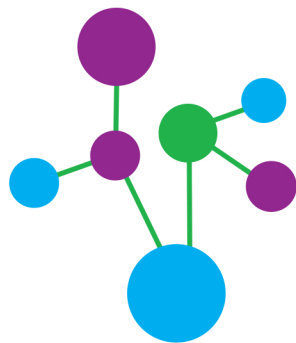


NAME: _____


**TERM
3&4**

**YEAR 11
CORE &
HISTORY**



**PLYMPTON ACADEMY
HANDBOOK**

_____ **TERM 3&4** _____

Blood Brothers- Literature Paper Two.		SKILLS	Event Guide:
Vocabulary	Definition	Analysis Points: Link to the question Link to the terminology (Lang/Structure – evaluating choice) Short Quote(s) -or Moment Explain meaning and effect – both obvious and hidden (explicit and implicit) Zoom in on words/explore connotations and effect Suggest what other readers might think/feel (offering an alternative opinion) Link to the writer’s intentions (step out from the close analysis to give an overview of meaning) Explore a linking quote/supporting idea	Act 1 <ul style="list-style-type: none">The narrator introduces the plot in a Greek Chorus (we realise the play is a tragedy)Meet two very different women, Mr J v poor agrees to give away one of her twins to Mrs L who is rich.Meet the twins ages 7: they are very different in many ways (nurture) but do have quite similar natures. They’re treated differently by the police/school.Mrs L is paranoid her son will discover his adoption so moves the family to the country to get away from Mickey and Mrs J. Years later, the council rehouses the Johnstone family in the country.
Poverty	Lacking in money linked to deprivation in social conditions, housing and education		
Wealth	The abundance of money or possessions		
Liverpudlian	A person who comes from Liverpool (often with a distinct accent)		
Deceit	Concealing or misrepresenting the truth		
Death	Ending of life		
Innocence	The state of being pure and lacking in corrupt behaviour		
Superstition	Irrational belief in widely held supernatural instances		
Class System	The concept that there is more than one social class of people: working class, middle class and upper class and the rules which govern the lives of people in different classes lead to societal unfairness		
Hierarchy	Ranking of members of society due to status or authority		
Disillusioned	Disappointment in someone or something that appears to be less good than initially thought	KEY THEMES Wealth, Poverty, Class, Superstition, Childhood, Death	ACT 2 <ul style="list-style-type: none">The boys meet again aged 14 and their friendship continues. The boys, again, display similar natures. They have very different qualities if education. Mickey is in love with Linda.Mrs L becomes increasingly mad at the thought of Edward finding out and tries to kills Mrs J.Aged 18, Edward goes to university and Mickey to a full-time job which he hates. The gap is widening between them.Linda is pregnant so she & Mickey marry. Mickey loses his job, helps Sammy rob a garage & is sent to prison. Nothing is the same for him and Linda again.Mickey is released from prison but is addicted to anti-depressants. Desperate, Linda asks Edward for help. He gets them a house & Mickey a job, but starts a brief affair with Linda.Mrs L tells Mickey about the affair, he confronts Edward with a gun in the council chamber. Mrs J reveals that they are twins. Mickey shoots Eddie and the police kill Mickey.
Condescension	A patronising, condescending attitude towards others		
Snobbery	The character or quality of being a snob	ESSAY QUESTION– 45 mins (including planning time) <u>Typical Questions</u> Write about the theme of _____ and how it is presented at different points in the play/text In your response you should: <input type="checkbox"/> refer to the extract and the play as a whole; <input type="checkbox"/> show your understanding of theme and events in the play. [35+5] 5 of this question’s marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures. <i>This question assesses AO1, AO2 and AO4 (5 additional marks).</i> 	
Underprivileged	Not having access to the same standard of living as other people in society		
Omniscient Narrator	All knowing narrative voice		
Dialogue	Speech		
Accent	A distinctive way of pronouncing words		
Dramatic Irony	From Greek tragedy: the audience is aware of the importance of events but the characters are not		
Foreshadowing	Predicting or warning of a future event in the text		
Pathetic Fallacy	Linking of nature and weather to human emotions/moods		
Metaphor	Where one thing becomes another in a comparison		
Musical	The form of the play: music plays an important part in revealing the action/events		
Symbolism	Using symbols in literature to represent ideas or qualities		
Motif	A dominant or recurring idea in the play		



MRS JOHNSTONE <ul style="list-style-type: none"> “He told me I was sexier than Marilyn Monroe” Recurring motif – Her looks were all she had going for her and when they were gone so was her husband. “By the time I was twenty-five, I looked like forty-two” Hyperbole – showing the impact on her appearance of having a hard life and so many children so young. “during the dance, she acquires a brush, dusters and a mop” stage directions – showing that she is happy to be working even if it is in a menial job “never put new shoes on a table” Foreshadowing – this superstition suggests that something bad will happen right from the start of the play. Mrs Johnstone believes in these superstitions. “silver trays to take meals on” / “a bike with both wheels on” – Mrs J & Mrs L Juxtaposition – Highlights the different lifestyles both boys would have. Envy from Mrs J. too “Mrs Lyons shows the Bible to Mrs Johnstone” Religious imagery and stage directions – showing how once a pact has been made and sworn on the bible you can’t change your mind. Important symbolically as this is the point of no return in giving a baby away. “don’t you ever come round here again” / “I’m very sorry, but it’s Edward’s bedtime” – Mrs J and Mrs L juxtaposition of the characters “She removes a locket from around her neck” Symbolism “bright new day, we’re goin’ away” Foreshadowing and cheerful tone “I curse you! Witch!” – Mrs L to Mrs J hyperbole 	THE NARRATOR <ul style="list-style-type: none"> “I’m up to here with hard luck stories” – Milkman/narrator First person – shows a lack of caring and the poverty that the family live in. “the devil’s got your number” – narrator Foreshadowing –song shows us that she won’t get away with giving up her son did you never hear how the Johnstones died” – narrator Foreshadowing - the narrator tells us the ending at the start of the play “the mother, so cruel, there’s a stone in place of her heart” – narrator Hyperbole – The narrator exaggerates how horrible Mrs J. is which we find out if not true. He is being very judgemental and patronising towards her. “a debt is a debt, and must be paid” – narrator repetition – here the narrator is giving a double meaning, physical money and the fact that she will have to pay for giving up her child. “There’s a mad man” – narrator Alliteration – referring to Mickey and his desire to kill Edward with the gun from Sammy’s robbery. “Do we blame superstition for what came to pass? Or could it be what we, the English, have come to know as class?” – the narrator Rhetorical questions – questioning tone as to whether the blame lies with society rather than the characters themselves. “Did you ever hear the story of the Johnstone twins, as like each other as two new pins” – narrator Cyclical structure of the novel – repetition of the opening – showing their deaths were inevitable from the start. “the music pulsates and builds” stage directions – showing the culmination of the action and the building to the deaths 	EDWARD/MICKEY <ul style="list-style-type: none"> “mam” / “mummy” “pissed off” / “you say smashing things” “the two of them immediately wriggle and giggle with glee” – Edward and Mickey Juxtaposition and difference in speech patterns “we’re blood brothers” Mickey and Edward Symbolism – childhood ritual and the fact they are actually twins “if you cross your fingers and if you count from one to ten” – the children Foreshadowing – showing childhood beliefs and superstitions “Peter Pan” Symbolism of never growing up – foreshadowing later difficulty when both boys do grow up “take a flying fuck at a rolling donut” / “it’s borin”” Juxtaposition - of trouble at school for Mickey and Edward “a game of piggy-in-the-middle” the stage directions and foreshadowing – showing where Linda is in the middle of Mickey and Edward throughout both their childhood and into adulthood too. “workin’ overtime” / “I go away to university tomorrow” – Mickey and Edward statements – shows the contrast in lifestyles and class for both boys “How come you got everything... an’ I got nothin’?” – Mickey, to Edward Dialogue – jealousy from Mickey to Edward showing he sees the unfairness in society “I could have been him!” – Mickey shouting accusatory tone –how unfair the whole situation has been and despondency Mickey at his poverty “walkin’ round in circles” – Mickey Tone – Mickey is resentful and angry at what has happened “I grew up. An’ you didn’t, because you didn’t need to” – Mickey to Edward Emotive language – shows jealousy of Edward’s freedom, money and Uni. “chronically depressed” – Mickey Emotive language – Mickey is reliant on pills after prison. “You sorted it out. You and Councillor Eddie Lyons” – Mickey Sarcastic tone –not grateful for Eddie’s help. Edward is “on a platform” stage directions –Edward is isolated and an easy target 	MRS LYONS <ul style="list-style-type: none"> “give one to me” imperative – demanding tone showing that she is desperate for a baby and will do anything to get one. “How can you possibly avoid some of them being put into care?” Rhetorical Question – persuade her to give one of the twins to her. “You’ll be locked up” Directive – threatening Mrs J. “It’s just... just this place” repetition – shows her bad state of mind “has a lethal-looking kitchen knife in her hand” Stage directions – she is trying to stab Mrs J. showing that she is going mad.
MINOR CHARACTERS			
Mr Lyons “it’s a sign of the times, Miss Jones” Statement – showing that there is no work for anyone (linking to Mickey being unemployed and unable to find a job).			
Police “he was about to commit a serious crime” / “it was more of a prank, really” juxtaposition of the treatment of Mickey and Edward by the police – unfairness and class stereotyping			
Sammy “Sammy burnt the school down” Foreshadowing – that he will be trouble and lead Mickey into trouble too.			
Schoolteacher “This is a boys’ school, Lyons” –negative tone – showing Edward getting into trouble.			

London by William Blake

Content, Meaning and Purpose -The narrator is describing a walk around London and how he is saddened by the sights and sounds of poverty. - The poem also addresses the loss of innocence and the determinism of inequality: how new-born infants are born into poverty. -The poem uses rhetoric (persuasive techniques) to convince the reader that the people in power (landowners, Church, Government) are to blame for this inequality.

Language

-Sensory language creates an immersive effect: visual imagery ('Marks of weakness, marks of woe') and aural imagery ('cry of every man')
-'mind-forged manacles': they are trapped in poverty.
-Rhetorical devices to persuade: repetition ('In every..'); emotive language ('infant's cry of fear').
-Criticises the powerful: 'each chartered street' – everything is owned by the rich; 'Every black'ning church appals' - the church is corrupt; 'the hapless soldier's sigh / Runs in blood down palace walls' – soldier's suffer and die due to the decisions of those in power, who themselves live in palaces.

Exposure- Wilfred Owen

Content, Meaning and Purpose -

Speaker describes war as a battle against the weather and conditions. - Imagery of cold and warm reflect the delusional mind of a man dying from hypothermia.
-Owen wanted to draw attention to the suffering, monotony and futility of war.

Language

-“Our brains ache” physical (cold) suffering and mental (PTSD or shell shock) suffering.
-Semantic field of weather: weather is the enemy.
-“the merciless iced east winds that knife us...” – personification (cruel and murderous wind); sibilance (cutting/slicing sound of wind); ellipsis (never-ending).
-Repetition of pronouns 'we' and 'our' – conveys togetherness and collective suffering of soldiers.
-'mad gusts tugging on the wire' – personification



Cluster One- War.



Kamikaze- Beatrice Garland

Content, Meaning and Purpose -In World War 2, Japanese Kamikaze pilots would fly manned missiles into targets such as ships. -This poem explores a kamikaze pilot's journey towards battle, his decision to return, and how he is shunned when he returns home. -As he looks down at the sea, the beauty of nature and memories of childhood make him decide to turn back.

Language

-The Japanese word 'kamikaze' means 'divine wind' or 'heavenly wind', and has its origin in a heaven-sent storm that scattered an invading fleet in 1250.
-"dark shoals of fish flashing silver": image links to a Samurai sword – conveys the conflict between his love for nature/life and his sense of duty. Also has sibilance.
- "they treated him as though he no longer existed": cruel irony – he chose to live but now must live as though he is dead.
-"was no longer the father we loved": the pilot was forever affected by his decision.

Charge of the Light Brigade- Alfred Lord Tennyson

Content, Meaning and Purpose -

Published six weeks after a disastrous battle against the Russians in the (unpopular) Crimean War -Describes a cavalry charge against Russians who shoot at the lightly-armed British with cannon from three sides of a long valley. -Of the 600 hundred who started the charge, over half were killed, injured or taken prisoner. -It is a celebration of the men's courage and devotion to their country, symbols of the might of the British Empire.

Language

-“Into the valley of Death”: this Biblical imagery portrays war as a supremely powerful, or even spiritual, experience.
-"jaws of Death" and "mouth of Hell": presents war as an animal that consumes its victims.
-"Honour the Light Brigade/Noble six hundred": language glorifies the soldiers, even in death. The 'six hundred' become a celebrated and prestigious group.
-"shot and shell": sibilance creates whooshing sounds of battle.

Cluster Two-Effects of War



War Photographer- Carol Ann Duffy

Content, Meaning and Purpose -

Tells the story of a war photographer developing photos at home in England: as a photo develops he begins to remember the horrors of war – painting a contrast to the safety of his dark room. -He appears to be returning to a warzone at the end of the poem. -Duffy conveys both the brutality of war and the indifference of those who might view the photos in newspapers and magazines: those who live in comfort and are unaffected by war.

Language

“All flesh is grass”: Biblical reference that means all human life is temporary – we all die eventually.
 “He has a job to do”: like a soldier, the photographer has a sense of duty.
 “running children in a nightmare heat”: emotive imagery with connotations of hell.
 “blood stained into a foreign dust”: lasting impact of war – links to Remains and ‘blood shadow’.
 “he earns a living and they do not care”: ‘they’ is ambiguous – it could refer to readers or the wider world.

Poppies- Jane Weir

Content, Meaning and Purpose -A

modern poem that offers an alternative interpretation of bravery in conflict: it does not focus on a soldier in battle but on the mother who is left behind and must cope with his death. -The narration covers her visit to a war memorial, interspersed with images of the soldier’s childhood and his departure for war.

Language

-Contrasting semantic fields of home/childhood (“cat hairs”, “play at being Eskimos”, “bedroom”) with war/injury (“blockade”, “bandaged”, “reinforcements”)
 -Aural (sound) imagery: “All my words flattened, rolled, turned into felt” shows pain and inability to speak, and “I listened, hoping to hear your playground voice catching on the wind” shows longing for dead son.
 -“I was brave, as I walked with you, to the front door”: different perspective of bravery in conflict.

Remains- Simon Armitage

Content, Meaning and Purpose -

Written to coincide with a TV documentary about those returning from war with PTSD. Based on Guardsman Tromans, who fought in Iraq in 2003. - Speaker describes shooting a looter dead in Iraq and how it has affected him. -To show the reader that mental suffering can persist long after physical conflict is over.

Language

-“Remains” - the images and suffering remain.
 -“Legs it up the road” - colloquial language = authentic voice
 -“Then he’s carted off in the back of a lorry” – reduction of humanity to waste or cattle
 -“he’s here in my head when I close my eyes / dug in behind enemy lines” – metaphor for a war in his head;
 the PTSD is entrenched.
 -“his bloody life in my bloody hands” – alludes to Macbeth: Macbeth the warrior with PTSD and Lady Macbeth’s bloody hands and guilt

Ozymandias by Percy Bysshe Shelley

Content, Meaning and Purpose -The narrator meets a traveller who tells him about a decayed statue that he saw in a desert. -The statue was of a long forgotten ancient King: the arrogant Ozymandias, 'king of kings.' -The poem is ironic and one big metaphor: Human power is only temporary – the statue now lays crumbled in the sand, and even the most powerful human creations cannot resist the power of nature.

Language

-‘sneer of cold command’: the king was arrogant, this has been recognised by the sculptor, the traveller and then the narrator.
-‘Look on my works, ye Mighty, and despair.’: ‘Look’ = imperative, stressed syllable highlights commanding tone;
ironic – he is telling other ‘mighty’ kings to admire the size of his statue and ‘despair’, however they should really despair because power is only temporary.
‘The lone and level sands stretch far away.’: the desert is vast, lonely, and lasts far longer than a statue

My Last Duchess by Robert Browning

Content, Meaning and Purpose -The Duke is showing a visitor around his large art collection and proudly points out a portrait of his last wife, who is now dead. He reveals that he was annoyed by her over-friendly and flirtatious behaviour. -He can finally control her by objectifying her and showing her portrait to visitors when he chooses. - He is now alone as a result of his need for control. -The visitor has come to arrange the Duke’s next marriage, and the Duke’s story is a subtle warning about how he expects his next wife to behave.

Language

-‘Looking as if she was alive’: sets a sinister tone.
-‘Will’t please you sit and look at her?’ rhetorical question to his visitor shows obsession with power.
-‘she liked whate’er / She looked on, and her looks went everywhere.’: hints that his wife was a flirt.
-‘as if she ranked / My gift of a nine-hundred-yearsold name / With anybody’s gift’: she was beneath him in status, and yet dared to rebel against his authority.
-‘I gave commands; Then all smiles stopped together’: euphemism for his wife’s murder.
-‘Notice Neptune, though / Taming a sea-horse’: he points out another painting, also about control.



Cluster Three- The Power of Identity.



Tissue by Imtiaz Dharker

Content, Meaning and Purpose - Two different meanings of ‘Tissue’ (homonyms) are explored: firstly, the various pieces of paper that control our lives (holy books, maps, grocery receipts); secondly, the tissue of a human body. -The poet explores the paradox that although paper is fragile, temporary and ultimately not important, we allow it to control our lives. -Also, although human life is much more precious, it is also fragile and temporary.

Language

-Semantic field of light: (‘Paper that lets light shine through’, ‘The sun shines through their borderlines’, ‘let the daylight break through capitals and monoliths’) emphasises that light is central to life, a positive and powerful force that can break through ‘tissue’ and even monoliths (stone statues).
-‘pages smoothed and stroked and turned’: gentle verbs convey how important documents such as the Koran are treated with respect.
-‘Fine slips [...] might fly our lives like paper kites’: this simile suggests that we allow ourselves to be controlled by paper.

Checking Out Me History by John Agard

Content, Meaning and Purpose - Represents the voice of a black man who is frustrated by the Eurocentric history curriculum in the UK – which pays little attention to the black history. -Black history is quoted to emphasise its separateness and to stress its importance.

Language

-Imagery of fire and light used in all three stanzas regarding black historic figures: “Toussaint de beacon”, “Fire-woman”, “yellow sunrise”.
-Uses non-standard phonetic spelling (“Dem tell me wha dem want”, to represent his own powerful accent and mixes Caribbean Creole dialect with standard English.
-“I carving out me identity”: metaphor for the painful struggle to be heard, and to find his identity.

Extract from *The Prelude: Stealing the Boat* by William Wordsworth

Content, Meaning and Purpose -The story of a boy's love of nature and a night-time adventure in a rowing boat that instils a deeper and fearful respect for the power of nature. -At first, the boy is calm and confident, but the sight of a huge mountain that comes into view scares the boy and he flees back to the shore. -He is now in awe of the mountain and now fearful of the power of nature which are described as 'huge and mighty forms, that do not live like living men.' -We should respect nature and not take it for granted

Language

-‘One summer evening (led by her)’: ‘her’ might be nature personified – this shows his love for nature.
-‘an act of stealth / And troubled pleasure’: confident, but the oxymoron suggests he knows it's wrong; forebodes the troubling events that follow.
-‘nothing but the stars and grey sky’: emptiness of sky.
-‘the horizon's bound, a huge peak, black and huge’: the image of the mountain is more shocking (contrast).
-‘Upreared its head’ and ‘measured motion like a living thing’: the mountain is personified as a powerful beast, but calm – contrasts with his own inferior panic.
-‘There hung a darkness’: lasting effects of mountain.

London by William Blake

Content, Meaning and Purpose -The narrator is describing a walk around London and how he is saddened by the sights and sounds of poverty. - The poem also addresses the loss of innocence and the determinism of inequality: how new-born infants are born into poverty. -The poem uses rhetoric (persuasive techniques) to convince the reader that the people in power (landowners, Church, Government) are to blame for this inequality.

Language

-Sensory language creates an immersive effect: visual imagery ('Marks of weakness, marks of woe') and aural imagery ('cry of every man')
-‘mind-forged manacles’: they are trapped in poverty.
-Rhetorical devices to persuade: repetition ('In every..'); emotive language ('infant's cry of fear').
-Criticises the powerful: 'each chartered street' – everything is owned by the rich; 'Every black'ning church appals' - the church is corrupt; 'the hapless soldier's sigh / Runs in blood down palace walls' – soldier's suffer and die due to the decisions of those in power, who themselves live in palaces.



Cluster Four- The Power of Place.



Storm on the Island by Seamus Heaney

Content, Meaning and Purpose -The narrator describes how a rural island community prepared for a coming storm, and how they were confident in their preparations. -When the storm hits, they are shocked by its power: its violent sights and sounds are described, using the metaphor of war. -The final line of the poem reveals their fear of nature's power

Language

-‘Nor are there trees which might prove company’: the island is a lonely, barren place.
-Violent verbs are used to describe the storm: ‘pummels’, ‘exploding’, ‘spits’.
-Semantic field of war: ‘Exploding comfortably’ (also an oxymoron to contrast fear/safety); ‘wind dives and strafes invisibly’ (the wind is a fighter plane); ‘We are bombarded by the empty air’ (under ceaseless attack).
-This also reinforces the metaphor of war / troubles.
-‘spits like a tame cat turned savage’: simile compares the nature to an animal that has turned on its owner

The Emigree by Carol Rumens

Content , Meaning and Purpose - ‘Emigree’ – a female who is forced to leave their county for political or social reasons. -The speaker describes her memories of a home city that she was forced to flee. The city is now “sick with tyrants”. - Despite the cities problems, her positive memories of the place cannot be extinguished.

Language

-“I left it as a child”: ambiguous meaning – either she left when she was a child or the city was a child (it was vulnerable and she feels a responsibility towards it).
-“I am branded by an impression of sunlight”: imagery of light - it will stay with her forever.
-Personification of the city: “I comb its hair and love its shining eyes” (she has a maternal love for the city) and “My city takes me dancing” (it is romantic and passionate lover)
-“My city hides behind me”: it is vulnerable and – despite the fact that she had to flee – she is strong.
-Semantic field of conflict: “Tyrant, tanks, frontiers”



Stave One:

- We are introduced to Ebenezer Scrooge on Christmas Eve. He is a lonely miser obsessed with money. He won't pay to heat the office properly – meaning Bob Cratchit is very cold
- We learn Jacob Marley, Scrooge's business partner, died exactly 7 years earlier.
- Scrooge is irritated that Christmas Day seems to be interrupting his business. Scrooge is visited by his nephew Fred, who invites his uncle to Christmas dinner. Scrooge refuses.
- Scrooge is visited by two charity workers, asking for donations. Scrooge refuses and exclaims he wants to be left alone.
- Scrooge allows Bob to have Christmas Day off.
- Scrooge, when he is home, is visited by the Ghost of Jacob Marley – warning him he will be visited by three more ghosts to help him change his ways.

Stave Two:

- Scrooge is visited by the Ghost of Christmas Past who takes him to witness his past.
- Scrooge is taken first to his schoolboy years and he is reminded how his friends would go home from Christmas while he was left at school. We see him with his sister, who one year took him home for the holidays.
- Next we are shown Scrooge as a young apprentice, working for Fezziwig. Dickens describes the Christmas ball Fezziwig organised for his employees.
- Finally, Scrooge is taken to see his ex-fiancée, Belle. We see the scene when they break up, as money has taken over Scrooge's life.
- Scrooge cannot bear to see any more and struggles with the spirit.

