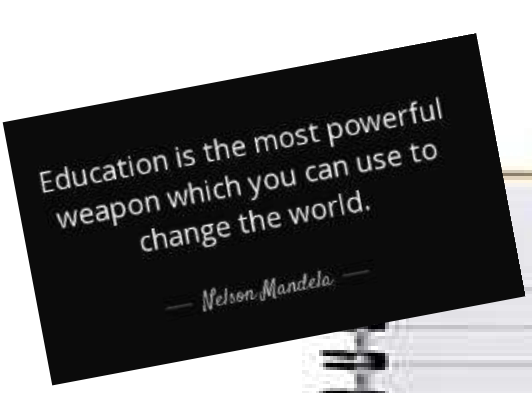
Knowledge Organisers

"I have come that they may have life and have it to the full"

John 10: 10

Year 11 - GCSE

You MUST bring this to every day for every lesson. It must be placed on your desk at the start of each lesson.



Knowledge Organisers at St John Fisher Catholic School

Why do we have Knowledge Organisers?

Knowledge Organisers show you the key information for that particular topic of study. It is the 'key take-aways' of what knowledge you will need to know to be successful in this topic. It will give you an excellent understanding of the topic you are studying and the expectations.

How do I use it?

Your teachers will use your knowledge organisers with you, explained in the section below, but you can also use it to support your understanding of the topic and develop further knowledge. You will have a test at the end of each unit of study and a PPE in the Summer term which will cover all that you have learnt therefore it is important that this new knowledge is embedded so that you can recall it later.

Use the Look, Say, Cover, Write, Check system to learn the information on your organisers. Complete any support/challenge tasks outlined. Research tells us that this method of practising is a good way to remember the knowledge. Over time, you will build up this knowledge and be able to recall it.

Use the Knowledge Organiser when completing class and homework especially with key vocabulary.

How will my teachers use it?

Your teachers may set homework to learn parts of the Knowledge Organiser or set tasks from what is on there. You will be expected to complete between 45-60 minutes of homework for each subject according to the homework timetable.

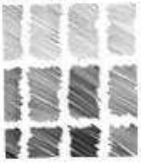
Your teachers will use the Knowledge Organiser in the lesson to support the new knowledge being taught so you must always keep this booklet with you and put on your desk at the start of each lesson.

You may be given low stake quizzes in your lessons which will test your recall of the current knowledge but also previous knowledge as the year progresses.

What do I do if I lose it?

All Knowledge Organisers are on the school website. However, you can purchase a copy at student services if you lose this.

ART Knowledge Organiser. Year 11: Independent projects

LINE	TONE	PATTERN	TEXTURE	FORM	COLOUR
					

What will they learn? (overview of knowledge)

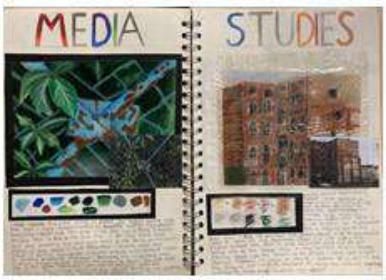
Students will be researching a chosen title and producing a sketchbook on this theme. They will be researching, experimenting, recording (drawing, writing) and producing a final piece.

What skills will they learn/develop?

- How to create a GCSE project
- Research skills
- Experimenting with different materials
- Drawing, photography, writing
- Final piece planning and execution

Support/Challenge:

Artsy.net
Saatchiart.com
Nationalgallery.org.uk
Tate.org.uk
https://www.trendhunter.com/ - good for unusual artists/designers/ideas



COLOUR	TONE	LINE	FORM
DRAWING	SKILLS	TECHNIQUE	HIGHLIGHTS
FEATURES	NATURAL	PRIMARY	DETAIL
PROPORTION	COLLAGE	SHADING	COMPOSE
DESCRIBE	OBSERVE	ANNOTATE	ANALYSE

Year 11 Enterprise and Marketing Knowledge Organiser (R069)

AIM: This term we will learn cost analysis and pricing, then analyse the cost of a given case study to understand financial viability of a project.

Assessment: Coursework and homework which is set weekly

Branding

- Brand name
- Logo
- Sound / jingle
- Strapline
- Characters
- Celebrity endorsement

Objective of Promotional Campaign

Consideration for Pitch
Venue
Audience
Pitch Objectives
Materials

Pitch Presentation Skills

Verbal skills

- Clarity
- Tone of voice
- Voice projection
- Formal / informal language
- Speaking pace

Non-verbal skills

- Posture
- Eye contact
- Confidence
- Gestures
- Persuasiveness

Use of notes / cues / pitch script
Time management

To raise awareness of a product or service
To differentiate □ To create market presence
To increase market share

Peer Feedback

Factors to consider

Let us examine each of the following in turn because they all have an important bearing on the presentation.

- Your voice.
- Your use of eye contact.
- Your positioning.
- The use of body language.
- Involving hand/ face/ whole body gestures.
- Your overall appearance.

KEY SKILLS: Research, I.T, Presentation, Communication, Teamwork
Analytical, Creativity, and Evaluative skills

Computer Networks

A network is a set of computers that are connected to one another.
Standalone computers are isolated from other devices.

Advantages of a network

- ✓ Share resources, such as software applications, files and
- ✓ hardware (eg printers).
- ✓ Allows communication (eg email) and can transfer files easily.
- ✓ Easier network management (eg can backup data onto a central fileserver; updates can be sent to all computers; users on a network can login to any computer)

Disadvantages of a network

- ✓ Greater security risk as computers can be hacked if they are connected to the internet.
- ✓ Worms can spread from one computer to another
- ✓ A problem with any shared resource, (eg file server goes down) can impact the whole network.

Types of Computer Networks

Personal Area Network (PAN) set up around an individual person. Many people have multiple devices such as tablets, phones and computers that can be interconnected using a PAN. A Bluetooth PAN uses radio waves to communicate wirelessly between devices over a range of a few metres.

Local Area Network (LAN) covers a relatively small geographical area typically extends over the range of a single organisation such as a university campus, school site. LANs are usually managed by a single organisation.

Wide Area Network (WAN) made up of many local area networks and covers a much wider geographical area. The internet the ultimate WAN. It is a network of networks with billions of interconnected devices. No single person or organisation has control over a WAN.

Network Topology

A network topology describes how a set of computers are arranged within a network.

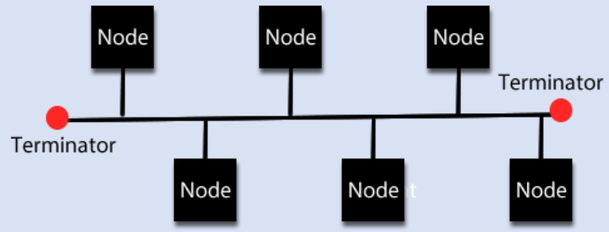
Bus network topology All devices including clients, servers, printers and so on are connected to a cable called a bus. All communication is via the shared bus. At either ends of the bus is a terminator.

Advantages

- ✓ Easy and cheap to install and does not require much cable
- ✓ Easy to add more computers

Disadvantages

- ✓ If the main cable fails then then the whole network fails.
- ✓ Less secure as data are broadcast to all devices on the network.
- ✓ Can be slow as there are collisions between data along the shared bus.
- ✓ Will get slower as more computers are added.



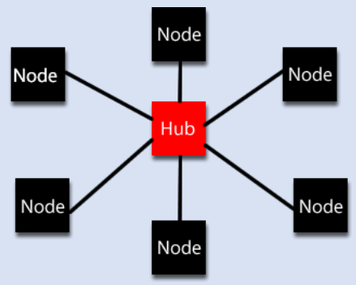
Star network topology all devices including clients, servers, printers and so on are connected to a central hub or switch. All communication is via the hub

Advantages

- ✓ Greater security as data are only sent to the intended recipient.
- ✓ If any of the connections fail only a single node will be affected.
- ✓ Fewer collisions between data packets

Disadvantages

- ✓ If the central hub fails then every computer on the network is affected.
- ✓ Expensive as extra cable and hardware (hubs) are needed.



Wired and Wireless

Computers can be connected using wired or wireless methods
Wired transmission methods use cables to communicate
Wireless transmission use radio waves communicate (eg Wi-Fi).

Advantages of wireless

- ✓ Can use computer anywhere and not constrained by cables

Disadvantages of wireless

- ✓ Packets can be intercepted more easily than wired connections
- ✓ Security is a much more difficult challenge, as the network can be accessed from outside the confines of a building.
- ✓ Slower than wired methods
- ✓ Signal can be interfered with by other electronic devices.

Advantages of wired

- ✓ Allows more control, security and reliability. Can restrict who has access to the network.
- ✓ Wired methods have greater speeds than wireless methods.

Disadvantages of wired

- ✓ Cables can be difficult to maintain in big organisations

Wired networks use a variety of cables, including copper and fibre optic.

Copper cables use electrical signals to transmit data. Three main types:

- ✓ **Coaxial cable** – the signal loses strength over long distances
- ✓ **Unshielded twisted pair** – A pair of copper cables are twisted together and allows data to be transmitted over longer distances
- ✓ **Shielded twisted pair** – Shielding around the twisted cables means the signal is less susceptible to interference.

Fibre optic cables are glass or plastic and use use pulses of light to transmit data

Advantages of copper cables

- ✓ Cheaper than fibre optic
- ✓ Reliable because a telephone is powered from the copper cable and does not rely on a separate electrical power supply

Advantages of copper cables

- ✓ Slow
- ✓ Low capacity
- ✓ Can only be used over short distances
- ✓ Interference can occur

Advantages of fibre optic

- ✓ Higher bandwidth than copper so can transmit more data
- ✓ Less attenuation (degrading) of the signal so fibre optic is more suitable over long distances
- ✓ Less "cross talk" interference between fibres compared with copper so the quality of the signal is better

Disadvantages of fibre optic

- ✓ Expensive
- ✓ Difficult to install

Network Security and Protocols

Why do we need network security?

- ✓ To prevent unauthorised access to our electronic devices
- ✓ To protect our data eg to prevent sensitive data being stolen
- ✓ Prevent cyberattacks

Methods of Network Security

Authentication allows us to confirm the identity an individual.
There are lots of ways of confirming the identity of an individual that come under one of three factors:

- ✓ Knowledge factor: Something the user knows, eg a password

- ✓ Possession factor: Something the user owns eg a mobile phone
- ✓ Biometric factor: eg Fingerprint, iris scan

Encryption The message is garbled so if it gets intercepted during transmission it will be almost impossible for anyone without the key to read the original message.

Firewall prevents packets containing malware getting on to the computer

MAC address filtering A MAC (Media Access Control) address is a unique identifier for any device that is connected to a network. Each network interface card has a unique MAC address that is a 12 digit hexadecimal code (e.g. 12-F3-EE-56-44-A1).

- ✓ *White list filtering* only allows devices on a list to connect to the network.
- ✓ *Black list filtering* devices in a black list blocked from accessing the network.

Network Protocols

A **network protocol** is a set of rules that allow computers to communicate and exchange information over a network. There are many types of protocols depending on the application.

HTTP (Hypertext transfer protocol) is the protocol used for the World Wide Web. An exchange begins with a request for a web page from a client web browser to a web server. The server then sends the web page to the client.

HTTPS (Secure Hypertext transfer protocol) is a secure way of transferring data between a web browser and a server because the data are encrypted during transfer. Used for e-commerce and online banking.

FTP (File Transfer Protocol) is usually used to download or upload large files from a server to a client.

Ethernet is not a single protocol but a collection of related protocols. LANs most commonly use ethernet. The following is a simplified procedure:

1) Check whether there is any traffic on the ethernet
2) If so wait for traffic to clear
3) Send the packet
4) If collision detected, go to step 1 to resend.

Wi-Fi is a collection of protocol that use radio waves to transmit data between devices. Wi-Fi is a trademark and WLAN (Wireless LAN) is the generic term. Data are transmitted when the medium is clear, and an acknowledgement is received if the transmission was successful. If no acknowledgement is received, then the data are resent as it is assumed that a collision occurred, and the packets did not reach their destination.

Email protocols

SMTP (simple mail transfer protocol) Sends the mail from the user onto the mail server.

IMAP (Internet Message Access Protocol) Retrieves the mail from the mail server to the client (user) and allows access from anywhere on any device because the email remains on the server.

TCP (Transport Control Protocol) When files are sent over the internet they are broken up into small chunks called packets. When they arrive at the destination computer they are reassembled back into the original format. TCP handles and controls all this. TCP waits for acknowledgements to verify whether the packets have reached their destination. TCP will also retransmit packets of they have not arrived at the destination or become corrupted.

IP (Internet Protocol) The internet protocol is a set of rules that govern the transmission of data across the internet.

UDP (User Datagram Protocol) is used as an alternative to TCP. It is used in video conferencing and online gaming when speed is necessary as huge volumes of data are transferred in real time. It improves speed by not checking for lost packets so they do not get re-sent.

TCP/IP

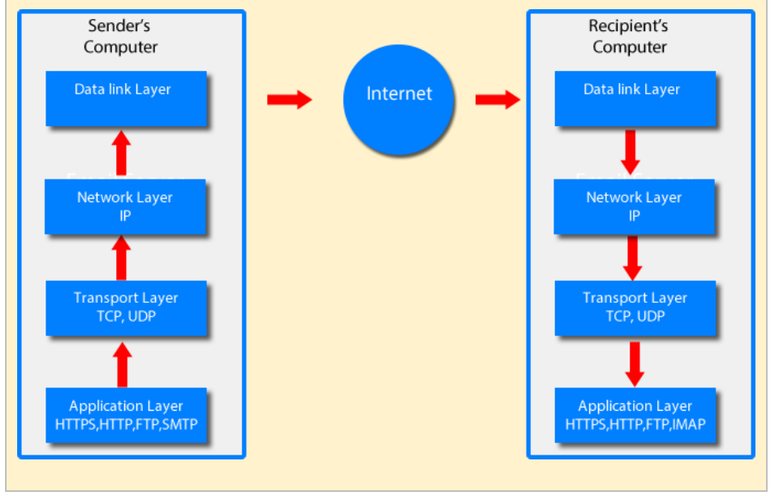
The TCP and IP protocol work closely together and are referred to as TCP/IP. The TCP/IP model consists of four layers that pass data between each layer.

Application layer contains protocols related to the application such as HTTP, HTTPS for web browsers, FTP for file transfer and SMTP and IMAP for email. The application layer interacts with the user via appropriate application software (eg web browser / ftp client).

The **transport layer** establishes the end to end connection. When files are sent over the internet, they are broken up into small chunks called packets. When they arrive at the destination computer they are reassembled back into the original format. It is the role of the transport layer to split the data into packets and pass the data onto the network layer. On the recipient's computer the transport layer reassembles the packets into the original form. The packets are numbered by this layer to allow them to the reassembled. The transport layer chooses the port number for sender and receiver. TCP and UDP are the main protocols used in this layer.

The **network layer** adds the source and destination IP address and route the packets over the network. At the destination the network layer strips out the IP addresses. The IP operates on this layer.

The **data link layer** has a network card and deals with the physical connection and adds the physical addresses (MAC address) of the hardware to the packets that it receives from the network layer. For each step the sender and receiver MAC address is removed then a new sender and receiver MAC address is added. The receiver MAC address becomes the sender MAC address.



State **two** advantages of using a star topology instead of a bus topology.

[2 marks]

1 _____

_____

2 _____

_____

State **one** disadvantage of using a star topology instead of a bus topology.

[1 mark]

_____

_____

Discuss the benefits and risks of using a computer network.

[9 marks]

_____

Computer Systems

A computer system has both hardware and software.
Hardware are the physical components that make up a device or computer system.
Software is the computer code, programs and algorithms that give instructions to the hardware to make it perform the desired task.

Software Classification

Software is split into two types: application software and system software
Application software is a program designed to perform a specific task that the user interacts directly with (eg spreadsheets, web browser and word processor).
System software is concerned with the running of the computer. Its purpose is the control the computer hardware and manage the application software. (eg operating system, antivirus, backup tools, firewall)
The **operating system (OS)** is the most important piece of system software. The OS handles management of the processor, memory, input/output devices, applications and security.

- **Application management**
- **Processor resources**
- **Memory management**
- **Security**
- **Input / Output devices**

Cloud Computing

- Can store data and files on a server elsewhere that can be accesses via the internet.
- Can use applications over the internet
- Can sync files so that all your devices see the same files
- Can share documents with others
- Can access your files anywhere if you have a good internet connection

Advantages of cloud computing

- Only pay for storage that you use
- Data and files available from anywhere in the world where there is an internet connection
- Data automatically backed up

Disadvantages of cloud computing

- Need a reliable network connection
- Files are hosted elsewhere so a security concern
- the most recent versions of software is often not available
- Transfer of data over the internet will slow down performance.

Advantages of local storage

- Files can be accessed even when there is no internet connection
- More secure as files to not need to be transferred over the network and the user has more control

Disadvantages of local storage

- Users need to organise their backup solutions
- Not so easy to share documents
- Can only access the files locally

Memory

Volatile memory (main memory) When the computer is turned off the contents of volatile memory is lost. When there is no power, volatile memory is erased.
Non-volatile memory (secondary storage) Even when here is no power, the data remain unchanged and can be accessed once again once power has been resumed. This allows you to store files for he long term.
ROM (Read Only Memory) Data can only be read from the device, and cannot the memory cannot be edited or deleted. ROM is only used for situations where you can be sure that updates will not be needed. The computer's BIOS (basic input output system) which controls the boot up sequence is stored on a ROM chip.
RAM (Random Access Memory) - When applications are executed they are loaded into RAM first. RAM is volatile.

Embedded Systems

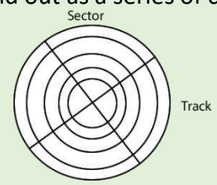
An embedded system is a computer system that is designed for a specific function, in contrast to a general-purpose computer that can carry out many tasks. Embedded systems typically have a minimal or no user interface. They can be optimised for size and power consumption, for instance. Examples of embedded systems include digital watches, MP3 players, washing machines, cars and mobile phones.

Secondary Storage

Secondary storage is necessary for saving files long and software including the operating system. Even when the computer is turned off, the data remain unchanged, and can be accessed again once the power supply has been turned on.

Magnetic Hard Disk

- Tracks on the disk platters contain tiny magnets, each holding 1 bit of data.
- The polarity (negative or positive) of the magnets determines whether the bits are 0 or 1.
- The write head modifies the polarity of the magnet as appropriate.
- The read head identifies whether each magnet is negative or positive.
- The tracks are laid out as a series of concentric rings.



Advantages

- Cheap form of storage

Disadvantages

- Less reliable because it contains moving parts that can break
- Electromagnetic surge can corrupt the data held
- Slow speed of read/write access

Optical Disks

- Tracks on the disk contain pits and lands.
- The track is a spiral.
- A laser is emitted and the laser light is reflected when it hits the lands, but is scattered when it hits the pits.
- Depending on whether the light is scattered light is encoded as a binary value of 0 and reflected light is encoded as a 1.
- The sensor is able to detect light reflected, but not scattered.
- Example: Blue-Ray (25 Gb) DVD (4.7 Gb), CD (700 Mb).

Advantages

- Can transfer easily between computers

Disadvantages

- Can scratch easily
- Not much storage compared with other methods.
- No unlimited writes to the hard disk

Solid state Drive

- Use millions of switches called floating gate transistors on microchips to store data.
- Electrons are stored in gates and this is encoded as 0 when there is an electron present and encoded a 1 when there is no electron present.
- The electros remain trapped even when there is no flow of electricity.
- Contain no moving parts and are therefore more robust that optical and magnetic storage.

Advantages

- Much faster that other means of storage
- More reliable than other means if you are only reading
- Quiet

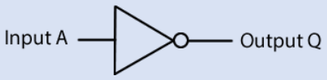
Disadvantages

- More expensive per volume of storage
- Reliability might be an issue if you do a lot of writing

Boolean Logic

NOT gate - The output is the opposite of the input

$$Q = \bar{A}$$
$$Q = NOT\ A$$

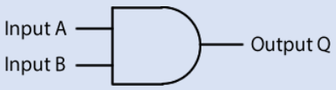


NOT truth table

Input	Output
0	1
1	0

AND gate - has two inputs and will have a true output if the two inputs are true otherwise the output will be false

$$Q = A.B$$
$$Q = A\ AND\ B$$

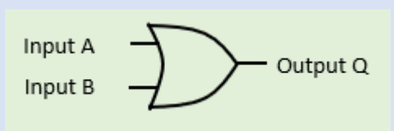


AND truth table

Input - A	Input - B	Output
0	0	0
1	0	0
0	1	0
1	1	1

OR gate - has two inputs and will have a true output if either or both the inputs are true

$$Q = A + B$$
$$Q = A\ OR\ B$$

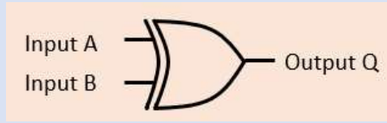


OR truth table

Input - A	Input - B	Output
0	0	0
1	0	1
0	1	1
1	1	1

XOR gate - has two inputs and will have a true output if either the inputs are true but not both

$$Q = A \oplus B$$
$$Q = A\ XOR\ B$$



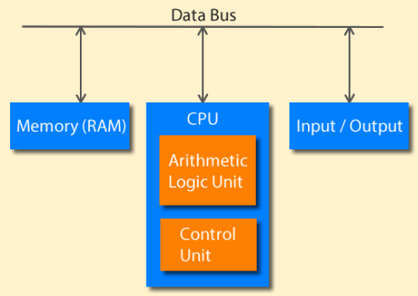
OR truth table

Input A	Input B	Output
0	0	0
1	0	1
0	1	1
1	1	0

System Architecture

CPU (Computer Processing Unit) or processor Fetches, decodes and executes instructions and performs logical and arithmetic operations.

Von Neumann architecture is the stored program concept, where program instructions and the data to be processed can be stored in the same memory.



Components of a CPU

Bus Wires through which data and instructions are transferred between computer components

Clock keeps all the CPU components synchronised

Arithmetic Logic Unit (ALU) Every operation takes place here. This is where the arithmetic (eg adding two binary numbers) and logic operations (eg checking to see if one number is bigger than another) take place.

Control Unit Decode the machine code instruction so that the ALU knows what to do with the instruction. Controls and monitors data transfer between different input and output hardware components

Factors affecting CPU performance

Clock speed is the number of cycles that a processor carries out per second. Each cycle of the CPU allows a single action (instruction) to be carried out. The greater the clock speed, the greater the number of operations and the faster the computer will run.

Number of processor cores A core is CPU in its own right. Nowadays most CPUs have multiple cores. Having multiple cores allows instructions to be carried out concurrently (at the same time), whereas a single core will only allow carry out instructions in serial (one at a time).

Cache size Cache is a volatile memory store on the processor. Cache is much faster but smaller that RAM. Frequently used data and instructions within an application can be stored in cache instead of fetching from RAM which is quite slow. The bigger the cache the greater the volume of data and instructions that can be stored thereby reducing latency and improving performance of the CPU.

Fetch execute cycle

1. Instructions are loaded into memory
2. Processor fetches the instruction from the main memory
3. Instruction is decoded so the CPU knows what to do with the instruction
4. Processor then executes the instruction
5. Result of the instruction can be stored in memory
6. Next instruction is then fetched from main memory and the cycle repeats itself.

Classification of programming languages

High level programming languages are closer to human language and is therefore easier to understand.

Low level programming languages refer to machine code and assembly language.

Machine code is expressed in binary values 0 and 1. This is the language that computers understand.

Assembly language provides basic computer instructions for programs to run. There is a one to one relationship between machine code and assembly code instructions.

Program translators allow programs to be translated into machine code so the than programs can be run on a computer.

Interpreter converts high level languages into machine code one instruction at a time. The machine code is not saved.

Compiler A program that converts high level languages into machine code before the program is run. A compiler saves the machine code, so the source code is no longer needed.

Assembler converts assembly language instructions into machine code.

