

Year 11 Option Subjects

Knowledge Organiser

September- December 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.

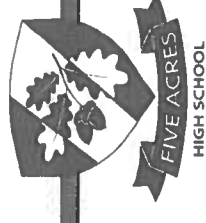
You should have these with you at all times in school and out on your desk in all lessons.

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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Year 11 GCSE History: The Elizabethans 1580 - 1603: Useful Vocabulary

to manipulate	<i>to control or trick someone to get them to change their mind</i>
to inherit	<i>to get something handed down to you</i>
to blackmail	<i>to force someone to do something by using threats</i>
to tolerate	<i>to allow someone to do something, even though you disagree</i>
to enforce	<i>to force people to obey (a law)</i>
to deter	<i>to introduce harsh punishments to stop people doing something</i>
to persecute	<i>to treat a group of people badly or unfairly</i>
to convert	<i>to change religion</i>
to assassinate	<i>to murder a political leader</i>
to provoke	<i>to make someone annoyed or angry</i>
to oppose	<i>to disagree with</i>
to prosecute	<i>to put someone on trial</i>
to establish	<i>to set up</i>
to collaborate	<i>to work with (usually an enemy)</i>

GCSE History: Elizabeth: What problems did Elizabeth inherit from her family?

1 The Tudor Family

Elizabeth was a member of the Tudor family

- Elizabeth's father (**Henry VIII**) and grandfather (**Henry VII**) had been great kings of England
- Her younger brother (**Edward VI**) and older sister (**Mary**) had also ruled as **Tudor monarchs**, but neither had an **heir**
- After Mary's death in 1558, Elizabeth inherited the **throne**

Some people believed Elizabeth had an illegitimate claim to the throne

- Elizabeth's mother was **Anne Boleyn**, Henry VIII's second wife
- Anne was **beheaded** and Henry **annulled** their marriage
- Some questioned if Elizabeth's **claim to the throne** was **legitimate**

Elizabeth's gender also posed problems

- 16th Century England was a highly **patriarchal** society
- People were worried that female monarchs could not lead their armies into battle and would only do what their husbands wanted

2 Debt

- When Elizabeth became queen in 1558, she **inherited a debt** of £300,000
- Elizabeth needed to raise **taxes** in order to pay back the **debt**
- However, she also needed to take out new loans to fund an army and navy to defend England

3 Religious belief in Tudor England

In the **Reformation**, **Protestants** challenged the old **Catholic** beliefs. **Puritans** were extreme **Protestants** who wanted to take the **Reformation** even further.

	Catholicism	Protestantism	Puritanism
<i>Who should be head of the church?</i>	The Pope	The Monarch	No one
<i>Who should run the church?</i>	Archbishops and bishops	Archbishops and bishops	Elected committees
<i>What language should the Bible be in?</i>	Latin	English	English
<i>What should churches look like inside?</i>	Decorated	Plain and simple	Plain and simple
<i>Should priests wear vestments?</i>	Yes	No	Absolutely not!
<i>What got you into heaven?</i>	Good works	Belief in God	Belief in God

Catholic churches featured:

- Colourful images
- Decorated **altars**

Protestant churches featured:

- Plain walls
- Wooden **altars**

GCSE History: Elizabeth: What problems did Elizabeth inherit from her family?

4 Religious divisions

England was divided by religion

- Elizabeth was **Protestant** but disliked the **extremism** of **Puritans**
- Most English people – especially poor people who lived in rural areas like the **North** and **West** – were still very **Catholic** and could **rebel** against Elizabeth if she banned **Catholic** beliefs
- There were **Protestants** and **Puritans** in powerful positions, such as **MPs** and **privy councillors**, who put pressure on Elizabeth to make England more **Protestant**

Europe was also divided by religion

- The two European **superpowers** – **Spain** and **France** – were strongly **Catholic** and threatened to invade if Elizabeth did not return England to **Catholicism**
- **Protestants** in other countries, such as in the **Netherlands**, needed Elizabeth's support

5 Elizabeth's Religious Settlement

- As Queen, **Elizabeth** had to decide what religious laws the English people had to follow
- Elizabeth's 1559 **Religious Settlement** included both Protestant and Catholic features:
 - **Protestant features:** Elizabeth was the head of the Church, rather than the Pope, and all churches had to have an English bible
 - **Catholic features:** churches could be highly decorated and priests had to wear **vestments**
- As a result of this, Elizabeth's **religious settlement** was known as **the Middle Way**
- Everyone was expected to attend church each Sunday. Those who did not – **recusants** – were fined.

GCSE History: Elizabeth: How powerful was Queen Elizabeth?

6 The Royal Court

The Royal Court was the group of *nobles and privy councillors* who surrounded the Queen at all times

Life at Court

- **Courtiers** travelled with Elizabeth as she toured her 60 **residences**
- Entertainment at court projected an image of **extravagance** and wealth, including:
 - **Jousting** tournaments
 - **Banquets**
 - Dances and plays
 - Hunting parties

Elizabeth used a system of patronage to control the Royal Court

- Elizabeth granted positions of power – such as a place at **court** or on the **Privy Council** – to wealthy **nobles** and her **favourites**
- Courtiers therefore owed all their power to Elizabeth and knew she could remove **patronage** at any time, guaranteeing **loyalty**
- The **system of patronage** meant that power was based on personal relationships with the Queen

7 Privy Council

The Privy Council

- Elizabeth's most trusted **courtiers** were her **privy councillors**
- The **Privy Council** met on a daily basis to offer Elizabeth advice on important issues such as going to war
- The **Privy Council** was led by Elizabeth's chief **advisor**, the **Secretary of State**

Elizabeth controlled the Privy Council by:

- Appointing **privy councillors** with different viewpoints, leaving her free to choose between them
- Appointing the **loyal** and trusted **William Cecil** as **Secretary of State** for most of her reign – her nickname for him was 'Spirit'

However, Elizabeth never had complete control:

- In 1587, Cecil **manipulated** Elizabeth into executing **Mary Queen of Scots**
- By the 1590s, **William Cecil** was too old to control the **Privy Council**, leading to **factional rivalry** between his son – **Robert Cecil** – and other **councillors** such as the **Earl of Essex**

8 The Essex Rebellion

Robert Devereux, the Earl of Essex, was the rising star of Elizabeth's court

- At the age of 18, Essex became Elizabeth's **favourite**
- His success as a military commander won him a place on the **Privy Council**
- After **William Cecil** died in 1598, Essex believed that he – not **Robert Cecil** – should become **Secretary of State**

However, his egotistical and rash behaviour eventually led to his execution

- **1598:** reached for his sword during an argument with Elizabeth
- **1599:** led a failed military expedition in **Ireland**
- **1600:** abandoned his soldiers in Ireland and forced his way into Elizabeth's **bedchamber**
- **1601:** plotted an armed rebellion to remove Elizabeth and make **James of Scotland** the king

The Essex Rebellion revealed Elizabeth's weakness in the 1590s:

- The death of Cecil led to dangerous **factional rivalry** in the **Privy Council**
- Essex struggled to respect Elizabeth's **authority** because she was a woman

GCSE History: Elizabeth: How powerful was Queen Elizabeth?

9 Parliament

Parliament was part of Elizabeth's government in which **MPs** voted to give their **consent** for new laws and taxes

Parliament posed a serious threat to Elizabeth's authority

- Elizabeth needed Parliament's **consent** to raise taxes which gave **MPs** power to push for changes they wanted to see
- **Puritan MPs** used their positions to make speeches pushing for Elizabeth to...
 - ...marry a Protestant and name a Protestant **heir**
 - ...remove **archbishops** and **bishops** and allow **elected committees** to control churches
 - ...stop priests wearing **vestments**
 - ...give **MPs freedom of speech** so they could discuss whatever they wanted in Parliament

However, Elizabeth used various methods to control Parliament

- Elizabeth only called Parliament to meet when she needed it: Parliament met only 13 times in her 45 year reign
- **Privy councillors** such as **William Cecil** sat in Parliament and controlled debate
- Elizabeth limited **MPs freedom of speech** by banning discussion of religion or her marriage
- Elizabeth used harsh punishments to control **Puritan MPs**:
 - In 1593, Elizabeth imprisoned **Peter Wentworth** in the **Tower of London** after he demanded she name a Protestant **heir**
 - Another **Puritan MP, John Stubbs**, had had his hand chopped off in 1579 for criticising Elizabeth's proposed marriage to the Catholic **Duke of Anjou**

10 Propaganda

Elizabeth used **propaganda** to project an image of herself as a powerful and popular monarch

Portraits of Elizabeth emphasised her power and hid any signs of weakness

The **Armada Portrait** was painted to celebrate the defeat of the **Spanish Armada**. It shows:

- Elizabeth's crown, emphasising her **legitimacy**
 - Fine clothes and jewellery, showing off her wealth
 - The wreckage of the **Armada**, celebrating her victory
 - Elizabeth's hand on a globe, showing her global power
- However, it does not show:
- Elizabeth's advanced age: she was 55
 - The scars on her face from **small pox**
 - Her black teeth and greying hair

Elizabeth went on regular progresses so she could be seen by ordinary people

- A **progress** was a royal tour that took place each summer
- Elizabeth toured the country, staying with loyal nobles who put on spectacular entertainment
- On her **progress**, Elizabeth:
 - ...showed off her wealth and splendour
 - ...spoke with ordinary people as she passed
- However, Elizabeth's **progresses** never extended beyond loyal Protestant areas in the south east; she never visited the **North** or **West**

GCSE History: Elizabeth: How powerful was Queen Elizabeth?

11 Local Government

The Queen and her **Privy Council** ran the government of England, but they needed a system of **local government** to control the different areas of the country.

Each county was controlled by a Lord Lieutenant

- Appointed by the Queen – a form of **patronage**
- Usually the most powerful **noble** in the county
- Kept the Queen and the **Privy Council** informed of what was going on
- Organised a local army to deal with **rebellions**

Justices of the Peace (JPs) were responsible for law and order

- There were about 40 JPs in each county
- Appointed by the Queen – a form of **patronage**
- Responsible for:
 - Collecting taxes and fines
 - Enforcing the **Poor Law**
 - Judging court cases
- However, **JPs** were unpaid – this often led to **corruption** and bribery

GCSE History: Elizabeth: How serious was the Catholic threat to Elizabeth?

12 Enforcement of Elizabeth's religious settlement

Before 1580 opposition to the religious settlement was limited

- Most Catholics remained loyal to the Pope on the inside but followed Elizabeth's laws and attended Protestant church services: they were called **church papists**
- Elizabeth **tolerated** Catholics and did not **enforce** the **12d** fine for **recusancy** in Catholic areas

After 1580, the threat from Catholics increased

- In 1580, the Pope stated that it would not be a sin for someone to kill Elizabeth, increasing the risk of **assassination**
- Catholics began to plot to make **Mary Queen of Scots** the Catholic queen of England
- **Philip of Spain** planned an invasion of England

Elizabeth's government responded by persecuting Catholics

- In **1581**, the fine for **recusancy** increased by 10,000% to £20
- In **1585**, Elizabeth introduced the death penalty for anyone sheltering a Catholic priest
- In **1593**, a new law banned Catholics from travelling more than 5 miles away from their homes

Elizabeth's government successfully crushed Catholic resistance

- There were 3 million Catholics in England in 1588; by 1603 there were just 40,000
- However, some opposition still remained and, in 1605, Catholics tried to **assassinate** the new king – **James I** – in the **Gunpowder Plot**

13 Jesuits

Jesuits were *Catholic priests who were specially trained to **convert** people back to Catholicism*

Jesuits began to arrive in England in the 1580s

- Jesuits trained in special **seminaries** in Catholic countries like **France, Spain and Italy**
- They arrived in England on a mission to **convert** people back to Catholicism
- The leader of the **Jesuits** in England was **Edmund Campion**
- **Campion** and around 100 other **Jesuit** priests were hidden by wealthy Catholics in secret **priest holes**

Francis Walsingham developed an effective spy network

- **Francis Walsingham** was a **privy councillor**
- He had hundreds of **agents** tracking down **Jesuits** and Catholic **plotters**
- He employed **priest hunters** to catch Catholic priests
- In 1581, **Campion** was captured by Walsingham's agents and **hanged, drawn, and quartered**

14 Mary Queen of Scots

Mary Queen of Scots was Elizabeth's Catholic cousin

- Mary had been forced to flee from a Protestant rebellion in Scotland
- Since 1568, she had been in prison in England

Mary's presence in England was a serious threat to Elizabeth for several reasons:

1. **Mary had a strong claim to the throne of England**
 - Mary was Henry VIII's great-niece and Elizabeth's cousin
 - Many people believed that Mary's claim was more **legitimate** than Elizabeth's
 - Unlike Elizabeth, Mary had a son and heir: **James**
2. **Mary was a figurehead for Catholic rebellion**
 - Until Elizabeth had an **heir**, Mary was next in line to the throne
 - This encouraged Catholics to rebel against Elizabeth or plot to **assassinate** her
3. **Mary had powerful foreign supporters**
 - **Philip of Spain**, the **French**, and the **Pope** plotted with English Catholics to put Mary on the throne

For these reasons, Elizabeth's Privy Council urged Elizabeth to execute Mary. Elizabeth refused because:

1. Mary was her **cousin**
2. Elizabeth did not want to **execute** a fellow queen

GCSE History: Elizabeth: How serious was the Catholic threat to Elizabeth?

15 Catholic Plots

Catholic plots were attempts by Catholics to replace Elizabeth with Mary Queen of Scots

1583 Throckmorton Plot

- A young Catholic noble, **Throckmorton**, plotted with the **French** to invade England and put Mary on the throne
- The plot was also supported by **Philip of Spain** and the **Pope**
- **Walsingham's** spies uncovered the plot and **Throckmorton** was **tortured** and executed
- However, Elizabeth refused to execute Mary

1586 Babington Plot

- Another young Catholic noble, **Babington**, plotted with **Philip of Spain** and the **French** to invade England and put **Mary** on the throne
- **Babington** communicated with Mary by hiding coded letters in beer barrels that went into Mary's prison
- However, **Walsingham** discovered the system and waited until he had proof of Mary's involvement

1587 Execution of Mary Queen of Scots

- Cecil and Walsingham **manipulated** Elizabeth into signing Mary's death warrant
- Mary was beheaded
- Elizabeth was furious and refused to talk to Cecil for a year

16 The Spanish Armada

In the 1580s, an **Anglo-Spanish War** broke out, leading to the launch of the **Spanish Armada** in 1588

Causes of the rivalry with Spain

1. Elizabeth had refused to marry **Philip of Spain** at the start of her reign
2. English **privateers** such as **Francis Drake** stole gold from Spanish **treasure ships**. Elizabeth **knighted Drake**.
3. Philip supported Catholic plots against Elizabeth
4. In 1585, Elizabeth agreed to send 7,000 soldiers to the **Netherlands** to support **Protestant** rebels fighting Philip's army
5. The execution of **Mary Queen of Scots** in 1587 angered Philip

The **Spanish Armada** was Philip's invasion **fleet** of **130** ships

- The Armada planned to sail to the **Netherlands** to pick up **20,000** Spanish soldiers before invading England and reintroducing **Catholicism**
- However, the Armada never landed in England and only 80 ships made it back to Spain
- The Armada failed for several reasons:

1. Spanish mistakes

- The leader of the **Armada**, the **Duke of Medina Sidonia**, had no experience of sailing and got sea sick
- The Spanish army was a week late, leaving the Armada vulnerable to attack

2. English strengths

- The English used **fireships** to break the Armada's **crestcent formation**
- The English ships were smaller and more **manoeuvrable** than the Spanish

3. The weather

- The Armada was driven north by a storm and forced to return to Spain via **Scotland** and **Ireland**
- Over 40 Spanish ships were **shipwrecked** off **Scotland** and **Ireland**
- Philip sent two more **armadas** to England in the 1590s but they were both wrecked by storms

GCSE History: Elizabeth: What mattered to ordinary people in Elizabethan England?

