

KNOWLEDGE ORGANISER BOOKLET

YEAR 10 - Spring

OPTIONS SUBJECTS





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Options Subjects

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Instructions for Use



For all of your subjects, there are certain **facts** that you **need** to know in order for you to best understand the content you study in lessons.

In this booklet are **Knowledge Organisers** for each subject, which contain the core concepts that you have to know to be successful in your lessons.

How to use this Knowledge Organiser:



Look: read a specific section of the *Knowledge Organiser*;



Cover: cover it over or put it to one side;



Write: from memory, write out as much of the information as you can remember for that section;



Check: check back with the *Knowledge Organiser*. Anything missing or incorrect, add in green pen.



Review: information you didn't recall the first time by using different format, such as repeating the process or creating your own *flashcards* to revise from.



Instructions for Use: Example



1. **LOOK:** carefully read the section of the *Knowledge Organiser* which you are learning.



2. **COVER:** cover it over or put it to one side



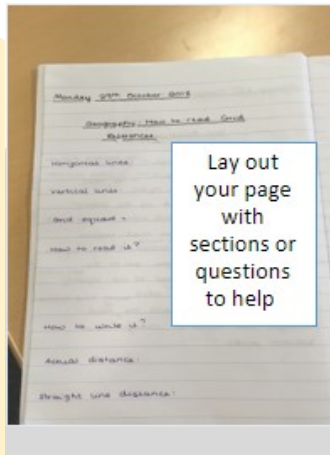
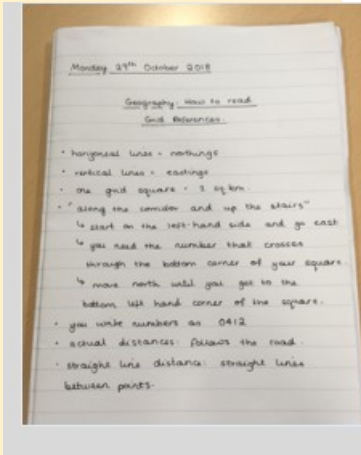
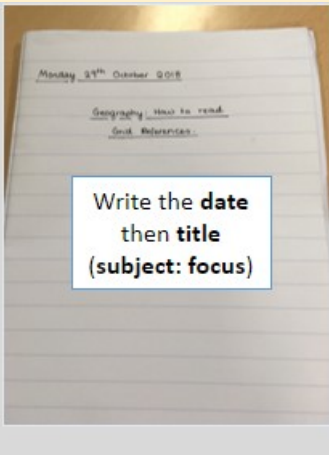
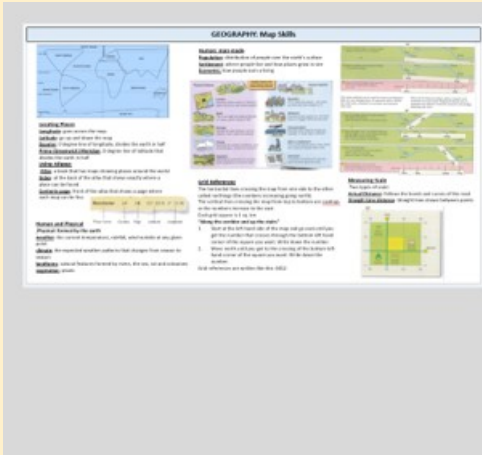
3. **WRITE:** write out as many details as you can from memory.



4. **CHECK:** check back over your answer with the *KO*. Anything which is missing or incorrect, add in green pen.



5. **REVIEW:** if you had significant gaps or parts you didn't understand, repeat the process from Step 1.



GCSE Art—Core Knowledge and Skills

All Y10 projects rest upon the same core knowledge and skills learnt in years 7,8 and 9. These are summarised in the Core Curriculum Knowledge Organiser your teacher gave you at the start of year 10. These can be very briefly recapped as follows;

Core Y7, 8, 9 Knowledge and Skills

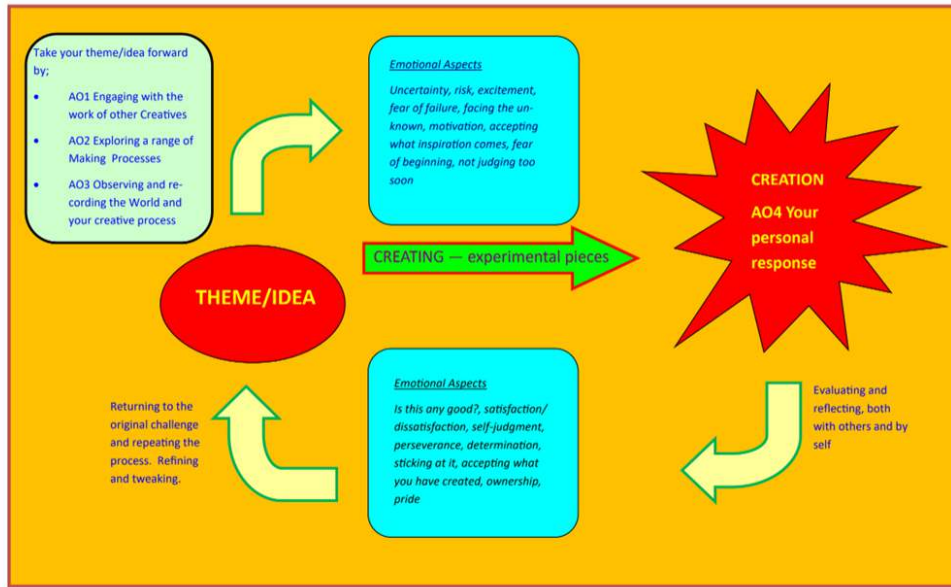
- ***Stages of the Creative Process*** (see next slide for how these connect to the GCSE Assessment Objectives)
- ***How to make a great observational drawing*** Shape/proportion, tone/volume, texture, location in space
- ***Key questions if you want to understand a piece of Art*** How? What? Why?
- ***Techniques to give an impression of depth*** Overlap, size, position, detail, contrast, horizon
- ***How to make great page of Artist research*** Layout, title/background, illustrations, notes, printed examples
- ***Basic painting techniques/how to change and manipulate colour*** Brushwork, blend/bleed, layering, hue, value, intensity, temperature
- ***Art Historical Overview*** Traditional, Modern, Contemporary
- ***Threshold Concepts 1-9.*** Mark-making, senses, language, tradition, play, heart, context, value, power

In addition to these in Y10 your work is underpinned by a deepening of understanding in the following areas;

Advanced Y10, 11 Knowledge and Skills

- ***The Rules of Composition*** Rule of Thirds, balancing elements, leading lines, viewpoint, pattern, depth
- ***Colour Theory*** Matching/dominance, optical blending, colour algebra
- ***Critical writing and analysis for GCSE*** What you can see and what you can't see
- ***Sketchbook practice*** Sketchbook as art object

The Creative Process—at GCSE and A Level



TIME This is essential. Process requires sufficient time to work properly.

At GCSE you use exactly the same model of the Creative Process that you have learnt in years 7, 8 and 9.

This slide shows you how this model includes and connects to the four Assessment Objectives you have to meet to get your marks at GCSE.

AO1

Develop ideas through investigations, demonstrating critical understanding of sources.

This AO marks how well you are developing your ideas in response to looking at other artists (or photographers, sculptors, film makers, designers, novel-

AO3

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

This AO marks how well you are supporting and recording your ideas (and how they change and develop) by using drawings, photographs and collected imagery or materials that relate to ideas, objects, places or people that are relevant to your theme. It also marks the quality of your supporting written notes (how well these communicate your thoughts, reflections and ideas) and how clearly you present your work.

AO2

Refine Work by exploring ideas, reflecting and experimenting with appropriate media, materials, techniques and processes.

This AO marks how well you are developing your ideas by experimenting with different art materials, and by trying out compositions, alternative possibilities etc. It also gives you marks for showing your “mistakes” and dead-ends and how you have moved on from them.

AO4

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

This AO marks how well you have made a final piece that connects clearly to the development work you have done in your sketchbook, and that is finished and complete to the best of your ability.

3:1 The Role of Human Resources

Human resources: are the people who do the work for a business. They are the employees.

Human resource plan / personnel plan

A plan detailing the workers a business will need i.e. how many, when, full time or part time and the skills they need

Functions

Different types of work that need to be done in a business i.e. Marketing, production and finance

Human resource planning - things for a business to think about

- The number of workers needed
- The number of workers who will work full-time or part-time
- The number who should be employed on zero-hour contracts
- The number of workers to hire as contractors as and when needed
- When workers will be needed - times of the day, days of the week
- Where the workers will work - finance, production, marketing
- The skills the workers will need to have
- The need to manage and supervise some of the workers
- The age, gender, ethnicity of the workers
- How many staff members the business can afford to employ

When might a business need to review its human resource needs?

- Workers may have to be replaced i.e. because they have left, retired or been promoted
- The business may grow or shrink so may need more or fewer workers
- The business may change its method of production so may need more or fewer skilled workers
- The business may decide to relocate so may have to recruit workers who live nearby - they could still take their current workforce
- The budget available for paying staff. If the budget is decreased they will need fewer staff and vice versa
- Changes in the law may affect employment i.e. Minimum wage which will impact on the budget

3:2 Organisational Structures

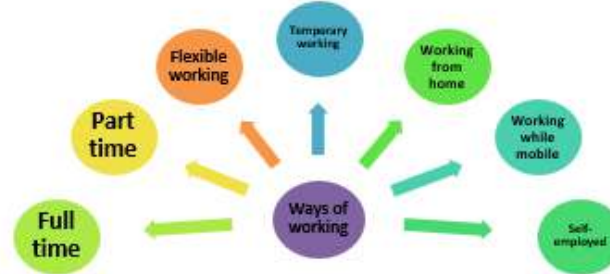
There are two different types of organisation structure:

Advantages of a tall structure

- The span of control is likely to be narrower meaning that they do not have as many people to look after
- There will be plenty of opportunities for workers to gain promotion which will motivate them to work harder

Advantages of a flat structure

- Lines of communication are clear - communication will be quicker from top to bottom because there is not as many layers
- Fewer mistakes in communication will be made because there is fewer levels
- People at the bottom may be encouraged to share ideas
- Wider span of control means that managers can delegate work



Organisation chart

A diagram to show how workers are organised in a business

Authority

The power that one person has to make decisions

Chain of command

The order of authority from top to bottom

Span of control

The number of people a manager is in charge of

Delegation

Giving someone else permission to make a decision

3:3 Communication in Business

Communication is: the transmission of a message from a sender to a receiver

Written communication

Communication by written words i.e. Text, email, letters

Verbal communication

Communication by speaking ie. telephone or meetings

Formal communication

Communication using the official channels within a business

Informal communication

Communication outside the official channels within business

	Pros	Cons
Verbal	<ul style="list-style-type: none"> • Can check for understanding • Can emphasise points through tone and body language • Can use diagrams and pictures to help explain 	<ul style="list-style-type: none"> • If lots of people not all may understand • Receiver may disrupt the message if they don't like it • No permanent record of the message • Some forms can be expensive
Written	<ul style="list-style-type: none"> • There is a record of the message • Receiver can re-read the message multiple times • Can be sent to multiple people at the same time • Can avoid confrontation 	<ul style="list-style-type: none"> • Cant check immediately if the message was understood • The success depends on the clarity of the message • Risk of computer viruses • Emails could go to spam
Social media	<ul style="list-style-type: none"> • Huge numbers of users • Info can be updated regularly • Visual images can help explain • Can be cheaper to advertise • Customers can be involved by allowing feedback 	<ul style="list-style-type: none"> • There is a cost in managing and updating the information • Can be difficult to measure the effectiveness of the business' use of social media

3:4 Recruitment and Selection

Businesses can recruit internally (from within the business i.e. promote an existing employee) or externally (someone from outside the business)

Methods of advertising

Businesses need to think about the costs of advertising for a job but can use the following:

