Opportunities, Control, Chivalry Thesis, Statistics

Construct meaning

Chivalry Thesis

- Common belief that **male dominated police and courts** are often **easier on women...**
- Males more likely to be prosecuted in court, **many women getting away with just cautions...**

KW: Socialisation, Opportunities, Control, Chivalry Thesis, Statistics

Construct meaning
<h2>Inaccurate Statistics</h2> <ul style="list-style-type: none"> • Is more male crime reported/recorded compared to female crime? • Statistics that show that males commit more crime than females could be a reflection of male youths being negatively labelled by the police... • Too much prejudice and stereotyping?
KW: Socialisation, Opportunities, Control, Chivalry Thesis, Statistics

Construct meaning
<h2><u>Is gender crime pattern changing?</u></h2> <ul style="list-style-type: none"> • What do you think is the main reason males commit more crime than females? • What evidence is there that women are committing more crime? • What is 'ladette' culture? • What is the link between 'ladette' culture and crime? • What reason do you think best explains the gender imbalance in crime statistics? • What is the link with crime and education??
KW: Socialisation, Opportunities, Control, Chivalry Thesis, Statistics

Demonstrate understanding
<p><u>Essays...</u></p> <p>1) DHFSWAT men are more likely to commit crime compared to women (12)</p> <p>2) DHFSWAT different socialisation is the main reason why men are more likely to commit crime compared to women (12)</p> <p>3) DHSWAT official crime statistics tend to underestimate the amount of female crime in society (12)</p>
KW: Socialisation, Opportunities, Control, Chivalry Thesis, Statistics

Prepare for learning
<p><u>How does location, age and ethnicity affects who commits crime?...</u></p> <p><u>How do these factors compare with gender?</u></p> <p><u>DO IT NOW...</u></p> <ul style="list-style-type: none"> • Think/look back to last lesson (gender & crime)... • Give two reasons why males are more likely to commit crime than females... • Give one reason why females might actually be committing more crime than OCS suggest...
KW: Gender, Location, Age, Ethnicity, Class

<u>Location</u>	Present new information	Construct meaning
<ul style="list-style-type: none"> • Crime rates are higher in inner city/town areas and housing estates – (mainly working class areas) compared to the suburbs (mainly middle class areas) • Inner city areas have social venues (bars/clubs) and so are heavily policed at night – <u>therefore more crime is detected, reported and recorded here...</u> • Rural areas can have crime but the type of crime is different to urban areas. <p>1) What sort of crime is typical in urban areas? List...</p> <p>2) What sort of crime is typical in rural areas? List...</p>		
KW: Gender, Location, Age, Ethnicity, Class		

<u>Age</u>	Present new information	Construct meaning
<ul style="list-style-type: none"> • OCS show that most people receiving criminal convictions will be <u>aged between 16 and 24...</u> • Nearly half of all crime is committed by under 21s and nearly all of these are male... • Over half of all male prisoners were not in mainstream school by the end of Year 11... • Edgework - the pleasure/thrill of risk taking when young <p>1) Why do you think the peak criminal age is between 16 & 24? List the different reasons...</p> <p>2) Why are over 25's less likely to commit crime?</p> <p>3) Is 10 the correct age for criminal responsibility?</p>		
KW: Gender, Location, Age, Ethnicity, Class		

Ethnicity

Present new information

Construct meaning

- OCS suggest **Afro-Caribbean males** and **Asian males** are over-represented in prison...
- Afro-Caribbean people make up 5% of population but 10% of prison population and nearly 20% of all arrests... Much **labelling** and **SFP** due to this...
- **Young black males** are **8 times more likely to be stopped and searched** than **young white males**...

Is all this a case of:

- a) Ethnic minorities committing more crime? **Why?**
- b) The police are more likely to arrest and charge ethnic minorities? (Prejudice and injustice)

KW: Gender, Location, Age, Ethnicity, Class

Construct meaning



KW: Gender, Location, Age, Ethnicity, Class

The Stephen Lawrence Case...	Construct meaning
<ul style="list-style-type: none"> • 18 yr old black lad stabbed to death by a gang of white youths in an unprovoked attack in London. • Stephen's parents were frustrated at the apparent lack of effort of the police and CPS (Crown Prosecution Service) in investigating his murder compared to white murders... They formally complain about this to the government... • The investigation into the SL case in 1997 found the London police (Metropolitan Police) to be guilty of institutional racism • After the SL case there was a massive effort to get more blacks and (other ethnic minorities) to join the police to try restore trust with London's non white population. <i>Some success but shooting of Mark Duggan & riots did not help.</i> • Do you think the police can still be racist? Explain... 	
KW: Gender, Location, Age, Ethnicity, Class	

The Stephen Lawrence Case...	Construct meaning
<ul style="list-style-type: none"> • 18 yr old black lad stabbed to death by a gang of white youths in an unprovoked attack in London. • Stephen's parents were frustrated at the apparent lack of effort of the police and CPS (Crown Prosecution Service) in investigating his murder compared to white murders... They formally complain about this to the government... • In 1997 the government set up the Macpherson Enquiry to investigate the Metropolitan Police's handling of the SL case and they were found to be guilty of institutional racism... (<i>organisational discrimination against ethnic minorities</i>). • Following this there was a massive effort to get more blacks and (other ethnic minorities) to join the police to try restore trust with London's non white population. <i>Some success but shooting of Mark Duggan & riots did not help.</i> 	
KW: Gender, Location, Age, Ethnicity, Class	

<u>Questions...</u>	Demonstrate understanding
<ol style="list-style-type: none"> 1) Explain how OCS can possibly exaggerate ethnic minority crime figures... 2) Explain how the mass media is significant here in their reporting of ethnic minority crime... 3) What else could be done to build trust and respect between the police and ethnic minorities? Explain your answer... <i>Is this just an ethnicity issue??</i> 4) Explain the link between ethnicity, gender and education with crime. What do they have in common? <p>Essay</p> <p>DHFSWAT ethnicity is the most significant factor when considering crime convictions (12)</p>	
KW: Gender, Location, Age, Ethnicity, Class	

<u>What is the link with social</u>	Prepare for learning
<u>class and crime?...</u> <p><u>How do social class factors compare with gender & ethnicity?</u></p> <p><u>DO IT NOW...</u></p> <ul style="list-style-type: none"> • Give two reasons why working class people are more likely to commit crime compared to middle/upper class people... • Give one reason why middle class/upper class people might actually be more likely to commit crime? 	
KW: Gender, Location, Age, Ethnicity, Class	

	Present new information
<h2 data-bbox="355 376 804 427"><u>Social Class & Crime</u></h2> <ul data-bbox="323 456 1235 846" style="list-style-type: none"> • OCS will show that more working class people are convicted of crime compared to middle and upper classes... • 3 main explanations: <ul style="list-style-type: none"> - Socialisation - Education - Anomie <p data-bbox="323 864 842 909">What do the above 3 explain?</p>	
<p>KW: Social Class, Socialisation, Education, Anomie</p>	

