

## Study Skills Preparation

December Assessments 2025

**Year 10**

**Name:**

**Form:**

### **Top Tips:**

1. Create a revision timetable that plans which subjects and topics you will revise and when.
2. When planning your revision, focus on the areas you find difficult.
3. Don't spend too long on one topic. Short and regular sessions are the most effective (aim for 20-30 minutes before having a break)



### Year 10 Assessment Week Revision Overview

- This booklet is designed to give an overview of all the topics you have covered this year in your subjects in order to help you start your revision.
- The booklet also gives you a list of recommend resources to use for each subject to help you revise.
- It also includes **some of the core knowledge needed for some subjects. Please note, this is only a starting point for you revision. You must use the overview to find further resources to help with your revision.**
- It also contains some blank pages to help you prepare for your revision.

### **Effective Revision Methods**

Effective Revision is a cycle. This cycle needs to be repeated continuously for core knowledge to ensure it gets stuck in our long-term memory.

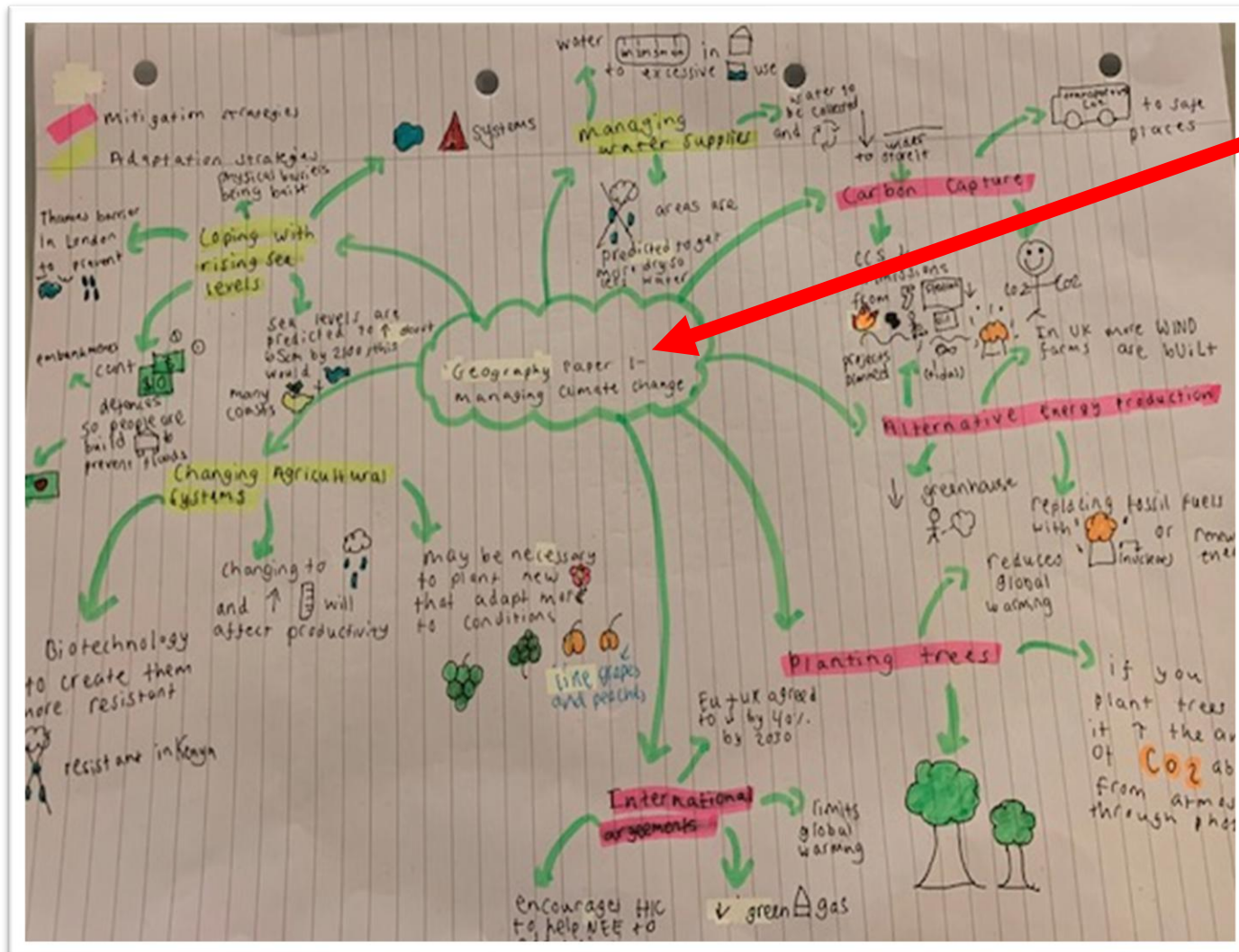
- 1) **Prepare:** Making flashcards and revision mind maps
- 2) **Retrieve:** Using look, cover, write, check, or getting someone else to test you at home
- 3) **Apply:** Applying the knowledge correctly to practice questions

**Part 1) Prepare:** First, you need to break down the important information into your own words. Making revision material is an important part of revising. When you make your own resource, you are aiming to reduce larger amounts of content from a revision guide or knowledge organiser so that you can remember it.

**Part 2) Retrieve:** This step is about checking your knowledge. Here you need to work out what is sticking in your brain and what you are struggling to remember so that you can go back over it

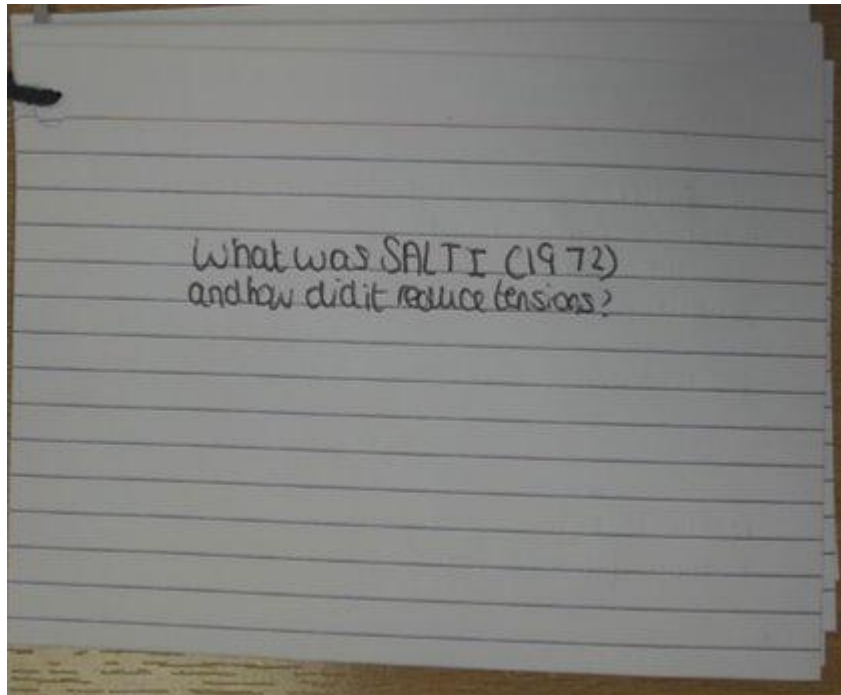
**Part 3) Apply:** Attempt your questions FROM MEMORY, do not copy from your notes - it is important for you to find out what you can remember

## Example Mind Map



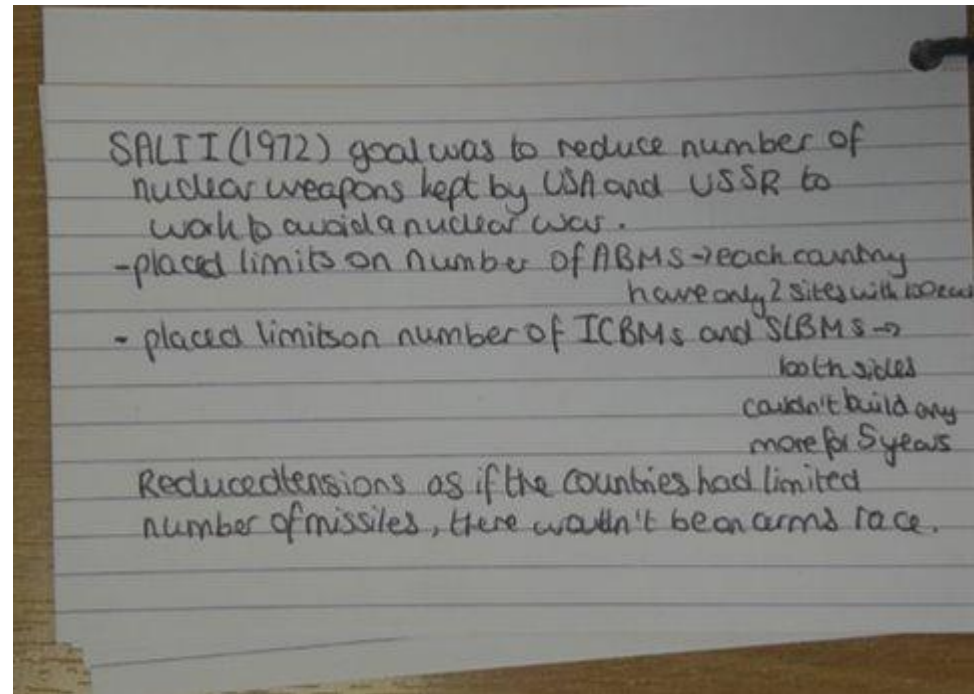
- Main topic is in the centre
- Key information is broken up into different sections
- Use of images as visual cues to help remember certain points
- Colour coding for different sections

## Example Flash Card



### Front of the flashcard

- Has a key question



### Back of the flashcard

- Has a number of short responses, with the key detail, which answer the question

<b>Example Revision Timetable</b>			
	Subject/Time	Subject/Time	Subject/Time
Monday	Computing 5:00-5:30	English 5:40-6.10	Biology 6.20-6.50
Tuesday	Geography 5.00-5.30	RE 5.45-6.15	Chemistry 6.30-7
Wednesday	Maths 5.15-5.45	DT 6.00-6.30	Physics 6.45-7.15
Thursday	RE 10.45-11.15	History 6.00-6.30	Biology 6.45-7.15
Friday	French/Spanish 6.30-7	Geography 7.15-7.45	Chemistry 8-8.30
Saturday	Computing 2.00-2.30	History 2.45-3.15	Physics 3.15-3.45
Sunday	DT 10.00-10.30	Art 10.45-11.15	Biology 11.30-12

