


Year 11 Option Subjects

Knowledge Organiser

January - April 2025

AMBITION, CONFIDENCE, CREATIVITY,
RESPECT, DETERMINATION

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Why do we have knowledge organisers?

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

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

How do we use knowledge organisers?

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

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

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

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

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**AMBITION, CONFIDENCE, CREATIVITY,
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Year 11 History - Living Under Nazi Rule

1 Hitler and the Nazi Party in 1933

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

The ideology of the Nazi Party

- Hitler's political party – the **Nazi Party** – were right-wing nationalists and fascists

• In *Mein Kampf*, Hitler explained Nazi ideology:

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

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

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

2 Obstacles to Dictatorship

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

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

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

3 The Reichstag Fire – February 1933

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

The Reichstag Fire

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

The Reichstag Fire Decree

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

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

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

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

4 The Enabling Act – March 1933

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

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

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

The Enabling Act was the cornerstone of Nazi dictatorship

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

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

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

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

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

Year 11 History - Living Under Nazi Rule

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 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

Year 11 History - Living Under Nazi Rule

10 Impact of Nazi rule on young people

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

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

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

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

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

11 Nazi views on race

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

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

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

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

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

12 Persecution of the Jews

1933-1935

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

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

1935-1938

New laws removed Jews' rights

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

1938

During Kristallnacht, anti-Semitic violence increased

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

1939

Jewish possessions were confiscated

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

Year 11 History - Living Under Nazi Rule

13 The Police State: Himmler and the SS

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

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

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

The **SS** 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 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

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**

Year 11 Resource Management – Page 1 – Resource Management and Food in the UK

<ul style="list-style-type: none"> • 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. 	<p>KPI2 – Global Distribution of Resources</p> <p>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.</p> <p>Why are these resources important?</p> <ul style="list-style-type: none"> • 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. 	<p>KPI3 – Food in the UK</p> <p>How is the demand for food changing in the UK?</p> <ul style="list-style-type: none"> • 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. <p>Food miles: The basic way of showing how far our food travels to get to us.</p> <p>Advantages of food miles:</p> <ul style="list-style-type: none"> • 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. <p>Disadvantages of food miles</p> <ul style="list-style-type: none"> • 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. <p>How is the UK adapting to changing food demands:</p> <p>Solution 1: Agribusiness involves running farms as big businesses and attempting to increase food production. Example: Lynford Farm, East Anglia.</p> <p>What is being done? These farms have increased food production by:</p> <ul style="list-style-type: none"> • 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 <p>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</p> <p>What is being done?</p> <ul style="list-style-type: none"> • 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.
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Year 11 Resource Management – Page 2 – Water and Energy in the UK

KPI4 – Water in the UK

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.

KPI5 – Energy in the UK

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.

KPI6 – Global Energy Supply and Demand

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.

Year 11 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

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.

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.

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.

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

Geography - 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.

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 have a positive impact on _____?
- Has regeneration been 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: Types of data

Examples of primary and secondary data

	Primary Data Data you collect yourself	Secondary Data Data collected by someone else
PHYS	<ul style="list-style-type: none"> • River depth / width / velocity / discharge • Pebble size / beach gradient / pebble roughness • Photographs 	<ul style="list-style-type: none"> • Weather data • Erosion rates • OS maps – relief of the land / cliff locations
HUM	<ul style="list-style-type: none"> • Environmental quality survey • Questionnaires • Interviews • Traffic counts / Pedestrian counts • Photographs 	<ul style="list-style-type: none"> • Census data • House price data • Crime statistics • OS map – locations of services / roads / buildings

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 parts 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 groyves 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		
	Advantages	Disadvantages
Random Sampling (Randomly choosing sites to collect data)	<ul style="list-style-type: none"> • Not bias – each site has an equal chance of being picked. • Can easily be done with a large area 	<ul style="list-style-type: none"> • Sites can get clustered together meaning data collection isn't representative • May lead to sites that are inaccessible
Systematic Sampling (picking sites every _____ metres)	<ul style="list-style-type: none"> • Gives a good representation of an area. • Easier to do than random sampling 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Flexible – fits with a lot of different enquiries • Gives a good comparison of different areas. (Eg. Upper, middle and lower course) 	<ul style="list-style-type: none"> • Not suitable for something like a questionnaire • Could lead to bias from the person picking the sites

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.

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.) and how long will it take?
- **Safety**- is this a safe location to visit.
- **Suitability**- is this location appropriate to investigate the task question or hypothesis?

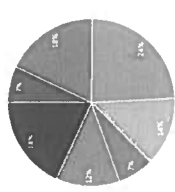


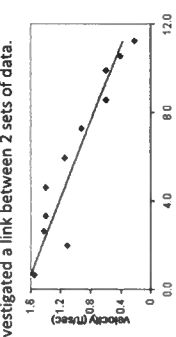

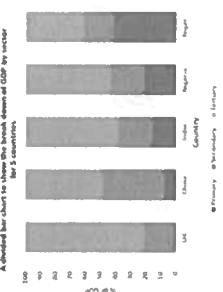

Examples of quantitative and qualitative data

	Quantitative Data Data that is statistical / numbers	Qualitative Data Data that is descriptive
PHYS	<ul style="list-style-type: none"> • River depth / width / velocity / discharge • Pebble size / beach gradient • Weather data • Erosion rates 	<ul style="list-style-type: none"> • Photographs • Pebble roughness • OS maps
HUM	<ul style="list-style-type: none"> • Environmental quality survey • Traffic counts • Pedestrian counts • House price data • Crime statistics 	<ul style="list-style-type: none"> • Interviews • Questionnaires • OS maps • Photographs

KPI7: Improving data collection methods

Make it ACCURATE & RELIABLE	Make it REPRESENTATIVE
<ul style="list-style-type: none"> • Collect more data and generate an average – reduce the risk of anomalies. • Ask a wider variety of questions on a questionnaire. 	<ul style="list-style-type: none"> • Collect data at more sites - reduces the risk of anomalies. • Ask lots of different people for a questionnaire to cover all ages/genders etc.

