Year 11 Option Subjects

Knowledge Organiser

January - March 2026

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

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

How do we use knowledge organisers?
You should be using these KOs to create your homework quizzes so that you are practising retrieving information.

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

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

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

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Year 11 History - Living Under Nazi Rule

1 Hitler and the Nazi Party in 1933

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

The ideology of the Nazi Party

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

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

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

2 Obstacles to Dictatorship

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

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

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

3 The Reichstag Fire – February 1933

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

The Reichstag Fire

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

The Reichstag Fire Decree

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

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

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

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

4 The Enabling Act – March 1933

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

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

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

The Enabling Act was the cornerstone of Nazi dictatorship

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

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

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

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

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

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5 Bringing Germany into line: Gleichschaltung

Hitler used his new powers to bring Germany into line with Nazi ideas and remove opposition

Gleichschaltung *bringing Germany into line with Nazi ideas*

1. Anti-Semitic laws

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

2. Book burning

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

3. Ban on trade unions

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

4. Ban on other parties

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

5. The People's Court and concentration camps

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

6 The Night of the Long Knives

In 1934, Hitler acted ruthlessly to remove political rivals

By 1934, Hitler faced two connected problems:

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

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

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

The Night of the Long Knives helped Hitler secure power:

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

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

7 Becoming Fuhrer

The death of Hindenburg allowed Hitler to become Fuhrer

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

8 Impact of Nazi rule on workers

Unemployment

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

The DAF

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

Problems

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

9 Impact of Nazi rule on German women

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

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

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

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

Nazi policies had a mixed impact

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

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10 Impact of Nazi rule on young people

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

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

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

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

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

11 Nazi views on race

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

The Nazis believed that the people of northern and western Europe – the **Aryans** – were ***Ubermenschen*** (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 Nuremburg Laws** removed all rights from German Jews and made it illegal for Jews to marry non-Jews
- In the following years, Jews were banned from going to the cinema, running small businesses, or buying newspapers

1938

During *Kristallnacht*, anti-Semitic violence increased

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

1939

Jewish possessions were confiscated

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

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13 The Police State: Himmler and the SS

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

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

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

The SS the controlled the police state

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

The SS in the Second World War

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

14 The Police State: the SD and the Gestapo

The SD and the Gestapo spied on the German people

The SD was the Nazi intelligence gathering service

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

The Gestapo were the Nazi secret police

The **Gestapo** were also led by **Heydrich.** The **Gestapo** had the power to arrest and imprison anyone they suspected of opposing the Nazis. However, there were only 15,000 Gestapo officers, or 1 per 4,400 people. They had the power to tap telephones or intercept letters

- They recruited **blockwardens**: volunteers who spied on their neighbours and could **denounce** them to the Gestapo
- They used **torture** - sleep deprivation, beatings, electrocution – to get people to confess

15 The Police State: judges and the courts

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

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

16 The Police State: concentration camps

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

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

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

17 Goebbels and Propaganda

1. Goebbels controlled what was written in German newspapers.

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

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

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

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

- The largest rally was the annual **Nuremburg Rally** which included speeches and parades and was attended by 500,000 people. The film maker **Leni Riefenstahl** filmed the **1934 Nuremburg 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**

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

- **KPI1 – Key Terms**
- **Agribusiness:** Application of business skills to agriculture.
- **Carbon footprint:** A measurement of all the greenhouse gases we individually produce, through burning fossil fuels for electricity, transport etc, expressed as tonnes (or kg) of carbon-dioxide equivalent.
- **Energy mix:** The range of energy sources of a region or country, both renewable and non-renewable.
- **Food miles:** The distance food is transported from the producer to consumers.
- **Fossil fuel:** A natural fuel such as coal or gas, formed in the geological past from the remains of living organisms.
- **Local food sourcing:** A method of food production and distribution that is local, rather than national and/or international. Food is grown (or raised) and harvested close to consumers' homes, then distributed over much shorter distances.
- **Organic produce:** Food which is produced using environmentally and animal friendly farming methods on organic farms. Artificial fertilisers are banned and farmers develop fertile soil by rotating crops and using compost, manure and clover. It must be free of synthetic additives like pesticides and dyes.
- **Resource Management:** The control and monitoring of resources so that they do not become depleted or exhausted.
- **Biomass:** Renewable organic materials, such as wood, agricultural crops or wastes, especially when used as a source of fuel or energy. Biomass can be burned directly or processed into biofuels such as ethanol and methane.
- **Energy conservation:** Reducing energy consumption through using less energy and becoming more efficient in using existing energy sources.
- **Energy exploitation:** Developing and using energy resources to the greatest possible advantage, usually for profit. Energy security Uninterrupted availability of energy sources at an affordable price.
- **Fossil fuel:** A natural fuel formed in the geological past from the remains of living organisms, such as coal or natural gas.
- **Geothermal energy:** Energy generated by heat stored deep in the Earth.
- **Hydro(electric) power:** Electricity generated by turbines that are driven by moving water.
- **Nuclear power:** The energy released by a nuclear reaction, especially by fission or fusion. Nuclear energy uses fuel made from mined and processed uranium to make steam and generate electricity.
- **Renewable energy sources:** A resource which is not diminished when it is used; it recurs and cannot be exhausted, such as wind and tidal energy. Solar energy The Sun's energy exploited by solar panels, collectors or cells to heat water or air or to generate electricity.
- **Sustainable development:** Development that meets the needs of the present without limiting the ability of future generations to meet their own needs.
- **Sustainable energy supply:** Energy that can potentially be used well into the future without harming future generations. Sustainable energy is the combination of energy savings, energy efficiency measures and technologies, as well as the use of renewable energy sources.
- **Wind energy:** Electrical energy obtained from harnessing the wind with windmills or wind turbines.

KPI2 – Global Distribution of Resources

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

Why are these resources important?

- *Water:* Humans need water to drink to survive. Required for washing Disposing of waste in industry and manufacturing.
- *Food:* Provides us the energy needed to work and enjoy ourselves. People in physically demanding jobs require a higher food intake. Too much food can lead to obesity, cancer and heart disease. Too little food can harm health and wellbeing including stunted growth, eye problems, diabetes and heart disease.
- *Energy:* Heats our homes. Manufactures goods. Processes food/farming is becoming more reliant upon machinery. Powers transport.

KPI3 – Food in the UK

How is the demand for food changing in the UK?

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

Food miles: The basic way of showing how far our food travels to get to us.

Advantages of food miles:

- Developing countries such as Kenya can benefit from the export of goods (contributes 24% of GDP).
- Jobs are created for people in LICs in farming, transport and packaging providing valuable income.
- Taxes made from wages can be used to improve the transport infrastructure, healthcare and education opportunities in the LIC.

Disadvantages of food miles

- Carbon emissions - Food transported by plane generates 100 times more carbon emissions than other modes of transport, such as by boat.
- Perishable food needs to generally travel by planes.
- Food produced in LICs and exported is using up land that local people used to need to meet their own needs.

How is the UK adapting to changing food demands:

Solution 1: Agribusiness involves running farms as big businesses and attempting to increase food production. **Example:** Lynford Farm, East Anglia.

What is being done?

These farms have increased food production by:

- Increasing in size by buying up smaller farms.
- Increasing in size by removing hedgerows and draining wetlands.
- Producing one crop or animal in monocultures in big quantities.
- Applying huge amounts of chemicals in the form of fertilisers and pesticides.
- Applying the best technology such as a combined harvester or using better seeds.
- Using modern production methods

Solution 2: Organic farming does not include the use of chemical fertilisers and pesticides and involves the production of animals, fruit and vegetables. **Example:** Riverford Organic Farming

What is being done?

- Pests are controlled using natural predators
- Crops are rotated so that farmers can maintain the fertility of their fields
- Animals are farmed in lower numbers and without the use of growth hormones and antibiotics
- Weeds are controlled either by hand or machines rather than by spraying chemicals on them.

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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.

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 covert 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

General Fieldwork KO

KPI1: Key words

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

KPI2: Steps to a fieldwork enquiry

Any fieldwork investigation includes 7 steps:

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

KPI3: Investigation Questions

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

Example questions might include:

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

KPI4: Choosing a fieldwork site

When choosing fieldwork location you need to account for:

- **Accessibility** of the location- how will you get there, are you allowed to go there (land ownership), is it easy to access (e.g. steep slopes, floods etc.) 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?

KPI4: Types of data

Examples of primary and secondary data

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

Examples of quantitative and qualitative data

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

KPI5: Risk Assessments

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

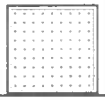
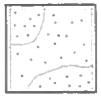
Example risks and strategies to reduce them:

Factor	Risk	Example strategy to overcome risk
River currents	Risk of powerful water and risk of slipping over.	All wore wellies and were told not to go in deep parks of the river. Stay in groups.
Uneven ground	Danger of falling over due to uneven footpaths.	All wearing sensible footwear. Not running and walking carefully over large rocks.
Weather	Wet weather is dangerous due to slippery groynes 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)	• Not bias – each site has an equal chance of being picked. • Can easily be done with a large area	• Sites can get clustered together meaning data collection isn't representative • May lead to sites that are inaccessible
Systematic Sampling (picking sites every __ metres) 	• Gives a good representation of an area. • Easier to do than random sampling	• Can be time consuming • Can be bias as not all sites have an equal chance of being selected. • May lead to sites that are inaccessible
Stratified Sampling (picking sites by topic) 	• Flexible – fits with a lot of different enquiries • Gives a good comparison of different areas. (Eg. Upper, middle and lower course)	• Not suitable for something like a questionnaire • Could lead to bias from the person picking the sites

KPI7: Improving data collection methods

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

General Fieldwork KO

ANALYSING DATA

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.
Interquartile Range	Upper quartile value minus the lower quartile value. **More accurate than the range as it removes the extreme values.**

WHY?
+ Averages can remove the risk of anomalies skewing the data.
+ Easily see a general trend / what is most common in the data.
+ Easily compare changes between areas.

