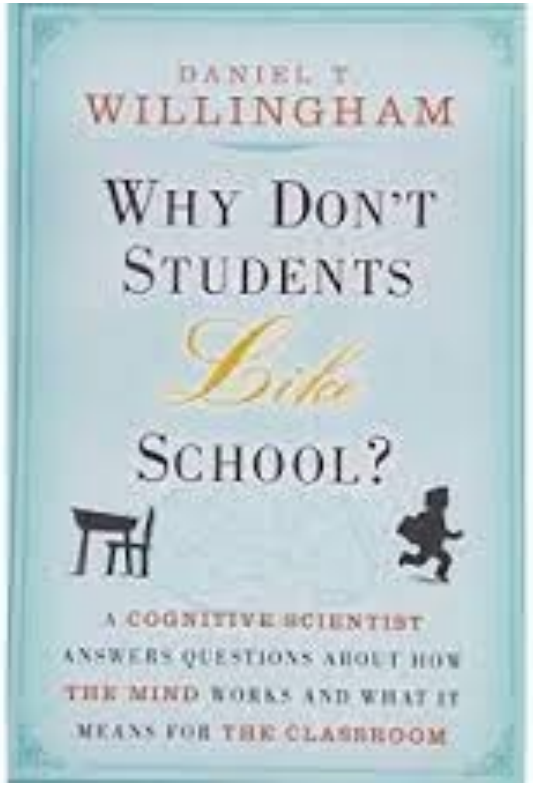
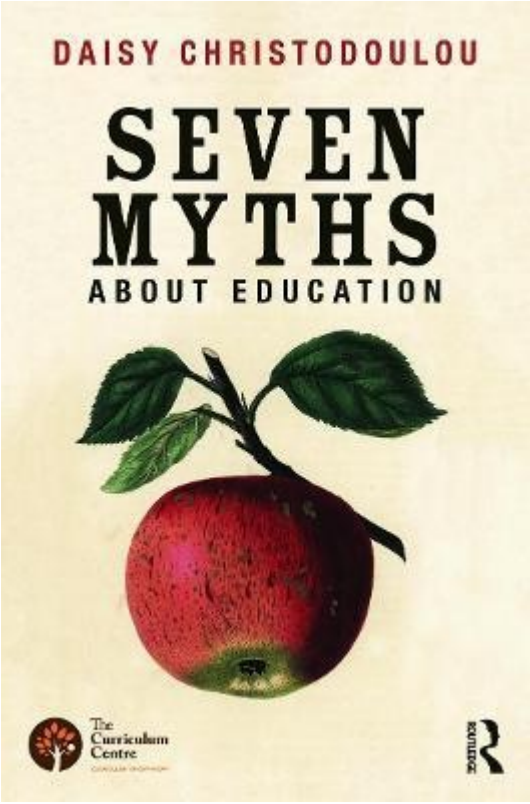
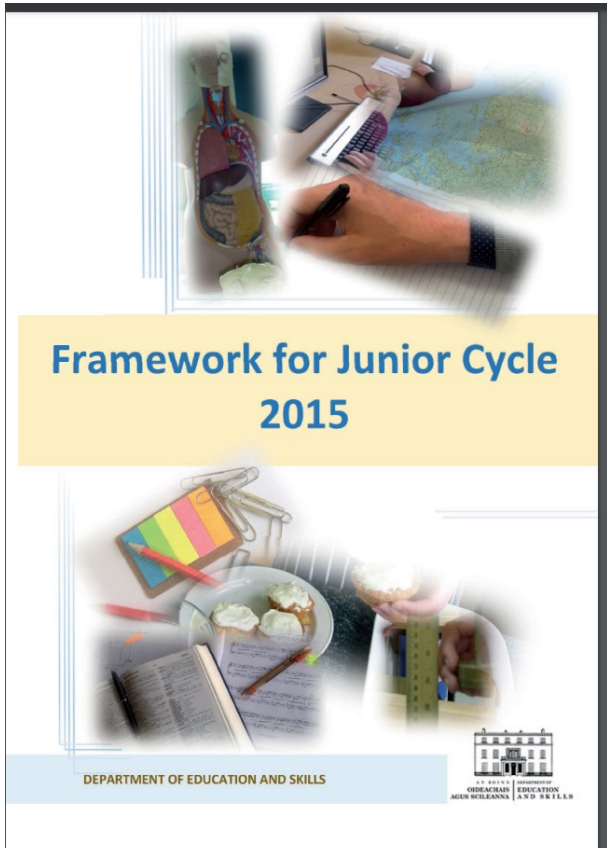
Knowledge, Skills and the Junior Cycle

Clare Madden
English and History Teacher







I want my students to leave my class knowing things about my subjects: English and History

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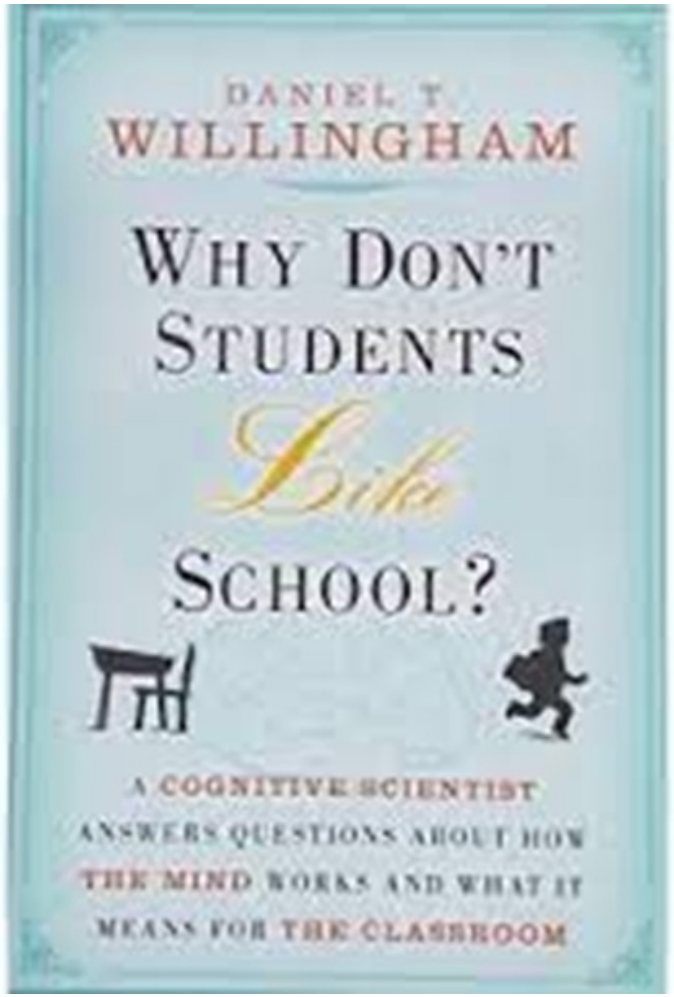
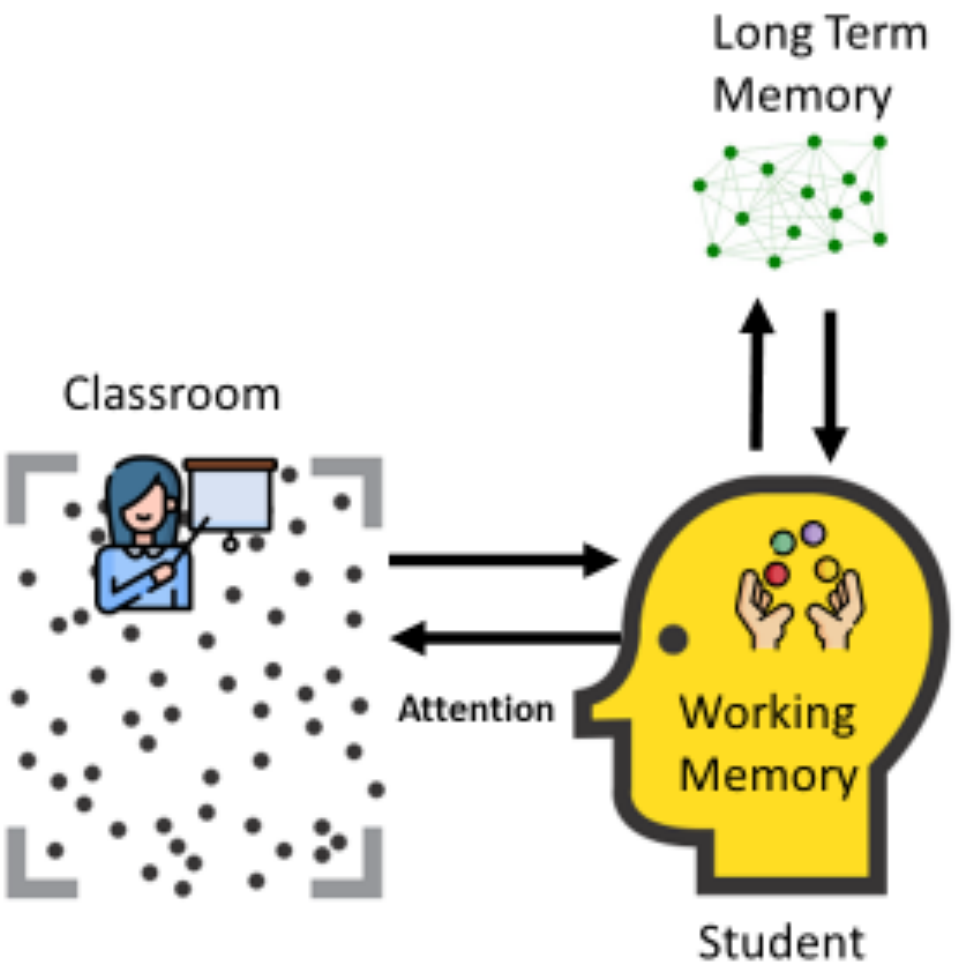
I want my students to be able to think critically, imaginatively and analytically about my subjects: English and history





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David didau
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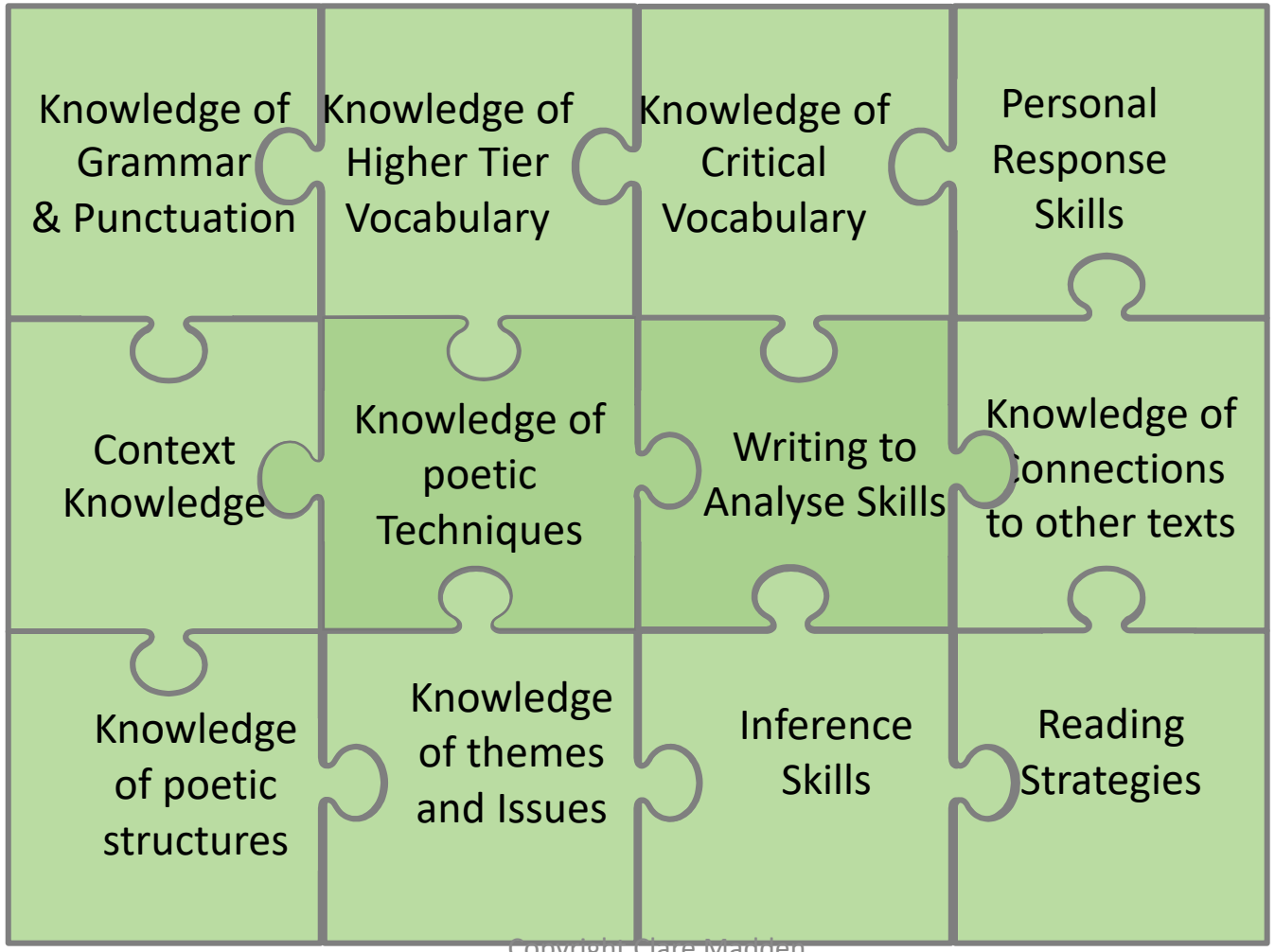
Do you think that poets offer readers hope through their poetry? Explain your views with reference to at least three poems you have studied. Refer to both the ideas and the use of language in the poems you discuss



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The Chess Experiment

Experiment 1: 1946
Adriaan de Groot
Dutch psychologist and chess master

Experiment

- Display a chess position from grand master games (2-10 seconds)
- Reconstruct the position from memory

Results

- Grandmasters/ masters could produce 93% accuracy from memory
- Experts could reproduce 72% accuracy from memory
- Good amateurs could reproduce 50% accuracy from memory
- Novice players could reproduce 33% accuracy from memory

Conclusion

Chess is not a game of skill and analytical thinking- it is a game of knowledge. Knowledge of chess positions

The Chess Experiment

Experiment 2: Simon & Chase

Experiment

- Used same game pieces but constructed random positions (not from grand Master games)

Results

- All players recalled only 3 to 4 pieces on average
- All players did significantly more poorly than the novice players did in the previous experiment with the real positions

Conclusion

Chess is not a game of skill and analytical thinking- it is a game of knowledge. Knowledge of chess positions

The Chess Experiment

Experiment repeated – algebra, physics, medicine

Configuration of the task is changed the past “skills” are not transferred to the new problem.

Conclusion

Chess is not a game of pure reasoning and critical thinking.
It is not about transferable skills.
It is a game of knowledge of chess positions.
Chess players have between 10,000 and 100,000 chess positions stored in their long-term memory.