- Websites
- Social media
- Local newspapers
- National newspapers
- Specialist magazines i.e. horse riding
- Job centres
- Word of mouth

Methods of selection

Business can use a range of methods to select the best candidate:

- Letter of application
- Application form
- CV
- Interviews
- Tests and presentations
- Group activities
- References

Selection

The process of choosing between applicants for a job

Job description

Lists the main duties, tasks and responsibilities of a worker

Person specification

Lists the qualities, qualifications and knowledge that a person should have

Interviews

Sessions where the people making the appointment ask questions of the applicants

3:5 Motivation and Retention

Motivation is:
how workers are encouraged to work hard

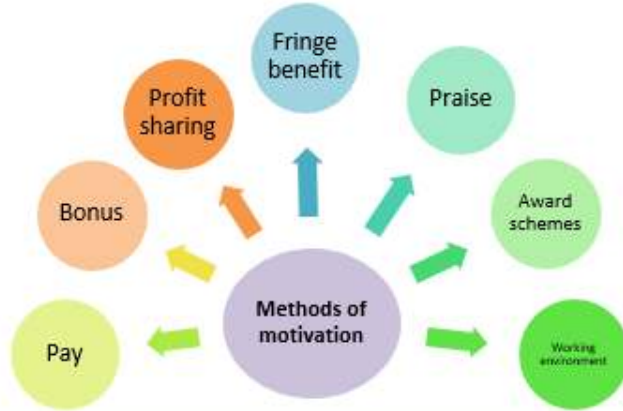
If employees are motivated then workers will be efficient in what they do, there will be a low turnover of workers, it will be easier to recruit new workers, less need for supervision and low absenteeism

Retention
When workers choose to stay in a firm rather than move elsewhere

Productivity
A measure of output per working

Financial motivation methods
Methods that involve paying workers money

Non-financial motivation methods
Methods that do not involve paying money



Training is:
short term and is focused on helping a worker do his job well

Development
Long term training focused on helping a worker realise their potential

On-the-job
Training while working

Off-the-job
Training away from the job

Induction training
Training to introduce the worker to the business

3:6 Training and Development

	Advantages	Disadvantages
Induction	<ul style="list-style-type: none"> Helps workers to settle quickly - get to know colleagues Worker will be more productive quicker Health and safety issues reduced 	<ul style="list-style-type: none"> A lot of information to take in in one day Costs involved - worker is paid but not producing anything Costs involved - someone needs to provide the training
On-the-job	<ul style="list-style-type: none"> Training is individualised to help each worker improve Cheaper - no travel costs Still producing products while training 	<ul style="list-style-type: none"> Trainer may need to stop working to help trainee Quality might be poor Quality of training depends on the trainer No qualifications gained
Off-the-job	<ul style="list-style-type: none"> Experts can provide training Workers enjoy the change of environment Workers feel valued 	<ul style="list-style-type: none"> More expensive - fees, travel etc Worker is not producing products when training Risk of employee leaving once trained

3:7 Employment Law

Employment law is:
designed to protect workers from employers who may treat them unfairly

The **Equality Act 2010** brought together 116 pieces of legislation into one single Act which is designed to protect the rights of workers.

Discrimination
When one worker is treated differently from another for no acceptable reason

Contract of employment
A legal agreement between an employer and an employee

Holiday entitlement
The amount of paid holiday a worker can have in one year

Discrimination	Working Time Directive:
<ul style="list-style-type: none"> Equal pay Race Sex Disability Sexual orientation Religion or belief 	<p>Controls how many hours a worker can work each week.</p> <p>Over a 17-week period a worker cannot work more than 48 hours on average.</p> <p><u>Number of hours worked</u> 17</p> <p>= average number of hours per week</p>
<p>All workers are entitled to have 5.6 weeks holiday each year paid.</p> <p>No. days worked per week x 5.6 = holiday entitlement</p>	

Assessment Information

Assessment objectives

- AO1a – Knowledge
- AO1b – Understanding
- AO2 – Context / application
- AO3a – Chain of impacts
- AO3b – conclusion for recommend/evaluate

Exam technique

- State: AO1a**
- Explain: AO1a + AO1b or AO1a + AO2**
- Analyse: AO1a + AO2 + AO3a**
- Recommend/Evaluate:**
- 3 paragraphs.**
- AO1a + AO2 + AO3a
 - AO1a + AO2 + AO3a
 - AO3b + AO3b + AO2

State Explain Analyse Recommend Evaluate

System Architecture Knowledge Organiser Sheet 1a (OCR 277)

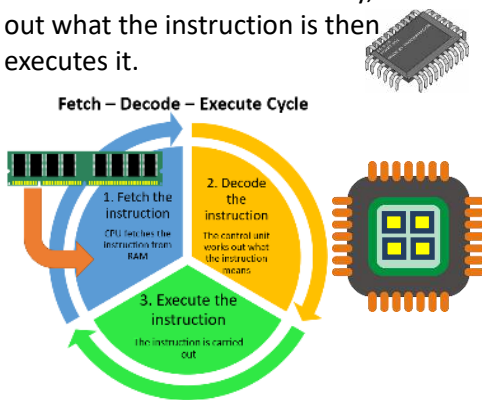
The **Central Processing Unit (CPU)** is a piece of hardware that processes data for everything that a computer does. Sometimes, it is called the 'brains' of the computer because it takes care of all the processing that a computer does.



1.1.1 Architecture of the CPU (Central Processing Unit)

The purpose of the CPU:

The **Fetch – Execute** cycle is an important task of the CPU. It brings an instruction from RAM memory, works out what the instruction is then executes it.



There are 4 stages to the FDE Cycle:

- 1) Fetch Data or instructions from RAM
- 2) Decode the Data/Instruction
- 3) Execute the process
- 4) Repeat until the program is complete

Common CPU Components and their function - Von Neumann architecture

Control Unit (CU) - Controls the Fetch Decode Execute Cycle. It does this by sending Control Signals to the other components of the CPU and to RAM.

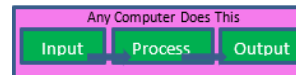
Registers—These are very small, very fast units of memory used to store data or instructions during the FDE Cycle.

Arithmetic Logic Unit (ALU) - used to carry out any Arithmetic (Addition/Subtraction), Comparisons ($>$, $<$, $==$) or Logic (AND, OR, NOT)

Cache = A unit of memory, smaller and faster than RAM but larger and slower than Registers that is used to store regularly used data and/or instructions required in the FDE Cycle.

Von Neumann architecture

CPUs are built using the Von Neumann architecture. It is named after **John von Neumann**, a mathematician and early computer scientist.



The **Program Counter (PC)** stores the address of the instruction for the NEXT FDE Cycle.

The **Accumulator (ACC)** stores the results of any calculations completed by the ALU.

The **Memory Address Register (MAR)** stores the **address** of where data is to be fetched from or where it is to be stored.

The **Memory Data Register (MDR)** stores the **data** that is fetched from or written to memory.

Remember these with the Acronym : **P.A.M.M**

1.1.3 Embedded Systems

An embedded system is a computer system embedded inside **a larger computer** system, often a single chip, dedicated to a specific task. Can also be a completely separate system on its own.

Examples: Fitness watches, calculators, traffic lights, satnavs, washers, smart TVs, factory robots, microwave ovens, cookers, a drone, a games console, a game controller etc.

Characteristics – why embedded systems are used in devices:

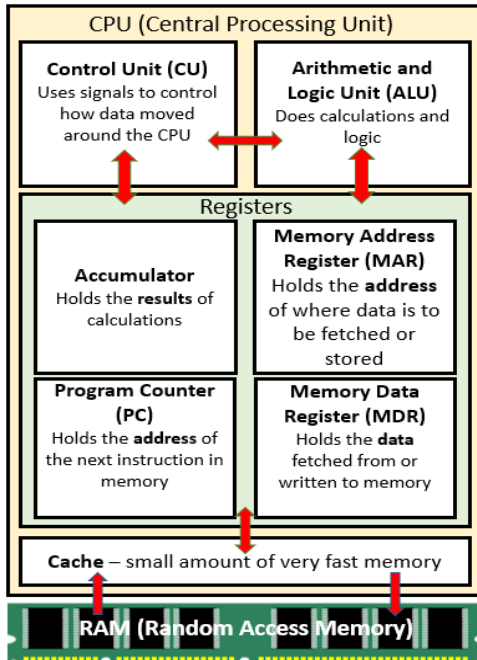
Small size

Low cost (mass produced)

Low power

Rugged

But... limited in what they can do.



1.1.2 CPU Performance


c) **Cache size** – **Temporary** storage area within the CPU. This is very **fast, expensive** memory found in the CPU. The more **cache** the faster the CPU will run.

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1.3 Networks

When **two or more** computers or digital devices are connected a **network** is created. Once a network is created, they can **share resources**, i.e. printers and information i.e. documents and files. Networks can be connected with cables and wires or with Wi-Fi, which uses radio waves.

	LAN: Local Area Network. Covers a small geographical area, usually on a single site/building	WAN: Wide Area Network. Covers a large geographical area. LANs are connected to other LANs	Bandwidth: The amount of data that can be sent at any one time (bits per second / bitrate).	Network: Two or more computers that are connected and can communicate with each other	Latency: The delay from transmission of the data to receiving it
	Star Network: Has central computer. Client computers are connected to this via a switch.	WWW: The services, documents and media that are on the internet	Topology: The logical layout of a network, the arrangement of the computers	Switch: Sends data between computers on a LAN	Router: Sends data between different LAN networks

1.3.1a Network Topologies - Types of Networks: LANs and WANs

LAN: Local Area Network.

Covers a **small geographical area** on a single site i.e. in the same building.

Hardware is usually **owned** by the organisation that uses it.

Used in **schools, universities** and **business** organisations.

Computers in a LAN are connected with a **switch**.

Advantages of a LAN:

1. **File sharing** i.e. documents.
2. Easily **communicate** with other users on the LAN.
3. Sharing of **hardware** i.e. printers.
4. **Internet connection** can be shared, email, social networking.
5. Users can use **any device** on the network by logging on with their own username and password (**user accounts**).
6. **Security** controlled centrally by a server via a network manager.
7. **Software updates** and backups are controlled by the server

WAN: Wide Area Network.

LANs connected in **different geographical locations**.

LANs connected to other LANs.

Organisations **hire** the **infrastructure** that connects the LANs together from other companies such as telecommunications companies. These are the communication lines that connect the LANs together.

Can use fibre optic cable, copper telephone lines, radio or satellite links to connect LANs together.

1.3.1b Factors that Affect the Performance of a network

Bandwidth: The amount of data that can be sent down the wires at any one time (bits per second / bitrate).

Number of users / devices connected: The more devices the slower the network will be if the bandwidth is not enough.

How the network is connected i.e. the transmission media. Wired connections are usually faster than wireless connections. Fibre optic is fastest. The **length** of the cable can also affect the network.

Quality of the signal/The error rate: Wi-Fi can be affected by interference of the signal and any physical obstructions i.e. thick walls.

Latency: The delay from transmission of the data to receiving it.

1.3.1d The Hardware Needed to Connect Stand-Alone Computers in a Local Area Network (LAN)

NIC - Network Interface Card:

- connects devices to wired or wireless networks.
- Uses a **protocol** (set of rules) to makes sure devices can communicate with each other.

Wireless Access Point:

- Allows wireless devices to access the network.
- No need for cables.
- Bandwidth can be lower than wired connections.
- Security can be a problem.
- Two Wi-Fi frequencies are 2.5 GHz and 5GHz



Switch:

- Sends data between computers on a LAN.
- Uses the NIC address to route traffic.

Router:

- Sends data between networks.
- Needed to connect a LAN to a WAN.
- Uses the IP (Internet Protocol) address to route traffic to other routers.



A home router acts as a switch, router and wireless access point (WAP) all in one box

Wired connections i.e. ethernet

(Unshielded Twisted Pair – UTP, made from copper).
Co-axial cable, copper (rarely used).



