

# KNOWLEDGE ORGANISER BOOKLET

**YEAR 11 - 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



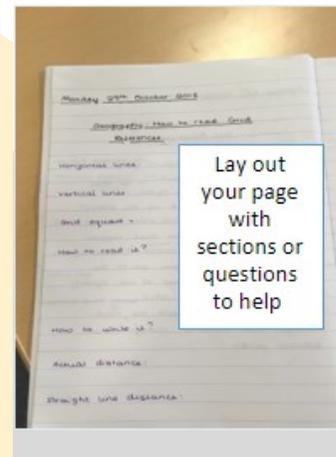
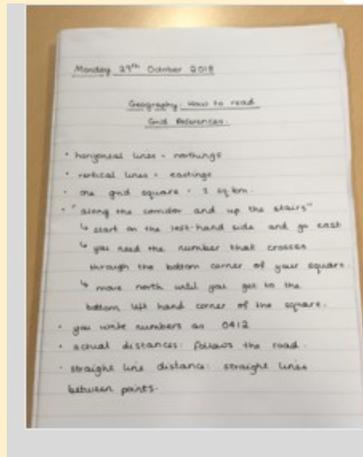
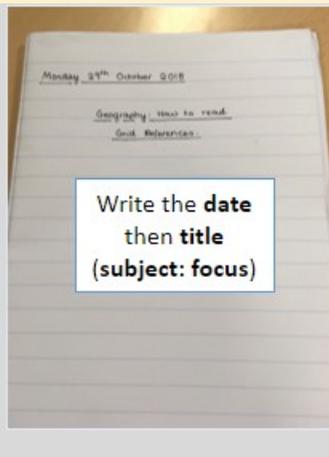
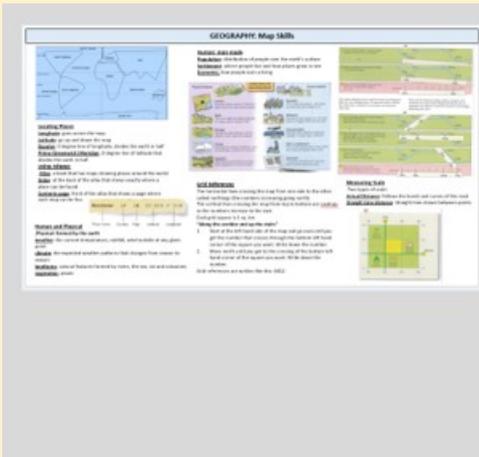
3. **WRITE:** write out as many details as you can from memory.



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

In Y11 our expectation is that students begin to work as independent creatives, initiating and developing self-directed personal projects. This begins at the start of the year with the major coursework project, which culminates in the mock exam just before Christmas. After Christmas students commence their exam project. Together these two projects form the bulk of the work done in Y11.

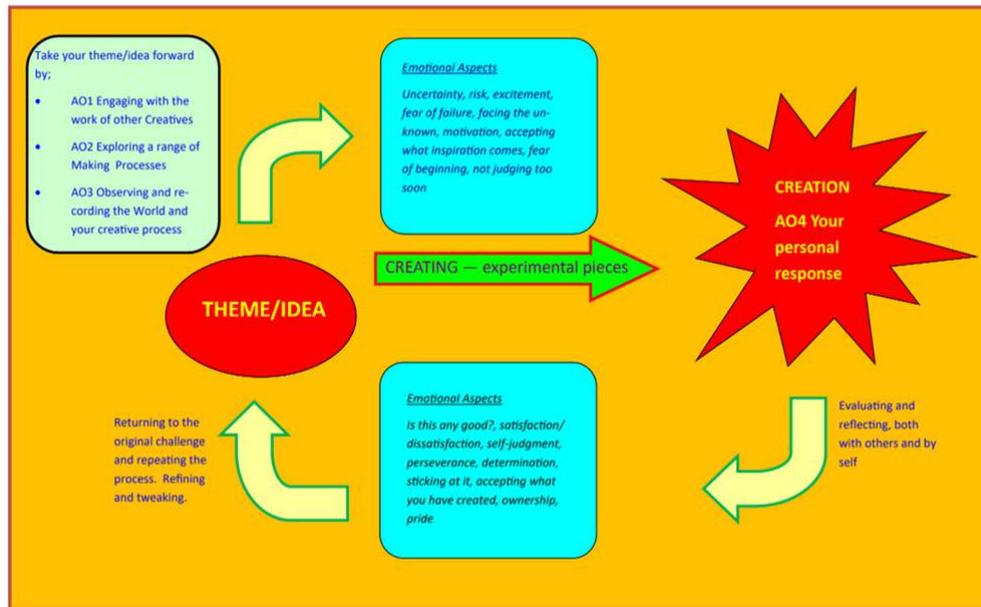
All Y11 projects rest upon the same core knowledge and skills learnt in Y10. These are summarised in depth in the Core Curriculum Knowledge Organiser your teacher gave you at the start of year 10. These can be very briefly recapped as follows;

### 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

### 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



**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, poets, novelists etc.) or issues (social, historical, moral, political, environmental, spiritual etc.)*

**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.*

**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.*

**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*

**Ethics is:**  
about what is right and wrong

### 6:1 Ethical and Environmental Considerations

Ethics involves treating workers, suppliers and customers right however what is right and wrong changes over time so it can be hard for businesses to keep up.

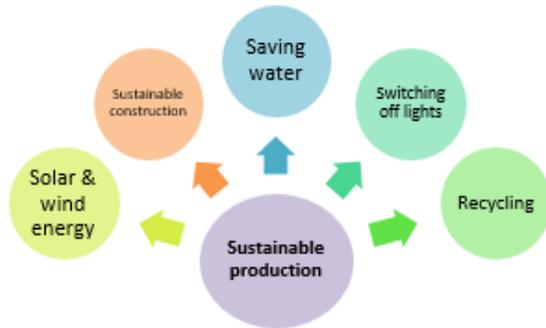
**Ethical marketing**  
Marketing activities that seek to give customers information to make good choices

**Environmentally friendly**  
Describes consumers and businesses that act to make production sustainable

**Sustainable production**  
The share of the total market for a product

#### Benefits of being environmentally friendly

Increased sales	Reduced costs
Reduced tax bills	Reduce resource scarcity



**Economic climate:**  
refers to how well the country is doing in terms of the levels of income and employment

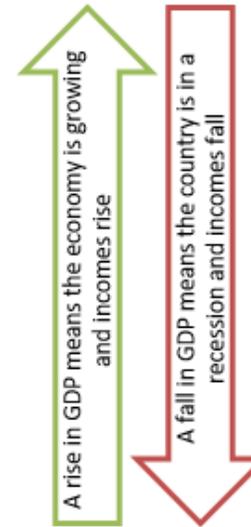
### 6:2 The Economic Climate

**Gross Domestic Product (GDP)** is a measure of the amount of goods and services a country produces

**Income**  
The amount of money people receive from work

**Customers**  
Buyers of goods and services

**Consumer income**  
The total amount of income that all customers in the country receive



	Response to economic change
Production	<ul style="list-style-type: none"> <li>Sell the product at a lower cost to beat competition (less profit though!)</li> <li>Improve quality control to reduce wastage</li> <li>Increase productivity through technology</li> </ul>
HR	<ul style="list-style-type: none"> <li>Increase productivity by motivating workers</li> </ul>
Finance	<ul style="list-style-type: none"> <li>Reduce costs by improving cash flow, reducing interest payments on overdrafts or loans</li> <li>Change loans to get a lower interest rate</li> </ul>
Marketing	<ul style="list-style-type: none"> <li>Change the marketing mix                             <ul style="list-style-type: none"> <li>Change the product to appeal to different customers</li> <li>Increase promotion</li> <li>Different pricing strategies</li> <li>Sell using e-commerce</li> </ul> </li> </ul>

**Globalisation is:**  
the process by which business activity around the world has become increasingly interconnected

### 6:3 Globalisation

**International branding**  
Creating an image or values for a product in different countries

**Multinational companies**  
Businesses that operate in different countries

**Productivity**  
A measure of output of each worker on average

**Free trade**  
The absence of restrictions on trade between countries

Pros of a UK business locating abroad	Cons of a UK business locating abroad
<ul style="list-style-type: none"> <li>Lower labour costs</li> <li>Lower costs</li> <li>Expertise</li> <li>Skilled workers</li> <li>Demand</li> </ul>	<ul style="list-style-type: none"> <li>Quality control</li> <li>Poor communications</li> <li>Transport</li> <li>Loss of UK sales</li> <li>No skilled labour</li> <li>Costs of moving</li> </ul>

#### Influences on business

**Ethical and environmental considerations**  
There could be negative implications if businesses don't follow UK guidelines in other countries

**The economic climate**  
This will influence whether or not a business is willing to operate there - if low income the business will suffer

### 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

### 1.5 System Software Summary Sheet 1a (OCR J277)

There are many types of system software that help run and maintain computer systems. The most important one is the Operating System, without this a computer can not function.

