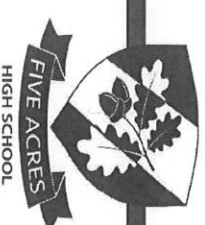


Year 11 Option Subjects

Knowledge Organiser

January- April 2023

AMBITION, CONFIDENCE, CREATIVITY,
RESPECT, DETERMINATION



Why do we have knowledge organisers?

Knowledge organisers are a collation of the basic essential knowledge for success in each subject area that will underpin your learning for the term.

They are designed to provide the information you will need to be committing to your long term memory through recall exercises in Low Stakes Quizzing.

How do we use knowledge organisers?

You should be using these KOs to create your homework quizzes so that you are practising retrieving information.

1. You can do this by testing yourself on the definition of key terms (both recalling the key term and then swapping to recall the definition), practice labelling diagrams, retrieves reasons and justifications for the main learning points.
2. They can also be used for 'memory dumps' where you try to recall as much of the information about a topic as possible and then use the KP to fill in the gaps.
3. They can also be used in class to assist with retrieval of the core knowledge needed for each subject.

You should have these with you at all times in school and out on your desk in all lessons.

If you lose your KO or it becomes too dishevelled, please purchase a new one from the Head of Year or the School Office.

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AMBITION, CONFIDENCE, CREATIVITY,
RESPECT, DETERMINATION

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Year 11 History - Living Under Nazi Rule

1 Hitler and the Nazi Party in 1933

In January 1933, Adolf Hitler had gained enough support to be appointed Chancellor

The ideology of the Nazi Party

- Hitler's political party – the **Nazi Party** – were right-wing **nationalists** and **fascists**
- In *Mein Kampf*, Hitler explained Nazi **ideology**:

- To turn Germany into a **one party state** by removing all opposition, especially **communists**
- To **purify** Germany by removing Jewish influences
- To strengthen the army and the economy in preparation for war
- To gain living space (*Lebensraum*) for the German people in eastern Europe
- To create a **Third Reich** that would last for a thousand years

By 1933, the Nazis had become the largest political party in Germany

- A combination of factors led to an increase in support for the Nazis:
 - High unemployment during the **Great Depression** encouraged people to support extremist parties like the **Nazis** and the **communists**
 - Hitler's private armies - the **SA** and the **SS** – **intimidated** the supporters of other parties
 - **Nazi propaganda** promised to end the Depression and remove the communist threat
- As the leader of the largest party in the **Reichstag**, Hitler was appointed **Chancellor** in January 1933

2 Obstacles to Dictatorship

However, in 1933 Germany was still a democracy and there were several obstacles to Hitler establishing a Nazi dictatorship

Dictatorship a country ruled by a dictator – one individual with complete power

1. **President Hindenburg** - As **President**, Hindenburg had the power to appoint the Chancellor. He was a **nationalist** but did not trust Hitler.
2. **The Reichstag** - The **Reichstag** was the German parliament. The **Nazis** did not have a **majority** (50%+) so had to work with other parties.
3. **The German people** - Although the Nazis were the largest party, less than 40% of the population had voted for them.
4. **The communists** - The Depression also led to an increase in support for the communists – the Nazis' **ideological** enemies
5. **Nazi rivals** - Some ambitious Nazis believed they should lead the party, not Hitler

3 The Reichstag Fire – February 1933

The Nazis used a fire at the Reichstag as an excuse to remove the threat from the communists

The Reichstag Fire

- In February 1933, the **Reichstag** building was set on fire
- **Marinus Van der Lubbe**, a Dutch communist, was arrested and found guilty of setting the fire

The Reichstag Fire Decree

- Although **Van der Lubbe** had worked alone, Hitler and the Nazis claimed that the **Reichstag Fire** was part of a larger communist revolution

- Hitler **manipulated** Hindenburg into passing the **Reichstag Fire Decree**

- The **Reichstag Fire Decree** claimed to protect Germany from revolution by ending the **freedom of the press** and removing **civil liberties** (rights) such as the freedom from arrest

The Nazis used the new powers in the Reichstag Fire Decree to remove the communist threat

- More than 4000 **communists** were arrested, including 100 **Reichstag deputies** (MPs)
- Communist newspapers and meetings were banned, even though there was an election coming up in March

The Reichstag Fire removed the obstacle of the communists by banning communist meetings and putting their leaders in prison

4 The Enabling Act – March 1933

Success in the March 1933 elections allowed Hitler to pass the Enabling Act: the cornerstone of Nazi dictatorship

The Nazis only just secured a majority in the March 1933 elections

- Across Germany, the Nazis used violence and intimidation to stop other parties campaigning
- Communist deputies were still in prison
- Despite this, the Nazis only managed a **majority** by forming a **coalition** (alliance) with the **Nationalist Party**

The Enabling Act was the cornerstone of Nazi dictatorship

- On 24th March 1933, the **Reichstag** passed the **Enabling Act** by 444 votes to 94
- This new law gave Hitler the power to pass laws without needing the **consent** of the **Reichstag**
- The **Enabling Act** ended German democracy – there were no more elections until 1945

The Nazis were able to pass the Enabling Act for three reasons:

- After the March 1933 elections, the Nazis had a **majority** in the Reichstag
- The communist **deputies**, who would have voted against the Nazis, were still in prison
- The **SA** surrounded the debating chamber and intimidated deputies from other parties

The Enabling Act removed the obstacle of the Reichstag by allowing Hitler to make laws without the Reichstag's consent.

The Enabling Act also removed the obstacle of the German people by ending German democracy and preventing elections.

Year 11 History - Living Under Nazi Rule

<p>5 Bringing Germany into line: Gleichschaltung <i>Hitler used his new powers to bring Germany into line with Nazi ideas and remove opposition</i> <i>Gleichschaltung bringing Germany into line with Nazi ideas</i></p> <p>1. Anti-Semitic laws</p> <ul style="list-style-type: none"> In 1933, the Nazis passed several laws that persecuted German Jews, including... <ul style="list-style-type: none"> ...banning Jews from joining sports teams and choirs ...stopping Jews from working as lawyers and judges 	<p>6 The Night of the Long Knives <i>In 1934, Hitler acted ruthlessly to remove political rivals</i> <i>By 1934, Hitler faced two connected problems:</i></p> <ul style="list-style-type: none"> The SA: the SA had three million men and its leader – Ernst Rohm – wanted to take over the army. When Hitler rejected his plan, Rohm publicly criticised him. The Army: the army generals were worried about Rohm's plans and were still loyal to Hindenburg, not Hitler. <p>Hitler solved these two problems in Night of the Long Knives on 30th June 1934</p> <ul style="list-style-type: none"> Hitler asked the leaders of the SS to make up evidence that Rohm was planning a rebellion Using this as an excuse, Hitler ordered the SS to move against the SA In total, 85 people were killed – including Rohm and other SA leaders <p>The Night of the Long Knives helped Hitler secure power:</p> <ol style="list-style-type: none"> It removed the threat from Rohm and the SA It secured the loyalty of the army It deterred other rivals from moving against Hitler <p><i>The Night of the Long Knives removed the obstacle of Nazi rivals to Hitler's power by killing Rohm and intimidating other challengers</i></p>	<p>7 Becoming Fuhrer <i>The death of Hindenburg allowed Hitler to become Fuhrer</i> President Hindenburg died in August 1934. Immediately, the Nazis announced that Hitler would combine the roles of Chancellor and President under a new role: <i>the Fuhrer</i>. The army swore an oath of allegiance to Hitler personally.</p>
<p>2. Book burning</p> <ul style="list-style-type: none"> In May 1933, the Nazis encouraged students to burn 'un-German' books written by Jewish or communist authors - 25,000 books were burned <p>3. Ban on trade unions</p> <ul style="list-style-type: none"> The Nazis offered trade union leaders a holiday for workers on 1st May in return for loyalty On 2nd May, the Nazis banned trade unions and arrested their leaders <p>4. Ban on other parties</p> <ul style="list-style-type: none"> In July 1933, the Nazis banned other political parties, creating a one party state <p>5. The People's Court and concentration camps</p> <ul style="list-style-type: none"> The Nazis had accused five communists of starting the Reichstag Fire, but only Van der Lubbe had been found guilty – this frustrated Hitler In 1934, the Nazis set up the People's Court to make quick and harsh decisions People found guilty were executed or sent to concentration camps run by the SS 	<p>8 Impact of Nazi rule on workers</p> <p>Unemployment</p> <ul style="list-style-type: none"> The Nazis won elections by promising to end the Depression and reduce unemployment. Rearmament and preparation for war created thousands of industrial jobs and unemployment fell from 6 million in 1933 to 35,000 in 1939 <p>The DAF</p> <ul style="list-style-type: none"> After banning trade unions, the Nazis established the DAF (Deutsche Arbeitsfront) to look after workers DAF replaced trade unions. The DAF introduced a variety of programmes to improve the lives of German workers: <p>Problems</p> <ul style="list-style-type: none"> Although unemployment decreased, wages did not increase to keep up with inflation. No one ever received a car through the Volkswagen Scheme as the Second World War stopped production. Workers had to pay to join the DAF and, although membership was not compulsory, it was very difficult to get a job if you were not a member 	<p>9 Impact of Nazi rule on German women</p> <p>Hitler and the Nazis had a very different idea of how women should live</p> <p>The Nazis wanted women to: be fit and healthy so they could have lots of children, look after their children and husband and wear traditional German clothes and not wear any make up</p> <p>The Nazis introduced policies to encourage women to follow their ideals:</p> <ul style="list-style-type: none"> Marriage loans - Newly married Aryan couples were offered loans if the woman agreed to give up her job. Repayments were reduced by one quarter for every child. Mother Cross - The Mother Cross was a medal awarded to mothers of large families. Mothers of eight or more children were awarded the gold medal. <p>Nazi policies had a mixed impact</p> <ul style="list-style-type: none"> The number of women at university fell drastically The birth rate actually dropped between 1933 and 1939 More women worked in factories before and during the war

Year 11 History - Living Under Nazi Rule

10 Impact of Nazi rule on young people

The Nazis removed any teachers who opposed them. Jewish teachers were banned from teaching in non-Jewish schools. Teachers had to join the **Nazi Teachers' League** and those who didn't agree were forced to resign. Pupils reported teachers who taught anti-Nazi material to the **Gestapo**.