Fibre optic cables

Higher bandwidth and less interference than copper cable.

1.3.1c The different roles of computers in a client-server and a peer-to-peer network

Client Server Network:

- Central computer, called a **server**, stores and manages all documents.
- **Clients** connect to the server
- **No duplication** of documents.
- Manages connection to the **internet** and **printers**.
- **Clients** request services from the server e.g. web pages, files, storage and retrieval of documents

Advantages:

- Easy **backups**.
- All files stored **centrally**
- Easier to **update** software
- Network **security** done centrally
- Server always **on** and **reliable**.

Disadvantages:

- **Expensive** to set-up and run.
- Needs a **network manager**.
- If server **breaks**, no network.
- Server can become heavily used **reducing** performance.

Peer to Peer Network

- **No** central server.
- **Client** computers connect directly **to each other, are equal**.
- Documents can be

Advantages:

- Easier to **maintain**.
- **Not** dependent on a server.

Disadvantages:

- **Not** managed centrally, each client is managed separately.
- **Duplication of files**, this can be difficult to keep track of.

1.3.1e The Internet as a Worldwide Collection of Computer Networks

Domain Name Server - DNS

Converts IP addresses into web addresses that we can understand.

```
IP Address: 212.58.249.215
bbc.co.uk
```

Hosting (in the cloud)

Storing web pages and other media on a server computer.

The Cloud

Storing webpages, documents, photos, graphics, movies, music on a server somewhere on the internet.

Advantages:

- Convenience: access anytime, anywhere from any device
- Can be low cost or free
- Can increase / decrease capacity
- Robust back by providers
- Collaboration
- Security
- Can be free (limited amount)



Disadvantages:

- Dependent on an internet connection
- Privacy, storing on third party servers
- Subscription costs
- Limited control, reliant on the providers security
- Potential downtime if internet is not working

The internet

The networks and cables (hardware) that are joined-up all over the world, the hardware is the internet.

The internet connects different networks together all over the world, it is a network of networks

The World Wide Web

The services, documents and media that are on the internet.

1.3.1f Star and Mesh Network Topologies:

Star Topology Network:



Has a central server computer. All client computers are connected to this via a **switch**.

Advantages:

- If there is a break in a connection, only one computer is affected.

Disadvantages:

- Dependent on central server.
- Dependent on central router or switch.
- If server fails, network fails.
- Performance of network dependent on specification of server.
- Number of PCs dependent on capacity of switch/router

Full Mesh Topology Network:



Every computer is connected to every other computer (full mesh).

Advantages:

- Broken connections can be re-routed through another switch.

Disadvantages:

- Much more cabling

Peer to peer networks:

Networks of computers in which resources can be shared without requiring a separate server computer. Instead of a separate server, all computers in the network are equal. There are no switches.



GCSE Drama Vocabulary - Skills

PHYSICAL SKILLS	
Circles of Attention	This is where you, the performer, focus your eyes: and in doing so draw the audience attention to the same place.
Demeanour	A way of looking or acting. E.g. the man was portraying a strange demeanour.
Energy	The amount of energy within a scene or character.
Facial Expression	This is just what it says – The expression of your face. If we want to know how somebody feels we look at their face. This is a vital communicating tool for the performer.
Gait	The way you place your feet on the ground whilst performing.
Gesture	Signs we create using our bodies to tell the audience something. You can communicate how you feel/ a command through using gesture.
Levels	This is when you use different heights for your positioning, movements or to set to add extra meaning or visual interest.
Mannerism	A mannerism is a particular movement of speech pattern that a person will use without thinking.
Movement	This is simply how your character moves around the space.
Posture	Posture is how you hold your body. It can reflect the type of person you are playing.
Strength/Tension	This is the level of power in your movement or atmosphere.
VOCAL SKILLS	
Accent	This is the way in which a person speaks with the characteristics of their particular class, region or nationality.
Clarity	Using the shape of your mouth to make your words clearer when spoken.
Intonation	The rise and fall of our sounds when we deliver dialogue on stage.
Pitch	Pitch is the level of sound at which we speak. (High or Low).
Tone	Tone is the mood or feeling we apply to the way we speak the dialogue.
Volume	This is simply how loudly or quietly the dialogue is spoken.
PHYSICAL AND VOCAL SKILLS	
Flow	This is the way in which a scene or action moves and develops into the next.
Pace	This is simply the speed which you use for movement, speech or action.
Pause	This is a temporary stop in speech or action, a moment of stillness or silence.
Projection	Where you add power to your voice to make yourself louder.
Tempo Rhythm	Tempo-rhythm defines the character's pace and has an effect on movement, emotions, motivations, and thought processes.
INTERACTION	
Dynamics	There are moments where tension and atmosphere build, moments of activity, stillness, pauses and sections of higher and lower energy.
Eye Contact	When you make eye contact (or break eye contact) with another character.
Physical Contact	When you make physical contact with another character.
Spatial Awareness / Space	The way you as an actor use the space around you. This may also mean the space between you and another character to show meaning.

Characters		
Inspector Goole	Priestley's mouthpiece; advocates social justice; serves as the Birlings' conscience	Socialist, moralistic, righteous, powerful, intimidating, unconventional, mysterious, imposing, sardonic, omnipotent
Mr. Arthur Birling	Businessman; capitalist; against social equality; a self-made man (new-money)	Capitalist, arrogant, foolish, Panglossian, emasculate, prejudice, ignorant, selfish, stubborn, vainglorious
Mrs. Sybil Birling	Husband's social superior; believes in personal responsibility	Arrogant, cold-hearted, insincere, prejudice, naïve, conformist, bitter, controlling, remorseless
Sheila Birling	Young girl; comes to change views and pities Eva; feels regret	Transformative, remorseful, socialist, pseudo-inspector, sensitive, astute, strong-minded, empowered
Eric Birling	Young man; drinks too much; forces himself on Eva Smith; regrets actions	Rebellious, reckless, immature, insubordinate, compulsive, desperate, disgraced, dualistic, irresponsible
Gerald Croft	Businessman; engaged to Sheila; politically closest to Birling	Aristocratic, evasive, secretive, dishonest, disingenuous, oleaginous, chivalric, privileged, pragmatic
Eva Smith	Unseen in play; comes to stand for victims of social injustice (changes her name to Daisy Renton)	Suffragist, victim, emblematic, allegorical, vulnerable, desperate, socialist, moralistic, principled

Theatrical Stagecraft: Dramatic Devices

Dramatic irony	Birling's speeches, Mrs. Birling's witless implication of Eric
Stage directions	Instructions for the actors; often revealing – such as the lighting change when the Inspector arrives: "Pink and intimate then brighter and harder"
Setting	Constant throughout but subtle changes e.g. lighting; characters on/off stage
Tension	Builds up throughout the play; interrogation of characters, personal relationships, secrecy
Cliff-hanger	Eric's reappearance in Act 3; the ending allows the audience to make up their minds
Foreshadowing	Symbolism (The Titanic), Mr. Birling's "knighthood", war
Time-lapse	Set in 1912, written in 1945; audience in a privileged position.
The 4th Wall	The Inspector's final speech addressed directly to audience.

Social, Historical and Literary Allusions

"the Titanic"	The Titanic sailed from Southampton and sank in the early hours of 15th April 1912. Priestley clearly wants his audience to see his drama play out against a background of real historical events and he has also chosen a moment in time when Birling's comments appear particularly ironic.
"Nobody wants war"	In reality, economic rivalry between the British Empire and the new German Empire was one of the many causes of the First World War.
"Russia"	The irony here suggests that Russia will have progressed further than other European countries by the 1940s.
"Bernard Shaws and H. G. Wells"	Both the noted Irish playwright George Bernard Shaw (1856-1950) and the father of science-fiction H. G. Wells (1866-1946) were well-known and outspoken socialists.

'An Inspector Calls' by J.B. Priestley: A Knowledge Organiser

Plot	
Act 1	Set in April 1912, Brumley, Midlands, UK. The Birling family and Gerald Croft are celebrating Sheila Birling's engagement to Gerald with a dinner. Mr Birling lectures his son, Eric Birling, and Gerald about the importance of every man looking out for himself if he wants to get on in life. Edna (the maid) announces that an inspector has arrived. Inspector Goole says that he is investigating the death of a young woman who committed suicide, Eva Smith. Mr Birling is shown a photograph of Eva, after initially denying recognising the woman in the photo, he remembers firing her in 1910 for organising a strike over workers pay. Sheila recalls also having Eva sacked about her manner when served by her in an upmarket department store. The Inspector reveals that Eva Smith changed her name to Daisy Renton. Gerald reveals to Sheila he had an affair with Daisy Renton.
Act 2	Gerald explains to The Inspector that he had an affair with Eva, but hasn't seen her since he ended their relationship back in Autumn 1911. Sheila gives her engagement ring back to Gerald. The Inspector turns his attention to Mrs Sybil Birling, she confesses that she also had contact with Eva, but Eva gave herself a different name to Mrs Birling. Eva approached a charity chaired by Mrs Birling to ask for help. Eva was desperate and pregnant but help was refused by Mrs Birling because she was offended by the girl calling herself 'Mrs Birling'. She tells Eva that the baby's father should be made entirely responsible. She also tells Inspector Goole that the father should be held entirely responsible and should be made an example of.
Act 3	Eric is revealed as the father. He stole money from Mr Birling's office to provide money to Eva. The Inspector delivers his final speech. After he leaves, the family begin to suspect that he was not a genuine police inspector. A phone call to the Chief Constable confirms this. Next, they phone the infirmary to be informed that no suicide case has been brought in. Mr Birling, Mrs Birling and Gerald congratulate themselves that it was all a hoax and they continue can continue as before. This attitude upsets Sheila and Eric. The phone rings. Mr Birling announces to the family that a girl has just died on her way to the infirmary, a police inspector is coming to question them.

Key concepts and context: Think about...

1912	Set just before WW1 and the sinking of the Titanic. A moment of rising international tensions and industrial expansion. End of Victorian era saw the demise of the rigid class system. Labour Party, founded in 1900, gaining momentum. The Russian Revolution began in 1917.
1945	People were recovering from six years of warfare, danger and uncertainty. Class distinctions greatly reduced as a result of two world wars. Women had a more valued place in society. Desire for social change. Following WW2, Labour Party won a landslide victory over Winston Churchill and the Conservatives.
Wealth, Power and Influence	The Birlings and the Crofts are representative of the wealthy upper-class. They all misuse their social influence to benefit themselves. Their actions adversely affect the vulnerable people in society.
Blame and Responsibility	Who is to blame for Eva's death? Each of the Birlings contribute to a chain of events leading to the destruction of Eva Smith. What responsibilities do the characters have to each other? To society?
Public v Private	How do the public lives, the facades, of the Birlings juxtapose their private personas? What are their motivations for this? What are the repercussions, and for who?
Morality and Legality	What are the moral and legal laws of the society depicted in the play? How do they interweave? What actions do the characters undertake that are wrong, morally or legally?
Class Politics	How do the ideologies of capitalism and socialism collide in the play? Which characters are representative of which political allegiance? Is there a correlation between a character's political beliefs and their behaviours?
Prejudice	What are the prejudices held by the Birlings? What are their inherent views regarding class and status? How do they act on these prejudices, and what are the consequences?
Young v Old	What differences are evident between the younger and older generation? They react and behave differently throughout the play – why? What are their attitudes towards each other? What do they learn? Which characters change, and how?

