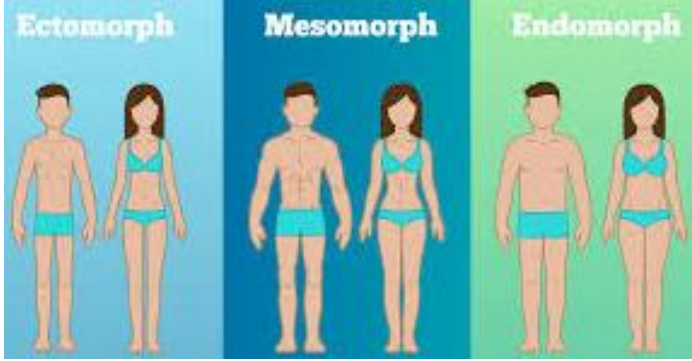
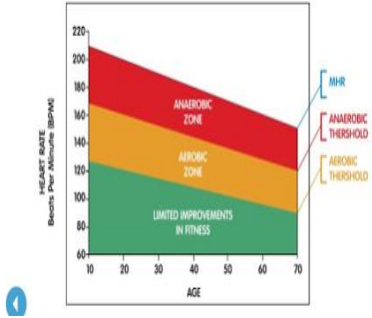
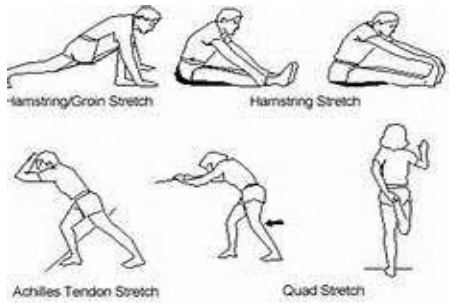





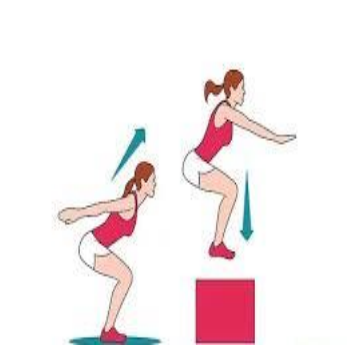


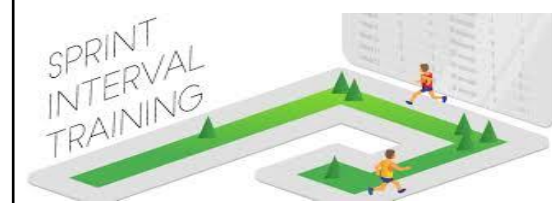



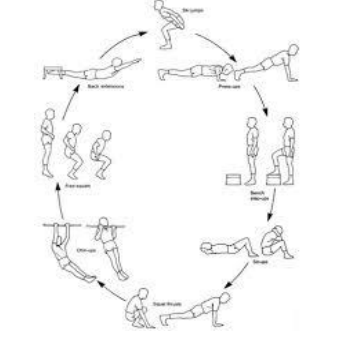


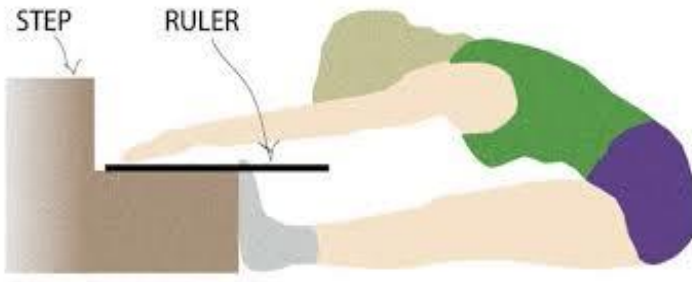
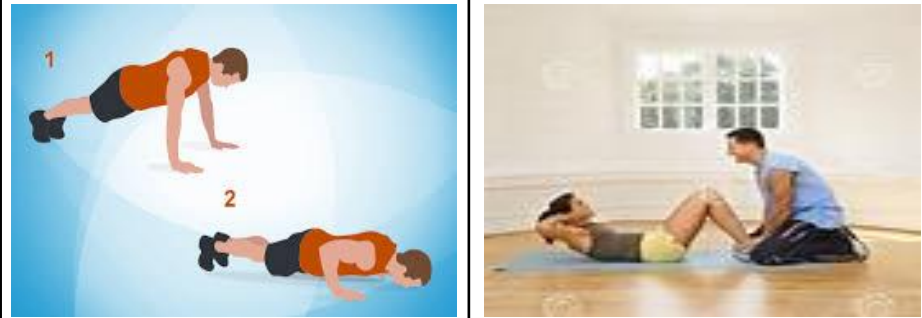

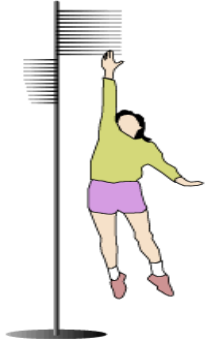



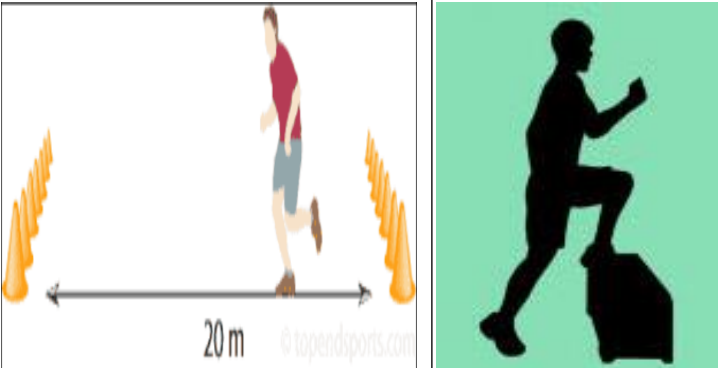
UNIT 1: Fitness for Sport and Exercise, Learning Aim A

Components of skill-related fitness:		Components of physical fitness:		Links to other topics:																															
Agility:	The ability of a sports performer to quickly and precisely move or change direction without losing balance or time.	Aerobic Endurance:	The ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained physical activity. Other names: cardiorespiratory fitness, cardiorespiratory endurance or aerobic fitness.	Relate to analysis of physical and skill-related fitness in Unit 2 when assessing own performance and technical skills and tactics of sport.																															
Balance:	The ability to maintain centre of mass over a base of support. 2 types of balance: STATIC balance and DYNAMIC balance. STATIC – when performing a headstand in gymnastics. DYNAMIC: Balance to perform a cartwheel.	Muscular Endurance:	The ability of the muscular system to work efficiently, where a muscle can continue contracting over a period of time against a light to moderate (medium) fixed resistance load.	Use when creating bespoke training plan to improve own aspect of skill-related fitness in Unit 3 . E.g. improving agility in football to dribble past a defender more effectively.																															
Coordination:	The smooth flow of movement needed to perform a motor task efficiently and accurately.	Flexibility:	Having an adequate range of motion in all joints of the body; the ability to move a joint fluidly through its complete range of movement.	Exercise Intensity:																															
Power:	The product of strength and speed. Expressed as the work done in a unit of time.	Speed:	Distance divided by the time taken. Speed is measured in metres per second (m/s). The faster an athlete runs over a distance = the greater their speed.	Intensity:	Be able to measure heart rate (HR) and apply HR intensity to fitness training methods.																														
Reaction time:	The time taken for a sports performer to respond to a stimulus and the initiation of their response.	F – Frequency I – Intensity T – Time T - Type	Muscular Strength: The MAXIMUM force (in Kg or N) that can be generated by a muscle or muscle group. Body Composition: The relative ratio of fat mass to fat-free mass in the body. ECTOMORPH – tall and thin, high jump. MESOMORPH – toned, medium build, strong and robust, rugby player. ENDOMORPH – short and dumpy, round, sumo wrestler.	Borg Scale:	6-20. Rating of perceived exertion (RPE) – can be used to measure exercise. How a performer thinks they feel. RPE x 10 = predicted HR of performer.																														
Additional principles of training:	Progressive Overload – demanding, body adapts. Specificity – To individual needs. Adaptation – how body reacts to training.	Reversibility – Training stops = effects reverse. Variation – Avoid boredom. Rest & Recovery – Let body adapt to change.		<table border="1"> <tr><td>6</td><td>No exertion</td></tr> <tr><td>7</td><td></td></tr> <tr><td>8</td><td></td></tr> <tr><td>9</td><td></td></tr> <tr><td>10</td><td></td></tr> <tr><td>11</td><td>Light</td></tr> <tr><td>12</td><td></td></tr> <tr><td>13</td><td>Somewhat hard</td></tr> <tr><td>14</td><td></td></tr> <tr><td>15</td><td>Hard (heavy)</td></tr> <tr><td>16</td><td></td></tr> <tr><td>17</td><td>Very hard</td></tr> <tr><td>18</td><td></td></tr> <tr><td>19</td><td></td></tr> <tr><td>20</td><td>Maximal exertion</td></tr> </table>	6	No exertion	7		8		9		10		11	Light	12		13	Somewhat hard	14		15	Hard (heavy)	16		17	Very hard	18		19		20	Maximal exertion	MAX HR: 220 – your age = MAXIMUM Heart Rate of performer. E.g. 220 – 15 yrs = 205 MAXHR. 
6	No exertion																																		
7																																			
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15	Hard (heavy)																																		
16																																			
17	Very hard																																		
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19																																			
20	Maximal exertion																																		

UNIT 1: Fitness for Sport and Exercise, Learning Aim B

Fitness Training Methods:	Examples:
<p>Flexibility Training:</p> <p>Static – Active stretching – performed by individual. Passive stretching, help from other person.</p> <p>Ballistic – FAST, JERKY movements. Through the full range of motion. This might be bobbing or bouncing. This would be specific to the movements of the sport, e.g. Gymnastics / Dance.</p> <p>Proprioceptive Neuromuscular Facilitation (PNF) – Develops mobility, flexibility and strength in the muscles. Usually helped by a partner and adding resistance against the muscle to stretch. Partner to hold muscle in static isometric position, for 6-10 secs. Muscle then relaxes and repeat. This enables the muscle to stretch even further = GREATER range of movement.</p>	  
<p>Strength, Muscular Endurance & Power Training:</p> <p>Circuits – Different stations and exercises. Can develop strength and endurance. Different stations use different body parts and muscle groups to avoid fatigue.</p> <p>Free Weights – Use of barbells and dumbbells to perform dynamic exercises. STRENGTH = low reps, high weight/loads. ENDURANCE = high reps, low weight/loads.</p> <p>1 Rep MAX – Indicator to work out weight training zones. MAXIMUM load performer can lift for 1 repetition. ENDURANCE = 50-65% of 1RM. STRENGTH = 80-90% of 1RM</p> <p>Plyometrics – EXPLOSIVE POWER. Sprinters, hurdlers, volleyball, basketball players. Can cause muscle soreness.</p>	   
<p>Speed Training:</p> <p>Hollow – A series of sprints separated by a 'hollow' period of jogging or walking.</p> <p>Acceleration – Pace is gradually increased from standing – rolling start – jogging – striding – sprinting. Rest and repetition is done.</p> <p>Interval – WORK period followed by a REST period. Work periods are SHORT but very INTENSE.</p>	  
<p>Aerobic Endurance Training:</p> <p>Continuous – STEADY pace = moderate intensity, 30mins or more.</p> <p>Fartlek – Intensity varied. Different SPEEDS and TERRAIN. No rest period and continuous. Can use equipment to increase (weight vests etc).</p> <p>Interval - WORK followed by REST. 30secs – 5mins work.</p> <p>Circuit – STATIONS and EXERCISES developed around endurance. Stations, exercises, avoid fatigue.</p>	   

UNIT 1: Fitness for Sport and Exercise, Learning Aim C

Fitness Training Methods:		Examples:		
<p>Flexibility Training:</p> <p>SIT AND REACH TEST Straight legs and fingers slowly moved along box. Average of 3 scores taken as result.</p>		<p>Muscular Endurance:</p> <p>ONE-MINUTE PRESS UP TEST As many reps as possible in a minute.</p> <p>ONE-MINUTE SIT UP TEST As many reps as possible in a minute.</p>		
<p>Strength:</p> <p>HAND GRIP DYNAMOMETER Grip and squeeze above the head and then maintained laterally all way down to hip. Average of 3 taken.</p>		<p>Agility:</p> <p>ILLINOIS AGILITY TEST Timed sprint against the clock around the course or straight sprint and lots of changing direction. Average of 3 runs taken.</p>	<p>Power:</p> <p>VERTICAL JUMP TEST Test of anaerobic power. Standing jump. As high as possible, mark and measure tip of finger at the highest point. Average of 3 jumps taken as score.</p>	
<p>Speed Training:</p> <p>35M SPRINT TEST Rolling start, average of 3 sprints taken.</p>		<p>Body Composition:</p> <p>SOMATOTYPES Ectomorph, Mesomorph, Endomorph.</p> <p>SKINFOLD TESTING 3 folds of skin taken and measured.</p>		
<p>Aerobic Endurance:</p> <p>MULTI STAGE FITNESS TEST Bleep test – increases in levels and intensity. Continuous run.</p> <p>FORESTRY STEP TEST 5mins step test. HR checked and measured at the end.</p>		<p>Importance of Fitness Testing to Sports Performers and Coaches:</p> <ul style="list-style-type: none"> • Gives BASELINE data and results to IMPROVE performance. • Can DESIGN fitness training programmes based upon fitness test results. • Results give a performer an AIM for GOAL SETTING. 	<p>Requirements for Administration of each Fitness Test:</p> <ul style="list-style-type: none"> • Pre-test information (permission & consent) • Checking of equipment – CONSISTENT use. • ACCURATE measurements and recordings. • PURPOSE for each test? • RELIABILITY / VALIDITY / PRACTICALITY 	

OCR 1-9

Citizenship

Rights and Responsibilities

Human Rights are rights we are entitled to simply because we are human. People should not expect to have their rights removed unless they ignore each other's rights. The most commonly used human rights declaration is the **Universal Declaration of Human Rights (1948)**. Among the most important rights and freedoms are **the rights to life, liberty and security and the freedom from slavery, torture and unlawful imprisonment**.

History of Human Rights

The Constitution of Medina was written 1,400 years ago by the Islamic prophet Muhammed. It is the first recorded declaration of human rights. It is based on the idea that freedom, justice and equality are important principles that everyone should follow.

The most commonly used human rights declaration is the **Universal Declaration of Human Rights (1948)**.

Since 1948 most governments have passed their own laws to protect the rights and freedoms of their citizens. These laws are based on the United Nations Declaration of Human Rights. In the UK there is the **Human Rights Act (1998)**. This was reinforced by the **Equalities Act (2010)**.

The **Magna Carta in 1215** was the first English declaration of Human Rights:

- ▶ Everyone including the king should be subject to the law = **the Rule of Law**.
- ▶ The Rule of Law is a key feature of modern English law.
- ▶ Magna Carta's core principles are at the heart of the US Bill of Rights (1791) and influenced the Universal Declaration of Human Rights (1948) and the European Convention on Human Rights (1950)
- ▶ However it made no mention of women and was concerned about barons and not peasants.
- ▶ Only two clauses are relevant to today's world, clause 39 and 40 which gave all 'free men' the right to justice and a fair trial

TASKS

1. Which one document was first to include the principle of 'The Rule of Law'?
 - a. The convention of Medina
 - b. The Magna Carta
 - c. The Universal Declaration of Human Rights
 - d. The Human Rights Act

[1 mark]

2. From the list below chose four rights or freedoms that are included in the European Convention of Human Rights.
 - a. To become a citizen of any European country.
 - b. To be able to view unbiased media.
 - c. To have full time education or training to the age of 18.
 - d. To be free from slavery.
 - e. To have access to medical treatment that is free at the point of use.
 - f. To be free from government interception of your personal communications.
 - g. To have life, liberty and personal security.
 - h. To have access to play and leisure facilities.
 - i. To be able to vote in any European country.
 - j. To have a fair trial.
 - k. To be able to use violence to defend yourself.
 - l. To be able to express your thoughts and ideas.

[4 marks]

3. Oppose the viewpoint that the Magna Carta is not relevant. [8 marks]

Age of Criminal Responsibility

We have both rights (see above) and responsibilities. **The age of criminal responsibility** is the age at which you can be prosecuted for a criminal. In England the age of criminal responsibility is 10 as the government has decided that 10 year olds are able to decide the difference between right and wrong.

TASKS

1. Categorise the arguments below. What are the arguments for raising the age of criminal responsibility to above 10 years old? Which are the arguments for keeping it at ten years old?

10 year olds know the difference between rights and wrong	The law can deal with ten year olds in a way which is sensitive to their age. E.g. they use youth courts for under 18s
10 year olds often don't know what is legal or illegal and in other areas of the law children are thought not to be able to make sensible decision until they are older e.g. they cannot vote or drink until they are 18.	Raising the age of criminal responsibility would send the wrong message to young people
The age of criminal responsibility in England, Wales and Northern Ireland is the lowest in the European Union.	In 2013 The UN Committee Against Torture recommends that the UK raise the age of criminal responsibility.

2. Which of the definitions below best matches the term 'age of criminal responsibility'?

- a. The age at which a young person must be tried in a youth court.
- b. The age below which a young person cannot be held accountable in law for his or her actions.
- c. A period of time, after the Second World War, when criminals behaved with greater responsibility to members of the public.
- d. The age at which a young person is responsible for defending themselves in court.

[1 mark]

3. Evaluate the following viewpoint 'The age of criminal responsibility is too young' in your answer you should discuss both sides of the argument. [12 marks]

Age-related Rights

Age laws can be altered by Parliament. When changes have been made the age limits have usually increased. For example the legal age at which a person can buy an animal was raised from twelve to sixteen by the Animal Welfare Act (2006).

However the voting age has decreased. Originally in England and Wales the voting age was 21, this went down to 18 in 1969. In Scotland the age has decreased even more, if you are Scottish you can now vote at 16 years old.

TASK

The table below has arguments for and against lowering the voting age. Write 'for' next to the arguments for lowering the voting age and 'against' next to the arguments against lowering the voting age.

Sixteen year olds took their voting seriously in the 2015 Scottish Referendum	Sixteen year olds are better educated about citizenship than ever before.
Sixteen year olds pay taxes, can work and marry, and are able to join the army. If they can do these things at sixteen they should be able to vote.	Most sixteen year olds live at home and attend school. They lack the life experience to make voting decisions and will be too easily influenced by parents and friends.
Many sixteen year olds lack the maturity to take citizenship seriously because real responsibility is still too far away for them.	Eighteen year olds have much more complex adult rights and duties. Sixteen year olds do not. They need parental permission to do such things as marry and join the army.

TASKS

1. Support the viewpoint that the voting age should be lowered to 16 years old [8 marks]

Remember there are mark schemes at the back of the revision booklet to self-assess your work!

Votes for prisoners

Prisoners have human rights- for example in this country they are protected from torture. However one human right they don't have in this country is the right to vote in elections. There is a debate at the moment about whether prisoners should be given the vote.

TASK

Below are arguments for and against giving prisoners the vote, categorise them into for and against and then answer the question below.

People have both rights and responsibilities	Some criminals have committed very serious crimes such as murder
Article 10 of the ECHR gives everyone the right to freedom of expression. This can only be limited for certain reasons such as protecting public safety. Protocol 1 Article 3 gives everyone the right to free elections in their country.	In 2014 the ECtHR ruled that the UK's ban on prisoners voting was unlawful.
Can we trust prisoners' judgements? They have already shown they are untrustworthy by committing crimes.	Prison is meant to be a punishment
If prisoners don't have the right to vote they won't feel like part of society	Both the public and MPs are against giving prisoners the right to vote
Human Rights are rights that everyone has simply because they are human	Prisoners are probably not interested in politics

1. Evaluate the following viewpoint 'we shouldn't protect the human rights of criminals because they have broken the law' [12 marks]

Specialist Rights

Trade unions are organisations that specifically represent workers and promote their rights. There are certain trade unions for certain jobs, for exam the British Medical Association (BMA) for doctors and the National Union of Teachers (NUT) for teachers. Below is some more information about trade unions.

- ▶ A group of workers that join together to achieve common goals.
- ▶ There are different trade unions for different jobs e.g. the British Medical Association for doctors and Unite the Union which is the biggest union in Britain and represents lots of different jobs.
- ▶ Don't represent the interests of low-skilled, low-paid job workers.
- ▶ Trade unions promote fair, safe and discrimination-free employment. This means employees are going to be loyal, free and productive.

- ▶ They spend too much time on political campaigns and don't do enough to support their members in the workplace.
- ▶ Unions can work with the government to improve conditions for all workers.
- ▶ Workers in companies with a trade union earn 10% more than in a similar company with no union.
- ▶ They get higher wages for union workers at the expense of fewer jobs.

TASK

Place the information above into the correct column to show the positives and negatives of trade unions

Positives of Trade Unions	Negatives of Trade Unions

1. **Write a reasoned case supporting the view below**
'Workers should always join a trade union' [8 marks]

There are also employers' associations. Two of the biggest known are the Federation of Small Businesses (FSB) and the Confederation of British Industry (CBI). They are both able to offer legal advice to employers and have regular discussions with the Government to help promote policies to help business, such as lowering tax paid by employers.

Source 6:

Call to loosen 'damaging and restrictive' immigration controls.

We are calling on the UK Government to loosen immigration controls.

Seeking to reduce immigration by limiting the number of skilled migrants from non-EU countries is one of the UK government's greatest mistakes. Now is the time to raise the limit of 20,700 visas that can be issued to skilled non-EU workers each year.

Easy access to international talent is essential for UK business. The current limit on non-EU visas is holding back growth. Allowing our members to hire from international pool of mobile, talented workers will help fill the gaps.

Which type of organisation is most likely to have made the statement in Source 6?

- a. a trade union
- b. an employers' association
- c. a human rights pressure group
- d. the Supreme Court

Specialist Rights for children

<p>93.5% of UK children agreed that – <i>Every child has the right to have the education they need (at school, or college or from a tutor).</i></p>	<p>The UN is concerned about the amount of force used on children in custody (in prison). And thinks that parts of the Criminal Justice and Courts Act is not compatible with the UN Convention on the Rights of the Child.</p>	<p>The government has a Drug strategy that provides accurate information to young people, and their parents/carers, about drugs and alcohol through education and the FRANK service.</p>	<p>Children are around three times as likely to be in poverty if they live in a workless family. The government is raising the incomes of poor children's families by helping them get into work and by making work pay.</p>
<p>The treatment of child migrants has grown worse. The Home Office seems still to prioritise the need to control immigration over the best interests of the child. This is unsatisfactory.</p>	<p>In <i>England</i>, all schools must by law have a behaviour policy with measures to prevent all forms of bullying among pupils including cyber bullying.</p>	<p>The government has given more powers to teachers to tackle disruptive behaviour and allow them to search pupils for banned items, delete inappropriate images or files on phones and give same-day detentions.</p>	<p>In <i>England</i>, over 99 per cent of schools have measures in place that enable pupils to have a say in the running of the school; and 95 per cent have a school council. Ofsted seeks the views of pupils as part of school inspection.</p>
<p>A recent report published by Save the Children finds that the number of children living in relative poverty in the UK may increase to five million by 2020 despite the cross-party commitment to eradicate child poverty by that year.</p>	<p>Overall, disabled children were less likely than children generally to report freedom to hold their own opinions and religion, being free to say what they really think or to express their views on things that affect them.</p>	<p><u>TASKS:</u></p> <ol style="list-style-type: none"> 1. Which squares suggest that UK is doing well at implementing the UN Convention on the Rights of the Child? Which squares suggest the government has more to do? 2. ASPIRE: What rights in the UN Convention on the Rights of the Child are referred to in each square? 	

The UN decided that children needed special rights to protect them so created the UN Convention on the Rights of the Child and each country to make sure that the children in their countries has these rights. Below is a task based on how well the UK government has implemented these rights.

How well has the government implemented the UN Convention on the Rights of the Child?

TASK

Mark on the judgement line how well the government has done and then improve your exam question using the sentence starters below.

The government
has done badly

The government
has done well

Equality Act 2010

The Equality Act 2010 makes sure that people with particular characteristic are protected from discrimination. These are the **protected characteristics**:

Age
Disability
Gender Reassignment
Marriage and civil partnerships
Pregnancy or maternity
Race
Religion or belief
Sex
Sexual orientation (Gay, lesbian or bisexual)

If you believe you have been discriminated against or treated unfairly then you can start by **complaining** to the organisation and they must do something about it. If they don't, then you could make a claim under the Equality Act 2010. This could result in the organisation being **taken to court** and **sued** for their action.

TASK:

1. Identify three characteristics for possible discrimination protected by the Equality Act.

- A social class
- B language spoken
- C sexual orientation
- D qualifications
- E disability
- F wealth
- G marriage and civil partnership
- H property ownership
- I access to transport

If you feel you have been discriminated against at work and want to make a claim under the Equalities Act you have to take the following steps. Key a record of the events, include dates and times and a description of what happened. Then get advice from the Advisory, Conciliation and Arbitration Service (ACAS), a trade union or a lawyer. You then see your boss to try and sort out the problem informally (you can ask a work colleague or a trade union rep to come with you). If this doesn't work and you are still being discriminated against then you use your company's grievance (complaints) procedure to make an official complaint. Again if the discrimination continues you contact your trade union or ACAS to see if they can help you solve the problem through mediation. This is more informal than a court room and should save you from having to go to court. If this doesn't work you can then take legal action by taking the case to an employment tribunal. This has to be done within 3 months of the events.

TASKS

1. What are the six steps you can take if you are being discriminated against at work?
2. A male employer interviews a female candidate for a job on a sales team. She is 55 years old. Which one of the employer's actions was illegal?
 - a. Asking her different questions to those asked of a male candidate.
 - b. Asking her to take maths and English tests links to the demands of the job.
 - c. After an excellent interview, rejecting her application because of a poor reference.

- d. After an excellent interview, rejecting her because younger employees wanted a team mate of their own age.

Why do we have laws?

We might not agree with all laws but everyone is expected to obey every law. This is known as the Rule of Law. If we ignored laws that we didn't like then there would be no common code of behaviour. People would find it difficult to trust others if laws were applied to some people but not to others. People would protest about such unfairness and lose respect for the police.

A law works best when:

- most people know about the law and agree with it
- the law is clear and easy to understand
- the law can be enforced easily and without discrimination
- Punishments are clear and applied fairly.

The purpose of law- protecting society

Laws against murder, assault and burglary are examples of this. Parliament has passed many new laws to protect health and safety. Such laws protect people on roads, in workplaces, shops, restaurants and schools, and even in the home.

The purpose of law-protecting rights, promoting freedoms and equalities

In the second part of the twentieth century the government passed laws to protect people against discrimination. The two most recent laws to protect equalities in the UK are the Human Rights Act (1998) and the Equalities Act (2010).

The purpose of law- settling disagreements

Judges are asked to decide who is right or wrong in arguments over such things as land ownership, money, employment and relationships. For example if you employ a builder to do work on your house and you think the work isn't good enough then you can claim the money back using the small claims services of the count court.

TASK:

Explain why laws are needed. [4 marks]

Explain why	
Two reasons given with evidence	4
Two reasons given one with evidence	3
Two reasons given without an example or one reason given with an example	2
One reason given	1

Criminal and Civil Law

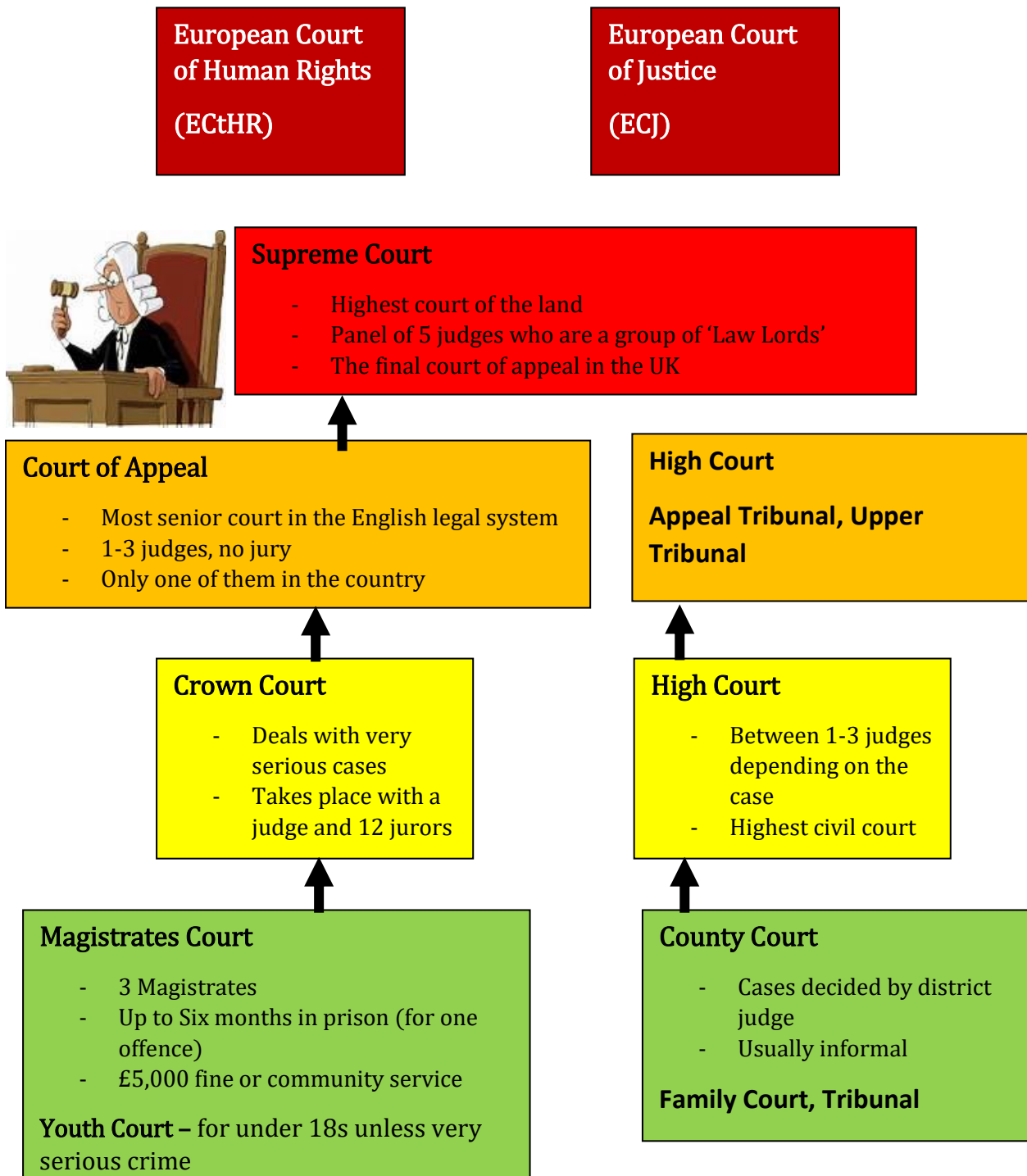
There are two different types of law: civil law and criminal law.

Civil law covers disagreements/disputes between individuals, groups and organisations (e.g. employment or other contracts, unfair treatment at work, cases of discrimination under the Equalities Act, land and property ownership, divorce and child custody, accident and injury.)

Criminal law covers offences against the community as a whole and Parliament decides what types of behaviour should be criminal offences. This could be offences against a person (e.g. homicide), offences against property (e.g. theft) offences against the State (e.g. terrorism, smuggling.)

The Court System

The different types of court-



TASKS:

2. What is the best description of the work of a judge in a criminal court?
 - m. Selects and directs the jury

- n. Decides whether the defendant is guilty or innocent
- o. Prosecute the defendant
- p. Decides sentences.

[1 marks]

3. What is the court where all criminal cases start?

- e. A County Court
- f. The High Court
- g. A Magistrates Court.
- h. A Crown Court.

1. Which legal setting would hear a claim for unfair dismissal by someone aged 17?

- a. An industrial or employment tribunal
- b. A youth court
- c. A county court
- d. A public enquiry

4. Which row in the table best describes police and court roles in civil law?

	Police roles	Court roles
A	investigate offences	decide guilt or innocence
B	the police have no role	settle disputes
C	investigate offences	settle disputes
D	the police have no role	decide guilt or innocence

Police's rights and responsibilities

Police responsibilities

- uphold the law, protect human life and keep the peace
- record any offence brought to their attention
- be polite and treat people with respect
- tell people their name and the station at which they are based
- obey the law themselves
- follow all the codes of practice for dealing with citizens
- inform citizens of their rights when stopped, searched, arrested or charged
- make accurate statements as witnesses in court
- use reasonable force only as a last resort
- avoid any form of discrimination:

Police rights

- expect cooperation from citizens
- stop anyone in a public place and ask them to account for their actions
- stop and search people who they reasonably suspect may have committed or be about to commit a crime
- arrest someone who is committing a criminal offence, has committed an offence or is about to do so
- use reasonable force to stop, search or arrest people
- enter premises without permission to save life, or to deal with or prevent a crime
- seize property if they think it may have been stolen or if it is evidence linked to a crime
- charge someone with committing a criminal offence if there is enough evidence
- detain someone for up to 24 hours without charge.

Juries

What are juries?

- They are a group of 12 people who sit through a Crown Court case
- As a group, they decide whether the defendant is guilty or innocent, however, in most cases, there has to be a 100% agreement
- They have to/can:
 - Apply common sense
 - Accept advice from the judge
 - Listen to evidence and remain impartial
 - Represent the wider community



Reasons to have juries	Reasons not to have juries
<ul style="list-style-type: none"> • The justice system reflects the standards and values of the general public • Citizens can find out more about how the justice system really works • Citizens can evaluate whether the law is being applied justly and fairly, and see things the professionals may miss • Citizens have a freshness and insights of those who are new to the system • It is cheaper and the country would have to take money out of hospitals and school to pay for fees 	<ul style="list-style-type: none"> • Ordinary people have very little knowledge about the law • Professionals are better because they are more experienced • Judges would be less worried about their verdicts than normal people • Ordinary people have busy lives and can't be expected to do it if they have other commitments • Jurors are paid only £30 a day, which can make them feel angry or upset

- 1) Write a plan for the 12-mark question: 'The country should abandon the jury system' Evaluate the viewpoint [12 marks]

Magistrates and Judges

Magistrates Fact Check:

- Magistrates are also called Justices of the Peace and use the initial JP after their name.
- Magistrates are 18-70 years old.
- Roughly the same amount of men and women are magistrates.
- Most magistrates are in court for 18 days per year and have two more days for training.
- If magistrates have jobs they are entitled to take time off from their job to be a magistrate.

- Magistrates are not paid but are allowed to claim expenses.
- Magistrates are not legally qualified but have a legal advisor in court to help them.
- Magistrates use sentencing guidelines and case law to help them make decisions.

Judges Fact Check:

Judges interpret and uphold the law. They are trained and experienced lawyers who are able to make sure that court cases are heard fairly and outcomes are just.

Lawyers apply to the Judicial Appointments Commission to become judges.

When they are judges they are expected to apply statutory law and case law to the facts of each case and they decide punishments in criminal courts and outcomes in most civil cases. They also keep order in court.

Judges do not decide whether defendants are innocent or guilty in Crown Courts. But they do advise and support juries on points of law.

TASKS:

Put the role into the correct column.

- Usually decide sentences alone.
- Supported by a legal adviser
- Has lots of legal training and experience.
- Sitting in courts take up most of their time.
- Decides whether defendants are guilty or not guilty.
- Deals with criminal cases.
- Retires at 65 year old.
- Gives advice on points of law.

Lay magistrate	Judge in a Crown Court

Citizens in the legal and justice system

You can become involved in the legal and justice system in several ways, you could become a witness in a court case, you could be selected for jury duty, you could volunteer as a special constable or you could be elected as a PCC.

Below is a description of the special constable and the PCC

Citizen action

Keeping the police accountable: the work of Police and Crime Commissioners

Police and Crime Commissioners (PCCs) are elected representatives, often nominated by the main political parties, whose job is to make sure the police are answerable to the communities they serve.

PCCs aim to cut crime and deliver an effective police service that meets the needs of the whole community efficiently.

PCCs are responsible for working with local chief constables and their team of senior officers to decide:

- how the area is policed
- how the police budget should be spent
- the amount of council tax that should be charged for the police
- the type of information residents should receive about what the local police are doing.

PCC elections are held every four years.

Everyone aged eighteen or over has the right to vote. In the first PCC elections (2012), only 15.1 per cent of people voted. Many electors didn't know what a PCC was and most had heard little about the election candidates. Voter turnout increased to 27% in 2016.

Citizen action

Working as a special constable

The special constabulary is a force of unpaid, trained volunteers who work with and support their local police.

'Specials', as special constables are known, come from all walks of life. They all volunteer for a minimum of four hours a week and are an important link between the regular (full-time) police and the local community. People who work as special constables usually have another paid job outside the police service and come from a wide range of backgrounds.

Once special constables have completed their training, they have the same powers as regular officers and wear a similar uniform.

People become special constables for different reasons, including to:

- give something back to their community
- learn new skills and gain valuable experience
- enjoy a new personal challenge
- gain experience of the police force before applying to join as a regular officer.

Qualifications needed to become a special constable

- no formal educational qualifications are needed, but applicants must pass a literacy test
- a clear personal record without criminal convictions or police cautions
- the physical and mental abilities to perform police duties (but there are no minimum or maximum height requirements)
- citizenship of a country in the **European Economic Area**, including the UK, or indefinite leave to remain as a UK resident
- positive security clearance and reference checks.

Crime and its causes

Match the cause of crime to its explanation.

Cause of crime	Explanation of the cause of crime.
Poverty	Some people come to think that some negative behaviour is ok. For example if the media so women to be inferior some men are more likely to commit sexual offences.
Normalisation of criminal behaviour	If people cannot reach their goals through legal methods (maybe they don't have the same opportunities as others) they may attempt to get success through crime instead.
Alcohol and drugs.	People see themselves as poor compared to other people are more likely to steal than those that think they are well off.
Frustration (strain theory)	E.g. children more likely to turn crime if they are brought up in families which, have no work or are violent. If kids get sucked into gang life they are more likely to commit crimes.
Low levels of social integration and control	Young people commit crime as they aren't integrated into society. E.g. they don't have children or a steady job and rent to pay. Adults have these things which makes them avoid the risk of going into crime.
Upbringing and socialisation	People are more likely to act aggressively if they are influenced by alcohol or drugs. E.g. drug addicts often fund their habit through crime.

Should criminals go to prison?

The aim of criminal law is to punish those people who have broken the law and to protect the safety of the public. There has been a lot of debate in recent years about whether putting criminals into prison is the best thing to do. Organisations such as the Howard League have suggested that prisons don't work and that the majority of prisoners commit more crimes when they come out of prison and there are other punishments or restorative methods that work better. Examples of other punishments/options for criminals are:

- Suspended sentences: Offenders are told that they will be jailed if further crimes are committed within a set period of time – usually six months or a year. Offenders get support to help them stay out of trouble.
- Fines
- 'Tagging': Offenders are banned from certain areas and/or must be at home at particular times.
- Drug Treatment and Testing Orders (DTTO): Offenders must attend a drug treatment centre regularly over a period between six months and three years and are tested to see whether they are continuing to use drugs.

TASK

Below are some arguments for and against sending criminals to prison. Label the arguments correctly 'for' and 'against' prisons.

Victims of crime report a greater sense of justice and personal security if those who have caused them serious harm are imprisoned.	At a cost of over £37,000 per prisoner per year, imprisonment is a particularly expensive way of dealing with crime.	46 % of adults released from prison commit further crimes within one year.
Public opinion is also strongly in favour of harsh treatment for serious offenders.	Most agree that imprisonment is appropriate for those offenders who pose a serious threat to the public	Prison is seen as a good way of making clear to criminals that their offences are unacceptable and will not be tolerated.
Over 60% of ex-prisoners re-offend	Pressure groups such as the Howard League for Penal Reform think imprisonment usually fails to reform and rehabilitate offenders	There are alternative ways of dealing with less dangerous criminals such as fines and community service.

TASKS:

Oppose the view that prison is the best place for criminals [8 marks]

How does the government protect society?

Governments are spending a lot of time and money protecting society against crime. It is far more effective to prevent crime and stop people offending than it is to deal with crime once it has happened.

Four developments in the last twenty years have assisted the police in preventing crime.

CCTV, monitoring mobile phones and internet use, DNA evidence and improved security (e.g. far car theft and burglary)

- 2. Using your Citizenship knowledge, identify the strategy most likely to reduce cyber-crime.**
 - a. Promote the secure use of personal data**
 - b. Train police officers to track offenders' on-line activities**
 - c. Change sentencing guidelines so that offenders are punished more severely**
 - d. Make it easier for victims to report offences to the police**

Direct democracy

Democracy comes from Greek and means 'rule of the people'. The earliest example of a democracy began in Athens 2,500 years ago. Only men who owned land or a house could vote, women could be citizens but they couldn't vote as they didn't have any political rights. Much of the work in Athens was done by slaves or foreign workers. These groups were denied citizenship and so could not vote.



Athenian men would have regular meetings and vote on loads of different things such as whether they should go to war to the regulation of ferries.

As decision-making in Athens became ever more complex and time consuming, male citizens began to find going to all meetings inconvenient. Instead a representative was sent to vote on behalf of a group of citizens but for really important votes all men would vote directly. Representatives were chosen by drawing winning tickets from a lottery to attend the Council of 500- this system became known as representative democracy. These men who 'won' the lottery ticket would serve for one year only in the Athenian parliament (Council of 500).

Representative democracy

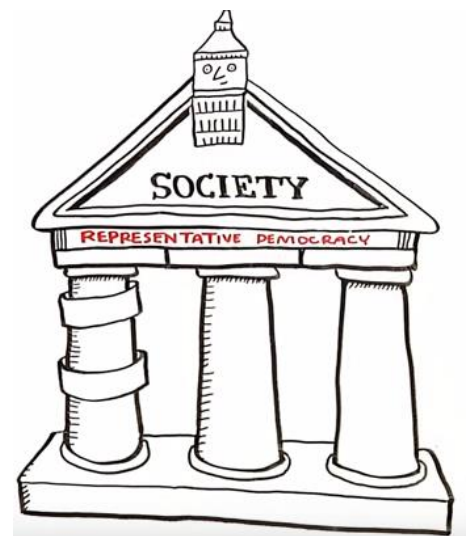


Representative democracies (like the UK) now use elections to choose those men and women who will represent all citizens. In the UK representatives are known as Members of Parliament (MPs). They are elected by those UK citizens who have the right to vote and elections are held every five years. In the UK you have the right to vote if you are a citizen of the UK or Republic of Ireland, over 18 years old and on the electoral register. The electoral register is a list of those people who are entitled to vote and have applied to do so.

Almost anyone can stand as a MP and candidates campaign to get the most votes from other citizens.

Representatives (MPs) are those people who get the most votes in their constituency and they win a seat in parliament. The Government (Executive) proposes new laws to representatives in Parliament (Legislature). Some decisions are still thought to be too important to be left to representative so governments have called referendums. In the UK we have had referendums on issues such as power sharing in Northern Ireland (1998), UK membership of the EU (2016).

If citizens don't like the decisions made in parliament they can wait for the next general election and vote for different representatives. They may also lobby existing representatives, join a pressure group, campaign in the media, protest directly or start an on-line petition.



TASK: Fill in the table below to show the difference between direct and representative democracy

Key questions	Classical Athenian direct democracy	UK representative democracy
Who can vote?		
Where are decisions made?		
How are decisions made?		
What can citizens do if they want to change something?		
What are the main advantages of this system?		
What are the main disadvantages of this system?		

UK political parties

The Conservative Party

Their main supporters are most landowners and business owners, also people living in rural areas and the towns and cities of southern England and the Midlands. The Conservative Party is more popular with older voters. They have 150,000 members. In the 2015 election they had 37% of the vote and they have 330 MPs. Their main policies are to encourage people to be independent and they believe that private companies should have a leading role in running public services such as transport, health and education. They want to cut spending on welfare benefits and public services so they can cut taxes. They also support strong defence. They are split on the EU with some members wanting to leave however some want to stay- overall they would like the UK to stay in the EU but have greater independence. This party is right wing but not as right wing as UKIP.

Liberals

In 1988 the Liberals merged with the Social Democrats to form the Liberal Democrats. They were in a coalition government with the Conservatives in 2010-2015. Famous members of this party include Lloyd George. They support higher taxes than the Conservatives and would spend it on improving public services and regulate business more but unlike Labour they also favour more choice and competition. They are supported by a range of people from a range of backgrounds and their strongest support is in western England. They currently have 8 MPs and 8% of the total vote. They have 81,000 members. They are less right wing than the Conservatives.

The Green Party

The Green Party's main policy is to encourage sustainable development (not using up the Earth's natural resources). They also want public services to stay in public ownership and they would get rid of Britain's nuclear weapons. Party MP was elected to Parliament in 2010 and they got 4% of the vote in the 2015 general election. Their main supporters are the young and they mainly come from cities and towns. They have 66,000 members. This party is the most left wing of the main political parties.

Labour

This party was formed by trade unions who wanted to get working class people elected as MPs. The party was founded in 1900 and they have competed with the Conservatives for power through the twentieth century. They were in government from 1997 to 2010. Their main supporters are trade union members, younger people, Black and ethnic minorities, people living in London and the towns and cities of Northern England. Their main policy is to get rid of inequality and create jobs by increasing spending on welfare benefits and public services. They will pay for this by taxing rich people. They have 232 MPs and 30% of the vote and they have 370,000 members. They are a left wing party.

UKIP

UKIP's most famous politician is Nigel Farage and the party was formed in 1991 by a university lecturer who wanted to leave the EU. They won the largest number of votes in the 2014 European elections. Their main policies are to leave the EU, reduce immigration and promote British values. They have similar ideas to the Conservatives on the economy, taxes and public services. They have 42,000 members and 1 MP and 13% of the vote in the 2015 election. Their main supporters are from the coastal areas of southern England and they are popular with older, white British people.

TASK: Put the political parties onto the political spectrum line

Left wing

Right wing

TASK: Complete the table showing the main ideas of the different political parties

Membership					
MPs and share of the vote (2015 general election)					
Main supporters					
Policies					
	The Green Party	The Labour Party	The Liberal Democrats	The Conservative Party	The United Kingdom Independence Party

TASKS: EXAM PRACTICE: Circle the correct answer

What is 'a system of government where the electorate selects people to make decisions on their behalf'? (JAN 2011)

- a. Representative democracy
- b. Proportional representation
- c. A hung parliament
- d. Dictatorship of the electorate.

What is the best description of a political party? (JUNE 2015)

- a. A group of people with similar ideas who campaign in elections
- b. A campaign group that puts pressure on the government
- c. A way of making sure laws are passed
- d. A group of people who are interested in politics but are also impartial

Which term best fits the following description 'voting on a single issue'? (JUNE 2014)

- a. Representative democracy
- b. Referendum
- c. Election
- d. Opinion poll

Read the scenario below and answer the following questions:

Scenario 1

Alisha believes strongly that the UK government should be committed to:

- Low taxes linked to a national living wage
- Equal opportunities
- Public services provided by the private sector
- The union of England, Scotland, Wales and Northern Ireland
- Membership of the EU but with greater independence for the UK

Alisha is 23. She is keen to find opportunities to promote her beliefs and to be an active campaigner for these beliefs in her community.

State which political party Alisha is most likely to support based on her beliefs in scenario 1 [1 mark]

State two actions Alisha can take to support a political party she had joined [2 marks]

Explain why Alisha is likely to join a political party rather than a pressure group? [4 marks]

UK General elections

To decide who runs the country we have elections at least every five years. The election system we use for general elections is First Past the Post. **TASK: Watch the video below and answer the questions.**

Video questions: <http://www.bbc.co.uk/programmes/p00xnpg5>

1. What is the point of voting?
2. What system for voting is used in general elections?
3. Describe what happens in this system.
4. What is good about this system?
5. What is bad about this system?
6. What is this system designed to do?
7. What is the other system and what is it designed to do?



TASK: Colour code the boxes on your table. Which are advantages of first past the post? Which are disadvantages?



It's simple to understand	It's easy to organise.
It's more likely to lead to a majority government.	A candidate can be elected with support from less than half the voters.
Can produce a government that over 60% of voters do not support.	Voters can feel that their vote is 'wasted' if they vote for a party candidate who has little chance of winning.
Voters may feel unrepresented if their MP belongs to a political party they do not like.	People have a single representative in Parliament and so know who to contact with constituency issues.

Other UK election systems

Citizens in the UK don't just vote for who represents them in general elections. There are also other elections that British citizens can vote in. Some of them use proportional representation, while others use a mixture of first past the post and proportional representation. Proportional representation means that the percentage of votes is directly proportional to the number of seats a political party gains.

Below is two tables showing the pros and cons of the two systems. The one on the left is first past the post and the one on the right is proportional representation.

 PRO	 CON
Simple to understand	Can lead to an unbalanced national result
Usually produces a decisive result	Not a fair representation of actual votes
Votes are quick & easy to count	Less chance of minority parties gaining seats in Parliament
Allows winning party to govern strongly without relying on support from others	Many people will not have an MP from their preferred party to represent their views

 PRO	 CON
Fair & realistic representation of votes	Rarely produces an absolute majority for 1 party
Promotes democracy	Greater chance of a hung parliament
Greater choice for voters by reducing dominance of larger parties	Provides a route for extremists.
More people's preferences taken into account	Harder for politicians to make difficult decisions when there is a bigger mixture of different parties & opinions

Closed Party List System

Elections: Used in elections to the European Parliament

How it works: This is one type of proportional representation. People vote for a political party rather than a particular candidate. Before the election each political party makes an ordered list of people it would like to represent each of the UK's twelve European parliamentary constituencies. How big a proportion of the vote decides how many people on their lists are elected as MEPs (Members of the European Parliament). For example in the 2014 European Parliamentary elections, 32% of voters voted for UKIP so the first four people on UKIP's list were elected as MEPs. 14% of voters voted for Labour so only one person on their list became an MEP.