17 Lives of the gentry in Elizabethan England

Homes

- New **country houses**, sometimes with over 50 rooms
- **Country houses** had **glazed** windows and finely decorated chimneys

Food and drink

- The **gentry** hosted **feasts**, where expensive food was carried by servants on silver platters
- They had a rich and varied diet: **exotic meats** such as swan and pheasant, fish such as salmon, sweets such as sugar and **marzipan**, and expensive wine

Making a living

- The **gentry** did not work, but earned all their money from **renting out** their lands

18 Lives of the middling sort in Elizabethan England

Homes

- The homes of the **middling sort** had around ten rooms over two floors
- They had windows and chimneys, but were less decorated than in the gentry houses

Food

- The **middling sort** could afford to eat a good **diet** of meat, fruit and bread – and beer
- However, they could not afford the **luxuries** enjoyed by the **gentry**

Making a living

- The **middling sort** were **merchants**, small business owners, or independent farmers

19 Lives of the labouring poor in Elizabethan England

Homes

- The poor lived in small one-room houses with no chimney or glazed windows

Food

- The **staple diet** of the **labouring poor** was bread, although this relied on a good **harvest**
- Vegetables from the garden could be made into **pottage**

Making a living

- The **labouring poor** travelled around looking for **seasonal work** on farms

20 Family Life

Marriage played a central role in family life

- The **gentry** had their partners chosen for them by their parents, but most people could choose who they married
- Elizabethan society was a **patriarchy** and wives were expected to obey their husbands at all times – although **domestic violence** was disapproved of
- Sex outside marriage was forbidden by the Church. Many couples immediately got married if they found out they were pregnant
- **Divorce** was very difficult, although people were encouraged to remarry if their husband or wife died
- **Same-sex marriage** was forbidden by the Church and **homosexual relationships** had to be kept secret

Parents cared about their children, although they sent them away at an early age

- Although Elizabethan women had many children, high rates of **infant mortality** meant that families were usually quite small
- The **gentry** paid for their sons to go to school from the age of 7
- In poorer families, children started to work in the home or on the farm as soon as they were old enough
- At the age of 12 or 13, girls and boys left their family homes to work as servants or **apprentices**

Wider kinship was not that important

- Elizabethans did not have strong bonds with their **extended families**
- Most families did not live with grandparents or uncles and aunts
- Many people moved away from home so they did not live close by to their extended family
- Most Elizabethans turned to their neighbours – not their families – if they needed help

GCSE History: Elizabeth: What mattered to ordinary people in Elizabethan England?

21 The causes of poverty

The end of Elizabeth's reign saw a sharp increase in poverty

- By the 1580s, around 30% of the population lived in poverty
- **Vagrants** or **vagabonds** were **unemployed** people who roamed from town to town looking for work
- The **middling sort** and **gentry** were very worried about **vagrancy** because:
 - ...they worried that **vagrants** would commit crime
 - ...they worried that **vagrants** would spread **the plague**

At the time, no one really understood what caused this. We now know that the increase in poverty was caused by:

1. **Population increase.** During Elizabeth's reign, the population rose from **2.4 million** to **4.1 million**.

This meant that there was an increased demand for wheat which led to inflation

1. **Inflation.** Increased demand led to prices increasing – this is called **inflation**. The price of wheat increased by **250%**.

This meant that the poor could not afford bread, their staple diet

1. **Failed harvests.** The **harvest** failed in **1595, 1596, and in 1597**. There was even less wheat.

This led to further inflation, making bread even more expensive for the poor

1. **Sheep farming.** English cloth was fashionable so sheep farming became very **profitable**. Many farmers started **rearing** sheep rather than growing wheat.

This led to further inflation, making bread even more expensive for the poor

22 Elizabethan responses to poverty

Elizabethans did not understand the causes of poverty so they blamed individuals. At first, the government introduced **harsh punishments** to deter people from becoming **vagrants**.

- **Vagrants** caught for the first time were whipped and burned through the ear with a hot iron
- If **vagrants** were caught again, they could be hanged
- This approach did not work because it did not deal with the causes of poverty

The **1601 Poor Law** introduced a system that treated some poor people with more compassion. The system remained in place for over 200 years.

1. The **1601 Poor Law** divided the poor into two categories:
 - **The deserving poor:** people who *wanted* to work but *couldn't* (i.e. the elderly, children, disabled people)
 - **The undeserving poor:** people who *could* work but *didn't* (criminals, lazy people)

1. The **1601 Poor Law** treated different types of poor differently
 - The **deserving poor** were treated with compassion:
 - **poor relief** (benefits)
 - materials for work
 - **apprenticeships** for young people
 - The **undeserving poor** still threatened with **deterrents** such as
 - whipping
 - hard labour

1. The **1601 Poor Law** was paid for by a tax called the **poor rate** and managed by the **Justices of the Peace**

GCSE History: Elizabeth: How 'merry' was Elizabethan England?

23 'Merry England'

People in Industrial Britain looked back with nostalgia on the Elizabethan period and created a myth of 'Merry England' that wasn't always based in reality

This 'Merry England' interpretation imagined a 'golden age' in which...

- ...people wore fine clothes
- ...everyone had plenty of food
- ...people got on well with each other
- ...cultural achievements – such as **William Shakespeare's** plays – were enjoyed by all

Certainly, ordinary people in Elizabethan England enjoyed a wide range of popular pastimes

1. Sport

- **Football**, played on the streets between huge teams from different villages, was the most popular sport
- **Bear-baiting** – in which spectators bet on a pack of dogs attacking a tied up bear – was widespread

2. Festivities

- On saints' days, villages held **parish ales** – festivals of drinking, eating, and dancing – that lasted several days
- **Christmas** festivities included much eating, drinking, and carol-signing and lasted 12 days
- On **May Day** people danced around the **maypole** and watched plays
- **Harvest Home** was celebrated once all the crops had been harvested at the end of August

3. The alehouse (pub)

- The most common pastime for the **labouring poor** and **middling sort** was going to the **alehouse** to drink beer with friends
- **Alehouses** were also places of **gambling** and **prostitution**

24 The Puritan attack on popular pastimes

A striking feature of Elizabeth's reign was the decline in popular pastimes.

- **Parish ales** stopped in many areas
- **Alehouses** closed
- **Maypoles** were pulled down

The people responsible for this were **Puritan ministers** who wanted people to live purer Christian lives. They clamped down on **popular pastimes** by:

- preaching sermons attacking festivities such as **parish ales**
- persuaded **Justices of the Peace** to ban **maypoles** and introduce **licences** for selling ale

What drove Puritan ministers to attack popular pastimes?

1. Protecting the Sabbath.

Puritans believed that Sunday should be reserved for prayer, not drinking and dancing.

2. Stopping pagan practices.

Traditions such as **May Day** were **pagan**, not **Christian**.

Puritans believed this distracted from the true Christian religion.

3. Preventing violent disorder.

Crowds at festivities such as **parish ales** and **Harvest Home** often became drunk and violent. **Puritans** did not think this was Christian behaviour.

4. Preventing sex outside marriage.

Puritan ministers believed – perhaps with good reason – that dancing and drinking at festivals such as **May Day** led to the sin of sex outside marriage.

GCSE History: Elizabeth: How 'merry' was Elizabethan England?

25 Theatres and their opponents

The growth of theatres

- There were no theatres when Elizabeth became queen in 1558
- Instead, actors toured the country, performing at **alehouses** and **parish ales**
- When the government began arresting actors as **vagrants**, they formed **theatre companies**
- The theatre companies built theatres in London to perform plays written by **playwrights**
- One popular theatre company was the **Lord Chamberlain's Men**
 - Playwright: **William Shakespeare**
 - Popular plays: **Romeo and Juliet**, **Macbeth**
 - Theatre: **The Globe**

The galleries were the covered, raised areas of seating. Entry was 6 pence.

The yard was where the poor – known as **groundlings** – stood to watch plays. Entry was one penny.

The stage was raised and jutted out into the centre of the theatre.

Opposition to the theatres

- **Puritan ministers** opposed the theatres because plays encouraged unholy behaviour and distracted ordinary people from prayer and bible reading
- **The London city authorities** opposed the theatre because they feared crowds of spectators would spread the **plague** or commit **crimes**

Support for the theatres

- **The Queen** enjoyed the theatre and invited Shakespeare to perform at the Royal Court
- **Ordinary people** loved the theatre because it provided cheap entertainment

26 The persecution of witches

Features of witch belief

- Elizabethans believed that witches could perform magic to cure illness, control the actions of others, or recover stolen goods
- Some people believed witches' power came from their relationship with the **devil**
- Witches were believed to have **familiars**: small animals such as cats and toads that assisted with their evil acts

The persecution of witches in Elizabeth's reign

- **1563** law against witchcraft
 - Death by hanging for using witchcraft to kill
 - Prison for damage to property
- The number of cases increased in the later years of Elizabeth's reign: 166 cases in the 1580s
- There were 172 cases in Essex alone during Elizabeth's reign

Historians' interpretations of the reasons for the persecution of witches:

1. Tension between villagers

- Power for the powerless: explains confessions
- Lots of unexplained terrible things happen

2. Attacks on women

- 90% of those accused of witchcraft were women
- In a patriarchal society, persecuting witches was a way to deal with women who did not have husbands to control them

3. Puritans

- Puritan ministers encouraged persecution to get rid of magical beliefs
- Essex, a hotbed of accusations of witchcraft, was a highly Puritan area

GCSE History: Elizabeth: Why are the achievements of the Elizabethan adventurers so controversial?

27 The Algonquian

The Algonquian were one of the largest Native American peoples

Who ruled the Algonquian?

- The **Algonquian** were united by a common language
- Each village was ruled over by a different chief
- **Wingina** was the chief of an **Algonquian** village called **Secotan**

How did the Algonquian make a living?

- Everyone worked hard to produce food and there was plenty to go around:
 - Women and girls grew **crops** such as sweetcorn, beans and squash
 - Boys and men hunted and fished
- Villages traded with other villages for goods such as copper and pearls

What did the Algonquian believe?

- The **Algonquian** did not believe in individual gods, but instead that a **Great Spirit** inhabited the entire universe
- The **Algonquian** celebrated the changing of the seasons with **festivities** that reflected their reliance on the natural world

28 The Mughal Empire

The Mughal Empire was the most powerful and wealthy empire in India

Who ruled the Mughal Empire?

- The **Mughal Emperor** in the 16th century was **Akbar the Great**
- He expanded his empire to include over **100 million** people

How did the Mughals make a living?

- Most Indians were peasant farmers as most of India had very **fertile** land
- However, many peasants lived in poverty as they had to give a third of their crops to the **emperor** each year as taxes
- Wealthy **Mughals** could afford luxury goods such as spices, cotton cloth, jewels, and perfumes
- The **Mughals** traded with **Portuguese merchants** who sailed from Europe

What did the Mughals believe?

- **Akbar the Great** was a **Muslim**, but most people in his Empire were **Hindus** and **Sikhs**
- **Akbar tolerated** other religions and encouraged discussions between them

GCSE History: Elizabeth: Why are the achievements of the Elizabethan adventurers so controversial?

29 Roanoke

Roanoke was the first British colony in North America, but it failed

What motivated Walter Raleigh to establish Roanoke?

- Wealth: Raleigh hoped to find gold and silver in **North America**
- Elizabeth: Raleigh hoped that his new colony would earn him **patronage** from the Queen
- Spain: Raleigh wanted to challenge the power of Catholic **Spain**
- Royal support: **Elizabeth** gave Raleigh permission to take land in **North America**

What happened?

- In 1587, 117 English **settlers** arrived on **Roanoke Island** but they had lost most of their supplies
- The settlers relied on the nearby **Algonquian** village of **Secotan**, led by **Chief Wingina**
 - At first, relations between the English and the **Algonquian** were good.
 - However, soon **Wingina** decided to attack the **settlers**
 - Other **Algonquian** **collaborated** with the **settlers**: **Manteo** taught the English **Algonquian** and helped them ambush and kill **Wingina**
- Some settlers returned to Britain for more supplies
- However, when boats returned with supplies in 1590, the **colony** was **deserted**

Why did the colony fail?

- The **settlers** lost their supplies and seeds on the journey
- The **settlers** had a poor relationship with the **Algonquian**
- Boats bringing new supplies were delayed by the **Spanish Armada**

What did the English adventurers achieve?

- The adventurers brought back new products such as potatoes and tobacco
- The English gained valuable knowledge, allowing future colonies – such as **Jamestown** – to succeed

30 Trade with the East

Trade with India increased in the last years of Elizabeth's reign

What motivated journeys to the East?

- Wealth: The increased wealth of the **gentry** created a **demand** for luxury goods such as spices, cotton cloth, jewels, and perfumes
- Spain: Although Portuguese **merchants imported** luxury goods from India, Portugal was invaded by Spain in 1580
- Royal support: Elizabeth supported trade with the East by writing letters to be carried to the **Mughal Emperor**

What happened?

- Ralph Fitch's expedition: in the 1580s, Ralph Fitch travelled to India by land and saw the wealth of the **Mughal Empire**
- Dutch success: in 1599, a **Dutch** fleet returned to the **Netherlands** with hundreds of tons of spices
- The East India Company: in 1600, a group of **merchants** set up a company to trade with India – the **East India Company**
- The first voyage: in 1602, the **East India Company** successfully set up a **factory** – or trading post - on the island of **Java** and brought back spices and other goods

What did the English adventurers achieve?

- Trade brought new goods, such as spices and cotton
- The English gained valuable knowledge of India
- The **East India Company** became the most powerful company in the world by 1800, controlling half of all the trade in the world and eventually ruling most of India

GCSE History: Elizabeth: Why are the achievements of the Elizabethan adventurers so controversial?

31. The achievements of Elizabethan adventurers

The achievements of the Elizabethan adventurers remain controversial

Francis Drake

- Between 1577 and 1580, Drake became the first Englishman to sail around the world
- On his journey, he robbed Spanish treasure ships and attacked Spanish colonies in the New World
- Drake was also heavily involved in capturing and trading enslaved people on the coast of West Africa

Walter Raleigh

- Between 1584 and 1587, Raleigh funded three expeditions to set up Roanoke – England's first colony in North America – but they all failed
- In 1594, Raleigh led an expedition to South America in search of El Dorado – the 'city of gold' – but he found no gold mines

Ralph Fitch

- In 1583, Ralph Fitch successfully reached India by travelling by land through the Middle East
- The journey to India and back covered 3,000 miles and took eight years
- Fitch found that the Dutch and Portuguese had already established trading links with the Mughal Empire, although he did gain valuable knowledge and inspired other merchants to set up the East India Company

Year 11 Term 1– Physical Landscapes in the UK –River Landscapes

Key words

- **Hard engineering** Involves the building of entirely artificial (man made) structures using various materials such as rock, concrete and steel to reduce, disrupt or stop the impact of river processes.
- **Hydraulic action** The force of the river against the banks can cause air to be trapped in cracks and crevices. The pressure weakens the banks and gradually wears it away.
- **Hydrograph** A graph which shows the discharge of a river, related to rainfall, over a period of time.
- **Interlocking spurs** A series of ridges projecting out on alternate sides of a valley and around which a river winds its course.
- **Lateral erosion** Sideways erosion by a river on the outside of a meander channel. It eventually leads to the widening of the valley and contributes to the formation of the flood plain.
- **Levees** Embankment of sediment along the bank of a river. It may be formed naturally by regular flooding or be built up by people to protect the area against flooding.
- **Long profile** The gradient of a river, from its source to its mouth.
- **Meander** A pronounced bend in a river.
- **Ox-bow lake** An arc-shaped lake which has been cut off from a meandering river.
- **Precipitation** Moisture falling from the atmosphere - as rain, hail, sleet or snow.
- **Salutation** Particles bouncing down the river bed.
- **Soft engineering** Involves the use of the natural environment surrounding a river, using schemes that work with the river's natural processes.
- **Solution** Soluble particles are dissolved into the river.
- **(Channel) straightening** Removing meanders from a river to make the river straighter this allows it to carry more water quickly downstream, so it doesn't build up and is less likely to flood.
- **Suspension** Fine solid material held in the water while the water is moving.
- **Traction** The rolling of boulders and pebbles along the river bed.
- **Vertical erosion** Downward erosion of a river bed
- **Waterfall** Sudden descent of a river or stream over a vertical or very steep slope in its bed. It often forms where the river meets a band of softer rock after flowing over an area of more resistant material

KPI 1 To describe how the long profile changes

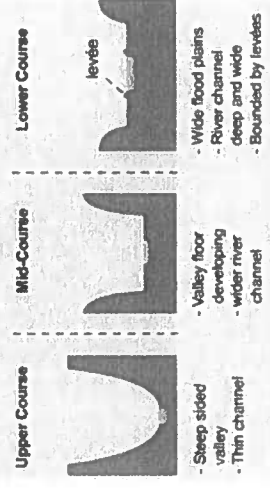
The long profile of a river refers to the changes in elevation from the source to the mouth.