ACT	Order of the Inspector's Questioning	Key Notes
Act 1	Sheila and Gerald's engagement is celebrated.	Priestley asks his audience to examine their individual and collective responsibility to society. He wants a welfare state .
Act 1	Birling says there will be no war; references Titanic	The hypocrisy of middle-class Edwardian society is uncovered: appearance & reputation matter more than reality & morality .
Act 1	Inspector arrives; a young girl has committed suicide.	Priestley criticises the selfishness of capitalism and wants a fairer, socialist future after the horrors of two world wars...
Act 1	Birling threw her out after strike; Sheila had her fired for laughing.	Priestley shows the older generation to be set in their ways, while the young are open to change .
Act 2	Gerald had an affair with Daisy Renton	Eva Smith is the embodiment of young, working-class women who were oppressed by the middle/upper classes .
Act 2	Mrs. Birling refused to give charity to Eva; blames father.	The play demonstrates that when workers do not have full employment rights they cannot fight back
Act 3	Eric's involvement revealed; possible rape hinted at.	
Act 3	Inspector leaves. Gerald returns; met policeman, no Inspector G	
Act 3	Telephone rings; an inspector is coming.	

Thematic Quotes	
Social responsibility	"We are responsible for each other" Inspector "Public men, Mr Birling, have responsibilities" Inspector "It's what happened to the girl and what we all did to her that mattered." Eric
Capitalism	"These silly capital vs labour agitations." Birling "A man has to make his own way" Birling
Class	"A girl of that class" Mrs Birling "Well, we've several hundred young women there, y'know, and they keep changing." Birling
Age	"the famous younger generation" Birling "What's the matter with that child?" Birling "Just keep quiet, Eric" Birling
Gender & attitudes to women	"I hate those <i>hard-eyed dough-faced women</i> " - Gerald "And you think young women ought to be protected against unpleasant and disturbing things?" Inspector "She had far too much to say, far too much" Birling

Character Quotes	
Birling's Confidence	"We're in for a time of steadily increasing prosperity"
Birling on society	"The way some of these cranks talk and write now, you'd think everybody has to look after everybody else"
Sheila's recognition	"but these girls aren't cheap labour – they're people"
Sheila's regret	"it's the only time I've ever done anything like that, and I'll never, never do it again to anybody"
Sheila on the inspector	"we all started like that – so confident, so pleased with ourselves until he began asking us questions"
Sheila on Eric	"he's been steadily drinking too much for the last two years"
Inspector on guilt	"I think you did something terribly wrong – and that you're going to spend the rest of your life regretting it"
Mrs Birling defends herself	"she was claiming elaborate fine feelings and scruples that were simply absurd in a girl in her position"
Eric explains	"I'm not very clear about it, but afterwards she told me she didn't want me to go in but that – well, I was in that state when a chap easily turns nasty – and I threatened to make a row"
The inspector says	"but each of you helped to kill her. Remember that"
Inspector's message	"there are millions and millions and millions of Eva Smiths and John Smiths still left with us, with their lives, their hopes and fears, their suffering, and chance of happiness, all intertwined with our lives, with what we think and say and do. We don't live alone."

AN INSPECTOR CALLS QUOTES - J.B. PRIESTLEY

Cooking Food

Key words:

Conduction: transferring heat through a solid object into food

Convection: transferring heat through a liquid or air into food

Radiation: transferring heat by infra-red waves which heat up what they come into contact with food

Conduction:

Atoms in metal pans and baking trays start vibrating as heat energy from cooker goes into metal. Vibrations transfer heat energy to other metal atoms.

Metal gradually heats up and passes heat energy to food. Metals are good conductors of heat .

Convection

When a pan of water is heated, heat is conducted through the metal pan to water molecules. These move upwards then downwards in circular motion (convection currents) taking heat energy with them and passing it into the food. The more heat energy, the faster the water molecules move in circular convection currents. Also happens in oven with hot air currents. Gas oven/ordinary electric oven have zones of heat: hotter at top than bottom shelf due to convection. Electric fan ovens – heat evenly distributed by fan – same temperature on each shelf.

Radiation

Grilled/barbecued food heated by radiant heat. Infrared heat rays heat the surface of the food and are absorbed. Food must be no more than 3.5cm

Why is food cooked?

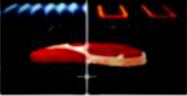
- **To make food safe to eat** – Some foods must be thoroughly cooked to destroy the food poisoning bacteria they could contain. – Some foods contain natural toxins (poisons) which would be harmful if the food was eaten raw e.g. raw red kidney beans. Cooking destroys the toxins and makes the food safe to eat.
- **To develop flavours in the food** – Cooking develops flavour by causing chemical reactions to take place in the food e.g. gelatinisation. – Cooking concentrates and intensifies flavour by causing water to evaporate To improve the texture and appearance of food, and make it easier to eat, swallow and digest. Cooking causes starch granules to swell, gelatinise and thicken or soften a food . Cooking softens the structure of the cells in vegetables to make them less bulky and easier to eat – Cooking tenderises meat. This means the cooking process softens the meat so that it is easy to chew and digest.
- **To improve the shelf life of food** – Cooking destroys harmful micro-organisms such as bacteria and moulds, which preserves the food (makes the food last longer)
- **To give people a variety of foods in their diet** – Foods can be cooked in different ways to give variety, for example, potatoes

Heat Insulators

These are used to protect us from burning ourselves when cooking. E.g.

- Pan handles are plastic or wood making them comfortable to hold
- Hollowed metal pan handles allow the air to protect them from becoming too hot
- Wooden and silicone utensils protect us.
- Use insulated pan stands made from wood, cork, ceramics or metal to protect work surfaces
- Wearing oven gloves because these are made of thick, insulating material so the hands are protected from the heat



Dry heat	Moist (in liquid)	In oil
Baking in oven	Boiling: Cooking food in water at 100°C	Roasting: In oven in hot fat
Grilling/toasting	Simmering: Cooking food in small quantities of liquid at just under boiling point.	Sautéing: Pan frying in hot fat
Dry frying in no added oil	Stewing: slow-cooking on hob or in slow-cooker with liquid	Stir frying in little fat over high heat
	Poaching: Cooking in water	Deep fat frying
	Steaming: Cooking food	Shallow frying: Frying in a small amount of oil
	Braising: Slow-cooking pre-sealed meat + veg. in oven with liquid	
Other		
Induction cooking		Micro waving

Retaining water soluble vitamins: B and C

- Do not prepare veg too far in advance; vitamin C will be exposed to oxygen and lost when it is cut or peeled.
- Put veg. into a small amount of boiling water so they cook quickly; vitamin C and B vitamins will be lost in the water.
- Cook all veg. for the minimum amount of time to minimise the damage by heat to vitamin C and B vitamins.
- Steaming veg will reduce the loss of vitamin C and B vitamins to cooking water.
- Serve the vegetable cooking water in the gravy to conserve some of the vitamins that have gone into it.
- Do not prepare fruit too far in advance, to preserve the vitamin C. Add lemon juice to prevent enzymic browning and add acid to help stabilise vitamin C (ascorbic acid).
- Keep the fruit cold and in a box to minimise its exposure to oxygen and conserve the vitamin C

Key words:

Caramelisation: The breaking up of sucrose (sugar) molecules when heated = a change in colour, flavour + texture of the sugar as it turns into a caramel.

Dextrinisation: The breaking up of starch molecules into smaller groups of glucose molecules when they are exposed to dry heat

Gelatinisation: the swelling of starch granules when they are cooked with a liquid to the point where they burst and release starch molecules

Dextrinisation:

when foods containing starch e.g. bread, cakes, biscuits, scones and pastries are cooked using dry heat e.g. baking = grilling, they change to a brown colour on the outside.

Dry heat (oven/grill) causes starch to change colour, texture and flavour.

The starch molecules break down to change to dextrin (a smaller group of glucose molecules)



Caramelisation

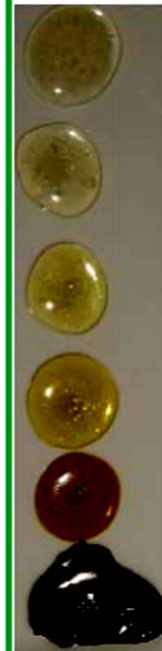
Sugar (sucrose) used for cooking (disaccharide made from glucose + fructose) is heated and melts to a syrup. The syrup boils. It is important **not to stir** the syrup as it caramelises.

The sucrose molecules break up and water molecules are formed.

As heating continues, water evaporates, the syrup gets thicker and changes from a colourless and clear syrup to a golden brown caramel. If you stir, the sugar will **crystallise** into large, hard lumps. The ideal temperature of caramelising sugar is 160°C to 170°C.

It will eventually burn and become bitter if cooked for too long because too much water is driven off and carbon is left behind, which makes the caramel dark and bitter.

Foods that contain natural (intrinsic) sugar e.g. onions (glucose, fructose) which they store during growth will caramelise. When sautéing (means frying them gently in oil for several minutes (the structure of the onion softens and breaks down and the sugars are released. The heat changes the sugars in the onions and caramelises them, so that they turn a golden-brown colour and develop a characteristic flavour.



Gelatinisation—What happens:

Starch is found in small packets (granules).

Starch molecules are made of thousands of glucose molecules joined in **long straight** chains or **short chains with branches**. They sink to the bottom of cold liquids. If not stirred = lumps.

When **heated** to 60°C starch granules absorb water and swell up = the sauce starts to **thicken**, because there is less room for the starch granules to move around

At 80°C starch granules are very swollen and start to burst, letting starch out into the liquid.

At 100°C the starch molecules form a 3D network that traps water stopping them moving around so much. At 100°C the liquid completely thickens – it has gelatinised.

As it cools the starch molecules form longer chains and the water molecules stay trapped so it becomes a solid gel.

Sauces must be stirred all the time to prevent starch granules sticking together at bottom of pan where they will swell up, stick together and make lumps

As the sauce cools down the starch molecules start to form longer chains and the water molecules stay trapped inside them so the sauce gradually becomes a **solid gel**.



Protein—The functional and chemical properties

Key words:

Amino acids: individual building block for protein molecules

Chemical bonds: bonds that hold large protein molecules together in compact, folded bundles

Denaturation: the chemical bonds have broken and the protein molecule has unfolded and changed shape

Coagulation: the joining together of lots of denatured protein molecules, which changes the appearance and texture of the food

Gluten: a protein that is formed from two separate proteins called glutenin and gliadin when liquid is added to flour to make a dough

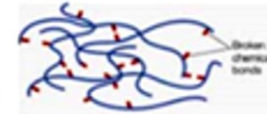
Chemical structure: • Protein molecules are very big. • Made up of long chains of amino acids and formed into long bundles held together with chemical bonds.



Denaturation: Protein molecules can easily be denatured. This means that the chemical bonds holding the protein molecule bundle together can be broken, which makes the protein molecule bundle unfold and change shape like this:

These can be broken by:

- Heating e.g. frying an egg
- Mechanical agitation e.g. whisking egg whites for meringue. This happens because egg-white protein can stretch and hold approximately 7 times its own volume of air when whisked. Whisking produces a gas-in-liquid foam, which becomes more stable as sugar is added. When baked, the proteins denature and water from them is driven out so the foam sets.
- Adding acid e.g. lemon juice/tomato juice added to raw meat to tenderise (marinate it) Lemons contain acids. Acids
- Adding acid e.g. lemon juice to milk proteins: the acids denature proteins in the condensed milk and cream and make them coagulate, which thickens and sets the mixture.
- Air bubbles e.g. formed in meringue
- Salt, for example, adding salt to poached eggs.



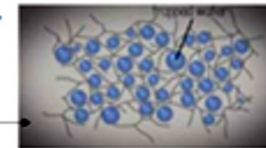
Coagulation:

• Denatured protein molecules unfold and start to join other denatured protein molecules nearby until they form a large mass. The denatured protein molecules are larger and take up more space than they used to. Because of this, they knock into other denatured protein molecules and start to join together in large groups – this is called coagulation.

• As protein foods are prepared and cooked, they change texture + become more **solid** (set) e.g. meat, fish, and eggs.

• Denatured protein molecules unfold and join up with other ones to form big groups – they **coagulate**

• As they coagulate, they trap air and water and this changes the colour, texture and flavour of the food.



Fats — Functional and chemical properties

Remember: All fats and oils are all made of triglycerides – three fatty acids and one part glycerol.

