

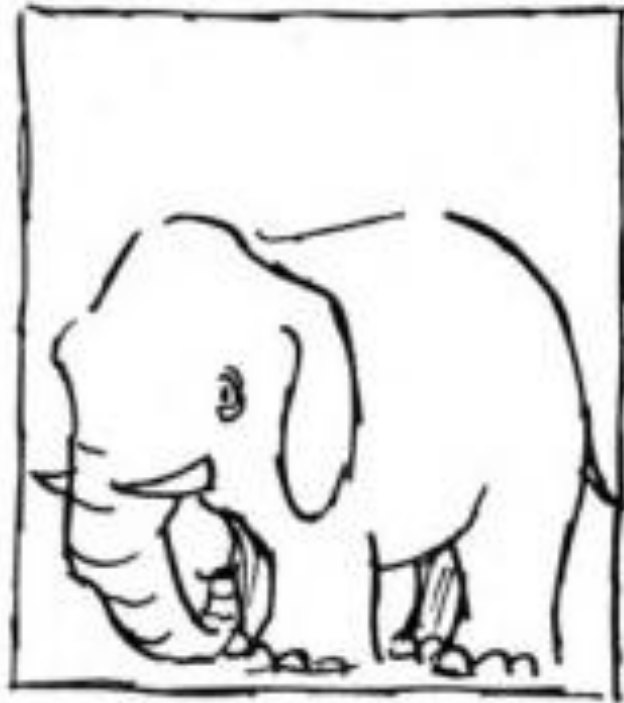


The  
**Carlton  
Academy**



**Help Your Child Revise  
2025-26**

# Memories are made of this



NEVER FORGETS



SOMETIMES FORGETS



ALWAYS FORGETS

# Memories are made of this

These 4 athletes know how to leave the starting blocks and win.....but how much do you know about them?

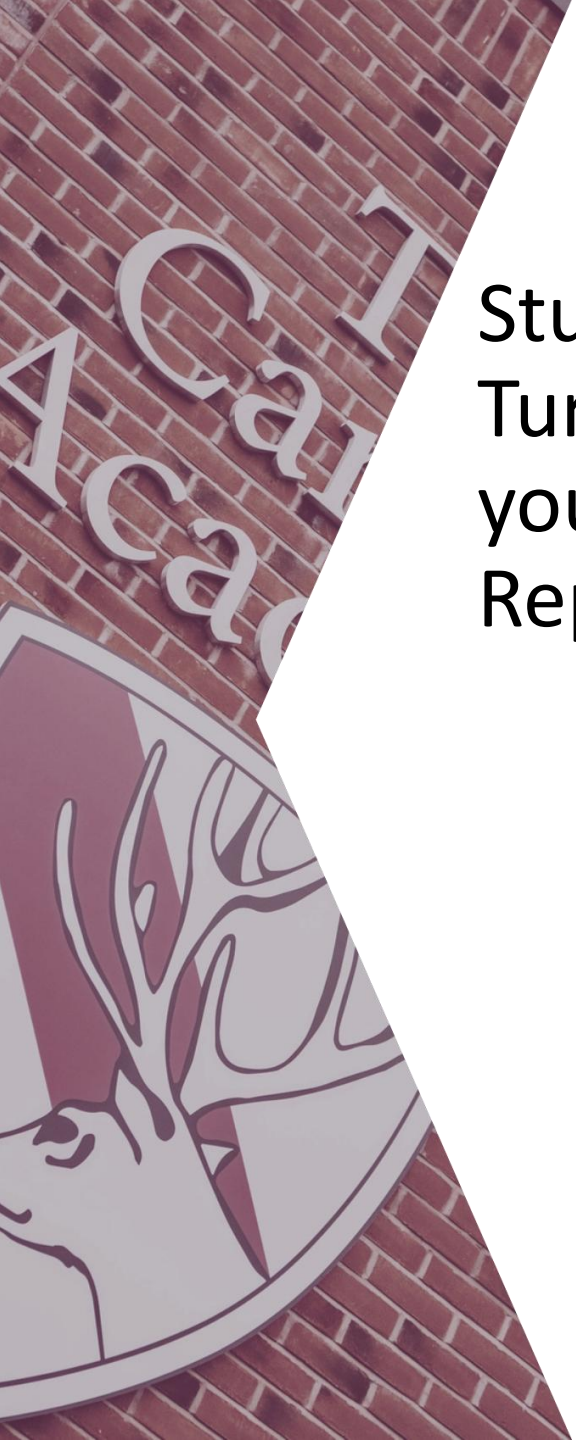


# 1. Collective Memory

Study some information for 30 seconds

Turn over the information and write down everything you can remember

Repeat the process until it is completed



# 1. Collective Memory

You will see this information several times – you have paper on your table for notes – 1 box per athlete.



**You will be tested in about 2 minutes time!**



On your marks,



get set,



**Linford Christie**

**Usain Bolt**

**Mo Farrah**

**Jessica Ennis-Hill**

# Linford Christie



1. Born in Jamaica April 1960
2. First European to break the 10 second barrier for 100m
3. Still holds the British record for 100m with a time of 9.87 seconds – set 15<sup>th</sup> August 1993
4. With 24 major championship medals including 10 gold medals, he is the most decorated British male athlete
5. Won Olympic Gold in Barcelona in 1992 and the World title in 1993



## Usain Bolt

1. Born in Jamaica August 1986
2. Same height now as he was at age 15 – 6 ft 5 inches
3. Can run at a speed of 23.7 mph
4. Holds the world record for the 100m sprint (9.58 secs) and 200m (19.19 secs)
5. First won Gold at Beijing in 2008 and he is the only person to break 3 world records in a single Olympic Games

# Mo Farrah



1. Born in Somalia March 1983.
2. Came to England aged 8 and was separated from his twin brother who missed the plane as he was ill.
3. A huge football fan, his PE teacher bribed him to do athletics by promising him a football strip.
4. Became first British athlete to run 5000m in under 13 minutes (12:57:94). 2012 won 2 Olympic Golds for the 10,000 and 5.000 metres.
5. Runs a minimum of 130 miles every week – less in the run up to a race.

# Jessica Ennis-Hill



1. Born in Sheffield January 1986
2. Her son Reggie was born in July 2014
3. She has had the same coach; Toni Minichiello since the age of 11
4. Started athletics when her parents took her to Don Valley in the summer holidays to 'get her out of the house'
5. She is 5 ft 5 inches tall and weights 8 st 13 lb – a frame considered too petite for heptathalon – she won Olympic Gold in 2012.

# Linford Christie



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# Test Yourself

Using your 4 boxes, how much did you remember?





The  
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**Help Your Child Revise  
2025-26**

# Top Tips for Revision

**Start revising early  
(months not days  
before the exams)**

**Create a revision  
timetable**

**Set up a tidy study  
space**

**Vary your revision  
with different  
activities (mind-  
maps, flashcards,  
etc.)**

**Do lots of practice  
papers and  
questions**

**Make sure that you  
set aside time to  
relax**

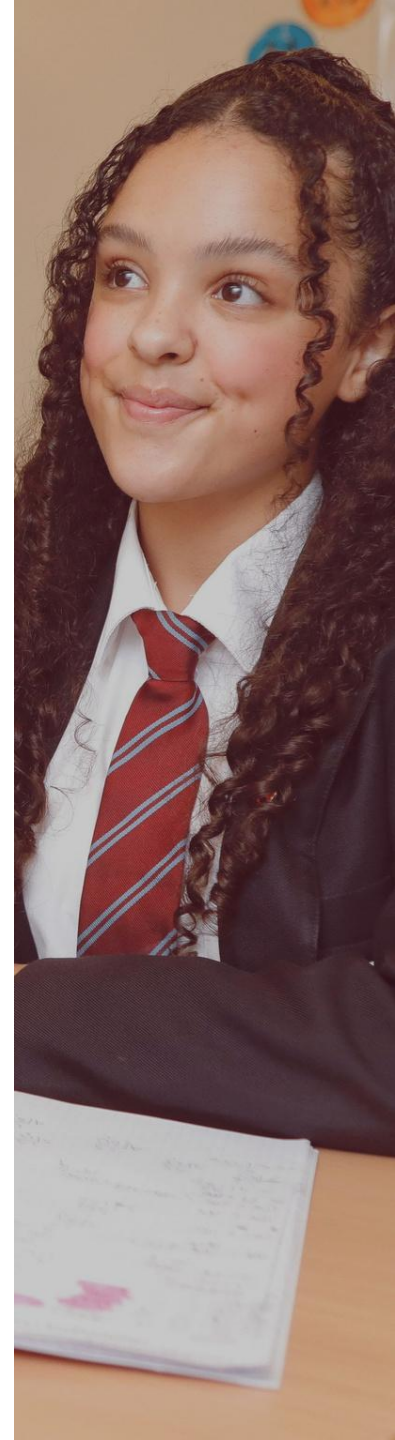
**Keep your phone  
and other  
distractions away**

**Get plenty of sleep,  
eat well and spend  
time outside /  
exercising**

**You may like to  
listen to relaxing  
music whilst you  
revise, others may  
prefer silence**



**On the day of your  
exams, arrive with  
plenty of time**



# Key Dates and Events

Date	Event	Time
1 October	Post 16 Open Evening	6:00pm - 8:00pm
13 October	Y11 Tutor Review Week	After school
14 October	Make it Count – Revision Event	6:00pm – 7:30pm
17 Nov – 1 Dec	Y11 Mocks	During the school day
1-2 December	GCSE Food Practical Mocks	During the school day
December	Y11 Geography Fieldwork 2	During the school day
5 – 23 January	GCSE English Speaking exams	During the school day
7 January	Y11 Parents' Evening	4:00pm - 7:00pm
29 January	Y11 Art Visit	During the school day
16 -17 February	Half-Term Revision sessions	9:00am - 3:00pm
23 Feb – 6 Mar	Year 11 Assessment Weeks	During the school day
9 – 13 March	GCSE MFL Mock Speaking Exams	During the school day
24 – 27 March	GCSE Food Practical	During the school day
30 March – 1 April	Easter Revision Sessions	9:00am - 3:00pm
28 April – 1 May	Y11 Fine Art, Graphics, Photography Final Exams	During the school day
5 – 8 May	Y11 MFL Final Speaking Exam	During the school day
14 May – 19 June	GCSE Examination Series (provisional)	8:45am and 1:00pm starts
26 – 27 May	Half-Term Revision sessions	9:00am - 3:00pm
20 August 2026	GCSE Results Day	9:00am - 11:00am

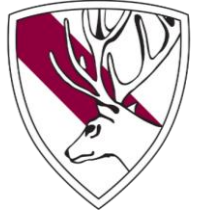
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21 April – 8 May	Y11 Fine Art, Graphics, Photography and MFL	8:45am and 1:00pm
14 May – 19 June	GCSE Exams – Theatre all exams	starts

# Other key dates



- Before November Mock exams, Mrs Mullen will send out an overview timetable - This will go on the website, to students and to parents
- You will also receive a personalised timetables
- Summer Exams Preparation
- **16-17 Feb** - Half-term sessions
- **30 Mar-1 Apr** - Easter revision sessions
- **26-27 May** - Half-term revision sessions

# Apply to our Sixth Form



We are accepting applications to study at our  
Sixth Form in September 2026.

Check your school email and log in with your  
school email address to access your account.  
Applications close on Friday 19 December 2025.  
We look forward to receiving your application.

Any enquiries about our Sixth form, please contact us by emailing  
[a.jennings@theacademycarlton.org](mailto:a.jennings@theacademycarlton.org), [c.cook@theacademycarlton.org](mailto:c.cook@theacademycarlton.org)  
Or call 0115 9408399



# Year 11 Make it Count



*what you do*  
**EVERY**  
**DAY**  
matters more than  
*what you do*  
**EVERY**  
**ONCE**  
in a while.

The academic year,  
not the week(s)  
before exams.

**This is an exam**  
**year**



# Year 11 Make it Count



5 weeks until Mock exams

20 weeks until Mock/Core exams

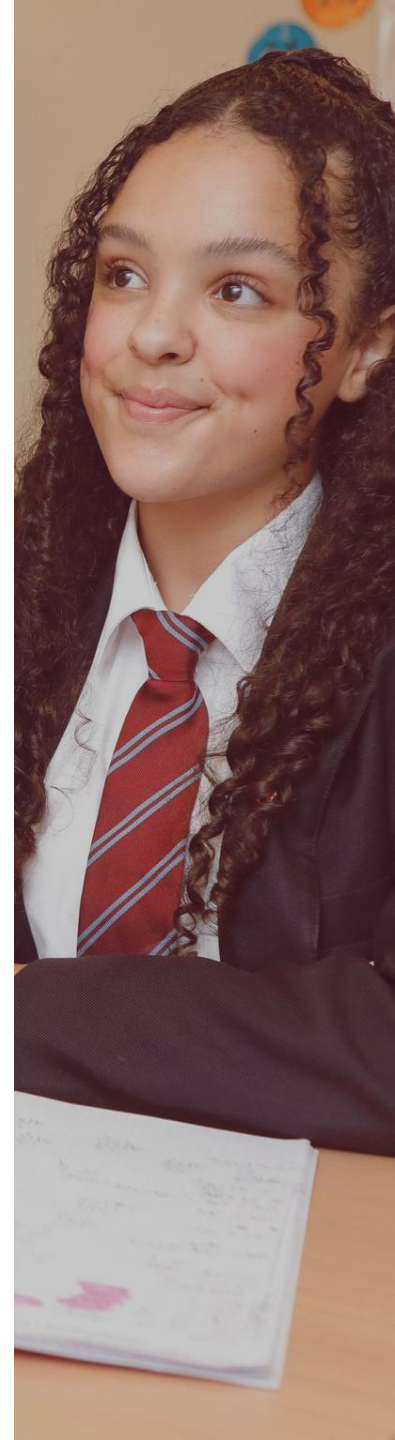
Approx. 23 **school weeks** until GCSE exams

## Make them Count!



**Window 1 Sept - December**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>STUDY LOUNGE (P6 15:10 - 16:10)</b>				
Open Area				
		<b>History P0</b>	<b>Maths (Invite only)</b>	
		H8/10		
		JPI / EEG / MBK		
<b>Music</b>		<b>Business</b>	<b>Computer Science</b>	
VMO / CAN		IPE	EDI	
MU2		IT2	IT3	
<b>GCSE PE P6</b>	<b>Photography P6 Wk1</b>	<b>Maths Clinic(P6)</b>		<b>Design Technology</b>
DMA/CWR/LGR	NHO	Maths Team		DME
PE1	PH1	Open Area		DT4
<b>BTECT Sport P6</b>	<b>Fine Art Tues P6</b>	<b>Graphics (P6)</b>	<b>Food and Nutrition (P6 - WK1)</b>	
DMA/CWR/LGR	HDY	RSL	NWL	
PE1	AR1	AR3	FD1	
<b>French</b>	<b>Engineering (P6)</b>	<b>Photography</b>	<b>Textiles (P6 - Wk2)</b>	
SLV	JPA /JWH	RSL	NWL	
L4	DT3	AR3	TX1	
	<b>IT P6</b>	<b>MFL</b>	<b>Hospitality &amp; Catering</b>	
	DSW	MFL Staff	DDA	
	IT4	L1-4	FD1	
	<b>Computer Science P6 (Invite only)</b>	<b>Maths (Targeted group)</b>	<b>Science (Drop-in)</b>	
	EDI			
	IT3			
		<b>Business</b>		
		JWT		
		IT2		
		<b>Psychology &amp; Sociology (drop in)</b>		
		RRA/GCA/AM I		
		L5/L6		



February Half-term

Monday 16 - Tuesday 17 Friday - Programme will be sent out separately

Easter

Monday 30 March - Wednesday 1 April - Programme will be sent out separately

May Half-term

Tuesday 26 - Wednesday 27 May - Programme will be sent out separately



# Year 11 Academy Support

- Exam timetables
- Period 0/6 sessions
- Revision skills taught in lessons
- Assertive Mentoring
- English/Maths support
- Study Lounge – open area





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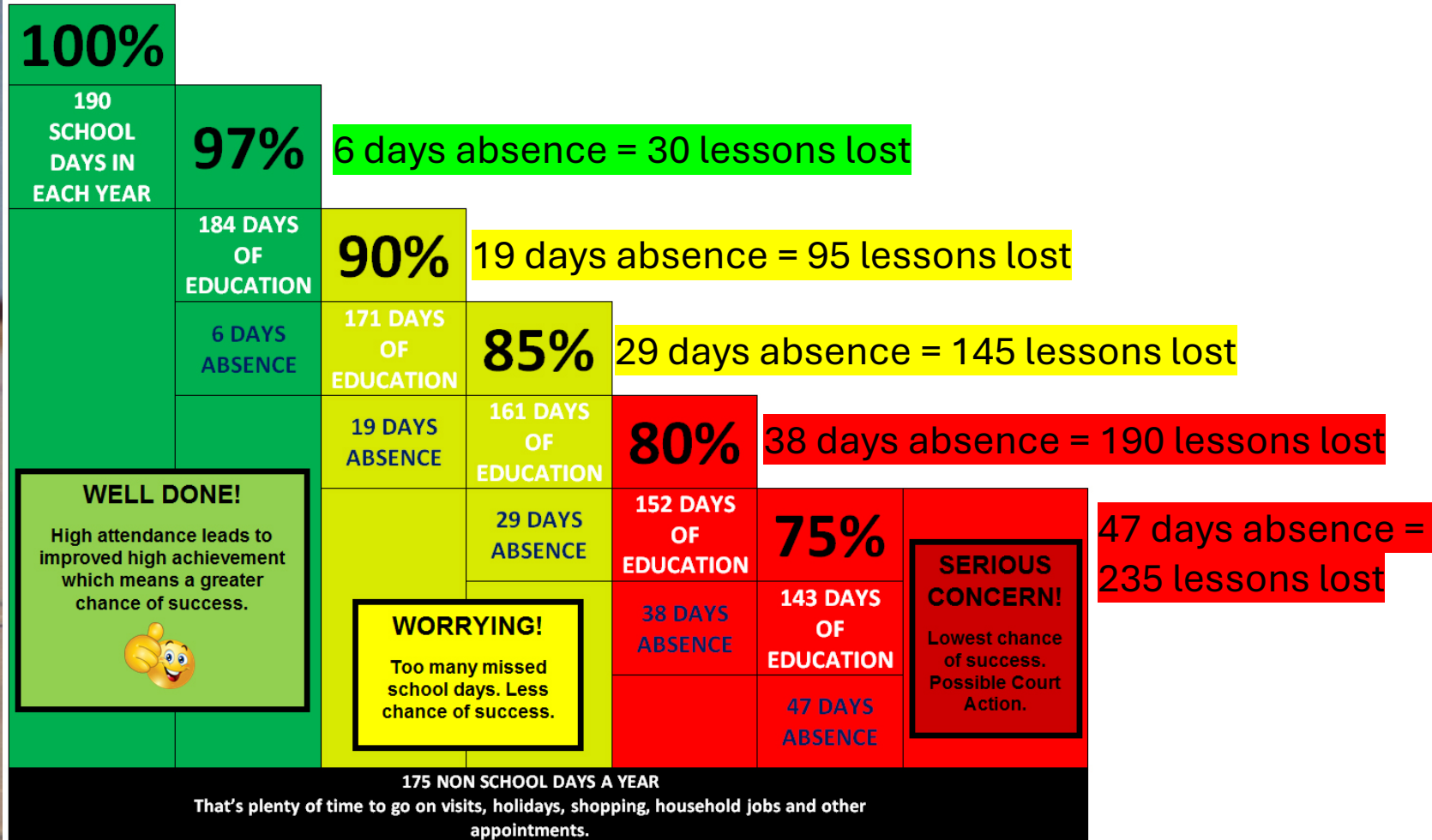


