

The **Knowledge Organisers** ²⁰²² Pack



Year
10





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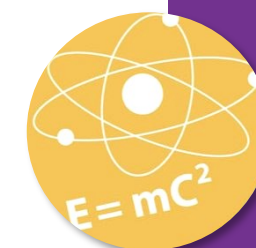
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'An Inspector Calls' Knowledge Organiser

Brief Plot Summary

The play takes place in the comfortable dining room of the Birlings, a middle class family from the Midlands. The year is 1912.

Act One: The Birling family are celebrating the engagement of Sheila Birling to Gerald Croft. A police inspector arrives and announces that a girl has died. The audience discovers that Arthur Birling (the patriarch of the family) sacked the girl (Eva Smith) from her job because she was striking for better pay and working conditions. Sheila Birling then got her sacked from her next job because she felt the girl laughed at her when Sheila was trying on clothes in a shop. The audience then learns that Eva Smith changed her name to Daisy Renton. It becomes clear that Gerald Croft knew her and was seeing her romantically at the same time as Sheila.

Act Two: The audience discovers that Daisy was Gerald's mistress for a time. However, he broke it off when she fell in love with him. Sheila breaks off her engagement to Gerald. Sybil Birling then finds that she knew the girl. Daisy/Eva had come to Sybil's charity asking for help because she had fallen pregnant. Sybil Birling refused to help her because Daisy used the Birling name when she visited the charity. Mrs Birling refuses to take any responsibility for what happened to the girl. She says it is the fault of the man Daisy was seeing. Sheila realises that this man is most likely Eric (her brother).

Act Three: Eric confesses to having an affair with Daisy. She told him that she was pregnant and he tried to help her by stealing money. She eventually refused his help when she realised that the money he was giving her was stolen. The Birlings and Gerald Croft begin to reflect on their feelings of responsibility for what happened to the girl. The younger generation (Sheila and Eric) feel much more responsible than the older members of the group. The family then begin to suspect that the inspector was not genuine. Gerald phones the infirmary and finds out that no girl has recently died there. The family begins to rejoice but soon the phone rings. The police are calling to say that a young woman has died in the infirmary and that a police inspector is on his way to visit the family.

Characters

Arthur Birling: Head of the household. Birling is a wealthy business owner. He is rich but still wishes for a higher standing in the community. He strives for acceptance by the upper middle class and wishes for a knighthood.

Sybil Birling: She is the mother of Sheila and Eric. Sybil Birling is quite snobbish and cold-hearted and cares about her position in society above all other considerations.

Sheila Birling: She is in her early to mid-twenties and has become engaged to Gerald Croft at the beginning of the play. She is attractive but insecure and is more easily shocked than the rest of the family. She becomes one of the most moral characters in the play.

Eric Birling: He is the younger brother of Sheila and the family worries about his tendency to drink. He clearly seems to be a lost soul at the beginning of the play. He becomes, like Sheila, one of the moral spokespersons in the play.

Gerald Croft: Slightly older than Sheila, he is from a socially and financially secure background (one Arthur Birling strives towards). He is successful in business but also a liar and it is soon discovered that he has been unfaithful to Sheila.

Eva Smith/Daisy Renton: The audience never meets this character - she is the focus of most of the conversation in the play but is never seen. Eva was a worker in Arthur Birling's factory before being sacked from this and another job. She falls on hard times and, by the time the play begins, has died by her own hand.

Inspector Goole: The Inspector is shown to be a 'fake' inspector by the end of the play. He is purposeful and moral and holds nothing back in trying to get the family to confess their sins. When we learn that he is not a real inspector, we are left to wonder who, or indeed what, he is.



Context

The play is set in 1912 but was written in 1945 (just after the Second World War). J. B. Priestley is therefore looking back over the bloody history of both World Wars and the Russian Revolution. He seems to be warning the characters of the consequences of caring solely for oneself.

The setting, in 1912, also allows for Priestley to look back on a social class system he did not agree with. The character of the Inspector is outside this class system and so able to attack its values.

The Titanic is mentioned in the opening moments of the play as a feat of modern engineering. The audience watching the play would be aware of the fate of the Titanic and so laugh or cringe at the comments made by Arthur Birling and Gerald Croft.

J.B. Priestley's politics and beliefs strongly mirrored those he wrote for his character, Inspector Goole.

The finished play was sent originally to Moscow, the home of Communism. It was here that it had its world premiere. Communism was a political movement that fought for the social and political equality for all that Priestley believed in.

Priestley had fought in the trenches in the First World War and was deeply aware of the depths of human suffering.

Key Vocabulary and Techniques:

Act	Setting
Characters	Simile
Dramatic irony	Stage directions
Emotive language	Staging
Play	
Playwright	
Scene	

Themes

Social Class

- The Birlings are comfortably middle class but strive for more.
- The working classes are shown as having little autonomy in the system. They have little opportunity to work for something better. Eva/Daisy represents this class.
- The Inspector is outside of the class system and seeks to attack it by showing its faults.

Conflict between Generations

- Sheila and Eric begin to find their parents old-fashioned and rigid throughout the play.
- The older Birlings still treat Sheila and Eric as children, even though they are grown up.
- Eric and, to a greater extent, Sheila begin to hate their parents' attitudes about society towards the end of the play.

Judgement

- The play functions like a medieval morality play - holding a mirror up to the characters and showing what they have done wrong.
- The judgment here is secular (rather than religious) in keeping with Priestley's socialist interests. The Inspector is from the police - not God.
- Sheila and Eric seem to learn more from the lesson than the other characters. Arthur, Sybil and even Gerald prefer to consider the entire thing a hoax that they can easily forget.

Loss of Innocence

- There is a certain innocence (or lack of understanding) in the Birlings at the beginning of the play. They seem completely oblivious to their actions having any consequences.
- The older generation is seen as rigid and lacking in ability to learn from mistakes. Sheila and Eric are younger and begin to question their own decisions.

Deception

- At one point or another, most of the characters deceive others about their knowledge of Eva/Daisy.
- Sybil Birling is honest about her dealings with Eva/Daisy but deceives herself into thinking that she is not in some way responsible for Eva's fate.
- Some of the characters (Arthur, Gerald and Sybil) continue to deceive themselves about their involvement throughout the play.
- We are never certain of the depth of the Inspector's deception throughout the play. Is Eva/Daisy really dead? Is he really an inspector? Are Eva and Daisy the same person?

Symbols and Motifs:

The following can be seen as symbols in the play: the Inspector; Eva/Daisy; the photograph; the 'Titanic'; the engagement ring; the port; golf.

The following motifs recur throughout the play: guilt; uncertainty; deception and truth; secrets; class; possession and greed; ambition.

Key Vocabulary:

cheap labour	gender	provincial
class	Goole/ghoul	respectability
confession	hierarchy	snobbish
confidence	immoral/moral	socialist
deception	inquiry	submissive
emancipation	inter-generational	superficial
engagement	judgement	vulgar
exploitation	male-dominated	

Key Quotations:

'In fact, I insist upon being one of the family now. I've been trying long enough, haven't I?' Gerald, Act One

'Gerald, I'm going to tell you frankly, without any pretences, that your engagement to Sheila means a tremendous lot to me ... You're just the kind of son-in-law I've always wanted.' Arthur, Act One

'Why, a friend of mine went over this new liner last week - the Titanic - she sails next week - forty-six thousand eight hundred tons - forty-six thousand eight hundred tons - New York in five days - and every luxury - and unsinkable, absolutely unsinkable.' Arthur, Act One

'You seem to be a very well-behaved family to me - 'We think we are' Gerald and Arthur, Act One

'It's the way I like to go to work. One person and one line of inquiry at a time. Otherwise there's a muddle.' The Inspector, Act One

'Still, I can't accept any responsibility. If we were all responsible for everything that happened to everybody we'd had anything to do with, it would be very awkward, wouldn't it?' Arthur, Act One

'But these girls aren't cheap labour - they're people.' Sheila, Act One

'Why - you fool - he knows! Of course he knows. And I hate to think how much he knows that we don't know yet. You'll see. You'll see.' Sheila, Act One

'You mustn't try to build up a kind of wall between us and that girl. If you do, then the Inspector will just break it down. And it'll be all the worse when he does.' Sheila, Act Two

'I suppose it was inevitable. She was young and pretty and warm-hearted - and intensely grateful. I became at once the most important person in her life - you understand?' Gerald, Act Two

'If you think you can bring any pressure to bear upon me, Inspector, you're quite mistaken. Unlike the other three, I did nothing I'm ashamed of or that won't bear investigation.' Sybil, Act Two

'But just remember this. One Eva Smith has gone - but there are millions and millions and millions of Eva Smiths and John Smiths still left with us, with their lives, their hopes and fears, their suffering, and chance of happiness, all intertwined with our lives, with what we think and say and do. We don't live alone. We are members of one body. We are responsible for each other. And I tell you that the time will soon come when, if men will not learn that lesson, then they will be taught it in fire and blood and anguish.' The Inspector, Act Three

'That fellow obviously didn't like us. He was prejudiced from the start. Probably a Socialist or some sort of crank - he talked like one.' Arthur, Act Three

'It's what happened to the girl and what we all did to her that matters. And I still feel the same about it, and that's why I don't feel like sitting down and having a nice cosy talk.' Eric, Act Three

'That was the police. A girl has just died - on her way to the Infirmary - after swallowing some disinfectant. And a police inspector is on his way here - to ask some questions.' Birling, Act Three

1. Key Words

Key Word	Definition
Reactivity series	The order of elements in terms of their reactivity
Oxidation	Loss of electrons from an atom
Reduction	Gain of electrons to an atom
Acid	Substance that contains H^+ ions
Base	Insoluble alkali salt
Alkali	Substance contains OH^- ions
Neutralisation	When an acid reacts with a base or alkali to produce a salt and water
Salt	Ionic (metal non-metal) compound formed when an acid reacts with a base
Indicator	Substance that changes colour when the pH changes
Soluble	Dissolves in a solvent such as water
Insoluble	Does not dissolve in a solvent

2. Naming Salts

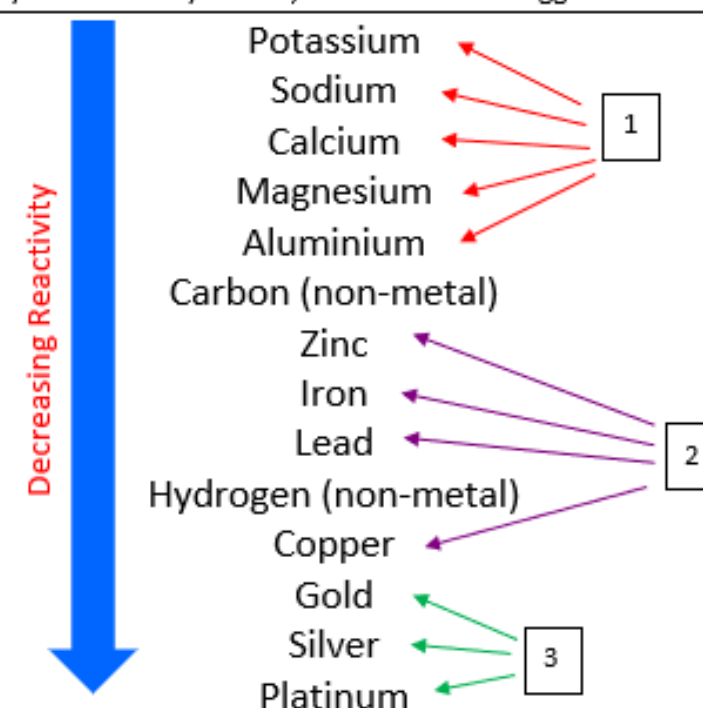
Name of acid	Second part of salt name
Hydrochloric acid	Chloride
Sulphuric acid	Sulphate
Nitric Acid	Nitrate

3. Equation Symbols

Symbol	Meaning
s	Solid
l	Liquid
g	Gas
aq	Aqueous (salt dissolved in a solvent)

4. Reactivity Series

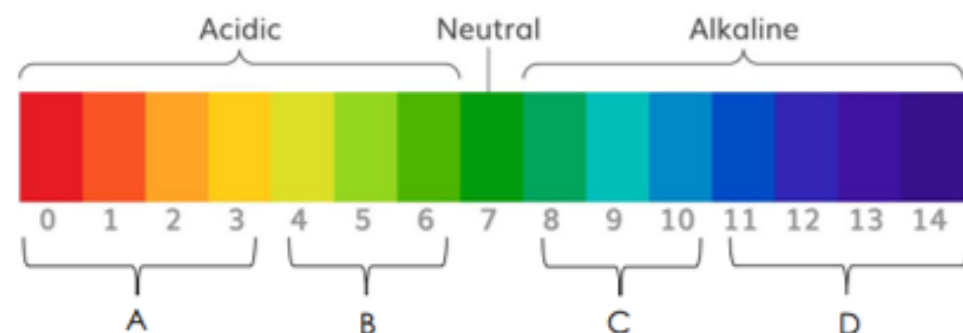
1	Very reactive metals, need extracting from ores using electrolysis
2	Base metals, can be extracted from ores by smelting with carbon
3	Very low reactivity metals, found native as nuggets of metal



5. Redox reactions

Change	In terms of oxygen	In terms of hydrogen	In terms of electrons (HT)
Oxidation	Gain of oxygen	Losing hydrogen	Loss of electrons
Reduction	Loss of oxygen	Gain of hydrogen	Gain of electrons

6. pH scale



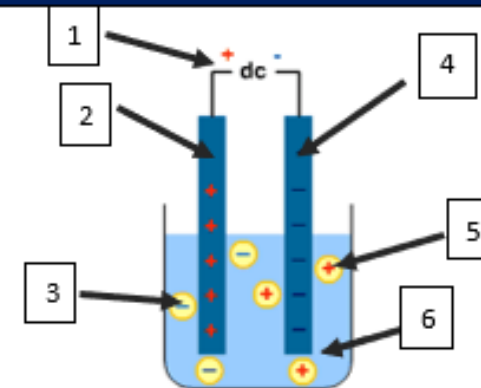
	Name	Level of ionisation in water
A	Strong acid	Fully dissociates in water (produces maximum number of H^+ ions)
B	Weak acid	Partially dissociates in water (only some H^+ ions are produced)
C	Weak alkali	Partially dissociates in water (only some OH^- ions are produced)
D	Strong alkali	Fully dissociates in water (produces maximum number of OH^- ions)

7. Electrolysis Key Words

Electrode	Conductor through which electricity enters or leaves an object or substance
Cathode	Negatively charged electrode
Anode	Positively charged electrode
Cation	Positively charged ion
Anion	Negatively charged ion
Electrolyte	Solution containing ions

8. pH scale

1	Battery
2	Anode
3	Anion
4	Cathode
5	Cation
6	Electrolyte

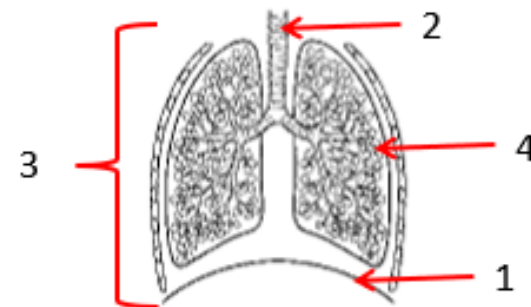


9. Products at the electrodes in solution

Cation in electrolyte	Anion in Electrolyte	Product at cathode	Product at anode
Metal less reactive than carbon <u>e.g.</u> Cu^{2+}	Halogen <u>e.g.</u> Cl^-	Metal <u>e.g.</u> copper	Halogen <u>e.g.</u> Chlorine
Metal more reactive than carbon <u>e.g.</u> Na^+	Halogen <u>e.g.</u> F^-	Hydrogen	Oxygen
Metal less reactive than carbon <u>e.g.</u> Zn^{2+}	Non halogen <u>e.g.</u> SO_4^{2-}	Metal <u>e.g.</u> zinc	Halogen <u>e.g.</u> Fluorine
Metal more reactive than carbon <u>e.g.</u> K^+	Non halogen <u>e.g.</u> SO_4^{2-}	Hydrogen	Oxygen

