

Examples of teacher assessed units with commentary

GCSE History Pilot

OCR GCSE in History Pilot: J938/J038

Teacher assessed units

This handbook is designed to accompany the OCR GCSE History Pilot specification for teaching from September 2009.

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UNIT B874

HERITAGE MARKETING

A Local Museum

Commentary

The central task of this teacher assessed unit is the preparation of a marketing plan for a local museum. A very wide range of tasks is carried out, meeting a range of assessment objectives, without, on the whole, distorting the work or leading the candidates away from the main task. It is sometimes hard to see why tasks were done in this order, but the cumulative result is impressive.

Smuggling, for instance, is a major feature of the Museum. It is examined through looking at interpretations of smugglers, pictures of smugglers and a short causation exercise on the end of smuggling. These three provide a good example of how different tasks of different kinds – one is a mind map – with different foci can build up towards a rounded picture.

The sequence of tasks on another museum topic, mining, is less successful. Like many courses in this unit, this one moves from investigations of history towards planning the marketing, starting with a critical look at another tourist attraction. The marking up of a photocopied leaflet is a particularly effective way of doing this; showing good analytical skills is a less orthodox way. The teacher's provision of a comparative table for three museums, and of six important questions for each, keeps what could have become very loose and cursory well on track. In marketing terms, this is perhaps the best piece of work in the portfolio, showing how skilful teacher direction can help candidates of different abilities focus their thoughts.

It is not clear why the questionnaire comes at the end. An important concept to get across as soon as the candidates move into the marketing work is that of a target audience. A questionnaire may well be a good way of achieving this, but it has to be carried out earlier. Another surprisingly weak area in this candidate's assignment is the Looe Museum homepage. Given all the preparation and analysis, this should have been the culminating item.

Mark: High Band 4: 43

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INTERPRETATION

- Ask anyone to describe an 18th-century smuggler, and they will probably tell you about a Cornishman called Tom dressed in long boots and a striped jersey. He rolls a couple of kegs up a moonlit beach, hides them in a cave, then hawks the brandy round the village. Everybody knows him as Tom the Smuggler, and his neighbours take it in turns to distract the revenue man at the front door while Tom rolls his barrels out the back.
- How accurate is this traditional picture of the smuggler?

How accurate is the image of the smuggler?

The Interpretation of a smuggler refers to anyone describing an 18th century smuggler as Cornishmen called Tom. This is inaccurate because not all smugglers were Cornish for example the Hawkhurst gang from Kent who was famous for their extreme violence. Also Dorset, Essex and areas of the north east were also famous.

Cornwall was traditionally seen as a smuggling area because many people were experts in fishing and boat handling. Also there were many beaches and caves along the coasts of Cornwall. Cornwall was so far away from London that it was almost as if the rules didn't apply to the Cornish citizens (or so they believed). The Jamaica Inn was often used as a base for smuggling. Experts were needed in smuggling because without people who knew what they were doing the plan and routine they precisely followed could have been sabotaged.

The interpretation mentions neighbours taking it in turns to distract the revenue. This would be accurate because this usually occurred regularly as many locals helped and took part in the smuggling. For example a picture of women sitting on a barrel shows that everyone in the village helped as she was distracting them. Another example would have been how they tried and were able to talk to the revenue; this allowed the smugglers more time to get away as the revenue was being distracted. Although all the time talking to them did not work, this often resulted in using violence.

One inaccuracy may have been "the 18th century". Smuggling may have occurred in the 17th and 19th century as well as the 18th therefore we cannot just define it down to being in the 18th as there was no specific date to smuggling.

Another inaccuracy may have been when it says "a moonlit beach". No one knows what the weather may have been like on that one particular night and therefore we can not assume every single beach in Cornwall used would have had a shining moon on it lighting it up. Most probably it was stormy, cold and wet as the weather is like most of the time in Britain but we cannot presume this either. This statement suggests and gives the impression that smuggling and the routine they had to follow was easy and idyllic for them and makes it seem much more pleasant than it actually probably.

Also another inaccuracy would have been when it describes what the smuggler is wearing. Not all smugglers would have worn "long boots and a striped jersey". This is stereotyping what they looked like. They wouldn't have all worn the same items of clothing as each other and especially not on the exact same nights so this statement is false. They may have worn something like this but not to the extent that we can define the colour strips on the jersey and the length of their boots. An accusation like this just sums up what they may have worn but stereotypes what they all dressed like that.

The tradition of using caves would have been inappropriate because we cannot always trust the idea that every single cave was used for hiding goods and smugglers and they had secret passages to secret places. The majority of the time it was down to the myths and legends that the caves were used and therefore not that reliable enough to believe fully. We know that they were used because there are still secret passages that lead to pubs.

The word "smuggler" is very vague as it doesn't specify one single job in the smuggling industry. It basically sums up many jobs collectively in to one category. There were many different types of smugglers such as; Ventures, Smuggling Crew, Local Traders and Farmers; Magistrates and Batmen. All of these were Smugglers so therefore you cannot label a certain job as a smuggler as it is a collective group of jobs.

A traditional image of a smuggler was not very accurate but gives a very stereotypical picture about them. It groups many people together and includes them all in smuggling. It changes the way the spirit of smugglers may have felt and shows smuggling as a whole in a much brighter light. The way it describes smuggling makes it seem very idyllic and easy.

Items Smuggled

Items that were smuggled would have included things such as tobacco, brocade, mirrors, they smuggled things so that the tax would be on the products, therefore smugglers made a huge profit. They hid the items in caves and secret places of the coast.

Communities

In a smuggling village near or the community would help out. The slaves they were all close. They all had jobs to help with even the local pubs would help store goods.

Smuggling

(also known as trafficking)

Who worked in smuggling

- Venturers
- Smuggling Crew
- Local traders + farmers
- Magistrates
- Batmen

Punishments

Punishments usually included violence. Such as being whipped, hung and castrated.

Violence

Smugglers resorted in using violence when perhaps they failed to distract the revenue. They also may have used it to protect themselves and help their fellow smugglers. Also in mugging when trying to get what they want one example of violence would be a 'batman'. The name Batman meant they literally carried bats around to attack any one who was a threat to smuggling.

When

Smuggling occurred in the 16th Century and still occurs in some places nowadays.

The revenue

The revenue were basically to keep an eye out for smugglers and smuggled goods. Some times smugglers would have to distract or negotiate the revenue to enable them with their time. Some times this would be a bribe, money or even violence.

Where?

Smuggling took place all along the coast. One highly used area was Cornwall. They needed caves and places to hide, they also needed villages which would have pubs and houses to store things in.

Marketing plan

Audience: It is compulsory to understand the age range you are aiming at. With the correct research the business could achieve to bring in many different types of audience e.g. Flambards age group would mainly be for the younger generation but they included a history section to attract an older audience too whereas a museum such as Looe would bore children who have a short concentration span.

Merchandise: If a business uses merchandise then by putting its name/logo on the items it spreads awareness of the company further. Also if they were to give it out free it would entice the public come and have a look. An example of this would be Barclays bank who gives away free merchandise such as simple stationery which would not cost a lot to produce and they hopefully make the money back in the increasing business.

Pictures: When companies show pictures of people having a good time then this creates the audience to think that they will be happy and enjoy using the business. Such as in the Woodlands leaflet you see children and families having a good time and enjoying themselves.

Sponsorship: If a business sponsors organisations such as football teams then this spreads both companies further. A bigger business would sponsor main teams such as Man United whereas a local team would be sponsored by a smaller business

Price Plans: A company may use offers or discounts to attract their customers attention such as if you visit a zoo it might be children go free, but the adults pay would make up for the loss by making it more expensive for their fee. Other days may be more expensive than others for example on a Saturday when children and adults have the weekend off they will go on a day out to a theme park or something. Whatever discount a company offers it is important that the company do not lose out on money.

Advertising through Media: If a new company wants to expand its audience it uses advertising through television, radio, newspapers, internet, magazines etc. An example of this would be a new local shop.

Information: In a business such as a museum or gallery information needs to be short and sweet. Rather than members of the public researching on the internet they need to be persuaded to visit and learn more from the museum. The information needs to be clear for all age ranges possibly including pictures. An example of this is the Natural History Museum where they use experiments and diagrams to show information.

Method: Most successful businesses use many different methods of advertising for their business. These include things such as: internet, leaflets, posters etc. This is a way of widely advertising and promoting their company. Advertising is all around and can range from being on the side of taxis and buses to having an ad in the newspaper. An example of this is Plaza hotel; they have a website, have ads in main magazines and also have advertisements on television.

Accommodation/Eating out: It is important for customers to feel comfortable whilst visiting your attraction and have no need to worry too much about sleeping arrangement so most museums work in conjunction with a local hotel. There is also usually a shop near by where people can buy the basic necessities. For example if you visit Lego land they advise you to stay at the nearest hotel.

Layout: When considering the layout of the place it is important to leave the customers feeling confident about knowing where they are going to visit and not feel confused. Maps are often printed and are given as leaflets to make it clearer for the audience. The fire exits also have to be shown clearly as safety for the audience.

exhibition.

Picture 1:

This picture shows the type of punishment used on smugglers; the punishment being used in the picture is hanging. It shows how serious the governments were to put an end to smuggling as the punishment in action is so severe. The people being hanged would have been smugglers turned in by their fellow crew. This would have been unfair however if a crew member turned in several other smugglers they got of with out a punishment whilst the others were caught. This picture is not completely reliable as it is not a photo but we know this happened therefore it is extra evidence.

An image of men smuggling at night has been removed for copyright reasons

An image of a smuggler at the execution dock (about to be hanged) has been removed for copyright reasons

Picture 2:

This is a nice picture to use as it gives a very clear view on smuggling as a community. It shows how everyone is helping and being extremely secretive about it. We can tell this just from the fact it is dark and late at night. The picture is very stereo typical as it shows perfect weather with a dark gloomy moon in the back ground which makes is seem eerie and risky. It makes the whole scene look very idyllic. It is a reliable picture as the inn they are smuggling to is a local one around this area of Cornwall so we are sure it exists however the conditions they are smuggling in and the way they are bringing in the goods to the inn probably did not occur so it would be misleading.

A smuggling poster published in 1782 has been removed for copyright reasons

Picture 3:

This picture is extremely reliable as it was a poster produced by the government which also gives us extra evidence that they were keen to clamp down on smuggling. The poster offers a reward of £500 which would have been equivalent to thousands nowadays. This shows how many people would have turned in information to get hold of this money. It meant that even people they may have trusted would turn them in for this amount of money. The poster gives evidence on how they were viewed by the government and how determined they were to find smugglers.

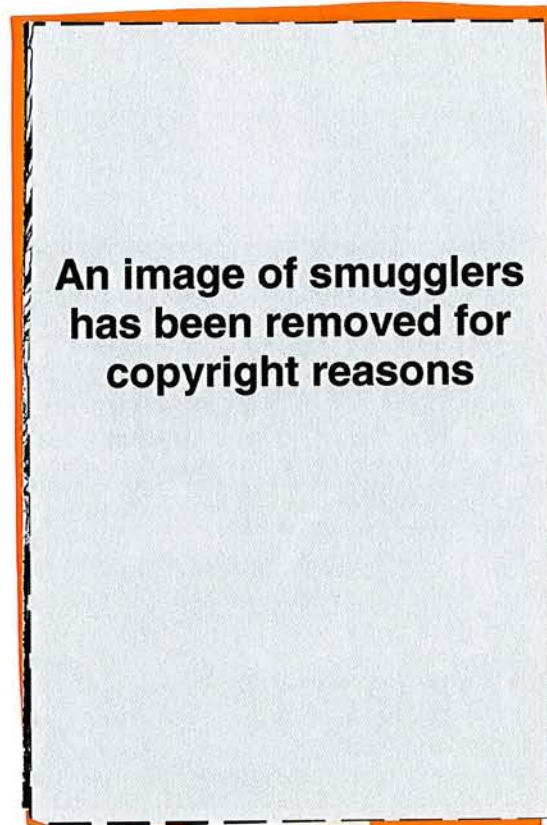
The image of a cave in Looe beach has been removed for copyright reasons

Picture 4:

This shows smuggling in our local town called Looe. The photograph is extremely reliable as the cave is situated on Looe beach and many people have seen it. It gives evidence that Looe was once a smuggling town as the cave looks like it would have had a secret passage to many pubs/inns throughout Looe. It also looks like a storage place for safe hiding of goods.

Picture 5:

Picture 5 shows a crew of smugglers abusing locals and people who may be tempted to give information on them to the government. They also may have been people who have got in the way or made there smuggling difficult, so as a way of punishing them they would torture and abuse them. This picture is useful as it shows how smugglers treated people who were a threat to the trade.



What events of the 18th and 19th centuries caused the end of smuggling?

Smuggling was the transportation of goods which had no tax which was therefore cheaper and illegal. Goods smuggled were ones such as; wool, tobacco, alcohol, wool, tea, coffee. These were all much cheaper to be smuggled as the tax on them was high otherwise. Many events caused smuggling to come to an end however the Government played a large part in this.

In 1671 Charles the second created the Board of Customs. This meant that custom officers would be placed on the coast line to patrol a certain area looking out for smugglers and illegal ships. The riding officers were expected to buy their own horses which meant a lot of their salary would go towards maintaining them, these officers were introduced in 1690. Their pay was not particularly high at £42 a year however it was not dreadful. This idea was a good theory although there was no way the amount of boarded patrol could cover the whole coast line to catch all ships which meant many smugglers still got away with importing goods. Also only 8 patrol officers would be on guard which meant a whole crew of violent smugglers would have been able to attack the boarder patrol easily.

The Hovering act was introduced in 1718 which meant ships over 50 tonnes had had to wait within 6 miles of shore. Smaller ships with items such as brandy on board were also liable to seizure. This plan was not efficient though because 6 miles out to shore is such a long way to see with the naked eye that they would not be able to know if they were waiting exactly 6 miles out. By the time they would have seen the smugglers and rowed out to get them they would have been extremely tired and the smugglers would have likely sailed away in the time taken.

In 1736 (because of the dreadful violence that characterised mid-century smuggling) The Act of Indemnity was introduced. This was when a smuggler who had been caught could turn in the other names of his crew to get himself off the hook. The people's names mentioned would be forced to a punishment often leading to hanging or transportation unless they turned them selves in within 40 days; after this they risked being an outlaw worth £500.

Transportation was when a prisoner would be transported to a place such as Australia to be imprisoned; when they were released they were stuck in that country unless they wanted to buy a ticket back. This caused many rich people who wished to travel become annoyed with the fact that they had to pay for their tickets unlike the prisoners. This caused havoc and lost support of locals as it was unfair on many people and smugglers. The act of Indemnity

was inaccurate however it caused a lot of smugglers to be captured and punished.