**Attend to Achieve**



# Attend to Achieve

- You have to be here to achieve great things



**Attendance  
VS  
Academic  
achievement**

# GCSE Results

2025 Attendance	Attainment (Average Grade Achieved)
Less than 90%	2.97
Better than 90%	5.05
Better than 95 %	5.43



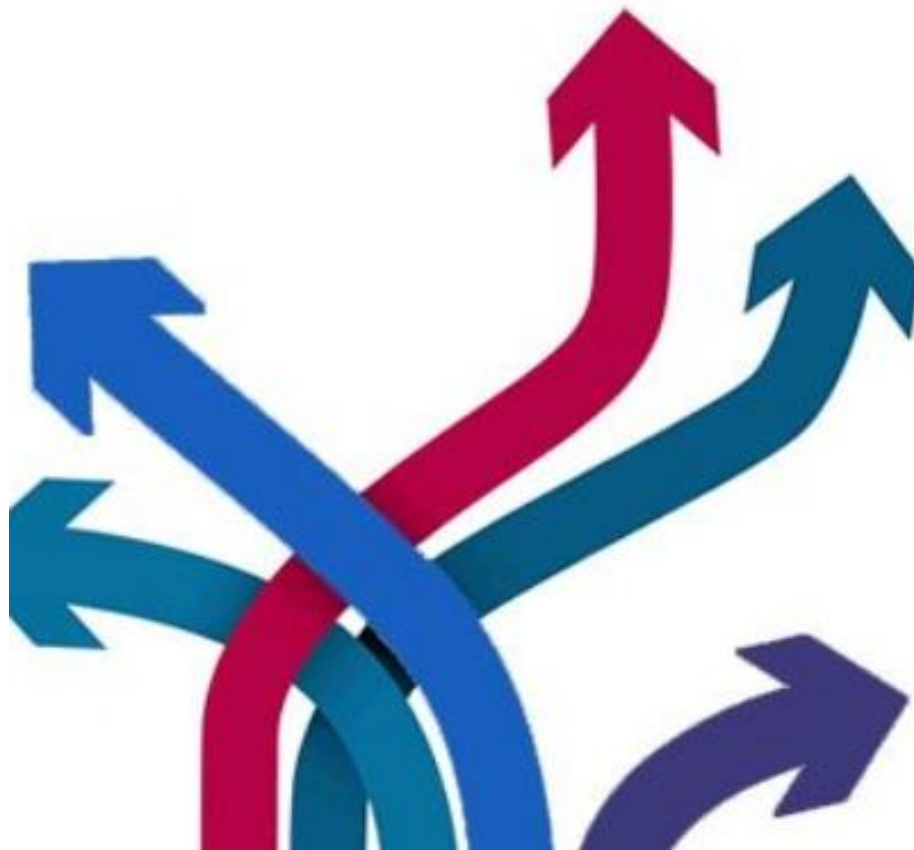
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# Revision Techniques

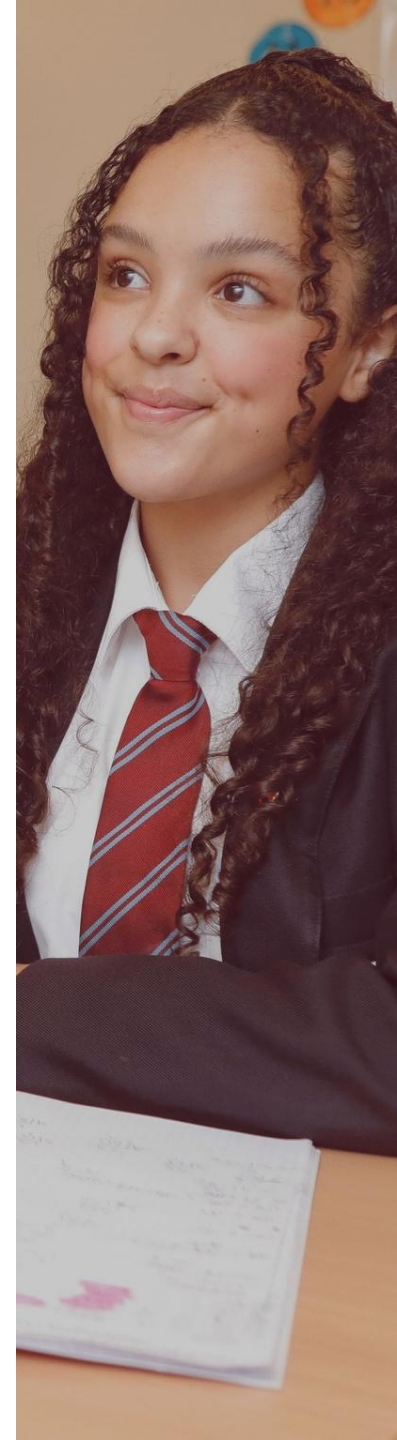
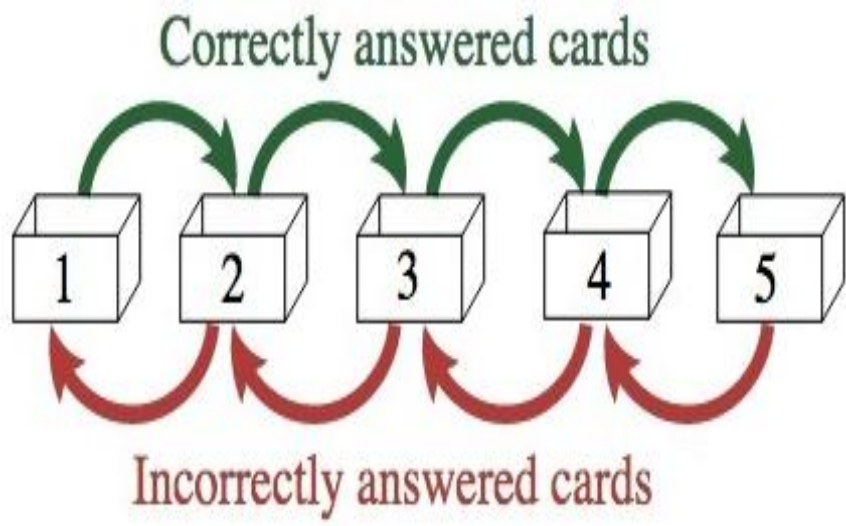
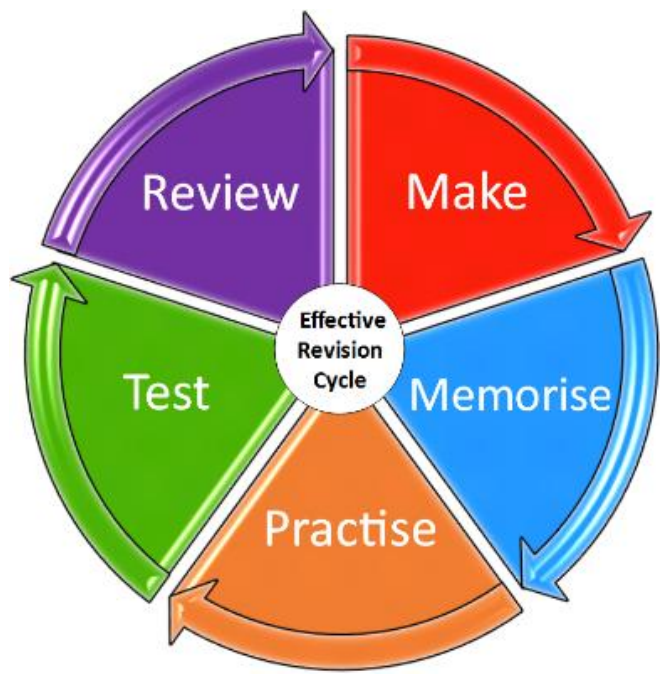
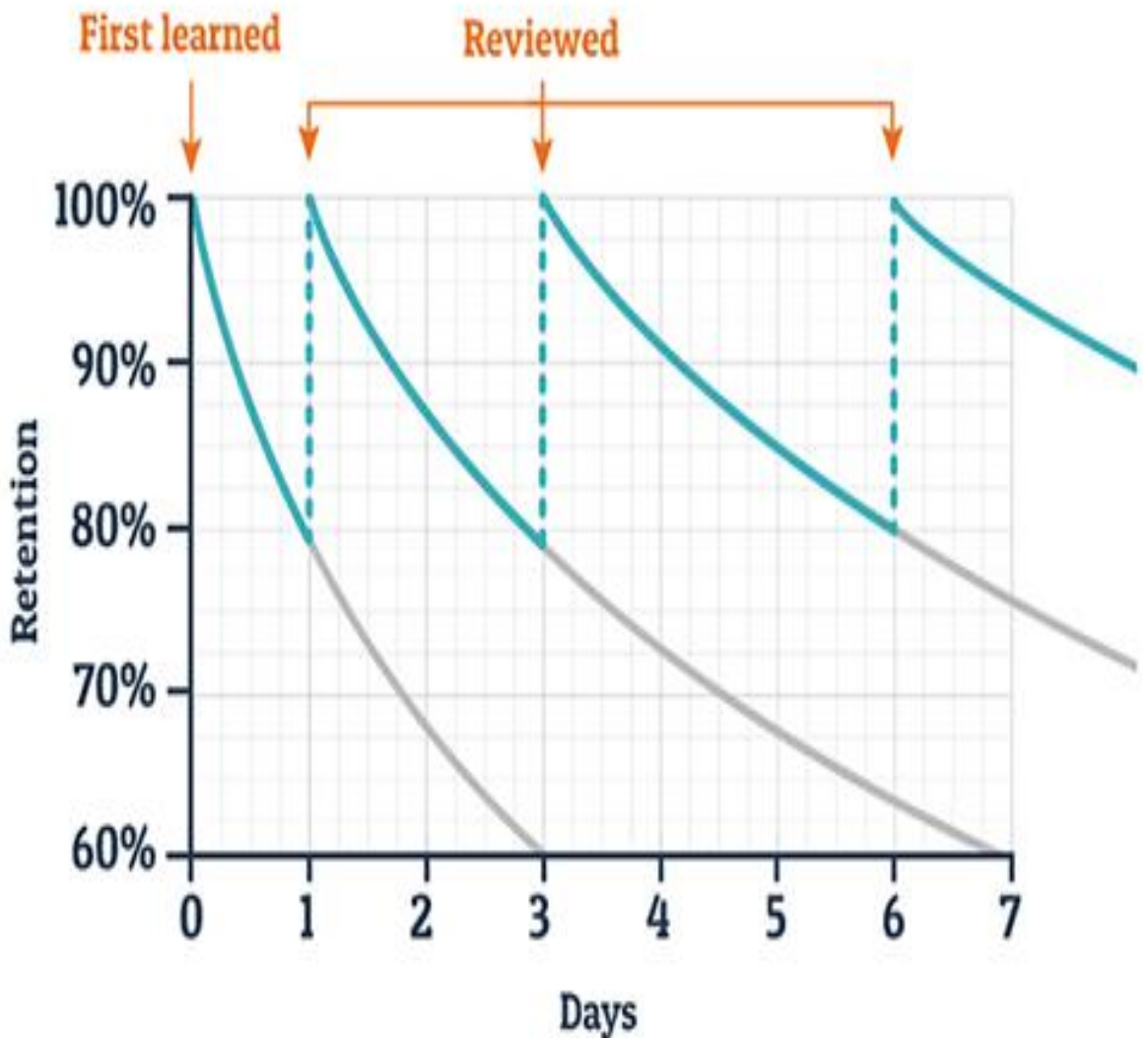


# Develop your Memory

- Your brain is like a muscle.
- Exercise it to make it stronger.



# Stages of successful revision



# Research says...

- Robert Bjork
- John Dunlosky
- Herman Ebbinghaus

= Make and memorise

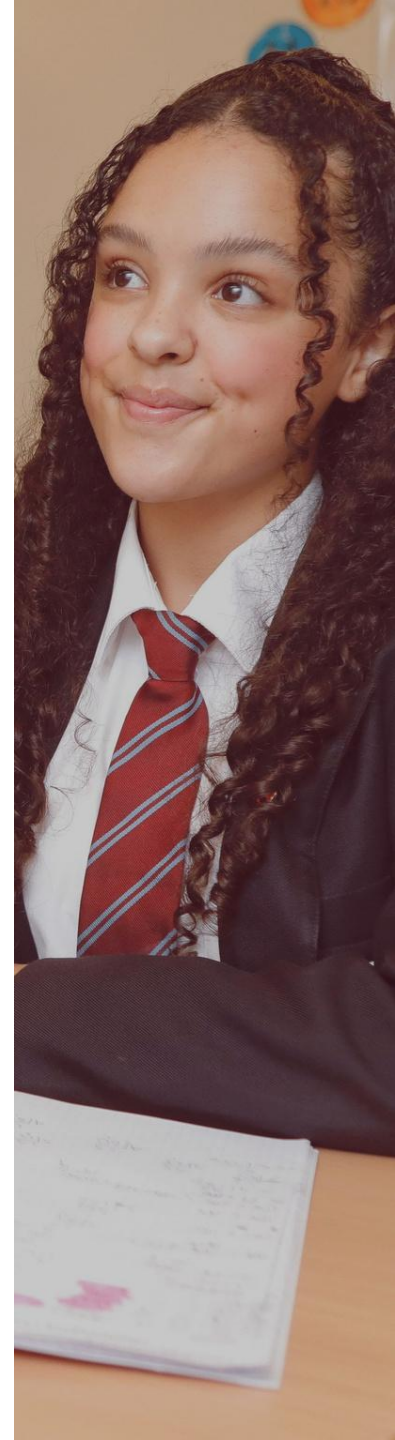
= Retention and repetition

= Selective revision



# Bjork – memory doesn't decay!

	Low storage strength	High storage strength
High retrieval strength		
Low retrieval strength		



# Dunlosky – most effective strategies?

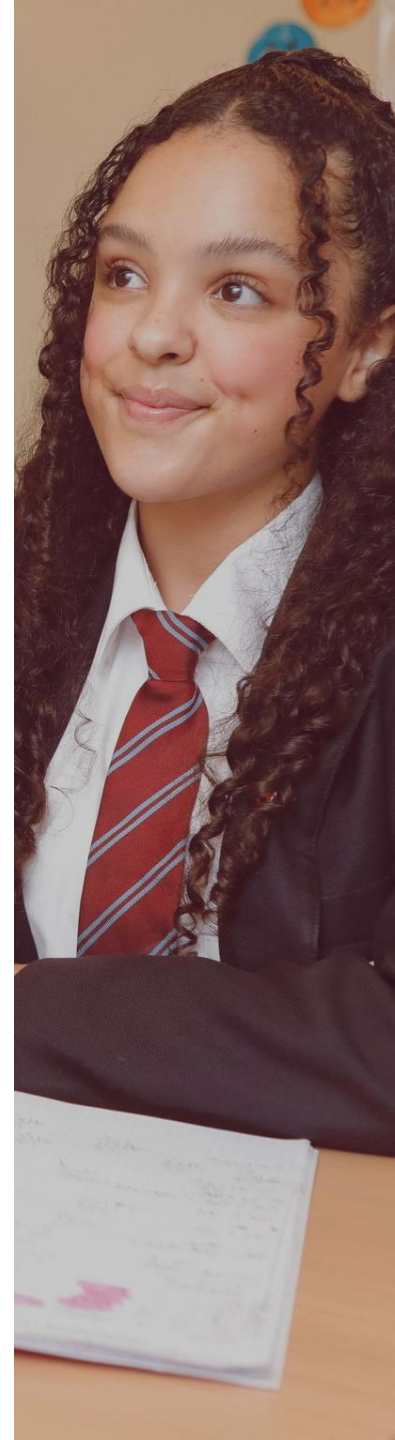
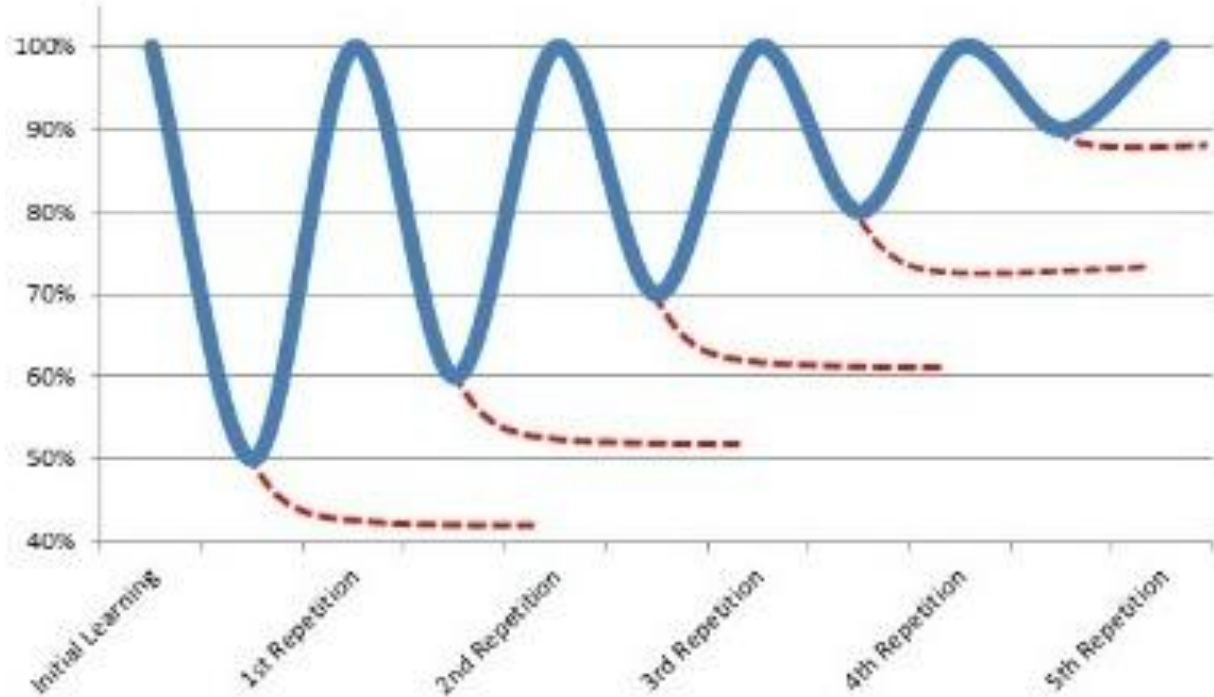
## Distributed practice

- Spread out revision rather than ‘massed practice’
- Students need persuading – it seems slower
- Students need help planning

This is one where you as parents can support and help students maintain an approach through encouragement and reminding them that the best process doesn't happen straight away.