- **Upper Course:** close to the source, the river tends to have a steep gradient, resulting in a rapid flow. The river channel is often narrow and shallow, with rocky or uneven terrain. This section is characterized by vertical erosion as the river cuts through the underlying rock and creates a V-shaped valley. Waterfalls, rapids, and gorges are common features in the upper course.
- **Middle Course:** As the river progresses into the middle course, the gradient becomes less steep. The river channel widens, and the flow of water becomes more meandering. The dominant erosional process shifts from vertical erosion to lateral erosion. The river starts to erode the valley sides and transport sediments downstream. Floodplains and meanders (bends in the river) begin to form in this section. The valley widens, and the river becomes deeper and wider.
- **Lower Course:** In the lower course, near the mouth of the river, the gradient is very gentle. The river channel becomes wider and deeper, and the flow slows down. Deposition becomes the dominant process, as the river has less energy to transport its load. As a result, the river deposits sediments, creating a wide floodplain. Meanders are well-developed, and oxbow lakes (abandoned meander loops) may be present. The river may also split into several distributaries as it enters the sea or a large body of water.

KPI 2 To describe how the cross profile of a river and its valley changes continued

- The cross profile of a river refers to the shape of the river channel and its valley from one bank to the other. The cross profile changes as the river progresses from the upper course to the lower course.
- **Upper Course:** In the upper course, the cross profile is typically narrow and V-shaped. The river channel is narrow, with steep valley sides. The river channel is often rocky, with rapids and waterfalls present. The valley sides are steep and may have interlocking spurs, which are ridges of hard rock that jut out into the valley.
- **Middle Course:** In the middle course, the cross profile becomes wider and more gently sloping. The river channel meanders within the valley, creating a wider floodplain. The valley sides are less steep and may feature gentle slopes or bluffs. Point bars (depositional features) can form on the inside of meander bends, while cut banks (erosional features) can be found on the outside of bends.
- **Lower Course:** In the lower course, the cross profile is the widest and flattest. The river channel is broad, and the valley sides are gentle. Floodplains are extensive, and the river may have multiple channels or distributaries. Natural levees, formed by successive flooding and deposition of sediments, can be found along the riverbanks.

The actual characteristics of a river and its valley can vary depending on local geology, climate, and other factors.



KPI 3 To explain how a river erodes

A river erodes by wearing away the land and rocks in its path. It does this through different processes:

- **Hydraulic Action:** The river's moving water can be very powerful, like a bulldozer. It pushes against the riverbanks and riverbed, causing bits of the land to break off and get carried away by the water.
- **Abrasion:** As the river flows, it carries tiny rocks, sand, and pebbles. These particles act like sandpaper, rubbing against the riverbanks and riverbed.
- **Attrition:** When the rocks, sand, and pebbles are being carried by the river, they bump into each other and they start to break into smaller pieces. The rocks in the river gradually become smaller and rounder as they keep bumping into each other.
- **Solution:** River water can dissolve certain types of rocks and minerals that it comes into contact with. Some rocks, like limestone, are made up of minerals that easily dissolve in water. When a river flows over or through these rocks, the water can react chemically with the rock and make it dissolve.

KPI 4 To explain how a river transports

- **Traction:** Larger, heavier materials like rocks and pebbles are rolled or pushed along the riverbed by the force of the water.
- **Salutation:** Smaller particles like sand and gravel are lifted up and bounced along the riverbed in a hopping motion before settling back down.
- **Suspension:** Fine particles like silt and clay are carried within the water, staying suspended and moving with the flow.
- **Solution:** Some dissolved minerals are transported within the river water itself, without being visible.

As the river flows, it carries its load downstream. The speed and strength of the river's current determine how much load it can transport. During floods or heavy rainfall, when the river's flow is faster and stronger, it can carry more material

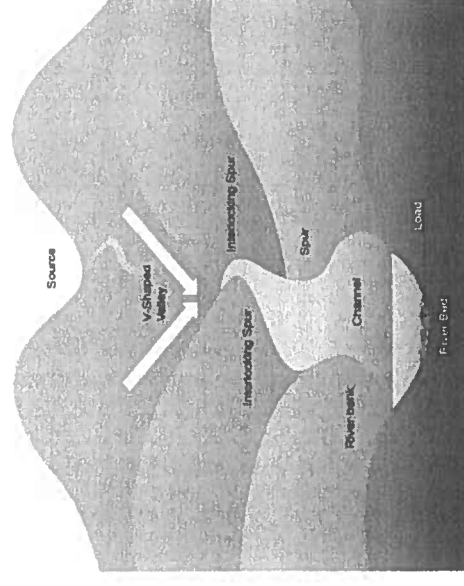
Year 11 Term 1– Physical Landscapes in the UK –River Landscapes

- **Abrasion:** Rocks carried along by the river wear down the river bed and banks.
- **Attrition:** Rocks being carried by the river smash together and break into smaller, smoother and rounder particles.
- **Cross profile:** The side to side cross-section of a river channel and/or valley.
- **Dam and reservoir:** A barrier (made on earth, concrete or stone) built across a valley to interrupt river flow and create a man-made lake (reservoir) which stores water and controls the discharge of the river.
- **Discharge:** The quantity of water that passes a given point on a stream or river-bank within a given period of time.
- **Embankments:** Raised banks constructed along the river; they effectively make the river deeper so it can hold more water. They are expensive and do not look natural but they do protect the land around them.
- **Estuary:** The tidal mouth of a river where it meets the sea; wide banks of deposited mud are exposed at low tide.
- **Flood:** Occurs when river discharge exceeds river channel capacity and water spills out of the channel onto the floodplain and other areas.
- **Flood plain:** The relatively flat area forming the valley floor on either side of a river channel, which is sometimes flooded.
- **Flood plain zoning:** This attempts to organise the flood defences in such a way that land that is near the river and often floods is not built on.
- **Flood relief channels:** Building new artificial channels which are used when a river is close to maximum discharge.
- **Flood risk:** The predicted frequency of floods in an area.
- **Flood warning:** Providing reliable advance information about possible flooding. Flood warning systems give people time to remove possessions and evacuate areas.
- **Fluvial processes:** relating to erosion, transport and deposition by a river.
- **Gorge:** A narrow, steep sided valley, often formed as a waterfall retreats upstream

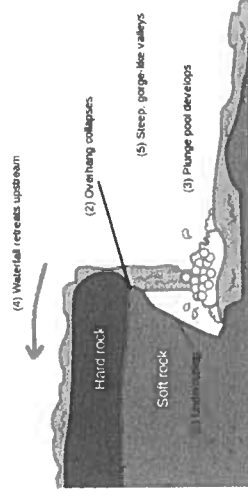
KPI 5 Describe the formation of interlocking spurs

Interlocking spurs are landforms that occur in the upper course of a river and are shaped by the river's erosion and the resistance of the surrounding rock

1. In the upper course of a river, the land is usually steep and uneven. As the river flows downhill, it encounters resistant rock outcrops or harder areas that are more difficult to erode.
2. The river's erosional processes, such as hydraulic action and abrasion, begin to wear away the less resistant rock layers. Over time, the river cuts a narrow and deep channel through the softer rock, forming a V-shaped valley.
3. As the river continues to erode the valley, it encounters areas of more resistant rock. Instead of cutting straight through these areas, the river is forced to flow around them, creating bends or meanders.
4. The river follows the path of least resistance, meandering around the hard rock areas, which act as obstacles. The river winds its way in a zigzag pattern, flowing around one side of the resistant rock and then switching to the other side.
5. As the river flows around these resistant rock features, it leaves behind sections of less eroded land that project out into the valley. These are called interlocking spurs. They appear like a series of projections or fingers that interlock with each other, extending from the valley sides into the river channel.



KPI 6 To describe and explain the formation of waterfalls and gorges

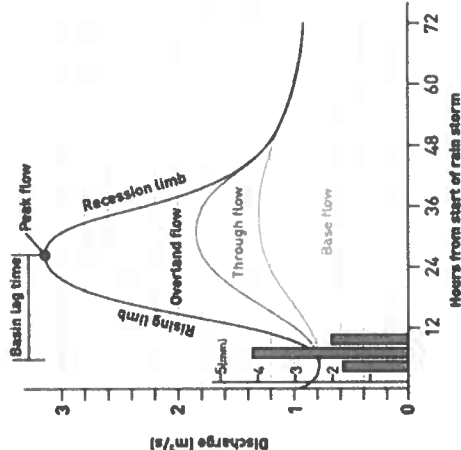


1. **Step 1 - Differential Erosion:** The formation of a waterfall begins with the presence of alternating layers of hard and soft rock in the river's course.
2. **Step 2 - Erosion of the Soft Rock:** As the river flows over the less resistant rock, such as softer sedimentary rock or clay, it erodes it more easily through processes like hydraulic action and abrasion. The continuous flow of water gradually undermines the softer rock, creating a plunge pool at the base.
3. **Step 3 - Overhang Formation:** Over time, the erosion of the softer rock creates an overhang or an unsupported ledge of the resistant rock above it. The overhang becomes more pronounced as the soft rock erodes at a faster rate compared to the resistant rock.
4. **Step 4 - Plunge Pool Formation:** The erosion process causes the waterfall to retreat upstream, as the soft rock gets worn away by the plunge of the falling water. As the water plunges from the overhang, it creates a powerful force that erodes and deepens a plunge pool at the base of the waterfall.
5. **Step 5 - Retraction of the Waterfall:** Over time, the continued erosion of the soft rock and the undercutting of the resistant rock cause the overhang to become unsupported. Eventually, the overhang collapses, and the waterfall retreats further upstream. This process continues, leading to the backward migration of the waterfall.
6. **Step 6 - Gorge Formation:** As the waterfall retreats, it leaves behind a steep-sided gorge in the river's course. The process of vertical erosion by the falling water creates a deep, narrow channel downstream of the waterfall.

KPI 7 To describe and explain the formation of meanders and ox-bow lakes

1. **Formation of a Meander:** A meander is a bend or curve in a river's course. Initially, the river may flow in a relatively straight path. However, as it travels across a floodplain or through an area with more easily erodible sediment, the river begins to erode laterally (sideways).
2. **Erosion on the Outside Bend:** The fastest flow of water occurs on the outside bend of a meander. As a result, the river's erosional forces, such as hydraulic action and abrasion, are concentrated on the outer bank of the bend. The water's force erodes and undercuts the bank, creating a river cliff or a steep slope.
3. **Deposition on the Inside Bend:** On the inner bank of the meander bend, the flow of water slows down. This slower flow allows for deposition to take place. The river deposits sediment, such as sand, silt, and clay, on the inside bank, creating a gently sloping feature called a slip-off slope.
4. **Meander Migration:** Over time, erosion and deposition cause the meander to migrate downstream. The erosion of the outer bank creates a wider bend, while the deposition on the inner bank makes the opposite side more pronounced.
5. **Neck Formation and Oxbow Lake Formation:** As the meander continues to migrate, the neck of the meander, the narrow strip of land between the two bends, becomes narrower. Eventually, due to erosion and natural processes, the river may cut through this narrow strip of land during a flood event, creating a new straighter channel.
6. **Oxbow Lake Formation:** Once the river has cut through the neck, it takes a shorter, straighter path. The abandoned meander bend is now called an oxbow lake. The oxbow lake is often crescent-shaped and remains filled with water, separated from the main river channel. Over time it may fill with sediment, vegetation may grow in it, and it may eventually become a marsh or a meadow.

Year 11 Term 1 – Physical Landscapes in the UK –River Landscapes

KPI 8 To explain how a levees is formed Levees are natural embankments or raised banks that are formed alongside a river channel. Step 1 - Flooding and Deposition: Levees are typically formed during periods of flooding when the river's water level rises and exceeds the capacity of the river channel. During a flood, the river carries a large volume of sediment, including sand, silt, and clay. Step 2 - Loss of Velocity: As the river floods, the water spreads out over the floodplain, and its velocity decreases. The slower-moving water loses its ability to carry and transport sediment, causing the sediment to settle or deposit along the edges of the river channel. Step 3 - Coarse Sediment Deposition: Due to the loss of velocity, the first sediments to be deposited are the larger and coarser particles, such as sand and gravel. These materials are deposited closest to the river channel, forming a layer of coarser sediment. Step 4 - Fine Sediment Deposition: Beyond the layer of coarser sediment, finer particles like silt and clay settle out of the water as the velocity decreases even further. These finer sediments settle on top of the coarser layer, gradually building up the levee's height. Step 5 - Repeated Flooding Events: Over time, with each recurring flood event, additional layers of sediment are deposited on top of the existing levee. This process results in the gradual growth and heightening of the levee. Step 6 - Vegetation Colonization: As the levee builds up, it becomes a raised and relatively stable area compared to the surrounding floodplain. This makes it more suitable for the growth of vegetation, such as grasses and shrubs. The vegetation helps to stabilize the levee by further trapping sediment and reducing erosion. Step 7 - Reinforcement: As the levee becomes vegetated, the roots of the plants bind the sediment together, strengthening the structure and making it more resistant to erosion.	KPI 9 Describe the formation of floodplains and estuaries Floodplain Formation: - Step 1: Erosion and Deposition: Floodplains are created by the erosion and deposition of sediment by a river over time. In the upper course of a river, erosion processes like hydraulic action and abrasion remove material from the riverbed and banks. This eroded material, such as sand, silt, and clay, is then transported downstream. - Step 2: Deposition on the Floodplain: As the river reaches the middle and lower courses, its velocity decreases, and it loses its ability to carry the sediment. The sediment is then deposited on the floodplain during periods of flooding. Floods occur when the river's water level exceeds its channel capacity, and the excess water spreads out onto the adjacent land. - Step 3: Building Up of Sediment Layers: Each time a flood occurs, a new layer of sediment is deposited on the floodplain. Over time, this accumulation of sediment builds up the height and extent of the floodplain. - Step 4: Formation of Natural Levees: During flooding events, the river's water velocity decreases, causing sediment to be deposited near the river channel. Coarser particles, such as sand and gravel, are deposited closest to the channel, forming natural embankments known as levees. These levees help confine the river within its channel during subsequent floods. Estuary Formation: - Step 1: An estuary is formed at the point where a river meets the sea or ocean. The river carries sediment and freshwater downstream, while the sea or ocean brings in tidal currents and saltwater. - Step 2: As the river flows into the estuary, the slower-moving water loses its capacity to transport sediment. This leads to the deposition of fine sediment, such as silt and clay, within the estuary. - Step 4: Tidal currents play a significant role in shaping estuaries. As tides rise and fall, they cause the water to move in and out of the estuary, resulting in the erosion and deposition of sediment. The tidal currents can create channels, sandbars, and tidal flats within the estuary. - Step 5: Development of Salt Marshes and Mudflats: The deposition of sediment and the interaction of freshwater and saltwater create favourable conditions for the growth of salt-tolerant vegetation, such as salt marsh grasses. Salt marshes and mudflats are common features in estuaries, providing habitats for a variety of plant and animal species.	KPI 10 To describe how hydrographs to show the relationship between precipitation and discharge  Hydrographs are graphs that show the flow or discharge of water in a river over a specific period of time, usually in response to a rainfall event: Discharge: Discharge refers to the volume of water passing through a specific cross-section of the river per unit of time. Rising Limb: The rising limb of the hydrograph represents the increasing flow of water in the river following the onset of rainfall. As the rainfall infiltrates the ground and generates surface runoff, the river's discharge begins to rise. Peak Flow: The peak flow is the highest point on the hydrograph and represents the maximum discharge reached during the rainfall event. It indicates the intensity of the rainfall and the river's response to it. Lag Time: Lag time is the time delay between the peak rainfall and the peak flow in the river. It reflects the time it takes for the rainfall to reach the river, considering factors such as the rainfall intensity, soil conditions, and river characteristics. Falling Limb: The falling limb of the hydrograph represents the decrease in river discharge following the cessation of rainfall. As the rainfall stops and the runoff diminishes, the river's discharge gradually returns to its base flow or pre-rainfall level. Base Flow: The base flow represents the normal or background discharge of the river during non-rainfall periods. It is the flow sustained by groundwater sources and other ongoing inputs to the river.	KPI 11 To identify the factors that can affect flood risk Several factors can affect flood risk in a particular area. Natural Factors: • Precipitation: The amount, intensity, and duration of rainfall are significant factors in flood risk. Heavy or prolonged rainfall can lead to increased runoff and overwhelm the capacity of rivers and drainage systems to handle the water, resulting in flooding. • Drainage Basin Characteristics: The characteristics of the drainage basin, such as its size, shape, slope, and vegetation cover, influence how water is collected and transported within the basin. Areas with larger drainage basins, steep slopes, or insufficient vegetation cover are more prone to rapid runoff and increased flood risk. Human Factors • Urbanisation and Land Use: The construction of buildings, roads, and other impervious surfaces reduces the natural infiltration of water into the soil, leading to increased surface runoff and a higher likelihood of flooding. • Deforestation: deforestation less vegetation to intercept precipitation leads to increased surface run-off
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Year 11 Term 1– Physical Landscapes in the UK –River Landscapes

KPI 12 Describe and explain the costs and benefits of hard engineering

Hard engineering refers to the use of artificial structures and techniques to manage and control the flow of rivers and prevent flooding.