Creative i-Media R095 part 2

Each Frame Tells Part of the Story

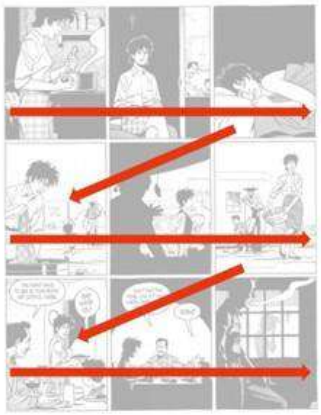
What we are Learning This Term

R095 Characters and Comics

In this unit you will learn how to create your characters and comic book, and critically review it with improvements that you could have done

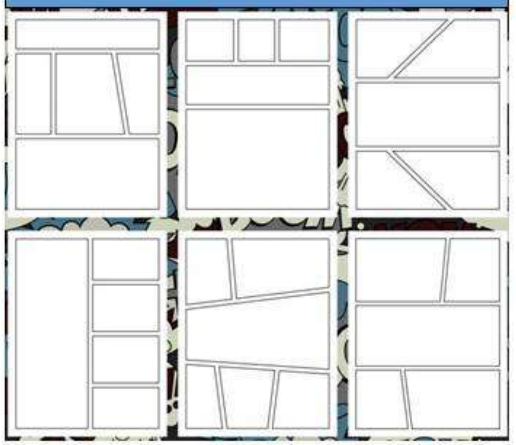
- Comic layout
- Create characters & assets for use as components within comics
- Integrate the script/story flow using speech & thought bubbles, narration and captions
- MS Publisher

Page Flow

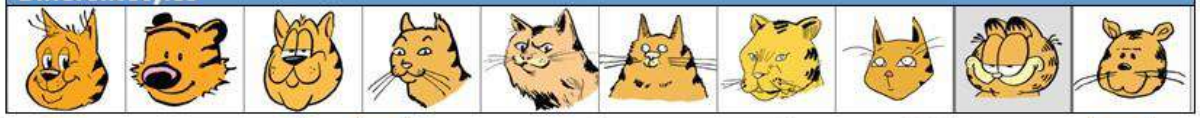


Photopea

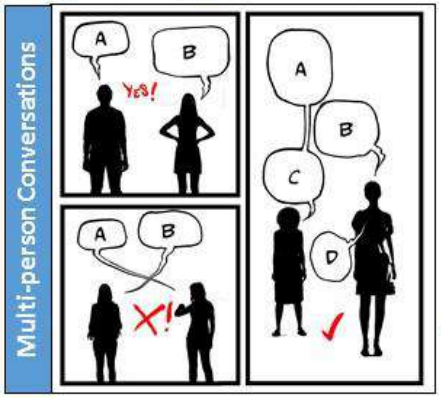
Page Layouts



Different Styles



Multi-person Conversations



Thought Bubbles

Speech Bubbles

onomatopoeia

NEA

Section A: Identifying and investigating design possibilities (10 marks)
Look at the challenge and:
- Identify possibilities
- Investigate client needs and wants
- Look at economic and social challenges
- Research work of others

Make sure you use primary and secondary research.
Make sure all your research relates to your challenge.

Section B: Producing a design brief and specification (10 marks)
Use your investigations to outline design possibilities.
Make sure you have a design brief and design specification

Section C: Generating design ideas (20 marks)
Explore a range of ideas linking to your challenge.
Make sure you are being original and creative in your ideas.
Be imaginative and experiment with different ideas.
Remember to be innovative and different to others.

Section D: Developing design ideas (20 marks)
You will use formal and informal drawing using CAD, schematic diagrams, models and schedules.
You need at least one suitable model.
You will select suitable materials and components.
Make sure you keep reflecting on how ideas meat requirements and design specification.
Remember to include enough information for third party manufacture.

Section E: Realising design ideas (20 marks)
You will work with a range of materials and components to make prototypes.
You will use specialist tools and equipment.
The prototypes will be constructed through a range of techniques, which may involve shaping, fabrication, construction and assembly.
The prototypes will have suitable finish with functional and aesthetic qualities, where appropriate.

Section F: Analysing and evaluating (20 marks)
All through the project you will analyse and evaluate your work.
This includes:
- Define requirements
- Analysing the design brief and specifications
- Testing
- Evaluating ideas

Ther final prototype(s) will also undergo a range of tests on which the final evaluation will be formulated. This should include market testing and a detailed analysis of the prototype(s).

'Macbeth' – Knowledge Organiser

Context

- **King James I –** Macbeth was written in 1606, early in the reign of James I, who succeeded to the English throne in 1603 after being King of Scotland. The play pays homage to the king's Scottish lineage and hatred of witches. Additionally, the witches' prophecy that Banquo will found a line of kings is a nod to James' family's claim to have descended from the historical Banquo.
- **The Divine Right of Kings** – the idea that kings got their power from God and not from their subject. James I was a believer in this, and the idea meant that any treasonous activity was a crime against God. Only a century earlier, England had suffered under the massive disorder of the Wars of the Roses, so many supported the idea to avoid civil unrest.
- **Patriarchy** – patriarchal societies are those in which men dominate, and inheritance passes through male heirs.
- **Gender** – Macbeth and Lady Macbeth switch between having masculine and feminine characteristics. In the play, gender is often linked to ambition and a willingness to do anything to achieve power.
- **Women** – Women were expected to follow social expectations with their behaviour towards men. They were meant to obey all men, be faithful and respectful, not be violent and be religious. They would have been regarded as a possession, first owned by the father, then given to and owned by the husband. Women were considered the delicate, 'fairer' sex and they should be quiet and reserved, always respecting the wishes and opinions of the males in their lives. Lady Macbeth subverts these expectations in the play to manipulate Macbeth in getting what she wants.
- **Adam, Eve and the serpent** – in the bible, Adam and Eve live peacefully in the Garden of Eden until Eve is tempted by the serpent and eats the forbidden fruit from the tree of knowledge. She convinces Adam to eat as well, and God curses them and banishes them to Earth. The serpent is frequently alluded to in Macbeth.
- **Witchcraft** – in Shakespeare's time there was no scientific knowledge to explain natural disasters such as earthquakes, floods and droughts. One of the ways they accounted for the unexplained was the idea of witches. In Elizabethan England, hundreds of thousands of women were tortured and executed in Europe because they were accused of witchcraft. The King wrote a book on the subject entitled 'Daemonologie' and appealed to parliament to pass the following act in 1563 which was still a part of English law until 1951. At the time Shakespeare was writing, many people thought that witches were real, so the weird sisters would have seemed believable and frightening to an audience in the 1600s.
- The 5 Acts: Macbeth is a typical tragedy. The first part builds up the turning point (Duncan's murder), and the second part deal with the consequences of this, which leads to the main character's downfall.
- Tragic Conventions: Macbeth is one of Shakespeare's Tragedies and follows specific conventions. The climax must end in a tremendous catastrophe involving the death of the main character; the character's death is caused by their own flaw(s) (hamartia); the character has something the audience can identify with which outweighs their flaws so we care about them.
- The Real Macbeth: Macbeth is loosely based on true events in feudal Scotland in the 11th Century and would have been known to King James. King James inherited the throne through his ancestors Banquo and Fleance who appear in the play.

Key Things to Remember

- The play was written in 1606 but was set in the 11th century (Medieval period).
- In the play, King Duncan was a benevolent king and loved by all. In real life he was a weak king.
- Banquo is intrigued by the prophecies and does have ambitious thoughts, but he does not choose to act on these thoughts.
- There are many similarities between Banquo and Macbeth. They are both soldiers, they are both very patriotic at the start of the play and they are both considered to be brave and noble.
- Shakespeare believed the human nature is prone to evil and that people are greedy. He illustrates this in the Macbeths' desire to become King and Queen. This greed led them to resort to extreme measures such as regicide. In Macbeth's case, his greed led him to kill others, too.
- Macbeth kills Macdonald, Duncan, Duncan's guards and Young Siward himself.
- Macbeth orders the deaths of Lady Macduff, her family and household and Banquo.
- Macbeth is the only Shakespearean play set in Scotland.
- Macbeth's castle is in Inverness. The Royal Palace is in Dunsinane.
- The Gunpowder Plot occurred in 1605, one year before the play was written.

Characters

Macbeth	A loyal warrior who becomes duplicitous as he becomes obsessed with the witches' prophecies of power.
Lady Macbeth	Macbeth's wife who drives his ambition in the beginning but loses her control by the end.
Banquo	Macbeth's close friend and ally who also receives prophecies.
Fleance	Banquo's son who represents innocence and justice.
Duncan	King of Scotland at the beginning of the play - a strong, respected leader.
Malcolm	Duncan's oldest son and next in line to the throne. Joins the English army to defeat Macbeth at the end of the play.
Donalbain	Duncan's youngest son disappears (to Ireland) after Duncan's murder.
Macduff	Macbeth's antagonist: A brave warrior who is loyal to Duncan and is consistently suspicious of Macbeth.

Themes

Ambition	The witches' prophecies spur Macbeth and Lady Macbeth to fulfil their ambitions, but they never *make* them do anything.
Fate and Free Will	What made it all happen? Fate? The witches? Macbeth's free will?
Good and Evil	Good and evil are hown through contrasts in the play. Evil is illustrated by the witches, Macbeth, Lady Macbeth, the assassins & traitors. Good is shown by Duncan, Malcolm, Banquo, Macduff, Lady Macduff.
The Supernatural	This is shown through the witches & LM calling upon the spirits.
Appearance and Reality	M and LM look innocent but are plotting behind people's backs.
Light and Darkness	Light links to good, life and God. Darkness links to evil and foreboding.
Guilt	Guilt is shown through M (internal conflict) and LM's blood imagery.
Gender	LM challenges and controls M. She subverts the gender stereotypes of the time.

Plot

Act 1

- The 3 witches gather to meet Macbeth and Banquo.
- Duncan hears the Thane of Cawdor has betrayed him.
- Macbeth is seen as a hero.
- Macbeth and Banquo hear the predictions.
- Duncan decides that Malcolm will be heir to the throne.
- Duncan plans to visit Macbeth.
- Lady Macbeth reads Macbeth's letter.

Act 2

- Macbeth has doubts and sees a vision of a floating dagger.
- He follows through with Duncan's murder.
- LM has to finish the job by wiping blood on the drunk guards.
- Macduff discovers Duncan's body.
- The guards are the likely suspects.
- Macbeth kills the guards.
- Malcolm and Donalbain flee the castle because they are afraid.

Act 3

- Banquo suspects Macbeth for the murder of King Duncan.
- Macbeth sends murderers to kill Banquo. Banquo is murdered but Fleance escapes.
- The ghost of Banquo is at the banquet. Macbeth rants and raves. LM tries to cover up the situation.
- Macduff didn't attend the banquet as he is suspicious of Macbeth.

Act 4

- Macbeth visits the 3 witches and they show him more visions. He believes he can't be killed by any man.
- Macbeth sends murderers to Macduff's castle to kill his family.
- In England, Macduff begs Malcolm to return to the throne.
- Malcolm tests Macduff's loyalty then agrees to the war against Macbeth.

Act 5

- LM has gone mad with guilt. She sleepwalks and tries to clean blood from her hands. She commits suicide.
- Many of Macbeth's supporters decide to help Malcolm. Macbeth isn't worried as he believes the prophecies.
- Macbeth confronts Macduff and learns that he was not born naturally but by caesarean section.
- Macbeth and Macduff fight and natural order is restored when Macbeth is killed and Malcolm is crowned king.

Key Quotations

Act 1

- "Fair is foul, and foul is fair" (1.1) Witches
- "For brave Macbeth – well he deserves that name" (1.2) The Captain
- "So foul and fair a day I have not seen" (1.3) Macbeth
- "Stars hide your fires, let not light see my black and deep desires" (1.4) Macbeth
- "Come you spirts…unsex me here and fill me from the crown to the toe top full of direst cruelty." (1.5) Lady Macbeth
- "Look like the innocent flower but be the serpent under'it" (1.6) Lady Macbeth
- "When you durst do it, then you were a man" (1.7) Lady Macbeth
- "But screw your courage to the sticking place and we'll not fail." (1.7) Lady Macbeth

Act 2

- "Is this a dagger I see before me, the handle towards my hand?"(2.1) Macbeth
- "Give me the daggers. The sleeping and the dead are but as pictures" (2.2) Lady Macbeth
- "Will all great Neptune's ocean wash this blood clean from my hand?" (2.2) Macbeth
- "A little water clears us of this deed" (2.2) Lady Macbeth
- "Wake Duncan with thy knocking, I would thou couldst." (2.2) Macbeth
- "Oh horror! Horror! Horror! Tongue nor heart cannot conceive, nor name thee" (2.3) Macduff
- "There's daggers in men's smiles" (2.3) Donaldbain

Act 3

- "Thou has it all now, King, Cawdor, Glamis, all, as the weird sisters promised, and I fear though play'st most foully for't." (3.1) Banquo"To be thus is nothing, but to be safely thus. Our fears in Banquo stick deep" (3.1) Macbeth
- "Of full of scorpions is my mind, dear wife" (3.2) Macbeth
- "Be innocent of the knowledge, dearest chuck, till thou applaud the deed" (3.2) Macbeth
- "Thou canst not say I did it; never shake they gory locks at me" (3.4) Macbeth
- " My lord is often thus, and hath been from his youth" (3.4) Lady Macbeth
- "I am in blood stepp'd so far, that, should I wade no more, returning were as tedious as go o'ver" (3.4) Macbeth

Act 4

- "Something wicked this way comes" (4.1) Witches
- "Speak, I charge you" (4.1) Macbeth
- "From this moment, the very firstlings of my heart shall be the firstling of my hand" (4.1) Macbeth
- "The castle of Macduff I will surprise; seize upon Fife." (4.1) Macbeth
- "Let grieve convert to anger. Blunt not the heart, enrage it" (4.3) Malcolm
- "Macbeth is ripe for shaking, and the powers above put on their instrument" (4.3) Malcolm

Act 5

- "Out, damned spot! Out, I say!... Will these hand ne'er be clean?" (5.1) Lady Macbeth
- "All the perfumes of Arabia will not sweeten this little hand" (5.1) Lady Macbeth
- "My name's Macbeth" (5.7) Macbeth
- "Turn, hell-hound, turn…I have no words; my sword is my voice" (5.8) Macduff
- "I bear a charmed life which must not yield to one of woman born" (5.8) Macbeth
- "Macduff was from his mother's womb untimely ripp'd" (5.8) Macduff
- "I will to yield to kiss the ground before young Malcolm's feet" (5.8) Macbeth
- "Behold where stands the usurper's head" (5.9) Macduff
- "His fiend-like queen who, as 'tis thought, by self and violent hands took off her life" (5.9) Malcolm.

Key Terminology

Antithesis	Opposite / Contrast
Aside	A remark heard only by the audience.
Dramatic Irony	When the audience knows things that the characters don't.
Iambic Pentameter	A line of verse, with 5 metrical feet, each with one unstressed syllable followed by one stressed syllable.
Juxtaposition	Two things closely placed with contrasting effect.
Monologue	A long speech by one actor.
Motifs	A dominant / recurring idea.
Paradox	A person/thing with contradictory features or qualities.
Semantic field	A group of words, which relate to a common theme or motif.
Soliloquy	Speaking one's thoughts aloud.

Key Vocabulary

Ambition	Strong desire to achieve something.
Apparitions	A ghost/ghost-like image of a person.
Betrayal	Being disloyal.
Catholics	A person belonging to the Christian church.
Fatal Flaw	A defect / weakness in character.
Hallucination	Apparent vision of something not present.
Invincible	Feeling too powerful to be defeated.
Jacobean	Relating to the reign of King James I.
Kinsman	A relative / blood relation.
Masculinity	Qualities considered to be of a man.
Noble	Belonging to aristocracy.
Protestant	A member of the Western Christian church.
Regicide	The action of killing a king.
Remorseless	Without guilt or regret.
Scepticism	Doubts the truth of things.
Thane	A man with land granted by the king.
Tragedy	A play with tragic events.
Traitor	A person who betrays someone.
Treason	Betraying one's country.
Virtuous	Having high moral standards.

Year 11 TERM 1

Food – Sensory Science

Using our senses

A range of senses are used when eating food:

- sight;
- smell;
- hearing;
- taste;
- touch.

A combination of these senses helps to evaluate a food.

Appearance

The size, shape, colour, temperature and surface texture all play an important part in helping to determine first reactions to a food.

Taste

There are five basic tastes:

- bitter;
- salt;
- sour;
- sweet;
- umami.

Smell (odour or aroma)

The nose detects volatile aromas released from food. An odour may be described by association with a particular food, e.g. herby, cheesy, fishy.

The intensity can also be recorded. Odour and taste work together to produce flavour.

Touch

Food texture is the way food is felt by the fingertips, tongue, teeth and palate. When food is placed in the mouth, the surface of the tongue and other sensitive skin reacts to its surface texture. This sensation is known as mouthfeel.

Hearing (sound)

The sounds of food being prepared, cooked, served and eaten all help to influence our preferences. The sound of eating food can alter our perception of how fresh a food is, e.g. crunchy carrots.

Tasting vocabulary (sensory attributes)

Sight	Bubbling	Flaky	Opaque
	Caramelised	Firm	Smooth
	Clear	Heavy	Solid
	Coarse	Icy	Steaming
	Crumbly	Juicy	Sticky
	Dry	Moist	Thick
Smell	Acidic	Fresh	Spicy
	Aromatic	Meaty	Strong
	Bland	Mild	Sweet
	Citrus	Pungent	Tart
	Earthy	Savoury	Weak
	Fragrant	Smoky	Zesty
Sound	Brittle	Crisp	Pop
	Crackle	Crunch	Sizzle
Taste	Bitter	Rich	Strong
	Bland	Salty	Sweet
	Floury	Savoury	Tangy
	Hot	Smoky	Tart
	Mild	Sour	Umami
	Piquant	Spicy	Zesty
Touch	Brittle	Dry	Short
	Bubbly	Gooey	Soft
	Chewy	Granular	Solid
	Close	Greasy	Tacky
	Cloying	Moist	Tender
	Coarse	Open	Waxy

Sensory evaluation and tests

Sensory evaluation analyses and measures human responses to food and drink, e.g. appearance, touch, odour, texture, temperature and taste. In order to obtain reliable results, sensory evaluation tests should be set up in a controlled way to ensure fair testing, e.g. no distracting colours, noise or smells; same size portions; coded samples, and water to drink.

Preference tests - these types of tests supply information about people's likes and dislikes of a product. They are not intended to evaluate specific characteristics, such as crunchiness or smoothness. They are subjective tests and include hedonic, paired comparison and scoring.

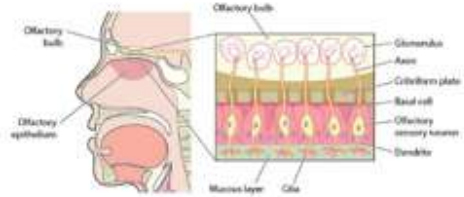
Discrimination tests - these types of tests aim to evaluate specific attributes, i.e. characteristics of products (crunchiness). They are objective tests and include triangle, duo trio, ranking and paired comparison.

Taste receptors

Our tongues are covered with taste buds, which are designed to sense chemicals in the mouth. Most taste buds are located in the top outer edges of the tongue, but there are also receptors at the back of the tongue as well as on the walls of the mouth and at the back of the throat. As we chew food, molecules mix with saliva, enter taste pores and interact with gustatory hairs, also known as taste receptors. This triggers nerve impulses that are transmitted to the brain.

Olfactory system

This is the sensory system used for olfaction, or the sense of smell. As we breathe in, the olfactory receptor cells are stimulated by odours and the olfactory membrane sends neural messages up the olfactory nerve to the brain.



Key terms

Fair testing: Ensuring that sensory tests obtain reliable results.
Food texture: The way food is felt by the fingertips, tongue, teeth and palate.
Olfactory system: The sensory system used for olfaction, or the sense of smell.
Senses: Sight, smell, hearing, taste and touch are all used when eating food and drink.
Sensory attributes: Words used to describe the appearance, odour, taste and texture of a food product
Sensory evaluation: Analyses and measures human responses to food and drink.

Intensity

Foods may be described by association, e.g. meaty, minty or fruity.

The intensity (low, medium or high) can also be recorded, e.g. garlicky or salty.

Tasks

1. Write a guide to conducting sensory evaluation tests that are fair and reliable.
2. Research umami and make a dish that is rich in the taste of umami.

To find out more, go to:
https://bit.ly/2Bzsgq5

Geography - Year 11 Term 1 – Water Resources

To know how environments are changed by exploitation.

Deforestation in Cameroon – Palm oil is used in food stuffs and soaps. 1% of rainforest is cleared each year for timber extraction and palm oil plantations. This has affected biodiversity (chimps, gorillas and forest elephants) and causes soil erosion (loss of soil, pollution of water supplies and impact on infrastructure and fishing).

Oil Extraction in Ecuador – 1960's oil discovered in the Amazon rainforest home to indigenous, subsistence tribes. Oil extraction caused spillages from pipes and waste pits and pollution, resulting in damage to local rivers which support the tribes, providing water for drinking, cooking, bathing and fishing.

Overfishing in the North Sea – Many Europeans rely on fish for protein and the sea was thought to be inexhaustible. In last 50 years, fish finding sonar, bigger boats and nets meant more fish were caught. Became unsustainable and overfished - resulting in less fish being caught and quotas being put in place.

To know the distribution of natural resources in the UK and globally.

UK UK geology has shaped the distribution of minerals. Metals with igneous and coal, gas and oil with sedimentary rocks. Much of the land was once woodland but now only 12% mainly in north and west. 75% of the land is farmed with pasture in the NW and arable in the SE (climate and relief). Water is plentiful but some spatial and temporal imbalance.

Global Uneven. Mineral pattern matches types of rock, with rare and valuable metals found with volcanic activity and energy found with sedimentary rocks. Main oil reserves are in the Middle East. Big variations in vegetation and soils resulting from climatic differences, mean farming only covers 40% of land. 30% is still forested although this was 55%.

To know definitions and classifications of natural resources.

Abiotic Resources Obtained from the lithosphere, atmosphere and hydrosphere. Examples are minerals, soil, sunlight, rainfall and fresh water.

Biotic Resources Obtained from the biosphere and capable of reproduction. Examples are animals, plants, birds and fungi.

Non-Renewable Resources Are those that cannot be remade because it would take millions of years for them to form. Examples are coal, oil, uranium and natural gas.

Renewable Resources Are those that are potentially inexhaustible and can be naturally replenished in a short timescale. Examples are wind, solar and hydro-electric.

To know why some parts of the world have a water surplus or deficit.

Whether a place has a water surplus or deficit depends on the balance between the water it receives from precipitation and the water it loses through evaporation and transpiration. Many places have a rough balance between the two. Some parts of the world receive more than they lose – meaning they have a surplus. Other places have high rates of evaporation and transpiration and they can lose more water than they receive- a deficit.

To know the proportions of water used by industry, agriculture and domestic sectors in developed and developing countries.

	World %	Developed %	Developing %
Agriculture	70	30	82
Industry	22	59	10
Domestic	8	11	8

To know the global, national and local distribution of fresh water.

All distribution is uneven because of the amount of rainfall places receive and the rate at which water is lost through evaporation and transpiration. Many places have a rough balance between the two, but some parts of the world, such as rainforests and mountains, receive more than they lose, resulting in a surplus. Others, however, such as North Africa, receive little rainfall and have high rates of evaporation and transpiration, meaning a deficit.

Similarly, in the UK, the north and west receives more rainfall due to prevailing wind direction (brings rain) and relief. In this area temperatures are also lower, resulting in less evaporation and transpiration than in the south and east.

To know the global pattern of food, energy and water consumption.

People in developed countries use ten times more natural resources than those in developing countries. The rapid growth in the world's population, increased economic development and rising standards of living in countries such as China, India and Brazil all increase consumption.

Global Energy Consumption is influenced by the location of fossil fuel reserves and the ability to harness renewable energy resources such as solar and wind. It is estimated that global energy consumption will increase mainly in Asia. The economic development of India and China will be the key factor. Since 2000, energy use in Asia has already doubled.

Global Food Consumption rich countries consume more calories than poor. In some of Africa, less than 2000 calories per day is leading to under nourishment. The world has the ability to feed all its inhabitants, but this does not happen because of greed, uneven distribution and poorer countries' inability to grow sufficient food.

Global Fresh Water consumption is based on the level of economic development. Water can be used domestically, for agriculture or industry. In MEDC, the amount used in houses can be high due to piped supplies and labour saving machines. In these countries, energy production and industrial processes need a lot of water and arable farming uses irrigation on a large scale.

To know how and why the supply and demand for water has changed in the past 50 years.

In developing countries the supply of piped drinking water has increased, giving 2.3 billion more people access to drinking water. In developed countries the supply has changed little. There has been an increase in the global demand for water due to

- An increase in manufacturing in developing countries
- An increase in electricity generation
- An increase in domestic use (piped supply and labour saving machines)
- An increase in meat production (Asia). Meat production uses ten times more water than cereals.
- An increase in irrigation
- An increase in leisure and importance of personal hygiene
- An increase in global population.

To know why there are differences between developed and developing countries.

In the UK people use about 1200m^3 of water per year each. This is about three times as much as people in LICs. There are also big differences in what the water is used for. LIC use most of their water in agriculture and relatively little in industry and domestic use. HICs use most water in industry and agriculture. Agricultural use in LICs is inefficient with a lot of water being added to fields by irrigation channels and the flooding of fields. A lot of this water runs off the surface, drains away or evaporates. In HICs, irrigation tends be better with less being wasted. Timed sprinklers and drip feeds are used to supply water to the right places at the right time. Industrial use is lower in LICs. Large factories in HICs have a high use of water, especially in cooling. Domestic HIC homes have a piped supply and have baths, showers and flushing toilets. Many have washing machines and dishwashers. In LIC, the water is often brought in buckets wells or communal taps. As it is in short supply it is used carefully to minimise waste. Washing of clothes and dishes is done by hand and bathing often takes place in rivers.

Geography - Year 11 Term 1 – Water Resources

To know the UK problems of regional and seasonal imbalances and an ageing infrastructure.
In the UK, most of the rainfall occurs in the upland areas of the north and west, but most of the people live in the south and east. Most of the rainfall falls in the winter but is needed domestically and by arable farmers in the summer. Infrastructure, reservoirs and pipes are needed to store the water and then to move it to where it is needed. Many pipes are over 100 years old and leak. In 2009, this was more than 1/3rd of the supply. Over 5 years, Thames Water spent £1 billion and reduced leaks by 27%. There will always be leaks due to changes in temperature and heavy lorries on roads but they need to be reduced to meet future water demand.