In 1745 the tax on tea was dramatically reduced, this was a good idea because it meant that people would no longer have to use smuggled tea. This became really effective in 1784 when William Pitt slashed the duty from ~~12.9%~~ 12.9% to 12.5% which caused the smuggling of tea to become unprofitable.

The act of Oblivion meant that a smuggler could wipe the slate clean and volunteer for the army. This was a successful method as it meant the country had more volunteers however it did not completely abolish smuggling as the smuggler could name two crew members and still go free. In some cases four crew members/smugglers could be turned in which was sufficient enough to repay any smuggling crime except the killing of a revenue officer.

In 1806 Martello towers were built which provided look-outs for the forces of law and order. This meant that it was easier to keep an eye out on illegal ships carrying smuggled items to the coast line. It did the same job as boarder patrol but in a simpler way. In 1809 the Preventive Waterguard was established to patrol the waters on lookout for smugglers. This soon became known as the coast guard which saves lives near on coast today. This service was effective at the time because there were also other types of lookouts which meant they could work together and gradually help to find smugglers.

In the 1840s Britain adopted a free trade policy that reduced import duties to a realistic level, which meant smuggling was no longer profitable. Within just 10 years large scale smuggling was just a memory.

I would say that the biggest impact on smuggling was the fact that the government slashed tax and duties towards the end of the era; this meant there was no need for smuggling however all of the factors above contributed to the finishing it.

Happy/good times

Really nice day. Inviting

Blues go well

Clear layout

activities for everyone

excitement

Repeating

Exciting

Clear bold title

Clear, Bold sign

Popular

Good clear shot of the inn. Sunny day, sky is an inviting shade of clear blue

emphasises that it is open.

CELEBRATE AT JAMAICA INN

Jamaica Inn is the ideal venue if you've got something to celebrate. Whether it's a wedding, a christening or a Christmas party, our function rooms are available all year round. Now that we have 16 en-suite bedrooms, your whole party can stay overnight so no need to worry about the drive home.

ACCOMMODATION

Stay the night at Jamaica Inn - perhaps in one of our four romantic en-suite bedrooms with four-poster beds. We also have 12 other nicely appointed bedrooms and who knows, you may even be visited by one of our resident ghosts!

Rooms at Jamaica Inn book up very quickly so make sure you make your reservation early especially at busy times of the year.

FACILITIES AT JAMAICA INN INCLUDE:

- 16 en-suite bedrooms
- Smugglers' Bar
- Pedlars' Food Bar
- Children's Play Area with Pirate Ship
- Free Parking
- Function Room
- Daphne du Maurier's Smugglers Museum incorporating Dame Daphne du Maurier Room (small admission charge and closed during January)
- Souvenir Gift Shop
- And maybe a ghost or two!

JAMAICA INN IS OPEN ALL YEAR ROUND

JAMAICA INN

FEATURING DAPHNE DU MAURIER'S SMUGGLERS MUSEUM AT JAMAICA INN



COACH PARTIES

Coaches of all sizes are always welcome at Jamaica Inn although we don't see many stagecoaches these days! Contact our Reservations Manager about our special offers for coach parties on 01566 86250. Visit our website at www.jamaicainn.co.uk for current room rates.

RESERVATION & CANCELLATION POLICY

Credit card details are required at the time of reservation and Jamaica Inn requires 24 hours notice of any cancellation (full or part) prior to the date of arrival. Failure to give such notice will result in a charge of £20 per room, per night. Please note that payment in full will be required for online booking.

HOW TO FIND US

Jamaica Inn is located in a stunning location high on Bodmin Moor halfway between Bodmin and Launceston just off the A30 at Bolventor. Look out for brown signs to Jamaica Inn and Museums.

The Inn is within easy travelling distance from Plymouth, North Devon and the Cornish coastal resorts.

BOLVENTOR, LAUNCESTON, CORNWALL, PL15 7TS

TEL: 01566 86250 FAX: 01566 86177

Email: enquiry@jamaicainn.co.uk

www.jamaicainn.co.uk



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Useful directions, clear contact details, descriptive information. Persuasive language - 'a stunning location'

website technology and use of I.C.T

AMAZING

a range of colours used in food which makes it look pleasant and delightful

interesting colours

Sunny day - emphasises a nice day out

Information about smuggling and the Inn

Information about the museum

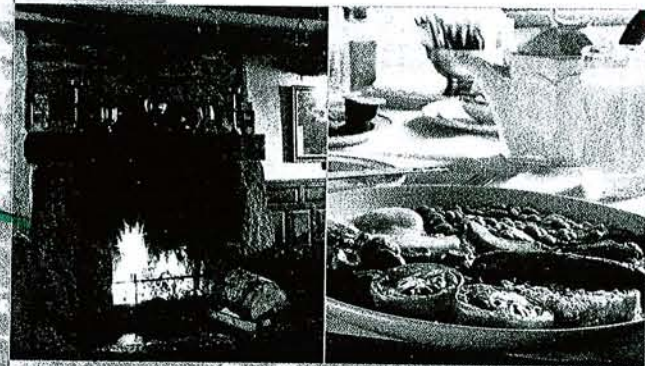
More than just a restaurant and hotel, added things to do

Information all relative to the photograph

THE LEGENDARY JAMAICA INN

Made famous by writer Daphne du Maurier's novel of the same name, Jamaica Inn is an ideal place to stop and rest after a long journey to Cornwall along the A30 - either on your way to somewhere else, or as a base from which to explore the beautiful counties of Devon and Cornwall.

With its cobbled courtyard, beamed ceilings, roaring log fires and real ales, Jamaica Inn's friendly, warm, traditional pub atmosphere welcomes you at any time of the year, whether you are a local, a visitor or you are just passing through.



The fire makes the atmosphere all cosy

Spelling mistake

Variety of food. Cater for all

Variety of drinks

From breakfast until late evening, you can enjoy a good range of home cooked food for all the family. We offer bar snacks and cold food as well as wholesome meals such as steak, fish and a selection of vegetarian meals.

Jamaica Inn is a popular and convenient meeting place for business people on the move between Devon and Cornwall and we cater for conferences and other business events.

Having 16 en-suite bedrooms means we can accommodate a number of delegates.



Friendly Staff

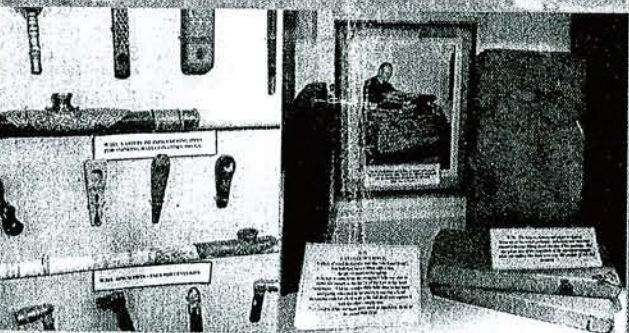
Family and friends enjoying a day out at Jamaica Inn



A SMUGGLING HISTORY

Built in 1750, Jamaica Inn was previously a coaching inn - a bit like our modern day service station. Weary travellers using the turnpike between Launceston and Bodmin would stay at the Inn after having crossed the wild and treacherous moor.

Some of the travellers were a little less respectable than most and used the Inn to hide away the contraband that had been smuggled ashore. It is estimated that half of the brandy and a quarter of all tea being smuggled into the UK was landed along the Cornish and Devon coasts.



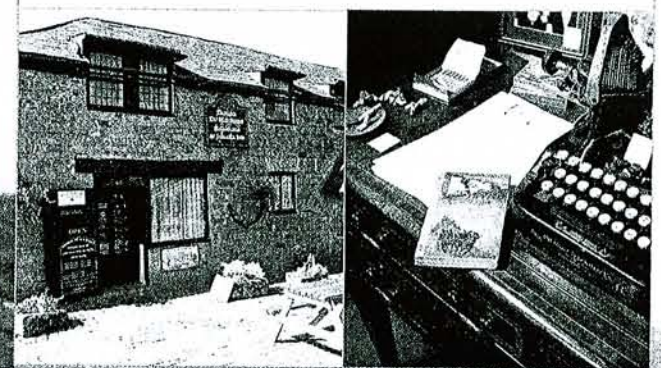
A famous eighteenth century economist defined a smuggler as: "a person who, though no doubt highly blameable for violating those of natural justice and who would have been in every respect an excellent citizen, had not the laws of his country made that a crime which nature never meant to be so".

Jamaica Inn was remote and isolated so it was an excellent stopping place on the way to Devon and onward. It is also thought that the Inn may have got its name because it did a considerable trade in rum! In 1778, the Inn was extended to include a coach house, stables and a tack room creating the L-shaped main part of the building as it is today.

JAMAICA INN'S MUSEUMS

You can relive the smugglers' experience at Daphne du Maurier's Smugglers at Jamaica Inn. We have one of the finest and most extensive collections of smuggling artefacts in the UK and Demon Davey, the vicar of Altarnun and arch villain, invites you to experience Daphne du Maurier's novel Jamaica Inn told in tableaux, light and sound.

DAPHNE DU MAURIER was born in London in 1907, the second daughter of Muriel and Gerald du Maurier. She was blessed with a vivid imagination and a desire to write.



Her immediate love for Cornwall, after her parents purchased a holiday home at Bodinnick near Fowey on the coast, inspired her first novel The Loving Spirit - a story set in the fictitious town of Plyn and woven around the lives of a local Cornish boat builders and their history.

In 1932, Daphne du Maurier married Major-General Sir Frederick Browning. They moved to Cornwall in 1943 with their three children and she went on to become one of the most successful authors of all time. Her most famous works include Rebecca, Frenchman's Creek, My Cousin Rachel and of course Jamaica Inn.

Daphne du Maurier's passing in 1989 was a great loss, both to literature and to Cornwall but we have created a memorial room to her at Jamaica Inn.

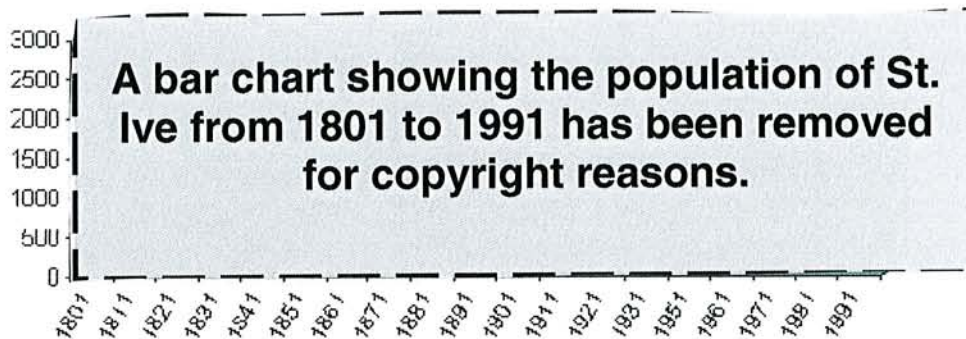
The room is full of memorabilia, including her Sheraton writing desk on top of which is a packet of du Maurier cigarettes named after her father. There's also a dish of Glacier Mints - Dame Daphne's favourite sweets.



Which of these sources is most useful in showing the importance of mining to the local area?

Source A:

This source is a bar chart to show the population of St.Ive from 1801 to 1991. It is useful because it shows us the population increase and down fall in the years of mining. As mining was at its peak in 1871 so was the population at this time in St.Ive. This shows that when mining became more popular and needed more people to be involved with the profession the population had a huge out burst to cope with this.



Source B:

An extract of text has been removed for copyright reasons.

(Cornwall Industrial Settlements Initiative)

Source B shows how Pensilva grew from just a small farm into a whole community. Such as when it states that “there was no development at Pensilva other than a farm until the greatly expanding mine...” This shows how nothing significant was there and it was mining itself which caused the village to expand. “Within a few years’ rows, cottages and smallholdings were erected providing over 250 dwellings, shortly to be followed by shops and small businesses.” This explains the establishment of a whole community based around mining. It explains how houses were built for the huge rise in population which lead to the development of the hamlets which soon turned in to small villages.

An image showing a canal running from Liskeard to Looe has been removed for copyright reasons.

Source C:

This shows a canal running from Liskeard to Looe which was replaced with a rail way track to keep up

with the times and to modernise transportation of ore between the two towns. It also shows how the railway had to keep up with the industrial revolution as the amount of materials increased. This railway track is no longer used for the transportation of materials but has ended up being used as a train for public transport between these two former mining communities.

Conclusion

I think that all of the sources help and work together to create a clearer image of smuggling as a whole. Source A is useful as it enforces the fact that as the amount of jobs in mining increased so did the population, I think this source could be the most useful however source C is also useful as it shows how mining communities worked together in trade of materials and goods.

How significant was the Cornish mining industry to the industrial revolution?

The industrial revolution developed in Great Britain in the late 18th century when changes such as Mining, agriculture, production, transport and manufacturing were occurring, all these changes accumulated to make the “industrial revolution”. One of the main factors that helped this and enabled the industry to develop would have been machinery. It also was helped by the scientific knowledge of metals and components which helped the machines to be built. Also many inventions were becoming more advanced which all added to the scientific background. The development of machinery meant that industries such as mining could become world wide and a huge profit could be made easily.

The main materials mined were tin, copper and arsenic. These were all useful minerals as they had a great amount of purposes which meant everyone was buying them. Tin mining began in Cornwall and Devon and created a huge trading market between many countries. At one time Cornwall was a world leader in tin production however competition nation wide changed that as they were producing ores much cheaper than Cornwall. It is one of the earliest metals around and was mainly used for things such as tin cans, tin foil and also is a part of metals such as Bronze. Copper was also a very popular mineral as it was an alloy of Brass along with several other metals. Brass was used for things such as door steps and door knobs (household items in the 1900's). Copper is what money is made of and is a cheap metal to produce. Arsenic compounds were commonly used in medicines. Arsenic also had use for dyeing clothes (which would have been worn by the rich) emerald green which would have been useful at the time as most clothing had no colour to it. This affected 560 textile mills across Britain. All of these minerals had a significant part in the industrial revolution as they became alloys of other strong metals which allowed more machinery and inventions to be produced. The other uses to them also helped items such as clothing and furniture to be produced.

Many communities were based around mining and the industry even helped many towns to grow and become bigger due to the fact so many people and families worked close to mining, even children were linked with the mining

industry as they were able to get jobs easily as they were useful for the smaller jobs.

As mining grew in Cornwall, it became a world wide trade which meant that many workers with mining skills from local places in Cornwall were able to go to countries such as South Africa, Malaysia, Mexico, Australia and California to help mine during the gold rush which was when James Marshall discovered gold in 1848. Also mining equipment was needed to be transported such as drill parts, alarm systems, air conditioners, Axles, pipes, mixers, hand tools and so on. Mining materials such as tin used in cans were also used in the India Trading Company which used Tin cans for exporting and importing. This all added to the industrial revolution and world trading. It brought many countries closer together economically.