Geography 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.	Median Put the data in numerical order and find the middle number.	Mode Most common number.	Range Highest number minus the smallest number.	Divided circle useful for presenting a quantity that can be divided in to parts.	
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.	Advantages: Can see a clear comparison / trend.	Advantages: Can show multiple sets of data.	Advantages: Easy to interpret / see trends.	Advantages: Good to display parts of a whole.
Choropleth Map Uses different shades of colour / symbols to display different amounts.		Disadvantages: Does show the causes of trends.	Disadvantages: If too much data is plotted - hard to read.	Disadvantages: Not suitable for continuous data.	Disadvantages: Can not be used to show trends.
Advantages: Easy to spot general trends.	Disadvantages: Not useful for showing total values	Dispersion Graphs Takes a set of data and allows you to see if the data is grouped together or very different.	Scatter Graphs Investigated a link between 2 sets of data.	Flow Line / Desire Line Maps Flow lines show movement of something from one place to another. Desire lines shows a line to show how places are connected.	Divided Bar Chart Columns of bar charts are sub-divided based on the information being displayed.
Isoline map Lines that join up values of the same value. (EG. Contour lines)		Advantages: Can easily spot anomalies in data.			
Advantages: Can easily compare areas of equal value.	Disadvantages: Can be difficult to read if lines are close together.	Advantages: Can draw a LOBF to see if there is correlation.	Disadvantages: Analysis of the correlation can be subjective.	Advantages: Shows connections between places.	Advantages: Easy to see trends in large sets of data.
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.		Advantages: Easy to interpret general trends.	Advantages: Can see if there is correlation.	Disadvantages: Overlapping makes it hard to read.	Disadvantages: Requires additional explanation.

KP17 – Example Unseen Fieldwork Questions

Geography Human Fieldwork Knowledge Organiser

Geography 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	<p><i>Risk actions</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Guided students to designated crossings, controlled group size (3 people), first-aiders came on the trip <input type="checkbox"/> Students were given a map of the area with designated zones, students were made aware of consequences of leaving zones. 						
Data Collection – How did we collect the data?	<p><i>Techniques</i></p> <ol style="list-style-type: none"> 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	<p><i>Why was this technique chosen?</i></p> <ol style="list-style-type: none"> 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	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Site 1 – Bottom of high-street</td> <td style="width: 33%;">Site 2 – Middle of high-street</td> <td style="width: 33%;">Site 3 – Pedestrianised area</td> </tr> <tr> <td> <ul style="list-style-type: none"> - Traffic count was high – on average 17 vehicles - EQS scored 14 (medium) - Landuse: Mainly food outlets and chain shops </td> <td> <ul style="list-style-type: none"> - Traffic count was slightly lighter (around 12 vehicles) - EQS scored 14 (medium) - Landuse: Mainly services and independent </td> <td> <ul style="list-style-type: none"> - Traffic count: Very light (1 vehicle) - EQS scored 16 (high score) - Landuse: Mainly independent shops </td> </tr> </table>	Site 1 – Bottom of high-street	Site 2 – Middle of high-street	Site 3 – Pedestrianised area	<ul style="list-style-type: none"> - Traffic count was high – on average 17 vehicles - EQS scored 14 (medium) - Landuse: Mainly food outlets and chain shops 	<ul style="list-style-type: none"> - Traffic count was slightly lighter (around 12 vehicles) - EQS scored 14 (medium) - Landuse: Mainly services and independent 	<ul style="list-style-type: none"> - Traffic count: Very light (1 vehicle) - EQS scored 16 (high score) - Landuse: Mainly independent shops
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Conclusions	<p>Traffic Count: More opportunities, more trade present due to high traffic counts, pedestrianised zone was effective at raising the environmental quality survey.</p> <p>Environmental Quality Survey More challenges, overall there were low landscaping scores due to a lack of pedestrianisation on the main high street.</p> <p>Landuse Survey: More opportunities, few charity shops which shows a strong economy. A wide range of shops means there is a wealthy population.</p>						
Evaluation – What needs to change for next time?	<ul style="list-style-type: none"> <input type="checkbox"/> Sampling technique – change from opportunistic to systematic sampling <input type="checkbox"/> Methods used – change the environmental quality survey to be more objective (less biased) <input type="checkbox"/> Spend longer collecting our data – improves reliability <input type="checkbox"/> Compare our results to other groups to reduce the effects of anomalous results. 						
	6						