Advantage of this system is that most voters are likely to feel that their vote counts, however voters don't have a single representative in Parliament so may not know who to contact with an issue. But it is easy to organise and understand while smaller parties have a good chance of getting candidates elected.

Additional Member System

Elections: Welsh Assembly elections.

How it works: Each voter gets two votes; the first vote is for an individual candidate to become an Assembly member (similar to an MP). Their second vote is a regional vote for a political party. The first past the post system is used to

elect an Assembly member for each of the 40 constituencies. So whichever candidate gets the most votes in that constituency becomes the Assembly member. This is an advantage as voters have a single representative in Parliament that they can contact with any issues they have.

Another additional 20 Assembly members are chosen using proportional representation; this is the regional vote that voters make. The total number of votes for each political party is proportional to the proportion of the extra 20 Assembly members chosen from each party. Another advantage of this system is that voters can vote for an individual and a party so are less likely to feel that their vote is wasted. A disadvantage is that it is not as easy to understand and organise as other systems.

Single Transferable Vote System

Elections: In Northern Ireland for the European Parliament and local authorities. In Scotland for local authorities.

How it works: In each of Northern Ireland's 40 constituencies six representatives are elected. On Election Day voters rank all candidates rather than chose one that they want. So they write 1 for their first choice, 2 for their second and so on. Candidates that get at least 14% of the first choices are elected as one of the six representatives. Any votes for these successful candidates above the 14% are redistributed among the other candidates based on the voters' second preferences. The votes are counted again and any candidates with 14% or over of the vote is elected as one of the six representatives. If all vacancies are filled the process stops. If not then the least popular candidates are removed and their second preference votes are redistributed. This is a very complicated and hard to understand process and it does make it easier for smaller extremist parties to be successful.

An advantage is that it increases voter choice and also smaller parties will benefit from transferred votes from bigger parties and voters are much less likely to feel that their vote is wasted. However it does mean that coalition governments are much more likely (when two or more political parties form a government together.)

TASK: Create a fact file for EACH of the voting systems using the template below:

Name of the system used:

Used in which elections?

Describe the voting system:

Advantages of this type of system:

Disadvantages of this type of system:

EXAM PRACTICE:

Source 1:

5 May 2011- UK votes no

19.1 million people voted in the second UK-wide referendum in history- a higher than expected turnout of 41 per cent.

The final result was:

Yes 32.1%

No 67.9%

UK electors were asked:

'At present, the UK uses the 'first-past-the-post' system to elect MPs to the House of Commons. Should the 'alternative vote' system be used instead?'

Source 2:

June 2015- Blog post headline used by *The Daily Telegraph*

No, Britain does not want proportional representation.

Study sources 1, 2 and 3. State two reasons why the headline in source 2 is misleading. [2 marks]

Using sources 1,2 and 3 and your own knowledge, evaluate the following viewpoint; 'The first-past-the-post system is unfair and should be replaced'

In your answer you should consider the reasons for agreeing and disagreeing with the viewpoint. Make your own judgement on the viewpoint and support this judgement.

[12 marks]

Source 3

How does the alternative vote work?

On polling day

Ballot paper	
Black, Sandra	3
Brown, Yasmin	1
Green, Trevor	2
White, Winston	4

The voter ranks the candidates in order of preference.

They put a '1' by their first choice a '2' by their second choice, and so on, until they no longer wish to express any further preferences or run out of candidates.

Counting the votes

If a candidate gains more than half of voters' first preferences, they win.

If not, the candidate with the least first preferences falls out of the election. Their votes are redistributed to those candidates marked as second preferences.

If there is still no candidate with half the total votes, the next least successful candidates has second preferences redistributed to the candidates still in the contest.

Eventually one candidate will have half the votes and win.

(These votes will be made up of their own first preferences, as well as second and even third preferences from voters who made another candidate their first choice.)

The UK government

- ▶ **House of Commons** = formed from newly elected MPs.
- ▶ **Government** = formed by the political party that has the majority of MPs in the Houses of Parliament.
- ▶ **Monarch** = the queen who will ask the leader of the biggest political party to become the **Prime Minister**.
- ▶ **Cabinet** = senior, skilled and loyal MPs that the Prime Minister chooses to help him run the country and meet regularly to discuss major issues

What are the UK government's powers?

The UK government runs the whole country (which includes England, Wales, Northern Ireland and Scotland) however the devolved governments of Wales, Northern Ireland and Scotland have some powers which means they can make some decisions for their own area without consulting the UK government.

UK government's reserved powers	Devolved powers of Scotland, Northern Ireland and Wales
<ul style="list-style-type: none"> ▶ Defence ▶ Management of the economy ▶ Currency ▶ Elections ▶ Employment ▶ Foreign Policy ▶ Overseas development ▶ Border control ▶ Taxation (with exceptions for Scotland) ▶ Trade and industry ▶ Nuclear energy ▶ Data protection ▶ The constitution 	<ul style="list-style-type: none"> ▶ Agriculture, forests and fisheries ▶ Culture and sport ▶ Economic development and tourism ▶ Education and training ▶ Environment ▶ Health and social service ▶ Housing ▶ Justice and policing ▶ Local government ▶ Roads and transport ▶ Town and country planning

There are some differences about the devolved powers that the Scottish, Welsh and Northern Irish governments have.

- ▶ Scottish Parliament has more power over economy, tax and law making.
- ▶ Welsh and Northern Irish governments have to ask the UK government for permission to change policy in more areas than the Scottish government.
- ▶ The Welsh government shares England's legal and justice system.

The Scotland Act 2012

This act gives more powers to the Scottish Parliament. The new powers include:

- ▶ Full control of stamp duty, land tax.
- ▶ A new Scottish rate of income tax.
- ▶ New borrowing powers
- ▶ The power to introduce new taxes
- ▶ Power to change misuse of drugs, the drink-drive limit, the national speed limit and the administration of elections to the Scottish parliament.

EXAM PRACTICE: Explain why the assemblies for Wales and Northern Ireland can be described as 'having less power than the Scottish Parliament'. (4 marks)

EXAM PRACTICE

From the list below chose 4 devolved powers that the Northern Irish, Scottish and Welsh parliaments have.

- a. defence
- b. currency
- c. culture and sport
- d. elections
- e. health and social services
- f. The constitution
- g. Town and country planning
- h. housing

Explain why the assemblies for Wales and Northern Ireland can be described as, 'having less power than the Scottish Parliament'

Should we have a regional English government?

Wales, Scotland and Northern Ireland all have their own devolved governments but England doesn't. There have been pressure from advocates who want regional governments for areas such as North East, Yorkshire and Humberside, East Anglia and the South East.

Below is a table showing the pros and cons of having regional English governments. You need to colour code them: one colour for pros and one colour for cons.

It will give English regions more influence	It would be expensive
It will enable the UK Government to devolve more power away from London	It will ensure that important decisions affecting a region are made by representatives from that region
In a 2004 referendum in the North East of England, voters voted against a regional government.	It might simply produce more bureaucracy (slow and costly decision making)
The work of local authorities in each region will be co-ordinated more effective	Most people identify with their country, their city or town and don't feel like another layer of government is needed.

Local Authorities

Local authorities also known as councils make decisions about local services. Most local authorities are controlled by councillors and elections for local authorities use first past the post system. Councils have responsibility for things such as children and families, social care, public health, libraries, strategic planning, roads, cycle lanes and footpaths, consumer protection and dealing with emergencies. Other responsibilities include local planning, parks and leisure, rubbish collection and recycling, food hygiene and pest control, voting and elections. They also have responsibility for improving quality of life with things such as floral displays and public seating.

The Greater London Authority (GLA) is London's council. Because London is one of the world's leading cities with a population of 8.6 million (more people than Scotland and Wales combined) its local authority is different. The Greater London Authority has more responsibilities such as business and economy, transport, policing, housing,

environment, culture and sport. It has these powers because it is vital to co-ordinate such things as transport, housing and policing across the whole city.

EXAM PRACTICE:

List four public services provided or supported by the local authority shown in the picture below. [4 marks]



Devolution of Power

- ▶ There is general support for devolution of power as local decision makers understand the needs of their community and can check that the money is being well spent. Resident can easily contact these local decision makers and develop a stronger sense of identity.
- ▶ However some government responsibilities can't easily be devolved such as national defence, border control and overall economic policy. As the interests of the whole country needs to be considered when making decisions about these areas.
- ▶ In 2010 the Conservative Government made plans for an even greater devolution of power away from national and local government with their *Big Society* idea. This is when power is devolved to local communities through businesses, charities and community groups.
- ▶ Advantages: It revitalises communities

- Disadvantages: Some argue that the Government was just trying to save money and undermine public services.

Exam practice:

Which of the following is the best definition of the term Big Society?

- Greater centralisation of power
- One tier of local government
- Devolution of power to local communities
- A united kingdom composed of four independent nations

[1 mark]

Independence for Scotland and Wales

In 2014 Scotland votes 'no' in a referendum on Scottish independence. By autumn 2015, the Scottish Nationalist Party was calling for another referendum on independence. Opinion polls indicate that Welsh people would not support independence from the UK. Northern Ireland is split between unionists who want their country to remain part of the UK and republicans who would like there to be a single republic for the whole of Ireland.

TASK: Below are arguments for and against independence for Scotland. Label each box either 'for' or 'against' Scottish independence.

Decisions about Scotland should be taken by those who care about Scotland the most.	The UK has been a successful union for 300 years.
Scotland can be a successful country in its own right and independence would show confidence in Scotland	North Sea oil revenues would be put to good use. North Sea oil taxes have gone in the past to the UK government.
Remaining part of the UK make more economic sense as the UK is one of the biggest economies in the world.	Jobs could be lost if Scotland becomes independent as banks and finance companies would move to England rather than dealing with a new and separate tax system.
Scotland would not follow UK policies it disagreed with such as the war in Iraq, the 'bedroom tax', a strict immigration policy	No one knows what currency Scotland would use if it became independent

Exam practice:

Support the following viewpoint; 'Scotland has been part of a successful union with England for 300 years and should continue in this union'. [8 marks]

British Constitution

Unlike the American constitution, the British constitution **isn't codified**, this means that rather being written down in one single place, the British constitution can be seen in many different places. For example, the **Magna Carta** was written in 1215 and is considered a key document to the British constitution. It was written to ensure limits on the power of the monarch, and guarantee certain rights to citizens. Other parts of the British constitution have been added on by responding to the political needs at the time. So it is said that the British constitution has **evolved** over time.

Important principles of the British constitution include Parliamentary sovereignty (which means the parliament and nothing else is the supreme authority in the UK) and the rule of law (no one is above the law). There is an on-going debate about whether the British constitution should remain uncoded, or whether a codified British constitution should be created.

TASK: Use the information below to answer these questions:

1. What is the legislature?
2. Who is the head of state?
3. Who decides what proposals are put before Parliament?
4. Who or what is the most important in the British constitution?
5. What is the difference between a codified and uncoded constitution?
6. What type of constitution is the British Constitution?
7. What are the three parts of the British Constitution?
8. What role does the judiciary play in the British Constitution?



Constitution

- ▶ A constitution is a set of rules that sets out how a country is run.
- ▶ It regulated the relationship between a country's government and the people of that country.
- ▶ It has rules on how the different parts of our political system should relate to each other and what role they should play.
- ▶ There are three parts to the Constitution: the executive, the legislature and the judiciary

The Queen

- ▶ The Queen is the UK's Monarch and Head of State which means she is the person in charge of the country. Her son, Charles, is the next in line to become the UK's head of state.
- ▶ According to the British constitution the Queen is the UK's sovereign. A sovereign is the ruler and in theory she holds all the power.

The Prime Minister and the Executive

- ▶ The Prime Minister is the head of the Government and holds a high level of power in our political system.
- ▶ The government is the biggest political party in parliament.
- ▶ He and his executive (his ministers) make proposals. Ideas that they want made into laws. They are the only ones that can bring proposals before Parliament.



The Legislature

- ▶ Parliament is made up of MPs
- ▶ It monitors the Prime Ministers decisions and votes on the Prime Minister and government's proposals.
- ▶ Parliament makes new laws by voting on the government's proposals.
- ▶ Parliament is known as the legislature.

- ▶ In the British Constitution it can be said that Parliament has the most power. This is the concept of Parliamentary sovereignty.

The Judiciary

- ▶ The judiciary are judges.
- ▶ Judges apply the laws that are proposed by the executive and voted and approved by the legislature (Parliament).
- ▶ Judges are not appointed by the Government and are free to make independent decisions on how to apply the law.

TASK: Colour code the advantages and disadvantages of an uncodified constitution

An uncodified constitution is flexible. This means it can adapt with the times.	Power was quite easily devolved to Scotland, Wales, and Northern Ireland because people wanted that change. If we had a codified constitution, and there was a special procedure to change the constitution, it would take a lot more time to produce change.
In the US, people are usually well aware of some of the key articles in the constitution. This means they know their rights, how the political system works, and what they can expect from those in power.	Having an uncodified constitution makes it really hard to understand and engage people into politics
The UK is the oldest parliamentary democracy in the world. It has never needed a codified constitution and doesn't need one now.	The UK constitution is too flexible, and does not give enough security to human rights.
If we had a codified constitution, we could guarantee certain human rights that can never be repealed by Parliament.	Whilst we follow the European Convention of Human Rights, parliamentary sovereignty means that at least in theory, Parliament has the right to repeal the Act by revoking membership of the EU.

Exam Practice:

Which statement best reflects the term uncodified constitution?

- The Government has a code of ethics that guides their conduct
- There are guidelines from different sources that set out how government should work
- There is a list of the duties of the Prime Minister
- There is no way to hold Government to account in the UK



Separation of Powers

- ▶ The Executive – exercises power on behalf of the monarch, formulates policies that can be turned into laws
- ▶ The Legislature – makes the new laws by voting on them.
- ▶ The Judiciary – applies the laws and makes sure the executive doesn't exceed its powers.
- ▶ If there was no separation of powers between the different branches of government it would be easy for the executive to become very powerful.
- ▶ Each part of the government has a role in the oversight of the other and helps to hold the other to account.
- ▶ Oversight = checking that something is being carried out properly.
- ▶ Accountability = the responsibility to explain how or why something is being done.
- ▶ For example Parliament holds the government to account with select committees and PMQs (Prime Minister's Question Time)

Exam Practice:

State two ways in which a government is accountable to Parliament. [2 marks]

Explain why it is important for the judiciary to be independent of any government [4 marks]

Parliament

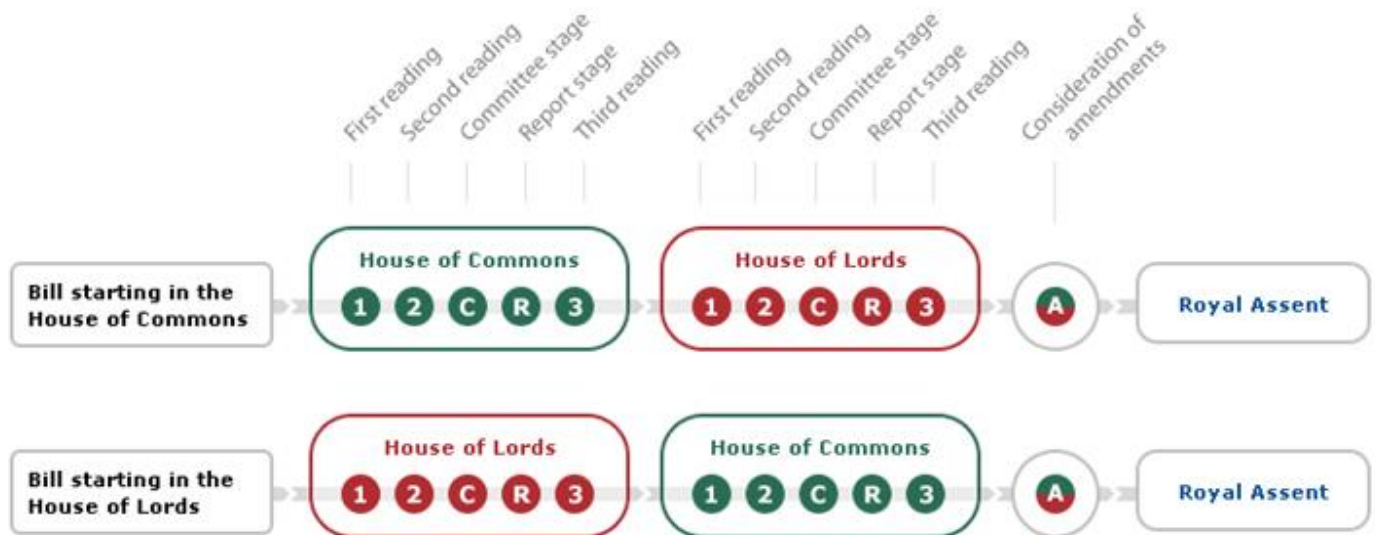


- ▶ The legislature is made up of the two Houses of Parliament- the House of Commons and the House of Lords.
- ▶ The House of Commons is superior to the House of Lords because it's elected.
- ▶ This is a **bicameral** legislature as there are two chambers.
- ▶ This system helps to improve scrutiny of bills as the Lords can use their expertise to identify problems with potential new laws and they can suggest changes.

TASK: Colour code the arguments for and against having a bicameral legislature.

It improves the scrutiny of new laws. The second chamber reviews any bills and they can suggest changes if there are any problems.	It costs a lot to run the House of Lords as each peer can claim £300 a day in expenses.
The House of Lords can hold up the passing of new laws which then slows down the government. They can do this for a year before the Government can force a bill through using the Parliament Act.	As the second chamber (the House of Lords) is appointed and not elected it's possible to recruit experts from business, the arts, sports, science and industry. This helps create better laws.
The Lords allows groups that are under-represented in the Commons to have a voice.	The House of Commons is elected by the British people this gives it democratic legitimacy. The House of Lords doesn't have democratic legitimacy as it's not elected.
It's traditional in Britain to have a bicameral system; it reflects our history and values.	In October 2015 the House of Lords refused to accept a bill for welfare reforms which forced the government to make major last minute changes to their plan.

Passage of a bill through Parliament



Exam Practice:

What is meant by the term Royal Assent?

- The last stage of making a new law when the monarch signs off a bill
- When the Monarch gives her speech in Parliament
- It is traditional that the Monarch cannot enter the Commons chamber
- When the Monarch tells the Prime Minister that parliament is dissolved

Parliament in Action

TASK: Research these key features of parliament on the internet and then match them to the correct description

Official Opposition	A special group of MPS in each party who make sure that the MPs in their party are united.
Shadow Cabinet	Each week the Opposition leader holds the Prime Minister to account for his or her government in front of MPS
PMQs	When the Monarch officially opens each session of Parliament in March.
Frontbencher	The administration body that follows government instruction.
Commons Speaker	The Largest non-Government party with the largest number of seats in the House of Commons
Party Whips	Special and important MP who sits in the Speaker's chair and is politically impartial. This person chooses who is to speak in a debate.
State Opening of Parliament	During the State opening of Parliament, the House of Lords official, is sent to the Commons to summon MPs to listen to the Queen in the House of Lords.
Black Rod	A team of MPs from the opposition party who 'shadow' the work of government ministers
The Budget	The speech delivered each year and sets out the Chancellor of the Exchequer's plans for the country's finances and taxes.
The Civil Service	An MP who is a member of the government or Official Opposition. They sit on the front benches in the Commons

Exam Practice:

What is the Black Rod's ceremonial role in Parliament?

- Calling MPS to attend the House of Lords
- Protecting the monarch
- Escorting the Prime Minister
- Making sure MPs speak in the correct order

The term 'economy' is used to describe all the business activity and wealth creation that takes place in a country.

A growing economy is positive as it means that levels of business activity are high; people have jobs and money to spend. An economy in recession is negative as it means that levels of business activity is low, people often lose their jobs and even banks may go about of business. The government receives less money from taxation and may have to make cuts to public expenditure, borrow or print extra money to keep public services going.

EXAM PRACTICE:

A government is more likely to cut public expenditure if:

- a. Immigration is rising**
- b. taxes are being increased**
- c. the economy is in recession**
- d. risk management has been completed.**



How can the government help manage the economy?

The main way the government can help the economy is to encourage business activity. The government can do this by:

- Encouraging investment in new products and equipment
- Creating work by funding major public projects such as housebuilding and rail and road improvement e.g. HS2.
- Encouraging consumer spending by cutting taxes- this gives businesses a welcome sales boost and encourages them to employ more workers.
- The Bank of England can cut interest rates. This encourages business investment and consumer spending
- The Bank of England could also encourage more lending by increasing the quantity of money in circulation.

TASK: Which of the above actions that the Government and Bank of England can take are:

- a. the most effective**
- b. most controversial**
- c. the most difficult to organise?**

Where does the government's money come from?



The government's money comes from a variety of taxes. 25% of the government's money comes from Income Tax, the next largest amount is National Insurance at 17% and VAT also at 17%. The government receives 8% of its money from Excise tax, 6% from Corporation tax, 4% from Business rates and another 4% from council tax. The remaining 18% comes from various other taxes.

TASK: Create a pie chart showing where the government's money comes from.

The table below shows what these different taxes are.

Tax	Description	Direct or indirect?
Income Tax	A direct tax people pay on their earnings. This is usually taken directly from people's pay by their employer.	
National Insurance	A charge paid by people who have jobs, National Insurance is used to help fund pensions as well as benefits for workers who become ill, need parental leave or lose their job	
Value Added Tax (VAT)	An indirect tax paid by consumers on what they spend. Some items have zero or low VAT rate. These items include: food, books, children's clothes, electricity and gas.	

Excise Duty	A tax paid when buying fuel, alcohol, tobacco.	
Corporation Tax	Businesses pay this tax on their profits	
Business Rates	Businesses pay this tax on the value of their premises.	
Council Tax	Residents pay this tax on the value of their homes	
Other government income	This includes: vehicle excise duty, taxes on house purchases; in heritance tax, income from government activities, loans and investments.	

A **direct** tax is a tax on the **income or profits** of individuals and businesses e.g. income tax.

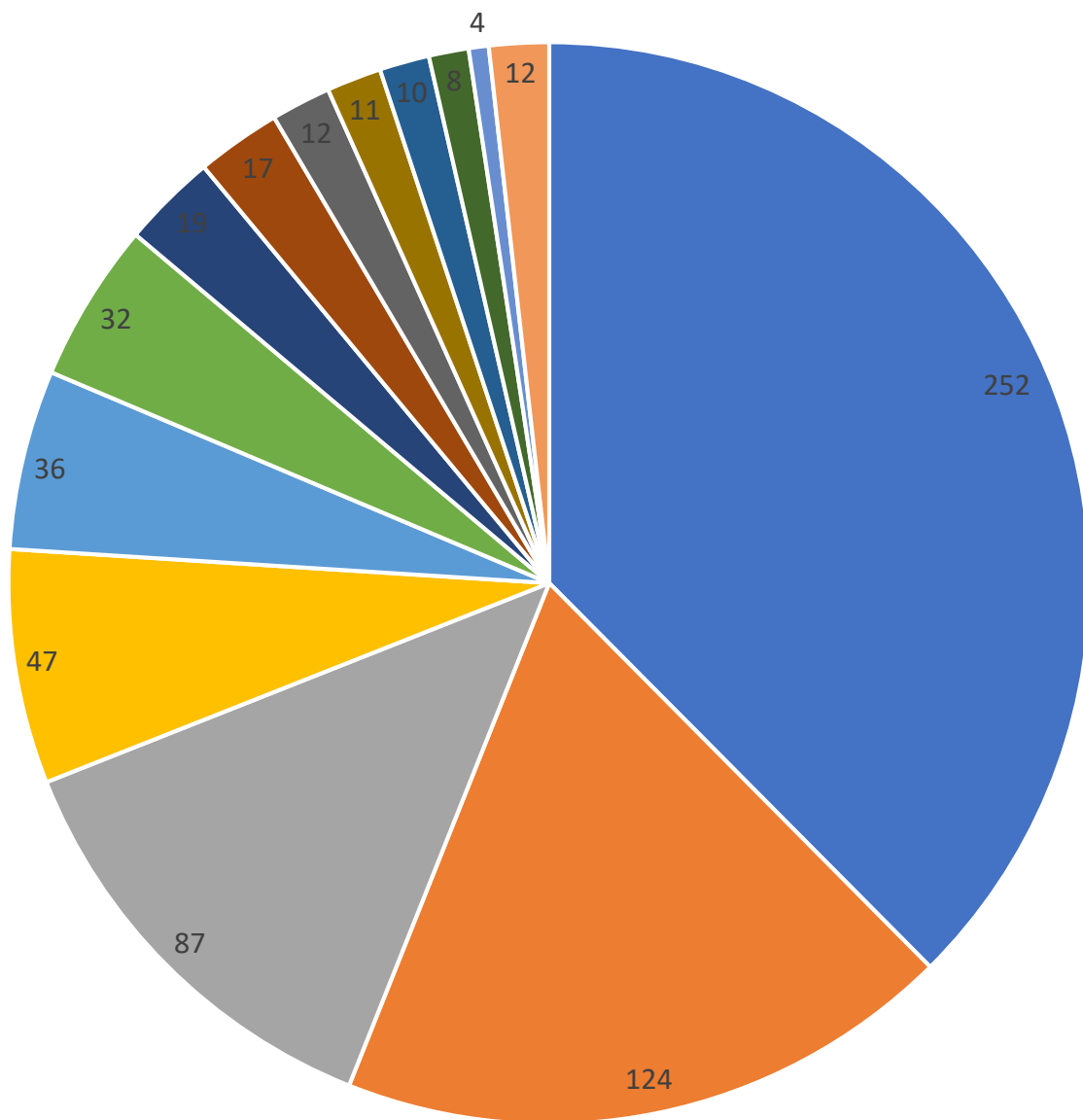
An **indirect tax** is a tax, such as VAT, which is charged on the **goods and services bought** by individuals and businesses.

TASK: fill in the last column of the table above. What type of taxes are these: direct or indirect?



What does the government spend money on?

Government spending in the billions



- Social protection
- Health
- Education
- Interest on debt
- Defence
- Public order and safety
- Transport
- Support for the economy
- Sport, culture and religion
- Environment protection
- Housing
- International development
- EU
- Other public services

EXAM PRACTICE:

Which of the following does the government spend most money on:

- a. membership of the EU
- b. education
- c. defence
- d. public order and safety

All governments try to make government money go further. There are examples of how a government can try and cut spending from the 2010-2016 Conservative/Liberal Government in the table below.

Government Action	Example
Reducing 'unnecessary' spending e.g. When people don't need a service.	Making sure the Government acts as a single customer when buying goods and services.
Increasing administrative efficiency to give better value for money.	Health and social care services began to work more closely together to avoid people needing expensive hospital care.
Making savings when delivering existing services.	Limiting pay increases to 1% for most public sector jobs.
Controlling wage costs.	Cutting child benefit payments for people who earn more money.

TASK: Match the government action to the example.

TASK: Go back to your revision booklet for chapters 4-6. What are the economic policies of the different political parties?

Deciding priorities for tax and public spending

The government has to make complex and difficult decisions about how government money should be sent.

They have to use some of the money for **risk management**. In 2014 the government was criticized for not spending enough money on flood defences after a winter of heavy rainfall caused wide-spread flooding in Somerset. However in 2000 the government faced criticism for spending too much money on protections for the Millennium Bug.

The government also has to **plan for the future**. As they need to plan for up to fifty years ahead of time. SO they have to anticipate changes in the UK population, global warming and its effects, changes in the availability of natural resources such as coal, oil and gas and also technological change.

TASK: Describe what long term plans the Government would need in the following scenarios.

e.g. The birth rate rises by 5%- the government would need plans to increase the number of schools and houses.

a. Life expectancy continues to increase

b. advances in technology reduces demand for doctors, accountants and lawyers

c. more diseases become resistant to antibiotics.

Different views on tax and public spending

Different political parties have different ideas about who should have responsibility for providing public services such as welfare, health, education and the care of the elderly.

Businesses are increasingly working with the government to provide public services such as transport, rubbish collection and housing. A good business/government partnership should provide a good service at a competitive price and a profit for the business. However trade unions are not always happy with these partnerships as they believe that the pay and working conditions for workers are not as good as when workers are employed by the government.

Political parties such as the Green Party and Labour want to limit the amount of involvement of businesses in public services while parties such as the Conservatives want to increase it.

Direct government provision of public services would mean the same service being provided for everyone while private (business) provision of public services would mean people would pick and choose what services they wanted and only pay for them. Examples of services that could be provided by private companies are park services, refuse collection, hospitals and schools. The rail network has already been privatised.

TASK: Colour code the advantages below into advantages of direct government provision and advantages of private provision.

Everyone receives a similar standard of service	People chose the service they want and pay for it accordingly.
As everyone is receiving a similar service, everyone has a stake in its success.	People receive a service based on their needs and not on their ability to pay
People are encouraged to look ahead and anticipate their needs. This will make them more likely to take responsibility for meeting those needs.	Business involvement brings new ideas and drives up standards as companies compete with each other for contracts.
Elected politicians can keep a close supervision and control of the service	Workers' pay and conditions are the same across the whole country.
Companies lose business if their service is poor so they have the incentive to provide a good service.	Elected politicians can concentrate on checking service standards and providing good value for money.

EXAM PRACTICE:

State one example of a UK public service which has been privatised. (JUNE 2012)

State two examples of public services provided by the government. (JUNE 2012)

State two advantages of private companies now delivering services that central or local government used to deliver. (JUNE 2012)

EXAM PRACTICE: Support the following viewpoint:

‘Businesses should be allowed to run schools and hospitals at a profit.’

In your answer you should consider the advantages of privatising public services [8 marks]



The media's rights and responsibilities



The media has certain rights such as freedom of speech and right of access to information. However the media not only has rights under the law, it also has the responsibility to obey the law, for example balancing the public interest with people’s privacy when publishing stories.

The media has the same rights as people which means they have the right to free speech (freedom of expression). This is an important feature of a democratic society and in the UK is protected by the Human Rights Act 1998. The

media also has the right of access of information which is protected by the Freedom of Information Act 2000

The media is protected by the law but also has the responsibility to follow the law. Article 10 of the Human Rights Act 1998 lists the restrictions on the media’s freedom of expression. For example the media has to make sure what they say doesn’t endanger national security or damage the reputation and rights of the people they want to talk about.

Balancing rights and responsibilities

The dividing line between media investigation and media intrusion is not always clear and judges can find it difficult to settle legal arguments over media reporting. The media has a right to hold people to account in the public interests so that everyone is aware of what is being done of their behalf and know about the behaviour of public officials. However sometimes journalists go too far and the unreasonably invade someone’s privacy, for example by hacking into people’s mobile phones.

TASK: Match the key term to the definition!

Word/expression	Definition
1 .Freedom of expression	A. Information that the public has the right to know.
2. Human Rights Act	B. A legal right, from the Freedom of Information Act 2000 which gives the media access to any recorded information from the government
3. Freedom of information	C. The right to hold opinions and express them freely without government interference.

4. Public Interest

D. Created in 1998 to protect certain rights in the UK

TASK: Are these stories in the public interest or not? Explain your reasoning:

- A royal princess has complications with a pregnancy.
- A hospital surgeon belongs to a racist organisation
- A TV news broadcaster is splitting up with her partner
- A secondary school teacher has a social media profile containing sexual images

Organisations such as the BBC and the Guardian have codes of conduct or charters which they have to follow to make sure that they are balancing their rights and responsibilities and they show that they accept that they have a moral responsibility to report accurately and to treat people with dignity.

The media's role in a democracy

A free media is very important in a democracy as it :

- Reveals information that helps the public to make decisions
- Exposes any wrongdoing
- Protects the public from danger
- Stops the public from being misled
- Hold those in power to account
- Exchange ideas and opinions

By keeping up with the news from a variety of sources (newspapers, tv and digital sources) people can begin to form informed opinions about a variety of topics, such as should the government give more money to the NHS? IS the Prime Minister doing a good job? Should Britain leave the EU?



Some media organisations are privately owned. For example the Times, the Sun, Sky TV and Fox News is largely owned by the Murdoch family. However in the UK we also have the BBC which is regulated by the government and funded by the public through the license fee. The BBC has to be impartial and some of its main purposes (as explained in its charter) are to represent the UK, its regions and communities, bring the UK to the world and promote education and learning.

EXAM PRACTICE:

According to its Charter, which one of the following is a purpose of the BBC?

- a. Provide good value for money for license fee payers
 - b. Compete with independents such as ITV and Sky
 - c. Represent the UK, it's regions and communities
 - d. Support the government of the day
- [1 mark]

There are four key values in a democracy: rule of law, equal opportunity, tolerance and respect for diversity and the final value is personal freedom. Different organisations and people can uphold and display these values such as: pressure groups, political parties, the Human Rights laws of this country and judges.

TASK 1:

Select those seven (7) statements about the media that could be used to support the viewpoint that a 'free media' is important for effective democracy.

- protects the public from danger and exploitation
- reveals information that enables the public to make decisions
- explains and supports the Government's policies
- exposes injustice and wrongdoing
- offers good value for money
- prevents the public from being misled
- holds powerful people to account
- gives the public reliable advice
- provides a platform for new ideas
- provides an opportunity for different viewpoints to be discussed



TASK 2

In the table below fill in: what four key values are needed in a democracy, what organisations (including the media) show these values before evaluating how important these organisations are in a democracy.

Key values in a democracy	What organisations/people help uphold /display these values? (E.g. the constitution, an independent judiciary, parliamentary select committees, Human Rights Act)	Which organisation/person/group is the most important in upholding this value?

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Media censorship

Most people agree that the media has the right to publish any story as long as it is accurate and in the public interest even if it invades someone’s privacy. However, reporters should not get information by using unreasonable methods such as phone hacking. This is unfortunately what happened in the Milly Dowler case. The Guardian found out during an investigation that The News of the World had illegally targeted the murdered teenager and her family and had interfered with the police investigation into her disappearance and murder.

This led the government to set up a judicial public enquiry into the practices of the media. This is due to the concern about the balance between the right to privacy and media freedom. Media freedom is an important aspect in a democracy and government regulation could endanger press freedom.

The judicial public enquiry (the Leveson Enquiry) found that the media’s own system of self-regulation through the Press Complaints Commission had failed to prevent abuses of power by reporters and newspaper editors. So the government set up a system for approving new proposals for media self-regulation (but not control the media itself as this would be a massive infringement on press freedom.)

In response some media businesses set up their own regulatory body, the Independent Press Standards Organisation (IPSO). Hacked Off (a pressure group) felt the IPSO didn’t go far enough in controlling the press.



Exam Practice:

Study the two statements. Choose option A, B, C or D to describe their accuracy

First statement: An independent organisation regulates the media in the UK

Second statement: Government regulation could endanger press freedom

- a. both statements are true ... and the second statement is a correct explanation of the first
- b. both statements are true ... but the second statement is not a correct explanation of the first
- c. the first statement is false but the second statement is true
- d. Both statements are false.

[1 mark]

Explain why the Milly Dowler case helped to change media regulation in the UK. [4 marks]

The UK Human Rights Act safeguards freedom of expression in line with Article 10 of the European Convention on Human Rights. However there are still restrictions on what the media can print or broadcast. For example, they cannot print/broadcast anything that incites racial or religious hatred, endanger national security, and incite terrorism or cause harassment or alarm.

The media does not just contain newspapers. The broadcasting media (TV) is regulated by OFCOM, which regulates what can be broadcasted on TV and radio, it protects people from harmful and offensive content but also makes sure the media can make challenging programmes.

Social and digital media (such as Facebook and Twitter) are harder to regulate. People are worried about how easy it is to find sexually explicit content or content promoting violence and terrorism. There are also concerns about the effect of social media on teenagers and children and the rise of cyber bullying. However on the other hand some people are worried about the threat to free speech if content is restricted.

Exam Practice

State two reasons why the media may be censored in the United Kingdom. [2 marks]

Using the media

Because citizens get information from the media, the media has considerable influence. The media can be used by citizens to start an online petition, pressure groups have a media or press officer to keep the pressure group in the public's eye and taken seriously by politicians. Politicians also see the media as important as they use them to publicise their activities and policies.



EXAM PRACTICE:

What is the main reason politicians try to achieve a good relationship with the media?

- Many want to work in the media once they leave politics
- So they can support media campaigns
- C. It is a requirement of being a politician
- So that the public hear about their policies

Citizen participation in the UK

Active citizenship is about taking an active role in the community. You can do this by taking part in voluntary work, helping community organisations or getting involved in local and national politics.

Citizen participation is very important in a healthy democracy as a democracy is rule by the people. Decisions made are going to be better if everyone is involved and people are going to support these decisions if they have been involved in the making of them.

However there is a worrying decline in the number of citizens voting in elections in the UK. People are far more likely to vote if they feel something important is at stake, they understand the issues and they feel that their vote matters.



The government has done many things to help make politics more interesting and relevant such as televising Parliamentary debates and making citizenship part of the National Curriculum. There have also been ideas about changing the way we vote that could encourage more people to become involved in elections. We could for instance use electronic voting, however when this was trialled there were security problems.

Citizenship in Action

As part of your studies you have to take part in a Citizenship in Action project. You will also have to write about this project in your exams. Below is the mark scheme for this question.



Using your experience of taking Citizenship Action, explain how you attempted to achieve your aims and explain other methods you could have taken to achieve success.

Your response should include the following:

- a description of what your aims were and how your project set out to deliver a benefit or change for a particular community or wider society
- what you did to achieve your aims
- using your knowledge and understanding of citizenship studies, with examples, suggest other methods that could be used to achieve your aims.

You should draw upon your studies of citizenship action from across your whole Citizenship course and from examples in your own school or college.

Excellent knowledge and understanding of citizenship concepts, terms and issues is applied to your citizenship action.

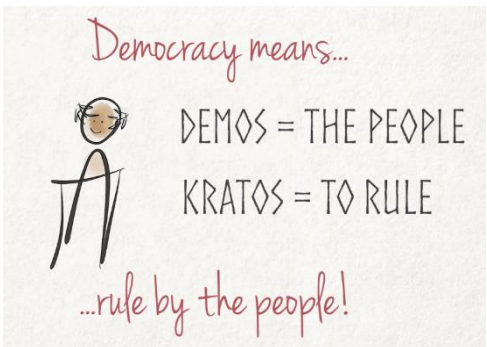
10-12

You must include:

- clear description of your action's aims and of the intended benefit or change for a particular community or wider society
- excellent application of knowledge and understanding to explain how they attempted to achieve their stated aims.
- an excellent explanation of other methods that could have been used, drawn from at least two examples of citizenship action in their school or college, or from the specification, to achieve their aims.

<ul style="list-style-type: none"> • relevant examples used to validate points 	
<p>Good knowledge and understanding of citizenship concepts, terms and issues is applied to your citizenship action.</p> <p>You must include:</p> <ul style="list-style-type: none"> • clear description of your action’s aims and of the intended benefit or change for a particular community or wider society • good application of knowledge and understanding to explain how they attempted to achieve their stated aims. • a good explanation of other methods that could have been used, drawn from at least two examples of citizenship action in their school or college, or from the specification, to achieve their aims. • mostly relevant examples to validate points 	7-9
<p>Basic knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate’s citizenship action.</p> <p>You must include:</p> <ul style="list-style-type: none"> • description of their action’s aims • a basic application of knowledge and understanding to explain how they attempted to achieve their stated aims. • a basic explanation of at least one other method that could have been used from examples of citizenship action in their school or college, or from the specification, to achieve their aims. 	4-6
<p>Limited knowledge and understanding of citizenship concepts, terms and issues is applied to the candidate’s citizenship action.</p> <p>You must include</p> <ul style="list-style-type: none"> • description of their action’s aim • limited application of unattributed knowledge and understanding to explain how they attempted to achieve their stated aims <p>OR</p> <ul style="list-style-type: none"> • a limited description of at least one other method that could have been used to achieve their aims. 	1-3

What is democracy?



Democracy is rule of the people. There are two types of democracy- representative and direct. We live in a representative democracy and Switzerland uses direct democracy.

For an effective democracy you need:

1. Widespread tolerance and respect for diversity.

It is possible for the majority in a democracy to vote for laws that discriminate against a minority group. This unfairness could lead to anger, resentment and an unstable society. It is therefore important that the majority does not use its power against minorities.

2. Checks and balances– power is commonly separated between the executive, legislature and judiciary.

If a government’s decisions have to be approved by an elected parliament, then it is more likely that those decisions will reflect people’s wishes. If judges are independent of government, they can more easily take action against a government that acts unlawfully.

3. Universal acceptance of the rule of law.

Citizens think it is unfair if some people are allowed to break the law. This undermines their faith in justice and makes it more likely that they will also disobey the law. Trust begins to break down and society is less stable.

4. An inclusive franchise.

People who are not allowed to vote cannot easily influence decisions. They may feel forgotten and undervalued, becoming unwilling to contribute to their society and resentful of those in power.

5. High levels of citizen engagement.

If citizens put forward ideas and help to make decisions, then it is more likely that they will be happy with the place in which they live as it will reflect their opinions and aspirations.

6. Freedom for citizens to generate fresh ideas, hold representatives to account and criticise authority.

People in power don't always make good decisions so it's important that citizens are able to find out what is going on. This gives citizens the chance to object and to shift their support to representatives who may do a better job.

7. Equal opportunities for all citizens to exercise power and authority.

Effective leadership and organisation in a democracy depends the most skilled people becoming involved.

Should we use referendums?

Representative democracies use elections to choose those men and women to make decisions on behalf of all citizens. Sometimes decisions are thought to be too important to be left to such representatives. Recently the UK Government has used a referendum (a type of direct democracy) to decide important issues.

TASK

Colour code the arguments below: some support the use of referendums some don't support the use of referendums. Which are which?



Everyone should have the right to help decide important issues such as Brexit and Scottish Independence	Votes on single issues can cut across party lines (people in the same political party may have different views) so can't easily be decided by votes cast in a general election.
People don't always have access to the information they need to make an informed decision.	Representatives are able to take minority views into account in making their decisions.
People can become more active and engaged in the political process.	Important decisions are often too complex to be decided by a simple yes/no vote.

TASK: Exam practice:

(8 Marks) Evaluate the following viewpoint:

We elect politicians to make decisions. They have time to look into the facts and make a good decision. Ordinary people should not vote on the big issues that affect the country. What if they get it wrong? Voters don't have all the information and are influenced too much by their friends and family.

In your answer you should:

- Define what a referendum is
- Explain advantages of using referendums
- Explain disadvantages of using referendums
- Give your judgement

How is Switzerland run?



Different countries use different democracies and different ways to rule. Fill in the missing gaps below to find out about how Switzerland is run!

Switzerland is a _____, this means that power is shared between the central state and the regions and there is no monarch. The regions are called _____ and there are 26 of them and the central state is called the Confederation. Every _____ years citizens elect a new parliament and government using a system of _____. Because of this there is never a majority government and instead power is shared in a _____ government. The legislature is called the _____ and the executive is called the _____.

All Swiss citizens over the age of _____ can vote. If citizens disagree with an act of parliament they can oppose it by launching a _____. Swiss citizens generally vote about _____ times a year in referendums and voter turnout in Swiss elections and referendums is about _____ %

- 48
- Federal republic
- 18
- Proportional representation
- Cantons
- Coalition
- Referendum
- 4
- 4
- United Federal Assembly
- Federal Council

Use the words here to help you fill in the gaps!



Turnout in Swiss elections is generally lower than in the less frequent UK elections - this is a consequence of 'voter fatigue' and a feeling amongst some electors that elected representatives should make more of the decisions.

TASK: Colour code the advantages and disadvantages of the Swiss system.

Turnout in Swiss elections is generally lower than in UK elections - this is a consequence of 'voter fatigue' and a feeling amongst some that elected representatives should make more of the decisions.	About 25 per cent of Switzerland's eight million permanent residents are foreign nationals and cannot vote in federal elections.	If Swiss citizens disagree with an act of parliament, they can oppose it by launching a referendum. As long as 50,000 signatures are collected in support, the law is put to the vote.
Swiss citizens are generally called on four times a year to vote in referendums. Average turnout in Swiss federal elections and referendums is 48%.	direct democracy can result in a 'tyranny of the majority'. For example, in a 2009 referendum, Swiss citizens voted to ban minarets. It contradicted one of the core values of the Swiss constitution - respect for minorities.	In direct democracies governments can be reluctant to make a necessary but unpopular decision because a referendum might reverse it.
Swiss politicians know that they must consult the electorate fully before trying to pass new laws.		A direct democracy and lots of devolution of power.

EXAM PRACTICE: [8 Marks]

'Switzerland is a model on which all other democracies should be based'

In your answer you should:

- Describe the type of democracy Switzerland uses
- Explain the positives of this system
- Explain the negatives of this system
- Reach a judgement on the statement

Which one of the following is the strongest argument against the use of referendums in a democracy?

- a. The electorate expects their representatives to make decisions
- b. The rights of minority groups can be threatened
- c. The result isn't always clear
- d. The government usually takes no notice

[1 mark]

The Swiss system uses direct democracy. However, this isn't the only other method of governing a country.

Comparison of the UK and China:

China was founded as a Communist country in 1949, it is now the world's second-largest economic power, one of the five permanent members of the UN Security Council and the only communist country in the G-20 grouping of major world economies.

The prime authority in China is the Chinese Communist Party and the country uses an indirect election system and does not have an independent judiciary. The government as been described as an authoritarian regime and the main criticism of the Chinese approach are that human rights are not fully respected and people do not have enough say about how the country is run.

The table below compares how well China and the UK do in including aspects of citizen participation in the political process.

TASKS:

Key features of citizen participation	UK	China
All representatives are elected directly by citizens.	Yes	No
Elections are held regularly.	Yes	Yes
Members of the leading political party or parties have additional rights.	No	Yes
All citizens have a right to vote and stand as candidates.	Yes	Yes
Citizens have the right to promote their point of view even though they may be in a minority.	Yes	No
There is a separation of powers between the executive, legislature and judiciary.	Yes	No
A variety of views are represented in parliament	Yes	No
Parliament holds the executive accountable for its actions.	Yes	Yes

Does China or the UK have better citizen participation? Explain your answer.

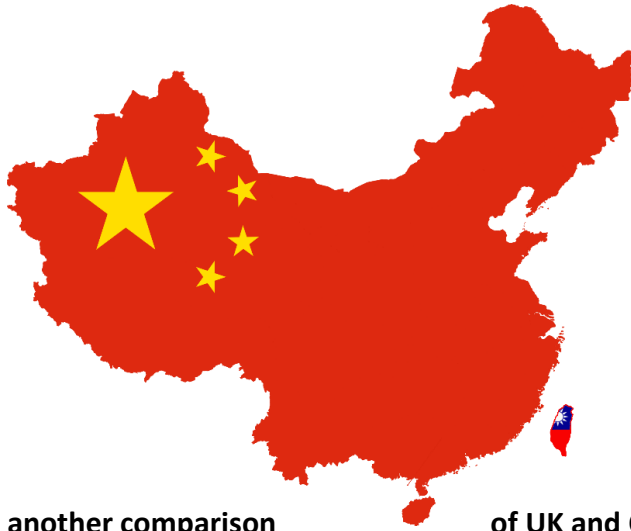
ASPIRE: Complete the same table and compare the UK and Switzerland. Which country overall has the best citizen participation?



EXAM PRACTICE: [1 mark]

Which country (A, B, C or D) is likely to gain the highest score on a democracy ranking?

Country	Devolution	Separation of powers	Media
A	Most decisions are made centrally for the good of the whole country	The judiciary are chosen by the elected government	Censorship is used only to protect vulnerable people from harm
B	Power is devolved to communities resulting in different policies in different areas	The judiciary is appointed by an independent organisation	Censorship is used only to protect vulnerable people from harm
C	Power is devolved to communities resulting in different policies in different areas	The judiciary are chosen by the elected government	Censorship is used to protect national security and keep people safe.
D	Most decisions are made centrally for the good of the whole country	The judiciary is appointed by an independent organisation	Censorship is used to protect national security and keep people safe.



Below is another comparison of UK and China to see which has the best type of government. Read the statements and evidence. Which system is better? China or the UK?

Statement	China or UK?	Explanation of my choice
Decision-making involves different groups.	UK	<ul style="list-style-type: none"> Government and Parliament consult experts, interest groups, businesses, charities, pressure groups, etc. Individuals, groups and organisations lobby MPs.
Government is usually decisive. (makes quick decisions)	China	<ul style="list-style-type: none"> China is a single party State. Decisions can be made quickly by a small executive group. The NPC usually supports the leadership. Public protest is restricted.
Independent judges can hold the government to account.	UK	<ul style="list-style-type: none"> UK judges are appointed by an independent body. UK judges can scrutinise the decisions of governments and public bodies.
A government is able to make unpopular but necessary decisions.	China	(Similar reasons as those given for 'decisiveness' above.)
Minority groups are more likely to feel unrepresented by politicians.	China	<ul style="list-style-type: none"> Some minority groups are regarded as potentially 'troublesome' by the Chinese authorities. Minority groups have the protection of the Human Rights Act and Equality Act in the UK. The independent judiciary can safeguard the interests of minority groups in the UK.

EXAM PRACTICE:

State two ways in which civil liberties are restricted by authoritarian regime. [2 marks]

[8 marks] Evaluate the following viewpoint:

'Citizens' political participation in the UK is very high in comparison with other democracies and non-democratic countries'

In your answer you should:

- Describe the opportunities for citizen participation in UK politics
- Describe how far citizens do participate
- Describe citizens' participation in either another democracy or a non-democratic country you have studied
- Evaluate the viewpoint by comparing the UK with the other country selected

Sense of Identity

Our identity is our sense of who we are and this comes from different sources. For example: school, family traditions, friends, work colleagues, religion, culture, and the media.

