

Year 11 Option Subjects

Knowledge Organiser

January- April 2024

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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Year 11 History - Living Under Nazi Rule

1 Hitler and the Nazi Party in 1933

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

The ideology of the Nazi Party

- Hitler's political party – the **Nazi Party** – were right-wing **nationalists** and **fascists**
- In *Mein Kampf*, Hitler explained Nazi ideology:
 - To turn Germany into a **one party state** by removing all opposition, especially **communists**
 - To **purify** Germany by removing Jewish influences
 - To strengthen the army and the economy in preparation for war
 - To gain living space (*Lebensraum*) for the German people in eastern Europe
 - To create a **Third Reich** that would last for a thousand years

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

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

2 Obstacles to Dictatorship

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

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

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

3 The Reichstag Fire – February 1933

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

The Reichstag Fire

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

The Reichstag Fire Decree

- Although **Van der Lubbe** had worked alone, Hitler and the Nazis claimed that the **Reichstag Fire** was part of a larger communist revolution
- Hitler manipulated Hindenburg into passing the **Reichstag Fire Decree**
- The **Reichstag Fire Decree** claimed to protect Germany from revolution by ending the **freedom of the press** and removing **civil liberties** (rights) such as the freedom from arrest

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

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

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

4 The Enabling Act – March 1933

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

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

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

The Enabling Act was the cornerstone of Nazi dictatorship

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

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

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

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

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

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5 Bringing Germany into line: Gleichschaltung
Hitler used his new powers to bring Germany into line with Nazi ideas and remove opposition
Gleichschaltung bringing Germany into line with Nazi ideas

- 1. Anti-Semitic laws**
 - In 1933, the Nazis passed several laws that persecuted German Jews, including...
 - ...banning Jews from joining sports teams and choirs
 - ...stopping Jews from working as lawyers and judges

2. Book burning

- In May 1933, the Nazis encouraged students to burn 'un-German' books written by Jewish or communist authors - 25,000 books were burned

3. Ban on trade unions

- The Nazis offered **trade union** leaders a holiday for workers on 1st May in return for loyalty
- On 2nd May, the Nazis banned trade unions and arrested their leaders

4. Ban on other parties

- In July 1933, the Nazis banned other political parties, creating a **one party state**

5. The People's Court and concentration camps

- The Nazis had accused five communists of starting the **Reichstag Fire**, but only **Van der Lubbe** had been found guilty – this frustrated Hitler
- In 1934, the Nazis set up the **People's Court** to make quick and harsh decisions
- People found guilty were executed or sent to **concentration camps** run by the **SS**

6 The Night of the Long Knives

In 1934, Hitler acted ruthlessly to remove political rivals

By 1934, Hitler faced two connected problems:

- **The SA:** the SA had three million men and its leader – **Ernst Rohm** – wanted to take over the army. When Hitler rejected his plan, **Rohm** publicly criticised him.
- **The Army:** the army generals were worried about Rohm's plans and were still loyal to **Hindenburg**, not Hitler.

Hitler solved these two problems in Night of the Long Knives on 30th June 1934

- Hitler asked the leaders of the SS to make up evidence that Rohm was planning a rebellion
- Using this as an excuse, Hitler ordered the SS to move against the SA
- In total, 85 people were killed – including Rohm and other SA leaders

The Night of the Long Knives helped Hitler secure power:

1. It removed the threat from **Rohm** and the **SA**
2. It secured the loyalty of the **army**
3. It **deterred** other rivals from moving against Hitler

The Night of the Long Knives removed the obstacle of Nazi rivals to Hitler's power by killing Rohm and intimidating other challengers

7 Becoming Fuhrer

The death of Hindenburg allowed Hitler to become Fuhrer

President **Hindenburg** died in August 1934. Immediately, the Nazis announced that Hitler would combine the roles of **Chancellor** and **President** under a new role: **the Fuhrer**. The army swore an **oath of allegiance** to Hitler personally.

8 Impact of Nazi rule on workers

Unemployment

- The Nazis won elections by promising to end the **Depression** and reduce unemployment. **Rearmament** and preparation for war created thousands of industrial jobs and unemployment fell from **6 million** in **1933** to **35,000** in **1939**

The DAF

- After banning trade unions, the Nazis established the **DAF** (*Deutsche Arbeitsfront*) to look after workers **DAF** replaced **trade unions**. The **DAF** introduced a variety of programmes to improve the lives of German workers:

Problems

- Although unemployment decreased, wages did not increase to keep up with **inflation**. No one ever received a car through the **Volkswagen Scheme** as the Second World War stopped production. Workers had to pay to join the **DAF** and, although membership was not **compulsory**, it was very difficult to get a job if you were not a member

9 Impact of Nazi rule on German women

Hitler and the Nazis had a very different idea of how women should live

The Nazis wanted women to: be fit and healthy so they could have lots of children, look after their children and husband and wear traditional German clothes and not wear any make up

The Nazis introduced policies to encourage women to follow their ideals:

- **Marriage loans** – Newly married Aryan couples were offered loans if the woman agreed to give up her job. Repayments were reduced by one quarter for every child.
- **Mother Cross** – The Mother Cross was a medal awarded to mothers of large families. Mothers of eight or more children were awarded the gold medal.

Nazi policies had a mixed impact

- The number of women at university fell drastically
- The **birth rate** actually dropped between 1933 and 1939
- More women worked in factories before and during the war

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10 Impact of Nazi rule on young people

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

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

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

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

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

11 Nazi views on race

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

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

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

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

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

12 Persecution of the Jews

1933-1935

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

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

1935-1938

New laws removed Jews' rights

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

1938

During Kristallnacht, anti-Semitic violence increased

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

1939

Jewish possessions were confiscated

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

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13 The Police State: Himmler and the SS

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

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

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

The SS the controlled the police state

- After the **Night of the Long Knives** in 1934, the SA lost power and the SS became Hitler's most trusted security force
- A special unit of the SS – the **Death's Heads** - were responsible for the Nazi **concentration camps**
- During the 1930s, **Himmler's SS** took over the powers of the German police
- In 1936, **Himmler** became Chief of German Police

The SS in the Second World War

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

14 The Police State: the SD and the Gestapo

The SD and the Gestapo spied on the German people

The SD was the Nazi intelligence gathering service

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

The Gestapo were the Nazi secret police

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

15 The Police State: judges and the courts

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

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

16 The Police State: concentration camps

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

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

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

17 Goebbels and Propaganda

1. Goebbels controlled what was written in German newspapers.

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

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

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

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

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

4. Goebbels designed posters that emphasised Nazi ideas

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

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

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

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18 Opposition: the Left

Communist opposition was active and open

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

The Social Democrats were less effective

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

19 Opposition: Church leaders

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

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

Nazi measures to control the Church

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

Two individual priests led the Christian opposition to the Nazis

Martin Niemoller

- **Niemoller** was a **Protestant** priest who refused to join the **Reich Church**
- Instead, **Niemoller** set up the **Confessional Church** which preached against Nazi racial policy
- **Niemoller** and 800 other priests were sent to **concentration camps**

Cardinal Galen

- **Galen**, a **Catholic** bishop, used his **sermons** to criticise Nazi racial policy
- Copies of Galen's **sermons** were passed around, inspiring further resistance
- The **Concordat** protected **Galen**, although he was placed under **house arrest** in 1941

20 Opposition: Youth groups

Some young people formed youth groups to oppose the Nazis

The Young Communists

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

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

Swing Kids

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

Edelweiss Pirates

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

21 Albert Speer and the War Economy

At first, the Nazis achieved great military success

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

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

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

Speer's plan to increase production included

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

Speer's changes were highly successful, for example:

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

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22 Impact of the war on German civilians

1. Shortages and rationing

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

2. Changing roles of women

- **Speer** wanted women to work in factories and removed the restriction on **marriage loans** who worked to encourage women to come back to work
- However, this clashed with Hitler's traditional view of women and women were never **conscripted** into factory work like in Britain
- Although the number of women working in factories increased, most women chose to stay at home, especially with their husbands away in the army

3. Bombing

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

23 Wartime opposition

1. Everyday Resistance

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

2. The Hampels

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

3. The White Rose

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

4. The July 1944 Bomb Plot

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

24 Total War

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

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

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

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

1. Goebbels was appointed Minister for Total War, putting him in charge of getting every part of society working towards the war effort. This included:

- using 7 million **prisoners of war** as **forced labour** in factories
- finally **conscripting** women between 17 and 50 into the **war effort**, although many deliberately got pregnant to avoid work
- activities that didn't help the **war effort** – such as going to the theatre, getting your hair dyed, or buying a magazine – were banned
- increasing **propaganda** to encourage people to keep working and fighting

2. Men who hadn't yet joined the army were conscripted into the Volkssturm

- The **Volkssturm** was a new unit of the German army created to defend Germany itself. All men aged **16 to 60** were required to join the **Volkssturm** and most recruits were teenagers or older men
- Members of the **Volkssturm** received only four days training and wore no uniform, just an arm band:

3. Allied air raids became more intense

The **RAF** bombed German cities at night; the **USAAF** bombed military targets during the day. For example:

- In July 1943, **RAF** and **USAAF** aircraft bombed **Hamburg** for 7 days and 7 nights, creating a firestorm that killed 30,000 people
- In March 1945, over one thousand **RAF** bombers attacked **Dortmund**, destroying 98% of the buildings in the city

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25 Nazi rule in Western Europe

The **Netherlands** was invaded by the German army in 1940.

The Nazis believed the **Dutch** had the same racial background as Germans.

Therefore the Nazis did not interfere with Dutch schools or local political leaders and the Nazis tried to recruit Dutch men into the **SS**.

Dutch experience of Nazi Rule

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

Resistance to Nazi Rule in the Netherlands

Resistance groups in the **Netherlands** opposed the Nazis by:

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

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

26 Nazi rule in Eastern Europe

Features of the Nazi occupation of Poland

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

Polish experience of Nazi Rule

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

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

Resistance to Nazi Rule in Poland

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

27 The Holocaust

1938-1939 - Forced Emigration

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

1939-1941 - Ghettos

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

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

1941-1945 - The Final Solution & Death Camps

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

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

Death Camps

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

28 Responses to Nazi Rule

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

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

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

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

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

3. **Resistance** meant *actively opposing the Nazis*

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

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

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

General Fieldwork KO

KPI1: Key words

- **Enquiry question:** The question we are trying to answer by doing fieldwork
- **Data collection methods:** The way in which we collected the data e.g. measuring width, depth and velocity
- **Data presentation methods:** The type of graphs we used to present the data e.g. bar, scatter, maps etc.
- **Accurate conclusions:** When the data is collected in an accurate way so we can trust the results.
- **Primary Data:** Data that you collect yourself
- **Secondary Data:** Data collected by someone else.
- **Quantitative Data:** Data that is statistical/numbers
- **Qualitative Data:** Data that is descriptive
- **Random sampling:** Randomly choosing sites to collect data
- **Systematic sampling:** Picking sites every _____ metres
- **Stratified sampling:** Picking sites by topic.

KPI2: Steps to a fieldwork enquiry

Any fieldwork investigation includes 7 steps:

1. Planning- preparing a question or hypothesis- Researching the topic.
2. Methodology- planning and justifying your methods.
3. Completing the fieldwork- data collection.
4. Data presentation- showing your data in graphs, maps, diagrams etc.
5. Data analysis- discussing and manipulating your data to link to the question/ hypothesis and topic.
6. Conclusion- summarising findings.
7. Evaluation- evaluating the reliability of methods, data presentation and data analysis. Reflecting on accuracy of conclusions.

KPI3: Investigation Questions

You need to be able to form basic questions for fieldwork at any location. These can be simple or complicated.

- Example questions might include:
- How do river characteristics change downstream?
 - How does longshore drift affect beach profiles?
 - What impact is erosion having at _____?
 - Is flood management effective at _____?
 - Does tourism has a positive impact on _____?
 - Has regeneration being successful in _____?
 - How does environmental quality vary in _____?
 - How is traffic managed in _____?
 - Do science parks have a positive impact in _____?
 - Is there economic inequality between _____ and _____?

KPI4: Choosing a fieldwork site

When choosing fieldwork location you need to account for:

- **Accessibility** of the location- how will you get there, are you allowed to go there (land ownership), is it easy to access (e.g. steep slopes, floods etc.)
- **Safety**- is this a safe location to visit.
- **Suitability**- is this location appropriate to investigate the task question or hypothesis?

KPI4: Types of data

Examples of primary and secondary data

Types of data	
Primary Data Data you collect yourself	Secondary Data Data collected by someone else
PHYS • River depth / width / velocity / discharge • Pebble size / beach gradient / pebble roughness • Photographs	• Weather data • Erosion rates • OS maps – relief of the land / cliff locations
HUM • Environmental quality survey • Questionnaires • Interviews • Traffic counts / Pedestrian counts • Photographs	• Census data • House price data • Crime statistics • OS map – locations of services / houses / roads / buildings

Examples of quantitative and qualitative data

Types of data	
Quantitative Data Data that is statistical / numbers	Qualitative Data Data that is descriptive
PHYS • River depth / width / velocity / discharge • Pebble size / beach gradient • Weather data • Erosion rates	• Photographs • Pebble roughness • OS maps
HUM • Environmental quality survey • Traffic counts • Pedestrian counts • House price data • Crime statistics	• Interviews • Questionnaires • OS maps • Photographs

KPI5: Risk Assessments

There are always risks associated with collecting data. Before carrying out any practical fieldwork you need to identify any potential risks and take appropriate steps to reduce these risks.

Example risks and strategies to reduce them:

Factor	Risk	Example strategy to overcome risk
River currents	Risk of powerful water and risk of slipping over.	All wore wellies and were told not to go in deep parks of the river. Stay in groups.
Uneven ground	Danger of falling over due to uneven footpaths.	All wearing sensible footwear. Not running and walking carefully over large rocks.
Weather	Wet weather is dangerous due to slippery groyne etc. Hot weather also poses the risk of dehydration.	Students advised to bring plenty of water and sun cream if the weather forecast is hot. If the weather forecast is wet, students are advised to bring appropriate clothing and footwear.
Unfamiliar areas	Getting lost in new environments.	Staying in groups. Carrying a phone and a map in case you do get lost.
Traffic	Getting ran over by vehicles.	Use pedestrian crossings only when crossing the road.

KPI6: Sampling Strategies

A sample is a set of data which you collect. Sample size is important because it helps to know whether the data you collected were representative of the place you studied. The larger your sample, the more reliable your conclusions will be.