The baseball reading study

Experiment: Recht and Leslie

- Junior high students in America
- Some students knew a lot about baseball and some knew very little
- Read a story that described half an innings of a baseball game
- Students were stopped throughout to show their understanding

Results

- Whether they were skilled or unskilled readers didn't matter.
- Poor readers with high knowledge of baseball were far superior to good readers with little knowledge of baseball.
- Students knowledge of baseball determined their understanding of the story

The common diseases study

Johanna Kaakinen et al (2003)

Experiment

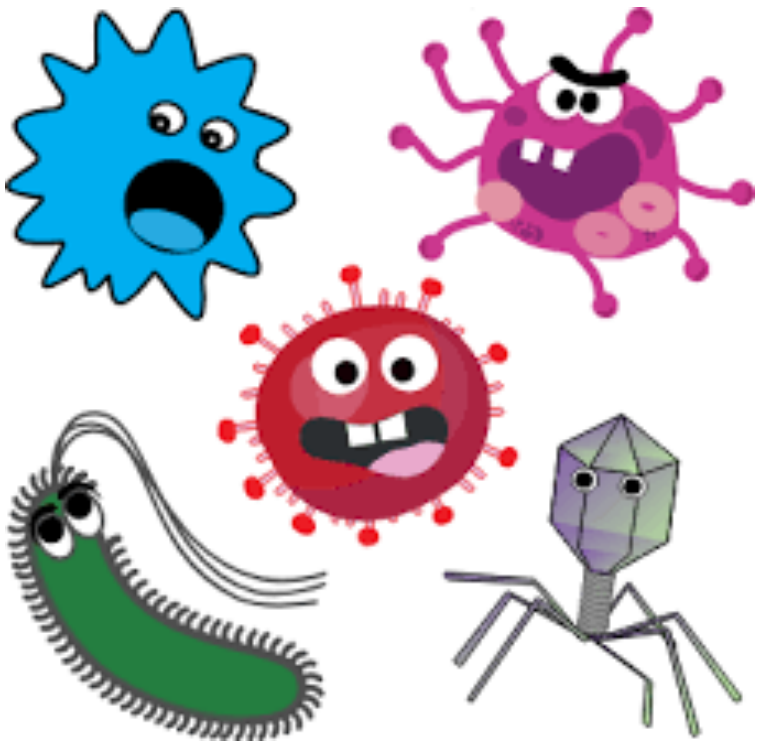
- Participants read a text about four common diseases (e.g., flu) for which they were likely already familiar with the symptoms
- AND a text about four uncommon diseases (e.g., typhus) for which they likely were not.
- For each text, there was additional information about the diseases that subjects likely did not know.
- The researchers used a sophisticated technology to measure where subjects fixated their eyes while they read each text. Researchers had a precise measure of reading speed, and they could tell when subjects returned to an earlier portion of the text to reread something.

Results

The researchers found that when reading unfamiliar texts, subjects more often reread parts of sentences and they more often looked back to previous sentences. Their reading speed was also slower overall compared to when they read familiar texts. These measures indicate that processing is slower when reading about something unfamiliar to you.

Conclusion

Background knowledge matters most when reading



The Framework for Junior Cycle

What does the framework say about knowledge and skills?

Framework for Junior Cycle Page 7

Balance between knowledge and skills

- The Framework for Junior Cycle (2015) outlines the curriculum and assessment arrangements that will provide students with learning opportunities that achieve a **balance** between learning **subject knowledge** and developing a wide range of **skills and thinking abilities.**

- These curriculum and assessment arrangements will promote a focus on **active and collaborative learning**. In particular, learners will be enabled to use and analyse **information** in new and creative ways, to investigate issues, to explore, to think for themselves, to be creative in solving problems and to **apply their learning to new challenges and situations.**

- Given **the changing nature of knowledge**, the ease with which students have **access to information**, and the pace of change in the workplace and the world generally, these competences and skills are critical to the preparation of young people for learning and living.

- Subject specifications, heretofore known as syllabuses, and assessment arrangements will be revised on a phased basis to reflect this **new balance between subject knowledge and skills.**

Framework for Junior Cycle Page 7

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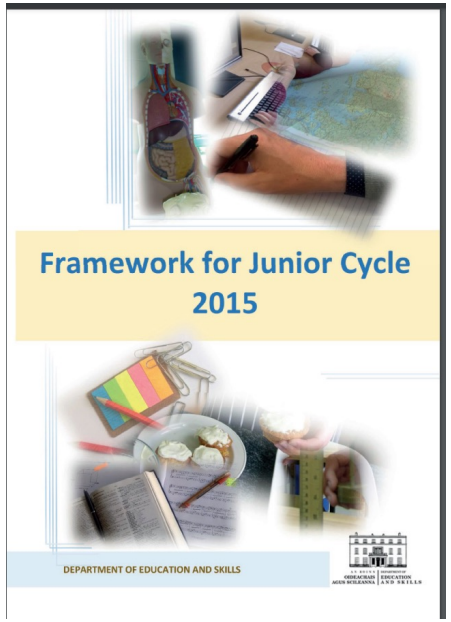
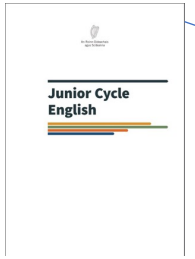
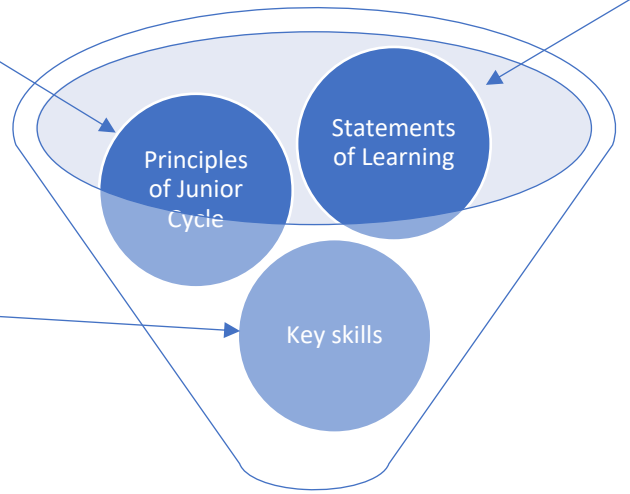
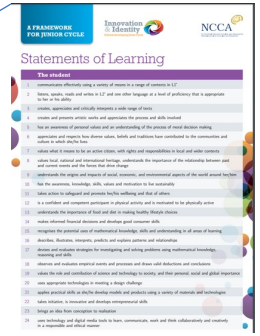
- Does it achieve a **balance** between learning **subject knowledge** and developing a wide range of **skills and thinking abilities?**

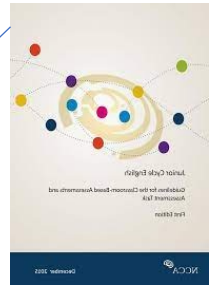
- Does it allow students to **apply their learning to new challenges and situations?**

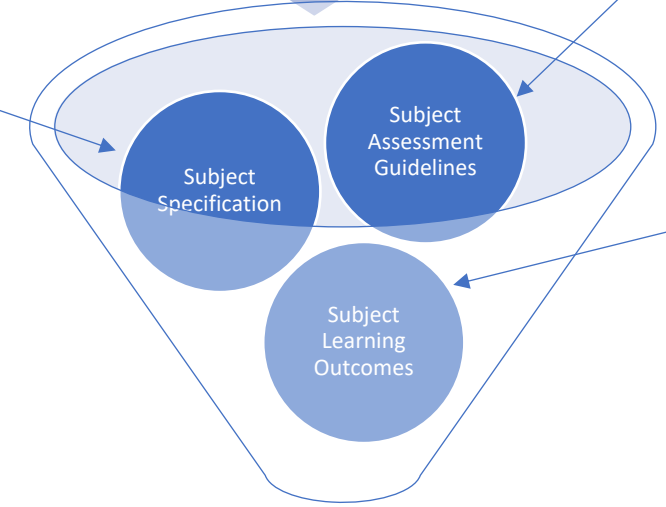












School/ Subject Department/Teachers design subject curriculum and make choices about subject knowledge

Eight Principles of Junior Cycle Education

These principles will inform the planning for as well as the development and the implementation of junior cycle programmes in all schools.

Statements of Learning

The learning at the core of Junior Cycle is described in the twenty-four statements of learning

A FRAMEWORK FOR JUNIOR CYCLE

Innovation & Identity
Schools developing Junior Cycle

NCCA

Statements of Learning

	The student
1	communicates effectively using a variety of means in a range of contexts in L1*
2	listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her or his ability
3	creates, appreciates and critically interprets a wide range of texts
4	creates and presents artistic works and appreciates the process and skills involved
5	has an awareness of personal values and an understanding of the process of moral decision making
6	appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
7	values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
8	values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
9	understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
10	has the awareness, knowledge, skills, values and motivation to live sustainably
11	takes action to safeguard and promote her/his wellbeing and that of others
12	is a confident and competent participant in physical activity and is motivated to be physically active
13	understands the importance of food and diet in making healthy lifestyle choices
14	makes informed financial decisions and develops good consumer skills
15	recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
16	describes, illustrates, interprets, predicts and explains patterns and relationships
17	devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
18	observes and evaluates empirical events and processes and draws valid deductions and conclusions
19	values the role and contribution of science and technology to society, and their personal, social and global importance
20	uses appropriate technologies in meeting a design challenge
21	applies practical skills as she/he develop models and products using a variety of materials and technologies
22	takes initiative, is innovative and develops entrepreneurial skills
23	brings an idea from conception to realisation
24	uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

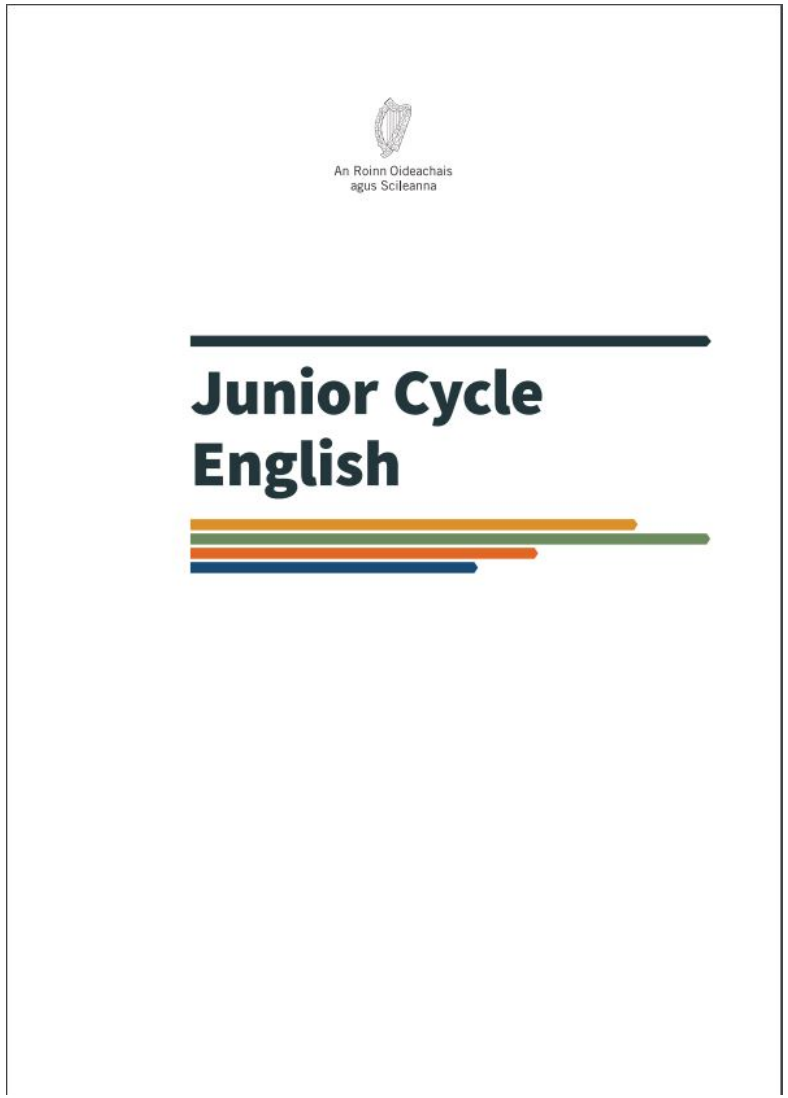
Key Skills of Junior Cycle

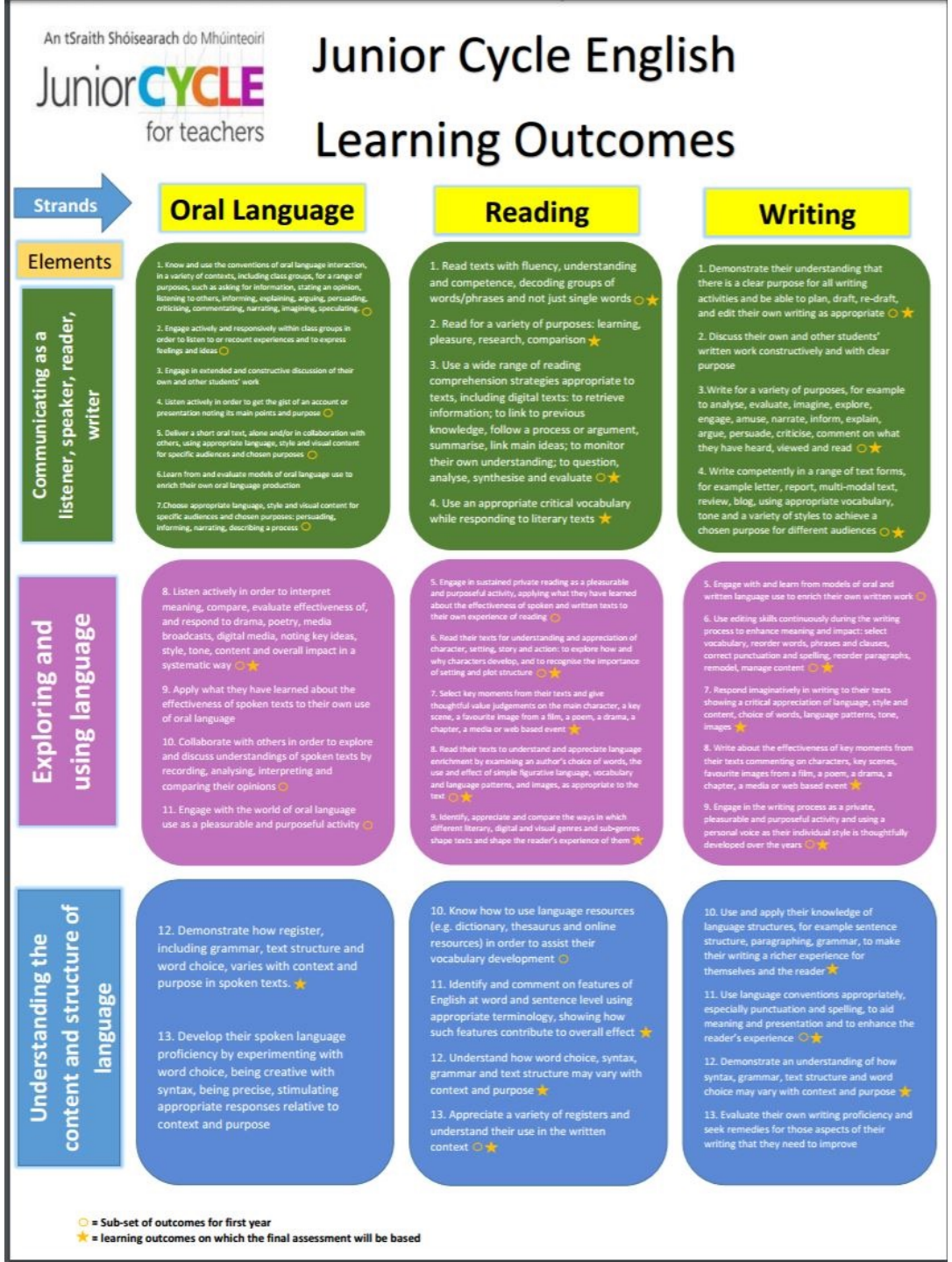
There are eight key skills required for successful learning by students across the curriculum and for learning beyond school.