# Ebbinghaus' Forgetting Curve



How much new information is forgotten in 24 hours?

Humans forget approx 50% of new information within an hour and an average of 70% within 24 hours.

Frequent, short knowledge-learning based revision activities / tasks are most effective in raising student achievement

# Ebbinghaus' Forgetting Curve

On your own, from memory, no prompts, no discussion, you must write something.

## Spaced Retrieval

1. What is the telephone number of your childhood home?
2. What is the mobile number of your mum/partner/best friend?
3. What did you have for dinner last Tuesday?

**Which one was easier to remember?  
Why?**

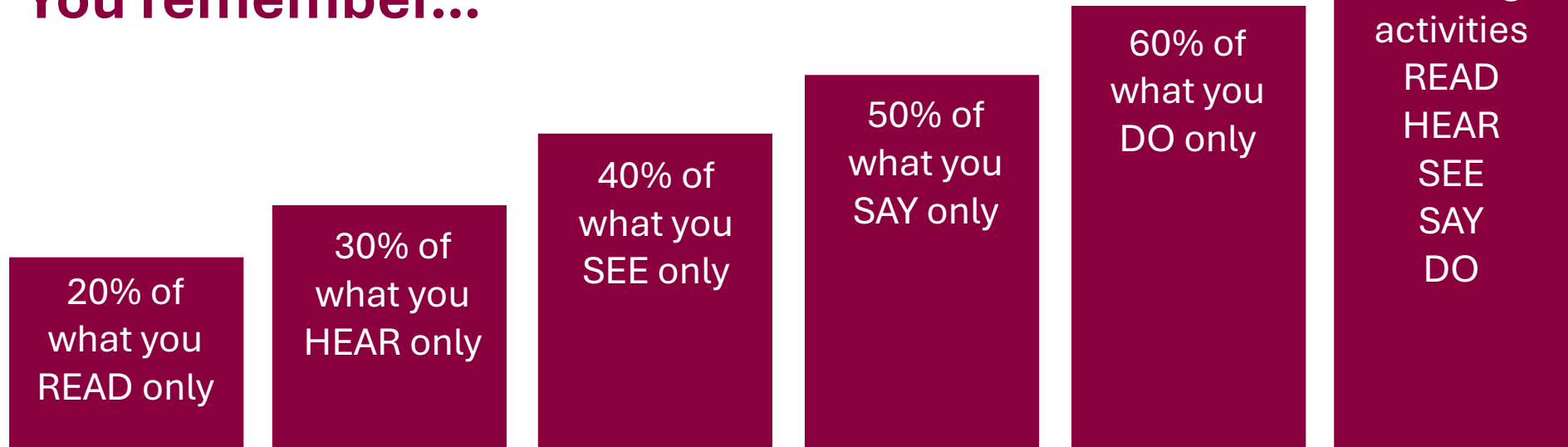


# Active Learning



To revise effectively, you must be reading, hearing, seeing, saying and doing!

## You remember...

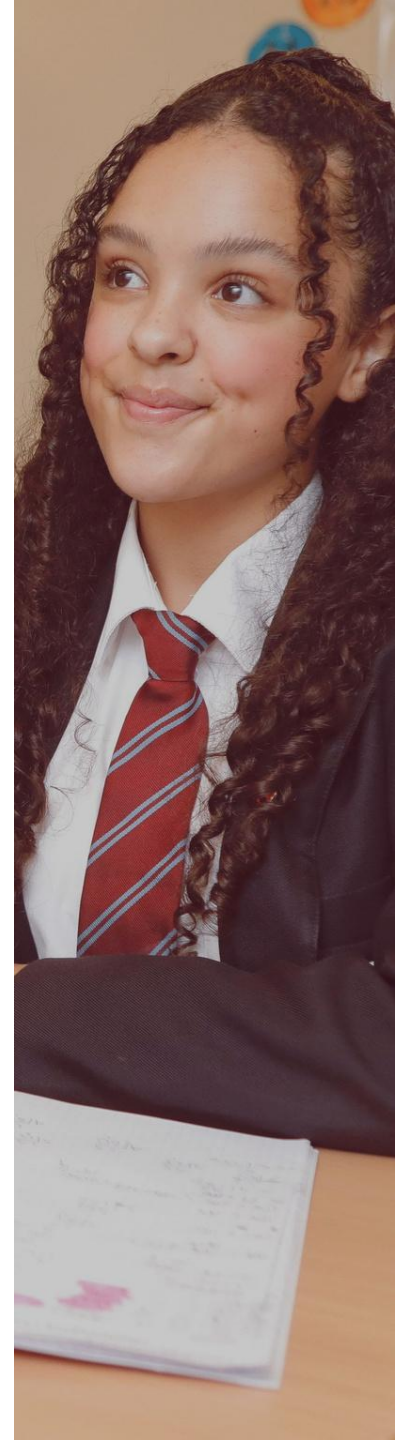


# The 'best' Strategies

Practice testing	Self-testing or taking practice tests revision material	1 - High
Long term Revising (Distributed practice)	Implementing a schedule of practice that spreads out study activities over time	1 - High
Asking 'why?' (Elaboration)	Generating an explanation for why a fact or concept is true	2 - Moderate
Self-explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving	2 - Moderate
Varying study topics (Interleaved Practice)	Mixing different kinds of problems, or different kinds of material, within a single study session	2 - Moderate
Summarization	Writing summaries (of various lengths) of revision texts	3 - Low
Mental Images	Attempting to form mental images of revision materials while reading or listening	3 - Low
The keyword mnemonic	Using keywords and mental imagery to associate key words and concepts	3 - Low
Rereading	Restudying text material again after an initial reading	4- Ineffective
Highlighting/underlining	Marking potentially important portions of revision materials while reading	4 - Ineffective

# Parental advice

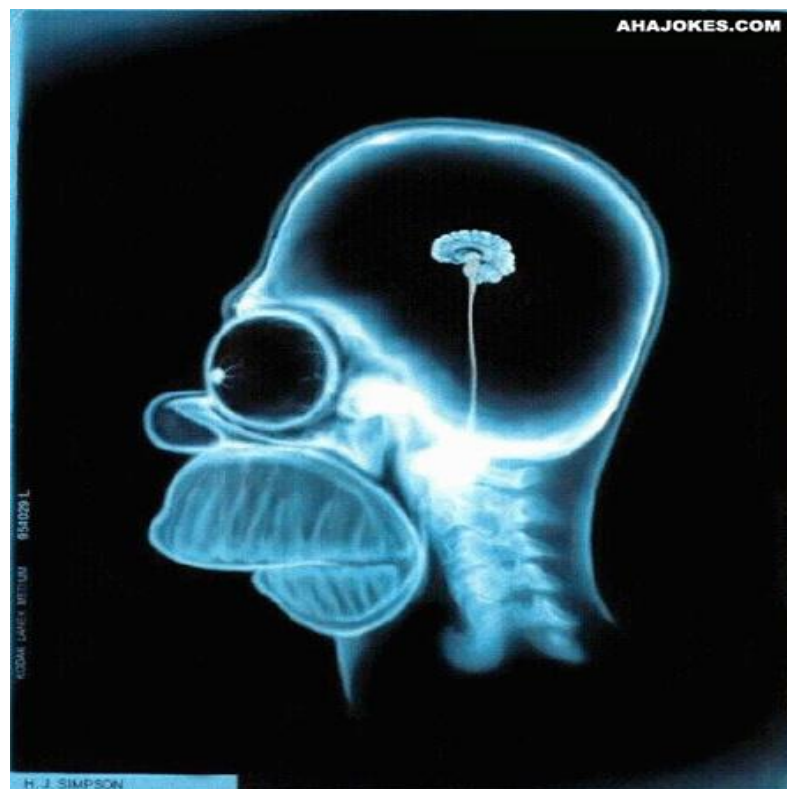
- Speak to your child about what they don't already know or that they find difficult
- *Students have a tendency to want to start at the beginning and usually this is the easiest content that they have been studying for the longest*
- Look for topic lists using the GCSE specifications online and support them in highlighting what it is they already feel confident with, and what it is they need to work on
- Always encourage them to start here as there's no point revising things they already know
- Help your child to create a revision space or encourage them to stay at study lounge
- Try to ensure they are eating a balanced diet
- Try to ensure that they are getting enough sleep, consider the amount of screen time
- Try to ensure that they are still socialising and have a balance between revising and enjoying themselves
- Contact your child's Head of House if you need any support



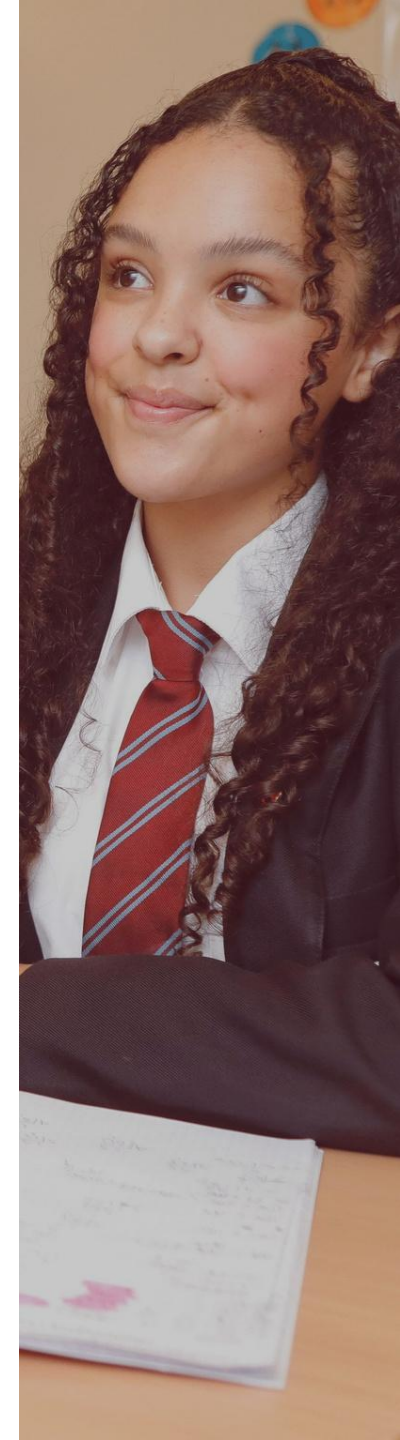
# Some people just have a better memory!

Is this you?

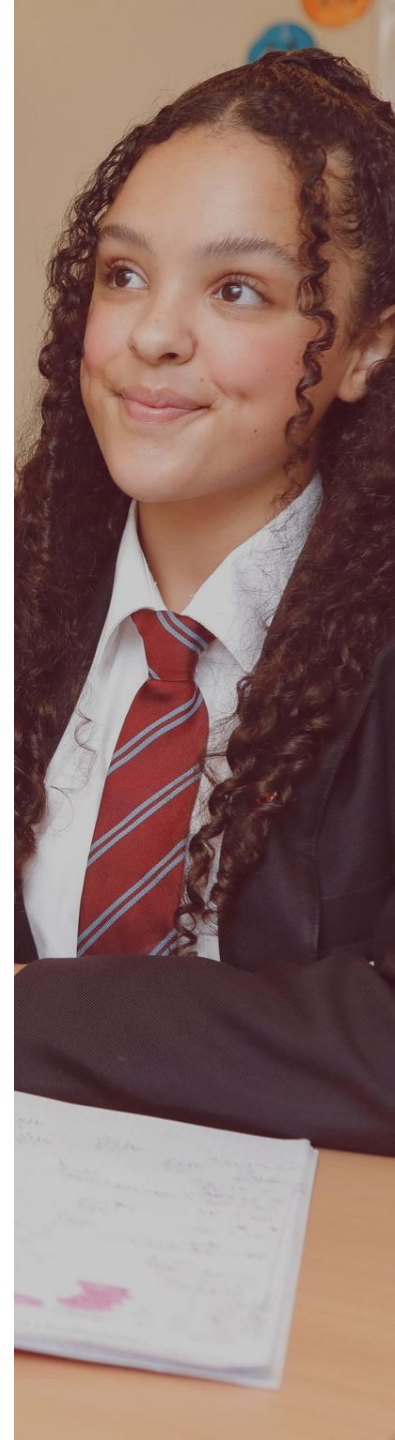
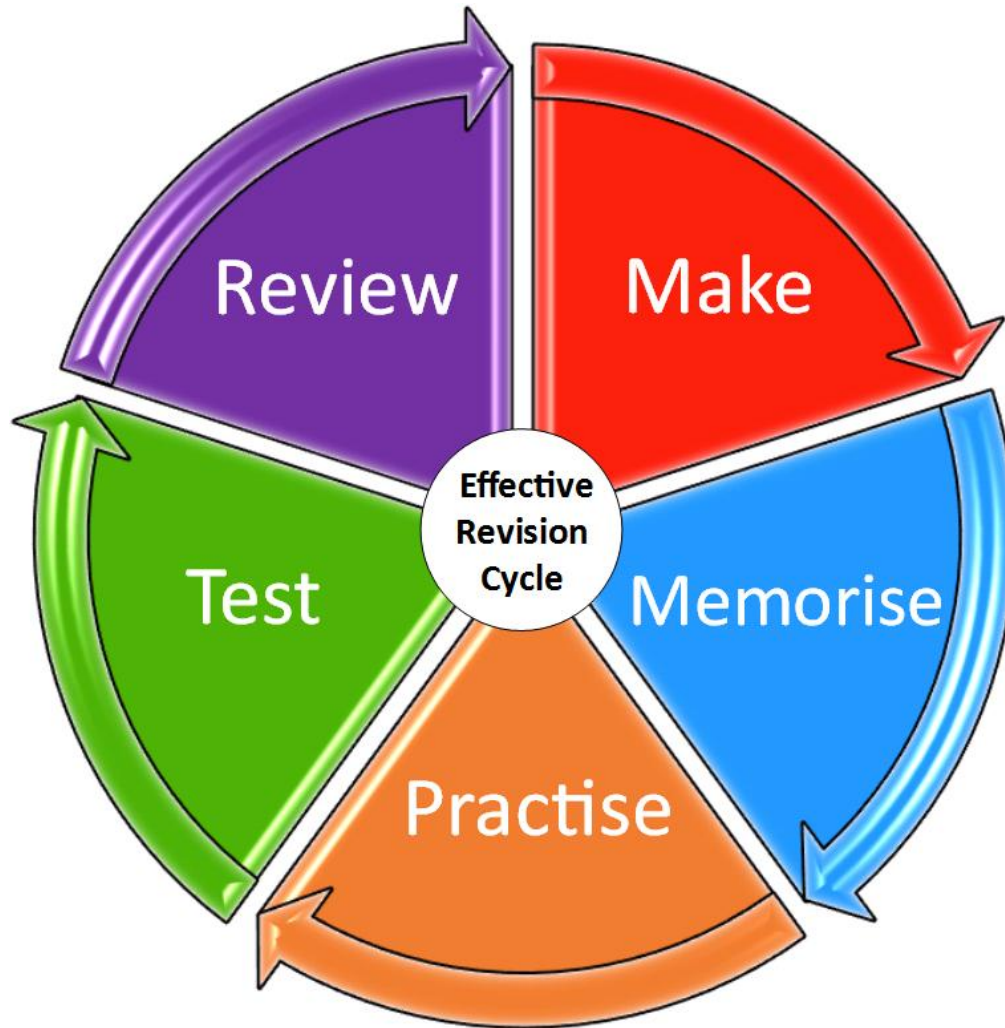
Or this?

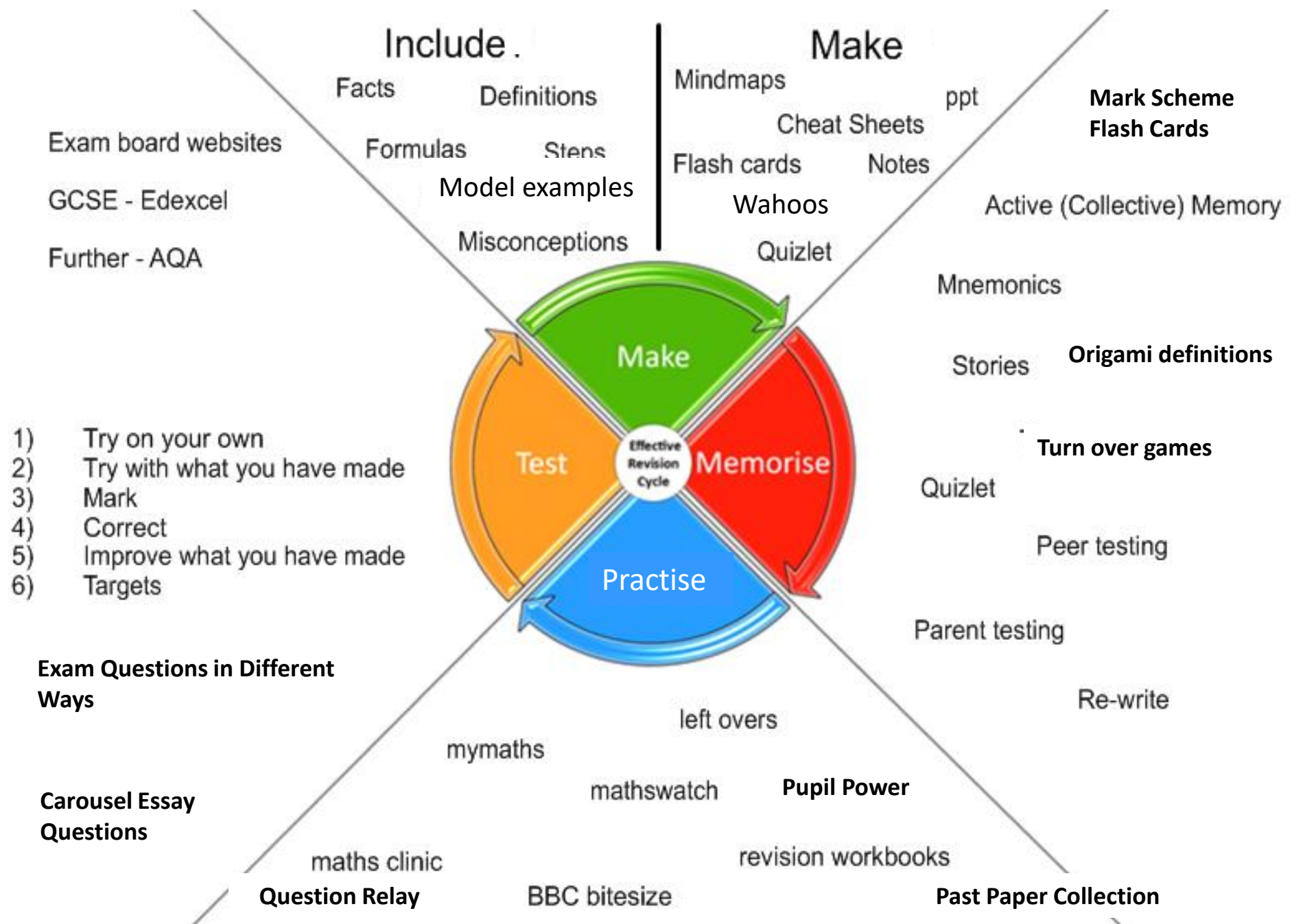


How many words can you remember?