Stave Three:

- Scrooge is then visited by the Ghost of Christmas Present.
- The spirit shows Scrooge how the Cratchit family celebrate Christmas. Scrooge asked if Tiny Tim will live. The spirit explain unless there are changes, he will die. The spirit reminds Scrooge of his earlier words: 'If he is to die, he had better do it, and decrease the surplus population'
- Scrooge is then taken to see how others celebrate Christmas: miners, lighthouse workers, sailors on a ship.
- He is then taken to Fred's house at Christmas, where they are playing games.
- The spirit then begins to age, and see under the spirit's robes two children: Want and Ignorance.
- The Ghost of Christmas Future then appears.

Stave Four:

- The Ghost of Christmas Future is described.
- The spirit takes Scrooge to see a group of businessmen discussing someone who has died.
- Scrooge is then taken to see Old Joe, where he is in the process of buying property of the dead man – which have been stolen.
- Scrooge then returns to Bob Cratchit's house, where it is revealed Tiny Tim has died.
- Scrooge is then taken to the graveyard and is shown a grave stone and realises this is for him.
- Scrooge falls to his knees and begs that he will change his ways.

Stave Five:

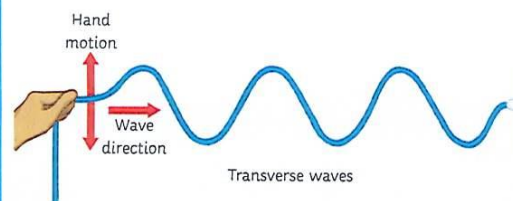
- Scrooge wakes up in his own bed.
- Scrooge wonders how much time has passed and calls to a boy. He then sends the boy to the poulterer for the prize turkey to give to Bob Cratchit,
- Scrooge meets one of the charity collectors from earlier and whispers to him that he will give a large donation.
- Scrooge then goes to Fred's house and is welcomed in. He enjoys the dinner and party.
- On Boxing Day, Scrooge arrives early to work, and plays a trick on Bob. Scrooge then tells him he is going to raise his salary and promises to help Bob's struggling family.

Malthus and the Poor Laws	<ul style="list-style-type: none"> 1798, Thomas Malthus wrote that the human population would grow faster than food supplies leading to famines and death. Malthus believed poverty was the result of overpopulation. Malthus believed people should families in later life and not have too many children. Dickens believed Malthus was wrong. He believed there was plenty of food to go around but only if the rich were more generous. Dickens felt it wrong the poor should suffer because the rich were too selfish to share their wealth. Malthus thought existing poor laws in Britain were too charitable. Poverty relief, he believed, encouraged laziness in the poor and reduced the incentive to work hard and save money. 1834, a new Poor Law was introduced to reduce the financial help available to the poor. It also ruled that all unemployed people would have to enter a workhouse in order to receive food and shelter. Conditions in workhouses were unpleasant to discourage the poor from relying on society to help them. 	Religion	<ul style="list-style-type: none"> Christianity held a strong influence in Victorian Britain, especially amongst the middle / upper classes. Good Christians believed in a strict moral code – attending church regularly, avoiding alcohol and exercise sexual restraint. Dickens’ view on Christianity was different. He believed that to be a good Christian people should seek out opportunities to do good deeds for other people. Sabbatarianism – when people spent Sunday going to church and resting. Dickens was opposed to this because it meant that working poorer people were denied any enjoyment on their one day off – everything was shut. Poorer people didn’t have ovens at home so often food cooked by bakers. Sabbatarianism meant that many people couldn’t get a hot meal on Sundays because the bakers were shut.
Charity	<ul style="list-style-type: none"> Industrial revolution led to a gap between the rich and poor with many struggling to survive relying on the generosity of those better off than themselves. Some philanthropists were keen to enhance the lives of the workers. Cadburys tried to provide quality homes and improve lifestyles of workers at their factory in Bournville. 	Dickens’ ideas and intentions Dickens’ writing criticised economic, social, and moral issues in the Victorian era. He showed compassion and empathy towards the vulnerable and disadvantaged people in English society, and help to bring about several important social reforms. Dickens’ deep social commitment and awareness of social issues come from his traumatic childhood, where his father was imprisoned for debt, and he was forced to work in a shoe-blackening factory at 12 years old. In his adult life, Dickens developed a strong social conscience and empathised with the victims of social and economic injustice. Dickens’ intention in A Christmas Carol is to draw readers’ attention to the plight of the poor and to highlight the hypocrisy of Victorian society. He juxtaposes the wealth and greed of capitalists with the poorer classes and draws attention to the way in which the greed and selfishness of some impacts on the quality of the lives of others. His moral message appears to be that we should care for our fellow man. The transformation of Scrooge suggests that Dickens feels it is never too late for change and redemption. Dickens emphasises the importance of family, friendship and charity in bringing about this change.	
Education	<ul style="list-style-type: none"> Dickens believed strongly in the importance of education. As part of his campaign against the treatment of the poor, Dickens worked with a friend called Angela Burdett-Coutts. In 1840s, Dickens and Coutts became involved in the Ragged Schools. The aim was to provide poor children with basic education. Dickens believed that it is through education that one can leave poverty. 		
Christmas	<ul style="list-style-type: none"> Start of 19th century Christmas was hardly celebrated. By the end of the century it was the most important celebration of the year. Traditions associated with Christmas became important: cards, crackers, carols, decorations, gifts and Christmas dinner. Prince Albert in 1840 brought a tree from Germany to Britain for the first time. Christmas Card dates back to 1843 when Henry Cole asked an artist to design one for him. They were expensive so children made their own. Christmas celebrations were becoming more secular as feasts and games became a central part of the festivities. 	Key themes and ideas Poverty, Fate, Charity, Transformation, Capitalism, Greed, Money, Redemption, Family, Friendship, Religion, Morality, Isolation/Loneliness, Choices, Memory and the past, Compassion, Forgiveness, Guilt and blame, Time, Rationality	Settings Scrooge’s workplace, Scrooge’s living room, Scrooge’s bedroom, the village from Scrooge’s childhood, Scrooge’s school, Fezziwig’s party, the Cratchit residence, the streets of London, the Beetham shop, Fred’s residence, the graveyard.
		Key characters: Scrooge, Marley, Fred, The Ghost of Christmas Past, The Ghost of Christmas Present, The Ghost of Christmas Yet to Come, The Cratchits, Fezziwig, Belle.	

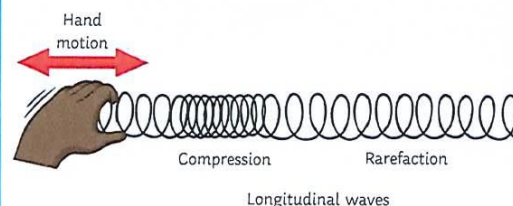
Transverse and Longitudinal Waves

Waves can be either **transverse** or **longitudinal**.

In a transverse wave, the vibrations are at a right angle (**perpendicular**) to the direction of the energy transfer. The wave has **peaks** (or **crests**) and **troughs**. Examples include **water waves** and **light waves**.



In a longitudinal wave, the vibrations are in the same direction (**parallel**) as the energy transfer. The wave has areas of **compression** and **rarefaction**. Examples of this type of wave are **sound waves**.

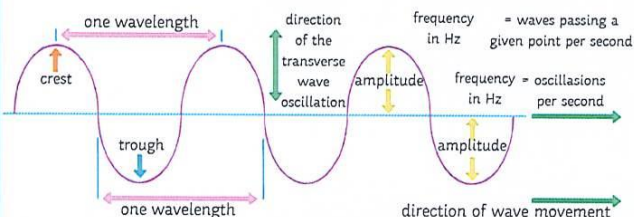


When a wave travels, energy is transferred but the matter itself does not move. Particles of water or air vibrate and transfer energy but do not move with the wave.

This can be shown by placing a cork in a tank of water and generating ripples across the surface. The cork will bob up and down on the **oscillations** of the wave but will not travel across the tank.



Properties of Waves



The **frequency** of a wave is the number of waves which pass a given point every second.

$$\text{time period (s)} = 1 \div \text{frequency (Hz)}$$

$$t = 1 \div f$$

The **wave speed** is how quickly the energy is transferred through a medium (how quickly the wave travels).

$$\text{wave speed (m/s)} = \text{frequency (Hz)} \times \text{wavelength (m)}$$

$$v = f \times \lambda$$

The speed of **sound waves** travelling through air can be measured by a simple method. One person stands a measured distance from a large flat wall, e.g. 100m. The person then claps and another person measures the time taken to hear the echo. The speed of the sound can then be calculated using the equation

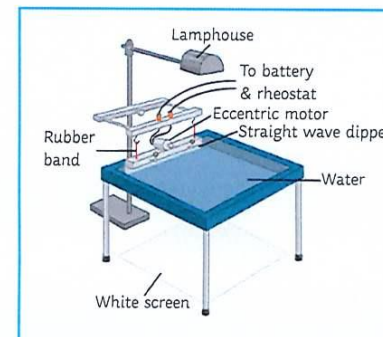
$$\text{speed} = \text{distance} \times \text{time}.$$

Remember the distance will be double because the wave has travelled to the wall and back again. It is important to take several measurements and calculate the average to reduce the likelihood of human error.

Required Practical Investigation 8

Aim: make observations and identify the suitability of apparatus to measure the frequency, wavelength and speed of waves in a ripple tank and waves in a solid, and take appropriate measurements.

The **ripple tank apparatus** shown is the most commonly used for this investigation. It is likely you will work in groups or observe the investigation as a demonstration by your teacher.



Method (assuming the apparatus is already set-up):

Turn on the power and observe the waves. Make any necessary adjustments to the equipment so that the waves are clear to observe (alter the voltage supplying the motor). **N.B. The lowest frequency setting on the motor will ensure that the waves measurements can be made more easily.**

To measure the **wavelength**, use the metre ruler and make an estimate quickly. You may want to use a **stroboscope** and freeze the wave patterns to make measurements.

Record 10 wavelengths and calculate the **average value**.

To measure the wave **frequency**, mark a given point onto the white paper and **count** the number of waves which pass the point within **10 seconds**. Divide your answer by 10 to find the number of **waves per second**.

Record 10 frequencies and calculate the **average value**.

To calculate the wave speed, use this formula:

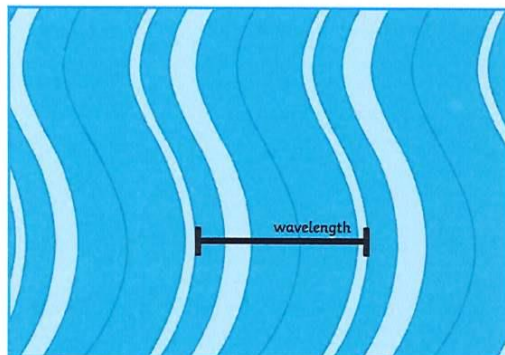
$$\text{speed} = \text{frequency} \times \text{wavelength}$$



Science

AQA GCSE Physics (Combined Science) Unit 6: Waves

Remember: the wavelength is the distance between one peak (or crest) of a wave and the next peak.



Required Practical Investigation 9

Aim: investigate the reflection of light by different types of surface and the refraction of light by different substances.

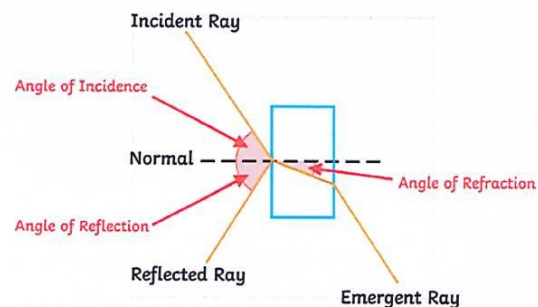
Method:

1. In a darkened room, set up the ray box on a flat surface and insert the filter to produce a single ray of light.
2. Place a glass block in the centre of a piece of plain A3 paper.
3. Draw a line around the glass block.
4. Draw a line at 90° to the glass block and label the line normal, as shown in the diagram.
5. Position the ray box so the ray of light hits the glass at an angle.
6. Using a pencil, draw the incidence, reflected and emergent rays as shown in the diagram.
7. Remove the glass block and draw the refracted ray going through the block.

8. Using a protractor, measure the angles of incidence, reflection and refraction. Record your results.
9. Repeat the experiment by placing a clear acrylic block on the A3 paper in the same position as the glass block.
10. The incident ray must follow the same line as before. Draw the reflected and refracted rays and measure using a protractor.
11. Collect four sets of results from other members of the class.

The law of reflection states:

angle of incidence = angle of reflection



Risk assessment:

The ray box will become hot during use and may cause minor burns. To prevent this, you should not touch the lamp and ensure you allow time for the ray box to cool after use.

You will be working in a semi-dark environment which means there is a higher risk of trips or falls. You should ensure your working space is clear of bags and coats, and that stools are tucked under desks before you start your investigation.

Required Practical Investigation 10

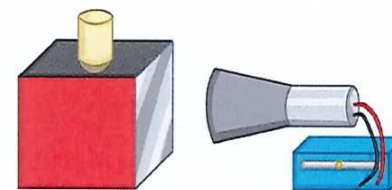
Aim: investigate how the amount of infrared radiation absorbed or radiated by a surface depends on the nature of that surface.

In this investigation, you are finding out which type of surface emits the most **infrared** radiation:

- dark and matt
- dark and shiny
- light and matt
- light and shiny

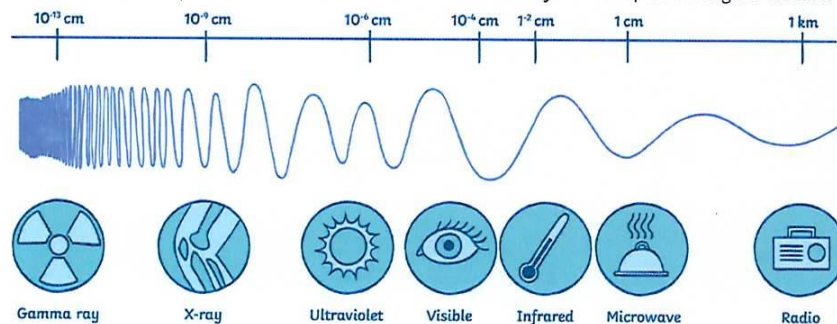
Method:

1. Place the Leslie cube on a heatproof mat.
2. Once the kettle has boiled, fill the Leslie cube with hot water.
3. Ensuring that the thermometer or the infrared detector is an equal distance from each of the surfaces (in turn) on the Leslie cube, measure the amount of infrared radiation emitted.
4. Repeat the experiment twice more to collect three results for each surface.



The Electromagnetic Spectrum

Electromagnetic waves transfer energy from a source to an absorber as transverse waves. The different waves are grouped depending on their frequency and form a continuous spectrum known as the electromagnetic spectrum. Each of the frequencies of waves travel at the same velocity and can pass through a vacuum as well as air.



Frequency	Wave	Use	Other Information
<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">↑</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Low</div> <div style="margin-left: 10px;">↓</div> </div>	radio waves	Communication via television and radio, and satellite communications.	Easily transmitted through air and can be reflected to change their direction. Harmless if absorbed by the human body. Are reflected back off the atmosphere and cannot pass through into space.
	microwaves	Communications including satellite communications and cooking food.	When the molecules absorb microwaves, their internal energy increases. This can be harmful when internal body cells become heated by over exposure to microwaves. Can pass through the atmosphere and into space.
	infrared	Short-range communications (remote controls), electrical heaters, cooking food, optical fibres, security systems and thermal imaging cameras.	It can cause burns to skin.
	visible light	Used for lighting, photography and fibre optics.	Frequency range that is detectable by the human eye.
	ultraviolet	Sterilising water and killing bacteria. Detecting forged bank notes.	Causes skin tanning and can lead to burns or skin cancer.
	X-rays	Medical imaging and airport security scanners.	Very little energy is absorbed by body tissues. Instead, it is transmitted through the body. These waves can lead to gene mutation and cancer.
	gamma rays	Sterilising medical equipment or food and treatment for some cancers.	
High			

You can remember the order of the electromagnetic spectrum easily with the phrase:

Roman men invented very unusual X-ray guns.

AQA GCSE Physics (Combined Science) Unit 6: Waves

Properties of Electromagnetic Waves

You should be able to complete or construct a **ray diagram** to show how a wave is **refracted** at the boundary of a different medium.

As the wave moves **to** a more dense medium (e.g. from gas to solid), it slows down and bends so that the angle from the normal becomes smaller. The angle of incidence is larger than the angle of refraction.

As the wave moves **from** a more dense medium (e.g. from solid to gas), it speeds up and bends so that the angle from the normal becomes larger. The angle of refraction is larger than the angle of incidence.

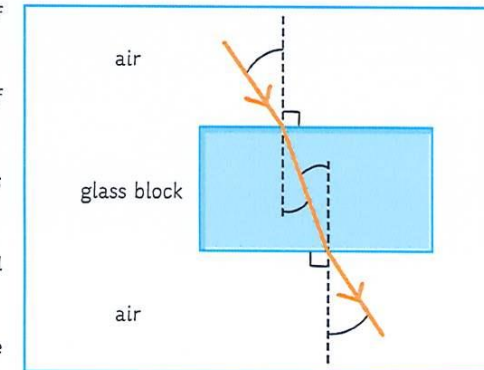
The angle at which a wave enters the glass block is equal to the angle that it leaves the glass block (when entering and leaving the same medium); however, if a wave crosses a boundary between two mediums at an angle of 90° , then it will not change direction but instead carry on in a straight line.

Gamma rays occur as the result of changes to the nuclei of atoms and atoms themselves. It is a form of radiation and the waves can be generated and absorbed across a wide range of frequencies.

UV, X-rays and **gamma** are all types of **radiation** and can be **harmful** to human health; they cause damage to human body tissues. The severity of the damage caused depends on the dose of radiation a tissue or cell is exposed to. **Radiographers** and dentists who routinely carry out X-ray examinations wear a device to monitor the amount of exposure and ensure they are within a **safe limit**.

X-rays and gamma rays are **ionising** and can cause **mutations** to genes which may result in **cancer**.

UV waves can cause the skin to burn and age prematurely. UV exposure also increases the risk of developing **skin cancer**.



Radio Waves (Higher tier only)

Oscillations in electrical circuits can produce **radio waves** which when absorbed by a conductor, produce an **alternating current**.

The alternating current has the same **frequency** as the radio wave and so information can be coded for transmission. This is how **television** and **radio** are broadcast.

AQA Combined Science: Physics Topic 7 Magnetism and Electromagnetism

Poles of a Magnet

A magnet has two ends called **poles**: the **north pole** and the **south pole**. The magnetic forces of the magnet are strongest at the poles.



When two magnets are brought close together, they will **attract** or **repel**, depending on which poles are brought together:

- **Like poles will repel** one another e.g. N-N or S-S.
- **Opposite poles will attract** e.g. N-S.

The forces exerted between the poles of two magnets are a type of **non-contact force**: the magnets do not have to be touching for the effect to be observed.

Remember that only **iron, cobalt and nickel** (or alloys containing these metals) are magnetic.

A **permanent magnet** is one with its own magnetic field. The magnetism cannot be turned on or off e.g. a bar magnet or a horseshoe magnet.

An **induced magnet** is a material which becomes magnetic only when placed within a magnetic field. Induced magnets only attract other materials and lose most (if not all) of their magnetism when removed from the magnetic field e.g. iron filings.

Magnetic Fields

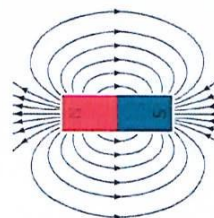
The **magnetic field** is the area surrounding a magnet where the force is acting on another magnet or magnetic material. It can be observed using a compass placed at different points around a bar magnet. The field lines can be drawn by using the compass to mark the direction at a range of points.

A magnet always causes a magnetic material to be **attracted**. The strength of the magnetic field is determined by the proximity to the magnet.

When looking at a diagram of magnetic field lines, the force is strongest where the lines are closest together. The magnetic field of the magnet is strongest at the poles. The direction of the magnetic field shows the direction the force would act on another north pole.

As a result, magnetic field lines always come away from the north pole (like poles repel) and towards the south pole (unlike poles attract).

The earth produces a magnetic field and a magnetic compass uses this to help aid navigation. The core of the earth is made of iron (a magnetic material). A compass contains a small bar magnet shaped as a needle, which points in the direction of the earth's magnetic field.

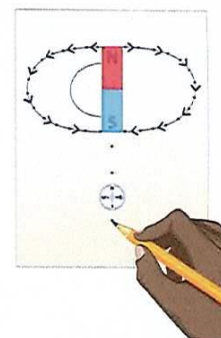


Plotting Magnetic Field Lines

A magnetic compass can be used to plot and draw the magnetic field lines around a magnet.

You should be able to describe this method for a bar magnet.

1. Place the bar magnet in the centre of a sheet of plain paper.
2. Using a magnetic compass, position it on the paper somewhere around the magnet.
3. Observe the direction of the needle and carefully draw a dot at the circumference of the magnet, in line with each end of the needle. Make sure you include an arrow to indicate the direction of north.
4. Repeat steps 2 and 3 for several positions around the magnet.
5. Join the arrows to complete the magnetic field lines and whole pattern.



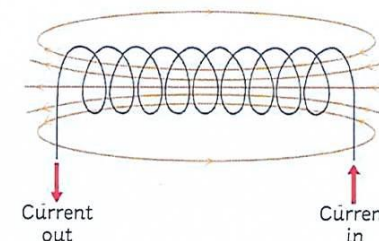
Electromagnetism

A circular **magnetic field** is produced when a current is passed through a conducting wire. This produces an **induced magnet**.

Switching off the current causes the magnetism to be lost.

The strength of the magnetic field can be increased by increasing the current flowing through the wire. The strength of the magnetic field is stronger closer to the wire.

Coiling the wire to form a **solenoid** will also increase the strength of the magnetic field. The strength of the magnetic field created by a solenoid is strong and uniform throughout.

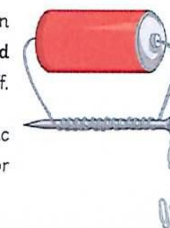


To increase the strength of the magnetic field around a solenoid you can...

- add an iron core;
- increase the number of turns in the coil;
- increase the current passing through the wire.

An **electromagnet** is a solenoid with an iron core. Electromagnets are **induced magnets** and can be turned on and off.

Electric motors, loudspeakers, electric bells and remotely controlled door locks all use **electromagnets**.



The Motor Effect and Fleming's Left-Hand Rule

When a wire carrying a current is exposed to the magnetic field of another magnet, then a **force** is produced on the wire at a **right angle** to the direction of the magnetic field produced.

This is called the **motor effect**.

