

411 T2

Factual Knowledge: Jesus and Moral Authority

Moral Authority of Jesus: Jesus gives clear teachings on how people should live their lives. The clearest collection of these teachings is in chapters 5 -7 of Matthews Gospel that is often called the Sermon on the Mount. It begins with a list of blessings, which are often called the Beatitudes (Latin for "blessings"). The key message is that those who are closest to God are often those that that the world does not recognise or value.

Other Sources of Authority for Catholics: Natural Law

This is the idea that there is a discoverable moral law which applies to all humans, was put forward by Thomas Aquinas. It says that all humans have some purposes in common: Preserving life, Reproduction, Educating the Young, Ordered Society and worshipping God. These are known as the 5 Primary Precepts. This means that there are some laws which we must all obey. Laws against murder, child abuse, theft and lying. All humans must do good and avoid evil.

Other Sources of Authority for Catholics: The Conscience

Catholics believe that the conscience is a gift given only to humans, created in the image and likeness of God. Some people believe that our conscience comes from God. Augustine taught that it was the voice of God telling us what to do (like Jiminy Cricket). **Aquinas** taught that God gives us a conscience but we must also use our reason to decide how to behave. **Freud** believed that the conscience had nothing to do with God. He said that it was a moral code given to us by outside influences (e.g. the law, rules from parents) which people develop through life. **Catholics** believe that Natural Law teaches us the principles of the moral life and that Conscience applies the natural law to particular circumstances, enabling us to choose what is good and avoid what is evil (**CCC**).

Sculpture and Statues

Catholic Attitude to Sculptures and statues

Statues are common features in Catholic churches. There will be a crucifix, a statue of Mary and a statue of the saint that the church is named after. The crucifix is the most common focus for Catholic prayer and it reminds Catholics of the Incarnation, but also the suffering of Jesus. These statues will have places to kneel in front of them and to light candles, the candles are called votive candles. They are symbols of the prayers the worshippers are offering. Catholics will ask the saints to intercede on their behalf and pray to God for them For Catholics statues are just another sign of the reality of the incarnation.

The Protestant Attitude to Statues

For some Christians, especially those who belong to the Protestant Church, the making of religious statues goes against the second commandment that forbids the making of any image as an object of worship. They might use just a simple cross with no image of Jesus on it.

Jewish Attitude to Statues

Jews do not use statues as a focus of prayer. It goes against the Ten Commandments **"You shall have no other gods before me"** Synagogues do not have any representation of God as he is above human understanding

Michelangelo's La Pieta

Statues help Catholics to reflect the meaning of suffering. One of the most famous statues that does this is **Michelangelo's La Pieta**. It is a statue of Mary holding the body of her son after his crucifixion. The word pieta comes from the Latin word for **'holiness'**.

Key Quotes:

Blessed are the poor and spirit for theirs is the Kingdom of Heaven. (Matthew 5)

You have heard it said 'An eye for an eye' but I say to you...if anyone slaps you on the right cheek, turn to them the other cheek also. (Matthew 5:38-39)

Conscience is the voice of God within every human being (Augustine)

I am the Lord your God, you shall have no other Gods before me. (Exodus 20:2)

Importance of Pilgrimage

A pilgrimage is a journey to a holy place. **Reasons for Pilgrimage:** Catholics may go on pilgrimage for many reasons, including: To help strengthen faith, To share the experience and their faith with other believers, To pray for the sick, To thank God, To seek physical, spiritual or emotional healing, To ask for forgiveness, Pilgrimage allows pilgrims to reflect on their life journey and is an opportunity to take time out and focus on their journey with God. It is often a journey of self-discovery, most noticeably for those who are sick. Very few people who are sick come back cured however they may feel at peace and be able to accept and cope with the problems they face.

The Importance of Lourdes as a place of Pilgrimage for Catholics

Lourdes is a place of pilgrimage dedicated to Mary in the south west of France. In 1858 a young girl called Bernadette Soubirous had visions of Mary. Mary told her to dig for a spring, this spring is believed to have healing properties and many pilgrims bathe there. Thousands of pilgrims also pray in the grotto. Large numbers of people volunteer as helpers for the sick and disabled pilgrims, which can be a life changing experience.

Jewish Pilgrimage: Pilgrimage is not considered an obligation in Judaism. However, in practice, something like Pilgrimage is an important feature of life of many Jews.

24. The Torah refers to the traditional importance of all Jews going to Jerusalem for the festivals of Pesach, Shavuot and Sukkot. For some Jews it is important to visit Israel, particularly to visit or hold celebrations at the Western Wall.

Key Quotes:

“The Rosary is the most rich and beautiful of all prayers... (Pope Pius X)

“For God so loved the world that he gave his one and only Son” (John 3:16)

Popular Piety: The Rosary

The Rosary is a devotion in honour of our Mother, the Blessed Virgin Mary and contemplates the life of Christ through the eyes of Mary. The rosary is a popular form of prayer for Catholics. By praying it Catholics remember important events both happy and sad from the life of Jesus and Mary, his mother. The Sorrowful Mysteries in particular help Catholics to reflect upon the suffering of Jesus and the incarnation. Each bead represents a prayer and the beads are arranged in a sequence of one “**Our Father**”, ten “**Hail Marys**” and one “**Glory Be**”. Most Catholics can recite the prayers from memory which means they can think more deeply about the meaning of the prayer. Each sequence of beads is called a decade and a set of rosary beads usually has five decades.

How and when do Catholics pray the Rosary?

Each of the Rosaries parts has a prayer to accompany it and the Rosary is divided into different sets of mysteries which are prayed on different days. There are three traditional sets of mysteries **The Joyful, The Sorrowful, The Glorious** Pope John Paul II added an additional set of mysteries: **The Luminous Mysteries.**

The Sorrowful Mysteries: These are the 5 that encourage Catholics to think about the meaning and importance of Jesus’ suffering and death.

1.The Agony in the Garden, 2. The Scourging at the Pillar, 3. The Crowning of Thorns, 4. Jesus is made to carry his Cross and 5. Jesus dies on the Cross.