The Cornish mining industry has been extremely significant towards the industrial revolution as it included so many countries in trading. It gave the workers chance to move abroad with their skills to experience and help mining in foreign countries. With out the minerals mined machines for the future would have been unable to build which have lead to many great inventions. In my opinion without the Cornish mining industry metals and other mined materials would not be so advanced in today's science. They created a huge difference in the way technology moved on and without it the jump created would not have happened.

Question	Looe Museum	Natural History Museum	British Museum
Describe the style of building	Looe museum is a grade 2 building which means the outside of the building cannot be established. It has two stories and the entrance is up on the second floor which is accessible through the steps on the outside. It is a very small building especially when compared to ones such as the natural history museum in London.	This building was huge with a large open space at the front when we entered through the tall gates. The front of the museum was inviting and friendly and used nice expensive stone. It looked well cared for and professional. Inside it was very spacious and instantly had statues and figures to give us good imagery of what things were like. The steps were made of marble and the ceiling was high and had detailed patterns on it. The style of the Natural History Museum is known as German Romanesque.	The outside of the British museum was huge and there were large gates to the entrance. Also there was a open paving space outside the entrance. Inside it was also large and it had a big staircase leading to the upper floors. There was bright lighting which also made it look very spacious.
What different types of resources are used in each?	Looe museum doesn't have a huge range of resources and is quite repetitive in the way it displays information; which was in folders. The folders were very tatty which meant it put the visitors of reading them. They did not have a great range as technology was limited.	Stuffed models and plastic reconstructions is generally what the natural history museum used. It was much more for all ages and was more engaging with the audience. It used things such as lights, buttons, buzzers ect to help learning to be more fun and active.	In this museum they used artefacts and display cases as there way of displaying things. Cabinets displayed there objects and showed off the ancient artefacts. Descriptions of these were usually there to read as well.

<p>How does each one use marketing ideas?</p>	<p>Looe museum lacked in marketing ideas and had very little to sell in the museum. What they did have to offer wasn't on a very inviting display and they did not have. They have a website however it is very full of text which is not necessarily needed. It confuses the younger audience. There was a sign post and also a leaflet to try and gain attention from the public.</p>	<p>The natural history museum uses marketing ideas such as selling the merchandise and advertising the exhibitions in public places like the tube stations and other various ways of public transport for example the busses have posters on the sides for pedestrians to view.</p>	<p>The British museum also used various ways of marketing such as posters for there Babylon exhibition. These posters are situated in tube stations and other areas where they will be highly viewed.</p>
<p>How accessible is each museum to the public? (Include disabled visitors).</p>	<p>This museum is not at all easy to access to the public. The entrance was extremely small and it limited the amount of visitors as the steps leading up meant people in wheel chairs and with prams were unable to enter. Inside it was very small so not many people would have been able to fit inside at on time.</p>	<p>The natural history museum was a huge building and was visible to the public because of its define features however the entrance was not clear and was slightly misleading as when you had to enter to get indoors it was slightly confusing. It had a two way system so that when you enter the museum you get to the entrance a different way to coming out. It had a ramp for disabled visitors to enter.</p>	<p>The British Museum was huge and easy to access through the gates, it had a large area of patio and to the right there was a ramp for disabled visitors. The building looked like a museum in the way there were posters and exhibition advertising outside it.</p>

<p>How does each make use of ICT?</p>	<p>Looe museum had a poor amount of I.C.T to attract and entertain the visitors, it limited them in the way they were able to get information across and it made the museum really repetitive and boring. The lack of technology resulted in many of the visitors to be bored and confused. The little I.C.T they did have was a computer which was staff use only.</p>	<p>The Natural History Museum uses ICT a lot through out its exhibition. It uses technology which was extremely interactive and involved their audience such as telephones to hear what the feature/model was about instead of just reading it. They also used many different types of lighting affects through things like red bulbs to create more of an atmosphere amongst the display. They also used impressive lighting effects to create illusions. Another example for ICT used would have been touch computer screens to learn more about the subject they were viewing.</p>	<p>The British Museum didn't really use ICT as a feature to enhance their exhibitions. Although they did use lighting affects and impressive spotlighting to highlight main features.</p>
<p>What education opportunities are available in each?</p>	<p>This museum didn't have many educational opportunities but it did allow school trips like ours to go and visit. They didn't have any exhibitions or a website to download from and they had no worksheets for us to use.</p>	<p>The museum had educational rooms and hosted school trips and also does tours and particular exhibitions for certain subjects which are available for everyone. There are certain things you can download from the museum such as work sheets which are available to visitors, teachers and students.</p>	<p>For both museums they run tours and trips are available. Also there are exhibitions which are often advertised in places such as the underground. They exhibitions are open to the public and school trips. There are also worksheets and information you can download for teachers or students if needed.</p>

Local History

Many items of History make Looe interesting. Such as... on the 20th of March a small bomber plane crashed into Looe island. An American was the pilot and was rescued by Mrs Pearce and George Love. They travelled in to the island in a small boat which had a leak.

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An image of Looe Island has been removed for copyright reasons.

World War 2

World War 2 was also a section in this museum. There is a lot of interesting information about the time and they have collected artefacts such as gas masks.

An image of a gas mask and an image of a poster advising civilians to wear their gas masks have been removed for copyright reasons.

This is one of the most interesting parts of the museum as World War 2 is such an endless subject especially when its in your town.

Looe Museum

An image of Looe Museum has been removed for copyright reasons.

The Old Guildhall Museum and Gaol
Higher Market Street
East Looe
PL13 1BP
Telephone: 01503 262070

An image of Looe town has been removed for copyright reasons.

Information:

Opening Hours:

Sunday – Friday 11.30am till 4.30pm
Open from spring back holiday week-end till the end of September.
Closed on Saturdays except Bank Holidays.
Appointments are taken also.

Prices:

Adults: £1.80

Kids: 80p

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Contact Barbara and Neil Birchwood-Harper for any other information or visit our website at http://looeoldcornwallsoc.com/looe_museum.aspx

Tourist Attractions:

- .Banjo Pier**
- .West Looe's Riverside Art Gallery**
- .The Old Life Boat Station**
- .St.Marys Church**
- .Buller Quay**
- .The Old meat Market**
- .Smugglers Cottage**
- .Ye Olde Salutation**

Inside:

Inside the museum there are a variety of interesting artefacts to learn about. Some of the most interesting pieces of information are on family history, so come and have a look and learn about where your family name came from. There are pictures which are superb for looking into the past and see Looe, its self a hundred years ago. There is an exciting Jail (Gaol) to look at and features such as the first arm-balance in Looe.

An image has been removed for copyright reasons.

How useful is Looe Museum as a resource for studying local history?

Looe Museum holds very interesting, valuable and historic information about the town and its past. It includes information on family history, what the town would have looked like and facts on local smugglers and smuggling itself within the town. In the museum there are many folders with lots of information on each subject in. It explains all about who smuggled; includes pictures from the past and also shows us what would have been used for smuggling items. The folders were a good resource for information as there was a lot of it however in my opinion they crammed too much unnecessary information in to the folders which made it look unappealing to read. It also meant it took a long time to find what you were actually looking for. The people working in the Museum are very friendly and if you needed to find out more information you could ask them as they knew a lot on the local history which offered more personal help and information than things such as books or the internet. Also I think that the museum had a lot of unneeded items in it which just took up extra space that could have been used usefully for something else. I found the pictures most helpful and interesting to focus on as it was clear and showed so perfectly what the town used to be like. The display of items was extremely cluttered and messy; it was hard to know exactly what you were looking for in the museum because everything was so close together without clear labels. Simple things like this would have made it a lot easier to understand.

I think overall the museum was a good resource to use for local information however the size and display of things would have been the biggest issue they could improve on as a lot of the items weren't useful and not clear to see properly which made the information limited.

[Smuggling](#)

[Photo gallery](#)

[Family history](#)

[About Looe](#)

[About the museum](#)

An image of Looe museum has been removed for copyright reasons.

LOOE MUSEUM!

Looe museum is situated on Fore Street on east looe and offers a wide range on the town's history! It is a grade 2 listed building which has been there for 100's of years. Find out about your family heritage and local history such as smuggling with all the information in the museum! Also if you would like to know more now, then click on the links above!

Questionnaire

1. Are you Local?
2. Age range
0-20 21-40 41+
3. Have you visited Looe Museum in the past?
4. If yes did you enjoy it?
5. Do you know where the Museum is situated?
6. If no would you be interested in going?
7. If yes were the signs easy to follow?
8. Were the staff friendly?
9. Did you find it inviting?
10. Is there anything you would change about the Museum?
11. Does Looe benefit from the Museum?
12. Were the resources in the Museum useful for gathering information?

Evaluation of questionnaire

Last week the class took a trip down to Looe to take out a survey to the public about Looe museum. The survey was made up of a number of questions to try and find out what sort of people visited the museum and if they found it a helpful, interesting place and what they found could be improved on.

The survey showed us that the majority of people in town that day were Locals aged 41+. This was slightly biased because it was a working day where children and adults were at work, therefore we couldn't ask a wide range of the public. 60% of the people we did manage to question had visited Looe museum in the past and 50% of them said they enjoyed it. 85% of people knew where the museum was as they were locals. The people who hadn't visited however didn't seem to be interested in going and many people thought the signs were not easy to follow. 100% of people who had visited thought the staff were friendly and found it inviting. People who had visited gave a few suggestions about changing the layout of the display cases and items around the museum as it was too cramped for their liking. 90% of people believed that Looe did not benefit from the museum although they thought the resources were useful for certain information.

The survey was useful for gathering information and thoughts on the public's point of view and can help the museum to improve on certain things. However I think if we were to re take the survey we should have questioned more people certainly from a different age range and not just locals.

UNIT B874

HERITAGE MARKETING

Robin Hood

Commentary

This Heritage Marketing unit uses a wide range of types of work around the story of Robin Hood. It starts with an historical examination and leads up to the marketing of a kind of outlaw centre called 'Hoodland'.

The portfolio starts with an analysis of six interpretations and this candidate is confident in the questions she asks. She has been well directed away from source evaluation issues such as reliability, towards comments on historical accuracy, a sense of audience and purpose. The investigation into the 'real' Robin Hood is also well structured with the candidate setting down her arguments lucidly.

The Robin Hood story (the candidate's own?) told in PowerPoint is less successful, illustrating some of the pitfalls of this apparently attractive form of presentation. There are far too many words on the screen and the pictures have little purpose or power.

The contents page of the marketing part of the portfolio shows the range to be covered and this candidate has clearly thought about a particular audience and how to meet its interests, through her plans for the centre, its marketing, its interactivity, its design – even its exact location. This section of the portfolio shows real creativity as well as lots of hard work.

The balance between enjoying the fun of creating a heritage centre and its marketing materials, and the history, is hard to strike. This candidate has perhaps gone too far into the former, but the portfolio as a whole gives enough evidence of the historical abilities of this candidate to be confident about awarding a good level.

Mark: High Band 5: 50

Interpretations of Robin Hood in the media

Robin Hood has been interpreted and portrayed in many different ways over the last 75 years, and there has been other interpretations recorded even later than that. The writers of each interpretation have obviously had different views and opinions of what they believe about Robin Hood, as each media clip we have watched were very different. There was some obvious themes used in each clip and the clothing and other features were very similar and followed a similar pattern. It is clear that the different producers and writers of the films/ television programmes have tried to target a wide range of age groups, from young children to adults. There is an interpretation for everyone whether you prefer the more serious classics or if you would rather have comedy included, and it doesn't matter whether you believe in Robin Hood or not. Most interpretations have become quite famous and larger companies have produced them including the BBC and some have even become Hollywood blockbusters.

It is a matter of opinion as to which you believe is the most realistic but even the comedy interpretations have become very popular which suggests people want to watch for the entertainment as much as they do for the truth/facts. How realistic are the interpretations with regards to the clothing, time and location?

A cartoon image of Robin Hood as a fox from the Walt Disney animated film (1973) has been removed for copyright reasons.

A photograph image of Robin Hood from the BBC TV Drama series (2006) has been removed for copyright reasons.

A poster style image used on a DVD cover for the film 'The Adventures of Robin Hood' (1938) starring Errol Flynn and Olivia de Havilland has been removed for copyright reasons.

A graphic image used on the CD cover for the Bryan Adams single 'Everything I do, I do it for you' used in the soundtrack to the 'Robin Hood Prince of Thieves' film has been removed for copyright reasons.

A cartoon image of Daffy Duck as Robin Hood from a Looney Tunes cartoon film has been removed for copyright reasons.

Looney tunes
Robin Hood

Men in tights

A photograph image from the film 'Robin Hood: Men in tights' (1993) has been removed for copyright reasons.

How Robin Hood is portrayed/ how authentic the source is:

In each of the studied sources, there is a variety of ways that Robin Hood has been portrayed, from an animal to a skilful man. In the Looney tunes clip that we watched, the character playing Robin Hood was Daffy duck. He was quite a joker and he had very little skills considering Robin Hood is meant to be a brave warrior and he was meant to be very good at archery. In the particular clip that we watched, Robin Hood (Daffy duck) came across as quite a bigheaded character that thinks he is the best at everything. It is obvious that Robin Hood was not a duck but this particular interpretation is one that is aimed to entertain young children and to educate them about Robin Hood. By making the Robin Hood figure an animal, the targeted audience is entertained and kept interested. This source was quite stereotypical of what people would believe Robin Hood would have worn but it was all over exaggerated which made the clip quite humorous.

The second source that we studied was Bryan Adam's "Everything I do, I do it for you" which was featured in Robin Hood prince of thieves. This clip did not just feature the character Robin Hood; it features Bryan Adams himself and other Robin Hood characters and band members. The clips of Robin Hood show his skills in archery and also his bravery. Not only do we see his skilful side, we witness his more romantic side when he has close encounters with Maid Marion. The setting and costumes were more realistic in this particular clip but there was still quite a lot of unlikely features for the period of time that Robin Hood would have been around. For example the clothes that maid Marion were wearing were too posh for what would have actually been available during that time. This source was probably aimed at the more mature, intellectual people and also people who like listening to music.

