












History | The historic environment: Whitechapel, c.1870-1900: Crime, policing and the inner city | Topic Dictionary

Image	Key Word	Definition	In a sentence...
	alibi	Noun: proof that an accused person was in some other place at the time a crime was committed.	He had an alibi so he couldn't have committed the crime!
	anarchy	Noun: a political movement that opposes all forms of organised government	Some of my friends believe in anarchy .
	Anti-Semitic	Noun: prejudiced against Jewish people	The people in Whitechapel were anti-Semitic .
	brothel	Noun: a house where prostitutes work	The police went to the brothels looking for information.
	dissecting	Verb: cutting a body into parts to investigate	Doctors dissect bodies during a post-mortem.
	forensic	Noun: using scientific techniques to investigate crime	The police improved their forensic techniques.
	lunatic	Noun: A Victorian word for people with serious psychological disorders	The word lunatic is offensive today.
	lunatic asylum	Noun: a Victorian psychiatric hospital	The police thought the murderer may have escaped from a lunatic asylum .
	Opium den	Noun: a place where the drug opium was sold and smoked	Opium dens were hard to shut down.
	post-mortem	Noun: a detailed examination of someone's body to find the cause of death	Often, a post-mortem can reveal a lot of information about a victim.
	prostitute	Noun: a person who offers sexual activity in return for payment	All of Jack the Ripper's victims were prostitutes .

The Whitechapel Environment

The district of Whitechapel was one of London's poorest districts. The 1881 **census** put the population at over 30,000 with only 4,000 houses with over 1,000 people homeless. Poor housing, overcrowding, unemployment & poverty led to high crime levels and tensions between the Whitechapel residents.



The Environment of Whitechapel

Whitechapel had a **high crime rate** which the police struggled to deal with.

Streets were **narrow, unlit, dirty, noisy and overcrowded**.

This part of London suffered from thick **smog and pollution**.

There was **little clean drinking water** and no sewerage system.

Alleyways and streets were **maze like** with few street signs.

Unemployment

- ❑ There was an **economic depression** which led to high unemployment levels.
- ❑ With no work, men had little to do, and **boredom** led to **alcoholism** and then **violence**.
- ❑ Many women without work turned to **prostitution** as the only way to earn money.

Employment in Whitechapel

Factories: Men **lined up each day** in the hope of gaining work to help feed themselves and their family.



The Bell Foundry: This was the most famous workplace. where bells for most London churches, including Big Ben were made.

Big Ben was



Sweatshops: Sweatshops were in **cramped, dirty homes** produced items of **cheap clothing**. 20-hour shifts common.

which were made for **low pay**



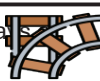
The Docks: Provided work for men working on or ships. The work was **not always available**.

unloading



Railways: Many **Irish immigrants** found work building tunnels. Locals felt in **competition** with them.

railway



The Links Between Poverty & Crime



Low pay: Led to acts of theft and different groups competing for work.

Overcrowding: Theft, domestic abuse and violence were common.

Unemployment: People had more time which led to boredom and alcoholism.

Competition: There were huge tensions between locals and immigrants for work.

Prostitution: High numbers of prostitutes made women vulnerable to violence.

Orphans: Young people turned to petty crimes such as begging and pickpocketing.

LODGING HOUSES: These places offered a bed in a dirty, squalid and overcrowded room. Lodgers paid per night and sometimes slept in shifts so the bed could be used by more than once. There were around 200 lodging houses with a quarter of Whitechapel's population having to use them.

THE WORKHOUSE: For those with nothing, the last resort was the **workhouse**. It offered food and shelter in return for **hard labour**. Most were elderly, sick, disabled or orphans. Conditions were made **deliberately hard** as a **deterrent** to encourage those outside the workhouse to seek employment.

COFFIN BEDS & HANGOVERS: The poorest would rent a wooden **coffin bed** for the evening or even lean over a rope to sleep called a **two-penny hangover**.

Housing in Whitechapel

ROOKERIES: These were filthy, overcrowded **slum** areas. Houses were divided up with up to 30 people sharing beds with one kitchen area.

ORPHANAGES: After 1880, more orphaned children were cared for in orphanages set up by **Dr Thomas Barnado**. Conditions were more caring than the workhouse. By 1905, Barnado opened 100 orphanages for boys and girls in London with the motto, 'No destitute children ever refused admission'.

PEABODY ESTATE: Improvements came after the **Artisan's Dwelling Act** which cleared some slum areas and replaced them with new housing. The **Peabody Estate** was named after wealthy American George Peabody. It opened in 1881 providing **286 flats** for an affordable **3 shillings per week**.

Whitechapel Workhouses

For the poorest people in Whitechapel, their last resort would be spending time in a **workhouse**. Workhouses offered basic food, water and shelter but in return for **hard labour**. The authorities often used the workhouse as a punishment but for some of the most vulnerable in society it was their only means of survival.



Due to the high levels of poverty in the East End of London, Whitechapel had an above average need for workhouses.



The Purpose of the Workhouse

- Workhouses were used by the authorities to support the increasing number of poor people living in Britain's industrial towns and cities.
- They were a way of providing **Poor Relief** to those who could not work.
- However, conditions in a workhouse were deliberately made harsh to act as a **deterrent**. This way, the authorities hoped to force people who were able enough to find a job.
- Conditions inside the workhouse were filthy with the aim of keeping the costs down.

Workhouse Inmates

People who ended up in a workhouse were called **inmates**, and experienced conditions similar to prison. These people were the very poorest in society such as:

- In Whitechapel, many were poor immigrants, especially Jewish people.
- The elderly or sick
- People with disabilities
- Orphaned children
- Unmarried mothers



Time in a Workhouse

- Those people without work in Whitechapel would be classed as **vagrants** and might stay for one or two nights. Vagrants were seen by the authorities as lazy and so were kept in a different part of the workhouse to prevent them influencing others.
- Longer term inmates could be in the workhouse for weeks or months as they simply had no other way of surviving. The workhouse was less harsh on these people, but life was still tough.

Work & Punishment

- Inmates were given hard physical labour. Some would be asked to break up rocks or wood for building projects, the less able were told to pick apart old rope for valuable oakum or make matches.
- Those who refused to work were often beaten. Even talking to another inmate while at work would be punished.

Conditions

- Inmates were separated into areas for the able, men, women, sick and children. This meant many families were split up.
- Food was given to the inmates but was basic.
- Inmates would have to wear a uniform and most had their hair shaved off for hygiene.
- The workhouse building based on the plans of a prison.
- Each workhouse had an **infirmary** to care for the sick.



Whitechapel Immigration

By the 1870s, Whitechapel received an influx of immigrants from Europe. Immigrants came to Whitechapel as it was near the docks and cheaper than other parts of London. Immigrant groups common in Whitechapel were Eastern Europeans, the Irish and a growing Jewish population. Tensions between 'local' Whitechapel residents and immigrant groups led to an increase in crime.

The Main Features of Immigration in Whitechapel

COMPETITION: There was rivalry between immigrants and local people for housing and jobs.



SEGREGATION: Overcrowding brought immigrants very close to each other. All groups found it difficult to and immigrant groups segregated from each other.

POPULATION: Ongoing meant Whitechapel's population was always fluctuating.



BLAME: It was easy for local to blame 'foreigners' for their misfortune & poverty on immigrants.

RACIST ATTITUDES: Immigrants were often blamed for crime. Local newspapers negatively **stereotyped** Jewish, and Eastern European immigrants. This fuelled more racism from locals.

POLICE PREJUDICE: Officers racist and often accused immigrants with little evidence.



IRISH IMMIGRANTS

- ❑ Many Irish immigrants escaped poverty in Ireland and came to London in the 1840s. They aimed to work in London to earn enough money to migrate to the USA but most stayed.
- ❑ Their poverty meant they could only afford to live in Whitechapel.
- ❑ Most Irish men worked as **navvies** – labourers who built roads, railways and bridges.
- ❑ The Irish were not liked by the locals, and they built up a reputation of being drunks and violent.
- ❑ Some were accused as being **Fenians** – an Irish terrorist group. This image stereotyped all Irish people as terrorists and locals became suspicious of them.



EASTERN EUROPEAN

- ❑ There was a huge influx of immigrants from Eastern Europe – Poland and Russia.
- ❑ Most of these migrants were **Jews** who were escaping **persecution** (attacks) by the Russian Empire.
- ❑ They arrived in London with very little and their poverty meant they had to settle in Whitechapel.
- ❑ Some Eastern were seen as anarchists and revolutionaries.

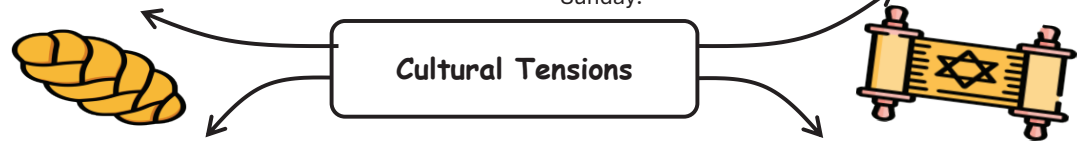
JEWISH IMMIGRANTS

- ❑ Many Jews came to London after 1880 to escape **Anti-Semitism** in Eastern Europe and Russia.
- ❑ Jewish families often **segregated** themselves into specific parts of Whitechapel to keep their cultural and religious identity. In some streets of Whitechapel, the Jewish population was 95%.
- ❑ Jewish workers were willing to work for lower wages than local people and willing to work longer hours and in poorer conditions.
- ❑ Local employers complained that Jewish businesses undermined their own and only employed other Jewish workers.
- ❑ Anti-Semitism increased with Jewish people often **stereotyped** by newspapers. Attacks on Jewish people increased further during the Jack the Ripper murders when local newspapers accused the killer of being 'foreign'.

Local people were suspicious of Jewish people because of their cultural differences.

SWEATSHOPS: Successful Jewish families owned **sweatshops** and poor Whitechapel residents who did not like having a 'foreign' boss.

RELIGION: For Jews, Saturday is the main Holy Day. This frustrated local businesspeople who were jealous that Jewish shops could open on a Sunday.



LANGUAGE: Very few Jewish immigrants spoke English. This made it hard for locals and immigrants to integrate with each other.

CLOTHING: Jewish immigrants stood out in Whitechapel and therefore became an even greater target for racist locals.

H Division and the difficulties of policing Whitechapel

H Division were one of 20 Metropolitan Police divisions. It was led by a **Superintendent** and **Chief Inspector**. Below them were **37 sergeants** who supervised around 500 ordinary **Beat Constables** also known as Police Constables (PCs). Beat Constables walked the streets as a deterrent, questioned people and aimed to catch criminals. The pay of a PC was poor and so the quality of recruits suffered. H Division were understaffed for the problems and population they had to deal with. H Division also had 15 detectives as part of their **C.I.D.**.

POLICE STANDARDS

Some beat constables were known to avoid walking their beat if it was in a dangerous area. Some drank on duty and could be found in one of Whitechapel's many pubs. Some sergeants had to follow their officers to make sure they were not idly chatting or even asleep.

PROSTITUTION

Roughly 1,200 **prostitutes** worked in Whitechapel with around 60 **brothels**. They were vulnerable to assault and rape. However, prostitutes rarely wanted to help the police in fear of arrest. They were often drunk which made their evidence unreliable.

POLICE JOBS

As well as tackling crime, police at the time were also responsible for dealing with other time-consuming social issues such as litter, runaways and even making sure dogs were muzzled in public. This made their work seem unimportant and they were mocked by the public and press.

The Difficulties Policing Whitechapel

ALCOHOL & OPIUM DENS

Alcohol was strong but very cheap. On Whitechapel Road alone there were 45 pubs or **gin palaces** (richly decorated shops which sold cheap gin). Many violent crimes and thefts were caused by alcohol. Drunks were difficult to deal with. **Opium Dens** were run by Chinese immigrants. They were dark rooms where people smoked opium. People often stole money to feed their habit.

THE PRESS

The local press gave little sympathy to the police. Cheap '**Penny Dreadful**' illustrated papers aimed at the poor, often mocked the police for not being able to catch criminals – this was especially true during the attempts to find Jack the Ripper. The press further influenced negative public opinions of the police. This meant fewer people were willing to cooperate with them.

ATTITUDES TO POLICE

The police were still not trusted by the poorer population in Whitechapel who associated them with the government. This meant residents were unlikely to cooperate with the police. Attacks on police officers in Whitechapel were common, especially during times of protest such as the **Trafalgar Square Demonstrations** in 1887.

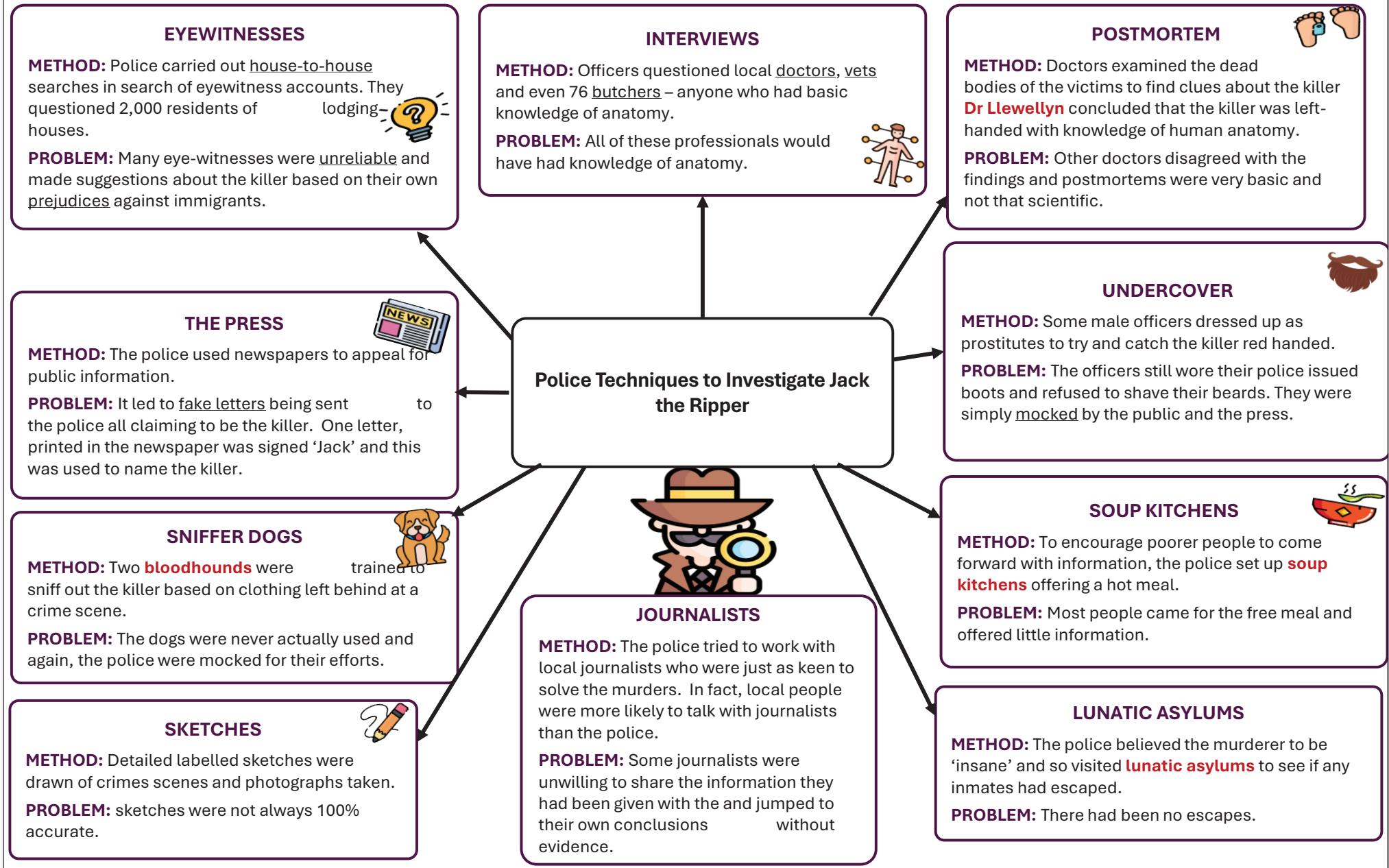
GANGS

Professional gangs of thieves, pickpockets and fraudsters operated in Whitechapel. People were afraid to report the actions of gangs such as the **Bessarabian Tigers** for fear of revenge. Police officers were also open to bribes from gangs. **Protection rackets** also meant people refused to report crimes for fear of revenge.

THE ENVIRONMENT

Whitechapel was made up of dark, narrow alleyways and courtyards. There were always places for criminals to hide and it was difficult for the police to track them. There were few lights at night and any evidence could be easily lost in the dirt, litter and sewage that covered the streets. Pollution caused **smogs** which limited visibility.

Policing methods used to try and catch Jack the Ripper



Policing methods used to try and catch Jack the Ripper

SCIENCE: Scientific methods such as fingerprinting were limited and not trusted by the police.

BLOOD: Doctors were not yet able to tell the difference between human and animal blood.

Limits to Police Methods

PHOTOGRAPHY: Images were blurry. Only the body was captured not the crime scene.

EXPERIENCE: Whitechapel police had little experience of such brutal crimes.

OLD ATTITUDES: Officers still believed a photograph of the victim's eyes would show the last image they saw. They were reluctant to adapt to any new methods.



The Main Obstacles to Finding Jack the Ripper



POLICE FORCE RIVALRY

There was a huge rivalry between the Metropolitan Police and the City of London Police.

- This was a problem when the body of one victim, **Catherine Eddowes**, was found near the City of London territory. Both forces competed to solve the murder first and failed to share vital evidence with each other.
- On the night of Eddowes' murder, a nearby wall was chalked with the words, 'The Jews are the men that will not be blamed for nothing'. To avoid further Anti-Semitism and a backlash from the Jewish community, **Charles Warren** ordered the writing to be washed off— but he also wanted to prevent the City of London officers using the evidence for their own investigation.

WHITECHAPEL VIGILANCE COMMITTEE



The **Whitechapel Vigilance Committee** were a group of businessmen and traders. They were led by **George Lusk** and became frustrated at the police's lack of progress in the Jack the Ripper murders. They set up their own **vigilante** group to seek out the murderer themselves.

- They deliberately stirred up the locals to put pressure on the police.
- They patrolled the streets of Whitechapel at night with torches (burning wood) and whistles.
- They used local newspapers to make fun of the police.
- They sent false evidence to the police such as the 'To Hell' letter which contained a human kidney.



THE PRESS

- Newspapers, especially the **sensationalist** and cheap **Penny Dreadful** papers exploited the murders.
- They used dramatic images of the victims, and journalists made wild **speculation** about possible suspects.
- This whipped up public emotions and put further pressure on the police.
- Many articles accused the killer of being 'foreign' or Jewish which sparked further **Anti-Semitism**.
- Over 300 letters were sent to the police and newspapers by people claiming to be Jack the Ripper. They all had to be followed up which took officers away from investigating the murder.

Skills – How to answer 2-mark describe questions in History

Criteria	Marks
<ul style="list-style-type: none"> • Includes a piece of knowledge relevant to the question • Provides an extra detail describing the piece of knowledge 	2
<ul style="list-style-type: none"> • Includes a brief amount of knowledge relevant to the question. 	1

Describe one feature of housing in Whitechapel.

One feature of housing in Whitechapel was that most people had to pay for their bed each evening. For example, there were lodging houses that cost 3p per evening, or workhouses where you had to work in order to be provided with a bed and some food.

Describe one feature of police methods used to catch Jack the Ripper.

One feature of police methods used to catch Jack the Ripper was disguises. For example, police officers dressed up as women as a way to try and catch Jack the Ripper in the act, however, they refused to shave their beards.

Have a go at the questions below:

- Describe one feature of immigration to Whitechapel.
- Describe one feature of H division.
- Describe one feature of a beat constable.
- Describe one feature of a workhouse in Whitechapel.
- Describe one feature of tension in Whitechapel.
- Describe one feature of the difficulties faced by the police in Whitechapel.

How useful is source B for an enquiry into the methods used by police to catch Jack the Ripper?

On Papers 1 and 3 you will get shown two sources and be asked 'how useful' they are for an enquiry into a specific environment. This question is worth 8-marks. You need to write one long paragraph per source - you do not need to compare them!

Content: What does the source say – or show? What does it tell you about the event or person?

Caption: Where does the source come from (provenance)?

Context: Is the source accurate? Does it match what you already know?

Source B

From a report in the *East London Advertiser* newspaper, published 15th September 1888. It comments on Metropolitan Police Commissioner, Sir Charles Warren's decision to bring in soldiers to help find the Whitechapel killer.

The double stupidity of weakening his detective force and strengthening his ordinary police force from the military, destroys the safety of the community. It takes away a specially trained police force of men with brain power and it takes away the old community constable who the locals know, to be replaced by a man with a few years' military service, and with no other experience for helping the public. They seem to know little of the dark alleyways of the neighbourhood and still less of the bad characters who live among them.

Source B is useful for an historian studying the methods used by police to catch Jack the Ripper as it shows the attitude towards the police during the murder investigation. The source states 'double stupidity', this is useful as it clearly shows that the press felt as though the Police Commissioner was not doing enough to catch the killer.

Source B is also useful because of its provenance. Source B is from a newspaper during the Jack the Ripper attacks. This makes the source useful as newspapers are written to **inform** and it is therefore likely to be providing an accurate depiction of the public perception of the police at the time.

Source B is also useful because it is accurate. I know that Warren was disliked by the people in Whitechapel and that H division was criticised for its men not patrolling certain areas. The officers were not paid very well, so they often took bribes and refused to patrol in the worst areas of Whitechapel. This supports the source, as the source details how the police did not know the area very well.

Sources to help you 'follow up' and find out more!

Here are the sources which you could potentially use as evidence to help you find out more about crime and punishment in Whitechapel, c.1870 – c.1900.

POLICE RECORDS

Whitechapel H Division Police Station Records

These records hold information about how many police officers were on duty in particular areas, how many arrests were made and the type of crimes officers had to deal with.

H Division Police Officer Reports

Every police officer had to write a report about their shift once they had returned to the station. Reports included information about crimes, locations, and names of suspects.

Witness Statements

Police wrote down any information given to them by witnesses which were kept at the station and could be used in court. They are useful to tell us about people's attitudes at the time and give us one person's version of events.

Coroner's Reports

A coroner report is written by a senior doctor to explain what they believe to be the cause of death of any victim. The coroner used evidence from the police and postmortems to help them come to their conclusion.

Postmortem

A postmortem is carried out by a doctor who examines the dead body of a victim to report on the methods used by a killer and cause of death.

Police Officer Memoirs

A memoir is a written account of a person's life based on their diaries and memory. Memoirs provide a very detailed personal picture of their police work in Whitechapel. They include their emotions and attitudes about the job and the crimes they investigated.

MEDIA SOURCES

Local Newspaper Articles

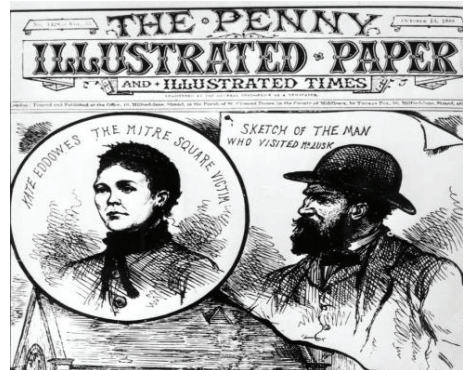
Local newspaper articles are useful to tell us about small scale crimes in Whitechapel which the national papers would miss. They often gave specific names, places and details of the crimes. They were often sensationalist (exaggerated) but did reflect the attitude of the people of Whitechapel at the time.

National Newspaper Articles

National newspapers covered the bigger problems of crime in Whitechapel. At the time of the Ripper murders, national newspapers often mocked or criticised the police for not catching the killer.

Penny Dreadfuls

These were illustrated newspapers aimed at the poor, working class. They were often sensationalists and offered a form of entertainment to the reading public. However, they did highlight the key issues of the time and highlighted the negative attitudes of the public to the police.

**The Police Review**

This was a newspaper set up by the police with the aim of telling the public a more accurate version of crimes in the Whitechapel area. It is useful for telling us about the methods used by the police to deal with crime in a more factual way.

GOVERNMENT SOURCES

The 1881 Census

The census is a national government survey carried out every ten years. It's useful to tell us about population numbers, nationality, ages, unemployment figures and types of housing in Whitechapel.

Freedom Licences

Freedom licences were the official release papers written about prisoners after their stay in prison. They include facts about their crimes, the length of stay in prison and their behaviour in prison.

Old Bailey Court Records

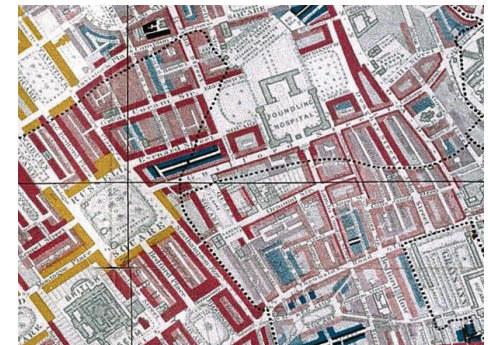
The Old Bailey was the main court building in London. It has records of the serious cases they dealt with in Whitechapel. These court records offer witness statements, accounts from police officers, victims and the suspects.

Government Records

The government officially wrote down their ideas for new laws, their plans to deal with law and order and their concerns about crime. They can reveal their plans at the time of the Jack the Ripper killings.

Charles Booth's Poverty Map

The map, researched by Charles Booth was created to highlight areas of poverty in Whitechapel as well as the location of key immigrant groups.