Key concept	Meaning
Conscience	An inner feeling of right and wrong that comes from God.
Evil	The absence of good which often results in suffering.
Free Will	The ability to choose right from wrong freely and without being controlled.
Goodness	The quality of being like God; putting the needs of others first.

Importance of Death and Respecting Life

St. Paul - "I declare to you, brothers and sisters, that flesh and blood cannot inherit the kingdom of God, We will not all sleep, but we will be changed." (1 Cor 15:50-51)

Catholic belief - Life is 'changed not ended' – death is a transition. Death can only be understood in a context of a belief in Eternal Life.

Palliative Care: Palliative Care provides comfort & control with the use of medicine for people in pain suffering from a terminal illness or a degenerative condition. It enables the individual to retain as much dignity and quality of life as possible. The Catholic Church support palliative care because it respects the integral value of every person until their natural death. **Pope Saint John Paul II** - 1) it respects the right to reject treatment that is burdensome. 2) It maintains dignity and some quality = proper processes of care.

Euthanasia and Assisted Suicide:

- **Euthanasia**: a medical professional gives medication to end the life of a person with a prolonged incurable condition who is suffering.
- **Assisted Suicide**: This term is used to when an individual seeks help to end *their own* life. **The Catholic Church** - deliberate actions to end a life before natural death are wrong

Why Catholics are AGAINST euthanasia:

All human life is SACRED. SANCTITY OF LIFE - life is a GIFT from God and should be respected and protected from CONCEPTION through to NATURAL DEATH, **CCC 2280**: 'We are stewards of the life God has entrusted to us. It is not ours to dispose of 'it goes against the **Ten Commandments 'Do not murder'**. 'Voluntary cooperation in suicide is contrary to the moral law'. **CCC 2282** Suffering does have a purpose in helping us to learn about ourselves and others. Some people identify with the suffering of Jesus at the crucifixion.

Liberal Christians (e.g. The Church of England) focus on the compassion that Jesus showed in his healing miracles and in his teaching. They look in particular to **Jesus'** teaching to '**Love your neighbour as yourself'** and the **Golden Rule ('Do to others as you would have them to do to you')**. They would argue that truly loving others would permit euthanasia if an individual feels that the quality of their life has become completely diminished.

The 'Right to Die' argument – Humanism (e.g. The British Humanist Association – BHA)

The British Humanist Association believe that the decision about quality of life and whether or not life is tolerable, **rests with the individual**. They **reject the sanctity of life**. All humans have dignity and any decision about prolonging or ending a life is part of the individual human right for self-determination. Legalised assisted dying would ensure that individuals would be free to make their **own choices** about their end-of-life care.

Key Quotes:

"Love your neighbour as yourself." (Mark 12:31)

"I confirm that euthanasia is a grave violation of the law of God, since it is the deliberate and morally unacceptable killing of a human person." (Pope John Paul II)

"Thou shall not kill." (Exodus 20:13)



Key concept	Meaning
Death	The end of physical life. Catholics see death as a change rather than an ending.
Eternal Life	Spiritual existence in heaven after the death of the body.
Heaven	Eternal existence in God's presence
Hell	The lack of God for all eternity

Life after Death

Resurrection: In the Gospels, when Mary Magdalene went to anoint the body of Jesus on the Sunday – Jesus’ body was gone. The Apostles along with other disciples tell of the events where they met the ‘risen’ Jesus. Jesus had died and risen from the dead. Resurrection of the body: This resurrection is promised to all because Jesus has defeated sin and death. St. Paul = a witness who met the risen Jesus, discusses this in 1 Corinthians 15.

St. Paul: Jesus is seen as the beginning of what will be a general resurrection of the dead: ‘Paul makes a connection between the moral life that humans share through Adam and the immortal life that can be shared in Jesus who has redefined human nature by conquering death. Resurrection = totally different order from our physical bodies’ (1 Cor 15:44) The second coming of Christ, the Parousia, all will be transformed and raised up, God’s kingdom will reign and ‘God will be in all’ (1 Cor 15:28)

The Soul

Christians believe that the soul is the inner self of humans which is believed to survive death. Death is not the end – we have an eternal life after death. Our earthly physical identity is both body and soul; our heavenly spiritual body is both body and soul. **THE SOUL AND THE BODY ARE BOTH RESURRECTED.** This is the same view held by Jews.

Heaven: Those who have accepted God’s grace and forgiveness in this life will enjoy eternal existence in God’s presence in the next life.. Heaven is to be totally at one with God.

Hell: Those who of their own free will, reject God’s grace and forgiveness, have chosen to live eternally outside of God’s presence. This total lack of God for all eternity is what is called ‘hell’. The Unforgiving Servant and The Rich Man and Lazarus show it is the free choice to exclude themselves from God that led to the punishment. It is not that God chooses to punish. Jesus will come in glory at the end of time and the whole of creation will be judged. That imagery is in the Parable of the Sheep and the Goats (Matt 25:31-46)

Purgatory (CATHOLIC BELIEF): This term comes from the same root as ‘to purge’. It means to cleanse or get rid of sins. Eternal life with God is about being in a state of perfection. Cleansing mistakes and errors enables a person to be fully in the presence of God. Rather than a “place”, Catholics use the term purgatory to refer to a state of hope. This is why Catholics pray for the dead – for the purification and removal of sin so they can spend eternal life with God. Other Christians, such as Church of England, do not accept the idea of Purgatory. They believe that people either accept God or are in a state of grace with God, or they reject God.

Key Quotes

“Christ died for our sins..., and that he was buried; and that on the third day, he was raised to life...” (1 Cor 15:3-4)

“And if Christ has not been raised, our preaching is useless and so is your faith.” (1 Cor 15:12-14)

Death	The end of physical life. Catholics see death as a change rather than an ending.
Eternal Life	Spiritual existence in heaven after the death of the body.
Heaven	Eternal existence in God’s presence
Hell	The lack of God for all eternity
Judgement	Judging someone on their actions. Catholics believe God will judge people on how they have lived their lives.

