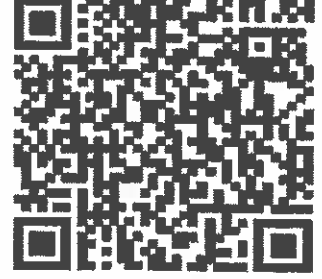
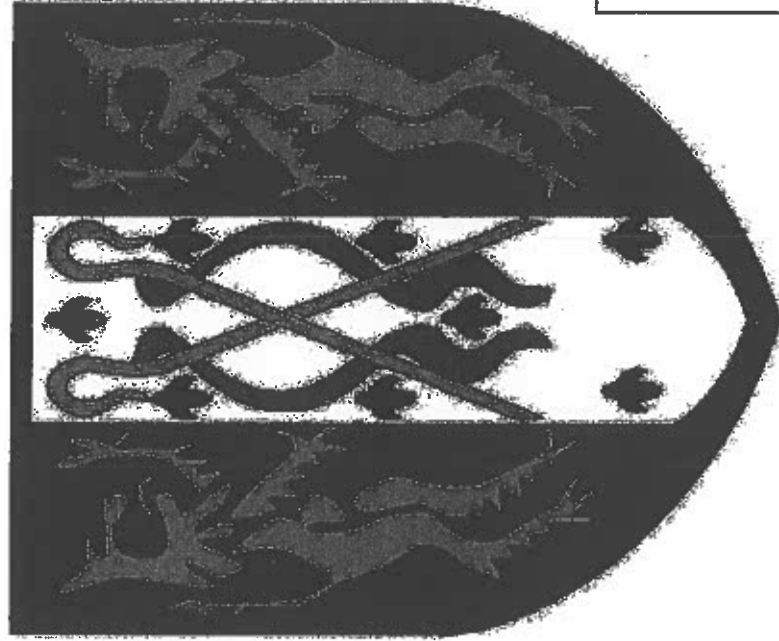


Year 11 Knowledge Organiser

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History

Year 11 Term1.1: Paper 2P Knowledge Organiser: Superpower relations and the cold War c.1941-1991

What was the Cold War?

The Soviet Union and the USA were allies in the fight against Hitler's Germany, but once the Second World War was over and there was no common enemy, the different political systems in the two countries made co-operation almost impossible. The communist Soviet Union and capitalist USA simply distrusted each other too much to remain on good terms. Instead, they drifted into a 'Cold' war. The Cold War was not an open military conflict, but it did have many of the characteristics of traditional war. Military alliances were formed and huge arsenals of conventional and nuclear weapons were developed. Fortunately, those weapons were never used in any direct fighting. So, the Cold War was limited to a war of words, fought through diplomacy, propaganda and spying. In the closing stages of the Second World War, the USA, Britain and other allies had freed Western Europe from German occupation. The Soviet Red Army had taken control of most of Eastern Europe. This led to Europe being split in two, with a capitalist, democratic West and communist East. In the years that followed, Stalin tried to win security for the Soviet Union by consolidating his control over Eastern Europe and, if possible, extending communism into Western Europe. At the same time, the USA gave support to Western Europe and worked to undermine communism in Eastern Europe.

Key terminology

Grand Alliance : The alliance between the US, USSR and UK that defeated Nazi Germany in WW2

United Nations : An international organisation set up in 1945 to preserve world peace

Iron Curtain : A metaphor for the line that divided Europe between the democratic west and communist east

Containment : The US policy which aimed to stop the spread of communism

NATO: The North Atlantic Treaty Organisation is an alliance of democratic countries who agree to defend each other against attack

Warsaw Pact: A military treaty and association consisting of the USSR and its European satellite states.

Brinkmanship : To push a situation to the point of disaster without quite going over the edge.

Brezhnev Doctrine: A policy which stated the USSR had the right to intervene in places where communism was threatened.

Cold War Background

Grand Alliance of USA, USSR, Britain and France in WW2 to defeat Nazi Germany • Met at Tehran (1943) and Yalta (1945) to agree how to defeat Germany and how Europe should look after the war. • Potsdam Conference (1945) agreed to de-nazify Germany and split it (and Berlin) into 4 zones shared between the 4 allies. Agreed USA would have a sphere of influence in the West, and the USSR would have one in the East.

Increasing Tension

Long and Novikov Telegrams 1946 • USA and USSR used their ambassadors to secretly report on the other country • Both reported fears that their opponents were building up their armies Truman Doctrine 1947 • President Truman declared that he feared the spread of communism and said it was a threat to freedom- the USA had the right to use its military and economy to fight the spread of communism Marshall Plan 1947 • USA offered \$13 billion of aid to Europe to stop poverty leading to communism • This upset the USSR who thought USA was trying to bribe its satellite states Iron Curtain Speech 1947- Churchill declared Europe was divided into two spheres Cominform/Comecon • In response to the Marshall Plan the USSR united all communist parties together from satellite states- Cominform. Also tried to tie all satellite states together economically- Comecon

The Berlin Blockade (1947-1948) and its consequences

• USSR worried the Western allies were trying to unite West Germany into Trizonia. • Blocked all road, rail and canal access to force them out of West Berlin • USA kept West Berlin supplies through a huge airlift of supplies for 11 months. USSR eventually backed down. Couldn't shoot down planes as would be act of war. FRG and GDR- Germany became officially divided into 2 different countries- FRG in West and GDR in East. Berlin also official split. NATO- USA and Western European military alliance against USSR Warsaw Pact- USSR responded to NATO by creating own military alliance of satellite states in Eastern Europe.

Hungarian Uprising 1956

• Encouraged by Khrushchev's Secret speech which criticised the hard, repressive policies of Stalin • Imre Nagy wanted to take Hungary out of the Warsaw Pact and make the country less repressive • USSR sent in troops and executed Nagy. Reforms undone. West didn't help at all despite promising to.

The Berlin Ultimatum and Summits

• By 1958 3 million East Germans had crossed to the West (1/3 pop) Showed unpopularity of communism • Khrushchev wanted to take over West Berlin to stop this- 1958 demanded West recognise East as independent country, and Berlin to be demilitarised (Berlin Ultimatum) or he would hand control of Berlin transport to the East government. Camp David Summit 1959 • Eisenhower and Khrushchev met and agreed to withdraw ultimatum. Paris Summit 1960 • USSR shot down US U2 spy plane. US tried to cover up and Khrushchev walked out of the meeting Vienna Summit 1961 • Khrushchev saw Kennedy as weak and reissued Ultimatum. Kennedy refused to make concessions, so nothing was agreed.

The Berlin Wall

• 12 August 1961 East German Leader Ulbricht ordered a barbed wire fence around West Berlin to stop the refugee problem. • Soon grew to 165km, cutting through streets and even buildings. • Two walls separated by no man's land with booby traps, barbed wire, watch towers and guards with machine guns • People tried to escape- 130 killed, most famous was Peter Fechter. • Khrushchev had to abandon plans for a united communist Germany and showed how unpopular communism was, but it did stop the refugee problem and showed communism was in control in the East • The Berlin Wall became a symbol of freedom and defiance against communism, and showed Khrushchev had accepted Western control in Berlin • Kennedy's 'Ich Bin Ein Berliner' speech 1963 very popular.



Josef Stalin
1922-1953



Franklin D. Roosevelt
1933-1945



Harry S. Truman
1945-1953



Winston Churchill
1940-1945, 1951-55



Dwight Eisenhower
1953 - 1960



Nikita Khrushchev
1953-1964



Imre Nagy
1953-55, 56

Year 11 Term1.1: Paper 2P Knowledge Organiser: Superpower relations and the cold War c.1941-1991

The Cuban Missile Crisis 1962

• 1959 Fidel Castro and Che Guevara topple the pro-American government in Cuba. • US boycotted buying Cuban sugar, so Castro sold it to Khrushchev, and receive arms from USSR. • 1961 CIA trained Cuban exiles to invade Cuba and overthrow Castro (Bay of Pigs invasion) but failed as USA backs out of air support and Cuban army superior to exiles. Makes USA look very bad! • Khrushchev sent nuclear missiles to Cuba to help defend from future US attacks. USA discovers them in 1962 • Kennedy decides to blockade Cuba to stop missiles arriving from USSR. • Khrushchev sent a telegram saying he would remove missiles from Cuba if USA wouldn't invade. • Khrushchev then sent another telegram adding he wanted US missiles removed from Turkey too. • Kennedy responded to first telegram publicly and second one secretly, increasing his reputation as a strong leader, making Khrushchev look like he backed down- maybe why he was dismissed as leader of USSR in 1954 • Moscow-Washington Hotline set up and 3 treaties (Test Ban 1963, Outer Space 1967, Non-Proliferation 1968) signed to reduce testing and spread of nuclear weapons.



Nikita Khrushchev
1953-1964



Fidel Castro
1959-2008



John F. Kennedy
1960-1963

Czechoslovakia 1968

• Alexander Dubcek introduced reforms 'Socialism with a human face'. Not anti-communist, just wanted more freedom. This became known as the Prague Spring. • Brezhnev worried about reforms spreading so invaded with 500,000 troops. Czechs didn't fight back- learn their lesson from Hungary! • Brezhnev Doctrine- actions of any individual country affected whole Eastern Bloc, so he would use Warsaw Pact troops to stop any reforms.

Détente 1970s

• After the Cuba crisis the USA and USSR wanted to get on better in the 1970s- this thaw (peaceful period) in the Cold War is called détente • Both needed to focus on economic and social problems at home, not war SALT 1 1972- Strategic Arms Limitation Treaty. Limited the number of nuclear weapons both sides had Helsinki Accords 1975- agreed to respect borders, work for closer relations and respect human rights. SALT 2 1979- Tried to introduce restrictions on missiles, but USA didn't trust the USSR after invasion of Afghanistan so US withdrew from talks.



Leonid Brezhnev
1964-82



Alexander Dubcek
1968



Richard Nixon
1969-74



Gerald Ford
1974-77

Key terminology

Prague Spring: A short time in 1968 when the Communist government allowed people to have more freedom than before.

Cease-fire: in the 1970s a state of peace agreed to between opponents so they can discuss peace terms

Helsinki Agreements: an agreement signed by 35 nations that committed states to fulfil obligations on security, cooperation and human rights.

Independent review questions. Suggested activities and questions...

1 What was the significance of the Tehran, Yalta and Potsdam Conference? Why did the wartime alliance unravel between 1945-1946?

2 Explain 2 consequences of the Berlin Blockade.

3 Explain the importance of the Arms Race on relations between east and west.

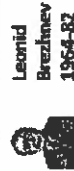
4 Explain why a policy of Détente was followed.

5 Create 2 timelines under the headings 1. Key topic 1: The origins of the Cold War, 1941-58, and 2. Key topic 2: Cold War crises, 1958-70. Add events, people, places. In a second colour draw links between the events to show cause and consequence. Label all links that you make.

Year 11 Term 1.2: Paper 2P Knowledge Organiser: Superpower relations and the cold War c.1941-1991

Soviet Invasion of Afghanistan 1979

- There was a communist revolution in Afghanistan in 1978 and civil war broke out. • USSR invaded in 1979 to help the communist government • USA very unhappy with this and ended détente. Supported Afghan rebels (Mujahideen)
- Carter Doctrine- USA would use force to repel any threats in Persian Gulf area, and introduced sanctions • USA boycotted the Moscow Olympics in 1980. USSR then boycotted LA Olympics in 1984 • Cost USSR \$8 billion a year and 15,000 troops were killed



Leonid Brezhnev
1964-82



Jimmy Carter
1977-81



Hafizullah Amin
1979



Babrak Karmal
1979-1986

Reagan's Second Cold War

- Reagan became President of USA in 1980, called the USSR an 'evil empire' and ended détente. • Planned the Strategic Defence Initiative (SDI) 1983 nicknamed 'Star Wars' - using satellites to destroy soviet missiles in space.
- USSR too poor to compete but didn't know USA hadn't actually made SDI yet. • Reagan increased funding for the Cold War and supported anti-communist groups in South America

Gorbachev's New Thinking

- USSR couldn't afford war in Afghanistan or new missiles to compete with USA, and living standards were low. • Perestroika - reform economy to include some capitalist ideas • Glasnost - introduce more openness and less corruption in government, allowed opposition to government. • Brezhnev Doctrine would also be dropped. • Reagan saw this as an opportunity to end the Cold War • Reykjavik Summit 1986- Gorbachev suggested phasing out nuclear weapons if USA gave up SDI. No agreement but improved relations. • Washington Summit 1987- Agreed a treaty reducing abolishing intermediate range missiles • Malta Summit 1989- No new agreements but seen as the end of the Cold War as both sides announced peaceful intentions

End of the Cold War

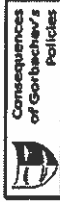
- Without Brezhnev Doctrine, satellite states could introduce reforms without fear • Many hold new elections and elect non-communists (Poland, Hungary, Czechoslovakia, Bulgaria and Yugoslavia) • 12 Soviet Republics left the USSR and formed the Commonwealth of Independent States after hard-line communists tried to remove Gorbachev. • Gorbachev resigned on Christmas Day 1990, dissolving the USSR and ending communist rule in Europe. • Warsaw Pact formally dissolved 1991.

1989-90

Nov 1989

Oct 1989

1990



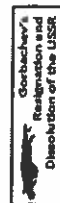
Consequences of Gorbachev's Policies



Nationalist Demands within the USSR



August Coup

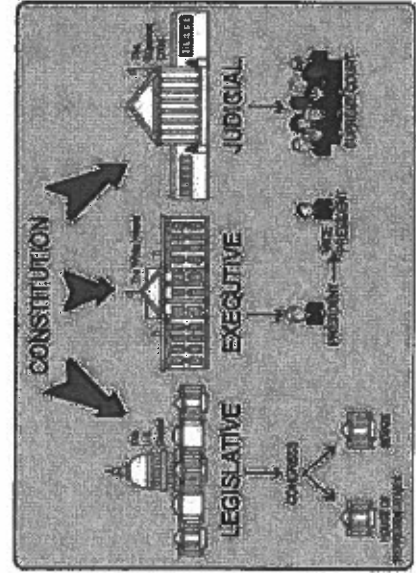


Gorbachev's Resignation and Dissolution of the USSR

Year 11 Term1.2: Paper 3 Knowledge Organiser: The USA- conflict at home and abroad (Topic 1: Civil Rights movement)

The American System

The USA has a federal system of government. It's divided into states which can grant their own laws. However, each state also comes under the umbrella of the federal government in Washington DC, which passes federal laws that cover the whole country. This system can cause problems because different states often want different things. States can pass their own laws, but the Supreme Court can overrule them. The government has 3 branches which in theory balance each other out, so no one branch is too powerful. This is known as 'checks and balances'.



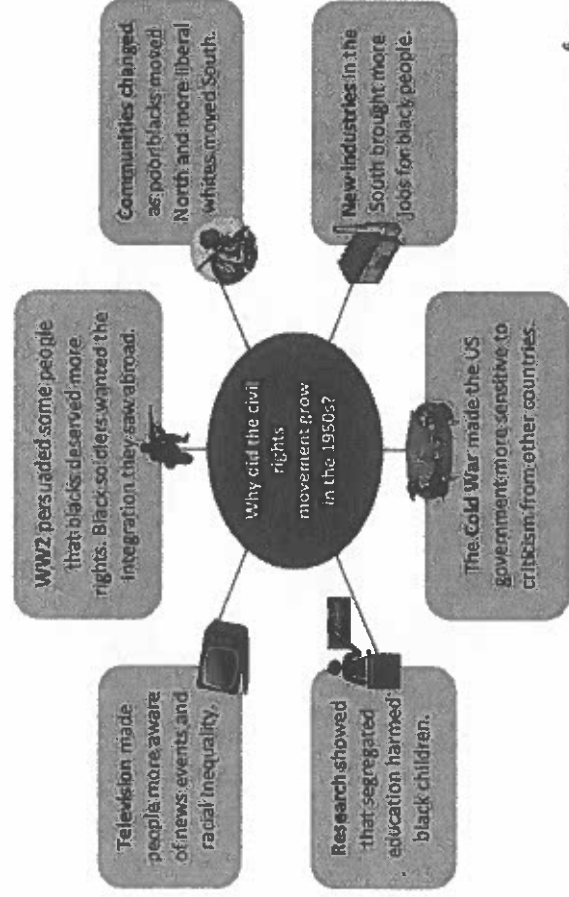
In the North, segregation was caused by discrimination. Black people had the worst jobs and houses.

In the South, segregation was enforced by law. There were laws which said black people must have separate facilities to white people.

Segregation & Discrimination in the 1950s

In the 1950s, all across the USA black people faced segregation (being separated from whites) and discrimination (being treated unfairly because of their race). In the North, segregation was caused by discrimination. Black people had the worst jobs and houses. In the South, segregation was enforced by law. There were laws which said black people must have separate facilities to white people. Segregation laws (called the Jim Crow Laws) worked on the theory of 'separate but equal' - this said that segregation was legal if the white and black facilities were equal. This principle was backed by the Supreme Court in a famous court case (Plessy v. Ferguson) in 1896. All public facilities had separate sections for white people and black people. Black people could be thrown out or even arrested if they didn't stay in the 'colored' section.

Year 11 Term1.2: Paper 3 Knowledge Organiser: The USA- conflict at home and abroad (Topic 1: Civil Rights movement)



NAAACP - National Association for the Advancement of Colored People

The NAAACP focused on fighting for civil rights in the courts. The NAAACP knew it was vital that the 1896 Plessy v. Ferguson ruling was overturned. They had two ways of challenging Plessy: ☐ They showed that current facilities were not equal ☐ They argued that even if facilities were equal, segregation still harmed black peoples' chances in life. They won most of the court cases they fought in the 1950s. However – winning a case didn't mean it was always enforced.

CORE - Congress of Racial Equality

CORE focused on fighting for civil rights through non-violent protest. They used boycotts, pickets and sit-ins to get publicity for the civil rights movement. Its members were taught not to react if they were arrested or attacked. Although CORE was smaller than the NAAACP and worked mainly in the North, its methods influenced many local groups all over the country.

Church organisations

Black church leaders were often good speakers and could organise events well. They stressed non-violence (like CORE) and forgiveness. Some white people liked the church organisations because they were non-violent and often willing to work with the segregated system. Others were suspicious of them because of how well organised and well supported they were. Black churches were often targets for white violence.

Education – The Brown Case (1954) Linda Brown was a black girl from Topeka, Kansas who had to go to a 'black' school that was much further away than the nearest 'white' one. In 1952 the NAAACP took the case to the Supreme Court. It was called Brown v. the Board of Education. They argued that segregated schools went against the 14th Amendment (equal citizenship rights for all). During the case Earl Warren was appointed as Chief Justice (head of the Supreme Court). He did not support segregation. In 1954 the Supreme Court ruled that segregated education was unconstitutional. They said that schools must desegregate. However, they didn't set a timescale for desegregation. A second case in 1955 (Brown II) simply gave the vague order for schools to desegregate "with all deliberate speed". What was the result of the case? Why was the case significant? ☐ Brown reversed the Plessy ruling, and so sparked more legal cases for desegregation. ☐ The Southern 'border' states (those nearest the North) desegregated their schools. ☐ The case increased awareness of civil rights issues.

The Murder of Emmett Till (1955) Emmett Till was a black teenager from Chicago who was murdered in Mississippi in 1955. He was brutally beaten to death by a local shop owner after allegedly making sexual comments to his wife. Till's murder became famous because his mother insisted on an open casket viewing of the body, so that everyone could see his horrific injuries. This led to huge publicity and shock. 'Dixiecrats' were Southern Democrat politicians who strongly believed in segregation, and the rights of states to make their own laws. Because there were so many of them in Congress, they constantly blocked any laws that would give black Americans more rights. Many local politicians (governors, mayors etc.) also supported segregation. There were no black judges or juries. This meant that it was very difficult for black people to get fair treatment or justice. People were even angrier when Till's murderers were cleared of all charges – they later sold their story to a magazine and admitted to the murder. Some historians say that Till's murder started the rapid growth of the civil rights movement.

Education: Little Rock, 1957

In 1957, 25 black students were due to start at the newly-segregated Little Rock High School in Arkansas. Because of threats from white people, only 9 were willing to go – known as the 'Little Rock Nine'. What happened at Little Rock? The governor of Arkansas, Orval Faubus, was against desegregation. He sent in 250 state troops to stop the black students from going into the school. The NAAACP arranged for the Little Rock Nine to arrive together the next day. When one of the 9 (Elizabeth Eckford) accidentally turned up alone, the state troopers refused to protect her from the angry mob. Over 250 reporters were there and the Little Rock Nine became famous.

Montgomery Bus Boycott (1955) In 1955-56, a series of events led to the desegregation of buses in Montgomery, Alabama. Rosa Parks is arrested In December 1955 Rosa Parks was arrested for refusing to give up her bus seat for a white man. In response, the Women's Political Council (WPC) (a local group set up to tackle discrimination) organised a one-day boycott of the buses, hoping that it would get the bus companies to listen. It was very successful – 90% of black people who usually took the bus boycotted them. Martin Luther King is involved A few days later, the Montgomery Improvement Association (MIA) was set up. Martin Luther King was chosen as its leader because: ☐ He was new in Montgomery, so had no friends or enemies He was a clergyman ☐ He was well educated ☐ He believed in non-violent action. In 1956 the NAAACP began a court case (Browder v. Gayle) to desegregate Montgomery's buses. The court decided that buses should be desegregated – and the decision was upheld by the Supreme Court. The MIA stopped the boycott in December 1956 and integrated services began.

Year 11 Term2.1: Paper 3 Knowledge Organiser: The USA- conflict at home and abroad (Topic 1: Civil Rights movement)

Civil Rights in the 1960s

The Greensboro Sit-in (1960) On 1st February 1960, 4 black students were asked to leave a segregated Woolworth's lunch counter in Greensboro, North Carolina. They refused and stayed seated (called a sit-in) until closing time. The press reported the story and soon thousands of students were holding their own sit-ins across the state. The sit-ins were very well-organised and the students were trained not to react when attacked. Greensboro was significant because: ☒ Young people and white people were inspired to join in the protest. ☒ Sit-ins were a simple but effective tactic - they were hard to ignore. ☒ It attracted lots of media attention. ☒ It inspired similar protests across the country. The Freedom Riders (1961) In 1961, a group of CORE activists decided to ride the buses from the North to the Deep South to see if desegregation was actually happening. These Freedom Riders began from Washington DC in May 1961. Georgia Alabama Miss. Washington DC Anniston Birmingham Tennessee More and more people (including SNCC) joined in, determined not to let the racists win. There were over 60 Freedom Riders throughout the summer. Violence usually flared up when they reached cities and the Riders were often arrested for causing trouble. Over 300 went to jail in Jackson, Mississippi. The Freedom Riders ended when the government said it would force desegregate their bus facilities in November 1961. In April 1960 the Student Nonviolent Coordinating Committee (SNCC - pronounced 'snick') was set up to plan student protests in the South. Its ideas were based on the non-violent protest tactics of CORE and the SCLC.

The Freedom Riders (1961) In 1961, a group of CORE activists decided to ride the buses from the North to the Deep South to see if desegregation was actually happening. These Freedom Riders began from Washington DC in May 1961. Georgia Alabama Miss. Washington DC Anniston Birmingham Tennessee More and more people (including SNCC) joined in, determined not to let the racists win. There were over 60 Freedom Riders throughout the summer. Violence usually flared up when they reached cities and the Riders were often arrested for causing trouble. Over 300 went to jail in Jackson, Mississippi. The Freedom Riders ended when the government said it would force desegregate states to desegregate their bus facilities in November 1961.

Freedom Summer (1964) The Freedom Summer was organised by SNCC and CORE. Volunteers went to Mississippi to work on projects in black communities - there was a strong focus on voter registration because 1964 was an election year. In response, the KKK burned black homes and churches and beat up many volunteers. The Mississippi murders In June 1964, 3 volunteers - Michael Schwerner, Andrew Goodman and James Chaney - were abducted and shot dead by the KKK. Schwerner and Goodman were white. No one was charged for the murders and the incident became a national scandal. The Freedom Summer was successful in that it raised awareness of voter registration problems. However - of 17,000 black people who tried to register to vote, only 1,600 succeeded.

The James Meredith Case (1962) In 1962, the Supreme Court ordered the University of Mississippi to accept black student James Meredith. However, the state governor and several university officials physically stopped Meredith from registering. When about 500 federal officials arrived to help Meredith they were attacked by a mob of over 3000. Violence broke out and hundreds of people were injured. President Kennedy eventually stopped the rioting by sending in federal troops. When Meredith finally did register, troops stayed to guard him for the whole year.

Birmingham, Alabama (1963) In 1963, SNCC, SCLC and others began Campaign C (for 'confrontation') in Birmingham, Alabama. The campaign included sit-ins, boycotts and peaceful marches. Many protestors were arrested and the local jails became full. The campaigners chose Birmingham because they knew that its police chief, Bull Connor, was easily provoked into using violence. As predicted, Connor ordered the police to use dogs and fire hoses on the protestors. Photos and news reports of the event made the police look bad, and people felt sympathy for the

March on Washington (28th August 1963) After Birmingham, civil rights leaders planned a huge protest march on Washington DC, the location of Congress and the White House. Over 250,000 people (40,000 of them white) took part. The protest was peaceful and was broadcast live on TV around the world. Martin Luther King gave his famous 'I have a dream' speech.

1964 civil Rights Act

Banned segregation in public places ☒ Banned discrimination in voter registration tests ☒ Set up an Equal Opportunities Commission to deal with job discrimination The act made big changes in theory, but it did not stop discrimination in practice.

1965 Voting Rights Act

It illegal to prevent certain races voting ☒ All states had to have the voting registration requirements. ☒ States where voter registration was low 50%, federal (government) officials were sent in to help By the end of 1965, 79,593 voters had been registered with help from the government officials.

Significance: ☒ It showed there was massive support for civil rights ☒ Black and white people protested together ☒ MLK's speech gained more support for the movement ☒ Famous people attended, e.g. Bob Dylan ☒ It was broadcast live around the world.

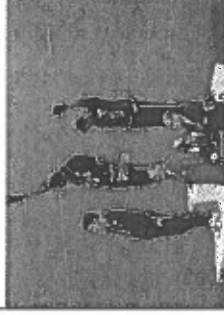
Year 11 Term2.1: Paper 3 Knowledge Organiser: The USA- conflict at home and abroad (Topic 1: Civil Rights movement)

Malcolm X: was a campaigner who belonged to the Nation of Islam (NOI). Beliefs The Nation of Islam had very radical beliefs. They were against integration and believed that a separate state was needed for black people. Malcolm argued that non-violent action didn't work. In 1964 Malcolm left the NOI and started his own group. His views softened and he became more willing to work with white people to achieve integration. He set up the Organisation of African American Unity and began to work with other civil rights groups. Assassination The NOI were angry at Malcolm for changing his beliefs. In February 1965, three NOI members shot him dead while he was making a speech in New York. After his death, people tended to focus more on his earlier beliefs about black self-defence than his later change in attitude.



Black Power: From 1963, more and more black people were disagreeing with non-violent direct action. 'Black Power' was a slogan used by black groups with more radical beliefs. They encouraged black people to be proud of their culture. They rejected help from white people. They were against forced integration. They used militant (violent) language. They were influenced by Malcolm X.

Stokely Carmichael Stokely Carmichael set up a party to represent black Americans, and he became chairman of SNCC in 1966. He had previously believed in non-violent direct action, but changed his views and began to bring more Black Power campaigners into SNCC.



King's campaign North 1966 Following the Watts riots, Martin Luther King wanted to show that non-violent direct action could still work. In 1966 he took the SCLC to campaign in Chicago. The campaigners helped tenants to fight segregated housing, and Jesse Jackson organised boycotts of white businesses (Operation Breadbasket). The SCLC organised marches in the city, but there were a number of problems.