The school curriculum was **Nazified** (brought into line with Nazi ideas):

- In **History**, pupils learnt about the greatness of Germany. The defeat in the First World War was blamed on Jews.
- In **Biology**, students learnt the **pseudoscience of race studies** and how to identify **Aryans** and **non-Aryans**
- **PE** took up 15% of lesson time because the Nazis wanted a fit and healthy population ready for war

Outside school, the Nazis continued to indoctrinate young people through the Hitler Youth, although it's impact was mixed

- German boys and girls between the ages of 10 and 18 were encouraged to join the **Nazi youth organisation**, the **Hitler Youth**
- In **boys groups**, activities such as physical exercise, rifle shooting, and map reading prepared young men for war
- In **girls groups**, activities such as cooking and nursing prepared young women for **domestic life**
- Young people attended the **Hitler Youth** because they enjoyed the activities, the holiday camps, and wearing a uniform; the Nazis shut down all other **youth organisations**; being a member of the **Hitler Youth** was the only way to access sports facilities; membership was **compulsory** after 1936.
- However, whilst young people were **indoctrinated** by the **Hitler Youth**, others were bored and some hated the physical activity

11 Nazi views on race

Nazi racial thinking was based on **pseudoscience** (false science) that taught that different races could be identified by their facial features

The Nazis believed that the people of northern and western Europe – the **Aryans** – were **Übermenschen** (superhumans)

- Strong, athletic Aryans were represented in Nazi propaganda
- Nazis wanted Germany to be filled with Aryans

The Nazis believed that non-Aryans were **Untermenschen** (subhumans)

- The **Untermenschen** included Gypsies, Black people, Slavs from Eastern Europe, and Jews
- The Nazis were **anti-Semitic** and viewed Jews as a race rather than a religion
- The Nazis treated anyone with a Jewish grandparent as a Jew
- The Nazis made Jews **scapegoats** for Germany's defeat in the First World War, the Great Depression, and the communist threat

12 Persecution of the Jews

1933-1935

Anti-Semitic Laws isolated German Jews from their non-Jewish neighbours

- Jews were banned from choirs and sports clubs or using parks and restaurants
- The SA encouraged Germans to **boycott** Jewish shops by standing outside and putting up **anti-Semitic** signs

1935-1938

New laws removed Jews' rights

- The **1935 Nuremberg Laws** removed all rights from German Jews and made it illegal for Jews to marry non-Jews
- In the following years, Jews were banned from going to the cinema, running small businesses, or buying newspapers

1938

During Kristallnacht, anti-Semitic violence increased

- After a young Polish Jew assassinated a Nazi leader, Hitler and other Nazi leaders encouraged members of the **SS** and the **Hitler Youth** to seek revenge
- 9th November 1938 was known as **Kristallnacht** due to the broken glass that filled the streets
 - 100 Jews were killed and 20,000 were sent to **concentration camps**
 - Jewish homes, businesses and **synagogues** were smashed and burned to the ground

1939

Jewish possessions were confiscated

- After **Kristallnacht**, many Jews decided to flee Germany but they were not allowed to take any valuables with them
- Jews who stayed in Germany could now have their homes and other valuables confiscated for no reason

Year 11 History - Living Under Nazi Rule

13 The Police State: Himmler and the SS

The police state = the system of intimidation, courts, and punishments in Nazi Germany

The SS was an elite organisation that was very loyal to Hitler

- The leader of the SS was **Heinrich Himmler**
- Unlike the SA, the SS was a small elite unit that had started off as Hitler's **elite bodyguard**
- Himmler only recruited pure Aryans into the SS and used lectures and speeches to indoctrinate members

The SS the controlled the police state

- After the **Night of the Long Knives** in 1934, the SA lost power and the SS became Hitler's most trusted security force

- A special unit of the SS – the Death's Heads - were responsible for the Nazi **concentration camps**

- During the 1930s, **Himmler's SS** took over the powers of the German police
- In 1936, **Himmler** became Chief of German Police

The SS in the Second World War

- In the Second World War, the SS fought on the frontline as part of the German army
- The SS played a leading role in the **Holocaust** as members of the SS formed the **Einsatzgruppen** and ran the **death camps**

14 The Police State: the SD and the Gestapo

The SD and the Gestapo spied on the German people

The SD was the Nazi intelligence gathering service

- led by **Reinhard Heydrich**
- identified potential opposition to the Nazis by spying on schools, churches, local governments, etc
- wrote reports on the attitudes of the German people that were used to target propaganda
- passed on opponents of the Nazis to the Gestapo

The Gestapo were the Nazi secret police

- The **Gestapo** were also led by **Heydrich**. The **Gestapo** had the power to arrest and imprison anyone they suspected of opposing the Nazis. However, there were only 15,000 Gestapo officers, or 1 per 4,400 people. They had the power to tap telephones or intercept letters
- They recruited **blockwardens**: volunteers who spied on their neighbours and could **denounce** them to the Gestapo
- They used **torture** - sleep deprivation, beatings, electrocution – to get people to confess

15 The Police State: judges and the courts

The People's Court was established in 1933 to provide quick and harsh decisions. Judges had to swear an oath of loyalty to Hitler, there was no jury, the court handed out a high number of death sentences.

The Nazis used the death sentence to deter opposition. Before the Nazis took power, there were only 3 offences that could be punished by the death sentence. By 1943, the Nazis had increased this to 46 offences. In total, 40,000 people were given the death sentence

16 The Police State: concentration camps

Concentration camps were established as soon as Hitler became Chancellor. The first concentration camp was at Dachau. By the end of the 1933, there were 70 camps. Most prisoners were communists.

Concentration camps were run by Himmler and the SS- the Death's Head unit – ran the camps.

During the 1930s, conditions in the camps became worse. The SS introduced harsh punishments: beatings, bread and water rations, and executions. Prisoners had to do hard labour. In 1937, Himmler declared that guards could not be punished for their actions. 69 prisoners were killed in Dachau in 1937.

17 Goebbels and Propaganda

1. Goebbels controlled what was written in German newspapers.

- The Nazis took control of existing newspapers and published their own such as **Der Stürmer**. Goebbels introduced the **Editor's Law** which meant that newspaper editors had to print what the Nazis wanted

- Any newspapers that opposed the Nazis were shut down

2. The Nazis used radio broadcasts to indoctrinate the German people

- Goebbels controlled radio stations and encouraged producers to play Nazi speeches and traditional German music
- The Nazis produced cheap radio sets called **People's Receivers** which were cheap so that almost all Germans could afford one and had a limited range so they couldn't be used to listen to foreign radio stations

3. Goebbels organised huge rallies to celebrate the power of the Nazis

- The largest rally was the annual **Nuremberg Rally** which included speeches and parades and was attended by 500,000 people. The film maker **Leni Riefenstahl** filmed the 1934 **Nuremberg Rally** for her film **Triumph of the Will** which glorified Hitler

4. Goebbels designed posters that emphasised Nazi ideas

- Propaganda posters were put up in towns and villages across Germany. The posters emphasised Nazi ideas such as **anti-Semitism**, traditional roles for women, and loyalty to *the Fuhrer*

5. The Nazis attempted to change everyday life to force loyalty to Hitler

- All German people were expected to greet each other with a **Nazi salute** and 'Heil Hitler'
- The Nazi symbol – the **swastika** – was displayed on all public buildings

Year 11 History - Living Under Nazi Rule

18 Opposition: the Left

Communist opposition was active and open

- The communists were the **extreme left** party who were the ideological rivals of the Nazis
- Although the communist party had been banned, members continued to hold meetings and produce **extremist** leaflets
- **Communists** produced 10,000 copies of their newsletter – the **Red Flag** - each month
- This highly visible opposition meant that many **communists** were quickly arrested by the **Gestapo**

The **Social Democrats** were less effective

- The Social Democrats were a left-wing party but were more **moderate** than the communists
- After 1933, most **Social Democrat** leaders fled the country
- The **Social Democrats** and **communists** were long-standing rivals and so didn't work together against the Nazis

19 Opposition: Church leaders

Despite Nazi attempts to control the Church, some Protestants and Catholics opposed Hitler

In 1933, Germany was still a very religious country. In the South, many Germans were Catholics who were more loyal to the Pope than Hitler. In the North, many Germans were Protestants who believed that the Nazi's actions clashed with the Bible.

Nazi measures to control the Church

extreme fight
In 1933, **Hitler** made an agreement with the Pope – the Concordat – in which he promised to leave German Catholics alone if they stopped opposing him. For Protestants, the Nazis set up a new Reich Church in which priests had to swear loyalty to Hitler. The SD spied on priests and church services.

Two individual priests led the Christian opposition to the Nazis

Martin Niemöller

- **Niemöller** was a Protestant priest who refused to join the **Reich Church**
- Instead, **Niemöller** set up the **Confessional Church** which preached against Nazi racial policy
- **Niemöller** and 800 other priests were sent to **concentration camps**
- **Cardinal Galen**
- **Galen**, a Catholic bishop, used his **sermons** to criticise Nazi racial policy
- Copies of Galen's **sermons** were passed around, inspiring further resistance
- The **Concordat** protected **Galen**, although he was placed under **house arrest** in 1941

20 Opposition: Youth groups

Some young people formed youth groups to oppose the Nazis

The Young Communists

Although the communist party was banned, the **Young Communists** continued to meet in secret. They disguised their meetings by organising hikes or camping trips. **Young**

Communist gangs wore red neckerchiefs and greeted each other in Russian rather than say "Heil Hitler". Like older communists, they were targeted by the **Gestapo**

Swing Kids

The **Swing Kids** met to listen to swing music, dance, and meet members of the opposite sex. **Swing** music was banned by the Nazis because it was associated with Black Americans. The **Swing Kids** rejected the uniforms worn by the **Hitler Youth**, instead dressing in American fashions and wearing their hair long. **Himmler** thought they were so dangerous that he ordered the **Gestapo** to arrest them.

Edelweiss Pirates

Members of the **Edelweiss Pirates** wore a white **Edelweiss** flower on their clothes. They organised camps and sang anti-Nazi songs. Some members picked fights with **Hitler Youth** members. In 1944, the Nazis hanged leaders of the **Edelweiss Pirates**, including six teenagers.