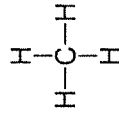
CRUDE OIL

Crude oil	<i>A finite resource (will run out)</i>	Consisting mainly of plankton that was buried in the mud, under high temperature and high pressure. Crude oil is the remains of ancient biomass.
hydrocarbons	<i>These make up the majority of the compounds in crude oil</i>	DEFINITION: A compound made up of hydrogen and carbon only
General formula for alkanes	C_nH_{2n+2}	For example: Ethane C_2H_6 $\begin{array}{c} H & H \\ & \\ H-C & -C-H \\ & \\ H & H \end{array}$

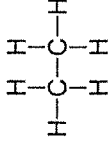
C7 Organic Chemistry Higher Knowledge Organiser

2. ALKANES

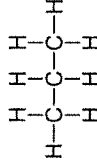
CH_4 methane



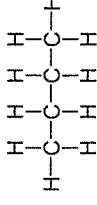
C_2H_6 ethane



C_3H_8 propane



C_4H_{10} butane



6. ALKENES

Contain C=C

General formula: C_nH_{2n}

Are more reactive than alkanes

Test for alkene: add bromine, alkene decolourises

Uses: to make polymers

4. COMPLETE COMBUSTION OF ALKANES

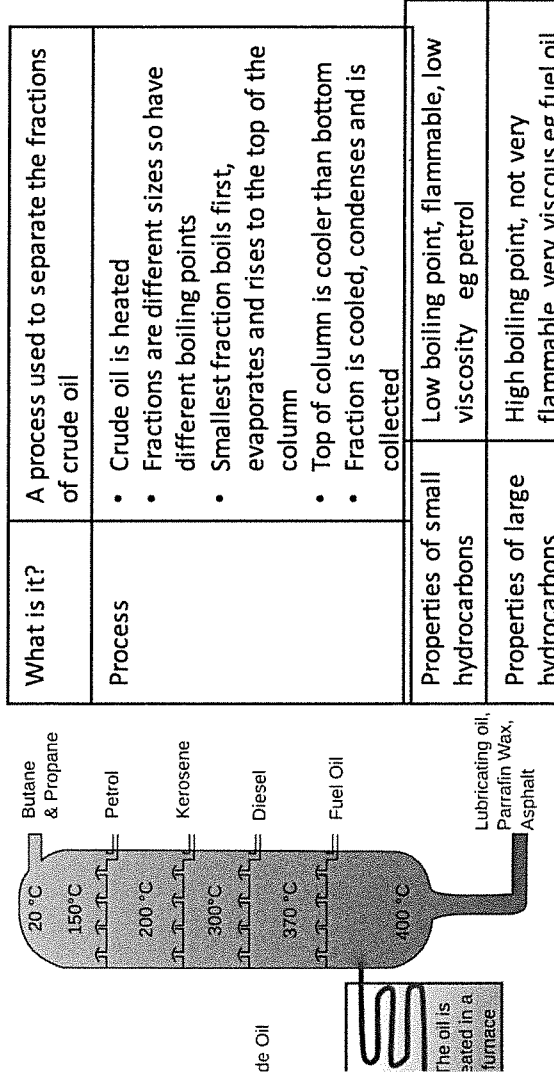
Requires oxygen

Produces carbon dioxide and water

Propane + oxygen \rightarrow carbon dioxide + water



3. FRACTIONAL DISTILLATION OF CRUDE OIL



What is it?
A process used to separate the fractions of crude oil

Process

- Crude oil is heated
- Fractions are different sizes so have different boiling points
- Smallest fraction boils first, evaporates and rises to the top of the column
- Top of column is cooler than bottom
- Fraction is cooled, condenses and is collected

Properties of small hydrocarbons

Low boiling point, flammable, low viscosity eg petrol

Properties of large hydrocarbons

High boiling point, not very flammable, very viscous eg fuel oil

5. CRACKING

Definition

Breaking down of large hydrocarbons into smaller alkanes and alkenes

Why?

high demand for fuels with small molecules

Types

Steam cracking: The heavy fraction is heated until vaporised. The vapour is mixed with steam and heated to a very high temperature

Catalytic cracking: The heavy fraction is heated until vaporised. The vapour is then passed over a hot catalyst

Equation example



Can deduce formula of other product by subtracting number of C and H atoms from original reactant

Scalar quantities have magnitude only. Speed does not involve direction. Speed is a scalar quantity.

Vector quantities have magnitude and an associated direction. Force is a vector quantity. The velocity of an object is its speed in a given direction. Velocity is a vector quantity.

A vector quantity may be represented by an arrow. The length of the arrow represents the magnitude, and the direction of the arrow the direction of the vector quantity.

A **force** is a push or pull that acts on an object due to the interaction with another object. All forces between objects are either:

Contact forces – the objects are physically touching. E.g friction, air resistance, tension and normal contact force.

Non-contact forces – the objects are physically separated. E.g gravitational force, electrostatic force and magnetic force.

Resultant force is the single force that has the same effect as all the original forces acting together. **Speed** at which a person can walk, run or cycle depends on many factors including: age, terrain, fitness and distance travelled.

Typical values may be taken as:

walking 1.5 m/s

running 3 m/s

cycling 6 m/s.

A typical value for the speed of sound in air is 330 m/s.

Higher Tier

Circular motion - When an object moves in a circle at a constant speed, its direction constantly changes. A change in velocity results in acceleration, so an object moving in a circle is accelerating even though its speed may be constant.

Weight is the force acting on an object due to gravity.

Weight (N) = mass (kg) × gravitational field strength (g)

Weight is measured using a calibrated spring-balance (a newton meter).

Work done - a force causes an object to move through a distance work is done on the object. The work done by a force on an object can be calculated using the equation:

Work done (J) = force (N) × distance moved (m)

One joule of work is done when a force of one newton causes a displacement of one metre.

Elasticity - the extension of an elastic object, such as a spring, is directly proportional to the force applied, provided that the limit of proportionality is not exceeded.

