

Year 11 Option Subjects

Knowledge Organiser

April- July 2023

AMBITION, CONFIDENCE, CREATIVITY,
RESPECT, DETERMINATION

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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,
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History around us GCSE Site study OCRb - Chepstow Castle Knowledge Organiser

1.1 Timeline of key developments

1067 – 1090: The first Great Hall of Chepstow Castle is built.
 1067: Earl William Fitz Osbern begins the construction of Chepstow Castle in the Marches between England and Wales.
 1072: The tower keep of Chepstow Castle is built.
 1190: Sir William Marshal begins rebuilding Chepstow Castle. He has married Isabella De Clare
 July 1217: Henry III of England visits Chepstow Castle. It has a tower, new walls, arrow slits and an improved defensive entrance.
 1244: Anselm Marshall adds new parts to the castle in a rich red sandstone – quarried locally (cheaper than the yellow limestone used by his father. Old hall keep turned into a tower. Larger windows installed
 1272: Roger Bigod, 5th Earl of Norfolk, builds the western gatehouse at Chepstow Castle.
 1285: A new Great Hall is completed at Chepstow Castle.
 Dec 1285: Edward I of England visits Chepstow Castle.
 1287 – 1293: The Marten's Tower is added to Chepstow
 1300- Roger Bigod III: Builds more comfortable living areas in the castle. Strengthens the upper gatehouse in the barbican with a gate and portcullis. Built a wall around all of Chepstow. Roger needed to make sure the Welsh would not revolt and attack. He placed catapults on all four towers during the Welsh uprisings. Built a fine hall and kitchen, a cellar and grand apartments. Castle has separate buildings for the baron and top men in the household. Lodging areas for quests and servant quarters.
 1306: Roger Bigod III dies and the castle passes to King Edward I. The castle no longer has any military significance.
 1642 English Civil War: In the 17th C firearms became more common in warfare, Chepstow's battlements were modified to allow the use of cannons. For the same reason, circular windows were made in some of the walls which were thickened on the eastern side to withstand the firepower of would-be attackers. Chepstow was indeed finally attacked and breached during the English Civil War of the 1640s when the castle's commander, Sir Nicholas Kemeys, was killed.
 Modern times: Today, Chepstow Castle is open to the public and managed by Cadw as a tourist attraction/historical site.

1.2 The site of the castle: Chepstow is a Norman castle perched high above the banks of the river Wye in southeast Wales. Construction began at Chepstow in 1067, less than a year after William the Conqueror was crowned King of England. Earl William Fitz Osbern was chosen to build the castle as he was a loyal supporter of William. The site of the castle is in the Marches, the area of land between England and Wales.

Point	Physical feature	Explanation
Built on River Wye	River Wye -control River Wye -defensive feature	To allow William Conqueror to control the area of the River between England and Wales. For added defence as River used for bringing in food during sieges
Topography	26 metre Limestone cliff - strategic	Used as a lookout-height. Hard to attack, cliff edge gives added protection
Marches	Location of castle	Built between England and Wales by supporters of William the Conqueror to secure lands and allow easy attack of Wales
Defensive	Gatehouse/portcullis	Barbican built to protect the gatehouse
Defensive	Round Tower	Strong towers were added to curtain walls to watch out for enemies. Hard to undermine
Defensive /Protection	Thick walls	From 1200 a curtain wall which is high and thick stop enemies getting access to the bailey
Storage	Cellar	On Wye side so boats could bring in food. Vast area to store food and drink
Living/society	Kitchen	Preparation of food area. Near Wye for waste
Protection	Battlements	The parapet of a wall consisting of alternating low portions known as crenels and high portions called merlons
Protection	Arrow Slits	An arrow slit (often also referred to as a balistraria) is a narrow vertical aperture in a fortification through which an archer can launch arrows or a crossbowman can launch bolts
Defensive	Keep	The main building inside the castle is the keep, which was protected by thick walls and towers
Defensive	Castle doors (oldest surviving castle doors in Britain today)	Doors in the original gatehouse date from 1190 and are made using iron plates clad in oak to stop attackers from burning them down

