
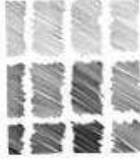




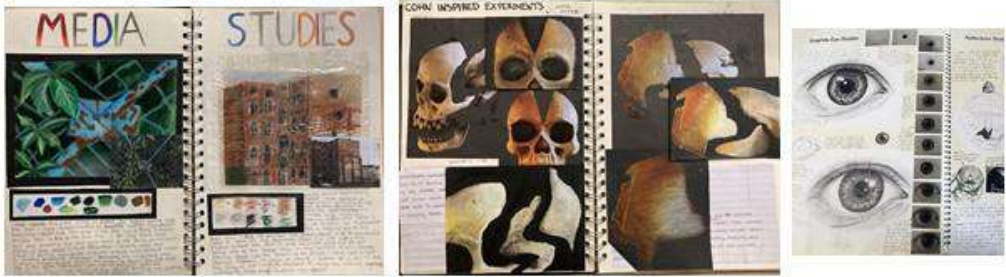


ART Knowledge Organiser. Year 11: Independent projects					
<b>LINE</b> 	<b>TONE</b> 	<b>PATTERN</b> 	<b>TEXTURE</b> 	<b>FORM</b> 	<b>COLOUR</b> 
<b>What will they learn? (overview of knowledge)</b> Students will be researching a chosen title and producing a sketchbook on this theme. They will be researching, experimenting, recording (drawing, writing) and producing a final piece.			<b>What skills will they learn/develop?</b> <ul style="list-style-type: none"> <li>• How to create a GCSE project</li> <li>• Research skills</li> <li>• Experimenting with different materials</li> <li>• Drawing, photography, writing</li> <li>• Final piece planning and execution</li> </ul>		
<b>Support/Challenge:</b> Artsy.net Saatchiart.com Nationalgallery.org.uk Tate.org.uk <a href="https://www.trendhunter.com/">https://www.trendhunter.com/</a> - 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		







### Databases

A **database** is a collection of **data** stored in an organised and logical way. Data are stored in **tables** and tables are made up of **records** (rows) which can have 1 more **attributes** (columns). An example of a table is given here:

Student ID	First Name	Surname	DateOfBirth	FormTutor
712	Bart	Simpson	1/4/10	Principal Skinner
423	Lisa	Simpson	20/5/12	Mrs Krabapple
917	Ralph	Wiggum	16/6/10	Mrs Krabapple
124	Nelson	Muntz	14/9/09	Principal Skinner

### ENTITY

Each table contains information about an **entity**. A database entity is an object, person, item or thing about which you want the data stored. Examples of database entities are:

Person entity	Object entity	Item entity
✓ Customer	✓ Book	✓ Sale transaction
✓ Employee	✓ Car	✓ Appointment
✓ Student	✓ House	
✓ Teacher		

### DATA

Data are atomised facts, values and observations that are stored in a database. That is they cannot be broken up further. Data can be stored as any data type.

Field	Student ID	First Name	Height	Date of Birth	Had Flu Vaccination?
<b>Date Type</b>	<i>Integer/number</i>	<i>Text/string</i>	<i>Real/float</i>	<i>date</i>	<i>Boolean – Yes/no or true/false</i>
<b>Record 1</b>	712	Bart	1.35	1/4/2010	True
<b>Record 1</b>	423	Lisa	1.16	20/5/2012	True
<b>Record 1</b>	917	Ralph	1.05	16/6/2010	False

### RECORD

A record is a single row in a table that can have data stored as 1 or more fields (columns). A record needs to be uniquely identifiable and needs an entity identifier which in this example is Student ID. A table contains multiple records. The following example contains 4 records.

StudentID	FirstName	Surname	DateOfBirth	FormTutor
712	Bart	Simpson	1/4/10	Principal Skinner
423	Lisa	Simpson	20/5/12	Mrs Krabapple
917	Ralph	Wiggum	16/6/10	Mrs Krabapple
124	Nelson	Muntz	14/9/09	Principal Skinner

The **Student ID** field contains unique values for each record; this means that each value is different. The **Surname** field does not contain unique values. For instance, *Simpson* appears twice.

### FIELD

Fields / attributes form the columns of the database table and refer to the characteristics of a record. For instance, the fields of the table below include:

- ✓ Student ID
- ✓ First name
- ✓ Surname
- ✓ Date of Birth
- ✓ Form tutor

### Fields

Student ID	First Name	Surname	Date of Birth	Form Tutor
712	Bart	Simpson	1/4/10	Principal Skinner
423	Lisa	Simpson	20/5/12	Mrs Krabapple
917	Ralph	Wiggum	16/6/10	Mrs Krabapple
124	Nelson	Muntz	14/9/09	Principal Skinner

### DATA REDUNDANCY

Data redundancy occurs when the same data are stored in multiple places and so we have repeating data. As a result more space is needed to store the same values several times which is not efficient. In the table below notice how the Author Name fields are repeated.

BookID	Title	FirstName	Surname
1	Fantastic Beasts and Where to Find Them	J.K.	Rowling
2	Harry Potter and the Chamber of Secrets	J.K.	Rowling
3	Harry Potter and Order of the Phoenix	J.K.	Rowling
4	The BFG	Roald	Dahl
5	Going Solo	Roald	Dahl
6	Danny Champion of the World	Roald	Dahl
7	War Horse	Michael	Morpurgo
8	Private Peaceful	Michael	Morpurgo

### DATA INCONSISTENCY

Data inconsistency occurs when data pertaining to the same object are in fact stored in a different format. For instance, JK. Rowling and Joanne Rowling refer to the same person, but the database may record these as two separate authors.

BookID	Title	FirstName	Surname
1	Fantastic Beasts and Where to Find Them	JK	Rowling
2	Harry Potter and the Chamber of Secrets	Joanne	Rowling
3	Harry Potter and Order of the Phoenix	Joanne	Rowling
4	The BFG	Roald	Dahl
5	Going Solo	Roald	Dahl
6	Danny Champion of the World	Roald	Dahl
7	War Horse	Michael	Morpurgo
8	Private Peaceful	Michael	Morpurgo

### RELATIONAL DATABASES

Complex databases can be made up of multiple tables linked together by shared values called a key. These relational databases make it easier to search and find information that you want. Relational databases reduce the amount of duplication (redundancy) of data and reduces inconsistencies in the data.

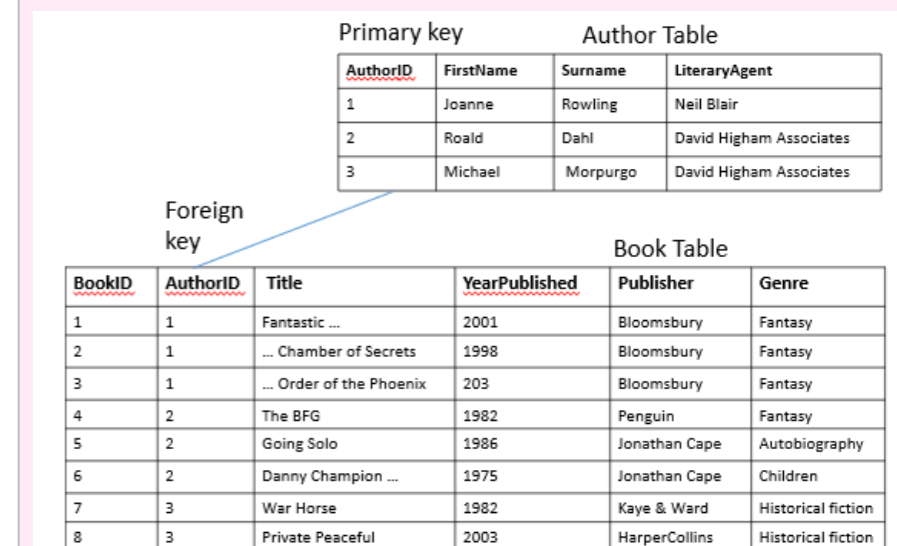
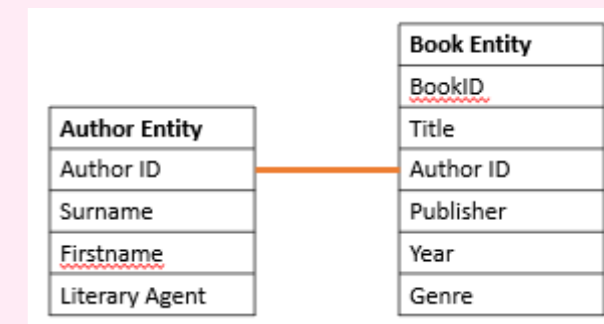
### PRIMARY KEY

All tables have a field that is the primary key and uniquely identifies each record. This is also known as entity identifier

### FOREIGN KEY

These are primary keys that are held as fields in other tables to cross reference tables. They allow tables to be linked together.

For instance, in a book database with two tables including Author table and Book table, AuthorID is primary key in Author table and is used to cross-reference with the AuthorID in the book table which is the foreign key so the two tables can be linked.





### STRUCTURED QUERY LANGUAGE

We will use this book table in the examples that follow.

Book ID	Title	Author	Year Published	Publisher	Genre
1	Fantastic Beasts and Where to Find Them	JK Rowling	2001	Bloomsbury	Fantasy
2	Harry Potter and the Chamber of Secrets	JK Rowling	1998	Bloomsbury	Fantasy
3	Harry Potter and Order of the Phoenix	JK Rowling	2003	Bloomsbury	Fantasy
4	The BFG	Roald Dahl	1982	Penguin	Fantasy
5	Going Solo	Roald Dahl	1986	Jonathan Cape	Autobiography
6	Danny Champion of the World	Roald Dahl	1975	Jonathan Cape	Children
7	War Horse	Michael Morpurgo	1982	Kaye & Ward	Historical fiction
8	Private Peaceful	Michael Morpurgo	2003	HarperCollins	Historical fiction

#### SELECT

To retrieve data from the table

To retrieve all records data from the table we can use the SELECT statement with the wild card operator \*.

```
SELECT *
FROM tableName
```

#### EXAMPLPE

```
SELECT *
FROM book
```

#### RETRIEVED DATA

1	Fantastic Beasts ..	JK Rowling	2001	Bloomsbury	Fantasy
2	..Chamber of Secrets	JK Rowling	1998	Bloomsbury	Fantasy
3	.. Order of the Phoenix	JK Rowling	2003	Bloomsbury	Fantasy
4	The BFG	Roald Dahl	1982	Penguin	Fantasy
5	Going Solo	Roald Dahl	1986	Jonathan Cape	Autobiography
6	Danny Champion ..	Roald Dahl	1975	Jonathan Cape	Children
7	War Horse	Michael Morpurgo	1982	Kaye & Ward	Historical fiction
8	Private Peaceful	Michael Morpurgo	2003	HarperCollins	Historical fiction

We can also choose the fields that we wish to retrieve:

```
SELECT field1, field2, ...
FROM tableName
```

#### EXAMPLE

```
SELECT Author, Title
FROM book
```

#### RETRIEVED DATA

Fantastic Beasts and Where to Find Them	JK Rowling
Harry Potter and the Chamber of Secrets	JK Rowling
Harry Potter and Order of the Phoenix	JK Rowling
The BFG	Roald Dahl
Going Solo	Roald Dahl
Danny Champion of the World	Roald Dahl
War Horse	Michael Morpurgo
Private Peaceful	Michael Morpurgo

We can sort the output of our SELECT statement by using the ORDER BY clause. ASC and DESC refer to sorting ascending and descending alphabetically or numerically of a specified field.

```
ORDER BY fieldname ASC|DESC
```

#### EXAMPLE SORT ASCENDING

```
SELECT Author, Title
FROM book
ORDER BY Title ASC
```

Danny Champion of the World	Roald Dahl
Fantastic Beasts and Where to Find Them	JK Rowling
Going Solo	Roald Dahl
Harry Potter and the Chamber of Secrets	JK Rowling
Harry Potter and Order of the Phoenix	JK Rowling
Private Peaceful	Michael Morpurgo
The BFG	Roald Dahl
War Horse	Michael Morpurgo

#### EXAMPLE SORT DESCENDING

```
SELECT Author, Title
FROM book
ORDER BY Title DESC
```

War Horse	Michael Morpurgo
The BFG	Roald Dahl
Private Peaceful	Michael Morpurgo
Harry Potter and Order of the Phoenix	JK Rowling
Harry Potter and the Chamber of Secrets	JK Rowling
Going Solo	Roald Dahl
Fantastic Beasts and Where to Find Them	JK Rowling
Danny Champion of the World	Roald Dahl

#### WHERE CLAUSE

We can filter our selection using the WHERE clause

```
WHERE fieldname operator value
```

Operator	Description
=	Value equal to
!=	Value not equal to
<	Value less than
>	Value greater than
<=	Value less than or equal to
>=	Value greater than or equal to

#### SELECT USING WHERE CLAUSE

```
EXAMPLE 1 – SELECT BOOKS WRITTEN SINCE 2000
SELECT Title, Author, yearPublished
```

```
FROM book
WHERE YearPublished > 2000
```

Fantastic Beasts and Where to Find Them	JK Rowling	2001
Harry Potter and Order of the Phoenix	JK Rowling	2003
Private Peaceful	Michael Morpurgo	2003

#### EXAMPLE 2 – SELECT BOOKS WRITTEN BY MICHAEL MORPURGO

```
SELECT Title, Author
FROM book
WHERE Author = "Michael Morpurgo"
```

Notice how the author name is in speech marks because it is a string datatype.

War Horse	Michael Morpurgo
Private Peaceful	Michael Morpurgo

#### EXAMPLE 3 – SELECT BY DATE

```
WHERE Date < #1/1/2010#
For data type date you need to use #. Eg
```

#### BOOLEAN OPERATORS

We can use Boolean and relational operators with the WHERE clause if we have multiple conditions that need to be met.