Geography 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	<p><i>Risks</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Wells disease – can be spread in freshwater if infected water gets into cuts, or mouth/eyes. 	<p><i>Risk actions</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Wells 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?	<p><i>Techniques</i></p> <ol style="list-style-type: none"> 1. Measuring channel width and wetted perimeter using a tape measure. 2. Measuring channel depth – using a tape measure to ensure depths were taken at even intervals and a metre ruler to measure the depth. 3. Measuring bedload size and roundness – used a calliper and illustrations from the Power's Roundness Index. 4. Measuring velocity – Used a table tennis ball, a metre ruler stick and a timer to measure the velocity of the river. 5. Annotated field sketch 	<p><i>Sampling Strategies used:</i></p> <ol style="list-style-type: none"> 1. The sites were chosen using by stratified sampling to identify how human activity (weir) changed the river. 2. Channel Width - in situations where access was more limited we took a more opportunistic approach to sampling to ensure that safety was prioritised. 3. Channel depth – Systematic sampling was used by dividing the width of the river to ensure the depth was measured at equal intervals. 	
Data Presentation	<p><i>What technique was used?</i></p> <ol style="list-style-type: none"> 1. Annotated photographs – To present our data on the changing width, depth and bedload size at each point in the river. 2. Line graph – To present the changing wetted perimeter at each location. 	<p><i>Why was this technique chosen?</i></p> <ol style="list-style-type: none"> 1. Annotated photographs – Allowed us to pick out important features using annotations and explain why those features might be present. 2. 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	<p>Site One (Nearest the source)</p> <ul style="list-style-type: none"> • Width = 8.6m • Wetted perimeter = 8.7m • Bedload of a medium size (5.5cm on average) and some evidence of erosion. 	<p>Site Two</p> <ul style="list-style-type: none"> • Width = 4.1m • Wetted Perimeter = 4.3m • Bedload significantly larger (8.8cm on average) and less evidence of erosion with more angular rocks 	<p>Site Three (Nearest the mouth)</p> <ul style="list-style-type: none"> • Width = 10m • Wetted Perimeter = 10.3m • Bedload small (5.1cm on average) and lots of evidence of erosion with smoother rocks.
Conclusions	<p>Wetted Perimeter: Bradshaw model shows the width and wetted perimeter should both increase from source to mouth.</p> <p>Human activity had a small impact on the cross profile of the river. Width increased; wetted perimeter increased. However, this did not occur consistently.</p>	<p>Annotated Photographs: Bradshaw model shows the width and wetted perimeter should both increase from source to mouth.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
Evaluation – What needs to change for next time?	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Spend longer collecting our data – improves reliability. Change time of year data is collected to ensure weather is accounted for. <input type="checkbox"/> Amount of students in river could have affected the velocity of the river by adding obstacles to the river. 		

Year 11 French – Un oeil sur le monde

1	A mon avis le problème le plus important en ce moment est le changement climatique.	In my opinion the most important issue at the moment is climate change.
2	On doit faire quelque chose pour aider.	We have to do something to help.
3	On pollue l'air et ça contribue à l'effet de serre.	We pollute the air and this contributes to the greenhouse effect.
4	Du coup, la Terre est en train de se réchauffer!	Suddenly, the Earth is warming up!
5	Ça se manifeste par des événements météorologiques de plus en plus extrêmes,	This manifests itself in increasingly extreme weather events,
6	tels que les inondations, la sécheresse ou les typhons.	such as floods, droughts or typhoons.
7	Il faut agir maintenant parce qu'on doit sauver la planète.	We must act now because we must save the planet.
8	Chez moi, on fait du recyclage et on essaie de minimiser notre déchet.	At home, we recycle and we try to minimise our waste
9	La semaine dernière on n'avait qu'un sac de déchets!	Last week we only had one bag of garbage!

10	À mon avis, il est important de faire du bénévolat parce qu'il faut aider les autres.	In my opinion, it is important to volunteer because you have to help others.
11	Une fois par semaine, je rends visite à mes grands-parents pour aider à la maison.	Once a week I visit my grandparents to help around the house.
12	Notre monde est difficile pour les jeunes car il y a de grands risques	Our world is difficult for young people because there are great risks
13	comme la drogue et l'alcool qui attirent les jeunes.	such as drugs and alcohol that attract young people.
14	A mon avis, la santé est vraiment importante	In my opinion, health is really important
15	il faut qu'on soit forte contre les attractions dangereuses.	we must be strong against dangerous attractions.
16	Beaucoup de mes amis fument et boivent de l'alcool et j'en ai marre.	Many of my friends smoke and drink alcohol and I'm fed up.

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 there are two bedrooms, a bathroom a kitchen and a big living room	En mi piso hay dos dormitorios, un baño, una cocina y un salón grande.
4	In order to look after the environment I turn off the lights and I unplug the electrical appliances	Para cuidar el medio ambiente apago la luz y desenchufo los aparatos eléctricos
5	I unplug the computer and I prefer to use the shower to save water.	Desenchufo el ordenador y prefiero usar la ducha para ahorrar energía
6	We also recycle paper, plastics and glass and we buy green product.	También reciclamos el papel, el plástico y compramos productos verdes.
7	We must do as much as possible to not waste energy.	Se debe hacer todo lo posible para no malgastar energía
8	For me the biggest global issue is poverty and unemployment	Para 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 aguanto 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...

Paper two RE Full course – 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 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. Following God's will leads people to the right path; ignoring God's will leads to disaster.

<https://www.bbc.co.uk/religion/faiths/54362/crime023>

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**.

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 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 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	Theft- the action or crime of stealing.	Murder – deliberate killing of someone
<p>X Christian believe that we are made in Gods "image" and because Jesus taught to "love your neighbour."</p> <p>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."</p> <p>X Hatred is one of the three poisons</p> <p>X Hatred causes suffering to others (Dukkha)</p>	<p>X Christians because it breaks one of the Ten Commandments- 'Do not steal'</p> <p>X Greed is seen as a sin "For the love of money is the root to all evil."</p> <p>X Taking things out of greed/ one of the three poisons in Buddhism</p> <p>X Buddhist teaching 'Do not take what is freely not given'</p>	<p>X Christians because it is against the sanctity of life and breaks one of the Ten Commandments. 'Do not kill'</p> <p>'Love your neighbour'</p> <p>X Buddhist teaching 'Do not harm' – five moral precept</p> <p>Inflicts suffering (dukkha) and pain</p>