Component 2: Planning and Pitching a Micro Enterprise Activity

Learning Aims:

In this component you will:

- A-Explore ideas and plan for a micro enterprise activity.
- B-Pitch a micro enterprise activity.
- C-Review own pitch for a micro enterprise activity.



Small Business Ideas

Virtual Assistant

Florist

Pizza Parlor

Pet Sitter

Bookkeeper

Candy Maker

the balance

HOW TO ENGINEER A PERFECT BUSINESS PITCH

- Don't ramble on or talk too much.
- Be mindful of your pace and slow down.
- Present with clear and simple visuals.
- Don't forget to include time to answer questions.
- Write down any feedback for improvement.

Business | Planning and Pitching an Enterprise Idea | Topic Dictionary

Word	Definition	In a sentence....
Generate	Produce or create	The recent changes is likely to generate controversy
Skill audit	Assessing the skills of people	An appropriate skill audit is required to know in the review.
Identify	Establish or indicate who or what (someone or something) is	Businesses are working hard to identify their challenges.
Business plan	Document that provides a description and overview of your company's future.	It is important to create a business plan for every enterprise
Risk assessment	The process of evaluating the potential risks that may be involved in a project or activity	The leaders of the afternoon group had not carried out a written risk assessment
Financial Forecast	the process of estimating or predicting how a business will perform in the future.	Our recent financial forecast shows that the business has a good future
Pricing strategy	To determine what prices an enterprise should charge for their products and services	It's important for businesses to get their pricing strategy right as that can impact their customers.
Promotion	To communicate the features of a product to prospective customers to increase sales.	The recent promotion of the business has increased its customer base.
Market segmentation	Dividing the market/customers into identifiable groups	A comprehensive market segmentation enabled the enterprise to target its customers.
Resources	All the things an enterprise use for its activities	A lot of resources are needed to improve the business
Start-up cost	This is the cost incurred to start-up a business.	It's important to keep the start-up cost under control.
Running cost	This is the day-to-day cost incurred to run an enterprise.	The recent rise in the prices of resources has increased the running-cost of the enterprise.
Break Even	The point at which the total cost is equal to total revenue.	After last year's loss, he hopes to break even next year and post profits after that.
Cost of Sale	It's the cost involved in directly producing the goods or	

Learning Aim A: Explore ideas and plan for a Micro Enterprise Activity.

Generate three Micro Enterprise Ideas and select the most plausible idea for development



Complete a business plan for your micro enterprise activity



Learning Aim B: Pitch a Micro Enterprise Activity.

Develop a power point for your micro enterprise activity.



Pitch your micro enterprise activity

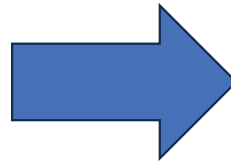


During the pitch, it is important to pay attention to the following:

1. Dress formally for the presentation.
 2. Positive attitude and greetings.
 3. Engage the audience and have a good sense of humour.
 4. Communicate clearly.
 5. Use body language and gesture well.
 6. Maintain good eye contact.
- Use appropriate tone, pace and volume.

Learning Aim C: Review own pitch for a micro enterprise activity.

Feedback: Students will receive feedback about their presentation and pitch. The feedback highlight the strengths and areas for development of their presentation skills, communication skills and content of the pitch.



Review: Students will use SWOT model to review the content of their pitch, presentational skills and communication skills and recommend measure to improve them.

What laws does a Society require, and why?

Topic 1

Module: Rights and Responsibilities



What is the Rule of Law?

Key learning points

- The rule of law is one of the five **Fundamental British Values (FBVs)**. It is the idea that the country is **ruled by its laws**, not by a person or a group of people. Everyone has to follow the **same set of laws**.
- The assumption is that people **haven't broken the law**. This is called **presumption of innocence**.
 - Laws should be **simple** and **easy to follow**.
 - Laws are made because **events happen**, **social views change**, **technology changes**, and **governments have ideas for change**.
 - Laws written by **Parliament** are known as **written laws/legislation**. Laws made by **judges** are called **common law**.
 - When making a decision, the judge looks at **precedent**. This is a reason for doing something a **certain way** because it has been **done that way before**.

law



precedent



What is Justice?

Key learning points

- Justice is **fairness** in how people are treated. This is not the same as treating everyone nicely. Those who have chosen to break the law deserve **sanctions**.
- Justice is for **everyone involved**: the **victim**, the **victim's family**, the **perpetrator**, the **public**, **democracy**, and **society at large**.
- When deciding sentences and figuring out what justice looks like in each case, judges consider lots of **factors**. **Mitigating factors reduce the sentence**, e.g. being provoked, having a mental health condition. **Aggravating factors increase it**, e.g. having a previous criminal record, attacking a stranger.
- One key purpose of justice is to **rehabilitate everyone involved**. That means to help them live a **normal life** after what has happened. Rehabilitation is not just for the perpetrator. Sometimes it's not for them at all!

justice



rehabilitate



What laws does a Society require, and why?

Key learning points

- Different countries have different laws for many reasons, including their **culture**, their **social views**, their **history** and their **system of government**.
 - One example is the **USA**, where gun ownership is legal under the Second Amendment. This is because the country was founded during a war, and back then, it was important that everyday citizens could **defend themselves**.
 - Another is **North Korea**, where criticising the government is illegal. The country is a **dictatorship** with one individual leader who has all the power.
 - Individuals need to follow the law in **whatever country they are in**. If you choose to visit another country, you have a **responsibility to learn its laws** and make sure you don't break them while you're there.
 - You also have a **responsibility** to know the laws of the country **you live in**. If you break a law, you **cannot defend yourself** by saying you didn't know about it. This will **not work** in a courtroom.
- Countries can each make their **own laws** because they're **sovereign**. This means they get the **final say** over what happens within their borders. They **cannot** be told what to do.

What are a Citizen's Rights and Responsibilities within the Legal System?

Topic 2

Module: Rights and Responsibilities



How does the Legal System work?

Key learning points

- The legal system is what we call our system of **enforcing** laws. To **enforce** something means to make sure it is **obeyed**.
- Laws are just **ideas**. They don't really exist until people **write them down** and make sure people **comply** with them. Even then, they only really exist once people start **following them** even when they're **not being made to**.
- In the UK, the law is **enforced** by the **police**, the **prison system**, the **courts**, and by **all of us**, every time we do what it says.
- Police have **broad powers** to **arrest anyone** who is **committing a crime**, has **committed a crime** or they **suspect will commit a crime**.
- But their powers are **limited**. A suspect must be **charged** in four days.

enforce



What is the Structure of the Legal System?

Key learning points

- There are **two types** of law. **Civil law** is between **people/companies** and other **people/companies**. **Criminal law** is between **people/companies** and the **government**.
- Different courts deal with **different types of law**. There are **civil** and **criminal** courts.
- There are **layers** to the court system, where courts **higher up** can undo the decisions of courts **lower down**.
- This goes all the way up to the **Supreme Court**, which has the **final say** over **all decisions** about both **criminal** and **civil** law.
- This means the court system is a **hierarchy**, because it's **organised by levels of importance**.

hierarchy



What Rights do Citizens have in the Legal System?

Key learning points

- Citizens have **important rights** that give them **significant personal freedoms**. Individuals can **use legal drugs**, **travel freely**, **form their own relationships**, **educate themselves**, **practice any religion**, etc.
- As you grow older, you gain **more rights**, even up until the age of **21**.
- More **significant rights** are gained at **higher ages**. The amount of **control** you have over your own life **increases as you age**.
- However, you can be **charged** with a **crime** at only **10 years old**. This is known as the **age of criminal responsibility**.
- This system has been **created by**, and is **enforced by**, the **judiciary**. This is the **branch of the government** that **enforces** the law with **courts, judges and trials**.

judiciary



What are a Citizen's Rights and Responsibilities within the Legal System?

Key learning points

- Citizens in the UK have **slightly different rights and responsibilities** in each of the UK's four countries: **England**, **Wales**, **Scotland** and **Northern Ireland**.
- This is because they have their own **judiciaries** and their own **history**.
- For example, **abortion** was not made legal in **Northern Ireland** in **1967** because the country's **Christian** population **opposed** it.
- This is known as **devolution**. **Devolving power** means **lending it** to someone else. The **government in London** has **devolved** certain powers to the other countries in the UK.
- It can take it back any time, like in **2022** when it took back the power to allow **abortion** and allowed it in **Northern Ireland**.

devolve



How does the law Protect the Citizen and Deal with Criminals?

Topic 3

Module: Rights and Responsibilities



How have Human Rights Developed?

Key learning points

- The history of **human rights** is long and complicated, but in their **modern** form they were born in the **1940s**, in the aftermath of the **Second World War**.
- The **devastation** and **horror** of the conflict led the newly created **United Nations** to write the **Universal Declaration of Human Rights**, signed by **193 different** nations around the world.
- Human rights are **foundational** to a modern society. They provide **equality, democracy, safety** and **legal protection** to millions.
- However, many throughout history have had to **fight** for their human rights, from the **Suffragettes** to **Martin Luther King** and the **BLM protests** we see today.
- Rights are **fragile** and always endangered. **Using them** and **standing up for them** is what gives them their **strength**.

What is the Right to Representation?

Key learning points

- The right to **representation** refers to the right we all have to be **represented** by **others** in certain **important situations**.
- This can be in a **trial**, where we are **represented** by a **lawyer**, or in **employment**, where we are represented by a **union**, a group of **employees** who **work together**. Examples of **unions** include **Unite** and **Unison**.
- **Employers** are **represented** too. They can join **employers' associations**, groups of **companies** that **work together**. Examples of **employers' associations** include the **Confederation of British Industry** (CBI) and the **Salon Employers Association** (SEA).

represent



Why do People Commit Crime?

Key learning points

- **Summary offences** are **less serious**, for example **vandalism**. The trials for these begin in **Magistrates' Court**.
- **Indictable offences** are **more serious**, for example **murder**. Trials for these begin in **Crown Court**.
- **Triable either way offences** can begin in **either one**, depending on how **serious** they are. For example, **robbery** depending on the **amount**.
- Trials can move up the court system towards the **Supreme Court** if it turns out they are **more important** or **serious** than **initially thought**.
- No-one commits **crime** because of their **genetic background**. The **main predictor of crime** is the **area someone grows up in**. Other main predictors are **income, education level** and **childhood issues**.
- **Violent crime** in the UK is **falling**. It is **1/4** of what it was in **1994**.

How do we Fight Crime?

Key learning points

- The main methods used to fight crime are **police patrols, confidential informants, stop and search, prison sentences** and **surveillance**.
- **Stop and search** refers to the power police have to **search** people **without** arresting them first.
- Police need "**reasonable grounds**" to do this. However, this can just be because the person is **suspicious**.
- in 2021-22, **13%** of people searched were **arrested**. This represented about **66,700** criminals.
- However, it's **controversial** because data shows **non-white** people are about **7 times** more likely to be **stopped and searched** than **white** people.
- **Glasgow** cut **murders** in **half** by fighting the **causes of crime**, like **unemployment** and **poverty**, as well as **increasing sentences**.

How does the law Protect the Citizen and Deal with Criminals?

Key learning points

- To **sentence** someone means to give them a **punishment**. Sentences can be **custodial**, meaning the person goes to **prison**, or **non-custodial**, where they don't.
- Examples of **non-custodial sentences** are **community service, ankle tags** and **restraining orders**.
- The goals of **sentencing** are to **get retribution**, to **deter people**, to **rehabilitate people**, to **protect the public**, to **give reparations** and to **denounce crime**.
- However, people who spend **too long** in prison become **institutionalised**, where they start to think of it as **home**. When they get out, they **commit more crime**.

sentence



institutionalised



What are the Universal Human Rights and how do we Protect them?

Topic 4

Module: Rights and Responsibilities



What are the Key International Treaties and Agreements?

What are the Universal Human Rights and how do we Protect them?

Key learning points

Key learning points

- A **treaty** is an **agreement** between **two or more countries**. They are **signed** by the **heads of state** of the countries. When a country signs a **treaty**, they are **agreeing** to behave in a **certain way**. There are **three key treaties** that are important to the **modern world**.
- The **UN Declaration of Human Rights** is the **most important** of them. Signed by **193 countries** (all the members of the UN), it came into force in **1948**. It lists all the **rights** that **every human** should have. However, it has been **criticised** by people who say it **doesn't really work**.
- The **European Convention on Human Rights** goes a bit **further** and lays out some **additional rights** that people in **Europe** should have. Out of the three, it's **best followed** by the **46 countries** that have signed it. The **UK** still follows it, even after **Brexit**.
- The **UN Convention on the Rights of the Child** came into force in **1989** and has been signed by **196 countries**, **including the UK** but **not including the USA**. It is mainly focused on **two rights** that **children** have: **not being forced to fight in war** or **made to work**.
- However, countries **do not** have to **follow treaties**. This is because they are **sovereign**, which means they have **complete power** over **themselves**, and can **do what they want**.
- If a country **breaks** a treaty, it cannot be **punished**. Still, other countries will **trust it less** and will **trade with it less**. They may even **sanction** it, where they **deliberately hurt** its **economy**.

- Countries go to war over things like **land, resources, revenge, religion** and **nationalism**.
- Modern **weapons** are more **deadly** and **precise** than ever before. They can often **strike targets** with **no warning** and with **lethal force**. However, this actually makes them **more likely** to follow the **rules of war**. These are designed to make war as **short** and **limited** as possible.
- These come from two **key documents**: the **Hague Convention** in **1899** and the **Geneva Conventions** in **1949**. Both laid down **key rules** designed to protect **civilians** and **soldiers** who are **hors de combat**, meaning they're **not involved** in the war for some reason.
- For **soldiers**, this might be because they're **injured** or they have **surrendered**.
- However, the **rules of war** are treated more like **guidelines**, especially since a lot of **military strategies** involve **tricking the enemy** and **playing dirty**.
- Sometimes, people are held to them. In **Ukraine**, a **Russian tank commander** was sentenced to **time in prison** for **shooting an unarmed civilian** on a **bicycle**.
- But the people who **make the rules** often **get away with things**. In **Afghanistan**, the **US Air Force** killed **10 innocent people** in a **drone strike** and said it was **just an accident**. **No-one** was **punished** for it.

treaty



sovereign



hors de combat



How do Citizens play a part to bring about Change in the Legal System?

Topic 5

Module: Rights and Responsibilities



How does a Trial Work?

Key learning points

- The most important element of a **trial** is the **jury**, a **randomly chosen** group of **12 local citizens** who decide if the **accused** is **guilty** or **not guilty**.
- They will listen to **cases** brought by the **prosecution** (in a **criminal trial**, this is the **CPS**, the **Crown Prosecution Service**) and the **defence**. These are presented by **barristers**. They will also listen to **testimony** from **witnesses** and **experts**.
- Finally, they give a **verdict** of **guilty** or **not guilty**.
- All the **evidence** is **locked in** at the **beginning** of the **trial**. If **new evidence** comes out **during** the **trial**, it may need to be **restarted**, potentially even with a **different jury**.
- Being on a **jury** is **not optional**. There is a **fine** for refusing.
- If citizens want to **take part** in their own time, they can become a **Special Constable**, a **volunteer police officer** with the **same powers** who works **part-time** in exchange for **lower taxes**.

Special Constable



How do Pressure Groups influence the Legal System?

Key learning points

- A **pressure group** is a group of people who put **pressure** on the **government** or on **businesses** to **change** the way they do things.
- They are an example of **NGOs**, **non-governmental organisations**. They help us by giving **advice** and **support**, **collecting donations**, doing **research** and **representing** and **advocating** for us.
- The main one that influences the **legal system** is the **CAB**, the **Citizens' Advice Bureau**. This organisation, staffed by **volunteers**, will give you **free legal advice** if you feel your **rights** are being **violated**. For example, they often advise **travellers** about whether they can get **refunds**.

pressure group



How do Citizens play a part to bring about Change in the Legal System?

Key learning points

- One of the main ways **citizens** interact with the **legal system** on a day-to-day basis is through using **consumer rights**. These are the **rights** you have when **buying an item** or **using a service**.
- They come from **two key laws**: the **Trade Descriptions Act 1971** and the **Consumer Rights Act 2015**. These are laws that **Parliament** has **written** and **passed** in order to **protect** us from **big companies**.
- For example, you have the **right to return** an item if it's **faulty** or **falsely advertised**.
- However, many **businesses** also have **policies** to say you can **return** items in **other situations**, generally so long as you can show them **proof of purchase**.
- A **policy** is a **plan** used by an **organisation** or **company**.







consumer









policy









Citizenship | Rights and Responsibilities | Topic Dictionary

<u>Image</u>	<u>Word</u>	<u>Definition</u>	<u>In a sentence . . .</u>
	law	A rule about what you can and cannot do that a whole nation follows.	People who have broken a law are given penalties for it.
	precedent	A reason for doing something again because it has been done before.	The trial set a precedent for how murderers are treated.
	justice	Fairness in the way that people are treated.	Courts make sure there is justice for people who have been hurt.
	rehabilitate	To help someone live a normal life after something they have done.	He was addicted to drugs, but thankfully he managed to rehabilitate himself and now he's fine!
	enforce	To make sure that a rule or law is obeyed.	The teachers at St Mark's enforce the school rules.
	hierarchy	A system of organising things into levels of importance.	The UK Supreme Court is top in the hierarchy of courts in this country.

Citizenship | Rights and Responsibilities | Topic Dictionary

<u>Image</u>	<u>Word</u>	<u>Definition</u>	<u>In a sentence . . .</u>
	judiciary	The branch of the government that enforces the law with courts, judges and trials.	In the UK, the job of the judiciary is to figure out if a person is guilty or not guilty of a crime, and what their punishment should be.
	devolve	To lend some of your power to someone else.	The government of the UK has chosen to devolve the power to control bin collection to local governments.
	represent	To support someone, speak for them and act for their benefit.	As a coach, part of my job is to represent my students if they're in trouble.
	sentence	To give a punishment to someone.	When the jury finds someone guilty of a crime, the job of the judge is to sentence them.
	institutionalised	To spend so long in a place that you begin to think of it as home.	There is a risk that criminals become institutionalised if they spend too much of their life in prison.
	treaty	An agreement between two nations/states/countries that they will each do something.	In 2010, the UK and France announced they had written a treaty so their soldiers would train together.

Citizenship | Rights and Responsibilities | Topic Dictionary

<u>Image</u>	<u>Word</u>	<u>Definition</u>	<u>In a sentence . . .</u>
	sovereign	A thing or person that has complete power over itself, and can do whatever it wants.	Each individual country in the world is sovereign and cannot be ordered around by any other country.
	<i>hors de combat</i>	"Outside the war." It means to be "out," like in a sports game.	People who have surrendered and given up their weapons are considered to be hors de combat .
	special Constable	A volunteer police officer who works part time, with the same powers.	If you're a Special Constable , you get free travel in London and you pay less tax to the government.
	pressure Group	A group of people who put pressure on the government or a business to change its decisions.	Joining a pressure group is one way for young people to make a change in society, even though they can't vote.
	consumer	Someone who buys a thing or uses a service.	Every single person in society is a consumer , whatever background they're from, so their rights are really important.
	policy	A plan used by an organisation or company.	M&S have a thirty-day return policy for clothing, so long as the tags are still on it.

Where does Political Power Reside in the UK, and how is it Controlled?

Topic 1

Module: Politics and Participation



What is Democracy?

Key learning points

- **Democracy** is a way of **running a country** where **people vote on things**: mostly **who should represent them** in **national and local government**, but also sometimes on **what the government should do**.
- When people **vote** on **who's in the government** it's called an **election**. When they **vote** on **what the government should do** it's called a **referendum**.
- Despite only becoming globally popular in the last two centuries or so, **democracy** is actually **very old**. It was invented in **Ancient Athens**, thousands of years ago, when anyone who was a citizen could vote.
- The UK uses a **blend of three styles** of democracy: **direct (referendums)**, **representative (elections)** and **liberal (human rights)**.

democracy



referendum



What are Democratic Values?

Key learning points

- In the UK, the **core values** that **underpin our society** are the **Fundamental British Values (FBVs)**: the **rule of law, individual liberty, tolerance, mutual respect and democracy**.
- However, society is **also underpinned** by **other values** that help us to have a **democracy**. These include **politeness, equality, freedom of speech, human rights and freedom of the media**.
- The **purpose** of **values** is to enable people from **different backgrounds**, with **different views**, to **peacefully coexist** even if they **don't always get along** with each other.
- The idea of a **democracy** is that we **respect differences** and **don't impose our own views** on others, and we **all play by the same rules**.

value



Who Runs the UK?

Key learning points

- There is **no single answer** to this question, and that is **by design**. Power in the UK is **shared/distributed** between **many different groups and people**.
- There are **two purposes** of this. **Firstly**, it **allows each group/person to keep an eye** on the **others** and to **stop them from abusing their power**. **Secondly**, it **prevents too much power** from being **concentrated in any single place** within the system. This is in contrast to countries such as **Russia and North Korea**, where **certain people/groups** have **almost all the power**.
- There are a **large number** of these **groups/people**, including the **media**, the **police**, the **courts**, the **government**, **Parliament**, **local government**, **devolved government**, **voters**, **citizens**, **religions**, **social groups**, **pressure groups**, etc.

campaigning



Royal Assent



power



Where does Political Power Reside in the UK, and how is it Controlled?

Key learning points

- All countries have a **constitution**, which refers to the **set of rules for how the country operates**, including **who has power** and **what powers they have**.
- The UK's is **rare** in that it is **uncodified**: it's **not all written down in one place**. In fact, some of it **isn't written down** at all. It's a combination of **laws, traditions** and **written documents**.
- It exists in **laws** such as the **Human Rights Act** and the **Equality Act**, **traditions** such as **Royal Assent** always being given, and **documents** such as the **British Bill of Rights**.
- The benefits of this are that the **UK Constitution** is **flexible** and **easy to update/change**, while **codified** ones like the **US** are **clearer to understand** but **harder to update** and **keep relevant**.

constitution



codified



What are the Powers of Local and Devolved Governments?

Topic 2

Module: Politics and Participation



How does Local Government Work?

Key learning points

- **Local government** refers to the **government** that controls **local areas**. It's like a **miniature version** of the **national government**, but for a small area.
- Instead of **constituencies/seats**, there are **wards**. Instead of **MPs**, there are **Councillors**. And instead of a **Prime Minister**, there is a **Mayor**. Together, the **Mayor** and the **Councillors** are known as the **Council**. They're all members of **political parties**, just like **MPs** are. Every area of the UK has a local **Council** to run it.
- Uniquely, **London** is **so big** that it's divided into **boroughs**. There are **32 of them**, each with its own **Council** to run it. No other city in the UK is divided up like that. They each have one Council to run them.

local



What is Devolution?

Key learning points

- **Devolution** is when a **more powerful government** lends some of its **power** to **smaller, local, less powerful governments**. This power is referred to as **devolved**. Powers the more powerful government **keeps** are referred to as **reserved**.
- For example, the **UK government** **reserves powers** over **nuclear weapons** and **international relations**, but **devolves powers** over **tax rates** to the **governments** of **Scotland, Wales** and **Northern Ireland**, and **devolves powers** over **bin collection days** to **local governments** across the **UK**.
- Since **1997**, **Scotland, Wales** and **Northern Ireland** have had their own **devolved governments**, which also work like **miniature versions** of the **overall UK government**.

government



How does the Government Make Money?

Key learning points

- The government's **main source** of **income** is **taxes/taxation**, which is where it **takes money from people** and **spends it on things** that **make society better/safer**.
- The things that taxes **pay for** are known as **public services**. We use these all the time: **education, healthcare, transport, social services**, etc. We **all use them every day**.
- The question of **how high** or **low** taxes should be is one of the **biggest questions** in **politics**, and it has been for **hundreds of years**. It's the **main difference** between **liberals**, who want **taxes** and **spending** to both **go up**, and **conservatives**, who want them both to **go down**. In the **UK**, the **Labour Party** is **liberal** and the **Conservative Party** is (obviously) **conservative**.

taxation/tax



What are the Powers of Local and Devolved Governments?

Key learning points

- The **government**, at **all levels**, have a **fundamental duty** to keep their citizens **alive**. That means providing them with **basic goods** such as **food** and **drink**, but also with **security, success, culture, jobs** and **income**.
- Right now, the UK government **spends more money** than it **makes** each year. It **borrow**s the rest of what it needs. This means it has a **deficit**. Because it's had a deficit for a **long time**, it has a **lot of debt** too.
- But the truth is, governments **don't have as much control** over the **economy** as people often think. They can **steer it**, attempting to **speed it up** or **slow it down**, but all they can do is **guide it**. It will continue to **evolve, grow** and **change** even if they don't try to affect it in any way.

deficit



GDP



Where does Political Power Reside: with the Citizen, Parliament or Government?

Topic 3

Module: Politics and Participation



What is First Past the Post?

Key learning points

- **First Past the Post** is the **electoral system** used in the **UK** to decide **which MP represents** each of the **650 constituencies/seats** that the **country is divided** into.
- Each **constituency/seat** has an **election** where voters can vote for a **single candidate** of their choice. The winner is the candidate with the **plurality** - the **greatest share of the vote**. They **do not need a majority**.
- A **General Election** is when **all 650 constituencies/seats** do this **at the same time**. There has to be one **5 years after the last one**, or **earlier** if the **Prime Minister** wants one. They are **very important** because a **different party** can win **power**.

General Election



plurality



What other Electoral Systems are there?

Key learning points

- Unlike **First Past the Post**, most **other electoral systems** attempt to get close to **proportional representation**, which is the idea that the **number of seats/constituencies** a party wins should **mirror the amount of the votes** it wins.
- One other system is **run-off voting**, where if there's **no majority**, the **candidates** in **first** and **second** go through to **another round**.
- Another is **single transferable vote**, where voters can **rank their first and second choices**.
- Both are designed to **discourage negative campaigning**, which is where people try to win by **attacking each other**.

proportional representation



negative campaigning



What are the Branches of Government?