The Black Panthers The Black Panthers were one of the biggest Black Power groups. They were set up in 1966. The Panthers believed that white police and officials did not support the black community – they wanted black officials to work for their communities. Unlike many Black Power groups, they were willing to work with white people who shared their beliefs. The Panthers had a list of aims called their 'Ten Point Programme', and wore a black uniform.

The Riots of 1964- Between 1964 and 1968 there were 329 major riots in cities across America, caused by the problems that black people faced in city ghettos. They took place in the summer, when the heat made ghetto conditions worse and tempers short. The biggest riots were in the Watts area of Los Angeles (1965), Chicago (1966) and Detroit (1967).

The Kerner Report (1968) President Johnson set up an enquiry into the riots. The Kerner Report said: The riots were caused by poor ghetto conditions, which were the result of discrimination. White officials should do more to solve problems in black communities. The police often made things worse, and needed to change how they treated black people. The riots had been exaggerated

King's Assassination (1968) Martin Luther King was shot dead in Memphis, Tennessee, on April 4th 1968. In the following weeks: The 'Poor People's Campaign', which he had been working on at the time of his death, went ahead. It was a failure. Long-term impact After King's death, white opposition increased. He was the person who white people most related to. Many black Americans became more radical. SNCC changed its 'N' from 'non-violent' to 'national'.

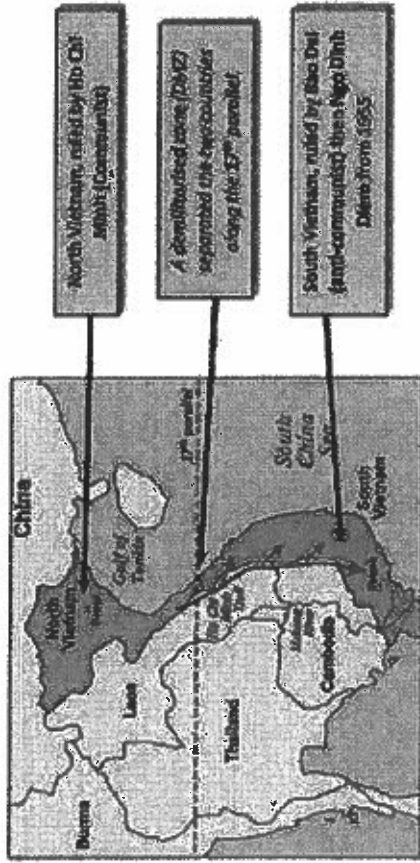
Progress 1969-1975 In the late 1960s protest began to change. The Vietnam War became the biggest issue. Many black Americans were angry that civil rights had still not been achieved, yet they were expected to fight for America. The boxer Muhammad Ali famously refused to fight in Vietnam.

Although progress had been made since the 1950s, equality had still not been achieved by 1975. Many black people still lived in ghettos. Black people were still harassed by the police. Most black Americans were paid less than white people. Desegregation was not always beneficial to black people.

Independent review questions: Suggested activities and questions...

- 1) Briefly sum up how each of the people were involved in the boycott and/or the events that followed.
- 2) Give three reasons why the civil rights movement grew in the 1950s.
- 3) Create a timeline 1900-1959. Label the context of US society, any events, consequences and changes to the law.
- 4) Create a significance table of the key events of the 1960s, and their impact in the civil rights movement.
- 5) Civil Rights had achieved more by 1965 than it had by 1975? How far do you agree? Explain your arguments.

Year 11 Term2.2: Paper 3 Knowledge Organiser: The USA- conflict at home and abroad (Topic 2: the war in Vietnam)



Many South Vietnamese peasants hated Diem's government and joined an anti government force called the Viet Cong. The Viet Cong received help from communist North Vietnam and its members wanted to see a unified and communist Vietnam. President Kennedy, elected in 1961 was the first person who placed Americans in Vietnam which he called special military advisers. After a while there were 11000 Americans in the country. After President Kennedy was assassinated in 1963, Lyndon Johnson became President. After the Gulf of Tonkin incident he got the US Congress to pass the Tonkin Gulf Resolution which gave Johnson the power 'to take all necessary measures to prevent further aggression and achieve peace and security' This effectively meant he could send soldiers to war in Vietnam and on 8th March 1965 3500 US Marine combat troops came ashore in Da Nang. America was now at war in Vietnam.

Greater Involvement Under Johnson (1963-69)

President Johnson had the same goals as Kennedy – to set up a stable government in South Vietnam, and to avoid full-blown war. However, his situation was more difficult than Kennedy's. The Vietcong was stronger. The VC was a much more serious threat than before. It seemed certain that South Vietnam would not survive without more US involvement. Johnson sent in more US advisers – there were 20,000 by 1964.



The Vietcong tactics

The Viet Cong were a guerrilla branch of the North Vietnamese army. They used a range of tactics to beat the Americans. The tactics were not high-tech: they relied on knowing the landscape and having the backing of the ordinary folk. Booby traps are an example of a Viet Cong tactic. For example, the Viet Cong would place trip wires or dig holes filled with spikes, sometimes coated in human excrement, and then would cover the hole with leaves to deceive the enemy. Markers like broken sticks would be left on the path to warn fellow Viet Cong about the locations. Tunnels were used by Viet Cong guerrillas as hiding spots during combat, as well as serving as communication and supply routes, hospitals, food and weapon caches and living quarters for numerous guerrilla fighters. This frustrated Americans who could not locate the tunnels. The Ho Chi Minh Trail was a network of paths that served as hidden route through the jungle for Viet Cong soldiers and Vietnamese civilians. The Viet Cong used it to move troops, weapons and other supplies into and around the country without being detected by the Americans. The Americans constantly tried to find the trail, but it was too well hidden and frequently changed. It was essential in allowing the north Vietnamese to beat the Americans.

The Historical Background: Vietnam and the French Before WW2, Vietnam had belonged to France but during WW2 the Japanese took control. After WW2, the French tried to regain Vietnam. When it became clear that the Viet Minh were supported by communist China, the Americans led by President Truman and President Eisenhower gave the French money to help them win. (\$500 million per year) The Vietnamese forces were known as the Viet Minh and were communist. They were led by Ho Chi Minh. They used Guerrilla warfare. The conflict between the Vietminh and the French dragged on between 1946-1954. There were over 90 000 French casualties. The decisive battle took place at Dien Bien Phu in 1954 where a large French force was defeated by the Viet Minh. There was then a ceasefire and a peace conference in Geneva and the country was split into two. The conference declared that there were to be free elections within two years to try and help re unite the country.

How did the Americans get more involved? In 1955 the Americans helped Ngo Dinh Diem set up the Republic of South Vietnam. They supported him because he was bitterly anti communist but he was effectively a brutal dictator. Diem's regime was very corrupt and he The north was now a communist country under the control of Ho Chi Minh and friendly with the USSR and China. The south was an anti communist The American's supported Diem's government in South Vietnam with hundreds of millions of dollars in the 1950s.

Greater Involvement Under Eisenhower (1953-61)

America hated communism. The domino theory was the fear that if Vietnam became communist, other countries in that part of Asia would also become communist. In 1954 Eisenhower set up the South East Asia Treaty Organisation (SEATO): a group of countries who would work together to stop communism spreading in the region.

Greater Involvement Under Kennedy (1961-63) Kennedy continued Eisenhower's 'limited war' approach: He sent 16,000 more US advisers to train the ARVN. He focused on pacification – winning over local people so that they wouldn't support communism. He sent in US Special Forces ('Green Berets'), who trained villagers to protect themselves from the VC. He agreed the use of chemical spraying to kill crops and jungle areas where the VC could be hiding.



Vietnamisation Under Nixon (1969-73)

Johnson didn't stand for re-election in 1968 because of the increasing criticism of the war. He was succeeded by Richard Nixon, who promised to get the USA out of the war. Nixon's ideas – known as the Nixon Doctrine – said that the US would no longer provide troops to its allies, only aid and training. This meant that the US would gradually withdraw and leave South Vietnam to fight their own war, a process called Vietnamisation.

Vietnamisation meant shifting responsibility for fighting to the South Vietnamese Army (ARVN). The US ground troops would withdraw (but not the Air Force). The US would still provide training and equipment. The US would leave with honour (it wouldn't simply abandon South Vietnam) South Vietnam would remain a separate (non-communist) country.

Year 11 Term 2.2: Paper 3 Knowledge Organiser: The USA - conflict at home and abroad (Topic 2: the war in Vietnam)

USA Tactics

America had superior resources and technology. The main problem for the US was that their guerrilla enemy, the Viet Cong, hid out among the thick, dense forest, and stayed in villages among the ordinary folk. In the attempt to find the Viet Cong fighters, the US launched an operation called Search and Destroy: they searched Vietnamese villages for Viet Cong fighters and, if they suspected there were any there, destroyed the village. This often led to deaths of innocent civilians including women and children. The missions made ordinary people hate the Americans: as one marine said of a search and destroy mission – "if they weren't Viet Cong before we got there, they sure as hell were by the time we left". The Viet Cong often helped the villager's re-build their homes and bury their dead. When the Americans suspected that they had found a Viet Cong base, they would drop Napalm on the site. Napalm was a very flammable fluid, that would burn through almost anything. It often hit civilians. The Americans attempted to force the Vietnamese to surrender through Operation Rolling Thunder. These were bombing raids on Vietnamese towns, intended to destroy morale. The thick forest was a real problem for the Americans, because this was how the Viet Cong hid. Determined to find the Viet Cong bases and supply routes, the Americans sprayed a chemical called Agent Orange onto the forests from aeroplanes. It killed the trees, so that the Americans could find their enemy. But the chemical caused much more harm than this. It killed crops, causing people to go hungry. It also caused birth defects in children borne to people who were exposed to the chemical.

Reasons for growing involvement under Nixon

Cambodia (1970) In 1969 Nixon secretly ordered the bombing of the Ho Chi Minh Trail in neighbouring Cambodia, and in 1970 he sent in 30,000 US troops. America achieved its aim of damaging the Ho Chi Minh Trail and preventing a communist government in Cambodia, but people back home were outraged at Nixon for expanding the war. Congress cancelled the Gulf of Tonkin Resolution. **Laos (1971)** In 1971 the US agreed to provide air support for an ARVN invasion of Laos, where communists were still using the Ho Chi Minh Trail. The ARVN attacked the city of Tchepone but were driven out by the communists – an embarrassment for the USA. **Bombing of North Vietnam (1972)** In 1972 the North Vietnamese attacked the South in the Easter Offensive, so the USA responded with **Operation Linebacker** – heavy bombing of North Vietnam. Major cities including Hanoi were targeted. North Vietnamese industry and communication was destroyed. Supplies from China and the USSR were disrupted.

Reasons for the USA's Failure in Vietnam

Russian and Chinese support

The 'home advantage'

The North Vietnamese were familiar with Vietnam's landscape and language. They knew how to fight in the conditions and win people onto their side.

Vietcong tactics

The VC were well-organised and experienced in guerrilla fighting. They had tunnel systems to move around quickly and had the support of villagers.

Poor understanding of Vietnam

US soldiers were unfamiliar with Vietnam's geography, culture and language. They didn't understand that villagers didn't want to leave their villages, or that most couldn't read.

Political problems

The US-backed South Vietnamese government was corrupt and unpopular, and many people still associated it with French rule. To the Vietnamese, the USA was a foreign invader trying to force its own ideas on them.

The Ho Chi Minh Trail

The trail allowed the North Vietnamese to move people and equipment into the South easily. Neighbours Laos and Cambodia allowed the trail to operate in their countries.

North Vietnam's strengths

Vietnam had been one country before and many people wanted it to be one again. Villagers helped shelter the VC and were determined to win the war.

Military tactics

The military thought more troops and bombing would win the war, but failed to win over ordinary Vietnamese people. They measured their success by the number of enemy troops killed, but ignored the fact that the ARVN still didn't control large areas of the South. The draft meant that US troops were young and inexperienced.

USA's weaknesses

Presidents and Congress needed public support, and it was impossible to ignore the large opposition to the war. It was the war in which a large section of the population was against the US's involvement.

Opposition to the war at home

Presidents and Congress needed public support, and it was impossible to ignore the large opposition to the war. It was the war in which a large section of the population was against the US's involvement.

Peace Negotiations, 1972-73

Official peace talks began in Paris in 1968 but got nowhere - America wanted South Vietnam to be independent, but North Vietnam wanted Vietnam reunified as one country. As a result, Nixon also held secret talks with North Vietnam and its allies China and the USSR, pressuring them to reach an agreement. America and North Vietnam reached an agreement in Paris in 1972, but it was never signed because South Vietnam's President Thieu (who was not involved in the discussions) refused to accept it. Talks eventually began again in January 1973 - after Nixon continued bombing North Vietnam, and persuaded South Vietnam to come to the talks by promising them aid and supplies.

Independent review questions. Suggested activities and questions...

- 1) Explain why the USA got involved in Vietnam. Refer to the context and history before 1960.
- 2) Describe the changing approach to Vietnam undertaken by each US President, and each Vietnamese leader.
- 3) Make a weighing diagram showing the strengths and limitations of the tactics and actions taken by the USA during the war.
- 4) Explain why there was opposition to AND support for the Vietnam war.
- 5) Create a factors diagram showing the reasons why the USA failed in Vietnam, including the impact and consequences it had, both in Vietnam and in the USA.



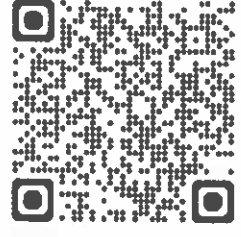
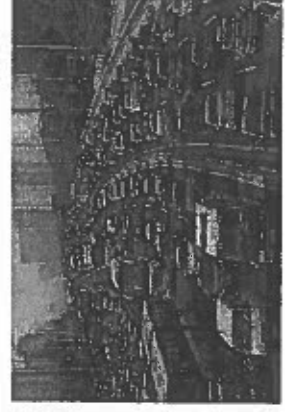
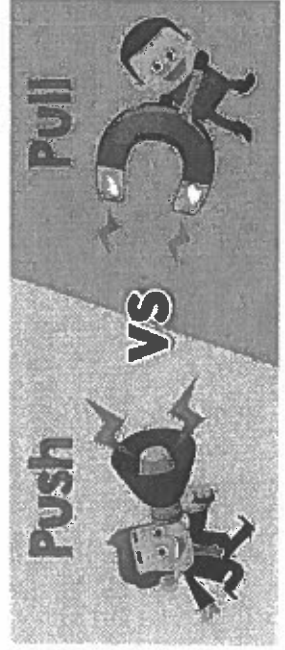
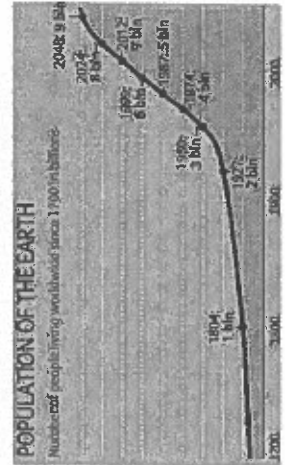
Geography

Geography (GCSE) – Urban World – Paper 2

Summary - Position in the Curriculum

Urban World is the first topic of AQA GCSE Geography course in Year 11 which forms part of paper 2. This topic is important as it begins with investigating the growth of World's cities which has led to the formation of many megacities before focussing on the sustainable development of urban areas e.g. Freiburg, Germany which you need to learn for your GCSE exam. This topic compares and contrasts two urban areas which we call Case Studies in Geography. It is imperative that we memorise the core facts in the London (LIC) and Rio De Janeiro (NEE) Case Studies.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Urbanisation	Is the rise in the percentage of people living in urban areas, in comparison with rural area.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Migration	When people move from one area to another.	Use the following statements to help you learn core knowledge for the questions on the right-hand side.	Answer 1 per week for Self-Study, you can draw on your notes, this organises your memory and your own research.
Rural-Urban Migration	People move from countryside areas (rural) to main towns and cities (urban).	Urbanisation is happening all over the world but in LICs and NEEs rates are much faster than HICs.	1. Explain why urbanisation is currently faster in LICs (low-income countries) and NEEs (newly emerging economies).
Natural Increase	Birth rate minus the death rate of a population.	Rural-urban migration is caused by push and pull factors. People leave the countryside because there are few doctors or hospitals (PUSH). People are attracted to the city as there are more well-paid jobs (PULL).	2. Identify and explain 5 push factors and 5 pull factors for rural to urban migration.
Push Factor	Factors that force a person to move e.g. drought, famine, war.	More than two thirds of current megacities are located in either NEEs (Brazil) and LICs (Nigeria).	3. Identify a megacity on each of the following continents: North America, South America, Europe, Asia and Africa.
Pull Factor	Factors that encourage a person to move e.g. better jobs, better education.	Water conservation is about reducing the amount of water used by installing water meters, collecting rainwater for gardens etc.	4. Explain how Freiburg (Germany) promotes a sustainable water supply?
Mega City	An urban area with a total population of more than 10 million people.	Waste recycling means fewer resources are used. Less waste reduces the amount that eventually goes to landfill.	5. Explain how the 3R's (Reduce, re-use, recycle) will help cities like Freiburg become more sustainable.
Sustainability	Actions that meet the needs of the present without reducing the ability of future generations to meet their needs.	Urban areas are busy places and experience traffic congestion that can lead to various problems e.g. pollution.	6. Why is there a need to reduce traffic congestion in cities such as London and Freiburg.
Traffic Congestion	When there is too great a volume of traffic for roads to cope with and traffic slows to a crawl.	Congestion solutions include widening roads, building by-passes, introducing park and ride schemes etc.	7. Evaluate the strategies employed to manage traffic congestion – state the advantages and disadvantages of a number of strategies.

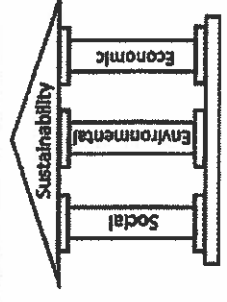
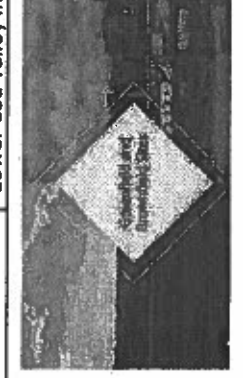
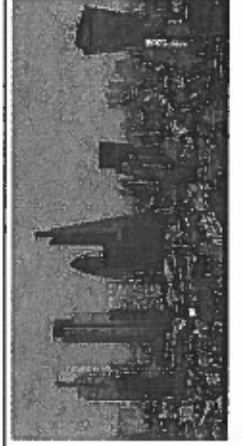


Geography (GCSE) – Urban Change in the UK: London – Paper 2

Summary - Position in the Curriculum

Urban change in the UK: London form a key case study of a HIC city that you will need to know for your paper 2 exam. This topic is very relevant as not only does it investigate the city you live in but it also starts to look at the decline and regeneration of the Docklands – a place you will visit for one of your fieldtrips in preparation for paper 3. The unit focuses on the changing population and culture of London before looking at key issues faced by cities e.g. pollution and housing shortages. Towards the end, you will investigate redevelopment and sustainable living for the future of London.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Densely populated	High population density, many people per sq. km	<i>Learn the main aspects of this topic.</i>	<i>Revision and self-study questions are below.</i>
Economic migrants	Someone who migrates with the main purpose of finding work or escaping poverty.	<i>Use the following statements to help you learn core knowledge for the questions on the right-hand side.</i>	<i>Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.</i>
Gentrification	The movement of wealthy people into an urban area that was previously run down.	London is not just the UK's capital; it is also the UK's largest and wealthiest city.	1. Why did London grow? Think about the importance of the River Thames.
Urban Regeneration	The revival of old parts of the built-up area by either installing modern facilities in old buildings or opting for redevelopment.	London's population is higher now than it has ever been. Economic migrants have increased the population and created a culturally diverse society.	2. Explain how the population and culture of London has changed over time.
Urban greening	The process of increasing and preserving open space such as public parks and gardens in urban areas.	London Docklands was once a busy container dock. Since the 1970's this area has declined and many docks have closed due to container ships being too big.	3. One option to solve the housing shortage in London is to build on greenfield sites. Outline the advantages and disadvantages of doing this.
Social deprivation	The degree to which an individual or an area is deprived of services, decent housing, adequate income and local employment.	London is one of the greenest cities in the world. This is good as trees produce oxygen and provide open space.	4. What were the advantages and disadvantages of the Olympic urban regeneration project? Think social, economic and environmental impacts.
Greenfield site	A plot of land, often in a rural or on the edge of an urban area, that has not yet been subject to any building development.	Inequality still exists in housing, education, health and employment. Over 2 million people live in poverty.	5. How could cities become more sustainable? Think about energy, transport etc.
Brownfield site	Land that has been used, abandoned and now awaits some new use. Commonly found across urban areas, particularly in the inner city.	There is a major shortage of housing in London. One way to solve this problem is to build on greenfield and brownfield sites.	 
Sustainability	Actions and forms of progress that meet the needs of the present without reducing the ability of future generations to meet their needs.	In 2012, London held the Olympics which saw the regeneration of the Lower Lea Valley in East London.	

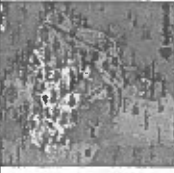


Rio De Janeiro Geography Case Study – (GCSE) Paper 2

Summary - Position in the Curriculum

Rio De Janeiro Case Study is part of the Urban Issues & Challenges unit of work. This topic will be part of section A of Paper 2 GCSE exam. This topic covers urban growth of Rio De Janeiro as an NEE city and the challenges it faces and its regional and global importance which you need to learn for your GCSE exam. Rio De Janeiro is the main example in this topic which we call Case Studies in Geography. It is imperative that we memorise the core facts of the Rio De Janeiro Case Study.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
		<i>Learn the main aspects of this topic.</i> <i>Use the following statements to help you learn core knowledge for the questions on the right-hand side.</i>	<i>Revision and self-study questions are below.</i> <i>Answer 1 per week for Self-Study; you can draw on your notes; this organiser, your memory and your own research.</i>
Rural to Urban Migration	Populations move from the countryside to towns and cities due to increased work opportunities and a better, more modern lifestyle.		
Natural Increase	Where the birth rate is higher than the death rate and the population increases in size.	Brazil is the continent of South America. Rio is a coastal city in the SE region of Brazil and is the second largest city with 6.5 million people. Rio hosted the 2014 football world cup and the 2016 Olympics. It is a major contributor to Brazil's GDP (6%) and a major tourist attraction.	1. Location, background and importance
Informal Economy	Employment outside of the official knowledge of the government. Taxes not paid on earnings.	Rio has grown mainly through migration, with millions moving for work mainly from Brazil and other South American countries.	2. Reasons for Rio de Janeiro's rapid growth since 1950s?
Social-Water supply	95% of the population of Rio has access to mains water, compared to 65% in rural areas.	Social challenges- shortage of housing, schools and healthcare and large-scale inequality. Social opportunities, standards of living are improving, carnival is an important cultural event.	3. What are the social opportunities and challenges?
Social-Healthcare	Rio has a life expectancy 4 years higher than the rest of Brazil. Infant mortality rates in Rio are 3 times lower than the national average.	Economic challenges- Many jobs are in the informal sector and produce little tax revenue. High unemployment in the Favelas. Economic Opportunities- Many different types of work available and higher wages than rest of country.	4. What are the economic opportunities and challenges?
Social-Energy	99% of people in Rio have access to electricity, in some parts of the country this is 25%.	Environmental challenges- Favelas are built in poor locations and pollute through rubbish and sewerage. Environmental opportunities- more investment in infrastructure due to the world cup and Olympics.	5. What are the environmental opportunities and challenges?
Favelas	Squatter settlements that have little planning or building regulations. Often with no water or electricity provided.	Government has demolished favelas and relocated residents to correctly built areas. Self-help schemes have been used where residents are taught the skills to build their own homes correctly with services already installed.	6. What is being done to manage the squatter settlements?

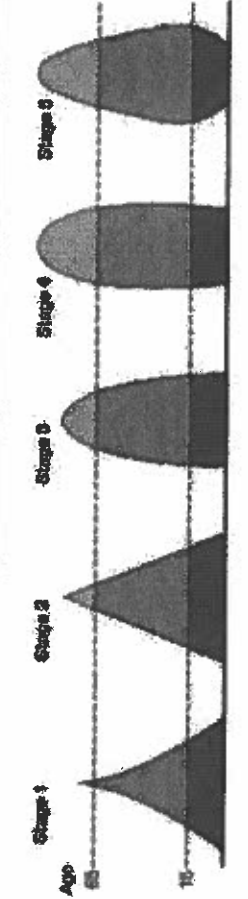
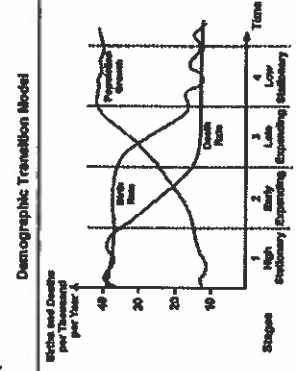
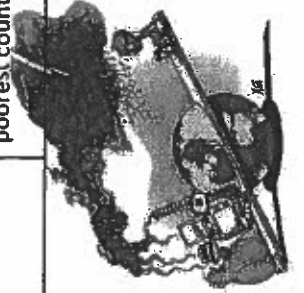
Map of Brazil	Favela	Location of Rio De Janeiro	Rio De Janeiro	Scan QR Code for Further Learning
				

Geography (GCSE) – Development – Paper 2

Summary - Position in the Curriculum

Development is the second topic of AQA GCSE Geography course in year 11 which forms part of paper 2. This topic is important as it investigates the causes and solutions to the development gap that exists in our World today. It focuses on a case study of how tourism has helped Jamaica reduce the development gap which you will need to learn for your GCSE exam. This topic then continues to investigate two contrasting countries Nigeria (NEE) and UK (HIC).

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Development	Economic and social progress that leads to an improvement in the quality of life for an increasing proportion of the population.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Human Development Index (HDI)	A method of measuring development where GDP per capita, life expectancy and adult literacy are combined to give an overview.	Use the following statements to help you learn core knowledge for the questions on the right hand side. Different factors affect a country's level and speed of development including social, economic, environmental and political factors.	Answer 1 per week for Self Study, you can draw on your notes, this organiser, your memory and your own research.
Gross national income (GNI)	Measurement of economic activity calculated by dividing the gross (total) national income by the size of the population.		1. State and explain ONE social, economic, environmental and political factor affecting a country's level of development.
Birth Rate	The number of births a year per 1000 of the total population.	Some countries have experienced higher rates of economic development with a rapid growth of industry (NEE's).	2. Describe how the birth and death rates change between stage 1 and stage 5 of the demographic transition model.
Death Rate	The number of deaths a year per 1000 of the total population	Birth rate is a reliable measure of development. As a country develops, women are likely to be educated.	3. Explain why birth rates are high in LIC's (low-income countries) and death rates are low in HIC's (high income countries).
Infant Mortality	Number of babies that die under one year of age, per 1000 live births.	There is a clear link between a country's development and the wealth of its people.	4. 'Levels of development are closely linked to health' – explain.
Demographic Transition Model (DTM)	Shows changes over time in the population of a country. It is based on the changes that took place in Western countries such as the UK.	DTM: Stage 1 high fluctuating, stage 2 early expanding, stage 3 late expanding, stage 4 low fluctuating and stage 5 natural decrease.	5. Explain how tourism has helped to reduce the development gap in Jamaica?
Aid	When a country or non-governmental organisation (NGO) such as Oxfam donates resources to another country to help it develop or improve people's lives.	Reducing the development gap can involve a range of strategies that aim to improve a country's economy and quality of life of its people e.g. industrial development, tourism, aid.	
Development Gap	Difference in standards of living and wellbeing between the world's richest and poorest countries.	Tourism has contributed to Jamaica's development through jobs, infrastructure.	