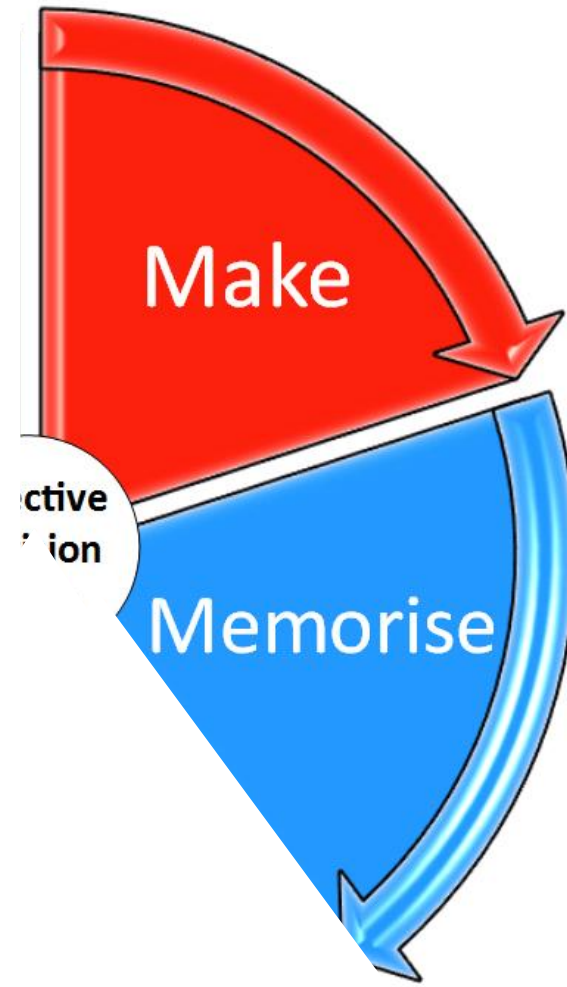
# Revision Cycle





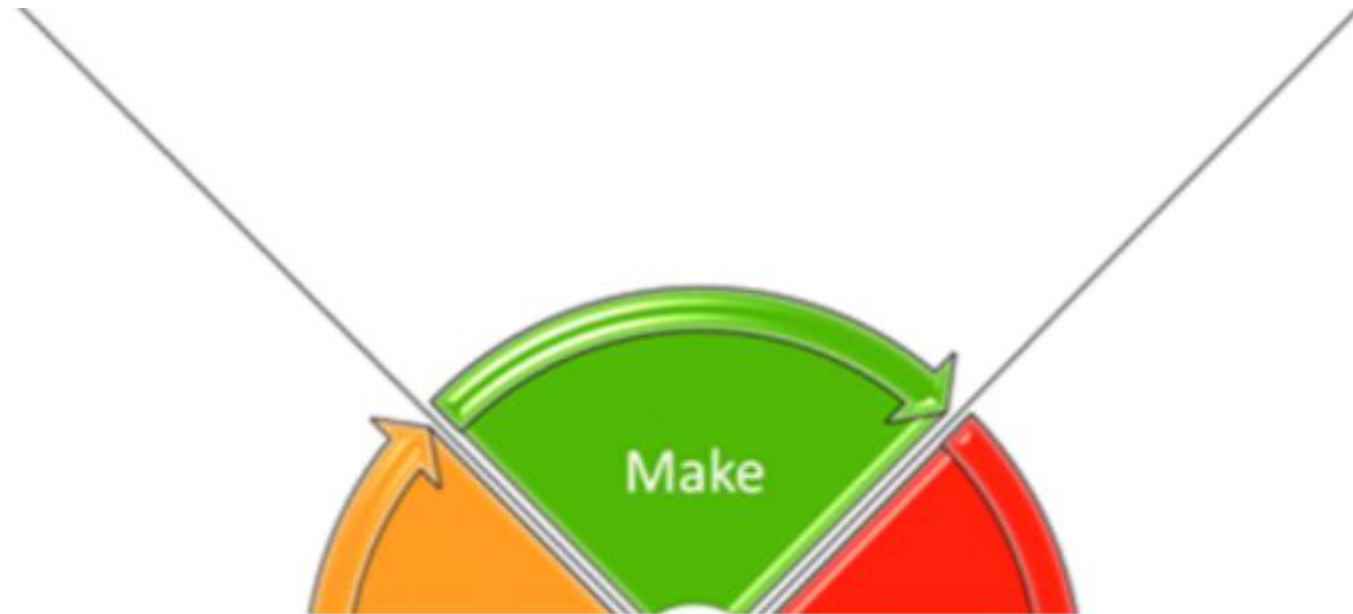


# The student's role



# Make - Possible structure:

- a) Pick 3 or 4 areas – identify problem topics
- b) Gather/Present key information
- c) Allow yourself **time** to make resources



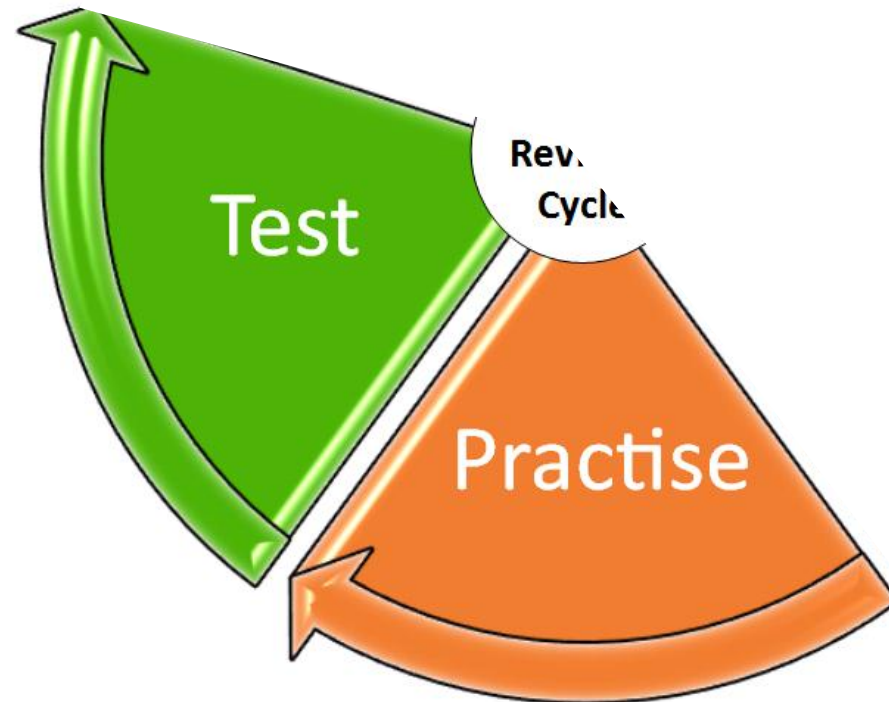


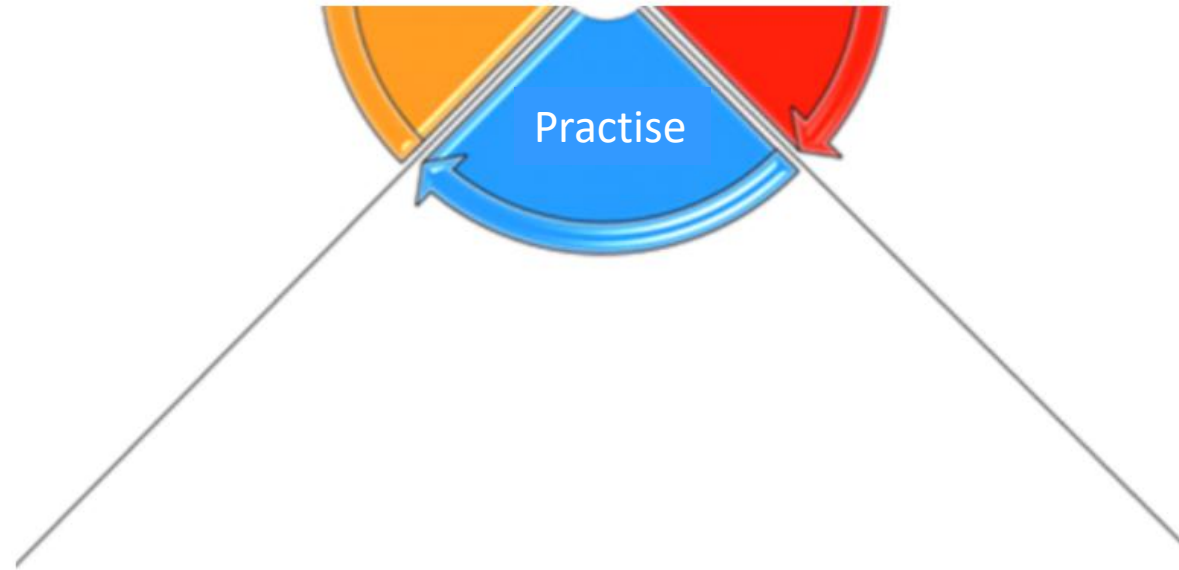
## Memorise:

- a) Use the created resources and take the **time** to memorise the information
- b) Use strategies spoken about today/in lessons
- c) Working collaboratively can be very effective



# The Parents' role





## **Practise:**

- a) Practise using exam questions – e.g. Seneca
- b) Design/write questions for each topic
- c) You can use revision resources

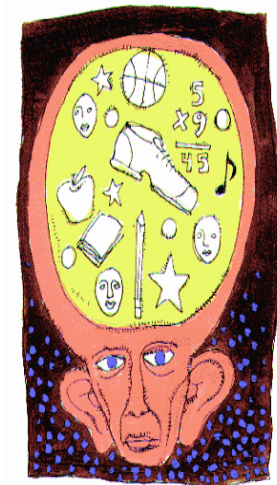
# Test:

- a) Teacher sets standardised test for all (in class testing)
- b) Students choose an appropriate test (independent)
- c) At this point revision resources **should not** be used



# 1. Collective memory – in a different way

- Look at a piece of information for a short amount of time. Try to remember it.
- Move to a different part of the room and write down what you remember.
- Go back and ‘fetch’ some more information.
- Keep going until you know it all!





## Can you remember these?

Mercedes

Desert

Eighteen

Cactus

Ford

Red

November

Toyota

Blue

Yellow

January

Thirty Six

Twelve

Oasis

March





You will forget You will forget You will forget  
You will forget You will forget You will forget  
You will forget You will forget You will forget  
You will forget You will forget You will forget  
You will forget You will forget You will forget  
You will forget You will forget You will forget  
You will forget You will forget You will forget  
You will forget You will forget You will forget  
You will forget You will forget You will forget  
You will forget You will forget You will forget  
You will forget You will forget You will forget



How many did you remember?  
Write down as many as you can





# How many did you remember?

Mercedes

Desert

Eighteen

Cactus

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Red

November

Toyota

Blue

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January

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Twelve

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March





Let's try this again but using categories now to help

# 1. Collective memory – using chunking (categories)

Colours

Numbers

Months

Cars

Environment





## Can you remember these?

Mercedes

Desert

Eighteen

Cactus

Ford

Red

November

Toyota

Blue

Yellow

January

Thirty Six

Twelve

Oasis

March



# Colours

Blue

Red

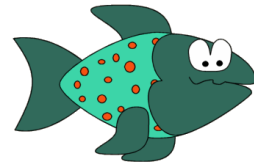
Yellow

# Environment

Cactus

Oasis

Desert



# Months

November

January

March

# Numbers

Twelve

Eighteen

Thirty Six

# Cars

Toyota

Ford

Mercedes

**(Toy Former)**





# How many did you remember this time?

Mercedes

Desert

Eighteen

Cactus

Ford

Red

November

Toyota

Blue

Yellow

January

Thirty Six

Twelve

Oasis

March



## 2. Flashcards



# Flashcards

- Based on the best examples, what do you think are our key criteria for creating effective flashcards?

Some key criteria for creating effective flashcards:

- ✓ Use **colours** to represent different things (e.g. red is for ideas you might forget, green for explanation, blue for statistics);
- ✓ **Don't** use full sentences;
- ✓ Underline keywords and spellings;
- ✓ Use images if they help you to remember;
- ✓ You might use different coloured cards – but have a reason for using different coloured cards.






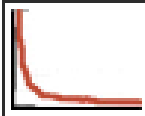
# How to Make a Flashcard



*Hydraulic Action  
(rivers)*

*The force of water hitting  
the bed and the banks of the  
river wearing it away*



Type of Study Item	Example of Front Side of Card	Example of Back Side of Card
Vocabulary word	Perigee	the nearest point to earth of an object orbiting the earth
Math formula	Area of a triangle	$A = 1/2$ (Base times Height)
Chemical formula	Formula for sulphuric acid	$H_2SO_4$
Icon		Pause icon
Graph		Asymptote
Question	Name three vaccinations a 1-year-old dog should have	DHPPC (Distemper, Hepatitis, Parainfluenza, Parvovirus, Corona Virus), Rabies, Bordetella
Dates	December 7, 1941	Attack on Pearl Harbour
Acronym	PSC	Permanent Split Capacitor, a capacitor that remains in active in the circuit after motor start





Example of a history flashcard

All Facts

No Sentences

- Red (danger) = need to know
- Blue = key points
- Green = key words



SOCIAL DARWINISM <sup>↓ pure ↓</sup>

- Survival of the fittest → Aryan, Nordic 'Herrenvolk'
- Intelligent, work hard, sacrifice for country.
- Inferior - Untermenschen ~ Slavs.
- Selective breeding ~ Lebensborn - purity of master race

INTERNATIONAL JEWISH CONSPIRACY

- Jewish plot - corrupt government of 'leading nations'
- Film 1937 'The Eternal Jew'
- Hitler labels Weimar Republic = Jew Republic
- Destructive actions - Stab in the back November 1918
- Treaty of Versailles 28th 1919 (June)
- Caused wall street crash and depression - Jews - all to blame.
- Jewish money lenders.

# Flashcards

- So, a good version might look like this...

Front

Back

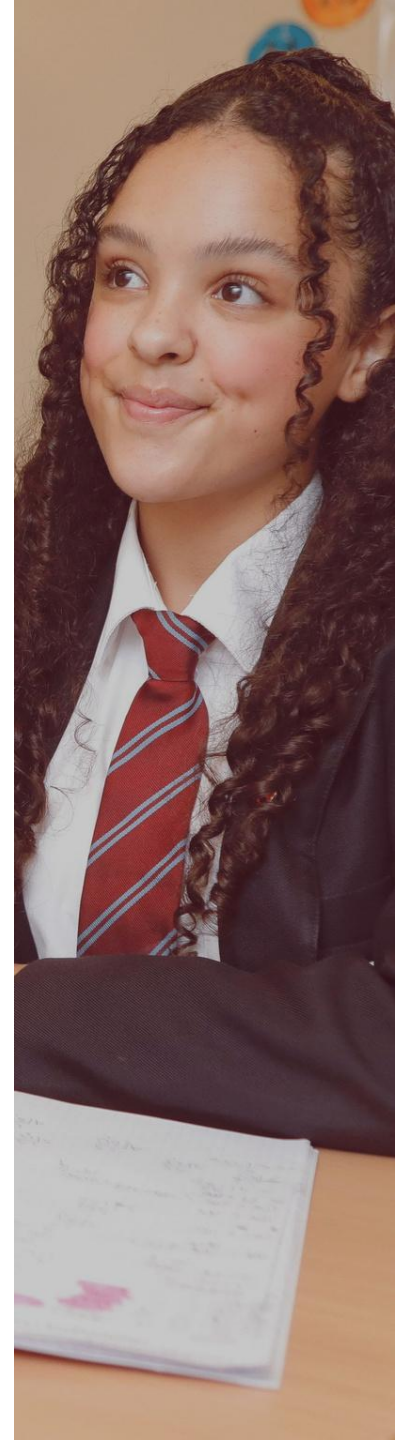
**Explain two benefits  
tourism brings to the  
UK economy.**

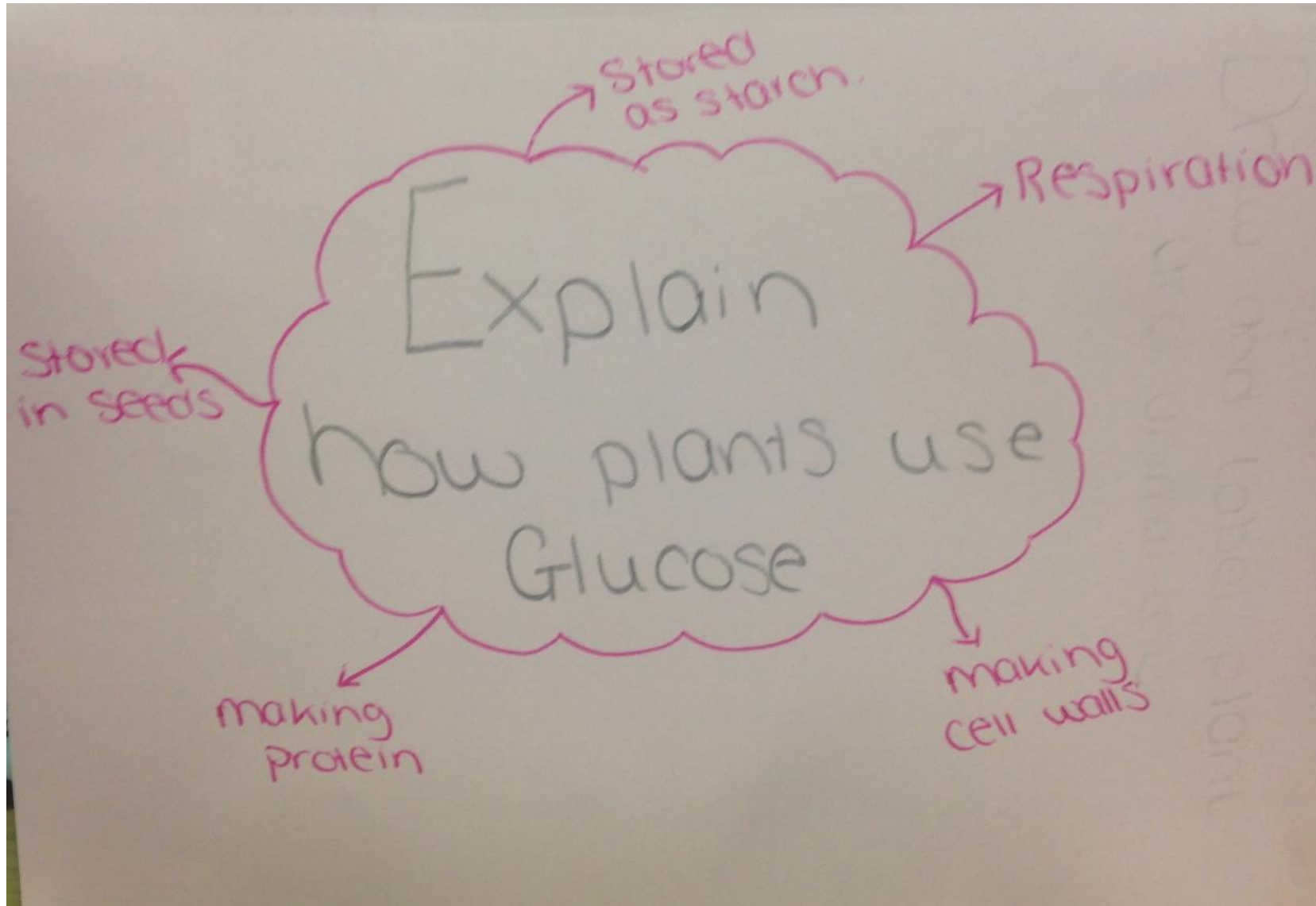
**Gross Domestic Product (GDP)**

- = value of the country's economy      2013 tourism contributed **£127 billion** to GDP.
- Direct - spending money with TandT businesses e.g. hotels.
- Indirect - TandT businesses re-spend profits.
- Government - invests money in hospitals, schools etc.