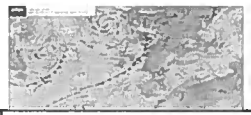
Choropleth Map

Uses different shades of colour / symbols to display different amounts.

Advantages:	**Disadvantages:**
Easy to spot general trends.	Not useful for showing total values

Isoline map

Lines that join up values of the same value. (EG. Contour lines)



Advantages:	**Disadvantages:**
Can easily compare areas of equal value.	Can be difficult to read if lines are close together.

Dot Maps / Proportional Symbol Maps

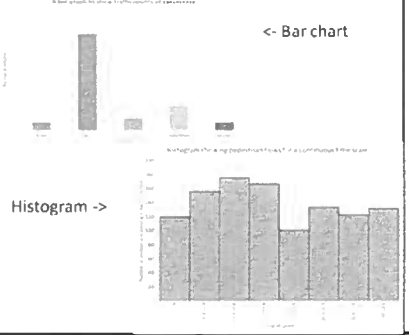
Dot maps show 1 dot per value. Proportional symbols are circles / symbols drawn at different sizes to represent different values.

Advantages:
Easy to interpret general trends.

Disadvantages:
Clustering can make them hard to read.

Bar Chart / Histograms

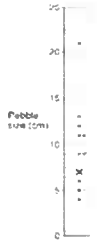
Bar charts show continuous data whereas histograms show continuous data.



Advantages:	**Disadvantages:**
Can see a clear comparison / trend.	Does show the causes of trends.

Dispersion Graphs

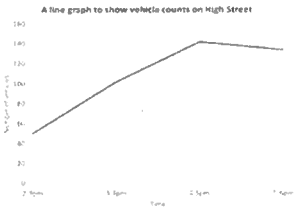
Takes a set of data and allows you to see if the data is grouped together or very different.



Advantages:	**Disadvantages:**
Can easily spot anomalies in data.	Can be time consuming to analyse.

Line Graph

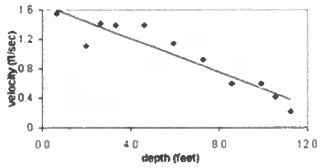
Line graph shows continuous data to show changes over time. There is always a dependent (the variable that isn't changed by other variables EG. time) and an independent variable (the variable that is changed by other variables (EG. The number of cars on the road).



Advantages:	**Disadvantages:**
Can show multiple sets of data.	If too much data is plotted – hard to read.

Scatter Graphs

Investigated a link between 2 sets of data.



Advantages:	**Disadvantages:**
Can draw a LOBF to see if there is correlation.	Analysis of the correlation can be subjective.

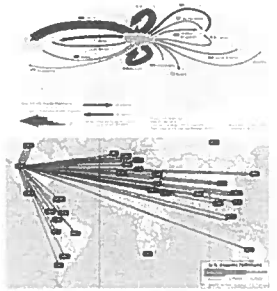
Pictogram

A way of presenting data using symbols.

Advantages:	**Disadvantages:**
Easy to interpret / see trends.	Not suitable for continuous data.

Flow Line / Desire Line Maps

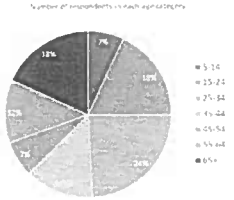
Flow lines show movement of something from one place to another. Desire lines shows a line to show how places are connected.



Advantages:	**Disadvantages:**
Shows connections between places.	Overlapping makes it hard to read.

Pie Chart

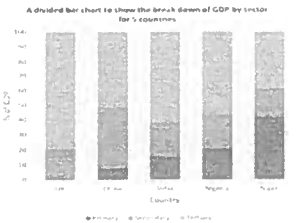
Divided circle useful for presenting a quantity that can be divided in to parts.



Advantages:	**Disadvantages:**
Good to display parts of a whole.	Can not be used to show trends.

Divided Bar Chart

Columns of bar charts are sub-divided based on the information being displayed.



Advantages:	**Disadvantages:**
Easy to see trends in large sets of data.	Requires additional explanation.

KPI7 – Example Unseen Fieldwork Questions

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	Human Fieldwork Knowledge Organiser		
Title of investigation	Has population growth in a market town created more opportunities or challenges?		
Why did we choose this location?	Monmouth - Small town which allowed sufficient data to be collected within a day and reach a conclusion. The high-street was accessible with pedestrianised areas allowing data to be collected in a variety of locations. Monmouth has a growing population (between 2011 and 2021 it grew by 1.8%).		
Geographical theory link	We planned our fieldwork investigation using ideas about how urban growth can lead to urban opportunities and challenges.		
Risks	*Risks* ❑ Traffic – people getting injured on the busy high-street with cars parked on either side. ❑ Dangers of getting lost due to a lack of knowledge or the area.	*Risk actions* ❑ Guided students to designated crossings, controlled group size (3 people), first-aider came on the trip ❑ 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?	*Techniques* 1. Landuse Survey – labelled building use on a map at 3 different sites. Traffic Survey – counted vehicles for 1 minute, 3 different times and then an average was taken. 2. Environmental Quality Survey – subjectively rated the environment considering litter, quality of buildings and landscaping.	*Sampling Strategies used:* 1. Systematic sampling – to ensure that every building in the area being measured was accounted for. 2. Opportunistic Survey – At each site, random areas were chosen due to narrow pavements and not wanting to get in the way of other pedestrians. 3. Opportunistic Survey - At each site, random areas were chosen due to narrow pavements and not wanting to get in the way of other pedestrians.	
Data Presentation	*What technique was used?* 1. Divided bar graph was used to present data on traffic survey 2. Radar graph was used to present data on environmental quality survey	*Why was this technique chosen?* 1. **Divided bar graph:** Categories can be easily subdivided using different **colours** which makes it easier to make comparisons using the key. You can easily identify changes in one sub-category by looking at the **height** of the bar. Could be improved by calculating the % of transport rather than the amount. 2. **Radar graph:** You can compare many variables, You can make comparisons quickly, Outliers are noticeable. However, with several data sets to plot, it can become confusing.	
Results	**Site 1 – Bottom of high-street** - Traffic count was high – on average 17 vehicles - EQS scored 14 (medium) - Landuse: Mainly food outlets and chain shops	**Site 2 – Middle of high-street** - Traffic count was slightly lighter (around 12 vehicles) - EQS scored 14 (medium) - Landuse: Mainly services and independent	**Site 3 – Pedestrianised area** - Traffic count: Very light (1 vehicle) - EQS scored 16 (high score) - Landuse: Mainly independent shops
Conclusions	**Traffic Count**: More opportunities, more trade present due to high traffic counts, pedestrianised zone was effective at raising the environmental quality survey.	**Environmental Quality Survey** More challenges, overall there were low landscaping scores due to a lack of pedestrianisation on the main high street.	**Landuse Survey:** More opportunities, few charity shops which shows a strong economy. A wide range of shops means there is a wealthy population.
Evaluation – What needs to change for next time?	❑ Sampling technique – change from opportunistic to systematic sampling ❑ Methods used – change the environmental quality survey to be more objective (less biased) ❑ Spend longer collecting our data – improves reliability ❑ Compare our results to other groups to reduce the effects of anomalous results.		

	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	*Risks* ❑ Slips and trips – Although all points in the river were accessible, banks down to the river and the uneven river bed might have led to some students falling. ❑ Weils disease – can be spread in freshwater if infected water gets into cuts, or mouth/eyes.	*Risk actions* ❑ Slips and trips – All students were asked to bring wellies. If they did not, they were not allowed to enter the river and were asked to stay on the footpath. ❑ Weils disease – Antibacterial spray was bought on the trip and students were asked not to eat food during data collection.	
Data Collection – How did we collect the data?	*Techniques* 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	*Sampling Strategies used:* 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	*What technique was used?* 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.	*Why was this technique chosen?* 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	Site One (Nearest the source) • Width = 8.6m • Wetted perimeter = 8.7m • Bedload of a medium size (5.5cm on average) and some evidence of erosion.	Site Two • Width = 4.1m • Wetted Perimeter = 4.3m • Bedload significantly larger (8.8cm on average) and less evidence of erosion with more angular rocks	Site Three (Nearest the mouth) • Width = 10m • Wetted Perimeter = 10.3m • Bedload small (5.1cm on average) and lots of evidence of erosion with smoother rocks.
Conclusions	**Wetted Perimeter:** Bradshaw model shows the width and wetted perimeter should both increase from source to mouth. Human activity had a small impact on the cross profile of the river. Width increased; wetted perimeter increased. However, this did not occur consistently.	**Annotated Photographs**: Bradshaw model shows the width and wetted perimeter should both increase from source to mouth. Human activity did not change the cross profile of the river. The photographs show us that the width does appear to increase from site three to site one. The photographs also show that the bedload appears to decrease in size the further from the source.	**Bedload Data**: Bradshaw model shows bedload should decrease in size and become more rounded in shape as a river moves away from the source due to erosion. Bedload does become smaller in the river and smoother. Bedload does not show consistent evidence of erosion – potentially due to the random nature of choosing rocks at certain locations.
Evaluation – What needs to change for next time?	❑ Sampling technique – There was a tendency to choose the larger rocks out the river to measure. Next time we will ensure eyes are closed when choosing rocks. ❑ Spend longer collecting our data – improves reliability. Change time of year data is collected to ensure weather is accounted for. ❑ Amount of students in river could have affected the velocity of the river by adding obstacles to the river.		