	Construct meaning
<h2 data-bbox="363 1205 644 1256"><u>Socialisation</u></h2> <ul data-bbox="331 1283 1262 1653" style="list-style-type: none"> • Children of WC parents will often develop different norms and values compared to MC children... • This cultural deprivation can lead to a different understanding of right and wrong... • WC children are also more likely to suffer from material deprivation which can influence them into a life of crime... (Marxist argument) <p data-bbox="331 1671 916 1715">1) Arguments/examples for this?</p> <p data-bbox="331 1733 986 1778">2) Arguments/examples against this?</p>	
<p>KW: Social Class, Socialisation, Education, Anomie</p>	

Education	Construct meaning
<ul style="list-style-type: none"> • WC boys are more likely to underachieve at school and/or be in bottom sets leading to negative labelling/SFP and a possible life of crime... (<i>the 'conveyer belt to crime'...</i>) • WC kids more likely to end up in low paid & unpleasant jobs and this relative deprivation and/or anger can lead to criminal activity... <p>1) Arguments/examples for this?</p> <p>2) Arguments/examples against this?</p>	
KW: Social Class, Socialisation, Education, Anomie	

Anomie	Construct meaning
<ul style="list-style-type: none"> • A situation where large numbers of people fail to follow mainstream culture (generally accepted norms and values etc) and instead develop various deviant/crime forms of behaviour e.g. drugs, theft... <p>(Sub-cultures)</p> <ul style="list-style-type: none"> • If a society fails to provide enough ways for many WC people to be successful then they can feel frustrated and possibly turn to crime (2011 riots?) <p>1) Arguments/examples for this?</p> <p>2) Arguments/examples against this?</p>	
KW: Social Class, Socialisation, Education, Anomie	

<h2><u>What is White-Collar Crime?</u></h2>	Present new information
<ul style="list-style-type: none"> Committed by <u>middle/upper class people</u>, usually through their work. Probably costs society more than the value of all the burglaries and bank robberies committed by WC people. <ol style="list-style-type: none"> Occupational crime e.g. <u>Tax Fraud</u> Professional crime e.g. <u>Drugs/Guns trade</u> Corporate crime e.g. Selling harmful products and largescale tax fraud (anything illegal to increase profit) Electronic crime e.g. <u>Computer fraud/Identity theft</u> <ul style="list-style-type: none"> Why don't we hear about White-Collar Crime so much? Why can White-Collar criminals be treated differently? 	
<p>KW: White-Collar Crime, Occupational, Professional, Corporate, Electronic</p>	

<h2><u>Why don't we hear about</u></h2>	Construct meaning
<h2><u>White-Collar Crime so much?</u></h2> <ul style="list-style-type: none"> White collar crime is difficult to research as it can take a long time to identify... Banks and businesses often reluctant to report these offences because of fear of damage to their public reputation... In many cases the public never hear about white collar offences – often due to gate-keeping in the mass media... Research Amazon/Google/Starbucks tax fraud 	
<p>KW: White-Collar Crime, Occupational, Professional, Corporate, Electronic</p>	

Why White-collar criminals

Construct meaning

are treated differently in court...

- **Judges** have similar social backgrounds to many white-collar criminals...
- Compared to the burglar, mugger etc white collar criminals are **not considered to be a danger to the public...**
- The victims of white-collar crime are not harmed as seriously as the victims of other crimes (*they just need their money paid back??...*)
- **Mass media** not as interested in White Collar Crime as they are in working class crime...
- **Research other big tax fraud cases that made the news**

KW: White-Collar Crime, Occupational, Professional, Corporate, Electronic

Essay Questions...

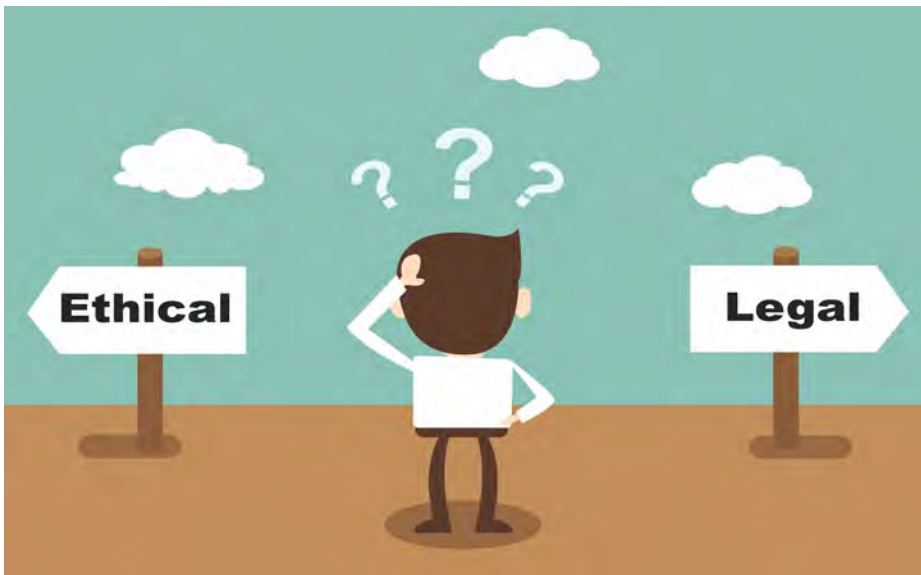
Demonstrate understanding

1. DHFSWAT gender is the most significant factor when considering who commits the most crime (12)
2. DHFSWAT ethnicity is the most significant factor when considering crime convictions (12)
3. DHFSWAT working class people are more likely to commit crime than other social classes (12)

Explain the following...

Although statistics suggest that the typical criminal is a young, working class, male this might tell us more about how criminal statistics are gathered rather than actual crime and criminal behaviour...

KW: White-Collar Crime, Occupational, Professional, Corporate, Electronic



RELIGION AND LIFE

Origins of the Universe

The Value of the World

The Use and Abuse of the Environment

The Use and Abuse of Animals

Origins of Human Life

Abortion

Euthanasia

Life After Death

ORIGINS OF THE UNIVERSE

Teachings in the Bible and Qur'an inform Christians and Muslims of how the world began

Scientific explanation of the formation of the earth is the Big Bang Theory.



The Creation story in the book of Genesis describes how God created the Universe from nothing. It took six days, and on the seventh he rested. This shows God's omnipotence (power) and omnibenevolence (love) for humans to give them such a beautiful home. **This is known as religious truth – there is no evidence this happened, but Christians have faith and believe it is true.**

Christians vary in their interpretation of the Genesis story.