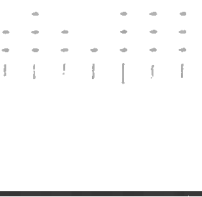
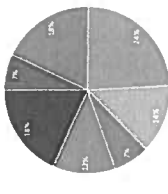
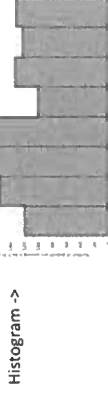
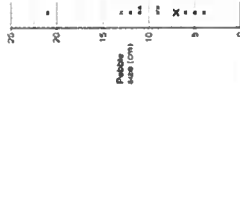
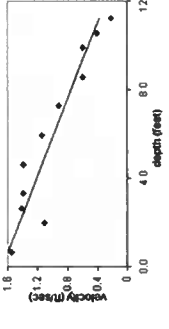
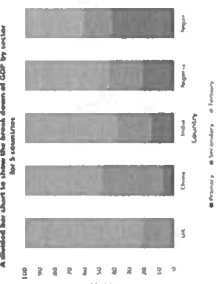
Example sampling strategies:

Sampling Strategies		
Random Sampling (Randomly choosing sites to collect data)	Advantages	Disadvantages
	• Not bias – each site has an equal chance of being picked. • Can easily be done with a large area	• Sites can get clustered together meaning data collection isn't representative • May lead to sites that are inaccessible
Systematic Sampling (picking sites every _____ metres)	• Gives a good representation of an area. • Easier to do than random sampling	• Can be time consuming • Can be bias as not all sites have an equal chance of being selected. • May lead to sites that are inaccessible
		
Stratified Sampling (picking sites by topic)	• Flexible – fits with a lot of different enquiries • Gives a good comparison of different areas. (Eg. Upper, middle and lower course)	• Not suitable for something like a questionnaire • Could lead to bias from the person picking the sites
		

KPI7: Improving data collection methods

Make it ACCURATE & RELIABLE	Make it REPRESENTATIVE
• Collect more data and generate an average – reduce the risk of anomalies. • Ask a wider variety of questions on a questionnaire.	• Collect data at more sites - reduces the risk of anomalies. • Ask lots of different people for a questionnaire to cover all ages/genders etc.

General Fieldwork KO

ANALYSING DATA		Bar Chart / Histograms		Line Graph		Pictogram		Pie Chart			
Mean	Add all data together and divide by the number of values.	Bar charts show continuous data whereas histograms show continuous data. 		Line graph shows continuous data to show changes over time. There is always a dependent (the variable that isn't changed by other variables EG. time) and an independent variable (the variable that is changed by other variables (EG. The number of cars on the road)). 		A way of presenting data using symbols. 		Divided circle useful for presenting a quantity that can be divided in to parts. 			
Median	Put the data in numerical order and find the middle number.	Histogram -> 									
Mode	Most common number.										
Range	Highest number minus the smallest number.										
Interquartile Range	Upper quartile value minus the lower quartile value. More accurate than the range as it removes the extreme values.										
WHY?	+ Averages can remove the risk of anomalies skewing the data. + Easily see a general trend / what is most common in the data. + Easily compare changes between areas.										
Choropleth Map		Advantages: Can see a clear comparison / trend.		Disadvantages: Does show the causes of trends.		Advantages: Can show multiple sets of data.		Disadvantages: If too much data is plotted – hard to read.			
Uses different shades of colour / symbols to display different amounts. 		Dispersion Graphs		Scatter Graphs		Flow Line / Desire Line Maps		Divided Bar Chart			
Advantages: Easy to spot general trends.		Takes a set of data and allows you to see if the data is grouped together or very different. 		Advantages: Can draw a LOBF to see if there is correlation.		Disadvantages: Analysis of the correlation can be subjective.		Advantages: Shows connections between places.		Disadvantages: Overlapping makes it hard to read.	
Disadvantages: Not useful for showing total values				Investigated a link between 2 sets of data. 				Columns of bar charts are sub-divided based on the information being displayed. 			
Isoline map								Advantages: Easy to see trends in large sets of data.			
Lines that join up values of the same value. (EG. Contour lines) 								Disadvantages: Requires additional explanation.			
Advantages: Can easily compare areas of equal value.											
Dot Maps / Proportional Symbol Maps											
Dot maps show 1 dot per value. Proportional symbols are circles / symbols drawn at different sizes to represent different values. 											

KPI7 – Example Unseen Fieldwork Questions

- Assess how effective your presentation technique(s) were in representing the data collected in this enquiry 6 marks
- For one of your geographical enquiries, to what extent were these results helpful in reaching a reliable conclusion(s) 9 marks
- Justify one primary data collection method used in relation to the aim(s) of your physical geography enquiry 3 marks
- Explain the advantage(s) of the location(s) used for your fieldwork enquiry. 2 marks

Human Fieldwork Knowledge Organiser	
Title of investigation	Has population growth in a market town created more opportunities or challenges?
Why did we choose this location?	Monmouth - Small town which allowed sufficient data to be collected within a day and reach a conclusion. The high-street was accessible with pedestrianised areas allowing data to be collected in a variety of locations. Monmouth has a growing population (between 2011 and 2021 it grew by 1.8%).
Geographical theory link	We planned our fieldwork investigation using ideas about how urban growth can lead to urban opportunities and challenges.
Risks	Risks ☐ Traffic – people getting injured on the busy high-street with cars parked on either side. ☐ Dangers of getting lost due to a lack of knowledge of the area.
Data Collection – How did we collect the data?	Techniques 1. Landuse Survey – labelled building use on a map at 3 different sites. Traffic Survey – counted vehicles for 1 minute, 3 different times and then an average was taken. 2. Environmental Quality Survey – subjectively rated the environment considering litter, quality of buildings and landscaping.
Data Presentation	What technique was used? 1. Divided bar graph was used to present data on traffic survey 2. Radar graph was used to present data on environmental quality survey Why was this technique chosen? 1. Divided bar graph: Categories can be easily subdivided using different colours which makes it easier to make comparisons using the key. You can easily identify changes in one sub-category by looking at the height of the bar. Could be improved by calculating the % of transport rather than the amount. 2. Radar graph: You can compare many variables, You can make comparisons quickly, Outliers are noticeable. However, with several data sets to plot, it can become confusing.
Results	Site 1 – Bottom of high-street - Traffic count was high – on average 17 vehicles - EQS scored 14 (medium) - Landuse: Mainly food outlets and chain shops Site 2 – Middle of high-street - Traffic count was slightly lighter (around 12 vehicles) - EQS scored 14 (medium) - Landuse: Mainly services and independent Site 3 – Pedestrianised area - Traffic count: Very light (1 vehicle) - EQS scored 16 (high score) - Landuse: Mainly independent shops
Conclusions	Traffic Count: More opportunities, more trade present due to high traffic counts, pedestrianised zone was effective at raising the environmental quality survey. Environmental Quality Survey More challenges, overall there were low landscaping scores due to a lack of pedestrianisation on the main high street. Landuse Survey: More opportunities, few charity shops which shows a strong economy. A wide range of shops means there is a wealthy population.
Evaluation – What needs to change for next time?	☐ Sampling technique – change from opportunistic to systematic sampling ☐ Methods used – change the environmental quality survey to be more objective (less biased) ☐ Spend longer collecting our data – improves reliability ☐ Compare our results to other groups to reduce the effects of anomalous results.

3

Physical Fieldwork Knowledge Organiser			
Title of investigation	Has human activity changed the cross profile of a river?		
Why did we choose this location?	Blakeney Straits – An accessible river with a footpath alongside to improve accessibility. Clear evidence of human activity with the weir being present at site 3.		
Geographical theory link	The investigation was based on Bradshaw's model, which shows that river width, depth and velocity should increase as the river moves downstream.		
Risks	<i>Risks</i> ☐ Slips and trips – Although all points in the river were accessible, banks down to the river and the uneven river bed might have led to some students falling. ☐ Weils disease – can be spread in freshwater if infected water gets into cuts, or mouth/eyes.	<i>Risk actions</i> ☐ Slips and trips – All students were asked to bring wellies. If they did not, they were not allowed to enter the river and were asked to stay on the footpath. ☐ Weils disease – Antibacterial spray was bought on the trip and students were asked not to eat food during data collection.	
Data Collection – How did we collect the data?	<i>Techniques</i> - Measuring channel width and wetted perimeter using a tape measure. - Measuring channel depth – using a tape measure to ensure depths were taken at even intervals and a metre ruler to measure the depth. - Measuring bedload size and roundness – used a calliper and illustrations from the Power's Roundness Index. - Measuring velocity – Used a table tennis ball, a metre ruler stick and a timer to measure the velocity of the river. - Annotated field sketch	<i>Sampling Strategies used:</i> - The sites were chosen using by stratified sampling to identify how human activity (weir) changed the river. - Channel Width - In situations where access was more limited we took a more opportunistic approach to sampling to ensure that safety was prioritised. - Channel depth – Systematic sampling was used by dividing the width of the river to ensure the depth was measured at equal intervals.	
Data Presentation	<i>What technique was used?</i> - Annotated photographs – To present our data on the changing width, depth and bedload size at each point in the river. - Line graph – To present the changing wetted perimeter at each location.	<i>Why was this technique chosen?</i> - Annotated photographs – Allowed us to pick out important features using annotations and explain why those features might be present. - Line graph – Using a line graph to plot wetted perimeter allowed us to compare data between sites and the relationship between width and depth.	
Results	Site One (Nearest the source) - Width = 8.6m - Wetted perimeter = 8.7m - Bedload of a medium size (5.5cm on average) and some evidence of erosion.	Site Two - Width = 4.1m - Wetted Perimeter = 4.3m - Bedload significantly larger (8.8cm on average) and less evidence of erosion with more angular rocks	Site Three (Nearest the mouth) - Width = 10m - Wetted Perimeter = 10.3m - Bedload small (5.1cm on average) and lots of evidence of erosion with smoother rocks.
Conclusions	Wetted Perimeter: Bradshaw model shows the width and wetted perimeter should both increase from source to mouth. Human activity had a small impact on the cross profile of the river. Width increased; wetted perimeter increased. However, this did not occur consistently.	Annotated Photographs: Bradshaw model shows the width and wetted perimeter should both increase from source to mouth. Human activity did not change the cross profile of the river. The photographs show us that the width does appear to increase from site three to site one. The photographs also show that the bedload appears to decrease in size the further from the source.	Bedload Data: Bradshaw model shows bedload should decrease in size and become more rounded in shape as a river moves away from the source due to erosion. Bedload does become smaller in the river and smoother. Bedload does not show consistent evidence of erosion – potentially due to the random nature of choosing rocks at certain locations.
Evaluation – What needs to change for next time?	☐ Sampling technique – There was a tendency to choose the larger rocks out the river to measure. Next time we will ensure eyes are closed when choosing rocks. ☐ Spend longer collecting our data – improves reliability. Change time of year data is collected to ensure weather is accounted for. ☐ Amount of students in river could have affected the velocity of the river by adding obstacles to the river.		
	4		

Resource Management – Page 1 – Resource Management and Food in the UK

KPI1 – Key Terms	KPI2 – Global Distribution of Resources	KPI3 – Food in the UK
KPI1 – Key Terms Agribusiness: Application of business skills to agriculture. Carbon footprint: A measurement of all the greenhouse gases we individually produce, through burning fossil fuels for electricity, transport etc, expressed as tonnes (or kg) of carbon-dioxide equivalent. Energy mix: The range of energy sources of a region or country, both renewable and non-renewable. Food miles: The distance food is transported from the producer to consumers. Fossil fuel: A natural fuel such as coal or gas, formed in the geological past from the remains of living organisms. Local food sourcing: A method of food production and distribution that is local, rather than national and/or international. Food is grown (or raised) and harvested close to consumers' homes, then distributed over much shorter distances. Organic produce: Food which is produced using environmentally and animal friendly farming methods on organic farms. Artificial fertilisers are banned and farmers develop fertile soil by rotating crops and using compost, manure and clover. It must be free of synthetic additives like pesticides and dyes. Resource Management: The control and monitoring of resources so that they do not become depleted or exhausted. Biomass: Renewable organic materials, such as wood, agricultural crops or wastes, especially when used as a source of fuel or energy. Biomass can be burned directly or processed into biofuels such as ethanol and methane. Energy conservation: Reducing energy consumption through using less energy and becoming more efficient in using existing energy sources. Energy exploitation: Developing and using energy resources to the greatest possible advantage, usually for profit. Energy security Uninterrupted availability of energy sources at an affordable price. Fossil fuel: A natural fuel formed in the geological past from the remains of living organisms, such as coal or natural gas. Geothermal energy: Energy generated by heat stored deep in the Earth. Hydro(electric) power: Electricity generated by turbines that are driven by moving water. Nuclear power: The energy released by a nuclear reaction, especially by fission or fusion. Nuclear energy uses fuel made from mined and processed uranium to make steam and generate electricity. Renewable energy sources: A resource which is not diminished when it is used; it recurs and cannot be exhausted, such as wind and tidal energy. Solar energy The Sun's energy exploited by solar panels, collectors or cells to heat water or air or to generate electricity. Sustainable development: Development that meets the needs of the present without limiting the ability of future generations to meet their own needs. Sustainable energy supply: Energy that can potentially be used well into the future without harming future generations. Sustainable energy is the combination of energy savings, energy efficiency measures and technologies, as well as the use of renewable energy sources. Wind energy: Electrical energy obtained from harnessing the wind with windmills or wind turbines.	Key definition: A resource is a stock or supply of something that has a value or purpose. The three most important resources are water, food and energy Food, water and energy is fundamental to human development. Why are these resources important? Water: Humans need water to drink to survive. Required for washing Disposing of waste in industry and manufacturing. Food: Provides us the energy needed to work and enjoy ourselves. People in physically demanding jobs require a higher food intake. Too much food can lead to obesity, cancer and heart disease. Too little food can harm health and wellbeing including stunted growth, eye problems, diabetes and heart disease. Energy: Heats our homes. Manufactures goods. Processes food/farming is becoming more reliant upon machinery. Powers transport.	How is the demand for food changing in the UK? - Growing demand for high-value foods from abroad – in 2019 12% of food eaten in the UK came from LICs in Latin America, Africa and Asia. - Wider availability of organic alternatives – between 2018 and 2019 overall sales of organic produce increased by 4.5% - Out of season produce needs to be available throughout the year e.g. strawberries. Food miles: The basic way of showing how far our food travels to get to us. Advantages of food miles: - Developing countries such as Kenya can benefit from the export of goods (contributes 24% of GDP). - Jobs are created for people in LICs in farming, transport and packaging providing valuable income. - Taxes made from wages can be used to improve the transport infrastructure, healthcare and education opportunities in the LIC. Disadvantages of food miles - Carbon emissions - Food transported by plane generates 100 times more carbon emissions than other modes of transport, such as by boat. - Perishable food needs to generally travel by planes. - Food produced in LICs and exported is using up land that local people used to need to meet their own needs. How is the UK adapting to changing food demands: Solution 1: Agribusiness involves running farms as big businesses and attempting to increase food production. Example: Lynford Farm, East Anglia. What is being done? These farms have increased food production by: - Increasing in size by buying up smaller farms. - Increasing in size by removing hedgerows and draining wetlands. - Producing one crop or animal in monocultures in big quantities. - Applying huge amounts of chemicals in the form of fertilisers and pesticides. - Applying the best technology such as a combined harvester or using better seeds. - Using modern production methods Solution 2: Organic farming does not include the use of chemical fertilisers and pesticides and involves the production of animals, fruit and vegetables. Example: Riverford Organic Farming What is being done? - Pests are controlled using natural predators - Crops are rotated so that farmers can maintain the fertility of their fields - Animals are farmed in lower numbers and without the use of growth hormones and antibiotics - Weeds are controlled either by hand or machines rather than by spraying chemicals on them.