Key learning points

- All governments have **three branches**. The **legislative branch** **passes laws**, the **executive branch** **runs the country** and the **judicial branch** **runs the courts**.
- In the UK, the **legislative branch** is **Parliament**, the **executive branch** is **HM Government**, and the **judicial branch** is our **courts system**.
- The idea of this is that **each branch can check and balance out the powers** of the **other two**, which means they have to **share power**.
- It also means that **every single person with power** in our country is **accountable to someone or something** - they **have to answer to them**.

accountable



checks and balances



What are the different Political Parties?

Key learning points

- A **political party** is a **group of politicians** who have **similar ideas** and all **compete together** as a **team** when there are **elections**.
- The UK has **two main political parties**, the **Conservative Party** (who are more conservative) and the **Labour Party** (who are more liberal). The **Conservatives** ran the **UK** between **2010** and **2024**, and now the **Labour Party** runs the **UK**. One party or the other of these two has run the UK for the **last hundred years**.
- There are also **smaller parties** such as the **Liberal Democrats**, the **Scottish National Party**, **Plaid Cymru** (a Welsh national party), the **Green Party** and **Reform UK**.

political party



Where does Political Power Reside: with the Citizen, Parliament or Government?

Key learning points

- As always in a **democracy**, power is **deliberately shared** between **different groups** to ensure they can **hold each other to account** and that **no single person or group** has **too much for themselves**.
- However, in the **UK** it is **Parliament** that technically has the final say. It is the **sovereign power**, meaning it has the **exclusive ability to make and unmake any law** that it wishes.
- Even with this in mind, though, Parliament's powers are **not unlimited**. Voters get to **choose who its members (MPs) are**, and they still have to **follow the laws** that they **create**. There are also courts to **interpret and apply** them.
- But the **only limits** on **Parliament's power** are the ones it has **created**. It **made itself elected**, and it **created the courts** that can limit what it does. It could **undo these things** if it wanted to. So Parliament does have limits to its power, but only because it **chooses to**.

How do Others Govern Themselves?

Topic 4

Module: Rights and Responsibilities









How do Others Govern Themselves?







Key learning points

- Each country is **sovereign**, which means it can **decide how to govern itself**. This means things like **what laws it has, how many people are in its legislative branch, how its elections are conducted, how its courts are structured, what national days it celebrates, which other countries it signs treaties with, how many rights its people have, whether it has an official language, what its children learn in their schools, how high its taxes are, what benefits its citizens have**, and more. Because of this, even countries that might seem **similar** in some significant ways - like the UK and the USA - actually have **meaningful differences** in how they run.
- For example, the **USA** has a **federal structure**. This means that it's **divided into states**. Each state has its **own government**, but there's also an **overall federal government** with **sovereign power**. Each state gets **different amounts of power** in the **federal government** and in **deciding federal elections**, depending on its **population size**. This system is famous for being used in the **USA**, where it was **invented**, but it's used by **many countries** around the world, some of which are much **smaller** than the **USA** is. Examples include **Germany, Austria** and **Brazil**.
- Another big thing that influences how a country is run is the **style of government** the country has. For instance, **Russia** is governed **very differently** to **Europe** and **North American nations**. In **Russia**, political parties other than the **one in charge** only exist with the **government's permission**. It's also a **crime** to **criticise the government** or **resist against law enforcement**. There is a **judicial system**, but trials are **not fair** and people can be **jailed for things they have not really done**. In addition, the government runs its **own media organisations**: not independent ones with government funding like the BBC, but **newspapers** and **news websites** that are **fully funded and run** by the **government**.
- **North Korea** takes things to the **extreme** here. The **Supreme Leader** is worshipped as a **god** among the citizens, and **myths** about his **life** and **achievements** are taught in **schools**. The **government exercises complete control** over **every aspect of life possible**, from the **oufits** people are allowed to wear, to the **jobs** they do, to their **income** and even the **specific job** they're given in society. Information about the outside world is **heavily rationed**, and replaced with **government propaganda** about how the country is **constantly under threat** and how life there is **so much better** than **anywhere else on the planet**.
- This is **useful information** because it allows us to understand the **reasons** countries are **different**. It can be due to **smaller variations** like their **history**, their **culture** or their **relationship with religion and social norms**; but it can also be due to **huge differences** over very **fundamental things** like **who's in charge, what rights people have** and **whether the country is free and fair**.







Citizenship | Politics and Participation | Topic Dictionary

<u>Image</u>	<u>Word</u>	<u>Definition</u>	<u>In a sentence . . .</u>
	democracy	A system of government by consent where the people decide who rules them.	Nearly every country in Europe is a democracy .
	referendum	When the people vote on what the government should do.	In 2016 there was a referendum on whether the UK should stay in the EU or leave the EU.
	value	Something that is thought to be important by members of a community or country.	The St. Mark's school values are love, hope and trust.
	campaigning	Doing different activities in the community to persuade people to vote for you.	I've been campaigning for weeks now - I must have knocked on every door in the constituency!
	Royal Assent	When the monarch signs a new law, making it official.	The new law has been written, passed by the House of Commons and agreed by the House of Lords - now all it needs is Royal Assent .
	power	The ability to make someone do something that they would not normally do.	In the UK, police have the power to stop and search people if they think they might have committed a crime.



Citizenship | Politics and Participation | Topic Dictionary

<u>Image</u>	<u>Word</u>	<u>Definition</u>	<u>In a sentence . . .</u>
	constitution	A set of rules that lay out how a country should be run.	A constitution lays out important things about a country, like how laws are written and what rights people have there.
	codified	If a set of rules are codified, they're all written down in one place.	The rules for how the USA runs are codified in the US Constitution.
	local	Existing in the area where you live.	One local problem is people speeding down Tamworth Lane in their cars - they cause loads of noise and disruption.
	government	The group of people who run a certain area, e.g. a borough or a country.	When two countries want to agree on something, their two governments write the treaty together.
	taxation/tax	When the government takes money from people and uses it to pay for public services.	People who make more money pay more in tax than people who make less money.
	deficit	When the government spends more money than it makes.	If a country has a deficit for many years in a row, the amount of debt it has will keep piling up.

Citizenship | Politics and Participation | Topic Dictionary

<u>Image</u>	<u>Word</u>	<u>Definition</u>	<u>In a sentence . . .</u>
	GDP	Gross domestic product - the total amount of money a country makes in a year.	If a country's GDP goes down, it's more likely to run out of money - meaning it needs to borrow some.
	General Election	When all 650 constituencies/seats have an election for their MP on the same day.	The last time the UK had a General Election was in July 2024, and the Labour Party won 411 seats.
	plurality	The largest single group of votes in an election.	In First Past the Post (FPTP), a plurality of votes is needed to win.
	proportional representation	A system where the share of all the seats a party wins is exactly the same as the share of all the votes a party wins.	Of the 43 countries in Europe, 40 use some form of proportional representation .
	negative campaigning	Campaigning against other candidates instead of for yourself.	Sometimes, political parties will try to discredit their opponents with negative campaigning .
	accountable	Having to answer to someone else, or a group of people, for the things that you do.	People being accountable is a key thing that makes this country work fairly.

Citizenship | Politics and Participation | Topic Dictionary

<u>Image</u>	<u>Word</u>	<u>Definition</u>	<u>In a sentence . . .</u>
	checks and balances	A system where the power of each person or group is checked and balanced by the power of other people or groups.	Having checks and balances is really important to make sure people don't go too far.
	political party	An organisation of politicians and members with similar ideas about politics.	When voting, the ballot says the name of the candidate and the political party they're in - if they're in one!

Skills Guide: Citizenship Exams

1 MARK QUESTIONS

All about **definitions** and **knowledge**. Sometimes open-ended with lines for **single sentence answers**. Sometimes **multiple choice** with **one correct answer**.

Command Words: Name, Define, Identify

Name requires you to simply provide an answer without any further explanation. E.g. *Name one feature of a democracy.*

Define requires a definition written in full, without an example needed. E.g. *Define what is meant by the rule of law.*

Identify requires you to give one answer from a possible list. E.g. *Identify one purpose of justice.*

2 MARK QUESTIONS

All about **examples** and **explanation**. Sometimes open-ended with lines for **two sentence answers**. Sometimes **multiple choice** with **two correct answers**.

Command Words: Name, Identify, Explain

Name requires you to simply provide two answers without any further explanation. E.g. *Name two groups in the UK responsible for enforcing the law.*

Identify requires you to give two answers from a possible list. E.g. *Identify two positive consequences of immigration on UK society.*

Explain requires you to define the term and provide an example. E.g. *Explain the term "plurality."*

4 MARK QUESTIONS

All about **comparison** and **contrast**. Often based on a **source** that must be **referenced**. Always require **two points**, each worth **two marks**. Answer **in detail**.

Command Words: Describe, Discuss

Describe requires you to name and explain two different things/features. E.g. *Describe two ways civil law differs from criminal law in the UK.* Each one needs to be named and then further developed, ideally with an example or a case study.

Discuss requires you to make two points and explain them, ideally with examples. E.g. *Discuss how victims of conflict could be protected.* You need to make two points, and for each one explain what it means and give an example.

REMEMBER, 4-mark questions are based on **sources**, but how you **use** the source depends on the **instructions**. Sometimes you **have to reference the source**, and sometimes you're **not allowed to use it**. There are **two ways it can go**, so **read the question carefully**:

With reference to Source G . . .

- Here you need to refer to information from the source, and make it clear you're doing it.

Discuss two ways, not mentioned in Source B . . .

- Here you won't get marks for mentioning the ways that Source B mentions.

8 MARK QUESTIONS

All about **evaluation**. Often contain **suggestions for what to write about**, but you **don't have to use them**. Always write **at least two paragraphs** and **include a conclusion**.

Command Words: Examine, To what extent

Examine requires you to weigh up the statement. Using evidence from your knowledge of Citizenship, write out arguments on either side of it. E.g. *The only purpose of sentencing criminals in the UK should be to send them to prison. Examine this statement.* You need to write at least one paragraph arguing the statement is true and at least one arguing the statement is not, using the format below, then a conclusion where you say whether it's true, all things considered.

To what extent requires you to agree, disagree or come down on both sides of a statement. E.g. *"The most effective way for a UK citizen to make a difference in society is to join a trade union. Considering a range of views, to what extent do you agree or disagree with this statement?"* You need to write at least one paragraph agreeing with the statement and one disagreeing, using the format below, then a conclusion where you personally agree or disagree.

REMEMBER, you should write **two paragraphs**, one **agreeing** and one **disagreeing** with the **statement**. Follow the **format below**:

Paragraph 1:

Reason to agree
Explanation
Example
Other reason to agree
Explanation
Example

Paragraph 2:

Reason to disagree
Explanation
Example
Other reason to disagree
Explanation
Example

If you can't think of an **example**, then **explain** further. Ask yourself - "so what?" - and keep going with your explanation.

Finally, write a **conclusion** with **what you think overall** and **why**.

GENERAL TIPS AND TRICKS

- You don't have to do the paper in **order**. If you come across a question you find tricky, **skip it** and move onto one you know you can do.
- Spelling and grammar **don't matter**, so long as the examiner can understand the point you're making. There are **no SPaG marks**.
- Citizenship is **positively marked**. You get marks for anything correct you say. The more you write, the more you can get. **Just have a go!**
- The **amount of marks** a question is worth and the **command word** in the question are your **biggest clues** for what you need to do.

CS | Python | Topic Dictionary

Keyword	Definition	In a sentence
Add	Join something to something else so as to increase the size, number, or amount.	Add the following bytes.
Calculate	Obtain a numerical answer showing the relevant stages in the working.	Calculate the total pay for the pilot for that day.
Compare	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.	Compare the use of ASCII and Extended ASCII to represent characters
Complete	Provide all the necessary or appropriate parts.	Complete the description of computational thinking.
Convert	Change the form, character, or function of something.	Convert the word CAB into binary using the ASCII character set.
Define	Give the precise meaning of a word, phrase, concept or physical quantity	Define what is meant by 'secondary storage'.
Describe	Give a detailed account or picture of a situation, event, pattern or process.	Describe what is meant by machine code
Design	Produce a plan, simulation or model.	Complete the design of an algorithm for the linear search function.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence	Discuss the impact of people wanting to upgrade to the latest smartphone.
Draw	Produce (a picture or diagram) by making lines and marks on paper with a pencil, pen, etc	Draw the logic diagram represented by $Q = AV^{-1}B$
Explain	Give a detailed account including reasons or causes	Explain why lossy compression is suitable for a video clip, but not suitable for a text document.
Give	Present information which determines the importance of an event or issue, or to show causation	Give two reasons why a CD-ROM is suitable in this case.

CS | Python | Topic Dictionary

Keyword	Definition	In a sentence
Identify	Provide an answer from a number of possibilities. Recognise and state briefly a distinguishing factor or feature	Identify three devices which contain embedded systems.
Justify	Give valid reasons or evidence to support an answer or conclusion	Identify the most suitable type of compression for the text document. Justify your choice.
Label	Add title, labels or brief explanation(s) to a diagram or graph	Label the names of the two gates on the diagram above.
List	Give a sequence of brief answers with no explanation	List the RatingID(s) of the rating(s) that will be selected from the extract shown.
Order	Put the responses into a logical sequence.	Order the following units from smallest to largest:
Outline	Give a brief account or summary	Outline what happens when the computer converts the music into a file.
Refine	Make more efficient, improve, modify or edit.	Refine the program to be more efficient. Write the refined version of the algorithm.
Show	Give steps in a derivation or calculation.	Show how the time 5:30 will be stored.
State	Give a specific name, value or other brief answer without explanation or calculation.	State the data type of the following variables used in the flow diagram.
Tick	Mark (an item) with a tick or select (a box) on a form, questionnaire, etc. to indicate that something has been chosen	Tick one box in each row to identify If each operator is a comparison operator or arithmetic operator.
What	Asking for information specifying something.	What would be the username for a teacher using the updated process?
Write/Rewrite	Mark (letters, words, or other symbols) on a surface, typically paper, with a pen, pencil, or similar implement/write (something) again so as to alter or improve it.	Write an algorithm for the updated program design shown in question 4b.

CS | Python | Knowledge Organiser

Component	Marks	Duration	Weighting
<p>Component 01: Computer Systems</p> <p>This component focuses on the theoretical understanding of Computer Science.</p>	80	1 hour 30 minutes	50%
<p>Component 02: Computational thinking, algorithms and programming</p> <p>This component focuses on the practical application of Computer Science: program/problem design, writing testing and refinement.</p>	80	1 hour 30 minutes	50%

		Short answer	Medium answer	Extended response
Component 1		✓	✓	✓ + 8-mark question
Component 2	A	✓	✓ + 6-mark question	✗
	B	✓	✓	✗

	Objective	Weighting
AO1	Demonstrate knowledge and understanding of the key concepts and principles of Computer Science.	30%
AO2	Apply knowledge and understanding of key concepts and principles of Computer Science.	40%
AO3	Analyse problems in computational terms: <ul style="list-style-type: none"> to make reasoned judgements to design, program, evaluate and refine solutions. 	30%

CS | Python | Knowledge Organiser

Commenting

Comment

```
//my note to me
```

Variables

Assignment

```
myAge = 36
```

Constants

```
const pi = 3.14
```

Global Variables

```
global lives = 3
```

Casting

To String

```
str(36)
```

To Integer

```
int("13")
```

To Float

```
float("3.14")
```

To Real

```
real("3.14")
```

To Bool

```
bool("True")
```

Guide to OCR Exam Reference Language

"Candidates do not have to memorise or respond to questions using Exam Reference Language. They do need to be able to be familiar with it to understand the questions."

Selection

If-Then-Else

```
if hour < 12 then
    print("Good Morning!")
elseif (hour < 18) then
    print("Good Afternoon!")
else
    print("Good Evening!")
endif
```

Switch

```
switch day:
    case 6:
        print("Saturday")
    case 7:
        print("Sunday")
    default:
        print("Weekday")
endswitch
```

File Handling

Open

```
f = open("data.txt")
```

Close

```
f.close()
```

Read Line

```
f.readLine()
```

Write Line

```
f.writeLine("Hello")
```

End of File

```
while NOT f.endOfFile()
    print f.readLine()
endwhile
```

Create a New File

```
newFile("newdata.txt")
```

Sub Programs

Procedure

```
procedure sum(n1,n2)
    print(n1 + n2)
endprocedure
```

Function

```
function sum(n1,n2)
    return(n1 + n2)
endfunction
```

Call a Procedure

```
sum(8,9)
```

Call a Function

```
result = sum(8,9)
```

CS | Python | Knowledge Organiser

Iteration

FOR Loop

```
for i = 0 to 9
  print ("i = " + i)
next i
```

WHILE Loop

```
while password != "Password123"
  password = input("Guess again")
endwhile
```

DO WHILE Loop

```
do
  password = input("Guess again")
while password != "Password123"
```

Guide to OCR Exam Reference Language

"Candidates do not have to memorise or respond to questions using Exam Reference Language. They do need to be able to be familiar with it to understand the questions."

Input/Output

Input

```
pwd = input("Please enter a password")
```

Output

```
print("You have logged in succesfully")
```

Operators

Comparison Operators

```
myAge == 36 //equal
lives != 0 //not equal
health < 1 //less
score > 0 //greater
marks <= 40 //less or
           equal
marks >= 80 //greater
           or equal
```

Arithmetic Operators

```
4 + 5 //add
9 - 6 //subtract
2 * 4 //multiply
5 ^ 3 //exponent
6 / 3 //divide
7 MOD 2 //modulus
8 DIV 3 //quotient
```

Logical Operators

```
age > 18 AND age < 60
hour < 9 OR hour > 17
NOT day == "Sunday"
```

String Operations

String Length

```
name.length
```

Substrings

```
name.substring(2, 4)
name.left(3)
name.right(5)
```

Concatenation

```
print("Hi" + name)
```

Change Case

```
name.upper
name.lower
```

ASCII Conversion

```
ASC(X)
CHR(75)
```

Arrays

Declaration

```
array score[5]
array ages["Dan","Ali"]
array users[4, 4]
```

Assignment

```
score[0] = 59
users[1,3] = "Ninja01"
```

Length

```
len(score)
```

Random Numbers

Random Numbers

```
i = random(1,9)
r = random(1.1, 7.5)
```


French | Travel and Tourism | Topic Dictionary

Key Word	Definition	In a Sentence
Au camping	At the campsite	Hago turismo en Barcelona
À l'hotel	At the hotel	Disfruto del buen clima
Dans le village	In the village	Disfruto de la vida cultural
logement	acomodation	Paseo por las calles
À la montagne	In the mountains	Tomo el sol en la playa
À la campagne	In the countryside	Se debe Probar la comida típica
Sur une île	On an island	Me quedé en un hotel
En bateau	By boat	Pasé una semana en Madrid
En train	By train	Viajé en tren
En avion	By plane	¿Tiene una carta ?
Les vacances	holidays	La cuenta , por favor!

French | Travel and tourism | Knowledge Organiser

Check for knowledge:

- I can say what I do on holiday (Steps 1)
- I can describe my type of holiday (Steps 2)
- I can describe a festival (Steps 3)
- I can discuss where I stayed and give justified opinions (Step 4)

Step 1: Say what you can do

On peut ...	We can
S'amuser	Have fun
Se couper du monde	Switch off from the world
Être près de la nature	Be close to nature
Se faire des nouveaux amis	Make new friends
Visiter ...	visit...
Sortir de la routine	Escape the routine

Step 2: Describe your type of holiday

Je voudrais...	I would like
Des vacances calmes	A quiet holiday
Des vacances culturelles	A cultural holiday
Des vacances actives	An active holiday
Loger/ sous une tente..../dans une ferme/ un hôtel de luxe	To stay in a tent/ in a farm/ a luxury hotel
Pour me reposer	To relax
Voyager	To travel
Passer du temps	To spend time

Step 3: Describe a festival

Un festival/ une fête	A festival
Un évènement	An event
Des danseurs	dancers
Des groupes de musique	Music groups
Des jeux	games
Des parades	parades
Des masques	masks
La fête du riz	Festival of rice
Il y avait ...	There was
Beaucoup de gens/ d'activités	A lot of people/ activities

Step 4: Elevate your sentences with opinions

			I think that
Je dirais que			I would say that
Selon moi			According to me
La fenêtre/ le lit/la vue sur...			The window/ the bed/ the view on ...
La chambre			The bedroom
Était/ n'était pas			Was/ was not
pratique			practical
confortable			confortable
Beau/belle	beautiful	Petit(e)	small
propre	cheap	cher	expensive
trop	too	très	very

French tenses | Irregular verbs

Aller –to go						
	Présent	Passé-composé	Imparfait	Futur immédiat	Futur proche	Conditionnel
Je / J'	vais	suis allé (e)	allais	vais aller	irai	irais
Tu	vas	es allé (e)	allais	vas aller	iras	irais
Il / Elle / On	va	est allé (e)	allait	va aller	ira	irait
Nous	allons	sommes allé(e)s	allions	allons aller	irons	irions
Vous	allez	êtes allé(e)s	alliez	allez aller	irez	iriez
Ils / Elles	vont	sont allé(e)s	allaient	vont aller	iront	iraient

Faire –to do						
	Présent	Passé-composé	Imparfait	Futur immédiat	Futur proche	Conditionnel
Je / J'	fais	ai fait	faisais	vais faire	ferai	ferais
Tu	fais	as fait	faisais	vas faire	feras	ferais
Il / Elle / On	fait	a fait	faisait	va faire	fera	ferait
Nous	faisons	avons fait	faisions	allons faire	ferons	ferions
Vous	faites	avez fait	faisiez	allez faire	feriez	feriez
Ils / Elles	font	ont fait	faisaient	vont faire	feront	feraient

Avoir –to have						
	Présent	Passé-composé	Imparfait	Futur immédiat	Futur proche	Conditionnel
Je / J'	ai	ai eu	avais	vais avoir	aurai	aurais
Tu	as	as eu	avais	vas avoir	auras	aurais
Il / Elle / On	a	a eu	avait	va avoir	aura	aurait
Nous	avons	avons eu	avions	allons avoir	aurons	aurions
Vous	avez	avez eu	aviez	allez avoir	aurez	auriez
Ils / Elles	ont	ont eu	avaient	vont avoir	auront	auraient












French tenses | Irregular verbs

	Être –to be					
	Présent	Passé-composé	Imparfait	Futur immédiat	Futur proche	Conditionnel
Je / J'	suis	ai été	étais	vais être	serai	serais
Tu	es	as été	étais	vas être	seras	serais
Il / Elle / On	est	a été	était	va être	sera	serait
Nous	sommes	avons été	étions	allons être	serons	serions
Vous	êtes	avez été	étiez	allez être	seriez	seriez
Ils / Elles	sont	ont été	étaient	vont être	seront	seraient











	Pouvoir –to be able to					
	Présent	Passé-composé	Imparfait	Futur immédiat	Futur proche	Conditionnel
Je / J'	peux	ai pu	pouvais	vais pouvoir	pourrai	pourrais
Tu	peux	as pu	pouvais	vas pouvoir	pourras	pourrais
Il / Elle / On	peut	a pu	pouvait	va pouvoir	pourra	pourrait
Nous	pouvons	avons pu	pouvions	allons pouvoir	pourrons	pourrions
Vous	pouvez	avez pu	pouviez	allez pouvoir	pourrez	pourriez
Ils / Elles	peuvent	ont pu	pouvaient	vont pouvoir	pourront	pourraient

	Vouloir –to want					
	Présent	Passé-composé	Imparfait	Futur immédiat	Futur proche	Conditionnel
Je / J'	veux	ai voulu	voulais	vais vouloir	voudrai	voudrais
Tu	veux	as voulu	voulais	vas vouloir	voudras	voudrais
Il / Elle / On	veut	a voulu	voulais	va vouloir	voudra	voudrait
Nous	voulons	avons voulu	voulions	allons vouloir	voudrons	voudrions
Vous	voulez	avez voulu	vouliez	allez vouloir	voudrez	voudriez
Ils / Elles	veulent	ont voulu	voulaient	vont vouloir	voudront	voudraient

French | Environmental problems | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	l'environnement	the environment	Je m'inquiète beaucoup pour l'environnement .
	le climat	the climate	Le climat est touché par la circulation.
	la planète / la terre	the planet /the earth	La planète est en danger.
	la pollution	the pollution	Il faut organiser des manifestations contre la pollution .
	la circulation	the traffic	L'environnement est menacé par la circulation .
	la sécheresse	the drought	La sécheresse est le problème le plus important.
	les déchets / les ordures	the rubbish	On doit jeter les déchets / les ordures dans la poubelle.
	les inondations	the flooding	Dans mon pays, il y a beaucoup d' inondations .
	le changement climatique	the climate change	Comment s'organiser face au changement climatique ?
	le réchauffement de la planète	the global warming	On peut arrêter le réchauffement de la planète .
	les animaux en danger	the animals in danger	Partout dans le monde les animaux sont en danger de disparition.

French | Solutions | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	pour aider la planète	to help the planet	Pour aider la planète , on doit recycler plus.
	c'est nécessaire de réduire la pollution	It is necessary to reduce pollution	Pour sauver la planète, c'est nécessaire de réduire la pollution.
	je recycle plus	I recycle more	En ce moment, Je recycle plus et surtout le plastique.
	je trie mes déchets	I sort my rubbish	Tous les jours, je trie mes déchets pour sauver la planète.
	je protège la planète	I protect the planet	Je protège la planète en étant végétarien.
	je réutilise les sacs en plastique	I reuse plastic bags	Je protège la planète car je réutilise les sacs en plastique.
	j'achète des produits verts	I buy green products	Ma famille et moi, on achète toujours des produits verts.
	j'utilise les transports en commun	I use public transport	Pour aller au collège, j'utilise les transports en commun.
	je marche plus souvent	I walk more often	Je marche plus souvent pour réduire la pollution.
	je fais du bénévolat	I volunteer	Pour aider les gens, je fais du bénévolat.