Operator	Description
OR	Allows us to combine multiple conditions. Any of the conditions can be true for the overall expression to return true
AND	Allows us to combine multiple conditions. All conditions need to be true for the overall expression to return true
NOT	Reverses the value of a condition. If it is true it will be false and vice versa

#### EXAMPLE – SELECT ALL BOOKS WRITTEN BY MICHAEL MORPURGO SINCE 2016

```
SELECT Title, Author FROM book
WHERE Author="Michael Morpurgo"
AND YearPublished > 2000
```

Private Peaceful	Michael Morpurgo
------------------	------------------

#### UPDATE - TO UPDATE RECORDS IN A DATABASE

To make changes to a record that is already in a table we can use the UPDATE statement.

#### EXAMPLE 1: Update the book table to change the genre of all fields to Children

```
UPDATE book
SET Genre="Children"
```

#### EXAMPLE 2: Update the book table to change the author name from JK Rowling to Joanne Rowling.

```
UPDATE book
SET Author="Joanne Rowling"
WHERE Author="JK Rowling"
```





Book ID	Title	Author	Year Published	Publisher	Genre
1	Fantastic Beasts .	Joanne Rowling	2001	Bloomsbury	Children
2	Harry Potter ..	Joanne Rowling	1998	Bloomsbury	Children
3	Harry Potter ..	Joanne Rowling	2003	Bloomsbury	Children
4	The BFG	Roald Dahl	1982	Penguin	Children
5	Going Solo	Roald Dahl	1986	Jonathan Cape	Children
6	Danny .	Roald Dahl	1975	Jonathan Cape	Children
7	War Horse	Michael Morpurgo	1982	Kaye & Ward	Children
8	Private Peaceful	Michael Morpurgo	2003	HarperCollins	Children

**INSERT INTO - ADDING NEW RECORDS**

INSERT INTO is a commonly used command in SQL for adding new records to database tables. To insert all attributes for a table we can use:

```
INSERT INTO table
VALUES (value1, value2,...)
```

**EXAMPLE**

```
INSERT INTO book
VALUES ('Boy', 'Roald Dahl', 1984, 'Penguin',
'Autobiography')
```

Sometimes we do not enter data into every field. Instead we can explicitly state which fields we would like to add the data to.

```
INSERT INTO table (field1, field2,...)
VALUES (value1, value2,...)
```

The values correspond to the fields in the table i.e.:

- ✓ Field 1: Book ID
- ✓ Field 2: Title
- ✓ Field 3: Author
- ✓ Field 4: YearPublished
- ✓ Field 5: Publisher
- ✓ Field 6: Genre

**EXAMPLE**

```
INSERT INTO book (Title, Author, YearPublished,
Publisher, Genre) VALUES ('Boy', 'Roald Dahl', 1984,
'Penguin', 'Autobiography')
```

**DELETING RECORDS**

To delete a record we specify which record(s) from which table we wish to remove.

```
DELETE FROM table WHERE condition
```

**EXAMPLES**

Remove all books

```
DELETE FROM book
DELETE * FROM book
```

The WHERE clause is used to filter records so that we do not apply a statement to a whole table.

Remove all books written by JK Rowling:

```
DELETE FROM book WHERE Author='JK Rowling'
```

Remove all books written by Michael Morpurgo and written before 2000

```
DELETE FROM book WHERE Author='Michael Morpurgo' AND
YearPublished < 2000
```

**SELECT ATTRIBUTES FROM MULTIPLE TABLES**

So far we have looked at a database made up of a single table. databases can be made up of multiple tables. We can link tables together using primary keys and foreign keys. We can use SQL statements to select data from multiple tables. When selecting the data from multiple tables we need to specify the name of the table from which each attribute we are wishing to retrieve.

We will use the following database table as an example case study.

Primary key		Author Table	
AuthorID	FirstName	Surname	LiteraryAgent
1	Joanne	Rowling	Neil Blair
2	Roald	Dahl	David Higham Associates
3	Michael	Morpurgo	David Higham Associates

Foreign key		Book Table			
BookID	AuthorID	Title	Surname	YearPublished	Publisher
1	1	Fantastic Beasts and Where to Find Them	2001	Bloomsbury	Fantasy
2	1	Harry Potter and the Chamber of Secrets	1998	Bloomsbury	Fantasy
3	1	Harry Potter and Order of the Phoenix	203	Bloomsbury	Fantasy
4	2	The BFG	1982	Penguin	Fantasy
5	2	Going Solo	1986	Jonathan Cape	Autobiography
6	2	Danny Champion of the World	1975	Jonathan Cape	Children
7	3	War Horse	1982	Kaye & Ward	Historical fiction
8	3	Private Peaceful	2003	HarperCollins	Historical fiction

We need to specify that we only wish to select the records where the primary key and foreign key match.

**EXAMPLES**

Retrieve data book title and author surname

```
SELECT book.Title, author.Surname
FROM author, book
WHERE author.AuthorID=book.AuthorID
```

Fantastic Beasts and Where to Find Them	JK Rowling
Harry Potter and the Chamber of Secrets	JK Rowling
Harry Potter and Order of the Phoenix	JK Rowling
The BFG	Roald Dahl
Going Solo	Roald Dahl
Danny Champion of the World	Roald Dahl
War Horse	Michael Morpurgo

Private Peaceful	Michael Morpurgo
------------------	------------------

Retrieve book title and author surname where genre is *fantasy*

```
SELECT book.title, author.surname
FROM author, book
WHERE author.AuthorID=book.AuthorID
AND book.Genre="Fantasy"
```

Fantastic Beasts and Where to Find Them	JK Rowling
Harry Potter and the Chamber of Secrets	JK Rowling
Harry Potter and Order of the Phoenix	JK Rowling
The BFG	Roald Dahl

Retrieve book title and author surname where genre is fantasy and sort in descending order Title

```
SELECT book.title, author.surname
FROM author, book
WHERE author.AuthorID=book.AuthorID
AND book.Genre="Fantasy"
ORDER BY title DESC
```

The BFG	Roald Dahl
Harry Potter and Order of the Phoenix	JK Rowling
Harry Potter and the Chamber of Secrets	JK Rowling
Fantastic Beasts and Where to Find Them	JK Rowling





**AO1- Research and interpreting the text**

- Highly developed **explanation of the demands** of both extracts from the text.
- Highly developed **explanation of the artistic intention** for the performance
- Accomplished **approach to preparing** for the performance.

**1. WHAT ARE THE MAJOR DEMANDS OF THE TEXT?**  
 You should consider the structure of the extracts in the context of the whole performance text and the original intentions of the playwright.

You should be aware of the following:

- The name of the text, playwright and when was it written.
- The style and genre of the text.
- The themes and context of the text
- The original intentions of the playwright.
- How the text originally performed.
- The structure of the text.
- Where your extract/s features within the plot and structure.
- The challenges of the text and extract/s.

**4. HOW DO YOU WANT THE AUDIENCE TO RESPOND TO YOUR PRESENTATION OF THE EXTRACT/S AS AN ACTOR OR DESIGNER?**  
 Give specific examples from each extract/s.

You should be aware of the following:

- The impact you hope the artistic vision will have on the audience.
- The moments of your performance or design that you hope will have the most impact on the audience.
- The feelings you want your audience to have and why.
- The thoughts you want your audience to have and why.

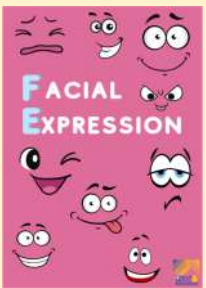
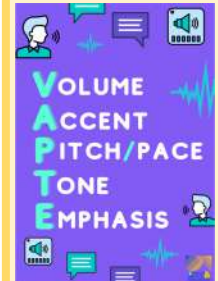
**2. WHAT IS YOUR ARTISTIC VISION FOR THE EXTRACT/S?**

You should be aware of the following:

- The artistic vision of your group for your extract/s
- The justifications for your artistic vision.
- How your artistic vision links to the themes and context of the text.
- How your artistic vision links to the style and genre of the text.
- How your artistic vision will contribute to the communication of meaning to the audience.
- How your artistic vision will contribute to the mood and atmosphere in your extract/s.
- The similarities and/or differences between your artistic vision and the intentions of the playwright.

**3. HOW DID YOU DEVELOP YOUR ROLE/S OR DESIGN/S?**

You should be aware of the following:



Refer to performance skills you will use

- As an actor**
- Semiotics
  - Use of language
  - Gesture
  - Expression

For both actors & designers consider **HOW you prepare for the performance as you must give specific detailed examples!**

- As a designer**
- Proxemics
  - Mood
  - Supporting characters
  - Supporting chosen genre and style



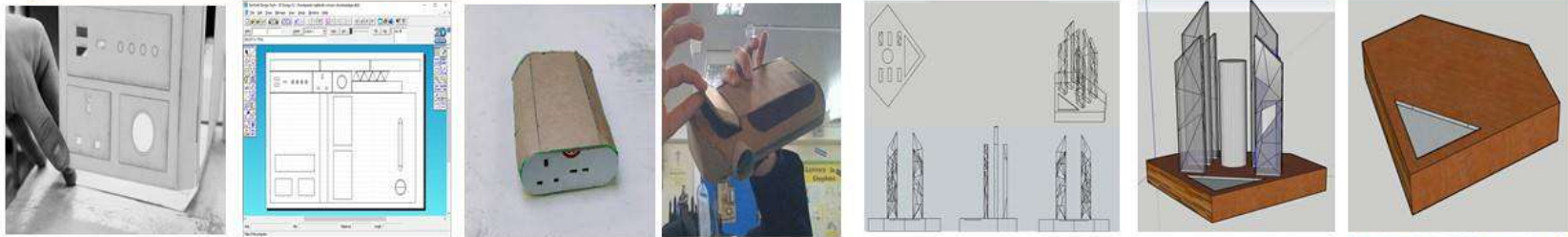




**What will I learn:**

**NEA Course folder:**

- Initial Design Sketching base on Designer Research
- Design Development
- Modelling 2D Draw, CAD and CAM
- Orthographic Drawing and Development
- Cutting List



**Comprise:**

- Core Technical Principles
- Specialist Technical Principles
- Designing and Making Principles
- Assessments
- D/T Maths

Component 1: Title <b>Written Paper</b>	50%	Untiered	<ul style="list-style-type: none"> <li>• Single paper of 2 hours duration</li> <li>• 100 marks</li> <li>• Questions vary from MCQs to extended response</li> </ul>
Component 2: Title <b>Non-Examined Assessment</b>	50%	Untiered	<ul style="list-style-type: none"> <li>• 100 marks</li> <li>• Single design and make task</li> <li>• Select from a range of given contexts</li> </ul>

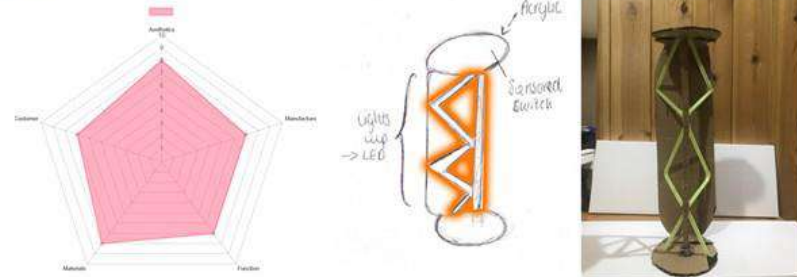
Duration: 2 hours and 2hrs. 30hr in total. Delivery of the theory in this instance will align with the NEA coursework

**TERM 2 : NEA Course folder Jan 2023-March 2024**

- Practical Making of Prototype
- Product Final Prototype- Evaluated against specification
- Testing and Evaluation of Product
- Client Feedback

**TERM 2 –TERM3 : Jan 2024 until June Written Exam**

- Weekly Revision and Exam Practise of Past Papers





## Production of final prototype

Process	Time req.	Time used	Tools	Quality Control	Safety measures
Laser cutting 3mm acrylic sheets - Tedssoft 2D Designer will be used to design the cuts given the dimensions established for the chosen model	2 hours	2.5 hours	CO2 Laser Cutter, Computer, extractor fan	Cuts will be measured and compared to the dimensions set in the CAD software to ensure the parts are within tolerance	Extractor fan must be running and laser power and speed settings must be set properly to avoid fire risks.
Bending corners of laser cut acrylic with hot wire strip heater - Sections to be bent will be marked and heated for a specified amount of time and will be bent accurately with a jig.	30 minutes	1 hour	Hot wire strip heater, jig, Pen	Accurate laser cut 45 degree jigs will be used to ensure tolerances are correct, ruler will be used to ensure bends are spaced apart evenly	Check for any loose clothing to make sure it doesn't get into the hot wire, care must be taken when around the hot wire strip heater, power off when not used.
Connecting pieces using acrylic cement - will be used to bond pieces of acrylic together to form the prototype, space constraints meant it could not be made in one piece. One panel can be left off and attached later to allow electronics and other parts to be put into the product, then can be finished.	4 hours	6 hours	Acrylic cement, clamps, jigs, goggles, disposable	45 degree jigs and clamps can be used to keep the pieces in place as the cement cures, keeping tolerances intact to ensure panels and pieces fit together well.	Goggles and gloves must be used when handling the acrylic cement as it can cause irritation, the cement must be used in a ventilated room because of vapour.
The acrylic is coated either a rubberised spray or rubberised sheet that provides extra durability to the surface of the product, masking over areas which are not sprayed.	2 hours	3 hours	Rubberised spray or sheet, adhesive	Areas to not be sprayed over must be masked over, sheet must be cut to tight tolerances to not make any overhangs or gaps in the material	Aerosol sprays are to only be used in ventilated areas and could cause skin damage, goggles and disposable gloves should be worn.
Inlet spout and cap can be added, as well as a basic tap for output of water, creation of holes required using coping saw and files to produce a usable finish. The bottle neck and tap can be attached using adhesive.	1 hour	1 hour	Bottle cap and neck or similar, small tap, plastic container for water, rubber tubing, coping saw, files, adhesive, pencil	Pencil marks can be used to help accurately cut out holes required, tolerance between filing and distance to the pencil mark has to be monitored to allow for bottle neck to fit and make a good seal having used adhesives.	Coping saw requires close attention when using, no loose clothing/hair, dust from filing shouldn't be inhaled so a face mask can be worn, care should be taken around adhesives as fumes can be toxic and adhesives can be skin irritants





**Reading and Planning (5-10 mins):**

Annotate for key language techniques and key structural techniques.