Liberal Christians – Liberal = Open to ideas and do not take the Bible literally (word for word)

"Hey, I'm Sonny and I'm a liberal Christian. I believe that God created the world, but perhaps not how the Bible describes it. The Bible was written long after the formation of the world, so I look to science to explain how God created it."

Fundamentalist Christians – Take the Bible word for word (literally). They do not believe there is any human error when writing the accounts and strictly support the Genesis story.

Task: Louis is a fundamentalist Christian. What might he say about the creation of the world?

Task: Summarise the Genesis creation story in thirty words:

Muslim beliefs

Muslims also believe that God created the world in six days, or periods of time. In the Qur'an there is no specific instruction about what happened on each day. Only that God created the earth under his watchful command.

"Your Lord is God who created the heaven and earth in six days... all creation belongs to him"

The Big Bang Theory is a description of how scientists believe the universe began. Scientists say the universe began about 20 billion years ago. There was nothing. Then there was a huge explosion. The explosion made a cloud of dust and gas. It took a long time for the universe to form into what we know it is today; the Sun, stars, planets, and the universe itself the earliest signs of life appeared millions of years ago, before the land and sea settled. It took millions of years to form, not six days as the Bible suggests. The earth was hot, and covered in primordial soup (a mix of liquids, chemical, minerals, proteins and amino acids). These fused to give the first life forms, which were simple single-cellular beings. From these, all other life developed, including humans. This is an example of scientific truth – something which is proven by evidence/experiments.



1. Why might scientific truth be more reliable than religious truth?
.....
2. How might a Fundamentalist Christian/Muslim respond to the Big Bang Theory?
.....
3. How Might a liberal Christian/Muslim respond to the Big Bang theory?
.....



VALUE OF THE WORLD

Muslims and Christians believe the world is so special because it is made by God. Due to this, they believe they have a duty to care and protect it. This is because like Adam and Eve, God put humans in charge, "Rule over the birds of the air, the fish of the sea, and every other creature." Christians therefore believe in **STEWARDSHIP**, being stewards of the environment. Just like a football steward looks after a football match, we should look after the earth.

How can Christians and Muslims be Good stewards. Look at the examples below and explain their meaning with reference to stewardship:



Gods creation is seen by many Christian of being of utmost beauty. Nature is complex because animals and humans are provided with things to survive. Christians believe God created the world to be like this. Muslims also believe the world is a mosque, if it damaged, it is as serious of a sin as damaging a mosque. This can give Christians a sense of **awe** (devout respect for the creation). Can you give an example of when you have felt awe at the world? Perhaps when seeing beautiful scenery?

It can also create feelings of **wonder**. Thinking about how complex the world is, and how natural things are so mysterious. Can you give an example of when you have felt wonder at a natural part of the world?

.....

Look at the quotes below and explain how they might influence a Christian/Muslims actions. Try to use the terms stewardship, awe, and wonder as many times as you can:

"Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground."

.....

"The righteous care for the needs of their animals."

.....

"The lord God took man (Adam) and put him in the Garden of Eden to work it and take care of it."

.....

The Qur'an says: 'The world has been created as a mosque.'

.....

THE USE AND ABUSE OF THE ENVIRONMENT

Muslims and Christians try to take action against abuses of the environment. The earth is currently in crisis, with pollution, global warming, extinction of species threatening the beauty of the world. Much of this is a result of human action and is therefore considered **abuse**.

Air, land and water pollution:

Type	Examples	What could a Christian do to help overcome this?
Air Pollution	<ul style="list-style-type: none"> • Factory Emissions • Wildfires and dust storms • Burning Fossil Fuels • Cars, Aeroplanes, Lorries etc • Volcanic Eruptions 	•
Water Pollution	<ul style="list-style-type: none"> • Mining • Fertilisers from farming • Chemicals from Factories • Oil Spills • Untreated Sewage 	•
Land Pollution	<ul style="list-style-type: none"> • Mining • Litter • Farming • Factories and Manufacturing • Land fill sites • Illegal Dumping of Waste 	•



Christians and Muslims may also choose to support environmental charities such as Greenpeace. “We defend the natural world and promote peace by investigating, exposing and confronting environmental abuse, and implementing responsible solutions for our fragile environment to help stop issues such as climate change, abusing oceans, protecting forests, saving the arctic,



The Use of the world's natural resources: The over use of vegetation, minerals and fossil fuels. Due to advances in technology, humans are using more natural resources than ever before – we can take more out of the ground at quicker rates. Modern technology also consumes a lot more of our natural resources, with cars, for example, consuming a lot of petrol or diesel which come from fossil fuels. The problem is, these resources are finite (cannot be man made), and many fossil fuels are already running out. These alternatives can include wind power, solar energy and hydro power.

How else might a Christian or Muslim personally help support reducing the use of non-renewable resources?

.....

.....

What Christian/Muslim beliefs or quotes would support these actions?

.....

.....

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.....

Christians believe that animals are part of Gods creation. However, we have dominion over animals and can use them how they wish.

Dominion = power to rule over. In the Bible it says, “Rule over the birds of the air and the fish of the sea.”

Many of the ways we use animals can be justified. The problem comes when animals are treated unfairly. For example farming is fine but battery farming where animals are given very limited space is thought of as cruel.

Can you think of nine uses of animals in contemporary British society?

.....

.....

Animal experimentation

Cosmetic testing – testing on animals for cosmetics (e.g. shampoo and make-up)

Vivisection – testing on animals for medical research

Is there a moral difference between medical testing and cosmetic testing?

.....

What does the Islamic quote teach us about this: “One who kills unnecessarily, even a sparrow, will be questioned by Allah on the day of Judgement.”

.....

.....

The use of animals for food.

Vegetarianism: People who don’t eat meat or fish.

Vegan: Not using anything from an animal including meat, leather, milk or eggs.

Christians have no rules about whether animals should be used for food. The book of Genesis states that animals were created for humans to eat. However, some Christians see eating meat as an act which goes against stewardship.

Muslims believe providing food is a just cause for killing animals. However, they have strict laws on which animals should be killed for food, and the ways in which they are killed (EG – no animal can be killed in front of another). Any animal or method which does not follow these rules is not halal and is therefore forbidden. (EG, pigs are not halal).

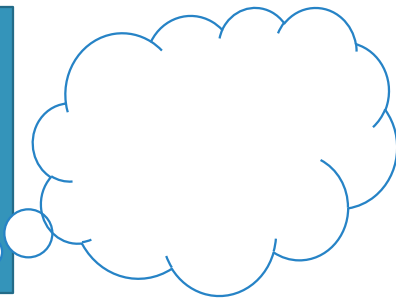
Summarise Christian and Muslim beliefs on the use of animals for food in thirty words.