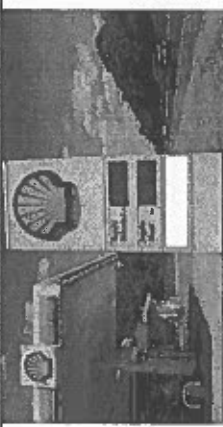


FAIRTRADE
INTERNATIONAL

NEE Nigeria Case Study – (GCSE) Paper 2

Summary - Position in the Curriculum Nigeria Case Study is part of the Changing Economic World unit of work. This topic will be part of section B of Paper 2 GCSE exam. This topic covers the economic growth of Nigeria as an NEE and its regional and global importance which you need to learn for your GCSE exam. Nigeria is the main example in this topic which we call Case Studies in Geography. It is imperative that we memorise the core facts of the Nigeria Case Study.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
AU	African Union	Learn the main aspects of this topic. Use the following statements to help you learn core knowledge for the questions on the right-hand side.	Revision and self-study questions are below. Answer 1 per week for Self-Study; you can draw on your notes, this organiser, your memory and your own research.
ECOWAS	Economic Community of West African States		
Trans National Corporation	A large company that operates in several Countries. Example in Nigeria is Shell Oil, which has its headquarters in the Netherlands.	Highest GDP in Africa. World's 21 st largest economy. Largest farming output in Africa. 12 th largest producer of oil in the world. Largest population in Africa-182 million.	1. What is the global importance of Nigeria?
NEE	Newly emerging economy - countries that are rapidly becoming industrialised and developing quickly.	Crude oil (not processed) is Nigeria's biggest export. 40% of Nigeria population is employed in agriculture, cotton being the main export.	2. What is Nigeria's main source of income?
Crude Oil	Mineral oil which comes from underground, this is Nigeria's biggest export.	Positive impacts- Many Nigerians employed- 65,000 work for Shell Oil. Major revenue paid in taxes to Nigeria. Negatives-Oil Pollution, oil theft, toxic fumes.	3. What are the impacts of TNCs operating in Nigeria?
HDI	Human development index. A way of measuring development.	India is the main customer for oil, Australia is the main market for cotton	4. Who does Nigeria trade with?
Pollution	Chemicals, noise, dirt or other substances which have a harmful or poisonous impact on the environment.	Oil spills have caused severe water pollution. 70% of forests cleared for development. Waste in slums dumped in streets. Traffic congestion causes major air pollution.	5. What is the environmental impact of all this development?

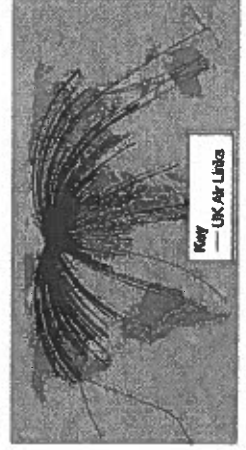
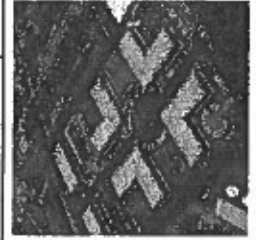
Shell Petrol Station	Crude Oil	City in Nigeria	Map of Africa - Nigeria	Scan QR Code for Further Learning
				

Geography (GCSE) – UK Economy – Paper 2

Summary - Position in the Curriculum

The changing UK economy is a key case study of a HIC for paper 2. It is important as it explains how the UK economy has changed over recent years, how a north-south divide still exists and strategies to address these regional differences and inequalities in the UK and finally focusing on the UK's links with the wider World

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Economy	How a country or place is doing in making goods and how much money it has.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Primary Sector	An economic activity that involves collecting, extracting or harvesting natural resources e.g. farming.	Use the following statements to help you learn core knowledge for the questions on the right-hand side.	Answer 1 per week for self-study, you can draw on your notes, this organiser, your memory and your own research.
Secondary	Jobs that use raw materials to manufacture or produce goods e.g. car manufacturer.	Before 1800, most people in the UK worked in the primary sector. In the 19 th Century people mainly worked in the secondary sector and today most people work in the tertiary sector.	1. Explain how the Industrial Revolution led to an increase in secondary jobs during the 19 th Century?
Tertiary	Revolves around service and retail e.g. teacher.	For several decades the UK has been experiencing de-industrialisation as machines and technology have replaced people and labour is cheaper abroad.	2. How has the development of IT (information technology) affected the growth and characteristics of the UK's economy?
Quaternary	Involves using knowledge and intellectual skills e.g. medical research scientist.	The UK now has a post-industrial economy where manufacturing declines to be replaced by growth in the service sector.	3. How do science and business parks provide opportunities for regional economic growth?
De-industrialisation	The decline of a country's traditional manufacturing industry due to exhaustion of raw materials, loss of markets and overseas competition.	There are over 100 Science Parks in the UK with most of them associated with universities employing 75,000 people.	4. How can modern industry be more environmentally sustainable?
Globalisation	The growth and spread of ideas around the World. This can involve the movement or spread of cultures, people, money, goods and information.	Industries can have a negative impact on the environment but can be managed in a sustainable way.	5. Explain how improving transport links can help reduce the north-south divide?
Science Park	A collection of scientific and technical knowledge-based businesses located on a single site.	The UK has a 'north-south' divide. In general, the south has a higher standard of living, longer life expectancies and higher incomes than the north.	
Business Park	An area of land occupied by a number of businesses.	The UK is a member of the Commonwealth which includes 53 countries.	

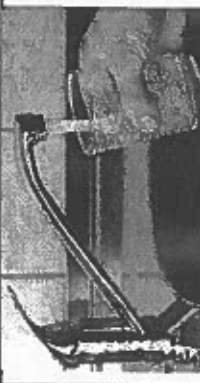


Geography – (GCSE) Resource Management – Paper 2

Summary - Position in the Curriculum

Resource Management is the 16th topic of AQA GCSE Geography course and is part of the Resource Management unit of work. This topic will be part of section C of Paper 2 GCSE exam. This topic begins with the definitions of resources and how there is global inequality. The topic also covers the significance of food, water, and energy. This topic has no Case Studies.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Resource	A resource is anything that can be used to meet a human need.	<i>Learn the main aspects of this topic.</i>	<i>Revision and self-study questions are below.</i>
Resource Management	Control and monitoring of resources so that they do not become depleted or exhausted.	<i>Use the following statements to help you learn core knowledge for the questions on the right-hand sides of.</i>	<i>Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.</i>
Inequality	Differences between poverty and wealth, as well as wellbeing and access to jobs, housing, education etc.	Anything that can be used to meet a human need. E.g. food, oil, water etc	1. What is a resource?
Energy Security	Uninterrupted availability of energy sources at an affordable price.	Improved well-being, wealthier, country is more secure leading to development.	2. What are the benefits of resources?
Energy Insecurity	A situation where a country has to rely on others to supply most of its energy. This dependence makes a country politically vulnerable.	Water transfer schemes. Manage water pollution, reduce waste, harness rain.	3. How can water supply be secured?
Carbon Footprint	A measure of all the greenhouse gasses we individually produce, through burning fossil fuels for electricity or transport expressed as tonnes (or kg) of carbon dioxide equivalent.	Food, water and energy are the 3 most important resources for countries to develop.	4. Explain the significance of food, water and energy to economic and social well-being.
Renewables	A resource which is not diminished when it is used; it recurs and cannot be exhausted (for example wind and tidal energy).	Coal is being phased out, Wind, tidal and solar are increasing, More renewables.	5. Describe the UK's changing energy mix.
Energy Mix	The range of energy sources of a region or country, both renewable and non-renewable.	Developed countries often consume more resources than the less developed ones.	6. Describe the supply and consumption of resources around the world.
Food Insecurity	Being without reliable access to sufficient quantity of affordable, nutritious food.	Climate, lack of water, conflicts, poverty	7. What affects food supply?
Food Security	When people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life.		
Water Footprint	Is the amount of water you use in and around your home, school or workplace throughout the day. It includes the water you use directly (e.g. from a tap to drink or to shower). It also includes the water it took to produce the food you eat, the products you buy, the energy you consume and even the water you save when you recycle.		
Energy Consumption	The amount of energy that is used during a given period, normally one year. Most often, it is calculated as the average amount of energy consumed per head of population of a country, region or city. Per capita energy consumption is often taken as a measure of development.		
Water Security	The reliable availability of an acceptable quantity and quality of water for health, livelihoods and production.		
Water Insecurity	When water availability is not enough to ensure the population of an area enjoys good health, livelihood and earnings. This can be caused by water insufficiency or poor water quality.		

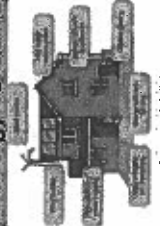
Food	Energy	Water	Inequality	Scan QR Code for Further Learning
				

Geography – (GCSE) Energy – Paper 2

Summary - Position in the Curriculum

Energy is the last topic of the AQA GCSE Geography course and is part of the Resource Management unit of work. This topic will be part of section C of Paper 2 GCSE exam. This topic covers definitions of Energy (in)security. The topic also covers global distribution of Energy, Fossil Fuels and Renewable Energy which you need to learn for your GCSE exam. This topic has one main example called Chambamontera in Peru which we call Case Studies in Geography. It is imperative that we memorise the core facts of the Chambamontera Case Study.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Energy Security	Uninterrupted availability of energy sources at an affordable price.	<i>Learn the main aspects of this topic.</i>	<i>Revision and self-study questions are below.</i>
Energy Insecurity	A situation where a country has to rely on others to supply most of its energy. This dependence makes a country politically vulnerable.	<i>Use the following statements to help you learn core knowledge for the questions on the right-hand side.</i>	<i>Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.</i>
Energy Mix	The range of energy sources of a region or country, both renewable and non-renewable.	Some countries have fossil fuels whilst other do not. However, HIC countries often consume more energy than others	1. Describe the global distribution of energy consumptions and supply.
Energy Consumption	The amount of energy that is used during a given period, normally one year. Most often, it is calculated as the average amount of energy consumed per head of population of a country, region or city, Per capita energy consumption is often taken as a measure of development.	Reasons include economic development as countries become more developed. Rising population and use of technology.	2. What are the reasons for growing energy consumption?
Fossil Fuel	A natural fuel such as coal, crude oil or gas, formed in the geological past from the remains of dead organisms.	Exploration is difficult, high costs, food production, conflicts, and wars. Demand for energy can exceed supply.	3. Provide a range of reasons for energy insecurity.
Energy Conservation	Reducing energy consumptions through using less energy and becoming more efficient in using existing energy sources.	Wind, solar, hydro, biomass, tidal, wave etc. have little or no carbon emissions.	4. What are the benefits of renewable energy?
Energy Gap	The difference between a country's rising demand for energy and its ability to produce that energy from its own resources.	People in HIC's emit more greenhouse gases per person than LIC's.	5. Why do HIC's have large Carbon Footprint than developing countries.
Energy Exploitation	Developing and using energy resources to the greatest possible advantage, usually for profit.	Renewable energy is recurring and does not diminish with use.	6. Explain why renewable energy is better than non-renewable energy sources?
Renewable Energy	A resource which is not diminished when it is used; it recurs and cannot be exhausted (for example wind and tidal energy).	Energy efficient lighting, cavity insulation, solar panels on roof. Transportation could use energy from renewable sources.	7. How can humans conserve energy and make energy use more sustainable?
Non-renewable Energy	A resource which is diminished when it is used; it is finite and can be exhausted (for example crude oil and coal).	Micro-hydro scheme takes water from the fast-flowing local river and uses it to power a turbine generating electricity.	8. How does Chambamontera provide sustainable energy in Peru?
Carbon Footprint	A measure of all the greenhouse gases we individually produce, through burning fossil fuels for electricity or transport expressed as tonnes (or kg) of carbon dioxide equivalent.	Electricity available in winter. Street lights. Regulating flow of water reduced risk of flooding.	9. What benefits did Chambamontera bring to the local community?

Crude Oil	Electric Car Charging	Home Energy Conservation	Chambamontera Micro-Hydro Scheme	Scan QR Code for Further Learning
				

MFL

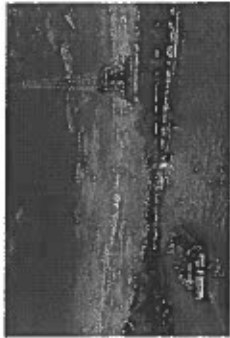
Summary- Position in the Curriculum: In this module, pupils build on their knowledge of region, holidays and tenses to discuss the environment problems in the world.

Key Vocabulary	Key Phrases	Key Verbs	Key Questions for self-study
l'environnement the environment l'état (m) de the state of le racisme racism la faim hunger la circulation traffic les inondations floods les manifestations demonstrations l'énergie solaire solar power aide (f) aid, help air (m) air association (f) organisation, charity avion (m) plane crise (f) crisis culture (f) culture danger (m) danger destruction (f) destruction eau (f) water forêt (f) forest nature (f) nature neige (f) snow papier (m) paper planète (f) planet plastique (m) plastic pollution (f) pollution la pollution de l'air air pollution protection (f) protection recyclage (m) recycling rue (f) street	Ce qui est important pour moi, c'est What's important to me is ... Ce qui me préoccupe, c'est ... What concerns me is ... Le plus grand problème environnemental, c'est ... The biggest environmental problem is ... Le plus grand problème pour la planète, c'est ... Il faut we must éteindre les appareils électriques et la lumière mettre un pulllover au lieu put on a jumper instead of d'allumer le chauffage turning on the heating. utiliser du papier recyclé use recycled paper acheter des produits verts et des produits bio utiliser les transports en commun use public transport. aller au collège à vélo go to school by bike. refuser les sacs en plastique turn down plastic bags avoir une bouteille d'eau have a bottle of water économiser l'eau save water trier les déchets separate the rubbish Il faut faire des campagnes de sensibilisation We must carry out campaigns to raise awareness. Je fais déjà pas mal de choses. I already do quite a lot. Actuellement, je ne fais pas grand-chose pour protéger l'environnement. Moi, je suis écolo, je voudrais installer des panneaux solaires voitures électriques electric cars consommer moins d'énergie consume less energy Mes parents devraient utiliser moins leur voitures.	sauver to save recycler to recycle économiser to save refuser to turn down gaspiller to waste Il faut + infinitive Il faut ... We must/You have to ... Il ne faut pas ignorer (ces gens). • Il faut manifester • On doit faire de bénévolat. Referring to past events: J'ai utilisé les transports en commun J'ai recyclé le papier Referring to future events: Je vais utiliser moins le plastique. J'achèterai une voiture électrique. Aim high: Je pourrais/On devrait I could/We ought to Les jeunes devraient faire plus de.. Show off tenses: Si j'étais le maire, je voudrais.... Si j'étais riche, j'aimerais.... Si j'avais le choix, je voudrais..... si seulement je pouvais + INF Quand j'étais petit(e) j'aimaismais maintenant j'aime Je suis entraîné de + infinitive Je viens de + infinitive En séparant, En allant, En recyclant, En étant	1. À ton avis, quel est le plus grand problème pour la planète, et pourquoi? 2. Que penses-tu du recyclage ? 3. Qu'est-ce que tu fais à la maison pour aider l'environnement? 4. Qu'est-ce que tu as fait récemment pour aider l'environnement? 5. Si tu étais le premier Ministre, qu'est ce que tu voudrais faire pour sauver la planète ? Photo description (PALS) Décris la photo.  Parle-moi de ce que tu as fait récemment pour consommer moins d'énergie. Qu'est-ce que tu vas faire à l'avenir pour aider la planète ? Aller au collège en vélo, qu'en penses-tu ? Writing : Écris un email à ton ami(e) sur l'environnement. Tu dois faire référence aux points suivants : • ce que tu as fait récemment pour l'environnement • ce qui est important de sauver la planète • ce que tu vas faire dans le futur pour améliorer ta ville.
High Frequency words: tout d'abord first of all say comme as, like puisque seeing that, since d'un côté on the one hand quand when de l'autre côté on the other hand sans doute undoubtedly, donc so, therefore si if	Scan me to begin your reading practice on environmental topics 	Scan me to watch the video on using the conditional in French. 	Expressing opinions and reasons Je pense que ... A mon avis ... Je crois que ... C'est très inquiétant. It's very worrying. C'est catastrophique. It is catastrophic. C'est grave It's serious. C'est nécessaire It's necessary C'est utile It's useful

Summary- Position in the Curriculum: This half term, pupils will expand their knowledge of places in town to describe where they live and give directions.

Key Vocabulary	Key Phrases	Key Verbs	Key Questions for self-study
ville - town village - village capitale - capital city campagne - countryside centre-ville - town center boulangerie - bakery magasins - shops théâtre - theatre place - square place - square vieux ville historique ville moderne - modern town bâtiments modernes / vieux - modern/old buildings espace vert - green space ville industrielle - industrial town maisons traditionnelles pont - bridge feux - traffic lights rue - street beau / bel / belle - beautiful trop de bruit - too much noise sans pollution - without pollution tout droit - straight ahead à gauche - to the left à droite - to the right High Frequency words: depuis ... ans / mois - for ... years/months l'année dernière - last year toujours - forever loin - far près - near à côté de - next to en face de - opposite devant - in front of derrière - behind entre - between aucun - none quelques - some de nombreux - many peu de - few nord - north nord-est - northeast est - east sud-est - southeast sud - south sud-ouest - southwest ouest - west Scan to learn vocabulary related to describing your local area. 	To describe your region: J'habite dans ... - I live in ... J'habite à / en ... depuis ... ans / mois. Il/Elle se trouve dans ... - It is located in ... Là où j'habite, ... - Where I live, ... Dans mon village, ... - In my village, ... À Dagenham East ... - In Dagenham East, ... Au centre de ma ville, ... - In the centre of my town, To describe features: On peut y voir / trouver ... - You can see/find there Il y a ... - There is/are ... Il n'y a pas de ... - There isn't/aren't ... Il n'y a aucun ... - There is no ... Il manque ... - It is missing ... To talk about Activities: On peut acheter ... - You can buy ... Il faut visiter ... - You must visit ... L'année dernière, j'ai visité ... - Last year, I visited ... J'y suis allé(e) avec ... - I went there with ... To ask/give directions: Pour aller à, s'il vous plaît? How do you get to, please? Allez / Continuez tout droit. - Go/Continue straight ahead. Tournez à gauche / à droite. - Turn left/right. Traversez ... - Cross ... Prenez la première à droite.	Infinitive Verbs habiter - to live vivre - to live trouver - to find continuer - to continue tourner - to turn prendre - to take être - to be J'adore y habiter. J'aimerais mieux habiter en ville. J'habite à / en ... depuis ... ans / mois. I have lived in ... for ... years / months Negation: ne ... plus: No longer. Il n'y a plus de cinéma. (There is no longer a cinema.) ne ... jamais: Never. Ce n'est jamais calme. (It's never quiet.) ne ... rien: Nothing. Il n'y a rien. (There is nothing.) ne ... que: Only. Il n'y a que quelques petits magasins. Il n'y a aucun espace vert Il n'y a ni gare ni station de métro Il n'y a personne de mon âge Il n'y a plus de cinéma - there is no longer a cinema/there isn't a cinema anymore Il n'y a que quelques petits magasins - there are only a few small shops Il n'y a rien - there is nothing/there isn't anything Ce n'est jamais calme. - It is never quiet.	1. Ta ville / ton village est comment ? 2. Qu'est-ce qu'on peut faire dans ta ville ? 3. Comment était ta ville quand tu étais plus jeune ? 4. Où aimerais-tu habiter à l'avenir, et pourquoi ? 5. Comment ta ville idéale serait-elle différente de ta ville actuelle ? Photo description (PALMIS) Décris la photo.  Writing: Write to your friend about shopping. You must include the following points: - Describe your town. - types of shops in your area - your opinion of one shop with reasons - what you have bought recently - where you will go for your next shopping trip Expressing opinions and reasons: C'est important it's important c'est animé it's lively c'est propre it's clean c'est tranquille it's quite c'est bruyant it's noisy J'adore y habiter. - I love living there. J'aimerais mieux habiter en ville. - I would prefer to live in town. Il manque ... - It is missing ...
Scan to take the test on negative structures. 	Watch the Video of exploring the Suburb of Soaux in Paris. 		

Summary- Position in the Curriculum: This half term, pupils will expand their knowledge of places in town to describe where they live and use the simple future tense to discuss a planned visit to Paris.

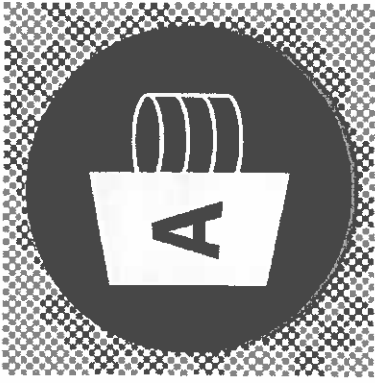
Key Vocabulary	Key Phrases	Key Verbs	Key Questions for self-study
idéal(e) – ideal choix – choice château – castle campagne – countryside appartement – apartment équipé(e) – equipped accès – access fauteuil roulant – wheelchair lumière naturelle – natural light pièces – rooms espace – space ascenseur – lift escalier – staircase fleurs – flowers arbres – trees voisins – neighbors étage – floor sous-sol – basement rez-de-chaussée – ground floor Royaume-Uni – United Kingdom pays – country concours – competition belles nouvelles – good news envie – want bateau-mouche – riverboat Seine – Seine (river) visite guidée – guided tour High Frequency words: neuf – brand-new propre – clean moderne – modern troisième – third bientôt – soon deux fois – twice toujours – always premier – first ensuite – then assez – quite	La maison de mes rêves maison: Moi, si j'avais le choix, j'aimerais habiter dans ... <i>If I had the choice, I would like to live in ...</i> Si j'étais riche, j'habiterais dans ... <i>If I were rich, I would live in ...</i> un château ancien à la campagne. <i>an ancient castle in the countryside.</i> un bel appartement tout neuf. <i>I'd have a new apartment ...</i> Il y aurait ... <i>There would be ...</i> une cuisine propre, moderne et bien équipée. <i>a clean, modern, and well-equipped kitchen.</i> As-tu déjà visité Paris? J'ai gagné un concours. Je n'y suis jamais allé(e). J'ai toujours voulu visiter Paris. Paris est une belle ville historique et culturelle. J'ai envie de (visiter la tour Eiffel). à un spectacle son et lumière Je voyagerai ... I will travel ... en avion première classe. en train. by train. Je ferai ... I will do ... le tour de la ville en bateau-mouche une visite guidée de la tour Eiffel et du musée du Louvre. Je voudrais aller à / visiter ... I would like to go to / to	parler – to talk. rire – to laugh visiter – to visit voyager – to travel voir – to see. The conditional: The stem used to form the conditional is the same as the stem of the future (usually the infinitive). The conditional endings are: -ais, -ais, -ait, -ions, -iez, -aient These are also the imperfect endings. The simple future tense: The endings for the simple future are: -ai, -as, -a, -ons, -ez, -ont. The future stem for -er and -ir verbs is the infinitive. For regular -re verbs, the stem is the infinitive minus the final e. Some verbs have irregular: aller → ir → j'irai - I will go. avoir → aur → j'aurai - I will have. être → ser → je serai - I will be. faire → fer → je ferai - I will do. pouvoir → pourr → je pourrai - I will be able to devoir → devr → je devrai - I will have to voir → verr → je verrai - I will see	Où vas-tu aller le week-end prochain ? Where will you go next weekend? Quand partiras-tu à Paris ? When will you go to Paris? Quel type de transport choisiras-tu pour ton voyage à Paris? What type of transport will you choose for your trip to Paris? Où aimerais-tu faire un tour de ville en bateau-mouche ? (Where would you like to take a boat tour of the city?) Quelles attractions aimerais-tu voir lors de ta visite à Paris? What attractions would you like to see during your visit to Paris?) Photo description (BAUMs) Décris la photo.  Writing: Write an article about your dream visit to Paris. • Describe Paris • Shopping in Paris • Day Trips from Paris • Why Paris is the Ultimate Dream Destination Expressing opinions and reasons:
Mini quiz 	Key points about the simple future in French 	Scan me to discover Paris 	Je pense que ... A mon avis ... Je crois que ... calme – calm confortable – comfortable ancien – ancient animé – lively bruyant(e) – noisy Je pense que ma ville est belle, mais un peu petite.

Summary- Position in the Curriculum: Pupils build on knowledge of personal qualities and future ambitions from year 9 and school subjects from year 10 to discuss career choices. They are introduced to more complex grammatical structures and some show off tenses. They are exposed to French culture through authentic texts.

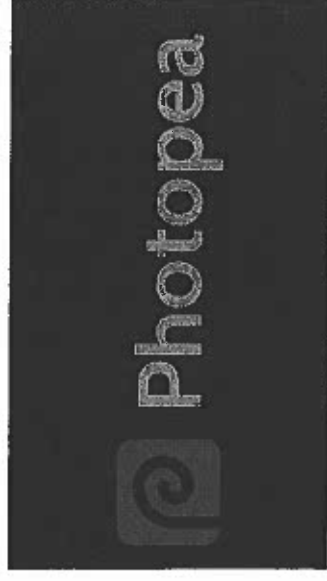
Key Vocabulary	Key Phrases	Key Verbs:	Key Questions for Self-study
Un travail a job Un métier a job J'aimerais devenir Je voudrais être Je veux être ... I want to be ... avocat(e) – lawyer maçon – bricklayer danseur/se – dancer pompier/pompière – firefighter serveur/se – waiter/ess chanteur/se – singer cuisinier/cuisinière – cook comptable – accountant vendeur/se – shop assistant électricien – electrician infirmier/infirmière – nurse plombier/plombière – plumber photographe – photographer guide touristique – tour guide ingénieur/se – engineer mécanicien/ne – mechanic musicien/ne – musician médecin– doctor coiffeur/coiffeuse – hairdresser journaliste – journalist agent de police – police officer professeur – teacher réceptionniste – receptionist vétérinaire – vet métier bien payé. a well-paid job. les compétences - skills	Je suis passionné(e) par (la justice). (Voyager), c'est ma passion. (Travelling) is my passion. (Les avions) me fascinent. (Planes) fascinate me. Je préférerais travailler (en plein air). Je voudrais travailler avec (des enfants). Je voudrais/J'aimerais travailler comme ... Ça m'intéresserait de travailler dans Mon rêve serait de faire carrière dans ... Mon ambition/Mon but est de trouver un poste dans ... Le secteur/L'orientation qui m'attire/ L'important pour moi est d'avoir un Le plus important est de ... o faire quelque chose de satisfaisant/d'intéressant o faire quelque chose pour améliorer o aider les autres Le salaire a moins d'importance/est très La chose qui me plaît le plus, c'est ... Mon rêve serait de/d' ... aller à l'université/à la fac • entrer en apprentissage (do an apprenticeship faire du bénévolat/travail volontaire • prendre une année sabbatique take a gap year • J'espère me marier. I hope to get married • Mon but est de fonder une famille My aim is to • Je ne veux pas avoir d'enfants J'ai un emploi à temps partiel – I have a part time job avec de bonnes perspectives – with good prospects avec un bon salaire – with a good salary quel désastre! – what a disaster! Si je pouvais prendre une année sabbatique High Frequency words: avant tout(above all), malgré (despite), non seulement (not only), plus tard (later), plutôt (rather, instead) quant à ... (regarding ..., as for ...), étand donné que (Given that).	travailler – être- devenir - gagner - aider – parler ranger -passer- recevoir – rêver – postuler – continuer – réussir-parler- apprendre-rêver j'ai décidé d'aller – I decided to go j'ai continué à – I continued to j'ai essayé de – I tried to j'ai choisi de – I chose to je viens d'aller – I have just been Useful Grammatical Structures: J'espère ... I hope to... J'ai envie de/d' ... I want to... J'ai l'intention de/d' ... I intend to... J'ai l'intention de faire le tour du monde Si structure : Si je réussis mes examens, j'espère (aller à l'université). If I pass my exams, I hope (to go university). J'ai décidé de (suivre une formation). Après avoir + past participle : Avant de continuer mes études, ... Après avoir terminé mes examens, ... Après avoir quitté le collège, ... Aim for the top : • après avoir fait ça - after having done that • pour que je puisse – so that I can • ce que je préfère c'est - what I prefer is • il faut que je dise que - I must say that • même si j'aurais préféré aller...-even if I would have preferred to go ... • quand je serai plus âgé(e) je voudrais ...	1.Quelles sont les qualités personnelles? 2. Quelle orientation professionnelle t'attire le plus? Et que révais-tu d'être lorsque tu étais plus jeune ? 3.Tu as déjà fait un stage ? Qu'est-ce que tu as fait ? 4. Que voudrais tu faire après avoir fini tes études ? 5.Quel est le plus important pour toi dans un métier? Photo description (PAUs)  Décris-moi la photo. J'aime apprendre des langues. Qu'en penses-tu ? Parle-moi de ce que tu as fait dans le passé pour gagner de l'argent. Que penses-tu du travail en équipe ? Writing: Write an article about your future plans. You must refer to the following points: • Your strengths • A part-time job you have already done • Why having ambition is important or not important • Your plans for the next 10 years.
	Vocabulary - Work and Workplaces 	Video - Describing future plans 	Expressing opinions and reasons Ce qui m'intéresse (le plus), c'est ... interests me (the most) is C'est un métier (stimulant). It's a (stimulating) job. c'est fatigant it's tiring C'était affreux/stressant/mieux/pire.