Read the sources very carefully. Source A and B.

**Language features**

It's really important to know as many language features or techniques as you can, but it's even more important to know how they can affect a reader. You might be able to name 10-15 language features really easily, but if you put "it makes the reader want to read on" then you're not really discussing the effects of the feature on the reader. Go one step beyond and learn the effects of different features! If you're really struggling with this, many teachers will talk about DAFORREST which is an acronym made up of different language features used in non-fiction writing.

<p>Simile</p>	<p>Using <b>like/as</b> to compare one thing to another.  <b>The man was <u>as</u> tall as a skyscraper.</b>  <b>She moved <u>like</u> a snail!</b></p> <p>Similes help readers to picture a particular object, person or place by <b>comparing something they don't know to something they do</b>. They can also be used for <b>exaggeration</b>.</p>	<p>This where a number of words begin with the same letter or sound.  <b>The <u>ang</u>ry, <u>agg</u>ressive <u>ard</u>vark <u>ate</u> all the <u>ap</u>ricots.</b>  <b>Mr <u>W</u> wrote <u>w</u>ildly on the <u>w</u>hiteboard.</b></p> <p>Alliteration creates a memorable sound in the readers' head that means they notice that particular line more or they can remember it quite well. <b>This means it can be used to emphasise a particular point, idea or feeling.</b></p>
<p>Metaphor</p>	<p>Transforming one thing into another.  <b>He <u>was</u> a <u>monster truck</u> on the football field.</b>  <b>She <u>is over the moon</u> about her exam results.</b></p> <p>Metaphors help readers to picture a particular object, person or place by <b>transforming them into something they understand better</b>. They can also be used for <b>exaggeration</b>.</p>	<p>Nouns and Verbs</p> <p>Nouns are people, places or objects. E.g. <b>table, window, ceiling, computer, Birmingham, etc.</b>          Verbs are actions or 'doing words'. E.g. <b>run, skip, jumping, arguing, shouting, cry, crying, etc.</b></p> <p>Both can be used carefully to evoke or give off certain emotions or feelings.</p>
<p>Personification</p>	<p>This is a type of metaphor, where something <b>non-human</b> is described in a <b>human way</b>.  <b>The wind <u>whistled</u> past his face.</b>  <b>The trees <u>danced</u> in the breeze.</b></p> <p>Metaphors help readers to picture a particular object or place by <b>transforming them into something they understand better</b>. They can also be used for <b>exaggeration</b>.</p>	<p>Adjectives and Adverbs</p> <p>Adjectives are words that <b>describe nouns</b>.          E.g. <b>tall, short, wide, skinny, ugly, beautiful, amazing, spectacular, boring, etc.</b></p> <p>Adverbs are words that describe <b>verbs</b>.          E.g. quickly, amazingly, powerfully, slowly, shockingly. They usually end in <b>ly</b>.</p> <p>These are both used to add to <b>descriptions</b> and help <b>build specific images or feelings in the readers' heads</b>.</p> <p>The <b>terrifying, disgusting, powerful</b> monster <b>quickly and sharply</b> jumped off the building.</p>

<p>Repetition</p>	<p>Repetition is where you repeat a word, phrase or idea again and again.</p> <p>E.g. "Run! Run! Run!" she shouted at him.</p> <p>Repetition helps to stick an idea in the readers' heads or helps to emphasise a particular idea or feeling.</p>	<p>Rhetorical questions</p> <p>This is a question that is asked in order to create a dramatic effect or to make a point rather than to actually get an answer.</p> <p>Example: Why had they put me in this place?</p>
<p>Direct Address</p>	<p>This is where a writer will speak directly to their readers in their writing, often using the pronoun 'you'.</p> <p><b>You must see that this kind of inaction is wrong, you can do something to change it.</b></p> <p>Direct address makes the reader feel involved in the text, that they have a sense of responsibility for the topic the writer is explaining, arguing or persuading about. Direct address is a very common technique used in speeches as well.</p>	<p>Facts and Statistics</p> <p>These are used to make a piece of writing sound more serious or official.          Statistics and facts help to back up opinions and make them sound more authoritative.</p> <p>E.g. <b>75% of all statistics are made up on the spot.</b></p>
<p>Opinions</p>	<p>It's important to know the differences between facts and opinions when it comes to Paper 2. An opinion is a belief that cannot be proven, but facts are statements of truth that can be proven.</p> <p><b>Liverpool are the best team in the world – opinion</b>  <b>Liverpool beat Crystal Palace 4-3 in January 2019 – fact</b></p> <p><b>How do the writers in your two exam texts use facts and opinions? Do they get across a sense of bias or seeming to favour one side of an argument?</b></p>	<p>Hyperbole</p> <p>Exaggerated ideas that aren't meant to be taken literally or at face value.</p> <p><b>Example: This is the worst day of my life.</b></p> <p>You see, it probably isn't the worst day of your life, but the use of hyperbole accentuates the point that this was an awful day.</p>
<p>Triplets</p>	<p>Sometimes these are called 'rules of three' or 'triples', but they all mean the same thing: three ideas in a row.</p> <p><b>Example: England were rampant, ferocious and destructive against Ireland in the Six Nations</b></p> <p><b>Putting three adjectives or ideas together provides emphasis, exaggeration and simply sounds pleasant to the ear. It's true!</b></p>	<p>Emotive language</p> <p>This is a term for any words that try to evoke emotions from the reader, so to make them feel guilty, sad or responsible. Like so:</p> <p><b>Homelessness is a cruel nightmare that robs people of their dignity – it is hard to believe ordinary people could lead such atrocious lives in the 21<sup>st</sup> century.</b></p> <p>Emotive language is very useful for emphasis and exaggeration but also in winning over a read to your ideas.</p>

## What are the differences between Language Paper 1 and Paper 2?



Paper 1 focused on **fiction** texts, so stories that aren't about real people or events – at least elements of them will be mean created in the writer's imagination.

Paper 2 focuses on **non-fiction** texts so the writers are looking at real events, people and places. Rather than creating a story to entertain or engage the reader, the two texts you get in the exam will be there to make you think, challenge the way you think about a topic now, try to persuade you to think something, to argue the case for something, or to explain ideas.

Paper 2 has **two texts** for you to study and analyse because normally the two texts have very different **attitudes and perspectives**. This allows you to think about how these attitudes might be similar or different, but to **compare** how the writers use language and structure to get across their ideas to their readers.

Normally one of the texts in the exam is from a very different time, so from the Victorian period or earlier. This is an important factor to think about as a writer making texts in that period will probably be looking at topics in a very different way to a writer from our own time period.

### Q1 (5 mins, 4 marks):

Shade **FOUR** true statements about a section of the source chosen.

Read the question carefully – make sure you answer for the right part.

4

Q1: Read again the first part of Source A from lines \_\_\_ to -----.

Choose four statements below which are true.

- Shade the circles in the boxes of the ones that you think are true.
- Choose no more than four statements.
- If you make an error cross out the whole box.
- If you change your mind and require a statement that has been crossed out then draw a circle around the box.

[4 marks]



You're marked on AO1 for this question. The skills being looked at are:

- **Identifying** key information
- **Interpreting** a text
- Being able to understand **explicit** (made obvious) and **implicit** (hinted at or suggested) ideas
- Selecting **key quotes** to support your ideas



Purpose:	WRITING TO ARGUE	WRITING TO PERSUADE	WRITING TO ADVISE	WRITING TO EXPLAIN/INFORM
What is it?	Giving the case for one side of a debate	Convincing someone that your opinion is right	Providing ways forward for someone.	Explaining your opinion on a topic to your reader.
What does it involve?	Being aware of the other side of a debate	Using your language to convince your leader.	Not telling someone what to do but giving them options.	You are not convincing people or advising.
What key features do you often find in this type of writing?	Includes counter-arguments, rhetorical questions, facts, statistics, emotive language	Includes triplets, repetition, emotive language, rhetorical questions, direct address and more...	Includes modal verbs, imperatives, an understanding tone but one that is direct. Provide helpful information.	Includes facts, opinions, an unbiased and neutral tone.

	Purpose	Audience	Form	Tone
What is it?	Why a text has been written, what the writer was trying to achieve by writing it (see the table above)	The specific people a writer is trying to target through their writing.	A specific type of writing, for instance letters, speeches, essays and so on.	The sound or mood of a piece of writing.
Why is it important?	The purposes of the two texts given to you in the exam can affect how they are written and the particular language features used. For instance, a <b>persuasive</b> article is going to include more DAFORREST techniques, for instance.	The texts you will analyse in the exam won't necessarily be written for you, they maybe written for other people in other places, times, positions and contexts. Reflect on this as you consider what the writer's attitude is and how they address their audience. If they are giving a speech to a group of doctors then their writing will be different comparing to writing a diary entry for themselves.	You may be given two articles in the exam, but you could be given two completely different types of texts (a letter and a speech, for instance). Always consider the types of writing given to you and how this form of writing will impact on style, tone, register, language features, structure and so on.	Understanding the tone of a text in the exam helps you to understand their attitude and perspective better. Are they angry? Are they sad? Are they quite neutral about the topic? The two texts you are given will likely have very different tones.





### Q2 (10 mins, 8 marks):

This is the **summary** question.  
 You need information from **both texts**.  
 Are you looking at similarities or differences?  
**Only facts**, not opinions.  
 Include short, regular **quotes**.  
 What does each quote tell the reader? Why? Think **icebergs**.

You need to refer to **Source A** and **Source B** for this question. Use details from both sources to write a summary of the **[similarities/differences]** between

[8 marks]



You're marked on AO1 for this question. The skills being looked at are:

- **Identifying** key information
- **Interpreting** a text
- Being able to understand **explicit** (made obvious) and **implicit** (hinted at or suggested) ideas – icebergs!
- Selecting **key quotes** to support your ideas



### Success criteria:

- Relevant information on the same topic (the differences between the writers' experiences)
- Quotes to support ideas.
- Connectives to link paragraphs.
- Only facts, not opinions.
- Icebergs (Explaining what quotes suggest to the reader)



### Adding connectives, to add to your initial ideas:

Moreover  
 Furthermore  
 In addition  
 Additionally  
 Similarly  
 As well as this

### Contrasting connectives, to show a different perspective or idea:

However  
 On the other hand  
 Alternatively  
 Despite this  
 In contrast  
 Conversely  
 In spite of this

### Possible sentence starters to use for Q2:

Both sources show very different perspectives on \_\_\_\_\_. In Source A, the writer shows \_\_\_\_\_ to be \_\_\_\_\_ when he says: "...". This shows the reader that... because...  
 On the other hand, in Source B, the writer shows \_\_\_\_\_ to be \_\_\_\_\_ when he says: "...". This shows the reader that... because...  
 Moreover, in Source A, the writer says: "...". which shows to the reader... because... In comparison, in Source B the writer says: "...". which shows... because...



### Q3 (15 mins, 12 marks):

This is language analyse question.  
 It is only **ONE** source.  
 Read the question carefully – what is it asking you to focus on?  
 Include quotes, techniques and **effects of the techniques on the reader**.

Q3) You now need to refer only to Source B.  
 How does the writer use language to try to **[influence/entertain/affect]** their readers?

[12 marks]



You're marked on AO2 for this question. The skills being looked at are:

- Explaining, commenting on and analysing how a writer uses language in a text to create effects and affect their readers
- Within analyses, using key terms and language features to support your ideas
- Using specific quotes to support interpretations



Try to avoid using common terms like 'it makes the reader want to read on' or 'it is interesting for the reader'. So many students try to use those and they don't really explain or analyse anything.

What is the writer's **attitude** in the text? What **perspective** are they trying to get across to the reader? Whatever topic has been chosen for your exam, the two texts given to you on that topic will have very different and/or very distinctive views. Work those out and explain how the writer uses language to get across their opinions to the reader.



### Success criteria:

This is the analysis (Point, Evidence, Technique, Analysis, Zoom, Link) question, so:

- Make your point clear.
- Use a quote to support your idea.
- Explain what technique the writer uses
- **Analyse how that technique influences the reader.**
- Zoom in on a particular word or phrase and explain its impact on the reader.
- Link back to the question, e.g. **Therefore the adjectives influence the reader because they help to create a vivid image in their heads.**



### Possible sentence starters to use:

The writer uses a range of techniques to get across their ideas and make them influence the reader. A good example is "...". because it shows the reader that... The technique used in this quote is \_\_\_\_\_ which emphasises to the reader... In particular, the words "...". and "...". from the quote show the reader that... Therefore, the writer is able to use [technique] to influence his reader about their opinions on \_\_\_\_\_ [Link].



**writing for 2-3 paragraphs explaining how the writer is able to use different language techniques to influence their readers.**



### Key vocabulary:

Emphasises  
 Accentuates  
 Illustrates  
 Highlights

Exaggerates  
 Draw attention to  
 Focuses the reader on...  
 Maintains  
 Underscores  
 Indicates

Affirms  
 Reiterates  
 Repeats  
 Enlarges  
 Dramatises  
 Asserts

Reader  
 Writer  
 Audience  
 Effects (Noun)  
 Affects (Verb)

## Beginnings

**A puzzle!** Hook your reader in with something that isn't clear at the beginning, perhaps something unusual has happened?