The force produced by the motor effect can be calculated using this equation:

$$\text{force (N)} = \text{magnetic flux density (T)} \times \text{current (A)} \times \text{length (m)}$$

For example:

A current of 8A is flowing through a wire that is 75cm long. The magnetic field acting at a right angle on the wire is 0.5T. Calculate the force.

$$F = B \times I \times l$$

Remember: the equation uses length measured in m. The question gives you the length in cm so you need to convert it before you calculate your answer.

$$F = 0.5 \times 8 \times 0.75$$

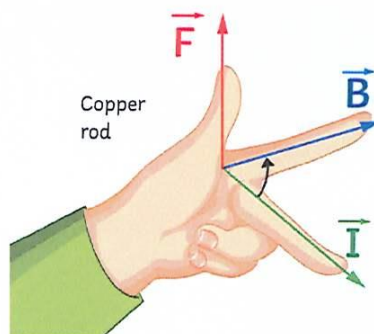
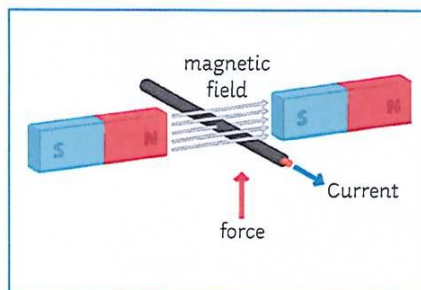
$$F = 3\text{ N}$$

From the equation we can see that the force acting on a given length of wire (e.g. 1m) will be increased if the current increases or the magnetic flux density increases. If the current flowing through a wire is **parallel** to the magnetic field, then **no force** is produced – there is no motor effect.

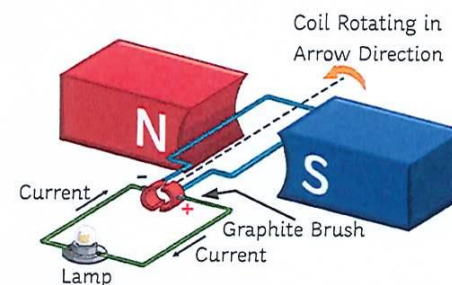
You might be shown a diagram and asked to indicate the direction of the force produced. **Fleming's left-hand rule** can help you do this because it represents the **relative orientation** of the force produced by the motor effect.

Remember:

- Use your **left hand**!
- The angle between your index finger and middle finger should be a **right angle** on the horizontal plane.
- The angle between your index finger and thumb should be a **right angle** on the vertical plane.
- Your **thumb** represents the direction of the **force**.
- Your **index finger** represents the direction of the **magnetic field**.
- Your **middle finger** represents the direction of the **current** flowing through the wire.

**Electric Motors**

When the wire carrying the current is **coiled**, the motor effect acting on it causes the wire to **rotate**. This is how an **electric motor** works.



As the **current** flows (from negative to positive), the force produced in each side of the coil acts in **opposite directions**, causing the coil to **rotate** overall.

When the coil reaches a **vertical position**, the force produced is now **parallel** to the magnetic field line and so would be **zero**. This would cause the motor to stop rotating.

To maintain the rotation of the coiled wire, a **split ring commutator** is used to supply the current to the wire. The DC supply reaches the split ring via graphite or metal **brushes** which maintain the connection while allowing it to rotate freely on the **axis**.

The two halves of the split ring commutator ensure that the **current supplied** to the wire **changes direction** each half-turn (or that the current supplied is the same direction on each side of the motor) and as a result, the force produced maintains a **constant rotation** in one direction overall.

Infection and Response Knowledge Organiser – Foundation and Higher

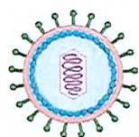
Communicable Disease

Pathogens are **microorganisms** that enter the body and cause communicable disease (infectious). Plants and animals can be infected by them.

Bacteria are small cells that can reproduce very quickly in the body. They produce **toxins** that make you feel ill, damaging your cells and tissues.



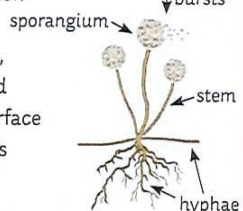
Viruses are much smaller than bacteria; they can also reproduce quickly in the body. Viruses live inside your cell where they replicate. They then burst out of the cell, releasing new viruses.



Protists are eukaryotes (multicellular). Some are parasites which live on or inside other organisms, often carried by a vector.



Fungi are sometimes single celled, others have hyphae that grow and penetrate human skin and the surface of plants. They can produce spores which can spread to other plants.



How Pathogens Are Spread

Pathogens can be spread in many ways, for example:

Water – by drinking dirty water, e.g. cholera.

Air – carried by air and breathed in, e.g. influenza.

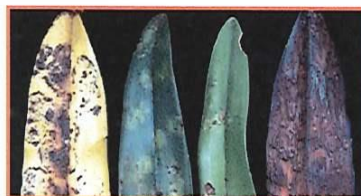
Direct contact – touching contaminated surfaces including the skin, e.g. athlete's foot.

Viral Diseases

Measles is spread by droplets of liquid from sneezes and coughs etc., symptoms include a red rash on the skin and a fever. Measles can be serious or even fatal, it can lead to pneumonia. Most people are vaccinated against measles when they are very young.

HIV is spread by sexual contact or exchanging body fluids. HIV can be controlled by antiviral drugs; this stops the viruses replicating. The virus attacks the cells in the immune system. If the immune system is badly damaged, the body cannot cope with other infections. This is the late stage and is called AIDS.

Tobacco mosaic virus affects plants, parts of the leaves become discoloured. This means plants cannot carry out photosynthesis; this will affect the plant's growth.



Fungal and Protist Diseases

Fungal

Rose black spot shows as black spots on the leaves of the plant, this means less photosynthesis occurs. As a result, the plant does not grow as well. It is spread by the wind or the water. They can be treated by using fungicides and taking the leaves off the infected plant.

Protists

Malaria is caused by a protist, mosquitoes are the vectors. They become infected when they feed on an infected animal. The protist is inserted into the blood vessel. Malaria can cause fever, it can also be fatal.

Bacterial Diseases

Salmonella bacteria causes food poisoning. Symptoms include fever, stomach cramps, vomiting and diarrhoea. The symptoms are caused by the toxins produced by the bacteria. Food contaminated with salmonella can give you food poisoning. Most poultry in the UK will have had a vaccination against salmonella.

Gonorrhoea is a sexually transmitted bacterial disease, passed on by sexual contact. Symptoms include pain when urinating and thick yellow/green discharge from the vagina or penis. To prevent the spread, people should be treated with antibiotics and use a condom.

How to prevent the spread:

Being hygienic –

washing hands thoroughly.

Destroying vectors –

killing vectors by using insecticides or destroying their habitat.

Isolation –

isolating an infected person will prevent the spread.

Vaccination –

people cannot develop the infection and then pass it on.



Infection and Response Knowledge Organiser – Foundation and Higher

Fighting Diseases

Defence System

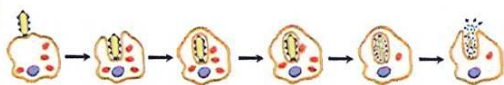
1. The skin acts as a barrier to pathogens.
2. Hairs and mucus in your nose trap particles.
3. The trachea and bronchi secrete mucus to trap pathogens. They also have cilia which move backwards and forwards to transport the mucus towards the throat. This traps any pathogens and the mucus is usually swallowed.
4. The stomach contains hydrochloric acid to kill any pathogens that enter the body via the mouth.

The Immune System

This kills any pathogens that enter the body.

White blood cells:

- **Phagocytosis** is when white blood cells engulf pathogens and then digest them.
- They produce **antitoxins** to neutralise the toxins.
- They also produce **antibodies**. Pathogens have **antigens** on their surface, antibodies produced by the white blood cells lock on to the antigen on the outside of the pathogen. White blood cells can then destroy the pathogens. Antibodies are specific to one antigen and will only work on that pathogen.



Vaccinations

Vaccinations have been developed to protect us from future infections. A vaccination involves an injection of a **dead** or **weakened** version of the pathogen. They carry antigens which cause your body to produce antibodies which will attack the pathogen. If you are infected again, the white blood cells can produce antibodies quickly.



Pros	Cons
Helps to control communicable diseases that used to be very common.	They don't always work.
Epidemics can be prevented.	Some people can have a bad reaction to a vaccine – however, that is very rare.

Fighting Disease – Drugs

Painkillers relieve the pain and symptoms, but do not tackle the cause.



Antibiotics kill the bacteria causing the problem, but do not work on viruses. Viruses are very difficult to kill because they live inside the body cells.



Developing Drugs

There are three main stages in drug testing:

Pre-clinical testing:

1. Drugs are tested on human cells and tissues.
2. Testing carried out on living animals.

Clinical testing:

3. Tested on healthy human volunteers in clinical trials. Starts with a very low dose, then tested on people with the illness to find the optimum dose.

Placebo is a substance that is like the drug, but does not do anything.

Placebo effect is when the patient thinks the treatment will work even though their treatment isn't doing anything.

Blind trial is when the patient does not know whether they are getting the drug or the placebo.

Double-blind trial is when both the doctor and the patient do not know whether they are getting the drug.

Drugs from Plants

Chemicals produced by plants to defend themselves can be used to treat human diseases or help with symptoms.

Drug	Plant/Microorganism
aspirin	willow
digitalis	foxglove
penicillin	mould - penicillium

New drugs are now made by chemists, who work for the pharmaceutical industry, in laboratories.

Key Vocabulary

antibodies
antigens
antitoxins
bacteria
blind trial
double-blind
fungus
microorganism
phagocytosis
placebo
protist
toxins
vaccination
vector
virus

BIDMAS N3

...or BODMAS. Use the correct order of operations; take care when using a calculator.

- Brackets
- Indices (or pOwers)
- Division and Multiplication
- Addition and Subtraction

Types of number N4

Integer: a "whole" number
Factors; the divisors of an integer
→ Factors of 12 are 1, 2, 3, 4, 6, 12
Multiples; a "times table" for an integer (will continue indefinitely)
→ Multiples of 12 are 12, 24, 36 ...
Prime number: an integer which has exactly two factors (1 and the number itself). Note: 1 is not a prime number.

HCF, LCM N4

Highest Common Factor (HCF)
→ Factors of 6 are 1, 2, 3, 6
Factors of 9 are 1, 3, 9
HCF of 6 and 9 is 3
Lowest Common Multiple (LCM)
→ Multiples of 6 are 6, 12, 18, 24, ...
Multiples of 9 are 9, 18, 27, 36, ...
LCM of 6 and 9 is 18

Prime factors N4

Write a number as a product of its prime factors; use indices for repeated factors:

$$\rightarrow 720 = 5 \times 3^2 \times 2^4$$

Powers and roots N6, N7

Special indices: for any value a :

$$a^0 = 1$$

$$a^{-n} = \frac{1}{a^n}$$

$$\rightarrow 3^{-4} = \frac{1}{3^4} = \frac{1}{81}$$

Calculating with fractions N8

Adding or subtracting fractions; use a common denominator...

$$\rightarrow \frac{4}{5} - \frac{1}{3} = \frac{12}{15} - \frac{5}{15} = \frac{7}{15}$$

Multiplying fractions; multiply numerators and denominators...

$$\rightarrow \frac{4}{7} \times \frac{2}{3} = \frac{8}{21}$$

Dividing fractions; "flip" the second fraction, then multiply...

$$\rightarrow \frac{2}{7} \div \frac{5}{6} = \frac{2}{7} \times \frac{6}{5} = \frac{12}{35}$$

Surds N8

Look for the biggest square number factor of the number:

$$\rightarrow \sqrt{80} = \sqrt{16 \times 5} = 4\sqrt{5}$$

Standard form N9

Standard form numbers are of the form $a \times 10^n$ where $1 \leq a < 10$ and n is an integer.

Standard units N13

1 tonne = 1000 kilograms
1 kilogram = 1000 grams

1 kilometre = 1000 metres
1 metre = 100 centimetres
= 1000 millimetres
1 centimetre = 10 millimetres

1 day = 24 hours
1 hour = 60 minutes = 3600 seconds
1 minute = 60 seconds

Fractions, decimals N10

Fraction is numerator \div den

$$\rightarrow \frac{5}{8} = 5 \div 8 = 0.625$$

Use place values to change decimals to fractions. Simplify where possible.

$$\rightarrow 0.45 = \frac{45}{100} = \frac{9}{20}$$

Learn the most frequently used ones:

$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{3}{4}$
0.5	0.25	0.1	0.2	0.75

Rounding N15

Truncate the number, then use a "decider digit" to round up or down.

Decimal places: use the decimal point

$$\rightarrow 162.3681 \text{ to 2dp;}$$

$$162.36 \mid 81 = 162.37 \text{ to 2dp}$$

Significant figures: use the first non-zero digit.

$$\rightarrow 162.3681 \text{ to 2sf;}$$

$$16 \mid 2.3681 = 160 \text{ to 2sf}$$

$$\rightarrow 0.007 \, 039 \text{ to 3sf;}$$

$$0.007 \, 03 \mid 9 = 0.007 \, 04 \text{ to 3sf}$$

Error intervals N15

Find the range of numbers that will round to a given value:

$$\rightarrow x = 5.83 \text{ (2 decimal places)}$$

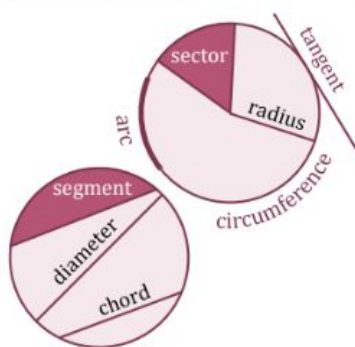
$$5.825 \leq x < 5.835$$

$$\rightarrow y = 46 \text{ (2 significant figures)}$$

$$45.5 \leq y < 46.5$$

Note use of \leq and $<$, and that the last significant figure of each is 5

Parts of a circle G9



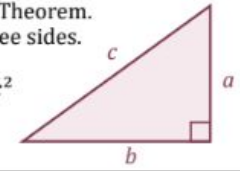
Right angled triangles G20, G22

Pythagoras Theorem.

Links all three sides.

No angles.

$$a^2 + b^2 = c^2$$



The longest side of any right angled triangle is the hypotenuse; check that your answer is consistent with this.

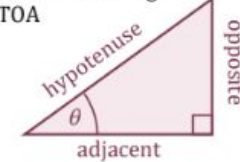
Special values of sin, cos, tan
Learn (or be able to find without a calculator)...

θ°	$\sin\theta^\circ$	$\cos\theta^\circ$	$\tan\theta^\circ$
0	0	1	1
30	$\frac{1}{2}$	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{3}}$
45	$\frac{1}{\sqrt{2}}$	$\frac{1}{\sqrt{2}}$	1
60	$\frac{\sqrt{3}}{2}$	$\frac{1}{2}$	$\sqrt{3}$
90	1	0	

Trigonometry.

Links two sides and one angle.

SOH | CAH | TOA



$$\sin\theta = \frac{\text{opp}}{\text{hyp}}$$

$$\cos\theta = \frac{\text{adj}}{\text{hyp}}$$

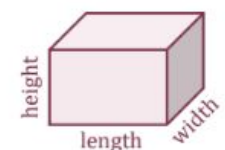
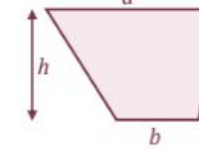
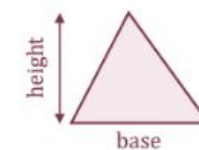
$$\tan\theta = \frac{\text{opp}}{\text{adj}}$$

Use "2ndF" or "SHIFT" key to find a missing angle

Areas and volumes G16, G17, G18, G23

$$\text{Area of triangle} = \frac{1}{2} \times \text{base} \times \text{height}$$

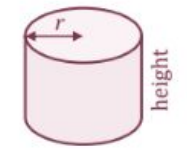
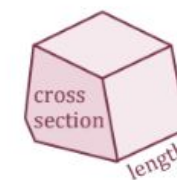
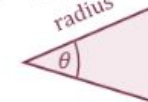
$$\text{Volume of cuboid} = \text{length} \times \text{width} \times \text{height}$$



$$\text{Area of trapezium} = \frac{1}{2}(a + b) \times h$$

$$\text{Circumference of circle} = \pi \times D$$

$$\text{Area of circle} = \pi \times r^2$$



$$\text{Arc length} = \frac{\theta}{360^\circ} \times \pi \times D$$

$$\text{Area of sector} = \frac{\theta}{360^\circ} \times \pi \times r^2$$

$$\text{Volume of cylinder} = \pi r^2 \times \text{height}$$

$$\text{Volume of prism} = \text{area of cross section} \times \text{length}$$

Transformations

Reflection

- Line of reflection
- Translation
- Vector

Rotation

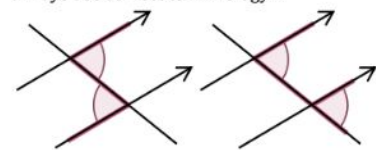
- Centre of rotation
- Angle of rotation
- Clockwise or anticlockwise

Enlargement

- Centre of enlargement
- Scale factor (if SF < 1 the shape will get smaller).

Angle facts

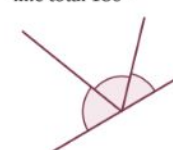
Equal angles in parallel lines: always use correct terminology...



Alternate angles

Corresponding angles

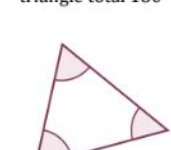
Angles on a straight line total 180°



Angles in a full turn total 360°



Interior angles in a triangle total 180°



Use this for the interior angles of any polygon...



...or $180^\circ \times (n - 2)$

Exterior angles always total 360°



Quadratics A18

Solve a quadratic by factorising.

→ Solve $x^2 - 8x + 15 = 0$

Put into brackets (taking care with any negative numbers)...

$$(x - 3)(x - 5) = 0$$

...then either $x - 3 = 0$ or $x - 5 = 0$

so that $x = 3$ or $x = 5$.

Difference of two squares A4

$$a^2 - b^2 = (a + b)(a - b)$$

→ $x^2 - 25 = (x + 5)(x - 5)$

Simultaneous equations A19

→ Solve $\begin{cases} 2x + 3y = 11 \\ 3x - 5y = 7 \end{cases}$

Multiply to match a term in x or y

$$\begin{cases} 10x + 15y = 55 \\ 9x - 15y = 21 \end{cases}$$

Add or subtract to cancel...

$$19x = 76, \text{ so } x = 4$$

Finally, substitute and solve...

$$2 \times 4 + 3y = 11, \text{ so } y = 1$$

Rearrange a formula A5

The subject of a formula is the term on its own. Use rules that "balance" the formula to change its subject

→ Make x the subject of

$$2x + 3y = z$$

Here, subtract $3y$ from both sides...

$$2x = z - 3y$$

...then divide both sides by 2

$$x = \frac{z - 3y}{2}$$

Laws of indices A4

For any value a :

$$a^x \times a^y = a^{x+y}$$

$$\frac{a^x}{a^y} = a^{x-y}$$

$$(a^x)^y = a^{xy}$$

→ $\left(\frac{2pq^4}{p^3q}\right)^3 = \frac{8p^3q^{12}}{p^9q^3} = \frac{8q^9}{p^6}$ or $8q^9p^{-6}$

$y = mx + c$ A9

Equation of straight line $y = mx + c$
 m is the gradient; c is the y intercept:

→ Find the equation of the line that joins $(0, 3)$ to $(2, 11)$

Find its gradient...

$$\frac{11 - 3}{2 - 0} = \frac{8}{2} = 4$$

...and its y intercept...

Passes through $(0, 3)$, so $c = 3$

Equation is $y = 4x + 3$

Parallel lines: gradients are equal;

→ $y = 2x + 3$ and $y = 2x - 5$ both have gradient 2 so are parallel.

Expanding brackets A4

$$p(q + r) = pq + pr$$

→ $5(x - 2y) = 5x - 10y$

$$(x + a)(x + b) = x^2 + ax + bx + ab$$

→ $(2x - 3)(x + 5)$

$$= 2x^2 - 3x + 10x - 15$$

$$= 2x^2 + 7x - 15$$

Reverse of expanding is factorising - putting an expression into brackets.

Algebraic notation A1

$$ab = a \times b$$

$$3y = y + y + y$$

$$a^2 = a \times a$$

$$a^3 = a \times a \times a$$

$$a^2b = a \times a \times b$$

$$\frac{a}{b} = a \div b$$

Equations and identities A3

An equation is true for some particular value of x

→ $2x + 1 = 7$ is true if $x = 3$

...but an identity is true for every value of x

→ $(x + a)^2 \equiv x^2 + 2ax + a^2$
(note the use of the symbol \equiv)

Sequences A24, A25

Triangular numbers:

1st	2nd	3rd	4th	5th
1	3	6	10	15

Square numbers ($n^2 = n \times n$):

1 ²	2 ²	3 ²	4 ²	5 ²
1	4	9	16	25

Cube numbers ($n^3 = n \times n \times n$):

1 ³	2 ³	3 ³	4 ³	5 ³
1	8	27	64	125

n th term of an arithmetic (linear) sequence is $an + d$

→ n th term of 5, 8, 11, 14, ... is

$3n + 2$ (always increases by 3)

first term is $3 \times 1 + 2 = 5$

Geometric sequence; multiply each term by a constant ratio

→ 3, 6, 12, 24, ... (ratio is 2)

Fibonacci sequence; make the next term by adding the previous two ...

→ 2, 4, 6, 10, 16, 26, 42, ...

Division using ratio R5

Use a ratio for unequal sharing

→ Divide £480 in the ratio 7 : 5

$$7 + 5 = 12, \text{ then } £480 \div 12 = £40$$

$$7 \times £40 = £280, 5 \times £40 = £200$$

$$(\text{check: } £280 + £200 = £480 \checkmark)$$

Ratio and fractions R8

Link between ratios and fractions

→ Boys to girls in ratio 2 : 3

$$\frac{2}{5} \text{ are boys, } \frac{3}{5} \text{ are girls.}$$

Percentages R9

$$y \text{ percent of } x = \frac{y}{100} \times x$$

→ Increase £58 by 26%.

$$\frac{26}{100} \times £58 = £15.08$$

$$£58 + £15.08 = £73.08$$

$$y \text{ as a percentage of } x = \frac{y}{x} \times 100\%$$

→ The population of a town

increases from 3500 to 4620

Find the percentage increase.

$$\frac{1120}{3500} \times 100\% = 32\%$$

$$\text{Note: fraction} = \frac{\text{increase}}{\text{original}}$$

Learn the most frequently used ones:

$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{1}{100}$
50%	25%	10%	20%	1%

Averages S4

Mode: most frequently occurring

Median: put the data in numerical order, then choose the middle one

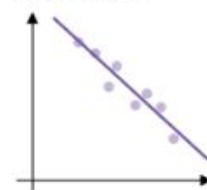
$$\text{Mean} = \frac{\text{total of items of data}}{\text{number of items of data}}$$

Correlation S6

Positive correlation



Negative correlation



Probability P8, P9

$$p = \frac{n(\text{equally likely favourable outcomes})}{n(\text{equally likely possible outcomes})}$$

$$p = 0 \quad \text{impossible}$$

$$0 < p < 0.5 \quad \text{unlikely}$$

$$p = 0.5 \quad \text{evens}$$

$$0.5 < p < 1 \quad \text{likely}$$

$$p = 1 \quad \text{certain}$$

Probability rules P8, P9

Multiply for independent events

→ P(6 on dice and H on coin)

$$\frac{1}{6} \times \frac{1}{2} = \frac{1}{12}$$

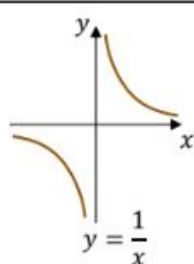
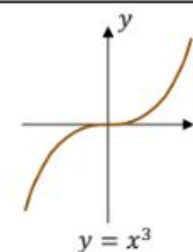
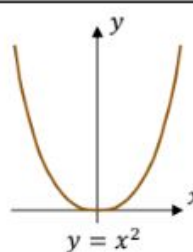
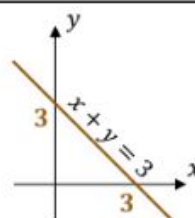
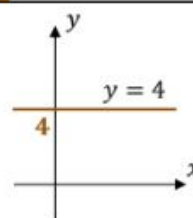
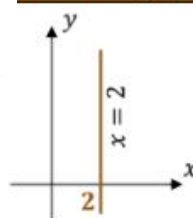
Add for mutually exclusive events

→ P(5 or 6 on dice)

$$\frac{1}{6} + \frac{1}{6} = \frac{2}{6}$$

Apply these rules to tree diagrams.