French Year 11 Knowledge Organiser					Module 6: Mes projets d'avenir (Unit 4 and 5)		Half Term: 3
Summary- Position in the Curriculum: Pupils build on knowledge of personal qualities and future ambitions from year 9 and school subjects from year 10 to discuss career choices. They are introduced to more complex grammatical structures and some show off tenses. They are exposed to French culture through authentic texts.							
Key Vocabulary		Key Phrases		Key verbs:		Key Questions for Self-study	
Les compétences - skills Un entretien – an interview un centre sportif une ferme – a farm une agence de une école – a school une usine- a factory un bureau – an office un magasin de charité – a charity shop l'entreprise de ma mère – my mum's company un hôpital – a hospital Le chômage – unemployment L'argent – money Le succès – success L'échec – failure Le mariage – marriage L'indépendance – independence organisé(e) – organised une licence – a degree le patron – the owner un employé – a job. une colonie de vacances - holiday camp		J'ai fait de l'expérience professionnelle dans ... - J'ai fait un stage – I did a placement J'ai passé quinze jours dans ... - Je suis ... depuis (trois) ans. L'inconvénient, c'est que ... The disadvantage is that ... les horaires sont très longs the hours are very long Je suis assez satisfait(e) de mon travail. Avant, j'étais/je travaillais comme ... In the past, I was/worked as C'était mal payé. It was badly paid. Le travail était monotone. The work was monotonous. Il n'y avait aucune possibilité d'avancement. There was no chance of promotion. Je m'entendais mal avec mon patron ; servir/aider des clients/patients – look after clients/patients répondre aux appels téléphoniques – answer phone calls enseigner/surveiller les enfants – teach/look after the children. réparer les voitures – repair cars servir de la nourriture et des boissons – voyager dans le monde entier – travel the world beaucoup de nouvelles compétences –lots of new skills Mes collègues étaient...My colleagues were à travailler en équipe –to work in a team Je voudrais postuler – I would like to apply		apprendre à conduire – learn to drive réussir mes examens – pass my exams me marier – get married obtenir un bon emploi – get a good job avoir des enfants – have children= J'ai appris – I learned J'ai fait mon stage J'ai passé quinze jours Je servais les clients. Je faisais la vaisselle. Je surveillais les enfants pendant la récréation. J'ai travaillé pendant deux semaines Si + imperfect+conditional: Si j'avais de l'argent, j'achèterais des chaussures Si je pouvais prendre une année sabbatique – Si j'avais assez d'argent J'irais en France où... J'améliorerais mon niveau de français – I would improve my level of French. Je n'oublierais jamais l'expérience je travaillerais dans un orphelinat je ferais le tour du monde– quand j'étais petit(e) quand je serai grand(e) Useful Grammatical Structures : J'ai envie de +inf J'ai envie de manger une glace à la fraise Je rêve de +inf Je rêve de rencontrer Taylor Swift J'ai l'intention de J'ai l'intention d'aller à l'université		1. Qu'est-ce que les membres de ta famille font comme métier? 2. Où as-tu fait ton stage? 3. À part le travail, qu'est-ce que tu aimerais faire dans le futur? 4. Parler d'autres langues, c'est important? Pourquoi (pas)? 5. Que voudrais tu faire après avoir fini tes études ?	
High Frequency words: et = and comme = as aussi = also en plus = plus en plus = in addition donc = so/therefore sauf = except d'habitude normalement toujours souvent à l'avenir plus tard avant par le passé depuis (deux ans)		Jobs that use languages		Talking about the future		Photo description (PAL)  Décris la photo	
Vocabulary - future plans		Expressing opinions and reasons: je pense que je trouve que j'ai pensé que j'ai trouvé que artistique – artistic passionnant – exciting exigeant – demanding important – important facile – easy difficile – hard varié – varied répétitif – repetitive à responsabilités – with responsibility perspectives – with good prospects avec un bon salaire – with a good salary m'intéresse- interests me compte pour moi - matters to me m'inquiète- worries me		Writing: You are looking for a job in a small café in France. You are writing to the café owner. Write an email with the following information: • Why you want to work in a café. • The part-time job you are doing now. • The advantages of working abroad • Your dream job.			

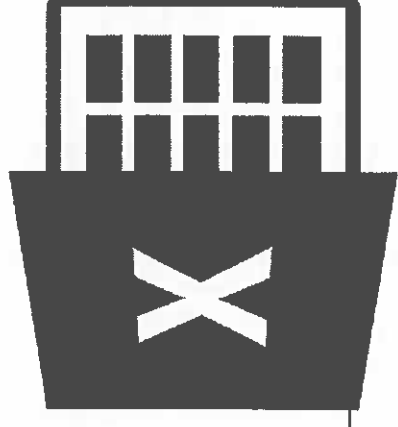
Computing/IT

WJEC ICT		Term 2	Unit 2
Summary- Position in the Curriculum			
Unit 2 introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings. An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Database - A structured collection of data stored electronically, organised for easy access, management, and updating. Entity - A distinct object in a database that represents a real-world object, such as a person, place, or event. Primary Key - A unique identifier for a record in a table, ensuring each record is distinct. Foreign Key - A field in one table that links to the primary key in another table, establishing a relationship between the tables. Validation Rule - A set of criteria that data must meet to be accepted into a field, ensuring data integrity and reducing errors. Query - A request for data retrieval from a database, which can filter, sort, and display specific information based on given criteria. Form - A user interface element that allows users to enter and edit data in a database in an organised and user-friendly way. Report - A formatted and organised presentation of data retrieved from a database, often used for analysis and decision-making. Data Redundancy - The unnecessary duplication of data in a database, which can lead to inconsistencies and increased storage requirements	Planning and Designing a Database Analyse Requirements: Understand client brief, identify success criteria. Identify Entities: Determine entities for the database. Design Database: Structure: Tables, relationships, forms, queries, reports. Fields: Primary/foreign keys, data types, field properties, validation rules. Justification: Explain field types and validation rules. Creating and Modifying a Database Tables and Fields: Create/add tables, fields, primary keys, data types. Validation: Apply validation rules and error messages. Relationships: Link tables using key fields. Data Handling: Import CSV data, add/edit/delete records. Testing: Ensure data is error-free and database functions correctly. Interrogating a Database Queries: Use query builder for various criteria, wildcards, parameters, and calculations. Reports: Produce and customize reports from queries. Creating User Interfaces Forms: Simplify data entry/navigation, include relevant fields and validation. Layout: Enhance with business images. Features: Add controls for user-friendly navigation, use VB/macros. Testing and Evaluating a Database Test Plan: Include valid, extreme, and erroneous data. Testing Methods: Provide reasons for chosen methods. Evidence: Document test results (pass/fail), evaluate successes/failures, suggest improvements.	1. Why is accurately identifying entities in a client brief crucial for database design? What are the consequences of overlooking key entities? 2. Evaluate the role of primary and foreign keys in database relationships. How do they enhance data integrity and reduce redundancy? 3. Discuss the process and importance of applying validation rules in a database. How do they ensure data accuracy? 4. How do query builders facilitate data retrieval in databases? Explain the different types of queries and their uses. 5. Examine the role of user interfaces, such as forms, in simplifying data entry and navigation. How do design enhancements improve user experience?	

WJEC ICT		Term 1	Unit 2
Summary- Position in the Curriculum			
Unit 2 introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings. An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Brief: A set of instructions or guidelines explaining what needs to be done for a project.		Requirements Analysis: Understanding the needs and objectives of a specified brief is essential.	1. Discuss the key considerations when planning and designing an image for a specified brief. How do these considerations impact the overall success of the project?
Success Criteria: The goals or standards that determine if a project has been done well.		Success Criteria: Identifying benchmarks for a successful image ensures the project meets its goals.	2. Compare and contrast different image file types (PNG, TIFF, JPEG) in terms of their suitability for various purposes such as web use, printing, and photo storage.
Annotations: Notes or comments added to a design or text to explain or highlight important information.		Design Planning: Creating initial sketches and layouts with detailed annotations helps in visualising the final product.	3. Evaluate the importance of selecting the appropriate software for creating and modifying vector and raster images. How does the choice of software influence the final outcome?
Copyright: A law that gives the creator of original work exclusive rights to its use and distribution.		Image Sources: Images can be self-taken using a camera or scanner, or sourced from third parties such as the internet or other secondary sources.	4. Explain the process and significance of using standard and advanced tools to create and modify images. Provide examples of scenarios where advanced tools would be particularly beneficial.
Vector Image: An image made of paths (lines and shapes) that can be resized without losing quality.		Image Qualities: Key qualities of an image include its size, format, and limitations to editing.	5. Analyse the methods and best practices for storing and outputting images in a format that is fit for purpose. Why is version control important, and how does testing file types for fitness for purpose enhance the final product?
Raster Image: An image made of pixels (small dots) that can lose quality if resized too much.		Copyright and Intellectual Property: Addressing copyright issues and correctly referencing image sources is crucial.	
RGB: A colour model used for digital screens that mixes red, green, and blue light to create other colours.			
CMYK: A colour model used for printing that mixes cyan, magenta, yellow, and black inks to create other colours.			
Layers: Different levels of an image that can be edited separately in graphic design software.			
Version Control: A way of saving different stages of a project so you can go back to earlier versions if needed.			



WJEC ICT		Term 3	Unit 2
Summary- Position in the Curriculum			
Unit 2 introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings. An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Spreadsheet A digital tool used to organise, calculate, and analyse data in tabular form, with rows and columns.	An expression used in a spreadsheet to perform calculations on data, e.g., =SUM(A1:A10). A predefined formula in a spreadsheet for common calculations, such as SUM, AVERAGE, or VLOOKUP. Data Validation Rules applied to cells to ensure that entered data meets specific criteria, e.g., dropdown lists or numeric ranges. Conditional Formatting A feature that changes the appearance of cells based on their values, such as highlighting cells that meet certain conditions. Cell Reference An identifier for a cell in a spreadsheet, which can be relative (e.g., A1) or absolute (e.g., \$A\$1). Pivot Table A data summarisation tool that allows users to group, filter, and analyse large datasets dynamically.	Planning, creating, modifying and using spreadsheets Analyse client requirements and set success criteria. Design the structure, including worksheets, navigation, and tools. Import data from CSV files. Format with fonts, borders, titles, colours, and merged cells. Use form controls (buttons, checkboxes, dropdowns). Define print areas and create navigation menus. Apply formats (currency, %, decimals). Use conditional formatting and date/time functions. Implement validation controls and checks for accurate data entry. Use basic formulae (+, -, *, /) and functions (SUM, AVERAGE, MAX, MIN). Apply complex functions (IF, VLOOKUP, SUMIF) and macros for automation. Sort and filter data. Create and format charts/graphs with titles and labels for decision-making. Test different data and formula changes to explore outcomes. Create a test plan with various data types. Justify testing methods, provide evidence, and suggest improvements.	1. Discuss the importance of planning and designing a spreadsheet before starting data entry. How does effective planning impact the functionality and usability of the final spreadsheet? 2. Evaluate the role of data validation and conditional formatting in ensuring data accuracy and integrity in a spreadsheet. Provide examples of how these features can be used. 3. How do formulas and functions enhance the capability of spreadsheets? Compare the use of basic functions like SUM with complex functions such as VLOOKUP and IF in terms of their application and benefits. 4. Examine the process and advantages of creating and formatting charts and graphs in a spreadsheet. How do these visual tools assist in data analysis and decision-making? 5. Analyse the significance of testing and evaluating spreadsheets. What methods can be used to ensure a spreadsheet is functioning correctly, and how can improvements be identified and implemented?



Summary- Position in the Curriculum

Unit 2 introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings. An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.

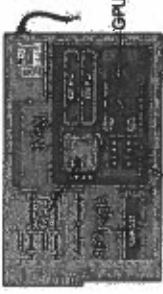
Terminology	Definitions	Core Knowledge	Preparing for Assessment
1. Automated Document A document that uses data from a source to generate personalised or standardised content automatically, reducing manual data entry.		2.3.1 Planning and Designing an Automated Document Effective planning and design ensure the document meets its intended purpose, is user-friendly, and integrates seamlessly with automation features. This step helps avoid issues during the data merging process and ensures the final document is well-structured and efficient.	1. Discuss the significance of planning and designing an automated document. How does careful planning influence the effectiveness and efficiency of the document generation process?
2. Data Source A structured repository, such as a spreadsheet or database, where information is stored and used for merging into documents.		2.3.2 Creating a Data Source and Linking It to a Standard Document A well-structured data source is crucial for accurate and efficient data merging. Linking the data source to the standard document automates data entry, reducing manual effort and minimizing errors in the final output.	2. Evaluate the role of a well-structured data source in the automation of document creation. What are the key elements of a data source that impact the accuracy and efficiency of the document merging process?
3. Merge The process of combining data from a source with a document template to create personalised or bulk documents.		2.3.3 Structuring the Content of the Standard Document and Inserting Fields Properly structuring the document content and correctly inserting fields ensures that automated data is placed in the right locations. This organization helps maintain consistency and professionalism in the final documents, making them more effective and easier to read.	3. How does structuring the content of a standard document and correctly inserting fields contribute to the success of automated document generation? Provide examples of common field types and their purposes.
4. Field A placeholder in a document where specific data, such as names or addresses, will be inserted during the merge process.			4. Analyse the process of merging data with a standard document. What are the challenges associated with this process, and how can they be addressed to ensure high-quality final documents?
5. Template A pre-designed document structure that includes placeholders for data fields, used as the basis for creating multiple documents.		Merging and Outputting Final Documents Reason: Merging the data with the standard document produces personalised and accurate final outputs. Outputting the documents in the desired format ensures they are ready for distribution or use, meeting the needs of the end users and fulfilling the document's purpose.	5. Examine the different output formats available for finalised automated documents. How do different formats affect the usability and distribution of the documents? Discuss the considerations for selecting an appropriate output format.
6. Data Linking The method of connecting a data source to a document template, allowing automatic insertion of data into designated fields.			
7. Personalisation Customising documents with specific data for individual recipients, such as inserting names or addresses, to make each document unique.			

WJEC ICT		Term 5	Unit 2
Summary- Position in the Curriculum			
Unit 2 introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings. An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
No new learning.			
Term will be used to finish improve and upload assessment to WJEC.			

Summary- Position in the Curriculum

This unit allows learners to explore the wide range of uses of hardware, application and specialist software in society. They will investigate how information technology is used in a range of contexts, including business and organisations, education and home use.

This unit is externally assessed through a written examination. Duration: 1 hour 20 minutes Number of marks: 80 Format: Questions requiring objective responses, short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
1. CPU (Central Processing Unit) The primary component of a computer that performs most of the processing inside, executing instructions and managing tasks. 2. RAM (Random Access Memory) Temporary memory used by the computer to store data that is actively being used or processed by the CPU, enabling quick access. 3. HDD (Hard Disk Drive) / SSD (Solid State Drive) Storage devices where data is permanently stored. HDDs use spinning disks and read/write heads, while SSDs use flash memory for faster data access. 4. Operating System (OS) Software that manages computer hardware and software resources, providing a user interface and essential services for applications. Examples include Windows and macOS. 5. Antivirus Software Programs designed to detect, prevent, and remove malicious software (malware) to protect computers from viruses, worms, and other threats. 6. Cloud Services Online services that provide computing resources, storage, and applications over the internet, such as Google Drive or Microsoft Azure. 7. Software as a Service (SaaS) A software distribution model where applications are hosted by a provider and accessed over the internet, often on a subscription basis, like Salesforce or Office 365.	Functionality of Different Hardware Devices - Hardware devices are physical components of a computer system, each serving a specific function. These include the CPU, RAM, HDD/SSD, motherboard, input devices (keyboard, mouse), output devices (monitor, printer), NIC, and GPU. Understanding hardware functionality is crucial for troubleshooting issues, upgrading components, and selecting appropriate hardware for various computing needs. Functionality of Different Software - Software refers to programs and applications that instruct hardware on how to perform tasks. Key types include Operating Systems (e.g., Windows, macOS), productivity software (e.g., Microsoft Office), web browsers, DBMS (e.g., MySQL), antivirus software, development tools, utility software, and media players. Knowing different types of software and their purposes helps users choose the right tools for their tasks and ensures efficient use of computing resources. Services Provided by IT - IT services encompass support and solutions provided to meet technological needs. This includes technical support, cloud services, network services, data backup and recovery, cybersecurity services, Software as a Service (SaaS), IT consulting, and system integration. Understanding IT services helps in effectively leveraging technology, ensuring reliable operations, and maintaining system security and performance.	1. Discuss the roles and importance of different hardware components in a computer system. How do components like the CPU, RAM, and storage devices interact to perform computing tasks effectively? 2. Evaluate the impact of various types of software on computer productivity. Compare and contrast productivity software, operating systems, and development tools in terms of their functionalities and benefits. 3. Analyse the benefits and challenges associated with using cloud services in modern businesses. How do cloud services enhance business operations, and what are the potential risks and considerations? 4. Examine the significance of antivirus software in maintaining computer security. How do antivirus programs detect and prevent various types of malware, and what are the limitations of these security measures? 5. Assess the role of IT services in supporting and maintaining technological infrastructure. Discuss how technical support, data backup, and network services contribute to the overall efficiency and security of IT systems.	 Motherboard

Summary- Position in the Curriculum

This unit allows learners to explore the wide range of uses of hardware, application and specialist software in society. They will investigate how information technology is used in a range of contexts, including business and organisations, education and home use.

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Terminology	Definitions	Core Knowledge	Preparing for Assessment
1. Data Quality The measure of how accurately and reliably data reflects the real-world entities or conditions it is meant to represent. Ensures data is accurate, complete, and suitable for its intended purpose.		1.2.1 Why Data Must Be Fit for Purpose - Data must be fit for purpose to ensure that it is accurate, relevant, and suitable for the intended task or decision-making process. This means the data should meet the specific needs and requirements of its intended use. Data that is fit for purpose improves the reliability and validity of outcomes derived from it, enhances decision-making, and reduces the risk of errors or misinterpretations. It ensures that the data serves its intended function effectively, whether for analysis, reporting, or operational use.	1. Discuss why it is essential for data to be fit for purpose in decision-making processes. What are the potential consequences of using data that is not fit for its intended use?
2. Accuracy The degree to which data correctly represents the real-world values or facts. Accurate data minimizes errors and discrepancies.			2. Evaluate the various methods used to ensure data quality and accuracy. How do validation rules, error messages, and data verification contribute to the reliability of input data?
3. Validation The process of checking data against predefined rules or criteria to ensure it is correct, complete, and within acceptable ranges. Includes techniques such as format checks, range checks, and consistency checks.			3. Analyse the impact of poor data quality on business operations and decision-making. What strategies can organizations implement to ensure their data is accurate and fit for its intended purpose?
4. Data Integrity The protection and preservation of the accuracy and consistency of data over its lifecycle. Ensures data is not altered or corrupted in an unauthorized manner.		How Input Data Is Checked for Errors - Input data is checked for errors through various validation techniques to ensure its accuracy and consistency before it is processed or used. These techniques include data validation rules, error messages, and data verification methods. Checking input data for errors is crucial to prevent incorrect data from being entered into systems, which can lead to flawed results, incorrect decisions, or operational issues. Error checking helps maintain data integrity, improves quality, and ensures that the data is accurate and reliable.	4. Examine the role of data cleaning in maintaining data integrity. How do processes like detecting and correcting errors contribute to the overall quality of a dataset?
5. Error Checking The process of identifying and correcting mistakes or inconsistencies in data. Methods include data validation, error messages, and automated error detection systems.			5. Assess the importance of consistency in data across different systems or datasets. What are the challenges associated with maintaining data consistency, and how can they be addressed?
6. Data Verification The process of confirming that data is accurate and complete, often by cross-checking with other sources or through manual review.			
7. Data Cleaning The process of detecting and correcting (or removing) corrupt, incomplete, inaccurate, or irrelevant data from a dataset. Ensures the quality and usability of data.			

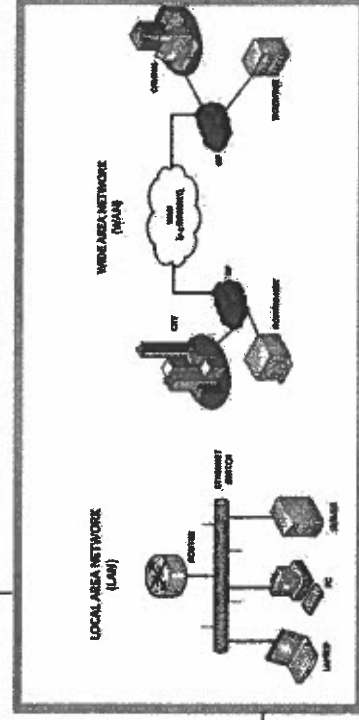


Summary- Position in the Curriculum

This unit allows learners to explore the wide range of uses of hardware, application and specialist software in society. They will investigate how information technology is used in a range of contexts, including business and organisations, education and home use.

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Terminology	Definitions	Core Knowledge	Preparing for Assessment
Key Words and Meanings		How Data Transfers Over Different Types of Network - Data transfer refers to how information is sent between devices across various types of networks, such as LAN, WAN, the Internet, Intranet, and VPN. Understanding how data is transferred helps ensure efficient communication and effective network management. Different Types of Connectivity - Connectivity methods link devices using wired connections (e.g., Ethernet), wireless connections (e.g., Wi-Fi, Bluetooth), cellular networks (e.g., 4G, 5G), and satellite connections. Knowing about different connectivity types helps in selecting the most suitable method for reliable and efficient device connections.	1. Explain the differences between LAN and WAN in terms of their structure, uses, and performance. How does each type of network impact data transfer and connectivity? 2. Discuss the role of the Internet in global data communication. What are the key technologies and protocols involved in ensuring efficient and reliable data transfer over the Internet? 3. Evaluate the advantages and disadvantages of wired versus wireless connectivity. In what scenarios would one be preferred over the other, and how do they affect data transfer speed and reliability? 4. Analyse the impact of VPNs on data security and privacy. How does a VPN create a secure connection over the Internet, and what are the benefits and limitations of using VPN technology? 5. Compare and contrast cellular and satellite connectivity. What are the primary differences in their applications, performance, and suitability for various environments?



Summary- Position in the Curriculum

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Terminology	Definitions	Core Knowledge	Preparing for Assessment
1. Risk The potential for harm or loss that could affect the confidentiality, integrity, or availability of information.		Risks to Information Held on Computers - Threats that could compromise the security and integrity of data stored on computers. Understanding these risks is crucial for identifying potential vulnerabilities and implementing appropriate security measures to protect information from being compromised or misused.	1. Discuss the various risks to information held on computers. How can understanding these risks help individuals and organisations improve their information security measures?
2. Data Loss The situation where information is unintentionally or accidentally deleted or made inaccessible, often leading to significant operational and financial impacts.		The Impact of Data Loss, Theft, or Manipulation - Consequences arising from the loss, theft, or unauthorized alteration of data. Recognising the impact on individuals and businesses helps to emphasise the importance of safeguarding data and reinforces the need for effective security measures to mitigate these risks.	2. Evaluate the potential impacts of data loss, theft, or manipulation on both individuals and businesses. What are the long-term consequences, and how can they be mitigated?
3. Data Theft The illegal acquisition of information by unauthorized individuals, typically for malicious purposes such as identity theft or fraud.			3. Analyse the effectiveness of different methods used to protect information on computers. Which methods are most effective in combating specific types of threats and why?
4. Encryption The process of converting data into a coded format to prevent unauthorized access, which can only be deciphered by someone with the correct decryption key.			4. Examine how moral and ethical issues influence computer users and the wider impact on society. How can addressing these issues contribute to responsible technology use?
5. Firewall A security system that monitors and controls incoming and outgoing network traffic based on predetermined security rules to prevent unauthorized access to or from a private network.		Methods Used to Protect Information Techniques and tools employed to safeguard data from risks. Implementing protective methods is essential for preventing unauthorized access, data breaches, and other security threats, ensuring that information remains confidential and intact. How Moral and Ethical Issues Affect Computer Users - Considerations of right and wrong that influence how individuals and organizations use computer technology. Addressing moral and ethical issues ensures responsible use of technology, respects privacy, and promotes fair practices, which helps maintain trust and integrity in digital interactions.	5. How can organisations balance the need for data protection with the necessity of accessibility and usability? Discuss strategies for achieving this balance while maintaining robust security.
6. Antivirus Software A program designed to detect, prevent, and remove malware from a computer system to protect against threats like viruses, worms, and trojans.			
7. Privacy The right of individuals to control access to their personal information and ensure it is not disclosed without their consent.			



Summary- Position in the Curriculum

This unit allows learners to explore the wide range of uses of hardware, application and specialist software in society. They will investigate how information technology is used in a range of contexts, including business and organisations, education and home use.

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Terminology	Definitions	Core Knowledge	Preparing for Assessment
1. Data Protection Laws - Regulations such as the UK's Data Protection Act 2018 and General Data Protection Regulation (GDPR) that govern how personal information must be collected, stored, and used to protect individual privacy. 2. Cybercrime Laws - Legislation like the Computer Misuse Act 1990 in the UK, which addresses crimes related to hacking, identity theft, and unauthorized access to computer systems. 3. Intellectual Property Rights - UK laws including the Copyright, Designs and Patents Act 1988 and Trademarks Act 1994, which protect creators' rights over their original works and prevent unauthorized use or reproduction. 4. Cultural Impact - The effect that ICT has on cultural practices, communication, and access to information, influencing cultural exchange and diversity. 5. Personal Impact - The ways in which ICT affects individual behaviour and lifestyle, including changes in communication habits and information access. 6. Environmental Impact - The effect of ICT on the environment, including issues related to e-waste, energy consumption of data centres, and resource use in electronics manufacturing. 7. Digital Footprint - The trail of data and information left behind by an individual's online activities, which can affect privacy, reputation, and security.	Legal Issues Protect Computer Users - Legal issues encompass laws and regulations that are designed to safeguard computer users from various risks associated with digital technology. This includes data protection laws, cybercrime laws, and intellectual property rights. <i>Knowing these laws helps users understand their rights and the legal recourse available in case of data breaches, intellectual property theft, or other online crimes, thus ensuring a safer digital environment.</i> The Cultural, Personal, and Environmental Impact of ICT - ICT impacts society in multiple ways. Culturally, it facilitates global communication and information sharing. Personally, it influences how individuals interact and access information. Environmentally, it raises concerns about e-waste and energy consumption. <i>Understanding these impacts highlights both the benefits and drawbacks of ICT, promoting more informed and balanced usage that considers cultural sensitivity, personal well-being, and environmental sustainability.</i> How a Digital Footprint Can Impact Computer Users - A digital footprint is the trail of data one leaves behind while using digital devices and services. It includes information from social media, online transactions, and browsing history, which can affect privacy, reputation, and security. <i>Awareness of one's digital footprint is crucial for managing online privacy and reputation. By understanding its potential impacts, individuals can take steps to protect their personal information and mitigate negative consequences.</i>	1. How do the UK's Data Protection Act 2018 and the General Data Protection Regulation (GDPR) protect individuals' personal information? Discuss the key provisions of these laws and their impact on data privacy. 2. Evaluate the effectiveness of the Computer Misuse Act 1990 in addressing cybercrime in the UK. What are its strengths and limitations, and how has it adapted to emerging technological threats? 3. Analyse the cultural, personal, and environmental impacts of Information and Communication Technology (ICT). How do these impacts vary across different regions and demographics, and what measures can be taken to mitigate any negative effects? 4. Discuss the implications of a digital footprint on an individual's privacy and reputation. How can individuals manage their digital footprint to protect themselves from potential risks? 5. Examine the environmental issues associated with electronic waste (e-waste) in the context of ICT. What are the current challenges, and what strategies can be implemented to reduce the negative environmental impact of e-waste?	