Key words:

Aeration: fat can trap lots of air bubbles when beaten together with sugar e.g. cakes

Emulsification: Prevents oil in water or water in oil colloidal structures from separating out due to its hydrophilic and hydrophobic ability.

Plasticity: fat can be softened over a range of different temperatures so that it can be shaped and spread with light pressure
Shortening: fats shorten the length of the gluten molecules in pastries and cookies making a 'melt in the mouth texture'

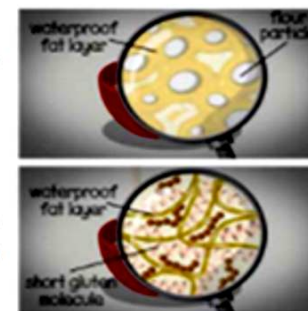
Plasticity:

Fat can be spread on bread and crackers due to the plasticity of the fat. Plasticity means: the ability to be shaped and spread with light pressure. The plasticity of fats is due to their chemical structure. All fats are a mixture of triglycerides, containing different fatty acids. The triglycerides all have different melting temperatures. This is why fat will soften and melt over a range of temperatures, for example, chilled butter is very hard and so difficult to spread. When chilled the butter has little plasticity. At room temperature, the butter softens and becomes more plastic and which means it can spread easily. Saturated fats, such as butter, ghee and solid coconut oil tend to be more solid at room temperature and so have less plasticity. The more unsaturated fatty acids a fat contains the less solid it is and the more plasticity it has. Some vegetable fat spreads are made using triglycerides with a low melting temperature, which means we can spread them as soon as they come out of the refrigerator. A recipe that demonstrates plasticity is chocolate mousse, made with butter and plain chocolate.

Shortening:

Shortcrust pastry, shortbread and biscuits rely on fat to give them their characteristic crumbly texture. The fat coats the flour particles and prevents them from absorbing water giving them a waterproof layer. This reduces the formation of gluten development, which would cause the dough to become elastic. When water is added, the gluten strands can only form short lengths because of the waterproofing of the fat. The texture of pastry and rubbed in biscuit mixtures is therefore 'short' and tender. When rolled, the pastry does not spring back like a bread dough does due to the **short gluten molecules**.

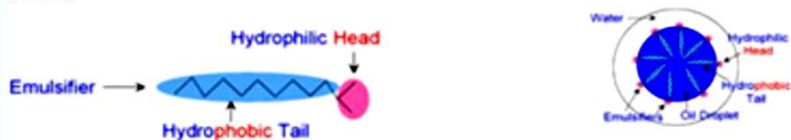
Fats such as pure vegetable fats are suitable for shortening because of their low water content. There are distinctive colours associated with the type of fat used, for example, butter produces a golden colour. Fats are also best used chilled because butter will soften in warm conditions due to plasticity. If it is too warm, it will quickly become oily when rubbed in and the pastry will be hard to handle. If it is chilled, it can be rubbed in more effectively.



Emulsification:

Food products e.g. mayonnaise, milk, butter and Hollandaise sauce are emulsions of either oil-in-water or water-in-oil.

- Oil and water will not mix together permanently. If shaken together the oil will eventually rise to the top (less dense)
- Oil and water can be made to mix together by adding an emulsifier. The emulsifier used in mayonnaise is called lecithin, which is found in egg yolk.
- Emulsifiers are molecules with two ends. One end is attracted to water (it is hydrophilic) and the other end is attracted to oil (it is hydrophobic – it doesn't 'like' water).
- When an emulsifier is added to a mixture of oil and water, its molecules arrange themselves so that they prevent the oil and water from separating. The mixture is now an **emulsion**. This is why mayonnaise does not separate when it is stored.

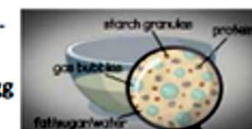


Aeration:

- Fats such as butter and vegetable fat spreads are able to trap air bubbles when they are beaten together with sugar for a cake mixture.
- They can do this because they have plasticity, which means they can be beaten, spread and mixed easily with a wooden spoon or whisk.
- Cooking oils do not trap air as effectively.

Mixing fat and sugar together is called **creaming** because, as the air bubbles are trapped, the mixture becomes lighter in colour and texture and its volume increases.

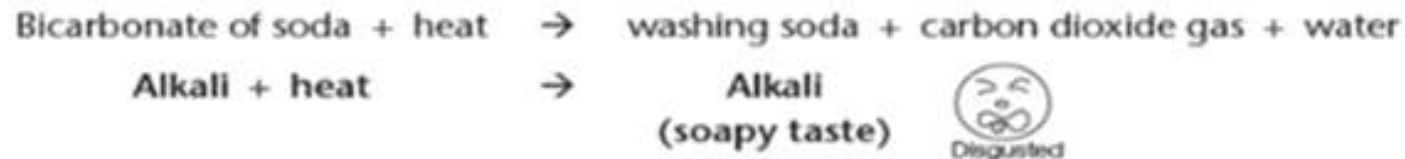
- The ability of the fats to aerate the mixture in this way is really important for producing a light, spongy texture in the baked cake
- Raw cake mixture consists of flour, fat, protein, sugar crystals and water (from egg white). These are interspersed with trapped air bubble, egg protein molecules (which are in tight coils) and starch granules (in the flour). As the mixture bakes, the fat melts; sugar crystals dissolve; egg protein molecules uncurl; as the y star to coagulate; starch granules in the flour swell and absorb melted fat and water from eggs; baking powder releases CO₂; the air and CO₂ bubbles expand with heat causing mixture to rise up and outwards. The mixture sets as the egg proteins become solid (**coagulate**) and the starch granules completely expand as it sets and the gases escape from the mixture.



- Chemical raising agents produce carbon dioxide when they are heated with a liquid
- In a mixture, the CO₂ bubbles that are produced help to expand any air bubbles present and enable the mixture to rise
- The 2 most commonly used chemical raising agents are?

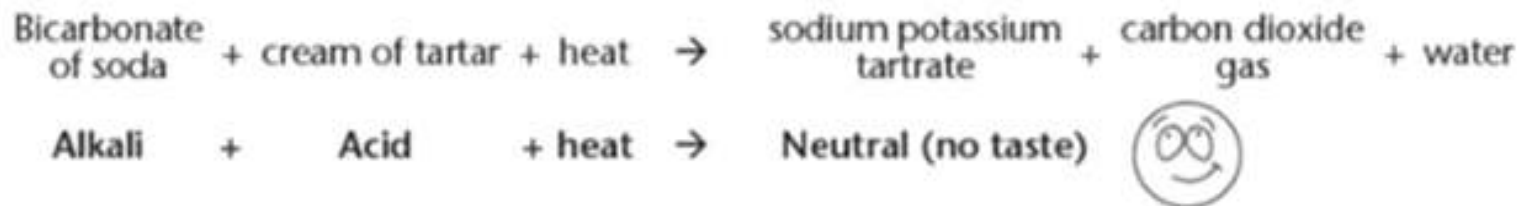
• Bicarbonate of soda (an alkali which if used on its own would taste like washing soda, and is only used on its own in strong tasting mixtures such as gingerbread)

This is the reaction:



• Baking powder (mixture of bicarbonate of soda and cream of tartar, which is an acid and will neutralise the alkali stopping the soapy taste, added to self raising flour)

This is the reaction:



Topic Area 1: The rights of service users in health and social care settings	
1.1 Types of care settings	
<input type="checkbox"/> Health care Dental practice • Community centre • GP surgery • Day centre • Health centre • Foodbank • Hospital <input type="checkbox"/> Social care • Homeless shelter • Nursing home • Residential home • Opticians • Retirement home • Pharmacy • Walk-in centre • Social services department • Support group	Can you: List different health care settings List different social care settings
1.2 The rights of service users	
The right to: <input type="checkbox"/> Choice <input type="checkbox"/> Confidentiality <input type="checkbox"/> Consultation <input type="checkbox"/> Equal and fair treatment <input type="checkbox"/> Protection from abuse and harm	Can you: Explain that service users are entitled to have these rights met in health and social care settings. Give examples of how service users' rights are met.
1.3 The benefits to service users' health and wellbeing when their rights are maintained	
<input type="checkbox"/> Empowerment § Encourages independence and being self-reliant § Feeling in control of their lives § Gives service users choice, control and independence <input type="checkbox"/> High self-esteem § Feeling valued § Feeling respected § Positive mental health <input type="checkbox"/> Service users' needs are met § Appropriate care or treatment such as mobility aids provided, or dietary requirements met § Results in good/improving physical or mental health <input type="checkbox"/> Trust § Reassured that service providers will not harm them § Confident that service providers have service users best interests in mind § Confident in the care they receive	Can you: Give examples of how maintaining rights will benefit service users' health and wellbeing. Can you link the benefits to rights in health and social care settings.

Topic Area 2: Person-centred values	
2.1 Person-centred values and how they are applied by service providers	
Person-centred values § Individuality § Choice § Rights § Independence § Privacy § Dignity § Respect § Partnership § Encouraging decision making of service user Qualities of a service practitioner, the 6Cs § Care § Compassion § Competence § Communication § Courage § Commitment	Can you: Give the meaning of person-centred values. Explain how the person-centred values can be applied in health and social care settings by service providers. Describe the 6Cs. Give examples of how services and practitioners use the 6Cs to inform and deliver person-centred values.

2.2 Benefits of applying the person-centred values

- Provides clear guidelines of the standards of care that should be given
- Improves job satisfaction
- Maintains or improves quality of life
- Supports rights to choice and consultation
- Supports service practitioners to develop their skills
 - Enables the sharing of good practice Benefits for service users of having the person-centred values applied
- Ensures standardisation of care being given
- Improves the quality of care being given to the service User
- Maintains or improves quality of life for the service user
- Supports service users to develop their strengths

Can you:

Give examples of how applying the person-centred values will benefit service providers.

Can you explain the benefits of applying person-centred values in health and social care settings

2.3 Effects on service users' health and wellbeing if person-centred values are not applied

- Physical effects**
 - § Pain if medication or treatment is not given §
 - § Illness may get worse
 - § Malnutrition/illness due to lack of food for special dietary needs
 - § Dehydration due to lack of regular fluids
 - § Injury
 - Intellectual effects**
 - § Lack of progress or skills development
 - § Failure to achieve potential
 - § Loss of concentration
 - § Lack of mental stimulation
 - Emotional effects**
 - § Depression
 - § Feeling upset
 - § Low self-esteem/feeling inadequate
 - § Anger/frustration
 - § Stress
 - Social effects**
 - § Feeling excluded
 - § Feeling lonely
 - § Lack of social interaction/poor social skills
 - § Become withdrawn

Can you:

Explain the Physical, intellectual, emotional and social effects of the PCC values not being applied (PIES effects)

Topic Area 3: Effective communication in health and social care settings

3.1 The importance of verbal communication skills in health and social care settings




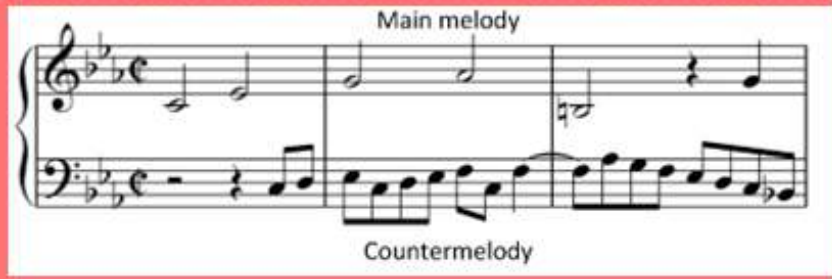
- Adapting type/method of communicating to meet the needs of the service user or the situation
- Clarity
- Empathy
 - Patience
- Using appropriate vocabulary
- Tone
- Volume
 - Pace
- Willingness to contribute to team working

Can you:

Explain when and how verbal communication skills are used in HSC and the benefits of using them.