#### Device Drivers and Peripheral Management:

Needed to translate the OS instructions to instructions the hardware understands so that they work correctly. Each piece of hardware will need its own device driver.

Keywords

**System Software:** Software that runs or maintains a computer system. This includes the OS that controls the hardware and software.

**Operating System (OS):** Software that runs the computer. Manages hardware, applications, resources and users.

**Utility Software:** Software that helps to maintain a computer system. Some are part of the operating system some are separate from it.

#### 1.5.1 Operating Systems.—The purpose and functionality of operating systems.

**Memory management:**

When programs are loaded into memory, the OS decides where to put them. The OS has to keep track of where the different fragments of the program are. The OS will use virtual memory when the RAM memory is full.

**Multi-tasking:**

Running more than one program at a time e.g. the computer running a word processor, using a browser and listening to music all at the same time.

**Peripheral Management and Device Drivers:**

Needed to translate the OS instructions to instructions the hardware understands so that they work correctly. Each piece of hardware will need its own device driver.

**User Management:**

**Single user OS** – only one user allowed at one time.

**Multi-user** – many users can use a computer system at the same time.

The OS manages the accounts of all users, including passwords, pins and usernames.

**File Management:**

The organisation, naming, copying, moving and deleting of files and folders. This is an important task of the OS.

**Operating Systems software:**

An Operating System is a type of Systems Software.

**The User Interface:**

The OS Provides a user interface between the user of the computer and the hardware.

**User Interfaces:**

**Command Line** – text based.

- For advanced users e.g.
- Uses commands
- Efficient

**Menu Driven**

- Use key presses
- Simple system for accessing the system e.g. cashpoints, chip and pin devices.

**GUI**

- is visual (Graphical User Interface)
- Uses -> windows, icons menus, pointers (**WIMP**).
- Interactive
- Intuitive -> mouse and touch e.g. MS Windows, Linux, MACOS, Android iOS.

**Voice input (natural language)**

- not reliable e.g. Siri, Cortana, Alexa.

#### 1.5.2 Utility Software

Software that helps to maintain a computer system >

Other utility software includes >

**Encryption software:**

Software that puts data into a form that cannot be understood e.g. cipher text.

**Anti-Virus software:** Stops malware from damaging computer systems.

This utility software can be part of the operating system or can be purchased separately.

**Why did the computer go to the doctor? Because it was feeling a bit buggy and needed to update its operating system.**



**Disk defragmentation:**

Reorganising files on a hard disk after the fragments are scattered all over the hard disk. Puts all the free space back together. Speeds up access.

SSD drives do not need to be defragmented.

**Backup software:**

Copies of files are created in case the originals are lost.

**Full backup** – every week  
-All files backed up. This can take a long time.  
**Incremental backup** – every day  
-only files and parts of files that have changed are backed up. This is a quick process.

**Data Compression:**

Reduces the size of a file so that it takes up less space on the disk e.g. creating a .zip file or streaming a video over the internet.

**Disk formatting:**

Gets hard disks ready for use. This utility is part of the OS.

## 1.6 Ethical, Legal, Cultural and Environmental Issues Summary Sheet 1a (OCR J277)

Computers and technology affect peoples lives in many ways, including yours and people you know.

 <b>Keywords</b>	<p><b>e-waste:</b> waste produced when devices are no longer needed.</p> <p><b>Environmental Impact:</b> How is the environment is affected by something.</p> <p><b>Ethical:</b> Whether something is right or wrong.</p> <p><b>Globalisation:</b> The process by which the world is becoming increasingly interconnected</p>	<p><b>Lawful:</b> Actions that are within the law.</p> <p><b>Legislation:</b> Laws that are created.</p> <p><b>Creative Commons License:</b> Allows the author to keep the copyright but allows others to copy, distribute and make use of their work.</p>	<p><b>Copyright:</b> The owners' rules about how their work can be used.</p> <p><b>Patent:</b> Prevents others from making, copying or selling an invention</p> <p><b>Proprietary software:</b> cannot be changed by the community</p> <p><b>Open Source software:</b> Software that can be changed by the community. It is usually free of charge.</p>
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### Impacts of digital Technology on Society

<p><b>Stakeholders:</b> people that have an interest in a business or organisation.</p> <p>Example organisation: The <b>banks, supermarkets, schools, shops, charity organisations</b> and many, many more.</p> <p>Banks continue to close their buildings due to technology.</p> <p><b>These ideas and issues can be applied to most organisations when considering how technology effects different stakeholders.</b></p> <p><b>Always consider the impacts technology can have on the stakeholders of an organisation. These can be positive or negative.</b></p>	<p>The following are all <b>Key stakeholders</b> of a bank:</p> <p><b>Effects on customers</b></p> <ul style="list-style-type: none"> <li>• Reduction in travel time</li> <li>• 24/7 Access via internet</li> <li>• Staff could lose jobs</li> </ul> <p><b>Effects on employees / staff</b></p> <ul style="list-style-type: none"> <li>• Might lose their job</li> <li>• New jobs may be created</li> <li>• Staff might have to re-train.</li> <li>• Could work from home / call centre</li> </ul> <p><b>Effects on people in the community</b></p> <ul style="list-style-type: none"> <li>• Less people in town may result in less trade for shops and other businesses.</li> <li>• Elderly people may not be able to use online banking. They may prefer to go to a real branch and meet people.</li> <li>• No personal service.</li> </ul> <p><b>Effects on bank bosses and shareholders</b></p> <ul style="list-style-type: none"> <li>• Responsible for data protection.</li> <li>• Technology reduces costs like, rent, staff and other bills.</li> <li>• More profits.</li> </ul>
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### 1.6 Environmental Impact of Technology and Computer Science

#### The consequences to the environment of creating, using and disposing of (digital) equipment

<p><b>Environmental impact</b></p> <ul style="list-style-type: none"> <li>• Making technology devices uses lots of energy.</li> <li>• Millions of products manufactured each year.</li> <li>• Natural resources are in limited supply.</li> <li>• Manufacturing processes use lots of energy and fossil fuels.</li> <li>• Data centres are permanently switched on.</li> <li>• Rare minerals and resources are being used up.</li> <li>• Disposal of computer technology devices.</li> </ul>	<p><b>Harmful Effects of Materials</b></p> <ul style="list-style-type: none"> <li>• Cadmium</li> <li>• Mercury</li> <li>• Radioactive material</li> </ul> <p>• Computer equipment is sometimes shipped to other countries that do not have high stands for disposal. This will expose people and the environment to harmful chemicals and toxins.</p>
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### 1.6 Open Source vs Proprietary Software

<p><b>Open Source Software</b></p> <p>A computer program or an application in which the source code is open and available to the public.</p> <ul style="list-style-type: none"> <li>• user can modify (change) the software.</li> <li>• users can distribute the software.</li> <li>• Support for the software is provided by the 'community'.</li> <li>• The users have access to all the source code.</li> <li>• This software might not be fully tested.</li> </ul> <p><b>Examples:</b> Moodle, Linux, Android, Firefox, LibreOffice.</p>	<p><b>Proprietary Software</b></p> <ul style="list-style-type: none"> <li>• Users cannot modify (change) the software</li> <li>• The software is supported by the developers.</li> <li>• Users will not have access to the source code</li> <li>• Usually, users will pay for a license to use the software.</li> <li>• Tested by the developers of the software.</li> </ul> <p><b>Examples:</b> Microsoft Windows, Microsoft Office, Edge browser, Internet Explorer, MACOS, apple iOS</p>
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## 1.6 Ethical, and Cultural Implications of Computer Science Cultural:

The impact of technology on our daily lives. Technology has changes people's lives very much e.g.