We may have multiple identities, switching from one to another depending on circumstances. This can create a complex sense of identity as people in the UK sometimes have family members from mixed cultural and religious backgrounds. Britain is a multicultural society as we have different customs and traditions in our country.

Part of our sense of identity is based on our British core values.

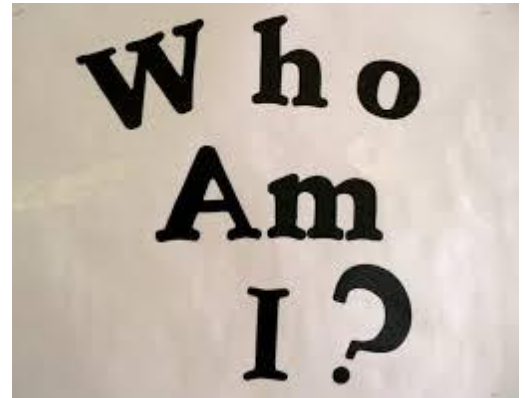
British values: all the rules in our country are based on the core values below, these values also underpin our democracy:

- The rule of law
- Personal freedom
- Tolerance and respect for diversity
- Equal opportunity
-

EXAM PRACTICE:

[1 Mark] What is meant by the term cultural diversity?

- a. Where there are different customs and traditions within a country.
- b. Where people come from different countries
- c. Where people disagree about which values are important
- d. Where people experience tensions within their family about their beliefs.



[1 Mark] What is the main reason that people in the UK may have a complex sense of identity? (JUNE 2015)

- a. People in the UK often have dual nationality
- b. People in the UK may have been born before 1960
- c. People in the UK sometimes have family members from mixed cultural and religious backgrounds
- d. People in the UK do not have identity cards.

Why do people migrate?



Emigration = Move out of a country

Immigration = Move into a country

Net Migration = immigration – emigration

People from a wide range of ethnic and religious backgrounds contribute very substantially to the

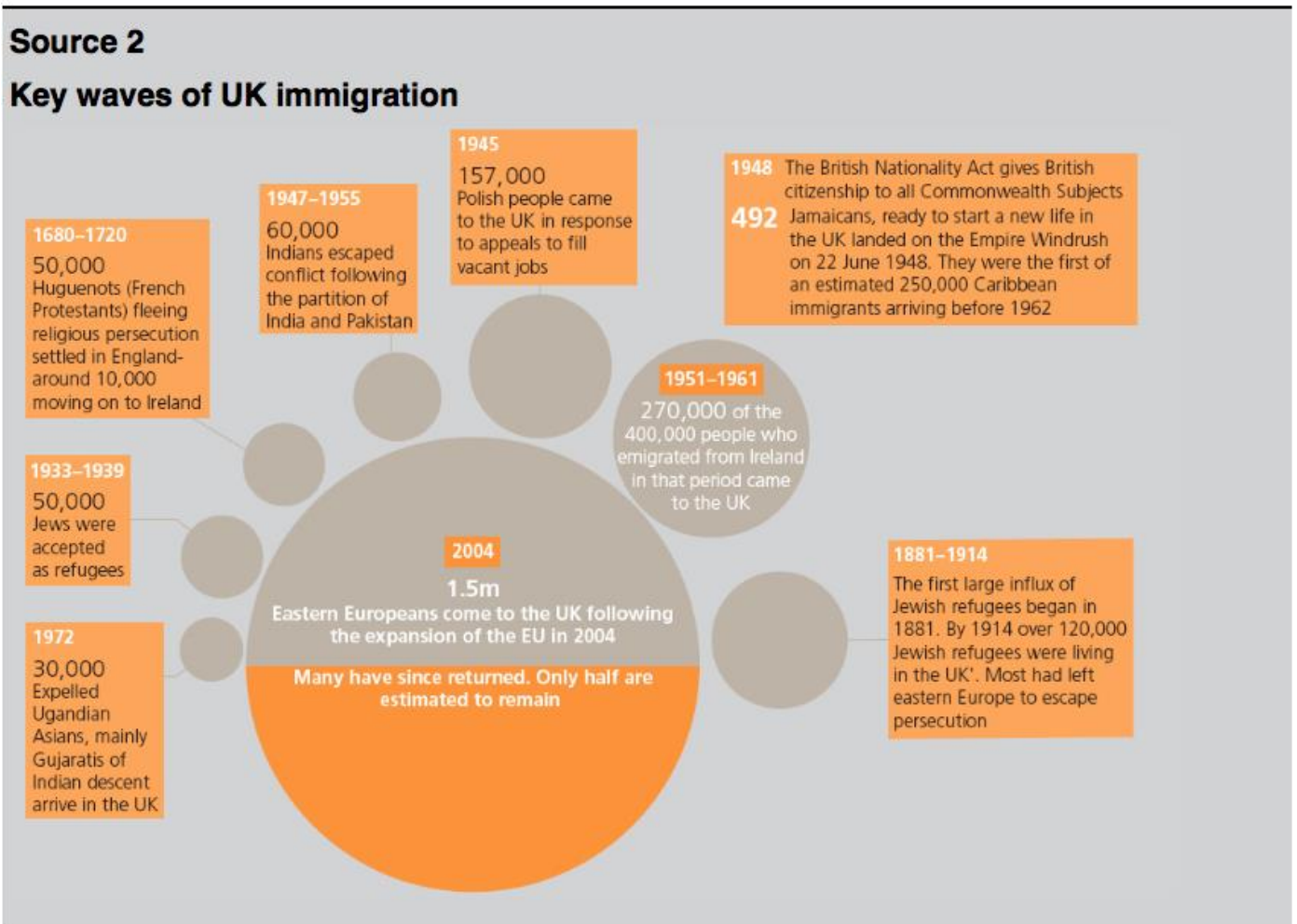
national economy and to the success of the UK as a nation. From the 1950s until the 1970s many immigrants from the Caribbean, Africa and Asia came to the UK to work and faced widespread racism and discrimination. The UK has become a much more diverse society and racism has become much less acceptable.

Migration from one place to another is normal. Look at the task below to find out more about migration to the UK.

TASK: Look at the source below and answer the questions.

1. For each of the groups of people explain why they emigrated to Britain.
2. What do the circles represent? Why are some bigger than others?
3. What was the biggest group of people to migrate to Britain? Why did they migrate?
4. What other reasons are there for migration not mentioned in the source?
5. What are push factors? Give an example of one.

6. What is a pull factor? Give an example of one



What are the debates about migration?

There are many arguments for and against restricting migration into this country. It was one of the main issues surrounding the Brexit referendum. Different political parties have very different ideas about migration. For example, UKIP would like to have very restricted migration into the country, whereas the Green Party supports migration and would like to relax controls on the number of people coming into the country.

The migration debate

Supporting migration

An economic view

According to John Cridland, former Director-General of the Confederation for British Industry (CBI), migration brings major benefits to the UK particularly at a time of economic growth.

- 63 per cent of CBI members say that free movement of labour within the EU has been beneficial for their business.
- Many migrants are well-educated and solve labour shortages in sectors such as IT and engineering.
- UK hospitals and care homes could not function without overseas workers. Housebuilding and big infrastructure projects, such as the roll-out of broadband, would also stall.
- It is a myth that migrants come to the UK for our benefits system rather than to work. Data from the ONS shows two-thirds of EU citizens in the year to 2013 migrated for work, and a fifth for study. Research from University College London shows that an average EU migrant pays over £2,700 more in taxes annually than they receive in benefits.

A political view

The Green Party is more supportive of immigration than any other political party. It argues that it is inevitable that people want to escape the effects of global warming, environmental degradation and shortages of resources. The Green Party believes that international action and a willingness to share resources are needed to meet migrants' needs. The Greens argue that richer countries have no right to protect their privileges from others by using migration controls.

Green Party policy is to:

- support development in poorer countries to reduce the need for migration
- reduce UK immigration controls.

We value the cultural diversity and intercultural awareness resulting from both temporary residence and migration.

Green Party policy statement, 2015

Restricting migration

An economic view

Migration Watch is an independent policy institute and pressure group. Migration Watch believes that, 'At present immigration is neither sustainable nor well managed.'

Migration Watch points out that England is already one of the most overcrowded countries in the world, with a population density of 410 people per square kilometre. Among its economic concerns are:

- Rapid population growth has made it difficult to provide public services such as education.
- Migrant women have a higher fertility rate than women born in the UK and so place an extra burden on maternity healthcare – more than one in four babies born in England and Wales in 2014 was to a migrant mother.
- Strains are being placed on public transport and roads.
- Adequate housing will have to be built to accommodate all the extra people, either by making our urban areas more overcrowded or by building on green field sites.

A political view

Both UKIP and the Conservative Party have responded to public concerns by promising to reduce immigration. Both parties would continue to grant asylum to those refugees protected by international law. UKIP would go furthest to control the numbers of migrants coming to work and study in the UK. At the general election of 2015, UKIP's policy was to return immigration to what it described as 'normal levels' by:

- leaving the EU so that EU citizens would no longer have a right to work and study in the UK
- allowing only workers with essential skills to move to the UK with permission to stay for five years.

In February 2016, the Prime Minister negotiated with the leaders of other European member states to reduce immigration from the EU to the UK. He hoped to do this by cutting the welfare benefits to EU immigrants working in the UK.

'The fact is that in scores of our cities and market towns, this country in a short space of time has frankly become unrecognisable. Whether it is the impact on local schools and hospitals, whether it is the fact in many parts of England you don't hear English spoken any more, this is not the kind of community we want to leave to our children and grandchildren.'

Nigel Farage, Leader of UKIP, 2014

EXAM PRACTICE:

[8 Marks] Make a case against the following viewpoint:

'Most migrants to the UK have come for a better quality of life. For example, this explains the massive wave of immigration from Ireland'

What are refugees, what rights do they have and why do they come to the UK?



Refugees are people who are unable to return to their own country as they have a realistic fear of being tortured, killed, injured, imprisoned or subjected to unreasonable discrimination. There are nearly 20 million refugees. They do not choose to leave they are forced to leave and need help.

Refugees want to come to the UK as we have a good history of human rights, English is familiar and spoken around the world. The UK is a wealthy country and there are jobs available in this country. In 2014 38 out of 100 people who applied for asylum were recognised as refugees.

Britain doesn't have the biggest number of refugees in Europe- Germany has the most with 173,100 applications and in fact 86% of the world's refugees are hosted by poorer countries . Turkey for example now hosts the highest number of refugees with 1.6 million

When asylum seekers come to the UK they have both rights and responsibilities. They have the right to fair treatment (no discrimination), freedom of religion, free health care in the NHS and a fair consideration of the claim of asylum. Their responsibilities include co-operating with the UK Border Agency and telling the truth. They have to obey the law and leave the UK if their asylum application is refused.

People can apply for British citizenship as long as they are over 18 years old, do not have a serious criminal record. They intend to continue living in the UK and have passed the English language and citizenship tests.

TASK

1. How old do you have to be to apply for UK citizenship?
2. What are refugees? How are they different to other migrants?
3. Which country in Europe has the highest number of asylum seekers?
4. What are asylum seekers rights?
5. What responsibilities do they have?

EXAM PRACTICE:

What is meant by the term seeking asylum? [1 mark]

- a. Asking the UN for help because your crops have failed
- b. Claiming income support because you have lost your job through no fault of your own

- c. Applying for a UK passport to ensure protection when you travel
- d. Asking for the protection of another country because of threats against you in your country.

Which term best fits the following description 'asking for refuge in the UK'? [1 mark]

- a. Citizenship
- b. Asylum
- c. Assimilation
- d. Immigration

How can we make communities cohesive?

Community cohesion means people sharing values and goals and living together well. Community cohesion is at its strongest when people have the opportunity to participate in their local community and on an equal footing with others.

Communities with high levels of community cohesion	Communities with low levels of community cohesion
People of all ages out on the streets without fear	People afraid to leave their homes, especially at night
Tidy streets, gardens and public areas	Vandalism, graffiti and litter
Houses and flats lived in and cared for	Houses and flats empty
People mixing in shops, cafes and parks	People going to particular shops and cafes and avoiding others
Successful schools, libraries and community centres with lots of services for the whole community	Failing schools with little provision for the community
Low levels of discrimination and racism	High levels of discrimination and racism



authorities help with community cohesion strategies in their communities, however, it is only with local residents' personal involvement that communities can become cohesive.

TASK

In the table below are typical local authority community cohesion goals. You need to put the correct actions into the spaces. Which are actions that the local authorities could undertake and which are local resident actions? Once you have decided that, then put them next to the correct goal they are trying to achieve.

Goals	Local authority actions	What local people can do
Increase people's pride in their community		
Give people access to a wider range of life chances		
Encourage people to value diversity and get on with their neighbours		
Make sure people are active in helping to make their community more cohesive		

Involve local people in decision making		Help organise community events to celebrate diversity and bring people together
	Provide English language classes and citizenship classes for immigrants	
Oppose discrimination and racism whenever you see it		Take appropriate action against anti-social residents
	Welcome and respect your neighbours. Report any anti-social behaviour	
Make the most of opportunities to make your voice heard and get others to do the same		Encourage your children to be positive about school and join local clubs

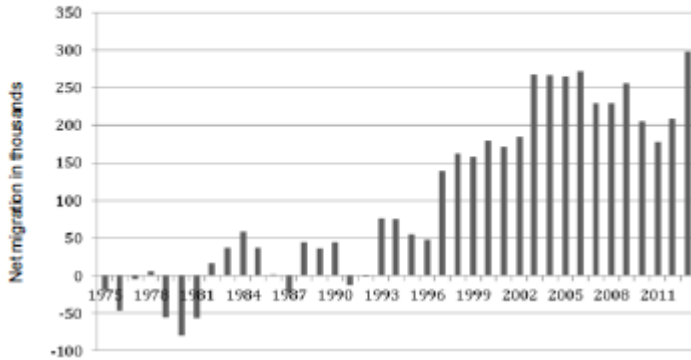
EXAM PRACTICE:

What is meant by community cohesion? [1 mark]

- a. People sticking together no matter what
- b. A type of community policing
- c. People in a community sharing values and goals
- d. Looking after elderly people in the community.

Source 4

Migration to and from the UK (net migration)
 Net Migration to the UK 1975 - September 2014



What two examples of evidence from source 4 that could be used against the following viewpoint?

'UK net migration has been out of control for at least 40 years. Immigrants from the EU are to blame.' [2 marks]

Migration to and from the UK October 2013 – September 2014

	British citizens migrating	Non-British citizens migrating		Total migrants
		Citizens born in countries of the European Union (EU)	Citizens born in countries outside the EU	
People moving into the UK	82,000	251,000	292,000	625,000
People moving out of the UK	137,000	89,000	101,000	327,000
Net Migration	- 55,000	162,000	191,000	298,000

What are the advantages and disadvantages of being part of the EU?



There are 28 countries currently in the EU- some of these countries include the UK (at the moment!), France, Germany, Portugal and Italy. Countries in Europe who are not part of the EU are Norway and Switzerland. The EU was created in 1957 with the aim of closer co-operation between European countries. They deal with free trade and movement of people between EU countries, helping the environment, co-operation with security and law and order. In 2016 51% of UK citizens voted to leave the EU in the Brexit referendum.

TASK: Colour code the pros and cons of the EU.

ASPIRE: Which category do these pros and cons go into? (Trade, the economy, security, the environment, democracy and decision making.)

EXAM PRACTICE:

State two countries that are members of the EU, in addition to the UK. [2 marks]

<p>War is much less likely in countries as they have international operation for many years</p>	<p>Source 6 Taken from the United Kingdom Independence Party (UKIP)'s European Manifesto 2014</p> <p>'Since 2010, 3,600 new laws have been imposed on us by the European Union (EU). With an estimated 13 million words, they would take 92 days to read.</p> <p>The EU writes our laws and costs us all £55 million per day in membership fees.</p> <p>The EU is not just the free trade zone we thought we signed up to. It's about ever closer union. The EU now controls areas we never thought imaginable – immigration, law and order and energy, to name a few.</p> <p>The only way to regain control is to leave the EU.'</p>	
<p>The UK may be able to trade with other countries more easily and flexibly outside of the EU</p>	<p>The EU is seen to be harmful by many UK citizens</p>	<p>The EU is seen to be harmful by many UK citizens</p>
<p>EU citizens can travel across most of the EU without a passport and there are no extra taxes when you buy things from other EU countries if they are for personal use.</p>	<p>The EU imposes thousands of regulations each year. Many of these are thought to be unnecessary and in the EU decision making is slow as all 28 countries have to agree</p>	<p>In the 2016 Brexit referendum the public decided to leave the EU</p>
<p>EU countries work together to cut pollution. Europe's beaches and rivers are cleaner, cars pollute less and there are strict rules on waste disposal</p>	<p>Some people argue that the EU limits the UK's ability to trade with the rest of the world, especially places like India and China</p>	<p>Being part of the EU is expensive. Part of the UK's money is used to help poorer parts of Europe. It costs about £4 billion a year to be a member</p>

Using information from sources 6 and 7 and your own knowledge, evaluate the following viewpoint:

'The United Kingdom (UK) will be better off leaving the European Union (EU). If we leave we will be able to make our own laws again.'
 [12 marks]

<p>Source 7 Extract adapted from a Confederation of British Industry (CBI) survey 8 out of 10 firms say UK must stay in EU</p>			
<p>Leaving the EU would hit investment and trade – and make us less competitive. The survey found that most firms believe EU membership has positive effects on their own businesses.</p>			
Feature of EU membership	Percentage (%) of businesses giving positive, 'no impact' or negative ratings for each feature		
	Positive	No impact	Negative
Free trade	76	17	1
Free movement of workers	63	27	15
Common product standards	52	27	15
Common employment law	22	27	49

What is the UN?

The EU is not the only important international organisation that the UK is a part of, it is also a founding member of the UN. The UN was created in 1945 after the Second World War and its main aim was to



United Nations

prevent another world war happening. There are currently 193 countries in the UN. Its responsibilities are set out in its charter:

- Maintain international peace and security
- Develop friendly relations among nations
- co-operate in solving international problems
- Promote respect for human rights

Extending human rights and fighting poverty

Eight UN Millennium Development Goals (MDGs) were agreed by the UN member countries in 2000. The aim was to achieve these goals by 2015. The MDGs included: halving extreme poverty, stopping the spread of HIV/AIDS and providing primary education. The UN called for a massive global effort to meet these goals

The UN's successes include:

- 91% of the world's children receiving a primary education in 2015 (up from 83% in 2000)
- Educational opportunities for girls have increased. For example, in 1990 in Southern Asia only 74 girls compared to 100 boys were enrolled in primary schools. By 2015 103 girls were enrolled compared to 100 boys.
- The number of deaths of children under five declined from 12.7 million worldwide in 1990 to 6 million in 2015.

However, most children in LEDCs continue to experience poverty and disadvantage and even in richer countries, child poverty can be found in the poorer parts of large cities and remote rural areas.

Girls continue to be held back from schooling. For every 100 boys enrolled in primary school in West and Central Africa, only 90 girls are enrolled.

Emergency Aid and Long Term development



UN agencies co-ordinate international responses to natural disasters, famine and war. They also plan and encourage support for long-term development and education projects. For example, UNICEF supported victims after the 2015 earthquake in Nepal but also continued its longer-term educational projects in that country. Also in 2015, another UN agency, the World Health Organisation (WHO), moved quickly to deal with an outbreak of cholera in Iraq

Protecting the global environment

There have been some major successes in helping the global environment. For example, chemicals that damage the atmosphere's ozone layer have been almost eliminated since 1990, and the ozone layer is expected to recover by the middle of this century. But there is still a long way to go if the world is to meet the UN's targets to reduce the rate of global warming.

In 2015 the UN's Paris Climate Change Conference came up with the world's first-ever legally binding global climate change deal. This became the strongest ever global promise to deal with climate change. Nations promised to limit any rise in global temperature to no more than 2 degrees higher than it was in the pre-industrial era.

There is now much more of a scientific understanding of global warming and there is greater support for environmentally-friendly action by governments, businesses and citizens and there is much more investment in carbon reduction strategies.

There is still a long way to go but without the UN, the world would be facing bigger problems

Resolving Conflict: How does the UN do this?

There are lots of arguments between countries and these arguments are often about land and resources. The UN’s International Court of Justice, based at The Hague (Netherlands) settles these arguments. The UN General Assembly elects the 15 judges who serve on the court for 9 years. An example of one of the arguments is the dispute between Costa Rica and Nicaragua over rights to under-sea oil-exploration.

When people are at a risk of violence or when countries need support to make peace agreements work, the UN may agree to send a peacekeeping mission. (Peacekeeping mission = UN officials and military from different member states go to a combat zone to keep the peace.) The mission’s task is to uphold any peace treaty, make sure former fighters follow international humanitarian law and help arrange elections to choose a new government.



The UN’s first peacekeeping mission started in 1948 when it monitored the ceasefire between Israel and its Arab neighbours. Since then there has been a further 70 peacekeeping missions around the

What do UN peacekeepers do?	What was the Rwandan Genocide?	What did the UN do (positives and negatives)

world.

In extreme cases, the UN Security Council can apply sanctions to a national government. This means that member states refuse to give weapons or trade with the offending government.

The International Court of Justice and UN peacekeeping missions have the respect and support of most governments across the world.

But the UN can only be successful:

- if all sides in a war/conflict are ready to make peace
- If all members of the UN agree on a plan

It is more difficult if:

- There is an insurgency taking place
- A terrorist organisation is operating there
- If there is no recognised government to negotiate with.

It is because of these three reasons above that the UN's intervention in Syria was not effective and several international aid agencies have criticised the UN's work in Syria.

How effective is the UN at resolving conflict?

TASK: Watch the videos and complete the table above:

- <https://www.youtube.com/watch?v=Ns37jHVUIIE> (from 0:25)
- <https://www.youtube.com/watch?v=paCkoa1zDul>
- <https://www.youtube.com/watch?v=j9UXHoMTOJc>

EXAM PRACTICE

What is the main job of the UN? (JUNE 2014)

- To give advice to the President of the USA
- To use its army to fight against dictatorships
- To try and keep world peace
- To encourage young people to work and study in other countries

What is meant by the term UN? (June 2010)

- AN international organisation of member states.
- A global charity
- An international pressure group
- An alliance of western nations led by the USA

What are NGOs and are they any good?



Save the Children

NGOs are non-governmental organisations that include organisations such as Save the Children, Oxfam and Medicine Sans Frontiers. These groups are not controlled but national governments or by international organisations such as the EU and the UN. They are independent and they pay for their work with money raised from the general public. For example, Save the Children helped in Sierra Leone with the Ebola outbreak in 2014-15.

NGOs such as Save the Children can often be more effective than governments when responding to an emergency. Nevertheless, governments and international organisations can have far more influence than NGOs.



OXFAM



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Save the Children

TASK:

On the table below are the pros and cons of NGOs compared to governments and international organisations. Colour code them into pros and cons.



NGOs do not take sides- they help those people who need it the most.	Governments (unlike NGOs) can take combined action through international organisations like UN and EU
Governments (compared to NGOs) have massive resources, including money, food and military	International organisations (like the UN and EU) can impose sanctions, send peace-keeping forces and military in extreme situations
NGOs are usually trusted by everyone	NGOs have clear aims linked to humanitarian values and stick to their commitments

NGOs do not expect favours in return for their help. They do not expect alliances or trade deals	NGOs act quickly as they don't need to get parliament's approval or public opinion's approval
NGOs have expertise and experience to support particular needs	NGOs can appeal directly to the public for money to pay for their aid programmes

EXAM PRACTICE:

Support the Viewpoint below:

'NGOs are much better than international organisations such as the UN at helping in crises and conflicts'
8 marks

How effective is the UK in international crises and conflict?



The UK has the fifth biggest economy, a permanent seat on the UN's Security Council and is one of nine countries with nuclear weapons. The UK has been heavily involved in international conflicts and crises. This has sometimes split public opinion and caused heated public debate! The UK intervened in the Kosovo in 1998-2008 as part of a NATO force after UK peacekeeping forces failed to end of the conflict. The UK sent 3,000 troops and they helped get the Serbians to surrender and form the independent state of Kosovo. There was more criticism of the UK's role in the War in Iraq from 2003. The UK supported the US invasion of Iraq but this was heavily criticised as no weapons of mass destruction were found and thousands of lives

What other organisations is the UK part of?

were lost including 179 British military personnel.

Apart from the UN and the EU the UK is also a member of several other international organisations.

1. The Commonwealth is an organisation established to maintain the relationship between the UK and its former colonies. It encourages cultural understanding, democracy and human rights and includes countries such as India, Pakistan, Australia, Canada and South Africa.
2. Council of Europe: This is Europe's leading human rights organisation which supports democracy and rule of law. The European Court of Human Rights enforces the European Convention on Human Rights.
3. NATO (North Atlantic Treaty Organisation) This is a military alliance of Western democratic countries that agrees to support the other if they are attacked. It includes 28 countries in Europe and North America.
4. World Trade Organisation (WTO) this enables members to agree the rules of world trade, promote free trade and settle any trade arguments. It includes 162 states including More Economically

Developed Countries (MEDCs) and Less Economically Developed Countries (LEDCs) from all continents.

TASK: For each organisation give three reasons why the UK should stay a part of them

EXAM PRACTICE:

Which term best fits the following description: 'developed and developing countries that have historical ties to the UK? [1 mark]

- a. The Commonwealth
- b. The EU
- c. The UN
- d. NATO

Which description below best matches the role of the Commonwealth? [1 mark]

- a. It's an economic and political alliance of member states
- b. It promotes development, human rights and cultural exchanges amongst countries with links to the UK
- c. It's an alliance of western industrial countries
- d. It promotes sustainable development across the world

Which description below matches the work of the EU? [1 mark]

- a. An economic and political alliance of member states
- b. A meeting of European trade unions.
- c. An organisation that advises national parliaments across Europe
- d. An organisation that decides on human rights law and judges complex cases.

UK Law – Knowledge Organiser

<p>Rule of law. The principles of how law is applied. Innocent until proved guilty, Equality before the law and Access to justice.</p>	<p>Our law comes from legislation (laws passed by parliament) Common law and EU law. England and Wales have the same legal system; Northern Ireland has a very similar system. Scotland has its own system of laws.</p>	<p>Common law—made by judges who make decisions which must be followed by all other courts (case law, precedent) Laws passed by UK parliament automatically apply to Wales. The Welsh assembly has passed some laws, but there are no major differences.</p>
<p>Criminal law: A specific crime has been committed Civil law: Disputes between individuals or groups</p>	<p>Criminal: Case between an offender and the government (acting for all citizens) These cases will go through the criminal justice system and could lead to a custodial sentence. Range in severity, not all 'serious' An Act of Parliament has been broken Civil: Often linked to rights e.g. company law, adoption, consumer rights. A claimant can bring a case to civil court, normally to claim damages (to sue for money) Can still be 'serious' and involve very emotive issues.</p>	
<p>Criminal courts: Magistrates: 95% of cases, less serious crimes e.g. theft Crown: Serious cases e.g. murder</p>	<p>Magistrates: Led by trained magistrates, no jury can only give minimal penalties. Crown: Led by judge, formal, jury decides on guilt. Courts must consider mitigating factors.</p>	<p>The Crown prosecution Service (CPS) advises the police on cases for possible prosecution. It reviews cases submitted by the police for prosecution and decides the charge in very serious or complex cases.</p>
<p>Civil disputes: A dispute between two individuals or groups that requires legal advice</p>	<p>Disputes can be solved in civil courts, but also via tribunals (less formal courts) Ombudsmen (expert decision makers) Mediation (talking it through) these are often cheaper and quicker</p>	<p>Tribunals produce rulings that are legally binding; an expert judge takes the lead. Ombudsmen are independent and free of charge but can be slow. Mediation can lead to a legally binding agreement.</p>
<p>Youth justice system: The part of the justice system that deals with young people (10-17)</p>	<p>The youth justice system aims to prevent youth crime. The UK recognise that YP who break the law should be treated differently. Sentences will often focus on rehabilitation.</p>	<p>YP must have an appropriate adult with them before they are questioned. Youth Offending Teams will work with YP to support and educate. Youth courts (less formal) are used but very serious crimes can be passed to a crown court.</p>
<p>Office for national statistics: The organisation that collects data about what is happening in the UK (including crime)</p>	<p>Most YP who commit crime have low literacy or difficult backgrounds. Rates of reoffending are high (especially with YP) Violent crime has fallen over the last 20 years</p>	<p>There is a growing view that prisons need to focus more on rehabilitating prisoners. Questions what government are doing to address the root causes of crime (literacy, poor home life) Crime statistics can be misleading as certain crimes (e.g. rape) may be underreported</p>
<p>Legal responsibilities: Many people in the UK take a role in the running of the legal system. You still have rights, even if you are an offender</p>	<p>Citizens can be on a jury (compulsory) train to be a magistrate (to hear cases in courts in their community), become a special constable (trained volunteers who support police) or advise in a tribunal (as an expert) These roles offer great support to justice within the community. If you are arrested you must be told the reason for the arrest, can tell someone, able to get legal aid, offered medical help if needed, provided with a written notice about your rights and offered an interpreter. Human Rights must also be followed in prison (within reason e.g. liberty, democracy)</p>	

Year 11 Drama Autumn Term Knowledge Organiser

Component 3: Section A

Performance Keywords

- Mime:** Movement/copying physical action
- Slow-motion:** The slowing down of real-life speed to highlight a key moment.
- Improvisation:** Create spontaneously or without preparation
- Atmosphere:** The mood or feeling of a narrative.
- Climax** (Peak of Tension): The highest point of suspense, where danger, uncertainty is at its greatest.
- Pace:** The speed at which the story is delivered, or with which something happens or changes
- Tone:** A quality in the voice which expresses the speaker's feelings or thoughts.
- Pause:** A short period in which something such as a sound or activity is stopped before starting again.
- Facial Expressions** – matches the character's feelings/emotions
- Body Language** – over exaggerated to create identifiable characters to a young audience
- Gestures** – Exaggerated hand movements
- Levels** – Status, power, relationships
- Voice** – clear use of voice using relevant vocabulary.

Rehearsal Techniques

- Hot seating** – answering questions in character Improvisation
- Conscience alley** – The cast makes two lines and one actor walks down the middle, listening to advice.
- Thought tracking** – saying what your character would be thinking at any moment.
- Role on the wall** – a drawn outline of your character, filled-in with information from the play

Structure and Style

It is based on the true story of a girl called Catherine Dunbar who suffered from Anorexia. The play was adapted from the book 'Catherine' by Maureen Dunbar It is a mix of Abstract stylised scenes and naturalistic scenes and the stage directions will clearly state the intended style for each scene. There are stylised and physical theatre scenes. The play is teaching the audience about anorexia

Hard to Swallow Context

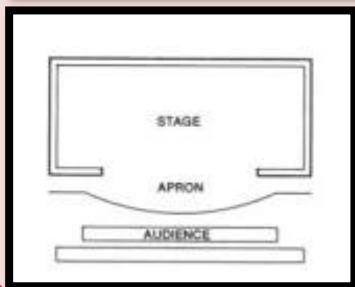
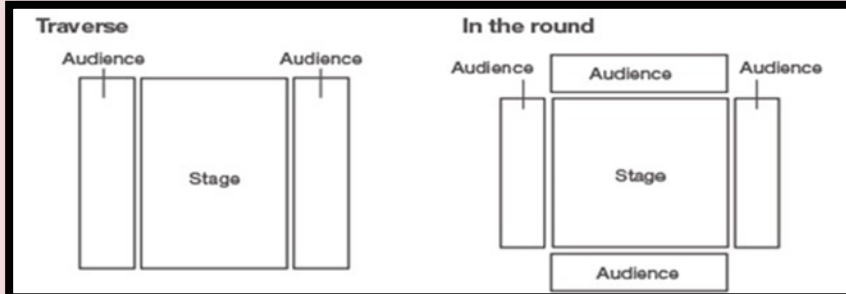
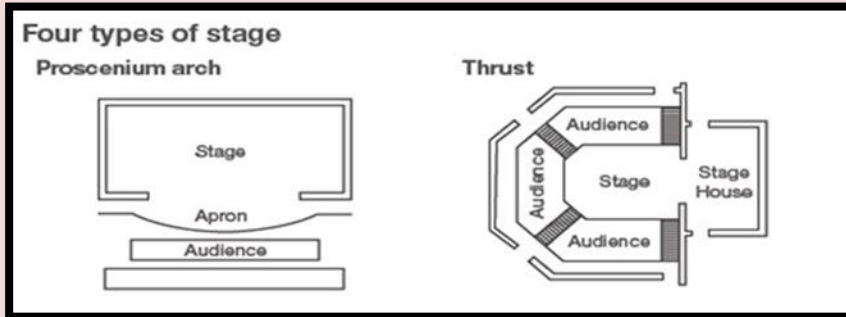
The UK went through a turbulent time - postal workers, miners and dustmen went on strike. It ended with the 'winter of discontent' in 1979 when ITV went off the air for five months. A three-day week was imposed during February 1972 to save on electricity at the start of the miners strike. During the summer of 1976 the weather turned so dry that water supplies reached critical low levels. In 1977, the whole nation celebrated the Queen's Silver Jubilee with street parties. Catherine started starving herself in 1977 (4 years after the play starts) and died in 1984 aged 21.

The family are: Middle class and Christian. The parents have a strained relationship due to differing strategies with Catherine. The family is very close

Year 11 Drama Autumn Term Knowledge Organiser

Component 3: Section A-Hard To Swallow

Staging Positions



Where the audience sit effects their involvement and perspective of either naturalistic or stylised performances.

Advice

Always read the stage directions for the scene you are writing about. Most of the information and even ideas on character or staging will be in the stage directions.

Original Staging Conditions

Original staging conditions - Downstage left was the meal table with cutlery and white plates and 5 chairs. Downstage right was Catherine's bedroom desk. At the back across the middle was a raised area. Catherine's face was painted white to show the difference after she was sent home from school.

It was usually performed end on.

Characters

Catherine Dunbar
 John Dunbar: Father
 Maureen Dunbar: Mother
 Simon Dunbar: Brother (older)
 Anna Dunbar: Sister (younger)

Hard to Swallow was originally performed by the Oaklands Youth Theatre at the Edinburgh Festival August 1988.

Staging Configurations

UPSTAGE RIGHT	UPSTAGE CENTER	UPSTAGE LEFT
CENTER RIGHT	CENTER	CENTER LEFT
DOWNSTAGE RIGHT	DOWNSTAGE CENTER	DOWNSTAGE LEFT

Year 11 Drama Spring Term Knowledge Organiser

Component 3: Section B: Live Performance

Interpreting Theatre – COMPONENT 3 – eduqas GCSE DRAMA SECTION B - 15 marks

Question Focus on Acting



Remember you are:

- evaluating and analysing a live theatre production
- spending about 25 minutes answering this section
- choosing one of the two options
- naming the performance, the company and the location.

Remember: The questions can vary and focus on the actor's use of **PHYSICAL SKILLS, VOCAL SKILLS, INTERACTION, INTERPRETATION OF CHARACTER.**

Important Things!

Remember: Please read the question carefully, use the bullet points to help you. Give your personal **OPINION** as a member of the audience.



PHYSICAL SKILLS:

You will need to specify how the actor interprets the character through his use of gestures, posture, walk, physical responses, facial expressions, position on the stage, special territories, stillness, use of space, set and personal equipment and props. To begin with, briefly mention the character, background, age, importance and social status because all of this is dependent on the actor's interpretation of the role he/she portrays. You can then specify and give examples of how the actor succeeded in physically conveying the character in a scene OR two scenes of the production in question (read the question carefully). You can give examples from the beginning, middle and end of the scene in order to organise the answer.

Remember to use plenty of terminology.



VOCAL SKILLS:

You will need to specify how the actor interprets the character through their use of tone and vocal tempo, perhaps accent, pitch, emphasis on words, use of pauses to create tension, pronunciation and constructiveness. Choose a specific scene or two, and discuss how the actor used the skills to create and enrich the role. You can refer to the character's background, age, status and motivation in this particular part. You can refer to the beginning, middle and end of a scene of your choice and elaborate on the skills associated with the voice.

Remember to use plenty of terminology.



INTERACTION SKILLS:

You will need to specify how the actor responds to the rest of the actors on stage, the distance and proximity between them and what was the significance of this. Was the actor moving deliberately to suggest a feeling or emotion? The actor may be using a series of facial gestures and responses, e.g. folded arms, eyes rolling, scrunched face, walking back and forth, pointing or back turned. Remember that the impact of this on the rest of the actors needs to be explained and how this succeeded in causing tension, a feeling or an emotion. What was the impact of this on the audience? Decide on specific examples from a scene or two scenes - once again, it depends on the question.



CHARACTER INTERPRETATION:

The character (or characters) in question will need to be discussed in terms of age, social class, intent and motivation, background and their relationship with the rest of the characters in the scene. Explain how the actor used the physical skills to interpret the role, then the vocal skills and interaction skills. Stick to the order of referring to the beginning, middle and end of a scene or scenes to organise your answer.

Remember to use the appropriate terms.

Year 11 Drama Spring Term Knowledge Organiser

Component 2: Performing from a Text

PERFORMING THEATRE - COMPONENT 2 - eduqas GCSE DRAMA



Remember:

The Component is externally assessed by an Examiner. It counts for 20% (60 marks in total).

Important Things!

Remember: Read your text, decide on your interpretation of the character and artistic intention. Be confident - full marks can be achieved in the Component.

YOUR DRAMA:

After deciding on the play you want to perform:

Remember: Read the whole play in order to understand the style, the playwright's intention, the period involved before analysing and interpreting your role.

Style: The style of the play - Naturalistic, Realistic, Absurd, Symbolic, Brechtian, Physical Theatre.

The Playwright's Intention: Discuss contemporary themes, e.g. mental health, family problem, anorexia, drugs. Discuss a historical theme, e.g. War and its impact on society?

Period: Historical, Political, Cultural

Research: Go online, look at Youtube clips and write rough notes.

ACTING ELEMENT:

Remember: Groups of 2 to 4

Time:

- groups of 2 actors - 5 to 10 minutes
- groups of 3 actors - 7 to 12 minutes
- groups of 4 actors - 9 to 14 minutes

You must: Perform two sections 10 minutes long that are key parts of the text.

You must: Perform a text that contrasts with the play you're studying for Component 3.

The play must: Be written by a different playwright, in different historical period and with different themes to the text in Component 3.

Why? To give you new experiences, and to be able to enjoy and challenge yourselves to learn and interpret different texts.

CHARACTERISATION:

Remember the criteria:

You will be marked on your physical skills, vocal skills, interaction, interpretation, communication with the audience and individual contribution.

Also remember:

Your artistic intention must be written and submitted to the examiner before or on the day of the examination.

Once you know your text, you will need to focus on your character. Remember to use a range of practice techniques that will help you develop your role and create the rounded character: The Red Chair, Role on the Wall, Improvisation, Mime Work, The Missing Scene, Emotional Memory, The Magic If.

During the rehearsal periods, develop your vocal and physical skills:

VOICE: pronunciation, emphasis, pauses, tone and tempo, accent, pitch, constructiveness, highlights.

MOVEMENT: gesture, body posture, walk, position on the stage, characters' territories.

INTERACTION: distance, proximity, back turned, eye-rolling, facial response, moving away, approaching, physical gestures.

Discuss with your group what your stage shape will be, what type of set will be needed, stage equipment and props. It is also a good idea to use sound to create a mood and atmosphere either at the beginning, between scenes or at the end. You will need to carefully consider the costume, hair and make-up suitable for your role. Remember that you need consistent rehearsals and a full dress rehearsal before your final performance.

THEME 3: SCHOOL

WHAT SCHOOL IS LIKE: SCHOOL TYPES; SCHOOL DAY AND SUBJECTS

¿Cómo es tu instituto? *What is your school like?*

Mi instituto es
My school is

una escuela pública	<i>a state school</i>
un internado	<i>a boarding school</i>
mixto	<i>mixed</i>
privado	<i>private</i>

Mi instituto ideal sería
My ideal school would be

mixto	<i>mixed</i>
privado	<i>private</i>

¿Cómo es tu día en el insti? *What is your school day like?*

Tengo un horario bueno/malo. Estudio
I have a good/bad timetable. I study

alemán	<i>German</i>	informática	<i>ICT</i>
arte dramático	<i>drama</i>	inglés	<i>English</i>
dibujo	<i>art</i>	italiano	<i>Italian</i>
educación física	<i>PE</i>	lenguas extranjeras	<i>foreign languages</i>
español	<i>Spanish</i>	matemáticas	<i>maths</i>
física	<i>physics</i>	música	<i>music</i>
francés	<i>French</i>	química	<i>chemistry</i>
geografía	<i>geography</i>	religión	<i>RE</i>
historia	<i>history</i>	tecnología	<i>technology</i>
humanidades	<i>humanities</i>	tecnología de diseño	<i>DT</i>

Tengo que estudiar
I have to study

Mis asignaturas son
My subjects are

Tengo dos horas de
I have two hours of

Por la mañana hay
In the morning there is

una clase de sociología	<i>a sociology lesson</i>
un recreo	<i>a break</i>
tutoría	<i>tutor time</i>

A veces tenemos
We sometimes have

deberes	<i>homework</i>
una evaluación	<i>an assessment</i>
una prueba	<i>a test</i>
reunión de padres	<i>parents' evening</i>

¿Qué hiciste ayer en el insti? *What did you do in school yesterday?*

Ayer escribí
Yesterday I wrote

en el cuaderno	<i>in the exercise book</i>
en la pizarra	<i>on the board</i>
en el libro de texto	<i>in the textbook</i>
en el pupitre	<i>on the desk</i>
un ensayo	<i>an essay</i>

Ayer tuve
Yesterday I had

un castigo	<i>a detention</i>
una clase extra	<i>an extra lesson</i>
un examen	<i>an examination</i>

Ayer fui al
Yesterday I went to the

despacho del director	<i>head teacher's office</i>
laboratorio de ciencias	<i>science laboratory</i>
patio	<i>playground</i>

Ayer fui a la
Yesterday I went to the

biblioteca	<i>library</i>
cantina	<i>canteen</i>
sala de profesores	<i>staff room</i>

Ayer canté
Yesterday I sang

en el aula	<i>in the classroom</i>
en el coro	<i>in the choir</i>

Worked example

Estudio en un instituto público y mixto de Londres. En mi opinión tengo un horario malo porque tengo que estudiar muchas horas de inglés y biología y no me gusta nada. Lo bueno es que a veces no hay clase porque hay reunión de padres. Ayer en el insti fue horrible porque tuve un castigo en ciencias ya que no hice los deberes.

THEME 3: SCHOOL

WHAT SCHOOL IS LIKE: SCHOOL DAY AND RULES

¿Qué llevas normalmente a clase? *What do you normally take to class?*

Suelo llevar
I usually take

unos auriculares	headphones
un bloc de notas	a pad of paper
un bolígrafo	a pen
un estuche	a pencil case
una goma	a rubber
un lápiz	a pencil
una mochila	a rucksack
un pegamento	a glue stick
una pluma	a fountain pen
un rotulador	a felt tip pen
un sacapuntas	a sharpener
unas tijeras	scissors

Siempre llevo
I always take

A veces llevo
Sometimes I take

Ayer olvidé llevar
Yesterday I forgot to take

¿Qué es lo mejor de tu insti? *What is best about your school?*

Lo que más me gusta
What I like the most is

las actividades extraescolares	extracurricular activities
los alumnos	pupils
el éxito de los estudiantes	students' success
el laboratorio de idiomas	the language lab
las normas	rules
el pasillo	the corridor
los profesores	teachers
el rendimiento	the performance
el uniforme	the uniform
el vestuario del gimnasio	the gym's changing room

Según mi madre, lo mejor es
According to my mum, the best thing is

Sin embargo, lo peor es
However, the worst thing is

¿Qué normas hay en tu insti? *What are the rules in your school?*

Está prohibido
It is forbidden

No está permitido
It is not permitted

Se debe
You must

Es importante
It is important

Es obligatorio
It is compulsory

comer chicle	to chew gum
contestar al profesor	to answer the teacher back
dibujar en el pupitre	to draw on the desk
hablar en el pasillo	to talk in the corridor
hacer novillos	to skip lessons
llevar joyas	to wear jewellery

aprobar los exámenes	to pass exams
asistir al insti	to attend school
corregir con un boli verde	to correct with a green pen
prestar atención en clase	to pay attention in class
repasar en casa	to revise at home
sacar buenas notas	to get good grades
ser trabajador	to be hard-working
ser puntual	to be punctual
trabajar duro	to work hard

Worked example

En mi instituto es necesario llevar un cuaderno para cada asignatura y bolígrafos. A veces llevo un diccionario para mi clase de español, pero no es obligatorio. Creo que lo mejor de mi insti es las actividades extraescolares aunque según mi madre, lo mejor es que está prohibido hablar en el pasillo.

1. What is not compulsory?
2. What do they think it's best about their school?

THEME 3: SCHOOL

SCHOOL ACTIVITIES: SCHOOL TRIPS; EVENTS; EXCHANGES

¿Qué haces en clase? *What do you do in class?*

En ciencias <i>In science</i>	escribimos poesía	<i>we write poetry</i>
	estudiamos sobre la naturaleza	<i>we study about nature</i>
En inglés <i>In English</i>	estudiamos sobre el cuerpo humano	<i>we study about the human being</i>
	hacemos análisis históricos	<i>we do historical analysis</i>
En matemáticas <i>In maths</i>	hacemos ejercicios de gramática	<i>we do grammar exercises</i>
	hacemos experimentos	<i>we do experiments</i>
En español <i>In Spanish</i>	leemos textos	<i>we read texts</i>
	resolvemos problemas	<i>we solve problems</i>

¿Hay actividades extraescolares? *Are there extracurricular activities?*

Los martes tengo <i>Every Tuesday I have</i>	unas clases de baile	<i>dance classes</i>
	unas clases de música	<i>music classes</i>
	unas clases de natación	<i>swimming classes</i>
A las siete de la mañana voy a <i>At seven in the morning I go to</i>	un club de ajedrez	<i>a chess club</i>
	un taller de costura	<i>a sewing workshop</i>
	un taller de fotografía	<i>a photography workshop</i>

El año pasado <i>Last year</i>	participé en <i>I participated in</i>	el campeonato de fútbol de mi insti	<i>my school's football championship</i>
		una competición de atletismo	<i>an athletics competition</i>
El verano pasado <i>Last summer</i>	gané <i>I won</i>	un concierto	<i>a concert</i>
		un torneo de rugby	<i>a rugby tournament</i>

¿Has ido de excursión con tu instituto? *Have you been on a trip with your school?*

En 1º de la ESO <i>In Year 8</i>	fuimos a <i>we went to</i>	una biblioteca local	<i>a local library</i>
		un museo en Londres	<i>a museum in London</i>
		una obra de teatro	<i>a theatre play</i>
En 2º de la ESO <i>in Year 9</i>	visitamos <i>we visited</i>	un parque	<i>a park</i>
En 3º de la ESO <i>in Year 10</i>		una universidad	<i>a university</i>
Este año, en 4º de la ESO <i>This year, in Year 11</i>		vamos a ir a <i>we are going to go</i>	un banco
	esquiar		<i>to ski / skiing</i>
	un país extranjero para hacer un intercambio		<i>a foreign country to do an exchange</i>
Después de este año <i>After this year</i>	me gustaría ir a <i>I would like to go to</i>	un parque temático	<i>a theme park</i>
		un partido de fútbol	<i>a football match</i>

Worked example

Creo que es importante participar en actividades después de clase. En mi caso, los martes voy a un taller de poesía en inglés y me lo paso muy bien. Después los viernes tenemos clases de baile muy divertidas. El año pasado gané la competición de baile de Navidad. Por otro lado, a veces hay excursiones. Por ejemplo, en 2º de la ESO fuimos a la biblioteca de mi barrio y también visitamos una universidad de Londres. ¡Fue muy guay!

1. *What extracurricular activities do they do?*
2. *What happened last year?*
3. *What trip did they have when they were in Year 9?*

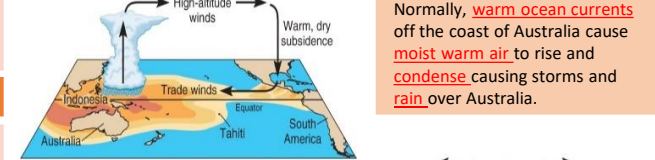
Global pattern of air circulation	
Atmospheric circulation is the large-scale movement of air by which heat is distributed on the surface of the Earth.	
Hadley cell	Largest cell which extends from the Equator to 30° north & south of the equator
Ferrel cell	Middle cell where air flows poleward between 30° & 60° latitude.
Polar cell	Smallest & weakest cell that occurs from the poles (90° north and south) to the Ferrel cell.



Distribution of Droughts

Drought can occur anywhere throughout the world but they are more frequent between the tropics of Cancer and Capricorn. Many countries in Africa suffer from severe drought, such as Ethiopia but Australia also suffer.

Causes of Drought: El Nino effect



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

Distribution of Tropical Storms.

They are known by many names, including hurricanes (North America), cyclones (India) and typhoons (Japan and East Asia). They all occur in a band that lies roughly between the tropics of Cancer and Capricorn and despite varying wind speeds are ferocious storms. Some storms can form just outside of the tropics, but generally the distribution of these storms is controlled by the places where sea temperatures rise above 27°C.