Summarise Christian and Muslim beliefs on animal experimentation in thirty words:

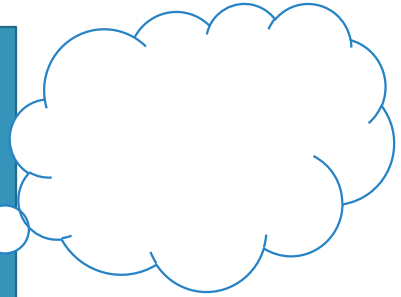
ANIMALS CONTINUED

Look at the statements below. Consider whether you agree or disagree with them and why.

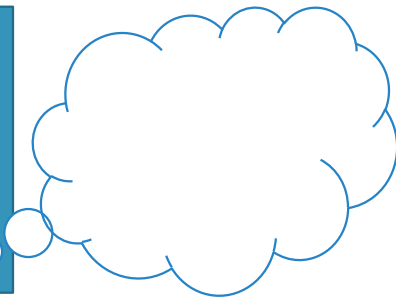
Dogs being forced to be injected with chemicals from tobacco products to test whether they may be safe to be tested on humans.



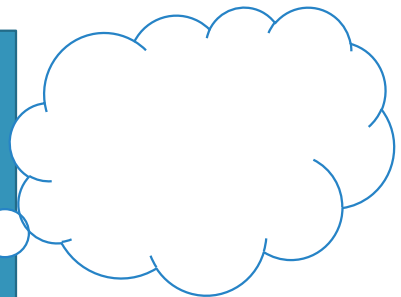
The use of animals for educational purposes. For example, dissections for scientific understanding in colleges and universities.



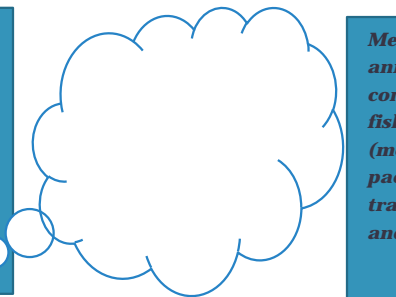
Testing on rats bred for the purpose of animal testing, but not dogs or monkeys



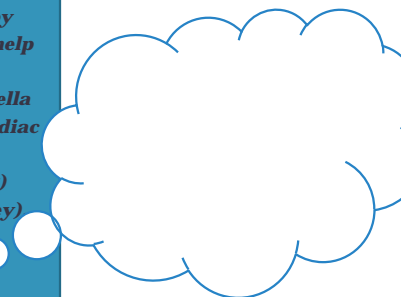
Injecting cosmetic chemicals in the eyes of animals to test whether they may cause irritation, poisoning or blindness.



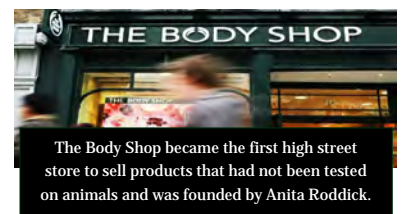
Some religious people believe that animals do not have souls. Some Christians believe this.



Medical achievements made possible by animal testing: Insulin is now able to help control diabetes (dog, fish). Vaccines for tetanus (horse), rubella (monkey), open heart surgery and cardiac pacemakers (dog), organ transplantations (dog, sheep, cow, pig) and a drug for AIDS treatment (monkey)



Look at the images below and jot down whether they support Christian beliefs about stewardship, or dominion:



THE ORIGINS OF HUMAN LIFE

Religion and science have different explanations on how human life began. Many liberal Christians believe in both the creation story and the scientific theory of evolution.

Genesis 1 tells us that God created Adam and Eve. Genesis 2 gives more detail on this. Look at the quotes to consider what they tell us about human life. Christians who follow the creation story are called creationists.

So God created mankind in his own image,
in the image of God he created them;
male and female he created them.

"It is not good for the man to be alone. I will make a helper suitable for him... then God made woman from Adams rib."

"Be fruitful and increase in number; fill the earth and subdue it"

Muslim beliefs: Muslim beliefs about creation are similar to the creation story. He cast Adam from clay and breathed life into him. He created Eve from the same soul as Adam and she became his wife. They disobeyed God by eating the forbidden fruit, so paradise was ruined. Muslims believe that they should use Adam and Eve as an example not to disobey God.

How might this influence a Muslims actions today?

Evolution theory



In 1859, a British man called Charles Darwin published a book called 'On the Origin of Species'. He put forward the theory that all living creatures that exist today, including human beings, have evolved over a period of perhaps millions of years, from more primitive life forms to how they are today by a process of natural selection. Darwin was a natural science graduate of Cambridge University and a geologist. He was also a Christian. Darwin did not intend to challenge religious beliefs with his book but many religious believers responded to it with fury. These reasons included:

- The theory of evolution seemed to go against religious teachings that God made the Earth and created all living things, as they knew them.
- Christians believed that God had created humans 'in his own image', that humans were superior to all other creatures and had a soul that is immortal.
- The Bible says humans were created on the sixth day of creation, not over a period of millions of years.

How would a creationist or fundamentalist Christian respond?

How might a liberal Christian respond?

When considering the origins of human life, is scientific or religious truth more convincing?

ABORTION

Abortion is the deliberate removal of a foetus from the womb to end a pregnancy and is legal in the UK.

*Many Christians and Muslims strictly follow the **sanctity of life** principle, whereby all life is sacred and special because it is a gift from God. God gave life, so he should only take it away.*

*However, some Christians and Muslims consider the **quality of life** argument. Whereby if the life continued and had illness or unhappiness, an abortion may be the most loving thing to do.*

Look at the arguments below and colour code them for and against abortion:

☐ **FOR**

☐ **AGAINST**

Contraception is widely available; abortion should not be used as a form of birth control.	The world is already over-populated, so why bring unwanted children into the world?
Many couples would adopt if babies were available.	Having an unwanted baby can cause the mother emotional and health problems in the future.
No one has the right to take human a life and the foetus is a potential human being.	The rights of the unborn child are equal to those of the mother.
Life does not start until birth. The woman is a person and therefore has more rights than her unborn baby.	People with disabilities can lead full, rewarding lives.
Women should have the right to choose what happens to their bodies.	Babies who are not wanted by the mother may have a disadvantaged life.
If abortions are allowed the 'sanctity of life' principle could become increasingly weakened.	If abortion was not legal, people would still have them anyway. They may just use illegal 'back street' clinics without proper health and safety/ doctors and risk their health.

People who support a woman's right to choose an abortion are generally termed 'Pro-choice'

People who support the rights of the unborn child to live are generally termed 'pro-choice'

Many people on each side of the argument campaign about their views:

These are really important key terms, so remember them for your exam!