Force (N) = spring constant (N/m) × extension (m)

F=ke

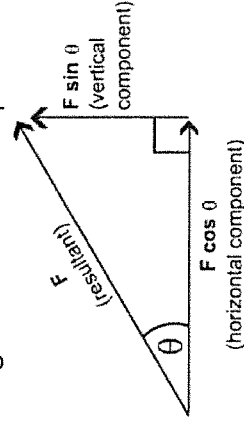
Elastic potential energy - a force that stretches (or compresses) a spring does work and elastic potential energy is stored in the spring.

Elastic potential energy = 0.5 × spring constant × extension²

Speed - for an object moving at constant speed the distance travelled in a specific time can be calculated using the equation:

Distance travelled (m) = speed (m/s) × time (s)

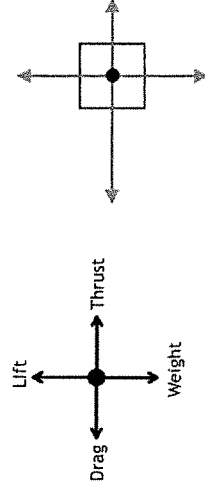
Finding forces on a vector diagram (Higher Tier)
- resolving the force into components



Free body force diagrams (Higher Tier)

A free body force diagram shows the magnitude and direction of the forces acting on an object.

Balanced Forces **Unbalanced Forces**



Acceleration - near the Earth's surface any object falling freely under gravity has an acceleration of about 9.8 m/s^2 .

An object falling through a fluid initially accelerates due to the force of gravity.

Eventually the resultant force will be zero and the object will move at its **terminal velocity**. The average acceleration of an object can be calculated using the equation:

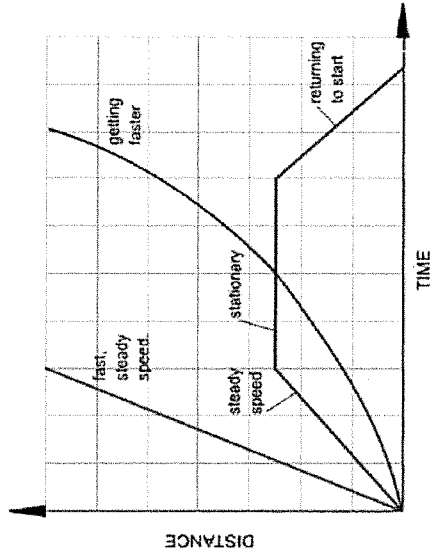
Acceleration (m/s^2) = change in velocity (m/s) / time taken (s)

Distance – Time Graphs

Gradient = Speed

Higher Tier

The speed AT a particular time can be calculated by drawing a tangent to a curve and finding the gradient.

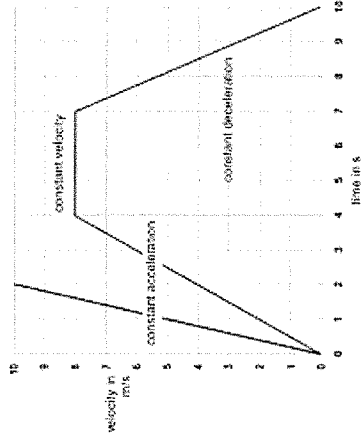


Velocity – Time Graphs

Gradient = Acceleration

Higher Tier

Area under the line = Displacement
The acceleration AT a particular time can be calculated by drawing a tangent to a curve and finding the gradient.



Newton's First Law:

If the resultant force acting on an object is zero, the object will either remain stationary or travel at a constant velocity.

Newton's Second Law:

The acceleration of an object is proportional to the resultant force acting on the object, and inversely proportional to the mass of the object.
As an equation:

$$\text{Resultant force (N)} = \text{mass (kg)} \times \text{acceleration (m/s}^2\text{)}$$

Momentum (Higher Tier)

$$\text{Momentum (kgm/s)} = \text{mass (kg)} \times \text{velocity (m/s)}$$

Conservation of Momentum

In a closed system, the total momentum before an event is equal to the total momentum after the event.

For objects travelling in opposite directions, momentum will be negative for one of them.

Inertia (Higher Tier)

Inertia is The tendency of objects to continue in their state of rest or uniform motion

Inertial Mass is a measure of how difficult it is to change the velocity of an object. It is the ratio of force over acceleration.

Newton's Third Law:

Whenever two objects interact, the forces they exert on each other are:
Equal in magnitude
Opposite in Direction
The same type of force

Stopping Distance

stopping distance = thinking distance + braking distance

thinking distance - distance the vehicle travels during the driver's reaction time

braking distance - distance it travels under the braking force

The greater the speed of the vehicle, the greater the stopping distance.

Greater braking force = greater deceleration
If deceleration is too high, brakes can overheat and vehicles can skid.

Reaction times vary from person to person.

Typical values range from 0.2 s to 0.9 s.



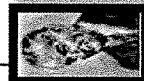

A driver's reaction time can be affected by:

- Tiredness, drugs, alcohol
- Distractions may also affect a driver's ability to react.

Key Terms	
The Berlin Crisis, 1961	
1. Defection	Leaving one country to go to its enemy
2. Refugee	A person fleeing crisis in their home country
3. Ultimatum	A final choice with two serious options
The Construction of the Berlin Wall	
4. Checkpoint	A guarded border post on the Berlin Wall
The Cuban Revolution	
5. Dictator	A leader with total power over the country
5. Diplomat	A representative from one country in another
7. Exile	A person forced to leave a country to live in another
8. CIA	The Central Intelligence Agency – US spy network
9. Bay of Pigs	A bay in Cuba that was the focus of a failed invasion
The Cuban Missile Crisis	
10. U-2	US spy plane which captured images of the missiles

Two crises in Berlin – not the same thing!	
Berlin Crisis of 1948	The Berlin crisis of 1948 was caused by Stalin, who was resentful of the US and Britain having free access through East Germany to get to their sectors of Berlin. He thought they were spying on the Communist country and were spreading pro-capitalist messages. He closed off all the roads and railways, and attempted to force the US and Britain to give up their claim to West Berlin. Instead, the US organised airlifts of food and fuel to defeat the blockade and save the people of West Berlin. Stalin eventually had to back down. This crisis was significant in the wider Cold War because it showed that the USA was prepared to back up its words in the Truman Doctrine with actions. It was also significant because it led to the creation of NATO.
Berlin Crisis of 1961	The Berlin Crisis of 1961 was caused by Khrushchev, who was resentful of highly qualified professionals leaving East Berlin and East Germany. There was no border between the East and West zones, meaning that people frequently travelled to the West and then on to capitalist countries that they otherwise were not allowed to go to. Highly qualified people knew they could earn lots more money in the capitalist West, so the 'brain drain' was a big concern for Khrushchev. He attempted to force the US to prevent this migration, but the US refused, so Khrushchev authorised the East Germans to build a wall around the entirety of West Berlin. This meant no East Germans could enter or they would be shot. Migration stopped, but the city was cut in two. The wall stood for 28 years.