Method	Benefits	Disadvantages
Dams and reservoirs (hard)	Reservoirs store water reducing the volume of water downstream. Water can be used for drinking and HEP.	Dams are very expensive to build and reservoirs can flood existing settlements. Material is deposited in the reservoir affecting farmland downstream
Channel straightening (hard)	Water moves quickly reducing the risk of flooding	Flooding risk and erosion rates increase downstream as the water ins moving faster.
Embankments (hard)	Increasing the volume of the channel	Very expensive and they can break

KPI 13 Restore rivers and their surrounding areas. Unlike hard engineering, which relies on artificial structures, soft engineering aims to work in harmony with the natural environment to achieve sustainable river management

Method	Benefits	Disadvantages
Flood warnings (soft)	People have time to move belongings upstairs and evacuate	They don't prevent flooding and people may not hear them
Flood plain zoning (soft)	The risk of flooding is reduced as building work does not happen on the floodplain	Space is limited in some urban areas which can cause conflict and some floodplains are already built on
Afforestation (soft)	Interception increases which reduces discharge. Creates habitats.	Less land available for farming
River restoration (soft)	Removing land made levees allows flood plains to flood. River is in its natural state	Local flood risk increases if nothing else is done

KPI 14 Describe an example of a flood management scheme in the UK

Location: located in Oxfordshire, England

Why was the Banbury Flood Management Plan needed? Banbury has been affected by flooding of the River Cherwell numerous times. The 1998 flood led to the closure of the railway station and caused £12.5 million in damage. There was further flooding in 2007.

What is the Banbury Flood Management Plan? 2012 construction of flood storage reservoir costing £18.5 mill.

The key features of the scheme included: raising the A36, constructing new pumping stations to transfer water, controlling the flow of the River Cherwell through the Hardwick and Huscote flow control structures, a biodiversity Action Plan (BAP) habitat with ponds, trees and hedgerows, constructing 4.5m high embankments using soil taken from the borrow area, which is now a small reservoir used for storing water that would otherwise have caused the River Cherwell to flood

What issues resulted from the scheme?

Social	Economic	Environmental
- The A361 is no longer affected by flooding, reducing transport disruption for local people. - The new green areas and footpaths have improved the quality of life for local people. - Reduced anxiety in local communities as the risk of flooding has been reduced.	- The cost of the scheme was £18.5 million. - The benefits are estimated at over £100 million. 441 houses and 73 commercial properties are protected from flooding. - Property values have increased as they are no longer at risk of flooding.	- Around 100,000 tonnes of earth were required to make the embankment resulting in some habitat destruction. - The Biodiversity Action Plan (BAP) has resulted in planting trees and hedgerows and constructing ponds. - The BAP has created new ponds, trees and hedgerow habitats. - Part of the floodplain will be left to flood if river levels get too high. - The reservoir provides a temporary habitat for waterbirds.

Year 11 Term 2– Urban Issues & Challenges – Page 1 – Urbanisation and Rio De Janeiro

Key words Brownfield site Land that has been used, abandoned and now awaits some new use. Commonly found across urban areas, particularly in the inner city. Dereliction Abandoned buildings and wasteland. Economic opportunities Chances for people to improve their standard of living through employment. Favela A slum or shantytown located within or on the outskirts of the country's large cities Greenfield site A plot of land, often in a rural or on the edge of an urban area that has not yet been subject to any building development. Inequalities Differences between poverty and wealth, as well as in peoples' wellbeing and access to things like jobs, housing and education. Inequalities may occur in housing provision, access to services, access to open land, safety and security. Integrated transport systems When different transport methods connect together, making journeys smoother and therefore public transport more appealing. Better integration should result in more demand for public transport and should see people switching from private car use to public modes of transport, which should be more sustainable. It may also lead to a fall in congestion due to less road users. Mega-cities An urban area with a total population in excess of ten million people. Migration When people move from one area to another. In many LICs people move from rural to urban areas (rural-urban migration). Natural increase The birth rate minus the death rate of a population. Pollution The presence of chemicals, noise, dirt or other substances which have harmful or poisonous effects on an environment. Regeneration -is the attempt to reverse that decline by both improving the physical structure, and, more importantly and elusively, the economy of those areas. Rural-urban fringe A zone of transition between the built-up area and the countryside, where there is often competition for land use. It is a zone of mixed land uses, from out of town shopping centres and golf courses to farmland and motorways. Sanitation Measures designed to protect public health, including the provision of clean water and the disposal of sewage and waste. Social deprivation The degree to which an individual or an area is deprived of services, decent housing, adequate income and local employment. Social opportunities Chances for people to improve their quality of life, for instance access to education and health care. Squatter settlement An area of poor-quality housing, lacking in amenities such as water supply, sewerage and electricity, which often develops spontaneously and illegally in a city in an LIC. Sustainable urban living A sustainable city is one in which there is minimal damage to the environment, the economic base is sound with resources allocated fairly and jobs secure, and there is a strong sense of community, with local people involved in decisions made. Traffic congestion Occurs when there is too great a volume of traffic for roads to cope with, so traffic jams form and traffic slows to a crawl. Urban greening The process of increasing and preserving open space such as public parks and gardens in urban areas. Urbanisation The process by which an increasing percentage of a country's population comes to live in towns and cities. Rapid urbanisation is a feature of many LICs and NEEs. Urban regeneration The revival of old parts of the built-up area by either installing modern facilities in old buildings (known as renewal) or opting for redevelopment (ie demolishing existing buildings and starting afresh). Urban sprawl The unplanned growth of urban areas into the surrounding countryside. Waste recycling The process of extracting and reusing useful substances found in waste Informal Economy—employment outside the official knowledge of the government.	KPI 1 Describe the causes of urbanisation 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. <i>Where is urbanisation happening?</i> 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. <i>Two main causes of urbanisation:</i> Natural Increase: There has been an increase in birth-rate due to high percentage of population are child-bearing age which leads to high fertility rate and a lack of contraception or education about family planning. There has been a lowering of death rate due to higher life expectancy due to better living conditions and diet. Improved medical facilities helps lower infant mortality rate. Migration: Rural to urban migration due to push and pull factors PUSH FACTORS - natural disasters, war and conflict, mechanisation, drought, lack of employment. PULL FACTORS- more jobs, better education & healthcare, increased quality of life, following family members. KPI 2 Describe what a mega city is A mega city is an urban area which 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. Three types of mega city - Slow growing; have no squatter settlements e.g. Tokyo (often HICs) - Growing; under 20% in squatter settlements e.g. Beijing (often NEEs) - Rapid Growing; Over 20% in squatter settlements e.g. Mumbai (often LICs)	KPI 3 Describe the regional and local importance of Rio Rio De Janeiro is a coastal city situated in the South East 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. - Located on Guanabara Bay - The city is surrounded by mountains, including the iconic Corcovado Mountain and the Tijuca Forest, which is the largest urban forest in the world. - One of the most visited places in the Southern Hemisphere. - Hosted the 2014 World Cup and 2016 Summer Olympics. - Features several famous beaches, including Copacabana and Ipanema. KPI 4 Describe why Rio De Janeiro's population is growing The city began when Portuguese settlers with slaves arrived in 1502. Since then, 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. Economic activities have attracted migrants from many different places including: - Amazon Basin - South Korea and China - Skilled workers from the USA and UK - Argentina and Bolivia	KPI 5 Describe the Social Challenges and Opportunities in Rio Opportunities: Health Care – Healthcare provisions, is significantly better in Rio than in rural areas. Compared to living in the countryside vulnerable people such as children and the elderly have better access to emergency care and vaccinations in Rio. Education – There are many primary and secondary schools in Rio which have enabled 95% of children aged 10 and above in the city to be literate. The city also has several universities providing higher education opportunities. Water supply – Access to clean water has increased considerably in Rio since the city hosted major sporting events such as the 2014 World Cup and the 2016 Olympics. Energy – Although the city is subject to power cuts, the energy supply is more reliable than in rural areas where lighting and power are not always available. Challenges: Water supply – 12% no access to running water Energy insecurity means there are frequent power cuts Life expectancy in Cidade De Deus is only 45 compared to 80 in Barra Da Tijuca - Only half of all children continue their education beyond 14 - Crime is a major problem in Rio. Drugs, theft and vandalism are major challenges for the police. - One of the most significant problems in favelas is associated with criminal gangs operating drug trafficking in favelas
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Year 11 Term 2 – Urban Issues & Challenges – Page 2 – Rio de Janeiro and Bristol

KPI 6 Describe the Economic Challenges and Opportunities in Rio Rio's industrial areas have boosted the city's economy Rio provides more than 6% of Brazil's employment Economic development has improved Rio's transport and environment Large companies are attracted to Rio Economic Opportunities have developed in the formal economy Such as: - Service industries - Port industries - Oil refining - Manufacturing - Tourism - Retail <i>What are the challenges?</i> Unemployment - A recession in 2015 increased unemployment in Rio. There are wide contrasts in wealth. Unemployment rates in favelas are over 20%. Most people work in the informal economy where jobs are poorly paid and irregular. Solution: The Schools of Tomorrow programme aims to improve education in poor and violent areas. Free child care is provided to enable teenage parents to return to education. Crime – Murder, kidnapping and armed assault occur regularly. Powerful gangs control drug trafficking in many of the favela Solution: 2013 Pacifying Police Units (UPPs) were established to reclaim favelas from drug dealers. Police have taken control of some of the crime-dominated favelas.	KPI 7 Describe the Environmental Challenges and Opportunities in Rio <u>Air pollution and traffic congestion</u> - Air pollution causes around 5000 deaths per year. - Smog occurs when natural mist mixes with vehicle fumes and pollutants from factories - Traffic congestion increases stress and pollution it happens because steep mountains limit where roads can grow. Numbers of cars has increased and high crime means people prefer to drive SOLUTION: Expansion of metro system, new tolls roads, coast roads one-way during rush hour <u>Water pollution</u> - Guanabara Bay is highly polluted - Rivers are polluted by open sewers in the favelas because government has not paid for sewage pipes - Oil spills from the Petrobras Oil Refinery - Ships empty fuel tanks in to the bay SOLUTION: 12 new sewage works since 2004, ships fined for discharging fuel illegally, 5km of new sewage pipes installed <u>Waste pollution</u> - Many favelas are on steep slopes with few proper roads so waste collection is difficult. - Most waste is dumped and pollutes water system, causing diseases and encouraging rats SOLUTION: A power plant has been set up which consumes 30 tonnes of rubbish a day and produces enough electricity for 1000 home	KPI 8 To describe how life for the urban poor can be improved What are the challenges of living in squatter settlements? - Crime - Health - Lack of Services - Construction - Unemployment Rochina is the largest favela in Rio. Planning for the Urban Poor Favela Bairro Project: Site and Service Scheme- local authority provides the land and services for residents to build homes. Complexo do Alemão is a group of favelas in Rio's North Zone. The local authority has made many improvements: - Paved roads - Access to water supply - Improved sanitation - Cable car system - one free ticket a day - A Pacifying Police Unit (UPP) with police patrolling the community - Paved and formally named roads - Access to a water supply and drainage system for improved sanitation - Hillslides secured to prevent landslides - Building new health leisure and education facilities Successes: - Quality of life, mobility and employment prospects Failures: - Newly built infrastructure is not being maintained - Residents lack skills and resources to make repairs - More training is needed to improve literacy and employment - Rents have risen in the improved favelas	KPI 9 Describe where people live in the UK - UK's population unevenly distributed 82% live in urban areas % of urban dwellers live in London and the south-east of England - Highland areas are sparsely populated KPI 10 Describe the location and regional importance of Bristol Bristol is largest city in the south west. <i>Why is Bristol regionally important?</i> - Education - 2 universities - Industry - largest concentration of silicon child manufacture outside of California - Religion - 2 cathedrals - Tourism - 8th most popular city to visit attractions include SS Great Britain Culture and Entertainment - several theatres e.g. Bristol Old Vic and home to Aardman animation <i>Why is Britain important as an international city?</i> - Holds strategic position on the M4 corridor so good road and rail links, easy access to London and rail and ferry services to Europe - Bristol airport links to major European centres and the USA - Development of global industries such as financial and business services, defence, aerospace, culture and media - High level of inward investment in manufacturing from companies like Airbus, BMW and Siemens - Bristol University attracts students from all over the world KPI 11 Describe the impact of migration on Bristol Migration from abroad accounts for half of Bristol's population growth. Large numbers from EU countries. Impacts: - Young economically active workforce - Enrich culture of city e.g. St Pauls carnival - Pressures on housing - Challenge of integration into wider community	KPI 12 Describe how urban change has created social opportunities Over 2 million people live within 50km of the city Social opportunities - Nightclubs, bars and music venues. - Theatres include Bristol Old Vic. - Sport - sports team are developing stadium and conference centres. 2 professional football teams, a rugby union team and the headquarters of Gloucestershire County Cricket - Shopping - Cribbs Causeway and Cabot's Circus KPI 13 Describe how urban change has created economic opportunities Closure of port meant industry changed. Major developments in tertiary (services) and quaternary (high tech). Industries in Bristol include: - Defence Procurement Agency - The Aerospace industry - Aardman Animations KPI 14 Describe how urban change has created economic opportunities 2015 became European Green Capital <u>Integrated Transport System</u> - Bristol has introduced an Integrated Transport System - it encourages people to use public transport. There is the Rapid Transit Network which is 3 bus routes linked to the railway station and Park and Ride - Electrification of railway means greener more reliable trips to London - Vast number of cycle routes Urban Greening - Provision of open space in urban areas. More than 1/3rd of Bristol is open space. There are 8 nature reserves and 300 parks in the city. - Queens Square was once a dual carriageway but is now an open space with cycle routes.
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Year 11 Term 2– Urban Issues & Challenges – Bristol and Frieburg