Abortion and the Law: An abortion may LEGALLY be carried out if one of the following conditions applies:

- The life or physical health of the mother is at risk
- The mental health of the mother is at risk
- The mother's existing family will suffer
- There is a reasonable chance that the child will be born seriously disabled
- Where the mental health of the mother is at risk, or her family will suffer if the pregnancy continues, the latest termination date is 24 weeks. There is no upper limit if the life or physical health of the mother is at risk, or if there is a reasonable chance of a seriously disabled child being born.
- Two doctors have to mutually agree that an abortion meets the above criteria.

Q&A:

What is the legal timescale of an abortion?

In what cases does this timescale no longer apply?

A woman has just started a promising career and wants to discontinue her pregnancy, what legal act might this fall under?.....

A woman has discovered her unborn child may be born with a down syndrome and is considering an abortion. What legal act might this fall under?.....

A woman has discovered she is pregnant after her husband has recently lost his job. They have four other children and therefore are considering an abortion. What act might this fall under?

T/F – 'Only one doctor has to grant an abortion?'

RELIGIOUS ATTITUDES TO ABORTION

Roman Catholic Christians believe that all forms of abortion are sinful and should not be allowed. They believe this because of their teachings on the sanctity of life, that life is a special gift from God and therefore only God have the right to take life away or end a pregnancy. They also believe that life begins at the moment of conception, when the sperm meets the egg. They also believe that every human being has a right to life and so should not have it ended before its time.

On the other hand Church of England Christians agree that abortion is an evil, but that sometimes it is the lesser of two evils. This means that they think that in some cases it is the best thing, the most loving thing, to do for everyone concerned. They would allow an abortion if the pregnancy was the result of rape, because it would allow the innocent person time to recover. They would allow abortion if the child would be handicapped from birth and it would not lead a happy life. They would also allow an abortion if the mothers life was in danger. They believe this because Jesus taught Christians to show love and compassion and abortion could be the most loving thing in some cases. They also believe that life does not begin a conception.



Summarise the Roman Catholic view of abortion:

.....

.....

Summarise the Church of England view of abortion:

.....

.....

Look at the Christian quotes below. Explain why they are pro-life, or pro-choice. Suggest whether a Roman Catholic or Church of England Christian would agree with them.

“Before I formed you in the womb, I knew you.”

- ☐ Pro-life, or pro-choice?.....
- ☐ Which church teaching does this follow?

“Thou shalt not kill.”

- ☐ Pro-life, or pro-choice?.....
- ☐ Which church teaching does this follow?

“Love your neighbor as you love yourself.”

- ☐ Pro-life, or pro-choice?.....
- ☐ Which church teaching does this follow?

“Be fruitful and increase in number, fill the earth and subdue it.”

- ☐ Pro-life, or pro-choice?.....
- ☐ Which church teaching does this follow?

Muslim attitudes to abortion: Colour code the general Muslim attitudes to abortion.

For many Muslims abortion is haram (forbidden)	If a child that is kept will cause great physical or mental harm to the mother then the mothers life and wellbeing takes priority.
Some Muslims believe abortion should be allowed if the foetus will be born with physical/mental disabilities or the conception was a result of rape.	The mothers life is believed to be of greater importance and therefore comes before the life of the unborn child.
Muslims believe that abortion if taking place should be carried out before ensoulment, when Muslims believe the foetus is given a soul some believe this is after 40 days others after 120 days.	Muslims believe that human life is precious because it is God given.
Exam tip! Ensoulment is a really important term!	Muslims believe in the sanctity of life, they believe God created life so only God can take it away.

EUTHANASIA

Euthanasia means inducing a painless death, by agreement and with compassion, to ease suffering

- *From the Greek eu thanatos, meaning good death*

There are lots of types of Euthanasia. The main distinction you need to remember is active/passive and voluntary/involuntary. Active and passive refers to the method of Euthanasia and voluntary and involuntary Euthanasia refers to the will of the person.

- **Active euthanasia** - something is done to a person to make them die more quickly, eg giving drugs with the intention of bringing about death.
- **Passive euthanasia** - any form of treatment that might extend a person's life is withdrawn, eg a life support machine is turned off, or a feeding tube is removed. This is legally allowed in the UK, and so would not be called euthanasia.
- **Voluntary euthanasia** - a person asks for their own life to be ended.
- **Non-voluntary euthanasia** - a person cannot make a decision about euthanasia or cannot make their wishes known, and so someone else, eg a doctor or a family member, decides that it would be in the person's best interest if their life was ended. For example, if the person is in a coma.
- **Involuntary euthanasia** - a person wants to live, but someone else, eg a doctor or a family member, decides that it would be in the person's best interest if their life was ended. For example, if a person has had an accident that will lead to imminent and painful death, a decision might be made to end their life even if the person wanted to live.
- **Assisted suicide** - deliberately assisting or encouraging another person to end their own life.

UK Law:

Euthanasia and assisted suicide are illegal under English law.

The Suicide Act 1961 makes it a criminal offence in England and Wales to:

'Aid, abet, counsel or procure the suicide of another or an attempt of another to commit suicide'.

Anyone caught doing so could face up to 14 years in prison.

Euthanasia is legal in the Netherlands and lots of people in the UK have travelled there to be euthanized. People in the UK have to get legal permission/support to do this.

Look at these definitions (they are worded differently) and match them up:

Passive euthanasia

When a person is able to give consent but doesn't because they don't want to or aren't asked, but their life is ended anyway.

Voluntary euthanasia

From the greek words 'eu' (good) and 'thanatos' (death) so it means a good or gentle death.

Involuntary Euthanasia

When a person is too ill to request to die, (E.G. coma patients) but a doctor will end their life for them because it is thought to be in their best interests.

Active euthanasia

When active steps are taken to end someone's life.

Non-voluntary euthanasia

When a person asks a doctor to end their life because they are sick and suffering and do not want to live anymore. It's their choice.

Euthanasia

When doctors stop giving treatment or do something to speed up the natural process of dying.

Often involving the provision of pain relief which has a side-effect of hastening death. Widely practiced and generally considered legal as long as killing was not the intention.²⁹⁶

RELIGIOUS ATTITUDES TO EUTHANASIA

Below are some of the general arguments concerning Euthanasia. Colour code the arguments into for and against:

- ☐ For
- ☐ Against

All human beings (young and old) should be valued by society and have a purpose to their life.	Doctors promise to save lives not end them.	When animals are sick we put them to sleep.	Hospices allow people to die with dignity and help to control their pain.	No one should have to face a future of pain and a loss of dignity.
God gives life, only God can take it away.	Ending any life is murder.	No one should become a burden to others, especially their family.	Human life is sacred.	People should have the right to choose their own time to die.