The third source was probably the most hilarious out of the six that we watched. It was called men in tights and it quite literally was men in tights! It was highly unlikely that Robin Hood wandered round Sherwood forest in tights so as far as authenticity goes, this one is probably near the bottom. The setting (in a forest) is quite authentic but it was extremely theatrical. Robin Hood in this interpretation is quite feminine and it is hard to imagine this particular interpretation of Robin Hood, being a brave skilful warrior, which is what people envisage him to be like. I think that this interpretation is targeted at all ages who are old enough to understand that it is not to be taken literally. The third interpretation was the only one that was actually part of a television series on BBC 1. It was in my view the most realistic interpretation of what I believe Robin Hood would have been like. He was brave, a very skilful archer and he stuck up for what he believed in and those he cared about. This particular interpretation was suitable for all age groups and it educated the viewers quite a lot.

The next source that we watched was from the Disney version of Robin Hood. In this clip, the character Robin Hood is actually a fox who comes across as being brave and very swift (like a real fox.) This cartoon version was clearly targeted at young children although some parts are quite scary for young children so the parents may have to watch it with them a first. Again like the first one, this interpretation is quite stereotypical but there are features that are meant to be realistic like the setting.

The final source was a trailer for a Hollywood film called “The adventures of Robin Hood” which came out in 1935. In this clip, Robin Hood is portrayed as a brave, romantic character who was quite strong willed. Although his personality was probably quite accurate, his costume and other visual features were too perfect for the period that it is meant to be. For example, the clothes for all of the characters were perfectly tailored and the actor playing Robin Hood was perfectly shaven. I would expect only adults to watch this sort of interpretation, as young children would not appreciate some of the events and dialogue used.

Other characters featured in the interpretations:

LOONEY TUNES -

- Friar tuck (Porky Pig)
- Rich man on a horse

BRYAN ADAMS -

- Maid Marion
- Sheriff of Nottingham
- Friar Tuck
- Band members including Bryan Adams

MEN IN TIGHTS -

- All of the merry men

BBC ROBIN HOOD SERIES -

- Little John
- Maid Marion
- Much the miller
- Will Scarlett’s father
- Sir Edward
- Guy of Gisbon
- Sheriff of Nottingham
- Extra villagers
- Will Scarlett

DISNEY -

- Little John (big bear)
- Friar tuck
- Warriors
- Sheriff and his men (brutal animals such as Rhinos)

THE ADVENTURES OF ROBIN HOOD -

- Maid Marion
- Will Scarlett
- Sheriff of Nottingham
- King John
- King Richard the Lionheart

The storylines (if any):

Looney tunes - the character playing Robin Hood is trying to show that he is a hero by stealing from the rich to give to the poor. This is a typical story, which is used to represent Robin Hood. As this interpretation is aimed at children, this basic storyline makes it easier for them to understand.

Bryan Adams – at the start the character playing Robin Hood is trying to show off his amazing skills by firing arrows and saving people. During the rest of the performance, there are pictures of Robin Hood shown whilst Bryan Adams is singing.

Men in tights - Robin Hood and his merry men are trying to portray the idea that they are not girly or weak just because they wear tights. This is more of a comedy storyline and is best understood by adults or older children.

BBC Robin Hood - this source began to tell the story of the events that took place after Robin Hood had returned to Nottingham from the Holy Land. This is a very historical storyline and is very educational. The producers have tried to keep to the original events and times so as to keep it authentic.

Disney - in this clip, the character Robin Hood is saving a young child from Nottingham castle. Again this is a typical storyline that people associate with Robin Hood.

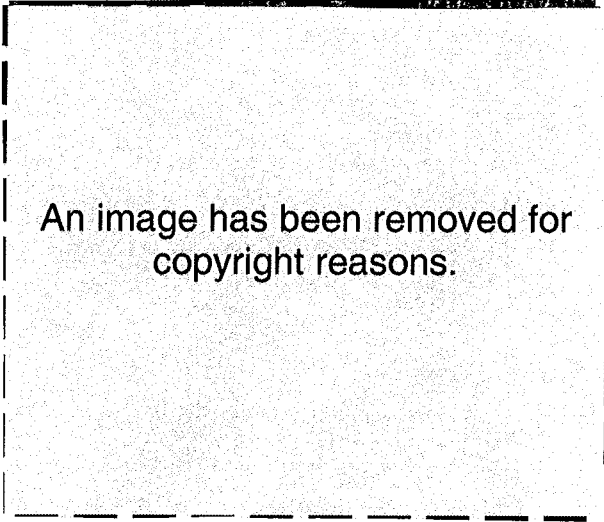
The adventures of Robin Hood - this source shows various clips of what life would have been like for Robin Hood and it shows some of the things that could have happened to him. It portrays some of the relationships he had with the other characters.

Who was the real Robin Hood?

Nobody will ever know who exactly the real Robin Hood was. Was he a single human being who stole from the rich to give to the poor, is Robin Hood a name given to a group of people who are criminals or is he a made up character who people wanted to believe in? There have been many developments of the Robin Hood story since the early 13th century. Many historians have traced back in time to the year(s) that Robin Hood may have lived, and they continue to try and discover more facts, which help people to get closer to the truth. There are many theories about Robin Hood but who was the real Robin? By analysing the theories, we can look at which ones are most authentic by taking into consideration the time, location, names and places, events and recorded evidence. In my opinion there are 2 possibilities... "Robin of Loxley" and "The mythological Robin Hood".

Robin of Loxley:

This theory looks at historical records and events from an anonymous manuscript called the Sloane manuscript (from around 1600AD). It says that Robin Hood was born in a place called Locksley, which was probably meant to be the real village of Loxley in Yorkshire. Later writers move "Locksley" to Nottinghamshire which is where most modern stories are set. A fictional name for Robin Hood is Robert Fitzooth and in the reign of Henry the 2nd and Richard 1st



An image has been removed for copyright reasons.

there is said to have been a knight called Robert Fitz Odo who lived in Loxley (Warwickshire). In the 1196 register of arms, there is evidence, which says Robert Fitz Odo is no longer a knight, which suggests that he had died but, in 1203, there is another reference to a Robert Fitz Odo living close by. There was a drawing of Robin's grave done in 1665, which resembles a grave in Loxley. However there is no evidence that Robert Fitz Odo was ever an outlaw and therefore we cannot say that the grave in Loxley is his. But this doesn't mean to say that Robin Hood from Locksley that was in Nottinghamshire was not an outlaw and as most of the stories state that Robin lived in Nottinghamshire, then there could be more truth in this theory than people believe. If there was a place called Locksley in Nottinghamshire, then why couldn't Robin Hood be "Robin of Loxley?" The setting is accurate and so is the time!

The Mythological Robin Hood:

In an interview, Stephen Knight said that he was sceptical that there was a real Robin Hood. He went on to say that you became Robin Hood when you are an outlaw, shooting the king's deer and living in the forest.

In the May games, Robin became a mythic summer king leading a procession and this put Robin in other forest legends.

Soon after the first may games in Exeter, the first Robin Hood play is recorded as being performed. In her notes, professor Lorraine Stock noted that Exeter cathedral was filled with 'Green man' imagery. She goes on to believe that the traditions of the green man and the wild man went on to influence the growth of the Robin Hood legend.

Robin was a common name for the devil in the middle ages and mythic historians have gone on to associate Robin with Hodekin (the Teutonic elf), Woden (the Germanic Odin) and the Hobgoblin Robin Goodfellow, also known as Puck.

Stephen Knight states that the two Robins have things in common namely; both mislead travellers, Puck can turn into animals like a horse and Robin Hood wears costumes made

An image of a 'Green Man' has been removed for Copyright reasons.

from horse hide to disguise himself as Guy of Gisborne.

Robin is traditionally to have worn green, which is the celtic colour of death, in some stories, related to the devil and is the traditional colour of the fairies. Peter Pan's green tights do not differ much from Robin's.

Early ballads call Robin "Hood", and in later stories he is referred to as "Robin Whood" and some have claimed Robin comes from Robin of the wood.

In conclusion, I believe that the Robin of Loxley theory is the closest theory to the truth about Robin Hood. The time and location of this theory is accurate which suggests that there was a Robin of Loxley. I think that Robin Hood is so well known to have been a real person and there are so many stories about him that he can't have been 'made up'. There is a lot of evidence to prove that Robin lived in Nottinghamshire; his marriage to maid Marion at St.Mary's church in Edwinstowe shows he must have lived in that area. I believe that Robin of Loxley theory is the most traditional and truthful and I think that there is more evidence to support this argument that hasn't yet been discovered.

An image of the St Mary's church in Edwinstowe, Nottinghamshire has been removed for copyright reasons.

Comparison of outlaws 'Rob Roy McGregor 1671-1734 and Robin Hood'

I am going to look at the life of Rob Roy McGregor and I will compare his life to that of Robin Hood. In Scotland, Rob Roy McGregor is more famous and well known than Robin Hood is, specifically in the Stirlingshire/Trossachs area. It is relatively easy to find books about the life of Rob Roy McGregor in book stores all over Scotland, just like it is quite easy to find books about Robin Hood in Nottinghamshire. There have been many other famous historical people/gangs that have been outlawed including Billy the Kid, the Doolin Dalton gang and Ned Kelly.

Rob Roy McGregor was born in 1671 in Glengyle at the head of Loch Katrine in Stirlingshire Scotland in a cottage. The clan McGregor was the oldest in Scotland and became established in Argyll and Perthshire in Glenorchy, Glenstray and Glenloch. Over the years the McGregors lost title to their lands and became tenants to the more powerful Campbells.

To survive the McGregors raided neighbouring land, stealing cattle and anything else of value. In 1602 two McGregors were refused hospitality by Sir Alex Colquhoun at Luss on the banks of Loch Lomond. As revenge the McGregors attacked Rosdhu castle the Colquhoun chief took the matter to the king and after the battle at Glen Fruin where eight hundred Colquhouns were badly beaten. The McGregors name was then banned in April 1603.

Rob Roy McGregor grew up with this background and was the third son of Donald Glas of Glengyle and Margaret Campbell. When the banning of the McGregor name was reinforced, Rob Roy took his mothers surname.

Rob Roy was well educated in reading, writing, fighting and swordsmanship. Robin Hood on the other hand was an accomplished archer. Rob Roy also spoke Gaelic which was his native tongue and English.

Rob Roy obtained land on the east side of Loch Lomond near Inversnaid and augmented his meagre living by cattle rustling and droving. The cattle owners paid "black rent" or "black meal" (origin of the word blackmail) Rob Roy and fellow McGregors to protect their cattle.

He supported the deposed king James the seventh against William of Orange and Queen Mary. Robin Hood also supported King John who was away from the country on crusade and he was against the Kings brother, who was trying to become king himself. As well as this, Robin Hood and his merry men fought battles on behalf of the king whilst he was absent from England. Rob Roy and his father also fought for the king at the battle of Killiecrankie on July the twenty seventh 1689 and they survived.

To top up their low income, the McGregors formed "Lennox watch" to protect cattle and on one occasion, Rob returned cattle which had been stolen to their rightful owners the Campbell Earl of Breadalbane. Robin Hood is also said to have stolen from the rich to give to the poor, who he believed had been wrongly taken of their possessions. Rob Roy's status was raised as a result of this and he was then called upon to protect other estates.

In 1691 the secretary of state said that clan chiefs should sign an oath of allegiance. After the death of his wife, Donald Glas signed but after signing the Privy Council demanded he pay the cost of his imprisonment. To pay it, Rob raided and stole cattle around the village of Kippen. The men there resisted and one man was killed.

Rob married Helen Mary McGregor on the first of January 1693 at Corryarklat between Loch Katrine and Loch Lomond.

An image of Rob Roy McGregor has been removed for copyright reasons.

During a visit to Glasgow in December 1695, Rob was arrested for early misdemeanours and sentenced to Flanders. He escaped and went home. Many times Robin Hood was captured and he too managed to get back to the forest.

Five of Rob Roy's sons reached manhood, we do not know if Robin Hood had any offspring. During this time Rob Roy's reputation as a swordsman flourished by winning many duels. Robin Hood's reputation as an archer also flourished as he became more and more successful with his raids.

As a cattle dealer, buying in Scotland and selling in England, Rob Roy made money, but after a number of years success in 1712 he borrowed one thousand pounds from the duke of Montrose to finance a deal. His chief drover stole the money but Montrose believed that it was Rob Roy, and although Rob offered to pay a lot off, he was sent to court and declared bankrupt and a thief. Robin Hood was unreasonably branded an outlaw and thief by the then Sheriff of Nottingham and was banned to the forest. Rather than face imprisonment, Rob Roy headed north. Montrose demanded seizure of Rob's property and land, just as Robin Hood's land and property was seized from him. It is said that Montrose's men raped Mary (Rob's wife) and branded her.

Rob evaded capture and eventually Campbell Earl of Breadalbane gave him land in Glendochart. Rob returned to his mixture of lawful "protection" and raids. During this time, he earned the reputation for helping poor people who had financial problems with Montrose earning him a "Robin Hood" reputation. Robin Hood is known for helping poor people who had financial difficulties with the Sheriff of Nottingham.

Rob played a part in the Jacobite uprising 1715 and the Jacobites won, but the uprising withered and they were all accused of treason. Rob gave weapons to the duke of Argyll who gave him a house in Glen Shiva, Rob continued to raid lands belonging to the duke of Montrose who had tried on many occasions to capture him. Rob Roy's arch enemy was the duke of Montrose whereas Robin Hood's arch enemy was the Sheriff of Nottingham. Robin Hood managed to avoid capture whilst continuously raiding the Sheriff of Nottinghamshire's land.

In 1720 Rob moved back to Balquidder and resumed his previous life, in 172

3 Daniel Defoe wrote an embellished account of Rob's adventures entitled "Highland Rogue".

The last ten years of his life were peaceful and he converted to Catholicism in 1730. He died on the twenty eighth of December 1734 after a short illness. He died as a piper was playing "I shall return no more" for a departing visitor.

He was buried New Years day in 1735 at Balquidder and clansmen attended. His wife and two of his sons were later buried in the same grave. The gravestone has a sword carved on it. The words "McGregor despite them" was added in the 1920's.

Both Robin Hood and Rob Roy have been interpreted as heroes as well as villains however the Hollywood and Disney blockbuster films of Robin Hood have made him a worldwide household name. It is only through my holiday in the Trossachs, Scotland that I became aware of Rob Roy McGregor.

An image has been removed for copyright reasons.

Marketing

"Robin Hood"

project...

Contents

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7	Underground room plan continued
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9	Possible location
10	Target audience
11	Profitability / funding

Research market

Having researched the local area (Nottinghamshire), I have noticed the need for an educational centre on the theme of Robin Hood and other outlaws. I recently visited Sherwood forest visitor centre and whilst there, I observed that there are some educational activities for young people, but they are quite limited and in need of modernisation. As a result of more stimulating local attractions becoming more accessible such as Wonderland, Sherwood forest farm park and a leisure centre etc..., local historic places are losing business. The younger generation require more multi-sensory stimuli to encourage them to take an interest in their surroundings and local history. I believe that a new modern activity centre aimed at children aged between 4 years and 16 years, based on the theme of Robin Hood and other outlaws, would fill this need.



