

Name and Tutor group:

THE
CORSHAM
SCHOOL
ACADEMY GROUP



Year 11 Knowledge Organiser

Term 3

CORSHAM CHARACTER

INTELLECTUAL VALUES

The pursuit of truth,
knowledge and
understanding.

Be reflective. Be curious. Be
open-minded. Be creative.



PERFORMANCE VALUES

Maximum effort, maximum
focus.

Be resilient. Always Persevere.
Contribute to Teamwork.
Be ambitious.



DREAM BELIEVE ACHIEVE

	Look, Cover, Write, Check	Definitions to key words	Flashcards	pictures
Stage 1	Look at & study an area of your knowledge <u>organiser</u>. 	Write down the key words & definitions 	Write key words, dates/formulae, equations/quotes on one side & answers on the other 	Draw pictures/diagrams/cartoon strips 
Stage 2	Cover up your knowledge <u>organiser</u> and write everything you remember 	Cover up the definitions. How many can you remember? Repeat. 	Include pictures or diagrams if it helps. Read through them. 	Label your pictures/diagrams/cartoon strips 
Stage 3	Check. Correct mistakes in green and add anything you missed. Repeat 	Check. Correct mistakes in green pen. Which ones do you find hard to remember? 	Test yourself and get someone to test you. 	Explain out loud to yourself or family/friend what your images show 
	<u>Self quizzing</u>	<u>Mindmaps</u>	Paired retrieval	Speak, Cover, Write, Check
Stage 1	Use your knowledge <u>organiser</u> to create quiz questions. 	Create a <u>mindmap</u> of everything you can remember from your knowledge <u>organiser</u>. 	Give a family member/friend the knowledge <u>organiser</u> to hold 	Read out loud the information from the knowledge <u>organiser</u> several times. 
Stage 2	Write down the answers to your quiz 	Check your knowledge <u>organiser</u> & use a green pen to make any corrections. 	Get them to test you using the knowledge <u>organiser</u>. 	Cover up your knowledge <u>organiser</u> and write everything you remember 
Stage 3	Keep self-quizzing until you get all the answers correct 	Add additional information to your <u>mindmap</u> or make connections to other knowledge 	Write down your answers to their questions 	Check. Correct mistakes in green and add anything you missed. 

Choose any of the following activities to complete your homework



LEARNINGSIENTISTS.ORG

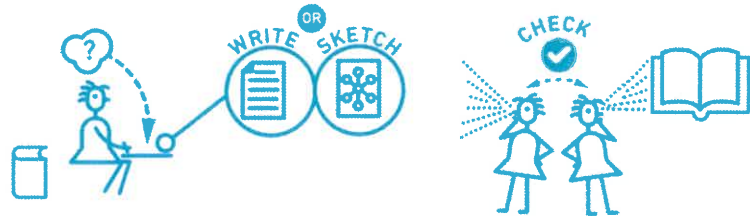
LEARN TO STUDY USING ... Retrieval Practice

PRACTICE BRINGING INFORMATION TO MIND



HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



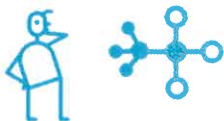
HOLD ON!



Retrieval practice works best when you go back to check your class materials for accuracy afterward.



Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.



Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

RESEARCH

Read more about Roediger, H. L., Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their [retrieval practice](#)

applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Cognition in education*, (pp. 1-36). Oxford: Elsevier. [as a study strategy](#)

GCSE FINE ART – YEAR 11



GRADE 9 COURSEWORK SKETCHBOOK

Assessment objective 1

Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.

- Mind-map to identify subthemes
- Research 3 artists' work who interest you and inspire your ideas
- Write research in your own words
- Copy examples of the artists' work

Artist Research

1. ARTIST NAME

On the page you should write down the artist's name. This could either be hand written in a suitable lettering or printed from the computer.

2. IMAGES

Print and stick down images of your artist's work. Make sure they are high quality and not pixelated.

3. ANALYSIS

For each artist you must analyze at least one piece of their work in depth. Use the Analyzing Artists prompt sheets to guide you with what to write. This can either be NEATLY hand written or typed and printed.

4. STUDIES

Complete a study for each artist you research. This could be a copy/study of a section of the artists work OR your own interpretation in the style of the artists work. If you have time it would be beneficial to do both!



General information about the artist: who are they? When did they work? What media do they work in? Are they well known for their work, if so why? Are they part of a genre of art or art movement? Is there anything significant about their life that might have inspired their work?

Assessment objective 3

Record ideas, observations and insights relevant to your intentions in visual and/or other forms.

- Take at least 30 photographs of your idea/subject
- Produce at least 8 studies from these photographs in different media
- *Idea:* Photocopy one of your drawings and use oil pastels over the top
- Link these studies to artists' styles and/or techniques
- Add notes/annotations to all of your studies



Assessment objective 2

Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

- Create 5 studies from secondary sources
- Create 5 studies from primary sources
- Use at least 3 different media

1 **Describe**
your artwork.

Some questions to consider: What does your artwork look like? What is the subject matter? What is the title of your work? What elements or principles are most obvious in your work?

2 **How did you create**
your art?

Some questions to consider: What media is your artwork made from? What tools, techniques or processes did you use to create your artwork?

3 **What is the big idea**
behind your artwork?

Some questions to consider: What or who inspired your artwork? Does your work express a personal or social issue? What emotions did you try to show in your artwork?

4 **What were your goals**
for this artwork?

Some questions to consider: What are your goals as an artist? Did this piece help you reach your goals? Why or why not?

5 **What are your overall thoughts**
of your artwork?

Some questions to consider: What did you learn in creating this artwork? Is the final piece what you imagined? How so? How will this piece influence your future artworks?

Assessment objective 4

Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

- Show evidence for 2 different ideas of possible outcomes. Explain both ideas.
- Your final idea must link to an artists' work in some way.
- Create a final outcome using media you are confident with and it must show at least 10 hours worth of work.

AO1

Assessment Objective 1

Annotations



AO1 is about developing ideas from a starting point to a final piece. This is done through **mapping, sketches and studies** related to the work of other artists, designers and craftspeople. You need to analyse and understand these contextual sources, and develop your ideas in a personal way.

You can begin to develop your ideas once you have collected your source materials. You might have some general concepts about what you want to do, but your ideas will change and develop as you investigate your source material. You'll need to do more research and find new source materials as your work develops.



Artist Research

Primary Drawings
Observations

AO3

Assessment Objective 3 is about recording your ideas, observations and insights, which can be in visual, written and other forms. You should work from a range of experiences and stimulus materials, as each of these could lead you to different ways of developing your ideas. You should reflect upon your work, and consider what you have achieved at each stage and what you will do next.



You need to demonstrate that you understand how artists and designers work and relate this to the ideas that you record. This may be done using images, different media, sketches, diagrams and studies. You should demonstrate connections between your own recordings and the work of other artists and designers by carefully organising these observations in your sketchbook.

AO2

Assessment Objective 2

Experimenting with media



Cut, layer and experiment with photographs and papers.

Using artists' inspiration

Experiments, practical samples and studies in different media demonstrate that you have developed and communicated your ideas through practical investigation. This will equip you with a working vocabulary of resources, practical knowledge and technical skills and enable you to make an informed choice when selecting materials and approaches for your theme.



Assessment Objective 4 is about presenting a personal, informed and meaningful response, from your initial research through to the final piece. You need to demonstrate analytical and critical understanding as you respond to your theme. By practising your skills in using different media and processes you are able to develop the ways in which you convey your ideas and responses - your personal visual language.



AO4

You must show that you have understood the theme, and that you have an understanding of the way artists, designers or craftspeople work. You need to demonstrate this understanding in your research and development studies, as well as in your final piece.



Learning Outcome 3: Understand Operations Management

Quality control

Quality

Definition: Involves meeting a standard for a good or service to meet consumer needs and expectations.

- Businesses will try to achieve quality through:**
- Purchasing the right raw materials and components → the quality of the materials will directly influence the quality of the end product
 - Having the best production processes → ensure that each stage is completed to the required standard
 - Employing the right people → making sure that they have the right skills and level of motivation to take pride in work
 - Training employees → equipping them with the necessary skills to produce the product
 - Implementing quality assurance and quality control → making sure that the end product is the best that it can be



Quality Control

Definition: Involves inspecting a sample of goods produced at the end of the production process to ensure that specifications have been met. Goods which do not meet the standards are scrapped or are sold as seconds.

Advantages:

- ✓ Inspection is carried out by a specialist
- ✓ Reduces the risk of a faulty product reaching the customer
- ✓ Problem areas can be identified and action taken

Disadvantages:

- ✗ Waste levels can be high as a fault will only be found at the end of the process
- ✗ Requires specialist personnel
- ✗ Operatives may feel demotivated as they are "being checked up on"

Quality Awards

Definition: Evidence of high standards – these show customers that certain standards have been met.



Wastage

Definition: Occurs when products cannot be sold because they are of poor quality, or damaged, or stock is out of date.

Quality Assurance

Definition: A guarantee given by producers to consumers that certain standards have been met throughout the production process. Legal standards have been met and / or codes of practice have been followed.

Quality assurance involves:

- Checking/inspecting quality at each stage of the production process
- Quality is the responsibility of everyone throughout the process
- Achieved through a system of total quality management
- Making everyone in a business responsible for quality
- Each employee treats the next person as if they are a customer and ensures what they pass on to them is of the correct quality

Quality assurance requires staff to consider:

- What suppliers they are using to make sure the supplies used do not create problems
- Training staff so they can check their own work rather than waiting for it to be inspected
- Providing the equipment and technology to allow employees to check their own work

Advantages:

- ✓ Motivated staff as everyone is given responsibility
- ✓ Focus on quality throughout the process
- ✓ Less waste from reworking or scrapping faulty goods
- ✓ Better reputation due to quality products

Disadvantages:

- ✗ Relies on commitment of all staff
- ✗ Training must be provided
- ✗ Productivity can be reduced



Total Quality Management (TQM)

Definition: Creates quality through continuous improvement, development of systems and products and by creating an organizational culture of quality.

For TQM to be effective a number of production management and control methods need to be used:

- Quality chains → the next person in the production process (chain) is treated as a customer and customer satisfaction is the objective.
- Empowerment → giving workers control over tasks completed.
- Monitoring → checking that standards at each link in the chain are being achieved and the use of statistical tools to measure levels of failure to achieve quality.
- Teamwork → a team is responsible for a production process → the team is empowered to check the quality of raw materials, interact during the installation process and check the quality of the finished product → implies that responsibility lies within the team → can build trust and morale; whilst improving communication between members.
- Quality circles → employee involvement in the decision-making and product-improvement process → employees meet to identify and solve problems.
- Zero defects → attempting to achieve perfect product quality, time after time.
- Benchmarking → the process of setting standards of quality and output which are based on the best that competitors can offer.



The Importance of Quality to a Business

Satisfying and increasing customer expectations

- To gain and retain customers
- Repeat custom
- Word of mouth advertising
- Brand loyalty

Increasing sales

- Reputation of the business
- Positive image to consumer
- Positive word of mouth
- Improved customer satisfaction

Reducing cost and waste

- Reduce product returns and recalls
- Avoid negative publicity
- Cost of recall and reworking faulty goods
- Dealing with customer complaints
- Loss of trust



Ways in which businesses can ensure that they provide high quality goods and services

- Well designed products → use of CAD/skilled designers
- Quality of workers → qualifications → training → skills → experience
- Motivation → financial/non-financial explained → job production
- High quality materials → to ensure products less likely to break
- Investment in up-to-date machinery → CAM/CAD → ensure products more accurately made
- Quality control → e.g. supervision / inspectors / checking
- Dealing with complaints/listening to customers → to give confidence → customer feedback
- Belonging to professional organisation/Quality standards → to give confidence
- Quality assurance → TQM → quality circles → kaizen



Consequences of Bad Quality Goods and Services

- Customers will be lost → dissatisfied customers will look elsewhere
- The reputation of the business will suffer → they may develop a reputation for faulty or poor standard products and services
- Increased costs → in wastage and the recall and replacement of faulty products
- Storage costs → for unwanted products that consumers do not want
- Legal action → if the product causes harm to consumers

Process Production: Production is automated to change large quantities of raw materials into a product that is demanded e.g oil into petrol.
Advantages and disadvantages are similar to flow production

DIVISION OF LABOUR

Dividing a job into a series of small simple, repetitive tasks

SPECIALISATION

Workers specialise in carrying out one task

ADDING VALUE

Ensuring sales revenue is greater than the costs of production

Labour (employing people) is more costly than machinery long term. More jobs are being replaced by automation in order for the business to increase profits
Mechanisation: Machinery is used but labour is still required to work it
Automation: Machinery is used but a computer controls it

Type of technology:

Computer Aided Design (**CAD**) – computers are used to design the products
 Computer Aided Manufacture (**CAM**) – computers are used to make the products
 Computer Integrated Manufacture (**CIM**) – the whole factory is controlled by computer

QUALITY

Quality control is important at every stage of production.

- If goods are not a good quality, they may be able to be sold, therefore wasting money.
- If poor quality goods are sold as 'seconds' it will be at a reduced price. Reducing profit margins
- Customer may decide to buy from another supplier
- Production can be disrupted if goods are a poor quality

LEAN PRODUCTION: A production system which helps ensure that waste is kept to a minimum.

COST SAVING TECHNIQUE and INCREASES PRODUCTIVITY

The most important feature of lean production is **JUST IN TIME (JIT)**

- Large amounts of stock are NOT held. Stock is only order when it is needed so that they are used immediately.
 - Advantages of JIT is that stock room space can be used to produce more and capital is no longer tied up in bought stock
 - Disadvantages of JIT: Relies on having a good relationship with the suppliers and you may lose out on FINANCIAL economies of scale
- Lean production can also help improve **QUALITY** because everyone is checking their own work to ensure there are no mistakes.

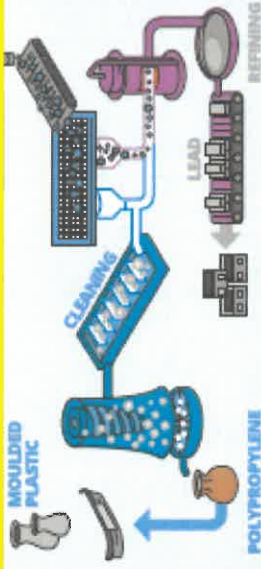


TQM replaces the traditional quality control. Traditionally, quality control looked for faults in completed goods, TQM means that **quality checking** is done **throughout the whole** production process – **everyone is responsible** for quality.

Production methods

Functions of Production Department

- Production planning and scheduling → making sure that the correct number of items are produced to fulfil order on time
- Deciding the best production methods to use
- Managing product quality (including process control and monitoring)



Production

Definition: The process of changing inputs such as labour services into goods and services that can be sold.

Methods of Production



Method of Production:		Job	Batch	Flow/Mass
Definition	• Involves the manufacture of an individual good from start to finish • Each product is different and offers a unique good for the consumer or meets specific consumer requirements	• Found when a small number of identical products are made at once • Each batch goes through one stage of the production process before moving onto next stage	• Goods are produced continuously usually on a production line • Partly finished goods move along the assembly line with parts being added through the process	
Examples	Wedding dresses, Hairdresser	Clothing Manufacturer, Bakery	Golf balls	
Advantages	☑ Unique → bespoke → to customer specification ☑ Higher quality → product is made one at a time → everyone different	☑ More products can be produced → allow for higher sales ☑ Costs for producing each product (unit costs) are lower ☑ Production is more efficient → workers can specialize in performing specific tasks ☑ Specialist machinery can be used → speed up production	☑ Efficient use of labour and machines → division of labour ☑ Produces similar/identical goods → production quicker ☑ Reduce unit costs of production → benefit from economies of scale	
Disadvantages	☒ Expensive → workers tend to have higher skills and therefore higher wages ☒ Time-consuming → completion takes longer due to greater attention to detail and high quality ☒ Replacements more difficult to find → products were made for a specific purpose to a particular design	☒ Products no longer produced to a unique specification ☒ Quality is not as high compared to job production → less time and care is taken on individual products ☒ High level of stock may be needed → materials have to be stored and this is expensive ☒ Machines have to be cleaned and reset before producing a different batch → this takes time and adds to costs	☒ Machinery is expensive → smaller businesses may not be able to afford it ☒ Lack of flexibility → flow production produces identical products → what if the customer wants a slight modification ☒ Bored workers → could lead to lower quality	

Learning Outcome 4: Understand Customer service and internal influences on Business

Customer service

Customer service is all about the level of help and support that is offered by an organisation to its customers... before, during and after the customer purchases a product or decides to use a service.

High-quality customer service includes

- many aspects, such as:
- Great knowledge of products/services
- The ability to keep calm in stressful situations
- Excellent listening and communication skills
- Focusing on customer needs and requirements at all times
- Gathering feedback from customers and using this to implement changes and improvements

Different ways of providing customer service, are face to face, online and over the telephone, and may involve answering customers' questions, offering advice and recommendations etc

How customer service is measured in business

1. Customer satisfaction scores
2. Repeat business data
3. Levels of complaints/compliments
4. Customer surveys
5. Mystery shoppers

How can good customer service be delivered?

- ☑ Ensuring the product is safe and reliable
 - ☑ Engaging with customers to find out what they want – assessing their needs.
- Sales person needs to be polite, friendly, genuine, make the customer feel important e.g. offering next-day delivery.

- ☑ Providing excellent product knowledge (written info as well as staff knowledge). Confidence in the sales person may encourage customers to make a purchase.

