

Graphic Communication A Level

Independent Study Guide

Assessment Objectives

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Outside of timetabled lessons you should be developing and **extending your personal investigation**. Where possible make use of the art rooms and resources available or **continue your work in the study area**. You should be a visible presence in the art department.

Contextual Research

Conduct **further research into designers that relate to your Component 1 theme**. You should have a broad and deep understanding about the designer(s) and the context of their work in addition to the techniques used. Become well versed in being able to articulate this knowledge verbally in class discussions. **Annotate research imagery**.

Essay Development

The essay is developed over the course **of your personal investigation so you should continue to add to it regularly** as your work develops and the thought process is fresh.

Digital Portfolio

in the form of a PowerPoint. Update as your work progresses include annotations

Photography

Demonstrate use of primary resources by taking your own photographs to use within your designs.

Annotation and Analysis

Analyse your own work and the work of artists and designers. Make reflective notes explaining the development of your ideas.

Sketchbook work

Sketching ideas, exploring alternative media, include research imagery and annotations about your thoughts & ideas.

Design Development

Further **develop your own designs** inspired by artistic references selected during the research stage. Push ideas to **show a range of alternative compositions** and explorations demonstrating different ways of communicating ideas.

Fine Art, Textiles and 3D Studies A Level

Independent Study Guide

Assessment Objectives

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AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Drawing

From observation, exploring alternative media, or drawing digitally is hugely important and underpins all subsequent development work. Regular drawing will enhance your practice.

Contextual Research

Conduct further research into artists and subject matter informing your personal investigation. You should have a broad and deep understanding about the artist, background information and thought process, in addition to the techniques used. Become well versed in being able to articulate this knowledge both verbally in class discussions and in the supporting essay.

Outside of timetabled lessons you should be developing and extending your personal investigation. Where possible make use of the art rooms and resources available or continue your work in the study area. You should be a visible presence in the art department.

Design Development

Further develop your own designs inspired by contextual references studied. Push ideas to show a range of inventive exploration of materials, techniques and alternative compositions. Demonstrate flexibility in creative thinking skills.

Digital Portfolio

Build a digital portfolio in the form of a PowerPoint. Update as your work develops.

Essay Development

The essay is developed over the course of your personal investigation so you should continue to reflect regularly as your work develops to document research and progression, making connections with contextual studies.

Photography

Demonstrate an exploratory and investigative approach. Primary resources are preferable to images from the internet. Use your own photographs for informing your design ideas.

Annotation and Analysis

Analyse the work of professional artists and designers. Make reflective notes of your own work explaining the development of your ideas. Include in your 3,000 word essay and sketchbook.

Photography A Level

Independent Study Guide Assessment Objectives

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AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Drawing

Demonstrate your drawing skills through the lens of the camera, digitally or with traditional materials to underpin your development.

Contextual Research

Conduct further research into photographers that relate to your personal investigation. You should have a broad and deep understanding about each photographer and the context of their work in addition to the techniques used. Become well versed in being able to articulate this knowledge both verbally in class discussions and in the supporting essay.

Outside of timetabled lessons you should be developing and extending your personal investigation. Where possible make use of the art rooms and resources available or continue your work in the study area. You should be a visible presence in the art department.

Design Development

Further develop your own designs inspired by contextual references studied. Push ideas to show a range of inventive techniques and processes, alternative compositions and critical thinking demonstrating different ways of communicating ideas.

Essay Development

The essay is developed over the course of your personal investigation so you should continue to add to it regularly as your work develops and whilst the thought process is fresh.

Digital Portfolio

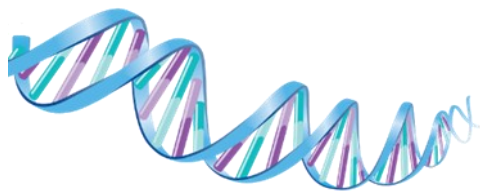
Build a digital portfolio in the form of a PowerPoint. Update as your work progresses.

Photography

Demonstrate use of primary resources by taking your own photographs to use within your designs.

Annotation and Analysis

Analyse your own work and the work of your chosen Photographers. Make reflective notes explaining the development of your ideas.



For all sections of each topic you have been taught, you can:

- Key terms, list with definitions- could do this as flash cards
- Spider diagrams linking key topics
- For each required process you should draw a flow chart or a diagram, so that you can sequence the process.
- Commit factual content to memory, so that you can verbally explain each process and compare and contrast.
- Read textbook chapter on the next topic before the lesson

Work on Maths

List of required maths skills including worksheets you can do can be found in:

<http://www.aqa.org.uk/resources/science/as-and-a-level/teach/maths-skills-briefings>

Use the CGP :Essentials for Maths skills to revise and practice statistical tests, calculating SA and % change.

Exam questions can be found on the reference drive/science/A level Biology.

Further Reading

Biological Sciences Review.

Philip Allan Updates. (4 issues each year), edited by an expert team at the University of Manchester, leading biologists will stretch and challenge students' knowledge with:

- Specially written articles on recent research in the biological sciences, central to A-level topics
- Grade-boosting advice from examiners
- Additional online support, with tailored resources to support articles in the magazine

Useful websites:

There are many, the following is a short selection:

BBC science

You Tube videos : Mr Pollock, Freescience, Khan Academy
<https://getrevising.co.uk/resources/aqa-as-and-a2-biology-required-practicals>

www.s-cool.co.uk/a-level/biology

<https://mathsmadeeasy.co.uk/a-level-biology-revision/>

www.abpischools.org.uk/page/resource/age/subject.cfm?

www.biozone.co.nz/links.html

www.cellsalive.com

www.dnai.org

www.dnalc.org/resources

Core practical's

For each of the 12 required practicals

<https://filestore.aqa.org.uk/resources/biology/AQA-7401-7402-PHBK.PDF>

<https://www.stem.org.uk/resources/collection/83424/level-set-biology-practicals>

- summarise the method
- Identify the variables
- Evaluate the data
- Practice related exam questions

Essays

Practice essays

<https://filestore.aqa.org.uk/resources/biology/AQA-BIOLOGY-ESSAY-TITLES.PDF>

Include :

- 4-6 different topics per essay.
- A level content
- Make sure the importance is integrated within the text.

Text book (AS and A2):

Recall questions for each sub topic – attempt these

Application questions for each topic on blue pages

Exam style questions for each topic at the end of the chapter

Read the practical skills, maths skills and an extension tasks.

3.1: What is Business?

Revision List:

3.1.1 Understanding the nature and purpose of business

Contents

- ⊙ Why businesses exist
- ⊙ The relationship between mission and objectives
- ⊙ Common business objectives
- ⊙ Why businesses set objectives
- ⊙ The measurement and importance of profit

3.1.2 Understanding different business forms

Contents

- ⊙ Reasons for choosing different forms of business and for changing business form
- ⊙ The role of shareholders and why they invest
- ⊙ Influences on share price and the significance of share price changes
- ⊙ The effects of ownership on mission, objectives, decisions and performance

3.1.3 Understanding different business forms

Contents

How external environment can affect costs and demand

- ⊙ Competition
- ⊙ Market conditions
- ⊙ Incomes
- ⊙ Interest rates
- ⊙ Demographic factors
- ⊙ Environmental issues and fair trade

Expected research for Topic 3.1.1, 3.1.2 and 3.1.3:

1. **Notes filed, in order, in a file**
2. **A list of the key terms has been made and revised (evidence needed)**
3. **An article of wider reading for each topic area.**

Extension:

Case studies for share prices – how change in share price has impacted on a business

Case studies for external environment – how have businesses been impacted by costs and demand

3.3 Decision making to improve marketing performance.

Revision list.

3.3.1 Setting marketing objectives

Contents

- ⊙ The value of setting marketing objectives
- ⊙ External and internal influences on marketing objectives and decisions

3.3.2 Understanding markets and customers

Contents

- ⊙ The value of primary and secondary marketing research
- ⊙ The value of sampling
- ⊙ The interpretation of marketing data
- ⊙ The value of technology in gathering and analysing data for marketing decision making
- ⊙ The interpretation of price and income elasticity of demand data
- ⊙ The value of the concepts of price and income elasticity of demand to marketing decision makers
- ⊙ The use of data in marketing decision making and planning

3.3.3 Making marketing decisions: segmentation, targeting, positioning

Contents

- ⊙ The process and value of segmentation, targeting and positioning
- ⊙ Influences on choosing a target market and positioning

3.3.4 Making marketing decisions: using the marketing mix

- ⊙ Elements of the marketing mix (7Ps)
- ⊙ Influences on and effects of changes in the elements of the marketing mix.
- ⊙ Decisions relating to other elements of the marketing mix: people, process and physical element.
- ⊙ The importance of and influences on an integrated marketing mix.
- ⊙ The value of digital marketing and e-commerce.

Expected research for Topic 3.3.1, 3.3.2, 3.3.3 and 3.3.4:

1. **Notes filed, in order, in a file**
2. **A list of the key terms has been made and revised (evidence needed)**
3. **An article of wider reading for each topic area.**

Extension:

Case studies for;

Price elasticity of demand – examples of price changes and impact on demand/business performance

Marketing mix – example of a company's marketing mix (7 P's)

3.5 Decision making to improve financial performance.

Revision list:

3.5.1 Setting financial objectives

Contents

- ⊙ The value of setting financial objectives
- ⊙ The distinction between cash flow and profit
- ⊙ The distinction between gross profit, operating profit and profit for the year
- ⊙ Revenue, costs and profit objectives
- ⊙ Cash flow objectives
- ⊙ Objectives for investment (capital expenditure) levels
- ⊙ Capital structure objectives
- ⊙ External and internal influences on financial objectives and decisions

3.5.2 Analysing financial performance

Contents

- ⊙ Break-even
- ⊙ Cash Flow
- ⊙ Budgets
- ⊙ Profitability Ratios

3.5.3 Making financial decisions: sources of finance

Contents

- ⊙ Internal and external sources of finance
- ⊙ Advantages and disadvantages of different sources of finance for short- and long-term uses

Expected research for Topic 3.5.1, 3.5.2 and 3.5.3:

1. **Notes filed, in order, in a file**
2. **A list of the key terms has been made and revised (evidence needed)**
3. **An article of wider reading for each topic area.**

Extension:

Case studies for;

Budgets – examples of projects that have/haven't stayed within budget. Explain how this impacted on the overall business

Sources of finance –

Research a business start-up and find out how they funded the start up.
Explain the pros and cons of the source of finance they used.

Research a large organisation who have recently expanded. How did they fund this expansion? Explain the pros and cons

Year 12 Business: Study Period Work (Mr McGowan)

Term 1 - Year12: Management, Leadership and Decision Making

Revision List;

- Types of Leaders
- Tannenbaum & Schmidt Continuum
- Blake Mouton Grid
- Intuitive Decision Making
- Scientific Decision Making
- Decision Trees
- Stakeholder Needs
- Stakeholder Mapping

Research;

- Case studies for;
 - o Types of Leaders – examples of successful/unsuccessful leaders with context
 - o Stakeholder Mapping – examples of decisions that require stakeholder interaction

Term 2 Year12: Operations

Revision List;

- Operational Objectives
- Operational Data (Productivity, Unit Costs, Capacity Utilisation)
- Efficiency (Lean Production, Kaizen, Mix of Resources)
- Technology
- Kaizen
- Quality
- Stock Control, Suppliers and Monitoring Stock Levels

Research;

- Case studies for;
 - o Kaizen – examples of businesses that been linked with the use of Kaizen
 - o Technology – examples of business that have used Technology effectively (link to other aspects of the specification, specifically Ansoff's Matrix, Marketing Mix and Ethics)

Term 3 - Year12: Human Resource Management

Revision List;

- Human Resource Objectives
- Human Resource Data (Turnover, Retention, Productivity, Employee Costs, Labour Cost per Unit)
- HR Planning
- Organisational Structures
- Job Design
- Motivation (Maslow, Herzberg, Taylor etc.)
- Employer-Employee relationship
- Trade Unions

Research;

- Case studies for;
 - o Trade Unions – differing examples of recent trade union disputes
 - o Organisational Structures – differing examples of different uses of Organisational Structures with reasoning.

Independent Learning in Chemistry

One of the most important things you can be doing to boost your Chemistry understanding is to develop your independent learning skills.

You will be using detailed work booklets that you will be supplied with in class which contain all the notes you need for each topic, exercises to work through in class and past paper questions which will mainly be set as homework. The booklets allow you to read ahead in each topic to familiarise yourself with what is coming up over the next few lessons. You will also be given the opportunity to buy textbooks and revision guides at reduced cost. It is important to then build on the work that you do in class by reading around your subject and developing your independent learning.



What does independent learning look like in Chemistry?

1. Review your work booklets every week

Identify what you understand, and what you are unsure about as soon as possible. Then make sure you seek help from your teachers to sort out any misunderstandings. That way, when you get to your exams you are simply revising topics you already understand, not desperately trying to actually understand things properly for the first time. Your work booklets are also full of past paper questions that are vital in terms of knowing what to expect from assessments and examinations.

2. Use specialist websites to consolidate and extend your learning

'Chemrevise' - Really well put together revision notes for each topic, and all the practical work

'Chemguide' - Lots of great explanations, particularly for organic and inorganic Chemistry

'AQA Chemistry 7405 Specification' - Make sure you know exactly what is on your A-level Chemistry specification

'A-level Chemistry' - A useful website with lots of practice exam questions

'Senecalearning' - Active revision for many different courses

3. Read specialist publications

Go to the library or the study area and read **Chemistry Review**. Another good journal is **New Scientist**, found online. Alternatively get on Amazon and get yourself a book. Two good ones to get started with are 'Periodic Tales' by Hugh Aldersey-Williams and 'A Short History of Nearly Everything' by Bill Bryson but there are many other good ones about.

4. Follow Science in the news

Check out the news section of the **Royal Society of Chemistry** website rsc.org/news. This has the latest press releases and allows access to articles published in Chemistry journals and magazines such as **Chemistry World**. The website also has useful areas for student resources and career advice. The science area of the BBC website has some good articles and links to interesting science programmes on iPlayer that you may have missed.

AS Computing DST due Monday 28th

1 A company produces a game which is to be played on mobile phones. In the game, a character moves forward and backward along a platform, and can also jump or duck to avoid obstacles. The game is controlled using the standard keypad of the telephone.



The pseudo-code to control the character is

01 REPEAT

. 02 INPUT Key

. 03 Move Character according to the key input

04 UNTIL the end of platform is reached

(a) This code uses iteration.

(i) Describe what is meant by iteration

[2]

(ii) Describe **two** types of iteration construct other than the type used in the pseudo-code above. [2]

Type 1

Type 2

[4]

b) To implement line 03 of the pseudo-code, the programmers decide to use a SELECT CASE statement.

[2] Explain what is meant by a SELECT CASE statement, and how it can be used to move the character.

[4]

2 (a) Iteration is one of the three basic constructs of procedural programming languages.

State the names of the other **two** basic constructs.

1

2

[2]

b) The FOR loop and the WHILE loop are two different types of iteration construct. Describe **one** difference between a FOR loop and a WHILE loop.

[2]

c) As part of her A-Level Computing project, Myriam writes the following code which displays how a bank investment will grow each year.

```
01 PROCEDURE B(p: INTEGER, r: REAL, t: INTEGER)
02     FOR i = 1 to t
03         p = p + p * r
04         OUTPUT t, p
05     NEXT i
06 END PROCEDURE
```

Rewrite this procedure so that it uses a WHILE loop instead of a FOR Loop.

[4]

AS Computing DST

Unit 2 - 2.1.1 Programming Principles Ex 1

```

1 X=1
2 WHILE X < 3 DO
3   A = X * X
4   OUTPUT X, A
5   X = X + 1
6 ENDWHILE
7 END

```

Complete the following table to dry run the algorithm.

LINE	X	A	OUTPUT	CONDITION
1	1			
2	1			TRUE
3				

[4]

(b) The algorithm outputs consecutive numbers, starting with 1, and their squares.

(i) State what should be changed in the algorithm to output the first 10 numbers with their squares.

..... [1]
(ii) Rewrite the algorithm using a FOR loop so that the new algorithm will print the numbers 1 to 10 with their squares.

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

[4]

9 (i) State what is meant by a procedure.

[1]

(ii) Explain how a function differs from a procedure.

[2]

(iii) State the meaning of a recursive procedure.

[1]

10 (a) (i) State **three** pieces of information necessary to define an array.

1.

2.

3.

[3]

(ii) Explain how different data types can be used in the array.

```
(b) FLAG=0,COUNT=1
INPUT VALUE
WHILE FLAG=0 AND COUNT<=MAX_SIZE_OF_ARRAY
  IF ARRAY(COUNT)=VALUE THEN
    OUTPUT COUNT
    FLAG=1
  END IF
  COUNT=COUNT+1
END WHILE
END
```

(i) Describe the purpose of the algorithm.

[2]

(ii) Explain the purpose of FLAG.

[2]

(iii) Give an error message that should be included in the algorithm, stating where in the algorithm it should be placed.

Message

Position

[2]

June 2008 Paper

2 A file of student records is designed using the students' names as the key field. A section of the file is shown.

GREIG
BLACKFORD
ROUSE
LONG
LYNCH

(a) State a reason why the name of the student is a poor choice as key field.

..... [1]
(b) State why this file is **not** a sequential file.

..... [1]
(c) Rewrite the section of the file as a sequential file, giving a reason why it is better than the serial version if the file contains over 1,000 students.

Sequential file

.....

Reason

..... [2]

9

NUMBER = 1

```
WHILE NUMBER < 5 DO
    NUMBER = NUMBER + 1
    ANSWER = NUMBER * 3
    OUTPUT ANSWER
END WHILE
```

OUTPUT NUMBER

END

(a) Write down the output from the module.

(b)

..... [2]
(b) The module is meant to produce the first five multiples of three.

Rewrite the module using a Repeat...Until construct so that it will satisfy this requirement.

.....

.....

.....

.....

..... [4]

AS Computer Science
DST - Selection Programming Construct Exam Question – Due Mon 5th Oct

A computer program is used to monitor a printer and display its status via an LCD display in the front panel. The program includes the following algorithm.

```
01 IF NOT(PaperTrayEmpty) AND (FilesWaiting > 0) THEN
02     OUTPUT "PRINTING..."
03 ELSE
04     OUTPUT "PLEASE ADD PAPER"
05 END IF
```

(a) The algorithm is tested when the values of the variables are

PaperTrayEmpty = TRUE FilesWaiting = 3

(i) State the value of NOT(PaperTrayEmpty) [1]

(ii) State the value of (FilesWaiting > 0).....[1]

(iii) State the value of NOT(PaperTrayEmpty) AND (FilesWaiting > 0) [1]

(iv) State the output of the algorithm

..... [1]

(b) State the output of the algorithm when the values of the variables are as follows. Justify your answer in each case.

(i) PaperTrayEmpty = FALSE FilesWaiting = 1 ☐

Output

Justification

..... [4]

(ii) PaperTrayEmpty = FALSE FilesWaiting = 0 ☐

Output

Justification

..... [4]

(c) Rewrite the algorithm so that when PaperTrayEmpty is False and FilesWaiting is 0, the output is "STATUS OK".(The output in other cases should not change.) [4]

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

AS Computer Science | Key Assessment 10

A computer program is used to monitor a printer and display its status via an LCD display in the front panel. The program includes the following algorithm.

```
01 IF NOT(PaperTrayEmpty) AND (FilesWaiting > 0) THEN
02     OUTPUT "PRINTING..."
03 ELSE
04     OUTPUT "PLEASE ADD PAPER"
05 END IF
```

(a) The algorithm is tested when the values of the variables are:

PaperTrayEmpty = TRUE FilesWaiting = 3

(i) State the value of NOT(PaperTrayEmpty) [1]

(ii) State the value of (FilesWaiting > 0).....[1]

(iii) State the value of NOT(PaperTrayEmpty) AND (FilesWaiting > 0) [1]

(iv) State the output of the algorithm.

..... [1]

(b) State the output of the algorithm when the values of the variables are as follows. Justify your answer in each case.

(i) PaperTrayEmpty = FALSE FilesWaiting = 1 □

Output

Justification

..... [4]

(ii) PaperTrayEmpty = FALSE FilesWaiting = 0 □

Output

Justification

.....

..... [4]

(c) Rewrite the algorithm so that when PaperTrayEmpty is False and FilesWaiting is 0, the output is "STATUS OK".(The output in other cases should not change.)

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

[4]

AS Computer Science DST due for Monday 12th Oct

1. Complete the Trace Table for the following algorithm - using the following data

3, 2, 5, 8

```

1  n = 0
2  WHILE n <= 0
3      INPUT n
4  ENDWHILE
5  Total = 0
6  Count = 0
7  REPEAT
8      INPUT Number
9      Total = Total + Number
10     Count = Count + 1
11 UNTIL Count = n
12 OUTPUT Total/Count

```

[illegible]

2. A program, that calculates the bus fare for a destination uses variables to store the following data. For each variable, state the most suitable data type and give a reason for your choice.

. (i) RouteNumber (the number of the bus route. e.g. 65, 5A or N93) [1]

. Data Type

. Reason

.

. [2]

. (ii) Fare (the cost of the journey in pounds e.g. 0.40)

. Data Type

. Reason

. [1]

. [2]

. (iii) TicketType (the word CHILD, ADULT or PENSIONER)

. Data Type

. Reason

. [2]

1.2.3 Programming Techniques

String Manipulation

Str1 = "Blackpool Sixth Form College"

- 1) X = LOCATE(Str1, "Sixth")
- 2) Y = LEFT(Str1, 5)
- 3) Z = RIGHT(Str1, 4)
- 4) P = MID(Str1, 16, 4)
- 5) Q = Len(P)
- 6) R = Len(Y)
- 7) S = CHAR(60+Answer for 5 +Answer for 6)
- 8) T = ASCII("F") Given ASCII("A") = 65

Match the correct FUNCTION to its PURPOSE

	FUNCTION	PURPOSE
1	LOCATE	Finds the length of a string – number of characters in a string
2	LEN	Converts the character into its ASCII Value
3	LEFT	Converts a numeric value into its corresponding Character on the key board
4	RIGHT	Gets the first n characters from a string
5	MID	Gets the last n characters from a string
6	ASCII	Finds the starting position of a string in another string
7	CHAR	Extracts n characters from a string starting at a certain position

AS Computing - String Manipulation Questions

June 2010

4 Numerology is a method of fortune-telling where letters are converted into numbers. A programmer is writing an application to carry out this conversion.

(a)

The application contains the function `PositionInAlphabet()` which takes a single upper case letter as an argument and returns the position of that letter in the alphabet.

For example `PositionInAlphabet('A') = 1` and `PositionInAlphabet('J') = 10`. Here is the code for this function.

```
01 FUNCTION PositionInAlphabet(Letter : CHARACTER) : INTEGER
```

```
02 CharCode = ASCII(Letter)
```

```
03 PositionInAlphabet = CharCode – 64
```

```
04 END FUNCTION
```

- . **(i)** In line 02, a built-in string manipulation function, `ASCII`, has been used. Describe what the function `ASCII` does **[2]**

.....

.....

.....

- . **(ii)** Explain why it is necessary to subtract 64 in line 03. **[2]**

.....

.....

Jan 2011 Q

(f) The Anytown Bus Company uses a computer program to calculate the bus fares of journeys and to print bus tickets.

All tickets have three lines of 15 characters. Each line is formatted into a single string and then printed.

An example ticket is show

R	O	U	T	E		N	9	3						
A	V	E	N	U	E		-	K	I	N	G	S	W	A
A	D	U	L	T						£	0	.	4	0

n below.

- . (i) The first line contains the word ROUTE followed by a space followed by the value of RouteNumber. [1] [SEP] Using string manipulation operations in a high level language you have studied, show how the line can be formatted into a single string [2]

- . (ii) In the second line the names of the stops are printed using 7 characters each. If a name is shorter than 7 characters, spaces are added. If a name is longer than 7 characters, any extra characters are removed. [1] [SEP] Show how string manipulation functions can be used to format **the name of a stop** for printing. [1] [SEP] You do not need to format the whole line. [3]

- (iii) In the third line the ticket type is printed on the left and the fare (preceded by £) is printed on the right.

Explain how string manipulation functions can be used to format the values of TicketType and Fare into a correct 15-character string for printing. [5]

AS Computing

Component 2 Algorithms and Problem Solving

Name:

MTG:

2.1.1 Abstraction

1. What is abstraction [3]
2. What is the advantage of creating an app that is generic rather than one that is subject specific? [2]
3. State 3 advantages of data abstraction [3]

2.2.1 Programming Techniques

1. What is a Variable? [2]
2. What is a Constant? [2]
3. What is a Sequence? [2]
4. What is a Selection/Branching? [2]
5. What is Iteration? [2]
6. State TWO differences between a FOR Loop and a WHILE Loop [4]
7. State TWO differences between a REPEAT Loop and a WHILE Loop [4]
8. a) What will be output when the following code is executed
given the input 3 18 9 [1]

```
1 Read Num1
2 Read Num2
3 Read Num3
4 IF Num1 > Num2 AND Num1 > Num3 THEN
5   OUTPUT Num1
6 ELSEIF Num2 > Num1 AND Num2 > Num3 THEN
7   OUTPUT Num2
8 ELSEIF Num3 > Num1 AND Num3 > Num2 THEN
9   OUTPUT Num3
10 END IF
```

- b) Which lines of code will be executed? [2]
- c) What are the results of the conditions in lines 4, 6 and 8? [3]

9. A Computer Program has to output the numbers 5 to 10 on the screen
Complete the MISSING WORDS.

[3]

```
FOR X = ----- TO -----  
    CONSOLE.WRITELINE( -----)  
NEXT X
```

10. Identify the line numbers for the following constructs in the code below

a) Sequence b) Selection c) Iteration

[3]

```
1. Console.WriteLine("This program evaluates whether a number is positive or negative")  
2. Console.WriteLine("Enter a Number – 0 to end the program")  
3. number = Console.ReadLine  
4. While number <> 0  
5.     IF number < 0 Then  
6.         Console.WriteLine("The number is negative.")  
7.     ELSE  
8.         Console.WriteLine("The number is positive.")  
9.     End IF  
10. Console.WriteLine("Enter a Number – 0 to end the program")  
11. number = Console.ReadLine  
12. End While
```

11. Answer the questions for the following piece of code

[2]

```
1 Total = 0  
2 Read Num  
3 WHILE num > 0  
4     Total = Total + Num  
5     Read Num  
6 END WHILE  
7 OUTPUT Total
```

a) What is the output if the following numbers were
input 10 5 4 -1

b) What is the final value of Num?

TOTAL 40

AS Computing Unit 2 - 2.2.1 Assessment - Due 2nd Nov

Name: _____

MTG: _____

1 The Anytown Bus Company uses a computer program to calculate the bus fares of journeys and to print bus tickets.

To calculate the fare, the program uses the following function.

```
01    FUNCTION CalculateFare(Start, Destination, Type)
02        CONSTANT PensionerMax = 0.50
03        Distance = Destination – Start
04        Fare = Distance * 0.20
05        IF Type = "CHILD" THEN
06            Fare = Fare / 2
07        END IF
08        IF Type = "PENSIONER" AND Fare > PensionerMax
09            Fare = PensionerMax
10        END IF
11        RETURN Fare
12    END FUNCTION
```

Use the function to calculate the fare for the following journeys.

You must show your working.

(i) An adult going from High St to Avenue. (Start = 1, Destination = 4, Type = ADULT) [3]

(ii) A child going from New St to Kingsway. (Start = 5, Destination = 6, Type = CHILD) [4]

(iii) A pensioner going from Station Rd to New St. (Start = 2, Destination = 5, Type = PENSIONER)

[4]

The function declares and uses the constant **PensionerMax**.

(iv) State two advantages of declaring and using this constant. [2]

(v) Identify **one other value** in the code for which a constant could be used, and state a **suitable name** for this constant.

[2]

2 The design for a computer program contains the following algorithm shown in pseudo-code.

```
01 INPUT A
02 INPUT B
03 C = 0
04 IF A = B THEN
05     B = 1
06 ELSE
07     WHILE B > A
08         B = B - A
09         C = C + 1
10     END WHILE
11     A = B
12 END IF
```

(a) **Define** the following terms. For each, **give an example** from the algorithm.

(i) Statement [2]

(ii) Selection [2]

(iii) Explain how **nesting** has been used in the algorithm above. You should refer to line numbers in your answer.

[3]

3 A teacher of A-Level Computing wrote the following function which checks whether a student has achieved an A* grade.

```
01    FUNCTION HasDoneIt
02        INPUT a
03        INPUT b
04        INPUT c
05        INPUT d
06        RETURN ( (c+d) >= 180 ) AND ( (a+b+c+d) >= 320 )
07    END FUNCTION
```

(a) Explain the need for **parentheses** in line 06. **[2]**

(b) The function is tested with a = 60, b = 70, c = 100, d = 80.
State the value which will be returned on line 06, showing your working. **[3]**

(c) The code contains **identifiers**.

(i) State what is meant by an identifier. **[1]**

(ii) List all the identifiers in the code. **[2]**

TOTAL : 30

AS Computing DST due Monday 28th

1 A company produces a game which is to be played on mobile phones. In the game, a character moves forward and backward along a platform, and can also jump or duck to avoid obstacles. The game is controlled using the standard keypad of the telephone.



The pseudo-code to control the character is

01 REPEAT

. 02 INPUT Key

. 03 Move Character according to the key input

04 UNTIL the end of platform is reached

(a) This code uses iteration.

(i) Describe what is meant by iteration

[2]

(ii) Describe **two** types of iteration construct other than the type used in the pseudo-code above. [2]

Type 1

Type 2

[4]

b) To implement line 03 of the pseudo-code, the programmers decide to use a SELECT CASE statement.

[2] Explain what is meant by a SELECT CASE statement, and how it can be used to move the character.

[4]

2 (a) Iteration is one of the three basic constructs of procedural programming languages.

State the names of the other **two** basic constructs.

1

2

[2]

b) The FOR loop and the WHILE loop are two different types of iteration construct. Describe **one** difference between a FOR loop and a WHILE loop.

[2]

c) As part of her A-Level Computing project, Myriam writes the following code which displays how a bank investment will grow each year.

```
01 PROCEDURE B(p: INTEGER, r: REAL, t: INTEGER)
02     FOR i = 1 to t
03         p = p + p * r
04         OUTPUT t, p
05     NEXT i
06 END PROCEDURE
```

Rewrite this procedure so that it uses a WHILE loop instead of a FOR Loop.

[4]

AS Computer Science Unit 2

2.2.2 SDLC Assessment

Name:

MTG:

1 A systems analyst is employed to investigate the introduction of a new computer system to an organisation by carrying out a feasibility study.

(a) Describe three factors, which the analyst should consider about the proposed system. [6]

(b) The analyst considers whether to use the waterfall model or the spiral model of the systems life cycle.

i) Describe the Waterfall Model [3]

ii) Describe the Spiral Model [3]

2 A firm of solicitors has been using a computer system which keeps records of its clients and other information necessary for the running of the business.

It has been decided to replace the system with a more up-to-date one.

The analyst produces user and technical documentation for the new system.

(i) State three items, which would be contained in the user documentation. [3]

(ii) Describe two kinds of diagram, which may be in the technical documentation. [4]

3(a) Describe 2 different methods of fact finding that may be used in systems Analysis [4]

(b) State three items of content in each of:

(i) the requirements specification of a system [3]

(ii) the design specification of a system. [3]

3a) A systems analyst has been asked to produce a piece of software for a manager in an organisation.

(a) Explain the importance of accurately defining the problem to be solved and state what each of the analyst and the manager are able to contribute to the problem definition. [2]

(b) When the software has been completed, its installation will need to be planned.

Describe two tasks, which the analyst needs to plan as part of the installation strategy. [4]

(c) Describe how prototyping can be used by the analyst as part of the design process. [3]

4 A systems analyst has been in charge of creating an automated production line for a factory.

(a) The analyst followed the stages of the systems life cycle.

Describe the purpose of two of the stages of the systems life cycle which the analyst must complete before the software can be written. [2]

(b) Explain the importance of evaluating the system and the criteria that should be used in the evaluation. [2]

c) Describe two types of maintenance, which may need to be carried out on the finished system. [4]

5. Discuss how the Agile Methodology can deal with changing requirements. [4]

Total 50

AS Computer Science Unit 2

2.2.2 SDLC Assessment

Name:

MTG:

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c) Describe two types of maintenance, which may need to be carried out on the finished system. [4]

5. Discuss how the Agile Methodology can deal with changing requirements. [4]

Total 50

AS Computer Science

2.3.1 Searching Algorithms Exam Questions

Jan 2012

□(a) Give the stages of a binary search for the word Hull in the list

Belfast, Chester, Epsom, Hull, Kendal, Luton, Neath, Oban, Staines

.....

.....

.....

.....

..... [3]

(b) Explain one advantage and one disadvantage of a binary search compared with a serial search in any list of data.

.....

.....

.....

.....

.....

.....

..... [4]

June 2013

(a) (i) Explain how a serial search can be used to find the word tulip in the list

bluebell, daisy, heather, pansy, rose, tulip, violet

[2]

.....

.....

.....

June 2014

b) The list of positive even numbers up to and including 1000 is 2, 4, 6,... 500, 502,... 998, 1000□

An attempt is to be made to find the number 607 in this list. Use the values given to show the first three steps for:

(i) a binary search [3]

.....

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.....

(ii) a serial search [3]

.....

.....

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.....

(iii) Explain the difference between binary searching and serial searching. [2]

.....

.....

.....

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.....

Visual Basic Basics - Unit 2 Practice Test

Name _____

MTG: _____

True/False

1. FOR Loop is a condition controlled Loop
2. The default step size of a FOR loop is Step 1.
3. The loop FOR J = 1 To 5 would iterate 5 times.
4. The loop FOR J = 0 To 3 would iterate 3 times.
5. A FOR loop that begins with the statement FOR J = 1 To 9 Step 2 would iterate 5 times.
6. The loop FOR J = 1 To 5 Step 2 would iterate 5 times.
7. The loop FOR J = 5 To 1 Step -1 would iterate 5 times.
8. In the loop FOR J = 1 To 5 the variable J is the loop variable.
9. The verb increment means, "to add one."
10. A FOR loop is used when the iteration is done a finite number of times.

Fill in the Blanks

11. In the statement FOR J = 1 To 9 the variable J is called a _____ variable.
12. The keyword _____ is the last line of a FOR loop.
13. The statement FOR J = 1 To 13 would cause a loop to iterate _____ times.
14. The statement FOR J = 23 To 54 would cause a loop to iterate _____ times.
15. The statement FOR J = 40 To 30 Step -2 would cause a loop to iterate _____ times.
16. The statement FOR J = 10 To 1 would cause a loop to iterate _____ times.

Short Answer

Write code segments in VB to perform the following tasks. Use J as the loop variable.

17. Write a FOR loop that displays "hello" in a message box exactly 10 times.

18. Write a FOR loop that displays all of the even integers between and including 20 and 28 in a message box.

19. Write a FOR loop that computes the sum of the integers from 5 to 7. Use sum as the variable that keeps track of the running total. Also, trace the FOR loop in the right margin for the variables sum , J

20. Write out the **Hello World program** – the user should input how many times the phrase “Hello World” should be displayed and the program should display the phrase that many times

Visual Basic Basics - Unit 2 Practice Test

Name _____

MTG: _____

True/False

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Total /25

INDEPENDENT STUDY: DANCE A LEVEL

✓ **Review past papers-** throughout the year to understand wording and question construction. Look at papers and mark schemes on the exam board's website. Look at the examiners reports for previous years to avoid pitfall and identify successful ideas

✓ **Watch and do as much dance as possible.** Use the internet to explore a wide range of genres. Visit the theatre, attend workshops. Article 19 and Rambert Dance Company are great websites that have video clips of a range of professional works. Sky Arts is a Sky channel that focuses on a range of programmes across a number of performance genres including drama, dance and music

✓ **Research the history of dance.** How has dance changed over the last 100 years? What sorts of features define each period?

✓ **Organise your practice throughout the year.** Have a plan for rehearsal time. Practice must be consistent and regular. Seek advice and use teacher's to guide your progress

✓ **keep a glossary of terminology and learn the spellings** and definition of all the terms which are taught in lessons. You need to be able to use this terminology accurately in your essay writing.



A LEVEL DANCE READING LIST

A useful website to broaden knowledge around several areas relevant for both theoretical and practical components - <https://gcseandaleveldance.wordpress.com>

The following books can be borrowed from the dance department

Rambert Dance Company (formerly Ballet Rambert) 1966 – 2002

- Bremser, M. and Sanders, L. (eds). (2011). Fifty Contemporary Choreographers. 2nd edition. London: Routledge
- Clarke, M. and Crisp, C. (1989) London Contemporary Dance Theatre: the first 21 Years. London: Dance Books
- Crisp, C., Sainsbury, A. and Williams, P. (eds). Ballet Rambert, Fifty Years and On. London: Rambert Dance Company

American Jazz

- Dance Study Supplement Part One: Contemporary Dance available from the Dancing Times Optional Area of Study: American Jazz Dance 1940-1975
- Conrad, C. (2000) Jerome Robbins that Broadway man that ballet man London: Booth-Clibborn Editions
- Emmet Long, R. (2001) Broadway, The Golden Years. Jerome Robbins and the Great Choreographers 1940 to the present New York, London: Continuum
- Hirschhorn, C. (1975, 1984) Gene Kelly: A Biography Chicago, Regnery, New York: St Martin's Press
- Parkinson, D. (2007) The Rough Guide to Film Musicals London: Rough Guides Ltd

Websites

Rambert Dance Company

History-<https://www.rambert.org.uk/about-us/our-history/>

Timeline- <https://www.rambert.org.uk/performance-database/timeline/>

1966-2002- <https://www.rambert.org.uk/wp-content/uploads/2016/11/Rambert-1966-2002-A-level-study-pack.pdf>

Rambert at 90- <https://www.theguardian.com/stage/2016/jun/06/rambert-dance-company-at-90-dance-stardust>

Videos of Rambert's works- <https://www.rambert.org.uk/explore/videos/>

Rambert on Youtube-<https://www.youtube.com/channel/UCXje0MITeBbqmCaMkw8uh2w>

Marie Rambert history- <https://culture.pl/en/artist/marie-rambert>

Norman Morrice

Rambert Norman Morrice- <https://www.rambert.org.uk/performance-database/people/norman-morrice/>

Norman Morrice Archives- <https://www.rambert.org.uk/explore/rambert-archive/rambert-voices/norman-morrice/>

Rambert and the Royal Ballet-<https://www.independent.co.uk/news/obituaries/norman-morrice-modernising-director-of-rambert-and-the-royal-ballet-770438.html>

Robert North

Rambert Robert North- <https://www.rambert.org.uk/performance-database/people/robert-north/>
Prezi- <https://prezi.com/-g1lviiu9t6h/robert-north/>

Richard Alston

Rambert Richard Alston- <https://www.rambert.org.uk/performance-database/people/richard-alston/>

The Place- <https://www.theplace.org.uk/richard-alston-dance-company-history>

A step by step guide to dance-<https://www.theguardian.com/stage/2009/nov/02/richard-alston-choreography-dance>

Christopher Bruce

Rambert Christopher Bruce- <https://www.rambert.org.uk/performance-database/people/christopher-bruce/>

Rambert voices: an interview with Christopher Bruce- <https://vimeo.com/237214906>

Practitioner focus- <https://www.dramaandtheatre.co.uk/practical/article/practitioner-focus-christopher-bruce>

American Jazz

agnesdemilledances.com/biography.html

britannia.com/biography/St Stanley-Donen

danceheritage.org/treasures/cole_essay_levine.pdf

masterworksbroadway.com/artist/bob-fosse/

notablebiographies.com/Jo-Ki/Kelly-Gene.html

jeromerobbins.org

DRAMA STUDY WORK – YEAR 12

TERM 1

Getting to know your set texts.

Find the stories of the 2 plays that come before Antigone in the trilogy and read them.

Read your set texts Antigone and Our Country's Good 3 times.

- Read the first time for understanding.
- Read the second time and pick out any words that you don't understand and look them up.
- Underline in pencil anything that you don't understand – eg phrasing or cultural references.
- Read the third time for a better understanding of characters and locations

Read the introductions to the texts – what can you learn from this?

Research the era that your texts are set in – what was going on socially and politically and how has this impacted on the playwright?

Research who Sophocles was and how that may have impacted on his writing.

Find images of the costumes from your set text – annotate them with fabrics, colours, styles accessories etc as well as what the costume communicates about the character.

Find images of set designs for your set texts – what do they communicate about the play?

Research Greek Theatre – what conventions are there that are present in Antigone – eg messengers.

Research Greek Theatres – what were the buildings like and what impact would that have on the original performances? Oedipus Rex and Oedipus at Colonus.

Learn the spellings of the characters' names.

Learn the Key Greek Theatre vocabulary (sheet provided in class).

Research the role of the chorus in Greek Theatre – what was their purpose and how did they perform?

TERM 2

Scripted Extract

Read the full script of your extract 3 times

- Read the first time for understanding.
- Read the second time and pick out any words that you don't understand and look them up.
- Underline in pencil anything that you don't understand – eg phrasing or cultural references.
- Read the third time for a better understanding of characters and locations

Research the playwright and make a note of anything that may have influenced their writing.

Research the era that your texts are set in – what was going on socially and politically and how has this impacted on the playwright?

Research the style of your performance (Brechtian, Naturalistic, Stylised, Frantic Assembly) and make a note of skills and techniques which you will need to use in your performance.

Create a character study for your character.

Learn lines.

Gather together props, costumes and set items for your performance.

Keep your Scripted Log up to date with changes that you have made, how these have come about and how they make your piece better.

Rehearse with your group.

Live Theatre Review

Read the full script of the performance that we are studying.

Research the play that we are studying – are there any specific conventions or techniques linked with it?

Research the era that your texts are set in – what was going on socially and politically and how has this impacted on the playwright?