Three Cold War Crises	
The Berlin Crisis 1961	<p>Key individuals:</p> <ul style="list-style-type: none"> Eisenhower and Kennedy (USA) Khrushchev (USSR) <p>Causes:</p> <ul style="list-style-type: none"> 'Brain drain' refugee crisis - hundreds of thousands of highly qualified workers leaving East Germany for the West <p>Key events:</p> <ul style="list-style-type: none"> Berlin ultimatum 1958 Vienna Summit 1961 Construction of the Berlin Wall 1961 <p>Outcomes:</p> <ul style="list-style-type: none"> West Berlin isolated and migration ended Heightened tensions between USA and USSR
Cuban Missile Crisis 1962	<p>Key individuals:</p> <ul style="list-style-type: none"> Kennedy (USA) Khrushchev (USSR) Castro (Cuba) <p>Causes:</p> <ul style="list-style-type: none"> USSR placed missiles on Cuba in response to US Jupiter missiles in Turkey. <p>Key events:</p> <ul style="list-style-type: none"> Communist revolution led by Castro 1959 Bay of Pigs invasion 1961 Missiles discovered by USA Kennedy ordered removal + blockaded Cuba <p>Outcomes:</p> <ul style="list-style-type: none"> Increased rivalry between USA and USSR Hotline installed for instant communication Various treaties between 1963 and 1968
Czechoslovakia 1968	<p>Key individuals:</p> <ul style="list-style-type: none"> Brezhnev (USSR) Dubcek (Czechoslovakia) Johnson (USA) <p>Causes:</p> <ul style="list-style-type: none"> Czechs demanded greater freedoms and economic reform. Dubcek appointed leader <p>Key events:</p> <ul style="list-style-type: none"> Dubcek announced Prague Spring reforms Opposition to Communism increase USSR invades and arrests Dubcek, reversing reforms <p>Outcomes:</p> <ul style="list-style-type: none"> Brezhnev Doctrine Other communist countries condemned USSR US condemnation but no intervention

	Eisenhower 1953-1961	1958 Berlin Ultimatum 1959 Khrushchev visits USA / Cuban revolution 1960 Planned Paris Summit / U-2 spy plane crisis
	Kennedy 1961-1963	1961 Vienna Summit / Berlin Wall built / Bay of Pigs 1962 Cuban Missile Crisis 1963 Kennedy visits Berlin
	Johnson 1963-1969	1964 Brezhnev replaces Khrushchev as Soviet leader 1965 1966
	Nixon 1969-1974	1967 1968 Prague Spring / Soviet invasion / Brezhnev Doctrine 1969 Czech Anti-Soviet demonstrations continue 1970

Reasons for Détente		Key Terms	
Détente	An period of improved relations between US and USSR	15. Carter Doctrine	AUS vow to go to war if their interests in Middle East threatened
Linkage	Nixon's plan to 'link' benefits to positive Soviet actions	16. Boycott	A refusal to use certain services or to attend an event
Bilateral	Agreements that involve cooperation between two parties	Reagan and the Second Cold War	
		17. Second Cold War	Reagan's escalation of the Cold War after the failure of détente
		18. NUTS	Targeting nuclear weapons at USSR warheads, not cities
		19. START	Talks focused on reducing total nuclear weapons on both sides
		20. SDI	'Star Wars' – high tech laser guided missile protection system
		Gorbachev's 'New Thinking'	
		21. New Thinking	A series of reforms proposed by Gorbachev to modernise USSR
		22. Perestroika	'Restructuring' – economic changes to the USSR and communism
		23. Glasnost	'Openness' – greater freedoms within the USSR and E Europe
		24. Dissidents	Political opponents to a regime that often experience persecution
		25. Uskoreniye	Acceleration – a Soviet plan to boost and modernise the economy
		26. INF Treaty	First successful agreement to reduce nuclear weapons
		27. Sinatra Doctrine	Nickname of plan for E European countries to do things 'their way'
		The Fall of the Berlin Wall and the End of the Cold War	
		28. Reunification	Germany being reunited into a single country after being divided

Date	Summit, Meeting or Treaty	Key points
1972	Nixon visits Moscow	Nixon agreed to participate in European Security Conference which led to Helsinki Agreements.
1972	SALT 1	Restrictions on new nuclear weapons
1974	Nixon visits Moscow	Commitment to reduce tensions further
1975	Helsinki Agreements	Agreements on security, cooperation and human rights
1985	Geneva Summit	Commitment to abolish chemical weapons, Reagan refused to cancel SDI
1986	Reykjavik Summit	Talks collapse over continued refusal to cancel SDI
1987	INF Treaty	Large scale reduction of nuclear weapons

Ronald Reagan	Mikhail Gorbachev
<p>Ronald Reagan was a former Hollywood actor who was elected US President in 1980. He took a tougher line with the USSR, and his SDI 'Star Wars' initiative led to massive military spending. His description of the USSR as the 'Evil Empire' in 1982 deteriorated relations, but his policies forced the USSR to accept that they couldn't keep up with US progress and that reform was necessary.</p>	<p>Mikhail Gorbachev came to power in 1985 with the USSR in crisis. He was their fourth leader in the last three years and their political and economic situation looked bleak. Gorbachev announced a series of reforms called 'New Thinking' including 'glasnost' and 'perestroika'. His willingness to reform the USSR and improve relations with the West made him incredibly popular in the USA. His reforms brought about the end of the Soviet Union.</p>