To know emerging countries water supply problems, untreated water, pollution and low rainfall.
Estimated that 10% of the global pop. do not have access to safe drinking water, most living in rural Africa. 900million a day suffer from diarrhoea and it can kill children and the elderly in Africa. If children are effected there education suffers, if it is adults, then they lose income.
Diarrhoea, cholera and typhoid are caused by water related diseases. Human faeces in water supply causes diarrhoea. This happens when water courses are used as toilets and water sources. 2.3 billion people have no effective sanitation system or ability to wash hands.
Poor farming practise leaves soil exposed allowing erosion and sediment pollution. High sediment in water can upset people's digestion and fertilisers, pesticides or metals washed from mines can add to health problems.
Areas such as the Sahel (Niger, Chad) have chronic water shortages due to drought. Rainfall has fallen by 30% over 50 years. The low rainfall that occurs is then lost through evaporation.

To know why water resources require sustainable management.
There is a finite amount of water in the world therefore we must use it wisely.
800 million people currently have no access to safe drinking water.
2 million tonnes of waste is put into water courses daily.
In developing countries 70% of industrial discharge goes straight into rivers.
The global population continues to grow and 80 million extra people each year need water.
By 2050 the demand for water will increase by 55%.
There is an increase in demand for meat which requires more water to produce.

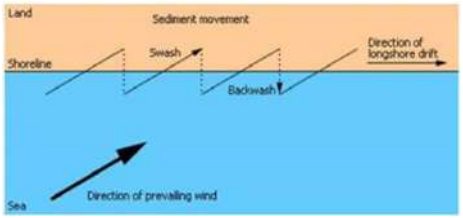
To know how desalination can solve water shortages.
Desalinisation is where salt is removed from seawater to make it drinkable. There are currently 16,000 desalinisation plants producing drinking water. Saudi Arabia has the most desalinisation plants, with the USA in second place. The biggest problem with desalinisation is that it takes a lot of energy. However, the plants get around this by either using their own cheap oil and gas, cheap night-time electricity or solar power to operate the plants.
Other Problems with Desalinisation
In older plants, as little as 10% of water that enters the plant becomes drinkable.
The waste salty water that is then pumped back into the sea where it may have environmental impacts.
The high tech equipment needs to be cleaned as it gets clogged with bacteria.
Fish and other creatures are sucked into the plants and killed.
Desalinisation plants are far too expensive for poorer countries to afford.

To know how the UK and Kenya have managed their water resources in a sustainable way.
UK Problem - For many years the **UK** has transferred water from areas of high rainfall to areas of high population, but new schemes would be costly. The UK has also taken water from underground aquifers to satisfy demand but these are not recharging as quickly and is causing rivers to run dry. There is also uncertainty about changes in rainfall that could result from climate change.
UK Solution - To ensure there is no water shortage the government has a series of policies.

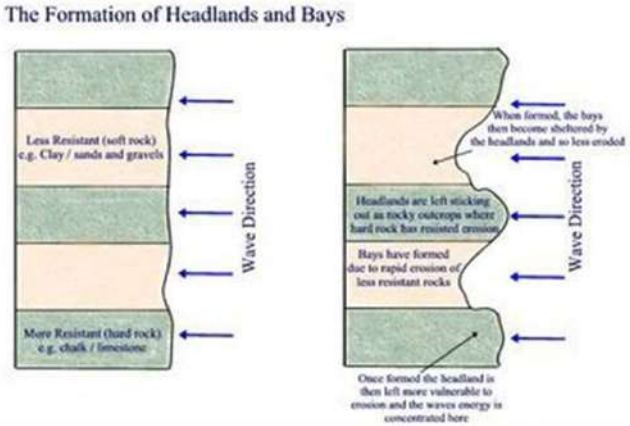
- Water companies have to produce 25 year plans which show their sustainable management of water sources.
- Water companies have efficiency targets to cut the amount of water leaking from pipes.
- Many websites tell people how to save water in their homes.
- Greywater reuse is promoted for industry.
- The number of groundwater abstraction licences has been reduced to allow aquifer recharge.
- Wildlife groups are now involved in river basin management as well as the water companies and Environment Agency.

Kenyan Scheme	Description
Tree Nurseries	Young trees are grown from seed. These are then planted to give shade reducing evaporation form the field surfaces.
Sand Dam	Dams are built by local communities using appropriate technology and materials free to obtain from the river. Evaporation does not occur from the reservoir which is within the sand. The reservoir naturally gets bigger each year.
Terracing	The sloping land is flattened to stop surface runoff and promote infiltration into the soil.
Rainwater Harvesting	Rainwater is captured on the roof of large buildings such as the village school. This water is then used to flush the toilets improving sanitation and waste disposal and reducing the need to use fresh water.
Rock Catchments	A small kerb like dam on a steep hill allows impermeable rock surfaces to collect rainwater. This is then directed into underground storage tanks to be used by the local community.

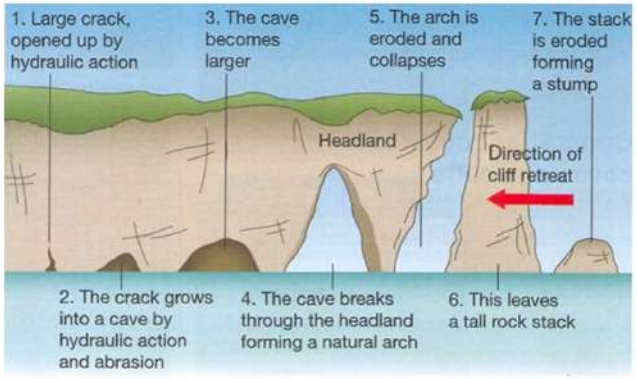
Geography - Year 10 – Coastal Landscapes

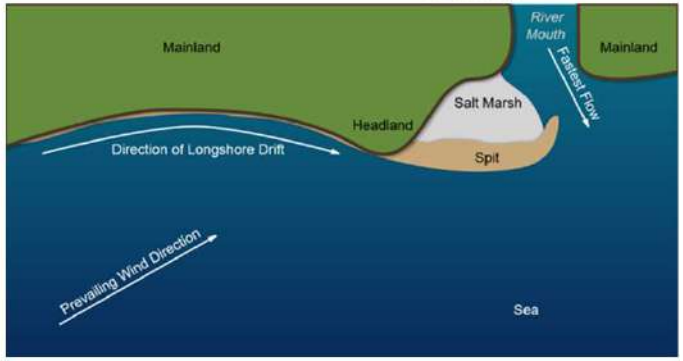


Constructive Waves	Destructive Waves
Strong Swash	Weak Swash
Weak Backwash	Strong Backwash
Deposition Occurs	Erosion Occurs
Low Wave Frequency	High Wave Frequency
Low Wave Height	High Wave Height
Shallow Beach Produced	Steep Beach Produced

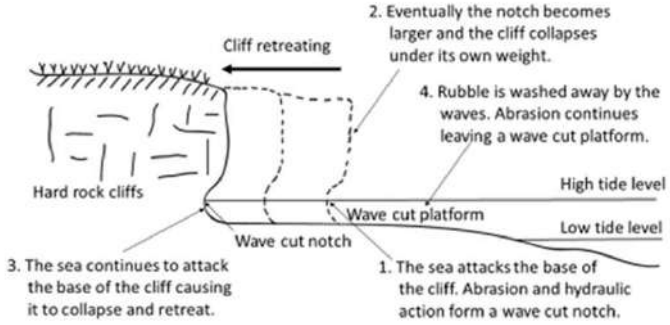


How weathering affects coastal landscapes.
Mechanical Freeze Thaw and Onion Skin
Chemical Carbonate Solution
Biological Plants and Animals





How mass movements affect coastal landscapes.
Mass movement is when material moves down a slope due to the pull of gravity. <u>Slumping (Rotational Slipping):</u>
<u>Sliding:</u> <u>Rock Falls:</u>



Discordant coastlines	Concordant coastlines
• Rock layers perpendicular to the coast • **Headlands and bays** • E.g. South West of Ireland – Bantry Bay and Dingle Bay	• Rock layers are parallel to the coastline • UNUSUAL • Coves • Can be featureless. • E.g. Lulworth Cove, Dorset.

Geography - Year 10 – Coastal Landscapes

Know the difference between constructive and destructive waves.

Constructive Waves	Destructive Waves
Strong Swash	Weak Swash
Weak Backwash	Strong Backwash
Deposition Occurs	Erosion Occurs
Low Wave Frequency	High Wave Frequency
Low Wave Height	High Wave Height
Shallow Beach Produced	Steep Beach Produced

How mechanical, chemical and biological weathering affects coastal landscapes.

Mechanical (Physical)

Freeze Thaw: Temperature around freezing and bare rocks contain cracks. Water in the cracks, freezes turns to ice and expands causing the crack to grow. This repeated process weakens the rock until pieces break off.

Onion Skin: Occurs in hot climates where exposed rock is repeatedly heated and cooled. The repeated expansion and contraction causes the outer layers to peel off, like those of an onion.

Chemical

Rainwater contains weak acids that can react with certain rock types. Carbonates in limestone are dissolved by these weak acids and this causes the rock to break up. (Carbonate Solution)

Biological

This is the action of plants and animals on the land. Tree roots will break apart rocks as well as soil. Sea as well as land animals will burrow into rock and soil.

How mass movement and rock type affect coastal landscapes.

Mass movement is when material moves down a slope due to the pull of gravity.

Slumping (Rotational Slipping): involves rock or soil with high clay content. During dry weather the clay contracts and cracks. When it rains, the water runs into the cracks and is absorbed by the clay until it is saturated. This weakens the rock and eventually gravity exceeds friction and there is a slump of the cliff along a curved surface.

Sliding: If slumping occurs along a plane between two different rocks which is water lubricated, then it is a slide.

Rock Falls: When the face of a cliff is undercut by erosion, the unsupported rock can then collapse leaving eroded material at the cliff foot.

If a rock is resistant to erosion then it will erode more slowly than a softer, more faulted or jointed rock that can be attached by waves. This difference can create landforms such as headlands and bays, stacks and stumps. If the geology is all the same the coast may be featureless cliffs.

How erosion, transportation and deposition affects coastal landscapes.

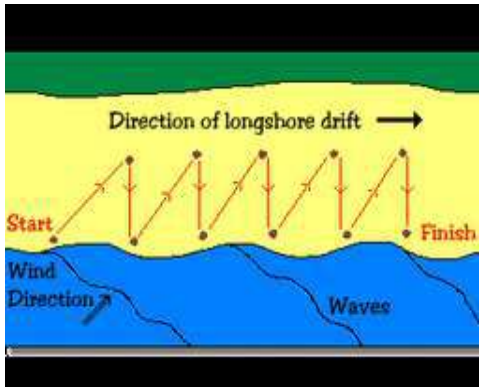
Erosion is the wearing away of rocks and is greatest where waves are most destructive. It creates coastal features like cliffs, headlands, bays and stacks.

Hydraulic Action is the sheer force of water hitting the banks of the river.

Corrosion is when rocks forming the banks and bed of the river are dissolved by acids in the water.

Corrasion/Abrasion is when fine material carried by the river rubs against the banks in a sand-papering action.

Attrition is when material is moved along the bed of a river. It collides with other material and breaks up into smaller and rounder pieces.



Transportation is when the sea picks up eroded material and carries it somewhere else by the process of longshore drift.

- Traction is when stones are rolled along the bed. Needs most energy.
- Saltation is when sand sized particles are bounced along the bed of the river.
- Suspension is when silt and clay sized particles are carried within the water flow.
- Solution is when minerals dissolve in the water. Needs least energy.

Deposition occurs when the sea no longer has the energy to transport its load. It creates landforms like beaches, spits and bars.

Geography - Year 10 – Coastal Landscapes

Know how concordant and discordant geologies affect the coastline.

Discordant coastlines	Concordant coastlines
• Rock layers perpendicular to the coast • **Headlands and bays** • E.g. South West of Ireland – Bantry Bay and Dingle Bay	• Rock layers are parallel to the coastline • UNUSUAL • Coves • Can be featureless. • E.g. Lulworth Cove, Dorset.

Know how seasonality, storm frequency and prevailing wind affect rates of coastal erosion and how this creates different landscapes.

Erosion and retreat of cliffs happens at different rates. Some cliffs erode at rates of over 1.8 metres per year, such as those at Holderness in Yorkshire, whilst others are barely erode at all. The rate of erosion is due to seasonality, fetch, the geology and coastal management strategies.

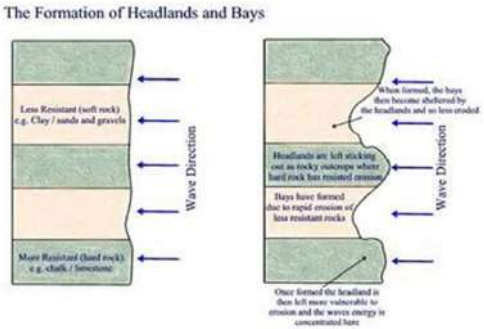
Seasonality of the weather in the UK affects the rate of coastal erosion because in the winter the differences between day and night time temperatures can cause freeze thaw weathering on the cliff cliff. Storms also have a powerful impact on coastal landforms and are more common in the winter.

Fetch is the distance of sea over which winds blow and waves move towards the coastline. Coasts that face a major ocean, such as the south-west coast of England facing the Atlantic Ocean, have a very long fetch and the winds are strong. This produces destructive waves with high energy that can erode cliffs at rapid rates.

Geology of south-west England is mainly granite, which is a very hard rock. The actual rates of erosion are therefore very slow – typically only a few millimetres a year. One of the reasons for the high rates of erosion and recession at Holderness is that the geology is very weak mudstone.

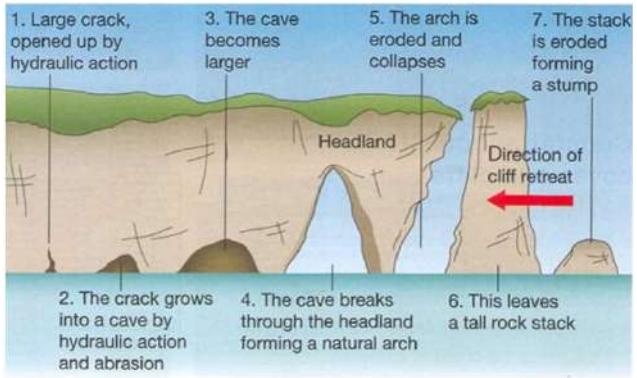
Coastal Management such as concrete sea walls protect weak geology then rates of erosion will be much slower. Granite riprap are often placed in front of weak cliffs to protect them. The boulders erode only slowly and cliff recession is almost stopped.

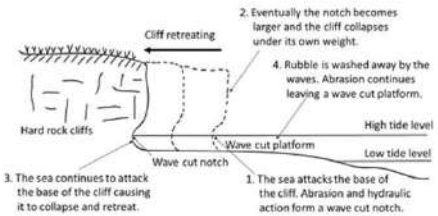
ow how erosion is responsible for the formation of headlands and bays, caves, arches, stacks and stumps and wave cut platforms.



Headlands and bays are formed due to differential erosion, where rocks along the coastline are in alternating bands of different rock types e.g. sandstone and clay and which meet the coast at right angles (discordant). Clay is a softer rock than the sandstone so is eroded more quickly. The softer rocks therefore erode backwards faster to form sheltered bays (which may have beaches), whereas the harder rock areas jut out into the sea to form exposed headlands. Important processes to include would be hydraulic action and corrosion.

Caves, arches stacks and stumps form on headlands because they jut out into the seas and they are more exposed to erosion by waves. Hydraulic action will attack cracks, faults or joints (areas of weakness) in the rock widening them. The cracks will be widened until they form a cave. Continued corrasion and hydraulic action on both sides and back of a cave leads to it cutting through the headland completely to form an arch. The rocks at the base of the arch will be attacked by the waves and widened which in time leads to the top of the arch being unsupported and unstable, so that it will eventually collapse. This leaves a column of rock standing alone in the sea which is called a stack. This can be eroded further until it collapses leaving a stump

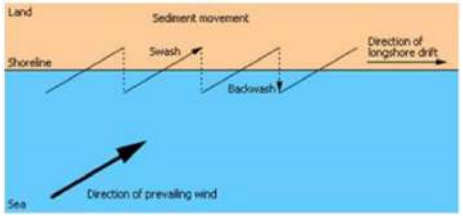




Wave Cut Platforms See diagram, 1-4 for explanation. Make sure you include the role of erosion processes such as hydraulic action and corrosion in creating the wave cut notch. Longshore drift is also important for clearing the fallen rock face away and letting erosion recommence.

Geography - Year 10 – Coastal Landscapes

Explain the processes and impacts of longshore drift.



The direction waves move in is determined by the prevailing wind. In the UK this is usually from the South West. Therefore waves approach beaches at an angle. When waves break on the shoreline, water is carried up the beach at the same angle. This is called the swash. The backwash is when water is pulled back towards the sea. This happens at right angles to the swash. As a result sand is transported along the beach in the direction of the prevailing winds. This process is called longshore drift.

Longshore drift can have a number of impacts. The removal of sand from the base of a cliff can leave the same cliff susceptible to increased erosion as waves will now crash directly on to the cliff and the wave power not be absorbed by the beach. The removal of sand from holiday resorts can lead to the loss of beaches where tourists visit. This needs to be addressed through engineering such as beach replenishment or groyne construction. The sand can be redeposited as beaches, spits or bars in unsuitable places such as at the mouths of rivers or entrances to ports where it prevents navigation. In this instance the sea bed may have to be dredged and the sand removed.

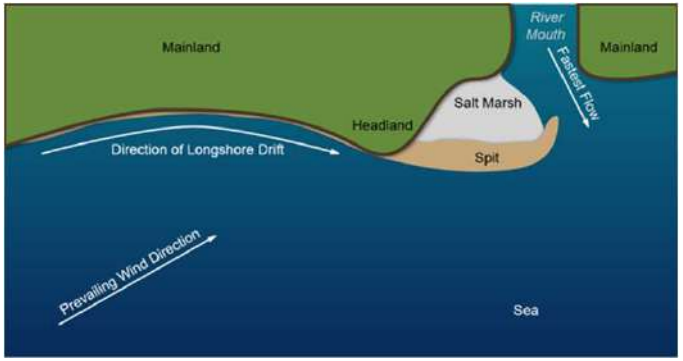
Know how urbanisation, agriculture and industry have affected coastal landscapes.

Human Activity	Affect on Landscape
Urbanisation	The building of towns has a visual impact. Harbours and ports were created by the draining of wetlands and dredging of river estuaries. Stone and concrete jetties were needed to protect boats during storms. This also impacted processes of flooding, coastal erosion, longshore drift and deposition. Tourist developments have also lead to construction right at the coasts line, which has increased the later need for coastal management including groynes, sea walls, rip rap and revetments.
Agriculture	These areas are less developed and therefore the landscape remains largely unchanged and natural processes are not interfered with. Many lowland coastal areas of marshland have been drained to make them more suitable for farming which has resulted in a habitat loss.
Industry	The dredging of sand and shingle from the sea bed in coastal areas for use in the building industry can affect the natural processes of erosion, transportation and deposition. The removal of beach material in particular can accelerate coastal recession.

Know the role of depositional processes responsible for the formation of beaches, spits and bars.

Beaches are made up of material that has been transported from elsewhere and deposited by the sea. Constructive waves help to build up beaches. The material found on a beach (i.e sand or shingle) depends on the geology of the area and wave energy. A cross-section of a beach is called a beach profile. The shingle ridges often found towards the back of a beach are called berms. The material found on a beach varies in size and type as you move further away from the shoreline. The smallest material is deposited near the water and larger material is found nearer to the cliffs at the back of the beach. Large material is deposited at the back of the beach in times of high energy, for example during a storm. Most waves break near the shoreline, so sediment near the water is more effectively broken down by erosion. Sandy beaches have gently sloping profiles and shingle and pebble beaches are steep.

A spit is a stretch of sand extending from the mainland out to sea. They develop where there is a sudden change in the shape of the coastline such as at a headland. Normally, longshore drift transports beach sediment along a coastline. When the shape of the coastline changes, longshore drift continues to transport material in the same direction rather than following the coastline. This transports the material out to sea. As the strength of the drift weakens away from the coastline, the sediment is deposited. The deposition of sediment forms a straight spit but it can become curved due to the actions of a less common wave direction or the effect of a river. As the area behind a spit is sheltered from waves and the wind, it provides the perfect environment for salt marshes to develop.



Bars can form in two ways. Firstly, where a spit develops across a sheltered bay linking two headlands. This is only possible if there is no powerful river entering the sea (eg, Slapton). Secondly, during a storm an offshore sand bank can be pushed into a bay overnight (eg, Chesil Beach). In both cases, water is often then trapped behind the bar, creating a lagoon.

Geography - Year 10 – Coastal Landscapes

Know case studies showing how coastal erosion and flooding impacts on the human and natural environments.

Coastal Erosion

Cliff House Farm is on the north coast of Yorkshire. The coast is eroding at 3m per year. The farmer thinks the high rate of erosion at the farm is caused by a new groyne at nearby Mappleton which is starving the base of his cliffs of sand which provided a protective beach on which the waves used to break The farmer lost everything because he couldn't get insurance. The famer and his wife did not get a lot of sleep because their house creaked when waves hit the nearby cliffs. The farmer's fields were gradually slumping into the sea and his bullock was left stuck 4m down the cliff face after one slip.The farm eventually went out of business when the barn collapsed into the sea meaning there was nowhere undercover to keep the animals in winter.

The lane to the farm also fell into the sea meaning livestock and large deliveries could not make it to and from the farm.

The cliffs which collapsed were home to fulmar nests and puffins which had burrows under the ground.Swallows and barn owls hunted for insects across the now lost fields and had homes in the barns.

Durlston Bay near Swanage has seen the cliffs retreat by 12m over 20 years. One severe storm then saw a loss of 12m in one night.

Many houses, apartments and hotels are built on the cliff top to take advantage of the sea views.Purbeck Heights Apartments are now at risk of falling into the sea. Durlston Country Park also lies on the cliff top and is home to 250 bird species including falcons and puffins. These habitats are threatened by recession which can affect nesting of these important species.

Flooding

As a result of a high spring tide, low atmospheric pressure and strong northerly wind, the North Norfolk coastline suffered tidal flooding in December 2013. 152 houses and businesses were flooded

over 200 households were evacuated. 30 residents were provided with emergency accommodation. Sea defences were severely damaged in some areas 3km of promenade was damaged and needed repair

129 beach huts were damaged or destroyedLow lying coastal woodlands and grassland were innundated with salt water causing death to plant, insect and small mammals.

Know the advantages and disadvantages of hard and soft engineering used in the UK..

Hard Engineering	Description	Advantages	Disadvantages
Sea Wall	A long concrete barrier built at the base of a cliff.	Protects the base of cliffs against erosion because it is made of resistant concrete. Land and buildings behind it are protected. If it is recurved, it can reflect wave energy.	Expensive to build, maintenance cost is high. Restricts access to the beach and it may be unsightly.
Groynes	Wooden, rock or concrete fences built across the beach, perpendicular to the coastline.	Prevent the movement - by longshore drift - of material along the coast. The beach can then build up as a natural defence against erosion - and as an attraction for tourists.	May look ugly and they do not last very long because the wood rots. Sand is prevented from moving along the coast, and places elsewhere may lose their beach and the natural defence it provides.
Rip Rap	Large boulders of resistant rock.	Absorb wave energy and protect weak cliffs behind. Look quite natural.	Can be expensive. Still let some wave energy through. Restrict access for the very young and the elderly.
Revetments	Slatted wooden or concrete structures built at the base of a cliff.	Absorb and spread wave energy through slats. Do not interfere with longshore drift.	Maintenance is needed. Quite expensive to install.
Offshore Reefs	Rock or concrete barriers built on the sea bed a short distance from the coastline.	Waves break on the barrier before reaching the coast, significantly reduces wave energy allowing a beach to develop.	Very expensive to build. Can interfere with the movement of boats.

Soft Engineering	Description	Advantages	Disadvantages
Beach Replenishment	Adding sand taken from somewhere else, often offshore.	Looks completely natural providing a beach for tourists. The beach absorbs wave energy and protects the land or buildings behind. Quite cheap.	The sea keeps on eroding it away - so it has to be replaced every few years.
Managed Retreat	People and activities are gradually moved back from the vulnerable areas of coast.	Natural processes are allowed to happen. There is no threat to human safety.	Compensation has to be paid. There is quite a lot of disruption to peoples live's and to businesses.
Cliff Regrading	Making the cliff face longer, so that it is less steep.	The angle of the cliff is reduced, making mass movement less likely. This method is relatively cheap.	Other methods need to be used at the base of the cliff to stop it being steepened again by erosion. Properties on the cliff may have to be demolished.

Know how engineering can change the coastal landscape.

You need to be able to identify how any of the 8 methods of engineering above change the landscape. This should be in terms of direct changes and what the landscape looks like and indirectly, about how the engineering interferes with the natural processes of erosion, transportation and deposition and how this then affects the landscape.

The example of the changes to the landscape caused by sea walls are written below as an example.