Read as many reviews of the performance that you can find and annotate with useful phrases and observations.

Watch the recording of the performance twice – once for enjoyment and once to choose the sections that you are going to write about.

Prepare essays for the sample questions that you have been given.

Term 3

Scripted Extract

Read the full script of your first extract 3 times

- Read the first time for understanding.
- Read the second time and pick out any words that you don't understand and look them up.
- Underline in pencil anything that you don't understand – eg phrasing or cultural references.
- Read the third time for a better understanding of characters and locations

Research the playwright and make a note of anything that may have influenced their writing.

Research the era that your texts are set in – what was going on socially and politically and how has this impacted on the playwright?

Research the style of your performance (Brechtian, Naturalistic, Stylised, Frantic Assembly) and make a note of skills and techniques which you will need to use in your performance.

Create a character study for your character.

Learn lines.

Gather together props, costumes and set items for your performance.

Keep your Scripted Log up to date with changes that you have made, how these have come about and how they make your piece better.

Rehearse with your group.

Live Theatre Review

Prepare essays from the sample questions that you have been provided with in class.

Further study of set texts.

Research the themes and issues of your texts – make a list of key quotes that are relevant to these.

Prepare the key moments that you would write about for ‘character’ questions.

Re-watch the digital versions of the set texts (if available they will be on the reference drive in Drama)

Prepare essays for any of the sample questions that you have been given in class.

3.1.1: Economic methodology and the economic problem?

Revision List:

3.1.1.1 Economic methodology

Contents

- Economics as a social science.
- Similarities to and differences in methodology from natural and other sciences.
- The difference between positive and normative statements.
- How value judgements influence economic decision making and policy.
- People's views concerning the best option are influenced by the positive consequences of different decisions and by moral and political judgements.

3.1.1.2 The nature and purpose of economic activity

Contents

- The central purpose of economic activity is the production of goods and services to satisfy needs and wants.
- The key economic decisions are: what to produce, how to produce, and who is to benefit from the goods and services produced.

3.1.1.3 Economic resources

Contents

- The economists' classification of economic resources into land, labour, capital and enterprise, which are the factors of production.
- The environment is a scarce resource.

3.1.1.4 Scarcity, choice and the allocation of resources

- The fundamental economic problem is scarcity and that it results from limited resources and unlimited wants.
- Scarcity means that choices have to be made about how scarce resources are allocated between different uses.
- Choices have an opportunity cost.

3.1.1.5 Production possibility diagrams

- Production possibility diagrams illustrate different features of the fundamental economic problem, such as: resource allocation, opportunity cost and trade-offs, unemployment of economic resources, economic growth.
- Why all points on the boundary are productively efficient but not all points on the boundary are allocatively efficient.

Expected research for Topic 3.1.1.1 to 3.1.1.5:

1. **Notes filed, in order, in a file**
2. **A list of the key terms has been made and revised (evidence needed)**
3. **An article of wider reading for each topic area.**

Extension:

Case studies for scarcity – how change in scarcity could affect the price in the market then how this has impacted on a business

Case studies for economic trade-offs and how companies have had to reallocate resources in order to survive. Then what was the impact of this on the company in question.

3.1.2 Price determination in a competitive market

3.1.2.1 The determinants of the demand for goods and services

- The factors which determine the demand for a good or service.
- A demand curve shows the relationship between price and quantity demanded.
- The causes of shifts in the demand curve.

3.1.2.2 Price, income and cross elasticities of demand

- Be able to calculate price, income and cross elasticities of demand.
- The relationship between income elasticity of demand and normal and inferior goods.
- The relationship between cross elasticity of demand and substitute and complementary goods.
- The relationships between price elasticity of demand and firms' total revenue (total expenditure).
- The factors that influence these elasticities of demand.

3.1.2.3 The determinants of the supply of goods and services

- The factors which determine the supply of a good or service.
- A supply curve shows the relationship between price and quantity supplied.
- Understand higher prices imply higher profits and that this will provide the incentive to expand production.
- The causes of shifts in the supply curve.

3.1.2.4 Price elasticity of supply

- Be able to calculate price elasticity of supply.
- The factors that influence price elasticity of supply.

3.1.2.5 The determination of equilibrium market prices

- How the interaction of demand and supply determines equilibrium prices in a market economy.
- The difference between equilibrium and disequilibrium.
- Why excess demand and excess supply lead to changes in price.

3.1.2.6 The interrelationship between markets

- Changes in a particular market are likely to affect other markets.
- The implications of joint demand, demand for substitute goods, composite demand, derived demand and joint supply.

Expected research for Topic 3.1.2.1 to 3.1.2.6:

1. **Notes filed, in order, in a file**
2. **A list of the key terms has been made and revised (evidence needed)**
3. **An article of wider reading for each topic area.**

Extension:

Case studies for elasticity – how the nature of the product is effected by elasticity, both elastic and inelastic.

Case studies for factors that affect supply and demand for organisations. Then how the organisation had to alter in order to survive.

3.1.3 Production, costs and revenue

3.1.3.1 Production and productivity:

- Production converts inputs, or the services of factors of production such as capital and labour, into final output.
- The meaning of productivity, including labour productivity.

3.1.3.2 Specialisation, division of labour and exchange

- The benefits of specialisation and division of labour.
- Why specialisation necessitates an efficient means of exchanging goods and services, such as the use of money as a medium of exchange.

3.1.3.3 Costs of production

- The difference between the short run and the long run.
- The difference between fixed and variable costs.
- The difference between average and total costs.

3.1.3.4 Economies and diseconomies of scale

- The difference between internal and external economies of scale.
- Reasons for diseconomies of scale.
- The relationship between economies of scale, diseconomies of scale and the shape of the long-run average cost curve.

3.1.3.5 Average revenue, total revenue and profit

- The difference between average and total revenue.
- Why the average revenue curve is the firm's demand curve.
- Profit is the difference between total revenue and total costs.

Expected research for Topic 3.1.3.1 to 3.1.2.5:

1. **Notes filed, in order, in a file**
2. **A list of the key terms has been made and revised (evidence needed)**
3. **An article of wider reading for each topic area.**

Extension:

Case studies for specialisation of labour – examples of when companies have specialised and the impacts of this on companies, good and bad.

Case studies for economies/ diseconomies of scale.- examples of the impacts of economies and diseconomies of scale.

3.1.4 Competitive and concentrated markets

3.1.4.1 Market structures

- There is a range of market structures.
- Factors such as the number of firms, the degree of product differentiation and ease of entry are used to distinguish between different market structures.

3.1.4.2 The objectives of firms

- Profit is an important objective of most firms.
- Firms may also have other objectives such as survival, growth and increasing their market share.

3.1.4.3 Competitive markets

- The main characteristics of a perfectly competitive market.
- In such markets the price is determined by the interaction of demand and supply.
- Why profits are likely to be lower in a competitive market than in a market which is dominated by a few large firms.

3.1.4.4 Monopoly and monopoly power

- The difference between pure monopoly and monopoly power.
- Monopoly power is influenced by factors such as barriers to entry, the number of competitors, advertising and the degree of product differentiation.
- Concentration ratios and how to calculate a concentration ratio.
- The basic model of monopoly suggests that higher prices and profits and inefficiency may result in a misallocation of resources compared to the outcome in a competitive market.
- The potential benefits from monopoly, for example, economies of scale and possibly more invention and innovation.

3.1.4.5 The competitive market process

- Firms do not just compete on the basis of price but that competition will, for example, also lead firms to strive to improve products, reduce costs, improve the quality of the service provided.

Expected research for Topic 3.1.4.1 to 3.1.4.5:

1. **Notes filed, in order, in a file**
2. **A list of the key terms has been made and revised (evidence needed)**
3. **An article of wider reading for each topic area.**

Extension:

Case studies for the different types of market structure and their effects. These need to cover all market structures: perfect competition, monopolistic competition, oligopoly, duopoly, monopoly. Please ensure you give thought to the idea of the impacts on markets, competition and customers.

3.1.5 The market mechanism, market failure and government intervention in markets

3.1.5.1 How markets and prices allocate resources

- The rationing, incentive and signalling functions of prices in allocating resources and coordinating the decisions of buyers and sellers in a market economy.
- The price mechanism is the way in which the basic economic problem is resolved in a market economy.

3.1.5.2 The meaning of market failure

- Market failure occurs whenever a market leads to a misallocation of resources.
- What is meant by a misallocation of resources.
- The difference between complete market failure (resulting in a missing market) and partial market failure (where a market exists but contributes to resource misallocation).
- How public goods, positive and negative externalities, merit and demerit goods, monopoly and other market imperfections, and inequalities in the distribution of income and wealth can lead to market failure.

3.1.5.3 Public goods, private goods and quasi-public goods

- Pure public goods are non-rival and non-excludable and recognition of the significance of these characteristics.
- The difference between a public good and a private good.
- Circumstances when a public good may take on some of the characteristics of a private good and become a quasi-public good.
- The significance of technological change, e.g. television broadcasting is now excludable.
- The free-rider problem.

3.1.5.4 Positive and negative externalities in consumption and production

- Externalities exist when there is a divergence between private and social costs and benefits.
- Why negative externalities are likely to result in over-production and that positive externalities are likely to result in under-production

3.1.5.5 Merit and demerit goods

- The classification of merit and demerit goods depends upon a value judgement.

- Such products may be subject to positive and negative externalities in consumption.
- How under-provision of merit goods and over-provision of demerit goods may also result from imperfect information.

3.1.5.6 Market imperfections

- Why imperfect and asymmetric information can lead to market failure.
- Why the existence of monopoly and monopoly power can lead to market failure.
- Why the immobility of factors of production can lead to market failure.

3.1.5.7 An inequitable distribution of income and wealth

- In the absence of government intervention, the market mechanism is likely to result in a very unequal and inequitable distribution of income and wealth.
- In a market economy, an individual's ability to consume goods and services depends upon their income and wealth and an inequitable distribution of income and wealth is likely to lead to a misallocation of resources and hence market failure.

3.1.5.8 Government intervention in markets

- The existence of market failure, in its various forms, provides an argument for government intervention in markets.
- Governments influence the allocation of resources in a variety of ways, including through public expenditure, taxation and regulations.
- Governments have a range of objectives and these affect how they intervene in a mixed economy to influence the allocation of resources.
- The use of indirect taxation, subsidies, price controls, state provision and regulation to correct market failure.

3.1.5.9 Government failure

- Government failure occurs when government intervention in the economy leads to a misallocation of resources.
- Inadequate information, conflicting objectives and administrative costs are possible sources of government failure.
- Governments may create, rather than remove, market distortions.
- Government intervention can lead to unintended consequences.

Expected research for Topic 3.1.5.1 to 3.1.5.9:

1. **Notes filed, in order, in a file**
2. **A list of the key terms has been made and revised (evidence needed)**
3. **An article of wider reading for each topic area.**

Extension:

Case studies for the impacts of positive and negative externalities. Please ensure that you cover the impacts on the local community, government and businesses.

Case studies for government intervention in the market place and whether the intervention has had an impact.

3.2.1.1	Objectives of Macroeconomic Policy Describe with is meant by; - Economic Growth - Price Stability - Minimising Unemployment - Stable Balance of Payments on Current Account
3.2.1.2	Macroeconomic Indicators Describe each of the measurements - Real GDP - Real GDP per capita - CPI - RPI - Unemployment - o JSA - o Labour Force Survey - Productivity - Balance of Payments on Current Account
3.2.1.3	Index Numbers - Calculation - Use of Base Year - Weighted Index Numbers - o Calculation - o Use

3.2.2.1	The Circular Flow of Income Describe - Nominal v Real income Describe (and Draw) - Circular Flow Diagram Explain - Circular Flow Equation Identify and Explain - Injections and Withdrawals
3.2.2.3	The Determinants of Aggregate Demand Identify and Explain - Determinants of Aggregate Demand - Determinants of Savings Explain - Accelerator Process - Savings v Investment
3.2.2.4	Aggregate Demand and the Level of Economic Activity Explain - Role of AD in influencing Economic Activity - Multiplier Process
3.2.2.5 – 6	The Determinants of Short Run and Long Run Aggregate Supply Identify and Explain - Determinants of SRAS - Determinants of LRAS - Capacity of the Economy
3.2.2.2	Aggregate Demand and Aggregate Supply Analysis Draw and Explain - AD/AS curves - Shifts in AD, SRAS and LRAS - Macroeconomic Equilibrium - Demand Side and Supply Side Shocks to the Economy

3.2.3.1	Economic Growth and the Economic Cycle Explain - Short Run v Long Run Growth - Demand Side and Supply Side Determinants of Growth (short run national income and long run trend rate) - Use of Economic Indicators - o GDP - o Inflation - o Unemployment - o Investment Explain and Draw - Positive and Negative Output Gaps - Demand Side and Supply Side Shocks
3.2.3.2	Employment and Unemployment Explain (and draw the impact of) - Measures of Unemployment and Employment - Types of Unemployment - o Seasonal - o Frictional - o Structural - o Cyclical - Causes of Unemployment (demand side and supply side) - Global Impact of Unemployment
3.2.3.3	Inflation & Deflation (+ 4.2.3.3 - Consequences of Inflation & Deflation) Explain (and draw the impact of) - Concepts of Inflation and Deflation - Cost Pull Inflation - Demand Pull Inflation - Effect of changing Commodity Prices - Effect of Other Economies on Inflation - Consequence of Inflation and Deflation
3.2.3.4	The Balance of Payments on Current Account Explain (and draw the impact of) - Importance of International Trade - Current Account - o Goods - o Services - o Primary Income - o Secondary Income - Deficit and Surplus - Factors Affecting Current Account Balance - o Inflation - o Exchange Rate - o Economic Activity (domestic and global)

3.2.3.5	Possible Conflicts Between Macroeconomic Policy Explain and Draw - Negative and Positive Output Gaps and Inflation/Unemployment - Economic Policy
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3.2.4.1	Monetary Policy Explain and Draw (the impact of) - Central Bank Action - o Interest Rates - o Supply of Money and Credit - o Exchange Rate - Current Monetary Policy Objectives - Role of the MPC - Factors Considered by the MPC - Changes in Exchange Rates and affect upon AD
3.2.4.2	Fiscal Policy Explain and Draw (the impact of) - Influence upon AD and SRAS - Direct and Indirect Taxation - Proportionate, Progressive and Regressive Taxation - Budget Balance and National Debt
3.2.4.3	Supply Side Policies Explain and Draw (the impact of) - Supply Side Policies v Supply Side Improvements - Impact upon Economic Growth and Output - Impact upon Unemployment, Price Level and UK International Performance - Supply Side Policies; - o Education - o Training - o Income and Corporation Tax Cuts - o Welfare Reform - o Industrial Policy

4.2.1.4	Use of National Income Data Explain - Use and Limitations of National Income Data - Impact upon Living Standards Explain and Calculate - Importance of PPP Exchange Rates
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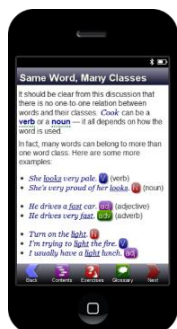
Making the most of study periods:

Yr 12 English Language

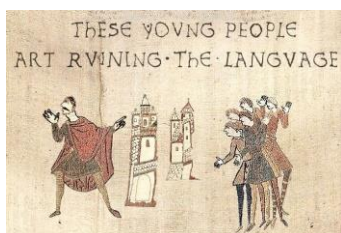


Read Emag articles about any aspect of English Language: Accent and Dialect, Child Language Acquisition, Language Change, Language and Gender / Power / Situation / etc.

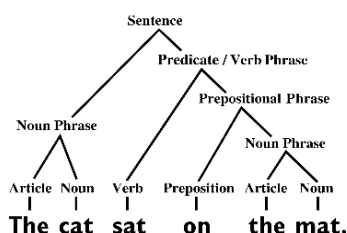
Type 'emagazine' in Google. Username: **Turton** / Password: **English**



Test yourself using the IGE Lite app.



Research context on www.thehistoryofenglish.com to delve deeper into Language Change.



Find a text of any genre – fiction or non-fiction – and **practise your analysis** of syntax, lexis, etc.
Hand in for feedback.

Making the most of study periods:

Yr 12 English Literature



Read English Review & Emag articles (the latter can also be found online) to explore different readings of the exam texts you've looked at so far: *The Great Gatsby* and *The Tempest* or *Hamlet*; don't forget that the critics for Shakespeare need to be from different time periods.

Type 'emagazine' in Google. Username: **Turton** / Password: **English**



Research as many aspects of **literary and historical context (1880-1940)** as possible for your American Lit exam.



For the unseen element of Paper 2, the exam extract may well be chosen from the list of novels below. **Pick a book and read it.** I suggest starting with a nice easy read such as one of Jack London's novellas.

- Hamlin Garland: *Main-Travelled Roads* (1891)
- Henry Blake Fuller: *The Cliff-Dwellers* (1893)
- Stephen Crane: *The Red Badge of Courage* (1895)
- Kate Chopin: *The Awakening* (1899)
- Frank Norris: *McTeague: A Story of San Francisco* (1899)
- Jack London: *The Call of the Wild* (1903) or *White Fang* (1906)
- Upton Sinclair: *The Jungle* (1906)
- Gertrude Stein: *Tender Buttons* (1913)
- Ellen Glasgow: *The Sheltered Life* (1932)
- Henry Roth: *Call It Sleep* (1934)
- Henry Miller: *Tropic of Cancer* (1934)
- John Dos Passos: *U.S.A.* (1937)

Environmental Science Year 12 Study Work

Read some or all of the following academic articles and make notes. Think about which element of the course each article may refer to. It can be more than one – and often is.

1. Climate change: world's lakes in hot water

<https://theconversation.com/climate-change-worlds-lakes-are-in-hot-water-threatening-rare-wildlife-156148>

2. Poverty reduction and energy use

<https://theconversation.com/reducing-poverty-can-actually-lower-energy-demand-finds-research-159600>

3. Hedges in urban environments

<https://theconversation.com/how-the-humble-hedge-works-hard-to-protect-britains-urban-environment-162127>

4. Climate change and tropical reforestation

<https://theconversation.com/what-would-happen-to-the-climate-if-we-reforested-the-entire-tropics-160740>

5. Re-greening the planet

<https://theconversation.com/greening-the-planet-we-cant-just-plant-trees-we-have-to-restore-forests-156910>

6. Drawing down carbon in the UK

<https://theconversation.com/climate-change-six-priorities-for-pulling-carbon-out-of-the-air-161689>

7. Seabirds and ocean health

<https://theconversation.com/seabirds-are-todays-canaries-in-the-coal-mine-and-theyre-sending-us-an-urgent-message-160279>

8. Rewilding

<https://theconversation.com/rewilding-four-tips-to-let-nature-thrive-157441>

9. Net zero carbon emissions

<https://theconversation.com/net-zero-will-mean-breaking-bad-habits-but-can-we-get-there-in-time-161053>

10. Trees and carbon offsetting

<https://theconversation.com/there-arent-enough-trees-in-the-world-to-offset-societys-carbon-emissions-and-there-never-will-be-158181>

11. Bycatch in fishing

<https://theconversation.com/seaspiracy-how-to-make-fishing-more-sustainable-by-tackling-bycatch-new-research-158315>

12. No-till agriculture and carbon emissions

<https://theconversation.com/farming-without-disturbing-soil-could-cut-agricultures-climate-impact-by-30-new-research-157153>

13. Land ecosystems in a mess

<https://theconversation.com/just-3-of-earths-land-ecosystems-remain-intact-but-we-can-change-that-158587>

14. Biodiversity and a thriving planet

<https://theconversation.com/biodiversity-how-our-health-and-happiness-depend-on-a-thriving-planet-157261>

Votre livret de révision A-Level (AQA)

Activités d'écoute et de lecture

La famille en voie de changement

Cyber-société

Cinéma – le septième art

La musique francophone contemporaine

Le rôle du bénévolat

Une culture fière de son patrimoine

La famille en voie de changement



C'est quoi, le congé paternité ? 1m 42

<https://www.1jour1actu.com/info-animee/cest-quoi-le-conge-paternite/>

Pré-écoute

Discutez : c'est quoi le congé maternité et paternité ? Combien de temps durent ces congés dans votre pays ? Que pensez-vous de l'idée d'un congé paternité ? Quels en sont les avantages et les inconvénients potentiels ?

Ecoutez le reportage et complétez les phrases en utilisant les mots exacts du texte

1. Quand tu es __ ton papa a _____ pris des vacances _____ rien que pour s'occuper de toi.
2. _____ les hommes peuvent __ profiter. Il suffit d'en faire la _____ à son employeur.
3. En France ce congé _____ onze jours, mais dans d'autres pays comme en _____ les hommes _____ prendre jusqu'à 54 jours.
4. Il a été _____ en 2002. Depuis, sept hommes sur dix _____ d'en profiter.
5. _____ un bébé, c'est un grand _____ – pas facile de comprendre ce petit bout de _____ qui pleure souvent, dort _____ et _____ beaucoup d'attention.
6. Alors, c'est bien de _____ être deux pour s'en _____.
7. Et puis, donner le _____ ou le _____, changer la _____, faire _____ de câlins, ça crée des _____.
8. Les papas peuvent _____ leur congé en _____ un congé parental de plusieurs mois.
9. Mais beaucoup n'_____ pas. S'arrêter de _____ pour s'occuper de ses enfants, c'est _____ très mal vu.
10. Si on _____ le congé paternité ou si on le _____ obligatoire, peut-être que cela _____ les mentalités.
11. Un bébé a _____ besoin de sa maman _____ de son papa.

Avec un partenaire expliquez les mots et expressions suivantes

- | | |
|-----------------------|----------------------------|
| 1. donner le biberon | 6. un bouleversement |
| 2. faire des câlins | 7. réclamer de l'attention |
| 3. un congé paternité | 8. mal vu |
| 4. s'occuper de | 9. changer les mentalités |
| 5. obligatoire | 10. allonger |

La famille en France 2015



<http://www.bfmtv.com/breves-et-depeches/les-francais-changent-plus-souvent-de-partenaire-937360.html>

Pré-écoute

Quels types de famille existe-t-il ? Comment est-ce que la famille a évolué au cours des décennies récentes ?

Regardez et écoutez – cochez les mots ou expressions que vous entendez

1. le taux de divorce		8. elles ont bondi de 24%	
2. les familles monoparentales		9. le marché du travail	
3. les couples homosexuels		10. des disputes familiales	
4. sans diplômes		11. le niveau de vie	
5. confrontées par la pauvreté		12. le changement de loi	
6. rester avec le même partenaire		13. dont	
7. pourtant		14. le manque d'argent	

Reliez les débuts et les fins de phrase

1. La famille traditionnelle reste néanmoins	a. que 20% des familles avec enfants
2. Les familles monoparentales sont	b. des diplômes décrochés
3. On se met	c. la forme familiale la plus fréquente
4. Une famille sur 10	d. en couple plus tard
5. Elles ne représentent	e. de plus en plus nombreuses en France
6. Ces familles sont	f. est une famille recomposée
7. Le niveau de vie dépend beaucoup	g. plus confrontées par la pauvreté

Répondez

1. Pourquoi est-ce que les familles monoparentales sont souvent relativement pauvres ?
2. Quelle a été l'évolution des familles monoparentales au cours des dix dernières années ?
3. Expliquez l'expression « insertion sur le marché du travail ».
4. Quelle tendance peut-on noter en ce qui concerne la durée de la première union ?
5. Expliquez le terme « famille recomposée ».

Pourquoi certaines personnes sont contre le mariage pour tous ?

1m 42s



<https://www.youtube.com/watch?v=ITzEZz99Akk>

Remplir les blancs

C'est le nom d'une _____ qui était _____ le 17 mai 2013. Elle permet à deux _____ du même sexe donc homosexuels de se marier. C'est pour ça qu'on a appelé cette loi 'le mariage pour tous' parce que _____ tous les couples ont le droit de se marier. Mais alors pourquoi certaines personnes sont _____ si c'est pour tous ? Il y a plein de _____. Déjà certains sont gênés à l'idée que _____ personnes du même sexe _____ former un _____. Et puis cela _____ l'idée de la famille ____ le mariage donne des droits comme _____ d'adopter un enfant. _____, il y a des personnes très attachées au _____ de la famille répandu depuis _____; un papa, une maman et _____ enfants. Et comme chaque fois que les règles de la société changent, cela peut faire peur. Mais beaucoup _____, si les gens s'_____, c'est ça qui est important- non ? Et le mariage c'est le _____ de l'amour de deux personnes. Et puis, pour _____ cette loi, il a fallu écouter tous les _____; les pour et les contre. _____, les députés ont _____ et maintenant la loi s'impose _____ tous. Depuis _____ loi, plus de 7 milles couples _____ se sont _____.

- symbole – aiment – personnes – désormais – disent – raisons – bouscule – deux – car - or longtemps – celui – voter – ensuite – avis – tranché – à – cette – adoptée – contre – puissent – leurs- mariés – loi – modèle- couple- homosexuels

Talking about living alone

Teacher script to be read aloud or recorded

En France, une personne sur sept vit seule dans son logement, et cette proportion augmente sans cesse depuis cinquante ans, passant de 6 % de la population en 1962 à plus de 25% en 2017. Au Royaume-Uni plus de 30% vivent seuls dans un logement et en Scandinavie on compte plus de 50% des gens qui vivent seuls.

Une étude de l'Institut national d'études démographique montre que « vivre en solo » est de plus en plus le résultat d'un choix individuel, pas d'une rupture familiale: les jeunes, par exemple, cherchent une pause entre la vie chez les parents et l'installation en couple. Selon les chiffres à 20 ans les filles sont plus nombreuses à vivre seules que les garçons. À l'âge adulte, ce sont les hommes (souvent séparés ou divorcés) qui deviennent les plus nombreux à vivre en solo. Mais ils sont rattrapés plus tôt que les femmes par la réalité démographique (c'est-à-dire qu'ils meurent avant leurs partenaires). Par conséquent, à 40 ans, les femmes qui n'étaient que 8 % des résidents solitaires (lorsqu'elles divorcent, elles gardent généralement les enfants avec elles), se retrouvent 55 % à 80 ans !

Alors les facteurs sociodémographiques jouent un rôle dans la vie en solo, mais il faut aussi considérer qu'au grand âge, de plus en plus de personnes peuvent aujourd'hui choisir de rester chez elles plutôt que de partir dans une maison de retraite. En plus, vivre en solo ne veut pas dire nécessairement vivre dans la solitude : les réseaux familiaux, amicaux, ou même associatifs sont souvent très disponibles, aux différents âges de la vie. Sans parler du fait que beaucoup de personnes disent vivre certains jours seules, d'autres avec quelqu'un, d'autres se déplacent entre plusieurs appartements où ils sont seuls ou non. Ces jours-ci les modes de vie contemporains sont un véritable casse-tête pour les statisticiens.

A. Vrai, faux ou pas mentionné?

1. Une personne sur sept réside seule dans son logement.
2. Cette proportion reste stable au fil des ans.
3. En Norvège plus de 50% des personnes vivent seules.
4. Vivre en solo est presque toujours le résultat d'une rupture familiale.
5. Les jeunes veulent souvent vivre seuls après avoir quitté le cocon familial.
6. 20% des jeunes femmes vivent en solo.
7. A l'âge adulte les hommes vivent seuls plus que les femmes.
8. Pour des raisons démographiques les femmes âgées vivent plus souvent seules.
9. 55% des femmes gardent leurs enfants après une séparation.
10. Le pourcentage de femmes vivant seules augmente largement selon l'âge.
11. Une majorité de personnes âgées choisit de rester chez elles au lieu d'aller dans une maison de retraite.
12. Vivre en solo ne signifie pas forcément vivre dans la solitude.
13. Les proches et les associations sont souvent disponibles aux gens vivant seuls.
14. Les modes de vie varient considérablement entre les personnes.
15. Les statisticiens trouvent facile de mesurer les modes de vie contemporains.

B. Complétez les phrases en utilisant un mot dans la case. Quatre mots ne sont pas utilisés.

1. La proportion de personnes vivant seules _____ depuis cinquante ans.
2. Vivre en solo est de plus en plus la _____ d'un choix individuel.
3. Des _____ sociodémographiques jouent un rôle dans la vie en solo.
4. Les filles vivent seules plus _____ que les jeunes hommes.
5. Le _____ que les hommes meurent plus jeunes influence les chiffres.
6. Il est difficile de mesurer les modes de _____ des gens.
7. _____ de s'installer en couple beaucoup de jeunes vivent seuls.
8. Le nombre de personnes _____ seules est plus élevé en Scandinavie.
9. A l'âge de 40 ans les femmes ne sont _____ 8% des résidents solitaires.
10. Au _____ âge les gens peuvent choisir de rester chez eux.

fait	conséquence	résidant	grand	chiffres	facteurs	avant
diminue	souvent	vivent	augmente	que	vie	pas

C. (optional) Paraphrase the text in 90 words

Le déclin du mariage en France

Le nombre de mariages a baissé en 2013, tandis que celui des pacs* était en hausse.

Aujourd'hui, les trois quarts des personnes en couples sont mariées, mais parmi les moins de 30 ans, elles ne sont plus que 45 %. Pourquoi les jeunes couples se marient-ils de moins en moins ?

En 2013, l'institution du mariage, autrefois sacrée, était à nouveau délaissée par les Français. Selon les chiffres de l'Insee publiés en 2015, la baisse du nombre de mariages, continue depuis 2005 (l'année 2012 mise à part), s'est poursuivie en 2013 avec 231 000 mariages de personnes de sexe différent et 7 000 de personnes de même sexe. Touchés par la crise économique, les jeunes sont découragés par des dépenses qu'ils jugent excessives, mais nécessaires à un mariage réussi. Pour une cérémonie correcte, il faut compter de 20 à 30 000 euros. Ces dépenses peuvent créer des dettes considérables pour des jeunes mariés.

Beaucoup d'idées reçues circulent encore sur ce que doit être un "beau" mariage ; les chapeaux, le gâteau, les costumes, la réception, les bouquets, les photos. Mais certains se marient sans faste, comme Hélène, 28 ans. « Si on veut vraiment se marier, on trouve toujours une solution. Mon mariage n'a pas coûté trop cher. Mais pour moi qui suis chrétienne, faire une cérémonie à l'Église était essentiel. »

Cette conviction religieuse fait figure d'exception en France où la tendance religieuse chez les jeunes est au déclin. Vidée de son sens religieux, le mariage représente un engagement pour l'avenir, avant tout une union d'amour et de sentiments. Or, le marié n'aime pas davantage sa conjointe que le concubin. C'est pourquoi la plupart des couples accordent moins d'importance au mariage.

« Je n'en ai pas besoin pour m'engager auprès de mon conjoint, affirme Manon, 29 ans. Pour moi, le pacs et le mariage sont des illusions faites pour se rassurer, alors que le couple, en réalité, reste aussi fragile. L'engagement le plus fort, c'est de faire un enfant. Là, on devrait signer pour la vie. » Ni complètement repoussoir, ni franchement attractif, le mariage souffre également de la concurrence d'autres formes d'unions.

Beaucoup de jeunes craignent également un divorce aux procédures longues et difficiles et choisissent le pacs. C'est une option moins officielle, peu ou pas coûteuse, moins compliquée qui n'a cessé de progresser entre 2001 et 2010, avec un nouveau pic enregistré en 2012 et 160 200 pactes signés. En France le pacs devient un premier arrangement qui sous-entend souvent que l'on se mariera le jour où l'on aura le temps et l'argent. D'abord créé pour les couples homosexuels, le pacs s'est donc transformé en un substitut de fiançailles pour tous.

Selon certains sociologues les gens ont besoin d'un cadre, mais pas trop rigide. Aujourd'hui, l'important c'est de rester soi-même. Il y a une crainte d'entrer dans un mariage et d'être regardé comme un époux et plus en tant que personne. Chez les jeunes, le concubinage est un gros concurrent des unions formelles : 80 % des personnes de 20-24 ans en couple vivent en union libre, contre 5 % des plus de 65 ans. C'est une évolution des mœurs accompagnée par celle des mentalités, puisque cette situation est acceptée par la grande majorité des Français, même les plus âgés. Sept personnes sur dix estiment aujourd'hui qu'un couple peut cohabiter sans être marié, ni même en avoir l'intention.

Vocabulaire

*le pacs (pacte civil de solidarité) – contrat entre deux personnes pour organiser leur vie commune

to fall – b _____	rising - __ _____
to abandon, give up - _____	to continue - __ _____
to affect - _____	decent - _____
preconception - _____	without pomp - _____
devoid of - _____	commitment - _____ (m)
wife - _____ (f)	partner - _____
to make a commitment to - ' _____	
repulsive - _____	competition - _____ (f)
to fear - _____	peak - ____ (m)
to imply - _____ - _____	engagement - _____ (f.pl)
framework - _____ (m)	husband or wife - _____ (m)
living together - _____ (m)	to live together - _____ - _____
customs - _____ (f.pl)	to cohabit - _____

Vrai, faux ou pas mentionné ?

1. L'institution du mariage est en baisse depuis plusieurs années.
2. Moins de la moitié des couples de moins de 30 ans sont mariés.
3. Le nombre de mariages homosexuels est en hausse.
4. Le coût du mariage n'est pas un facteur qui touche les décisions des jeunes à l'égard du mariage.
5. Les jeunes estiment que, si on veut se marier, il faut qu'on dépense des sommes adéquates.
6. Le mariage à la mairie n'est pas une cérémonie suffisante.
7. Tout le monde veut un « beau » mariage typique.
8. Les jeunes deviennent de moins en moins croyants.
9. Un conjoint est plus aimé qu'un concubin.
10. Le pacs est plus populaire chez les personnes hétérosexuelles.
11. Manon considère qu'en faisant un enfant on s'engage le plus auprès d'une autre personne.
12. Les jeunes ne pensent pas à la possibilité du divorce.
13. En 2012 on a vu le plus grand nombre de pacs en France.
14. La plupart des couples pacés se marient après.
15. Selon certains sociologues certains jeunes ont peur de perdre leur identité individuelle en se mariant.
16. La grande majorité des 20-24 ans cohabitent sans se marier.
17. Une petite minorité de personnes âgées vivent en union libre.

18. Les personnes âgées ont du mal à accepter ces nouvelles mœurs.

Questions

1. Expliquez comment le mariage évolue en France actuellement.
2. Avez-vous la même impression en ce qui concerne votre pays ?
3. Expliquez la situation de vos parents ou de votre parent.
4. Que pensez-vous de l'institution du mariage ?
5. A votre avis est-ce que les gouvernements devraient encourager le mariage, en utilisant la fiscalité, par exemple ?
6. Est-ce qu'il y a un âge idéal pour le mariage ?
7. Que pensez-vous du pacs ?

Travail lexical

Trouvez un nom dans le texte associé aux verbes suivants

- | | |
|--------------|----------------|
| 1. situer | 6. engager |
| 2. cohabiter | 7. évoluer |
| 3. procéder | 8. dépenser |
| 4. marier | 9. chiffrer |
| 5. baisser | 10. substituer |

Trouvez un verbe dans le texte associé aux noms suivants

- | | |
|-----------------------|-----------------------|
| 1. estimation (f) | 6. acceptation (f) |
| 2. souffrance (f) | 7. progression (f) |
| 3. accord (m) | 8. enregistrement (m) |
| 4. coût (m) | 9. représentation (f) |
| 5. transformation (f) | 10. création (f) |

Complétez ces phrases en insérant un mot ou des mots appropriés qui garde le même sens que le texte

1. Le nombre de mariages en France a tendance à _____.
2. Les jeunes préfèrent de plus en plus _____.
3. Le pacs sous-entend fréquemment qu'on va _____.
4. Certains jeunes _____ de perdre leur identité en se mariant.
5. Les personnes âgées _____ ce changement de mœurs.
6. Le mariage _____ un peu de son sens religieux.
7. Le _____ du mariage fait peur à beaucoup de jeunes, surtout en temps de crise économique.
8. On a _____ le pacs à l'origine pour des couples homosexuels.
9. Le _____ peut être long et difficile.
10. Une _____ de Français sont croyants.

Violences conjugales : un mort tous les deux jours

Un total de 174 personnes, en grande majorité des femmes, sont décédées en 2016 victimes de leur conjoint ou ex-conjoint, 28 de plus que l'année précédente, selon une étude du ministère de l'Intérieur.

« Tous les deux jours, un homicide est commis au sein du couple », explique une étude annuelle de la Délégation aux victimes du ministère de l'Intérieur. En moyenne, une femme décède tous les deux jours et demi, et un homme tous les quatorze jours. L'an passé, 148 femmes et 26 hommes ont été tués par leurs compagnons ou ex-compagnons.

Les 174 morts violentes dans le couple représentent 22 % des homicides et violences volontaires ayant entraîné la mort sans intention de la donner. Dans 77 % des cas, les agresseurs ont utilisé une arme blanche ou à feu, les autres décès résultant de strangulation ou de coups.

Dans près de 50 % des cas a été constatée la présence de substances (alcool, stupéfiants, médicaments psychotropes) susceptibles de modifier le comportement de l'agresseur ou de la victime au moment des faits.

Les départements des Alpes-Maritimes (11 cas), du Nord et de la Seine-Saint-Denis (8 cas chacun) ont été les plus touchés par le phénomène, suivis du Pas-de-Calais (7), des Yvelines (6), et des Bouches-du-Rhône, de l'Indre-et-Loire et de la Guadeloupe (5 cas chacun).

Neuf enfants ont été tués, en même temps que leur mère, par leur père . En incluant les suicides des auteurs et les homicides de victimes collatérales, ces violences ont occasionné au total le décès de 244 personnes, soit 20 de plus qu'en 2011.

Vocabulaire

to die - _____

partner - _____ (m)

within - _____

partner - _____ (m)

to bring about - _____

knife, blade - _____ (f)

gun - _____ (f)

blow - _____ (m)

to note, record - _____

drug - _____ (m)

mood-changing - _____

likely to - _____

behaviour - _____ (m)

(here) crime - _____ (m.pl)

to affect - _____

to cause - _____

Questions

1. De quoi s'agit-il dans cet article?
2. Qui est le plus touché par ce phénomène ?
3. Combien de personnes étaient victimes d'homicide en 2016 ?
4. Que représente le chiffre de 22% ?
5. Quelles méthodes les agresseurs ont-ils utilisées ?
6. Qu'est-ce qui a influencé le comportement des agresseurs et des victimes ?
7. Pourquoi évoque-t-on le chiffre de 244 personnes à la fin de l'article ?

Travail lexical

Donnez une définition en français des termes suivants

- | | |
|---------------------------|----------------------------|
| 1. un homicide volontaire | 4. une arme blanche |
| 2. un compagnon | 5. un stupéfiant |
| 3. un agresseur | 6. une victime collatérale |

Traduire en français

1. Women are more affected by conjugal violence than men.
2. Last year over 150 women died from acts of violence in the home.
3. On average nearly three women are killed per week by their partner.
4. Mood altering drugs play a role in nearly half of all cases of conjugal violence.
5. This figure is higher than the previous year's. (use *celui*)
6. A man is killed every two weeks as a result of a violent attack by his partner.
7. Some areas are affected more than others by this phenomenon.
8. Adults are not the only ones affected by violence between couples.

Cyber-société



Vinz et Lou – les rencontres sur Internet 2m.00

<https://www.youtube.com/watch?v=AsBhubEq3q8>

Visionnez la vidéo. Le message est clair, mais comment dit-on...

1. Fleur has just logged on _____
2. I like you; I'd like to meet you. _____
3. He goes red and types OK. _____
4. He rushes to the bathroom. _____
5. He has what he need to make his hair scruffy. _____

6. He blows in his hand and smells his breath. _____

7. He's bonkers! _____
8. Hearts appear in his eyes. _____
9. A pretty blonde appears. _____
10. Vinz's hair stands on end. _____
11. The girls walks off. Vinz is disappointed. _____
12. She turns round; she's bearded with long hair. _____

13. A dirty old man with a dirty coat. _____
14. Vinz eats his (flower). _____
15. "If you go there, you can fall into a trap" _____

Faire des achats sur Internet 1m 47



<https://www.audio-lingua.eu/spip.php?article2692>

Emmanuelle parle de ce qu'elle achète sur Internet

A. Complétez cette transcription partielle à trous

J'aime bien acheter _____ choses sur Internet, pas tout, _____ de là. J'achète en particulier des _____, des CDs et des DVDs. J'utilise _____ le site Amazon que je trouve _____ et bien fait. L'avantage d'Amazon, c'est qu'il _____ rapidement et dans des _____, par exemple mon magasin qui est à _____ minutes de chez moi. En 48 heures le _____ est arrivé au magasin. _____ si on n'est pas à la maison et que le facteur ne peut pas _____ le colis on n'a pas _____ d'aller courir à la poste.

J'aime bien acheter des livres que je repère au fur et à _____. Je me _____ devant l'ordinateur, je fais ma _____ et voilà !

Je ne suis pas très _____ pour payer sur Internet. L'avantage d'Amazon, c'est qu'on peut payer avec des cartes _____ virtuelles, donc _____ un numéro spécial pour un _____. Donc comme ça je ne donne pas mon _____ numéro de carte bleue.

Après... _____ j'achète des billets de train parce qu'il y a quand _____ des prix plus _____ que si on va au _____ de la gare. Je n'achète pas de vêtements parce que je veux vraiment _____ avant d'acheter. Les chaussures aussi parce que je trouve ça trop _____. Eventuellement j'achète des vêtements pour les _____. Il m'est déjà arrivé de faire des courses _____ – nourriture, courses de supermarché. C'est _____ même très pratique et puis ils livrent à _____.

Et voilà, je pense que c'est à peu près tout.

How would you say *au fur et à mesure* in English here?

How would you say *éventuellement* here?

B. Write and read aloud your own paragraph about your online shopping habits. Recycle some language from above. Then try to speak from memory.