Formation of Tropical Storms

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



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

Topic 1 Global Hazards

Extremes in weather conditions

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

Case Study: UK Heat Wave 2003

Causes

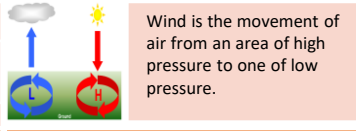
The heat wave was caused by an anticyclone (areas of high pressure) that stayed in the area for most of August. This blocked any low pressure systems that normally brings cooler and rainier conditions.,

Effects	Management
<ul style="list-style-type: none"> • People suffered from heat strokes and dehydration. • 2000 people died from causes linked to heatwave. • Rail network disrupted and crop yields were low. 	<ul style="list-style-type: none"> • The NHS and media gave guidance to the public. • Limitations placed on water use (hose pipe ban). • Speed limits imposed on trains and government created 'heatwave plan'.

High and Low Pressure

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

What is wind?

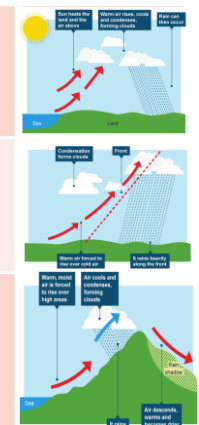


Types of wind

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

Types of precipitation

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



Changing pattern of these Hazards

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

What is precipitation?

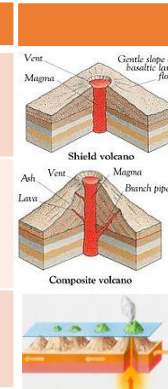
This is when water vapour is carried by warm air that rises. As it gets higher, the air cools and the water vapour condenses to form a cloud. As water molecule collide and become heavier, the water will fall to Earth as precipitation.

The structure of the Earth	
The Crust	Varies in thickness (5-10km beneath the ocean. Made up of several large plates.
The Mantle	Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state that is in a state of convection.
The Inner and outer Core	Hottest section (5000 degrees). Mostly made of iron and nickel and is 4x denser than the crust. Inner section is solid whereas outer layer is liquid.

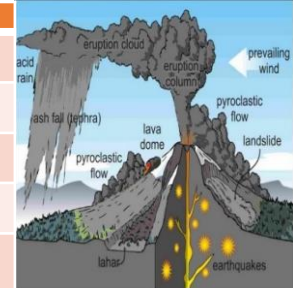
Convection Currents

- The Lithosphere is divided into tectonic plates which are moving due to convection currents in the asthenosphere.
- Radioactive decay of some of the elements in the core and mantle generate a lot of heat.
 - When lower parts asthenosphere heat up they become **less dense and slowly rise**.
 - As they move towards the top they cool down, become **more dense and slowly sink**.
 - These **circular movements** of semi-molten rock are **convection currents**
 - Convection currents create **drag** on the base of the tectonic plates and this causes them to move.

Types of volcanoes	
Shield	Made of basaltic rock and form gently sloping cones from layers of runny lava. Location: hot spots and constructive margins. Eruptions: gentle and predictable
Composite	Most common type found on land. Created by layers of ash and lava. Location: Destructive margins Eruptions: explosive and unpredictable due to the build of pressure within the magma chamber.
Hotspots	These happen away from any plate boundaries. They occur because a plume of magma rises to eat into the plate above. Where lava breaks through to the surface, active volcanoes can occur above the hot spot. E.g. Hawaii.



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



CASE STUDY: JAPAN EARTHQUAKE, MARCH 2011

Causes	
<ul style="list-style-type: none"> The Pacific plate became stuck whilst subducting under the Eurasian plate. The sudden release in pressure created a 9.1 magnitude earthquake. The epicentre of the earthquake was 43 miles off the North East coast of Honshu. 	Responses IMMEDIATE – The army helped clear roads, build shelters for the homeless. Doctors and nurses from other countries flew to Japan to help as many hospitals were destroyed LONG TERM – tsunami barriers were increased from 12m to 18m high. 23 trillion yen was invested to rebuild houses. Tsunami warning systems were updated across Japan.

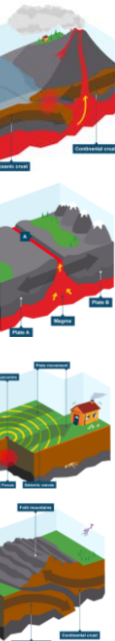
Effects

A 40m tsunami was caused which was more deadly than the earthquake. 30,000 lost their homes and businesses. No deaths from the earthquake **BUT** the tsunami claimed 15,000 lives. The economic cost of repair was \$235 billion – the most expensive natural disaster.

Managing Volcanic Eruptions	
Warning signs	Monitoring techniques
Small earthquakes are caused as magma rises up.	Seismometers are used to detect earthquakes.
Temperatures around the volcano rise as activity increases.	Thermal imaging and satellite cameras can be used to detect heat around a volcano.
When a volcano is close to erupting it starts to release gases.	Gas samples may be taken and chemical sensors used to measure sulphur levels.
Preparation	
Creating an exclusion zone around the volcano. Having an emergency supply of basic provisions, such as food	Being ready and able to evacuate residents. Trained emergency services and a good communication system.

Types of Plate Margins

Destructive Plate Margin	When the denser plate subducts beneath the other, friction causes it to melt and become molten magma. The magma forces its ways up to the surface to form a volcano. This margin is also responsible for devastating earthquakes .
Constructive Plate Margin	Here two plates are moving apart causing new magma to reach the surface through the gap. Volcanoes formed along this crack cause a submarine mountain range such as those in the Mid Atlantic Ridge .
Conservative Plate Margin	A conservative plate boundary occurs where plates slide past each other in opposite directions , or in the same direction but at different speeds . This is responsible for earthquakes such as the ones happening along the San Andreas Fault, USA .
Collision Zones	Collision zones form when two continental plates collide . Neither plate is forced under the other, and so both are forced up and form fold mountains . These zones are responsible for shallow earthquakes in the Himalayas .



Earthquake Management

PREDICTING	
Methods include:	<ul style="list-style-type: none"> Satellite surveying (tracks changes in the earth's surface) Laser reflector (surveys movement across fault lines) Radon gas sensor (radon gas is released when plates move so this finds that) Seismometer Water table level (water levels fluctuate before an earthquake). Scientists also use seismic records to predict when the next event will occur.

PROTECTION

You can't stop earthquakes, so earthquake-prone regions follow these three methods to reduce potential damage:

- Building earthquake-resistant buildings
- Raising public awareness
- Improving earthquake prediction



Earthquake proof buildings ideas

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

Causes of Earthquakes	
Earthquakes are caused when two plates become locked causing friction to build up. From this stress , the pressure will eventually be released, triggering the plates to move into a new position. This movement causes energy in the form of seismic waves , to travel from the focus towards the epicentre . As a result, the crust vibrates triggering an earthquake.	
The point directly above the focus, where the seismic waves reach first, is called the EPICENTRE .	SEISMIC WAVES (energy waves) travel out from the focus.
The point at which pressure is released is called the FOCUS .	

How do we measure earthquakes?

Mercalli Scale	Richter Scale
<ul style="list-style-type: none"> Measures how much damage is caused, based on observations, not scientific instruments. Base from 'Instrument' and 'Weak' to 'Extreme' and 'Cataclysmic'. Limitations is that its subjective due to it being based on perception. 	<ul style="list-style-type: none"> Is a scientific measurement based on the energy released. Measured by seismometers using measurement from 1 – 10 Logarithmic – each point up the scale is 10 times greater than the one before.

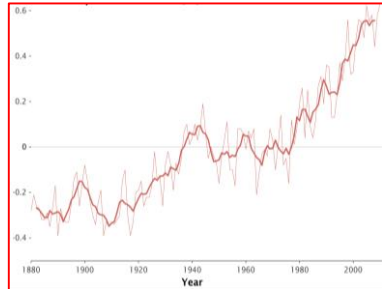
What is Climate Change?

Climate change is a large-scale, long-term shift in the planet's weather patterns or average temperatures. Earth has had tropical climates and ice ages many times in its 4.5 billion years.

Quaternary geological period

The quaternary period is the last 2.6 million years. During this period temperatures have always fluctuated. The cold 'spikes' are the glacial periods, whereas the warm points are the interglacial periods.

Today's temperature is higher than the rest of the period. Despite alternate cold and warm moments within this period, global temperatures have increased above average in the past 100 years. This current trend is what's become known as global warming.

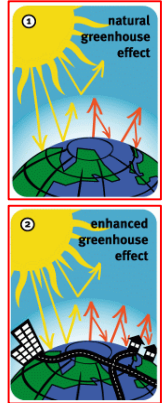


Natural Greenhouse Effect

The Earth is kept warm by a natural process called the Greenhouse Effect. As solar radiation hits the Earth, some is reflected back into space. However, greenhouse gases help trap the sun's radiation. Without this process, the Earth would be too cold to support life as temperature would average as -18°C instead of $+15^{\circ}\text{C}$.

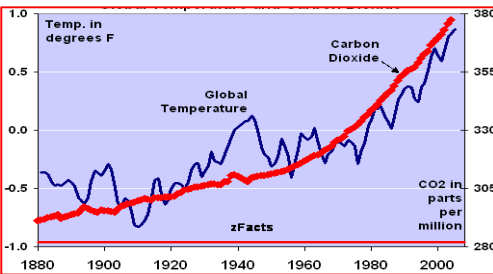
Enhanced Greenhouse Effect

Recently, there has been an increase in humans burning fossil fuels for energy. These fuels (gas, coal and oil) emit extra greenhouse gases. This is making the Earth's atmosphere thicker, therefore trapping more solar radiation but causing less to be reflected. As a result, our Earth is becoming warmer.



Linking CO₂ and Global temperatures

The rate of carbon dioxide and increase in global temperatures is strong. Scientists agree that this increase is caused by human activity.



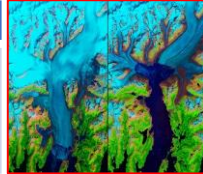
Evidence for climate change

Earth's temperature has changed over the last 2.6 million years. Scientists know this by collecting a range of evidence that is trapped or stored in the environment around us.

Geological fossil evidence	Plants and animals fossils/remains which favour certain environmental conditions have been found in contradictory conditions, thus suggesting periods of a warmer and colder time. E.g. Mastodon in USA.
Ocean Sediment	Layers of sediment that has built up over time have provided scientists trapped oxygen isotopes. Scientists have used them to calculate and understand that atmospheric temperature have indeed changed.
Ice Cores	Ice cores are made up from different layers that each represents a different historical time. By exploring the water molecules of these cores, scientists have calculated fluctuating temperatures of the atmosphere.
Historical records	Historical records from ancient cave paintings, diaries and written observations have provided evidence of climate change through personal accounts from the people through them.

Retreat of the Columbia Glacier, Alaska, USA

Located in southern Alaska, it flows 50km to the sea. The glacier has been retreated by 16km and has lost half of its thickness in the last 30 years. Scientists believed this is due to global warming, which if continued will contribute towards continued sea level rises.



Greenhouse Gases

Most greenhouse gases occur naturally. Some greenhouse gases have greater potential to increase global warming than occurs as different gases trap and absorb different amounts of radiation.

Carbon dioxide	Accounts for 60% of the enhanced greenhouse gases. It is produced by burning fossil fuels through producing electricity, industry, cars and deforestation.
Methane	Accounts for 15% of the enhanced greenhouse gases. 25x more efficient than Carbon dioxide. Produced from landfills, rice and farm animals.
Halocarbons	Human made and makes a tiny proportion of all greenhouse gases. 15000x more efficient at trapping radiation than Carbon dioxide. Produced from air-conditioning, refrigerators and aerosols.
Nitrous Oxide	Accounts for 6% of the enhanced greenhouse effect. 250x more efficient than Carbon dioxide. Produced from fertilisers and car exhausts.

Topic 2 CHANGING CLIMATE

Past Evidence: The Little Ice Age (1300-1870)

The Little Ice Age was a period of cooling that occurred after the Medieval Warm Period in parts of Europe and North America. Impacts included...

1. Price of grain increased and vineyards become unproductive.
2. Sea ice engulfed Iceland and the sea force around parts of the UK. Frost Fairs were held on rivers such as the River Thames.
3. People suffered from the intense cold winters as food stocks were limited.

Recent Evidence for climate change.

In the past 100 years, scientists have become pretty good at collecting accurate measurements from around the world. These measurements have suggested a trend that the climate is yet again changing.

Global temperature data	Evidence collected by NASA suggests average global temperatures have increased by more than 0.6°C since 1950.
Ice sheets and glaciers	Evidence from maps and photos have shown many of the world's glaciers and ice sheets are melting. E.g. the Arctic sea ice has declined by 10% in 30 years.
Sea Level Change	Evidence from the IPCC has shown that the average global sea level has risen by 10-20cms in the past 100 years. This is due to the additional water from fresh water ice and thermal expansion of the ocean due to higher temperatures.

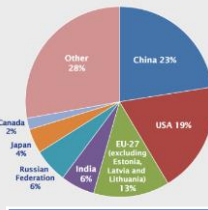
Evidence of natural change

Climate change has occurred in the past without humans ever being present. This suggests that there are natural reasons for the climate to change.

Milankovitch cycle	Milutin Milankovitch argued that climate change was linked to the way the Earth orbits the Sun, and how it wobbles and tilts as it does it. There are three ideas that are thought to change climate. <ol style="list-style-type: none"> 1. Eccentricity: Changes in the shape of Earth's orbit. 2. Obliquity: Changes in how the Earth tilts on its axis. 3. Precession: The amount the Earth wobbles on its axis.
Sun Spots	Dark spots on the Sun are called Sun spots. They increase the amount of energy Earth receives from the Sun.
Volcanic Eruptions	Volcanoes release large amounts of dust containing gases. These can block out sunlight and result in cooler global temperatures.

Whose responsible?

LDCs	Countries in Africa, such as Kenya, emit low levels of carbon dioxide. This is due to these countries not being industrialised or having a population wealthy enough to consume lots of energy.
EDCs	Countries such as China and India are increasingly more industrialised and therefore are emitting more carbon dioxide. These increasing population sizes and steadily increasing wealth mean more energy is being consumed.
ACs	Countries such as the USA and UK are industrialised with a wealthier population that enjoy lifestyles which require a large consumption of energy.



Not what it seems

Although China is responsible for the highest amount of carbon emissions, 1.4 billion people do live there. However, per person the USA (320 million) actually contributes far more CO₂ emissions.

Global impacts of climate change

The impact of rising temperatures is affecting the world socially, economically and environmentally in several potential problematic ways.

Extreme Weather	Climate is causing more unpredictable and severe weather events. This includes more frequent and powerful tropical storms; more extreme heatwaves and lasting droughts. E.g. Typhoon Haiyan 2013
Rising sea levels	Sea levels have risen by 20 cm since 1901. due to thermal expansion, melting glaciers and ice caps. Some coastal countries are now disappearing such as the Maldives in the Indian Ocean.
Food supply	Warmer temperatures and changing rainfall will make it harder to produce a reliable source of food to sustain a rising global population. E.g. In 2011, Russia banned crop exports after a decline in yield.
Plants and Animals	About a quarter of animals and plants on Earth could become extinct. With warmer temperatures and changing rainfall environments will no longer be able to provide for the world's fragile ecosystems.
Disease and Health	Warmer temperatures will increase the spread of infectious diseases like malaria. In addition, more frequent floods could cause more waterborne disease such as dysentery.
Water Supply	People need freshwater to drink but with 1 billion people predicted to not have excess to enough water by 2025 due to climate change, this might cause several social, economic and environmental problems. E.g. fishing, irrigation and sanitation.
Climate refugees	Climate refugees are people who are forced to leave their home due to the impact of climate change. This can be due to sea level rises or extreme weather conditions such as drought.

Rising Sea Levels: Tuvalu

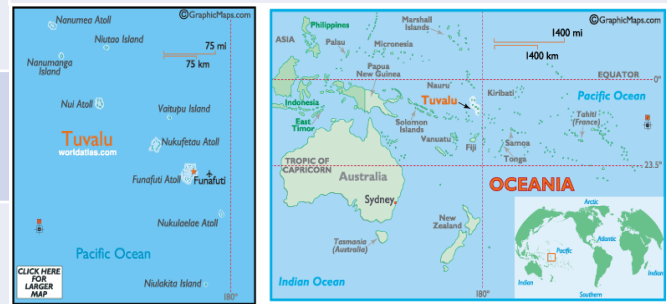
Tuvalu is a group of tiny islands in the South Pacific. Most islands are low-lying with the highest point being 4.5m above sea level. Population is 11,000 people and the economy relies mainly from exporting copra.

Impacts from climate change

Social	Economic	Environmental
<ul style="list-style-type: none"> - Water supply due to droughts becoming more common. - Wells are becoming polluted by seawater. - High tides are starting to threaten homes and roads. 	<ul style="list-style-type: none"> - Increased levels of salinization affecting soil for agriculture. - Coastal erosion is destroying productive farmland. - Main runway threaten by flooding. 	<ul style="list-style-type: none"> - Ocean acidification is reducing fish stocks around the island. - Warmer temperatures are destroying fragile ecosystems such as coral reefs.

Management

- Campaigning internationally for a reduction in carbon emissions.
- Migration to safer islands off the coast of New Zealand.
- Low sea walls have been constructed to prevent erosion and flooding.
- Japan supporting coral reef restoration by introducing new species to damaged reefs.



Climate change management: Paris Agreement 2015

Paris climate conference involved 195 countries making a legally binding global climate deal. This agreement objective is to limit global warming to below 2°C. The aims of this objective are...

- Limit emissions to pre-industrial levels.
- Meet every 5 years to set new targets.
- Communicate plans to the public.
- Provide support to developing countries at reducing emissions.



Extreme Weather: Australian Drought 2010

By 2010 areas in South-East Australia had suffered through 8 year of drought. These years of drought, where people were asked to shower for only a minute, were caused by El Nino's in 2003 and 2007.

Impacts from climate change

Social	Economic	Environmental
<ul style="list-style-type: none"> - Major water restrictions were enforced. - In 2009, 180 people died in bush fires. - Suicide rates among farmers rockets. 	<ul style="list-style-type: none"> - Food is imported and prices rise. - Farmers move to towns to find work. - The tourist industry suffers. 	<ul style="list-style-type: none"> - Water quality declines and poisonous algae forms. - Animals die of thirst and starvation.

Management

- Drought tolerant crops introduced.
- People are encouraged to recycle water in homes.
- Large dams are planned for Brisbane.



Impacts of climate change on the UK.



The UK's climate is also changing. It is expected to...

- Increase in average temperature.
- Have warmer, but wetter winters.
- Have warmer and drier summers.



However, not all the impacts to the UK will be negative, there are clear benefits for a changing climate.

Negative impacts of climate change for the UK

Coastal Flooding	<ul style="list-style-type: none"> • Vulnerable low lying areas could flood homes and infrastructure. • Increase of coastal erosion. • Damage to the economy. 	
Extreme Rainfall	<ul style="list-style-type: none"> • Increase in extreme flash floods. • Flood damage to homes and businesses. • Soil contaminations on farmland. 	

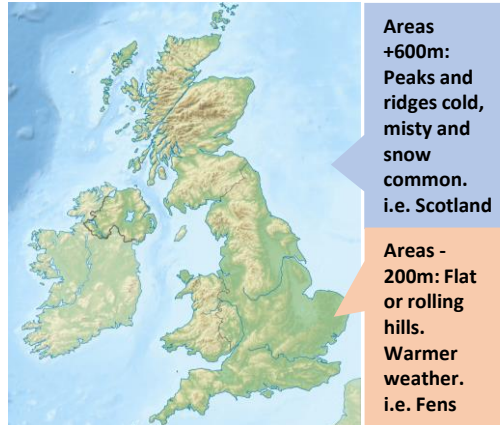
Water Shortages	<ul style="list-style-type: none"> • Farmers will find it difficult to irrigate land. • Water restrictions, with London being worst affected. 	
Extreme Heat	<ul style="list-style-type: none"> • Warmer weather can increase health problems. • Infectious diseases such as malaria might spread. 	

Positive impacts of climate change for the UK

Tourism	<ul style="list-style-type: none"> • More people likely to take holidays within the UK. • The economy could be boosted: helping to create new jobs. • More outdoor events could become common. 	
Environment	<ul style="list-style-type: none"> • New wetlands from coastal flooding could become established. • New wildlife and plants could be drawn to the UK. 	

Farming	<ul style="list-style-type: none"> • Agriculture productivity may increase under warmer conditions. • Farmers could potentially grow new foods used to warmer climates. 	
Industry	<ul style="list-style-type: none"> • Heating cost will fall. • Construction industry will be boosted by the need to build sea defences. • New designs produced to cope with conditions. 	

What is a landscape?		Relief of the UK	
A landscape has visible features that make up the surface of the land. Landscapes can be broken down into four 'elements'.		Relief of the UK can be divided into uplands and lowlands. Each have their own characteristics.	
Landscape Elements			
Physical		Biological	
<ul style="list-style-type: none"> Mountains Coastlines Rivers 		<ul style="list-style-type: none"> Vegetation Habitats Wildlife 	
Human		Variable	
<ul style="list-style-type: none"> Buildings Infrastructure Structures 		<ul style="list-style-type: none"> Weather Smells Sounds/Sights 	
		Key	
		Lowlands	
		Uplands	

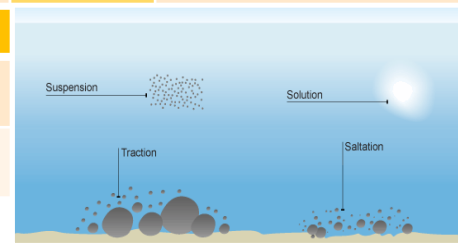


Erosion	
The break down and transport of rocks – smooth, round and sorted.	
Attrition	Rocks that bash together to become smooth/smaller.
Solution	A chemical reaction that dissolved rocks.
Abrasion	Rocks hurled at the base of a cliff to break pieces apart.
Hydraulic Action	Water enters cracks in the cliff, air compresses, causing the crack to expand.

Transportation	
A natural process by which eroded material is carried/transported.	
Solution	Minerals dissolve in water and are carried along.
Suspension	Sediment is carried along in the flow of the water.
Saltation	Pebbles that bounce along the sea/river bed.
Traction	Boulders that roll along a river/sea bed by the force of the flowing water.

Glaciation in the UK	
Over many thousands of years, glaciation has made an impression on the UK's landscape. Today, much of upland Britain is covered in u-shaped valleys and eroded steep mountain peaks.	
During the ice age	
Ice covered areas eroded and weathered landscapes to create dramatic mountain scenery.	
After the ice age	
Deep valleys and deposition of sediment revealed	

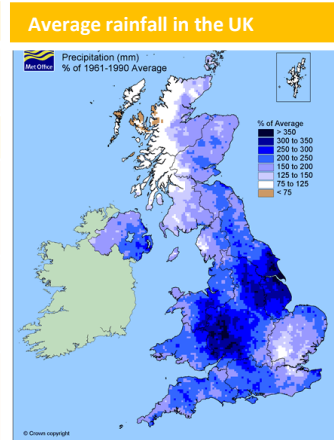
Human activity on Landscape		
Farming has changed the vegetation which grows there.	Much of the rural landscape has been replaced by urban sprawls.	Infrastructure such as roads and pylons cover most of the UK.
Over thousands of years, much of the UK's woodlands have gone.	Increasing population of the UK means more houses are needed.	UK's marshes and moorlands are heavily managed by people.



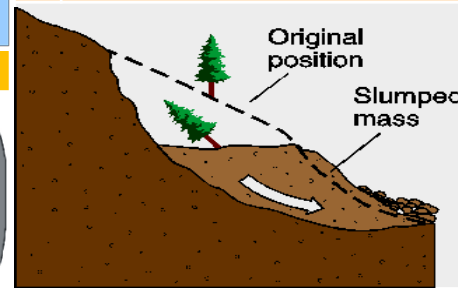
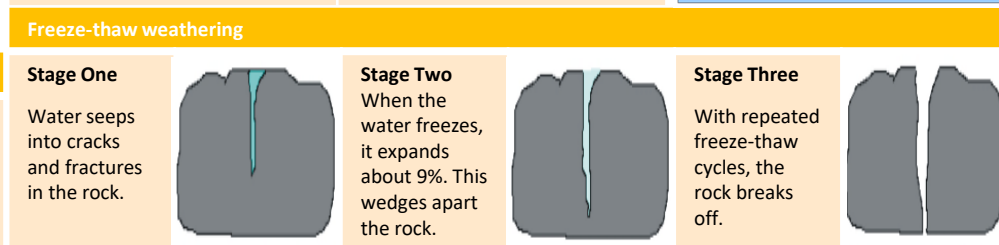
Topic 3 Distinctive Landscapes

Geology of the UK	
The UK is made from a variation of different rock types. The varied resistance of these rocks influences the landscape above.	
Igneous Rock	
Volcanic/molten rock brought up to the Earth's surface and cooled into solid rock.	
Sedimentary Rock	
Made from broken fragments of rock worn down by weathering on Earth's surface.	
Metamorphic Rock	
Rock that is folded and distorted by heat and pressure.	

Climate and Weather in the UK	
The variations of climate and weather means there are different influences on the UK's landscape.	
Climate	Weathering
The rainfall map of the UK shows variations in average rain. <ul style="list-style-type: none"> Less precipitation occurs in low land areas. East England Most precipitation occurs in upland areas. Scotland. 	Mechanical Caused by the physical action of rain, frost and wind.
<i>These differences mean...</i> Uplands experience more weathering, erosion and mass movement.	Chemical Action of chemicals within rain dissolving the rock.
	Biological Rocks that have been broken down by living organisms.



Mass Movement	
A large movement of soil and rock debris that moves down slopes in response to the pull of gravity in a vertical direction.	
1	Rain saturates the permeable rock above the impermeable rock making it heavy.
2	Waves or a river will erode the base of the slope making it unstable.
3	Eventually the weight of the permeable rock above the impermeable rock weakens and collapses.
4	The debris at the base of the cliff is then removed and transported by waves or river.

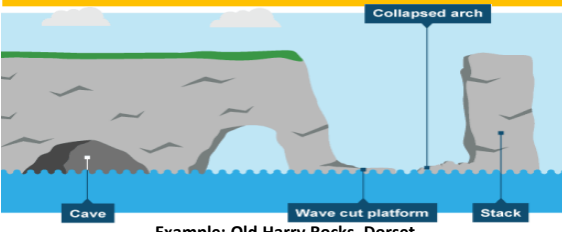


Soil & Landscape	
<ul style="list-style-type: none"> Soils are created from weathered rocks, organic material and water. Rock types have influence over fertility of soil. Low-laying areas such as the Cambridgeshire Fens have deep soil whereas uplands have thin soil. Deep soil is more often associated with deciduous woodland rather than coniferous woodlands. 	

Deposition

When the sea or river loses energy, it drops the sand, rock particles and pebbles it has been carrying. This is called deposition.

Formation of Coastal Stack



- 1) Hydraulic action widens cracks in the cliff face over time.
- 2) Abrasion forms a wave cut notch between HT and LT.
- 3) Further abrasion widens the wave cut notch to form a cave.
- 4) Caves from both sides of the headland break through to form an arch.
- 5) Weather above/erosion below –arch collapses leaving stack.
- 6) Further weathering and erosion leaves a stump.

Coastal Defences

Hard Engineering Defences

Groynes	Wood barriers prevent longshore drift, so the beach can build up.	<ul style="list-style-type: none"> ✓ Beach still accessible. ✗ No deposition further down coast = erodes faster.
Sea Walls	Concrete walls break up the energy of the wave. Has a lip to stop waves going over.	<ul style="list-style-type: none"> ✓ Long life span ✓ Protects from flooding ✗ Curved shape encourages erosion of beach deposits.
Gabions or Rip Rap	Cages of rocks/boulders absorb the waves energy, protecting the cliff behind.	<ul style="list-style-type: none"> ✓ Cheap ✓ Local material can be used to look less strange. ✗ Will need replacing.

Soft Engineering Defences

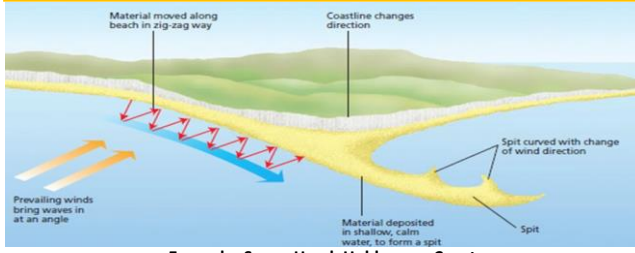
Beach Nourishment	Beaches built up with sand, so waves have to travel further before eroding cliffs.	<ul style="list-style-type: none"> ✓ Cheap ✓ Beach for tourists. ✗ Storms = need replacing. ✗ Offshore dredging damages seabed.
Managed Retreat	Low value areas of the coast are left to flood and erode naturally.	<ul style="list-style-type: none"> ✓ Reduce flood risk ✓ Creates wildlife habitats. ✗ Compensation for land.

Formation of Bays and Headlands



- 1) Waves attack the coastline.
- 2) Softer rock is eroded by the sea quicker forming a bay, calm area causes deposition.
- 3) More resistant rock is left jutting out into the sea. This is a headland and is now more vulnerable to erosion.

Formation of Coastal Spits - Deposition

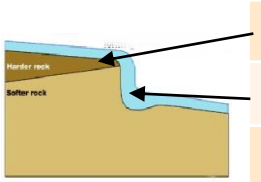


- 1) Swash moves up the beach at the angle of the prevailing wind.
- 2) Backwash moves down the beach at 90° to coastline, due to gravity.
- 3) Zigzag movement (Longshore Drift) transports material along beach.
- 4) Deposition causes beach to extend, until reaching a river estuary.
- 5) Change in prevailing wind direction forms a hook.
- 6) Sheltered area behind spit encourages deposition, salt marsh forms.

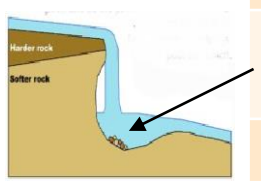
Upper Course of a River

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.

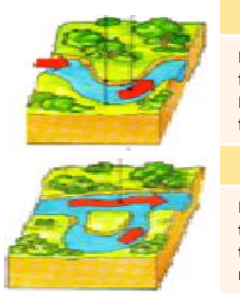


- 4) Hard rock above is undercut leaving cap rock which collapses providing more material for erosion.
- 5) Waterfall retreats leaving steep sided gorge.

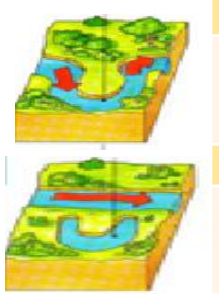
Middle Course of a River

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 Ox-bow Lakes



- Step 1**
Erosion of outer bank forms river cliff.
Deposition inner bank forms slip off slope.
- Step 3**
Erosion breaks through neck, so river takes the fastest route, redirecting flow



- Step 2**
Further hydraulic action and abrasion of outer banks, neck gets smaller.
- Step 4**
Evaporation and deposition cuts off main channel leaving an oxbow lake.

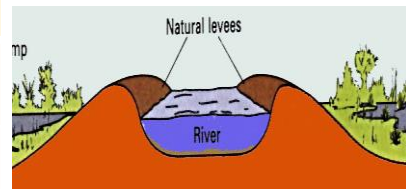
Lower Course of a River

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

- Afforestation** – plant trees to soak up rainwater, reduces flood risk.
- Demountable Flood Barriers** put in place when warning raised.
- Managed Flooding** – naturally let areas flood, protect settlements.

Hard Engineering

- Straightening Channel** – increases velocity to remove flood water.
- Artificial Levees** – heightens river so flood water is contained.
- Deepening or widening river** to increase capacity for a flood.

Case Study: The Holderness Coast

Location and Background
Located along the North-East coast in the county of Yorkshire. The coast extends 50km from Flamborough Head to Spurn Head.

Geomorphonic Processes
-Flamborough Head is made from more resistant chalk. Features: wave-cut platforms, caves and stacks
-South from Flamborough Head the less resistant boulder clay is dominate. This coasts erodes 1.8m per year and is the fastest in Europe. Cliff slumping can be evident.
-Further south, Spurn Head is a coastal spit created by continual deposition from LSD that extends out to sea.

Management
-Rapid erosion means there are a number of different management schemes from soft to hard engineering.
-High population centres such as Withersea and Horsea are protected by 'hold the line' defence measures such as sea walls, groynes & heavy beach nourishment.
-Underpopulated & economic centres, such as farmland, are under 'managed retreat' schemes.

Case Study: The River Tees

Location and Background
Located in the North of England flows 137km from the Pennines to the North Sea at Red Car.

Geomorphonic Processes
Upper – Features include V-Shaped valley, rapids and waterfalls. Highforce Waterfall drops 21m and is made from harder Whinstone and softer limestone rocks. Gradually a gorge has been formed.
Middle – Features include meanders and ox-bow lakes. The meander near Yarm encloses the town.
Lower – Greater lateral erosion creates features such as floodplains & levees. Mudflats at the river's estuary.

Management
-Towns such as Yarm and Middleborough are economically and socially important due to houses and jobs that are located there.
-Dams and reservoirs in the upper course, controls river's flow during high & low rainfall.
- Better flood warning systems, more flood zoning and river dredging reduce impact from flooding.

What is Urbanisation?

This is an increase in the amount of people living in urban areas such as towns or cities. In 2007, the UN announced that for the first time, more than 50 % of the world's population live in urban areas.

Settlement Hierarchies



If we group and classify a number of settlements according to their size and shape, the result is settlement hierarchy.

Key Characteristics of Settlement Hierarchy.

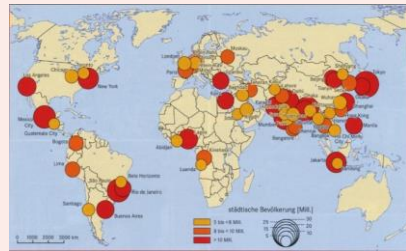
- The number of services that a settlement provides increases with settlement size.
- Small settlements will only provide low-order services such as a post offices.
- Larger settlements and conurbations have a much larger sphere of influence than smaller ones.
- The range of a service or product is the maximum distance people are prepared to travel to purchase it.

Types of Cities



Megacity

An urban area with over 10 million people living there.



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

World City

Cities that are centres for trade and business. They hold global influence.



Key 'world cities' include London, New York, Tokyo and Paris. Most are located within ACs but are now gradually expanding into EDCs, for example Moscow.

Causes of Urbanisation

The movement of people from rural to urban areas.

Push

- Natural disasters
- War and Conflict
- Mechanisation
- Drought

Pull

- More Jobs
- Better education & healthcare
- Increased quality of life.
- Following family members.

Consequences of Rapid Urbanisation in LIDCs

Although there are lots of opportunities in urban areas, the rapid growth can place many pressures that causes various problems.

Social Consequences

- Little official housing available.
- Infrastructure struggles to support growing population.
- Increase in crime rates.

Environmental Consequences

- Rubbish may not be collected.
- Sewage and toxic waste pollutes river environments.
- Increased congestion produces more pollution.

Economic Consequences

- May not be enough jobs – increased unemployment.
- Informal sector increases Little access to education and healthcare.

Counter-Urbanisation in ACs

This is the movement of people from city centres to the outskirts.



Push

- Overcrowding and pollution.
- Unemployment increases.
- Deindustrialisation of centre.
- Traffic congestion increases CO².



Pull

- Green spaces & family friendly.
- New modern housing estates.
- Improved public transport.
- Rents cheaper on outskirts.



Topic 5 Urban Futures

Suburbanisation

This is the movement of people from city centres to the outskirts.



Push

- Overcrowding and pollution.
- Unemployment increases.
- Deindustrialisation of centre.
- Traffic congestion.



Pull

- Green spaces & family friendly.
- New modern housing estates.
- Improved public transport.
- Rents cheaper on outskirts.



Consequences of Suburbanisation

Environmental Consequences

- New housing damages countryside and habitats.
- Increase of cars adds air pollution.

Economic Consequences

- People leaves centres and they become deserted.
- Unemployment increases, which leads to poverty.

Social Consequences

- Offices and businesses are abandoned.
- Economic and ethnic segregation.

Informal Housing

This is housing that is built on land which does not belong to those who are building it. This may be on land that is unsuitable due to its surroundings. Many slum settlements are classed as informal housing

Greenbelt Area

This is a zone of land surrounding a city where new building is strictly controlled to try to prevent cities growing too much and too fast.

Internal Growth

Internal growth occurs when urban areas experience rapid rates of population growth. This comes as a result of a large amount of arrival of people in cities who, after finding a job, house and partner, will then go on to have children. This occurs mostly in LIDCs.

Conurbation

A conurbation is a region comprising a number of cities, large towns, and other urban areas that, through population growth have merged to form one continuous urban or industrially developed area.

For example: Greater Manchester includes Manchester, Bolton, Oldham, Bury and Rochdale.

Re-urbanisation in ACs

This is the movement of people back into urban areas.



Push

- Lack of jobs in rural and suburban areas.
- Less leisure and entertainment in rural areas.
- Counter-urbanisation may have increased house prices.

Pull

- Redevelopment of brownfield sites with improved housing.
- Young people are attracted to the Universities.
- People are attracted to entertainment facilities available.



Consequences of Re-urbanisation

Social Consequences

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



Environmental Consequences

- Redevelopment of brownfield sites improves old industrial and polluted areas
- Decreases pressures on greenfield areas.
- Could destroy urban wildlife.

Economic Consequences

- New shops and services will improve local economy.
- Jobs available may not be accessible to original residents.
- Urban tourism may increase.



Location and Background
<p>London is the capital city of the United Kingdom. It is located in the South East of England and has a population of roughly 9 million people. It is one of the world's oldest cities and is the largest city in Western Europe. London can be split into two areas – inner and Outer London.</p>



Global and regional importance
<ul style="list-style-type: none"> London used to be linked to the rest of the world for trade through the River Thames. In recent years, London has become a major economic hub, being able to trade with countries in different time zones - China, India and Australia in the morning and the USA in the evening. London is home to 271 global headquarters of TNCs London has 5 international airports – Heathrow being the largest and busiest with around 650 arrivals per day

Location and Background
<p>Lagos is located on the south Coast of Nigeria in Africa. It is Africa's biggest cities and one of the fastest growing cities in the world, with a population of 14.8 million people. Lagos used to be a small Portuguese fishing village., which is where it got its name from.</p>



Global and regional importance
<ul style="list-style-type: none"> Lagos is Nigeria's largest city and is classed as the country's economic capital. 80% of Nigeria's industry is located in Lagos as it is the centre of trade and commerce. Lagos is the main financial centre of West Africa. Lagos has the fourth highest GDP in Africa The city has an international airport which links it to the rest of the world and a very important seaport. When Nigeria gained independence from the British in the 20th century, it was then that the city began to grow economically

Migration and culture
<ul style="list-style-type: none"> Migration to London has been happening for 100's of years, however, the main reason for migration today is for jobs and education. 1.6 million Europeans live in the city. London had over 190,000 economic migrants in 2011, all seeking both skilled and unskilled jobs. London has some of the world's top universities which attracts 18–25-year-olds to stay in the country. Migration has brought new culture to London – Nottingham carnival was set up to celebrate Caribbean heritage in the area.

London Employment
<ul style="list-style-type: none"> Most people who work in London work in the following 5 sectors – Financial, Admin/health/education, Business, Transport and communication Many unskilled workers move to London for jobs too, these include delivery drivers, retail and hospitality workers, cleaners, rubbish disposal and construction 60% of Britain's illegal immigrants live in London and create the informal sector (cash in hand jobs) where no tax is paid – around 10% of economically active people work in this sector.

Migration and culture
<ul style="list-style-type: none"> Rapid migration has occurred in Lagos. From 1990-2004, over 7 million people moved from rural areas of Nigeria to live in the economic capital. Terrorist groups such as Boko Haram were a threat in Northern Nigeria so many people sought refuge in Lagos. Many people move to Lagos for better job opportunities, however, many people work in the informal sector Over half of the population in Lagos is under the age of 25! As a result of this, there are more schools and entertainment facilities in Lagos than anywhere else in Nigeria

Lagos's employment
<ul style="list-style-type: none"> Over 2,000 people come to Lagos each day in search for a job as the wages are higher and there are more jobs in the city. Many of these are in the informal sector where people do not have any job security, sick or holiday pay or pensions. The literacy rate of Lagos is around 20%.in Lagos you have to pay for school. Many girls are married and become mothers by the time they are 13. Tertiary jobs such as lawyers, computing and finance are in demand but not many people coming from rural areas fill these jobs

City Challenges
<ul style="list-style-type: none"> Housing costs in London has risen exponentially in inner and outer London. This is due to international investors buying property in the city centre. Air quality in London is dangerously poor in London – a congestion charge was implemented in 2003 to deter people from driving into the city centre at peak times

Sustainable transport
<ul style="list-style-type: none"> Pedestrian only zones created in the city centre Healthy streets - £2.1 billion were invested in cycling and public transport use to improve road safety and air quality. £300m invested in London's bus fleet to phase out diesel buses. TfL will introduce 3,000 ultra low emission buses by 2019. 12 low emission bus zones in the city. 300 fully functioning rapid charging points for electric vehicles will be installed in the city by 2020

City Challenges
<ul style="list-style-type: none"> Social - Many people live without electricity High diseases rate and low life expectancy due to overcrowding in slums. Economic - High rate of corruption to government officials or people in power. Business is limited due to poor infrastructure and very little investment into independent shops etc. Environmental - Large scale traffic issues – it takes many people 2+ hours to get to work. Due to poor sanitation and raw sewage, slums are heavily polluted

Slum settlement: Makoko
<ul style="list-style-type: none"> Home to over 100,000 people, Makoko is the biggest slum in Nigeria. Most of the houses in Makoko are floating on top of a lagoon near to the east coast of Lagos – many people use boats as a mode of transport. Many of the people who live in Makoko today were born in the slum and generations have lived there before them, creating a strong sense of community The people of Makoko have received many threats of eviction from the government citing safety, sanitation and security concerns

What is development?

Development is an improvement in living standards through better use of resources.

Economic	This is progress in economic growth through levels of industrialisation and use of technology.
Social	This is an improvement in people's standard of living. For example, clean water and electricity.
Environmental	This is advances in the management and protection of the environment.

Measuring development

There are used to compare and understand a country's level of development.



Economic indicators examples

Employment type	The proportion of the population working in primary, secondary, tertiary and quaternary industries.
Gross Domestic Product (GDP) per capita	This is the total value of goods and services produced in a country per person, per year.
Gross National Income (GNI) per capita	An average of gross national income per person, per year in US dollars.

Social indicators examples



Infant mortality	The number of children who die before reaching 1, per 1000 babies born.
Literacy rate	The percentage of population over the age of 15 who can read and write.
Life expectancy	The average lifespan of someone born in that country.

Mixed indicators

Human Development Index (HDI)	A number that uses life expectancy, education level and income per person.
--------------------------------------	--

Five stages of economic development.

Rostow's model predicts how a country's level of economic development changes over time. The model also shows how people's standard of living improves.

1. Traditional society

Subsistence based. i.e. farming, fishing and little trade.

2. Preconditions for take-off

Manufacturing starts to develop with better infrastructure.

3. Take-off

Rapid growth with large-scale industrialisation.

4. Drive to maturity

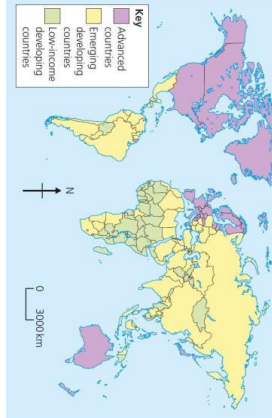
Economy grows so people get wealthier & have higher standards of living

5. Mass Consumptions

Lots of trade with a high level of consumption.

Variations in the level of development

LDCs	Poorest countries in the world. GNI per capita is low and most citizens have a low standard of living.
EDCs	These countries are getting richer as their economy is progressing from the primary industry to the secondary industry. Greater exports leads to better wages.
ACs	These countries are wealthy with a high GNI per capita and standards of living. These countries can spend money on services.



Uneven development

Development is globally uneven with most ACs located in Europe, North America and Oceania. Most EDCs are in Asia and South America, whilst most LDCs are in Africa. Remember, development can also vary within countries too.

Topic 6

Dynamic Development

Physical factors affecting development

Natural Resources <ul style="list-style-type: none"> Fuel sources such as oil. Minerals and metals for fuel. Availability for timber. Access to safe water. 	Natural Hazards <ul style="list-style-type: none"> Risk of tectonic hazards. Benefits from volcanic material and floodwater. Frequent hazards undermines redevelopment.
Climate <ul style="list-style-type: none"> Reliability of rainfall to benefit farming. Extreme climates limit industry and affects health. Climate can attract tourists. 	Location/Terrain <ul style="list-style-type: none"> Landlocked countries may find trade difficult. Mountainous terrain makes farming difficult. Attractive scenery attracts tourists.

Human factors affecting development




Politics <ul style="list-style-type: none"> Aid can help some countries develop key services and infrastructure faster. Aid can improve projects such as schools, hospitals and roads. Too much reliance on aid might stop other trade links becoming established. 	Trade <ul style="list-style-type: none"> Countries that export more than they import have a trade surplus. This can improve the national economy. Having good trade relationships. Trading goods and services is more profitable than raw materials.
Education <ul style="list-style-type: none"> Education creates a skilled workforce meaning more goods and services are produced. Educated people earn more money, meaning they also pay more taxes. This money can help develop the country in the future. 	Health <ul style="list-style-type: none"> Lack of clean water and poor healthcare means a large number of people suffer from diseases. People who are ill cannot work so there is little contribution to the economy. More money on healthcare means less spent on development.
Aid <ul style="list-style-type: none"> Corruption in local and national governments. The stability of the government can effects the country's ability to trade. Ability of the country to invest into services and infrastructure. 	History <ul style="list-style-type: none"> Colonialism has helped Europe develop, but slowed down development in many other countries. Countries that went through industrialisation a while ago, have now develop further.

Consequences of Uneven Development

Levels of development are different in different countries. This uneven development has consequences for countries, especially in wealth, health and education.

Wealth	People in more developed countries have higher incomes than less developed countries.
Health	Better healthcare means that people in more developed countries live longer than those in less developed countries.
Education	More developed countries have better standards of education available than those in less developed countries.

Barriers to ending Poverty

Debt 	Many LIDCs have huge national debts from borrowing from wealthy countries and organisations. With high interest rates, these debts are difficult to wipe out and can lead to a spiral of decline. This situation makes it difficult for these countries to invest in services and infrastructure.
Trade 	Countries with a negative balance of trade, import more than they export make development difficult. Also ACs have TNCs that operate in LIDCs. These companies take profits away from LIDCs to ACs where their headquarters are.
Political unrest 	Widespread dissatisfaction with the government can be caused by political unrest, corruption and a lack of investment and attention into services (i.e. education and healthcare).

Breaking out of Poverty

Countries can try various ways to reduce poverty and increase development. These often involve different types of aid that can either be short term or long term strategies.

Top Down	These are large scaled, government led and expensive schemes involving money borrowed from wealthier countries. There is little community involvement but instead large scale projects.
Bottom Up	These are small scaled, local led and less expensive schemes. They involve communities and charities developing local businesses and housing.
Short term	This aid is sent to help countries cope with emergencies such as natural disasters.
Long term	This is aid given over a long period to help countries develop through investing in projects such as education and healthcare.
Trade	Fair trade can allow for fair wages. Also grouping with other countries in the form of trading blocs can increase links and increase the economy.
Debt Relief	Wealthier countries can cut or partly cut debt to countries that have borrowed money. This allows for money to be reinvested in development.

Positives and Negatives of Aid

Positives 	Negatives 
Allows for immediate or long-term investment into projects that can develop a countries prospects.	Local people might not always get a say. Some aid can be tied under condition from donor country.

Are LIDCs likely to stay poor?

Case Study: Zambia

Location & Background





Zambia is a LIDC in southern Africa. A **landlocked** country surrounded by 8 countries. the population of Zambia is **17.9 million**. The capital is **Lusaka** with a population of 3.36 million.



Current level of development

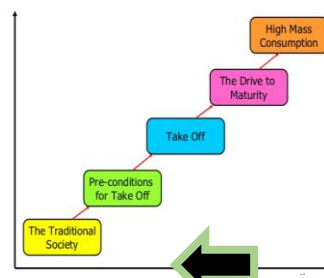
- GNI per capita is **\$1,430** compared to a world average of **\$10,858**
- Level of wealth per person is **significantly less** than other LIDCs across the world.
- Became independent from the British Empire in 1964
- A long history of **disease, poverty** and **political unrest**.
- HDI of **0.584** with **low life expectancy** at **64 years**.
- Country is **reliant on agriculture** with **75% of people working in labour based jobs (primary sector)**.

Influences upon Zambia's development

Political 	Social 	Physical 	Economic 
<ul style="list-style-type: none"> Gained independence from the UK in 1964 Government couldn't afford to subsidise food prices so people rioted. Wages are extremely low for all labour workers 	<ul style="list-style-type: none"> HIV epidemic in Zambia in the 1980's meant a lot of the economically active population could not work. Growing population is causing a food deficient. 	<ul style="list-style-type: none"> Rainfall in the country is unpredictable, the country has suffered from droughts. Zambia has large natural copper resources – Zambia has one of the largest metal ore mines in Africa. Kariba dam generates power to help with mining of copper 	<ul style="list-style-type: none"> Reliant on the copper industries and TNC investment. Copper prices were low in 1970's and stayed low for 30 years . Zambia's debt was cleared in 2006 by the IMF to help development

Ethiopia & Rostow's Model

- Despite the large primary industry (copper) Zambia has improved education and healthcare due to investments from TNCs. As a result, Zambia is at stage 2.
- Better technologies & quality of life is allowing for pre Take off to emerge.



Millennium Development Goals

Set by the UN to set targets to reduce poverty.