1. Key Words

1	Diaphragm	Flat muscle underneath the lungs that contracts and relaxes to cause breathing
2	Trachea	Tube containing rings of cartilage that allows air to move in and out of the lungs
3	Thorax	Air tight chest cavity containing the respiratory system and the heart.
4	Alveoli	Small blind ending sacs where gases are exchanged between the air and the blood

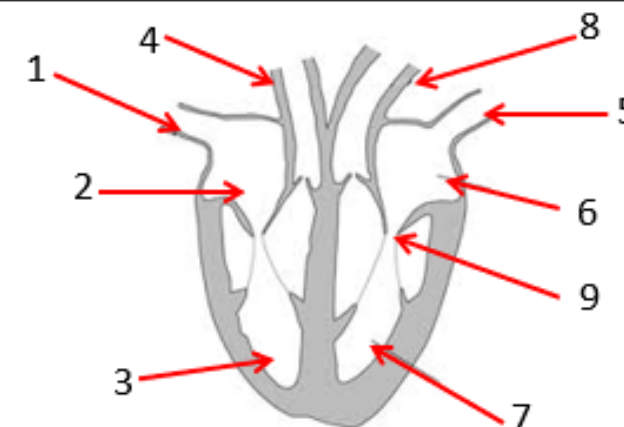


Inhaling	Exhaling
Diaphragm contracts	Diaphragm relaxes
Volume in the thorax increases	Volume in the thorax decreases
Pressure in the thorax decreases	Pressure in the thorax increases
Air is pulled into the lungs	Air is pushed out of the lungs

2. Circulatory system

Key Word	Definition
1 Vena cava	Vein that brings deoxygenated blood back to the heart from the body
2 Right atrium	Pumps blood into the ventricle and where the pacemaker cells are located
3 Right ventricle	Pumps blood out of the heart to the lungs
4 Pulmonary artery	Takes deoxygenated blood to the lungs
5 Pulmonary vein	Brings oxygenated blood back to the heart from the lungs
6 Left atrium	Pumps blood to the left ventricle
7 Left ventricle	Pumps blood out of the heart to the body. Has a large muscle wall to pump blood at a high pressure
8 Aorta	Artery that carries blood away from the heart to the body
9 Valves	These prevent the backflow of blood through the circulatory system

The blood flows through the heart in the order of 1 to 8



3. Non communicable diseases

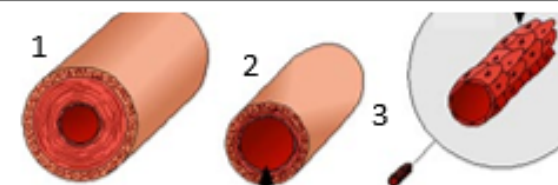
Non-communicable disease	Condition that is caused by lifestyle and is not spread by a pathogen
Risk Factor	Environmental or lifestyle factor that can increase the likelihood of developing a non-communicable disease
Coronary Heart Disease	Condition where fat (cholesterol) builds up in the coronary arteries, reducing blood flow to the heart muscles
Diabetes	Condition where the pancreas cannot make enough or does not make any insulin to control blood sugar levels
Deficiency disease	Condition caused by a lack of a specific nutrient, mineral or vitamin, e.g. anaemia or scurvy.

4. Treating Coronary Heart Disease

Treatment	How it works	Advantages	Disadvantages
Statins	Breaks down cholesterol in the body	Reduces risk of heart attack by up to 35%, reduces likelihood of developing CHD	Side effects include headaches, memory loss and liver damage
Aspirin or Warfarin	Thins the blood and prevents blood clots	Aspirin can be bought cheaply at supermarkets	Increased risk of strokes if a blood vessel bursts and it cannot clot
Stent	Metal mesh that widens the blood vessel to increase blood flow	Increases blood flow to the heart reducing the chance of heart attacks	Temporary solution as cholesterol can build up over the stent
Heart bypass	Blood vessels from the leg are grafted over a narrow or blocked blood vessel	Several blockages could be treated at once.	Risk of infections from surgery

5. Blood composition and Blood Vessels

	Blood Vessel	Structural Adaptations
1	Artery	Carries blood away from the heart Small lumen and thick muscular walls to withstand and maintain a high blood pressure
2	Vein	Carries blood to the heart Large lumen to increase the volume of blood in the blood vessel. Valves to prevent the back flow of blood
3	Capillary	Thin walls that are only 1 cell thick to decrease the diffusion pathway and speed up exchange of substances



Component of the blood	Function
Plasma	Carries dissolved substances around the body including CO ₂ , urea, glucose, minerals, hormones and amino acids
Red blood cell	Carry oxygen from the lungs to the body cells
White blood cells	Internal defence against infection
Platelets	Causes the blood to clot around a wound

6. Cancer

Benign tumour	Grows slowly inside a membrane and can be removed easily, does not invade other parts of the body
Malignant tumour	Grows rapidly and out of control. Cells can break off and travel in the blood to other parts of body to spread the cancer.

1.1 SYSTEMS ARCHITECTURE

KEY CONCEPTS

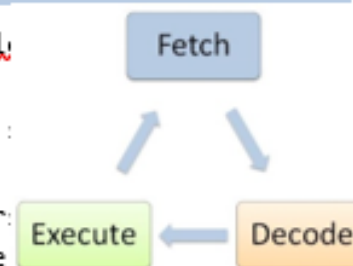
- Computer systems take data (input), process it and then output it.
- **Embedded systems** are computers built in to other devices like washing machines. They are dedicated to a single task so they are efficient.
- **Clock speed**: the number of instructions a processor can carry out per/second. Higher clockspeed = faster CPU.
- **Number of Cores**: The more cores a CPU has the more instructions it can carry out at once (multitasking). More cores = faster processing.
- **Cache size**: A larger cache gives the CPU faster access to more data

EXAM QUESTIONS

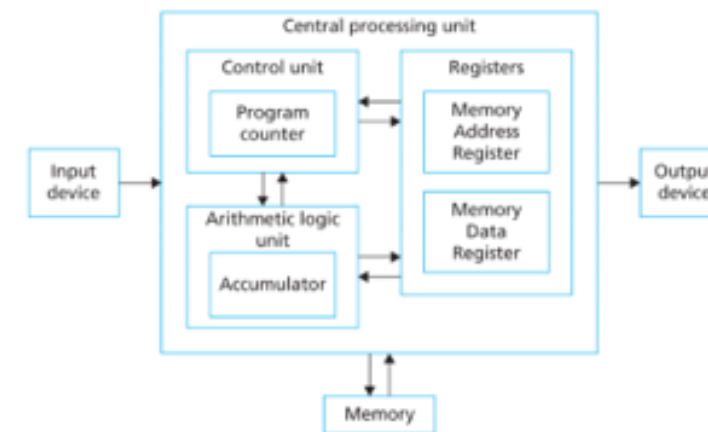
1. Explain how cache size, cores and cli performance of the CPU.
2. Define what is meant by an embedded :
3. What is the purpose of the ALU?
4. Explain the role of the CPU register:
5. Explain how the fetch decode execute
6. Explain four events that occur during the FDE cycle.

FETCH - DECODE - EXECUTE CYCLE

CPU **fetches** instruction from the RAM
(copies memory address to MAR, copies instruction to MDR & adds 1 to PC.
CU **decodes** the instruction from the MDR
Instruction is **executed** by the CU
The next instructions is fetched and
The cycle repeats.



THE CENTRAL PROCESSING UNIT (CPU)



Control Unit (CU): executes instructions and controls the flow of data in the CPU.

Program counter: holds the memory address for the instruction of each cycle.

Arithmetic Logic Unit (ALU): does all of the calculations and logic operations.

Accumulator: holds the immediate result of any calculations in the ALU.

Cache: very fast memory that stores regularly used data so that the CPU can access it quickly.

MAR (Memory Address Register): holds the address about to be used by the CPU.

MDR (Memory Data Register :) holds the actual data or instruction being processed by the CPU.

1.2 MEMORY and 1.3 STORAGE

RANDOM ACCESS MEMORY (RAM)

- RAM is the computer's main memory that holds the data, programs and files while they are being used.
- RAM is volatile (power off = the data is lost)
- The CPU will fetch instructions from the RAM in the fetch - decode - execute cycle.
- When the RAM is full the computer uses **VIRTUAL MEMORY**. It uses the secondary storage as temporary RAM so that the computer can continue running (but slowly).

READ ONLY MEMORY (ROM)

- The ROM is on a chip build into the motherboard
- It contains the BIOS (boot up sequence for the computer)
- ROM is non-volatile (data still stored after power is off)

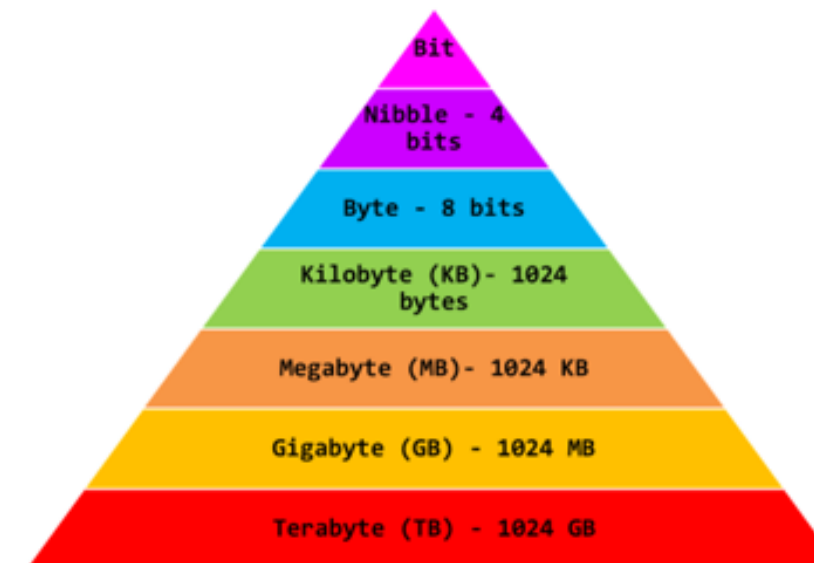
TYPES OF STORAGE

- Secondary Storage: where all data including the programs are stored when they are not being used.

Storage	Key Information
Hard Disk Drive (HDD)	Magnetic, has moving parts, large capacity, lower cost than SSD
Solid State Drive (SSD)	Flash memory, no moving parts, more robust than HDD, faster and more expensive than HDD
Flash memory	Eg: USB memory sticks, memory cards.
Optical Storage	Eg: CDs, DVDs. Cheap, <u>portable</u> and fairly robust.
Magnetic tape	Used for archive storage (<u>back ups</u>). Very large capacity, low cost, slow.

STORAGE CAPACITY

Some storage methods such as a HDD or SSD have a large capacity (they can store lots of data. Other devices such as CDs and SD cards have smaller capacity. Measurements of capacity are shown below:



EXAM QUESTIONS

1. Explain how the RAM works with the CPU in the fetch -decode - execute cycle
2. Explain the difference between volatile and non-volatile memory giving an example of each
3. Tom is buying a new laptop, he is not sure whether to get a magnetic HDD or SSD. Discuss the benefits and drawbacks of each.

2.1 ALGORITHMS

COMPUTATIONAL THINKING

Abstraction

- Focussing on just the important details of a problem

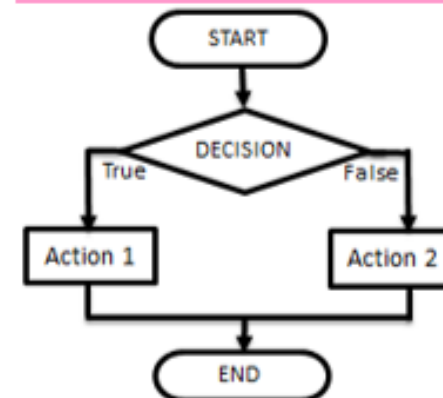
Decomposition

- Breaking a problem down into smaller parts so that it is easier to solve

Algorithmic thinking

- creating a step by step solution to a problem

FLOWCHART



PSEUDOCODE

```

START
IF the Decision = TRUE
THEN:
    Perform Action 1
ELSE
    Perform Action 2
ENDIF
END
  
```

SEARCHING ALGORITHMS

To find an item in a list, computers need to use a searching algorithm. A linear search and binary search are both examples of searching algorithms.

Linear Search: Checks each item in the list one by one until it finds what it is looking for
 + Simple, list doesn't need to be ordered
 - Not efficient, takes time with lots of data

Binary Search: Finds the middle item in an ordered list by doing $(n+1)/2$. IF the middle item is what it is searching for it stops. If not, it compares the item you are searching for to the middle item so that it knows whether to look in the first half or second half of the list. Then it repeats these steps until the item is found
 + More efficient than a linear search
 - Only works on an ordered list, complex to

SORTING ALGORITHMS

Sorting algorithms sort items into an ordered list.

Bubble Sort: Checks the first two items in a list, swaps them if they are in the wrong order and then moves onto the next two items and repeats the process. Once it has passed through the list once it goes through again until none of the items need swapping. + Simple. - Takes a long time

Merge Sort: Finds the middle item $(n+1)/2$ and splits the list in half. Repeats this step until the list is split into individual items (sub-lists). It then merges (joins) the sublists in pairs. Each time the sublists are paired they are sorted into the correct order. + Efficient - Slow

Insertion Sort: Looks at the second item in a list and compares it to the items that are in front of it, then inserts it into the right place. It then moves to the next item in the list and repeats these steps. + Quick for sorting small lists - slow with long lists

2.2 PROGRAMMING TECHNIQUES

DATA TYPES

Data Type	Definition
String	Text eg: "Hello"
Integer	Whole number eg: 32
Float/Real	Decimal number eg: 1.2
Boolean	Two values eg: true or false
Character	A single character eg: b

Casting is when you want to change between data types. Eg - if you want to use an integer in a sentence you would need to convert it to a string

VARIABLES AND CONSTANTS

Variable - A value which may change while the program is running. Variables can be local or global.

Local Variable - a variable which can only be used within the structure they are declared in.

Global Variable - a variable which can be used in any part of the code after they are declared

Constant - A value which cannot be altered as the program is running.

OPERATORS

Operator/Function	Definition
Exponentiation	Raises a number to a power eg: 2**3 OR 2 ^3 (=2 ³)
Quotient/DIV	Gives the whole number after a division
Remainder/MOD	Gives the remainder part of a division
==	Is equal to
! or <>	Is not equal to
<	Is less than
>	Is more than
>=	Is more than or equal to
<=	Is less than or equal to

ARRAYS

One-Dimensional Arrays- this is like a list. In this example an array has been created called students. The list can hold 3 items (as shown).

```
array students [3]
students [0] = "Bob"
students [1] = "Dave"
students [2] = "Bob"
```

This command would print the second item (1) From the array. It would print "Dave".

```
print(students [1])
```

Two-Dimensional Arrays - these are lists within lists (like a table)

```
Grades=[["Bob", "22%", "44%"], ["Dave", "85%", "100%"]]
```

The code above creates the 2D array. The code Below would output:
"Bob's first test score was 22%"

```
print ("Bob's first test score was " + Grades [0, 1])
```

	0	1	2
0	Bob	22%	44%
1	Dave	85%	100%

2.2 PROGRAMMING TECHNIQUES CONTINUED

PROGRAMMING CONSTRUCTS



Sequence

A Sequence is when there are programming steps that are carried out one after another.