	Nixon 1969-1974	1970 1971 1972 1973 War 1974 1975 1976 1977
	Ford 1974-77	1978 1979 1979 1979 1980 Olympics 1981
	Carter 1977-1981	1982 1983 1984 1985 1986 1987 1988
	Reagan 1981-1989	1989 1990 1991 ends
	Bush Sr. 1989-1993	

Key places		
East Germany	Oct-Nov 1989: Millions protest on the streets of major cities Nov 1989: Berlin Wall is opened Oct.1990: German reunification	
Poland	1988: Mass strikes across country 1989: Solidarity party wins elections and first non-Communist leader in E Europe is elected.	
Hungary	1988: Becomes multi-party state 1989: Border opens with democratic Austria 1990: anti-Communist alliance wins elections	
Czechoslovakia	Nov 1989: Mass protests against Communism lead to resignation of government Dec 1989: Non-communist president appointed 1990: Elections won by non-Communist alliance	
Romania	25 Dec 1989: Communist dictator Ceausescu executed 1990: Democratic elections held, won by party dominated by ex-communists	
Bulgaria	1990: Democratic elections held, won by renamed Communist Party	

Year 11 French Half-Term 3 – Free Time Activities part 1 (sports, hobbies, film & TV programmes)

Quiz 3.1 – hobbies and time phrases

I go into town / to the cinema / to the pool	Je vais en ville / au cinéma / à la piscine
I play football in the park at the weekend	Je joue au foot dans le parc le weekend
I sing in a choir from time to time	Je chante dans une chorale de temps en temps
I watch films / the TV after school	Je regarde des films / la télé après le collège
I walk the dog every day	Je promène le chien tous les jours
I stay at home / at mine in the evening	Je reste à la maison / chez moi le soir

Quiz 3.2 – past tense hobbies with avoir

I (have) watched a film	J' ai regardé un film
He (has) listened to music	Il a écouté de la musique
She (has) sung in a choir	Elle a chanté dans une chorale
We (have) done swimming	Nous avons fait de la natation
They (have) walked the dog	Ils ont promené le chien
They (have) walked the dog (girls)	Elles ont joué au tennis

Quiz 3.3 – past tense hobbies with être

I (am) went into town	Je suis allée	en ville
He (is) went to the cinema	Il est allé	au cinéma
She (is) stayed at home	Elle est restée	à la maison
We (are) went to the shops	Nous sommes allés	aux magasins
They (are) "gone out" into town	Ils sont sortis	en ville
They (are) climbed the mountain (girls)	Elles sont montées	la montagne

Quiz 3.4 – types of film

I like to watch comedies	J' aime regarder les comédies
I don't like to watch horror films	Je n' aime pas regarder les films d'horreur
I love to watch adventure films	J' adore regarder les films d'aventure
I hate to watch cartoon films	Je déteste regarder les dessins animés
I am a fan of watching war films	Je suis fana de regarder les films de guerre
I find them fun	Je les trouve amusants

Quiz 3.5 – types of TV programme

I like to watch soaps	J' aime regarder les feuilletons
I despise watching documentaries	J' ai horreur de regarder les documentaires
I like to watch a sports programme	J' aime regarder une émission de sport
I find that the news are educational	Je trouve que les actualités sont éducatives
I love to watch police series	J' adore regarder les séries policières
I am not a fan of watching game shows	Je ne suis pas fana de regarder les jeux télévisés

Past tense with avoir & être

AVOIR IN PAST		
person	avoir (have)	past tense activity
j'	ai	mangé
il	a	regardé
elle	a	écouté
nous	avons	dansé
ils	ont	pris – took
elles	ont	vu - saw
NO extra 'e' or 's' added to end		

ÊTRE IN PAST (showing you moved somewhere)		
je	suis	allée
tu	es	allée
il / elle / on	est	allée
nous	sommes	allées
vous	êtes	allées
ils / elles	sont	allées
Only add e if girls involved s for plural people		
Remember not all will have é in them as they're not all ER verbs, but the feminine and plural rules still apply!		
e.g. nous sommes sorties		
IR verb, ends in -i in the past, then add fem and plural rules where needed		

Parallel texts

<p>Normally I watch programmes of science fiction and a programme of sport. I like to watch a programme of sport because I am very sporty. However, I don't like to watch the news because I find them boring.</p> <p>My favourite actor is called Leonardo di Caprio. In my opinion, he is always stylish and really talented. I love his films because they are extremely entertaining.</p> <p>Last weekend I went to the cinema with my friends in order to watch a new film. It was a film of war. I think that the film was interesting because it was informative and historical.</p> <p>This weekend, I will go to the park of theme with family because it's really fun. In addition, I would like to do ice skating in order to relax and to have fun. I would say that it will be great.</p>	<p>Normalement, je regarde les émissions de science fiction et une émission de sport. J'aime regarder une émission de sport parce que je suis très sportif. Toutefois je n'aime pas regarder les actualités car je les trouve barbant.</p> <p>Mon acteur préféré s'appelle Leonardo di Caprio. À mon avis, il est toujours à la mode et vraiment talentueux. J'adore ses films car ils sont extrêmement divertissants.</p> <p>Le weekend dernier, je suis allée au cinéma avec mes copains pour regarder un nouveau film. C'était un film de guerre. Je pense que le film était intéressant vu que c'était informatif et historique.</p> <p>Ce weekend, je vais aller au parc d'attractions en famille car c'est vraiment amusant. En plus, je voudrais faire du patin à glace pour me relaxer et pour m'amuser. Je dirais que ça sera formidable.</p>
<p>Normally I watch programmes of science fiction and a programme of sport. I like to watch a programme of sport because I am very sporty. However, I don't like to watch the news because I find them boring.</p> <p>My favourite actor is called Leonardo di Caprio. In my opinion, he is always stylish and really talented. I love his films because they are extremely entertaining.</p> <p>Last weekend I went to the cinema with my friends in order to watch a new film. It was a film of war. I think that the film was interesting because it was informative and historical.</p> <p>This weekend, I will go to the park of theme with family because it's really fun. In addition, I would like to do ice skating in order to relax and to have fun. I would say that it will be great.</p>	<p>Normalement, je regarde les émissions de science fiction et une émission de sport. J'aime regarder une émission de sport parce que je suis très sportif. Toutefois je n'aime pas regarder les actualités car je les trouve barbant.</p> <p>Mon acteur préféré s'appelle Leonardo di Caprio. À mon avis, il est toujours à la mode et vraiment talentueux. J'adore ses films car ils sont extrêmement divertissants.</p> <p>Le weekend dernier, je suis allée au cinéma avec mes copains pour regarder un nouveau film. C'était un film de guerre. Je pense que le film était intéressant vu que c'était informatif et historique.</p> <p>Ce weekend, je vais aller au parc d'attractions en famille car c'est vraiment amusant. En plus, je voudrais faire du patin à glace pour me relaxer et pour m'amuser. Je dirais que ça sera formidable.</p>