- + Zambia is on track with primary education and reducing HIV/AIDS, malaria and other diseases**
- Poverty is high in Zambia, leading to malnutrition, gender equality, disease, child mortality, global partnership and low environmental sustainability**



Investment from TNC

Associated British Foods (ABF) provides primary and secondary jobs
+ Investment in infrastructure is aiding tourism.
+ Increase employment levels and people receive fair wages.
-Some TNC pay low salaries and working conditions are poor.
-TNCs don't pay full taxes in the country they operate in .

Aid & Debt relief

- Bi-lateral aid** from ACs such as **USA and UK**
- Multilateral** – ACs donate to **World Bank** which distributes money to LIDCs
- Wiped debt of \$6.5 million in 2006 so more reinvestment in the country could happen

Development strategy for Zambia

Bottom-up	Top-down strategies
This is led by local people and are known as 'grassroot' project. + Education for girls so that they can work in the future + tailored for local communities - Depend on volunteers. - Usually stop when AC volunteers leave - Stops when money runs out	This is large scale investment at a national level. + Kariba dam creates HEP for the country + Creates jobs when building the dam - 57,00 Local farmers have been evicted. - Crops downstream affected as no water to that area.

UK Physical Characteristics

- Most mountains are located in the **north and west**, such as Wales and Scotland.
- These areas have **few roads and settlements** but beautiful scenery. – Sparsely populated.
- South and east** of the UK is **flat** with a few hilly areas.
- These areas are suited for **settlements, roads and railways** – Densely populated.
- Rivers flow from mountainous areas down to the sea.



UK Rainfall Patterns

- Highest rainfall is in the north and west** where average rainfall is **2500mm**.
- Lowest rainfall is in the south and east** with average rainfall of **500 – 625mm**.

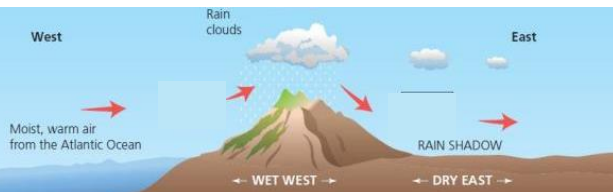


UK Relief Rainfall

Most UK rainfall is caused by **prevailing wind** blowing from the southwest.

When air carrying moisture reaches upland areas, it is **forced up** to produce **relief rainfall**.

The other side of the upland area has **little moisture**, this is called the **rain shadow**.



Water stress in the UK

Water stress is when areas have limited water supply.

Problems

- Most rainfall occurs in **North & West** but least rainfall in **South & East**.
- South & East UK therefore have **High demands**.
- Demands involve domestic, industrial & agricultural uses.

Solutions

- Water can be **transferred** from the wetter west to drier east by **pipelines** or rivers.
- Construct **new reservoirs** in the east to capture/store more water.
- Greater **water conservation**.

Land use in the UK

Land use varies throughout the UK. However our land is always changing. Nonetheless, the vast majority of the UK is farmland.



UK mountain areas (Scotland) have rough pastures and moorlands. The climate is harsh and soil is poor for crops

Arable farmland dominates because of the warm, sunny and dry climate. Crops such as cereals and vegetables are found in the South and East.

Coniferous woodland are found in northern England, Wales and Scotland. There areas have poor soils and are remote.

Grasslands are found in the west. It is ideal for cattle and sheep because of the mild and wet climate.

Grasses	52%
Arable	20%
Urban	14%
Forest	12%
Water	1%
Other	1%

Urban areas are growing. This outward growth or sprawling urban developments is caused by population growth.

Topic 7

UK in the 21st Century

Population in the UK

The UK population is 65 million and still rising. It is predicted to reach 70 million by 2030.



Reasons for growth

Natural increase – the difference between deaths and births.
Net migration – the difference between immigration to the UK and emigration from the UK.
Life expectancy – the average age someone will live up to.

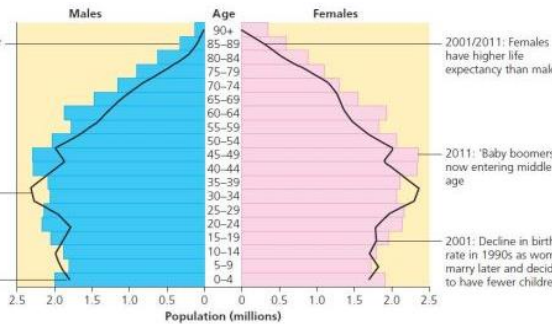
Future of growth

The UK's **population pyramid** shows that the country's birth rate is fairly low and death rate is also low meaning there are more elderly people.
Population pyramids are useful to help plan for the future.

2011: Increasing number of people living to old age due to improved health care

2001: High number of births during the 'baby boom' of the 1960s

2011: Slight increase in birth rate partly due to the increase in young migrants



2001/2011: Females have higher life expectancy than males

2011: 'Baby boomers' now entering middle age

2001: Decline in birth rate in 1990s as women marry later and decide to have fewer children

UK Population Distribution

Low

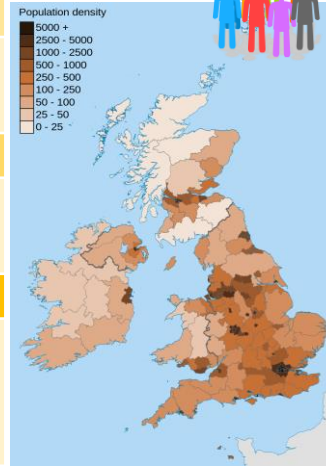
Much of Northern Scotland is **sparse** due to a **mountainous landscape** and **difficult climate**.

High

Rest of the UK because of the **gentle hills, moderate climate** and **good transport routes**.

Very High

Population is **concentrated** around the South East of England, in cities such as London, due to attractions of **employment, shops** and **entertainment**.



Factors affecting population density

Moderate climate.	Remote and poor communications.	Opportunities for work
A presence of raw materials.	Steep and mountainous.	Fertile and suitable for farming.
Poor quality of soil.	Plentiful supplies of water.	Flat land for farming.

UK Housing Shortage

Problem and Reasons

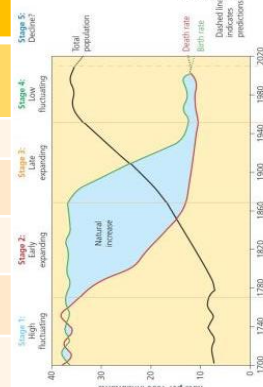
- The UK **population is rising** and therefore **more houses are needed**.
- UK needs to build **240,000 homes a year**, but only half that are built.
- As a result, **house prices are rising** and becoming too expensive.
- Planning permission for new houses leads to **local opposition**.
- Green belt areas** prevents urban areas becoming bigger.
- The **price of lands keeps rising** due to demand.



Demographic Transition Model (DTM)

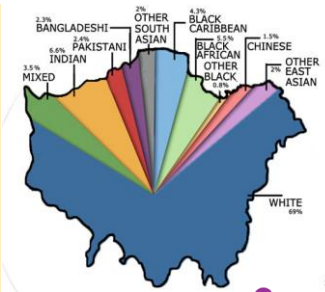
As countries experience economic development they also go through **stages** of population transition. The DTM describes this change and shows the UK in stage 4.

- Birth rates high and death rates fluctuates.
- Birth rate high but death rate is falling rapidly. Natural change increases.
- Birth rate and death rate falling rapidly. Natural change is rapid.
- Birth rate and death rate is low and fluctuating. Little Natural changes.
- Birth rate is falling and death rate is rising slightly. Natural change falls.



Ethnic Diversity in the UK

- 13% of the population in the UK were born in another country.
- In London, this value is about 37%. This has increased between 2001 and the present day.
- The change was driven by an increase in white non-British, Black African and Asian people.



UK Ageing Population



Distribution of Ageing Population

Around 18% of the population are over 65. The distribution of older people is high in coastal areas, especially in east and south-west England. However, it is lower in Northern Ireland and Scotland and generally in big cities.

Causes
<ul style="list-style-type: none"> Large number of people were born after the WW2 and are now moving into old age – Baby boomers. Improved healthcare and new treatments to prolong life. Greater awareness of the benefits of a good diet and exercise.
Effects
<ul style="list-style-type: none"> Healthcare cost are very high and will increase with an increasing ageing population. Shortage of places in care homes, many of which are becoming increasingly expensive. Many older people join clubs and spend on travel therefore helping to boost the economy – the grey pound.
Response
<ul style="list-style-type: none"> Government pension bonds to encourage older people to save money for the future. Pensioners receive support in care, transport and heating allowance to make life more comfortable. Allowing more immigration will provide the demand needed of a younger workforce needed for the economy.

UK's Changing Economy



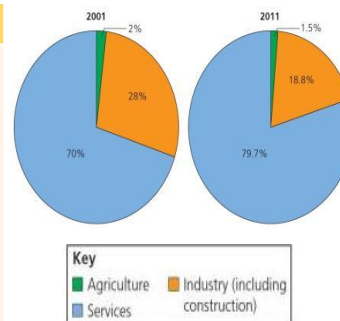
- UK has one of the largest economies in the world.
- The last few decades, heavy manufacturing industries have declined due to competition from abroad.
- Now the UK is moving into the service industry such as finances, technology and media.

Political Changes
<ul style="list-style-type: none"> Between 1997-2007, the UK economy grew strongly & unemployment decreased. This was due to increase investment in education & technology. In 2008 the UK entered a recession and unemployment increased. Recession ended in 2009, creating a strong focus for decreasing the national debt occurred in 2010 elections.

UK Employment Sector

Key changes since 2001

- The quaternary industry has increased, whilst secondary has decreased.
- Number of people employed in primary and tertiary industry has stayed the steady.
- Big increase in professional and technical jobs.
- Employment in manufacturing has decreased the most due to cheap labour abroad.



UK Working Hours

- In 2011 the average number of hours worked in the UK was 42.7.
- This figure is the 3rd highest figure within the EU.
- Fathers now work fewer hours to look after children.
- Number of mothers in fulltime work has increased.



UK's Core Economic Hubs

An economic hub is a central point or area associated with economic success and innovation. Many of these economic hubs are located near universities. Below is a selection of economic hubs throughout the UK.

<p>Belfast Titanic Quarter Film studio, offices and education based on the old shipyard.</p>		<p>Aberdeen Centre for the North Sea oil and gas industry, now developing as a research and development hub.</p>
<p>Salford Media industry including BBC and ITV. Manufacturing of chemicals.</p>		<p>Silicon Glen High-tech industries based in key Scottish cities. They focus on electronics and software.</p>
<p>Bristol Creative and digital industries. Key services such as law and finance.</p>		<p>Silicon Fen High tech research hubs associated with Cambridge University.</p>

Case Study: UK Economic Hub – Salford Quays



Salford grew during the industrial revolution and produced cotton for international trade. It is now a hub for media and television.

Change Over Time	Impacts
<ul style="list-style-type: none"> Started producing cotton for international trade during the industrial revolution. In the 1982 the docks were closed as modern ships could not access the canal. In the mid 1980s the Urban Programme for Regeneration began. 	<ul style="list-style-type: none"> Media City UK attracted 10,000 jobs to the area Investment has added £1billion to the local economy since 2013 New jobs for local people and opportunities for young people New homes – not affordable homes New schools, colleges and University buildings

The UK's Role in the World

The UK may be a small island state, but it does play a significant role in the wider world. It is also part of several key international organisations.

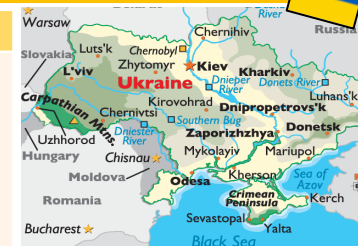
NATO	UN	G7
<p>A group of 28 countries who work militarily and politically to resolve conflict as a last resort.</p>	<p>Is made up of 193 member states with the aim of maintaining peace and resolving issues. UK is part of the Security Council.</p>	<p>Involves seven of the wealthiest western countries to discuss relevant issues and come to economic agreements.</p>

Case Study: The UK in Resolving Conflict in Ukraine



Basic Background

- Ukraine is in Eastern Europe, bordering Russia.
- In 2013, many Ukrainians were displeased with their government becoming closer to Russia.
- In 2014, the Russian president took control of Crimea and supported Russian separatists.



UK Involvement

- The UK, as part of NATO, sent troops and the RAF to neighbouring countries.
- In 2015, the UK gave £15 million in aid to Ukraine as well as military support.
- The UK, as part of the G7, imposed sanctions on Russian banks and trade.

UK Media Exports



- The UK exports many different types of media products such as films, TV and music and books.
- Exporting media is key to the UK economy as it employs 1.7 million people and generates £17 billion.
- Example: Harry Potter sold 400 million copies to 200 territories.

UK's Media's influences
<ul style="list-style-type: none"> Most exports are in English, meaning it develops other's understanding of our language. Many people around the world copy fashion & styles seen in UK media. Can attract people to visit the UK.

Multicultural UK

The UK is a multicultural country due to many ethnic minorities moving here from India, Pakistan, Caribbean and parts of Africa. These groups have shared their culture and have influenced the UK in many ways.

Fashion	Media	Food
<ul style="list-style-type: none"> Many shops sell traditional clothing. As these traditional clothing become more common, other cultures have started to wear them too. i.e. Saris Hair styles from other cultures such as dreadlocks from the Jamaica. 	<ul style="list-style-type: none"> Many ethnic minorities have influenced music (i.e. dubstep) and television (i.e. Bollywood). With greater influence, greater understanding from other ethnic groups have been established. 	<ul style="list-style-type: none"> Food that has originated from other countries have become very established (i.e. Curry and Pizza). Many mainstream supermarkets sell a great range of ingredients and ready made foods from other cultures.

Summary of content:

In this topic will study the events in Germany in the years immediately following their defeat during the First World War. I will investigate the new political system set up to run the country and the huge problems it had to face.

Learning focus	What do I need to know?
The origins of the Republic 1918-1919	<ul style="list-style-type: none"> The legacy of the First World War. The abdication of the Kaiser; the armistice and the revolution 1918-1919. The creation of the Weimar Republic. The strengths and weaknesses of the constitution.
The early challenges of the Weimar Republic 1919-1923	<ul style="list-style-type: none"> The unpopularity of the Weimar Republic – including the 'stab in the back' myth and the Treaty of Versailles. The challenge from the Left and Right – including the Spartacists, Freikorps and the Kapp Putsch. The challenges of 1923 – including the invasion of the Ruhr and the impact of hyperinflation.

Timeline

November 11th 1918 – Armistice signed.

January 1919 – The Weimar Republic begins.

January 1919 – Spartacist Uprising

June 1919 – Treaty of Versailles signed

1920 – The Kapp Putsch

January 1923 – French and Belgian occupation of the Ruhr begins.

1923 – Hyperinflation begins

Individuals

Kaiser Wilhelm- A the last German Emperor. He ruled from 1888 to 1918.

Friedrich Ebert – The first elected President of the Weimar Republic. He was President until 1925.

Rosa Luxemburg and Karl Liebknecht – Communist leaders of the Spartacist Uprising.

Wolfgang Kapp – Far-right leader of the Kapp Putsch in 1920.

<u>Terminology</u>	<u>Definition</u>
Weimar Republic	A system that aims to protect the health and well-being of the people. For example by providing health care, pensions and benefits.
Armistice	An agreement to end hostilities in a war.
Dolchstoß	German phrase meaning 'dagger stab'. Related to the stab in the back myth after the First World War.
Coalition government	Two or more political parties working together to form a government when no single political party does not have a majority.
Proportional representation	A voting system whereby the number of votes won by a political party determines the number of seats they get in parliament
Constitution	The rules by which a state is governed.
Freikorps	Private armies set up by right-wing ex-soldiers after the First World War.
Reparations	Money that the Germans had to pay to the victorious countries after World War I as war damages
Putsch	An attempt to seize power by force.
Ruhr	Heavily industrial region of Germany.
Hyperinflation	Extremely high inflation. The value of money falls rapidly and becomes worthless.
Spartacists	A Communist group who wanted to create a new state after World War I.

Summary of content:

In this topic I will investigate the period of Weimar recovery in the Golden Twenties. I will look at the role Gustav Stresemann played in these improvements and what life was like for the people of Germany during this time. I will also learn the early history of Adolf Hitler and the Nazi Party, and understand why the Nazis were so far from power during this time.

Learning focus	What do I need to know?
Early development of the Nazi Party, the Munich Putsch and the lean years	<ul style="list-style-type: none"> • Hitler’s early career – including setting up the Nazi Party, features of the Party, the 25 Point Programme and the SA. • The Munich Putsch: Causes, events and consequences. Mein Kampf, the reorganisation of the Nazi Party and the Bamberg Conference. • Reasons for the limited support for the Nazi Party 1924-1928.
The recovery of the Weimar Republic 1924-1929	<ul style="list-style-type: none"> • Reasons for economic recovery – including the Rentenmark; American investment; and the Dawes and Young Plans. • The impact of Stresemann’s foreign policy – including the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.
Changes in society 1924-1929	<ul style="list-style-type: none"> • Changes in the standard of living, the position of women and cultural changes (including architecture, art and the cinema)

Target progress range:	Dev (3-5)	Adv (4-6)	Ma (7-9)
Progress range shown in classwork:	Dev (3-5)	Adv (4-6)	Ma (7-9)

Timeline

- 1919 – Hitler joins the German Worker’s Party (DAP)
- 1920 – The German Worker’s Party is renamed the Nazi Party
- 1920 - The 25 Point Programme is published.
- 1921 – Hitler becomes leader of the Nazi Party
- 1921 – Hitler forms the SA
- 1923 – Stresemann becomes foreign secretary
- November 1923 – The Munich Putsch
- 1924 – The Dawes Plan
- 1925 – The Locarno Treaty.
- 1926 – Germany joins the League of Nations
- 1926 – The Bamberg Conference secures Hitler’s control over the Nazi Party
- 1928 – The Kellogg-Briand Pact
- 1929 – The Young Plan

Individuals

Gustav Stresemann- Leading politician of the Weimar Republic at this time. He was first appointed Chancellor in 1923 before becoming foreign secretary from November 1923 until his death in 1929.

Adolf Hitler – Leader of the Nazi Party in Germany from 1921 until his death in 1945.

General Ludendorff – An important leader of the German army during the First World War. Became a critic of the Weimar Republic and took part in the Munich Putsch

<u>Terminology</u>	<u>Definition</u>
Rentenmark	A new currency that was introduced by Stresemann to restore the value of money after hyperinflation.
League of Nations	An international organisation that was set up after the First World War to help maintain peace.
Kellogg-Briand Pact	An international agreement where all of the countries involved promised to solve disputes peacefully.
Locarno Pact	An international agreement where all countries involved promised to maintain the current borders of Europe.
Dawes Plan	An agreement that restructured Germany’s annual reparation payments to make them easier to pay..
Young Plan	An agreement that reduced German reparation payments..
Bauhaus	An architectural and design movement
Nazi	Shortened form of the National Socialist German Worker’s Party, otherwise known by the initials NSDAP
SA	Hitler’s private army set up to protect Nazi meetings and disrupt those of their opponents..
Anti-Semitism	Hatred of Jewish people.
Mein Kampf	Hitler’s book written in 1924 while serving time in prison following the Munich Putsch. The title translates as ‘My Struggle’..

Summary of content:

In this topic I will investigate why Hitler and the Nazi Party rose so rapidly in popularity during the Great Depression in the early 1930's. I will look in detail at the reasons why Hitler was given the role of Chancellor of Germany in 1933 and how he had managed to become the dictator of Germany by August 1934.

Learning focus	What do I need to know?
Growth in support for the Nazis 1929-1933	<ul style="list-style-type: none"> • Reasons for the growth in unemployment and the impact on the people of Germany • The failure of the Weimar Republic to deal with unemployment 1929-1933. • Reasons for the growth in support for the Nazi Party – including the appeal of Hitler, propaganda and the work of the SA.
How Hitler became Chancellor of Germany	<ul style="list-style-type: none"> • Political developments in 1932 – the roles of Hindenburg, Brüning, von Papen and von Schleicher.
Establishment of the dictatorship	<ul style="list-style-type: none"> • How was Hitler able to become a dictator? Including: The Reichstag Fire; Enabling Act; the banning of trade unions and other political parties; the Night of the Long Knives; the death of Hindenburg; and the army oath.

Timeline

October 1929 – The Wall St. Crash causes the Great Depression in Germany.

September 1930 – Elections see the Nazis achieve 107 seats in the Reichstag

1932 – Unemployment reaches 6 million.

July 1932 – Elections see the Nazis achieve 230 seats in the Reichstag.

January 1933 – Hitler appointed Chancellor of Germany

February 1933 – The Reichstag Fire

March 1933 – The Enabling Act is passed

March 1933 – The first concentration camps are set up in Germany for political prisoners and enemies of the state.

June 1934 – The Night of the Long Knives

August 1934 – Death of Hindenburg and the army swear an oath of allegiance to Hitler

Individuals

Paul von Hindenburg – President of Germany between 1925-1934

Heinrich Brüning – Chancellor of Germany from 1930 until his resignation in 1932.

Franz von Papen– Leader of the Catholic Centre Party. President Hindenburg appointed him as Vice-Chancellor to Adolf Hitler in 1933.

Kurt von Schleicher– Chancellor of Germany between December 1932 and January 1933.

Ernst Rohm – Head of the SA from 1921 until his execution during the Night of the Long Knives in June 1934.

Josef Goebbels – Head of propaganda for the Nazi Party. After 1933 was appointed Minister of Public Propaganda and Enlightenment. Committed suicide in 1945.

Heinrich Himmler – Leader of the SS from 1929 until his death by suicide in 1945.

<u>Terminology</u>	<u>Definition</u>
Wall St. Crash	A financial crisis in the USA that led to the Great Depression in Germany
Propaganda	Information designed to alter people’s opinions and promote political ideas.
Dictator	A ruler with absolute power over the country.
Fuhrer	A German title meaning leader.
SS	Schutzstaffel or ‘protection squad’. Originally an elite bodyguard for Hitler set up in 1929 . Became an important organisation in the police state after the Night of the Long Knives.
Trade Unions	Organisations set up to protect and improve the rights of workers. Abolished following the Enabling Act..
Lander	State parliaments that independently controlled separate regions in Germany. Abolished following the Enabling Act.
Oath of allegiance	A promise made by the German armed forces to be loyal to Hitler.
Enabling Act	A law that allowed Hitler to pass laws in Germany without consultation with the Reichstag
Night of the Long Knives	An event where Hitler weakens the SA by purging its leaders strengthening his control in Germany.

Subject: GCSE History – Edexcel 9-1	Unit Title: Life in Germany 1933 -1939
Summary of content: In this topic I will investigate life in Nazi Germany. I will look at the methods of control used by the Nazi Party, as well as how life changed for different groups in society. I will follow the story of minority groups in Germany and how they were treated. I will also look at those that opposed Hitler and the reasons for their limited success.	
Learning focus	What do I need to know?
Controlling the people	<ul style="list-style-type: none"> The police state – including roles of the Gestapo, the SS, the SD, concentration camps and the legal system. Goebbels and the Ministry of Propaganda – including censorship; the media; rallies; the Berlin Olympics 1936; and control of culture and the arts (art, architecture, literature and film) Nazi policies towards Catholic and Protestant Churches – including the Reich Church and the Concordat. Extent of support for the Nazi regime. Opposition to the Nazis from the Church (including Pastor Niemoller) and young people (including the Swing Youth and the Edelweiss Pirates)
Nazi policies towards women, workers and the young	<ul style="list-style-type: none"> Nazi views on women and the family – including policies on marriage, employment and appearance. Nazi aims and policies towards the young – including the Hitler Youth, League of German Maidens and education (including the curriculum and teachers) Nazi policies to reduce unemployment (including the labour service, autobahns, rearmament and invisible employment) and changes to the standard of living (including The Labour Front, Strength Through Joy and the Beauty of Labour)
The persecution of minorities	<ul style="list-style-type: none"> Nazi racial beliefs, policies and treatment of minorities – including Slaves, gypsies, homosexuals and those with disabilities. The persecution of the Jews – including the 1933 boycott, the Nuremberg Laws and Kristallnacht.

Timeline

1933 – Concordat signed with the Catholic Church

1933 – Law for the Encouragement of Marriage

1934 – The People's Court set up to try cases of treason.

1935 – The Reich Labour Service becomes compulsory.

1935 – The Nuremberg Laws

1936 – The Olympics are held in Berlin.

1936 – Membership of the Hitler Youth made compulsory

1938 – Kristallnacht

April 1939 – Jewish people begin to be moved into ghettos in German cities.

Individuals

Martin Niemoller – A pastor in the Confessional Church. Survived seven years in a concentration camp before being released in 1945.

<u>Terminology</u>	<u>Definition</u>
Concentration camps	Prisons for political prisoners and enemies of the state.
Concordat	An agreement made between the Nazi Party and the Head of the Catholic Church (the Pope).
Gestapo	The secret police of the Nazi regime.
Reich Church	Official Protestant Church of the Nazi regime.
Confessional Church	Anti-Nazi Protestant Church set up by Pastor Niemoller.
Aryan	Nazi term for someone from the 'pure' German race.
Censorship	Suppressing information that is contrary to the Nazi message.
Third Reich	The name given by the Nazis to the period of Hitler's control. It means 'Third Empire'.
Edelweiss Pirates	A youth group that rebelled against Nazi ideas.
Hitler Youth	An organisation set up to control the social activities of young people and to convert them to Nazi ideals.
Swing Youth	Young people who challenged Nazi views about the young by listening to jazz music amongst other activities.
Martyr	A person who is persecuted or killed as a result of their beliefs.
Kinder, Kirche, Kuche	Nazi slogan. It means Children, Church and Cooking.
Boycott	Refusal to use or buy services in order to make a point.
The German Mother's Honour Cross	Award given to eligible women who have large numbers of children.
Kristallnacht	The name given to one night of widespread violence against Jewish homes, shops and synagogues.
Nuremberg Laws	A series of laws passed against Jews in Germany that removed their citizenship.
Ghetto	A densely packed area of a city inhabited by one ethnic group.
Eugenics	The scientific study to improve the racial qualities of a population.
League of German Maidens	Youth organisation set up to promote Nazi ideals in young girls.
German Labour Front	A Nazi controlled organisation that replaced trade unions.
Beauty of Labour	A department of Strength Through Joy that was focused on improving working conditions.
Rearmament	Building up armed forces.
Reich Labour Service	A scheme set up to provide young men with jobs.
Strength Through Joy	A Nazi controlled organisation designed to provide leisure opportunities to German workers.

Subject: GCSE History – Edexcel 9-1	Unit Title: Medieval Medicine 1250-1500
Summary of content: In this topic I will investigate the beliefs and medical practices of people in the Medieval period (1250-1500). I will study their ideas about the causes of disease, as well as the treatments and preventions used. I will study their response to the Black Death (1348) as a case study. A key focus will be on explaining why there was so little change in medical ideas during this time.	
Learning focus	What do I need to know?
Ideas about the cause of disease and illness	<ul style="list-style-type: none"> Supernatural and religious explanations of the cause of disease. Rational explanations: The Theory of the Four Humours and miasma; the continuing influence of Hippocrates and Galen.
Approaches to prevention and treatment	<ul style="list-style-type: none"> Religious ideas about prevention and treatment of illness. Rational ideas: bloodletting, purging, purifying the air and remedies. Hospitals in the Medieval period. Different healers: physicians, the apothecary, and barber-surgeons.
Case Study	<ul style="list-style-type: none"> Dealing with the Black Death, 1348–49

Themes
Attitudes in society – Very little criticism of established ideas. Galen's influence continues through the period.
The Catholic Church – dominates society and education.
Lack of science or technology – No dissection. Investigations only to prove old theories.

Timeline

1123 – First hospital built in England (St. Bartholomew's)

1278 – Roger Bacon imprisoned by the Church.

1348 – The Black Death arrives in England.

1500 – 1,100 hospitals spread unevenly around Britain.

Individuals

Hippocrates - An Ancient Greek physician who observed symptoms and created the Theory of the 4 Humours.

Galen - A Roman physician who developed the Theory of the 4 Humours and knowledge of anatomy.

<u>Terminology</u>	<u>Definition</u>
Rational	Thinking based on logic or available evidence
Supernatural	Thinking based on things beyond scientific understanding
Theory	An idea designed to explain something
Bloodletting	Draining blood from a patient
Surgery	Treatment based on cutting or manipulating the body with instruments.
Dissection	Cutting up dead bodies
Miasma	The idea of unhealthy air causing illness
Purging	Deliberately causing vomiting or the use of laxatives
Treatment	Given to a patient to help cure an illness
Prevention	Procedures carried out to prevent illness.
Symptom	What shows physically when a patient is ill.
Physician	A university trained medic who diagnosed illness
Diagnosis	The identification of an illness by the study of the symptoms.
Apothecary	A mixer of remedies and poisons

Subject: GCSE History – Edexcel 9-1	Unit Title: Renaissance Medicine 1500-1700
Summary of content: In this topic I will investigate the beliefs and medical practices of people in the Renaissance period (1500-1700). I will study their ideas about the causes of disease, as well as the treatments and preventions used. I will study the progress made in science and the understanding of anatomy, as well as areas of continuity. I will compare their understanding and responses to the Great Plague of 1665 with the Black Death of 1348.	
Learning focus	What do I need to know?
Ideas about the cause of disease and illness	<ul style="list-style-type: none"> • Examples of continuity and change in the explanations of the cause of illness.. • The scientific approach, including the work of Thomas Sydenham in improving diagnosis. • The influence of the printing press and the Royal Society in spreading ideas.
Approaches to prevention and treatment	<ul style="list-style-type: none"> • Continuity and change in approaches to prevention, treatment and care, including hospitals. • Improvements in medical training. • The influence in England of the work of Vesalius.
Case Study	<ul style="list-style-type: none"> • Harvey and circulation of the blood. • Responses to the Great Plague of 1665

Themes
Growth of scientific method – Educated people began to question old ideas, and develop ways of experimenting and testing these new ideas.
The Reformation – The split in the Church weakened the power of religious attitudes on education and medicine.
The spread of new ideas – Discoveries like the printing press meant that new ideas could be spread more widely.

<u>Timeline</u>
1470's – The printing press arrives in Britain.
1518 – The College of Physicians is set up.
1534 – The Reformation happens in England.
1543 – Vesalius publishes 'Fabric of the Human Body'.
1628 – Harvey publishes his work on the circulation of the blood.
1660 – The Royal Society is founded.
1665 – The Great Plague in London.
1676 – Thomas Sydenham publishes 'Observations Medicae'.

<u>Individuals</u>
Andreas Vesalius - Created the first accurate anatomy book called 'The Fabric of the Human Body.' Proved Galen wrong in many areas of anatomy.
William Harvey – A physician who used scientific experiments to prove the circulation of the blood.
Thomas Sydenham – Nicknamed the English Hippocrates. He stressed the importance of careful observation of patients and successfully identified many diseases such as scarlet fever.

<u>Terminology</u>	<u>Definition</u>
Progression	Medical knowledge and understanding improving over time.
Regression	Medical knowledge and understanding getting worse over time.
Continuity	Medical knowledge and understanding staying the same over a period of time.
Anatomy	The study and knowledge of the structure of the human body.
Science	The study of the world around us using experimentation and observation.
Renaissance	French for 'Re-birth'. It describes a period of time where established ideas from the Medieval time were being challenged and new ideas were replacing them.
Reformation	The name given to the split in the Catholic Church that began in Europe in the early 1500's.
Royal Society	A group of scientists from around the country that began to meet regularly in London to share ideas and discoveries.
Vivisection	Carrying out experiments and internal observations on a live animal.
Physiology	The study and knowledge of how the human body works.

Subject: GCSE History – Edexcel 9-1	Unit Title: Medicine in the 18 th and 19 th Centuries 1700-1900
Summary of content: In this topic I will investigate the beliefs and medical practices of people in the 18 th and 19 th Centuries. I will study the major breakthroughs of this period and examine the reasons for this progress.	
Learning focus	What do I need to know?
Ideas about the cause of disease and illness	<ul style="list-style-type: none"> • Continuity and change in explanations of the cause of disease and illness. • The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.
Approaches to prevention and treatment	<ul style="list-style-type: none"> • Changes to care and treatment during this time, including Improvements to hospitals care and the influence of Florence Nightingale. • The impact of anaesthetics and antiseptics on surgery. • New approaches to prevention including the development and use of vaccinations and the Public Health Act 1875.
Case Study	<ul style="list-style-type: none"> • Edward Jenner and the development of vaccinations. • Dealing with cholera in London in 1854 and the work of John Snow.

Themes
Industrial Revolution – A period where the invention of machines and factories saw a huge growth in towns and cities.
Government involvement – Towards the end of the 19 th Century the government began to take more interest in the health of the people.
Science and technological breakthroughs – The Industrial Revolution led to a growth in the use of technology in experiments, and government funding of scientists led to significant breakthroughs.

<u>Timeline</u>
1798 – Edward Jenner publishes his work on vaccination
1847 – James Simpson begins using chloroform as an anaesthetic for surgery
1848 – The first Public Health Act
1854 – Florence Nightingale begins work in the Crimea
1854 – John Snow proves that cholera is waterborne.
1859 – Nightingale's 'Notes of Nursing' is published.
1861 – Louis Pasteur publishes his Germ Theory
1865 – Joseph Lister begins using carbolic acid as an antiseptic in surgery
1875 – The second Public Health Act
1870's – Robert Koch identifies a range of different bacteria.

<u>Individuals</u>
Edward Jenner – English doctor who created the first vaccination against smallpox.
John Snow – English doctor who discovered that cholera was waterborne.
James Simpson – Scottish surgeon who first used chloroform as an anaesthetic.
Florence Nightingale – English nurse whose work in the Crimea led to improvements in nursing and hospital design.
Louis Pasteur – Published the Germ Theory in 1861 and later (in the 1880's) created vaccinations against diseases such as rabies.
Robert Koch – A German scientist who proved the Germ Theory, and created a method to identify different types of bacteria.
Joseph Lister – English surgeon who first used carbolic acid as an antiseptic in surgery.

<u>Terminology</u>	<u>Definition</u>
Vaccination	An artificial process that creates immunity in a human against a disease.
Theory	An idea intended to explain something.
Anaesthetic	A substance that reduces pain.
Antiseptic	A substance that kills bacteria outside of the human body.
Cholera	A deadly disease spread by drinking contaminated water.
Carbolic acid	The first antiseptic used in surgery. First used by Joseph Lister in 1865.
Ligature	Tying something together tightly.
Aseptic	Germ free environment or tools
Antibodies	A natural part of the human immune system that helps identify and destroy harmful bacteria.
Infection	Harmful bacteria spreading in part of the human body..
Bacteriology	The study of harmful bacteria.
Chloroform	The first effective general anaesthetic. First used by James Simpson in 1847..
Sterilisation	The process of removing bacteria from an object

Summary of content:

In this topic I will investigate the treatments and preventions of illness and disease in modern Britain. I will study the role of government, science and technology on recent developments in healthcare – as well as looking at the major breakthroughs that occurred during this period.

Learning focus	What do I need to know?
Ideas about the cause of disease and illness	<ul style="list-style-type: none"> Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health. Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.
Approaches to prevention and treatment	<ul style="list-style-type: none"> The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals. New approaches to prevention: mass vaccinations and government lifestyle campaigns
Case Study	<ul style="list-style-type: none"> Fleming, Florey and Chain and the development of penicillin. The fight against lung cancer in the 21st Century: the use of science and technology in diagnosis and treatment; government lifestyle campaigns.

Themes

Understanding of disease – Scientific breakthroughs now mean that people have a wide understanding of the different causes of disease.

Government involvement – The government now heavily involved in all aspects of health and medicine – including scientific research, mass vaccinations and the NHS.

Science and technology– Accelerated discoveries have led to huge improvements in preventions, treatment and high-tech surgery.

Timeline

1910 – Salvarsan 606 (the first 'magic bullet' drug) is created.

1928 – Alexander Fleming first discovers penicillin..

1939 – Florey and Chain begin their study into penicillin.

1942 – The Beveridge Report is written.

1944 – US mass-production of penicillin.

1948 – The National Health Service (NHS) was set up.

1953 – Watson and Crick discover the structure of DNA.

1990 -The Human Genome Project began.

2005 – Tobacco advertising banned in the UK.

2007 – Smoking in public places banned in the UK.

Individuals

Paul Ehrlich – A German scientist who created the first chemical cure (the 'magic bullet').

Alexander Fleming - A Scottish scientist who first discovered the antibacterial properties of the penicillin mould.

Florey and Chain – Scientists who developed and first tested penicillin in Oxford University.

Watson and Crick – Scientists from Cambridge University who first discovered the structure of DNA.

<u>Terminology</u>	<u>Definition</u>
Welfare state	A system that aims to protect the health and well-being of the people. For example by providing health care, pensions and benefits.
National Health Service	Also known as the NHS. This provides free health care to all citizens in the UK.
Magic bullet	A term that was used to describe the first chemical cures for disease that would attack the bacteria but not damage anything else.
Antibiotic	A substance that kills bacteria or infections inside the body. Penicillin was the first antibiotic developed.
DNA	Short term for deoxyribonucleic acid. This is present in every cell of the body and carries our genetic information.
Mass production	The production of large quantities of a single item.
Endoscope	A small camera that can be inserted into the body to investigate internally.
Radiotherapy and chemotherapy	Modern treatments for cancer including the use of radiation or chemical drugs.
Genetic	The name given to physical characteristics that are inherited through the DNA of the parents.
High-tech	Common form of the phrase high-technology. This refers to processes that use the most modern technology available.



Extra curricular activities	<p>Je vais au club de... - I go/have been going to ____ club</p> <p>Je suis membre du club de / d'... - I am/have been a member of ____ club</p>	<p>échecs – chess théâtre – drama</p> <p>journalisme – journalism lecture – reading</p> <p>photographie – photography écologie – environment</p>	
	<p>Je joue de la trompette/de la batterie/du piano/de la guitare – I play the trumpet/drums/piano/guitar</p> <p>Je chante dans la chorale – I sing in the choir</p> <p>Je participe à un concours national – I participate in a national competition</p> <p>Monter une pièce de théâtre – to put on a show</p>		
	<p>Les activités extrascolaires – extra-curricular activities</p>	<p>sont un succès – are an achievement</p> <p>m'aident à oublier les pressions de l'école – helps me to forget school pressures</p> <p>m'aident à développer mes talents – they help me to develop your talents</p> <p>m'aident à faire de nouveaux amis – it helps me to make new friends</p> <p>me donnent un sentiment d'accomplissement – they give me a sense of achievement</p> <p>me donnent plus de confiance – they give me more confidence</p> <p>me donnent l'occasion de m'exprimer – they give you the opportunity to express myself</p>	
	<p>Je viens d'aller à/à l'/au/aux/en ____ avec mon école – I have just been to ____ with school</p>	<p>où - where</p>	<p>nous avons visité de nombreux monuments – we visited lots of monuments</p> <p>nous avons pris beaucoup de photos – we took loads of photos</p> <p>nous avons goûté la nourriture typique – we tried local food</p> <p>nous avons découvert la culture locale – we experienced the local culture</p> <p>nous avons appris sur... - we learnt about...</p>
Problems	<p>Le stress des examens – the stress of exams</p> <p>L'intimidation – bullying</p> <p>La pression du groupe – peer pressure</p>	<p>est un gros problème dans mon école – is a big problem in my school</p>	
	<p>Il y a des élèves qui... - there are students who...</p>	<p>se moquent des autres – make fun of others</p> <p>sèchent les cours– skip lessons</p> <p>ont une mauvaise influence – are a bad influence</p> <p>sont victimes d'intimidation – are victims of intimidation</p>	
Being a good student	<p>Il faut – you have to</p> <p>On doit– you must</p>	<p>participer à la classe – participate in lessons</p> <p>étudier beaucoup – study a lot</p> <p>faire ses devoirs – do your homework</p> <p>organiser son temps – organise your time</p> <p>demander de l'aide – ask for help</p> <p>réviser pour ses examens – revise for your exams</p>	<p>...bien que ce soit difficile- ...although it's difficult (subjunctive)</p> <p>...lorsque c'est nécessaire...when it's necessary</p> <p>...lorsqu'on a le temps- ...when you have time</p>
	<p>(SUBJUNCTIVE PHRASES)</p> <p>Il est essentiel qu' – it's essential that</p> <p>Il est important qu' – it's important that</p> <p>Il est nécessaire qu' – it's necessary that</p>	<p>(SUBJUNCTIVE PHRASES)</p> <p>on fasse ses devoirs – you do your homework</p> <p>on participe à la classe – you participate in class</p> <p>on révise pour ses examens – you revise for your exams</p> <p>on aît le temps d'étudier – you have time to study</p> <p>on étudie beaucoup– you study a lot</p> <p>on demande du soutien – you ask for help</p>	

WAGOLL (What a good one looks like)

À mon avis, il y a beaucoup de problèmes dans la vie scolaire des jeunes.	In my opinion there are lots of problems in the school life of young people.
La pression du groupe et l'intimidation	Peer pressure and bullying
sont de gros problèmes et il y a des élèves qui	are big problems and there are pupils that
sont victimes d'intimidation.	suffer intimidation.
Cependant, le pire problème est le stress des examens.	However, the worst problem is exam stress.
Il y a beaucoup de pression pour obtenir de bonnes notes et	There is lots of pressure to get good grades and
aller à l'université.	go to university.
Pour obtenir de bonnes notes, on doit	To get good grades you must
participer à la classe et faire ses devoirs	participate in class and do your homework
et il est essentiel qu'on étudie beaucoup.	and it's essential that you study a lot.
En outre, il est important qu'on demande de l'aide si nécessaire.	Moreover, it's important that you ask for help when necessary.
Pour éviter le stress, je vais au club de photographie parce que	To avoid stress I go to photography club because
les activités extrascolaires nous aident à oublier les pressions scolaires.	extracurricular activities help you to forget school pressures.
Je viens d'aller à Paris avec l'école	I have just been to Paris with school
où nous avons visité beaucoup de monuments et	where we visited lots of monuments and
découvert la culture locale.	experienced the culture
C'était relaxant et j'ai passé un bon moment.	It was relaxing and I had a great time.

Vocab & Sentence Builders



Mon travail = my job

Jobs	<p>Je suis - I am Il/elle est - he/she is Je voudrais être - I would like to be Je vais être - I'm going to be Je vais travailler comme - I'm going to work as</p>	<p>avocat(e) – lawyer maçon – bricklayer hôtesse/steward – flight attendant danseur/se – dancer pompier/pomprière – firefighter serveur/se – waiter/ess chanteur/se – singer cuisinier/cuisinière – cook comptable – accountant vendeur/se – shop assistant électricien – electrician infirmier/infirmière – nurse écrivain(e) – writer plombier/plombière – plumber photographe – photographer</p>	<p>guide touristique – tour guide ingénieur/se – engineer jardinier/jardinière - gardener mécanicien/ne – mechanic musicien/ne – musician médecin – doctor coiffeur/coiffeuse – hairdresser journaliste – journalist agent de police – police officer professeur – teacher réceptionniste – receptionist vétérinaire – vet fonctionnaire – civil servant</p>	<p>(parce que) c'est un travail... - (because) it is a ___ job</p>	<p>artistique – artistic passionnant – exciting exigeant – demanding important - important facile – easy difficile – hard varié – varied répétitif - repetitive à responsabilités – with responsibility avec de bonnes perspectives – with good prospects avec un bon salaire – with a good salary</p>
	<p>Je dois- I have to... Normalement, je dois... – I usually have to</p>	<p>servir/aider des clients/patients – look after clients/patients répondre aux appels téléphoniques – answer phone calls enseigner/surveiller les enfants – teach/look after the children réparer les voitures – repair cars servir de la nourriture et des boissons – serve food and drinks voyager dans le monde entier – travel the world</p>			
Personality	<p>Je crois que je suis... - I think that I am... Pour être... il faut être...- in order to be a, you have to be</p>	<p>ambitieux/ambitieuse – ambitious créatif/créative – creative fort(e) – strong organisé(e) – organised pratique – practical travailleur/travailleuse – hardworking</p>	<p>sympathique – understanding extraverti(e) – extroverted/outgoing intelligent(e) – clever patient(e) – patient sérieux/sérieuse – serious courageux/courageuse – brave</p>		
Part time jobs	<p>J'ai un emploi à temps partiel – I have a part time job Je livre des journaux – I deliver papers J'aide avec les tâches ménagères – I help with the housework Je cuisine – I cook Je passe l'aspirateur– I Hoover Je mets/débarrasse la table – I set and clear the table Je tonds la pelouse - I cut the grass Mon patron est gentil – my boss is nice L'horaire est flexible – the hours are flexible</p>				
Applying for a job	<p>Les compétences - skills Un entretien – an interview Il (ne) faut (pas) avoir de l'expérience – Experience (not) needed Je vous écris pour postuler pour le poste de – I'm writing to apply for the post of... Voici mon CV – here is my CV J'ai de l'expérience/je n'ai pas d'expérience– I (don't) have previous experience J'ai étudié/travaillé – I've studied/worked J'ai suivi un cours de... - I've done a course in... J'ai de bonnes capacités en communication – I have good communication skills</p>				

WAGOLL (What a good one looks like)

Si j'ai de bonnes notes, j'ai décidé que	If I get good grades I have decided that
j'allais travailler comme médecin	I'm going to work as a doctor
parce que je suis travailleur et compréhensif	because I am hardworking and understanding
et c'est un travail avec de la responsabilité et un bon salaire	and it's a job with responsibility and a good salary
bien qu'il puisse être très exigeant.	although it can be very demanding.
Maintenant, j'ai un emploi à temps partiel.	Now I have a part time job.
Je travaille dans un restaurant comme serveur et	I work in a restaurant as a waiter and
je dois servir de la nourriture et des boissons	I have to serve food and drink
et aider les clients.	and help the customers.
Mon patron est gentil et les heures sont flexibles	My boss is nice and the hours are flexible
bien que je ne gagne pas beaucoup.	although I don't earn much.
Je n'ai aucune expérience en médecine	I don't have any previous experience in medicine
mais j'ai étudié les sciences	but I have studied science
et j'ai suivi un cours de premiers soins.	and I have done a first aid course.
Ma mère est infirmière et elle aime son travail	My mum is a nurse and she loves her job
cependant, elle dit que c'est un peu difficile.	however she says it is a bit difficult.

Year 11 Summer Term Knowledge Organiser Music



REGULAR EMPLOYMENT tends to either be:

- **LONG-TERM/PERMANENT:** offering job security, but often rigid hours with limited holiday (i.e. a studio manager, as the studio is open all year round, with set opening hours)
- **SHORT/FIXED-TERM:** a defined period of work with contracted hours (i.e. a wedding function band, only contracted over the spring/summer)



a set amount of **HOLIDAY** (annual leave) each year

often have an annual **SALARY**

REGULAR payment: either weekly, fortnightly or monthly

may have to pay into a workplace **PENSION**

tax and national insurance automatically comes out with pay

usually entitled to sick pay

Employment

FREELANCE & SELF-EMPLOYMENT allow for more flexible working:

- **FREELANCE:** work for themselves, but are often attached to companies for extended periods of time, and have to follow those rules. (i.e. session musicians will repeatedly work with the same studio)
- **SELF-EMPLOYED:** are their own business, and subject to their own rules/policies. (i.e. a self-employed sound technician will provide a service to events on their own terms, often using their own equipment)
- **CASUAL WORK:** Sporadic income, dependant on the work on offer (i.e. casual hours working in a box office: only when it's open)

file and pay tax yourself (via HMRC)

usually a short-term contract

no sick leave

often paid by the hour or by project

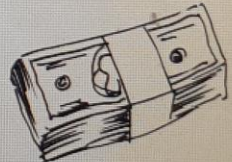
no paid annual leave

flexible hours (able to fit around other projects and can take holiday as and when)

organise your own pension

payment negotiated with employer and paid at agreed intervals

hours often dependant on consumer demands



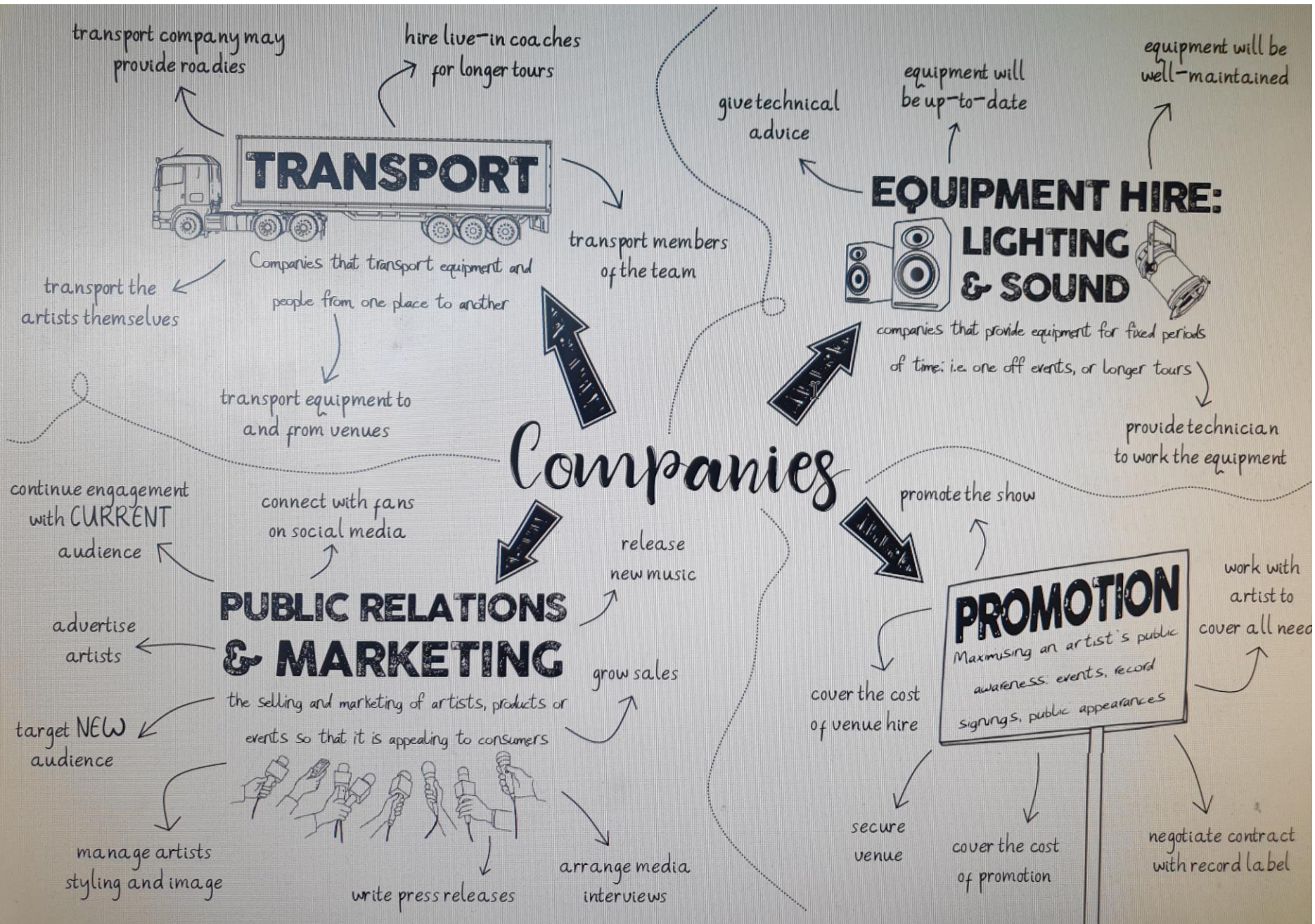
What is the role of these jobs?