Aesthetic changes (what it looks like)

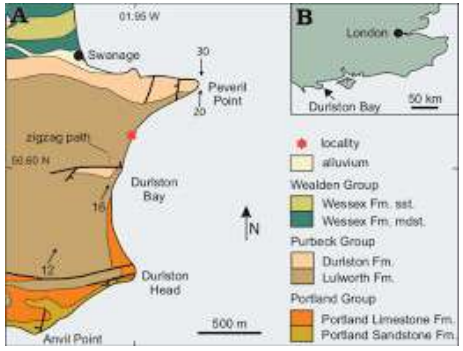
1. It is very visible and makes people feel safe, alternatively
2. It is ugly and puts people off.

Process changes (describe the changes and the impacts)

1. It can stop the coastline receding by reflecting wave energy and stopping erosion. This will also stop the supply of beach material elsewhere.
2. It can cause wave scouring if positioned incorrectly.

Geography - Year 10 – Coastal Landscapes

Know how one coastal landscape was formed and the most influential factors in its change.
Your case study is Swanage Bay. The landscape is formed by different rates of coastal erosion and by coastal management.



Formation and Natural Change (Erosion and Mass Movement)
Swanage is located on the south coast of England, in an area where the geology alternates between bands of hard rock and soft rock. This is called a discordant coastline. Headlands and bays are formed when the sea attacks a section of coast with alternating bands of hard and soft rock. The bands of soft rock, such as sand and clay, erode more quickly than those of more resistant rock, such as chalk. This leaves a section of land jutting out into the sea called a headland (eg, Ballard and Peveril Points). The areas where the soft rock has erode away, next to the headland, are called bays (eg, Durlston, Studland and Swanage). Over time, the headland will protect the bay from wind and wave action. As a result a beach may develop in the sheltered bay (eg, Swanage).

Human Changes (Development and Engineering)
Studland Bay is a tourist hotspot. The building of apartments, houses and hotels next to the cliff top has made erosion more hazardous. Parking is limited to some areas to reduce tourist pressure and areas of sand dunes are fenced off to prevent any more human damage.
In Durlston Bay there was a need to protect a specific area of cliff as there were houses and apartments on the top of an area where there was a major fault through the rock that was being eroded.
The cliff was regraded, extending it forward at the base and less steep. Therefore it was less likely to be undercut.
Drainage channels were installed to ensure the cliff face wasn't as saturated or as well lubricated after rain.
Rip rap boulders were placed at the base of the cliff to resist wave erosion.
In Swanage Bay the erosion was along a longer section of cliff. Houses and hotels were losing gardens and in danger of collapse.
A seawall was built in 1920 as a promenade and as a barrier to wave attack.
A series of steps (cliff regrading) were made in the cliff face to reduce its angle.
Groynes (£2.2 million) were placed to stop longshore drift and build a beach to absorb the wave energy.
Sand was dredged from Studland Bay (90,000m3) and pumped on to Swanage Beach (beach replenishment).

Section1: Origins of the Cold War 1941-58

Key events/key knowledge
Introduction to the Cold War- what is it?
Conferences and the Grande Alliance 1941-1945
USA& USSR relations the dropping of the atomic bomb 1945-49
Satellite states and Churchill's 'Iron Curtain' speech 1946
Truman Doctrine & the Marshall Plan 1947
Cominform & Comecon 1947
The Berlin Crisis 1-Berlin Blockade and the Berlin Airlift 1948-49
NATO 1949 & the Warsaw Pact 1955
The Hungarian Uprising 1956

FACT SHEET: An introduction to Superpower Relations and the Cold War 1941-1991.

Key Questions:

- What was the **Cold War**?
- **When** was the Cold War?
- What was '**East**' and '**West**'?
- What is **Communism** and **Capitalism**?

The '**Cold War**' is a term used to describe the **relationship** between the **USA** and the **Soviet Union (USSR)** after the Second World War. No direct fighting took place between the two countries. However, there was a high level of **tension** between them due to the threats made from each side. For many, the Cold War, was a '**war of words**' sent from one side against the other.

The USA and the Soviet Union were the world's **two superpowers** after **1945**. Both sides wanted to **prove** that their system of government and their **ideology** (ideas) were the best. These two different ideas were called '**Capitalism**' and '**Communism**'. Increased media coverage during this time, meant millions around the world were fearful of a **nuclear war**. The Cold War officially ended in **1991**, when the Soviet Union broke up into smaller states. However, aspects of the Cold War remain today with the relationship between Russia and the USA.

How did the superpowers try to compete against each other?

Spies	Media Propaganda	Finance	The Arms Race	The Space Race
Spies would be sent into each other's or neighbouring countries to find out more about what each country were doing.	Both sides published and broadcast negative stories about each other to win the support of their public.	Both sides gave money to other states/groups who were willing to support them to get them on side.	Both sides competed to develop nuclear, long range (distance) weapons or defence systems. The bigger and more powerful, the better.	Both sides competed to put the first man in space, on the moon and into orbit – all to try and prove who was the most technologically advance.

The main differences between Capitalism and Communism

Capitalism – Western Powers (USA, Britain, France, West Germany)

Politics

Democracy: Several political parties and **voting** for who should be in power.

Economy

- Industry owned by individuals - **private ownership.**
- Business owners able to make **profit** and keep any money made.
- Some people are wealthier than others.
- **Trade** with other countries around the world.

Freedom of speech and censorship.

- **Little censorship** of the media.
- **Freedom of speech** allowed.

Communism – Eastern Bloc (The Soviet Union)

Politics

Dictatorship: Only one political party – The **Communist Party**. No choice. No democracy.

Economy

- All industry and business owned by the **government**.
- **No private ownership allowed**. Money shared equally for fairness.
- **Trade** within Communist countries only.

Freedom of speech and censorship.

- **High levels** of government **censorship** and control.
- Little freedom of speech or ability to criticise the government.

FACT SHEET: What were the **consequences** of the **Tehran**, **Yalta** and **Potsdam** Conferences for the '**Grand Alliance**'?

The Background:

Britain, **America** and **Russia** were allies (on the same side) during the Second World War. Although they had differences, they were more interested in defeating Hitler's Germany. Towards the end of the war, the Britain, America and Russia were known as '**The Grand Alliance**'. They met **3 times** to discuss what should happen to Germany and the rest of Europe after the war. The three meetings took place between 1943 and 1945. It was during these meetings that the differences between the Grand Alliance started to become clear. As a consequence, Britain and America's relationship with Russia **declined** and the **tension** increased. They saw **Communism** as a real threat to their power. This was the origins of the 'Cold War'.


Tehran Conference
Nov 1943

Leaders: Churchill, Roosevelt, Stalin.

LAND CONSEQUENCE

It was agreed that Russia could **keep land** in eastern Europe including **Poland** if they won the war. This would take land away from Germany who currently occupied it and so weaken Germany. Russia were very happy with this outcome as it gave them more land.

INTERNATIONAL CONSEQUENCE

It was agreed that an **international organisation** should be created to settle arguments between countries using discussion not war.

MILITARY CONSEQUENCE

The USA and Britain would launch a ***second attack*** on Germany so the German army would have to reduce its troops in the East against Russia to send troops to fight in the west. This would give Russia a chance to take more land away from Germany and keep the land after the war.

Russia seemed to be getting everything it wanted including more land for its empire. Britain feared that Russia would become more powerful and Britain would lose its leading role in the world. It improved the relationship for Britain and the USA with Russia by giving Russia what they wanted. The fact the conference was held in Tehran, near the Soviet Union was important because it showed a trusting relationship between the USA and Britain with Russia. It eventually led to the creation of the organisation known as the United Nations.


Yalta Conference
Feb 1945

Leaders: Churchill, Roosevelt, Stalin.

POLITICAL CONSEQUENCE = **Churchill was isolated**

Churchill felt **isolated** and powerless after Stalin and Roosevelt got on well & made most of the agreements.

TERRITORIAL CONSEQUENCE = **Germany divided**

It was agreed that Germany would be divided into **4 zones** which would be controlled by Britain, France, USA & Russia. This, to prevent more conflict.

TERRITORIAL CONSEQUENCE = **Berlin was divided**

The capital of Germany, Berlin would be divided in **4 zones**. Each to be governed as they wished.

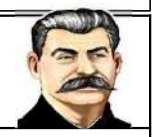
ECONOMIC CONSEQUENCE = **Reparation payments**

Germany should pay $20 million in reparations. Half would go to the Soviet Union.

POLITICAL CONSEQUENCE = **Soviet Influence:**

That east Europe was looked after by Russia in their '**Soviet Sphere of Influence**'. There would be elections.

There were disagreements with Russia over how much Germany should pay for their reparations. Stalin also wanted more land from Germany in the east and were not happy with their small zone. Russia were not happy that there would be elections in each country to vote for new leaders. Stalin just wanted to rule them. They met in an area of Russia called '**Yalta**'. Meeting here was important for the status of Russia.

Potsdam Conference
Jul 1945

Leaders: Atlee, Truman, Stalin.

Winston Churchill was defeated in the next General Election in England and replaced with **Clement Atlee**. Roosevelt was also replaced by **Truman**. This was a **major change.**

TERRITORIAL CONSEQUENCE:

The Soviet troops had defeated Germany and **NOT** taken away their troops from Eastern Europe. This proved they wanted to stay.

POLITICAL CONSEQUENCE:

Stalin set up a **Communist government in Poland**. He had previously promised not to do this.

MILITARY CONSEQUENCE:

Stalin refused to cut down and '**demilitarise**' his Soviet army at a time when America and Britain reduced their army after the war. Germany would be demilitarised completely.

INTERNATIONAL RELATIONSHIP CONSEQUENCE:

Stalin had got on well with Roosevelt but the next President, **Harry Truman** did not trust Stalin and their relationship suffered. Truman wanted to stand up to Stalin more.

TECHNOLOGICAL CONSEQUENCE:

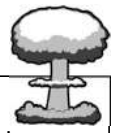
The Americans had tested another **atomic bomb** in the USA. Stalin was furious that he had not been told about this and that he was not involved in the testing of a nuclear bomb.

There were lots of important issues that the Grand Alliance could not agree on. The two new leaders, **Atlee** and **Truman** were not experienced and struggled to negotiate with Stalin. Stalin did not want democratic elections in the countries freed from the Nazis, he wanted them under Soviet control. This angered Truman who from then on began a '**get tough**' policy against Stalin and the Soviet Union. Truman saw Russia's 'Red Army' as a threat to peace. Truman was not able to challenge Russia too much however as this might cause yet another conflict.

CLEAR DIFFERENCE BETWEEN CAPITALIMS AND COMMUNISM:

It highlighted the **differences** between the leaders in their beliefs about how to run a country. The differences between Capitalism and Communism were clear for the leaders and the world to see.

Lesson 2: US-Soviet Relations 1945-6: The dropping of the atomic bomb and the Long & Novikov Telegrams.



Key Questions:

- What was the impact of dropping the atomic bomb on US-Soviet relations?
- What were the Long and Novikov telegrams?
- What did the telegrams prove about US-Soviet relations?

The Background

On ***6th August 1945***, **President Truman** dropped **two atomic bombs** on Hiroshima and Nagasaki in Japan. The bombs were estimated to have killed over **120,000 Japanese civilians**. This attack made Japan surrender and ended the Second World War. Stalin however, now saw the Americans and their use of atomic weapons as a threat. This resulted in **more tension** between the two countries and both sides were wanting to find out more about the intentions and attitude of the other towards them. A form of communication called a **telegram**, was sent by US and Soviet politicians called '**diplomats**' working in each other's countries to inform their leaders about the attitude the governments had. These telegrams highlighted the **mistrust** the US and Soviet Union had of each other and consequently led to a further decline in their relationship.

How did the dropping of the atomic bomb make the relationship between the USA and Russia worse?

POWER

The USA believed it made them look **stronger** as they were the first nation to test and use an atomic weapon in war. However, Stalin felt that the USA were now a **greater danger** to the world with atomic weapons. Stalin believed the USA would be capable of using an atomic weapon on Russia as a way to remove Communism.

LAND

Stalin responded to the US by taking control of more land in Eastern Europe. The land between Germany and Russia was labelled as a '**buffer zone**'. If the US used Germany to attack Russia, they would need to go through this '**buffer zone**' made up of Poland, Czechoslovakia and Hungary before they reached Russia itself.

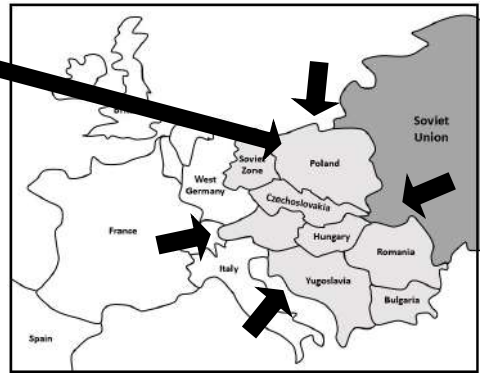
AN 'ARMS RACE'

The Russians hoped to show the USA that they could build their own nuclear weapons and a successful test was carried out in August 1929. There was now **competition** between countries to develop more nuclear bombs. This led to the '**Arms Race**' between the USA and the Soviet Union.

What were the telegrams?

USA's President Truman and Russia's Stalin were worried that a breakup of the Grand Alliance would mean conflict between the countries. **Both leaders wanted to find out what each other were thinking.**

A form of communication called a **telegram** was used by diplomats (politicians) living in the other country. These telegrams are known as the **Long** Telegram and the **Novikov** Telegrams.



Kennan's 'Long' Telegraph

The American Report on the Russian attitude towards them

- **George Kennan** worked as a diplomat for America in Moscow (Russia). He sent a **detailed telegram** about what the Russian attitude towards America was. It was so detailed that it was called the **Long Telegram**.
- He believed that Stalin wanted to see the **destruction of capitalism** and that Stalin believed other capitalist countries were a **threat** to Russia and Communism.
- Kennan said that Stalin did **not trust** the USA
- Kennan believed that Russia would back down if faced with a strong, tough response from the USA.

The 'Long' Telegram was important, as from that point onwards, America was **tough** towards Russia and carried out a policy called '**containment**'. This meant that America wanted to **stop the spread of communism** and 'contain' it in The Soviet Union only.

The Novikov Telegram from the USA

- The telegram sent by a Russian diplomat who worked in America, showed that the Americans did not trust the Russians.
- It told the Russians that the Americans wanted to use their massive military to '**dominate**' the world and would not be frightened of another war.
- This led the Russians to believe that they needed to occupy as much land in Eastern Europe as possible to protect themselves against attack if it came.
- The telegram confirmed that the USA wanted to defeat communism.

FACT SHEET: The creation of Soviet satellite states and Churchill's 'Iron Curtain' speech.

Key Questions:

- What and where were the Soviet '**satellite states**'?
- What was the **reaction** to the creation of the satellite states?
- What was the impact of Churchill's '**Iron Curtain**' speech in 1946?

The Background:

At the end of the Second World War, Russia and its **Red Army** was able to 'free' countries in Eastern Europe from Nazi German control. The Soviet army pushed Germany back and its troops occupied many countries in eastern Europe. When the war ended, Joseph Stalin still had his Red Army in these countries and did not want to give them up again. Countries such as Poland, Czechoslovakia and Hungary were in chaos after the war with no government in place. Therefore, Britain and America agreed to allow Stalin to stay as a way of guaranteeing the countries were kept under control.

Churchill's Iron Curtain Speech, March 1946

Winston Churchill was no longer Prime Minister but he still had great respect and influence. On a visit to the **USA** he gave a speech which was remembered for his use of a famous phrase '**The Iron Curtain'**. Churchill stated that an **Iron Curtain had descended across Europe** and behind the Iron Curtain there were states controlled by Moscow. In the speech he made it clear that the Soviet Union were a threat to freedom and world peace. He made it clear that he did not like how **Communist governments** had been set up in Hungary, Poland and Czechoslovakia.

Consequences:

In the same year as the Long and Novikov telegrams and with the same message, it caused even more tension between the USA and Russia. Churchill made it clear that he thought Russia was a threat to world peace and freedom. Making the speech in the USA showed that the USA believed the same and Churchill was on their side. Russian backed Communist governments had been set up on Hungary and Poland. Churchill saw this as a huge threat to the rest of Europe. It increased tensions even more between the USA and Russia and led to both sides strengthening their forces against each other.

It was an important speech as it made the divide between Communism in the east and capitalism in the west a real idea, with the 'Iron Curtain' being the dividing line between the two.

Why did Britain and America give control of eastern Europe to Stalin and the Soviet Union?

- ❑ Britain and America promised each country in eastern Europe an **election to vote** for the government they wanted in charge. This was an important part of capitalism and a way of freeing these countries of the dictatorship of Nazi Germany. They believed this would happen under Stalin's control. (Look under the map – it didn't!)
- ❑ Britain was in no position after the war to take care of the countries in eastern Europe. It was in massive war debt and needed to concentrate its energy on rebuilding Britain.
- ❑ With no organised government in the eastern European countries, it was better to give Stalin the control. This would stop uprisings and even more chaos after the war.
- ❑ The people of eastern Europe would be happy to live under the control of the country that had rescued them from Nazi control. The Soviet Union seemed to have the money and power to do this.

Why did Stalin want to keep these satellite states?

- ❑ Stalin wanted to create a **buffer zone** between Russia and Germany. If the Americans used Germany to attack from, they would still have to get through the buffer zone before reaching the Soviet Union.
- ❑ It would show strength as a 'super power' and 'empire' against the USA.
- ❑ It would increase the area of **Communist influence** in Europe and the Soviet Union would introduce Communist governments into these countries.

Which countries were Satellite States?

- ❑ **East Germany** – given to Russia with the Western powers in control of West Germany. **No elections**.
- ❑ **Poland** – taken over by Russia in 1947 who put a Communist government in control after the Warsaw Uprising. **No elections**
- ❑ **Czechoslovakia** – taken over by Russia in 1948 with a Communist government. **No elections** held.
- ❑ **Hungary** – Taken over by Russia in 1949 when the Russians **interfered in their elections** to guarantee a win.
- ❑ **Romania** and **Bulgaria** – People voted in a Russian Communist government after being **intimidated** by the Communist Party in 1944

FACT SHEET: The Consequences and importance of the **Truman Doctrine** and **Marshall Plan** in **1947**.

Key Questions:

- What was the **1947 Truman Doctrine**?
- What was the **1947 Marshall Plan**?
- What were their **consequences** and why were they **important**?

The Background: After the war, the Soviet Union had set up **communist governments** in many eastern European countries. This gave Stalin control of the Soviet **satellite** countries. However, President Truman was worried about the **spread of communism** and came up with a set of ideas called a 'doctrine' to stop the influence of Communism in Europe. His '**idea'** to **give money and send troops** to Europe to fight against Communism was known as the **Truman Doctrine**. The **Marshall Plan**, carried out by the US Secretary of State, **George Marshall** went even further by giving economic aid to European countries who had fought in the war.

STEP 1: President Truman was worried about the influence of the Soviet Union

- ❑ The Soviet Union's **Red Army** still occupied much of Eastern Europe. They were therefore still seen as a threat to peace.
- ❑ Truman was worried that the people in Stalin's **satellite countries** would easily accept the 'Communist' way of thinking. They were living in **poverty** and **destruction** and Communism promised to share wealth from the rich to help the poor. Millions of people in eastern Europe would support the idea of communism with the hope of improving their lives. This would make communism, the Soviet Union and Stalin even stronger. It would also threaten capitalism in the west. Truman wanted a plan to stop this.

STEP 2: The Truman Doctrine

- ❑ President Truman came up with a **set of ideas**, called a 'doctrine', to **stop the spread of communism** in Europe. These ideas were known as the **Truman Doctrine.**
- ❑ It followed the idea of **CONTAINMENT** – To keep Communism in the Soviet Union and not letting it spread.
- ❑ Truman's idea was to **give money and military support** to any country in Europe that wanted to fight off the influence of Communism.

STEP 3: The Truman Doctrine 1947

- ❑ On **12th March 1947**, President Truman announced that he would provide **economic help** to countries such as **Greece** and **Turkey** which were being threatened with Communism by the Soviet Union. He promised them **$400 million**.
- ❑ Truman sent **American soldiers** to Greece and Turkey to prevent them being influenced by Communism.
- ❑ Truman made a clear statement about the differences between **democracy** (the ability to vote) and communism, which he believed was a **dictatorship**. He told the world that democracy offered freedom and choice. He then said that Communism forced ideas onto people.
- ❑ He compared capitalism and communism to '**good and evil'**.
- ❑ America was able to afford the economic aid as it had joined the war late. It had not been destroyed like many other countries in Europe such as Britain and France.

STEP 4: The Marshall Plan

- ❑ The Marshall Plan was named after the **US Secretary of State George Marshall**. After Truman had set out the Truman Doctrine , George Marshall set out a plan to give money to countries in Europe that were needing help after the destruction of war. If the populations in each country were better off and happier, they would be less likely to support communism. The Marshall Plan gave **economic aid** to countries that had been hit by war. For example, Britain, France, West Germany, Belgium, Italy, Austria. The USA gave **$12.7 billion dollars** between 1948-52.
- ❑ The British Foreign Secretary called it a '**Lifeline to sinking men, giving hope where there was none**'.
- ❑ Money was also offered to the Eastern European satellite states controlled by Stalin, but **Stalin refused the money** so these countries did not gain anything from America.

STEP 5: The Soviet Reaction - 'Dollar Imperialism'.

- ❑ Stalin believed that the USA were trying to become even more powerful and create an **American empire** in Europe by offering 'free' money to Eastern European countries.
- ❑ Stalin called the USA's actions - '**Dollar Imperialism'**. In other words, a way to use money to take control and have influence over other countries.
- ❑ They saw the USA as an even greater threat as more American troops would be based in Europe.

STEP 6: The consequences of the Truman Doctrine and Marshall Plan for US-Soviet relations?

- ❑ The idea of a friendly **Grand Alliance** had now gone completely. There was even more mistrust between the two countries and both believed the other was trying to expand their power and influence in Europe.
- ❑ The USA was now directly in opposition to the Soviet Union as the two nations had different beliefs in capitalism and communism. They clearly had little in common with each other.
- ❑ Europe became divided into Western Europe, which was supported by the USA and Eastern Europe which was controlled by the Communist Soviet Union. The 'Iron Curtain' seemed real and the map of Europe now looked like two opposing sides.

FACT SHEET: Lesson 6 Stalin's creation of Cominform (1947) and Comecon (1949)

Key Questions:

- What was Cominform (1947)?
- What was Comecon (1949)?
- What were their **consequences** and why were they **important**?

The Background:
Stalin was worried about the impact of the Truman Doctrine and the Marshall Plan. He worried that the USA were trying to control Europe and potentially take away the support that the Soviet Union already had from its satellite states in eastern Europe. Stalin created two organisations. These organisations were called '**Cominform**' (which started as a quick response to the Truman Doctrine and Marshall Plan in 1947, and '**Comecon'**, which began running in 1949. Both of these communist organisations were a way to keep control and influence over the states controlled by the Soviet Union after the Second World War.

Cominform (1947)

'**Cominform**' (shortened from the Communist Information Bureau) was a political organisation set up by the order of Stalin in September 1947. As an organisation, it had 9 members. These members were expected to follow the rules set out by the Cominform organisation. The members were the Communist Party of the Soviet Union, the Communist Parties of the satellite states of Bulgaria, Czechoslovakia, Hungary, Poland and Romania and Yugoslavia. The Community Party of France and Italy were also members. These two countries were not officially part of the Soviet Union, but Communism was strong enough for them to have an influential Communist Party.

What did Cominform do?
Cominform gave Stalin a way to CONTROL the governments of the satellite states. Cominform made sure that all of the rules and orders given out by Stalin were carried out in each country. It was a way to make sure that the satellite countries followed communism. This also meant that orders could be given by Stalin in Moscow, and Cominform would make sure they were followed in all of eastern Europe. Any political communication and contact with non-communist countries was discouraged. Cominform also began to spread negative, anti-American propaganda. This propaganda was then given to the members to spread themselves.

For example?
Stalin did not want agree with the Truman Doctrine or the Marshall Plan. He ordered that no other eastern European country accepted money from the Marshall Plan. Cominform made sure that each country followed his order.

Overall
Cominform was a way to control the '**inform**'ation given to each eastern European country as a way to make them follow the orders set out by Stalin.

Comecon (1949)

'**Comecon**' (shortened from The Council for Mutual Economic Assistance) was another organisation set up by the order of Stalin in 1949. It made sure that all communist states rejected (did not follow) capitalist ideas. It was an alternative to the Marshall Aid being offered by America and made everyone in communist countries believe that communism was just as strong and effective as capitalism.

What did Cominform do?
Comecon aimed to help the economies of the Soviet Union's satellite states. It arranged trade between all of the communist countries. It also allowed money to be lent/borrowed between all communist countries. It also planned for the growth of industry in the Soviet Union. Each communist country had a 5 Year Plan which aimed to give all industry and business to the government to control. Any trade with the USA and other capitalist countries in the west was banned. This would mean that any goods and trade would be in the Soviet Union only.

For example?
Bulgaria's trade with other communist countries increased from 10% in the 1930s to 90% by 1951.

Overall
Com'**econ'** was a way for Stalin to control the economy of each communist country. It made people living in communist countries believe that communism was much better than capitalism.

CONSEQUENCES & IMPORTANCE

- ❑ The creation of these two communist organisations was yet another way to highlight the difference between capitalism/the west and communism/the east. This just increased the tension and competition between the two sides.
- ❑ The propaganda that was published from both sides, increased. This made an even greater divide between the USA and the Soviet Union.
- ❑ The eventual consequence was the USA and Western European countries becoming even more worried about the threat of communism and creating their own military alliance called NATO.