Key Skills of Junior Cycle

NCCA

Subject Specification and Learning Outcomes





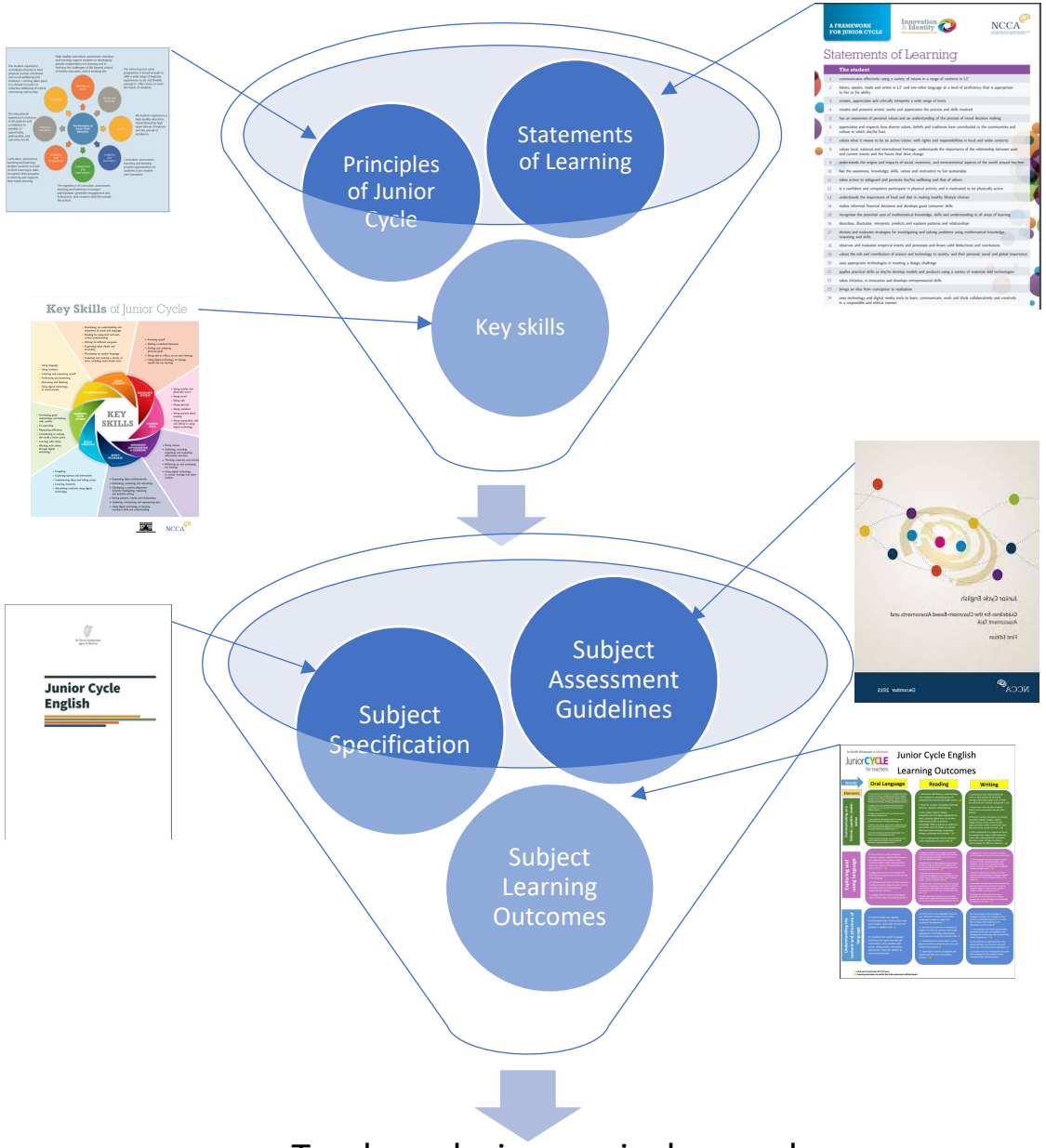
An tSraith Shóisearach do Mhúinteoirí

Junior CYCLE for teachers

Junior Cycle English Learning Outcomes

Strands	Oral Language	Reading	Writing
Elements			
Communicating as a listener, speaker, reader, writer	1. Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating. ○ 2. Engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas ○ 3. Engage in extended and constructive discussion of their own and other students' work 4. Listen actively in order to get the gist of an account or presentation noting its main points and purpose ○ 5. Deliver a short oral text, alone and/or in collaboration with others, using appropriate language, style and visual content for specific audiences and chosen purposes ○ 6.Learn from and evaluate models of oral language use to enrich their own oral language production 7.Choose appropriate language, style and visual content for specific audiences and chosen purposes: persuading, informing, narrating, describing a process ○	1. Read texts with fluency, understanding and competence, decoding groups of words/phrases and not just single words ○ ★ 2. Read for a variety of purposes: learning, pleasure, research, comparison ★ 3. Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate ○ ★ 4. Use an appropriate critical vocabulary while responding to literary texts ★	1. Demonstrate their understanding that there is a clear purpose for all writing activities and be able to plan, draft, re-draft, and edit their own writing as appropriate ○ ★ 2. Discuss their own and other students' written work constructively and with clear purpose 3.Write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read ○ ★ 4. Write competently in a range of text forms, for example letter, report, multi-modal text, review, blog, using appropriate vocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences ○ ★
Exploring and using language	8. Listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way ○ ★ 9. Apply what they have learned about the effectiveness of spoken texts to their own use of oral language 10. Collaborate with others in order to explore and discuss understandings of spoken texts by recording, analysing, interpreting and comparing their opinions ○ 11. Engage with the world of oral language use as a pleasurable and purposeful activity ○	5. Engage in sustained private reading as a pleasurable and purposeful activity, applying what they have learned about the effectiveness of spoken and written texts to their own experience of reading ○ 6. Read their texts for understanding and appreciation of character, setting, story and action: to explore how and why characters develop, and to recognise the importance of setting and plot structure ○ ★ 7. Select key moments from their texts and give thoughtful value judgements on the main character, a key scene, a favourite image from a film, a poem, a drama, a chapter, a media or web based event ★ 8. Read their texts to understand and appreciate language enrichment by examining an author's choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images, as appropriate to the text ○ ★ 9. Identify, appreciate and compare the ways in which different literary, digital and visual genres and sub-genres shape texts and shape the reader's experience of them ★	5. Engage with and learn from models of oral and written language use to enrich their own written work ○ 6. Use editing skills continuously during the writing process to enhance meaning and impact: select vocabulary, reorder words, phrases and clauses, correct punctuation and spelling, reorder paragraphs, remodel, manage content ○ ★ 7. Respond imaginatively in writing to their texts showing a critical appreciation of language, style and content, choice of words, language patterns, tone, images ★ 8. Write about the effectiveness of key moments from their texts commenting on characters, key scenes, favourite images from a film, a poem, a drama, a chapter, a media or web based event ★ 9. Engage in the writing process as a private, pleasurable and purposeful activity and using a personal voice as their individual style is thoughtfully developed over the years ○ ★
Understanding the content and structure of language	12. Demonstrate how register, including grammar, text structure and word choice, varies with context and purpose in spoken texts. ★ 13. Develop their spoken language proficiency by experimenting with word choice, being creative with syntax, being precise, stimulating appropriate responses relative to context and purpose	10. Know how to use language resources (e.g. dictionary, thesaurus and online resources) in order to assist their vocabulary development ○ 11. Identify and comment on features of English at word and sentence level using appropriate terminology, showing how such features contribute to overall effect ★ 12. Understand how word choice, syntax, grammar and text structure may vary with context and purpose ★ 13. Appreciate a variety of registers and understand their use in the written context ○ ★	10. Use and apply their knowledge of language structures, for example sentence structure, paragraphing, grammar, to make their writing a richer experience for themselves and the reader ★ 11. Use language conventions appropriately, especially punctuation and spelling, to aid meaning and presentation and to enhance the reader's experience ○ ★ 12. Demonstrate an understanding of how syntax, grammar, text structure and word choice may vary with context and purpose ★ 13. Evaluate their own writing proficiency and seek remedies for those aspects of their writing that they need to improve

○ = Sub-set of outcomes for first year
★ = learning outcomes on which the final assessment will be based



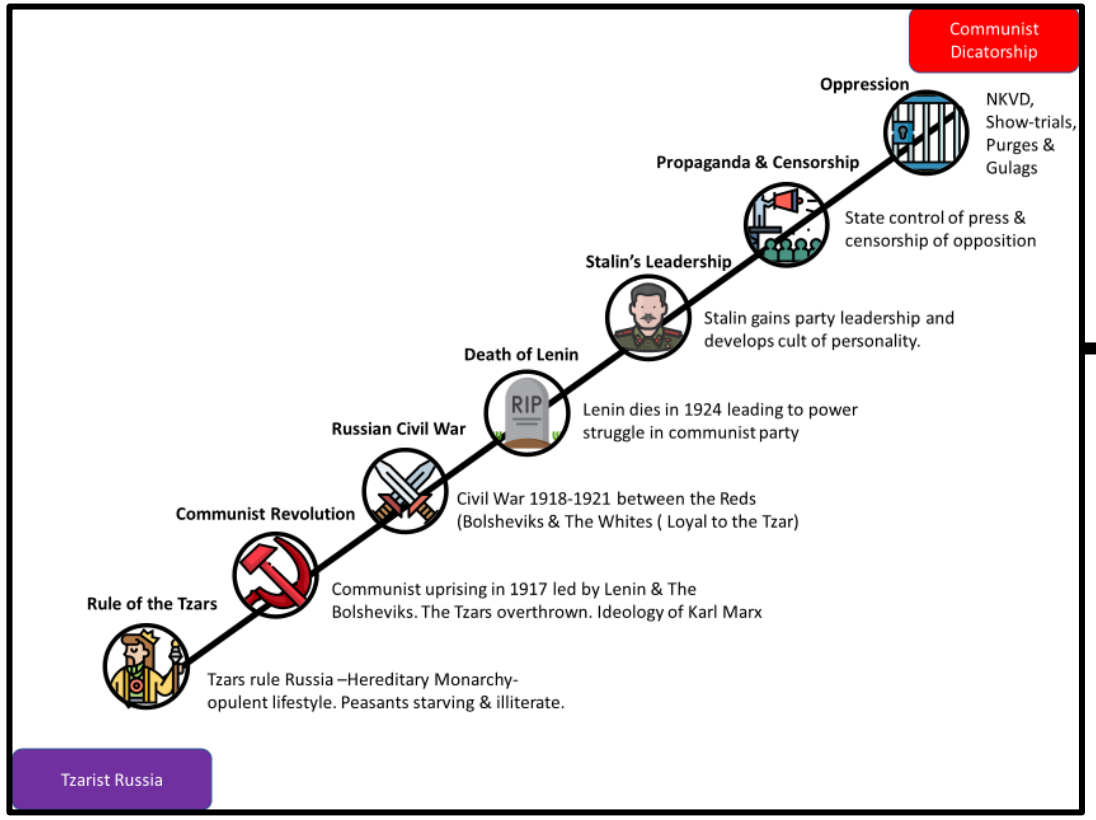
Teachers design curriculum and decide on the knowledge to be learned

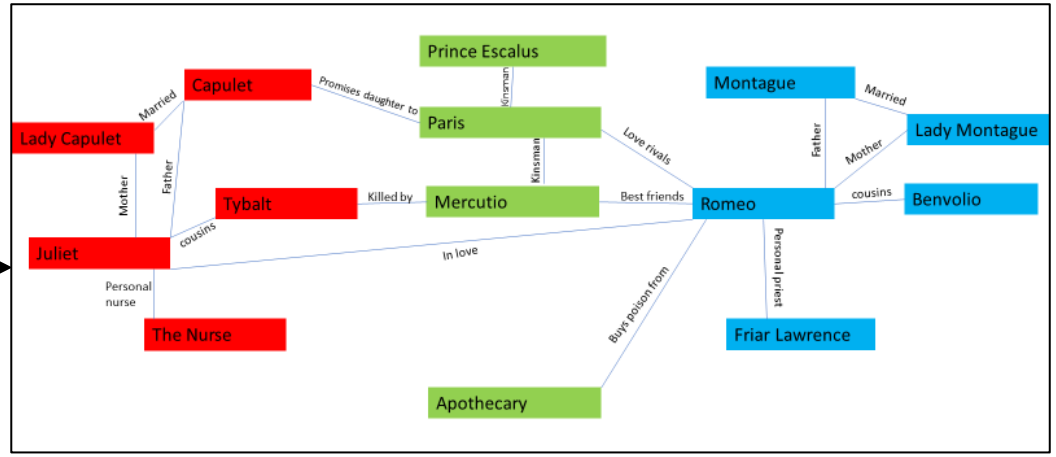
Knowledge and skills in practice in the new Junior cycle

Junior Cycle English	Junior Cycle History

Can students apply their learning from one subject to “new challenges and situations”.

Managing information and thinking





Can students apply their learning from one subject to “new challenges and situations”.

Thinking creatively

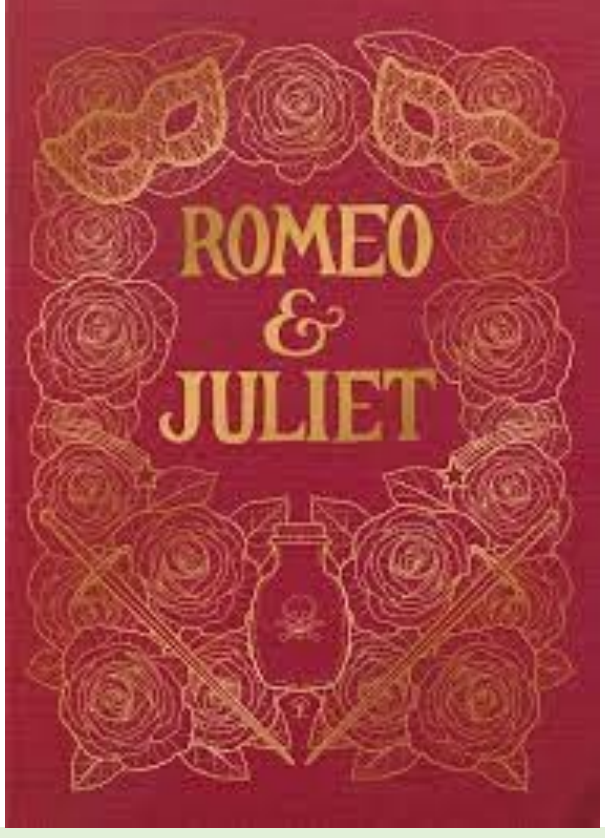
Write a fractured fairy-tale by taking a fairy-tale you know well and flipping or changing an element of the setting, the characters or the plot.