PLAN PROPOSAL
FOR
"HOODLAND"...IN THE WOODLAND

1.

ROOF VEGETATION

LIFT WINDING GEAR

OBSERVATION DECK

LIFT SHAFT

STABILIZERS

RISER

NATURAL LIGHT SHAFT
VENTILATION DUCT

SOIL HEAP AND VEGETATION

12m

MAIN ENTRANCE

2.5m

STAIRS

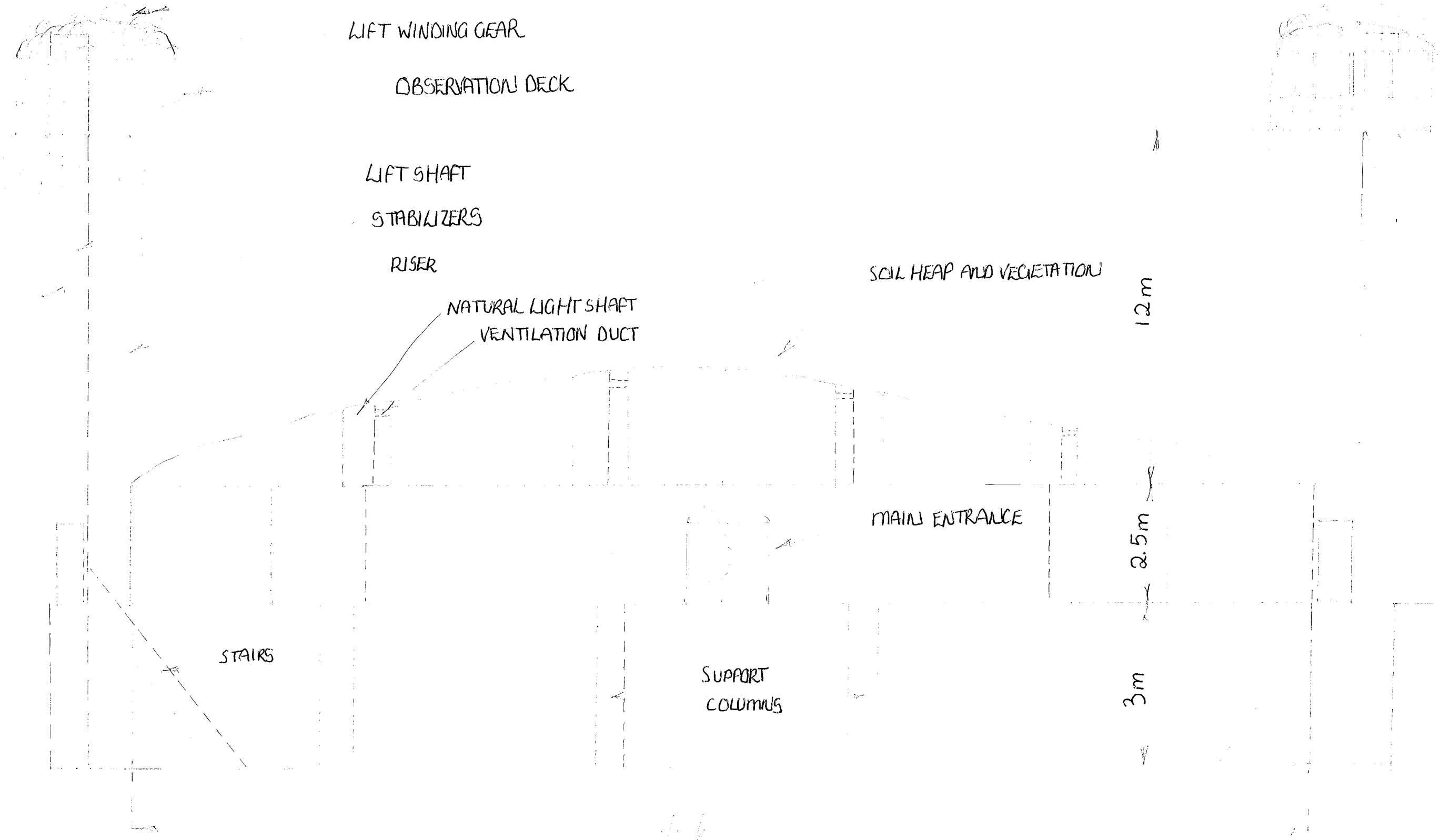
SUPPORT
COLUMNS

3m

30m

"HOODLAND" IN THE WOODLAND

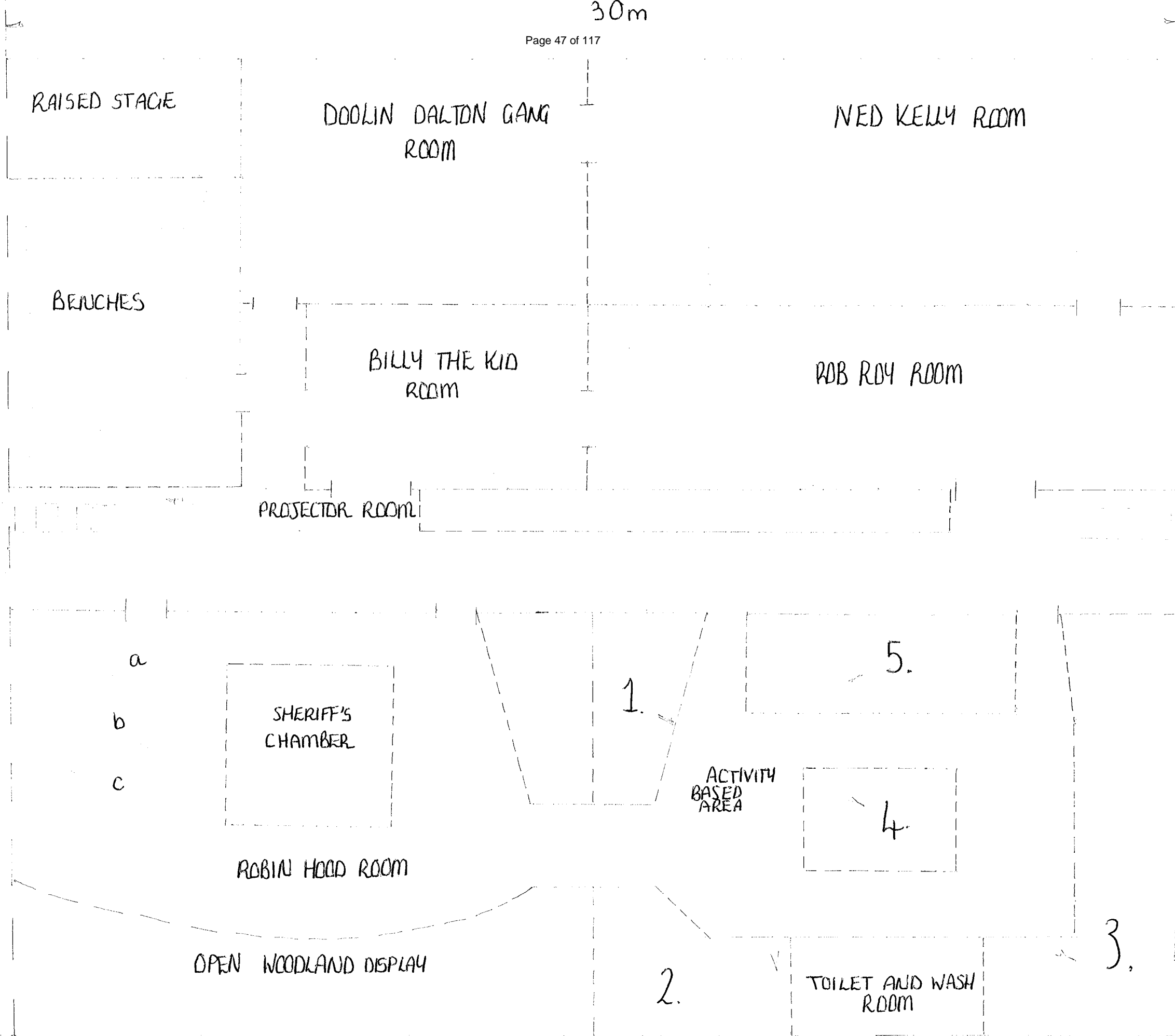
NOT TO SCALE



PLAN PROPOSAL
FOR
HOODLAND IN THE WOODLAND
2.

30m

25m



RESTAURANT,
SHOPS,
KITCHEN,
TOILETS AT
GROUND LEVEL

"HOODLAND" IN THE WOODLAND

NOT TO SCALE

Underground room plan

The Robin Hood room includes:

- interactive touch screen information boards
 - a - "who was the real Robin Hood" gives examples of theories e.g the mythological Robin.
 - b - Sherwood forest: types of trees and wildlife
 - c - The Merry men: information about Little John, Will Scarlet, Alan A Dale, Friar Tuck, Much the Miller's son and also information about Maid Marian, the Sheriff of Nottingham and Guy of Gisborne.
- labelled
on the
plan

- Sheriff's chamber - photography room: children will have the opportunity to dress up as one of Robin's merry men and have their photograph taken with the 'Sheriff of Nottingham' (photo's will be available to purchase at the shop).

- Open woodland area - travel back in time and ask Robin, his merry men, Maid Marian, Guy of Gisborne and the Sheriff of Nottingham questions about their life in Sherwood forest.

Set times:

11 AM	}	each last 20 minutes
12 pm		
3 pm		

Activity area includes:

1. Rubbings area - (rubbings of different outlaw characters, trees and wildlife).
2. Arts and crafts room - e.g make a miniature den for Robin.
3. Create an outlaw - design a "wanted" poster for a made up outlaw (once a month there will be a prize draw for the 'best outlaw').
4. Computer room - interactive programmes based on the different outlaws.
5. Become an outlaw - dress up in authentic costumes.

Billy the kid room, Rob Roy room, Doolin Dalton gang room and the Ned Kelly room include:

- Interactive information boards consisting of:
 - growing up
 - as an outlaw(s)
 - how they are remembered today
 } all the boards
 } in each room
 } relate to the relevant outlaw(s)
- Feely boxes - each room has boxes containing replica objects of each outlaw's time e.g a horseshoe etc... for the children to feel and guess what they are
- interactive mazes - "escape from your enemy" - help the different outlaws to escape from their enemy

Raised stage area:

short stories are shown depicting a story about each of the outlaws.

Timetable of shows :-

- each outlaw show will last approximately 15 - 20 minutes
 - 10:30 am - Robin outwits the Sheriff
 - 11:30 am - Ned Kelly gang are surrounded
 - 12:30 pm - life of Rob Roy and question time
 - 1:30 pm - Billy the kid breaks the law
 - 2:30 pm - the Doolin Dalton gang are formed

Ministry of defence
training
ground.



A616 to Bubby and Sheffield

A616 to Ollerton, Mansfield

Ministry of defence
training
ground

Car
park

"Hoodland" ...
in the
woodland.

B6034 to
Edwinstowe

Possible location

I have explored the local area searching for a possible site for "Hoodland" to be built.

Taking into consideration surrounding attractions, I propose the centre is built on the B6034, 300 yards down the road from Sherwood Forest.

As you can see on the map, there is good accessibility to the location and there is also ample parking space. Hopefully Sherwood forest visitor centre will bring "Hoodland" business and possibly vice versa. As Hoodland and Sherwood forest visitor are so different, the idea is that will go well hand-in-hand with each other.

The centre is designed to create as little damage to the surrounding as possible. Any trees that have to be cut down during the building process will ideally be replaced / replanted afterwards.

This possible location is right in the 'heart' of the Robin Hood land which will hopefully increase customers.

Target audience

Research shows that there is a need for a "learning centre" based on the theme of Robin Hood and other outlaws, for children aged between about 4 and 16 years. I have therefore designed my centre specifically for this audience.

Sherwood forest visitor centre seems to be mainly targeted for adults and older children, but there is a lot of information to take in there if you have no/little prior knowledge about Robin Hood. The idea of my centre is to give children that basic understanding which will enable them to develop their knowledge in the future.

The centre would also be open to school visits and field trips which can be booked via the centre in advance. Hopefully having this opportunity to learn about "local heroes" and other historic figures (which tend to be forgotten about too often) will encourage more schools to base projects etc... on this particular theme.

The overall aim of this centre, is to create a desirable place for children to have fun whilst encouraging them to take an interest into the beautiful environment which surrounds them.

Profitability / funding

If "Hoodland" was to be built according to the specifications, it is estimated to cost around £1 million to £1.25 million, taking into consideration building fees etc...

Funding:

It is our intention to approach various national and private institutions and charities, to fund this project.

Some of these will include:

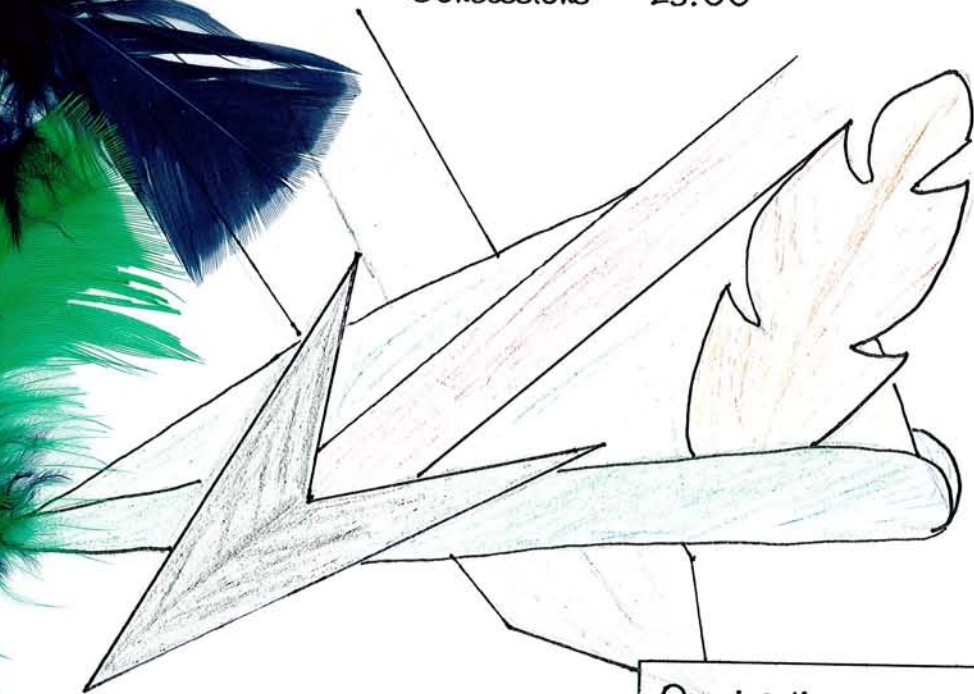
- the national lottery
- the national heritage trust
- conservation trusts
- local businesses
- local estates, such as Thoresby and Welbeck

Profitability:

Apart from monetary profits, there is also a profit to be made by the local people / community. They will benefit as the building work will ideally be done by local building companies, and the jobs for the running and up keep of the centre will primarily be offered to the local people.