- ☑ Providing an after-sales service e.g. user training, helpline or following up with offering
- ☑ Operating from well-maintained premises with provision for all e.g. disabled customers.

- ☑ Delivering goods on time.

- ☑ Allowing different methods of payment.



What are the benefits of good customer service?

- ☑ High levels of customer satisfaction
- ☑ Therefore loyal customers make repeat purchases
- ☑ Positive word of mouth
- ☑ Customers may spend more with a company they trust.

Why does poor customer service occur?

- ☑ Dissatisfied customers
- ☑ Negative word of mouth which spreads quickly, perhaps by social media.
- ☑ Poor reputation and falling revenue.

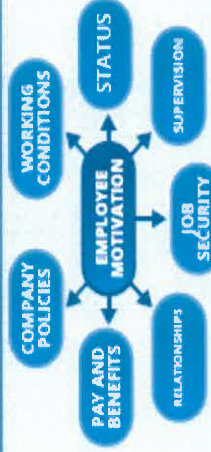
Motivation

Motivation

Definition: The range of factors that influence people to behave in certain ways.

Absenteeism

Definition: Occurs when an employee is not present at his or her place of work.



Benefits to Businesses of Having a Well Motivated Workforce

- Increase productivity / workers produce more per hour worked / improve performance of workers → could lead to greater profits
- Less staff turnover / less workers leaving the business → workers will be happy in their work and will stay loyal → reduce recruitment / training costs
- Lower absenteeism → workers are happy → improves productivity
- Loyal / committed workers → experienced and likely to be more efficient
- Improved employer / employee relations → industrial action less likely
- Improved quality of products
- Good customer service
- Improved business reputation → easier to recruit the best workers

Financial Rewards

Definition: The use of money as a method of motivation.

Examples:

- Salaries / Wages
- Time Rate
- Piece Rate
- Overtime
- Profit Sharing
- Fringe Benefits



Salaries

Definition: Generally paid to administrative and management workers. The salary is based on their work for the year.

Wages

Definition: Generally paid to shop and factory floor workers based on time rates and / or piece rates.



Time Rates

Definition: Paid to workers based on the number of hours worked.

Piece Rates

Definition: Paid to workers based on the number of goods which are produced.

Financial/rewards motivation

Overtime

Definition: A higher hourly rate that is paid to employees for any additional hours worked.

Performance Related Pay

Definition: An additional payment to an employee for achieving an agreed target.

Bonus

Definition: An additional payment to an employee for achieving an agreed target.



Commission

Definition: A payment to an employee based on achieving a certain level of sales.

Profit Sharing

Definition: An additional reward paid to workers to reflect the profits earned by the business.

Fringe Benefits

Definition: Rewards to workers not shown in their traditional pay. Such benefits may include company cars, or discount on company products.

Motivational theories

1. Maslow's Hierarchy of Need: Abraham Maslow states that the needs at the bottom of the hierarchy must be satisfied before an individual can focus on needs at higher levels. The five levels in the hierarchy of needs are:



Internal challenges of growth

One final challenge that a business may face internally is growth. Even though growth is a positive thing, and something most businesses strive for, it can cause problems if it is not anticipated or managed effectively.

- Maintaining customer service levels
- Diseconomies of scale
 - Control
 - Co-ordination
 - Communication

Diseconomies of scale can have the following negative effects on a business:

- The higher cost of production will reduce the profit levels of the business
- Reduced profit levels may force the business to increase its prices, to cover the higher production costs
- Increased prices may make the business less competitive, and customers may move away to cheaper competitors

2. Herzberg's two-factor theory

Professor Frederick Herzberg established a two-factor theory of motivation. The two factors contributing to overall motivation are:

- Motivators** – these are factors that a business can use to directly motivate staff to work harder and more effectively. Job rotation, job enrichment and autonomy are all examples of motivators.
- Hygiene factors** – these are factors that won't actually motivate a member of staff, but if these factors aren't present, then this can contribute to feelings of demotivation amongst staff. Examples of these factors are safe working conditions, reasonable pay, relationships with colleagues

3. Mayo's motivation theory

Elton Mayo believed that employees could be motivated more as a result of having their social needs met, rather than just using financial/monetary methods of motivation.

Mayo concluded that the following factors were key to motivating employees:

1. Better communication between managers and staff
2. Where possible, staff should work in teams or groups
3. Managers should have greater involvement in the working life of their staff

Keywords:

Economies of scale is where unit costs fall as output increase. However, if a business grows too large or too quickly, then **diseconomies of scale** can occur when the unit cost of production in a business **increases**, as the business grows.

Knowledge Organiser 5 : Protocols and Layers

1. Modes of Connection	
Wired	Ethernet is a set of standards (protocols) for how data is transmitted over a wired local area network. It is the most common set of protocols. Data is transmitted in frames
Inside an Ethernet 'frame'	- Preamble of bits used to synchronise transmission - Start frame delimiter to signify start of data part of the frame - Source and destination MAC address - The actual data - Error checking information (cyclic redundancy check - CRC)
Wi-Fi	Wi-Fi is a means of allowing computers, smartphones, or other devices to connect to the Internet or communicate with one another wirelessly within a particular area. It has a range of about 100m, takes quite a lot of power (relatively), and has a high bandwidth (but less than a wired connection)
Wi-Fi advantages and disadvantages	- Users can move around freely - Easier to set up, and less expensive than wired - Speeds are slower than wired networks - Relies on signal strength to the wireless access point (WAP) - Signal can be obstructed - Less secure than wired networks
Bluetooth	Bluetooth is a standard for the short-range wireless interconnection of mobile phones, computers, and other electronic devices. It has a range of about 10m, takes very little power, and has a relatively low bandwidth
5. Common Protocols	
TCP/IP	Transmission Control Protocol/Internet Protocol. Used to communicate over LANs and WANs
HTTP / HTTPS	Hypertext Transfer Protocol (secure). Used for webpage requests
FTP / FTPS	File Transfer Protocol (secure). Used for file transfers
POP	Post Office Protocol. Used for receiving e-mail. Downloads e-mail from the server to your device and deletes it from the server
IMAP	Internet Message Access Protocol. Used for receiving e-mail. Keeps e-mails on the server. This allows your device to stay in sync with the server
POP vs IMAP	POP you have your mail on one device since it is deleted from the server. IMAP each device syncs to server so your mail can be on multiple devices
SMTP	Simple Mail Transfer Protocol. Transfers outgoing emails from one server to another / from a email client to a sever

2. Wireless Encryption	
SSID	Wireless networks are identified by a unique "Service Set Identifier" (SSID). Can be invisible/visible and have a password. The SSID has to be used by all devices which want to connect to that network.
Encryption	Data is encrypted by scrambling the data into cipher text using a "master key" created from the SSID of the network and the password. Data is decrypted by the receiver using the same master key, so this key is not transmitted. Protocols used for wireless encryption include WEP, WPA, WPA2.
3. IP and MAC Addresses	
MAC address	Every device on a network has a Network Interface Card (NIC). Every NIC (in the world) has a unique Media Access Control (MAC) address. It is used to route frames on a LAN
IP address	IP Addressing is used to route frames on a WAN (called packets). Every device on the internet has a unique IP (Internet Protocol) address which is assigned to the device by a server. Two main standards (IPv4 and IPv6)
Internal and External IP Addresses	A router will have a unique WAN facing IP address and a LAN facing IP address. Often all devices on a LAN (with unique internal IP addresses) will share a single external IP address
4. Standards	
Definition	A set of specifications for hardware/software. Enables products to be compatible with each other and interact with each other
ASCII/Unicode	Character set standards
IEEE	Computer cables standards
HTML	Standard for creating websites
PNG, GIF, MP3	Standards for documents, images, sounds, videos, etc.
6. Layers	
Concept	The concept of layering is to divide the complex task of networking into smaller, simpler tasks that work with each other.
Responsibility	The hardware and/or software for each layer has a defined responsibility. Each layer provides a service to the layer above it
Advantages	Reduces the complexity of the problem into manageable sub-problems. Devices can be manufactured to operate at a particular layer. Products from different vendors will work together.

Knowledge Organiser 6 : Network Security

1. Forms of Attack	
Malware	Software written in order to infect computers and commit crimes e.g. fraud or identify theft. Malware exploits vulnerabilities in software
Types of Malware	Malware is term that covers (among other things) viruses, trojans, worms, ransomware, spyware and adware
Phishing	Online fraud technique used by criminals. It is designed to get you to give away personal information such as usernames, passwords, bank details, credit card details... Achieved by disguising as a trustworthy source in an electronic communication, e.g. an email or fake website.
Brute Force Attack	A trial and error method used to decode encrypted data (such as passwords). Uses every combination until it hits upon the correct one.
DOS Attack	Denial of Service attack. Floods a server with useless traffic causing the server to become overloaded and unavailable
DDOS Attack	Distributed Denial of Service Attack. Using multiple computers (zombies) in a Botnet to undertake a DOS attack
Data Interception and Theft	Stealing information from an unknowing victim's computer in order to get confidential information, or to compromise their privacy. E.g. to sniff usernames and passwords
SQL Injection	A technique used to view or change data in a database by inserting additional code into a text input box, creating a different SQL command
Zero Day Attack	An attack using an unknown and undocumented vulnerability in software code (unknown to the code owner)

3. Identifying and Preventing Vulnerabilities	
Malware	- Security software (Spam filter, Anti-virus, Anti-spyware, Anti-spam) - Enabling OS and security software updates. - Staff training - Backup files regularly onto removable media.
Phishing	- Strong security software. - Staff training: awareness of spotting fake emails and websites. - Staff training: not disclosing personal or corporate information. - Staff training: disabling browser pop-ups.
Brute Force Attack	- Network lockout policy, Using progressive delays. - Staff training
(D)DOS Attack	- Strong firewall and packet filtering - Properly configuring servers and auditing and monitoring systems

2. Threats posed to Networks	
Malware	- Files are deleted, become corrupt or are encrypted. - Computers crash, reboot spontaneously and slow down. - Internet connections become slow. - Keyboard inputs are logged and sent to hackers.
Phishing	- Accessing a victim's account to withdraw money, or purchase merchandise and services. - Open bank accounts, credit cards, cashing illegitimate cheques. - Gain access to high value corporate data. - Financial services can blacklist the company
Brute Force Attack	- Theft of data. - Access to corporate systems.
(D)DOS Attack	- Loss of access to a service for customers - Lost revenue - Lower productivity - Damage to reputation
Data Interception and Theft	- Usernames and passwords compromised - Disclosure / theft of corporate data
SQL Injection	- Contents of databases can be output, revealing private data. - Data in the database can be amended or deleted. - New rogue records can be added to the database.
People	Many system vulnerabilities are caused by people being careless: - Not installing operating system updates. - Not keeping anti-malware up to date. - Not locking doors to computer rooms. - Not logging off or locking their computer. - Leaving printouts on desks. - Writing passwords down on sticky notes attached to computers. - Sharing passwords. - Losing memory sticks / laptops. - Not applying security to wireless networks. - Not encrypting data.

Data Interception and Theft	- Encryption and using virtual networks - Staff training and computer use policies
SQL Injection	- Validation on text boxes - Database permissions

Knowledge Organiser 7 : Systems Software

1. Definitions	
Systems Software	Systems Software is the software used to control the hardware of the computer. It is contrasted to application software which is used to enable the user to perform tasks and create content and products
Operating System	An operating system is a piece of system software that communicates with the hardware of the computer and allows other programs to run. It is comprised of system software, or the fundamental files your computer needs to boot up and function
Peripherals	Peripherals are controlled by software called device drivers. Standard drivers (mouse and keyboard) are included in the operating system, however more specialist peripherals may need drivers programmed by the manufacturer which convert signals into machine code and are installed separately
Utility Software	Utilities are programs that are installed to perform a specific function, usually to improve the efficiency or security of a computer system

2. The Function of Operating Systems

What does an Operating system do?	An operating system manages all of the software and hardware on the computer. Most of the time, there are several different computer programs running at the same time, and they all need to access your computer's central processing unit (CPU), memory, and storage. The OS co-ordinates this activity
Interaction	A user interacts with the computer by means of an interface provided by the operating system

3. Types of Interface

GUI	A Graphical User Interface provides windows, icons, menus, (mouse or other) pointer... Sometimes calls WIMP. It is visual, interactive, and intuitive. Optimised for mouse/touch input
CLI	A Command Line Interface is text based. It uses less resources than a GUI. It is more efficient but harder to learn. Often repetitive processes can be automated with scripts
Menu	A Menu Interface presents successive menus to the user with options to choose at each stage. Often used with buttons on a keypad. (Think calculator when you press the 'MENU' button)
Natural Language	A Natural Language Interface responds to questions in a spoken language. They are not always reliable but are improving all the time. (Think Siri or Alexa)

4. Features Often Provided by an Operating System

Multitasking	Running multiple applications at the same time by giving each application a small time-slice of processor time. This allows more than one program to be held in memory at a time, and data shared between them such as copy and paste. It also enables you to listen to music on your PC at the same time as word processing for example
Memory Management	When programs are loaded, the operating system decides where they are held in memory. Over time the memory becomes fragmented as programs are loaded and closed because they use different amounts of memory. The operating system must keep track of different program fragments. When the memory is full, the operating system uses virtual memory
Device Drivers	Translates operating system instructions into commands that the hardware will understand. Each peripheral will need a device driver and many common ones are built into the Operating System
User Management	Providing for different users to log into a computer. The operating system will retain settings for each user, such as icons, desktop backgrounds etc. Each user may have difference access rights to files and programs. A client server network may impose a fixed or roaming profile for a user, and manage login requests to the network.
File Management	Data is stored in files. An extension to the filename tells the operating system which application to load the file into. Files can also be placed in folders for ease of organising

5. Examples of Utility Software

Encryption	Encryption utilities use an algorithm to scramble plain text into cipher text. It can be decrypted and read again with a Key
Defragmentation	Defragmentation utilities reorganise files on a hard disk, putting fragments of files back together, and it collects together free space. This reduces the movement of a read/write head across the surface of the disk, which speeds up file access. Solid state drives should not be defragmented (it is unnecessary as they have no moving parts. It also reduces their lifespan)
Compression	Compression utilities reduce the size of a file so that it takes up less space, and is quicker to download/upload. Compressed files must be extracted before they can be read. Compression is lossy or lossless
Backup	Backup utilities take a copy of the data and place it elsewhere (disks, tapes, cloud, etc.). Backups can be either full (backup everything) or incremental (back up changes since the last backup).

BLOCKING

Planning your positioning and movement around the stage, including entrances and exits.

Year 11 Term 3 Component 2 - Scripted work

SET DESIGN

Deciding on the different elements that will be used to create a visual interpretation of the environment/setting of the scene.

PERFORMANCE SKILLS



Vocals - Pitch: How high or low your voice is.

Vocals - Emphasis: 'Highlighting' a specific word or phrase, by changing at least one aspect of your vocals.



Vocals - Power: The amount of tension in your voice. This is not the same as volume - you can have large vocal power at a low volume.



Spatial Awareness: The ability to see yourself, (in relation to other actors/set), in the stage space to create a specific effect.



Vocals - Pace: The speed that you speak at.



Vocals - Articulation: The way that you pronounce each letter in a word. If using a high level of articulation, you would pronounce every letter in every word.



Eye Contact: Choosing to look at a specific performer, object, audience member or direction.

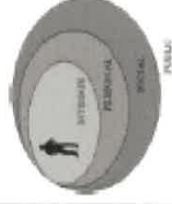


Direction: The position you face or move in.



DRAMA TERMS

Script: The entire play written down. Scripts include all the dialogue that the characters speak, stage directions and a brief overview of the setting.



Proxemics: The use of space/distance to communicate relationship.

Given Circumstances: Everything that the script tells you. The 'world' of the play - the things that make the play that play and not a different play.

• **Environmental** - Geographic location (inc. climate), date, year, season, time of day. Also includes the economic environment: the character's relationship to wealth or poverty, and the class of the character in relationship to the society in which they live.



• **Previous Action** - Any action mentioned in the play's dialogue that reveals any incident or action that took place before the current action of the play/scene began. Often called, 'exposition'.



• **Polar Opposition/Attitude** - Beliefs held by a character that are in direct opposition to the world in which the character lives. This opposition creates conflict. Conflict creates dramatic action.



Set designer - Designs the set and set dressing (objects placed on the stage) for a play. Provides sketches and other design materials. Oversees the construction / creation of the set.



Before / during rehearsals - researches the play including the social and political context. Creates mood boards. Works with actors ensuring the set works for them / communicates meaning. Ensures the set is built properly and safely.