- Knowledge of fairy-tale genre
- Knowledge of narrative perspective and plot structure
- Knowledge of character crafting
- Knowledge of setting crafting

You plan to attack a neighbouring kings castle- Blarney Castle. Sketch a plan of the attack taking into account the castles defences and your own resources.

- Knowledge of castle layout
- Knowledge of castle defences
- Knowledge of castle attacks
- Knowledge of medieval period

Balance between subject knowledge and skills



KNOWLEDGE

R7: Select key moments from their texts and give thoughtful value judgements on the main character, a key scene, a favourite image from a film, a poem, a drama, a chapter, a media or web based event

R8: Read their texts to understand and appreciate language enrichment by examining an author's choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images, as appropriate to the text

W8: Write about the effectiveness of key moments from their texts commenting on characters, key scenes, favourite images from a film, a poem, a drama, a chapter, a media or web based event

SKILLS

R 3: Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate.

KNOWLEDGE

R7. Select key moments from their texts and give thoughtful value judgements on the main character, a key scene, a favourite image from a film, a poem, a drama, a chapter, a media or web based event

W8: Write about the effectiveness of key moments from their texts commenting on characters, key scenes, favourite images from a film, a poem, a drama, a chapter, a media or web based event

Romeo & Juliet by William Shakespeare	**Vocabulary:** Patriarchy, Soliloquy, Destiny, Unrequited love	**Oxymoron:** A contradiction in terms.	**Juxtaposition:** Positioning two or more characters, ideas, objects or places beside each other in order to draw comparisons and contrasts	**Symbolism**: The use of symbols to represent ideas or qualities.	**Personification**: Giving human traits to non-living things.

The Big Ideas of the Play

Love	Conflict	Fate
• Context: Marriage is arranged between fathers. Love matches are rare. • Unrequited love between Romeo and Rosaline • Parental Love between Montagues and Romeo- Montagues are concerned for Romeo at beginning of play. • Non-Parental Maternal love between the Nurse and Juliet- Nurse is Juliet's mother figure • Non-Paternal love between Romeo and Friar Lawrence- Friar is Romeos father figure • Passionate Romantic love at first sight between Romeo and Juliet • Courtly love between Paris and Juliet	• Context: a violent patriarchal society- duel to settle arguments • Scene is set with the introduction of an Inter-generational conflict/feud between the Montagues and Capulets that drives the action of the play. • Tybalt is a driver of conflict in the play. He promises violent vengeance on Romeo for attending the ball • Mercutio is unpredictable and capable of violence • Romeo murders Tybalt escalating the conflict of the play • Romeo kills Paris to get to Juliet's tomb • Romeo and Juliet kill themselves violently. • The conflict is only ended by the deaths of the young people.	• Romeo and Juliet's first meeting is likened to a religious experience by them- fate brings them together • Romeo blames fate for the murder of Tybalt – he is angry he has played into the hands of fate. • Juliet's decision to go with Friar Lawrence's plan is her attempt to get around her fate to marry Paris • Romeo tries to defy fate when he learns of Juliet's fake death

The Characters

Romeo: Melancholy, impulsive, loving, passionate, reckless, violent
Juliet: Devoted, loving, caring, loyal, impulsive
Tybalt: Argumentative, violent, fiery, defiant, vengeful, hot-tempered
Paris: Nobel, virtuous, valiant, loving
Mercutio: Witty, Loyal, violent, rash, impulsive
Benvolio: Loyal, honest, steady, trustworthy
Capulet: Cruel, authoritarian, abusive, inconsistent, devoted
Prince Escalus: Merciful, fair, firm, dignified
Montague: Paternal, calm
Friar Laurence: Paternal, philosophical, reckless
The Nurse: Humorous, loving, fickle, maternal

Key moments & Quotes

Act 1 Scene 1: The scene is set	Act 1 Scene 5: Romeo offends Tybalt	Act 1 Scene 5: Romeo & Juliet meet	Act 3 Scene 1: Tybalt, Mercutio and Romeo fight	Act 4 Scene 1: Friar Lawrence's Plan	Act 5 Scene 3: The Tragic Ending
"Here's much to do with hate, but more with love /Why then, O brawling love, O loving hate."	"I will withdraw, but this intrusion shall/Now seeming sweet convert to bitterest gall"	"If I profane with my unworthiest hand/This holy shrine, the gentle sin is this/My lips, two blushing pilgrims, ready stand"	"Away to heaven, respective lenity, And fire-eyed fury be my conduct now." "O, I am fortunes fool"	"I will do it without fear or doubt, To live an unstained wife to my sweet love. "	" Thou detestable maw, thou womb of death, / Gorged with the dearest morsel of the earth." " See what a scourge is laid upon your hate,/ That heaven finds means to kill your joys with love."

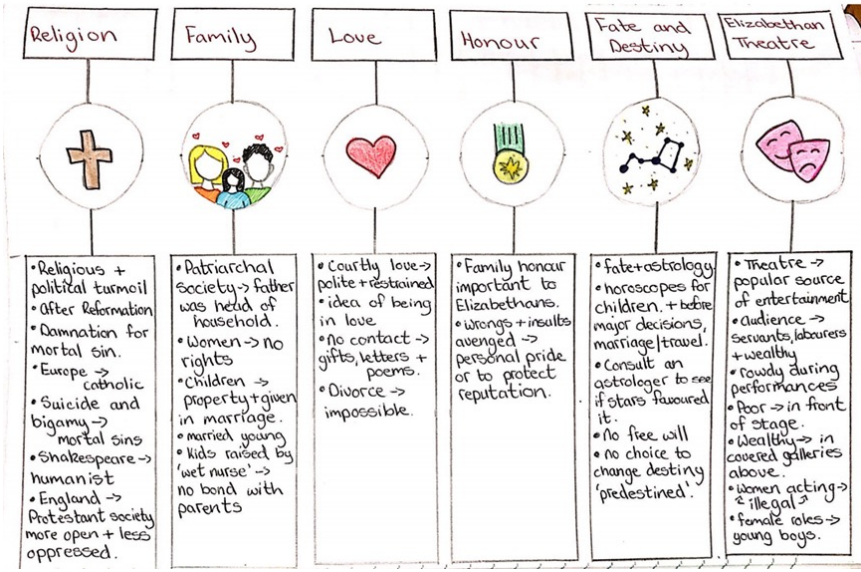
Clare Madden

Pre-teach the foundational knowledge

Unrequited Love

Melancholy

Technique	OXYMORON
Definition	A contradiction in terms
Examples	• Holy war • Jumbo shrimp • Industrial Park • Bitter sweet • Same difference • Pretty Ugly • Known secret • Confirmed Rumour • Old News



Key moment 1:	Act 1 Scene 1: The Scene is Set

BENVOLIO
It was. What sadness lengthens Romeo's hours?

ROMEO
Not having that, which, having, makes them short.

BENVOLIO
In love?

ROMEO
Out--

BENVOLIO
Of love?

ROMEO
Out of her favour, where I am in love.

BENVOLIO
Alas, that love, so gentle in his view;
Should be so tyrannous and rough in proof!

ROMEO
Alas, that love, whose view is muffled still,
Should, without eyes, see pathways to his will!
Where shall we dine? O me! What fray was here?
Yet tell me not, for I have heard it all.
Here's much to do with hate, but more with love.
Why, then, O brawling love! O loving hate!
O any thing, of nothing first create!
O heavy lightness! serious vanity!
Mis-shapen chaos of well-seeming forms!
Feather of lead, bright smoke, cold fire,
sick health!
Still-waking sleep, that is not what it is!
This love feel I, that feel no love in this.
Dost thou not laugh?

BENVOLIO
No, coz, I rather weep.

ROMEO
Good heart, at what?

BENVOLIO
At thy good heart's oppression

Action Summary			Where in the plot?	
Character	Relationships	Big Ideas	Technique	Key Quote

CONFLICT
The feud between the families is due to hatred

LOVE
Love should conquer hate

Big Ideas

Character

"Here's much to do with hate, but more with love
Why then, O brawling love, O loving hate."

Inference

Language Techniques

Romeo is a lover not a fighter
Romeo believes love will defeat hate
Romeo is melancholic

Love and hate are linked throughout the play- an indication of the conflict between them

CONTRAST
Suggests powerful passionate feelings
But how quickly one can change to another

OXYMORON
Highlights the tension/ conflict
Violence becoming more frequent

Clare Madden

What impression do you get of Romeo when you first meet him in the play?

What? Make a clear point that refers to the question		Suggests, implies, demonstrates, shows, conveys, emphasises, presents, reinforces, develops, highlights, proves, describes
Where? Choose the correct evidence/quote to back up your point		We see this when..... The writer demonstrates this when.....
How? What techniques were used? Name them Evaluate them		Metaphor, simile, personification, word pattern, structure, characterisation, setting, tone, juxtapositions, contrast, ect..... Subtle, skilful, crucial, striking, admirable, powerful, satisfying, compelling, commendable
Why? What effect did it have on the reader? Use single word analysis What word in particular?	Clare Madden	Outrage, sympathy, pity, empathy, approval, satisfaction, disappointment, shock, concern, negative, satisfaction, anxiety, injustice, distressed, worried, challenged, irritated, uncomfortable, critical, thrilled

Studied Texts: Key moments, key quotes, characters, setting, plot, structure

Trash by Andy Mulligan

Trash by Andy Mulligan	Key Vocabulary:	Setting:	Multiple narrative perspectives:	Narrative structure:	Symbolism:
	Resilience Solidarity Compassion Corruption Interrogation	Behala, poor city, developing world "Behala is a huge, monstrous, filthy, steaming rubbish dump and you can't believe human beings are allowed to work there, let alone live there."	Raphael (main protagonist), Gardo, Rat, Fr. Juilliard, Olivia, Pia, Grace, Frederico. Characters only narrate chapters they are directly involved in.	Five parts divided into chapters First hand accounts compiled by Fr. Juilliard Multi-modal: Newspaper interlude and letter appendix	Money-possibility and options Trash- disposable worthless people

The Big Ideas of the Novel

Friendship	Corruption	Poverty
• **Raphael and Gardo**: The boys have been working together and collecting trash since they were 4yrs old. Cousins. The boys only have each other. Families are not present apart from Raphael's auntie, half-sister and cousins. • **Rat and the boys:** Begin as acquaintances but become true friends The boys go to Rat as he is smart and streetwise, he trusts them through money offered and his loneliness. • **Compassion**: Rat, Gardo and Raphael are shown compassion and friendship by Father Julliard and Olivia. Rat skims money from the school but gives it all back. Gardo uses Olivia to get into prison but she forgives him. • **Solidarity among the poor**: Security guard and Gardner speak about corruption; trust with Gabriel Olondriz; The boys' bond with José Angelico leads them to form quick connection with his orphaned daughter Pia Dante.	• **Injustice for children**: There is little to no choice for the children in the novel. Children are forced to live in doomed and squalid conditions 'might as well be invisible' • **Bribery and Betrayal**: Police accept bribes from Zapanta to retrieve the bag, the prison guard takes a bribe to get the Bible and betrays Gardo. • **Prison system**: Through Olivia's eyes we see 'cages' and the crime is 'being poor'. • **Interrogation**: Raphael is captured and tortured, this builds drama and tension in the plot • **Exposing the truth**: The boys release the money to the poor. José Angelico's wish is that the stolen money is given to the poor and that corruption is exposed as theft as that $6million was aid money and belonged to the poor.	• **Context**: These boys live in desolate and inhumane conditions where they have to look through rubbish to find items to sell for food. • **Sense of community**: they share the money at the start and at the end. • **Extreme poverty**: Rat is so filthy he is compared to a rat, 'damp and dark' holes on his own without family • **Dreams**: Rat has been saving all his earnings and has a dream of a fishing boat. They all escape to this at the end. • **Resilience**: This book challenges our preconceptions around education, intelligence in a world of extreme poverty. They distribute the stolen wealth to the poor which is Jose Angelico's dying wish.

The Characters

Raphael Fernández: Loyal, naïve, childlike, anxious, 14 years old.	"With the right key you can bust the door wide open. Because nobody's going to open it for you."
Gardo: Streetwise, loyal, smart, strategic, 14 years old.	"They let me go. I did not give it up.'"
Rat/Jun Jun/Jun: lonely, 11 years old, malnourished, filthy, quick-witted, compared to spider/rat	"I said we should take it to Behala and put it in the trash for anyone who finds it."
Father Julliard: Nobel, virtuous, loving, works at Behala Mission School,	"This tiny child—as soon as it can crawl it will be crawling through trash."
Olivia/Sister Olivia: Works at school, kind hearted,, well connected, released from jail, brave	"I was looking at a boy who could not have been more than eight years old, wearing only shorts. He was smiling at me. In his lap sat a younger boy, sleeping."
José Angelico: A houseboy, clever, smuggled Zapanta's $6 million in a fridge, killed by police.	I mean to find a way of returning it to the people from whom it was stolen.
Pia Dante Angelico: José Angelico's orphaned daughter, 8 years old, resilient, escapes with boys	""My name is Pia Dante Angelico and I am waiting for my father, Jose Angelico"
Senator Zapanta: Vice-President, thief, corrupt, powerful, controls police.	"Senator Zapanta spirited away thirty million dollars of international aid money"- Gabriel Olondriz
Police: Violent, corrupt, untrustworthy, disregard for human life.	"We could put you in the Trash and nobody would care. You'd end up in a sack."- Police to Raphael
Gabriel Olondriz: Elderly, frail, dying political prisoner at Colva Prison, attempted to expose corruption but imprisoned, Olondriz is Angelico's grandfather.	"Seventy million would have changed the city, Miss Olivia—at that time. But no schools or hospitals were ever built, and the city stayed poor.'"

Key moments & Quotes

Exposition: The opening	Inciting incident: Finding the bag	Rising Action: Raphael's Interrogation	Rising action: Olivia visits the prison	Climax: The Police chase	Resolution: The ending
"You live day to day and hope you don't get sick. Your life is the hook you carry, there in your hand, turning the trash."	. A long time later I would think to myself: Everyone needs a key. With the right key, you can bust the door wide open. Because nobody's going to open it for you.	I remember suddenly I was out, and the hand holding my arm let go, and I was upside down, held by just one ankle – I could see the filthy wall: it was like a pit – and a long way down below me I could see a stone floor with what looked like trash cans.	I had expected cells, but all I saw was cages. They were on my left and right, and they were the type of cages you might put lions and tigers in, in an old fashioned zoo.	Early morning they came, hoping to catch us asleep – plainclothes and uniforms, I believe, all pressing in around us.	We must have thrown five and a half million dollars out over the dumpsite, and that wild wind took it all over the whole of our big, beautiful, terrible town.