21 Albert Speer and the War Economy

At first, the Nazis achieved great military success

- In 1940, Germany invaded **Denmark**, **Norway**, and **France**
- In 1941, Hitler launched a surprise attack on the **Soviet Union** and advanced as far as **Moscow**
- However, by 1942, Germany faced three powerful allies – the **USA**, **Britain**, and the **Soviet Union** – and needed an increased supply of weapons

In February 1942, Hitler ordered **Albert Speer** to direct the war economy

war economy = an economy in which most workers and factories are producing goods for the war

Speer's plan to increase **production** included

- employing more women in factories
- using **concentration camp** prisoners as workers
- excluding skilled workers from military service
- trusting **industrialists**, not generals, to manage production

Speer's changes were highly successful, for example:

- the number of **tanks** produced in 1944 was **10 times** higher than in 1940
- the number of **aircraft** produced in 1944 was **4 times** higher than in 1940
- **ammunition** production **quadrupled** by 1943

Year 11 History - Living Under Nazi Rule

22 Impact of the war on German civilians

1. Shortages and rationing

- The war led to serious shortages of coal and food
- The Nazis introduced a confusing system of **rationing** in which people were given points according to their age and job: food, clothing, shoes, and coal were all rationed
- Jews were only allowed into shops just before closing time when most items were sold out

2. Changing roles of women

- **Speer** wanted women to work in factories and removed the restriction on **marriage loans** who worked to encourage women to come back to work
- However, this clashed with Hitler's traditional view of women and women were never **conscripted** into factory work like in Britain

- Although the number of women working in factories increased, most women chose to stay at home, especially with their husbands away in the army

3. Bombing

- From 1940 onwards, British and American aircraft bombed German cities
- The Nazis introduced measures to protect German civilians:
 - Air raid shelters were built in major cities
 - An **evacuation** programme – **KLV** – offered parents the opportunity to send their children to camps in the countryside
- However, these measures were not very successful:
 - the German air force – the **Luftwaffe** – were unable to stop the raids, even in daylight
 - Air raid shelters often collapsed
 - Very few parents sent their children to **KLV** camps because they were run by the **Hitler Youth**, were very strict, and were mainly used to indoctrinate young children

23 Wartime opposition

1. Everyday Resistance

During the war, examples of everyday resistance increased. For example: telling anti-Nazi jokes, saying 'Good Morning' rather than 'Heil Hitler', listening to the BBC and other foreign radio stations. These actions were still very dangerous: the **Gestapo** arrested and executed people for telling jokes.

2. The Hampels

Otto and Elise Hampel were an ordinary couple from Berlin. After Elise's brother was killed in the war, they began writing postcards that criticised the **Nazis** and left them in public places around Berlin. Nearly all of the 200 postcards were handed into the **Gestapo**. After going on trial in the **People's Court**, the **Hampels** were executed in 1943.

3. The White Rose

The **White Rose** was a group of students at **Munich University** led by **Hans and Sophie Scholl** and inspired by the sermons of **Cardinal Galen**. The **Scholls** and the **White Rose** distributed leaflets criticising Hitler and the war effort and encouraging other Germans to resist the Nazis. In 1943, a caretaker at the university saw the **Scholls** distributing the leaflets and told the **Gestapo**. The **Scholls** and the other leaders of the **White Rose** went on trial in the **People's Court** and were executed.

4. The July 1944 Bomb Plot

In July 1944, a German army officer – **Colonel von Stauffenberg** – attempted to assassinate Hitler. He and the other plotters were motivated by several factors: disagreement with Nazi policies towards Jews, belief that Hitler's leadership would lead to defeat in the war, unhappiness with the Nazi persecution of Catholic priests. However, **von Stauffenberg's** bomb only injured Hitler. The **SS** arrested and executed **von Stauffenberg**. The Nazis used the failed plot to re-establish control over the army by executing 5000 officers. **Hitler's** popularity increased.

24 Total War

total war = a war in which the entire population, including all civilians, is involved

THREE major developments in 1943-1944 turned the course of the war against the Nazis

- In **February 1943**, the Russian army - the **Red Army** – halted the German advance into Russia at the **Battle of Stalingrad** and began their own advance towards Germany
- In **1943**, the British air force – the **RAF** – and the American air force – the **USAAF** – increased their air raids on German cities
- On **D-Day in June 1944**, British, Canadian and American forces landed in France and began to advance towards Germany

The move to total war affected the German people in **THREE** ways:

1. **Goebbels** was appointed Minister for Total War, putting him in charge of getting every part of society working towards the war effort. This included:
 - using 7 million prisoners of war as forced labour in factories
 - finally **conscripting** women between 17 and 50 into the war effort, although many deliberately got pregnant to avoid work
 - activities that didn't help the war effort – such as going to the theatre, getting your hair dyed, or buying a magazine – were banned
 - increasing **propaganda** to encourage people to keep working and fighting
2. **Men who hadn't yet joined the army were conscripted into the Volkssturm**
 - The **Volkssturm** was a new unit of the German army created to defend Germany itself. All men aged **16 to 60** were required to join the **Volkssturm** and most recruits were teenagers or older men
 - Members of the **Volkssturm** received only four days training and wore no uniform, just an arm band:
3. **Allied air raids became more intense**
 - The **RAF** bombed German cities at night; the **USAAF** bombed military targets during the day. For example:
 - In July 1943, **RAF** and **USAAF** aircraft bombed **Hamburg** for 7 days and 7 nights, creating a firestorm that killed 30,000 people
 - In March 1945, over one thousand **RAF** bombers attacked **Dortmund**, destroying 98% of the buildings in the city

Year 11 History - Living Under Nazi Rule

25 Nazi rule in Western Europe

The **Netherlands** was invaded by the German army in 1940. The Nazis believed the **Dutch** had the same racial background as Germans. Therefore the Nazis did not interfere with Dutch schools or local political leaders and the Nazis tried to recruit Dutch men into the **SS**.

Dutch experience of Nazi Rule

In 1941, the Nazis began arrested Dutch Jews. By 1945, most Dutch Jews had been deported to death camps and murdered. The Nazis sent all Dutch men between 16 and 60 to Germany as **forced labourers**.

Resistance to Nazi Rule in the Netherlands

Resistance groups in the Netherlands opposed the Nazis by:

- hiding Jewish children
- refusing to work as **forced labourers**
- going on strike and refusing to drive trains carrying Nazi goods

However, some members of the Dutch police also **collaborated** with the Nazis by helping arrest Dutch Jews

26 Nazi rule in Eastern Europe

Features of the Nazi occupation of Poland

Poland was invaded by the German army in 1939. The Nazis planned to add part of Poland to Germany as **Lebensraum** for Aryan Germans: thousands of Poles were expelled from these areas. The remainder of **Poland** was renamed the **General Government**. In the **General Government**, the Nazis shut down schools and universities and arrested or murdered Polish political leaders.

Polish experience of Nazi Rule

Most people who lived in **Poland** in 1939 were **Slavs** or **Jews**, groups the Nazis thought were **untermenschen**.

- By 1945, almost 2 million Polish **Slavs** had been murdered
- By 1945, over 3 million Polish **Jews** had been murdered
- A further 1.5 million Poles were sent to Germany as **forced labourers**

Resistance to Nazi Rule in Poland

In 1944, the Polish resistance – the **Home Army** – led an uprising against Nazi rule in **Warsaw**. After two months, the Nazis crushed the uprising and Hitler ordered the complete destruction of **Warsaw**.

27 The Holocaust

1938-1939 - Forced Emigration

As in Germany, in occupied territories such as **Austria** and **Czechoslovakia**, the Nazis used **persecution** to force Jews to **emigrate**. For example, the **SS** organised the mass confiscation of Jewish valuables and homes.

1939-1941 - Ghettos

When the German army invaded Poland in 1939, millions of Jews came under Nazi control – too many to force to **emigrate**. The Nazis wanted to find a place to **deport** Jews to, but in the meantime they want to concentrate Jews in areas called **ghettos**. The largest **ghetto** was the **Warsaw Ghetto**

- The **ghetto** was **overcrowded**: a third of the population lived in 3% of city with 15 people living in each small apartment
- This led to the increased prevalence of **cholera**, **dysentery**, and **tuberculosis**

1941-1945 - The Final Solution & Death Camps

The German invasion of Russia in 1941 brought more Jews under Nazi rule. The **Einsatzgruppen** were four mobile killing units that followed the German army as they advanced East

- In each village and town, the **Einsatzgruppen** rounded up Jewish men, women and children and took them to secluded areas where they were murdered
- The **Einsatzgruppen** murdered one million Jews in 1941

Death Camps

- From 1942, the Nazi government in **Poland** began constructing **death camps**: camps where large numbers of people could be murdered in **gas chambers**
- Jews from **ghettos** across occupied Europe were **deported** to the death camps by train
- The largest **death camp** was **Auschwitz**
- A quarter of Jews who arrived at the camp were forced to do **slave labour**, including clearing dead bodies from gas chambers
- Three quarters of Jews who arrived at the camp were murdered: 12,000 people were murdered everyday, 1.1 million people in total

28 Responses to Nazi Rule

1. Collaboration meant working with the Nazis and helping them rule

The **Dutch Police** - In the **Netherlands**, members of the Dutch police force played a leading role in tracking down Jews. The authorities paid police officers a bonus for every Jew who was arrested and sent east to the **death camps**.

Croatia - The Croatian government was an ally of **Nazi Germany** and had similar **anti-Semitic** views. They were inspired by the Nazis to build their own **death camps** where they murdered three-quarters of the Jewish population.

2. Accommodation meant doing as you were told by the Nazis

Most people neither **collaborated** with the Nazis nor **resisted**. They just got on with their lives.

3. Resistance meant actively opposing the Nazis

The **French Resistance** - In France, the **Resistance** waged **guerrilla war** against the Nazis and undertook acts of **sabotage** against railways. During the British and American invasion of France, the **Resistance** helped to provide information on German troop movements.

The **Partisans** - The **Partisans** were bands of Jews who escaped from the **ghettos** and lived in the forest. They blew up railways and roads used by the Nazis and assassinated German officers and members of the **SS**.

The **Polish Home Army** - In 1944, the Polish resistance – the **Home Army** – led an uprising against Nazi rule in **Warsaw**. After two months, the Nazis crushed the uprising and Hitler ordered the complete destruction of **Warsaw**

KPI 1 What is a resource?

What is a resource?