Hoodland... in the Woodland

Cost ~ Adults = £5 Children = £3.50
Concessions = £3.00



*Come all ye countrymen
from far and near
to a place where outlaw
stories
become more clear.*

Opening times:

Mon ~ 9am - 5:30pm

Tues ~ 9am - 5:30pm

Wed ~ CLOSED

Thurs ~ 9am - 5:30pm

Fri ~ 9am - 5:30pm

Sat ~ 9am - 5pm

Sun ~ 10am - 4pm

Guide to Hoodland!

Ned Kelly

An image of Ned Kelly has been removed for copyright reasons.

An image of Robin Hood has been removed for copyright reasons.

Robin Hood

Doolin Dalton gang

An image of the Doolin Dalton gang has been removed for copyright reasons.

An image of Billy the Kid has been removed for copyright reasons.

Billy the Kid

Rob Roy

An image of Rob Roy has been removed for copyright reasons.

£2.00

Contents...

Page 57 of 117

Page number	Title
1	Robin Hood room
2	Robin Hood facts
3	More facts about Robin
4	Robin Hood pictures
5	Activity area
6	Activities available
7	Billy the kid room
8	Billy the kid facts
9	Doolin Dalton gang room
10	Doolin Dalton gang facts
11	Rob Roy room
12	Rob Roy facts
13	Ned kelly room
14	Ned Kelly facts
15	Raised stage area
16	Show timetable

Robin Hood room...

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In the Robin Hood room, there are information boards about Robin Hood, his merry men and Sherwood forest.

In the Sheriff's chamber, there is an opportunity for children to dress up as various characters and to have their photograph taken.

The open woodland area brings Robin Hood and other characters of his time to life through question time. These shows occur at 11am, 12pm and 3pm.

Robin Hood facts...

Page 59 of 117

Famous merry men:

- Little John - most trusted companion of Robin.
- Will Scarlet - kinsman of Robin.
- Friar Tuck - chaplain.
- Alan A Dale - minstrel.
- Much-the miller's son.

Maid Marian:

- high class lady
- thought to have married Robin in St. Mary's church, Edwinstowe
- became a central character in 1822.

More facts about Robin...

Page 60 of 117

History:

It is now often believed that many of the tales of Robin Hood were spread by minstrels. Minstrels travelled widely singing ballads.

Sherwood forest:

- once spanned from Yorkshire in the north to the city of Nottingham.
- although much reduced in size, Sherwood is still a living forest.
- Major oak tree - founded by Major Hayman Rooke

An image of Robin Hood practising archery has been removed for copyright reasons.

Robin Hood was said to be a skilled archer.

An image of the major oak with people sitting and standing on its roots has been removed for copyright reasons.

The major oak used to be free to climb on.

Now it is protected and held up by metal rods

An image of the major oak propped up with metal rods has been removed for copyright reasons

(After many years of being climbed on)

Activity area...

Page 62 of 117

The activity area offers children the opportunity to get creative. All activities are free of charge but donations to go towards resources may be made.

The activities available are multi-sensory and there is something for children of all ages.

Whatever the children make, they may take them home as a souvenir of their visit to the centre.

Activities available...

Page 66 of 117


The activity room includes:

- a brass rubbings area
- an arts and crafts room (activities may vary each day)
- a create an outlaw area (there is a prize draw every month for the best outlaw)
- a computer room
- a dress up area where children can pretend to be one of the people they have learnt about.

Billy the kid room...

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Interactive information board: "lift the flap, touch the screen, how much do you know?"

- growing up 
- as an outlaw
- how he is remembered

↑ hero?

↓ villain?

"feely" boxes:

- fauna
- material
- surprise object !!!



Interactive mazes:

- escape your enemy !



Billy the kid facts...

Page 25 of 117

History:

- Henry McCarty (Billy the kid) was born on the 17th September 1859

- In 1875, Billy was arrested and charged with robbing a chinese laundry. He escaped...

- became involved with horse stealing and escaped to work with John Tunstall

- found guilty of murder due to be executed in May 1881 but fled

- was shot dead on the 14th July 1881, aged just 23 years.

Doolin Dalton gang room...

Page 66 of 117

The Doolin Dalton gang room consists of similar attractions as the Billy the kid room and the Rob Roy room. Each room includes historical facts about each of the outlaws, and it reveals undiscovered stories that many people aren't aware of.

An image of Bill Doolin has been removed for copyright reasons.

Bill
Doolin



Doolin Dalton gang facts.

Page 57 of 117

- Bill Doolin was born in 1858 in Johnson county, Ark.
- At 23, whilst working as a cowboy he met most of the men who would be in his gang.
- In September 1891 the "wild bunch" joined the Dalton brother gang to rob several banks.
- a year later Doolin took control after most of the Dalton gang were killed.
- September 1st 1893 men on both sides of the law were killed.

Rob Roy room...

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Interactive information boards: "Lift the flap, touch the screen, how much do you know?"

- growing up in Scotland
- as an outlaw
- how he is remembered

↗ hero?

↘ villain?

"Feely" boxes:

- fauna
- material
- surprise object!!!

Interactive mazes:

- Travel across Loch Katrine to find Rob's birth place.

Rob Roy facts...

Page 69 of 117

known as Scottish Robin Hood

- Born in 1671 in a cottage on the banks of Loch Katrine (Scotland)
- Raided neighbours stealing cattle.
- at 18, he joined his father in the Jacobite rising to the support of king James.
- He borrowed large amounts of money.
- Married Mary Helen MacGregor and had 4 sons.
- He died at home on December 28th 1734.
- Kind, gentle man to the poor and helpless.

Ned Kelly room... Page 70 of 117

Like the other outlaw rooms, the Ned Kelly room has interactive information boards, feely boxes and interactive mazes relating to this outlaw. This Australian outlaw has been featured in many films and he has been portrayed in many ways.

This picture shows Ned in his armour.

An image of Ned Kelly portrayed in his armour has been removed for copyright reasons

Ned Kelly facts...

- Born in Australia his father was a convict transported from Ireland.
- Ned Kelly and his gang robbed banks and committed murder.
- Irish policemen were seen as national and class traitors.
- Ned Kelly and his gang made their armour from plough blades.
- He was hung in 1880 for murder.

Raised stage area...

Page 7 of 11

Here you can sit back, relax and enjoy being entertained. Short stories are performed which portray different outlaws and their lives. All characters wear authentic costumes to make the experience more memorable. In between shows, you can stay and watch a short film about Sherwood forest and it's amazing wildlife.

Show timetable...

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10:30am ~ Robin outwits
the Sheriff

(Short Sherwood forest film)

11:30am ~ the Ned Kelly
gang are surrounded.

(Short Sherwood forest film)

12:30pm ~ Life of Rob Roy
and question time

(Short Sherwood forest film)

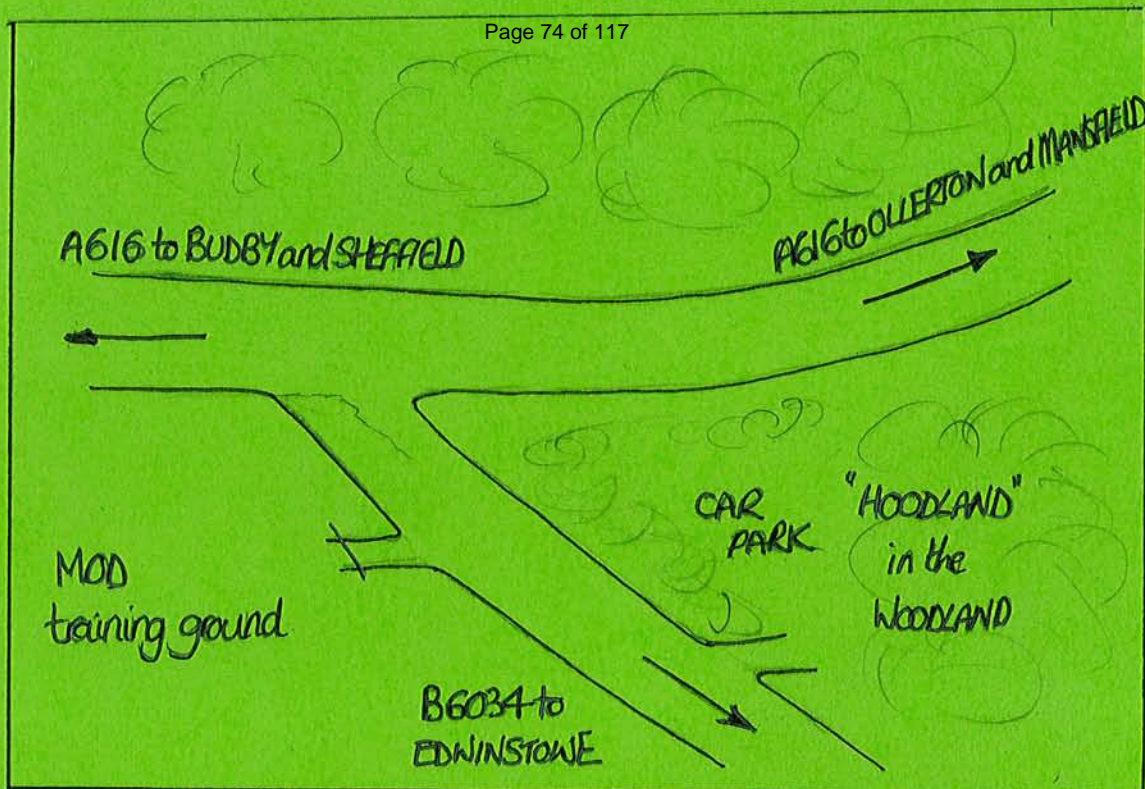
1:30pm ~ Billy the kid
breaks the law

(Short Sherwood forest film)

2:30pm ~ the Doolin

Dalton gang are formed.

(Short Sherwood forest film)



Opening times:

Monday ~ 9am - 5:30pm

Tuesday ~ 9am - 5:30pm

Wednesday ~ CLOSED

Thursday ~ 9am - 5:30pm

Friday ~ 9am - 5:30pm

Saturday ~ 9am - 5pm

Sunday ~ 10am - 4pm

Cost:

Adults ~ £5

Children ~ £3.50

Concessions ~ £3.00



UNIT B875

MULTIMEDIA IN HISTORY: BRINGING THE PAST TO LIFE

Jack the Ripper

Commentary

The specification splits the work for this teacher assessed unit into two stages: evaluating some multimedia applications and creating your own.

The contents page of this candidate's portfolio shows the five items which arose during the first stage of the work and the four from the second stage. The tables which are used to analyse the multimedia presentations work well, and reveal more research and careful analysis than might appear at first sight. The addition of a written text, though not long, adds strength and credibility to the favourable impression given so far by this candidate.

It would have been more in tune with the high expectations of this course for innovative work if there had been more variety of approach here, rather than repeating the same style of task. Sometimes the nature of the task can interfere with the quality of the work: the analysis of the Key Stage 1 Famous People website is presented as a booklet. This may have been fun to do, but the analysis of the website was sometimes more superficial than it need have been, in order to fit the 'booklet' format.

The candidate's own multimedia presentation is a PowerPoint about Jack the Ripper. No great research skills were needed as this material is widely available. However, it is accurate and well organised and makes sense. The medium is not used particularly sensitively, with too much on each screen: there are 12 screens with enough material for three times that number.

The self-evaluation clearly uses some teacher-prepared questions, and there is nothing wrong with that!

Mark: High Band 4: 41

Titanic: Fact or Fiction?

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Historical Statements

1. The Titanic was a source of great pride and celebration.
2. It was considered almost unsinkable.
3. Passengers had great luxuries.
4. The ship reflected the differences between classes and wealth.
5. Mistakes were made which caused the ship to sink and lives to be lost.

The Evidence

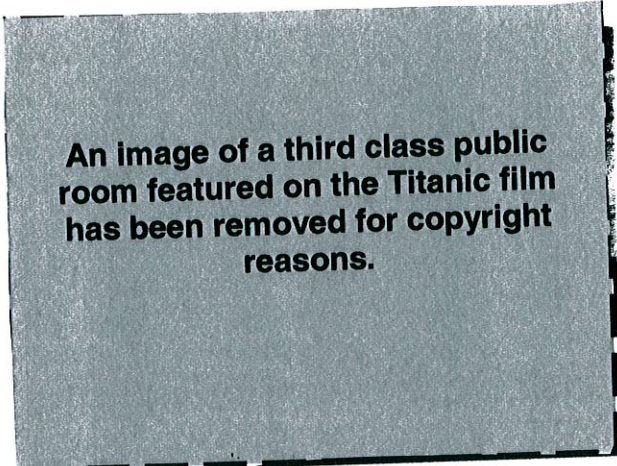
- Largest moving object ever built.
- British engineering - a fine example
- Unsinkable
- The British needed something to celebrate
- It had steel bulkheads so even if the first 4 compartments flooded the ship could still stay afloat.
- Each compartment could be closed by an electronically operated door.
- It had a fully equipped Turkish bath, a squash court, a swimming bath, a gymnasium, a ballroom and a skating rink.
- A luxury swimming pool for first class passengers.
- The most expensive first class ticket costs £870 per person, with luxury rooms.
- The lower first class ticket is £23
- The cheapest class is £8 including meals.
- They didn't slow down the boat.
- They were trying to break a record.
- Mr Andrews - the designer knew there wasn't enough life boats.
- They didn't fill the lifeboats.

The Film

- The ship of dreams
- Thousands of people watching and wishing it well, as it leaves
- It was said it was unsinkable by two characters
- Newspapers
- Servants to carry luggage of first class passengers
- People being checked for lice and to check they're clean.
- A ball room
- Caviar for first class
- Could take their cars on board
- People being checked for lice and to check they are clean.
- Upper and lower classes.
- Two halves of the boat for different classes
- Lower classes are dancing at music.
- First class just sit and drink their brandy.
- The wealthier you are the more likely you will survive.
- Not enough lifeboats
- The lookout didn't have any binoculars.
- Slowing down the boat to turn.
- They didn't fill the boats
- They never practised the emergency.
- They never practised what to do in the emergency - the passengers.
- The boats didn't go back for more people.