Selection

Selection is where there are different paths in your code
eg: IF, ELIF, ELSE



Iteration

Iteration is when there is repetition (loops) in code.
This could be a WHILE loop (do something WHILE a condition is met) or a FOR loop (do something for a set number of times)

This count-controlled loop would print "Hello World" 8 times.:

```
for i=0 to 7
    print ("Hello")
next i
```

These condition-controlled loops would check if a password's correct:

```
while answer! =" letmein123"
    answer=input ("Enter password")
endwhile
```

```
do
    answer=input ("Enter password")
until answer=" letmein123"
```

STRING MANIPULATION

0 1 2 3
W o r d

The characters in a string are numbered starting with position 0.

Function	Purpose
<code>x.length</code>	Gives the length of the string
<code>x.upper</code>	Changes the characters in the string to upper case
<code>x.lower</code>	Changes the characters in the string to lower case
<code>x[i]</code>	Gives the character in position i. Eg: <code>x[2] = "r"</code>
<code>x.substring(a,b)</code>	Gives the characters from position a with length b. Eg: <code>x.substring(1,2) = or</code>
<code>+</code>	Joins (concatenates) two strings together

FILE HANDLING

<code>Myfile=openRead("myfile.txt")</code>	Opens the file in read mode
<code>Myfile=openWrite("myfile.txt")</code>	Opens the file in write mode
<code>Myfile.WriteLine ("Hello")</code>	Writes a line to the file
<code>Line1=myfile.readLine()</code>	Reads one line of the file
<code>Myfile.close()</code>	Closes the file
<code>endOfFile()</code>	Used to determined the end of a file

IF/ELSE AND SWITCH/CASE FOR SELECTION

Selection can be shown using IF/ELSE or SWITCH/CASE

IF ELSE	SWITCH/CASE
<pre>If choice == "a" then print ("You chose A") elseif choice==" b" then print ("You chose B") else print ("Unrecognised choice")</pre>	<pre>Switch entry: case "A": print ("You chose A") case "B": print ("You chose B") default: print ("Unrecognised choice")</pre>

2.2 PROGRAMMING TECHNIQUES CONTINUED

SUB PROGRAMS

Procedures are a set of instructions stored under a name so that you can call the procedure to run the whole set of instructions.
A **function** is like a procedure but always returns a value.
Parameters are variables used to pass values into a function or procedure.

A procedure with parameters	A procedure without parameters
<pre>procedure intro (name) print("Hello " +name) print("Welcome to the game") endprocedure</pre>	<pre>procedure intro () print("Hello") print("Welcome to the game") endprocedure</pre>

Functions must take at least one parameter and must return a value:

```
function double(number)
  print number*3
endfunction
```

SQL (Structured Query Language)

SQL is the language used to manage and search databases.

Commands	Example	What it does
SELECT FROM	SELECT name, age FROM students	Displays the name and age of everyone in the students table
WHERE	SELECT name FROM students WHERE gender=male	Displays the name of everyone in the students table <u>who's</u> gender is male
LIKE	SELECT name FROM students WHERE name LIKE "% Smith"	Displays the <u>students</u> names that end with Smith.
AND	SELECT name FROM students WHERE gender=male AND attendance > 90	Displays the students who are male and have an attendance of more than 90.
*	SELECT * from students	Selects <u>all of</u> the fields from the students table

RECORDS

Records are a data structure used to store a collection of data. They can store information of different data types.
Field = each item in a record is a field.
Each field has a name and data type.

A record can be created like this:

```
record students
  int student_number
  string student_name
  bool passed_test
endrecord
```

Data can be assigned using variables:

```
Student1=students(1,"Bob Jones", True)
Student2=students(2,"Steve Smith", False)
Student3=students(3,"Sally Roberts", True)
```

The whole record can be accessed using the variable name:

```
print(Student1)
```

```
(1, "Bob Jones", True)
```

or part of a record can be accessed:

```
print(Student3.student_name)
```

```
Sally Roberts
```

Verb Endings

1. Find the infinitive
 2. Remove AR/ ER / IR
 - 3 Add endings to stem
- I speak: hablar -> habl -> hablo

Presente		AR	ER	IR
yo	I	o	o	o
tú	you (s)	as	es	es
el/ella	he /she / it	a	e	e
nosotros	we	amos	emos	imos
vosotros	you (pl)	áis	éis	ís
ellos / ellas	they	an	en	en

Pretérito		AR	ER / IR
yo	I	é	í
tú	you (s)	aste	iste
el/ella	he /she / it	ó	ió
nosotros	we	amos	imos
vosotros	you (pl)	asteis	isteis
ellos / ellas	they	aron	ieron

Imperfect		AR	ER / IR
yo	I	aba	ía
tú	you (s)	abas	ías
el/ella	he /she / it	aba	ía
nosotros	we	ábamos	íamos
vosotros	you (pl)	abais	íais
ellos / ellas	they	aban	ían

SER		ESTAR	
D escription	P osition	D escription	P osition
O ccupation	L ocation	O ccupation	L ocation
C haracteristics	A ction	C haracteristics	A ction
T ime	C ondition	T ime	C ondition
O rigin	E motion	O rigin	E motion
R elationship		R elationship	

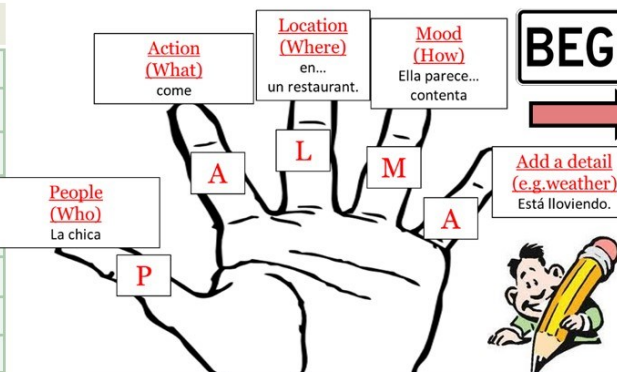
¿Cuántos años tienes?

TENER + NUMBER + AÑOS

NOT SER NOT ESTAR

tengo Once años

¿¿¿ PREGUNTAS ???	
¿Qué?	What?
¿Cuándo?	When?
¿Cuál(es)?	Which?
¿Quién(es)?	Who?
¿Dónde?	Where?
¿Cuánto(s)?	How many / much?
¿Por qué?	Why?
¿Cómo?	How?



PRESENT	PAST	FUTURE
normalmente	ayer	mañana
en general	anteayer	tomorrow
siempre	el lunes pasado	en dos días
todo el tiempo	el fin de semana pasada	in 2 days
a menudo	el mes pasado	el martes próximo
a veces	el año pasado	next Tuesday
de vez en cuando		la semana que viene
nunca		next week
		el año que viene
		next year
		en el futuro
		in the future

Imperfect: Was-ing, were-ing and used to doing

Preterite: Used for completed action, with a beginning and an end

Yes, you can! ¡Sí, se puede!

Future

It hasn't happened yet...so keep the full infinitive - AR / ER / IR

yo	é
tú	ás
el /ella	á
nosotros	emos
vosotros	éis
ellos / ellas	án

en (in/at)

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Opinion	
a mi ver	In my opinion
desde mi punto de vista	From my point of view
diría que	I would say
creo que	I believe that
pienso que	I think that
para mí	For me
opino que	I think that

I like	I don't like
me encanta	odio
me gusta	no me gusta
me chifla	no aguanto
me flipa	detest

"because"

P	porque
P	puesto que
Y	ya que
D	dado que
C	como

OH REALLY? TELL ME MORE

Connectives

y	and
pero	but
o	or
donde	where
también	also
por ejemplo	for example
(des) afortunadamente	(un) fortunately
por otro lado	on the other hand
especialmente	especially
sin embargo / no obstante	however
al principio / primeramente/ primero	firstly
entonces	then
después	after
finalmente	finally
mientras	while

Quantifiers

muy	very
bastante	quite
un poco	a bit
mucho	a lot
raramente	rarely
demasiado/a (s)	too much
casi	almost

Positivo	Negativo
bondadoso/a • caring	aburrido/a • boring
educado/a • polite	vago/a • lazy
gracioso/a • funny	travieso/a • mischievous
listo/a • clever	quisquilloso/a • fussy
extrovertido/a • outgoing	egoísta • selfish

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Key Vocabulary...

MIND MAPPING	A graphical way to represent ideas around your theme. Use of keywords and branches to show breadth of initial ideas.
VISUAL MOODBOARD	A collection of imagery and collaged ideas to present a visual understanding of your theme. Keep to a style of scheme of colour.
ARTIST RESEARCH	Show your understanding of contemporary and historical artists and artistic movements by analysing their work. To draw in their style and discuss your intention.

Always remember...

DON'T LIMIT YOURSELF	<p>Even if it doesn't link to your starting point, it may relate to your theme.</p> <p>Add annotations and sketches to show/explain your thought process.</p>
PRIMARY SOURCES	<p>When researching a theme, collect images, photos, samples, magazine cuttings etc.</p> <p>Make sure all images are relevant.</p>
PRESENTATION	<p>Pull your boards together by being consistent.</p> <p>Stick to a particular style and/or colour scheme.</p> <p>Use DAFONT for titles if unsure.</p>

Picture This...



Deeper Learning...

ANALYSING ARTWORK: - CONTENT:	
----------------------------------	--

- What is the work about?
- Is the work realistic/abstract?
- Has it been exaggerated?
- Are there recurring features?
- What is the theme of the work?
- What message is communicated?

FORM:

- What colour does the artist use?
- What shapes does the artist use?
- What mark-making techniques?
- How big is the work – why?
- Does the artist have a style?

PROCESS:

- How has the work been made?
- What media/material has the artist used?

MOOD:

- How does the work make you feel?
- Does the colour, texture, form or composition effect your mood?
- Does the work reminisce about a dream in any way?

The Big Question...

NEXT STEPS:

- What is your intention?
- How will you use this style?
- What features will you try to replicate?
- How are you going to use this knowledge to further develop your work?
- How are you going to develop your own
- imagery in response to the artist and/or movement?

Activity: Take (10-15) of your own images linked to your theme (primary research) from observation. You will then draw from these images and develop further by exploring different media in the style of your chosen artist and/or movement.

Key Vocabulary...

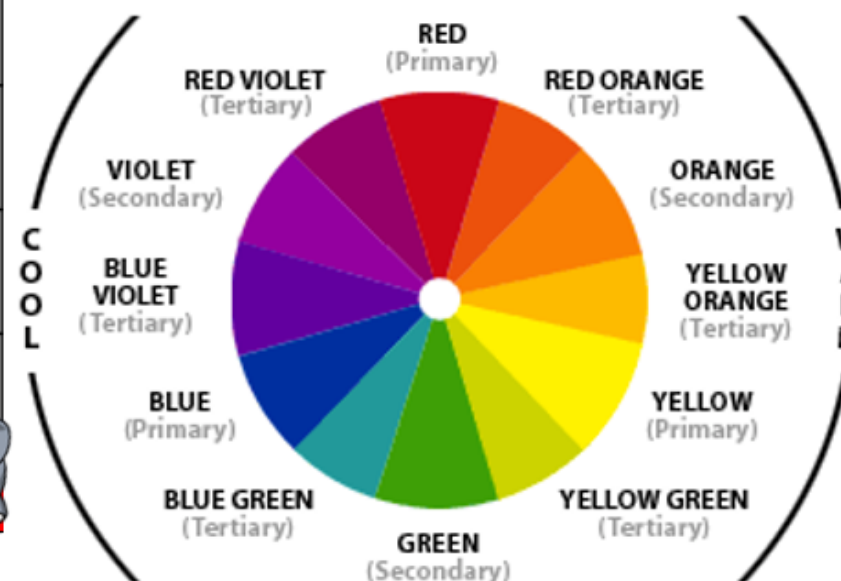
MEDIA	The substance an artist uses to create art e.g. collage, coloured pencils, paint etc.
MATERIALS	The same idea as media but can also refer to what the work is created on e.g. canvas, paper or clay.
TECHNIQUES	The method used to complete the artwork, can be generic such as painting or more focussed such as blending.
PROCESSES	The method used to create artwork that usually follows a range of steps rather than just one skill.

Always remember...

COLOURED PENCILS	<ul style="list-style-type: none"> Apply using a soft circular motion Start with the lightest colours and build up Avoid applying a thick line of tone
WATERCOLOUR	<ul style="list-style-type: none"> Mix your own variations of paint instead of straight from palette Avoid too much water as paper will bobble
ACRYLIC PAINT	<ul style="list-style-type: none"> Mix your own paint instead of out of tub Add colour to white to lighten rather than white to colour.
COLLAGE	<ul style="list-style-type: none"> Rip or cut (not both) Overlap to avoid gaps Use a variety of tones
OIL PASTELS	<ul style="list-style-type: none"> Start with lightest first Press on heavy for strong coverage Blend by overlapping



Picture This...



Complementary

Deeper Learning...



COLOUR THEORY

PRIMARY = RED, YELLOW, BLUE

SECONDARY = ORANGE, GREEN, PURPLE

TERIARY = SECONDARY + PRIMARY

SHADE = ADD BLACK

TINT = ADD WHITE

HARMONIOUS = COLOURS NEXT TO EACH OTHER ON COLOUR WHEEL

COMPLEMENTARY = OPPOSITE ON COLOUR WHEEL

MONOCHROMATIC = ONE COLOUR AND VALUES (LIGHT TO DARK)

HUE = PIGMENT OF ONE COLOUR

WARM = RED, ORNAGE, YELLOW

COOL = BLUE GREEN, PURPLE

The Big Question...

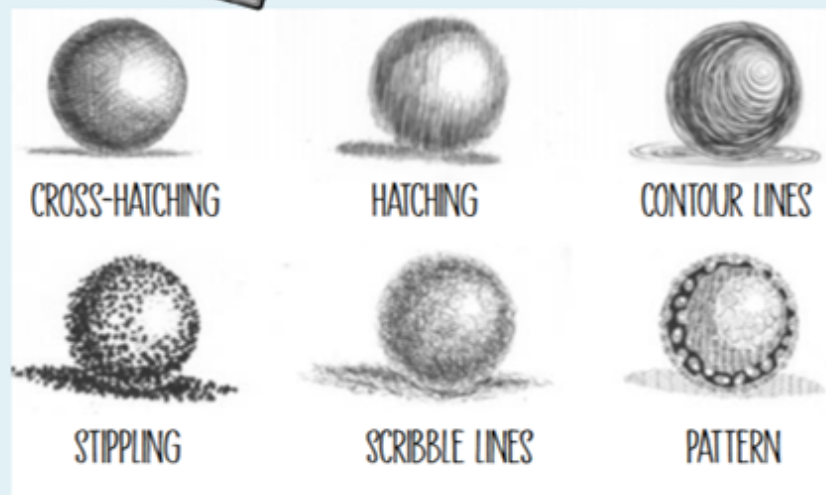

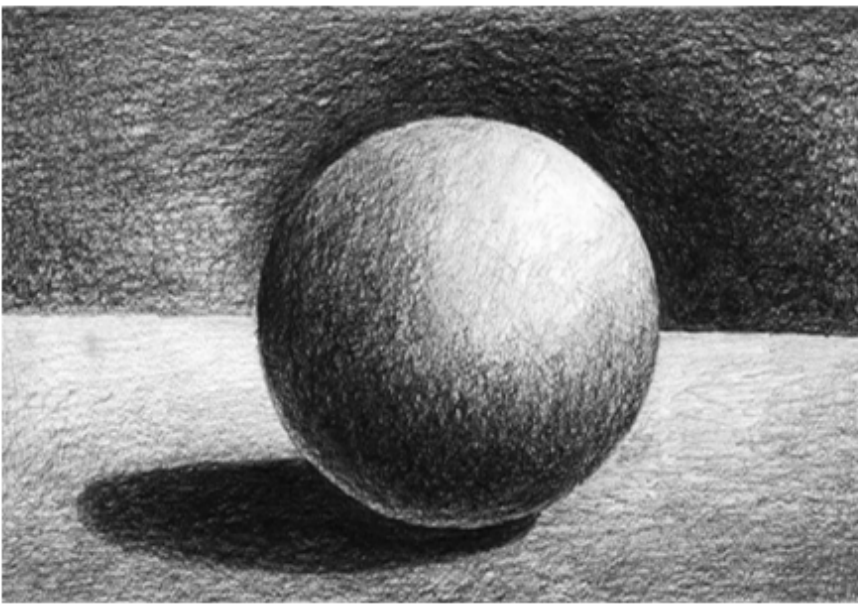
NEXT STEPS:

Have you chosen an image by refining and selecting through your images/drawings?