A resource is a stock or supply of something that has a value or purpose. The three most important resources are water, food and energy. Food, water and energy is fundamental to human development.

Resources are not evenly distributed across the world. Most HICs have plentiful supplies and enjoy high standards of living. However, many sub-Saharan African countries lack resources and so struggle to progress.

KPI 2 Describe global distribution of resources and identify the problems caused by a lack of food, water and energy

Access to food, water and energy affects the economic and social well-being of people and countries. Global distribution is uneven. HICs have the most, NEEs (e.g. China) require a lot of energy to support their rapid development, LICs have the lowest consumption

Food

Without access to safe, nutritious food people become malnourished which affects development; Malnourishment increases the likelihood of getting diseases e.g. 1/3 of under 5's die. People who aren't getting enough to eat may not perform well at school meaning they lack skills to help a country's economic development.

Water

Without proper sanitation water resources get polluted.

Water borne diseases (e.g. cholera) kill millions each year.

Water is needed to produce food, clothes and many other products.

Energy

Countries need energy or industry and transport as well as homes.

HIC depend on a large stable supply of energy.

KPI 3 Describe the changes to food supply in the UK

- Demand for food in the UK is changing.
- By 2037 pop expected to be 73 million.
- 40% of food to UK is imported.

Why does the UK import so much food?

- Cheaper from abroad (esp if there has been a bad harvest)
- UK climates mean can't grow all types of food e.g. bananas
- Demand for seasonal food all year around e.g. strawberries
- Demand for greater choice of more exotic foods

What is the impact of importing food?

- Food miles – many foods travel long distances to get to the UK
- Transporting food is expensive
- Carbon footprint- the emission of carbon dioxide into the atmosphere

KPI 4 How is the UK responding to the challenges of changing food supplies?

Agribusiness

This is the intensive farming aimed at maximising the amount of food produced. Farms are run as commercial businesses. They have high levels of investment and use of modern technology and chemicals.

Organic Produce

Grown without the use of chemicals. Organic food has become increasingly popular, although higher labour costs often make it more expensive. Often organic produce is locally grown and seasonal

KPI 5 What is the difference between supply and demand for water in the UK?

The north and west of the UK have high rainfall which means a good supply of water. There is a water surplus. The south east and Midlands have high population density. However there is a water deficit. Water is being transferred from Wales to Birmingham to tackle water insecurity.

Water security is threatened by pollution due to;

- 1-Nitrates and phosphates from fertilizers are being washed in to rivers and groundwater.
- 2-Pollutants from vehicles are being washed in to rivers through run-off.
- 3-80% of water in the southern England comes from groundwater, but 50% has been affected by polluted water.

KPI 5 Describe how the UK's energy mix has changed

1971- 91% of UK's energy came from fossil fuels
1980- 22% of energy came from the newly discovered gas supply in the North Sea. However, this is running out.
1990- Nuclear energy increased
Today- there has been a shift towards renewable energy.
2025- coal powered stations are due to close.

This has happened because;

- A global shift towards renewable energy
- Depleting supplies of coal, oil and gas.

KPI 6 What are the solutions to the UK's changing energy mix?

Fracking – the removal of natural gas trapped deep in shale rocks. Fracking is controversial as people are concerned about; possible earthquakes, polluting underground water sources, high cost of extraction.

Nuclear- Nuclear Plants are expensive to build e.g. Hinkley Point could cost £18 bn. The building of plants can provide job opportunities. High cost of producing electricity. Risk of harmful radiation leaks
Warm water can harm ecosystems.

Renewables - The UK has a lot of potential for generating renewable energy: wind farms, hydroelectric power, tidal power and solar panels. Wind farms have high construction costs, local homeowners can have lower bills. They have a visual impact of the environment and can create noise. They also reduce the UK carbon footprint.

KPI 7 What is energy security?

A country's energy security depends in its supply and consumption

- Energy surplus is a situation in which the quantity of energy available is more than the quantity demanded
- Energy Deficit is a situation in which the quantity of energy available is less than the quantity demanded
- Energy distribution is the way in which energy is spread out and shared over specific areas.

The balance between energy supply and demand determines the level of energy security. If supply exceeds demand then a country has energy surplus. If demand exceeds production, there is an energy deficit and the country suffer from energy insecurity.

KIP 8 What factors affect supply?

1. Technology – makes energy sources in difficult environments exploitable
2. Political factors – instability in areas of the world mean countries need to seek alternative energy sources. The UK government has cut subsidies for renewable energy
3. Costs of exploitation and production – Some energy sources are costly to exploit, nuclear power stations are expensive to build
4. Physical factors – geology determines the availability of fossil fuels, geothermal energy is produced in areas of tectonic activity
5. Climate – the amount of sun and wind influence the availability of solar and wind energy. HEP needs a suitable dam site.

KPI 9 Why is consumption increasing?

- Countries become more developed and as a result of a growth of manufacturing energy use increases
- Global population has risen and as a result energy consumption increases

KPI 10 What are the impacts of energy insecurity?

1. Exploiting resources in difficult and sensitive areas The Arctic accounts for 13% of the world's undiscovered oil. This region has great potential to supply energy in the future. There are many potential impacts including: Drilling equipment may sink during the summer thaw. Political issues develop because the territory north of the Arctic circle is claimed by 8 countries. Long distances and limited transportation increase transport costs.
2. Impacts of food production – using biofuels like maize and sugar cane for energy have led to an increase in food prices. Biofuels are grown on land used for food production.
3. Impacts on industry – some countries suffer shortfalls of electricity which can lead to the closure of factories and offices impacting economic activity.
4. Potential for conflict -shortage of energy can lead to political conflict.

KPI 11 What are the advantages and disadvantages of extracting natural gas?

The Camisea project began in 2004 in Amazonian Peru
Advantages: Peru could make several billion dollars in gas exports, it provides jobs, it could save Peru up to US\$4 billion in energy costs
Disadvantages: Deforestation will affect the Amazon,

KPI 12 What is sustainable energy?

Sustainability means meeting the needs of today without impacting the future.

A sustainable energy supply involves balancing supply and demand.

Energy demand can be reduced by increasing energy conservation

Reducing the use of fossil fuels can reduce carbon footprints.

KPI 14 How can energy be developed in a sustainable way?

Chambamontera Micro Hydro Scheme

Isolated community in Peru -50% survive on \$US2 a day

How does it work?

High rainfall, steep slopes and fast flowing rivers mean ideal for HEP

Scheme cost US\$51,000 -money from Japan plus community paid

Benefits

Provides renewable energy

Low maintenance and running costs

Little environmental impact

Local labour and materials

Less need to burn wood so reduced deforestation

KPI 1 What is Urbanisation and where is it happening?

This is an increase in the amount of people living in urban areas such as towns or cities. In 2007, the UN announced that for the first time, more than 50 % of the world's population live in urban areas.

Urbanisation is happening all over the world but in LICs and NEES rates are much faster than HICs. This is mostly because of the rapid economic growth they are experiencing.

KPI 2 What causes urbanisation?

Rural -urban migration and natural increase cause urbanisation

Rural - urban migration is the movement of people from rural to urban areas. People move due to Push and Pull factors.

Push: Natural disasters, War and Conflict, Mechanisation, Drought, Lack of employment

Pull: More Jobs, Better education & healthcare, Increased quality of life, Following family members.

Natural increase is When the birth rate exceeds the death rate.

Increase in birth rate due to; High percentage of population are child-bearing age which leads to high fertility rate. Lack of contraception or education about family planning

Lower death rate due to; Higher life expectancy due to better living conditions and diet. Improved medical facilities helps lower infant mortality rate.

KPI 3 What is a mega city?

A mega city is a city which has over 10 million people living there. More than two thirds of current megacities are located in either NEEs (Brazil) and LICs (Nigeria). The amount of megacities are predicted to increase from 28 to 41 by 2030.

KPI 4 What is sustainable urban living?

Sustainable urban living means being able to live in cities in ways that do not pollute the environment and using resources in ways that ensure future generations also can use them.

KPI 5 How can urban areas be made more sustainable?

Water Conservation- This is about reducing the amount of water used.

- Collecting rainwater for gardens and flushing toilets.
- Installing water meters and toilets that flush less water.
- Educating people on using less water.

Energy Conservation -Using less fossil fuels can reduce the rate of climate change.

- Promoting renewable energy sources.
- Making homes more energy efficient.
- Encouraging people to use energy.

Creating Green Space - Creating green spaces in urban areas can improve places for people who want to live there.

- Provide natural cooler areas for people to relax in.
- Encourages people to exercise.
- Reduces the risk of flooding from surface runoff.

Waste Recycling - More recycling means fewer resources are used. Less waste reduces the amount that eventually goes to landfill.

- Collection of household waste.
- More local recycling facilities.
- Greater awareness of the benefits in recycling.

KPI 6 What is an example of sustainable urban living?

Freiburg is in west Germany. The city has a population of about 220,000. In 1970 it set the goal of focusing on social, economic and environmental sustainability the city's waste water allows for rainwater to be retained. The use of sustainable energy such as solar and wind is becoming more important. 40% of the city is forested with many open spaces for recreation, clean air and reducing flood risk.

KPI 7 How can traffic be managed to make cities more sustainable?

Urban areas are busy places with many people travelling by different modes of transport. This has caused urban areas to experience different traffic congestion that can lead to various problems.

- Traffic increases air pollution which releases greenhouse gases that is leading to climate change
- Congestion can make people late for work and business deliveries take longer. This can cause companies to lose money.
- There is a greater risk of accidents and congestion a cause of frustration. Traffic can also lead to health issues for pedestrians

An integrated transport system is one which links different forms of public and private transport within a city and the surrounding area.

Congestion solutions

- Widen roads to allow more traffic to flow easily
- Build ring roads and bypasses to keep through traffic out of city centres.
- Introduce park and ride schemes to reduce car use
- Encourage car-sharing schemes in work places.
- Have public transport, cycle lanes & cycle hire schemes.
- Having congestion charges discourages drivers from entering the busy city centres.

In 2012 Bristol was the most congested city in the UK. Now the city aims to develop its integrated transport system to encourage more people to use the public transport. The city has also invested in cycle routes and hiring schemes.

KPI 11 What is the impact of urban sprawl?