Christian and Muslim views: Fill in the blanks

Christians believe that _____/_____, voluntary euthanasia and non-voluntary euthanasia are all _____. However, they accept that modern medicine has introduced new issues. They believe that the _____/_____ of life support machines in not euthanasia if _____/_____ has been established by medical experts. They also believe that it is not wrong to allow death to occur by not giving _____/_____ (which will only prolong life for a short time.) Nor is it wrong to give dying people _____/_____ to relieve pain, even if this may speed up death. Roman Catholics strongly deny Euthanasia based on the _____ of life argument; all life is sacred and a _____ from God. The Church of England does state however, "there are very strong arguments that people should not be kept _____ at all costs when they are suffering intolerable pain." They therefore support not attempting to resuscitate or try and treat someone who is _____ ill and suffering. However, lots of Christians support Euthanasia as they believe it is the most _____ thing to do. We should _____ all human beings and there wishes, including the choice to _____. Muslims believe that Euthanasia is _____ (forbidden) because it goes against Allah's _____. Muslims believe Allah does not provide a person with more suffering than they can _____ with.

Brain death	terminally	alive	wrong deal	pain killers	Extraordinary treatment	loving
haram	switching off	Assisted suicide	die	Sanctity	Sacred	will

Here are some useful quotes for the topic of Euthanasia: Do they support or oppose Euthanasia?

- "Thou shalt not kill."
- "The LORD gave and the LORD has taken away"
- "Love your neighbour as you love yourself."

4. "Do to others as you would have them do to you."

5. "No soul may die except without God's permission." (Islam)

DEATH AND THE AFTERLIFE

Both Christians and Muslims believe that life is temporary, but the afterlife is permanent. Both believe that God will judge everyone on how they have lived in their lives. This will result in where they go on judgement day.

Heaven is described by most Christians as the House of God. It is where people who have lived a good life will go to as a reward. Christians believe the way to get to Heaven is accepting Jesus, leading a good life and asking for forgiveness for your sins.

The key description of Heaven is that it is in the eternal presence of God. This is then used to suggest that Heaven is a place of happiness where there is no pain or suffering

Some see hell as a place of torture and suffering where the soul will be punished.

Some see it as a place which has an eternal absence of God.

In the Biblical book of John it is made clear who will go to Hell, Jesus said: "Whoever believes in Him is not condemned, but whoever does not believe stands condemned to punishment". Christians do disagree on whether non-Christians who live good, honest will go to Hell.

The most common view of Hell is that of fire and torment.

Judgement

*Christians believe that God is the only one who can judge humans. When we die God will **judge** us on how we have lived our lives.*

God will then decide the fate of our afterlife. God will decide which afterlife we will go to.

Christians believe Jesus died so that all people can reach heaven, if they show love and compassion.

Afterlife in heaven is called Akirah. Heaven is known as Jannah and Hell Jahannam. All Muslims believe they will be judged on their actions. If they are worthy of heaven as a result of their deeds, they will enter Jannah. If the bad deeds outweigh the good, they will go to Jahannam (hell) and fall off the bridge into eternal torment. "Paradise is a beautiful garden, full of wonderful leaves and flowers, where soothing sounds of birds singing and water running can be heard. Those who are destined for Hell, however, will face terrible torments of fire and smoke as they face eternal punishments, chained up and burnt by boiling water and painful biting winds" Qur'an

Look at the pictures below and annotate them with Christian and Muslim beliefs about death and the afterlife:



EXAM QUESTIONS

Origins of the Universe

Which of the following is the scientific theory that the world began with a large explosion (1 mark)

- a. Creationism b. Evolution c. The Big Bang Theory d. Genesis

Describe two beliefs about the Genesis creation story (2 marks)

-
- Explain two contrasting beliefs in contemporary British society about the origins of the universe. (4 marks)

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Explain two religious beliefs about the creation of the world. Refer to scripture in your answer. (5 marks)

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The Value of the World

Which of the following refers to the religious belief that humans can rule over the world and animals (1 mark)

- a. Stewardship. B. Creationism. C. Genesis D. Dominion

Give two examples of natural resources (2 marks)

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Explain two contrasting religious beliefs in contemporary British society about caring for the environment. (4m)

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Explain two religious beliefs about stewardship. Refer to scripture in your answer. (5 marks)

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The Use and Abuse of the Environment and pollution

Which of the following is not an example of pollution? (1 mark)

- a. Wind b. Land c. Water d. Air

Give two ways examples of helping the environment (2 marks)

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Explain two contrasting responses in contemporary British society about tackling pollution. (4m)

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Explain two similar religious beliefs about caring for the environment. Refer to scripture in your answer. (5 marks)

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The Use and Abuse of Animals

Which of the following refers to those that don't eat meat or fish? (1 mark)

b. Vegan b. Stewarsship c. Vegetarian d. Halal.

Name two contemporary uses of animals (2m)

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Explain two similar religious beliefs about animal experimentation (4m)

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Explain two contrasting Christian beliefs about the duty to care for animals. Refer to scripture in your answer. (5 marks)

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The Origins of Human Life

Which of the following refers to the scientific belief about the origins of human life (1 mark)

- a. Evolution b. Creationism c. Big Bang Theory d. Adaptation

Describe two religious responses to the theory of evolution (2 marks)

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Explain two contrasting beliefs in contemporary British society about the origins of human life. (4 marks)

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Explain two religious beliefs about the origins of human life. Refer to scripture in your answer. (5 marks)

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Abortion

Which of the following is the standard time limit for an abortion in the UK. (1 mark)

- a. 32 weeks b. 24 weeks c. 12 weeks d. 28 weeks

Give two examples of legal points that are used to decide whether an abortion should be allowed (2 marks)

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Explain two contrasting beliefs in contemporary British society about abortion. (4m)

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Explain two religious beliefs about the sanctity of life. Refer to scripture in your response. (5 marks)

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Euthanasia

Which of the following refers to taking deliberate steps to end a person's life? (1 mark)

- a. Active Euthanasia b. Voluntary Euthanasia c. Non-voluntary d. Passive Euthanasia

Describe two types of Euthanasia (2m)

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-

Explain two contrasting religious responses about the quality of life in contemporary British society (4m)

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Explain two contrasting religious beliefs about Euthanasia. Refer to scripture in your answer. (5 marks)

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Death and the Afterlife

Which of the following refers to the religious belief that all deeds are accounted for after death (1 mark)

- b. Heaven b. Sin c. Judgement d. Hell

Describe two beliefs about heaven (2m)

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Explain two contrasting religious responses about the afterlife in contemporary British society. (4m)

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Explain two similar religious beliefs about judgement day. Refer to scripture in your answer. (5 marks)

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The St Leonards Academy

Home Learning Physical Activity Challenge

Team Moore!

Team Farah!

Team Twedde!

Team Ennis!

Team Hoy!

Team Agbeze!



Name -

Team -

Year -

Tutor Group -

The St Leonards Academy

Home Learning Physical Activity Challenge

We want you to keep physically active during this lockdown period!