Revision Timetable			
	Subject/Time	Subject/Time	Subject/Time
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Year 10			
Subject	Exam Board	Topics	Resources
Art	AQA	<ul style="list-style-type: none"> <li>• Portraiture - Accurate Shape/Proportion</li> <li>• Portraiture - Acrylic painting</li> <li>• Portraiture - Watercolour painting</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/fine-art">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/fine-art</a></li> <li>• <a href="https://www.youtube.com/watch?v=qEv9g_N4aSE">https://www.youtube.com/watch?v=qEv9g_N4aSE</a></li> </ul>
Biology	Edexcel	<ul style="list-style-type: none"> <li>• Paper 2 topics-B1, B6, B7, B8 and B9.</li> <li>• B1-Key concepts in biology</li> <li>• B6-Plant structures and their Functions.</li> <li>• B7-Animal Coordination, Control and Homeostasis.</li> <li>• B8-Exchange and transport in Animals</li> <li>• B9-Ecosystems and Material Cycles</li> </ul>	<ul style="list-style-type: none"> <li>• Please refer to your Yardleys Biology Revision Guide which will be handed out in lessons by your class teacher. Keep this until the end of year 11.</li> <li>• Your exercise book and DIPs completed in class</li> <li>• Revision guide from parent pay</li> <li>• BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f">https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f</a></li> <li>• GCSE POD</li> <li>• Physics and Maths tutor</li> <li>• Exercise books</li> </ul>
Combined Biology	Edexcel	<ul style="list-style-type: none"> <li>• B1-Key concepts in biology</li> <li>• B2-Cells and Control</li> <li>• B3-Genetics</li> <li>• B5- Health, disease and the development of medicines.</li> </ul>	<ul style="list-style-type: none"> <li>• Please refer to your Yardleys Biology Revision Guide which will be handed out in lessons by your class teacher. Keep this until the end of year 11.</li> <li>• Your exercise book and DIPs completed in class</li> <li>• Revision guide from parent pay</li> <li>• BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f">https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f</a></li> <li>• GCSE POD</li> <li>• Physics and Maths tutor</li> <li>• Exercise books</li> </ul>



Business Studies	Eduqas	<b>Topic 1 Business Activity</b> <ul style="list-style-type: none"> <li>1.1 The nature of business activity</li> <li>1.2 Providing goods and services</li> <li>1.3 Business Enterprise</li> <li>1.4 Business planning</li> <li>1.5 Business Aims and objectives</li> <li>1.6 Business ownership</li> <li>1.7 Business ownership</li> <li>1.8 Business location and site</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge organisers</li> <li>BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/examspecs/zbqrgwx">https://www.bbc.co.uk/bitesize/examspecs/zbqrgwx</a></li> </ul>
BTEC  Digital Information Technology	Pearson	<b>Learning Aim A - Modern technologies</b> <ul style="list-style-type: none"> <li>A1 Modern Technologies</li> </ul>	<ul style="list-style-type: none"> <li>Pearson Revision Guide</li> <li>Knowledge organiser booklet</li> <li>Student book - class VLE page</li> </ul>
Chemistry	Edexcel	For the December Assessment, Topics to examine are: C0 - Formulas and Equations C1 - Overarching Concepts C2 - Matter and Mixtures C3 - Chemical Changes (up to electrolysis of Aqueous Substances) C6 - Groups	<ul style="list-style-type: none"> <li>Please refer to your Yardleys Chemistry Revision Guide which will be handed out in lessons by your class teacher. Keep this until the end of year 11.</li> <li>Your exercise book and DIPs completed in class</li> <li>BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/examspecs/zy984j6">https://www.bbc.co.uk/bitesize/examspecs/zy984j6</a></li> <li>GCSE POD</li> <li>Revision Guide from parent pay</li> <li>Study Mind (Past Paper Exam Questions) - <a href="https://studymind.co.uk/">https://studymind.co.uk/</a></li> <li>Loom Videos on the VLE course page for tricky topic areas</li> </ul>
Combined Chemistry	Edexcel	For the December Assessment, Topics to examine are: C0 - Formulas and Equations C1 - Overarching Concepts C2 - Matter and Mixtures C3 - Chemical Changes C4 - Extracting Metals	<ul style="list-style-type: none"> <li>Please refer to your Yardleys Chemistry Revision Guide which will be handed out in lessons by your class teacher. Keep this until the end of year 11.</li> <li>Your exercise book and DIPs completed in class</li> <li>BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/examspecs/zy984j6">https://www.bbc.co.uk/bitesize/examspecs/zy984j6</a></li> <li>GCSE POD</li> <li>Revision Guide from parent pay</li> <li>Study Mind (Past Paper Exam Questions) - <a href="https://studymind.co.uk/">https://studymind.co.uk/</a></li> </ul>



		C6 - Groups	
Computer Science	OCR	<ul style="list-style-type: none"> <li>• Systems architecture</li> <li>• 1.2 Memory and storage</li> </ul>	<ul style="list-style-type: none"> <li>• CGP Revision Guide</li> <li>• Knowledge organiser booklet</li> <li>• <a href="https://www.teach-ict.com/v/GCSE_Computing/OCR_J277/OCR_J277_home.html">https://www.teach-ict.com/v/GCSE_Computing/OCR_J277/OCR_J277_home.html</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/examspecs/zmtchbk">https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</a></li> <li>• <a href="https://student.craigndave.org/j277">https://student.craigndave.org/j277</a></li> </ul>
Sports Science	OCR Cambridge National	R180 - Reducing the risk of injury. <ul style="list-style-type: none"> <li>• Topic Area 1: Different factors which influence the risk and severity of injury</li> <li>• Topic Area 2: Warm up and cool down</li> </ul>	<ul style="list-style-type: none"> <li>• Mind maps for revision Yardleys' Knowledge Organiser</li> <li>• Exercise book notes</li> <li>• OCR Sport R180 past papers</li> <li>• The everlearner website - <a href="https://pages.theeverlearner.com/2024-january-cnat-sport-science-r180-revision">https://pages.theeverlearner.com/2024-january-cnat-sport-science-r180-revision</a></li> <li>• Youtube - <a href="https://www.youtube.com/watch?v=MfAHxBFvf0c">https://www.youtube.com/watch?v=MfAHxBFvf0c</a></li> <li>• OCR Sports Science Textbooks</li> <li>• <a href="https://pages.theeverlearner.com/2024-january-cnat-sport-science-r180-revision">https://pages.theeverlearner.com/2024-january-cnat-sport-science-r180-revision</a></li> </ul>

Drama		<ul style="list-style-type: none"> <li>• To develop an understanding of how to complete the written examination.</li> <li>• To develop a wider appreciation for basic theatrical terminology and elements.</li> <li>• To develop an understanding of the play Missing Dan Nolan and to be able to explore appropriate acting and design techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• OCR Past Papers <a href="https://www.ocr.org.uk/qualifications/gcse/drama-j316-from-2016/assessment/">https://www.ocr.org.uk/qualifications/gcse/drama-j316-from-2016/assessment/</a></li> <li>• Missing Dan Nolan Summary <a href="https://www.dramaandtheatre.co.uk/practical/article/play-for-study-missing-dan-nolan">https://www.dramaandtheatre.co.uk/practical/article/play-for-study-missing-dan-nolan</a></li> <li>• BBC news article about the case <a href="http://news.bbc.co.uk/1/hi/uk/2069533.stm">http://news.bbc.co.uk/1/hi/uk/2069533.stm</a></li> <li>• Knee High Theatre company <a href="https://www.kneehigh.co.uk/">https://www.kneehigh.co.uk/</a></li> <li>• Frantic Assembly Theatre Company <a href="https://www.franticassembly.co.uk/">https://www.franticassembly.co.uk/</a></li> <li>• Daniel Nolan News story. <a href="https://www.youtube.com/watch?v=JbqjC6tb2f4">https://www.youtube.com/watch?v=JbqjC6tb2f4</a></li> <li>• Costume Design <a href="https://www.youtube.com/watch?v=cLW45yeCoNA">https://www.youtube.com/watch?v=cLW45yeCoNA</a></li> <li>• Stage anatomy, theatre design. <a href="https://www.youtube.com/watch?v=ju6Q_0jXFE0">https://www.youtube.com/watch?v=ju6Q_0jXFE0</a></li> <li>• Lighting Design basics <a href="https://www.youtube.com/watch?v=UN18kSmSNdk">https://www.youtube.com/watch?v=UN18kSmSNdk</a></li> <li>• CGP OCR GCSE Drama Revision Guide <a href="https://www.cgpbooks.co.uk/secondary-books/gcse/drama/dmr41-gcse-drama-revision-guide">https://www.cgpbooks.co.uk/secondary-books/gcse/drama/dmr41-gcse-drama-revision-guide</a></li> <li>• Key Theatre terms <a href="https://www.theatrecrafts.com/pages/home/topics/beginners/glossary/">https://www.theatrecrafts.com/pages/home/topics/beginners/glossary/</a></li> <li>• Staging Revision tasks. <a href="https://www.bbc.co.uk/bitesize/guides/z4wnmfr/revision/1">https://www.bbc.co.uk/bitesize/guides/z4wnmfr/revision/1</a></li> </ul>
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English	Edexcel	<ul style="list-style-type: none"> <li>• Frankenstein'</li> </ul>	<ul style="list-style-type: none"> <li>• Red exercise book</li> <li>• Copy of text</li> <li>• York Notes GCSE workbook</li> <li>• sparknotes.com</li> </ul>
Food	WJEC	<ul style="list-style-type: none"> <li>• Culinary terms</li> <li>• Large and small Equipment</li> <li>• Types of establishments</li> <li>• Food service</li> <li>• Communication and ICT</li> <li>• Food safety act</li> <li>• Types of diets</li> <li>• Job roles</li> <li>• Planning a menu</li> </ul>	<ul style="list-style-type: none"> <li>• WJEC Hospitality and Catering books</li> <li>• Knowledge organiser booklet on Satchel</li> <li>• <a href="https://getrevising.co.uk/">https://getrevising.co.uk/</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/groups/cd5exmm663et">https://www.bbc.co.uk/bitesize/groups/cd5exmm663et</a></li> <li>• <a href="https://www.wjec.co.uk/qualifications/hospitality-and-catering-level-1-2/#tab_keydocuments">https://www.wjec.co.uk/qualifications/hospitality-and-catering-level-1-2/#tab_keydocuments</a></li> <li>• <a href="https://www.itv.com/watch/the-savoy/2a7996">https://www.itv.com/watch/the-savoy/2a7996</a></li> <li>• <a href="https://www.bbc.co.uk/programmes/b006t1k5">https://www.bbc.co.uk/programmes/b006t1k5</a></li> <li>• Revision booklet</li> </ul>