FACT SHEET: Lesson 7 – The **Berlin Crisis**, the **Berlin Blockade** and the **Berlin Airlift** (1948 - 9)

Key Questions:

- What was the Berlin Crisis?
- What was the Berlin Blockade and how did it lead to the Airlift?
- What were the **consequences** of the end of the Berlin Airlift?

The Background:

When the Grand Alliance met, it was agreed that Germany and its capital Berlin would be divided into **4 zones**. One zone would be run by the Soviet Union. The other zones would be run by Britain, France and America. Berlin was significant as it was located in the middle of the **Soviet controlled zone**. Military checkpoints were put in place to control the movement of people between the zones. There was an **informal agreement** with the Soviet Union that any supplies needed in West Berlin could be transported in without challenge. However, in **1948**, this was about to change. A 'Crisis' with Berlin led to Stalin '**blockading**' goods from coming into West Berlin. The only answer was to transport goods **via aircraft** into Berlin. This '**Berlin Airlift**' eventually succeeded with Stalin backing down and taking away the Berlin Blockade. This event led to many longer lasting and important consequences for the development of the Cold War.

A narrative of the key events

1. After WW2, it was agreed at **Potsdam** by the Grand Alliance that **Germany** and its capital **Berlin**, would be split into **4 zones**. The Soviet Union would run the eastern sector and Britain, France and the USA would run the other three. The main issue about this agreement was that **Berlin**, the country's capital was located **deep inside Soviet** run Germany. This meant the 3 'western zones' in Berlin were '**trapped**' deep in Soviet controlled territory.

2. Military checkpoints were placed in each zone to control the **movement** between the 'western' zones and the Soviet 'eastern' zones. There was also an informal agreement to allow the transportation of supplies such as food and fuel into the west of Berlin.

3. There were constant disagreements about Berlin and By **March 1948**, Britain, France and America decided to take two actions:
A) Unite their zones in Germany into one. This united, 'western' zone would be called '**TRIZONIA**'.
B) Create a new currency (money) for Trizonia called the **DEUTSCHMARK**. This meant any trade and business in the western, capitalist zones would be easier with the same currency.

4. The result of the creation of **Trizonia** and the **Deutschmark**, was that the **divide/difference** between **capitalism** in the west and **communism** in the east was even more clear.

5. Joseph Stalin was also angry. He believed he had not been spoken to about the changes, that Britain, France and America were **uniting against him** to show their strength and it went against what was agreed at **Potsdam**.

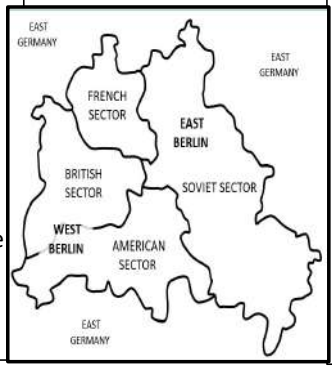
6. Stalin therefore responded by using his troops to block the routes used by Britain, America and France to take supplies to West Berlin. This was known as the Berlin Blockade. It began in **June 1948**. West Berlin was essentially cut off.

7. Stalin's reasons for the Berlin Blockade in June 1948 were:

- ❑ He needed a quick way to **respond** to the creation of Trizonia and the Deutschmark to show his anger.
- ❑ He believed that is people in West Berlin started to **starve**, the 'western' powers would give in and allow Stalin to control all of Berlin – essentially **pass control** of the capital city to the Soviet Union.
- ❑ It was a clear message to the 'west' that Stalin wanted to show **his strength**.

8. President Truman now needed to plan a way to get food, fuel and supplies to the French, British and Americans in western Berlin. The answer was to **use aircraft**. This was risky as the Soviets may shoot the aircraft down. However, they did not. Between **June 1948 and May 1949**, **1,000 tonnes** of food and supplies were flown in to keep the western Berliners alive. This was known as the **Berlin Airlift**.

9. The Berlin Airlift was successful. Stalin gave in and ordered the blockade to end.



10. The consequences of the successful Berlin airlift were significant for the development of the Cold War.

- ❑ The defeat made **Stalin look weak**. Many of his close communist leaders criticised Stalin for giving into the capitalist, western powers. This was the first time, Stalin had been defeated.
- ❑ It proved that America and the other western powers could defeat the Soviet Union using **peaceful tactics**. No troops or civilians were killed in this action and so another war was avoided.
- ❑ Stalin's blockade made the western powers worry about the future threat of the Soviet Union. Therefore, **3 days** after the end of the blockade in May 1949, they officially united their 3 zones and sectors in Berlin. Trizonia was now officially the **Federal Republic of Germany** or '**West Germany'**.
- ❑ Stalin reacted by October 1949 to this by making the Soviet zone the **German Democratic Republic** or '**East Germany**' for short. This geographical divide made the difference between east and west even clearer.
- ❑ Finally, the western powers believed they now needed military protection against the Soviet Union. The formed a military alliance (friendship) with other capitalist countries who promised to help out if each other were attacked. This was called the **N**orth **A**tlantic **T**reaty **O**rganisation or **NATO**. It began shortly after in 1949.

FACT SHEET: Lesson 8 – The creation of NATO (1949) and the Warsaw Pact (1955)

The Background:
By the end of the Berlin Crisis in 1949, it was clear that the relationship between the USA and the Soviet Union was becoming even more **tense**. America were concerned about the threatening actions of the Soviet Union, such as the Berlin Blockade. The Soviet Union believed that America were wanting to gain power and influence in Europe. There was a **clear divide** in the beliefs of the West and East. The **political difference** was the belief in **Capitalism** and **Communism**. On a map, there was now a clear **geographical divide** between the two sides in Germany with the official creation of **West Germany**/Berlin and **East Germany**/Berlin. By the end of 1949, there was to be one more divide between the two sides – a **military divide**. America and its allies (friends) created a military organisation called **NATO**. The Soviet Union in response created a similar military organisation called the **Warsaw Pact** by 1955.

NATO (1949)

The North Atlantic Treaty Organisation

Why was NATO created in October 1948?

- America and its allies believed that Stalin and communism were becoming an even greater threat. Stalin had attempted to gain control of Berlin with the Berlin Blockade. This was not successful but showed his intention of spreading communism further in Europe.
- However, also in 1948, the Soviet Union were successful in taking over Czechoslovakia. They put a communist government in place there. The western powers believed they needed to protect themselves from the communist, Soviet threat.

What was NATO?

- For this reason, the USA persuaded other western powers that they needed a formal military alliance to protect themselves from the Soviet Union.
- In April 1949, the USA, France, Britain and 9 other western countries joined together in the North Atlantic Treaty Organisation – N.A.T.O.. They agreed that if any of the NATO members were attacked, all of the other members would help.

The Consequences of NATO

- The creation of NATO meant that American troops would continue to be present in Europe after the Second World War. American troops could be called upon at short notice to help European countries fight against the communist threat.

A further turning point

- By 1955, it was agreed by all members of NATO that West Germany could join the organisation as it was then strong enough to offer help if needed elsewhere. This led to the Soviet Union creating their own military alliance in response.

The Soviet Perspective

- Stalin simply saw this as more evidence of America trying to show their strength and influence in Europe. The Soviet Union would see the NATO organisation as a threat towards communism.

The Warsaw Pact (1955)

Why was The Warsaw Pact created in 1955?

- The Soviet Union believed by this point that they needed to respond to the creation of NATO and form their own military alliance. In 1955, NATO made the big step of allowing newly created West Germany to be a member.
- The Soviet Union were unhappy with this as it would mean American and other European troops being stationed on the border of the Soviet Union – to close for comfort! Within a week of West Germany joining NATO, The Soviet Union created their own version of the military alliance between communist countries. This was known as **The Warsaw Pact**.

What was The Warsaw Pact?

- It was created by the Soviet Union in May 1955. Its members were the Soviet Union, Poland, Czechoslovakia, Hungary, Romania, Bulgaria, Albania and East Germany.
- All of these countries became known as the 'Eastern Bloc'. These countries promised to help each other if another member was attacked.

The Consequences of The Warsaw Pact

- It was now clear that Europe was divided into two. One half was part of the NATO military alliance and worked together to stop the spread of communism and strengthen capitalism and democracy. The other half was under the control of the Warsaw Pact and worked to expand the influence of communism.
- There was now a real fear that Europe could end up in war so soon after the end of World War Two. Having a political set of differences was one worry, but now each side essentially had an army, it created even more fear of another war.

The perspective of the western powers

Other NATO powers saw the creation of the Warsaw Pact as another threat. Now there were two opposing military alliances in Europe and any small disagreement could lead to war between the two sides.

FACT SHEET: Lesson 9 – The events and consequences of the Hungarian Uprising in 1956.

The Background:
A key Soviet satellite country was **Hungary**. By **1949,** the country had voted in a **Communist government**. The elections that had been held were **not fair**. Voters **were intimidated** on their way to vote and the Soviet Union spent huge amounts of money on propaganda. The Communist Party were the **only political party allowed** in Hungary. This meant that the Hungarian people were living under **a dictatorship**. It was no surprise that many Hungarian people wanted to take action to remove the influence of the Soviet Union. By **1956**, they had attempted this in an **uprising**. However, this **failed** and their actions ultimately led to even **greater control** and **restrictions** in every Soviet controlled country in Eastern Europe.

1. Why were the Hungarian unhappy?
- ❑ They complained about their **lack of freedom** under a Communist system.
- ❑ They **could not vote.** There was no **freedom** to say what they felt in newspapers/press.
- ❑ There were **fuel and food shortages** due to poor harvests and many resources being taken by Russia.
- ❑ The Hungarian communist leader was brutal and the Hungarian people called him the '**Bald Butcher'** for how cruel he was to anybody who opposed him.

2. What did they do?
- ❑ The Hungarian people **protested** in capital city **Budapest**.
- ❑ They tore down a **statue of Stalin** to show the hatred of Communism.
- ❑ This worried the Soviet Union as they wanted to control the people in their satellite states.

3. How did the Soviets respond?
- ❑ The new Soviet leader Khrushchev sent in the **Red Army** (Soviet troops) with tanks to **stop the riots.**
- ❑ Khrushchev tried to please the Hungarians by giving them a new leader called **Imre Nagy**.
- ❑ Nagy was still a communist but would allow the Hungarian people **more freedom**. Khrushchev believed this would keep the Hungarians happy and stop any future protests.

4. How did Nagy help?
He wanted **voting** and **democratic elections** in Hungary rather than a dictatorship.
He asked for **political prisoners** to be freed.
He asked Khrushchev to **remove Soviet Troops** from Hungary.

5. Khrushchev's reaction?
- ❑ Khrushchev was happy for these changes to happen, as long as the people of Hungary remained calm and did not start to rebel again.
- ❑ Khrushchev also made sure that Hungary joined the **Warsaw Pact**. This way, the Soviet Union could take action quickly to stop any rebellions.

6. How did things change by 1956?
In **November 1956**, Nagy went further and told The Soviet Union that it would **leave the Warsaw Pact**. Khrushchev was not pleased. If Hungary left the military alliance, other countries might do the same. This would ruin the power of the Soviet Union. This threat to **leave the Warsaw Pact** led to the Soviet invasion of Hungary.

7. The Soviet Invasion of Hungary 4th Nov. 1956 and the Hungarian Uprising.
In response to the threat of leaving the Warsaw Pact, Khrushchev sent in the **Red Army** into **Budapest.** The Hungarian **people fought back** in what was known as the **Hungarian Uprising**. Hungarians, including women and children took up arms against the invading Red Army.

8. Why did America and the West not help the Hungarian Uprising?
- ❑ Despite being offered help with the Marshall Plan, no military help was given to the Hungarians.
- ❑ America wanted to stop Communism from spreading with the policy of **containment** but did not want to interfere too much with those countries already taken over by the Soviet Union.
- ❑ It was **too risky** to plan a military attack on a Soviet satellite state as this might start a **nuclear war**.

9. Short term consequences of the Hungarian Uprising.
- ❑ The Hungarian Uprising **failed.** Hungary was taken over again by force by the Soviet **Red Army with 20,000 troops.**. The Hungarians asked for help from the **America** but no support came.
- ❑ The Soviet Red Army were brutal and **20,000 Hungarians** were killed in the uprising.
- ❑ Over 1,000 Russian troops were killed by the Hungarians.
- ❑ Imre Nagy and several of his supporters were **executed**.
- ❑ Khrushchev announced that Nagy's death was '**a lesson to the leaders of all Communist countries'**. He sent out a **threat** to other countries who threatened to leave the Warsaw Pact.

10. What were the longer term consequences of the Soviet Invasion of Hungary?
- ❑ Khrushchev seemed **more powerful** now he had shown other Soviet satellite states what he was prepared to do if they protested against Communist rule.
- ❑ A new, stronger and more Communist leader was appointed in Hungary to control the people even more.
- ❑ It showed other Eastern European states that the **USA** was not willing to help them. This made Khrushchev even more confident.
- ❑ The only way America helped was by taking in **80,000 refugees** from Hungary and offering medical aid.
- ❑ Khrushchev could now be even **more aggressive** in Eastern Europe as he knew the USA would not want to start a war against the Soviet Union.
- ❑ It made the **USA look weak** as they had not been prepared to support Hungary by sending in troops.
- ❑ **Overall, it made the Soviet Union look strong and the USA look weak.**

Section 2: Cold War Crises 1958-1970

Key events/key knowledge
Berlin Crisis No.2 – refugees & 'brain drain'- Khrushchev's Ultimatum & summit meetings 1958-61
Building of the Berlin Wall & its consequences 1961
Cuban Revolution 1959-Bay of Pigs 1961-Cuban Missile Crisis 1962
The Prague Spring & Brezhnev Doctrine 1968

FACT SHEET: Lesson 10 – Khrushchev's Berlin Ultimatum and the Summit Meetings: 1959-61.

The Background:
By 1958, Germany and its capital city, had been officially **divided** into West Germany (capitalist) and East Germany (Soviet Communist). Berlin had already seen the attempted Berlin Blockade by the Soviet Union and the response of the Western countries with the successful Berlin Airlift. Throughout the 1950s, there were further problems, tensions and divisions regarding Berlin which led to the building of the Berlin Wall by 1961. In this lesson we will look at what the tensions in Berlin were, the reaction of Soviet leader **Khrushchev** and how both sides attempted to deal with his **Berlin Ultimatum**.

What was the refugee crisis in Berlin?

- ❑ West Germany and West Berlin were much **wealthier.** They had been able to accept the help from the USA called **Marshall Aid**. However, East Germany and East Berlin still suffered with **food shortages** and a **lack of basic goods**. There were many restrictions on people in the Soviet controlled areas with little freedom of speech and **censorship**.
- ❑ This led to **3 million East Germans** choosing to leave home and move to West Germany for a better life. This was **1/6th of the population** of East Germany.
- ❑ All they needed to do was **travel** from East Berlin into West Berlin. Once in West Berlin they could have the freedom to move into West Germany.
- ❑ The type of people leaving were **skilled workers** such as engineers, teachers and electricians. It was therefore called the '**Brain Drain**' of East Germany.
- ❑ These people knew they would earn more money in West Germany.

Why did Khrushchev not like the high numbers of refugees leaving?

- ❑ This many people leaving East Germany was an **embarrassment** for the Soviet Union. People in Europe were obviously choosing capitalism over communism. It made communism look bad.
- ❑ Khrushchev needed these skilled workers to help East Germany.
- ❑ Khrushchev needed to stop these people moving to West Germany.

What did Khrushchev want to happen with Berlin?

Khrushchev wanted the **whole of Berlin** to be controlled by East Germany. To him, this made sense as Berlin was located deep in East German territory. He also wanted to look strong after the Hungarian Uprising.

What was Khrushchev's 'Berlin Ultimatum' in November 1958?

Khrushchev made a set of final **demands** that:

- ❑ Western Troops should be removed from East Berlin
- ❑ Berlin should become a **free city (controlled by the Soviets).**
- ❑ The West were given 6 weeks to do this. If they did not, he **threatened** to take over all transport routes in East Germany to stop people traveling to West Germany.

The reaction of the West to Khrushchev's 'Ultimatum' (final demand).

- ❑ The West were annoyed by his demands and saw this as another example of the Soviet aggression and trying to spread the influence of communism.
- ❑ By the late 1950s, both sides had large numbers of nuclear weapons and both sides believed that if the military was used, it could start a nuclear war. The number of nuclear weapons being built by the Soviet Union and the USA was rapidly growing.
- ❑ One attack by one side could lead to retaliation by the other. It was hoped that by meeting, a solution could be found.

The Summit Meetings of 1959-61

MEETING 1:

The Geneva Summit May 1959

Both sides met in Switzerland put their ideas forward about what to do with Berlin but **no agreements** were made.
US President Eisenhower invited Khrushchev to the USA for further talks.
At least they talked.

MEETING 2:

Camp David (USA) Sep. 1959

- Eisenhower and Khrushchev met face to face for the first time. The two enjoyed their time together and got on personally.
- Khrushchev took away his Berlin Ultimatum terms but no agreement was made about Berlin.

MEETING 3:

Paris Summit May 1960

- There was little chance of these talks being a success.
- The Soviet Union had just **shot down an American Spy-Plane** as it flew over the Soviet Union. The Americans said it was a 'weather' plane that had gone off track. However, the Soviets interrogated the pilot who was shot down called **Gary Powers** and he admitted it was a spy plane on a secret mission.
- **Eisenhower refused to apologise** for the spy plane and **Khrushchev walked out** of the meeting with nothing being achieved.

MEETING 4:

Vienna Summit (Austria) June 1961

- **F Kennedy** was now President of the USA. He wanted to keep building up the military but really wanted to work hard negotiating with the Soviets.
- Khrushchev believed that as Kennedy was **young and inexperienced**, he could get the better of him and get his own way. Therefore, Khrushchev went back to his idea of the **Berlin Ultimatum** of 1958.
- Kennedy refused to give in.
- The talks ended with **no agreement** again.
- The **personal relationship** between Khrushchev and Kennedy was also poor.
- Kennedy decided to **increase spending** on the American military by an **extra $2 billion**.
- This was a strong message to the Soviet Union that the USA was prepared to use the military of it needed to.

FACT SHEET: Lesson 11 – The consequence of the **Berlin Ultimatum** – the building of the **Berlin Wall** in **1961.**

The Background:

The four summit meetings held by America and the Soviet Union produced **no agreements** or **compromise**. Khrushchev was determined to prove his power over the new, young and inexperienced American President, **John F. Kennedy** and re-instated his idea of the **Berlin Ultimatum**. Khrushchev was determined to **control all of Berlin**, and that way, stop the thousands of East German refugees leaving for the West, every month. Kennedy was not prepared to give in to the Berlin Ultimatum and kept Western troops in Berlin. Both sides were keen to **avoid a war**, as this would likely result in nuclear war. Therefore, Khrushchev took another action which would have lasting consequences.

The Building of the Berlin Wall 1961

- ❑ No solution had been made about Khrushchev's Berlin Ultimatum during all of the summit meetings. The relationship between the USA and the Soviet Union had broken down completely, despite Khrushchev and Eisenhower's friendly, personal relationship in Vienna and Camp David.
- ❑ More East German refugees decided to leave through West Berlin as they were worried Khrushchev might close the border at any day.
- ❑ On just one day in August 1961, 40,000 East Germans crossed into West Germany to escape the East.
- ❑ In response, Khrushchev ordered soldiers in East Germany to build a barbed wire fence around Berlin. This would stop anyone from the East of the city crossing to the west.
- ❑ There would only be one, closely controlled checkpoint called 'Checkpoint Charlie'.
- ❑ Work was quickly started on a concrete wall which would be 165km long around the city.
- ❑ By October 1961, no East German could access West Berlin.
- ❑ Soviet tanks guarded the wall and orders were given to shoot any East German attempting the crossing.

The consequences and importance of the Berlin Wall

- ❑ Anyone trying to escape was now shot. Many East Germans were killed. East German border guards were told to shoot anyone crossing. Over 130 people were killed.
- ❑ As the wall was erected so quickly, some families were divided between East and West.
- ❑ The Berlin Wall even cut through streets and even buildings as it divided the city.
- ❑ There were many escape stories in the first 2 months.
- ❑ The West Berlin Fire Service helped East Germans escape through windows by providing blankets for them to land on.
- ❑ The Berlin Wall was made stronger with a double wall containing 'no man's land' where minefields, barbed wire, lookout towers and machine nests would be built.
- ❑ The Berlin Wall became symbolic of the divide between the Capitalist West and Communist East.

	Negative Consequences of the Berlin Wall	Positive Consequences of the Berlin Wall
Soviet Union	• Khrushchev did not get what he wanted in the Berlin Ultimatum. He did not control all of Berlin. • The building of the wall looked bad for the Soviet Union as it showed the Soviet Union had to literally 'lock' people in East Germany to stop them leaving. • The building of the wall proved the people living under communism preferred capitalism. • British, French and US troops stayed in Berlin – going against what Khrushchev wanted in his Berlin Ultimatum.	• The Berlin Wall successfully stopped East German people from leaving the Soviet Union. • The building of the Berlin Wall showed that the Soviet Union was not willing to give up its Communist control of East Berlin or East Germany. • Khrushchev believed he had shown his strength by building the wall. He was then confident enough to send Soviet Missiles into Cuba.
USA	• The Soviet Union had been able to close the border without permission from the USA. This made John F Kennedy look weak. • With the Berlin Wall built, there was nothing Kennedy could do without potentially starting a nuclear war to remove the wall.	• The USA poured even more money into West Berlin to make it look even more prosperous for those in the east. West Berlin became a symbol of freedom against Communism. • John F Kennedy gained a better reputation when he visited West Berlin in 1963. He was a hero in the West.
THEIR RELATIONSHIP	• The two sides had been arguing about Berlin since the Second World War. Nothing had been solved and now the Soviet Union had built a concrete wall dividing Germany. This reminded people of Churchill's 1946 Iron Curtain speech. • The Berlin Wall became a powerful symbol of the differences between East and West for almost 30 years until it came down in 1989. • Europe was now completely divided between East and West. This division was literal with the Berlin Wall.	• Now the wall was built and there was a definite divide, it was less likely that the two sides would go to war. President Kennedy famously said that a wall was better than a war. • It could be argued it reduced the tension as both sides accepted the building of the wall and there was little else they could do apart from fight.

The importance of Kennedy's visit to Berlin in June 1963

- ❑ John F Kennedy gained a better reputation when he visited West Berlin in 1963.
- ❑ He was treated like a rock star and his route was covered in flowers while crowds chanted his name.
- ❑ He praised the freedom of the West and famously said '**Ich bin ein Berliner**' (I am a citizen of Berlin).
- ❑ This speech proved he was not soft on communism.
- ❑ The fact he travelled there was a symbol of how much he wanted West Berlin to remain part of the West

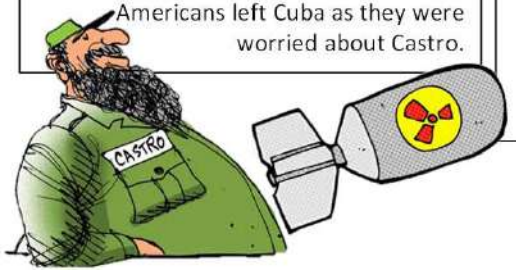
FACT SHEET: Lesson 12 – The Cuban Revolution (1959)➡The Bay of Pigs (1961)➡The Cuban Missile Crisis (1962).

The Background:
Cuba is a country located in the Caribbean. Its government was taken over by two '**revolutionaries**' named **Che Guevara** and **Fidel Castro**. Castro decided to support communism and became allies with **Khrushchev**. In response, US **President Kennedy** planned to remove Castro from power. He did not want to invade Cuba using the US military, but secretly planned to persuade ex-Cuban citizens to carry out the threat. The attempted revolution took place in a location known as **The Bay of Pigs** in April 1961. This failed and humiliated the USA and brought even more support for Castro and Communism. By 1962, the USA became more worried about the strong relationship between Cuba and the Soviet Union. American **Spy-Planes** spotted weaponry which could be used to carry nuclear weapons in Cuba. The **American Intelligence Agency** also reported a fleet of Soviet ships sailing to Cuba. There was now a massive crisis as America were worried that the Soviets were going to use Cuba as a **missile launching site** to attack the USA. Kennedy had to deal with this crisis during a time known as '**The Thirteen Days**' in October 1962. Finally, Kennedy's tactics of a **naval blockade** against the Soviet Ships was successful. However, this did not stop the rising tension around the world that a nuclear war would start.

The NARRATIVE of the events that led to the Cuban Missile Crisis in 1962

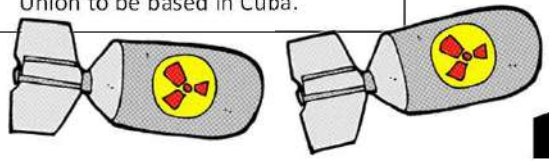
STEP 1: THE ORIGINS OF THE CRISIS 1959

- ❑ Two revolutionary leaders named **Che Guevara** and **Fidel Castro** took over Cuba in 1959.
- ❑ Despite being close to America, the leaders no longer wanted anything to do with America as they hated the power and influence the USA had over Cuba.
- ❑ Americans in Cuba lost the land they owned which was then given to the Cuban government.
  - ❑ Consequently, America became worried about loosing important business links with Cuba. A number of Americans left Cuba as they were worried about Castro.