BLOOD BROTHERS By Willy Russell

BLOOD BROTHERS By Willy Russell	Characters:	Literary Techniques:	Themes:
Context: 1950- 1970 Liverpool Unemployment & Poverty Class divisions **Advanced Vocabulary:** Affluence Privledge Hierarchy **Stage Craft Vocabulary** Lighting Sound effects Music Stage Directions Dialogue Sets Props	**Mickey:** The lower-class twin. He is honest, sincere and goodhearted but ends up downtrodden **Edward**: The upper class twin. He is naive, honest and kind. **Mrs. Johnstone:**: Mickey and Sammy's mother. Loving, caring mother. **Mrs. Lyons**: Edwards mother. Suffers paranoia and poor mental health **Narrator:** Appears to foreshadow bad events. **Mr. Lyons:** Married to Mrs Lyons, business owner, absent father. **Linda:** Mickey & Edwards friend, they both end up in love with.. **Sammy:** Mickeys delinquent brother	**Foreshadowing:** Deaths of the boys through the motifs of guns and violence. There is also foreshadowing of death when the children say 'bang, bang, you're dead'. as well as Mr L gifting a toy one to Edward. A gun is also used in the crime Sammy commits with Mickey The narrators use of the 'devil' being mentioned throughout foreshadows the truth will come out **Symbolism** **New Shoes:** Symbolises belief in superstition **Locket**: Symbolises the bond between the twins and Mrs J	**Nature Vs Nurture**: Focuses on the idea of what will happen if a person's character is determined by their genetics or upbringing. In this case, it is their upbringing- Mickey wishes to have had Edward's life at the end of the play. **Superstition**: The audience is constantly reminded of this, as well as the superstition Mrs Lyons creates. The narrator also refers to other superstitions throughout the various songs in the play. **Class** : Mickey has less opportunities, poor education and an unsecure job- he is involved in drugs, depression and crime because of his poverty. Edward has all the opportunities: a good education, university and a good job.

Key Moment	Key quotes
Mrs. Lyons convinces Mrs. Johnstone to give her one of the twins	"I must have my baby. We made an agreement, a bargain. You swore on the Bible. "
The Blood brothers scene	"This means we ere blood brothers and well always stand by each other"
The policeman visits Mickeys home The policeman visits Edwards home	"Talk of Oxbridge" Just how the hell do you hope to get a job when you never listen to anythin'?
Mickeys school Edwards school	"More of a prank" "I'm not sure id let him mix with the likes of them in the future." "You don't wanna end up in court again, do you? " "About to commit a serious crime"
Mickey and Edward reunited	"Gis a ciggie? Are you soft? Blood brother? "
The final shooting scene	And do we blame superstition for what came to pass? Or could it be that we , the English have come to know as class?

Act 1: before birth	Act 1- 7 years old	Act 2- 14 years old	Act 2- 18 years old	Act 2- the end
The play starts with the narrator talking about two men laid dead on the stage. We go back in time where we learn Mrs Johnstone's husband has just left her; she is very poor and already has 7 children. She starts a new job cleaning Mrs Lyons' house and finds out she's expecting twins. She strikes up a deal with Mrs L as she can't afford to keep both so Mrs L convinces Mrs J to give her one of the babies. The babies are born and Mrs J begrudgingly hands one of the babies over for Mrs L to later fire her.	Mickey and Eddie meet for the first time by chance at the park and become 'blood brothers' when they find out they share the same birthday. When Mrs J realise the two have met, she is horrified and sends Edward home. Mrs L reacts more violently and slaps Edward when he swears at her. Despite their mothers' disapproval, the boys continue to see each other and play lots of children's games with their friend, Linda. They play various pranks and end up getting caught by the police who threatens Mrs J but flatters Mr L. Mrs L decides they should move, before Edward leaves Mrs J gives him a locket with a picture of herself and Mickey. The Johnstones also find out they are being relocated.	Edward attends boarding school. Mickey and Linda have romantic feelings for each other. Sammy attempts to rob a bus by holding the driver at knife point. Mickey and Eddie both struggle at school- Mickey insults a teacher and Edward refuses to take off the locket. When Mrs L finds out, she's appalled . Mickey and Edward meet, by circumstance again- Mickey takes Edward back to his but they are not aware that Mrs L is following them. Once the boys leave the house, Mrs L attacks Mrs J with a knife and curses her, calling her a witch. The boys meet with Linda and spend the summer together- an idyllic sequence follows as the trio age from 14 to 18.	. Edward has developed feelings for Linda and is at university whilst Mickey works in a factory. Edward self-sacrifices his feelings and encourages Mickey to ask Linda to be his girlfriend and she accepts. In October, Mickey tells his mum that Linda is pregnant and the two will be getting married. Their wedding coincides with a huge economic downturn resulting in Mickey getting paid off. When Edward returns from Christmas, Mickey is downtrodden. Edward confesses his love to Linda but she tells him she is married and pregnant. A desperate Mickey participates in a burglary with Sammy that goes wrong. They are both sentenced to prison and Mickey becomes depressed and is prescribed antidepressants which he becomes addicted to.	Mickey continues to take the pills despite Mrs J & Linda's pleas. Linda, desperate, asks Edward, now a city councilman, to find them an apartment and getting Mickey a job. Mickey is angry about this and a devastated Linda seeks comfort with Edward and begins an affair with him. The affair continues and Mickey stops taking his pills for Linda's sake. Mrs Lyons reveals Linda and Edward's affair to Mickey. Enraged, he takes Sammy's gun out of the floorboards and confronts Edward. Mickey finds and confronts Edward at the town hall about the affair, as well as whether Mickey's daughter is actually his. Edward denies fathering Mickey's child. The police surround the area and Mrs J bursts in and tells the boys they are twins separated at birth. Mickey asks why he couldn't have been Edward and then accidentally pulls the trigger of the gun, shooting and immediately killing Edward, the police then shoot Mickey.

Romeo & Juliet by William Shakespeare

Romeo & Juliet by William Shakespeare	Vocabulary:	Oxymoron:	Juxtaposition:	Symbolism:	Personification:
	Patriarchy, Soliloquy, Destiny, Unrequited love	A contradiction in terms.	Positioning two or more characters, ideas, objects or places beside each other in order to draw comparisons and contrasts	The use of symbols to represent ideas or qualities.	Giving human traits to non-living things.

The Big Ideas of the Play

Love	Conflict	Fate
• Context: Marriage is arranged between fathers. Love matches are rare. • Unrequited love between Romeo and Rosaline • Parental Love between Montagues and Romeo- Montagues are concerned for Romeo at beginning of play. • Non-Parental Maternal love between the Nurse and Juliet- Nurse is Juliet's mother figure • Non-Paternal love between Romeo and Friar Lawrence- Friar is Romeos father figure • Passionate Romantic love at first sight between Romeo and Juliet • Courtly love between Paris and Juliet	• Context: a violent patriarchal society- duel to settle arguments • Scene is set with the introduction of an Inter-generational conflict/feud between the Montagues and Capulets that drives the action of the play. • Tybalt is a driver of conflict in the play. He promises violent vengeance on Romeo for attending the ball • Mercutio is unpredictable and capable of violence • Romeo murders Tybalt escalating the conflict of the play • Romeo kills Paris to get to Juliet's tomb • Romeo and Juliet kill themselves violently. • The conflict is only ended by the deaths of the young people.	• Romeo and Juliet's first meeting is likened to a religious experience by them- fate brings them together • Romeo blames fate for the murder of Tybalt – he is angry he has played into the hands of fate. • Juliet's decision to go with Friar Lawrence's plan is her attempt to get around her fate to marry Paris • Romeo tries to defy fate when he learns of Juliet's fake death

The Characters

Romeo: Melancholy, impulsive, loving, passionate, reckless, violent
Juliet: Devoted, loving, caring, loyal, impulsive
Tybalt: Argumentative, violent, fiery, defiant, vengeful, hot-tempered
Paris: Nobel, virtuous, valiant, loving
Mercutio: Witty, Loyal, violent, rash, impulsive
Benvolio: Loyal, honest, steady, trustworthy
Capulet: Cruel, authoritarian, abusive, inconsistent, devoted
Prince Escalus: Merciful, fair, firm, dignified
Montague: Paternal, calm
Friar Laurence: Paternal, philosophical, reckless
The Nurse: Humorous, loving, fickle, maternal

Key moments & Quotes

Act 1 Scene 1: The scene is set	Act 1 Scene 5: Romeo offends Tybalt	Act 1 Scene 5: Romeo & Juliet meet	Act 3 Scene 1: Tybalt, Mercutio and Romeo fight	Act 4 Scene 1: Friar Lawrence's Plan	Act 5 Scene 3: The Tragic Ending
"Here's much to do with hate, but more with love /Why then, O brawling love, O loving hate."	"I will withdraw, but this intrusion shall/Now seeming sweet convert to bitterest gall"	"If I profane with my unworthiest hand/This holy shrine, the gentle sin is this/My lips, two blushing pilgrims, ready stand"	"Away to heaven, respective lenity, And fire-eyed fury be my conduct now." "O, I am fortunes fool"	"I will do it without fear or doubt, To live an unstained wife to my sweet love. "	" Thou detestable maw, thou womb of death, / Gorged with the dearest morsel of the earth." " See what a scourge is laid upon your hate,/ That heaven finds means to kill your joys with love."

Animal Farm by George Orwell

Animal Farm by George Orwell	Key Vocabulary :	Allegory	Circular Narrative	Satire
	Capitalism, Communism, Totalitarianism, Dictatorship, Comrade, Treachery, Maxim, Posthumously .	Animalism is Communism. Orwell argues that communism like animalism has failed in its goal of equality.	The story begins and ends with those in power (Jones or the pigs) abusing their power. Orwell argues that power inevitably corrupts.	Orwell pokes fun at communism and totalitarian governments by representing them as corrupt animals on a farm.

The Big Ideas of the Novel

Power & Corruption	Violence	Education
• Mr. Jones is an unjust, corrupt and cruel leader. He uses the animals for profit. • Old Majors dream of equality is short lived • Napoleon quickly becomes corrupted by his power and manipulates and terrorises those inferior to him. • The idealistic seven commandments gradually become corrupted and erased until eventually they are left with one. • Those in power only care about maintaining their power, and oppress everyone in doing so.	• Mr. Jones uses violence to control animals and kills them once they become unprofitable • The revolution against Jones is violent and it seems the animals enjoy extracting revenge. • Napoleon uses the dogs and violence to control the animals through fear • The vicious violence of the executions scare the animals into obeying Napoleon • Napoleon disposes of animals no longer useful- Boxer to the knackers yard.	• Education divided the animals into social classes • Use of spoken language by Old Major and snowball to create animalism, persuasive speeches- form of propaganda. • Unquestioning, unthinking, uneducated members of the working class- The Sheep who are susceptible to believing misinformation and spreading it. • Boxer and other har labour animals are most valuable to farm but have the least time to think/read • Pigs describe themselves as mind workers- use language to seize and manipulate their power over the intellectually inferior animals

Symbolic Characters

Napoleon • Fierce • Power hungry • Cunning • Manipulative • Represents Stalin	**Snowball** • Intelligent • Passionate • Brave • Caring • Represents Trotsky
Boxer • Hardworking • Inspirational • Loyal • Strong • Represents male workers	**Benjamin** • Pessimistic • Vague • Realist • Represents opposition to communism
Squealer • Clever • Deceptive • Manipulative • Dishonest • Represents Molotov	**Old Major** • Visionary • Wise • Respected • Persuasive • Represents Lenin
Clover • Mother figure • Kind • Uneducated • Senses hypocrisy • Represents female workers	**Mr. Jones** • Cruel • Careless • Alcoholic • Determined • Represents Tzar Nicholas
Mr. Pilkington • Easy Going • Careless • User • Sly • **Represents the Allies**	**Mr. Frederick** • Shrewd • Tough • Selfish • Efficient • Represents Hitler
The Cat • Selfish • Untrustworthy • Represents those that went along with communism	**Mollie** • Vain • Silly • Materialistic • **Represents rich upper class**
The Sheep • Impressionable • Followers • Gullible • Compliant • Represent the uneducated	**The Hens** • Unintelligent • Brave • Disillusioned • Terrified • Represents show trials
The Dogs • Terrifying • Fierce • Fearsome • Represent the secret police	**Muriel** • Intelligent • Inquisitive • Fearful • Represents the educated

Key Moments and Quotes

Old Majors Speech	Battle of the Cowshed	Education of the Animals	The Executions	Betrayal of Boxer	Pigs dine with the humans
Man is the only creature that consumes without producing. He does not give milk, he does not lay eggs, he is too weak to pull the plough, he cannot run fast enough to catch rabbits. Yet he is lord of all the animals.	They were gored, kicked, bitten, trampled on. There was not an animal on the farm that did not take vengeance on them after his own fashion.	When they had once got it by heart the sheep developed a great liking for this maxim, and often as they lay in the field they would all start bleating "Four legs good, two legs bad! Four legs good, two legs bad!" and keep it up for hours on end, never growing tired of it	When it was all over, the remaining animals, except for the pigs and dogs, crept away in a body. They were shaken and miserable. They did not know which was more shocking — the treachery of the animals who had leagued themselves with Snowball, or the cruel retribution they had just witnessed	The time had been when a few kicks from Boxer's hoofs would have smashed the van to matchwood. But alas! his strength had left him; and in a few moments the sound of drumming hoofs grew fainter and died away	The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which. ALL ANIMALS ARE EQUAL BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS

I have to study all elements and aspects of all texts in case they come up on assessment

Sing Street Directed by John Carney

Sing Street Directed by John Carney	Vocabulary:	Costume:	Soundtrack:	Cross-Cutting:	Camera Angles & Shots:
	Nostalgia ,Futurist, Poignant, Emigration	The Clothes the characters wear to express themselves.	The songs that accompany a film.	Cutting between two scenes taking place simultaneously	Different angles and shots are used to create a response from the audience

The Big Ideas of the Film

Rebellion	Identity	Dreams
Conor rebels against Barry the bully by calling him out in front of the school. Conor rebels against Brother Baxter first by wearing the brown shoes, then by refusing to take off his make-up and finally at the school disco by playing the song "Brown Shoes.". Conor is not afraid to speak up against authority and bullies and even writes a song about the hypocrisy of it. Sometimes rebellion is warranted.	Conor and his bandmates experiment with different styes of fashion in line with the types of music they are listening to. Rpahina creates a whole new identity for herself including a new name: Raphina, new job: Model and a whole new look. Brendan struggles with accepting his new identity as a college drop out and a stoner. Exploring identify is a normal part of being a teenager.	Conor dreams of being a rock star so he can impress Raphina. Raphina dreams of becoming a famous model and living in London. Connors mum dreamed of going on holidays to Spain but never gets there. Brendan dreams of doing something creative with his life but remains in his bedroom smoking dope. The film ends on a hopeful note with Conor and Raphina taking a risk and chasing their dreams. The dreams of the young people in this film are powerful.