Resource Management – Page 2 –Water and Energy in the UK

KPI4 – Water in the UK	KPI5 – Energy in the UK	KPI6 – Global Energy Supply and Demand
Demand for Water in the UK is increasing because people use around 150 litres of cleaned and treated water every day. This occurred because... • Increased population • Change in personal hygiene • Greater car ownership • More leisure time • Increase in dishwashers and washing machines. Causes of water pollution • Sewerage waste • Pollution from vehicles • Factories • Chemicals from farms Water quality of managed by... • Educating people • Banning certain chemicals • Improving drainage Water Stress: Is where demand exceeds supply. This can cause hosepipe bans, public warnings and even quotas on the amount used by companies and organisations Water stress can be solved by water transfer schemes, where water is moved from an area of water surplus (more than enough water) to an area of water deficit (lacking water). Example: Kielder Reservoir in Northumberland moved water down to Newcastle and Durham. Advantages: • Tourism at Kielder has created new jobs and generated incomes. People visit the reservoir for water sports and for the beautiful scenery that has been created around the lake. • Electricity is generated through hydroelectric power (HEP) at the dam. This is a reliable and clean source of energy. Disadvantages: • Farmland and many habitats were lost when the land behind the dam flooded. • The breeding patterns of fish have been disrupted through the dam blocking the river. Also, fewer pebbles travel downstream, which impacts on habitats.	How is the UK energy mix changing? Renewables: • In 2020 there were 68 days when the UK electricity was made without coal. • Largely due to the development of off-shore wind farms. Other countries: • In 2019 the UK imported 35% of its energy. Of the UK gas reserves remain, enough to last 50 years. • Gas – 2/3rds of the UK gas reserves remain, enough to last 50 years. UK is exploiting new sources of energy – Fracking in Lancashire Fracking: The process of injecting liquid at high pressure into rocks so as to force open existing fissures and extract oil or gas. Advantages: - Create jobs across the North of England and help solve rising gas prices - Some of the money generated would be delivered to local residents as a community dividend - Create a tax revenue for central and local governments. Disadvantages: • Fracking appears to have created minor tremors • Problems with disposing of waste.	Energy Surplus: A situation in which the quantity of energy is more than the quantity demanded. Examples: - Russia and Eastern Europe: Large reserves of natural gas and oil and uranium resources which can be used for nuclear energy - North America: Large coal reserves. Opportunity to exploit oil reserves in sensitive areas like the Arctic. Energy Deficit: A situation in which the quantity of energy available is less than the quantity demanded. Examples: • Western Europe: Dependent on energy imports and low energy efficiency • Sub-Saharan Africa: Depends on foreign TNCs to exploit resources. Energy Distribution: The way in which energy is spread out and shared over specific areas. What are the factors that can affect energy supply? 1. Physical factors – geology determines the location of fossil fuels. Coal is formed from vegetation laid down and altered by pressure and heat over millions of years. Natural gas and oil are trapped in folded layers of rocks. Geothermal energy is produced in areas of tectonic activity like Iceland. 2. Technology – Technological advances have allowed energy sources in remote or hostile environments like the Arctic to be exploited. In Alaska, oil is transported by technologically advanced earthquake-resistant insulated pipelines from Prudhoe Bay in the north to the port of Valdez in the South. 3. Political factors – Political factors affect decisions about which energy sources to exploit and from which countries energy can be obtained. Russia holds huge reserves of natural gas, which has historically been exported to European countries. 4. Costs – Most energy sources are very expensive to develop. For example the cost of an oil rig for land drilling is about US\$20 million. A 30cm land oil pipeline costs around US\$187,500 per km.

Resource Management – Page 3 – Energy

KPI7 – Impact of Energy Insecurity • Environmental Impacts: have to exploit resources in more remote, sensitive areas, e.g. Arctic • Social Impacts: have to use biofuels for energy which reduces food production • Economic Impacts: energy shortages and higher costs reduces industrial output • Conflict: conflict over energy sources, e.g. Russia taking over Crimea in the Ukraine	KPI9 – Gas and the Camisea Project The Camisea Project began in 2004 to exploit a huge gas field in the Amazonian region of Peru. It has had both advantages and disadvantages. Advantages: - It could save Peru up to \$4 billion in energy costs. - It could improve infrastructure in the area e.g. road. - It provides employment and boosts the economy Disadvantages - Local people have no immunity to diseases brought in by developers. - Deforestation effects habitats and biodiversity - Clearing routes for pipelines has resulted in landslides and pollution of streams which depletes fish stocks.
KP8 – Strategies to increase energy supply The options for increasing energy supply are... 1. Develop and increase the use of renewable (sustainable) energy. E.g.: wind, solar. 2. Continue to exploit non-renewable energy (e.g. in the Arctic) or develop the use of nuclear. Renewable Energy Sources: 1. Biomass: Energy produced from burning organic matter including dung, plants etc. 2. Wind: Turbines on the land or sea turned by the wind to generate electricity. 3. Hydroelectric Power: Dams that create enough water to turn turbines and generate electricity. 4. Tidal Power: Turbines within barrages (dams) built across river estuaries that use rising and falling tides to generate electricity. 5. Geothermal Energy: Water heated underground in contact with hot rocks creates steam that drives turbines to generate electricity. 6. Wave Energy: Waves force air into a chamber where it turns a turbine linked to a generator. 7. Solar Energy: Photovoltaic cells mounted on solar panels convert sunlight into electricity.	KPI10 – Sustainable Energy Use SUSTAINABILITY= Meeting the needs of today without impacting future generations. Countries are trying to use energy in a more sustainable way. For example in Freiburg in Germany... 1. Energy conservation – There are 400 solar panel installations in the city. 2. Freiburg produces 10 million kilowatts of electricity per year from solar energy. Homes often produce more than they need. 3. The largest proportion of Freiburg's renewable waste comes from biomass using waste wood and rapeseed oil. In the UK, building developers are making houses more energy efficient by... • Using energy-efficient light bulbs and rechargeable batteries • Insulating house roofs, blocking draughts, using double-glazing and energy-efficient heating systems • Installing solar panels or switching to an electricity supplier, that supplies green electricity • Using smart meters in homes improves energy efficiency
There are advantages and disadvantages when using renewable energy including... 1. Biomass - Biomass is renewable since we always produce waste. Crops can be grown specifically for biofuels rather than using fossil fuels. However, using land to grow biofuels (material to be burned) rather than food crops can be considered wasteful. 2. Tidal - Extremely reliable as the tide is constant twice a day. However, constructing a tidal power plant can be very expensive. 3. Solar - There are no fuel costs and no harmful polluting gases are produced. However, solar power is not reliable on cloudy days.	

Y11 FRENCH – Term 2: Revision

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

Grade 7+ Show Off Language

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

MFL key classroom language:

Key Word	Definition	Example
Infinitive	In English it is always accompanied by the word "TO". In French, it always ends in ER/IR/RE . E.g: to play, to do, to go, to go out. jouer / faire / sortir	An opinion is always followed by an infinitive: <u>J'aime jouer/ faire/ acheter</u> <u>I like to play/to do/to buy</u>
Cognate	A word that is similar in spelling and meaning in two languages	This word is a cognate, what do you think it means? e.g. télé-réalité = TV reality
Connectives	A word that links two sentences or ideas together, e.g. et / cependant	What connective can we use to link these two sentences ? - j'aime l'histoire (mais) je déteste l'anglais - I like history but I hate English
Intensifiers	A word that strengthens the meaning of other expressions and shows emphasis, e.g. très/assez	Every time you write an adjective, make sure you use an intensifier before it. - je pense que le sport est très important - I think that sport is very important

Example of a French/Spanish LSQ:

Questions		Answers - Test Yourself	
1. Live in a town which calls itself (in English) York		J'habite dans une ville qui s'appelle York	
2.		J'habite dans une ville qui s'appelle York	
3.		J'habite dans une ville qui s'appelle York	
4. and which calls itself (in French) Southern coast of England		c'est une belle ville qui s'appelle York	
5.		c'est une belle ville qui s'appelle York	
6.		c'est une belle ville qui s'appelle York	
7.		c'est une belle ville qui s'appelle York	
8. it's a small town near the Bristol		c'est une petite ville près de Bristol	
9.		c'est une petite ville près de Bristol	
10.		c'est une petite ville près de Bristol	

Additional Homework

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Y11 Spanish : Global Issues

1	I live in a block of flats on the first floor	Vivo en un bloque de pisos en la primera planta. Es muy viejo
2	My flat is in the outskirts of the city	Mi piso está a las afueras de la ciudad
3	In my flat here are two bedrooms, a bathroom a kitchen and a big living room	En mi piso hay dos dormitorios, un baño, una cocina y un salón grande.
4	In order to look after the environment I turn off the lights and I unplug the electrical appliances	Para cuidar el medio ambiente apago la luz y desenchufo los aparatos eléctricos
5	I unplug the computer and I prefer to use the shower to save water.	Desenchufo el ordenador y prefiero usar la ducha para ahorrar energía
6	We also recycle paper, plastics and glass and we buy green product.	También reciclamos el papel, el plástico y compramos productos verdes.
7	We must do as much as possible to not waste energy.	Se debe hacer todo lo posible para no malgastar energía
8	For me the biggest global issue is poverty and unemployment	Para mí el problema global más grande es la pobreza y el desempleo
9	Also there are animals in danger of extinction and the pollution of rivers and seas	Además hay los animales en peligro de extinción y la contaminación de ríos y mares
10	There are also health issues like drug addiction and obesity	Hay también problemas de salud como la drogadicción y la obesidad
11	We should plan more trees and save energy at home	Se deben plantar más árboles ,y ahorrar energía en casa
12	We must look after the environment and create more jobs	Se debe cuidar el medio ambiente y crear más empleos
13	Also, we must do publicity campaigns to end poverty	También se deben hacer campañas para terminar con la pobreza
14	In order to be healthy I have a healthy diet.	Para estar sano tengo una dieta sana
15	In the future I am going to try to eat less sweets and to exercise more	En el futuro voy a intentar comer menos dulces y hacer más ejercicio
16	I think that smoking and drinking alcohol is stupid and a waste of money	Creo que fumar y beber alcohol es estúpido y una pérdida de dinero
17	It gets you hooked	Te engancha

18	In my opinion sports events create employment , tourism and it unites people	En mi opinión los eventos deportivos crean empleos, turismo y une a las personas
19	However, a disadvantage is the traffic and the risk of terrorist attacks.	Sin embargo, una desventaja es el tráfico y el riesgo de ataques terroristas

Key MFL classroom language

Key Word	Student-friendly definition	Example
Infinitive	In English it is always accompanied by the word "TO". In Spanish, it always finishes in "R" (-ar/-er/-ir) E.g: to play, to do, to go, to visit, jugar/ hacer / ir / visitar	An opinion is always followed by an infinitive: Me gusta jugar/ hacer/ comprar I like to play/to do/to buy After suelo/solia, you always need an infinitive: suelo ver /jugar/descansar I tend to watch/to play/to rest
Cognate	A word that is similar in spelling and meaning in two languages,	This word is a cognate, what do you think it means? e.g. ciclismo = cycling
Connectives	A word that links two sentences or ideas together, e.g. y/por otro lado	What connective can we use to link these two sentences ? • Me gusta la historia (pero) odio el inglés • I like history but I hate English
Intensifiers	A word that strengthens the meaning of other expressions and shows emphasis, e.g. muy/bastante	Every time you write an adjective, make sure you use an intensifier before it. • Creo que las ciencias son muy interesantes • I think science is very interesting

Show off language

tales como- such as
aunque al mismo tiempo- although at the same time
es necesario que lo haga porque- it's necessary that I do it because
no aguantó hacerlo- I can't stand doing it
quiero mucho hacerlo porque- I really want to do it because
siempre he querido (+ infinitive)- I've always wanted to
trato de (+ infinitive)- I try to...
tengo ganas de (+ infinitive)- I fancy (doing something)....
he tenido bastante de (+ infinitive)- I have had enough of...
me parece que- it seems to me that/I find that...
la cosa que prefiero- the thing that I prefer
lo que prefiero es- what I prefer is...
lo peor de todo- the worst thing of all...

Religious studies full course Paper two – Year 11 Theme E Crime and Punishment

Key word	Definition
Crime	An action which is against the law and incurs a punishment
Hate Crime	A crime motivated by hatred e.g. racism, homophobia
Punishment	Something negative done to criminals by the state
Poverty	Not having enough money to be able to live a comfortable life
Reformation	An aim of punishment – to try and reform criminals
Retribution	An aim of punishment – seeking a form of revenge on criminals
Deterrence	An aim of punishment – preventing future criminals by harsh treatment of offenders
Original Sin	The tendency to evil supposedly innate in all human beings, held to be inherited from Adam in consequence of the Fall
Three poisons	The second noble truth- the roots of suffering (causes)

KPI 1- Explain some of the reasons for crime

There are many theories to explain why people commit crime, but there is general agreement on how people become criminals. Criminal behaviour fits into one, or more than one, of these categories:

- criminal behaviour can be caused by a person's free choice
- criminal behaviour can be caused by a person's environment, eg a broken home or failure at school could be a catalyst for the change to becoming a criminal (**Upbringing**)
- criminal behaviour can seem like the only option for a person if they are unable to conform to society (**Poverty**)
- criminal behaviour can develop through being associated with other criminals (**Greed, addiction**)

KPI 2- explain attitudes to law breakers from a religious AND secular perspective

Christianity teaches that sin is a part of human nature and that all people have the potential to commit a crime. This is shown in the story of the fall of Adam and Eve in Genesis, when they disobeyed God and ate the forbidden fruit.

Many Christians believe that the Bible teaches the difference between right and wrong.

Christians do not believe that people are evil but that people can be **tempted** to do wrong and break the law. Christians are taught to “**love the sinner, hate the sin**” which means they should **forgive** and show mercy to people who have done wrong but admitted their mistakes and sought **atonement** (forgiveness through the crucifixion).

Christians and Buddhists believe crime is very rarely justified as it usually breaks one of the **Ten Commandments** or the **five moral precepts**. They will usually want to reform the criminal so they no longer feel the need to commit crime. They may sometimes support illegal protests as long as no one is hurt.

KPI 4- Define the three aims of punishment on the course and discuss the difference between different aims of punishment.

Aims of Punishment

Retribution – Making the criminal pay for what they have done. (Death penalty)

‘Eye for an eye’

‘Overcome evil with God’

‘We should not seek revenge’ - Dalai Lama

Deterrence – Punishment designed to put other criminals off from committing the crime. (Corporal punishment)

Inflicting suffering on others (Dukkha)

‘Treat others as you wish to be treated’

Reformation – To try and change the criminal, so they no longer commit the crime. (Counselling)

‘Love you neighbour’

Karuna/ Metta

KPI 3- recognise different types of crime and explain religious attitudes to each of these types of crimes.

Hate - crime against a person because of their race, gender, religion, sexuality

X Christian believe that we are made in Gods “image” and because Jesus taught to “**love your neighbour**.”

X The Bible teaches Christians that everyone is equal in the eyes of God “**There is neither Jew nor Gentile,.... are all one in Christ Jesus.**”

X Hatred is one of the three poisons

X Hatred causes suffering to others (Dukkha)

Theft- the action or crime of stealing.

X Christians because it breaks one of the Ten Commandments- “**Do not steal**”

X Greed is seen as a sin “**For the love of money is the root to all evil.**”

X Taking things out of greed/ one of the three poisons in Buddhism

X Buddhist teaching “**Do not take what is freely not given**”

Murder – deliberate killing of someone

X Christians because it is against the **sanctity of life** and breaks one of the Ten Commandments. “**Do not kill**”

“**Love your neighbour**”

X Buddhist teaching “**Do not harm**” – five moral precept

Inflicts suffering (dukkha) and pain

Full course Religious studies Paper two – Year 11 Theme E Crime and Punishment

Prison	A place where criminals are sent to withdraw their freedom as punishment
Community service	Working in the community to pay back for a criminal act
Corporal punishment	Using physical pain as a punishment
Capital punishment/death penalty	A form of punishment where the offender is killed for their crime
Forgiveness	To show mercy and pardon someone for what they've done wrong
Karuna	Buddhist word for compassion
Kamma	Deed or action that effect rebirth
Reconciliation	the restoration of friendly relations.
Agape	Unconditional love
Sanctity of life	Life is sacred/God given

KPI 6- Religious attitudes to forgiveness

Forgiveness is very important to Christians it is at the heart of Jesus' teaching. Jesus taught that we should forgive **"seventy times seven"** and forgave his murderers as he was dying on the cross. **'Father forgive them, for they know not what they do'.**

The Lord's prayer says that Christians should forgive others because they want God to forgive them for their sins. **'Forgive those who sin against us'.**

Forgiveness is also important to Buddhists as they believe that anger and resentment cause more suffering in the long term.