Cyber-société : Catherine parle de son téléphone portable

Teacher text to read or record

Mon portable et moi ? Pour moi c'est une histoire d'amour! Tout a commencé à l'adolescence. Je me souviens surtout de mon année de troisième au collège, j'avais donc 16 ans. C'est la date à laquelle mon "addiction" a réellement commencé. C'est simple, mon portable ne me quittait jamais ! À tel point que la poche droite de mon jean en portait la trace indélébile (le contour du téléphone formait une sorte d'usure...).

À cette époque, je passais mon temps à envoyer des SMS ou appeler mes copines, mes copains, mes amoureux... Il n'y avait pas encore Internet à la maison et mon portable était ma seule fenêtre sur le monde. Je dormais même avec mon portable! Je textotais des nuits entières, mes doigts tapaient les mots à une vitesse folle ! Je pouvais écrire sans même regarder le clavier.

Aujourd'hui, mon téléphone reste un objet essentiel de ma vie. La simple idée de manquer de batterie me rend anxieuse (c'est pourquoi j'ai toujours un chargeur sur moi). Je dois être joignable à tout moment, et ce d'autant plus lorsque ma petite fille de 3 ans n'est pas avec moi. De la même manière, lorsque mon époux rentre tard le soir, je garde toujours mon téléphone près de mon oreiller. Au cas où... Et comme nous n'avons pas de ligne fixe à la maison, le portable n'est jamais éteint.

Ce qui me rend encore plus accro ? Le fait que les portables d'aujourd'hui soient de véritables ordinateurs de poche. Avec l'accès à Internet, je peux surfer sur le web, consulter la météo, lire les journaux... et bien sûr, aller sur Facebook. Mais au moins il ne m'arrive pas de jouer des jeux avec. C'est trop bête. C'est sans fin ! Je me rends compte que je suis obsédée.

Mais quand j'en ai assez, je fais une pause, et il m'arrive de ne pas sortir mon téléphone de mon sac du week-end. En vacances par exemple, je ne m'en sers presque pas. Ce qui me rassure ? C'est de me rendre compte que lorsque je suis à l'étranger par exemple, il ne me manque pas du tout.

A. Vrai, faux ou pas mentionné ?

1. Catherine a eu son premier portable quand elle était ado.
2. Elle était au lycée quand elle a eu son premier portable.
3. Elle préfère les iPhones.
4. Jeune, elle n'était jamais sans son téléphone.
5. En voyant son jean on savait qu'elle avait un portable.
6. Jeune, elle envoyait beaucoup de textos.
7. A cette époque elle avait Internet chez elle.
8. Ses parents lui ont acheté son téléphone.
9. Elle a toujours dormi avec son portable.
10. Il fallait qu'elle regarde tout le temps le clavier pour taper.
11. Elle n'est jamais angoissée par l'idée d'être sans batterie.
12. Elle aime qu'on puisse la contacter tout le temps.
13. Sa fille de trois ans s'appelle Manon.
14. Catherine est célibataire.
15. Elle éteint son portable de temps en temps à la maison.
16. Elle aime jouer des jeux de temps à autre.
17. Elle a un forfait mensuel pour son portable.
18. Elle avoue être accro à son portable.
19. Elle se sert du portable souvent en vacances.
20. Son téléphone ne lui manque pas quand elle est à l'étranger.

B. Complétez les phrases en choisissant un mot dans la case. TROIS mots ne sont pas utilisés.

1. L'idée d'être sans batterie la _____ anxieuse.
2. A la maison son portable n'est jamais _____.
3. Jeune elle _____ toujours avec son portable.
4. Elle _____ des nuits entières à textoter.
5. Quand elle en a assez elle fait une _____ de temps en temps.
6. Pour elle le portable est un véritable _____ de poche.
7. Son époux rentre _____ très tard.
8. Elle était capable de taper _____ regarder le clavier du téléphone.
9. Son jean _____ la trace du portable dans la poche.
10. En vacances elle s'en _____ très peu

pause	sans	sert	en éteint	parfois	utilise	dormait
	gardait	ordinateur	fait	rend	passait	

C. (Optional) paraphrase the text in 75 words

Baromètre de l'usage des réseaux sociaux en France en 2017



Chaque année, Harris Interactive publie un Baromètre des usages des réseaux sociaux en France. L'institut d'études recense les trois tendances de l'année :

- L'avènement des applications de messagerie et des chatbots.
- La « snapchatisation » des plateformes sociales.
- Le rôle des médias sociaux vis-à-vis de l'information.

La progression des messageries et des chatbots

Les messageries sont de plus en plus utilisées, notamment Messenger et WhatsApp qui appartiennent à Facebook. Les possibilités commerciales pour les usagers et les marques sont de plus en plus sophistiquées. La firme de Palo Alto n'est pas la seule à créer des outils pour permettre aux internautes de communiquer : Google multiplie les initiatives, avec Google Allo et la relance récente de Google Hangouts qui permettent aux professionnels de mieux communiquer. C'est un segment sur lequel Google doit faire face à la concurrence de Slack et Microsoft Teams.

Pour communiquer avec les proches, les SMS constituent toujours le premier choix pour toutes les générations. Les applications de messagerie et les réseaux sociaux sont principalement utilisés par les plus jeunes, contrairement au téléphone, aux emails et évidemment aux courriers papier.

La Snapchatisation des plateformes sociales

Récemment Facebook a peut-être asséné le coup fatal à Snapchat. Depuis des mois, les fonctionnalités de Snapchat sont recopiées sur Instagram, WhatsApp et Messenger. Les « stories » et les filtres sont déjà disponibles sur Facebook et pourraient fortement impacter l'usage de Snapchat.

Le rôle des médias sociaux vis-à-vis de l'information

Harris Interactive a examiné également l'impact des réseaux sociaux pour ce qui concerne l'accès à l'information. Ils sont de plus en plus utilisés pour être informé, notamment chez les jeunes générations. 28% des internautes des 16-24 ans utilisent autant les réseaux sociaux que la télé pour se tenir au courant de l'actualité.

L'usage des réseaux sociaux en France

Enfin, l'usage de chaque réseau social en France a été mesuré par Harris. 76% des internautes ont utilisé au moins un réseau social le mois dernier et 57% le jour dernier (chiffres pour l'an 2017). Facebook est en tête, avec 63% d'usage le mois dernier et 48% en rythme quotidien. YouTube est en deuxième place, avec respectivement 35% et 18% d'usage mensuel et quotidien. Twitter est en troisième position (21%, 9%). Ensuite, plusieurs réseaux sociaux sont dans un mouchoir de poche :

- Instagram, 19% le mois dernier, 12% chaque jour.
- LinkedIn, 18% le mois dernier mais seulement 3% chaque jour.
- Snapchat, 17% le mois dernier et 11% chaque jour.
- Google+, 17% le mois dernier mais seulement 5% chaque jour.

Image : pixabay.com

Vocabulaire

use - _____ (m)	social media - _____ (m)
to record, measure - _____	with regard to - _____
in particular - _____	to belong to - _____
brand - _____ (f)	tool - _____ (m)
web user - _____ (m)	relaunch - _____ (f)
competition - _____ (f)	friends and family - _____ (m.pl.)
unlike - _____	mail - _____ (m)
to deliver a blow - _____	available - _____
as much - _____	to keep abreast - _____
figures - _____ (m)	daily - _____
tightly bunched - _____	

Questions

1. Quel est le rôle du baromètre Harris Interactive ?
2. C'est quoi, un baromètre ?
3. Faites une liste de toutes les messageries et tous les réseaux sociaux mentionnés dans l'article.
4. Quels sont vos réseaux sociaux de prédilection ?
5. Quelle est la relation entre WhatsApp et Facebook ?
6. Selon l'article, qu'est-ce qui peut expliquer la progression des messageries ?
7. Comment est-ce que la plupart des Français communiquent le plus souvent ?
8. Quelle différence peut-on constater entre les jeunes et les personnes plus âgées ?
9. Comment est-ce que Facebook a pu dominer Snapchat ? (En...)
10. Que dit-on sur le rôle des réseaux sociaux en ce qui concerne l'information ?
11. 57% représente quoi ? Et 48% ?
12. Expliquez en vos propres mots l'expression « dans un mouchoir de poche ».

Travail oral

Cachez le texte et racontez à un partenaire les points essentiels dont vous vous souvenez du texte. Puis changez de rôle.

Résumez

En 80-90 mots faites un résumé du texte entre « Chaque année.... courriers papier. » Ne copiez pas des sections entières du texte.

Les internautes en France



Selon ComScore, spécialiste de la mesure d'usage de l'Internet, en décembre 2016, la France comptait 49 millions d'internautes. Des internautes qui passent environ 27,7 heures en ligne chaque mois, un peu plus de la moyenne européenne de 26,9 heures.

En ce qui concerne le web, ComScore note que les Français passent plus de temps sur les sites de services. L'internaute moyen passait 5,7 heures sur ce type de sites en décembre 2016. La consultation de ses courriels, la messagerie instantanée et les réseaux sociaux restent toujours en vogue. Facebook domine largement dans ce domaine-là avec 35 millions de visiteurs en France et 13 millions de visiteurs quotidiens en moyenne.

Concernant la recherche en ligne, Google reste très dominant en France avec 94% de part de marché. Suivent timidement Bing (2%), Yahoo! Search (2%), Ask Network (1%) et Orange Search (1%). Le Français moyen effectue 134 recherches par mois. C'est plus que chez un Espagnol, un Italien ou un Allemand, mais moins que chez un Britannique.

ComScore note aussi que le visionnage de vidéos en ligne reste toujours aussi populaire. Près de 41 millions de Français ont regardé des vidéos sur leur PC en décembre 2016, soit 1% de plus que l'année précédente. Google reste le leader des vidéos en ligne: 30% du total des vidéos sont visionnées sur YouTube.

Globalement, le trafic web est encore très largement dominé par le PC en France. Seulement 7,5% du trafic Internet provient des mobiles ou tablettes. «Bien que leur trafic soit encore marginal aujourd'hui, les mobiles et tablettes vont sans aucun doute jouer un rôle de plus en plus important», estime ComScore.

En ce qui concerne le téléphone portable, la France compte aujourd'hui 25,2 millions de smartphones. Selon l'étude sept mobiles achetés sur dix en France étaient des smartphones en décembre dernier. Ces derniers sont de plus en plus utilisés pour regarder des vidéos: 7,3 millions de Français ont visionné au moins une vidéo sur leur smartphone en décembre 2016 (+110% sur un an).

Le système d'exploitation de Google, Android, domine sur le marché français. La moitié des smartphones s'en servent. Malgré une perte de vitesse, iOS, le système d'Apple, s'accroche à la deuxième place (22,7% des smartphones en décembre 2016), devant Symbian, RIM et Microsoft.

L'étude de ComScore ne donne pas beaucoup de chiffres sur les tablettes. Mais elle indique que plus de 4 millions d'utilisateurs de smartphones possédaient également une tablette il y a trois mois. «L'année 2016 a confirmé l'intégration des médias numériques dans notre vie quotidienne, tant personnel que professionnel», conclut ComScore, qui résume que le mobile est surtout très utilisé dans les transports le matin, le PC au bureau, et la tablette en soirée avant de se coucher.

Vocabulaire

web user - _____ (m)	average - _____ (f)
email - _____ (m)	social network - _____ (m) _____
in fashion - _ _____	daily - _____
market share - _____ (m) _____	to carry out, perform - _____
to view - _____	overall - _____
operating system - _____ (m) _____	half - _____ (f)
to hang on to - _____ _	figures - _____ (m)
user - _____ (m)	as much ... as... - _____ _

Vrai, faux ou pas mentionné?

1. Les internautes français passent un plus de temps en moyenne que les autres Européens.
2. Les sites de services sont relativement moins utilisés que les réseaux sociaux.
3. Les internautes réservent de plus en plus de billets en ligne.
4. Les internautes se servent uniquement de Google pour faire leurs recherches en ligne.
5. Les autres moteurs de recherche gagnent du terrain par rapport à Google.
6. Presque un tiers des vidéos sont visionnées sur Youtube.
7. Malgré la popularité du PC, il est certain que les tablettes vont devenir plus populaires pour surfer le web.
8. Plus des trois-quarts des mobiles achetés en décembre dernier étaient des smartphones.
9. Le système d'exploitation d'Apple est devenu un peu plus populaire par rapport au système Android.
10. Les ordinateurs portables traditionnels restaient aussi populaires en décembre.

A discuter avec un partenaire

1. Quels appareils as-tu et dans quelle situation est-ce que tu les utilises ?
2. Quels sont les avantages d'une tablette ? Et les inconvénients ?
3. Comment utilises-tu ton mobile ?
4. Que penses-tu de Facebook ?
5. Quels sites de services est-ce que tu utilises en ligne ?
6. Quels sont tes autres sites préférés ?
7. Quels moteurs de recherche utilises-tu ? Pourquoi ?
8. Que penses-tu de Wikipédia ?
9. Comment trouves-tu les équipements informatiques à l'école ?
10. Quels développements futurs est-ce qu'on va voir, à ton avis ?

Complétez ces phrases avec un mot approprié (différentes solutions sont possibles)

1. Je crois que les tablettes vont _____ de plus en plus populaires à l'avenir.
2. J'utilise internet pour faire des _____ en ligne.
3. Les médias _____ jouent un rôle important dans la vie quotidienne.
4. J'aime bien _____ des vidéos sur Youtube.
5. Je vérifie mes _____ tous les soirs.
6. J'utilise mon portable pour _____.
7. Une tablette est plus _____ qu'un PC.
8. On se sert principalement du PC _____.

Petit jeu avec un partenaire

Sans regarder le texte, chaque partenaire doit penser à un mot qui concerne internet, le premier à ne pas pouvoir le faire est le perdant.

Le harcèlement en ligne

Selon un reportage en 2016 du Guardian, au Royaume-Uni un adolescent sur trois a subi l'année dernière des incidents en ligne motivés par la haine.

L'enquête de plus de 1500 adolescents a été publiée en février 2016 à l'occasion de la journée Safer Internet. Effectuée auprès des jeunes de 13 à 18 ans, elle a révélé que 24% avaient été pris pour cible en raison de leur sexe, l'orientation sexuelle, la race, la religion, le handicap ou l'identité transgenre. Une personne sur 25 prétend être abusé tout ou la plupart du temps.

Selon Will Gardner, directeur de Childnet, c'est un appel de réveil pour nous tous. « Il faut faire de notre mieux pour aider à créer une meilleure Internet pour tous, faire en sorte que chacun puisse bénéficier des possibilités que la technologie nous offre. Il faut promouvoir le respect mutuel et le dialogue et donner à tous le pouvoir de s'exprimer sans avoir peur - qui qu'ils soient ».

Le sondage a également révélé que quatre sur cinq adolescents avaient vu ou entendu la haine en ligne au cours des 12 mois précédents. Les adolescents handicapés et ceux d'autres groupes ethniques minoritaires d'Afrique, des Caraïbes, d'Asie, du Moyen-Orient étaient plus susceptibles de rencontrer la cyber-intimidation, conclut le rapport. Parmi les personnes interrogées, 41% ont dit que la haine en ligne a augmenté. Les réseaux sociaux sont là où les jeunes ont assisté aux abus. Cependant, la plupart des répondants ont dit que les victimes avaient reçu un soutien en ligne, avec 93% disant qu'ils avaient vu leurs amis leur soutien l'année dernière.

Liam Hackett, directeur général de Ditch the Label, un organisme qui lutte contre l'intimidation, le harcèlement en ligne ne doit pas être considéré séparément, mais comme une «extension de l'intimidation». « Nous devons comprendre pourquoi les gens harcèlent les autres en ligne pour les aider à arrêter. On met l'accent sur le soutien réactif mais sans lutter contre l'intimidation de manière proactive », dit-il.

En effet, les recherches montrent que la marginalisation ou des expériences stressantes et traumatisantes, peuvent conduire les jeunes à se comporter comme un troll, et que la possibilité de l'anonymat permet d'augmenter la cyber-intimidation.

Jusqu'ici 155 Britanniques ont été emprisonnées pour l'envoi de messages ou tout autre matériel qui était «manifestement offensif ou de caractère menaçant, indécent ou obscène ».

Vocabulaire

online bullying - _____ (m) _____

to suffer from, undergo - _____

to carry out - _____

to claim - _____

to ensure that - _____

to express oneself - _____

poll - _____ (m)

or _____ (f)

hatred - _____ (f)

to target - _____

wake-up call - _____ (m) _____

to promote - _____

whoever they may be - _____

social network - _____ (m) _____

to fight against, tackle - _____

to witness - _____

support - _____ (m)

to behave - _____

Pré-lecture - discussion

C'est quoi le harcèlement en ligne ? Quelles formes prend-il ?

Avez-vous été victime de ce genre de comportement ? Un troll, c'est quoi ?

Connaissez-vous quelqu'un qui en a été victime ?

Questions

1. De quoi s'agit-il dans cet article ?
2. Selon l'enquête, que dit un ado sur trois ?
3. Quels groupes sont plus touchés par ce phénomène que d'autres ?
4. En vos propres mots, résumez ce que dit Will Gardner.
5. Le chiffre de 4 sur 5 représente quoi exactement ?
6. Selon les personnes interrogées quelle est la tendance en ce qui concerne le harcèlement en ligne ?
7. Expliquez le côté positif qu'on peut tirer de l'enquête.
8. En vos propres mots, expliquez ce que dit Liam Hackett.
9. Quelles sont, selon les recherches, les origines de la cyber-intimidation ?
10. Qu'est-ce qui peut arriver aux personnes qui envoient des messages de caractère menaçant, indécent ou obscène ?

Travail lexical

Trouvez dans le texte des noms associés aux verbes suivants. Donnez le genre.

- | | | |
|--------------|--------------|-----------|
| 1. dialoguer | 4. envoyer | 7. abuser |
| 2. intimider | 5. soutenir | 8. cibler |
| 3. accentuer | 6. respecter | 9. haïr |

Trouvez dans le texte des verbes associés aux noms suivants.

- | | | |
|---------------------|---------------------|--------------------|
| 1. lutte (f) | 4. augmentation (f) | 7. création (f) |
| 2. bénéfice (m) | 5. motivation (f) | 8. harcèlement (m) |
| 3. comportement (m) | 6. conclusion (f) | 9. conduite (f) |

Travail oral

Cachez le texte. Travaillez à deux. De mémoire, un partenaire essaie de résumer le contenu essentiel du texte en une minute. Ensuite l'autre partenaire essaie de faire la même chose.

Remplissez les blancs avec un mot approprié

1. Il ne faut pas _____ le harcèlement en ligne séparément.
2. Un ado sur trois dit avoir été _____ de cyber-intimidation.
3. Si on abuse quelqu'un en ligne on risque d'_____ emprisonné.
4. Chacun mérite du respect en ligne, qui qu'il _____.
5. Il faut _____ contre le harcèlement en ligne d'une manière proactive.
6. Quatre sur cinq ados ont _____ ou entendu des cas de cyber-intimidation.
7. As-tu jamais _____ à des cas de cyber-intimidation ?
8. L'enquête a été _____ auprès de 1500 adolescents.
9. Il faut pouvoir _____ en ligne sans avoir peur.
10. Il faut faire en sorte que chaque personne _____ être respectée en ligne.

Avec un partenaire. Complétez les débuts de phrases. Restez dans le contexte du harcèlement en ligne.

- | | |
|---------------------------------------|----------------------------|
| 1. On a découvert que.... | 5. Selon les recherches... |
| 2. Ce qui est troublant, c'est que... | 6. Un troll, c'est... |
| 3. Les victimes... | 7. Personnellement... |
| 4. Il faut faire en sorte que... | 8. Je n'ai... |

Traduisez les phrases en français

1. Unfortunately more and more young people are becoming victims of online bullying.
2. We must ensure that everyone can express themselves online without fear, whoever they are.
3. We stress reactive support instead of tackling the origins of cyber-bullying.
4. Most interviewees claimed that cyber-bullying increased last year.
5. What is worrying is that even disabled teenagers suffer from bullying.
6. We should not consider online bullying separately from other forms of bullying.
7. This poll should be a wake-up call for us all.
8. The study revealed that certain ethnic groups are bullied more than others.
9. We should help those who bully others to stop doing it.
10. Have you ever witnessed a case of online abuse?

Cinéma – le septième art

Qui a inventé le cinéma ? 1m 42



<https://www.1jour1actu.com/info-animee/qui-a-invente-le-cinema/>

A. Regardez et écoutez plusieurs et complétez le paragraphe sur l'invention du cinéma.

C'est en 1895 que le cinéma a été _____ par deux _____ français Louis et August Lumière.

Ils _____ à Lyon et étaient _____ de métier. C'était eux les premiers à _____ un film grâce à un projecteur qu'ils _____ inventé et fabriqué. Ils _____ trouvé leur inspiration dans le travail d'_____ inventeurs, notamment Edison _____ Etats-Unis.

En effet les _____ du cinéma remontent à l'invention de la _____ souple (inventé _____ 1880) et le _____ de Thomas Edison _____ Etats-Unis qui avait inventé un _____ capable de donner l'_____ des choses en mouvement.

_____ à ces inventions les frères Lumière ont donc _____ leur « cinématographie » qui était à la fois une _____ et un projecteur. Cette même _____, 1895, ils ont _____ pour la première fois un film en _____. Il s'agit d'un groupe d'ouvriers qui _____ de leur usine.

Parmi les _____ il y avait Georges Méliès qui, ébloui par son expérience _____ devenu un des _____ réalisateurs de cinéma. Les films des frères Lumière n'étaient pas des _____ d'art, mais c'est leur invention qui a sans doute donné _____ au cinéma contemporain.

Aujourd'hui le _____, les effets spéciaux et le 3D ont certainement _____ évoluer l'art du cinéma, mais la _____ fondamentale n'a _____ changé.

B. Cachez votre résumé, puis racontez à votre partenaire ce que vous avez retenu sur l'invention du cinéma.

C. Traduire en français.

It is usually said that cinema was invented by the Lumière brothers towards the end of the nineteenth century. They were inspired by the work of several people who had invented the camera and film reel. On seeing the first projection of a film, Georges Méliès, was so blown away that he began to shoot many films with special effects (celebrated in the film Hugo by

the way). Although modern cinema is much more sophisticated, with its huge screens and digital technology, the essential magic of cinema has never changed.

Christelle va au cinéma 3m 34s

<https://francebienvenue1.wordpress.com/2015/04/21/quand-christelle-va-au-cinema/#more-3716>

Pré-écoute

Allez-vous au cinéma ? Où ? Quand ? Avec qui ? Quels films aimez-vous ? Décrivez un film que vous avez vu récemment au cinéma ?

Ecoutez l'entretien avec Christelle et répondez aux questions en phrases complètes

1. Quand est-ce qu'elle va au cinéma ?
2. Quel problème a-t-elle quand elle y va ?
3. Que font ses amis quand cela lui arrive ?
4. Dans le film La Famille Bélier comment est la famille ?
5. Pourquoi est-ce qu'une des filles est différente ?
6. Comment est-ce que Christelle a trouvé le film ?
7. Pourquoi parle-t-elle d'un des acteurs en particulier ?
8. Qu'est-ce qu'elle a pensé de lui dans le film ?
9. Est-ce qu'elle est restée éveillée pendant tout le film cette fois ?
10. Est-ce que l'intervieweuse a vu le film ? Qu'est-ce qu'elle va faire ?
11. Qui est l'héroïne du film ?
12. Qu'est-ce que cette personne aime comme passe-temps ?
13. Que fait cette héroïne d'original ?

Vocabulaire – comment dit-on ?

really ? – c_____ it's hard, isn't it ? – c'_____, _____?
 cosy, comfy – d_____ deaf and dumb – s_____ et m_____
 people I know – p_____ e_____
 moving – é_____ funny – r_____

sadness – t _____ (f)

singing – c _____ (m)

Marie-Anne parle de son film préféré



<http://platea.pntic.mec.es/~cvera/flash/tchacher/French0403-high.swf> (requires Flash)

Ecoutez et complétez les phrases suivantes

1. J'adore changer d'_____, vivre d'_____. C'est g_____, on v_____ mais on ne se d_____ pas.
2. Il a _____ beaucoup de s_____ dans le monde e_____.
3. L'histoire est a_____, les i_____ sont très b_____, les comédiens p_____ dans leurs rôles.
4. Je vais vous r_____ l'histoire du film. Je vais vous m_____ aussi où il a été t_____.
5. Il est très c_____ pour les n_____ artistes qui _____ ont habité.
6. Dans le film Amélie est s_____ dans un bar p_____.
7. Elle s'est fixé un b_____, rendre h_____ les gens qui l'e_____.
8. Voici le m_____ où Amélie donne r_____ - _____ à Nounou.
9. J'e_____ que la visite vous a p_____.

Racontez à un partenaire un film français que vous avez vu au ciné, à la télé, sur DVD ou en ligne. Servez-vous du vocabulaire suivant :

un film comique/dramatique/art et essai/romantique/de science fiction/d'aventure/de fantaisie

les comédiens – actors

les images – pictures

l'histoire – plot

jouer – to act

avoir lieu – to take place

les effets spéciaux – special effects

les cascades – stunts

la qualité du jeu – quality of acting

les rôles principaux – main roles

la bande sonore – score

le dénouement - end

les rapports - relationships

La nouvelle vague du cinéma français

La Nouvelle Vague est née en 1959 avec le succès d'estime du **Beau Serge** puis le grand succès public des **Cousins** de Claude Chabrol. Mais c'est **Les Quatre cents Coups (1959)**, reçu avec enthousiasme par les critiques au festival de Cannes et par le public, un mois plus tard, qui marque l'arrivée d'un nouveau courant du cinéma français baptisé Nouvelle Vague.

Pourquoi une “Nouvelle Vague” ?



À la fin de la deuxième guerre, de nombreux cinéastes français désiraient une transformation fondamentale du cinéma. René Clément, qui réalise en 1945 **La Bataille du rail**, documentaire-fiction sur la résistance des cheminots, dit : *“après Buchenwald on ne peut plus faire des films mièvres [...] Les montages d'actualité sont ceux qui nous émeuvent le plus. Combien de films actuels ne sentent pas le studio, l'éclairage ou le maquillage ?”* Malgré quelques films tendant à ce réalisme, le réflexe corporatiste reprend la profession cinématographique. L'accès des nouveaux venus est soigneusement contrôlée par les anciens. On prolonge la période financièrement profitable de l'Occupation : films de prestige, sujets qui ne reflètent pas la vie contemporaine, adaptations littéraires où dominent scénaristes et dialoguistes.

Grâce au contact avec le cinéma américain, interdit d'écrans français pendant l'Occupation, des jeunes cinéphiles imaginent un autre cinéma, en phase avec les mœurs contemporaines, qui soit plus que de la littérature illustrée par des réalisateurs pensant seulement à la qualité technique. Ils sont soutenus par le développement de la Cinémathèque française, où Henri Langlois leur permet de redécouvrir les chefs-d'oeuvre du film muet. De nombreuses revues sont publiées, dont deux jouent un rôle historique : “Positif” fondée en 1952 à Lyon par Bernard Chardère, et les “Cahiers du cinéma”, nés en 1951, inspirés par le critique André Bazin.

Pourquoi “Nouvelle Vague” ?

C'est le titre d'un livre de Françoise Giroud, basé sur une enquête de “L'Express”, sur la jeunesse de 18 à 30 ans, qui préoccupe de plus en plus les sociologues. Le terme est appliqué alors aux cinéastes français qui réalisent leurs premiers films en 1958-59, plus d'une centaine.

Qu'est-ce que la Nouvelle vague ?

En 1959, aux succès des films de Chabrol, au triomphe des **Quatre cents coups**, s'ajoute celui, moins “grand public” mais plus profondément moderne et original de **Hiroshima mon amour**, d'Alain Resnais. D'autres suivent. Il y a trois groupes de films. Le premier, issu des “Cahiers du cinéma”, a pour manifeste **À bout de souffle** de Jean-Luc Godard (1960) et se compose d'anciens critiques tels Éric Rohmer, Jacques Rivette, François Truffaut, Jacques

Doniol-Valcroze. Le groupe "Rive gauche" est plus marqué par la littérature moderne (nouveau roman) et politique, (Resnais, Varda, Marker, Henri Colpi). Le reste est composé par exemple de Jacques Demy, entre les deux tendances, le franc-tireur Jean-Pierre Mocky, ou un ancien assistant du vieil Henri Decoin comme Michel Deville...

Ce qu'ils apportent ?

Des sujets nouveaux, plus proches de la réalité du spectateur, une liberté dans le ton et la manière de filmer, des personnages jeunes, donc de nouveaux acteurs (Belmondo, Brial, Bernadette Laffont). On y retrouve des techniques nouvelles, on tourne dans la rue, on improvise, on ne fait pas toujours tourner les vedettes connues. Les producteurs s'y intéressent car les cinéastes de la Nouvelle Vague proposent un budget de trois à dix fois inférieur au budget moyen de l'époque, aidés par l'évolution de la technique : caméras légères, pellicule ultrasensible, souvent en noir et blanc, décor naturel... Non par désir de pauvreté, mais pour pouvoir préserver leur liberté créatrice et une certaine morale économique : un film ne doit coûter que ce qu'il est potentiellement capable de rapporter.

Vocabulaire

critical success (m) - _____	christened - _____
film-maker - _____ (m)	railwayman - _____ (m)
soppy, twee - _____	newsreels - _____ (m) _____
to move, touch – é _____	to smell of - _____
lighting - _____ (m)	make-up - _____ (m)
to tend towards - _____	carefully - _____
the old guard - _____	scriptwriter - _____ (m)
film-lover - _____ (m)	in line with - _____
customs, manners - _____ (f)	director - _____ (m)
to support - _____	masterpiece - _____ (m)
silent film - _____ (m) _____	magazine, review - _____ (f)
survey - _____ (f)	to be added - _____
manifesto - _____ (m)	maverick - _____ - _____ (m)
style, tone - _____ (m)	star - _____ (f)
period - _____ (f)	film stock - _____ (f)

Questions

1. Quel film a vraiment marqué le début de la Nouvelle Vague du cinéma français ?
2. Où est-ce qu'on a vu ce film pour la première fois ?
3. Contre quoi est-ce que les jeunes cinéastes ont réagi ?
4. Pourquoi est-ce qu'on continuait à faire des films traditionnels ?
5. Quelles étaient les principales influences sur ces jeunes cinéastes ?
6. Quel rôle a joué la cinémathèque ?
7. Qu'est-ce que « Les Cahiers du cinéma » ?
8. D'où vient le terme « nouvelle vague » ?
9. Quelles sont les influences sur le groupe « rive gauche » ?
10. Expliquez le terme « franc-tireur » dans le contexte du cinéma.
11. Traduisez en anglais le dernier paragraphe de l'article.

Texte à trous

Cachez l'article et essayez de remplir les blancs

Des sujets _____, plus proches de la réalité du spectateur, une _____ dans le ton et la manière de filmer, des _____ jeunes, donc de nouveaux acteurs (Belmondo, Brial, Bernadette Laffont). On y retrouve des _____ nouvelles, on tourne dans la rue, on _____, on ne fait pas toujours tourner les vedettes _____. Les producteurs s'y intéressent car les cinéastes de la Nouvelle Vague _____ un budget de trois à dix fois inférieur au budget _____ de l'époque, aidés par l'évolution de la technique : caméras _____, pellicule ultrasensible, souvent en noir et blanc, décor _____... Non par désir de pauvreté, mais pour pouvoir _____ leur liberté créatrice et une certaine morale économique : un film ne doit _____ que ce qu'il est potentiellement _____ de rapporter.

Travail oral

Expliquez à un partenaire en termes simples les principaux éléments de la Nouvelle Vague.

Résumés de films. Remplissez les blancs et identifiez le film en question

Pour sa première mission, James Bond affronte le tout-puissant banquier privé du _____ international, Le Chiffre. Pour achever de le ruiner et démanteler le plus grand _____ criminel qui soit, Bond doit le battre lors d'une partie de poker à haut risque. La très _____ Vesper, attachée au Trésor, l'accompagne afin de veiller à ce que l'agent 007 prenne soin de l'argent du gouvernement britannique, mais rien ne va se passer comme _____. Alors que Bond et Vesper s'efforcent d'_____ aux tentatives d'assassinat du Chiffre et de ses hommes, d'autres sentiments surgissent entre eux...

réseau prévu terrorisme échapper belle

6 Juin 1944. Parmi tant d'autres, les soldats du Capitaine Miller s'apprêtent à _____ les plages de Normandie. Une épreuve redoutable et _____. Pourtant, une _____ plus rude encore les attend : passer derrière les lignes ennemies pour trouver et ramener le simple soldat Ryan, _____ les trois frères sont morts au _____ en quelques jours...

tâche envahir dont mortelle combat

Après _____ volé 40 000 dollars, Marion Crane se rend dans un motel tenu par Norman Bates. Elle est _____ sous sa douche par une femme. Norman _____ disparaître le corps et les affaires de la jeune femme. Mais Sam, le fiancé de Marion, _____ de ne pas avoir de nouvelles, engage un détective pour la _____...

poignardeé retrouver avoir inquiet fait

Dans un futur où les robots _____ avec l'homme, le Pr. Hobby crée David, un enfant-robot _____ de sentiments. Adopté par un couple, David finit par être _____ à cause des machinations de son 'demi-frère' jaloux. Banni, il se tourne vers ses semblables et _____ un périlleux _____ à la recherche de son identité et de sa part d'humanité...

abandonné vivent entame doué voyage

Près d'un _____ spatial échoué sur une lointaine planète, des _____ en mission découvrent de bien étranges 'oeufs'. Ils en ramènent un à _____, ignorant qu'ils viennent d'introduire parmi _____ un huitième passager particulièrement _____ et meurtrier.

bord eux féroce Terriens vaisseau

Blanche _____, une belle jeune fille, _____ avec les sept nains dans la forêt. Elle est détestée par la reine qui veut être la plus belle. Celle-ci se déguise en vieille femme et fait croquer à _____ Neige une _____ empoisonnée. La _____ fille meurt et seul le baiser d'un prince charmant pourra la ressusciter...

Neige *pomme* *vit* *jeune* *Blanche*

Un jeune et _____ hobbit, Frodon Sacquet, hérite d'un anneau. Bien loin d'être une simple babiole, il s'agit de l'Anneau _____, un instrument de pouvoir _____ qui permettrait à Sauron, le Seigneur Ténébreux de Mordor, de _____ sur la Terre du Milieu et de réduire en _____ ses peuples.

Unique *régner* *timide* *esclavage* *absolu*

Un astéroïde de la _____ du Texas se dirige vers la Terre à la vitesse de 35 000 Km/h. Dan Truman, le _____ de la NASA, n'a qu'une solution : le _____ avant l'impact. Harry Stamper, spécialiste de forage pétrolier, devra se poser sur l'astéroïde avec son _____ de têtes brûlées afin de placer en son cœur une charge _____ ...

détruire *équipe* *nucléaire* *taille* *directeur*

Pour le charmant Capitaine Jack Sparrow, les eaux cristallines de la _____ des Caraïbes et les océans du _____ sont un vaste terrain de jeu où l'aventure et les mystères abondent. Mais la vie idyllique de Jack chavire le jour où son rival, le Capitaine Barbosa, lui vole son _____ pour attaquer la ville de Port Royal et kidnapper Elizabeth, la fille du gouverneur. Jack s'associe alors avec l'ami d'_____ d'Elizabeth, le jeune et vaillant Will Turner, pour prendre en chasse Barbosa. Mais une terrible malédiction _____ Barbosa et ses pirates : à chaque pleine lune, ils se transforment en morts-vivants...

navire *monde* *mer* *enfance* *frappe*

Une commission _____ internationale, _____ par Claude Lacombe, un Français, tente de _____ le mystère au sujet d'étranges phénomènes se _____ sur Terre tels que la découverte au Mexique d'avions disparus depuis la Deuxième _____ Mondiale. Ils découvrent que les extraterrestres vont bientôt arriver sur Terre.

percer *dirigée* *produisant* *Guerre* *scientifique*

Après avoir lu et identifié les films regardez ces critiques de quatre des films évoqués ci-dessus. De quel film s'agit-il ?

Au cœur de tout cela, un grand acteur sous-exploité irradie de talent. Grâce à sa présence poétique, ces brigands de la mer ont un peu de ce qui manque en général au plus sophistiqué des parcs d'attractions, comme à la mieux rodée des grosses productions américaines : une âme.#

âme = soul

rodé = well-oiled

manquer = to be lacking

.....

Un film à la fois simpliste et étonnamment complexe. Un mix entre émotion et froideur. L'union pas banale entre Stanley Kubrick et Steven Spielberg fonctionne plutôt bien, et H.J Osment est inoubliable dans le rôle de David. La fin est trop sentimentale, mais c'est un film qui nous demande d'examiner la nature de l'amour

Inoubliable = unforgettable

.....

Film magnifique, il nous montre le fameux lien très fort qui unissait les soldats entre eux c'étaient des frères d'armes mais il nous montre aussi l'horreur qu'a été cette guerre et notamment la boucherie du débarquement.

lien = link débarquement = landings

.....

Voilà un film qui a marqué toute une génération de metteurs en scènes. Souvent copié, personne n'est parvenu à lui arriver à la cheville. Musique, cadrages, décors... bref tout dans cette oeuvre est original et le reste encore aujourd'hui. Même les suites, bien qu'assez réussies, ne font pas oublier les scènes chocs du film de Scott.

metteur en scène = directeur
cadrage = composition

parvenir à = to manage to
réussi = successful

.....

Critique d'un film – Gravity, un film d'Alfonso Cuaron

Gravity est une expérience sensorielle inoubliable qui, selon certains, marque un véritable



tournant dans l'histoire du cinéma. C'est un scénario original de blockbuster qui nous fait grimper à l'univers des étoiles, avec des effets spéciaux inédits, mais aussi une force sentimentale considérable. Gravity est non seulement une grosse production Warner, mais un réel film d'auteur, qui se détache des impératifs commerciaux traditionnels.

Le concept de nous plonger dans l'espace, en apesanteur, avec deux seuls personnages pendant 1h30, est un vrai défi. Sandra Bullock et George Clooney dérivent dans l'espace, à la suite d'un accident. Une pluie de débris volants tournoyant à toute vitesse autour de notre planète les propulse loin de leur station, à la fois si loin et si proches de la Terre dont ils peuvent toutefois contempler la beauté.

Les deux spationautes deviennent des satellites en perte de contrôle entourés de débris dangereux. Livrés à eux-mêmes, à leur persévérance, pour survivre, les personnages de Gravity montrent leur caractère dans des combinaisons qui pourraient les déshumaniser, mais qui au contraire les met à nue dans leur vulnérabilité foetale.

Le réalisateur Alfonso Cuaron, qui est devenu un cinéaste immense (c'est lui qui a réalisé le meilleur Harry Potter, le numéro 3) s'intéresse principalement au personnage féminin, interprété par Bullock. Pour sa première sortie dans l'espace, elle est victime de ses propres démons qui la font céder à la fatigue. L'une des scènes les plus spectaculaires, probablement unique dans l'histoire du cinéma, alors que le spectateur est plongé dans une immersion totale (aucun plan terrestre, deux personnages seulement, une 3D intoxicante, bande-sonore hypnotique et émotionnelle), montre l'espace s'effondrer sous nos yeux, aspirant le peu de matière qui flottait sous nos yeux.

Une science-fiction parfaite? Gravity est sans aucun doute une oeuvre magnifique; elle souligne l'impuissance humaine face à ce nouveau western, indomptable, imprévisible, qui nous rappelle combien nous sommes humbles. Le choix de Bullock, au physique et à la voix atypique est audacieux. Elle est formidable, seule, face à un défi de survie impossible. Certes Gravity n'est pas sans petits défauts, mais son originalité qui pourrait en faire un exercice de style, fait surtout de ce spectacle un thriller spatial où la solitude extrême des personnages nous fait réfléchir à la vie, et surtout nous pétrifie dans notre fauteuil devant un suspense viscéral. C'est du grand art.

Vocabulaire

sensory - _____

turning point - _____ (m)

to climb - _____

unprecedented – i _____

weightlessness - _____ (f)

to drift - _____

to spin (around) - _____

surrounded by - _____

space suit - _____ (f)

director - _____ (m)

shot - _____ (m)

to collapse - ' _____

work (of art) - _____ (f)

untamable - _____

survival - _____ (f)

unforgettable - _____

script, story - _____ (m)

star - _____ (f)

demand - _____ (m)

challenge - _____ (m)

following - _____

both - _____

left to - _____

to lay bare - _____

to give in to - _____

sound track - _____ (f)

to suck - _____

to stress, emphasise - _____

unpredictable - _____

visceral, deep-rooted - _____

Exercice grammatical

Soulignez tous les adjectifs dans l'article. Il y en a plus de 40

Vrai, faux ou pas mentionné ?

Selon le critique....

1. Ce film est à la fois un blockbuster et un grand film artistique.
2. Le film était techniquement très difficile à tourner.
3. Le scénario est basé sur un roman de science-fiction.
4. Les personnages de George Clooney et Sandra Bullock provoquent un accident dans la station spatiale internationale.
5. Malgré la situation désastreuse le couple peut apprécier combien la Terre est belle.
6. Les combinaisons qu'ils portent les déshumanisent.
7. Une des scènes est probablement inédites dans l'histoire du cinéma.
8. Le film a eu énormément de succès au box-office.

9. C'est un film tout à fait parfait.
10. Le film nous fait penser au sens de la vie.

Travail oral

Avec un partenaire, décrivez un film que vous avez vu sans mentionner son titre. Vous pouvez parler des personnages, le lieu de l'action, le genre de film et ce qui se passe. Votre partenaire doit essayer de deviner le titre du film.

Genres de film

Pour chaque genre trouvez un exemple de film. Ensuite il faut dire au moins cinq phrases sur chaque film.

Un film comique	.....
Un film à suspense	.....
Un film de guerre	.....
Un film d'action	.....
Un film de science-fiction	.....
Un film romantique (romcom)	.....
Un dessin animé	.....
Un film historique	.....