Characters

Conor Lawlor	Protagonist, brave, confident
Brendan Lawlor	College drop-out, mentor, caring
Robert Lawlor	Father, detached, selfish
Raphina	Vulnerable, Exciting
Penny Lawlor	Mother, sad, leaves family
Eamon	Musical genius, reliable
Darren	Band manager, business-man
Ngig	Musical genius, fun,
Larry & Gary	Band members
Barry	Aggressive, Bully, Vulnerable
Brother Baxter	Aggressive, Powerful, abusive

Key Moments

The Opening Scene- Conor's house	Brother Baxter confrontation	Brendan's bedroom	Drive it like you stole it performance	Brown Shoes performance	The Final Scene –Boat to London
The audience is introduced to the context of the film by scenes from Irish TV of Irish people emigrating on the news cross cut with scenes of Conor playing guitar (badly) in his bedroom. The scene evolves then to a Lawlor family meeting about financial issues where it is revealed that Conor must leave his private school and go to the local Christian brothers school	Brother Baxter calls Conor into his office to force him to take off his make-up. Baxter comments that Conor has a beautiful face which Conor finds unsettling. Conor rebels and refuses but Brother Baxter pursues him and violently forces him to remove the make-up	There are many scenes between Conor and Brendan in Brendan's bedroom. Conor comes up to his room for advise and Brendan tries to distract him from the fighting of their parents. In this particular scene Brendan is struggling as he has given up smoking. He described to Conor that he has cut a pathway for Conor so that Conor can achieve his dreams. Brendan looks back at his own heyday and his own dreams and we get a sense that things have not turned out for him as he had dreamed.	Connor and his band are rehearsing in the school gym for their next music video for their new song. Conor is anxiously waiting on Raphina to turn up and the rehearsal turns into a dream sequence. The dream is set in a 1950s American high school on prom night as Conor described to Raphina at their date on the island. The dream is an idealised version of Conor's life with his parents there together, his brother as the hero jock, and brother Baxter blessing his performance.	At the school concert Sing Street perform their last song Brown Shoes. The song is about Brother Baxter and the hypocrisy of adults trying to control teenagers. Conor throws out brother Baxter masks to the delighted crowd. This is Connor's revenge for what he has endured at the school because of Brother Baxter.	Conor and Raphina decided to leave Dublin and travel to London on Conor's grandads tiny unsuitable boat. Brendan helps them to leave and is delighted to see Conor pursue his dreams. As they make their way out to see the scene takes on a dream-like or music video type quality and the audience is left wondering what is real and what is imagined.

Studied Texts: Key moments, key quotes, characters, setting, plot, structure

Trash by Andy Mulligan

Key Vocabulary:
Resilience
Solidarity
Compassion
Corruption
Interrogation

Setting: Behala, poor city, developing world
"Behala is a huge, monstrous, filthy, steaming rubbish dump and you can't believe human beings are allowed to work there, let alone live there."

Multiple narrative perspectives:
Raphael (main protagonist), Gardo, Rat, Fr. Juilliard, Olivia, Pia, Grace, Frederico.
Characters only narrate chapters they are directly involved in.

Narrative structure:
Five parts divided into chapters
First hand accounts compiled by Fr. Juilliard
Multi-modal: Newspaper interlude and letter appendix

Symbolism:
Money-possibility and options
Trash- disposable worthless people

The Big Ideas of the Novel

Friendship

- **Raphael and Gardo**: The boys have been working together and collecting trash since they were 4yrs old. Cousins. The boys only have each other. Families are not present apart from Raphael's auntie, half-sister and cousins.
- **Rat and the boys:** Begin as acquaintances but become true friends The boys go to Rat as he is smart and streetwise, he trusts them through money offered and his loneliness.
- **Compassion**: Rat, Gardo and Raphael are shown compassion and friendship by Father Julliard and Olivia. Rat skims money from the school but gives it all back. Gardo uses Olivia to get into prison but she forgives him.
- **Solidarity among the poor:** Security guard and Gardner speak about corruption; trust with Gabriel Olondriz; The boys' bond with José Angelico leads them to form pack connection with his orphaned daughter Pia Dante.

Corruption

- **Injustice for children**: There is little to no choice for the children in the novel. Children are forced to live in doomed and squalid conditions 'might as well be invisible'
- **Bribery and Betrayal**: Police accept bribes from Zapanta to retrieve the bag, the prison guard takes a bribe to get the Bible and betrays Gardo.
- **Prison system**: Through Olivia's eyes we see 'cages' and the crime is 'being poor'.
- **Interrogation:** Raphael is captured and tortured, this builds drama and tension in the plot
- **Exposing the truth**: The boys release the money to the poor. José Angelico's wish is that the stolen money is given to the poor and that corruption is exposed as theft as that 56million was aid money and belonged to the poor.

Poverty

- **Context**: These boys live in desolate and inhumane conditions where they have to look through rubbish to find items to sell for food.
- **Sense of community**: they share the money at the start and at the end.
- **Extreme poverty**: Rat is so filthy he is compared to a rat, 'damp and dark' holes on his own without family
- **Dreams:** Rat has been saving all his earnings and has a dream of a fishing boat. They all escape to this at the end.
- **Resilience**: This book challenges our preconceptions around education, intelligence in a world of extreme poverty. They distribute the stolen wealth to the poor which is Jose Angelico's dying wish.

The Characters

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Father Julliard: Nobel, virtuous, loving, works at Behala Mission School,	"This tiny child—as soon as it can crawl it will be crawling through trash."
Olivia/Sister Olivia: Works at school, kind heartedٍ, well connected, released from jail, brave	"I was looking at a boy who could not have been more than eight years old, wearing only shorts. He was smiling at me. In his lap sat a younger boy, sleeping."
José Angelico: A houseboy, clever, smuggled Zapanta's $6 million in a fridge, killed by police.	I mean to find a way of returning it to the people from whom it was stolen.
Pia Dante Angelico: José Angelico's orphaned daughter, 8 years old, resilient, escapes with boys	""My name is Pia Dante Angelico and I am waiting for my father, Jose Angelico"
Senator Zapanta: Vice-President, thief, corrupt, powerful, controls police.	"Senator Zapanta spirited away thirty million dollars of international aid money"- Gabriel Olondriz
Police: Violent, corrupt, untrustworthy, disregard for human life.	"We could put you in the Trash and nobody would care. You'd end up in a sack."- Police to Raphael
Gabriel Olondriz: Elderly, frail, dying political prisoner at Colva Prison, attempted to expose corruption but imprisoned, Olondriz is Angelico's grandfather.	"Seventy million would have changed the city, Miss Olivia—at that time. But no schools or hospitals were ever built, and the city stayed poor.'"

Key moments & Quotes

Exposition: The opening	Inciting incident: Finding the bag	Rising Action: Raphael's Interrogation	Rising action: Olivia visits the prison	Climax: The Police chase	Resolution: The ending
"You live day to day and hope you don't get sick. Your life is the hook you carry, there in your hand, turning the trash."	. A long time later I would think to myself: Everyone needs a key. With the right key, you can bust the door wide open. Because nobody's going to open it for you.	I remember suddenly I was out, and the hand holding my arm let go, and I was upside down, held by just one ankle—yes Mickey the filthy wall: It was like a pit – and a long way down below me I could see a stone floor with what looked like trash cans.	I had expected cells, but all I saw was cages. They were on my left and right, and they were the type of cages you might put lions and tigers in, in an old fashioned zoo.	Early morning they came, hoping to catch us asleep—plainclothes and uniforms, I believe, all pressing in around us.	We must have thrown five and a half million dollars out over the dumpsite, and that wild wind took it all over the whole of our big, beautiful, terrible town.

Animal Farm by George Orwell

Key Vocabulary :
Capitalism, Communism, Totalitarianism, Dictatorship, Comrade, Treachery, Maxim, Posthumously .

Allegory
Animalism is Communism. Orwell argues that communism like animalism has failed in its goal of equality.

Circular Narrative
The story begins and ends with those in power (Jones or the pigs) abusing their p?. Orwell argues that power inevitably corrupts.

Satire
Orwell pokes fun at communism and totalitarian governments by representing them as corrupt animals on a farm.

The Big Ideas of the Novel

Power & Corruption

- Mr. Jones is an unjust, corrupt and cruel leader. He uses the animals for profit.
- Old Majors dream of equality is short lived
- Napoleon quickly becomes corrupted by his power and manipulates and terrorises those inferior to him.
- The idealistic seven commandments gradually become corrupted and erased until eventually they are left with one.
- Those in power only care about maintaining their power, and oppress everyone in doing so.

Violence

- Mr. Jones uses violence to control animals and kills them once they become unprofitable
- The revolution against Jones is violent and it seems the animals enjoy extracting revenge.
- Napoleon uses the dogs and violence to control the animals through fear
- The vicious violence of the executions scare the animals into obeying Napoleon
- Napoleon disposes of animals no longer useful- Boxer to the knackers yard.

Education

- Education divided the animals into social classes
- Use of spoken language by Old Major and snowball to create animalism, persuasive speeches- form of propaganda.
- Unquestioning, unthinking, uneducated members of the working class- The Sheep who are susceptible to believing misinformation and spreading it.
- Boxer and other har labour animals are most valuable to farm but have the least time to think/read
- Pigs describe themselves as mind workers- use language to seize and manipulate their power over the intellectually inferior animals

Key Moments and Quotes

Old Majors Speech	Battle of the Cowshed	Education of the Animals	The Executions	Betrayal of Boxer	Pigs dine with the humans
Man is the only creature that consumes without producing. He does not give milk, he does not lay eggs, he is too weak to pull the plough, he cannot run fast enough to catch rabbits. Yet he is lord of all the animals.	They were gored, kicked, bitten, trampled on. There was not an animal on the farm that did not take vengeance on them after his own fashion.	When they had once got it by heart the sheep developed a great liking for this maxim, and often as they lay in the field they would all start bleating "Four legs good, two legs bad! Four legs good, two legs bad!" and keep it up for hours on end, never growing tired of it	When it was all over, the remaining animals, except for the pigs and dogs, crept away in a body. They were shaken and miserable. They did not know which was more shocking — the treachery of the animals who had leagued themselves with Snowball, or the cruel retribution they had just witnessed	The time had been when a few kicks from Boxer's hoofs would have smashed the van to matchwood. But alas! his strength had left him; and in a few moments the sound of drumming hoofs grew fainter and died away	The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which. ALL ANIMALS ARE EQUAL BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS

Symbolic Characters

Napoleon
- Fierce
- Power hungry
- Cunning
- Manipulative
- Represents Stalin

Snowball
- Intelligent
- Passionate
- Brave
- Caring
- Represents Trotsky

Boxer
- Hardworking
- Inspirational
- Loyal
- Strong
- Represents male workers

Benjamin
- Pessimistic
- Vague
- Realist
- Represents opposition to communism

Squealer
- Clever
- Deceptive
- Manipulative
- Dishonest
- Represents Molotov

Old Major
- Visionary
- Wise
- Respected
- Persuasive
- Represents Lenin

Clover
- Mother Figure
- Kind
- Uneducated
- Senses hypocrisy
- Represents female workers

Mr. Jones
- Cruel
- Careless
- Alcoholic
- Determined
- Represents Tzar Nicholas

Mr. Pilkington
- Easy Going
- Careless
- User
- Sly
- **Represents the Allies**

Mr. Frederick
- Shrewd
- Tough
- Selfish
- Efficient
- Represents Hitler

The Cat
- Selfish
- Untrustworthy
- Represents those that went along with communism

Mollie
- Vain
- Silly
- Materialistic
- **Represents rich upper class**

The Sheep
- Impressionable
- Followers
- Gullible
- Compliant
- Represent the uneducated

The Hens
- Unintelligent
- Brave
- Disillusioned
- Terrified
- Represents show trials

The Dogs
- Terrifying
- Fierce
- Fearsome
- Represent the secret police

Muriel
- Intelligent
- Inquisitive
- Fearful
- Represents the educated

Romeo & Juliet by William Shakespeare

Vocabulary: Patriarchy, Soliloquy, Destiny, Unrequited love

Oxymoron: A contradiction in terms.

Juxtaposition: Positioning two or more characters, ideas, objects or places beside each other in order to draw comparisons and contrasts

Symbolism: The use of symbols to represent ideas or qualities.

Personification: Giving human traits to non-living things.

The Big Ideas of the Play

Love

- Context: Marriage is arranged between fathers. Love matches are rare.
- Unrequited love between Romeo and Rosaline
- Parental Love between Montagues and Romeo- Montagues are concerned for Romeo at beginning of play.
- Non-Parental Maternal love between the Nurse and Juliet- Nurse is Juliet's mother figure
- Non-Paternal love between Romeo and Friar Lawrence- Friar is Romeos father figure
- Passionate Romantic love at first sight between Romeo and Juliet
- Courtly love between Paris and Juliet

Conflict

- Context: a violent patriarchal society- duel to settle arguments
- Scene is set with the introduction of an Inter-generational conflict/feud between the Montagues and Capulets that drives the action of the play.
- Tybalt is a driver of conflict in the play. He promises violent vengeance on Romeo for attending the ball
- Mercutio is unpredictable and capable of violence
- Romeo murders Tybalt escalating the conflict of the play
- Romeo kills Paris to get to Juliet's tomb
- Romeo and Juliet kill themselves violently
- The conflict is only ended by the deaths of the young people.

Fate

- Romeo and Juliet's first meeting is likened to a religious experience by them- fate brings them together
- Romeo blames fate for the murder of Tybalt – he is angry he has played into the hands of fate.
- Juliet's decision to go with Friar Lawrence's plan is her attempt to get around her fate to marry Paris
- Romeo tries to defy fate when he learns of Juliet's fake death

The Characters

Romeo: Melancholy, impulsive, loving, passionate, reckless, violent	
Juliet: Devoted, loving, caring, loyal, impulsive	
Tybalt: Argumentative, violent, fiery, defiant, vengeful, hot-tempered	
Paris: Nobel, virtuous, valiant, loving	
Mercutio: Witty, Loyal, violent, rash, impulsive	
Benvolio: Loyal, honest, steady, trustworthy	
Capulet: Cruel, authoritarian, abusive, inconsistent, devoted	
Prince Escalus: Merciful, fair, firm, dignified	
Montague: Paternal, calm	
Friar Laurence: Paternal, philosophical, reckless	
The Nurse: Humorous, loving, fickle, maternal	

Key moments & Quotes

Act 1 Scene 1: The scene is set	Act 1 Scene 5: Romeo offends Tybalt	Act 1 Scene 5: Romeo & Juliet meet	Act 3 Scene 1: Tybalt, Mercutio and Romeo fight	Act 4 Scene 1: Friar Lawrence's Plan	Act 5 Scene 3: The Tragic Ending
"Here's much to do with hate, but more with love /Why then, O brawling love, O loving hate."	"I will withdraw, but this intrusion shall/Now seeming sweet convert to bitterest gall"	"If I profane with my unworthiest hand/This holy shrine, the gentle sin is this/My lips, two blushing pilgrims, ready stand"	"Away to heaven, respective lenity, And fire-eyed fury be my conduct now." "O, I am fortunes fool"	"I will do it without fear or doubt, To live an unstained wife to my sweet love. "	" Thou detestable maw, thou womb of death, / Gorged with the dearest morsel of the earth." " See what a scourge is laid upon your hate,/ That heaven finds means to kill your joys with love."

BLOOD BROTHERS By Willy Russell

Context:

1950- 1970 Liverpool
Unemployment & Poverty
Class divisions

Advanced Vocabulary:

Affluence
Privledge
Hierarchy

Stage Craft Vocabulary

Lighting
Sound effects
Music
Stage Directions
Dialogue
Sets
Props

Characters:

Mickey: The lower-class twin. He is honest, sincere and goodhearted but ends up downtrodden

Edward: The upper class twin. He is naïve, honest and kind.