- Social media
- Online streaming
- Mobile phones
- Satnav
- Video games etc.
- Online subscription to services

**Use of social media:**

- there are positives, can you think of any?
- there are negatives, can you think of any?

**The Digital Divide:**

Those that have access to technology and those that do not. Easier, fast communication has helped with democracy by allowing people to speak out and communicate ideas.

**Government restrictions** e.g. China, Russia.

- Prevents criticism of government and leaders
- Monitor people using technology and internet.
- Censorship of the internet.

**Globalisation -> the way countries and people of the world interact and integrate**

- Technology allows people and countries to work and communicate with each other.
- Has affected the expectations of people has technology becomes available and accessible.
- Can promote cultural awareness.
- Technology Needs to be carefully used and controlled or can be misused.

**Technology can be used and misused** e.g.

- Collecting of people's personal data when they use devices.
- Hacking systems to do bad things to them.

## 1.6 Legal Issues

**Doing something legally is abiding by the law and not breaking the law. If you break the law, you could get into trouble with the police. There are lots of issues relating to the law and technology**

### Data Protection Act (DPA) 2018 UK GDPR

<b>1</b> data should be processed fairly, lawfully and with transparency	<b>2</b> data should be used for the purpose specified only
<b>3</b> data should be relevant and not excessive	<b>4</b> data should be accurate and up to date
<b>5</b>	<b>6</b>
<b>7</b>	

Data controllers must be able to prove that there data protection measures are sufficient

**Seven key 'Principles' For the OCR GCSE exam, you don't need to know all of these, but make sure you know at least four.**

### The Computer Misuse Act 1990

The Computer Misuse Act 1990 was created to deal with the issue of accessing or modifying data without permission.

**It is illegal to:**

1. Make any unauthorised access to data with the intent to...
  - Commit more offences
  - Modify data, for example, with viruses.

2. Access data on a computer when the material will be used to commit further illegal activity, such as blackmail or fraud.

3. It is illegal to make changes to
  - any data stored on a computer when the user does not have permission to do so.

This law protects against:

- Unauthorised access
- Installing viruses
- Hacking
- Fraud
- Data theft
- Malicious and deliberate destruction of data

### Copyright Designs and Patents Act 1988

**A patent proves that you own an invention.**

The Act protects the intellectual property of individuals.

**It is illegal to:**

Copy, modify or distribute software, video, music and other **intellectual property** without the permission of the owner / author.

**Creative commons** licenses are used to grant copyright permissions to create work. This allows the author to keep the copyright but allowing others to copy, distribute and make use of the work.

**In an exam question, you are likely to be given a scenario (a context) and asked how you would apply the acts to that scenario / context.**

**Remember to write your answers in context of the question.**

Why did the computer get arrested? Because it had a lot of cache and couldn't explain why.

### Privacy Issues

The following is a short list of technologies that collect data about us. This has serious implication about our privacy.

#### Biometric data

- CCTV cameras
- IoT devices in homes
- Number plate recognition
- Electronic tags on criminals
- Location data
- Monitoring internet activity
- Government surveillance
- Voice input
- Phone / TV cameras
- recording you

#### For:

- Privacy from data encryption
- Assist disabled users
- Helps against crime
- Voice input is convenient
- Tailored ads

#### Against:

- Data is collected about you
- Privacy is invaded
- Data about you may be sold or stolen
- You could be listened to

## Costume Revision

### Fabric

Higher Class/ Expensive materials	Silk, Velvet, Leather
Middle Class / moderate to expensive materials	Linen, Denim, Wool, Satin
Everyone / Affordable materials	Cotton, Polyester, Nylon.

### Details - Key Vocabulary

Fabric	Soft Smooth Cosy Lightweight Breathable Durable Stretchy Sheer Shiny Textured
Style	Classic Vintage Bohemian Sporty Edgy Elegant Casual Min- imalist Retro
Condition	New Pristine Well-worn Faded Stained Ripped Frayed Wrinkled Immaculate
Texture	Rough Fuzzy Knitted Woven Satin-like Ribbed Crisp Suede-like Silky
Cut	Fitted Flared A-line Straight Asymmetrical Tailored Boxy Flowy Wrap High-low
Fit	Loose Tight Oversized Slim Relaxed Cropped Snug Adjusta- ble Tailored

### Colour Symbolism

Blue	Cold, peace, intelligence.
Black	Worry, fear, mourning.
Green	Nature, wealthy, luck.
Red	Danger, passion, anger.
White	Innocence, purity, cleanliness.
Orange	Warmth, energy, fun.

Complimentary colours – colours next to, or directly opposite in the colour wheel.

Clashing colours – colours which do not complement one another.

### An Inspector Calls—Key Costume Notes

Birling	Long black tail coat, white shirt, black trousers. Turned-up collars, thick ties, short, well-trimmed, bushy sideburns, short beard.
Eric Gerald	Similar suit, however turned down collars (wing tips). Ties thinner, clean shaven or a moustache.
Mrs Birling	Heavy fabric, floor length skirt. Rounded or square necklines. Hair pinned up, chokers, broaches and/or a pearl necklace.
Sheila	Lighter fabric. Low neckline. Sleeves elbow length, with white elbow length gloves. Loose fit, frilly and lace.

In the exam you could be asked to write:

- an idea for a specific character in a specific scene (6 marks) or
- for multiple characters in one scene (12/15 marks) or
- how you will costume one character in two scenes to convey the change in their characterisation over the course of the play (15 marks)

**Top Tip**—remember the context: An Inspector Calls written in 1945 at the end of the second world war, but set in Georgian society before the Titanic sets sail in 1912. The purpose was to highlight how out of touch the ruling classes had become in Britain - maybe our leaders don't have all the answers!

#### Timings

6 marks = 8 minutes max; 12 marks = 15 minutes max; 15 marks = 25 minutes maximum.

### Hair

Other words for hair	Curls, Locks, Mane, Strands, Threads
Lengths and Cuts	Cropped, trimmed, short, long, mid-length, shoulder-length

	Costume 1	Costume 2
<b>Billy</b>	<b>Brown, orange and white concentric thin hooped</b> patterned cotton polo shirt – <b>muted earthy</b> colours. <b>Blue polyester shorts</b> with a <b>claret stripe, frayed</b> hem, and splodges on the side and back of the shorts = <b>Tattered</b> and <b>worn-out, slightly too big</b> = emphasizes Billy’s <b>vulnerability</b> and <b>youth</b> . Clearly <b>hand-me-down</b> clothes which were stylish in the early 1970s.	<b>Michael’s house</b> – they go through his sister’s wardrobe. <b>Pink flowers</b> on a <b>sheer oversized</b> dressing gown. <b>Purple skirt</b> with a thin, wavy pattern. A <b>multi-coloured chequered shirt</b> , in a <b>diamond</b> pattern and a <b>rainbow coloured cardigan</b> . All the clothes are in <b>pristine condition</b> . The vibrant colours and various layers symbolise his <b>fun-loving personality</b> , providing <b>escapism</b> from the confines of his home-life = builds <b>sympathy</b> that Billy is being <b>forced to grow up much quicker than others</b> ; his childhood is disappearing before his eyes. Contrast with Michael’s family who are seemingly slightly better off financially.
<b>Jackie</b>	<b>Navy blue thick wool-blend</b> coat, with <b>yellow reflective strips</b> on the shoulder, and <b>NCB</b> on the back in <b>white letters</b> , which is <b>fading</b> . <b>Dark navy</b> and <b>grey-hooped polo</b> shirt. <b>Grey slacks</b> which are <b>wearing at the knee</b> , but have still been <b>ironed well</b> , with a crease and <b>worn black leather shoes</b> . It is simple, appropriate for displaying his <b>dedication</b> to providing for his <b>family</b> and supporting the <b>mining community</b> he lives in.	<b>At ballet auditions</b> – despite trying to dress up he still looks <b>dishevelled</b> . A <b>checked pattern</b> shirt, tucked in to <b>grey slacks</b> , which sit <b>on the ankle</b> (not quite long enough) his boots, despite being polished are <b>well-worn</b> on the big toe, especially on the right side. His tie is loose and top button undone. A <b>brown tie</b> with a <b>diamond</b> pattern <b>clashes</b> against the cheques. <b>Earthy, muted colours</b> .
<b>Mrs Wilkins on</b>	As a ballet teacher - <b>Practical</b> and <b>functional</b> . <b>Well-maintained</b> showing <b>subtle signs of wear</b> . A sleeveless <b>hot-pink leotard</b> paired with a <b>purple</b> flowery <b>flowing</b> ballet <b>skirt</b> , <b>Velcro</b> stitched at the waistband to allow a <b>quick change</b> . The leotard is made of a <b>smooth</b> and <b>stretchy lycra</b> fabric, allowing for ease of movement. <b>Complimentary colour pallet</b> – tries to keep herself looking respectable. <b>Vibrant colours</b> = hope for Billy, the light at the end of the tunnel, an alternative.	<b>Christmas day at home: Oversized boyfriend</b> styled <b>cardigan</b> with a <b>hooped pattern</b> of four shades of <b>grey</b> and <b>white</b> . The <b>sleeves</b> noticeably come <b>over her hands</b> , wrapped, for <b>extra warmth</b> = she is married to a miner, she knows the hardships people are going through. <b>Purple cotton baggy trousers</b> = muted colours, shows she is <b>relaxing at home</b> , her <b>hair is also loose</b> to reflect this. Authentic character; <b>jewellery</b> , matching gold necklace, shows <b>a bit of style</b> .