Paper two RE full course – 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

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

Formal Elements	Definition	Example	Painting Techniques
Line	A mark that connects two or more points.	These can be straight, curved, short or long. Specific types of line include: outline (generally a black line that goes around an image) and continuous line (a line in which you do not take your pencil/pen of the page)	Impasto Paint is laid on an area of the surface in very thick layers, usually thick enough that the brush or painting-knife strokes are visible.
Tone	The lightness or darkness of something.	For darker tones use a higher grade B pencil. For architectural drawings you should use a H pencil as this will give your crisper lines without tone smudging.	Sgraffito Scratching away paint while it's wet to expose the underpainting. It's especially useful when depicting scratches, hair, grasses and the like. You can use almost any pointed object for this – try rubber shaping tools or the end of a brush
Colour	Colour is what you see when light reflects of something.	Primary Colours - can't be made by mixing colours together (Red, Yellow & Blue) Secondary Colours - mix two primary colours together (Green, Orange & Purple) Tertiary Colours - mix a primary and secondary colour together (Blue + Green = Turquoise) Complementary Colours - Colours opposite each other on the colour wheel (Orange/ Blue, Green/Red and Purple/Yellow)	Dry Brushing This is a method of applying colour that only partially covers a previously dried layer of paint. Add very little paint to your brush and apply it with very quick, directional strokes. This method tends to work best when applying light paint over dark areas/dried paint and is useful for depicting rock and grass textures.
Texture	How something looks or feels.	Visual Texture - implied sense of texture that the artist creates through the use of various artistic elements such as line , shading, and color. Physical Texture - texture you can actually feel with your hand Adjectives to describe different textures - fluffy, rough, smooth, soft, bold, uneven, slimy, faint, chalky, tacky etc.	Wet-in-Wet Start by brushing water (and only water) onto your paper. Then dip your brush in paint and spread it over the water wash. The paint will feather and diffuse like magic.
Pattern	A symbol, shape or colour that repeats.	Man-made patterns are designed by humans, natural patterns are formed by nature. Patterns can be orderly, uniform, geometric, random or symmetrical.	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
Shape & Form	Shape is 2D. Form is 3D.	2D shapes include rectangles, squares and triangles. Geometric shapes are angular and have straight lines. Organic shapes have curved lines. 3D shapes include cylinders, spheres and cubes.	Underpainting An underpainting is essentially a monochrome wash that's used for the first layer of the painting. You'll add layers of transparent washes over the underpainting, which gives realistic and luminous effects

Keywords		Key Process to develop ideas	Tips, Tools & Techniques
Observational Drawing	Drawing something from real life in front of you.	<p>Copy of an Artwork Copying the style and technique of an artist's work to enable you to understand the process of how it has been made.</p> <p>Own Interpretation Developing your own work by applying artist style or technique to your own ideas.</p> <p>Refining Ideas Annotating and evaluating experiments and as a result making decisions to improve work.</p> <p>Annotating Writing about and evaluating your own and others' work.</p>	<p>Blender Stick A paper stump that allows you to blend tones.</p> <p>Blending The smooth transition between tones.</p> <p>Grid Method Using a grid to ensure you draw in proportion.</p> <p>Shading Techniques Hatching, Cross-Hatching, Stippling and Scumbling.</p> <p>Analogue/ Harmonious Colours Colours that are next to each other on the colour wheel e.g. Red, red-orange and orange.</p> <p>Tints/ Shades Tint - Adding white to a colour to make it lighter. Shades - Adding black to a colour to make it darker.</p>
Primary & Secondary Sources	<p>Primary = real objects or your own photos that you have taken yourself</p> <p>Secondary = an image from the internet or books</p>		
Proportion	The size and relation of objects to one another. Using the grid-method is one way of helping you draw using accurate proportions.		
Landscape	A piece that depicts a view of some sort e.g. mountains, the sea, fields, woodlands, buildings etc.		
Portraiture	Drawing/ painting or photograph of someone		
Still Life	A piece that depicts an object or group of objects.		
Cultural Identity	Cultural identity is the identity of belonging to a group. It is part of a person's self-conception and is related to nationality, ethnicity, religion, social class, generation, locality or any kind of social group that has its own distinct culture.		

5 Key acting Skills

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

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

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

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

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

Interpretation - Finding the meaning/action within a script

Stage directions - Guidelines/hints for actors within a script

Blocking - Where actors are positioned on stage

Proxemics - How close actors are on stage

Semiotics - Study of words and symbols

Characterisation - Skills used to create a character

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

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

Levels - How high or low your body is positioned?

Key Terms

Interpretation - Finding the meaning/action within a script

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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.

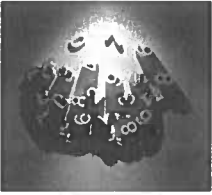


Example of Distinction standard self-evaluation—EVALUATE

(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.

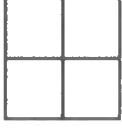
<u>Key elements</u>	<u>Types of Staging</u>	<u>Line learning methods</u>	<u>How to create tension in performance.</u>
<p>Narration—Speaking directly to the audience, explaining what is happening on stage.</p> <p>Gobo—Silhouette lighting to represent something else.</p> <p>Gauze—A thin material than becomes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

<p>A01- Assessment objective 1 – Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Artist Research!!</p> <p>Evidence can include:</p> <p>Artist research, contextual research, analysis of artist artwork, thumbnail sketches showing composition.</p> <p>Grading criteria for level 9:</p> <p>Demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly.</p>	<p>A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Experimenting!!</p> <p>Evidence can include:</p> <p>Photoshoots, investigating different techniques, annotating of your contact sheet, post production editing.</p> <p>Grading criteria for level 9:</p> <p>Effectively apply a wide range of creative and technical skills, experimentation and innovation to develop and refine work</p>	<p>A03-Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Annotations!!</p> <p>Evidence can include:</p> <p>Photoshoot plans, thumbnail sketches, storyboards, visual analysis of photography.</p> <p>Grading criteria for level 9:</p> <p>Record and use perceptive insights and observations with well-considered influences on ideas</p>	<p>A04-Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Final Response!!</p> <p>Evidence can include:</p> <p>A personal and purposeful response to an artist/ context. response should be informed by the study of artists/ techniques.</p> <p>Grading criteria for level 9:</p> <p>Demonstrate advanced use of visual language, technique, media and contexts to realise personal ideas</p>
<p>Photography techniques</p> <p>Negative space- Puts the subject in the surroundings in dramatic ways that tell a story using blank space and emptiness.</p> <p>Positive space- The object or focus of the photo.</p> <p>Colour schemes</p> <p>Warm colours: E.g. red, orange and yellow</p> <p>Cool colours: E.g. Blue, grey and green</p> <p>Complementary colours: Colours opposite each other on the colour wheel</p> <p>Harmonious colours: Colours next to each other on the colour wheel</p> <p>Neutral/ earthy tones: E.g. browns, creams and beige</p>		<p><u>Camera settings</u></p> <p>A-DEP Automatic Depth of Field</p> <p>M Manual</p> <p>AV Aperture – Priority</p> <p>TV Shutter – Priority</p> <p>P Programmed Automatic</p> <p>[A] Scene Intelligent Auto</p> <p>[No Flash] No Flash</p>  <p>Filming</p> <p>Night Portrait</p> <p>Sports</p> <p>Macro</p> <p>Landscape</p> <p>Portrait</p> <p>CA Creative Auto</p>	