**Direct address.** Talk directly to your readers as a way of engaging them.



**Visual hook.** Use a powerful image or description to engage the reader at the start.



**Amusing hook.** Use a joke to establish a comedic tone at the beginning of your text. It's a great way to make a reader feel at ease and lure them into a difficult or controversial topic.



**Dialogue.** Have people talking to each other right from the beginning to establish a relevant example to the topic being discussed.



**Subtle hook.** Hint at what is going to happen in the rest of the text.



**Atmospheric hook.** Use your descriptive language to build up a particular tone and atmosphere right at the very beginning. It be using a particular example to engage the reader with the topic of the text.



## Endings

**Cyclical ending:** where the ending returns back to the beginning of the text, often using to emphasise the original point.



**Twist:** a complete change in direction from where the text was going.



**Summing up:** The writer reflects back on all the topics covered in their text to provide the reader with a summary.



**Short sentence:** Making your final sentence very, very short can leave the readers with one final 'punch' or impactful idea to take away from the whole text.



**A final question:** Asking the readers a rhetorical question or question at the end of a text means the responsibility or onus is on the reader to make up their own minds.



**Repeating examples:** A writer could refer back to a specific example they made during their text. For instance, if they spoke about a particular person or place earlier on in the text to provide evidence for their argument, they made decide to repeat that example again for further emphasis:

**Maybe if we change our ways, people like Bob would no longer have to suffer.**



How a writer begins and finishes a text is incredibly important. How does a writer engage you right from the start and what kind of thoughts or feelings do they want you to have at the end of the article, letter, speech or essay? Know these different beginnings and endings so you can discuss which ones are being used in the exam text you have been given **and** what effects you think they have on the reader. Additionally, use can use these techniques in your own writing for Question 5/Section B!

### Q4 (25 mins, 16 marks):



This is the **comparison question**.

**You must explore techniques used**

Make sure you focus on the links between the two texts.

Is it asking you about **similarities or differences?**

Include **connectives** to link your ideas together.

Include analysis of both quotes and techniques for both sources.

Think about **purpose and audience** for each text in this answer.

In both sources, ... [Link] For instance, in Source A... This is shown with: "... because.. In particular, the use of \_\_\_\_\_ [technique] makes clear to the reader that... because... Moreover, the words "... and "... help the writer to emphasise that... as...

However, in Source B – in comparison to Source A – has a very different attitude, as shown with: "... because... The use of \_\_\_\_\_ [technique] makes clear to the reader, unlike in Source A, that... because... Additionally, the words "... and "... illustrate to the reader that... which is in contrast to in Source A.

**3-4 comparisons paragraphs.**

### Success criteria:

This is another language analysis question, but this time you have to **compare** the two texts.

- Techniques explored
- Use connectives to link ideas together.
- Ping Pong (Table Tennis) – Switch between texts, don't write in big blocks about each one.



For some students it helps to create **speedometers** when comparing two texts on a similar topic. You basically create a scale like this and place the two texts on the scale, like so:



Normally the exam texts will have very different perspectives on a similar topic, so for instance the topic might be homelessness and one article blames homelessness on the people themselves whereas the other article argues the government and charities should be doing more to help them.

### For Q4 you are assessed on AO3:

**Compare writers' ideas and perspectives**, as well as **how** these are **conveyed (or got across to reader)**, across two or more texts



Q4) For this question, you need to refer to the whole of **Source A**, together with **Source B**.



Compare how the two writers convey their [similar/different] attitudes to \_\_\_\_\_.

In your answer, you could:

- compare their different attitudes
- compare the methods they use to convey their attitudes
- support your ideas with references to both texts

[16 marks]

Angry

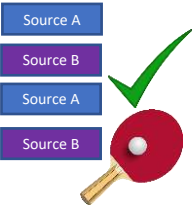
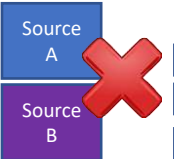
Relaxed

Calm

Sad

Confused

Neutral and balanced



Because you are being marked on your **comparisons** in this question, you want to avoid the trap of writing a massive chunk of writing on the first source and then move on to the next. You want to play 'ping pong', where you keep switching between the two sources, making links between them all the time. Use your connectives to link them as together and make comparisons like the following:

- The writers' attitudes
- The writers' perspectives
- The writers' tones
- How the writers use language features to get across their attitudes and perspectives

For Q4 try to make notes on how the attitudes and perspectives of the two writers are similar or different, depending on what the question is asking you to look at. Some students find Venn diagrams helpful for this (overlapping circles with similarities in the middle), or tables. However you want to do it think about making notes on the similarities or differences of the text, but focussed around:

- Perspectives
- Attitudes
- Language
- Tones

You could call this PALT if you really wanted to!

When you analyse the **two** texts you've been given, you need to think about several key areas:

- Their **attitudes** (What does each writer think about the same topic? Why?)
- Their **perspective** (How do they see the topic they are talking about? What context were they writing in? Why do you they feel and think the way they do? How does the topic affect them? Why?)
- Their **tone** (Are they angry? Are they sad? Are they confused by what they are talking about? Think carefully about the tone of their writing and how it helps to get across their ideas to the reader).

**Adding connectives, to add to your initial ideas:**

- Moreover
- Furthermore
- In addition
- Additionally
- Similarly
- As well as this

**Contrasting connectives, to show a different perspective or idea:**

- However
- On the other hand
- Alternatively
- Despite this
- In contrast
- Conversely
- In spite of this









## Ingredients – functional characteristics

- Ingredients are selected for their nutritional, functional and sensory characteristics, as well as provenance and seasonality.

**Selecting ingredients**  
 Ingredients are chosen for a number of reasons, such as:

- to add **flavour, colour** or texture;
- to provide a particular function, e.g. to thicken;
- to provide nutrients or change the nutritional profile of a dish, e.g. to increase **fibra**;
- to extend the shelf life, e.g. vinegar for pickling or chemical preservatives;
- cost and availability, e.g. fruit in season;
- to satisfy a need to buy food with a certain provenance, e.g. Red Tractor.

**Adding flavour, colour or texture**

- Fresh and dried herbs and spices can be added to dishes to provide **flavour**, and replace the salt in some dishes, e.g. garlic and ginger.
- Fruit, vegetables, herbs and spices can all be used in recipes to add **colour**.
- Nuts, seeds, grains, fruit and vegetables can be added to recipes to provide texture.
- The cooking method and cooking time can impact the texture, e.g. steaming or microwaving vegetables quickly can retain their **colour, flavour** and firm texture.
- Equipment used to process food can impact the texture, e.g. using a food processor to blend soup for a smoother texture.
- Natural, nature identical or artificial additives may be added to foods to perform specific functions.
- The main food additives are antioxidants, colours, flavour enhancers, sweeteners, emulsifiers and stabilizers, and preservatives.

**Functional characteristics of ingredients**  
 Ingredients provide a variety of functions in recipes, such as:

- browning, e.g. flour in a bread roll (**dextrinisation**);
- raising, e.g. yeast in bread (aeration);
- setting, e.g. scrambled eggs (coagulation);
- thickening, e.g. flour in a roux sauce (**gelatinisation**).

Food functions		
	Example	What happens?
Aerate	Cake	Baking powder makes the cake light
	Meringue	Egg white is whisked to form a foam
	Scone	Self-raising flour helps the dough rise
	Bread	Yeast makes the dough rise
Bind	Fish cake	Egg holds other ingredients together
	Naan bread	Yogurt binds dry ingredients into a smooth dough
	Pancake	Milk and egg combine flour into batter
	Pastry	Water combines flour and fat into a dough
Bulk	Cottage pie	Textured vegetable protein may be mixed with minced meat and vegetables
	Fruit pie filling	Sugar is boiled with fruit to form a thick puree
	Nut roast	Breadcrumbs absorb liquid and increase in size
	Vegetable samosa	Potato is the main filling
Glaze	Hot cross bun	Sugar solution is brushed over bun after baking
	Gammon	Honey is poured over to glaze
	Pie	Milk is brushed over before baking
	Sausage roll	Egg is brushed over to give a shiny golden colour
Set	Blancmange	Cornflour is boiled with milk and flavourings and then cooked
	Cold souffle	Gelatine forms a gel
	Jam	Pectin mixed with sugar and acid forms a gel
	Quiche	Egg is mixed with other ingredients and then baked
Thicken	Egg custard	Egg thickens when gently heated
	Sauce flour	Flour thickens a liquid when boiled
	Soup	Potato thickens soups
	Syrup	Sugar is boiled with water or fruit juice

**Raising agents**  
 These can be:

- mechanical, e.g. beating, creaming, rolling and folding, sieving, whisking;
- chemical, e.g. baking powder, bicarbonate of soda, self-raising flour;
- biological, e.g. yeast.

Different foods may use one or more of these to achieve a desirable **goodness**.

To find out more, go to: <https://bit.ly/38pu3dt>

**Dextrinisation**  
 When food containing starch is heated (without the presence of water) it can produce brown compounds due to **dextrinisation**. **Dextrinisation** occurs when the heat breaks the large starch polysaccharides into smaller molecules known as **dextrins**. Many of these **dextrins** can also produce a brown colour.



**Maillard reaction**  
 Foods which are baked, grilled or roasted undergo colour, odour and flavour changes. This is primarily due to a group of reactions involving amino acids (from protein) and reducing sugars. This reaction is known as the **Maillard** reaction. This reaction can also take place in foods with high protein content, such as meat.

**Tenderisation**  
 Mechanical tenderisation – a meat cleaver or meat hammer may be used to beat the meat. Cutting into small cubes or mincing can also help.

Chemical tenderisation (marinating) – the addition of any liquid to flavour or soften meat before cooking.



**Key terms**  
**Aeration:** Incorporating air into a mixture.  
**Caramelisation:** The chemical change of heated sucrose (sugar) to caramel, which produces flavour and browning.  
**Coagulation:** The irreversible denaturation of protein molecules to thicken and set.  
**Denaturation:** A change in the structure of protein molecules, resulting in their unfolding.  
**Dextrinisation:** The reaction of dry heat on the surface of food which changes starch to dextrin, e.g. toast.  
**Gelatinisation:** The process of thickening which takes place when a mixture of starch and liquid is heated.  
**Shortening:** The effect caused when fat is rubbed into flour. The fat coats the flour particles, waterproofing them to prevent gluten formation.

**Task**  
 Explain the function of each of the ingredients in bread, white sauce and Victoria sponge.





# 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)	Communism – Eastern Bloc (The Soviet Union)
<p><b>Politics</b>  <b>Democracy:</b> Several political parties and <b>voting</b> for who should be in power.</p> <p><b>Economy</b></p> <ul style="list-style-type: none"> <li>• Industry owned by individuals - <b>private ownership</b>.</li> <li>• Business owners able to make <b>profit</b> and keep any money made.</li> <li>• Some people are wealthier than others.</li> <li>• <b>Trade</b> with other countries around the world.</li> </ul> <p><b>Freedom of speech and censorship.</b></p> <ul style="list-style-type: none"> <li>• <b>Little censorship</b> of the media.</li> <li>• <b>Freedom of speech</b> allowed.</li> </ul>	<p><b>Politics</b>  <b>Dictatorship:</b> Only one political party – The <b>Communist Party</b>. No choice. No democracy.</p> <p><b>Economy</b></p> <ul style="list-style-type: none"> <li>• All industry and business owned by the <b>government</b>.</li> <li>• <b>No private ownership allowed</b>. Money shared equally for fairness.</li> <li>• <b>Trade</b> within Communist countries only.</li> </ul> <p><b>Freedom of speech and censorship.</b></p> <ul style="list-style-type: none"> <li>• <b>High levels</b> of government <b>censorship</b> and control.</li> <li>• Little freedom of speech or ability to criticise the government.</li> </ul>



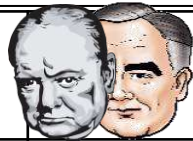
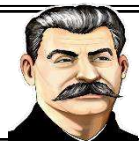
# FACT SHEET: What were the consequences of the Tehran, Yalta and Potsdam Conferences for the 'Grand Alliance'?

## The Background:

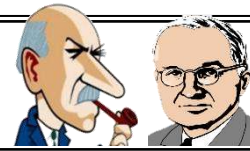
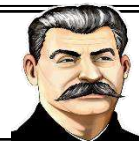
**Britain, America and Russia** were allies (on the same side) during the Second World War. Although they had differences, they were more interested in defeating Hitler's Germany. Towards the end of the war, the Britain, America and Russia were known as '**The Grand Alliance**'. They met **3 times** 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'.



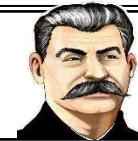
## Tehran Conference Nov 1943



## Yalta Conference Feb 1945



## Potsdam Conference Jul 1945



**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.

**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.

**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 CAPITALISMS 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 **6<sup>th</sup> 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.

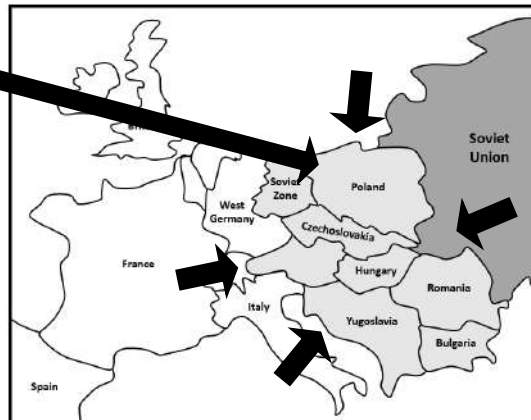
### AN 'ARMS RACE'

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?

## 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.**

## 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.

## 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 **12<sup>th</sup> 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 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.

## 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 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.



# 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 Communist 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 to 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.