French	AQA	<ul style="list-style-type: none"> <li>• <b>Introducing yourself</b> - adjectives to describe your personality and appearance (hair and eyes)</li> <li>• <b>Verbs avoir and être</b></li> <li>• <b>Imperfect tense</b></li> <li>• <b>Reflexive verbs</b> - to describe relationships and who you get on with and why</li> <li>• <b>Best friends</b> - what makes a good friend</li> <li>• <b>Tenses revision</b> - present, perfect, near future.</li> </ul>	<p>Exercise book Purple Grammar book K.Os in exercise books DIP tasks and improvement tasks BBC Bitesize GCSE French</p> <ul style="list-style-type: none"> <li>• <a href="http://www.linguascope.com">www.linguascope.com</a></li> </ul> <p>Username: yardleys Password: tyseley1</p> <ul style="list-style-type: none"> <li>• <a href="http://www.languagenut.com">www.languagenut.com</a></li> </ul> <p>(login details glued into back of exercise books)</p>
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Geography	AQA	<ul style="list-style-type: none"> <li>Physical Landscapes in the UK - Rivers</li> <li>Urban Issues &amp; Challenges - Lagos &amp; Birmingham</li> </ul>	<ul style="list-style-type: none"> <li>Green and red exercise books</li> <li>CGP Revision Guide</li> <li>Reading Books - Glossary - Geography Keywords</li> <li>Place Specific Detail Overview Sheets</li> </ul>
History	OCR	<ul style="list-style-type: none"> <li>Paper 1: Migration including:</li> <li>Medieval migration</li> <li>Early Modern Migration</li> <li>Industrial Migration</li> <li>Modern Migration</li> </ul>	<ul style="list-style-type: none"> <li>Exercise book</li> <li><a href="https://www.bbc.co.uk/bitesize/guides/z2mn2p3/revision/1">https://www.bbc.co.uk/bitesize/guides/z2mn2p3/revision/1</a></li> <li><a href="https://www.youtube.com/watch?v=-rEUrfEdp4w">https://www.youtube.com/watch?v=-rEUrfEdp4w</a></li> </ul>
iMedia	OCR	<ul style="list-style-type: none"> <li>The media Industry</li> <li>Factors influencing product design</li> <li>Pre production planning</li> </ul> <p>Distribution considerations</p>	<ul style="list-style-type: none"> <li>Knowledge organiser booklet</li> <li><a href="https://studyimedia.co.uk/">https://studyimedia.co.uk/</a></li> <li><a href="https://www.youtube.com/watch?v=GdRbDnSeQXg&amp;list=PL3KFKOfmI1eChW_uH89bZRIeQyOWh7ONn">https://www.youtube.com/watch?v=GdRbDnSeQXg&amp;list=PL3KFKOfmI1eChW_uH89bZRIeQyOWh7ONn</a></li> </ul>

Maths Higher	AQA	<ul style="list-style-type: none"> <li>• Factors</li> <li>• Multiples</li> <li>• Indices</li> <li>• Solving Linear Equations</li> <li>• Solving Linear Inequalities</li> <li>• Inequalities &amp; Regions</li> <li>• Ratio</li> <li>• Factorising Quadratics</li> <li>• Non-Calc Trig</li> <li>• SINE Rule</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://corbettmaths.com/contents/">https://corbettmaths.com/contents/</a></li> <li>• <a href="https://www.mathsgenie.co.uk/gcse.php">https://www.mathsgenie.co.uk/gcse.php</a></li> </ul>
Maths Foundation	AQA	<ul style="list-style-type: none"> <li>• Factors and Multiples</li> <li>• Powers and Roots</li> <li>• Rounding and Estimation</li> <li>• Basic Angles</li> <li>• Angles in Parallel Lines</li> <li>• Bearings</li> <li>• Maps</li> <li>• Indices</li> <li>• Expand and Factorise Single Brackets</li> <li>• FDP</li> <li>• Fractions</li> <li>• Percentages of an amount</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://corbettmaths.com/contents/">https://corbettmaths.com/contents/</a></li> <li>• <a href="https://www.mathsgenie.co.uk/gcse.php">https://www.mathsgenie.co.uk/gcse.php</a></li> </ul>

Photography	AQA	<ul style="list-style-type: none"> <li>Basics of Photography - Depth of Field, Rule of Thirds, Macro Photography</li> <li>Photographer Responses - Andrius Aleksandravičius &amp; Maria Puentes</li> <li>'Little Planets' using skyline photography</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/photography">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/photography</a></li> <li><a href="https://www.youtube.com/watch?v=q86fIAaV_gU">https://www.youtube.com/watch?v=q86fIAaV_gU</a></li> </ul>
Physics	Edexcel	Paper 1: - P1 & P2: Forces and Motion - P3 Energy - P4 Waves - P5 Light and the EM Spectrum - P6 Radioactivity - P7 Astronomy	<ul style="list-style-type: none"> <li>Please refer to your Yardleys Physics revision Guide which will be handed out in lessons by your class teacher. Keep this until the end of year 11.</li> <li>Your exercise book and DIPs completed in class</li> <li>Edexcel revision guides.</li> <li>BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/examspecs/zqpshv4">https://www.bbc.co.uk/bitesize/examspecs/zqpshv4</a></li> <li>GCSE POD</li> <li>Physics and Maths tutor: <a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a></li> <li>Save my exams: <a href="https://www.savemyexams.com/">https://www.savemyexams.com/</a></li> <li>Make sure to select GCSE Physics and Edexcel.</li> </ul>
Combined Physics	Edexcel	- P1 & P2: Forces and Motion - P3 Energy - P4 Waves	<ul style="list-style-type: none"> <li>Please refer to your Yardleys Physics revision Guide which will be handed out in lessons by your class teacher. Keep this until the end of year 11.</li> <li>Your exercise book and DIPs completed in class</li> <li>Edexcel revision guides.</li> <li>BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/examspecs/zqpshv4">https://www.bbc.co.uk/bitesize/examspecs/zqpshv4</a></li> <li>GCSE POD</li> <li>Physics and Maths tutor: <a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a></li> <li>Save my exams: <a href="https://www.savemyexams.com/">https://www.savemyexams.com/</a></li> <li>Make sure to select GCSE Physics and Edexcel.</li> </ul>
RE	AQA	<ul style="list-style-type: none"> <li>Christian Beliefs</li> <li>Christian Practices</li> </ul>	<ul style="list-style-type: none"> <li>Flashcards made from homework set</li> <li>Christianity overview</li> <li>Revision booklet to complete at home</li> <li>Quote sheet</li> <li>AQA website past papers online</li> </ul>



			<ul style="list-style-type: none"> <li>• Exercise book</li> <li>• BBC Bitesize</li> </ul>
Spanish	AQA	<ul style="list-style-type: none"> <li>• <b>Introducing yourself</b> - adjectives to describe your personality and appearance (hair and eyes)</li> <li>• <b>Verbs ser and tener</b></li> <li>• <b>Imperfect tense</b></li> <li>• <b>Reflexive verbs</b> - to describe relationships and who you get on with and why</li> <li>• <b>Best friends</b> - what makes a good friend</li> <li>• <b>Tenses revision</b> - present, preterite, near future.</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise book</li> <li>• Purple Grammar book</li> <li>• K.Os in exercise books</li> <li>• DIP tasks and improvement tasks</li> <li>• BBC Bitesize GCSE Spanish</li> <li>• <a href="http://www.linguascope.com">www.linguascope.com</a></li> <li>• Username: yardleys</li> <li>• Password: tyseley1</li> <li>• <a href="http://www.languagenut.com">www.languagenut.com</a></li> <li>• (login details glued into back of exercise books)</li> </ul>

## English: Frankenstein

<p><b>Question 7a: Extract Based Response</b></p> <ul style="list-style-type: none"> <li>You will be given an extract from 'Frankenstein'.</li> <li>You will be asked to write about the presentation of a character's thoughts and feelings in the extract.</li> <li>You will need to write 2 paragraphs.</li> <li>You will need to comment on the impact of language and structure devices in the extract in both paragraphs.</li> <li>You may want to develop your explanation in light of critical theory you have studied.</li> </ul>	<p>P: In [area of text] Shelley successfully presents...</p> <p>Ev: The author writes '...'</p> <p>Ex: In particular the [language/structure feature] suggests...because...indicating...</p> <p>This is reinforced by/coupled with [language/structure feature] which implies...because...showing...</p> <p><b>C:</b> This reminds readers of doppelganger/epigenetic/psychoanalytic/unreliable narrator theory because...</p> <p>L: This makes the reader think/feel...because...</p> <p><b>Boost your mark by:</b></p> <ul style="list-style-type: none"> <li>★ considering alternative interpretations of evidence</li> <li>★ considering alternative impacts on the reader</li> <li>★ using critical theory to interpret evidence</li> <li>★ embedding quotations in an evidence sentence</li> </ul>
<p><b>Question 7a: Whole Text Response</b></p> <ul style="list-style-type: none"> <li>You will be asked to write about the presentation of a theme throughout the text.</li> <li>You should not comment on the extract in your response.</li> <li>You will need to write <b>3 paragraphs: Walton, Victor, the Creature.</b></li> <li>You will need to include quotations you have learnt from the novel.</li> <li>You will need to have an umbrella argument which links all of your paragraphs, e.g. [X] leads to the destruction of [X].</li> <li>You may want to develop your explanations in light of critical theory you have studied.</li> </ul>	<p>P: In [area of novel] Shelley shows/demonstrates/explores...</p> <p>E: When [include accurately remembered event/chapter signpost/quotation]...</p> <p>E: This suggests...because...</p> <p>The use of mirroring/juxtaposition/foreshadowing....</p> <p><b>C:</b> This reminds readers of doppelganger/epigenetic/psychoanalytic/unreliable narrator theory because...</p> <p>L: This shows [umbrella argument] and/as the reader would feel/think/know...</p> <p><b>Boost your mark by:</b></p> <ul style="list-style-type: none"> <li>★ using a range of frequently embedded textual reference</li> <li>★ developing explanations using critical theory</li> <li>★ comparing characters</li> </ul>
<p style="text-align: center;">It is better to attempt every question, even if that means leaving something unfinished. Never hand your work in with an incomplete sentence.</p> <p style="text-align: center;">If you run out of time, bullet point the rest of your response as you may still gain some marks for showing what you intended to do.</p>	



## What is a Doppelgänger?

- Directly translated as “**double-goer**”, the term doppelgänger was first introduced by Jean Paul in his 1796 novel *Siebenkäs*.
- Born out of a growing cultural fascination with supernatural spectral shadows, **evil opposites and uncanny mirroring** this narrative device is **common in gothic fiction** like 'Frankenstein', 'Dr Jekyll and Mr Hyde' and 'Jane Eyre'.
- In contemporary, popular fiction, the doppelgänger is commonly portrayed as an “**evil twin**”. However, the original doppelgänger was an evil spirit and **seeing your doppelgänger was believed to mean that your death was near**.

### Victor Frankenstein and the Creature:

In Literature, there has been a shift away from the doppelgänger being a physical double, towards the **doppelgänger instead providing an opportunity for psychological conflict**.

In Gothic novels like 'Frankenstein', the doppelgänger becomes an **externalisation of the internal conflicts of the mind**.

The **creature becomes a physical representation of Victor's turmoil**: the 'torture' he endures literally plays out on the face of the 'miserable monster' and seeing him is like Victor coming face to face with his (sub) conscious.

In 'Frankenstein', **Victor is an example of a character who will not acknowledge the part of him that is represented by his doppelgänger**, the creature. This is not just because he has been neglectful in the parent/child relationship he has with the creature but because he refuses to acknowledge the darker sides of himself and that, like Prometheus, he has overreached.

Some even argue that Victor's doppelgänger (the creature) acts out all his evil fantasies - even killing Elizabeth because he holds her responsible for the death of his mother!

“Accursed creator! Why did you form a monster so hideous that even you turned from me in disgust? God, in pity, made man beautiful and alluring, after his own image; by my form is a filthy type of yours, more horrid even from the very resemblance.”

*The Creature*

“I considered the being whom I had cast among mankind [...] in the light of my own vampire, my own spirit let loose from the grave, and forced to destroy all that was dear to me.”

*Victor Frankenstein*



## What is Epigenetic Theory?

- Also known as the **nature vs nurture** debate.
- **Social scientists** believe that it is the way you are nurtured or brought up that has most impact on the type of characteristics you possess.
- **Biological scientists** believe that your genes influence who you are and whilst social factors do have an impact, our genes are stronger.
- An experiment on rats, switched at birth showed that the way they were nurtured had the ability to override genes that had been inherited effectively turning on or turning off care-giving qualities.