Over the next six weeks, we would like you to record what physical activity you are doing and how long for.

Physical activity is anything that gets you up and moving for longer than 20mins.

Each week, you will earn points for hitting a specific target. The better target you hit, the more points you will earn for yourself, Team, Year Group and Tutor Group. Targets are set based on how long you exercise for:



1hr a week



2hrs a week



3hrs a week



4hrs a week

If you are struggling for physical activity ideas to hit your target, each week has a challenge that offers suggestions of activities to do. This can be found You do not have to do these, but it may set you an extra challenge.

Please make sure that all the physical activity you do, follows the current Covid-19 guidelines.

Good Luck! Get Active!!!

Week 1

11.01.2021 – 17.01.2021

Day	What?	How Long?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Targets:



1hr a week



2hrs a week



3hrs a week



4hrs a week

How many hours did you complete this week?

What target did you achieve?

If you did the weekly challenge, how many objects did you see?

Week 1

Walk. Run. Cycle.

This week's theme is focused on getting out and about!

This can be by going for a **walk, run or cycle but also skateboarding, skating and scooting!**

Remember to be safe – wear a helmet, be aware of traffic and ensure you are staying within the government guidelines.

Time each of your outings and add them to your activity table.

Spotting Challenge

If you fancy an added challenge while you are exercising, see if you can spot all of the following things during the week:

Red front door.		'Open 24 hours' sign	
For sale sign.		Number 15 house number	
A park with a slide.		Someone walking 2 dogs	
Street starting with 'W'.		Post box.	
Telephone box.		A Seagull.	
Park bench.		Double decker bus.	
Outdoor clock.		White picket fence.	
Bird sitting on streetlight		Yellow car.	



Week 2

18.01.2021 – 24.01.2021

Day	What?	How Long?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Targets:



1hr a week



2hrs a week



3hrs a week



4hrs a week

How many hours did you complete this week?

What target did you achieve?

If you did the weekly challenge, how many times did you practice your new skill?

Week 2

“Practice Makes Permanent”

This week’s theme is all about learning a new skill, and practicing it in order to master it!

Choose a physical skill or activity you really want to learn or improve.

Keep practicing across the week and see if you get better.

Please make sure the skill is appropriate for you. Do not try anything that may put you in danger, or break the government guidelines.

Here are some ideas for what you could choose:

- ★ Keepy ups – football/bat and ball
- ★ A dance routine
- ★ A trick on a skateboard or scooter
- ★ Flexibility – splits etc.
- ★ Throw and catch off a wall or with a partner
- ★ Speed over a certain distance
- ★ Press ups or sit ups in 1minute



Week 3

25.01.2021 – 31.01.2021

Day	What?	How Long?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Targets:



1hr a week



2hrs a week



3hrs a week



4hrs a week

How many hours did you complete this week?

What target did you achieve?

If you did the weekly challenge, what words did you use?

Week 3

Circuits

This week's theme is all about circuits!

Circuits are a great way to develop whole body fitness whilst also improving strength and flexibility.

To create your own personal circuit, use the Alphabet chart below:

Choose a word, or two words that have between 8-12 letters.

For each letter of your word, perform the exercise shown.

Start your first circuit with 10 reps of each exercise. As you become more confident, increase the number you do.

A – Lunges

B – Shadow Boxing (1min)

C – Rope Climb

D – Tricep Dips

E – Squats

F – Side Plank (both sides)

G – Swimming on front

H – Arm circles

I – Split Jumps

J – Scissor legs on back

K – Calf Raises

L – Squat Jumps

M – Plank

N – High Knees on spot

O – Press Ups

P – Star Jumps

Q – Wall sit (hold as long as you can)

R – Crunchies

S – Mountain Climbers

T – Russian Twists

U – Toe touches on back

V – Wall press up

W – Burpees

X – Knee to elbow

Y – Step Ups

Z – Skipping without a rope

Week 4

01.02.2021 – 07.02.2021

Day	What?	How Long?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Targets:



1hr a week



2hrs a week



3hrs a week



4hrs a week

How many hours did you complete this week?

What target did you achieve?

If you did the weekly challenge, what did you do to be creative?

Week 4

Get Creative!

This week's challenge is all about thinking outside the box!

Why not create a dance/ gymnastics routine or simply be creative with equipment and come up with a whole new activity/game!

Some activities you could try are:

- ★ Create an obstacle course in your garden/ house.
- ★ Create a new dance routine.
- ★ Create a gymnastics routine (why not include people in your family – remember extra points if you do!). Try to include individual/ paired balances, travel, rotation and inversion.
- ★ Create a new game! Can you get together a random assortment of equipment from around your house/ garden and make a whole new game!?

The more creative the better! Don't forget to time your activity and log it on the record sheet.



Week 5

08.02.2021 – 14.02.2021

Day	What?	How Long?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Targets:



1hr a week



2hrs a week



3hrs a week



4hrs a week

How many hours did you complete this week?

What target did you achieve?

If you did the weekly challenge, what did you try that was new?

Week 5



Something New!



This week's challenge is all about trying something new!

This could be a skill/activity you have never tried before.

You could even ask a family member or friend to teach you a new skill.

Activity ideas:

- ★ Borrow a skateboard/ scooter and learn a new trick.
- ★ Learn to do 'Keepie Uppie's'! This could be with a football or different pieces of equipment. You could even use different body parts.
- ★ Cup stacking!
- ★ Learn some martial arts! Try Karate, Tai Chi or Capoeira.
- ★ Yoga or Pilates - these help with strength, aerobic fitness, flexibility and have massive benefits for mental health.
- ★ Juggling! This is a great skill to learn and will become a great party trick!
- ★ Could you go and try a new sport?

Whatever you choose, please make sure it follows the current government guidelines, and is safe to do with your abilities.



Week 6

15.02.2021 – 21.02.2021

Day	What?	How Long?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Targets:



1hr a week



2hrs a week



3hrs a week



4hrs a week

How many hours did you complete this week?

What target did you achieve?

If you did the weekly challenge, what was your favourite event?

Week 6

Home Athletics

This week's challenge is all about the summer sport of Athletics.

As an academy we are one of the best in the county at Sportshall Athletics, and have won the local town sports competition 6years in a row!

We have created some fun Athletics challenges that can be done at home.

Keep practising and record you best scores at the end of the week.

Challenges:

Speed Bounce – *Find a smooth object that comes up to about ankle height (empty water bottle, rolled up towel etc). How many two footed jumps can you do over this, from side to side in 30s?*

Wall Catch – *Find a small ball or roll up a pair of socks and stand about 2m away from a solid wall. Throwing with one hand and catching with the other each time, how may catches can you do in 1minute?*

Standing Long Jump – *How far can you jump forwards from two feet to land on two feet? No run up allowed! If you fall backwards it does not count.*

Speed Race – Place two objects 5m apart. Time how long it takes you to run between these objects 10 times (you must touch each object 5times).