1.4 People in the castle

1. Ownership of the castle – a, William FitzOsbern -1066-1071, b De Clare family 1071- 1189, c- William Marshal 1189-1219, d-1245 Bigod family, e-1306 pass to the Monarch Edward II
2. Lord and Lady-In charge of local area, administered law and order, Lady run the household/entertaining
3. Soldiers-for protection and to keep watch/patrol
4. Gardner-to grow food in baily areas ie herbs, spices and a kitchen garden. To keep plant clear of walls
5. Carpenter/stonemason -for castle building and maintenance and repairs
6. Fletcher – arrow maker – to provide weapons
7. An English medieval castle, if a large one, could have a household staff of at least 50 people, which included all manner of specialised and skilled workers such as cooks, grooms, carpenters, masons, falconers, and musicians, as well as a compliment of knights, bowmen, and crossbow operators.

1.5 Chepstow Castle after 1300: The Later Middle Ages

1. *Edward II* takes control in 1307 and passes the castle to his favourites, including Hugh Despenser. The castle was garrisoned with 12 knights and 60 footmen for protection from Welsh invasions. 2. *Welsh wars* -Owain Glyn Dwr was likely to attack the castle so it was garrisoned (had an army situated there) in 1415 but he never attacked Chepstow during the Welsh Wars as his army was stopped at Usk 3. *Tudor times* – Sir Charles Somerset who was related to Henry VIII became Earl of Worcester and made key change as custodian of Chepstow castle in the 1500's. He transformed the lower bailey area into a great court and added new windows and fireplaces in Marten's tower. He improved the kitchen area with a new oven and fireplace and made the castle more comfortable and easier for entertaining.

1.6 Changes during the English Civil War: The English Civil war began in England in 1642 between Charles I -Royalist and Oliver Cromwell- Parliamentarian. Chepstow was a strategic location as it controlled the entrance to South Wales and links to Bristol with the River Severn. In 1643 the parliamentarian army advanced into Monmouthshire but did not take Chepstow castle so they forced to retreat. In October 1645 Bristol fell to parliament and Chepstow castle (Royalist) had to surrender after their forces breached the castle defences by concentrating their cannon fire on the curtain wall to the west of Martens tower. Chepstow castle had a store of gunpowder, ammunition and cannons which was taken by parliament. At the end of the war Chepstow castle became a barracks and a prison for political dissidents of Oliver Cromwell. Following the war, the whole southern face of the castle was reinforced with earth and stone as a prevention against further cannon fire. The parapets were remodelled with musket loops. Modern warfare showed that Chepstow castle was no longer protection in times of war. Castles were now obsolete.

1.7 Typicality of Chepstow castle in Medieval times: The Great Hall (built of stone) and dramatic cliff-side at Chepstow are the castle's two most interesting features. The rest of the castle is a typical Norman structure - a large gatehouse with high curtain walls connecting a series of tall towers. It was the first stone castle built as other Norman castles were first built as motte and baileys. Chepstow was built in stages along the river Wye, the castle is constructed in a long, terraced fashion as opposed to a typical concentric layout. The largest castle in Wales, and the second-largest in Britain, Caerphilly Castle was locked within water defences when it was built by the English in the 13th century. Remains of wall-walk and battlements. South-west tower: an open-backed fighting platform on three levels to defend a vulnerable corner of the castle. Arrow loops provide extensive coverage along the curtain wall outside. Gatehouse with murder holes, a portcullis and a drawbridge.

1.8 Decline and Modern times: By 1690 Chepstow Castle was decommissioned and was left empty, falling into disrepair and ruin until it was sold by the Beaufort's in 1914. The final family to own Chepstow Castle was the Lysaghts who acquired the property in 1914, led by tycoon William Royse Lysaght who ordered extensive restoration and conservation work. Chepstow Castle became a popular destination for tourists navigating the Wye Tour, a famous excursion through various scenic buildings and monuments along the River Wye that was popular with British visitors. In 1984, Chepstow Castle came under the ownership of Cadw, the Welsh Government's historic environment division. Today, Chepstow Castle is open to the public as a historical museum and visitor's centre. It continues to be used as a filming location—music videos, feature films, and live performances. It is a historical tourist attraction.

Geography – Year 11 – Topic 4 Resource Management

KPI 1 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

How has the UK's demand for food changed?

- Growing demand for high-value foods from abroad – in 2019 12% of food eaten in the UK came from LICs in Latin America, Africa, and Asia.
- Out of season produce needs to be available throughout the year e.g., strawberries.
- Wider availability of organic alternatives – between 2018 and 2019 overall sales of organic produce increased by 4.5%

Why does the UK import so much food?