Have you developed this image further by using a variety of media, materials, techniques and processes?

Have you pushed this further by applying another method?

Activity: Take your favourite drawings and photocopy original before altering. Link to artist style and use a variety of techniques and processes to push further. Change scale and material to add depth to your artwork.

Key Vocabulary...		Picture This...	Deeper Learning...
OBSERVATIONAL DRAWING	Drawing from looking at an image or object.		ANNOTATION: - STEP 1: DESCRIBE <ul style="list-style-type: none"> What is this an image of? What have you done? What was the purpose of the piece? STEP 2: EXPLAIN <ul style="list-style-type: none"> How was the work made? How did you produce the effect? How did you decide on composition? STEP 3: REFLECT <ul style="list-style-type: none"> Why did you use this specific method? Why are some areas better than others? What might you do differently next time? Why might you do it differently? How will you develop in response?
PRIMARY OBSERVATION	Drawing from an object that is directly in front of you.		
SECONDARY OBSERVATION	Drawing from an image.		
PHOTOGRAPHS	Using a camera to record images – this is classed as primary observation.		
SKETCHES	Basic sketches and doodles can act as a starting point to aid in developing an idea.		
Always remember... 		STAGES OF DRAWING BASIC SHAPES > ACCURATE SHAPES > DETAIL > TONE	The Big Question... NEXT STEPS: - <ul style="list-style-type: none"> Produce a range of tones by varying the pressure and layering Consider using softer pencils for darker shades Apply tone using a soft circular motion to create a smooth coverage. Filling all the white gaps and avoid shading in different directions Add detail/interest by applying tone using mark-making techniques Mark-making can be produced by making your own tools/paintbrushes
CROSS-HATCHING	Cross-hatching uses fine parallel lines drawn closely together to create the illusion of shade or texture in a drawing. It is the drawing of two layers of hatching at right-angles to create a mesh-like pattern.		
HATCHING	For pencil or pen-and-ink drawing. Hatching is one of the quickest ways to fill in the dark areas. By drawing a lot of fine lines that are parallel, the area as a whole is perceived as being darker.		
STIPPLING	The art or process of drawing, painting, or engraving using numerous small dots or specks.		
Activity: Try to annotate or evaluate whenever you have an idea or a change in direction. Write about a technique that was successful or if something didn't go as planned.			

Key Vocabulary...	
ROUGH IDEA	Basic sketches of a final idea. Label to ensure clarity.
VISUAL OR MAQUETTE	An image or model created from selected materials (usually smaller in scale than intended).
FINAL PIECE	An image or sculpture that is the end product of your project/journey. Visual representation of pulling all prep work together to showcase your ideas and journey.

Always remember...

RULE OF THIRDS	The rule of thirds is a guideline which applies to the process of composing visual images. The horizon sits at the horizontal line dividing the lower third of the photo from the upper two-thirds.
LEADING LINES	Leading lines refers to a composition technique whereby the viewer's eye is attracted to lines that lead directly to the principle subject in the image.
BALANCED ELEMENTS	When different parts of a photo command your attention equally, perfect balance is achieved.
CROP	Cropping is the removal of unwanted outer areas from a photograph or illustrated image.



Picture This...

COMPOSITIONAL LAYOUTS:



RULE OF THIRDS



LEADING LINES

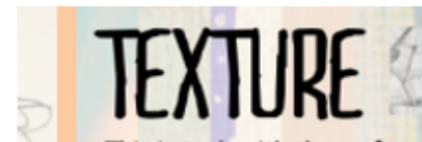


BALANCED ELEMENTS



CROP

FORMAL ELEMENTS



Deeper Learning...



FORMAL ELEMENTS OF ART: -

COLOUR: Primary colours cannot be mixed by using any other colours but in theory, all other colours are made from them.

Red + Yellow = Orange
Blue + Yellow = Green
Red + Blue = Purple

Orange, Green and Purple are secondary colours. All other colours (primary + secondary = tertiary).

Colour schemes could be adhered to fit with theme.

SHAPE: An area closed by line. Geometric or basic.

FORM: Form is a 3D shape which can be sculpted using clay, wire or Modroc.

In 2D art, tone and perspective can be used to create an illusion of 3-dimensions using light and dark to create shadows.

TEXTURE: Surface quality. The way it feels physically or the way it is made to feel.








TONE: Light to dark to create depth. This could be a shade or how dark or light a colour appears. Tones are created by the way the light falls onto a 3D object.

PATTERN: Created by repeating lines, shapes, tones or colour. The design used to create a pattern is often referred to as a motif. Motifs can be simple shapes or complex arrangements.

Patterns can be man-made, like a fabric or wallpaper design, or natural, such as the markings on animal fur.

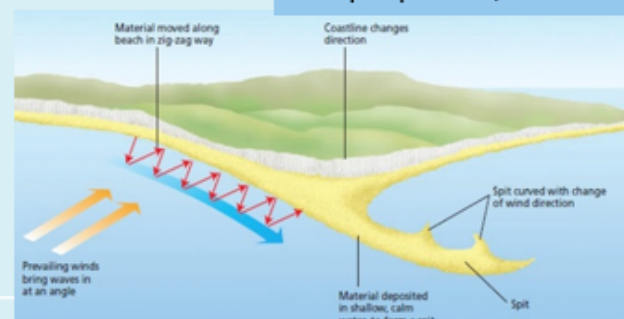
LINE: Line can be used to portray different qualities such as: contours, feelings or expressions and movements.

Activity: Create a draft copy of your final design ideas. Make sure to label and photocopy sections if using a combination of a number of pieces.

MEAT	Meat is the flesh and organs of an animal that is used for food		
Meat that has been labelled British has to come from animals which have been bred, born, reared and slaughtered in Britain 		<u>Cooking Meat products</u> We need to cook meat for various reasons, such as: <ul style="list-style-type: none"> To make it safe to eat To make the meat tender ensuring its easy to digest To improve the colour To improve the flavour 	
<u>Animal Welfare</u> Animal welfare refers to the well-being of the animal. It gives assurance that the animal has been reared without any pain, injury or disease, has plenty of shelter and comfort and access to clean water and healthy food.  		<u>Meat from sheep</u> Lamb — young sheep under 1 year old Hogget — Sheep older than 1 year Mutton — An older sheep 	
<u>Beef</u> Beef is the meat obtained from cows. It comes in many forms such as joints for roasting, steaks for quick cooking, and mince for frying.  <u>Veal</u> Is the meat from young male cows		<u>Offal</u> Offal is the name given to the edible organs of an animal such as kidneys, lungs, heart, liver and tongue. 	
<u>Pork</u> Pork is the meat obtained from pigs. It comes in many forms such as gammon joints, bacon rashers, and roasting joints such as leg. 		<u>Nutrition</u> Meat and meat products are a good source of nutrition. Nutrients present in most meat items include: Protein—Fat—Vitamins A & D— B Vitamins—Iron—and Zinc	
<u>Other meats</u> Goat, Rabbit, Horse, Venison		<u>Portion size</u> We should eat around 80g as a portion	
		<u>Marinades</u> Marinades are used to tenderise and flavour meat before cooking. Usually an acid such as lemon juice or vinegar is used along with herbs and spices	
		<u>Cooking Meat products</u> Some types of meat, such as steak, require a quick style of cooking however, some items such as beef brisket require a long, slow style of cooking. This is due to the amount of collagen contained in the cut that needs to be broken down over time to make the meat tender and digestible	
		<u>Methods of cooking</u>  <ul style="list-style-type: none"> Grilling—suitable for bacon, chops, steak Roasting—larger joints such as pork leg Braising—a moist method suitable for brisket or lamb shanks Stewing—a moist and slow method suitable for oxtail 	
<u>Fat content of meat</u> Meat and meat products can be high in saturated fat and there are many ways which to reduce the saturated fat. You could trim the fat off bacon. You could dry fry steaks or grill them. You could choose leaner cuts. You could skim the fat off stews or a Bolognese.		<u>The effect of heat on meat and fish</u> The proteins coagulate when heat is applied. At 60°C the proteins begin to change their shape and structure. This is called denaturation .	
<u>What happens when meat is cooked</u> When meat is cooked many chemical and physical changes occur that affect the sensory attributes. <ul style="list-style-type: none"> Changes in colour—browning— called the Maillard affect Proteins shrink and lose moisture Connective tissue softens /Collagen melts making the meat more tender The fat melts or renders The flavour enhances 		<u>Safe storage and preparation of Meat</u> Raw meat should be prepared on a RED chopping board. Once cooked meat should then be cut on a YELLOW chopping board. Raw meat should be stored in a fridge at 5°C or frozen at -18°C	

Formation of Coastal Spits - Deposition

Example: Spurn Head, Holderness Coast.



- 1) Swash moves up the beach at the angle of the prevailing wind.
- 2) Backwash moves down the beach at 90° to coastline, due to gravity.
- 3) Zigzag movement (Longshore Drift) transports material along beach.
- 4) Deposition causes beach to extend, until reaching a river estuary.
- 5) Change in prevailing wind direction forms a hook.
- 6) Sheltered area behind spit encourages deposition, salt marsh forms.

How do waves form?

Waves are created by wind blowing over the surface of the sea. As the wind blows over the sea, friction is created - producing a swell in the water.

Types of Weathering

Weathering is the breakdown of rocks where they are.

Carbonation	Breakdown of rock by changing its chemical composition.
Mechanical	Breakdown of rock without changing its chemical composition.

What is Deposition?




When the sea or river loses energy, it drops the sand, rock particles and pebbles it has been carrying. This is called deposition.

Types of Transportation

A natural process by which eroded material is carried/transported.

Solution	Minerals dissolve in water and are carried along.
Suspension	Sediment is carried along in the flow of the water.
Saltation	Pebbles that bounce along the sea/river bed.
Traction	Boulders that roll along a river/sea bed by the force of the flowing water.

Mechanical Weathering Example: Freeze-thaw weathering

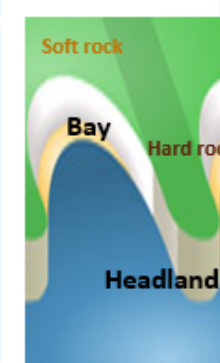
Stage One		Stage Two		Stage Three	
Water seeps into cracks and fractures in the rock.		When the water freezes, it expands about 9%. This wedges apart the rock.		With repeated freeze-thaw cycles, the rock breaks off.	

Types of Erosion

The break down and transport of rocks - smooth, round and sorted.

Attrition	Rocks that bash together to become smooth/smaller.
Solution	A chemical reaction that dissolves rocks.
Abrasion	Rocks hurled at the base of a cliff to break pieces apart.
Hydraulic Action	Water enters cracks in the cliff, air compresses, causing the crack to expand.

Formation of Bays and Headlands

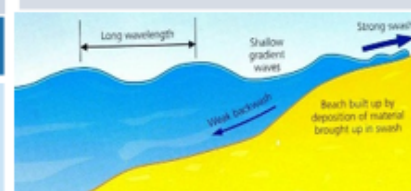


- 1) Waves attack the coastline.
- 2) Softer rock is eroded by the sea quicker forming a bay, calm area causes deposition.
- 3) More resistant rock is left jutting out into the sea. This is a headland and is now vulnerable to erosion.

Types of Waves

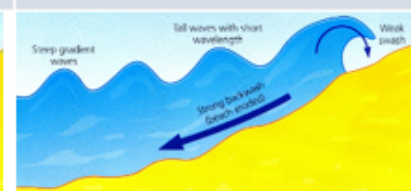
Constructive Waves

This wave has a **swash that is stronger** than the backwash. This therefore builds up the coast.



Destructive Waves

This wave has a **backwash that is stronger** than the swash. This therefore erodes the coast.



Formation of Coastal Stack



Example:
Old Harry
Rocks,
Dorset

- 1) Hydraulic action widens cracks in the cliff face over time.
- 2) Abrasion forms a wave cut notch between HT and LT.
- 3) Further abrasion widens the wave cut notch to form a cave.
- 4) Caves from both sides of the headland break through to form an arch.
- 5) Weather above/erosion below - arch collapses leaving stack.
- 6) Further weathering and erosion leaves a stump.

Hard and soft engineering strategies

	Defence	What it is	Benefits	Costs
Hard Engineering	Sea Wall	A wall made out of a hard material like concrete that reflects waves back to sea.	It prevents erosion of the coast. It also acts as a barrier to prevent flooding.	It creates a strong backwash that erodes under the wall. Expensive to build and maintain.
	Gabions	A wall of wire cages filled with rocks, usually built at the foot of cliffs.	Gabions absorb wave energy and so reduce erosion. They're cheap and easy to build.	They're ugly to look at and the wire cages can corrode over time.
	Rock Armour	Boulders that are piled up along the coast. (It's also sometimes called rip-rap.)	It absorbs wave energy, reducing erosion and flooding. It's a fairly cheap defence.	Boulders can be moved around by strong waves, so they need to be replaced.
	Groynes	Wooden or stone fences that are built at right angles to the coast. They trap material transported by longshore drift.	They create wider beaches which slow the waves. This gives greater protection from flooding and erosion. They're a fairly cheap defence.	They starve beaches further down the coast of sand, making them narrower. Narrow beaches don't protect the coast as well, leading to greater erosion.
Soft Engineering	Beach Nourishment and Reprofilling	Sand and shingle from elsewhere (e.g. from the seabed) or from lower down the beach that's added to the upper part of beaches.	It creates wider beaches which slow the waves. This gives greater protection from flooding and erosion.	Taking material from the seabed can kill organisms like sponges and corals. It's a very expensive defence. It has to be repeated.
	Dune Regeneration	Creating or restoring sand dunes by nourishment, or by planting vegetation to stabilise the sand.	Dunes create a barrier between land and sea and absorb wave energy, preventing flooding and erosion. Stabilisation is cheap.	The protection is limited to a small area. Nourishment is very expensive.

Erosion is a natural process which shapes cliffs. Over time, erosion can cause cliff collapse - therefore the coastline needs to be managed. **Hard engineering** involves building artificial structures which try to control natural processes. Each engineering strategy has its advantages and disadvantages.

Soft engineering does not involve building artificial structures but takes a more sustainable and natural approach to managing the coast. Each strategy has its advantages and disadvantages for use.