Urban sprawl is the uncontrolled growth of towns and cities, encroaching on rural surroundings. Land is cheaper in rural areas City expands allowing more space for population growth. However, Once the land is built on, it is unlikely to be turned back to the countryside. Valuable farmland may be lost. Natural habitats may be destroyed.

Greenbelts are a zone of land surrounding a city where new building is strictly controlled to try to prevent cities growing too much and too fast.

Brownfield sites is an area of land or premises that has been previously used, but has subsequently become vacant, derelict or contaminated.

KPI 8 Where is Bristol and why is it an important city?

Bristol is a city and county in South West England with a population of 454,200 in 2017. The district has the 10th largest population in England.

Cities importance:

- Two Universities
- Two Cathedrals
- Developed in the 18th century as part of the Triangular trade linking West and Africa and the West Indies.
- Largest concentration of Silicon chip manufacturing outside California.
- UK's 8th most popular tourist city
- Strategic position on the M4 corridor

KPI 9 What impact has migration had on Bristol?

Between 1851 and 1891 Bristol's population doubled as people arrived looking for work. Migrants work in wide range of industries including retail, manufacturing and Health. Bristol's population is made up from 50 countries A large number of migrants come from the EU but also Somalia, India

KPI 10 How can urban areas be regenerated?

Urban regeneration is the investment in the revival of old, urban areas by either improving what is there or clearing it away and rebuilding.

An example of an area of regeneration was the Temple Quarter area

Aims: To regenerate the Temple Quarter as it was one of the first areas visitors see when entering the city. This includes the regeneration of the ironworks.

Main features: 4 main areas regenerated covering 70 ha. Target to generate 4000 new jobs by 2020. There will be 240,000m² of either new or refurbished buildings creating homes, office spaces, shops, and a redeveloped railway station.

Gentrification is the process whereby the character of a poor urban area is changed by wealthier people moving in, improving housing, and attracting new businesses, often displacing current inhabitants in the process.

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KPI 12 Where is Rio and why is it an important city?

Rio is a coastal city situated in the Southeast region of Brazil within the continent of South America. It is the second most populated city in the country (6.5 million) after Sao Paulo.

- Has the second largest GDP in Brazil
- It is headquarters to many of Brazil's main companies, particularly with Oil and Gas.
- Sugar Loaf mountain is one of the seven wonders of the world.
- One of the most visited places in the Southern Hemisphere.
- Hosted the 2014 World Cup and 2016 Summer Olympics

KPI 13 Why has Rio grown?

Rio has become home to various ethnic groups. However, more recently, millions of people have migrated from rural areas that have suffered from drought, lack of services and unemployment to Rio. People do this to search for a better quality of life. This expanding population has resulted in the rapid urbanisation of Rio de Janeiro.

KPI 14 What are the opportunities of living in Rio?

- Social: Standards of living are gradually improving. The Rio Carnival is an important cultural event for traditional dancing and music.
- Economic: Rio has one of the highest incomes per person in the country. The city has various types of employment including oil retail and manufacturing
- Environmental: The hosting of the major sporting events encouraged more investment in sewage works and public transport systems.

KPI 15 What are the challenges of living in Rio?

- Social: There is a severe shortage of housing, schools and healthcare centres available. Large scale social inequality, is creating tensions between the rich and poor.
- Economic: The rise of informal jobs with low pay and no tax contributions. There is high employment in shanty towns called Favelas
- Environmental: Shanty towns called Favelas are established around the city, typically on unfavourable land, such as hills

KPI 16 What is a self-help scheme?

Rocinha, Bairro Project the authorities have provided basic materials to improve people's homes with safe electricity and sewage pipes. Government has demolished houses and created new estates. Community policing has been established, along with a tougher stance on gangs with military backed police. Greater investment in new road and rail network to reduce pollution and increase connections between rich and poor areas.

Y11 FRENCH – Term 2: Revision

1	Last weekend, I went to a restaurant to celebrate my brother's birthday.	Le weekend dernier, je suis allé au restaurant pour fêter l'anniversaire de mon frère
2	When I was younger, I was more shy and I did not talk often to others.	Quand j'étais plus jeune j'étais plus timide et je ne parlais pas souvent avec les autres.
3	During my free time I love to play basketball because it is really fun.	Pendant mon temps libre j'adore jouer au basket parce que c'est très divertissant.
4	Tomorrow evening, I am going to go to the sports centre with my friends where we are going to do weightlifting. It will be great!	Demain soir, je vais aller au centre sportif avec mes copains où on va faire du musculation, ce sera génial!
5	When I am older, I would really like to go to Glastonbury Festival because I love music.	Quand je serai plus âgée j'aimerais bien aller au festival de Glastonbury car j'adore la musique
6	My favourite holiday is Christmas because we receive a lot of gifts.	Ma fête préférée c'est le Noël car on reçoit beaucoup de cadeaux
7	Normally I go on holiday to France with my family.	Normalement je vais en vacances en France avec ma famille.
8	Next year we will go to Spain and I am looking forward to it because we will stay at a big villa!	L'année prochaine on ira en Espagne et j'attends avec impatience parce qu'on restera dans un grand villa!
9	I like maths and English because I find them useful and necessary.	J'aime les maths et l'anglais car je les trouve utiles et nécessaires.
10	Unfortunately it is forbidden to use you mobile at school, which I find unfair.	Malheureusement il est interdit d'utiliser son portable au collège, ce que je trouve injuste.
11	From my point of view, I am very motivated, hardworking and honest.	À mon avis je suis très motivé, travailleur et honnête.
12	I would like to work at a cafe or a restaurant to earn a bit of money.	J'aimerais travailler dans un café ou un restaurant pour gagner un peu d'argent
13	What worries me a lot in the word is pollution.	Ce qui me préoccupe beaucoup dans le monde c'est la pollution
14	At home, we (do) recycle and we try to minimise our rubbish.	Chez moi, on fait du recyclage et on essaie de minimiser notre déchet

Grade 7+ Show Off Language

Opinions
malgré le fait que- In spite of the fact that je dois avouer que- I must admit that j'attends ça avec impatience- I'm excited for it/that (I await it with impatience) j'en ai marre- I'm tired of it soit...soit...- either...or... je suis mal à l'aise avec- I am uncomfortable with
Subjunctive
bien que je sois (paresseux/se)- even though I am (lazy) il faut que je fasse- I have to do c'est dommage qu'il soit- it's a shame that it's je doute qu'il soit important de + infinitive- I doubt that it's important to...
Si clauses + conditional
si j'avais l'occasion- if I had the opportunity (I would...) si j'étais riche- If I were rich (I would...) si j'avais le temps - If I had the time (I would...) si je pouvais - If I could (I would...)
Past Tense
j'aurais aimé + infinitive- I would have liked (to...) j'avais décidé que- I had decided that j'avais toujours rêvé de + infinitive- I had always dreamed of... je me suis rendu(e) compte que- I realised that j'étais ravi(e) que- I was delighted that... j'étais en train de + infinitive- I was in the middle of (doing...)
Connectives
néanmoins- nevertheless du coup- thus/therefore au lieu de- instead of après avoir fait cela- After having done that...

Y11 Spanish : Global Issues

1	I live in a block of flats on the first floor	Vivo en un bloque de pisos en la primera planta
2	My flat is in the outskirts of the city	Mi piso está a las afueras de la ciudad
3	In my flat there are two bedrooms, a bathroom a kitchen and a big living room	En mi piso hay dos dormitorios, un baño, una cocina y un salón grande.
4	In order to look after the environment I turn off the lights and I unplug the electrical appliances	Para cuidar el medio ambiente apago la luz y desenchufo los aparatos eléctricos
5	I unplug the computer and I prefer to use the shower to save water.	Desenchufo el ordenador y prefiero usar la ducha para ahorrar energía
6	We also recycle paper, plastics and glass and we buy green product.	También reciclamos el papel, el plástico y compramos productos verdes.
7	We must do as much as possible to not waste energy.	Se debe hacer todo lo posible para no malgastar energía
8	For me the biggest global issue is poverty and unemployment	Para mi el problema global más grande es la pobreza y el desempleo
9	Also there are animals in danger of extinction and the pollution of rivers and seas	Además hay los animales en peligro de extinción y la contaminación de ríos y mares
10	There are also health issues like drug addiction and obesity	Hay también problemas de salud como la drogadicción y la obesidad
11	We should plan more trees and save energy at home	Se deben plantar más árboles ,y ahorrar energía en casa

12	We must look after the environment and create more jobs	Se debe cuidar el medio ambiente y crear más empleos
13	Also, we must do publicity campaigns to end poverty	También se deben hacer campañas para terminar con la pobreza
14	In order to be healthy I have a healthy diet.	Para estar sano tengo una dieta sana
15	In the future I am going to try to eat less sweets and to exercise more	En el futuro voy a intentar comer menos dulces y hacer más ejercicio
16	I think that smoking and drinking alcohol is stupid and a waste of money	Creo que fumar y beber alcohol es estúpido y una pérdida de dinero
17	It gets you hooked	Te engancha
18	In my opinion sports events create employment , tourism and it unites people	En mi opinión los eventos deportivos crean empleos, turismo y une a las personas
19	However, a disadvantage is the traffic and the risk of terrorist attacks.	Sin embargo, una desventaja es el tráfico y el riesgo de ataques terroristas

Paper One – Year 11 Buddhist worship and practices Full course

temples	Buddhist place of worship where Buddhists come together to worship, learn and meditate. These often include a main hall , meditation hall and one or more shrines .
shrines	Found in temples and homes, these provide a focus for Buddhist worship . They usually have a Buddha rupa and offerings.
monasteries	A place where Buddhist monks or nuns live.
meditation halls	A quiet space where Buddhists can meditate together.
Buddha rupa	Statue of the Buddha.
shrine offerings	Flowers – to represent anica (impermanence). Candles – to represent the light of the dharma that drives away the darkness of ignorance. Water – to represent dependent arising (all life depends on water).
puja	Buddhist act of worship that expresses gratitude to the Buddha and devotion to his teachings as well as helping to calm and focus the mind.
chanting	A type of Buddhist worship that involves reciting Buddhist scriptures . It helps remind Buddhists of important teachings as well as helping to calm and focus the mind.
mantra recitation	A set of words or syllables that are chanted over and over again. These help to calm and focus the mind. Some Mahayana Buddhists believe that mantras have magical powers. Pure Land Buddhists believe that chanting the name of Amida Buddha helps them to be reborn into the Pure Land.
malas	A mala is a string of prayer beads that helps Buddhists to keep count of their mantras
meditation	Samatha : Aim is to calm and focus the mind by concentrating on a single object, often the breath but could be a candle flame, bowl of water etc. Vipassana (insight meditation): Aim is to gain insight into the true nature of reality (the three marks of existence) through mindfulness of all thoughts, feelings and sensations. Zazen means 'sitting meditation' and is the type of vipassana practiced by Zen Buddhists in Japan Visualisation of Buddhas and bodhisattvas : Aim is to concentrate the mind and develop the qualities associated with the Buddha or bodhisattva. Pure Land Buddhists believe that visualising the Pure Land will help them to be reborn there.