### Victor Frankenstein and the Creature:

In the novel, the creature tells Victor that 'misery made me a fiend' arguing that, though he was born benevolent his maltreatments has caused him to 'murder the lovely and the helpless'. For the creature he is a product of his nurture or lack thereof.

Juxtaposingly, at the beginning of the novel, Victor tells Walton about his upbringing. He was adored by his parents: 'my mother's tender caresses and my father's smile of benevolent pleasure while regarding me, are my first recollections.' Yet, despite having excellent parenting modelled for him, Victor fails to be the father figure the creature requires, abandoning him on sight and believing his desire for support to be an attempt on Victor's life. His constant shifting of blame to fate could suggest that, for Victor, evil is something genetic rather than something that results from nurture.

Throughout the novel, Shelley causes us to question the extent to which us as individuals are responsible for our own actions and, in doing so whether we side with Victor or the Creature: can either of their actions be explained away by the treatment of others?

*"Remember that I am thy creature; I ought to be thy Adam, but I am rather the fallen angel, whom thou drivest from joy for no misdeed. Everywhere I see bliss, from which I alone am irrevocably excluded. I was benevolent and good; misery made me a fiend. Make me happy, and I shall again be virtuous."*

*The Creature*

*"[...] my mother's tender caresses and my father's smile of benevolent pleasure while regarding me, are my first recollections [...] their child, the innocent and helpless creature and in whose future lot it was in their hands to direct to happiness or misery."*

*Victor Frankenstein*



## What is Psychoanalytic Theory?

- This theory is based on the belief that the human conscious is made up of three parts: id, ego and super ego.
- Id: Subconscious part of the brain responsible for instinctive impulses. This is something we are all born with.
- Super Ego: Subconscious part of the brain responsible for good actions. This is the part that can be influenced by parents and teachers.
- Ego: The part of the mind that is responsible for reality, finding the balance between wrong and right.

### Victor Frankenstein and the Creature:

According to psychoanalytic theory, the choices Victor Frankenstein makes, consciously, are the result of his id and super ego battling it out for influence. For example, his decision not to come forward at the trial of Justine (because he fears he will be called mad) is an example of his Id being more dominant than his Super Ego (which would have encouraged him to avoid guilt by doing the right thing).

In the novel, it might be argued that the creature is a physical representation of Victor's id since he carries out all of Victor's repressed and dangerous desires. For example, the creature kills Victor's wife, Elizabeth. Though this might seem strange, psychoanalytic theory would suggest this is the creature (Victor's id) acting out Victor's repressed hatred of Elizabeth whom he holds responsible for the death of his mother. Remember, Victor's mother died after nursing Elizabeth back to health after she contracted scarlet fever.

Freud (the psychologist behind psychoanalytic theory) also believed in dream theory (i.e. that dreams were repressed memories or feelings). Therefore, Freud would argue that readers are given clues about Victor's desire to kill Elizabeth as early as chapter 5, when, in a dream, she turns into the corpse of his dead mother.

"How dare you sport thus with life? Do your duty towards me, and I will do mine towards you and the rest of mankind. If you will comply with my conditions, I will leave them and you at peace; but if you refuse, I will glut the maw of death, until it be satiated with the blood of your remaining friends."

*The Creature*

"Sometimes I entreated my attendants to assist me in the destruction of the fiend by whom I was tormented; and at others, I felt the fingers of the monster already grasping my neck, and screamed aloud with agony and terror."

*Victor Frankenstein*





## What is an Unreliable Narrator?

- ★ An unreliable narrator can be defined as any narrator who **misleads readers, either deliberately or unwittingly.**
- ★ Many are unreliable through circumstances, character flaws or psychological difficulties. **Examples might include if the narrator is: a child, mentally unwell, an amnesiac, biased.** You might think about unreliable narrators in other texts you have studied such as 'The Boy in the Striped Pyjamas' or 'The Curious incident of the Dog in the Night-time'.
- ★ In some cases, a narrator withholds key information from readers, or they may deliberately lie or misdirect.

### Narration in 'Frankenstein':

The novel 'Frankenstein' is structured as a **frame narrative** (a story within a story) meaning that, since information has been passed from one character to another through a series of Chinese whispers, nothing is reliable. **Walton is the ultimate story-teller but he is relying both on his own memory and Victor's to ensure that both Victor and the creature's story is told truthfully and this is even before any consideration is given to bias.**

Victor might manipulate the narrative on purpose. We know that he is prejudice (particularly regarding physical appearance) but also that he might be deliberately deceptive in order to present himself in a more favourable light and the creature in a more horrific one or even a more superior one (after all, he is the mastermind behind the creature's creation!) You might notice how, when recounting the creature's speech, Victor often remembers how the creature uses words we associate with him - is this a coincidence because they are doppelgangers or a clue that Victor is misleading us?

Finally, Walton could be purposefully manipulating the narrative too. He has 'no friend' but Victor and wants him to seem more favourable in his letters home. Could this bromance disrupt the plausibility of his narrative?

"If you will comply with my conditions, I will leave them and you at peace; but if you refuse, I will glut the maw of death, until it be satiated with the blood of your remaining friends."

**Does Victor exaggerate the creature's threat?**

"The poor victim, who on the morrow was to pass the awful boundary between life and death, felt not, as I did, such deep and bitter agony."





**Is Victor too self-absorbed to understand and communicate the feelings of others?**





	Robert Walton	Victor Frankenstein	The Creature
<b>Ambition, Knowledge and Obsession</b>	<ul style="list-style-type: none"> <li>'visit a land never before imprinted by the foot of man'</li> <li>'endure cold, famine, thirst and want of sleep'</li> <li>'surrounded by ice'</li> <li>'I try in vain to be persuaded that the pole is the seat of frost and desolation, it ever presents itself to my imagination as the region of beauty and delight'.</li> <li>'I feel my heart glow with an enthusiasm which elevates me to heaven'</li> <li>'What can stop the determined heart and resolved will of man?'</li> </ul>	<ul style="list-style-type: none"> <li>'midnight labours'</li> <li>'the beauty of the dream vanished'</li> <li>'pursue Nature to her hiding places'</li> <li>'it was the secrets of heaven and earth that I desired to learn'</li> <li>'the world to me was a secret which I desired to discover'</li> <li>'I will pioneer a new way, explore unknown powers, and unfold to the world the deepest mysteries of creation'</li> <li>'How can I describe my emotions at this catastrophe, or how delineate the wretch whom with such infinite pains and care I had endeavoured to form?'</li> <li>'learn from me'</li> <li>'No one can conceive the variety of feelings which bore me onwards, like a hurricane, in the first enthusiasm of success'.</li> </ul>	<ul style="list-style-type: none"> <li>'Beware, for I am fearless, and therefore powerful'</li> <li>'unravel the mystery of language'</li> <li>'of my creation and creator I was ignorant'</li> <li>'it was indeed a God-like science and I ardently wanted to become acquainted with it' (about language)</li> <li>'sorrow only increased with knowledge'</li> </ul>
<b>Companionship and Isolation</b>	<ul style="list-style-type: none"> <li>'I have no friend'</li> <li>'I desire the company of a man who could sympathize with me, whose eyes would reply to mine.'</li> </ul>	<ul style="list-style-type: none"> <li>'more than sister'</li> <li>'mine to protect, love and cherish'</li> <li>'I made no visit to Geneva'</li> <li>'midnight labours'</li> <li>'I shunned my fellow creatures'</li> <li>'know that one by one, my friends were snatched away'</li> <li>'learn from me'</li> </ul>	<ul style="list-style-type: none"> <li>'shunned and hated by all mankind'</li> <li>'even Satan had his companions'</li> <li>'I am solitary and abhorred'</li> <li>'I ought to be thy Adam, but rather I am the fallen angel'</li> <li>'misery made me a fiend'</li> </ul>
<b>Prejudice, Revenge and Monstrosity</b>	<ul style="list-style-type: none"> <li>'one man's life or death was but a small price to pay for the acquirement of knowledge'</li> </ul>	<ul style="list-style-type: none"> <li>'miserable monster'</li> <li>'the beauty of the dream vanished'</li> <li>'know that one by one, my friends were snatched away'</li> <li>'How can I describe my emotions at this catastrophe, or how delineate the wretch whom with such infinite pains and care I had endeavoured to form?'</li> <li>'the demonical corpse to which I had so miserably given life'</li> </ul>	<ul style="list-style-type: none"> <li>'a fatal prejudice clouds their eyes'</li> <li>'I have murdered the lovely and the helpless'.</li> <li>'If I cannot inspire love, I will cause fear!'</li> <li>'shunned and hated by all mankind'</li> <li>'I am solitary and abhorred'</li> <li>'misery made me a fiend'</li> <li>'my person was hideous and my stature gigantic'</li> <li>'Why did you form a monster so hideous that even you turned away from me in disgust'</li> <li>'I, the miserable and the abandoned, am an abortion, to be spurned at, and kicked, and trampled on.'</li> <li>'my form is a filthy type of yours'</li> <li>'I will be with you on your wedding night'</li> </ul>



# LO1: Understand the environment in which hospitality and catering providers operate

## AC1.1 Describe the structure of the hospitality and catering industry Food

<u>Types of food service</u>	
<b>Plate</b> 	<ul style="list-style-type: none"> <li>Meals are pre-plated in the kitchen</li> <li>Good portion control methods.</li> <li>All plates are consistent in the food presentation.</li> </ul>
<b>Silver</b> 	<ul style="list-style-type: none"> <li>This type of service requires more training for waiting staff, it is a skill.</li> <li>Food is fully cooked in the kitchen but presented on platters.</li> <li>A silver spoon and fork are used to serve food from a platter to a guest's plate at a table.</li> </ul>
<b>Buffet</b> 	<ul style="list-style-type: none"> <li>Food set up along a table.</li> <li>The food can be hot or cold.</li> <li>It can be self-service or served by staff, or a mixture of the two.</li> <li>Poor portion control when people help themselves and can go back for more</li> </ul>
<b>Vending</b> 	<ul style="list-style-type: none"> <li>Food service from a machine.</li> <li>Food can be served 24 hours.</li> <li>Usually snacks are served in this way but it can also be hot meals</li> </ul>

<u>Types of food service</u>	
<b>Fast food</b> 	<ul style="list-style-type: none"> <li>Customers collect food from a counter.</li> <li>Quick and simple method.</li> <li>Food served in disposable packaging.</li> <li>Packaging is bad for the environment</li> </ul>
<b>Gueridon</b> 	<ul style="list-style-type: none"> <li>Food is cooked, finished or presented to the guest at a table, from a moveable trolley.</li> <li>This might involve flambéing an item, carving it, cooking on a hot stone/plate or tossing a salad.</li> <li>Turns food into entertainment and creates an atmosphere of sophistication.</li> </ul>
<b>Café</b> 	<ul style="list-style-type: none"> <li>Counters displaying ready prepared/cooked food are used.</li> <li>Customers queue up.</li> <li>Customers may impulse buy from the displays.</li> </ul>
<b>trolley</b> 	<ul style="list-style-type: none"> <li>A meal provided in a tray or a choice of food from a trolley.</li> <li>Menu options are often limited and sometimes customers order in advance.</li> <li>Food can be prepared elsewhere and reheated or made in the premises and moved to another area</li> </ul>

Commercial sector



Non- Commercial sector











Residential



Non- Residential



Commercial sector Residential	Commercial sector Non- Residential	Non- Commercial sector Residential	Non- Commercial sector Non- Residential
 <ul style="list-style-type: none"> <li>Hotels</li> <li>Guest house</li> <li>Campsites</li> </ul> 	 <ul style="list-style-type: none"> <li>Restaurants</li> <li>Pubs and bars</li> <li>Takeaways and fast food</li> </ul> 	 <ul style="list-style-type: none"> <li>NHS hospital</li> <li>Armed forces</li> <li>Hostel and shelters</li> </ul> 	 <ul style="list-style-type: none"> <li>Free work canteen</li> <li>Public schools</li> <li>Soup kitchens</li> </ul> 

Don't forget you will need to know the type of people (clients) that would use these services

# Food Job Roles

## Managers



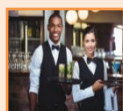
What do they do?