- Musician
- Composer/
song writer
- Record
producer
- Conductor
- Live sound
technician
- Roadie
- Instrument
technician
- Artistic
manager
- Venue
manager
- Studio
manager
- Promoter
- Marketer
- A&R
- Sound
engineer
- Session
musician
- Mastering
engineer
- Manufacturer
- Music
journalist
- Blogger
- Broadcaster
- Software
programmer
- DJ
- Retailer
- Distributer

Organisations/Agencies/unions/trade bodies -what do they do?

- Record companies
- Record labels
- Publishing companies
- Promotion companies
- PR and Marketing companies
- Hire companies
- Transport companies
- PRS
- PPL
- MCPS
- MU
- Equity
- BECTU
- MPG
- APRS
- PLASA

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INDEPENDENT LABELS:

A record label that doesn't have the funding of major record labels.

The Arctic Monkeys started on an indie label, and artists (like Adele) move to an **INDIE** label after becoming famous with a major label. Macklemore owns his own indie label.

ADVANTAGES:

- ✓ fewer artists, so can spend more time 1:1 with the artist
- ✓ fairer contracts, with a more even split
- ✓ More time spent working together means better working relation
- ✓ The artist has more creative freedom

DISADVANTAGES:

- × Less funds to make & record the records
- × Less funds to publicise & promote
- × fewer employees means less structured
- × Can have fewer contacts

MAJOR RECORD COMPANIES:

The big **THREE** record labels:

[As of Sept 2018, these owned 70+% of the market]



Manages scouting (A&R), trademarks/brands, production, manufacture, distribution, promotion and copyright of music recordings and music videos.

ADVANTAGES:

- ✓ Due to large size, can get the good deals on manufacturing, advertising, and links to the media
- ✓ Links with industry experts, especially in promotion
- ✓ Many connections with other labels/artists
- ✓ Lots of money to invest

DISADVANTAGES:

- × Difficult to stand out in big pool of artists
- × Deals often in favour of the company, and not the artist
- × Less creative control
- × Mass media driven, rather than interested in artist's style

Large record companies own **SUBLABELS** that specialise in a certain country/genre/niche:



ATLANTIC RECORDS
owned by Warner Music



COLUMBIA RECORDS
owned by Sony Music



ISLAND RECORDS
owned by Universal Music

Record Labels & Companies

Music Venues & Considerations

HEALTH

- First aid qualified staff
- Hygienic toilets
- Drinking water
- No smoking policy
- Accessibility: ramps/mobility

SAFETY

- Heating, lighting, ventilation
- Electrical equipment secured
- Obstacles highlighted
- Fire exits clear and labelled
- Secure scaffolding/staging

SECURITY

- Staff ID cards/lanyards
- SIA approved security staff
- Controlling flow in/out
- Ticket & bag checking
- Max capacity adhered to

5 HEALTH & SAFETY ADVISERS: HSE (HEALTH & SAFETY EXECUTIVE), POLICE, FIRE, AMBULANCE/NHS, COUNCIL

LARGE MUSIC VENUES

- Arena
- Stadium
- Festival
- Theatre
- Concert Hall

ADVANTAGES:

- ✓ Excellent sound & technical facilities/equipment
- ✓ Much larger promotional and publicity opportunities
- ✓ Can charge more for tickets
- ✓ More seats available to sell
- ✓ Enhances image of artists

DISADVANTAGES:

- × Large cost of hiring venue (financial risk)
- × Need a certain level of fame to make profit
- × Less intimate interaction with audience
- × More organisations needed to make event run, so profit needs to be divided

SMALL & MEDIUM MUSIC VENUES

- Pubs
- Bars
- Town Hall
- School Hall
- Small theatre

ADVANTAGES:

- ✓ Intimate atmosphere
- ✓ Accessible to local bands
- ✓ Caters to the community - they know the type of venue and will build up a following of regulars
- ✓ Cheaper to hire or can be free (i.e. open mic night)

DISADVANTAGES:

- × Not as good sound/technical facilities
- × Limited audience numbers
- × Less opportunities to promote/publicise
- × Less opportunities to make large profits

Macbeth Knowledge Organiser

Act One	<p>The play opens with three witches chanting on 'the heath'. In the next scene we hear a battle report in which a soldier Macbeth bravely fought in a battle to defend Scotland. On the return from battle, Macbeth and Banquo meet the three witches. The witches prophesy that Macbeth will be promoted twice: to Thane of Cawdor and King of Scotland. Banquo's descendants will be kings, but Banquo isn't promised any kingdom himself '<i>lesser than Macbeth and greater</i>'. Soon afterwards, King Duncan names Macbeth Thane of Cawdor as a reward for his success in the recent battles. The promotion seems to support the prophecy. The King then proposes to make a visit to Macbeth's castle. Lady Macbeth receives news from her husband about the prophecy and his new title. Lady Macbeth vows to help him become king.</p>
Act Two	<p>Macbeth returns to his castle, followed almost immediately by King Duncan. Macbeth and Lady Macbeth discuss a plot to kill Duncan, we see lots of conflict in their relationship here as Lady Macbeth begins to manipulate Macbeth. Once they have agreed to kill the king, Lady Macbeth gives the guards drugged wine so Macbeth can enter and kill the King. Macbeth regrets this almost immediately, but his wife reassures him. She leaves the bloody daggers by the dead king just before Macduff arrives. Macduff, the Thane of Fife, discovers the murder 'O horror, horror, horror...'. Macbeth kills the drunken guards in a show of rage and retribution. Duncan's sons, Malcolm and Donalbain, flee, fearing for their own lives.</p>
Act Three	<p>Macbeth becomes King of Scotland but starts to become consumed with feelings of guilt and doubt. He remembers the prophecy that Banquo's descendants will inherit the throne and grows paranoid about Banquo. He arranges for Banquo and his son Fleance to be killed. Banquo is murdered, but his son escapes the assassins. At his state banquet that night, Macbeth sees the ghost of Banquo, a symbol of his guilt, and worries the courtiers with his mad response. Lady Macbeth dismisses the court and tries to calm her husband but is unsuccessful.</p>
Act Four	<p>Macbeth returns to find the witches as he begins to feel more uncertain about his future. The witches say that he will be safe until a local wood, Birnam Wood, marches into battle against him. He also need not fear anyone born of woman. They also prophesy that the Scottish succession will still come from Banquo's son. Macbeth embarks on a reign of terror, killing many, including Macduff's family. Macduff had gone to seek Malcolm (one of Duncan's sons who fled) at the court of the English king. Macduff persuades Malcolm to lead an army against Macbeth.</p>
Act Five	<p>Macbeth is in his remote castle at Dunsinane, where he feels safe, until he is told that Birnam Wood is moving towards him. Malcolm's army carrying branches from the forest as camouflage for their assault on Macbeth. Meanwhile, an overwrought and guilty Lady Macbeth begins to sleepwalk and tells her secrets to her doctor. She commits suicide. The final battle commences. Macbeth begins to realise that he will not win, and in the midst of a losing battle, Macduff challenges Macbeth. Macbeth learns Macduff is the child of a caesarean birth and submits to his enemy. Macduff triumphs and brings the head of the traitor Macbeth to Malcolm. Malcolm declares peace and goes to Scone to be crowned king.</p>

Macbeth Knowledge Organiser

<p>Macbeth: Main protagonist, tragic hero, brave in battle, ambitious, easily manipulated, tyrannical, guilt driven, insecure.</p> <p><i>Macbeth is the main protagonist who begins the play as a hero in battle but is easily manipulated with the fatal flaw of ambition. He slowly descends into madness and desperation as he becomes obsessed with the witches prophecies of power.</i></p>	<p>Lady Macbeth: Ambitious, lust for power, manipulative, controlling, emasculating, duplicitous, subvert stereotypes of Jacobean women,</p> <p><i>Lady Macbeth is Macbeth's wife. She controls Macbeth use her influence over him to drive him into making the decision to kill Duncan. At the end of the play, she cannot escape the consequences of her actions and dies as a result of her guilt.</i></p>	<p>Banquo: brave, noble, loyal, father, friend to Macbeth at the beginning, later returns to haunt Macbeth as a symbol of guilt.</p> <p><i>Banquo is a loyal, noble character who is a soldier in the play like Macbeth, At the beginning of the play we see Macbeth and Banquo together, as heroes and equal. After the witches prophecies they both begin to take different paths with Banquo choosing to ignore the witches prophecies. Banquo is murdered by Macbeth and later returns to haunt him at the state banquet.</i></p>
<p>Duncan: Rightful king, beloved, compassionate, mentor, trusting, some argued flawed.</p> <p><i>Duncan is the rightful king of Scotland. He awards Macbeth the honour of Thane of Cawdor after his heroics in battle. Duncan is murdered by Macbeth.</i></p>	<p>Macduff: loyal to the rightful king, dubious and hostile towards Macbeth, noble.</p> <p><i>Macduff becomes suspicious of Macbeth and goes to England to persuade Malcolm to bring an army to fight Macbeth. While away, Macduff's wife and child are killed on Macbeth's orders. Macduff returns with Malcolm and the army to kill Macbeth.</i></p>	<p>The Witches: Ruthless, Suspicious, untrustworthy, manipulative.</p> <p><i>The witches prophecies are the catalyst of the events in the play. They directly influence Macbeth with the temptation of a powerful future which sparks his ambition. Macbeth later returns to the witches for further prediction.</i></p>

Themes:		
Ambition	Guilt	Power
The Supernatural	Appearance vs Reality	Kingship

Context		
Jacobean Era	The Divine Right of Kings	The Gunpowder Plot
Attitude to the Supernatural	Jacobean Women	Religion

Year 11 GCSE Computer Science Summer Term Knowledge Organiser 3.1 Fundamentals of Algorithms

3.1.1 Representing algorithms and 3.1.2 Efficiency of algorithms

An **algorithm** is a sequence of ordered instructions that are followed step-by-step to solve a problem. This does not need to be on a computer.

Decomposition is the breaking down of a complex problem into smaller more manageable problems that are easier to solve.

Abstraction allows us to remove unnecessary detail from a problem leaving us with only the relevant parts of a problem thereby making it easier to solve.

Algorithm Efficiency - More than one algorithm can be used to solve the same problem. Normally we use the algorithm that solves the problem in the quickest time with the fewest operations or makes use of the least amount of memory.

Dry run testing is carried out **using trace tables**. The purpose of the trace tables is for the programmer to track the value of the variables and outputs at each step of the program and to track how they change throughout the running of the program.

Algorithms can be represented using **flowcharts** or **pseudocode**.

3.1.3 Searching algorithms

The purpose of the **linear search algorithm** is to find a target item within a list.

Compares each list item one-by-one against the target until the match has been found and returns the position of the item in the list.

If all items have been checked and the search item is not in the list then the program will run through to the end of the list and return a suitable message indicating that the item is not in the list. The algorithm runs in linear time. The performance of the algorithm will be improved if the target item is near the start of the list.

The **binary search algorithm** works on a sorted list by identifying the middle value in the list and comparing it with the search item.

If the search item is smaller the mid element becomes the new high value for the search area.

If the search item is larger the mid element becomes the low value for the search area.

The process keeps repeating until the search item is found.

When the search item is found the index position of the item is returned. At each iteration the search area is halved in size consequently this is an efficient algorithm.

3.1.4 Sorting algorithms

The purpose of sorting algorithms is to order an unordered list. Items can be ordered alphabetically or by number.

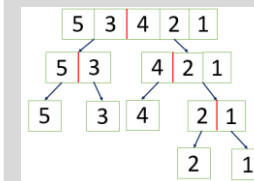
Bubble sort steps through a list and compares pairs of adjacent numbers. The numbers are swapped if they are in the wrong order. For an ascending list if the left number is bigger than the right number the items are swapped otherwise the numbers are not swapped. The algorithm repeatedly passes through the list until no more swaps are needed.

Merge sort is a type of divide and conquer algorithm.

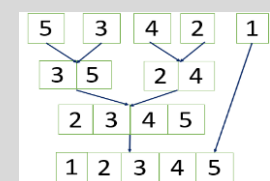
There are two steps: divide and combine. Merge sort works by dividing the unsorted list into sublists. It keeps on doing this until there is 1 item in each list.

Pairs of sublists are combined into an ordered list containing all items in the two sublists. The algorithm keeps going until there is only 1 ordered list remaining. Merge sort is a recursive function, that calls itself.

Step 1: Divide



Step 2: Combine



Year 11 GCSE Computer Science Summer Term Knowledge Organiser 3.2 Programming

3.2.1 Data types

<i>Integer</i> – Whole number	age = 12	age ← 12
<i>Float (real) number</i> – A number with a decimal point	height = 1.52	height ← 12
<i>Character</i> – A single letter, symbol or number	a = 'a'	a ← 'a'
<i>String</i> – multiple characters	name = "Bart"	name ← "Bart"
<i>Boolean</i> – Has two values: true or false.	a = True b = False	a ← True b ← False

3.2.2 Programming concepts

Assignment - The allocation of data values to variables, constants, arrays and other data structures so that the values can be stored.

Variable – Value that can change during the running of a program. By convention we use lower case to identify variables (eg a=12)

Constant – Value that remains unchanged for the duration of the program. By convention we use upper case letters to identify constants. (e.g. PI=3.141)

Iteration – The repetition of a set of instructions.

Selection represents a decision in the code according to some condition. The condition is met then the block of code is executed otherwise it is not.

3.2.3 Arithmetic operations

Add	7 + 2 = 9	7 + 2
Subtract	7 - 2 = 5	7 - 2
Multiply	7 * 2 = 14	7 * 2
Divide	4 / 2 = 2	4 / 2
Integer division, including remainders	11 DIV 2 = 5	11 DIV 2
	11 MOD 2 = 1	11 MOD 2

3.2.4 Relational operations

Operator	Description
=	Value equal to
!=	Value not equal to
<	Value less than
>	Value greater than
<=	Value less than or equal to
>=	Value greater than or equal to

3.2.5 Boolean operations

AND

OR

NOT

3.2.6 Data structures

Nested structures - Use constructs (e.g. WHILE, FOR, IF) inside another.

Lists – One or Two dimensional arrays

Records – An example of a record definition would be:

```
RECORD Car
  make : String
  model : String
  reg : String
  price : Real
  noOfDoors : Integer
ENDRECORD
```

3.2.7 Input/Output

Input – Data sent to a computer to be processed.

Output – Processed information that is sent out from a computer.

3.2.8 String handling operations

Get length of a string	<u>len</u> ("Hello")	LEN("Hello")
Character to character code	<u>ord</u> ("a") -> 97	ORD("a")
Character code to character	<u>chr</u> (101) -> 'e'	CHR(101)
String to integer	a= <u>int</u> ("12")	a=INT("12")
String to float	a= <u>float</u> ("12.3")	a=FLOAT("12.3")
integer to string	a= <u>str</u> (12)	a=STR(12)
real to string	a= <u>str</u> (12.3)	a=STR(12.3)

Concatenation -merge multiple strings together

```
a="hello "
b="world"
c=a+b
print(c) ->
hello world
```

Return the position of a character
If there is more than 1 of the same character the position of the first character is returned.

```
student = "Hermione"
student.index('i')
```

Find the character at a specified position

```
student = "Hermione"
print(student[2]) -> r
```

Year 11 GCSE Computer Science Summer Term Knowledge Organiser 3.2 Programming

3.2.9 Random Number Generation

Random integer	import random random.randint(0,9)	RANDOM_INT(0,9)
Choice	random.choice('a','b','c')	
Random value from 0 to 1	random.random()	

3.2.11 Robust and secure programming

Data Validation Routines

Check if an entered string has a minimum length	OUTPUT "Enter String" s ← USERINPUT IF LEN(S) > 5 THEN OUTPUT "STRING OK" ELSE OUTPUT "TOO SHORT" ENDIF
Check is a string is empty	OUTPUT "Enter String" s ← USERINPUT IF LEN(S) == 0 THEN OUTPUT "EMPTY STRING" ENDIF
Check if data entered lies within a given range	OUTPUT "Enter number" s num ← USERINPUT IF num > 1 AND num < 10 OUTPUT "Within range" ENDIF

Authentication Routine

```
OUTPUT "Enter Username"
username ← USERINPUT
OUTPUT "Enter Password"
password ← USERINPUT

WHILE username != "bart" OR password != "abc"

    OUTPUT "Login failed"
    OUTPUT "Enter Username"
    username ← USERINPUT
    OUTPUT "Enter Password"
    password ← USERINPUT

ENDWHILE

OUTPUT "Login Successful"
```

Debugging

Syntax errors – Errors in the code that mean the program will not even run at all. Normally this is things like missing brackets, spelling mistakes and other typos.

3.2.11 Robust and secure programming

Runtime errors – Errors during the running of the program. This might be because the program is writing to a memory location that does not exist for instance. eg. An array index value that does not exist.

Logical errors - The program runs to termination, but the output is not what is expected. Often these are arithmetic errors.

Test data

Code needs to be tested with a range of different input data to ensure that it works as expected under all situations. Data entered need to be checked to ensure that the input values are:

- within a certain range
- in correct format
- the correct length
- The correct data type (eg float, integer, string)

The program is tested using normal, erroneous or boundary data.

Normal data - Data that we would normally expect to be entered. For example for the age of secondary school pupils we would expect integer values ranging from 11 to 19.

Erroneous data - Data that are input that are clearly wrong. For instance, if some entered 40 for the age of a school pupil. The program should identify this as invalid data but at the same time should be able to handle this sensibly which returns a sensible message and the program does not crash.

Boundary data - Data that are on the edge of what we might expect. For instance if someone entered their age as 10, 11, 19 or 20.

3.2.10 Structured Programming and Subroutines

Subroutines are a way of managing and organising programs in a structured way. This allows us to break up programs into smaller chunks.

Subroutines can make the code more modular and more easy to read as each function performs a specific task.

Functions can be reused within the code without having to write the code multiple times.

Procedures are subroutines that do not return values

Functions are subroutines that have both input and output

Edexcel English Language Paper Two Knowledge Organiser

Exam Paper	
What's it on?	Two non fiction extracts that are linked by the same theme or idea.
How long?	2 Hours 5 Minutes.
Questions and timings (approx.) Reading section	<p>Read both extracts: 10 mins.</p> <p>Q 1-3 on Text 1</p> <p>Q1- Retrieve two quotes – 1 min.</p> <p>Q2- Retrieve one quote giving one sentence explanation - 2 mins.</p> <p>Q3- Analyse language & structure - 20 mins.</p> <p>Q 4-6 on Text 2</p> <p>Q4- Retrieve quote - 1 mins.</p> <p>Q5- Explain effect of quote in one sentence - 2 mins.</p> <p>Q6- Evaluate how successful the writer has been – 20 mins.</p> <p>Q 7a & 7b on Text 1 & Text 2</p> <p>7a- Spot the similarities – 5 mins</p> <p>7b- Compare and contrast ideas and perspectives of both writers - 20 mins.</p>
Reading	<p>Read the exam questions first.</p> <p>As you are reading the texts, highlight AND annotate your extracts with ideas that you will use in your answers.</p> <p>Read both extracts before beginning to answer questions.</p>

How to approach the questions	
Q3	<p>You must discuss language and structure.</p> <p>Language devices include:</p> <ul style="list-style-type: none"> Tone/ Simile/ Metaphor/ Personification/ Alliteration/ Verbs/ Adverbs/ Adjectives/ Sibilance/ Pronouns/ Hyperbole. <p>Structural devices include:</p> <ul style="list-style-type: none"> Sentence types/ Repetition/ Juxtaposition/ Punctuation/ Paragraphing. <p>Key thing to remember:</p> <p>This is the same skill as all other analysis questions so you need to explain the effect of the technique used. Always zoom in on single words and explore why the writer has chosen to use this specific word.</p>
Q6	<p>When reading focus on:</p> <ul style="list-style-type: none"> The key word in the question, what is it asking you to evaluate? How SITE (Setting/ Ideas/ Themes/ Events) have been used in the extract to help create this effect, Identify key evidence from the text that helps the writer to create this effect. <p>When writing make sure to include:</p> <ul style="list-style-type: none"> Evaluative adverbs (Successfully/ Subtly/ Continuously/ Deftly/ Consciously/ Carefully/ Deliberately) Evaluative verbs (Develops/ Creates/ Enhances/ Amplifies/ Denotes/ Demonstrates/ Emphasises/ Foreshadows/ Implies)
Q7	<p>For Q7a follow this structure:</p> <p><i>In text 1 the writer shows ... through the description ... (quote), similarly in text 2 the writer highlights ... through the description ... (quote).</i> Complete three of these short comparison paragraphs.</p> <p>For 7b focus on:</p> <ul style="list-style-type: none"> Similarities AND differences (find evidence in the texts) Analyse the evidence for what it shows about the writer's attitudes/ perspectives/ ideas. Single word analysis. Using comparative connectives (similarly/ contrastingly/ on the other hand)

Edexcel English Language Paper Two (Reading Section) Knowledge Organiser Year 11

Exam Paper		How to approach the questions	
What's it on?	Two non fiction extracts that are linked by the same theme or idea.	Q3 You must discuss language and structure. Language devices include: <ul style="list-style-type: none"> • Tone/ Simile/ Metaphor/ Personification/ Alliteration/ Verbs/ Adverbs/ Adjectives/ Sibilance/ Pronouns/ Hyperbole. Structural devices include: <ul style="list-style-type: none"> • Sentence types/ Repetition/ Juxtaposition/ Punctuation/ Paragraphing. Key thing to remember: This is the same skill as all other analysis questions so you need to explain the effect of the technique used. Always zoom in on single words and explore why the writer has chosen to use this specific word.	Q6 When reading focus on: <ul style="list-style-type: none"> • The key word in the question, what is it asking you to evaluate? • How SITE (Setting/ Ideas/ Themes/ Events) have been used in the extract to help create this effect, • Identify key evidence from the text that helps the writer to create this effect. When writing make sure to include: <ul style="list-style-type: none"> • Evaluative adverbs (Successfully/ Subtly/ Continuously/ Deftly/ Consciously/ Carefully/ Deliberately) • Evaluative verbs (Develops/ Creates/ Enhances/ Amplifies/ Denotes/ Demonstrates/ Emphasises/ Foreshadows/ Implies)
How long?	2 Hours 5 Minutes.		
Questions and timings (approx.) Reading section	Read both extracts: 10 mins. Q 1-3 on Text 1 Q1- Retrieve two quotes – 1 min. Q2- Retrieve one quote giving one sentence explanation - 2 mins. Q3- Analyse language & structure - 20 mins. Q 4-6 on Text 2 Q4- Retrieve quote - 1 mins. Q5- Explain effect of quote in one sentence - 2 mins. Q6- Evaluate how successful the writer has been – 20 mins. Q 7a & 7b on Text 1 & Text 2 7a- Spot the similarities – 5 mins 7b- Compare and contrast ideas and perspectives of both writers - 20 mins.		
Reading	Read the exam questions first. As you are reading the texts, highlight AND annotate your extracts with ideas that you will use in your answers. Read both extracts before beginning to answer questions.	Q7 For Q7a follow this structure: <i>In text 1 the writer shows ... through the description ... (quote), similarly in text 2 the writer highlights ... through the description ... (quote).</i> Complete three of these short comparison paragraphs. For 7b focus on: <ul style="list-style-type: none"> • Similarities AND differences (find evidence in the texts) • Analyse the evidence for what it shows about the writer's attitudes/ perspectives/ ideas. • Single word analysis. • Using comparative connectives (similarly/ contrastingly/ on the other hand) 	



Edexcel English Language Paper Two (Writing Section) Knowledge Organiser

Section B Writing	
<p>What's it on?</p>	<p>You will have to produce a piece of non fiction writing in one of the following formats: newspaper article/ review/ speech/ guide/ letter.</p> <p>Your task will be to achieve one of the following aims in your writing: inform, explain, describe, argue, persuade, advise.</p>
<p>How long?</p>	<p>45 Mins</p>
<p>What does the question look like?</p>	<p>You will be give a choice where you pick ONE question, either 8 OR 9.</p> <p>Typical question: <u>EITHER</u></p> <p>8) Your school or college is writing an information guide for students who are new to the school/college. Write the section for the guide with the title 'Stress-free Settling In'.</p> <p><u>OR</u></p> <p>9) Your local newspaper has published a report with the title 'Discrimination still exists today; nothing can be done about it'.</p> <p>Write a letter to the newspaper giving your views.</p>
<p>Key vocab</p>	<p><u>Vocabulary and tone need to be precisely match to task:</u></p> <p>Style of the question will require a blended approach: inform, explain, describe, argue, persuade, advise.</p> <p>Modal verbs are used for advice: <i>Can, could, may, might, must, ought to, should, shall, will, would.</i></p> <p>Informative/explanatory: <i>After all; as can be expected; generally; namely; naturally; obviously.</i></p> <p>Opinionated vocabulary: <i>Without a doubt; the fact is; clearly; it is vital that.</i></p> <p>Anecdotal vocabulary: <i>As a matter of fact; one incident that can be recalled; a great illustration of this was.</i></p> <p>Persuasive techniques: Anecdotes, Facts, Opinions, Rhetoric, Emotive language, Sarcasm, Triple Emphasis, Direct Pronouns, Repetition, Imperatives, Punctuation for effect.</p>
<p>Sentence Stems</p>	<p><u>Sentence stems to learn:</u></p> <p>Research, funded by _____, has revealed that.... / Consequently, many people have found that... / Differing variables must be considered... / Perhaps it might be fair to.... / Every year hundreds... / Over recent decades many experts have... / A reasonable conclusion might be... / Critically important is... / Despite definitions varying, it is possible to consider... / Anecdotally, those who have experienced this have found... / It is rather alarming that research, published by....</p>

Year 11 GCSE Business Spring Term Knowledge Organiser

2.4 Making Financial Decisions

Key Terms		
Key Term	Definition	Formula
Gross Profit	Difference between a products selling price and what it costs the business.	Gross profit= sales revenue- cost of sales
Net Profit	The actual profit after working expenses not included in the gross profit have been paid.	Net profit=gross profit-other operating expenses and interest (fixed costs)
Gross Profit Margin	Gross profit margin is the difference between revenue and cost of goods sold divided by revenue.	GPM= $\frac{\text{gross profit}}{\text{Sales revenue}} \times 100$
Net Profit Margin	Net profit margin is the percentage of revenue left after all expenses have been deducted from sales.	NPM= $\frac{\text{net profit margin}}{\text{Sales revenue}} \times 100$
Cost of sales	The same as variables costs, raw materials.	Variable cost= quantity of output x variable cost per unit of output.
Average Rate of Return	A calculation which works out the profitability of an investment.	ARR= $\frac{\text{Average annual profit}}{\text{Cost of investment}} \times 100$
Fixed Costs	Business costs such as rent, they are constant and don't change due to goods produced.	
Variable Costs	A cost that varies with level of output.	
Sales Revenue	Sales revenue is the amount realised by a business from the sales of goods or service.	
Investment	The distribution of money by a business hoping to eventually gain benefits from it.	

	Gross profit and its impact	Net profit and its impact
	<p><u>What does it mean if gross profit is positive?</u></p> <p>If gross profit is positive this means that your product/services has the potential to make a profitable business</p>	<p><u>What does it mean if net profit is positive?</u></p> <p>If net profit is positive this means that, after the business takes into account all costs, they are making a profit</p>
	<p><u>If gross profit is low, what action could the business take?</u></p> <p>Increase sales revenue</p> <p>Reduce cost of sales (e.g. using cheaper materials, bulk buying)</p>	<p><u>If net profit is low, what action could you take?</u></p> <ul style="list-style-type: none"> Increase gross profit Reduce expenses by checking overheads to see where savings can be made

Car Wash	
Price	£3.50
Number Sold	500
Sales Revenue	£1750
Cost of Sales	£200
Gross Profit	£1550
Gross Profit Margin	88.6%
Wages	£100
Energy	£200
Equipment	£800
Advertising	£20
Total Fixed Costs	£20
Net Profit	£1530
Net Profit Margin	87.4%

To increase profit there are 2 main ways; increase revenue or decrease costs.

Examples of ways a business could increase revenue:

- Increasing the price of the product
- Increasing awareness of the product
- Lowering the sale price could interest more customers.

Examples of ways a business could cut costs

- Business's can try and cut down on the price paid to suppliers through renegotiating with existing suppliers
- Business's could change suppliers, if another supplier can offer cheaper prices
- Business's could review their existing products and see if they could be made more cheaply to cut costs

2.5 Making Human Resource Decisions

Organisational Structures

Organisational Structure - how employees are organised within the business.

Businesses have layers in their structure, these are normally:

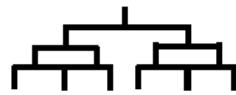
- Directors - manage the strategy
- Senior managers - implement the directors' strategy
- Supervisors - manage small teams under the managers
- Operational staff - not responsible for any staff and carry out tasks given by supervisors and managers

Chain of command - link from the directors to the operational staff

Span of control - the number of employees who report to one manager or supervisor

Hierarchical Structure

- Long chain of command
- More layers
- Communication difficult and slow
- Narrow span of control



Flat Structure

- Short chain of command
- Wide span of control
- Fewer layers



Centralised Structure - when decisions are made by one or a few managers

- Decisions are made by people who see the whole business
- Senior managers usually have lots of experience
- Communication can take a long time to filter down the chain of command

Decentralised Structure - authority is shared between all employees

- Employees can make decisions straight away that affect them
- Authority is shared out which can empower and motivate employees
- Inconsistencies can exist in the business when decisions are different

Communication

Businesses need to communicate internally and externally with all stakeholders.

Barriers to effective communication:

- **Noise**—people cannot communicate when it's too noisy in the background
- **Personal relationships** - employees will not want to communicate if they do not get along with a person
- **Distance** - long distance makes it challenging to communicate face-to-face
- **Jargon** (technical language) - people may not understand specialist language

Too much communication causes...

- **Inefficiency** because it wastes time employees could be generating revenue for the business
- **Confusion** over different issues if lots of people are delivering the same message
- **Demotivation** because employees are overwhelmed by all the information

Too little communication causes:

- **Inefficiency** because employees may not receive important messages about tasks they should be completing
- **Demotivation** because they may be annoyed that a lack of communication is causing them not to complete their job properly

HSC – Component 3: Health and Wellbeing Term Knowledge Organiser

Learning Aim 3A - Factors that affect health & wellbeing

5 factors that have positive or negative effects on Health and Wellbeing, not just promote the absence of disease or illness

1. The Physical and lifestyle factors

- a) Genetic inheritance,
- c) Diet (balance, quality)
- d) Personal hygiene
- b) Ill health (acute and chronic)
- d) Amount of exercise
- e) Substance user, including alcohol, nicotine, illegal drugs misuse of prescribed drugs



2. The Social, emotional and cultural factors

- a) Social interactions - supportive/ unsupportive relationships,
- b) Stress - work-related, home life
- c) Willingness to seek help or access services - influenced by culture, gender, education



3. Economic factors

Financial resources – income, financial support



4. Environmental factors

Environmental conditions, e.g. levels of pollution, noise

- a) Housing, e.g. conditions, location



5. The impact of life events relating to relationship changes and changes in life circumstances

- a) How they deal with bereavement, marriage, divorce, retirement, redundancy



Learning Aim 3B - Interpreting health indicators

B1 - Physiological indicators

- 1. Physiological indicators to measure health:
 - a. Pulse (resting and recovery rate after exercise)
 - b. Blood
 - c. Peak flow
 - d. Body mass index (BMI)



2. How to Interpret data relating to the physiological indicators

3. Identify potential significance of abnormal readings: risks to physical health

B2 Lifestyle indicators - Interpretation of lifestyle data, specifically risks to physical health associated with:

- A) Smoking
- B) Alcohol consumption
- B) Inactive lifestyles



Learning Aim 3C - C1 Health and wellbeing improvement plans

C11. Knowing the importance of a person-centred approach considering an individual's needs, wishes and circumstances

- a. What do they want to improve and how can you help them

2. Recommending information to be included in plan:

- a. Actions to improve health and wellbeing
- b. Setting short term (less than 6 months) and long term targets
- c. Providing appropriate sources of support (Formal and/ or informal)



C2 Identifying obstacles to implementing plans

- a. Emotional/ psychological – lack of motivation, low self-esteem, acceptance
- b. Time constraints – work and family commitments
- c. Availability of resources – financial, physical, e.g. equipment
- d. Unachievable targets – unachievable for the individual or unrealistic timescale
- e. Lack of support - from family and friends
- f. Other factors specific to individual – ability/ disability, addiction
- g. Barriers to accessing identified services



Year 11 iMedia Term Spring Term Knowledge Organiser R081 EXAM

Exam Unit – You need to be able to describe the purpose of creating pre-production documents and the role involved with developing ideas. Whilst understanding how legislation may restrict the content you may like to use.

Pre-production Documents	
Storyboard	An effective way to share the vision for a design. The product follows a clear sequence and idea for what each shot would include.
Visualisation Diagram	Used to show the layout of a web page, multimedia display, game scene, comic book, etc. It will show the position and content of different elements, e.g. images, graphics, text and navigation.
Mind maps	Often used for planning and creating ideas. Considers the main point and the branches out with different nodes.
Mood board	A type of collage consisting of images, text and samples of objects. This can be physical or digital. This visualisation tool can show the theme, colour schemes, font, textures and general appearance of the product.
Scripts	A document that outlines the aural (speaking), visual (what you can see), behavioral (body language) and lingual elements required.

Legislation	Key points
Copyright	Copyright, Designs and Patents Act 1988 It is illegal to use created material without permission. People can copyright protect their literacy, dramatic, musical, artistic work, films and sound recording You could face legal action - Fine of up to £325,000 Imprisonment of up to five years for a first offence. Subsequent offences, fine of up to £0.6 million Imprisonment of up to 10 years.
Trademarks	A word, symbol, or phrase, used to identify a particular manufacturer or seller's products and distinguish them from the products of another. Once registered a trademark cannot be used without permission (diluted). Injunctions and damages can be granted
Creative Commons	A Creative Commons (CC) license is one of several public copyright licenses that enable the free distribution of an otherwise copyrighted work. A CC license is used when an author wants to give people the right to share, use, and build upon a work that they have created. CC provides an author flexibility (for example, they might choose to allow only non-commercial uses of their own work) and protects the people who use or redistribute an author's work from concerns of copyright infringement as long as they abide by the conditions that are specified in the license by which the author distributes the work. Works are governed by Copyright Law.
Patent	Patents Act 1977 Patents protect inventions stop anyone from making or using the invention without the owner's permission. Last up to 20 years. Only exists in the country for which a patent has been granted. Generally speaking patents are used to protect the markets in which an invention is to be exploited.

What are work plans?

- Work plans are created to organise the sequence of steps that need to be performed to complete a project.
- They show the order the steps should be performed
- They show the time allocated to complete each step
- They may include information about required resources
- They may include information about the location for each step (eg different filming locations to record a video)
- They should include a contingency plan
- They can be displayed as a table or graphically in a Gantt chart.



Year 11 GCSE Fine Art Summer Term 3 Knowledge Organiser

Key Terms	Ideas
2D piece	Describe the variety of lines, tones, textures, colours, shapes, marks, composition/quality of light.
3D piece	Describe the shapes, scale, proportion, lines, movement and weight.
Rough draft	A written piece linked to an artist engaging with ideas, images and facts.
Meaning/Mood	How does it make you feel? What is the mood?

Content and the Visual Description

- What is the piece of art you are looking at?
- Is it a painting, sculpture, collage?
- What is the subject or theme of the piece?
- Is it 2D or 3D?

- How does it make you feel? What is the mood?
- Does the work mean many things to you?
- What are they?
- What does the work remind you of?
- Does it link with other images, objects you have seen?
- What is the artist trying to say through their work?
- Is there a message?



KS4 Knowledge Organiser – A Christmas Carol

PLOT STRUCTURE

The Preface

Dickens introduces his 'Ghostly Little Book' and his 'ghost on an idea'. He talks to his reader telling them that he wants if to 'haunt' their memories, so they don't forget why we need to live by Christian values.

Stave One

Scrooge is at work in his counting house. Despite the Christmas Eve cold, he refuses to spend money on coals for the fire. Scrooge's turns down his nephew, Fred's, invitation to his Christmas party and the request of two men who want money for charity. Scrooge is visited by the ghost of his dead partner, Jacob Marley, who tells Scrooge that, due to his greedy life, he has to wander the Earth wearing heavy chains. He tells Scrooge that three spirits will visit him during the next three nights.

Stave Two

He wakes and the Ghost of Christmas Past takes Scrooge into the past. Invisible to those he watches, Scrooge revisits his childhood school days, his apprenticeship with a jolly merchant named Fezziwig, and his engagement to Belle, who leaves Scrooge as he loves money too much to love another human being. Scrooge sheds tears of regret before being returned to his bed.

Stave Three

The Ghost of Christmas Present shows Scrooge Christmas as it will happen that year. Scrooge watches the Cratchit family eat a tiny meal in their little home. He sees Bob Cratchit's son, Tiny Tim, whose kindness and humility warm Scrooge's heart. The spectre shows Scrooge his nephew's Christmas party. Toward the end of the day the ghost shows Scrooge two starved children, Ignorance and Want. He vanishes as Scrooge notices a dark, hooded figure coming.

Stave Four

The Ghost of Christmas Yet to Come takes Scrooge through a sequence of scenes linked to an unnamed man's death. Scrooge, is keen to learn the lesson. He begs to know the name of the dead man. He finds himself in a churchyard with the spirit pointing to a grave. Scrooge looks at the headstone and is shocked to read his own name. He is desperate to change his fate and promises to change his ways. He suddenly finds himself safely tucked in his bed.

Stave Five

Scrooge rushes out onto the street hoping to share his newfound Christmas spirit. He sends a turkey to the Cratchit house and goes to Fred's party. As the years go by, he continues to celebrate Christmas with all his heart. He treats Tiny Tim as if he were his own child, gives gifts for the poor and is kind, generous and warm.

Characterisation	Key Quotes
Scrooge ✓ A selfish business man who transforms into a charitable philanthropist. Our protagonist.	"Hard and sharp as flint... As solitary as an oyster" "Are there no prisons...are there no workhouses..." "I will honour Christmas in my heart. I will live in the Past, the Present, and the Future. I will not shut out the lessons that they teach."
Fred ✓ Scrooge's nephew whose party invitation he declines. Represents forgiveness and family.	"I have always thought of Christmas as a good time, a kind, forgiving, charitable, pleasant time" "Scrooge's offences carry their own punishment. Who suffers? Himself!"
Jacob Marley ✓ Scrooge's dead partner who returns to warn Scrooge to change his ways.	"I wear the chain I forged in life" "The chain was made up of cash boxes.. ledgers.. heavy purses" "My spirit never roved beyond the narrow limits of our money changing hole"
Bob Cratchitt ✓ Scrooge's clerk. He loves his family and is shown to be happy and morally upright. He has love but not wealth.	"The clerk's fire was so very much smaller that it looked like only one coal" "Tiny Time rode upon his shoulder" "I'll give you Mr Scrooge, the founder of the feast" "I think he's walked a little slower than he used to" –
Tiny Tim ✓ Bob's son whose story plays a part in inspiring Scrooge's transformation. Represents the victims of poverty.	"He bore a little crutch, and had his limbs supported by an iron frame!" "Tiny Tim hoped the people saw him in the church, because he was a cripple, and remember upon Christmas day, who made lame beggars walk, and blind men see." "God bless us every one"
The Ghost of Christmas Past ✓ A strange combination of young and old, wearing white robes and looking like a candle.	"Would you (Scrooge) so soon put out he light I give?" "A solitary child, neglected by his friends, is left there still – Scrooge sobbed." "Scrooge's heart and soul were in the scene.. he remembered everything, enjoyed everything."
The Ghost of Christmas Present ✓ A portly, jovial gentleman surrounded by a warm glow. He brings joy to the neediest.	"A jolly giant who bore a glowing torch with a cheery voice and a joyful air" "I see a vacant seat. The child will die" "They are Man's. This boy is Ignorance. This girl is Want. Beware for I see that written which is Doom."
The Ghost of Christmas Yet to Come ✓ A robed and hooded spirit who confronts Scrooge with his own tombstone.	"It was shrouded in a deep black garment which concealed its head, its face, its form and left nothing visible except one outstretched hand" "Scrooge crept towards it, trembling, and following the finger, read upon the stone of the neglected grave his own name, Ebenezer Scrooge."
Fezziwig ✓ Scrooge's ex-employer. A representation of a good employer and generosity of spirit.	"Bless his heart; it's Fezziwig alive again!" "He has the power to render us happy or unhappy; to make our service light or burdensome. The happiness he gives, is as if it cost a fortune"
Belle ✓ Scrooge's fiancée as a young man.	"Another idol has displaced me.. a golden one"
Fan ✓ Scrooge's sister. Fred's mother.	"I have come to bring you home dear brother.. home, home, home!"

Key Terms and ideas:

- ✓ Novella
- ✓ Ghost Story
- ✓ Bildungsroman
- ✓ Transformation
- ✓ Redemption
- ✓ Christian Values
- ✓ 1st person narrative voice
- ✓ 3rd person omniscient narrator
- ✓ Stave
- ✓ Metaphor, simile, imagery
- ✓ Senses
- ✓ Pace
- ✓ Shifts in time, place, person

Key Concepts and Themes:

- ✓ Greed
- ✓ Avarice (an excessive desire for wealth – one of the 7 deadly sins)
- ✓ Ignorance & Want (lack of knowledge/education & need/poverty)
- ✓ Redemption (being saved from sin or evil)
- ✓ Predestination
- ✓ Free Will
- ✓ Poverty
- ✓ Class
- ✓ Isolation
- ✓ Transformation
- ✓ We observe Scrooge observing...
- ✓ The passage of time
- ✓ Family
- ✓ Guilt
- ✓ Generosity
- ✓ Social Responsibility
- ✓ Justice
- ✓ The supernatural
- ✓ Christmas
- ✓ Death

Year 11 Summer Term Knowledge Organiser for Maths

Remember to use your Revision Guides and Workbooks to prepare for your GCSE examinations

Sequences – Revision

Nth Term

Expression for the general rule for a sequence to be able to calculate any term when given the position. Also known as a position to term rule:

Value that would be before the 1st term. -1

$1, 3, 5, 7, 9, \dots$

Term-to-term rule $+2$

So, the nth term rule is $2n - 1$.

Value that would be before the 1st term. 26

$20, 14, 8, 2, -4, \dots$

Term-to-term rule -6

So, the nth term rule is $-6n + 26$.

Solving Equations – Revision

Solving One Step Equations

Finding the value of an unknown by identifying operations performed and doing the inverse operation:

$$x + 6 = 8$$

$$x = 2$$

Solving Two Step Equations

Finding the value of an unknown by identifying operations performed and doing the inverse operation:

$$2x + 1 = 9$$

$$2x = 8$$

$$x = 4$$

Solving Equations involving Fractions

Finding the value of an unknown. To eliminate a denominator, multiply every term by the denominator:

$$\frac{x + 3}{2} = 4$$

$$x + 3 = 8$$

$$x = 5$$

Solving Equations with Unknowns on Both Sides

Add/subtract the smallest algebraic term from both sides:

$$3a - 4 = 7a + 8$$

$$-4 = 4a + 8$$

$$-12 = 4a$$

$$-3 = a$$

Forming and Solving Equations – Revision

Forming Equations

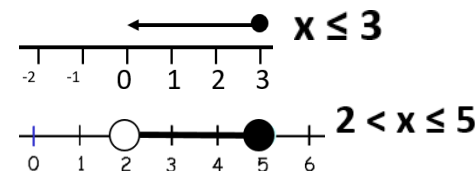
Many of the situations where an equation is formed uses other areas of maths such as area, perimeter, money, angle facts etc. Create an expression first using the information in the question and then solve the equation using the balance method.

Forming Equations Example:

James thinks of a number. Kate's number is 14 less than James' number. The sum of their numbers is 212. What is Kate's number?
Let James' number be n , this means Kate number $n - 14$.
 $n + n - 14 = 212$
 $2n - 14 = 212$
Then solve to find the value of n .
 $n = 113$, so Kate's number is 99.

Inequalities on a Number Line

If the inequality is 'or equal to' (\leq, \geq), the circle is filled in. If it is not ($<, >$), the circle is not filled in:



Inequalities – Revision

Solving Linear Inequalities

Solve like an equation, but replace the = sign with the inequality:

$$5x + 2 \leq 17$$

$$5x \leq 15$$

$$x \leq 3$$

Year 11 Summer Term Knowledge Organiser for Maths

Index Numbers – Revision

Standard Form – Revision

Laws of Indices

$$a^m \times a^n = a^{m+n} \quad 2^7 \times 2^3 = 2^{7+3} = 2^{10}$$

$$a^m \div a^n = a^{m-n} \quad 2^7 \div 2^3 = 2^{7-3} = 2^4$$

$$(a^m)^n = a^{m \times n} \quad (2^7)^3 = 2^{7 \times 3} = 2^{21}$$

$$a^0 = 1 \quad 2^0 = 1$$

Negative Indices

$$a^{-n} = \frac{1}{a^n}$$

For example...

$$3^{-2} = \frac{1}{3^2} = \frac{1}{9}$$

Fractional Indices

$$a^{\frac{1}{n}} = \sqrt[n]{a}$$

For example...

$$125^{\frac{1}{3}} = \sqrt[3]{125} = 5$$

Standard Form is used to write large and small numbers concisely.

In standard form, numbers are written as $a \times 10^n$

where $1 \leq a < 10$ and n is an integer.

Large Numbers

Large numbers are written like this...

$$473\,000 = 4.73 \times 100\,000 = 4.73 \times 10^5$$

Small Numbers

Small numbers are written like this...

$$0.000621 = \frac{6.21}{10\,000} = \frac{6.21}{10^4} = 6.21 \times 10^{-4}$$

Fractions – Revision

Recurring Decimals to Fractions (Higher Tier) – Revision

Adding/Subtracting (different denominator)

Remember to find the common denominator first.

$$\frac{1}{4} + \frac{2}{5} = \frac{5}{20} + \frac{8}{20} = \frac{5+8}{20} = \frac{13}{20}$$

Multiplying

Multiply numerators and denominators.

$$\frac{1}{4} \times \frac{2}{5} = \frac{1 \times 2}{4 \times 5} = \frac{2}{20} = \frac{1}{10}$$

Dividing

Multiply the first fraction by the reciprocal of the second fraction. (To find the reciprocal - flip the fraction).

$$\frac{1}{4} \div \frac{2}{5} = \frac{1}{4} \times \frac{5}{2} = \frac{5}{8}$$

Recurring Decimals

In a recurring decimal, the dots tell you which digit or group of digits repeats forever.

Recurring Decimals to Fractions

To convert a recurring decimal to a fraction, you multiply by 10, 100 or 1000. Then subtract to remove the recurring part and simplify the fraction.

Convert 0.13 to a fraction.

$$\begin{aligned} x &= 0.13333333 \dots \\ \therefore 10x &= 1.33333333 \dots \\ \therefore 100x &= 13.33333333 \dots \\ 100x &= 13.33333333 \dots \\ -10x &= 1.33333333 \dots \\ \hline 90x &= 12 \\ x &= \frac{12}{90} = \frac{2}{15} \end{aligned}$$

Ratio and Proportion – Revision

Simplifying

Simplify the following ratio: 18 : 27

Divide by 9 (biggest number that goes into both numbers.)

$$\div 9 \quad \leftarrow \quad 18 : 27 \quad \rightarrow \quad \div 9$$

$$2 : 3$$

Answer = 2 : 3

Sharing in a Given Ratio

Share £320 between Ed and Fred in the ratio 3 : 5

Sharing in the ratio 3 : 5 means splitting it into 8 parts altogether. So it is shared like this: Share the amount equally between the parts of the ratio and then total to see how much each person receives.

Answer Ed £120 and Fred £200

Ed : Fred

3	5
40	40
40	40
40	40
40	40
40	40

Proportion - The Unitary Method

You can solve some proportion question by using the unitary method – finding 'one' first.