KPI1: To explain the nature, use and importance of Buddhist places of worship.

- A temple is often at the heart of a Buddhist community; a temple may include meditation hall (**gompas**) shine depicted to the Buddha or in Mahayana temples a **Bodhisattva**.
- A **stupa** is designed to symbolise the 5 Buddhist elements; water, earth, fire, water and wisdom.
- Buddhist will make offerings at a shrine for example light – wisdom, flowers- reminder that all things are impermanent, incense- purity.

KPI2: To understand the significance of worship for Buddhist.

- Worship (**Puja**) allows Buddhist to express their gratitude and respect for the Buddha and his teachings.
- Chanting**- is a devotional practice
- A **mantra** is a word, a syllable, a phrase or a short prayer that is spoken once or repeated over and over again.

KPI3 To be able to explain the importance and aim of meditation in the Buddhist path.

- Meditation is an important practice for Buddhist it provides a spiritual exercise that calms the mind and leads to the development of insight into the nature of existence.
- Before meditation, Buddhist may recite the three refuges. The purpose of meditation is to develop a still and calm and focuses mind.
- To understanding the techniques and purpose of the samatha meditation and the practice of zazen meditation.
- Samatha** or calming meditation – this kind of meditation helps to calm the mind by focusing on one object, feeling or idea, it is practices amongst Theravada Buddhism. The idea is to become more 'mindful' of your breathing.
- Vipassana** meditation is often called 'insight meditation'. This form of meditation is used to achieve insight into the true nature of things. The aim is a complete change of the way we perceive and understand the universe, and unlike the temporary changes brought about by Samatha, the aim of Vipassana is permanent change.
- Zazen** is a Japanese word 'seated meditation', it is practiced by Zen Buddhist. It is intended to lead to a deeper understanding of the nature of existence.

KPI4: To be able to describe how Buddhists use visualisation of Buddha's and Bodhisattvas as a form of worship.

- Various Buddhist use visualisation as a part of meditation, it involves imagining an object on one's mind.
- Tibetan Buddhist will often visualise a 'deity' when they meditate, for a Buddhist a deity is not a God but a being who has become fully enlightened.
- A **thangka**, is a Tibetan Buddhist painting on cotton.
- One of the richest visual objects in Tibetan Buddhism is the mandala. A mandala is a symbolic picture of the universe. It can be a painting on a wall or scroll, created in coloured sands on a table.
- The mandala's purpose is to help transform ordinary minds into enlightened ones and to assist with healing.

rituals associated with death and mourning	<p>Theravada communities: Money is given to charity and the merit (good karma) is transferred to the deceased (dead person). This is represented by pouring water into an overflowing bowl.</p> <p>Japan: In Japan they observe the Obon festival when it is believed that the spirits of the dead return to earth for one night. The graves of dead relatives are visited and, at the end, floating lanterns are put into rivers, lakes and seas to guide the spirits back to their world.</p> <p>Tibet: Sky burial is the traditional burial practice in Tibet. This is where the bodies of the dead are left in a high place to be eaten by vultures. The dead and dying are often read to from the 'Bar do Thodol' (Tibetan book of the dead) to guide their journey through the bar do.</p>
Wesak	<p>Theravada festival that celebrates the Buddha's birth, enlightenment and death. Buddhists light candles, make offerings and visit the local temple to meditate and listen to Buddhist teachings.</p>
Parinibbana day	<p>Mahayana festival that celebrates the Buddha's death and passing in to parinibbana (final nibbana). Buddhists meditate, worship and sometimes go on a pilgrimage.</p>
kamma (karma) and rebirth	<p>Universal law that a person's actions affect their happiness and suffering in this and future lives. Skilful actions (motivated by metta/karuna) lead to happiness. Unskilful actions (motivated by ignorance/greed/anger) lead to unhappiness.</p>
loving kindness (metta)	<p>A desire for all beings to be happy. Buddhists believe that this can be developed through meditation.</p>
compassion (karuna)	<p>A desire to help stop the suffering of individuals. In Mahayana Buddhism this is an essential characteristic of a bodhisattva.</p>
The five moral precepts	<p>Abstain from: (1) killing or harming living beings (2) taking what is not given (3) sexual misconduct (4) wrong speech (5) intoxication</p>
The six perfections necessary to become a bodhisattva in the Mahayana tradition	<ol style="list-style-type: none"> 1) Generosity – Give without expecting anything in return 2) Morality – Keep the five moral precepts 3) Patience – Endure suffering and be compassionate to others 4) Energy – Put effort and enthusiasm into the practice of the dharma 5) Meditation – Develop mental concentration and mindfulness 6) Wisdom – Understand the true nature of reality and how to develop the other five perfections

KPI8: To explore how ethical teachings govern Buddhist behaviours

The Buddhist word for compassion is karuna. Karuna teaches that a Buddhist should care for others even though they are also attempting to overcome their own suffering.

Metta means loving kindness. It is important to Buddhists to have this selfless attitude as it helps them overcome the Three Poisons, which are ignorance, greed and hatred.

KPI5- To understand the origins and celebrations and importance of Buddhist festivals

- **Wesak** is the most important of the Buddhist festivals
- It celebrates the Buddha's birthday, and, for some Buddhists, also marks his enlightenment and death.
- Buddhists will visit their local temple for services and teaching, and will give offerings to the monks of food, candles and flowers.

KPI6- To understand the origins and celebrations and importance of Parinirvana Day

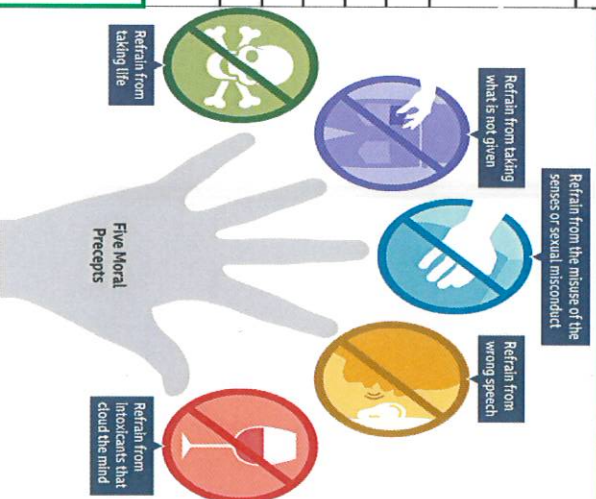
- This is a Mahayana Buddhist festival that marks the death of the Buddha. It is also known as **Nirvana Day**. Buddhists celebrate the death of the Buddha, because they believe that having attained **Enlightenment** he achieved freedom from physical existence and its sufferings.

KPI7 To explore how ethical teachings govern Buddhist behaviours

Buddhists believe that their actions today will impact their happiness in the future. This principle is called karma and it encourages Buddhists to be generous, kind and compassionate towards others.

"If one speaks or acts with a wicked mind, because of that, pain follows one. If one speaks or acts with a good mind, because of that, happiness follows one."

Pali canon The Dhammapada: verses 1-2



KPI9

The six perfections are important as they allow a Buddhist the opportunity and the means to follow the Buddha's Dharma (Dharma). This allows them to reach enlightenment, which is what all Buddhists attempt to achieve in their lifetime.

The six perfections give guidelines as a structure for how to live a good life and behave in a morally good way. Examples of morally good behaviour include being generous and charitable, putting other people before yourself, always telling the truth and being mindful of other people's feelings.

<https://www.bbc.co.uk/bitesize/guides/zkdb6f/revision/6>

Formal Elements	Colour Theory	Tips, Tools & Techniques	Keywords, Concepts & Artists
<p>Line</p> <p>A mark that connects two or more points. These can be straight, curved, short or long. Specific types of line include: outline (generally a black line that goes around an image) and continuous line (a line in which you do not take your pencil/pen off the page)</p>	<p>Primary Colours</p> <p>Colours that can't be mixed/ made from other colours e.g. red, yellow and blue.</p> <p>Secondary Colours</p> <p>Colours that can be made by mixing two primary colours.</p> <p>Red + Blue = Purple Yellow + Blue = Green Yellow + Red = Orange</p> <p>Tertiary Colours</p> <p>Colours that can be made by mixing a primary and secondary colour together e.g. Blue + Green = Turquoise.</p> <p>Complementary Colours</p> <p>Colours that are opposite each other on the colour wheel.</p> <p>Blue & Orange Red & Green Purple & Yellow</p> <p>Analogue/ Harmonious Colours</p> <p>Colours that are next to each other on the colour wheel e.g. Red, red-orange and orange.</p>	<p>Grid-Method</p> <p>A method of drawing to recreate, enlarge or reduce an image ensuring accurate proportions.</p> <p>Mono-Printing</p> <p>A form of printmaking that has lines or images that can only be made once.</p> <p>Shading Techniques</p> <p>Hatching, Cross-Hatching, Stippling and Scumbling.</p> <p>Blender Stick</p> <p>A paper stump that allows you to blend tones.</p> <p>Acrylic Paint</p> <p>A water-soluble paint which can be layered due to quicker drying time without muddying previously applied layers.</p> <p>Watercolour Paint</p> <p>Paint made with a water-soluble binder such as gum arabic, and thinned with water, giving a transparent colour.</p> <p>Thumbnail Designs</p> <p>Small sketches outlining ideas in a simplistic way.</p>	<p>Proportion</p> <p>The size and relation of objects to one another. Using the grid-method is one way of helping you draw using accurate proportions.</p> <p>Composition</p> <p>This is where you place objects on a page. You can explore different layouts such as close up, far away, busy, quiet, off centred, clustered.</p> <p>Mixed Media</p> <p>Artwork in which more than one material has been used.</p> <p>Copy of Work</p> <p>Copying the style and technique of an artist's work to enable you to understand the process of how it has been made.</p> <p>Own Interpretation</p> <p>Developing your own work by applying artist style or technique to your own ideas.</p> <p>Refining Ideas</p> <p>Annotating and evaluating experiments and as a result making decisions to improve work.</p>
<p>Texture</p> <p>How something looks or feel e.g. fluffy, rough, smooth etc.</p> <p>Visual Texture - implied sense of texture that the artist creates through the use of various artistic elements such as line, shading, and color.</p> <p>Physical Texture - texture you can actually feel with your hand</p> <p>Pattern</p> <p>A symbol, shape or colour that repeats. Man-made patterns are designed by humans, natural patterns are formed by nature.</p> <p>Shape/Form</p> <p>Shape is 2D e.g. rectangles. Form is 3D e.g. cubes, spheres etc.</p>			