Summary- Position in the Curriculum

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Terminology	Definitions	Core Knowledge	Preparing for Assessment
1.1.1 Functionality of Different Hardware Devices	1. Explain the primary functions of a CPU and how it impacts overall computer performance. 2. Discuss the differences between SSDs and HDDs in terms of speed, storage, and reliability. 3. Describe how a motherboard supports the functioning of other hardware components in a computer system. 4. Analyse the role of input devices like keyboards and mice in user interaction with a computer. 5. Evaluate the importance of GPUs in modern computing. How do they enhance the performance of tasks such as gaming and graphic design?	1.1.3 Services Provided by IT 1. Describe how IT support services assist users in troubleshooting and resolving technical issues. 2. Discuss the role of cloud computing services in modern IT infrastructure. How do they benefit businesses and individuals? 3. Explain the concept of web hosting and how it supports the operation of websites and online services. 4. Analyse the impact of IT consultancy services on business efficiency and strategy development. 5. Evaluate how managed IT services can improve organisational productivity and reduce operational costs. 1.2.1 Why Data Must Be Fit for Purpose 6. Discuss the reasons why it is crucial for data to be fit for its intended purpose. What are the potential consequences of using data that is not fit for purpose? 1.2.2 How Input Data is Checked for Errors 7. Explain the methods used to check and validate input data to ensure its accuracy and reliability. 8. Discuss the role of validation rules in preventing data entry errors. How do they contribute to data quality?	1.2.3 How Data Transfers Over Different Types of Network 1. Describe how data is transferred over a Local Area Network (LAN) compared to a Wide Area Network (WAN). What are the main differences in terms of speed and coverage? 1.2.4 Different Types of Connectivity 2. Compare wired and wireless connectivity in terms of performance, convenience, and potential issues. 1.3.1 Risks to Information Held on Computers 3. Discuss the various risks to information stored on computers, such as malware, hacking, and physical damage. How can these risks be mitigated? 1.3.2 The Impact of Data Loss, Theft, or Manipulation on Individuals and Businesses 4. Analyse the impact of data loss on both individuals and businesses. What are the potential consequences and how can they be addressed? 1.3.3 Methods Used to Protect Information 5. Explain the different methods used to protect information on computers, such as encryption, firewalls, and regular backups.
1.1.2 Functionality of Different Software	6. Compare and contrast operating systems like Windows, macOS, and Linux. What are the key features of each? 7. Explain the role of productivity software, such as word processors and spreadsheets, in a business environment. 8. Discuss how antivirus software protects a computer system from malicious threats. 9. Analyse the benefits and drawbacks of using cloud-based software compared to traditional desktop applications. 10. Evaluate the functionality of database management systems (DBMS) and their role in data organisation and retrieval.		

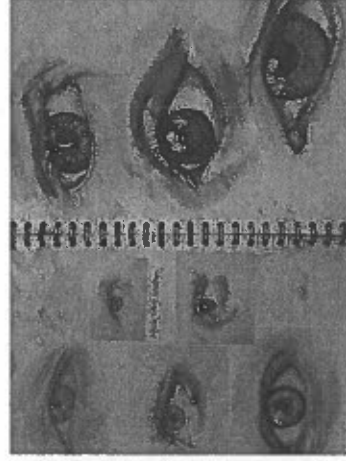
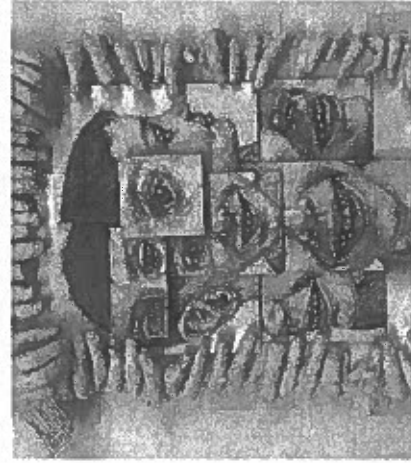
Visual Arts

GCSE Art & Design - Year 11 Half Term 1

Summary - Position in the Curriculum

In the first term of Year 11, students build on their COMPONENT 1 PORTFOLIO, by RECORDING their ideas, observations and DOCUMENTING their INTENTIONS. Students continue to REFINED and EXPERIMENT their PORTFOLIO, as appropriate. Students must understand and REFLECT upon the EXAM BOARD MARK BAND CHARACTERISTICS below, ensuring their work is at least CONSISTENT or HIGHLY DEVELOPED and ABOVE.

MINIMAL	SOME	MODERATE	CONSISTENT	HIGHLY DEVELOPED	EXCEPTIONAL
• Random, disconnected, lacks relevance. • Limited analysis. • Brief or lacking investigation. • Lacks experimentation. • Rudimentary skills. • Lacks coherence. • Arbitrary. • Lacking any sense of purpose. • Insignificant and minimal choices. • Dependent on copying. • Haphazard and disorganised. • Fragmented, disconnected.	• Simple, brief references. • Beginnings of purpose. • cursory analysis. • A sense of intention. • Attempts at selection. • Uncomplicated insights and ideas. • Fundamental skills. • Brief journeys. • Lacking in analysis, awareness and insight. • The beginnings of a personal response. • Moving towards understanding.	• Variable depth of understanding. • Derivative, imitative responses. • Sources provide basic inspiration. • Sometimes superficial. • Emerging, growing capacity. • Variable standard of creativity and independence. • Perhaps repetition of ideas and process. • Safe, uncomplicated. • Developing sense of purpose.	• Appropriate, relevant and informed. • Purposeful investigation of sources and process. • Little or no variation in standard. • Recognition of value and increasing understanding. • Informed refinement. • Increasing confidence. • Well defined intentions. • Increasingly personal responses.	• Consistently inquisitive. • Independent exploration. • In depth investigation. • Insightful, informed analysis. • Increasing confidence. • Willingness to take risks. • Sustained reflection. • Increasing clarity of purpose. • Overall depth of understanding and application. • A synthesis of ideas and production qualities. • Strong realisation.	• Highly discriminating, rich and rigorous ideas and process. • Thorough enquiry. • Confident and self-assertive. • Mature. • Self-aware. • Well informed analysis leading to well informed realisation. • Sophisticated abilities and reflection. • Perceptive. • Discerning. • Astute. • Clear and coherent intentions. • Genuine creativity and discovery.
GCSE LEVEL 1 Revision and self-study activities are → Choose 1 per week to practice techniques and improve your skill levels.	GCSE LEVEL 2 1. REFINED work by exploring and extending your creative responses to your research.	GCSE LEVEL 3 2. EXPERIMENT with a different MEDIUM/ STYLE that you haven't tried before.	GCSE LEVEL 4-6 3. CREATE a MIND MAP of your THOUGHTS and FEELINGS on your PERSONAL THEME.	GCSE LEVEL 7-9 4. PHOTOGRAPH your work at 5 different stages, to show the PROCESS.	GCSE LEVEL 9 5. EXPERIMENT with 3 different COMPOSITIONS for your FINAL OUTCOMES.



GCSE Art & Design - Year 11 Half Term 2

Summary - Position in the Curriculum

Students must submit a SUSTAINED PROJECT and a FURTHER STUDIES project, as directed by their subject teacher, to complete COMPONENT 1. Students must use these SELF-REFLECTION QUESTIONS to ensure they are meeting the ASSESSMENT OBJECTIVES to a high standard.

- Do my sources reflect my personal interests, ideas and engagement?
- Have I made and acknowledged connections between my own work and relevant sources such as artists, crafts people and designers?
- Have I used and explored an appropriate range of materials, techniques and processes in relation to my title? (Remember the quality of investigation is more important than quantity of materials or processes used).
- Is there clear evidence of reviewing, refining and selecting within my work?
- Have I shown evidence of purposeful and meaningful drawing?
- Is my written annotation relevant? Does it comment on my ideas, thoughts and decisions? (Remember downloaded information with no demonstration of understanding, analysis or influence does not fulfil the requirement for AO3 written annotation).
- Have I acknowledged all the sources I have used that are not my own?
- Is my work presented in an appropriate format? (Remember work may be presented in any appropriate format such as, mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, maquettes, prototypes, storyboards, photographic, film, digital presentations, records of transient and site-specific installations).
- In my sustained project/s is there clear evidence of my creative journey from starting point to realised intention/s?
- Does my 'Further Work' provide evidence to support my coverage of the assessment objectives?

Preparing for Assessment

Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.

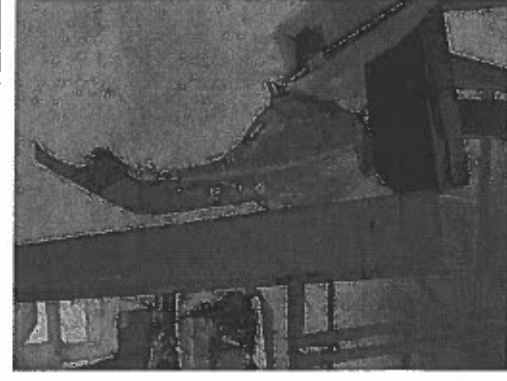
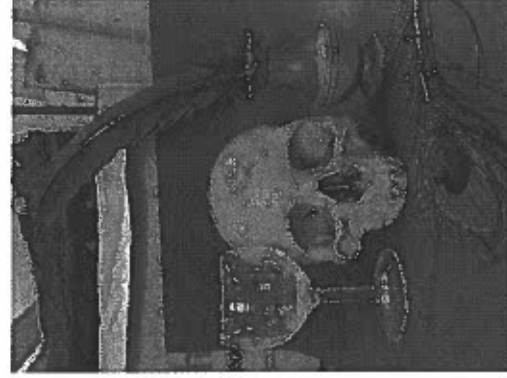
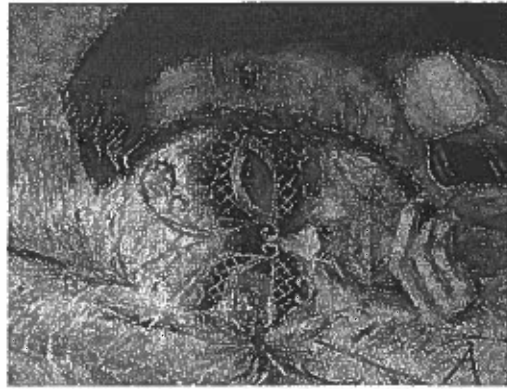
REVIEW Assessment Objective 1:
DEVELOP IDEAS through INVESTIGATIONS, demonstrating CRITICAL UNDERSTANDING of SOURCES.

REVIEW Assessment Objective 2:
REFINE work by EXPLORING IDEAS, SELECTING and EXPERIMENTING with appropriate MEDIA, MATERIALS, TECHNIQUES and PROCESSES.

REVIEW Assessment Objective 3:
RECORD IDEAS, OBSERVATIONS and INSIGHTS, relevant to intentions AS WORK PROGRESSES.

REVIEW Assessment Objective 4:
Present a PERSONAL and MEANINGFUL RESPONSE that REALISES INTENTIONS and demonstrates understanding of VISUAL LANGUAGE.

PRESENT your portfolio of work to another teacher who is not your own subject teacher. Guide them through how you have met the AOs and ask for feedback



GCSE Art & Design - Year 11 Half Term 3

Summary - Position in the Curriculum

In the second term of Year 11, students begin GCSE COMPONENT 2 – the EXTERNALLY SET ASSIGNMENT, set by the EXAM BOARD. Students will select ONE STARTING POINT and create a project in the same way they have done for COMPONENT 1 – developing MEANINGFUL IDEAS through INVESTIGATIONS and EVIDENCING their knowledge and understanding of artistic sources. Students will begin to REFINEMENT, EXPERIMENTING and PROCESSES.

<u>Terminology</u>		<u>Core Knowledge</u>		<u>Preparing for Assessment</u>
INVESTIGATION	ANALYSE artists' and designers' work to DISCOVER IDEAS, TECHNIQUES, emotions, multiple perspectives, and MEANING. REFINEMENT is the IMPROVEMENT of the IDEA. It does not involve radical changes, but is about making small changes which IMPROVE the IDEA in some way. How this might be done:	Artist / designer INVESTIGATIONS should be PURPOSEFUL and INFORM your own IDEAS and PROJECT. Refer to the WHAT, HOW, WHY framework below to see the questions you should be answering when analysing artists and designers.		Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
REFINE	REFINEMENT is the IMPROVEMENT of the IDEA. It does not involve radical changes, but is about making small changes which IMPROVE the IDEA in some way. How this might be done:	• FINE-TUNING a TECHNIQUE or an aspect of the COMPOSITION. • TWEAKING the positioning of a subject to make the COMPOSITION more balanced, or to create more tension, as appropriate. • VARIATION of a technique - e.g. trying oil pastel rather than painting to achieve an expressive style • ADAPTATION of the idea - e.g. including some detail in the foreground of a landscape to add more depth and distance	1. PRINT HIGH QUALITY COLOUR images of your chosen artist's work.	
OBSERVATION	OBSERVATIONAL art is to draw or paint a subject as ACCURATELY as possible. The SUBJECT may be a still life, figure model, portrait or landscape and the image must be created from REAL LIFE rather than a photograph or the artist's imagination.	When creating an OBSERVATIONAL piece of work refer back to your KS3 knowledge and select the techniques you think will work best. Consider different ways you have been taught to draw, paint and take photographs. For example, gridded drawing, drawing by shapes, colour mixing, mother colour and rule of thirds.	2. WRITE a draft 'WHAT, HOW, WHY?' on your chosen artist.	
ANNOTATION	An ANNOTATION is a NOTE, DIAGRAM or COMMENT added to a text, drawing or photograph to provide EXPLANATION or CRITICISM about a particular part of it.	Ensure you ANNOTATE everything in your SKETCHBOOK clearly, for example, if you TEST one of your IDEAS, ANNOTATE what went well, what you would improve and your next steps.	3. COMPLETE outstanding work in sketchbook as directed by subject teacher.	
How to purposefully write about artist's work. Divide into three key paragraphs, WHAT, HOW & WHY.	How to annotate: WHAT	• INTRODUCE the artist and the artwork. What is the TITLE? • DESCRIBE what you can see in artwork? (Visual Elements: Line, Tone, Form, Pattern, Texture, Shape, Colour) • WHAT is the SUBJECT matter? (Natural form, self-portrait, landscape etc.) • WHAT was happening in the world or their personal lives during this time (art, politics, life), how might that have INFLUENCED their work? • WHAT THEMES did the artist explore? • WHAT are your initial OBSERVATIONS/ FEELINGS/ THOUGHTS about the work?	4. COMPLETE sketchbook annotations.	
Then finish your analysis with a small CONCLUSION	How to annotate: HOW	• HOW has the artwork been CREATED? • HOW has the artist used MATERIALS/PROCESSES? • HOW has the artist used SCALE? E.g., is it a large-scale painting and would it be as impactful if it were smaller? • HOW has the artwork been PRESENTED? E.g., in a gallery or open space. • HOW was work PERCEIVED when it was created?	5. SELECT a piece of art that you have created and write a poem about it.	

giving your own
OPINIONS on the
work and how it
might INFLUENCE
your IDEAS
moving forward.

How to annotate: WHY

- WHY has the artist made it?
- WHAT is the CONCEPT/ idea behind the work?
- Why do you think the artist has made it? Remember to JUSTIFY your opinion with your own ideas but also RESEARCH. READ reviews by other people and interviews with the artist about the work.
- WHY do you like/dislike it? How does it link to your work?
- HOW could you make a PRACTICAL RESPONSE to the artwork? What IDEAS do you now have?

'EXCEPTIONAL' students utilise school resources through intervention time. 'EXCEPTIONAL' students visit galleries and museums to inform their ideas and projects. 'EXCEPTIONAL' students are self-aware and independent. Each week you should be reflecting on what needs to be completed in your portfolio (1hr)



ENSURE that you include artist ANALYSIS plus drawing and painting studies to MASTER techniques of artists (PASTICHES). DEVELOP your own ideas from your RESEARCH & INVESTIGATIONS, ensuring that your IDEAS and INSPIRATION are CLEARLY LABELLED alongside your EXPERIMENTATIONS.

GCSE Art & Design - Year 11 Half Term 4

Summary - Position in the Curriculum

In the final half term of the course, students conclude GCSE COMPONENT 2 – the EXTERNALLY SET ASSIGNMENT. Students build on their COMPONENT 2 PORTFOLIO work, by RECORDING their ideas, observations and DOCUMENTING their INTENTIONS. Students will focus on preparation for a FORMAL ASSESSMENT in SUPERVISED TIME. Students will produce FINAL OUTCOMES in EXAM CONDITIONS, which must REALISE INTENTIONS from their INVESTIGATIONS and EXPERIMENTATIONS. Students must understand and REFLECT upon the EXAM BOARD MARK BAND CHARACTERISTICS below, ensuring their work is at least CONSISTENT or HIGHLY DEVELOPED and ABOVE.

MINIMAL	SOME	MODERATE	CONSISTENT	HIGHLY DEVELOPED	EXCEPTIONAL
• Random, disconnected, lacks relevance. • Limited analysis. • Brief or lacking investigation. • Lacks experimentation. • Rudimentary skills. • Lacks coherence. • Arbitrary. • Lacking any sense of purpose. • Insignificant and minimal choices. • Dependent on copying. • Haphazard and disorganised. • Fragmented, disconnected.	• Simple, brief references. • Beginnings of purpose. • cursory analysis. • A sense of intention. • Attempts at selection. • Uncomplicated insights and ideas. • Fundamental skills. • Brief journeys. • Lacking in analysis, awareness and insight. • The beginnings of a personal response. • Moving towards understanding.	• Variable depth of understanding. • Derivative, imitative responses. • Sources provide basic inspiration. • Sometimes superficial. • Emerging, growing capacity. • Variable standard of creativity and independence. • Perhaps repetition of ideas and process. • Safe, uncomplicated. • Developing sense of purpose.	• Appropriate, relevant and informed. • Purposeful investigation of sources and process. • Little or no variation in standard. • Recognition of value and increasing understanding. • Informed refinement. • Increasing confidence. • Well defined intentions. • Increasingly personal responses.	• Consistently inquisitive. • Independent exploration. • In depth investigation. • Insightful, informed analysis. • Increasing confidence. • Willingness to take risks. • Sustained reflection. • Increasing clarity of purpose. • Overall depth of understanding and application. • A synthesis of ideas and production qualities. • Strong realisation.	• Highly discriminating, rich and rigorous ideas and process. • Thorough enquiry. • Confident and self-assertive. • Mature. • Self-aware. • Well informed analysis leading to well informed realisation. • Sophisticated abilities and reflection. • Perceptive. • Discerning. • Astute. • Clear and coherent intentions. • Genuine creativity and discovery.
GCSE LEVEL 1	GCSE LEVEL 2	GCSE LEVEL 3	GCSE LEVEL 4-6	GCSE LEVEL 7-9	GCSE LEVEL 9
Revision and self-study activities are →. Choose 1 per week to practice techniques and improve your skill levels.	1. PLAN your OUTCOME using at least 2 pages in your SKETCHBOOK.	2. TEST the MEDIA you are going to use in SUPERVISED TIME.	3. PREPARE the final COMPOSITION or MODEL e.g. SKETCH out OUTLINES/ PREPARE MATERIALS.	4. PHOTOGRAPH the STEPS of DEVELOPMENT before the SUPERVISED TIME and DOCUMENT.	5. ENSURE all work in your SKETCHBOOK is COMPLETED and ANNOTATED.

A01
EXPLORE
BEGIN TO LINK A
THEME
TO YOUR CHOSEN ARTIST'S WORK
WRITTEN ANALYSIS
LINK ARTIST'S WORK TO
IDEAS AND ARTWORK

A02
EXPERIMENT
WITH A
DRAWING
TO ARTIST'S RANGE
AND THEMES OF MEDIA
TEXTILES OF MEDIA
WATER COLOUR
PASTEL
CLAY OF PASTEL PEN AND INK

A03
IDEAS
LINKING TO OBSERVATIONAL
ARTIST'S WORK
ALL ARTWORK
LINKING TOGETHER
PLANS, DESIGNS
IN A RANGE OF EXPLANATIONS
DIFFERENT MEDIA ANNOTATION

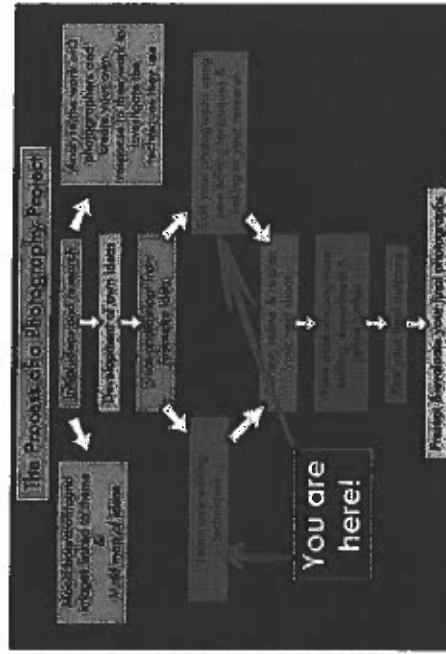
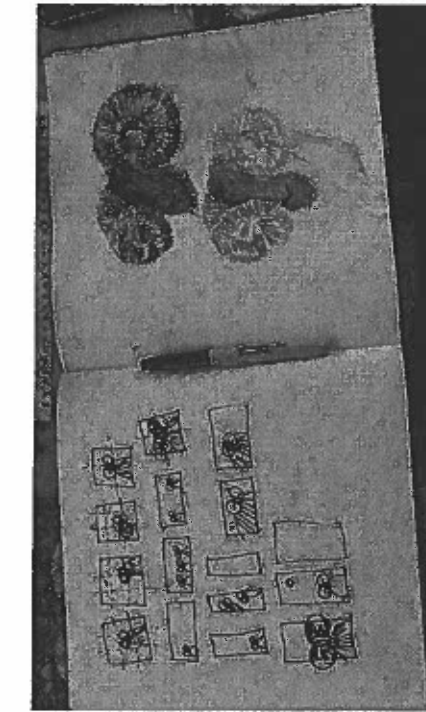
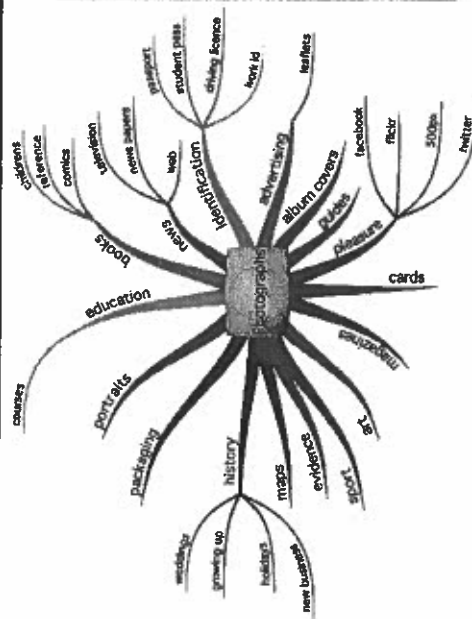
A04
FINAL
MEANINGFUL PIECE OF WORK
INFORMED SHOW UNDERSTANDING
RESPONSE
LINK BETWEEN TO ARTIST'S WORK
VISUALS AND ARTIST'S
PRESENTATION RELEVANT

GCSE Photography - Year 11 Half Term 1

Summary - Position in the Curriculum

In the first term of Year 11, students build on their COMPONENT 1 PORTFOLIO, by RECORDING their ideas, observations and DOCUMENTING their INTENTIONS. Students continue to REFINE and EXPERIMENT their PORTFOLIO, as appropriate. Students must understand and REFLECT upon the EXAM BOARD MARK BAND CHARACTERISTICS below, ensuring their work is at least CONSISTENT or HIGHLY DEVELOPED and ABOVE.

MINIMAL	SOME	MODERATE	CONSISTENT	HIGHLY DEVELOPED	EXCEPTIONAL
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GCSE LEVEL 1	GCSE LEVEL 2	GCSE LEVEL 3	GCSE LEVEL 4-6	GCSE LEVEL 7-9	GCSE LEVEL 9
Revision and self-study activities are →. Choose 1 per week to practice techniques and improve your skill levels.	1. REFINE work by exploring and extending your creative responses to your research.	2. EXPERIMENT with a different GENRE/ STYLE that you haven't tried before.	3. CREATE a MIND MAP of your THOUGHTS and FEELINGS on your PERSONAL THEME.	4. PHOTOGRAPH/ SCREENSHOT your work at 5 different stages, to show the PROCESS.	5. EXPERIMENT with 3 different COMPOSITIONS for your FINAL OUTCOMES.



GCSE Photography - Year 11 Half Term 2

Summary - Position in the Curriculum

Students must submit a SUSTAINED PROJECT and a FURTHER STUDIES project, as directed by their subject teacher, to complete COMPONENT 1. Students must use these SELF-REFLECTION QUESTIONS to ensure they are meeting the ASSESSMENT OBJECTIVES to a high standard.

- Do my sources reflect my personal interests, ideas and engagement?
- Have I made and acknowledged connections between my own work and relevant sources such as artists, crafts people and designers?
- Have I used and explored an appropriate range of materials, techniques and processes in relation to my title? (Remember the quality of investigation is more important than quantity of materials or processes used).
- Is there clear evidence of reviewing, refining and selecting within my work?
- Have I shown evidence of purposeful and meaningful drawing?
- Is my written annotation relevant? Does it comment on my ideas, thoughts and decisions? (Remember downloaded information with no demonstration of understanding, analysis or influence does not fulfil the requirement for AO3 written annotation).
- Have I acknowledged all the sources I have used that are not my own?
- Is my work presented in an appropriate format? (Remember work may be presented in any appropriate format such as, mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, maquettes, prototypes, storyboards, photographic, film, digital presentations, records of transient and site-specific installations).
- In my sustained project/s is there clear evidence of my creative journey from starting point to realised intention/s?
- Does my 'Further Work' provide evidence to support my coverage of the assessment objectives?

Preparing for Assessment

Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.

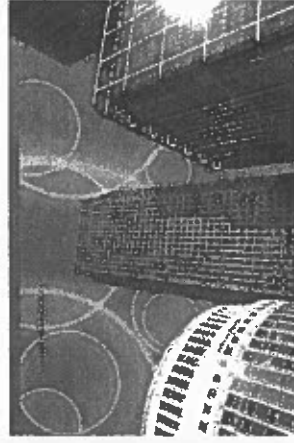
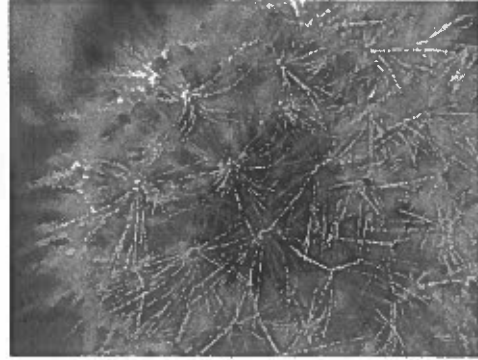
REVIEW Assessment Objective 1:
DEVELOP IDEAS through INVESTIGATIONS, demonstrating CRITICAL UNDERSTANDING of SOURCES.