Differences / Similarities

- It is shown that the Titanic was supposed to be of great success and something Britain could be proud of.
- Evidence shows that it was unfortunate that it sank and so many people died.
- The film shows that first class had great luxuries and the lower class had plain rooms with folding bunks and rats.
- It's shown that the upper and lower classes don't mix much. And it's unlikely that people like Rose and Jack had met.
- There were many mistakes made in the film on the Titanic ship itself.



Jack was sat here when he first rose

Third class public room



The film did show people socializing in room like this but I'm not sure if it was a smoking room.

Third class smoking room



Jack takes Rose down to one of these and dance on the tables.

An image of a third class dining saloon featured on the Titanic film has been removed for copyright reasons.

An image of the first and second class elevators featured on the Titanic film has been removed for copyright reasons.

Rose and Jack are running away.

When Rose tries to find someone to unlock Jack from the hand cuffs.

An image of the first class private promenade decks featured on the Titanic film has been removed for copyright reasons.

Rose and her family use it sometimes.

An image of a second class cabin featured on the Titanic film has been removed for copyright reasons.

Two old people lie in their bed because they know they aren't going to survive.

An image of a third class cabin featured on the Titanic film has been removed for copyright reasons.

When the floor begins to flood Jack's friends climb out their bunks and run.

An image of the first class staircase featured on the Titanic film has been removed for copyright reasons.

Jack meets Rose at the top of these stairs.

Cal is running after Jack and Rose trying to shoot them.

An image of the first class staterooms featured on the Titanic film has been removed for copyright reasons.

Rose is unpacking her pictures.

Jack is drawing Rose naked.

An image of the first class dining saloon featured on the Titanic film has been removed for copyright reasons.

Rose, Jack and her family all have dinner here.

7/7/08

Pompeii: How does it bring the past to life?

Types of source
material used

Examples

① Reconstruction

fullery (Laundry)
Rich mans house
The market street - Graffiti
clothes
The eruption

② Archaeological Ruins

Rich mans house, fullery,
overview of Pompeii, fresco's
Herculaneum and ~~the~~
pliny's villa.

③ Modern film

volcanic eruption

④ C.G.I

overview of city
pyroclastic surge
Herculaneum
The eruption



Types of Source
material used

Examples

⑤ Artefacts

Bracelet, Goblet, helmet
Money, poison bottle, Body
casts.

⑥ commentary

connects scenes to evidence

⑦ Body casts

Peoples final moments
People, ~~baby~~ babies
couples hugging. Pregnant
women

⑧ Written sources

Pliny the younger
Survivors

Conclusion: Pompeii

The methods used in the drama documentary was successful because they caught our interest by connecting the evidence they found to a story. They have used reconstruction to show us what places and things would have been like then. Places that have been reconstructed are the fullery and the rich mans house, clothing was reconstructed to what we believe it was like. Reconstruction was also used to show the artefacts, in the drama they act with a certain artefact, for example the slave girl and the bracelet, they show her hand sticking out of the rubble with the bracelet on, it then does a crash of lightening and it flashes back to the bracelet they found. They use the same technique when a slave of the rich family has a bottle of poison and it flashes back to the bottle they found. They use body casts to prove that thats how that person died. They show that persons last moments before their death. They show the persons last moments and then show the body cast. It's good how they have taken what Pliny the Younger had ^{wrote} and how they explained the eruption to us. In conclusion I feel the documentary is good history because the showed what happened by the drama and the flash backs. It gave us a clear idea of what happened to Pompeii and Herculaneum when Vesuvius erupted.

22nd September 2008 Footprints in the sand.

On the website there are three sections which show the development of Torquay in the 19th Century. The first source was a black and white picture of Torquay harbour drawn in 1825. The picture was quite empty with the pier, a few fishing houses, Torre Abbey beach and Walden Hill. There were no roads around Torquay and no paths to Torre Abbey, you would have to get a boat across. There were fishing boats for the fishermen and pleasure boats for the rich families. There was a drawing of Torre Abbey in 1825. There were villas on Walden Hill. There was the harbour and strand. There was a steamship bringing people into Torquay. There were still no roads built then. There's a picture drawn of Torquay from the pier head in 1832. The harbour was more built up and more hotels and houses. There's more villas to rent or buy for the rich. Big boats for bringing in goods like ~~fuel~~ and timber etc. The fishermen in their boats.

In the next source there's a photo taken of the harbour in 1850. There's a lot more villas built for the rich. Torbay Hotel has been built. A sea wall has been built to protect Torquay and to reclaim some land. The ^{Torre} railway was built. Shops with clothes and foods to buy. There's a drawing of Torbay Hotel drawn in 1960. It's big and grand looking with a wide road at the bottom of it. A horse and carriage outside and

a sailing yacht in the sea. some villas in the background. A photograph of Torre station taken in 1868. It's a picture of all the workers at the railway with a big steam engine in the background. The first train to arrive was on the 18th December where there were great celebrations.

The last source is a photograph of Torquay harbour taken in the 1880's. The picture is in black and white. It's a more developed sea wall. There's a lot more buildings, reclaimed land and Torre abbey is slowly moving back. There's a picture of the princess gardens in 1890. A sea wall is bigger, there's engineers and a cannon there's Walden hill in the background. It was opened by ~~the~~ princess ^{Louise}. A photo of Ansteys cove in the 1890's. There's a beach hut for women to get changed. There's some boating huts. A cable. There's fishing nets used by the fishermen. ~~boat in the sea~~

Footprints in the sand makes ~~the~~ information and sources easy ^{to} access which was previously difficult to find. The pictures and information extend our knowledge on the topic by giving dates and other relevant information. The target audience for this website is mostly aimed at schools but you can use it from home too. Footprints in the sand uses a range of different source material some being photos, drawings, ~~and~~ videos and write ups. The website is easy to navigate around by clicking on names and typing in

what you want to search. There are helpful hints to help the user navigate around the site with instructions telling you where to click.

There's not a lot of interactivity to do all you can do is search what you like. A lot more interactivity would do the website good because you can easily become bored just clicking around, you want something to do as a way of learning. So therefore I feel the website is good but it could be improved.

Source	Evaluation
<ul style="list-style-type: none"> • Torquay harbour 1880's 	<ul style="list-style-type: none"> • Black and white photograph • More developed sea wall. • More buildings • Reclaimed land • Torre Abbey moving back
<ul style="list-style-type: none"> • reclamation and making of Princess gardens 1890 	<ul style="list-style-type: none"> • Walden Mill • Cannon • Engineer • Sea wall • opened by Princess gardens.
<ul style="list-style-type: none"> • Anstey's cove 1840's 	<ul style="list-style-type: none"> - Beach hut - Fisherman - boats - boating huts - Cable - fishing nets - boat in the sea.

Source	Evaluation
Torquay Harbour 1850	<ul style="list-style-type: none"> • villas for the rich. • Torquay hotel has been built. • Sea wall has been built. • Pleasure yachts and fishing boats. • railway was built. • Shops
Torbay hotel 1860	<ul style="list-style-type: none"> • Sailing yacht • villas • Horse + carriage • wide promenade/road
Torre station 1868	<ul style="list-style-type: none"> • A photograph of all the workers at at the station. • A big steam engine in the background • The first train arrived on the 18th December where there were great celebrations

SOURCE

EVALUATION

Torquay 1800 - 1836

Torquay harbour 1825

- The pier
- Fishing houses
- Torre abbey
- Walden Hill
- Pleasure boats
- Fishing boats
- Boat builders
- NO roads
- NO paths to Torre abbey beach

Torquay 1825 - Torre Abbey

- A steam ship bringing people into Torquay
- Villas on the hill.
- The harbour and strand
- NO roads

Torquay from the pier head 1832

- Harbours more built up
- Hotels and houses
- More villas to rent or buy
- Fishermen
- Big boats

Pages

ONE BOY

An assembly presentation designed for remembrance time

REF - The trench

HITTING HOME

World wars - local catastrophes.
The enduring impact of war on families and communities.

MATTERS OF LIFE AND DEATH

using the cwgc database to track those who died.

Range of sources used

- They used news reel, photos of Horace and his family. They sent letters but Horace didn't get his. He was dead before he received it. They sent the letter back saying 'killed in action'.
- Commentary.
- Showing old posters they used to advertise joining the army.
- Modern photos of other students on school trips.
- Shows the memorial - Thiepval which has about 73,000 names.
- They use a modern song about the war.
- A group called 'Leeds pals'.
- The cross of remembrance.
- Imperial War Museum.

- When you click to listen to the song it automatically brings up media player.
- Photos - A nurse attending to injured soldiers, orphaned Belgian girls.
- What it was like at home.
- Pashondale.
- 6 case studies, e.g. A city road in England.
- Mostly WWI and some WWII.
- Activities

- The debt of honour register.
- Pictures of cemeteries and memorials.
- Pictures of soldiers and families.
- Pictures of hospitals.
- Exercises about the wars and the soldiers

Navigation/interactivity

- Video presentation too small and poor quality picture. You have to have macro media flash player to watch.

- Adobe Reader
- Flash Player
- Music player

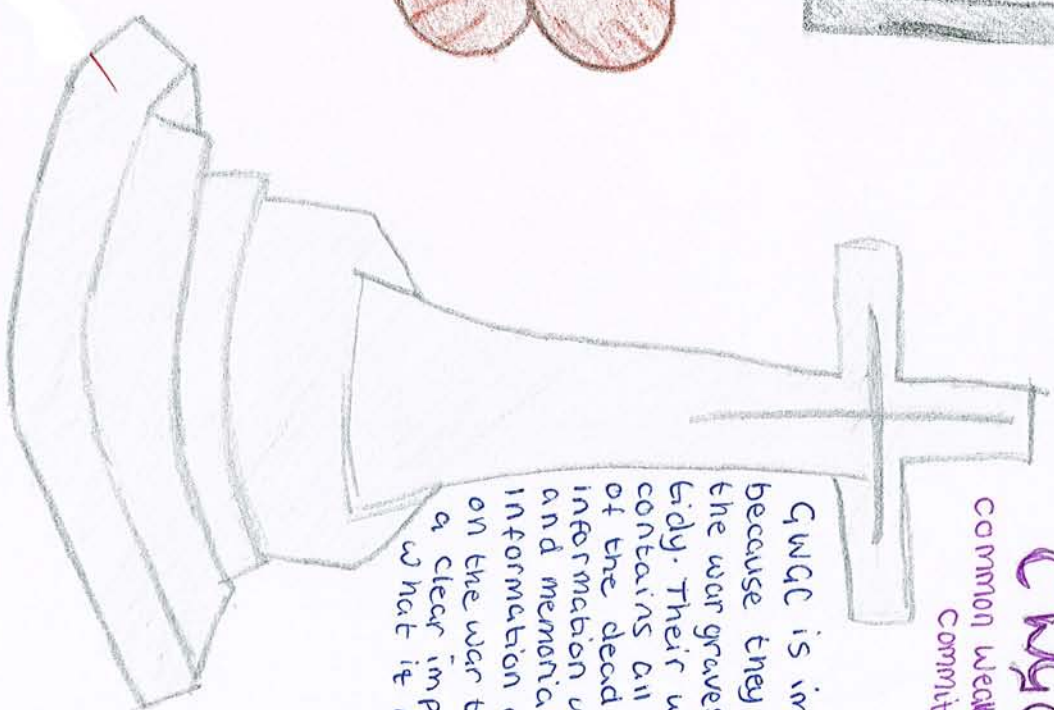
- Click on icons and pictures to bring up information

REMEMBER ME

Essays From The Lost Generation

www.cwgc.org

- Some pages on the website are:
 - One boy - A story about the life of a young boy, Horace Isles - containing photos of him and his family and letters they sent each other.
 - Hitting Home - Pictures and videos about the end of the war. Photos of the damage and nurses attending to injured soldiers and others. The impact of the war that it had on families and communities.
 - Matters of Life and Death - Pictures of cemeteries and memorials. The debt of honour register where you can search names or browse through the names. Activities and exercises to do.



CWGC →
Commonwealth Graves
Competition

CWGC is important because they help to keep the war graves clean and tidy. Their website contains all the names of the dead soldiers. Information where graves and memorials are. Information and pictures on the war to give us a clear impression on what it was like.

- Uses media player and flash player to watch videos.
- Hundreds of photos
- Stories etc.

www - www

Is this website successful in teaching pupils about the Great War and the CWGC?

• What is the resource trying to do?

The resource is trying to do a number of things, it brings new information available for us to read and watch, like videos containing pictures from the war and pictures of school trips that are visiting the memorials and cemeteries. They have access to the debt of honour register where you can search by typing in a name and a list will be brought up with names which say where you can find the persons memorial or grave. They have personal accounts of soldiers, two of them being Horace Isles who was just 16 and David Carlson. It gives information on how old they were, their family, and when and how they died. On Horace Isles' profile it shows you a video of his life a little before the war and when he signed up. It has photos of him and his family. It has his sister narrating in the background about how these events happened. It showed us the letter Horace's sister had sent him but he died at the Battle of the Somme before he could receive it. She had it sent back with 'killed in action' written on it. David Carlson was Canadian and he too was killed in the Battle of the Somme where his body wasn't found until the year 2000. The target audience is mainly schools and secondary ages but adults would benefit and find it interesting too.

• Is it good history?

The sources used definitely make good history as there's such a wide variety of pages, 3 good pages to look at

Would be One Boy, Hitting Home, and Matters of Life and Death. Some other good examples would be a page on what it was like and how the war affected those at home. There are pages on nursing the injured which have pictures to see. I feel the website has improved my knowledge on both World War 1 and World War 2, I know a lot more about what it was like for both people at home and the soldiers. The pictures and videos helped to get a clear idea on what the memorials and cemeterys look like.

• Is it a good website?

I feel the website is really good and interesting. It's easy to navigate around the website by clicking on the left hand side. It had an impact on me because it was very detailed on the soldiers lives and what it was like for them. There's lots of interactivity for us to do because it has a kids corner sort of thing with worksheets and stuff to fill out. The debt of honour register is interactive because we can type in a name. It gives information on what the cwac is for, raising funds to keep the memorials and cemeterys tidy, and clean.

• Conclusion

The website, I feel is successful because it teaches us what the cwac is for and what life was like and what happened in the wars. It was interesting to find out names on the debt of honour register, and finding out when and where they died and how old they were. That's what makes the website successful.

is there interactivity?

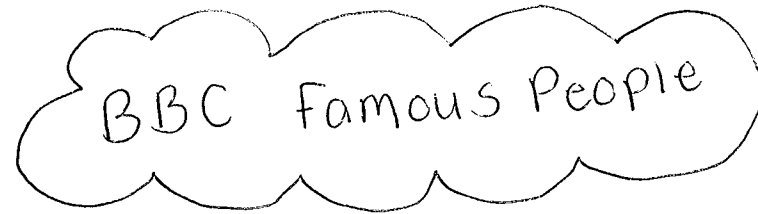
- narrative, and talking.
- Pox game
- Quizzes
- Glossary

Are different media used?