AIMS at a glance- to learn about

- Composition of food
- Preparation, cooking and safe use of food
- The science of ingredients
- Food sources and origins
- Cultures
- Food choices and healthy well being
- Food choices and the global environment
- Being an informed food consumer

NEA and WRITTEN ASSESSMENT

Food investigation Task – 20%
Food preparation task – 30%
Written assessment – 50%

PRACTICAL SKILLS

- Skill 1 - General practical skills
- Skill 2 – Knife skills
- Skill 3 – Preparing fruit and veg
- Skill 4 – Use of the cooker
- Skill 5 – Use of equipment
- Skill 6 – Cooking methods
- Skill 7 – Prepare, combine and shape
- Skill 8 – Sauce making
- Skill 9 – Tenderise and marinate
- Skill 10 – Dough
- Skill 11 – Raising agents
- Skill 12 – Setting mixtures

GCSE FOOD PREPARATION AND NUTRITION- KNOWLEDGE ORGANISER

KEY WORDS

- ANALYSE
- HYPOTHESIS
- CONTROL
- MENU
- LIFESTAGE
- CULINARY TRADITIONS
- TIME PLAN
- DOVETAIL
- MISE en PLACE

TOP TIPS FOR COMPLETING NEA WORK

- Plan your work carefully
- Include aims and conclusions
- Explain and justify decisions
- Research must be concise
- Show case your practical skills
- Use subject specific terminology
- Nutritional knowledge must be evident

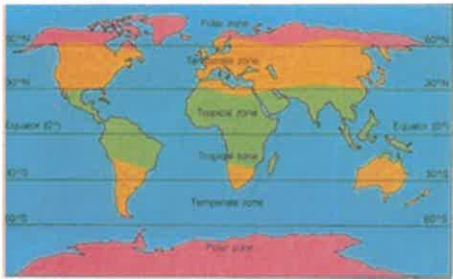
COURSE CONTENT

- Food nutrition and health
- Nutritional needs and health
- Food science
- Food safety
- Functional and Chemical properties of food
- Principles of food safety
- Food choices
- Cuisines
- Sensory evaluation
- Food provenance

Global pattern of air circulation

Atmospheric circulation is the large-scale movement of air by which heat is distributed on the surface of the Earth.	
Hadley cell	Largest cell which extends from the Equator to between 30° to 40° north & south.
Ferrel cell	Middle cell where air flows poleward between 60° & 70° latitude.
Polar cell	Smallest & weakness cell that occurs from the poles to the Ferrel cell.

Climate Zones	
The global circulation system controls temperatures by influencing precipitation and the prevailing winds. This creates distinctive climate zones.	
Temperate Climate	Mid-latitude, 50° - 60° north & south of the Equator. Here air rises and cools to form clouds and therefore frequent rainfall. e.g. UK.
Tropical Climate	Found along the Equatorial belt, this zones experiences heavy rainfall and thunderstorms. E.g. Brazil.
Polar Climate	Within the polar zones cold air sinks causing dry, icy and strong winds. E.g. Antarctica.
Desert Climate	30° north and south of the equator, sinking dry airs leads to high temperatures without conditions for rainfall. E.g. Libya.

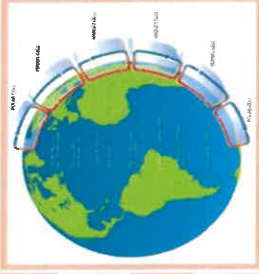


High and Low Pressure	
High Pressure	Caused by cold air sinking. Causes clear and calm weather
Low Pressure	Caused by hot air rising. Causes stormy, cloudy weather.

Types of precipitation

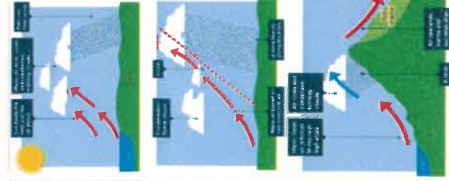
Katabatic Winds	Winds that carry air from the high ground down a slope due to gravity. e.g. Antarctic.
Trade Winds	Wind that blow from high pressure belts to low pressure belts.
Jet Streams	These are winds that are high in the atmosphere travelling at speeds of 225km/h.

What is precipitation?	
This is when water vapour is carried by warm air that rises. As it gets higher, the air cools and the water vapour condenses to form a cloud. As water molecule collide and become heavier, the water will fall to Earth as precipitation.	



What is wind?	
Wind is the movement of air from an area of high pressure to one of low pressure.	

Types of precipitation	
Convictional Rainfall	When the land warms up, it heats the air enough to expand and rise. As the air rises it cools and condenses. If this process continues then rain will fall.
Frontal Rainfall	When warm air meets cool air a front is formed. As the warm air rises over the cool air, clouds are produced. Eventually steady rain is produced.
Relief Rainfall	When wind meets mountains, the warm air is forced to rise quickly and cool. This leads condensation and eventually rainfall. When the air descend however, little very rainfall falls, creating a rain shadow.



Distribution of Droughts

Causes of Drought: El Nino effect

The El Niño effect is also associated with creating dry conditions.

Normally, **warm ocean currents** off the coast of Australia cause **moist warm air** to rise and **condense** causing storms and **rain** over Australia.

In an El Niño year (every 2-7 years) the **cycle reverses**. Cooler water off the coast of Australia reverses the wind direction leading to **dry, sinking air** over Australia causing **hot weather** and a **lack of rainfall**.

Topic 1 Global Hazards

Extremes in weather conditions	
Wellington, New Zealand	Very high wind speeds (248mkm/h) due to the surrounding mountains funnelling wind.
The Atacama, Chile	The Andes mountains block moist warm travelling any further west. This causes rainfall to the east, but a rain shallow to the west.
Mawsynram, India	This village see a lot of rain each year (11m per yr). This is due to the reversal of air conditions/directions from sea to land. In the summer, this contributes to monsoons.

Changing pattern of these Hazards	
Tropical Storms	Scientist believe that global warming is having an impact on the frequency and strength of tropical storms. This may be due to an increase in ocean temperatures.
Droughts	The severity of droughts have increase since the 1940s. This may be due to changing rainfall and evaporation patterns related to gradual climate change.

Distribution of Tropical Storms.

Formation of Tropical Storms	
1	The sun's rays heats large areas of ocean in the summer. This causes warm, moist air to rise over the particular spots
2	Once the temperature is 27°, the rising warm moist air leads to a low pressure. This eventually turns into a thunderstorm. This causes air to be sucked in from the trade winds.
3	With trade winds blowing in the opposite direction and the rotation of earth involved (Coriolis effect), the thunderstorm will eventually start to spin.
4	When the storm begins to spin faster than 74mph, a tropical storm (such as a hurricane) is officially born.
5	With the tropical storm growing in power, more cool air sinks in the centre of the storm, creating calm, clear condition called the eye of the storm.
6	When the tropical storm hit land, it loses its energy source (the warm ocean) and it begins to lose strength. Eventually it will 'blow itself out'.

Case Study: UK Heat Wave 2003	
Causes	Management
The heat wave was caused by an anticyclone (areas of high pressure) that stayed in the area for most of August. This blocked any low pressure systems that normally brings cooler and rainier conditions.,	
Effects	Management
• People suffered from heat strokes and dehydration. • 2000 people died from causes linked to heatwave. • Rail network disrupted and crop yields were low.	• The NHS and media gave guidance to the public. • Limitations placed on water use (hose pipe ban). • Speed limits imposed on trains and government created 'heatwave plan'.

Case Study: Typhoon Haiyan 2013	
Causes	Management
Started as a tropical depression on 2 nd November 2013 and gained strength. Became a Category 5 "super typhoon".	
Effects	Management
• Almost 4,000 deaths. • 130,000 homes destroyed • Water and sewerage systems destroyed caused diseases. • Emotional grief for lost ones.	• The UN raised £190m in aid. • USA & UK sent helicopter carrier ships deliver aid remote areas. • Education on typhoon preparedness.

The structure of the Earth	
The Crust	Varies in thickness (5-10km beneath the ocean. Made up of several large plates.
The Mantle	Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state that is in a state of convection.
The Inner and outer Core	Hottest section (5000 degrees). Mostly made of iron and nickel and is 4x denser than the crust. Inner section is solid whereas outer layer is liquid.
Convection Currents	
The Lithosphere is divided into tectonic plates which are moving due to convection currents in the asthenosphere.	
1	Radioactive decay of some of the elements in the core and mantle generate a lot of heat.
2	When lower parts asthenosphere heat up they become less dense and slowly rise .
3	As they move towards the top they cool down, become more dense and slowly sink .
4	These circular movements of semi-molten rock are convection currents
5	Convection currents create drag on the base of the tectonic plates and this causes them to move.

Types of Plate Margins

Destructive Plate Margin

When the denser plate subducts beneath the other, friction causes it to melt and become molten magma. The magma forces its way up to the surface to form a volcano. This margin is also responsible for devastating earthquakes.

Constructive Plate Margin

Here two plates are moving apart causing new magma to reach the surface through the gap. Volcanoes formed along this crack cause a submarine mountain range such as those in the Mid Atlantic Ridge.

Conservative Plate Margin

A conservative plate boundary occurs where plates slide past each other in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as the ones happening along the San Andreas Fault, USA.

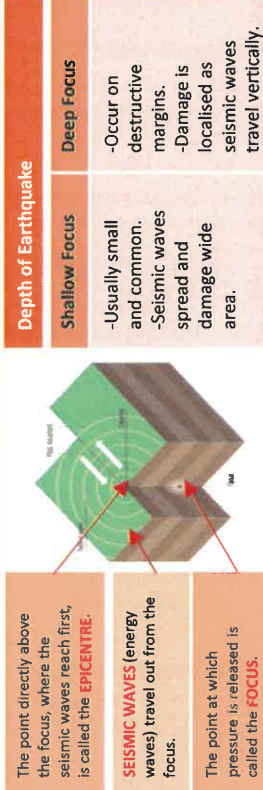
Collision Zones

Collision zones form when two continental plates collide. Neither plate is forced under the other, and so both are forced up and form fold mountains. These zones are responsible for shallow earthquakes in the Himalayas.

Types of volcanoes	
Shield	Made of basaltic rock and form gently sloping cones from layers of runny lava. Location: hot spots and constructive margins. Eruptions: gentle and predictable
Composite	Most common type found on land. Created by layers of ash and lava. Location: Destructive margins Eruptions: explosive and unpredictable due to the build of pressure within the magma chamber.
Hotspots	These happen away from any plate boundaries. They occur because a plume of magma rises to eat into the plate above. Where lava breaks through to the surface, active volcanoes can occur above the hot spot. E.g. Hawaii.
Case Study: Eyjafjallajökull Eruption, Iceland 2010	
Causes	- The North-American and Eurasian plates move apart- called constructive plate boundary. - The disruption caused by Eyjafjallajökull was the result of a series of small volcanic eruptions, starting on the 20th March and ending in the October.
Effects	The thick ice cap melted which caused major flooding. No reported deaths. Airspace closed across Europe, with at least 17,000 flights cancelled Costed insurers £65million to customers with cancelled flights.
Management	Iceland had a good warning system with texts being sent to residents within a 30 minutes warning. Large sections of European airspace were closed down due ash spreading over the continent. Airlines developed ash monitoring equipment

Causes of Earthquakes

Earthquakes are caused when two plates become locked causing friction to build up. From this **stress**, the pressure will eventually be released, triggering the plates to move into a new position. This movement causes energy in the form of seismic waves, to travel from the **focus** towards the **epicentre**. As a result, the crust vibrates triggering an earthquake.



How do we measure earthquakes?

Mercalli Scale	Richter Scale
- Measures how much damage is caused, based on observations, not scientific instruments. - Base from 'Instrument' and 'Weak' to 'Extreme' and 'Cataclysmic'. - Limitations is that its subjective due to it being based on perception.	- Is a scientific measurement based on the energy released. - Measured by seismometers using measurement from 1 – 10 - Logarithmic – each point up the scale is 10 times greater than the one before.

Volcanic Hazards	
Ash cloud	Small pieces of pulverised rock and glass which are thrown into the atmosphere.
Gas	Sulphur dioxide, water vapour and carbon dioxide come out of the volcano.
Lahar	A volcanic mudflow which usually runs down a valley side on the volcano.
Pyroclastic flow	A fast moving current of super-heated gas and ash (1000°C). They travel at 450mph.
Volcanic bomb	A thick (viscous) lava fragment that is ejected from the volcano.

Managing Volcanic Eruptions	
Warning signs	Small earthquakes are caused as magma rises up.
Monitoring techniques	Seismometers are used to detect earthquakes.

Temperatures around the volcano rise as activity increases.	Thermal imaging and satellite cameras can be used to detect heat around a volcano.
When a volcano is close to erupting it starts to release gases.	Gas samples may be taken and chemical sensors used to measure sulphur levels.

Preparation	
Creating an exclusion zone around the volcano.	Being ready and able to evacuate residents.
Having an emergency supply of basic provisions, such as food	Trained emergency services and a good communication system.

Earthquake Management	
PREDICTING	

Methods include:	
- Satellite surveying (tracks changes in the earth's surface) - Laser reflector (surveys movement across fault lines) - Radon gas sensor (radon gas is released when plates move so this finds that) - Seismometer - Water table level (water levels fluctuate before an earthquake). - Scientists also use seismic records to predict when the next event will occur.	

PROTECTION	
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You can't stop earthquakes, so earthquake-prone regions follow these three methods to reduce potential damage:	
- Building earthquake-resistant buildings - Raising public awareness - Improving earthquake prediction	

Earthquake proof buildings ideas	
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1. Counter-weights to the roof to help balance any swaying.	2. Roof made from reinforced cement concrete.
3. Foundations made from reinforced steel pillars, bail-bearings or rubber.	4. Windows fitted with shatter-proof glass to reduce breakage.
5. Lightweight materials that cause minimal damage if fallen during an earthquake.	6. Ensure gas pipes have an automatic shut off to prevent risk of fire.

What is Urbanisation? This is an increase in the amount of people living in urban areas such as towns or cities. In 2007, the UN announced that for the first time, more than 50 % of the world's population live in urban areas.	
Settlement Hierarchies If we group and classify a number of settlements according to their size and shape, the result is settlement hierarchy.	

Key Characteristics of Settlement Hierarchy. - The number of services that a settlement provides increases with settlement size. - Small settlements will only provide low-order services such as a post offices. - Larger settlements and conurbations have a much larger sphere of influence than smaller ones. - The range of a service or product is the maximum distance people are prepared to travel to purchase it.	
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Types of Cities	
Megacity An urban area with over 10 million people living there.	

More than two thirds of current megacities are located in either EDCs and LIDCs. The amount of megacities are predicted to increase from 28 to 41 by 2030.

World City Cities that are centres for trade and business. They hold global influence.	
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Key 'world cities' include London, New York, Tokyo and Paris. Most are located within ACs but are now gradually expanding into EDCs, for example Moscow.

Causes of Urbanisation	
The movement of people from rural to urban areas.	Push - Natural disasters - War and Conflict - Mechanisation - Drought Pull - More Jobs - Better education & healthcare - Increased quality of life. - Following family members.

Consequences of Rapid Urbanisation in LIDCs	
Although there are lots of opportunities in urban areas, the rapid growth can place many pressures that causes various problems.	Social Consequences - Little official housing available. - Infrastructure struggles to support growing population. - Increase in crime rates.

Environmental Consequences - Rubbish may not be collected. - Sewage and toxic waste pollutes river environments. - Increased congestion produces more pollution.	Economic Consequences - May not be enough jobs – increased unemployment. - Informal sector increases - access to education and healthcare.
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Counter-Urbanisation in ACs	
This is the movement of people from city centres to the outskirts.	Push - Overcrowding and pollution. - Unemployment increases. - Deindustrialisation of centre. - Traffic congestion increases CO². Pull - Green spaces & family friendly. - New modern housing estates. - Improved public transport. - Rents cheaper on outskirts.

Topic 5 Urban Futures

Suburbanisation	
This is the movement of people from city centres to the outskirts.	Push - Overcrowding and pollution. - Unemployment increases. - Deindustrialisation of centre. - Traffic congestion. Pull - Green spaces & family friendly. - New modern housing estates. - Improved public transport. - Rents cheaper on outskirts.

Consequences of Suburbanisation	
Environmental Consequences - New housing damages countryside and habitats. - Increase of cars adds air pollution.	Economic Consequences - People leaves centres and they become deserted. - Unemployment increases, which leads to poverty. Social Consequences - Offices and businesses are abandoned. - Economic and ethnic segregation.

Rapid Urbanisation: Life in Lagos, Nigeria	
Background Lagos is a port on the coast of Nigeria. Recently the city has experienced rapid population growth with 3.4 million extra people coming it home between 2000 and 2010.	
Effects of Urbanisation	
Social - Many live without electricity. - High diseases rate and life expectancy low.	Economic - High rate of corruption to officials. - Business is limited due to poor infrastructure. Environmental - Large scale traffic issues. - Slums such as Makoko are heavily polluted with poor sanitation.
Management - Authorities removed many dwellings in slums such as Makoko. - A loan of \$200 from the World Bank to improve drainage and solid waste. - New ideas such as the 'floating homes and school' have been suggested.	

Re-urbanisation in ACs	
This is the movement of people back into urban areas.	
Push - Lack of jobs in rural and suburban areas. - Less leisure and entertainment in rural areas. - Counter-urbanisation may have increased house prices.	Pull - Redevelopment of brownfield sites with improved housing. - Young people are attracted to the Universities. - People are attracted to entertainment facilities available.

Consequences of Re-urbanisation	
Social Consequences - Shops and services benefit from the additional residents. - Increase in tension between new and older residents. - House prices in redeveloped areas increase. - Schools benefit from the increase of students. - More jobs and less employment within the area.	