Standard graphs A12



Listing strategies N5

Product rule for counting:
 → $4 \times 3 \times 2 \times 1 = 24$ ways to arrange the letters P, I, X and L

Powers and roots N6, N7

Special indices: for any value a :

$$a^0 = 1$$

$$a^{-n} = \frac{1}{a^n}$$

$$a^{\left(\frac{p}{q}\right)} = \sqrt[q]{a^p}$$

→ $3^{-4} = \frac{1}{3^4} = \frac{1}{81}$

→ $8^{\left(\frac{2}{3}\right)} = \sqrt[3]{8^2} = 4$

Surds N8

Look for the biggest square number factor of the number:

→ $\sqrt{80} = \sqrt{16 \times 5} = 4\sqrt{5}$

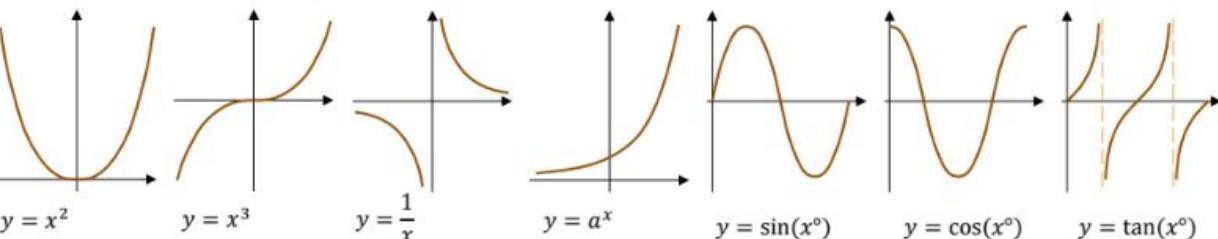
Rationalise the denominator N8

Multiply the numerator and denominator by an expression that makes the denominator an integer:

→ $\frac{4}{\sqrt{7}} = \frac{4 \times \sqrt{7}}{\sqrt{7} \times \sqrt{7}} = \frac{4\sqrt{7}}{7}$

→ $\frac{2}{4 + \sqrt{5}} = \frac{2}{4 + \sqrt{5}} \times \frac{4 - \sqrt{5}}{4 - \sqrt{5}} = \frac{2(4 - \sqrt{5})}{11}$

Standard graphs A12



Standard form N9

Standard form numbers are of the form $a \times 10^n$, where $1 \leq a < 10$ and n is an integer.

Recurring decimals N10

Make a recurring decimal a fraction:

→ $n = 0.23\bar{6}$
 (two digits are in the recurring pattern, so multiply by 100)
 $100n = 23.\bar{6}$
 (this is the same as 23.636)
 $99n = 23.6\bar{3}6 - 0.2\bar{3}6 = 23.4$
 $n = \frac{23.4}{99} = \frac{234}{990} = \frac{13}{55}$

Error intervals N15

Find the range of numbers that will round to a given value:

→ $x = 5.83$ (2 decimal places)
 $5.825 \leq x < 5.835$

→ $y = 46$ (2 significant figures)
 $45.5 \leq y < 46.5$

Note use of \leq and $<$, and that the last significant figure of each is 5

Equations and identities A3

An equation is true for some particular value of x

→ $2x + 1 = 7$ is true if $x = 3$
 ...but an identity is true for every value of x
 → $(x + a)^2 \equiv x^2 + 2ax + a^2$
 (note the use of the symbol \equiv)

Transformations of curves A13

Starting with the curve $y = f(x)$:

Translate $\begin{pmatrix} 0 \\ a \end{pmatrix}$ for $y = f(x) + a$

Translate $\begin{pmatrix} -a \\ 0 \end{pmatrix}$ for $y = f(x + a)$

Reflect in x axis for $y = -f(x)$

Reflect y axis for $y = f(-x)$

Velocity - time graph A15

Gradient = acceleration (you may need to draw a tangent to the curve at a point to find the gradient);
 Area under curve = distance travelled.

Laws of indices A4

For any value a :

$$a^x \times a^y = a^{x+y}$$

$$\frac{a^x}{a^y} = a^{x-y}$$

$$(a^x)^y = a^{xy}$$

→ $\left(\frac{2pq^4}{p^3q}\right)^3 = \frac{8p^3q^{12}}{p^9q^3} = \frac{8q^9}{p^6}$ or $8q^9p^{-6}$

Difference of two squares A4

→ $a^2 - b^2 = (a + b)(a - b)$
 $x^2 - 25 = (x + 5)(x - 5)$

Rearrange a formula A5

The subject of a formula is the term on its own. Rearrange to

→ Make x the subject of

$$2x + ay = y - bx$$

$$2x + bx = y - ay$$

$$x(2 + b) = y - ay$$

$$x = \frac{y - ay}{2 + b}$$

Functions A7

Combining functions:

→ If $f(x) = x + 3$ and $g(x) = x^2$
 $fg(x) = x^2 + 3$
 $gf(x) = (x + 3)^2$

The inverse of f is f^{-1}

→ If $f(x) = 2x + 5$ then
 $f^{-1}(x) = \frac{x - 5}{2}$

$y = mx + c$ A9

Equation of straight line $y = mx + c$
 m is the gradient; c is the y intercept:

→ Find the equation of the line that joins $(0, 3)$ to $(2, 11)$
 Find its gradient...

$$\frac{11 - 3}{2 - 0} = \frac{8}{2} = 4$$

...and its y intercept...

Passes through $(0, 3)$, so $c = 3$

Equation is $y = 4x + 3$

Parallel lines: gradients are equal;
 perpendicular lines: gradients are "negative reciprocals".

→ $y = 2x + 3$ and $y = 2x - 5$ are parallel to each other; $y = 2x + 3$

and $y = -\frac{1}{2}x + 3$ are perpendicular

Iteration A20

You will be given the formula to use:

→ Solve $x^3 + 6x + 4 = 0$ by using the iteration $x_{n+1} = \sqrt[3]{6x_n - 4}$

Start with $x_1 = -2.8$

$$x_2 = \sqrt[3]{6 \times (-2.8) - 4} = -2.750 \dots$$

$$x_3 = \sqrt[3]{6 \times (-2.750 \dots) - 4} = \dots$$

Repeat until you know the solution, or you do as many as the question says.

Equation of a circle A16

$x^2 + y^2 = r^2$ is a circle with centre $(0, 0)$ and radius r .

→ $x^2 + y^2 = 25$ has centre $(0, 0)$ and radius 5

Quadratics A11, A18

If a quadratic equation cannot be factorised, use the formula

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

→ Solve $2x^2 + 3x - 7 = 0$

$$x = \frac{-3 \pm \sqrt{9 - (-56)}}{2 \times 2} = -2.73$$

$$\text{or } x = \frac{-3 + \sqrt{9 - (-56)}}{2 \times 2} = 1.23$$

Complete the square to find the turning point of a quadratic graph.

→ $y = x^2 - 6x + 2$
 $y = (x - 3)^2 - 9 + 2$
 $y = (x - 3)^2 - 7$

Turning point is at $(3, -7)$

Simultaneous equations A19

One linear, one quadratic;

→ Solve $\begin{cases} x + 3y = 10 \\ x^2 + y^2 = 20 \end{cases}$

Rearrange the linear, and substitute into the quadratic

$$x = 10 - 3y$$

$$\text{so } (10 - 3y)^2 + y^2 = 20$$

Expand and solve the quadratic

$$100 - 60y + 9y^2 + y^2 = 20$$

$$10y^2 - 60y + 80 = 0$$

$$y = 2 \text{ or } y = 4$$

Finally, substitute into the linear and solve, pairing values...

$$x + 3 \times 2 = 10 \text{ so } (x, y) = (4, 2)$$

$$x + 3 \times 4 = 10 \text{ so } (x, y) = (-2, 4)$$

Sequences A24, A25

n th term of an arithmetic (linear) sequence is $bn + c$

→ n th term of 5, 8, 11, 14, ...

is $3n + 2$ (always increases by 3

first term is $3 \times 1 + 2 = 5$)

n th term of a quadratic sequence is $an^2 + bn + c$

→ First three terms of

$$n^2 + 3n - 1 \text{ are } 3, 9, 17, \dots$$

Geometric sequence; multiply each term by a constant ratio

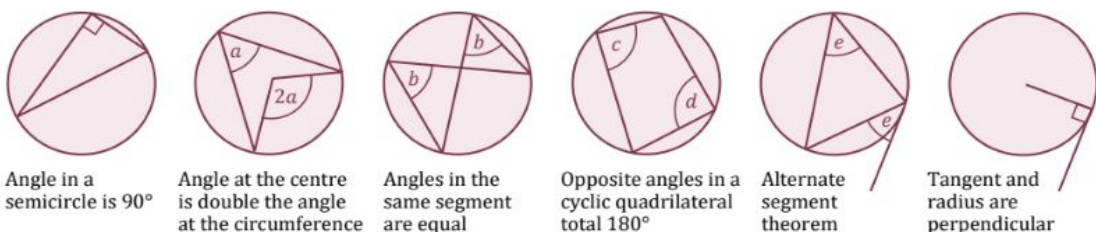
→ 3, 6, 12, 24, ... (ratio is 2)

Fibonacci sequence; make the next term by adding the previous two ...

→ 2, 4, 6, 10, 16, 26, 42, ...

Circle theorems

G10



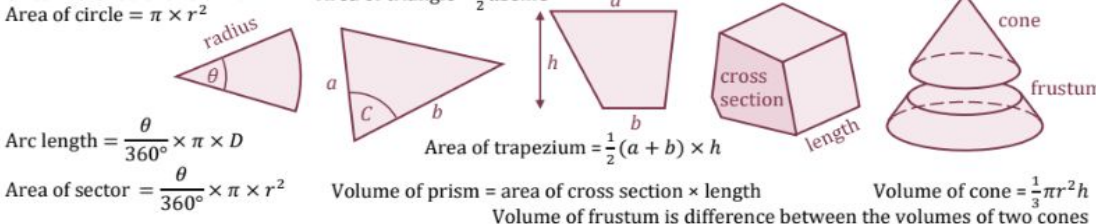
Angle in a semicircle is 90°
 Angle at the centre is double the angle at the circumference
 Angles in the same segment are equal
 Opposite angles in a cyclic quadrilateral total 180°
 Alternate segment theorem
 Tangent and radius are perpendicular

Areas and volumes

G16, G17, G18, G23

Circumference of circle = $\pi \times D$
 Area of circle = $\pi \times r^2$

Area of triangle = $\frac{1}{2}ab\sin C$



Arc length = $\frac{\theta}{360^\circ} \times \pi \times D$

Area of sector = $\frac{\theta}{360^\circ} \times \pi \times r^2$

Area of trapezium = $\frac{1}{2}(a+b) \times h$

Volume of prism = area of cross section \times length

Volume of cone = $\frac{1}{3}\pi r^2 h$
 Volume of frustum is difference between the volumes of two cones

Percentages: multipliers R9, R16

Percentage increase or decrease; use a multiplier (powers for repetition)
 → Initially there were 20 000 fish in a lake. The number decreases by 15% each year. Estimate the number of fish after 6 years.
 $20\,000 \times 0.85^6 = 7500$ (2sf)

Formula for compound interest

$$\text{Total accrued} = P \left(1 + \frac{r}{100}\right)^n$$

→ I invest £600 at 3% compound interest. What is my account worth after 5 years?

$$£600 \times \left(1 + \frac{3}{100}\right)^5 = £695.56$$

Direct & inverse proportion R10

y is directly proportional to x:

$y = kx$ for a constant k

→ b is directly proportional to a^2

$a = 6$ when $b = 90$ Find b if $a = 8$

$b = ka^2$ $a = 6$ and $b = 90$ for k

$90 = k \times 6^2$ so $k = 2.5$, $b = 2.5a^2$

$$b = 2.5 \times 8^2 = 160$$

y is inversely proportional to x

$yx = k$ or $y = \frac{k}{x}$ for a constant k

Similar shapes

G19

Ratios in similar shapes and solids:

- Length/perimeter $1:n$ $a:b$
- Area $1:n^2$ $a^2:b^2$
- Volume $1:n^3$ $a^3:b^3$

Probability rules

P8, P9

Multiply for independent events

→ P(6 on dice and H on coin)

$$\frac{1}{6} \times \frac{1}{2} = \frac{1}{12}$$

Add for mutually exclusive events

→ P(5 or 6 on dice)

$$\frac{1}{6} + \frac{1}{6} = \frac{2}{6}$$

Apply these rules to tree diagrams.

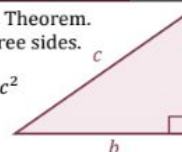
In general...

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

$$P(A \text{ and } B) = P(A \text{ given } B) \times P(B)$$

Right angled triangles

Pythagoras Theorem.
 Links all three sides.
 No angles.
 $a^2 + b^2 = c^2$

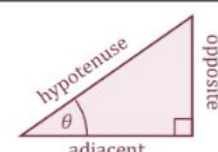


Trigonometry.
 Links two sides and one angle.
 SOH | CAH | TOA

$$\sin \theta = \frac{\text{opp}}{\text{hyp}} \quad \cos \theta = \frac{\text{adj}}{\text{hyp}} \quad \tan \theta = \frac{\text{opp}}{\text{adj}}$$

Use "2ndF" or "SHIFT" key to find a missing angle

The longest side of any right angled triangle is the hypotenuse; check that your answer is consistent with this.



Advanced trigonometry

G21, G22

Sine Rule

Use if you are given an angle-side pair

$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

Missing side:

$$\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$$

Missing angle:

Cosine Rule

Use if you can't use the sine rule

$$a^2 = b^2 + c^2 - 2bc \cos A$$

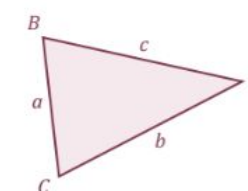
Missing side:

$$\cos A = \frac{b^2 + c^2 - a^2}{2bc}$$

Missing angle:

Special values of sin, cos, tan
 Learn (or be able to find without a calculator)...

θ°	$\sin \theta^\circ$	$\cos \theta^\circ$	$\tan \theta^\circ$
0	0	1	1
30	$\frac{1}{2}$	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{3}}$
45	$\frac{1}{\sqrt{2}}$	$\frac{1}{\sqrt{2}}$	1
60	$\frac{\sqrt{3}}{2}$	$\frac{1}{2}$	$\sqrt{3}$
90	1	0	

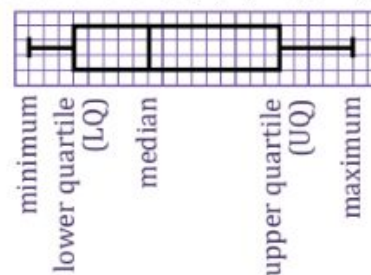


A is opposite a
 B is opposite b
 C is opposite c

Box plots

S4

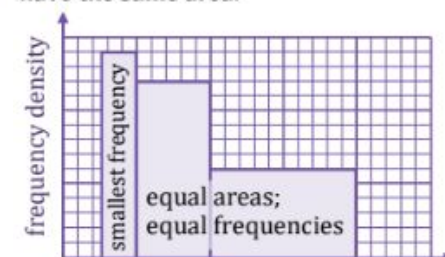
Interquartile range (IQR) = UQ - LQ



Histograms

S3

Frequency = frequency density multiplied by class width. This means that bars with the same frequency have the same area.



Transformations

G7, G8

Reflection

- Line of reflection
- Translation
- Vector

Rotation

- Centre of rotation
- Angle of rotation
- Clockwise or anticlockwise

Enlargement

- Centre of enlargement
- Scale factor (if $-1 < SF < 1$ the shape will get smaller).



History Knowledge organiser - Combined

Contents

- ☐ Page 2 = how and when to revise
- ☐ Page 3 = People's Health Exam
- ☐ Page 4 = People's Health Knowledge organiser
- ☐ Page 11 = Norman Conquest Exam
- ☐ Page 12 = Norman Conquest Knowledge organiser
- ☐ Page 20 = Making of America Paper
- ☐ Page 21 = Making of America Knowledge organiser
- ☐ Page 25 = Buckland paper
- ☐ Page 26 = Buckland Knowledge organiser
- ☐ Page 28 = Germany Paper
- ☐ Page 29 = Germany Knowledge Organiser



How to revise

January and February

Use your knowledge organiser to make flashcards and test yourself on these.

This is the part of revision which takes the longest and we can lose motivation for this. Try to do a few boxes from your knowledge organiser at a time.

March and April

Complete exams from the use of the flashcards. You might need your notes in front of you.

Make sure you focus on the areas you are unsure of first as this is where you will make the biggest gains

May

Top up your flashcards and complete more exam questions. By now you should be confident in your knowledge and not need notes to help answer questions

People's Health

Answer questions 1 (a–c), 2 and 3.

- 1 (a) Name **one** way in which people disposed of their waste in medieval towns. [1]
(b) Give **one** example of poor living conditions in Industrial Britain. [1]
(c) Give **one** example of a government action against smoking in the twentieth century. [1]
- 2 Write a clear and organised summary that analyses living conditions in towns in the period 1500–1750. Support your summary with examples. [9]
- 3 Why has increased government involvement in public health since 1900 often been unpopular? Explain your answer. [10]

Answer **either** question 4 **or** question 5.

- 4* How far do you agree that responses to cholera epidemics had little impact on the improvement of living conditions in the nineteenth century? Give reasons for your answer. [18]
- 5* 'Beliefs and attitudes were the most important factors preventing improvements in public health in the period 1250 to 1750.' How far do you agree? Give reasons for your answer. [18]

Question 1a,b,c - 1 word answers. 5 mins

Question 2 - 2 paragraphs on different topics e.g. water and waste. Must use key concept words. 10 mins

Question 3 - 3 paragraphs. 12 mins Must explain. Examples NHS and expense, Vaccinations being controversial, Lifestyle choices e.g. people don't want to be told they can't smoke/drink

Question 4 or 5 - 4 paragraphs. For and against. Top marks need a comparative conclusion. 25 mins

Box A: Key words and definitions

1. Feudal System – The social and governing system
2. Epidemic – Spreading disease
3. Miasma – Bad smells which were believed to cause disease
4. Catholic – A type of Christianity
5. Midden – Pile of rubbish
6. Conduits – Water fountain
7. Monastery/Abbey – A Religious Building
8. Humour – Liquid in the body
9. Privy – Old style loo – no, it doesn't flush
10. Purging – making yourself sick or poo

Box B: Life in Medieval England (1250 – 1500)

1. 90% of the population lived in the countryside
2. There were only a few towns e.g. London, but they were small.
3. Land was divided into estates called Manors, each was controlled by a Lord. Peasants lived on the land.
4. Political power was linked to land ownership
5. The Church owned lots of land and advised the king
6. England was divided into local communities called Parishes. Each Parish had a church and a priest. Locals paid local taxes called tithes.
7. Few people could read or write, many turned to the church to help them understand disease.

Box C: Medieval Living Conditions - Villages (1250 – 1500)

1. There was little spare food and a poor harvest would mean disaster and famine like 1315 - 16
2. Fresh meat was hard to get
3. Peasants in the countryside ate a lot of fresh veg, berries, honey and often kept cows to make dairy products
4. Bad weather led to a poisonous fungus growing on wheat which led to illness – Ergotism.
5. Houses only had 1 or 2 rooms and were made of sticks and clay.
6. There were open fires in homes, this made them smoky.
7. Houses didn't have windows, just small openings with shutters
8. People didn't have running water or toilets.
9. Water came from streams...
10. Waste was thrown into the street, river, or midden
11. They went to the loo over a pit called a 'cess pit'
12. Animals were put into houses at night which caused illness

Box D: Medieval Beliefs about disease

1. There were serious epidemics of flu and small pox
2. Life expectancy was low
3. People believed in miasma
4. People believed in the four humours - blood, yellow bile, black bile and phlegm. An idea popularised by Galen in the Ancient times

Box E The Black Death (1250 – 1500)

1. Bubonic Plague spread by bites of fleas from rats. Led to a temperature and buboes
2. Pneumonic Plague – airborne – spread by coughs and sneezes. Attacked the lungs and made the victim cough up blood.
3. First arrived in 1348
4. People didn't know what caused it.
5. Some people tried to balance their humours by bleeding or purging
6. Some people turned to religion, some became flagellants
7. Some people blamed the planets
8. Some people turned to herbal remedies like camomile lotion.
9. Some people blamed miasma so carried sweet smelling herbs
10. Some people went to church and went on a pilgrimage
11. The disease killed between 1/3 – 2/3 of England's population
12. Priests were running away and not giving 'last rites'
13. The sick in towns were sometimes kicked out of their homes
14. The rich could move to the countryside
15. In April 1349 King Edward II wrote a letter to the Mayor of London with instructions to clean up.

Box F The importance of the Church (1250 – 1500)

1. The church had the best hygiene as it needed clean water for church services
2. It was common for Abbey's to have infirmaries, like Fountains Abbey in Yorkshire. The was the closest thing medieval people had to a hospital
3. Monasteries often had piped running water
4. The Monasteries would care for the sick with food and water, but they would not treat them as their believed it was God's plan for the sick to be ill.

Box G The importance of the Church (1250 – 1500)

1301 – King Edward I ordered authorities to clear the streets in York
1329 – in Winchester the butchers guild appointed people to check the quality of meat being sold
1300s – Bristol moved dungheaps, lepers and prostitutes out of the town centre.

Box H: Medieval Living Conditions – Towns (1250 – 1500)

1. Peasants would take food to towns in the same cart they used to empty their midden
2. Live animals walked the streets of towns and were butchered in the streets.
3. The streets were often just mud, some were cobbled
4. Markets were central to life in towns.
5. Towns had conduits
6. Water sellers in towns collected the water and sold it door to door.
7. There were no laws on selling rancid meat
8. At the end of market days the streets were full of waste. From 1293 London paid rakers to clear the streets.
9. By 1500 some towns paid carters to remove waste from butchers and fishmongers
10. Town houses were tall and close together.
11. They had thatched roofs with mice and insects in
12. Homeowners were expected to clear waste and gutters, but people rarely did.
13. Some people had brick lined cess pits
14. Some had no lining and leaked into neighbour's cellars!
15. Gongfarmers cleared the cess pits.

Year 9: Semester 1

The People's Health 1250 - 1500

KnowIT



Page 4

Box I: Key words and definitions

1. Reformation – religious change under Henry VIII in the 1500s
2. Jake – a hole over a river which was like a loop
3. Animalcules – What Leeuwenhoek called microbes. He didn't know germs could make you sick.
4. Isolation – Keeping people away from the main population
5. New World – Places like America
6. Transportation – A form of enslavement, often led to be taken to Australia to work in a prison colony.
7. Gin Distiller – Someone who makes gin
8. Syphilis – Sexually transmitted infection, common with prostitutes in the Early Modern.