REVIEW Assessment Objective 2:
REFINE work by EXPLORING IDEAS, SELECTING and EXPERIMENTING with appropriate MEDIA, MATERIALS, TECHNIQUES and PROCESSES.

REVIEW Assessment Objective 3:
RECORD IDEAS, OBSERVATIONS and INSIGHTS, relevant to intentions AS WORK PROGRESSES.

REVIEW Assessment Objective 4:
Present a PERSONAL and MEANINGFUL RESPONSE that REALISES INTENTIONS and demonstrates understanding of VISUAL LANGUAGE.

PRESENT your portfolio of work to another teacher who is not your own subject teacher. Guide them through how you have met the AOs and ask for feedback.



GCSE Photography - Year 11 Half Term 3

Summary - Position in the Curriculum

In the second term of Year 11, students begin GCSE COMPONENT 2 – the EXTERNALLY SET ASSIGNMENT, set by the EXAM BOARD. Students will select ONE STARTING POINT and create a project in the same way they have done for COMPONENT 1 – developing MEANINGFUL IDEAS through INVESTIGATIONS and EVIDENCING their knowledge and understanding of artistic sources. Students will begin to REFINEMENT, EXPERIMENTING and PROCESSES with a range of MEDIA and MATERIALS, TECHNIQUES and PROCESSES.

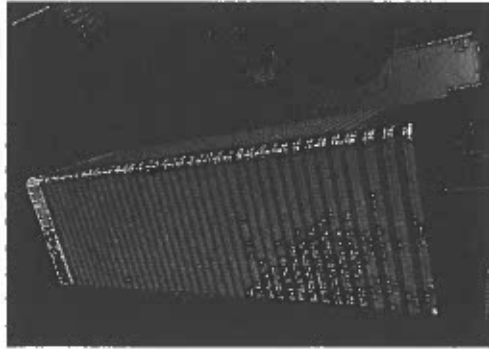
Terminology	Definitions	Core Knowledge	Preparing for Assessment
INVESTIGATION	ANALYSE photographers' work to DISCOVER IDEAS, TECHNIQUES, emotions, multiple perspectives, and MEANING.	Photographer INVESTIGATIONS should be PURPOSEFUL and INFORM your own IDEAS and PROJECT. Refer to the WHAT, HOW, WHY framework below to see the questions you should be answering when work.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
REFINE	REFINEMENT is the IMPROVEMENT of the IDEA. It does not involve radical changes, but is about making small changes which IMPROVE the IDEA in some way. How this might be done:	• FINE-TUNING a TECHNIQUE or an aspect of the COMPOSITION. • TWEAKING the positioning of a subject to make the COMPOSITION more balanced, or to create more tension, as appropriate. • VARIATION of a technique - e.g. EXPERIMENTING with TONAL RANGE • ADAPTATION of the idea - e.g. including some detail in the FOREGROUND of a LANDSCAPE to add more DEPTH and DISTANCE	1. PRINT HIGH QUALITY COLOUR images of your chosen photographer's work.
OBSERVATION	OBSERVATIONAL art is to draw or paint a subject as ACCURATELY as possible. The SUBJECT may be a still life, figure model, portrait or landscape and the image must be created from REAL LIFE rather than a photograph or the artist's imagination.	When creating an OBSERVATIONAL piece of work refer back to your KS3 knowledge and select the techniques you think will work best. Consider different ways you have been taught to draw, paint and take photographs. For example, gridded drawing, drawing by shapes, colour mixing, mother colour and rule of thirds.	2. WRITE a draft 'WHAT, HOW, WHY?' on your chosen photographer.
ANNOTATION	An ANNOTATION is a NOTE, DIAGRAM or COMMENT added to a text, drawing or photograph to provide EXPLANATION or CRITICISM about a particular part of it.	Ensure you ANNOTATE everything in your PRESENTATION clearly, for example, if you TEST one of your IDEAS, ANNOTATE what went well, what you would improve and your next steps.	3. COMPLETE outstanding work in presentation as directed by subject teacher.
How to purposefully write about artwork. Divide into three key paragraphs, WHAT, HOW & WHY.	How to annotate: WHAT	• INTRODUCE the photographer and the work. What is the TITLE? • DESCRIBE what you can see in work? (Visual Elements: Line, Tone, Form, Pattern, Texture, Shape, Colour) • WHAT is the SUBJECT matter? (Natural form, self-portrait, landscape etc.) • WHAT was happening in the world or their personal lives during this time (art, politics, life), how might that have INFLUENCED their work? • WHAT THEMES did the photographer explore? • WHAT are your initial OBSERVATIONS/ FEELINGS/ THOUGHTS about the work?	4. COMPLETE annotations.
Then finish your analysis with a small CONCLUSION giving your own OPINIONS on the work and how it	How to annotate: HOW	• HOW has the work been CREATED? • HOW has the photographer used MATERIALS/PROCESSES? • HOW has the photographer used SCALE? E.g., is it a large-scale and would it be as impactful if it were smaller? • HOW has the work been PRESENTED? E.g., in a gallery or open space. • HOW was work PERCEIVED when it was created?	5. SELECT a photograph that you have created and write a poem about it.

might INFLUENCE your IDEAS moving forward.	How to annotate: WHY	• WHY has the photographer made it? • WHAT is the CONCEPT/ idea behind the work? • Why do you think the photographer has made it? Remember to JUSTIFY your opinion with your own ideas but also RESEARCH. READ reviews by other people and interviews with the photographer about the work. • WHY do you like/dislike it? How does it link to your work? • HOW could you make a PRACTICAL RESPONSE to the work? What IDEAS do you now have?	'EXCEPTIONAL' students utilise school resources through intervention time. 'EXCEPTIONAL' students visit galleries and museums to inform their ideas and projects. 'EXCEPTIONAL' students are self-aware and independent. Each week you should be reflecting on what needs to be completed in your portfolio (1hr).
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"It is the photographer, not the camera, that is the instrument."

—Eve Arnold



"To me, photography is an art of observation. It's about finding something interesting in an ordinary place... I've found it has little to do with the things you see and everything to do with the way you see them."

—Elliot Erwitt



"To me, photography is the simultaneous recognition, in a fraction of a second, of the significance of an event."

— Henri Cartier-Bresson

photographyicon.com/quotes

ENSURE that you include photographer ANALYSIS plus drawing and photographic studies to MASTER techniques (PASTICHES). DEVELOP your own ideas from your RESEARCH & INVESTIGATIONS, ensuring that your IDEAS and INSPIRATION are CLEARLY LABELLED alongside your EXPERIMENTATIONS.

GCSE Photography - Year 11 Half Term 4

Summary - Position in the Curriculum

In the final half term of the course, students conclude GCSE COMPONENT 2 – the EXTERNALLY SET ASSIGNMENT. Students build on their COMPONENT 2 PORTFOLIO work, by RECORDING their ideas, observations and DOCUMENTING their INTENTIONS. Students will focus on preparation for a FORMAL ASSESSMENT in SUPERVISED TIME. Students will produce FINAL OUTCOMES in EXAM CONDITIONS, which must REALISE INTENTIONS from their INVESTIGATIONS and EXPERIMENTATIONS. Students must understand and REFLECT upon the EXAM BOARD MARK BAND CHARACTERISTICS below, ensuring their work is at least CONSISTENT or HIGHLY DEVELOPED and ABOVE.

MINIMAL	SOME	MODERATE	CONSISTENT	HIGHLY DEVELOPED	EXCEPTIONAL
• Random, disconnected, lacks relevance. • Limited analysis. • Brief or lacking investigation. • Lacks experimentation. • Rudimentary skills. • Lacks coherence. • Arbitrary. • Lacking any sense of purpose. • Insignificant and minimal choices. • Dependent on copying. • Haphazard and disorganised. • Fragmented, disconnected.	• Simple, brief references. • Beginnings of purpose. • cursory analysis. • A sense of intention. • Attempts at selection. • Uncomplicated insights and ideas. • Fundamental skills. • Brief journeys. • Lacking in analysis, awareness and insight. • The beginnings of a personal response. • Moving towards understanding.	• Variable depth of understanding. • Derivative, imitative responses. • Sources provide basic inspiration. • Sometimes superficial. • Emerging, growing capacity. • Variable standard of creativity and independence. • Perhaps repetition of ideas and process. • Safe, uncomplicated. • Developing sense of purpose.	• Appropriate, relevant and informed. • Purposeful investigation of sources and process. • Little or no variation in standard. • Recognition of value and increasing understanding. • Informed refinement. • Increasing confidence. • Well defined intentions. • Increasingly personal responses.	• Consistently inquisitive. • Independent exploration. • In depth investigation. • Insightful, informed analysis. • Increasing confidence. • Willingness to take risks. • Sustained reflection. • Increasing clarity of purpose. • Overall depth of understanding and application. • A synthesis of ideas and production qualities. • Strong realisation.	• Highly discriminating, rich and rigorous ideas and process. • Thorough enquiry. • Confident and self-assertive. • Mature. • Self-aware. • Well informed analysis leading to well informed realisation. • Sophisticated abilities and reflection. • Perceptive. • Discerning. • Astute. • Clear and coherent intentions. • Genuine creativity and discovery.
GCSE LEVEL 1	GCSE LEVEL 2	GCSE LEVEL 3	GCSE LEVEL 4-5	GCSE LEVEL 7-9	GCSE LEVEL 9
Revision and self-study activities are →. Choose 1 per week to practice techniques and improve your skill levels.	1. PLAN your OUTCOME using at least 2 slides in your PRESENTATION.	2. EXPERIMENT with the techniques you are going to use in SUPERVISED TIME.	3. ENSURE you have taken enough SOURCE IMAGES for your FINAL OUTCOME.	4. SCREENSHOT the STEPS of DEVELOPMENT before the SUPERVISED TIME and DOCUMENT.	5. ENSURE all work in your PRESENTATION is COMPLETED and ANNOTATED.

A01 EXPLORE
BEGIN TO LINK A THEME
THEME IMAGES
TO YOUR CHOSEN ARTIST'S WORK
WRITTEN ANALYSIS
LINK ARTIST'S WORK TO IDEAS AND ARTWORK

A02 EXPLORE WITH A RANGE
LINKING TECHNIQUES TO ARTIST'S RANGE
AND THEMES OF MEDIA
TEXTILES WATERCOLOUR CLAY OF PASTEL PEN AND INK

A03 IDEAS
IDEAS LINKING TO OBSERVATIONAL ARTIST'S WORK
ALL ARTWORK LINKING TOGETHER
PLANS
PLANS, DESIGNS IN A RANGE OF EXPLANATIONS
DIFFERENT MEDIA ANNOTATION

A04 FINAL
MEANINGFUL PIECE OF WORK
INFORMED SHOW UNDERSTANDING
RESPONSE LINKS
LINK BETWEEN TO ARTIST'S WORK
VISUALS AND ARTIST'S PRESENTATION
RELEVANT

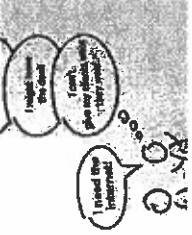
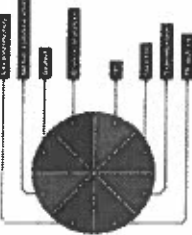
Performing Arts

Drama - Half Term 1 TOPIC Skills Development

Summary- Position in the Curriculum

Carrying on from exploring the different styles of theatre through a practical application of the work of actors on a play from HT1 HT2, HT3 and HT4 using this understanding of the role of an actor by developing their skills and techniques in the Performing Arts by using naturalism as the style in which they will develop their acting performance and interpretative skills by applying Stanislavski system of an actor prepares using the magic if, subtext, given circumstances, objective, super objective, through line, emotional recall to develop, rehearse and perform a piece of a naturalistic play through evaluating and analysing their milestone rehearsals through explaining their strengths, areas of development, feedback given and setting achievable targets, in which they will evaluate and review through each milestone rehearsal. The final performance will be evaluated analysed and explained in how they have developed their personal skills as well as their performance, acting, technical and interpretative skills.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Given Circumstances	The 5 W's (Who, What, When, Where and Why?)	The information given to an actor which is written within the script and also the directors vision for the character as well as what others say about them and the who, what, when, where and why the characters are there.	1. From your fourth milestone rehearsal give 3 strengths and 3 area to develop.
Subtext	The hidden meaning behind what is being spoken	The characters hidden thoughts of what they really think which is shown through the body language and facial expression as well as the way the dialogue is spoken. Example – Sarcasm in what a character says means the opposite or something different	2. From your workshop session, describe how it has helped you develop the area you have identified from question 1?
Objective / Super Objective	What does the character want from the scene? What does the character want to achieve at the end of the play?	The characters' objective is what they want to achieve at the end of the scene while the super objective is what the character wants to achieve by the end of the play.	3. From your dress rehearsal, describe how it has helped you develop your skills towards the final performance?
Interpretive Skills	Move, mime, gesture, timing, space, gesture, voice, emphasis	Deciding your character's features and personality traits and communicating this to the audience using performance skills. How the character moves, speaks, delivers language, facial expressions, body language, gestures, pitch, pace, pause to show meaning of the character.	4. Set yourself 3 targets you aim to achieve by the final performance?
Technical Skills	Use of props, set, scenery and how the actor uses them and works around them	Deciding how the character uses its surroundings in order to show the character being played whilst using the surroundings, props, and set to create an interpretation of that character using facial expressions, body language, gestures, pitch, pace, pause to show meaning of the character while using the technical aspects of the set.	5. Evaluate your final performance.

Given Circumstances	Subtext	Objective /Super Objective	Interpretive Skills	Technical Skills
				

Music - Half Term 1 TOPIC Component 2 Development of Music Skills Development

Summary- Position in the Curriculum

In year 10 the students in HT1, HT2, HT3, HT4, HT5 and HT6 the students have researched different styles and genres of music through exploring through listening, appraising and applying their knowledge and understanding of different genres of music and how each style has been built and constructed using the elements of music, and how both musical and sonic elements and features are used in each of the styles studied as well as creating three different products of production, performing and composing. The students started to develop their own musical skills and techniques in two of the three areas of performing, producing and composing. They completed an initial skills audit where they audited their skills so far and chose the areas they wish to develop further and through this development have started to produce 2 final outcomes and through their development evaluate their progress in each of the two chosen areas by assessing their 3-milestones for each area chosen. They started to evaluate their strengths and areas of development setting SMART targets after each mile stone. Through this component the students demonstrated professional and commercial skills for the music industry and applied their development processes of their own musical skills and techniques and then creating a development plan of what is to be done to develop their musical skills and techniques. In HT1 and HT2 the student continues to develop their musical skills and techniques and to produce their two final outcomes.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Professional Skills	Professional skills are the skills needed to do the job as a musician, performer, composer, and producer in the music industry	The professional skills of a musician are: Time management, Self-discipline, working with others, The correct and safe use of equipment, identifying resources required and auditing existing skills and maintain a development plan	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1 What are the professional skills of a musician, composer, performer and producer?
Self-Discipline	Self-discipline is how well we can get ourselves to do the right things when needed without need to be instructed by a teacher figure.	Self-discipline is needed in the three areas of a performer, music producer and a music composer composing original work.	2. Why is self-discipline essential when working as a performer, producer and composer? Give examples for each
Time management	Time management is when you can plan and organise a schedule which gives you enough time to get through both your daily struggles alongside your work.	Time management is essential and is needed in the three areas of a performer, music producer and a music composer composing original work.	3. Why is time-management essential when working as a performer, producer and composer? Give examples for each
Working with others	Working with others simply means how well you can conversation with people you are collaborating with.	Working with others is also an important professional and personal skills needed in the three areas of a performer, music producer and a music composer composing original work.	4. Why is working with others essential when working as a performer, producer and composer? Give example for each
Correct and safe use of Equipment	Correct and safe use of equipment means to use the equipment in a way that won't damage it or create hazard for surrounding people or the individual using it.	Knowing how to keep and look after and use equipment safely is needed in the three areas of a performer, music producer and a music composer composing original work.	5. Why is knowing how to keep musical equipment safe and why should you use it properly?

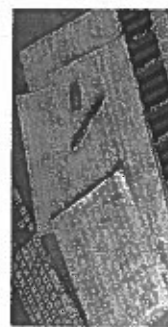
Professional Skills	Self-Discipline	Time Management	Working with others	Correct and safe use of equipment
				

Music - Half Term 2 TOPIC Component 2 Internal Assessment of Music Skills Development

Summary- Position in the Curriculum

In year 10 the students in HT1, HT2, HT3, HT4, HT5 and HT6 the students have researched different styles and genres of music through exploring through listening, appraising and applying their knowledge and understanding of different genres of music and how each style has been built and constructed using the elements of music, and how both musical and sonic elements and features are used in each of the styles studied as well as creating three different products of production, performing and composing. The students started to develop their own musical skills and techniques in two of the three areas of performing, producing and composing. They completed an initial skills audit where they audited their skills so far and chose the areas they wish to develop further and through this development have started to produce 2 final outcomes and through their development evaluate their progress in each of the two chosen areas by assessing their 3-milestones for each area chosen. They started to evaluate their strengths and areas of development setting SMART targets after each milestone. Through this component the students demonstrated professional and commercial skills for the music industry and applied their development processes of their own musical skills and techniques and then creating a development plan of what is to be done to develop their musical skills and techniques. In HT1 and HT2 the student continued to develop their musical skills and techniques and to produce their two final outcomes and in HT3 the student completes their internal assessment of the Component 2 Musical skills development.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Professional Skills	Professional skills are the skills needed to do the job as a musician, performer, composer, and producer in the music industry	The professional skills of a musician are: Time management, Self-discipline, working with others, The correct and safe use of equipment, identifying resources required and auditing existing skills and maintain a development plan	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1 How have you shown your professional skills in your practical work and the two final outcomes?
Methods of Capturing Musical Development	The way in which the music is shown and captured using different approaches.	The different methods of showing musical work and the development made can be through: diaries, screenshots, key milestone videoed, recorded rehearsals and review of these and compositional scores and manuscript of your ideas when composing music.	2. How have you captured your two final finished outcomes for assessment? Explain your milestones
Music Production	The techniques and software to capture and create music using Music production	Using Logic Pro, using software instruments, using audio and software tools, manipulation techniques, inputting and editing audio, using effect, sampling and structuring music	3. What did you do on logic pro? Explain the process
Music performance	Music performance is where you perform to an audience by singing or playing an instrument.	To perform there are certain routines that a performer undertakes these are: developing and practising technical exercises before rehearsing as well as working on timing and phrasing, expression, health and safety of instrument, instrument or vocal technique, learning repertoire and stage Presence.	4. What are you doing for your final performance?
Composition	To create an original piece of music or song from scratch.	To create an original piece of music there must be an exploring of ideas, themes and styles and then extending these ideas further. By knowing the structure, you want the piece to take and the rhythm and the melodic patterns as well as the development of harmony and the instrumentation and what is the piece to be played in the key signature.	5. What was your starting point when composing your original piece of music as your final outcome?

Professional Skills	Methods of Capturing Musical Development	Music Production	Music Performance	Composition
 Your music skills can lead to a great career Discover your musical talent and develop your skills to a professional level. Take Direction from the Curriculum to the Performance Confidence, Creativity, Communication, Collaboration		 DELAY & ECHO		

Year 10 Knowledge Organiser

PE

PE – Sports Psychology Term 1A

Summary- Position in the Curriculum - Paper 2: Social-cultural influences and well-being in physical activity and sport

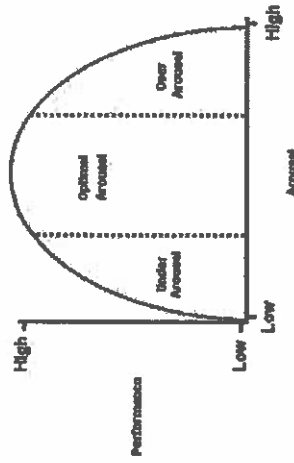
At the start of year 11 students will learn the content required for paper 2. There are 3 further modules and the second part of the evaluation that needs to be completed in preparation for their exam at the end of the year. The three modules are made up of sports psychology, Social- Cultural influences and health and well-being. This content will make up paper 2 which is marked out of 78 with a combination of multiple choice, short answered and extended writing questions. After this unit students will be able to complete the final section of their coursework.

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
Skills VS Ability	Skills- A learned behaviour/action with the intention of bringing about predetermined results with maximum certainty and minimum outlay of time and energy. Abilities- Inherited from your parents, abilities are stable traits that determine an individual's potential to learn or acquire skills.	Identify 3 different skills for 3 sports that can be learned.
Skill Classification	There are 4 continuums of skill classification- Basic- Complex Open-Closed Self Paced- Externally Paced Gross-Fine	Have an understanding for each skill classification what makes a skill fall into each category?
Goal Setting	Understand the difference between performance and outcome goals. Performance goals- Personal standards to be achieved with no comparison to other performers. Outcome Goals – Focus on end result for example winning.	Justify why performance goals are best suited to a beginner and outcome goals being best suited for an elite performer.
Smart Targets	Understand the SMART principle of goal setting with practical examples (Specific, Measurable, Achievable, Recorded, Timed) Be able to apply the SMART principle to improve and/or optimise performance	Apply SMART targets to your chosen sport.
Basic Model of Information Processing	This is the basic model that shows the simple processes that a performer carries out to decide what skill to use. 4 stages: 1. INPUT 2. DECISION MAKING 3. OUTPUT 4. FEEDBACK	Identify the two different types of feedback.
Types of Guidance	Understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use. There are <u>4</u> types of guidance: Visual, Verbal, Manual, Mechanical	State which type of feedback is best suited for a beginner or elite performer?
Types of Feedback	Understand types of feedback and be able to apply practical examples to their use: There are <u>6</u> types of feedback: Intrinsic, Extrinsic, Knowledge of performance, Knowledge of results, Positive, Negative	Explain each type of feedback and how it can be used in sport.
Arousal and controlling arousal levels	Arousal- is a physical and mental state of alertness/ excitement varying from deep sleep to intense excitement. Inverted U theory- shows arousal levels in relation to optimal performance.	Choosing a sport explain how each method to control arousal can be used within the game.

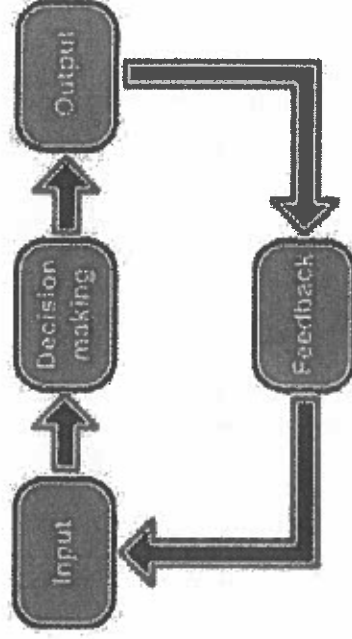
	There are three stress methods to control arousal: 1. DEEP BREATHING, 2. MENTAL REHEARSAL, 3. POSITIVE SELF TALK	
Aggression	Direct Aggression- is when there is actual physical contact between performers. Indirect Aggression- Does not involve physical contact. The aggressive act is taken out on an object to gain an advantage.	Provide sporting examples for both types of aggression.
Personality Types	Introvert- Personality type characterised by being quiet, passive, reserved and shy. Usually associated with individual sports. Extrovert- Personality type characterised by being sociable, active, talkative and outgoing. Usually associated with team sports.	Provide 5 examples of different sports that an introvert and extroverts are likely to take part in.
Motivation	Identify the differences between Intrinsic and extrinsic motivation. Intrinsic Motivation- The drive that comes from within the performer Extrinsic- The drive experienced by a performer when striving to achieve a reward.	Know the difference between tangible and intangible rewards.

S	M	A	R	T
Specific Do: Set real numbers with real evaluation Don't Say: "I want to win a medal"	Measurable Do: Make sure your goal is measurable Don't: Hope to achieve it Do: Use a measurable scale Don't: Use a vague goal like "I want to be a professional athlete"	Attainable Do: Make sure the goal is realistic and achievable Don't: Set a goal that is impossible Do: Set a goal that is challenging but achievable Don't: Set a goal that is too easy	Realistic Do: Make sure the goal is realistic and achievable Don't: Set a goal that is impossible Do: Set a goal that is challenging but achievable Don't: Set a goal that is too easy	Time-bound Do: Give yourself a deadline Don't: Keep putting it off Do: Set a specific date and time Don't: Say "I'll do it when I have time"

SMART TARGETS



INVERTED U THEORY



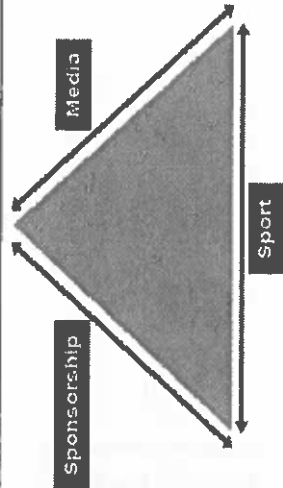
INFORMATION PROCESSING MODEL

PE – SOCIAL CULTURAL INFLUENCES Term 1B

Summary- Position in the Curriculum - Paper 2: Social-cultural influences and well-being in physical activity and sport

The second module of paper 2 is socio-cultural influences. This module looks at the; barriers that are faced by people to participate in sport, commercialisation of sport and how technology has evolved, Drugs, Hooliganism and how hooliganism can be combatted. It is vital for students to keep up to date with current affairs within these topics in the world of sport. This section can be linked to many careers in sport which students potentially could follow. (Sports Psychologist, Sports journalist, analyst)

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
Participation within key groups	Students will need to know the underrepresented groups for participating in sport: Key groups- Women, Ethnicity, Disability, Socio-economic	Research the statistics on participation within the focused groups for 2024
Barriers against Participation	Identify and link the 12 barriers to the key participation groups: Attitudes, role models, accessibility, media coverage, stereotyping, culture/ religion, family commitments, available leisure time, familiarity, education, disposable income, adaptability.	Which barrier would potentially prevent females from playing sport?
Commercialisation of physical activity/ sport	Know the 4 different types of media: Social, Internet, TV/visual, Newspapers / magazines. Know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle). Know the positive and negative effects of the media on commercialisation and the positive and negative effects of sponsorship on commercialisation	What are the positive and negatives of commercialisation on the performer, official, spectator, Sport, Sponsor
Technology in Sport	Understand how technology has developed in sport and the positive and negatives that technology has on the performer, sport, officials, spectators and sponsors. Examples of technology in sport- Hawkeye, Ice-baths, oxygen tents, prosthetics, match analysis.	State all the different types of technology that is used in a premier league football match.
Ethical Issues	Contract to complete- Agreeing to play by the rules, trying to win but also allowing your opponent to play. Etiquette- The unwritten rules concerning player behaviour Sportsmanship- Appropriate, polite and fair behaviour while participating in a sporting event. Gamesmanship- The use of dubious methods, that are not strictly illegal, to gain an advantage.	Provide examples of sportsmanship and gamesmanship that takes place in modern day sport.
Performance Enhancing Drugs	Along with the definition students will need to know the advantages and disadvantages of taking the following drugs: Stimulants- Makes athletes more alert and mask effects of fatigue. Narcotic Analgesics- Painkillers that mask pain caused by injury. Anabolic Agents- Drugs that help athletes to train harder and build muscle Peptide Hormones: Increases numbers of red blood cells within the body. Diuretics- Drugs that remove fluid from the body. Beta Blockers- Drugs taken to calm a performer down by reducing the effects of adrenaline.	Understand which drug would be most beneficial to different sports performers.

Spectator Behaviour	Students will need to identify the different reasons why hooliganisms occur. This will be - derby matches, alcohol and drugs, tribalism, media hyping, frustration.	Why is there more hooliganism in football compared to other sport?
Combating hooliganism	For each of the reasons it is vital that students understand what strategies have been put in place to combat the reason. These will consist of prevention of travel, alcohol bans in stadiums, all seater stadiums, segregation of fans, improved levels of policing and stewarding, better CCTV.	Analyse the issues that are in place to combat hooliganism.
   		