Key skills

- Using ER verbs in the present tense with hobbies.
- Using steps to success
- Using avoir in the past (free time)
- Using être verbs in the past (free time)
- Using higher-level opinions with TV

Year 11 French Half-Term 4 – Free Time Activities part 2 (Music, Clothes, Shops & Food)

Quiz 4.1 – music

I like to listen to rap / pop / jazz / classical music	J'aime écouter de la musique rap / pop / jazz / classique
I don't like / I hate to listen to rock music	Je n'aime pas/ je déteste écouter de la musique rock
I prefer / I love listening to pop music	Je préfère / j'adore écouter de la musique pop
Because it is very moving / addictive	Parce que c'est très émouvant / accrocheur
Because it is really boring / monotonous	Car c'est vraiment ennuyeux / monotone
Because the singer is talented	Le chanteur est talentueux / la chanteuse est talentueuse (f)

Quiz 4.2 – Clothes and opinions

I wear trousers grey	Je porte un pantalon gris
I buy a skirt blue	J'achète une jupe bleue
It's expensive / it's cheap	C'est cher / c'est bon marché
Because it's very elegant	Parce que c'est très élégant
Because it's fashionable	Car c'est à la mode
Because it's old fashioned	Vu que c'est démodé

Quiz 4.3 – going to the shops

I go to the supermarket	Je vais au supermarché (m)
He goes to the bakery	Il va à la boulangerie (f)
She goes to the shops	Elle va aux magasins (pl)
We go to the shopping centre	Nous allons au centre commercial (m)
They go to the sweet shop (boys/boys&girls)	Ils vont à la confiserie (f)
They go to the market (girls)	Elles vont au marché (m)

Quiz 4.4 – healthy lifestyle key phrases

I eat a balanced diet	Je mange un régime équilibré
I eat healthily every day	Je mange sainement tous les jours
I do exercise once a week	Je fais de l'exercice une fois par semaine
It's healthy / it's unhealthy	C'est sain / it's malsain
It's good for (your) health	C'est bon pour la santé
It's bad for (your) health	C'est mauvais pour la santé

Quiz 4.5 – healthy lifestyle key verbs

I eat five portions of fruit and vegetables	Je mange cinq portions de fruits et de légumes
I try to eat less sugar	J'essaie de manger moins de sucre
I try to drink water every day	J'essaie de boire de l'eau tous les jours
I avoid fatty foods	J'évite les matières grasses
To keep in shape / to stay in good health	Pour garder la forme / pour rester en bonne santé
A good source of proteins / vitamins	Une bonne source de protéines / vitamines

Parallel texts

<p>For me free time is very important, therefore I like really to meet my friends at the weekend in order to have fun.</p> <p>At the weekend I go to the sweet shop with my friends because I am a big fan of sweets. In addition, we go to the shopping centre, where we buy clothes, although it is expensive.</p> <p>Last week I went to the shops with my family where I bought a new jacket grey. After having done that, we bought new trainers in order to play football together. In my opinion, it was super fun.</p> <p>Next weekend I will go to a party with my best friend. We will listen to pop music and dance. I will also wear a dress in sequins. I think that it will be great.</p>	<p>Pour moi, le temps libre est très important, donc j'aime bien rencontrer mes copains le weekend pour m'amuser.</p> <p>Le weekend je vais à la confiserie avec mes copains car je suis grand fana de bonbons. En plus, nous allons au centre commercial, où nous achetons des vêtements, bien que ça soit cher.</p> <p>La semaine dernière je suis allé aux magasins avec ma famille, où j'ai acheté une nouvelle veste grise. Après avoir fait cela, nous avons acheté de nouveaux baskets pour jouer au foot ensemble. À mon avis, c'était super amusant.</p> <p>Le weekend prochain je vais aller à une fête avec mon meilleur ami. Nous allons écouter de la musique pop et danser. Je vais aussi porter une robe en sequin. Je pense que ça sera formidable.</p>
<p>For me freetime is very important, therefore I like really to meet my friends at the weekend in order to have fun.</p> <p>At the weekend I go to the sweet shop with my friends because I am a big fan of sweets. In addition, we go to the shopping centre, where we buy clothes, although it is expensive.</p> <p>Last week I went to the shops with my family where I bought a new jacket grey. After having done that, we bought new trainers in order to play football together. In my opinion, it was super fun.</p> <p>Next weekend I will go to a party with my best friend. We will listen to pop music and dance. I will also eat a pizza and crisps, even if it is bad for your health!</p>	<p>Pour moi, le temps libre est très important, donc j'aime bien rencontrer mes copains le weekend pour m'amuser.</p> <p>Le weekend je vais à la confiserie avec mes copains car je suis grand fana de bonbons. En plus, nous allons au centre commercial, où nous achetons des vêtements, bien que ça soit cher.</p> <p>La semaine dernière je suis allé aux magasins avec ma famille, où j'ai acheté une nouvelle veste grise. Après avoir fait cela, nous avons acheté de nouveaux baskets pour jouer au foot ensemble. À mon avis, c'était super amusant.</p> <p>Le weekend prochain je vais aller à une fête avec mon meilleur ami. Nous allons écouter de la musique pop et danser. Je vais aussi manger une pizza et des chips, même si c'est mauvais pour la santé</p>