**Employment**

- = 2013 - 9.6% of UK jobs = TandT related.
- Direct employment = TandT related jobs e.g. air hostess
- Indirect employment = jobs that support TandT e.g. builders, bakers.





Question with some initial ideas.



### For Respiration

- Glucose provides energy
- Energy allows plant to convert glucose into various substances which they use to grow

### Making Protein

- Combined with nitrate ions - which were absorbed from soil
- This makes amino acids, which are converted into protein.

### Stored as starch

- Turned into starch - stored in roots, stems and leaves,
- Ready for when photosynthesis is not happening.

### Making Cell walls.

- Converted to cellulose - makes strong walls
- Especially in a rapidly growing plant.

### Stored in seeds

- Turned into lipids, (fats/oils) for storage.

### Key words

- Respiration = process to release energy
- Cellulose = what cell walls are made of
- Lipids = fats/oils
- Protein = used for cell growth/repair/replacement



Flashcard and key words with definitions.



## Answer

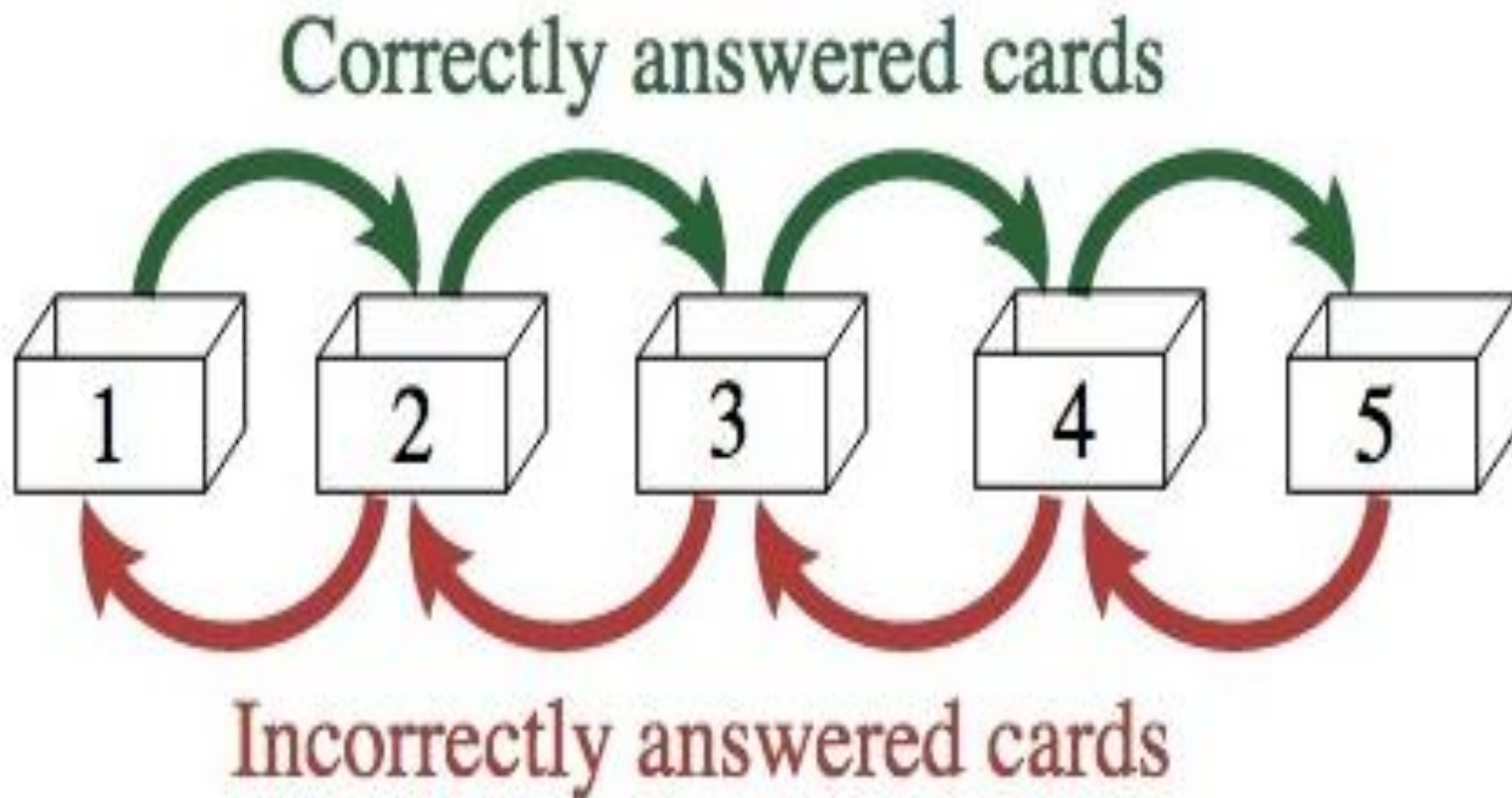
- Used in respiration to provide energy, energy is used to convert things to useful substances
- Used to make protein, combined with nitrate ions to make amino acids, which is converted to protein.
- Stored as starch in roots, stems and leaves, for when photosynthesis is not happening.
- Stored in seeds as lipids (fats and oils)
- making cell walls, converted to cellulose, especially needed in rapidly growing plants.

Student answer to a 5 mark question using the knowledge from the flashcard

Parents – you can help to test your child's knowledge using the flashcards as the answers

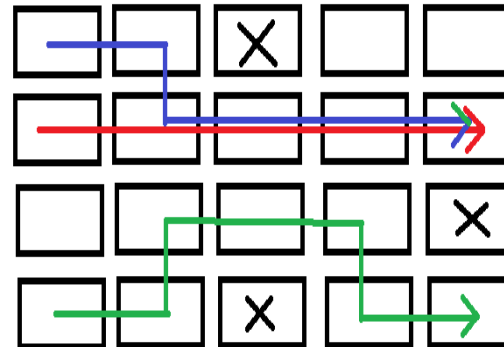
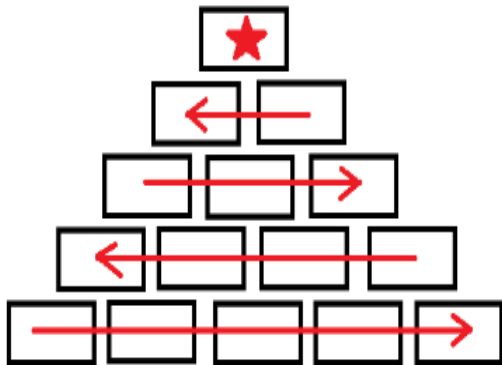


Don't just revise the same thing over and over  
Lietner boxes – aim is to move all the flashcards  
into box 5 over time



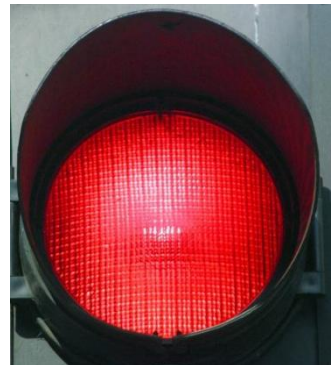
# Turnover cards

- Place all the cards with the \* facing up.
- Take it in turns to work out what is on the other side.
- Turn over to see if you are right.
- If Yes remove the card, if No the card stays in play.





Traffic light content check (RAG rate)



## Traffic lights

Parents test them on the red and amber until all become green

- Mark in green everything that you completely understand
- Mark in amber where you some but not all of the content
- Mark in red anything that you feel concerned about





Paper 1 Education		Green – very happy with this topic Yellow – happy with most aspects of the topic, some need developing Red – happy with few/ no aspects of this topic	
Topic	Revision type e.g. spider diagram, cue cards, poster	Confidence check	Confidence check
1. Social Class	Spider diagram		
2. Ethnicity	Spider diagram		
3. Gender	Flash Cards		
4. Education policy: selection	Spider diagram		
5. Education policy: marketisation & privatisation	Flash Cards		
6. Compensatory education	Spider diagram		
7. Theoretical perspectives	Spider diagram		

# Revision Technique 3. Mind maps



From this...