Wall Sit – Place your back against the wall and squat as if you are sitting on an invisible chair. How long can you hold this position?

What were your best scores for the week?

Speed Bounce

Speed Race

Wall Catch

Wall Sit

Standing Long Jump

Overall Scores

Week	Hours Active	Target Met
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		

Name -

Year -

Team -

Tutor Group -

Email this page to

e.lovell@thestleonardsacademy.org.uk

OR

Give this page to your tutor when we return to the
academy

PICK 'n' MIX - Nutcracker Task Selection

This link <https://vimeo.com/322670276> is the full Nutcracker film. You will need to watch the film to answer the tasks.

Make a list of all the people Clara meets on her adventures.

What does she learn or observe from each one, if anything?

You should include the people in the Orphanage as this will also inform choices that she makes further on in her journey.

What effect do the all-white costumes have on the ice-skating scene?

How does it inform the action?

Princess Sugar is dressed in pink. What does this tell us about her character and about her status in the group?

For each sweetie write down the key elements of the costume that inform that audience. E.g. Humbug bouncer: • The shape of the costume is in the shape of a humbug sweet • The material is black and white striped like a humbug.

It may be a useful exercise to write down how the costume effects the way in which the dancers move as well – The Humbug is restricted in his movement as the costumes is big and bulky. For a different character Clara feels much happier in her blue and white spotted dress than she does in her clothes from the orphanage and this could also be perceived to affect her movement and her emotions.

Listen to the music of the Christmas Party scene and see if you can identify the use of toy instruments in this piece.

What effect do these instruments have on the piece of storytelling and on the music?

All of the production elements combine to tell a fantastical and wonderful story, of which music plays an extremely large part. For each scene in Matthew Bourne's Nutcracker! write down five words to describe the music. Try to listen to the music in isolation from the action.

Once you have completed this task for each scene look at what journey the music has taken the listener on (consider feelings and emotions)? How is this reflected in what happens on the stage?

Extension Task - how do all of the other production elements; dance, costume, set and lighting work together to tell the story? Write this as an essay style answer you may want to make bullet point notes first.

Choose two completely different points of the production. Describe what is happening in each of your chosen scenarios and comment why they are different and how lighting, sound, set and costumes contribute towards this.



Clara and the nutcracker boys



A Liquorice allsort and a marshmallow girl

REVIEWING LIVE PERFORMANCE

General Overview:

- Summarise the plot on a side of A4.
- Describe the style of the production
- Did it remind you of any other productions you have seen or know?
- What was your personal response to the production?
- What theatrical devices and conventions were used?

Direction and Choreography:

- What do you think the director/ choreographer was trying to convey through the production?
- Do you think that the choreography, set design and staging supported and conveyed this?
- Was there an interesting and varied use of stage space?

Dancing:

- How would you describe the dancing style?
- What different styles of dance did you recognise?
- Were they all successfully used within the production?
- What can you say about the dancing in comparison with the dancing in other productions you have seen?
- Who gave the most notable performance? Try to be specific about why in your answer.

Design:

- Describe the set, costume, lighting and sound.
- What kind of statement did each of these make?
- How did the design contribute to the production's meaning?
- Give examples of how the lighting enhanced the narrative.

Finding examples of.....

Unison - Marshmallows - Can you describe the action content at this point?

Contrasting Floor Patterns - Presents & Party Pieces - Matron's Isadora Dance and Dr Dross' Eurythmics Dance are good ones to look at

Motif & Development - Celebration Waltz - the social dance motif is repeat with changes of direction and is then fragmented as the dance progresses

Canon - The Frozen Lake - where do these canons occur? Can you describe the action content?

Contact - Gobstoppers - There are several moments of contact here. Can you identify them?

Contrast/Complement - Sugar's Dressing Room - what happens in the tableaux?

Sections

Act 1

Preparations for a Visit
Presents and Party Pieces
Time for Bed
The Revolt
The Frozen Lake

Act 2

The Road to Sweetie Land
By Invitation Only
Liquorice Allsorts
Knickerbocker Glory
Marshmallows
Gobstoppers
Sugar's Dressing Room
The Wedding Party
The Waltz
Sugar/Nutcracker Love Duet
Nutcracker's Solo
Sugar's Solo
Coda
Celebration Waltz
The Ending

NARRATIVE STRUCTURE

The original ballet
The music
Images of Victorian Childhood

stimulus

themes

Dreams & Fantasy
1st Love & Growing Up
Sexual Awakening

Dance styles

Ballet
Contemporary
Spanish
Gesture
Social Dance

Describe 1 movement that shows each of these styles

What are the key features of these dance styles?

Costumes & Characters

There are well over 30 different costume designs for Nutcracker. Choose 2 or 3 to describe in detail.

How about...?

Dr Dross and his counterpart King Sherbet



How do these costumes support the stimulus & themes?

ANTHONY WARD

HOWARD HARRISON

Nutcracker!

Bourne, 1992

how effective? why?

2 interesting lighting features

Preparations for a Visit: steel blue wash, dim white, ice blue backlight behind window : supports the icy Christmas season and the cold and harsh atmosphere of the Orphanage

Time for Bed: offstage white light as door opens, clock lights up, window backlit with white flash as wardrobe opens, rich blue backlights on walls cracking open, white offstage lights highlight smoke

How does the lighting **CONTRIBUTE** to the atmosphere, the dance idea and the story/narrative?

Returns in different forms and directions

full descriptions = more marks

2 interesting aural features

Presents & Party Pieces - Dr Dross' Eurythmics Dance: a low, rumbling, fast and driving melody played on double bass and cello, building in volume as the amount of instruments increase. The 'strong dance' narrative at this point matches the dynamic and rhythm perfectly.

Knickerbocker Glory: on two clarinets - it is smooth, languid, drawn out and sensual, and the movement matches this with its snake-like, undulating rolls and ripples. The notes rise, suspend and fall and the low pitch is mirrored by the floorwork. There is a tambourine mimicking a rattle snake.

How does the music **CONTRIBUTE** to the characters, the atmosphere and the dance idea?

3 motifs

If you used Nutcracker! for your solo composition, you should use the 3 motifs you chose & the developments you created. If you used it for Performance, you might choose 3 from there. But if you are stuck - how about these?



The lick motif from The Waltz in The Wedding Party



Attitude phrases from Frozen Lake



Gobstoppers, BMX riding

Changes direction

The set designs



The orphanage breaks



The road to sweetie land



By invitation only



The wedding party

COMMUNICATION & CONTRIBUTION TO THE DANCE IDEA

ACTION, SPACE, DYNAMICS, RELATIONSHIPS

Identify
Describe
Explain