Painting Techniques		More Keywords	
Impasto	Paint is laid on an area of the surface in very thick layers, usually thick enough that the brush or painting-knife strokes are visible.	Observational Drawing	Drawing something from real life in front of you.
Sgraffito	Scratching away paint while it's wet to expose the underpainting. It's especially useful when depicting scratches, hair, grasses and the like. You can use almost any pointed object for this – try rubber shaping tools or the end of a brush	Primary & Secondary Sources	Primary = real objects or your own photos that you have taken yourself Secondary = an image from the internet or books
Dry Brushing	This is a method of applying colour that only partially covers a previously dried layer of paint. Add very little paint to your brush and apply it with very quick, directional strokes. This method tends to work best when applying light paint over dark areas/dried paint and is useful for depicting rock and grass textures.	Portraiture	A piece that depicts a human face or figure.
Wet-in-Wet	Start by brushing water (and only water) onto your paper. Then dip your brush in paint and spread it over the water wash. The paint will feather and diffuse like magic.	Landscape	A piece that depicts a view of some sort e.g. mountains, the sea, fields, woodlands, buildings etc.
Adding texture with Salt	When salt is sprinkled on a wet wash, it starts to gather the watercolor pigments and makes the coolest texture. The effect will vary depending on the size of the grains of salt and the wetness of the paper	Still Life	A piece that depicts objects or something that is generally static (does not move).
Underpainting	An underpainting is essentially a monochrome wash that's used for the first layer of the painting. You'll add layers of transparent washes over the underpainting, which gives realistic and luminous effects		

Y 11 Performing Arts Component Three - Devising Drama


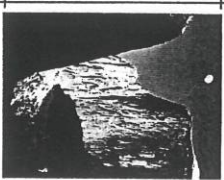


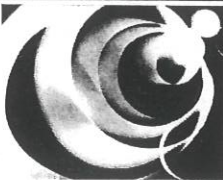

Technique	Definition	Stage types
Freeze Frame	When a scene 'freezes' for a moment to allow the audience to really explore the moment. It is like pressing pause on live action.	Proscenium Arch, Black Box Studio, End On, traverse, thrust, In-the-round, promenade.
Angel vs. Devil	Non-naturalistic technique exploring two different parts of conscience.	Potential audience demographics
Mime	Communicating emotion or meaning using only physical movements, no words or sound.	
Role play	Using all of your acting skills to become somebody else.	
Physical Theatre	Using your body to create an object or emotion.	
Characterisation	Using a variety of skills, improvisation techniques and background information to become your character.	Theatrical styles
Performance Discipline	Maintaining extremely high and professional levels of focus and concentration throughout rehearsals and performance.	
Co-operation	Working respectfully with peers throughout rehearsals and performances, allowing each other's voice to be heard and adapting your ideas to best suit the success of the performance.	
Ensemble	A group of people all working together in a performance for the best possible outcome.	
Flashback	A moment during the action when the natural flow is interrupted so that a moment from the past can be repeated/played.	Devising stimulus
Sound collage	A variety of live and recorded sound played simultaneously to create a sense of place, emotion or mood.	
Split staging	Two different scenes taking place simultaneously in two different parts of the stage.	
Cross cutting	Going back and forth between two scenes on stage - one scene performs whilst the other pauses, then switches around at certain points.	


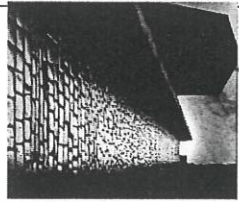



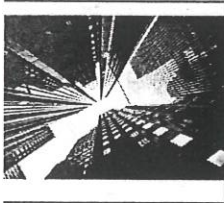
Rehearsal strategies		Key vocabulary			
Annotating the text - As you read the text highlight and annotate each line your character says to show your character's emotions.	Experiment with different props - Experiment with different props as you perform, making decisions on what would be best and why. Remember everything you place on stage is communicating something to the audience.	Experimenting with Proxemics - Develop your initial blocking by experimenting with proxemics. Do things like take a step closer when your character is angry.	Practitioner - A theatre practitioner is a person or theatre company that creates practical work or methods.	Responsibilities - Taking ownership for an aspect of the performance. This could be learning lines, attending rehearsals, organising props, set, costume or music.	Proxemics - The amount of distance or space between actors, the amount of space between actors and audience.
Character motivation and gesture - Improve your understanding of your character by identifying in the text and your actions the character's motivation. Find ways of emphasis or making that motivation clear through movement, gestures, proxemics etc...	Experimenting with emphasis and intonation - Develop your performance further by experimenting with details of your voice work. Look to see how you can improve the emphasis you place on words or your intonation to make sure you are communicating to your audience.	Speed Reads - A really useful idea to do when your play is nearly ready to perform is to do a speed read, or speed run through. This is when you go through as quickly as possible to make sure your blocking is secure in your mind.	Exploration - Experimenting with different ideas to see which words and which are more effective.	Rehearsal - Practising the performance, making changes and improvements.	Reflection - Looking at the performance and forming opinions about its success. Setting targets for improvement and development.
Sit Down, Stand Up and Lean - To give you ideas when you start blocking, experiment with putting characters at different levels (standing, sitting, leaning etc...). Then play with it by saying things like "every time you say a line you have to change your position with someone else". This will just give you an early idea for blocking that you can develop later.	Entrances and exits - As you add technical elements to your performance you should also rehearse entrances and exits. In most cases and plays, the characters aren't going off or coming on stage, but they are going to other locations or places. Where are those locations and can the audience get this from your actions?	Hotseating - Ask a character to sit and respond to questions about themselves. Characters have to answer as themselves and use their knowledge of the text to answer the questions by either referring to what they know of the text or making reasonable inferences based on the text.	Blocking - Decisions about where actors enter, exit and stand on the stage.	Focus - Staying on character and fully committing to the performance or rehearsal process.	Collaboration - Working together to share ideas.
Things to consider during the devising process... <ul style="list-style-type: none"> - What do you want to achieve? Why? - What is the purpose? Why? - What style would be most suitable? Why? How will you demonstrate the style? - Which acting techniques are most appropriate? Why? - What do you already know about the subject matter? What questions do you have about the subject matter? - How do you plan to conduct your research? What will be your role? - What will be the moral or themes? - Which practitioner will influence your work? How? - Planning of rehearsals? - Structure of the performance. The time of day/the setting? 					

Year 11 Photography—Unit 2 Term 2

<p>AO1- Assessment objective 1 – Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Artist Research!!</p> <p>Evidence can include:</p> <p>Artist research, contextual research, analysis of artist artwork, thumbnail sketches showing composition.</p> <p>Grading criteria for level 9:</p> <p>Demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly.</p>	<p>AO2- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Experimenting!!</p> <p>Evidence can include:</p> <p>Photoshoots, investigating different techniques, annotating of your contact sheet, post production editing.</p> <p>Grading criteria for level 9:</p> <p>Effectively apply a wide range of creative and technical skills, experimentation and innovation to develop and refine work</p>	<p>AO3-Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Annotations!!</p> <p>Evidence can include:</p> <p>Photoshoot plans, thumbnail sketches, storyboards, visual analysis of photography.</p> <p>Grading criteria for level 9:</p> <p>Record and use perceptive insights and observations with well-considered influences on ideas</p>	<p>Ao4-Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Final Response!!</p> <p>Evidence can include:</p> <p>A personal and purposeful response to an artist/ context. response should be informed by the study of artists/ techniques.</p> <p>Grading criteria for level 9:</p> <p>Demonstrate advanced use of visual language, technique, media and contexts to realise personal ideas</p>
<p>Photography techniques</p> <p>Focal point-</p> <p>Having a clear point in a photo to draw the viewers eye.</p> <p>Drawing out plans-</p> <p>Using thumbnail sketches and quick sketches to plan out photoshoots, outcomes and compositions.</p> <p>Camera settings-</p> <p>Using the correct camera setting for what you are photographing, to get the best outcomes.</p> <p>Developing Ideas-</p> <p>Using multiple different techniques and materials, but still working around one overarching theme.</p> <p>Planning photoshoots/ outcomes-</p> <p>Making work purposeful and using time efficiently.</p>			
<p>Camera settings</p> <p>A-DEP Automatic Depth of Field</p> <p>M Manual</p> <p>AV Aperture – Priority</p> <p>TV Shutter — Priority</p> <p>P Programmed Automatic</p> <p>[A+] Scene Intelligent Auto</p> <p>[No Flash] No Flash</p>			
 <p>Filming</p> <p>Night Portrait</p> <p>Sports</p> <p>Macro</p> <p>Landscape</p> <p>Portrait</p> <p>CA Creative Auto</p>			