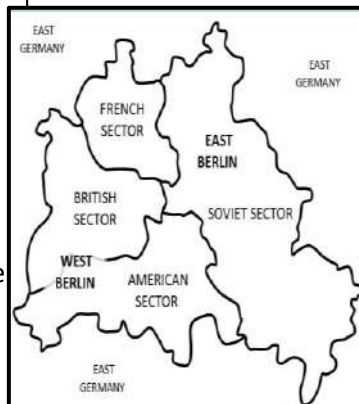
**5. Joseph Stalin was also angry.** He believed he had not been spoken to about the changes, that Britain, France and America were **uniting against him** to show their strength and it went against what was agreed at **Potsdam**.

**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.

**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. They formed a military alliance (friendship) with other capitalist countries who promised to help out if each other were attacked. This was called the **North Atlantic Treaty Organisation** or **NATO**. It began shortly after in 1949.

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



**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**.

**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 if 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**.

# 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.

### 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.**

### 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.

### 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**.

### 7. The Soviet Invasion of Hungary 4<sup>th</sup> 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.

# 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 **ensorship**.
- ❑ This led to **3 million East Germans** choosing to leave home and move to West Germany for a better life. This was **1/6<sup>th</sup> 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:

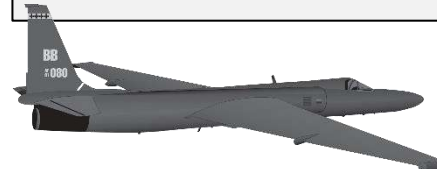
#### Camp David (USA) Sep. 1959

- 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 if 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	<ul style="list-style-type: none"> <li>• Khrushchev did not get what he wanted in the Berlin Ultimatum. He did not control all of Berlin.</li> <li>• 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.</li> <li>• The building of the wall proved the people living under communism preferred capitalism.</li> <li>• British, French and US troops stayed in Berlin – going against what Khrushchev wanted in his Berlin Ultimatum.</li> </ul>	<ul style="list-style-type: none"> <li>• The Berlin Wall successfully stopped East German people from leaving the Soviet Union.</li> <li>• 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.</li> <li>• Khrushchev believed he had shown his strength by building the wall. He was then confident enough to send Soviet Missiles into Cuba.</li> </ul>
USA	<ul style="list-style-type: none"> <li>• The Soviet Union had been able to close the border without permission from the USA. This made John F Kennedy look weak.</li> <li>• With the Berlin Wall built, there was nothing Kennedy could do without potentially starting a nuclear war to remove the wall.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• John F Kennedy gained a better reputation when he visited West Berlin in 1963. He was a hero in the West.</li> </ul>
THEIR RELATIONSHIP	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The Berlin Wall became a powerful symbol of the differences between East and West for almost 30 years until it came down in 1989.</li> <li>• Europe was now completely divided between East and West. This division was literal with the Berlin Wall.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

## 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 losing 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

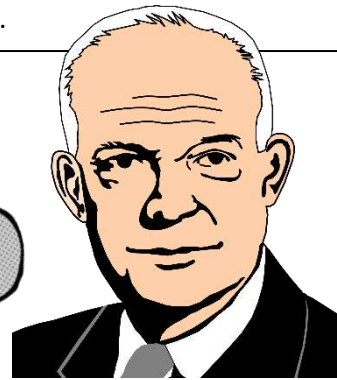
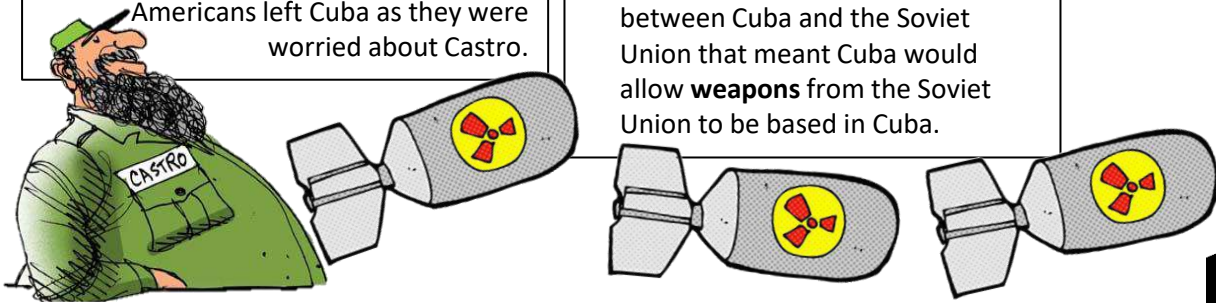
- ❑ Newly elected President Kennedy did not want Cuba being Communist due to how close it was to the USA.
- ❑ He agreed to a plan by the CIA to launch an invasion into Cuba to overthrow (remove) Castro from power.
- ❑ They planned to use ex-Cuban citizens to do this so it **looked like** a Cuban revolution 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 in 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.
- **20<sup>th</sup> 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 **Mutually Assured Destruction** 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.



## The key events of the invasion

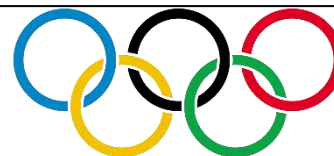
**24<sup>th</sup> December 1979**, Soviet troops invaded Afghanistan. They 'claimed' that Amin had wanted them to invade to protect his government from Islamic terrorists. However, Amin was assassinated **27<sup>th</sup> December** (almost certainly by Soviet troops). The Soviets replaced Amin with a 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.

## 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.

# 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 TECHNOLOGY**

- 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: Nuclear Utilization Target Selection**
  - 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?

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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 losing the Space Race and the Arms race against the USA.</p>	<p>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.</p>	

# 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	Summit Meetings between the two sides
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.	<b>Perestroika</b> 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.	<p><b>Geneva Summit 1985:</b> Gorbachev and Reagan met for the first time and they both had a <b>positive working relationship</b> and a hope to bring an end to the Cold War.</p> <p><b>Washington Summit 1987</b> Gorbachev agreed to disarm nuclear weapons and reducing spending on arms. He wanted a better relationship with the West. <b>AGREEMENT:</b> The signing of the <b>Intermediate Range Nuclear Force Treaty (INF)</b>. It was agreed that both countries would remove and destroy all land based missiles with a range of up to 5,500km.</p>
<b>PERESTROIKA</b> Perestroika is a Russian word for 'reconstruction'. He wanted to re-organise the economy. He wanted to improve the <b>Soviet economy</b> . He controversially wanted to make communism more like <b>capitalism</b> in order to make money.		
<b>GLASNOST</b> Glasnost is a Russian for 'openness'. He wanted the Soviet Government to be more <b>honest</b> 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.	<b>Glasnost</b> 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.	<p><b>Reykjavik Summit 1986</b> This meeting was held just after the <b>Chernobyl nuclear disaster</b>. Gorbachev was worried about the danger of nuclear power and nuclear weapons. No formal agreements were made but again, both sides were <b>willing to work well</b> with each other.</p> <p><b>Moscow Summit 1988</b> Gorbachev announced a <b>reduction in the number of Warsaw Pact troops</b> and that the Soviet Union would <b>leave Afghanistan</b>.</p>
<b>ENDING THE BREZHNEV DOCTRINE</b> 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.	<b>Ending the Brezhnev Doctrine</b> 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.	<p><b>Malta Summit 1989</b> Gorbachev met with new American President George Bush. This meeting marked the end of the Cold War.</p>
<b>REDUCE SPENDING</b> Gorbachev promised to reduce spending on nuclear weapons, arms and defence.		
<b>REMOVE TROOPS FROM AFGHANISTAN</b> The Soviet Union had invaded in 1979 and lost millions of men fighting for over 10 years. He decided to withdraw.		
		<p><b>How did the US respond to Gorbachev's new thinking?</b> 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 <b>the two sides improved</b>. Reagan changed his tactic to work with the Soviet Union to possibly bring an end to the Cold War. <b>Both sides were willing to discuss and negotiate change.</b></p>

# 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 9<sup>th</sup> 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 **4<sup>th</sup> November** one million demonstrators took to the streets of East Berlin to demand democracy and the end of the Berlin Wall.
6. By **9<sup>th</sup> 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.

### 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.

### 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.

### 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
15	Topic 8: Data	<ul style="list-style-type: none"> <li>Finding averages</li> <li>Charts and graphs</li> <li>Recognise correlation</li> </ul>	<ul style="list-style-type: none"> <li>Cumulative frequency graphs</li> <li>Box plots</li> <li>Lines of best fit</li> </ul>	<ul style="list-style-type: none"> <li>Histograms</li> </ul>	15. Delving into data - F	15. Delving into data - H
16						
17	Topic 9: Algebra 2	<ul style="list-style-type: none"> <li>Linear Sequences</li> <li>Changing the subject of a formula</li> <li>Product of prime factors</li> </ul>	<ul style="list-style-type: none"> <li>Quadratic sequences</li> <li>Expand and Factorise quadratics</li> </ul>	<ul style="list-style-type: none"> <li>Geometric sequences</li> <li>Complex changing the subject of a formula</li> <li>Quadratic formula</li> <li>Complete the square</li> </ul>	16. Types of number and sequences - F 17. Changing the subject - F 18. Expand and Factorise - F	16. Types of number and sequences - H 17. Changing the subject - H 18. Expand and Factorise - H
18						
19	Topic 10: Pythagoras and Trigonometry	<ul style="list-style-type: none"> <li>Find sides using Pythagoras</li> <li>Find sides and angles using trig ratios</li> </ul>	<ul style="list-style-type: none"> <li>Use trig in 3-D</li> </ul>	<ul style="list-style-type: none"> <li>Use sine and Cosine rules</li> <li>Find the area of triangles using <math>A = \frac{1}{2}ab \sin C</math></li> </ul>	19. Trigonometry - F	19. Trigonometry - H
20						
Half term						
21	PPE					
22	Topic 11: Probability	<ul style="list-style-type: none"> <li>Single event probability</li> <li>Listing outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Tree diagrams – independent events</li> </ul>	<ul style="list-style-type: none"> <li>Dependent events</li> <li>Conditional probability</li> </ul>	20. Probability - F	20. Probability - H
23	Topic 12: Number 2	<ul style="list-style-type: none"> <li>Calculating with percentages</li> </ul>	<ul style="list-style-type: none"> <li>Compound interest</li> </ul>	<ul style="list-style-type: none"> <li>Fractional indices</li> </ul>	21. Percentages and interest - F	21. Percentages and interest - H



24		<ul style="list-style-type: none"> <li>• Convert to/from standard form</li> <li>• Indices</li> </ul>	<ul style="list-style-type: none"> <li>• Growth and decay</li> <li>• Calculate with standard form</li> </ul>	<ul style="list-style-type: none"> <li>• Upper and Lower bounds</li> </ul>	22. Indices 23. Standard Form	22. Indices 23. Standard Form
25	Topic 13: Transformations and Constructions	<ul style="list-style-type: none"> <li>• Perform reflections, rotations, translations and positive enlargements</li> <li>• Construct triangles</li> </ul>	<ul style="list-style-type: none"> <li>• Negative and fractional enlargements</li> <li>• Identify and describe transformation</li> <li>• Construct bisectors</li> </ul>	<ul style="list-style-type: none"> <li>• Transform graphs (include trig graphs here)</li> <li>• Loci</li> </ul>	24. Transformations and constructions - F	24. Transformations and constructions - H
26						

End of Term 2





## PSHE- Knowledge organiser- Y11- Term 2

Living in the wider world	Finance	<ul style="list-style-type: none"> <li>• <u>Budgeting</u>: The process of calculating how much money you must earn or save during a particular period of time, and planning how you will spend it.</li> <li>• <u>Money mule</u>: a person who transfers stolen money, usually through their own bank accounts, on behalf of others. The process of transferring money to hide its criminal sources is traditionally referred to as money laundering. It is a criminal act. If caught moving stolen funds, money mules will be left with no bank account, a damaged credit score and the inability to apply for a loan or even a phone contract in the future. They could also end up with a 14 year prison sentence for the crime.</li> <li>• <u>Social engineering</u>: all techniques aimed at talking a target into revealing specific information or performing a specific action for illegitimate reasons.</li> <li>• <u>Smishing</u>: social engineering attack that uses fake mobile text messages to trick people into downloading malware, sharing sensitive information, or sending money to cybercriminals.</li> <li>• <u>Vishing</u>: a type of cyber attack that uses voice and telephony technologies to trick targeted individuals into revealing sensitive data to unauthorized entities.</li> <li>• <u>Phishing</u>: when attackers attempt to trick users into doing 'the wrong thing', such as clicking a bad link that will download malware, or direct them to a dodgy website.</li> <li>• <u>Malware</u>: a file or code, typically delivered over a network, that infects, explores, steals or conducts virtually any behaviour an attacker wants.</li> <li>• <u>Gambling</u>: playing a game of chance for a prize, where a prize is defined as money or 'money's worth'.</li> <li>• <u>Impulsivity</u>: acting without thinking about the consequences.</li> <li>• <u>Delayed gratification</u>: favouring long term rewards over short term rewards.</li> </ul>
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Staying healthy	<ul style="list-style-type: none"> <li>• <u>Cancer</u>: happens when cells divide and grow in an abnormal way.</li> <li>• <u>Mutated BRCA gene</u>: this is a mutation in your cells and means your risk of developing breast cancer is between 50-90% higher than someone that doesn't carry the gene.</li> <li>• <u>Breast cancer</u>: is the most common type of cancer in the UK. Most women diagnosed with breast cancer are over the age of 50, but younger women can also get breast cancer. About 1 in 7 women are diagnosed with breast cancer during their lifetime. There's a good chance of recovery if it's detected at an early stage. For this reason, it's vital that women check their breasts regularly for any changes and always have any changes examined by a GP.</li> <li>• <u>Testicular cancer</u>: 1 of the less common cancers, and tends to mostly affect men between 15 and 49 years of age. Typical symptoms are a painless swelling or lump in 1 of the testicles, or any change in shape or texture of the testicles. It's important to be aware of what feels normal for you and you need to check your testicles once a month. Get to know your body and see a GP if you notice any changes.</li> <li>• <u>Drug</u>: a medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body.</li> <li>• <u>Illegal drugs</u>: Possessing, using and selling illegal drugs is a crime and may result in a custodial sentence.</li> <li>• <u>Habit</u>: a regular behaviour that is repeated sometimes without thought.</li> <li>• <u>Addiction</u>: unable to stop doing something as a habit, especially something harmful.</li> <li>• <u>Alcohol</u>: is a potent and potentially dangerous drug. It lowers inhibitions, increases the desire to take risks, slows reactions, impairs memory and makes us more impulsive. The effects of alcohol are stronger in young people not accustomed to drinking. The developing teenage brain is more susceptible to the effects of alcohol.</li> <li>• <u>Drugs</u>: are highly addictive and can have devastating effects including years of physical and mental illness and potentially an early death.</li> <li>• <u>Nicotine</u>: is highly addictive and the health problems and early death associated with cigarette use is still one of the highest costs to the NHS.</li> </ul>
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### Remember!