Environmental Consequences - Redevelopment of brownfield sites improves old industrial and polluted areas - Decreases pressures on greenfield areas. - Could destroy urban wildlife.	Economic Consequences - New shops and services will improve local economy. - Jobs available may not be accessible to original residents. - Urban tourism may increase.
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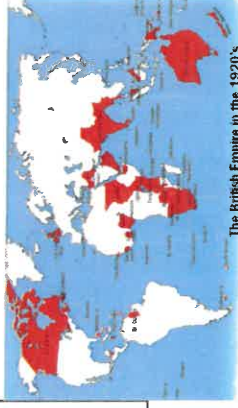
Informal Housing		Greenbelt Area	
This is housing that is built on land which does not belong to those who are building it. This may be on land that is unsuitable due to its surroundings.		This is a zone of land surrounding a city where new building is strictly controlled to try to prevent cities growing too much and too fast.	
Internal Growth		Conurbation	
Internal growth occurs when urban areas experience rapid rates of population growth. This comes as a result of a large amount of arrival of people in cities, who after finding a job, house and partner will have children. This occurs mostly in LIDCs.		A conurbation is a region comprising a number of cities, large towns, and other urban areas that, through population growth have merged to form one continuous urban or industrially developed area. For example: Greater Manchester includes <i>Manchester, Bolton, Oldham, Bury and Rochdale</i>	
AC: Challenges & Opportunities for Cities: LEEDS Case Study			
Location and Background		City's Importance	
Leeds is the largest city in Yorkshire and the 3rd largest in the United Kingdom. The city is at the heart of a conurbation which includes cities such as Bradford and Huddersfield. 		- Previously called Constantinople, it has been the capital of 3 major empires. (Roman, Byzantium and Ottoman) - Its location means it is the gateway between Asia and Europe. - It is both a mega city and a World City making it a very important city. - Around one 5th of Turkey's population live in Istanbul.	
Migration to Leeds		Istanbul's way of Life	
Leeds began in Saxon times but developed into a major manufacturing location during the Victorian era of the 1800s. Now Leeds is a truly multicultural city with 17% being from black and other minorities communities. - Many commonwealth populations, such as India, moved in during the 1950s. - The city is also home to a large Irish community from the mid 21st century. - Polish, Ukrainian & Hungarian refugees arrived after WWII. 		- It is a busy city with many cultures. - The Muezzin's call to prayer is an unmissable sign that Islam is significant. - A modern and thriving nightlife with many bars shows a new future. - Turks are incredibly proud of being Turkish, flags fly all through the city.	
City Challenges		A sustainable future?	
- There is a lack of affordable housing, especially for the young generation. - Social inequality including deprivation and poverty is a problem for young people. - Some communities are being replaced by students (studentification) which then require different services. - The rapid increase in population has caused pressures on transport and services such as education.		The integrated transport system where all transport types are linked together should reduce traffic on the roads. This includes the development of a rapid bus transport system. This should - reduce carbon emissions from cars - Provide jobs now and in the future - More time to work increasing productivity. - Encourage walking to increase health and local coffee shops.	
EDC: Challenges & Opportunities for Cities: Istanbul Case Study			
Location and Background		City's Importance	
Istanbul as an extremely important location. It straddles Bosphorus strait which links the Black Sea to the Mediterranean sea and is where Asia meets Europe. 		- Previously called Constantinople, it has been the capital of 3 major empires. (Roman, Byzantium and Ottoman) - Its location means it is the gateway between Asia and Europe. - It is both a mega city and a World City making it a very important city. - Around one 5th of Turkey's population live in Istanbul.	
Migration to Istanbul		Istanbul's way of Life	
Traditionally it is rural to urban migration that has dominated Istanbul. Workers from less developed regions of Turkey migrated to Istanbul in search of work. Today there is more international migration, mainly from Syria. This can be classed as forced migration as people were forced from their homes in Syria due to war. The result is that Istanbul is now a multicultural city. Only 30% of the residents were born in Istanbul and the consequence is massive urban sprawl. 		- It is a busy city with many cultures. - The Muezzin's call to prayer is an unmissable sign that Islam is significant. - A modern and thriving nightlife with many bars shows a new future. - Turks are incredibly proud of being Turkish, flags fly all through the city.	
City Challenges		A sustainable future?	
Traffic congestion is the main issue in Istanbul. In 2014 it was named the most congested city in the world. The average speed at rush hour is 8kph causing commuters to spend an average of over 2 hours a day in their cars. This causes carbon emissions and stress during traffic, plus a reduction in productivity. The air pollution in the city exceeds WHO limits.		The integrated transport system where all transport types are linked together should reduce traffic on the roads. This includes the development of a rapid bus transport system. This should - reduce carbon emissions from cars - Provide jobs now and in the future - More time to work increasing productivity. - Encourage walking to increase health and local coffee shops.	

Enquiry: What was it like to be a Modern migrant to England? 1900-present?

Outline: After 1900, Britain was involved in two world wars. People from all over the Empire fought for Britain and the wars resulted in enormous movements of people. The Empire was dismantled from 1946 onwards which led to more movement to Britain as did Britain's decision to join the EEC. This freer movement of people was limited by Britain's decision to exit the EU in 2016.



History – GCSE Knowledge Organiser Topic 13



Key individuals.

Doreen Lawrence. When police failed to fully investigate the racist murder of her son in 1993, she pursued justice until two of the killers were found guilty in 2012. She is now in the House of Lords.



Alford Gardner. From Jamaica, he joined the RAF in 1943 and served as an engineer. In 1948 Gardner came to Britain on the Windrush to settle. He settled in Leeds and set up a Caribbean Cricket Club.



Roy Hackett. Inspired and led the Bristol Bus Boycott when he Refused to move in front of a bus. Went on to start the St Paul's Festival which is now the Carnival. Hackett arrived in Britain in 1952 from Jamaica.



Key vocabulary:

Asylum: protection provided by a state to someone who has fled their country due to persecution.

Brexit: Britain's departure from the EU after the 2016 referendum.

British National Party: Far-right fascist party founded in 1982.

British Union of Fascists: British political party formed in 1932 by Oswald Mosley which copied the Nazi party in Germany.

Colonies: a country ruled by a larger one as part of an empire.

Colour bar: denying ethnic minority people access to the same rights and opportunities as white people.

Decolonisation: granting independence to colonies.

Dominions: a country with a high level of self government but still part of the British "commonwealth" of nations.

Economic migrants: people who move to another country looking for higher wages and a better standard of living.

European Economic Community (EEC): economic union of countries which then became the European Union.

HMO: Houses of multiple occupation which let landlords rent to many different tenants.

Interned: to hold someone prisoner, often for political reasons.

Institutionally racist: racism embedded in an institution that influences the ways people work there.

Kindertransport: policy to allow Jewish children to come to Britain during the 1930s to avoid Nazi persecution.

National Front: Far-right party with fascist views. Founded in 1967.

People smugglers: people who illegally smuggle refugees across country borders for money.

Refugee: someone forced to leave their country to escape war or persecution.

United Nations: international organisation that aims to maintain world peace.



Date	Event	Factors
1936	Battle of Cable Street	Attitudes
1948	British Nationality Act	Government Economics
1963	Bristol Bus Boycott	Attitudes Economics
1973	Britain joined the EEC (European Economic Community)	Government Economics
1976	Race Relations Act	Government Economics Attitudes
1993	Murder of Stephen Lawrence	Government Attitudes
2016	Referendum on membership of the EU resulted in Britain leaving	Economics Attitudes Government

Enquiry: What was it like to be a Modern migrant to England? 1900-present?

Key facts on the reasons to migrate to England

The world wars led to mass migration around the world. Soldiers fought in both wars from across the Empire. Jewish children were evacuated to Britain to escape persecution. After WW2, Britain asked people to migrate from the Empire to help rebuild Britain. Creation of NHS required workers Migrants from India and Pakistan fled persecution. Asian migrants to Kenya and Uganda then moved to Britain after independence. Membership of the EU led to economic migrants from Europe. Series of wars across the world in countries like Syria and Ukraine have led to refugees fleeing war or persecution. English as a common language makes Britain attractive as a destination = legacy of empire.

Prior learning?

Migration
Socio-economic
WW1/WW2
Antisemitism

Key facts on the experiences of migrants

Belgians in WW1 were welcomed and supported. Resident Germans were interned as enemy aliens. Tension over jobs – lascars took on many shipping jobs in WW1 and returning seamen wanted jobs back = violence in ports like Cardiff. Some in Britain copied Nazi ideas about migrants before WW2 = fascists like BUF. Poles in WW2 were mostly welcomed. Many Italians and Germans were interned. Anti-migrant views grew after WW2 and was reported in the media. **Enoch Powell** made the Rivers of Blood speech in 1968 which led to further attacks on some migrants. Race riots broke out in areas like Brixton in 1981 and Burnley in 2001 due to economic hardship and racism.

Exam question focus: 16 mark factor question + 4 SPaG
Government/economy/attitudes/religion

History – GCSE Knowledge Organiser Topic 13



Key facts on the impact of migrants on England

Parliament reacted to protect migrants in several Race Relations laws in 1965, 1968 and 1976. Parliament also began to restrict those entering with Commonwealth Immigrants Acts in 1962, 1968 and 1971. Migrants took action to achieve equal treatment. **Doreen Lawrence** campaigned for justice for her murdered son. Pressure groups like **Show Racism the Red Card**, **Black Lives Matter**, **Anti-Nazi League** campaigned for equal rights. Textile industry rebuilt by Pakistani migrants to Bradford. London Transport pioneered hiring migrants for the service. NHS recruited heavily from migrant communities. By 2003 29% of doctors and 43% nurses were born outside of the UK. New community bases set up with self-help groups and strong unification. Chinatown in Manchester and Golden Mile in Leicester became tourist attractions. Huge influence on British diet. Huge range of religious diversity brought to UK. Immense influence on art, culture, sport, politics. Athlete **Mo Farah** was born in Somalia. **Marcus Rashford** as a west Indian grandmother. **Jess Ennis** has a Jamaican father. Windrush scandal affected many migrants who arrived as children but weren't given documents.

Case study: Bristol

Bristol was built on money made in the trade in enslaved people which is a difficult legacy. 2020 saw the Colston statue thrown in the harbour.

After the British Nationality Act, Caribbean migrants arrived to work but living conditions in areas like St Paul's were poor with HMOs.

Campaigns grew for equal treatment and led to the Bus Boycott in 1963 led by **Paul Stephenson**, **Roy Hackett** and **Owen Henry**.

Bristol set up its own Race relations Council 1968 saw the first **St Paul's Festival**. From 1991 it has been known as the St Paul's Carnival. Bristol is now a culturally diverse city.

Case study: Leicester

The strong textile and shoe industry attracted migrants – many Punjabi Sikhs and those from Pakistan and Bangladesh.

1960s – Gujarati and Punjabi families moved from East Africa.

Strong communities built with Hindu temples, Sikh Gurdwaras and mosques.

1972 – **Idi Amin** expelled whole Asian population of Uganda and many fled to Britain. National Front set up anti-migrant marches.

Large economic impact through Asian entrepreneurs who set up businesses like the one that now owns Poundstretcher.

Belgrave Mela Festival set up

Belgrave Road = Golden Mile of jewellers and holds the largest Diwali festival outside of India.



Furthering learning

Want to find out more about Modern Migration?



Enquiry: Notting Hill case study

Outline: Notting Hill in London was the centre of migration from the Caribbean from the 1940s to 1970s. Notting Hill was near to Paddington station so was a natural stopping off point before moving on, but many arrivals stayed instead. The British Nationality Act made all subjects of the British Empire British citizens and they were encouraged to settle migrate. When they arrived many faced hostility and discrimination which surprised them.

TITLE FOR FREEDOM
ST OLD BAILEY



Date	Event	Factors
1948	Windrush Arrival in Britain.	Attitudes Government Economics
1958	Notting Hill riots	Attitudes Economics
1958	Jones set up the West Indian Gazette	Attitudes
1959	Murder of Kelso Cochrane	Attitudes
1963	Notting Hill Housing founded	Economics
1966	First Notting Hill Carnival	Economics Attitudes
1970	Mangrove Nine case	Attitudes Government



History – GCSE Knowledge Organiser Topic 14



Key individuals.

Norwell Roberts. From Anguilla in the Caribbean, Roberts was the first Black officer in the Metropolitan Police in 1967. He tried to join in 1965 but was turned down with no reason given. He served for 30 years, despite racism, bullying and blocked promotion and inspired others to join.



Claudia Jones From Trinidad, she spent her life fighting for civil rights. Set up the first Black newspaper, the first carnival in London and lobbied to overcome the colour bar at London Transport. Martin Luther King asked to meet her when he visited London.



Frank Crichlow. From Trinidad, he opened The Mangrove restaurant at 8 All Saints Road in Notting Hill. It became a centre of the community with famous guests like Diana Ross and Muhammed Ali. Frequently faced raids and was one of the Mangrove Nine in the famous trial in 1970 where all were acquitted of inciting a riot.



Key vocabulary:

All Saints Road: central hub of Notting Hill
Archaeology: study of artefacts buried in the ground.
Artefact: a historical object like a coin or a chair.
British Black Panthers: influenced by the US version, it focused on social campaigns to support communities and protect from police brutality – BBP.
Circulation: number of people who regularly read a newspaper
Colonies: a country ruled by a larger one as part of an empire.
Colour bar: denying ethnic minority people access to the same rights and opportunities as white people.
Context: the wider setting of a historical source.
Criteria: benchmarks by which you judge something before looking at a source.
Deported: forced by a government to leave a country where you are not a citizen.
HMO: Houses of multiple occupation which let landlords rent to many different tenants.
Institutionally racist: racism embedded in an institution that influences the ways people work there.
Oral: spoken sources like interviews, songs
Pirate station: a radio station that broadcasts without a licence
Portobello Road Market: main street market in Notting Hill
Propaganda: deliberate mass persuasion.
Provenance: where a source comes from – who made it, when and why.
Refugee: someone forced to leave their country to escape war or persecution.
Shebeens: unofficial clubs in houses or abandoned buildings.
Statutory tenancy: a lease on a rented property so a landlord cannot suddenly evict and controls how much rent is paid.
Sus Law: permission for police to stop, search and arrest based on suspicion of a future crime.
Teddy Boys: a youth movement where boys dressed in Edwardian clothes and listened to rock and roll. Some were violent and racist.
Xenophobia: fear of something or someone who is foreign.



100 Years of the
NOTTING HILL
GATE. W.I.I

Enquiry: Notting Hill case study



History – GCSE Knowledge Organiser Topic 14



Key facts on the national and regional context

WW2 had seen Britain aided by their Empire to fight. After the war, GB needed migrants to help rebuild and replace population losses. Many in the Caribbean saw Britain as the "mother Country" and felt strong loyalty. NHS and London Transport needed workers. Black workers were paid less. Rationing continued in Britain until the 1950s. 1960s was "Swinging" and led to young people enjoying new music and fashion.

Prior learning?

Migration
Socio-economic
WW2

Key facts on the local context

Migrants arrived at **Paddington** from the boat train and were welcomed by Caribbean High Commissions. Notting Hill was nearby and had cheap accommodation and landlords willing to rent to Black people. Caribbean culture grew around street markets (**Portobello Road**) or cafes (**All Saints Rd**). Houses overcrowded and in poor condition = no legal protection. **Peter Rachman** rented 80 properties and made £80,000 yearly but places were poor. 1965 Rent Act improved conditions and fair rents. Notting Hill Housing in 1963 also set up cheap and safe housing for locals = 1,000 housed by 1970. Strong music scene developed at Portobello – 1969 **Island Records** from Jamaica moved there and brought in ska, calypso, **Bob Marley's** reggae.

Key facts on the impact of Caribbean culture

Shops and markets brought Caribbean culture and food (spices, Tabasco sauce). All Saints had pubs like **The Apollo**. **The Piss House** was on Portobello and targeted Black and white working class – especially Irish. New cafes like **El Rio** in 1959 – **Frank Crichlow** and **The Mangrove**. Calypso and reggae only played on pirate stations at first. Calypso singers like **Aldwyn Roberts (Lord Kitchener)**. Ska, Rock Steady, Dub, Lovers Rocks, Roots, Soca, Blues and Soul not stocked in white owned record shops. 1969 **Basing Street Studios** opened and used by **Marley, Rolling Stones, Diana Ross**. Nightclubs opened for just Black people: **Metro Club** on St Luke's road in 1968. Black people from all of London went = queues of 400. **Aswad** played - police regularly raided. Shebeens = places to smoke, gamble and drink with music. Often raided. Sound systems came from **Jamaica** – led to sound clashes. Duke Vin pioneered this. Mutual self-help organisations = **The London Free School 1966**, **The Unity Association** and **The Black People's Information Centre 1970**. **Pardner Schemes** to buy own homes set up by **Sam King**.

Exam question focus:

Describe two features... 4 marks
How useful are sources A and B for.... 8 marks
How could you follow up Source A to find out more about.... 4 marks



Key facts on racism and policing

1950s **Metropolitan Police** had 16,400 and 97% were white men. **Norwell Roberts** was the first Black Met officer. Police were often racist against the Black community. **The West Indian Federation** recommended the Met learned about Caribbean culture but they refused. **Teddy Boys, White Defence League and BUF** organised attacks on Black people. WDU had an office in Notting Hill. 1958 Notting Hill riots = 400 white people attacked Caribbean homes for 6 nights. Black people retaliated. 108 arrested 72 white and 36 Black 1959 – **Kelso Cochrane** murdered by a racist gang. Murderers never caught. Media said the killing wasn't racist. Hundreds attended the funeral – organised by **Claudia Jones**. Prime Minister of Jamaica visited Notting Hill. **West Indian Standing Conference** set up to campaign for better community relations. **Inter-Racial Friendship Coordinating Council** asked the UK PM to make racially motivated violence a crime = he refused but allowed WDL to hold a rally in Trafalgar Sq. **Mosley's Union Movement** helped to stir tension in Notting Hill and he held rallies there. Mosley ran a racist campaign for Parliament in **Kensington North** seat (Notting Hill area) but he lost with only 8%

Key facts on Black British activism

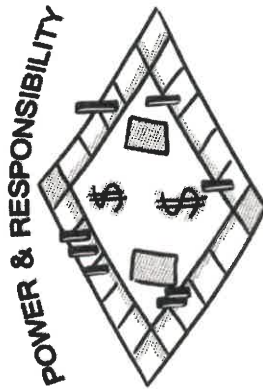
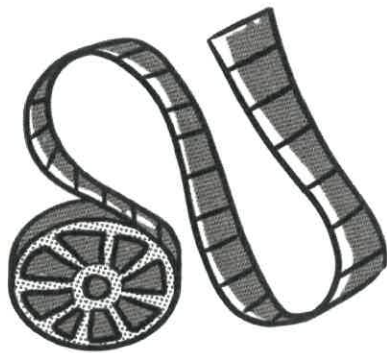
Claudia Jones set up the **West Indian Gazette** in 1958 = 15,000 circulation. Office in Brixton saw huge racial abuse. 1959 **Caribbean Carnival** first in Kings Cross. BBC televised it. 1966 first **Notting Hill Carnival** in August. Now every year. **BBP** founded in 1968 with leaders like **Darcus Howe** and **Olive Morris**. Mangrove restaurant became a centre of Black culture but was often raided by police = 9 times from Jan 1969-July 1970. BBP organised a 1970 march to protest harassment at Mangrove. Many were arrested and on trial = **Mangrove Nine** like Howe. All acquitted of major crimes. Judge said there was racism on both sides.