KPI 14 Describe how urban change has created environmental challenges Challenge 1: Dereliction Many industrial buildings are now derelict. E.g. Stokes Croft - an inner-city areas with housing once built for industrial workers. Housing became derelict. There were problems with squatters, riots and antisocial behaviour <i>What is being done to improve the area?</i> - Bristol City Council obtained lottery grants to improve the area. - Activists and artists want to revitalise the area through community action and public art, including graffiti art. Challenge 2: Urban Sprawl Bristol needs new housing because of rapid growing population. Urban sprawl has expanded particularly to the north-west. New town of Bradley Stoke has extended city to the north. The green belt was set up to prevent urban sprawl on the rural-urban fringe but these areas are under pressure. Harry Stoke - new development of 1200 homes. Local people concerned about; traffic congestion, loss of animal habitat, and effect on flood risk <i>What is being done to reduce urban sprawl?</i> - Housing development on brownfield sites. Between 2006 to 2013 94% of new housing built on brownfield sites. - Bristol Harbourside -very run down area of the city redeveloped allowing people to live in the centre. BUT not everyone was happy with infrastructure and renovation was costly.	KPI 14 Describe how urban change has created environmental challenges -continued Challenge 3: Waste Disposal The amount of waste produced per head in Bristol is 23 percent lower than the UK average. However, the city still produces over half a million tonnes of waste per year. It is among the worst cities in the country in terms of the amount of food waste <i>What is being done to improve the area?</i> Agreeing higher targets with contractors who handle household waste Doing more to teach pupils in schools about the importance of recycling and how to recycle at home Introducing specialised kerbside collections and facilities for recycling different kinds of household waste. The Avonmouth waste treatment plant treats 200000 tonnes of waste per year. Any non- recyclable waste is used to generate enough electricity to meet the needs of nearly 25000 homes Challenge 4: Atmospheric Pollution Estimated 200 people die in the city due to air pollution. Vehicle emissions are the main cause of air pollution in the city. Bristol is the most congested city in England. <i>What is being done to improve the area?</i> Eco-friendly 'poo bus' that runs on bio-methane. Integrated transport network to reduce traffic on roads. KPI 15 Describe how urban change has created social inequality Lack of investment has led to inequalities and some areas have high levels of social deprivation. <table><tr><th>Filwood</th><th>Stoke Bishop</th></tr><tr><td> - Life expectancy 78 - Lowest participation rates in active sport 1.3rd of 16-24 unemployed 2013 only 36% of students go top grades </td><td> - Life expectancy 83 - Only 3% unemployed 50% of population have a degree 94% of 16 year olds 5+GCSEs 81% homes owner occupied </td></tr></table>	Filwood	Stoke Bishop	- Life expectancy 78 - Lowest participation rates in active sport 1.3rd of 16-24 unemployed 2013 only 36% of students go top grades	- Life expectancy 83 - Only 3% unemployed 50% of population have a degree 94% of 16 year olds 5+GCSEs 81% homes owner occupied	KPI 16 Describe and explain urban regeneration Urban regeneration involves redeveloping and revitalising areas that have experienced urban decay or decline. Advantages of regeneration; - Existing buildings can be put to a range of uses on any one site. - The land is often disused or in a state of dereliction. - The site has already been developed and so reduces urban sprawl. - Using unsightly areas for building developments improves the urban environment. - Sites are often in urban areas, so building there may reduce car use. In Bristol, old industrial areas near the railway station and port had become rundown. The docks and industrial buildings became derelict as the port facility moved to Avonmouth. This did not give a good first impression to visitors. Bristol Temple Quarter Regeneration Key Aspects: - Bristol Harbourside was given Enterprise Zone Status - Creation of 4000 new jobs by 2020 and 17,000 by 2037 240,000m2 of new or refurbished buildings, offices, homes and shops. - New bridge across the River Avon to the site of the former Diesel Depot - Improved access from in and around Bristol including electrification to shorten journey times on trains improvements to Temple Meads Station, improved road layout with links to rapid transit network and the Bristol-Bath Cycle Path. However, there is one major problem with the project... - Parts of Temple Quarter are in flood risk zone - Bristol Arena project was scrapped.	KPI 17 Describe how area can plan for urban sustainability Urban sustainability refers to the concept of developing and managing cities in a way that meets the needs of the present generation without compromising the ability of future generations to meet their own needs. It involves creating urban environments that are socially inclusive, economically viable, and environmentally responsible. Freiburg, Germany The city has implemented various initiatives and strategies to promote environmental responsibility, social equity, and economic development. Renewable Energy: The city is known for its commitment to solar power, and solar panels can be found on many buildings throughout the city. Energy also comes from biomass using waste wood and rapeseed oil. Sustainable Transportation: The city has an extensive network of cycling paths, making it easy for residents to commute by bike. Additionally, Freiburg has invested in an efficient and well-connected public transportation system, including trams and buses, which encourages people to use public transport instead of private vehicles. A car parking space in Vauban district is £20,000! Green Building Practices: Freiburg promotes sustainable building practices that focus on energy efficiency and environmental responsibility. The city has implemented strict building standards, encouraging the use of energy-saving technologies and sustainable materials. The Vauban district in Freiburg is a notable example of sustainable urban development, featuring energy-efficient buildings and car-free zones. Environmental Conservation: The city has designated extensive green spaces and protected areas, promoting biodiversity and providing recreational spaces for residents. The Mundenhof Animal Park and the Seepark are examples of green areas within the city. Sustainable Economy: Freiburg has also fostered a sustainable economy by supporting local businesses, promoting innovation, and encouraging sustainable entrepreneurship. The city has a thriving green technology sector, which contributes to economic growth while also addressing environmental challenges.	KPI 18 Describe how urban transport strategies can reduce traffic congestion Freiburg - Has an integrated traffic plan - Tram network provides efficient, cheap and renewable public transport. Low fares allow unlimited travel 70% of population live within 500 m of a tram stop 400 km of cycle paths - Car free zones - Restrictions on parking spaces e.g. Vauban district each one costs £20,000
Filwood	Stoke Bishop							
- Life expectancy 78 - Lowest participation rates in active sport 1.3rd of 16-24 unemployed 2013 only 36% of students go top grades	- Life expectancy 83 - Only 3% unemployed 50% of population have a degree 94% of 16 year olds 5+GCSEs 81% homes owner occupied							

Year 11 Term 1 French – Bon Travail

9	Je ne veux pas travailler dans un magasin plus tard dans ma vie.	I don't want to work in a shop later in life.
10	Je préférerais travailler dans un bureau.	I would prefer to work in an office.
11	L'été prochain je veux bien organiser un stage en France	Next summer I really want to organise an apprenticeship in France.
12	puisque je voudrais améliorer mon français.	Since I would like to improve my French.
13	Il est important de pratiquer les langues au monde du travail	It is important to practise languages in the world of work.
14	parce qu'on peut écrire des e-mails, ou parler avec des clients et collègues à l'étranger.	Because you can write emails, or talk to clients and colleagues abroad.
15	À mon avis, il est essentiel d'apprendre une langue pour communiquer avec les autres gens.	In my opinion, it is essential to learn a language in order to communicate with other people.
16	En ce moment je n'ai pas de petit boulot car je dois faire beaucoup de devoirs	At the moment I don't have a part-time job because I have to do a lot of homework.

1	À mon avis je suis très motivé, travailleur et honnête.	In my opinion I am very motivated, hardworking and honest.
2	En ce moment je suis étudiant	At the moment I am a student
3	mais dans le futur j'aimerais bien travailler comme ingénieur.	But in the future I would really like to work as an engineer.
4	Mon père est architecte et je trouve ça trop barbant.	My dad is an architect and I find it too boring.
5	En plus, ma mère est infirmière et je pense que c'est très difficile.	Furthermore, my mum is a nurse and I think that it is very difficult.
6	L'année dernière j'avais l'occasion de faire un stage à PC World	Last year I have the chance to do an apprenticeship at PC World
7	Cependant, c'était vraiment nul parce que j'ai servi les clients tous les jours	However it was really boring because I served customers everyday.
8	Pourtant maintenant je crois que c'est un métier difficile	Therefore now I think that it's a difficult job.

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 Term 1 Spanish - ¡A CURRAR!

1	In order to earn money	Para ganar dinero
2	I work in a hotel at the office from monday to friday	trabajo en un hotel en la oficina de lunes a viernes
3	I help the clients and answer the phone	ayudo a los clientes y contesto el teléfono
4	I earn a hundred euros per week.	gano cien euros por semana.
5	Also, help at home. I clean and cook for my family	También, ayudo en casa. Limpio y cocino para mi familia
6	two times a week I Hoover and cut the grass	Dos veces a la semana paso la aspiradora y corto el césped
7	I did my work experience in a school	Hice mis prácticas laborales en un colegio
8	I taught Spanish and German.	enseñé español y alemán.
9	My boss was quite nice but my colleagues were mean	Mi jefe era bastante simpático/a pero mis compañeros eran antipáticos.

10	and the salary was not good	Y el salario/sueldo no era bueno
11	When I was younger I wanted to be a nurse	Cuando era más joven quería ser periodista
12	because I am clever and very brave.	Porque soy listo/a y muy valiente.
13	In the future I would like to be a journalist	En el futuro me gustaría ser periodista
14	because I am very creative and social.	dado que soy creativo/a y sociable.
15	Moreover, I hope get married and have children.	Además, espero casarme y tener hijos.
16	I am going to learn languages	Voy a aprender idiomas
17	because it opens your mind	porque te abre la mente
18	Finally, I would love to do a volunteer job or take a gap year	Finalmente me gustaría hacer un trabajo voluntario o tomar un año sabático

Show off language

Opinions
desde mi punto de vista- from my point of view debo admitir que- I must admit that aunque al mismo tiempo- although at the same time no aguanto hacerlo- I can't stand doing it quiero mucho hacerlo porque- I really want to do it because trato de (+ infinitive)- I try to tengo ganas de (+ infinitive)- I fancy (doing something) he tenido bastante de (+ infinitive)- I have had enough of lo peor de todo- the worst thing of all supongo que- I suppose that
Subjunctive
es necesario que lo haga porque- it's necessary that I do it because ojalá que + subjunctive- I hope that cuando termine mis exámenes- when I finish my exams cuando gane bastante dinero- when I earn enough money cuando sea mayor- when I'm older

Si clauses + conditional
si tuviera tiempo- if I had time (I would...) si fuera rica- If I were rich (I would...) si fuera posible- If it were possible (I would...)
Past Tense
lo que más me gustó fue- what I liked the most was me hubiera gustado (+ infinitive)- I would have liked to
Idiomatic Language
me di cuenta de que- I realised that me quita las ganas- puts me off me saca(n) de quicio – it gets on my nerves a mí me da igual- I don't mind valdrá la pena- it will be worth it al fin y al cabo – at the end of the day

Key terms: Temples, shrines, monasteries (viharas), stupa, Puja, mala, meditation, anapanasti, Vipassana, thangka, mandala, Wesak, Parinirvana Day, eightfold path, Nibbana, enlightenment, Buddhahood, Bodhisattva	Paper One – Year 11 Term 1 Buddhist belief, worship and practices KPI: To understand the meaning of the 3rd noble truth. • The third noble truth teaches that there is an end to suffering. • It can be achieved by overcoming ignorance and craving. • Nibbana literally means the extinction- the extinction of the three poisons. KPI: To understand the meaning of the fourth noble truth. • The fourth noble truth 'marga' is seen as the cure to end suffering. • The fourth noble truth is the eightfold path, which consists of 8 aspects that Buddhist can practice and follow in order to achieve enlightenment. • The eightfold path is split into ethics, mediation, wisdom.	KPI: 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, and wisdom. • Buddhist will make offerings at a shrine for example light – wisdom, flowers- reminder that all things are impermanent, incense- purity.
KPI: To know the main features of Theravada Buddhism • 'School of the elders', seen as orthodox • The Buddha is seen as the main focus of commitment. • An 'Arhat' is seen as a 'perfected person'. Achieved enlightenment. KPI: To know the main features of Mahayana Buddhism • Buddha remains active and can influence the world and can be encountered. • Main aim is to achieve Buddhahood, to become a Buddha.	KPI: To understand 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.	KPI: 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. KPI: 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.
• Bodhisattva- someone who sees their own enlightenment as being bound to others and remain in the cycle of Samsara. • Pure land Buddhism is part of the Mahayana Buddhism. • Based on the faith of Amitabha Buddha. • Pure land Buddhism focuses upon faith in Amitabha and believing that he will help Buddhist to be reborn in Sukhavati.	KPI: 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 mediation, 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.	KPI- To understand the origins and celebrations and importance of Wesak • 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. KPI- 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.

Art Year 11 - Term 1

Formal Elements	Definition	Example	Painting Techniques
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)	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.
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.	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
Colour	Colour is what you see when light reflects of something.	Primary Colours - can't be made by mixing colours together (Red, Yellow & Blue) Secondary Colours - mix two primary colours together (Green, Orange & Purple) Tertiary Colours - mix a primary and secondary colour together (Blue + Green = Turquoise) Complementary Colours - Colours opposite each other on the colour wheel (Orange/ Blue, Green/Red and Purple/Yellow)	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.
Texture	How something looks or feels.	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 Adjectives to describe different textures - fluffy, rough, smooth, soft, bold, uneven, slimy, faint, chalky, tacky etc.	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. Adding texture with Salt When salt is sprinkled on a wet wash, it starts to gather the watercolour 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
Pattern	A symbol, shape or colour that repeats.	Man-made patterns are designed by humans, natural patterns are formed by nature. Patterns can be orderly, uniform, geometric, random or symmetrical.	
Shape & Form	Shape is 2D. Form is 3D.	2D shapes include rectangles, squares and triangles. Geometric shapes are angular and have straight lines. Organic shapes have curved lines. 3D shapes include cylinders, spheres and cubes.	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

Keywords		Key Process to develop ideas	Tips, Tools & Techniques
Observational Drawing	Drawing something from real life in front of you.	Copy of an Artwork 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. Annotating Writing about and evaluating your own and others' work.	Blender Stick A paper stump that allows you to blend tones. Blending The smooth transition between tones. Grid Method Using a grid to ensure you draw in proportion. Shading Techniques Hatching, Cross-Hatching, Stippling and Scumbling. 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.
Primary & Secondary Sources	Primary = real objects or your own photos that you have taken yourself Secondary = an image from the internet or books		
Proportion	The size and relation of objects to one another. Using the grid-method is one way of helping you draw using accurate proportions.		
Landscape	A piece that depicts a view of some sort e.g. mountains, the sea, fields, woodlands, buildings etc.		
Portraiture	Drawing/ painting or photograph of someone		
Still Life	A piece that depicts an object or group of objects.		
Cultural Identity	Cultural identity is the identity of belonging to a group. It is part of a person's self-conception and self-perception and is related to nationality, ethnicity, religion, social class, generation, locality or any kind of social group that has its own distinct culture.		

5 Key acting Skills

Facial Expressions - Eye contact, eye brows, straight, emotions, gritting teeth, tense, relaxed, wrinkled, creased, staring, twitching.

Voice - Tone, pitch, pace, emotion, volume, projection, dialogue, dialect, accent, intonation, whistling, SFX, interjection.

Body language - Posture, blocking, positioning, front on, side on, emotions, age, open or closed.

Gestures - Hands, arms, speed, clicking, rubbing, waving, mannerisms

Movement - Speed, pace, acceleration, gait, mannerisms, special awareness, stage presence.

Interpretation - Finding the meaning/action within a script

Stage directions - Guidelines/hints for actors within a script

Blocking - Where actors are positioned on stage

Proxemics - How close actors are on stage

Semiotics - Study of words and symbols

Characterisation - Skills used to create a character

Given circumstances - Stanislavski technique - looking at the script, what do we definitely know to be fact?

Status - The amount of power/dominance each character has over others?

Levels - How high or low your body is positioned?

Key Terms

Interpretation - Finding the meaning/action within a script

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Given circumstances - Stanislavski technique - looking at the script, what do we definitely know to be fact?

Status -The amount of power/dominance each character has over others

Levels -How high or low your body is positioned

Long term targets - What do you want to achieve by the end of this unit?

Short term targets - What do you want to achieve within the next few rehearsals?

Physical skills - Everything you can do with your face, hands, movement and body.

Vocal skills - Everything you can do with your voice—be specific with terms.

Interpretive skills - How well you interpret a script or a character. How do you become the character?

How to write a self evaluation

Example of Pass standard self-evaluation—DESCRIBE

(Say what you did)

At the moment, I am good at creating characters as I start acting as soon as I get a script. I use a variety of vocal skills including pace, accent and projection to create these characters. My movement skills need some work, for example - I think I need to focus on improving my gestures.

Example of Merit standard self-evaluation—DISCUSS

(Say what you did and why you did it)

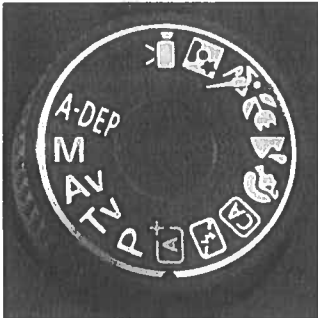
At the moment, I am good at creating characters from scratch as I begin improvising and rehearsing as soon as I get a script. I use a variety of vocal skills including pace, accent and projection to create these characters, for example - when playing an older character recently, I spoke in an exaggerated tone and the raised the volume of my voice. My movement skills need some work, for example - I think I need to focus on improving my gestures as last time, I didn't use enough. My posture also needed work as my back was too straight.

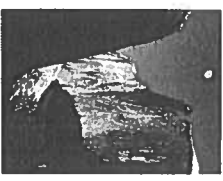
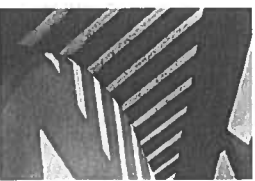
Example of Distinction standard self-evaluation—EVALUATE

(Say what you did, why you did it and what the effect on the audience would be)

At the moment, I would say that my improvisation skills are good as I feel comfortable enough to create characters almost immediately after reading a script. I use a variety of vocal skills including pace, accent and projection to create these characters, for example - when playing an older character recently, I spoke in an exaggerated elderly tone to express an element of humour to an audience and raised the volume of my voice to have the effect of this older person not having good hearing and wanted people to speak up. I feel that my movement skills need improvements however, if I am to become a better actor. For example, I think I need to focus on improving my gestures as last time, they weren't expressive enough and it made my character less believable. Also, my posture needed to be more hunched over as my back was too straight and I think I could've moved in a more staggered manner to express to the audience how unstable this character was on their feet. All in all, I feel that I have a pretty good understanding of how to vocally convey characters but need some work on how to physically portray them.