Box L: Life in Towns

1. Streets were crowded and animals were in the street still.
2. Streets were mostly mud. Even the cobbled ones were covered in dung.
3. They were Smokey due to the use of coal.
4. Houses started to be replaced with ones built of brick.

Box M: Water and Waste(1500 – 1750)

1. If you lived near a river you could use it for a bath
2. If you were rich you might have a tub inside, but this probably didn't have taps, just buckets to fill it.
3. Soap which was made from leftover animal fat could be used to wash clothes by hand.
4. The rich had soap made from olive oil.
5. People didn't want to bath as they thought the water would get into their skin and make them ill.
6. Some people paid for piped water into their homes.
7. Hugh Middleton built a 'river' to take water to London in 1609.
8. Some people collected water from conduits
9. Some people bought water from water sellers.
10. Scavengers collected waste and sold what they could.
11. 1596 John Harrington invented the flushing toilet. Few had them.
12. People used jakes
13. Most people used privys over cess pits

Box J: Life in Early Modern England(1500 – 1750)

1. Few people died from starvation
2. The population was increasing, in 1550 it was 3 million. By 1750 it was 6 million.
3. The main work was in the wool industry, spinning wool.
4. People started to use coal and Thomas Newcomen invented the steam engine in 1712 which led to mining
5. There was more trading with foreign lands for goods like sugar and tobacco
6. Towns were growing, and 20% of people lived in them
7. Monasteries were no longer offering health care because of the reformation
8. Robert Hooke developed a high power microscope
9. 1683 – Leeuwenhoek sees 'animalcules' (germs) in microscope
10. Printing press spread new ideas and it was quicker to get books.

Year 9: Semester 1
The People's Health 1500 - 1750



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Box K: Early Modern England Food and Famine- Villages (1500 – 1750)

1. Little change in food since the medieval times
2. The rich ate a lot of meat e.g. rabbit, beef and pigeon
3. The rich ate white bread, salad leaves, vegetables and fruit
4. New foods were brought from America e.g. Chillies, pumpkins and tomatoes as well as chocolate and tea.
5. The diet of the poor was mostly bread, vegetables, eggs, cheese and pottage.

Box M: Responses to the Plague

1. 1558 – Henry VIII used isolation. Infected houses in London should be identified for 40 days. If anyone left the house they should carry a white stick so they could be avoided.
2. 1550s York – watchmen employed to stop the movement of the infected, and searchers were employed to collect and bury the dead.
3. 1578 – Elizabeth I printed the Plague orders which included rules that towns would appoint searchers and report on the development of the disease, that alderman (councillors) would collect money to support the sick, that prayers would be said for the ill, barrels of tar would be burnt to stop miasma, funerals would take place at dusk, infected houses would be shut off for 6 weeks with the victims inside.
4. 1604 – Parliament passed a law to enforce the Plague orders. It introduced harsh punishments for those breaking the Plague Orders.

Box O: GIN

1. Known as the 'demon drink'
2. In 1689 Gin was very cheap and the poor were drinking it a lot!
3. In 1720 shops advertised 'get drunk for a penny'
4. Crime went up
5. 1729 – Gin Act – Gin distillers had to pay a tax of 5 shillings on each gallon of gin they made and had to buy a license which cost £20 per year.
6. 1751 Gin Act was harsher – Anyone caught selling Gin illegally was imprisoned, then if they were caught again they were whipped. If caught again they were transported to Australia!

Box A: Key words and definitions

1. Laissez - Faire - Leave Alone, the attitude of the government.
2. Back to Back - Houses built back to back
3. Tuberculosis - a lung disease
4. Cholera - A disease spread by dirty water.
5. Malnutrition - Lack of fresh nutrients
6. Adulteration - Changing food by adding other products

Box D: Water Companies were not controlled

1. Water companies got their water from ponds rivers and streams
2. The water was off and dirty and unhealthy
3. Most of the cheap industrial housing had sewers which could not cope with the amount of human waste
4. Privies collected waste which built up until it was empty or overflowed. often 10 families would share 1 privy
5. When sewers were built they were emptied into the rivers which was where some of the water companies got their fresh water

Box E Poor Diet

1. The diet of the industrial working class was very basic. They would eat potatoes, bread, butter beer and tea.
2. In the towns and cities it was difficult to get fresh fruit and vegetables. This caused malnutrition
3. The diet with high in carbohydrates which gave them energy needed for their long working hours
4. Until the end of the 1800s there were no laws around mixing food with other products. This meant the food which the working class ate had been altered, this was called adulteration. For example, milk could be watered down and then have chalk added to make it look white.
5. Cheap meat was sometimes available but it often came from diseased animals

Box B: Britain by 1900

1. There had been a fast movement of people into towns
2. these people came from the British Empire or the countryside
3. railways provided cheap transport for everyone
4. People stopped working from home and work from factories instead
5. there was more machinery in the countryside which helped with farming and food supplies
6. religion had declined
7. scientists discovered germs
8. members of the middle class has gained power
9. the working class were ignored
10. men were given the right to vote in 1867 and 1884 this meant the government had to take notice of them
11. Living and working conditions were terrible. People lived in poorly built slum houses and there was lots of disease. There was little access to clean water it took a long time for the government to help the poor

Box C: Terrible Living Conditions

1. The cheapest accommodation was a rented cellar which was damp and not well ventilated, this led to all kinds of lung problems
2. back-to-back housing was cheap and poorly built. Families often had just one room downstairs and one other room upstairs. This also led to chest problems
3. Migration meant that lots of people move to towns, often families lived in just one room. The effect of this was that there weren't enough privies so human waste flowed into the streets. Diseases like tuberculosis were common because of the damp walls and poorly built houses
4. There wasn't any help for the poor people. The rich people who ran town councils did not want to see their taxes increase to pay for the water and waste facilities of the Poor.
5. The government believed in an idea called laissez-faire which said they should not interfere in people's lives.
6. There was no free healthcare. Drs and medicines had to be paid for, which the poor could often not afford.
7. Diseases were so common as people didn't know about germs until 1881. Many people drank dirty water, as they didn't know it could make them sick.
8. The 6 biggest diseases were tuberculosis, influenza, diphtheria, typhoid, typhus, and cholera. these were spread easily as people live so close together.
9. Infant mortality was high, which means many children died.

Year 9: Semester 2

The People's Health 1750- 1900

KnowIT



Box F Cholera

1. Cholera was brought to Britain in 1831 by sailors who arrived in British Ports from India
2. Water became infected by the excrement of people who carried the disease. This was made worse because there were no proper sewage systems.
3. There are cholera epidemics in 1831 to 32, 1848, 1854 and 1885.
4. Cholera killed 100,000 people

Box G New Developments

1. Knowledge about how disease spread improved to the work of John Snow and Louis Pasteur, this meant the government had to abandon its idea of laissez-faire and help the poor.
2. The miasma Theory was replaced with the germ theory
3. The 1848 public Health Act only had a limited impact. By 1853 there were only 163 places with a local board of health. There were still no government minister for public health. The government could only force councils to make improvements of their death rate is higher than 23 per 1,000
4. By 1875 new public Health Act was put in place to replace the 1848 act. This was compulsory and forced councils to take responsibility for cleaning up their towns and appointing health inspectors

Box H: Government Responses to Cholera

1830 - People still believed in miasma. The church said that cholera came from God to punish sinners. Some connections were made between dirt and disease. The national government set up the central board of health to study disease in other countries, the government also told the people they should fast and pray on the 2nd of March 1832 to try and stop cholera. Local government's did things like burnt are in the street to purify the air. They also cleared rubbish from the streets. Some quarantines were set up to stop people from entering towns. They also set up separate graveyards like the one in Plympton. Local healthboards gave advice to monitor the spread of cholera

1848 - Edwin Chadwick produced his report called the sanitary conditions of the labouring population. This report contained details about how dirt caused disease. This led to the public Health Act of 1848, which set up a general board of health and encouraged local councils to set up health boards and clean towns. However, this act was not compulsory, so there is Limited change. Local towns thought it would be too expensive, and local taxpayers didn't want to pay for supporting the poor.

1854 - Dr John Snow proved that cholera was spread by infected water. He found evidence that a water pump near his surgery was the cause of disease in the area. However, the national government did not pay much attention as at this point there was no proof that germs even existed. Things got worse as they abolished the general board of health. However, Dr Snow did change things at a local level by removing the handle to the water pump which was causing cholera.

1886 - By this point the ideas of snow were becoming more accepted. In 1881 Louis Pasteur had proved that germs caused disease, this meant there was scientific backing for Dr John Snow's ideas. At a national level this led to the Sanitary Act of 1886, which made Council is responsible for sewers, water supplies and street cleaning. This meant that the cholera outbreak in 1886 only had a limited impact. In London Joseph Bazalgette built a new sewer system in 1865 which made a huge change to public health.



Year 9: Semester 2 The People's Health 1750 - 1900



KnowIT



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Box I: Government Acts to Improve Health

1860 - Food adulteration act - There were no laws to protect people from eating unhealthy food, for example red flower was often mixed with alum, which made it unhealthy. → this led to progress like the first law to try and prevent the contamination of food, it provided for the appointment of food analysts, and it help to get rid of laissez-faire. However, there were only 7 food analysts appointed across the country. There were no compulsory inspections of food and so the act was ignored until it was replaced in 1875 by the sale of food and Drugs act

1865 - Bazalgette's New London sewerage system. London sewers flowed into the central part of the River Thames which had caused the Great Stink in 1858. The new sewer system led to massive progress, with 1300 miles of sewers been created in London, waste being taken to treatment plants, and the spread of waterborne diseases like cholera was reduced

1866 - Sanitary Act - A Cholera outbreak made a need to make local councils responsible for public health which led to this development. → There was some progress as a result as it forced local councils to take action to provide fresh water sewage and waste disposal. All houses had to be connected to a main sewer. Local council's who did not carry out the work was fined by central government who would then do it for them. This also helped to get rid of laissez-faire. However, the act wasn't perfect, it was poorly worded which meant that people were often slow to respond to it

1875 - Sale of Food and Drugs Act - There was still some basic food quality problems which needed solving and harsher punishments were needed for those who continue to break the law → This created some progress as it improve the quality of basic food and increased punishments for food adulteration, it also gave local councils the power to take unhealthy food.

1875 - Public Health Act - In 1867 working class men got the vote which meant that the government needed to listen to them, this meant the original public Health Act needed to be replaced with a stronger one so that it's supported working class men, → this led to progress as councils were forced to clean account and provide clean water and proper drains, and medical officer had to be appointed by local councils, sanitary inspectors had to be appointed

1894 - Opening of Thirlmere Dam, Manchester. Cities like Manchester found providing freshwater difficult. Developments in engineering health projects like this to happen. → It led to progress as freshwater was carried from a new Reservoir to Manchester, it also encouraged other cities to fun similar schemes. However, they took a long time to build

Box J: Food in the 1900s

1. War - During the Second World War it wasn't possible to get imports of food from other countries this meant that food have to be rationed. People were encouraged to grow their own vegetables and keep their own animals. This actually improve people's health as they were eating more fresh vegetables and the lower fat diet.
2. Technology - refrigeration and the canning of food improve the supply of food and help to make it cheaper. Fridges allowed people to keep food for longer and microwave meant that convenience foods were more widely available
3. Fears - A disease called BSE, or mad cow disease, affected cattle and spread into the human food chain. This creative fair about modern farming methods. It led to a demand for fresh local produce

Box K: Britain since 1900

1. By 1900 lots of work was taking place in heavy industry. There was no welfare state which meant there were no benefits. most of the people in England were working class. Most people went to church. Women could not vote. Life expectancy was about 50.
2. By 1900, there were very few cars, no aeroplanes, but we did have radio and electricity were starting to become popular.
3. By 2000 lots of people worked in the service industry like banking. There was a supportive welfare state which means there are lots of benefits for the poor or needy. Most people in England were middle class. Less than 10% of people went to church. Everyone over the age of 18 could vote. Life expectancy was about 77.
4. By 2000 cars were a normal feature of everyday life as was air travel. Telephones and the internet led to instant communication and the spread of ideas. Electricity exists in almost all homes

Box L Spanish Flu

1. Between 1918 and 1919 Spanish flu killed almost 3 times as many people world wide as the First World War.
2. the symptoms of Spanish we were terrifying with a high temperature aches pains cough and sneezing. The symptoms led into pneumonia. The skin went blue and there is bleeding from the nose ears or stomach.
3. Some people started to wear face masks to prevent contamination.
4. Newspaper, films and posters gave advice about how to prevent contamination.
5. Because so many soldiers were returning from the first world war and there were big parties it meant that the disease spread quickly.
6. Dr Niven of Manchester try to prevent the spread of disease in Manchester. He said that people should close the cinemas, Sunday schools, regular schools and he sent leaflets door-to-door telling people how to prevent the spread of disease. However, not everyone would listen to him, with cinemas not wanting to close because it would affect their profits and Sunday schools not wanting to close because of their religious duties.

Box M Changing Living Conditions

1. Smog - Became a problem in cities. It was a combination of smoke and fog, it caused diseases like pneumonia.
2. The clean air act of 1956 made people burn smokeless fuel such as charcoal which helped to create smoke-free zones which help solve the problem of the killer smog.
3. Since 1980, the huge increase in car ownership and other forms of transport has created air pollution
4. During the second world war people became healthier and did more physical activity as fuel supplies were rationed
5. Labour saving devices like cars televisions and computers have led to people becoming less active and obesity is becoming a problem
6. Since the 1980s Britain has faced a series of health scares about food, the amount of sugar consumed by children is causing me health problems

Year 9: Semester 2 The People's Health 1900+

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Box N: Housing in the 1900s

1. The First World War - This had a positive impact on housing as the government took responsibility for building new homes. They built about 50% of the houses they promised building 500,000 new homes. 1930 Housing Act led to the final clearance of slums
2. Second World War - this led to new high rise accommodation with gas and electricity. However, it was felt that the high Rises destroyed community spirit.
3. Thatcher - Margaret Thatcher made it to that people who lived in a council house could buy their home, this was called the right to buy. However, local councils could not afford to replace the houses that they sold which meant that there was less accommodation available for the most needing and has increased the housing crisis today

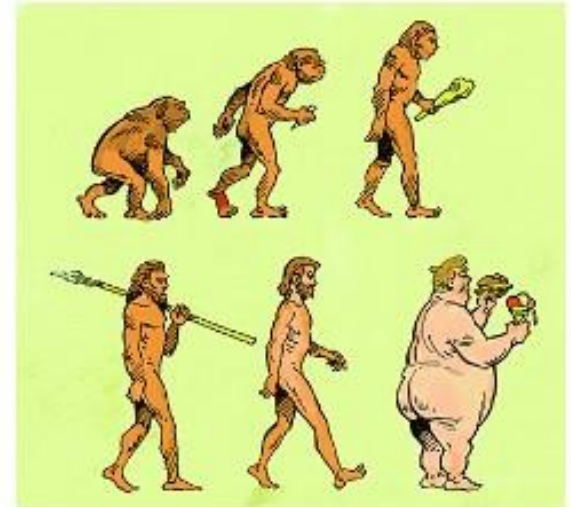
Box O HIV and AIDS

1. The way in which people responded to HIV and AIDS changed as it first we didn't understand it or caused it as understanding increased more was done to help prevent the spread.
2. 1970 - 1993 - Raised awareness of the disease for a negative reaction. People with the disease was stigmatised it was seen as shameful. Some people called it The gay plague, as it mostly affected homosexual men but could be spread to anyone.
3. 1984 - 1985 - People were scared that AIDS could be spread through even the slightest contact with the Victim, the police and Fire departments stopped giving mouth to mouth for fear of catching the disease.
4. 1986 - 87 - we began to get better understanding of AIDS. Princess Diana went to an AIDS hospital and shook hands and hugged aid victims showing the disease was not spread by touch.
5. 1988 - 1995 - there was an understanding and acceptance of HIV and AIDS. TV programmes like Eastenders even brand stories about AIDS victims
6. 1996 onwards - there is less of an awareness of HIV and AIDS now as the government is no longer funding mass campaigns. cases of HIV and AIDS have begun to rise

Box P Growing Government Involvement in Public Health 1900+

1. 1902 - The Midwives act. This meant Midwives had to have special training and a certificate. The central Midwives board was set up and lasted until 1951
2. 1906 - Free school meals. This providing a hot meal for some for children as it was the responsibility of local councils to choose whether to fund them or not. The principle of giving poor children a free meal was made compulsory in 1914 the school milk scheme began in 1934
3. 1907 - Medical Inspections in schools. It had an immediate impact as it examined all children but it did not treat the problems it found. School clinics were set up in 1912 to treat the children, medical inspections continued and by 1930 most councils have provisions to treat minor illnesses in school children.
4. 1908 - Old age pensions - It saved many of the old poor from going to a workhouse which is where they would end up if they were poor homeless and penniless. It provided money through taxation to give the elderly a set amount of money which they could live on and therefore it meant that they no longer had to work. This is still used today
5. 1911 - National Insurance - It protected against unemployment and sickness by providing money for people to live on. However, it only helped working men not women. This has been changed but still exist today.
6. 1919 - The Housing Act - the act promised 500000 homes which were fit for Heroes. But only half of them were built. A series of Housing Act meant that slum clearances took place and councils began to replace housing, with the recognition that housing was the responsibility of the government.
7. 1929 - The Local Government Act - The workhouse system was ended. Local council's take responsibility for running local hospitals. The old workhouses were sometimes changed into the new hospitals.
8. 1940 - Immunisations - A mass immunisation programme against diphtheria was started in 1940 and then one against tuberculosis in 1948. Vaccinations have become routine under the National Health Service.
9. 1948 - The NHS - This was a massive step forward and provided free medical care for all UK citizens something which it never happened before. It even the poor to get free healthcare. However, today the NHS is under great strain as it has become more expensive. Ordinary people are encouraged to take more responsibility for their own health by trying to choose healthy lifestyle rather than one of junk food and no exercise.
10. 1956 - Clean Air Act - this introduced areas of smokeless fuel burning to help combat the smog. It was the first in a series of laws designed to protect the environment.
11. 1974 - Health and Safety at work - regulations were put in place to ensure that health and safety of workers was protected these are still in place today

Year 9: Semester 2 The People's Health 1900+



Box Q Government - Smoking and Obesity

1. In 1962 the link between smoking and cancer was accepted so the government began to introduce measures to encourage people to stop smoking
2. Between 1964 and 2016 the government has taken a range of steps to tackle smoking. This includes banning cigarette advertising, Promoting nicotine replacement products, and banning smoking in public places like pubs (2007). Finally, they made cigarette packaging blank in 2016.
3. The government is also trying to tackle obesity which is a major cause of heart disease, campaigns to eat less and move more helping to combat this problem
4. The government has been criticised for being too slow to act possibly because of the loss in tax if they ban cigarettes completely and the loss of donations from tobacco companies if they ban cigarettes completely.
5. Some criticise the government for getting too involved and see that people should be free to do whatever they want even if it harms them

Norman Conquest

The Norman Conquest, 1065–1087

Answer questions 6 (a–b) and 7.

- 6 (a) In Interpretation A the artist Frank Wilkin shows William as the rightful king of England. Identify and explain **one** way in which he does this. [3]

Interpretation A – An 1820 painting by the British artist Frank Wilkin showing William's victory in the Battle of Hastings. The Pope is shown on a horse to the right of William.



- (b) If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand William's victory in the Battle of Hastings. [5]

6a) SQI

6B) I would choose to investigate... I see this in the source when it shows This would help me to understand (use knowledge here)

- 7 Interpretations B and C are both accounts of the impact of the Norman Conquest on English society. How far do they differ and what might explain any differences? [12]

Interpretation B – An extract adapted from historian David Howarth's book *The Year of the Conquest*. The book was published in 1977 and was written to be popular history and understandable for ordinary readers. His book starts and finishes with the impact of the conquest on a village called Horstede.

A huge disruption of village life was to come. Ulfar the thane had gone, either killed in battle or put in prison or degraded to the status of a cottager, and a new master came riding into the village and installed himself in the house of the thane. His name was Rannulph. Ulfar may have been a good thane or a bad thane, a kind man or a mean one, but at least he was English; he spoke the same language as the villagers. Rannulph, this upstart foreigner, lording it over a tiny place like Horstede, is the measure of England's degradation.

Interpretation C – An extract adapted from the website www.gethistory.co.uk. This website is written for children but tries not to make the history too simplistic and wants to keep children up to date with new ideas about the past.

Arguably the greatest effect of the Norman Conquest was felt by the Anglo-Saxon nobility. At the start of William's reign, many Anglo-Saxons remained in positions of power but by the time the Domesday Book was completed in 1086 there was scarcely a noble of English descent in England. The effects of the Conquest were not limited to the aristocracy, and considerable changes were experienced by the lower levels of society. Slavery was big business in Anglo-Saxon England, with slaves accounting for between 10% and 30% of the population. As Conqueror, William issued a ban on the export of slaves and, while not immediately or wholly effective, its impact is evident in the Domesday Book: their number in places such as Essex reduced by 25% between 1066 and 1086.

7) Sunny days excite me. Similarity, difference, explain the difference.
You MUST include the purpose of the interpretations and use explained quotes from them

8/9 - same structure as the 18 markers

8* In his book *Kings and Castles* published in 2012, Marc Morris argues that early Norman castles 'were first and foremost weapons of conquest, used by the Normans to hold down a reluctant English population'. How far do you agree with this view? [20]

9* According to historian Harriet Harvey Wood in her book *The Battle of Hastings: The Fall of Anglo-Saxon England* (2008), after William had won the Battle of Hastings, 'There were continual risings against William all over the kingdom'. How far do you agree with this view? [20]

Year 9 - Norman Conquest semester 3

Box A: Anglo Saxon Society

1. In the 11th century England was one of the wealthiest and best governed countries in Europe
2. in 1065 the kingdom of England had only existed for just over 100 years
3. before that each area had been separate with different rulers
4. there were regional differences Anglo-Saxons lived in the midlands and descendants of the Vikings lived in the North
5. England was divided into Shires another word for counties
6. shires had royal burhs which are fortified towns where local people could go for safety. Burhs became the centre of administration and trade
7. English coins were trusted
8. The king → was expected to be a strong leader and warrior. He owned most of the land and raise taxes in order to pay for Defence roads Bridges and burhs. It was also his job to look after the courts and make new laws. In 1065 the king was called Edward the Confessor, he was more interested in the church than ruling the country.
9. Earls → the king was advised by the witan. Earls did not keep their own armies but led the fyrd. They also had shire courts twice a year.
10. Thegns → There were around 5000 thegns in England you have to own 250 acres of land. They ran local courts and collected taxes.
11. Ceorls → Most of England's population were ceorls, this means Saxons who worked on the land they would grow crops and raise animals some were skilled. Most paid rent thegns and worked on their land, they had to serve in the fyrd.
12. Thralls → This is another word for slave they were common in Anglo-Saxon England.