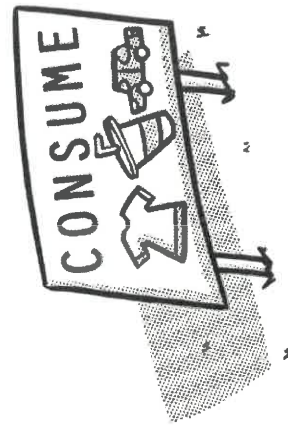
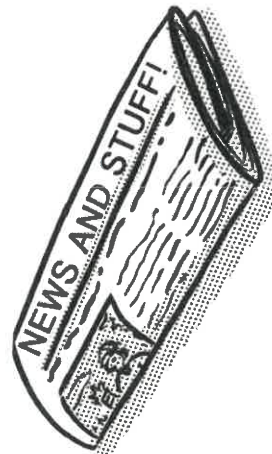
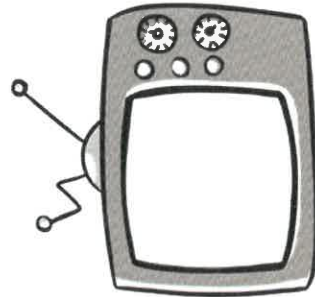
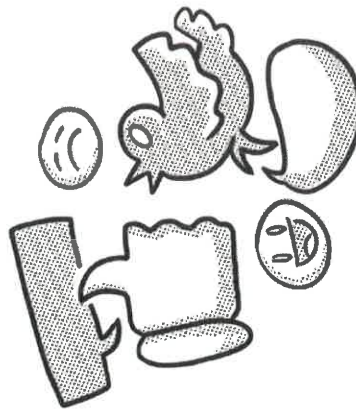
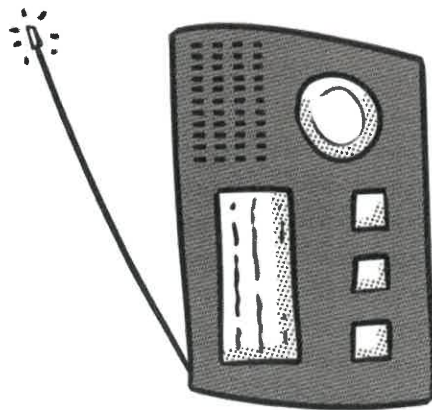
Furthering learning

Want to find out more about the Notting Hill Carnival?





PIXL Media Studies



GraspIT

Industries and Technologies

- There is no doubt that **technological growth** and **developments** have changed the media landscape and the way audiences consume media products. Referring to the work of contemporary media theorists such as **Henry Jenkins** and **Clay Shirky**, produce a magazine article (for a publication such as the **Media Magazine**) that explores the ways in which new technologies have changed the way producers **produce**, **distribute** and **market** media products. You should include key facts and quotes in your article, alongside examples across the nine different media forms in your double page article.

Industries and Funding

- In order to understand how **funding** works you are going to produce three different pitches to secure funding for a new **media product** (for example a new film or TV series). Each pitch will aim to secure funding from a different source. The three sources are:
Government funded.
Not-for-profit.
Commercially funded.
- Think about how you would tailor your pitch to suit the needs of each **funding source**. You should then write and deliver your pitch, addressing how your product would meet the needs of the **target audience** alongside the funding source.

Industries and Regulation

- In order to understand **regulation** you need to be able to explain how regulation has played a role in shaping the media products audiences consume. Create a GCSE lesson explaining and exploring the function of regulation within the media on a **national** and **global scale**. Within this, you should explore the different types of regulation that function on a national and global scale.

MEDIA INDUSTRIES

noun:

A collection of businesses that produce and distribute media content

Industries and Media Production

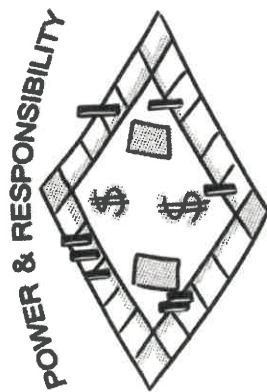
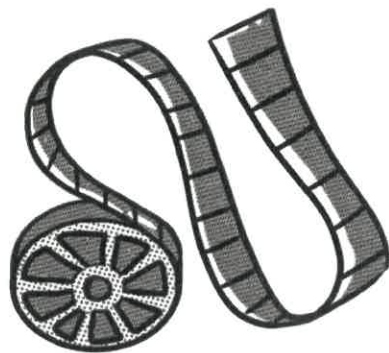
- Explore the pros and cons of the **concentration of media ownership**. In your opinion, is it a good thing for **audiences** and **producers**?
- How has the concentration of media ownership affected the ways in which **audiences access** and **consume** media texts?
- In your opinion, how do media products reflect the **social, cultural, historical** and **political** contexts in which they are made?

Industries and Ownership

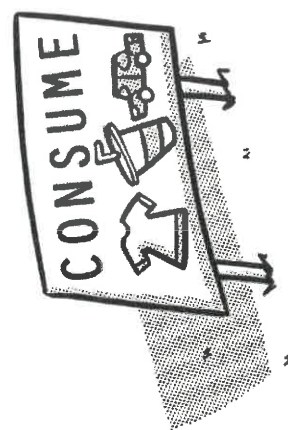
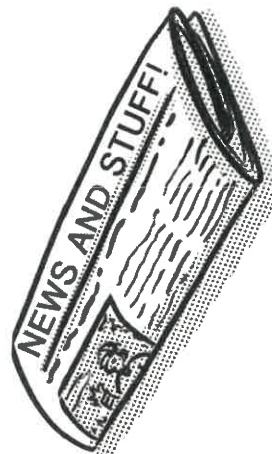
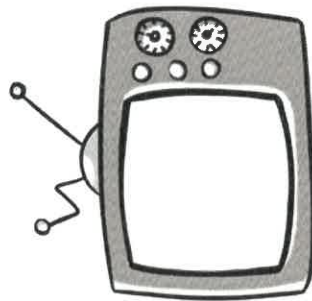
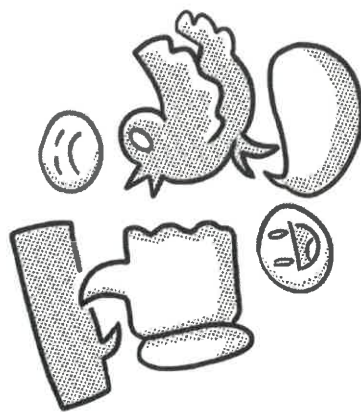
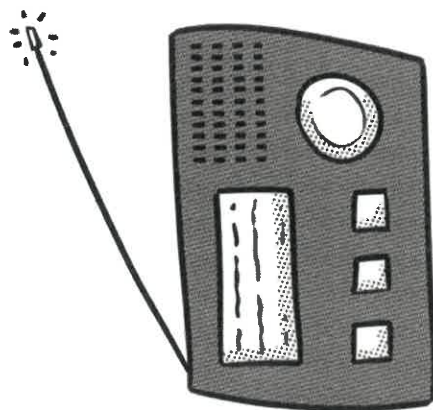
- Two key terms within the area of media ownership are:
Globalisation.
Cultural imperialism.
- In order to fully understand these, you should carry out research into these two terms and find examples of how these have affected different **cultures**, focusing on examples across the nine different media forms. Can you find examples of newspaper and magazine articles (from publications such as **The Guardian** and **Media Magazine**) that explore the impact of these two terms within the modern media landscape?

Industries and Convergence

- In order to understand **convergence** fully you need to have a clear understanding of the impact of convergence within media industries across **different platforms**. Choose an industry to explore, assessing how convergence has played a role in **shaping** that specific industry. Refer to specific examples/evidence.
- You also need to have a secure understanding of **cross media ownership**. Can you find examples of convergence between **content** providers, **network** providers and **platform** providers?



PiXL Media Studies



KnowIT

Industries and Technologies

- There are many challenges for media regulation presented by 'new' digital technologies. Explore and explain the debates about:
Online, **social networking abuse** and **bullying**.
Online anonymity.
Rights and responsibilities of ISPs and social networks.
Public interest versus **rights of the individual**.

Industries and Media Production

- You need to have an understanding of how the media industries' processes of **production**, **distribution** and **circulation** affect media forms and platforms. Choose three different mediums and research how production, distribution and circulation within that medium varies between texts that are produced by **global corporations** and those produced by **smaller independent companies**.
- You need to show an understanding of **patterns of ownership**. Explain what is meant by the following terms:
Mergers.
Demergers.
Takeovers.
Concentration of ownership.
- Produce an **infographic** exploring these key terms.

Industries and Ownership

- Explore the effect of **ownership** and **control** of media organisations on the products produced within that industry.
- Write your own definitions for the following **ownership** terms:
Conglomerate ownership.
Diversification.
Vertical integration.
Horizontal integration.

MEDIA INDUSTRIES

noun:

A collection of businesses that produce and distribute media content

Industries and Convergence

- Explain the term **media convergence**, find examples of this in contemporary media and explore the impact it has on **production** and distribution of **media texts**. What is the impact of cross media ownership on **audiences** and **producers**?

Industries and Funding

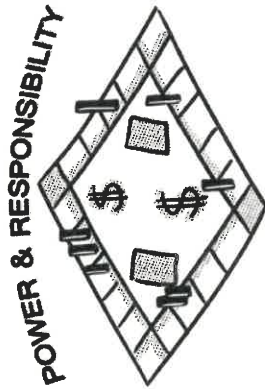
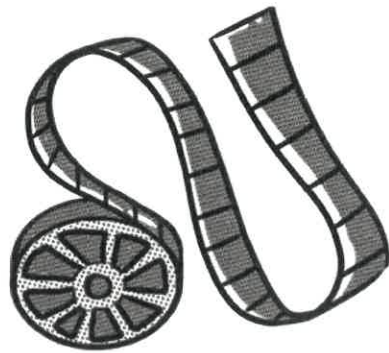
- Can you research the different ways media products are **funded**? Produce a fact sheet explaining this information for new GCSE Media Studies students. You should include links to sources of information. In your opinion, how important is funding in determining the **success** of a media product? Can products with limited funds become successful with mainstream audiences?
- There are many different forms of **funding** across the nine areas of the media. Explain the following then compare their **importance** within the media industry (how do they shape the products they fund?):
Role of **television licence**.
Advertising (direct sales).
Sponsorship.
Product placement.
Charity funding (the voluntary sector).

Industries and Regulation

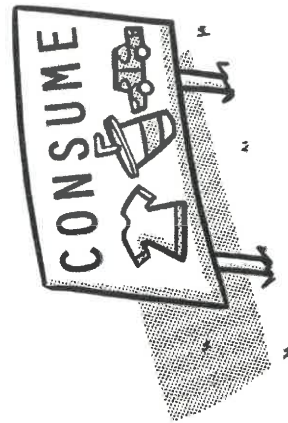
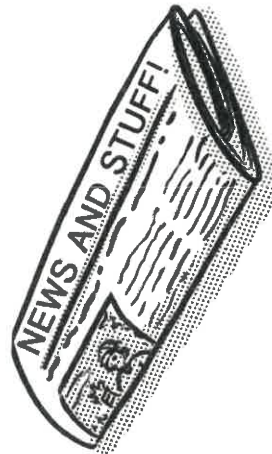
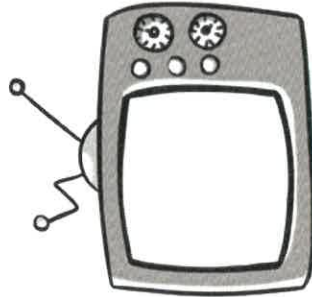
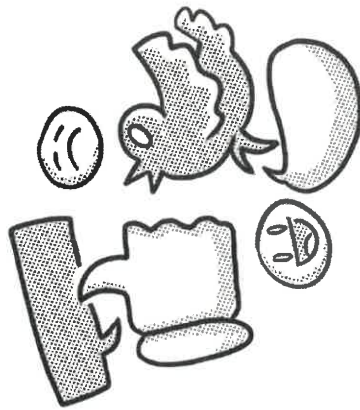
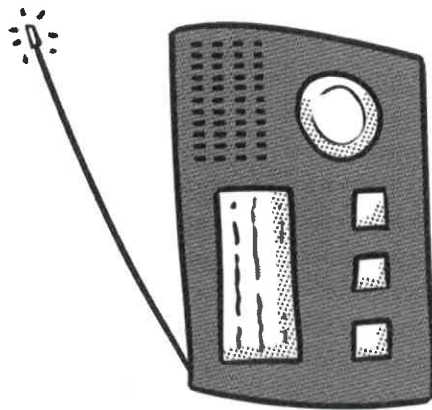
- You need to have an understanding of the nature of regulatory bodies in the UK, carry out research into each of these regulatory bodies and produce a short animation or an infographic explaining their purpose within the media:
The **Office of Communications** (Ofcom).
The **Independent Press Standards Organisation** (IPSO).
The **Video Standards Council** (VSC).
The **British Board of Film Classification** (BBFC).
The **Advertising Standards Authority** (ASA).
The **Pan European Game Information** (PEGI).

GCSE Media Industries

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Partners in excellence



PiXL Media Studies



ThinkIT

Industries and Technologies

- Evaluate the role the **Internet** has played in shaping and developing the way products are **produced, distributed** and **consumed** by modern audiences.
- Explore the **positives** and **negatives** offered to media industries through **online distribution**.
- How has **technology** changed media industries?

Industries and Media Production

- Explain how the nature of **media production** is affected by the **scale** of the company producing the product. Compare and contrast the working practices of **large organisations**, who own the products they produce, with those conducted by **individuals** and **small groups**. What are the key differences between the working practices and the media texts produced and distributed by these two different types of industries?
- How important is **personnel** and **technologies** within the process of production? Assess the impact of different **production processes** on various media products across the nine media platforms.
- Can you produce an informative guide to the different models of **working practices** across different media industries? You should make your guide visually interesting with plenty of examples.
- Evaluate the similarities and differences between media products across three different mediums, exploring **when** and **where** they were produced.
- What **work experience** or **skills** would you need to possess to work within various media industries? Choose three different roles in different industries.

Industries and Convergence

- Assess the impact of the increasingly **convergent** nature of media industries across different platforms. Refer to specific case study examples in your response.
- To what extent does **media ownership** determine the potential success of a media product?

MEDIA INDUSTRIES

noun:

A collection of businesses that produce and distribute media content

Industries and Funding

- Evaluate the importance of funding within the landscape of **contemporary media production**. What is more important, **funding** or **creativity**?
- Once you have established the role of funding within the media you need to think about the importance of different funding models. Evaluate the impact **funding sources** have on the content of media products. You should explore products that are:
Government funded.
Not-for-profit.
Commercially funded.

Industries and Ownership

- You need to be able to think about how the media operate as **commercial industries** on a **global scale**, and reach both large and specialised audiences.
- In your opinion, what impact does the **increase in global media** have on media products and distribution?
- Assess how influential **global markets** are within the production of contemporary media products.
- Create a short film explaining the concepts of **globalisation** and **cultural imperialism**.
- Do you agree that contemporary media is more **democratic** than media in the past?

Industries and Regulation

- Assess the purpose of **regulation** within the media. In your informed opinion, does **self-regulation** work? Or should all media products be subject to **government regulation**?
- Part of your study into regulation involves you looking at **international agreements** (and disagreements) on regulation and freedom to trade media products. Carry out research into this field exploring any recent case studies that apply to this area. Do you think the current system of international regulation is **effective**? Why?
- Assess the arguments for and against **regulation**.
- We live in an **ever-changing society**, therefore do you think regulation also needs to regularly change?
- Do you think media regulation limits **freedom of speech** and **democracy** within the media?