<u>Key elements</u>	<u>Types of Staging</u>	<u>Line learning methods</u>	<u>How to create tension in performance.</u>
Narration—Speaking directly to the audience, explaining what is happening on stage. Gobo—Silhouette lighting to represent something else. Gauze—A thin material than becomes transparent in light. Minimalistic—Simplistic and kept to a minimum. Pause—A moment of silence, often deliberate and prolonged Stylised—Requires an audience to use their imagination rather than appearing realistic. Meta-theatre—Play within a play, the audience is aware of the creation of drama within a piece. Fourth Wall—The imaginary wall separating the stage and auditorium which is often broke as the actors enter through the audience. Props - Items or objects used on stage Set - Arrangement of scenery and props to create a place on stage LFX - Lighting effect that you use in a performance to create atmosphere and tension. SFX - Sound effects that you use in a performance to create atmosphere and tension.	Proscenium Arch - most famous variety, raised stage with fixed arch above it, auditorium looking on. Traverse - like a catwalk, stage down middle and audience on either side. Thrust - stage thrusts out into the audience so that they are closer to the action. In the round - audience surrounds stage, action takes place in the middle. End on - stage is on level ground with auditorium and no arch above the stage. Black Box Studio - studio room kitted out with lighting and sound, adaptable staging types and open canvas. Auditorium - where the audience sit to watch the performance. Evaluating a rehearsal - DISTINCTION Example In today's rehearsal, my group worked really well and blocked a new part of our script which showed my character becoming aggressive with his wife. We first thought about the using mime during this part of the scene with a piece of tense music to effectively show the build up in tension. However, after trying this, we discovered two things: firstly, the dialogue was more effective if it flowed naturally and secondly, the music didn't suit our style of performance (naturalistic scenes do not feature mime). We decided that I needed to pause and give a wide-eyed stare at my wife with an angry facial expression, showing that I was becoming more tense and giving the audience a clear sense of foreboding. After a deep breath, I suddenly tried to shout at her to provoke a natural reaction. We felt that this worked really effectively because the audience would be on the edge of their seats and feeling tense. Overall, the rehearsal went really well and we agreed that this was a high point of drama that should definitely remain in our final performance.	1. Read the line, cover it up, read it out loud, check for accuracy. 2. Break script up into sections, read one section over and over again. 3. Read over your lines for short periods of time numerous times a day. 4. Write them out on lined paper repeatedly. 5. Record yourself (video or voice note) performing the lines and listen to it on repeat. 6. Write out the first word of each line. When learning lines an actor must also consider how their character would say each of these lines. It is important that as an actor you do not forget that these lines are your characters and not your own. You must think about the emotion behind each line and why your character is saying it. It is also important that you understand how your character feels when saying each of their lines.	Eye contact – Maintaining eye contact with the person you are in direct conflict with will increase the tension dramatically. It connects you to each other in a non physical way but still very personal. Pauses – Arguably the most important of the three. Moments of silence are essential when building tension as not only do they show that each character is carefully weighing up their next move but it allows the audience to take some time to absorb the situation and keep them guessing what is going to happen next. Volume and pace – speaking at a natural volume and pace lulls the audience into a false sense of security. By slowing decreasing both, the audience naturally begin to feel tension building. This can then be increased to a quicker pace and louder volume until the scene reaches a climax. Acting Style The semi naturalistic acting within the play contributes to the audience's belief in the characters and allows them engage more in the story. Multi-rolling is used exceptionally well to portray a variety of characters within the small town of Crythin Gifford. The minimalist set , minor props and miming are all used effectively to draw in the audience. Lighting and sound effects are used brilliantly to set the scenes, the use of long pauses/silence is a huge trait of horror theatre and the auditorium is dark and in need of refurbishment—all elements that are essential to ensuring that audiences receive the most horrifying performance possible.

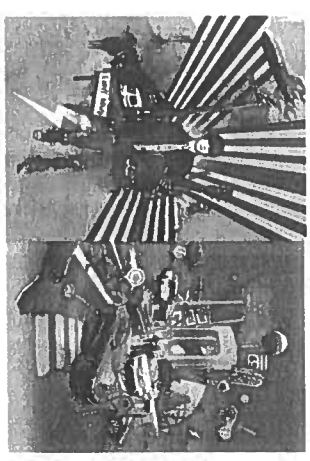
AO1- Assessment objective 1 – Develop ideas through investigations, demonstrating critical understanding of sources. Artist Research!! Evidence can include: Artist research, contextual research, analysis of artist artwork, thumbnail sketches showing composition. Grading criteria for level 9: Demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly.	AO2- 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	AO3-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	Ao4-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
<u>Photography techniques</u> Focal point- Having a clear point in a photo to draw the viewers eye. Drawing out plans- Using thumbnail sketches and quick sketches to plan out photoshoots, outcomes and compositions. Camera settings- Using the correct camera setting for what you are photographing, to get the best outcomes. Developing ideas- Using multiple different techniques and materials, but still working around one overarching theme. Planning photoshoots/ outcomes- What? Where? How? When? Why?			
<u>Camera settings</u> A-DEP Automatic Depth of Field M Manual AV Aperture – Priority TV Shutter —Priority P Programmed Automatic [A⁺] Scene Intelligent Auto [Flash icon] No Flash  Filming Night Portrait Sports Macro Landscape Portrait [CA] Creative Auto			

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
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
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

Tim Marris— British Illustrator

How does Tim Marris create his work?

In his collages, Tim Marris pieces together diverse visual elements to create colourful works of art. With computer manipulation, he seamlessly merges drawings, photographs, silk-screen prints and movie posters.



He combines photos with drawings and patterns. Using contrast colours to create striking, eye catching illustrations.

Digital photo manipulation

Using Photoshop:

Scaling—Ctrl T and then you can scale, position and rotate your photo.

Selecting colours—The Eyedropper tool can sample colours from anywhere in an image and add them to your Swatches panel.



Fixing imperfections—Small changes- select spot healing tool.



Click on the imperfection you want to remove.

Bigger changes- Select clone stamp tool.



Use Alt to select what you want to use to cover the imperfect with (e.g. part of the background). Then use the clone stamp tool to paint over the imperfection.

Removing the background—Use quick selection tool .



Select what you want to keep.

To deselect parts hold Alt and click on them.

Once happy, copy and paste your selection. (Ctrl C, Ctrl V)

Then make the layer with the background invisible or delete it.



BTEC Music - Year 11 - Component 2: Music Skills Development

Key Terminology

Melody - a sequence of single notes that is musically satisfying; a tune.

Harmony - the combination of simultaneously sounded musical notes to produce a pleasing effect.

Tonality - the character of a piece of music as determined by the key in which it is played.

Rhythm - a strong, regular repeated pattern of movement or sound.

Structure - refers to the arrangement and order of the parts or sections of the music.

Instrumentation - the particular instruments used in a piece of music.

Texture - refers to the effect of the different layers of sound in a piece of music, and the relationship between them.

Timbre - the character or quality of a musical sound.

Production - the process by which music is created, captured, manipulated, and preserved so that it can be distributed and enjoyed.

Demonstrate professional and commercial skills for the music industry

Professional skills for the music industry:

You should be able to demonstrate the expectations and professional skills required to succeed in the industry, such as:

- time management
- self-discipline
- working with others
- correct and safe use of equipment
- identifying resources required
- auditing existing skills and maintaining a development plan.

BTEC Music - Year 11 - Component 2: Music Skills Development

Planning and communicating music skills development: • Planning development processes • Strategies for skills development • Managing equipment and resources • Methods of capturing musical development, such as: ◦ digital or traditional portfolios, including studio track sheets, production notes, rehearsal diaries, screenshots, key milestone performances and reviews from others ◦ recorded auditions ◦ compositional sketches ◦ raw recordings ◦ Drafts	• Having a clear and organised approach to communicating: ◦ key points in the process are referenced and in a logical order ◦ images, videos and recordings are clear ◦ written commentary supports the quality of work. • Sharing and commenting on work: ◦ social media, e.g. Soundcloud™, Facebook™, YouTube™ ◦ jam sessions, improvisation sessions, mixtapes, demos, sharing samples, remixing and reworking, white label, remote collaboration.
<u>Apply development processes for music skills and techniques</u> • Developing musical skills appropriate to style and context, such as: ◦ timing and phrasing ◦ using rhythm and pitch in the creation or recreation of music ◦ using equipment, instrumentation or software appropriately ◦ Expression ◦ combining instruments/sounds ◦ health and safety in the use of equipment and/or instruments. • Applying skills development to the creation of content/material: ◦ creative intentions ◦ skills needed ◦ stylistic accuracy ◦ creation of content/material.	1. Music Performance: • tuning (if appropriate) • learning repertoire • physical preparation and exercises • instrumental or vocal technique • practise routines such as scales, etc. • following accompaniment • stage presence. 2. Creating Original Music: • exploring and extending ideas • using structure effectively • using rhythmic and melodic patterns • development of harmony. 3. Music Production: • using software instruments • using audio and software tools • manipulation techniques • inputting and editing audio • using effects • structuring music.

Year 11 Economics Knowledge Organiser - Term 1

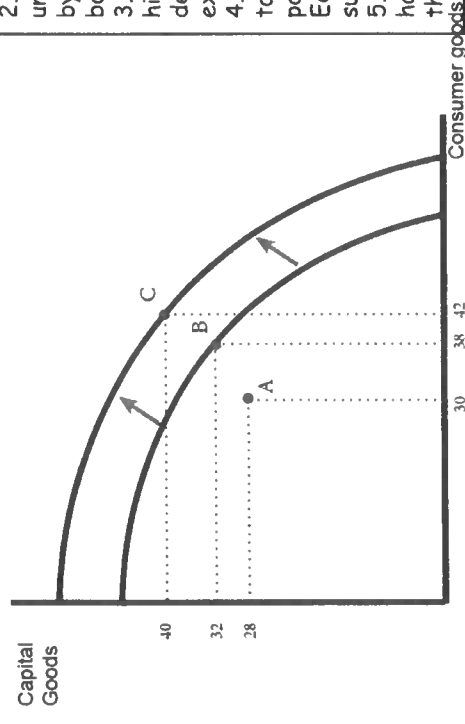
CIRCULAR FLOW OF INCOME

- The circular flow of income shows how money flows from households to firms (to buy goods).
- Then firms pay households wages to produce goods. It shows three ways to calculate GDP.
- Total National income (wages, dividends.)
- Total National expenditure (consumption and investment)
- Total National output (value of goods and services produced)
- GDP per capita measures the national income / divided by the population.

PRODUCTION POSSIBILITY FRONTIER

- A production possibility frontier PPF - shows the potential output an economy can produce.
- Economic growth means an increase in productive capacity.
- In the long term, economic growth requires an increase in productive capacity (PPF Curve shifting to the right.) Increase in Aggregate Supply.

A production possibility frontier shifting to the right



BENEFITS OF GROWTH

1. Higher Incomes: Consumers will be able to enjoy more goods and services.
 2. Lower unemployment: With higher output firms will employ more workers.
- A sustained period of economic growth will lead to lower unemployment.
3. Lower Government Borrowing: Economic growth creates higher tax revenues and there is less need to spend money on unemployment benefits.
 4. This reduces government borrowing.
 5. Improved public services: With higher tax receipts more can be spent on public services, such as health care and education.
 6. Firms make more profit: Firms will make higher profit; this may encourage more investment, which leads to a virtuous circle of higher growth.

COSTS OF GROWTH

1. Inflation: If economic growth is too fast then economic growth will be unsustainable and inflationary. There will be a negative output gap and firms will respond by putting up prices. However, if growth is moderate, it will not cause inflation.
2. Boom and Bust Economic Cycles: If economic growth is unsustainable then high inflationary growth may be followed by a recession (fall in output). For example, the late 1980s boom and recession of 1991.
3. Balance of Payments Deficit: Economic growth may cause higher consumer spending on imports therefore causing a deficit on the current account. However, if growth is export-led, this will not occur.
4. Environmental Costs: Increased economic growth will lead to increased output and therefore will cause increased pollution and congestion which reduces living standards. Economic growth can conflict with environmental sustainability.
5. Increased Inequality: Higher rates of economic growth have often resulted in increased inequality. This is because the wealthy may benefit more from economic growth.

CAUSES OF GROWTH

Economic growth is caused by two main factors:

1. An increase in demand
2. An increase in supply (productive capacity)

CAUSES OF HIGHER DEMAND

- A rise in wages gives consumers more disposable income; therefore there will be an increase in domestic spending and demand.
- Lower interest rates make it cheaper to borrow causing a rise in spending and investment.
- Rising wealth: For example, a rise in house prices helps increase consumer confidence and consumer wealth; this causes higher spending as people are more optimistic about the future.
- Lower income tax: A cut in income tax increases disposable income, encouraging people to spend more.
- A fall in value of exchange rate, which makes exports cheaper leading to a rise in demand for UK exports.

CAUSES OF INCREASE SUPPLY (CAPACITY)

1. Increased capital e.g. investment in new factories or investment in infrastructures such as roads and telephones.
2. Increase in working population An increase in the number of people available to work. This could be due to net immigration, a later retirement age or more women entering labour market.
3. Increase in labour productivity, This could occur through better education and training. This means workers can produce more goods in the same period of time.
4. Producing more raw materials (e.g. discovering natural resources, such as oil deposits or precious metals)
5. Technological improvements to improve the productivity of capital e.g. microchips and the internet have both contributed to economic growth.
6. Benefits from increased economies of scale, e.g. increased trade, enables firms to expand production and gain greater efficiency from increased size.

POLICIES TO INCREASE GROWTH

- o Demand side policies (Fiscal and monetary policy) - e.g. increase government spending (Fiscal policy) or cut interest rates (monetary policy)
- o Supply side policies - increase productivity in the economy, e.g. government spending on education, privatisation.

Year 11 Economics Knowledge Organiser - Term 1

2.2.3 Employment and Unemployment

- **Employment** means that a person of working age is employed in a particular type of job.
- **Unemployment** means that a person of working age is actively seeking work, but is unable to get a job.
- **Non-participation.** Some people of working age (16-65) may not be employed, but also they are not counted as unemployed. This is because they are not actively seeking work. Some people may leave the labour market because: they are students, parents looking after children, people who take early retirement.

Economic Costs of Unemployment

1. Loss of earnings to the unemployed. Unemployment is the biggest cause of relative poverty in the UK.
2. Those who are unemployed find it more difficult to get work in the future.
3. Stress and health problems of being unemployed.
4. Increased government borrowing. With higher borrowing tax revenue falls and spending on benefits rises.
5. Lower Gross Domestic Product (GDP) for the economy.
6. Wasted resources (pareto inefficiency)

Types of Unemployment

1. **Frictional Unemployment**
 - This is unemployment caused by people moving in between jobs, e.g. graduates or people changing jobs
 - Also, high benefits may encourage people to stay on benefits rather than get work this is sometimes known as 'voluntary unemployment'
2. **Structural Unemployment**
 - This occurs due to a mismatch of skills in the labour market.
3. **Classical or Real Wage Unemployment**
 - This occurs when wages in a competitive labour market are pushed above the equilibrium. Minimum wages or trades unions could cause this higher wage.
4. **Demand Deficient or "Cyclical Unemployment"**
 - This occurs when the economy is operating below full capacity. In a recession demand for goods falls therefore firms produce less.
 - With lower production, many firms will cut back on labour.

Policies to reduce Unemployment

1. Fiscal Policy

- If the government cut income tax, workers have more disposable income and therefore spend more. This increase in consumer spending leads to higher output, which means firms need more workers.
- Fiscal policy can be effective for reducing demand deficient unemployment which occurs in a recession.
- However, in a recession, there may be a limit to how much the government can borrow.
- Also, it will take time for government spending to create jobs.

2. Monetary Policy

- Expansionary monetary policy involves cutting interest rates. Lower interest rates make it cheaper to borrow. This encourages consumer spending leading to higher economic growth and therefore more demand for workers.

3. Education and Training

- By improving labour productivity and the skills of the workforce there will be a reduction in occupational immobilities making it easier for workers to switch jobs.

- However this will cost the government money, also there could be govt failure with the wrong kind of training subsidised.

4. Regional Grants

- These can help overcome geographical unemployment by encouraging firms or workers to move.
- However subsidies may prove ineffective for encouraging workers to move because they may be attached to their local community.

5. Reducing benefits

- The idea of reducing benefits is that it creates an incentive for the unemployed to find work straight away.
- However, this will cause an increase in poverty for those unemployed who are not able to find work. It also assumes the unemployed would prefer to stay on benefits rather than get work.

The impact of unemployment

Loss of earnings to the unemployed.

Unemployment is one of the biggest causes of poverty in the UK. Prolonged periods of unemployment can push households into debt or increase rates of relative poverty.

Potential homelessness.

Rises in unemployment often exacerbate the rates of homelessness.