- Cheaper from abroad (especially 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. **Example: Lynford House Farm in East Anglia**
- **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. **Example: Riverford Organic Farms.**

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

- The Environment Agency estimates that the demand for water in the UK will rise by 5% by 2020 because of: the growing population, more houses being built, an increase in the use of domestic appliances (washing machines, dishwashers).
- **Pattern of water availability:** The north and west of the UK have high rainfall which means a good supply of water. There is a water surplus The southeast and Midlands have high population density. However, there is a water deficit. Water is being transferred from Wales to Birmingham to tackle water insecurity.
- **Example of water transfer:** Kielder reservoir in Northumberland is an example of a water transfer scheme.
 - Benefit: The reservoir has reduced water insecurity in the northeast. Rivers that flow into cities like Middlesbrough and Sunderland have much more water in them.
 - Problem: Many families were moved from their homes in order to make way for the dam and reservoir.

Water security is threatened by pollution due to;

1. Nitrates and phosphates from fertilizers are being washed into rivers and groundwater.
2. Pollutants from vehicles are being washed into 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 UKs 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. In Lancashire Cuadrilla's (a fracking company) has reopened operations to much protest from the local community.

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.

Geography – Year 11 – Topic 4 Resource Management

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.

KPI8 Energy distribution

- Russia and Eastern Europe – Energy surplus – Large reserves of natural gas and oil
- Western Europe – Energy deficit – dependent on energy imports, particularly oil and gas.
- Middle East – Energy surplus – large oil supply.

KPI 9 What factors affect supply?

1. **Technology** – Technological advances have allowed energy sources in remote or hostile environments like the Arctic to be exploited. In Alaska, oil is transported by technologically advanced earthquake-resistant insulated pipelines from Prudhoe Bay in the north to the port of Valdez in the South.
2. **Political factors** – Political factors affect decisions about which energy sources to exploit and from which countries energy can be obtained.
 - a. Russia holds huge reserves of natural gas, which has historically been exported to European countries.
 - b. The German government plans to phase out nuclear power stations by 2022. Costs of exploitation and production – Some energy sources are costly to exploit, nuclear power stations are expensive to build
3. **Physical factors** – geology determines the location of fossil fuels. Coal is formed from vegetation laid down and altered by pressure and heat over millions of years. Natural gas and oil are trapped in folded layers of rocks. Geothermal energy is produced in areas of tectonic activity like Iceland.
4. **Climate** – the amount of sun and wind influence the availability of solar and wind energy. HEP needs a suitable dam site.
5. **Costs** – Most energy sources are very expensive to develop. For example, the cost of an oil rig for land drilling is about US\$20 million. A 30cm land oil pipeline cost around US\$187,500 per km.

KPI 10 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 11 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.

KPI12 What strategies can be used to reduce energy insecurity?

- Biomass – energy is produced from organic matter by burning it. However, using land to grow biofuels rather than food crops causes problems.
- Wind – Turbines on land or at sea are turned by the wind to generate electricity. Can be unpopular as it is visual pollution, however it produced 10% of UK's electricity in 2014.
- Hydroelectric power – Large scale dams create enough water to turn turbines and generate electricity. Large dams are expensive; however, it currently contributes 85% of global renewable electricity.
- Tidal – Turbines within barrages (dams) built across rivers use rising and falling tides to generate electricity. Few tidal barrages due to high costs and environmental concerns.
- Geothermal – Water heated underground in contact with hot rocks to generate electricity. Limited to tectonically active countries such as Iceland.

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 and clearing routes for pipelines has resulted in landslides and pollution of streams, which depletes fish stocks.

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.

Example of sustainable energy use in Freiburg:

- There are 400 solar panel installations in the city.
- Freiburg produces 10 million kilowatts of electricity per year from solar energy. Homes often produce more than they need.

The largest proportion of Freiburg's renewable waste comes from biomass using waste wood and rapeseed oil.

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
- The scheme will last 25 years
- Low maintenance and running costs
- Uses local labour and materials
- Less need to burn wood so reduced deforestation

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 de la 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 une grande 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
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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...