Year 11 Term 2 French – Mes projets d'avenir

1	À mon avis **je suis** très motivé, travailleur et honnête.	In my opinion **I am** very motivated, hardworking and honest.
2	En ce moment **je suis** étudiant	At the moment **I am** a student
3	mais dans le futur **j'aimerais bien travailler** comme ingénieur.	But in the future **I would really like to work** as an engineer.
4	**Je ne veux pas travailler** dans un magasin plus tard dans ma vie.	**I don't want to work** in a shop later in life.
5	**Je préférerais travailler** dans un bureau.	**I would prefer to work** in an office.
6	L'été prochain **je veux bien organiser** un stage en France	Next summer **I really want to organise** an apprenticeship in France.
7	puisque **je voudrais améliorer** mon français.	Since **I would like to improve** my French.
8	Après **avoir fini** mes examens, mon but **est** de trouver un bon emploi	After **having finished** my exams. My goal **is** to find a good job
9	Plus tard dans la vie **j'ai l'intention d'aller** à l'université	Later in life **I intend to go** to university
10	**Aider** les autres c'est très important pour moi	**Helping** others is very important to me
11	**Je crois fortement** que mon point fort **c'est** une attitude positive	**I strongly believe** that my strong point **is** my positive attitude
12	**Ce qui m'intéresse** le plus **c'est** la santé	**What interests me** the most **is** health
13	La meilleure chose **c'est** qu'**on peut apprendre** les nouvelles compétences	The best thing **is** that **you can learn** new skills
14	Un point négatif **c'est qu'il faut travailler** dur	A negative point **is that you must work** hard
15	**Avant de commencer** a l'université **j'ai travaillé** dans un magasin	**Before starting** university **I worked** in a shop

16	Quand **je serai** plus âgée, **j'aimerais suivre** une formation professionnelle	When **I'm** older **I would like to do** professional training
17	Un jour **j'espère habiter** à l'etranger	One day **I hope to live** abroad
18	À l'avenir **je voudrais avoir** ma propre entreprise	In the future **I would like to have** my on business
19	Après **avoir fini** mes études **je vais travailler** comme médecin	After **having finished** my studies, **I am going to work** as a doctor
20	**Je suis passionné(e)** par les ordinateurs	**I am passionate** about computer

Show off language

Opinion Phrases

j'estime que – I think that
ce que j'aime le plus est- What I like the most is
ça me plait parce que- I like it because
j'ai peur de (voler)- I'm scared of (flying)
c'est meilleur que- it's better than
c'est pire que- it's worse than
j'ai toujours rêvé de (+ infinitive)- I've always dreamed of

Infinitive Phrases

on peut + infinitive – you can
pour + infinitive – In order (to)
je préfère + infinitive – I prefer (to)
je dois + infinitive- I must
il faut + infinitive- I/We have to

je voudrais + infinitive – I would like (to)
j'aimerais bien + infinitive – I would really like (to)
ce serait bien de + infinitive – It would be good (to)

Connectives

pourtant/cependant- however
donc – therefore
par exemple- for example
y compris- including
après avoir fait cela- After having done that

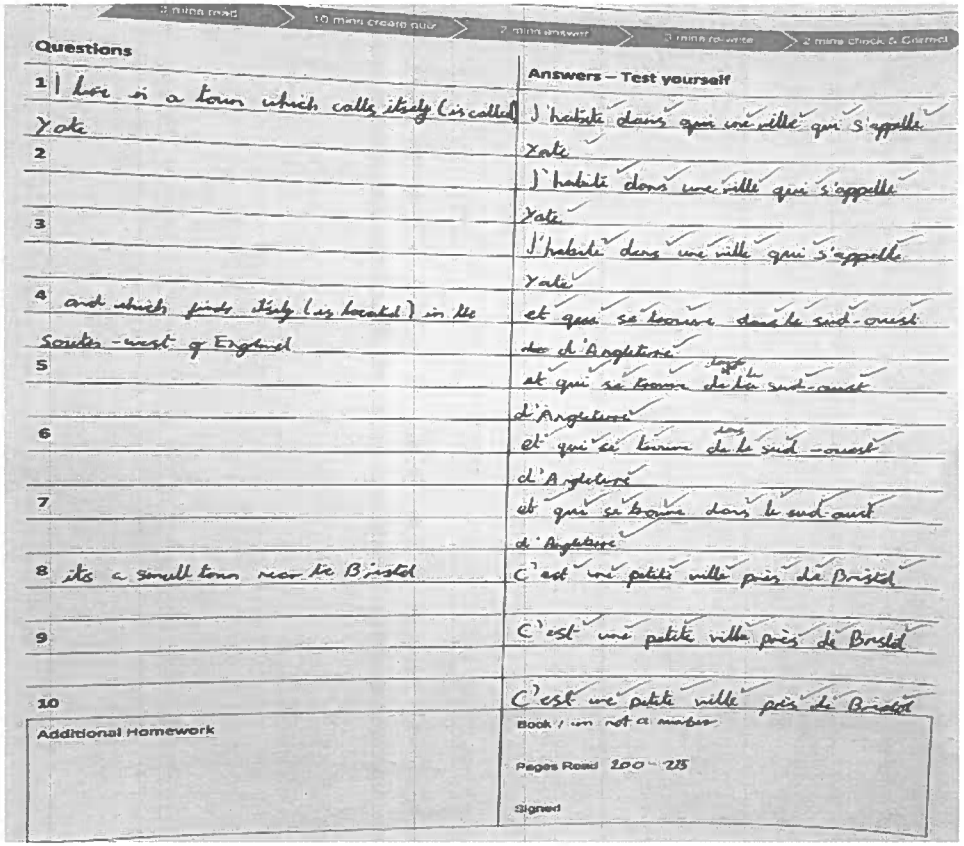
Year 11 Term 2 Spanish - El futuro te espera

1	Next year **I hope to study** maths.	El año próximo **espero estudiar** matemáticas.
2	After my exams **I want to go** abroad.	Después de mis exámenes **quiero ir** al extranjero.
3	If I go to university, **I intend to study** languages.	Si voy a la universidad, **tengo la intención de estudiar** idiomas.
4	When I'm older **I am going to share** a flat,	Cuando sea mayor, **voy a compartir** piso,
5	**get married** and **have** children.	**casarme** y **tener** hijos.
6	One day **I would like to learn** to drive.	Un día **me gustaría aprender** a conducir.
7	In order to earn money, **I have** a job.	Para ganar dinero, **tengo** un empleo.
8	Before going to school **I deliver** newspapers,	Antes de ir al colegio, **reparto** periódicos,
9	and after school **I walk** dogs.	y después del colegio **paseo** perros.
10	I do it when **I need** money.	Lo hago cuando **necesito** dinero.
11	**I have been working** in a shop for two weeks.	**Llevo** dos semanas **trabajando** en una tienda.
12	**I earn** ten pounds an hour.	**Gano** diez libras por hora.
13	When I was younger **I used to want to be** a hairdresser	Cuando era más joven **quería ser** peluquero
14	but now **I want to work** as a journalist.	pero ahora **quiero trabajar** como periodista.
15	**I speak** Spanish because	**Hablo** español porque
16	**it helps you to find** a good job.	**te permite encontrar** un buen trabajo.
17	In the next ten years people	En los próximos diez años la gente
18	**will be** more aware of climate change.	**será** más consciente del cambio climático.
19	**I am in favour of** AI because it could help	**Estoy a favor de** la IA porque podría ayudar a
20	**to do** the most boring tasks.	**hacer** las tareas más aburridas.

Show off language

Opinions
desde mi punto de vista- from my point of view **debo admitir que**- I must admit that **aunque al mismo tiempo-** although at the same time **no aguanto hacerlo-** I can't stand doing it **quiero mucho hacerlo porque-** I really want to do it because **tengo ganas de (+ infinitive)-** I fancy (doing something) **lo peor de todo-** the worst thing of all **supongo que**- I suppose that
Subjunctive
es necesario que lo haga porque- it's necessary that I do it because **cuando termine mis exámenes-** when I finish my exams **cuando gane bastante dinero-** when I earn enough money **cuando sea mayor-** when I'm older
Si clauses + conditional
si tuviera tiempo- if I had time (I would...) **si fuera rica-** If I were rich (I would...) **si fuera posible**- If it were possible (I would...)
Past Tense
lo que más me gustó fue- what I liked the most was **me hubiera gustado (+ infinitive)-** I would have liked to
Idiomatic Language
me di cuenta de que- I realised that **a mí me da igual-** I don't mind **valdrá la pena-** it will be worth it **al fin y al cabo** – at the end of the day

Example of a French/Spanish LSQ:



Questions	Answers – Test yourself
1 I live in a town which calls itself (is called) Yate	J'habite dans une ville qui s'appelle Yate
2	J'habite dans une ville qui s'appelle Yate
3	J'habite dans une ville qui s'appelle Yate
4 and which finds Italy (is located) in the South-west of England	et qui se trouve dans le sud-ouest de l'Angleterre
5	et qui se trouve tout au sud-ouest d'Angleterre
6	et qui se trouve tout au sud-ouest d'Angleterre
7	et qui se trouve dans le sud-ouest d'Angleterre
8 its a small town near to Bristol	C'est une petite ville près de Bristol
9	C'est une petite ville près de Bristol
10	C'est une petite ville près de Bristol
Additional Homework	Book / on not a number Pages Read 200 - 225 Signed

Art - Year 11 - Unit 2

Formal Elements

Line
A mark that connects two or more points. These can be straight, curved, short or long. Specific types of line include: outline (generally a black line that goes around an image) and continuous line (a line in which you do not take your pencil/pen of the page)

Tone
The lightness or darkness or something.
For darker tones use a higher grade B pencil.
For architectural drawings you should use a H pencil as this will give your crisper lines without tone smudging.