Example: If 15 calculators cost £180, how much do 8 cost?

$$\begin{aligned} \div 15 & \quad 15 \text{ calculators} = \pounds 180 \\ & \quad 1 \text{ calculator} = \pounds 12 \\ \times 8 & \quad 8 \text{ calculators} = \pounds 96 \end{aligned}$$

Conversions

These ideas can be used to convert currencies or units of measure.

Example: If £1 is worth 1.17 Euros, convert...

i) £14 to Euros

ii) 110 Euros to Pounds

$$\begin{aligned} & \xrightarrow{\times 1.17} \\ \pounds 1 & \quad 1.17\text{€} \\ \pounds 14 & \quad 16.38\text{€} \end{aligned} \quad \begin{aligned} \pounds 1 & \quad 1.17\text{€} \\ \pounds 94 & \quad 110.00\text{€} \\ & \xrightarrow{\div 1.17} \end{aligned}$$

Year 11 Summer Term Knowledge Organiser for Maths

Percentages – Revision

Increase/Decrease
Non calculator method
 Increase/decrease £150 by 11%

10% of £150 = £15.00
 1% of £150 = £1.50
 11% of £150 = £16.50
 Increase = £150 + £16.50
 Decrease = £150 - £16.50

Repeated Percentage Change - Increase
 Alan invests £3000 in a bank that pays 1.5% compound interest. How much will he have after 4 years?

Multiplier:
 $100\% + 1.05\% = 101.5\% = 1.015$
 Value:
 $3000 \times 1.015^4 = 3184.09$ Answer £3184.09

Repeated Percentage Change – Decrease
 Betty buys a car for £17000. It depreciates in value every year by 8%. What will it be worth after 5 years?

Multiplier:
 $100\% - 8\% = 92\% = 0.92$
 Value:
 $17000 \times 0.92^5 = 11204.39$ Answer = £11204.39

Reverse Percentage
 Carter buys a pair of trousers in a sale for £68 after they were reduced by 15%. What was the original cost of the trousers?
 Trousers now worth 85% of original price.

$$\begin{array}{l} \div 85 \\ \times 100 \end{array} \begin{array}{l} \curvearrowright \\ \curvearrowleft \end{array} \begin{array}{l} 85\% = 68 \\ 1\% = 0.8 \\ 100\% = 80 \end{array} \begin{array}{l} \curvearrowright \\ \curvearrowleft \end{array} \begin{array}{l} \div 85 \\ \times 100 \end{array} \quad \text{Answer} = \text{£}80$$

Index Numbers – Revision

Standard Form – Revision

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 $a^m \div a^n = a^{m-n}$ $2^7 \div 2^3 = 2^{7-3} = 2^4$
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 $= \frac{6.21}{10^4}$
 $= 6.21 \times 10^{-4}$

Simplifying, Expanding and Factorising – Revision

Simplifying by Collecting Like Terms
 Collect terms which are 'alike'. Remember the sign before a term belongs to that term:

$$(4a) + (7b) - (2a) + (4b) = 2a + 11b$$

Expanding Single Brackets
 Every term inside the bracket is multiplied by the term outside the bracket:

$$3(x + 5) = 3x + 15$$

Expanding Double Brackets
 Every term in one bracket is multiplied by every term in another bracket:

$$(x+5)(x+3) = x^2 + 3x + 5x + 15 = x^2 + 8x + 15$$

	(x+5)		
	+x	+5	
(x+3)	+x	+x ²	+5x
	+3	+3x	+15

Factorising
 Taking the highest common factor of terms outside of the bracket:

$$6x^2 + 15x$$

HCF: 3x

$$3x(2x + 5)$$

$6x^2 \div 3x = 2x$ $15x \div 3x = 5$

Year 11 Summer Term Knowledge Organiser for Statistics

Collection of Data – Revision

Types of Data

- **Raw Data** – Unprocessed. Just been collected. Needs to be ordered, grouped, rounded, cleaned.
- **Qualitative** – Non-numerical, descriptive data such as eye/hair colour or gender. Often subjective so usually more difficult to analyse.
- **Quantitative** – Numerical data. Can be measured with numbers. Easier to analyse than qualitative data. Example, height, weights, marks in an exam etc.
- **Discrete** – Only takes particular values (not necessarily whole numbers) such as shoe size or number of people.
- **Continuous** - Can take any value e.g. height, weight.
- **Categorical** – Data that can be sorted into non-overlapping categories such as gender. Used for qualitative data so that it can be more easily processed.
- **Ordinal (rank)** – Quantitative data that can be given an order or ranked on a rating scale, e.g. marks in an exam.
- **Bivariate** – Involves measuring 2 variables. Can be qualitative or quantitative, grouped or ungrouped. Usually used with scatter diagrams where the two axes represent the two different variables. One variable is often called the explanatory variable and the other the response variable.
- **Multivariate** – Made up of more than 2 variables e.g. comparing height, weight, age and shoe size together.

Remember to use your Revision Guide and Workbook to prepare for your GCSE examinations

Data Sources

Primary – Data that you have collected yourself, or someone has collected on your behalf.

Secondary – Data that has already been collected.

	Advantages	Disadvantages
Primary Data	<ul style="list-style-type: none"> • Accurate • Collection method known • Can find answers to specific questions 	<ul style="list-style-type: none"> • Time consuming • Expensive
Secondary Data	<ul style="list-style-type: none"> • Cheap • Easy • Quick • Data from some organisations can be more reliable than data collected yourself 	<ul style="list-style-type: none"> • Method of collection unknown • Data may be out of date • May contain mistakes • May come from unreliable source • May be difficult to find answers to specific questions
	Advantages	Disadvantages
Census	<ul style="list-style-type: none"> • Unbiased • Accurate • Takes into account entire population 	<ul style="list-style-type: none"> • Time consuming • Expensive • Lots of data to manage • Difficult to ensure whole population is used
Sample	<ul style="list-style-type: none"> • Cheaper • Quicker • Less data to consider 	<ul style="list-style-type: none"> • May be biased • Not completely representative

Populations and Sampling

- **Population** – Everyone or everything that could be involved in the investigation e.g. when investigating opinions of students in a school the population would be all the students in the school.
- **Census** – A survey of the entire population.
- **Sample** – A smaller number from the population that you actually survey. The data obtained from the sample is then used to make conclusions about the whole population, so it is important that the sample represents the population fairly.
- **Sampling Frame** - A list of all the members of the population. This is where you will choose the sample from. E.g. electoral roll, school register.
- **Sampling Unit** – The people that are to be sampled e.g. students in a school.
- **Biased sample** – A sample that does not represent the population fairly. Example, if surveying students at a mixed school and the sample only contains girls. Avoid bias by using random sampling methods.

Year 11 Summer Term Knowledge Organiser for Statistics

Collection of Data – Sampling Methods – Revision

Sampling Methods

Random Sample – Every item/person in the population has an equal chance of being selected.

o Method:

- Assign a number to every member in the population.
- Mention the random sampling technique you are going to use e.g. a random number table or a random number generator on a calculator.
- Select the numbers chosen from your population.
- Ignore any repeats and choose another number.

o Random Sampling Techniques:

- Pick numbers/names out of a hat (only works for small samples)
- Using a random number table
- Using the random number generator function on a calculator or computer.

o Advantages:

- Sample is representative as every member of the population has an equal chance of being selected.
 - Unbiased.
- o Disadvantages:
- Need a full list of population (not always easily obtainable)
 - Not always convenient as it can be expensive and time consuming.
 - Needs a large sample size.

Sampling Methods

Systematic Sampling – choosing items in the population at regular intervals.

o Method:

- Divide your population size by sample size to calculate the intervals, e.g. $400/40 = 10$ so choosing every 10th item in the population.
- Use random sampling to generate a number between 1 and 10 (or the answer to your calculation from above) to choose a starting point e.g. 7.
- Select every 10th item after the 7th e.g. 7th, 17th, 27th, ..., until you obtain your sample size.

o Advantages:

- Population is evenly sampled.
- Can be carried out by a machine.
- Sample is easy to select.

o Disadvantages:

- Not strictly a random sample as some member of the population cannot be chosen.

Cluster Sampling – The population is divided into natural groups (clusters), groups are chosen at random and every member of groups are sampled. Useful for large populations e.g. when surveying lots of different towns in a country.

o Advantages:

- Economically efficient – less resources required.
- Can be representative if lots of small clusters are sampled.

o Disadvantages:

- Clusters may not be representative of the population and may lead to a biased sample.
- High sampling error.

Sampling Methods

Quota Sampling – Population is grouped by characteristics and a fixed amount is sampled from every group.

o Method:

- Group population by characteristics e.g. gender and age.
- Select quota (amount) for each group e.g. 30 men under 25, 40 women over 30 etc.
- Obtain sample by finding members of each group until quota is reached.

o Advantages:

- Quick to use.
- Cheap.
- Do not need sample frame or full list of the population.

o Disadvantages:

- NOT RANDOM – biased as interviewer is choosing who will be in the sample so every member of the population does not have an equal chance of being selected.

Opportunity Sampling – Using the people/items that are available at the time. E.g. interviewing the first 10 people you see on a Monday morning.

o Advantages:

- Quick.
- Cheap.
- Easy.

o Disadvantages:

- NOT RANDOM. The sample has not been collected fairly so it may not represent the population and every member of the population has not been given an equal chance to be selected.

Judgement Sampling – When the researcher uses their own judgement to select a sample, they think will represent the population. E.g. A teacher choosing students to interview about their opinion on a new after school club.

o Advantages:

- Easy.
- Quick.

o Disadvantages:

- NOT RANDOM.
- Quality of sample depends on the person selecting the sample. The researcher may be biased and unreliable in the sample they select.

Year 11 Summer Term Knowledge Organiser for Statistics

Processing and Representing Data - Revision

Tables

Databases - Tables with a collection of data. These tables usually contain information from real-life statistics, and you will be asked in the exam to extract and interpret information from it. These questions have multiple parts and many 1 marker sub questions. You need to be able to use these tables to identify values, calculate totals/differences/percentages, describe trends and explain inconsistencies.

Two-Way Tables - Has information in two categories and has two variables so the data is called bivariate data. To find missing values, start with the row or column that has only one value missing. Make sure the grand totals for the rows and columns add up to the same number. When comparing data from two-way tables, write about comparisons between rows/columns but also individual cells.

	Walk	Bike	Car	Total
Boys	6	9	3	18
Girls	4	3	5	12
Total	10	12	8	30

Pictograms - uses pictures or symbols to represent a particular amount of data. Always has a key to show what each symbol represents.

When drawing a pictogram, make sure that:

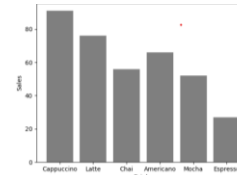
- Each symbol is the same size.
- The symbols represent numbers that can be easily divided to show different frequencies
- Spacings are the same in each row.
- There is a key to show the frequency that each symbol represents.

Flip flop	☹ ☹ ☹ ☹	Key: ☹ represents 2 matches
Indie rock	☹ ☹ ☹ ☹ ☹ ☹	
Metal	☹ ☹	
Pop	☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹	
R&B	☹ ☹ ☹ ☹ ☹	
Other	☹ ☹	

Bar Charts

Simple Bar Charts

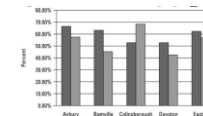
- Bars are equal width.
- Equal gaps between bars.
- Frequency on y-axis.



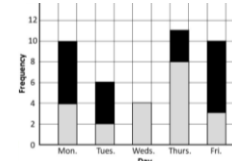
Vertical Line Graph - Similar to simple bar chart but with lines instead of bars.

Multiple Bar Charts - Can be used to compare two or more sets of data.

Has more than one bar for each class represented by different colours which is shown in the key.



Composite Bar Charts - Has single bars split into different sections for each different category. Usually used to compare different times/days/years. The frequency of each component should be calculated by subtracting the upper frequency of that component with the lower frequency. Do not just read off the y-axis (unless looking at total frequencies or the bottom component).



Stem and Leaf Diagrams

All the original data is in the diagram. It shows the shape of the distribution - whether most of the data lies at the beginning, the end or is distributed in the middle.

Each value is split into a 'stem' and 'leaf' - Stems can be more than one digit, leaves are single digits only. No need for commas in between leaves. Leaves must be written in order from smallest to largest - this makes it easier to find mode and median.

Stem	Leaf
7	1 3 5
8	1 1 8
9	0 0

Key: 7 | 3 = 73

Pie Charts

A way of displaying data to show how something is shared or divided into categories. Each sector shows what proportion that category represents of the total data.

$\text{Area of Pie Chart} = \text{Total Frequency}$

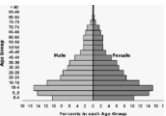
Angles add up to 360° .

How to draw a pie chart:

1. Total up the frequency.
2. Calculate the angle for each frequency. $360/\text{frequency}$.
3. Calculate the angle for each category will be by multiplying your previous answer by the frequency.
4. Make sure all the angles now add up to 360.
5. Draw the pie chart.
6. Label the sectors.

Population Pyramids

Shows distribution of ages in a population, in numbers or proportion/percentages. They are used to compare two sets of data, usually genders or two geographical areas. When comparing the data look at the shape of the distribution.



Choropleth Maps

They split a geographical area into different regions which are then shaded. The darker the shading the higher the frequency for that area. Each map has a key to show what the shading represents. Look at the key for the shading to read off percentages/numbers.



Pure Substances

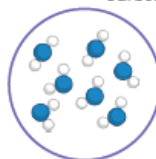
Pure substances, in chemistry, only contain **one type of element** or **one type of compound**. For example, pure water will just contain water (a compound).

In our everyday language, we use the word 'pure' differently to how it is used in chemistry. Pure can mean a **substance** that has had **nothing else added** to it and is in its natural state. An example of this is pure orange juice. This means that the bottle will just contain orange juice and no other substances.

Elements are made up of **one type of atom**.

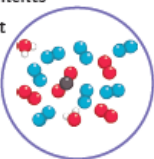
For example, oxygen is made up of oxygen atoms.

Carbon is made up of carbon atoms.



Compounds are **two or more elements** that are **chemically joined together**. For example, NaCl which is sodium chloride.

Mixtures are **two or more elements or compounds** that are **not chemically joined together**. An example of this is a standard cup of coffee. Coffee contains water, milk, coffee and possibly sugar. The components of the cup of coffee are not bonded together.



Pure Substances have a **sharp melting point** compared to **impure substances** which melt over a **range of temperatures**.

Formulations

Formulations are **mixtures of compounds or substances** that **do not react together**. They **do produce a useful product** with desirable characteristics or properties to suit a particular function.

There are examples of formulations all around us such as medicines, cleaning products, deodorants, hair colouring, cosmetics and sun cream.

Chromatography

Paper chromatography is a separation technique that is used to **separate mixtures of soluble substances**. How soluble a substance is determines how far it will travel across the paper.

In chromatography, there are **two phases**: the **mobile phase** and **stationary phase**.

The **mobile phase** moves through the stationary phase.

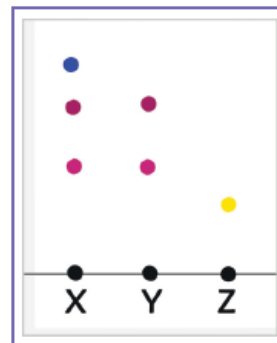
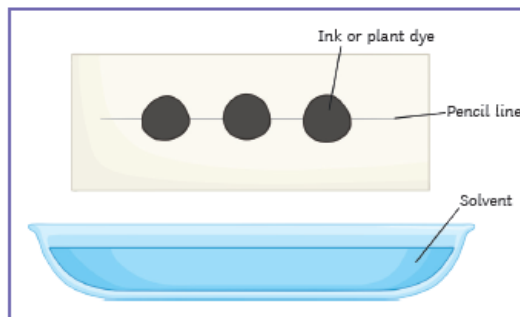
The solvent is the **mobile phase**. It moves through the paper carrying the different substances with it.

The **stationary phase** in paper chromatography is the absorbent paper.

Separation of the dissolved substances produces what is called a **chromatogram**. In paper chromatography, this can be used to **distinguish** between those substances that are **pure** and those that are **impure**.

Pure substances have **one spot** on a chromatogram as they are made from a **single substance**. **Impure substances** produce **two or more spots** as they contain multiple substances.

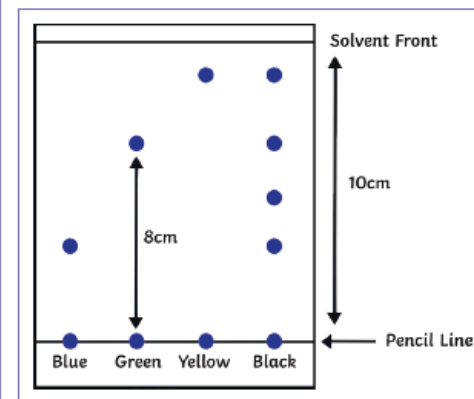
By calculating the R_f values for each of the spots, it is possible to identify the unknown substances. Similarly, if an unknown substance produces the **same number and colour of spots**, it is possible to match it to a known substance.



R Value

$$R_f = \frac{\text{distance travelled by substance}}{\text{distance travelled by solvent}}$$

Different compounds have different R_f values in different solvents. The R_f values of known compounds can be used to help identify unknown compounds.



Required Practical – Paper Chromatography

Investigate how paper chromatography can be used to separate and distinguish between coloured substances.

Step 1 – Using a ruler, measure 1cm from the bottom of the chromatography paper and mark with a small dot using a pencil. Rule a line across the bottom of the chromatography paper with a pencil, going through the dot you have just made.

Step 2 – Using a pipette, drop small spots of each of the inks onto the pencil line. Leave a sufficient gap between each ink spot so that they do not merge.

Step 3 – Pour a suitable solvent into the bottom of a container such as a beaker. The solvent should just touch the chromatography paper. The solvent line must not go over the ink spots as this will cause the inks to run into each other.

Step 4 – Place the chromatography paper into the container and allow the solvent to move up through the paper.

Step 5 – Just before the solvent line reaches the top of the paper, remove the chromatogram from the container and allow to dry.

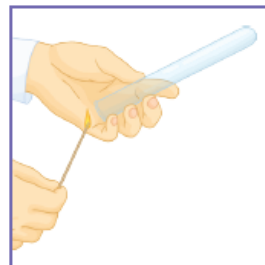
Step 6 – Once the chromatogram has dried, measure the distance travelled by the solvent.

Step 7 – Measure the distance travelled by each ink spot.

Step 8 – Calculate the R_f value. Compare the R_f values for each of the spots of ink.

$$R_f = \frac{\text{distance travelled by substance}}{\text{distance travelled by solvent}}$$

Identification of the Common Gases

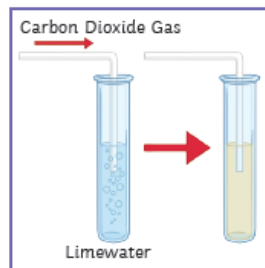
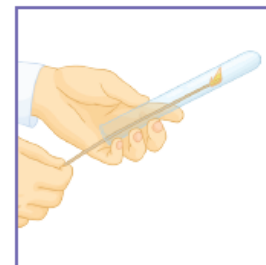


The Test for Hydrogen

Place a burning splint at the opening of a test tube. If hydrogen gas is present, it will burn rapidly with a squeaky-pop sound.

The Test for Oxygen

Place a glowing splint inside a test tube. The splint will relight in the presence of oxygen.

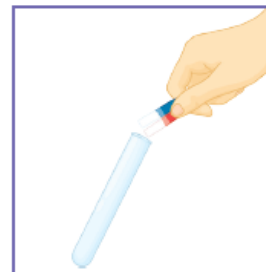


The Test for Carbon Dioxide

Calcium hydroxide (lime water) is used to test for the presence of carbon dioxide. When carbon dioxide is bubbled through or shaken with limewater, the limewater turns cloudy.

The Test for Chlorine

Damp litmus paper is used to test for chlorine gas. The litmus paper becomes bleached and turns white.



The Early Atmosphere

Approximately 4.6 billion years ago the Earth was formed. Scientists have lots of ideas and theories about how the atmosphere was produced and the gases within it, but due to the lack of evidence, they cannot be sure.

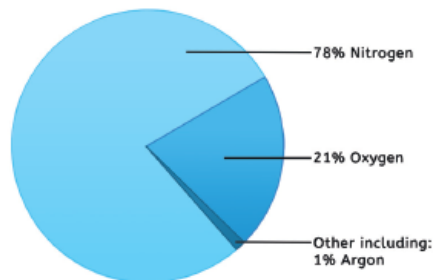
One theory suggested that intense volcanic activity released gases that made Earth's early atmosphere very similar to that of Mars and Venus. These planet's atmospheres mainly consist of carbon dioxide with little oxygen.

Nitrogen gas would have also been released from volcanoes and would have built up in the atmosphere.

Water vapour in Earth's early atmosphere would have condensed to create the seas and oceans. Carbon dioxide would have dissolved into the water, decreasing the level in the atmosphere.

Percentage of Gases in the Atmosphere

The pie chart below shows the abundance of each gas in our atmosphere.



How Did the Levels of Oxygen Increase?

2.7 billion years ago, algae first produced oxygen. Gradually over time, the levels of oxygen in our atmosphere increased as plants evolved. This was followed by animals as the levels of oxygen increased to a level that would sustain more complex life.

Oxygen is produced by plants in the process of photosynthesis.



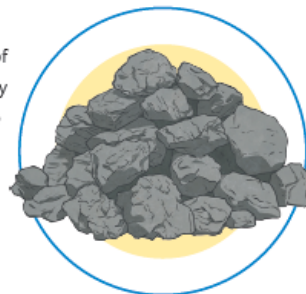
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Carbon dioxide dissolves in water. As water vapour condensed and the oceans and seas formed, the carbon dioxide gas dissolved producing carbonate compounds. This process reduced the amount of carbon dioxide in the atmosphere. Carbonate compounds were then precipitated: limestone is an example of a sedimentary rock; it has the chemical name calcium carbonate.

Plants in the oceans absorbed carbon dioxide gas for photosynthesis. The organisms from the food chains that the plants supported were turned into fossil fuels. Fossil fuels are non-renewable and consist of coal, crude oil, and gas, all of which contain carbon.

Crude oil was formed millions of years ago. When aquatic plants and animals died, they fell to the bottom of the sea and got trapped under layers of sand and mud. Over time, the organisms got buried deeper below the surface. The heat and pressure rose, turning the remains of the organisms into crude oil or natural gas. Oxidation did not occur due to the lack of oxygen.

Coal is a fossil fuel formed from giant plants that lived hundreds of millions of years ago in swamp-like forests. When these plants died, they sank to the bottom of the swamp where dirt and water began to pile on top of them. Over time, pressure and heat increased and the plant remains underwent chemical and physical changes. The oxygen was pushed out and all that remained was coal.



The Human Impact and the Greenhouse Effect

Scientists believe that human activities have resulted in the increased amount of greenhouse gases in the atmosphere. Activities such as farming cattle and farming rice release huge amounts of methane into the atmosphere.

Burning fossil fuels in cars and power stations releases large amounts of carbon dioxide. With large areas of the rainforest being cut down through deforestation, the excess carbon dioxide is not being absorbed by photosynthesis.

However, not everyone believes that humans are causing the rise in greenhouse gases. Some believe that the rise in global temperatures is associated with cycles of climate change and natural factors.

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AQA GCSE Chemistry (Combined Science) Unit 9: Chemistry of the Atmosphere

Combustion

Complete combustion occurs when there is enough oxygen for a fuel to burn. A hydrocarbon will react with oxygen to produce carbon dioxide and water.

propane + oxygen \rightarrow carbon dioxide + water



Incomplete combustion occurs when there isn't enough oxygen for a fuel to burn. The products in this reaction are water and poisonous carbon monoxide. Carbon particles (soot) may also be seen.

ethane + oxygen \rightarrow carbon monoxide + water



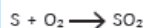
Carbon monoxide is a poisonous gas. It is often called the **silent killer** due to it being colourless and odourless. Carbon monoxide works by binding to the **haemoglobin** in your red blood cells. This prevents them from carrying oxygen to the cells around your body. Carbon monoxide detectors are used to detect levels of the gas in the surrounding air and are often placed near gas-powered boilers to detect gas leaks.

Particulate carbon irritates the lining of the lungs making asthma worse and could cause cancer. **Global dimming** is caused by particulates of carbon blocking out the Sun's rays and may reduce rainfall.

Sulfur Dioxide

Sulfur dioxide is an **atmospheric pollutant**. It is a gas that is produced from the burning of fossil fuels. Sulfur dioxide is able to dissolve in rainwater and produces **acid rain**. Acid rain causes damage to forests, kills plants and animals that live in aquatic environments, and damages buildings and statues as the acid rain erodes the stone that they are made from.

sulfur + oxygen \rightarrow sulfur dioxide

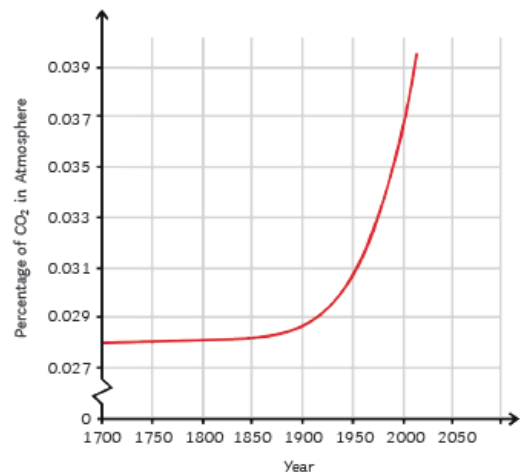


Sulfur dioxide can be further oxidised to form sulfur trioxide.

What is the Link Between Carbon Dioxide and Global Warming?

There is a strong correlation between the percentage concentration of carbon dioxide in the atmosphere and increased global temperatures.

The impact of this is that the polar ice caps are melting, sea levels are rising and habitats and rainfall patterns are changing. The impact of which is already being felt around the globe. The consequences of human activity will affect us all.



AQA GCSE Chemistry (Separate Science) Unit 9: Chemistry of the Atmosphere

The Early Atmosphere

Approximately 4.6 billion years ago the Earth was formed. Scientists have lots of ideas and theories about how the atmosphere was produced and the gases within it, but due to the lack of evidence, they cannot be sure.

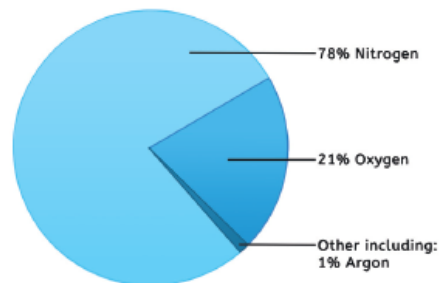
One theory suggested that intense volcanic activity released gases that made Earth's early atmosphere very similar to that of Mars and Venus. These planet's atmospheres mainly consist of carbon dioxide with little oxygen.

Nitrogen gas would have also been released from volcanoes and would have built up in the atmosphere.

Water vapour in Earth's early atmosphere would have condensed to create the seas and oceans. Carbon dioxide would have dissolved into the water, decreasing the level in the atmosphere.

Percentage of Gases in the Atmosphere

The pie chart below shows the abundance of each gas in our atmosphere.



How Did the Levels of Oxygen Increase?

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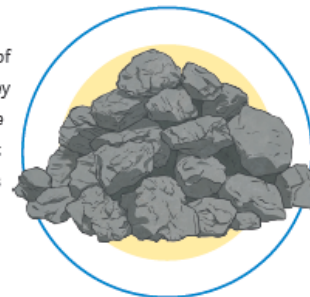
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Inheritance, Variation and Evolution Knowledge Organiser

Keywords

allele – An alternative form of a gene.

asexual reproduction – The production of offspring from a single parent by mitosis. The offspring are clones of the parent.

chromosome – Structures that contain the DNA of an organism and are found in the nucleus.

cystic fibrosis – A disorder of cell membranes that is caused by a recessive allele.

DNA – A polymer that is made up of two strands that form a double helix.

dominant – An allele that is always expressed, even if only one copy is present.

fertilisation – The fusion of male and female gametes.

gamete – Sperm cell and egg cell in animals; pollen and egg cell in plants.

gene – A small section of DNA that codes for a specific protein.

genome – The entire genetic material of an organism.

genotype – The combination of alleles.

heterozygous – A genotype that has two different alleles, one dominant and one recessive.

homozygous – A genotype that has two of the same alleles. Either two dominant alleles or two recessive alleles.

meiosis – The two-stage process of cell division that reduces the chromosome number of the daughter cells. It makes gametes for sexual reproduction.

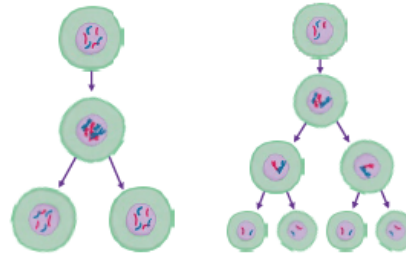
mutation – A change in DNA.

phenotype – The characteristic expressed because of the combination of alleles.

polydactyly – Having extra fingers or toes. It is caused by a dominant allele.

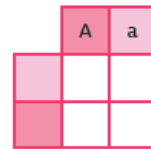
recessive – An allele that is only expressed if two copies of it are present.

sexual reproduction – The production of offspring by combining genetic information from the gametes of two parents. Leads to variation in the offspring.



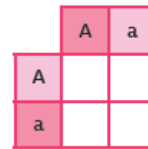
Mitosis	Meiosis
Produces two daughter cells.	Produces four daughter cells.
Daughter cells are genetically identical.	Daughter cells are not genetically identical.
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Used for growth and repair, and asexual reproduction.	Produces gametes for sexual reproduction.

How to Complete a Punnet Square



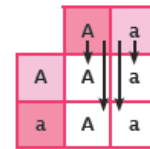
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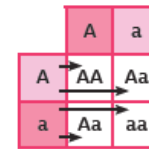
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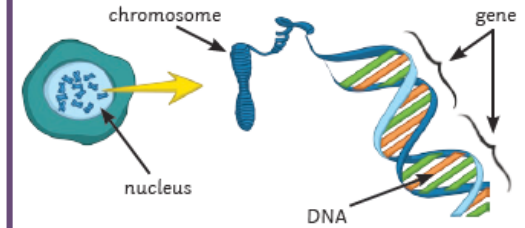
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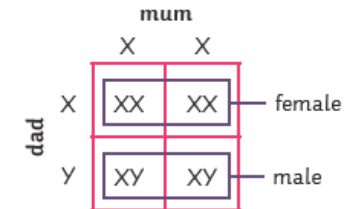


Step 4:

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Sex Determination

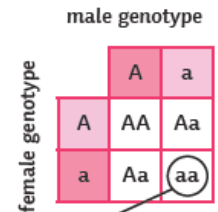


Females carry two X chromosomes.

Males carry one X and one Y chromosome.

Probability

There are four possible combinations of gametes that offspring can inherit.



One of these four has the genotype aa – that's $\frac{1}{4}$, 25% or 0.25.

The recessive phenotype has a ratio of 1:3 because only one combination will show the phenotype while the other three will not.



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variation - Differences in characteristics of individuals in a population.

Variation

Variation may be due to differences in:

- the genes that have been inherited (genetic causes);
- the conditions in which they have developed (environmental causes);
- a combination of genes and the environment.

Evolution

All species of living things have evolved from simple life forms by natural selection.

- If a variant/characteristic is advantageous in an environment, then the individual will be better able to compete.
- This means they are more likely to survive and reproduce.
- Their offspring will inherit the advantageous allele.



Fossils

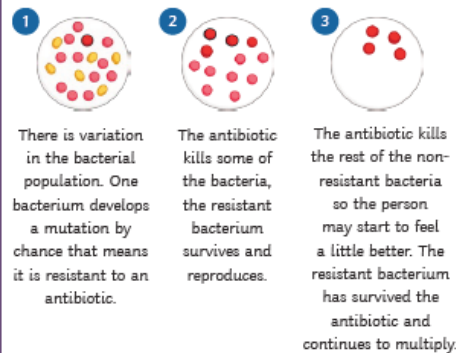
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Fossils help us understand how much or little organisms have changed as life developed on earth.

Resistant Bacteria

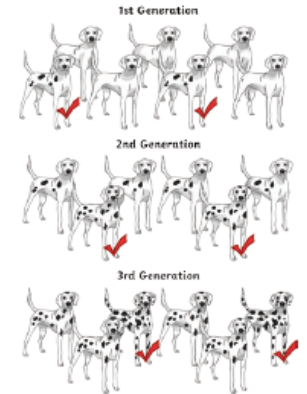


To reduce the rate at which antibiotic-resistant strains appear:

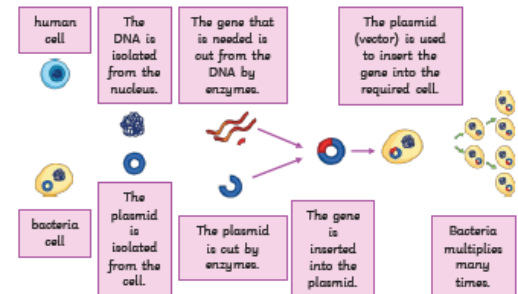
- Antibiotics should only be used when they are really needed, not for treating non-serious or viral infections.
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Selective Breeding

1. Choose parents who have the desired characteristic.
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Genetic Engineering



Classification

Linnaeus classified living things into kingdom, phylum, class, order, family, genus and species.

Organisms are named by the binomial system of genus and species.

Due to evidence from chemical analysis, there is now a 'three-domain system' developed by Carl Woese.

Domain	bacteria	archaea	eukaryota			
Kingdom	eubacteria	archaebacteria	protista	fungi	plantae	animalia

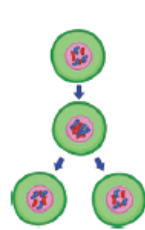
Inheritance, Variation and Evolution Knowledge Organiser – Separate Science Knowledge Organiser

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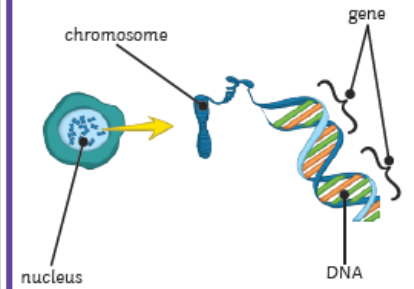
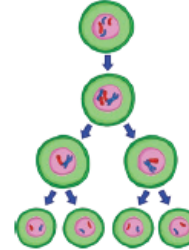
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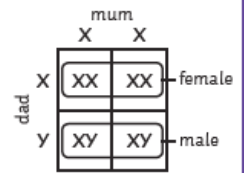
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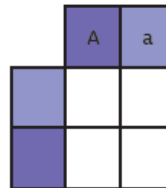
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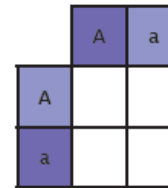


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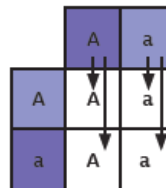
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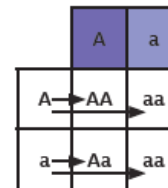
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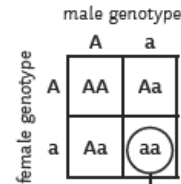


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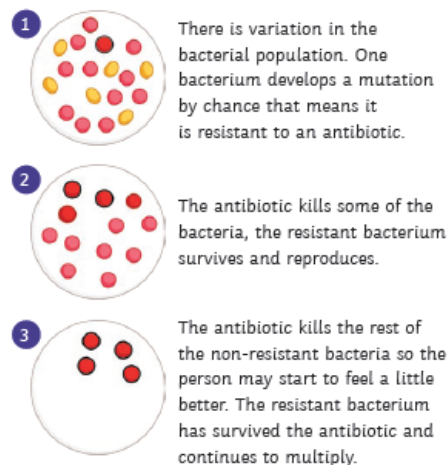
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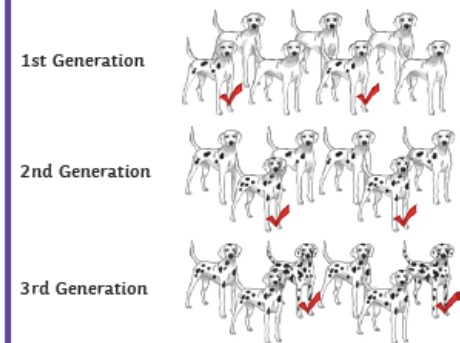
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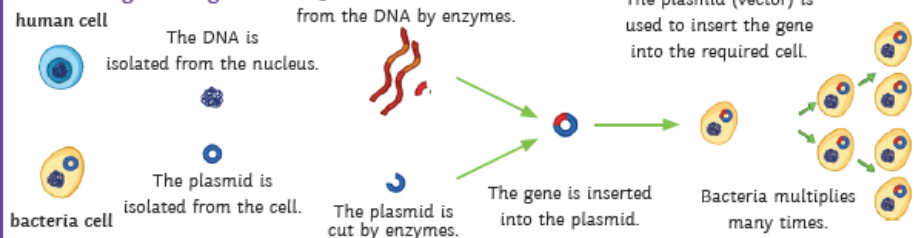
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- These offspring are then bred again and again, over many generations, until a desired result is achieved.



Genetic Engineering



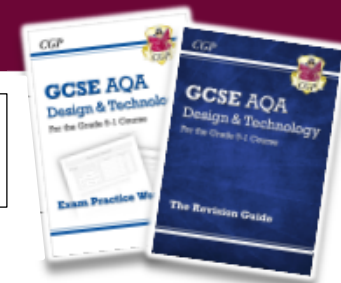
Classification

Linnaeus classified living things into kingdom, phylum, class, order, family, genus and species.

Organisms are named by the binomial system of genus and species.

Due to evidence from chemical analysis, there is now a 'three-domain system' developed by Carl Woese.

Domain	bacteria	archaea	eukaryota			
Kingdom	eubacteria	archaeobacteria	protista	fungi	plantae	animilia



Get ready for June 2022 Exam - Advance information on the focus of June 2022 exams to help learners revise. This advance information covers the examined component.

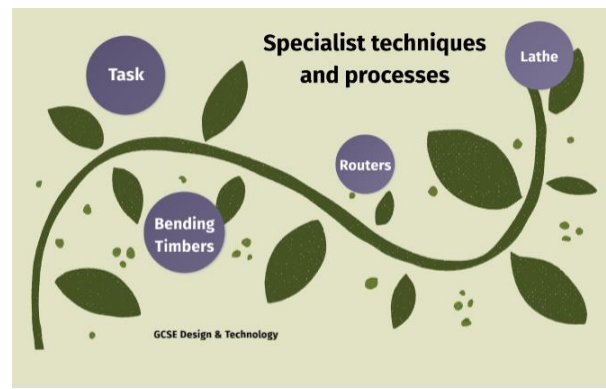


Selection of materials or components - develop a knowledge and understanding of timber and wood based on factors such as: functionality, aesthetics, availability, cost, social factors, cultural factors and ethical factors.

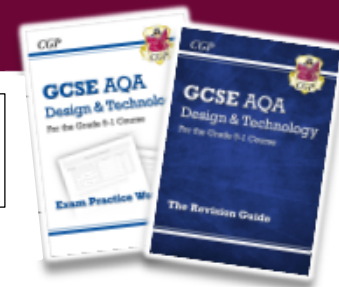


Carbon vs. Ecological Footprints

Carbon Footprint	Ecological Footprint
Measures CO2 generated by activities	Measures renewable and non-renewable resources used
Only includes carbon emission numbers	Includes both carbon emissions and environmental impact
Can be used for Carbon Credit Marketplace	Used to gauge global consumption
Directly impacts climate change	Directly impacts continuing life on Earth



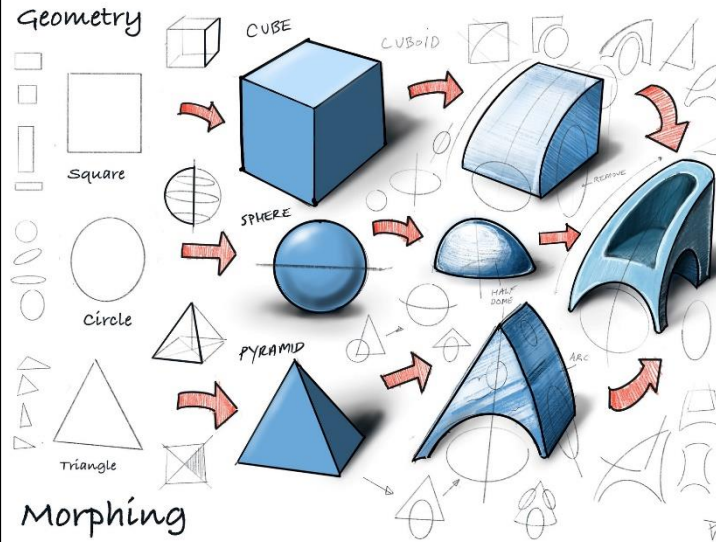
Y11 Design Technology Summer Term Knowledge Organiser



Get ready for June 2022 Exam - Advance information on the focus of June 2022 exams to help learners revise. This advance information covers the examined component.

Communication of design ideas

- consider how designers develop, communicate, record and justify design ideas using a range of appropriate techniques such as: freehand sketching, schematic drawings, annotated drawings, exploded diagrams, working drawings, computer modelling and physical modelling.

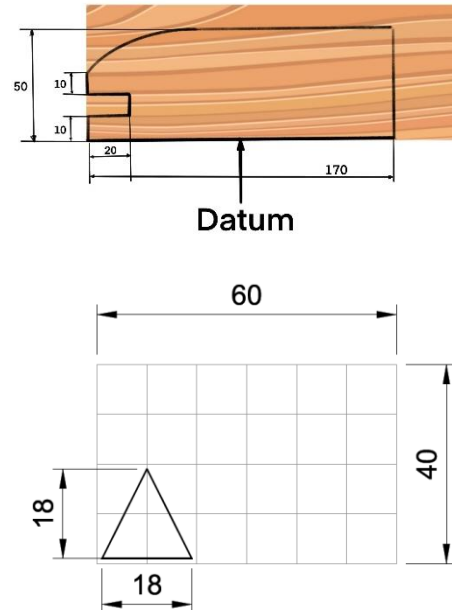
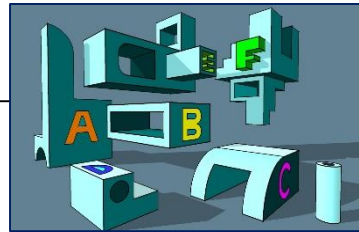


Material management

- develop a knowledge and understanding of: how to cut materials and minimize waste, the importance of planning the cutting and shaping of materials, how additional material may be removed by cutting methods, using appropriate marking out methods, data points and co-ordinates, quality assurance and quality control systems.

Prototype development

- develop a knowledge and understanding of how the development of prototypes: satisfy the requirements of the brief, respond to clients wants and needs, demonstrate innovation, functional and consider aesthetics.



Year 11 Hospitality and Catering Summer Term Knowledge Organiser

LO2 Understand how Hospitality and Catering provisions operate

AC2.1 Describe the operation of the kitchen

- layout;
- work flow;
- operational activities;
- equipment and materials;
- stock control;
- documentation and administration;
- staff allocations;
- dress code;

Kitchen workflow

Workflow in the kitchen should follow a logical process by using different areas so that the clean stages in food production never come into contact with the "dirty" stages

1. Delivery
2. Storage
3. Food preparation
4. Cooking
5. Holding
6. Food service area
7. Wash up
8. Waste disposal



Workflow



Organising the kitchen into separate areas for separate jobs is the heart of hygienic kitchen design. The e layout will depend upon the size of the kitchen as well as on the type of meals it prepares.

Delivery

Ensure vehicles have access to the premises
Space for a goods check in area before entering the kitchen



Storage

Store close to the delivery area so delivery personnel do not enter the food preparation areas
Bulk suppliers may have minimum orders which need a lot of storage

Food preparation

- Food preparation area should be between storage and cooking areas
- Separate different processes eg raw meat separate from pre prepared foods.
- Separate high risk food area
- Need sinks, pot wash facilities and hand washing
- If separation by area is not possible, then do all preparation before cleaning down for cooking

Cooking

- Consider requirements of menu and ability of staff
- Flow must suit style of service eg fryers and grills near to point of service for fast cooking and bulk cooking further away
- Need worksurface beside cooking equipment so there is somewhere to put foods down
- Gas and electric supply near to cooking equipment



Holding

- Needs to be near food service area
- Hot holding needs food to be over 63C
- Cold holding in chillers eg desserts

Food service

- Should be located close to the cooking process so handling is minimised
- Area for plating up if A la Carte restaurant
- Replenish food during service for buffets and counters

Washing up

- Space for sinks and dishwashers
- Area for dirty items before washing and for clean items after washing needs to be segregated to prevent cross contamination
- Ventilation to remove steam

Waste

- Try to keep separate from food preparation area
- Storage that gives pest prevention



Hygienic kitchen design

Ventilation
Effective ventilation system to remove the heat, steam and condensation from the kitchen. Bacterial growth in moist conditions



Sinks

For washing food and utensils. Hot and cold water, stainless sinks are the best



Waste disposal

Waste disposal unit or separate waste bin with a lid that can be foot opened



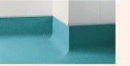
Hygienic kitchen design

Work surfaces
Must be strong, hard wearing and easily cleaned. Stainless steel with wheels that can be moved out of the way while cleaning



Floor

Hard wearing, easy to clean, non absorbent and non slip
Coving with the walls prevents dirt and food particles from accumulating



Walls

Smooth, can be tiled or lined with stainless steel as splashback light colour to show dirt easily

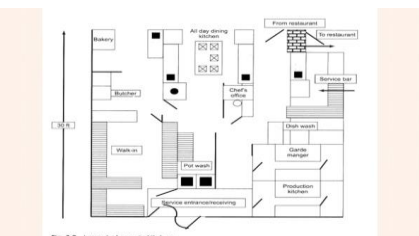
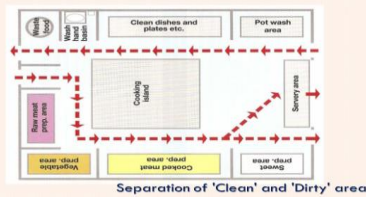


Fig. 3.9 Layout of a modern kitchen

layout of a hygienic kitchen



Stock control

Perishable food and products that do not stay fresh for very long

- Fresh fruit, vegetables
- Dairy products
- Meat and fish
- Only buy enough to last a few days because they will not last
- FIRST IN FIRST OUT- stock rotation



Stock control

Staple foods and supplies that are canned, bottled, dried or frozen
These have a longer shelf life and so do not need to be purchased as frequently. Larger amounts can be bought to get cheaper prices and can be stored .

- Condiments,
- Canned vegetables
- Frozen foods including meat, fish and desserts
- Sauces
- Flour, sugar, fat,oil
- FIRST IN FIRST OUT stock rotation



Documentation and Administration

Complete kitchen documents:

- They must be legible (readable)
- At correct interval (daily, hourly)
- Completed accurately
- They must be signed and date.



Where do you get kitchen documentation from?:

- Purchased from stationers
- Designed in-house
- Central purchasing



Documentation and Administration

Types of Kitchen Documents

- Temperature charts – fridge, freezer, display, point of sale. Taken at least twice per day.
- Time sheets – logging staff working hours
- Accident report forms – used to report any accidents and near misses
- Food safety information – blast chill records, food related incidents and cleaning rotas
- Equipment fault reports – What was the issue and how was it dealt with.
- Stock usage reports– order books, stock control sheets, requisition books, invoice, delivery notes

Documentation and Administration

Establishments have a legal responsibility to work safely and hygienically. Records kept to prove this and in case of due diligence proof

1. Temperature charts
2. Time sheets
3. Accident report forms
4. Food safety information
5. Equipment fault reports
6. Stock usage reports.



Importance of documentation

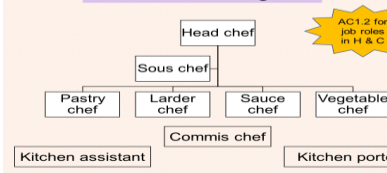
Why must they be completed?

1. Maintaining organisational procedures
2. Safety of staff and customers
3. Legal requirements
4. Complying with food safety legislation
5. Complying with accounting and taxation practices
6. Ensuring accurate payment of bills
7. Ensuring profitability of kitchen

Remember

Some information is confidential or sensitive ie staff personal information
There is a legal requirement under the data protection act to store this type of information securely

The kitchen brigade



AC1.2 for job roles in H & C

Traditional staff structure in hotel



AC1.2 for job roles in H & C

Kitchen dress code

Where an item of clothing is for personal protection while doing the job then the employer must provide it free of charge



A chef's uniform is more than a fashion statement. Each component plays a specific role in protecting from potential dangers common in most kitchens

Chef's uniform

- Chef's jacket
- Chef's pants
- Hat
- Neckercloth
- Apron
- Hand towel
- Slip-resistant shoes



AC2.1 small and large equipment

Knives

1. Store knives safely so you don't cut yourself accidentally
2. Clean knives after each use. gently scrub the knife, then wash it off with hot water. Dry with a clean cloth
3. Use knives for the purpose that they were intended. not a replacement for a screwdriver!
5. cut with a slicing action ie forwards and backwards,



PANS: Use the right size pans. If any food sticks to the pan, soak in water



TEFLON lined pans: Avoid scrubbers which scratch, steel spoons and slicers as they cause the items to loose their non-stick quality always use a wooden spoon.



BOWLS / DISHES Use the right bowl for the dish. Wash and wipe dry after every use.



WHISKS special attention should be paid to where the wires meet at the base.Do not bang



SIEVES / STRAINERS / COLANDERS: Wash immediately after every use



WOODEN : Scrub with a brush & hot water. Dry thoroughly. If items are left wet, cracks can appear. Do not use broken wooden spoons as it can leave shavings in the food.