Buddhism teaches that if people do not forgive they will suffer.

By not forgiving, Buddhist people they will be punished by the **principle of kamma**. Apology and forgiveness can lead to reconciliation.

KEY QUOTES AND TEACHINGS

People should be treated fairly and not cheated: 'So in everything, do to others what you would have them do to you.'

'There is neither Jew nor Greek, slave nor free, male or female, for you are all one in Christ.'

'Forgive us our sins'
'Father, forgive them.'
'Do not repay evil for evil...'
'An eye for an eye'

Parable of the sheep and goat

Five moral precepts
Second noble truth- three poisons
Eightfold path- right action/right speech
Kamma- cycle of samsara
Three marks of existence- Dukkha

KPI 5- Explore a range of punishment and religious attitudes to it, including contrasting views

<i>Prison</i>	
For	Against
Protects the public	High reoffending rates
Teaches criminals a lesson	Prisons are overcrowded
Provides counselling and support/reformation	Costs of running
Give education opportunities	Criminals can become addicted
Parable of the sheep and goat	Does not act as a deterrent
Corporal punishment	
For	Against
It provides retribution	Does not seek to reform
It acts as a deterrent	Harmful inflicts suffering
It can be used instead of expensive prison time	It is inhumane to use violence/torture
	It makes society as bad as the criminal
Community service	
For	Against
It provides retribution – allows offenders to make up for their wrongs	Does not directly address the crime
It acts as a deterrent	May not be severe enough
No harm is done to the offender	Does not address the needs of the victim

KPI7: Religious responses to the death penalty

X Many Christians are against the death penalty because of the **sanctity of life**. It is inhumane to kill someone

X Christian are taught to forgive **'Love the sinner, hate the sin'**

X **'Do not kill'** – against the aim of reformation

X Little evidence that it is deterrent

X Buddhist oppose the death penalty as it breaks the **first moral precept – Ahimsa**

X Not possible to relieve suffering (Dukkha)

- ✓ Some Christians may support the death penalty due to retribution **'Eye for an eye'**
- ✓ It provides retribution and justice for the victims
- ✓ Utilitarian argument. Capital punishment may provide the maximum happiness for the greatest number of people

Art - Year 11 - Unit 2

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

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

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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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.	Proscenium Arch - most famous variety, raised stage with fixed arch above it, auditorium looking on.	Read the line, cover it up, read it out loud, check for accuracy.	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.
Gobo—Silhouette lighting to represent something else.	Traverse - like a catwalk, stage down middle and audience on either side.	Break script up into sections, read one section over and over again.	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.
Gauze—A thin material than becomes transparent in light.	Thrust - stage thrusts out into the audience so that they are closer to the action.	Read over your lines for short periods of time numerous times a day.	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.
Minimalistic—Simplistic and kept to a minimum.	In the round - audience surrounds stage, action takes place in the middle.	Write them out on lined paper repeatedly.	Acting Style
Pause—A moment of silence, often deliberate and prolonged	End on - stage is on level ground with auditorium and no arch above the stage.	Record yourself (video or voice note) performing the lines and listen to it on repeat.	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.
Stylised—Requires an audience to use their imagination rather than appearing realistic.	Black Box Studio - studio room kitted out with lighting and sound, adaptable staging types and open canvas.	Write out the first word of each line.	
Meta-theatre—Play within a play, the audience is aware of the creation of drama within a piece.	Auditorium - where the audience sit to watch the performance.	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	
Fourth Wall—The imaginary wall separating the stage and auditorium which is often broke as the actors enter through the audience.	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.		
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.			

Five Key Acting Skills

Facial Expressions - How can we show emotions through our faces?
Eye contact, eye brows, straight, emotions, gritting teeth, tense, relaxed, wrinkled, creased, staring, twitching.

Voice - How can we use our voice in performance? Tone, pitch, pace, emotion, volume, projection, dialogue, dialect, accent, intonation, whistling, SFX, interjection.

Posture - How can we use our bodies to help us create performance? Posture, blocking, positioning, front on, side on, emotions, age, open or closed.

Gestures - These are movements with meaning, how can we use them in performance? Hands, arms, speed, clicking, rubbing, waving, mannerisms.

Movement - How can movement be used to create performance? Speed, pace, acceleration, gait, mannerisms, special awareness, stage presence.

Key Terminology

Script - The written words and stage direction which are spoken and performed in a play. A script will be written by a writer and then given to a director to create a performance.

Director - This is the person who is in charge of the actors and performers. The director will tell the actors how they want them to perform and move in each scene. They will block the performance.

Blocking - When creating a performance you must first plan where all the actors are going to be standing and moving to on the stage. You must also plan what set and props are going to be used in your performance. This is called Blocking.

Stage Direction - Text in a script which tells you what you need to be doing while performing. Some scripts may have more stage directions than others. Some directors may also decide not to use all of the stage directions because they have their own ideas for what the performers should be doing.

Characterisation - Using a variety of skills, improvisation techniques and background information to become your character. These skills are your 5 key acting skills. It is important you fully understand the character you are performing. You MUST remember, you are no longer yourself when acting. You become someone else.

Performance Discipline - Maintaining extremely high and professional levels of focus and concentration throughout rehearsals and performance. This involves being on task at all times, not laughing or giggling when you are acting. It is crucial to stay focused when performing.

Ensemble - A group of performers all working together in a performance.

Freeze Frame - When a scene 'freezes' for a moment to allow the audience to really explore the moment. It is like pressing pause on live action.

Tableaux - A collection of still images which create a performance. It is like looking through a photo album.

Immersive theatre - Audience are included in the performance but don't know what is going to happen. Actors may talk to or ask the audience questions about what is happening in the performance.

Example Self-evaluation

STRENGTH During my performance, I wanted to show how my character was really angry with another character. To do this, I scrunched my eyebrows together and tilted my head slightly forward, using facial expression to show my annoyance. I also had a very big frown and narrowed whilst making a low pitched noise to display my frustration. This was successful because the audience could clearly see how angry my character was when seeing their friend after having an argument.

AREA FOR IMPROVEMENT During my performance, I wanted to show how my character was really happy to see someone. To do this, I slowly waved my hand and had a slight smile on my face whilst quietly saying 'Hello' in a soft tone. My intention was to show how I was happy but wanted to show it in a subtle way. However, the audience were confused by this and thought that my reaction was too small. If given the chance to perform this moment again, I would make my gestures much bigger, my movements quicker and my facial expressions much more exaggerated so that the audience can see my excitement much more clearly.

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
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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.



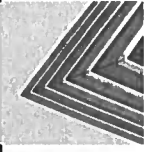
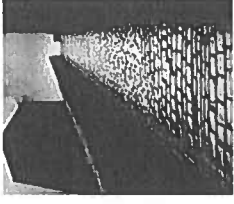
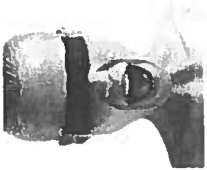
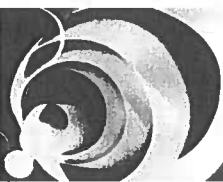
Personal and meaningful responses

Assessment Objective 4 is about presenting a personal, informed and meaningful response, from your initial research through to the final piece.

You need to demonstrate analytical and critical understanding as you respond to your theme.

Showing clear links between your starting point, sources and final piece will help show how successful your project has been.

Organise your projects so that the development of your ideas and the connections between all the elements of your work are made clear. There should be a visual 'journey' from your starting point through to your final piece.

Formal element	Meaning	Artwork example	Relevant artist/photographer	Minimalism	n When light, depth of field, positioning of an object is used to make the viewer focus on a specific area of the photograph/artwork.	NICHOLAS GOOD-DEN
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	Lines (Horizon line)	Lines can be powerful elements in an image. They have the power to draw the eye to key focal points in a shot and to impact the 'feel' of an image greatly. Diagonal, Horizontal, Vertical and Converging lines all impact images differently and should be spotted while framing a shot and then utilized to strengthen it.	BILL BRANDT 
Depth of Field	The depth of field that you select when taking an image will drastically impact the composition of an image. It can isolate a subject from its background and foreground (when using a shallow depth of field) or it can put the same subject in context by revealing it's surrounds with a larger depth of field.		ELIA LOCARDI	Colour	A lot of colour can be overwhelming and considered a bold statement. Lack of colour can focus the viewer on the message the photographer is trying to convey. Lack of colour can also accentuate the patterns, shapes and textures in a photograph.	ANDY WARHOL 
Symmetry	Can create a balanced composition that leaves the viewer with a feeling the photograph is staged in some way. Can add a striking effect depending on the subject/object photographed.		IRVING PENN	Restful / Dynamic Composition	If there is space around an object in a composition then it is considered restful. Photographs that are zoomed in and objects touch the edges of the composition are considered dynamic. It dictates how much the viewer's eyes have to move around the photograph to see everything.	ANNIE LEIBOVITZ 
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	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 
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	View-point/Perspective	Birds- eye: From above facing downward Worm's – eye: From below facing upward – line: At standing height These perspectives can have an impact on how the viewer feels about the photograph, and how it is perceived.	ANTONIO JAGGIE 

BTEC Music - Year 11 - Component 3: Responding to a Music Brief

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.

Creating & Performing

Using your knowledge of genres, styles, musical features and stylistic techniques, create a new interpretation of the piece to fit the style of your chosen style. You may want to consider the following:

Structure - How the music is built and put together.

Tempo - The speed of the music.

Harmony/Tonality - Major/Minor key. Use of specific chords and harmony.

Time Signature - 4/4, 3/4, 6/8, 12/8, 7/8, etc.

Instrumentation - What instruments are used.

Playing/vocal techniques - The way the music is performed.

Effects - Extra effects added to achieve a specific sound (e.g. distortion on a guitar).

BTEC Music - Year 11 - Component 3: Responding to a Music Brief

Creating and Producing

Using your knowledge of genres, styles, musical features and stylistic techniques, create a new interpretation of the piece to fit the style of your chosen style. You may want to consider the following:

Changes in instrumental sounds - Changing which sounds you choose to fit the chosen style.

Changes in structure - How you will change the layout of the song to fit the chosen style.

Changes in harmony/tonality - How you will change the key/chords to fit the chosen style.

Changes in tempo and/or time signature - How you will alter the speed/time signature to fit the chosen style.

Various editing techniques - Using your knowledge of BandLab's editing features to remix the track.

Effects and processing - Applying the use of effects to create a desired sound.

Audio recording techniques - Recording live audio into BandLab which you will then edit.

You will be assessed on the following:

- (a) Your creative interpretation of the music in response to the brief
 - How well your music product meets the creative aims of the music brief.
 - The musical skills shown in your interpretation (musical elements such as pitch, rhythm, dynamics and tempo as well as an awareness of stylistic characteristics).
- (b) The musical skills in the final music product
 - Your use of musical skills and techniques.
 - The accuracy and technique shown in the performance (Creating and Performing).
 - Your technical recording and production ability, including use of software, editing, effects and processing (Creating and Producing).
 - Your use of musical expression.
 - The consistency of the final performance/music product.
- (c) How you have met the requirements of the music brief
 - The quality of the presentation of your music product.
 - How well your music product meets the technical requirements of the music brief.

Subject: GCSE PE 2.1 b

Commercialisation of physical activity and sport**Commercialisation of sport:**

The influence of the media on the commercialisation of physical activity and sport.

There are 5 types of media.

- Social Media
- Radio
- Newspapers/magazines
- Internet
- Television/visual

Influences of media include:-

Event time changes

-Live Football and rugby being shown on different days (Friday nights, Sundays, Monday nights)

-Olympic events & international events being shown at irregular times because of the demands of TV companies showing the event live in different countries.

Rules changes

-2016 netball rule changes to make game faster and more attractive to television companies & viewers

-Table tennis, 21 points changed to 11 points to win a game.

Adapted versions of sports

-British basketball championships, 12 minute games with powerplays and shooting zones for 5 points

-1 hour cricket to fit programming times

-Fast 5 netball.

Technological innovations

Replays and slow motion improve the home viewer's experience

'Hawkeye' in tennis, Television match officials in rugby and VAR in football have all improved the viewer's experience.

Sponsorship- Due to the extent of coverage, sponsorship and advertising revenue has increased tremendously for players, clubs and National Governing Bodies of sport.

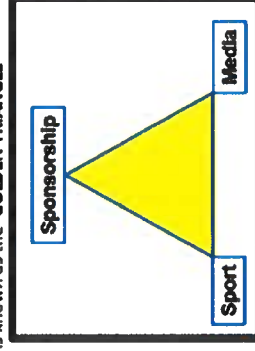
Negative influences of media include:

- Only main sports shown, so minority sports do not gain exposure.
- More money to major sports and performers, so less funds to minority sports.
- Can expose poor behaviour by teams/performers and potential danger of some activities.
- Role models behaviour is exposed, poor behaviour on and off the performance area is exposed, and quickly.
- The exposure/advertising of some sponsors may be unethical. Examples include alcohol, smoking products and gambling companies.
- Pay per view channels/events may make it difficult for low-income families to watch their favourite sports.
- Media's influence on game programming might be seen as too great.
- Where games/events are shown live, spectators may choose to watch on television rather than go to the live game as it is cheaper and they get a better experience from replays, pundits etc.
- If you are watching you are not being active, so media can add to the 'couch potato' syndrome.

What is Commercialisation?

Definition: Commercialisation refers to the influence of commerce, trade on an industry (e.g. SPORT) to make a profit.

Sport, media and sponsorship are closely linked in a what is known as the 'GOLDEN TRIANGLE'



- Each side of the triangle benefits from the other sides in some way
- Therefore, each side is dependent on the other sides in some way
- Usually financially or for promotion.

Influence of sponsorship

The exercise and sport market is now very big business, with large amounts of money being spent by commercial companies on sports' participants, clubs and events.

Types of sponsorship**Facilities (stadiums and grounds)**

- New stands or grounds will often be named after the sponsor who has put money towards the development.

Financial

-Money may be invested into teams or sports by external sources or wealthy individuals.

Clothing and equipment

-Teams usually get a shirt sponsor and often individual players will get deals for footwear. Companies will often sponsor a players equipment, usually one of the companies who manufacture the equipment.

Positive & negative effects of sponsorship for the performer**Positive-**

- Allows athletes to earn income as a full time job
- Performers gain maximum exposure to promote their personal brand
- Can lead to additional roles post playing career within the sport (TV pundit)
- Relieves financial worries.

Negative-

- Can result in deviant behaviour due to the pressure of success
- Generally, favours male over female and able bodied over disabled
- Sponsorship might be short term
- Performers may have to advertise a product that they do not like
- Performers might be contracted to put in appearances and attend public speaking.

Positive & negative effects of sponsorship for the sport**Positive-**

- Raises the profile of the sport due to increased exposure
- Provides an increased level of funding to improve resources, coaching or facilities
- Gives the sport financial security for a period of time
- Attracts the best players in the world to that sport.