Musique francophone contemporaine

La terre est ronde – Orelsan



<https://www.youtube.com/watch?v=oGdhZyS2ozo>

Remplir les blancs

Au fond je crois que la terre est ronde,
Pour une seule bonne r_____.
Après avoir fait le tour du m_____,
Tout ce qu'on veut c'est être à la m_____.

T'as besoin d'une v_____ pour aller travailler,
Tu travailles pour rembourser la voiture que tu v_____ d'acheter.
Tu vois ce genre de cercle v_____,
Le genre de truc qui donne envie de tout faire sauf mourir v_____.

Tu peux c_____ à l'infini,
Et à la poursuite du b_____ la terre est ronde autant l'attendre ici.
J'suis pas feignant mais j'ai la flemme,
Et ça va finir en arrêt m_____ pour toute la s_____.

J'veux profiter des gens que j'a_____,
J'veux prendre le temps avant que le temps me prenne et m'e_____.
J'ai des centaines de trucs sur le f_____,
Mais je ferai juste ce que je veux q_____ m_____.

(Refrain x2)

Les rappeurs (ri)cains* ils donnent les mêmes c_____ que mes parents,
Fais ce que tu veux dans ta vie mais surtout fais de l'a_____.
J'essaye de trouver l'é_____,
A quoi ça sert de préparer l'avenir si t'oublies de v_____ ?

En caleçon qui me sert de p_____
Au lieu de lécher mon patron pour une a_____ qu'il me filera pas.
Ce soir j'rameuterai l'é_____,
En attendant merci d'a_____ mais s'il te plaît parle après le bip.

Aujourd'hui je me s_____ bien,
Je voudrais pas tout gâcher je vais tout remettre au lendemain.
Il y a vraiment rien d_____ j'ai vraiment besoin,
On verra bien si je me perds en c_____

(Refrain x2)

Pourquoi faire tout de s_____ tout ce qu'on peut faire plus tard ?
 Tout ce qu'on veut c'est p_____ d'instant.
 On s'épanouit dans la l_____ du soir,
 Tout ce qu'on veut c'est pouvoir vivre m_____.
 Pourquoi faire tout de s_____ tout ce qu'on peut faire plus tard ?
 Tout ce qu'on veut c'est p_____ de l'instant.
 On s'épanouit dans la l_____ du soir,
 Tout ce qu'on veut c'est pouvoir vivre m_____.

(Refrain x3)

* américains ?

Paroles + musique : <http://www.youtube.com/watch?v=c0Tq6cnxAkk>

Vocabulaire

deep down – a_____	to pay off – r_____
the type of thing – l_____	to make you feel like – d_____
happiness – b_____ (m)	you might as well... - a_____ ...
lazy – f_____	I can't be bothered – j'_____
to take away – e_____	anyway – (here) q_____
what's the use ... - à _____	boxer shorts – c_____ (m)
to creep up to, grease – l_____	boss – p_____ (m)
to give - (here) f_____	to ruin – g_____
to be great, fulfilled – s'_____	

A discuter

Qu'est-ce qui vous rend heureux? Qu'est-ce qui vous empêche de vous épanouir ? Est-ce que les biens matériels comptent pour vous ? Que voulez-vous faire à l'avenir ? Est-il possible de « vivre pour maintenant » ?

Aux Arbres Citoyens Yannick Noah



<https://www.youtube.com/watch?v=U8DD1c24bwk>

Le ciment dans les p_____es
 Coule jusqu'aux m_____s
 Poison dans les f_____s,
 Dans nos c_____s

De cyclones en r_____s
 Notre histoire prend l'_____
 Reste notre idéal
 "Faire les beaux"

S'acheter de l'air en barre
 Remplir la b_____ :
 Quelques p_____s
 Contre l'e_____

De l'équateur aux p_____s,
 Ce poids sur nos é_____s
 De squatters é_____s
 Maintenant c'est plus d_____

(Refrain) Puisqu'il faut changer les c_____s
 Aux arbres citoyens !
 Il est grand temps qu'on p_____
 Un monde pour d_____ !

Aux arbres citoyens
 Quelques baffes à p_____
 La veille est pour d_____
 Des baffes à rendre

Faire tenir debout
 Une a_____ de roseaux
 Plus personne à g_____x
 Fait passer le mot

C'est vrai la terre est r_____
 Mais qui viendra nous dire
 Qu'elle l'est pour tout le m_____
 Et les autres à venir...

Refrain (bis)

Plus le temps de s_____ à qui la faute
 De compter la chance ou les a_____s

Maintenant on se bat
Avec toi moi j'y c_____ (Refrain)

Savoir aimer Florent Pagny



<http://www.youtube.com/watch?v=g-gh2hIRhkc>

Remplir les blancs

Savoir sourire,
À une i_____ qui passe,
N'en garder a_____ trace,
Sinon celle du p_____
Savoir aimer
Sans rien a_____ en retour,
Ni égard, ni grand a_____,
Pas même l'e_____ d'être aimé,

{Refrain}

Mais savoir d_____,
Donner sans reprendre,
Ne r____ faire qu'apprendre
Apprendre à a_____,
Aimer sans a_____,
Aimer à t____ prendre,
Apprendre à sourire,
Rien que pour le g____,
Sans v_____ le reste
Et apprendre à v_____
Et s'en aller.

Savoir attendre,
Goûter à ce plein b_____
Qu'on vous donne c_____ par erreur,
Tant on ne l'a_____ plus.
Se voir _ croire
Pour tromper la p____ du vide
Ancrée comme autant de r_____
Qui t_____ les miroirs

{Refrain}

Savoir s_____
En silence, sans murmure,
Ni défense ni a_____
Souffrir à vouloir m_____
Et se relever
Comme on r_____ de ses cendres,

Avec tant d'amour à r _____
 Qu'on tire u ...

Petite bibliographie de Stromae

Le chanteur belge Stromae – anagramme de maestro – est né Paul Van Haver à Bruxelles le 12 mars 1985. Parfois comparé au légendaire Jacques Brel pour sa qualité d'interprétation, Paul a grandi avec sa mère, flamande, sa sœur et ses trois frères. Son père, un architecte rwandais, est parti peu après sa naissance et il ne l'a revu que rarement avant sa mort, lors du génocide au Rwanda, en 1994.

A l'âge de 10 ans, le jeune Paul commence à jouer de la batterie et des percussions. En 2000 il se lance dans le rap et choisit Stromae comme pseudonyme. Trois ans plus tard il monte le groupe Suspicion avec le rappeur J.E.D.I. Leur composition *Faut k't'arrête le Rap* les fait remarquer, mais le duo se sépare et Stromae continue sa carrière en solo.

Stromae participe alors à de nombreux projets musicaux. En 2008 il collabore avec le rappeur français Kerry James et compose également un morceau pour Anggun. En même temps il diffuse en ligne *Les leçons de Stromae*, des petits films dans lesquels il explique comment construire un morceau. Tandis que ses vidéos font le buzz, il sort en septembre 2009 le single *Alors on danse*. Ce mélange entre paroles graves et musique électro a un succès énorme. Le titre se classe en tête des charts en France, Allemagne et Belgique et se vend à près de 3 millions d'exemplaires dans le monde.

Il se produit alors dans de nombreux clubs en Europe. Son album, "*Cheese*", sort en juin 2010 et remporte, en 2011, une Victoire de la musique dans la catégorie album de musiques électroniques ou dance de l'année.

Le tube *Alors on danse* est également remarqué par le rappeur américain Kanye West qui en fait un remix. Ce qui permet à Stromae de mettre un pied sur le continent américain

En 2013, pour son second opus, *Racine Carrée*, Stromae se sert de nouveau d'Internet pour créer le buzz. Il laisse fuiter sur le Web des images de lui apparemment ivre dans les rues de Bruxelles. Il s'agit en réalité d'extraits de son clip à venir, *Formidable*, premier single l'album. Plus encore que le disque précédent, *Racine Carrée* mélange les genres et les influences. Celle de Brel, très présente dans *Formidable*, laisse place à des rythmes africains et électro sur le single *Papaoutai*, autre énorme succès. On trouve également une participation du rappeur Orelsan sur deux morceaux. Dans *Bâtard*, la référence à Jacques Brel est présente. Il y dénonce les divisions en cases de la société, en évoquant le racisme, l'homophobie ou le sexisme.

Sorti le 16 août 2013, le disque se classe très rapidement dans le haut des charts en France et en Belgique. En décembre 2013, plus de 700 000 exemplaires avaient déjà été vendus. Preuve que le chanteur belge intéresse de plus en plus outre-Atlantique, il a eu droit à son portrait dans le très prestigieux New York Times. En 2016 il gagne le Grand prix de la Francophonie, accordé par l'Académie Française.

Côté vie privée, Stromae épouse le 12 décembre 2015 sa compagne depuis trois ans, la styliste Coralie Barbier.

Vocabulaire

legendary - _____	performance - _____ (f)
to grow up - _____	Flemish - _____
during - _____	to set up - _____
to get known - _____	piece - _____ (m)
to broadcast - _____	while - _____
to be all the rage - _____	mixture, blend - _____ (m)
lyrics - _____ (f.pl.)	copy - _____ (m)
to perform - _____	hit - _____ (m)
work, creation - _____ (m)	to leak - _____
drunk - _____	to criticise, attack - _____
compartment - _____ (m)	to allude to, reference - _____
proof - _____ (f)	to be entitled to - _____ -
to award - _____	partner - _____ (m/f)

Questions

1. Pourquoi a-t-il choisi le pseudonyme de Stromae ?
2. Qu'est-ce qui est devenu son père ?
3. Qu'est-ce qu'il a fait à l'âge de 10 ans ?
4. Avec quels artistes a-t-il collaboré pendant sa carrière ?
5. Quel média a-t-il utilisé pour diffuser ses morceaux ?
6. C'était quoi, « Les leçons de Stromae » ?
7. Qu'est-ce qui s'est passé en 2009 ?
8. Qu'a fait Kanye west avec le morceau *Alors on danse* ?
9. Comment est-ce que Stromae a fait le buzz en 2013 ?
10. Que dénonce Stromae dans la chanson *Bâtard* ?
11. Comment sait-on qu'il est devenu connu aux Etats-Unis ?
12. Qu'a-t-il fait en 2015 ?

Complétez les phrases avec un mot approprié

1. Stromae est né en _____.
2. Sa mère est _____.
3. Son père est _____ au Rwanda.
4. A 10 ans il a _____ à faire de la batterie.
5. Il a _____ Stromae comme pseudonyme.
6. Il a fait _____ de projets musicaux.
7. Il a _____ avec des artistes divers.
8. Il s'est servi d'_____ pour se faire remarquer.
9. Il s'est _____ dans beaucoup de clubs en Europe.
10. Ses morceaux sont un _____ d'influences diverses.
11. Son deuxième _____ s'appelle *Racine Carrée*.
12. Brel a été une _____ importante sur Stromae.
13. Ses chansons se sont vendues à des millions d'_____.
14. Son portrait a été _____ dans le New York Times.
15. En 2015 il a _____ son amie Coralie Barbier.

Travail oral (1)

Avec un partenaire, de mémoire et sans regarder le texte, racontez chacun un fait sur Stromae. la personne qui ne peut plus rien dire a perdu !

Interview orale

En 10 minutes, rédigez à l'écrit une série de questions que vous pouvez poser à Stromae, basées sur les informations dans sa biographie. Ensuite, avec un partenaire, à tour de rôle, faites et enregistrez l'interview sur votre portable.

Interview écrite

Imaginez que vous avez interviewé Stromae pour un blog. Ecrivez votre interview (questions et réponses) en utilisant les informations dans le texte. Ecrivez au moins 200 mots.

Paraphrase

En 75 mots résumez les trois premiers paragraphes du texte.

Traduction en français

Traduisez les phrases suivantes

1. Stromae, who is sometimes compared with Jacques Brel, was born in Belgium.
2. His father left the family soon after Stromae's birth.
3. He began his musical career by playing the drums and percussion.
4. He made a series of online films in which he explained how he composed songs.
5. After performing in European clubs, he became well known in the USA.
6. His songs sometimes criticise divisions in society caused by racism and homophobia.
7. He has released a lot of successful singles during his career.
8. As regards his private life, he has been married since 2015.

Traduction en anglais

Traduisez le sixième paragraphe (*En 2013...le sexisme.*)

Travail oral (2)

De mémoire essayez de parler de Stromae pendant au moins une minute et demie.

Comment l'industrie du disque s'est adaptée à la nouvelle donne numérique



Artistes, producteurs, petits et gros labels - tous les acteurs de l'industrie musicale avaient rendez-vous à Cannes à partir le 6 juin 2017. Le Midem (Marché international de la musique) a lieu sur quatre jours. Plus de 4 000 professionnels font le déplacement pour parler de la rémunération des artistes et de la bonne santé du marché mondial de la musique, qui, dominé par le streaming, a recensé une croissance mondiale de 6% en 2016. *« On a fait beaucoup d'efforts pour s'adapter à la nouvelle donne numérique »* explique Guillaume Leblanc, directeur général du Snep, le syndicat national de l'édition phonographique. *« Le marché en France est reparti à la hausse avec plus de 5% de croissance, après une décennie de difficultés »*, renchérit-il. *« On est résolument positifs et tournés vers l'avenir, grâce au streaming. »* Selon lui, l'enjeu est

maintenant de faire payer la plateforme numérique la plus populaire mais qui rémunère le moins : YouTube.

Donc, selon Guillaume Blanc ça va mieux, parce que l'industrie s'est transformée en faisant beaucoup d'efforts pour s'adapter à la nouvelle donne numérique. Le marché est reparti à la hausse en 2016 : plus de 5% pour la seule France. L'industrie est résolument positive et tournée vers l'avenir, grâce au streaming (écoute de la musique en ligne sans la télécharger) notamment. La croissance observée est portée par ce nouvel usage, une nouvelle manière d'écouter de la musique. Auparavant, on payait pour acheter un CD ou pour acheter un titre sur une plateforme. Désormais, on paie pour avoir accès à un catalogue de titres. Le CD n'est pas mort, loin de là : il représentait encore 59% du marché en 2016 en France. Si la tendance structurelle est à la baisse du CD, l'objet physique est toujours présent et il faut noter la renaissance du vinyle. 750 000 disques vinyles ont été vendus en France en 2016.

La croissance du streaming est solide, car on constate qu'il y a une véritable évolution des usages. En France, l'année dernière, on a écouté 28 milliards de titres sur les plateformes de streaming. Cette croissance des usages est en forte hausse. Les Français s'abonnent de plus en plus. Il y avait déjà 4 millions de personnes abonnés à un service de streaming en 2016 ; il y en a 112 millions dans le monde et ce chiffre est en augmentation. En France les plateformes les plus populaires sont Deezer (avec environ 1.5 millions d'abonnés), Spotify (environ 600 000), Apple Music, Tidal et Play Music. L'industrie a donc trouvé le modèle économique et l'usage qui permettent de créer de la valeur et d'entrevoir des perspectives prometteuses. Dans les marchés qui sont très avancés sur le streaming dans les pays nordiques notamment, le marché de la musique a retrouvé son niveau d'avant la crise. On peut donc être optimiste pour l'avenir.

Le streaming est une autre manière d'être rémunérée pour les artistes. Auparavant, ils étaient payés sur une période très courte. Désormais, la rémunération est lissée sur le temps. C'est un peu plus compliqué à comprendre pour les artistes et pour les producteurs. Le véritable enjeu est de faire payer la plateforme la plus populaire mais qui rémunère le moins : YouTube. L'industrie doit se battre pour obtenir de ce site une meilleure rémunération de la création.

A. Vocabulaire

stakeholder - _____ (m) to take place - _____ to go - _____
 payment - _____ (f) to register - _____ growth - _____ (f)
 offer - _____ (f) decade - _____ (f) to add - _____
 challenge - _____ (m) to download - _____ now - _____
 far from it - _____ to note - _____ subscribed to - _____
 to glimpse - _____ to spread out - _____

B. Compréhension

Sélectionnez la phrase **incorrecte** (a, b ou c)

1.

- a) Le marché de la musique est de plus en plus dominé par le streaming
- b) Le marché du streaming représente la majorité des ventes en France.
- c) Spotify est le leader du marché du streaming en France.

2.

- a) Les ventes de disques vinyle continuent à chuter.
- b) Les Français préfèrent le CD au disque vinyle.
- c) Les revenus du streaming sont moins importants que ceux des CDs.

3.

- a) Les artistes ont du mal à comprendre les nouveaux moyens d'être rémunérés.
- b) Certaines plateformes paient plus que d'autres.
- c) Le streaming permet aux artistes et producteurs d'être rémunérés immédiatement.

4.

- a) Le streaming permet d'accéder à un énorme catalogue de titres.
- b) Le marché français suit les mêmes tendances que le marché mondial.
- c) Le CD a l'air de bientôt voir la fin de sa carrière.

C. Travail oral

Avec un partenaire résumez les points essentiels de cet article. Citez des chiffres pour soutenir vos arguments.

D. Ne regardez pas le texte original. Remplissez les blancs de mémoire.

Donc, selon Guillaume Blanc ça va _____, parce que l'industrie s'est transformée en _____ beaucoup d'efforts pour s'adapter à la nouvelle _____ numérique. Le marché est reparti à la _____ en 2016 : plus de 5% pour la seule France. L'industrie est résolument positive et tournée _____ l'avenir, grâce au streaming (écoute de la musique en ligne _____ la télécharger) notamment. La croissance observée est portée par ce nouvel usage, une _____ manière d'écouter de la musique. Auparavant, on _____ pour acheter un CD ou pour acheter un titre sur une plateforme. Désormais, on paie pour avoir _____ à un catalogue de titres. Le CD n'est pas _____, loin de là : il représentait encore 59% du _____ en 2016 en France. Si la tendance structurelle est à la baisse du CD, l'objet _____ est toujours présent et il faut noter la _____ du vinyle. 750 000 disques vinyles ont été _____ en France en 2016.

E. Résumé écrit

En 90 mots résumez à l'écrit les points essentiels de l'article. Ne copiez pas des phrases entières.

F. Traduction

1. Sales of music tracks registered an increase of 5% last year in France alone.
2. This growth is mainly explained by the rise in digital streaming platforms.
3. Although he has a large collection of CDS, he now prefers to listen to music online.
4. The market for music has reached the level it was at before the economic crisis.
5. The means of payment are complicated to explain to artists and producers.
6. No one knows for certain what the long term trends will be.
7. However, it's possible to glimpse the potential financial benefits for musicians.
8. If YouTube was more generous, artists would see a rise in their income.
9. Streaming platforms are attracting more and more subscribers which is a great source of revenue.
10. What we need is for everyone to download their music legally.

Le role du bénévolat

Talking about volunteering

Teacher script to be read aloud or recorded

Je suis Ludivine et ça fait 5 ans que je suis bénévole. Je rends visite à des personnes âgées chez eux. Je fais partie d'une association de bénévoles dans ma région, qui se réunit une fois par mois en présence d'un responsable qui nous donne des conseils.

J'ai déjà fait quatre visites hebdomadaires auprès de personnes âgées. Chaque visite dure au moins 30 minutes et varie selon l'activité, par exemple ça peut être une balade au parc ou la visite d'un centre commercial...et surtout de la forme de la personne âgée. Certaines personnes ont du mal à marcher très loin.

Mon premier accompagnement m'a permis de rencontrer Madeleine qui est morte avril dernier suite à une crise cardiaque. Ma relation avec Madeleine a duré 4 ans et on s'est bien entendues dès le premier rendez-vous. Nous avons appris à nous connaître en parlant de notre enfance, nos souvenirs, notre famille et les personnes qu'on a rencontrées...). On a beaucoup ri, je vous assure, mais il y a eu des silences aussi. Il y avait des moments plus difficiles quand elle ne se sentait pas bien ou quand je ne pouvais pas venir lui rendre visite. Le décès de Madeleine a été difficile pour moi, mais ma famille et mes amis ont été très présents, et mes collègues bénévoles aussi.

J'ai fait la connaissance de deux autres personnes âgées, Raymonde et Gilberte, qui sont adorables. Avec ces deux personnes les premiers contacts ont été très différents. Avec Raymonde on a parlé très facilement. Gilberte n'était pas bavarde les deux premiers rendez-vous, mais maintenant elle me permet même de l'embrasser ! Cette année je me suis fait opérer à l'hôpital. Quelle surprise ! Raymonde est venue me voir au centre hospitalier. J'ai pleuré en la voyant venir avec des fleurs !

Je ne sais pas combien de temps je passe à être bénévole car c'est une activité qui me donne beaucoup de plaisir et je ne compte pas les heures.

Enfin, mon bénévolat m'a appris beaucoup de choses. Je suis devenue plus patiente, plus confiante et j'ai l'impression de faire quelque chose de très utile.

A. Vrai, faux ou pas mentionné?

1. Ludivine est bénévole auprès de personnes âgées handicapées.
2. La réunion mensuelle a lieu le lundi matin.
3. Ludivine a accompagné quatre personnes âgées.
4. Elle rend visite aux personnes deux fois par semaine.
5. Ce qu'elle fait varie en fonction de différents facteurs.
6. Elle ne sort jamais avec les personnes âgées parce qu'elles ne marchent pas bien.
7. Madeleine souffrait de problèmes du cœur depuis longtemps.
8. Elle ne s'entendait pas très bien avec Madeleine.
9. Ludivine et Madeleine ont discuté de leur famille.
10. Ils n'ont pas parlé tout le temps.
11. Madeleine était tout le temps en bonne santé.
12. Grâce à ses amis et sa famille Ludivine a surmonté la mort de Madeleine.
13. Ludivine a trouvé Raymonde et Gilberte très similaires.
14. Gilberte et Ludivine parlent de leurs amis.
15. Raymonde est allée voir Ludivine à l'hôpital.

B. Complétez les phrases en utilisant un mot dans la case. Deux mots ne sont pas utilisés.

1. Ludivine fait du bénévolat _____ cinq ans.
2. Elle est _____ d'une association qui accompagne des personnes âgées.
3. Elle _____ parfois faire une promenade avec elles.
4. Certaines personnes ont du _____ à marcher.
5. Elle parle de _____ de sujets différents avec les personnes qu'elle accompagne.
6. Elle ignore exactement combien de temps elle _____ au bénévolat.
7. Gilberte ne _____ pas beaucoup au début.
8. Raymonde et Ludivine se sont _____ entendues dès le début.
9. Ludivine est devenue _____ sûre d'elle grâce à son bénévolat.
10. Elle a l'impression d'avoir _____ quelque chose de très utile.

sort	pendant	depuis	bien	fait	consacre	moins
	membre	beaucoup	parlait	plus	mal	

C. (optional) Paraphrase the text in 75 words

Les indispensables bénévoles des Restos du cœur 2m 33s



<https://www.youtube.com/watch?v=uiU5llwzHrU>

Pré-écoute

C'est quoi, un bénévole ? Dans quels domaines fait-on du bénévolat ? Connaissez-vous quelqu'un qui est bénévole ? Devinez que fait les restos du cœur en France.

Ecoutez une première fois en entier. Ensuite écoutez en faisant des pauses.

Répondez en français

1. Dans quel arrondissement de Paris sommes-nous ?
2. Combien de personnes viennent récupérer de la nourriture ?
3. Que distribuent les bénévoles, par exemple ?
4. Qui est René ?
5. D'après lui, quel est le rôle principal des bénévoles ?
6. Quelles qualités faut-il avoir quand on sert les gens ?
7. Qui peut venir aider ?
8. Pourquoi est-ce que Marc vient aux Restos ? C'est seulement pour se nourrir ?
9. Quel autre service offre-t-on aux Restos ?
10. Que dit Marie, par exemple ?

Comment dit-on en français ?

1. all these products are handed out by volunteers
2. he knows well the qualities needed to come and give of his time
3. that's the principle of being a volunteer
4. Marc has been a beneficiary for two years
5. a bit of human warmth
6. when you hit rock bottom you quickly go into a downward spiral
7. little reference points during the day
8. les Restos also offers help in other ways
9. is it the first time you've been?

10. it's not a luxury to have your hair done

Pourquoi on a créé les Restos du cœur ? 1m 43



<https://www.youtube.com/watch?v=XM1BV-BFYWc>

Ecoutez attentivement et identifiez les mots et expressions suivants. Faites des pauses et répétez autant de fois que vous voulez.

1. We are no longer allowed to be hungry or cold – o_ n'_ plus le d_____ ni d'a_____ f_____ n_ d'a_____ fr_____

2. What you perhaps don't know is – c_ q_ t_ n_ s_ peut-être p____, c'_____

3. Nearly 30 years ago – i_ _ _ p_____ 30 _____

4. Delivering hot meals to those whose fridge remained empty, for lack of money – dél_____ des re_____ c_____ à c_____ dont le f_____ r_____ v_____, fau_____ d'a_____

5. Expression of anger on the radio by Coluche, a famous comedian – c_____ de gu_____ à l_ r_____ de C_____, un c_____ c_____

6. The years of growth which had followed the war – les a_____ de croi_____ qui av_____ sui_____ la gu_____

7. Work, housing and loads of new consumer goods – d_ tr_____, des log_____ et pl_____ de nou_____ ob_____ de cons_____

8. Thus they talked about poor people on the TV and radio – on par_____ ainsi des pau_____ à la t_____ et _ _ r_____

9. So Coluche brought about a huge burst of generosity – C_____ a ainsi pro_____ un gr_____ él_____ de gén_____

10. They are still centres whose job it is to provide hot meals – c_ sont tou_____ des ce_____ qui s_____ ch_____ de four_____ des repas ch_____

11. Support workshops and emergency accommodation – des ate_____ de sou_____ et des lo_____ d'urg_____

12. The loss of a job which can tip you into poverty – la per_____ d'un tr_____ qui peut fa_____ basc_____ dans la pau_____

13. This year Les Restos du Coeur looked after 1 million people – c_____ a_____ les R_____ du _____ ont acc_____ un m_____ de p_____

Comparez votre travail avec un partenaire.

Vrai ou faux ?

1. Les Restos du cœur étaient l'idée d'un comique célèbre.
2. Tous les Français ont bénéficié également de la société de consommation d'après-guerre.
3. Le seul rôle des Restos est de fournir des repas chauds aux pauvres.
4. Cette année un million de personnes ont bénéficié des services des Restos.
5. Les Restos sont animés par des bénévoles.
6. Les Restos ont été établis il y a cinquante ans.
7. Avant le coup de gueule de Coluche on parlait beaucoup de la pauvreté dans les médias.
8. Grâce aux Restos des personnes sans abri peuvent être logées.
9. Au fil des ans les Restos ont élargi leur gamme de services.

Ensuite, cachez votre feuille et essayez d'expliquer le plus simplement possible les origines et le rôle des Restos du cœur.

Le bénévolat 3m 18s



<https://francebienvenue1.wordpress.com/2015/02/09/au-service-des-autres/>

Pré-écoute

C'est quoi, le bénévolat? Trouvez des exemples de travail bénévole qu'on peut faire dans la communauté. Connaissez-vous quelqu'un qui fait du bénévolat ?

Ecoutez Véronique qui en parle à Christelle. Vrai, faux ou pas mentionné ?

Après avoir écouté l'entretien vous pouvez lire la transcription.

1. En 1989 la montagne Sainte-Victoire a été ravagée par un incendie.
2. Véronique dit que sa maison a été touchée par ce sinistre.
3. Elle s'est inscrite à un Comité des feux et forêts dans sa région.
4. Véronique vit dans cette région depuis plus de 10 ans.
5. Elle connaissait quelqu'un qui était à l'origine du Comité auquel elle s'est inscrite.
6. Elle dit qu'un des rôles du scoutisme c'est de rendre les jeunes plus autonomes.
7. Ses enfants sont à l'université maintenant.
8. Pendant l'été elle a fait quelques journées de surveillance pour protéger la forêt.
9. Elle a également travaillé bénévolement pour la Croix Rouge.
10. Elle a aidé des enfants dans les cours de maths à l'école primaire.
11. Elle explique qu'elle chante dans une chorale.
12. Elle explique que le bénévolat est enrichissant car cela permet, par exemple, de côtoyer d'autres personnes.

Travailler comme bénévole : des témoignages authentiques

Claire

Je suis étudiante et, comme pour beaucoup d'étudiants, mes projets professionnels ont souvent changé... puis j'ai lu un livre sur les conditions de vie des femmes à travers le monde. J'ai alors souhaité faire du bénévolat ; c'était pour moi l'occasion de m'engager pour une cause pendant mon temps libre avant de le faire professionnellement. C'est pour cela que j'ai décidé d'être bénévole pour une association qui vient en aide surtout aux femmes.

Margot

Par le passé, j'ai fait un service civil en tant qu'accompagnateur auprès de personnes handicapées. J'ai toujours souhaité refaire cette expérience dans le cadre d'une action bénévole... Vingt ans après, j'ai trouvé une association dont la mission est de permettre aux personnes handicapées de rompre de la solitude, de sortir de chez elle pour tous types d'activités de loisir. J'accompagne donc des personnes à mobilité réduite aux cinémas, à des concerts, à des expositions.

Fatima

Etudiante, j'avais envie de passer des vacances « utiles aux autres ». Je suis tombée sur l'Association des Paralysés de France qui cherchait des accompagnateurs bénévoles pour leurs centres de vacances d'été durant trois semaines. Je leur ai proposé ma bonne volonté, me sentant capable de donner un coup de main pour le quotidien. Une association a vu que j'étais étudiante infirmière et cette compétence les a intéressés. J'ai donc accepté de prendre en charge le côté sanitaire et soins tout en participant à l'animation.

Jacques

J'habite dans un tout petit village d'environ 300 habitants et je suis passionnée de lecture. Lorsque j'ai appris que la bibliothèque de ma commune cherchait des bénévoles, j'ai tout naturellement proposé mes services. J'ai un métier très prenant et un enfant en bas âge mais ça ne m'empêche pas de m'investir dans le bénévolat. Environ deux fois par mois, je fais des permanences à l'accueil. Et lorsque mon emploi du temps me le permet, il m'arrive de donner un coup de main pour le catalogage ou l'achat de nouveaux ouvrages.

Hélène

Méto, boulot, dodo... on se lasse vite du rythme de nos vies citadines et quand on prend le temps de s'arrêter quelques instants pour respirer, on se demande alors : mais au fond, c'est quoi, le sens de tout ça ? Alors, quand on m'a proposé de donner des cours de soutien à une enfant en difficulté scolaire, deux heures par semaine, je n'ai pas hésité une seconde : pour une fois, je me sentais à la hauteur de la mission. Le bilan ? Le sourire de Caroline, 9 ans, ses progrès, sa confiance naissante en elle : pour tout cela, je suis ravie d'avoir osé franchir le pas !

Alexis

Dans ma vie professionnelle, je suis responsable de projet dans les secteurs bancaire et de l'assurance. En étant bénévole chez France Bénévolat, je poursuis ainsi ma mission de conseil. Entre autres, je détermine les besoins des associations pour les mettre en relation

avec les envies et les compétences des bénévoles. C'est vraiment ce qui me motive. J'ai décidé de m'engager dans cette activité en partant de deux constats : j'ai un intérêt marqué pour autrui et je souhaite transposer mes compétences de conseil au service du monde associatif.

(A) C'est qui ?

Cette personne...

1. a une formation médicale qui leur permet de venir en aide aux autres.
2. fait du bénévolat dans une bibliothèque locale.
3. a été influencée par la lecture d'un livre.
4. fait du bénévolat indirectement, en mettant des bénévoles en contact d'associations variées.
5. sort avec des personnes qui ont du mal à se déplacer.
6. donne des cours à une enfant qui veut faire plus de progrès à l'école.
7. compte faire un emploi dans le même domaine après.
8. a déjà une vie professionnelle très chargée.
9. voulait refaire quelque chose qu'elle avait fait autrefois.
10. est motivée par deux facteurs principaux.

(B) Traduisez les expressions suivantes tirées des témoignages:

- | | |
|---------------------------------|-------------------------------|
| 1. a helping hand - _____ | 6. up to (capable of) - _____ |
| 2. metro, work, sleep - _____ | 7. support - _____ |
| 3. skills - _____ | 8. result, outcome - _____ |
| 4. to escape (solitude) - _____ | 9. take the plunge - _____ |
| 5. demanding (job) - _____ | 10. other people - _____ |

(C) Trouvez des verbes associés aux noms suivants:

- | | | |
|-------------------|-----------------------|------------------------|
| 1. acception (f) | 6. changement (m) | 11. apprentissage (m) |
| 2. permission (f) | 7. hésitation (f) | 12. décision (f) |
| 3. sentiment (m) | 8. franchissement (m) | 13. motivation (f) |
| 4. souhait (m) | 9. proposition (f) | 14. aide (f) |
| 5. engagement (m) | 10. participation (f) | 15. investissement (m) |

(D) Trouvez des noms associés aux verbes suivants:

- | | |
|----------------|---------------|
| 1. accompagner | 6. étudier |
| 2. animer | 7. employer |
| 3. conseiller | 8. soutenir |
| 4. servir | 9. confier |
| 5. associer | 10. constater |

(E) Travail oral – avec un partenaire expliquez simplement, en vos propres mots, ce que fait chaque personne. Quelle sorte de bénévolat pourriez-vous faire personnellement ?

(F) Traduisez en anglais les témoignages de Fatima et Jacques.

(G) Remplissez les blancs

1. Pour Jacques, c'est sa _____ pour la lecture qui le motive.
2. Hélène est _____ de voir les progrès de son élève.
3. Alexis est _____ par son intérêt pour autrui.
4. Quand Jacques a le _____ il donne un coup de main dans une bibliothèque.
5. Fatima fait des études d'_____, ce qui lui permet d'être bénévole.
6. Claire a eu des projets professionnels _____.
7. Margot travaille pour une association qui _____ aux personnes handicapées de sortir de chez eux.
8. Hélène est fatiguée par sa vie _____.
9. Hélène a _____ le pas en devenant bénévole.
10. Jacques s'_____ volontiers dans le bénévolat.

(H) Traduisez en français

1. If you have specific skills, you can do voluntary work for certain associations.
2. Sometimes you have to take the plunge and do something really useful.
3. I was delighted to be able to work for an association which helps disabled people.
4. Despite my demanding job, I was able to spend an hour a week at the local library.
5. I intend to be a volunteer for a charity which supports children who are having difficulty at school.
6. My skills allow me to help disabled people with their everyday needs.
7. I found a volunteer whose skills enabled him to help us.
8. I offered my services to a charity which comes to the help of women.

Using *dont*

Example: j'ai trouvé une association **dont** la mission est de permettre aux personnes handicapées de rompre de la solitude.

What does **dont** mean here? How could you translate it?

Make up five sentences of your own using **dont**.

J'AI ÉTÉ BÉNÉVOLE (billet de blog posté par Elise, Parisienne, le 19 octobre en 2015)



Depuis quelques mois déjà, ça me trottait dans la tête.

Je voyais les bénévoles pendant les courses que je faisais régulièrement, et je me suis dit qu'il ne fallait pas que ce soit toujours les mêmes, que si personne ne le faisait il n'y aurait plus jamais de courses et que ça me tenterait bien d'aller les aider.

J'ai donc choisi ma course avec soin. Comme j'étais censée courir le Paris-Versailles, j'ai choisi les 20km de Paris. J'avais de très bons souvenirs de cette course qui fut ma première « vraie » course et qui en inaugura beaucoup d'autres pour moi. Je me suis donc inscrite fièrement au ravito du 10ème km. Je me voyais déjà encourager tout le monde et filer de la grenadine antioxydante à mes potes.

J'étais attendue à 7h30 Porte d'Auteuil pour décharger des camions. Dimanche 6h du matin, c'est une Elise bien ensommeillée qui émerge et s'habille comme en janvier mais avec baskets et leggings.

Je repère de loin l'attroupement des bénévoles (j'ai 10 bonnes minutes de retard, merci au bus 74 d'être interrompu dès 7h du matin). Personne ne me salue. OK. J'ai peut-être loupé le speech de départ. Je me présente au responsable, il me tend un coupe-vent en taille S (qui va à mon homme de 1,83m).

Un camion arrive : personne ne nous dit qui doit faire quoi donc on s'organise comme on peut : des chaînes se forment pour décharger les palettes d'eau, des gens restent sans rien faire dans leur coin, faute d'affectation. Je me retrouve aléatoirement à monter des tables, installer des gobelets, les remplir, au gré des places libres.

Je me demande vraiment ce qui les amène là. Il fait froid, on ne peut pas dire que l'ambiance soit sympa (les gens se parlent peu), le café et quelques croissants arriveront bien tard.

10h20: nos stands sont prêts, les premiers handisports arrivent. Je me suis mise en début de ravito en espérant voir quelques ami(e)s. Après le passage des Kenyans, je tends des gobelets aux premiers coureurs. Les coureurs arrivent vite mais j'essaie au maximum de leur tendre les gobelets tout en les encourageant. Si possible par leur prénom (écrit sur le dossard).

« Allez Anne-Laure, ne lâche rien, t'as fait la moitié »

« Vas-y Philippe, avec ton t-shirt de marathonien, ça va être facile pour toi »

Les autres bénévoles me regardent comme une extraterrestre.

Les gobelets ne sont pas remplis assez vite et du coup, je me fais tancer:

« *Ne tends pas les gobelets, pas de temps pour les encouragements, laisse les coureurs se servir et va les remplir derrière* »

Super.

Notez bien que si on m'avait dit dès le début que je serais derrière à remplir des gobelets, je n'aurais pas moufté. En tant que bénévole, tu fais ce qu'on te dit.

La frustration a été encore plus grande quand on a manqué de gobelets après une heure. Les coureurs arrivaient, désespérés d'avoir de l'eau et... rien. Du coup, les bénévoles ont commencé à recycler les bouteilles de 1,5l qui avaient été jetées (vides) auparavant. Mais aussi les bouteilles du km 5 que les coureurs avaient jetées. Donc dans lesquelles ils avaient déjà bu. C'était ça ou rien.

Et franchement, j'ai trouvé les athlètes super sympas. Pas une insulte. Rien. A leur place j'aurais au minimum tapé les mecs du ravito. En plus, apparemment, le même scénario avait déjà eu lieu l'année précédente, à croire que l'organisation n'apprend pas de ses erreurs.

Vers midi et demi, nous avons regardé les derniers arriver (bien applaudis) et commencé à ranger. A 13h, le rangement était loin d'être fini quand j'ai discuté avec des bénévoles qui partaient. C'est là que je me suis rendu compte qu'en effet, beaucoup étaient déjà partis.

Je suis donc partie sans annonce, avec un sentiment de raté. Quand j'en ai parlé autour de moi, tout le monde m'a dit « *mais évidemment, j'aurais pu te dire que ça allait se passer comme ça* ».

Honnêtement, je ne sais pas à quoi je m'attendais. Sans doute des rires, de la convivialité, de l'entraide dans les moments de stress. Rencontrer des coureurs passionnés, qui voulaient eux aussi rendre ce qu'ils avaient reçu. Je les ai peut-être tout simplement ratés. En tous cas, je ne suis pas prête à recommencer malheureusement. Ou alors avec une amie, en plein été mais pas au ravito.

Et vous, avez-vous déjà eu une expérience de bénévole ? A-t-elle été plus positive que la mienne ?

Vocabulaire

to run through (your mind) - _____
 care - _____ (m)
 to launch, be the start of - _____
 feeding station - _____ (m)*
 mate - _____ (m)
 to unload - _____
 to make out, see - _____
 to say hello - _____
 official - _____ (m)
 for lack of - _____
 at the mercy of - _____
 beaker - _____ (m)
 to scold, tell off – t _____
 numbered bib - _____ (m)
 to keep your mouth shut – ne pas m _____

to tempt - _____
 to be supposed to - _____
 proudly - _____
 to hand over - _____
 to expect - _____
 sleepy - _____
 gathering - _____ (m)
 to miss (slang) - _____
 wind-cheater (jacket) - _____ - _____ (m)
 at random - _____
 to wonder - _____
 disabled runner - _____ (m)
 to hand out - _____
 to let go - _____
 to fill up - _____

to be short of - _____
 guy, bloke - ____ (m)
 to clear up - _____
 mutual help - _____ (f)

frankly - _____
 you'd think that... - _ _____ ...
 to realise - _____
 to miss (slang) - _____

ravito is short for *ravitaillement* from the verb *ravitailleur* (to feed)

(A) Cochez les phrases vraies

1. Depuis quelque temps Elise avait pensé être bénévole à une course.
2. Elle raconte la deuxième fois qu'elle est bénévole.
3. Elle participe à des courses elle-même.
4. Cette fois elle ravitaillait les coureurs pendant les 20km de Paris.
5. Elle s'est levée à 7h 30 pour aller à la course.
6. Elle est arrivée au lieu convenu à l'heure.
7. Elle avait l'impression que tout était bien organisé.
8. Les bénévoles ne parlaient pas beaucoup entre eux.
9. Les coureurs handicapés sont arrivés les premiers.
10. On lui a conseillé de tendre des gobelets aux coureurs.
11. Elle se sentait frustrée par le manque d'organisation apparent.
12. Il semble que les organisateurs apprennent les leçons d'anciennes courses.
13. Elle se sentait un peu déçue à la fin de la course.
14. Elle voudrait refaire exactement la même chose une autre fois.

(B) Questions

1. Pourquoi est-ce qu'Elise avait décidé d'être bénévole ?
2. Pourquoi a-t-elle choisi ce genre de bénévolat, pensez-vous ?
3. Qu'est-ce qu'elle faisait exactement ?
4. Quelle impression avait-elle de l'organisation du ravitaillement ?
5. Comment étaient les autres bénévoles ?
6. Quelle erreur a-t-elle faite ?
7. Comment a-t-elle réagi aux critiques de ses collègues ?
8. Qu'est-ce que les coureurs ont fait quand ils ont vu qu'il n'y avait plus de bouteilles d'eau ?
9. Quelle a été sa réaction à la fin ?
10. Qu'est-ce qu'elle ferait à l'avenir peut-être ?