PE - Half Term 2A – Health, Fitness, and Well Being

Summary- Position in the Curriculum - Paper 2: Social-cultural influences and well-being in physical activity and sport

The final module for paper 2 ensures students have topic knowledge on the importance of a healthy active lifestyle. Students will understand the consequences of a poor diet and leading a sedentary lifestyle. They will link these to our physical, mental and social well-being. This section will require good sporting knowledge as they will need to apply theory to sporting examples. With this being the last module of the course content students will be able to make connections from prior knowledge to this topic.

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
Health, Fitness, and well-being	Know what is meant by health, fitness and well-being	Define health, fitness and well-being.
Benefits of exercise on health	Understand the different health benefits of physical activity: Physical: injury, coronary heart disease (CHD), blood pressure, bone density, obesity, Type 2 diabetes, posture, fitness. Mental: self-esteem/confidence, stress management, image. Social: friendship, belonging to a group and loneliness.	State 2 benefits of exercise on physical, mental and social health.
Sedentary Lifestyle	Understand the different consequences of a sedentary lifestyle: Physical: injury, coronary heart disease (CHD), blood pressure, bone density, obesity, Type 2 diabetes, posture, fitness. Emotional: self-esteem/confidence, stress management, image. Social: friendship, belonging to a group and loneliness.	Understand what a sedentary lifestyle is and how a person leads this life.
Somatotypes	Somatotypes is a method of classifying body types. Body types can be classified into 3 distinct groups - Mesomorph- Muscular appearance with wide shoulders and narrow hips Endomorph- pear-shaped body with wide hips and narrow shoulders Ectomorph- tall and thin with narrow shoulders and narrow hips	Identify which sports and positions within the sport would best be suited for each somatotype.
Obesity and the effect it has on performance	Students will need to understand the effects that obesity has on fitness, health and well-being. Obesity- A term used to describe people with a large fat content- caused by an imbalance of calories consumed to energy expenditure. BMI of over 30.	Identify the negative effects of being obese.
Diet and Nutrition – Macronutrients	know the definition of a balanced diet and know the components of a balanced diet: carbohydrates, proteins and fats.	Identify the function and state 1 food source for carbohydrates, proteins and fats.
Diet and Nutrition – Micronutrients	know the definition of a balanced diet and know the components of a balanced diet: Vitamins, minerals, fibre and water.	State which types of athletes requires higher amount of protein and explain why.
Energy and nutrients required for physical activity	Understand the effect of diet and hydration on energy use in physical activity and be able to apply practical examples from physical activity and sport to diet and hydration.	Give one example of activity where performers are at high risk of dehydration and explain why.



PE - Half Term 2B/3A – Completion of Coursework and Preparation for final exams

Summary- Position in the Curriculum - Paper 2: Social-cultural influences and well-being in physical activity and sport

Having completed all subject content students will be given lesson time under controlled assessment to finish the second part of the evaluation. Students will then recap all content learnt for paper 1 and paper 2 through revision lessons, targeted intervention and past question practice.

<u>Terminology</u>	<u>Core Knowledge and definition</u>		<u>Preparing for Assessment</u>
Evaluation Part 2	For this part of the coursework students will need to apply a theory from paper 2 to improve their skill weakness. The theories that can be used are: Information processing model Feedback Guidance Arousal Technology Diet		Ensure that work is completed to best of ability and all deadlines are met.
Revision and exam preparation	Paper 1 Topic List- Skeletal system Muscular system Respiratory system Cardiovascular system Aerobic/ Anaerobic energy systems Effects of exercise Levers Planes and axes Muscle Action Components of fitness Fitness Testing Methods of Training Principles of Training Safety Principles when training Warming up and Cooling down Training Seasons	Topic 2 Topic List- Skill Classification Basic Information Processing Model Guidance Feedback Arousal Aggression Personality Types Motivation Participation Rates Barriers to Participation Commercialisation Technology Ethical Issues Drugs Hooliganism Health and Well being Sedentary Lifestyle Obesity Somatotypes Diet and Hydration	Students will need to revise all the AO1, AO2 and AO3 content for both papers.

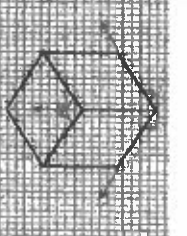
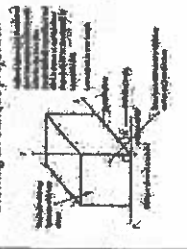
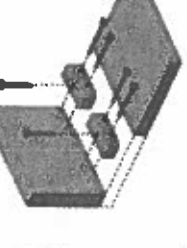
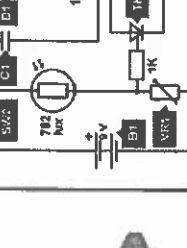
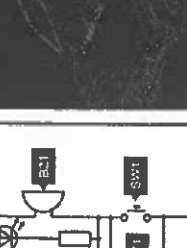
DT

Yr 11 GCSE Design & Technology Autumn Half term 1- Presenting Design Ideas

Summary- Position in the Curriculum

Generating and developing design ideas to communicate design ideas using freehand sketching, digital photography/ media, cut and paste techniques, 3d modelling/ drawing, oblique /isometric projections, perspective drawing, orthographic/ exploded views, assembly drawings, systems and schematic diagrams. You will also learn to use CAD/ specialist drawing programmes to produce drawings.

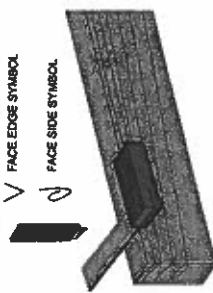
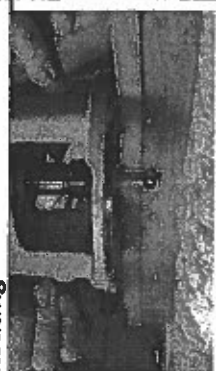
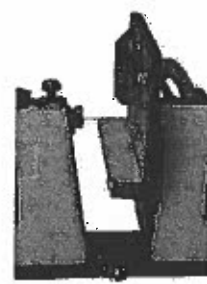
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Stripboard/ breadboard	Electronics prototyping board.	Freehand sketching: consider different mediums, grid paper and templates. Annotating your design work is very important and use of arrows can be an effective way of showing movement/ details.	Revision and self-study questions are below.
Computer modelling	Using computer -aided design (CAD) software to visualise your idea.	Digital photography and cut and paste techniques: these techniques can be used for creating and develop design ideas. Cut and paste techniques such as collage making are an excellent way of developing ideas at the beginning of design projects.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Simulation	A computer model that represents how something would work in real life.	3D models: can be made using traditional materials (paper, fabric and cardboard), computer modelling (3d printer model and simulations) and system modelling (stripboards, breadboards). These can be very useful for visualising and conveying design ideas to others/ clients.	1. Using freehand sketching method sketch and annotate 3 things you might find in a D&T classroom
Construction lines	Faint sketched lines that help you to build up the rough shape of your product.	3D drawings: Isometric, oblique, one-point perspective and two-point perspective. These techniques can help you to represent your designs more realistically and think about how it might work in real life.	2. Using construction lines, sketch a furniture item using either isometric or oblique technique.
Vanishing point	A point in the distance where the construction lines project to.	Orthographic and exploded views: these techniques can be used during development or final concepts of your drawing. These drawings allow others to fully understand the designs without the need to ask the designer for clarification. This is crucial for manufacture.	3. Choose a product from your environment and draw it as an exploded diagram
Patent	A licence that is applied for to protect the way that a design works so that others cannot use the exact design.	Assembly drawings: these drawings can be a mixture of orthographic, exploded views and other 3D drawing techniques. These drawings show how parts fit together for assembly and are labelled with numbers as well as a key to the parts	4. What are the potential communication techniques you might use while designing and interior of a wedding venue?
Ergonomics	Designing products that consider the strengths and limitations of people	Systems and schematic diagrams: these are used for electronic projects to show how the system will function	5. Explain one benefit and one drawback of freehand sketching versus CAD modelling
CNC	Computer numerically controlled (e.g., CNC router)	Computer-aided design and specialist drawing programmes: CAD freehand sketching, 2D modelling, 3D modelling, systems design. They can be achieved by using software such as: Adobe suite (photoshop, illustrator), Revit, AutoCAD, etc	
		Record and justify Design ideas: annotated sketched alongside all these communications techniques are used to convey design ideas.	

Freehand Sketch	Isometric Drawing	Oblique Drawing	Orthographic view	Exploded View	Systems diagram	3D CAD Drawing
						

Yr 11 GCSE Design & Technology Autumn Half term 2- Manufacturing Processes

Summary- Position in the Curriculum

You will learn to use some of the machinery used to process timber, the different scales of production in manufacturing and how manufacturing aids can be used in production processes.

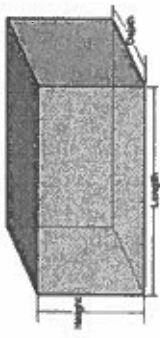
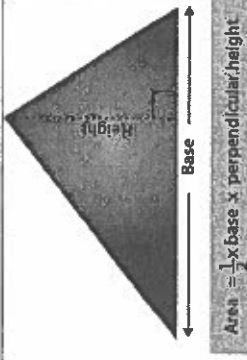
Terminology	Definitions	Core Knowledge	Preparing for Assessment			
Hardwood	Comes from trees with broad leaves	PROCESS TO CUT AND SHAPE MATERIALS Routing: a router contains a rotating cutter. Carried out with a computer-controlled router/milling machine. Sawing: sawing machines such as band saw and circular saw are used to prepare timber quickly. Mortiser: used to make a square whole. Bag press: a bag that can be sealed and have the air sucked out of it to mould laminate to a desired shape.	Revision and self-study questions are below.			
Softwood	A tree with needle-like leaves.		Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.			
Grain	Fibres run the length of tree trunk. Gives it strength and that make the distinctive pattern you see on timber.	SCALES OF PRODUCTION One off: one product made at a time, either for specialist product or to test an idea Batch: Several copies of the same product are made at the same time Mass: factory machinery set up to make lots of identical products Continuous: factory machinery making the same thing 24/7	1. List the 4 scales of production.			
Tough	How well a material withstands being hit	TECHNIQUES FOR QUANTITY PRODUCTION Marking out methods: transferring measurements onto the material for cutting. Jigs: can be put over a piece of work and guide a drill or a saw to cut in the required place. Fixtures: holds the workpiece in place while it is being cut or shaped Templates: A cut-out shape you can draw around to mark out the shape you want. Can be made out of paper, wood, metal, plastic, etc. depending on how durable it needs to be. Patterns: Refers to a collection of templates used to make a complete product. Sub-assembly: components that have been assembled and used as an individual component in a large product. Computer-aided manufacturing uses computers to guide the cutters on a CNC machine. Quality control: is a system for trying to make sure the products being manufactured are good enough for sale. Working within tolerance: this is the range of sizes within which the part is acceptable Effective cutting to minimise waste: templates can be used to mark out shapes as closely as possible to ensure material is not wasted as it can be costly.	2. Draw a jig that could be used to drill a line of four equally spaced along the edge of a piece of MDF 200mm wide.			
Evergreen	A tree that keeps its leaves all year round		3. What is a template and how to use them?			
Veneer	A thin slice of wood, about 1 mm thick		4. List the manufacturing aids you will use for your final design.			
Hard	How well a material resists deformation, indentation or penetration.		5. Explain why it can be a big risk for a company to invest in mass production facilities.			
Durable	How well a material lasts					
marking the face and face side		Routing	Band saw	Jig	Template	Fixtures
						

Yr 11 GCSE Design & Technology Spring Half term 1- Maths

Summary- Position in the Curriculum

Mathematics plays a key part in Design and Technology. You will be learning maths skills that help you do tasks such as will help you calculate waste, work out costs, comparing costs past cost.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Ratios	A ratio is a relationship between two values that shows the number of times on value is contained within the other.	Ratio example: Calculate the ratio of the parts if a glue mixture is 70% PVA and 30% water. The ratio of PVA to water is 70%:30%, which is the same as 7 : 3	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Rounding	Rounding makes a number shorter or simpler while keeping it close to the original value. If there is a 5 or higher in the column of units, round up to the nearest integer. If the units are lower than 5 down. For example: 10.6mm to the nearest mm is 11mm and 1372.2N to the nearest newton rounds down to 137N	Percentage change can be calculated using the equation below: $\text{Percentage change} = \frac{\text{new value} - \text{original value}}{\text{original value}} \times 100$ Bar charts: You could be asked to complete or draw a bar chart in the exam.	1. Draw a bar chart showing that 20% of customers prefer painted furniture, 45% prefer varnished furniture and 35% prefer wood-stained furniture. 2. The price of a hinge has increased from 79p to 99p. Calculate the percentage increase in prices.
Decimal places	The number of places to the right of the decimal point. For example: 12.34211cm to 2 decimal places becomes 12.34cm	Calculating waste If the rectangular shape was to be cut out from the trapezium opposite. To calculate the waste you would work out the area of both triangles and add them up.	3. Calculate the ratio of the parts if a glue mix is 60% PVA & 40% water. 4. Write the following numbers to 2 decimal places: 12.4456cm 7.783cm 9.845cm
Converting units	Always convert units before you start calculations if the question is for example in cm and they answer needs to be in mm.	Waste 	5. Work out the volume of a cuboid that has length 107 m, height 67mm and depth 70mm.

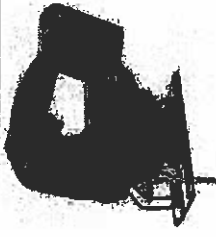
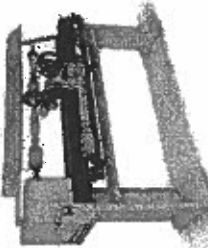
Volume of a cuboid	Area of a triangle	Area of a circle
volume = length x depth x height 	 Area = $\frac{1}{2} \times \text{base} \times \text{perpendicular height}$	radius = 6 m $A = \pi r^2$ $\pi \times r^2 = \pi \times 6^2$ $= 36\pi$ Area = $36\pi \text{ m}^2$ 

Yr 11 GCSE Design & Technology --- Half term 2- Spring

Summary- Position in the Curriculum

You will learn more about tools that can be used when making items from timbers. This unit of work will reinforce the practical work you have been doing.

Terminology		Definitions		Core Knowledge		Preparing for Assessment	
Flutes		Twisted spirals along a drill that removes the material.		Tool	Use	Revision and self-study questions are below.	
Swarf		Metal spirals that are created when drilling metal		Flat drill	For larger holes	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.	
Bore		To drill holes		Auger	For deep holes		
Turning		Spinning a piece of wood in a lathe to make cylindrical objects		Hole saw	For large holes		
Planing		Smoothering a piece of wood using a plane.		Forstner bit	For Flat bottomed blind holes.		
				Twist drill	For smaller holes		
CNC router		A computer numerical control router is a computer-controlled cutting machine that has a spinning cutter to cut into work.		Cutting tools			
				Hand saws such as panel saws are for cutting larger pieces of wood. Tenon saws are used for smaller pieces. Coping saws are used for thin materials and can cut curves. Scroll saws used to cut shapes out of thin wood. Jigsaw used to large thin pieces of wood.			
Abrading		Using abrasive paper to sand a surface. You should go with the grain to get a Smoother finish		Chisels are used for paring (slicing between the grain) wood. They are hard to use across the grain. Carving: wood carving uses chisels to cut away wood. It is time consuming. Files have small teeth so are quite slow on wood. Rasps and surfboards have big teeth so remove material quickly but leave marks on the wood.			

Scroll saw	Jig saw	Hand router	Wood turning lathe	Wood turning a bowl	Boxford CNC router
					

Yr 11 Level 1/2 Hospitality & Catering Autumn Half Term 1- Hospitality and Catering In Action

Summary- Position in the Curriculum You will apply knowledge and understanding of nutrition and meal planning to complete controlled assessment task.

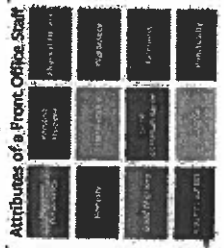
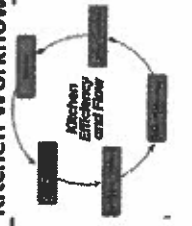
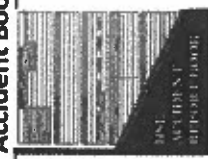
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Nutrition	Chemicals found in food that are essential for normal functioning of the body.	Macro nutrients – include Protein – High biological Value / Low biological value. Fat – monounsaturated, polyunsaturated and saturated. Carbohydrate – monosaccharide, disaccharide, polysaccharide. Micronutrients – include Vitamins – Fat Soluble (A, D, E, K) and Water Soluble (C and B group) and Minerals – Calcium, Iron, Magnesium, Potassium	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Function of nutrients	The purpose / job of the nutrient.	Life Stages- Nutritional needs change during different age groups.	1. Define the term 'nutrient' Explain the functions and sources of each nutrient.
Sources of nutrients	The food that the nutrient is found in.	Babies / Toddlers / Children – growth spurts, menstruation. Adults – Peak bone mass, pregnancy, menopause.	
Amino Acids	Basic component and building blocks of protein.	Special Dietary needs- Factors that will impact on food choice and menu planning include – lifestyle, age, occupation, activity level, special diets, medical conditions, religious beliefs, vegetarians, vegan. How cooking methods impact nutritional value – baking boiling, deep fat frying, shallow frying, stir frying, grilling, poaching, roasting, steaming	2. Explain what nutrients are required – babies, children, teenagers, adult females, adult males, older adults. Suggest meals that should be included in the diet at each life stage.
Organoleptic qualities	Involving the use of the sense organs, for example to assess the qualities of food.	Menu Planning – factors that affect planning – Cost, portion control, nutritional advice, time of the day, clients, equipment available, skills of the chef, time available, environment concerns, time of the year, organoleptic qualities	3. Discuss factors that affect choices of dishes when planning menus.
Sequencing	Preparing and cooking in a suitable order so they are served on time.	How to plan production – after menu has been selected, the order of work and the times everything should be done needs to be planned so food is prepared, cooked and served on time, while ensuring it is presented well and is safe to eat.	4. Give advantages and disadvantages for a range of cooking methods – related to nutritional impact.
Mis en place	Preparation of dishes and ingredients prior to cooking.	Preparation techniques – basic (e.g. beating, grating) medium (e.g. creaming folding) complex (e.g. laminating, piping) Knife techniques – basic (e.g. chopping, peeling) medium (e.g. baton, dicing) complex (e.g. deboning, brunoise)	5. Plan production consider – commodities, health, safety, hygiene, mis en place, contingencies, quality points, sequencing, dovetailing, timings, cooking, cooling, hot holding, serving, storage.
Dovetailing	Preparing part of one dish and then part of another.	Cooking techniques basic (e.g. boiling, chilling), medium (baking, roasting) complex (e.g. baking blind, poaching)	

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Yr 11 Level 1/2 Hospitality & Catering Autumn Half term 2-

Summary- Position in the Curriculum – You will revise and consolidate knowledge and learning from previous terms.

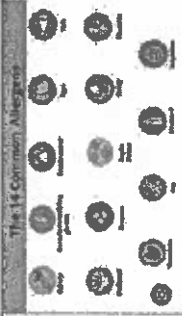
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Commercial Sector	Aims to make a profit, payment is made, for example cafes, takeaways and hotels.	Types of food service systems are: Counter service, Table service, plate service, transport catering, buffet, Vending system, silver service, home delivery.	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Non-Commercial Sector	Businesses do not make profits – prisons, army, soup kitchens.	Qualifications to be successful in the industry – Level 2 / GCSE, A level / level 3 - Hospitality and Catering, Diploma in Professional Cookery – level 1, 2, 3 Apprenticeships, Degrees/ HND / HNC in Business / Hotel management, catering.	1. List four attributes that would be useful for a range of job roles.
Attributes	Personal qualities or characteristics that a person has.	Technology in Hospitality Industry – Cashless systems, EPOS, apps, smartphones as door keys, teams / zoom, social media – advertising, reviews, – platforms (trip advisor) feedback, advertising – Facebook, Instagram, trends.	2. Identify advantages and disadvantage of different types of social media for a commercial business.
Apprenticeship	Combination of on-the-job training and classroom learning.	Equipment – large: - oven, chiller, floor standing mixer, walk in fridge / freezer, hotplate, urn.	3. How would you plan a catering kitchen? Think about equipment you would require and where you would place it?
Workflow	The flow of food and drink from the catering kitchen and bar to customers in dining areas, bars etc.	Operation of the front of house –Workflow - meet and greet customers, take orders, serve orders, clear tables, reset tables. Workflow of kitchen – receiving and checking deliveries, storing, preparation, cooking, holding, serving, cleaning.	4. Carry out some research into what hotels are doing to become more environmentally aware.
Competition	Another business that provides a similar product or service to the same target customers	Environmental needs and impacts within the industry – seasonality, sustainability, reducing, reusing, recycling.	5. What information would you need to record after an accident and why would it be necessary?
Stock rotation	Using a product with the shortest shelf life before using a similar one.	Documentation and record keeping – ordering, delivery notes, invoices, food safety, staff training, accident book.	
Invoice	Bill for goods/services received	Risks to health and safety – risk assessment, potential risks to all	

Attributes	Silver Service	EPOS	Kitchen Workflow	Hot water urn	Accident Book	Invoice
Attributes of a Front Office Staff 						

Yr 11 Level 1/2 Hospitality & Catering Spring Half term 1-

Summary- Position in the Curriculum - You will revise and consolidate knowledge and learning from previous terms.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Seasonal work	Temporary work during busy periods.	Roles within the industry are managers, administrators, front-of-house staff and back-of-house staff	Revision and self-study questions are below.
Zero hours contract	Agreement where no hours of work are stated.	Factors that contribute towards a successful business – fixed costs, variable costs, gross profit, net profit, VAT, economy, exchange rates	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Demographics	Information about the population of an area.	Customer Requirements- types of customers – budget travellers, families, businesspeople, tourists, accessibility and inclusion.	1. Explain the main roles and responsibilities of front of house and back of house staff.
VAT	Tax added to goods and services. Currently 20%	Consumer Protection: GDPR and Equality Act protect customers personal information and rights to equal treatment, respectively.	6. Explain the advantages and disadvantages of different types of contracts of employment
Conference	An event where people meet to discuss a topic or for training.	Residential service / hotel and guest house standards/ restaurant standards. Types of rooms, services, star ratings, Michelin stars, AA rosette Awards, Good Food Guide reviews	7. Identify suitable types of establishments for a variety of customers – justify selection.
Budget traveller	Travelling where the person doesn't have large amount of money to spend.	Environmental health officers (EHOs) carry out inspections of businesses where food is sold. They also investigate complaints from the public and prosecute.	8. How would a business utilise star ratings / rosette awards/ good reviews etc.
Economy	How a nation produces goods and services and consumes them.	Food labelling and the law- information that is found on labels – name of food, ingredients, allergies, weight, use by date.	9. Describe how an EHO may respond to an outbreak of food poisoning
Exchange rate	When one currency can be converted to another.	Food Allergies and Intolerances – visible and invisible signs	
		First Aid – burns, cuts, fire	

Families	Conference	EHO	Food label	Common allergens	First aid
					

Yr 11 Level 1/2 Hospitality & Catering Spring Half term 2 Food Safety revision-

Summary- Position in the Curriculum

This half term you will be revising topics covered earlier in the course. This will be in preparation for your final exam.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
Temperature danger zone	The temperature range at which bacteria can grow, between 5 degrees and 63 degrees.	All food businesses are required by law to; -assess and review food safety risks -identify critical control points to reduce or remove the risk from happening -ensure that procedures are followed by all members of staff -keep records as evidence to show that the procedures in place are working.	Revision and self-study questions are below.
Ready to eat foods	Foods that require no further cooking or reheating.	A food hazard is something that makes food unfit or unsafe to eat that could cause harm or illness to the consumer. There are three main types of food safety hazards: -Chemical – from substances or chemical contamination e.g. cleaning products. -Physical – objects in food e.g. metal or plastic. -Microbiological – harmful bacteria e.g. bacterial food poisoning such as Salmonella.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Shelf life	How long a food product lasts for before it starts to go bad.		1. Describe the three main food safety hazards and identify controls that could be put in place.
Pathogenic	Harmful bacteria that can cause food poisoning.	Bacteria grow best in with warmth (body temperature), and they prefer moist conditions on neutral foods, containing protein.	2. Describe 4 ways a business can prevent cross-contamination.
Farm to fork	A strategy that allows food to be traced through all stages of production back to the original source.	Environmental Health Officers (EHOs) are responsible for enforcing food safety laws and following up complaints. They also follow up outbreaks of food poisoning, inspect businesses for food safety standards and give evidence in prosecutions. they can condemn food if they have presented evidence in court.	3. What are the conditions in which bacteria can grow. Describe 3 steps that can be taken to prevent the growth of bacteria in food
Neutral foods	Foods with PH of around 7.	Cross-contamination is the process by which a substance that is dirty or harmful spreads from one place to another. It is important that items containing harmful bacteria are kept away from ready to eat foods.	4. Describe role of an EHO and explain why they are needed. What must they do to condemn food?
Perishable foods	Foods with a short shelf life which are usually kept in a fridge	It is important to know that food has been handles safely from farm to fork. It is also important to be able to trace where food has come from. Correct labelling of foods helps identify where the food originated from and its shelf life.	
Condemned food	Food that is unfit for human consumption.	Stock rotation ensures that there is less wastage and helps to prevent food poisoning. Daily checks should be made on perishable foods.	5. Why are blue plasters used in kitchens.?