Box B - Key Words

Shire - an area of land
 Burh - a fortified town
 Thegn - a person who owned land
 Fyrd - the army
 Ceorls - a peasant
 Thralls - a slave
 Pluralism - working in two places at once
 Simony - selling church positions



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Box C Anglo Saxon Religion

1. The Roman Catholic Church came to England in 597 a.d and the pagan Anglo-Saxons gradually converted to Christianity
2. there were other influences from Ireland in terms of worship and art
3. in English churches they did not use Latin but instead used English during mass.
4. the English did not follow the same rules as the church is in Europe
5. they had a Celtic influence in their art
6. some villages didn't have a church but instead people would worship around a Stone Cross
7. some people still believed in elves And Goblins and even use charms for luck
8. the English would make their own Saints without checking with the Pope
9. St Dunstan was important for the church he became Archbishop of Canterbury in 960 a.d. He set high standards for the church looking to end corruption amongst church leaders. He also improve the Education of monks and nuns, forbid priests from marrying and also rebuilt churches and monasteries.
10. Edward The Confessor was a strong Christian he brought priest from Normandy to England
11. people like Harold Godwinson didn't like this and tried to bring in the new Archbishop stigand
12. stigand was not very religious and broke several rules including pluralism and simony
13. The Pope wasn't very happy with England and he was especially unhappy with stigand

Box D Wergilds

1. The Wergild was If someone was killed in Anglo-Saxon England the person responsible had to pay the persons wergild. If they could not pay they were executed.
2. The value of this was in shillings roughly one shilling is about the value of a cow. Thralls had no value, but a thegn was worth 1200 shillings.
3. A woman's Wrgild was the same as a man's but increased by 50% of she was pregnant

Box E: Anglo Saxon Art and Culture

1. Anglo-Saxon England had high quality art and jewels some people say this made in the Golden Age
2. the Alfred jewel made in 890 in honor of Alfred the Great is one of the finest surviving examples of Anglo-Saxon art
3. there are many surviving examples of literature from the period including calendars, maps, poems, riddles, and information science like astronomy and medicine
4. Beowulf is an Anglo-Saxon poem and an act of fiction it was very popular in the 11th century
5. the Anglo-Saxon Chronicle details the history of England starting with the Roman invasion it is very important to historians nowadays but it is rather one-sided
6. Anglo-Saxons built most of the buildings from wood clay and straw
7. written descriptions tell us that Anglo-Saxon buildings were beautifully decorated and carved
8. Anglo-Saxon kings built burhs which protected walls.
9. there were some Stone churches but these were rare.
10. Edward the Confessor did build Westminster Abbey but it was built in more of a Norman style design

Box G: Norman society

1. Norman Society was based on the feudal system.
2. there was no country called France until the 13th century it was divided into kingdoms Normandy was one of these Kingdoms
3. There was a king but he had much less control than English kings he asked his Dukes to fall over areas of land the very of lands were called a Fife
4. this led to the feudal system where people were given land for loyalty
5. a difference between the French and English system is that French Dukes were allowed to have their own armies
6. Normandy was a powerful fife in France
7. it was however originally set up as a Viking colony
8. the Viking leader was called Rollo
9. The Normans had a cavalry as they made use of the Stirrup which meant they could fight on horseback
10. Knights became part of the feudal system
11. Knights built castles on their land



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Year 9

The Norman Conquest Semester 3

Box F: Life in Normandy

1. Normandy was seen as a very religious place it was converted to Christianity by Rollo
2. the Normans were Roman Catholic
3. Roman churches were larger and finer than Anglo-Saxon churches. they were made out of stone and in a romanesque design
4. in 1035 the Duke of Normandy had died and left his 8 year old son William in charge
5. this meant that Normandy descended into chaos trying to kill William
6. in 1047 there was a rebellion William took charge and was able to crush the Rebels he was seen as Merciless
7. he married a woman called Matilda so he could make an alliance with Flanders a neighbouring country

Box H: The succession crisis

1. In January 1066 Edward the Confessor died he had no children and it was not clear who would be the next king. The next king would need to be chosen by the witan and hopefully a close blood relative to the previous King.
there were several choices for this:
2. Edgar atheling → he was Edwards great nephew and a close blood relative but was not chosen by Edward the Witton didn't like him and rejected his claim
3. Harold Godwinson → he was not a direct blood relative of the King but was related to him through marriage, he was a powerful and wealthy all and claimed Edward had chosen him on his deathbed. When Edward was away in Normandy Harold would rule the country on his behalf. He was respected by The witan Who eventually chose him to be king.
3. Harald Hardrada → Harald was not a direct blood relative of Edward the Confessor and said that he had inherited his claim to be king of England from a previous Danish King called King Cnut the Witton however ignored this claim
4. William of Normandy → William did have an indirect relationship to Edward the Confessor through his great aunt, his family was was close to Edward and Edward off and spent a lot of time in Normandy with William he said that he had been promised the throne in 1051 by Harold Godwinson and by Edward the Confessor. The Witton however ignored his claim

Box I: Reactions to Harold's Coronation

The Reactions of the claimants were very different

1. Harold Godwinson have the support of the witan and the Earls Of Mercia Edwin and Morcar
2. on the 6th of January 1066 Harold was crowned King Westminster Abbey
3. Edgar atheling accepted the situation as he has relatively little support
4. Harald Hardrada was preoccupied in a war with the Danes the time
5. William Duke of Normandy was enraged as he believed that Edward had promised him the throne in 1051 and that Harold had confirm this in 1064 swearing an oath on religious relics
6. William prepared to invade England with the Pope support mostly because the Pope hated stigand
7. William was given a papal banner to carry into battle suggesting me he had God on his side
8. William games many supporters as he promised them land as a reward

Box K: The Battle of Hastings

1. On the 14th of October 1066 William and Harold's armies met at the Battle of Hastings
2. William Had about 7000 men and his men were rested, he position them at the bottom of a hill in rows with Knights on horseback Archers and an infantry.
3. Harold's many different he did have 7000 men but if he had waited he may have had twice as many, as he has been busy fighting Hardrada in the North his soldiers were very tired or wounded, he positioned his men on the top of Senlac Hill which was great for Defence but would make it difficult to retreat. He had no men on horseback or Archers but was able to build a shield wall with his infantry
4. during the battle William's Archers fired Arrows at the English Harold's Army chucked javelins and stones at the Normans
5. the Normans tried to get through the English shield wall but couldn't
6. this lead to a stalemate
7. the Norman knights turned from the battle and rode downhill at which point some English soldiers chased after them this broke the shield wall
8. a rumour has started that William had been killed, William reveals his face to show his man that he had not meaning that William and his Men could attack those English who has broken away from the lines. This was called a feigned retreat and therefore a deliberate trick played by the Normans
9. Harold Godwinson was killed we're not sure how possibly by an arrow or possibly by being stabbed.
10. thousands of English were killed and William had one England

Box J: Battles with Hardrada

1. Harold Godwinson have been waiting for Williams army in the south coast so that he could defend his Kingdom he had been raising taxes so that he could pay the fyrd and build ships to defend the coast however the soldiers did not arrive. Harold told the fyrd to go home
2. Harold's brother tostig encouraged Harald Hardrada to invade
3. Edwin and morcar had tried to fight hardrada but were driven away at the Battle of Fulford
4. Harold Godwinson beat harald hardrada at the Battle of Stamford Bridge in a surprise attack where hardrada's army were not in full armour having left most of it back at their ships. A Viking berserker was the only thing that stood between Godwinson and hardrada, when he was defeated Godwinson and his army were able to overpower Viking invaders
5. however just days after this battle William landed on the south coast meaning that Harold had to travel South
6. William had been delayed because of bad weather but landed at Pevensey on the 28th of September in 1066 where he built defences. He told his men to read the surrounding area in order to get food
7. Harold rode South in record time just 5 days raising an army along the way

Year 9

Norman Conquest Semester 3



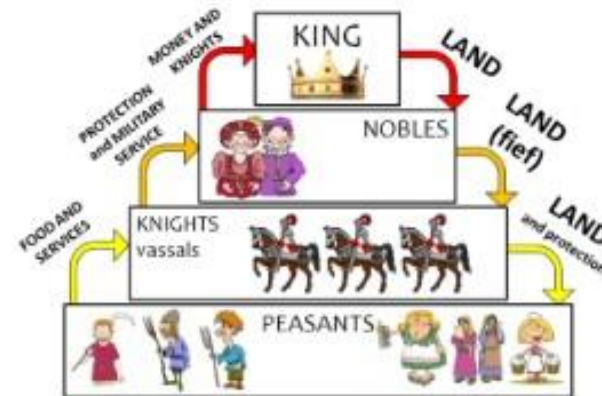
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Useful videos:

1. The conquest - <https://www.youtube.com/watch?v=-Kn320EviS0>
2. Life in Normandy and the succession - <https://www.youtube.com/watch?v=VM4TiaDnnYM>
3. Claimants to the throne - https://www.youtube.com/watch?v=1sK4JX0oo8I&list=PLovEorsF_9zK2bOCseaghBlucwf9pcsFX
4. Battle of Fulford - https://www.youtube.com/watch?v=m9NdbxQWdJ8&list=PLovEorsF_9zK2bOCseaghBlucwf9pcsFX&index=2
5. Stamford Bridge - https://www.youtube.com/watch?v=qtW7H7yPZLq&list=PLovEorsF_9zK2bOCseaghBlucwf9pcsFX&index=3
6. Hastings - https://www.youtube.com/watch?v=zlgVCFzZ38&index=4&list=PLovEorsF_9zK2bOCseaghBlucwf9pcsFX
7. Securing Power = https://www.youtube.com/watch?v=KGDu-vi8sq&list=PLovEorsF_9zK2bOCseaghBlucwf9pcsFX&index=5
8. Rebellions - https://www.youtube.com/watch?v=kNW0XIAZdkM&list=PLovEorsF_9zK2bOCseaghBlucwf9pcsFX&index=6

The Feudal System (Normandy)



Feudal Pyramid of Power



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The Alfred Jewel



Anglo Saxon Burh



Claimants to the throne: Edgar, Hardrada, Godwinson, William





Box A: Trying to take control

1. After Hastings Edgar atheling was chosen to be king, but William took control.
2. He marched through Kent building castles to take control
3. He moved through the land around London where he's set up camp and waited
4. Edgar Atheling surrendered England to William
5. William needed to build support in England
6. He was crowned at Westminster Abbey on Christmas day 1066
7. The coronation did not go well as the English was still angry at him, William was said to be shaking in fear
8. William Claimed all English land as his own and gave some of that land to his supporters. English Earls and thegns had the opportunity to buy back their land
9. He gave His best friend William FitzOsbern the control of East Anglia, and put his half brother Odo in charge of the South East.
10. Some English Nobles were allowed to keep their position if they swear loyalty to William
11. Edgar Atheling and the Earls Edwin and Morcar what taken with him to Normandy in order to stop any potential rebellions
12. He forced the English to build motte-and-bailey castles for the new Norman leaders

Box B - Edric the Wild

1. The First uprising was by a man called Edric the Wild this was only a slight threat to William in 1067
2. Edric was one of the most powerful English thegns. The Normans had taken his land
3. Edric worked with Welsh Princes to raid and attack Norman land held in Herefordshire.
4. He lived in a forest and became known as an outlaw, some saw him as a folk hero

Box C Exeter

1. There Was a serious rebellion from Exeter in the year 1067
2. William was away in Normandy he had left Odo and FitzOsbern in charge of England
3. William was forced to return to London.
4. In Exeter, Gytha Godwinson, Harold's mum, had taken control of this Anglo-Saxon burh.
5. She strengthen the walls of this old Roman fort
6. Gytha sent word to Ireland in order to get harold's Sons to build an army. She also contacted the Danish King looking for his support too.
7. This could be a very dangerous Rebellion due to the foreign support and army
8. William didn't want a fight and asked the people of Exeter to swear an oath of loyalty but they refused
9. William could not tolerate this rebellion and gathered an army and marched
10. Some of the people of Exeter met him along the way and said he could enter the city
11. However, they were prevented from getting in. William started to dig under the walls of the city.
12. After 18 days Exeter surrendered giving William precious objects and holy books as an act of Mercy
13. William forgave them and pardoned them. He did not steal from the city or punish the people, nor did he demand more taxes. He even refused the precious objects
14. However he did take Gytha's Lands and build a large castle in Exeter to assert his control

Year 9 The Norman Conquest



Box D: Reasons for Rebellion

The English had lots of reasons for not liking the Norman rulers

1. Many Normans disrespected English customs
2. The English had a sense of Pride and didn't like that they have been ruled over by foreign invaders
3. William and the Norman Lords demanded high taxes which made people very poor
4. Some people didn't like the Normans because of the family members which had been killed during the battle site Hastings
5. Some hated the Normans because they lost their family Lands and titles

Box F: Re taking control

William Was able to retake control by the Year 1070. He did this by:

1. Paying the Danes to leave
2. sending for the Crown that he wore at his coronation as a symbol of his strength as gods chosen King
3. sending troops to destroy the land in the North and kill any rebels. This became known as the harrying of the North. Animals, crops, land, and farming equipment were destroyed. This lead to starvation

Box E: The North

1. The Rebellions came worse in the year 1068 when William got a letter from the North telling him that if he tried to enter their lands he would be fought off
2. This was serious because the letter came from Edgar, Edwin and Morcar all working together. As they had been a powerful Earls they would be listened to.
3. William had to march to the North
4. He built a castle at Warwick in the middle of Edwin's Lands
5. He built another in Nottingham.
6. Edwin and Morcar surrendered and William did not punish them as he knew their power and influence had reduced as a result of this failure
7. William had to keep fighting because the ordinary English was still rebelling in York
8. William went to York and built Castle the Rebels had gone
9. Harold's Sons sailed from Ireland and landed in the South West. This was a problem as Williams men would need to be sent to fight them, However the people of Bristol drove them off.
10. Throughout the year 1069 the rebellions increased
11. William made a soldier Robert of Comines the Earl of Northumbria, due to his military experience
12. Robert did not have a good impact. He arrived with 500 mercenaries and was attacking the people of Durham.
13. The people of Durham retaliated and Robert was killed
14. This lead to a big rebellion once again, it had the support of Edgar.
15. William rode North to deal with the rebels it lead to a very violent battle.
16. William FitzOzbern was put in charge of York.
17. The Danes saw how badly things were going for William and decided to invade in 1069
18. They arrived with 250 ships and we're working with Edgar.
19. The Danes headed to York, the people of York did not want to be taken over so they burnt down timbers so that the Danes could not cross the moat but this then lead to the city getting destroyed as a fire spread
20. The Danes attack the city
21. William had to ride North again.
22. To make things worse there was a rebellion along the Welsh border and uprisings in the southwest forcing William to split his men sending some to fight in the south.



Box G Hereward and Rebellions in the East

Hereward The wake also caused William problems in the east of England.

1. The Danes did not leave when they were paid to do so, instead their King, Svein, arrived with an army.
2. In June they attacked capturing Ely which is an island in the Fens in East Anglia
3. The local people wanted the help of the Danes to get rid of William
4. At the same time an English thegn, called Hereward, attacked Peterborough Abbey in order to take the treasure from it before the Normans could confiscate. He gave this to the Danes so that he could join forces with them.
5. William was once again faced with a foreign invader as a threat
6. He persuaded the Danes to leave arguing that the winter had left many of the Danes starving.
7. This meant Hereward was on his own.
8. William felt so safe he went on holiday to Normandy
9. However, Hereward was able to build his position in Ely. An English Bishop joined him bringing more Rebels from the North, Edwin and Morcar also decided to join, as word spread more and more English went to join.
10. By 1071 William could see things had gotten out of hand and got an army to March on East Anglia
11. However, Ely was an island so he couldn't attack it
12. Instead he blocked supplies entering the island in a hope to stop the rebels
13. He also built a Causeway to the island however the soldiers trying to use it cause parts to sink and they drowned
14. Monks from the island betrayed Hereward and told William of a secret way onto the island
15. Morcar was imprisoned other Rebels had their hands cut off and eyes gouged out.
16. Hereward escaped but didn't rebel again. He became an English Hero

Box H: New Castles

What was new about Norman Castles?

1. The Anglo-Saxons didn't build castles, they built Burhs like Exeter. Thegns built burh geats like Goltho in Lincolnshire.
2. Burgh Geats were an oval shape about the size of a football pitch, there would be a Grand Hall for feasting and where the thegn would live, some had gatehouses, some had to meter high Earth Banks and 2 m deep ditches. Many had a wooden palisade.
3. Castles had existed in France. The first mottes in England were built by the Normans.
4. The very first castles were built by some of Edward the Confessor's friends along the Welsh border and so we're not firstly built by William.

Box I: Castles

1. Castle building helped William to take control of England.
2. Not all Castles were the same nor were all of the motte-and-baileys. Some were ringwork castles.
3. William built a castle at Pevensey in 1066, choosing an old Roman fort as the site for his Castle so he could build it on a strong base reinforcing the old Roman walls and building an earth bank and palisade in the corner of the fort.
4. He built a castle in Hastings from an old Iron Age fort. He added a motte
5. In London he built a castle on the site of what later became the Tower of London
6. It wasn't just William who built castles, Odo and FitzOsbern built them to.
7. Where ever there had been a rebellion William built a castle.
8. The English hated castles because they were forced to build them, William Rees taxes in order to pay for them, some hated them as they were a symbol of Norman rule, the soldiers who lived in the Castle Street of the local people very poorly, in order to build the castles houses of the local people had to be knocked down.

Box J: Why build Castles?

William Selected specific locations to build his castles

1. He Built a castle in York because there had been so much rebellion there. The what was over 60 m wide.
2. Castles were built so that William could protect roads and had a few over Rivers so they can see any enemies approaching
3. He built royal castles in Lincoln Cambridge and Huntingdon.
4. Other people who built castles included FitzOsbern who who built castles in Chepstow, Berkeley and Wigmore.
5. In 1071 there were 35 castles in England
6. By 1087 there were 500 castles in England. This shows that more castles were built after the rebellions then before
7. Most were built in the countryside and we used to settle the land as well as for military purposes
8. many of the early castles were built of wood
9. we are not sure why William built all of his castles. At Exeter there is a gate house which faces into the city which doesn't make sense for protection.
10. We can learn about Castles by looking at the stone structures which remain, the earthworks which survive, and the landscapes in which they were built.
11. Earthworks suggest the castles were built for defensive reasons
12. Looking at the Landscape we can tell that the Normans built their castles and then built roads or created deer parks in order to make their castles look more impressive showing it was about power not military
13. An archaeological dig at Hen Domen on the Welsh border shows us that there were double Ramparts and deep ditches yet very few valuable items were discovered suggesting that it was soldiers who live their showing that this was built for military purposes



Box K: Domesday

1. The Domesday Book was made in December 1085
2. it recorded every piece of land and property in England
3. it is actually 2 books, little Domesday and great Domesday.
4. William didn't call it Domesday it was actually called The Book of the Treasury all the King's book. it was called Domesday by the people of England because it was known as the day of judgement
5. William had to collect a huge amount of information on 34 English Shires. He divided the Shires into 7 areas, and gave each area 4 commissioners who would go around and ask people the questions
6. this huge amount of information was all collected in just 8 months
7. the commission has asked questions like what resources are here, who lives here, what sort of land is here, how much is Land worth.
8. sometimes it wasn't clear who owned the land Because of all the changes that happened after Hastings which lead to court cases and inquests
9. we are not 100% sure why William may Domesday some people think it was because of tax other people think it was about shame that William have the legal right to the land he owned

Box L: Impact

- There Was both a positive and negative impact from the Normans taking over England.
1. William took land away from the English and gave it to the Normans or maybe English buy back their land. By 1086 only 4 English nobility remained in charge of large pieces of land
 2. William made sure that no one would be able to challenge his power. Any Lambert he did gift to his supporters was spread out over different shires so that they couldn't mass together one group of support
 3. The Nobles who built castles treated the Ordinary People badly
 4. The Harrying of the North meant that the population of Yorkshire have decreased by 75% in 20 years
 5. There was some continuity for example people continue to work on the land. However, many peasant struggle to pay the high rents that the Normans asked for and also disliked the way in which the Norman Lords got rid of some of their freedoms by forcing them to build castles, stopping them fishing in the rivers, burning the collection of fire wood from forests what even charging them to use the Mills and older to grind their corn.
 6. Slavery did decrease in England
 7. The Normans made it difficult in towns too. Ordinary English towns people needed markets in order to make money the Normans made profit from this by charging high rents and tolls.
 8. The the Normans introduce new laws such as the murderum law and Forest law. However there were some continuity as they still use trial by ordeal, they added trial by combat
 9. They change the language in England as all the ruling classes would now speak in French not English. Latin also became the language of the church. Overtime more French words became integrated into the English language
 10. There were also religious reforms with the rebuilding of cathedrals and the building of new churches. William replaced stigand with a new Archbishop of Canterbury called Lanfranc. only one of England 16 Bishops was English. William built many beautiful churches in the Norman design and removed many of the Anglo-Saxon Saints and replace them with Norman or traditional Saints

The Making of America

- 1 (a) Name **one** of the major gold rushes that took place in North America, 1838–60. [1]
(b) Identify **one** right gained by African Americans due to changes in the Constitution, 1865–77. [1]
(c) Name **one** way in which reservations tried to change the culture of Plains Indians, 1877–1900. [1]
- 2 Write a clear and organised summary that analyses the removal of indigenous people from the East, 1830–38. Support your summary with examples. [9]
- 3 Why do you think the Mormons were able to settle successfully in Utah, 1837–1860? Explain your answer. [10]

Answer **either** question 4 **or** question 5.

- 4* 'The existence of slavery in parts of the United States made the Civil War inevitable.' How far do you agree with this statement? Give reasons for your answer. [18]
- 5* 'The conflict on the Plains between 1861 and 1877 was mainly caused by white Americans and Native Americans competing for limited resources.' How far do you agree with this statement? Give reasons for your answer. [18]

Question 1a,b,c - 1 word answers. 5 mins

Question 2 - 2 paragraphs on different topics e.g. indian removal act, trail of tears Must use key concept words. 10 mins

Question 3 - 3 paragraphs. 12 mins Must explain. Brigham's leadership, ownership of land, irrigation

Question 4 or 5 - 4 paragraphs. For and against. Top marks need a comparative conclusion. 25 mins

Box A: Key words and definitions

1. Democratic republic - Country without king or queen. People vote for leaders.
2. Constitution - Set of written rules for the country.
3. President - Leader of United States. Elected every 4 years.
4. Congress - Similar to UK parliament.
5. States - Smaller political units which form the United States.
6. Federal power - States had own government.
7. Representatives - Politicians from each state which helped make laws for whole country.
8. Territory - Area with few people. No state government and controlled by Congress.
9. Supreme Court - Highest court in USA.
10. Succeed - Leave a union.
11. Segregated - Separate for black and white people.

Box D: Removal of Eastern tribes (1830 - 38)

1. The 'Five Civilised Tribes' in south-east tried to adapt and live alongside white Americans.
2. Cherokee used same political structure as USA, set up capital city, used money, had a written language, set up schools and churches.
3. President Jackson persuaded Congress to pass the Indian Removal Act (1830) and set up Indian Territory in Oklahoma.
4. Many tribes were unhappy with this.
5. Government used range of tactics to remove Eastern tribes between 1830 - 1838. This included warfare, treaties, use of concentration camps and forced removal to Indian Territory.
6. 4000 Cherokee died in 'Trail of Tears' forced-march.