French | Environmental and Social Issues | KO

Check for knowledge:

- I can say what worries me (Steps 1+4)
- I can talk about problems and give solutions (Steps 1-4)
- I can give justified opinions (Step 1-4)
- I can use a range of time markers (Step 4)

Step 1: Say what worries you

Le plus grand problème		The biggest problem	
Ce qui m'inquiète		What worries me	
Maintenant, j'utilise / je fais / je vais		Now, I use / I do / I go	
Il y a des déchets partout		<i>There are rubbish everywhere</i>	
Les effets du changement climatique		The effects of climate change	
Les gens pensent que	<i>People think that</i>	La destruction	destruction
Lutter contre	Fight against	La menace	threat
Le recyclage	rcycling	S'organiser	To get organised
La protection	protection	En étant	<i>By being</i>

Step 2: Talk about social issues

J'aide		I help	
Il faut aider		You must help	
Les gens	<i>people</i>	Les sans abris	<i>homeless</i>
La faim	<i>hunger</i>	Le / la bénévole	<i>volunteer</i>
La guerre	<i>war</i>	Au chômage	<i>unemployed</i>
La violence	<i>violence</i>	La société	<i>society</i>

Step 3: Giving solutions

Je fais beaucoup pour	<i>I do a lot to</i>
Pour sauver la planète	<i>To save the planet</i>
Pour protéger l'environnement	<i>To protect the environment</i>
On peut changer le monde	<i>We can change the world</i>
On peut améliorer la situation	<i>We can improve the situation</i>
Organiser des manifestations	<i>To organise protests</i>
Je fais de mon mieux	<i>I do my best</i>
J'ai l'intention de	<i>I intend to</i>

Step 4: Elevate your sentences with time markers

Maintenant	now
En ce moment	Right now.
Tous les jours	Every day
Pendant le weekend	At the weekend
La semaine dernière	Last week
L'année dernière	Last year
Récemment	recently
A l'avenir	In the future

French | Environment | KO

Have you used?

1. a time marker?	2. a sentence starter?	3. a noun?	4. a connective?	5. reason?	6. a negative form?	7. a solution?	
<p>En ce moment (At the moment)</p> <p>Actuellement (At the moment)</p> <p>De nos jours (Nowadays)</p>	<p>le problème le plus important (the most important problem)</p>	<p>c'est (is)</p> <p>la pollution (pollution)</p> <p>la circulation (traffic)</p> <p>les sacs en plastique (plastic bags)</p> <p>les papiers dans la rue (papers on the street)</p> <p>les déchets (rubbish)</p>	<p>car (because)</p> <p>parce qu' (because)</p> <p>puisque' (because / since)</p> <p>étant donné qu' (because)</p>	<p>il y a (there is)</p> <p>trop de voitures dans la rue (too many cars in the street)</p> <p>trop de pollution dans les océans à cause du plastique. (too much pollution in the oceans because of the plastic)</p>	<p>il n'y a pas (assez) de (there isn't) (enough)</p> <p>centres de recyclage (recycling centres)</p> <p>poubelles (bins)</p> <p>transports en commun (public transports)</p>	<p>On doit (we must)</p> <p>On devrait (we should)</p> <p>On peut (we can)</p> <p>On pourrait (we could)</p> <p>Il faut (you must)</p> <p>Il faudrait (you should)</p>	<p>recycler plus. (recycle(d) more)</p> <p>utiliser les transports en commun. (use(d) public transports)</p> <p>marcher plus souvent. (walk(ed) more often)</p> <p>construire plus de centres de recyclage. (build (built) more recycling centres)</p>
<p>Past tense</p> <p>Quand j'étais petite (When I was little)</p> <p>Quand j'étais jeune (When I was young)</p> <p>Quand j'avais 10 ans (When I was 10)</p>	<p>c'était (was)</p>			<p>il y avait (there was)</p> <p>trop de voitures dans la rue (too many cars in the street)</p> <p>trop de pollution dans les océans à cause du plastique. (too much pollution in the oceans because of the plastic)</p>	<p>il n'y avait pas (assez) de (there wasn't) (enough)</p> <p>centres de recyclage (recycling centres)</p> <p>poubelles (bins)</p> <p>transports en commun (public transports)</p>	<p>On aurait dû (we should have)</p> <p>On aurait pu (we could have)</p> <p>Il aurait fallu (we should have)</p>	<p>utiliser plus de sacs pour la vie (use(d) bags for life)</p> <p>avoir plus de poubelles dans les rues (have (had) more bins in the streets)</p>
<p>Example: En ce moment, le problème le plus important c'est la circulation car il y a beaucoup de voitures. On devrait marcher plus. Souvent.</p> <p>(At the moment, the biggest problem is traffic because there are too many cars. We should walk more often.)</p>							

French | Environment | Skills Guide

Success Criteria:

- Can you talk about environmental problems?
- Can you give **opinions** and **reasons** about **the environment**? Have you used the correct **word order** and **adjective endings**?
- Can you suggest **solutions**? Can you use justified opinions?
- Can you add another tense and time markers? Could you add an **intensifier**?

Simple answer:

Je m'intéresse beaucoup à l'environnement et j'adore aussi la nature. Dans ma ville, il y a beaucoup de pollution. J'essaie de recycler les déchets et j'utilise les transports publics. Je pense qu'on doit recycler plus.

Connectives
used to link ideas

Intensifiers
used to add detail

Fancy phrases
to elevate your work













Time marker

Extended answer:

Je m'intéresse beaucoup à l'environnement et j'adore aussi la nature. Je dirais que dans ma ville, il y a beaucoup de pollution. A mon avis, protéger l'environnement est très important. J'essaie de recycler, quand je peux, les déchets, le verre et le plastique et en plus, j'utilise les transports publics. Chaque personne doit faire un effort pour sauver la planète. A l'avenir j'ai l'intention de faire du bénévolat pour une association qui aide les personnes qui vivent dans la rue.

Opinion phrases used to upgrade answer.

Geography | Rivers | Topic Dictionary

Image	Key word	Definition	In a sentence
	cross profile	The side to side cross-section of a river channel and/or valley.	The cross profile of a river becomes wider as you travel from source to mouth.
	discharge	The quantity of water that passes a given point on a stream or riverbank within a given period of time.	The discharge of a river increases with distance downstream
	estuary	The tidal mouth of a river where it meets the sea; wide banks of deposited mud are exposed at low tide.	Salt marshes form in estuaries .
	floods	Occurs when river discharge exceeds river channel capacity and water spills out of the channel onto the floodplain and other areas.	Flooding often takes place after heavy rainfall.
	flood risk	The predicted frequency of floods in an area.	Areas in the lower course of a river are more likely to have a higher flood risk .
	hard engineering	Involves the building of entirely artificial structures using various materials such as rock, concrete and steel to reduce, disrupt or stop the impact of river processes.	Dams are an example of hard engineering .
	Interlocking spurs	A series of ridges projecting out on alternate sides of a valley and around which a river winds its course.	Interlocking spurs are found in the upper course of a river.
	lateral erosion	Sideways erosion by a river on the outside of a meander channel.	Lateral erosion leads to the widening of the valley and contributes to the formation of the flood plain.
	long profile	The gradient of a river, from its source to its mouth.	A usual long profile gradient reduces from source to mouth.
	precipitation	Moisture falling from the atmosphere.	Precipitation can be rain, hail, sleet or snow.
	soft engineering	Involves the use of the natural environment surrounding a river, using schemes that work with the river's natural processes.	Soft engineering is usually much cheaper and offers a more sustainable option as it does not interfere directly with the river's flow.
	vertical erosion	Downward erosion of a river bed.	Vertical erosion created v shaped valleys in the upper course of a river.

Geography | Rivers | Knowledge Organiser

Upper Course of a River

Near the source, the river flows over steep gradient from the hill/mountains. This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow valleys.

Formation of a Waterfall

- 1) River flows over alternative types of rocks.
- 2) River erodes soft rock faster creating a step.
- 3) Further hydraulic action and abrasion form a plunge pool beneath.
- 4) Hard rock above is undercut leaving cap rock which collapses providing more material for erosion.
- 5) Waterfall retreats leaving steep sided gorge.

Middle Course of a River

Here the gradient get gentler, so the water has less energy and moves more slowly. The river will begin to erode laterally making the river wider.

Formation of meanders and ox-bow lakes

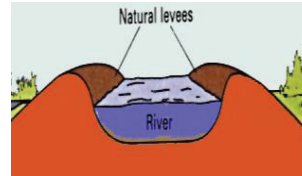
Step 1		Step 2	
	Erosion of outer bank forms river cliff. Deposition inner bank forms slip off slope.		Further hydraulic action and abrasion of outer banks, neck gets smaller.
Step 3		Step 4	
	Erosion breaks through neck, so river takes the fastest route, redirecting flow		Evaporation and deposition cuts off main channel leaving an oxbow lake.

Lower Course of a River

Near the river's mouth, the river widens further and becomes flatter. Material transported is deposited.

Formation of Floodplains and levees

When a river floods, fine silt/alluvium is deposited on the valley floor. Closer to the river's banks, the heavier materials build up to form natural levees.



- ✓ Nutrient rich soil makes it ideal for farming.
- ✓ Flat land for building houses.

River Management Schemes

Soft Engineering

- Flood warnings** – monitoring rivers to allow floods to be predicted
- Flood plain zoning** – not building in flood areas
- Planting trees** – Trees increased interception and reduce run off.

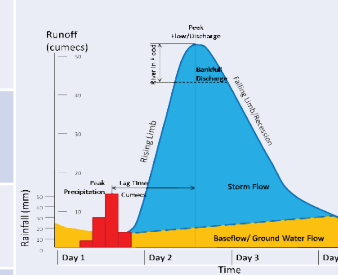
Hard Engineering

- Straightening Channel** – water flows out of an area faster.
- Embankments** – artificially raised riverbanks to increase discharge.
- Dams & reservoirs** – concrete dams control river flow by creating an artificial reservoir.

Hydrographs and River Discharge

River discharge is the volume of water that flows in a river. Hydrographs who discharge at a certain point in a river changes over time in relation to rainfall

1. Peak discharge is the discharge in a period of time.
2. Lag time is the delay between peak rainfall and peak discharge.
3. Rising limb is the increase in river discharge.
4. Falling limb is the decrease in river discharge to normal level.



Case study managing floods at Banbury – The River Cherwell

Why required?

Banbury is located in the Cotswold hills and much of the town is on the floodplain of the river Cherwell, a tributary of the Thames. Population of Banbury 45,000. Flooding in 1998 - closure of the railway station, roads closed and caused £12.5 million of damage.

Management strategy

- 2.9 kilometer earth embankment along the M40 flood storage area (hold 1200 Olympic size swimming pools)
- Control structures in the embankment control the rate of flow downstream to Banbury.
- Raised A361 and improvements road drainage
- New earth embankments and floodwalls
- New pumping station
- New biodiversity action plan

Issues

Social – Raised A361 has opened.













Improved quality of life for locals – more footpaths and green areas. Reduced levels of anxiety

Economic – Cost £18.5 million

Donors: Environment agency, Cherwell District Council.

Protects 441 houses, 73 businesses
Environmental – 1 million tones of earth needed to build up the embankment. New biodiversity action plan led to more ponds and hedgerows. Part of the flood plain allowed to flood.

Geography | Physical fieldwork: How do gradient and sediment characteristics change along the coastline at Cuckmere Haven? | Topic Dictionary

Image	Key word	Definition	In a sentence
	accuracy	How close your result is to the actual, real answer.	The accuracy of our fieldwork would be improved if we completed the same data collection more than once in a year.
	data collection	Collecting data on fieldtrip.	Using a calliper to measure the long axis of sediment is a form of data collection .
	data presentation	Putting the data you have collected into graphs or charts.	Bar graphs showing sediment long axis are a form of data presentation .
	hypothesis	A proposed explanation for a phenomenon. It's essentially an educated guess or a tentative statement about the relationship between two or more variables	A hypothesis must be able to be tested through experimentation or observation. This means it should be possible to gather evidence that either supports or refutes the hypothesis.
	primary data	First-hand evidence collected by the researcher themselves.	Using a clinometer to measure the angle of a beach is an example of primary data collection.
	qualitative data	Data in words, images and descriptions.	A field sketch is a type of qualitative data collection.
	quantitative data	Data in number form.	Collecting service data using a tally is a form of quantitative data collection.
	random sampling	Picking locations/people randomly using a generator.	Humans cannot complete random sampling as they have bias.
	reliability	How dependable or trustworthy something is.	If something is reliable , it consistently produces the same results when measured or tested repeatedly.
	risk assessment	A systematic process used to identify potential hazards and evaluate the associated risks within a particular situation or activity.	From completing a risk assessment for our coasts fieldtrip made us aware of the risks of rock fall.
	stratified sampling	Using prior knowledge to select location/people.	Students use stratified sampling when choosing who to survey at Battersea Power Station.
	systematic sampling	Using a system to collect your sample.	When collecting beach gradient data – this was collected from every 2m this is systematic sampling .

Geography | Physical fieldwork: How do gradient and sediment characteristics change along the coastline at Cuckmere Haven? | Knowledge Organiser

Location

Cuckmere Haven - Safe - constructive waves.
Variations in geology (alluvium and chalk).
Long beach - multiple sites to compare

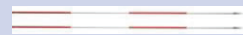
Sampling

Could we have used other methods? What would have happened?

- Stratified > choosing beach sites
- Systematic > beach profiles
- Systematic > sediment long axis. Powers roundness index.
- Stratified > field sketch

Data collection methods and equipment

Beach profiles > ranging poles, string, clinometer



Sediment long axis > quadrat, calliper



Roundness > quadrat, Powers roundness card



Field sketch > pencil, paper

Risk Assessment – Identified risks

Cliff falls – do not stand at the back of the beach.

Drowning – Do not go in the sea beyond ankle depth.

Equipment misuse – Always carry ranging poles pointed end down.

Data Presentation Methods

Why were these effective?

Beach profile graphs > allowed us to compare gradient/shape of different areas of the beach. These were made on a computer to ensure they were accurate.

Long axis bar chart > comparison between size of sediment at different areas of the beach.

Sediment roundness proportional circles map > compare the roundness at different areas of the beach.



Data Analysis

Why were these effective?
Mean sediment roundness
Mean of long axis data
Graphs allowed us to directly compare the two areas.

Conclusions

Why were these effective?

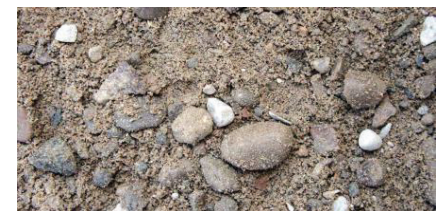
- 1. Gradient became steeper as we walked down the beach**
> Chalk areas steeper than alluvium
> Chalk area made of more resistant rock
- 2. Sediment long axis is larger in the chalk area than the alluvium area.**
> Erosion rates greater in the alluvium area
- 3. Sediment is rounder in the alluvium area.**
> Alluvium is softer so becomes rounder more easily.

ANOMALIES

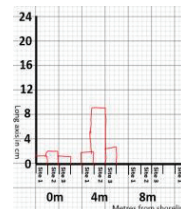
Long axis data at site 2 had inconsistencies possibly due to human interference on the beach.



Chalk




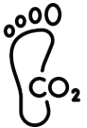







Alluvium



Geography | Physical fieldwork: How do gradient and sediment characteristics change along the coastline at Cuckmere Haven? Evaluation | Knowledge Organiser

What went well	How did this help our investigation?	Sources of error	Impacts on quality	Was our investigation affected by this error?
Using systematic sampling to collect beach angle, sediment long axis and roundness data.	<ul style="list-style-type: none"> . Using systematic sampling helps us compare the different sites effectively. . Removed bias from investigation as the 2m interval and quadrat collected samples effectively. 	Number of sites visited	Approach may create possible 'gaps' in data and cause unreliability.	We only visited 3 sites along the beach. We did not collect data for the far end of the beach, so our data is not representative for the whole length.
Using effective data presentation methods.	<ul style="list-style-type: none"> • Bar graph – we can visually see the changes from the shoreline to the back of the beach and identify anomalies. • Beach profile line graph – allowed us to accurately see the shape of the beach and compare sites. As the graph was made on the computer, all angles are plotted accurately. 	Equipment used	Using the wrong equipment or inaccurate equipment can affect overall accuracy.	Our clinometer did not give completely accurate results which may have impacted our beach profiles.
Creating mean averages	It improves the validity of our data collection as it included more results and reduced the risk of anomalies.	Time of survey	Different times of year may cause results to change, affecting our reliability.	We only visited once – therefore our data is not representative of what the beach looks like all year round.
Field Sketch	Provided qualitative data about the rock types in the area as it included more results and supported the rest of our data collection.			

Geography | The Challenge of Resource Management | Topic Dictionary

Image	Key word	Definition	In a sentence
	Agribusiness	Application of business skills to agriculture.	Agribusinesses tend to be large scale and help to improve food security.
	Carbon footprint	A measurement of all the greenhouse gases we individually produce, through burning fossil fuels for electricity, transport etc, expressed as tonnes (or kg) of carbon-dioxide equivalent.	Avocados have a high carbon footprint , with around 0.85kg of CO2 per pound of avocados
	Energy mix	The range of energy sources of a region or country, both renewable and non-renewable.	The energy mix of the UK is moving more towards the use of renewable energy.
	Food miles	The distance food is transported from the producer to consumers.	The average food miles an avocado travels to reach the UK is 4800.
	Fossil fuels	A natural fuel such as coal or gas, formed in the geological past from the remains of living organisms.	Fossil fuels release greenhouse gases when they are burnt.
	Local food sourcing	A method of food production and distribution that is local, rather than national and/or international	Local food sourcing means food is grown (or raised) and harvested close to consumers' homes, then distributed over much shorter distances.
	Organic produce	Food which is produced using environmentally and animal friendly farming methods on organic farms	Organic produce means that artificial fertilisers are banned and farmers develop fertile soil by rotating crops and using compost, manure and clover. It must be free of synthetic additives like pesticides and dyes.
	Resource management	The control and monitoring of resources so that they do not become depleted or exhausted.	Resource management is important to ensure food security for people.
	Resource	A stock or supply of something that has a value or a purpose.	The three most important resources to humans are water, food and energy.

Geography | The Challenge of Resource Management | Knowledge Organiser

FOOD	WATER	ENERGY
<p>Without enough nutritious food, people can become malnourished. This can make them ill . This can prevent people working or receiving education.</p>	<p>People need a supply of clean and safe water for drinking, cooking and washing. Water is also needed for food, clothes and other products.</p>	<p>A good supply of energy is needed for a basic standard of living. People need light and heat for cooking or to stay warm. It is also needed for industry.</p>

Demand outstripping supply

The demand for resources is rising quickly so supply cannot always keep up. Access to resources globally are not even.

1. Population Growth	2. Economic Development
<ul style="list-style-type: none"> Currently the global population is 8 billion. Global population is expected to reach 9 billion by 2050. With more people, the demand for food, water, energy, jobs and space will increase. 	<ul style="list-style-type: none"> As LICs and NEEs develop further, they require more energy for industry. LICs and NEEs want similar lifestyles to HICs, therefore they will need to consume more resources.

3. Changing Technology and Employment

- The demand for resources has driven **the need for new technology** to reach or gain more resources.
- More people in the **secondary and tertiary industry** has increased the **demand for resources** required for electronics and robotics.

Energy in the UK
Energy Mix
<p>The majority of UK's energy mix comes from fossil fuels. By 2020, the UK aims for 15% of its energy to come from renewable sources. These renewable sources do not contribute to climate change.</p>
Changes in Energy Mix
<ul style="list-style-type: none"> 75% of the UK's oil and gas has been used up. Coal consumption has declined. UK has become too dependent on imported energy.

Food in the UK

Growing Demand	Impact of Demand
<ul style="list-style-type: none"> The UK imports about 40% of its food. This increases people's carbon footprint. There is growing demand for greater choice of exotic foods needed all year round. Foods from abroad are more affordable. Many food types are unsuitable to be grown in the UK. 	<p>Foods can travel long distances (food miles). Importing food adds to our carbon footprint.</p> <p>+ Supports workers with an income + Supports families in LICs.</p> <p>+ Taxes from farmers' incomes contribute to local services.</p> <p>- Less land for locals to grow their own food.</p> <p>- Farmers exposed to chemicals.</p>

Agribusiness	Sustainable Foods
<p>Farming is being treated like a large industrial business. This is increasing food production.</p> <p>+ Intensive farming maximises the amount of food produced.</p> <p>+ Using machinery which increases the farms efficiency.</p> <p>- Only employs a small number of workers.</p> <p>- Chemicals used on farms damages the habitats and wildlife.</p>	<p>Organic foods that have little impact on the environment and are healthier have been rising.</p> <p>Local food sourcing is also rising in popularity.</p> <ul style="list-style-type: none"> Reduces emissions by only eating food from the UK. Buying locally sourced food supports local shops and farms. A third of people grow their own food.

Energy in the UK (continued)

Significance of Renewables	Exploitation				
<p>+ The UK government is investing more into low carbon alternatives.</p> <p>+ Government aims to meet targets for reducing emissions.</p> <p>+ Renewable sources include wind, solar and tidal energy.</p> <p>- Although infinite, renewables are still expensive to install.</p> <p>- Shale gas deposits may be exploited in the near future</p>	<table border="0" style="width: 100%;"> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg); background-color: #0056b3; color: white; padding: 5px; text-align: center;">Nuclear</td> <td style="padding: 5px;"> <p>New plants provide job opportunities.</p> <p>Problems with safety and possible harm to wildlife.</p> <p>Nuclear plants are expensive.</p> </td> </tr> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg); background-color: #0056b3; color: white; padding: 5px; text-align: center;">Wind Farm</td> <td style="padding: 5px;"> <p>Locals - low energy bills. Reduces carbon footprint.</p> <p>Construction cost is high.</p> <p>Visual impacts on landscape.</p> <p>Noise from wind turbines.</p> </td> </tr> </table>	Nuclear	<p>New plants provide job opportunities.</p> <p>Problems with safety and possible harm to wildlife.</p> <p>Nuclear plants are expensive.</p>	Wind Farm	<p>Locals - low energy bills. Reduces carbon footprint.</p> <p>Construction cost is high.</p> <p>Visual impacts on landscape.</p> <p>Noise from wind turbines.</p>
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Water in the UK

Growing Demand	Deficit and Surplus
<p>The average water used per household has risen by 70%. A growing UK population.</p> <ul style="list-style-type: none"> Water-intensive appliances. Showers and baths taken. Industrial and leisure use. Watering greenhouses. 	<p>The north and west have a water surplus (more water than is required). The south and east have a water deficit (more water needed than is actually available). More than half of England is experiencing water stress (where demand exceeds supply).</p>

Pollution and Quality	Water stress in the UK
<p>Cause and effects include:</p> <p>Chemical run-off from farmland can destroy habitats and kills animals. Oil from boats and ships poisons wildlife. Untreated waste from industries creates unsafe drinking water. Sewage containing bacteria spreads infectious diseases.</p>	

Management	Water Transfer
<p>UK has strict laws that limits the amount of discharge from factories and farms.</p> <p>Education campaigns to inform what can be disposed of safely.</p> <p>Waste water treatment plants remove dangerous elements to then be used for safe drinking.</p> <p>Pollution traps catch and filter pollutants.</p>	<p>Water transfer involves moving water through pipes from areas of surplus (Wales) to areas of deficit (London).</p> <p>Opposition includes:</p> <ul style="list-style-type: none"> Effects on land and wildlife. High maintenance costs. The amount of energy required to move water over long distances.

Geography | The Challenge of Food Management | Topic Dictionary

Image	Key word	Definition	In a sentence
	aeroponics	Growing plants in an air or mist environment without the use of soil.	Plants grown through aeroponics can be grown in buildings in cities.
	biotechnology	The manipulation (through genetic engineering) of living organisms to produce useful commercial products (such as pest resistant crops and new bacterial strains).	Biotechnology is leading to the development of more drought resistant crops.
	famine	A widespread, serious, shortage of food. In extreme cases it can lead to starvation and deaths.	Famine leads to the death of 3 million people per year.
	food insecurity	Being without reliable access to enough affordable, nutritious food.	More than 800 million people live every day with hunger or food insecurity .
	food security	When people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life.	In HICs the level of food security is very high.
	hydroponics	A method of growing plants using mineral nutrient solutions, in water, without soil.	Plants grown through hydroponics can be grown in buildings in cities.
	irrigation	Applying water to land to supply crops and other plants with necessary water.	Irrigation is necessary where crops are grown in countries with low rainfall.
	permaculture	A system of agricultural and social design principles based upon or directly using patterns and features observed in natural ecosystems.	Permaculture leads to more sustainable farming practices.
	sustainable development	Development that meets the needs of the present without limiting the ability of future generations to meet their own needs.	Organic farming is an example of sustainable development as there are no harmful fertilisers or pesticides that will damage the soil.
	sustainable food supply	Food that is produced in ways that avoid damaging natural resources, provide social benefits such as good quality food and safe and healthy products, and contribute to local economies.	The sand dams in Kenya have provided a sustainable food supply for local people.