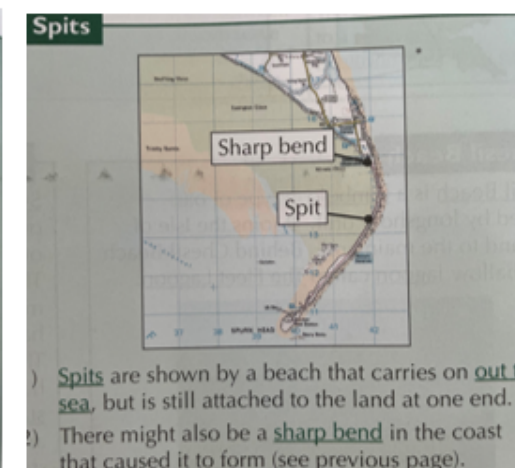
Question: "To what extent can the coastal management on the Holderness Coast be considered a success?"

1. **BUG** the question by boxing the command word and underlining the content you need to write about.
2. List the key vocabulary you will use.
3. Create a plan of what you would write in each paragraph.
4. Practice writing your answer from memory.
5. Don't forget about SPAG (spelling, punctuation and grammar)

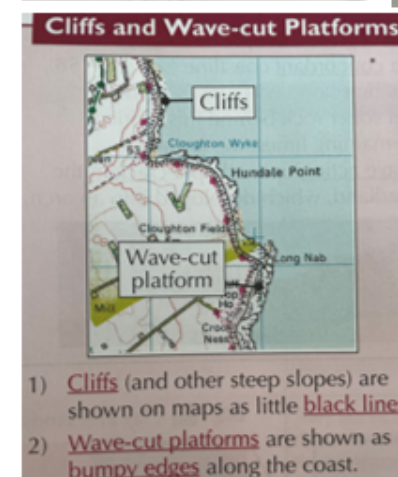
How to find landforms on a map.



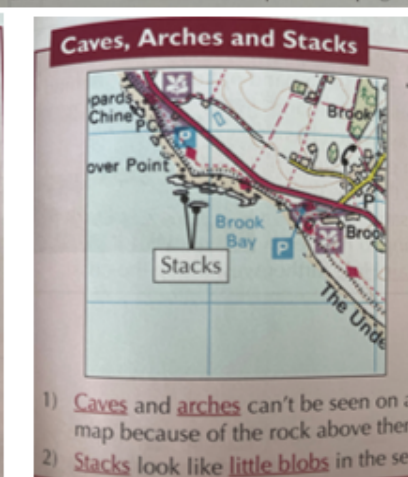
- 1) Sand beaches are shown on maps as pale yellow.
- 2) Shingle beaches are shown as white or yellow with speckles.



- 1) Spits are shown by a beach that carries on out to sea, but is still attached to the land at one end.
- 2) There might also be a sharp bend in the coast that caused it to form (see previous page).



- 1) Cliffs (and other steep slopes) are shown on maps as little black lines.
- 2) Wave-cut platforms are shown as bumpy edges along the coast.



- 1) Caves and arches can't be seen on a map because of the rock above them.
- 2) Stacks look like little blobs in the sea.

Key Vocabulary...		Timeline			Important People	
USSR (Soviet Union)	A collection of nations including Russia which were all governed by a single communist government from 1917-1991.	Yalta Conference	1945	A conference in February where Churchill, Stalin and Roosevelt met to discuss post-war Europe.	Josef Stalin	Communist leader of the USSR from 1923 until his death in 1953. Led the country during WWII.
Dictatorship	A system of government in which one person has absolute power to make all decisions.	Potsdam Conference	1945	A conference in July where Attlee, Stalin and Truman met to discuss post-war Europe.	Winston Churchill	British politician and statesman who was the Prime Minister during WWII.
Communist	A political system in which the government controls everything including all wages and businesses.	First use of nuclear bomb.	1945	In August the USA dropped two nuclear weapons on Japan.	Franklin D. Roosevelt	Longest serving US President of all time until his death in 1945. Led the USA during WWII.
Capitalist	Political ideas which are focussed little government intervention, and the right to freely trade to make money.	Iron Curtain Speech	1946	Churchill gives a speech in the US in which he says that Europe has been divided by an 'Iron Curtain'.	Harry S. Truman	Was Roosevelt's vice president and became the president on his death and served from 1945-53.
Cold War	A state of mistrust and tension between two or more countries. Not an actual war but the threat of war.	US intervention in Greece and Turkey	1947	The defeated Germany is forced to accept harsh terms for peace after losing WWI.		
Conflict	Opposing actions between two different groups, if violent it can be called a war.	Truman Doctrine	1947	Truman unveils his new policy which is aimed at stopping the spread of communism.		
Tension	The potential for disagreements and opposing ideas to turn into conflict.	Berlin Blockade	1948-9	Stalin blocks land access to West Berlin, the West supplies it by air		
Democracy	The idea that a nation should choose its own leaders.	Formation of NATO	1949	NATO, the alliance of capitalist countries is created to help defend the West.		
What changed over the period?		Always Remember...			Exam Questions	
In 1945, the United States along with Britain were in a successful wartime alliance against Nazi Germany. As soon as this war was won, the Grand Alliance started to break down as disagreements over the future of Europe allowed old enmities to resurface. By 1949, the USA and the USSR were locked in a state of Cold War, not daring to attack each other directly for fear of nuclear weapons but working against each other's interests wherever possible around the world.		<ul style="list-style-type: none">The alliance between the USA and USSR was a marriage of convenience, it only worked whilst they had a common enemy: Nazi Germany.The USA was <u>capitalist</u> and the USSR was communist. These are opposite systems and incompatible with each other.Europe was divided between countries in the Soviet 'sphere of influence' and 'Western' countries, which had capitalist democratic governments. This divide was called the 'Iron Curtain'.			<p>Write a narrative account of how the conferences of 1945 led to an increase in tension between East and West. (8)</p> <p>The Berlin Blockade was the main cause of tension in the 1940s. How far do you agree with this statement? (16)</p>	
Remember that there are also 2 source questions on the Conflict and Tension exam paper - Find examples of these at AQA Subjects History						

Key Vocabulary...		Timeline			Important People	
USSR (Soviet Union)	A collection of nations including Russia which were all governed by a single communist government from 1917-1991.	NATO formed	1949	The North Atlantic Treaty Organisation, an alliance of capitalist countries.	Josef Stalin	Communist leader of the USSR from 1923 until his death in 1953. Controlled the Eastern Bloc with harsh measures.
De-Stalinisation	A process of change after the death of Stalin where the USSR would pursue a more peaceful approach beginning in 1953.	Death of Stalin	1953	The leader of the USSR dies leading to a power struggle amongst his possible successors.	Nikita Khrushchev	By 1956 he had become the successor to Stalin and tried to take a more peaceful approach until the Hungarian Uprising.
Sputnik	The world's first man-made satellite, launched by the USSR in 1957, starting the Space Race.	West Germany joins NATO	1955	The USSR feels threatened as West Germany brought into the alliance.	Dwight D. Eisenhower	President of the USA from 1953 until 1961. Refused to apologise for the US spying on the USSR and lying about it.
Brinkmanship	A risky game of pushing the threat level to the limits to encourage the other side to back down.	Warsaw Pact formed.	1955	An alliance of communist countries formed to oppose NATO.	John F. Kennedy	President of the USA from 1961 until his assassination in 1963. Failed to respond to the Berlin Wall but dealt with the Cuban Missile Crisis well.
Arms Race	A continual build-up of weapons and soldiers to gain an advantage over the other side.	The Secret Speech	1956	Khrushchev gives a speech in which he signals de-Stalinisation.		
Intelligence	Information about the enemy gained by spying or some other secret way.	The Hungarian Uprising	1956	Led by Imre Nagy, the Hungarian people rebel against communism.		
ICBM	Inter-continental ballistic missile, developed in the 1950s to launch nuclear weapons across the world.	Development of ICBMs	1957	The USSR develops the technology to use nuclear weapons without dropping them from planes.		
Summit	A meeting between the overall leaders of different countries.	Launch of Sputnik I	1957	Both sides fear weapons orbiting over their territories in satellites.		
		U2 Spy Plane Crisis	1960	A US plane is shot down in the USSR derailing the Paris Peace Summit.		
		Berlin Wall Built	1961	A wall is built overnight separating West Berlin from East Germany.		
What changed over the period?		Always Remember...			Exam questions	
After the death of Stalin, Khrushchev became the Soviet leader and gave his 'Secret Speech' which signalled that the USSR would take a more peaceful approach and try to coexist with the West. This was proven to be false when Khrushchev sent tanks into Hungary in 1956 to deal with the uprising there. By the late 1950s the Space Race was well underway and ICBMs had made the Cold War even more serious. When Kennedy took office in the USA in 1961 he inherited a very poor relationship with the East which was immediately worsened by the building of the Berlin Wall.		<ul style="list-style-type: none">The leaders of the USSR and the USA changed but the differences between their political and economic systems did not.NATO was formed in 1949 but the Warsaw Pact was not formed until 1955, when West Germany was invited into NATO. The USSR had fought a brutal war against Germany which had killed tens of millions, to allow Germany into the enemy alliance was too close for the USSR.The nuclear arms race was well underway by the 1950s but the development of H-bombs and ICBMs only increased the perceived threat.			<p>Write a narrative account of how the Hungarian Uprising led to an increase in tension between East and West. (8)</p> <p>The Space Race was the main cause of tension in the 1950s. How far do you agree with this statement? (16)</p>	
Remember that there are also 2 source questions on the Conflict and Tension exam paper - Find examples of these at AQA Subjects History						

Key Vocabulary...	
Monotheistic	The belief in one God who is transcendent
Transcendent	The belief that God is above and beyond human understanding
Omnipotent	The belief that God is all powerful
Omniscient	The belief that God is all seeing & all knowing
Omnibenevolent	The belief that God is all loving
Trinity	The belief in one God in three parts: the Father who is transcendent, the Son who is immanent & personal and the Holy Spirit who is immanent and personal.
Immanent	The belief that God is with humans.
Incarnation	The belief that God becomes flesh, becomes human in the person of Jesus.
Messiah	A title for Jesus – the chosen one.
Resurrection	The belief that Jesus rose from the dead on Easter Sunday.
Crucifixion	The belief Jesus died on a cross and suffered as he was human, he was the incarnation. Christians believe he died to bring salvation to humans.
Salvation	Being saved from sin through belief in Jesus' teachings, death and resurrection and by doing good deeds.
Judgement	People will be judged on how they have lived to decide what happens to them in the afterlife.



Picture This...	
	Trinity The belief in one God in three persons: the Father (God) who is transcendent, the Son (Jesus) who is immanent & personal and the Holy Spirit who is immanent and personal.
	Creation Some Christians are creationists and believe the account of creation in Genesis is literally true: God created the world in 6 days and rested on the seventh. Other Christians believe the Genesis story has a truthful message that God created the universe and all life, but the story is not literally true and it needs to be interpreted. Christians believe the Trinity was involved in Creation: God the father created the world, the word (Jesus) was with God in the beginning and the Holy Spirit works in the world and in creation.
	Incarnation Crucifixion Resurrection Christians believe in the incarnation of Jesus as they believe in his virgin birth, a voice at his baptism said "This is my son with whom I am well pleased" and he was resurrected after death. The crucifixion influences Christians as they believe Jesus suffered on the cross as a human, and when they suffer Jesus is with them, he is immanent. Resurrection influences them as it gives them hope for the afterlife, good over evil and reward in heaven.

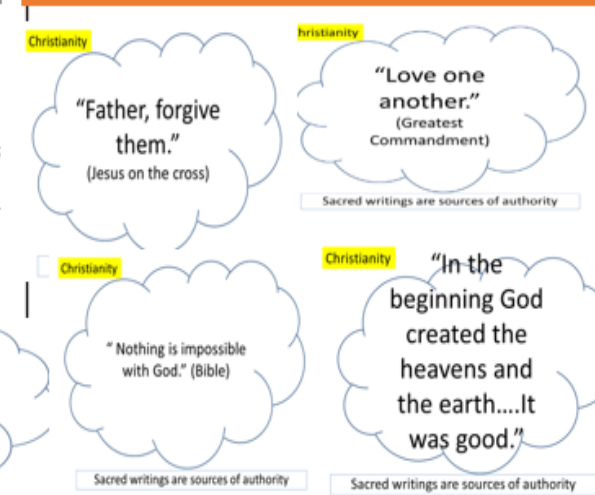
Always Remember...

Christians believe in one God who is understood in three parts or persons: God the Father, Jesus the son and the Holy Spirit. This is called the Trinity.

Deeper Learning...







Create a connection map to show the links between Christian beliefs and Christian practices in how a Christian worships God and the festivals they celebrate.

Sacred writings



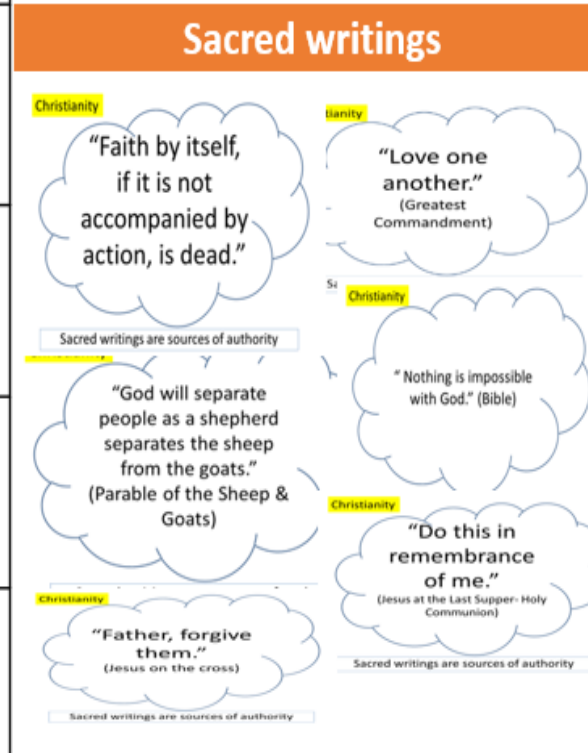
Activity – Plan your evaluation answer to 12 mark questions.

1. "The stories of the incarnation prove Jesus was the Son of God." 2. "There is no such place as hell." 3. "The best way to gain salvation is to obey God's law."

Key Vocabulary...		Picture This...		Always Remember...
Worship	Worship is the act of religious praise to give thanks to God and ask for forgiveness . It shows their love of God.		Salvation Atonement Reconciliation	Fixing a broken relationship, for example, when Jesus died on the cross he fixed the broken relationship between God and humans caused by sin. He atoned for human sin and gave salvation.
Public & private	Worship can be in public in a church with other Christians and it can also be in private on their own.			
Liturgical	Worship which follows a set pattern each time, for example, prayers, Holy Communion, reading the Bible. Roman Catholic and Church of England worship in a liturgical way.			
Non-liturgical	Worship which does not follow a set pattern each time, for example, not celebrating the Holy Communion at every service but spending more time reading the Bible. Methodist and Baptist churches worship in a non-liturgical way.		Christian Aid	Christian Aid is a Christian charity which provides development aid and emergency aid to those in need. They donate money and pray for those who are in need and living in poverty.
Spontaneous	Worship which follows no structure at all but is guided by the Holy Spirit: Quaker Christians sit in silence until someone feels moved to speak by the Holy Spirit.			
Sacrament	A outward ceremony/sign of an inward, deep spiritual meaning. Holy Communion and baptism are sacraments. The bread & wine at Holy Communion mean the body & blood of Jesus' sacrifice on the cross and the water of baptism symbolises the washing away of sin and welcoming a person into Christianity.		Persecution	When a religious person is bullied and received bad treatment because of their religion, for example, not being able to build a church, being put in prison or even killed.
Transubstantiation	The belief Roman Catholic Christians have that the bread & wine at Holy Communion actually miraculously turns into the body & blood of Jesus' sacrifice.		Corrymeela Community	In Northern Ireland – a centre to work for reconciliation.
Pilgrimage	A religious and spiritual journey, for example, to Lourdes (France) and Iona (Scotland).		Church growth	The church is growing rapidly in South America, Africa and Asia, but not in Europe, USA and Middle East.
Mission	Mission is the calling to spread the faith. The church has a mission to tell people about the Son of God (Jesus) who came into the world to bring salvation. Jesus gave the disciples the Great Commission when he asked them to go out into the world to spread his teachings.			
Evangelism	When a Christian spreads the faith by telling other about Jesus' teachings.			
Persecution	When a religious person is bullied and received bad treatment because of their religion, for example, not being able to build a church, being put in prison or even killed.		Street Pastors	Street Pastors are trained Christians who help the most vulnerable on the streets. They put agape (unconditional love) into practice.
Atonement	Paying the price for sin.			
Reconciliation	Fixing a broken relationship, for example, when Jesus died on the cross he fixed the broken relationship between God and humans caused by sin. He atoned for human sin and gave salvation.			