Box E: Lives and culture of Plains Indians (natives)

1. Plains were vast and dangerous grassland. White Americans thought they were inhabitable before 1840s. Few resources e.g. water or wood. Extreme temperatures.
2. Sioux tribe divided into 3 groups: Lakota, Dakota and Nakota.
3. Moved permanently from near Minnesota to Plains in 1830s when other natives filled up their homelands to escape white expansion.
4. Lakota were skilled with horses and followed buffalo herds. They had guns from white traders from 1830.
5. Similarities and differences in the culture of the different tribes. Main features were: nomadic lifestyle, led by powerful warrior, buffalo used for food and homes (tipis), belief in Great Spirit and land could not be bought nor sold.

Box B: Growth of USA (1789 - 1838)

1. USA became independent from Britain in 1783.
2. USA was a democratic republic. Only white, male, property-owning Americans could vote.
3. USA made of smaller states with a governor in charge. Could make own laws but not if they went against Constitution.
4. Each state sent representatives to Congress where they would help make new laws for whole country.
5. The President could suggest laws but Congress had to agree them.
6. 13 states in 1790. Other land lived in by natives or claimed by European powers.
7. There were 26 states by 1838, particularly in the northwest. This was due to expansion of slavery, buying land from France, and fighting with natives then taking their lands.

Year 10 - The Making of America 1789 - 1900**Box F: Journey to Oregon and California**

1. Large number of whites travelled up to 3000 miles from 1840s. Most travelled over land using wagons to carry belongings. 20 miles per day.
2. Push and pull reasons for moving West: Banking system collapse in 1837, explorers began to map safe routes, California taken from Mexico by USA in 1848, Manifest Destiny, belief in converting natives to Christianity and advertising campaigns.
3. Bought supplies at meeting place then travelled with company (group) across trails and Rocky Mountains. Natives often helped at rivers.

Box G: Mormon settlement of Utah

1. Religious group set up in 1800s. Practiced polygamy (marrying many wives).
2. Brigham Young chose Utah to build Salt Lake City in late 1840s.
3. Planned from beginning with irrigation ditches and Mormon Church decided how much land each family got.
4. Nobody owned water. Modelled on streets of Paris. Temple at centre.

Box C: Growth of Deep South (1793 - 1838)

1. Cotton was key to wealth. 42% of all exports in the South by 1820. Factories in the North bought and made it into cloth.
2. Many Presidents were from the South and did not stop growth.
3. Eli Whitney invented the cotton gin in 1793. It could separate fibres more quickly and process it 50% faster. More slaves were needed to pick raw material.
4. Slaveholders from the original 13 states opened new plantations in the Deep South with loans from banks who would make a profit from the interest charged.
5. Children of slaves automatically became slaves themselves.
6. Slaves could not vote but it was decided that each was worth 3/5th of a vote in 1787. This gave the white Americans in the South a third more electoral votes in Congress than the North. The interests of slaveholders were maintained until 1861.
7. Many in North felt the South was too powerful. Worried new state joining USA (slave or free) would upset balance of power. A handful of abolitionists believed slavery was morally wrong.
8. Missouri Compromise created in 1820 to solve concerns. Virtual line across middle of country. Any state joining USA below that line could vote whether to be slave or free.

Box H: California Gold Rush (1848)

1. Discovery of gold in California led to a rush of settlers from 1848. Over 50,000 whites headed west to 'strike it rich'.
2. Natives forced from land to set up mining camps.
3. Mining settlements were heavily male dominated, often full of gambling dens and saloons. Robberies and murders more common than in other places. Women worked as prostitutes or did domestic chores e.g. cooking and laundry.
4. A lot of money made but often not through gold-mining. Small-business owners sold shovels, sifting pans, maps and supplies.
5. California applied to become a state in 1849. Declared free (without slavery) in 1850. Threw delicate balance of free / slave states into crisis.
6. San Francisco grew to be a city and busy trading port by 1850.
7. Huge numbers of Chinese went to find riches by 1851.
8. Crushing mills needed to extract gold from rock after 1852.
9. Huge impact on Plains. Miners travelled across natives' hunting ground. Government forced to sign Fort Laramie Treaty. Law brought in which allowed natives to be sold into slave labour.
10. Mining caused environmental destruction in California, clogging rivers with silt and putting harmful chemicals into water supply.
11. Led to demands to connect country up fully with railroad.

Box I: Pike's Peak Gold Rush (1858 - 59)

1. Land occupied by Cheyenne Indians. Over 100,000 arrived by 1859.
2. Farms established to feed those in mining towns e.g. Denver
3. Settlement in Kansas showed Plains were not deserts and encouraged settlers.
4. Settlement of Kansas broke treaties made between USA and natives in 1850s. They began to fight back. By 1860, war inevitable.

Box P: Reversal of Radical Reconstruction (1870 onwards)

1. Radical reconstruction was not popular in South. Many white business owners in North became rich from building railways or factories in South. Nicknamed carpetbaggers.
2. Freedman's Bureau shut down in 1872.
3. Many black Americans worked on plantations as sharecroppers.
4. 1873: Supreme Court said that voting rights at state level were choice of the state.
5. 1875: Supreme Court said not role of government to stop black Americans being bullied out of voting booths.
6. 1877: Withdrew soldiers stationed in South after war.

Box O: Radical Reconstruction (1866 - 1870)

1. Many Republican politicians were extremely angry at Johnson and forced through own changes.
2. Freedman's Bureau re-established in February 1866.
3. Congress brought in Civil Rights Bill in March 1866 to protect rights of all black Americans.
4. Congress proposed the 14th Amendment in April 1866, which said anyone born in USA was a citizen regardless of skin colour. Became law in July 1868.
5. Ex-Confederate governments were taken over by North between March and July 1867. People who fought against the Union were banned from voting. Military sent to South to protect rights of black Americans.
6. 15th Amendment passed in March 1870, giving all black Americans the right to vote. More than 2000 black Americans were voted into political office by November 1870;

Box J: Causes of Civil War

1. People in South saw cities and industry of North as too modern and ungodly.
2. By 1850, population of North was growing rapidly and gaining more political power.
3. 1850 Compromise (law stating free states had to return escaped slaves to their owner) gave power back to slaveholders in South. In return, California became a free state. Many arguments over whether slavery should be allowed as USA grew.
4. Kansas-Nebraska Act (1854) overrode Missouri Compromise and allowed states to decide if wanting to be free or slave.
5. In 1857, Supreme Court said slaves had no rights and government could not ban slavery in territories.
6. Republican Party created in 1854. Anti-slavery. Worried slaveholders in South.

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Box N: Reconstruction (1865 - 66)

1. Lincoln persuaded Congress to make Emancipation Proclamation the 13th Amendment in January 1865.
2. Set up Freedman's Bureau, which gave land confiscated from plantation owners to ex-slaves.
3. Lincoln shot dead in April 1865 and replaced by Andrew Jackson.
4. Jackson believed his most important job was to bring country back together. Forgave thousands of Confederate soldiers. Returned land to plantation owners. South allowed to re-establish own state governments and bring in Black Codes. Stopped work of Freedman's Bureau. Did little to stop Ku Klux Klan.

Box K: Trigger of Civil War

1. Abraham Lincoln elected President in 1860. Lots of support in North but almost none in South.
2. South Carolina voted to secede in November 1860 as a protest for him becoming President.
3. By 1861, six other states also seceded and formed the Confederacy. Elected own President, Jefferson Davis.
4. Lincoln said the Confederacy and its President was illegal in April 1861. Davis ordered his gunboats to attack a Union fort, Fort Sumter in South Carolina.
5. Lincoln declared war in April 1861. Four more states joined Confederacy by June 1861.

Box L: Civil War (1861 - 1865)

1. Fought between North and South.
2. North called themselves Union.
3. South called themselves Confederacy.
4. 750,000 people died.

Box M: Experience of Black people during Civil War

1. In North: Lived in poorer areas with higher rents, segregated education, could get jobs but not in charge of whites, of equal pay or professional e.g. doctor, lawyer etc.
2. In South: Most were slaves. If not, could not get jobs. Lived in plantation houses. Disease spread easily. Illegal to learn reading and writing.
3. 1861 - 62: Union refused to end slavery throughout whole of USA but South Carolina was a free state. Ex-slaves began setting up regiments. A lot of opposition to these and they often did hard labour for Union army. Volunteers taught ex-slaves how to read and write.
4. 1863 - 65: Lincoln declared the Emancipation Declaration on 1st January 1863. Freed all slaves across USA upon Union winning war. Thousands of ex-slave men joined the Union army and often did worse jobs. Ex-slave women supported as nurses / cooks. Most black workers in North did not volunteer.
5. Race riots happened across Northern cities where whites were forced to join the army and blamed black people for this..

Box A: Homesteaders

People became homesteaders because:

1. Homestead Act offered 160 acres of free land is inhabited for 5 years.
2. Railroad companies advertised Plains as great place to farm. Unusually high amount of rain in 1860s. New technology made it
3. Ex Slaves could buy land to farm and escape the South
4. Railroads allowed people to sell farmed goods to the cities more easily which helped homesteaders to make a profit.

Homesteaders faced problems like:

1. Families often lived miles from nearest town. Lonely and isolated.
2. Few trees.
3. Getting supplies was extremely difficult. People had to improvise.
4. Lack of clean water meant cholera and typhoid was common.
5. Harsh climate; strong winds, freezing in winter and hot in summer.
6. They could not fence the land due to lack of wood.
7. The soil was too hard and broke their traditional tools

To solve these problems they:

1. Would build their homes out of sod instead of wood as it was cheap and quick
2. Use wind pumps to get water from underground. To do this they would drill into the ground and use the power of the winds to pump the water up from Deep below.
3. Use dry farming methods to capture what little rain fell by turning the soil to prevent evaporation
4. Use new types of crops which could survive the plains, like turkey red wheat.
5. Use the new invention of barbed wire which was developed in 1874 this was cheaper and easier than using wood
6. Women were very resourceful making what they could from what they had such as soap from fat and fixing and mending clothes.
7. They used buffalo dung, or chips, as fuel for their ovens and fires
8. When more people move to the Plains they would work together



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Box B: Changing lives of Plains Indians (1877 - 1900) Year 10 - The Making of America 1789 - 1900

1. After 1877, government policy towards natives became harsher.
2. Natives forced onto reservations after Great Sioux War. Supplies, medical aid and rations were low.
3. Growth of railroad brought many hunters to the Plains. They killed 3 million buffalo by 1883. Government did little to stop them.
4. Homesteaders, ranches and big businesses on Plains pushed many tribes to starvation. Again, government did little to stop this.
5. Government destroyed culture. Tribes sent to different reservations. Lived in houses not tipis. Forced conversion to Christianity. Forced education, often in boarding schools away from family. Children forced to choose English names and beaten if they did not speak English. Dawes Act in 1887 gave natives 160 acres of land and citizenship if they gave up tribal lands.
6. Ghost dance was last major attempt at resistance. Religious movement of 1890s. Believed white settlers would be swept off land and buffalo would return if they danced / prayed. Banned by government. Army killed over 250 believers at Wounded Knee.

Box C: Changing Lives of African Americans 1877 - 1900

1. Black Americans continue to live in poverty after the end of the reconstruction
2. the cotton industry collapsed after the Civil War because it costs too much
3. black Americans were prevented from getting better paid jobs
4. black Americans in the south was sharecroppers
5. some black Americans became homesteaders, encourage by Benjamin Singleton
6. by 1879 over 8000 black Americans had moved to Kansas these people became known as the exodusters
7. there is racism in northern cities
8. in 1882 Booker T. Washington set up schools to train black children to be Farmers and crafts people
9. in 1900 Washington established the Negro business League to support black businesses
10. in 1900 there were 23886 black teachers, and 417 black doctors
11. in the south Jim Crow laws kept living conditions difficult for Blacks
12. Jim Crow laws separated trains, theatres, churches, parks and schools
13. there was an increasing number of black authors with over 100 books and 206 journals published by black authors between 1885 and 1893
14. there was violence against black Americans due to the Ku Klux Klan who reformed secretly in the 1890s
15. there were Redeemer governments who were around by ex slaveholders they tried to undo the changes made by the Civil War
16. Redeemer governments put in place and possible literacy tests which prevented black Americans from voting
17. in 1905 in Louisiana only 1342 black Americans were registered to vote
18. black Americans were lynched in 1892 161 black Americans were lynched

Box C: Growth of Big business (1877 - 1900)

1. Big business created opportunities and hardship.
2. Cotton: Picked by poorly paid sharecroppers. Changing it into cloth created jobs but low paid.
3. Tobacco: 90% controlled by one company. No reason to improve wages.
4. Bonanza Farms: People could work there to save for own land. Best land, water and railroad access own by these big companies. Small-scale often could not compete against them.
5. Trade unions had little power in mineral industry. Black and Mexican workers used to undermine striking. Black-listing normal.

Box D: Cities and Mass Migration (1877 - 1900)

1. Cities attracted people, especially in West, as they controlled local water supplies and promised work, education and entertainment.
2. Often overcrowded, e.g. 32 families sharing 8 storey building, which led to disease. In Chicago, 60% died before 1 year old.
3. Driving force in US women getting vote in 1920s.
4. Steam ships made travel faster. 600,000 immigrants came from Italy alone in 1890s. Jews and other minority groups left persecution. Needed to pass language test and medical check.
5. Immigrants often met racism and hostility. Violence was common. Low wages. Lived in poorest areas of cities.

Box F Railroads

1. The new transcontinental railroad United the east and the West of America for the first time
2. in 1862 Abraham Lincoln had approved the Pacific railroad act which meant the government gave money to help building the Railroad
3. the line was completed in 1869 at The Golden spike ceremony in Utah
4. the Railroad have both positive and negative impacts on the USA
5. people who invested in the Railroad had become very wealthy from it
6. the native Americans were negatively impacted because it disrupted the buffalo. people who use the Railroad could also buy a special ticket which meant they could go out on the special buffalo Hunt which again destroy the native Americans source of life. it also meant that more people came to Settle on native land.
7. the people who worked building the Railroad had a terrible time there are over 12000 Chinese immigrants who were building the railways. the Railroad builders were paid very little and it was a very dangerous job
8. the Railroad did help America to grow as it created new railroad lines along which towns were built. however some of these towns were very drunken and unruly such as Dodge City.
9. overtime the Railroad help to improve Law and Order across America

Box G Cattle Industry

1. The cattle industry grew thanks to the railroads.
2. the cattle industry started in Texas here cowboys reared the Texas longhorn cattle
3. a few times a year the cattle would be driven which actually means walked to the northern towns where they would be sold. Here the cowboys got a bigger profit.
4. after the American Civil War in 1865 soldiers found that their cattle herds had grown massively whilst they had been away fighting
5. in 1866 Charles goodnight and Oliver Loving made \$24,000 by selling 2000 cattle to Indians on reservations at Fort Sumner. They had set up a new cattle Trail
6. these trails weren't called The Long drives. remember they did not involve cars.
7. these drives cause conflict with the native Americans because the cowboys went through Native American land.
8. when the Railroad was built Joseph McCoy decided to set up a cow town at the point of a railroad in Kansas, this town was called Abilene and was built in 1867
9. Abilene was a place for the Cowboys to take their cattle and then it could be sold to cities in the east using the Railroad.
10. Abilene was a drunken place as cowboys who went their off and just went and spent all their money on alcohol prostitution and gambling
11. John iliff was a famous cattle rancher who started to ranch on the Plains of America using the open range
12. the open range means that the cattle were free to roam
13. however the cattle needed a lot of grass and water.
14. droughts men that eventually the cattle industry couldn't support itself and it collapsed

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Box H: Indian Wars

There was growing tensions between the Whites and the Natives because

1. Growing tension between natives and whites due to impact of gold rushes, railroads, homesteaders and cattle ranches.
2. Government began policy of moving natives to reservations (set aside areas of land) so they would not interfere with white settlement.
3. The transcontinental Railroad disrupted Indian hunting grounds.
4. Gold being discovered at Pikes Peak lead to conflict over land and Resources.
5. Natives like the Sioux refused to stay on their reservations

The Wars

1. Little Crows War - This was caused by little crow who have to sign a reservation agreement in 1861 in return for supplies from the US government. The government was not helping them and refused to open up the emergency stores when the Indians were starving in 1862. This led to little crow and his Warriors attacking white farmers because they were desperate for food they killed 500 white settlers. Little Crows people were then attacked by local soldiers, little crow was killed. The survivors were severely punished with 38 being publicly hanged. This made the natives very angry. The remaining Sue were forced to move to a reservation in Dakota
2. Red Cloud's War - In 1851 the Sioux had signed a treaty with the US government who promise to respect Sioux and this was called The Fort Laramie Treaty. in 1862 gold was discovered on the Sioux reservation and miners began pouring in they created a new trail called the bozeman trail which went right through the Sioux Lands. Red Cloud of the lakota Sioux led attacks against some of the miners in response the US Army set up Forts on Sioux Land. Between 1866 and 1868 red cloud and his Warriors for the US Army eventually the government had to admit defeat. The consequences of this more were a new Fort Laramie treaty which was signed in 1868 it gave the soon more land but they have to promise that they would not attack the Settlers, it also gave them the Black Hills which was sacred land. The government were humiliated.
3. The Great Sioux Wars - Gold was discovered in the Black Hills of Dakota in 1874, this was the land that had been promised to red cloud in the 1868 fort Laramie Treaty. the government tried to buy the black hills but the Sioux refused as the Black Hills were sacred to them. the US government and frustrated and ordered the Sioux back onto their reservations, however Sitting Bull a powerful chief and his people did not return. on the 25th of June 1876 General Custer found sitting Bulls camp on the Bighorn river. Custer and his 210 cavalry man attacked with 6000 natives. It took just minutes for Custer and his soldiers to be defeated. The natives scalped and mutilated the bodies of the Fallen soldiers. Whilst the natives won this battle they were treated very harshly afterwards they were rounded up by the US Army and rations were stopped on reservations, Sitting Bull fled to Canada, eventually the sewer forced to sell their Lands and move onto even smaller reservations

Buckland Abbey

- 1 Imagine you are a guide at your site. If you want visitors to understand why your site was important in history, either locally or nationally, which features of the site would you show them and why? Use physical features of the site as well as your knowledge to support your answer.

[20]

(✍) Spelling, punctuation and grammar and the use of specialist terminology [5]

- 2 Choose a period when your site was particularly busy. Explain how a historian might use the physical remains of the site to investigate different activities at the site during that period. Use physical features of the site as well as your knowledge to support your answer.

[20]

(✍) Spelling, punctuation and grammar and the use of specialist terminology [5]

- 3 Explain what it was about the location of your site that led the people who created it to think that it would meet their needs. Use physical features of the site as well as your knowledge to support your answer.

[20]

(✍) Spelling, punctuation and grammar and the use of specialist terminology [5]

Pick 2 questions.

Read them carefully, they will ask you to focus on 1 time period or the whole time period. The questions come in two parts, read both sentences before you start.

25 mins per question.

Box A: Key words and definitions

1. Cistercian- monastic order founded at Buckland Abbey.
2. Lay brothers- provided unpaid labour at the Abbey.
3. Dormitories- where the monks slept.
4. Chapter House- where a chapter of St Benedictine was read daily.
5. Cloisters- covered passageway around the open courtyard.
6. Nave- the central part of the church.
7. Transept- cross shaped church that projected from the nave.
8. Great Barn- here the crops/wool was stored.
9. Infirmary- where the monks gave medical care.

Box D: Key People

1. Amicia- Countess of Devon, Founder of the Cistercian monastery
2. Henry VIII- ordered the dissolution of the monasteries
3. Sir Richard Grenville the Younger- Tudor gentleman who bought the monastery and began the conversion to a Tudor home.
4. Sir Francis Drake- Elizabethan sea captain, slave trader and privateer who bought Buckland Abbey from Grenville in 1580.
5. Samuel Pepys Cockerell- architect who oversaw the Georgian renovations.

Box G: Buckland Abbey- diversity of the site: everyday activities.

1. Working on the land- Sheep and arable farming. Wool was produced and sold.
2. Caring for the sick.
3. Working in the outbuildings- bakers; stone masonry; butchery; carpentry.

Box B: Key Time periods of Buckland Abbey

1. Cistercian monastery- 1273 until 1540
2. Tudor Home- 1570s until 1603
3. Drake family home- from 1580
4. Owned by the National Trust since 1946

Year 10: History Around Us

Box E: Buckland Abbey as a Cistercian monastery

1. The Abbey was founded in 1273 by Amicia, Countess of Devon. She wanted to set up a monastery so that the monks would pray for the souls of her family and her royal friends. Amicia gave Buckland 20,000 acres of land, mainly in West Devon.
2. The Cistercian order of monks, which she chose for Buckland Abbey, was particularly strict. They preferred to live in remote places, away from all distractions. They lived according to the rules of St. Benedict. They believed in worship, prayer and meditation. They emphasised manual work.
3. The monastery needed a large income in order to support the monks' lives of prayer and meditation.
4. The centre of the life of the monastery was the church, where the monks met for seven services a day.
5. The church was a cross-shaped building with a low tower. Then there were all the other buildings of the Abbey – dormitory, cloisters, refectory, chapter-house, etc.
6. There was a huge barn to store the supplies which the Abbey farms sent to the monastery and a guest-house, where visitors could stay.
7. Cistercian abbeys had lots of servants and labourers, called lay-brothers; they would have had their own accommodation.

Box C: Location

1. Buckland Abbey is located in Buckland Monachorum, near Yelverton, Devon.
2. It is 9 miles from the sea and Plymouth.
3. It is in a valley by the river Tavy, close to woodland, farmland and Dartmoor.
4. It was a remote location, offering peace and seclusion.

Box F: Typicality of site compare to Fountains Abbey- this means how does it compare, how typical is Buckland.

1. Buckland Abbey was modest in size- the Great Barn was larger than the Abbey.
2. Both followed the rules of St. Benedict. Fountains Abbey largest cistercian monastery in ruins in England.
3. Fountains Abbey was founded earlier in the 12th century; Buckland Abbey in the 13th century.
4. Both monasteries had a Tithe barn, stables, abbot's house, infirmary, refectory, dormitory, chapter house, cloisters and church.
5. At Buckland there was a monastic house but it also had farms and granges.
6. The monks focused on sheep farming and wool production. This was the same as Fountains Abbey but they also had lead mining, quarrying of stone and horse breeding.
7. Both sites were local employers and had lay brothers working there.
8. After the dissolution, Buckland became a Tudor home and Fountains was left in ruins.
9. Both are now owned by the National Trust and can be visited.

Year 10 - History Around Us

Box H: From a monastery to a Tudor home:

1. The monastery was dissolved (closed) in 1539 by the orders of Henry VIII and the last 12 monks were pensioned off.
2. In 1541 Buckland Abbey was bought by Sir Richard Grenville for £233.
3. By 1576 the Grenvilles had carried out the massive job of turning the Abbey into a private house.
4. Many buildings were pulled down e.g. the dormitories and cloisters to make the abbey function more like a home.
5. The actual abbey church was converted into a house by putting in two new floors; a new kitchen wing was added.
6. Fireplaces were added to the rooms, which meant chimneys were built.
7. Rectangular windows and Tudor mouldings and furnishings were added.
8. Grenville sold Buckland in 1580 to Sir Francis Drake for £3,400. He lived here for the rest of his life, while he was an MP and Mayor of Plymouth. From here he went to play a leading part in the Armada campaign of 1588.