Geography | Food Management | Knowledge Organiser

Reasons for food insecurity

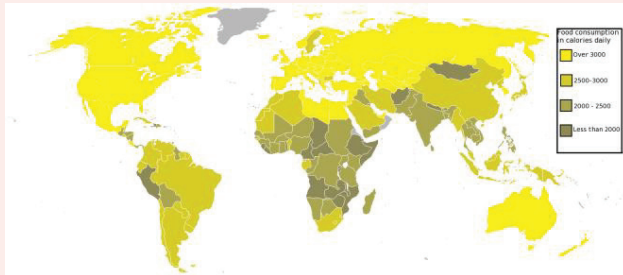
Human

- **Poverty** prevents people affording food and buying equipment.
- **Conflict** disrupts farming and prevents supplies.
- **Food waste** due to poor transport and storage.
- **Climate Change** is affecting rainfall patterns making food production difficult.

Physical

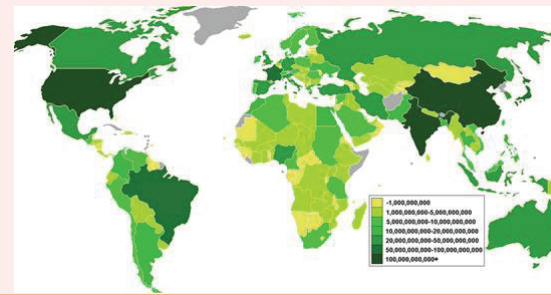
- The **quality of soil** is important to ensure crops have key nutrients.
- **Water supply** needs to be reliable to allow food to grow.
- **Pest, diseases and parasites** can destroy vast amounts of crops that are necessary to populations.
- **Extreme weather** events can damage crops (i.e. floods).

Daily Calorie Intake



This map shows how many **calories per person** that are consumed on average for each country. This can indicate the global distribution of **available food** and **food inequality**.

Food Supply



This map shows the amount of **food produced** in different countries. Whilst **Asia** and **North America** have **high** production outputs, **Africa** and **Central America** have **low** production outputs.

Increasing Food Supply

Hydroponics - A method of growing plants without soil. Instead they use nutrient solution.

New Green Revolution - Aims to improve yields in a more sustainable way. Involves using both GM varieties and traditional and organic farming.

Biotechnology - Genetically modified (GM) crops changes the DNA of foods to enhance productivity and properties.

Irrigation - Artificially watering the land so crops can grow. Useful in dry areas to make crops more productive.

Local sustainable food supply scheme – Makunei, Kenya

Location – Makunei Country, Eastern Kenya

What is it?

- A small-scale scheme to help improve food supply.
- Local people taught how to build sand dams.
- This allowed them to trap water which could then be used for irrigation.
- Farmers also taught how to be more efficient in growing crops.

How did it help?

- Increase in crop yields
- Reduction in water borne diseases
- Less time fetching water so more girls could go to school.

Large scale food supply . NEE- Indus Basin Irrigation System

Largest irrigation scheme in the world. Involves large and small dams. Thousands of channels provides water to supports Pakistan's rich farmlands.

Advantages

- Improves food security by adding 40% more land for farming.
- Increased yield & range of foods.

Disadvantages

- Few take an unfair share of water
- Water is wasted and demand is rising due to population growth.
- High cost to maintain reservoirs.

Sustainable Food Supply This ensures that **fertile soil, water and environmental resources** are available for future generations.

Organic Farming - The banned use of chemicals and ensuring animals are raised naturally.











Permaculture - People growing their own food and changing eating habits. Fewer resources are required.

Urban Farming - Planting crops in urban areas. i.e. roundabouts.







Managed Fishing – Includes setting catch limits, banning trawling and promoting pole and line methods.

Seasonal food consumption Seasonal food consumption reduces food miles and electricity use by eating the food that is only grown at that time of the year

Geography | Human fieldwork: To what extent was the Battersea Power Station regeneration project successful? | Topic Dictionary

Image	Key word	Definition	In a sentence
	accuracy	How close your result is to the actual, real answer.	The accuracy of our fieldwork would be improved if we completed the same data collection more than once in a year.
	data collection	Collecting data on fieldtrip.	Using a calliper to measure the long axis of sediment is a form of data collection .
	data presentation	Putting the data you have collected into graphs or charts.	Bar graphs showing sediment long axis are a form of data presentation .
	hypothesis	A proposed explanation for a phenomenon. It's essentially an educated guess or a tentative statement about the relationship between two or more variables	A hypothesis must be able to be tested through experimentation or observation. This means it should be possible to gather evidence that either supports or refutes the hypothesis.
	primary data	First-hand evidence collected by the researcher themselves.	Using a clinometer to measure the angle of a beach is an example of primary data collection.
	qualitative data	Data in words, images and descriptions.	A field sketch is a type of qualitative data collection.
	quantitative data	Data in number form.	Collecting service data using a tally is a form of quantitative data collection.
	random sampling	Picking locations/people randomly using a generator.	Humans cannot complete random sampling as they have bias.
	reliability	How dependable or trustworthy something is.	If something is reliable , it consistently produces the same results when measured or tested repeatedly.
	risk assessment	A systematic process used to identify potential hazards and evaluate the associated risks within a particular situation or activity.	From completing a risk assessment for our coasts fieldtrip made us aware of the risks of rock fall.

Geography | Human fieldwork: To what extent was the Battersea Power Station regeneration project successful? | Topic Dictionary

Image	Key word	Definition	In a sentence
	secondary data	Evidence previously collected by someone else.	Using a geology map to assess rock type is a secondary data source.
	stratified sampling	Using prior knowledge to select location/people.	Students use stratified sampling when choosing who to survey at Battersea Power Station.
	systematic sampling	Using a system to collect your sample.	When collecting beach gradient data – this was collected from every 2m this is systematic sampling .
	urban redevelopment	Demolishing existing buildings and starting afresh.	The area around Battersea Power Station has been redeveloped . Old buildings were demolished, and new flats have been built.
	urban regeneration	Happens when an urban area is upgraded. The aim is to improve both the economic and social spaces within a city.	The Battersea Power Station site has undergone urban regeneration at a cost of £9.5 billion.
	urban renewal	The revival of old parts of the built up area by either installing modern facilities in old buildings.	The Power Station in Battersea has undergone urban renewal – changing the use from a power station to shops and offices.

Geography | Human fieldwork: To what extent was the Battersea Power Station regeneration project successful? | Knowledge Organiser

Location

Battersea Power Station

- Easy for our school to travel to
- Example of an urban regeneration project
- Safe: largely pedestrianized landscape

Sampling

Could we have used other methods? What would have happened?

- Stratified > choosing 3 study sites
- Systematic > questionnaires, EQAs, service tallies
- Stratified > field sketch, photographs

Data collection methods and equipment

How has the regeneration project impacted the lives of residents in Battersea? > questionnaires

Has the project created a prosperous new district for London? > service tallies

Did the redevelopment prioritise sustainability? > EQAs

Field sketches > pencil, paper

Risk Assessment – Identified risks

1. **Getting lost** – use a map; access to the school emergency phone number; meeting points established.
2. **Traffic incidents** – look both ways before crossing road.
3. **Weather issues** – prepare for all eventualities.

Data Presentation Methods

Why were these effective?

Questionnaire grouped bar graphs > allowed us to visually compare the number of people questioned who were local or visiting the area. Tests the affordability of flats within the regeneration project.

EQA radar graph > comparison of the environmental quality between the stratified study sites of Battersea Power Station.

Service tally grouped bar graphs > compare the number and types of services at different areas of regeneration project.



Data Analysis

Why were these effective?

- . Mean data results allowed for all collected to contribute to conclusions.
- . Graphs allowed us to directly compare the three areas.

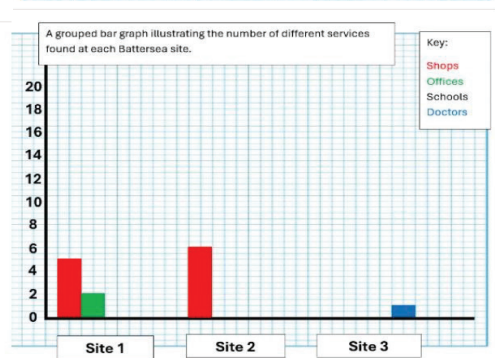
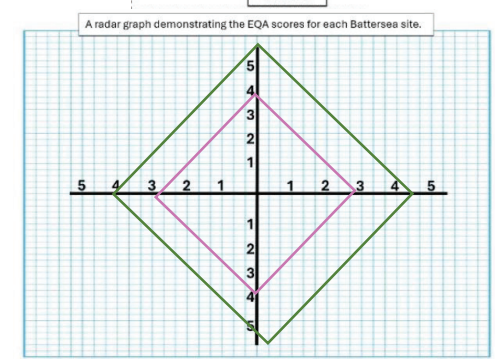
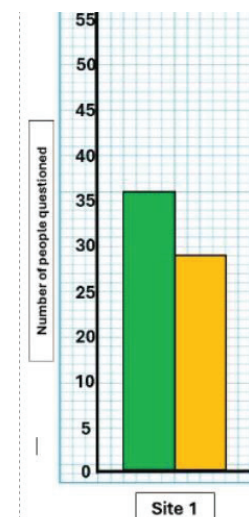
Conclusions

1. At all Battersea sites, out of the people we interviewed using our questionnaires, most people did not live in the area.
This might be because the area is more suitable for tourists than residents given the high property prices.

2. The quality of buildings and open spaces were consistently high across the regenerated area.
Therefore, the brownfield site was successfully transformed into a sustainable urban environment.

3. There was an uneven distribution of services.
This is likely due to the majority of the area being commercialised, and therefore unsuitable for long term residents.

ANOMOLIES
Site 1 demonstrated the most anomalies, however given it's proximity to the Battersea Tube station, many of the social and environmental assessment were skewed.



Geography | Human fieldwork: To what extent was the Battersea Power Station regeneration project successful? | Knowledge Organiser

What went well	How did this help our investigation?	Sources of error	Impacts on quality	Was our investigation affected by this error?
Primary data collection - questionnaires	This helped us see the views of locals and tourists rather than just our own opinions, removing bias and making our results more reliable.	Number of sites visited	Approach may create possible 'gaps' in data and cause unreliability.	We mainly visited areas with shops available and did not visit residential areas. This will have made our questionnaires and services data unreliable.
Stratified sampling to choose the locations to collect our data.	Our locations meant there were lots of people to ask questions to. We were also able to compare the environmental quality and services at 3 sites rather than 1, making our conclusions more valid.	EQA	Data is subjective	As the EQA is done by people's views, this is subjected and can create contradictory results. This can cause unreliability.
Data presentation – grouped bar graphs and radar graphs	Our data presentation was clear. We could identify patterns and anomalies in our data easily, helping us find conclusions for our study.	Time of survey	Different times of year may cause results to change, affecting our reliability.	We only visited once and in the summer – therefore our data is perhaps not representative of the typical visitor/ resident ratio due to a high number of tourists.
Field Sketch	Provided qualitative data about the site which supported the rest of our data collection.			

Geography | Skills Guide

Map Skills

Compass points

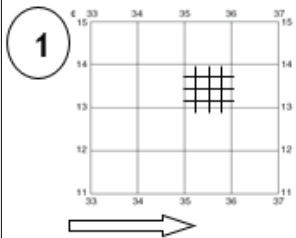
Compass directions are vital for finding your way around a map and provide the easiest way of describing the distribution of different features.

Distance on a map

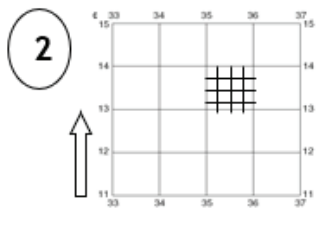
If you are required to work out the straight-line distance (as the crow flies) between 2 places, simply place your ruler over both points and measure the distance in-between, then convert into kilometres using the scale line or by multiplying your answer by 0.5, i.e. 7 cm on the map equals 3.5km in real life.

4 and 6 figure grid references

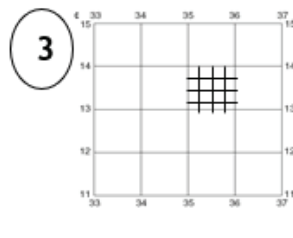
Ordnance Survey maps are covered in a series of blue grid lines. These grid lines can be used to pinpoint locations through a unique number known as a grid reference.



1 Go along the bottom of the map until you reach the point which forms the left side of the square you're trying to locate e.g. 35

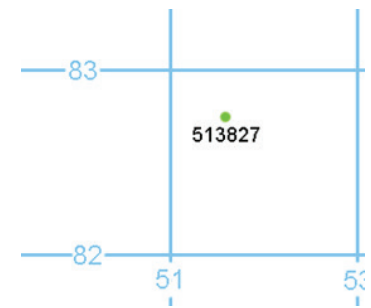


2 Then, go up the side of the map until you reach the point that forms the bottom side of the square you're trying to locate e.g. 13



3 Now put your two answers together e.g. 35 13.

If you want to pinpoint an exact place on a map, such as a church or farm building, then you will need to use a **six-figure grid reference**. The first step is to find the four-figure reference, now imagine this square is divided up into 100 tiny squares, with 10 squares along each side.



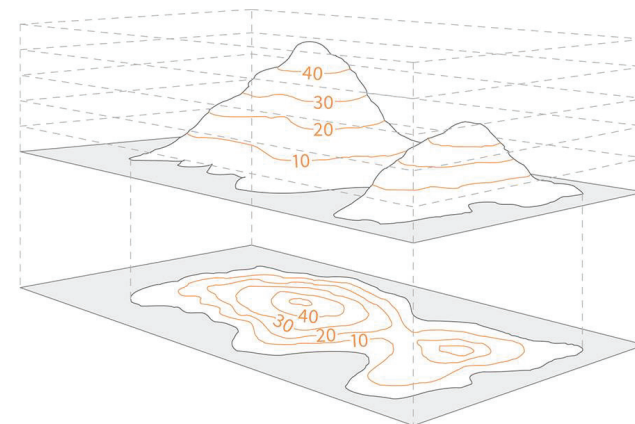
Still remembering to go along the corridor and then up the stairs, estimate how far across and then up the square the feature is.

Contour lines

Hills, slopes and mountains are represented on a map using contour lines.

A contour is a line drawn on a map that joins points of equal height above sea level. We can see how high the land is by the number on the line.

The steeper the slope the closer together the contour lines will be



Geography | Skills Guide

Answering 1-mark questions

These usually require you to:

- Add something to a diagram
- Write a 1 word answer
- Shade a box
- Define a key term.

Be very careful with these questions as they like to trick you. READ THE QUESTIUON VERY CAREFULLY

Answering 2-mark questions

These will require you to:

- Tick 2 boxes
- Write 2 reasons why something happens
- Fill in the gaps
- Describe a graph
- Describe distribution on a map

If you are asked to explain a pattern on a graph the following structure will help you.

Trend – what this the overall pattern of the graph.

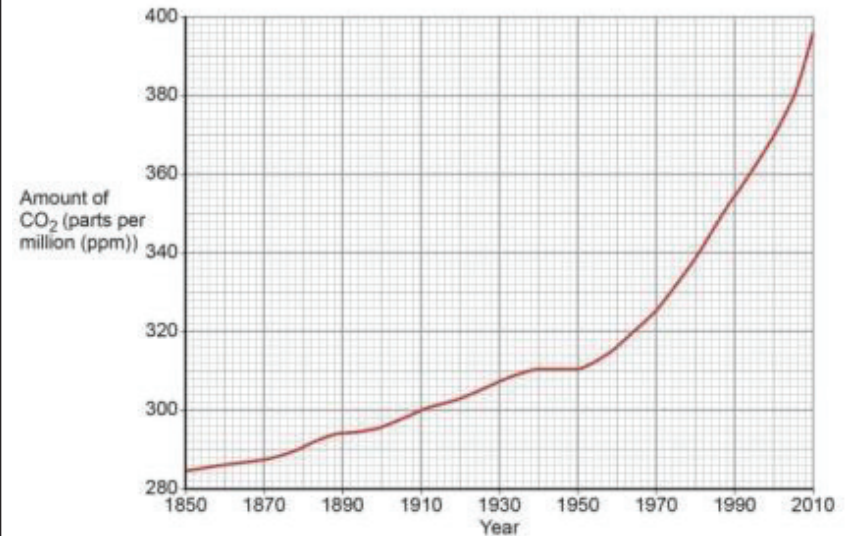
Examples – pick out examples that support the overall pattern

Anomalies – is there any part of the data that doesn't fit the overall trend



TEA in action.

Figure 1



Describe the change in the amount of carbon dioxide in the atmosphere shown in figure (2 marks)

Overall, the graph shows an increase in the amount of carbon dioxide (CO₂). In 1850 there was 284 ppm however the amount increases steadily until 1950 where there was 310 ppm but after that it increases rapidly 396 ppm in 2010. From 1940 to 1950 however, there was no significant increase in the amount of CO₂.

Answering 3-mark questions

These will require you to:

- Fill in the gaps in a paragraph
- Label things on a diagram
- Describe a graph (in detail)
- Describe distributions on a map with suggestions and reasoning

They require you to describe in detail but also on occasion to provide a basic explanation or a suggestion usually based on a source figure in the paper. See the worked example to help you.

It is common in all three papers to be asked to **describe the distribution** and link to a map.

Distribution – how something is spread over an area.

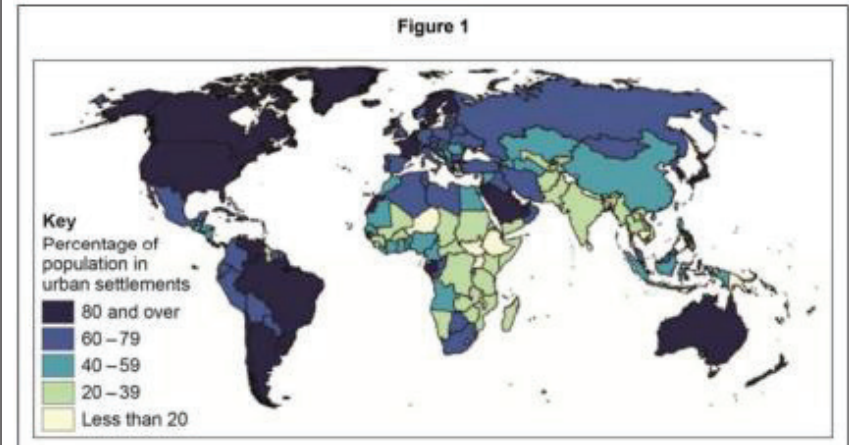
To structure your response in relation to a map you should follow the steps here.

1. **Trends** – give the overall pattern
2. **Examples** – specific place examples to prove your point
3. **Anomalies** – any countries that do not fit the pattern you expect to see.



TEA in action.

Study **Figure 1**, a map showing the percentage of the population living in urban settlements in different parts of the world.



Describe the differences in percentage of population living in urban settlements in Africa and South America (3 marks)

Africa has a much larger difference of people living in urban settlements than South America. Some landlocked countries in central and eastern Africa have less than 20% of people in urban areas whereas the majority has between 20 and 39%. South American countries are much more urbanised with nearly all the countries are 60% and over. However, some countries on the western coast of Africa are 80% and over and one country in northern part of South America is 20% - 39% urbanised.

Answering 4-mark questions



- Consequently
- As a result of
- Therefore
- This means that

These will require you to:

- Explain 2 points in detail
- Explain a point in a lot of detail

4 Mark questions are a nice way to pick up marks. They tend to have a figure attached to them which you can use to help you with the answer.

To ensure that you are expanding your points you must use CATT statements to help you add relevant detail and your own knowledge.

Worked example with no figure:

Outline one mitigation strategy which aims to reduce the rate of climate change (4 marks)

One strategy that can be used to mitigate climate change is converting our energy production from burning fossil fuels to using renewables. **This means that** coal, oil and natural gas fired power stations would be decommissioned and our energy would come from energy sources such as tidal power, wind power and solar power. **Consequently**, this is beneficial as our energy will come from sources that don't produce CO₂ meaning it doesn't let shorter wave infrared radiation out into space warming the planet. It also means that the energy is readily available to be used on site and doesn't have to be transported around by vehicles (such as coal trucks and oil tankers) **as a result** further mitigating climate change by minimising greenhouse gases emitted by vehicles

Worked example with a figure:

Study Figure 15, a photograph showing the effects of river flooding in Somerset in 2014.

Figure 15



Explain the likely economic effects of river flooding in this area (4 marks)

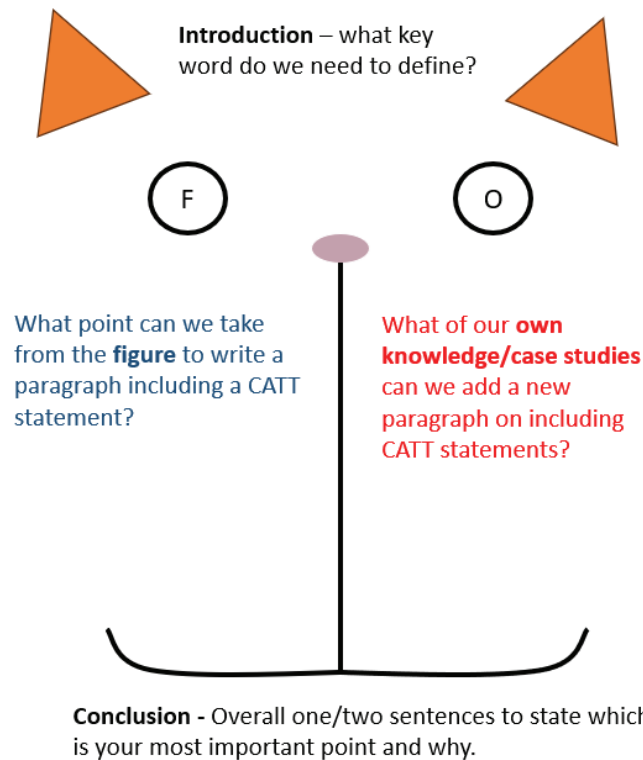
The photograph shows that that the road has been submerged under the water. **This means that** vehicles cannot travel along the road which means that residents of this area will not be able to get to work. This could have an economic impact on their personal income. If continued over a long period of time, could result in being unable to pay rent or keep up with mortgage leading to debt.

Secondly, I can see that resident's homes have been flooded. **This means that** there is a high personal economic cost to the residents as their personal belongings may have been destroyed. If they are not insured this means that they must replace it themselves at a high cost.

Geography | Skills Guide

How to answer a 6-mark question.

A 6-mark question will often ask you to use a figure and your own understanding. This is the plan you need to follow in this case:



Consequently

As a result of

Therefore

This means that

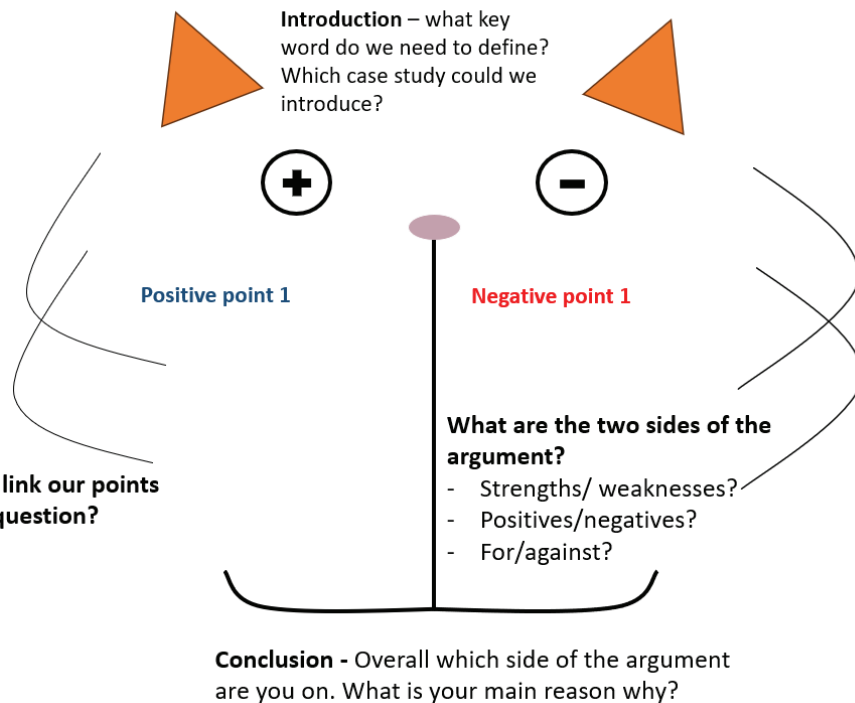
Within our responses it is important that we expand our points in order to show our geographical ability to explain our points. **CATT statements** will help us do this.

Potential 6-mark command words.

Image	Command words	What you need to do
	Discuss	Present key points about different ideas or strengths and weaknesses of an idea.
	Explain	Set out purposes or reasons/ Say why something happens.
	Suggest	Present a possible case of why something has happened/how it can impact something.
	To what extent	Judge the importance or success of something (strategy, scheme, project).

How to answer a 9-mark question.







We will use our **cat plan** to ensure that we include all the vital elements for a 9-mark question. This plan will work for all command words!



Consequently
As a result of
Therefore
This means that

Within our responses it is important that we expand our points in order to show our geographical ability to explain our points. **CATT statements** will help us do this.

Potential 9-mark command words.

Image	Command words	What you need to do
	Assess	Make an informed judgement. Present both sides of an argument and use evidence to make your judgement.
	Discuss	Present key points about different ideas or strengths and weaknesses of an idea.
	Evaluate	Judge from available evidence. Present both sides of an argument and use evidence to make your judgement.
	Explain	Set out purposes or reasons/ Say why something happens.
	Justify	Support a case with evidence.
	To what extent	Judge the importance or success of something (strategy, scheme, project).