<u>Blue plaster</u>	<u>Elbow tap</u>	<u>Cross-Contamination</u>	<u>Allergy warning</u>	<u>Kitchen chemicals</u>
				

Sociology

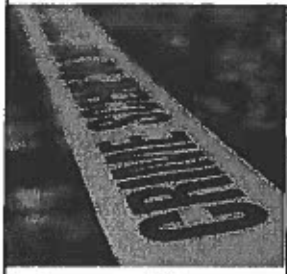
Sociology -Half Term 1

Crime & Deviance

Summary- Position in the Curriculum

Crime and deviance play crucial roles in people's lives (positive and negatively). There is a thin line between crime and deviance and are socially constructed as they vary according to who, what where; when; how the act was carried out and society's response to the act. There are many types of crimes and do not attract equal attention from all formal and informal agencies of social control. All crimes are deviant behaviour but NOT all deviant behaviours are criminal.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
Crime	Behaviour that is against the law	There are many different types of crime including white collar; Blue collar; Petty; Corporate; Environment and State Crimes. Society does not respond to all in the same way.	 Scan me to access your revision
Deviance	Behaviour that is against the social norms, moral and values	There is a thin line between deviance and crime – it varies according to time and society.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Social Cohesion	The situation in which there are strong, tight bonds and a sense of agreement between members of society	When all norms and laws are widely shared and respected, people have a sense of belonging to something bigger than themselves and promotes unity with others and strong bonds (social cohesion). Breaking this brings an outcry from law abiding people.	1. <i>Explain the difference between crime and deviance (5 marks)</i>
Social Control	Means through which behaviour is regulated in society	Agencies of informal and formal social control work together to maintain norms, values and laws.	
American Dream (AD)	Shared agree targets that validate someone's level of achievements	Society's have a shared expectation of what success 'looks' like. UK values AD, people obtaining BIG: house; car and bank balance. Without these, some people may not show respect and/ feel marginalised. In the absence of legitimate opportunities and a constant targeting of the AD, a strain is developed.	2. <i>Create mind maps using resources on google classroom</i>
Status frustration	A person's anger or dissatisfaction at their position in society	Working class people are said to experience material and cultural deprivation which leaves them feeling frustrated with their positions in society. Consequently, they may turn to subcultures that support them in gaining achievable goals with its own norms and values.	3. <i>Explain how age and crime are related (8 marks)</i>
Drift and delinquency	Law abiding people do engage in delinquency practices	Anyone can commit crime and deviance throughout their lives. They do not have to practice special subcultural values. They may dip in and out of deviant and criminal practices e.g. excusing consumption of alcohol for their behaviour.	4. <i>Outline reasons why what is seen as deviant behaviour changes in society (5marks)</i>
Criminogenic	Capitalism is the root cause of crime in society	How agencies of social control (institutions) help to keep behaviour aligned to the laws, norms and values in society Forms of social control	5. <i>Discuss whether subcultures and crimes are related. (15 marks)</i>



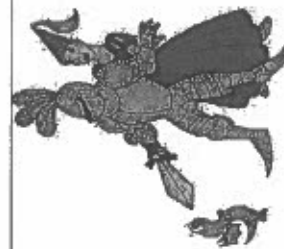
Sociology - Half Term 2

Crime & Deviance

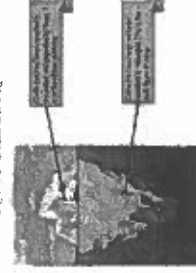
Summary- Position in the Curriculum

Crime and deviance is caused by many reasons including poverty, rebellion and the ways individuals are socially constructed amongst others. Furthermore, there are many social factors that influence people's perceptions and, ultimately society's responses to behaviours that go against laws, norms and values e.g. social class; age; gender; ethnicity etc.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Petty/Street crime	Illegal activities that are carried out by working class e.g. pick pocketing	There are many different types of crime including white collar; Blue collar; Petty; Corporate; Environment and State Crimes. Society does not respond to all in the same way.	Revision and self-study questions are below.
White Collar crime	Theft carried out by the middle class whilst in the workplace. They use their status and knowledge to cover their tracks.	Criminals protected by the police & courts e.g. corrupt politicians, businessmen & judges and embezzlement.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Chivalry thesis	View that the criminal justice system is biased in favour of women.	Chivalry thesis is useful in explaining why less women are convicted of crime influenced by stereotypes that women are weak & need of protection. Therefore, they are less likely, than men, to be charged; convicted or punished.	1. Explain the difference between crime and deviance (5 marks)
Laddette	Idea that females are now taking on male-type criminal behaviour	Use of digital technology provides more ways of committing crimes and can be done at home making it accessible for both genders to carry out criminal behaviour.	2. Exam how the strain theory helps in our understanding of crime (8 marks)
Myth of black criminality	The view that black people are no more than any other ethnic group.	The police and criminal justice system act on the racist stereotypes that result in a moral panic about ethnic minorities which impacts on the higher representation in official statistics.	3. Explain the sub-cultural views on crime (5 marks)
Moral Panic	Society believes that its laws, norms and values are under threat.	Media's portrayal of events creates a deviance amplification spiral which results in increased control and marginalisation and stigmatisation of various groups.	4. Explain the Marxists' views on crime (5 marks)
Dark/Hidden figure of crime	All the crimes that are no known by the authorities (including the police)	Police focuses on street crimes and the criminal statistics show more working-class crimes committed by children from single parent families. While white and corporate crimes are largely ignored.	5. "Criminal statistics are not an accurate reflection of actual crime and criminals' Do you agree? (15 marks)



Crime statistics:



Sociology - Half Term 3

Stratification & Differentiation

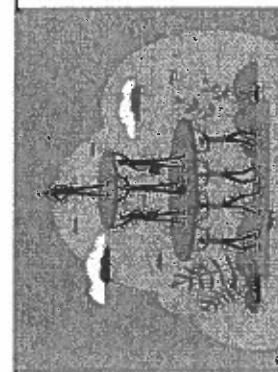
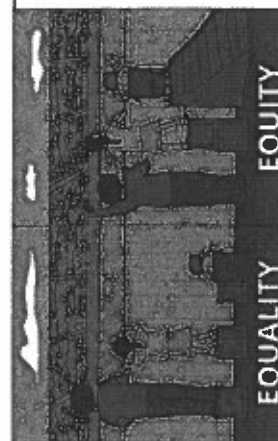
Summary- Position in the Curriculum

Social stratification is the positioning of people in society. All societies have ways people are layered and is reflected in their wealth, power and life chances. This happened in all societies including Slavery, apartheid South Africa, and is happening in modern capitalist countries including UK.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
Stratification	Positioning of people based on meritocracy and power	People's position in society can be influenced by the inequalities in wealth, income or being an immigrant. As such, people are treated differently according to the social positioning e.g. religion, culture or CAGEDS	 Scan me to access resources
Equality of outcome	The idea that everyone has the same amount of wealth and opportunities.	This argument supports the view that all people should be paid similar amounts and live similar lifestyle. However, some would argue that what is required is equal opportunities rather than an equality of outcome.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Closed	There is no chance of people moving up in society.	In a closed system, meritocracy is limited or largely not possible to move up the social ladder. Whatever group you were born in affects your whole life e.g. Slavery.	1. Explain the difference between closed and opened system (5 marks)
Open systems	People having opportunities to move up or losing their position in society.	In contrast, open system is one where there are legitimate and illegitimate opportunities that make it possible to experience social mobility e.g. UK	
Capitalism	An economic system that supports individuals to own business and people are paid wages to produce goods and services	Capitalism claims that it provides opportunities for proletariat to work and achieve. However, Marxists would argue that the working class are paid low wages to keep them in a cycle of poverty so they cannot experience social mobility.	2. Explain the term capitalism (5 marks)
Power	Ability to get people to undertake behaviour/wishes that a person wants.	Weber argues that there are other factors outside of social class that affects social hierarchy. Those who have power can influence changes even though they may not have money.	3. Explain the term power (4 marks)
Authority	Having the power or right to give orders or make decisions	There are different forms of authority and each influences the levels people are placed in society.	
Ascribed status	the social position a person has inherited from their parents	The social position you were born into. Royalties have a high ascribed status. They do not have to work for riches. However, in a meritocratic society, people are encouraged to work hard to achieve success – this is called achieved status.	4. Explain the Marxists' views on meritocracy (5 marks)
Achieved status	the social position a person worked hard to achieve (meritocracy)		
Old boys' network	A network of connections that families have that help them in work, business and politics.	Critics argue that members attended elite schools and universities and they help each other to get and remain top positions. The network is male-dominated who treat each other favourably.	5. To what extent is Britain a meritocratic society (9 marks)



**ETON
COLLEGE**

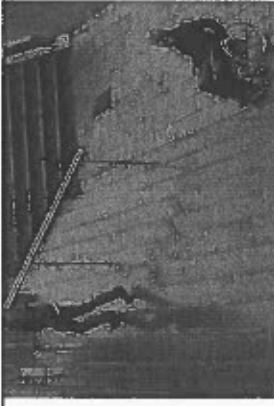
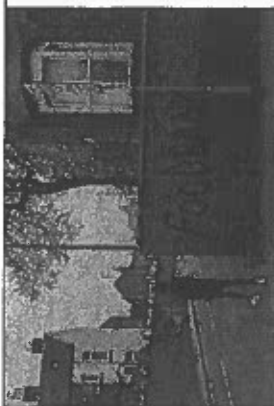


Sociology - Half Term 4

Crime & Deviance

Summary- Position in the Curriculum

Other social factors outside social class, including age, gender, ethnicity, disability and sexuality, influence people's social positions in society. No one belongs to only one social group and as such, this may affect the extent to which it could be argued that one factor is the more important in determining a person's social position in society.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
Life chances	Opportunities to enjoy good things and avoid unpleasant things	Attending elite schools and universities qualify graduates to be amongst the old boys' network. This group supports 'members' to have access to information on better jobs, investments and advice for them living more privileged lifestyles.	Revision and self-study questions are below.
Medical model	A view of disability as a problem with the disabled person that needs to be fixed.	Social model addresses the needs of the person and not just what is 'wrong' with the person. Following social model means that disabled people are less likely to experience discrimination. As such, institutions will see the fault lies with society's failure to adapt to their needs.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research
Social model	The existence of a great difference between the average earnings for doing the similar roles	Pay gap affects people across different social groups e.g. man and women (gender); ethnic minorities and ethnic majorities (ethnicity) & disabled and non-disabled (disabilities) amongst others. Being paid less for doing the same job could be as a result of discrimination.	1. Explain the social model of disability (5 marks)
Patriarchy	Male dominance in society	Agencies of social control/socialisation socially construct females and males to have men as leaders. This reflects in the difference in pay, more men in leadership positions	2. Explain the term poverty (5 marks)
Crisis of masculinity	Male security regarding their identity makes men feel less important in society	Probably caused by the dwindling of traditional male jobs and the appearance of more independent women. Men's social position, especially in the family, has changed where they are no longer the sole breadwinner, thus challenging their position as being the head of the family.	3. Explain how gender is linked to poverty (9 marks)
Institutional racism	Where an organisation's culture and methods of operating are found to be racist throughout.	Elements of institutional racism can be found in many organisations. McPherson (1999) and Casey (2013) Reports reiterated that the London Met Police was institution racist throughout. Consequently, ethnic minorities are at a disadvantage in regards to the institution's strategies towards stop and search and employment opportunities.	4. Explain the term institutional racism (2 marks)
Absolute poverty	People who do not have the basic resources e.g. food; shelter	Experiencing absolute poverty puts people at a disadvantage including less likely to perform well in school; unhealthy eating; living in unhealthy conditions and poor health.	5. To what extent is the UK a patriarchal society? (9 marks)
			

Paper 1 Revision: Research Methods

Key terms for this section of the paper	Think: which key terms am I not confident with? What evidence can I add?
Unstructured interviews strengths and weaknesses	
Structured interviews strengths and weaknesses	
Covert observation strength and weaknesses	
Overt observation strengths and weaknesses	
Pilot study strengths and weaknesses	
Questionnaire strengths and weaknesses	
Qualitative data	
Quantitative data	
Longitudinal studies strengths and weaknesses	
Reliability	
Representativeness	
Validity	
Sample	
Sampling frame	
<u>Sampling methods</u>	

Key questions to practise from this section of the exam

Issues in Research
Practical

Ethical

Theoretical

Key questions you need to know: What is social research? What are the different types of data? What are the different primary methods? How do sociologists select a sample?

Describe what is meant by a longitudinal study. [2]

Describe what is meant by a pilot study. [2]

Describe what is meant by quantitative data. [2]

Describe what is meant by qualitative data [2]

Explain two ethical issues that interviewers may have faced in carrying out their research. [4]

Explain two practical issues that interviewers may have faced in carrying out their research. [4]

Discuss the usefulness of interviews in research. [12]

Discuss the usefulness of questionnaires in research. [12]

Discuss the usefulness of observation in research. [12]

Tasks: Complete the key terms, with evidence. Practise the questions in your pink assessment books. Come up with your own questions based on the key terms and styles of questions. Attempt these questions and discuss you answers with the person sitting next to you. Make a mind map/ key term cards.

Paper 2 Revision: Crime

Key terms for this section of the paper	Think: which key terms am I not confident with? What evidence can I add?
Self-report study	
Anomie	
Conformity	
Chivalry Thesis	
Delinquency	
Deviance	
Labelling	
Typical offender	
Social Control	
White collar crime	
Corporate crime	
Deviant Career	
Demonisation of Women	
Master status	
Key people: Merton's Strain Theory	
Matza's Drift Theory	
Cohen's Status Frustration	
Murray's underclass/ culture of poverty	
Heidensohn and social control	
Pollak's Chivalry Thesis	
Waddington and ethnicity and crime	
Gilroy's negative stereotypes	
Hall's media stereotypes and muggings	

Key questions to practise from this section of the exam

Describe the meaning of victim study (2)

Outline how labelling a person a criminal may cause them to commit more crime (5)

Explain why official criminal statistics may be inaccurate. You should explore at least two reasons in your response. (8)

'The main reason why young people may commit crime is the formation of sub-cultures.' Do you agree with this view? (15) (advanced info suggestion)

Describe what is meant by the chivalry thesis. (2)

Outline how belonging to a deviant subculture may lead to crime (5)

Explain why females appear to commit less crime than males. You should explore at least two reasons in your response. (8)

'The main reason why women don't commit crime is due to gender socialisation.' Do you agree with this view? (15) (advanced info suggestion)

Describe what is meant by strain theory (2)

Outline how the working class may be more likely to commit crime due to capitalism (5)

Explain why some ethnicities appear to commit less crime than others. You should explore at least two reasons in your response. (8)

'The main reason why some ethnicities appear to commit crime is due to racism and labelling.' (15) (advanced info suggestion)

THEORIES and crime

Functionalism

Marxism

Feminism

New Right

Interactionist

Key questions you need to know: What is crime? What is deviance? What are the main patterns of crime linking to age, gender, ethnicity & class?

Tasks: Complete the key terms, with evidence. Practise the questions in your pink assessment books. Come up with your own questions based on the key terms and styles of questions. Attempt these questions and discuss your answers with the person sitting next to you. Make a mind map/ key term cards.

Paper 2 Revision: Social Stratification

Key terms for this section of the paper	Think: which key terms am I not confident with? What evidence can I add?
Age and inequality	
Life Chances	
Disability and inequality	
Discrimination	
Ethnicity and inequality	
Gender and inequality	
Absolute poverty	
The poverty trap	
Power and authority	
Prejudice	
Social Exclusion	
Cycle of Deprivation	
Sexuality and inequality	
Relative poverty	
Key people: Saunders Inherited ability	
Davis and Moore: Role Allocation	
Tumin: evaluation for meritocracy	
Murray's underclass/ culture of poverty	
Marx: capitalism and exploitation	
Abetu: Negative stereotypes	
Hall: Moral panics and muggings	
<u>Oakley: gender socialisation</u>	
<u>The Equality Act 2010: who does it protect?</u>	

Key questions to practise from this section of the exam

Define what is meant by *life chances*. [2]

Explain **two** factors which affect a person's life chances (4)

Discuss the Functionalist view that inequality is needed by society.[9]

In your answer you are advised to discuss Functionalist and other sociological views of inequality in society (advanced info suggestion)

Describe what is meant by *discrimination*. (2)

Explain what is meant by *prejudice*. (2)

Explain **two** reasons why some people are prejudiced about people from different ethnic groups. (4)

"Ethnicity can lead to inequality in the contemporary UK." Do you agree with this view?

*In your answer you are advised to refer to evidence from at least **two** areas to support your judgement. [9] (advanced info suggestion)*

Describe the difference between absolute and relative poverty. (4)

Explain **two** reasons why some women are more likely to be poor than men. (4)

Discuss the view that the poor are to blame for their poverty. *In your answer you are advised to discuss at least **two** views of poverty in society (9) (advanced info suggestion)*

THEORIES and Social Stratification

Functionalism

Marxism

Feminism

New Right

Key questions you need to know: What is social stratification? What is social mobility? How do CAGEDS affect life chances? What are the definitions of poverty?

Tasks: Complete the key terms, with evidence. Practise the questions in your pink assessment books. Come up with your own questions based on the key terms and styles of questions. Attempt these questions and discuss your answers with the person sitting next to you. Make a mind map/ key term cards.

Research Methods Knowledge Organiser

Postal / Email Questionnaires:

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

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

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).
- ✗ 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).
- ✗ Every interview is different, hard to compare the results of all the interviews (less reliable)

Group interviews

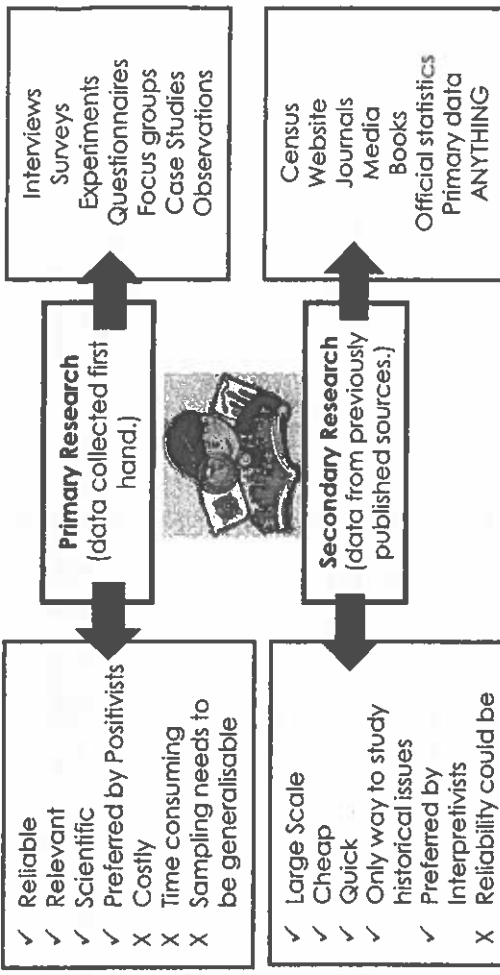
- ✓ Access a wide range of views and experiences
- ✓ Participants may feel more at ease.
- ✓ Save time and money
- ✗ Some may dominate discussion/everyone might not be heard
- ✗ Cannot assure confidentiality

Participant observation

- ✓ Watch how participants behave (valid)
- ✓ Can see the world from participants' point of view (valid).
- ✗ If participants know they are being observed, then they will not act naturally
- ✗ The researcher might have to get involved in criminal behaviour (unethical)
- ✗ 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
- ✗ Cannot check the validity
- ✗ Could be politically biased



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.

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

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

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

Closed (or fixed-choice) questions

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

Open-ended questions

- ✓ Able to give a more detailed answer
- ✗ Difficult to convert into statistics
- ✗ 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

Probability (or random) sampling		Non-probability sampling	
Simple random sampling	Systematic random sampling	Snowball sampling	Quota sampling
Use a computer to generate a random sample, everyone has as much chance as the other.	The researcher uses a system to pick the participants (eg. every 10th name on the register).	This involves picking people from different groups within the population	Each interviewer has an exact number of people from categories that they need e.g. females, teenagers.
		The researcher selects one person, then asks them to put them in touch with other people, etc.	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:

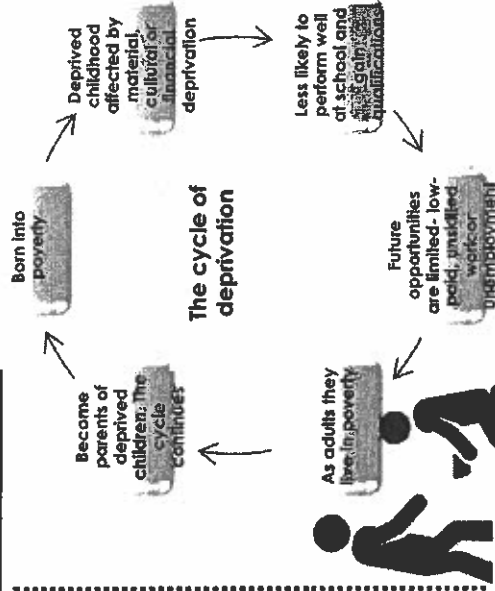
People from the poorest section of society are socialised within the subculture of poverty. As a result they are unable to break free from poverty.

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.



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:

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.**

Key thinkers

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 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.

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.

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)

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.

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'

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

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**

Social Control: Much of our behaviour is socially controlled.

Formal Social Control: Based on written rules and laws.

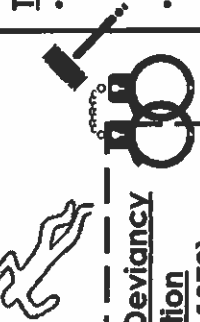
Informal Social Control: Based on unwritten rules and processes such as approval & disapproval

Agencies of formal social control:

- Houses of Parliament

Agencies of informal social control:

- Family members
- Peers
- Teachers
- Work colleagues



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 lose 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.

Crime: An illegal act punishable by law.

Deviance: Behaviour that does not conform to

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

Crime and Deviance Knowledge Organiser

Keythinkers				
Albert Cohen (1955) (Functionalist) This functionalist study explores why working-class boys join delinquent subcultures and, as a result, are more likely to commit crimes. As a functionalist, Cohen thinks that everyone learns the same values and goals through socialisation, part of creating a value consensus. In that way, working-class boys have the same life goals as middle-class boys. However, Cohen notes that working-class boys are much less likely to achieve at school than middle-class children. For Cohen this is down to cultural deprivation - working-class attitudes to school and education - rather than a structural issue relating to capitalism or material deprivation. Because pupils don't get the status they crave, they instead form delinquent subcultures. A subculture is a group with its own norms and values, separate from those of mainstream society. For Cohen, it was not that the members had not been socialised into mainstream values - they had - but to gain status they turned on their head. So things that would be viewed as bad in mainstream society - like vandalism and truancy - are viewed as good within the subculture. In some ways this is similar to Paul Willis' study of "the lads" (even though he was coming from a Marxist perspective, rather than a functionalist one). Cohen's theory is often referred to as status frustration and is used to explain why young working-class males are more likely to commit crimes than other people, why they do it in groups, and why it includes crimes that does not materially benefit them (i.e. why they might commit vandalism or fight). It was inspired by Merton's strain theory but developed it further to explain crime by groups. Critics suggest that members of delinquent subcultures may have been socialised into deviant values, rather than sharing the same values and goals as everyone else. Others question why Cohen only focused on boys. Marxist critics criticise Cohen for ignoring the causes of social class inequality.	Robert Merton (1936) (Functionalist) In this book, Merton outlined his well-known strain theory of deviance. Robert Merton took a standard functionalist view that there was a value consensus: that - through socialisation - we all share the same norms and values and life goals. With that in mind, he set out to try and explain why some people committed crimes, apparently seeming to deviate from the norms and values of society. In doing this, he looked to develop the ideas of Durkheim and apply them to the American society he was living in. Merton argued that people were encouraged to believe in the American Dream: that is that, through hard work, everyone can have a comfortable life with their own home and access to consumer goods. However, Merton noted that, in reality, achieving this was much easier for some people than others. In other words, there was a strain between what people wanted in life and the socially-acceptable way of getting it (hard work, qualifications, etc.) Merton argued that people could respond to that strain in 5 different ways: 1. Conformity. This is where people accept both the social goals (material success) and the social means (hard work, qualifications, etc.) and so they work hard and try to be successful that way. This does not lead to crime. 2. Innovation. This is where people accept the social goals (material success) but reject the social means (hard work, qualifications, etc.) and so they try and find other ways to get material success. While these ways are not necessarily criminal, some innovators will break the law as a shortcut to material success. Merton argues that this might be a popular option from "lower" class individuals who might struggle to get the best qualifications. (Merton does not focus his study on why this might be the case). 3. Ritualism. This is the idea that some people are not striving for the social goals (material success) - perhaps because, like the innovators, they think it is too difficult / out of reach - but do embrace the social means (hard work, qualifications, etc.) because they have been socialised to conform. Merton suggests that such people may stay in low-status occupations but have a strong focus on rules and bureaucracy (what is sometimes described as "jobsworths"). 4. Retreatism. Merton suggests some people reject both the social goals and the social means and drop out of society altogether. Merton suggests that such people could come from any social class background, but they are likely to be deviant and commit crimes such as illegal drug use. 5. Rebellion. Finally there are those who, like the retreatists, reject goals and means but set out to replace them with new ones. For Merton these are revolutionaries who want to build a new sort of society. Criticisms of strain theory include: it doesn't really explain deviant or criminal behaviour that doesn't help achieve material success (such as vandalism or fighting) and doesn't explain why people often break the law in groups.	Pat Carlen (1988) (Feminist) This feminist study, based on interviews with 39 women, looks at why some women commit crimes. Most sociologists who have considered the issue of gender and crime have focused on why women commit far fewer crimes than men - after all, that is what the crime statistics show us. However, some women do commit crimes, and Carlen looked into that question. She concluded that working-class women made a class deal and a gender deal that generally kept them under control. The class deal was that they would work hard in exchange for pay which they could then use to pay for consumer goods. The gender deal was that they should do domestic labour and give love and companionship to their husbands, in exchange for love and financial support. Both these deals keep working-class women respectable. It was, Carlen suggested, when these deals broke down that working-class women were then more likely to commit crimes, as a rational choice. For Carlen both these "deals" were really exploitative. As a feminist she believed that women were exploited in families, and she also believed that the working class was exploited by employers in the capitalist system (agreeing with Marxists). However, there was an illusion of fairness and respectability about these deals that, most of the time, kept women under control. In one respect, Carlen agrees with functionalists, such as Durkheim or Hirschi, that social control prevents crime and a lack of control can lead to an increase in crime. But Carlen points out how that control is often maintained through exploitation.	Frances Heidensohn (1985, 1996) (Feminist) Feminist Frances Heidensohn outlined an argument for why women are less likely to commit crime than men, in her classic book from the 1980s. Statistics show that men are much more likely to commit crimes than women. There have been various studies as to why this might be the case. Heidensohn seeks to explain it in terms of the way girls and women are controlled by men, leaving them with fewer opportunities to commit crime. This is known as control theory. According to Heidensohn, girls are controlled by fathers and male siblings. They have to be home earlier than their brothers, and have less time when they are unsupervised. While boys were out playing together out of the home, girls had a "bedroom culture" in the home. She also said that there was more informal control of girls than boys in society more generally. (To be "respectable" girls had less freedom than boys). Heidensohn argued that this control, both by family members and social expectations, continues for women in adulthood. They go from being controlled by fathers to being controlled by husbands. While working men would socialise with their fellow workers at pubs or sport, working women would return home to carry out homework and childcare. As such, Heidensohn suggests that it is patriarchy - the male-dominated society - which accounts for women committing fewer crimes than men. Some suggest that this is an outdated picture. Are girls and women still more controlled than boys and men? Freda Adler suggests that women (and suggests that is why female crime is now increasing.) Functionalists would suggest that men and women perform different gender roles in the family in order for society to function properly, rather than society being patriarchal and male-dominated.	Howard Becker (1997) (Interactionist) Becker's classic study in which he introduced his labelling theory and the famous quotation: "deviant behaviour is behaviour people so label". Howard Becker was an interactionist. He was interested in the idea of deviance, not so much as a social problem that needed to be solved, but as an idea: how people chose to see other people and how they chose to see themselves. He was interested in interactions between individuals and small groups and the impact of such interactions. The heart of labelling theory is actually quite a simple idea: what makes something deviant is the fact that other people say it is deviant. As such, the interesting thing (for Becker) was not the deviant act itself but the reaction to it. An example to explain this could be the ultimate deviant or illegal act: killing someone. Initially, we might think that killing someone would always be deemed deviant, but actually it depends on the context: for soldiers in a war, for example, killing someone is part of their job: it is normal. So it is not the act itself which is deviant - what matters is where it is happening, who is doing it, who is observing it, how agents of social control (e.g. the police) respond to it, etc. This could be true of almost any deviant act we can think of. Some anti-social behaviour might be seen as "high jinx" when carried out by white, middle-class students and as deviant and unacceptable behaviour when carried out by other youths. It is the agents of social control who have the ability to make a label stick, and do their labelling in public. Once someone has been labelled as a deviant, there are a number of possible consequences. The first is that it could become their master status - the way they see themselves - and this can lead to a self-fulfilling prophecy where people end up living up to their label, starting a deviant career and ending up part of a deviant subculture. It also has the effect that people might want to socialise with that person, or offer them work, and this too can effect the likelihood of them following a deviant career. Because Becker is an interactionist, rather than a Marxist, he does not develop the idea that this process might be designed deliberately to control and police the working class (although others, like Stuart Hall, have considered these ideas). Others question whether Becker's concept is useful in the real fight against crime. Deviant behaviour may just be the behaviour that people so label, but for the victims of crime, crime is a very real problem that requires solutions.

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 (Dutton & 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
 - They must take the punishment
 - If they are danger the public needs to be protected
 - They need to learn societies norms & values
- They **should not** be put in custody:
- 73% reoffend within a year
 - Too much money is spent on youth offender institutes
 - 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:
- Doesn't make people take responsibility for their actions
 - Reoffending rate is 57% of adults, 73% within young people.
 - Heavily structured regime can damage a prisoners abilities to think and act for themselves
 - They are ineffective- too easy.

Notes

	Monday	Tuesday	Wednesday	Thursday	Friday
Form					
P1					
P2					
P3					
P4					
P5					