MELODY—KNOWLEDGE ORGANISER



<p>PITCH How high or low a note is</p> 	<p>RANGE The difference between the lowest note and the highest note.</p> 	<p>INTERVAL The distance in pitch between two notes</p> <p>Semitone: the smallest distance Tone: 2 semitones (also called a 2nd) E.g. C-D <i>Happy birthday</i> 3rd: E.g. C—E <i>Oh When the Saints</i> 4th: E.g. C-F <i>Away In A Manger</i> 5th: E.g. C-G <i>Twinkle, Twinkle Little Star</i> 6th: E.g. C-A <i>Jingle Bells (Dashing through)/Sweet Caroline</i> 7th: E.g. C-B <i>Somewhere from West Side Story (1st note to 3rd note)</i> Octave: E.g. C-C <i>Somewhere over the Rainbow</i></p>	
<p>PHRASE A longer musical idea. 'Musical sentences' are constructed from phrases</p> 		<p>MELODIC MOVEMENT</p> <p>CONJUNCT: moving by step DISJUNCT: moving by leap SCALIC: notes moving in one direction following the notes of a scale CHROMATIC: notes moving in semitones PASSING NOTES: Melodic notes that are between the notes in the accompanying chord</p>	
<p>HOOK OR RIFF A short melodic idea intended to stick in the min of the listener</p>		<p>SCALE OR MODE A group of notes which a melody is based on e.g. major, minor, pentatonic</p>	
<p>COUNTERMELODY</p> 		<p>COMPOSITIONAL DEVICES</p> <p>REPETITION: Phrase played more than once exactly the same SEQUENCE: a phrase repeated but on higher or lower notes IMITATION: a melodic idea repeated with some variation OSTINATO: A repeating pattern IMPROVISATION: a melody that is made up on the spot CALL AND RESPONSE: a leader plays or sings a phrase which is answered by a group INVERSION: Turning a melodic idea upside down</p>	

HARMONY & TONALITY—KNOWLEDGE ORGANISER

How chords are used in a piece of music.

TRIAD	INVERSION	POWER CHORD		
<p>A basic type of chord made up of 3 notes</p> 	<p>Rearranging the order of the notes in a chord</p> 	<p>A chord made up of just the first and 5th note</p> 	<p>Arpeggio – playing the individual notes of a chord one after another Cadence – a movement between two chords at the end of a phrase Chromatic – music that uses chords that are not naturally found in the key Diatonic – music that use only chords that belong to the key Harmonic rhythm – the rate at which the chords change in a piece Modulation – when the harmony shifts to a new key Progression – a sequence of chords put together Seventh – adding the 7th degree of the scale to a triad Tonic – the first chord (I) in a key Dominant – the fifth chord (V) of a key</p>	
<p>CHORDS IN A MAJOR KEY Each chord is names after the note at it's root. They also have a Roman numeral name based on what degree of the scale it is.</p>  <p>I C II Dm III Em IV F V G VI Am VII Bdim</p>			<p>PRIMARY CHORDS (I, IV, V) In a major key, these are major chords. SECONDARY CHORDS (II, III, VI) In a major key these are minor chords (and vice versa) CHORD VII</p>	
PERFECT CADENCE	PLAGAL CADENCE	IMPERFECT CADENCE	INTERRUPTED CADENCE	
<p>The 'strongest' one</p> 	<p>The 'Amen' one</p> 	<p>The 'cliffhanger' one</p> 	<p>The 'unexpected twist' one</p> 	

Year 10 PE



PHYSICAL ME

Application of physical skills and tactics

3		4	
Table Tennis	EM2	Football	HM1
Football	EM2	Table Tennis	HM1
Badminton	EM2	Hockey	HM1
Hockey	EM2	Badminton	HM1

- 1
- 2
- 3
- 4

To effectively model the Plymstock culture in all actions and behaviours. To understand the importance of physical activity when striving for excellence in all aspects of the curriculum.

Term 2



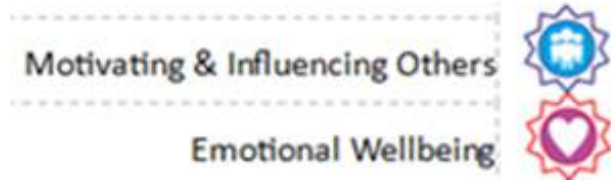
SOCIAL ME

Understand and work well with others



HEALTHY ME

Develop personal health and wellbeing



Know when to seek help before it's too late.					
SM3	Above	Excellent	Expected	Working Towards	Concern
	Is always able to identify when they need help. Is always able to actively action help appropriately.	Often identifies when they need help, and consistently actions help appropriately	Is able to identify when they need help, and action appropriately.	Can sometimes identify when they need help, sometimes actions help appropriately.	Rarely identifies when they need help, rarely actions help appropriately.

Form positive social relationships.					
HM1	Above	Excellent	Expected	Working Towards	Concern
	Is always able to build positive social relationships with all, to regulate emotions.	Often builds positive social relationships with all, to regulate emotions.	Is able to positive social relationships in order to regulate emotions	Is sometimes able to form positive social relationships in order to regulate emotions	Rarely forms positive social relationships to regulate emotions

Stress & Fatigue

Stress

A state of mental or emotional strain or tension resulting from adverse or demanding circumstances.

Causes of stress

- Physical change - e.g. recovering from an injury
- Mental change – e.g. competing against different opponents.
- Emotional adjustment or response – e.g. death or severe injury of a team mate



Effects of stress on performance

- Tension leading to tightness in muscles.
- Anxiety
- Apprehensive
- Nervousness leading to shaking or feeling sick
- Decrease in motivation

Fatigue

The feeling of extreme physical and mental tiredness brought on by extreme exertion.

Causes of fatigue:

- Extreme exertion – pushing yourself physically or mentally.
- Tiredness
- Lack of fluid – need fluids (water) to keep the body cool and aid the removal of waste products.
- Lack of training – muscles are not used to the exertion and so cannot maintain effort.
- Poor nutrition – Need to ensure that diet contains enough energy to support activity levels.

Consequences of Fatigue

- Decreasing concentration levels – can cause you to make mistakes
- Local muscular fatigue – can cause you to stop the activity
- Injury – can occur if you don't stop
- Decrease in skill level – incorrect execution of techniques

GCSE Photography—Core Knowledge and Skills

In Y10 these are;

How to use a digital SLR camera to create original images, understanding the basics of shutter speed, aperture, exposure and lenses.

How to use a basic studio set up, and control lighting.

How to edit photographs using Photoshop Elements or equivalent.

How to upload and store images on Google Drive, and how to transfer files onto the school system for editing or for making presentations.

How to present their work digitally using Powerpoint or equivalent, understanding the fundamental stages of writing up a photo shoot i.e.

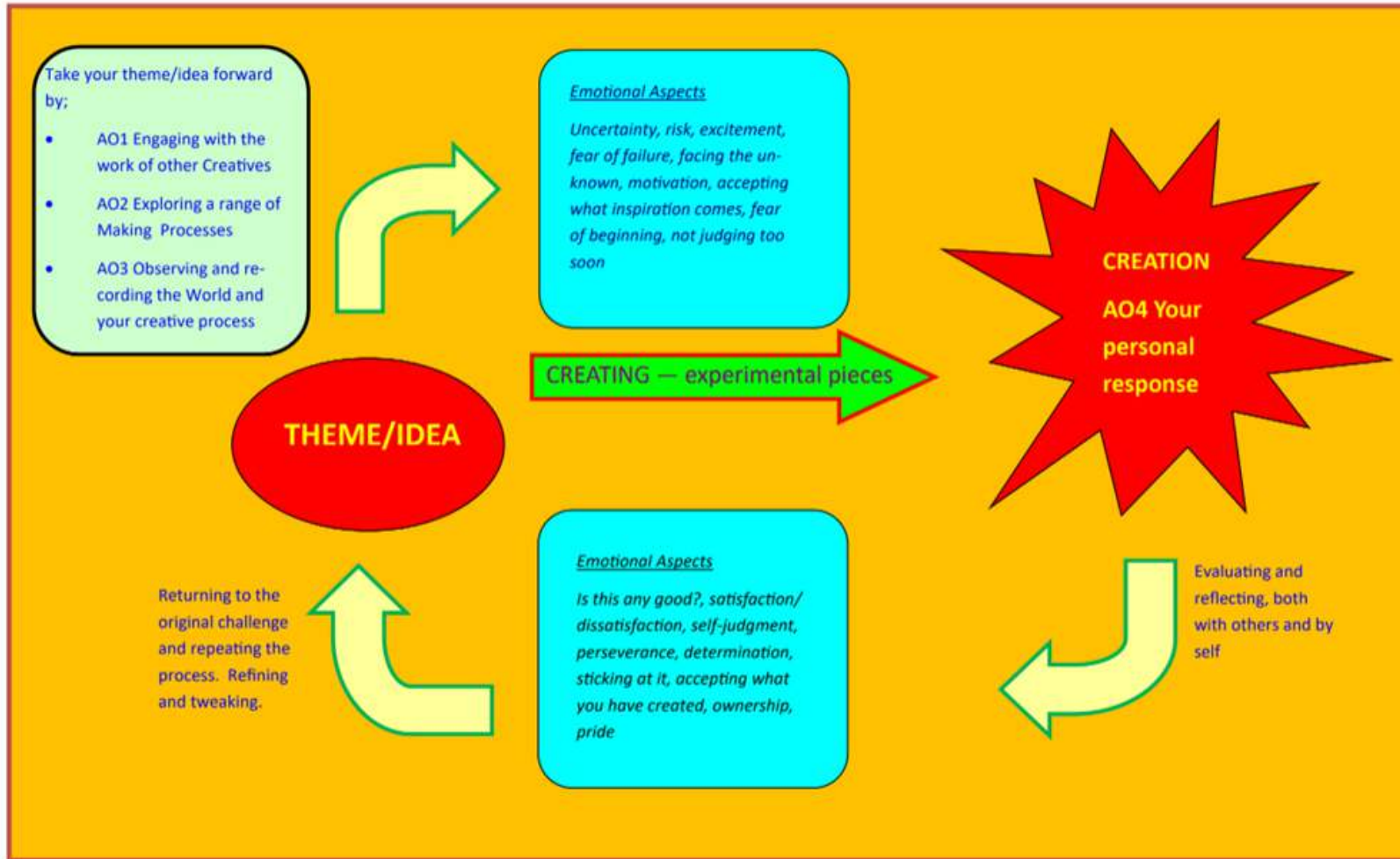
- **PLAN;** Plan the shoot.
- **CONTACT SHEET;** Make a contact sheet showing ALL the images.
- **MINI-PRINTS;** Now choose the best two or three images and make a slide with these images on – call this slide “Mini-Prints”. Discuss why these are the best two or three images – talk about lighting, composition, and so on.
- **EDITS;** edit these images, showing your process by using screen shots, again adding notes and discussing your decisions.

As in the general Art, Craft and Design lessons students will also need generic skills/language for critical understanding and analysis of their work and others, and to know how to present and exhibit their work.

These skills are taught during Y10 through a series of discrete projects;

Introductory projects	Basic camera skills and composition.
Funky Faces	Portraiture and basic studio/lighting skills. Basic photographic editing (cropping, levels, colour tools).
Time Part 1	Fast shutter speeds/studio flash. More advanced photographic editing (selection tools).
Time Part 2	Slow shutter speeds. More advanced studio skills (tripod, blur, light drawing)
Unreality	Composite images. Advanced editing (layers).

The Creative Process—at GCSE and A Level



TIME This is essential. Process requires sufficient time to work properly.

GCSE Photography follows the same essential creative process that we use in GCSE Art. In fact the GCSE is actually an Art GCSE with a Photography specialism. So for AO1 (Assessment Objective 1) we tend to look at other photographers more than we look at artists, for AO2 the “range of making processes” includes experimenting with your camera when making images, and with Adobe Photoshop when you are editing them, whilst AO3 covers your technical success when making shoots (in terms of exposure, focus etc.) and the relevance of those photoshoots to your theme/project. The final response (AO4) is the final curated set of edited images. All four AO’s require supporting annotation and analysis using relevant photographic language.