IT | Exam Command Words | Topic Dictionary

Keyword	Definition	In a sentence
Annotate by: <ul style="list-style-type: none"> identifying and labelling XX stating XX 	Identify and label the diagram and state what each, i.e. feature/process/characteristic is for, their purpose etc	Annotate the image to explain two features of the direct messaging interface.
Describe	Present two (or more) linked descriptive points on characteristics, features, uses or processes. Do not need to include a justification or reason.	Describe two ways that two-factor authentication restricts user access to computer systems.
Discuss	Consider the different aspects in detail of an issue, situation, problem or argument and how they interrelate.	Discuss the impact of people wanting to upgrade to the latest smartphone.
Draw	Produce a diagram or process flow using information from the given context.	Draw a flow chart diagram on page 11 to show this part of process.
Evaluate	Consider various aspects of a subject's qualities in relation to its context such as: strengths and weaknesses, advantages and disadvantages, pros and cons. Come to a judgement supported by evidence which will often be in the form of a conclusion.	Evaluate the impacts for Yasmine of using social media in this way.
Explain	Present one point that identifies a reason, way, benefit, or importance, etc. and a second point that justifies/explains the first point. Where used, a third point is a further expansion of the justification/explanation.	Explain one benefit to the company of employing staff in other countries.
Give	Provide a response, i.e. feature, characteristic or use of.	Give two benefits to the staff of working from home.
Identify	Select the correct answer from the given context.	Identify TWO ways the nursery could dispose of its old PCs in an environmentally friendly way.
State	Recall from memory facts, terms, processes, legal implications, etc. or provide the correct answer to the given context.	State two other ways Boom Game League could use cookies.

IT | Modern Technologies | Knowledge Organiser

Traditional networks are made up of several PCs, routers and other devices that are connected using cables and wires.



Ad hoc networks are networks that do not require wires or cables, Modern technology has made it possible for organisations to connect devices when they are needed.



Benefits of ad hoc	Drawbacks of ad hoc
✓ They are scalable	✗ They are less secure.
✓ They are flexible	✗ They have a reduced speed.
✓ They require limited setup.	✗ The network can become unorganised.

Examples of ad hoc networks:

- PAN
- Open Wi-Fi
- Tethering or Personal Hotspot

Issues affecting availability:

- Rural vs city locations
- Available infrastructure
- Developed vs developing countries
- Mobile network coverage
- Blackspots

Features and usage of cloud storage:

- ISPs often give users a cloud storage allocation as part of a phone or tablet contract
- **Scalability** - you can pay for extra storage.
- Services can also be provided by third parties
- Cloud storage is useful for storing backups of your files. Copies of the files are made on different servers so that they are protected if attacked or in case of a natural disaster such as fire or flood
- You can **synchronise** with the cloud.

When is cloud storage available?

- Only when there's an internet connection.
- If the connection is broken access will be terminated.
- The speed of the connection will impact file upload speed and download stream speed.
- If there is a suitable connection, data and files in the cloud can be accessed 24/7

Cloud Storage Providers:



What can be stored in the cloud?

- Images/Videos
 - Emails
- Contact info
- App Back Ups

What is cloud storage?

Files and folders are stored remotely rather than on a PC or device.

The files are stored on **servers** so they can be accessed via the internet.

When you want to access the media, the data is **downloaded** or streamed to the device you wish to use it on.

It remains in the file in the cloud unless you delete it.

Data on your device can also be **uploaded** to the cloud.

IT | Cyber Security | Knowledge Organiser

Data and information theft
 Data and information both have value as they can be sold for financial gain.
 This can be done by stealing customer payment information and then using it to purchase goods illegally.
 Breaches of data and information are a major cause of identity theft.

Fun/ Challenge

- Hackers may attack systems for the thrill, adrenaline rush or a sense of personal achievement.
- They may view increased security as a technical challenge and enjoy trying to get past it.
- They may also get recognition from their peers when they successfully hack into systems.

Disruption
 Any attack that prevents an organisation from operating normally causes operational chaos, loss of earnings and reputational damage.
 Disruption can be caused in many ways e.g. defacing a website or **Denial-of-service (DoS) attacks**
 Motivations may be: financial/social/political reasons.

Organisations have become reliant on digital systems to hold data and perform vital business functions.
 Many organisations have their digital systems attacked daily.
 The reasons these attacks may occur are varied



Industrial Espionage
Intellectual property (designs, business strategy etc) can be stolen through organised cyberattacks.
 These types of assets can be highly valuable, leading to cheaper, fake copies of products being sold and the original organisation suffering a loss of income.

Financial Gain
 A very simple motive: money.
 Extorting money from victims of a cyberattack is common practice.

Personal Attack
 The most common type of personal attack is made by ex-employees holding a grudge against their former employer, perhaps feeling they have been unfairly treated or suffered a form of emotional distress.



Impacts of security breach	
Immediate Impacts	Longer-term Impacts
<ul style="list-style-type: none"> •Data loss •Lost sales •Downtime •Reduction in productivity 	Damage to the organisation's public image which could lead to: <ul style="list-style-type: none"> •Financial loss •Potential legal action

IT | Implications | Knowledge Organiser

Key Concepts:

Computer Ethics

Computer ethics refers to a set of principles to regulate the use of computers.

Ethics has become an important consideration due to the spread of computerised systems and electronic communications.

Computer ethics can be broken down into the following main areas of consideration:

Privacy Concerns

Hacking – is unlawful intrusion into a computer or a network. A hacker can intrude through the security levels of a computer system or network and can acquire unauthorised access to other computers.

Malware – means malicious software which is created to impair a computer system. Common malware are viruses, spyware, worms and trojan horses. A virus can delete files from a hard drive while a spyware can collect data from a computer.

Data Protection – also known as information privacy or data privacy is the process of safeguarding data which intends to influence a balance between individual privacy rights while still authorising data to be used for business purposes.

Anonymity – is a way of keeping a user's identity masked through various applications.

Intellectual Property Rights

Copyright – is a form of intellectual property that gives proprietary publication, distribution and usage rights for the author. This means that whatever idea the author created cannot be employed or disseminated by anyone else without the permission of the author.

Plagiarism – is an act of copying and publishing another person's work without proper citation. It's like stealing someone else's work and releasing it as your own work.

Cracking – is a way of breaking into a system by getting past the security features of the system. It's a way of skipping the registration and authentication steps when installing a software.

Software License – allows the use of digital material by following the license agreement. Ownership remains with the original copyright owner, users are just granted licenses to use the material based on the agreement.

Effects on Society

Jobs – Some jobs have been abolished while some jobs have become simpler as computers have taken over companies and businesses. Things can now be done in just one click whereas before it takes multiple steps to perform a task. There are also ethical concerns on health and safety of employees getting sick from constant sitting, staring at computer screens and typing on the keyboard or clicking on the mouse.

Environmental Impact – Environment has been affected by computers and the internet since so much time spent using computers increases energy usage which in turn increases the emission of greenhouse gases. There are ways where we can save energy like limiting computer time and turning off the computer or putting on sleep mode when not in use. Buying energy efficient computers with Energy Star label can also help save the environment.

Social Impact – Computers and the internet help people stay in touch with family and friends. Social media has been very popular nowadays.

Computer gaming influenced society both positively and negatively. Positive effects are improved hand-eye coordination, stress relief and improved strategic thinking. Negative effects are addiction of gamers, isolation from the real world and exposure to violence.

Computer technology helps the government in improving services to its citizens. Advanced database can hold huge data being collected and analysed by the government. Computer technology aids businesses by automating processes, reports and analysis.

IT | Exam | Skills Guide

Exemplar questions & student answers

(e) The company could protect against an attack by having user access restrictions.

One user access restriction method is biometrics because this is unique to the user and cannot be copied.

Explain **two other** user access restrictions the company could use.

Misconceptions:

- Do not accept any form of biometric restrictions

(4)

1 The company could use strong passwords, so only authorised staff

would have access

(strong) Passwords (1) so only **authorised / specific** users can access the systems (1)

Physical security measure (locks/ID cards/PIN codes) (1) because this will stop access to the (server) **room** / because you would need a key (1)

Two-factor authentication (1) because the user would have to verify themselves using a second method (1)

Using correct settings/levels of permitted access (1) so that users are restricted to accessing **only certain areas of the systems** (1)

Award **one** mark for the correct method and **one** mark for a justification of each method, up to a maximum of **four** marks.

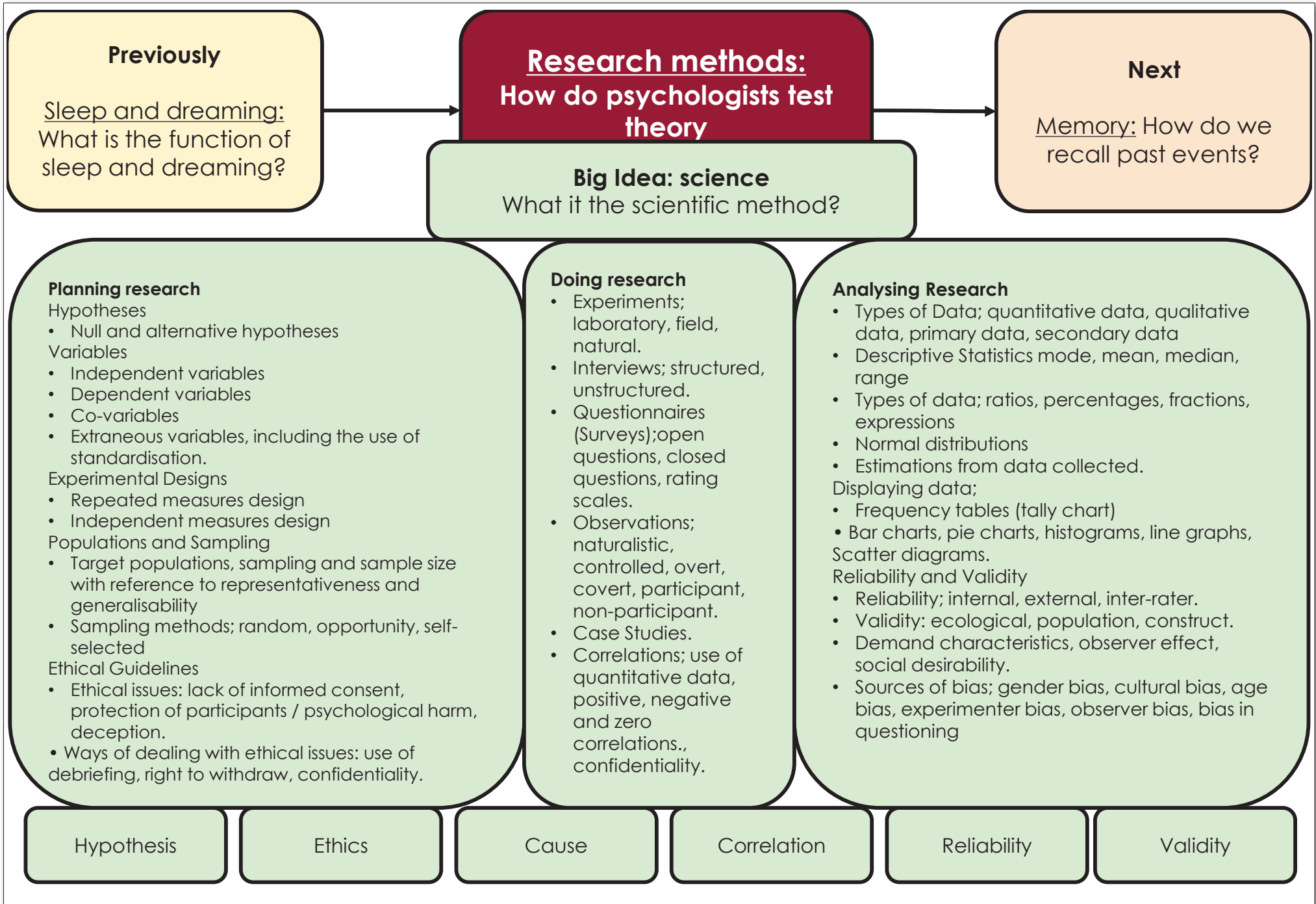
2 They could also use two factor authentication

Program counter (PC)

Exam vocabulary focus:

Explain

Present one point that identifies a reason, and a second point that justifies both point.



Subject/Topic Dictionary: Tier 2

EXTRANEOUS VARIABLE: Something in a study that interferes with the IV or DV that should be controlled



Participant: age, gender, personality, habits e.g. smoking

Situational: light, sound, temperature, time of day

EXPERIMENT: A method of research in which all variables apart from the IV and DV are controlled

Questionnaire: participant completes answers on paper/online survey

SELF-REPORT: Participants answer questions about their thoughts, feelings and attitudes through questionnaire and interviews.

Rating scale: 1 – 10
Likert scale: strength of agreement

Interview: face to face questioning and answering
Structured: all questions are pre-set and asked in the same order, can have open and closed questions
Semi-structured: some questions are pre-set, interviewer can follow up on Ps responses. Open and closed questions
Unstructured: no questions are pre-set. Interviewer asks questions based on key theme or aims and Ps responses

CORRELATION: relationship between two co-variables
 ✓ Ethical – no manipulation of variables
 × Cannot establish cause and effect

IV - The thing you change or manipulate
 DV - the thing you measure

Lab: Aims to discover cause and effect between IV and DV in a controlled environment.
Field: Conducted in a real life setting/environment so not as much control.
Natural: Can be in the lab or field, where the IV is naturally occurring, and the researcher cannot manipulate it.

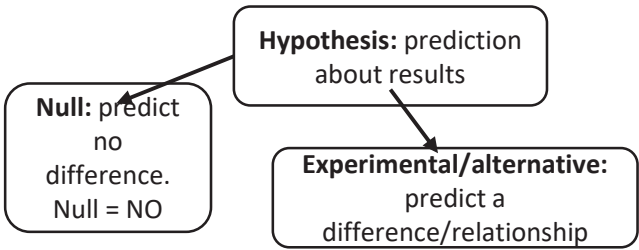


	✓	✗
Lab	Control, standardised, replicable	Demand characteristics, ecological validity
Field	Ecological validity, fewer demand characteristics	Control, less ethical
Natural	More ethical	Participant variables

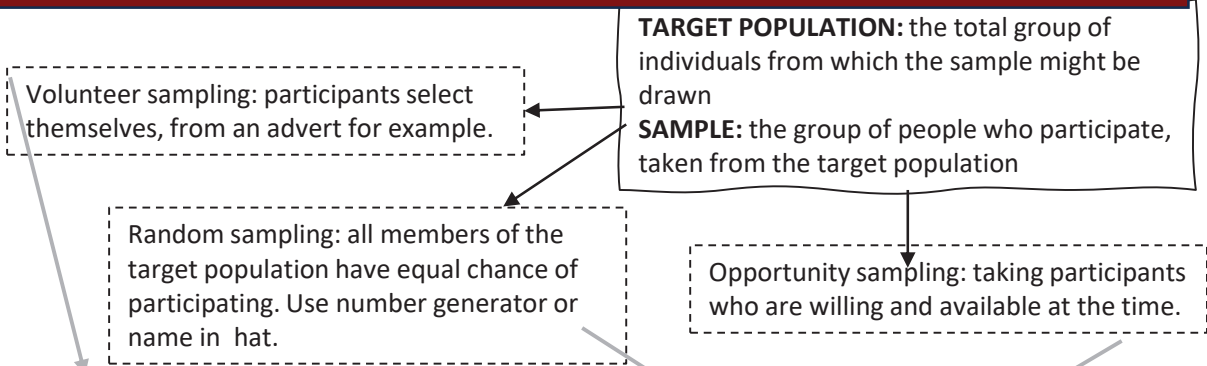
Event sampling: record every behaviour every time you see it for the whole observation period

Time sampling: record behaviour at specific time intervals for the whole observation period

Subject/Topic Dictionary: Tier 2



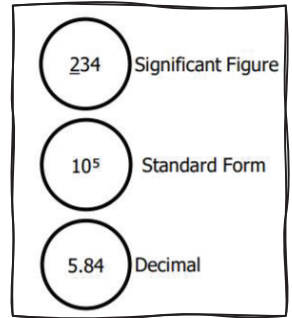
"There will be NO significant correlation/difference between..."
 "There will be A significant correlation/difference between..."



Primary data: gathered by the researcher	+ Sure of authenticity - Time consuming
Secondary data: gathered by someone else for other research but can be used by current researcher	+ Cheaper and more convenient - May be biased
Quantitative Data: This is numerical data e.g. number of hours spent on Facebook.	+ Easy to compare and interpret data - Not very in-depth
Qualitative Data: This is detailed data, often written or spoken form e.g. interview or questionnaire responses to closed questions.	+ Lots of in-depth/detail about participants behaviour - Harder to analyse and interpret - Subjective

+ Cheap	+ No researcher bias	+ Representative	+ Quick and easy
- Bias	- Bias	- Time consuming	- Bias

Measures of central tendency



Median: find the middle number
 + Less affected by outliers
 - Cannot be used with categorical data

Mode: find the most common number
 + Less affected by extremes of number
 - Doesn't tell us much about the data

Mean: add all the data together and divide by how values there are
 + Takes into account all data values
 - Is affected by extreme values

Range: smallest value subtracted from the largest value

Variance: how much a value differs from the mean

Standard deviation: spread across the mean, the square root of variance
 + Not affected by extreme values (unlike the range)

Measures of dispersion

Subject/Topic Dictionary: Tier 2

Observations



Reliability (inter-rater)
Demand characteristics
Ethics
Validity
Observer bias

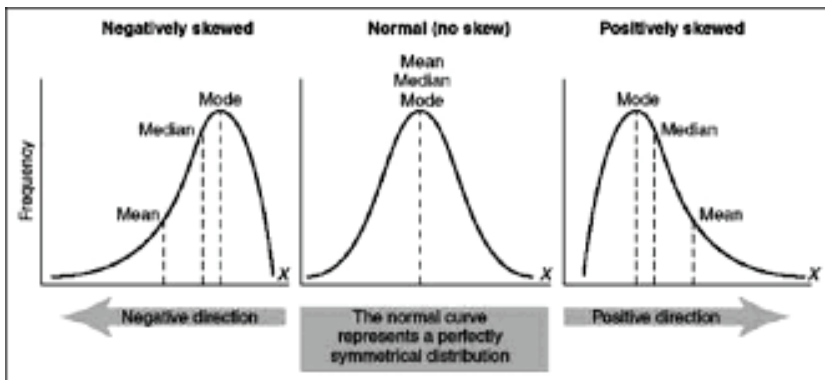
Design	Description	+	-
Independent Groups	Two different groups do different conditions	No order effects	Participant variables
Repeated Measures	Same group do both conditions	No Participant variables	Order Effects
Matched Pairs	People are matched on things like age/gender	No order effects	Time consuming

Structured Uses behavioural checklist	Controlled In lab-style conditions	Participant Observer becomes involved with the group being observed	Overt All participants know they are being observed
Unstructured Observer writes down what they see in any order	Natural In real-life environment	Non-Participant Observer observes from afar	Covert Participants do not know they are being observed

Event sampling: record every behaviour every time you see it for the whole observation period

Time sampling: record behaviour at specific time intervals for the whole observation period

Distribution curves



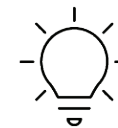
Ethical guidelines

Respect:

- Informed consent
- Right to withdraw
- Confidentiality

Integrity:

- Avoid deception

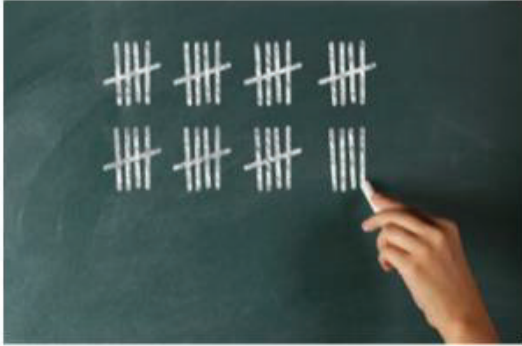
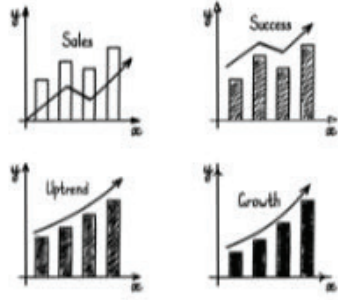






Responsibility:

- Protection from psychological and physical harm
- Debrief

Competence:

Researchers recognise their own limits and seek help when needed

Key term	Key term	Key term
<p>Frequency tables (tally chart)</p> 	<p>Bar charts</p> 	<p>Pie charts</p> 
<p>Definition</p>	<p>Definition</p>	<p>Definition</p>
<p>The frequency of a particular data value is the number of times the data value occurs</p>	<p>A graph that presents grouped data with rectangular bars with lengths proportional to the values that they represent.</p>	<p>A type of graph in which a circle is divided into sectors that each represent a proportion of the whole.</p>
<p>Key term</p>	<p>Key term</p>	<p>Key term</p>
<p>Histograms</p> 	<p>Line graphs</p> 	<p>Scatter diagrams</p> 
<p>Definition</p>	<p>Definition</p>	<p>Definition</p>
<p>A graphical representation of the distribution of numerical data.</p>	<p>A type of chart used to visualise the value of something over time</p>	<p>A type of plot or mathematical diagram using Cartesian coordinates to display values for typically two variables for a set of data.</p>

Previously
Psychological problems: What is Psychology?

Social Influence: How do others affect our behaviour?

Big Idea: Freewill vs Determinism
 Are we in control of our own behaviour?

Next
Memory: How do we retain information?

Topic 1 – key concepts

Conformity is changing our behaviour to fit a group norm

Obedience is changing our behaviour to follow an order from an authority

Crowd behaviour is when we stop acting as individuals and begin to act a group with a singular goal

Pro social behaviour is acting in a way to help others, while anti-social behaviour is acting in a way to harm others

Obedience and conformity

Topic 2 – Situational factors theory

Impact of culture -> People in collectivist cultures tend to be more prosocial than those in individualist cultures.

Impact of legitimacy of authority -> a high-status uniform or location can increase obedience

Impact of agency theory -> the agentic shift increases obedience

Impact of deindividuation -> the loss of individual identity increases crowd behaviour and conformity

Agency

Topic 3 – Dispositional factors

Authoritarian personality -> upbringing affects obedience.

Morality -> less morally development leads to be more obedient

Locus of control -> Having an external LoC increases conformity and obedience

Self esteem -> high self esteem reduces conformity

Neural explanations -> dispositional factors have a biological basis; reduced volume in the hippocampus and prefrontal cortex

Neural

Topic 4 – Bickman's study

Bickman conducted a field experiment to investigate the impact of uniform on obedience.

Bickman found that a confederate is more likely to be obeyed if the confederate is wearing a guard's uniform compared with a milkman's uniform or casual clothing.

Bickman supports situational factors.

Ecological validity

Topic 5 – Morrell (Nat Cen)

Morrell investigated the causes and triggers of the 2011 London Riots.

There were several differences nudge factors encouraging involvement/tug factors discouraging involvement.

Morrell found that participant fit a wide range of categories; watchers, rioters, looters, and non involved

qualitative

Topic 6 – Applications

Majority influence can be used to reduce stigma and discrimination through the social norm approach

Minority influence can be used to reduce stigma if the minority are; consistent, committed, and flexible.

Minority influence

Knowledge Check

Key concepts

I can define

- Conformity
- Collective behaviour
- Pro social and anti social behaviour
- Obedience

I know

- The differences between pro and anti social behaviour
- The differences between a collectivist and an individualist society
- The differences between obedience and conformity

Applications

I can describe how minority influence can lead to social change

I can describe how majority influence can lead to social change

I apply majority influence and minority influence can be used to reduce stigma and discrimination surrounding mental health

Theories

I can define

- Situational factors
- Deindividuation
- Legitimate authority

I know

- What factors produce a legitimate authority figure
- What causes an agentic shift

I can evaluate

- Situational factors using research
- Situational factors using freewill/determinism

I can define

- Disposition factors
- Self esteem
- Locus of control
- Morality
- The authoritarian personality

I know

- Why self esteem affects social influence
- Why locus of control affects social influence
- Why morality affects social influence
- The relationship between authoritarian personality and upbringing
- The neural basis for dispositional factors

I can evaluate

- Dispositional factors

Studies

I can describe Bickman's

- Aim, method, sample, procedure, results, and conclusions

I can evaluate

- Bickman's use of the field experiment method
- Bickman's adherence to ethical rules
- Bickman's sample

I can describe the NatCen research (Morrell)

- Aim, method, sample, procedure, results, and conclusions

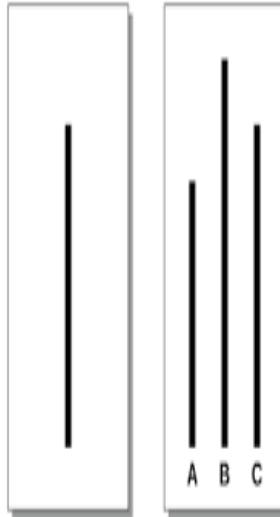
I can evaluate

- The sample that Morrell used
- The way Morrell collected data (interview method)
- The reliance of participants memory

Knowledge Organiser: Key Concepts

Conformity

- Conformity refers to changing your behaviour to fit in with a group norm.
- Conformity might occur due to normative social influence or informative social influence.
 - Normative social influence is when an individual conforms to fit in.
 - Informative social influence is when an individual conforms to be right.
- There are three types of conformity
 - Compliance -> public change only
 - Identification -> conformity to social roles
 - Internalisation -> public and private change



Crowd behaviour

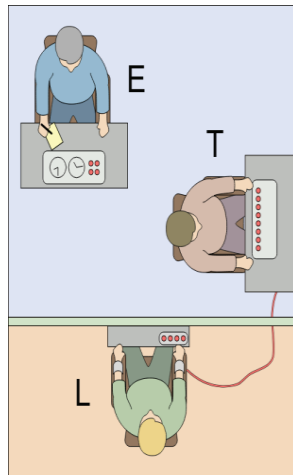
Crowd behaviour refers to when a person's sense of self is lost. The person no longer feels like an individual but instead loses themselves to the group.