Negative-

- Commercialisation tends to support the popular sports leaving the 'lesser' sports to lose out
- Changes to the sport format and rules have being introduced to make the sport audience friendly
- The influence of TV has caused an increase in adverts and TV timings and lost some of sports traditions.

Positive & negative effects of sponsorship for the official**Positive-**

- Offers a professional career and earn an income from officiating
- Media coverage leads to officials gaining a high profile
- Advancements in technology/better equipment/facilities which assists with decisions.

Negative-

- Bad decisions highlighted and analysed by media
- Personal and sporting behaviour has to be controlled as the image of the sport, coaches and players are on view to the world
- Some sports get more funding and therefore officials are paid better.

Positive & negative effects of sponsorship for the audience/spectator**Positive-**

- Offers a wider choice of sports available to watch
- Viewing experience has been enhanced due to investment into technology and audience participation
- Fans can watch their team when on holiday
- Cheaper than watching games live.

Negative-

- Can pull fans away from watching their club/team live as it is cheaper to watch at home
- Encourages spectating not participating
- Can become very expensive for fans/spectators
- Can affect view experience due to increased TV breaks and time outs.

Positive & negative effects of sponsorship for the sponsor/company**Positive-**

- Sport can offer an excellent opportunity for the sponsor to promote a product/service to a widespread audience
- Advertising brand name
- Promote a caring attitude and increasing goodwill
- Tax concessions help the company.

Negative-

- Poor behaviour from athletes/ clubs can cause negative press
- Smaller sponsors might struggle to compete with larger more global brands
- Some sponsors are not suitable to be promoted within sport. i.e. tobacco or alcohol, gambling
- Investing in teams and individuals can backfire if they do not achieve success i.e. teams not qualifying for major competitions.

Subject: GCSE PE 2.1 c

Ethical and socio-cultural issues in physical activity and sport

Ethics in Sport

The value of sportsmanship-

Sportsmanship involves behaviour that shows fair play, respect for opponents and gracious behaviour, whether winning or losing.

Showing good sportsmanship means sticking to the rules and regulations.

Sportsmanship shows that you can lose gracefully and win with good humour.

Each sport has its own code of behaviour and 'sportsmanship gestures'

Examples of sportsmanship may include:

- shake hands with your opponent
- thank anyone who has been participating with you or against you
- show concern for others, especially when they are injured or under stress
- never swear or be abusive

The reasons for gamesmanship and deviance in sport

-Gamesmanship is the use of unethical, although not illegal, methods to win or gain a serious advantage in a game or sport by 'bending' the rules

Examples of gamesmanship may include:

- sledging to distract batters in cricket-
- not walking in cricket
- coughing or stamping feet to distract shooter at free throws in basketball
- grunting in tennis in order to intimidate opponents
- distracting penalty takers in football (goalkeepers)
- holding to prevent opponents punching in boxing
- diving in the 18 yard area to gain a penalty and opponent a 'yellow card in football
- standing over the ball to gain defenders organisation time at free kicks in football

Deviance- involves human behaviour that is against your society's norms and values. Behaviour of this kind is often against the rules/laws of the game

Reasons for deviance may include:

- the pressure/expectation to win or to gain an (unfair) advantage or pressure from fans/spectators/parents/coaches/team mates
- to enhance performance, like bowling with a slightly bend arm to bowl faster
- because you are losing
- to gain financial reward if you win
- a reaction to (poor) decisions by officials

Drugs in Sport

Know and understand the reasons why sports performers use drugs

Why might athletes use performance enhancing drugs?

- to perform better
- peer pressure (everyone else is doing it, so why shouldn't I?)
- pressure to become and/or remain the best
- pressure from their coach/trainer
- financial benefits that come with being the best
- to improve physically -increase strength/improve aggression/have more energy/be able to control emotions more easily.

Know the types of drugs and their effects on performance

Anabolic Steroids-A drug that mimics the male sex hormone testosterone which promotes bone and muscle growth

Why use them-Anabolic Steroids increase muscle mass and develop bone growth, thereby increasing the athletes strength whilst at the same time allowing the athlete to train harder and recover quicker.

Beta Blockers-A drug that is used to control the heart rate and have a calming and relaxing effect

Why use them-in medicine, commonly prescribed for people with heart problems as their main function is to maintain a low heart rate
-reduce stress and anxiety levels
-can help sports where precision and a steady hand are needed (e.g. archery/shooting/snooker/golf).

Stimulants-A drug that has an effect on the central nervous system, such as increased mental and/or physical alertness

Why use them-they increase alertness, enabling people to think more quickly by stimulating the central nervous system (CNS). Helps to overcome tiredness but also offsets the negative effects of lactic acid build up within the working muscles.

Know and understand the impact of drug use in sport

Advantages to the performer-

- Increased chances of success
- Fame
- Olympic/World/National champion
- Athletes would be on an even playing field as 'others' are taking the drugs already
- Wealth
- Gain world records.

Disadvantages to the performer-

- It is cheating and immoral
- There are too many associated health risks
- Fines and bans for those caught
- Significant reputation damage
- Loss of friends/team mates.

Disadvantages to the sport-

- reputation – a sport can become known for cheating and may affect young people taking it up
- credibility – performance will be difficult to believe and will affect the number of spectators.

Violence in Sport

Know and understand the reasons for player violence

Controlled aggression is a fundamental part of many sports. Sometimes, however, this spills over into an uncontrolled situation where serious physical injury can be caused.

Violent behaviour can be caused by the following reasons:

- pressures of the media
- frustration as a result of losing
- sponsorships deals
- pressure from spectators/taunting from crowd/opponents
- as physical retaliation/as a reaction to a challenge/tackle
- over arousal during the game
- annoyed by poor decisions by officials
- to gain an advantage/to hurt your opponent
- controlled aggression may be required for effective play
- as a result of the influence of drugs
- we copy others.

Give practical examples of violence in sport

boxing – in the WBA Heavyweight championship fight, Mike Tyson was disqualified for biting off part of Evander Holyfield's ear

rugby – in the 2015 World Cup, Argentina's Mariano Galarza was banned for eye gouging

rugby-In 2010, South African lock Bakkies Botha head-butted New Zealand halfback Jimmy Cowan during a Tri-Nations tournament match and was subsequently suspended for 9 weeks

football – Francesco Totti assaulted Mario Balotelli with a career-threatening kick in 2010

football –2005: Newcastle United teammates Lee Bowyer and Kieron Dyer were sent off after fighting one another near the end of the team's 3-0 loss to Aston Villa. Several Newcastle players and a Villa player separated the two before either was seriously hurt, but Bowyer's shirt was ripped

Subject: GCSE PE 2.2

Sports Psychology

Characteristics of skilful movement

Know the definition of motor skills- An action or task that has a target or goal and that requires voluntary body and/or limb movement to achieve this goal.

Understand and be able to apply examples of the Characteristics of skilful movement-

-Pre-determined - A player will perform skills having already planned them e.g. a skilled footballer will know where they are going to kick the ball before taking a penalty

-Efficiency - A skilled player is able to perform the task without any wasted energy e.g. a swimmer gliding through water, not fighting it

-Aesthetic - They look good. A top-class dance routine is pleasing to watch

-Fluent - A skilled player is able to perform the task making it look effortless and movements flow from one to the next e.g. a trampoline routine

-Coordination - The skilled performer in volleyball can jump and then 'spike/smash' successfully whilst still in the air.

Classification of skills

Know continua used in the classification of skills

-Simple to complex (difficulty continuum). Skills can be classified according to the types of judgements and decisions that you have to make to perform the skill.

Simple:

- straightforward, with hardly any judgements and decisions to make
- can be taught as a whole in a repetitive way
- e.g. a sprint start in swimming where there are very few decisions - other than to dive - to be made.

Complex:

- many decisions or judgements to make
- may have to be learned in stages
- e.g. slip catch in cricket, or a pass by a midfield player in hockey who has to make lots of decisions before she passes.

Open to closed (environmental continuum).

-Open skill : the skill is effected by the environment and requires the performer to make perceptual decisions.

-Closed skill : the skill is not affected at all by the environment.

Be able to apply practical examples of skills for each continuum along with justification of their placement on both continua.

Hockey is a complex skill = is vague and gains zero marks.

BUT an attacker in hockey dribbling to beat defenders into the circle, is an example of a complex skill, is more specific and gains marks

Kite surfing is an Open skill = is vague and gains zero marks.

BUT a kite surfer riding a high wave on a windy day is an example of an Open skill, is more specific and gains marks.

Goal Setting

Understand and be able to apply examples of the use of goal setting

Why use Goal Setting?

- motivates performers and keeps them working hard
- gives performers a better chance to improve fitness levels
- helps to improve/optimize performance
- allows progress to be made in your training.

Understand the SMART principle of goal setting with practical examples

Specific- The goal must be specific so the performer knows exactly what they aim to achieve.

'To get better at my sport sometime' is much too vague.

Measurable- You must be able to measure your progress. Example - to improve shot success in basketball by 20% is measurable.

Improve concentration can't be measured.

Achievable- The goal must be possible for the performer to reach. Example - A sprinter trying to knock 8 seconds off their 100m time would be wasting their time, they need to work in 10ths or 100ths secs

Recorded- Logging the goal and the progress made will enable the performer to see how close they are getting to their target. It is also motivating to do this.

Using a table/graph or spreadsheet are ways of recording the goal & progress.

Timed- The goal must have a definite BEGINNING and END, which gives the performer a time limit in which to achieve the goal.

This could be months or a whole season.

Mental Preparation

Know mental preparation techniques and be able to apply practical examples to their use-

Imagery- The creation of pictures in our minds is imagery. Imagery can improve concentration.

Mental Rehearsal- Similar to imagery, an athlete sees pictures of themselves completing a task (external imagery) or imagines themselves completing the task (internal imagery).

Selective Attention- This is the process of focusing on a particular object in the environment for a certain period of time. Selective attention allows us to tune out unimportant details and focus on what really matters.

Positive thinking- sometimes called 'self-talk.

This involves recognising that the athlete has started worrying about a performance and refocusing by using positive inner thoughts. This technique has been shown to help with self-confidence and to raise levels of aspiration.

Types of Guidance

Understand types of guidance, their advantages and disadvantages and be able to apply practical examples to their use-

Visual- Learners can see the whole action and interpret it for themselves e.g. demonstration

Verbal- Terminology and phrases associated to certain skills can be made simple and straightforward in a clear verbal explanation e.g. teaching points 'cheek to cheek'

Manual- This method is used when the skills learnt are dangerous or are complex. Coaches or teachers will use a 'hands on' approach to ensure safety e.g. gymnastics coach holding the legs of the performer in a handstand.

Mechanical- involves the use of equipment to help support the learner whilst practising the skill e.g. the use of belts in gymnastics and trampolining to help support somersaults.

Types of Feedback

Understand types of feedback and be able to apply practical examples to their use-

Intrinsic- This type of feedback happens within the performer. Information received by the athlete as a direct result of producing a movement through the kinaesthetic senses - feelings from muscles, joints and balance.

Extrinsic- This feedback comes from external sources. For example from sound or vision. Practical example - a footballer seeing that their penalty kick was successful as it hits the back of the net.

Knowledge of Performance- This type of feedback is normally related to External (extrinsic) Feedback, but can be gained through kinaesthetic awareness. Example: a gymnast feeling that their legs are not straight whilst performing a handstand (in this case the gymnast tends to be highly skilled as they can feel if the performance is good).

Knowledge of Results- This feedback is External (extrinsic) and can come from the performer themselves or another person (coach, teacher or sometimes a spectator). It is very important for performers to know the outcome (results) of their actions, otherwise little learning is possible.

Positive- Beginners will need more positive feedback to encourage and motivate.

Negative- Elite athletes can take negative feedback more constructively. Other performers are demotivated by negative feedback and will 'give up' as they 'will never be good enough'.

Subject: GCSE PE 2.3

Health, fitness and well-being

Know what is meant by health, fitness and well-being

Health: a state of complete **mental, physical and social** well-being and not merely the absence of disease and infirmity

Fitness: the ability to meet the **demands** of the environment efficiently and effectively.

Well-being: refers to a feeling or mental state of being **contented, happy, prosperous** and healthy.

Understand the different health benefits of physical activity and consequences of a sedentary lifestyle

Physical

- injury
- coronary heart disease (CHD)
- blood pressure
- bone density, obesity
- Type 2 diabetes
- posture
- fitness.

Emotional

- self-esteem/confidence
- stress management
- Image.

Social

- friendship
- belonging to a group
- loneliness.

Health can be split into 3 categories:

- Physical
- Mental
- Social.

Physical health

To increase fitness - regular exercise can lead to an increase in muscle growth (strength), muscle elasticity (flexibility), increased lung capacity (aerobic capacity) and reduced heart rate.

To improve health - people who are physically fitter cope better with illness.

Mental health

To feel good:

exercise/physical activity produces **SEROTONIN** (the feel good hormone) proving exercise is not only good for the body but also the mind!

To look good:

exercise will make us look good as well, better muscle tone, less fat etc. will all increase emotional health.

To relieve stress:

exercise can provide a **distraction** from the problems of daily life, relieving the stress and tension caused by life.

To increase self esteem & confidence:

many activities provide a **physical challenge**. Overcoming such challenges can give you a sense of achievement, which can lead to a boost in confidence/self esteem.

For enjoyment:

most people who regularly take part in exercise do so because they enjoy it, and benefit from increased **social interaction**.

For a mental challenge:

many sporting activities provide a **mental challenge** as well as physical. The drive to go on and/or get better spurs many people on in sport and exercise.

Social health**Mix with others**

-when playing in teams, you mix with other people of the same interest, you develop teamwork, co-operation and empathy skills

-you also play against others and develop qualities such as good sportsmanship. Being able to win and lose.

Make new friends

-you might meet someone at an aerobics class and become friends, socialising away from the class

-in team sports you come up against people you have never met, they could become new friends, inviting you to visit them.

equipment is developing your co-operation skills.

Develop teamwork and cooperation

- being part of a fitness class, sports team, health club you will need to be able to co-operate
- following instructions from the aerobics coach
- playing your part/role in a team game
- showing good etiquette by wiping fitness equipment is developing your co-operation skills

Diet and nutrition**Know the definition of a balanced diet**

A balanced diet means eating a variety of food types in the right proportions. It involves consuming the right amount of food and drink to achieve and maintain a healthy body weight i.e. matching energy input with energy output.

A balanced diet is a diet based on:

- starchy foods such as potatoes, bread, rice and pasta
- plenty of fruit and vegetables
- some protein-rich foods such as meat, fish and lentils
- some milk and dairy foods
- not too much fat, salt or sugar.

Know the components of a balanced diet**Macro Nutrients:**

1. Carbohydrates
2. Fats
3. Protein

Micro Nutrients:

4. Vitamins
5. Minerals
6. Water
7. Fibre

Come up with an acronym to remember these 7 factors e.g.

- C – Can
- P – Pinocchio
- F – From
- V – Verona
- M – Manage
- W – Walking
- F – Fast

Understand the effect of diet and hydration on energy use in physical activity**Hydration before, during and after exercise**

Day of event- Athletes will usually have a larger meal 3 to 4 hours before the competition. They should make sure fluid levels are **high**.

During the event- Any prolonged exercise reduces water levels in the body. Low water levels will result in a decrease in performance. Regular water intake will prevent **dehydration**.

After the event- An athlete will continue to drink fluids to replace the water and carbohydrate levels that are depleted.