Geographical unemployment

Unemployment is often concentrated in particular areas (e.g. if big factory closes down - the whole town suffers). These regions can experience a fall in output, and an exodus of people - leading to high crime and creating pockets of social deprivation.

Stress and health problems of being unemployed

Amongst studies of unemployed men, signs of depression, mental anxiety, and health problems are noticeably higher.

Lost human capital

If people are out of work, they miss out on 'on the job training' In the long term, high rates of unemployment can reduce labour productivity. Those who are unemployed will find it more difficult to get work in the future

Higher government borrowing

Higher unemployment will cause a fall in tax revenue because there are fewer people paying income tax and also spending less (hence lower VAT). Also, the government will have to spend more on unemployment and related benefits.

Lower GDP for the economy

High unemployment indicates the economy is operating below full capacity and is inefficient; this will lead to lower output and incomes

Increase in social problems.

Areas of high unemployment (especially youth unemployment) tend to have more crime and vandalism. It can lead to alienation and difficulties in integrating young unemployed people into society.

2.2.4 Inflation and Price stability

- **Inflation** means a sustained increase in the general price level.
- If there is inflation, the value of money declines and there is an increase in the cost of living.
- Price stability means we have a low rate of inflation. It means price only change by a small amount. (e.g. an inflation rate close to 2% a year)
- **Deflation** is when prices fall.

Year 11 Economics Knowledge Organiser – Term 1

Measuring Inflation

There are different ways to measure inflation.

- **Consumer Price Index (CPI)**
- **Retail Price Index (RPI)**

They are similar, but CPI ignores mortgage interest payments. It tends to be lower than RPI. CPI is the official measure of inflation.

Costs of Inflation

1. Cost of reducing inflation

High inflation is deemed unacceptable therefore governments feel it is best to reduce it. To reduce inflation requires higher interest rates, but higher interest rates lead to lower economic growth and higher unemployment.

2. International competitiveness

Higher UK inflation will make British goods less competitive, leading to a fall in exports and a worsening in the current account, balance of payments.

3. Confusion and Uncertainty

When inflation is high people are uncertain what to spend their money on. Also, when inflation is high firms may be less willing to invest because they are uncertain about future profits.

4. Menu Costs

This is the cost of changing price lists to keep up with inflation.

5. Income redistribution

With higher inflation people will see the value of their savings fall. This could lead to lower income for pensioners who rely on savings.

Evaluation of the Impact of inflation

- Higher inflation reduces the value of your savings
- However, the impact depends on interest rates.
 - If inflation is 3%, but interest rates are 5%, then your savings will not fall in value.
 - If inflation is 3%, but you only get 1% interest – then the real value of savings will fall.
- Higher prices can reduce living standards for consumers
- However, it depends on real wages.
 - If prices rise 7%, but your nominal wages rise 10% – then you will experience an increase in real income of 3%
 - Your wages rise faster than inflation.
 - If prices rise 7%, but wages only rise 5% – you will become worse off.

Demand Pull inflation

- If demand in the economy increases faster than productive capacity, then firms respond to the excess demand by pushing up prices.
- If the economy approaches full employment, firms may find it difficult to employ workers. Therefore, this shortage of labour tends to push up wages, which creates higher spending and inflation.
- We tend to get inflation, if economic growth is too fast – demand in the economy rising faster than productive capacity.

Cost-Push Inflation

Inflation can also be caused by an increase in the cost of production. If there is an increase in the costs of firms then they will respond by putting up prices for consumers.

Cost-push inflation could be caused by several factors, such as:

1. **Higher Wages.** If trades unions bargain for higher wages, this will lead to an increase in costs for firms. It may also cause demand-pull inflation as workers have more income to spend.
2. **Import prices.** One-third of all goods are imported in the UK. If there is a devaluation then import prices will become more expensive leading to an increase in the price of imported goods.
3. **Raw Material Prices** If raw materials such as oil prices increase then this will have a significant impact on costs and increase inflation.

4. Declining productivity – lower productivity increases costs.

Policies to Reduce Inflation

To reduce inflation, the government can try **two main policies**

1. Reduce demand and the rate of economic growth –

a. Monetary policy – increasing interest rates to raise the cost of borrowing and discourage spending.
Higher interest rates also make it more attractive to save money in the bank

b. Fiscal policy – increases taxes to discourage consumer spending or cutting government spending.

2. Supply side policies to increase productivity.

- a. For example, privatisation and deregulation to increase competitiveness and encourage firms to cut costs.
- b. Reducing power of trade unions to reduce wage inflation.

2.2.5 Balance of payments

The Balance of Payments is a record of a country's transactions with the rest of the world. It consists of the current and financial account.

1. **Current account** measures net exports of goods and services (+ net income flows and transfers)
 - Current account surplus – A current account surplus occurs when the value of exports of goods and services is greater than the value of imports.
 - Current account deficit – A current account deficit occurs when the value of exports of goods and services is less than the value of imports.
 - Deterioration in the current account When the current account deficit becomes larger – or we move from a surplus to deficit
2. **Financial / Capital account** This is a record of all transactions for financial investment. It includes financial flows and net investment.

Example of current account calculation

- Exports of goods – £23.44 bn
 - Imports of goods – £32.34 bn
 - Exports of services – £18.34 bn
 - Imports of services – £14.11 bn
 - Net income flows + £0.85 bn
 - Net current transfers – £1.23 bn
- Net exports (23.44 – 32.34) = £ -8.90 bn**
Net imports (18.34 – 14.11) = £ +4.23b n
Current account balance + 0.85 – 1.23 – 8.90 + 4.23 = £ -5.05bn
- This means a current account deficit – there is a net outflow of money – spending on imports is greater than exports

Year 11 Economics Knowledge Organiser - Term 1 Impact of a current account deficit - Imports greater than exports, so expenditure is leaving the economy to buy imports. - Current account deficit may cause depreciation as there is greater demand for imports and foreign currency. - A current account deficit is financed by attracting capital inflows, e.g. foreigners buying domestic assets. This means foreigners hold a greater claim on assets and dividends. (Could also make country vulnerable to capital flight) - A current account deficit may be a sign the economy is uncompetitive. Consumers prefer to buy cheaper imports than domestic goods. - The benefit of a current account deficit is that it allows higher levels of domestic consumption than otherwise possible because we are buying from abroad.	Factors that cause a current account deficit Overvalued Exchange Rate - If the currency is overvalued, imports will be cheaper and therefore there will be a higher quantity of imports. Exports will become uncompetitive and therefore there will be a fall in the quantity of exports. Economic Growth - If there is an increase in income, people will have more disposable income to consume goods. If domestic producers cannot meet the domestic demand, consumers will have to import goods from abroad. Decline in Competitiveness - If there is a decline in productivity there will be less demand for UK exports and British consumers will prefer buying imports. Relatively higher inflation - If the UK has a higher inflation rate than its main competitors, then its exports will become less competitive and demand will fall.
Evaluation - A deficit financed by long-term capital investment is more sustainable than a deficit financed by borrowing. - A deficit may occur due to high growth and strong consumer spending - rather than uncompetitiveness. - Some countries like US and UK run current account deficits but they have many foreign assets. - The UK has run a persistent current account deficit since 1980, but this is not necessarily harmful to the economy.	Wealth and Income - Wealth is a stock concept. It is the amount of assets that you have at a particular time. - Wealth could include bank savings, house, stocks and shares. If an asset could be sold to raise money - it is considered part of your wealth. - Income is a flow concept. It is the amount of money you receive per week / per month or an annual salary. - Income could involve wages, rent, dividends, benefits or interest payments.
Policies to reduce a balance of payments deficit Devaluation - This involves lowering the value of the currency against others, making exports cheaper and imports more expensive. - If exports are more competitive, there will be an increase in demand. - Therefore we would expect a devaluation to lead to an improvement in the current account - though it does depend upon the elasticity of demand. Reduce Consumer Spending - If there is an increase in interest rates. It will be more expensive to borrow; therefore consumer spending is likely to fall. This will lead to lower imports. - However, lower spending may lead to lower economic growth Supply Side Policies - Supply side policies can improve the competitiveness of the economy and exporters. - For example, spending on vocational training can help increase labour productivity. Alternatively better infrastructure helps to reduce the cost of transporting goods. This can help increase demand for exports.	Poverty and Inequality Income Inequality - Income inequality refers to the fact that some people's income may be a much smaller % than other people's income. Wealth Inequality - Wealth inequality is bigger than income inequality. Wealth inequality can occur for various reasons: - People on low incomes cannot afford to save and increase their wealth. People with high incomes can afford to save and increase wealth. - Wealth can be inherited. Houses and wealth can be passed on from one generation to the next. Income cannot be passed on like this. - People with wealth will earn rent, interest or dividends. This can be reinvested to increase future wealth. - Taxes on wealth tend to be lower than income. Causes of Inequality Inequality in wages and earnings growth. Workers with high levels of skills will be able to gain higher wages. However those with low skills will find themselves in low paid jobs Falling relative value of state benefits. Pensions and other benefits are index linked. (Rising in line with inflation) This will be less than wages which increase faster than inflation. Unemployment. High levels of structural and long-term unemployment are the biggest cause of poverty in the UK because the unemployed rely only on government benefits. Regressive taxes. A regressive tax takes a larger % from those on low incomes. Inequality of wealth. Households who own a house may be better off because they don't have to pay expensive rents. Young people with relatively good income, may have little disposable income because they spend high percentage on housing and travel. Pensions. Old aged pensioners who rely on the state pension will see an income much lower than average incomes.

Engagement patterns of different social groups in physical activities and sports

Physical activity and sport in the UK.

Be familiar with current trends in participation in physical activity and sport-

Participation by gender

Participate in sport activities	
Men	Women
65%	60%

Source: Sport England - Active Lives Adult Survey 2017/18

Participate in organised competition

Men	Women
40%	14%

Participation by age

- The proportion of adults taking part in at least one sport or physical activity decreases with age (except for walking)

Proportion of adults who take part in at least one sport or physical activity (including walking)	
16-24 year olds	65-74 years
84%	83%
Proportion of adults who take part in at least one sport or physical activity (excluding walking)	
16-19 year olds	70+ years
55%	19%

Source: Sport England - Active Lives Adult Survey 2016/18

Gender

Data, analysis and evaluation

The table below shows the difference between female and male football clubs and registered players.

2012	
Gender	Takes part in organised sports club
Female	13.4%
Male	27.9%

Source: Women's Football Fact Sheet October 2012

Disability

Proportion of adults with a long term limiting illness or disability that played sport once a week

2015/16	2017/18
60.9%	61.8%

* compared to 81.6% without a disability.

Source: Sport England - Active Lives Adult Survey 2015/16 and 2017/18

Socio-economic groups
The rate of participation among people aged 16 and over is greater in those from higher socio-economic groups (more money) than those from lower socio-economic groups (less money).

Proportion of adults who take part in at least one sport or physical activity
Higher socio-economic groups
71%
Manual and unemployed socio-economic groups
54%

Source: Sport England - Active Lives Adult Survey 2017/18

Ethnicity

Proportion of adults who play sports once a week	
2017/2018	
Black and other minority ethnic groups	57%
White British groups	65%

Among women, those from white backgrounds are more likely to take part in sport compared to those from Chinese, black and other ethnic backgrounds.

Source: Sport England - Active Lives Adult Survey 2017/18

Participation in physical activity and sport

Understand strategies which can be used to improve participation-

Promotion- Advertising the opportunities to be involved and offering trials/discounts.

Provision- Funding a range of facilities across many activities and locations.

Access- Ensuring that everyone is able to get their local facilities by improving infrastructure.

Understand how different factors can affect participation-Age-

Average life expectancy has risen, so more and more people could participate. There is an increase in the number of teams for older people (veterans teams). Sport is often perceived as a 'young person's activity'. Some older people lack confidence to participate. Some older people's participation may be affected by medical conditions or illness.

Some activities have age restrictions-minimum age for London Marathon is 18 years/minimum age is for Olympic snowboarding is 15 years/some fitness gyms have a minimum age restriction.

Some NGBs have regulations that restrict the age gap between players (2 years etc.)- In rugby players Under 12 years of age cannot 'play up'.

Many NGBs have developed adaptations of their sport that are suitable for older people- Walking netball, walking basketball and walking football are examples.

Gender- There are far more men than women who get involved in sport either to participate or spectate.

Women's opportunities at elite level are growing all the time. With an increase in the women's sport profile, sponsorship and financial gain is becoming more readily available. Many female sports have seen a rise in media coverage and ultimately popularity. Opportunities for female officials and management roles within teams have grown too and there are a great deal more female presenters on TV.

Barriers to women playing sport are...

Lack of time and childcare

Lack of self confidence

Personal safety

Parental and adult influence

Male dominated culture of sport

Funding

Body image

Lack of media exposure

Lack of role models

Sexism

Ethnicity/Religion/Culture- The number of both black and minority ethnic and white British adults playing sport is increasing. Taking up a sport or activity may be influenced by ethnic background e.g. cricket is very popular within Asian countries. Some cultures or religious beliefs may act as barriers- can't drive on Jewish Sabbath/women wearing certain clothing/some cultures spend more time with family- less time available/religious commitments such as ceremonies give less time for sport/some ethnicities have larger proportions of lower socio-economic groups- less income for sport.

Family- You are more likely to participate in sport if your parents do. You are less likely to participate if there is little interest shown by your family.

Family support is crucial: Transport/Equipment/kit costs/Membership/match fees/Teaching sporting etiquette/sportsmanship

Negative influences might include: Poor sportsmanship/deviance/Unrealistic expectations/Placing undue pressures on children/Keeping children away from peers to gain higher levels of competitions.

Disability- Participation rates have increased since 2012 London Paralympic Games, but overall those with a disability show a comparatively low percentage in participation. This may be due to the lack of adapted equipment, access, clubs, discrimination and/or a lack of confidence.

Media coverage- some sports get a great deal more media coverage than others which makes them more popular e.g. football vs hockey. Male sport still dominates although there is much more interest in women's sport in recent years due to increased success e.g. GB women's football. The media can stimulate participation in sports e.g. huge increase in tennis participation during Wimbledon as people watch it on TV and want to participate themselves.

Environment and climate - this can dictate which sports/activities people take part in e.g. if you live in an area that receives regular snow and has hills, then you are more likely to ski than someone who doesn't.

Cost/disposable Income- Some activities/equipment/kit are too costly for everyone to be able to participate.

Discrimination may prevent certain people from participating in a sports activity, due to: Race/colour: in some countries certain ethnic minorities are prevented from joining clubs/Gender:golf clubs not allowing women to participate at certain times or not at all leisure centres having female only fitness classes/Disability: people with disabilities not being allowed to join certain clubs/Age: clubs making an upper age limit for membership to prevent older people joining.

Opportunity/Access- You may not have appropriate sports clubs or facilities near you which may prevent you from participating. Some local authorities provide transport to help increase participation e.g. buses to leisure centres for elderly people.

Role models- Like parents, other significant others can influence whether you participate in sport. These may include: High level performers you have seen or read about in the media/Players in an older team at your club/PE teachers/Sports coaches who visit your school to coach specific sports activities.

Education- some people are not aware of the benefits of sport.

Time/ Work commitments- Work commitments can get in the way of finding enough time for sport. Travel time to and from work may reduce time available for participating. Family commitments may reduce the time available for parents to participate.

tail Channels

Stores/shops

Definition	Described as physical (traditionally bricks and mortar) and can either be permanent or temporary.
Advantages	Face to face service. Customers can physically see and try on the products they are buying.
Disadvantages	Access is restricted. Expensive to set up and run.

Online Retailing

Definition	Form of electronic commerce which allows consumer to directly buy goods or services from a seller over the internet.
Advantages	Global audience, so increased customer base. Low set up and operational costs. Purchases can happen 24/7.
Disadvantages	Design and maintenance of website isn't easy. Risk of security and fraud.

Multi-Channel

Definition	Where business will use more than one retail channel to sell through.
Advantages	Customers can choose their preferred shopping channel. Ease of purchase, increase in customer base.
Disadvantages	Design and maintenance of website isn't easy. Risk of security and fraud.

Hybrid

Definition	A mix of retail with hospitality or leisure.
Advantages	Capitalise on the reputation of the hospitality/leisure business. Increase in footfall.
Disadvantages	Reduced shop-floor space for selling products.

Temporary Shops

Definition	Temporary or 'pop-up' shops often use vacant premises for a short period of time.
Advantages	Test product & locations without big financial implications. Offload old stock.
Disadvantages	Limited time, limited product choice.