**Section B—Live Theatre**

You can select to write about costume in Section B.

Here you write about the costumes used in Billy Elliott.

You need to explain how effective the costume choices were in conveying information about the characters, the theme and the setting to the audience.

You will need to:

1) **describe what** the characters wore in detail, including:

- Fabric -Cut/Style -Colour -Condition –Texture –Fit
- Any accessories -Hair/make up -footwear

2) **explain why** the character’s costume was effective in a particular scene.

REMEMBER TO MAKE AN **EVALUATIVE JUDGEMENT STATEMENT** -

Eg: This costume was **extremely effective** in helping the audience sympathise with Jackie in this scene.

xx

Q) How was costume used in one key scene to convey meaning to an audience? (15 marks)

Q) How did one character’s costume in two key moments of the play, help to convey meaning to an audience? (15 marks)

Q) How did two costume designs in one key moment help to realise the intention for this moment? (15 marks)

15 marks = 25 minutes

**3.2 The importance of non-verbal communication skills in health and social care settings**

<ul style="list-style-type: none"> <li>□ Adapting type/method of communicating to meet the needs of the service user or the situation</li> <li>□ Eye contact</li> <li>□ Facial expressions</li> <li>□ Gestures</li> <li>□ Positioning</li> <li>§ Space</li> <li>§ Height</li> <li>§ Personal space</li> <li>□ Positive body language, no crossed arms/legs</li> <li>□ Sense of humour</li> </ul>	<p><b>Can you:</b> Explain when and how non-verbal communication skills are used in HSC and the benefits of using them.</p>
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**3.3 The importance of active listening in health and social care settings**

<ul style="list-style-type: none"> <li>□ Active listening skills</li> <li>§ Open, relaxed posture</li> <li>§ Eye contact, looking interested</li> <li>§ Nodding agreement</li> <li>§ Show empathy, reflecting feelings</li> <li>§ Clarifying</li> <li>§ Summarising to show understanding of key points</li> </ul>	<p><b>Can you:</b> Explain when and how active listening skills are used in HSC and the benefits of using them.</p>
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**3.4 The importance of special methods of communication in health and social care settings**

<ul style="list-style-type: none"> <li>□ Advocate</li> <li>□ Braille</li> <li>□ British Sign Language</li> <li>□ Interpreters</li> <li>□ Makaton</li> <li>□ Voice activated software</li> </ul>	<p><b>Can you:</b> Explain when and how special methods of communication are used in HSC and the benefits of using them.</p>
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**3.5 The importance of effective communication in health and social care settings**

<ul style="list-style-type: none"> <li>□ Supports the person-centred values and individual's rights</li> <li>§ Empowerment</li> <li>§ Reassurance</li> <li>§ Feeling valued</li> <li>§ Feeling respected</li> <li>§ Trust</li> <li>□ Helps to meet service users' needs</li> <li>□ Protects the rights of service users</li> <li>□ The impact of good communication skills</li> <li>§ Well informed service users</li> <li>§ Actively listening to service users' needs, concerns, and opinions enables them to feel valued and respected</li> <li>§ Using appropriate vocabulary/no jargon aids understanding so service users feel reassured</li> <li>□ The impact of poor communication skills</li> <li>§ Misunderstanding if information not clearly explained</li> <li>§ Errors or danger to health due to inaccurate record keeping</li> <li>§ Distress/upset if service user feels patronised</li> <li>§ If speech is too fast the listener will not have time to take it all in</li> </ul>	<p><b>Can you:</b> Explain why it is so important for a practitioner to be able to use effective communication skills. Explain what could happen if communication is not effective</p>
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<ul style="list-style-type: none"> <li>□ Service users who need safeguarding</li> <li>§ Vulnerable groups – e.g. homeless people</li> <li>§ Children</li> <li>§ People with physical and learning disabilities</li> <li>§ People with mental health conditions</li> <li>§ Older adults in residential care settings</li> <li>§ People who have a sensory impairment – sight loss, hearing loss</li> <li>§ People in residential care dependent on carers – children, older adults</li> <li>□ Impacts for service users of a lack of safeguarding</li> <li>§ Physical impacts</li> <li>§ Intellectual impacts</li> <li>§ Emotional impacts</li> <li>§ Social impacts</li> <li>□ Safeguarding procedures in care settings</li> <li>§ Safeguarding policy</li> <li>§ Designated Safeguarding Lead (DSL) person with responsibility for safeguarding</li> <li>□ Safeguarding training for all staff so that they</li> <li>§ Are aware of their duty to report a serious concern</li> <li>§ Know the care settings procedures for reporting a disclosure of abuse or serious concern</li> <li>§ Can recognise possible signs of abuse or harm</li> <li>§ Know who to report to</li> <li>□ Disclosure and Barring Service (DBS) checks for all staff</li> <li>§ Standard checks</li> <li>§ Enhanced checks</li> <li>§ The barred list</li> </ul>	<p><b>Can you:</b></p> <p>Give examples of service users who need safeguarding</p> <p>Give the meaning of 'safeguarding'.</p> <p>Give the reasons why service users need safeguarding.</p> <p>Explain the impact if Safeguarding is not effective.</p> <p>Give reasons for having DBS checks for all staff.</p> <p>Explain the difference between the standard checks, enhanced checks and barred list.</p> <p>Give examples of individual care settings safeguarding policies.</p>
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# Music terms and signs

## Glossary - Eduqas GCSE Music



### Dynamics

<i>pp</i>	<i>p</i>	<i>mp</i>	<i>mf</i>	<i>f</i>	<i>ff</i>
PIANISSIMO	PIANO	MEZZO PIANO	MEZZO FORTE	FORTE	FORTISSIMO
very soft (v.quiet)	soft (quiet)	moderately soft	moderately loud	loud	very loud
<b>crescendo (cresc.)</b>			<b>diminuendo (dim.)</b>		
gradually getting louder			gradually getting quieter		

### Tempo

LARGO	LENTO/ ADAGIO	ANDANTE/ MODERATO	ALLGRETTO	ALLEGRO/ VIVACE	PRESTO
v.slow	slow	walking pace/ moderate	quite fast	quick/lively	very quick
<ul style="list-style-type: none"> <li>• <b>Accelerando:</b> gradually getting faster</li> <li>• <b>Rallentando/ritardando:</b> gradually getting slower</li> <li>• <b>A tempo:</b> return to the original speed</li> <li>• <b>Ritenuto:</b> in slower time</li> <li>• <b>Rubato:</b> rhythms are played in a more free/flexible way ('robbed time').</li> </ul>					

### Time values

NOTE	NAME	LENGTH (duration)	REST
	Semibreve	4 beats	
	Minim	2 beats	
	Crotchet	1 beats	
	Quaver	1/2 beats	
	Semiquaver	1/4 beats	
A dot after the note increases its length by half:			
	Dotted minim		
	Dotted crotchet		
Groups of quavers/semiquavers are usually beamed together:			

### Terms and signs

	Sharp	Raises a note by a semitone.
	Flat	Lowers a note by a semitone.
	Natural	Cancels a previous sharp or flat for a note.
	Staccato	Detached.
	Slur	Play smoothly.
	Tie	Hold the notes for the full value of the tied notes.
	Accent	Emphasize the note (play forcefully).
	Pause	Hold the note longer.
	Sforzando	Sudden stress/ accent.