STEP 2: CUBA BECAME ALLIES WITH THE SOVIET UNION.

- ❑ Any **land** owned by the Americans in Cuba, was taken away from them and taken under the control of the Cuban government.
- ❑ Fidel Castro had then started putting **communists** into his government. Castro then made an **agreement with Khrushchev** in the Soviet Union in 1960. The Soviets agreed to buy **Cuban sugar** in return for giving Cuba **economic aid**.
- ❑ There was a **secret agreement** between Cuba and the Soviet Union that meant Cuba would allow **weapons** from the Soviet Union to be based in Cuba.



STEP 3: AMERICA STARTED TO WORRY!

- ❑ A **Communist government** was now being created 145 miles away from the USA.
- ❑ Eisenhower banned all trade with Cuba in 1960 and then all political relationships with Cuba were ended in 1961. The relationship between the two countries worsened.
- ❑ America believed they needed to do something to stop the influence of the Soviet Union in Cuba.

STEP 4: THE BAY OF PIGS 1961

- ❑ Newly elected President Kennedy did not want Cuba being Communist due to how close it was to the USA.
- ❑ He agreed to a plan by the CIA to launch an invasion into Cuba to overthrow (remove) Castro from power.
- ❑ They planned to use ex-Cuban citizens to do this so it **looked like** a Cuban revolution not an attack by the USA. This way, the USA would say they were not involved.

WHAT HAPPENED?

- ❑ In April 1961, 1,400 ex-Cuban exiles invaded at a location known as '**The Bay of Pigs**' in Cuba.
- ❑ They aimed to remove Fidel Castro and put a US friendly government back in charge.

STEP 5: THE BAY OF PIGS FAILURE

The attempted revolution failed. The ex-Cuban soldiers had **little military experience**.
The USA were not able to use their **own military** in support as they needed it to look like a Cuban revolution.
Castro found out about the invasion plans and he had 20,000 Cuban soldiers waiting to fight off the 1,400 Cuban exiles.
Most ordinary Cuban people did not support the USA and so did not help with the invasion.

FACT SHEET: Lesson 13 – The Prague Spring (1968) and resulting Brezhnev Doctrine.

The Background: From 1945, countries in Eastern Europe had been part of the Soviet Union's **satellite states**. Countries such as Czechoslovakia lived under a **Communist government** which was ruled from Moscow. Life was strictly controlled by the Soviet Union. However, by the late 1960s, Czechoslovakia had seen some important '**reforms**' (changes) through a new Communist leader named **Alexander Dubcek**. He pushed for more freedoms in a time known as the **Prague Spring** (Prague is the capital city of Czechoslovakia). However, this was too much freedom for the new Soviet leader **Leonid Brezhnev**. Brezhnev soon reacted to the Prague Spring with a **Soviet invasion**. He then introduced a policy known as the **Brezhnev Doctrine** to prevent other Eastern European countries attempting to gain freedom.

CZECHOSLOVAKIA BASIC FACTS:

Czechoslovakia was an **Eastern European** country in the Soviet Union's '**Eastern Bloc'**. It was a **satellite country** under Communist control.

WHY WAS THERE OPPOSITION TOWARDS THE SOVIET UNION IN CZECHOSLOVAKIA IN THE 60S?

ECONOMIC

- All **goods** made the country were taken to the Soviet Union. This meant people had little to buy.
- **Poor economy**. Czech people had very **few goods**, **fuel** and **food**.

POLITICAL

- There was **no freedom of speech**.
- **No democracy** (voting) as the Communist Party were the only party allowed.
- TV, radio and newspapers were **censored**.
- Stalin had ordered **'purges'** (violent attacks and executions) on anyone opposed to Communism. This included politicians and members of the military.

SOCIAL

- Czech people complained about their **poor standard of living.**
- Czech people were banned from **travelling** to the West.

A TIME FOR CHANGE

- **In January 1968, a new communist leader of Czechoslovakia came to power called Alexander Dubcek**
- He was still a communist but had a more '**liberal**' (free) idea of what Communism should be like.
- He called his more liberal version of Communism '**Socialism with a Human Face'**. In other words, he still believed strongly in communism but cared more about the conditions of his people.
- He wanted people to **enjoy** their lives and be able to express their views without the fear of being punished.
- The Soviet Union liked and trusted Dubcek and wanted him to make Communism **more popular**.
- Dubcek also strongly wanted to stay in the Warsaw Pact and had no intention of leaving.
- Dubcek made **reforms** (changes to the law) that gave **more freedom** to the Czech people.
- This time of **freedom** in Czechoslovakia was known as **The Prague Spring** as the reforms started in April (Springtime). Prague was the capital of Czechoslovakia and where the changes started to take place.

THE EVENTS OF THE PRAGUE SPRING?

- There was **less censorship** so people could openly criticise Communism and the Czech government.
- **Trade Unions** (that helped workers with pay and conditions) were allowed.
- The **government control** of land and industry was relaxed. **Trade** with countries outside the Eastern Bloc was allowed.
- Czech people were given the **freedom to travel** to countries outside the Eastern Bloc.
- There was **open discussion** about allowing political parties other than the Communist Party.

THE CONSEQUENCES OF THE PRAGUE SPRING

- Most people in Czechoslovakia welcomed the changes and liked their new freedom.
- The Soviet Union had a **new leader** in 1968 called **Brezhnev**. He **disliked** the Prague Spring and the new freedoms given to the Czech people.
- Brezhnev worried that other Eastern European countries would want to gain more freedom and this would damage the powerful image of the Soviet Union.

The Soviet Union needed to make message clear that no other Eastern European country should attempt to make the same reforms.

HOW DID BREZHNEV REACT?

- **Brezhnev warned** Dubcek not to weaken communism and to stay strict.
- Brezhnev ordered his **Warsaw Pact troops** to carry out military practice just outside the border of Czechoslovakia as a warning. Brezhnev decided then to **take military action** and invaded.
- **20th August 1968**, **500,000 Warsaw Pact troops** invaded Czechoslovakia and stop the Prague Spring.

HOW DID DUBCEK REACT TO THE SOVIET INVASION?

- Rather than fight back, Dubcek ordered his army and the people to **remain peaceful** as there would be no chance of defeating the Soviet Troops anyway.
- Some individuals attacked Warsaw Pact soldiers and blocked roads but it remained a peaceful.
- **The final outcome for Dubcek**
- **Dubcek was arrested** and ordered by Brezhnev to change his reforms.
- He was **replaced** with a hardliner (strict/tough) communist leader.
- For the next 20 years, Czechoslovakia was under **strict Soviet control** again to prevent another 'Prague Spring'.

MAIN CONSEQUENCE OF THE PRAGUE SPRING & SOVIET INVASION: THE BREZHNEV DOCTRINE 1968

A doctrine is a 'belief'. Brezhnev said that if any communist country attempted freedom, Warsaw Pact troops would be sent in. This was a way to stop any other countries from attempting their own Prague Spring. He did this in Sept. 1968.

The importance of the Prague Spring and the invasion of the Soviet Union

The impact in Czechoslovakia

- The Soviet invasion ended the time of the Prague Spring. The Soviet invasion led back to strict Soviet control again.

The impact on the relationship with other communist countries:

- Other countries such as Yugoslavia and Romania spoke out against the Soviet invasion which made their relationship with the Soviet Union worse. Communist political parties in Italy and France cut their links to the Soviet Union.
- The massive invasion of the Soviet Union led to a very tight control over other Eastern European countries to prevent others trying to gain more freedom. The invasion showed the massive power of the Warsaw Pact troops.

The impact on the relationship between the USA and the Soviet Union:

- The USA were outraged by the invasion of Czechoslovakia and made public protests.
- The Soviet Union realised that nobody could really do anything about their invasion apart from use words against it.
- It showed that the USA was keen to criticise the Soviet Union but was very unlikely to actually carry out any action against it. The USA had started a war in Vietnam and so this made action against the Soviet Union more unlikely.

Section 3: The end of the Cold War & collapse of the Soviet Union

Key events/key knowledge
What was Détente- S.A.L.T 1971, Helsinki Accords 1975, S.A.L.T 2 1979
Soviet invasion of Afghanistan & its consequence 1979
President Reagan, the 'Second Cold War' and the Strategic Defence Initiative (Star Wars)
The actions of Mikhail Gorbachev's 'New Thinking' and the collapse of Soviet control in Eastern Europe.
The significance & consequences of the fall of the Berlin Wall 1989

FACT SHEET: Lesson 14 – The 1970s **Détente** – **SALT 1** (1972), **Helsinki Accords** (1975) and **SALT 2** (1979).

The Background:
The **tension** between the two sides of the Cold War reached a climax during the 1960s. Both sides knew the risk of a nuclear war was too great. Therefore, there was a period of 'peace' known as **DÉTENTE** throughout the 1970s. This however, ended when the Soviet Union invaded **Afghanistan** in 1979.

Why did both sides follow the policy of Détente in the 1970s?

A threat of Mutually Assured Destruction M.A.D.

- ❑ During the 1960s, events such as the building of the Berlin Wall, the Bay of Pigs, the Cuban Missile Crisis & the Prague Spring, had brought the two sides close to war.
- ❑ Both sides had developed enough nuclear weapons to destroy each other. It was a worry that if war did break out, the results would be complete destruction. This was known as **M**utually **A**ssured **D**estruction or MAD.
- ❑ Both sides agreed that a nuclear war was too much of a risk and so tried their best to avoid this by the 1970s.

Public Pressure for Peace in the USA

- ❑ The USA had been involved in the Vietnam War. It had cost billions of dollars and the death of over 60,000 American soldiers. There were mass protests against the war all over America and the West.
- ❑ President Nixon gave in to this public pressure, he believed the public would react strongly against any nuclear war which risked the lives of more US soldiers.

More money and time to solve social issues

- ❑ **America** had vast social problems such as inequality between blacks and whites. Black Civil Rights leader, **Martin Luther King** was assassinated in 1968. A policy of détente would allow the USA more money and time to help people in their own country.
- ❑ **The Soviet Union** had very poor living standards and there was increasing pressure from the people living there to improve this rather than spend money building more weapons.

Pressure from West Germany

- ❑ There was pressure for Détente on both sides from the leader of West Germany called **Willy Brandt.** He publically called for a **better relationship** between East and West Germany as well as America and the Soviet Union.
- ❑ This pressure from Willy Brandt was called '**Ostpolitik**'.
- ❑ Willy Brandt had huge influence over the decisions made by the USA and the USSR

SALT 1 (1972) Strategic Arms Limitation Treaty

Who signed the SALT 1 agreement? - President **Nixon** & **Brezhnev**
1. The Anti-Ballistic Missile Treaty stated that ballistic missiles were **only** allowed on two military sites and a maximum of 100 missiles were allowed.
2. The Interim (short term) Treaty put a restriction on the number of long range missiles called ICBMs (Inter-Continental Ballistic Missiles) that each side was allowed.
3. The Basic Principles Agreement Was a set of rules about **where** missiles could be placed. E.g., no nuclear missiles were allowed on submarines or on the seabed.

The negative consequences of SALT 1:
- In reality, if war broke out, it was unlikely that both sides would stick to the agreement just because they had signed a piece of paper.
- Both sides still owned enough nuclear weapons to destroy each other anyway.
- The SALT treaty did not include even newer nuclear technology such as missiles which could carry more than one nuclear warhead on a single missile.

The positive consequence and importance of SALT 1:
- It showed that both sides were willing to negotiate and seek détente.
- It showed that both sides wanted to reduce the likelihood of war.
- It was a major symbolic importance and publically demonstrated that both sides wanted peace.
- After signing SALT 1, President Nixon visited the Soviet leader Brezhnev in Moscow in 1972. In 1973, Brezhnev then visited the USA. In 1974 negotiations started for SALT 2.

HELSINKI ACCORDS 1975

Helsinki is in **Finland** where the 33 nations from the Warsaw Pact and NATO all met to build on the idea of détente and co-operation. It was announced 1975 that all nations at the agreed on what they called 3 main '**baskets**'.

❑ **BASKET 1: EUROPEAN BORDERS**
- The borders between East and West Germany and the Soviet Controlled areas were formally agreed.
- It was now illegal for either side to force a change in these borders and 'invade' the other side's territory.

❑ **BASKET 2: INTERNATIONAL CO-OPERATION**
- The agreement that both sides would continue to work for a better relationship.
- This included a trading agreement, an exchange of technology and a joint space mission.

❑ **BASKET 3: HUMAN RIGHTS**
- The agreement that both sides would respect human rights and freedom of speech, religion and free movement of people across Europe.
- The soviets were worried however that they were going to be spied on for the USA to check they were respecting human rights.

SALT 2 (1979)

Both sides wanted détente to continue worked towards a second SALT agreement. This time, President Carter negotiated with Brezhnev.

What was first agreed in SALT 2?
Further restrictions on missiles and a ban on testing a new type of ICBM (Inter-continental ballistic missile)

Why did détente fail by the late 1970s?

LACK OF TRUST - There was a growing believe in the USA that the Soviets could not be trusted to keep their side of the agreements.
FURTHER COMMUNIST SUPPORT - The USA were not happy that the Soviet Union had given more support to other communist countries around the world.
A STRONG IMAGE - American workers were captured by Islamist fighter in Iran (Middle East). The American public demanded a more aggressive approach rather than détente to make America look strong again.
POLITICAL PRESSURE - American politicians were beginning to demand a stronger attack on Communism and the Soviet Union due to ongoing Soviet aggression.
NEW US PRESIDENT CARTER – Wanted to be tougher against Communism.

A TURNING POINT IN SALT 2……

THE SOVIET INVASION OF AFGHANISTAN 1979
- In December 1979, the Soviet Union invaded a nearby country called Afghanistan and once again showed its aggression and force.
- As a consequence of this aggression, President Carter refused to fully sign and agree to SALT 2. Therefore, it was never formally agreed.
- This symbolised the end of a period of détente between the two sides.

FACT SHEET: Lesson 15 – The Soviet Invasion of Afghanistan in 1979 & consequences.

The Background:
Throughout the 1970s, there had been a period of relaxed tension between the two sides known as Détente. However, when the Soviet Union decided to invade Afghanistan in 1979, the invasion had many consequences. Importantly, one of the main consequences was the certain end of Détente and a period often referred to as the 'Second Cold War'. The relationship between the USA (President Carter) and the Soviet Union (Brezhnev) would become more strained.

Why did the Soviet Union invade Afghanistan in 1979?
Afghanistan is located **south** of the Soviet Union. It was an important neighbour. It was important as the Soviet Union wanted to use Afghanistan as a '**barrier**' to protect it from **Muslim Fundamentalism**. **Iran**, another neighbour of the Soviet Union had already been taken over by a Muslim Fundamentalist government. The Soviet Union were worried that the same could happen in Afghanistan. If this happened, they feared that Muslim Fundamentalism would spread across the border into the Soviet Union. The Soviet Union aimed to put a **pro-Soviet government** into Afghanistan in order to stop the spread of Islam.

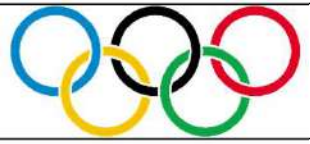
The Short term cause of the Soviet Invasion.
In April 1979, the Soviet Union put a pro-Soviet government in control of Afghanistan. The Soviet Government then gave Afghanistan **economic help** to keep it there. However, this only lasted until September when a pro-Muslim leader called **Amin** took over. Brezhnev was willing to work with Amin until he heard that the USA might offer Amin even more support to keep out the Soviet Union.

Key Terms
- ❑ **Muslim Fundamentalism** – Extreme believers in the Islamic faith.
- ❑ **Mujahedeen** – the Islamic fighters/army.
- ❑ **Pro-Soviet Government** – a government which supports Communism.
- ❑ **Amin** – the Afghan leader who took over in 1979.
- ❑ **Kamal** – the Afghan leader put in power by the Soviet Union to work in a pro-Soviet government.
- ❑ **Economic Sanctions** – a series of trade bans to halt the economy of a country.
- ❑ **Boycott** – The refusal to take part in an event.

The key events of the invasion
24th December 1979, Soviet troops invaded Afghanistan. They 'claimed' that Amin had wanted them to invade to protect his government from Islamic terrorists. However, Amin was assassinated 27th December (almost certainly by Soviet troops). The Soviets replaced Amin with a Pro-Soviet leader called **Kamal**. The Soviet Union remained in Afghanistan for **10 years**. They kept their pro-Soviet leader, Kamal in charge & fought off any opposition. The Soviet Union argued that they were trying to protect their border from foreign invasion and stop the influence of Muslim Fundamentalism..

The American Reaction to the invasion
- The Americans saw the Soviet invasion differently. They believed it was an example of Soviet aggression and another attempt to spread communism elsewhere in the world. This would go against the agreements made at Helsinki in 1975.
- President Carter even claimed that the Soviet invasion was the **biggest threat to world peace since the end of the Second World War**.
- Carter refused to sign the SALT II treaty.
- He increased the American spending on weapons.
- Carter then said in public in January 1980, that America would **use force** in the Middle East if any American interests were threatened.
- Carter imposed **economic sanctions** on the Soviet Union.
- Carter send **weapons and money** to help the Islamic Fundamentalist fighters known as the **Mujahedeen** fight against the Soviet Union. One individual to gain from this was **Osama Bin Laden**.

The impact of the invasion on USA-Soviet Relations
- Détente was certainly now finished.
- Some historians believe the American government deliberately over-reacted to the invasion as an excuse to become more aggressive against the USSR.
- In the 1980 Presidential Election, a new candidate **Ronald Reagan** argued that President Carter was too weak against the Soviet Union in the era of Détente and believed America should become stronger. Reagan won a landslide victory as the American public too, wanted America to become more powerful and reduce the spread of communism.



The US Olympic Boycotts
- The USA led a **boycott** of the **1980 Olympic Games** which was being held in Moscow. Over **60** countries supported the USA and refused to send their athletes to compete in this major world event.
- The boycott proved **how influential** the USA were over other countries against the Soviet Union.
- American athletes were even told that if they travelled to Moscow to compete that their passports would be taken away from them and they would not be able to return.
- The Soviet Union were hoping that the Olympic games would promote communism and show the world its successful nation. The Soviet Union was not able to showcase its country to the world as many of the best known athletes did not turn up.
- This simply made the Soviet Union even more angry with America. 4 years later, when it was the USA's turn to host the games, the Soviet Union refused to send its athletes and athletes from the other 15 communist countries.

FACT SHEET: Lesson 16 – President Reagan, the 'Second Cold War' and the Strategic Defence Initiative (Star Wars).

US President Reagan was hugely influenced by the Soviet invasion of Afghanistan and as a consequence, he became **far tougher** on the Soviet Union. The American public voted for Reagan on the promise that he would get even tougher on Communism. This led to a period of **tense and hostile relations** and was referred to as the **Second Cold War**. Reagan made it very clear in public that he wanted to **confront Communism** where possible. He wanted to massively **increase spending** on weapons and to make the **position of the USA** in the world even stronger.

President Reagan's main policies:

Communism is 'Evil'.
In 1983, he described the Soviet Union as an '**Evil Empire**' and said that the USA represented the forces of '**good**'. The Soviet leader, **Yuri Andropov** responded by calling Reagan a 'liar' and 'insane'.

Increased spending:
Reagan increased spending on arms/weapons and the military. In 1982 , **13%** extra was spent on new weapons such as Trident Nuclear Submarines and Stealth Bombers.

Helping Anti-Communist groups abroad:
He announced his '**Reagan Doctrine**'. This would show America's support for any group wanting to fight against Communism around the world.

EXAMPLES OF REAGAN DOCTRINE:

1. The US Army supported an island called **Grenada** in the Caribbean to defeat the Communist government there.
2. The USA also helped support a Trade Union called 'Solidarity' in **Poland** which wanted fairer working rights and more democracy in Poland.

Reagan's Defence Policies

Reagan announced that the USA would spend more than **1 trillion dollars** improving its weapons to 'defend' the country against Communism. Reagan was willing to do this as he knew that the Soviet Union were running out of money and they would not be able to keep up with this 'arms race' by the 1980s.

NEW DEFENCE TECHNOLGY

- A '**Stealth Bomber**' which would be able to remain undetected by radar systems.
- **B-1 Supersonic bombers**
- The development of a '**neutron bomb**' which would kill people but leave little damage to buildings'.
- The placement of '**cruise missiles**' which were invisible to radar in countries in Western Europe.
- **NUTS: Nuclear Utilization Target Selection**. US missiles would openly target the Soviet Union's military bases rather than popular cities. This would mean the USA could easily destroy any Soviet nuclear weapons quickly before they became a threat to the USA.

Reagan's Strategic Defence Initiative 'Star Wars' (1983).

President Reagan announced an even bigger plan to defeat communism. It was so high tech and expensive that there would be no way the Soviet Union could afford to challenge it. This plan or policy was known as the **Strategic Defence Initiative**. The American and Western media nicknamed it the '**Star Wars**' Programme after the popular movie of the time.

What was the SDI?

The USA would place a number of **satellites** into orbit. These satellites would carry powerful lasers which would be able to detect and then shoot down and destroy any missiles launched by the Soviet Union. It **was against the terms of the 1967 Outer Space Treaty.**

Was the Strategic Defence Initiative real?

President Reagan spoke about the **Strategic Defence Initiative as if it already existed.** However, he did not admit to the rest of the world that the technology for it was years from actually being ready.

Key Terms

- **President Reagan:** US President from 1980-1989.
- **Yuri Andropov :** Soviet Leader 1982-84
- **The Second Cold War:** The term used to refer to the policies of President Reagan.
- **Reagan Doctrine:** The policy of helping other countries defeat communist governments.
- **NUTS: N**uclear **U**tilization **T**arget **S**election
- **Strategic Defence Initiative 1983 (Star Wars):** Satellites placed in orbit which could then detect and shoot down Soviet missiles.

What were the consequences of the S D I Programme on the development of the Cold War?

The Soviet Union were in shock. They had spent huge sums of money developing their own missiles. However, they now believed that the Strategic Defence Initiative would mean their missiles would simply be destroyed if they were ever launched.	The Soviet Union accused the USA of preparing for an attack on the Soviet Union first, even though the USA claimed that the Strategic Defence Initiative was to 'protect' and 'defend' America. It led to even more tension in the Cold War.	The Soviet Union realised that they would either have to spend more money developing their own weapons or fail in the arms race against America for good.	It proved to the Soviet Union that they had not been able to keep up with the technological advances of the USA and the Capitalist West. Its economy was poor and the Soviet people would no longer accept living in even more poverty for the sake of developing even better weapons.
Reagan hoped that the Soviet Union would want to spend even more money on the arms race and in which case it would destroy the Soviet economy completely and show the failure of Communism.	The USA had already won the space race with the first man on the moon in 1969 and the development of space shuttles in the 1980s. This would mean the Soviet Union loosing the Space Race and the Arms race against the USA.	Computer technology was far more advanced in the West. It was this technology that was now needed to develop weapons, space technology, communication, the media and transport even more. The Soviet Union felt they could no longer compete against the US.	

FACT SHEET: Lesson 17– The actions of **Mikhail Gorbachev** and the collapse of Soviet control in Eastern Europe.

The Background:
The leadership of **Mikhail Gorbachev** was a key **turning point** in the history of the Cold War. He came to power in 1985. This was a time when the Soviet Union was facing huge economic, social, political and military problems. Many historians have argued that the actions of Mikhail Gorbachev led to the **end of the Cold War** and the break up of the Soviet Union. It was Gorbachev's new approach and 'new thinking' about Communism that caused such a turning point. In this lesson, we will investigate the events that led to the break up of the Soviet Union and the end of the period known as the Cold War.

What were the problems in the Soviet Union when Mikhail Gorbachev became leader?

ECONOMIC PROBLEM: ARMS RACE
Brezhnev had spent huge sums of money on weapons to keep up with the USA in the arms race. The Soviet economy struggled with little industrial growth.

SOCIAL PROBLEM 1: POVERTY
People living in the Soviet Union were living in poverty. There was little food, fuel or goods available & living conditions were poor.

SOCIAL PROBLEM 2: HUMAN RIGHTS
There were few human rights such as freedom of speech and high amounts of censorship. This led to protests in some states such as Poland. Here, a trade union called Solidarity with 10 million members challenged the Communist government.

SOCIAL PROBLEM 3: USE OF SECRET POLICE
The Soviet Union were worried about protests. They brought in even tight controls such as using the secret police, interrogating protestors and imprisoning them without trials.

POLITICAL PROBLEM: POOR LEADERSHIP
The Soviet Union had suffered from poor leadership. The leaders wanted to compete with America and not look after their own people. Many leaders had suffered from poor health and did not have long in power. Between 1982-1985 there were 3 leaders and little was achieved.

REPUTATION: CHERNOBYL NUCLEAR DISASTER 1986
In 1986, there was an explosion at a nuclear power station called Chernobyl. The blast released 100x more radiation than in the atom bombs used at the end of the war. The Soviet Union tried to cover up the nuclear disaster. It proved how more advanced other countries were and how poor the nuclear technology was in the Soviet Union.