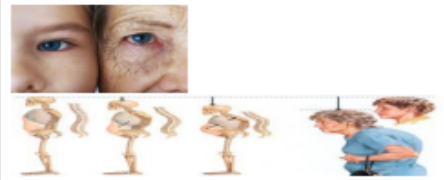
Christians believe in one God who is understood in three parts or persons: God the Father, Jesus the son and the Holy Spirit. This is called the Trinity. The Trinity is active in a Christian's life.




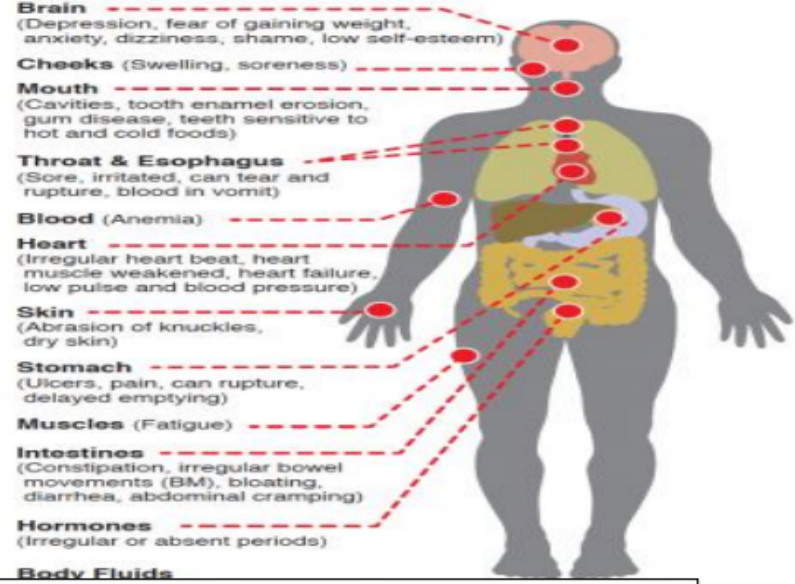
Deeper Learning...
Create a connection map to show the role of the church in the local community and the world wide community.



Activity – Plan your evaluation answer to 12 mark questions.
1. "The most important duty of a Christian is to worship God." 2. The best way to understand God is to go on a pilgrimage." 3. "Evangelism is wrong." 4. "Baptism is the most important sacrament."

Health and Social Care Knowledge Organiser: Component 1 Human Lifespan Development - Learning Aim A: Understand human growth and development across life stages and the factors that affect it

A1 – How do people grow and develop throughout their lives? The whole person - Physical, Intellectual, Emotional, Social Development (PIES) Remember health and well-being is about meeting the needs of the whole person. (Holistic approach).		Lifestages 1. Infancy (0 – 2 years) 2. Early childhood (3 – 8 years) 3. Adolescence (9 – 18 years) 4.. Early adulthood (19 – 45 years) 5. Middle adulthood (46 – 65 years) 6. Later adulthood (65+ years).
Physical Health – Healthy body systems, regular exercise, a healthy diet, regular sleep patterns, good personal hygiene, access to shelter and warmth		Milestones - A significant event or stage in life, progress, development.
 <p>Infancy (Physical)</p>  <p>Childhood (Physical) Gross and fine motor skills.</p>  <p>Weight, growth</p>  <p>reflexes</p>	 <p>Adolescence - Male</p>	 <p>Adolescence - Female</p>
<p>Older Adulthood</p> <p>Ageing process is very slow, some people only notice changes in their 60's.</p> <p>Thinner and less sensitive skin.</p> <p>Wrinkles.</p> <p>Bones more brittle.</p> <p>Stiffer joints.</p> <p>Reduced height and some bending.</p> <p>Weaker muscles.</p> <p>Less balance</p> <p>Senses and breathing less effective.</p> <p>High blood pressure.</p> <p>Less insulin produced.</p> 	<p>Intellectual Development</p> <p>Infancy</p> <p>Language development – babbling, sounds, words</p> <p>Childhood</p> <p>Language development, imaginative, recognition, understanding.</p> <p>Adolescence</p> <p>Brain continues to develop, there are still many differences in how a middle aged adolescent thinks compared to an adult.</p> <p>Adulthood</p> <p>Job, independence, learning new skills.</p> <p>Comes from keeping the brain healthy and active through opportunities to learning, skills, communication and problem solving.</p>	<p>Social and Emotional Development</p> <p>Feeling safe, secure, able to express self, be respected, having a positive self-concept, friendships and strong family relationships.</p> <p>Infancy</p> <p>Likes to please adults and to perform for an audience</p> <p>May become anxious or distressed if separated from known adults</p> <p>May use comfort object</p> <p>Mostly cooperative and can be distracted from unwanted behaviour</p> <p>Plays alongside other children</p> <p>Childhood</p> <p>Makes friends but may need help in resolving disputes</p> <p>Developing understanding of rules, but still finds turn-taking difficult</p> <p>Enjoys helping others and taking responsibility</p> <p>Learns lots about the world and how it works, and about people and relationships</p> <p>Makes friends (often short-term) and plays group games</p> <p>Needs structure and a routine to feel safe</p> <p>When behaviour is 'over the top', they need limits to be set</p> <p>Adolescence</p> <p>It becomes important to fit in with a peer group (a group of people who are the same age and very important to an individual). They also start to experiment with sexual relationships.</p> <p>They depend on peer advice, and feel they need to be accepted by their peers which mean they can change their clothes, interests and behaviour.</p> <p>Some may even go as far as to behave in a wrong way, just to fit in. For example?</p> <p>Adulthood</p> <p>Young adults often have no responsibility and can go out and spend their money as they like. What social activities would they do?</p> <p>Most adults have to balance their social life with work and family responsibilities.</p>
<p>P1: Extended Write: Describe the physical, intellectual, emotional and social development for 3 life stages for a chosen individual and explain how one area of development can impact another area of development</p>		

A2 –Factors affecting growth and development Physical, Intellectual, Emotional, Social Development (PIES)		Lifestages 1. Infancy (0 – 2 years) 2. Early childhood (3 – 8 years) 3. Adolescence (9 – 18 years) 4.. Early adulthood (19 – 45 years) 5. Middle adulthood (46 – 65 years) 6. Later adulthood (65+ years)
Milestones - A significant event or stage in life, progress, development. Life Expectancy- How long people are expected to live Life Course - The path of the human cycle.		
1. Physical factors a) Genetic inheritance b) Diet and lifestyle choices c) Experience of illness and disease d) Appearance) 2. Economic factors a) Income/ wealth b) Material possessions	3. Social, Cultural and emotional factors a) Educational experiences b) Culture, e.g. community involvement, religion, gender c) Influence of role models d) Influence of social isolation e) Personal relationship with friends and family  	Delayed development - When a child's development lags behind the developmental norms or developmental milestones for his/her age. This can be caused by:- Brain damage, Poor social interaction with carers, genetic disorders, Visual disability, Hearing disability, Poor nutrition. 
		Genetic Disorders Coeliac disease Person cannot digest gluten. Gluten causes immune system to attack lining of small intestine. May require dietary control/gluten-free diet Cystic Fibrosis Caused by defective gene – a damaged gene that doesn't work properly. It leads to production of defective protein causing mucus production in lungs, pancreas & intestines. This causes problems breathing. Rheumatic disease Covers a wide range of disorders involving inflammation of joints, ligaments, bones & muscles. Rheumatoid arthritis affects approx. 8/1000 in UK – increased risk through genetics. Asthma Airways become swollen, Can be caused by genetics. With most genetic diseases, people can normally lead a healthy life but their needs may differ. It is very common for childhood illnesses to result in periods away from school which effects opportunities for learning, socialising and playing and making friends with other children. If a young person is not able to do some of the things that other children do, for example going to parties or playing sports they may feel different to other children, and perhaps become isolated and feel frustrated and angry.
Effects of a poor diet		Social Class Social class effects the development of children in numerous ways. Low social class effects the health, well-being and education of the parents, all fundamental factors in the development of young people. Young people are often taught to fit in with their social class, thus developing a personality that correlates with their social status. In school, teachers may give special opportunities to certain groups and often have higher expectations of children from higher social classes. There is no evidence to suggest that children from lower social classes have lower IQ's, though it is well known that they may have fewer education opportunities, for example, fewer books, poorer access to technology and the internet. Social class of parents has been linked to their educational attainment, which will affect the aspirations and expectations parents will have for their own children, resulting in reduced social mobility and transit between classes, especially for the offspring of lower social class parents. Stress Stress commonly causes or exacerbates illnesses. Stress has been linked to the development of problems such as high blood pressure, coronary artery disease, and is thought to 'switch on' genetic markers for other diseases. People living with a chronic disease, for example, muscular skeletal problems or respiratory disease, often find that the symptoms of their disease are heightened when suffering stress. Before adulthood people's tolerance for stress is lower and often need other people to help them regulate the amount of stress that they are exposed to. For the young person, too much stress can 'overload' the nervous system, leading to emotional and behavioural difficulties. It is not uncommon for young people when exposed to stress to regress to earlier and less advanced developmental stages. Housing Children living in poor, cramped accommodation can experience disturbed sleep, hyperactivity, poor diet, bedwetting and soiling, aggression and higher rates of accidents and infectious disease.
P2 Explain how different factors have affected growth and development of a selected individual. M1 Compare the different factors that have affected growth and development across three life stages for a selected individual D1 Assess the changing impact of different factors in the growth and development across three life stages of a selected individual. (To include 2 from physical and Social and 1 from cultural).		

The Baroque Era: 1600-1750

Main composers: Bach, Handel, Vivaldi, and Purcell

Main features of the music:

- Use of ornaments and terraced dynamics.
- Energetic rhythmic movement.
- Major/Minor key system (diatonic).
- Orchestras are mainly strings.
- Use of harpsichord, recorders, flute and horns.
- Use of basso continuo (see AOS2)

The Classical Era: 1750-1810

Main composers: Mozart, Beethoven, and Haydn

Main features of the music:

- Four sections to the orchestra.
- Melodies less complex than Baroque.
- More variety and contrast in the music.
- Frequent changes in mood, timbre and dynamics.

The Romantic Era: 1810-1910

Main composers: Chopin, Wagner, and Tchaikovsky

Main features of the music:

- Thematic ideas and use of the leitmotif.
- Increased variation in dynamics.
- Use of chromatic notes and extended chords.
- Further expansion of the orchestra.
- Development of the brass section.
- Descriptive music and links to other art forms

Musical Form and Structure

In GCSE music, you must be able to identify the following forms:

- Binary form - A B
- Ternary form - A B A
- Rondo form - A B A C A
- Minuet and Trio - Minuet Trio
- Minuet
- Variation form - Theme Variation 1, 2, 3 etc.
- Strophic form - A A A A

Other key terms

- **Monophonic** - One unaccompanied part or voice.
- **Homophonic** - Many parts that move together. Melody and accompaniment is a type of homophonic texture.
- **Polyphonic** - 2 or more different parts that are of equal importance.
- **Unison** - All together. Could be considered monophonic if played at the same pitch.
- **Parallel motion** - Parts move in the same direction.
- **Contrary motion** - Parts move in different directions.
- **Interval** - The gap/space between 2 different notes.

- **Repetition** - The exact repeat of a musical idea.
- **Contrast** - A change in the musical content.
- **Anacrusis** - A lead in. A note or beat before the first full bar of a piece.
- **Imitation** - When a musical idea is copied in another part.
- **Sequence** - The repetition of a motif (short melody) in the same part but at a different pitch.
- **Ostinato** - A musical pattern repeated many times. This is known as a riff in modern music.
- **Syncopation** - Off beat or where the weaker beats of a rhythm are emphasised.
- **Dotted rhythms** - A dot placed after a note. This increases the note by half its own value, giving a jagged effect to the rhythm.
- **Drone** - A repeated or sustained note or notes held throughout a passage of music. The drone will be diatonic and use either the Tonic or the Tonic and Dominant notes.
- **Pedal** - A held or repeated note, against which changing harmonies are heard.
- **Canon** - A device in which a melody is repeated exactly in another part while the initial melody continues and develops.
- **Conjunct movement** - When the melody mainly moves in step.
- **Disjunct movement** - When the melody 'leaps' from one note to another.
- **Broken chord/Arpeggio** - A chord played as separate notes.
- **Alberti bass** - A type of broken chord accompaniment.
- **Regular Phrasing** - The balanced parts of melody.
- **Motif** - A short melodic or rhythmic idea that has a distinctive character.
- **Modulation** - The process of changing key.

GCSE Knowledge Organiser – Blood Brothers

Written By Willy Russell in 1982

Key Vocabulary

Subtext – An underlying meaning or theme in a conversation or piece of writing.

Dramatic Climax – It's the highest point of action before the plot is resolved, usually late in the play.

Character Motivation – The reason behind an action.

Dramatic Convention – The specific actions or techniques that an actor or director uses.

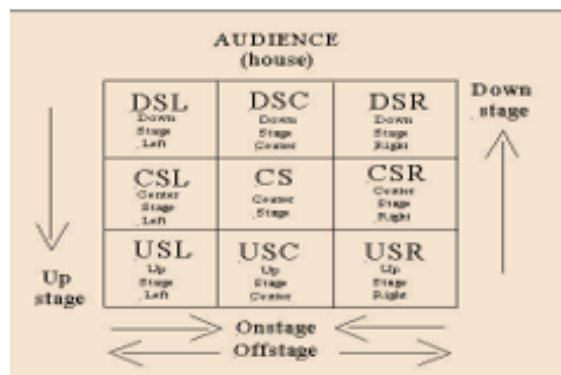
Theme – Explored through the text and subtext.

Tragicomedy – A play containing elements of both comedy and tragedy.

Socio-political – Combining social and political factors.

Themes

Social class	Friendship
Love	Poverty & Debt
Superstition	Nature Vs Nurture



Always Remember



Blood Brothers is set in the 1960's



You will answer four questions on the play



Research the props, setting and costumes from the time to help make your answers accurate

Look carefully where the extract comes in the play, remember you have the full script to help you



When answering a question as if in role as that character always use 'I' instead of the character's name, it shows you have read the question



Always read the question more than once before you begin your answer



Always highlight the key points/ instructions in the question to make sure you don't miss anything



Always check/ re read your response to make sure you answered all the question, it makes sense and you have backed up all your ideas with examples

Social Context

After the appointment of Margaret Thatcher in 1979 to the role of prime minister the manufacturing industry suffered. She sold off many publically owned companies and closed down many coal mines. The result of this was a short term economic downturn and a huge increase in unemployment. The working class areas of the North West were most affected. Russell shows the effects of this in the play through Mickey's unemployment; poverty struggles; an increase in crime and a demand for better housing.