Colour
Colour is what you see when light reflects of something.

Texture
How something looks or feel e.g. fluffy, rough, smooth etc.
Visual Texture - implied sense of texture that the artist creates through the use of various artistic elements such as line , shading, and color.
Physical Texture - texture you can actually feel with your hand

Pattern
A symbol, shape or colour that repeats. Man-made patterns are designed by humans, natural patterns are formed by nature.

Shape/Form
Shape is 2D e.g. rectangles. Form is 3D e.g. cubes, spheres etc.

Colour Theory

Primary Colours
Colours that can't be mixed/ made from other colours e.g. red, yellow and blue.

Secondary Colours
Colours that can be made by mixing two primary colours.
Red + Blue = Purple
Yellow + Blue = Green
Yellow + Red = Orange

Tertiary Colours
Colours that can be made by mixing a primary and secondary colour together e.g. Blue + Green = Turquoise.

Complementary Colours
Colours that are opposite each other on the colour wheel.
Blue & Orange
Red & Green
Purple & Yellow

Analogue/ Harmonious Colours
Colours that are next to each other on the colour wheel e.g. Red, red-orange and orange.

Tints/ Shades
Tint - Adding white to a colour to make it lighter.
Shades - Adding black to a colour to make it darker.

Tips, Tools & Techniques

Grid-Method
A method of drawing to recreate, enlarge or reduce an image ensuring accurate proportions.

Mono-Printing
A form of printmaking that has lines or images that can only be made once.

Shading Techniques
Hatching, Cross-Hatching, Stippling and Scumbling.

Blender Stick
A paper stump that allows you to blend tones.

Acrylic Paint
A water-soluble paint which can be layered due to quicker drying time without muddying previously applied layers.

Watercolour Paint
Paint made with a water-soluble binder such as gum arabic, and thinned with water, giving a transparent colour.

Thumbnail Designs
Small sketches outlining ideas in a simplistic way.

Keywords, Concepts & Artists

Proportion
The size and relation of objects to one another. Using the grid-method is one way of helping you draw using accurate proportions.

Composition
This is where you place objects on a page. You can explore different layouts such as close up, far away, busy, quiet, off centred, clustered.

Mixed Media
Artwork in which more than one material has been used.

Copy of Work
Copying the style and technique of an artist's work to enable you to understand the process of how it has been made.

Own Interpretation
Developing your own work by applying artist style or technique to your own ideas.

Refining Ideas
Annotating and evaluating experiments and as a result making decisions to improve work.

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

Year 11 Photography—Unit 2 Term 2

AO1- Assessment objective 1 – Develop ideas through investigations, demonstrating critical understanding of sources.

Artist Research!!

Evidence can include:

Artist research, contextual research, analysis of artist artwork, thumbnail sketches showing composition.

Grading criteria for level 9:

Demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly.

AO2- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

Experimenting!!

Evidence can include:

Photoshoots, investigating different techniques, annotating of your contact sheet, post production editing.

Grading criteria for level 9:

Effectively apply a wide range of creative and technical skills, experimentation and innovation to develop and refine work

AO3-Record ideas, observations and insights relevant to intentions as work progresses.

Annotations!!

Evidence can include:

Photoshoot plans, thumbnail sketches, storyboards, visual analysis of photography.

Grading criteria for level 9:

Record and use perceptive insights and observations with well-considered influences on ideas

Ao4-Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Final Response!!

Evidence can include:

A personal and purposeful response to an artist/ context. response should be informed by the study of artists/ techniques.

Grading criteria for level 9:

Demonstrate advanced use of visual language, technique, media and contexts to realise personal ideas

Photography techniques

Negative space- Puts the subject in the surroundings in dramatic ways that tell a story using blank space and emptiness.

Positive space- The object or focus of the photo.

Colour schemes

Warm colours: E.g. red, orange and yellow

Cool colours: E.g. Blue, grey and green

Complementary colours: Colours opposite each other on the colour wheel

Harmonious colours: Colours next to each other on the colour wheel

Neutral/ earthy tones: E.g. browns, creams and beige

Camera settings

A-DEP Automatic Depth of Field

M Manual

AV Aperture – Priority

TV Shutter —Priority

P Programmed Automatic

Scene Intelligent Auto

No Flash

Filming

Night Portrait

Sports

Macro

Landscape

Portrait

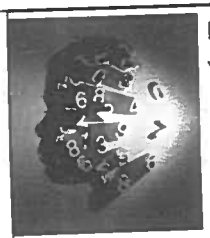
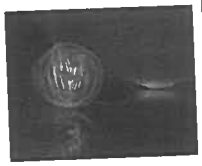
Creative Auto

Affinity layers:

New layer-

Adjustment layer-

Screenshot– Windows + Shift + S

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

Experimentation

Looking at artists/ photographers and being inspired by them.

Try to replicate their:

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

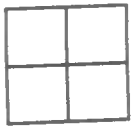
Try out a larger range of: materials, media, techniques, styles and combinations.

Physical– Collage, drawing into, cutting, fragmenting, layering, etc.

Digital– Affinity Photo2, exposure, vibrancy, curves, black & white, etc.

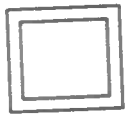
Composition

Centring



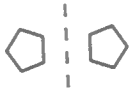
Centreing is a composition tool, where you arrange your image with the focal point in the middle. This creates a calm and pleasing composition.

Frame within a frame



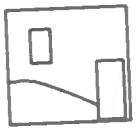
Frame within a frame is a composition tool, where you have the outline of the photograph as the first frame and a second frame within the photograph. One example would be an archway, which frames a scene through the doorway.

Symmetry



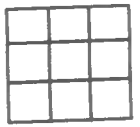
Symmetry is a composition tool, where you have a mirroring in the image. This creates a balanced composition and can create a pattern if repeated.

Balance



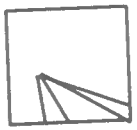
Balance is a composition tool, which pairs well with rule of thirds. If you have a large focal point on the right hand side of the frame, balance would be making sure there is a smaller object on the left to act as a second focal point.

Rule of thirds



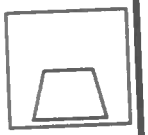
Rule of thirds is another composition tool, where you place the focal point off centre using the grid, to create balanced and intriguing images.

Leading lines



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

Negative space



Year 11 GCSE Business: Knowledge Organiser - Theme 2.4 - Human Resources

1. Organisational Structure

- **Organisational Structure** - How a business is arranged to carry out its activities (the hierarchy).
- **Hierarchy** - The management structure of a business, from the top (owner/CEO) to the bottom (junior employees).
- **Chain of Command** - The route by which authority and communication is passed down from the top to the bottom of the organisation.
- **Span of Control** - The number of subordinates (people) a manager is directly responsible for.
    - **Wide Span** - A manager supervises many employees (often results in a **flat structure** with fewer management layers).
    - **Narrow Span** - A manager supervises few employees (often results in a **tall structure** with many management layers).
- **Delayering** - Removing layers of management from the hierarchy to create a flatter structure.
    - *Benefit:* Reduces costs (fewer managers), speeds up communication.
    - *Drawback:* Increased workload for remaining managers, potential demotivation.
- **Centralisation** - Decision-making authority is kept at the top of the hierarchy (senior management).
- **Decentralisation** - Decision-making authority is spread out to lower levels of management and employees.
    - *Benefit:* Decisions are quicker, relevant to local conditions; can motivate staff.

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2. Recruitment and Selection

- **Recruitment** - The process of finding and attracting the best candidates for a vacant job.
    - **Job Analysis** - Determining the job's tasks and responsibilities.
    - **Job Description** - A document outlining the duties, responsibilities, and conditions of the job.
    - **Person Specification** - A document outlining the **skills, qualifications, and personal attributes** required of the successful candidate.
- **Internal Recruitment** - Filling the vacancy with someone already working for the business (e.g., promotion).
    - *Advantage:* Cheaper, faster, candidate's skills are known, motivating for staff.
    - *Disadvantage:* Leaves a vacancy elsewhere, limits new ideas/experience.

- **External Recruitment** - Filling the vacancy with someone from outside the business (e.g., job adverts, recruitment agencies).
    - *Advantage:* Brings in new ideas/skills, larger pool of candidates.
    - *Disadvantage:* More expensive (advertising costs), higher risk (candidate is unknown), may demotivate existing staff.
- **Selection** - The process of choosing the best candidate from those who have applied (e.g., shortlisting, interviews, testing).

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3. Training and Motivation

- **Training** - Providing employees with the knowledge and skills needed to do their job effectively.
    - **Induction Training** - Training given to new employees when they first join the business (e.g., safety procedures, company structure).
    - **On-the-Job Training** - Training given while the employee is working (e.g., shadowing a colleague, mentoring).
    - **Off-the-Job Training** - Training that takes place away from the workplace (e.g., attending a college course or external seminar).
- **Motivation** - The factors that influence people to complete a task.
- **Financial Methods of Motivation** -
    - **Wages/Salary** - Time-based pay (hourly rate or annual sum).
    - **Commission** - Pay based on the number/value of sales made.
    - **Profit Share** - Employees receive a percentage of the company's annual profit.
    - **Performance-Related Pay (PRP)** - Bonus payments linked to targets being met.
- **Non-Financial Methods of Motivation** -
    - **Job Enrichment** - Giving employees more complex and challenging tasks.
    - **Job Rotation** - Moving employees between different tasks to reduce boredom.
    - **Autonomy** - Giving employees the power to make their own decisions.
    - **Fringe Benefits** - Non-wage benefits (e.g., company car, gym membership, private healthcare).