YEAR 11- KEY PHRASES- ALL THEMES

the tickets are expensive	entradas son caras
Also, I love to watch concerts live, is more exciting	además, me encanta ver conciertos en directo

<u>Theme 1</u>	
In my family there are five people	en mi familia hay cinco personas
I get on well with my brother because he listens to me	me llevo bien con mi hermano porque me escucha
sometimes I argue with my sister because she does not support me	a veces me peleo con mi hermana dado que no me apoya
I use social media in order to contact my friends and family	uso las redes sociales para contactar a mis amigos y familia
but I think social media is a waste of time	creo que las redes sociales son una pérdida del tiempo
Recently I read a book about Messi	recientemente <u>leí un libro</u> sobre Messi
Messi is my role model because he fights against poverty	Messi es mi modelo a seguir porque lucha en contra de la pobreza
In my free time I tend to rest	en mi tiempo libre suelo descansar
When I was younger I used to do kayaking, now I play basketball	cuando era más joven hacia piraguismo, ahora juego al baloncesto
I prefer to go to the cinema but	Prefiero ir al cine pero las

<u>Theme 2</u>	
I live in a small town in the south of England	vivo en un pueblo pequeño en el sur de Inglaterra
It is surrounded by mountains and the climate is humid	está rodeado de sierra y el clima es húmedo
In my town you can try traditional food	en mi pueblo se puede probar los platos tradicionales
Last year I went to London and visited the city centre on foot	el año pasado fui a Londres y visité el centro a pie
it was unforgettable	fue inolvidable
there were so many shops	había muchas tiendas
I prefer second hand shops, is cheaper	Prefiero tiendas de segunda mano, es más barato
the best of my city is that it has amazing landscapes	lo mejor de mi ciudad es que hay paisajes increíbles
but the worst thing is that there is unemployment	pero lo peor es que hay paro
yesterday I bought a blue jumper but it was too big	ayer compré un jersey azul pero era demasiado grande

YEAR 11- KEY PHRASES- ALL THEMES

<u>Theme 3</u>	
My secondary school is very old	mi insti es muy antiguo
and there is a small computer room	y hay una sala de ordenadores pequeña
My primary school was easier	mi escuela primaria era más fácil
and there was not homework	y no había deberes
I love languages and business	me encantan los idiomas y las empresariales
in my school there are too many rules	en mi insti hay demasiadas normas
you must not chew gum in class	no se debe comer chicle en clase
it is forbidden to be aggressive	está prohibido ser agresivo
I would like to take part in a school exchange abroad	me gustaría participar en un intercambio escolar en el extranjero

<u>Theme 4</u>	
I am a plumber	soy fontanero/a

I work in a sports centre	trabajo en un polideportivo
I help the clients	ayudo a los clientes
I look after the gardens	cuido los jardines
In order to earn money I deliver the papers	para ganar dinero reparto los periódicos
Recently I worked in a cafe and I served food and cleaned	recientemente trabajé en una cafetería, serví comida y limpié
I would like to be a firefighter because I am brave	me gustaría ser bombero porque soy valiente
I did my work experience in an office, I sent emails and answered the phone	hice mis prácticas laborales en una oficina. Mandé correos y contesté el teléfono

<u>Theme 5</u>	
I am worried about draughts	Me preocupa la sequía
We must save water and energy	hay que ahorrar agua y energía
Also I am worried about poverty and the homeless	además me preocupa la pobreza y los sin hogar
I think taking drugs is stupid	Pienso que tomar drogas es una tontería

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 <i>anicca</i> (impermanence). Candles – to represent the light of the <i>dharma</i> that drives away the darkness of ignorance. Water – to represent <i>dependent arising</i> (all life depends on water).
pupa	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 Amitabha Buddha helps them to be reborn into the Pure Land.
males	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 (*gompa*) 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.