Gorbachev's New Policies	Consequence
Gorbachev told his wife '**We can't go on living like this**'. He wanted to 'reform' Communism to be more in line with the people of the Soviet Union & their needs.	**Perestroika** proved how Communism did not work. This was bad for the reputation of the Soviet Union. It allowed other Soviet states to become more capitalist.
PERESTROIKA Perestroika is a Russian word for '**reconstruction**'. He wanted to re-organise the economy. He wanted to improve the **Soviet economy**. He controversially wanted to make communism more like **capitalism** in order to make money.	**Glasnost** gave the Soviet people a chance to see how much better life in the West was compared to the East. People could complain about their poor conditions for the first time.
GLASNOST Glasnost is a Russian for '**openness**'. He wanted the Soviet Government to be more **honest** with the people and allow its people to speak more openly about their opinions without the fear of the secret police. He hoped glasnost would make the Soviet people trust their government and stop protests.	
ENDING THE BREZHNEV DOCTRINE The Brezhnev Doctrine stated that any country which wanted to leave the Soviet Union would be threatened by military action by Warsaw Pact troops. Gorbachev now dropped this idea and stated that the Soviet Union would no longer get involved with the desires of other Soviet countries.	**Ending the Brezhnev Doctrine** allowed other Eastern European states to form their own non communist governments without the fear of being invaded by the Soviet Union. It allowed these countries more freedom to live a western lifestyle and so travel to the west.
REDUCE SPENDING Gorbachev promised to reduce spending on nuclear weapons, arms and defence.	
REMOVE TROOPS FROM AFGHANISTAN The Soviet Union had invaded in 1979 and lost millions of men fighting for over 10 years. He decided to withdraw.	

Summit Meetings between the two sides

Geneva Summit 1985:
Gorbachev and Reagan met for the first time and they both had a **positive working relationship** and a hope to bring an end to the Cold War.

Reykjavik Summit 1986
This meeting was held just after the **Chernobyl nuclear disaster**. Gorbachev was worried about the danger of nuclear power and nuclear weapons. No formal agreements were made but again, both sides were **willing to work** well with each other.

Washington Summit 1987
Gorbachev agreed to disarm nuclear weapons and reducing spending on arms. He wanted a better relationship with the West. **AGREEMENT:** The signing of the **Intermediate Range Nuclear Force Treaty (INF).** It was agreed that both countries would remove and destroy all land based missiles with a range of up to 5,500km.

Moscow Summit 1988
Gorbachev announced a **reduction in the number of Warsaw Pact troops** and that the Soviet Union would **leave Afghanistan**.

Malta Summit 1989
Gorbachev met with new American President George Bush. This meeting marked the end of the Cold War.

How did the US respond to Gorbachev's new thinking?

Ronald Reagan had been elected by the American public in 1981 as he wanted to be even tougher on Communism. It was known as a period called the Second Cold War. However, once Gorbachev became Soviet leader in 1985, the relationship between **the two sides improved**. Reagan changed his tactic to work with the Soviet Union to possibly bring an end to the Cold War. **Both sides were willing to discuss and negotiate change**.

FACT SHEET: Lesson 18 – The significance & consequences of the fall of the **Berlin Wall** (1989).

The Background:
The Berlin Wall had been ordered by Soviet leader Khrushchev in **1961** to prevent thousands of skilled workers were leaving the poor living conditions of the Soviet Union to live in the West. The Berlin Wall was the strongest visible symbol of the Cold War divide between the East and West, Capitalism and Communism and the USA and the Soviet Union. Soviet leader Mikhail Gorbachev finally allowed the border at the Berlin Wall to be opened on the 9th November, 1989. It signified the end of Communist control in the Soviet Union and even brought the end to Gorbachev's leadership of the Soviet Union.

How the Berlin Wall fell by November 1989.

1. Due to Gorbachev's new way of thinking, East Germans had already started to **travel to the 'West'** through Austria. Other **Eastern European countries** were starting to give more **freedom** to their people such as Poland, Hungary and Czechoslovakia. In these countries, citizens started to cross the border to the West unchallenged by the Soviet Army.
2. This **influenced** and gave the message to the citizens of East Berlin that they could potentially do the same if they protested enough.
3. **Mikhail Gorbachev** visited East Germany in October 1989 and told people that he would not get in the way if the people wanted change.
4. In **October 1989**, East German citizens started to protest about the wall and demanded that the border '**Checkpoint Charlie**' was opened. Thousands gathered at the checkpoint.
5. By **4th November** one million demonstrators took to the streets of East Berlin to demand democracy and the end of the Berlin Wall.
6. By **9th November 1989**, Gorbachev refused to challenge the demonstrations and told the East German government that they could open the border 'indefinitely'.

The people of East and West Germany.

- ❑ Many citizens had been split up from their family and friends when the wall was built. The fall of the wall meant that they could be reunited after 28 years.
- ❑ There were scenes of great **emotion** and anger at the wall when they realised that the border crossing was open without the restriction of the East German and Soviet troops.
- ❑ For days after, people travelled through to the 'other side' and even brought pick axes and hammers to break down the wall themselves.
- ❑ The fall of the Berlin Wall was broadcast live on TV around the world. TV images showed thousands of East Germans crossing over the West for the first time in 28 years.
- ❑ The fall of the wall proved that Gorbachev was not willing to stop of challenge demonstrations/protests by the East German people.

CONSEQUENCES & IMPORTANCE OF THE FALL OF THE BERLIN WALL

Gorbachev fell from power – end of the Soviet Union.

Despite being seen as a hero in the West for wanting to 'reform' and bring changes to Communism, other, more extreme Communist leaders in the Soviet Union believed that Gorbachev had been too soft and a weak Communist leader. They pushed him out of power by December 1991.

IMPORTANCE:
There was so much disagreement and a lack of leadership in the Communist Party, that the Soviet Union formally broke up (stopped existing) after 1991.

Eastern European Countries re-gained their freedom.

Many countries in Eastern Europe gained independence from the Soviet union. They held their own free elections and voted out Communism. They no longer had to follow the rules set out in Moscow or be under threat if they did not follow them.

IMPORTANCE:
It showed the end of control by the Soviet Union and the lack of support that Communism had. No Eastern European country wanted to stay Communist after 1989.

The end of the Warsaw Pact (1991)

The Warsaw Pact had been set up by the Soviet Union in 1955 after the creation of NATO by the West. It meant Europe was divided into two armed camps. It was the Warsaw Pact troops who stopped Hungary and Czechoslovakia from escaping Communist control in 1956 and 1968.

Now Gorbachev had said he would not challenge the actions and decisions of other Eastern European countries, there was no need for the Warsaw Pact.

IMPORTANCE:
It showed an end to the possible military fight between the two sides. The Soviet Union would no longer be a threat to the West in Europe.

Reunification of Germany 1990

Germany was formally united into one country in less than a year by October 1990.

IMPORTANCE:
After Germany was united, it was mainly controlled by the West. This showed how successful capitalism was. Russia no longer had control over Germany.

A Symbolic Event

The fall of the wall, symbolised the end of the divide between the two sides. It also symbolised an end to Churchill's idea of an 'Iron Curtain' that divided Europe.

IMPORTANCE: To many it proved the victory of the West over the East and of capitalism over communism.

Week	Topic	Aiming for a grade 4	Aiming for a grade 5/6	Aiming for a grade 7/8/9	Foundation Tests	Higher Tests
1 2	Topic 1: Algebra 1	• Simplifying expressions • Substitution • Solving linear equations	• Linear Inequalities and number lines	• Inequality regions • Proof functions	1. Functions - F 2. Equations and inequalities - F	1. Functions - H 2. Equations and inequalities-H
3	Topic 2: Fractions, decimals and percentages	• FDP equivalence • Calculating percentages • Fractions of amounts	• Reverse Percentages		3. FDP 4. Fractions and percentages	3. FDP 4. Fractions and percentages
4 5	Topic 3: Shape 1	• Basic angle facts • Properties of shapes • Interior and exterior angles	• Bearings	• Circle theorems	5. Geometrical reasoning – F 6. Bearings - F	5. Geometrical reasoning – H 6. Bearings - H
6 7	Topic 4: Number 1	• Four rules with integers and fractions • Rounding and Estimation • Directed number arithmetic	• Limits of accuracy	• Surds • Recurring decimals	7. Non – calculator method - F	7. Non – calculator method - H
Half term						
8	PPE					
9 10	Topic 5: Graphs	• Plot y=mx+c • Interpret real-life graphs • Plot quadratics	• Parallel lines • Find the equation of the line	• Perpendicular lines • Equation of a circle	8. Gradient and lines - F 9. Non-linear graphs - F 10. Using graphs - F	8. Gradient and lines - H 9. Non-linear graphs - H 10. Using graphs - H

			• Cubic and reciprocal graphs			
11 12	Topic 6: Ratio and Proportion	• Simplify ratios • Share in a ratio • Direct proportion	• Use fractions in ratios • Density and pressure • Inverse proportion	• Equations with proportion • Gradients of curves	11. Ratio and Fractions - F	11. Ratio and Fractions - H
13 14	Topic 7: Shape 2	• Perimeter and Area 2-D shapes • Volume and Surface Area of prisms	• Arc length and the area of a sector • Volume of cones etc. • Plans and elevations	• Circle theorem recap	12. Area of Trapezia and circles 13. Working with circles - F 14. Three dimensions	12. Area of Trapezia and circles 13. Working with circles - H 14. Three dimensions
End of Term 1						

General Media Conventions

Codes and Conventions
System of signs to help create meaning.

Symbolic Codes
Setting, mise-en-scene, acting, colour

Technical Codes
Camerawork, editing, audio, lighting,

Written Codes
Print language, spoken language.

Conventions
Form conventions, story conventions, genre conventions.

Genre
The TV or Film type

Hybridity
Combination of three genres

Intertextuality
The process by which meanings from one text becomes part of, or refer to another.

Character types
Propps, protagonist, binary oppositions within the TV show.

Knowledge Organiser: CSP Television & Film

Media Audiences

Mode of address
The way a media product 'speaks' to its audience.

Demographics
The characteristics and make-up of a sample of the population, eg age, gender, nationality.

Active audience
Audiences that, rather than sitting passively in front of a media product, positively interact with what they are seeing and hearing

Passive audience
An audience that just observe events rather than actively respond to it.

NRS: Social Demographic Scale
A system of demographic classification used in the UK.

Psychographic Demographic
Information based on audiences habits, hobbies and values.

Uses & Gratification Theory
An approach to understanding why and how people actively seek out specific media to satisfy specific needs.

Media Representation

Femininity
A set of attributes, behaviours, and roles associated with girls and women.

Masculinity
Possession of qualities traditionally associated with men; handsome, muscled, driven

Social groups
Upper, Middle, Lower class social groups represented within the TV show.

Fantasy Genre
How is this represented within Class & Dr Who?

Stereotypes
A widely held but fixed and oversimplified image of idea of a particular type of person.

Teenagers
How are teenagers represented in Dr Who and Class?

Media Industries

Production Company
A company that produces films and television shows.

Production Budget
Production budget calculates the number of units the production company create the Film or TV show.

BBC
British Broadcasting Company

BBFC
British Board of Film Classification

Historical, Social and Cultural Contexts

Dr Who v's Class
How do both the shows reflect society and culture at the time of production? Similarities and differences between these shows in terms of when they were produced?

BBC3
Online viewing platform only

BBC
First channel on British Television

KS4 Knowledge organiser
Sonic Features of music

- **Instrumentation** - instrumental techniques, type of ensemble, alternative instrumentation, sonic features, electronic sound.
- **Texture** - solo, duet, homophonic, polyphonic, unison.
- **Timbre** - sonic features, electronic sound, FX
- **Tonality** - Scales and modes, major scale, minor scale, blues scale, modes, ragas, exotic scales
- **Harmony** - major and minor triads, power chords, 7th chords, sus chords, extended chords, suspension, inversions, chord sequences, arpeggios, broken chords.
- **Rhythmic** techniques - meter, tempo/bpm, syncopation, swing, drop sanking, polyrhythms, hemiola, phasing.
- **Structure/Form** - verse/chorus, 12-bar blues, through-composed, bridge, intro, outro, ABACAD
- **Melodic techniques** - conjunct, disjunct, chromatic, diatonic, phrasing, repetition, sequence, ornamentation, motifs, round/canin, riffs, hooks, head, improvisation
- **Production** - microphone use, recording style, sampling, FX, Looping, controllerism, turntablism, quantisation, sequencing, automation.

How Sport is Covered Across the Media

OCR Sport Studies

Television

Terrestrial

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

Satellite

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

Pay Per View

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

Written Press

Newspapers

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

Magazines

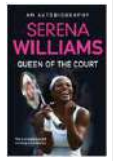
Sports magazines usually offer coaching tips, information on the latest equipment and interviews with professionals.

Fanzines

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

Books

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



Internet

Social Media

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

Podcasts

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

Blogs

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

Live Streams

Live streams allow people to watch a match live online.

P2P Sharing

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

Fan Sites

Fan websites are created by fans for fans.

Video-sharing Sites

A video sharing website allows people to access sport videos.

Radio

Internet Radio Stations

Most radio stations can also be listened to online.

National Radio Coverage

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

Local Radio Coverage

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

Dedicated Sport Radio Stations

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

Positive and Negative Effects that the Media can have on Sport

OCR Sport Studies

Positives

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

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

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

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

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

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

Negatives

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

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

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

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

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

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

The Relationship Between Sport and the Media

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

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

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

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

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

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

Evaluating the Media Coverage of Sport

OCR Sport Studies

Aspects which may influence the coverage of a story

Tabloid ← Type/brand of media outlet. → Broadsheet

Competition with other media outlets.

For example newspapers might try to write a different spin on a story.

Target audience.

A newspaper will try to report in a way that is relatable to its target audience.

Timing of the event/story.

If the issue or person is already in the news then each new revelation can be magnified.

Popularity or size of the individual or club being covered.

Some clubs or players may have a reputation and may be seen as an easy target and some powerful clubs or individuals may not be targeted.

Features of the coverage which may vary from one media outlet to another

Representation of the issue, organisation or individual involved.

e.g what is the focus of the story

Method of reporting.

e.g language/tone

Format/presentation.

e.g use of images, balance between text/images, headlines and captions

Potential bias.

e.g does the media outlet have something to gain by taking a certain stance

Extent of the coverage.

e.g how many pages are devoted to the story

Duration of the coverage.

e.g is the story revisited day after day

PSHE- Knowledge organiser- Y11- Term 1

Themes	Topics	Key learning points
Living in the wider world	Personal skills development	• Resilience: the capacity to withstand or to recover quickly from difficulties. • Social norms: the unwritten rules of behaviour that are considered acceptable in a group or society. Norms provide order and predictability in society. Norms can change according to the environment, situation, and culture in which they are found, and people's behaviour will also change accordingly. Social norms may also change or be modified over time.
	IAG	• A levels: subject-based qualifications that can lead to university, further study, training, or work. You can normally study three or more A levels over two years. They're usually assessed by a series of examinations. • College course: (e.g. BTEC, NVQ, SVQ) are more practical as it is to prepare you for a specific job. • Apprenticeship: you are based in a workplace but also doing some training at college. You need some qualifications and be successful in an interview. • T levels: They are equivalent to 3 A levels and can be studied in some schools and colleges. They combine academic study with on-the-job experience. • CV: Curriculum Vitae - a Latin term which means "the story of your life" It is a short list of facts about you, your skills, qualifications, experience and career history. • Personal profile: is the first item on your CV. It's a brief introduction to outline your attributes, qualities and work experience. • Reference: A personal reference is usually one that confirms your character and abilities. A professional reference is usually to check that you have worked where you said you did and you really are a good employee. • Tuition fee: charged by universities and colleges to cover key elements of your course and academic life, as well as core services related to students' wellbeing and experience on campus. • Loan: money that is borrowed and will be paid back. • Tuition Fee Loans: cover the full cost of your course, are paid directly to the course provider, and you won't have to pay it back until after your course, when you're earning above a certain level. They are not means tested (the amount you get does not depend on your household income) • Maintenance loan: Student Loan provided by the government, and it's intended to help towards your living costs while you're at university. Rent, bills, food, nights out – all of these things and more are what the Maintenance Loan is there to help you pay for. They are mean tested. • Household income: the total gross income received by all members of a household within a 12-month period. This figure comprises the earnings of everyone under the same roof who is age 15 or older, whether they're related or not.

4.7 Ecology Part 1

Ecosystem	
Environment	The conditions surrounding an organism; abiotic and biotic.
Habitat	Place where organisms live e.g. woodland, lake.
Population	Individuals of a species living in a habitat.
Community	Populations of different species living in a habitat.

Organisms require a supply of materials from their surroundings and from the other living organisms.

Surviving and reproducing		
Competition	Plants in a community or habitat compete with each other for light, space, water and mineral ions.
	Animals compete with each other for food, mates and territory.
Interdependence	Species depend on each other for food, shelter, pollination, seed dispersal etc. Removing a species can affect the whole community

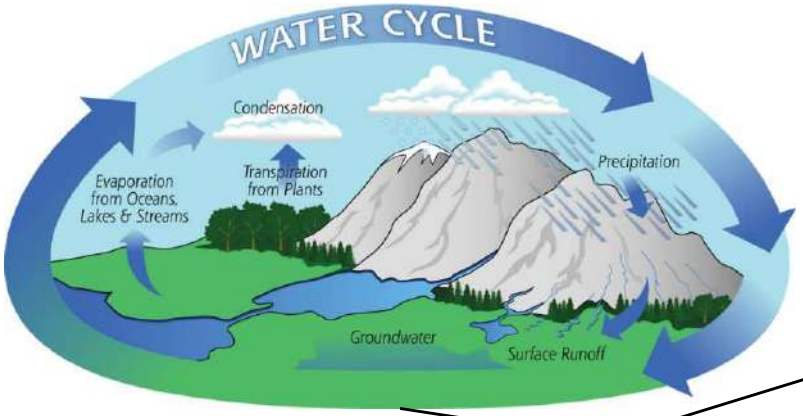
EXAMPLE: Introduction of grey squirrels to UK increased competition for food for red squirrels. The greys also carry a pathogen that kills reds.

Interdependence and competition

EXAMPLE: climate change is leading to more dissolved CO_2 in oceans lowering the pH of the water affecting organisms living there.

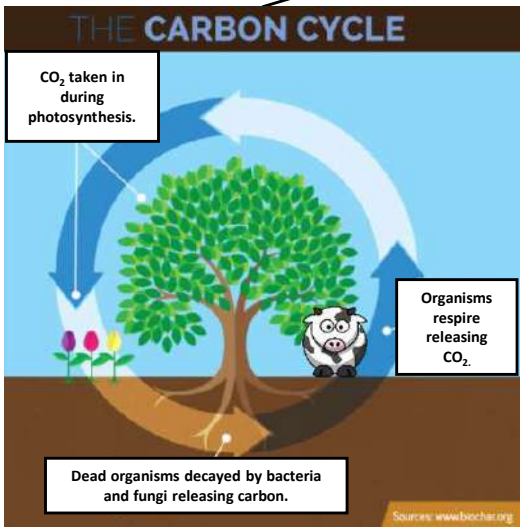
Abiotic and biotic factors

Abiotic	Biotic
Non-living factors that affect a community	Living factors that affect a community
Living intensity.	Availability of food.
Temperature.	
Moisture levels.	
Soil pH, mineral content.	New predators arriving.
Wind intensity and direction.	New pathogens.
Carbon dioxide levels for a plant.	One species outcompeting so numbers are no longer sufficient to breed
Oxygen levels for aquatic organisms.	



Material cycling

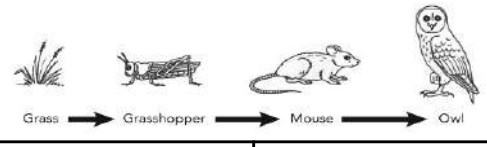
Materials are recycled to provide the building blocks for future organisms



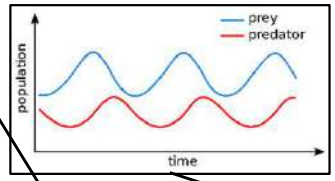
Levels of organisation

Photosynthetic organisms are the producers of biomass for life on Earth

Food chains			
Feeding relationships in a community			
Producer	Primary consumer	Secondary consumer	Tertiary consumer



All food chains begin with a producer e.g. grass that is usually a green plant or photosynthetic algae.	Consumers that kill and eat other animals are predators and those eaten are prey.



In a stable community the numbers of predators and prey rise and fall in cycles.

Adaptations

Organisms adaptations enable them to survive in conditions where they normally live.

Adaptations may be structural, behavioural or functional.

Adaptations		
Plants	Animals	Extremophiles
Cactus in dry, hot desert	Polar bear in extreme cold artic	Deep sea vent bacteria
		
No leaves to reduce water loss, wide deep roots for absorbing water.	Hollow hairs to trap layer of heat. Thick layer of fat for insulation.	Populations form in thick layers to protect outer layers from extreme heat of vent.

4.7 Ecology Part 2

Biodiversity

Biodiversity is the variety of all different species of organisms on Earth, or within an ecosystem

Maintain a great biodiversity	Ensures the stability of ecosystems	By reducing the dependence on one species on another for food, shelter, maintenance of the physical environment.
	Future of human species	Many human activities are reduction biodiversity and only recently measures have been taken to stop it.

Experimental methods are used to determine the distribution and abundance of a species.

Sampling techniques		
	Quadrats	Organisms are counted within a randomly placed square
	Transects	Organisms are counted along a belt (transect) of the ecosystem.

Processing data	
Median	Middle value in a sample.
Mode	Most occurring value in a sample.
Mean	The sum of all the value in a sample divided by the sample number.

Biodiversity and the effect of human interaction on the ecosystem

Human activity can have a negative impact on biodiversity

Waste management		
	Rapid growth in human population and higher standard of living	More resources used and more waste produced.
		Pollution in water; sewage, fertiliser or toxic chemicals.
		Pollution in air; smoke or acidic gases.
		Pollution on land; landfill and toxic chemicals.

Pollution kills plants and animals which can reduce biodiversity.

Waste, land use and deforestation

Land use
Humans reduce the amount of land and habitats available for other plants, animals and microorganisms.
Building and quarrying.
Farming for animals and food crops.
Dumping waste.
Destruction of peat bogs to produce cheap compost for gardeners/farmers to increase food production.

The decay or burning of peat release CO_2 into the atmosphere.

This conflicts with conserving peat bogs and peatlands as habitats for biodiversity and reduce CO_2 emissions.

Large scale deforestation
In tropical areas (e.g. rain forest) has occurred to:
Provide land for cattle and rice fields, grow crops for biofuels.

Deforestation reduces biodiversity and removes a sink for increasing the amount CO_2 in the atmosphere.

Maintaining biodiversity

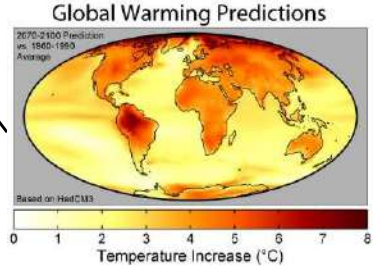
Human activity can have a positive impact on biodiversity

Scientists and concerned citizens
Put in place programmes to reduce the negative impacts of humans on ecosystems and biodiversity
Breeding programmes for endangered species.
Protection and regeneration of rare habitats.
Reintroduction of field margins and hedgerows in agricultural areas where farmers grow only one type of crop.
Reduction of deforestation and CO_2 emissions by some governments.
Recycling resources rather than dumping waste in landfill.

Global warming

There is a global consensus about global warming and climate change based on systematic reviews of thousands of peer reviewed publications.

Global warming		
	Levels of CO_2 and methane in the atmosphere are increasing.	Decreased land availability from sea level rise, temperature rise damages delicate habitats, extreme weather events harm populations of plants and animals.

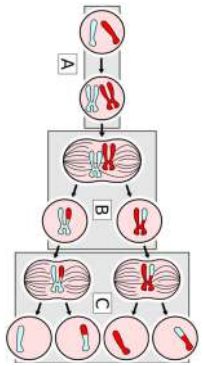


4.6 Inheritance, variation and evolution Part 1

Meiosis halves the number of chromosomes

Gametes join at fertilisation to restore the number of chromosomes

Gametes are made in reproductive organs (in animals ovaries and testes)	Cells divide by meiosis to form gametes	Copies of the genetic information are made.
		The cell divides twice to form four gametes each with single set of chromosomes.
		All gametes are genetically different from each other.



The new cell divides by mitosis. The number of cells increase. As the embryo develops cells differentiate.

Meiosis leads to non-identical cells being formed while mitosis leads to identical cells being formed

Meiosis

Sexual reproduction involves the fusion of male and female gametes.	Sperm and egg in animals.	Produced by meiosis. There is mixing of genetic information which leads to a variety in the offspring.
	Pollen and egg cells in flowering plants.	
Asexual reproduction involves only one parent and no fusion of gametes.	e.g. cloning of females only in an aphid population.	Only mitosis is involved. There is no mixing of genetic information. This leads to genetically identical clones.