Box J: Georgian Improvements:

1. The descendants of Sir Francis Drake continued to live at Buckland Abbey. it was their home and their farm.
2. However, in 1740 the Abbey was in decay and in need of repair.
3. The architect responsible for the changes was Samuel Pepys Cockerell. It was believed that £7,000 was spent on improvements.
4. The Georgian dining-room was fitted out from 1770. Panelling and a dado was added with the doors surmounted by a convex moulding.
5. A staircase was built which rises through 4 floors.
6. In 1815, Buckland Abbey was advertised to let/rent out.
7. Whilst still owned by descendants of Drake, the house suffered a fire in 1938 which led to repairs and renovations.

Box I: What evidence is there that Buckland was a former monastery?

1. Carving above the entrance is believed to be Amicia.
2. Surviving Buckland Book which recorded all visits to the abbey.
3. The survival of the Great barn.
4. The abbey tower and its original roofline is visible on the southern face of the tower.
5. The south and west front shows architectural features of the transepts that were removed.
6. Arch windows that look over the chancel.
7. The west front of the abbey reveals the Cistercian architecture- plain and severe. Traces of the original windows can be made out with simple light openings and simple mouldings.
8. Stone corbels on the first floor are traces of where the church originally was.
9. There is a survival of the monastic church- a carved corbel figure of the ox of St. Luke in the north-east corner.
10. There is a small medieval spiral staircase (now blocked) which originally led into the roof space of the church.
11. There is a section of medieval wall where the northern cloister was.

Box K: National Trust ownership:

1. In 1946 the house and other buildings were presented to the National Trust from the descendants of Drake. The National Trust is a conservation organisation that protects sites of historic importance.
2. The Trust and the City of Plymouth furnished the House and opened it to the public in 1951.
3. The National Trust has continued to improve its facilities for visitors. E.g. adding a reception area, shop, tea room and restaurant by converting buildings.

Box L: Local and National Importance:

1. Buckland Abbey has since its days as a monastery been a locally important site. It was a local employer and would serve the local community e.g. as an infirmary.
2. The wool that was produced at Buckland was so important that in 1347, the King Edward III demanded financial aid from the greater monasteries in his war against France. It was noted that the wool crop from Buckland was so valuable that the abbey ranked second in the list of Devon houses to be asked.
3. National figures e.g. Grenville and Drake bought and lived in the abbey and spent money converting it into a fine house.
4. Drake is a nationally important figure, who was knighted by Queen Elizabeth I. He was considered the hero of the Spanish Armada, who defeated the attempted Spanish invasion of 1588. A sea captain who circumnavigated the world and who also served as a Mayor and MP for Plymouth.

Germany

- 6 What can Source A tell us about Nazi control of German society between 1933 and 1939? Use the source and your own knowledge to support your answer. [7]

Source A – An extract from a radio report, recorded on 30 September 1933 inside Oranienburg, one of the early concentration camps. The report was broadcast on Germany's international radio station, both in Germany and abroad.

REPORTER: The fellow German standing before me, this convicted Communist, doesn't know me and I don't know him. He has not been coached for this but has just been called over to us. You don't have to worry, you will not be punished even if you tell me that you are dissatisfied. You need say nothing more than the truth.

PRISONER: Yes sir.

REPORTER: Tell us how you feel about the food.

PRISONER: The food here is good and plentiful.

REPORTER: Has anything at all happened to you here?

PRISONER: Nothing has happened to me.

6) - SQL+Purpose+Knowledge - 7mins

7) Take each source 1 at a time. Do SQL+Accuracy using your knowledge, + purpose. Top answers will have a mini conclusion which picks one as the best by comparing the weaknesses of the other sources. 15mins

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- 7 How useful are Sources B and C and Interpretation D for a historian studying responses to Nazi rule in Europe? In your answer, refer to the two sources and the interpretation as well as your own knowledge. [15]

Source B – Extracts from a set of regulations issued by the German police chief in the Polish town of Torun on 27 October 1933. The German army had occupied the town on 7 September.

1. Polish inhabitants must stand aside for the representatives of German authority. The streets belong to the victors and not to the vanquished.
2. Male Polish inhabitants must show their respect to the German authorities by uncovering their head.
3. In shops and at market stalls all German nationals must be served first before the vanquished.
4. The wearing of Polish school uniforms, of caps with Polish badges, and Polish uniforms by railway officials is prohibited.
5. It is forbidden particularly for young to gather in the streets and at street corners.

Source C – A photograph taken by a US Army photographer in Rennes, France, when it was liberated by the Allies in 1944. The women who have had their heads shaved by fellow French citizens have been accused of being Nazi collaborators.



Interpretation D – a 1946 poster for a French film called *The Battle of the Rails*. The film tells the story of French railway workers who sabotaged the Nazi war effort in occupied France. The words at the top read 'René Clément's masterpiece, for the glory of the railwaymen of France.'



8/9 - same structure as the 18 markers

- 8* 'Hitler's establishment of a dictatorship between January and July 1933 was achieved by legal means.' How far do you agree with this view? [18]

- 9* 'The German people did not support the war between 1939 and 1945.' How far do you agree with this view? [18]

Box A: Key words and definitions

1. Aryan – Blonde, Blue eyes, 'superior' race
2. Untermenschen – lower races e.g. Jews
3. Übermenschen – superior races e.g. Germans
4. Censorship – limiting the information people have access to
5. Indoctrination – to brainwash
6. Reichstag – German Parliament
7. Communism – A political party, main enemy of the Nazi's politically
8. SA – brown shirts
9. SS – Hitler's bodyguard
10. Gestapo – Secret police
11. Lebensraum – Living Space for German people
12. Gleichschaltung – Bringing Germany into line
13. Trade union – an organisation which fights for worker's rights
14. Nationalise – putting businesses under government control

Box C: Key People

1. Hitler – Chancellor then Führer
2. Ernst Rohm – Leader of the SA
3. Herman Goring – Formed the Gestapo in 1933
4. Rudolph Hess – Signed off new laws
5. Heinrich Himmler – Led the SS
6. Wilhelm Frick – minister for the interior – promoting Nazism
7. Joseph Goebbels – Propaganda minister

Box D: Use of Terror

1. SD – Secret Service – intelligence agency.
2. Gestapo – spied on the public. Began as a Prussian organisation. Goring, the original leader, was asked to investigate ordinary people. The Gestapo had 15,000 officers at its height. The Gestapo were deeply feared. They opened mail, tapped phones, and tortured people. Information they gathered came from block leader who were tasked with getting to know 40 – 60 residents in an area.
3. Police – by 1936 the Police were put under the control of the SS
4. Judges and Courts – Swore and Oath to Hitler. Number of Criminal offences punishable by death increased from 3 in 1933 – 46 in 1943. Many were given by the People's court (see box C).
5. Concentration Camps – keeps opponents away from main society. Over 70 were set up in 1933. 45,000 communists were imprisoned in 1933. In 1933 they were re-organised and the SS took control using their Death Head's units. A code of conduct was introduced with specific punishments for inmates. Prisoners were used as forced labour.

Year 11: Semester 1

Life in Nazi Germany 1933 - 1939

Box B: Nazi Beliefs

1. Bread and work for all
2. Destroy Communism
3. Get rid of the Jews
4. Ensure Racial supremacy
5. Fight for Lebensraum
6. Strengthen the Government
7. Nationalise important industries
8. Improve Education



Box E: Use of Propaganda

1. The Nazis used many methods to control the public and the way they thought., this is indoctrination
2. Newspapers e.g. Der Stürmer – by 1939 the Nazis owned 2/3s of newspapers and censored what information was printed.
3. Radio – 70% of Germans owned a radio. Hitler had them mass produced and used wardens to ensure people listened to his broadcasts. Masts were erected in the streets so people could listen.
4. Rallies – e.g. Nuremberg – These were big parades of military and political power by the Nazis with shows from the Army. They showed political films like triumph of will. Hitler would speak.
5. Posters – spread the Nazi aims and message
6. Berlin Olympics 1936 – A new 100,000 seater stadium was built. This was one of the biggest in the world. Jesse Owens, a Black American, won a gold medal.
7. Film – Controlled by the Reich Cinema Law and the Reich Film Chamber – there was heavy censorship

Box C: Hitler's steps to power 1933 - 1935

1. Germany was still suffering from World War One with 6 million unemployed people and an economic depression.
2. 1932 – The Nazis won 230 seats in the Reichstag elections
3. 1933 – Hitler persuaded von Papen and Hindenburg to make him Chancellor of Germany. Hindenburg was still president.
4. 1933 – Hitler called more elections. This time he used the SA to intimidate opponents.
5. The Reichstag Fire – Feb 1933 – Blamed on a communist called Van Der Lubbe. This made people dislike communists. Van Der Lubbe was executed.
6. Reichstag Fire Decree – it had 6 parts. One of them limited people's rights, meaning they could be arrested with out trial and limited freedom of speech. The government was given more power and there were harsh punishments for arson, including the death penalty.
7. More than 4,000 communists were arrested in a week.
8. Communists were banned from the Reichstag, this got rid of the main Nazi political opposition.
9. In the 1933 election the Nazis gained 52 seats which meant they could work with the DNVP and pass any laws they wanted.
10. 24th March 1933 – The Enabling Act – gave Hitler the power to pass any law without needing to go to the Reichstag. Hitler became a dictator
11. Feb 1933 – Civil Service Act – high ranking civil servants were removed from power.
12. April 1933 Restoration of the Professional Civil Service – fire anyone who was a political opponent of the Nazi e.g. Jews.
13. April 1933 – Boycott of Jewish Shops
14. June 1933 – Kopenick – Week of Blood – SA arrest 500 men and kill 91
15. May 1933 – Trade Unions are Banned
16. July 1933 – Act to Ban new political Parties after Hitler had terrorised political parties so much that the old ones stopped functioning.
17. January 1934 – Act for the Reconstruction of the State – took power away from local government and gave it back to the National Government
18. April 1934 – People's Court – more powers than other courts, gave many death penalties.
19. June 1934 – Night of the Long knives – killed SA leaders e.g. Ernst Rohm.
20. August 1934 – Hitler made himself Führer, as Hindenburg was at death's door.

Box F: Opposition

1. Not everyone agreed with the Nazis, these groups are called opposition groups.
2. The Left – The communists produced newsletters against the Nazis e.g. 'The Red Flag'. One Communist, Esler tried to kill Hitler using a bomb, but Hitler left the hall where the bomb was 13 mins early so was not injured.
3. The Church – Hitler tried to control the church with the Reich Church. But people like Martin Niemöller disagreed. He refused to join the Reich Church and created the non-Nazi Confessional Church which had 6,000 priests, more than the 2,000 who joined the Reich Church. Cardinal Galen gave sermons against the Nazis, he was very high profile so not arrested.
4. Youth Groups – Young Communists – dressed differently and wrote some anti-Nazi flyers. Christians – groups met anyway even though they were banned. Swing Kids – Came together to listen Jazz music. Edelweiss Pirates – wore a white pin on their clothing and went on camping trips and sang songs. They produced flyers and painted slogans on walls, they also attacked the Hitler Youth.

Box I – Youth

1. In 1933 politically unreliable teachers were forced to quit and Jewish teachers were banned from normal schools.
2. A National Socialist Teacher's League was established in 1936.
3. Teachers who stepped out of line would face terror tactics.
4. Napolas of military cadet schools were set up and run by the SS and the SA.
5. Adolf Hitler Schools were set up and run by leaders of the Hitler Youth.
6. Only 6100 students went to Napolas or Adolf Hitler Schools.
7. Old textbooks were thrown out and new ones brought in.
8. History taught the glory of Germany.
9. Race Studies was introduced to encourage hatred of Jews.
10. PE was increased to help build fitness for future military careers.
11. In 1936 membership of the Hitler Youth was made compulsory.
12. In 1939 it was compulsory to attend meetings of the Hitler Youth.
13. From 1936 any non-Hitler Youth organisations were closed e.g. swim clubs.
14. In the Hitler Youth children did military drill and learnt things like Morse code.

Box G: Workers

1. Nazis reduced unemployment from 6 million to 35,000.
2. 1933 – The law to protect retail trade – put taxes on larger stores to protect small businesses. 100,000 small businesses still had to close despite this.
3. Blood and Soil – Nazis made farm workers a priority. 1933 they introduced the Nazi Entailed Farm Law which aimed to strengthen German farms and prevent them from being broken up and sold. This meant families were 'tied' to the land, and led to a lack of innovation.
4. Industrial Workers – the average wage for industrial workers was 10x more than unemployment benefit. But wages were frozen at 1933 levels and prices were going up. The Nazis set up the Winter Relief collection by setting up soup kitchens, but working families were near forced to donate 3% of their wages to it.
5. DAF (German Labour Front) – This replaced the trade unions. It was run by Robert Ley. Membership was voluntary but those who didn't join couldn't find work. The DAF had three parts:
 1. Strength Through Joy – holidays and theatre tickets. In 1937 1.7 million people took holidays from this.
 2. Beauty of Labour – improved working conditions.
 3. Reich Labour Service – set up to tackle unemployment. Built the Motorways. From 1935 all men aged between 18 and 25 had to complete 6 months membership.



Year 11: Semester 1 **Life in Nazi Germany 1933 - 1939**

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Box H Women 1933 - 1939

1. Nazis had very traditional views of women, such as they should not wear make up, smoke or work. They were expected to stay home and have children.
2. Women could become members of the National Socialist Women's League led by Gertrude Scholtz Klöckl which had 2 million members by 1938.
3. Marriage Loan – in 1933 the Nazis set up a loan for Aryan couples who could get 1000 marks if the woman gave up her job and agreed not to return until the loan was repaid. The loan was reduced by 1% for every child the woman had. So, if she had 4 children she would not need to repay the loan. In 1934 250,000 loans were issued. In 1937 the requirement to give up work was removed.
4. Divorces were made easier to get so people could remarry and have more children.
5. Women's participation in higher education was limited. Female enrolment in universities was limited to 10% of all students.
6. Marriages did increase by 200,000 per year between 1932 – 1937.
7. Average number of children per family actually reduced from 3.6 in 1932 to 3.3 in 1939.
8. The number of women in employment actually rose despite the Nazi efforts.
9. The number of women in Higher education did fall.

Box J – Racial Policy

1. Hitler's Book *Mein Kampf* was full of anti-Semitism.
2. Aryans were seen as the superior race.
3. In the Untermenschen were the Jews, Gypsies, Slavs and black people.
4. 1933 – race studies becomes a compulsory school subject.
5. The 1935 Nuremberg Laws defined who a Jew was, looking at their grandparents. If you had 3+ Jewish Grandparents you were Jewish, if you had 1 or 2 Jewish Grandparents you were a half Jew. Jews were no longer seen as citizens of Germany.
6. Nazis believed that different races had specific physical features e.g. Jews were said to have large noses. Because of this the Nazis measured and checked physical features.
7. Publications like *Der Stürmer* were anti-semitic. Children's books like *Der Giftpilz* taught children to be anti-semitic.
8. Kristallnacht – 10th November 1938 – organised violence against the Jews in a night of terror. 267 synagogues destroyed and 7,500 businesses smashed, 30,000 Jews arrested.
9. April 1939 – Jews can be evicted from their homes without reason.

Year 11

Germany 1939 - 1945

Box : Germany at War 1939 - 1942

1. In December 1939 Hitler announced that all of Germany would become a war economy
2. Military expenditure rose dramatically. In 1939 23% of all the goods produced in German factories were related to the military. By 1941 this had risen to 47%.
3. By 1941 55% of the German workforce was in war related work.
4. However, the economy was struggling in 1942
5. This led to Albert Speer being appointed to lead an improvement in the economy. In 1942 he became the minister of armaments and war production
6. He created a central planning board to organise the economy
7. He employed more women in factories
8. He used concentration camp prisoners as workers.
9. The German people faced shortages and hardships
10. Rationing was introduced
11. The role of women changed during the war
12. More women went into employment in 1939 780000 women worked in the war industry, by 1941 there were 1.5 million women employed in war industry.
13. Marriage loan restrictions were removed which meant that women could still get the loan but also work
14. From 1939 women under the age of 25 had to complete 6 months in the Labour Service
15. during this time cities were bombed and children were evacuated
16. children below the age of 14 could stay for 6 months in a rural area
17. children under the age of 10 could be placed with families and their mothers would go with them
18. older children were placed in Hitler Youth camps which was very strict only 40000 children did it because they were such scary places

Box Wartime opposition

1. Opposition increased as the war went on for longer because people faced greatest shortages and lost faith in the leader
2. in 1944 there was a bomb plot to kill Hitler
3. The plot was led by Colonel Claus Graf von Stauffenberg
4. The plan was to kill Hitler with a suitcase full of explosives. This plan was called operation valkyrie.
5. on the 20th of July 1944 Stauffenberg made an attempt at the Wolf's lair which was Hitler's headquarters in the east
6. the bomb went off but the table had blocked the shrapnel from hitting Hitler.
7. In Berlin, Stauffenberg was arrested.
8. Cardinal Galen continued to publicly criticise the Nazis. he was not killed because he was too much of an important man
9. Dietrich Bonhoeffer was a Protestant priest. He joined the military service where he discovered the atrocities committed by the Nazis, he sent secret messages and helped Jews to escape to Switzerland. He was murdered by the SS.
10. the White Rose group criticised Hitler through the use of leaflets.
11. the White Rose group was led by Hans and Sophie Scholl
12. Their leaflet was printed between 6000 and 9000 copies and sent to over 9 German cities
13. they were executed
14. Ordinary people showed opposition by listening to BBC Radio and telling anti-Nazi jokes
15. not everyone got involved in opposition because they were scared of the SS and the Gestapo. They were also indoctrinated by the use of propaganda

Box The Impact of Total War 1943 - 1945

1. The Nazis moved to Total War in 1943
2. Total War is where everyone is enlisted to support the war effort
3. Women were made to support the war effort with 3 million women aged between 17 and 45 being asked to go to work however only 1 million did
4. anything that did not help the war effort was stopped such as lifestyle magazines
5. the food and clothing shortages became even worse
6. there was an increasing propaganda
7. there was an increase in bombing from the British.
8. In 1943 Hamburg was bombed and 40000 people were killed
9. In 1943 Berlin was bombed and 500000 people were killed
10. In 1945 Dresden was bombed it caused the fire storm that destroyed 1600 acres of Dresden.
11. Nazi leaders became increasingly more paranoid and so used even more terror against the German people.
12. The Gestapo arrested 7000 people associated with the July bomb plot
13. there was an increased enforced labour with foreign workers being forced to do work in Germany
14. all theatres, opera houses and musicals were closed
15. In October 1944 the military situation was getting worse and so Hitler created the Volkssturm.
16. The Volkssturm involved all males aged between 16 and 60 who are not already in the military. They were poorly trained and poorly equipped
17. Berlin surrendered on the 2nd of May 1945

Poland

1. The occupation of Poland in the east led to the harshest punishment of all the occupations
2. Hitler believe that he needed Living Space for German people and so invaded in 1939
3. Poland was split into 5 areas the central area was renamed the general government area
4. The Nazis removed Polish culture by destroying Polish schools
5. Slavic Poles were considered racially inferior and were murdered by the SS
6. 1939 to 1945 1.5 million Polish people were sent to forced labour in Germany
7. Polish Jews face the worst treatment with 3.5 million being forced into ghettos and 3 million being murdered in death camps
8. the Polish lead a large resistance movement against the Nazis
9. The Polish government had escaped to London in 1939 and established the Delegatura, a secret state with in Poland
10. In 1944 the Polish people arranged an uprising in Warsaw, it failed and 200000 people were killed

The Netherlands

1. The people of the Netherlands face a different treatment to that of those people in Poland
2. the Netherlands were invaded in May 1940
3. The people of the Netherlands are called the Dutch.
4. They were seen as having the same ethnicity as Germans as they were treated more as equals
5. Civil servants were allowed to continue working
6. The Dutch education system was not changed
7. However when Dutch resistance increased the Nazis realise they had to treat the Dutch more harshly
8. In 1941 when 425 Jewish men were rounded up for deportation from the Netherlands the Dutch communist called for a strike. Trams stopped working and strikers March down the streets. The Nazi shot the Strikers
9. By 1943 the Nazis for using intimidation violence in the Netherlands.
10. In 1943 the Nazis began deporting Jews to extermination camps, 107000 Jews were sent to these camps
11. Dutch men were used as forced labour
12. 20000 Dutch resistance fighters were arrested
13. Between 1944 and 1945 there were harsh food shortages with 20000 dying from starvation

Year 11 Germany 1939-1945



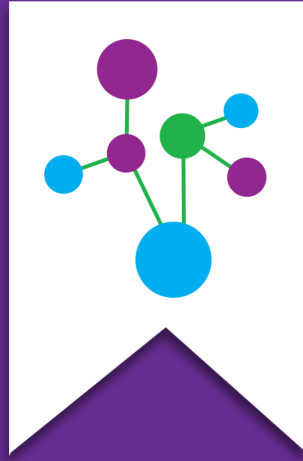
Box : The Holocaust

1. By 1945 six million Jews have been killed by the Nazis
2. 1939 and 1941 Jews were forced to live into ghettos
3. The most famous ghetto was the Warsaw ghetto, It was completed in 1940 and by 1941 there were 445000 Jewish people living there. A third of the population of the city of Warsaw was living in just 2.4% of the total land area of the city
4. overcrowding in the ghettos lead to disease it's believe that over 140000 people died in the Warsaw ghetto
5. in June 1941 the Nazis invaded the Soviet Union and pursued a different approach.
6. Here they use the einsatzgruppen, as they reached villages and towns Jews and communists rounded up. They were taken to rural areas and shot and buried in mass graves. The most famous event was Babi Yar in the Ukraine where 30000 Jews were murdered in a single day
7. operation reinhard is the policy to exterminate the Jews in the general government area
8. At a camp called Chelmeno Jews were gassed to death by vans with exhaust fumes
9. Other death camps were set up with great secrecy the most famous of which was Auschwitz.
10. in January 1942 the plan to exterminate all Jews across Europe was enacted by Reinhard Heydrich
11. The Nazi Smith use of places like Auschwitz to murder millions of Jews. They would use a gas called zyklon B. The sonderkommando were Jews who were forced to work in the camps, they had to remove the bodies of the Jewish victims and place them in the giant ovens for them to be cremated. 12000 individuals were murdered per day at Auschwitz

Box V: Responses to Nazi Rule

1. In occupied countries there was a mixture of collaboration accommodation and resistance from the native people
2. France was split into two zones the southern zone was known as Vichy France. The northern zone was ruled by the Nazis
3. Both areas of France suffered hard ships.
4. Some join the French resistance.
5. Andre Trocme was a Protestant pastor in a south east of France. He arrange for 5000 Jews to be hidden around his Parish. He helped the children to escape to Switzerland with forged identification cards. He was arrested in 1943 and then went into hiding
6. Coco Chanel was a fashion designer. She began a romantic relationship with a Nazi, she even try to get the Jewish people who were directors of her company to be removed
7. In Belgium the De Vlag movement had 50000 members by 1943 they help the Nazis to get members to join the SS
8. the Danes were people who are allowed to keep their government so long as they have good relations with the Germans
9. The Beilski Partisans Were from Poland there were 1236 of them, they were escapees from the ghettos and they lived in a forest. They sabotaged Nazi missions

PLYMPTON ACADEMY



TERM THREE & FOUR

HANDBOOK

YEAR 11