Paper One – Year 11 Buddhist worship and practices Full course

rituals associated with death and mourning	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. 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. 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 'Gardo Thodol' (Tibetan book of the dead) to guide their journey through the bardo.
Wesak	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.
Parinirvana day	Mahayana festival that celebrates the Buddha's death and passing in to parinirvana (final nibbana). Buddhists meditate, worship and sometimes go on a pilgrimage.
karma (karma) and rebirth	Universal law that a person's actions affect their happiness and suffering in this and future lives. Skillful actions (motivated by metta/karuna) lead to happiness. Unskillful actions (motivated by ignorance/greed/anger) lead to unhappiness.
loving kindness (metta)	A desire for all beings to be happy. Buddhists believe that this can be developed through meditation.
compassion (karuna)	A desire to help stop the suffering of individuals. In Mahayana Buddhism this is an essential characteristic of a bodhisattva.
The five moral precepts	Abstain from: (1) killing or harming living beings (2) taking what is not given (3) sexual misconduct (4) wrong speech (5) intoxication
The six perfections necessary to become a bodhisattva in the Mahayana tradition	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

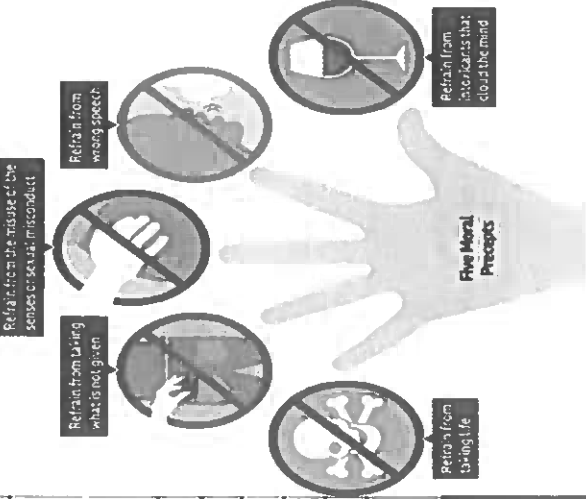
- This is a Mahayana Buddhist festival that marks the death of the Buddha. It is also known as Nirvana Day. Buddhists celebrate the death of the Buddha, because they believe that having attained Enlightenment he achieved freedom from physical existence and its sufferings.

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 Dhammapadam: 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/zkdbci6/revision/6>

Art - Year 11 - Unit 2

Formal Elements	Colour Theory	Tips, Tools & Techniques	Keywords, Concepts & Artists
Line 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 of the page) Tone The lightness or darkness or something. For darker tones use a higher grade B pencil. For architectural drawings you should use a H pencil as this will give your crisper lines without tone smudging. Colour Colour is what you see when light reflects of something. Texture How something looks or feel e.g. fluffy, rough, smooth etc. Visual Texture - implied sense of texture that the artist creates through the use of various artistic elements such as line , shading, and color. Physical Texture - texture you can actually feel with your hand Pattern A symbol, shape or colour that repeats. Man-made patterns are designed by humans, natural patterns are formed by nature. Shape/Form Shape is 2D e.g. rectangles. Form is 3D e.g. cubes, spheres etc.	Primary Colours Colours that can't be mixed/ made from other colours e.g. red, yellow and blue. Secondary Colours Colours that can be made by mixing two primary colours. Red + Blue = Purple Yellow + Blue = Green Yellow + Red = Orange Tertiary Colours Colours that can be made by mixing a primary and secondary colour together e.g. Blue + Green = Turquoise. Complementary Colours Colours that are opposite each other on the colour wheel. Blue & Orange Red & Green Purple & Yellow Analogue/ Harmonious Colours Colours that are next to each other on the colour wheel e.g. Red, red-orange and orange. Tints/ Shades Tint - Adding white to a colour to make it lighter. Shades - Adding black to a colour to make it darker.	Grid-Method A method of drawing to recreate, enlarge or reduce an image ensuring accurate proportions. Mono-Printing A form of printmaking that has lines or images that can only be made once. Shading Techniques Hatching, Cross-Hatching, Stippling and Scumbling. Blender Stick A paper stump that allows you to blend tones. Acrylic Paint A water-soluble paint which can be layered due to quicker drying time without muddying previously applied layers. Watercolour Paint Paint made with a water-soluble binder such as gum arabic, and thinned with water, giving a transparent colour. Thumbnail Designs Small sketches outlining ideas in a simplistic way.	Proportion The size and relation of objects to one another. Using the grid-method is one way of helping you draw using accurate proportions. Composition 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. Mixed Media Artwork in which more than one material has been used. Copy of Work Copying the style and technique of an artist's work to enable you to understand the process of how it has been made. Own Interpretation Developing your own work by applying artist style or technique to your own ideas. Refining Ideas Annotating and evaluating experiments and as a result making decisions to improve work.