PLASTIC: Jugs, etc should not be kept near direct heat as it can discolor or melt



Year 11 Hospitality and Catering Summer Term Knowledge Organiser

L02 Understand how Hospitality and Catering provisions operate

AC2.1 small and large equipment

Handling small equipment:

- 1) Do not apply too much pressure while handling these equipment as they can break easily.
- 2) Always wash and wipe well after each use personally. Do not put these in the wash up area as it can be misplaced or broken.
- 3) Keep in the correct and safe place of the kitchen for the others to use.

Large Equipment

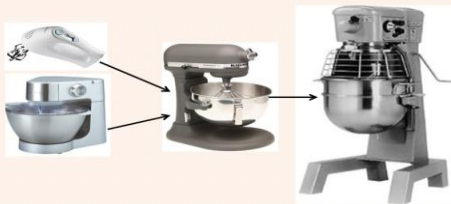
Depending on the type of establishment the equipment may be similar size and type to domestic equipment or larger scale for mass catering. All pieces of equipment are used more than domestic kitchen ware so need to have the following qualities:

- Hard wearing
- Easy to store
- Easy to clean
- Economical to use
- Suitable size for establishment

Large Equipment

	Domestic	Catering
Finish	Decorative	Plain
Materials	Plastic	Metal
Size	Small	Large
storage	Stored in cupboards	Kept out to use

Mixing



Frying



Baking



Toasting



GRILLS/ SALAMANDERS

- Ensure the tray beneath the bars are clean.
- Switch off electrical supply and clean the bars thoroughly, as well as the top.
 - Do not clean when hot.



MIXERS

- Ensure the parts underneath the arm are cleaned.
- Switch off electrical supply and clean the blade/whisk thoroughly, as well as the top.
 - Do not clean when moving



FRYERS

- Check the level of oil is above the heater coils.
- Avoid spilling any water in the oil.
- Do not overheat the oil.
- When cool, drain off the oil into a container
- Lift up coils and take out containers & wash thoroughly.
- Rinse & dry well. add clean oil.



GENERAL SAFETY PRECAUTIONS

- 1) Equipment must be turned off before cleaning.
- 2) Use correct cleaning materials.
- 3) Any specific instructions should be observed.
- 4) After cleaning, washing & drying the equipment & parts thoroughly reassemble and check that it is ready for use.
- 5) Any attachments should be stored correctly.
- 6) Ensure there is no particle of food left in the equipment, or else it can contaminate other foods when the machine is next used.
- 7) In the event of equipment not working satisfactorily, do not ignore it; report the fault

OVENS/HOBS

- Avoid spills and water, it can lead to a short circuit. To clean switch off electric supply.
- Do not use more water than necessary.
- Clean thoroughly and remove parts that can be cleaned separately & fit them correctly.
- Dry thoroughly when cleaned.



Making coffee



HOT PLATES

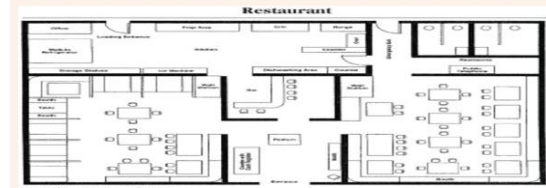
- Avoid spilling water on surface
- switch off parts, which are not being used.
- Cool hot plates before cleaning the sides with a wet cloth and detergent.
- Dry with a cloth



AC2.2

Describe the operation of front of house

- layout;
- work flow;
- operational activities;
- equipment and materials;
- stock control;
- documentation and administration;
- staff allocations;
- dress code;
- safety and security



Food service

Table service

Counter service

Personal service



See AC1.2 for more details

Click on image for 10 min video clip
<https://www.youtube.com/watch?v=tdpUyNt1o4>

Food service

Food can be served in many ways. The type of service depends on the following factors:

- The type of establishment or where it is
- The type of food or menu being served
- The cost of the meal or food
- The time available for the meal
- The type of customer
- The number of customers expected
- The availability of skilled serving staff



Restaurant manager

- The restaurant manager is in overall charge of the restaurant.
- Takes bookings, relays information to the head chef, completes staff rotas, ensures the smooth running of the restaurant

Maitre d'Hôte



Head waiter (ess)

- Second in charge of the restaurant.
- Greets and seats customers, relays information to the staff,
- Deals with complaints and issues referred by the waiting staff.

Wine waiter

Le sommelier

- Specialises in all areas of wine and matching food, advises customers on their choices of wine,
- Wine waiters serve the wine to the customer and can advise customers on their choices as well

Counter service

Method	Description	Comments
Cafeteria (free flow)	<ul style="list-style-type: none"> • A single long display counter but can sometimes be multiple counters 	<ul style="list-style-type: none"> • Queuing is often required • It can be fast so can produce a high turnover • A simple, basic experience for customers • There can be impulse buying from displays • Low skill of serving staff
Buffet	<ul style="list-style-type: none"> • Set up in a room usually along one long table. It can be self service or staff can serve customers. • Carvery service is where joints of meat are carved in front of customers and plated 	<ul style="list-style-type: none"> • Creates a more informal function than plated or silver service meals • It can be fast and simple • Poor portion control • Needs efficient clearing away of crockery
Fast Food	<ul style="list-style-type: none"> • Takeaway with eat-in areas where customers collect food from one small counter 	<ul style="list-style-type: none"> • A quick and simple method of service • Can be a very high turnover of food • Often a limited choice of menu • Use of disposable packaging and utensils because of the type of food and service

Year 11 Hospitality and Catering Summer Term Knowledge Organiser

L02 Understand how Hospitality and Catering provisions operate

Table service

Method	Description	Comments
Plate	<ul style="list-style-type: none"> Pre-plated meals from the kitchen Can be a basic plated meal or a decorated nouveau cuisine style 	<ul style="list-style-type: none"> From café's to luxury restaurants Good portion control methods Consistent presentation of food Relies more on skilled kitchen staff than the skill of serving staff Time consuming for the kitchen
Family	<ul style="list-style-type: none"> Dishes are put on the table where spoons are provided and the customers serve themselves. Suited to ethnic restaurants such as Indian, Chinese and Spanish tapas 	<ul style="list-style-type: none"> Sociable Less portion control Easy and quick to serve Suits families with young children Needs big tables to fit all of the dishes on
Silver	<ul style="list-style-type: none"> Food is served by the staff using spoon and fork 	<ul style="list-style-type: none"> A more personal customer experience Can be slow service Portion control may fluctuate Staff costs are high as it needs more serving staff
Gueridon	<ul style="list-style-type: none"> Food is served from a side table or a trolley using a spoon and fork Sometimes dishes are assembled or cooked in front of the customer 	<ul style="list-style-type: none"> Very specialist, skilled service Individual attention Very high staff and menu costs Time consuming

Personal service

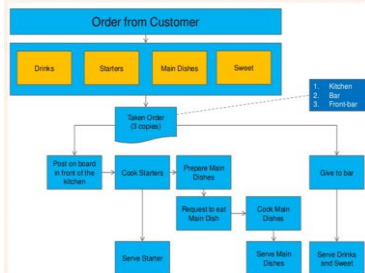
Method	Description	Comments
Tray or Trolley	<ul style="list-style-type: none"> An assembled meal provided or a choice of food and drink from a trolley 	<ul style="list-style-type: none"> Available where needed Trays are used in airlines, hospitals and hotel rooms (room service) Trolleys are used in offices, airlines and trains
Vending	<ul style="list-style-type: none"> Sold from a machine 	<ul style="list-style-type: none"> 24 hour service if required Drinks, snacks and meals can be offered including hot meals
Home Delivery	<ul style="list-style-type: none"> Delivered to house individually or on a round 	<ul style="list-style-type: none"> Usually Ethnic such as Indian and Chinese. Also 'Meals on Wheels'

Waiting staff

- Serve customers, clear and lay tables, check the customers are satisfied with the food and service.
- May give advice on choices from the menu and special order foods



Workflow between Front of House and Kitchen



Equipment and Materials

Use and care of hand equipment:

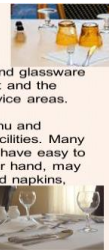
- Choose cutlery carefully – plain cutlery is easier to clean than patterned cutlery and stainless steel cutlery resists scratches.
- Cutlery should be stored carefully to avoid scratches and marks.
- Glassware should be washed, stored and handled carefully to avoid breakages.
- Cutlery should be dishwasher proof.
- Cutlery should be stacked carefully and covered if possible to prevent dust and germ settling.
- Store linen, same sizes together in a cupboard away from dust

Equipment and Materials

Hand Equipment

This includes the crockery, cutlery, table linen and glassware used to lay tables, as well as serving equipment and the tables, chairs and sideboards found in food service areas.

The type used will depend upon the type of menu and service offered, the cost, and the washing up facilities. Many fast-food restaurants use disposable items and have easy to clean tables. High class restaurants on the other hand, may use fine porcelain crockery, linen tablecloths and napkins, crystal glasses and silver cutlery.



Equipment and Materials

Powered Equipment

A wide range of powered equipment is used in food service areas. This includes hand-held credit or debit payment facilities, coffee machines, toasters, vending machines, flambé trolleys and hot and cold service counters. EPOS (electronic point of sale) can be used to send orders from the restaurant and bar to the kitchen and reception – this assists staff with the customers bills.



Equipment and Materials

Use and care of powered equipment

- All electrical equipment must be checked for safety every year
- All equipment on view in a food service area should be spotlessly clean and polished daily
- The temperature of hot and cold food service areas should be monitored daily
- Coffee machines should be kept clean at all times and serviced regularly

Task Find out how EPOS works

Record keeping – administration

Records kept
Stock control
Personnel records
Health and safety, Food hygiene
Booking/reservations
Purchasing
Financial vat etc

Stock control

Monitor stock levels for re ordering
Decide frequency of stock check
First in First out for items with a shelf life
Stock level checks could be for

- Wines
- Spirits
- Coffee
- Order pads
- Garnishes
- Cutlery
- Crockery
- Drinks in bar area
- Nuts, breadsticks
- Other consumables

Personnel records

- Hours worked
- Personal details
- Wages
- Taxation
- National insurance
- Training
- Accidents
- Staff rotas and timetables

Health and safety, hygiene

- Fire certificate
- Staff training records
- Accident book
- Food hygiene checks
- Cleaning checks
- First aid records



Purchasing

- Food and drink orders
- Packaging orders (eg take away)
- Equipment
- Tables, chairs etc
- Consumables and disposables
- Cutlery and crockery
- Staff uniforms
- Leased items



Staff allocation

The restaurant manager coordinates all activities at the restaurant.

The restaurant manager must define the tasks that staff must perform Consider

- The size of the restaurant,
- Flow of customers, type of clientele and
- Menu offerings
- Different skills and personnel requirements related to changes of volume and customer preferences.

Staff allocation

Each employee must have a Clear job description which enables the restaurant manager to ensure that the duties assigned to staff members do not overlap and to control staffing costs



The restaurant manager allocates the number of personnel to shifts according to the demand forecasts for the day.

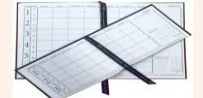
Staff allocation

A restaurant that experiences peak and slow seasons has a different staffing schedule than one with a steady flow of customers throughout the year. The restaurant manager determines whether to hire temporary workers supplement the permanent workers when the season is at its peak



Bookings and reservations

- Electronic booking system
- Electronic reservations system
- Diary with bookings and reservations
- Feedback forms



Year 11 Hospitality and Catering Summer Term Knowledge Organiser

LO2 Understand how Hospitality and Catering provisions operate

Uniform / dress code

- Some establishments have staff wear the same uniform; this makes them easily identifiable for staff and customers. The uniform may change depending on which area of the establishment they work in.
- Protective clothing as part of a uniform must be paid for by the employer.



Describe The Front of House Operation

Task = Design the front of house operation for a new café that is opening in your town. Incorporate the; style of the restaurant and work flow, equipment and materials needed, how you will control stock, documentation used, staff allocation and dress code and safety and security.

= Visit a local café (or watch a you tube clip) describe the operation layout and work flow, equipment and materials needed, how you will control stock, documentation used, staff allocation, dress code and safety and security.

Business customers requirements

- Dedicated corporate (business) contact at establishment
- Discounted rates
- Meeting rooms
- Water, juice on tables
- Presentation equipment, projector, tv,
- Office facilities- printer, phone, fax, internet, stationery
- Tea and coffee for breaks
- Lunch or other meals- buffet or restaurant
- Accommodation if attendees are from a long distance
- Quick service for lunch meetings

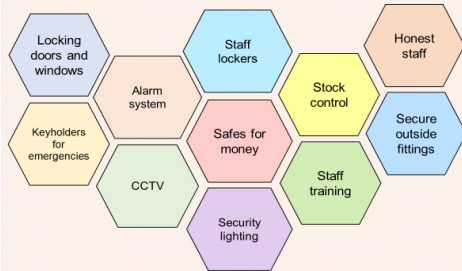
Customer trends

Customers are influenced by

- TV
- Magazines
- Health
- Travel abroad
- Technology
- Ratings and reviews



Safety and security



AC2.3 explain how Hospitality and Catering provision meets customer requirements

- Customer**
- leisure
 - business/corporate
 - local residents
- Requirements**
- customer needs, expectations
 - customer trends
 - customer rights, equality

leisure customers requirements

- Value for money
- Good facilities
- Families want child menus, play area, child friendly
- Tourists want local food, easy to communicate
- Older people may want more formal service
- Good customer service
- Varied choice of menu
- Dietary needs eg allergies, intolerances, vegetarian catered for without having to ask for special foods
- Facilities for physically impaired customers

Latest trends 2016-17

- Traditional foods served new ways
- Authentic ethnic food eg Korean, Mexican, Indian
- Less sugar in foods
- Use of nuts and seeds and plant milks
- Clear lists of ingredients on menus
- Increased use of spices



Health and safety

All businesses should carry out a regular health and safety risk assessment. This involves looking at your business and identifying potential hazards that may affect staff or members of the public. Your risk assessment should tell you whether you are doing enough to mitigate these risks.

Must have a comprehensive health and safety policy that demonstrates to your staff how hazards and other issues are to be dealt with, and that you are able to produce this policy for an inspector.



Types of establishments-recap

Commercial

- Hotel
- Bed and breakfast
- Guest houses
- Holiday parks

Residential establishments

- #### Non-commercial
- Hospitals
 - Care homes
 - Prisons
 - Armed services

- Café
- Pub
- Restaurant
- Fast food outlets
- Take away outlets
- Food trucks

Non-residential establishments (food only)

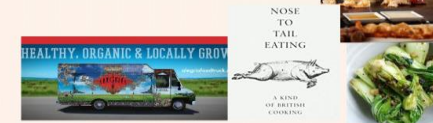


local customers requirements

- Value for money
- good standard of customer service so they return
- Catering for local needs (culture, religion)
- Consistent dishes served
- Loyalty schemes
- Recognised by staff- feel welcome
- Menu specials
- Theme nights
- OAP discount day
- Child friendly
- Entertainment
- Mailing list or email for special offers

Latest trends 2016-17

- New ways of cooking, barbeque, teppenaki
- Nose to tail – using less conventional parts of animal so none is wasted
- Premium local foods
- Food truck style dishes
- More vegetable dishes



Health and safety

As there are risks to the public ie customers of the establishment as well as staff, the establishment should have both public liability insurance and employers liability insurance. As well as complete risk assessments for the public areas of the establishment



Types of customer

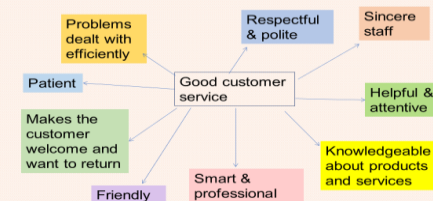
Leisure	Local residents	Business / corporate
Customers who visit the establishments in their leisure time e.g. a meal with friends, a family day out, tourists,	Customers who live in the local area who visit the establishment often eg regular Sunday lunch, or get together	e.g. business lunches. Use business facilities in establishment for meetings or presentations. Courses and conferences

Why is customer service so important in the hospitality industry?

Customer service is what an establishment does in order to meet the **expectations** of their customers and generate customer satisfaction.

- So customers return.** - People will not return to a place where they were not satisfied with the service. Repeat business means a successful business.
- Exceeding expectations.** - This makes repeat business more likely
- Growth of the business.** - If customers receive a high standard of service and return, they will spend more money and also tell other people about the business

What is good customer service?



Customer rights.

- The right to be protected (against hazardous goods)
- The right to be informed (about quality, quantity, allergies etc)
- The right to have their complaints be heard
- The right to seek redressal (compensation.)
- the right to receive satisfactory goods that match their product description



- A restaurant hasn't kept my booking, can I claim compensation?** When you book a table, a restaurant has a contractual obligation to provide it. If it fails to, you may be entitled to compensation.
- Do I have to pay a service charge if the service is poor?** If you go out for a meal and receive poor service you have rights that protect you from having to pay any service charge.
- I got food poisoning while eating out, can I get my money back?** Under the Consumer Rights Act, you can claim compensation or a refund if you get food poisoning from a restaurant.
- I had poor quality food at a restaurant, should I have paid?** You have a right to expect food of satisfactory quality and 'as described' on the menu. If it is not, you shouldn't have to pay for it.

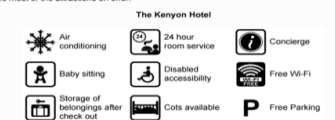
Equality and discrimination



You must be treated equally with regard to

- Age (except where too young)
- Disability and ability to access
- Gender or gender reassignment
- pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

7. The James family want to stay in a hotel in London. Mr James is a wheelchair user, and he has two children, one aged 6 years and the other 18 months. This is the family's first visit to the city and they want to make the most of the attractions on offer.



- (a) Explain how the accessibility in this hotel will meet the needs of the James family. [8]
- (b) Explain how the free Wi-Fi service in this hotel will meet the needs of the James family. [4]

Year 11 Hospitality and Catering Summer Term Knowledge Organiser

LO3

Understand how hospitality and catering provision meets health and safety requirements

AC3.1 personal safety responsibility

Abbreviation	Full name
HASAWA	Health and safety at work act 1974
RIDDOR	Reporting of injuries diseases and dangerous occurrences regulations 1995
COSHH	Control of substances hazardous to health regulations 2002
PPER	Personal protective equipment at work regulations 1992 http://www.hse.gov.uk/pubns/indg114.pdf
MHR	Manual handling operations regulations 1993

H.S.E Health and Safety Executive.

- H.S.E stands for the **Health and Safety Executive**.
- The H.S.E will investigate any complaints and safety incidents.
- The H.S.E employ Health and Safety Enforcement Officers who will inspect safety procedures being used.
- They have the power to serve notice and/or issue legal proceedings over safety incidents.
- It is compulsory to contact the H.S.E if an operative has an absence of more than three days following an accident at work.

Fire safety

- Employers must have arrangements in place
 - to prevent fires
 - To raise the alarm
 - To fight fires (fire extinguishers)
 - Emergency evacuation (including a pre-arranged meeting place for staff to assemble following evacuation)
- Notices showing the safe evacuation routes from buildings should be **green** and white



Control measures

- Control measures are put in place by employers to protect staff from hazards and risks that have been identified
- The hierarchy of controls
- Employers are allowed to take costs into account and work their way down the list until a suitable solution at reasonable cost has been identified
 - Elimination
 - Substitution
 - Controlling risks at source
 - Training, instruction and supervision
 - Personal protective equipment

COSHH

SUBSTANCES COVERED BY COSHH:

- Chemicals including cleaning chemicals
- Micro-organisms
- Dusts
- Medicines, pesticides, gases
- HSE list (Health and safety executive)



Health and safety at Work Act 1974

- This act covers all aspects of health and safety at work.
- All employers must take care of their own health and safety and not endanger others.
- The health and safety executive (HSE) exists to protect peoples health and safety by ensuring risks are properly controlled.
- HASWA also protects other people from risks to their health and safety arising out of the activities of people at work.
- The law applies to everyone at work and anyone can be prosecuted if they do not act safely

Prevention of Falls

- Employers must ensure that any working areas above the ground or below (e.g. inspection pits) are guarded or protected
- If you have to work above ground level you must be kept safe e.g. by wearing a safety harness if it is an area such as a flat roof which is not guarded
- Stepladders should only be used for jobs that do not take long and they must be safe and stable when in use
- Slips prevention with non slip floors or shoes

Moving and Handling

- You may be asked to lift, carry push or pull a load at work
- You should always follow safe practice when doing any moving and handling
- You should never attempt to move anything that is too heavy or difficult – ask for help
- Employers should provide equipment to help you to move heavy or difficult loads



Trips, slips, falls - personnel

Persons at risk	Teachers, Teaching assistants, Students
Hazards	Trips slips falls
Control measures	Training and instruction from teacher Adequate housekeeping Work areas well lit Care exercised with known hazards Spills cleared up ASAP
Risk calculation	2x3=6
Recommended	Display signs if needed for new hazards

Possible health problems

- Contact causing irritation
- Sensitising substances
- Toxic fumes
- Carcinogenic
- Infectious
- Fire, explosion
- Environmental harm problems



Duties of employers HASAWA

- To protect the health, safety and welfare of staff
- Carry out risk assessments
- To provide and maintain safe equipment and safe systems of work
- Safe use, handling, storage and transport of articles and substances
- Provide a safe workplace with a safe entrance and exit
- Provide information, instruction, training and supervision on how to work safely
- Provide a written safety policy

Environment

- There must be sufficient space to work safely and enough lighting and ventilation
- Workplaces must be kept generally clean and tidy
- Chairs must be safe and comfortable
- Temperature – must be "reasonable"
 - Reasonable means at least 16°C for office work and 13°C where there is physical work
 - In very hot weather, employers only need to provide local cooling e.g. fans

Equipment

- The term covers everything from a hand tool to a large machine like a stand mixer
- Before you use equipment at work you should be shown how to use it safely
- You should never use equipment that you are not trained or authorised to use
- Electrical equipment should have a sticker on it indicating that it has been P.A.T. tested and giving a date when the next test is due



Accidents at work

- All accidents, however minor, should be reported to your supervisor
- Similarly, all incidents of ill-health (caused from work) should also be reported
- Accidents include those that resulted in injury or damage and "near misses" – those which COULD have resulted in injury or damage
- Your supervisor will decide if the incidents needs to be recorded in the accident records
- Violent incidents are included (this includes verbal threats)

Duties of employers HASAWA

- Make sure there are toilets, places to wash and drinking water for workers
- Make sure that there is first aid provision
- Provide PPE for jobs if needed
- Have insurance to cover injury or illness at work
- Ventilation lighting and emergency exits

- provide a health and safety law poster entitled "Health and Safety law: What you should know" displayed in a prominent position and containing details of the enforcing authority.

First Aid

- Employers have to provide first aid facilities at work
- As a minimum, there should be a fully stocked **green first aid box** and a person appointed to take charge in an emergency
- Some workplaces have qualified first aiders and first aid rooms
- Green and white notices** should inform you where the first aid box is kept and who the first aider(s) or appointed person(s) is/are



Safety of equipment

- Only use equipment for which you have been authorised and/or trained
- Always wear any personal protective equipment such as goggles or gloves if you have been instructed to do so
- Carry out a visual check of equipment before you use it and look for any obvious defects
- If you notice something wrong or unusual, report it to your manager and put the equipment out of use



Enforcement

- Inspectors from the Health and Safety Executive (HSE)
 - Manufacturers; schools and colleges; repairers; specialist places like hospitals and power stations
 - Environmental Health Officers
 - Places where the public go like shops, offices, leisure facilities
 - Fire Officers
 - just enforce the bits relating to fire safety
- Magistrate's court
- £20,000 per offence
 - Up to 6 months in prison
- Crown court serious offences
- Unlimited fines
 - Imprisonment for up to 2 years

Employees responsibilities under COSHH

- Use control measures and facilities provided by the employer
- Ensure equipment is returned and stored properly
- Report defects in control measures
- Wear and store personal protective equipment (PPE)
- Removing PPE that could cause contamination before eating or drinking
- Proper use of washing, showering facilities when required
- Maintaining a high level of personal hygiene
- Complying with any information, instruction or training that is provided

Every substance that is a hazard has a COSHH safety sheet

This sheet deals with opening, tipping sieving flour and making dough. Why could this be a hazard?

Year 11 Hospitality and Catering Summer Term Knowledge Organiser

LO3

Understand how hospitality and catering provision meets health and safety requirements

COSHH symbols on containers



Safety data sheet

This is a safety data sheet for Fairy washing up liquid. It may not be a hazard to you if you only wash up once a day but if you washed up for long periods of time as part of your job it could become an irritant or hazard

Product Name	Manufacturer
Fairy Professional Original Washing Up Liquid	Unilever
Product Code	10000000000000000000
Version	1.0
Revision	1.0
Revision Date	2010-01-01
Revision Reason	Initial release
Product Description	Handwashing liquid
Classification	Not classified
Signal Word	None
Hazard Statements	None
Precautionary Statements	None
First Aid Measures	None
Fire Fighting Measures	None
Accidental Release Measures	None
Exposure Controls/Personal Protection	None
Physical and Chemical Properties	None
Stability and Reactivity	None
Toxicological Information	None
Ecological Information	None
Transport Information	None
Other Information	None

Common substances and controls

- Cleaning chemicals
- Washing up liquid
- Cooking fumes
- Smoke
- Oils
- Gas
- Wear gloves
- Extractors over cookers
- Face mask



What is RIDDOR?

- RIDDOR is the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013.
- The law requires employers and other people in control of work premises (known as the 'responsible person') to report to the Health and Safety Executive (HSE) and keep records of the following:

- work related fatalities
- work related accidents causing certain serious injuries (known as reportable injuries)
- certain work related diagnosed occupational diseases

What has to be reported to HSE

- Death
- Injuries resulting in over 7 days off work (7 day injuries)
- fractures (except fingers, thumbs and toes); amputation of limbs or digits
- loss or a reduction of sight;
- crush injuries
- serious burns (over 10%)
- unconsciousness caused by a head injury or asphyxia;
- any other injury needing admittance to hospital for more than 24 hours. Hypothermia

Who should report an Accident

- An employer or person in charge of the premises
- A self-employed person
- A member of the public
- An injured person or their representative



Occupational diseases

- carpal tunnel syndrome
- severe cramp of the hand or forearm
- occupational dermatitis
- hand-arm vibration syndrome
- occupational asthma
- tendonitis or tenosynovitis of the hand or forearm
- any occupational cancer
- any disease attributed to an occupational exposure to a biological agent.

What must be reported

- An accident is a separate, identifiable, unintended incident that causes physical injury.
- Also includes acts of violence to people at work.
- Not all accidents need to be reported, a RIDDOR report is required only when the accident is work-related;
- and it results in an injury of a type which is reportable
- When deciding if the accident that led to the death or injury is work-related,
- the way the work was organised, carried out or supervised;
- machinery, substances or equipment used for work;

How do you report an accident

Accidents are reported to the HSE Health and Safety Executive



- This is most easily done by [reporting online](#).
- Alternatively, for fatal accidents or accidents resulting in specified injuries to workers **only**, you can phone 0345 300 9923.
- NB: A report must be received within 10 days of the incident.

What records need to be kept?

- If you do not keep a copy of the online form your records must include :
- the date and method of reporting;
 - the date, time and place of the event; personal details of those involved;
 - and a brief description of the nature of the event or disease.

Record other accidents resulting in injuries where a worker is absent from work or is incapacitated for more than 3 days.



Penalties

- An employer who fails to comply with RIDDOR may be liable on conviction to:
- a fine not exceeding level five on the standard scale, currently £5,000 in a magistrate's court
- an unlimited fine in a Crown Court.
- Note: Accidents or incidents may have been caused by breaches of other health and safety legislation. The penalties for breaching other legislation may be heavier than those for failing to comply with RIDDOR.

Not all reportable incidents will be investigated by HSE All incidents should be analysed and lessons learned and shared

Personal Protective Equipment at Work Regulations 1992 (PPER)

- PPE is equipment that will protect the user against health or safety risks at work. Includes clothing and other items worn by staff to protect themselves from work hazards
- It can include items such as Gloves, goggles, hard hats, hearing protectors, warm clothing (in cold conditions), safety shoes or boots, respirators etc
- Hearing protection and respiratory protective are not covered by these Regulations there are specific regulations that apply to them. these items need to be compatible with any other PPE provided.

PPE in catering situations

- The requirements are set out in the PPE Regulations 1992. In addition, the Food Safety (General Food Hygiene) Regulations 1995 require every person working in a food handling area to wear suitable, clean, and (where appropriate) protective clothing.
- non-slip shoes where there is a slipping risk;
- 100% cotton garments (for example, chefs' whites) where there is a risk that the material may aggravate burns in the event of a fire
- where caustic cleaning substances are used, long-sleeved vinyl gloves, goggles, a visor and possibly respiratory equipment.

PPE in catering situations



Employers responsibilities under PPER

- Provide the PPE (free) if a risk assessment has shown it to be necessary
- It must be exclusively for you and fit you comfortably
- Provide somewhere to store it
- Provide facilities for it to be cleaned and maintained
- Replace it when necessary
- Provide training (if necessary) in how to wear/use it properly

Employees responsibilities under PPER

- You **must** wear the p.p.e. if it has been provided for you. You could be held personally liable if you had an accident which could have been prevented by you wearing your p.p.e.;
- You must care for it, store it and clean it as necessary;
- You must report any defects.

When selecting PPE

- choose good quality products which are CE marked in accordance with the PPE Regulations 2002
- choose equipment that suits the wearer – consider the size, fit and weight; you may need to consider the health of the wearer, eg if equipment is very heavy,
- let users help choose it, they will be more likely to use it.

Using and distributing PPE to your employees:

- instruct and train people how to use it;
- tell them why it is needed, when to use it and what its limitations are;
- never allow exemptions for jobs that 'only take a few minutes';
- if something changes check the PPE is still appropriate

Front of house

- Exposure to cleaning products and other chemicals.
- Musculoskeletal injuries from standing for long hours,
- working in awkward positions or
- performing repetitive manual tasks
- Lifting or carrying heavy trays or other objects.
- Noise exposure.
- Dealing with difficult or physical customers.
- Long hours of work or extended work days
- Cuts from handling broken glassware
- Burns from hot plates, coffee

Manual Handling Operations Regulations 1992

- Require you to avoid any manual handling operations at work which involve a risk to health – so far as reasonably practicable.
- If it is not reasonably practicable to avoid any manual handling operations, you must carry out a manual handling risk assessment to identify how the risk is caused, so each factor can be addressed and measures taken to control the risk.
- Provision of information, instruction and training to staff are legal requirements

<http://www.hse.gov.uk/pubns/cah24.pdf>

What Is Manual Handling?

- Any transporting or supporting of a load by hand or bodily force
- Lifting, putting down, pushing, pulling, carrying or moving



Assessing manual handling risk

Task: What is it about the way that we organise the task which might affect our health and safety?

Individual Capabilities: What is it about the people who are doing the job that might affect their health and safety?

Load: What is it about the load which might affect our health and safety?

Environment: What is it about the place which might affect our health and safety?

Risk assessment

- start by considering the jobs carried out in the kitchen and the staff who work there. Look at the areas of work where there are most likely to be significant risks and prolonged exposure concentrate on:
- the handling tasks workers are doing;
 - the loads they are lifting;
 - the environment they are working in;
 - the individual capabilities of each worker;
 - the positions they need to get in to do the job, eg twisting and stretching;
 - the time spent on each task, eg regularity of lifting and break times.

Food preparation

- repetitive motion of the hands, wrists and shoulders;
- forceful lifting or carrying of heavy bowls or pots;
- awkward bending and twisting of the back;
- awkward reaching
- utensils and knives with ergonomic handles designed for comfort and those that allow for power grips;
- Provide knives that are in good condition and kept sharp to reduce the force required by the user.
- chopping machines for vegetables to reduce manual chopping or buy in pre-prepared vegetables;
- workbenches of different heights.

Dishwashing

- lifting heavy pots;
- awkward bending and twisting when leaning over sinks for long periods;
- repetitive wrist and shoulder movements when scrubbing pots;
- repetitive reaching into pots;
- forceful arm exertions when scrubbing pots
- dishwashers if appropriate;
- false bottoms in deep sinks to reduce awkward bending at the waist;
- assess the weight of a pot before lifting it;
- keep pots close to the body when lifting and bend the knees rather than the back;
- point toes in the direction they are reaching to avoid twisting.

Ovens and steamers

- Ovens with side-hinged doors rather than bottom hinged doors allow easier access to items in the oven.
- Using oven racks between waist and elbow height to minimise awkward posture.

Soup kettles and heavy pots

- Large soup kettles with extended handles make it easier to tip the kettle when pouring soup into smaller containers.

Cleaning

- forceful exertions;
- awkward shoulder or back postures;
- cuts, bruises, pressure injuries and sore skin.
- long-handled brushes where reaching is required;
- cleaning tools that have soft rubber-like handles to reduce gripping force;
- a platform of adequate size to minimise reaching.

Removing waste

- lifting heavy rubbish bags, which carries the risk of forceful exertion.
- provide smaller refuse bags;
- put up signs to remind staff not to overfill them.

Year 11 Hospitality and Catering Summer Term Knowledge Organiser

LO3

Understand how hospitality and catering provision meets health and safety requirements

AC3.2 Risks to personal safety in Hospitality and Catering

AC3.2 Risk Assessment Starter

Can you spot the 17 hazards in the image below. Write them down in your book



Answers

- Holes around the pipe and the floor (access to pests)
- The bottom of the door has been gnawed
- There is a hole in the dry store cupboard
- The window in the door is broken
- The window is open and flies are in the room
- The bin is too full and overflowing
- There's a dead rat
- Drainings in front of dry store cupboard
- The fan cover is broken
- Packages have been gnawed
- The cable on the toaster has been gnawed
- Infested delivery boxes
- The ham has been left out on the bench
- Spider webs in the dry store cupboard
- The bread/loaf has been chewed
- Potatoes aren't securely stored/covered in dry store
- The door on the cupboard has fallen off (food attracts pests)

Legislation

The Food Safety Act 1990



Health and Safety at Work Act 1974

legislation requires businesses to meet certain standards in health, hygiene and safety. If a business does not meet these it could receive fines, suspension or closure of the business and in some cases imprisonment. For all these reasons employers want their employees to work in ways that are safe, healthy and hygienic and to ensure that the workplace is kept clean and safe.

Reputation

Accidents and injuries can lead to employees having time off work, increased insurance costs and possible compensation to employees, Reviews and news media-customer no one wants to visit a business which is unsafe no one wants to become ill from eating there



Assessing risks

To assess the level of risk of any hazard it is important to conduct a risk assessment. In a business there are five steps to risk assessment.

- Identify the hazard.
- Decide who might be harmed and how.
- Evaluate the risk.
- Record the findings and implement them.
- Review the assessment and update if necessary.

Assessing risks

Risk/Hazard	Location	Who is at risk? (Employer, Employee, Supplier, Customer)	Level of risk- (High, Medium, Low)
Incorrect storage of food.	Kitchen	Customer	High
Unclean food area.	Kitchen	Customer	High
Clearing fluids not stored correctly.	Housekeeping.	Employee, Customer.	High
Faulty Wiring	Bedroom	Employee, Customer.	High

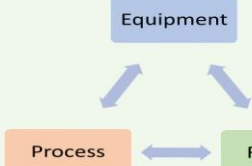
Risk Assessment

When you carry out a risk assessment you need to think about how likely it is to happen and what the consequence might be if it did. E.g. A spillage is very likely to happen in a restaurant kitchen.

probability	Severity
1 Not very likely to happen	1 If it did happen the harm would be minimal and could be dealt with by an untrained person (e.g. might just need a plaster)
2 1 in 4 (25%) chance	2 Might need to visit a professional for advice or treatment (e.g. might need stitches)
3 2 in 4 (50%) chance	3 Would take a few weeks to heal, but not a serious injury
4 3 in 4 (75%) chance	4 Could cause serious injury or damage, but would eventually be resolved (e.g. broken leg)
5 Very likely to happen	5 The result could be permanent disability, destruction of a building or in extreme cases, death.

What do you think the severity might be if someone was to slip on a spillage in a kitchen?

Assessing risks



Food processor

Persons at risk	Teachers, Teaching assistants, Students
Hazards	Trap cut
Control measures	Training and instruction from teacher Supervision Processor assembled correctly Safety cut out switch Care when cleaning and dismantling
Risk calculation	2x2=4
Recommended	None

Use of knives

Persons at risk	Teachers, Teaching assistants, Students
Hazards	Cut
Control measures	Training and instruction from teacher Supervision when using knives Knives stored in a secure place Knives sharpened as appropriate
Risk calculation	2x3=6
Recommended	Used under supervision

Ovens- items in and out of ovens

Persons at risk	Teachers, Teaching assistants, Students
Hazards	Burn
Control measures	Training and instruction from teacher Oven gloves to be used Oven gloves must be dry Care taken putting in and removing items from the oven
Risk calculation	2x3=6
Recommended	Use under supervision

The hob- handling hot foods

Persons at risk	Teachers, Teaching assistants, Students
Hazards	Burn scald
Control measures	Training and instruction from teacher Supervision Extreme care taken when using the hob Remove from heat if burning of food occurs Bring to attention of teacher if severe
Risk calculation	2x3=6
Recommended	Use under supervision

Burns and scalds- personnel

Persons at risk	Teachers, Teaching assistants, Students
Hazards	Burn scald
Control measures	Training and instruction from teacher Supervision with potential dangers Care when handling Use dry oven gloves
Risk calculation	2x2=4
Recommended	

Storage – growth of pathogens

Persons at risk	Teachers, Teaching assistants, Students
Hazards	Growth of food pathogens
Control measures	Training and instruction from teacher High risk foods to be stored in refrigerator when not in use Refrigerators maintained at 1-5°C Completed protein based foods to be left to cool before refrigeration
Risk calculation	2x1=2
Recommended	Signs on refrigerator door

Cooking – survival of pathogens

Persons at risk	Teachers, Teaching assistants, Students
Hazards	Survival of food pathogens
Control measures	Training and instruction from teacher High risk foods to be cooked thoroughly Test by cutting open Test by juices running clear Test by temperature probe to 70-75°C Hot foods not placed in refrigerator
Risk calculation	2x1=2
Recommended	Cooked foods to be refrigerated when cooled

Ragu (Bolognese sauce)

Potential risk	Measure	Likelihood
Cuts from using a knife unsafely	Demonstrate safe use of knives and monitor students' use	Low
Cuts due to running in room with knife	Remind students of rules in kitchen and insist safe conduct	Low/Med
Dirt or food poisoning bacteria present on raw food, causing cross contamination	Wash vegetables	Low
Burn from using the hob and/or hot saucepan	Demonstrate safe use of the hob and monitor students' use	Low/Med
Perishable foods are not stored correctly leading to contamination	Ensure that meat is kept in the refrigerator before use and that non-perishables are kept in clean, dry containers, e.g. dried pasta	Low

Fajitas

Potential risk	Measure	Likelihood
Dirt or food poisoning bacteria present on raw food, causing cross contamination	Wash vegetables before use	Low
Cross-contamination from raw meat	Cut raw meat on a separate chopping board with a clean knife	Low/Med
survival of pathogens on cooking	cut through to test meat is cooked	low/med
Burn from using the hob and/or hot frying pan	Demonstrate safe use of the hob and monitor students' use	Low/Med
Frying pan knocked off hob	Ensure that frying pan handles are turned away from the edge	Low/Med
Cuts from using a knife unsafely while preparing the vegetables	Demonstrate safe use of knives and monitor students' use	Med

Handmade pasta

Potential risk	Measure	Likelihood
Burn to hand while using the hob	Demonstrate safe use of the hob and monitor students' use	Low
Scalds from hot water while draining pasta	Demonstrate how to drain hot water away from pasta and monitor students' use	Low/Med
Cuts from using pasta machine unsafely	Demonstrate safe use of pasta machine	Low

Stone base pizza

Potential risk	Measure	Likelihood
Out of date date-marks	Always read the date-mark	Low
Dirty hands used for rubbing-in	Wash hands thoroughly and regularly during cooking	Med
Burn from placing and removing pizza in oven	Demonstrate safe use of the oven, promote the use of oven gloves and monitor students' use	Low/Med
Cuts from using a knife unsafely	Demonstrate safe use of knives and monitor students' use	Med
Cuts from using a grater unsafely	Demonstrate safe use of graters and washing up with a brush	Low
Perishable foods are not stored correctly, leading to contamination	Ensure that cooked meat is kept in the refrigerator before use and that non-perishables are kept in clean, dry cupboards	Low

Risk Assessment

Carry out a risk assessment for one of the establishments listed below;

- Pub
- Restaurant
- Hotel
- Fast food outlet
- B&B
- Take away

Hazard	Type of hazard	Who is at risk?	Likelihood of occurring	Severity

Risk and Security

Workers can be at risk from security hazards in the same way they are from safety hazards. Security risks include

- Disagreements between customers
- Customers being intoxicated (alcohol)
- Customers who have used drugs
- Verbal abuse
- Physical assaults



Who is at risk?

Staff (and customers) may feel threatened by physical assaults, threats and intimidation and verbal abuse

People at risk includes

- Young workers who have less experience
- Night shift workers where there are less people
- Lone workers eg people working early or late
- Customers in the establishment



Risk factors



- Handling large amounts of money in open areas
- Face to face contact with customers
- Opening late in the evening or early in the morning
- Dealing with customer complaints or disputes
- Selling high value items such as alcohol
- Establishment in an isolated area eg country pub
- Poor lighting
- Establishment in a high crime area

Prevention



- Brightly lit areas
- CCTV
- Easy escape routes
- Area for handling larger sums of money
- Appoint more senior staff to deal with problems and complaints
- Train staff to diffuse angry customers
- Contact local police if necessary
- Make sure lone workers are aware of risks
- Keeping doors and windows secure and locked

Instruction	Guidelines	Sign
Stop	Prohibition Sign • Round shape. • Black pictogram. • White background. • Red edging.	
Danger	Warning Sign • Triangular shape. • Black pictogram. • Yellow background. • Black edging.	
Obey	Mandatory Sign • Round shape. • White pictogram. • Blue background.	
Safety	Emergency Escape or First Aid Sign	
Fire	Fire Fighting Sign. • Rectangular or square. • White picture. • Red background.	

Year 11 Hospitality and Catering Summer Term Knowledge Organiser

LO3 Understand how hospitality and catering provision meets health and safety requirements

Reducing security risks

Visitor sign, Login screen, Staff ID, DBS Checked sign, Fire alarm, Fire extinguisher.

Reducing safety risks

Staff Training, Fire exit sign, Fire extinguisher, First aid kit, Wet floor sign.

AC3.3 personal safety recommendations

Health and safety statistics

- 1.2 million people suffering work related illness
- 142 workers killed at work
- 611,000 injuries reported under RIDDOR
- 27.3 million working days lost to work related illness and injury
- £14.3 billion estimated cost of injuries and illnesses a year

The top four injury types in Hospitality and catering are

- Cuts,
 - Burns,
 - Sprains & strains,
 - Slips, trips and falls.
-

How Can Cuts Be Prevented?

- Be careful when cleaning knives or blades.
 - Always look at what you are cutting.
 - Place a damp cloth under cutting boards to prevent slipping.
-

How Can Cuts Be Prevented?

- Prevent machine cuts by:
 - Not wearing clothing or jewellery that could get caught in machines.
 - Not using equipment that you have not been trained to use.
-

How Can Cuts Be Prevented?

- To prevent cuts from broken glass:
 - Use a broom and dustpan to clean it up.
 - Wear gloves if you must use your hands.
 - Don't use hands and feet to smash down garbage and waste
-

How Can Cuts Be Prevented?

- To prevent knife cuts:
 - Cut properly, using the bridge and claw grips
 - Carry knives with point down and backwards
 - Wear gloves that protect your hands from cuts.
-

How Can Cuts Be Prevented?

- To prevent machine cuts:
 - Be sure moving parts are covered by guards.
 - Turn off power and unplug to clean.
 - Keep your hands, face and hair away from moving parts.

Teens under the age of 16 are prohibited from operating food slicers.
-

How Can Burns Be Prevented?

- To prevent burns from grills and fryers:
 - Don't brush up against grills or fryers.
 - Stay clear of grills and fryers unless you are working there.
 - Wear a protective apron.
 - Use automatic food lowering devices.
-

How Can Burns Be Prevented?

- To prevent burns from grills and fryers:
 - Cover hot oil and grease when not in use.
 - Let ice crystals melt away before frying frozen foods
 - Follow company rules for handling hot oil wastes.
-

How Can Burns Be Prevented?

- To prevent other oil and grease burns:
 - Watch out for splatters and spills.
 - Use protective apron and mitt.
 - Clean up spills as soon as they happen.
-

How Can Burns Be Prevented?

- To prevent burns from open flames:
 - Keep hair and clothes away from flames.
 - Keep flammable materials away from flames.
-

How Can Burns Be Prevented?

- To prevent steam burns:
 - Watch out for steam cloud when you open dishwasher, steam table or other places where steam occurs.
 - Wear protective gloves whenever you open something filled with steam.
-

How Can Burns Be Prevented?

- To prevent burns from hot food and drinks:
 - Understand how to operate equipment that produces hot food and drinks.
 - Make sure take-out lids are securely attached.
 - When carrying food, watch out for other people.
-

How Can Strains Be Prevented?

- Ask for help with heavy loads.
 - Ask for training in safe lifting methods.
 - Push loads rather than pull them.
 - Don't lift and then twist.
 - Don't lean out drive-through windows.
-

How Can Strains Be Prevented?

- Before moving heavy goods. Think
- How heavy is the load?
 - Do you need help to lift it safely?
 - Do you need training or equipment to move it safely?
-

How Can Strains Be Prevented?

- #### Safe lifting techniques
- Position the feet
 - Bend the knees
 - Get a firm grip
 - Keep a straight back
 - Raise the load with your leg muscles
 - Keep the load close to your body
-

How Can Slips, Trips & Falls be Prevented?

- To prevent trips, slips and falls:
 - Make sure your path is clear, clean and dry before carrying a load.
 - Move boxes and carts out of the way.
 - Watch for mop and broom handles.
 - Use non-slip floor pads.
-

How Can Slips, Trips & Falls be Prevented?

- To Prevent trips, slips and falls:
 - Wear shoes with soles that grip.
 - Clean up spills as soon as they happen.
 - When you carry something, put a lid on it. Use a cart or hand truck if it's heavy.
 - Be aware of your working area.
-

How Can Slips, Trips & Falls be Prevented?

- Ladders:
 - Use ladders correctly.
 - Don't lean out away from the ladder. Move it closer.
 - Have a helper secure the area.
 - Put the ladder back where it belongs when finished.
 - Don't leave a ladder unattended.
-

Illness or injury - Actions to take



Customer safety

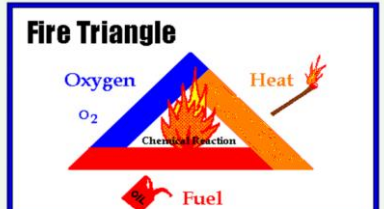
- Warn customers that plates are hot when food is served
- Keep areas where customers will walk free of trip hazards
- Clear up spills that could be come a slip hazard
- Good lighting in car parks, walkways
- Clear up spills and hazards in lavatories
- Check and maintain equipment the customer might use eg hand dryers, in room kettles

Customer safety

- Warning signs when cleaning is taking place
 - Do not allow customers in areas where maintenance work is happening
 - Signs "mind your head" "watch the step" "hot water"
-

Causes of fires

- Equipment** that is not serviced regularly can cause over heating and cause fires.
- Human Error**, many fires that happen in catering. Such as fat fryers.
- Electrical** smouldering wires can develop unseen overnight and be the cause of major incidents..
- Arson**, rare occurrence, grudge between employee and employer, or insurance fraud.
- Chemical**, Not very common now due to the COSHH regulations.



Action on Discovering a Fire.

- Raise the alarm. Break the glass of the nearest alarm point.
- Call the fire services.
- If safe to do so tackle the fire, if in doubt get out.
- Leave the building via the nearest exit calmly. DO NOT run or use lifts.
- Evacuate the premises and report to your designated assembly point.

What action would you take?

- A person's clothes catch fire:
 - Wrap them in a fire blanket or wet tablecloth
 - Lay them on the floor
 - Do not take off the blanket or tablecloth
 - Call 999
- A pan of fat catches fire:
 - Turn off the gas or electricity and cover the pan with a lid or fire blanket
 - Use an oven cloth if possible to protect your hands
 - Do not try to move the pan
 - Do not put water on this type of fire
- An electrical appliance is on fire:
 - Turn off the electricity at the plug.
 - Use a carbon dioxide extinguisher
 - Do not use any other type of extinguisher on this type of fire

Fire Blanket

- Fire blankets are used to cover small fires to exclude the oxygen, they come in a self contained sleeve.
 - Used on oil and fat fires or to wrap around a casualty.
 - Not for electrical fires
-

General Instructions for use:

- Read instruction plate before use.
- Ensure that you are positioned between the fire and a safe exit/escape route.
- Pull tapes to remove blanket from container.
- Hold blanket by the tapes and cover burning material completely (using the blanket to shield your face & hands).
- Leave to cool for at least 30 minutes, keeping out of the smoke.
- Turn off the electrical or gas supply and leave the area closing all doors behind you.

Preventing a fire from Starting.

- Store flammable materials safely.
- Ensure staff are trained and updated on fire training.
- Make sure "No Smoking" signs are evident and strictly implemented.
- Regular fire checks for fire hazards such as:
 - Rubbish storage areas.
 - Kitchen ventilation.
 - Gas & Electrical equipment.
 - Flammable chemicals.