- We will be open and honest, but not discuss directly our own and others personal/ private life.
- Your teacher will not repeat what is said in the room except if she/he is concerned we are at risk.
- It is ok to disagree but we will not judge.
- Taking part is important but we have the right to pass.
- We will not make assumptions and we will listen to others' point of view.
- We know that there are no stupid questions but we will use appropriate language.
- If we need further help or advice, you know you can talk to your teachers, form tutor and SSOs.

# Finite and Renewable

What do the words mean??

**Finite** = Will run out eventually  
**Renewable** = We can replace them as we use them

**Sustainable** = meets the needs of the current generation without compromising the ability of future generations to meet their needs.



What do we use the earth's resources for?

- Warmth
- Shelter
- Food
- Transport

We can use them as natural resources or process them.

'Natural resources' + agriculture provides

- Food
- Timber
- Clothes

Finite resources are processed to get us

- Energy
- materials



e.g. Coal, oil and gas are used for energy.  
 e.g. metal ores are mined to get metals.

e.g. Cotton is natural and we grow cotton plants. OR we can use synthetic materials e.g. nylon



# Treating water

Potable water must have low levels of SALTS and MICROBES (it isn't PURE water)

Rainwater in lakes, rivers and reservoirs



Filter



Sterilise – chlorine, ozone, or UV light



Why? To kill microbes

Industrial and agricultural waste water – remove organic matter and harmful chemicals

Salt water

Desalination



Distillation

☹ Both use a lot of energy

Sewage



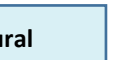
Screening and grit removal



Sedimentation

Anaerobic digestion of sludge

Aerobic treatment of effluent

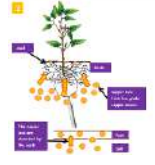


Bacteria feed on metal ore

# HT ONLY: Alternative Metal Extraction

Why bother?  
 Running out of metal ores

## Phytomining



Plants take in copper



- BURN plants
- React ASH with sulphuric acid

## Bioleaching



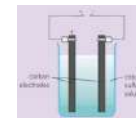
Bacteria feed on metal ore

## How to get the copper from the compound

Displacement using scrap iron



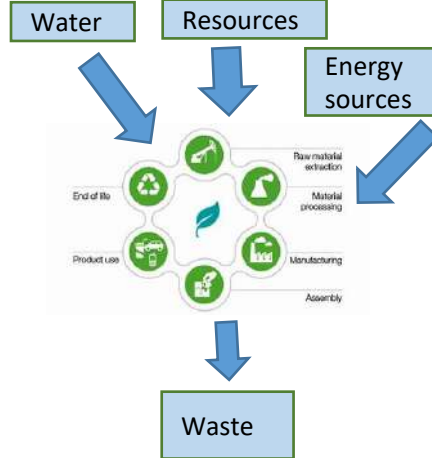
Electrolysis



# C10 The Earth's Resources

# LCA and RRR

## Life Cycle Assessments



## Reducing use of resources

Why bother?  
 Reduce...use of limited resources



Why bother?  
 Reduce...use of energy resources

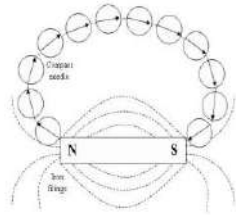


Why bother?  
 Reduce...waste and environmental impacts



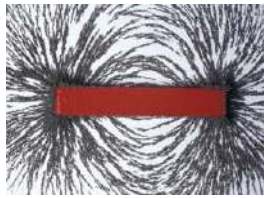
landfill

## Knowledge organiser – Electromagnetism

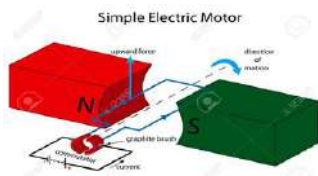


A magnetic **compass** contains a small bar magnet. The compass needle points in the direction of the Earth's magnetic field. You can use a compass to plot the magnetic field pattern of a magnet. The core of the earth must be magnetic due to the effect it has on the magnet in a compass

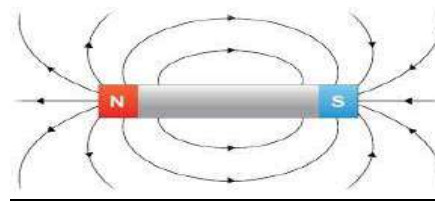
Iron, steel, cobalt and nickel are **magnetic materials**. The region around a magnet where a force acts on another magnet or a magnetic material is called the magnetic field. The force between a magnetic material and a magnet is always of attraction. The force is greater the nearer it is to the magnet and is strongest nearest to the poles. The direction of a magnetic field line is always from the north (seeking) pole to the south seeking pole.



A coil of wire carrying a current in a magnetic field has a tendency to rotate. This is how motors work. The force on a conductor in a magnetic field makes the coil spin in an electric motor. If the direction of the current is reversed the motor will spin in the opposite direction. The same occurs if the direction of the magnetic field is reversed. The higher the current the faster the motor will spin. The higher the magnetic field strength the faster it will spin. The more coils in the motor the faster it will spin.



### Poles of a magnet

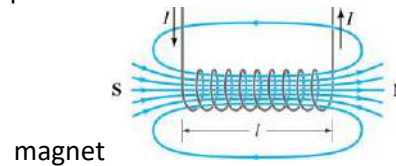


The poles of a magnet are where the magnetic forces are the strongest. When magnets are brought together they exert a force on each other: like poles repel, opposites attract. Attraction and repulsion are examples of non-contact forces.

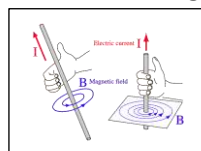
A permanent magnet makes its own magnetic field whereas an induced magnet is a material that only becomes magnetic when placed in a magnetic field. Induced magnetism always causes a force of attraction. Induced magnets lose their magnetism when taken out of a magnetic field.

### Section 3: The Motor Effect

When a current moves through a wire, a magnetic field is produced. If you increase the current you increase the strength of the field. The closer an object is to the wire the greater the field strength. Rolling the wire into a **solenoid** increases the field strength. The field is strong and uniform within the solenoid. The field shape outside a solenoid is similar to that of a bar magnet



When a **conductor** is placed in a magnetic field the magnet produce the field and the conductor exert a force on each other. This is called the motor effect. The First finger represents the Field direction, the seCond finger represents the direction of the Current and the thuMb represents the Motion. The size of the force depends up on the size of the current, the strength of the magnetic field and the angle between the conductor and the magnetic field lines.

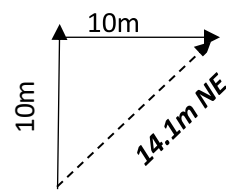
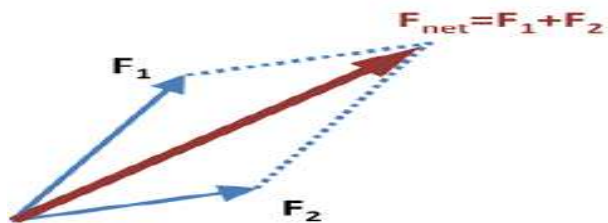


$$\text{Force (N)} = \text{Magnetic Flux Density(T)} \times \text{Current(A)} \times \text{Length (m)}$$

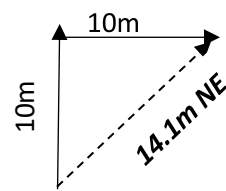
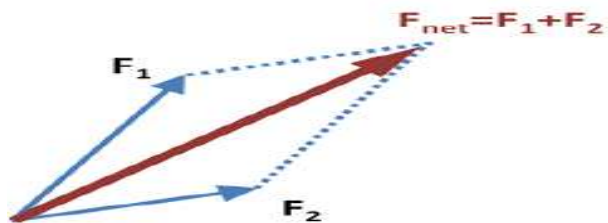
(You will be given this equation in the exam)

KEYWORD	DEFINITION
<b>Magnet</b>	Produces a magnetic field and can attract and repel
<b>Magnetic field</b>	Invisible area where a magnetic force acts
<b>Field lines</b>	From the north pole to the south pole
<b>Attract</b>	Getting closer together
<b>Repel</b>	Pushing away from each other
<b>Pole</b>	Either end of a field where magnetic lines are concentrated
<b>Iron</b>	Fe –a magnetic material
<b>Nickel</b>	Ni –a magnetic material
<b>Cobalt</b>	Co –a magnetic material
<b>Permanent magnet</b>	Produces its own magnetic field
<b>Electromagnet</b>	Coils of wire that when electricity passes through generates a current
<b>Compass</b>	Contains a small magnet and uses the Earth's magnetic field
<b>Electric current</b>	Moving electrons that have their own magnetic field
<b>Solenoid</b>	Coil of wire

## AQA Forces – Knowledge Organiser

Keywords		Contact Forces	Non-Contact Forces	Scalar Quantity	Vector Quantity
<b>Force</b>	Make objects move or change shape. Measured in Newtons (N)	Friction	Gravitational Forces	Mass	Force
		Air Resistance	Electrostatic Forces	Speed	Acceleration
<b>Vector</b>	Quantities with both magnitude [size] and direction such as momentum	Tension	Magnetic Forces	Distance	Displacement
		Reaction Forces	Nuclear Forces	Time	Velocity
<b>Scalar</b>	Quantities with only magnitude	Equations		Forces and Vectors	
<b>Speed</b>	A scalar quantity – How something covers a set distance [ <b><math>speed = distance \div time</math></b> ]	Energy Transfer (work)	Work (J or N/m) = Force (N) x Distance (m)	 <p>Measure displacement / resultant force with a ruler or by <math>F = \sqrt{a^2 + b^2}</math></p>	
<b>Velocity</b>	A vector quantity – speed in a given direction	Weight	Weight (N) = mass (kg) x g		
<b>Acceleration</b>	How quickly something speeds up. ( <b><math>change\ in\ speed \div time\ taken</math></b> ) [m/s/s]	Hookes law	Force (N) = spring constant (N/m) x extension (m)		
<b>Distance</b>	A scalar quantity that measures how much ground an object covers when moved	Elastic Potential Energy	Elastic potential energy = $\frac{1}{2}$ x spring constant x (extension) <sup>2</sup>		
<b>Displacement</b>	A vector quantity that measures how far out of place an object is from A to B	<b>PHYSICS ONLY</b> Turning Force	Moment of a force(Nm) = force (N) x distance (m)		
<b>Weight</b>	A <b>force</b> caused by gravity. Measured in Newtons [ <b><math>weight = mass \times gravity</math></b> ]	<b>PHYSICS ONLY</b> Pressure	Pressure (Pa) = Force (N) $\div$ Area (m <sup>2</sup> )		
<b>Mass</b>	The amount of matter an object has. Measured in <b>g</b> or <b>kg</b>	<b>PHYSICS ONLY (HT)</b> Liquid Column Pressure	Pressure(Pa) = column height (m) x density (kg/m <sup>3</sup> ) x g (N/kg)	Newtons Laws	
<b>Resultant Force</b>	The overall, single force. This is zero if objects are stationary or at constant speed	Speed	Speed (m/s) = distance (m) $\div$ time (s) [ <b><math>v = s \div t</math></b> ]	<b>First law</b>	Resultant force is zero if stationary or travelling at constant speed. Objects will travel in a straight line unless a force acts on it. ( <b>HT-</b> resisting that change)
<b>Terminal Velocity</b>	The maximum speed objects reach when falling. When weight = resistive forces	Newtons 2 <sup>nd</sup> Law	Resultant Force (N) = mass (kg) x acceleration (m/s <sup>2</sup> )	<b>Second Law</b>	F=ma – acceleration is proportional to force & inversely proportional to mass
<b>Joule</b>	Force of 1 Newton displaces an object of 1 metre (1 Joule = 1 Newton-metre)	<b>HT ONLY</b> Momentum	Momentum (kg m/s) = mass (kg) x velocity (m/s)	<b>Third Law</b>	When objects interact their forces are equal and opposite
<b>Hookes Law</b>	Extension of an elastic object is directly proportional to the force [ <b><math>F = ke</math></b> ]	Acceleration	Acceleration (m/s/s or m/s <sup>2</sup> ) = change in velocity $\div$ time taken	<b>Common Speeds</b> walking 1.5 m/s, running 3 m/s, cycling 6 m/s	
<b>Stopping Distance</b>	The amount of time it takes to stop. Thinking distance + braking distance. (in m)	Uniform Acceleration	$V^2 - U^2 = 2 a s$ $V = u + at$ $V^2 = U^2 + 2 a s$ $S = ut + \frac{1}{2} at^2$	<b>PHYSICS &amp; HT ONLY</b> Force as rate of change of momentum: Force = change in momentum $\div$ time taken for the change	
<b>Momentum (HT)</b>	Vector quantity that is a property of moving objects [ <b><math>momentum = mass \times velocity</math></b> ] (kg m/s) also written as $p = mv$	U = initial velocity    V = final velocity    t = time a = acceleration    s = displacement <i>u, v, a, s = vector quantities    t = scalar quantity</i>			