# Music terms and signs

## Glossary - Eduqas GCSE Music



### Key signatures

C Major

G Major    D Major    A Major    E Major

F Major    Bb Major    Eb Major    Ab Major

**F    C    G    D    A    E    B**

Order of sharps # →                      ← Order of flats b

time signature    treble clef    barline    repeat sign

stave    bar

bass clef    key signature    notes on the lines    notes in the spaces

### Treble clef notes

### Bass clef notes

### Time signatures

Two crotchet beats per bar: simple duple

Two dotted crotchet beats per bar: compound duple

Three crotchet beats per bar: simple triple

Three dotted crotchet beats per bar: compound triple

Four crotchet beats per bar: simple quadruple

Four dotted crotchet beats per bar: compound quadruple

A triplet is when three notes are played in the time of two.

# Toto: Africa

Soft rock

### Form and structure:

The piece is in **strophic** or **verse-chorus** form.

Intro	Verse 1 / Verse 2	Chorus 1 / Chorus 2	Link 1 / Link 2	Instrumental	Chorus 3	Outro
1 – 4	5 – 39 / 14 – 39	40 – 57	58 – 65	66 – 82	40 – 92	93 – 96
4 bars	35 bars / 26 bars	18 bars	8 bars	17 bars	22 bars	4 bars

### Metre and rhythm:

**Simple duple time** – 2/2 (split common time) – with two minim beats in every bar.

Uses distinctive **ostinato rhythms** for both riffs, consisting almost totally of **quavers**, with constant use of **syncopation**.

**Vocal rhythm** looks complex but follows the natural rhythm of the lyrics.

### Background details:

Composed by band members **David Paich** and **Jeff Porcaro**.

Recorded by the American rock band Toto in **1981** for their fourth studio album entitled **Toto IV**.

Released in **1982** and reached number one in America on 5 February **1983**.

Genre: **soft rock**.

### Instrumentation:

**Rock band:** drum kit with additional percussion, lead and bass guitars, synthesisers, male lead vocals and male backing vocals.

### Harmony:

**Diatonic;** mixture of root position and inverted chords.

**Riff a** can be heard during the intro, verses, link sections, instrumental and outro. This riff uses a three-chord pattern: **A – G#m – C#m**.



Choruses use a standard chord pattern: **vi** (F#m) – **IV** (D) – **I** (A) – **V** (E).

The **harmonic rhythm** (the rate of chord change) is mostly once per bar.

### Dynamics:

Most of the song is **mezzo-forte** (moderately loud) whilst the choruses are **forte**.

### Melody:

Mostly **conjunct** (moving in step) with a **wide vocal range**.

**Riff b** uses the **pentatonic scale** (interpreted through E major):



**Vocal improvisations** occur towards the end of the song.

### Texture:

**Homophonic:** melody and accompaniment.

### Tonality:

The majority of the song is in **B major** whilst the choruses are all in **A major**.

### Tempo:

The tempo is **moderately fast**.

Year 11 PE

Term 2



Stress Management

Motivating & Influencing Others

Resilience

Body Management

Self Motivation

To develop the knowledge, understanding and confidence to participate in an active and healthy lifestyle beyond school.

To recognise triggers that identify changes in wellbeing and understand how to address them.

- 1
- 2
- 3
- 4



PHYSICAL ME

Application of physical skills and tactics

3		4	
Netball	EM1	Basketball	HM2
Table Tennis	EM1	Netball	HM2
Badminton	EM1	Table Tennis	HM2
Hockey	EM1	Fitness	HM2



EMPLOYABLE ME

Demonstrate person values, behaviours & character traits



HEALTHY ME

Develop personal health and wellbeing



Resilience

Body Management

I work well even with limited supervision. Respond positively to feedback. Be confident enough to ask for help and advice.					
EM1	Above	Excellent	Expected	Working Towards	Concern
	Is always determined to succeed even during activities they find challenging and often seeks additional feedback.	Is always determined to succeed even during activities they find challenging. Always responds positively to feedback.	Is determined to succeed and responds positively to feedback.	Can sometimes show elements of success and responds to some feedback.	Lacks a determination to succeed and struggles to accept constructive criticism.

Understand the benefits of physical activity. Understand the importance of a balanced diet.					
HM2	Above	Excellent	Expected	Working Towards	Concern
	Actively promotes well-being by engaging in a physically active lifestyle and follows a healthy diet.	Engages in a healthy active lifestyle and understands how diet can effect physical well-being.	Understands physical benefits of physical activity and what contributes to a balanced diet.	Understands some of the physical benefits of physical activity and understands the basics of a balanced diet.	Fails to see how physical activity and a balanced diet can impact on physical well-being.

# The media, sponsorship and role models

## Media – What is it?

### Television

- Most powerful and commonly accessed form of media.
- Increased influence since introduction of digital transition.
- Large number of sport channels available 
- Listed events cannot be shown on pay per view or satellite. E.g. Wimbledon Championship

### Radio

- Introduction of digital radio increased number of stations
- Dedicated sports stations 
- Broadcasting cost are lower than television
- Radios are cheap and easily accessible

### Press

Newspapers – have dedicated sports sections  
 Magazines – carry sports-related stories and topics. Also specialist sport magazines.   
 Books – novels, textbooks and sporting . autobiographies.

### Information Technology

- Lots of information available on CD-ROMS and the Internet 
- Increasing number of sites on the Internet broadcasting TV and radio

Someone who people might aspire to be like, look up to and seen as a good example to follow.

### How can role models shape attitudes?

- The way in which they play, e.g. fairly, abiding by rules or playing unfairly against the rules.
- Setting trends
- The way in which they conduct themselves in both their sporting and private life.

### How can role models influence participation?

- By being an inspiration
- By being successful through good performances
- By representing a group, e.g. ethnic group, gender group or disability

## Role models

## Media influences

Demonstrating performance and participation:

- High standards of performance shown 
- Slow-motion replays emphasise good points
- Promotes healthy active lifestyle

Increasing revenue

- Media pays for broadcasting rights
- Sponsors more likely to pay when high media coverage. 

Intrusion on event –lack of privacy for performers

Media pressure – make something more dramatic or speed it up by changing rules

Edited coverage – not all of the action is seen.

Altered event timings – especially TV

Undermining officials – slow motion replays undermine decisions

Limited attendance – people choosing to watch from home

Biased popularity – can make sports more popular than others.

## Sponsorship

### Range and Scope of Sponsorship

- Individuals: individual sponsorship deals whereby the athlete gets given money to endorse a good, e.g. wearing a specific brand of footwear.
- Teams and clubs: payments made to the team, and used for equipment, kit etc.
- Sports: major sponsorship associated with the sport to promote leagues or competitions.
- Events: big events such as the Olympic Games attract many sponsors because it increases publicity

### Effects of Sponsorship

- Provision of equipment, clothing accessories, facilities, transport/travel
- Entry fees and expenses paid, e.g. hotel bills

### Types of Sponsorship

- Equipment
- Clothing
- Accessories
- Transport and travel
- Training
- Entry fees and expenses

### Unacceptable Sponsorship

- Anything associated with poor health, e.g. smoking and alcohol

### Advantages of Sponsorship

- Financial support for the athlete
- Promotion of the sport
- Raise profile and image of sport
- Increased revenue for the sponsor, and gives them a good image

### Disadvantages of Sponsorship

- Sponsors may start to dictate changes, e.g. to the rules, clothing, timings etc.
- Sponsors can withdraw if the image of the sport is damaged
- Difficult for minority (less well-known) sports to get sponsorship 

## Exam Questions

## GCSE Photography—Core Knowledge and Skills

In Y11 our expectation is that students begin to work as independent creatives, initiating and developing self-directed personal projects. This begins at the start of the year with the major coursework project, which culminates in the mock exam just before Christmas. After Christmas students commence their exam project. Together these two projects form the bulk of the work done in Y11.