- Responsible for the running of the business
- Employing (and dismissing) staff
- Deal with problems and complaints

Examples in a hotel

- General manager
- Executive chef
- Finance manager

## Front of house



What do they do?

- Work directly with customers
- Take bookings
- Serve food and drinks
- Take bookings

Examples in a hotel

- Receptionists
- Waiting staff
- Porters
- Bartenders

## Administrators



What do they do?

- Sort out and deal with letters, phone calls and emails
- Filling and organisation
- Manage events

Examples in a hotel

- Secretaries
- Accountants

## Back of house



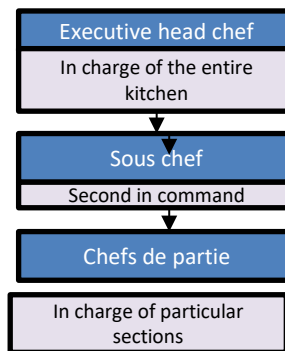
What do they do?

- Buy and organise supplies
- Prepare and cook food
- Clean
- Maintain security

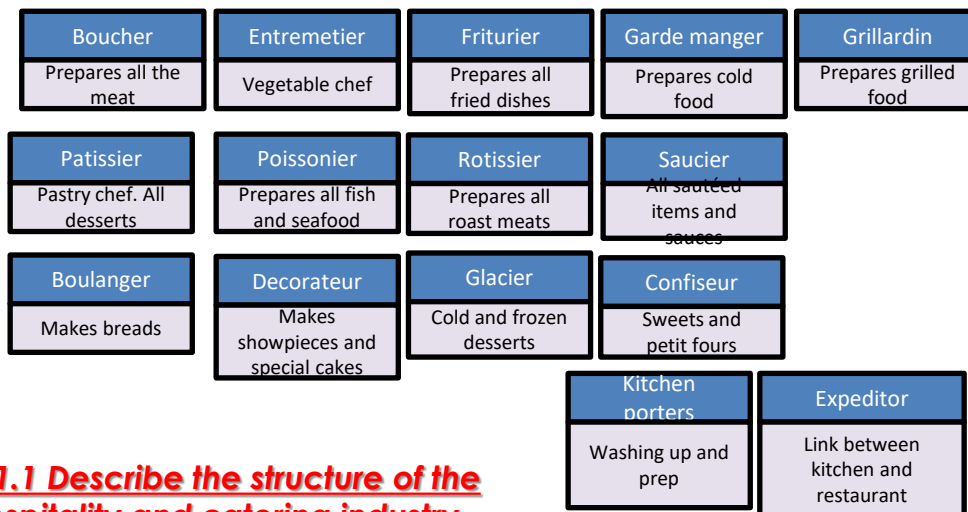
Examples in a hotel

- Stock controller
- Kitchen brigade
- Cleaners
- Room attendants

Housekeeping	
Head house keeper	Room attendant s
Maintenanc e staff	Cleaning staff



The kitchen brigade



## AC1.1 Describe the structure of the hospitality and catering industry

The front of house	
Receptioni sts	Take bookings, check customers in and out, deal with customers problems
Porters	Help customers to their rooms, set up meeting rooms
Night porters	Work reception at night, help late arrivals
Concierge	Arranges taxis and visits, park cars

## Standards and ratings



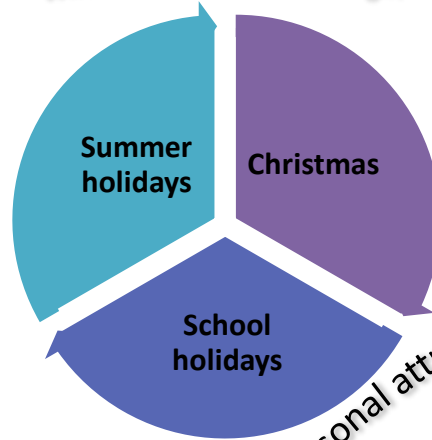
# LO1: Understand the environment in which hospitality and catering providers operate

## AC1.2 Analyse job requirements within the hospitality and catering industry

### Food



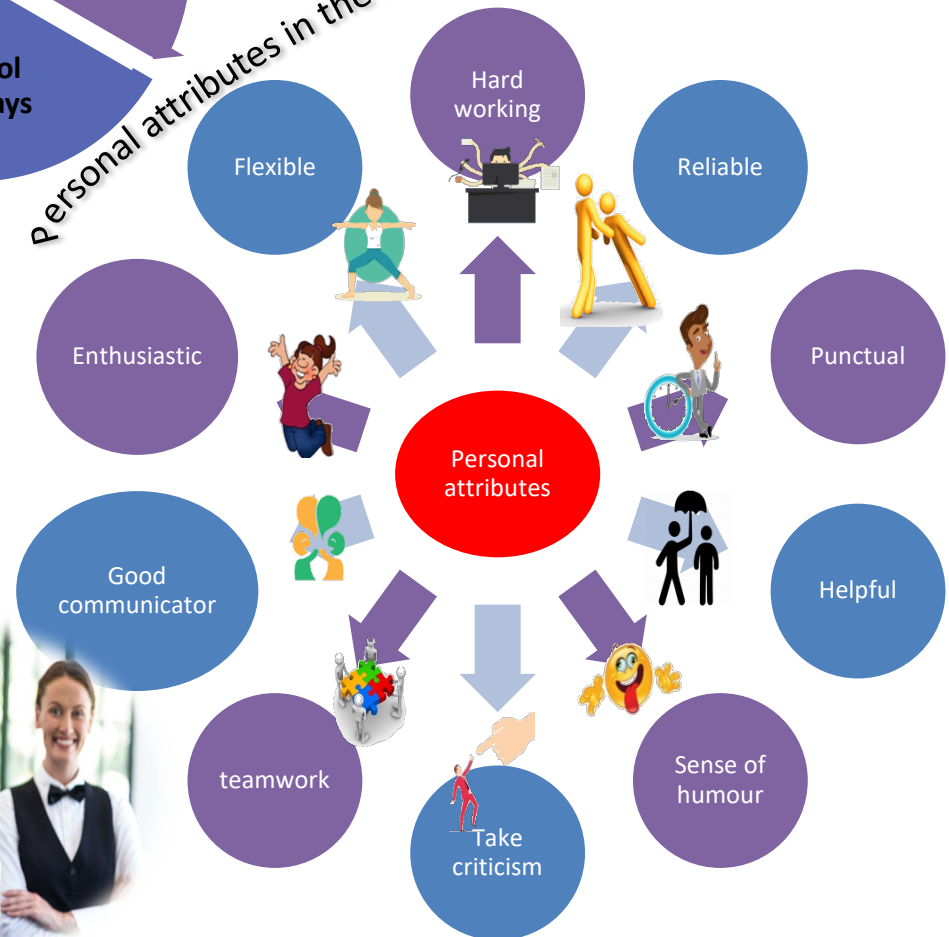
When is demand for staff high?



personal attributes in the industry



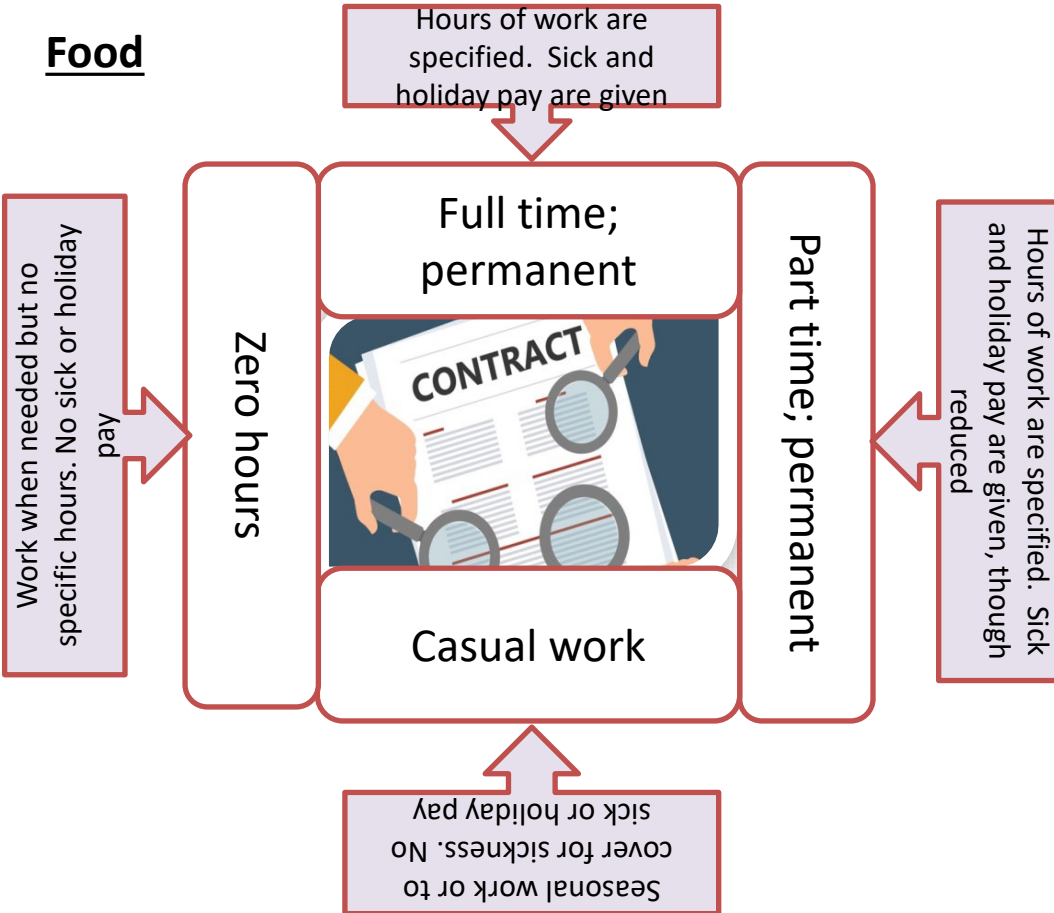
Skills needed as a waiter		
Responding to problems	Multi task	Good business knowledge
Calmly communicate	Well organised	Good local knowledge