Christianity - Beliefs and Teachings

Omnibenevolent – the state of being all-loving and infinitely good – a characteristic often attributed to God.

Omnipotent – the all-powerful, almighty and unlimited nature of God.

Trinity – The three persons of God; Father, Son and Holy Spirit. Incarnation – God becoming human in the person of Jesus.




Atonement – The belief that Jesus' death on the cross healed the rift between humans and God.


Resurrection – The belief that Jesus rose from the dead on Easter Sunday, conquering death.

Monotheism – The belief that God is one.



The Nature of God	Problem of Evil	The Trinity
<p>The 'nature of God' talks about what God is like. In Christianity, there is only one God, and He is described as being:</p> <ul style="list-style-type: none"> ➤ Omnipotent (all powerful) ➤ Omnipresent (everywhere) ➤ Omniscient (all knowing) ➤ Omnibenevolent (all loving) ➤ Transcendent (outside of this world) ➤ Timeless (exists outside of time) ➤ Eternal (lasting forever) <p style="text-align: center;"><u>The Apostles' Creed</u></p> <p>This contains the most important Christian beliefs about God. It is recited in church or at solemn occasions, such as a baptism. All Christians sign up to the beliefs stated in the creed, even if they are not Roman Catholic.</p> <p>The most important beliefs are:</p> <ol style="list-style-type: none"> 1 God is an all-powerful creator 2 Jesus was born of Mary by the power of the Holy Spirit 3 Jesus was crucified, buried and rose from the dead and ascended to heaven. 4 There will be a day of judgment. 5 There is one holy and universal 	<p><u>The problem of evil and suffering</u> is a difficult question for people of faith. For Christians, they attempt to reconcile the existence of a good, loving God with the existence of evil and suffering. The inconsistent triad is that these three statements can't be true at the same time – God is omnibenevolent, omnipotent and evil exists. Atheists argue the triad proves God doesn't exist.</p> <p>Christian Theodicies</p> <p>Theodicy – a solution to the problem of evil.</p> <ol style="list-style-type: none"> 1 Free Will – people must make their own choices so evil must be possible. 2 There is a force for evil in the world, sometimes referred to as the 'devil' or 'Satan'. E.g. Story of Job 3 God shares in our suffering. Some believe that suffering is a way to participate in the suffering of Jesus. 4 Suffering is a mystery as in the story of Job. 5 How we deal with suffering gives us the opportunity to become better people – it is strengthening and soul-shaping. Irenaeus. 	<p><u>The Holy Trinity</u></p> <p>The three persons of God: God the Father, God the Son, God the Holy Spirit. Christians are often blessed in church services by a minister with reference to this belief, e.g. <i>"In the name of the father, the Son and the Holy Spirit."</i></p> <p><u>God the Father</u></p> <p>Jesus taught to refer to God as 'God the Father'. This refers to God as the all-powerful (omnipotent) and all-knowing (omniscient) part of God.</p> <p><u>Jesus Christ</u></p> <p>Christians believe that Jesus is the Son of God. For Christians, Jesus is God. This belief is known as the incarnation.</p> <p><u>God the Holy Spirit</u></p> <p>After Jesus' ascension, God sent the Holy Spirit into the world to guide Christians to live in the best way possible. The Holy Spirit:</p> <ul style="list-style-type: none"> -Gives comfort, courage, inspiration and guidance. -Helps people to believe in Jesus and strengthen their faith. -Helps to understand and interpret the Bible/the Word of God. -Intervenes in the world in a miraculous way, e.g. in special church services.

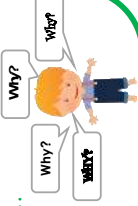
Creation	Jesus	Crucifixion	Interpretations of Creation
<p>Creation: For Christians, God is the creator of the universe. The main events in creation are: 1 Creation of the universe 2 Creation of the earth 3 Creation of Adam and Eve (humankind) 4 Temptation of Adam and Eve 5 The fall of humankind from grace Genesis 2: “This is now bone of my bones, flesh of my flesh; she shall be called woman, for she was taken out of man.”(Genesis 2:22-23) God gave one rule to Adam and Eve: “You must not touch the fruit of the Tree of Knowledge of Good and Evil, or you will die.” (Genesis 2: 3) In Genesis, people have a clear purpose – to have ‘dominion’ or powers over the earth, but this must be exercised through Stewardship on God’s behalf. People have a God-given duty to take care of the earth in a responsible way, looking after both the environment and animals. The ‘evil’ or ‘sin’ that is innate in all human beings is a consequence of The Fall (when Adam and Eve eat from the Tree of Knowledge of Good and Evil against God’s will. Called original sin.</p>	<p>Four important events in Jesus’ life: The Incarnation (God becomes man) The Crucifixion and death of Jesus Resurrection Ascension to heaven All of these events are recorded in the Gospels. How was Jesus divine? For Christians there are many events or miracles from the life of Jesus which provide evidence that he was divine, such as: 1 The miracle of the virgin birth 2 The voice of God at the Baptism of Jesus 3 Jesus’ ability to perform miracles 4 The resurrection of Jesus Jesus: God incarnated (God made human) Not conceived through sexual intercourse, but born to the Virgin Mary through the power of the Holy Spirit The Son of God: “The Word became flesh and made his dwelling among us. We have seen his glory, the glory of the one and only Son, who came from the Father, full of grace and truth.”</p>	<p>Crucifixion Jesus’ teachings brought him into conflict with the Jewish authorities, who accused him of blasphemy because he claimed to be able to forgive sin. His followers believed he was the Messiah, which led to his arrest and execution as the authorities believed that Jesus was claiming to be King – this was treason. Jesus suffered like any other human being as he is truly God and truly human. Jesus participates in the suffering of humanity. This is important because it shows that God understands human suffering. Main points of the crucifixion: -Jesus is executed by the Romans -The soldiers mock Jesus and put a crown of thorns on him -He is crucified at a place called Golgotha -Two criminals are crucified with him -Jesus is mocked by people in the crowd -Jesus prays while on the cross -Jesus dies on the cross -A darkness came over the land at Jesus’ death</p>	<p>Some Christians (creationists) believe that the Genesis story contradicts modern science and therefore disagree with the big bang and evolution. Other Christians (liberals or theistic evolutionists) understand the Bible metaphorically and believe that God created using the big bang and evolution. The big bang is the idea that about billions of years ago a huge explosion – A Big Bang – sent it all spiraling outwards, eventually creating the universe as we know it today. Evolution is the theory that all life originated as single-cell organisms and has developed in complexity and size over billions of years. Charles Darwin (a theist) pioneered the theory of evolution by natural selection.</p>
<p>Word and Spirit in Creation</p>	<p>Ascension</p>	<p>Resurrection</p>	<p>Key Teachings:</p>
<p>John 1:1-5 “In the beginning was the Word and the Word was with God” Most Christians understand the ‘Word’ to be a reference to Jesus, the second part of the Trinity. Jesus as the ‘Word’ is central to the belief that Jesus is God as a part of the Holy Trinity. Therefore, in this quote, “In the beginning was the Word and the Word was with God, and the Word was God” Jesus, or ‘the Word’ was present at the beginning of creation and that he is God.</p> 	<p>After Jesus rose from the dead: -Jesus appeared to the disciples -Jesus appeared to other people -Jesus ascended (rose) to his Father in heaven Some Christians believe that Jesus physically ascended into heaven. The ascension is important because it marks the end to the presence of Jesus on earth in a physical way. Christians believe that Jesus’ Spirit is now at work in the world.</p> 	<p>Jesus rose from the dead 3 days after his death. The female disciples were the first to see the empty tomb and spread the news that Jesus was alive. Christians believe the resurrection is important because:</p> <ol style="list-style-type: none"> 1) It enables the final resurrection. 2) It is the greatest miracle. 3) It defeats death. 4) It defeats evil and sin. 5) It completes salvation/atonement. 6) It shows Jesus is God. 7) It is the basis of Christianity. 	<p><i>“Jesus answered: ‘I am the way and the truth and the life. No one comes to the Father except through me.’”</i></p> <p><i>“I and the Father are One.”</i></p> <p><i>“The Word became flesh and lived amongst us.” “God so loved the world he gave his one and only Son.”</i></p> <p><i>“I am the resurrection and the life. The one who believes in me will never die.”</i></p> <p><i>“He left them and was taken to heaven.”</i></p> <p><i>“The grace of God has appeared, bringing salvation to all men.”</i></p> <p><i>“‘It is finished!’ Then he bowed his head and gave up his spirit.”</i></p>

Key Teachings	Eschatological Beliefs	Judgement	Salvation
<p>“In the beginning, God created the heavens and the earth.”</p> <p>“And God said, ‘Let there be light’ and there was light.”</p> <p>“In the beginning was the Word, and the Word was with God, and the Word was God.”</p> <p>“I am going to prepare a place for you.”</p> <p>“So God created mankind in his own image.”</p> <p>“From the tree of knowledge of good and evil you shall not eat, for in the day that you eat from it you will surely die.”</p> <p>“God will bring into judgement both the righteous and the wicked.”</p> <p>“Just as people are destined to die once, and after that to face judgment.”</p> <p>“My Father’s house has many rooms...I am going to there to prepare a place for you.”</p>	<p>Eschatology refers to beliefs about death, judgment, heaven and hell. These are also known as the ‘last things’. Christians believe:</p> <ul style="list-style-type: none"> • Life is a preparation for an afterlife to be with God in heaven • In the Nicene Creed: “We look for the resurrection of the dead and the life of the world to come” • Jesus’ death and resurrection provides them with evidence that death is not the end. Jesus was resurrected: so will they be • The physical body dies and the immortal soul lives on. • The cross is symbolic of death and resurrection. • In John’s Gospel, Jesus raises Lazarus from the dead, saying that anyone who believes will never die. • The way to heaven is through faith in Jesus. 	<p>There will be a Judgment Day where people will be judged by the quality of their lives</p> <p>Jesus will separate the people who go to heaven from those who go to hell, like a shepherd separates the sheep from the goats (Matthew 25:31-46)</p> <p>The spiritual part of a person, their soul, joins God in heaven at death. However, Christians also believe that at the end of time there will also be a physical resurrection. This means that people will be brought back to life with physical bodies – just as Jesus was.</p> <p>This belief is stated in the creeds. At the ends of time, a trumpet will sound and the dead will rise up. This signifies the victory over death – “death has been swallowed up in victory.”</p> <p>Some Christians believe that hell is a place of suffering. Some believe that it is a physical place where people burn eternally. Others believe it exists in a more spiritual dimension. Most Christians think that the real torment of hell resides in absolute separation from God as he is not present in hell. To be in hell is not to be in the presence of God.</p>	<p>Salvation is being saved from death and sin. Jesus’ death gives humans a chance of salvation</p> <p>How to Christians achieve Salvation?</p> <p>Roman Catholics believe that by taking part in the Sacraments, they will be able to achieve salvation and go to heaven. They believe that Baptism washes them clean of sin. Confession allows for the Christians to be absolved (freed) of sins committed in life. Protestants, e.g. Church of England, believe that they must have faith in Jesus to achieve salvation.</p>
	<p>Exam advice</p> <p>1 mark Q – multiple choice (normally linked to key words)</p> <p>2 mark Q – two simple bullet points</p> <p>4 mark Q – for the beliefs it will ask how a belief in something INFLUENCES a Christian today. This effectively means how this belief makes them act/change their behaviour. Two P.E.E paragraphs</p> <p>5 mark Q – ‘Explain two’ – two P.E.E paragraphs required. You will also need a relevant teaching/quote to support your points—make sure you include its source!</p> <p>12 mark Q – evaluative question. You will be given a statement and will have to come up with two agree arguments and two disagree arguments (with two quotes). You will also need to reach a justified conclusion. What is the strongest argument and why</p>		<p>Atonement</p> <p>Some Christians believe that Jesus’ life and death is an act of atonement for the sins of the world and that salvation is offered to all those who believe this.</p> <ul style="list-style-type: none"> -Sin separates humans from God -Jesus’ death atones from human sin. -Jesus’ sacrifice means we have a chance to live with God for eternity after death. -Jesus was a sacrifice that paid for human sin. This replaces the sacrifices of animals that were made in the Old Testament. Jesus is final sacrificial lamb. -Jesus paid the ransom for human sin, releasing humans from sin and allowing them to be saved. -Jesus paid for our atonement with his life.