Factors to consider with sports performers and nutrition-

Elite athletes have aspects to consider when planning nutritional intake

- Timing? Around training and events
- Ensure there is balance to the diet
- Diet should be suitable for high work load, depending on the activity
- Sharing of ideas between athlete, coach and dietician
- Ensure there is adequate fluid intake
- Ensure there is adequate iron intake
- Psychological well-being, happy with diet, positive psychological effects

Ensuring that the body has enough glycogen is crucial for optimum energy supply. One method of increasing the glycogen available is through glycogen 'loading' - sometimes know as carb-loading. This involves depleting glycogen stores by cutting down on carbohydrates and then loading back up once the body is craving the carbohydrates. A marathon runner would benefit from glycogen 'loading' as they will need a high amount of energy to complete their race.

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2.1.1 – INTEREST RATES – Interest rates determine the amount of interest payments that savers will receive on their deposits.
An **increase** in interest rates will make saving more attractive and should encourage saving.
A **cut** in interest rates will reduce the rewards of saving and will tend to discourage saving.

Example of interest rate changes

- £20,000 Loan at interest rate of 7%
- Annual interest rate payment will be $0.07 \times 20,000 = £1,400$
- If interest rates rise to 9%
- Annual interest rate payment will rise to $0.09 \times 20,000 = £1,800$
- The rise in interest rates will cost households an extra £400 a year. This will discourage borrowing.
- Example of saving rate changes
- £7,000 savings at 4%
- Annual interest payments received will be $0.04 \times 7,000 = £280$
- If interest rates rise to 6%
- Annual interest payments received will be $0.06 \times 7,000 = £420$
- With higher interest rates, it is more attractive to save money in a bank

Interest rates are not the only factor which determine demand for loans and saving

- If a firm experiences a rise in demand it will want to invest in increasing capacity – even if interest rates rise.
- In a recession, low interest rates may be insufficient to encourage borrowing.
- Some firms may want to borrow, but banks may refuse to give a loan because they don't have confidence in their ability to repay.

DIFFERENT TYPES OF TAX

1. **Direct tax** – tax taken from your wage before it is paid to you, e.g. income tax.
2. **Indirect tax** – tax paid for by a company, e.g. VAT. Therefore you the cost of goods will be higher so the firm can pay the indirect tax on your behalf.

Examples of interest rates

Credit card = 22%

Unsecured loan = 8%

Mortgage loan = 5%

Base rate = 2%

Saving account 2.5%

10 year gov't gilt 1.6%

Current account 0.5%

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Cost of borrowing

Interest rate

Return on saving

PURPOSE OF TAX

1. Raise revenue for the government to spend on public services.
2. Redistribute income. Progressive taxes like the higher rate of income tax take a higher % of income from high earners.
3. Discourage consumption of certain goods. Higher taxes on petrol and tobacco discourage consumption of these goods.

IMPACTS OF TAX

- **Progressive** – a progressive tax takes a higher % of income from high earners, e.g. Higher rate (45%) of income tax on incomes over £100,000.
- **Proportional** – Takes the same % from everyone regardless of income.
- **Regressive** – A regressive tax takes a higher % from low-income earners, e.g. Excise duty (cigarette tax, alcohol tax)

IMPACT OF TAXES INCREASING

1. Increase revenue for government
2. Makes the tax system more progressive. People on higher incomes will pay a higher % of their income in tax.
3. Could create disincentives to work. Higher income tax may create a disincentive for people to work overtime or even take a job; it could encourage people to live abroad and avoid paying higher tax.
4. Could encourage tax avoidance – people work abroad or hide income.

GOVERNMENT SPENDING

Government spend tax revenue on a range of services, such as health care, education and national defence.
Real government spending – Spending levels adjusted for inflation.

EXAMPLES OF TAX

- Income tax.** This is a direct tax on people's income. The basic rate is 22%.
- **National Insurance.** Similar to income tax this is a % of income, the money is targeted for social security payments (pensions, unemployment benefits)
 - **VAT (Value Added Tax).** This is an indirect tax. It is included in the price of most goods and services in the economy. It is currently 20%.
 - **Excise duties.** These are specific taxes on goods such as alcohol, cigarettes and petrol.
 - **Corporation Tax.** This is a tax on company profits.
 - **Stamp Duty.** This is a tax on buying a house.
 - **Council Tax.** Local authorities collect this tax. It is related to the value of your home so has some relation to your wealth.

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INCREASE IN GOVERNMENT SPENDING

An increase in real government spending could imply:

- More investment in education and infrastructure. The government can use tax revenues to overcome market failure in areas such as transport, education, and health.
- Provide public goods. Some goods like defence and law and order would not be provided at all in a free market.
- Provide important public services. In a free market there would be under-provision of health care and education. The government provide these services directly at the point of use.
- Investment in infrastructure. The government can invest in public transport and roads to help provide a stronger infrastructure of the economy.
- Redistribution. The government can spend money to redistribute income amongst people on low incomes. For example, universal credit and unemployment benefits. This can help promote a more equal society and improve economic welfare.
- Fiscal policy. In a recession, government spending may be effective in stimulating the economy, e.g. government borrowing can offset a rise in private sector saving, and increase AD.

GOVERNMENT SPENDING

- Providing benefits to those on low incomes/unemployed may create a disincentive to work. Because if you gain more income, you may lose benefits.
- The government sector may be more inefficient than the private sector because there is not a profit incentive to cut costs.
- The government may have poor information about the best project to spend on. For example, the government choose 'eye-catching' investment schemes like HS2.

ECONOMIC GROWTH vs INFLATION

- If there is an increase in the rate of economic growth it could lead to inflation.
- With higher demand, firms will get closer to producing at full capacity. If there is excess demand, they will respond by putting up prices.
- With higher economic growth, firms will employ more workers leading to lower unemployment. However, lower unemployment and a shortage of workers may push up wages. Higher wages can cause inflation.
- However, if economic growth is sustainable and there is an increase in productive capacity, then inflation may not occur.

ECONOMIC GROWTH vs SUSTAINABILITY

- An increase in national output causes greater consumption of goods and services. It can lead to higher pollution and a loss of non-renewable resources.
- Growth can conflict with environmental sustainability.
- However, if growth comes from improved technology (e.g. renewable energy), then it is possible to have growth without any significant environmental costs.

IMPACT OF GROWTH

1. Lower unemployment. Higher output means firms need more workers leading to higher employment levels and lower unemployment.
2. Lower government borrowing. With higher economic growth, the government will see an increase in tax receipts.
3. Higher living standards – wages and profits generally rise during a period of economic growth.

GOVERNMENT MACROECONOMIC OBJECTIVES – The main macroeconomic objectives of the government include:

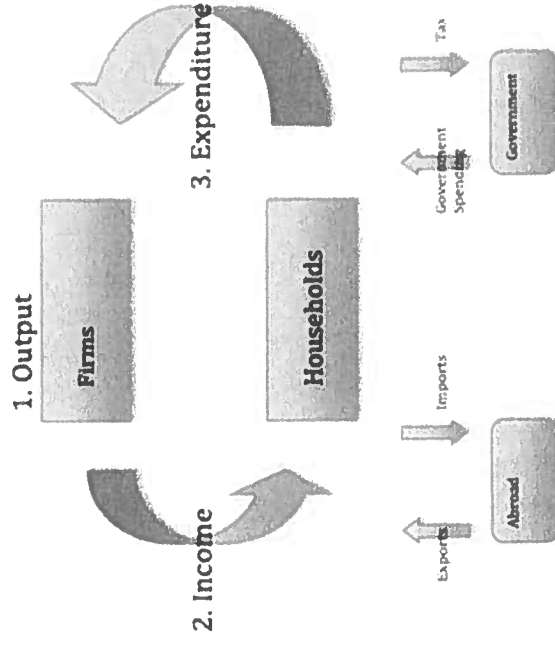
1. Sustainable economic growth (increasing national income per person)
2. Low unemployment – (full employment)
3. Low inflation. – (Price stability)
4. Fair distribution of income (a degree of equality)
5. Satisfactory Balance of Payments (balancing exports and imports)
6. Supporting a stable exchange rate
7. Low government borrowing
8. Considering the environment and the sustainability of economic growth

ECONOMIC GROWTH

- Economic growth means an increase in real GDP. An increase in real GDP means an increase in the volume of goods and services produced in an economy.
- The rate of economic growth measures the annual % change in real GDP

GROSS DOMESTIC PRODUCT

- Nominal GDP This is a measure of national income, output and expenditure. This is the monetary value of all goods and services produced in the economy.
- Real GDP This is national income measured in constant prices. It means we take into account inflation.
- Real GDP per Capita = This is the real GDP / population.



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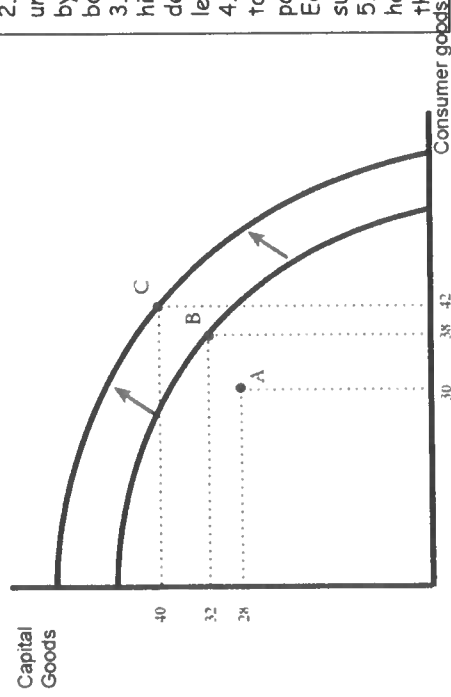
CIRCULAR FLOW OF INCOME

- 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

- Higher Incomes. Consumers will be able to enjoy more goods and services.
- Lower unemployment: With higher output firms will employ more workers.
- A sustained period of economic growth will lead to lower unemployment.
- Lower Government Borrowing. Economic growth creates higher tax revenues and there is less need to spend money on unemployment benefits.
- This reduces government borrowing.
- Improved public services. With higher tax receipts more can be spent on public services, such as health care and education.
- 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

- 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.
- 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.
- 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.
- 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.
- 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:

- An increase in demand
- 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)

- Increased capital** e.g. investment in new factories or investment in infrastructures such as roads and telephones.
- 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.
- 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.
- Producing more raw materials** (e.g. discovering natural resources, such as oil deposits or precious metals)
- Technological improvements** to improve the productivity of capital e.g. microchips and the internet have both contributed to economic growth.
- 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

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

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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.
 - o However, in a recession, there may be a limit to how much the government can borrow.
 - o 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.

- o 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.
- o 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.
- o 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 and 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 higher 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 prices only change by a small amount. (e.g. an inflation rate close to 2% a year)
- **Deflation** is when prices fall.

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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) = £ +4.23bn**
- **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

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Impact of a current account deficit

1. Imports greater than exports, so expenditure is leaving the economy to buy imports.
2. Current account deficit may cause depreciation as there is greater demand for imports and foreign currency.
3. 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)
4. A current account deficit may be a sign the economy is uncompetitive. Consumers prefer to buy cheaper imports than domestic goods.
5. 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.

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.

Policies to reduce a balance of payments deficit

1. **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.
2. **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
3. **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.

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.

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:
 1. People on low incomes cannot afford to save and increase their wealth. People with high incomes can afford to save and increase wealth.
 2. Wealth can be inherited. Houses and wealth can be passed on from one generation to the next. Income cannot be passed on like this.
 3. People with wealth will earn rent, interest or dividends. This can be reinvested to increase future wealth.
 4. Taxes on wealth tend to be lower than income.

Causes of Inequality

1. **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
2. **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.
3. **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.
4. **Regressive taxes.** A regressive tax takes a larger % from those on low incomes.
5. **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.
6. **Pensions.** Old aged pensioners who rely on the state pension will see an income much lower than average incomes.

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5. 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

1. **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.
2. **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.
3. **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.
4. **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.

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 2. Wealth can be inherited. Houses and wealth can be passed on from one generation to the next. Income cannot be passed on like this.
 3. People with wealth will earn rent, interest or dividends. This can be reinvested to increase future wealth.
 4. Taxes on wealth tend to be lower than income.

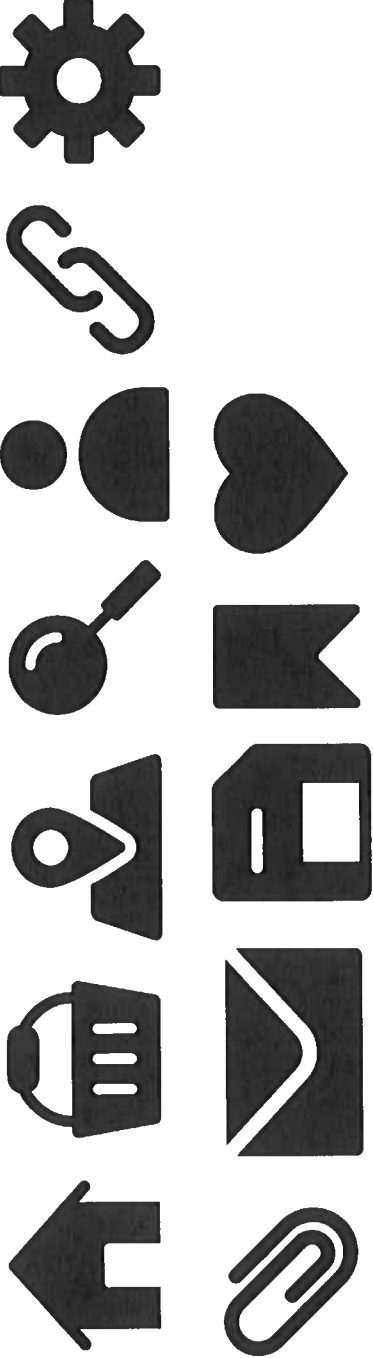
Causes of Inequality

1. **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
2. **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.
3. **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.
4. **Regressive taxes.** A regressive tax takes a larger % from those on low incomes.
5. **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.
6. **Pensions.** Old aged pensioners who rely on the state pension will see an income much lower than average incomes.

Year 10 Integrated Media		Keywords
Unit 1 Lesson 1	What are the different media assets? The main media assets are text, images, audio, and video. Explain what automatic protection is. As creators, it's important to recognise that work you produce is protected under IP law and regulation. This dictates that not just anyone can take or replicate (copy) the creative content that you produce without legal repercussions. Identify the difference between copyright and design rights. Design rights protect the appearance of products. Copyright prevents anyone from taking the work of a creator and profiting from it without their explicit consent.	Media: Also 'media types.' Media refers to the method of communication used by an organisation on their website, elearning platform, or other digital environment such as image, video, or audio. File format(s): The way that data is stored in a file and therefore the kind of file that is created when a piece of media is downloaded and stored on a device Intellectual Property: Creative assets and inventions of the mind (from an individual or group of individuals) such as literary and artistic works, design, symbols, images, and even names in commercial environments Copyright: Automatic protection under which the copyright owner has the right to control how their material is used Design Right: Protect the look and shape of a product Automatic Protection: Protection exists without any kind of application - by proxy- from the time a qualifying work is fixed within a tangible medium such as paper and film.
Unit 1 Lesson 2	Define what applied for protection is and the importance of applied for protections for a business / organisation. As a creator, it is important to recognise that you need to apply for certain rights to protect your work, inventions, and designs. These rights ensure that your creations will not be used by copycats, or so that you have exclusive rights to them in a competitive market. These rights include: • Trademarks. • Registered Designs. • Patents. Explain what trademarks, registered designs, and patents are and how they might affect the use of a product in a creative brief or production scenario. 1. Trademarks are exclusive, protective rights that can be taken out against many 'classes', such as: • Product names. • Logos. • Colours. A trademark is upheld for 10 years before it must be reapplied for. 2. Registered designs are very exclusive rights to the production and sale of something. To qualify the item must: • Be new or substantially different from similar items. • Appear original.	