(C) Travail oral

Avec un partenaire inventez des phrases fausses à corriger

(D) Translate the last five paragraphs of the blog

(E) Travail lexical

Trouvez dans le blog des verbes associés aux noms suivants :

- | | | |
|------------------|----------------------|---------------------|
| 1. manque (m) | 4. encouragement (m) | 7. décharge (f) |
| 2. recyclage (m) | 5. apprentissage (m) | 8. essai (m) |
| 3. attente (f) | 6. tentation (f) | 9. installation (f) |

Trouvez dans le blog des noms associés aux verbes suivants :

- | | | |
|----------------|--------------|--------------|
| 1. courir (x2) | 4. stresser | 7. passer |
| 2. sentir | 5. organiser | 8. attrouper |
| 3. insulter | 6. partir | 9. ranger |

(F) Remplir les blancs de mémoire

Un c_____ arrive : personne ne nous dit qui doit faire quoi donc on s'o_____ comme on peut : des chaînes se f_____ pour décharger les palettes d'eau, des gens r_____ sans rien faire dans leur coin, faute d'affectation. Je me r_____ aléatoirement à monter des tables, installer des gobelets, les remplir, au gré des places libres.

Je me d_____ vraiment ce qui les a_____ là. Il fait froid, on ne peut pas dire que l'ambiance s_____ sympa (les gens se p_____ peu), le café et quelques croissants arriveront bien tard.

10h20: nos stands s_____ prêts, les premiers handisports a_____. Je me suis mise en début de ravito en e_____ voir quelques ami(e)s. Après le passage des Kenyans, je t_____ des gobelets aux premiers coureurs. Les coureurs a_____ vite mais j'e_____ au maximum de leur tendre les gobelets tout en les e_____. Si possible par leur prénom (écrit sur le dossard).

(G) Changez de perspective

Réécrivez les cinq premiers paragraphes à la troisième personne.

(H) Traduction en français

1. I wonder if I made the correct decision by being a volunteer at the marathon.
2. No one spoke to her when she arrived at the race.
3. Elise had always wanted to be a volunteer for a race in Paris.
4. They advised her not to hand the beakers to the runners.

5. The athletes were more friendly than the other volunteers she met.

Image: pixabay.com

Une culture fière de son patrimoine

Les journées européennes du patrimoine 1m 59



<https://www.audio-lingua.eu/spip.php?article4039>

Ecoutez Lisa qui parle de cet événement basé sur le patrimoine

A. Répondez

1. Quand est-ce que cet événement a lieu exactement ?
2. Quel est l'objectif de ce weekend ?
3. Donnez huit exemples de lieux qu'on peut visiter.
4. Faut-il payer ces visites ?
5. Quels monuments ont eu beaucoup de succès cette année ?
6. Quelle était l'ouverture exceptionnelle cette année ? Pourquoi ?
7. Pourquoi ne pourra-t-on plus visiter cet endroit à l'avenir ?
8. Quelles chaînes de télévision ont ouvert leurs studios ?
9. Qu'est-ce qu'on peut y faire par exemple ?
10. Quel était le thème général de cette année ?

B. Ecoutez encore une fois et traduisez les phrases en reprenant les mots exacts de l'enregistrement.

1. The European Heritage Days are a chance to get to know buildings... to visit properties of national importance.
2. You may have to pay for some visits.
3. This year, unusually, the Prison de la Santé was open since this prison is being renovated.
4. For the first time you were able to visit it; maybe the last time since the prisoners will be back in.
5. It's really interesting to see behind the scenes.

6. So that people can see how it works and the premises.
7. It's an event which attracts lots of people.
8. There were many events which were organised also related to this theme of natural heritage.

Visite guidée de la tour Saint-Jacques à Paris 1m 37



<https://www.youtube.com/watch?v=3TISDdSli4s>

Regardez et écoutez. Corrigez ces phrases fausses.

1. C'est une tour de 70 mètres de haut.
2. Elle se trouve dans une avenue haussmannienne*.
3. Il y a une peinture de Blaise Pascal** dans la tour.
4. La visite guidée dure 60 minutes.
5. La construction de l'église Saint-Jacques débute au sixième siècle.
6. La corporation des boulangers a financé la construction de l'église.
7. C'est le point de départ d'un pèlerinage à Lourdes.
8. En 1897 l'église a été vendue.
9. L'église est devenue une bibliothèque à cette époque.
10. Ensuite la tour a été occupée par Monsieur Dubois qui fabriquait des meubles.
11. Au 18^e la tour a été rénovée et a accueilli une station de métro.
12. Il y a trois cent dix marches en colimaçon (*spiral*).
13. Ici on est dans le coeur financier de Paris.
14. Ici on est un peu trop haut, donc on ne peut pas distinguer bien les bâtiments autour.
15. Malheureusement une touriste a le vertige.
16. Pour accéder à la tour il faut payer sur place.
17. Les billets sont mis en vente tous les samedis à 2 heures.
18. Les visites se font quatre jours par semaine jusqu'au 25 septembre.

Travail oral

Expliquez à votre partenaire ce que vous connaissez maintenant sur la tour Saint-Jacques.

* Georges-Eugène Haussmann a rebâti Paris entre 1853 et 1870, créant les avenues élégantes pour lesquelles Paris est célèbre.

**Blaise Pascal – mathématicien et philosophe du 17^e siècle.

Le festival de Cannes 5m 25



<https://www.youtube.com/watch?v=jHkj1I7QWXQ>

Regardez, écoutez et répondez en anglais

1. What do you think « médiatisé » means in the very first sentence ?
.....
2. When was Cannes chosen as one of the world's cinema capitals?
.....
3. To what period do we have to return to understand why Cannes is famous?
.....
4. What was Cannes at this time?
.....
5. What role did Lord Henry Brougham play in the history of Cannes?
.....
.....
6. What happened at the start of the twentieth century?
.....
7. What does the phrase "patrimoine architectural cannois" mean?
.....
8. Who was Jean Zay and what did he do? Why?
.....
.....
9. When and where exactly was the first festival?
.....
10. How does the main competition work?
.....

11. What two new elements were added in the 1960s?
.....
.....
12. What political event inspired the *Quinzaine des Réalistes*?
.....
13. Since 1993 what has ACID presented ?
.....
14. Where are the main competition films shown? When was this building constructed?
.....
15. What is this building most known for?
.....
16. What is the dress code here?
.....
17. What else does the building contain?
.....
.....
18. Who comes to the Marché International du Film?
.....
19. How much business is generated each year?
.....
20. What happens on the Boulevard de la Croisette?
.....
21. What is notable about the hotels here ?
.....
22. What happens to the population of Cannes during the festival?
.....
23. What do you think “saisonniers” are?
.....
24. What do you think “chiffre d’affaires” is?
.....
25. What do we learn about the economic benefits of the festival?

Commentaires sur Tripadvisor – Le Musée d'Orsay

Lisez les commentaires laissés sur le site Tripadvisor. Ensuite faites les exercices.

A Le Louvre étant fermé pour travaux, on est allés au Musée d'Orsay. C'est magnifique; il est un peu dommage que l'aménagement intérieur contemporain ne soit pas à la hauteur de l'architecture et de la décoration. Le musée est très représentatif de l'art du 19ème siècle: les collections de sculpture en particulier sont de toute beauté et vaudraient à elles seules la visite.

B C'est dommage qu'un lieu public de ce genre soit totalement interdit aux photographes. On peut comprendre que l'interdit soit appliqué à certaines peintures mais on pourrait quand même permettre aux visiteurs de photographier les nombreuses statues magnifiques qu'on voit partout dans le musée. Heureusement qu'on n'a pas attendu aux caisses le jour où on est allés.

C Magnifique collection de tableaux: des impressionnistes (Sisley Pissaro, Monet), quelques Van Gogh célèbres, mais aussi des tableaux moins connus du XIXe, comme l'orientalisme. Vraiment un musée exceptionnel qui peut se parcourir en quelques heures. Un vrai bonheur! En plus on n'est pas embêté par des touristes qui prennent sans cesse des photos.

D Juste ce petit coup de gueule contre un personnel qui a visiblement décidé de faire la tête. Les caissiers sont particulièrement désagréables. Mon avis ne changera sans doute rien, mais j'ai pensé à l'impression laissée par cette attitude envers les touristes. Heureusement que le musée est exceptionnel. Là les mots manquent pour qualifier la magnificence de la collection.

E Scandaleux. On ne consulte pas internet on décide de venir à Paris le matin même. Et le musée d'Orsay est fermé le lundi! Incroyable ! Et après on se plaint que la France soit en crise ! A Londres les grands musées sont ouverts tous les jours et en plus ils sont gratuits – ça permet à tout le monde de pouvoir apprécier la culture de son pays.

F L'exposition Sade ne m'a pas plu du tout. Je n'ai pas du tout aimé son univers et ses écrits. Je ne connaissais pas avant de visiter cette exposition. C'est juste sadique et érotique. Je comprends pourquoi il était banni et censuré. L'exposition reflète entièrement son travail et son univers.

G Le musée d'Orsay a été bâti sur les bases de l'ancienne gare d'Orsay. Il reste toute la grandiosité des édifices parisiens du début de siècle, même à l'intérieur, mais aussi toute une collection d'oeuvres phares de la France du 18ème jusqu'aux débuts du 20ème. Il faut prévoir que le musée est souvent plein et qu'il faut donc attendre aux caisses, mais ça vaut la peine d'attendre. Bonne visite!

H Le musée d'Orsay est un de mes musées préférés (des œuvres sublimes, un cadre exceptionnel). Mais je suis très déçue par la transformation récente, notamment toute la partie Van Gogh : les salles sont minuscules, on a le nez sur les tableaux, aucun recul. Les murs gris sont tristes. L'éclairage des œuvres est loin d'être optimal. Quel dommage!

Pour chaque personne notez si leur opinion est positive (P), négative (N) ou positive et négative (PN)

A	.....	C	.....	E	.....	G	.....
B	.....	D	.....	F	.....	H	.....

Quelle personne partage chaque avis? Notez la bonne lettre.

1. Elle adore le musée mais n'aime pas les derniers changements qu'on a effectués. H
2. Elle dénonce le fait que le musée ne soit pas ouvert tous les jours. E
3. Elle aime le musée sauf une exposition en particulier. F
4. Elle critique la qualité de l'accueil au musée. D
5. Elle regrette qu'on n'ait pas le droit de prendre des photos. B
6. Elle aime surtout les sculptures. A
7. Elle apprécie le fait qu'il y a des peintures moins célèbres. C
8. Elle adore le musée malgré les attentes fréquentes. G
9. Elle a des critiques concernant la présentation des tableaux. H
10. Elle n'aime pas trop le style moderne de l'intérieur du musée. A
11. Elle a pu entrer tout de suite dans le musée. B
12. Elle aimerait que les grands musées ne soient pas payants. E

Complétez cette liste de vocabulaire

layout - _____ (m)	built - _____
pictures - _____ (m)	setting - _____ (m)
painting - _____ (f)	distance – (here) _____ (m)

continually - _____

lighting - _____ (m)

cashier, ticket staff - _____ (m)

works of art - _____ (f. pl.)

to be visited - ___ p _____

to complain - ___ _____

ban - _____ (f)

bothered - _____

La nouvelle Cité du Vin à Bordeaux

Bordeaux vise à devenir la capitale mondiale du vin avec sa nouvelle attraction touristique, la très futuriste Cité du Vin qui a ouvert ses portes en juin 2016. Surnommé le « Guggenheim du vin », l'attraction qui a coûté €83 millions n'est pas seulement un panneau publicitaire colossal pour l'industrie du vin de Bordeaux, qui a une valeur de 4 milliards d'euros par an et qui fait travailler 50 000 employés. Elle célèbre le vin à travers le monde et 6000 ans de vinification.

Le bâtiment de huit étages à côté du pont Chaban-Delmas sur la Garonne est censé ressembler à du vin clapotant autour d'un verre et a été conçu par l'architecte parisien X-Tu.

Le bâtiment aux formes arrondies est surmonté d'une tour de 55 mètres recouverte de panneaux de verre et d'aluminium doré pour créer des reflets sur le fleuve.

A l'intérieur, on trouve 3000 mètres carrés d'expositions permanentes créées par une agence de Londres, CassonMann. Les expositions sont sous forme de créations multimédia, avec pratiquement pas d'objets. C'est un genre d'espace que les visiteurs n'auront jamais connu auparavant, selon le concepteur Gary Shelley.

Chaque visiteur dispose d'un guide numérique avec un casque qui traduit beaucoup d'informations audio-visuelles - même les Français en auront besoin car tout n'est pas en français.

L'exposition utilise des images en 3D pour une visite du vignoble mondial, des écrans tactiles pour montrer les méthodes vinicoles, la diffusion d'arômes pour décrire les éléments sensoriels du vin et même une « chaise de la gueule de bois » où les auteurs parlent de l'excès!

Sur le fleuve, un ponton permet un accès pour les passagers de navires de croisière et les bateaux partiront de ce même ponton pour faire des visites du vignoble bordelais. La tour, elle, a un restaurant panoramique et le haut, le Belvédère, offre une vue sur la ville de Bordeaux (site Unesco). Le bar est éclairé par le plus grand chandelier du monde, fabriqué à partir de plusieurs milliers de bouteilles. Ceci est la dernière étape de la visite et c'est l'occasion, enfin, de déguster du vin.

Des sponsors ont réuni 19% des fonds et des investisseurs américains ont financé l'auditorium Thomas Jefferson €1 million, nommé d'après le président américain qui a introduit le vin aux Etats-Unis alors qu'il était ambassadeur en France.

Vocabulaire

to aim to - _____ to nickname - _____ billboard - _____ (m) _____
 winemaking - _____ (f) building - _____ (m) to be meant to - _____
 to slosh, swish - _____ designed by - _____ rounded - _____
 to top - _____ covered with - _____ panel - _____ (m)
 glass - _____ (m) golden - _____ reflection - _____ (m)
 exhibition - _____ (f) designer - _____ (m) to have - _____
 headphones - _____ (m) to translate - _____ vineyard(s) - _____ (m)
 touchscreen - _____ (m) odour, flavour - _____ (m) sensory - _____
 hangover - _____ (f) _____ pontoon, jetty - _____ (m) cruise ship - _____ (m) _____
 to light - _____ stage - _____ (f) chance - _____ (f) _____
 to taste - _____ to raise (money) - _____ investor - _____
 (m)

Cochez les phrases correctes

1. Cette attraction vient d'ouvrir ses portes.
2. Sa conception est loin d'être contemporaine.
3. Elle n'existait pas avant 2016.
4. Elle a été comparée à une autre attraction mondialement connue.
5. Les expositions contiennent de nombreux objets qu'on peut toucher.
6. Pas tous les visiteurs doivent porter un casque pour la visite guidée.
7. On peut dire que les expositions sont multi-sensorielles.
8. Les passagers de navires de croisière peuvent facilement accéder à la Cité de Vin.
9. Le ponton de la Cité est également le point de départ d'autres visites.
10. Le chandelier du restaurant détient un record mondial.

11. La Cité du Vin n'a été financée que par des investisseurs européens.
12. Thomas Jefferson a investi la somme de \$1m.

Translate into English the last four paragraphs of the article.

Five translation passages on places of cultural interest

1. Le Pont du Gard

Le pont du Gard est un monument touristique très visité. C'est un pont-aqueduc romain à trois niveaux, situé dans le département du Gard, dans le midi de la France. Bâti dans la première moitié du premier siècle, il faisait partie d'un aqueduc romain de 50km qui conduisait l'eau d'Uzès à Nîmes. Il a probablement fonctionné jusqu'au début du cinquième siècle. L'eau de l'aqueduc alimentait les thermes et les fontaines de la ville antique de Nîmes.

En moyenne l'eau mettait entre 24 et 30 heures pour faire le trajet. Quand il fonctionnait normalement l'aqueduc avait un débit estimé à 40 000 m³ par jour. Cela permettait de fournir 400 litres par seconde au point d'arrivée de l'eau.

Le pont est construit sur trois étages soutenus par des arcs. Le premier étage comprend six arches dont la plus grande a une ouverture de 24,5 mètres, ce qui permet l'écoulement sans danger de l'eau du Gardon lorsqu'il est en crue. Le second étage comprend 11 arches et le troisième étage, où passe la canalisation d'eau, en comprend 47. La pierre calcaire de construction a été extraite des carrières environnantes. Le pont pèse environ 50 400 tonnes. Sa longueur est de 273 m.



Image : pixabay.com

2. Le Viaduc de Millau

Le Viaduc de Millau s'élève majestueusement au-dessus de la vallée du Tarn. Mis en service en décembre 2004, ce pont reçoit des centaines de milliers de visiteurs chaque année : touristes, amateurs d'architecture, journalistes et automobilistes. L'autoroute se trouve à 270m du fond de la vallée.

Par sa modernité et sa taille, le viaduc est impressionnant. La collaboration de Michel Virlogeux, ingénieur en chef, et Lord Norman Foster, architecte, est une réussite : le Viaduc de Millau est considéré comme un ouvrage architectural majeur du XXI^{ème} siècle.

Les haubans, câbles monumentaux qui assurent le maintien du tablier à l'horizontale, sont une caractéristique du viaduc. Cette solution a été adoptée en 1996 parmi quatre autres solutions.

Malgré des dimensions extraordinaires et une architecture moderne, le Viaduc de Millau s'intègre parfaitement au paysage environnant. C'est un véritable lien entre deux mondes : celui des Grands Causses et celui de l'art contemporain.



Image : pixabay.com

3. La tour Eiffel

La tour Eiffel est une grande tour de fer construite par l'entreprise de Gustave Eiffel pour l'Exposition universelle de Paris de 1889. Elle mesurait 312,25 mètres de haut à sa construction. Aujourd'hui, elle mesure 324 mètres grâce à ses antennes. Pour monter jusqu'au sommet, il faut franchir 1 665 marches ou emprunter l'ascenseur.

La tour Eiffel est le symbole de Paris. Elle est située dans le parc du Champ-de-Mars, près de la Seine. C'est un des monuments le plus visité au monde avec 7,1 millions de personnes par an.

L'idée d'une très haute tour de fer a, pour origine, deux ingénieurs des ateliers Gustave Eiffel : Maurice Koechlin, ingénieur franco-suisse, et Émile Nouguier, ingénieur français. Ces deux ingénieurs du bureau Gustave Eiffel sont donc les véritables concepteurs de la tour Eiffel.

La construction de cette tour à trois étages s'effectue de 1887 à 1889. Il fallait être très précis pour placer les poutres.

Le premier étage est situé à 57,64 mètres du sol. Sa superficie est de 4 200 m², il peut supporter la présence simultanée d'environ 2500 personnes. Le deuxième étage est situé à

115,73 mètres du sol. Sa superficie est de 1 650 m², il peut supporter la présence simultanée d'environ 1 600 personnes. Le troisième étage est situé à 276,13 mètres du sol. Sa superficie est de 350 m², il peut supporter la présence simultanée d'environ 400 personnes.

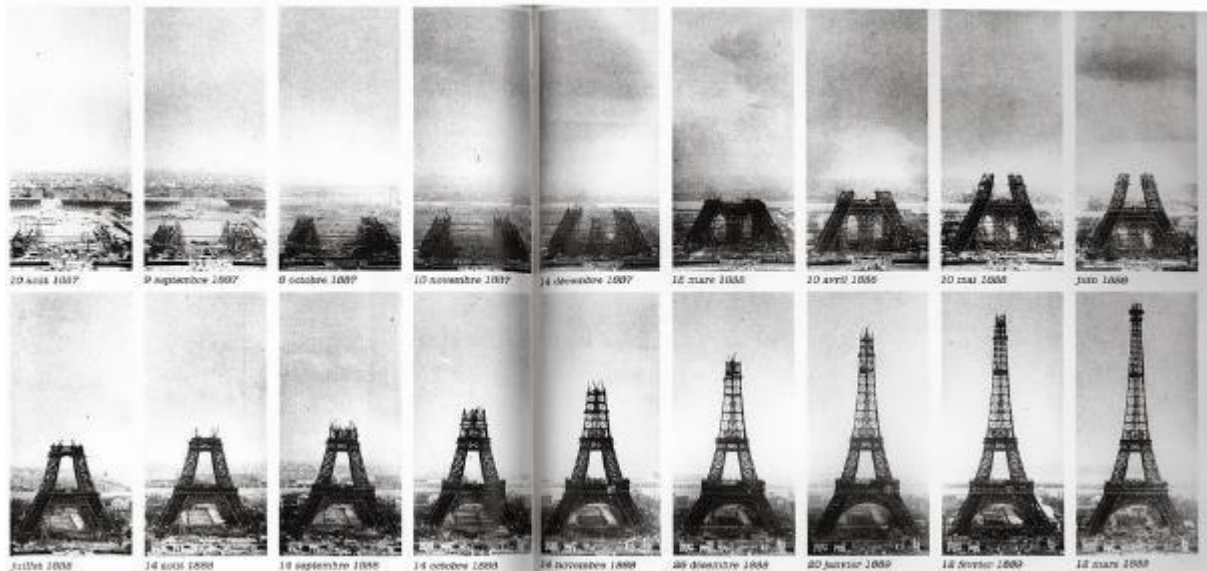


Image : pixabay.com

4. Le musée d'Orsay

Le musée d'Orsay est un musée national inauguré en 1986, situé dans le 7^e arrondissement de Paris et installé, le long de la rive gauche de la Seine. Le musée se trouve dans l'ancienne gare d'Orsay construite par Victor Laloux de 1898 à 1900. Ses collections présentent l'art occidental de 1848 à 1914, dans toute sa diversité : peinture, sculpture, arts décoratifs, art graphique, photographie, architecture, etc. Il est l'un des plus grands musées d'Europe.

Le musée possède la plus grande collection de peintures impressionnistes et post-impressionnistes au monde, avec près de 1 100 toiles, et on peut y voir des chefs-d'œuvre de la peinture et de la sculpture comme *Le Déjeuner sur l'herbe* et *l'Olympia* d'Édouard Manet, une épreuve de *La Petite Danseuse de quatorze ans* de Degas, *L'Origine du monde*, *Un enterrement à Ornans*, *L'Atelier du peintre* de Courbet, *Les joueurs de cartes* de Cézanne ou encore cinq tableaux de la *Série des Cathédrales de Rouen* de Monet et *Bal du moulin de la Galette* de Renoir.

On y présente des expositions temporaires sur l'œuvre d'un artiste, ou bien mettent en valeur un mouvement ou une question d'histoire de l'art. Un auditorium accueille des

manifestations diverses, concerts, cinéma, théâtre d'ombres, conférences et des spectacles spécifiquement destinés à un jeune public.



Image : pixabay.com

5. Le jardin de Monet à Giverny

Alors qu'il est dans le train qui va de Vernon à Gasny, Claude Monet voit le village de Giverny et tombe amoureux. En 1883 il arrive avec toute sa famille. Il y habite pendant 43 ans. Dans la maison au crépi rose qu'il achète en 1890, il exploite les principaux sujets de ses tableaux. La lumière si particulière de la vallée de la Seine est son moteur.

Passionné par le jardinage et les couleurs, il aménage petit à petit le grand jardin. Avec beaucoup patience, il plante. Des agérates, des anthémis, des capucines, des cerisiers à fleurs, des géraniums, des iris, des tulipes, des roses... Le Clos Normand prend forme, tout en perspectives, symétries et couleurs.

Il accorde une place à l'eau. Il achète alors le terrain, de l'autre côté du chemin de fer. Il fait creuser un bassin réservé à la culture du nymphéa, une plante aquatique dont la fleur est majestueuse. Au-dessus de ce bassin, un petit pont japonais peint en vert devient l'un de ses sujets d'étude favoris.

La maison devient son atelier, son lieu de vie.

A sa mort en 1926, sa belle-fille Blanche Hoschedé l'habite jusqu'en 1947. Puis Michel Monet, le fils du peintre, la lègue en 1966 à l'Académie des Beaux-Arts. En 1977, cette

académie décide une grande campagne de restauration de la maison et des jardins. Les travaux sont énormes et durent trois ans. Chaque année, plus de 600 000 visiteurs viennent visiter cette maison et ce jardin extraordinaires.



Image : pixabay.com

Geography Study – Reading makes good geographers

Read some or all of the following articles and make notes of significant facts, figures, opinions or points of controversy.

1. Carbon tax rates and climate change.

<https://theconversation.com/new-eu-carbon-tax-wrong-rate-could-wreck-net-zero-goals-but-right-rate-can-help-worlds-poor-161463>

2. Wind power, Scotland and the EU.

<https://theconversation.com/scottish-independence-could-wind-power-scotland-back-into-the-eu-157985>

3. Refugees and British society.

<https://theconversation.com/how-british-community-groups-are-helping-refugees-integrate-and-the-government-is-making-it-harder-151968>

4. Better cities post-Pandemic.

<https://theconversation.com/slow-down-and-embrace-nature-how-to-create-better-cities-when-the-pandemic-is-over-155818>

5. Urban soil – is it just dirt?

<https://theconversation.com/treated-like-dirt-urban-soil-is-often-overlooked-as-a-resource-158571>

6. Why urban gardens are crucial for bees and butterflies.

<https://theconversation.com/why-urban-gardens-are-crucial-for-conserving-bees-and-butterflies-and-how-you-can-help-them-155098>

7. Urban futures – reimagining the city.

<https://theconversation.com/future-cities-new-challenges-mean-we-need-to-reimagine-the-look-of-urban-landscapes-151709>

8. Deforestation and the global economy.

<https://theconversation.com/deforestation-is-driven-by-global-markets-161049>

9. Net zero is not enough.

<https://theconversation.com/after-net-zero-we-will-need-to-go-much-further-and-clean-up-historic-emissions-162332>

10. Carbon dioxide and carbon offsets.

<https://theconversation.com/carbon-dioxide-lasts-for-centuries-so-should-carbon-offsets-161916>

11. Reforesting the Tropics.

<https://theconversation.com/what-would-happen-to-the-climate-if-we-reforested-the-entire-tropics-160740>

12. Four tips for rewilding.

<https://theconversation.com/rewilding-four-tips-to-let-nature-thrive-157441>

Constitution Study Work Deadline

1. Draw a timeline and explain what happened on each date:

1776

1781

1787

1791

1865-70

1920

1982 (ERA)

2. Outline the amendment process and examples of successful and unsuccessful amendments.

3. Explain with an example each key term:

Federalism. • Separation of powers and checks and balances. •
Bipartisanship. • Limited government & the 'necessary and proper
clause

4. Federalism

Why was it chosen?

What were the key phases?

How does it work?

Advantages & disadvantages

Essays to plan:

Evaluate the view that the Bill of Rights has stood the test of time.

Evaluate the view that the separation of powers and checks and balances limit government in the USA?

Evaluate the significance of federalism in the USA.

Evaluate the view that far from being rigid, the US constitution is remarkably flexible.

Wider Reading

Summarise the key points from the articles below:

<https://www.theguardian.com/us-news/2021/jun/05/paxton-smith-abortion-ban-speech-texas-valedictorian>

<https://www.aclu.org/other/bill-rights-brief-history>

<https://www.theatlantic.com/ideas/archive/2020/05/new-federalism/611077/>

Year 13 Government study work 1 – Relationship between institutions

UK Government – Briefing Sheet 4 – Relations between branches

Students should gain knowledge and understanding of:

1. The Supreme Court and its interactions with, and influence over, the legislative and policy-making processes.	• The role and composition of the Supreme Court. • The key operating principles of the Supreme Court, including judicial neutrality and judicial independence and their extent. • The degree to which the Supreme Court influences both the Executive and Parliament, including the doctrine of <i>ultra vires</i> and judicial review.
2. The relationship between the Executive and Parliament.	• The influence and effectiveness of Parliament in holding the Executive to account. • The influence and effectiveness of the Executive in attempting to exercise dominance over Parliament. • The extent to which the balance of power between Parliament and the Executive has changed.
3. The aims, role and impact of the European Union (EU) on UK government.	• The aims of the EU, including the 'four freedoms' of the single market, social policy, and political and economic union and the extent to which these have been achieved. • The role of the EU in policy making. • The impact of the EU, including the main effects of at least two EU policies and their impact on the UK political system and UK policy making.
4. The location of sovereignty in the UK political system.	• The distinction between legal sovereignty and political sovereignty. • The extent to which sovereignty has moved between different branches of government. • Where sovereignty can now be said to lie in the UK.

1. Revisit your notes, rewrite them, add in specific examples, particularly where more current and relevant examples have happened.
2. Complete the following essay plans. Each plan should be approximately a side of A4 long as it should include the specific detail and explanation that would go into your essay

Evaluate how far the judiciary is independent and neutral (30 marks)

Evaluate the extent to which the Executive governs as an elective dictatorship. (30 marks)

Evaluate the extent to which the EU has achieved its aims (30 marks)

Evaluate the view that political sovereignty is no longer held in Westminster. (30 marks)

Health and Social Care Level 3

Extended Diploma students – all

Extended Certificate students – Unit 5 only

Resources:

- Power points and resources located on: N:\Reference\Design & Technology\BTEC
- Health and Social Care text book 1 & 2 - on line

Unit 5: LA- A-C

Assignment 1 LA A-C

Issued 09/07/21

H

UNIT 5: MEETING INDIVIDUAL CARE AND SUPPORT NEEDS

Content

Learning aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals

A1 Promoting equality, diversity and preventing discrimination

- Definition of equality, diversity and discrimination.
- Importance of preventing discrimination.
- Initiatives aimed at preventing discrimination in care, e.g. the use of advocacy services.

A2 Skills and personal attributes required for developing relationships with individuals

To include:

- the 6Cs – care, compassion, competence, communication, courage and commitment
- people skills – empathy, patience, engendering trust, flexibility, sense of humour, negotiating skills, honesty and problem-solving skills
- communication skills – communicating with service users, colleagues and other professionals, e.g. active listening and responding, using appropriate tone of voice and language, clarifying, questioning, responding to difficult situations
- observation skills, e.g. observing changes in an individual's condition, monitoring children's development
- dealing with difficult situations.

A3 Empathy and establishing trust with individuals

Learners require an overview of the different theories of empathy and the various methods of establishing positive relationships with individuals in their care.

- Attachment and emotional resilience theory, to include the effect of secure attachments and support on emerging autonomy and resilience.
- The triangle of care.
- Empathy theories, e.g. Johannes Volkelt, Robert Vischer, Martin Hoffman and Max Scheler.

Learning aim B: Examine the ethical issues involved when providing care and support to meet individual needs

B1 Ethical issues and approaches

- Ethical theories, to include consequentialism, deontology, principlism and virtue ethics.
- Managing conflict with service users, carers and/or families, colleagues.
- Managing conflict of interests.
- Balancing services and resources.
- Minimising risk but promoting individual choice and independence for those with care needs and the professionals caring for them.
- Sharing information and managing confidentiality.

B2 Legislation and guidance on conflicts of interest, balancing resources and minimising risk

- Organisations, legislation and guidance that influence or advise on ethical issues. All legislation and guidance must be current and applicable to England, Wales or Northern Ireland.
- Organisations, e.g. National Health Service (NHS), Department of Health (DH), National Institute for Care Excellence (NICE), Health and Safety Executive (HSE).
- Legislation, e.g. Mental Health Act 2007, Human Rights Act 1998, Mental Capacity Act 2005, National Health Service Act 2006 Section 140, Equality Act 2010, Care Act 2014.
- Guidance, e.g.:
 - the DH Decision Support Tool
 - five-step framework
 - NICE and NHS guidance on Care Pathways and Care Plans
 - **Managing Conflicts of Interest: Guidance for Clinical Commissioning Groups** (2013) (NHS)
 - HSE guidance on risk assessments.

- How this guidance may be counterbalanced by other factors, e.g. religion, personal choice, government policies.

Learning aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges

C1 Enabling individuals to overcome challenges

- Different types of challenges faced by individuals with care and support needs, to include:
 - awareness and knowledge
 - practical challenges
 - skills challenges
 - acceptance and belief challenges
 - motivational challenges
 - communication challenges.
- Methods of identifying challenges, to include observation, focus groups, talking to individuals informally or via questionnaires.
- Strategies used to overcome challenges, to include educational information materials, training courses, opinion leaders, clinical audits, computer-aided advice systems, patient-mediated strategies.
- Role of policy frameworks in minimising challenges, including:
 - NHS Patient Experience Framework, in particular understanding of the eight elements that are critical to the service users' experience of NHS services
 - Health Action Plans and how they are used to minimise challenges
 - Adult Social Care Outcomes Framework (ASCOF)
 - Common Assessment Framework (CAF).
- Impact of not enabling individuals to overcome challenges.

C2 Promoting personalisation

- Personalisation – ensuring that every person receiving care and support is able to set their personal goals and has choice and control over the shape of their care and support.
- Methods of recognising preferences, to include care plans, learning plans, behavioural plans, specialist support from health and social care professionals.
- The importance of promoting choice and control and the financial impact of this on care provision.

C3 Communication techniques

- Different approaches for effective communication, to include humanistic, behavioural, cognitive, psychoanalytical and social.
- Types of communication examples, to include verbal, body language, written, formal and informal.
- Alternative communications, to include Makaton, British Sign Language (BSL), braille, communication boards and symbol systems.
- Theories of communication, to include Argyle, Tuckman, Berne.
- New technologies and communication techniques.

Assignment 2 LA B

Issued 22/06/21

Hand in 06/07/21

Learning aim B: Explore how to prevent and control the transmission of infection in health and social care settings

B1 The use of standard procedures to prevent infection in health and social care settings

- Cleanliness, including hand-washing techniques, use of antiseptics and alcohol gels, using washing facilities, maintaining a clean environment, maintaining equipment in the setting.
- Appropriate food-handling practices for preparing, cooking, serving and storing food, including chilling/freezing, wrapping, storage times post preparation, food storage temperatures, defrosting, use-by dates, prevention of cross contamination.
- Correct handling and disposal of waste, e.g. spillages, soiled laundry management, household waste, sharps, clinical/hazardous waste, biological spillages, correct handling and disposal of waste using the correct colour-coded bag or bin.
- Use of personal protective equipment (PPE) – purpose, correct practice for application, use and disposal.

B2 Decontamination techniques

To include:

- following organisational policy on decontamination
- role of PPE
- three steps of the decontamination process – cleaning, disinfection, sterilisation
- importance of cleaning, disinfection and sterilisation; differences between them

UNIT 9: INFECTION PREVENTION AND CONTROL

- contamination risks:
 - low risk, e.g. floors, furniture, mobility aids
 - medium risk, e.g. bedpans, urinals, commodes
 - high risk, e.g. instruments used for invasive technique.

Unit 18: LA B-C

Assignment 2 LA B-C

Issue: 17th June 2021

Hand in: 6th July 2021

Learning aim B: Examine factors that may impact on children's growth and development**B1 Factors**

- Personal factors, to include health, disability, genetic inheritance.
- Prenatal factors, to include care during pregnancy, genetic disease, lifestyle of mother to include diet, smoking, use of alcohol.
- Socio-economic factors, to include poverty, access to health and education services, culture, diet.
- Environmental factors, to include, housing, pollution.
- Emotional factors, to include domestic abuse, poor attachment.
- Transitions, to include personal transitions that happen to all children, e.g. starting school, and particular transitions that children may experience, e.g. family breakdown.

UNIT 18: ASSESSING CHILDREN'S DEVELOPMENT SUPPORT NEEDS**B2 The impact of factors on growth and development**

- The impact may be short term, long term.
- Failure to grow and thrive.
- Delayed or enhanced development.
- How the impact on one area of development may affect other areas.
- How factors may be counterbalanced by other factors, e.g. providing free nursery places for children in poverty.

Learning aim C: Explore how assessment is used to identify children's stages of growth and development and their support needs**C1 Assessment methods**

- Formal, informal, formative, summative.
- Developmental screening programmes.
- Growth monitoring – measuring and recording growth, to include centile charts.
- Assessment frameworks, to include Common Assessment Framework for home country (CAF), curriculum frameworks for home country.
- How to plan and carry out assessment through observation, to include:
 - methods of recording, e.g. checklist, time sample observation sheet
 - areas of development
 - timing and environmental considerations
 - ethical issues, to include permissions, confidentiality
 - using milestones to compare a child's stage of development against typical development.
- The involvement of parents in assessment.
- The importance of sharing information with colleagues, other professionals, the child and their family.

C2 The contribution of assessment to the promotion of children's growth and development

- Early identification of children failing to grow or thrive.
- Early identification of atypical development.
- Interventions to support and promote development, to include care plans, learning plans, behaviour plans, specialist support from health professionals.
- The importance of monitoring and reviewing interventions.

For STUDENT transitioned from A LEVEL onto the Ext. Diploma (catch up)

Unit 19: LA A-C

UNIT 19: NUTRITIONAL HEALTH

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Understand concepts of nutritional health and characteristics of essential nutrients	A1 Concepts of nutritional health A2 Nutritional measures and recommended dietary intakes A3 Characteristics of essential nutrients	A report relating dietary intake and essential nutrients to two individuals with different needs, considering the factors influencing their nutritional health.
B Examine factors affecting dietary intake and nutritional health	B1 Dietary needs of individuals B2 Factors affecting nutritional health B3 Factors affecting dietary intake	
C Plan nutrition to improve individuals' nutritional health	C1 Assessment of nutrient intake C2 Nutritional health improvement plan	Plans to improve the nutritional health of two individuals with different needs, showing the application of concepts to realistic situations.

Two assignments:

Assignment 1 LA A_B

Issued 9/06/21

Hand in 23/06/21

Assignment 2 LA C

Issued 23/06/21

Hand in 14/07/21

Unit 18 LA A

UNIT 18: ASSESSING CHILDREN'S DEVELOPMENT SUPPORT NEEDS

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Understand patterns, principles and theories that contribute to an understanding of growth and development in children from birth to eight years	A1 Patterns of growth and development A2 Principles of growth and development A3 Theories of development	A report in response to case studies of children at different ages. This will consider the principles and patterns of growth and development and related theories, and how this knowledge can support children's growth and development.

Assignment 1 to be completed over the summer holidays.

Unit 7 LA A-B

Two assignments:

Assignment 1 LA A-B

Issued 18/06/21

Hand in 2/07/21

Pass	Merit	Distinction
Learning aim A: Examine how a duty of care contributes to safe practice in health and social care settings		
A.P1 Explain the implications of a duty of care in a selected health or social care setting. A.P2 Discuss ways in which complaints and appeals procedures address failure in a duty of care in a selected health or social care setting.	A.M1 Assess the importance of balancing individual rights with a duty of care in a selected health or social care setting.	
Learning aim B: Understand how to recognise and respond to concerns about abuse and neglect in health and social care settings		
B.P3 Describe the types and signs of abuse and neglect that may be experienced by different individuals. B.P4 Explain the factors that may contribute to and reduce the likelihood of abuse and neglect for service users in health and social care. B.P5 Explain how to respond to concerns about abuse and neglect in the selected health or social care setting.	B.M2 Assess the importance of recognising and responding to evidence or concerns about different types of abuse and neglect in health and social care.	

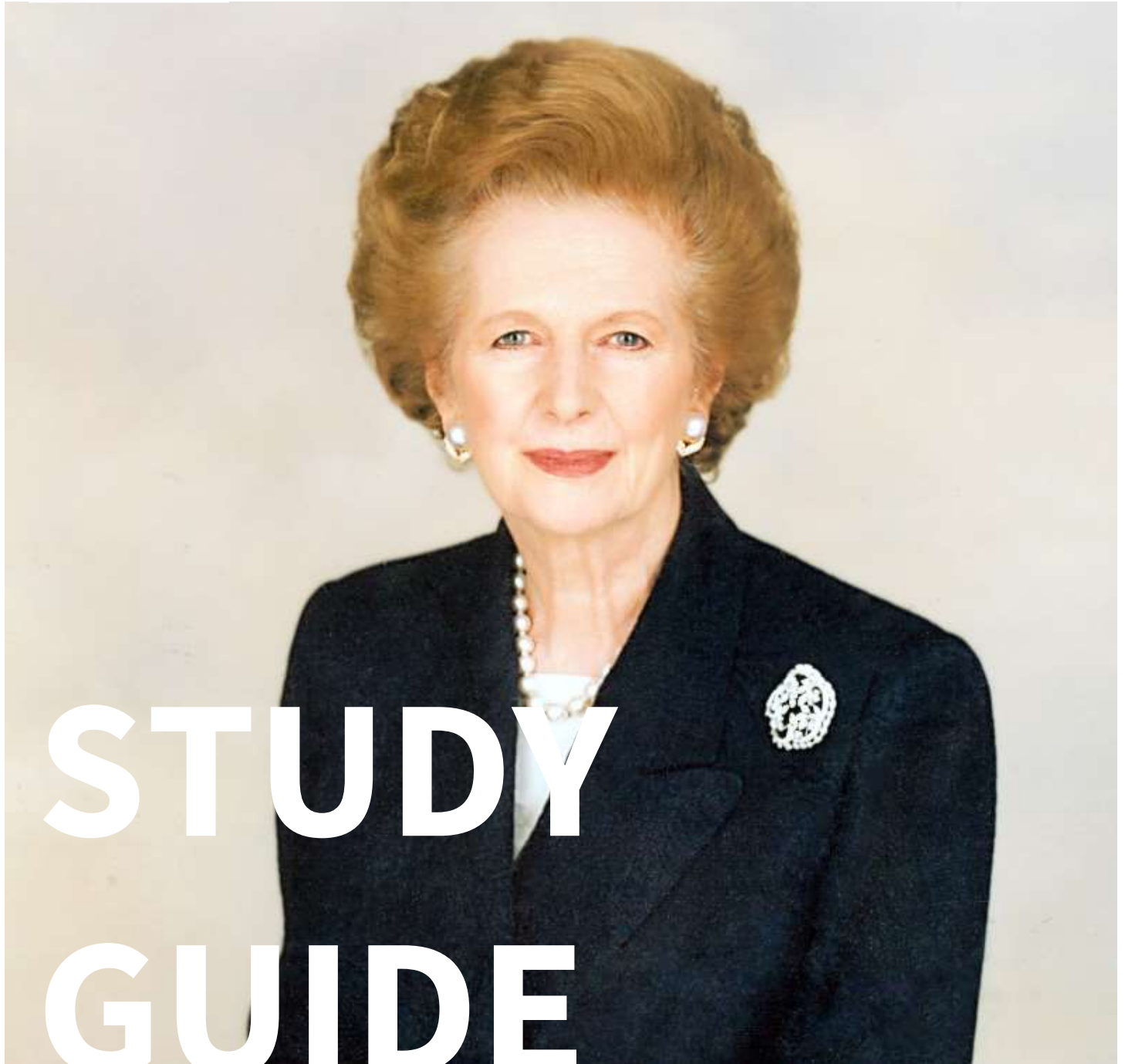
Assignment 2 LA C-D

To be completed over the summer holidays

Learning aim C: Investigate the influence of health and safety legislation and policies in health and social care settings.		
C.P6 Compare the influence of different health and safety laws or policies on health and social care practice in a selected setting.	C.M3 Analyse how health and safety legislation or policies influence safe practice in a selected health or social care setting.	
Learning aim D: Explore procedures to maintain health and safety and respond to accidents and emergencies in health and social care settings		
D.P7 Explain how different procedures maintain health and safety in a selected health or social care setting. D.P8 Explain the health and safety responsibilities of employers, employees and others in a selected health or social care setting.	D.M4 Analyse how individual responsibilities and health, safety and emergency procedures contribute to safe practice in a selected health or social care setting.	
		CD.D3 Justify the effectiveness of health and safety legislation, policies and procedures in maintaining health and safety in a selected health or social care setting. CD.D4 Evaluate the importance of safe practice principles in maintaining and promoting the health, safety and welfare of service users in a selected health or social care setting.