PRESENT TENSE IRREGULAR ①

je lis	I read/I'm reading
j'écris	I write
je veux	I want
je sais	I know
je dois	I have to/must
je peux	I can
je connais	I know (a person)
je vais	I go
je dis	I say
je vis	I live
je sors	I go out
je reviens	I return/come back
je reçois	I get
je pars	I leave
j'ouvre	I open
j'offre	I offer
je mets	I put/put on
je me lève	I get up
je fais	I do/make/go
j'envoie	I send
je dors	I sleep
je crains	I fear
je jette	I throw
je m'appelle	my name's
nous prenons	we take
nous buvons	we drink
nous commençons	we begin

Il pleut	it's raining
il gèle	it's freezing
il faut	we have to
il y a	there is/are
ça vaut	it's worth

IRREGULAR PAST PARTICIPLES ②

j'ai vu	I saw
j'ai dû	I had to
j'ai lu	I read
j'ai bu	I drank
j'ai su	I knew/was able
j'ai connu	I knew
j'ai reçu	I got
j'ai tenu	I held
j'ai eu	I had
j'ai cru	I believed
j'ai pu	I was able to
j'ai vécu	I lived
il a plu	it rained
je suis venu/e	I came

IRREGULAR PAST PARTICIPLES ③

j'ai pris	I took
j'ai mis	I put/on
j'ai appris	I learnt
j'ai compris	I understood
j'ai promis	I promised

j'ai été I've been
j'ai ri I laughed

IRREGULAR PAST PARTICIPLES ④

j'ai écrit	I wrote
j'ai fait	I did/made
j'ai dit	I said
j'ai offert	I offered/gave
j'ai ouvert	I opened
j'ai découvert	I discovered
j'ai conduit	I drove

IRREGULAR FUTURE ⑥

je ferai	I'll do/make
je serai	I'll be
j'aurai	I'll have
j'irai	I'll go
je verrai	I'll see
j'enverrai	I'll send
je devrai	I'll have to
je pourrai	I'll be able to
je viendrai	I'll come
il pleuvra	It'll rain
il faudra	it'll be

IRREGULAR CONDITIONAL ⑦

Je ferais	I'd do/make
je serais	I'd be
j'aurais	I'd have
j'irais	I'd go
je verrais	I'd see
j'enverrais	I'd send
je devrais	I should
je pourrais	I could
je voudrais	I'd like
je deviendrais	I'd become
je saurais	I'd be able to
il faudrait	we ought to

IRREGULAR IMPERFECT ⑧

J'étais	I was
je faisais	I was doing
je lisais	I was reading
je mangeais	I was eating
je commençais	I was beginning
je buvais	I was drinking
j'écrivais	I was writing
je prenais	I was taking
je voyais	I was seeing
il pleuvait	It was raining
il fallait	it was necessary

IRREGULAR SUBJUNCTIVE ⑨

j'aie	I go
je sache	I know
j'aie	I have
je sois	I am
je fasse	I do
je prenne	I take
je (de)vienne	I (be)come
je boive	I drink
je puisse	I can/am able to
je voie	I see
je veuille	I want
je croive	I believe
je dise	I say
je mette	I put
il pleuve	it rains

⑤ ÊTRE VERBS – PAST PARTICIPLES (+ possible agreements: **E S ES**) allé né retourné
resté arrivé entré rentré monté tombé passé (re)parti sorti mort (re)venu
devenu descendu

BUILDING PAST TENSE SENTENCES

① WHEN?

hier
avant hier
hier soir
samedi
mardi soir
samedi après-midi
le weekend
la semaine passée
l'autre jour
l'autre mois
pendant les vacances
l'année passée
à Noël
le soir
ce matin
cet après-midi
à midi
pendant la récré/ation
à seize heures
en juin
en hiver
le sept octobre
il y a deux jours
il y a un an

yesterday
day before yester.
last night
on Saturday
Tuesday eve
Saturday afternoon
at the weekend
last week
the other day
the other month
in the hols
last year
at Christmas
in the evening
this morning
this afternoon
at midday
during brektime
at 4 pm
in June
in the winter
on October 7th
two days ago
a year ago

② WHERE?

chez moi
au collège
en ville
près de chez moi
au centre de loisirs
chez mes copains
chez mon copain
à la piscine/patinoire
à la plage
au parc
à la campagne
au bord de la mer
dans ma chambre
en classe/en français

at home
at school
in town
near my house
at the leisure centre
at my friends' house
at my friend's house
at the pool/ice rink
at the beach
in the park
in the country
at the seaside
in my bedroom
in class/French

WITH/HOW?

avec
mes copains
ma famille
mon collègue
mon équipe de..
mon frère
ma sœur
mes potes
mon chien
tout(e) seul(e)
ensemble
en voiture
à vélo

with my friends
my family
my school
my... team
my brother
my sister
my mates
my dog
on my own
together
by car
by bike

et
mais
alors

c'était
je l'ai trouvé

très
assez
peu
extrêmement
vraiment
pas vraiment
tellement

very
quite
hardly
extremely
really
not really
so

OR

EITHER

je déteste ça
j'aime/j'adore ça
j'étais fatigué/e
je m'ennuyais
je me suis amusé/e
j'avais mal à la tête
qu'il pleuvait
je suis fort/e, faible

parce que/car
because
puis que/qu'
as, since

à mon avis
selon moi
d'après moi
in my opinion

c'est
c'était
it's
it was

③ PAST TENSE VERB
(+ activity/sport)
see overleaf

mon passe-temps préféré
bête/nul/bof/génial
mon anniversaire
compliqué/trop difficile

nul
moche
compliqué/complexe
dur
une perte de temps
une perte d'argent
ennuyeux
barbant
monotone
embêtant
pénible/casse-pieds
agaçant
fatigant
bof
atroce
abominable
affreux

rubbish
horrid
complicated
hard
waste of time
waste of money
boring
annoying
tiring
all right
atrocious
dreadful
awful

amusant
palpitant
marrant
drôle/comique
génial/super
sensass
mortel
hypercool
étonnant
divertissant
captivant
intéressant
formidable
magnifique
chouette
épatant

fun
exciting
side splitting
funny
great
fab
sick/wicked
really cool
amazing
entertaining
fascinating
interesting
wonderful
wonderful
great
exciting

START your sentences with either
a **TIME** phrase ① **OR**
a **PLACE** ② **OR**
a **PAST TENSE VERB** ③
and then follow the arrows and
options

Deutsch – Year 11

Term 3

Kampagnen und gute Zwecke Campaigns and good causes

Bali	Bali	Du könntest ... arbeiten,	You could work ...
Costa Rica	Costa Rica	ehrenamtlich / freiwillig	voluntarily
die Malediven	the Maldives	bei einer Tierschutzorganisation	for an animal protection organisation
Namibia	Namibia	bei einer	for an environmental organisation
Nepal	Nepal	Umweltschutzorganisation	
arm	poor	bei einer Hilfsorganisation	for an aid organisation
blind	blind	mit armen / blinden Kindern	with poor / blind children
erfolgreich	successful	mit Straßenkindern	with street children
		mit wilden Tieren	with wild animals

Gesellschaftliche Probleme	Social problems
der Alkoholiker	alcoholic (person)
stinken	to stink
vapen	to vape
der Lungenkrebs	lung cancer
aufgeben	to give up
betrunken	drunk
süchtig	addicted
illegal	illegal
die E-Zigarette(n)	e-cigarette
der Gruppendruck	peer pressure
ausprobieren	to try
unsozial	anti-social
etwas Neues	something new
nichts Positives	nothing positive
viel Negatives	a lot that is negative
alles Mögliche	everything possible
wenig Bewundernswertes	little to admire
Meiner Meinung nach ...	In my opinion ...
trinkt man Alkohol, weil das cool ist.	people drink alcohol because it's cool.
raucht man, weil das spannend ist.	people smoke because it's relaxing.

Die Armut	Poverty
das Interessante	the interesting thing
das Gute	the good thing
die Minderheit(en)	minority
die Mehrheit(en)	majority
von Armut betroffen	affected by poverty
von Armut bedroht	threatened by poverty
die Ursache(n)	cause
die Arbeitslosigkeit	unemployment
der geringe Lohn	low wage / pay
die Schuld(en)	debt
der Bildungsmangel	lack of education
der Immigrant(e) / die Immigrantin(nen)	immigrant

die Arbeitsstelle(n)	job
der/die Obdachlose(n)	homeless person
die Nacht auf der Straße verbringen	to spend the night on the streets
im Wohnzimmer schlafen	to sleep in a hostel
bei Freunden schlafen	to sleep at friends' houses
die medizinische Versorgung	medical care
von zu Hause weglaufen	to run away from home
die Arbeit verlieren	to lose your job
die Gewalt	violence
gewalttätig	violent
die Misshandlung	ill-treatment, cruelty
der (sexuelle) Missbrauch	(sexual) abuse
das Straßenkind(er)	street child

Wie werden wir „grüner“?

das Aussterben von Tierarten
die Abholzung
die globale Erwärmung
die Lärmbelastung
die Luftverschmutzung
die Überbevölkerung
die Überschwemmungen
die Wüstenbildung
... ist sehr alarmierend /
gefährlich / traurig, weil ...
... ist das wichtigste / größte
Problem, weil ...
man krank werden kann
so viele Menschen an
Hungersnot leiden
sie das Leben / die Infrastruktur
bedrohen
das Ozonloch größer wird
der Planet nicht unendlich viele
Menschen ernähren kann
wir in Zukunft diese Tiere nie
mehr sehen werden
die Wälder weniger Kohlendioxid
aus der Luft absorbieren
der saure Regen die Meere
vergiftet

How do we become 'greener'?

the extinction of animal species
deforestation
global warming
noise pollution
air pollution
over-population
flooding
desertification
... is very alarming / dangerous /
sad because ...
... is the most important / biggest
problem because ...
people can become ill
so many people suffer from
starvation
they threaten life / the
infrastructure
the hole in the ozone layer
gets bigger
the planet cannot feed unlimited
numbers of people
we won't see these animals any
more in the future
the forests absorb less carbon
dioxide from the air
acid rain poisons the oceans

die Gletscher schmelzen
der Meeresspiegel steigt
Wenn man ...
die Luftverschmutzung
reduzieren will
weniger Öl / Kohle / Gas nutzen will
das Kohlendioxid in der Luft
reduzieren will
keine Atomkraftwerke bauen will
die Meere nicht vergiften will
Tierarten nicht verlieren will
... sollte / könnte man ...
in erneuerbare Energien /
Windenergie / Sonnenenergie
investieren
öfter mit dem Rad / öffentlichen
Verkehrsmitteln fahren
weniger Ölkatastrophen
verursachen
die Natur schützen
Windkraftanlagen /
Solarkraftwerke /
Wasserkraftwerke bauen
effektiver Energie und Geld sparen
die Wälder nicht zerstören

the glaciers melt
the sea level rises
If we ...
want to reduce air pollution
want to use less oil / coal / gas
want to reduce carbon dioxide in
the air
don't want to build nuclear power
stations
don't want to poison the oceans
don't want to lose animal species
... we should / could ...
invest in renewable energies /
wind energy / solar energy
travel more often by bike /
public transport
cause fewer oil spills
protect nature
build wind power stations /
solar power stations /
hydroelectric power stations
save energy and money more
effectively
not destroy the forests

Umwelt macht Schule

Man könnte / sollte / würde ...
den Müll trennen
Biomüll kompostieren
eine Solaranlage installieren
Bienenstöcke im Schulgarten
halten
Druckerpatronen /
Kopierkartuschen recyceln
Nistkästen für Vögel bauen
eine Fahrradwoche organisieren

Setting environmental standards at school

We could / should / would ...
sort the rubbish
compost organic waste
install solar panels
keep bee-hives in the school
garden
recycle printer / copier cartridges
build bird boxes
organise a bike week

Energie sparen
das Licht ausschalten
die Natur schützen
(Naturschutz) ist wichtiger als
(Müll zu trennen).
Der Müll ist das wichtigste Problem.
Man sollte weniger Auto fahren.
Man könnte öfter den Müll trennen.

save energy
turn the light off
protect nature
(Protecting nature) is more important
than (sorting rubbish).
Rubbish is the most important
problem.
We should drive less.
We could sort the rubbish more often.

Comparative and superlative

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Comparative adjectives: add **-er** to the adjective:
Naturschutz ist **wichtiger** als Müll trennen. Protecting
nature is **more important** than sorting the rubbish.
Superlative adjectives: use the correct definite article
and add **-ste** or **-te** to the adjective:
Der Müll ist **das wichtigste** Problem in der Schule.
Rubbish is **the most important** problem in school.
Some one-syllable adjectives add an umlaut:
das größte Problem
Adverbs (words that describe verbs) can also be used
to make comparisons:
Man **könnte öfter** den Müll trennen.
We could sort the rubbish **more often**.
Other useful adverbs include: **effektiver** (more
effectively) and **besser** (better).
Use **mehr** or **weniger** as an adjective or adverb to say
more or **less**:
Man **könnte mehr** Druckerpatronen recyceln.
We could recycle **more** printer cartridges.
Man **sollte weniger** Auto fahren. We should drive **less**.

Using adjectives with etwas, nichts, viel, wenig, alles

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Look again at the texts in exercise 2. What do
you notice about the phrases in **bold**?
After **etwas** (something), **nichts** (nothing),
viel (much / a lot), **wenig** (little) and **alles**
(all / everything) adjectives become nouns, so
they begin with a capital letter. They also add
the ending **-es** (or just **-e** in the case of **alles**).
Ich wollte etwas Neues ausprobieren.
I wanted to try out something new.

★ To talk generally about what you should, could or would do, remember to use these useful verb forms:

Man sollte	die Natur schützen.	You / We should	protect nature.
Man könnte		You / We could	
Man würde		You / We would	

EL MEDIO AMBIENTE



Problems



Natural disasters



Solutions

Commands

Environmental problems		
Me preocupa(n) mucho - I'm really worried about	la deforestación - deforestation la lluvia ácida - acid rain las mareas negras - oil spills la sobrepoblación - overpopulation los problemas del medio ambiente - environmental problems las especies amenazadas/en peligro de extinción - threatened/endangered species la contaminación - pollution la sequía - drought	
Lo que más me preocupa es (que) - the thing I'm most worried about is (that)	los problemas del medio ambiente - environmental problems las especies amenazadas/en peligro de extinción - threatened/endangered species la contaminación - pollution la sequía - drought	
El problema más grave es (que) - the most serious problem is (that)	la destrucción de los bosques - destruction of woods/forests los combustibles fósiles se acaban - fossil fuels are running out hay demasiada basura en las calles - there's too much litter/rubbish in the streets hay demasiado tráfico - there's too much traffic el tráfico causa mucho ruido - the noise causes a lot of noise much gente usa el coche todos los días - lots of people use their cars everyday hay demasiadas fábricas - there are too many factories no hay espacios verdes - there are no green spaces la gente no recicla - people don't recycle	
causa - it causes amenazar - to threaten echar la culpa - to blame	es nocivo - it's harmful agotar - to use up una multa - a fine	el vertedero - the tip provocar - to provoke/cause contribuir - to contribute
un terremoto - an earthquake una tormenta de nieve - a snow storm un incendio forestal - a forest fire	un huracán - a hurricane un temblor - a tremor un tornado - a tornado	las inundaciones - floods

Solutions		
Para proteger el medio ambiente/ el planeta - to protect the environment/ the planet	(no) se debe - you mustn't (no) se debería - you shouldn't	apagar la luz - turn off the light ducharse en vez de bañarse - shower instead of having a bath separar la basura - separate the rubbish reciclar el plástico y el vidrio - recycle plastic and glass desenchufar los aparatos eléctricos - unplug electrical appliances ahorrar energía - save energy cerrar el grifo - turn off the tap hacer todo lo posible - do everything possible malgastar agua - waste water usar bolsas de plástico - use plastic bags
Es esencial que - it's essential that Es importante que - it's important that	cuidamos el planeta - we look after the planet hacemos proyectos de conservación - we do conservation projects compramos/usamos productos verdes - we buy use eco-friendly products productos de comercio justo - we fair trade products ahorremos agua - we save water cambiamos la ley - we change the law consumamos menos - we consume less	
No corte tantos árboles - Don't cut down so many trees No tire basura al suelo - don't throw rubbish on the floor No malgaste energía - Don't waste energy Plante más bosques y selvas - plant more forests and trees Use energías renovables - use renewable energy No construya tantas casas grandes - don't build so many big houses No vaya en coche si es posible ir a pie - Don't go by car if it's possible to walk No eche tantos desechos químicos - Don't release so much chemical waste Reduzca las emisiones de los vehículos - reduce vehicle emissions	No corte tantos árboles - Don't cut down so many trees No tire basura al suelo - don't throw rubbish on the floor No malgaste energía - Don't waste energy Plante más bosques y selvas - plant more forests and trees Use energías renovables - use renewable energy No construya tantas casas grandes - don't build so many big houses No vaya en coche si es posible ir a pie - Don't go by car if it's possible to walk No eche tantos desechos químicos - Don't release so much chemical waste Reduzca las emisiones de los vehículos - reduce vehicle emissions	

En mi opinión hay tantos problemas medioambientales	como la sobrepoblación y la deforestación	In my opinion there are so many environmental problems like overpopulation and deforestation
pero pienso que el problema más grave es	la contaminación del aire ya que	but I think that the most serious problem is air pollution because
es nociva y causa el calentamiento global.	Las fábricas y los atascos contribuyen a la contaminación del aire	it's harmful and causes global warming. Factories and traffic jams contribute to air pollution
y por eso es esencial que usemos el transporte público y que compremos productos verdes.	En el pasado me preocupaba más la deforestación y la destrucción de los bosques	and therefore it's essential that we use public transport and that we buy eco-friendly products. In the past I was most worried about deforestation and the destruction of forests
dado que causa las especies amenazadas y	organice un evento para recaudar dinero.	because it causes endangered animals and I organised an event to raise money.
Para proteger el planeta	no corte tantos árboles y plante más bosques y selvas.	To protect the planet don't cut down so many trees and plant more woods and forests.
Yo, voy a intentar usar menos energía.	Apagaré la luz y desenchufaré los aparatos eléctricos.	I'm going to try to use less energy. I will turn off the light and I will unplug electrical items.
Voy a hacer todo lo posible.		I'm going to do everything possible.