## AQA Forces – Knowledge Organiser

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Keywords		Contact Forces	Non-Contact Forces		Scalar Quantity	Vector Quantity
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<b>Momentum (HT)</b>	Vector quantity that is a property of moving objects [ <b><math>momentum = mass \times velocity</math></b> ] (kg m/s) also written as $p = mv$	U = initial velocity    V = final velocity    t = time a = acceleration    s = displacement <i>u, v, a, s = vector quantities    t = scalar quantity</i>		<b>PHYSICS &amp; HT ONLY</b> Force as rate of change of momentum: Force = change in momentum ÷ time taken for the change		

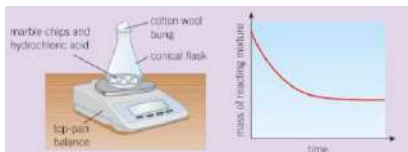


# Measuring Rate

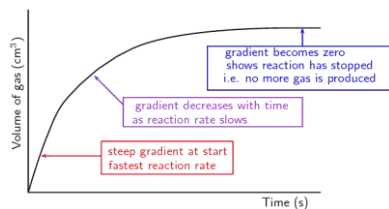
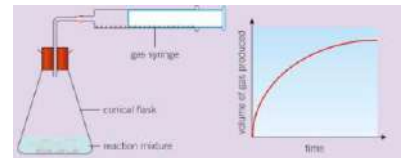
To measure the rate of a reaction you can:

- Measure how fast the reactants are used up
- Measure how fast the products are made

e.g. Measure mass lost due to gas formed



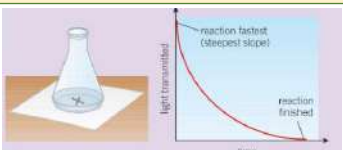
e.g. Measure volume of gas made



Rate = volume of gas ÷ time

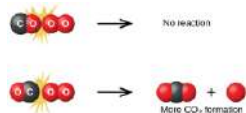
cm<sup>3</sup>/s

e.g. Measure time for insoluble product to form



# Collision theory

For a reaction to happen reactants must: **collide with enough energy** (activation energy)



A successful collision is one that leads to a reaction

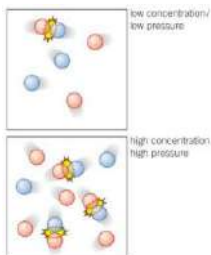
So to increase the rate of a reaction you must either

- Increase the frequency of collisions
- Increase the energy of the collisions
- Decrease the energy needed for a collision to be successful

# Factors affecting rate

## Concentration and Pressure

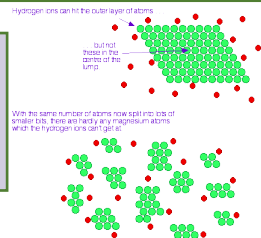
More particles in the same space.  
More frequent collisions



# C6 Rates and Equilibrium

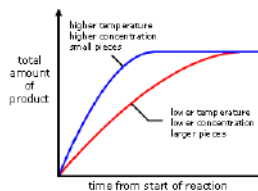
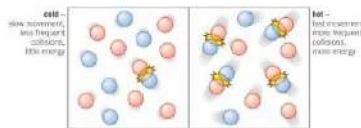
## Surface area

More particles available to react.  
More frequent collisions



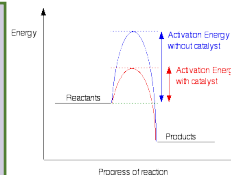
## Temperature

Particles **move faster**.  
So they **collide more frequently**.  
Particles collide **with more energy**.  
So more of the collisions are **successful**.



## Catalysts

Lower the energy needed for successful collisions. (Activation energy)  
Not used up.  
Biological catalysts are called **enzymes**

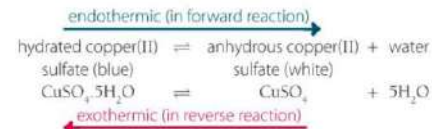


# Reversible reactions

Can go in both directions.



If a reaction is exothermic in one direction it is endothermic in the other direction.

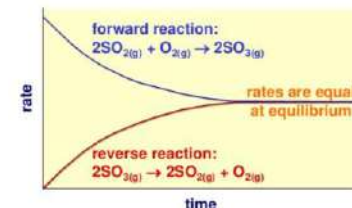


In a closed system (where nothing can get in or out) an **equilibrium** is reached where the **rate of reaction is the same in both directions**.

- 1)  $A + B \rightleftharpoons C + D$  reactants only at start of reaction
- 2)  $A + B \rightleftharpoons C + D$  rate of → much greater than ← at first
- 3)  $A + B \rightleftharpoons C + D$  rate of ← increases as C+D build up  
rate of → slows down as reactants get used up
- 4)  $A + B \rightleftharpoons C + D$  eventually the rates of → and ← are the same

At equilibrium:

- Rate of forward reaction = rate of reverse reaction.
- Mount of products and reactants don't change.





## Barriers to Participation in Sport

- Limited time available to participate
- Cost of participation
- Lack of provision or accessibility
- Discrimination



## Groups who Experience Barriers to Participation

- Carers
- People with Family Commitments
- Gender
- Retired People/Over 60s
- Teenagers
- Parents (Singles or Couples)
- Ethnic Groups
- People Who Work
- People with Disabilities
- Families with Children
- Young Children
- Unemployed/Economically Disadvantaged



## TOPIC AREA 1

## Popularity of Sports in the UK depends upon....

**Environment**  
The lack of optimal conditions can reduce participation

**Provision of Facilities**  
In towns and cities there are more facilities available than in small villages

**Spectatorship**  
A sport will become more popular if there are opportunities to spectate live or on TV.



**Success**  
If an individual or team are successful at an event such as the Olympics, the sport will grow in popularity

**Media Coverage**  
Some sports get more media coverage than others

**Social Acceptability**  
Not all sports are seen as ethically acceptable

**The Number of People Participating**  
Sports with high numbers of participants will get lots of media coverage and grow even further

**Role Models**  
Role models, who are highlighted in the media, can increase the number of people wanting to participate in a certain sport

## Emerging Sports in the UK



Women's Football



Ultimate Frisbee



Women's Cricket

## Improving Participation in Sport

- Provision → The availability of sport
- Promotion → The advertising and marketing of sports
- Access → The accessibility of sport to all people in society



# SPORT STUDIES R184

## Values Promoted Through Sport

- Team Spirit
- Fair Play
- Inclusion
- Citizenship
- Tolerance & Respect
- National Pride
- Excellence



## The Olympic Values

Respect – Excellence – Friendship

## The Paralympic Values:

Courage – Determination – Inspiration – Equality



## TOPIC AREA 2

**Etiquette:** 'The customary code of polite behaviour in society or within sport'

**Sportsmanship** refers to fair and generous behaviour, particularly in a sporting context.

Clapping an opponent when they reach 50 runs in cricket



Shaking hands at the end of a match in football



**Gamesmanship** is the use of dubious methods to win or gain an advantage within a sport.

Deliberately grunting loudly in tennis



**Disadvantages of taking PEDs**

- Cheating /Immoral
- Illegal
- Health Risks
- Fines/Bans
- Reputational Damage



## Reasons for taking PEDs

- Wealth/financial reward
- Pressure to succeed
- Need to win at any cost
- Increased chance of gaining sponsorship
- Level the playing field
- Boost confidence



## Major Sporting Events

### One-Off



### Regular



### Regular & Recurring



## TOPIC AREA 3

### Positives

### Negatives

Improved national morale

Potential for terrorism/crime

Increase in tourism

Increase in litter/noise

Increase in employment

Sports facilities unused after the event

Increase in sport participation

Money could be better spent elsewhere

Improved transport and infrastructure

# SPORT STUDIES R184

## National Governing Bodies

### Examples of NGBs

Football Association (FA)  
Lawn Tennis Association (LTA)  
Rugby Football Union (RFU)  
England Netball  
England Hockey



## TOPIC AREA 4

### NGB Roles

- Promote Participation/Bring in Policies & Initiatives
- Develop the sport's coaching and officiating infrastructure
- Organise Tournaments and Competitions
- Rules & Discipline
- Ensure Safety within their Sport
- Provide support, insurance and technical guidance to members
- Lobby for funding

## Technology in Sport

### Enhance performance



### Increase the safety of participants



### Increase fair play and increase the accuracy of officiating



### Enhance spectatorship



### Quicker recovery from injury

Enhanced performance

More accurate decisions

Lowers risk of injury

Technical analysis



Positive Effects of Technology in Sport

Unequal access to the same quality of technology.

Increased cost of technological advances.

Availability and affordability of technology.

Officials' decisions influenced by technology which does not always apply the best interpretation of the rule.



Potential reduction in the flow of the game through introduction of officiating technology.

Negative Effects of Technology in Sport

## TOPIC AREA 5



# Geography - Year 11 Term 2 – Challenges

## Know the changes in the UK's population in the next 50 years and implications on resource consumption.

The population of the UK is currently over 65 million and, through a combination of natural increase and immigration, continues to rise. The issue of immigration, and the pressures that this will place on the resources of the UK is a political issue which divides opinion across the country. If the population of the UK grows as projected, there will be an extra 8.4 million people in the UK by 2035, and a further 3.8 million by 2050, all needing housing, education, employment, power, food and water. This will put some strain on the resources of the UK and this will need to be planned for. In order for the UK to meet the needs of a growing population, there will be an expected need for a growth in energy production across the UK as well as a need for more construction, such as new housing, schools and hospitals. The environmental impact of these changes could have severe consequences for climate change and habitat loss.

## Know the pressures of growing populations on the UK's ecosystems.

Pressures on UK Ecosystems	Solutions
The need for more housing will put pressure on local and national governments to release greenfield sites. The use of greenbelt land destroys open spaces and affects habitats and increases surface runoff.	Building at higher densities and using brownfield sites for new home building projects
Increased demand for water will put pressure on local water supply and water treatment infrastructure causing more damage and breakdowns.	Finding new water sources and reducing water wastage and leaks in order to boost domestic water sources
Greenhouse gas emissions could increase through increased use of fossil fuels, leading to climate change unless alternative, sustainable energy sources are used.	Sustainable energy sources are used to meet increased demand for energy, as well as energy conservation.
New housing might be built on floodplains, increasing the likelihood of flooding and causing more surface runoff.	Managing river catchments to reduce the risk and impact of flooding.
With an increase in population and increase in food production will be needed. This expansion could lead to habitat loss, such as the destruction of hedgerows and the draining of marshland to provide larger field space.	Improved education on conservation of natural environments. Continued grants and legislation to conserve the natural environment.

## Know the range of national sustainable transport options for the UK.

Congestion Charging - Motorists pay a fee for driving in areas or along routes which have a history of congestions and high pollution.

Cycle Path/ Walking Networks - The Peterborough Green Wheel is a great example of this, encouraging people to use their own power to travel around the city.

Park and Ride - Motorists park their cars on large out of town sites and then travel into the centre on buses therefore reducing congestion, pollution and journey times.

Restricted Parking - Motorists are forced to use public transport because there is nowhere to leave their cars.

Car Sharing - Workers give lifts to neighbours who are going to the same place or pick up work colleagues on route.

Multiple Occupancy Lanes - Road lanes that only allow cars with at least two people to use them.

## Know the 'two-speed economy' and options for bridging the gap between south east and the rest of the UK.

There is a marked difference between the south east and rest of the country. Evidence of this includes;

- Many companies prefer to have their headquarters in the SE as there are better transport connections.
- Companies based in London are often thought more highly of and are closer to political and economical decision making.
- Wages in London are higher as are house prices and the cost of living.
- People aspire to live in London rather than northern areas.

Government solutions have included to close the gap have included;

- Moving departments out of London such as DVLA to Swansea and Passport Office to Cardiff.
- Persuading Channel 4 to move to Leeds and BBC to Manchester.
- Persuading HSBC to move to Birmingham and Lloyds Bank to Bristol
- HS2 rail link to improve rail accessibility from London and Europe to the north of the country.
- Trans Pennine railway upgrade to link Manchester and Leeds more easily.

## Know the costs and benefits of greenfield development and the regeneration of brownfield sites.

Greenfield Advantages	Greenfield Disadvantages	Brownfield Advantages	Brownfield Disadvantages
<b>Cheap land and rates of house building are faster.</b>	Encourages urban sprawl.	Helps revive old and disused urban areas.	Higher levels of air, noise and light pollution. Less healthy.
<b>Layout is not hampered by previous development so can be made efficient and pleasant.</b>	Often far from work and services, generating traffic.	Located nearer to main areas of employment, so commuting is reduced.	Often more expensive because old buildings have to be cleared and land cleaned of pollutants.
<b>Healthier environment.</b>	Valuable farm or recreational land is lost.	Reduces the loss of countryside and land that might be put to agricultural or recreational use.	Sometimes surrounded by rundown areas so does not always appeal to more wealthy people as a home.
	Wildlife and their habitats are lost or disturbed, partly due to more noise and light pollution.	Services such as water, electricity, gas and sewerage already in place.	

# Geography - Year 11 Term 2 – Challenges

## Know the approaches to conservation and development of UK National Parks.

Development - an improvement in the quality of life for people in an area.

Conservation - keeping something as it is; not changing it in any way to preserve it for future generations.

The UK National Parks were set up to protect areas of beautiful countryside, cultural heritage, wildlife and habitat.

The National Parks aim for sustainable development balancing the needs of residents and visitors with conserving landscapes and habitats.

Each National Park Authority such as the **Peak District** also produces a five-year National Park Management Plan. This plan is made in collaboration with local landowners, communities and organisations to help develop the parks sustainably, Examples of strategies in the plans include;

Creation of ‘conservation apprentices’ to encourage young people to continue living in the parks’ rural areas, maintaining traditional countryside management methods and addressing youth unemployment as well.