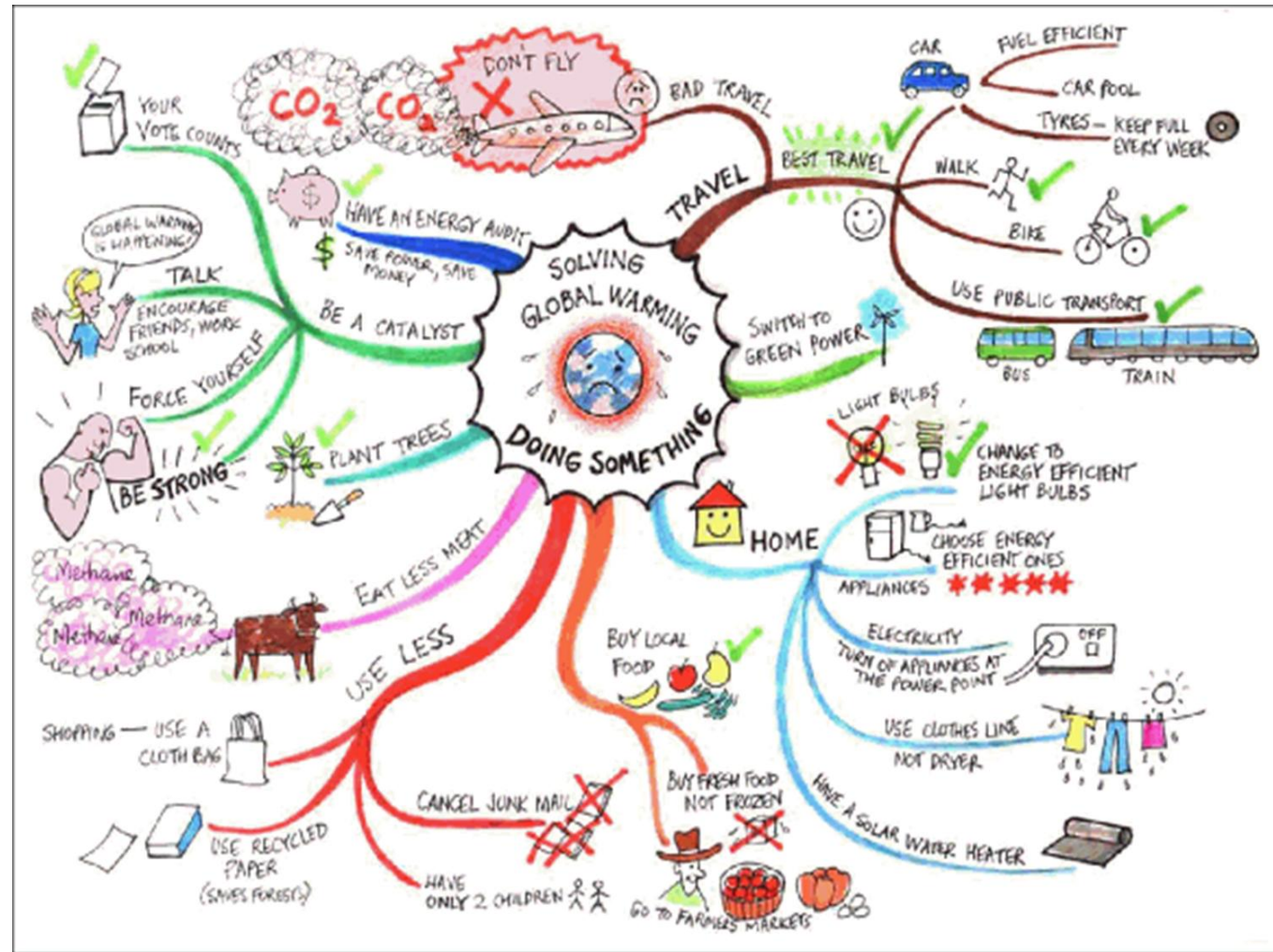


PAPER 3: TOPIC 12 GLOBALISATION	
Crime and globalisation	Green crime – harms against the environment
<p><b>The global crime economy</b></p> <ul style="list-style-type: none"> <li>Casella (1995) argues the global crime economy or transnational organised crime is worth over \$1 trillion per year. Examples include:                     <ul style="list-style-type: none"> <li>Trafficking of women and children – often linked to prostitution.</li> <li>Drugs trade – estimated to be \$400 billion each year.</li> <li>Cyber-crimes – e.g. identity theft and child pornography.</li> <li>Green crimes – damage to the environment, e.g. illegal dumping of hazardous wastes.</li> <li>International terrorism – ideological links made via the Internet and other ICT. E.g. al-Qaeda.</li> </ul> </li> <li>The growth of global crime is due to factors such as the spread of communication technology, cheap air travel, difficulty in policing, growth of terrorism.</li> <li>The global crime economy has both a supply and demand side. Part of the reason for the scale of transnational organised crime is the demand for its products and services in the rich West. However, the global criminal economy could not function without a supply side that provides the source of drugs, sex workers for the West.</li> <li>Supply is linked to the globalisation process – e.g. Third World drug-producing countries such as Colombia &amp; Peru have large populations living in poverty. Drug cultivation is an attractive option that requires little investment in technology &amp; commands high prices compared to other crops. In Colombia, 20% of the population depends on cocaine production for their livelihood. It outsells all Colombia's other exports combined.</li> </ul> <p>Evaluation Ⓞ – as research is very difficult in these areas there are very few 'hard' facts on the extent of global crime. Global crimes are NOT new forms of crime but are more prominent as the world is effectively shrinking.</p> <p>Ⓞ - Opinions on the impact of globalisation can vary. In China &amp; India for example, globalisation is considered as progressive as it has had a positive effect on both economies. However, there is a tendency to focus on the negatives or dangers it can cause.</p> <p><b>Global risk consciousness</b></p> <ul style="list-style-type: none"> <li>The globalisation of crime has created new fears, insecurities and 'risk consciousness', where risk is seen as global rather than local. For example, concerns and anxieties about crime and disorder by migrant workers and asylum seekers, threats from al-Qaeda.</li> <li>Much risk consciousness is artificially created by moral panics set off by the media. E.g. the media often stereotype immigrants as terrorists or scroungers flooding the country. This in turn has given rise to hate crimes against immigrants.</li> <li>Risk consciousness has increased social control by nation-states (countries). E.g. many European countries with land borders have fences, CCTV, and thermal imaging to prevent illegal crossings.</li> <li>Risk consciousness has also increased international cooperation and control – e.g. 'war' on terror and drugs especially since 9/11.</li> </ul> <p><b>Globalisation, capitalism and Crime</b></p> <p>Taylor (1997) argues a globalised capitalist economy has created greater inequality and rising crime. Marketisation/capitalism has encouraged people to see themselves as individual consumers, calculating the personal cost of each action &amp; undermining social cohesion. Furthermore, global media promotes materialistic culture in terms of lifestyle &amp; consumption. Globalisation has created crime at both ends of the social spectrum:</p> <p>a) Crimes of the powerless</p> <ul style="list-style-type: none"> <li>Capitalism has created insecurity &amp; inequality that encourage the poor to turn to crime (through lack of legitimate job opportunities).</li> <li>Transnational corporations have created job insecurity, unemployment and poverty in the West by switching manufacturing to low wage countries (de-industrialisation).</li> <li>With corresponding cuts in welfare certain social groups (e.g. working class, blacks) in the UK are faced with widening inequality which encourages the poor to turn to crime e.g. drug dealing.</li> <li>In LA de-industrialisation has led to the growth of drugs gangs (15,000 members), with gang related killings running at one a day.</li> </ul> <p>b) Crimes of the powerful</p> <ul style="list-style-type: none"> <li>Globalisation creates criminal opportunities on a grand scale for elite groups e.g. deregulation of financial markets (not controlled by governments) – increased opportunities for insider trading (e.g. Nick Leeson) and the movement of funds around the world to avoid paying taxes.</li> <li>New patterns of illegal working – working for below the minimum wage or breaking health and safety laws (Bangladesh Rana Plaza disaster or Qatar World Cup migrant worker deaths 2013).</li> </ul> <p>Evaluation of Taylor</p> <p>Ⓞ Links global trends in the capitalist economy to changes in the extent and nature/patterns of crime.</p> <p>Ⓞ Does not adequately explain how the changes above make people behave in criminal ways – not all poor people who have insecure jobs turn to crime.</p> <p><b>Patterns of criminal organisation</b></p> <ol style="list-style-type: none"> <li><b>Global organisation</b> - Globalisation and de-industrialisation have given rise to new criminal opportunities and patterns at a local level. Hobbs and Dunningham (1995) claim that although new criminal organisations have international links, especially with the drugs trade, crime is still rooted in a local context. Thus crime is less large scale and hierarchical (mafia like) and more 'pocket' – locally based with flexible opportunistic criminals having global connections. The form it takes will vary from place to place according to local conditions and global influences will depend upon availability (of drugs for example). E.g. <b>drug dealing</b> is influenced by supplies from countries such as Colombia but the form/pattern of dealing is shaped by local conditions/networks.</li> </ol> <p>Evaluation Ⓞ Hobbs and Dunningham's explanation changes. Local criminal networks have always existed and the power and control of larger mafia style organisations still dominate the criminal underworld e.g. <b>Mafia</b>.</p> <ol style="list-style-type: none"> <li><b>McMafia</b> - Glenn (2008) argues that the fall of communism in Russia and Eastern Europe (in 1999) and the deregulation of the <b>global</b> financial markets gave rise to <b>Mafia</b> (organisations in former communist countries). Under communism, the Soviet state has regulated the price of everything, following the fall the Russian government deregulated most sectors of the economy. Oligarchs (former communist leaders who became the capitalist class) – made money by buying oil, gas, diamonds etc. at old communist prices and selling them for huge profits on deregulated world financial markets. The collapse of communism heralded a period of disorder, to protect their wealth capitalists turned to the mafias. These mafias formed purely to pursue self-interest and they began to franchise and sell their protection rackets in other towns. With assistance of these violent organisations, billionaires were able to protect their wealth and a means of moving it out of the country. This meant that the Russian mafias were able to build links with criminal organisations in other parts of the world.</li> </ol> <p>Definition Ⓞ Definition of mafia crime.</p>	<p><b>The globalisation of green crime</b></p> <ul style="list-style-type: none"> <li>Threats to the eco-system are global not just local</li> <li>Illegal industrial pollution in one country can lead to acid rain in another, destroying forests etc.</li> <li>The Chernobyl disaster in the Ukraine (1986) spread radioactive waste over thousands of miles.</li> <li>The Bhopal gas disaster (1984) led to thousands of deaths.</li> </ul> <p><b>'Global risk society' and the environment</b></p> <ul style="list-style-type: none"> <li>Beck (1992) claims late modern society has created new global 'manufactured (human made) risks'. For example, CO2 emissions from industry have created global warming and climate change.</li> </ul> <p><b>Are green crimes illegal?</b></p> <ul style="list-style-type: none"> <li>There is major debate about how to regard actions that harm the environment. Many green crimes raise issues about how to decide on or measure 'harm to the environment' (subjective) showing that to social scientists green crimes are a <b>globalised issue</b>. There are further complications in deciding <b>what</b> makes global issues on green crime and how actions come to be classed as legal/illegal.</li> <li>For example, the American Right often dispute the fact that global warming exists. It is argued that acknowledging global warming and taking action is extremely costly and would change the way manufacturing and production is organised.</li> <li>Marxists would argue that it is in the economic interest of rich nation states to deny the existence of global warming in order to protect capitalism.</li> </ul> <p><b>Green Criminology – two schools of thought</b></p> <p>Traditional criminology</p> <ul style="list-style-type: none"> <li>Has not been concerned with green crimes as often no laws have been broken. Define green crime as an act that breaks the law.</li> <li>However, this approach too readily accepts official definitions of environmental problems and crimes which are often shaped by powerful groups such as big businesses to serve their own interests.</li> </ul> <p>Green criminology (White, 2008)</p> <p>Is a more radical approach that focuses on harms (to the environment, animals and humans) rather than criminal law. Green criminology sees both humans and the environment as liable to exploitation, by global capitalism. This is for three reasons:</p> <ol style="list-style-type: none"> <li>Some of the worst environmental harms are not illegal.</li> <li>Different countries have different laws on what counts as an environmental crime – definitions of crime are culturally relative.</li> <li>Powerful groups, nation-states and transnational corporations (multinational businesses) are able to define in their own interests in what counts as unacceptable environmental harm. They tend to be 'anthropocentric' (economic growth before the environment) rather than 'ecocentric' (environment before economic growth).</li> </ol> <p><b>Types of green crimes – classified by South (2014)</b></p> <ol style="list-style-type: none"> <li><b>Primary green crimes</b> – crimes that result directly from the destruction of the earth's resources.             <ul style="list-style-type: none"> <li>Air pollution – the burning of fossil fuels by governments, business and the public adds 3 billion tons of carbon into the atmosphere each year – creates global warming.</li> <li>Deforestation – forests such as the Amazon are destroyed by governments, cattle ranchers and logging companies (often illegally).</li> <li>Species decline and animal rights – 50 species a day are becoming extinct. Up to 95% of the earth's species live in the rainforests, which are under severe threat (see deforestation). Many animals or animal parts are trafficked.</li> <li>Water pollution – 25 million people die each year from drinking contaminated water. Marine pollution threatens 50% of the world's ocean reefs and 34% of its fish. Businesses that dump toxic waste and governments that discharge untreated sewage into rivers and seas are to blame.</li> </ul> </li> <li><b>Secondary green crimes</b> – crime that grow out of the breaking of rules aimed at preventing environmental disasters.             <ul style="list-style-type: none"> <li>State violence against oppositional groups – in 1985 the French secret service blew up the Greenpeace ship 'Rainbow Warrior' which was attempting to prevent a green crime – nuclear weapons testing in the south Pacific.</li> <li>Hazardous waste and organised crime – because of the high costs of safe waste disposal business often employ people to dump toxic wastes illegally. 25,500 hating barrels of radioactive waste lie on the seabed of the Channel Islands, dumped by UK authorities and corporations.</li> <li>Illegal dumping is global – e.g. hazardous wastes in the West are often shipped to be processed in Third World countries where costs are lower (\$2,500 v \$3 a ton) and health and safety laws often non-existent.</li> </ul> </li> </ol> <p><b>Evaluation of green criminology</b></p> <p>Ⓞ By moving from legal definitions of crime, green criminology can develop a global view on environmental harms which recognises the risks of environmental damage both to humans and non-human animals.</p>

# Revision Technique: 3. Mind maps



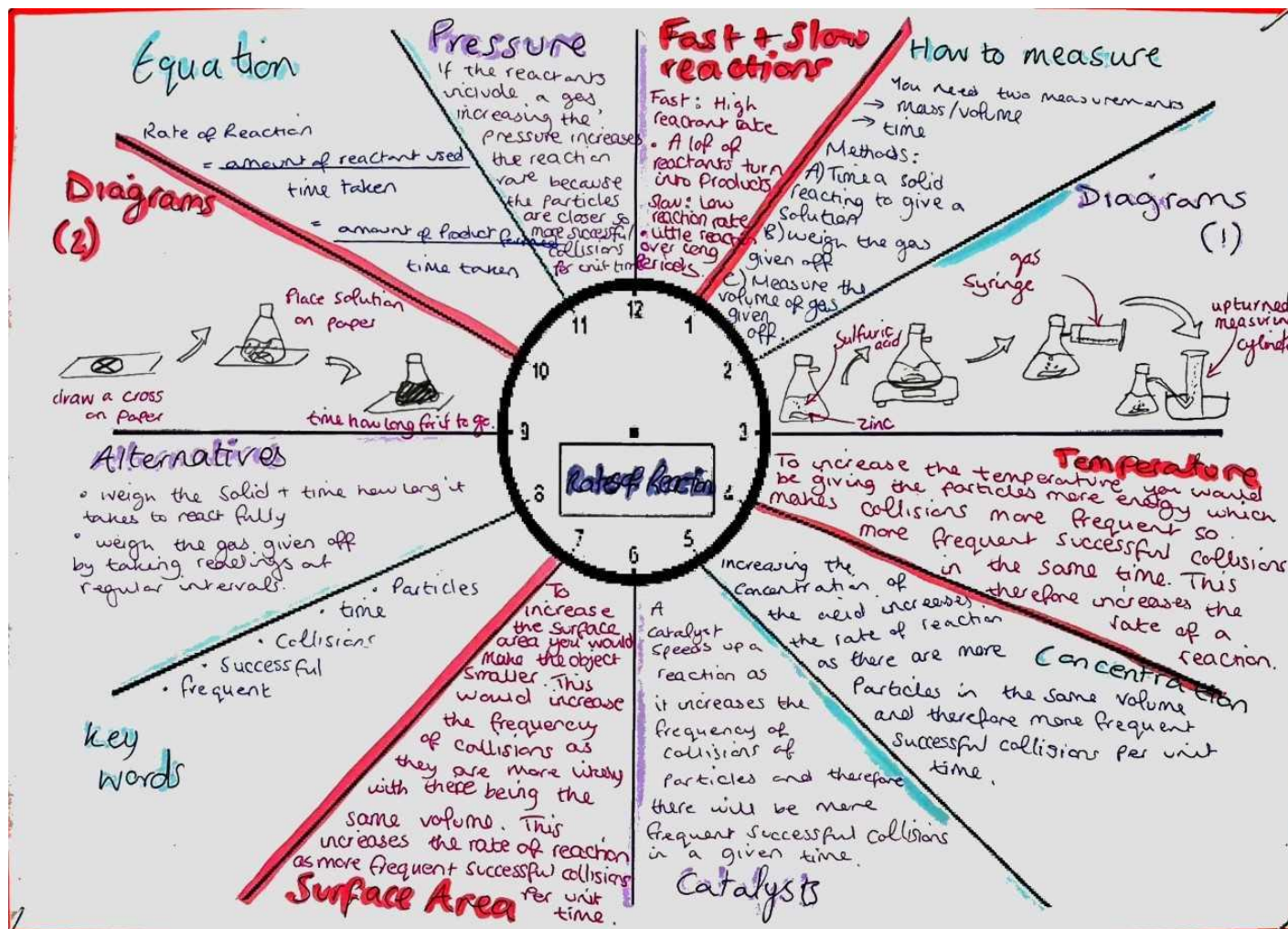
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# Revision Technique: 3. Mind Maps



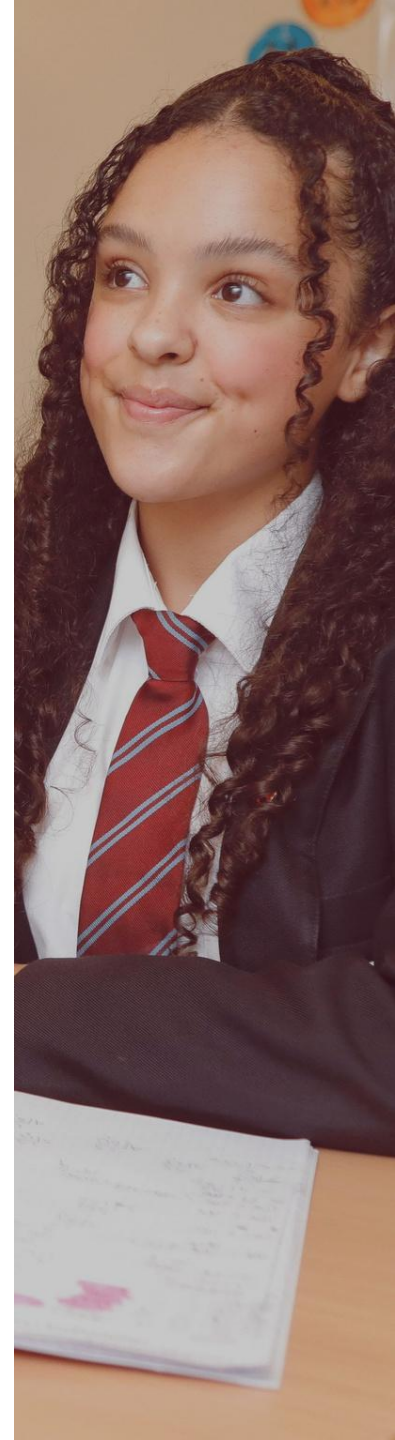
... to this...



# 3. Mind Maps

- To design a mind map...
- Use plain paper landscape style.
- Start with a central image preferably using different colours.
- Thick branches radiate from the centre with the big ideas and then become thinner with the supporting details. Use different colours for each branch.
- Write single words along the branches. Try to make the words fill up the branch length.
- Draw simple pictures or symbols to help create associations.
- Make any links you can see between the bigger branches.







# Mind Map: Ebenezer Scrooge - A Christmas Carol

## 1. Introduction

**Character Overview**

- Miserly, cold-hearted businessman
- Transformed by the end of the novella

## 2. Scrooge's Personality Traits

**Before Transformation**

- Greedy
- Selfish
- Isolated
- Harsh and unforgiving

**After Transformation**

- Generous
- Compassionate
- Sociable
- Joyful and forgiving

## 3. Key Events in Scrooge's Transformation

**Visit from Jacob Marley's Ghost** — Warns Scrooge of the consequences of his ways

**The Three Spirits**

- Ghost of Christmas Past** — Shows Scrooge his own lonely and painful past
- Ghost of Christmas Present** — Reveals the joy and hardship of others during Christmas
- Ghost of Christmas Yet to Come** — Foretells Scrooge's lonely death and legacy

## 8. Conclusion

Scrooge's journey from a miser to a benefactor emphasizes the novella's moral that anyone can change for the better.

## 7. Symbolism

**Chains of Marley** — Symbolize the burden of greed and selfishness

**Light and Warmth** — Represent hope, joy, and the spirit of Christmas

## 6. Quotes

**Before Transformation**

- "Are there no prisons? Are there no workhouses?"
- "Bah! Humbug!"

**After Transformation**

- "I will honour Christmas in my heart, and try to keep it all the year."
- "God bless us, every one!"

## 5. Themes Related to Scrooge

**Redemption** — Central theme: the possibility of change and redemption

**Social Injustice** — Critique of the disparity between the rich and the poor

**Christmas Spirit** — Importance of generosity, kindness, and community

## 4. Relationships

**Bob Cratchit**

- Underpaid and mistreated employee
- Symbol of the struggles of the poor

**Fred (Scrooge's Nephew)**

- Warm and inviting, despite Scrooge's coldness
- Represents family and the Christmas spirit

**Tiny Tim**

- Cratchit's son, frail and kind
- His potential death serves as a turning point for Scrooge



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#### "Ghost of Christmas Past"

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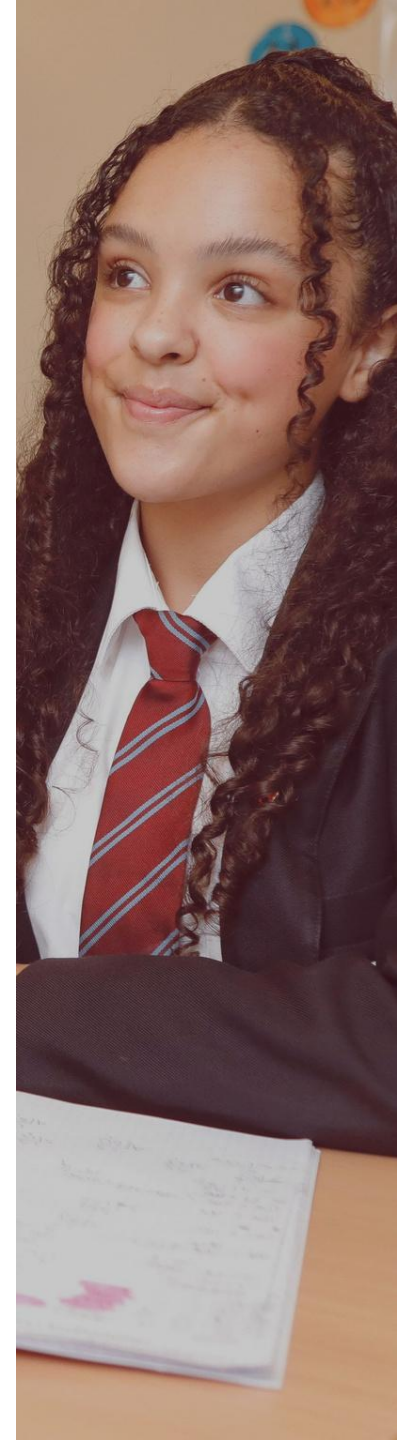
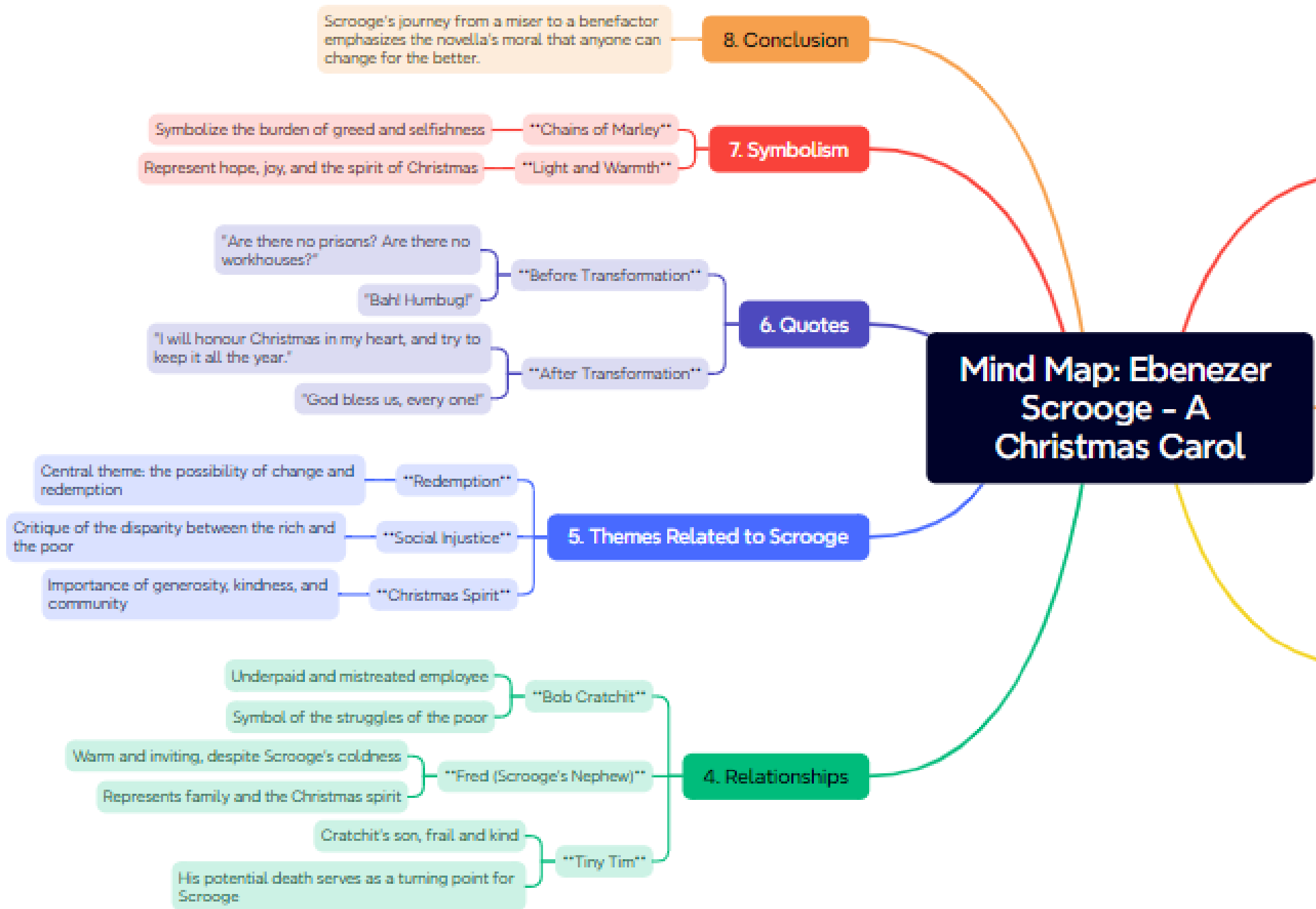
#### "Ghost of Christmas Present"