	• Not be offensive. • Not featuring certain protected flags and / or national emblems (such as the Olympic rings). • 3. To receive protective rights and be patentable, new inventions must: • Be new - never have been made public (in the world) in any way. • Involve an inventive step compared to similar inventions in the market. A patent is only applicable if it is taken against the invention before it is available in the public domain. Trademarks, registered designs, and patents are territorial . What does this mean? Trademarks, registered designs, and patents are territorial and a creator needs to consult the relevant office depending on the country in which content is produced.	Applied for protection: Legal protection that is not automatically extended to assets such as a design or graphic image, but that must be applied for through official venues such as the Intellectual Property Office (IPO) Trademarks: A type of intellectual property distinguished by a recognisable sign, design, or expression that identifies the product or service as being from a particular source and distinguishes it from others Registered designs: Exclusive rights for the production and selling of an invention. This can apply to the appearance, the whole, or a part of a product, from the lines, contours, colours, shape, texture and materials of a product or its design. Patents: Give the creator of an asset the right to stop others, for a limited period of time, from making, using, or selling the asset (known as an 'invention') without permission. Website: A collection of content (web pages) accessed under a single domain name (an example is 'www.bbc.co.uk'). Web hosting service provider: Provides the technologies that enable a website to be stored and
Unit 1 Lesson 3	What is a website? A website is a digital asset used by businesses, organisations, and individuals to provide their customers with a variety of core things, including (but not limited to): • Information about the business. • Purchase options. • Contact details. Recognise that a website is only made available online via a hosting provider. Once a website is built, it needs the support of a web hosting service provider. Without this vital support, a website will not be accessible, let alone discovered through a web browser. Identify the different types of websites. Promotional website - A website that has been created with the sole purpose to promote any product, service or collection of a brand Educational (eLearning) website - Websites that aim to enhance or provide a learning environment that can supplement or replace classroom learning. Entertainment website - A website that focuses on producing or hosting high quality content that is engaging and enjoyable.	
Unit 1 Lesson 4	Describe the use of media assets on websites and eLearning platforms. Media is utilised throughout websites and eLearning platforms. Media is how we communicate or demonstrate content. An effective example of this use of media is in website banners. Explain how a banner can best be used.	

	The content of the banner will determine whether or not it will get the user to take action. Some best practices here are: • Experiment with the content and media that is used in a web banner: the creator will not always get it right first time. • The banner might be used seasonally. • Certain banners should be recycled across the same website to give the user consistent call to action references. Describe the concept of 'internal navigation' and its features. Internal navigation should be designed to provide a user with a carefully considered roadmap of the website and its content. It should: • Empower. • Extend time spent on the website . • Support the likelihood of the user converting (taking a desired action). Describe the interactive features of websites. • Links and navigation. • Buttons and interactive buttons. Links on websites make internal navigation possible for users who want to get from one area of a website or eLearning platform to another.	then viewed via a web browser (such as Google Chrome). Content Management System: The software application that allows users to create, edit, publish and store digital content that makes up a website. Web pages: The dominant content on a website that provide the vital framework of content for the site. Web (blog) posts: Akin to accessory content, posts provide informative, entertaining content that enhances the user experience on the website. Promotional website: A website that has been created with the sole purpose to promote any product, service or collection of a brand Educational (eLearning) website: Websites that aim to enhance or provide a learning environment that can supplement or replace classroom learning. Brochure website: A website that does not sell any product or service, but that instead provides a user with information about the product and/or services of a business. eCommerce website: A website that enables people to buy (sometimes sell) goods, services, and digital products over
Unit 1 Lesson 5		

Unit 1 Lesson 6	How does navigating through a mobile application differs to a desktop website or versus a website? The way users interact with a mobile app versus a website can be similar, but the functionality can certainly look different. This is because mobile screens are narrower than desktops, meaning that developers have had to come up with clever ways to ensure users don't suffer from cognitive overload. The smaller screen size of a smartphone affects how the user navigates through the app - this means that mobile apps are generally limited to pull-out/nested menus. These make for a much tidier experience for the user and give them ease of control when it comes to making their way through the app. What are the core icons and symbols used in mobile applications?  What is an 'interface' and explain how scrolling and screen orientation relates to it? The final element of navigation that differs across websites and mobile apps is scrolling and the ability to orient the screen differently. This is important for creators so that suitable content is created for both landscape and portrait viewing.	the internet. Banners / banner ads: Sections of websites and eLearning platforms that act as promotional areas to drive the users. Hero banners: Pieces of content between the main menu and the rest of the page Internal navigation: The carefully designed strategy through which a website or eLearning platform user can make their way around the digital environment. Links: An item (such as text or a button) that sends the user to another location when it is selected/clicked/tapped Hyperlinks: An electronic link providing access from one hypertext document (a web page) to another in the same website (internal) or to another website (external or off-site). Buttons: Web component enabling navigation from one point of the website to another. This component facilitates a hyperlink and sends the user to another destination. Mobile application:
Unit 1 Lesson 7	Explain the importance of health & safety and risk management in the media industry. Health and Safety measures aren't barriers, but are instead vital in ensuring that no physical or psychological harm comes to those working (in this instance) in a media production environment. There can be many hazards that present themselves when working on media production - these need to be addressed to ensure the safety of everyone involved. Discuss the significance of health & safety and risk management in the editing environment. Risk assessments are important because no two sets will ever be the same. The core focus for any is to: • Identify hazards. • Assess the risks. • Control the risks. • Record any findings.	

	- Review the controls and make changes. - Location risk assessment: This kind of assessment is conducted to identify all of the things that can impact on the production if something was to go wrong. - Personnel risk assessment: This assessment would be carried out to ensure all of the relevant people were on set - anyone else would need to be removed. - Transportation risk assessment: This form of assessment involves exploring the risks to people from the use of vehicles on the media production set. Transportation risk assessment is especially important when influencing equipment used on the set. - Equipment handling: This kind of assessment is important in preventing injury on set - such as the carrying of items by one person that require a two person lift.	A software application / programme that is specifically for use on wireless devices such as smartphones and tablets rather than desktops or laptops. Web application: These are browser-based programmes. Desktop application: These are built for computers with mouse and keyboard interactions considered. Mobile application: These are designed for use on smartphones and smartwatches and take into consideration touch inputs such as tapping and swiping. Mobile application: These are designed for use on smartphones and smartwatches and take into consideration touch inputs such as tapping and swiping. Responsive websites: An approach to the creation of web pages that makes use of flexible layouts and 'scales' the content to suit the screen size of any device that is being used to access the website Cognitive overload: When a user of a programme or system becomes overwhelmed by the amount of information being presented to them. Orientation:
Unit 1 Lesson 8	Outline what is meant by employment legislation. Within any industry, employers and employees require protections to ensure certain opportunities and agreements are upheld on both sides of a contract. Define the six core employment legislation principles explored. These principles are: - Employee's rights. - Contracts of employment. - Contractual terms and conditions. - Non-disclosure agreements. - Public liability. - Equal opportunities.	
Unit 1 Lesson 9	Define what is meant by 'ethical constraints'. 'Ethical constraints' are not legal, but that doesn't make them any less significant or important than legal matters. In a creative environment, these constraints are often left up to the Producer of the media production team. Identify the eight different ethical constraints that content creators should adhere to when creating ethically sound content.	

	• Avoiding harm and offence: Content needs to be considered with its target audience in mind so that it is suitable and respects the individual's right to receive suitable information. • Truth and public interests: That it is within the public interest to be presented with the truth so that an informed decision can be made. • Accuracy and trust: The idea that an account of something should be as close to reality as possible so that an audience can trust the information they're being provided with. • Liability: Actively taking responsibility for the dissemination of information through media production that is accurate and truthful. • Privacy: The right to privacy is the right to be represented or referenced when you give explicit permission to do so.	The positioning of a screen as either landscape and portrait viewing Scroll: The act of moving up or down a piece of digital content to view different sections of it Health and Safety: Refers to the laws, principles, and rules that are designed to keep those in public places safe from injury or harm. Display Screen Equipment (DSE): Devices/equipment that have a graphical display screen - including: laptops, touch screens, and so on. Portable appliance testing (PAT): The phrase used to describe the examination of electrical equipment to ensure these items are safe to use. Employment legislation: Regulates the relationship between employers and employees by governing what employers can expect from employees. Employee rights: Employees have rights that all workers do, including: parental leave and pay, the right to know about health and safety matters, and the right to refuse work that could threaten their health and safety. Contract of employment:
Unit 1 Lesson 10	Describe what an interactive kiosk is. An interactive kiosk is a computer that is freely accessible to the public. It's a broad term and many automatically assume these computers are used for educational purposes (for example, a city map); however, they're used in our daily lives more than you might think. Note the different types of interactive kiosks? Directional kiosks - This kiosk supports users by helping them make their way through a space - for instance, a digital space such as a directory or a physical space such as a building. Shoppable/promotional kiosks - Customers are able to look at products and make purchases with this type of kiosk, it generally falls into one of two categories: • Vending. • Product catalogue. Identify how an interactive kiosk could improve the customer experience within a given scenario. 1. Efficiency & economics: User autonomy (being able to perform certain acts themselves) through this technology supports the speeding up of certain processes. This also ensures that a business is able to free up staff in traditionally staffed areas/roles and so can also reduce overheads for a business. 2. Data collection: This technology allows a business to learn more about consumer needs, wants, or frustrations and make their experience with them (or a system) that bit better and improve the entire customer experience.	

Unit 1 Lesson 11	What is an interactive kiosk? An interactive kiosk is a computer that is freely accessible to the public. Give examples of different kiosks that have different purposes. Some shopping centres have kiosks that you can use to find your way around. Some fast food restaurants have kiosks so you can order and pay for your food. List different interactive features a kiosk may have. - Buttons. - Scanning. - Scrolling. - Language options. - Dark mode. - Swipe.	Legally binding agreements between employers and employees that establish the basis of the employment relationship. Contractual terms and conditions: Conditions that may be specified in the contract, implied by the nature of the contract, or implied by law. Non-disclosure agreements: A contract through which one or more parties agree not to disclose information that is private or confidential that has been shared as a necessary condition of doing business. Public liability: Whereby an organisation is accountable and responsible for members of the general public of those visiting their premises. Equal opportunities: The right to be treated without any form of discrimination - for instance, on the grounds of one's age, race, or gender/sex. Ethical constraints: Means that an individual will work within certain accepted norms of society that provide a framework for social behaviours. Interactive kiosk: A computer that provides information and applications for communication purposes, commerce (shopping and purchasing) purposes,
Unit 1 Lesson 12	What is interactive television? Interactive television allows viewers to engage with the action on their television screens rather than watching passively as viewers are traditionally used to. How does interactive television (iTV) work? Once integrated, iTV allows users to: • Select programmes they would like to watch. • View schedules for shows. • Source advanced options such as ordering products shown in adverts. • Access services such as the internet.	
Unit 1 Lesson 13	List the core features of an interactive television: Interface - The interface is the design, layout, and content featured in the digital environment that the viewer interacts with. Menus and navigation - The user needs to be able to navigate their way around the interface to find things they would like to consume or be a part of. To do this, there needs to be navigation in place: ◦ Main menu. ◦ Anchor text. ◦ Buttons. Scroll and graphical cues - Because of the amount of content now available on interactive television platforms, users are required to navigate their way through a huge range of potential viewing options via clicking and scrolling.	

Unit 1 Lesson 14	What is interactive video? An interactive video gives the viewer the ability to interact with the video content itself through a variety of tools. Users can click, drag, scroll, hover, gesture and complete other digital actions to interact with the video's content, similar to the way they'd interact with web content. Why is a strong narrative plot important to the success of an interactive video? Because video content is something that people engage with regularly and is popular, it does not mean that it can be 'lazy' content. Video still needs to tell some kind of story. This means it needs to contain (no matter how loosely): • A beginning. • A middle. • An end. Explain some of the benefits of interactive video for a business / organisation. • Interactive video brings an immersive approach to your business by directly involving employees. • Immersive content has been proven to increase user engagement.	entertainment, or education. Interactive The actions of a user and a two-way electronic communication system Kiosk A kiosk is an interactive terminal which provides access to information and applications Features The tools that the computer provides the user when using the kiosk. Interface A user interface, consisting of the graphical display provided by a computer to allow the user to use the computer. Interactive video Interactive video is a type of video that supports user interaction. These videos play like regular video files, but include clickable areas that perform an action when you click on them. Virtual Reality Virtual Reality is a computer-generated environment with scenes and objects that appear to be real, making the user feel they are immersed in their surroundings. Immersive experience An "immersive experience" pulls a person into an augmented reality,
Unit 1 Lesson 15	List the core features of interactive video. • Data inputs. • Hotspots. • 360 views. • Branches. • Time triggers. • Overlays. •	
Unit 1 Lesson 16	Describe virtual reality Also known as 'VR', virtual reality immerses its user in a fictional, fabricated environment. This enables them to suspend belief in the real existence of this environment. This is achieved primarily through the sensory manipulation of two senses: sight and sound. Describe immersive experience An immersive experience is generally achieved through head-mounted hardware: a headset. A headset tracks the movements (body and head tracking) of the user to continue the illusion of reality.	
Unit 1 Lesson 17	Define what augmented reality (AR) is. AR, or, augmented reality, changes how a user sees the world around them by overlaying digital elements on top of their environment. Which technologies are used to facilitate augmented reality.	

Unit 1 Lesson 18	Modern mobile augmented-reality systems use one or more of the following motion tracking technologies: digital cameras and/or other optical sensors, accelerometers, GPS, gyroscopes, solid state compasses, radio-frequency identification (RFID).	enhancing everyday life (by making it more engaging or satisfying) via technology. Augmented reality Augmented reality is an interactive experience that combines the real world and computer-generated content.
	Identify interactive media types and their features. The interactive media types are: • Interactive video (or television) - o Run - o Move towards the light - o Faint • Website (landing page) Depending on their selection, the audience will be taken to a website landing page that looks like a newspaper article and that explains that aliens have attacked the planet and are looking for someone specifically. • Augmented reality A blurry image was provided by the aliens, no one can quite make it out. The viewer will scan this image with their smartphone and a video will appear on their phone saying: "It is you we are looking for we demand ..."	