<p>A01-Assessment objective 1 – Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Artist Research!!</p> <p>Evidence can include:</p> <p>Artist research, contextual research, analysis of artist artwork, thumbnail sketches showing composition.</p> <p>Grading criteria for level 9:</p> <p>Demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly.</p>	<p>A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Experimenting!!</p> <p>Evidence can include:</p> <p>Photoshoots, investigating different techniques, annotating of your contact sheet, post production editing.</p> <p>Grading criteria for level 9:</p> <p>Effectively apply a wide range of creative and technical skills, experimentation and innovation to develop and refine work</p>	<p>A03-Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Annotations!!</p> <p>Evidence can include:</p> <p>Photoshoot plans, thumbnail sketches, storyboards, visual analysis of photography.</p> <p>Grading criteria for level 9:</p> <p>Record and use perceptive insights and observations with well-considered influences on ideas</p>	<p>A04-Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Final Response!!</p> <p>Evidence can include:</p> <p>A personal and purposeful response to an artist/ context. response should be informed by the study of artists/ techniques.</p> <p>Grading criteria for level 9:</p> <p>Demonstrate advanced use of visual language, technique, media and contexts to realise personal ideas</p>
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Formal element	Meaning	Artwork example	Relevant artist/photographer
Pattern	There are patterns all around us if we only learn to see them. Emphasizing and highlighting these patterns can lead to striking shots – as can high lighting when patterns are broken.		JON MEASURES
Texture	Photographs of two dimensional objects yet with the clever use of 'texture' they can come alive and become almost three dimensional. You want the viewer to imagine how the object feels.		ANSEL ADAMS
Depth of Field	The depth of field that you select when taking an image will drastically impact the composition of an image. It can isolate a subject from its background and foreground (when using a shallow depth of field) or it can put the same subject in context by revealing it's surrounds with a larger depth of field.		ELIA LOCARDI
Symmetry	Can create a balanced composition that leaves the viewer with a feeling the photograph is staged in some way. Can add a striking effect depending on the subject/object photographed.		IRVING PENN
Shape	The way subjects connect to each other in a photo forms shapes that draw the eye from subject to subject. If your subject is already triangular or diamond-shaped (like a pyramid), the viewer's eye will automatically focus on that shape.		MAN RAY
Rule of Thirds	A 3x3 grid used by photographers to create a composition that feels right. Objects that fall on or near the lines are considered to have the best impact.		ERNST HAAS

Minimalism	n When light, depth of field, positioning of an object is used to make the viewer focus on a specific area of the photograph/artwork.		NICHOLAS GOODDEN
Lines (Horizon line)	Lines can be powerful elements in an image. They have the power to draw the eye to key focal points in a shot and to impact the 'feel' of an image greatly. Diagonal, Horizontal, Vertical and Converging lines all impact images differently and should be spotted while framing a shot and then utilized to strengthen it.		BILL BRANDT
Colour	A lot of colour can be overwhelming and considered a bold statement. Lack of colour can focus the viewer on the message the photographer is trying to convey. Lack of colour can also accentuate the patterns, shapes and textures in a photograph.		ANDY WARHOL
Restful / Dynamic Composition	If there is space around an object in a composition then it is considered restful. Photographs that are zoomed in and objects touch the edges of the composition are considered dynamic. It dictates how much the viewer's eyes have to move around the photograph to see everything.		ANNIE LEIBOVITZ
Abstract	It is taking a subject and forcing the viewer to look at it in a different way. This may cause the subject to lose its original meaning or purpose. It may even render the subject unreal, abnormal and not of this world. The subject could lose all literal meaning and be reduced to only shape, light, texture or colour.		PAUL STRAND
View-point/ Perspective	Birds-eye: From above facing downward Worm's-eye: From below facing upward Eye-line: At standing height These perspectives can have an impact on how the viewer feels about the photograph, and how it is perceived		ANTONIO JAGGIE

MUSIC - Job Roles Within the Music Industry

Creative Roles

Musician - A musician is someone who performs music through the playing of an instrument or singing. Musicians play many different styles of genres, from Jazz to Pop, from Classical to Folk.

Composer/Songwriter - A Composer is someone who writes music. This can be in the form of music written for an orchestra or brass band, music written for film or television, electronic music written on computers or through song writing.

Musical Director/Conductor - A Conductor directs a musical performance, such as an orchestral or choral concert, by way of visible gestures with the hands, arms, face and head. They are also responsible for rehearsing the band and understanding what all the performers are supposed to be playing.

Technical Roles

Live Sound Technician - A Live Sound Technician controls the sound at live events such as theatre performances and music concerts. They operate microphones, amplifiers and control desks to balance the sound levels, as well as providing background music and sound effects.

Roadies (Road Crew) - The road crew (or roadies) are the technicians or support personnel who travel with a band on tour and handle every part of the concert productions except actually performing the music with the musicians.

Instrument Technicians - Instrument Technicians are those that have specialist knowledge of specific instruments and can therefore support with the use of them. They also have knowledge of how they should be used or the best configuration to get the best sound.

Sound Engineer - A Sound Engineer is required to assemble, operate and maintain the technical equipment used to record, amplify, enhance, mix or reproduce sound.

MUSIC - Job Roles Within the Music Industry

Management Roles

Venue Manager - The venue manager must ensure the smooth running of their venue and make sure that the venue is a profitable business. This involves working closely with artists, ensuring the quality of the music performed and negotiating fees for the use of the venue.

Studio Manager - A Studio Manager makes sure that the studio is organised, in terms of bookings, equipment and administration. They are involved in the business side of the operations and making sure that they keep existing clients satisfied and attract new business to the recording.

Artist's Representation

Artist Manager - An artistic manager, also known as a talent manager, band manager or music manager, is an individual who guides the professional career of artists in the music industry.

Record Producer - A Record Producer (or Music Producer) has a very broad role in overseeing and managing the recording (i.e. "production") of a band or performer's music. They have a lot of responsibility over the final recording made and are often likened to the director of a film in terms of their importance and overall creative input.

Promoter - A Promoter is typically hired as an independent contractor by music venues, earning an agreed-to fee or royalties. They work with agents, or in some cases, directly with the bands, and with clubs and concert venues to arrange for a show to take place. Promoters then are in charge of making sure the word gets out about that show.

Artists & Repertoire - Artists and repertoire (A&R) is the division of a record label or music publishing company that is responsible for talent scouting and overseeing the artistic development of recording artists and songwriters.

Marketer - A Music marketer is someone who is in charge of raising awareness of an artist and creating a brand that can be easily recognisable to the public. In order for the artist to be popular, a marketer must help create a fan base through various types of media and publicity campaigns.

Economics – Paper 2 – How the Economy Works

Key words

Building Society	A financial institution which is entirely owned by its members. It offers banking and other financial services to these members.	Globalisation	The process by which countries become more interdependent
Cost Push Inflation	When inflation is caused by an increase in the costs of production. For example, an increase in wages or the cost of raw materials.	Interdependence	The reliance of countries on each other resulting from specialization and free trade.
Exchange Rate	The price of one currency in terms of another	Medium of Exchange	Usually money that is used to exchange goods and services.
GDP per Capita	The value of goods and services produced within an economy within one year divided by the country's population.	The Financial Sector	Firms that provide financial services to customers, these include banks and insurance companies.

KPI 1 – International Trade and the Global Economy (Chapter 12)

International trade is the exchange of goods and services between countries. Through specialising in goods and services, and producing them at a lower cost, countries gain an **'absolute advantage'**. Selling and buying goods and services between countries is known as exporting or importing. Trading with other countries can mean that: prices are lowered through competition or specialisation, more choice of products, lower production costs (employing labour from cheaper areas of the world), average costs are lowered.

Free Trade: This is where there is free movement of goods and services between countries without any restrictions. The World Trading Organisation (WTO) puts rules in place to stop countries imposing unfair taxes on imports or subsidising local industries as they can distort 'absolute advantage'.

KPI 2 – Exchange Rates (Chapter 14)

International trade means that countries buy from each other but in order to do this, they have to buy one currency using another. For example, if a restaurant wants to buy some snails from France, they would have to purchase the Euros in order to buy the snails. The currency market is like any other market. It is through the use of demand and supply that most currencies are priced, and this price is the exchange rate. When the price of a currency goes up against another currency, it is described as getting 'stronger' or that it is 'appreciating' in value. When the price of a currency goes down against another currency, it's described as getting 'weaker' or that it is 'depreciating' in value.

Factors impacting on exchange rates include: International Trade, Speculation, Economic Growth, Interest Rates, Political Stability

Calculating Currency: Converting £ into \$ (or another currency): £ amount x \$ exchange rate = \$

If a currency gets stronger, then it is cheaper to import and more expensive to export.

If a currency gets weaker, then it is more expensive to import and cheaper to export.

The acronym **SPICEE** is an easy way of remembering this.

Strong Pound - Imports Cheap - Exports Expensive

The effects of weakening exchange rates: Higher prices, Cost push inflation, Higher import costs, Opportunities to export more, Increase in tourism. This should have positive effects of 3 of the 4 main government objectives (Unemployment rates, Balance of payments, Economic Growth).

KPI 3 – Globalisation (Chapter 15)

Globalisation is the process by which countries become much more interdependent. This is achieved through increased trade and improved international collaboration through organisations such as The World Trade Organisation (WTO), The International Monetary Fund (IMF) and The World Bank.

Factors causing an increase in globalisation include: Rise in real living standards, Multinational corporations (MNCs), Reduced transport costs, Global institutions, New technology

Measuring development - Economic development is the process in which a country increases the welfare of their people over time. This is normally linked to economic growth and hence the reason why economic growth is a key macroeconomic objective but there is a number of methods that can be used: GDP per capita, Life expectancy, Access to health care, Education

A developed country is one with a high GDP per capita and has seen a movement from the primary/secondary sector to the tertiary sector as its main contributor to GDP.

A less developed country is one with a low GDP per capita and still has an economy that is highly dependent on the primary sector but has seen some growth in the secondary/tertiary sector.

KPI 4 – The Role of Money and Financial Markets (Chapter 16)

The role of money: Before the existence of money, people traded goods through a barter system. For example, a carpenter who wanted to buy some bricks, needed to find a brickmaker who may be in need of carpentry services and swap products/services. Of course, this assumes that both parties want to make the trade – if the carpenter cannot find a bricklayer who needs their skills, they may not be able to make a trade. Money allows that exchange to happen easily. As long as all parties have confidence in the currency being used they will swap the money for products or services in the knowledge that they can use the money elsewhere.

Other functions of money: Store of value, Unit of account

However, whatever item is being used as 'money' it must meet certain criteria: It must be durable and not fall apart easily, It must be portable and easy to carry, It must be divisible – i.e. be able to break down into smaller denominations (e.g. 1p, 5p, 20p), Complex enough to prevent people making counterfeit versions, Accepted by everyone, Limited in quantity (so that it maintains some value).

The Role and Importance of the financial sector of the economy: Facilitating the exchange of products and services, Allow saving, Management of risk, Offer advice, Monitoring borrowers.

Main institutions in the Financial Sector: Banks, Building Societies, Insurance Companies.