BTEC Travel and Tourism Literacy Mat

JUSTIFY/EXPLAIN

- This means that...
- This is because...
- This is important because...
- This is an essential because...
- The value of this is...
- To justify this point further...
- Therefore...
- Thus...



SEQUENCERS

- Firstly,
- Secondly,
- Finally,
- Next,
- After,
- To begin,
- To end,
- So,



ADVANTAGES

- A benefit of x would be...
- An advantage is... This is advantageous because...
- This can only benefit x because...
- A positive...



DISADVANTAGE

- A disadvantage is...
- This is disadvantageous because...
- This is inconvenient because...
- This would not benefit x at all because...



MAKING COMPARISONS

- Similar to...
- Likewise...
- This is comparable to...
- At the same time, x also...
- Also...
- Similarly...
- Comparably...



MAKING CONTRASTS

- However...
- Whereas...
- On one hand... On the other hand...
- On the contrary...
- Differently...
- In contrast...



CONCLUDING

- In conclusion...
- To conclude...
- In evaluation...
- All points considered...
- Overall...
- To draw all points together...



HELPFUL TIPS!

When answering 4/6 mark questions, you should always make sure that you are explaining any point you make. You are (generally) awarded 1 mark for the point, 1 mark for the explanation that goes with it.

For longer questions, ALWAYS include a conclusion!

Academic Words in Travel and Tourism

STATE/ IDENTIFY

To give an example of.

EVALUATE

Look at the advantages and disadvantages of a given subject and draw all your answers together to give the best option.

EXPLAIN

Give more details about this point. Say why something happens and what the importance of it is.

DESCRIBE/ OUTLINE

Provide a detailed explanation about how and why something happens.

DISCUSS

Talk about a topic in detail and take into account different ideas and issues.









ASSESS/ANALYSE

Evaluate the quality of. Examine in detail in order to explain it.

Component 3: INFLUENCES ON GLOBAL TRAVEL AND TOURISM

TERM	DEFINITION
ECONOMIC FACTOR	This is a factor which affects MONEY. This could be for an individual, an organisation or a country. These are dynamic and change all the time i.e. fluctuations in exchange rates can affect the costs of outbound holidays.
Recession	A slowdown in economic activity , measured by looking at economic output over two successive quarters (six months).
Disposable Income	The amount of money a person has left after the deduction of taxes and basic living costs. It is income spent on the things that a person wants rather than needs, such as a holiday.
Boom	When the economy of a country experiences medium- or long-term periods of growth. This would mean more people are willing to and able to spend their disposable income on luxuries such as holidays.
Levels of Employment	Measure how many people of working age are in employment at any one time.
Fuel Costs	These change all the time, usually depending on the wholesale price of oil. Fuel costs are a significant expense for organisations that operate within the transport sector. Rising fuel costs can affect the profitability of organisations, such as airlines and coach operators. Sometimes organisations pass on the increase in fuel prices to customers by increasing the prices of their products.
Currency Exchange	This is the value of the currency of one country against another; rates of currency are constantly changing. This will affect how much a tourist's money is worth when they exchange it to another country. The exchange rate is important because it can affect the amount of money that tourists have available to spend on products and services.
Influence on visitor choice of global destinations	In times of economic hardship, during periods of inflation or recession, people may be forced to choose alternative, more affordable destinations to visit.


Component 3: INFLUENCES ON GLOBAL TRAVEL AND TOURISM

TERM	DEFINITION
POLITICAL FACTOR	This is a factor which is where the GOVERNMENT have intervened. Different countries have different legislation and regulations that can affect how a tourist gains entry to that country. It can also impact how desirable a country is to visit.
Legislation	Laws made by a government.
Regulations	Rules set and monitored by an administrative body, such as the UK Trading Standards Institute.
Visitor Security	Example: National identity proof laws i.e. all foreign visitors carrying a passport or national identity card. <ul style="list-style-type: none">  Can help police and security forces monitor people using airports and railway stations.  Security checks can increase waiting times at airports and railway stations.
Equality	Example: Australian Human Rights Commission 1986- ensures equal rights for all people in Australia, including visitors. <ul style="list-style-type: none">  It is illegal to discriminate against people based on a range of factors including race, colour, sex, religion, and sexual orientation.  The laws are not always applied consistently across different Australian states and territories.
Customer Financial Protection	Example: Package Travel Regulations- protect consumer rights when booking a package holiday. <ul style="list-style-type: none">  Customers are able to claim a refund or compensation if the holiday doesn't match the description given when booked.  Customers who have booked the components of their holiday separately and not as a package are unlikely to have legal or financial protection.
Developing Services and Facilities	Example: Tourism Act 2011 (Kenya)- an act of parliament to provide for the development of sustainable tourism and tourism-related activities in Kenya. <ul style="list-style-type: none">  Such an act can encourage the development of tourism in a country like Kenya. One of the main benefits is generating income and creating employment for Kenyan people through tourism.  Many tour operators, such as Kuoni Travel, offer all-inclusive holidays to Kenya. However, visitors on all-inclusive holidays are often less inclined to spend money in the local area.

Component 3: INFLUENCES ON GLOBAL TRAVEL AND TOURISM

Component 3: INFLUENCES ON GLOBAL TRAVEL AND TOURISM

TERM	DEFINITION
War	The threat of the outbreak of war can have an impact similar to civil unrest on tourism. Mainly, visitor safety cannot be guaranteed and therefore FCO advises against all travel to affected areas.
Ukraine	As of March 2022, the FCO were advising against all travel to Ukraine, due to the Russian invasion from 24 February 2022.
FCO/ FCDO	<p>Foreign Commonwealth Office (previous name) Foreign Commonwealth and Development Office (new name)</p> <p>Responsible for safeguarding the UK's national security by countering terrorism and weapons proliferation, and working to reduce conflict.</p> <p>To check travel advice from FCDO for chosen destinations, follow the link below: https://www.gov.uk/foreign-travel-advice</p>
NATURAL DISASTER	<p>Natural disasters and severe weather events are dramatic, unpredictable and can have a huge impact on the travel and tourism industry.</p> <p>Many of the world's most popular tourist destinations are located in areas that are affected by natural disasters. A lot of the infrastructure that is important to the tourism industry is damaged or destroyed during these events.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Earthquake • Volcanic eruption • Tsunami • Landslide • Avalanche
Infrastructure	The structures and facilities, such as roads, buildings and power supplies, that enable a tourist destination to function properly.
Weather Hazards	<p>Many severe weather events, such as hurricanes, are seasonal and can therefore be planned for, to an extent.</p> <p>In the South Eastern USA and Caribbean, hurricane season occurs between June and November. Visitors can prepare for cancellations, delays and other impacts by taking out Natural Catastrophe Cover.</p>

TERM	DEFINITION
EXAMPLES OF SEVERE WEATHER EVENTS	<ul style="list-style-type: none"> • Flooding • Drought • Wildfires • Hurricanes/ Cyclones • Tornadoes • Snowstorms and blizzards
Hurricanes in the Caribbean	In 2017, a series of hurricanes in the Caribbean and a severe earthquake in Mexico contributed to losses of US\$135 billion for the region.
NATURAL FACTORS 	<ul style="list-style-type: none"> • Having to rebuild infrastructure • Spend money on early warning systems and building design (buildings that can bend and flex to withstand the impact of an earthquake) • Flight cancellations • Repatriation • Airports shut (this delays repatriation)
MEDIA FACTORS	The media has a powerful role in the promotion of global travel and tourism. The images portrayed can have a big impact on the popularity of destinations and the visitors that go there.
Printed Media	Newspaper articles, reports and adverts, magazines, travel books and guides.
Internet Media	Social media platforms and websites.
Broadcast Media	Radio, film and TV.

Component 3: INFLUENCES ON GLOBAL TRAVEL AND TOURISM

TERM		DEFINITION		
Safety Measures		<ul style="list-style-type: none"> • Closed Circuit Television (CCTV) • Transport and tourist police • Body and luggage scanners • Emergency phone numbers • Safety deposit boxes • Security staff in transport hubs and venues 		
HEALTH RISK FACTORS		Over the past decade, there have been epidemics (such as the 2013 Ebola outbreak in West Africa) and a pandemic (Covid-19 that began to spread globally in early 2020).		
Infectious Diseases and Illnesses				
Disease/ Illness	Type	Transmission	Symptoms	Vaccination Available?
Malaria	Endemic	Mosquito bite	High fever, sweating, nausea, vomiting, abdominal pain	Yes
Yellow fever	Endemic	Mosquito bite	Jaundice, internal bleeding, vomiting blood, organ failure	Yes
Cholera	Endemic	Contaminated food and water	Diarrhoea, vomiting, dehydration	Yes
Typhoid	Epidemic/ pandemic	Contaminated food and water	Loss of appetite, abdominal pain, high fever, lethargy	Yes
Norovirus	Epidemic/ pandemic	Contact	Nausea, vomiting, abdominal cramps, fever, muscle pain	Yes
Coronavirus (Covid-19)	Epidemic/ pandemic	Air/contact	Fever, cough, loss of taste and smell	Yes
Avian/ bird flu	Epidemic/ pandemic	Contact	Sore eyes, breathing difficulties, stomach pain	Yes
Zika virus	Epidemic/ pandemic	Mosquito bite	Rash, itching, joint pain, sore eyes	Yes

Component 3: INFLUENCES ON GLOBAL TRAVEL AND TOURISM

TERM		DEFINITION		
Epidemic		When a disease or virus affects a particular region or large area of the world- for example malaria.		
Pandemic		Worldwide spread of a disease- for example, Covid-19.		
Endemic		When a disease is present permanently in a region or population.		
Adapting and Developing New Products and Services	Factor	Example	Adaptation/response	
	Political	2018 – Paris riots	French tourist organisations issued statements at the time to reassure visitors that the riots only affected a small area of the city and the main attractions in Paris were still safe to visit.	
	Economic	2022 – economic sanctions against Russia	Antalya in Turkey is a popular tourist destination with visitors from Russia. Local business owners are worried that economic sanctions against Russia will drastically reduce visitor numbers to the resort.	
	Natural	2017 – Hurricane Maria in the Dominican Republic	British Airways grounded or rescheduled numerous flights to the affected areas.	
	Media	2017 – media reports of Magaluf trying to shed its 'party town' image	A five-year regeneration plan launched with the Palmanove-Magaluf Hotel Association was adopted in 2015, with the aim of making the resort appeal more to the family market.	
	Safety and security	2015 – terrorist attacks in Sousse, Tunisia	From July 2017 onwards, tour operators such as Thomas Cook and TUI offered cut-price deals to encourage the recovery of Tunisian tourism.	
Adapting Operational Procedures	Factor	Response		
	Economic	As a result of the Covid-19 pandemic, in 2020 TUI announced plans to cut 8000 jobs.		
	Natural	In 2021, numerous flights to La Palma were cancelled due to hazardous volcanic activity.		
	Media	Positive media coverage can lead to increased visitor numbers in destinations. Organisations may have to adapt operational procedures to deal with this, for example offering more flights to a destination that has grown in popularity, such as Croatia. In 2018, it was reported that over 70 new flights were being offered to Croatia.		
	Health risk	In 2021, during the Covid-19 pandemic, British Airways adapted their services by allowing customers to order food and drinks to their seat using the in-flight Wi-Fi.		