Theme 2.5 - Understanding Business Performance

1. Measuring Financial Performance

- **Revenue** - Total income from sales. Formula: Selling Price x Quantity Sold.
- **Costs** - Fixed costs + Variable costs.
- **Profit** - Revenue - Total Costs.
    - **Gross Profit** - Revenue - Cost of Sales (Cost of materials/goods sold).
    - **Profit for the Year** - Gross Profit - Expenses (Rent, wages, administration costs).
- **Statement of Comprehensive Income (or Profit and Loss Account)** - A financial statement showing the business's revenue, costs, and profit over a period of time (e.g., one year).
- **Importance of Financial Statements** - Used by owners (to check profitability), managers (to control costs), investors (to check returns), and banks (to assess risk).

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2. Measuring Non-Financial Performance

- **Customer Satisfaction** - How well the business meets customer expectations.
    - *Measurement Methods:* Customer surveys, feedback forms, customer retention rates, net promoter score (NPS).
- **Employee Performance** - How effective and efficient the workforce is.
    - *Measurement Methods:* Productivity rates (Output/Input), staff turnover (how many employees leave), absenteeism rates (days missed from work), quality of goods/services.
- **Business Objectives** - Assessing performance against stated goals (e.g., did we achieve 10% market share? Did we launch the new product on time?).
- **Social and Environmental Performance** -
    - *Social:* Ethical sourcing, fair wages, supporting the local community.
    - *Environmental:* Minimising waste/pollution, using sustainable materials, reducing carbon footprint.

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3. Customer Service

- **Customer Service** - The provision of service to customers before, during, and after a purchase.

- **Good Customer Service** - Clear communication, quick response times, problem-solving skills, being knowledgeable and polite, offering after-sales support.
- **Benefits of Good Customer Service** -
    - **Repeat Business** (customer loyalty).
    - **Positive Word-of-Mouth** promotion.
    - Increased **Sales Revenue** and **Profit**.
    - Ability to charge **higher prices**.
    - Stronger **brand image** and reputation.
- **Drawbacks of Poor Customer Service** -
    - Loss of sales and market share.
    - Negative reviews (e.g., on social media) and poor reputation.
    - Increased cost of dealing with complaints and processing returns.

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4. Quality and Efficiency

- **Impact of Efficiency** -
    - High efficiency (e.g., high productivity, low waste) leads to lower costs of production.
    - Lower costs mean the business can either **lower prices** to be competitive or **increase profit margins**.
- **Impact of Quality** -
    - High quality leads to increased customer satisfaction and loyalty.
    - Improved reputation allows for **higher prices** and more sales.
    - Reduced costs associated with returns, repairs, and waste.

AQA GCSE Economics: Year 11 Spring Term Knowledge Organiser (Paper 2)

Government Management and the Global Economy

1. Fiscal Policy and The Budget

- **Fiscal Policy** - The use of **taxation** and **government spending** to influence the economy.
- **Government Spending** - Money spent by the government on public services (e.g., NHS, education, defence) and infrastructure (e.g., roads).
- **Taxation** - Compulsory charges levied by the government to raise revenue.
    - **Direct Taxes** - Paid directly by individuals or firms (e.g., Income Tax, Corporation Tax).
    - **Indirect Taxes** - Paid on goods and services (e.g., VAT, Excise Duties).
- **Government Budget** - The government's plan for spending and taxation.
    - **Budget Deficit** - Government **spending is greater** than government revenue (taxation).
    - **Budget Surplus** - Government **spending is less** than government revenue.
    - **National Debt** - The total amount of money the government owes, built up over time from past deficits.
- **Expansionary Fiscal Policy** - Increased government spending and/or lower taxes. Used to **boost economic growth** and **lower unemployment**.
- **Contractionary Fiscal Policy** - Decreased government spending and/or higher taxes. Used to **slow economic growth** and **reduce inflation**

2. Monetary Policy

- **Monetary Policy** - The use of **interest rates** and the **money supply** to control the economy. In the UK, this is managed by the **Bank of England (BoE)**.
- **Base Rate** (Interest Rate) - The main tool of monetary policy. It is the interest rate the BoE charges commercial banks, which affects the rates banks charge their customers (mortgages, loans).
- **Impact of Raising Interest Rates** -
    - **Borrowing becomes more expensive** (less investment/spending).
    - **Saving becomes more attractive** (less spending).
    - **Impact:** Decreased spending, decreased demand, **lower inflation**.
- **Impact of Lowering Interest Rates** -
    - **Borrowing becomes cheaper** (more investment/spending).
    - **Saving becomes less attractive** (more spending).
    - **Impact:** Increased spending, increased demand, **higher economic growth**.

3. Supply-Side Policies (SSPs)

- **Supply-Side Policies** - Policies designed to **increase the productive capacity** of the economy, shifting the focus from demand to supply. Aims to improve efficiency.
- **Examples of SSPs** -
    - **Education and Training** - Improves skills of the workforce, reducing structural unemployment and increasing productivity.
    - **Infrastructure Spending** - Investing in roads, rail, and broadband to reduce business costs and improve efficiency.
    - **Tax Incentives** - Cutting Corporation Tax to encourage firms to invest in new capital and expand.
    - **Deregulation** - Reducing red tape and bureaucracy to make it easier for firms to start up and operate.
- **Advantages** - Helps achieve long-term, non-inflationary economic growth.
- **Disadvantages** - Take a long time to implement and see results; very expensive (e.g., building a new railway).

4. International Trade and Globalisation

- **International Trade** - The exchange of goods and services between countries.
- **Imports** - Goods and services bought **into** the UK from other countries.
- **Exports** - Goods and services sold **out of** the UK to other countries.
- **Balance of Payments (Current Account)** - A record of all transactions between the UK and the rest of the world.
    - **Current Account Surplus** - Value of **exports >** Value of imports.
    - **Current Account Deficit** - Value of **imports >** Value of exports (UK is spending more abroad than it is earning).
- **Globalisation** - The increasing interconnectedness of the world's economies, leading to increased trade and cultural exchange.
- **Multinational Corporations (MNCs)** - Large firms that operate in several countries.
- **Protectionism** - Government policies that restrict international trade to protect domestic industries.
    - **Tariffs** - Taxes on imported goods.
    - **Quotas** - Physical limits on the quantity of a good that can be imported.
    - *Effect:* Makes imports more expensive, benefiting domestic producers but harming domestic consumers (higher prices).

5. Exchange Rates

- **Exchange Rate** - The price of one currency in terms of another (e.g., £1 = $1.25).
- **Appreciation (Stronger Pound)** - The value of the pound rises (e.g., £1 buys **more** dollars, from $1.20 to $1.30).
    - **Impact:** Imports become **cheaper**; Exports become **more expensive** abroad.
    - *Effect on UK:* Helps to lower inflation; worsens the current account deficit (less exports, more imports).
- **Depreciation (Weaker Pound)** - The value of the pound falls (e.g., £1 buys **fewer** dollars, from $1.30 to $1.20).
    - **Impact:** Imports become **more expensive**; Exports become **cheaper** abroad.
    - *Effect on UK:* Helps UK exporters (boosts employment); makes inflation worse (as imported goods cost more).

6. The Role of Money

- **Money** - Anything generally accepted as payment for goods and services.
- **Functions of Money** -
    - **Medium of Exchange** - Used to buy and sell things (solves the 'double coincidence of wants' problem of barter).
    - **Measure of Value** - Used to put a price on things (e.g., comparing the price of a car to the price of a phone).
    - **Store of Value** - Can be held and saved for future use (keeps its worth over time, assuming low inflation).
    - **Standard of Deferred Payment** - Used to pay back debts or loans in the future.
- **Commercial Banks** - Financial institutions that provide services like savings accounts, current accounts, and loans to individuals and businesses (e.g., Barclays, Lloyds).
- **Central Bank (Bank of England)** - Responsible for setting the base interest rate, regulating commercial banks, and issuing banknotes.

7. Financial Markets and Assets

- **Financial Market** - A place or system where people and organisations can buy and sell financial assets (e.g., the stock market).
- **Financial Assets** - Non-physical assets that derive their value from a contractual claim (e.g., money, shares, bonds).
- **Shares (Equities)** - Certificates representing **part-ownership** in a company.
    - *Why Buy Shares?* Hope to receive a share of profits (**dividends**) and capital gains (selling the share for a higher price).
    - *Role:* Main way **Public Limited Companies (PLCs)** raise capital for investment.
- **Bonds** - Financial securities that represent a **loan** from an investor to a borrower (usually a government or a large company).
    - *Effect:* The borrower agrees to pay the bondholder interest regularly and repay the principal (initial loan) on a set date.
    - *Role:* Main way the government (UK Gilt) finances its national debt.
- **Stock Market (Stock Exchange)** - A market where shares and bonds are bought and sold. Reflects the confidence investors have in the economy.

8. Economic Policy Conflicts

- Governments try to achieve all four main economic objectives simultaneously: **Sustainable Economic Growth, Low Unemployment, Price Stability (Low Inflation), and Current Account Balance**.
- **Trade-Offs (Conflicts)** - Achieving one objective often makes it harder to achieve another.
    - **Growth vs. Inflation** - Policies to increase growth (e.g., lower interest rates, high spending) usually lead to **higher demand**, which can pull **prices up (inflation)**.
    - **Growth vs. Current Account** - Policies to increase growth often lead to consumers buying more goods, including **more imports**, worsening the **Current Account Deficit**.
    - **Unemployment vs. Inflation** - Lowering unemployment (e.g., through expansionary policy) often leads to a rise in demand, creating **wage pressure and inflation**.

Subject: GCSE PE 2.1 b

Commercialisation of physical activity and sport

Commercialisation of sport-

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

There are 5 types of media.
-Social Media
-Radio
-Newspapers/magazines
-Internet
-Television/visual

Influences of media include:-
Event time changes

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

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

Rules changes

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

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

Adapted versions of sports

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

-1 hour cricket to fit programming times

-Fast 5 netball.