A model text on the environment

DESCRIBING A PHOTO

Think PALMA:



Physical description

Action

Location

Mood

Atmosphere (weather)

En la foto - in the photo
Hay - there is/there are
Veo - I see
Se ve - you can see
Puedo ver - I can see



una mujer - a woman
un hombre - a man
una familia - a family
una pareja - a couple
un chico - a boy
una chica - a girl
unos niños - some children
unos estudiantes - some students
un grupo de personas - a group of people
un hombre viejo - an old man
una mujer vieja - an old lady



Diría que es... - I would say he/she is...
Pienso que/Creo que es... - I believe he/she is...
Me parece que es... - It seems he/she is...
que son... - they are...
Tiene - He/She has (use with age!)

Es... - he/she is...
Alto/a - tall
Bajo/a - short
Delgado/a - slim
Gordo/a - fat

Remember - don't mention colour! The photos will be black and white

Lleva(n) - he/she is wearing
Está(n) trabajando - he/she is working
Está(n) jugando al... - he/she is playing
Está(n) comiendo - he/she is eating
Está(n) bebiendo - he/she is drinking
Está(n) hablando - he/she is talking
Está(n) riendo - he/she is laughing
Está(n) haciendo - he/she is doing
Está(n) viendo - he/she is watching
Está(n) estudiando - he/she is studying
Está(n) escuchando - he/she is listening
Está(n) usando - he/she is using
Está(n) preparando - he/she is preparing
Está(n) celebrando - he/she is celebrating
Está(n) discutiendo - they are arguing

To say "they are" doing something, add "-n" to está



You're asked to describe a photo in 2 different exams.

Foundation writing exam:

You must write 4 short sentences to describe a photo. Start all of these with "hay" (there is)

Speaking exam, Foundation + Higher:

Say 4 or 5 complex sentences about a photo. Use PALMA to help you remember what to talk about.



En la foto veo dos niños que están jugando. Están en un jardín y me parece que hace sol y calor. Un niño lleva un jersey y unos pantalones cortos y el otro lleva una camiseta y unos pantalones. Al fondo puedo ver unos árboles y diría que los niños están felices.

In the photo I see two children who are playing. They are in a garden and it seems like it's hot. One child is wearing a jumper and shorts and the other is wearing a t-shirt and trousers. In the background I can see some trees and I would say that the children are happy.



En la foto hay un hombre. Pienso que está trabajando en una oficina. Hay un ordenador y un portátil en la mesa y el hombre me parece muy serio y trabajador. Lleva una camisa y un reloj y también lleva gafas y una barba.

In the photo there is a man. I think that he is working in an office. There is a computer and a laptop on the table and the man seems to be very serious and hardworking. He's wearing a shirt and a watch and he's also wearing glasses and has a beard.



En la foto puedo ver una familia muy feliz. Hay un hombre y una mujer y tres niños. Hay muchos regalos y creo que es Navidad porque al fondo hay un árbol de Navidad. Las personas están riendo y sonriendo.

In the photo I can see a very happy family. There is a man and a woman and three children. There are lots of presents and I believe that it's Christmas because in the background there is a Christmas tree. The people are smiling and laughing.



En la foto se ve un chico y una chica. Diría que son muy contentos porque están sonriendo y riendo mucho. Creo que están en una cocina y están comiendo comida sana, los tomates y los pimientos, y están bebiendo agua.

In the photo you can see a boy and a girl. I would say that they are very happy because they are smiling and laughing a lot. I believe that they are in a kitchen and they are eating healthy food, tomatoes and peppers, and they are drinking water.

Location	Mood	Atmosphere (weather)
Está - He/she/it is... Están - They are en... - in enfrente de... - in front of en el centro de... - in the centre of detrás de... - behind una oficina - an office un instituto - a school una cocina - a kitchen una biblioteca - a library un gimnasio - a gym un parque - a park un restaurante - a restaurant Diría que está... - I would say he/she is... Pienso que/Creo que está... - I believe he/she is... Me parece que está... - It seems he/she is... ...que están... - that they are... contento/a - happy triste - sad cansado/a - tired enfadado/a - angry aburrido/a - bored ocupado/a - busy cansado/a - tired nervioso/a - nervous Hace sol - it's sunny Hace frío - it's cold Hace calor - it's hot Hace viento - it's windy Llueve - it's raining Nieva - it's snowing Hay tormentas - it's stormy Hay nubes - it's cloudy	Diría que está... - I would say he/she is... Pienso que/Creo que está... - I believe he/she is... Me parece que está... - It seems he/she is... ...que están... - that they are... contento/a - happy triste - sad cansado/a - tired enfadado/a - angry aburrido/a - bored ocupado/a - busy cansado/a - tired nervioso/a - nervous Hace sol - it's sunny Hace frío - it's cold Hace calor - it's hot Hace viento - it's windy Llueve - it's raining Nieva - it's snowing Hay tormentas - it's stormy Hay nubes - it's cloudy	Diría que está... - I would say he/she is... Pienso que/Creo que está... - I believe he/she is... Me parece que está... - It seems he/she is... ...que están... - that they are... contento/a - happy triste - sad cansado/a - tired enfadado/a - angry aburrido/a - bored ocupado/a - busy cansado/a - tired nervioso/a - nervous Hace sol - it's sunny Hace frío - it's cold Hace calor - it's hot Hace viento - it's windy Llueve - it's raining Nieva - it's snowing Hay tormentas - it's stormy Hay nubes - it's cloudy

GCSE Physical Education – Performance-enhancing drugs, injury and prevention

Injury prevention – to prevent injury performers and coaches should recognise and identify risks and reduce them.

					
Using the right principles of training to avoid overuse injuries	Understand and following the rules of the sport during play	Using appropriate protective clothing	Checking the equipment to make sure it is in good condition and age appropriate	Following a full warm up and cool down	Checking the facilities
					Ensuring competition is balanced

Performance Enhancing Drugs (PEDs)

The rewards that come with winning are so great that athletes are increasingly tempted to cheat. Fame, money and pressure are commonly cited despite the health risks or even death.

Drug	Reason for athlete taking this	Health risk	Sporting example who might use it
Beta Blockers	Slows heart rate, calms and steadies hands	Lowers blood pressure and oxygen delivery to muscles	Target sports 
Anabolic Steroids	Promote muscle growth and promotes a faster recovery time	High blood pressure, aggressive behaviour & develops male features	Power Events - 100m 
Stimulants	Increased alertness and reduce tiredness	Heart rate irregularities & increased aggression.	Boxing 100m sprinter 
Diuretics	Rapid weight loss from removal of fluids. Masks other PEDs	Dehydration, nausea and headaches. Heart and kidney failure.	Jockey Boxing 
Peptide Hormones	EPO – increase Red Blood Cell production Growth Hormone – increase muscle mass	Increased blood thickness/blood clot Abnormal growth	

Blood doping – a method of artificially increasing red blood cell count – increases endurance.

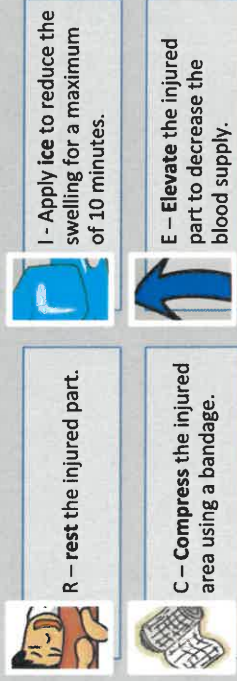
Injuries

Soft tissue injuries

Strain – Twist or tear to a muscle or tendon.

Sprain – Twist or overstretch to a ligament.

Treatment for strain and sprain = **RICE** (Rest, Ice, Compression, Elevation) for 24 - 48 hours.



Head Injury

Concussion – An injury to the brain caused by a knock to the head. Common in contact sports. If an athlete is concussed, they may:

- Become unconscious.
- Feel sick, dizzy or drowsy.
- Get confused, stare & suffer memory loss.



Spinal Injury

A serious and painful injury to the spine. This could be paralysing or fatal. This may occur during a rugby scrum or falling off a horse.

Fracture – a broken bone.

Open/compound/complex fracture – bone through the skin

Closed/simple fracture – bone remains in the skin.

Greenstick fracture – bone bends (younger children)

Stress fracture – repeated or prolonged forces against the bone



Dislocations – a sudden impact to a joint can cause the bones that meet to become disconnected or moved out of place.



Blisters

These are caused through friction and rubbing e.g. on footwear. Fluid is released under the skin to form a protective layer. The swelling becomes painful.

Lifestyle choices – the decisions we make about how we live and behave that impact on health.

Diet

Activity levels

Work/rest/sleep balance

Eating healthy		Eating unhealthy		Active lifestyle		Inactive lifestyle		Good balance		Poor balance	
1. Boosts energy levels	1. Leads to deficiencies	1. Increases weight and % body fat	1. Boosts self esteem	1. Increases risk of disease	1. Increases risk of disease	1. Improves mood	1. Increases the risk of depression	1. Improves mood	1. Increases the risk of depression	1. Improves mood	1. Increases the risk of depression
2. Reduces the risk of developing serious health conditions	2. Increases weight and % body fat	2. Causes depression with poor body shape	2. Reduces stress and anxiety	2. Decreases muscle mass, strength and energy levels	2. Decreases muscle mass, strength and energy levels	2. Increases productivity at work	2. Leads to weight gain	2. Increases productivity at work	2. Leads to weight gain	2. Increases productivity at work	2. Leads to weight gain
3. Help lose weight	3. Causes depression with poor body shape	3. Improves fitness levels	3. Improves fitness levels			3. Contributes to quality of sleep	3. Increased blood pressure	3. Contributes to quality of sleep	3. Increased blood pressure	3. Contributes to quality of sleep	3. Increased blood pressure

Well being – a combination of physical, emotional and social health.

Positives effects of training/exercise on:

Physical health

- Stronger bones (increased bone density)
- Lower cholesterol / reduced obesity
- Increase/development of components of fitness
- Increase life expectancy



Emotional health

- To increase self esteem/confidence – increased endorphins released
- Reduced risk of age-related diseases - dementia
- Relieve stress and tension
- Fun/enjoyment / reduced boredom



Social health

- To develop teamwork skill
- To meet new people/friends
- Develop communication skills
- Develop leadership skills



Social benefits may vary depending on age group:

1. Elderly
2. Children

Negative effects of training on:

- Physical health – overexertion leading to heart failure / overuse injuries
- Emotional health – training can lead to injury and cause depression
- Social health – training long hours means less time spent with family.

Recreational drugs – these are taken for pleasure and are legal to those over a certain age.

Smoking

Causes breathlessness and reduces the oxygen-carrying capacity. This affect aerobic ability for endurance events. Smoking (nicotine) increases the risk of lung cancer, bronchitis, pneumonia & emphysema.



Alcohol - contains chemicals which act on the brain affect judgement.



Balance, co-ordination and reactions are affected



Diuretic –increased water levels in urine and cause dehydration



Reduction of glycogen levels and slower lactic acid removal



Liver problems

Sedentary lifestyle – a lifestyle with no or irregular physical activity. This includes sitting, reading, watching television & playing video games.

Health risks associated are:

- Heart disease
- Type 2 diabetes
- Obesity
- Osteoporosis
- Depression



Impact of a sedentary lifestyle on weight

Overweight – weighing more than the expected weight for height and gender / **Overfat** – high percentage of body fat

Obese – weighing significantly more than expected.



Structure <i>The ways in which a dance is made, built, ordered or organised.</i>		Motif <i>A movement phrase encapsulating an idea that is repeated and developed throughout the dance</i>		Motif Development <i>Change the:</i>	
Binary	AB	Communication of Intent <i>Choreographic Intention: The aim of the dance; what the choreographer aims to communicate.</i>		Aural Settings <i>An audible accompaniment to the dance</i>	
Ternary	ABA				
Narrative	ABC				
Episodic	ABCD	 Choreography GCSE Dance Component 1 – 30%		Aural Setting – Effects on choreographic outcomes - Mood - Atmosphere - Contrast - Variety - Structure - Relationship to theme/idea	
Arch	ABCBA				
Rondo	ABACADA				
Choreographic Devices <i>Methods used to develop and vary material.</i>		Choreographic Processes <i>Activities involved in creating dance</i>		Dynamics <i>How?</i>	
- Repetition - Climax - Highlights - Manipulation of Number		- Contrast - Unison - Canon - Motif and Development		Relationships <i>With?</i>	
Action <i>What?</i>		Space <i>Where?</i>		Dynamics <i>How?</i>	
 - Travel - Turn - Elevation - Gesture		 - Stillness - Use of different body parts - Floor work		- Fast/Slow - Sudden/Sustained - Strong/Light - Direct/Indirect - Flowing/Abrupt - Acceleration/Deceleration	
		- Pathways - Levels - Directions		- Lead & Follow - Mirroring - Action/Reaction - Accumulation - Counterpoint - Complement & Contrast - Contact - Formations	
		- Developing - Structuring - Refining - Generating			
		- Researching - Improvising - Selecting			
		- Patterns - Spatial design - Size of movement			

GCSE PHOTOGRAPHY

Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.



Plenty of photos and/or shoots. Successful work is likely to be cohesive (ie: similar, related, planned, etc.) and genuinely influenced by the work of other photographers, artists, designers, or craftspeople.

A01

Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.



Choose the right tools resources. Demonstrate technical skills using your camera, the darkroom or Photoshop. Show you can manage and experiment with materials and techniques well. Use your skills to improve your work.

A02

Record ideas, observations and insights relevant to your intention in visual and/or other forms, demonstrating an ability to reflect on their work in progress.



Take photographs. Make mindmaps, collect images, annotate your work. Compare and contrast different versions of your photos, as well as with the work of others. Evaluate your work and suggest next steps to improve your project.

A03

Photography Assessment Objectives

Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and - where appropriate, making connections between visual, written, oral or other elements.



Complete your project, with a set of prints that are related to previous work (ie: they don't just suddenly appear!). Make prints that have a similar theme or use similar techniques.

A04

AO1 Contextual understanding	AO2 Experimenting and refining	AO3 Reflective recording	AO4 Personal presentation
Developing your ideas Make mindmaps, collect inspiring images on moodboards. Research lots of relevant photographers. Make comparisons between your images and the work of other photographers. Analyse photographs using KITE. Make this a creative presentation. Prepare ideas and intentions, showing ideas and intentions, with thumbnail sketches, eg: as storyboards. Take plenty of photos and/or photoshoots. Successful work is likely to be cohesive (ie: similar, related, planned, etc.) and genuinely influenced by the work of other photographers, artists, designers, or craftspeople. Explain your ideas regularly.	Creative making Choose a range of tools, resources and techniques. Explore and experiment with them. Show technical skill using your camera, the darkroom or Photoshop. Demonstrate you can manage and experiment with materials and techniques well. Show 2-3 alternative edits for each image. Present all images you make or edit (do not delete!). Use your skills to improve and refine your work. Show the stages of your editing, not just the final result. Revisit images to improve and refine them further.	Observation and evaluation Draw sketches for photoshoot ideas and plans. Take lots of photographs for each shoot. Present all photographs taken (do not delete any!) Show technical skill using your camera. Experiment with camera techniques. Annotate your work. Use WWW and EBI for a page of work rather than individual images. Draw (or trace) composition diagrams. Compare and contrast different versions of your own photos, as well as with the work of others. Evaluate your work and suggest next steps to improve your pictures or project. Create a rating system for your work, eg: a yellow sticker beside your favourite edits.	Final outcomes Your project should start and finish, with linked stages in between. Extend your rating system with red stickers for your best pictures from each photoshoot. Make a small group of 'best-of' photos for each photoshoot after editing. Complete your project with a set of images that are related to previous edits and the photographers you have looked at. Make prints, use mixed media or assemble 3D objects. Your finals should have a similar theme or subject matter, and use similar techniques.

Crime and Deviance Knowledge Organiser



Social Order: For people to live and work together a certain amount of order and predictability is needed.

Functionalists argue this is based on value consensus.

Marxists: Social order is maintained because of class conflict. The bourgeoisie have power and control to enforce order and influence the law.

Functionalists

Crime is vital and necessary of all societies. It helps to remind people about boundaries of acceptable & unacceptable behaviour. When the public come together over a reaction to a major crime, it creates social cohesion. (Durkheim)

Marxist

Because society is based on values such as materialism, consumerism and competition- an unequal society. Some people cannot earn enough to fit these norms & values, therefore they commit illegal activities to get them.

Feminist

Women are treated and punished as double deviants- they have firstly broken the law and second the norms that govern their gender behaviour. Arguments around the 'chivalry thesis'

Interactionalists

Labelling produces a self-fulfilling prophecy. Social groups create deviance by making rules and applying them to particular people and labelling them as 'outsiders'. Groups whose social position gives them power are able to label people. These people see this as a self-fulfilling prophecy.

Sources of data into crime:

- Victim Surveys
- Self-report studies
- Crime Survey
- National Statistics

Mass Media & Deviancy Amplification (Stan Cohen 1972):

- The media creates moral panics- exaggerating the extent and significance of a social problem.
- A particular group is set as folk devil- a threat to society's values.
- The media distorts the events and incidents and create a false image of young people and their activities.
- This can encourage other young people to behave in the way the media portrays.
- Recent moral panics: school violence, bullying & shootouts, benefit cheats and single mothers, refugees & asylum seekers.