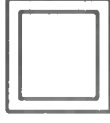
Formal element	Meaning	Artwork example	Relevant artist/photographer
Light	Can be used to create shadow or highlight an object/person. Comes in many different forms. Use of light can have an impact on camera settings. Direction of the light source is very important. Can be used to create shadow art.		KUMI YAMASHITA
Simplicity	When light, depth of field, positioning of an object is used to make the viewer focus on a specific area of the photograph/artwork.		NICHOLAS GOODDEN
Focal point	The main focus of a photograph/ artwork. There is usually a line/ shape/ space of some form leading to it.		MICHAEL BOSANKO
<p><u>Experimentation</u></p> <p>Looking at artists/ photographers and being inspired by them.</p> <p>Try to replicate their:</p> <ul style="list-style-type: none"> - Overall style - Composition (you might need to crop your photo) - Content (same/similar things in the picture) - Colours, mood and atmosphere - Editing techniques <p>Try out a larger range of: materials, media, techniques, styles and combinations.</p> <p>Physical– Collage, drawing into, cutting, fragmenting, layering, etc.</p> <p>Digital– Affinity Photo2, exposure, vibrancy, curves, black & white, etc.</p>			

Composition

Centring

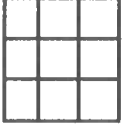


Centring is a composition tool, where you arrange your image with the focal point in the middle. This creates a calm and pleasing composition.



Frame within a frame

Frame within a frame is a composition tool, where you have the outline of the photograph as the first frame and a second frame within the photograph. One example would be an archway, which frames a scene through the doorway.



Rule of thirds

Rule of thirds is another composition tool, where you place the focal point off centre using the grid, to create balanced and intriguing images.

Leading lines



Leading lines is a composition tool, where you have lines in the photo that lead the eye towards the focal point.

Symmetry



Symmetry is a composition tool, where you have a mirroring in the image. This creates a balanced composition and can create a pattern if repeated.



Balance

Balance is a composition tool, which pairs well with rule of thirds. If you have a large focal point on the right hand side of the frame, balance would be making sure there is a smaller object on the left to act as a second focal point.

Negative space



Year 11 Economics Knowledge Organiser

Impact of a current account deficit

- Imports greater than exports, so expenditure is leaving the economy to buy imports.
- Current account deficit may cause depreciation as there is greater demand for imports and foreign currency.
- A current account deficit is financed by attracting capital inflows, e.g. foreigners buying domestic assets. This means foreigners hold a greater claim on assets and dividends. (Could also make country vulnerable to capital flight)
- A current account deficit may be a sign the economy is uncompetitive. Consumers prefer to buy cheaper imports than domestic goods.
- The benefit of a current account deficit is that it allows higher levels of domestic consumption than otherwise possible because we are buying from abroad.

Factors that cause a current account deficit

- Overvalued Exchange Rate** - If the currency is overvalued, imports will be cheaper and therefore there will be a higher quantity of imports. Exports will become uncompetitive and therefore there will be a fall in the quantity of exports.
- Economic Growth** - If there is an increase in income, people will have more disposable income to consume goods. If domestic producers cannot meet the domestic demand, consumers will have to import goods from abroad.
- Decline in Competitiveness** - If there is a decline in productivity there will be less demand for UK exports and British consumers will prefer buying imports.
- Relatively higher inflation** - If the UK has a higher inflation rate than its main competitors, then its exports will become less competitive and demand will fall.

Evaluation

- A deficit financed by long-term capital investment is more sustainable than a deficit financed by borrowing.
- A deficit may occur due to high growth and strong consumer spending - rather than uncompetitiveness.
- Some countries like US and UK run current account deficits, but they have many foreign assets.
- The UK has run a persistent current account deficit since 1980, but this is not necessarily harmful to the economy.

Policies to reduce a balance of payments deficit

- Devaluation**
 - This involves lowering the value of the currency against others, making exports cheaper and imports more expensive.
 - If exports are more competitive, there will be an increase in demand.
 - Therefore we would expect a devaluation to lead to an improvement in the current account - though it does depend upon the elasticity of demand.
- Reduce Consumer Spending**
 - If there is an increase in interest rates. It will be more expensive to borrow, therefore consumer spending is likely to fall. This will lead to lower imports.
 - However, lower spending may lead to lower economic growth
- Supply Side Policies**
 - Supply side policies can improve the competitiveness of the economy and exporters.
 - For example, spending on vocational training can help increase labour productivity. Alternatively better infrastructure helps to reduce the cost of transporting goods. This can help increase demand for exports.