Turton School History Department



A Level History

The Making of Modern Britain

Unit 4 – The impact of Thatcherism, 1979 - 1987

These are the main topics which are covered in unit 1. You should use your notes and the text book to review your learning and then revise. If you are missing notes use the text book to help fill those gaps but also speak to your teacher for additional notes and support.

	Topic	Text Book Pages
1	The Thatcher Governments	106 – 117
2	Internal Labour divisions	110 - 112
3	Thatcher's economic policies	117 - 127
4	Thatcherism and society	127 - 135
5	Foreign affairs	135 - 143

Learnt it	Reviewed it	Nailed it

The 1979 General Election

Why did the Conservative Party win the 1979 General Election

It is important to consider a range of factors or issues in your answers. Consider the following question and add the different factors to the below as you review your notes and use pages 106 – 110 of your textbook. (You might want to also recap your knowledge of the Wilson/Callaghan Governments of 74 – 79)

Once you have done this rank the factors in order of importance with 1 being most important and down to 6 (add to the table if you can think of more factors).

Factor	Ranking
Personal appeal of Margaret Thatcher	
Appeal of Conservative party policy	

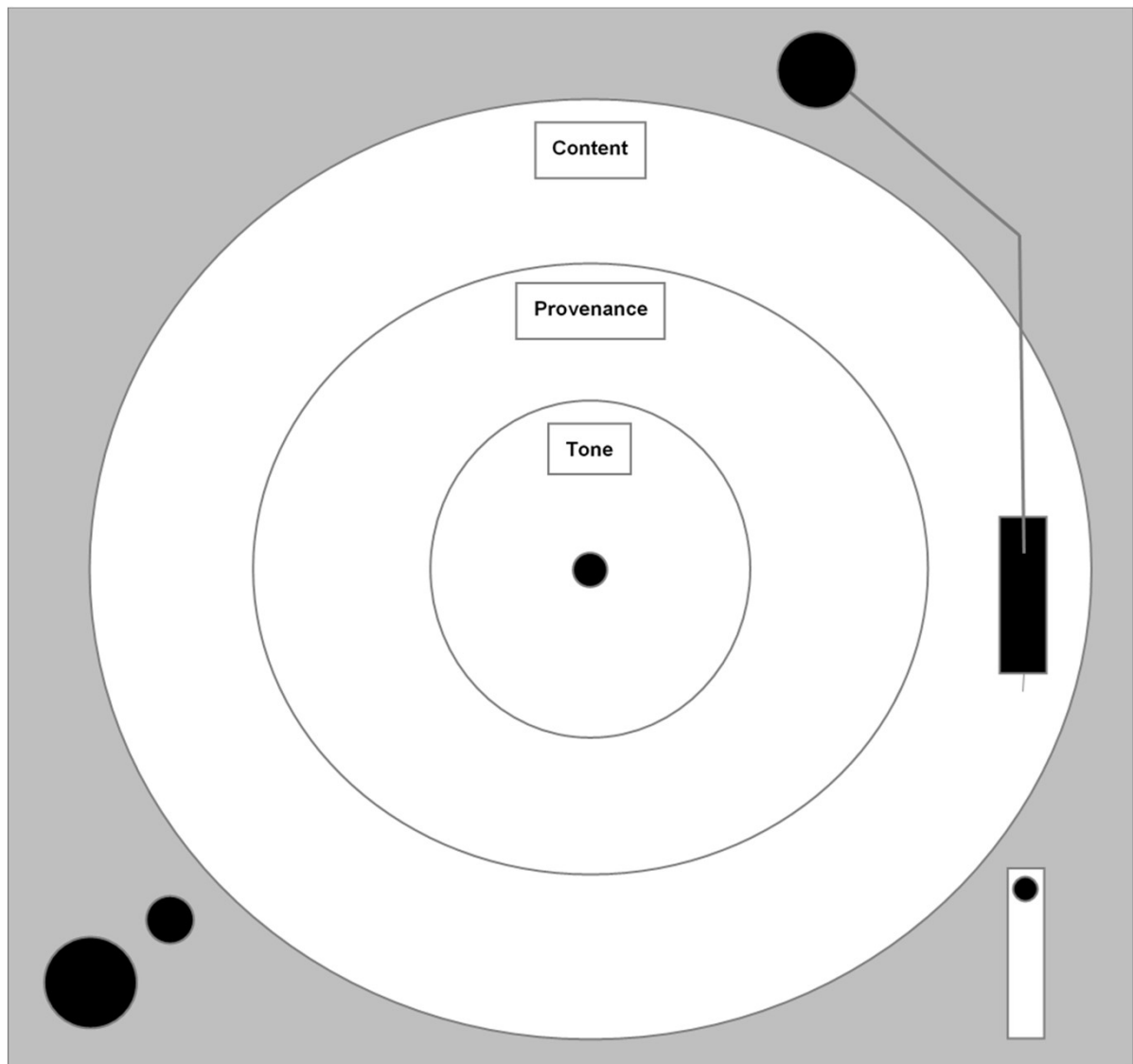
Write a paragraph explaining your decision as to which was the most significant factor.

Record the source

Read the source and fill in the vinyl record with points that you can make about the content, provenance and tone. Try to give specific evidence for the content and the provenance.

In an interview on London Weekend Television in January 1983 Thatcher explained how her beliefs and background affected her politics.

Compassion isn't determined by how much you get together demonstrations in the street protest to government that government, which is other tax-payers must do more. It is determined by how much you are prepared to do yourself. Of course we have basic social services, we will continue to have those, but equally compassion depends on what you and I, as an individual, are prepared to do. I remember my father telling me at a very early age. Compassion doesn't depend upon whether you get up and make a speech in the market-place about what governments should do. It depends upon how you're prepared to conduct your own life, and how much you're prepared to give of what you have to others.



What do you need to find out further to support your comments on the content, provenance and tone?

Create your own title – Thatcher's economic policies and their impact

A good method of revision is to create and plan for a variety of essay questions. The exam board can use a range of question stems, so it is important to become familiar with them. Create three essay questions based upon Chapter 14 of your textbook using the question stems below:

<i>'Thesis.' Assess the validity of this view</i>	<i>How effective...</i>	<i>How successful...</i>
<i>How important...</i>	<i>How far...</i>	<i>How significant...</i>
		<i>To what extent...</i>

Example:

How effective were the economic policies of the Conservative Government between 1979 and 1987.

1.

2.

3.

4.

Finally, choose the most challenging question and write a plan for that essay.

Tip: A level study is often easier when working with someone else or a group. Swap your essay titles and try to plan each others essay before discussing what you have included (or missed) in your plan.

Below is an example style question and a paragraph to answer the question. The paragraph contains a limited amount of detail. Annotate the paragraph and add additional detail to the answer. What is missing from the answer? What additional detail should have been included and what needs correcting?

‘Margaret Thatcher’s policy in Northern Ireland was to be tough on terror but supportive of civil rights.’ Assess the validity of this view.

Thatcher was tough on terror throughout her period in office; she did not respond to demand for prisoner of war status and she did not did not give in to attacks. IRA members were executed. Despite this, the acts of terrorism continued. She did seek to defend people’s civil rights however. She promoted co-operation between Britain and the Republic of Ireland.



Essay skill - Analysis

Essays that contain analysis will unlock the higher levels in the mark scheme. You might think of narration and analysis this way – Who? What? When? and Where? are the narration; the How? Why? and to what effect? are the stuff of analysis. It is the analysis which will help get the higher marks.

Look back at your notes and pages 110 - 112 of the text book, dealing with the 'Divided opposition 1979 – 87: Labour and the formation of the SDP'. Try to answer the following questions. You will also need to conduct some wider reading and research to fully answer these questions.

Causation questions

- 1 What caused the internal divisions within the Labour Party?
- 2 How do you know that it was those factors that caused the division?
- 3 Why did things change then and not before?

Impact/significance questions

1. Was the impact of divisions in the Labour Party long lasting?
2. Does the impact affect a lot of people/factors? How does it and why?
3. Were there certain factors/themes that were affected more than others? Why?

Continuity and change questions

- 1 Why did this continue? What was the benefit of it continuing? What were the pressures for it to continue?
- 2 Why did this change? Why now? Why not before?
- 3 Was there more continuity than change? If so, why? If not, why?
- 4 Was the change long-lasting? If not, why?



Sources - Making judgments

It is a good idea to give an overall assessment of a source once you have given a balanced discussion of its value in relation to the content, provenance, tone and the question. Think of this as a conclusion before you move on to the next source. Using the source, your notes, pages 128 - 130 of your text book, the question and one of the opening phrases below, write an overall assessment.

With reference to this source and your understanding of the historical context, assess the value of these three sources to an historian studying the reasons for the 1984/85 miners' strike.

Useful phrases:

- On balance, the source is mostly... to a historian studying... because...
- To a certain extent, Source A is valuable to a historian studying... because...
- Overall, the value of the Source A to a historian studying... outweighs the limitations. This is because...

From Margaret Thatcher's autobiography, 'The Downing Street Years', published in 1993, in which she recalls the critical moments of her time as Prime Minister.

As an industrial dispute the coal strike had been wholly unnecessary. The NUM's position throughout the strike – that uneconomic pits could not be closed – was totally unreasonable. Yet the coal strike was always about far more than uneconomic pits. It was a political strike. And so its outcome had a significance far beyond the economic sphere. Our determination to resist a strike emboldened the ordinary trade unionist to defy the militants. What the strike's defeat established was that Britain could not be made ungovernable by the Fascist Left. The strike certainly established the truth that the British coal industry could not remain immune to economic forces. In spite of heavy investment, British coal has proved unable to compete on world markets. Marxists wanted to defy the laws of economics. They failed, and in doing so demonstrated just how mutually dependent a free economy and a free society really are. It is a lesson no one should forget.

Significance – Northern Ireland

During the exam you might be asked to make a judgement as to the significance of something in your essay. To avoid just writing a shopping list, you should think about what is more significant and what the consequence is of an event.

You might consider a consequence to be more significant if the impact is widespread or long lasting for example.

A number of events took place in relation to Northern Ireland during Thatcher's time as Prime Minister. You need to make a decision as to which of these is most significant and which is least significant. You may also decide to add additional events to the line.

The Anglo-Irish Agreement	The death of Bobby Sands	The Brighton Bombing
SAS shooting of IRA members on Gibraltar.	Massacre at Enniskillen	IRA kill people at Harrods in London

Least
Significant

Most
Significant

Why is your most significant event more important than your least significant? Explain in the space below:

Assessing the individual – Margaret Thatcher

Some questions ask you to assess the success of a particular individual, leader or government, for example. A good place to start is to identify what their aims were and then evaluate the level of their success. Those aims could form each of your paragraphs in your essay too. Consider the question, and then using your notes along with pages 106 – 143 of your textbook, and complete the table below.

How successful was Margaret Thatcher in achieving her aims as Prime Minister between 1979 and 1987?



Aim	Success/failure (Y/N) or Y&N	Why was she a success/failure in this?
To restore traditional values.		
To encourage Economic growth		
To improve Britain's position internationally		
To improve social conditions		
To improve relations with Europe		

Write one of the paragraphs in your answer to this question. Use all the skills you have been learning so far.



Turton School History Department



Historical investigation (non-exam assessment) preparation work

Your coursework will begin upon your return in September. It will begin with around 4 weeks of introductory background lessons on the topic of changes to the lives of African Americans c. 1800 to 1900.

- ✓ Your task - In preparation we are asking you to conduct some academic research into this topic. Academic research means that you should be using books, journals, libraries, the internet, documentaries etc. to develop your overall knowledge of the topic.
- ✓ Below are a list of questions we would like you to find out answers to. Don't copy and paste as you are unlikely to understand what it is you are pasting if you haven't took the time to read it.
- ✓ Within your answers you should also aim to find sources to support your answers – these can be primary or secondary and may consist of quotes, extracts from speeches, historian's views, pictures, posters etc. I will expect to see at least 5 primary sources and 3 secondary sources
- ✓ You should also keep a bibliography of the sources you use as part of this research.

1. When, how and why were Africans first brought to America?
2. How did slavery develop?
3. When and why did America fight for its independence?
4. What does it mean to say that America is a federal system of government?
5. What is the US Constitution and what did it say about blacks?
6. How and why were blacks treated differently depending on where they lived?
7. How did Congress argue over what to do with slaves?
8. What happened in 1807?
9. What role did the Civil War play in the slavery question? How did it change the lives of African Americans?
10. What was Reconstruction?
11. What amendments were made to the US Constitution?
12. Who was Frederick Douglass?
13. Who was Booker T Washington?
14. What wars did blacks take part in? How did their lives changes because of this?



**Turton School
History Department**



Tsarist and Communist Russia, 1855 - 1964
Unit 1 – Trying to preserve autocracy, 1855 – 1894

The Russian autocracy in 1855

Mid-nineteenth century Russia was a large but economically underdeveloped empire with a ratio of village to town dwellers of 11:1. Around 85% of the population were illiterate peasants, mostly either privately or state-owned serfs. Most serfs belonged to village communes, or *mirs*, where their village elders regulated their primitive strip-farming. They paid their master for the land in rent or labour and be bought, sold and beaten by him. In 1855, Russia was an empire ruled by an autocratic Tsar. The Tsar was also the head of the Orthodox Church. He believed to possess semi-divine powers. His edicts were law and he could choose his own advisers.

Alexander II became a Tsar in March 1855. Russia was in the final stage of a disastrous war in the Crimea (north of the Black Sea). They had been fighting the British, French and Turkish since 1853 and had suffered several defeats. In August 1855, they lost Sebastopol, a major naval base. The final defeat in 1856 highlighted both the problem of Russia's reliance on serf armies (where harshly treated conscripts served for 25 years) and the country's economic backwardness, particularly its lack of railways and outdated weaponry. Despite spending 45% of annual expenditure on the army, Russia suffered incompetent officers, humiliation and an increase in serf uprisings.

Having travelled the empire, served on his father's Council of State and led a serfdom committee, Alexander II believed in serf emancipation to curb tensions and stimulate the economy. His brother, Grand Duke Constantine, and his aunt, Grand Duchess Elena Pavlovna, as well as other enlightened bureaucrats, such as the brothers, Nicholas and Dmitri Milyutin, shared his views. Tsarist authority depended on the nobility, yet many nobles who traditionally shunned business and relied on serfs to make money out of their estates were in heavy debt. A growing serf population and inadequate agricultural systems meant declining incomes, and many had been forced to mortgage their land and their serfs as security for loan from the state bank. Younger nobles had become demotivated and critical of the regime.

Serfdom kept the peasants in the *mirs*, preventing them from moving to work in town factories and keeping the internal demand for goods low. The traditional practices of the *mir* prevented experimentation with new agricultural methods, and rural poverty left many serfs unable to pay their taxes. Consequently, by 1859, the state faced a debt of 54 million roubles.

Westernisers believed that Russia should abandon serfdom, imitating Western Europe, while Slavophiles favoured reforming serfdom but wanted to keep Russia's traditional peasant society. Some intellectuals presented the moral case against treating people like animals, while 'nihilists' believed in sweeping away all tradition – including autocracy. Nihilism is the belief that all values are baseless and that nothing can be known or communicated.

Study work 1

- ✓ Read the information above about Russia in 1855.
- ✓ Read this article: <https://sites.google.com/site/ibhistoryrussia/syllabus-overview---imperial-russia/a-background-and-nature-of-tsardom>
- ✓ Use the reading above and your class notes to create an overview of the political, economic and social context of Russia in 1855.

The Crimean War

The Crimean War (1853-1856) stemmed from Russia's threat to multiple European interests with its pressure of Turkey. After demanding Russian evacuation of the Danubian Principalities, British and French forces laid siege to the city of Sevastopol in 1854. The campaign lasted for a full year, with the Battle of Balaklava and its "Charge of the Light Brigade" among its famous skirmishes. Facing mounting losses and increased resistance from Austria, Russia agreed to the terms of the 1856 Treaty of Paris. Remembered in part for Florence Nightingale's work for the wounded, the Crimean War reshaped Europe's power structure.

The Crimean War was a result of Russian pressure on Turkey; this threatened British commercial and strategic interests in the Middle East and India. France, having provoked the crisis for prestige purposes, used the war to cement an alliance with Britain and to reassert its military power.

Anglo-French forces secured Istanbul before attacking Russia in the Black Sea, the Baltic, the Arctic, and the Pacific, supported by a maritime blockade. In September 1854 the allies landed in the Crimea, planning to destroy Sevastopol and the Russian Fleet in six weeks before withdrawing to Turkey. After victory on the River Alma, they hesitated; the Russians then reinforced the city and attacked the allied flank at the battles of Balaklava and the Inkerman. After a terrible winter, the allies cut Russian logistics by occupying the Sea of Azov; then, using superior sea-based logistics, they forced the Russians out of Sevastopol, which fell on September 8–9, 1855.

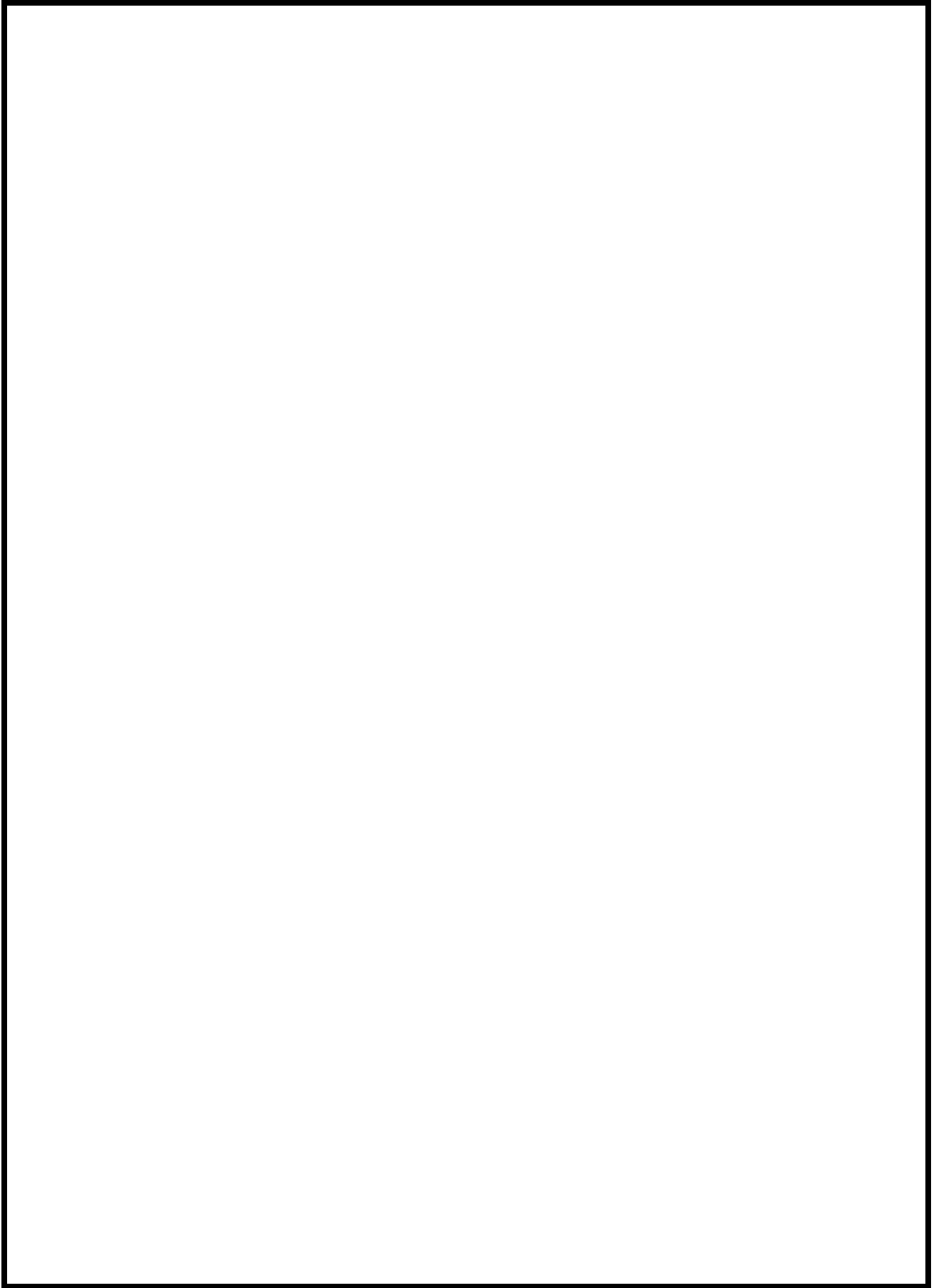
In the Baltic, also a major theater, the allies captured the Åland fortress of Bomarsund in 1854, and destroyed Sveaborg, the Helsinki dockyard, in 1855. These operations detained 200,000 Russian troops in the theater. The British prepared to destroy Cronstadt and St. Petersburg in 1856, using armored warships, steam gunboats, and mortar vessels.

Forced to accept defeat, Russia sought peace in January 1856. It had lost 500,000 troops, mostly to disease, malnutrition, and exposure; its economy was ruined, and its primitive industries were incapable of producing modern weapons. Allied war aims were limited to securing Turkey, although for reasons of prestige Napoleon III wanted a European conference to secure his dynasty.

The Peace of Paris, signed on March 30, 1856, preserved Ottoman rule in Turkey until 1914, crippled Russia, facilitated the unification of Germany, and revealed the power of Britain and the importance of sea power in global conflict. It had a major influence on the conduct of the American Civil War. The use of the term Crimean and a fascination with striking events such as "the Charge of the Light Brigade," have obscured the scale and significance of the conflict.

Study work 2

- ✓ Read the information above about the Crimean War.
- ✓ Read this article: <https://www.britannica.com/event/Crimean-War>
- ✓ Use the reading above and your class notes to plan a judgement for this question: Russia's failure in the Crimean War was the sole reason why Alexander II was interested in reform after 1855. Do this below



The Emancipation Edict

In 1861 serfdom, the system which tied the Russian peasants irrevocably to their landlords, was abolished at the Tsar's imperial command. Four years later, slavery in the USA was similarly declared unlawful by presidential order. Tsar Alexander II (1855-81) shared with his father, Nicholas I, a conviction that American slavery was inhumane. This is not as hypocritical as it might first appear. The serfdom that had operated in Russia since the middle of the seventeenth century was technically not slavery. The landowner did not own the serf. This contrasted with the system in the USA where the Negro slaves were chattels; that is, they were regarded in law as the disposable property of their masters. In Russia the traditional relationship between lord and serf was based on land. It was because he lived on his land that the serf was bound to the lord.

The Russian system dated back to 1649 and the introduction of a legal code which had granted total authority to the landowner to control the life and work of the peasant serfs who lived on his land. Since this included the power to deny the serf the right to move elsewhere, the difference between slavery and serfdom in practice was so fine as to be indistinguishable. The purpose behind the granting of such powers to the Russian dvorians (nobility of landowners) in 1649 had been to make the nobles dependent on, and therefore loyal to, the tsar. They were to express that loyalty in practical form by serving the tsar as military officers or public officials. In this way the Romanov emperors built up Russia's civil bureaucracy and the armed services as bodies of public servants who had a vested interest in maintaining the tsarist state.

The serfs made up just over a third of the population and formed half of the peasantry. They were most heavily concentrated in the central and western provinces of Russia.

In a number of respects serfdom was not dissimilar to the feudalism that had operated in many parts of pre-modern Europe. However, long before the 19th century, the feudal system had been abandoned in Western Europe as it moved into the commercial and industrial age. Imperial Russia underwent no such transition. It remained economically and socially backward. Nearly all Russians acknowledged this. Some, known as slavophiles, rejoiced, claiming that holy Russia was a unique God-inspired nation that had nothing to learn from the corrupt nations to the west. But many Russians, of all ranks and classes, had come to accept that reform of some kind was unavoidable if their nation was to progress.

It became convenient to use serfdom to explain all Russia's current weaknesses: it was responsible for military incompetence, food shortages, over population, civil disorder, industrial backwardness. These were oversimplified explanations but there was some truth in all of them: serfdom was symptomatic of the underlying difficulties that held Russia back from progress. It was, therefore, a particularly easy target for the intelligentsia, those intellectuals who in their writings argued for the liberalising of Russian society, beginning with the emancipation of the exploited peasants.

As often happened in Russian history, it was war that forced the issue. The Russian state had entered the Crimean War in 1854 with high hopes of victory. Two years later it suffered a heavy defeat at the hands of the Allied armies of France, Britain and Turkey. The shock to Russia was profound. The nation had always prided itself on its martial strength. Now it had been humiliated.

By an odd twist of fate, defeat in the war proved of value to the new Tsar. Although he had been trained for government from an early age, foreign observers had remarked on how diffident and unsure he appeared. The war changed all that. Coming to the throne in 1855 in the middle of the conflict, Alexander II was unable to save Russia from military failure, but the humiliation convinced him that, if his nation was to have stability and peace at home and be honoured abroad, military and domestic reforms were vitally necessary. The first step on that path would be the removal of serfdom, whose manifest inefficiency benefited neither lord, peasant, nor nation. Alexander declared that, despite Russia's defeat, the end of the war marked a golden moment in the nation's history. Now was the hour when every Russian, under the protection of the law, could begin to enjoy 'the fruits of his own labours'.

Alexander was right in thinking the time was propitious. It had long been appreciated that some land reform was necessary. To the social and economic arguments were now added powerful military ones. The army was the great

symbol of Russia's worth. As long as its army remained strong Russia could afford to ignore its backwardness as a nation. But the Crimean defeat had undermined this notion of Russia's invincibility. Few now had reasoned objections to reform. Serfdom was manifestly not working. It had failed to provide the calibre of soldier Russia needed.

So it was that in 1856, the second year of his reign, Alexander II (1855- 81) announced to the nobles of Russia that 'the existing condition of owning souls cannot remain unchanged. It is better to begin to destroy serfdom from above than to wait until that time when it begins to destroy itself from below'. These words have often been quoted. What is less often cited is his following sentence: 'I ask you, gentlemen, to figure out how all this can be carried out to completion.' Alexander was determined on emancipation, but he shrewdly judged that – by making over to the landowners the responsibility for detailing how this was to be done – he had made it very difficult for them either to resist his command or to blame him if their plans were subsequently shown to be faulty. This was evidence of the remarkable power and influence that the tsar exercised as absolute ruler.

Over the next five years, thousands of officials sitting in a range of committees drafted plans for the abolition of serfdom. When their work was done they presented their proposals to Alexander who then formally issued them in an Imperial Proclamation. When it was finally presented, in 1861, the Emancipation statute, which accompanied the Proclamation, contained 22 separate measures whose details filled 360 closely printed pages of a very large volume. Alexander declared that the basic aim of emancipation was to satisfy all those involved in serfdom, serfs and land owners alike

Impressive though these freedoms first looked, it soon became apparent that they had come at a heavy price for the peasants. It was not they, but the landlords, who were the beneficiaries. This should not surprise us: after all, it had been the dvorians who had drafted the emancipation proposals. The compensation that the landowners received was far in advance of the market value of their property. They were also entitled to decide which part of their holdings they would give up. Unsurprisingly, they kept the best land for themselves. The serfs got the leftovers. The data shows that the landlords retained two-thirds of the land while the peasants received only one-third. So limited was the supply of affordable quality land to the peasants that they were reduced to buying narrow strips that proved difficult to maintain and which yielded little food or profit.

Moreover, while the landowners were granted financial compensation for what they gave up, the peasants had to pay for their new property. Since they had no savings, they were advanced 100 per cent mortgages, 80 per cent provided by the State bank and the remaining 20 by the landlords. This appeared a generous offer, but as in any loan transaction the catch was in the repayments. The peasants found themselves saddled with redemption payments that became a lifelong burden that then had to be handed on to their children.

The restrictions on the peasants did not end there. To prevent emancipation creating too much disruption, the government urged the peasants to remain in their localities. This was easy to achieve since, for obvious reasons, the great majority of the ex-serfs bought their allotments of land from the estates where they were already living. It was also the case that the land available for purchase came from a stock of land granted to the village and was then sold on to individual peasants.

A further aid to the authorities in maintaining control was the reorganisation of local government, which was one of the key reforms that followed in the wake of emancipation. The government, through its land 'commandants' (officials appointed to oversee emancipation) insisted that the *mir* (the village commune) become the focus of life in the countryside. The motive was not cultural but administrative. The *mir* would provide an effective organisation for the collection of taxes to which the freed serfs were now liable; it would also be a controlling mechanism for keeping order in the countryside. Arguably, after 1861, the freed Russian peasant was as restricted as he had been when a serf. Instead of being tied to the lord, the peasant was now tied to the village.

What all this denoted was the mixture of fear and deep distaste that the Russian establishment traditionally felt towards the peasantry. Often contemptuously referred to as the 'dark masses', the peasants were seen as a dangerous force that had to be kept down. Beneath the generous words in which Emancipation had been couched was a belief that the common people of Russia, unless controlled and directed, were a very real threat to the existing order of things. Whatever emancipation may have offered to the peasants, it was not genuine liberty.

Emancipation proved the first in a series of measures that Alexander produced as a part of a programme that included legal and administrative reform and the extension of press and university freedoms. But behind all these reforms lay an ulterior motive. Alexander II was not being liberal for its own sake. According to official records kept by the Ministry of the Interior (equivalent to the Home Office in Britain) there had been 712 peasant uprisings in Russia between 1826 and 1854. By granting some of the measures that the intelligentsia had called for, while in fact tightening control over the peasants, Alexander intended to lessen the social and political threat to the established system that those figures frighteningly represented. Above all, he hoped that an emancipated peasantry, thankful for the gifts that a bountiful tsar had given them, would provide physically fitter and morally worthier recruits for Russia's armies, the symbol and guarantee of Russia's greatness as a nation.

There is a sense in which the details of Emancipation were less significant than the fact of the reform itself. Whatever its shortcomings, emancipation was the prelude to the most sustained programme of reform that imperial Russia had yet experienced (see the Timeline). There is also the irony that such a sweeping move could not have been introduced except by a ruler with absolute powers; it could not have been done in a democracy. The only comparable social change of such magnitude was President Lincoln's freeing of the Negro slaves in 1865. But, as a modern Russian historian (Alexander Chubarov, *The Fragile Empire*, New York, 1999, p.75) has provocatively pointed out: 'the [Russian] emancipation was carried out on an infinitely larger scale, and was achieved without civil war and without devastation or armed coercion'.

Yet when that achievement has been duly noted and credited, hindsight suggests that emancipation was essentially a failure. It raised expectations and dashed them. Russia gave promise of entering a new dawn but then retreated into darkness. This tends to suggest that Alexander II and his government deliberately set out to betray the peasants. This was certainly the argument used by radical critics of the regime. It is important to consider, however, that land reform always takes time to work. It can never be a quick fix. Alexander's prime motive in introducing emancipation was undoubtedly the desire to produce results that were beneficial to his regime. But this is not to suggest that he was insincere in his wish to elevate the condition of the peasants.

Where he can be faulted is in his failure to push reform far enough. The fact is that Alexander II suffered from the besetting dilemma that afflicted all the reforming tsars from Peter the Great onwards - how to achieve reform without damaging the interests of the privileged classes that made up imperial Russia. It was a question that was never satisfactorily answered because it was never properly faced. Whenever their plans did not work out or became difficult to achieve, the Romanovs abandoned reform and resorted to coercion and repression.

Emancipation was intended to give Russia economic and social stability and thus prepare the way for its industrial and commercial growth. But it ended in failure. It both frightened the privileged classes and disappointed the progressives. It went too far for those slavophiles in the court who wanted Russia to cling to its old ways and avoid the corruption that came with western modernity. It did not go far enough for those progressives who believed that a major social transformation was needed in Russia.

There is a larger historical perspective. It is suggested by many historians that, for at least a century before its collapse in the Revolution of 1917, imperial Russia had been in institutional crisis; the tsarist system had been unable to find workable solutions to the problems that faced it. If it was to modernise itself, that is to say if it was to develop its agriculture and industry to the point where it could sustain its growing population and compete on equal terms with its European and Asian neighbours and international competitors, it would need to modify its existing institutions. This it proved unable or unwilling to do.

Therein lies the tragedy of Emancipation. It is an outstanding example of tsarist ineptitude. Its introduction held out the possibility that Russia could build on this fundamentally progressive measure and modify its agricultural economy in such a manner as to cater for its vast population, which doubled to 125 million during the second half of the 19th century. But the chance was lost. So reduced was the peasant as an agricultural worker by 1900 that only half of his meagre income came from farming. He had to sustain himself by labouring. So much for Alexander II's claim that he viewed the task of improving the condition of the peasants as 'a sacred inheritance' to which he was honour bound.

Study work 3

- ✓ Read the article above from Michael Lynch.

You should then answer the following questions:

- ✓ To what extent did defeat in the Crimean War provide Alexander II with an ideal opportunity to introduce major reforms?
- ✓ In what ways were the Russian peasants better off because of Emancipation, in what ways worse off?

Do this this below

How did industry develop in Russia during the reign of Alexander II?

Hughesovka

Study work 4

Read this article <https://www.bbc.co.uk/news/uk-wales-40345030> about John Hughes. You should then consider the following questions:

- ✓ Who was John Hughes?
- ✓ Where did he move to?
- ✓ Why did he move here?
- ✓ What impact did he have on the Russian industry and economy?
- ✓ What was the community he created? What did it look like?

The state of Russia by 1855

Study work 5

Plan an answer to the following question: Russia's failure in the Crimean War was the sole reason why Alexander II was interested in reform after 1855. (25 marks). Do this in the space below.

The Emancipation Edict

Czar Alexander II, the ruler of Russia since 1855, is killed in the streets of St. Petersburg by a bomb thrown by a member of the revolutionary “People’s Will” group. The People’s Will, organized in 1879, employed terrorism and assassination in their attempt to overthrow Russia’s czarist autocracy. They murdered officials and made several attempts on the czar’s life before finally assassinating him on March 13, 1881.

As czar, Alexander did much to liberalize and modernize Russia, including the abolishment of serfdom in 1861. However, when his authority was challenged, he turned repressive, and he vehemently opposed movements for political reform. Ironically, on the very day he was killed, he signed a proclamation—the so-called Loris-Melikov constitution—that would have created two legislative commissions made up of indirectly elected representatives.

He was succeeded by his 36-year-old son, Alexander III, who rejected the Loris-Melikov constitution. Alexander II’s assassins were arrested and hanged, and the People’s Will was thoroughly suppressed. The peasant revolution advocated by the People’s Will was achieved by Vladimir Lenin’s Bolshevik revolutionaries in 1917.

Success	Failures

Study work 6

Read the article above, and use your previous learning about Alexander II to complete the table above. You need to consider the successes and failures of his reign.



**Turton School
History Department**



Tsarist and Communist Russia, 1855 - 1964

Unit 1 – Trying to preserve autocracy, 1855 – 1894

What was Russification?

Russification was the name given to a policy of Alexander III. Russification was designed to take the sting out of those who wanted to reform Russia and to bind all the Russian people around one person – the tsar.

Russification was first formulated in 1770 by Uvarov. He defined three areas of Russification – autocracy, orthodoxy and 'Russian-ness'. Of the three, Russian-ness was the most important. Before Alexander III, Russification meant that all the tsar's subjects, whatever their nationality, should be accepted by the tsar as being ethnic groups in their own right provided that they acknowledged their allegiance to the Russian state, which included the government and the church.

Under Alexander III, Russification took a new turn. He believed that all cultures and nationalities within the empire should be wiped out (though not physically) and that all the people within the empire should become 'Great Russians'. Russification had no time for small ethnic groups that were more concerned about their culture at the expense of Russia's as a whole. To be loyal to Russia and therefore the tsar, you had to be a Russian first rather than, for example, a Kazak or Cossack.

Why did Alexander III pursue such a belief? Russia had, at times, been a dominant force in Eastern Europe – the era of Peter the Great is one such example. By the second half of the C19th, Russia had ceased to play a major part in Europe's foreign affairs. Germany and Britain were the dominant players. Alexander III wanted to get Russia in to this league. To do this, Russia had to develop. Alexander II had used Western European ideas in his attempt to modernise Russia. However, these caused confusion as such ideas struggled against centuries of Russian peasant conservatism. This is why Alexander III wanted Russian ideas to move Russia forward. If the ideas were Russian, no-one would have the right to obstruct them.

Ironically, Russia's elite also looked to the growing power of Germany and identified that Germany's rise to dominance in Europe had been swift and effective. Therefore, there must be something within Germany's system that allowed for this. As a result, despite the efforts of Alexander to make all in his empire Great Russians, Russia looked to the German model – or, more precisely, the Prussian model, for it was Prussia that dominated Germany.

It was arranged for 500 Russian civil servants to go to Berlin to be trained in the German methods within their civil service. These 500 men, it was believed, would bring back modern ideas that could be 'Russified'. The end result would be a modern Russian civil service that could be used to further expand the power of the tsar. The process of sending 500 men to Germany to be trained continued right up to 1914 and ended because of World War One. Clearly, the system could not continue when both were on opposite sides of the war!

The biggest supporters of this attempt to modernise Russia's civil service was the army's hierarchy. They were particularly concerned that Russia had so many national minorities. They viewed them as a threat to the internal security of Russia – especially areas such as the Baltic coast and Transcaucasia. Any success in improving the quality of the civil service to advance the standard of government in these areas was well supported by the army's leaders.

The Church also supported Russification in that the policy called on Poles to convert to the Orthodox Church from Catholicism and for Muslims in Central Asia to do the same. All Russians under the same church would have done a great deal to expand the power of the Holy Synod, a body that was created to give its support to an expansion in the power of the tsar.

Supporters of Russification did not try to intellectualise the belief. They believed that it was for the greater good of all of Russia – and that was enough.

The victims of Russification were those who were of non-Russian nationality but lived within the empire. Any weakening of their culture had to lead to resentment. As there were no constitutional means by which they could voice their anger, the Poles, Lithuanians, Ukrainians etc turned to revolutionary action. Any support for the national minorities was seen as support for a weakening of Russia's true identity.

Those in power had two ways of dealing with those who were deemed to be enemies of Russification. First they had outright repression. With an improving police force and a civil service that was being modernised, this could prove to be effective. The second method of dealing with 'enemies of the state' was to use the chauvinism of the Great Russian people themselves in support of the tsar. These people could be used to advance the cause of Russification – playing the race card was not just a 20th century phenomenon! If things were going well, the Great Russian people got the credit; if things went wrong, the blame went on the disloyal national minorities who were anti-Russian. The government encouraged groups to form that openly displayed their loyalty to the tsar. The most famous was the Union of Russian People founded in 1904.

The Union of Russian People was a very active party – as active as any revolutionary group. It believed in the use of peaceful propaganda and the major figures in it were Prince Gagarin and Dr Dubrovin Purishkevich. They made direct appeals to the workers to root out of factories and coal mines those who were anti-Russia. They made the same appeal to the peasants. But their work was passive. This was not enough for some.

In September 1905, the Union of Russian Men was founded by the brothers Sheremetiev. They had a much more direct approach and believed in action. In this they received the support of Vladimir, Archbishop of Moscow. Those who joined took an oath to bring the tsar and the Russian people together. The more militant joined the Black Hundred gangs. The men in these gangs went around the countryside urging the peasants to rise up against anyone they knew who hated Russia. The Jews took the full brunt of the work of the Black Hundred gangs. In the autumn of 1905 and the spring of 1906, pogroms took place in the Ukraine and an estimated 21,000 Jews were killed for being 'anti-Russian'. The Black Hundred gangs also took part in assassinations. They murdered Professor Herzenstein in July 1906. He was a Kadet deputy and a journalist. Some of his articles were deemed to be 'anti-Russian'. While it is generally considered that Peter Stolypin was assassinated by members of the Social Revolutionary Party in 1911, some believe that the Kiev Black Hundred may have been responsible. Some saw Stolypin as weak as he wanted reform. Bogrov, the man who killed Stolypin, had a very complicated past. He may well have laid the blame for Stolypin's death on the Social Revolutionaries as it would have further blackened their name. However, there is

vague evidence that he may have been a member of the Kiev Black Hundred and carried out the assassination on their behalf.