Cultural Context

Reference to Marilyn Monroe is consistent within the play and refers to the 'perfect' image and fantasy woman everyone viewed her as. Throughout the play Mrs Johnstone longs for a life like hers and the public image she portrayed. In reality Monroe died of a pill overdose which compares with Mickey's addiction to anti-depressants later in the play. Popular culture became more accessible (ie film, music, tv) in the 1950's and is seen as a way to escape for the Johnstone family through dancing and games.

Historical Context

There is a clear link at this time between poverty and under-achievement at school. Edward is sent to a private, fee paying boarding school and will take O levels, A levels and go on to university. Mickey leaves school and goes into employment and in the end is made redundant. Manual workers like Mickey were much more affected by the closure of factories and the scarcity of work. Terraced council housing was popular with most working class families but they were cramped and lacked central heating. They were often located in the inner city and were dirty. Willy Russell's aim is to show that there are disadvantages to being poor and working class. The failure to succeed is down to lack of opportunity not ability.

Blood Brothers is a tragi-comedy and socio-political play

Blood Brothers is a Musical

Theatrical Conventions

Narration	Chorus	Spoken Dialogue	Musical Interludes
Set changes in clear view	Songs	'Token' props	Direct Address
Contrasting locations on same stage			

GCSE Knowledge Organiser (2) – Blood Brothers

Written By Willy Russell in 1982

A contemporary plot revolving around fraternal twins Mickey and Eddie (Edward) who are separated at birth. One is raised in a wealthy family (Eddie) while the other is raised by a poor family (Mickey). Their different backgrounds take them to opposite ends of the social spectrum and the clear difference in upbringing leads to tragic consequences.

ACT ONE

Act one begins with the Narrator summing up the story before we flash back to the beginning and Mrs Johnstone telling us about her life so far.

This is followed by the first interaction between Mrs Johnstone and Mrs Lyons where we can clearly see the difference in class. Mrs Johnstone is cleaning for Mrs Lyons as they have a conversation about Mrs Lyons inability to have children and Mrs Johnstone being pregnant again. Mrs Johnstone then finds out she is having twins.

Mrs Lyons then concocts a plan for Mrs Johnstone to give her one of the babies but they mustn't tell anyone. Mrs Lyons will lie to her husband as he is away with work and she makes Mrs Johnstone swear on the bible.

Once the babies are born, one is given to Mrs Lyons and she begins to bring him up as her own. Mrs Johnstone returns to work but Mrs Lyons starts to change and doesn't like Mrs Johnstone giving the baby (Edward) any attention. Mrs Lyons then fires Mrs Johnstone who threatens to expose the secret but Mrs Lyons reminds her of the oath they both took.

The story then jumps to when the twins are seven years old and we are introduced to Mickey who is struggling as the youngest in the family and wishing he was older. Edward then enters and they meet for the first time. There is an instant connection even though it is clear they have completely different backgrounds. The boys decide to become 'Blood Brothers' completely unaware they are actually twins by birth.

Mickey then meets Mrs Lyons for the first time as he goes to Eddie's house to 'call for him' and instantly Mrs Lyons realises who he is, panics and forbids Edward from seeing him again.

We then meet Linda for the first time and can already see she is very fond of Mickey as they sneak to Edward's house. We start to see Mrs Lyons become more paranoid and frantic at the point wanting to move away thinking that will solve the problem of Mickey.

We see the kids get in trouble with the police and this reinforces to Edwards family that his new friends are a bad influence. They plan to move away to the countryside. Before they leave Edward goes to say goodbye to Mickey and has an emotional farewell with Mrs Johnstone where she gives him a locket with a picture of her and Mickey in, but it has to be kept a secret.

Mrs Lyons is much happier once they move believing Edward is away from Mickey and the secret is safe. Mrs Johnstone then gets word that she is also being moved to the countryside by the council so her family can have a better future.

At the end of Act one we see both families looking forward to their new lives.

ACT TWO

At the start of Act two the brothers are now 14 years old and the contrast is evident straight away. Mickey is being forced to go to school by his mum and Edward is saying goodbye after a break from boarding school.

Linda begins to make her feelings for Mickey more obvious much to his embarrassment and the different attitudes to education becomes more clear. Edward is doing very well at school but gets expelled for refusing to hand over his secret locket and swearing at the teacher. Mickey is constantly shouted at and picked on by the teacher but he shows no interest in learning or doing well.

Mrs Lyons finds out about the locket and we see panic begin to resurface whilst we also see Linda desperately trying to be noticed by Mickey in a romantic way.

Edward and Mickey then meet again and their friendship picks up where it left off. Mrs Johnstone becomes aware of the friendship but is happy to see Eddie and doesn't reveal the secret.

Mrs Lyons finds out where Mrs Johnstone lives and goes to confront her. By this point Mrs Lyons is completely irrational and paranoid about the secret being revealed and losing Edward.

Edward goes off to university and Mickey and Linda finally begin a relationship. Linda soon becomes pregnant and they get married. Mickey then loses his job and struggles to find work just before Edward returns from university expecting everything to be the same.

Mickey helps Sammy to rob a shop to get some money and ends up being caught and sent to prison. He becomes extremely depressed and dependent on medication. Edward confesses his love for Linda and she admits to having feelings for him too. There are rumours of an affair at this point.

Mickey comes out of prison but really struggles to get back to normality. He is completely dependent on his anti depressants and becomes threatening and abusive towards Linda. Linda seeks help from Eddie who manages to get them a house to live in and a job for Mickey but he becomes aware of who has done this for them and gets extremely jealous. Linda tries desperately to get Mickey off the medication and keep her family together but Mickey is a completely different person than at the start of the play.

Mickey finds out about the 'affair' between Linda and Eddie and goes to confront Eddie at his place of work with a gun. Linda finds out and dashes off to tell Mrs Johnstone what Mickey is about to do.

Mickey is withdrawing from his medication so is completely irrational and confused about what is going on. He confronts Edward who is suitably terrified and tries to calm Mickey down. Mickey believes Eddie has taken everything from him and he erratically waves around the gun.

The police and Mrs Johnstone arrive and she confesses what happened to the brothers when they were born. Mickey is horrified he wasn't given away and accidentally shoots Edward. The police immediately shoot Mickey. Both brothers are dead.

Knowledge Organiser - GCSE – Theatre stages, roles & responsibilities

STAGES & KEY VOCABULARY



A Proscenium Arch stage is a very traditional stage usually with an ornate archway that frames the stage. All of the audience sit on one side.



An End On stage is the most commonly used. All the audience sit on one side with either a raised or flat stage.



An In The Round theatre is where the audience sit all around the stage. There is either two or four entrances and exits and these are through the seating on opposite sides of the stage.



A Traverse theatre is also known as the 'catwalk' because the audience sit on two sides with all the action taking place down the middle.



A Thrust stage has the audience sat on three sides of the performing space making it feel like the audience are part of the action.



A Promenade theatre has no set stage and the audience follow the actors around as they perform in open spaces.

KEY QUESTIONS

Can you name and recognise the six different types of stage?
Could you identify the different areas on the stage?

ALWAYS REMEMBER



The fly space is above the stage



The apron is at the front of the stage and it usually sticks out in front of the curtains



The wing space is at the sides of the stage



A box set has three complete sides of the stage



A site specific performance is not in a theatre but a chosen location



The fourth wall is an imaginary wall between the actors and the audience

Your questions will all be multiple choice so **always** read the options carefully before you make a decision



ROLES, RESPONSIBILITIES & KEY VOCABULARY



PLAYWRIGHT

Writing the script of the play, including the dialogue and stage directions. This is done **before** rehearsals start



UNDERSTUDY

Learning a part, including lines and movements, so they are able to take over a role for someone if needed when there is a planned or expected absence. This is done **during** rehearsals



SET DESIGNER

Designing the set of the play and the set dressing (objects placed on the stage). Providing sketches and other design materials before overseeing the creation of the set. This is done **before** rehearsals

PERFORMER

Appearing in a production, for example by acting, dancing or singing. Creating a performance or assuming a role on stage in front of an audience



SOUND DESIGNER

Designing the sound required for the performance, which may include music and sound effects. Considering if amplification, such as the use of microphones, is needed, and creating a sound plot. This is done **before** rehearsals and a plot sheet is created **during**



STAGE MANAGER

Running the backstage elements of the play and supervising the backstage crew. Organising the rehearsal schedule and keeping lists of props and other technical needs. Creating a prompt book and calling the cues for the performance. This is done **during** rehearsals



LIGHTING DESIGNER

Designing the lighting states and effects that will be used in a performance. Understanding the technical capabilities of the theatre and creating a lighting plot. This is done **before** rehearsals with a plot sheet created **during**



COSTUME DESIGNER

Designing what the actors wear on stage. Making sure that costumes are appropriate for the style and period of the piece. Ensuring the costumes fit the actors. Design done **before** rehearsals, fitting done **during**



PUPPET DESIGNER

Designing the puppets for a production, taking into account the style of puppets and how they will be operated. This is done **before** rehearsals

DIRECTOR

Overseeing the creative aspects of the production. Developing a 'concept' or central unifying idea for the production. Liaising with designers, rehearsing the actors and ensuring that all technical elements of the play are ready. Giving 'notes' to the actors to help improve their performances and agreeing the blocking (or movements) of the actors. Responsibilities **before** and **during** rehearsals



TECHNICIAN

Operating the technical equipment, such as the lighting and sound boards, **during** the performance.



THEATRE MANAGER

Running the theatre building, including overseeing the Front of House staff (ushers) and the box office staff who sell tickets. This is **during** performance



Could you describe the different responsibilities each role has within the theatre and when they do their job?
Could you give examples of advantages and disadvantages that come with each type of stage?

Component 1: Learning Aim A: MEDIA PRODUCTS, AUDIENCE & PURPOSE

Media SECTORS		
Audio/Moving Image	Print/Publishing	Interactive
<i>Film Trailer</i>	<i>Newspaper</i>	<i>Website</i>
<i>TV Show</i>	<i>Magazines</i>	<i>Mobile Apps</i>
<i>Music Video</i>	<i>Comics</i>	<i>Games</i>
<i>Animation</i>	<i>Brochures</i>	<i>E-Magazines</i>
<i>Radio</i>	<i>Advertisements</i>	<i>Advertisements</i>

PRIMARY & SECONDARY AUDIENCES

The audience that the media producer targets is called the PRIMARY audience. This is the audience they intend to target – ie Children are the primary audience for Disney

Audiences that engage with the product who are NOT who the media producer intends to target is called the SECONDARY audience – ie parents are the secondary audience for Disney



PURPOSES of Media Products

Producers might create media products for:

Information, Entertainment, Escapism

Profit, Community benefit, Raising Awareness

Critical acclaim, Inspiration, Experimentation

SOCIO-ECONOMIC Groups

A - Higher managerial, administrative, professional e.g. Chief executive, senior civil servant, surgeon

B - Intermediate managerial, administrative, professional e.g. bank manager, teacher

C1 - Supervisory, clerical, junior managerial e.g. shop floor supervisor, bank clerk, sales person

C2 - Skilled manual workers e.g. electrician, carpenter

D - Semi-skilled and unskilled manual workers e.g. assembly line worker, refuse collector, messenger

E - Casual labourers, pensioners, unemployed e.g. pensioners without private pensions and anyone living on benefits


One way media producers express their target audience is by writing a lifestyle profile, which explains the interests, opinions, behaviours and lifestyle choices of the audience, FOR EXAMPLE:

"Teenage girls living in the inner city who tend to idolize pop stars and buy items that boost their status among their peers."

Component 1: Learning Aim B: GENRE, NARRATIVE, REPRESENTATION & AUDIENCE INTERPRETATION

GENRE IS...

the word is used to describe a particular style which has certain characteristics or 'Ingredients', which we call genre CONVENTIONS



SUB and HYBRID genres
Within most genres we can find sub genres, for example within Comedy we can find <u>RomCom</u>
A hybrid genre is a genre which blends themes and elements from two or more different genres, for example <i>The Office</i> is a documentary/comedy
GENRE: Repetition & Difference
Genres are instances of repetition and difference (Steve Neal). Mere repetition alone would not attract the audience
Products must conform to (repeat) enough of the genre's conventions to be considered a part of that genre
Products must also subvert these conventions (difference) to be considered a unique product
This leads to genres changing over time – genres are therefore not static.

Conventions	Genre conventions are all the parts of the genre such as character similarities and repeated plots that allow us to distinguish between genres. Genres have elements that the audience expects as they have been used many times in previous films.
Actors	Certain types of characters stereotypically only act in the same genre of film for example Jenifer Aniston is usually only found in <u>Romcoms</u> , Jason Statham as a star would usually indicate an action film
Narrative	A films 'story, or plot', for example boy meets girl would indicate romance, Heroes or Heroines vs Villains indicates Action
Setting or Location	A films setting can help us to tell a films genre, for example 'western' films are usually set in the America outback, a <u>Scifi</u> film will usually be set in space
Mise-en-scene	A French term meaning "put into the scene", this includes costumes, hair, make-up, and props and can help us identify the genre.
Iconography	Icons that help us to identify the genre, for example icons of the Western genre includes ten gallon hats, spurs and horses, the action genre would include guns.
Technical Codes	Technical codes are aspects like camerawork, sound and lighting and these can indicate genre. For example the technical code of lighting is used in all genres but in horror, side and back lighting is used to create mystery and suspense.

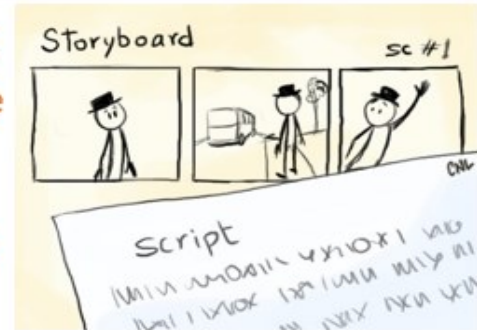
NARRATIVE: <u>Todorov's Theory</u>
1. A state of equilibrium (all is as it should be)
2. A disruption of that order by an event
3. A recognition that the disorder has occurred
4. An attempt to repair the damage of the disruption
5. A return or restoration of a NEW equilibrium
Audience RESPONSE
Preferred Reading – the audience respond to the product the way media producers want/expect them to without questioning – these are <u>passive audiences</u>
Negotiated Reading – the audience knows what the producer wants us to think, knows why that might be an untruthful representation, but forms an opinion which is a combination of both – these are <u>active audiences</u>
Oppositional Reading – the audience completely reject the product's message
<p>Everything we see in the media is constructed – the people, places, issues and events we see are a <i>re-presentation of reality</i>. When analysing a media text you should consider:</p> <ul style="list-style-type: none"> • What is being represented? To whom? • Is the representation positive or negative? • How might different audiences 'read' this representation?

Types of NARRATIVE Structure
linear , where the story is told in order and a new equilibrium arrived on at the end
non-linear , where events are told out of sequence
circular , where the story ends where it began – ie there has been no change to the equilibrium
interactive , where the audience can influence the narrative
open narratives, where there is no resolution by the end
closed narratives, where the story is resolved
single-strand , where the narrative follows just one storyline
multi-strand , where there are different interwoven stories
<u>Propp's CHARACTER Types</u>
Hero – undertakes a journey or a quest
Villain – attempts to thwart or kill the hero
Donor – gives the hero advice or a useful object
Helper – a friend who helps the hero in their quest
Princess – motivation and reward for the quest
Dispatcher – sends the hero on their quest
False Hero – one who turns on the hero and is punished

Component 2: DEVELOPING DIGITAL MEDIA PRE-PRODUCTION SKILLS

PRE-PRODUCTION

This is the planning stage for your film. It is everything which happens before filming begins.