Technological innovations

Replays and slow motion improve the home viewer's experience

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

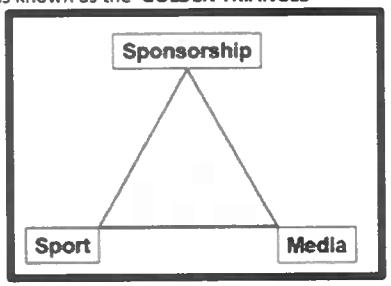
Sponsorship- Due to the extent of coverage, sponsorship and advertising revenue has increased tremendously for players, clubs and National Governing Bodies of sport.

Negative influences of media include:

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

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

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



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

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

Types of sponsorship
***Facilities* (stadiums and grounds)**
- New stands or grounds will often be named after the sponsor who has put money towards the development.
Financial
-Money may be invested into teams or sports by external sources or wealthy individuals.
Clothing* and *equipment
-Teams usually get a shirt sponsor and often individual players will get deals for footwear. Companies will often sponsor a players equipment, usually one of the companies who manufacture the equipment.

Positive & negative effects of sponsorship for the performer
Positive-
-Allows athletes to earn income as a full time job
-Performers gain maximum exposure to promote their personal brand
-Can lead to additional roles post playing career within the sport (TV pundit)
-Relieves financial worries.
Negative-
-Can result in deviant behaviour due to the pressure of success
-Generally, favours male over female and able bodied over disabled
-Sponsorship might be short term
-Performers may have to advertise a product that they do not like
-Performers might be contracted to put in appearances and attend public speaking.

Positive & negative effects of sponsorship for the sport
Positive-
-Raises the profile of the sport due to increased exposure
-Provides an increased level of funding to improve resources, coaching or facilities
-Gives the sport financial security for a period of time
-Attracts the best players in the world to that sport.
Negative-
-Commercialisation tends to support the popular sports leaving the 'lesser' sports to lose out

-Changes to the sport format and rules have being introduced to make the sport audience friendly
-The influence of TV has caused an increase in adverts and TV timings and lost some of sports traditions.

Positive & negative effects of sponsorship for the official
Positive-
-Offers a professional career and earn an income from officiating
-Media coverage leads to officials gaining a high profile
-Advancements in technology/better equipment/facilities which assists with decisions.
Negative-
-Bad decisions highlighted and analysed by media
-Personal and sporting behaviour has to be controlled as the image of the sport, coaches and players are on view to the world
-Some sports get more funding and therefore officials are paid better.

Positive & negative effects of sponsorship for the audience/spectator
Positive-
-Offers a wider choice of sports available to watch
-Viewing experience has been enhanced due to investment into technology and audience participation
-Fans can watch their team when on holiday
-Cheaper than watching games live.
Negative-
-Can pull fans away from watching their club/team live as it is cheaper to watch at home
-Encourages spectating not participating
-Can become very expensive for fans/spectators
-Can affect view experience due to increased TV breaks and time outs.

Positive & negative effects of sponsorship for the sponsor/company
Positive-
-Sport can offer an excellent opportunity for the sponsor to promote a product/service to a widespread audience
-Advertising brand name
-Promote a caring attitude and increasing goodwill
-Tax concessions help the company.
Negative-
-Poor behaviour from athletes/ clubs can cause negative press
-Smaller sponsors might struggle to compete with larger more global brands
-Some sponsors are not suitable to be promoted within sport. *i.e. tobacco or alcohol, gambling*
-Investing in teams and individuals can backfire if they do not achieve success *i.e. teams not qualifying for major competitions.*

Subject: GCSE PE 2.1 c

Ethical and socio-cultural issues in physical activity and sport

Ethics In Sport

The value of sportsmanship-

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

Showing good sportsmanship means sticking to the rules and regulations.

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

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

Examples of sportsmanship may include:

-shake hands with your opponent

-thank anyone who has been participating with you or against you

-show concern for others, especially when they are injured or under stress

-never swear or be abusive

The reasons for gamesmanship and deviance in sport

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

Examples of gamesmanship may include:

-sledging to distract batters in cricket-

not walking in cricket

-coughing or stamping feet to distract shooter at free throws in basketball

-grunting in tennis in order to intimidate opponents

-distracting penalty takers in football (goalkeepers)

-holding to prevent opponents punching in boxing

-diving in the 18 yard area to gain a penalty and opponent a 'yellow card in football

-standing over the ball to gain defenders organisation time at free kicks in football

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

Reasons for deviance may include:

-the pressure/expectation to win or to gain an (unfair) advantage or pressure from fans/spectators/parents/coaches/team mates

-to enhance performance, like bowling with a slightly bend arm to bowl faster

-because you are losing

-to gain financial reward if you win

-a reaction to (poor) decisions by officials

Drugs In Sport

Know and understand the reasons why sports performers use drugs

Why might athletes use performance enhancing drugs?

-to perform better

-peer pressure (everyone else is doing it, so why shouldn't I?)

-pressure to become and/or remain the best

-pressure from their coach/trainer

-financial benefits that come with being the best

-to improve physically -increase strength/improve aggression/have more energy/be able to control emotions more easily.

Know the types of drugs and their effects on performance

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

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

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

Why use them-in medicine, commonly prescribed for people with heart problems as their main function is to maintain a low heart rate

-reduce stress and anxiety levels

-can help sports where precision and a steady hand are needed (e.g. archery/shooting/snooker/golf).

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

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

Know and understand the impact of drug use in sport

Advantages to the performer-

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

Disadvantages to the performer-

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

Disadvantages to the sport-

-reputation – a sport can become known for cheating and may affect young people taking it up

-credibility – performance will be difficult to believe and will affect the number of spectators.

Violence In Sport

Know and understand the reasons for player violence

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

Violent behaviour can be caused by the following reasons:

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

Give practical examples of violence in sport

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

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

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

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

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

Subject: GCSE PE 2.2

Sports Psychology

Characteristics of skilful movement

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

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

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

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

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

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

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

Classification of skills

Know continua used in the classification of skills

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

Simple:

-straightforward, with hardly any judgements and decisions to make

-can be taught as a whole in a repetitive way

-e.g. a sprint start in swimming where there are very few decisions – other than to dive - to be made.

Complex:

-many decisions or judgements to make

-may have to be learned in stages

-e.g. slip catch in cricket, or a pass by a midfield player in hockey who has to make lots of decisions before she passes.

Open to closed (environmental continuum).

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

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

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

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

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

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

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

Goal Setting

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

Why use Goal Setting?

-motivates performers and keeps them working hard

-gives **performers** a better chance to improve fitness levels

-helps to **improve/optimise** performance

-allows progress to be made in your training.

Understand the SMART principle of goal setting with practical examples

*S*pecific- The goal must be specific so the performer knows exactly what they aim to achieve.
'To get better at my sport sometime' is much too vague.

*M*easurable-You must be able to measure your progress. Example – to improve shot success in basketball by 20% **is** measurable.
Improve concentration **can't** be measured.

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

*R*ecorded- Logging the goal and the progress made will enable the performer to see how close they are getting to their target. It is also motivating to do this.
Using a table/graph or spreadsheet are ways of recording the goal & progress.

*T*imed-The goal must have a definite BEGINNING and END, which gives the performer a time limit in which to achieve the goal.
This could be months or a whole season.

Mental Preparation

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

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

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

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

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

Types of Guidance

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

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

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

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

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

Types of Feedback

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

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

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

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

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

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

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

Subject: GCSE PE 2.3

Health, fitness and well-being

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

Health: a state of complete **mental**, **physical** and **social** well-being and not merely the absence of disease and infirmity
Fitness: the ability to meet the **demands** of the environment efficiently and effectively.
Well-being: refers to a feeling or mental state of being **contented, happy, prosperous** and **healthy.**

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

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

Emotional	Social
• self-esteem/confidence • stress management • image.	• friendship • belonging to a group • loneliness.

Health can be split into 3 categories:
-Physical
-Mental
-Social.

Physical health

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

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

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

To look good:

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

To relieve stress:

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

To increase self esteem & confidence:

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

For enjoyment:

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

For a mental challenge:

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

Social health

Mix with others

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

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

Make new friends

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

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

equipment is developing your co-operation skills.

Develop teamwork and cooperation

-being part of a fitness class, sports team, health club you will need to be able to co-operate

-following instructions from the aerobics coach

-playing your part/role in a team game

-showing good etiquette by wiping fitness equipment is developing your co-operation skills

Diet and nutrition

Know the definition of a balanced diet

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

A balanced diet is a diet based on:

-starchy foods such as potatoes, bread, rice and pasta

-plenty of fruit and vegetables

-some protein-rich foods such as meat, fish and lentils

-some milk and dairy foods

-not too much fat, salt or sugar.

Know the components of a balanced diet
Macro Nutrients:
1. Carbohydrates
2. Fats
3. Protein

Micro Nutrients:
4. Vitamins
5. Minerals
6. Water
7. Fibre

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

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

Understand the effect of diet and hydration on energy use in physical activity

Hydration before, during and after exercise

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

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

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

Factors to consider with sports performers and nutrition-

Elite athletes have aspects to consider when planning nutritional intake

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

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

GCSE Comp Sci Unit 4 - Network Security and system software

1. Network threats

Concept	Description
Malware	Malicious software designed to disrupt, damage, or gain unauthorised access to a computer system. Common types include viruses, worms, Trojans, spyware, and ransomware.
Phishing	A technique used by attackers to deceive users into revealing sensitive personal information (e.g., login credentials, bank details) by impersonating a trustworthy entity in electronic communication (email, text, etc.).
Brute-force attack	A trial-and-error method used to guess login information (like passwords or encryption keys) by systematically trying every possible combination until the correct one is found.
Denial of Service (DoS) attack	An attack designed to make a machine or network resource unavailable to its intended users by flooding the target with excessive requests, consuming all resources, and disrupting service.
Data interception & theft	The act of illegally monitoring and capturing data as it is transmitted over a network. Packet sniffers (software tools that can monitor network traffic) are often used for this purpose.
SQL injection	A code injection technique that exploits vulnerabilities in website input fields to interfere with the queries an application makes to its database. This can be used to view, modify, or delete sensitive data.