The group decisions/characteristics are then more important than the individuals.



Obedience

- Obedience refers to changing your behaviour to follow and order from an authority
- An authority figure is a person who has a higher status in a social or informational hierarchy.



Pro social/anti social behaviour

Pro social behaviour – actions that help other people. Pro social behaviour is more common in collectivist cultures.

Collectivist culture – A society where the group is more important than the individual.

Anti social behaviour – actions that harm other people. Anti social behaviour is a more common response in individualist society.

Individualist culture – a society where individuality is respected and valued.



Knowledge Organiser: Theory 1

Situational variables

Legitimacy of authority

A **legitimate authority** is a 'real' authority.

Location and **uniform** can affect obedience.

Agency theory

An **autonomous state** refers to when a person feels like they are in control of themselves. When we give up control to an authority (e.g. when we come to work, we give up some control to our boss), we move into an **agentic state**.

The **agentic state** refers to when a person feels like they should follow the instructions of an authority figure. Moving from one the **autonomous state** to the **agentic state** is called the **agentic shift**.

Deindividuation

Deindividuation occurs when a person loses their sense of individual identity. When we are in a large group our sense of individuality may be reduced. This is especially true if the group is a crowd of people who have come together for a common purpose. When we experience **deindividuation**, we are more subject to social influence due to the **diffusion of responsibility**



Limitation

Freewill vs determinism

Situational variables imply we have no freewill. This ignores the option an individual has to refuse to obey/conform. This is consistent with our justice system which assumes that individuals are responsible for their own behaviour.

The role of individual differences

Situational variables fail to account for people who resist social influence when others do not. The authoritarian personality better accounts for these differences

Reductionism

Situational variables are reductionistic and do not consider biological factors (like hippocampal volume).

Strengths

Research support (Bickman)

Situational variables are supported by research such as Bickman that shows that uniform affects the legitimacy of an authority.

Knowledge Organiser: Theory 2

Dispositional explanations

→ Dispositional explanations assume that there is something within the individual that affects obedience across different situations.

Self esteem

Self esteem refers to how positively an individual sees themselves. Self esteem can be measured by comparing the **ideal self** with the **self concept**. People with high **self esteem** are less likely to conform because they have more faith in their behaviour/beliefs. This may have a biological basis as **hippocampal volume** is correlated with self esteem.

Locus of control

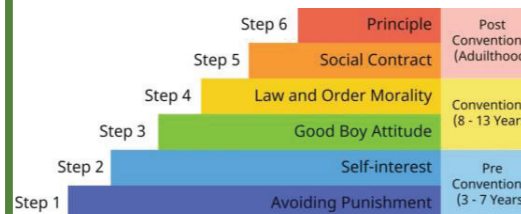
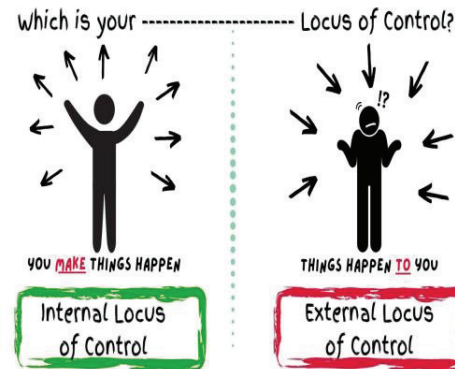
Locus of control refers to how much we believe we can determine our own behaviour. Someone with an **internal LOC** feels like they are in control of their own life. Someone with an **external LOC** is likely to believe other people or luck plays a big role in determining their own outcomes. People with an **external LOC** are more likely to obey/conform.

Morality

Morality refers to an individual's ability to make rational decisions about whether an action or concept is ethically good/bad. **Kohlberg** argued that moral develop occurs in 3 stages. The more **morally developed** a person is, the less likely they are to obey/conform because they are more likely to trust their own moral decisions. **Moral development** is associated with activity in the **prefrontal cortex**.

Authoritarian personality

The **authoritarian personality** is a person who thinks rigidly in black and white, someone who is hyper aware of status, and has an us-and-them mentality. The **authoritarian personality** results from a really strict upbringing; this results in aggression towards the parents which gets internalised/repressed. When the person get's a chance they displace the internalised aggression onto people the authoritarian person thinks are weaker.



Self-esteem

Reductionistic -> the self esteem explanation of obedience fails to consider the power of the situation/self esteem may not be consistent from one situation to another.

Locus of control

Cultural bias. Locus of control is likely to operate differently between individualist and collectivist societies, but the Rotter failed to consider these differences

Morality

Gender bias. Kohlberg based his theory entirely on a sample of boys. Studies of female morality suggests that female morality is more related to relationships.

Authoritarian personality

Authoritarian personality relies on questionnaires which may reflect a social desirability bias

Knowledge Organiser: Core Study 1

Bickman (1974)

- **Aim:** to investigate the impact of uniform of the power of an authority

Method

- **Field experiment** using an opportunity sample of New Yorkers.
- An **independent measures** design was used
- The IV was the uniform worn by a confederate
 - The uniforms were... Guard, Milkman, and civilian/casual wear.
- The DV was whether participants obeyed an order.
 - The orders were; put a dime into this meter, pick up some litter, stand on the other side of a bus stop.

Findings:

Uniform	% obeying in each of the following situations		
	Paper bag	Dime and meter	Bus stop
Civilian	36	33	20
Milkman	64	57	21
Guard	82	89	56

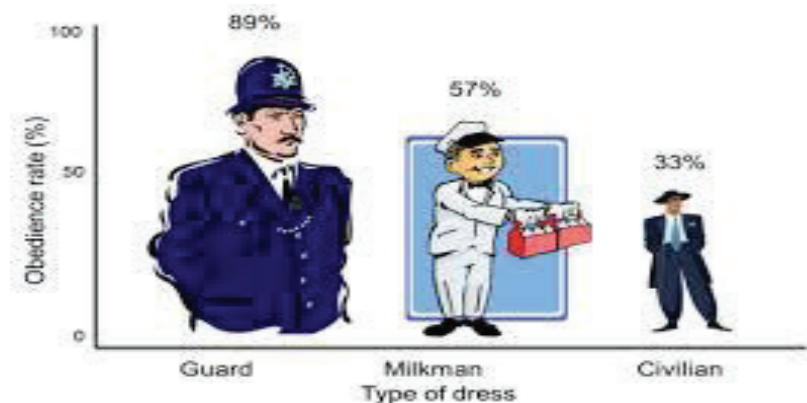
Conclusion:

Bickman supported the influence situational factors on obedience.

Bickman concluded that uniform (even out of role) increasing the influence of an authority figure.

Criticisms

- + Field experiments have **ecological validity** as they are carried out in a real-world context.
- The opportunity sample of New Yorkers are not **representative** of the wider society and so cannot be **generalised**.
- Bickman did not control **extraneous variables** (like noise/crowding/weather) which may have **confounded** the results.
- Bickman broke **ethical rules** by failing to acquire **informed consent**.



Knowledge Organiser: Core study 2

Nat Cen (Morrell) (2011)

- **Aim:** to explore what triggered the 2011 London Riots

Method

- A report prepared for the cabinet office on behalf of the government by Morrell working for the **National Centre for Social Justice**.
- **Around 30 participants** from a range of ethnicities, genders, and employment statuses. About half the participants were over 18 and half under 18.
- Participants were **interviewed face-to-face** in an **unstructured style**.
- **Focus groups** with wider stake holders were also conducted.

Watchers: young people who were present at the incidents and observed some of what happened but did not become involved in criminal activity.	(i) Bystanders: young people who happened to be there – lived locally or were passing through when the events occurred. (ii) The curious: young people who deliberately chose to be there to see what was going on.
Rioters: young people who were involved in violent disturbances and vandalism.	(i) Protesters: young people who acted because of a specific grievance or set of grievances. (ii) Retaliators: young people who acted to get their own back on the police or the 'system'. (iii) Thrill-seekers: young people who got involved to get the excitement or 'buzz'.
Looters: young people involved in breaking into shops, stealing from broken-into shops or picking up stolen goods left on the street.	(i) Opportunists: young people who saw the chance to steal things for themselves or family, or to sell on. (ii) Sellers: Young people who planned their involvement to maximise their 'profits'.
Non-involved	(i) Stay-aways: young people who chose not to get involved or observe. (ii) Wannabes: young people who weren't there but would have liked to have been.

	Nudges (facilitators)	Tugs (inhibitors)
Group processes	Feeling disinhibited and swept along by the power of the group, seeing others 'get away with it', feeling anonymous.	Actively thinking toward future goals and not focusing on the 'here and now'.
Peer pressure	Friends getting involved.	Friends not involved.
Information	Seeing it on the TV, getting texts/ Facebook/BBM messages.	Didn't get any messages, not watching TV.
Circumstances	Not otherwise occupied, it was nearby/ easy to get to.	More difficult to get to (further away, no buses).
Presence of authority figure	No adult telling them not to, everybody was doing it and nobody seemed to be getting caught.	Parents, relations or youth workers telling them not to.

Conclusions

Anti social criminal behaviour (like rioting) is influenced by collective behaviour, situational factors, dispositional factors, and an individual's assessment of the costs and benefits of involvement

Criticisms

- Morrell relied on self report
- The memory of participants may have been inaccurate
- The qualitative analysis may be subjective
- The research may be biased as it was produced for the government.

Applications

How minority influence affects social change in relation to mental health

- **Commitment** -> a minority that are committed to their view are more persuasive because they clearly believe what they are saying. Commitment can be demonstrated through sacrifice.
- **Consistency** -> a minority that are consistent are more likely to be persuasive because they seem more genuine in their position. A minority might be consistent with each other, or consistent over time.
- **Flexibility** -> a minority that are flexible are more likely to be persuasive. A minority that offer compromises seem more reasonable.

How majority influence can

- Social norm approach -> the majority can **raise awareness** of mental illness giving it the status of physical illness
- Social norm approach -> the majority can define acceptable/unacceptable **language** when describing mental health



Freewill -> The idea that behaviour and characteristics are a choice that the individual makes .

Determinism -> The idea that the behaviour and characteristics of an individual are determined without conscious control.

Freewill vs determinism -> in Social Influence there is an important debate about the 'obedience alibi'. Situational explanations of obedience seem to justify when people follow unjust orders (e.g. war crimes).








Generalisability + bias

Gender bias -> when a study or theory unduly focuses on the experiences of one gender. E.g. a study that only tests men. In the context of social influence, **Kohlberg** is an example of **gender bias** as all his participants were boys, but **Kohlberg** claimed to describe how morality develops in all people.




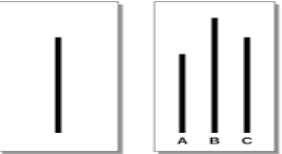


Culture bias -> when a study or theory unduly focuses on the experiences of one ethnicity or cultural group. E.g. a theory that assumes western values are 'normal'. For instance **LoC research** implies that **individualist** culture is the standard.

Generalisability -> when a finding applies to other people beyond those in the study. The more **representative** the sample, the more a study can be **generalised** to the wider population.


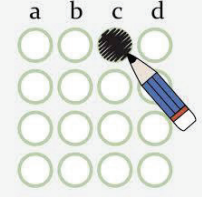
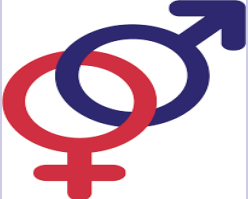

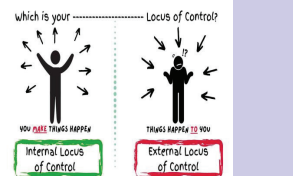
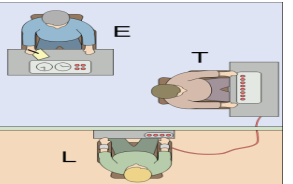
Subject/Topic Dictionary: Tier 2

Image	Word	Definition	In a sentence
	Agency	Agency refers to the ability to control/decide your own actions.	I give up some of my agency when I take a job working for someone else.
	Autonomy	Autonomy refers to being self determining/when a person can do something by themselves without the need to rely on or consult others.	As you age you gain greater autonomy.
	Bias	Bias refers to unfairly favouring one idea over another.	I think psychology is the most important subject in school, but as a teacher of psychology I'm probably biased.
	Culture	Culture refers to norms and values shared across a group.	At St Mark's we have a culture of high achievement.
	Morality	Morality refers to the extent to which a behaviour is ethically sound.	With age and experience, morality becomes increasingly sophisticated.
	Qualitative	Qualitative data is in-depth/subjective and not reducible to numbers.	To investigate the triggers for the London riots, Morrell collected qualitative data from group interviews.
	Quantitative	Quantitative data refers to statistical data.	Bickman measured obedience quantitatively and found 89% obeyed an order from the guard.

Subject/Topic Dictionary: Tier 3

Image	Word	Definition	In a sentence
	Agentic state	The agentic state is when we feel like we owe others our obedience	When I agreed to participate in the research I entered the agentic state.
	Authoritarian personality	The authoritarian personality results from a strict upbringing and creates an adult who is likely to obey authority figures	Those with an authoritarian personality are likely to think in black and white rather than shades of grey
	Collectivist	A culture in which the group is valued above the individual	China is generally seen as a collectivist society
	Conformity	When we change our behaviour to fit a group norm.	I didn't think was a good idea, but I decided bought tickets to the gig because all my friends loved the band.
	Determinism	When behaviour is decided without any conscious control.	I only did it because I was told to, my behaviour was resulted from environmental determinism.
	Dispositional	Factors internal to the individual that remain constant across different situations.	It's how I was raised, my disposition is toward disobedience.

Subject/Topic Dictionary: Tier 3

Image	Word	Definition	In a sentence
	<p>Ecological validity</p>	<p>Ecological validity is the extent to which the setting of a study is like the setting in which a behaviour would normally occur. Ecological validity affects the extent to which a study can be generalised.</p>	<p>Bickman has greater ecological validity than Asch.</p>
	<p>Freewill</p>	<p>Freewill is the extent to which we can determine our own characteristics and behaviours.</p>	<p>When my friends did the wrong thing, I exercised my freewill to make better choices.</p>
	<p>Gender bias</p>	<p>Unduly focusing on the experiences of one gender over the other.</p>	<p>Kohlberg only studied boys but tried to apply his findings to girls, this is an example of a gender biased study.</p>
	<p>Individualist</p>	<p>Individualist societies prioritise individual gain/loss above the group.</p>	<p>The UK is generally considered to be an individualist culture.</p>
	<p>Locus of control</p>	<p>Locus of control refers to the extent to which we believe that we are in control of our own behaviour and outcomes or that other people/circumstances control our behaviour and outcomes.</p>	<p>Students with an internal locus of control tend to take more responsibility for themselves and achieve greater outcomes.</p>
	<p>Obedience</p>	<p>Obedience refers to changing our behaviour to follow and order from an authority.</p>	<p>I know that Bickman studied obedience rather than conformity because he used an authority figure to give an order.</p>

Skill Guide: A01

1. Describe the neuropsychology involved in psychoticism and extraversion. [5 marks]

Key term defined

Extraversion refers to when an individual requires **greater stimulation** to feel aroused. Extraversion results from an **overactive RAS** (reticular activating system). The RAS acts like a **filter** which determines which environmental stimuli we become consciously aware of, and which are filtered out. If the RAS is overactive then extraversion, then lots of stimuli will be filtered out. This means the individual will seek more exciting stimuli to compensate; for example, **engaging in criminal behaviour**.

Explicit link to neuroscience

Link back to crime

Key term defined

Psychoticism refers to when an individual has a **greater ego**, may be more selfish, and may lack **empathy**. Psychoticism results from excessive dopamine production or **hyperdopaminergia**. The psychotic individual may have an overdeveloped ego as dopamine an excitatory neurotransmitter resulting in **fewer feelings of inhibition**.

Explicit link to neuroscience

Link back to crime

A01 – knowledge

You score A01 points by demonstrating what you know. Description, statistics, key terms all achieve A01 credit.

Level 3 (5 marks):

There is a clear and accurate description of the neuropsychology involved in both traits.

Level 2 (3-4 marks):

There is a clear and accurate description of the neuropsychology involved in one trait, or a reasonable description of both.

Level 1 (1-2 marks):

There is a basic description of the neuropsychology involved in both or one trait.

Both traits (Psychoticism and Extraversion) are described.

The answer is clear and accurate, making use of relevant key terminology.

This is a level 3 response.

Skill Guide: AO2

1. A psychologist wanted to investigate the neuropsychology involved in psychoticism.

Outline one way she could carry out her investigation [2 marks]

She could use a brain scan to investigate whether psychotic people have more (1) dopamine activity (1)

2. Bethan is a 16-year-old who has been caught stealing from shops on a number of occasions. Her excuse is that she mainly does it because it gives her a sense of excitement.

Outline how neuropsychology can explain Bethan's behaviour [2 marks]

Bethan may be considered an extravert (1). Bethan may have an overactive RAS causing her to seek extra stimulation through crime (1).

A02 – Application

You score A02 points by demonstrating you know the relevance of your A01/knowledge.

- What examples can you give? If there is a source, can you quote it?
- Can you find similarities/dissimilarities between different parts of the source?

For full marks there needs to be a clear link made between neuropsychology and psychoticism.

A01 - 1 mark for showing an understanding of the neuropsychology involved in extraversion

A02 - 1 mark for how this could be investigated through reference to any part of a procedure

For full marks there needs to be a clear link made between neuropsychology and Bethan

A01 - 1 mark for showing an understanding of the neuropsychology involved in extraversion

A02 - 1 mark for how recognising Bethan is an extravert

Skill Guide: AO3

1. Describe one weakness of Eysenck's personality theory as an explanation for criminal behaviour [3 marks]

Point

One weakness of Eysenck's personality theory is that it is ineffective at explaining the diversity of criminal behaviour. While crimes like robbery might be stimulating and more likely to be committed by extraverts, other crimes such as computer fraud are not. This suggests that Eysenck's personality theory cannot be applied to all crime.

Explanation

Explanation

1. Crime is often measured using questionnaires. Outline one problem with measuring crime in this way.[3 marks]

Point

One problem of measuring crime using questionnaires is the potential for participants to give misleading or false answers. Participants may show a social desirability bias and give socially acceptable answers because crime is a sensitive topic!

Explanation

A03 – Evaluation

You score A03 points by evaluating. What are the strengths and weaknesses of a theory or study? You can also score A03 by making a judgement e.g. which theory is the most useful?

1 mark for the identification of an appropriate weakness, e.g. a reference to the difficulty in establishing cause and effect/the emphasis on the role of nature at the expense of the role of nurture.











1 mark for explaining the weakness.

1 mark for explaining the weakness in relation to the effects of crime

1 mark for stating a problem pertaining to questionnaires

1 mark for explaining the problem in the context of the measuring crime.

Spanish | School subjects | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	el inglés	English	Pienso que el inglés es interesante.
	el dibujo	Art	Pienso que el dibujo es aburrido.
	el español	Spanish	En mi opinión el español es el mejor.
	la educación física	PE	Estudio la educación física todos los días.
	el francés	French	Estudio el francés con mi familia
	la geografía	Geography	Pienso que la geografía es difícil
	la historia	History	Estudio la historia y es interesante.
	las matemáticas	Maths	Diría que las matemáticas son importantes.
	la música	Music	Pienso que la música es interesante.
	las ciencias	Science	Estudio las ciencias porque son útiles.

Spanish | School uniform | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	un abrigo	a coat	No tengo un abrigo .
	una camisa	a shirt	Llevo una camisa blanca.
	una chaqueta	a jacket	Se debe llevar una chaqueta .
	unos calcetines	socks	Mis calcetines son blancos.
	una corbata	a tie	No me gusta llevar una corbata .
	una falda	a skirt	Las chicas puede llevar una falda .
	un jersey	a jumper	Si hace frío, llevo un jersey .
	unos pantalones	trousers	A veces llevo unos pantalones .
	un vestido	a dress	No se puede llevar un vestido .
	unas zapatillas de deporte	trainers	Prefiero llevar unas zapatillas de deporte .
	unos zapatos	shoes	Mis zapatos son negros.

Spanish | My School | Skills Guide

Have you used..

1. a verb?	2. a noun?	3. a connective?	4. An opinion phrase?	5. a verb?	6. an intensifier?	7. an adjective?
<p>Me encanta(n) (I love)</p> <p>Me gusta(n) (I like)</p> <p>No me gusta(n) (I don't like)</p> <p>Odio (I hate)</p>	<p>el inglés (english) el español (spanish) el francés (french) la historia (history) la geografía (geography) la informática (it) el dibujo (art) la educación física (pe) el teatro (drama) la música (music)</p> <hr/> <p>las matemáticas (maths) las ciencias (science)</p> <hr/> <p>mi profe de ... (my ... teacher)</p>	<p>porque (because) pero (but) y (and) sin embargo (however)</p>	<p>pienso que / creo que (I think that)</p> <p>diría que (I would say that)</p> <p>según yo (according to me)</p> <p>a mi modo de ver (in my opinion)</p> <p>encuentro que (I find that)</p>	<p>es (it is)</p> <hr/> <p>son (it is/they are)</p> <hr/> <p>es (he/she is)</p>	<p>muy (very) bastante (quite) realmente (really) un poco (a bit)</p>	<p>divertido/a(s) (fun) entretenido/a(s) (entertaining) interesante(s) (interesting) fácil(es) (easy) difícil(es) (difficult) útil(es) (useful) inútil(es) (useless)</p> <hr/> <p>estricto/a (strict) amable (kind) gracioso/a (funny)</p>
<p>En mi colegio (At my school)</p> <p>En nuestro colegio (at our school)</p> <p>En mi opinión es (In my opinion it is)</p> <p>Lo encuentro (I find it)</p>	<p>se debe (you/one must)</p> <p>se puede (you/one can)</p> <hr/> <p>muy (very) un poco (a little) bastante (quite) demasiado (too) realmente (really)</p>	<p>traer el material escolar (bring your equipment) charlar en clase (chat in class) beber en clase (drink in lessons) correr en el pasillo (run in the corridors) decir palabrotas (swear) escuchar a los profes (listen to the teachers) ser puntual (be on time)</p> <hr/> <p>justo (fair) / logico (logical) / necesario (necessary) / razonable (reasonable)</p> <p>molesto (annoying) / frustrante (frustrating) / injusto (unfair) ridiculo (ridiculous) / inútil (pointless)</p>			<p style="text-align: center;">Example: Me encantan las ciencias porque según yo son muy entretenidas.</p> <p style="text-align: center;">(I love Science because according to me it's very entertaining)</p>	

Spanish | My school | Knowledge Organiser

Check for knowledge:

- I can say what subjects I like (Steps 1+4)
- I can describe my uniform and give my opinion (Steps 2+4)
- I can describe the rules in my school (Steps 3+4)
- I can give justified opinions (Step 4)

Step 1: Say what subjects you like

Me encanta(n) / Odio		<i>I love / I hate</i>	
Me gusta(n) / No me gusta(n)		<i>I like / I don't like</i>	
el español / el francés / el inglés		<i>Spanish / French / English</i>	
la historia / la geografía		<i>History / Geography</i>	
las matemáticas / las ciencias		<i>Maths / Science</i>	
el dibujo / la informática		<i>Art / IT</i>	
porque es / son...		<i>because it is / they are...</i>	
divertido/a(s)	<i>fun</i>	aburrido/a(s)	<i>boring</i>
fácil(es)	<i>easy</i>	difícil(es)	<i>difficult</i>
interesante(s)	<i>interesting</i>	inútil(es)	<i>useless</i>
útil(es)	<i>useful</i>	fatigante	<i>tiring</i>
el/la profe es amable/estricto/a		<i>The teacher is kind/strict</i>	

Step 2: Describe your uniform

Llevo...		<i>I wear</i>	
Se debe llevar...		<i>You must wear...</i>	
una camisa	<i>a shirt</i>	una corbata	<i>a tie</i>
una chaqueta	<i>a jacket</i>	una falda	<i>a skirt</i>
unos pantalones	<i>trousers</i>	unas zapatillas	<i>trainers</i>
unos zapatos	<i>shoes</i>	unos calcetines	<i>socks</i>

Step 3: Discuss school rules

(No) se debe...	<i>You must (not)...</i>
(No) se puede...	<i>You can(not)...</i>
Está prohibido...	<i>It is forbidden...</i>
escuchar a los profes	<i>listen to the teachers</i>
comer chicle	<i>chew gum</i>
hacer los deberes	<i>do homework</i>
llevar uniforme	<i>wear uniform</i>
correr en el pasillo	<i>run in the corridor</i>
charlar en clase	<i>chat in class</i>
usar el móvil	<i>use your phone</i>

Step 4: Elevate your sentences with opinions

Pienso que / Creo que	<i>I think that</i>		
Diría que	<i>I would say that</i>		
Según yo	<i>According to me</i>		
A mi modo de ver	<i>In my opinion</i>		
Es...	<i>It is...</i>		
cómodo	<i>comfortable</i>	incómodo	<i>uncomfortable</i>
elegante	<i>stylish</i>	feo	<i>ugly</i>
justo	<i>fair</i>	injusto	<i>unfair</i>
bonito	<i>pretty</i>	ridículo	<i>ridiculous</i>
importante	<i>important</i>	molesto	<i>annoying</i>
necesario	<i>necessary</i>	frustrante	<i>frustrating</i>

Spanish | My school | Skills Guide

Success Criteria:

- Have you **introduced yourself**?
- Can you give **opinions** and **reasons** about **school subjects**? Have you used the correct **word order** and **adjective endings**?
- Can you describe your **school uniform**? Can you express your opinion about it?
- Can you describe your **school rules**? Can you give your opinion using an **opinion phrase**? Could you add an **intensifier**?
- What would your ideal school be like?