All Y11 projects rest upon the same core knowledge and skills learnt 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.*

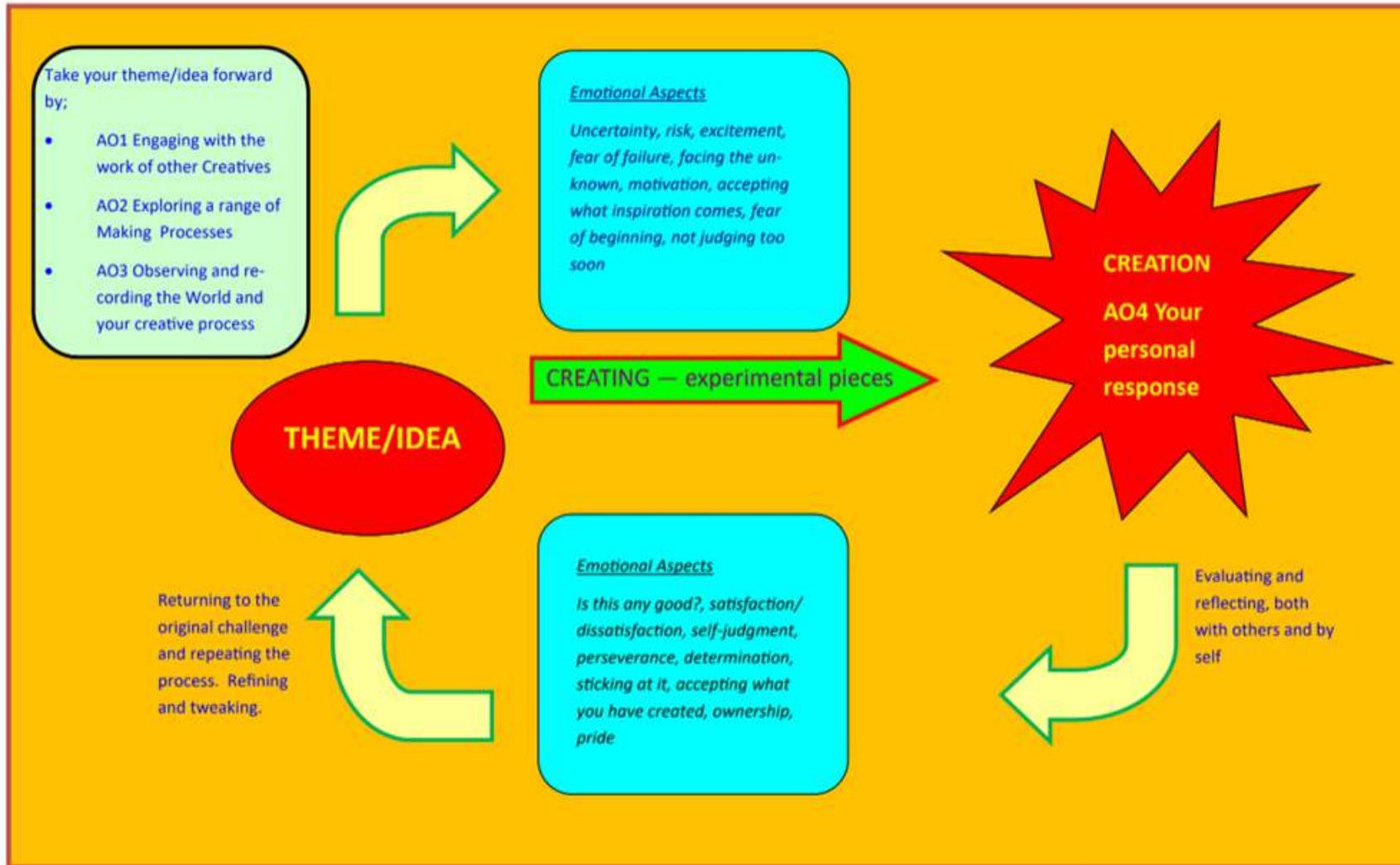
- **PLAN;** Plan the shoot.
- **CONTACT SHEET;** Make a contact sheet showing ALL the images.
- **MINI-PRINTS:** Now choose the best two or three images and make a slide with these images on – call this slide “Mini-Prints”. Discuss why these are the best two or three images – talk about lighting, composition, 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;

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

## AQA Religious Studies A – Christian Practices

Key Words			
Believer's Baptism	Service where those old enough to decide for themselves are welcomed into the church	Liturgical Worship	Formal worship with set prayers, hymns and Bible readings
Christmas	Christian festival which celebrates the incarnation (birth) of Christ	Mission	The calling to spread the word of God and evangelise
Consecration	When a priest blesses bread and wine in order to use it for Eucharist	Non-liturgical worship	Worship with no set pattern, may have modern music and sermons
Easter	Christian festival which celebrates the resurrection of Christ	Persecution	Hostility and ill-treatment of a group of people
Eucharist	Service where bread and wine is received by Christians to remember Jesus' sacrifice	Pilgrimage	Going on a journey to visit a holy site
Evangelism	Spreading the word of God through action or speech	Prayer	A communication with God, can be private or during worship
Infant Baptism	Service where babies are welcomed into the church with holy water	Reconciliation	Restoring friendly relations after a conflict or falling out

Key Ideas		
<p><b>Worship + Prayer</b></p> 	<p><b><u>Liturgical Worship</u></b></p> <ul style="list-style-type: none"> <li>This form of worship takes place in a church and is led by a priest</li> <li><b>Formal, set prayers</b> are read out</li> <li>A more <b>traditional</b>, and formal form of worship</li> </ul>	<p><b><u>Prayer</u></b></p> <ul style="list-style-type: none"> <li><b>Prayer means communicating with God, either silently or out loud, sometimes through song</b></li> <li><b>It is one of the most important parts of the spiritual life of a Christian and enables them to have a personal relationship with God</b></li> <li><b>Intercessions are prayers made on behalf of others</b></li> <li><b>Thanksgiving is when people pray to say thank you to God</b></li> <li><b>Set prayers are written down and used in liturgical worship</b></li> <li><b>Informal prayer is off-the-cuff and often used in non-liturgical worship</b></li> </ul>
	<p><b><u>Non-liturgical Worship</u></b></p> <ul style="list-style-type: none"> <li><b>Also takes place in a church but less formal</b></li> <li><b>No set prayers, instead people take turns to preach and read from the Bible</b></li> <li><b>Can be modern and appealing to young people</b></li> </ul>	