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.	
Mime	Communicating emotion or meaning using only physical movements, no words or sound.	Potential audience demographics
Role play	Using all of your acting skills to become somebody else.	Adults, parents, children, teenagers, young adults, 16 year olds, primary school children, toddlers, professional actors, special needs, etc.
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.	
Performance Discipline	Maintaining extremely high and professional levels of focus and concentration throughout rehearsals and performance.	Theatrical styles
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.	Naturalism, Epic theatre, Physical theatre, Total theatre, Theatre of Cruelty, Theatre in Education (T.I.E), Contemporary.
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.	
Sound collage	A variety of live and recorded sound played simultaneously to create a sense of place, emotion or mood.	Devising stimulus
Split staging	Two different scenes taking place simultaneously in two different parts of the stage.	Photos, articles, poems, songs, phrases, historical stories, political stories, social issues.
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...					
- 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?					

A01- Assessment objective 1 – Develop ideas through investigations, demonstrating critical understanding of sources. Artist Research!! Evidence can include: Artist research, contextual research, analysis of artist artwork, thumbnail sketches showing composition. Grading criteria for level 9: Demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly.	A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Experimenting!! Evidence can include: Photoshoots, investigating different techniques, annotating of your contact sheet, post production editing. Grading criteria for level 9: Effectively apply a wide range of creative and technical skills, experimentation and innovation to develop and refine work	A03-Record ideas, observations and insights relevant to intentions as work progresses. Annotations!! Evidence can include: Photoshoot plans, thumbnail sketches, storyboards, visual analysis of photography. Grading criteria for level 9: Record and use perceptive insights and observations with well-considered influences on ideas	A04-Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Final Response!! Evidence can include: A personal and purposeful response to an artist/ context. response should be informed by the study of artists/ techniques. Grading criteria for level 9: Demonstrate advanced use of visual language, technique, media and contexts to realise personal ideas
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Photography terminology

Research– Describe, techniques, influences and intentions.

Comparison– Similarities and differences.

Composition– How objects are arranged in the frame/ photo.

Texture– The visual or tactile quality of a surface. The feel of it.

Atmosphere– The emotions or mood the photograph create.

Focus– Where is the eye drawn to. Is the image clear?

Lighting– The lighting source in the photo and what type of source is it?

Context– The story or meaning behind the artwork

Viewpoint– the angle the photograph was taken from.

Camera settings

A-DEP Automatic Depth of Field

M Manual

AV Aperture – Priority

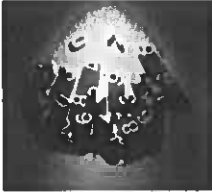
TV Shutter – Priority

P Programmed Automatic

[A] Scene Intelligent Auto

[No Flash]



Formal element	Meaning	Artwork example	Relevant artist/photographer
Light	Can be used to create shadow or highlight an object/person. Comes in many different forms. Use of light can have an impact on camera settings. Direction of the light source is very important. Can be used to create shadow art.		KUMI YAMASHITA
Simplicity	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
Focal point	The main focus of a photograph/artwork. There is usually a line/ shape/ space of some form leading to it.		MICHAEL BOSANKO

Experimentation

Looking at artists/ photographers and being inspired by them.

Try to replicate their:

- Overall style
- Composition (you might need to crop your photo)
- Content (same/similar things in the picture)
- Colours, mood and atmosphere
- Editing techniques

Try out a larger range of: materials, media, techniques, styles and combinations.

RECORDING MOVEMENT

TYPES OF SHOOTING



BIRDS IN FLIGHT 1/2000



ACTION SPORTS 1/500 - 1/1000



STREET PHOTOS 1/250 - 1/500



LANDSCAPES 1/125 - 1/4



PANNING CARS 1/15 - 1/60

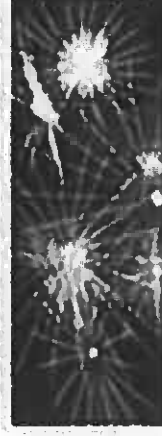
TYPES OF SHOOTING



WATERFALLS 1/8 - 2 sec



BLURRING WATER 0.5- 5 sec



FIREWORKS 2-4 sec



STARS 15 - 25 sec



STAR TRAILS 15 min and up

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 and 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.