Encouraging people to change their transport habits to try and reduce carbon dioxide emissions from tourists travelling to, in and from the National Parks.

Encouraging local business practices, such as cattle markets and home construction, to use sustainable energy sources such as wind and solar power.

Convert old farm buildings, such as barns, into new business premises, for example art galleries and offices, to provide more employment in the National Parks.

Providing funds to small businesses in the National Parks, as well as training and environmental audits, to help create job stability and encourage further investment.

## Know the impacts of climate change on people and landscapes in UK

Coastal Flooding - A rise would impact on low-lying areas of the UK coastline. Many of the major cities in the country are also ports and therefore their flood defences will need to be strengthened.

More Storms - There will be more extreme winds, rain and tidal surges in the UK.

This will impact on coastal areas and river valleys. Falling trees could be fatal.

Higher Temperatures - There may be a change in the types of crops that are grown.

For a number of years, farmers in the south of the country have been able to grow vines and tea.

Water Deficits - Warmer and drier summers will lead to less rainfall and more evaporation, so less water in rivers, the soil and groundwater. This will lead to water deficits for a growing population, industry and agriculture in the south-east.

Ecosystem Change - Already under pressure from human activities, many plants and animals will have to adapt to the new climate. Some species may become extinct or migrate north and others will migrate into the country from the south.

## Know the UK net migration statistics and their reliability and values and attitudes of different stakeholders towards migration.

### Reliability

Net migration shows the difference between the number of people who are coming into a country and the number of people leaving a country. In the UK the number is rising as more people from other countries in Europe and the rest of the world wish to live in the UK.

The reliability of these numbers can be a problem, both to people who produce the statistics and to the government. The government only has records of people who come into the country legally. It is believed that many people come into the country without being recorded and without permission. This makes the figure inaccurate and leads to other problems such as these people working for very little pay because they should not be in the country. Their employers know this and exploit the situation. Public services such as housing, education and healthcare can also be overwhelmed as people arrive in the country. As the new arrivals have not been registered or counted, the government does not provide funds locally to support their needs.

### Attitudes

Any persons attitude would make a valid answer – just identify who is saying it and why.

Local Policemen – I want to reduce migration because in Peterborough, we have to deal with 100 different languages. We now have to employ translators so there are less police to solve crime.

Local Farmers – I am happy with the level of migration because I employ migrant workers to pick sprouts every year. Without them I would find it difficult to get workers and have to pay English workers higher wages which would make sprouts more expensive in the shops.

## Know the approaches to managing river and coastal UK flood risk.

Increasing Flood Risk	Decreasing Flood Risk
New development on floodplains	Building flood defences
Climate change - More extreme weather events	People preparing for flooding
Population growth	Limiting development on floodplains
Urbanisation	Issuing flood warnings
New development in low lying coastal areas	Managing land use in drainage basins

## Know the range of responses to climate change in the UK at a local and national scale.

### Local Household Responses

As an individual or family what do you do in response to climate change?

Walking or cycling short distances instead of driving to reduce CO2 emissions

Purchasing locally grown food that has not had to be carried around the world

Eating seasonal foods that have not had to be grown in artificially heated greenhouses

Recycling waste materials to reduce the need to manufacture new products

Switching lights off, reducing the temperature settings on heating systems, closing doors to save heat.

### Local Council Responses

We are lucky to live in a city which promotes itself as the Environment Capital. This means there are a number of local actions:

Limiting Congestion – The road network is planned and developed to minimise congestion and unnecessary emissions.

Cycle and Walking Network – The Green Wheel is a network of purpose built car free routes that link different areas of the city.

Recycling – We have kerbside recycling of paper, glass, metals, food, garden waste.

Public Transport – We have subsidised public transport encouraging us not to use our own cars.

Car Sharing- There is a council website where we can be introduced to people taking a similar route to work.

Zero Carbon Housing – The council promotes the development of new housing that does not use damaging building materials or methods.

### National Responses

The government has many initiatives to encourage home owners and business to be more energy efficient and to use renewable fuels rather than traditional fossil fuels. For example:

1. Renewable Heat Incentive: Home owners who use air or ground source heat pumps to provide heating and water for their homes will receive a grant from the government. This is a payment over 7 years to recoup the cost of the heat pump.

2. Renewable Heat Incentive: The same incentive will also give home owners a grant if they install thermal hot water heating on the roof of their houses.

3. Feed in Tariff: Businesses and home owners that have solar panels on their roof to produce electricity receive the electricity they need at a reduced cost. The extra electricity they generate feeds into the national grid and they are paid for it.

4. Electrification: Electric cars are now exempt from road tax. Many buses have been converted to run on electric.

5. Insulation Grants: There are many grants available to help, particularly vulnerable groups, pay for cavity wall and loft insulation.

The government has also switched its national energy generation strategy. High carbon emitting coal-fired power stations are being closed and replaced by a new emphasis on nuclear energy and renewable energy sources, particularly offshore wind farms.

# Geography - Year 11 Term 2 – Fieldwork

## To know a range of techniques that can be used in river fieldwork.

1. Quantitative data collection techniques record statistical data and are carried out in the field.
2. Qualitative techniques are when information is gathered through observation, it usually involves a description of a feature.
3. Primary Data is data that is collected first hand.
4. Secondary data has already been published by someone else.

When you choose the type of data that you want to collect to answer your focus questions, it is important to consider how you are going to collect it.

1. Random sampling is when data is collected by chance. An example might be picking up stones from the river bed at random.
2. Systematic sampling is when the locations of sites are found at equal intervals from each other.
3. Stratified sampling is when the study area has significantly different parts and you measure from each.

For river discharge, you used quantitative, primary data collected systematically every 200m downstream.

For channel and valley characteristics, you used qualitative, primary data collected stratified from upper and lower courses of the river.

## To know how to draw conclusions and evaluate a river study.

Conclusions should be to the point and clearly stated. They should relate directly to the focus questions. For example state the discharge increased downstream from ??? at site 1 to ??? at site 4. The hypothesis was therefore proved correct. The landforms changed from ????? at site 1 to ???? at site 4. The hypothesis was therefore proved correct. Then you state that you met the overall focus of the study which was to investigate how a river changes downstream.

Evaluations should focus on all areas of a study and identify what went well and what could be improved upon if the study was to be repeated and how. Some of the things to be considered may be:

Location of Study Site	Timing of Study
Number of Sites	Measuring Width
	Measuring Depth
	Measuring Cross Sectional Area
Measuring Velocity	Measuring Geology
Working as a Group	Presenting of Data
	Confidence in Study Findings

## To know the kind of questions that can be investigated through fieldwork in river environments and how to develop those questions.

When conducting a geographical enquiry, it is important to have a purpose or aim. One way to do this is by having a guiding task question. Your task question is

### An investigation of change in a river channel

To help answer the task question, geographers next devise key questions (or hypotheses) which gives the enquiry good focus.

You focus questions are,

### River discharge will increase from source to mouth and

### River channel and valley characteristics will change downstream

To further develop the questions you need to consider what information you will need to collect. To measure discharge you will need to collect data on width and depth of the channel to work out its area and velocity to be able to work out the discharge. (area x velocity gives discharge). To find out if it changes downstream you will need to take measurements at a number of different sites along the river. To measure the channel and valley characteristics you will again need to identify a number of sites from the upper, middle and lower courses of the river and will need to record the types of characteristics seen at each site, either by describing them or taking photographs.

When you have finalised your key questions and decided what information and data you need to collect, you need to select a study site. Your site was the Back Dike in Peterborough. It was a good site because it satisfied health and safety requirements and met the aim of your study.

It had a river.

The river displayed changing characteristics over a short distance.

The river had public access.

The river was a short distance from a road.

The river banks allowed access to the water.

The flow conditions of the river were safe.

There was little marginal vegetation.

## To know how to use secondary data sources including Census and Police Crime data.

We used secondary data sources to gather information to help us with our first focus question on the quality of the lived environment. We used the [Census website](#) to give us information on Change in Private Rented 2001-2011 (explains caring for property), Less than 1 person per bedroom (explains overcrowding) and Proficiency in English (explains litter). A common criticism of secondary data is that often it does not show exactly what you want it to and doesn't always cover the exact area under investigation (it is ward rather than street based data). The census website asked us for local authority and then ward before we could choose different spreadsheets to extract data from. The number of Crimes Recorded in the 3 streets were collected from the [Cambridgeshire Police website](#). This was a clickable map that we could click on Peterborough, the ward, the street (which gave us numbers of crimes) and then on individual crimes to read about the type recorded.

## To know a range of techniques that can be used in urban fieldwork.

You used a quantitative technique which was land use measuring and a qualitative techniques which was an environmental quality survey. To collect the data we used a transect drawn from the CBD through the inner city and into the suburbs (line sampling) and we then took observations at certain street corners on that line (point sampling).

## To know a quantitative method to measure land use change.

At each of the 3 sites, you walked down the street noting down the land use of the buildings and open spaces on a base map using a key. The key categories were Residential, Commercial, Public, Industrial, Recreational, Transport and Other. This data was then processed to give quantitative results in the classroom.

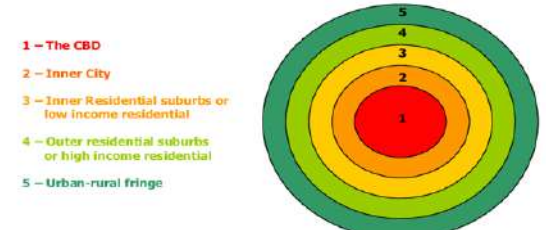
## To know a qualitative method to record the quality of the urban environment.

At each of the 3 sites you gathered survey data through observation, so it reflects your opinion and comments on an area. You completed a table describing the environmental quality by giving a score for litter, noise, gardens, traffic, upkeep of buildings and graffiti. You also took photos at each site which you then labelled to show positive and negative aspects of the environment at each site.

## To know how to analyse and explain urban data using appropriate theories.

### The Burgess Model (1924)

Burgess was collecting data about the social conditions in Chicago, USA and whilst doing this was able to identify and summarise the structure of the city. Chicago was suitable for this model because the rapid growth of its industries was attracting migrants from within the USA and from the rest of the world. The model is "circular" based, with the Central Business District (CBD) in the middle. Surrounding the CBD is the inner city and residential areas. On the outside of the model, the Urban-Rural fringe can be found.



## To know how people living in the area or visiting are affected by the results of your study.

There are no correct answers here. You do need to be able to support your opinions with evidence. Remember you can talk about discharge (flooding), erosion or deposition,... and anything that you collected data on. For example, you could say that it is more likely to flood at site 3 because the banks are lower and there is a wide floodplain. This means that farmers could potentially lose any planted crops but they will benefit from the added soil fertility from deposited material.

# Geography - Year 11 Term 2 – Other Skills

## To be able to use basic and higher level map skills.

These skills will definitely be tested on this paper so you will need them. They may also appear in Papers 1 and 2. The map skills you need to be able to comfortably use are;

- 8 Compass Directions
- 4 figure grid references
- 6 figure grid references
- Measuring and Using Distances
- Converting Scales (eg, cm into km)
- Measuring and Interpreting Heights
- Reading Maps using the Key
- Recognising and Describing Patterns
- Using and Constructing Cross Sections

There is no alternative but to practise using these skills until you can do them. Here are a number of web links that will enable you to practise some of those skills. There are also OS maps and text books in school which you can use to practise and test each other at break or lunchtimes which is a much more effective idea: So get together with some friends over a few days and do it.

<https://www.ordnancesurvey.co.uk/mapzone/map-skills>

<https://www.bbc.com/bitesize/guides/z6j6fg8/test>

<https://www.bbc.com/bitesize/guides/z9cp7hv/test>

<https://getoutside.ordnancesurvey.co.uk/guides/the-2017-map-reading-quiz/>

## To know how to describe the site, situation and shape of settlements.

<b>Nucleated</b>	These settlements have buildings closely grouped together.	These settlements originally grew around a road junction. People built houses together for safety.
<b>Linear</b>	These settlements have a long and narrow shape and are often called Ribbon Developments.	Settlements with this shape originally grew along narrow valleys, a road, a river or the coast.
<b>Dispersed/ Fragmented</b>	These settlements have buildings that are well spread out. There is usually no obvious centre.	Settlements with this pattern are often found in highland areas where land is needed to graze animals.

## Exam Command Words Defined

This is a list of the words that will appear in the questions on your exam paper. Be clear about what each word means, as answering as instructed determines the mark that you get for each question.

### Command Word Definition

Identify/State - Recall or select one or more pieces of information.

Define - State the meaning of a term.

Calculate - Produce a numerical answer, showing relevant working.

Draw/plot - Create a graphical representation of geographical information.

Label - Add a label/labels to a given resource, graphic or image.

Describe - Give an account of the main characteristics of something or the steps in a process. Statements in the response should be developed but do not need to include a justification or reason.

Compare - Find the similarities and differences of two elements given in a question. Each response must relate to both elements, and must include a statement of their similarity/difference.

Explain - Provide a reasoned explanation of how or why something occurs. An explanation requires a justification/exemplification of a point. Some questions will require the use of annotated diagrams to support explanation.

Suggest - Apply understanding to provide a reasoned explanation of how or why something may occur. A suggested explanation requires a justification/exemplification of a point.

Assess - Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important.

Evaluate - Measure the value or success of something and ultimately provide a substantiated judgement/conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data.

Select...and justify - Select one option from those given and justify the choice, drawing across the resources provided and knowledge/understanding. The justification should include consideration of the alternative options in order to provide a supported argument in favour of the chosen option.

### To know how to annotate and label.

Labelling is simply indicating what something is.

Annotation involves adding some notes to explain something.

Remember you can label or annotate a photograph, a field sketch, a section of text or anything else. All labelling and annotating needs to include an arrow which attaches the comment to the subject being described.