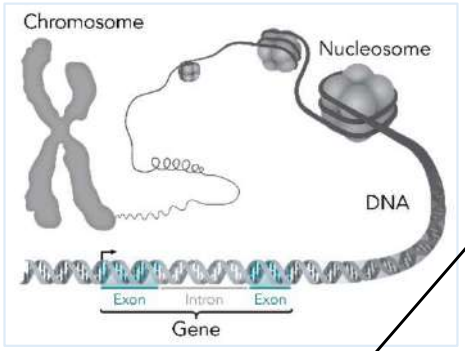
Sexual and asexual reproduction

Variation: difference in the characteristics of individuals in a population may be due to	Genetic causes (inheritance)	There is usually extensive genetic variation within the population of a species e.g. hair colour, skin colour, height that can also be affected by environment e.g. nutrition, sunlight.
	Environmental causes (condition they have developed in)	
	A combination of genes and environment	

DNA structure
Polymer made up of two strands forming a double helix.
Contained in structures called chromosomes. A gene is a small section of DNA on a chromosome. Each gene codes for a sequence of amino acids to make a specific protein.

Genetic material in the nucleus is composed of a chemical called DNA.

DNA and the genome



The genome is the entire genetic material of an organism.

Variation

Mutations occur continuously

All genetic variation arises in mutation, most have no effect on phenotype, some influence but very few determine phenotype.

Very rarely a mutation will lead to a new phenotype which if is suited to environmental change can lead to rapid change in the species.

The genome and its interaction with the environment influence the development of phenotypes

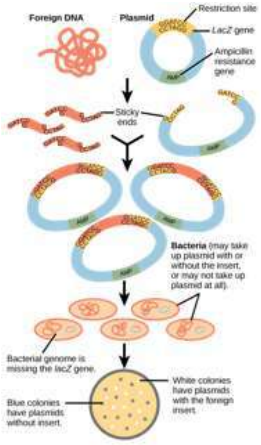
The whole human genome has now been studied.	It is of great importance for future medical developments	Searching for genes linked to different types of disease.
		Understanding and treatment of inherited disorders.
		Tracing migration patterns from the past.

Define terms linked to genetics	
Gamete	Sex cells produced in meiosis.
Chromosome	A long chain of DNA found in the nucleus.
Gene	Small section of DNA that codes for a particular protein.
Allele	Alternate forms of the same gene.
Dominant	A type of allele – always expressed if only one copy present and when paired with a recessive allele.
Recessive	A type of allele – only expressed when paired with another recessive allele.
Homozygous	Pair of the same alleles, dominant or recessive.
Heterozygous	Two different alleles are present 1 dominant and 1 recessive.
Genotype	Alleles that are present for a particular feature e.g. Bb or bb
Phenotype	Physical expression of an allele combination e.g. black fur, blonde hair, blue eyes.

4.6 Inheritance, variation and evolution Part 2

Genetic engineering

Genes from the chromosomes of humans or other organisms can be 'cut out' and transferred to the cells of other organisms.



Genetic engineering process (HT only)
1. Enzymes are used to isolate the required gene.
2. Gene is inserted into a vector – bacterial plasmid or virus.
3. Vector inserts genes into the required cells.
4. Genes are transferred to plants/animals/microbes at an early stage of development so they develop the required characteristics.

Genetically modified crops (GMO)	Crops that have genes from other organisms	To become more resistant to insect attack or herbicides.
		To increase the yield of the crop.

Concern: effect of GMO on human health not fully explored

Concern: effect of GMO on wild populations of flowers and insects.

Modern medical is exploring the possibility of GM to over come inherited disorders e.g. cystic fibrosis

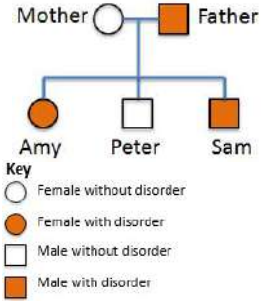
Gene therapy: replacing the faulty allele in somatic cells with a normal allele

Embryo screening: small piece of developing placenta removed to check for presence of faulty genes

Embryo screening and gene therapy issues	Economic	Costly and not 100% reliable.
	Social	Not available to everyone (due to cost).
	Ethical	Should only 'healthy' embryos be implanted following screening.

Embryo screening and gene therapy may alleviate suffering

Inherited disorders



Using a family tree: If the father was homozygous dominant then all of the offspring would have the disorder. He must be heterozygous

Some disorders are inherited. They are caused by the inheritance of certain alleles	
Polydactyly	Cystic fibrosis
Caused by inheriting a dominant allele.	Caused by inheriting a recessive allele (both parents have to at least carry it).
Causes a person/animal to have extra toes or fingers.	A disorder of the cell membrane. Patients cannot control the viscosity of their mucus.

Some characteristics are controlled by a single gene e.g. fur colour, colour blindness.

The alleles present, or genotype operate at a molecular level to develop characteristics that can be expressed as a phenotype.

Most characteristics are as a result of multiple genes interacting.

Genetic inheritance

The concept of probability in predicting results of a single gene cross.

Dominant and recessive allele combinations	
Dominant	Recessive
Represented by a capital letter e.g. B.	Represented by a lower case letter e.g. b.
3 possible combinations: Homozygous dominant BB Heterozygous dominant Bb Homozygous recessive bb	

Ordinary human body cells contain 23 pairs of chromosomes

One pair of chromosomes carry the genes that determine sex

Female	Male
XX	XY

Gametes	X	Y
X	XX	XY
X	XX	XY

The probability of a male of female child is 50%. The ratio is 1:1

Sex determination

Using a punnet square (using mouse fur colour as an example)

Parent phenotype	Black fur 	White fur 
Parent genotype	BB	bb
What gametes are present	In each egg B B	In each sperm b b

Gametes	b	b
B	Bb	Bb
B	Bb	Bb

The probability of black fur offspring phenotype is 100%. All offspring genotypes are heterozygous (Bb).

Crossing two heterozygous mice (Bb)

Gametes	B	b
B	BB	Bb
b	Bb	bb

The probability of black fur is 75% and white fur 25%. The ratio of black to white mice is 3:1

4.6 Inheritance, variation and evolution Part 3

Evolution

A change in the inherited characteristics of a population over time through the process of natural selection.

Over time this results in the formation of new species.

The theory of evolution by natural selection.

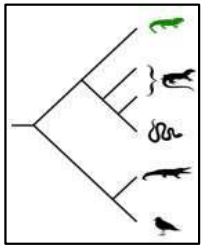
Species of all living things have evolved from simple life forms that first developed 3 billion years ago.

Through natural selection of variants (genotypes) that give rise to phenotypes best suited to their environment or environmental change e.g. stronger, faster. This allows for variants to pass on their genotype to the next generation.

If two populations of one species become so different in phenotype that they can no longer interbreed to produce fertile offspring they have formed two new species.

Darwin's finches

Evolutionary trees are a method used by scientists to show how organisms are related



Use current classification data for living organisms and fossil data for extinct organisms

Selective breeding

The process by which humans breed plants/animals for particular genetic characteristics

Humans have been doing this for thousands of years since they first bred food from crops and domesticated animals.

Selective breeding

Choosing parents with the desired characteristics from a mixed population

Chosen parents are bred together.

⇩

From the offspring those with desired characteristics are bred together.

⇩

Repeat over several generations until all the offspring show the desired characteristics.

Choosing characteristics

Desired characteristics are chosen for usefulness or appearance

Disease resistance in food crops.	
Animals which produce more meat or milk.	
Domestic dogs with a gentle nature.	
Large or unusual flowers.	

Selective breeding can lead to 'inbreeding' where some breeds are particularly prone to disease or inherited defects e.g. British Bulldogs have breathing difficulties.

Classification of living organisms

The full human classification

Carl Linnaeus classified living things	
Kingdom	Animalia
Phylum	Chordata
Class	Mammalia
Order	Primates
Family	Hominidae
Genus	Homo
Species	sapiens

Organisms are named by the binomial system of genus and species. Humans are *Homo sapiens*

Due to improvements in microscopes, and the understanding of biochemical processes, new models of classification were proposed.

Carl Woese

3 domain based on chemical analysis.

Archaea (primitive bacteria), true bacteria, eukaryota.

Evidence for evolution

Evolution is widely accepted. Evidence is now available as it has been shown that characteristics are passed on to offspring in genes.

Fossils and antibiotic resistance in bacteria provide evidence for evolution.

Early forms of life were soft bodied and few traces are left behind and have been destroyed by geological activity, cannot be certain about how life began.

Fossils

'remains' of ancient organisms which are found in rocks

Parts of organism that have not decayed as necessary conditions are absent.

Parts of the organism replaced by minerals as they decay.

Preserved traces of organisms such as footprints, burrows and rootlet traces.

Fossils tell scientists how much or how little different organisms have changed over time.

Extinction

When no members of a species survive

Due to extreme geological events, disease, climate change, habitat destruction, hunting by humans.

Antibiotic resistant bacteria		
	Mutations produce antibiotic resistant strains which can spread	Resistant strains are not killed.
		Strain survives and reproduces.
		People have no immunity to strain and treatment is ineffective.

4.5 Homeostasis and response Part 1

Homeostasis

Homeostasis maintains optimal conditions for enzyme action and all cell functions.

The regulation of internal conditions of a cell or organism to maintain optimum conditions for function.

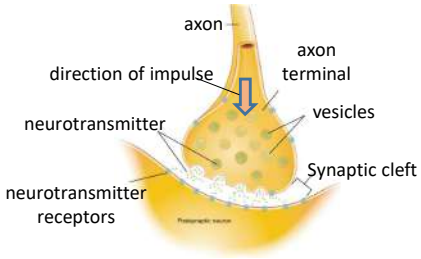
Controls in the human body	Blood glucose concentration	These automatic control systems may involve nervous responses or chemical responses.
	Body temperature	
	Water levels	

Response to internal and external change

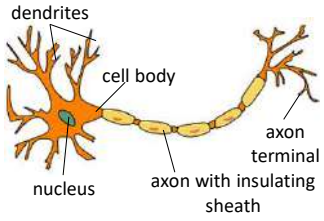
The human nervous system

Enables humans to react to their surroundings and to co-ordinate their behaviour

Human control systems include	Cells called receptors	Detect stimuli (changes in environment).
	Coordination centres	e.g. brain, spinal cord and pancreas that receive information from receptors.
	Effectors	Muscles or glands, which bring about responses to restore optimum levels.



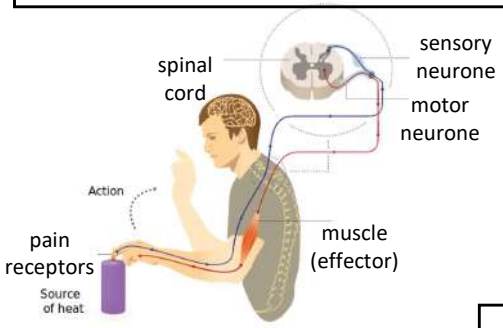
Synapse (gap where two neurones meet).

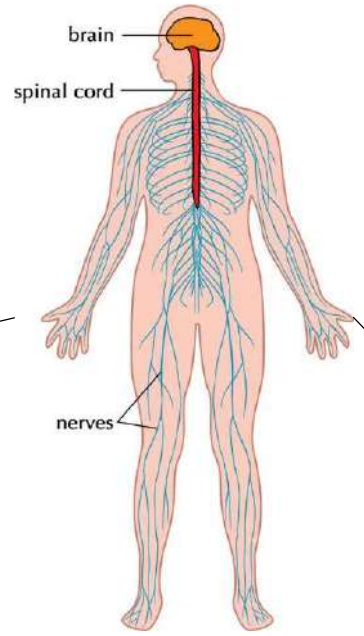


Typical motor neurone

Reflex arc	Receptor	Detect stimuli.
	Sensory neurone	Long axon carries impulse from receptor to spinal cord.
	Synapse	Gap where neurones meet. Chemical message using neurotransmitter.
	Relay neurone	Allows impulses to travel between sensory and motor neurones in the spinal cord.
	Motor neurone	Long axon carries impulse from receptor to effector.
	Effector	Muscle or gland that carries out response.

Reflex actions are automatic and rapid; they do not involve the conscious part of the brain and can protect humans from harm.





Information from receptors passes along cells (neurones) as electrical impulses to the central nervous system (CNS)

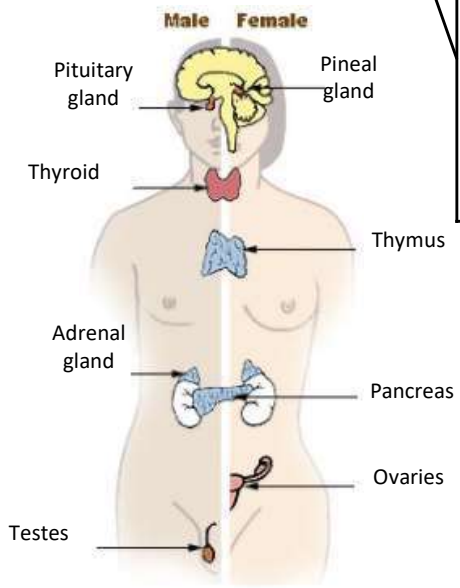
The CNS is the brain and the spinal cord.

Coordinates the response of effectors; muscles contracting or glands secreting hormones

Stimulus	Lights switch on
⇩	⇩
Receptor	Cells in retina
⇩	⇩
Coordinator	CNS
⇩	⇩
Effector	Muscles connected to iris
⇩	⇩
Response	Pupils get smaller

Human endocrine system

Endocrine system	Composed of glands which secrete chemicals called hormones directly into the bloodstream.	The blood carries the hormone to a target organ where is produces an effect. Compared to the nervous system effects are slower but act for longer.



Pituitary gland	‘Master gland’; secretes several hormones into the blood	Stimulates other glands to produce hormones to bring about effects.

4.5 Homeostasis and response Part 2

The use of hormone to treat infertility (HT only)

In Vitro Fertilisation (IVF) treatment.
Involves giving a mother FSH and LH to stimulate the maturation of several eggs
The eggs are collected from the mother and fertilised by sperm from the father in a laboratory. ⇩ The fertilised eggs develop into embryos. ⇩ At the stage when they are tiny balls of cells, one or two embryos are inserted into the mother's uterus (womb).

Potential disadvantages of IVF	Emotional and physical stress.
	Success rates are not high.
	Multiple births risk to mother and babies.

Hormones are used in modern reproductive technologies to treat infertility

FSH and LH are used as 'fertility drugs' to help someone become pregnant in the normal way

Negative feedback (HT only)

Negative feedback (HT only)	Adrenaline	Produced in adrenal glands, increases breathing/heart rate, blood flow to muscles, conversion glycogen to glucose. Prepares body for 'fight or flight'.
	Thyroxine	Produced in the thyroid gland, stimulates the basal metabolic rate. Important in growth and development.

Increasing thyroxine levels prevent the release of thyroid stimulating hormone which stops the release of thyroxine.

Control of blood glucose concentration

(HT) Rising glucose levels inhibit the release of glucagon in a negative feedback system. Insulin is released to reduce glucose levels and which cause the pancreas to release glucagon

Blood glucose concentration	
Monitored and controlled by the pancreas	
Too high	**(HT only)** Too low
Pancreas produces the hormone insulin, glucose moves from the blood into the cells. In liver and muscle cells excess glucose is converted to glycogen for storage.	Pancreas produces the hormone glucagon that causes glycogen to be converted into glucose and released into the blood.

Diabetes	
Type 1	***Type 2***
Pancreas fails to produce sufficient insulin leading to uncontrolled blood glucose levels. Normally treated by insulin injection.	Obesity is a risk factor. Body cells no longer respond to insulin. Common treatments include changing by diet and increasing exercise.

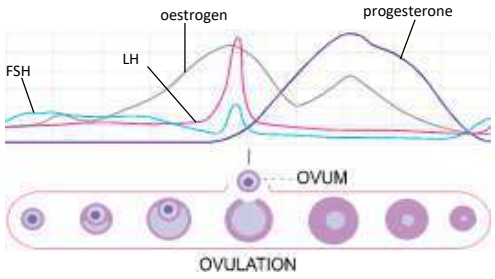
Contraception

Fertility can be controlled by hormonal and non hormonal methods	Oral contraceptives	Contain hormones to inhibit FSH production so that no eggs mature.
	Injection, implant, skin patch	For slow release of progesterone to inhibit the maturation and release of eggs for months or years.
	Barrier methods	Condoms or diaphragms which prevent sperm reaching the egg.
	Intrauterine devices	Prevent implantation of an embryo or release a hormone.
	Spermicidal agents	Kill or disable sperm.
	Abstaining	Avoiding intercourse when an egg may be in the oviduct.
	Surgery	Male or female sterilisation.

Hormones in human reproduction

During puberty reproductive hormones cause secondary sexual characteristics to develop	
Oestrogen (main female reproductive hormone)	Testosterone (main male reproductive hormone)
Produced in the ovaries. At puberty eggs being to mature releasing one every 28 days – ovulation.	Produced in the testes stimulation sperm production.

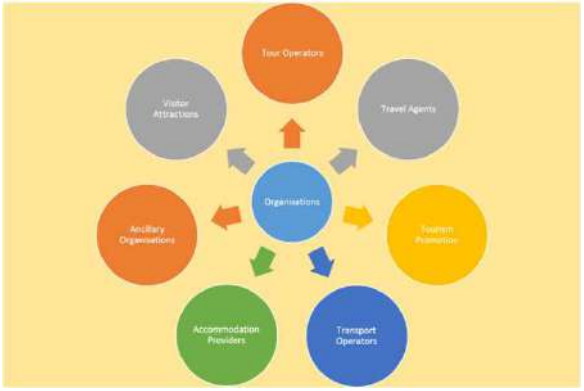
(HT only) a graph of hormone levels over time



Menstrual cycle	Follicle stimulating hormone (FSH)	Causes maturation of an egg in the ovary.	(HT) FSH stimulates ovaries to produce oestrogen.
	Luteinising hormone (LH)	Stimulates release of an egg.	(HT) Oestrogen stops FSH production and stimulates LH production in pituitary gland.
	Oestrogen and progesterone	Maintain uterus lining.	

KS4 Travel and Tourism Knowledge Organisers

Travel and Tourism - Year 10 Term 1 – Understanding the Travel and Tourism Industry



Tourism is when people travel to, and stay in, places away from their home for leisure, business and other purposes.

Tourists are people who are travelling or visiting a place for pleasure.

Travel is going from one place to another, typically over a distance of some length.

- Facility - a place you can visit or use.
- Service - an action that you pay for or expect to be freely provided for you
- Product - a thing that you can buy

Consumer Technologies			
1	Websites	9	Webcams
2	Applications (apps)	10	Animatronics
3	Voice Recognition	11	p2p (peer to peer)
4	Advanced Booking Systems	12	IoT (internet of things)
5	Wearable Devices	13	VR (virtual reality)
6	GPS Technology	14	AR (augmented reality)
7	Touch Screens	15	AI (artificial intelligence)
8	Intelligent Keys		

<u>The Common Aims of Visitor Attractions</u>

1. Enhance the Visitor Experience
2. Ensure continued Safety and Security
3. Deliver Customer Service
4. Improve sustainability
5. Increase Visitor Spend
6. Support preservation and conservation

Domestic Tourism = Taking holidays and trips in your own country

Outbound Tourism = Travelling to a different country for a visit or holiday

Inbound Tourism = Visitors from overseas coming into the country

<u>Interrelationships</u> are when there is a close relationship or partnership between two or more travel and tourism organisations for their mutual benefit.

<u>Interdependencies</u> are when travel and tourism organisations rely on one another in order to carry out their own roles.

Visitor Types

Groups e.g. coach parties
Families e.g. with young/older children
Visitors of different ages e.g. people in their 70's
Visitors of different cultures e.g. Muslim visitors
Non English Speaking Visitors e.g. people visiting from China
Visitors with specific needs i.e. a person in a wheelchair, hearing impaired etc.
Domestic Visitors i.e. visitors from the UK
Inbound visitors e.g. visitors from outside the UK

Travel and Tourism - Year 10 Term 2 – No Knowledge Organiser

Students are completing the Controlled Conditions Assessment of Unit 1 - Understanding the Travel and Tourism Industry.

Travel and Tourism - Year 10 Term 3 – Customer Needs in Travel and Tourism

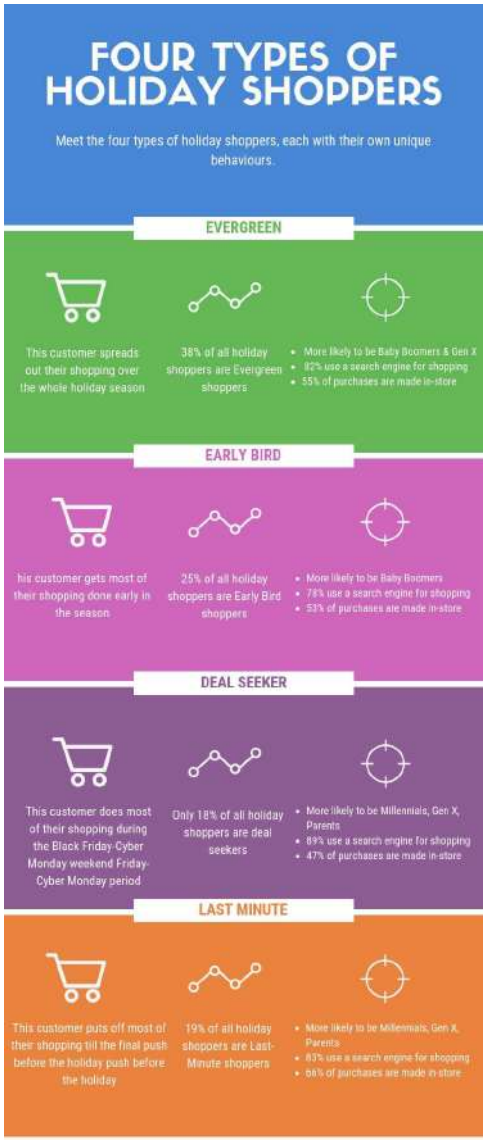
<u>The Aims of Customer Service</u>
Customer service is not just something which is nice to have, it is essential to a travel and tourism.
Meeting Customer Needs
Meeting Operational Targets
Increasing Profits
Creating New Business
Encouraging Repeat Business

<u>Types of Primary Research</u>

Questionnaires and Surveys	Face to face Telephone Post Website/social media
2. Visits or Observations	
3. Formal or Informal Interviews	Chats with individuals Focus groups

<u>Measuring Customer Satisfaction</u>

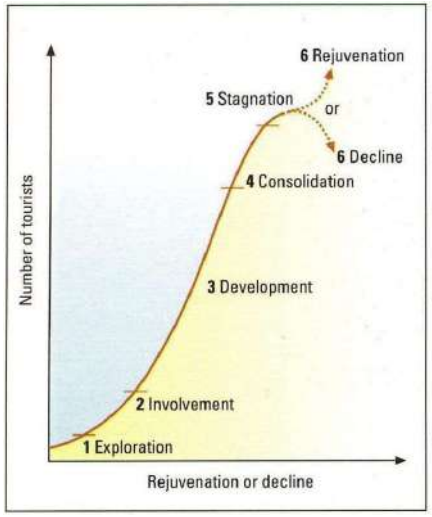
It is not enough to have customers who are satisfied. Organisations need to go one step further and try to exceed expectations. Customer reviews can help to generate sales for travel and tourism organisations. They are a trusted source of information for potential customers who will read reviews on sites such as Tripadvisor, Booking.com, Facebook and Google before visiting a visitor attraction, booking a holiday or a hotel. Businesses often link themselves to these review websites so they can have a stronger online presence.



Travel and Tourism - Year 11 Term 1 – No Knowledge Organiser

Students are completing the Controlled Conditions Assessment of Unit 2 – Customer Needs in Travel and Tourism.

Travel and Tourism - Year 11 Term 3 – Influences on Global Travel and Tourism



Butler Model
aka
Stage Model
aka
Life Cycle Model

1. **Exploration –** a small number of tourists, new location, exotic adventurous travel, minimal impact.
2. **Involvement –** destinations become better known, improvements in tourist infrastructure, local involvement in tourism may begin.
3. **Development** – inward investment takes place, tourism becomes big business, firms from MEDCs control, manage and organise tourism leading to increased package holidays and less local involvement.
4. **Consolidation** – tourism established as important industry, former agricultural land used for hotels, facilities such as beaches may be reserved for tourists. Resentment begins and growth rate decelerates.
5. **Stagnation** – increased local opposition and awareness of problems tourism creates, fewer tourists arrive.
6. **Decline** – popularity lessens, tour operators leave ***or*** **Rejuvenation** – secondary growth spurt, new tourists may be different socio-economic group.

	Positive	Negative
Economic	• Contributes to income and standard of living • Improves local economy • Increases employment opportunities • Increases tax revenues • Creates new business opportunities	• Increases price of goods and services • Increases price of land and housing • Increases cost of living • Increases potential for imported labour • Seasonal tourism creates high-risk, under- or unemployment issues
Environmental	• Protection of selected natural environments or prevention of further ecological decline • Preservation of historic buildings and monuments • Improvement of the area's appearance (visual and aesthetic)	• Pollution (air, water, noise, solid waste, and visual) • Loss of natural landscape and agricultural lands to tourism development • Loss of open space • Destruction of flora and fauna
Social/Cultural	• Improves quality of life • Facilitates meeting visitors (educational experience) • Positive changes in values and customs • Promotes cultural exchange • Increases demand for historical and cultural exhibits	• Language and cultural effects • Unwanted lifestyle changes • Displacement of residents for tourism development • Negative changes in values and customs • Exclusion of locals from natural resources