Reveals the joy and hardship of others during Christmas

#### "Ghost of Christmas Yet to Come"

Foretells Scrooge's lonely death and legacy





## 4. Past papers

- Use past exam questions and papers from the GCSE specification



# 5. Fold and Flip



↓ E) Leave blank for test		↙ D) Practice by writing out the definition or term here ↓
	Ecological validity	
	Contracts to produce movement also known as the prime mover.	
	A detailed description of how to make or do something.	
	Perpendicular	
	Value Consensus	
	Appeasement	
	A powerful computer that stores files and applications for sharing across the network.	
	Complex changes including an increase in skills, abilities and capabilities.	
	Independent variable	
4	5	6

B) Fold p1 under here to recall terms →	A) Fold p3 over here to "Cover and Check" definitions →	C) Test a partner
Agonist muscle	Contracts to produce movement also known as the prime mover.	
Server	A powerful computer that stores files and applications for sharing across the network.	
Ecological validity	The extent to which the methods, materials and setting of the experiment approximate the real life situation being studied.	
Appeasement	The name given to the British policy of 'giving in' to Hitler in exchange for peace in the late 1930s.	
Value Consensus	An agreement on the key values in a particular society.	
Development	Complex changes including an increase in skills, abilities and capabilities.	
Specification	A detailed description of how to make or do something.	
Independent variable	The variable that is changed when carrying out an investigation.	
Perpendicular	Is the relationship between two lines which meet at a right angle, for example coordinate axis.	
1	2	3



# 6. Mnemonics

**BIDMAS**

**() X<sup>Y</sup> ÷ × ±**

**B**ears  
**D**on't  
**F**ly  
**A**irplanes  
**G**rizzly

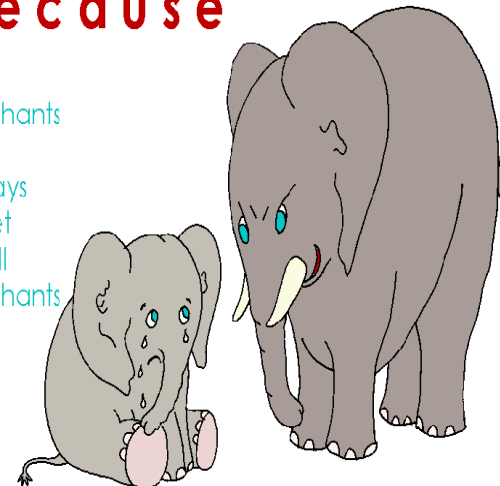
Every Good Boy Deserves Fudge

E G B D F F A C E  
FACE

**N**ever  
**E**at  
**S**hredded  
**W**heat

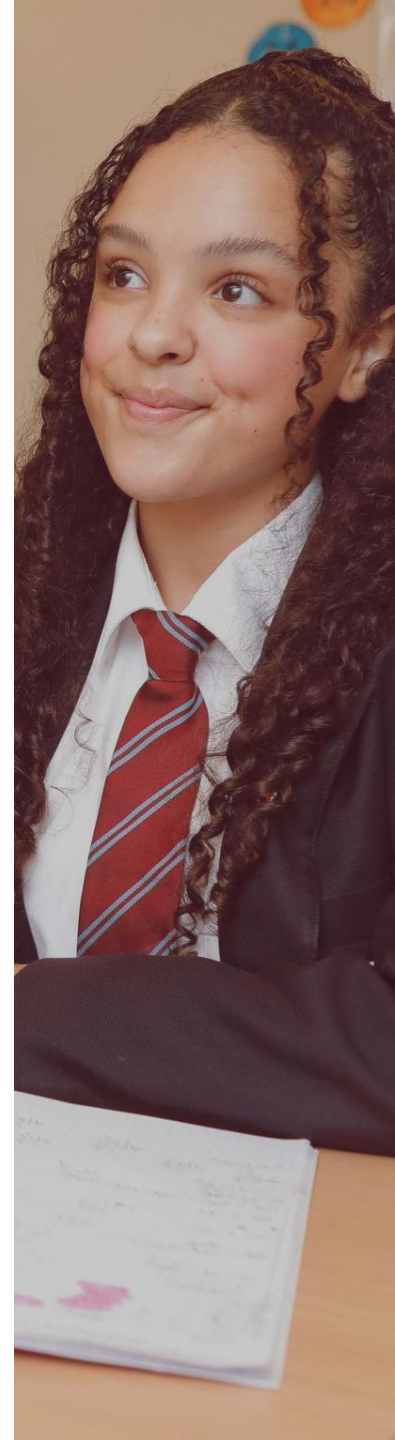
**b e c a u s e**

big  
elephants  
can  
always  
upset  
small  
elephants



**M**y **V**ery **E**asy **M**ethod **J**ust **S**peeds **U**p **N**aming **P**lanets

Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune



# 7. Roman room and Greek loci

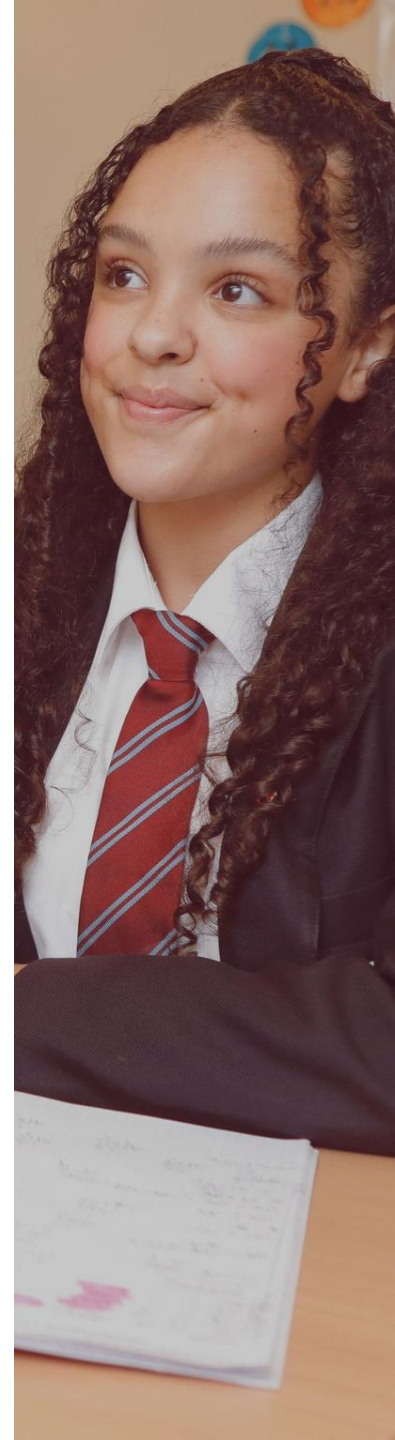
- Imagine a room, place or journey (e.g. your sitting room or bedroom, your route to school).
- Within that room/route are objects. Associate the things you need to remember with objects in the room or places on the journey.
- To recall information, simply take a tour in your mind, visualising the known objects/places and their associated connections.
- Remember that bizarre links can often be the most effective.



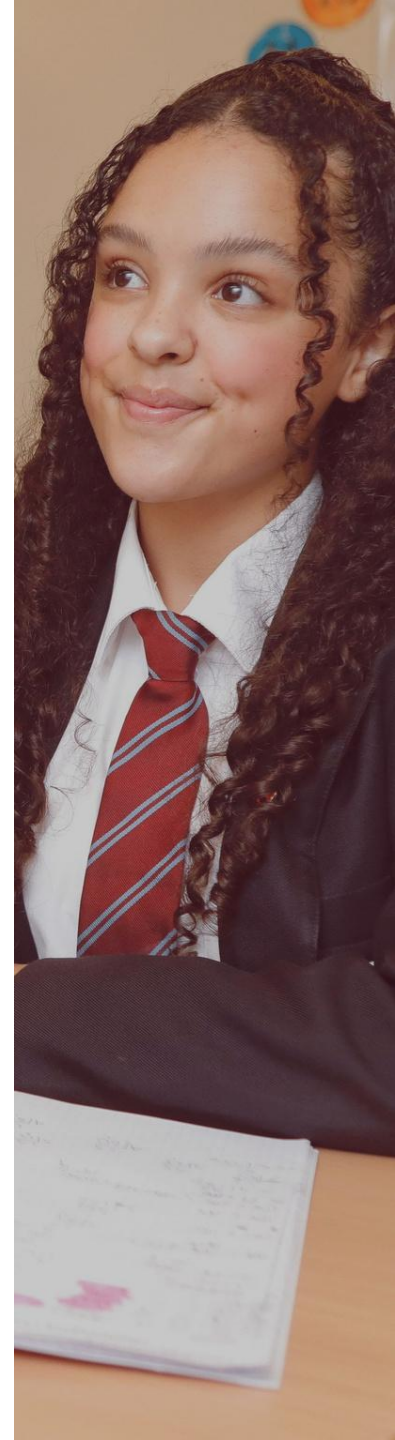
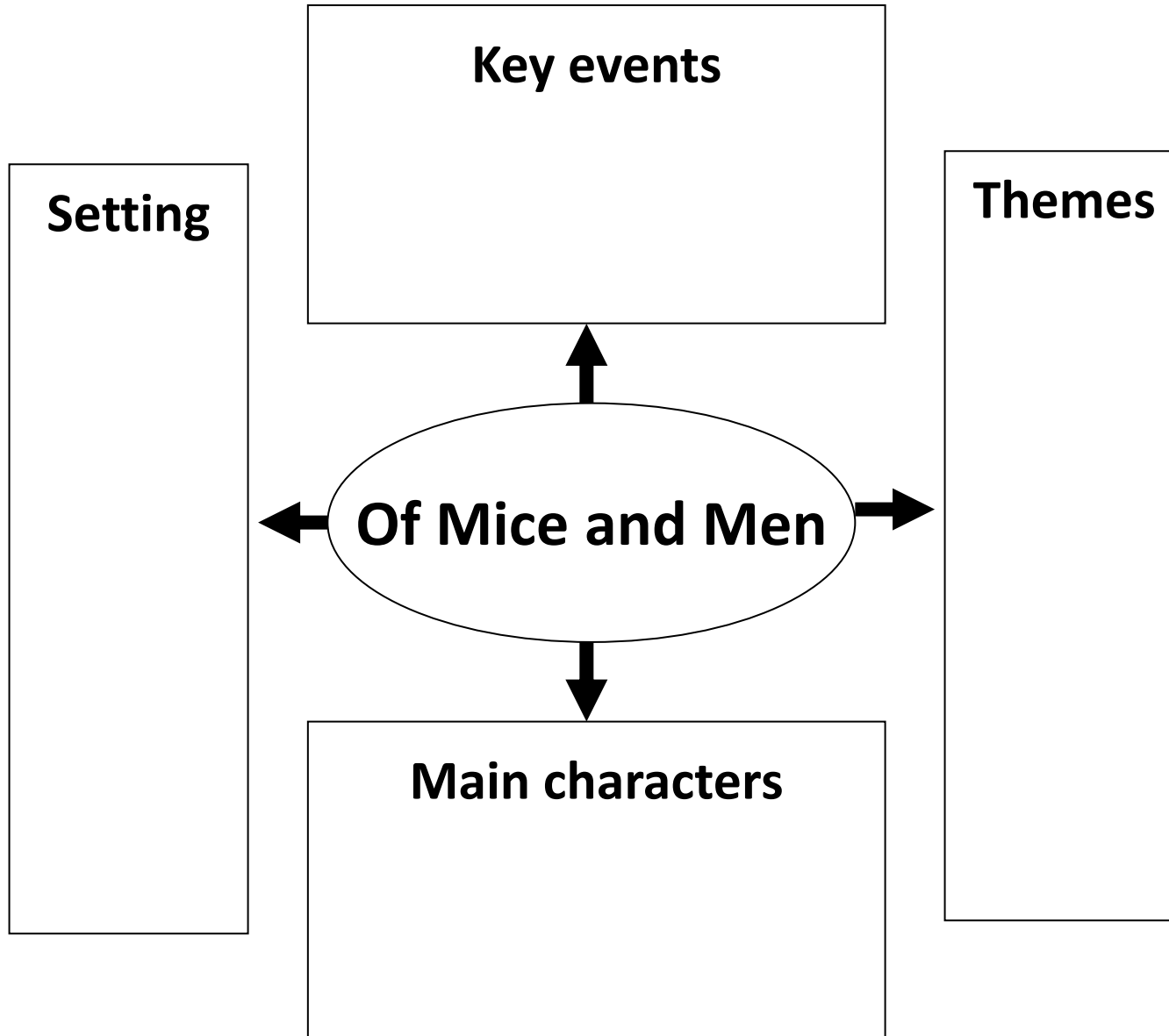


# 8. Key word cards

<u>Key Word</u>	<u>Definition</u>	<u>Link story</u>	<u>Picture</u>
Migrate			
<u>Sounds like</u>			

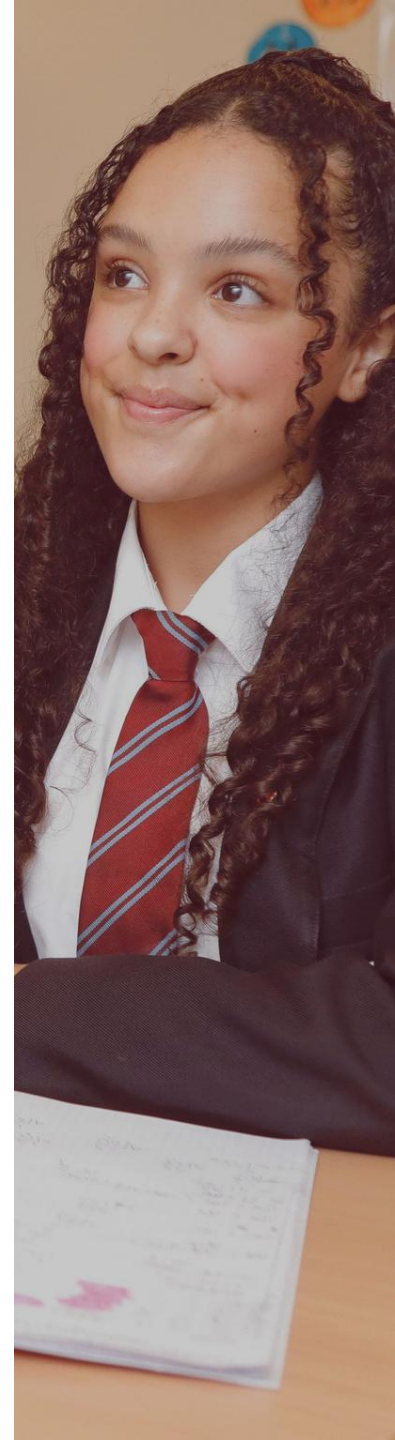
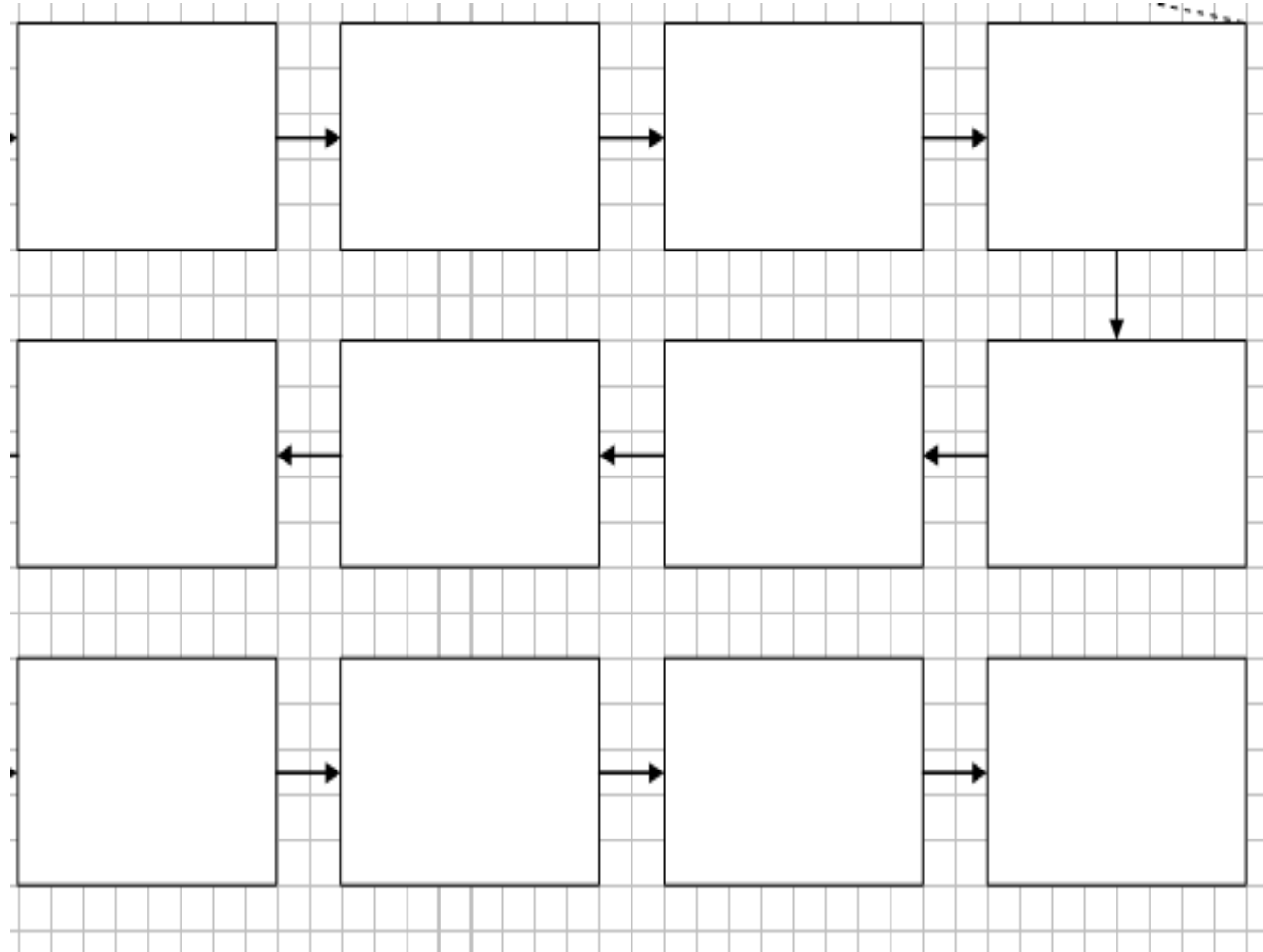