**LO1: Understand the environment in which hospitality and catering providers operate**

**AC1.3 Describe working conditions of different job roles across the Hospitality and Catering industry**

**Food**



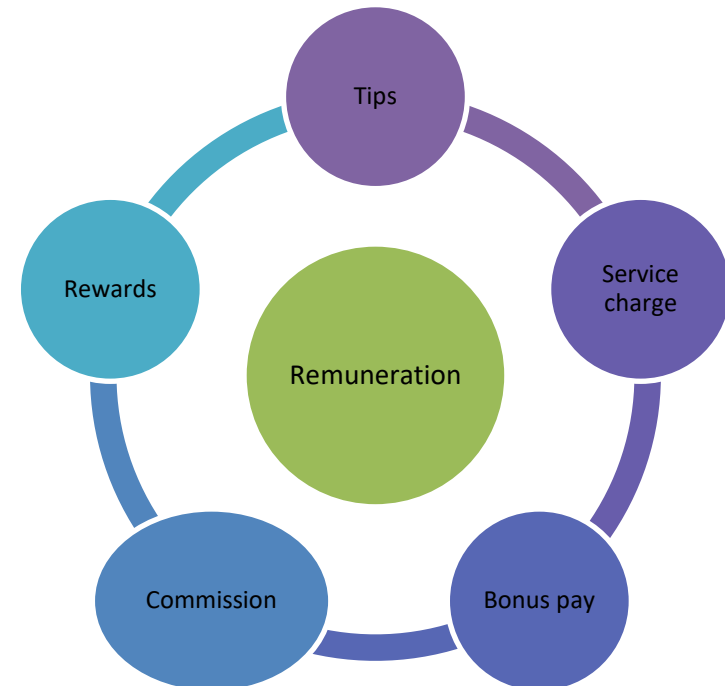
Paid employees are entitled to holiday pay each year. It is important to take time of to recharge. Most workers who work a 5-day week must receive at least 28 days' paid annual leave a year. This is the equivalent of 5.6 weeks of holiday.

**Rates of pay**



National minimum wage	This is paid hourly. This is the minimum pay that workers over school leaving age are entitles to
National living wage	This is the same principal as minimum wage but for people aged 25 and over

**Remuneration**



## **Food Year 10 Revision Watch list**

### **1-JOB ROLES**

Watch this program <https://www.bbc.co.uk/programmes/b09ws1xq>

and make notes on the different job roles within the hotel.

### **2- HOTEL INSPECTOR**

Pick an episode of The Hotel Inspector <http://www.channel5.com/show/the-hotel-inspector>

Identify the different factors affecting success and the reasons for failure that are discussed. Then carry out a SWOT analysis. Strengths Weakness Opportunities and threats

### **3- WORK FLOW**

Reminder of visiting the canteen (or watch a suitable you tube clip/ TV programme). Describe the operation layout and work flow, equipment and materials used. Make notes on stock control, documentation used, staff allocation, dress code and safety and security.

### **4- HEALTH AND SAFETY**

this webpage <http://www.hse.gov.uk/catering/index.htm>

Once you have had a look at a few different areas, click the link to visit the Shattered Lives website and have a look at the case study and some of the resources available.

### **5- EHO**

Watch this programme, paying particular attention to the case of salmonella poisoning.

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

### **6-FOOD INSPECTORS**

Visit these webpages <https://www.food.gov.uk/> <https://www.gov.uk/browse/business/food>.

Explore different areas to expand you understanding of the food inspection process, food safety legislation and food poisoning.

### **7- FINANCES**

Watch an episode of million pound menu. <https://www.bbc.co.uk/programmes/b0b3pt5>

Pay careful attention to conversations about target markets, gaps in the market, competition, strengths, weaknesses and finances.

# GCSE AQA Geography

## Year 10 case study and example list

### 3.1.3 Section C: Physical landscapes in the UK

Spec	Our Students
An <b>example</b> of a river valley in the UK to identify its major landforms of erosion and deposition.	River Tees
An <b>example</b> of a flood management scheme in the UK to show: • why the scheme was required • the management strategy • the social, economic and environmental issues.	Jubilee River relief channel, Windsor

### 3.2 Challenges in the human environment

Spec	Our Students
A <b>case study</b> of a major city in an LIC or NEE to illustrate: • the location and importance of the city, regionally, nationally and internationally • causes of growth: natural increase and migration • how urban growth has created opportunities • how urban growth has created challenges:	Lagos, Nigeria
An <b>example</b> of how urban planning is improving the quality of life for the urban poor.	Lagos, Nigeria Makoko - floating school
A <b>case study</b> of a major city in the UK to illustrate: • the location and importance of the city in the UK and the wider world • impacts of national and international migration on the growth and character of the city • how urban change has created opportunities • how urban change has created challenges	Birmingham
An <b>example</b> of a UK urban regeneration project to show: • reasons why the area needed regeneration • the main features of the project.	Birmingham's Big City Plan, Curzon Street

In the specification content, students are required to study case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and understanding. Examples are more focused on a specific event or situation, are smaller in scale and do not cover the same degree of content.



# History

## Migrants to Britain - Medieval 1250-1500

### Key Events

**1250 onwards** – Henry III no longer protects the Jews and Italian bankers are invited to England.

**1255** – Young boy named Hugh disappeared. His body was found a month later and the Jewish community was blamed for his murder. 93 arrested and 18 hanged.

**1263** – 400 Jews murdered in Palm Sunday Massacre.

**1275** – Statute of Jewry passed which restricted the rights of Jews living in England.

**1282** – First mention of Hansa Merchants in England.

**1290** – Jews expelled from England by Edward I.

**1330s** – Flemish Weavers invited to England.

**1348** – Black Death leads to further job opportunities for migrants in towns.

**1370** – Letters of Denization introduced. To be treated as other English subjects, migrants had to pay a fee and take an oath of allegiance to the crown.

**1381** – Great Rising or Peasants' Revolt leads to the murder of up to 150 foreigners in London.

**1439** – King forced all foreign merchants to live in English homes after pressure from the guilds.

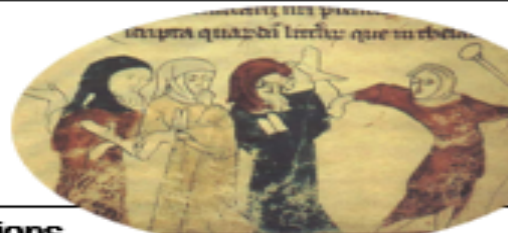
**1440** – 'Alien Subsidy' introduced. Tax on all adults, children and servants who were born overseas.



*The Hereford Mappa Mundi of c1300, showing Jerusalem in the centre, Europe lower left and Africa lower right. By the late Middle Ages, people from France, the Low Countries, the eastern Mediterranean and north Africa were living and working in England.*



*Migrants to Medieval Britain were not just bankers and weavers but did a wide variety of jobs.*



*Jews wearing yellow badged being threatened by a man with a club. From a thirteenth century manuscript.*

### Example Questions

**9 marker** – Write a clear and organised summary that analyses the reasons why people migrated to Britain in the period 1200-1500. Support your summary with examples.

**10 marker** – Why had Jewish communities left England by 1290? Explain your answer.

**18 marker** – 'Migration to Britain increased between 1250 and 1500 mainly because of changes in attitudes towards migrants.' How far do you agree with this statement? Give reasons for your answer.

### Jewish

#### Why did they come?

Most were invited by William the Conqueror. They were needed as they could work as money lenders and they were being persecuted in Europe.

#### What was their experience like?

1263 – Palm Sunday, 400 Jews were murdered. People were prejudiced against their work as money lenders and debt collectors. 1290 expelled showing strength of feeling against them.

#### What was their impact?

Their loans helped fund important activities and buildings such as market traders and castles.

### Flemish and Dutch

#### Why did they come?

Wars in the Low Countries. England more stable and only short sea journey away. They were skilled and invited by Edward III.

#### What was their experience like?

Guilds didn't like the Flemish weavers and wouldn't let them join. 1270 Henry III invited Flemish weavers to come to England. 1330s onwards Flemish were offered special privileges to work in England.

#### What was their impact?

Dutch beer became more popular than traditional British beer. The Flemish substantially grew the wool and textiles trade.

### Italian

#### Why did they come?

From the 1220s rich banking families started arriving in England. Italian bankers wanted to expand and were highly regarded in other countries.

#### What was their experience like?

They took the place of Jewish money lenders. Gained special privileges to trade in certain goods from the King. Made huge losses when Edward III refused to repay loans.

#### What was their impact?

Stayed in London with a lasting effect on banking. We get the word 'credit' and 'debit' from them, as well as the pound symbol.

*Anti-Semitic graffiti found on a scroll from Norwich in the 12<sup>th</sup> Century. Believed to depict the powerful Jewish financier Isaac Jurnett.*



# History

## Migrants to Britain - Early Modern 1500-1750



European trade spread around the world.



Protestants being burnt.

### Key Events

- 1517** – Martin Luther's 95 Thesis. Reformation divides Europe on religion.
- 1530s** – Henry VIII passed Egyptians Act. Orders gypsies to leave in 16 days.
- 1559** – Elizabeth I passed Religious Settlement Act granting some rights to Catholics.
- 1572** – St Bartholomew's Day Massacre in Paris begins Huguenot migration to Britain.
- 1597** – Elizabeth I expelled the Hansa from England.
- 1600** – East India Company granted a charter by Queen to develop trading links with East.
- 1655** – Oliver Cromwell allowed Jews back into Britain.
- 1681** – Charles II offered Huguenots denizen status in England.
- 1685** – Louis XIV makes Protestantism illegal in France.
- 1700** – Jewish population of England has grown to around 7,000 mostly centred around Aldgate in London.
- 1708** – Foreign Protestant Neutralisation Act. Huguenots same status as British.
- 1709** – 13,000 Palatines arrived in England.



### Example Questions

**9 marker** - Write a clear and organised summary that analyses the impact of Protestant refugees on Britain between 1500 and 1750. Support your summary with examples.

**18 marker** - 'Migrants had a different impact in Britain during the period 1500 to 1750 than in Industrial Britain 1750-1900.' How far do you agree with this

### Early Modern Jews

**Why did they come?**  
Fleeing persecution in Europe, invited by Oliver Cromwell in 1655.

**What was their experience like?**  
Still experienced anti-Semitism, but many integrated more to be accepted.

**What was their impact?**  
British-Jewish community.

### Africans/Indians

**Why did they come?**  
Africans came on slave ships from 1562 onwards. Indians were used as slaves and servants due to British connection with East India Company.

**What was their experience like?**  
Africans mistreated, used as slaves and treated as commodities. Often used as ornaments and status symbols by the wealthy.

**What was their impact?**  
Difficult to have an impact due to lowly status and lack of opportunity.

### Huguenots

**Why did they come?**  
Protestant and living in France. Charles II offered them denizen status in 1681.

**What was their experience like?**  
Some tensions with local craftsmen but given same rights as British born people in 1708.

**What was their impact?**  
Helped establish own Protestant Church. Brought specialist weaving and other craft techniques in clock and furniture making. Helped to establish the Bank of England.

### Palatines

**Why did they come?**  
Promised passage to America however they got stuck as Queen Anne's government stopped funding it. Some were Protestants fleeing religious persecution in 1709. Mostly however, they were fleeing poverty.