<p><b>Eucharist + Baptism</b></p> 	<p><b><u>Eucharist</u></b></p> <ul style="list-style-type: none"> <li>• Eucharist and baptism are both sacraments meaning special occasions in a Christian's life</li> <li>• In Eucharist a priest <b>consecrates</b> (blesses) <b>bread</b> and <b>wine</b> and the congregation then receives these</li> <li>• <b>Catholics</b> believe the Holy Spirit transforms the bread and wine into Jesus' body and blood</li> <li>• <b>Anglicans</b> believe the bread and wine are symbolic</li> <li>• Christians take part in this ritual in order to remember the <b>sacrifice</b> Jesus Christ made for them by being <b>crucified</b> on the cross</li> </ul> <p><i>"For whenever you eat this bread and drink this cup, you proclaim the Lord's death until he comes" – 1 Corinthians 11:26</i></p>	<p><b><u>Infant Baptism</u></b></p> <ul style="list-style-type: none"> <li>• This is a <b>formal</b> service welcoming a new child into the Christian church</li> <li>• <b>Holy water</b> is sprinkled over the baby's head</li> <li>• All Catholics baptise their children close to birth in order to ensure they go to heaven</li> </ul>
<p><b>Pilgrimage + Festivals</b></p> 	<p><b><u>Pilgrimage</u></b></p> <ul style="list-style-type: none"> <li>• A pilgrimage is a journey made by a Christian to a holy site</li> <li>• Catholics go on pilgrimage to Lourdes where a vision of Mary was once seen, they believe the water there has healing effects</li> </ul>	<p><b><u>Christmas</u></b></p> <ul style="list-style-type: none"> <li>• Christmas celebrates the incarnation (birth) of Jesus Christ</li> <li>• Christians give gifts to commemorate the gift of God sending his own son to the world</li> </ul>
<p><b>Evangelism + Church in the Community</b></p> 	<p>Christians have a duty to <b>evangelise</b> (tell others of the word of God). An example is the <b>Alpha Course</b> which is an educational course that tells people more about the life of Jesus.</p>	<p><b><u>Easter</u></b></p> <ul style="list-style-type: none"> <li>• Easter celebrates the resurrection of Jesus Christ</li> <li>• Christians celebrate by saying "<i>he is risen</i>" and by eating chocolate eggs that represent new life</li> </ul>
<p><b>Reconciliation</b></p> 	<ul style="list-style-type: none"> <li>• Christians across the world play an important role in <b>reconciliation</b> (seeking to restore friendly relations after a conflict or falling out)</li> <li>• An example is <b>Coventry Cathedral</b> which was bombed during World War II but now seeks to create peace and reconciliation elsewhere in the world. <b>The World Council of Churches</b> also works to help after conflict.</li> <li>• In some places Christians face <b>persecution</b> where they are treated badly for their faith. Churches around the world work together to try and overcome this.</li> </ul>	<p>Christians also have a duty to <b>help others in the local community</b>. Two examples of this are <b>Street Pastors</b> who help drunk people at night and <b>Food Banks</b> that provide food to people in poverty.</p>

## AQA Religious Studies A – Theme F: Religion, Human Rights and Social Justice

Key Words			
Aid	Charitable assistance given in times of crisis such as food, money or water	People Trafficking	The illegal movement of people, usually for the purpose of forced labour
Discrimination	Actions which stem from a prejudice against someone	Positive Discrimination	Providing favourable treatment to groups who are normally discriminated against
Equality	The belief that all humans are of equal value and status	Poverty	The state of being without enough money to live a comfortable life
Exploitation	The misuse of power or money to get others to do things for little reward	Prejudice	Beliefs held about somebody based on their status or identity
Freedom of Religion	The freedom to practice your religion without persecution	Social Justice	Fighting to ensure all people in society are treated fairly
Human Rights	Fundamental rights to which all humans should have access	Tithe	A proportion of annual income paid directly to a church

Key Ideas		
<p><b>Social Justice</b></p> 	<p><b><u>Human Rights</u></b></p> <p>Human Rights are the fundamental rights to which all humans should have access. They were adopted by the UN in 1948 as part of the <b>Universal Declaration of Human Rights</b>. They include the right to <b>life</b>, to <b>security</b>, to <b>privacy</b>, to an <b>education</b> and to a <b>fair trial</b>. Along with these humans also have <b>responsibilities</b> to act within the law and not infringe on others' rights.</p>	<p><b><u>Prejudice and Discrimination</u></b></p> <p>Christians have a fundamental belief in <b>equality</b>, that all people are equal in front of God. <i>"You are one in Christ Jesus" Galatians 3:28</i>  <b>Prejudice</b> means holding views on someone based on their identity or status e.g. gender or race.  <b>Discrimination</b> means acting on those views and treating people differently.                      Christianity has historically held a <b>prejudice against women</b>, but this is eroding recently with women now holding high positions in the CoE.</p>
<p><b>Religious Freedom + Racism</b></p>	<p><b><u>Religious Freedom</u></b></p> <p>Christians believe people of all religions should have the freedom to practice their faith, this is <b>freedom of religion</b>. In some parts of the world this freedom is threatened by oppressive governments. In some parts of the Middle East Christians have faced <b>persecution</b> for expressing their faith.</p>	<p><b><u>Racism</u></b></p> <p>Christians <b>oppose</b> racial prejudice and discrimination. Racism is illegal in the UK under the 1976 Race Relations Act.  <b>Dr Martin Luther King Jr.</b> became the leader of the Civil Rights Movement which fought for equality for black people in the US, he was a committed Christian and inspired by the Bible and Jesus.</p>

<p><b>Wealth and Poverty</b></p> 	<p>Although Christians do not ordinarily have a problem with people earning money and becoming wealthy, they are wary of the dangers attached to this such as <b>greed</b> and <b>selfishness</b>. The Bible famously states that <i>“the love of money is a root of all sorts of evil” 1 Timothy 6:10</i> Jesus taught that <b>you cannot serve both God and money</b> and that it is not possible for a rich person to enter heaven if they had not given away their wealth to those in need. Christians seek to help those who live in <b>poverty</b> without enough money to meet their basic needs. People may find themselves in poverty because of debt, exploitation, a corrupt government or a natural disaster. Many people in the UK are in poverty due to unemployment, illness or disability.</p>
<p><b>Exploitation</b></p> 	<p><b>Exploitation</b> means misusing money or power in order to take advantage of people. This might involve paying them an unfair amount for their work. In the UK the <b>National Minimum Wage Act</b> of 1998 set the lowest amount an employer can pay someone making it illegal to exploit people on extremely low pay. <b>People trafficking</b> is another form of exploitation where people are taken from poverty and forced to work away from home for little or no pay. This can be found in the building trade and in the sex industry. Christians work to oppose people trafficking and exploitation as these make poverty worse and create a more unequal and unfair society.</p>
<p><b>Aid and Justice</b></p> 	<p>The Bible teaches Christians to have a strong belief in <b>justice, fairness</b> and <b>equality</b>. It also states that <i>“faith without works is dead” James 2:14</i> which means they must put these beliefs into practice. Christians can support charities such as <b>Christian Aid</b> and <b>Cafod</b> which provide <b>aid</b> for those in most need. This can be <b>emergency aid</b> which is sent to disaster zones <b>or long-term aid</b> which helps people in LEDCs improve their welfare and prospects. They might also support a campaign like <b>Fairtrade</b> which aims to make sure farmers and producers abroad are paid a fair amount for their products such as sugar, coffee and chocolate.</p>

*“Love your neighbour as yourself” Mark 12:31*

*The Good Samaritan and The parable of the Sheep and the Goats*

*Matthew 25:31-46 “Faith without deeds is useless.”*

*James 2:20 “There is neither Jew nor Gentile, neither slave nor free, nor is there male or female for you are all one in Christ Jesus.”*

*Galatians 3:28 “Women should remain silent in the churches. They are not allowed to speak...for it is disgraceful for a woman to speak in the church.”* *Corinthians 14:34-35) “If it is possible, as far as it depends on you, live at peace with everyone.”*

*Romans 12:18 “It is easier for a camel to go through the eye of a needle than for someone who is rich to enter the kingdom of heaven.”*



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## Component 3: INFLUENCES ON GLOBAL TRAVEL AND TOURISM

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TERM	DEFINITION			
<b>Safety Measures</b>	<ul style="list-style-type: none"> <li>• Closed Circuit Television (CCTV)</li> <li>• Transport and tourist police</li> <li>• Body and luggage scanners</li> <li>• Emergency phone numbers</li> <li>• Safety deposit boxes</li> <li>• Security staff in transport hubs and venues</li> </ul>			
<b>HEALTH RISK FACTORS</b>	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).			
<b>Infectious Diseases and Illnesses</b>				
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

TERM	DEFINITION		
<b>Epidemic</b>	When a disease or virus affects a particular region or large area of the world- for example malaria.		
<b>Pandemic</b>	Worldwide spread of a disease- for example, Covid-19.		
<b>Endemic</b>	When a disease is present permanently in a region or population.		
<b>Adapting and Developing New Products and Services</b>	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.
<b>Adapting Operational Procedures</b>	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.	