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:

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

Causes of Inequality

- Inequality in wages and earnings growth.** Workers with high levels of skills will be able to gain higher wages. However those with low skills will find themselves in low paid jobs
- Falling relative value of state benefits.** Pensions and other benefits are index linked. (Rising in line with inflation) This will be less than wages which increase faster than inflation.
- Unemployment.** High levels of structural and long-term unemployment are the biggest cause of poverty in the UK because the unemployed rely only on government benefits.
- Regressive taxes.** A regressive tax takes a larger % from those on low incomes.
- Inequality of wealth.** Households who own a house may be better off because they don't have to pay expensive rents. Young people with relatively good income, may have little disposable income because they spend high percentage on housing and travel.
- Pensions.** Old aged pensioners who rely on the state pension will see an income much lower than average incomes.

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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.

2.5 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
- Exports of services - £18.34 bn
- Net income flows + £0.85 bn
- Net exports (23.44 - 18.34) = £ 5.10 bn**
- Net imports (18.34 - 23.44) = £ -5.10 bn**
- Current account balance + 0.85 - 5.10 = £ -4.25 bn
- This means a current account deficit - there is a net outflow of money - spending on imports is greater than exports

Year 11 Economics Knowledge Organiser

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 high crime and creating pockets of social deprivation.

Stress and health problems of being unemployed

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

Lost human capital

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

Higher government borrowing

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

Lower GDP for the economy

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

Increase in social problems.

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

2.2.4 Inflation and Price stability

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

BUSINESS: Creating informed, discerning employees, consumers and future leaders

Topic 2.5.1a Organisational structures

Key Vocabulary

Centralised structure – an organisation where most decisions are made at head office not within the branch

Decentralised structure – an organisation that allows staff to make decisions at a local level

Flat structure – an organisation with few layers of hierarchy

Hierarchical structure – an organisation with many layers of management, therefore creating a tall organisational pyramid

Organisation chart – a diagram that shows the internal structure of an organisation

Span of control – the number of people a manager is directly responsible for in an organisation

Subordinate – the term for people underneath another in an organisation chart

Core Knowledge



An example of an organisation chart. Each box represents an employee or set of employees.

The vertical lines represent lines of communication.

	Benefits	Limitations
Tall hierarchical	Regular promotion opportunities Easier to maintain standards / check everyone's work	Very hard for lower levels to communicate with the top Decision making may be slow due to many layers
Flat	Fewer managers needed Workers have more responsibility	Each manager is responsible for more people Fewer promotion opportunities
Centralised	Decisions taken with an overview of whole company Consistent policies and decisions	Reduces delegation, so local managers can not respond to changes quickly Less job satisfaction
Decentralised	Involvement in decision making by more staff Can adapt to local conditions	Managers will need more training A mistake in one branch could impact reputation

Don't be a "man on the street"



- When counting a span of control, only include those directly underneath, not all staff
- Delegating work and having more responsibility can make staff more motivated – they feel valued. Don't assume employees want to do as little work as possible
- Consider the level of skills of the workers – more skilled generally need less supervision so flatter structures can work well

Wider Business World

Sainsbury – an example of a centralised business where local branch managers have little power over decision making

NHS, police force – examples of tall hierarchical structures



Synoptic Links

Recruitment – an organisation structure shows the roles within a business

Finance – more managers increases costs for the business

Motivation – responsibility is a non-financial factor

Growth – as businesses expand so will their structures. This can include adding in or removing layers

Topic 2.5.2 Effective recruitment

BUSINESS: Creating informed, discerning employees, consumers and future leaders

Key Vocabulary

- Directors** – people who make the biggest decisions faced by the business, e.g. aims and objectives
- Managers** – the people who organise others to carry out tasks
- Supervisors / team leaders** – these people ensure that the staff below them do what they are supposed to do
- Operational staff** – a member of staff who has specific responsibility for meeting for meeting a target set by the business that is focused on achieving the business's aims and objectives
- Support staff** – staff who provide help to operational staff, providing assistance with computer networks, administration task etc
- Job description** – a short account of the main features of the job
- Person specification** – a description of the type of person who would best fit the job: their character, their experience and skills
- Application form** – a series of questions a job-seeker must fill in when trying to get an employer interested in interviewing them
- CV** – curriculum vitae. Sets out the person's experience, qualifications and other relevant facts
- References** – people such as teachers or previous bosses who are willing to answer questions about the qualities of a job applicant
- Internal recruitment** – appointing someone from within an organisation
- External recruitment** – appointing a new employee who does not work for the business

Core Knowledge

In a large business there are 5 main job roles:

- Directors
- Senior Managers
- Supervisors / team leaders / junior managers
- Operational staff
- Support staff

Documents used in the recruitment process:

- **Job description** and **person specification** – created by the business so they are clear about the job that is needed to be filled and what the ideal candidate would be like
- **Job advert** – this can be placed in various places, such as job centre, recruitment agency, online, internal notice board or email, newspapers or specialist magazines
- **Application form, CV, letter of application** – completed by the candidate to provide all the information required by the business
- **References** – supplied by people who know the candidate to support an application

A candidate can be chosen through an interview, assessments, further tests or tasks

	Benefits	Limitations
Internal	Quicker and cheaper Motivational for employees Business knows the candidate well	Existing workers may not have necessary skills Creates a new vacancy
External	Wider range of applicants New skills and ideas	Expensive and time consuming processes

Don't be a "man on the street"

- Don't confuse Directors or Managers with owners of a business
- Not all businesses will have all job roles – it will depend on the structure and size of the business
- Not all vacancies will be advertised in the same way, or place. It will depend on the role and urgency

Wider Business World

McDonald's – only recruit online

Merlin entertainments – require candidates to attend assessment centres

B&Q – one of many businesses that no longer accept CVs, only application forms



Synoptic Links



Organisational structures – HR will need to know where a vacancy fits within the hierarchy

Legislation – there are laws regulating how employees can be recruited

Motivation – offering internal promotion opportunities can be non-financial motivation

BUSINESS: Creating informed, discerning employees, consumers and future leaders

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- B&Q** – one of many businesses that no longer accept CVs, only application forms