**What was their experience like?**  
At first welcomes, British raised £20,000. Eventually sent to Ireland.

**What was their impact?**  
Did not stay for long.

### Hansa Merchants

**Why did they come?**  
Excellent trade opportunities. They were Protestant.

**What was their experience like?**  
Economically successful. Not highly regarded by the locals. Very rich and could afford luxury life including being painted by Hans Holbein in 1532. Lived in and around the Steelyard in London as well as some other port cities.

**What was their impact?**  
No huge impact socially as didn't leave Steelyard and integrate. Economically they expanded the wool trade. Expelled in 1597 by Elizabeth I due to new opportunities to trade west rather than east.

### Roma-Gypsies

**Why did they come?**  
Fleeing persecution in Eastern Europe at end of 15<sup>th</sup> Century.

**What was their experience like?**  
Living on the margins of society as tinkers and herbalists. Nomadic and exotic. Regularly persecuted by authorities.

**What was their impact?**  
Hard to say due to prejudice and persecution. Many words in English have origins in Roma language.

# Migrants to Britain - Industry and Empire 1750-1900

## Key Events

- 1771** – James Somerset, young black man, successfully argued in court against slavery.
- 1800** – 15,000 black people in London.
- 1807** – British slave trade abolished.
- 1833** – British slaves on plantations freed.
- 1846-50** – Irish Famine. By 1851, 1.5 million left Ireland.
- 1851** – Jewish allowed to become MPs.
- 1851** – Ant-Irish riot in Greenock.
- 1857** – British Government takes over control of India from East India Company
- 1881** – East European Jews begin arriving in Britain.



Irish navies were responsible for building much of the national rail network.



Italian men selling ice-cream in late nineteenth-century London.

## Example Questions

- 9 marker** - Write a clear and organised summary that analyses European migrants to Britain in the period 1750 to 1900. Support your summary with examples.
- 10 marker** - Why did Indian migrants come to Britain during the period 1600-1900? Support your answer with examples.
- 18 marker** - How far do you agree that the experience of migrants to Britain in the period 1750-1900 was positive? Give reasons for your answer.

### Irish

#### Why did they come?

Irish Famine. Secured jobs in factories. Proximity – could easily get to Glasgow and Liverpool. Many were planning to travel on to America.

#### What was their experience like?

98% working class. Catholic and so faced discrimination. Often living in poor housing. Navvies worked in terrible conditions. Served in army and navy.

#### What was their impact?

Largest groups of migrants. Worked as navvies (heavy duty builders) and constructed the bridges, tunnels and buildings which built British power around the world. Huge impact on cities like Liverpool and London.

### Italians

#### Why did they come?

Britain had a thriving economy, war and poverty back in Italy.

#### What was their experience like?

Falsely blamed for the outbreak of cholera because of the dirty glasses they served ice-cream in. Young boys who worked as street musicians exploited by gags. Catholic so faced discrimination. Worked in food, selling plaster statues and laying asphalt for roads.

#### What was their impact?

Created the ice-cream business we know today and Italian communities in many big British cities.

### Germans

#### Why did they come?

Fleeing warfare. King was German.

#### What was their experience like?

Set up German delicatessens as well as being entrepreneurs.

#### What was their impact?

Developed the type of sausage that is now in English breakfasts. Established businesses like Reuters and General Electric.

### Indians

#### Why did they come?

Britain had an expanding economy. India was in the British Empire. India had good trade links England because of the East India Company.

#### What was their experience like?

Poor Indians got jobs as Lascars – treated poorly and low pay and many died in extreme heat. All faced discrimination.

#### What was their impact?

Educated Indians helped advance medical understanding and challenge racial stereotypes.

### East European Jews

#### Why did they come?

Fleeing religious persecution in Russia and Eastern Europe. Pogroms.

#### What was their experience like?

Arrived destitute and speaking Yiddish. Helped by the existing Jewish community but experienced anti-Semitism.

#### What was their impact?

Established sweat shops in the East End and started Tesco's and Marks and Spencer's.

### Africans

#### Why did they come?

Some initially were brought as part of the slave trade. After abolition some came as part of global trade networks and empire.

#### What was their experience like?

Most experienced racism and prejudice but a growing number worked in various areas.

#### What was their impact?

Many served in the army and navy. Some rose to make significant contributions in politics and the arts.



# History

## Migrants to Britain - 1900 to Present Day

### Key Events

- 1905** - Aliens Act introduces first restrictions on migrants coming to Britain.
- 1915** - Anti-German riots
- 1915** - Lusitania sunk leading to anti-German feeling.
- 1930s** - People fleeing war come to Britain - Kinder Transport
- 1947** - Polish Resettlement Act
- 1948** - NHS set up
- 1948** - British Nationality Act
- 1962** - Commonwealth Immigration Act
- 1967** - National Front founded by AK Chesterton
- 1968** - Enoch Powell gives his 'Rivers of Blood' speech
- 1971** - Immigration Act says only those with British born parents or g'parents could stay.
- 1999** - Macpherson Report blames Met Police for being institutionally racist.
- 1993** - Free movement of people across Europe allowed in Maastricht Treaty
- 2016** - Britain votes to leave the EU in a referendum



Empire Windrush docking at Tilbury Dock in June 1948.

### Example Questions

**9 marker** - Write a clear and organised summary that analyses the different experiences of migrants in Britain since 1900. Support your summary with examples.

**10 marker** - What was the experience of migrants in Britain during the First and Second World Wars? Explain your answer with examples.

**18 marker** - 'The impact of migrants on Britain was greater in the medieval period than in Britain since 1900.' How far do you agree? Give reasons for your answer.

### Germans

#### Why did they come?

Many had come in 19<sup>th</sup> Century fleeing war and poverty. Later German Jews came in 1930s including Kindertransport.

#### What was their experience like?

During WWI 29,000 deported. Called 'enemy aliens'. German shops targeted. Some changed names. 32,000 interned in camps. Accused of being spies. Similar in WWII although happened quicker.

#### What was their impact?

Many didn't stay for a long time. Brought over German butchers and bakeries.

### Polish

#### Why did they come?

Fought for allies in WW2. 1947 Polish Resettlement Act passed saying Poles could stay in Britain. After WW2 shortage of labor.

#### What was their experience like?

Government supported them. 1950 opinion poll showed 56% of people wanted Poles to leave. By 1947, 43,000 Poles were working in heavy industry.

#### What was their impact?

1 in 7 German planes shot down in the Battle of Britain were shot by Polish pilots. 120,000 Poles decided to stay after 1947 act. Contributed to heavy industry.

### Belgians

#### Why did they come?

250,000 fleeing German invasion

#### What was their experience like?

Were found homes and jobs across the country. Initially welcomed then later resented.

#### What was their impact?

Helped war effort and then nearly all went home.

### Commonwealth

#### Why did they come?

Came from Africa, Caribbean and Indian Subcontinent. Some fought for Britain in WW1. 1948 British Nationality Act invited them, Britain needed healthy labour force. Began arriving in large numbers on Windrush.

#### What was their experience like?

'Colour-bar' refused jobs and accommodation. Weren't accepted as British even though legally were. Many worked in NHS or transport.

#### What was their impact?

Fought for more integration and less discrimination in the UK. Huge contribution to economy, sport and culture.

### EU Migrants

#### Why did they come?

After 1993 workers in EU country were allowed to find jobs in any other EU country. After 2004 this included Eastern Europeans.

#### What was their experience like?

Mostly positive and successful. Many Polish formed their own communities and undertook difficult jobs in UK. Over time the environment became less welcoming with rise of UKIP.

#### What was their impact?

Economic contribution and growth in anti-migrant feeling leading to Brexit.

### Refugees

#### Why did they come?

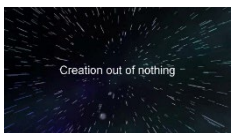







Fleeing conflict and persecution. Many from Iraq, Afghanistan and Syria.





#### What was their experience like?

Often faced suspicion and detention. Backlog in administering the system and growing calls to restrict numbers.

#### What was their impact?









Hard for many to contribute with working restrictions.

<p><u>Creation</u></p>  <p>Creation out of nothing</p>	<p><u>Creation</u></p> 	<p><u>The Trinity</u></p> 	<p><u>The Holy Spirit</u></p> 
<p>Christians believe that God <b>created</b> the world out of nothing (ex nihilo.) Some take the story of Genesis (first book in the Bible) literally - God created in six literal days (144 hours,) others say it is a metaphor and a day = a longer period of time. Genesis states, "<b>In the beginning he created the heavens and the Earth.</b>" This line <b>influences</b> Christians to see God as omnipotent (omnipotent) and benevolent (all-loving) and also to look after the planet (stewardship) since he created the planet for humanity.</p>	<p>When the Earth was being created by God the Father, <b>the Holy Spirit</b> (which is another way of seeing God) watched over creation. In Genesis it states, "<b>And the Spirit of God was hovering over the surface of the waters.</b>" This line <b>influences</b> Christians to see God in three forms (<b>Trinity</b>) as a Father, as a Son and as a Holy Spirit and to read the Bible in order to make sense of the three distinct aspects of God.</p>	<p>Christians see the <b>Trinity</b> as three distinct persons of God, but they are all God - so it is a <b>monotheist religion</b> (one God in three forms.)</p> <ul style="list-style-type: none"> <li>- God the Father: created the Earth and loves his creation. Judges us at the end of time.</li> <li>- God the Son: God in human form. Taught parables and performed miracles. Died to save mankind from sin.</li> <li>- God the Holy Spirit: an immanent guide who supports Christians. Also appeared to the disciples on the day of Pentecost after Jesus had ascended. "<b>They were filled with the Holy Spirit.</b>"</li> </ul>	<p>The <b>Holy Spirit</b> was present at different times throughout the Bible.</p> <ul style="list-style-type: none"> <li>- <b>During creation 'the Spirit of God hovered over the waters.'</b></li> <li>- <b>During the immaculate conception</b> of Jesus, "<b>she (Mary) was found to be pregnant through the Holy Spirit.</b>"</li> <li>- <b>At Jesus' baptism</b> in the form of a dove, anointed Jesus with power, "<b>at that moment heaven was opened, and he saw the Spirit of God descending like a dove and alighting on him.</b>"</li> </ul> <p>Christians are <b>influenced</b> to ask for guidance from the Holy Spirit and pray to the Holy Spirit as a powerful force in their lives.</p>
<p><u>The Incarnation</u></p> 	<p><u>Jesus' Baptism</u></p> 	<p><u>The Last Supper</u></p> 	<p><u>The Crucifixion</u></p> 
<p>Christians believe God was <b>incarnated</b> (made man) to take away the sins of the world. The Bible says that he was born to a virgin called Mary in a stable due to a lack of room in the inn. John I calls him "<b>the Word</b>" since he came to speak the words of God through parables, e.g. the Good Samaritan. John says, "<b>In the beginning was the Word.</b>" Christians call Jesus' sacrifice '<b>atonement</b>' since he is making up for human sin (all the way from Adam and</p>	<p>Christians believe that Jesus was <b>baptised</b> by John the Baptists (his cousin.) John feels he is not worthy to baptise Jesus, but Jesus says it is the right thing to do. John states, "<b>I have come to baptise you with water but the one who comes after me with baptised you will the Holy Spirit.</b>" Jesus is baptised not because he is sinful, but to <b>set an example</b> of how to lead a sinless life like him and <b>as a sign he will start his mission</b> to go out to spread the</p>	<p>Jesus lived in the Roman Empire but the Roman leaders saw him as a <b>threat</b> to their power for claiming to be 'King of the Jews.' He was officially killed for <b>treason</b>. He also angered the Jewish authorities (Sadducees and Pharisees) for <b>claiming to be the Son of God</b> - Jews do not believe in a Trinity - they call it blasphemy (false belief about God.) Jesus had a <b>Last Supper</b> before he died where he handed out <b>bread and wine</b>, representing his <b>body and blood</b> that he</p>	<p>Upon Jesus' arrest, his disciple Peter cut off the ear of a Roman but Jesus said, "<b>put your sword back in its place.</b>" Jesus was arrested, tried and <b>crucified</b> on a cross by the Romans as a punishment. However, Christians call this day <b>Good Friday</b>, as through his death they believe the sins of the world were transferred onto him (atonement) allowing individuals to be sin-free and have a better chance of being allowed into heaven. This saving from sin is</p>