## Component 3: INFLUENCES ON GLOBAL TRAVEL AND TOURISM

TERM	DEFINITION
<b>Positive Sociocultural Impacts of Tourism on Local Communities</b>	<ul style="list-style-type: none"> <li>Improved quality of life</li> <li>Access to facilities</li> <li>Improved transport and infrastructure</li> <li>Healthcare</li> <li>Education</li> <li>Improved cultural awareness</li> </ul> 
<b>Sociocultural Impacts</b>	The changes to the everyday lives of people living in global destinations and to their values, customs, traditions, arts and way of life.
<b>Host Community</b>	A group of people who live in the same area and/or share cultural identity.
<b>Trade Union</b>	An organisation of workers from a particular profession that protects and furthers their rights and interests.
<b>Negative Impacts of Tourism on the Economy</b>	<ul style="list-style-type: none"> <li>Low-paid jobs</li> <li>Seasonal unemployment</li> <li>Leakage</li> <li>Increased cost of living</li> </ul> 
<b>Positive Impacts of Tourism on the Economy</b>	<ul style="list-style-type: none"> <li>Economic multiplier effect</li> <li>Employment opportunities</li> <li>Training and education</li> <li>Foreign currency earnings</li> <li>Contribution to taxes and GDP</li> </ul> 

### Negative Sociocultural Impacts of Tourism on Local Communities

Impact	Example
Disruption to everyday life	Dealing with tourists can bring about disruptions to people's everyday lives, such as opening shops and having to run facilities for longer hours.
Loss of culture	Destinations adapt to meet the needs of tourists; this results in the loss of traditional culture. Benidorm, Spain, has become unrecognisable from the small fishing settlement it once was. In response to a demand for British culture abroad, British-themed pubs feature at the expense of traditional Spanish eateries and bars.
Resentment towards visitors	In 2017, it was reported that an increasing amount of anti-tourist protests, including graffiti, were being seen in Barcelona, Spain, with 'tourists go home' spray-painted in a number of locations.
Increased crime	This is either an increase in crimes being committed by tourists or tourists being the victims of crime. For example, in Prague, Czech Republic, tourists are often targeted by pickpockets. Tourism can encourage criminal provision of 'black market' services, such as drug dealing and prostitution.
Staged authenticity	Heritage destinations may 'stage' traditions and rituals for the benefit of tourists. While this may be educational, this can also sometimes be considered exploitative of local people, who may be recreating such traditions and rituals just for the sake of tourists.
Exploitation of locals	'Exploitation' means treating someone unfairly to gain benefit. There are particular types of tourism that are seen as particularly exploitative of local people. 'Slum tourism' involves visiting an extremely impoverished area that a tourist would not normally visit. This includes tours of the homeless areas of Amsterdam, favelas in Rio de Janeiro and the slums of Mumbai. One of the main criticisms is that the local people, who could potentially benefit the most financially from tourism, do not get to share in the wealth that 'slum tours' generate.
Loss of traditional lifestyles	The demonstration effect in tourism is when members of the <b>host community</b> copy visitors' behaviours, dress codes and preferences at the expense of their own traditional lifestyles. For example, younger members of the host community begin to adopt the clothing worn by visitors in place of traditional forms of clothing.

## Component 3: INFLUENCES ON GLOBAL TRAVEL AND TOURISM

TERM	DEFINITION
<b>Economic Multiplier Effect</b>	<p>This happens when tourists spend money on direct goods and services that in turn benefits other organisations, the opposite of leakage.</p> 
<b>Negative Environmental impacts of tourism</b>	 <ul style="list-style-type: none"> <li><b>Habitats</b> <ul style="list-style-type: none"> <li>Tourism unintentionally affects wildlife in the shared environment</li> <li>Zakynthos, Greece – loggerhead sea turtles pushed off beaches</li> </ul> </li> <li><b>Wildlife</b> <ul style="list-style-type: none"> <li>Wildlife tourism is growing at 3 per cent each year; currently, it is 7 per cent of all world tourism (although Covid-19 had an impact)</li> <li>Wildlife itself is at risk from illegal trade, overdevelopment and overexploitation</li> <li>If wildlife goes, so will wildlife-based tourism</li> </ul> </li> <li><b>Threatened species</b> <ul style="list-style-type: none"> <li>WWF warns that the world is facing the biggest extinction since the dinosaurs</li> <li>Threatened species include elephants, mountain gorillas, turtles, tigers, giant pandas, rhinos, polar bears, Amur leopards and the Yangtze finless porpoise</li> </ul> </li> </ul>

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TERM	DEFINITION
<b>Negative Environmental impacts of tourism</b> 	<ul style="list-style-type: none"> <li>• Increased pollution</li> <li>• Overcrowding</li> <li>• Traffic congestion</li> <li>• Reduced biodiversity</li> <li>• Environmental degradation</li> <li>• Erosion</li> </ul>
<b>Positive Environmental impacts of tourism</b>	<ul style="list-style-type: none"> <li>• Conservation</li> <li>• Environmental education</li> <li>• Open spaces and improved street furniture</li> <li>• Regeneration</li> </ul> 
<b>Sustainable Tourism</b>	<p>About protecting wildlife, natural and human environments, and natural resources when developing and managing tourism activities.</p>
<b>The aims of Sustainable Tourism</b>	<ul style="list-style-type: none"> <li>• Protecting natural environments, wildlife and natural resources <ul style="list-style-type: none"> <li>• Conserve energy and water</li> <li>• Recycle and treat waste material</li> <li>• Source locally produced products</li> <li>• Hire local employees and pay them a fair wage</li> </ul> </li> <li>• Providing authentic tourism experiences <ul style="list-style-type: none"> <li>• To experience, celebrate and conserve local culture <ul style="list-style-type: none"> <li>• Local restaurants serving authentic local cuisine having to compete with multinational fast-food chains in larger resorts</li> </ul> </li> </ul> </li> <li>• Creating economic benefits for communities</li> </ul>
<b>Sustainability and Managing Sociocultural Impacts</b>	<ul style="list-style-type: none"> <li>• Educating visitors <ul style="list-style-type: none"> <li>• Reducing negative impacts of behaviour</li> <li>• How to behave and dress appropriately</li> <li>• How to show respect to traditions and religions</li> <li>• How to avoid conflict <ul style="list-style-type: none"> <li>• Follow rules for photography</li> <li>• Make an effort to fit in</li> <li>• Remember home behaviour isn't always appropriate abroad</li> <li>• Learn basic cultural mannerisms, e.g. tipping etiquette</li> <li>• Respect the host culture and religion</li> </ul> </li> </ul> </li> <li>• Donations to local projects</li> </ul>

TERM	DEFINITION
<b>Rickshaw</b>	<p>A light, usually two-wheeled passenger transport that is usually pulled by a person on foot or by bicycle.</p>
<b>Planning and Legislation</b>	<ul style="list-style-type: none"> <li>• Building regulations</li> <li>• Planning permission <ul style="list-style-type: none"> <li>• <i>Heritage protection</i></li> </ul> </li> <li>• Size and location of developments</li> <li>• Maintaining local styles</li> <li>• Encouraging sustainability <ul style="list-style-type: none"> <li>• <i>Incentives to build green</i></li> </ul> </li> </ul>
<b>Controlling resources and protecting natural areas</b>	<ul style="list-style-type: none"> <li>• Waste management</li> <li>• Water supplies</li> <li>• Energy</li> <li>• Managing demand in fragile natural areas <ul style="list-style-type: none"> <li>• <i>Great Barrier Reef</i></li> </ul> </li> </ul>
<b>Resource</b>	<p>A consumable item or supply, such as water, metal or fish. The term can also be applied to people; for example, staff and labour.</p>
<b>Biodegrade</b>	<p>The breakdown of an object by bacteria and other living organisms.</p>
<b>Water stress</b>	<p>When an area does not have enough water to meet the needs of the population.</p>
<b>Wildlife Conservation and Education</b>	<ul style="list-style-type: none"> <li>• Wildlife</li> <li>• The natural world</li> <li>• Special qualities of the environment</li> <li>• Guides</li> </ul>
<b>WWF</b>	<p>World Wide Fund for Nature An international organisation dedicated to wildlife conservation.</p>
<b>Ecosystem</b>	<p>A community of interactions between the living and non-living environment.</p>