Concessions

Definition	The owner of the concession pays another business/retailer in order to sell their products in their premises/store.
Advantages	Benefit from footfall of larger retail store. Cost effective. Customers can test products. Increase brand awareness
Disadvantages	If reputation of large store is affected this will impact the concession store. Small space restricting the number of products sold. Adhere to concessions rules.

Markets

Definition	Can be indoor/outdoor, permanent/temporary.
Advantages	Cheap rent, easy to move. Selling of seasonal stock.
Disadvantages	If outdoors weather dependent. No or little infrastructure/parking.

Franchises

Definition	Franchising is an agreement in which one business (called the franchisee) buys the right to sell the goods or services of another business (called the franchisor), and is allowed to use the franchisor's name.
Advantages	Company already has a good reputation, Systems and suppliers are already set up.
Disadvantages	Franchisor can't ensure product quality. Franchisee doesn't have creative control over product range.

Key terms

Market share	his is the portion of a market controlled by a particular company or product, usually shown as a percentage.
Ownership	The act of possessing something. Often determined by the amount a partner has invested into a company.
Footfall	The number of people entering a shop in a given time.
Sales	The exchange of money for goods/services.
Demographic	Structure of the population.
Sustainability.	Acting in a way that ensures finite resources will be available for future generations.

Forms of Ownership

Sole Trader

Definition	A business that is owned and run by one person . Although a sole trader is owned by only one person, the owner can employ people to work for them.
Advantages	They are their own boss. Decision making is straight forward. Receive 100% of the profit. Operate business to suit their lifestyle.
Disadvantages	Difficult to raise capital/acquire bank loans. Long hours. Unlimited liability.

Partnership

Definition	an agreement between two or more people to take responsibility for the running of a business, to share profits and to share the risks.
Advantages	Cheaper/easy to set up. Extra capital available. Share workload. More expertise.
Disadvantages	shared profits. Potential disagreements. Shared control.

Private limited companies (Ltd)

Definition	Owned by shareholders who have invested money in order to buy a share of the business. The more shares a shareholder owns, the more control he or she will have within the business. They are controlled by a board of directors.
Advantages	Limited liability. Easily raise additional capital. Ran by major stakeholders so fewer arguments.
Disadvantages	Accounts are published publicly. Difficult to find new suitable shareholders.

Public limited companies (Plc)

Definition	Shares are bought by the public through the stock exchange. To become a Plc the business must issue at least £50,000 of shares to the public.
Advantages	Limited liability. Additional capital is easily raised - well known organisations.
Disadvantages	Must issues £50,000 to the public. Accounts published publicly. Unwanted takeovers.

Co-operative

Definition	Owners of a co-operative are known as members, no overall boss so ran in a democratic way. Often focus less on profit and more on ethical business practices.
Advantages	Members have great job satisfaction. Committed to training & education.
Disadvantages	Large decisions are difficult to make due to democratic process. Ethical business may limit profit opportunities.

Not-for-profit

Definition	An organisation that does not earn profits for it's owners. All profits or donations are used in pursuing the organisations objectives.
Advantages	Raising money in order to support a cause.
Disadvantages	Rely on volunteers/donations.

Business Objectives

Financial objectives	Increase profit.
Social objectives	Reduce carbon footprint, use local supplies, use fairtrade foundation.
Growth	Expansion, acquisition, diversification.
Retail Specific	Develop additional service, introduce multi-channel approach, staff training, rent store space to concessions.
<u>Growth objective</u>	
Expansion	Buying additional stores, using additional retail channels.
Acquisition	Buying another company.
Diversification	Selling a wider range of products.

Methods to achieve objectives

Marketing	Any promotional activity.
Advertising	Paid messages sent to customers. TV, radio, email.
Sales promotions	Short term boost to sales; BOGOF, discounts, loyalty cards.
Direct marketing	Messages that directly target a specific group,
Staff training.	Trained in; customer service health & safety, product knowledge, IT systems.
Improvement	Improve signage. fixtures/fittings and offering more

Factors that affect retail businesses

<u>Economic</u>	
Inflation	A general increase in prices across the economy and is usually shown as a percentage.
Unemployment	The number or people in work in an economy.
Interest rates	Charges made to a business/individual for borrowing money.
Taxation	Mandatory charges made to the government; Income tax, corporation tax, VAT.
Business Rates	Tax paid on business properties; offices, manufacturing warehouses and storage facilities.
Exchange rates	Exchange rates are the cost of switching from one currency to another.

<u>Environmental factors</u>	
Reduce use of finite resources.	Finite resources are resources that will run out (Oil, gas, coal)
Reduce carbon footprint	Reduce amount of CO2 release through actions of the business.
Use sustainable sources of energy	Wind, solar, geothermal & tidal energy sources.

<u>Ethical factors</u>	
Fairtrade foundation.	Ensure material manufactures get fair pay for materials.
Raise wages.	Improve living standards by paying employees more.
Working conditions	Ensure workers are kept safe through good working conditions.

Social factors

Trends/tastes	Trends will change effected retailers product mix.
Demographics	Structure of the population based on age, gender, interests, race and religion.

Retail Locations Characteristics

Rent/rates	How much will it cost to run this store?
Parking	Is there parking available?
Access	How easy is it for customers to access the store? Roads, parking & public transport?
Infrastructure	Are there roads, water & power already in place?
Competition	Are there competing businesses in the local area?
Local demographics	Are the right customers in the area?

Urban

Definition	Retailers are located in city and town areas.
Advantages	Good transport links, More populated so increase in footfall.
Disadvantages	Higher rent, increase competition.

Retail Parks

Definition	Located outside cities and town.
Advantages	Much cheaper rent.
Disadvantages	Much lower footfall, few transport links

Local

Definition	Located in towns/villages usually sole traders or smaller businesses.
Advantages	Cheaper rent. Less competition with stores.
Disadvantages	Less transport links, reduced footfall.

Rural

Definition	Located away from city centres with easy access and good parking facilities.
Advantages	Reduce carbon footprint, use local supplies, use fairtrade foundation.
Disadvantages	Expansion, acquisition, diversification.

Transport hubs

Definition	Place where passengers change between transport modes. (Bus stations, train stations, airports)
Advantages	Very high footfall.
Disadvantages	Less space, so smaller stores.

Shopping Centres

Definition	Usually in urban areas where a range of retailers are housed under one roof.
Advantages	Wide range of stores & hospitality/leisure.
Disadvantages	High competition, expensive rent.

Year 11 Interactive Media Unit 6 Knowledge Organiser		
	Keywords	
1.	What is the purpose of presenting media products to a potential/possible client? - Showcase/place to display things to people) a portfolio/(mix of stocks, bonds, etc./document collection). - Secure new work. What is the purpose of presenting media products to a current client? - Receive approval for the next creative/(showing the ability to create interesting new things) stage of the project. - Update the client on progress (or any hindrances/interferences) of the project. - Review the progress of and/or the final product that has been produced. Explain how different external audiences shape the content of the presentations. Potential client: - The interactive media product, for instance, interactive video. - The audience for which the interactive media product is intended/meant, for example, children aged 8-12. - The environment/ (the health of the Earth/the surrounding conditions) in which the interactive media product will be placed, for instance a museum or art gallery. - The goals of the client. - How the creative/(showing the ability to create interesting new things) (service business/government unit/power/functioning) agency will fulfil the project, for instance, creation of a storyboard, presentation of a mood board. Current client: - Reflections on the development of the project. - Reflections around the completion of a certain stage of the project. - Presenting the finished project.	External presentation: A presentation that is delivered to an audience that is external to the organisation, including clients, potential/possible clients, and others within the industry. Internal presentations: A presentation delivered to an audience that is internal to the organisation, for instance, employees/workers, line managers, and directors. Colleague/Fellow worker: An individual with whom you work in a professional or business setting. Line management: An individual who has direct management over another employee. Interactive presentations: A presentation with active audience participation or interactive media. Remote presentation A presentation hosted and facilitated/helped in a virtual setting.

2.	What is the purpose of presenting media products to colleagues/fellow workers? - Project review - Support in project delivery - Testing phase What is the purpose of presenting media products to line management? - Approval - Progress report - Appraisal/Judgment (of value)	Virtual/Computer-based tours: A simulation/test run (that appears or feels close to the real thing) of an environment/(surrounding conditions) that is usually composed of videos and still or 360-degree images. Additional/ Added/more multimedia/(combining video, sound, words, and pictures together) elements such as sound, narration, text, and a floor map can also be used. Digital showreels: A short video that contains examples of previous work, for example an actor/actress submits a short collection of footage/video to a director, other examples would include animators/cartoon artists, musicians, editors, and models. Corporate/(related to big business) showreels: This type of showreels showcases/(places to display things to people) a business' best work (for example, award-winning work) and acts as a visual portfolio/(mix of stocks, bonds, etc./document collection) for potential/possible clients.
3.	What is an interactive presentation? - A presentation that encourages feedback/reactions or responses to something/helpful/returned information) and interaction from the audience. - A presentation in which the audience can participate via interactive elements such as demonstrations/ (acts of showing or proving) or experiences with a product. What are the benefits of interactive presentation? - Increased engagement - Innovative/New and interesting experiences - Increased uptake of information	
4.	What are the features of remote presentations? - Bridging physical boundaries/edges/borders - International connectivity What should you consider/think about/believe when delivering a remote presentation? - Connecting with the audience - Environment/(surrounding conditions) - Structure What features can be used to help deliver engaging remote presentations? - Accessibility/(how easy something is to get to, use, or understand) - Loop components/parts/pieces - Presenter mode and share screen function - Meeting polls What's the difference between client-led and creator-led presentations?	

- A creator-led presentation could be the creator pitching their project in response to a brief. The creator (or the creative/(showing the ability to create interesting new things) agency/ (service business/government unit/power/functioning)) has control over the presentation. - A client-led presentation could be a client presenting their brief and its requirements/needed things. The client has control over the presentation.	Digital portfolio/ (mix of stocks, bonds, etc./document collection): A digital representation of skills and achievements/(challenging things accomplished or completed) in an online format, usually produced on a content management platform/(raised, flat supporting surface). Interactive showcases/ (places to display things to people): An interactive, electronic device/technology that engages an audience in a public environment/(surrounding conditions)/through interactive opportunities to deliver a dynamic/energetic/changing experience. Website: A collection of webpages that make up a piece of content on the internet. Blog/(shared online writing page) posts can also be included as additional/added/more contents. Blog/(shared online writing page): Often written in a conversational/(related to people talking with each other) style, blogs are pieces of written content that sit on a
5. What is a showreel and how can it be used to present interactive media work? Showreels often contain between one to three minutes of previous work and projects and showcase/(show off to people) the portfolio/(mix of stocks, bonds, etc./document collection) of a creator. Showreels might contain a variety of work to demonstrate/(show or prove) a broad range of skills or might be targeted at a particular skill set to demonstrate expertise/ (ability to do things very well) in a certain area. Describe the different types of showreel. Showreels are often submitted before a presentation. They are sometimes requested by clients. Showreels help clients determine/decide/figure out the skills and capabilities/abilities of a creative/(showing the ability to create interesting new things) before agreeing to meet with them. Showreels can be: - Best work - Testimonials - Product or service What is involved in planning a showreel? Creators or creative agency should: - Document all projects - Secure the right to use footage/video - Gather testimonials Describe what a digital portfolio is and how it can be used to present interactive media work. Digital portfolios are like a CV, but they exist online and are easily accessible/(easy to get to, use, or understand). Digital portfolios are different from showreels because they generally focus on the individual and not the agency. However, a creative agency might encourage its staff to have their own digital portfolios to enhance/ improve the profile of the agency and show a range of skills and	Digital portfolio/ (mix of stocks, bonds, etc./document collection): A digital representation of skills and achievements/(challenging things accomplished or completed) in an online format, usually produced on a content management platform/(raised, flat supporting surface). Interactive showcases/ (places to display things to people): An interactive, electronic device/technology that engages an audience in a public environment/(surrounding conditions)/through interactive opportunities to deliver a dynamic/energetic/changing experience. Website: A collection of webpages that make up a piece of content on the internet. Blog/(shared online writing page) posts can also be included as additional/added/more contents. Blog/(shared online writing page): Often written in a conversational/(related to people talking with each other) style, blogs are pieces of written content that sit on a

accomplishments/(things that were completed). Identify the sections of a digital portfolio. - Introduction/About you: This section often includes information on the creator's specialities or strong points. - Skills: Soft and hard skills. - Education: Formal educational qualifications and courses. - Experience: Work done for one or more different companies with a brief description of greatest achievements.	website and that are related to the purpose of the website. Social media: Platforms that allow a user to create content to share information, ideas, personal interests to a wider network. Video sharing platforms: Online environments where users can upload, edit, store, and play video content. Promotional video: A video explicitly used for marketing or advertising Viral marketing: A marketing method whereby/within which/by which people (who use a product or service) consumers are actively encouraged to share information about a company's offering via the internet and social media to achieve/(accomplish or gain with effort) product virality. Virality: When a piece of information or media content is circulated rapidly/quickly and widely across the internet.
6. What is an interactive showcase/(place to display things to people)? An interactive showcase is a type of display that provides users with the opportunity to interact through various/different methods, including: - Touch - Gesture/(hand/arm movement)/action - Movement Justify/Give a good reason for the use of an interactive showcase when presenting interactive media work. Interactive showcases provide information about interactive media work and engage the audience. Some additional/ added/more reasons for using an interactive showcase include: - Providing customers with an enhanced/improved service. - Displaying all elements/components of a product or service. - Gathering audience data –perhaps/maybe by asking them to select one product over another. What are the benefits of interactive showcases? - Increase in visibility - A personalised feel 24/7 opportunity for connection - Establishing/Beginning and building on return on investment (ROI)	website and that are related to the purpose of the website. Social media: Platforms that allow a user to create content to share information, ideas, personal interests to a wider network. Video sharing platforms: Online environments where users can upload, edit, store, and play video content. Promotional video: A video explicitly used for marketing or advertising Viral marketing: A marketing method whereby/within which/by which people (who use a product or service) consumers are actively encouraged to share information about a company's offering via the internet and social media to achieve/(accomplish or gain with effort) product virality. Virality: When a piece of information or media content is circulated rapidly/quickly and widely across the internet.

7.	What are the two main types of websites? - Portfolio site: The purpose of portfolio websites is to showcase/to show off one's work. They contain information about creators and creative agencies, primarily through text, image, video, sometimes audio content. - Product site: The purpose of product websites is to sell products. They feature collections, individual product pages and offer information such as dimensions, pricing. Why are blogs/ (shared online writing pages) great ways to present interactive media work? - Blogs offer more to an audience - Blogs offer visual aid - Blogs can optimise a website What are the core elements of most blogs? - Title - Introduction - Headings - Anchor text - Image(s) - Conclusion
8.	Explain how to present interactive media work on social media. Social media can showcase portfolios. Profiles (also known as accounts) are spaces where an individual or organisation lists important information such as contact details. For example, the profile of a creative agency can highlight: - The agency's philosophy/way of thinking/related to learning about how people think). - Their specialities. - Their standard of work. - Their clients or collaborators/work partners. What is a video sharing platform? While most social media platforms allow users to post both images and videos, video sharing platforms are environments focused on video as the core media type. For creative agencies who want to foreground their video content, video sharing platforms are ideal spaces for their portfolios. What is a promotional/(related to telling a lot of people about something) video?

	Promotional videos are videos designed to promote a brand, a product, or a service. Promotional videos should not solely focus on sales. Instead, an effective promotional video should tell the story of a brand or a product so that clients build a relationship with the brand compared to traditional forms of marketing such as posters or flyers. For creative agencies and creators, even when a video is not explicitly promoting their services or their products, they demonstrate their skills and their ability to fulfil a brief or to satisfy the needs of a client. Promotional videos can lead to an increase in sales and can be incorporated into digital portfolios, websites, blogs, and social media platforms.
9.	What is viral marketing? Viral marketing is a form of marketing that only relies/depends on the audience to share and push a message around a company or a product. Viral marketing is not a paid-for promotion but occurs/happens when the audience chooses to distribute the message (or piece of content) to their own networks (often online). What are the benefits and limitations/limits of viral marketing when presenting interactive media work? The virality of marketing messages is tied to their popularity/(quality of being liked a lot or done a lot) amongst a wide audience. When content creators wish to produce content they want to go viral/become very well known, they need to consider their audiences very carefully. Creators need a trial-and-error process to determine/decide/figure out whether their message resonates/stirs up interest in with the audience. They also need to determine/ to figure out which platform is the best fit for their message. For example, creators need to understand social media algorithms/sets of computer instructions. What are the core features of viral marketing? - Organic - Awareness/Knowledge of trends/(popular things/general ways things are going) - Innovation/Invention of new things