<p>Eve,) he is also called <b>the "Lamb of God who takes away the sins of the world,"</b> since he is seen as a human sacrifice. Christians are <b>influenced</b> to celebrate Christmas as a festival to celebrate the incarnation of Jesus and they read the Bible, including Jesus' parables in order to learn moral lessons, since God was made man in order to spread the Good News to humanity.</p>	<p>words of God to humanity. At the baptism, the Father is heard saying, <b>"this is my Son with whom I am well pleased"</b> and the Holy Spirit is present as a dove. This <b>influences</b> Christians to also be baptised to purify themselves from sin and to please the Father. They are also encouraged to act as a 'sheep' leading a sin-free life dedicated to helping others.</p>	<p>would sacrifice. He told his disciples to <b>"take this in remembrance of me"</b> and to <b>"love one another, as I have loved you."</b> He said one of his disciples would <b>betray him</b> (go behind his back.) This disciple was Judas who told the Romans where Jesus was in exchange for two bags of silver. Christians are <b>influenced</b> by the Last Supper to take the Eucharist (bread and wine) to remember him, to live by their faith and obey God and to love one another as Jesus commanded.</p>	<p>known as <b>salvation</b>. Despite his physical and mental pain, Jesus <b>forgave</b> all of humanity on the cross, <b>"forgive them Father for they know not what they do."</b> Christians are <b>influenced</b> by the crucifixion to forgive those who have wronged them and to accept suffering in their own lives – if Jesus overcame his suffering then they can too.</p>
<p><u>The Resurrection</u></p> 	<p><u>The Ascension</u></p> 	<p><u>Judgement at Death</u></p>  <p><small>"But when the Son of Man comes in His glory, and all the nations will be gathered before Him; and He will separate them from one another, as the shepherd separates the sheep from the goats." Matthew 25:31-32,</small></p>	<p><u>Life after Death</u></p> 
<p>After Jesus died, the Bible states that he was seen again, he had risen from the dead. This is known as the <b>resurrection</b>. He was seen by his mother Mary and the disciples (his followers.) He was seen for 40 days after his death. <b>"He is not here, he has risen."</b> Christians are <b>influenced</b> by the resurrection to see Jesus as omnipotent as he overcame death and they believe him when he said he really was the Son of God – he was not lying about being God in human form. <b>"I am the resurrection and the life."</b> Christians say, <b>"I believe in the resurrection of the body and life everlasting"</b> (Apostle's Creed) to emphasize their belief that Jesus was risen after his death.</p>	<p>Christians believe that Jesus was risen and was seen for 40 days after his resurrection, but then decided that it was time to return to his Father in heaven. His return to heaven is known as the <b>ascension</b>. It is written that he ascended from the Mount of Olives surrounded by his disciples whom he blessed. Two angels took him up into the clouds and he is said to be <b>"seated at the right hand of my Father."</b> Christians are <b>influenced</b> by the ascension to believe that Jesus now lives in heaven with his Father and feel a sense of joy that Jesus had fulfilled his mission on Earth, so was able to return to heaven.</p>	<p>Christians believe that God will <b>judge</b> us at death but differ about when this will happen. Some say it will happen immediately but others say it will happen at the end of the world, after Jesus has returned to the Earth (the Second Coming.) All Christians believe in the resurrection – they will rise to heaven after death, but differ about who enters heaven. Very strict Christians say only those who believed in Jesus will enter heaven, since Jesus said, <b>"I am the way the truth and the life, no one comes to the Father except through me."</b> Whereas other Christians say that as long as you are a good person then Jesus will allow you to enter heaven. This difference is known as <b>salvation through grace</b> (salvation as a free gift for Christian believers) vs <b>salvation through good work</b> (salvation due to helping others.)</p>	<p>Entering <b>heaven or hell</b> depends on the behaviour of the person. Heaven is a <b>reward</b>, described as a peaceful place with no pain or suffering; where God will <b>"wipe every tear from their eyes."</b> Whereas hell is a <b>punishment</b> for wrongdoers. Some Christians see it as a place of eternally burning flames and torment, whereas others see it as a darkness without the light of God. <b>"It is a place of weeping and gnashing of teeth."</b> <b>Roman Catholics</b> discuss a third place called <b>purgatory</b>; a place where the soul waits until it is cleansed enough to enter heaven. Christians are <b>influenced</b> by the prospect of an afterlife to do good works, like a 'sheep' in the parable of the Sheep and Goats, giving food and drink to the poor and to act like a 'Good Samaritan' and help their neighbour. They would also repent (apologize for their sin) to have a clean soul, ready for heaven.</p>



## RE Christian Practices Overview

<p><u>Worship</u></p> 	<p><u>Prayer</u></p> 	<p><u>Baptism</u></p> 	<p><u>The Eucharist</u></p> 
<p>Worship involves showing religious devotion towards God. This can be done through prayers, singing, taking the Eucharist etc. Liturgical (Orthodox/Roman Catholic) is organised and repetitive. Involving traditional prayers such as the Lord's prayer, "<b>Our Father who art in Heaven, hallowed be thy name.</b>" Non-liturgical (Methodists/Baptists) is less structured as the order changes. Informal (Quakers) has no order. It is charismatic (spirit filled.)</p>	<p>Prayer involves communication with God. Examples include confession, adoration and praise. The Lord's Prayer is a type of traditional prayer involving confession "<b>forgive us our sins</b>" and adoration "<b>hallowed be thy name.</b>" Prayer can include supplication (asking for things for oneself) "<b>give us this day our daily bread</b>" or intercession (asking on behalf of another person). It can be carried out individually at home or communally in mass.</p>	<p>Christians are baptised in order to follow the example of Jesus who was baptised by his cousin John in the River Jordan. "<b>He will baptise you with the Holy Spirit and fire.</b>" Some Christians (Roman Catholic) allow for infant and adult baptism. They see holy water as a cleansing symbol to wash away sin, but also as a method of joining the Church. The priest says, "<b>I baptise you in the name of the Father, the Son and the Holy Spirit.</b>" Baptist Christians reject infant baptism and only hold adult baptism in a baptismal pool. Quakers reject baptism altogether.</p>	<p>Christians practice the Eucharist to remember Jesus' Last Supper when he said, "<b>This is my body, take this in remembrance of me.</b>" They take bread and wine as symbols of his body and blood and remember his sacrifice on the cross. Roman Catholics and Orthodox celebrate the body and blood as transubstantiation (becoming literal body and blood,) whereas Protestants tend to see them as symbols (consubstantiation.) Quakers reject the practice altogether.</p>
<p><u>Ways of Practicing the Eucharist</u></p> 	<p><u>Pilgrimage</u></p> 	<p><u>Holy Week/Easter</u></p> 	<p><u>Christmas</u></p> 
<p>In Orthodox Christianity the Eucharist is taken on a spoon. In Roman Catholicism and Protestant Churches it is held in the hands and transferred to the mouth or directly given into the mouth. Orthodox and Roman Catholic celebrate it as literal/Protestants celebrate it as symbolic.</p>	<p>Iona is in Scotland. It is a place of peace where there is said to be a 'thin veil' between the spiritual and physical world. Lourdes is in France. Bernadette is said to have seen Mary (Jesus' mother) and there is spring water, believed by some to be holy water that cures ailments. This could happen if, "<b>nothing is impossible with God.</b>"</p>	<p>Holy week refers to the last week in Jesus' life. The Bible states Jesus was resurrected from the dead so Christians eat eggs as a symbol of new life. They perform passion plays re-enacting Jesus' crucifixion and resurrection and light a Paschal candle in a dark church to remember Jesus as a light leaving the dark tomb. Jesus said, "<b>I am the resurrection and the life.</b>"</p>	<p>Christmas is celebrated to remember Jesus' incarnation (become human flesh.) Children perform nativity plays and gifts are given to remember that Jesus was born as a gift in the world - i.e. born to atone for sin. The Bible teaches that it was a miracle birth, "<b>She was found to be pregnant through the Holy Spirit.</b>"</p>

## RE Christian Practices Overview

<p><u>Evangelism</u></p> 	<p><u>Missionaries and Church Growth</u></p> 	<p><u>Persecution and Responses</u></p> 	<p><u>Work Locally and Overseas (global charity work)</u></p> 
<p>Evangelism is the practice of spreading the Gospel through preaching and personal witness. Christians can do this by going door to door, preaching in a public place, e.g. Birmingham city centre or handing out Bibles and discussing Christian teachings. Christians can do this in their local community or abroad. Alpha course is an example of a UK organisation that practices evangelism in workplaces and prisons. Jesus said, "I am the way the truth and the life, no one comes to the Father except through me."</p>	<p>Some people specifically go abroad to evangelise and these people are known as missionaries. They try to spread the Gospel globally even in dangerous areas like North Korea in order to save souls from sin and encourage all people to believe that Jesus is their saviour/the Son of God. Examples include Kenneth Bae and Allen Chau. They travel because Jesus said, "Go and make disciples of all nations." (The Great Commission) So they see it as their duty to convert people to Christianity in order to save them from sin. Cfan (Christ for all Nations) is an example of an organisation that practice missionary work, particularly in Africa. Missionary work leads to a growth of Christianity in China, Africa and Asia, whereas numbers are declining in much of Europe.</p>	<p>Persecution involves unfair and harsh treatment. Christians might be persecuted by non-Christians for their beliefs in Jesus, e.g. Pastor Baber George was a persecuted Christian and sought asylum in Thailand after suffering persecution in Pakistan. He was helped by the Barnabas Fund who paid for his ticket to escape. But CSW (Christian Solidarity Worldwide) also document cases, provide advice to persecuted people and lobby governments.) Also, during the Troubles in Northern Ireland Protestant persecuted Roman Catholics and vice versa. Corrymeela are an organisation that try to reconcile this division since the main aim of the Worldwide Church is to reconcile God with man and man with man. The Bible teaches, "Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you."</p>	<p>Local work is in one's own country, e.g. Oasis Project (provide internet cafes), Street Pastors (deal with anti-social behaviour) and the Trussell Trust (hand out food boxes at Christmas.) "Faith if not accompanied by action is dead."</p> <p>Global work is overseas - global (all around the world.) Cafod (encourage Fairtrade,) Christian Aid provide emergency relief when natural disasters strike and Tearfund (provide emergency medical supplies in warzones.) They do this because Jesus taught the Parable of the Good Samaritan and to "love your neighbour as yourself."</p>