Simple answer:

Buenos días, me llamo Elena y mi colegio se llama St Mark's. Me gusta el inglés porque es divertido. No me gustan las ciencias porque son difíciles. Llevo una camisa blanca y una chaqueta roja. En mi colegio se debe hacer los deberes.

Connectives
used to link ideas

Variety of
adjectives

Intensifiers
used to add detail

Opinion phrases
used to upgrade answer.

Extended answer:

Examples/Complex reasons
given to justify opinions

Buenos días, me llamo Elena y mi colegio se llama St Mark's. Me chifla el inglés porque me interesa y es realmente útil porque me gustaría ser periodista. Sin embargo, no me gustan las ciencias ya que son difíciles y el profe puede ser muy estricto y antipático. Mi uniforme consiste en una camisa blanca y una chaqueta roja aunque lo encuentro un poco incómodo. También, en mi colegio se debe hacer los deberes y escuchar a los profes pero creo que es bastante lógico y justo. Sin embargo, en mi colegio ideal habría menos reglas.

Spanish | My personal world | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	Una biblioteca	A library	En mi insti hay una biblioteca .
	un centro commercial	a shopping centre	En mi pueblo, hay un centro commercial grande .
	Un cine	A cinema	Un cine está en mi ciudad.
	Un hospital	a hospital	En mi ciudad hay un hospital .
	Un estadio	A stadium	Me gusta visitar un estadio con mi amigo
	Una librería	A book shop	No hay una librería en mi pueblo.
	Una pastelería	A bakery	En mi ciudad hay una panadería excelente.
	Un parque	A park	Hay un parque fantástico.
	Una tienda	A shop	Hay una tienda pequeña.
	un supermercado	A supermarket	¿Dónde está un supermercado , por favor?
	una estación de tren	A train station	¿Dónde está la estación de tren , por favor?

Spanish | My region | Skills Guide

Have you used...

1. a verb?	2.)a noun?	3. a connective?	4. a complex phrase?	5. a noun?
<p>En mi pueblo/ciudad hay (In my town/city there is)</p> <p>En mi barrio hay (In my neighbourhood there is)</p>	<p>Un cine (a cinema) un centro comercial (a shopping centre) una piscina (a pool) un hospital (a hospital) Una panadería (a bakery) Una iglesia (a church) un ayuntamiento (a town hall) Unas tiendas (some shops)</p>	<p>pero (but)</p>	<p>No hay (there is not)</p> <p>si fuera posible, preferiría tener (if it were possible, I would prefer to have)</p> <p>Me gustaría tener (I would like to have)</p>	<p>Un cine (a cinema) un centro comercial (a shopping centre) una piscina (a pool) un hospital (a hospital) Una panadería (a bakery) Una iglesia (a church) un ayuntamiento (a town hall) Unas tiendas (some shops)</p>
<p>En mi pueblo se puede (In my town you can)</p> <p>En mi barrio hay (In my neighbourhood you can)</p>	<p>Ir de compras (do shopping) Hacer deporte (do sport) Ir al cine (go to the cinema) Visitar los museos (visit the museum) Hacer senderismo (go hiking) Salir con amigos (go out with friends)</p> <div style="border: 2px solid green; padding: 5px; margin-top: 10px;"> <p>Example: En mi ciudad hay un cine pero no se puede hacer senderismo.</p> <p>(In my city there is a cinema but you cannot go hiking)/</p> </div>	<p>Y (and)</p> <p>Sin embargo (however)</p>	<p>No se puede (you cannot)</p> <p>si fuera posible, preferiría (if it were possible, I would prefer)</p> <p>Me gustaría (I would like)</p>	<p>Ir de compras (do shopping) Hacer deporte (do sport) Ir al cine (go to the cinema) Visitar los museos (visit the museum) Hacer senderismo (go hiking) Salir con amigos (go out with friends)</p>

Spanish | My regions | KO

Check for knowledge:

- I can say where I live (Step 1)
- I can describe my city (Step 1+2)
- I can give opinions on my local area (Step 2 + 3)
- I can use more complex phrases in my writing. (Step 4)

Step 1: Saying where you live

Vivo en	<i>I live in</i>
Vivimos en	<i>We live in</i>
Un pueblo	<i>A town</i>
Una ciudad	<i>A city</i>
Una casa	<i>A house</i>
Un piso	<i>An apartment</i>
Con mi familia	<i>With my family</i>

Step 2: Describing your city

En mi ciudad hay	In my city there is		
En mi ciudad no hay	In my city there isn't		
Mi ciudad es/no es	My city is/isn't		
En mi ciudad se puede	In my city you can		
Un parque	A park	Ir de compras	Go shopping
Un supermercado	A supermarket	Hacer deporte	Do sport
Un cine	A cinema	Comer en restaurantes	Eat in restaurants
Un hospital	A hospital	Ver películas	Watch films
Un centro comercial	A shopping centre	Sacar fotos	Take photos

Step 3: Giving opinions

Pienso que	<i>I think that</i>		
Diría que	<i>I would say that</i>		
En mi opinión	<i>In my opinion</i>		
(No) Es	<i>It is / It isn't</i>		
Grande	<i>big</i>	Interesante	<i>interesting</i>
pequeño	<i>Small</i>	Aburrido	<i>Boring</i>
Divertido	<i>Fun</i>	Emocionante	<i>Exciting</i>
Entretenido	<i>Entertaining</i>	Fantástico	<i>Fantastic</i>
Fatal	<i>Awful</i>	Sucio -a	<i>Dirty</i>
Histórico -a	<i>historic</i>	Limpio -a	<i>Clean</i>
Moderno -a	<i>modern</i>	Viejo -a	<i>Old</i>

Step 4: Elevate your sentences with connectives

También	<i>Also</i>
Además	<i>In addition</i>
Sin embargo	<i>However</i>
Pero	<i>but</i>
Y	<i>and</i>
O	<i>or</i>

Spanish | My region | Skills Guide

Success Criteria:

Have you **introduced yourself**?

- Can you describe **where** you live?
- Can you describe your **house**? Have you used a variety of **adjectives**? Could you add an **intensifier**?
- Can you describe **your local area**? Have you included a range of **nouns**?
- What was your area **like in the past**?
- Are there any problems? What would your **ideal city** have? Have you used any **complex structures**?

Simple answer:

Hola, me llamo Érica y vivo en una casa grande con mis padres en una ciudad que se llama Londres. Me gusta mucho mi ciudad porque es muy interesante. En mi ciudad hay un cine y un centro commercial. Sin embargo, no hay parque.

Extended answer:

Hola, me llamo Érica y tengo diez años. Vivo con mi familia en un piso bonito en el centro de la ciudad. En mi ciudad, hay mucho que hacer como visitar el parque o hay unas tiendas bastante interesantes. Me gusta mi barrio pero es un poco sucio, pero en el pasado era muy limpio y había más espacio verde. En mi ciudad ideal habría más parques y tendríamos menos polución.

Connectives
used to link
ideas

Variety of
adjectives

Intensifiers
used to add
detail

**Fancy
phrase**

Y10 BTEC Tech Award in Music Practice Skills guide: What will I be assessed on in Music?



Learning Aim B Practising and Performing

This is your opportunity to show that you can **sing/play** a 30-60 second piece in a style of music related to ONE of the four styles studied in Learning Aim A



Learning Aim B Composing

This is your opportunity to show that you can **compose TWO** 30-60 second pieces related to TWO of the styles studied in Learning Aim A in response to a theme set by Pearson



Listening to and analysing music

In this task you will be asked to create a portfolio demonstrating analysis of FOUR musical styles. For each style you will describe, compare and evaluate music in relation to:

- Compositional features
- Sonic Features



Exploring your thinking

Your Learning Aim A portfolio will show that you can explore and describe the stylistic features of FOUR styles in detail with clearly explained examples, commenting on the effect of the music

PRACTICAL SKILLS involving performing and composing/creating music Learning Outcome B: Apply understanding of the use of techniques to create music

Things to consider:

Instrumentation roles and functions of different instruments, e.g. transposing for other instruments and vocal ranges, use of timbre, special effects

How individual parts fit together, e.g. arrangements, SATB, orchestration, exploring timbre, rhythm section and soloists, call and response

Ensemble skills such as playing in time with a sense of pulse, sensitivity to others.

Impact of the music for the purpose and intended audience it was created for

Types of music product:

- live performance
- audio recording

Things to consider:

Starting points and stimuli (both musical and non-musical)
Repetition and contrast
Developing and extending musical ideas

Impact of the music for the purpose and intended audience it was created for.

Types of music product:

- composition for media, such as film, TV, adverts and computer games
- original song or composition
- Digital Audio Workstation (DAW) project.

ACADEMIC SKILLS involving research and writing Learning Outcome A: Demonstrate an understanding of styles of music

Things to consider for each style:

Compositional features such as melody, harmony, tonality, rhythm and structure

Sonic features such as instrumentation, timbre, texture and production

How each feature is used in each style

The effect of the music on the audience

Further exploration of the use of features with audio/video examples

Things to consider:

Iconic composers, artists, bands and producers who have influenced and impacted musical styles

Impact of technology on musical styles, instruments, production and recording

Further exploration of stylistic features of:

- Style 1: Reggae
- Style 2: Britpop
- Style 3: Music for Film (Horror)
- Style 4: West African Music

How you have demonstrated understanding through analysis and practical workshops

Y10 Component 1: Exploring Music Products & Styles Task 1

Learning outcome A: Demonstrate an understanding of styles of music

For your portfolio you must create slides on each of the FOUR styles of music:

1. Reggae
2. Britpop
3. Film (Horror)
4. West African traditional

Each style MUST have a section on EACH of the features:

Compositional:

- Melody
- Rhythm
- Tonality
- Harmony
- Structure

Sonic:

- Instrumentation
- Timbre
- Texture
- Production

This is an example of how you could demonstrate a comprehensive understanding of the style chosen. This slide represents the compositional feature MELODY. Notice the use of time-codes, notation, audio and video examples as well as further listening.



To succeed you MUST ensure that you complete all research tasks, including weekly homeworks and practical assignments

In my portfolio I have included:

Feature: One slide per feature

Explanation: What does this word mean?

Examples with time-code: Audio examples (give examples of your own workshopping ideas if you can!) For highest marks you MUST compare 2 or more works

Effect on the audience: Explain how it makes the audience feel and what the intentions of the music are

Listening examples from same style: This will show that you have fully researched your style and understand WHY each feature described is typical of the style

Melody: In the Exorcist by Mike Oldfield there is an **ostinato**, played on the **tubular bells**. An ostinato is a **repeated melodic pattern**. This creates an eerie atmosphere. The repetition represents the idea of **possession**. Other soundtracks that use ostinato are Jaws and Halloween (give examples)

0-0.03 We hear the first melodic pattern, which is 14 notes long. This is **repeated** as an ostinato throughout.



It is joined at 0.13 by the chime bars a 6th higher. Interestingly, there is no dissonance here. Tension and anxiety is created by the rushing tempo and uneven meter as well as the disjunct shape of the melody (there are few step-wise notes). The melody is played **smoothly** and the timbre is an electronic representation of a church organ, which links to the theme of religion, which is very important in this film



Here is an example of me playing the theme on the keyboard. I have tried to mimic the timbre here by choosing an electric organ sound

INSERT VIDEO link

Y10 Component 1: Exploring Music Products and Styles

TASK 2

Learning outcome B: Apply understanding of the use of techniques to create music

For your portfolio you will need to create three 30–60-second examples of ideas for music products using a range of realisation techniques. The examples created must cover three from the following list:

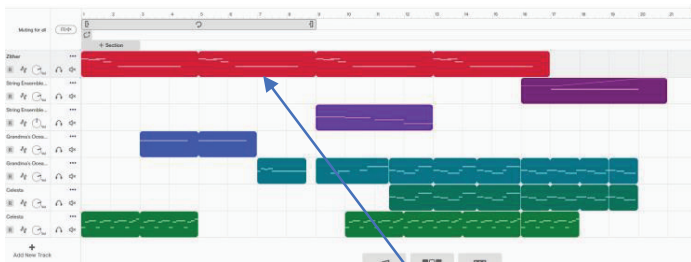
- a live performance (video)
- an audio recording (multitrack)
- music for film/media/computer games
- an original song or composition
- a DAW project (remix/arrangement).
- Your portfolio of evidence must include:

For each product you will write a commentary on ONE PP slide, showing:

how music realisation techniques have been used in the creation of the examples

how music theory and appreciation skills inform creative choices within the realisation process

You should provide a commentary to support points, in the most appropriate format, such as video, audio, written commentary or a combination of these.



- 1) Label your tracks, eg "Zither melody, played slowly and pianissimo"
- 2) Give bar numbers eg "In bar 9 there is imitation between the zither and synthesizer part, which builds tension.
- 3) Link to the theme of the brief eg "The dynamics at bar 11 are forte and the texture is thicker here, creating a sense of drama in keeping with the theme of war with different instruments representing conflicting characters.
- 4) Show creativity: I experimented with automation here as I wanted to vary the dynamics from pianissimo at the start to fortissimo at the end. I also placed some special effects (reverb and distortion) on the zither part to create a rough and disturbing timbre. I have used a lot of dissonance at start between the opening two instruments, to represent two warring factions. Dissonance is where sounds clash and makes the audience feel tense.










In my portfolio I have included	I have demonstrated	TICK
Product 1: Performance 30-60 seconds with commentary	WHY: Deep thinking and planning about creative choices /elements chosen and how these link to the brief (Think key, melody, rhythm, lyrics, performance intentions) HOW: Clear explanation of how ideas are used in an interesting and experimental way with this evidenced in the recording/video! (Think techniques, dynamics, performing style, expression, tone, articulation, timbre)	
Product 2: Own Composition 30-60 seconds with commentary		
Product 3: Music for Film/Computer game/media with commentary	WHAT I am doing with the ideas chosen to develop them throughout the music so that there is interest and contrast (Think overall shape of the music and the effect of this)	

★ FOR HIGH MARKS

Top tip from Pearson Examiners: "Learners should use their commentaries to discuss the techniques they have used and the creative choices they have made and draw attention to the use of musical elements and experimental techniques. Learners should also explain how their music refers to the brief"

- Successful candidates always:
- Practise their singing/instrument at least 3 times weekly
 - Attend a music enrichment weekly
 - Complete all homework set
 - Include screenshots/audio/in-depth analysis of their work to showcase their musical talent!

Y10 Component 1: Exploring Music Products and Styles: Glossary of Compositional and Sonic Features

Image	Musical term	Definition	Where we might find it
	harmony	How chords are used	<u>Compositional feature</u> In West African traditional vocal music people often sing in harmony
	melody	The combination of pitch and rhythm (tune)	<u>Compositional feature</u> Melody can be disjunct (moving in leaps) or conjunct (moving in steps)
	tonality	The key/main scales of a piece and how (if) it changes	<u>Compositional feature</u> The tonality of the Exorcist theme is minor, whereas the tonality of "One Love" by Bob Marley is major
	rhythm	The combination of different note durations	<u>Compositional feature</u> Rhythm is an important feature of West African Djembe music
	structure	The different sections of music and how they are laid out	<u>Compositional feature</u> The structure of most Britpop songs is intro/Verse/Chorus
	instrumentation	The instruments playing and how they are playing	<u>Sonic feature</u> The instrumentation of the famous Jaws theme is Double Bass/Low Strings
	production	How sound is manipulated with technology	<u>Sonic feature</u> Britpop production techniques were basic compared to nowadays because they did not rely on computers
	texture	How the layers of sound are arranged (Thick=many layers/Thin-one or few layers)	<u>Sonic feature</u> The texture of Bob Marley's "Three Little Birds" is melody plus accompaniment
	timbre	The specific quality of a sound	<u>Sonic feature</u> The Marimba has a wooden, mellow timbre

Y10 Tech Award in Music Practice Component 1: Mark Scheme

Marking Grid Learning Aim A

10-12	<ul style="list-style-type: none"> <input type="checkbox"/> Comprehensive knowledge and understanding of how musical elements have been used to create <u>compositional AND sonic features</u> that typify the styles of music. <input type="checkbox"/> There will be minor errors that do not detract from being able to demonstrate secure explanations of almost all concepts. <input type="checkbox"/> Almost all of the points made are supported by relevant examples.
7-9	<ul style="list-style-type: none"> <input type="checkbox"/> Good knowledge and understanding of how musical elements have been used to create <u>compositional features</u> that typify the styles of music. <input type="checkbox"/> There will be few errors and clear explanations of concepts. <input type="checkbox"/> Most of the points made are supported by relevant examples.
4-6	<ul style="list-style-type: none"> <input type="checkbox"/> Adequate knowledge and understanding of how musical elements have been used to create <u>compositional features</u> that typify the styles of music. <input type="checkbox"/> There will be some errors and partial explanation of concepts. <input type="checkbox"/> Some of the points made are supported by relevant examples.
1-3	<ul style="list-style-type: none"> <input type="checkbox"/> Limited knowledge and understanding of how musical elements have been used to create <u>compositional features</u> that typify the styles of music. <input type="checkbox"/> There will be many errors and basic explanation of concepts. <input type="checkbox"/> Few of the points made are supported by relevant examples.

Marking Grid Learning Aim A

10-12	<ul style="list-style-type: none"> <input type="checkbox"/> Comprehensive knowledge and understanding of how musical elements have been used to create <u>sonic features</u> that typify the styles of music. <input type="checkbox"/> There will be minor errors that do not detract from being able to demonstrate secure explanations of almost all concepts. <input type="checkbox"/> Almost all of the points made are supported by relevant examples.
7-9	<ul style="list-style-type: none"> <input type="checkbox"/> Good knowledge and understanding of how musical elements have been used to create <u>sonic features</u> that typify the styles of music. <input type="checkbox"/> There will be few errors and clear explanations of concepts. <input type="checkbox"/> Most of the points made are supported by relevant examples.
4-6	<ul style="list-style-type: none"> <input type="checkbox"/> Adequate knowledge and understanding of how musical elements have been used to create <u>sonic features</u> that typify the styles of music. <input type="checkbox"/> There will be some errors and partial explanation of concepts. <input type="checkbox"/> Some of the points made are supported by relevant examples.
1-3	<ul style="list-style-type: none"> <input type="checkbox"/> Limited knowledge and understanding of how musical elements have been used to create <u>sonic features</u> that typify the styles of music. <input type="checkbox"/> There will be many errors and basic explanation of concepts. <input type="checkbox"/> Few of the points made are supported by relevant examples.

Y10 Tech Award in Music Practice Component 1: Mark Scheme

Marking Grid Learning Aim B		Marking Grid Learning Aim B		Marking Grid Learning Aim B	
10-12	<ul style="list-style-type: none"> <input type="checkbox"/> Effective creative choices based on in-depth understanding of the techniques used to create music and use of perceptive appreciation skills. <input type="checkbox"/> A thoroughly considered and holistic use of pertinent musical elements in the creation of music. 	10-12	<ul style="list-style-type: none"> <input type="checkbox"/> Effective application of experimental techniques and processes used in the realisation of music in response to the brief. <input type="checkbox"/> Perceptive exploration of creative opportunities. 	10-12	<ul style="list-style-type: none"> <input type="checkbox"/> Perceptively developed ideas based on secure application of musical realisation techniques and resources in response to the brief. <input type="checkbox"/> Ideas for music products show cohesive use of pertinent elements of music that thoroughly fulfil intentions.
7-9	<ul style="list-style-type: none"> <input type="checkbox"/> Appropriate creative choices based on clear understanding of techniques used to create music and use of competent appreciation skills. <input type="checkbox"/> A clearly considered use of relevant musical elements in the creation of music. 	7-9	<ul style="list-style-type: none"> <input type="checkbox"/> Competent application of experimental techniques and processes used in the realisation of music in response to the brief. <input type="checkbox"/> Competent exploration of creative opportunities. 	7-9	<ul style="list-style-type: none"> <input type="checkbox"/> Competently developed ideas based on appropriate application of musical realisation techniques and resources in response to the brief. <input type="checkbox"/> Ideas for music products show mostly cohesive use of relevant elements of music that clearly fulfil intentions.
4-6	<ul style="list-style-type: none"> <input type="checkbox"/> Adequate creative choices based on a sufficient understanding of the techniques used to create music and use of some appreciation skills. <input type="checkbox"/> A sufficient use of partially relevant musical elements in the creation of music. 	4-6	<ul style="list-style-type: none"> <input type="checkbox"/> Adequate application of experimental techniques and processes used in the realisation of music in response to the brief. <input type="checkbox"/> Sufficient exploration of creative opportunities. 	4-6	<ul style="list-style-type: none"> <input type="checkbox"/> Adequately developed ideas based on sufficient application of musical realisation techniques and resources in response to the brief. <input type="checkbox"/> Ideas for music products show partially cohesive use of some relevant elements of music that adequately fulfil intentions.
1-3	<ul style="list-style-type: none"> <input type="checkbox"/> Limited creative choices based on a basic understanding of the techniques used to create music. <input type="checkbox"/> A superficial use of musical elements in the creation of music. 	1-3	<ul style="list-style-type: none"> <input type="checkbox"/> Limited application of experimental techniques and processes used in the realisation of music in response to the brief. <input type="checkbox"/> Tentative exploration of creative opportunities 	1-3	<ul style="list-style-type: none"> <input type="checkbox"/> Superficially developed ideas based on limited application of musical realisation techniques and resources in response to the brief. <input type="checkbox"/> Ideas for music products show limited cohesion in the use of elements of music with superficial fulfilment of intentions.

PE | Sports Psychology | Topic Dictionary

Key word	Definition	Question
Open skill	A skill which is performed in a certain way to deal a changing environment	Give a sporting example of an open skill
Complex skill	A skill with lots of decisions to be made in order to be successful	Give an example of a complex skill
Performance goal	performance goals focus on improving individual skill and technique, comparing performance against previous efforts,	What is the difference between a performance goal and a outcome goal
Outcome goal	outcome goals focus on the final result or competitive outcome of an event	Give a sporting example of an outcome goal for an elite javelin thrower
Specific	training that is tailored to the demands of the sport, muscles used, and movements required	Define Specific In target settings
Basic model of information	how performers receive information (input), make decisions based on that information, and then execute actions (output), with feedback informing future performance	Draw the basic model of information processing
feedback	This stage provides information about the effectiveness of the output, helping the performer to refine their skills and make better decisions in the future.	Give two examples how athletes may receive feedback

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DEFINE

I athlete's:

- Define key words from the scheme of work, such as:
- skill
- Ability
- Performance goals
- Outcome goals
- Input
- Feedback

APPLY

I athlete's:

- Describe how SMART targets setting has an impact on an athlete's performance
- Describe how performance goals and outcome goals can be set for a beginner and elite athlete

EVALUATE

I am able to:

- Explain how the information processing model is used by performers to interpret the sporting environments and make decisions.
- Explain how skills are classified using a continuum.



Challenge:

Explain what each part of SMART stands for

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GOAL SETTING

Types of goals

Performance related goal:

A goal that is used to compare against themselves, related to their own performance e.g. Winning more rebounds in a basketball match than last match

Outcome related goal:

A goal that involves comparing your performance against someone else e.g. Winning a 100m sprint race.

Challenge question

Using the picture in the middle pick which skill classification matches the picture



Skill Classification

Basic	Few decisions need to be made when performing the skill.
Complex	Lots of decisions need to be made in order for the skill to be performed successfully.
Open	A skill which is performed in a certain way to deal with a changing environment.
Closed	A skill which is not affected by the environment
Self-paced	The skill is started when the performer decides to start it. The speed of the skill is controlled by the performer.
Externally paced	The skill is started because of an external factor. The speed of the skill is controlled by an external factor such as an opponent.
Gross	The skill involves big body movements and uses large muscle groups.
Fine	The skill involves small, precise movements and uses small muscle groups

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SMART Targets

S – Specific
M – Measurable
A – Accepted
R – Realistic
T – Time bound

Skill

A learned action or movement with a specific goal or outcome
Eg. Passing a ball in football

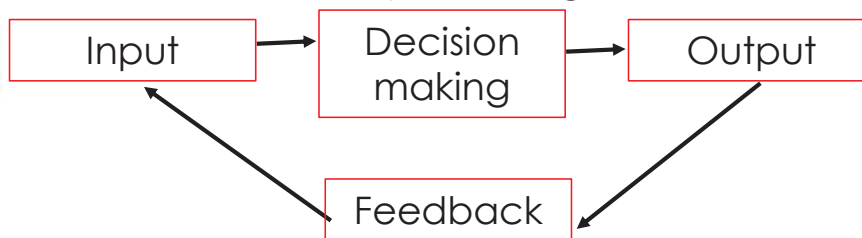
Ability

An innate, stable trait that determines a person's potential to learn or acquire a skill
Eg. A gymnast with excellent balance

Sporting example: Conversion kick (Rugby)



Information processing model



Input – what has been received from the senses, eg. Flight of the tennis ball being served by your opponent

Decision making – performers selects choice or response, eg. Decide they need to move to their left quickly because the tennis ball is going in that direction quickly

Output – body produces movement, eg. Performer actually moves to their left to return the tennis ball

Feedback – did the skill work? Was there success? If there was, store in long term memory for future use. If there wasn't, don't make the same decision again in a future situation

Input: A rugby player uses selective attention to block out the crowd he focuses on the angle of the kick and the wind

Decision making: From past experience he decided to kick the ball slightly left of the near post. The Action has been rehearsed many times

Output: He positions himself to kick the ball

Feedback: He kicked the ball straight through the posts he received intrinsic feedback on how the movement felt and the flight of the ball