Year 10 Integrated Media summer term Unit 2		
Lesson 1	What is meant by 'audience categorisation'. Audience categorisation is the act of defining multiple 'buckets' or 'shares' of consumers. Explain the connection and difference between audience categorisation and the balancing of organisational and audience goals. Creating content that is tailored to the personal needs and motivations of an audience is one thing, but being able to do so whilst balancing the needs of the organisation is another thing entirely.	Keywords Audience categorisation: The creation of a profile or classification for the purpose of further understanding the needs of a customer or audience in the eCommerce, marketing, and advertising worlds. Business goal: The ultimate goal of the business, this will generally revolve around some kind of conversion (e.g. sales) User goal: The needs, motivations or desires of the target audience - this could relate to their personal life, career, or other Demographics: Population-based factors such as: age, race, sex/gender. Data within demographics also extends to socio-economic elements of a population too, such as: income, education, employment. Profiling: In marketing, profiling refers to a form of segmentation that focuses on distinguishing between those who make the purchasing decisions and those who influence the purchasing decision. Psychographics: The categorisation and classification of individuals according to attitudes, aspirations and other psychological aspects such as: Attitudes, Values and Desires Personality: Pertaining to the collection of traits (behaviours) that someone consistently exhibits over time. Lifestyle: How someone lives in the day-to-day: their activities, where they live, where they spend their time, and so on. Worldview: How a person understands the world and what they believe to
Lesson 2	List three ways of categorising an audience. demographic, geography, and profiling options Explain how demographic, geographic, and profiling categorisations will impact the selection of media and the way that an offer is communicated to an audience. Demographic targeting is a type of marketing segmentation technique that allows an organisation (and creative team) to focus their efforts on a distinct pocket of the market - rather than the entire thing - and so maximise their approach to communicating with this group. An audience can also be segmented based on geography. This is particularly useful as organisations look to target offerings at those who live in, shop at, or visit a particular location. In marketing, profiling refers to a form of segmentation that focuses on distinguishing between those who make the purchasing decisions and those who influence the purchasing decision.	
Lesson 3	List two additional ways of categorising an audience. psychographic and interest-based Define two core methods for categorising an audience. • Psychographics Personality traits fit into audience profiling and segmentation because they further enable a creator to understand the	

	mentality of the individual (or group) they're selling to, and so enable them to produce content that will engage the user in a more effective manner. • Interest-based Taking an interest-based approach means that an organisation and creator considers the hobbies, passions, pastimes, and media consumption habits of an individual they're seeking to target with their offering.	be true about the world as a consequence of this. Values: Values help someone to determine their understanding of what is right and wrong. Priorities: Priorities are the manner in which an individual is able to justify their placement of one thing as being more or less important than another. Barriers: In marketing, barriers are those elements that could make a consumer worry or question that they're making the wrong choice. Barriers: In marketing, barriers are those elements that could make a consumer worry or question that they're making the wrong choice. Data tools: Collect information & present this through charts, graphs, and more for easy consumption. Key Performance Indicators (KPIs): The key data points that are used to evaluate whether or not a project/organisation/effort has been successful in meeting certain objectives. Quantitative data: Data that expresses a certain quantity, amount or range. Generally described as cold, hard data that is numerical. Web analytics: Tools that facilitate the analysis of web traffic behaviour. This involves tracking, reviewing and reporting data to measure web activity, including the use of a website and its components, such as web pages. Qualitative data: Information and data that is non-numeric and that instead focuses on the behavioural aspect of activity, this can include - Interviews, Diaries , Field notes, Open-ended survey questions Empathy:
Lesson 4	Define what is meant by 'quantitative' data. This is information/data that can be measured or counted and that is given a numerical value - such as length, or amount. In this manner, this kind of data can also be structured in questions such as: • How many? • How often? • How much? Describe what Google Analytics and social media insights are and how they develop the audience categorisation process. Google Analytics is a web analytics tool that allows a researcher to understand: • Who visitors are (those who are accessing the website). • How visitors are accessing the website. • How they're navigating around the site. • What they're doing there. Another invaluable source to researchers and creators alike is the vast data they can collect from social media platforms.	
Lesson 5	What is meant by 'qualitative' data? Information and data that is non-numeric and that instead focuses on the behavioural aspect of activity, this can include: • Interviews • Diaries • Field notes • Open-ended survey questions Describe a tool that provides this kind of data.	

	• One-on-one interviews • Focus groups • Surveys	The ability to fully understand, mirror, then share another person's expressions, needs, and motivations. Behaviour analytics: Behaviour analytics focuses on understanding how an audience acts and why they do so, this enables a researcher to predict (reasonably accurately) how this audience is likely to act in the future. Average fold: The average distance that a group of users scrolls down a webpage is known as the 'average fold'. Customer funnel: Also known as a 'sales funnel' or 'purchase funnel', a customer funnel is a visual representation of the customer journey that tracks the sales/conversion process from the customer's awareness of a problem to them taking action to resolve this. AIDA: Awareness: The customer becomes aware that they have a problem that they would like to source a solution for. Trending Interest: The customer is at the research phase. Decision-making: The customer will have a product/business in mind who they are confident can deliver on their need. Action: The customer is now ready to act and invests in the solution to their problem.
Lesson 6	Recall the different stages of the customer funnel and AIDA. Also known as a 'sales funnel' or 'purchase funnel', a customer funnel is a visual representation of the customer journey that tracks the sales/conversion process from the customer's awareness of a problem to them taking action to resolve this. Determine how each stage of decision-making might warrant different types or combinations of media. The customer funnel model supports a creator in recognising the needs and goals of a user and enhances a creator's ability to recognise the needs of their audience even further by presenting them with this cognitive, decision-making roadmap.	
Lesson 7	Describe what is meant by 'trending' and 'trending tools'. Referring to those topics of conversation that are popular at that moment in time or that are widely discussed online - particularly on social media platforms or that are searched for using search engine tools such as Google. Identify at least one tool that provides this kind of data. Google Trends Pinterest Trends Answer the Public	

Year 10 Interactive Media summer term Unit 3		
Lesson 1	Explain what hardware is in relation to the production of an interactive media product. Anything that you can touch is counted as hardware. Hardware therefore extends across all aspects of the production of interactive media, from the cameras used on-set, to the tripods and trolleys used to support this equipment, to the computer hardware that is used when specialists look to edit the footage captured. Explain the difference between software and hardware in relation to the production of an interactive media product. Think about the example of the computer again. Whereas the hardware is the equipment that makes up the computer, software can be understood as the programs that run on a computer in order for someone to use it. These are programs such as Microsoft Word or Adobe Photoshop.	Keywords Hardware: Durable equipment, tools, or machinery that can be used in the production of something. Software: A generic term used to refer to applications, scripts and programs that run on a device. Non-digital photography: Also known by 'analogue' photography as well as 'film' photography. Non-digital captures any and all photography that utilises chemical processes to capture an image – typically on a hard plate or, more regularly, on film. Negatives: A negative is an image, usually found on a strip or sheet of plastic film, on which the darkest and lightest areas are reversed. Digital camera: A hardware device that takes photographs (and can sometimes record video footage) and stores these as data on a memory card. DSLR cameras: An acronym that is synonymous with digital cameras - a digital single-lens reflex camera. This essentially points to a piece of hardware designed to capture photos and/or video content that allows for interchangeable lenses on the same body. Viewfinder: This is a small rectangle at the top of the camera through which the photographer is able to look so that they can see their subject and 'frame' the shot before capturing. LCD: The display of the camera on which you're able to see what has been captured and how it looks. Lens: An optical body (something that enables sight) that is either a single lens or an assembly of lenses fixed to a camera.
Lesson 2	Describe what a non-digital camera is. Also known by 'analogue' photography as well as 'film' photography. Non-digital captures any and all photography that utilises chemical processes to capture an image – typically on a hard plate or, more regularly, on film. Recognise the advantages and disadvantages of non-digital cameras and the reason for their resurgence in the industry and for hobbyists. Explain the difference between film and other non-digital cameras. Before you can view the images that they have taken, a creator must first develop them. This can take hours to achieve, and it is only once this process is complete that they can determine whether the images were a success or not. A camera that uses analogue technology can be more complex than alternative camera designs - not featuring mechanisms such as automatic options (focus, exposure, and so on) often means that these cameras are not suited to beginners.	

Lesson 3/4	Describe what a digital camera is. A hardware device that takes photographs (and can sometimes record video footage) and stores these as data on a memory card. Describe DSLR camera. An acronym that is synonymous with digital cameras - a digital single-lens reflex camera. This essentially points to a piece of hardware designed to capture photos and/or video content that allows for interchangeable lenses on the same body.	Shutter: The shutter itself is simply the mechanism that controls the length of time that the image sensor in the digital camera is exposed to light. Aperture: Aperture is the lens opening that controls the amount of light allowed into the camera, this in turn, determines whether or not the image is overexposed (too much light), under-exposed (too little light), or whether it receives the appropriate amount of light to capture the detail required for a successful shot. White balance (WB): How warm or cool the overall colours found in an image appear. Resolution: Resolution determines the level of detail and clarity in a video. Pixels: A unit of colour on a computer display - pixels are the smallest unit in a digital display and hundreds of thousands (more commonly, millions) of pixels together form an image and a resolution. Frame rate: How often consecutive images (that collectively make up video content) are displayed - this is typically represented in frames per second (fps). Audio: Sound, particular referencing that which has been recorded, processed, or transmitted. Bit: 'Bit' and 'bit depth' refers to the resolution of the sound data captured and stored in an audio file. The higher the audio bit depth, the more detailed the sound recording. ZIP files: Zipped files are simply compressed files that take up less storage space and can easily be transferred between devices at a faster rate than uncompressed files. Computer: Machines that can be programmed to carry out tasks through algorithmic and arithmetic instructions.
Lesson 5	What is meant by 'resolution'? The resolution of a video is measured by the number of pixels found within the aspect ratio - the width and height of a video. Describe the core considerations for any creator who is planning on producing recorded content. Video resolution can be considered in a similar vein to a haircut - a creator can always decrease a video from a high resolution to a lower one, but there's not an option to increase lower resolution footage after it's been shot. State the fundamental features of the digital camera that are required when producing video content. • What is the objective of using the video? • How much detail does the content need to show? • What kind of video might the audience prefer?	
Lesson 6/7	Describe what is meant by 'audio'. Sound, particular referencing that which has been recorded, processed, or transmitted. Understand the concept of dynamic and condenser mics. Dynamic: Doesn't need to be powered - simply plug this microphone into a speaker to use.	

	Condenser: Needs to be powered. Capable of capturing incredibly detailed sound - often making them the choice for studio recordings (they work well for both vocals and acoustic instruments or groups).	Motherboard: A core circuit board through which all components of a computer communicate. Central Processing Unit (CPU): Often referred to as the brain of the computer - controls the functions of the hardware. Graphics Processing Unit (GPU): The component that makes it possible for computers to generate and display visuals. Random Access Memory (RAM): This is what stores data - including those programs and processes that are frequently accessed. Storage: The place where computers store their data, this is typically done using either a Hard Disk Drive (HDD) or a Solid State Drive (SSD). Program: A set of instructions that a computer can run. Application: A computer programme that allows the user to perform an activity or complete a task. Software: Referencing applications, scripts and programs that can be run on a device - such as a smartphone, a tablet, or a computer or desktop. Motion capture: Technology that records the movement of people or objects, transferring this data to a computer program to enable photorealism (the rendering/production of images in an incredibly realistic manner) in a virtual environment. Animation: These days, most animation is created through computer-generated technology but it is technically a method through which still figures are manipulated to appear as though they are moving images. Rotoscoping: An animation technique where animators trace over an image (on a frame by frame basis) to support the production of realistic animation (cartoon).
Lesson 9	List the main components that make up a computer. • Motherboard • Processor • Graphics processing unit • RAM • HDD / SSD • Sound card	
Lesson 10	Explain what is meant by the term 'software'. Referencing applications, scripts and programs that can be run on a device - such as a smartphone, a tablet, or a computer or desktop. Describe the importance of keeping software up to date. It's important to recognise that software will require updates to maintain the 'quality' of the product. The quality and opportunities that a product provides its user with is something that should be considered before any creator invests in a software application, that being said, here are some software 'dimensions' that can be considered to determine 'quality'.	
Lesson 11	Describe what is meant by 'motion capture'. Technology that records the movement of people or objects, transferring this data to a computer program to enable photorealism (the rendering/production of images in an incredibly realistic manner) in a virtual environment. Describe the difference between active and passive markers in the context of motion capture. Passive optical system utilises markers that are coated in a material designed to reflect light. The camera then captures this light and the motion capture system estimates the 3D position of each marker.	

	An active optical system uses markers that have an in-built light source (typically LED) - emitting light without the need for a light source to produce some form of reflection.	Potentiometer: An instrument that measures electromotive forces - something that produces electrical currents. Image editing: This refers to the process of modifying digital or analogue (sometimes referred to as 'traditional') photographic images using certain techniques, tools, and/or software. Video editing: The process of manipulating and editing the arrangement of video shots - altering the structure of the footage in this way conveys different information, pace, and emotion to the audience for different purposes. B Roll Footage: Supplemental footage that is intercut with the main subject/shot to add context to the scene. Hard cut: This involves a cut between two clips, either in the one scene/location, or between scenes/locations. J cuts: J-Cuts are specifically introducing the audio of the following clip before the visual. Jump cuts: These involve jumping forwards to different moments or points in the same shot - generally evidencing the passage of time. L cuts: L-Cuts introduce the visuals before the audio. Smash cut: These are extreme cuts that rely and lean into contrasting scenes, tonal qualities, and even sounds. Match cut: This cut type takes a more subtle approach, looking to find similarities rather than differences between the shots. Montage: Cutting together numerous shots that share a theme to emulate the movement of time. Cross-cutting:
Lesson 12/13	Define what image editing is. This refers to the process of modifying digital or analogue (sometimes referred to as 'traditional') photographic images using certain techniques, tools, and/or software. Describe the benefits of image editing. Quality: A lot of the time, photos taken by professional photographers are good, but aren't quite perfect for the purpose of their capture. Creativity: Editing an image can be a truly creative art. With many technicians producing beautiful and imaginative creations by exploring traditional and unique editing techniques. Branding: For some businesses, images are how they tell the story of their product or service. This means that the images they produce also need to tell the story of their brand. Enhance sales: Editing images can also enhance the likelihood that customers will buy into a brand and their stock.	
Lesson 14, 15, 16	What is video editing and its purpose? The process of manipulating and editing the arrangement of video shots - altering the structure of the footage in this way conveys different information, pace, and emotion to the audience for different purposes. Describe three reasons for editing a video. Unwanted footage: A common editing task, many video editors look to drastically improve the look and feel of their video content by simply getting rid of unnecessary visual waste. Graphics, text, and more: An incredibly impactful part of editing, the addition of things such as graphical text, special effects, and audio can elevate a piece of video content and give it the 'wow' factor that simply would be there without these elements.	

Lesson 17	Tell a story: Ultimately, a successfully edited video will tell the story or serve the narrative/agenda it set out to. What is audio editing? The process of manipulating and editing sound recordings for both corrective and creative measures. Describe the core ways in which audio can be edited. Cutting: A basic form of audio editing that involves selecting a piece/section of the audio that is unwanted, before cutting or deleting it. Fading: This type/technique smooths out sudden changes in the volume of the audio recording. Mixing: This combines multiple audio files into a single file.	This involves repeatedly switching between two (or more) separate scenes to imply that the action happening in each is occurring at the same time - that there is some connection between them. Colour correction: This is an editing technique that manipulates the colours within the scene to affect the mood or atmosphere of the action. Lower third: Both textual and graphical elements shown in the lower area of the screen that provide the audience with more information about the on-screen action - commonly used in interviews and on the news. Audio editing: The process of manipulating and editing sound recordings for both corrective and creative measures. Digital Audio Workstations: These are simply software programs used specifically for producing, recording, composing, mixing, and finally editing audio and MIDI. Authoring platforms: A program that facilitates the development and addition of multimedia software and files - such as images, video, or audio. Animation: The act of giving 'life' to inanimate objects, illustrations, or 3D generated characters. Achieved by projecting images quickly to create the illusion of life and activity. Keyframe: This is how the animator creates movement. Stop motion animation: An animation technique whereby multiple images are pieced together to give the impression of movement by inanimate objects or things such as plasticine figures.
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