Synoptic Links



- Organisational structures** – HR will need to know where a vacancy fits within the hierarchy
- Legislation** – there are laws regulating how employees can be recruited
- Motivation** – offering internal promotion opportunities can be non-financial motivation

BUSINESS: Creating informed, discerning employees, consumers and future leaders

Topic 2.5.2 Effective recruitment

Key Vocabulary

- Directors** – people who make the biggest decisions faced by the business, e.g. aims and objectives
- Managers** – the people who organise others to carry out tasks
- Supervisors / team leaders** – these people ensure that the staff below them do what they are supposed to do
- Operational staff** – a member of staff who has specific responsibility for meeting for meeting a target set by the business that is focused on achieving the business's aims and objectives
- Support staff** – staff who provide help to operational staff, providing assistance with computer networks, administration task etc
- Job description** – a short account of the main features of the job
- Person specification** – a description of the type of person who would best fit the job: their character, their experience and skills
- Application form** – a series of questions a job-seeker must fill in when trying to get an employer interested in interviewing them
- CV** – curriculum vitae. Sets out the person's experience, qualifications and other relevant facts
- References** – people such as teachers or previous bosses who are willing to answer questions about the qualities of a job applicant
- Internal recruitment** – appointing someone from within an organisation
- External recruitment** – appointing a new employee who does not work for the business

Core Knowledge

In a large business there are 5 main job roles:

- Directors
- Senior Managers
- Supervisors / team leaders / junior managers
- Operational staff
- Support staff

Documents used in the recruitment process:

- **Job description** and **person specification** – created by the business so they are clear about the job that is needed to be filled and what the ideal candidate would be like
- **Job advert** – this can be placed in various places, such as job centre, recruitment agency, online, internal notice board or email, newspapers or specialist magazines
- **Application form, CV, letter of application** – completed by the candidate to provide all the information required by the business
- **References** – supplied by people who know the candidate to support an application

A candidate can be chosen through an interview, assessments, further tests or tasks

	Benefits	Limitations
Internal	Quicker and cheaper Motivational for employees Business knows the candidate well	Existing workers may not have necessary skills Creates a new vacancy
External	Wider range of applicants New skills and ideas	Expensive and time consuming processes



Don't be a "man on the street"

- Don't confuse Directors or Managers with owners of a business
- Not all businesses will have all job roles – it will depend on the structure and size of the business
- Not all vacancies will be advertised in the same way, or place. It will depend on the role and urgency

Wider Business World

McDonald's – only recruit online

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Synoptic Links

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Legislation – there are laws regulating how employees can be recruited

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Networks: Basics

Key vocab		Network specific vocab	
A		B	
Address	The direction of where a piece of data should go	Client	A computer or software which uses services over a network
Bandwidth	The amount of data that can be transferred on a mobile network at one time	Server	A computer which provides services for the rest of the network
Channel	A division of a link (either wired or wireless)	Link	A connection between two nodes in a network
File sharing	Transferring files across a network	Node	A device in a network
Hotspot	A location that provides an internet connection	Local Area Network (LAN)	A network where all nodes are on a single geographical site
Interoperable	When two different systems can communicate and use shared data	Protocol	System of rules which must be followed by all parties involved in transferring data over a network
MAC address	Unique ID for every device that might join a network	Routing	Getting data to its destination
Malware	Malicious software	Topology	The way a network is arranged
Media	Plural of medium	D	
Medium	The means of transporting data	Topologies	
Service Set Identifier (SSID)	ID of the wireless access point	Mesh	Nodes are all connected (directly or indirectly) without an intermediate server
Signal	A wave or current which conveys data	Full mesh	All nodes are involved in the transmission of data without need for an intermediate server
Traffic	The amount of data travelling on a network	Partial mesh	A mesh network where some nodes are not connected to each other
Virtual Server	A non-physical server	Bus network	Nodes are connected to a "backbone" which is also connected to servers and peripherals
Wireless Access Point (WAP)	The point at which a wireless device connects to a network	Ring	Nodes are arranged in a loop, with each node connected to two others
C		Star	All outer nodes are connected with one link to a central switch
Network types			
Client-Server	Network architecture where clients connect to a server		
Peer to peer (P2P)	Network architecture where all nodes can act as clients and servers		
MAN	Metropolitan Area Network	VPN	Virtual Private Network
PAN	Personal Area Network	WAN	Wide Area Network
SAN	Storage Area Network	WLAN	Wireless LAN