EXTREME LONG SHOT XLS



VERY LONG SHOT VLS



LONG SHOT LS



MEDIUM LONG SHOT MLS



MID SHOT MS



MEDIUM CLOSEUP MCU



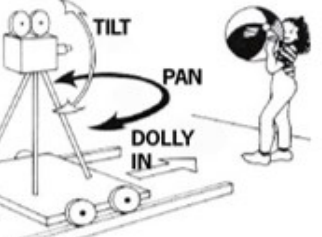
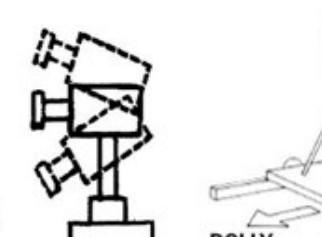
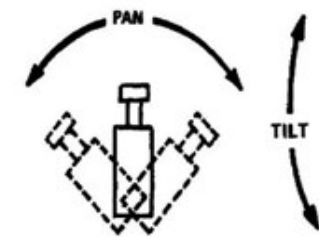
CLOSEUP CU



BIG CLOSEUP BCU



EXTREME CLOSEUP ECU



STORYBOARDING

A storyboard is essential and should show shot type & duration, audio, dialogue, camera movement, text and any SFX.

Storyboard	Producer	Title	Page Number
		Little Lady	1/5
Image	Audio	Description	
	Music fades in, slowly increasing in noise	Start as a close-up showing her eyes and how upset she is but giving the audience little idea of what's going on. It is slowly zooming out revealing the main character.	
		dur: 3 Secs	

SHOT ANGLES

The camera angle is the angle at which the camera is placed relative to the subject.

LOW ANGLE



camera is looking up



subject looks large



angle creates the impression of power in subject

NORMAL OR STRAIGHT ANGLE



camera is at eye-level of subject



subject looks even with, or equal to, viewer



angle makes viewer feel equal to subject and may even cause viewer to identify with subject

HIGH ANGLE



camera is looking down



subject appears small



angle creates the impression of weakness in subject

Writing a SCREENPLAY



Film TREATMENT

A treatment is a document outlining your idea and to sell your idea to a producer. It should include:

A working Title

Target Audience

Synopsis (who, where and when)

Research you have undertaken

More detailed breakdown of the plot into three 'acts'

- **Act 1** sets up the narrative by introducing the characters and situation
- **Act 2** the middle, progresses the situation, usually creating some kind of conflict for the characters
- **Act 3** the conclusion, how the conflict and narrative are resolved.

*For each location you must undertake a **RISK ASSESSMENT**. This makes sure that the person responsible when on location has considered the safety of everyone involved in the filming from the contributor, the crew to the general public. Think through the filming day and consider what the potential hazards are, what injury could result from this hazard and how the risk can be reduced or avoided*

Component 2: DEVELOPING DIGITAL MEDIA PRODUCTION SKILLS

PRODUCTION

This is the stage where you will shoot your footage and record your audio for your moving image product.



RULE OF THIRDS

You will create well composed footage if you use the “rule of thirds” – placing things on the lines or on the intersection of the lines will create well balanced shots.

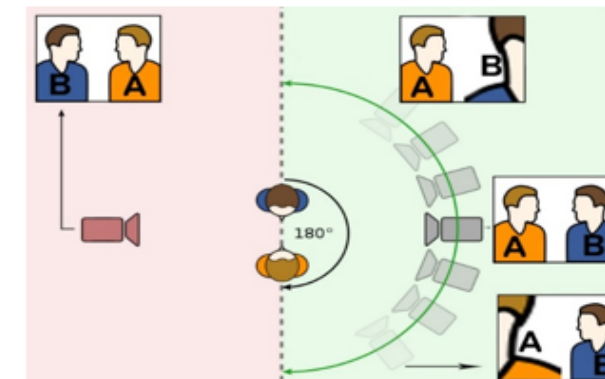


TOP TIPS:

Film the scene from multiple perspectives
Use a tripod for stability

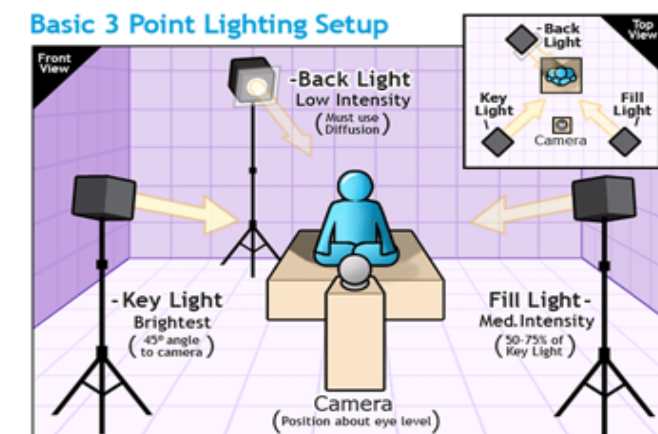
180 DEGREE RULE

You need to remain on one side of the “Axis of Action” when filming – otherwise it will create the effect that actors have swapped places or moving objects have changed direction.



LIGHTING

In the studio, one direct light can cause shadows. Use a multiple light set up and soft boxes to reduce this, unless harsh lighting is deliberate. When on location, never film in front of a window/the sun



Component 2: DEVELOPING DIGITAL MEDIA PRODUCTION SKILLS

POST-PRODUCTION

This is the stage where you will edit your footage and add special effects, audio and titles.



EDITING TRANSITIONS

There are many different transitions available – but if you use anything other than a straight CUT, make sure you have a good reason for doing so. The common transitions are:

Cut: the most common transition

Fade (usually to black): can be used to denote the end of a scene. A fade to black followed by a fade in shows the passage of time

Cross-dissolve: a gradual fade from one shot to another to show a change in time/space

Wipe: pushes off the screen – rarely used

There are many others in Final Cut – explore them but use with care!

TOP TIP:

Film “cutaways” to help disguise continuity errors in the edit

EDITING CONVERSATIONS



SOUND

In the edit you can add NON-DIEGETIC sound, and you can remove / edit DIEGETIC sound. There are many sites with copyright free sound effects and music online if you need to add these.

Diegetic sound

Sounds that belongs to the world of film

- Dialogue (speech)
- Sound effects (birds chirping)
- Ambient sounds



Non diegetic sound

Sounds that does not have an on screen source, sounds that the characters cannot hear

- Voice over
- Additional music
- Contrapuntal sound



How Sport is Covered Across the Media

Progress Vocabulary: *Identify, Define, describe, explain, compare and contrast, sporting links, analyse, evaluate*



Television



Terrestrial



Terrestrial TV is free to watch as long as you have a TV License. You can watch channels such as BBC, ITV and Channel 4. Some international matches are shown on these channels, along with the FA Cup Final.

Satellite



Satellite TV is usually paid for through a monthly subscription. It includes channels such as Sky Sports and BT Sport. This allows you to watch Premier League games for both football and rugby.

Pay Per View



Pay Per View involves paying a one off fee to watch a match or event. They are usually boxing matches and can be bought from Sky Sports Box Office or BT Sport Box Office.



Written Press



Newspapers



Newspapers cover sport in the back section. They mainly focus on football, rugby and cricket, but do give some coverage to other sports.

Magazines



Sports magazines usually offer coaching tips, information on the latest equipment and interviews with professionals.



Fanzines

Fanzines are magazines written by fans for fans. They usually include interviews, match reviews and information on the team.

Books

Sports books can be in the form of autobiographies, books on the history of the game or a certain team and books on tactics.



Internet



Social Media



Players and teams often use social media to engage with fans and keep them up to date.

Podcasts

Podcasts can be listened to online and discuss various topics in sport.

Blogs

A blog discusses different topics in sport, they usually focus on one sport.

Live Streams

Live streams allow people to watch a match live online.

P2P Sharing

Peer to Peer file sharing is a way to watch videos online.

Fan Sites

Fan websites are created by fans for fans.

Video-sharing Sites

A video sharing website allows people to access sport videos.



Radio



Internet Radio Stations

Most radio stations can also be listened to online.

National Radio Coverage



National radio coverage covers the whole country. They will usually cover some sport in their news section, but this will focus on the top teams.

Local Radio Coverage

Local radio stations cover a smaller area and will give more coverage to local teams.



Dedicated Sport Radio Stations



Sports radio stations give live commentary, interviews and often have opportunities to phone in.


Positive and Negative Effects that the Media can have on Sport


OCR Sport
Studies


Positives


- **Increased exposure of minority sports.** For example, darts became more popular after Sky coverage. 

- **Increased promotional opportunities.** Clubs can have their own TV channels and websites. 

- **Education.** Media coverage can help educate people on rules and techniques. 


- **Increased income which benefits sport.** Income generated by the media can be invested in facilities and youth programmes. 

- **Inspiring people to participate.** Coverage of events such as The Olympics can encourage people to get involved in sport. Media coverage also gives us a lot of positive role models. 

- **Competition between sports and clubs.** Competition for viewers means that clubs need to think more about the need for customers and how they can attract more viewers. 

Negatives



- **Decline in live spectatorship.** Sport is so easily accessible from home and online that this can lead to less people going to watch the game live.

- **Loss of traditional sporting values.** The media can put more pressure on athletes and teams to win which can work against sportsmanship. 

- **Media coverage of inappropriate behaviour of athletes.** Inappropriate behaviour both on and off the pitch is often documented by the media. For example swearing and violent conduct on the pitch or behaving badly off the pitch.

- **Increased pressure on officials.** Decisions can often be scrutinised and hype around certain events can often make their job harder.

- **Newspapers are dominated by a few sports.** Male dominated sports are often featured more in newspapers.

- **Saturation.** There is so much sport coverage that some people may get fed up with it.  

The Relationship Between Sport and the Media

Sport uses the media to promote itself. For example some high profile clubs have their own TV channel.

The media uses sport to promote itself. For example more people will buy Sky because they want access to the sport it offers.

Sport as a commodity. Many sports rely on the media as a source of revenue and it can also help attract wealthy owners.

Sponsorship and advertising. The amount of media coverage given to sport can help bring in more sponsors for clubs and athletes.

The adoption and rejection of sporting heroes can be influenced by the media. For example David Beckham is seen as a sporting hero.

Criticism through the media has increased. Sports performers and management are now much more exposed to the media.

Year 10 Statistics – Term 2 Knowledge organizer

Key Vocab

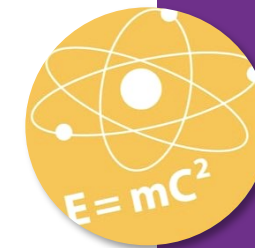
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What is quantitative data?	Quantitative data is numerical - either counted or measured
What is qualitative data?	Qualitative data relates to the qualities of something eg colour, texture, style, name. Usually words.
What is discrete data?	Discrete data can only take certain values . Usually counted data (such as how many people...) but can also be other eg shoe size, clothing sizes.
What is continuous data?	Continuous data can take ANY value in a given range and is measured data such as distance, weight, time, speed.
What is Categorical Data?	Data which may be divided into groups. Eg. Race, gender, Age Group.
What is Ordinal Data?	Ordinal data is a special case of categorical data with natural ordering such as: strongly disagree, disagree, neutral, agree, strongly agree.
What is raw data?	Data that has just been collected but not processed or cleaned in any way.
What is meant by cleaning the data ?	This is the process of detecting and correcting (or re-moving) inaccurate items of data.
What is bivariate data or multivariate data?	Bi-variate data has two variables. (Multi-variate is more than 2). We can see if there is correlation in bi-variate data by drawing a scatter graph.
What is primary data?	When you collect the data yourself. Eg. By conducting a survey
What is secondary data?	When someone else has collected the data you have used. Eg. Data from the internet
Advantages of primary data	You can be sure about the accuracy of the data.
Disadvantages of primary data	Can take a long time. Can be expensive. It might be difficult to collect (eg. Wind Speed)
Advantages of secondary data	Quicker and cheaper than primary.
Disadvantages of secondary data	You can't be sure about the accuracy of the data.

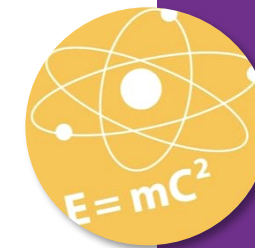
Key Vocabulary...		The British Values and Some Other Rights		Factors in Identity	
Citizen	A person which has the full legal right to live in a country and take part in politics and society.	Democracy	The idea that the people should be able to collectively choose their leaders.	Gender	Different from biological sex – part of how you want to be seen by others.
Population	The number and characteristics of people living in a region or country.	The Rule of Law	The idea that all people should follow the law and be treated equally by the law.	Race or ethnicity	Your skin colour and the place of your family's origin are part of this.
Identity	This is what makes a person unique - different from others. There are many parts and one thing does not define a person's identity.	Individual Liberty	The idea that people should be free to choose their own path in life.	Religion	Your beliefs about God or gods and how you see what might be called the soul.
Rights	This means abilities or allowances that a person should have. In a free society there are many but if they are taken away then a society is no longer free.	Mutual Respect and Tolerance	The idea that no one should be mistreated based on their race, gender, religion, disability or any other difference.	Social Class	Your position in society based on your job, education, wealth, family and friends.
Freedoms	Similar to rights, this means things that a citizen is allowed to do.	Participation in Community Life	This means making choices that do not harm the community you live in and where possible you contribute to society overall.	Location	Where exactly you live within the country.
Responsibilities/ duties	These are things that citizens must do or are required to do by law, such as jury service.	Freedom of Speech	The idea that people should be free to express themselves and their views without fear of punishment.	Sexuality	The characteristics, ie. gender or sex of the people that you are romantically attracted to.
Media/Press	The professional journalists that spread the news using newspapers, television and the internet.	The Right to Protest unfair Treatment	Within certain rules, UK citizens are legally allowed to protest against treatment or rules that they deem unfair.		
Censorship	The idea that some things should not be reported and should be hidden from the public.	Human Rights	The basic rights which are considered to be common to all people rather than having to be earned.		
The Big Idea		Always Remember...		Deeper Learning...	
Just because most of the people that live in Britain are British doesn't mean that all the people of Britain are the same. We have a very diverse population, with lots of different races, ethnicities, sexualities and many other differences. Over time, all populations change and adapt. One of the ways we try to understand each other and participate in society is through the media. We can stay informed about our country and the people in it, but the media also needs limits. The media have gotten things wrong in the past and this has a serious impact on the citizens of a country over time.		<ul style="list-style-type: none">• All populations change over time. This is a normal process that has happened throughout history. There can be changes in ethnicity, average age, religious makeup and also cultural changes too.• We need to stay informed about changes and the main way to start is to read the local and national news as events have consequences for the citizens of a country.• Along with having rights, we also have responsibilities too. If everyone has the right to healthcare, then we have a responsibility to pay taxes which pays for doctors, nurses, hospitals and ambulances.		<p>State the five British Values on the UK Citizenship exam.</p> <p>Describe the general features of the UK population, for example size, ethnic and religious makeup.</p> <p>Explain why the media cannot print anything they want to and what might be some consequences if they did.</p> <p>Analyse the importance of the media in a free society. Why did we need them and what would happen would independent sources of news.</p>	
Activity – Research the News of the World newspaper which closed down. Produce a fact file on the reasons why it was closed and the wider problem.					

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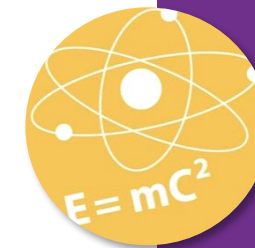
Notes



Notes



Notes



Notes