Mrs. Johnstone:: Mickey and Sammy's mother. Loving, caring mother.

Mrs. Lyons: Edwards mother. Suffers paranoia and poor mental health

Narrator: Appears to foreshadow bad events.

Mr. Lyons: Married to Mrs Lyons, business owner, absent father.

Linda: Mickey & Edwards friend, they both end up in love with..

Sammy: Mickeys delinquent brother

Literary Techniques:

Foreshadowing:

Deaths of the boys through the motifs of guns and violence. There is also foreshadowing of death when the children say 'bang, bang, you're dead'. as well as Mr L gifting a toy one to Edward. A gun is also used in the crime Sammy commits with Mickey

The narrators use of the 'devil' being mentioned throughout foreshadows the truth will come out

Symbolism

New Shoes:

Symbolises belief in superstition

Locket:

Symbolises the bond between the twins and Mrs J

Themes:

Nature Vs Nurture:

Focuses on the idea of what will happen if a person's character is determined by their genetics or upbringing. In this case, it is their upbringing- Mickey wishes to have had Edward's life at the end of the play.

Superstition:

The audience is constantly reminded of this, as well as the superstition Mrs Lyons creates. The narrator also refers to other superstitions throughout the various songs in the play.

Class :

Mickey has less opportunities, poor education and an unsecure job- he is involved in drugs, depression and crime because of his poverty. Edward has all the opportunities: a good education, university and a good job.

Key Moment	Key quotes
Mrs. Lyons convinces Mrs. Johnstone to give her one of the twins	"I must have my baby. We made an agreement, a bargain. You swore on the Bible. "
The Blood brothers scene	"This means we ere blood brothers and well always stand by each other"
The policeman visits Mickeys home The policeman visits Edwards home	"Talk of Oxbridge" Just how the hell do you hope to get a job when you never listen to anythin'?
Mickeys school Edwards school	"More of a prank" "I'm not sure id let him mix with the likes of them in the future." "You don't wanna end up in court again, do you? " "About to commit a serious crime"
Mickey and Edward reunited	"Gis a ciggie? Are you soft? Blood brother? "
The final shooting scene	And do we blame superstition for what came to pass? Or could it be that we , the English have come to know as class?

Act 1: before birth	Act 1- 7 years old	Act 2- 14 years old	Act 2- 18 years old	Act 2- the end
The play starts with the narrator talking about two men laid dead on the stage. We go back in time where we learn Mrs Johnstone's husband has just left her; she is very poor and already has 7 children. She starts a new job cleaning Mrs Lyons' house and finds out she's expecting twins. She strikes up a deal with Mrs L as she can't afford to keep both so Mrs L convinces Mrs J to give her one of the babies. The babies are born and Mrs J begrudgingly hands one of the babies over for Mrs L to later fire her.	Mickey and Eddie meet for the first time by chance at the park and become 'blood brothers' when they find out they share the same birthday. When Mrs J realise the two have met, she is horrified and sends Edward home. Mrs L reacts more violently and slaps Edward when he swears at her. Despite their mothers' disapproval, the boys continue to see each other and play lots of children's games with their friend, Linda. They play various pranks and end up getting caught by the police who threatens Mrs J but flatters Mr L. Mrs L decides they should move, before Edward leaves Mrs J gives him a locket with a picture of herself and Mickey. The Johnstones also find out they are being relocated.	Edward attends boarding school. Mickey and Linda have romantic feelings for each other. Sammy attempts to rob a bus by holding the driver at knife point. Mickey and Eddie both struggle at school- Mickey insults a teacher and Edward refuses to take off the locket. When Mrs L finds out, she's appalled . Mickey and Edward meet, by circumstance again- Mickey takes Edward back to his but they are not aware that Mrs L is following them. Once the boys leave the house, Mrs L attacks Mrs J with a knife and curses her, calling her a witch. The boys meet with Linda and spend the summer together- an idyllic sequence follows as the trio age from 14 to 18.	. Edward has developed feelings for Linda and is at university whilst Mickey works in a factory. Edward self-sacrifices his feelings and encourages Mickey to ask Linda to be his girlfriend and she accepts. In October, Mickey tells his mum that Linda is pregnant and the two will be getting married. Their wedding coincides with a huge economic downturn resulting in Mickey getting paid off. When Edward returns from Christmas, Mickey is downtrodden. Edward confesses his love to Linda but she tells him she is married and pregnant. A desperate Mickey participates in a burglary with Sammy that goes wrong. They are both sentenced to prison and Mickey becomes depressed and is prescribed antidepressants which he becomes addicted to.	Mickey continues to take the pills despite Mrs J & Linda's pleas. Linda, desperate, asks Edward, now a city councilman, to find them an apartment and getting Mickey a job. Mickey is angry about this and a devastated Linda seeks comfort with Edward and begins an affair with him. The affair continues and Mickey stops taking his pills for Linda's sake. Mrs Lyons reveals Linda and Edward's affair to Mickey. Enraged, he takes Sammy's gun out of the floorboards and confronts Edward. Mickey finds and confronts Edward at the town hall about the affair, as well as whether Mickey's daughter is actually his. Edward denies fathering Mickey's child. The police surround the area and Mrs J bursts in and tells the boys they are twins separated at birth. Mickey asks why he couldn't have been Edward and then accidentally pulls the trigger of the gun, shooting and immediately killing Edward, the police then shoot Mickey.

Sing Street Directed by John Carney

Vocabulary: Nostalgia ,Futurist, Poignant, Emigration

Costume: The Clothes the characters wear to express themselves.

Soundtrack: The songs that accompany a film.

Cross-Cutting: Cutting between two scenes taking place simultaneously

Camera Angles & Shots: Different angles and shots are used to create a response from the audience

The Big Ideas of the Film

Rebellion

Conor rebels against Barry the bully by calling him out in front of the school. Conor rebels against Brother Baxter first by wearing the brown shoes, then by refusing to take off his make-up and finally at the school disco by playing the song "Brown Shoes.". Conor is not afraid to speak up against authority and bullies and even writes a song about the hypocrisy of it. Sometimes rebellion is warranted.

Identity

Conor and his bandmates experiment with different styes of fashion in line with the types of music they are listening to. Rpahina creates a whole new identity for herself including a new name: Rephina, new job: Model and a whole new look. Brendan struggles with accepting his new identity as a college drop out and a stoner. Exploring identify is a normal part of being a teenager.

Dreams

Conor dreams of being a rock star so he can impress Raphina. Raphina dreams of becoming a famous model and living in London. Connors mum dreamed of going on holidays to Spain but never gets there. Brendan dreams of doing something creative with his life but remains in his bedroom smoking dope. The film ends on a hopeful note with Conor and Raphina taking a risk and chasing their dreams. The dreams of the young people in this film are powerful.

Characters

Conor Lawlor	Protagonist, brave, confident
Brendan Lawlor	College drop-out, mentor, caring
Robert Lawlor	Father, detached, selfish
Raphina	Vulnerable, Exciting
Penny Lawlor	Mother, sad, leaves family
Eamon	Musical genius, reliable
Darren	Band manager, business-man
Ngig	Musical genius, fun,
Larry & Gary	Band members
Barry	Aggressive, Bully, Vulnerable
Brother Baxter	Aggressive, Powerful, abusive

Key Moments

The Opening Scene- Conor's house

The audience is introduced to the context of the film by scenes from Irish TV of Irish people emigrating on the news cross cut with scenes of Conor playing guitar (badly) in his bedroom. The scene evolves then to a Lawlor family meeting about financial issues where it is revealed that Conor must leave his private school and go to the local Christian brothers school

Brother Baxter confrontation

Brother Baxter calls Conor into his office to force him to take off his make-up. Baxter comments that Conor has a beautiful face which Conor finds unsettling. Conor rebels and refuses but Brother Baxter pursues him and violently forces him to remove the make-up

Brendan's bedroom

There are many scenes between Conor and Brendan in Brendan's bedroom. Conor comes up to his room for advise and Brendan tries to distract him from the fighting of their parents. In this particular scene Brendan is struggling as he has given up smoking. He described to Conor that he has cut a pathway for Conor so that Conor can achieve his dreams. Brendan looks back at his own heyday and his own dreams and we get a sense that things have not turned out for him as he had dreamed.

Drive it like you stole it performance

Connor and his band are rehearsing in the school gym for their next music video for their new song. Conor is anxiously waiting on Raphina to turn up and the rehearsal turns into a dream sequence. The dream is set in a 1950s American high school on prom night as Conor described to Raphina at their date on the island. The dream is an idealised version of Conor's life with his parents there together, his brother as the hero jock, and brother Baxter blessing his performance.

Brown Shoes performance

At the school concert Sing Street perform their last song Brown Shoes. The song is about Brother Baxter and the hypocrisy of adults trying to control teenagers. Conor throws out brother Baxter masks to the delighted crowd. This is Connor's revenge for what he has endured at the school because of Brother Baxter.

The Final Scene –Boat to London

Conor and Raphina decided to leave Dublin and travel to London on Conor's grandads tiny unsuitable boat. Brendan helps them to leave and is delighted to see Conor pursue his dreams. As they make their way out to see the scene takes on a dream-like or music video type quality and the audience is left wondering what is real and what is imagined.

JC History

SKILLS

L.O: Develop historical judgements based on evidence of personalities, issues and events and showing awareness of historical significance

KNOWLEDGE

L.O: Examine life in one fascist country and one communist country in the 20th century.

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ASSESMMENT ESSAY QUESTION

Compare the lives of people in Soviet Russia and fascist Germany.
Discuss which you think was a more dangerous and cruel dictatorship.

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ESSAY QUESTION: Compare the lives of people in Soviet Russia and fascist Germany. Discuss which you think was a more dangerous and cruel dictatorship.

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	Nazi Germany	**Soviet Russia**
Lives of women	Women were supposed to stay home and create large families; Kinder, Kuche, Kirche (children, kitchen, church) Mothers schools- women trained in household duties Nazis wanted increased birth rate for new soldiers for armies Women discouraged from working, wearing make-up & smoking German marriage loan- bonus to new families	More equal in the workplace- worked in male dominated spheres- engineering, construction & labouring Higher percentage of women in workplace than in the West. Creches & Kindergartens developed to allow both men and women work Children's allowance introduced Increase in birth-rate needed after WW2- Mothers of large families- Mother Heroines
Lives of workers	By 1939 no unemployment Public Works schemes to build motorways, housing schemes and rearmament Strength through Joy- workers leisure activities Beauty of Labour- better working conditions Expanded motor industry Lebensraum (living room) needed	Five-year plan to modernise farming Increase of food production needed to feed country Land collected or taken from farmers and collected into huge collective farms Peasants and Kulaks resisted changes & were killed or sent to Gulags Millions died of famine due to the conflict. Five-year plan to modernise industry New Industrial Cities built Large construction projects: Dams & White Sea Canal. Urban population grew from 29 million No unemployment Harsh working conditions & severe punishments
Lives of minorities	Racist Ideas- Germans were the pure-blooded master race (Aryan) Jews were sub-human and inferior to Germans Jews harassed by Nazi organisations and media spread anti-Semitism propaganda Jews banned from civil service, journalism, universities. Jewish shops boycotted. The Nuremberg Laws passed in 1935 Night of the Broken glass-(Kirstallnacht) 10 November 1938-Jewish shops, synagogues attacked and 90 Jews murdered	Purges during 1930s to "clean out" opposition to Stalin's leadership & Policies The Great Terror- 1936-1938- NKVD (Secret Police) Show Trials held – Public confessions from senior party leaders & executions Control & fear Gulags- slave labour camps in Siberia 1-2 million died

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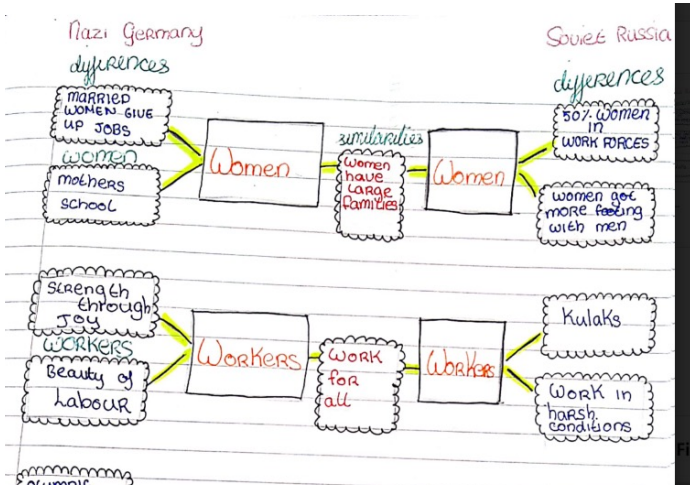

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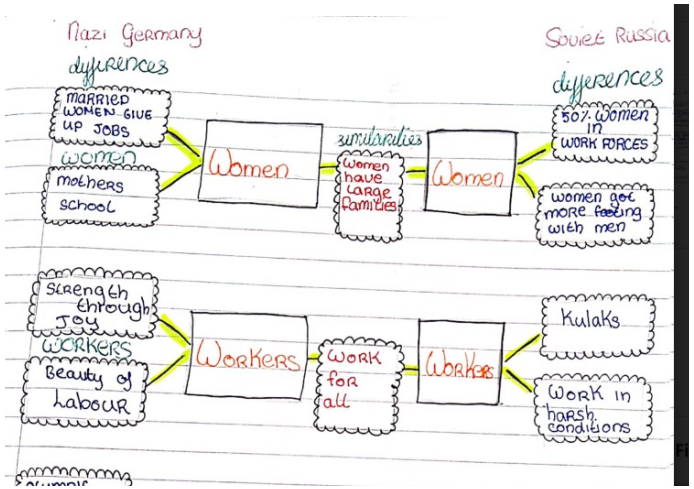

Writing Historically

Element of Historic Writing	Explanation	Example 1: The Cold War	Example 2: The Irish War of Independence	Definitely not an example:
Fact	Something that is know to have definitely happened	Germany was divided into four occupied zones after WW2.	The First Dail issued a declaration of independence.	DeValera assassinated Michael Collins
Dates	Date, month, year an event occurred.	On the 24th June 1948, the Soviets blockaded Berlin.	On the 21st January 1921, the firs shots of the war were fired in Soloheadbeg.	The war of Independence started around the start of the century.
Lists	Three or more examples in a list.	The Western countries flew in supplies such as food, medical supplies, petrol and coal.	The IRA targeted the RIC by attacking barracks, stealing arms and ammunition and intimidating RIC members	There were lots of incidents in the cold war that nearly resulted in war.
Explanation of a key term	Explain the historic term by expanding	Operation Vittles was the codename for the Berlin Airlift by the Western allied powers.	A flying column was a unit of IRA men who lived off the countryside and took part in ambushes.	The British recruited soldiers called the black and tans.
Valid Historic opinion or comment	A widely accepted and historically accurate view on an event or person	The Soviets were prepared to raise tensions with the west but were not prepared to go to war with them.	By 1921, both the British and the IRA wanted peace.	The British hated the Irish.