Before his murder, few could have claimed that Stolypin was soft. He gave governor-generals the right to hand over an accused person to a court made up of a chairman and four army officers. Such courts were responsible for 8,856 executions in Russia between 1906 and 1911. An estimated 40,000 more died in prison. The bulk of these deaths/executions were in Russia's outlying regions where there had been opposition to Russification. The Baltic area executed the most during this time – 993 in six years. Second was Poland with 979 executions. Areas such as Yaroslavl, an area where Russification was well received, executed no-one during this time.

Stolypin also used the law to strengthen the tsar's position. Stolypin especially distrusted the Poles. In 1907, all Polish schools had to teach in Russian. In 1908, all Poles had to register their place of occupation – this was an attempt to control their movement. The senior posts within the Polish civil service were given to Russians and all council business had to be done in Russian. When the Poles complained that their treatment made them second class citizens, Stolypin told them to become Russian citizens after which they would be treated as first class citizens. He used similar methods on other national minorities.

Study work 1

- ✓ Read the information above about the policy of Russification
- ✓ What was the policy? Why was it needed? What impact did it have? Add your information to the mind map below

Russification

Alexander III – overview

Study work 2

- ✓ Read the information above about the Crimean War.
- ✓ Read this article: <http://www.saint-petersburg.com/royal-family/alexander-iii/>
- ✓ Create a profile about the life of Alexander III. What changes did he make to Russia? What was the impact of his reign? Did he take Russia in a new direction? If so, why?

Complete your notes below

The reforms and counter reforms of Alexander III

Study work 3

- ✓ Read this article <https://ruskiymir.ru/en/publications/187237/>

You should then answer the following questions:

- ✓ To what extent did Alexander III reform Russia?

What opposition did Alexander III face?

Study work 4

Read these the two articles below, create a summary about what they tell us about the opposition that Alexander III face

<http://www.fsmitha.com/h3/h47-ru7.htm>

<http://www.fsmitha.com/h3/h47-ru7.htm>

Alexander III – opposition groups

Study work 5

Plan an answer to the following question: During the reign of Alexander II and Alexander III, Tsarist authority was severely undermined by opposition groups. Assess the validity of this view. (25 marks). Do this in the space below.

Alexander III review

Alexander Romanov, the second son of Tsar Alexander II, was born in St. Petersburg on 26th February, 1845. As a young man he was openly critical of his father's attempts to reform the political system.

In 1866 Alexander married Princess Marie Dagmar, the daughter of King Kristian IX of Denmark and sister of Queen Alexandra of Britain.

Alexander became Tsar of Russia on the assassination of Alexander II in 1881. He immediately cancelled his father's plans to introduce a representative assembly and announced he had no intention of limiting his autocratic power.

During his reign Alexander followed a repressive policy against those seeking political reform and persecuted Jews and others who were not members of the Russian Orthodox Church. Alexander also pursued a policy of Russification of national minorities. This included imposing the Russian language and Russian schools on the German, Polish and Finnish peoples living in the Russian Empire.

Despite several assassination attempts Alexander died a natural death on 20th October, 1894. He was succeeded by his son Nicholas II.

Success	Failures
Study work 6 Read the article above, and use your previous learning about Alexander III to complete the table above. You need to consider the successes and failures of his reign.	



**Turton School
History Department**



Tsarist and Communist Russia, 1855 - 1964
Unit 2 – The collapse of autocracy, 1894 - 1917

Imperial Russia 1894 - 1917

In the late 1800s, Russia was the largest country in the world. Stretching from the Black Sea in Europe to the Bering Straits in the extreme east of Asia. It would take at least ten days to travel from one end to another by train. The sheer size made it a difficult country to govern.



It had a population of approximately 125 million. Half of these were ethnic Russians. The remainder included large numbers of;

- Germans
- Poles
- Slavs
- Asians

There were around twenty different nationalities within the Empire. Each had their own language and customs. Many did not speak Russian. Almost every major religion was represented within this diverse population.

Compared to Western Europe, the Russian Empire was politically, economically and socially backwards. There was little industry and the vast majority of the population were peasant farmers.

They worked in an agricultural system that had changed little since the Middle Ages. Most of the population were illiterate. There was little industry and most of it was located in Moscow and the capital city Saint Petersburg.

The Tsarist Empire also used the Julian calendar rather than the Gregorian calendar which had been adopted by many other countries as early as the 16th century. The Julian ran 13 days behind the Gregorian. This was not changed until January 1918 which is why major events in Russia prior to this often have two different dates, reflecting each calendar.

Study work 1

- ✓ Read the information above about Russia in 1894. What problems will Nicholas II face when he comes into power? Write your answer below:

Tsarist methods of control – state infrastructure

The Tsarist state system had developed over a long period. The Tsar's authority was supported by several features. These are known as the 'Pillars of Autocracy'. These referred to:

- army
- civil service
- Orthodox Church

The Empire did not have an elected parliament (until 1905) and there were no elections for positions in the government. There were no legal or constitutional methods by which Tsarist power could be challenged.

Autocratic government

This vast, diverse Empire was ruled by a series of Tsars. They ran the country as autocrats. This meant that the Tsar, and only the Tsar, governed Russia:

Tsars believed that they had a divine right to rule Russia, their position and power had been given to them by God.

In 1894 Tsar Nicholas II ruled Russia. Along with his German-born wife Alexandra they were firm believers in the autocracy. However, he was a weak individual who found the daily work of a ruler boring. He also found it difficult to tell unpleasant news to people's faces. He preferred to write them a letter.

Nicholas II was also distracted by the illness facing his son, Alexia (the Tsarevitch), who was the heir to the throne. Alexia suffered from haemophilia. This prevented his blood from clotting and meant that Alexia's life was constantly at risk. As a result Nicholas would often spend his time looking after his son rather than dealing with the business of state.

The Tsar's ministers

The Tsar chose his ministers. He could also remove them when he desired. They were often drawn from the members of the Royal family or nobility.

The civil service

The civil service helped the Tsar run the Russian Empire, performing his will and maintaining his authority. Their privilege was owed to and dependent on their service to the Tsar. This created loyalty as to oppose him would mean losing power and position.

At the turn of the century, the Russian civil service can be seen to be backward and selfish:

- Many civil servants were poorly paid, resulting in widespread bribery.
- Persuasive civil servants could easily influence Tsar Nicholas II, who was unsure of himself and indecisive.
- Promotion relied more on years of service rather than competence.

The Okhrana

The Tsar's will was enforced by a large police system that would report suspicious behaviour and destroy subversive groups:

- The secret police had a vital role in identifying and spying on enemies.
- They had the power to arrest potential threats as required.
- Agents of the Okhrana worked undercover, infiltrating groups that might present a danger to the Tsar.

- They acted on the Tsar's behalf, treating citizens how they saw fit.
- Their methods included torture and murder.
- A standard punishment for opponents of the Tsar was exile to the remote region of Siberia. Many thousands of people viewed as enemies of the state were sent to Siberia. They were so far away that they had little chance of threatening Tsarist power.

Army

The Tsarist army was an important part of the autocracy. The senior officers were often from the nobility and loyal to the Tsar. Between 1883 and 1905 it was used 1500 times to put down unrest in the countryside. Much of this work was carried out by Cossacks who were cavalry units and considered to be amongst the strongest supporters of the Tsar.

However, many of the ordinary soldiers were peasants. They were faced with harsh discipline, poor pay and poor conditions. They were also poorly trained.

Study work 2

- ✓ Read the information above about methods of control. What methods did Nicholas have at his disposal to help him keep control? Create a set of notes below

What did Russian society look like under Nicholas?

Study work 3

- ✓ Read the article below about the development of Russia society. You should highlight the key section and then pick out the key knowledge from each paragraph.

What did society look like under Nicholas?	One piece of knowledge from the paragraph
The Tsar was the head of the Orthodox Church. The Church reinforced his authority. Official Church doctrine stated that the Tsar was appointed by God. Any challenge to the Tsar - the 'Little Father' - was said to be an insult to God. The Church was very influential among the largely peasant population. It made sure this message was conveyed regularly to them. Priests explained to their followers that Russia was God's land and that he intended for life to be as the peasants found it. The Church was give financial rewards from the Tsar for this propaganda. Most of the Russian population was illiterate and had to rely on what they were told by the Church. It was their only source of education and they tended to believe the teachings of the priests. However, priests were often not respected by peasants, who believed they were increasingly corrupt and hypocritical. The word of the Church became less respected during the rule of Nicholas II. Tsarist Russia was divided into separate social classes which had changed little since feudal systems. The ruling class was made up of the Tsar and the royal family. They made up less than 1% (0.5%) of the population but owned a significant amount of land. The wider upper class was made up of landowning nobles, wealthy merchants and high ranking members of the Orthodox Church, civil service and military. They made up approximately 12% of the population. The upper class owned all the land and was dependent on the Tsar. They dominated the positions of influence in army command and civil service. Many landowners had benefitted from the end of serfdom in 1861. When the government had to pay for land to give to some of the freed peasants, some landowners used the payments to buy up more land. Many kept the best land to themselves, giving what was left to the peasants. Landless peasants had to lease poor land for high rents. Landowners were conservative and protective of their wealth. High ranking officials drawn from this class also tended to be conservative and opposed to reform. Many of the landowners served as Land Captains, known as "little Tsars" by the peasants. They kept order in the countryside. They punished peasants by public floggings.	

Middle class - A small middle class of civil servants, professionals such as doctors or lawyers, merchants and businessmen made up around 1.5% of the population. The middle class grew through industrialisation in the 1890s, both in number and in wealth. The middle classes were often educated with a wider view of the world and more openness to new ideas and reform than many other Russians.

Working class - Around 4% of the population were the working class - this was made up of workers in factories in the developing cities and towns, artisans and craftspeople, soldiers and sailors. The working classes suffered from poor wages, insecure employment, poor working conditions. There was insufficient housing and overcrowding. A 1904 survey showed that on average, 16 people lived in each flat, with six people per room.

Peasants - Around 82% of the population were peasants who lived in the countryside. Landed and landless farmers, kulaks (wealthier landowning peasants). Until 1861 most of the peasants were serfs. This meant that they were effectively the property of the landowner. In 1861 Alexander II abolished serfdom. However, many of the peasants became worse off. They had to make high taxes to the government to pay for the redistribution of land. Many were charged high rents from landowners.

What problems did Nicholas II face?

Problems facing Nicholas

Study work 4

Read this article <https://www.bbc.co.uk/bitesize/guides/z6rjy9g/revision/6> about Opposition. You should then consider the following questions and add your answers to the mind map above:

- ✓ Why were the peasants unhappy?
- ✓ Why were the workers unhappy?

1905 Revolution – exam question

Study work 5

Plan an answer to the following question: The political unrest of 1905 was the result of failures in government policy since 1881. Assess the validity of this view. (25 marks) Do this in the space below.

Russia and the First World War

Study work 6

- ✓ Read the article below about the impact of the First World War. You should highlight the key section and then pick out the key knowledge from each paragraph.

Russia and the First World War	One piece of knowledge from the paragraph
In May 1915 the Central Powers (Germany and Austria) launched a massive offensive, breaking through the Russian lines right across the Eastern Front and forcing the Tsar's armies into headlong retreat. There was confusion and panic. Troops destroyed buildings, bridges, military stores and crops to prevent them falling to the enemy. This often broke down into pillaging, especially of Jewish property. Soldiers and civilians (many of them Jews from the Pale of Settlement) moved eastwards on the roads towards Moscow. The summer months of unending retreat dealt a crippling blow to the troops' morale. Rumours quickly spread among their ranks about treason at the court. The German background of the Empress and other government figures gave credibility to such conspiracy theories. For many soldiers this was the vital psychological moment of the revolution - the moment when their loyalty to the monarchy ended. A million men surrendered to the German and Austrian forces during the retreat. In a desperate attempt to restore morale and discipline the Tsar took over the Supreme Command. If the soldiers would not fight for 'Russia', then perhaps they would fight for him. It was the worst decision of his reign. Nicholas would now take all the blame for the reverses at the Front. The reverses at the Front were blamed by the public on the government and its army command. The Zemstvo Union and Union of Towns (known together as Zemgor) sprang into action, virtually running the military supply campaign in the absence of an effective government system. Led by Prince Georgii Lvov, a liberal nobleman and Zemstvo activist since the famine crisis of 1891, Zemgor quickly grew into a huge national infrastructure, an unofficial government. The civic spirit of the February Revolution had its roots in the wartime activities of Zemgor and other voluntary organizations. One of these was the War Industries Committee, established by liberal businessmen in 1915 to break down the monopoly of the big munitions producers and win more influence for themselves and their allies in the Duma in the wartime regulation of industry. All but three of the ministers of the First Provisional Government of 1917 (led by Prince Lvov) had emerged as national leaders through Zemgor or the War Industries Committee. Under growing pressure, the Tsar finally agreed to recall the Duma on 19 July 1915. The liberal opposition now had a platform on which to renew its demands	

for a ministry of national confidence. Two-thirds of the Duma deputies formed themselves into a Progressive Bloc to consolidate this campaign. They urged the Tsar to appoint a new government capable of winning the Duma's support. The more radical deputies called for a parliamentary government responsible to the Duma.

Within the Council of Ministers there was a growing majority in favour of a compromise with the Progressive Bloc. They were alarmed that, with the Tsar's departure for the Front, the government was left at the mercy of the Empress and Rasputin. But Alexandra persuaded Nicholas to reassert his autocratic power. On 2 September the Duma was closed down - a move that sparked a two-day general strike in Petrograd but no further action by the liberals who were frightened of a revolution on the streets.

As the war dragged on and the belief in treason at the court spread through the ranks, the mood of the soldiers became more hostile to their officers. The fact that the mass of the soldiers were peasants, and that many of the officers were noble landowners, added a social dimension to the conflict, which was exacerbated by the 'feudal' customs between the ranks (e.g. the obligation of the soldiers to address their officers by their honorific titles, to clean their boots, run private errands for them, and so on).

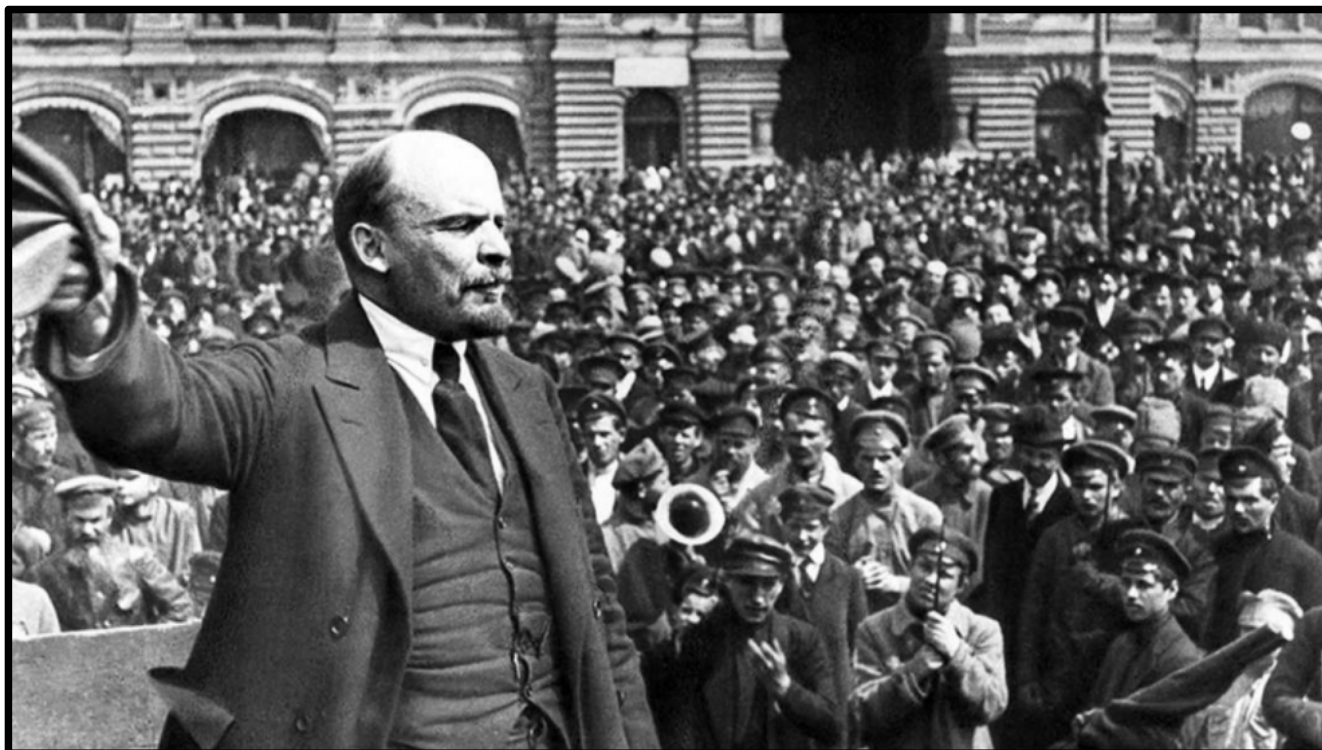
The army was a school of revolution in this sense. Young peasant men were radicalized by their experience of the war. They were introduced to the ideologies of the socialists in the ranks where they mixed with better-educated soldiers from the towns. They learned to handle guns and new technologies, to organize themselves collectively, in opposition to the officers and other figures of authority. Their literacy improved, along with their social awareness and comradeship, their self-esteem and sense of power, and their tendency to resort to the gun to get things done. These skills would make them natural leaders of the revolution in the countryside.

As the economic crisis deepened, so the urban workers swung back towards the militant Left, resuming the pattern of labour protests begun in 1912-14. The workers' biggest problem was their inability to turn their money wages into food. The wartime printing of money and shortages of goods led to inflation. The peasants reduced their marketing of grain as the value of money declined. From the autumn of 1915 the cities of the north began to experience food shortages. Long queues appeared outside the bakeries and meat shops.

After a year of industrial peace the war between labour and capital resumed in the summer of 1915 with a series of strikes that soon gave way to larger protests. They mostly began with calls for bread but went on to demand an eight-hour day, an end to the war and the overthrow of the Tsar. The revolutionary parties played only a secondary role in these protests. They had all been crippled by police

repression in the war. Many of their activists had been sent to the Front, their leaders forced into exile.

In October 1916 the workers of the New Lessner and Renault factories in Petrograd came out on strike and clashed with the police. The soldiers in the nearby barracks of the 181st Infantry Regiment came out to defend the workers, throwing rocks and bricks at the police. Mounted Cossacks cleared the scene. The mutinous regiment was removed from the capital, and 130 soldiers arrested. Over the next two days, 75,000 workers from 63 factories in the city joined the strike. Order was eventually restored. But the actions of the soldiers were an ominous sign of the army's reluctance to control the growing rebellion on the streets.



Tsarist and Communist Russia, 1855 - 1964
Unit 3 – The emergence of Communist dictatorship,
1917-1941

Weaknesses of the Provisional Government

The Provisional Government was formed on March 1, 1917. It was meant to be a temporary body that would govern Russia in place of the Tsar until elections could be held.

Unlike the Petrograd Soviet, the provisional government was unelected. Many saw it as a dictatorial body of upper class citizens - Prince Lvov was its Prime Minister. Elections were delayed and the Provisional Government was in power until later that year. The Provisional Government took major decisions - Russia continued its military action in World War One and land reforms were postponed. Both rulings greatly affected the Russian people. This made the government increasingly unpopular and provided ammunition for revolutionaries, who called for its dissolution.

The Soviets were councils elected by workers, soldiers and sailors. After the February Revolution, the first Soviet appeared in Petrograd. Soon Soviets had been elected in Moscow and other cities. They were usually chaotic, rowdy, and disorganised. But they were elected - unlike the Provisional Government. Lenin declared "All power to the Soviets", implying that the Soviets should govern Russia in place of the Provisional Government. This became an extremely effective Bolshevik rallying cry.

The existence of both the Provisional Government and the Petrograd Soviet meant that power was shared. The Petrograd Soviet accepted that the Provisional Government would make decisions for Russia until elections could be held. The existence of two political bodies increased the potential for political disagreement. This was especially the case as the two bodies held very different views. The Provisional Government consisted mainly of Octoberists and Kadets. They only wanted moderate changes to the government of Russia. The Petrograd Soviet was made up of Social Revolutionaries and Mensheviks. They wanted to give power to the working classes.

Economic difficulties had played a major role in Nicholas II's fall from power. The Provisional Government had very limited success in dealing with these problems:

- The price of goods continued to increase
- Food was in short supply
- Fuel shortages made living conditions unbearable, especially during the harsh Russian winter
- The government could not guarantee enough grain, ammunition or weapons for troops fighting in the war.

The government did not solve the land issue in the countryside and the desire of peasants for control of more land was not met. As a result seizures of land from landowners became widespread.

The continuing economic crisis discredited the Provisional Government and strengthened the appeal of the Bolsheviks. The Russian people wanted the war to come to an end. However, the Provisional Government decided to continue Russia's involvement. They feared that foreign investment from Britain and France would cease in the event of a Russian withdrawal. In March, 1917, the Petrograd Soviet declared that it would no longer support an offensive war against Germany.

The Provisional Government persisted with military campaigns. Alexander Kerensky, Minister of War, ordered the June Offensive of 1917, an attempt to push the Austrians back. However this failed and contributed to protests during July. The morale of the army declined further and there were huge increases in the level of desertions. The soldiers became more receptive to Bolshevik propaganda and the loyalty of a number of units to the Provisional Government was now uncertain.

Study work 1

- ✓ Read the information above about the Provisional Government. Make a set of notes about the failures of the Provisional Government. What was its biggest failure? Why?

The Petrograd Soviet

Following the failure of the June Offensive morale in the army fell rapidly. Increasing numbers of soldiers deserted. Others lost their loyalty to the government.

Shortages continued and there was widespread unrest in Petrograd between the 3rd and 6th of July. Sailors from Kronstadt protested in the city. Soldiers joined them. Soon thousands of protesters awaited instructions from the Petrograd Soviet and the Bolsheviks. However, there was little in the form of direction from Socialist Revolutionaries. Lenin did not take advantage of the situation, perhaps because only small numbers of soldiers and sailors actively supported the Bolsheviks. The uprising was suppressed by loyal troops who were brought in by the Provisional Government. A number of Bolshevik leaders, including Trotsky, were arrested. Lenin fled to Finland.

In August 1917, Lavr Kornilov, a Russian General, made an attempt to seize power for himself. His army advanced on Petrograd. The Provisional Government, now under the leadership of Alexander Kerensky, seemed powerless to stop him. Kerensky called on the Petrograd Soviet to defend the city. This meant arming the Soviet - a move that would not be easy to reverse. Under Trotsky's direction, the Red Guards organised the defence of the city. Bolshevik agents infiltrated Kornilov's troops and encouraged them to desert. The Bolsheviks also organised strikes by railway workers - disrupting Kornilov's supplies and communications. By the end of the month, Kornilov had been relieved of his command and put under arrest. An important result of the Kornilov Revolt was a marked increase in support for the Bolsheviks. They were seen to have saved the revolution from a loyal Tsarist general. By September, the Bolsheviks had gained control of the Petrograd Soviet.

The Bolsheviks were a revolutionary party, committed to the ideas of Karl Marx. They believed that the working classes would, at some point, liberate themselves from the economic and political control of the ruling classes. Once they had achieved this, a genuine socialist society based on equality, could be established. However, the Bolsheviks differed from the Mensheviks in that they believed that this revolution should move more quickly as the workers were not ready to rule themselves. Hence, the Bolsheviks would form a Dictatorship of the Proletariat to hold power until Russia was modernised. The Proletariat were the original supporters of the Bolsheviks and tended to be industrial workers.

At the time of the February Revolution, which overthrew the Tsar, the Bolsheviks were still relatively weak. Most of their leaders, including Lenin, were in exile in Switzerland. The chances of the Bolsheviks ever attaining power in Russia seemed remote. But in late 1917, Bolshevik leader Lenin decided that the conditions in Russia were ripe for revolution. In April 1917, assisted by Germans, Lenin returned to Russia from Switzerland. At once he took control and direction over the Bolsheviks. He prepared to seize power using a clear plan:

- First the Bolsheviks had to gain control of the Petrograd Soviet
- Then they would take power in the name of the Soviet
- The process would then be repeated in other cities

Lenin's energy and drive convinced the Bolsheviks to agree on this course of action.

For the plan to work, it was necessary to increase Bolshevik support within the Soviets. Lenin developed Bolshevik policies with this aim in mind. These policies were outlined in his April Theses. Lenin declared "All power to the Soviets". This showed that the Bolsheviks did not believe in the existence of the Provisional Government or an elected national assembly. He also promised "Peace, Land and Bread" to the masses

Peace: Lenin could see that the Russian people wanted an end to the war and the Bolsheviks declared that they would make peace with the Germans.

Land: Bolshevik support was concentrated in the cities; they had very little support among the peasants who made up the vast majority of the population and by offering them land, Lenin ensured that the peasants stayed neutral when the Bolsheviks made their bid for power

Bread: Lenin claimed that the Bolsheviks could solve the food shortages that existed in the towns and cities. However, the influence of the Bolsheviks was limited until Autumn 1917. The Petrograd Soviet was dominated by Social Revolutionaries and Mensheviks, while the Provisional Government remained in control of Russia.

Study work 2

- ✓ Read the information above about the Petrograd Soviet. Which was the most important cause of Lenin seizing power; the failure of the Kornilov Coup or the promises made by Lenin?

Leon Trotsky

Study work 3

- ✓ Read the article below about the role of Trotsky during the Revolution. You should highlight the key section and then pick out the key knowledge from each paragraph.

Who was Leon Trotsky?	One piece of knowledge from the paragraph
Leon Trotsky, byname of Lev Davidovich Bronshtein, (born November 7 [October 26, Old Style], 1879, Yanovka, Ukraine, Russian Empire—died August 21, 1940, Coyoacán, Mexico), communist theorist and agitator, a leader in Russia's October Revolution in 1917, and later commissar of foreign affairs and of war in the Soviet Union (1917–24). In the struggle for power following Vladimir Ilich Lenin's death, however, Joseph Stalin emerged as victor, while Trotsky was removed from all positions of power and later exiled (1929). He remained the leader of an anti-Stalinist opposition abroad until his assassination by a Stalinist agent. Trotsky hailed the outbreak of revolution in Russia in February as the opening of the permanent revolution he had predicted. He reached Petrograd in mid-May and assumed the leadership of a left-wing Menshevik faction. Following the abortive July Days uprising, Trotsky was arrested in the crackdown on the Bolshevik leadership carried out by Aleksandr Kerensky's liberal government. In August, while still in jail, Trotsky was formally admitted to the Bolshevik Party and was also elected to membership on the Bolshevik Central Committee. He was released from prison in September and shortly afterward was elected chairman of the Petrograd Soviet of Workers' and Soldiers' Deputies. When fighting was precipitated by an ineffectual government raid early on November 6 (October 24, Old Style), Trotsky took a leading role in directing countermeasures for the soviet, while reassuring the public that his Military Revolutionary Committee meant only to defend the Congress of Soviets. Governmental authority crumbled quickly, and Petrograd was largely in Bolshevik hands by the time Lenin reappeared from the underground on November 7 to take direct charge of the Revolution and present the Congress of Soviets with an accomplished fact when it convened next day. Trotsky continued to function as the military leader of the Revolution when Kerensky vainly attempted to retake Petrograd with loyal troops. He organized and supervised the forces that broke Kerensky's efforts at the Battle of Pulkovo on November 13. Immediately afterward he joined Lenin in defeating proposals for a coalition government including Mensheviks and Socialist Revolutionaries.	

Russian Civil War

Study work 4

Read this article <https://www.bbc.co.uk/bitesize/guides/zdq46v4/revision/4> about the Russian Civil War. You should then consider the following questions and add your answers to the mind map above:

- ✓ What was the role of Trotsky?
- ✓ What was the role of ruthlessness?
- ✓ What was the role of propaganda?

Bolshevik seizure of power – exam question

Study work 5

Plan an answer to the following question: ‘The Bolsheviks took power in Russia due to the weaknesses of others’
(25 marks) Do this in the space below.

The New Economic Policy

Study work 6 ✓ Read the article below about the impact of the NEP. You should highlight the key section and then pick out the key knowledge from each paragraph.	
Lenin and the New Economic Policy	One piece of knowledge from the paragraph
Introduced by Vladimir Lenin in 1921, the New Economic Policy (or NEP) was a radical shift in Bolshevik economic strategy. It eased the harsh restrictions of war communism, the Bolshevik economic policy during the Civil War, and allowed the return of markets and petty trade. The NEP was controversial within the Bolshevik party, where some saw it as a backdown or retreat from socialism. The NEP ended the policy of grain requisitioning and introduced elements of capitalism and free trade into the Soviet economy. This was done, in Lenin's words, to provide "breathing space" for the Russian people. Under the NEP, Russian farmers were once again permitted to buy and sell their surplus goods at markets. This led to the emergence of merchants, retailers and profiteers dubbed "Nepmen". During the Civil War, these activities would have been punishable by death. The NEP was welcomed by many Russians, who had endured years of requisitioning, shortages, hoarding and restrictions on free trade – but it created ideological tension and divisions in the ranks of the Communist Party. Many Bolsheviks interpreted it as a surrender or retreat towards capitalism. Lenin's decision to introduce the NEP followed three years of civil war, social disruption, economic deprivation and famine. This only increased opposition to the Bolshevik regime which, in turn, increased the risk of rebellion or counter-revolution. By early 1921, the Soviet regime had been rattled by the Kronstadt rebellion, peasant revolts in the provinces, angry food queues in the cities, strikes by hungry workers and factionalism within the Communist Party. If conditions did not improve, the Bolshevik regime faced the possibility of another revolution. Lenin responded by winding back war communism and relaxing Soviet economic policy. He unveiled the NEP at the Tenth Party Congress in March 1921. The formal decree that introduced the NEP was called "On the replacement of prodrazvyorstka [grain requisitioning] with prodnalog [a fixed tax]". Under war communism and prodrazvyorstka, the amount of grain requisitioned was decided on-the-spot by unit commanders. The amount of prodnalog would instead be fixed by the state, allowing peasants to retain whatever surplus they had produced. The NEP also lifted a ban on agricultural and town markets, allowing peasants to buy and sell their surplus produce. The Soviet government would retain control of the "commanding heights" of the economy, such as banking, finance and heavy industry. The system introduced by the NEP can best be described as a mixed or blended economy. It contained elements of both socialism and capitalism.	

he replacement of requisitioning with a fixed tax and free markets gave Russian farmers an incentive to work harder and produce more. Helped by the end of the Civil War and stabilisation in conditions, agricultural production began to rise significantly.

Those peasants who produced more began to acquire surplus goods, bought more land and hired labour. A new group of affluent peasants or *kulaks*, a group long demonised in Bolshevik propaganda and persecuted by the Red Army and the Cheka, began to emerge.

Another group of opportunistic middle-men and retailers also emerged under the NEP. Dubbed the Nepmen, these shopkeepers, salesmen and market stall holders obtained items wholesale or secondhand and sold them with a markup. This capitalistic profiteering was strictly forbidden before 1921.

In comparative terms, the NEP was a success. It did not solve all of Russia's economic problems, however, nor did not produce immediate results. Russia's agricultural production remained stagnant through 1921, the worst year of the Great Famine, but production began to increase significantly in 1922 and beyond.

By the mid-1920s, Russia's agricultural output had been restored to pre-World War I levels. Back in 1913, Russia had produced around 80 million tons of grain. By 1921, this had fallen to less than 50 million tons – but four years of the NEP saw it increase to 72.5 million tons. There were also knock-on improvements in industrial production and the wages of industrial workers, which doubled between 1921 and 1924.

In November 1921, the Soviet regime introduced currency reforms that would back inflation and restored trust in the rouble. Most importantly, the availability of food in the cities was restored.

Because the NEP allowed elements of capitalism, hardliners in the Communist Party hierarchy viewed it as a retreat towards capitalism – or at least an acknowledgement that socialist policies had failed.

Lenin responded by justifying the NEP as a temporary measure. The NEP, he argued, was intended to provide “breathing space” for the Russian people and their economy, which was on the brink of collapse after seven years of war.

Lenin staved off criticism from within his own party by declaring that while elements of petty capitalism would return, the Soviet government retained control of industry, mining, heavy manufacture and banking.



**Turton School
History Department**



Tsarist and Communist Russia, 1855 - 1964
Unit 3 – The emergence of Communist dictatorship,
1917-1941

Stalin's rise to power

Dzhugashvili made slow progress in the party hierarchy. He attended three policy-making conclaves of the Russian Social Democrats—in Tammerfors (now Tampere, Finland; 1905), Stockholm (1906), and London (1907)—without making much impression. But he was active behind the scenes, helping to plot a spectacular holdup in Tiflis (now Tbilisi) on June 25 (June 12, Old Style), 1907, in order to “expropriate” funds for the party. His first big political promotion came in February (January, Old Style) 1912, when Lenin—now in emigration—co-opted him to serve on the first Central Committee of the Bolshevik Party, which had finally broken with the other Social Democrats. In the following year, Dzhugashvili published, at Lenin’s behest, an important article on Marxism and the national question. By now he had adopted the name Stalin, deriving from Russian *stal* (“steel”); he also briefly edited the newly founded Bolshevik newspaper *Pravda* before undergoing his longest period of exile: in Siberia from July 1913 to March 1917.

In about 1904 Stalin had married a pious Georgian girl, Ekaterina Svanidze. She died some three years later and left a son, Jacob, whom his father treated with contempt, calling him a weakling after an unsuccessful suicide attempt in the late 1920s; when Jacob was taken prisoner by the Germans during World War II, Stalin refused a German offer to exchange his son.

Reaching Petrograd from Siberia on March 25 (March 12, Old Style), 1917, Stalin resumed editorship of *Pravda*. He briefly advocated Bolshevik cooperation with the provisional government of middle-class liberals that had succeeded to uneasy power on the last tsar’s abdication during the February Revolution. But under Lenin’s influence, Stalin soon switched to the more-militant policy of armed seizure of power by the Bolsheviks. When their coup d’état occurred in November (October, Old Style) 1917, he played an important role, but one less prominent than that of his chief rival, Leon Trotsky.

Active as a politico-military leader on various fronts during the Civil War of 1918–20, Stalin also held two ministerial posts in the new Bolshevik government, being commissar for nationalities (1917–23) and for state control (or workers’ and peasants’ inspection; 1919–23). But it was his position as secretary general of the party’s Central Committee, from 1922 until his death, that provided the power base for his dictatorship. Besides heading the secretariat, he was also member of the powerful Politburo and of many other interlocking and overlapping committees—an arch-bureaucrat engaged in quietly outmaneuvering brilliant rivals, including Trotsky and Grigory Zinovyev, who despised such mundane organizational work. Because the pockmarked Georgian was so obviously unintellectual, they thought him unintelligent—a gross error, and one literally fatal in their case.

From 1921 onward Stalin flouted the ailing Lenin’s wishes, until, a year before his death, Lenin wrote a political “testament,” since widely publicized, calling for Stalin’s removal from the secretary generalship; coming from Lenin, this document was potentially ruinous to Stalin’s career, but his usual luck and skill enabled him to have it discounted during his lifetime.

Study work 1

- ✓ Read the information above about Stalin's rise to power. Make a set of notes about how Stalin was able to gain power in Russia.

Stalin's early leadership

After Lenin's death, in January 1924, Stalin promoted an extravagant, quasi-Byzantine cult of the deceased leader. Archpriest of Leninism, Stalin also promoted his own cult in the following year by having the city of Tsaritsyn renamed Stalingrad (now Volgograd). His main rival, Trotsky (once Lenin's heir apparent), was now in eclipse, having been ousted by the ruling triumvirate of Zinovyev, Lev Kamenev, and Stalin. Soon afterward Stalin joined with the rightist leaders Nikolay Bukharin and Aleksey Rykov in an alliance directed against his former co-triumvirs. Pinning his faith in the ability of the Soviet Union to establish a viable political system without waiting for the support hitherto expected from worldwide revolution, the Secretary General advocated a policy of "Socialism in one country"; this was popular with the hardheaded party managers whom he was promoting to influential positions in the middle hierarchy. His most-powerful rivals were all dismissed, Bukharin and Rykov soon following Zinovyev and Kamenev into disgrace and political limbo pending execution. Stalin expelled Trotsky from the Soviet Union in 1929 and had him assassinated in Mexico in 1940.

In 1928 Stalin abandoned Lenin's quasi-capitalist New Economic Policy in favour of headlong state-organized industrialization under a succession of five-year plans. This was, in effect, a new Russian revolution more devastating in its effects than those of 1917. The dictator's blows fell most heavily on the peasantry, some 25 million rustic households being compelled to amalgamate in collective or state farms within a few years. Resisting desperately, the reluctant muzhiks were attacked by troops and OGPU (political police) units. Uncooperative peasants, termed kulaks, were arrested en masse and shot, exiled, or absorbed into the rapidly expanding network of Stalinist concentration camps and worked to death under atrocious conditions. Collectivization caused a great famine in Ukraine, and Stalin's policies, some of which targeted Ukraine specifically, compounded the death and misery. Stalin continued to export the grain stocks that a less cruel leader would have rushed to the famine-stricken areas. In Ukraine this famine came to be known as the Holodomor, from the Ukrainian words for hunger (*holod*) and extermination (*mor*). Some 10 million peasants may have perished through Stalin's policies during these years.

Crash industrialization was less disastrous in its effects, but it, too, numbered its grandiose failures, to which Stalin responded by arraigning industrial managers in a succession of show trials. Intimidated into confessing imaginary crimes, the accused served as self-denounced scapegoats for catastrophes arising from the Secretary General's policies. Yet Stalin was successful in rapidly industrializing a backward country—as was widely acknowledged by enthusiastic contemporary foreign witnesses, including Adolf Hitler and such well-known writers as H.G. Wells and George Bernard Shaw.

Among those who vainly sought to moderate Stalin's policies was his young second wife, Nadezhda Alliluyeva, whom he had married in 1919 and who committed suicide in 1932. They had two children. The son, Vasily, perished as an alcoholic after rising to unmerited high rank in the Soviet Air Force. The daughter, Svetlana, became the object for her father's alternating affection and bad temper. She emigrated after his death and later wrote memoirs that illuminate Stalin's well-camouflaged private life.

Study work 2

- ✓ Read the information above about Stalin's early leadership. Which was the most important cause of Stalin seizing power; the failure of others or the strengths of Stalin?

The Great Purges

Study work 3

- ✓ Read the article below about the Great Purges under Stalin. You should highlight the key section and then pick out the key knowledge from each paragraph.

The Great Purges	One piece of knowledge from the paragraph
In late 1934—just when the worst excesses of Stalinism seemed to have spent themselves—the Secretary General launched a new campaign of political terror against the very Communist Party members who had brought him to power; his pretext was the assassination, in Leningrad on December 1, of his leading colleague and potential rival, Sergey Kirov. That Stalin himself had arranged Kirov's murder—as an excuse for the promotion of mass bloodshed—was strongly hinted by Nikita Khrushchev, first secretary of the party, in a speech denouncing Stalin at the 20th Party Congress in 1956. Stalin used the show trial of leading Communists as a means for expanding the new terror. In August 1936, Zinovyev and Kamenev were paraded in court to repeat fabricated confessions, sentenced to death, and shot; two more major trials followed, in January 1937 and March 1938. In June 1937, Marshal Mikhail Tukhachevsky, at the time the most influential military personality, and other leading generals were reported as court-martialed on charges of treason and executed. Such were the main publicly acknowledged persecutions that empowered Stalin to tame the Soviet Communist Party and the Soviet elite as a whole. He not only "liquidated" veteran semi-independent Bolsheviks but also many party bosses, military leaders, industrial managers, and high government officials totally subservient to himself. Other victims included foreign Communists on Soviet territory and members of the very political police organization, now called the NKVD. All other sections of the Soviet elite—the arts, the academic world, the legal and diplomatic professions—also lost a high proportion of victims, as did the population at large, to a semi-haphazard, galloping persecution that fed on extorted denunciations and confessions. These implicated even more victims until Stalin himself reduced the terror, though he never abandoned it. Stalin's political victims were numbered in tens of millions. His main motive was, presumably, to maximize his personal power.	

World War 2

Study work 4

Read this article https://www.bbc.co.uk/history/worldwars/wwtwo/soviet_german_war_01.shtml about World War 2. You should then consider the following questions and add your answers to the mind map above:

- ✓ What were the roots of war?
- ✓ What was the Soviet response?
- ✓ How did the war turnaround?
- ✓ What was the people's input?
- ✓ What was the price of victory?

Soviet economy – exam question

Study work 5

Plan an answer to the following question: To what extent did the Second World War change the nature of the Soviet economy and society? Answer with reference to the period 1928 to 1945. (25 marks)

Do this in the space below.

The New Economic Policy

Study work 6

- ✓ Read the article below about Stalin's legacy. You should highlight the key section and then pick out the key knowledge from each paragraph.