# 9. A5 Revision cards

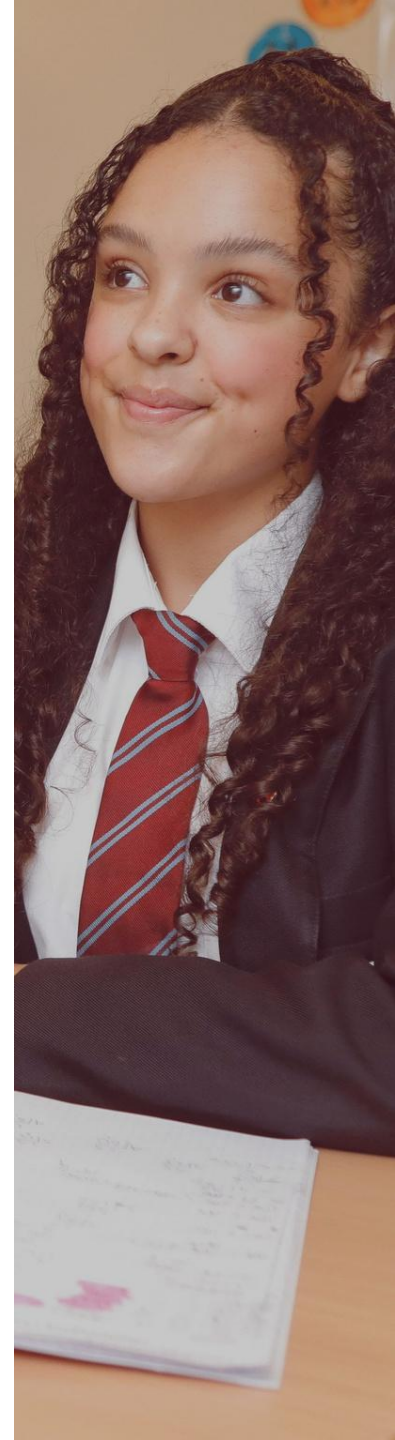
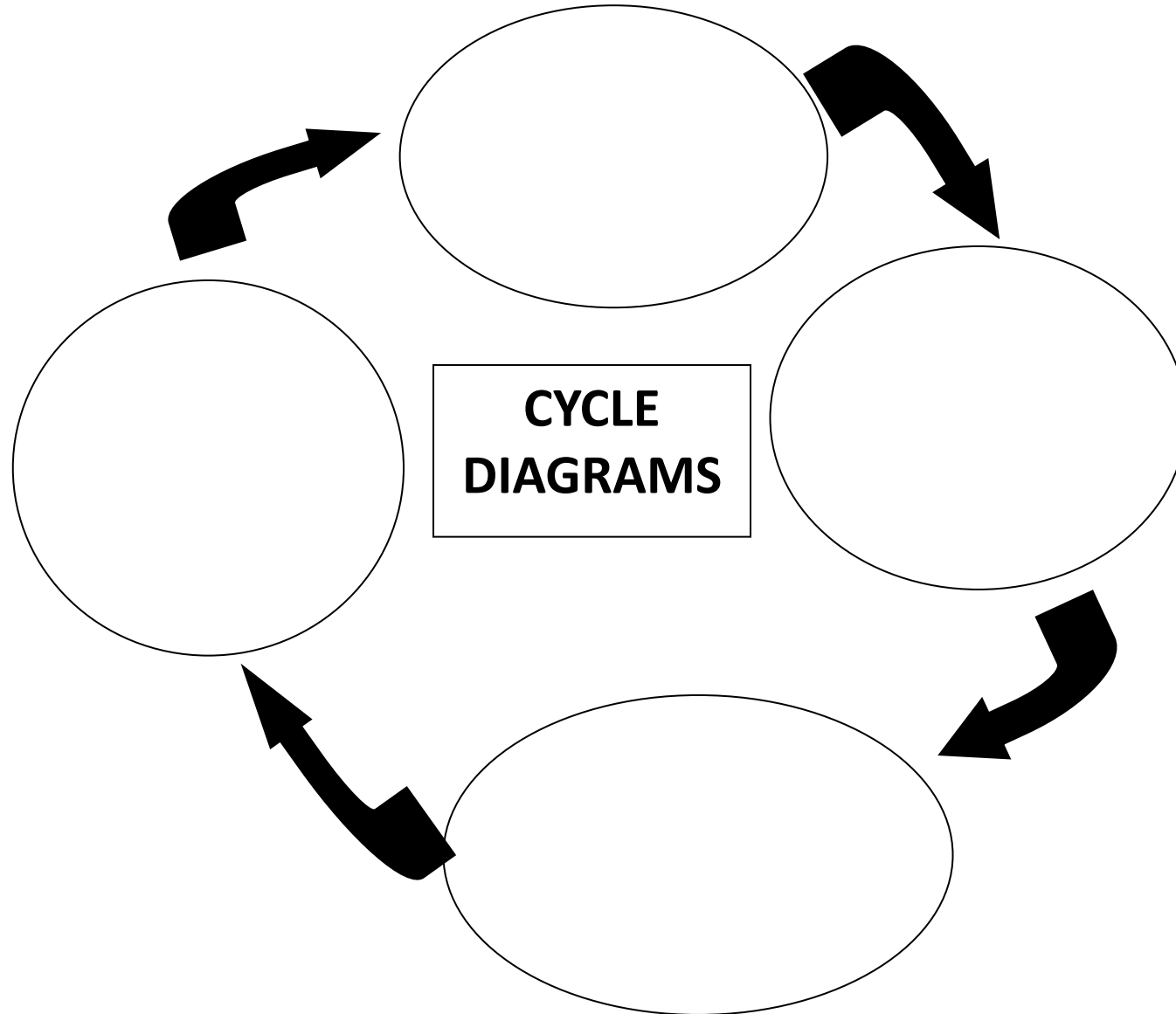


# 10. Flow Diagrams

Topic Area:

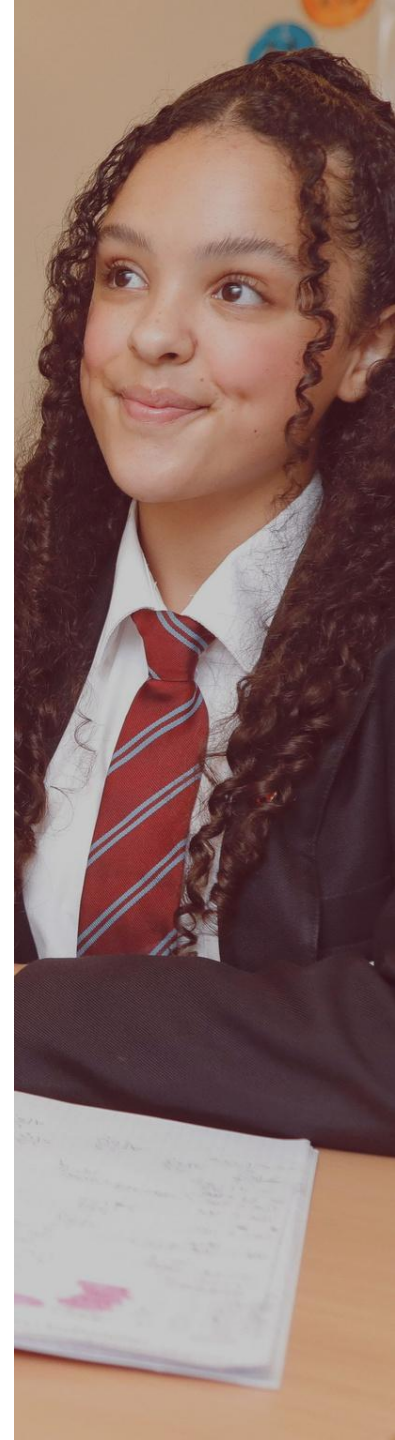


# 11. Cycle Diagrams



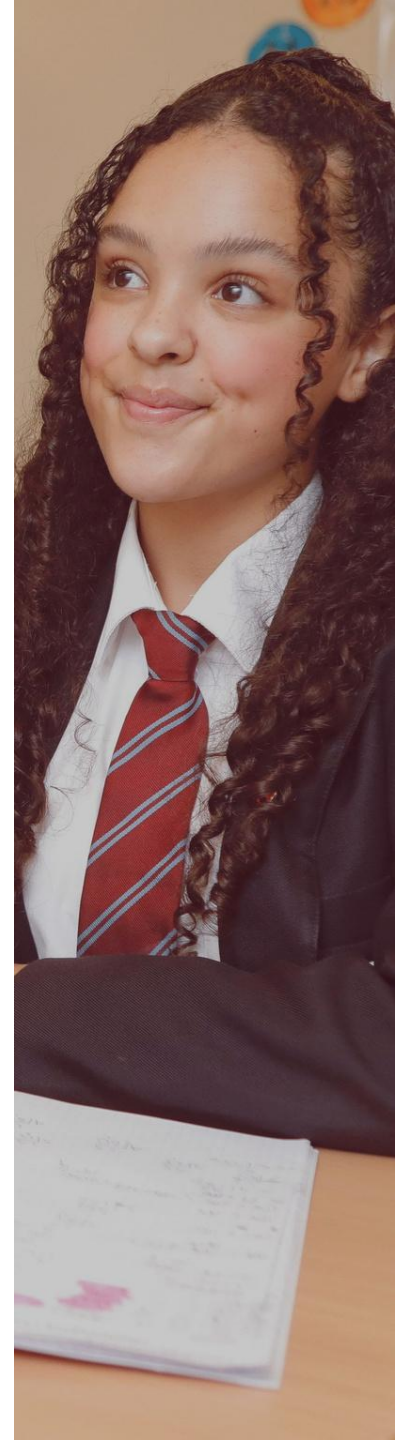
## 12. Red pen, black pen

- Study a section of your knowledge organiser and try to remember it.
- Cover the knowledge organiser and write what you can remember in your prep book in blue or black pen.
- Check your knowledge organiser and add anything that you had forgotten in red pen.
- Repeat with a different section of the knowledge organiser.



# 13. Questions and answers

- Use your knowledge organiser to write a list of questions in your prep book.
- Cover your knowledge organiser and write the answers in your prep book.
- Check your answers and correct any that you got wrong.



# Don't forget the Exams section of the TCA website

[🏠](#) [OUR SCHOOL](#) [PARENTS](#) [STUDENTS](#) [SIXTH FORM](#) [NEWS & EVENTS](#) [CONTACT US](#)

This page contains information about examinations held at The Carlton Academy. Including:

- Timetables for GCSE and GCE public examinations
- Internal exams for students who attend The Carlton Academy

Students take exams regularly as part of their learning in all year groups. We believe that this prepares them for formal public examinations and helps to improve progress and attainment.

Please ensure that you do not plan for any absence during the exam period including booking holidays.

**Period 6 Sessions** ▼

**Booster Sessions** ▼

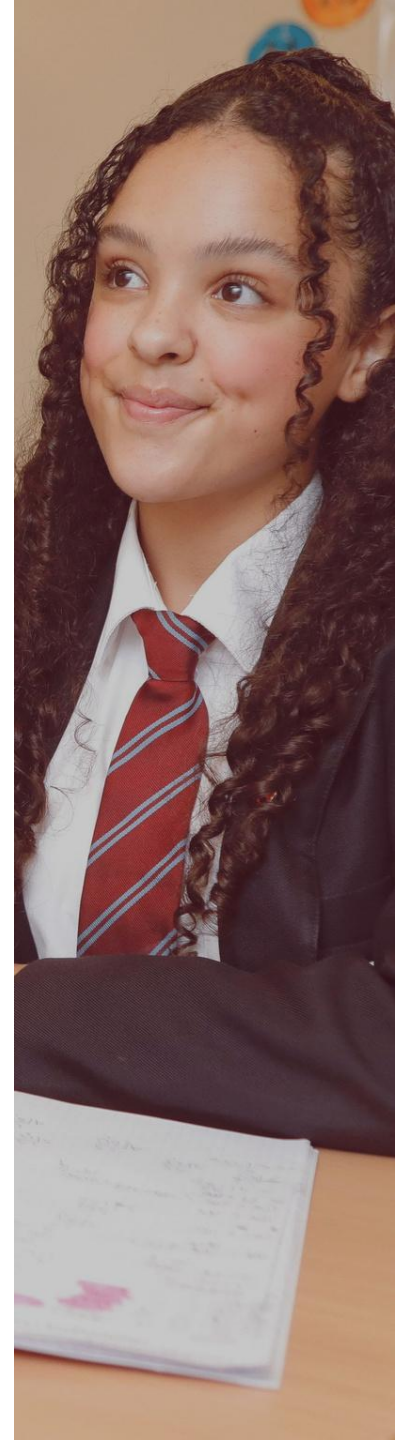
**Summer 2024 Exam Timetables GCSE & A Level** ▼

**Revision Guides** ▲

[GCSE Revision Guide](#)

**Year 10 Mock Timetable** ▼

**Year 12 Mock Timetable** ▼



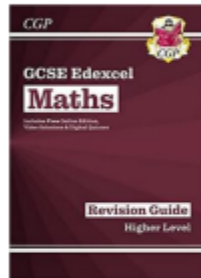
# Don't forget the Exams section of the TCA website

## Year 11 Revision Guide Recommendations

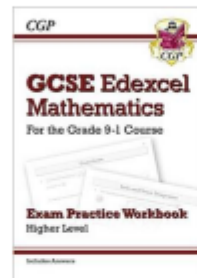
It is vital that your child revises carefully and thoroughly for their GCSE exams. The staff at The Carlton Academy have put together this recommended list of revision guides which can all be purchased from Amazon. Click the image to go directly to the Amazon page to buy the guide.

### Maths

#### Higher

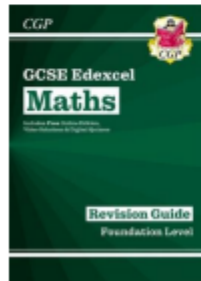


**CGP GCSE  
Edexcel Maths  
Revision  
Guide –  
Higher Level**

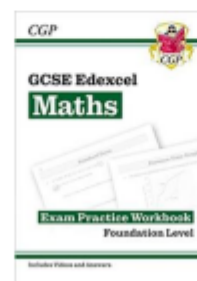


**CGP GCSE  
Edexcel Maths  
for the Grade 9-  
1 Course. Exam  
Practice  
Workbook –  
Higher Level**

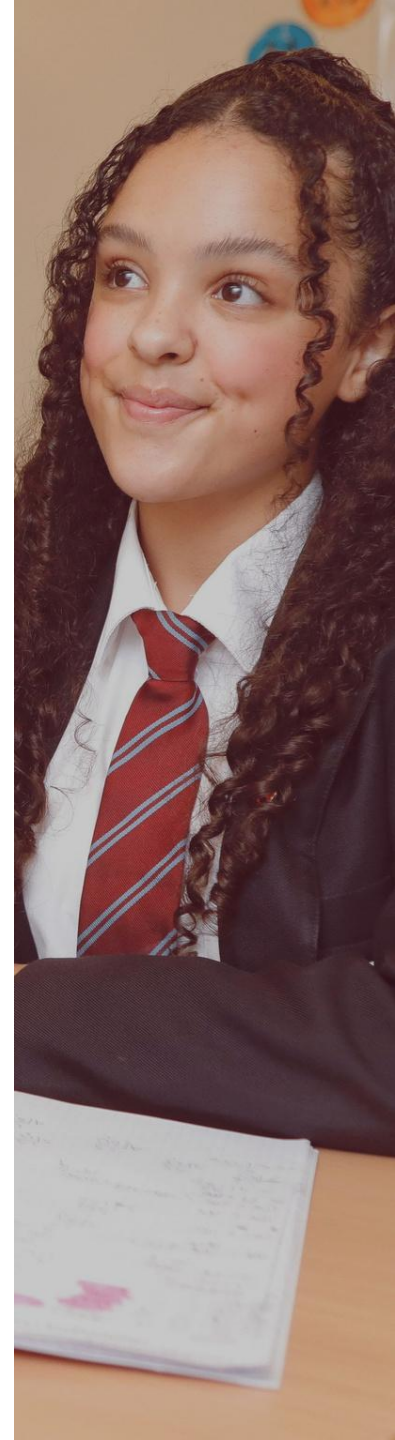
#### Foundation



**CGP GCSE  
Edexcel Maths  
Revision  
Guide–  
Foundation  
Level**



**CGP GCSE Edexcel  
Maths for the  
Grade 9-1 Course.  
Exam Practice  
Workbook –  
Foundation Level**





# Revision Timetables



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Period 6							
Early evening							
Evening							



The  
Carlton  
Academy

Y11 Wellbeing



# Conquering Exam Stress



Spotting / Talking and listening / Supporting

# Stress = Motivation?



- Exams can feel stressful because we can't totally control the outcome.
- A little bit of stress can be a **motivator**, and help you perform well.
- However, it's important to recognise when you're feeling stressed and take steps to keep it in proportion. Most people experience pressure, stress and anxiety when it comes to exams, and people deal with it in very different ways.

# Dealing with exam stress



How you can deal with exam stress:

- Create a revision schedule to making sure you take regular breaks
- Eat well, sleep well, don't leave revision to the last minute and steer clear of the energy drinks
- Have a good breakfast, arrive in plenty of time and head to the loo before you start!
- Speak to your child's Head of House if you feel your child needs more support

Further Support

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**NottAlone**

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