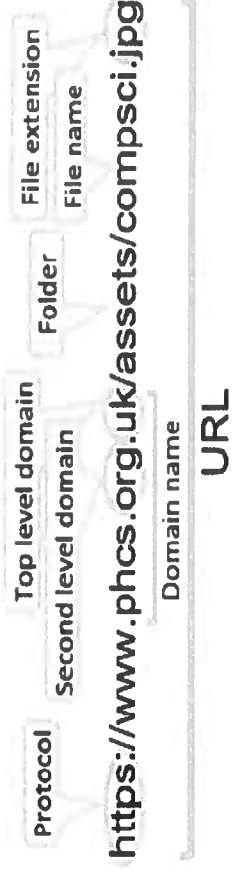
Networks: Protocols and Routing

A		Protocols		B		Routing	
Ethernet		Used to connect devices in a LAN		Encapsulation	Enclosing data inside another data structure to form a single component		
WiFi		Used to connect devices wirelessly		De-encapsulation	Stripping external data from an encapsulated item to extract the original data		
Dynamic Host Configuration Protocol	DHCP	System for reusing IP addresses by reassigning unused ones		Header	Information at the beginning of a packet including IP addresses of sender and receiver, protocol, packet number and length of packet		
Media Access Control		For addressing devices permanently, stored in the NIC		Packet	A division of data which is to be sent over TCP/IP, including a header and trailer. Created by software		
File Transfer Protocol	FTP	For sending files over the internet		Payload	Data in a packet which is what is meant to be sent		
HyperText Transfer Protocol	HTTP(S)	Protocol for transferring HTML files (HTTPS is with encryption)		Trailer	Information at the end of a packet including error correction and end of packet marker		
Internet Message Access Protocol	IMAP	For email where the client can manage a remote mailbox		Layering	A system of rules, organised into an order in which they are applied		
Post Office Protocol	POP	For email. An email is deleted from the server as the client retrieves it		Circuit switching	Method of routing which involves opening a connection between two nodes and sending data in a stream before closing the connection		
Simple Mail Transfer Protocol	SMTP	Protocol for pushing email to a server (now becoming obsolete)		Packet switching	Method of routing which involves data being divided up into packets and sent in multiple pathways to the destination		
Transmission Control Protocol	TCP	A protocol for splitting packets and reassembling them after transmission, and for checking the data has been correctly delivered					
Internet Protocol	IP	Protocol for packet switching					
Transmission Control Protocol / Internet Protocol	TCP/IP	The protocol for general use of the internet					

Networks: Internet and Ethernet

A		Key vocab	
Hypertext Markup Language	HTML	Language which websites are written in, and which a browser interprets	
Cascading Style Sheets	CSS	File which adds additional styling to HTML files	
eXtensible Markup Language	XML	Text-based data file for use with HTML	
Uniform Resource Locator	URL	A memorable name for a domain	
Internet service provider	ISP	Company which provides access to the internet	
Host		A computer which stores a resource	
Service		Software which is available to use via a network	
Dynamic IP address		Temporary IP address assigned by DHCP server on connection to a network	
Static IP address		Permanent IP address assigned to a computer by the ISP	
Virtual machine		A machine (or representation of one) used through the cloud	
Virtual network		A network including virtual machines	
B		Domain naming	
Domain		A group of computers on a network which are administered together	
Domain Name System (or Server)		A server which contains a list of IP addresses and their associated URL	
Top level		The last suffix in a URL	

C		Ethernet	
Frame		Data unit to be sent over Ethernet, including source and destination MAC address and error checking. Sent to all devices connected on a segment. Created by hardware	
Segment		Section of an Ethernet network on a shared medium	
D		TCP/IP	
1	Application layer	Makes data readable to the senders and recipients by using protocols like HTTP, FTP, SMTP etc	
2	Transport layer	Breaks down data into packets and applies appropriate headers and trailers according to TCP	
3	Internet / network layer	Adds sender's and recipient's IP addresses according to Internet Protocol	
4	Data link / physical layer	Breaks data into frames according to Ethernet protocol for passing between nodes of a network and between different networks	



Networks: Security

Security policies		Preventative Measures	
A	B	C	D
Acceptable use	Policy about what a user might reasonably use IT equipment for	Authentication	A process for checking the identity of the user
Email	Policy about what can be sent over email	Encryption	The process of making data unintelligible except to the intended recipient
Incident response plan	Policy about what to do if there is a security failure	Key	The method of decrypting an encrypted message
Internet	Policy about what data is allowed in and out	Public / private key	An asymmetric encryption technique where the encryption key is public and different to the decryption key
Password	Policy about how often passwords should change and what complexity they must be	Firewall	Software and/or hardware which controls traffic between nodes
Remote access	Policy about how to access the network from off-site	Network forensics	Investigation to find the cause of cyber crime
Web	Policy about what sites can be visited	Packet-filter firewall	Firewall which inspects each packet and drops non-qualifying packets
Wireless	Policy about how access points are managed	Penetration testing	Testing a system by mimicking different forms of attack
C	Malware	Update	The latest version of a software, including fixes of vulnerabilities
Adware	Software which displays advertising	User access level	The amount of the network that a user has access to
Key logger	Spyware which stores every keystroke in a file	Wifi Protected Access (WPA)	Encryption of wireless signals
Ransomware	Malware which disrupts the use of a system until a ransom has been paid	B	LECE
Rootkit	Modifies operating system to avoid detection	Lawful interception	Checking data as it is transferred between networks by a legitimate entity, typically for purposes of cyber security
Scareware	Creates alarm and causes the user to follow a malicious link in their panic		
Spyware	Gathers and reports data from the host		
Trojan	Poses as legitimate software and must be installed by the user. Does not self-replicate		
Virus	Hidden in an executable and self-replicates		
Worm	Malware which self-replicates but does not require an executable file		

Networks: Attacks and Data Collisions

Types of attack		Data Collisions	
A		B	
Active	A network attack where the hacker attempts to change data or introduce malware	Carrier-Sense Multiple Access with Collision Detection (CSMA/CD)	System of preventing data collisions on Ethernet. A combination of waiting until the segment is idle and detecting if a collision has occurred
Backdoor	An access channel which is opened to outsiders without the users' knowledge	Cyclic Redundancy Check (CRC)	Error checking technique where a code is generated from the payload and sent in the trailer. The receiver generates the same code from the payload to make sure it is the same as the code in the trailer
Brute force	Hacking technique involving trying every possible combination of a password	Data collision	When packets are sent over the same segment at the same time, in opposite directions. Data can become corrupted as packets try to pass through each other
Data interception	Picking up data as it is being sent across networks	Duplex (communication)	Communication can be in either direction, so collisions are likely
Denial of Service (DoS)	An attack which aims to stop a server working by using up all its bandwidth	Half-duplex	Communication can be in either direction, but not at the same time
Hacking	Accessing someone else's data without consent	Simplex	One directional communication for avoiding data collisions
Insider	A network attack where someone within an organisation exploits their network access with malicious intent		
Packet sniffing	A form of data interception where packets are analysed as they are being sent		
Passive	A network attack where the hacker gains access to unauthorised information		
Pharming	Directing a user to a malicious website by an attack on the DNS server		
Phishing	Directing a user to a malicious website from a bogus email		
SQL injection	Malicious code (rather than data) which enters a system through a form field		