2. Network Security Prevention Measures

Encryption	The process of converting data into a code (ciphertext) to prevent unauthorised access. Data can only be read if the user has the correct key to decrypt it. This is vital for secure data transmission.
Firewalls	A system (hardware or software) that creates a barrier between a trusted internal network and an untrusted external network (like the internet). It filters incoming and outgoing network traffic based on a set of predetermined rules.

User access levels	A system for restricting which files or features a user can access on a network. This ensures that users only have access to the data necessary for their role, limiting potential damage from a compromised account.
Strong passwords	A fundamental security practice. Strong passwords use a mix of uppercase and lowercase letters, numbers, and symbols, and are not easily guessable.
Penetration testing	A simulated cyber attack against a computer system or network to check for exploitable vulnerabilities. It helps organisations identify and fix weaknesses before malicious actors exploit them.
Anti-malware software	Software (like antivirus programs) designed to prevent, detect, and remove malicious software from computer systems.

3. System Software

Systems software is the layer of software that interacts with the hardware, managing the resources and providing a platform for application software to run. It generally falls into two categories: operating systems and utility software.

3.1 The Operating System (OS)

Function	Description
Managing Hardware	The OS acts as an interface between applications and the hardware (e.g., printers, hard drives), managing how they interact and allocating resources.
Providing a User Interface	Offers a way for the user to interact with the computer. This is typically a GUI (Graphical User Interface) with windows, icons, menus, and pointers, or a less common CLI (Command Line Interface) where users type commands.
Managing Memory	Allocating memory space to programs when they load, and managing the movement of data between RAM and the CPU cache. If RAM is full, it may use virtual memory (using secondary storage as if it were RAM).
Managing Files & Folders	Organising and providing access control to data on secondary storage, allowing users to save, open, delete, and

	copy files.
Managing Processes	Scheduling which programs get access to the CPU and for how long, ensuring smooth multi-tasking (running multiple programs concurrently).
Managing Security	Handling user accounts, passwords, and access rights, and controlling which users can access certain files or perform specific actions.
3.2 Utility Software	
Utility type	**Purpose**
Encryption Software	Scrambles data so that it can only be read if the user has the correct decryption key. This makes data secure if intercepted.
Defragmentation	Reorganises files stored on a magnetic hard disk drive (HDD) so that all parts of a file are stored in continuous, adjacent blocks. This speeds up read/write access times. (Solid State Drives do not need defragmentation).
Data Compression	Reduces the size of files, saving storage space and reducing the time it takes to transmit the file over a network (e.g., using ZIP files). Files must be uncompressed to be used.
Backup Software	Manages the process of creating copies of data in case of system failure or data loss. Types include full backups (all data) and incremental backups (only changes since the last backup).
Anti-malware Software	Protects the system from malicious software (viruses, spyware, etc.) by scanning, detecting, and removing threats.

GCSE Comp Sci Unit 5 - Ethical, legal, cultural and environmental impacts of digital technology

1. Ethical Considerations - Ethics concern moral principles that govern a person's behaviour or the conducting of an activity.

Consideration	Description
Privacy	The right of individuals to control their personal information. Issues arise with data collection, surveillance, and data sharing practices of large tech companies and governments.
Copyright & Piracy	Ethical debates around intellectual property. Piracy (illegal copying/distribution of software, music, films, etc.) undermines creators' work.
Censorship	The control or suppression of the publication or access of information on the internet. This raises questions about freedom of speech versus protecting users from harm.
Automation & Employment	The ethical implications of technology replacing human jobs (e.g., self-checkout machines, automated manufacturing lines).
Artificial Intelligence (AI)	Debates surrounding the responsible use of AI, bias in algorithms, and the potential impact on human decision-making.

2. Legal considerations - Understanding and adhering to the laws that govern the use of data and technology.

Legislation	Purpose
Data Protection Act (DPA)	The UK law that controls how your personal information is used by organisations, businesses, or the government. It ensures data is used fairly, stored securely, and only collected for specified purposes.
Computer Misuse Act	Makes it a criminal offence to access computer material without permission (unauthorised access), to access with intent to commit further offences, or to modify computer material without permission (e.g., creating viruses).
Copyright, Designs and Patents Act	UK law protecting intellectual property (e.g., software, music, video). It makes it illegal to copy, share, or sell copyrighted material without the creator's permission.

Regulation of Investigatory Powers Act (RIPA)	Gives public bodies (e.g., police, intelligence services) the power to monitor communications (emails, phone calls) and internet activity under certain circumstances for national security/crime prevention.

3. Cultural and Environmental Impacts - The effect of technology on society, lifestyle, and the physical world.	
3.1 Cultural issues	
Issue	**Description**
Digital Divide	The gap between those who have access to technology and the internet and those who do not (often due to geography, age, or income).
Globalisation	Technology allows easier communication and trade, helping to spread cultures and connect the world.
Changing Social Interaction	The rise of social media and online communities has changed how people socialise and form relationships.
3.2 Environmental	
E-waste (Electronic Waste)	Discarded electronic devices pose a significant environmental problem due to hazardous materials they contain. Proper recycling is crucial.
Energy Consumption	Data centres and constant device usage consume vast amounts of electricity, contributing to carbon emissions.
Sustainable Practices	The push for "greener" computing, energy-efficient hardware, and responsible disposal methods.

Paper One – Year 11 Buddhist belief, worship and practices

Key terms:
Temples, shrines, monasteries (viharas), stupa, Puja, mala, meditation, anapanasti, Vipassana, thangka, mandela, Wesak, Parinirvana Day, eightfold path, Nibbana, enlightenment, Buddhahood, Bodhisattva

KPI: To known the main features of Theravada Buddhism

- 'School of the elders', seen as orthodox
- The Buddha is seen as the main focus of commitment.
- An 'Arhat' is seen as a 'perfected person'. Achieved enlightenment.

KPI: To know the main features of Mahayana Buddhism

- Buddha remains active and can influence the world and can be encountered.
- Main aim is to achieve **Buddhahood**, to become a Buddha.
- **Bodhisattva**- someone who sees their own enlightenment as being bound to others and remain in the cycle of Samsara.
- Pure land Buddhism is part of the Mahayana Buddhism.
- Based on the faith of Amitabha Buddha.
- Pure land Buddhism focuses upon faith in Amitabha and believing that he will help Buddhist to be reborn in Sukhavati.

KPI: To understand the meaning of the 3rd noble truth.

- The **third noble truth** teaches that there is an end to suffering.
- It can be achieved by overcoming ignorance and craving.
- **Nibbana** literally means the extinction- the extinction of the three poisons.

KPI: To understand the meaning of the fourth noble truth.

- The fourth noble truth **'magga'** is seen as the cure to end suffering.
- The fourth noble truth is the **eightfold path**, which consists of 8 aspects that Buddhist can practice and follow in order to achieve **enlightenment.**
- The eightfold path is split into ethics, mediation, wisdom.

KPI: To understanding the techniques and purpose of the samatha mediation and the practice of zazen mediation.

•**Samatha** or calming meditation – this kind of meditation helps to calm the mind by focusing on one object, feeling or idea, it is practices amongst **Theravada** Buddhism. The idea is to become more 'mindful' of your breathing.

•**Vipassana** mediation is often called 'insight mediation'. This form of meditation is used to achieve insight into the true nature of things. The aim is a complete change of the way we perceive and understand the universe, and unlike the temporary changes brought about by Samatha, the aim of Vipassana is permanent change.

•**Zazen** is a Japanese word 'seated mediation', it is practiced by Zen Buddhist. It is intended to lead to a deeper understanding of the nature of existence.

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

•Various Buddhist use visualisation as a part of **mediation,** it involves imagining an object on one's mind.

•Tibetan Buddhist will often visualise a 'deity' when they mediate, for a Buddhist a deity is not a God but a being who has become fully enlightened.

•A **thangka,** is a Tibetan Buddhist painting on cotton.

•One of the richest visual objects in Tibetan Buddhism is the mandala. A mandala is a symbolic picture of the universe. It can be a painting on a wall or scroll, created in coloured sands on a table.

- The **mandala's** purpose is to help transform ordinary minds into enlightened ones and to assist with healing.

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

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

KPI: To understand the significance of worship for Buddhist.

•Worship **(Puja)** allows Buddhist to express their gratitude and respect for the Buddha and his teachings.

•**Chanting**- is a devotional practice

•A **mantra** is a word, a syllable, a phrase or a short prayer that is spoken once or repeated over and over again.

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

•Meditation is an important practice for Buddhist it provides a spiritual exercise that calms the mind and leads to the development of insight into the nature of existence.

•Before mediation, Buddhist may recite the **three refuges**. The purpose of mediation is to develop a still and calm and focuses mind.

KPI- To understand the origins and celebrations and importance of Wesak

•**Wesak** is the most important of the Buddhist festivals

•It celebrates the Buddha's birthday, and, for some Buddhists, also marks his enlightenment and death.

• Buddhists will visit their local temple for services and teaching, and will give offerings to the monks of food, candles and flowers.