Stalin's legacy	One piece of knowledge from the paragraph
After the war, Stalin imposed on eastern Europe a new kind of colonial control based on native Communist regimes nominally independent but in fact subservient to himself. He thus increased the number of his subjects by about a hundred million. But in 1948 the defection of Titoist Yugoslavia from the Soviet camp struck a severe blow to world Communism as a Stalin-dominated monolith. To prevent other client states from following Tito's example, Stalin instigated local show trials, manipulated like those of the Great Purge of the 1930s in Russia, in which satellite Communist leaders confessed to Titoism, many being executed. Far from continuing his wartime alliance with the United States and Great Britain, Stalin now regarded these countries—and especially the United States—as the arch-enemies that he needed after Hitler's death. At home, the primacy of Marxist ideology was harshly reasserted. Stalin's chief ideological hatchet man, Andrey Zhdanov, a secretary of the Central Committee, began a reign of terror in the Soviet artistic and intellectual world; foreign achievements were derided, and the primacy of Russians as inventors and pioneers in practically every field was asserted. Hopes for domestic relaxation, widely aroused in the Soviet Union during the war, were thus sadly disappointed. Increasingly suspicious and paranoid in his later years, Stalin ordered the arrest, announced in January 1953, of certain—mostly Jewish—Kremlin doctors on charges of medically murdering various Soviet leaders, including Zhdanov. The dictator was evidently preparing to make this "Doctors' Plot" the pretext for yet another great terror menacing all his senior associates, but he died suddenly on March 5, according to the official report; so convenient was this death to his entourage that suspicions of foul play were voiced. A politician to the marrow of his bones, Stalin had little private or family life, finding his main relaxation in impromptu buffet suppers, to which he would invite high party officials, generals, visiting foreign potentates, and the like. Drinking little himself on these occasions, the dictator would encourage excessive indulgence in others, thus revealing weak points that he could exploit. He would also tease his guests, jocularity and malice being nicely balanced in his manner; for such bluff banter Stalin's main henchman, Vyacheslav Molotov, the stuttering foreign minister, was often a target. Stalin had a keen, ironical sense of humour, usually devoted to deflating his guests rather than to amusing them. Foremost among Stalin's accomplishments was the industrialization of a country which, when he assumed complete control in 1928, was still notably backward by comparison with the leading industrial nations of the world. By 1937, after less than a decade's rule as totalitarian dictator, he had increased the Soviet Union's total industrial output to the point where it was surpassed only by that of the United States. The extent of this achievement may best be appreciated if one remembers that Russia had held only fifth place for overall industrial output in 1913, and that it thereafter suffered many years of even greater devastation—through	

world war, civil war, famine, and pestilence—than afflicted any of the world's other chief industrial countries during the same period. Yet more appallingly ravaged during World War II, the Soviet Union was nevertheless able, under Stalin's leadership, to play a major part in defeating Hitler while maintaining its position as the world's second most powerful industrial—and now military—complex after the United States. In 1949 Stalinist Russia signaled its arrival as the world's second nuclear power by exploding an atomic bomb.

Against these formidable achievements must be set one major disadvantage. Though a high industrial output was indeed achieved under Stalin, very little of it ever became available to the ordinary Soviet citizen in the form of consumer goods or amenities of life. A considerable proportion of the national wealth—a proportion wholly unparalleled in the history of any peacetime capitalist country—was appropriated by the state to cover military expenditure, the police apparatus, and further industrialization. It is also arguable that a comparable degree of industrialization would have come about in any case—and surely by means less savage—under almost any conceivable regime that might have evolved as an alternative to Stalinism.

Stalin's collectivization of agriculture did not produce positive economic results remotely comparable to those attained by Soviet industry. Considered as a means of asserting control over the politically recalcitrant peasantry, however, collectivization justified itself and continued to do so for decades, remaining one of the dictator's most durable achievements. Moreover, the process of intensive urbanization, as instituted by Stalin, continued after his death in what still remained a population more predominantly rural than that of any other major industrial country. In 1937, 56 percent of the population was recorded as engaged in agriculture or forestry; by 1958 that proportion had dropped to 42 percent, very largely as a result of Stalin's policies.

Another of the dictator's achievements was the creation of his elaborately bureaucratized administrative machinery based on the interlinking of the Communist Party, ministries, legislative bodies, trade unions, political police, and armed forces, and also on a host of other meshing control devices. During the decades following the dictator's death, these continued to supply the essential management levers of Soviet society, often remaining under the control of individuals who had risen to prominence during the years of the Stalinist terror. But the element of total personal dictatorship did not survive Stalin in its most extreme form. One result of his death was the resurgence of the Communist Party as the primary centre of power, after years during which that organization, along with all other Soviet institutions, had been subordinated to a single man's whim. Yet, despite the great power wielded by Stalin's successors as party leaders, they became no more than dominant figures within the framework of a ruling oligarchy. They did not develop into potentates responsible to themselves alone, such as Stalin was during his quarter of a century's virtually unchallenged rule.

That Stalin's system persisted as long as it did, in all its major essentials, after the death of its creator is partly due to the very excess of severity practiced by the great tyrant. Not only did his methods crush initiative among Soviet administrators, physically destroying many, but they also left a legacy of remembered fear so extreme as to render continuing post-Stalin restrictions tolerable to the population; the people would have more bitterly resented—might even, perhaps, have rejected—such rigours, had it not been for their vivid recollection of repressions immeasurably harsher. Just as Hitler's wartime cruelty toward the Soviet population turned Stalin

into a genuine national hero—making him the Soviet Union’s champion against an alien terror even worse than his own—so too Stalin’s successors owed the stability of their system in part to the comparison, still fresh in many minds, with the far worse conditions that obtained during the despot’s sway.

Stalin has arguably made a greater impact on the lives of more individuals than any other figure in history. But the evaluation of his overall achievement still remains, decades after his death, a highly controversial matter. Historians have not yet reached any definitive consensus on the worth of his accomplishments, and it is unlikely that they ever will. To the American scholar George F. Kennan, Stalin is a great man, but one great in his “incredible criminality...a criminality effectively without limits,” while Robert C. Tucker, an American specialist on Soviet affairs, has described Stalin as a 20th-century Ivan the Terrible. To the British historian E.H. Carr, the Georgian dictator appears as a ruthless, vigorous figure, but one lacking in originality—a comparative nonentity thrust into greatness by the inexorable march of the great revolution that he found himself leading. To the late Isaac Deutscher, the author of biographies of Trotsky and Stalin—who, like Carr, broadly accepts Trotsky’s version of Stalin as a somewhat mediocre personage—Stalin represents a lamentably deviant element in the evolution of Marxism. Neither Deutscher nor Carr has found Stalin’s truly appalling record sufficiently impressive to raise doubts about the ultimate value of the Russian October Revolution’s historic achievements.

To such views may be added the suggestion that Stalin was anything but a plodding mediocrity, being rather a man of superlative, all-transcending talent. His special brilliance was, however, narrowly specialized and confined within the single crucial area of creative political manipulation, where he remains unsurpassed. Stalin was the first to recognize the potential of bureaucratic power, while the other Bolshevik leaders still feared their revolution being betrayed by a military man. Stalin’s political ability went beyond tactics, as he was able to channel massive social forces both to meet his economic goals and to expand his personal power.



Tsarist and Communist Russia, 1855 - 1964
**Unit 4 – The Stalinist dictatorship and reaction, 1941-
1964**

Political career under Stalin

In 1925 Khrushchev went into full-time party work as party secretary of the Petrovsko-Mariinsk district of Yuzovka. He distinguished himself by his hard work and knowledge of mine and factory conditions. He soon came to the notice of Joseph Stalin's close associate, Lazar M. Kaganovich, secretary general of the Ukrainian Party's Central Committee, who asked Khrushchev to accompany him as a nonvoting delegate to the 14th Party Congress in Moscow. For the next four years—in Yuzovka, then in Kharkov (now Kharkiv) and Kiev—Khrushchev was active as a party organizer. In 1929 he received permission to go to Moscow to study metallurgy at the Stalin Industrial Academy. There he was appointed secretary of the academy's Party Committee. In 1931 he went back to full-time party work in Moscow. By 1933 he had become second secretary of the Moscow Regional Committee.

During the early 1930s Khrushchev consolidated his hold on the Moscow party cadres. He supervised the completion of the Moscow subway, for which he received the Order of Lenin in 1935. That year he became first secretary of the Moscow city and regional party organization—in effect, the governor of Moscow. In the preceding year, at the 17th Party Congress, he had been elected a full member of the 70-man Central Committee of the Communist Party of the Soviet Union (CPSU).

Khrushchev was a zealous supporter of Stalin in those years and participated in the purges of party leadership. He was one of only three provincial secretaries who survived the mass executions of the Great Purge of the 1930s. He became a member of the Constitutional Committee in 1936, an alternate member of the Central Committee's ruling Politburo in 1937, and in the same year a member of the Foreign Affairs Commission of the Supreme Soviet. A year later Khrushchev was made a candidate member of the Politburo and sent to Kiev as first secretary of the Ukrainian party organization. In 1939 he was made a full member of the Politburo.

In 1940, after Soviet forces had occupied eastern Poland, Khrushchev presided over the “integration” of this area into the Soviet Union. His principal objective was to liquidate both the Polish and Ukrainian nationalist movements, as well as to restore the Communist Party organization in Ukraine, which had been shattered in the Great Purge. This work was disrupted by the German invasion of the Soviet Union in June 1941. Khrushchev's first wartime assignment was to evacuate as much of Ukraine's industry as possible to the east. Thereafter he was attached to the Soviet army with the rank of lieutenant general; his principal task was to stimulate the resistance of the civilian population and maintain liaison with Stalin and other members of the Politburo. He was political adviser to Marshal Andrey I. Yeremenko during the defense of Stalingrad (now Volgograd) and to Lieutenant General Nikolay F. Vatutin during the huge tank battle at Kursk.

After the liberation of Ukraine in 1944, Khrushchev reassumed control of Ukraine as first secretary of the Ukrainian party organization. He worked to restore the civil administration and to bring that devastated country back to a subsistence level. A famine in 1946 was one of the worst in Ukraine's history; Khrushchev fought to restore grain production and to distribute food supplies, against Stalin's insistence on greater production from Ukraine for use in other areas. During this period Khrushchev gained a firsthand acquaintance with the problems of Soviet agricultural scarcity and planning. In 1949 Stalin called him back to Moscow, where he took over his old job as head of the Moscow City Party and concurrently was appointed secretary of the Central Committee of the CPSU.

The period 1949–53 was far from pleasant for Khrushchev and other members of the Soviet leadership, who found themselves pawns in Stalin's palace politics. Khrushchev moved more and more into agriculture, where he began his schemes for the *agrogorod* (“farming town”) and larger state farms at the expense of the conventional collectives. His innovations were rejected in 1951, however, when responsibility for agriculture was transferred to Georgy M. Malenkov.

Study work 1

- ✓ Read the information above about the career of Khrushchev. Make a set of notes about Khrushchev's role under Stalin.

Khrushchev in power

During World War II, Khrushchev mobilized troops to fight Nazi Germany in the Ukraine and at Stalingrad. After the war, he helped to rebuild the devastated countryside while simultaneously stifling Ukrainian nationalist dissent. By the time Stalin died in March 1953, Khrushchev had positioned himself as a possible successor. Six months later, he became head of the Communist Party and one of the most powerful people in the USSR.

At first, Khrushchev and other high-ranking officials ruled through a form of collective leadership. But in 1955 he organized the ouster of Premier Georgi Malenkov and replaced him with an ally, Nikolai Bulganin. Khrushchev foiled a Malenkov-led coup attempt in June 1957 and took over the premiership the following March.

Once a loyal Stalinist, Khrushchev gave a long speech in February 1956 that criticized Stalin for arresting and deporting opponents, for elevating himself above the party and for incompetent wartime leadership, among other things. This withering, albeit incomplete, indictment of Stalin was supposed to remain secret. By that June, however, the U.S. State Department had published the complete text. Starting in 1957, Khrushchev made some minor attempts to rehabilitate Stalin's image. But he switched course once again in 1961, when the city of Stalingrad was renamed and Stalin's remains were removed from Lenin's mausoleum in Moscow's Red Square.

Emboldened by Khrushchev's so-called "secret speech," protestors took to the streets in the Soviet satellites of Poland and Hungary. The Polish revolt was resolved fairly peacefully, but the Hungarian revolt was violently suppressed with troops and tanks. In all, at least 2,500 Hungarians were killed in late 1956, and about 13,000 were wounded. Many more fled to the West, and others were arrested or deported.

On the domestic front, Khrushchev worked—not always successfully—to increase agricultural production and raise living standards. He also reduced the power of the Soviet Union's feared secret police, released many political prisoners, relaxed artistic censorship, opened up more of the country to foreign visitors and inaugurated the space age in 1957 with the launch of the satellite Sputnik. Two years later, a Soviet rocket hit the moon, and in 1961 Soviet astronaut Yuri A. Gagarin became the first man in space.

Study work 2

- ✓ Read the information and consider how does Khrushchev come into power? Add you thoughts below.

The Virgin Lands Campaign

Study work 3

- ✓ Read this article https://www.rbth.com/multimedia/history/2017/08/16/virgin-lands-campaign-how-the-ussr-tried-to-counter-food-shortages_823652. You should then consider the failures and success of the Virgin Lands Campaign

Failure

Success

The Virgin Lands Campaign

Study work 4

Listen to this: <https://www.bbc.co.uk/programmes/w3cswsnf> You should then consider the following questions and add your answers to the mind map above:

- ✓ What was the short-term impact of the campaign?
- ✓ What was the long-term impact of the campaign?

Opposition – exam question

Study work 5

Plan an answer to the following question: Opposition from within the Communist Party posed a greater threat to Soviet leaders than that from opponents and cultural dissidents outside it. Assess the validity of this view of the years 1941 to 1964. (25 marks). Do this in the space below.

The New Economic Policy

Study work 6

- ✓ Read the article below about Khrushchev's legacy. You should highlight the key section and then pick out the key knowledge from each paragraph.

Khrushchev's legacy	One piece of knowledge from the paragraph
The failures in agriculture, the quarrel with China, and the humiliating resolution of the Cuban missile crisis, added to growing resentment of his own arbitrary administrative methods, were the major factors in Khrushchev's downfall. On October 14, 1964, after a palace coup orchestrated by his protégé and deputy, Leonid Brezhnev, the Central Committee accepted Khrushchev's request to retire from his position as the party's first secretary and chairman of the Council of Ministers of the Soviet Union because of "advanced age and poor health." For almost seven years thereafter, Khrushchev lived quietly in Moscow and at his country dacha as a "non-person"—officially a special pensioner of the Soviet government. He was mentioned in the Soviet press occasionally and appeared in public only to vote in Soviet elections. The one break in this ordered obscurity came in 1970 with the publication of his memoirs in the United States and Europe, although not in the Soviet Union. This was the first installment of a large body of personal reminiscence that he dictated in secret during his retirement. Almost 48 hours elapsed after his death before it was announced to the Soviet public. He was denied a state funeral and interment in the Kremlin wall, although he was allowed a quiet burial at Novodevichy Convent Cemetery in Moscow. For the Soviet Union and indeed for the entire world communist movement, Nikita Khrushchev was the great catalyst of political and social change. In his seven years of power as first secretary and premier, he broke both the fact and the tradition of the Stalin dictatorship and established a basis for liberalizing tendencies within Soviet communism. Khrushchev was a thoroughgoing political pragmatist who had learned his Marxism by rote, but he never hesitated to adapt his beliefs to the political urgencies of the moment. His experience with international realities confirmed him in his doctrine of peaceful coexistence with the noncommunist world—in itself a drastic break with established Soviet communist teaching. He publicly recognized the limitations as well as the power of nuclear weapons, and his decision to negotiate with the United States for some form of nuclear-testing control was of vast importance. At the same time, Khrushchev's rough empathy with the Soviet people resulted in concessions to a consumer economy and in a general relaxation of security controls, which had equally far-reaching effects. Despite his repression of the Hungarian uprising in 1956, his acceptance of "different roads to socialism" led to growing independence among European communist parties, but his Russian nationalism and his suspicion of Mao Zedong's communism helped create an unexpectedly deep fissure between China and the Soviet Union. By the time he was removed from office, he had set up guidelines for and limitations to Soviet policy that his successors were hard put to alter. The cautious handling of his death announcement reflected his increasing popularity in his last years, both in the Soviet Union and the outside world, as many contrasted his consistent, if occasionally stormy, peaceful coexistence diplomacy with the more	

restricted, conservative, and quietly repressive policy of his successor, Leonid Brezhnev. Even at the time of Khrushchev's death, it was widely felt that the basic changes in Soviet life made under his regime would be hard to uproot and might indeed result in ultimate changes in the pattern of Soviet society and world power relationships.

Khrushchev's attempts to reform communism, once begun, powerfully and permanently influenced similar tendencies in the world's other communist states, from Władysław Gomułka's Polish thaw (1957) to Alexander Dubček's "socialism with a human face" in Czechoslovakia (1968) down through the efforts of Deng Xiaoping and his successors to combine a market economy with the dictatorship of the Communist Party in China during the 1980s and '90s. In fact, the Soviet leader Mikhail Gorbachev's reform policies of perestroika ("restructuring") and glasnost ("openness") in the late 1980s owed much to Khrushchev's attempts to liberalize the communist party-state. Gorbachev, Aleksandr Yakovlev, and other leading figures of this twilight period of Soviet communism developed their reformist outlook during the post-Stalin thaw, as did those more-radical reformers, led by Boris Yeltsin, who came to power in Russia after the collapse of communism in 1991. These "children of the 20th Party Congress," as they were called, were in their 20s and 30s when Khrushchev's impassioned expose of Stalin's dictatorship burst on their consciousness. Their shock at hearing the crimes of the leadership thus publicly exposed engendered a mood of doubt and gathering disbelief that ultimately tore down the whole structure of Lenin's imposed ideology.

Whatever the view of Khrushchev's personal eccentricities, his boisterousness, his vulgarity, and his bewildering shifts, he was accounted a man of stature. Throughout the 1990s, increased access to party and state archives in Russia produced a steady stream of publications relating to Khrushchev's career—and with them an inevitable reassessment of the peasant statesman, flawed though he was, whose courage in revealing the crimes of the past would ultimately work to change his country's and the world's future.

Maths

Pure

Review Exercise 1 Pages 85-88

Review Exercise 2 Pages 226- 229

Review Exercise 3 Pages 338- 341

Exam-Style Practice Paper Pages 342- 344

Statistics

Review Exercise 1 Pages 113-117

Exam-Style Practice Paper Pages 201-202

Mechanics

Review Exercise 2 Pages 197-200

Exam-Style Practice Paper Page 203

Y12 Study Work for Media

Students are working on Unit 4 (Pre-production)

They must complete:

Learning Aim A: a report on the research carried out to understand the pre-production process.

Learning Aim B & C: the creation of numerous documents kept in Google Docs that are used in pre-production

Learning Aim D: an evaluation document for the whole process

A Level PE Study Work

Ongoing tasks:

To understand a wide range of sports

To educate yourself in sports that are less familiar to you.

Rationale: Most A level students have a comprehensive knowledge of a couple of sports but not the broad range that is required to be a high achieving candidate. Exam questions will often use examples from a wide range of sports and often select 'non-traditional sports' to see if students can accurately apply their knowledge.

Task to have a comprehensive knowledge of sports listed in the OCR practical list of activities. The list of practical activities be found on pages 34&35 using the link below

<https://www.ocr.org.uk/Images/234840-guide-to-non-exam-assessment-as-and-a-level.pdf>

Sports Events to research

Research the following events so that you have a comprehensive understanding sport and event:

Wimbledon Tennis Championships – Last week of June, first week in July

Cricket Tests - Lords and the Oval Rugby Internationals/ The Ashes

The Six Nations - Twickenham Football Internationals

The Boat Race – Oxford v Cambridge

The London Marathon

The British Open – Golf

The Invictus Games

The Wenlock/Dover Games

Useful Websites

- www.mypeexam.com
- www.sportengland.org
- www.brianmac.co.uk
- National Governing Body websites (NGB) e.g. The FA www.thefa.com, The RFU www.rfu.com etc.

PE Books:

- Bevis,P & Murray,M. AQA AS Physical Education (2008) Nelson Thornes.
- Roscoe D, Davis B, Roscoe J. AS Revise PE for AQA (2010) Jan Roscoe Publications
- Bizley, K. AQA Physical Education (2009) Nelson Thornes.
- Clegg, C. Exercise Physiology And Functional Anatomy (1995) Feltham Press
- Walder, P. Mechanics And Sport Performance (1998) Feltham Press (1998)
- Burrows, S. Byrne, M. Young, S. AQA AS Physical Education Student Revision Guide (2008) Philip Allan Updates
- Wiggins-James, N. James, R. Thompson, G. AS PE for AQA (2005) Heinemann

Also

- Sports rule books and coaching guides
- Sports Biographies/Autobiographies

Journals

- Journal of Sports Sciences
- Journal of Sport & Social Issues
- All sports magazines will offer a view on performing, coaching, science, current issues or history of sport(s). They are therefore valuable wider reading material
- National newspapers. The sports pages report global events and the biggest issues

TV

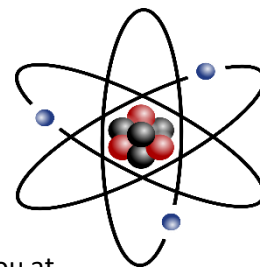
- Sky sports news
- Live sport – watch local, national and global events.
- Sports biographies and ‘day in the life of’ programs give an excellent insight into the world of the elite athlete

Live sport

- Active involvement in a sports club or team is essential.
- Go to live sports fixtures and events – This is fun and may help your grades!

Independent Learning in Physics

The most important part of independent learning in Physics is the application of your knowledge to real world situations.



In-class

You will be using the CGP A-Level textbook in class as well as printed notes given to you at the start of each topic. This gives you the key information for each topic, allowing you to read ahead and prepare for upcoming lessons and revision for assessments.

Homework

Homework will be set after each lesson and will mainly consist of past paper questions to enable you to apply your learning and practise your exam technique. Extra questions can be found in your textbook and revision guides.

What does independent learning look like in Physics?

1. Review your work every week

Evaluate your learning from each lesson. Identify and note down what you understand and what you don't understand. Use your textbook to practise the fact recall and summary questions for the particular part of the topic, and check your answers in the back of the book. If you are still unsure, speak to your teachers (in class, on Teams or via email) to clarify any misunderstandings. It is better to do this every week as the topics build on what you have learnt from the previous lessons, so the longer you leave it, the harder you will find it.

2. Use online resources to develop your understanding

AQA Website - A-Level Physics Specification 7408 and Past Papers – Concise list of requirements for the course and previous exam papers

Revisely – Notes and videos for each part of the topic

Physics Online – Notes and videos with some help on how to answer exam questions too

save my exams – Practise exam questions and a quick way to check your answers

Seneca learning – Presentations, notes and quizzes for each part of the topic

3. Wider reading

Most Science publications, such as New Scientist, will help with your understanding of how the subject is used in industry and research, which stretches well beyond your curriculum and subject. Other publications such as 'How it works' and 'All about Space' can give a more focussed perspective on topics like engineering and astronomy that can be applied to your current curriculum.

Science books such as 'A brief history of time' and 'The Feynman lectures' can give a glimpse into post A-Level Physics and are the most commonly read books for UCAS applications. However, consider reading other books such as 'Bad Science' and 'Why Elephants can't jump' to give you an alternative to all other applicants.

Christianity: Study work

Biblical and Christian history for theological discussion.

Using your textbook: Christianity an Introduction, Alister McGrath complete the following activities. You should have a copy of this book but there are a number of books for loan from the FE department.

The Early Church

<https://www.youtube.com/watch?v=3k8yEkjFXU>

Here Alister McGrath talks about the Early Church and the 'patristic period'.

Using your class notes, Alister McGrath's textbook 'Christianity an Introduction' and the clip above.

1. Make notes in the form of an Explore (8 mark) question about this period e.g. 'Explore the patristic period in Christian history'.
2. Make notes on the implications of the ideas discussed about this period. What affect did the ideas, events and discussions have on Christianity and the Church? You could organize your notes as a 12 mark answers i.e. 'Assess the implications of ideas and events of the patristic period'.

Middle Ages and Renaissance

https://www.youtube.com/watch?v=FjNrN_kNWHc

Here Alister McGrath talks about the Middle Ages and Renaissance.

Using your class notes, Alister McGrath's textbook 'Christianity and Introduction' and the clip above.

1. Why were these periods so important? Think about the importance of scholasticism for example as a product of its time but its relevance in the lives of Christians today.
2. What are the key theological and ecclesiastical events/ ideas?

Reformation

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

Here Alister McGrath talks about the Reformation.

Using your class notes, Alister McGrath's textbook 'Christianity and Introduction' and the clip above.

1. Why is this period in Christian so important both theologically, but also socially and politically? Can you link to other events in history and the Church's impact on these?

Modern Period

https://www.youtube.com/watch?v=cJeQulgTj_I

Here Alister McGrath talks about the Reformation.

Using your class notes, Alister McGrath's textbook 'Christianity and Introduction' and the clip above.

1. What was the 'enlightenment' and what effect did it have on Christianity? Is reason at odds with Faith?
2. What effect did world events have on the discussions around religion, faith and reason?

Philosophy: Study work

Arguments for the existence of God

Using your textbook: Examining Philosophy and Ethics, Patrick Clarke complete the following activities. You should have a copy of this book but there are a number of books for loan from the FE department.

The Design Argument

<https://www.youtube.com/watch?v=foeM6vXZCys>

<https://www.youtube.com/watch?v=9NGj6Zk9Wj0>

Using your class notes, Patrick Clarke's book and the clips above.

1. What are the key design arguments?
2. What is an indicative argument? What is important about the conclusions it draws? Can inductive arguments ever be said to be a 'proof' of anything. What might we mean by 'proof'? What are the implications of inductive arguments for science i.e. what does our study of indicative arguments for God's existence tell us about our approach to scientific proofs?
3. What positive and –negative implications are there for design? Link to Christian ideas about Creation and look at each design argument separately because the strengths and weaknesses of one may not pertain to the others.
4. Do the criticisms of the design argument 'prove that there is no God'?

The Cosmological Argument

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

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

<https://www.youtube.com/watch?v=SMnZEsh4ZQ0>

<https://www.youtube.com/watch?v=n5w4Kg-tkJs>

Using your Patrick Clarke's book and the clips above.

1. Outline Aquinas' first 3 ways. You may want to do this as a series of explore questions. I.e. 'Explore Aquinas' first way from motion' etc.
2. What is the difference between contingent and necessary existence?
3. What criticism of the basic argument does the Kalam Cosmological argument solve? Think about the premises of the argument

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

4. Why is infinity an incoherent concept according to William Lane Craig?
5. Here is a link to a document on request that has a summary of some of the main concepts within the cosmological argument. There are a series of activities at the end to help consolidate your knowledge.

<https://request.org.uk/resolve/wp-content/uploads/sites/4/2020/09/DGE1-The-Cosmological-Argument-v3.pdf>

The Ontological Argument

https://www.youtube.com/watch?v=jsNdL_ANjAA

<https://www.youtube.com/watch?v=SlkVU0AcSMw>

Using your Patrick Clarke's book and the clips above.

1. How does this argument differ from the Cosmological and Design arguments? I.e. what type of argument is it?
2. What are the advantages of this type of argument?
3. Outline (perhaps in the form of an 'Explore' question e.g. 'Explore the key features of the Ontological Argument') the key features of the ontological argument, what are the premises that lead to an unquestioned conclusion?
4. OVER TO YOU: Why do you think modern students find this type of argument difficult to access?
5. What are some of the main strengths and weaknesses of this argument?

Ethics: Study work

Log into:

<https://ethicsonline.co.uk/login/>

Use our log in (please don't give this to anyone else as we pay for this for you.)

TurtonFE

FaithandEthics

It should say you are logged in as Rob Greenhalgh (please make sure you log out at the end)

Click on 'member's area'

Then select 'watch films'

Ethical Theories 1:

Situation Ethics – watch the film and fill in notes on the following headings to help you make detailed notes to support your work on Situation Ethics. This is one of the part B topics so it's really important you are confident with the theory and its strengths and weaknesses. The teacher's notes with a transcript are below and will help you if you are struggling to catch ideas.

Using the teacher's notes:

1. Explain the link between Bonhoeffer's thinking and Situation Ethics.
2. How has Tillich also influenced the development of Situation Ethics?
3. What is the social and Intellectual background what was Fletcher trying to address?

Using the film or transcript:

4. What did John Robinson's book Honest to God challenge? What was his understanding of God?
5. Where does Fletcher go back to for the core of his theory?
6. What did Fletcher use to illustrate his ideas? Give an example of one.
7. Name and explain each of the 6 Propositions.
8. Give some key short quotes of Fletcher based on the 4 working principles. What are these?

9. What did Pope Pius 12th argue about Situation Ethics?
10. Explain other criticisms raised about Situation Ethics
11. What are some of the key strengths of Situation Ethics?
12. What do Hansell and Jenkins conclude about the theory?

Ethical Theories 2:

Natural Law: Watch the film or use the transcript on Natural Moral Law to help you answer the following questions.

1. How does the Nuremberg trial offer support for the relevance and use of NML theory in the modern world?
2. How did reading Aristotle influence Aquinas – what ideas did he adopt into his theory?
3. What end does Aquinas argue is our telos?
4. What is the Synderesis rule?
5. What are the 5 primary precepts and how do the secondary precepts link to them?
6. What are the 4 levels of law that Aquinas identified and how do they link to NML?
7. What is an interior act?
8. How are the virtues linked to NML? Name the cardinal and theological virtues.
9. What is the principle of double effect?
10. What are key criticisms of NML?
11. How does Proportionalism adapt NML

Utilitarianism: Using the teacher notes after watching a film as an example. Work through the questions and tasks set at the start of the notes before the transcript. This will help you think through the different issues and the differences between act and rule utilitarianism

Revision materials:

<https://www.youtube.com/playlist?list=PLeQ7D2NaStYQhPgaTyY59-LqUwX-lA6F6>

Here is a playlist made just for year 12 with lots of Ethics revision videos that you can watch and make notes on to help you prepare for assessments and year 13.

You will be assessed on your year 12 work throughout year 13 and of course in the final exam so it is important to keep revising and building your knowledge.

Study work

Social Science

Sociology:

Topic	Approximate date set	Deadline.
Internal factors affecting girls achievement	w/c 28 th of April	4 th of May
Identity, class and girls achievement	w/c 28 th of April	4 th of May
Questionnaires and Interviews	w/c 10 th of May	20 th of May
Subject choice and sexual and gender identity	w/c 24 th of May	7 th of June
Educational policy	w/c 14 th of June	24 th of June
Participant observation and official statistics	w/c 28 th of June	5 th of July
Methods in Context	w/c 12 th of July	End of term/possibly first week back in September.

Criminology:

Topic:	Approximate date set:	Deadline.
Unit 3: AC1.1	17 th of May	7 th of June
Unit 4: AC1.1	14 th of June	28 th of June
Unit 3: AC1.2	5 th of July	19 th of July
Unit 4: AC1.2	19 th of July	September

Psychology:

Topic	Approximate date set	Deadline.
Comparison of approaches	w/c 26 th of April	30 th of April
Statistical testing RM	w/c 28 th of April	6 th of May
Attachment formation (caregiver-interactions, Animal studies, stages of attachment, learning theory)	w/c 28 th of April	13 th of May
Types of conformity & Asch's research	w/c 4 th of May	14 th of May
Features of science RM	w/c 10 th of May	14 th of May
Attachment – Bowlby's monotropy theory, maternal deprivation	w/c 17 th May	24 th of May
Social influence: obedience + Milgram	w/c 24 th of May	7 th of June
Biopsychology	w/c 7 th of June	14 th of June
Social influence: Zimbardo/social change	w/c 14 th of June	21 st June
Biopsychology	w/c 21 st June	9 th of July

A LEVEL Spanish

list of websites for students independent study

<http://rtve.es> Search for '4 minutos' within the site and then listen and try to pick out the main stories

<http://www.audiria.com/> Listening practice with transcripts

<http://www.laits.utexas.edu/spe/> Video listening practice with transcripts

http://web.mac.com/sanferminuk/Advanced_Level_Listening/Spanish/Spanish.html Listening exercises with exercises in pdf format

<http://zachary-jones.com/spanish/> Superb blog with articles and exercises to accompany them, as well as songs and videos

<http://www.elpais.com/audios/> Excellent short audio bites on up-to-the-minute topics, literally on the day they happen

<http://www.rtve.es/mediateca/videos/> Videos and audio on up-to-the minute topics

http://www.spanishnewsbites.com/spanish_newsbytes/advanced_level/ Excellent listening activities with blankfill exercise, transcript and translator tool

<http://feeds.feedburner.com/SlowSpainPodcast> Excellent listening activities (with transcript available)

<http://www.asisehace.net/?cat=4> Listening activities and vodcasts

<http://www.espanol-extra.co.uk/>

http://www.spanishrevision.co.uk/a_level/reading/reading_index.htm Great reading exercises

http://www.spanishrevision.co.uk/a_level/listening/listening_index.htm Lots of different types of listening exercises on good A level topics

http://www.spanishrevision.co.uk/a_level/graphics/index.htm Illustrative graphics on a variety of A level topics

http://www.spanishrevision.co.uk/a_level/index.htm

<http://www.elmundo.es> Spanish newspaper online

http://www.freeetv.com/modules.php?name=Video_Stream&page=watch&id=2211&d=2 Euronews in Spanish

<http://www.spanish-only.com/> Word of the day can be helpful, particularly as it gives examples

<http://oye.languageskills.co.uk/index.html> Different activities for different levels

<http://www.colby.edu/personal/b/bknelson/SLC/> Grammar exercises

[Trinity grammar pages](#) Grammar exercises

<http://www.jimmyp.me.uk/page3.html> Excellent grammar notes

<http://www.languagesresources.co.uk/> Great resources for different levels, including reading comprehension practice, and literature notes and worksheets

<http://servicios.ideal.es/videos/#> Brilliant videos on a huge range of topics. Try summarising what they say, for practice

<http://www.20minutos.es/> Accessible reading and video clips

<http://sacodeyl.inf.um.es/sacodeyl-search2/> Select Spanish Corpus for series of videos of Spaniards talking about different topics

<http://www.aulaintercultural.org/> Intercultural education, useful for A2 topics

[Punto y coma](#) Listening and reading online

<http://zachary-jones.com/spanish/> Lots of really interesting activities and posts - check out the selections in the side bar

<http://zachary-jones.com/spanish/unidades-didacticas/comparativos> Comparative exercises

<http://www.verbuga.eu/Esmi/Esmi.html> Choose your verb(s) and your tense(s) then practise, practise, practise

<http://formespa.rediris.es/canciones/> Songs and exercises

<http://www.spanish.cl/Grammar/Games.htm>

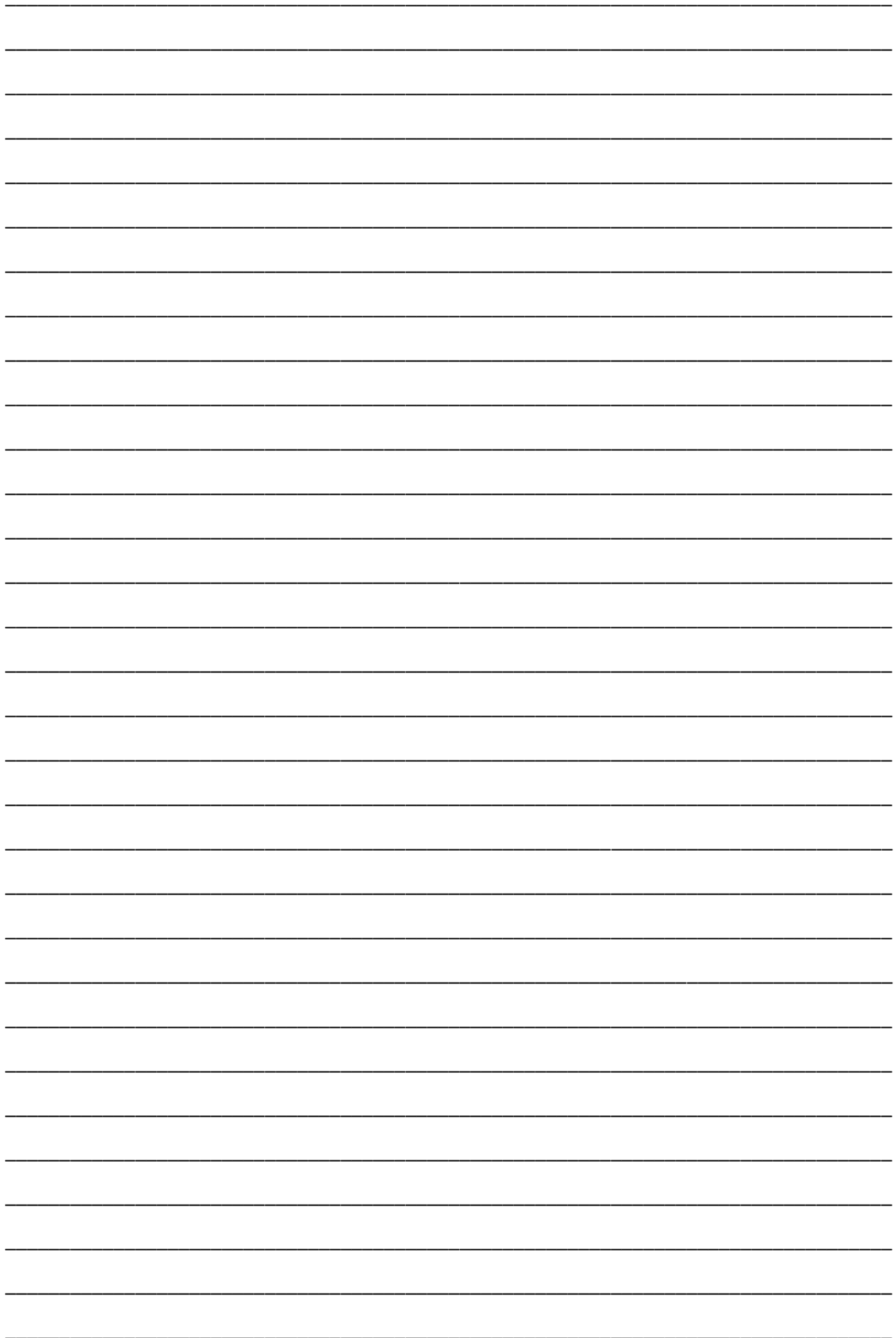
Escribe un ensayo sobre una de estas preguntas

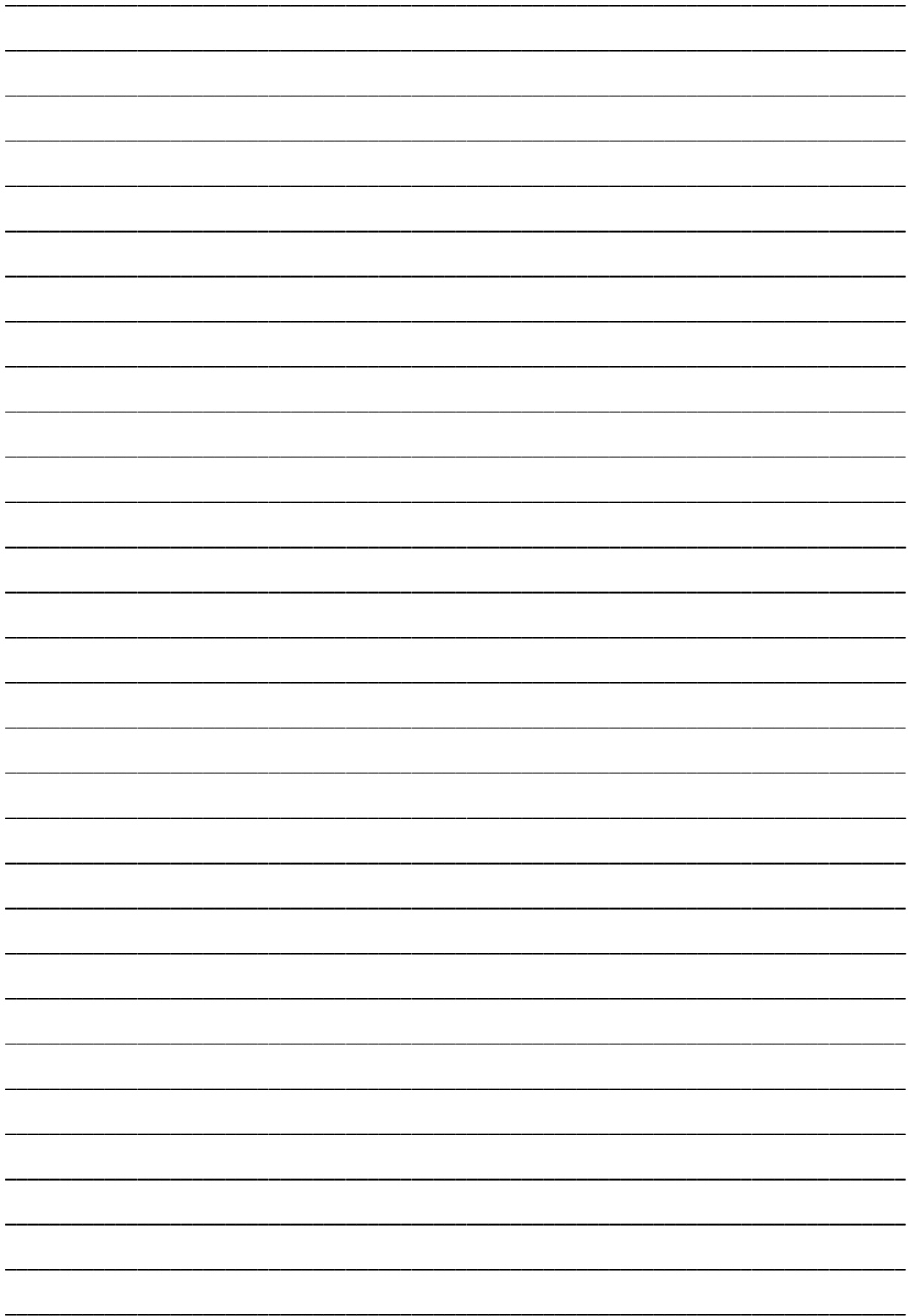
¿Hasta qué punto se puede decir que los modelos son una mala o buena influencia para los jóvenes?

O

¿Qué más pueden hacer las personas famosas para ejercer su influencia sobre los jóvenes?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





Escribe un ensayo sobre una de estas preguntas

¿Cómo ha cambiado el papel de la mujer en España desde la dictadura?

O

“El matrimonio es una idea anticuada e irrelevante en la sociedad Española hoy en día” ¿Hasta qué punto estás de acuerdo?

[illegible]