Strand Two:

The History of Ireland

Students should be able to:

Recognising Key Changes

2.1 **recognise** how a pattern of settlement and plantation influenced identity on the island of Ireland, referring to one example of a pattern of settlement, such as the growth of towns, and one plantation

2.2 **investigate** the role and significance of two leaders involved in the parliamentary tradition in Irish politics

2.3 **explore** how the physical force tradition impacted on Irish politics, with particular reference to a pre-twentieth century example of a rebellion

2.4 **examine** the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923

2.5 **identify** the causes, course and consequences of the Northern Ireland Troubles and their impact on North-South and Anglo-Irish relations

Exploring People, Culture & Ideas

2.6 consider the historical significance of Christianity on the island of Ireland, including its contribution to culture and society in the Early Christian period

2.7 investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora

2.8 describe the impact of war on the lives of Irish people, referring to either World War One or World War Two

2.9 explain how the experience of women in Irish society changed during the twentieth century

2.10 examine how one sporting, cultural or social movement impacted on Irish life

Applying Historical Thinking

2.11 **make connections** between local, personal or family history and wider national and/or international personalities, issues and events

2.12 **debate** the idea that the 1960s was an important decade on the island of Ireland, referring to relevant personalities, issues and events

2.13 **analyse** the evolution and development of Ireland's links with Europe

Strand One:

The Nature of History

Students should be able to:

Developing Historical Consciousness

1.1 **develop** a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context

1.2 **consider** contentious or controversial issues in history from more than one perspective and discuss the historical roots of a contentious or controversial issue or theme in the contemporary world

1.3 **appreciate** their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated

1.4 **demonstrate** awareness of historical concepts, such as *source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space*

Working with Evidence

1.5 **investigate** the job of the historian, including how s/he finds and uses evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence

1.6 **debate** the usefulness and limitations of different types of primary and secondary sources of historical evidence, such as written, visual, aural, oral and tactile evidence; and appreciate the contribution of archaeology and new technology to historical enquiry

1.7 **develop** historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance

1.8 **investigate** a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition

Acquiring the Big Picture

1.9 **demonstrate** awareness of the significance of the history of Ireland and of Europe and the wider world across various dimensions, including political, social, economic, religious, cultural and scientific dimensions

1.10 **demonstrate** chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras

1.11 **make connections and comparisons** between people, issues and events in different places and historical eras

Strand Three:

The History of Europe & the Wider World

Students should be able to:

Recognising Key Changes

3.1 **investigate** the lives of people in one ancient or medieval civilisation of their choosing, explaining how the actions and/or achievements of that civilisation contributed to the history of Europe and/or the wider world

3.2 **evaluate** the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration

3.3 **examine** the causes, course and consequences of one revolution in pre-twentieth century Europe and/or the wider world

3.4 **discuss** the general causes and course of World War One or World War Two and the immediate and long-term impact of the war on people and nations

3.5 **recognise** the importance of the Cold War in international relations in the twentieth-century world

Exploring People, Culture & Ideas

3.6 **explore** life and death in medieval times

3.7 **appreciate** change in the fields of the arts and science, with particular reference to the significance of the Renaissance

3.8 **consider** the historical importance of religion, with particular reference to the Reformation and the actions of one Reformer

3.9 **examine** life in one fascist country and one communist country in the twentieth century

3.10 **explore** the significance of genocide, including the causes, course and consequences of the Holocaust

Applying Historical Thinking

3.11 **explore** the contribution of technological developments and innovation to historical change

3.12 **evaluate** the role of a movement or organisation, such as the European Union or United Nations, in promoting international co-operation, justice and human rights

3.13 **debate** the idea that the 1960s was an important decade in Europe and the wider world, referring to relevant personalities, issues and events

3.14 **illustrate** patterns of change across different time periods in a chosen theme relating to life and society (such as, Crime and punishment; Food and drink; Work and leisure; Fashion and appearance or Health and medicine)

Job of historian/ archaeologist	Romans	Early Christian Ireland	Renaissance	Medieval Times	Conquest and Colonisation	Reformation	Plantations	American Revolution	1798 Rebellion
Industrial Revolution	The Famine	Parnell & O'Connell	The GAA	Ireland 1911-23	Life in Nazi Germany	Life in Soviet Russia	Causes of WW2	Course and impact of WW2	The Holocaust
WW2 & Ireland	The Cold War	Women in 20th C Ireland	1960s World History	1960s Irish History	The Troubles	The EU	Technology & Historic Change	Pattern of Change: Health & Medicine	Pattern of Change: Crime and Punishment

The nature of Science	Drawing and interrupting graphs	The cell	The digestive system	The circulatory system	The respiratory system	Respiration	Photosynthesis	Human reproduction	Inheritance and variation
Evolution	Human health	Microorganisms	Habitat study	Conservation of biodiversity	Materials	Elements, compound and mixtures	Solutions and formation of crystals	Separating mixtures	Acids and bases
Chemical reactions	Reactions between acids and bases	Structure of the atom	The Periodic Table	Metals and non metals	Sustainability	Measuring	Density	Speed, displacement, velocity and acceleration	Forces
Energy	Heat, energy and energy transfer	Current electricity	Technological applications of physics	Space, celestial objects and origin of the universe	The Earth, Sun and Moon	The water cycle, The carbon cycle			

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State Exam Analysis: Knowledge and Skills

The nature of Science	Drawing and interrupting graphs	The cell	The digestive system	The circulatory system	The respiratory system	Respiration	Photosynthesis	Human reproduction	Inheritance and variation
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Topic	**Questions that required actual historic knowledge**	**Reading Comprehension**
Job of historian/archaeologist	3 questions	4 questions
The Renaissance	3 questions	1 question
Conquest and Colonisation	2 questions	2 questions
1798 Rebellion	2 questions	3 questions
The famine	0 questions	5 questions
Ireland 1911-23	2 questions	3 questions
The Holocaust	4 questions	0 questions

State Exam Analysis: Knowledge and Skills

The Famine

Investigate the causes, course and consequences of the great famine, nationally and internationally and examine the significance of the Irish diaspora

Estimate: 60 pieces of knowledge

The Irish Famine; 1845- 1852

Ireland in the 1840s

Ireland rural country, unlike industrialized Britain

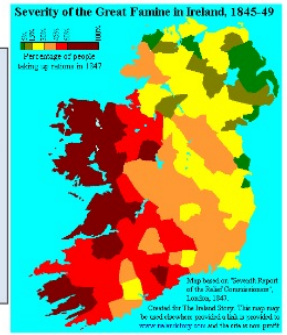
20,000 landlords, some absentee

Large farmers (over 30 acres), small farmers (5-15 acres), cottiers (1 acre), landless labourers, spailpeens.

95% pop. rented land

Practiced subsistence farming

Poor Law Unions est. -> workhouse in each Union



Over-reliance on the Potato;

Potato = staple food

Eaten for every meal

Highly nutritious

Lots could be grown in small plot

Cultivation suited to damp climate

Subdivision of land;

Farmers divided land to give to sons

This made farmers smaller and farmers poorer

Causes of the Famine

Rise in population;

1821 -> pop. of Ireland = 6.8 million

1841 -> pop. of Ireland = 8.2 million

The arrival of blight;

Famine was caused by potato blight

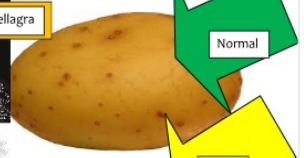
This fungus attacked the potato and caused it to rot

People died from starvation and the diseases associated with malnutrition -> scrofula, scurvy, pellagra

Black '47 was the worst year -> *'A woman with a dead child in her arms was begging in the street…and the guard of the mail told me he saw a man and three dead children lying by the roadside'*

People couldn't pay their rent and so were evicted

Pellagra



Normal

Blight

Indian Corn

Robert Peel imported £100,000 of Indian corn

People couldn't cook corn -> 'Peel's Brimstone'

New government believed in *l'aissez faire* policies and stopped buying corn

Public Works

People with no food did lard labour (e.g. building famine roads) to earn money to buy food

People often died while working on these

Response of the British government

Workhouses

Last stop for poor and starving

200,000 people admitted to workhouses

Overcrowded

Families split up disease was rampant

V small quantities of food to discourage people staying longer than necessary

Soup Kitchens

First set up by Quakers

Gov. passed Soup Kitchens Act

3 million people fed

Gov. closed these down and sent people to workhouses

Results of the Famine

1 million died from starvation and disease

1 million emigrate -> many of these died on board coffin ships

Use of the Irish language was greatly reduced

Subdivision of land ended

Increased political activism -> resentment led to renewed political activism e.g. foundation of IRB

Famine memorial in Co. Mayo

Famine memorial, Skibbereen

Here in humiliation and sorrow, not unmixed with indignation, one is driven to exclaim:

O God! That bread should be so dear and human flesh so cheap.

A million a decade! – Of human wrecks, corpses lying in fever sheds – corpses huddled on founding decks and shroudless dead on their rocky beds; nerve and muscle, and heart and brain, lost to Ireland in vain!

'Pause – and you can almost hear the sounds echo down the ages; the creak of the burial cart, the rattle of the hinged-coffin door, the sigh of spade on earth, now and again all day long'

Miss Stout

State Exam Analysis: Knowledge and Skills

Job of historian/ archaeologist	Romans	Early Christian Ireland	Renaissance	Medieval Times	Conquest and Colonisation	Reformation	Plantations	American Revolution	1798 Rebellion
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The Holocaust	4 questions	0 questions
1960s Ireland	3 questions	4 questions
Total	19	22

Question 5

Over one million people emigrated from Ireland in the 1840s/1850s. The following sources relate to a ship containing Irish emigrants which arrived in New York on 30 November 1853. Examine the sources and answer the questions which follow.

Source 1: extract from a newspaper report describing the ship and its passengers.

> The ship, *Marathon*, left Liverpool on the 22nd of September, with 522 passengers, mostly Irish. She arrived at New York after a voyage of 59 days, during which she lost 64 persons to an outbreak of cholera.
>
> The passengers were in a state of the most wretched poverty and filth. They were lodged on two decks, one above the other. The decks were covered with reeking filth.
>
> The passengers' provisions [food supplies] were exhausted three weeks before the ship came into port. Had the ship been delayed for a few days longer, the people would have starved.

Source 2: extract from seven columns in the ship's passenger list.

1	2	3	4	5	6	7
Rose Moore	25	Female	Servant	Ireland	U.S.A.	
John Fitzpatrick	24	Male	Labourer	Ireland	U.S.A.	
Mary Fitzpatrick	15	Female	Servant	Ireland	U.S.A.	
Johannah Fitzpatrick	40	Female	Servant	Ireland	U.S.A.	
John Fitzpatrick	50	Male	Labourer	Ireland	U.S.A.	Died
John Fitzpatrick	5	Male	Child	Ireland	U.S.A.	
Mary Reilly	29	Female	Servant	Ireland	U.S.A.	Died
Patrick Reilly	9	Male	Child	Ireland	U.S.A.	Died
Margaret Reilly	7	Female	Child	Ireland	U.S.A.	
Bridget Reilly	5	Female	Child	Ireland	U.S.A.	Died

(a) From where did the *Marathon* set sail and how long did the journey take?

Starting point:
Length of journey:

(b) How many of the passengers survived, and how many died, on the voyage to New York?

Survived:	Died:

(c) In Source 1, what were **three** difficulties faced by passengers on the *Marathon*? Support each point with reference to the source.

(d) Suggest a suitable heading for each column in Source 2. Column 6 has been done for you.

1.
2.
3.
4.
5.
6. Destination
7.

(e) Margaret Reilly is one of the passengers named in Source 2.
What facts could a historian write about her, using information from **both** sources?

Question 1

An archaeological dig took place at Doon Point in Co. Kerry in May-June, 2021. Use the photograph and report below to answer the questions which follow.

Doon Point is a long, narrow strip of land that extends over 500 metres into the sea. It is one of 95 coastal promontory forts on the Dingle peninsula. All are at risk of coastal erosion.

Sandra Henry, lead archaeologist on the project says, 'The reason we are doing this dig is that we are trying to gather as much information as possible as these places are under increasing risk of erosion, cliff collapse and rising sea levels.'

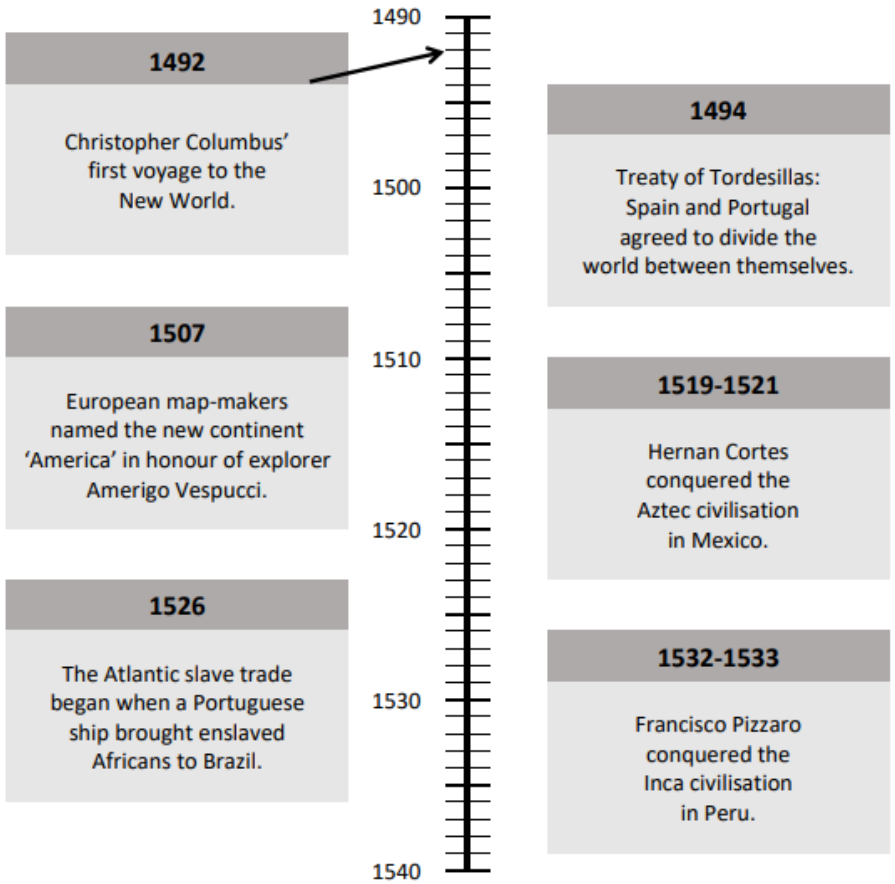
Local farmer, Dennis Curran, estimates that about half an acre of the promontory fort has fallen into the sea. He has noted rising sea levels and an increase in the number of rock falls.

(a) Where in Ireland is Doon Point located?

(b) When did the dig take place?

Question 3

The timeline below relates to exploration and conquest in the New World. Examine the timeline and answer the questions which follow.



(a) How many decades are represented on the timeline?

(b) Draw arrows to link each event to the correct date on the timeline.
The first arrow has been done for you.

Junior Cycle	
Percentage	**Grade Descriptor**
≥ 90 to 100	Distinction
≥ 75 and < 90	Higher Merit
≥ 55 and < 75	Merit
≥ 40 and < 55	Achieved
≥ 20 and < 40	Partially Achieved
≥ 0 and < 20	Not Graded (NG)

Has the final assessment achieved the opposite of what the curriculum set out to do?