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

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

Paper two – Year 11 Theme E Crime and Punishment

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

KPI 6- Religious attitudes to forgiveness

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

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

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

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

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

KEY QUOTES AND TEACHINGS

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

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

'Forgive us our sins'
'Father, forgive them.'
'Do not repay evil for evil…'
'An eye for an eye'
Parable of the sheep and goat

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

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

Prison	
For	Against
Protects the public Teaches criminals a lesson Provides counselling and support/ reformation Give education opportunities Parable of the sheep and goat	High reoffending rates Prisons are overcrowded Costs of running Criminals can become addicted Does not act as a deterrence

Corporal punishment	
For	Against
It provides retribution It acts as a deterrent It can be used instead of expensive prison time	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	Against
It provides retribution – allows offenders to make up for their wrongs It acts as a deterrent No harm is done to the offender	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

Paper two – Year 11 Theme E Crime and Punishment

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

KPI 1- Explain some of the reasons for crime

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

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

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

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

Many Christians believe that the Bible teaches the difference between right and wrong. Following God's will leads people to the right path; ignoring God's will leads to disaster.

https://www.bbc.co.uk/education/guides/zvs3d2p/revision/3

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 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***
X Christian believe that we are made in Gods **"image"** and because Jesus taught to **"love your neighbour."** X The Bible teaches Christians that everyone is equal in the eyes of God **"There is neither Jew nor Gentile,..... are all one in Christ Jesus."** X Hatred is one of the three poisons X Hatred causes suffering to others (Dukkha)	X Christians because it breaks one of the Ten Commandments- **'Do not steal'** X Greed is seen as a sin "**For the love of money is the root to all evil."** X Taking things out of greed/ one of the three poisons in Buddhism X Buddhist teaching **'Do not take what is freely not given'**	X Christians because it is against the **sanctity of life** and breaks one of the Ten Commandments. **'Do not kill' 'Love your neighbour'** X Buddhist teaching **'Do not harm' –** five moral precept Inflicts suffering (dukkha) and pain

Year 11 RE Short course and Full course Paper 2- Theme D: Religion, Peace and Conflict

Essential Texts to learn for the Exam:	
In the Old Testament, people are sometimes commanded by God to go to war. In Deuteronomy, Joshua and Judges, God often tells his people to fight and destroy foreign tribes to gain the Promised Land (Israel).	In the New testament Jesus showed a DIFFERENT image of God as one who forgives and Loves all human beings:
•"The lord your God will drive out those nations before you." Deuteronomy 7:22-24 The Old Testament Prophet, Joel, tells the people that God wants them to go and fight,	"While he was still a long way from home his father saw him" (The Lost Son story) Luke 15: God is waiting to forgive us
• "Prepare for war! Rouse the warriors! Let all the fighting men drawn near and attack." Joel 3:9-10	"Blessed are the Peacemakers"
•"The Lord is a warrior." Exodus 15:3	"Those who live by the sword, will die by the sword" (Matthew 26:)
•"There is a time for killing, and a time for healing, a time for war, and a time for peace." Ecclesiastes 3:2-8	'Do not take revenge on those who wrong you' Matthew 5
	"Love Your Enemies and pray for those who persecute you" Matthew 5
Buddhism: As a pacifist religion there are many key quotes which could be used:	
"It's better to conquer yourself than to win a thousand battles. Then victory is yours" The Buddha	
"In the war of the ego the loser always wins"	
"War ends only when people love each other"	
1st Moral precept "Do not Harm"	

KPI 1

Holy Wars: A Holy War is a war which is fought for religious reasons, often with the backing of religious leaders.

- An example of this was the Crusades fought from the 11th-14th Century by Christians, backed by the Pope.
- Religion can still be a cause for war today such as in Northern Ireland where Protestant and Catholic Christians fought a civil war between 1968-98.

KPI2

Pacifism: Pacifists reject all violence. They do not think that conflict should be dealt with by resorting to war.

- They think that other peaceful methods should be used.
- The early Christian communities were all Pacifist as they followed Jesus' teachings on Non-Violence. "Those who live by the sword will die by the sword"
- Famous Pacifists today such as Martin Luther King Jr and Mahatma Gandhi are examples of non-violence in action.
- Buddhism is a religion of non-violence. The first of the five moral precepts is Ahimsa which means first cause no harm to anyone or anything.
- Pacifism is the idea that all forms of violence are wrong. Pacifists such as Quakers refuse to take part in war and often choose to be a conscientious objector (someone who doesn't go to war for moral reasons) or to assist in medical tasks like ambulance driving.
- Christians try to follow Jesus' teaching that "blessed are the peacemakers"

KPI3

Responses to war:

- Christians try to show mercy and agape to victims of war and provide them with assistance.
- This can be through charity or through welcoming them into their churches. It can be victims in their own country or refugees such as people fleeing from Syria or Yemen.
- This is an example of 'love your neighbour' in action.
- Many Christian charities work around the world in countries affected by war. CAFOD (Catholic Agency for Overseas Development) is an example of a Christian charity that helps people and refugees in countries affected by war and natural disasters.

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

Key Terminology

Melody - a sequence of single notes that is musically satisfying; a tune.
Harmony - the combination of simultaneously sounded musical notes to produce a pleasing effect.
Tonality - the character of a piece of music as determined by the key in which it is played.
Rhythm - a strong, regular repeated pattern of movement or sound.
Structure - refers to the arrangement and order of the parts or sections of the music.
Instrumentation - the particular instruments used in a piece of music.
Texture - refers to the effect of the different layers of sound in a piece of music, and the relationship between them.
Timbre - the character or quality of a musical sound.
Production - the process by which music is created, captured, manipulated, and preserved so that it can be distributed and enjoyed.

Creating & Performing

Using your knowledge of genres, styles, musical features and stylistic techniques, create a new interpretation of the piece to fit the style of your chosen style. You may want to consider the following:
Structure - How the music is built and put together.
Tempo - The speed of the music.
Harmony/Tonality - Major/Minor key. Use of specific chords and harmony.
Time Signature - 4/4, 3/4, 6/8, 12/8, 7/8, etc.
Instrumentation - What instruments are used.
Playing/vocal techniques - The way the music is performed.
Effects - Extra effects added to achieve a specific sound (e.g. distortion on a guitar).

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

Creating and Producing

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

Changes in instrumental sounds - Changing which sounds you choose to fit the chosen style.
Changes in structure - How you will change the layout of the song to fit the chosen style.
Changes in harmony/tonality - How you will change the key/chords to fit the chosen style.
Changes in tempo and/or time signature - How you will alter the speed/time signature to fit the chosen style.
Various editing techniques - Using your knowledge of BandLab's editing features to remix the track.
Effects and processing - Applying the use of effects to create a desired sound.
Audio recording techniques - Recording live audio into BandLab which you will then edit.

You will be assessed on the following:

(a) Your creative interpretation of the music in response to the brief
- How well your music product meets the creative aims of the music brief.
- The musical skills shown in your interpretation (musical elements such as pitch, rhythm, dynamics and tempo as well as an awareness of stylistic characteristics).

(b) The musical skills in the final music product
- Your use of musical skills and techniques.
- The accuracy and technique shown in the performance (Creating and Performing).
- Your technical recording and production ability, including use of software, editing, effects and processing (Creating and Producing).
- Your use of musical expression.
- The consistency of the final performance/music product.

(c) How you have met the requirements of the music brief
- The quality of the presentation of your music product.
- How well your music product meets the technical requirements of the music brief.

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

Key Terminology

Melody - a sequence of single notes that is musically satisfying; a tune.
Harmony - the combination of simultaneously sounded musical notes to produce a pleasing effect.
Tonality - the character of a piece of music as determined by the key in which it is played.
Rhythm - a strong, regular repeated pattern of movement or sound.
Structure - refers to the arrangement and order of the parts or sections of the music.
Instrumentation - the particular instruments used in a piece of music.
Texture - refers to the effect of the different layers of sound in a piece of music, and the relationship between them.
Timbre - the character or quality of a musical sound.
Production - the process by which music is created, captured, manipulated, and preserved so that it can be distributed and enjoyed.

Demonstrate professional and commercial skills for the music industry

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

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

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

Planning and communicating music skills development:

- Planning development processes
- Strategies for skills development
- Managing equipment and resources
- Methods of capturing musical development, such as:
  - digital or traditional portfolios, including studio track sheets, production notes, rehearsal diaries, screenshots, key milestone performances and reviews from others
  - recorded auditions
  - compositional sketches
  - raw recordings
  - Drafts

Apply development processes for music skills and techniques

- Developing musical skills appropriate to style and context, such as:
  - timing and phrasing
  - using rhythm and pitch in the creation or recreation of music
  - using equipment, instrumentation or software appropriately
  - Expression
  - combining instruments/sounds
  - health and safety in the use of equipment and/or instruments.
- Applying skills development to the creation of content/material:
  - creative intentions
  - skills needed
  - stylistic accuracy
  - creation of content/material.

- Having a clear and organised approach to communicating:
  - key points in the process are referenced and in a logical order
  - images, videos and recordings are clear
  - written commentary supports the quality of work.
- Sharing and commenting on work:
  - social media, e.g. Soundcloud™, Facebook™, YouTube™
  - jam sessions, improvisation sessions, mixtapes, demos, sharing samples, remixing and reworking, white label, remote collaboration.

1. Music Performance:

- tuning (if appropriate)
- learning repertoire
- physical preparation and exercises
- instrumental or vocal technique
- practise routines such as scales, etc.
- following accompaniment
- stage presence.

2. Creating Original Music:

- exploring and extending ideas
- using structure effectively
- using rhythmic and melodic patterns
- development of harmony.

3. Music Production:

- using software instruments
- using audio and software tools
- manipulation techniques
- inputting and editing audio
- using effects
- structuring music.