- sound
- games

4 How does it target a particular audience?

- cartoonized pictures for children
- easy to understand context and talking



is it easy to navigate?

- The names of people down the side to click on.
- Help icon.
- There are some errors in the navigation.

Is the History Sound?

- Pictures and things that are kept in museums.
- Proof of books and letters written by people e.g. Florence Nightingale.

Range of source material used.

- Pictures
- artefacts
- his book
- Music
- Shows jennas instruments
- Shows what life was like for people from them times.

Famous people

Provide a detailed and informative guide for a KS1 teacher to help the teacher understand and use the BBC Famous people website. Use your notes and readings to structure your booklet.

START with an INTRODUCTION

Then use your headings (notes) with plenty of examples.

Teachers

Guide To

Famous

People

<http://www.bbc.co.uk/schools/famouspeople>

www.bbc.co.uk/schools/famouspeople

Introduction

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The Famous People website is designed to teach primary school children the History of ten different well known people. They teach about:

- Isambard Kingdom Brunel
- Christopher Columbus
- Elizebeth Fry
- Henry VIII
- Edward Jenner
- Florence Nightingale
- Samuel Pepys
- Pocahontas
- Mary seacole
- George Stephenson

Famous People use sound and audio to help catch the childrens attention and is easier for teachers to follow. The Site supports the History curriculum at key stage one to teach children about significant men, women and children from the distant past. Children will also be able to use the site themselves too as long as a teacher tells them how to navigate around the site.

HELP FOR CHILDREN ...

An image of a help icon has been removed for copyright reasons

Children if they get stuck can click this help icon, it's easy to understand what they need to do.



His name is Tommy

HELP FOR TEACHERS ... AND PARENTS ...

An image of an icon with the letter 't' has been removed for copyright reasons

If a child gets stuck half way through an activity and they need your help you can click on this button.

'GO FASTER BUTTONS'

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(flash version only)

PRELOAD - Gives better images but can take longer to load.

UNLOAD - Click this when you are finished.

SOUND + AUDIO

To get sound and audio you need to click on the flash version. Flash version brings bigger and clearer pictures and audio. You can choose to have audio or not by clicking this button:

An image of an audio icon has been removed for copyright reasons

...GETTING STARTED ...

When you click which version you want to use it will load up with icons showing the face and name of the person you want to learn about, like this:

An image of Pocahontas has been removed for copyright reasons

You can see them all by pressing either more or back:

An image of an arrow with the writing 'back' has been removed for copyright reasons

An image of an arrow with the writing 'more' has been removed for copyright reasons

... WORKSHEETS ...

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In the teachers part of the website there are worksheets to print off for children to do as they learn about each person. There are worksheets for every person on the website.

Some good suggestions may be:

An image of Henry VIII has been removed for copyright reasons

An image of Isambard Kingdom Brunel has been removed for copyright reasons

.. GLOSSARY ..

When you go through the narrative story if there's a word that the children may not know then you click on it and it will tell them what the word means in an easy way so they understand it easier.

... QUIZZES AND GAMES ...

There are games and quizzes that the children can play to keep them occupied, during learning. In the Isambard Kingdom Brunel section the game to play is where you have to build the track, each time they get it right they can answer a question about him.

e.g. Brunel built ships or trains... the answer would be trains so they click on the correct picture.

... SOME SMALL FACTS ...

- Pocahontas has three names, 'Matoaka' which means 'Little Snow feather'. 'Amonte' which means it was her adult name, and 'Pocahontas' meaning 'Lively or naughty one'.
- Jenner used to treat poor people with his vaccinations in his own home.
- Florence Nightingale was the first woman to become a nurse.
- Fry gave women on prison ships a set of knife and forks and a bible.
- Henry VII had 6 wives.

WHAT MAKES THIS SITE ... GOOD ...

This site is good to use for keystage 1 because it makes history interesting and the children don't get bored. It's easy to use at home as well as at school.

An image of Edward Jenner has been removed for copyright reasons

Detail in the cartoon

Questions to ask?

Insignia?

He has a flask/torch clipped to his belt.

The hat and tunic says he is a policeman

He has a truncheon.

Badge? - on his helmet

The man in the background is either taking down or putting up a murder poster.

Poor area - city

They are joking and playing pool

A cartoon from Punch magazine, September 1888. It is called 'Blind Man's Buff'.

An image of the 'Blind Man's Buff' published in the Punch magazine has been removed for copyright reasons

Did the police get trained to deal with crimes like these?

What equipment and techniques did the police use then?

Were there any detectives to help investigate the murder?

How many policemen or detectives were on the case?

How many police and detectives were in London in 1888?

What was the East End like?

Was there a lot of crime in London in 1888?

Did anyone try to mimic Jack the Ripper's killings?

Views of the cartoonist

Police - stupid

Saying that the police must be blind for not catching Jack the Ripper.

Easy people to fool.

He may be saying that the criminals are cleverer than the police.

No training for the police.

Useless

Historical Background

There had been 2 murdered by Jack the Ripper when this cartoon was published.

The police tried to catch Jack out by dressing officers up as women prostitutes but that didn't help.

They interviewed about 2000 people.

They handed out over 80,000 leaflets and posters appealing for witnesses and information.

They tried to train dogs to sniff him out but they had no success. They used blood hounds.

In the end he'd murdered 5 prostitutes and he was never found and arrested.

Jack The Ripper



The murder mystery of the
19th Century.

Whitechapel in the 19th century

Whitechapel in 1888 was full of poverty and crime. Around 76,000 were living in Whitechapel at the time and 40% were below the poverty line. Half the population were Jewish immigrants but many there were other races like the Irish, Russians and Poles. At that time there were up to 1200 prostitutes. Victorians believed that the soldiers needed prostitutes which gave the police rights to arrest and brutally examine them to make sure they were 'clean' as the contagious diseases act.

Annie Chapman

Mary Jane Kelly

Catherine Eddowes

Mary Anne Nicholls

Elizabeth Stride

An image of a map with the location of the murders has been removed for copyright reasons



Who was Jack the Ripper?

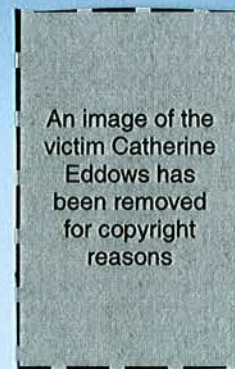
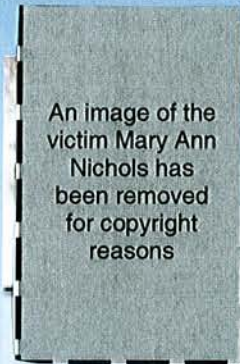
Jack the Ripper was the first serial killer who was never captured for his murders in the 19th century. His crimes took place in Whitechapel in the autumn of 1888. All of his victims were female Prostitutes. He was thought to have some kind of surgical knowledge because all his victims had, had their throats cut and organs removed.



Who were his victims?

Annie Chapman
8th September 1888
29 Hanbury St.

Catherine Eddowes
30th September 1888
Mitre Square



Mary Ann Nichols
31st August 1888
Bucks Row

Elizabeth Stride
30th September 1888
Dutfield Yard


Mary Jane Kelly
9th November 1888
Millers Court
(was pregnant)

Who were the top three suspects?


○ M J Drutt – Was a lawyer and teacher who trained to be a doctor. Even his own family suspected him of being the Ripper and killed himself in December 1888

○ Aaron Kosminski – Was a lunatic who heard voices and would only eat from the gutter police who worked on him for along time thought it could be him


○ Michael Ostrogg – Was a Russian doctor who worked in a women's hospital. He went back to Russia shortly after the last murder and was eventually sent to a mental home for stabbing a women in St. Petersburg



An image of the suspect M J Drutt has been removed for copyright reasons



An image of the suspect Aaron Kosminski has been removed for copyright reasons



An image of the suspect Michael Ostrogg has been removed for copyright reasons

Were the letters really from Jack?

The 'dear boss' letter:

The letter was received on the 27th September 1888 at the central news agency. They believed it was just another hoax until three days later Elizabeth Stride and Catherine Eddowes were murdered and they reconsidered the letter.

**An image of the
'dear boss' letter
has been removed
due to copyright
reasons**

**An image of the 'dear
boss' letter has been
removed due to
copyright reasons**

**An image of the envelope
addressed to the Central
News Office has been
removed for copyright
reasons.**

The Letters Continued...

The 'Saucy Jacky' postcard:

The postcard was received on October 1st 1888 again at the Central News Agency. The handwriting is almost identical to that of the 'Dear Boss' letter. Some believe the postcard could be a hoax too.

An image of the envelope addressed to the Central News Office has been removed for copyright reasons.

An image of the 'Saucy Jacky' postcard has been removed for copyright reasons.

The postcard read:

I was not coddling dear old boss when I gave you the tip, you'll hear about saucy Jacky's work tomorrow double event this time number one squealed a bit couldn't finish straight off. Ha not the time to get ears for the police. Thanks for keeping last letter back till I got to work again.

Jack the Ripper

The Letters Continued...

The 'From Hell' Letter:

On October the 16th George Lusk, the president of the Whitechapel vigilance committee, received a 3 inch square cardboard box in his mail. Inside the box was a human kidney preserved in wine, along with the 'from hell' letter. They found the kidney very similar to the one taken from Eddowes.

The letter read:

From Hell.


Mr Lusk

Sor

I send you half the kidne I took from one woman and prasarved it for you tother piece I fried and ate it was very nise. I may send you the bloody knife that took it out if you only wate a whil longer.

Signed

Catch Me When You Can Mishter Lusk



An image of the 'From Hell' letter has been removed for copyright reasons.

What methods were used to catch the Ripper?

There were 25 Police officials on the case of the Ripper.

The police tried many different ideas to catch Jack. These ideas were:

- * Using around 12 officers they decided to dress each man as a prostitute to see if the killer would approach but after a few attempts they aborted the idea.
- * They tried training blood hounds to get the scent of the killer but London was smelly and dirty in 1888 so the dogs couldn't sniff out just one scent.
- * They handed out over 80,000 leaflets and posters searching for information and witnesses
- * Over 2000 people were interviewed and interrogated about their jobs.

What role did the press play?

One of the main newspapers was called ' East End Observer ' They often posted articles on the Ripper cases. There was an article posted describing the murders of Martha Tabram and Polly Nicholls:

The two murders which have so startled London within the last month are singular for the reason that the victims have been of the poorest of the poor, and no adequate motive on the shape of plunder can be traced. The excess of effort that has been apparent in each murder suggests the idea that both crimes are the work of a demented being, as the extraordinary violence used is the peculiar feature in each instance.

This article suggests that the press were always making up stories and telling the people of London the wrong story, this made things difficult for the police.

The police in 1888

The police in 1888 were always being ridiculed by the press in newspapers and magazines all the time and a cartoon was drawn called 'Blind Man's Buff'

Queen Victoria was furious she commented *"These new, and ghastly murders show the necessity for some very decided action. All the courts [enclosed yards] must be lit and our detectives improved. They are not what they should be."*

An image of 'The Blind Man's Buff' cartoon has been removed for copyright reasons.

The 'Blind Man's Buff' Cartoon published in Punch Magazine

An image of a 'wanted poster' has been removed for copyright reasons.

A wanted poster issued in the Autumn of 1888

Bibliography

www.casebook.org.uk

Crime and Punishment Books

BBC History Magazine Article

www.wikipedia.org

The End

Resource Review ^{Page 13 of 17} of my Jack the Ripper Multimedia Resource

My Jack the Ripper multimedia resource was a power point presentation on the whole case and explaining why Jack was never caught. I was trying to make information and sources available which were previously hard to access. I wanted to extend peoples knowledge on Jack the Ripper and to help all ages find the Ripper case interesting and want to find out more. I reckon my presentation will teach people more about the Ripper case.

My presentation contains images of what people thought the Ripper looked like and what the police thought he looked like with todays technology. I have a map of Whitechapel showing where each victim was murdered and original documents of the letters that they believed were from Jack. It has extracts from the media to show that the media was a nuisance to the police. All of my research is correct as I took information from the website Casebook. The slides will definately boost your knowledge on at least one part of the Ripper case.

It is easy for users to navigate around the resource as when they are finished on one page a simple click takes them to the next. The user does not need any knowledge or special training to get around the case. There isnt any hints to give the user help but that is because it is so straight forward.

Everything that is contained in my presentation is appropriate to any user as there are no bad comments that can hurt peoples feelings. The text is big and well spaced so any audience can understand what it says. There is plenty of information for people to look at even stuff they specifically want to know. My presentation, I feel will have an impact on people by the pictures and real evidence thats there and if they find it interesting they won't forget about it. My presentation doesn't have any graphics or sound but plenty of texts that is not made boring. The use of different media is helpful because it helps to give people their own opinion and view on the Ripper.

There isn't any interactivity other than photos and cartoons. The only software that has been used is either from the Microsoft Office itself and pictures off the internet.

more interactivity would help people to remember the presentation and they would find it more interesting. The users don't need to know any interactive aspects as there aren't any it's obvious that all they need to do is click to go to the next page. There are no hints and tips as they are not needed.

Overall I feel that my presentation worked well but could have been improved using quizzes and games making it more interesting for users. But otherwise I am proud of my work.

3rd December 08

Jack the Ripper Sources 1

How useful are these sources in helping you to understand why the Ripper was able to avoid capture?

Source A

Source A is useful because it would have caused panic in Whitechapel, especially the poor because it mentions "the victims have been the poorest of the poor" it would scare people because it exaggerates the real story by using terms like "the work of a demented being" and "extraordinary violence" This shows that the papers didn't help to catch the Ripper.

Source B

This source is useful because how she is describing the man isn't very reassuring. It's not very reassuring because she says "I think" and "as far as I could tell" she wasn't too sure about what she had seen. She says he was wearing a deerstalker hat which is very English but she said he looked foreign. As far as she could tell he looked forty but it was dark so you wouldn't be able to tell properly. The only evidence that was definite is the fact that he was taller than Annie Chapman.

Source C

This source is useful because it's telling us that when the Mile End vigilance committee requested a reward the Home secretary refused it as they said it would do more harm than good. It could do harm because people may start accusing anyone just for the reward money. Another reason for not issuing a reward is because they don't care about prostitutes being murdered and they aren't worth a reward as they are from the poorest end of London.

Acknowledgements

Pages 16 and 17, Unit B874: Heritage Management and Marketing: Sample 1,
Jamaica Inn leaflet, © Jamaica Inn, Cornwall, <http://www.jamaicainn.co.uk/>