The class deal & the gender deal:

- Most people conform to the rules because of the 'deals' that offer them rewards.
- Class Deal:** Material rewards if you work for your wage
- Gender deal:** Material & emotional rewards if you live with a male breadwinner within the family.

Refusing the class deal: Not found legitimate ways of earning a decent living. More to gain than to lose by offending.

Refusing the gender deal: Supposed to be rewarded with happiness & fulfilment from family life. Many women may be abused, no bonds with family & friends. Nothing to lose and everything to gain.

Those at high risk from crime:

Class: The poor, living in private rented housing

Gender: Males

Age: The Young

Ethnicity: Minority ethnic groups.

- Agencies of formal social control:**
- Houses of Parliament
 - The police force
 - Judiciary
 - The prison service.
- Agencies of informal social control:**
- Family members
 - Peers
 - Teachers
 - Work colleagues

Formal Social Control: Based on written rules and laws.

Informal Social Control: Based on unwritten rules and processes such as approval & disapproval

Social Control: Much of our behaviour is socially controlled.

How useful are statistics recorded by the police?

- If a crime isn't witnessed it won't be reported.
- Many crimes are witnessed and not reported.
- The dark figure of crime**

Crime: An illegal act punishable by law.

Deviance: Behaviour that does not conform to society's rules and norms.

White Collar Crime: Crimes committed by people in relatively high-status positions. E.g. tax evasion, fraud, misuse of expense account

Kajthinkers

Albert Cohen (1955) (Functionalist)	Robert Merton (1938) (Functionalist)	Pat Carlen (1988) (Feminist)	Frances Heidensohn (1985, 1996) (Feminist)	Howard Becker (1997) (Interactionist)
Cultural deprivation accounts for working class boys' lack of educational success. They turn to criminality as an alternative route to success.	Deviance results from the culture and structure of society. All members of society hold the same values. However, because members of society have different positions in the social structure, for example in terms of social class, Merton identified five possible ways that individuals will respond to the goals of success in society.	Control theory is the basis for her approach, this starts from the assumption that human beings are neither naturally good nor bad but will make a rational decision to turn to crime when the advantages outweigh the disadvantages. It supports the view that criminal behaviour becomes more likely when social control breaks down.	Control theory is the basis why women commit fewer crimes than men. She argues that male-dominated patriarchal societies control women more effectively than men, making it difficult for women to break the law.	Becker argued that an act only becomes deviant when others define it as such. Whether the 'label' of deviancy is applied depends on who commits the act, when and where it is committed, who observes the act, and the negotiations that take place between the various actors involved in the interaction.

Crime and Deviance Knowledge Organiser



Who commits crime? Why do differences occur?

Gender	Ethnicity	Class	Age
Women committing less crime. - Gender socialisation - Fewer opportunities - More domestic responsibilities - May be treated differently in the criminal justice system e.g. sad, rather than bad, given a lenient sentence. Chivalry thesis - Others argue they are treated more harshly - double deviancy. Therefore do not commit crime. Women's involvement in crime is increasing. - Lost a lot of their controls and restraints - Women are not experiencing equality in the work place - gender pay gap.	- Inaccurate statistics Labelling- racism and stereotyping within the police practice. More ethnic groups are stopped and searched. Institutional racism within the police- most police officers are white and may label particular groups (Stephen Lawrence murder) - Linked to their social class, higher levels of crime in the ethnic minority groups could link to the fact they are also possibly experiencing poverty and this leads to crime. - Media reinforcing views- reporting in the media on particular groups can generate mistrust and hostility.	- Inaccurate statistics- lower-class criminals may commit crimes that are more identifiable and more likely to be targeted by the police. - Socialisation - Material deprivation- may commit crime to obtain the things others have - Education- W/C more likely to be in the bottom sets/streams so may look for other routes to get what they need e.g. crime. - Anomie- mismatch between goals and the means to achieve the goals. - Labelling. - White collar crime is not as easily identifiable as crimes committed at lower levels.	- Status frustration- lack of independence and caught in transition. Lack of responsibilities can lead them to drift into deviant and criminal behaviour. - Peer Pressure - Edgework- thrill seeking and risk-taking. Getting a "buzz" from committing a crime or displaying deviant behaviour. - Socialisation- Some young people are inadequately socialised and have learned criminal behaviour as a norm or value. - Police stereotyping - Media moral panic/folk devil. - Subcultural theory



Debate: The media:

- Are the media biased in their presentation of crime?
- Does the media create crime in society?

1. Are the media biased in their presentation of crime?

- When individuals do not have direct knowledge or experience of what is happening, they rely on the media to inform them.
- The media set the agenda in terms of what is considered to be important.
- The editors filter what they see as newsworthy (news value) they tend to include and emphasis elements of a story for their audience. Stories they are more likely to report (news value) are stories involving children, violence, celebrities, if the event has occurred locally, easy to understand and if graphic images are involved.
- 46% of media reports are about violence or sexual crimes, yet these only make up for 3% of crime recorded by the police (Dittton & Delphy 1983)
- Deviancy amplification is usually used to describe the impact of the media on the public perception of crime.

2. Does the media create crime?

- Media content can have a negative impact on the behaviour of young people, particularly children.
- It is suggested that some people may imitate violence and immoral or antisocial behaviour seen in media. The media are regarded as a powerful secondary agent of socialisation.
- Video games are often blamed as a link between increased aggressive behaviour and crime.



Debate: Treatments of young offenders: Should young people be sentenced for crimes or educated to prevent them committing crime in the future?

- Age of criminal responsibility is 10.
- They should be put in custody
- ✓ If they must take the punishment they are danger the public needs to be protected
- ✓ They need to learn societies norms & values
- They should not be put in custody:
- x 73% reoffend within a year
- x Too much money is spent on youth offender institutes
- x Education would be more worthwhile

Debate: Punishment:

Should people be punished and sent to prison or rehabilitated?

- They should be put in prison:
- ✓ Criminals deserve to be shamed and deprived of their liberty
- ✓ Prison is a deterrent
- ✓ Essential to keep others safe
- They should not be put in custody:
- x Doesn't make people take responsibility for their actions
- x Reoffending rate is 57% of adults, 73% within young people.
- x Heavily structured regime can damage a prisoners abilities to think and act for themselves
- x They are ineffective- too easy.

Research Methods Knowledge Organiser

Postal / Email Questionnaires:

- ✓ Quick
- ✓ Easy to send to lots of people (representative & reliable).
- x Response rate is about 10%
- x Might not understand the questions (less valid).

Structured/ Semi-structured Interviews:

- ✓ All participants are asked the same questions (reliable)
- ✓ Can explain what questions mean (valid);
- ✓ Ability to explain answers further in a semi-structured interview (valid).
- x Interviewer bias

Informal (Unstructured) Interviews:

- ✓ Participants can talk about what is important to them (valid)
- ✓ The researcher can ask the participant what their answers mean (valid).
- x Every interview is different, hard to compare the results of all the interviews (less reliable)

Group interviews

- ✓ Access a wide range of views and experiences
- ✓ Participants may feel more at ease.
- ✓ Save time and money
- x Some may dominate discussion/everyone might not be heard
- x Cannot assure confidentiality

Participant observation

- ✓ Watch how participants behave (valid)
- ✓ Can see the world from participants' point of view (valid).
- x If participants know they are being observed, then they will not act naturally
- x The researcher might have to get involved in criminal behaviour (unethical)
- x If participants do not know they are being observed, then they can not give their permission (consent – unethical).

Official Statistics

- ✓ The data is usually based on the whole population (representative).
- ✓ May be the only source of data
- ✓ Can investigate trends over time
- x Cannot check the validity
- x Could be politically biased

Qualitative Data: data presented in words or visual form e.g. diary, photographs, mass media



Quantitative Data: data presented in numerical form presented in graphs, pie charts or tables of statistics e.g. official statistics

- ✓ Reliable
- ✓ Relevant
- ✓ Scientific
- ✓ Preferred by Positivists
- x Costly
- x Time consuming
- x Sampling needs to be generalisable

Primary Research

(data collected first hand.)



Secondary Research

(data from previously published sources.)

- ✓ Large Scale
- ✓ Cheap
- ✓ Quick
- ✓ Only way to study historical issues
- ✓ Preferred by Interpretivists
- x Reliability could be questioned
- x Interpretation issues

Interviews
Surveys
Experiments
Questionnaires
Focus groups
Case Studies
Observations

Census
Website
Journals
Media
Books
Official data
Primary data
ANYTHING

Validity: Data is valid if it gives a true picture of social reality

Reliability: Data is seen as reliable if other researchers using the same methods get the same results.

Representativeness: Sociologists want the sample they are studying to represent a large group of people



Generalisation: Assuming the results are valid, reliable and representative you should be able to generalise your findings

Ethics: Research must be carried out in a morally acceptable way

Closed (or fixed-choice) questions

- ✓ Easy to process and present
- x Doesn't allow for the respondent to expand on their answer

Open-ended questions

- ✓ Able to give a more detailed answer
- x Difficult to convert into statistics
- x More time consuming to process



A representative sample: typical of the wider population

An unrepresentative sample: difficult to generalise. Some groups are overrepresented

Sampling Methods

Probability (or random) sampling

Simple random sampling

Use a computer to generate a random sample, everyone has as much chance as the other.

Systematic random sampling

The researcher uses a system to pick the participants (eg. every 10th name on the register).

Stratified random sampling

This involves picking people from different groups within the population

Non-probability sampling

Snowball sampling

The researcher selects one person, then asks them to put them in touch with other people, etc.

Quota sampling

Each interviewer has an exact number of people from categories that they need e.g. females, teenagers.

Purposive sampling

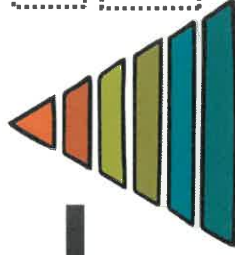
The sample is collected according to a known characteristic e.g. a teacher.

Social Stratification Knowledge Organiser

Social class is seen as the main source of stratification in Britain. Based on economic factors such as occupations and income. **Social mobility** is deemed to be possible.

Other forms of social stratification:

- **Feudalism:** ascribed, little to no chance of moving to the next strata.
- **The caste system in India:** ascribed, closed and little movement
- **Apartheid:** ascribed, little social mobility



Distribution of wealth and income

Wealth refers to assets such as houses, land, art, jewellery. Income refers to wages, benefits etc. Wealth is usually distributed more unevenly than income.

Life chances:

Peoples chances of achieving positive or negative outcomes as they progress through life. These are not distributed equally between groups. Affected by factors such as: religion, social class, gender, ethnicity, sexuality, age, disability

Social mobility: moving between social classes.

Intra-generational social mobility: movement of their lifetime e.g. promotion.

Inter-generational social mobility: movement between generations of a family e.g. when a child enters a different social from their parents.

The culture of poverty:

People from the poorest section of society are socialised within the subculture of poverty. As a result they are unable to break free from poverty.

The cycle of deprivation:

The policy to remove poverty involves employing social workers and using local authority provision to help break children out of the cycle of deprivation.

Material deprivation:

Having insufficient money to be able to afford goods and services. As a result people may not have a balance diet. Poverty may lead to ill health during childhood and inadequate housing.

Keythinkers

Davis & Moore (1945) (Functionalist)	Max Weber (1864-1920) (Marxist)	Fiona Devine (1992)	Charles Murray (1996)	Peter Townsend (1979)
Social stratification was a 'universal necessity' for every society. The system must match the most able people with the functionally most important positions in society. These high rewards would encourage ambitious people to compete for them, with the most talented achieving success.	Classes are formed in market places, such as the labour market. One class hire, the other sells their labour. A class is a group of people with similar life chances- being successful. Weber stressed the importance of status (prestige) and power in determining life chances and shaping patterns of stratification e.g. members of aristocracy may have no savings, but have a title that gives them status.	Devine tested Lockwood's idea that 'privatized instrumentalism' would become typical amongst the working class. This term refers to social relationships centred on the home with work only to an end, when affluent workers joined with their workmates. Paid work is a means to a comfortable lifestyle rather than having job satisfaction.	Society had a growing underclass. Government policies have encouraged the members of this underclass to become dependent on benefits. Traditional values such as honesty, family life and hard work were being undermined by the members of the underclass, to be replaced by an alternative value system that tolerated crime and various forms of anti-social behaviour.	Identified three ways of defining poverty: The state's standard of poverty on which official statistics are based. The relative income standard of poverty based on identifying those households whose income falls below the average for similar households. Relative deprivation, when families are unable to participate in activities and have the living conditions that are widely available in society

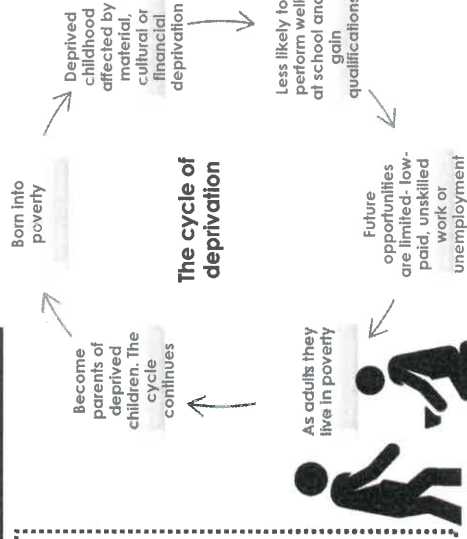
Social Stratification: Describes the way society is structured in a hierarchy, shaped like a pyramid. Each layer is smaller but more powerful than the one below it.

Social inequality: Refers to the uneven distribution of resources such as money & power, life chances or opportunities related to education, employment and health.

Karl Marx and social class (1818-1883)

- The bourgeoisie (the ruling class)- owned the means of production.
- The proletariat (working class) forced to sell their labour. Experience **alienation** and lack of control.
- The bourgeoisie exploit the proletariat.
- **Ruling- class ideology** and **false class consciousness**.

Embourgeoisement thesis
Working-class families are becoming middle-class. Their norms and values are changing as their standards of living and income improves. Affluence has led to privatised lifestyles centred on the home and family- based on consumerism.



Social Stratification knowledge Organiser

Sex & Gender

Sex: Male or female (biology)
Gender: masculine or feminine.

Gender & power:

Feminists see gender inequality as the most important source of division in society. Society is mainly controlled by men who have considerable power within politics and the workplace.

The crisis of masculinity:

Men are currently experiencing this because of the underachievement of boys in school, the decline of paid work in manufacturing, women's increased participation in paid employment.

Inequalities:

- Gender dominated occupations e.g. fire-fighting, nursery worker.
- Glass ceiling for women- invisible barriers for promotion.
- Gender pay gap.
- Women's triple shift.
- Childcare provision- barrier preventing women from returning to work.



Age

Chronological, biological or a social category. When does 'youth' begin and end?

Childhood & Power

Families are agency of social control so they are expected to authorise discipline of their children. Parents exercise power when they try to influence their child's behaviour against their will.

Young People & Power

Authority from teachers over students based on their status in the school setting. Some students do not conform to this authority however. See Paul Willis.

Inequalities:

- Ageism- age discrimination. Younger or older people tend to be victim of this.
- Negative stereotyping
- Older people living in poverty.



The welfare state: (a system in which the state takes responsibility for protecting the health and welfare of its citizens and for meeting their social needs.)

The National Health Service (NHS):

Funded by central government from national taxation. Provided GPs, hospitals, opticians and dentists.

Welfare Benefits:

- National Insurance Benefits:** if you have paid into the system (National Insurance Contributions) you are entitled to Jobseekers Allowance and the state retirement pension.
- Income Support and Child Tax Credit**
- Local Benefits** could include free school meals, educational subsidies, housing benefits.



Gender & Poverty:

- Women have longer life expectancy so more female pensioners living alone.
- Women more likely to head lone-parent families. Usually have a low income.
- Gender pay gap
- Women are more likely to be in part-time income than men.

Ethnicity & Poverty:

- Lower income families
- Generally disadvantaged in employment, pay and quality of job.

Child Poverty: More likely to live in poverty if:

- Household has four or more children.
- Where the head of the house is a lone parent or from an ethnic minority
- With no paid workers.

	Poverty	Power
Functionalists	Focus on the positive functions of poverty for some groups e.g. knowing you could live in poverty means people will undertake undesirable jobs, creates jobs for groups who deal with the poor. The poor also reinforce mainstream norms and provide examples of deviance such as lazy and dishonest.	Government and politics serves a purpose to regulate main stream norms and values.
Marxists	Poverty is the result from class-based inequalities. It is inevitable that some people will be poor in a capitalist society. Poverty serves the interests of the bourgeoisie who can hire and fire people e.g. if they demanded higher wages, the bourgeoisie could threaten to higher from the unemployed.	Weber- power is based on coercion or authority. The main sources of authority are traditional, rational legal and charismatic authority. Marxists argue the bourgeoisie use their power to exploit the proletariat. They have economic and political power.
Feminists	Women face the greatest risk of poverty than men, lone-mothers and the older women living alone in particular. The gender pay gap and the inequality of the division of caring responsibilities contribute to this.	Patriarchy- the system of our social structures and practices are male dominated and they use this power to oppress and exploit women.
New Right	Focus on individuals behaviour rather than structural causes of poverty. Stress the importance of traditional values and self-reliance. Welfare dependency and the underclass are key ideas in this approach.	The government does not meet it's peoples needs, and they believe their should be minimal government intervention from the welfare state.