Key skills

1. Listening for patterns and identifying differences in sounds of words in context
2. Using PALMCOW to develop speaking answers
3. Using a range of key verbs to respond to role play tasks
4. Use three tenses to communicate ideas across a range of topics
5. Learning and retrieving vocabulary

All Saints Absolutes Term 2a – Jobs and Future Plans

Quiz 3.1 – Future plans

Don't forget your vocab book pages 39-40

I will continue to study at university	Ich werde an der Universität weiterstudieren
I want to do an apprenticeship	Ich will eine Lehre machen
I have to earn a lot of money	Ich muss viel Geld verdienen
In 10 years I will work abroad	In 10 Jahren werde ich im Ausland arbeiten
I would like to become my own boss	Ich möchte mein eigener Chef werden
A degree is better than an apprenticeship	Ein Studium ist besser als eine Lehre

Quiz 3.2 – Jobs

I want to work in an office	Ich will in einem Büro arbeiten
I would like to work outside, eg as a gardner	Ich möchte im Freien arbeiten , z.B als Gärtner
I would like to become a plumber	Ich möchte Klempner werden
I will perhaps work as a nurse	Ich werde vielleicht als Krankenschwester arbeiten
I will study medicine to become a doctor	Ich werde Medizin studieren , um Arzt / Ärztin zu werden
I'm interested in.....there I want to.....	Ich interessiere mich für.....daher will ich....

Quiz 3.3 – Using the conditional tense across topic (sentences to learn off by heart for any written piece)

If I had more time I would..... eg I would do more sport	Wenn ich mehr Zeit hätte, würde ich + infinitive at end eg würde ich mehr Sport treiben
If I had more money I would..... eg I would go shopping every day	Wenn ich mehr Geld hätte, würde ich + infinitive at end Eg würde ich jeden Tag einkaufen gehen
If I had the choice I would go back again	Wenn ich die Wahl hätte, würde ich nochmal hingehen
If I had more time I could do more	Wenn ich mehr Zeit hätte, könnte ich mehr machen
That would be excellent	Das wäre ausgezeichnet
We would have a lot of fun	Wir hätten viel Spaß

Quiz 3.4 – Ideal job

My ideal job is a (waiter)	Mein idealer Job ist (Kellner)
My dream job would be as a (sales assistant)	Mein Traumjob wäre (Verkäuferin)
Because of the working hours I want to become (a teacher)	Wegen der Arbeitsstunden will ich (Lehrer) werden
Because of the salary I want to become (a vet)	Wegen des Lohns will ich (Tierarzt) werden
I absolutely want to work independently	Ich will unbedingt selbstständig arbeiten
(a policeman) is the right career/job for me	(Polizist) ist der richtige Beruf für mich

Key Skills

- 1. Learning speaking questions**
- 2. Applying exam techniques to reading and listening**
- 3. Use speaking answers to help develop writing**
- 4. Learning key words for jobs**
- 5. Understand how to use werden (to become), bekommen (to get) and sein (to be)**

Example 90 word task

Deine Freundin Anja aus Deutschland hat dich über deine Zukunftspläne gefragt. Du schreibst ihr eine E-Mail.

Schreib:

- *etwas über deine Pläne für nach der Schule
- *warum du auf die Uni gehen willst oder nicht
- *was für Arbeitserfahrung du schon hast
- *was für einen Beruf du in der Zukunft machen wirst.

Du musst ungefähr **90** Wörter auf **Deutsch** schreiben. Schreib etwas über alle Punkte der Aufgabe.

Parallel texts

I am interested in science therefore would I like absolutely medicine to study. In my opinion is a degree more interesting than an apprenticeship	Ich interessiere mich für Naturwissenschaften daher möchte ich unbedingt Medizin studieren. Meiner Meinung nach ist ein Studium interessanter als eine Lehre.
I want to the uni to go, because I to further study want however is it very expensive and I must a parttime job to find for example as waiter.	Ich will auf die Uni gehen, weil ich weiterstudieren will jedoch ist es sehr teuer und ich muss ein Teilzeitjob finden zum Beispiel als Kellner.
I have not a lot work experience but last summer have I in a café worked in order money to earn I found it totally interesting and also had I lots of fun have I to say	Ich habe nicht viel Arbeitserfahrung aber letzten Sommer habe ich in einem Café gejobbt , um Geld zu verdienen Ich fand es total interessant und außerdem hatte ich viel Spaß muss ich sagen .
I think, that I doctor or maybe dentist become because I extremely intelligent am but I know that I hardworking study must in order good grades to get	Ich denke, dass ich Arzt oder vielleicht Zahnarzt werde, da ich ganz intelligent bin aber ich weiß , daß ich fleißig studieren muss, um gute Noten zu bekommen.

D – daher

D - da

I – ich denke/glaube, dass

U – um..zu

V – vielleicht

M – meiner Meinung/Ansicht nach

W – weil / wenn

J - jedoch

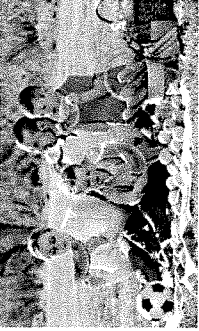
A – außerdem

O - obwohl

Z – zum Beispiel

T - trotzdem

Year 11 half term 3a – Key exam knowledge for self quizzing

<p><u>Quiz 3.1 Writing foundation photo card</u></p> <p>Writing 4 sentences about a photo</p>  <ol style="list-style-type: none"> 1.Es gibt.....(eine Familie) 2.Es gibt..... (Kinder) 3.Sie sind glücklich 4.Sie sind in einem Park / sie chatten / es ist sonnig 	<p><u>Quiz 3.2 Writing foundation. Responding to unknown words in a 40 word task. Eg Taschengeld (pocket money)</u></p> <ol style="list-style-type: none"> 1.Meiner Meinung nach ist Taschengeld ganz prima denn es nützlich / super 2. Ich finde Taschengeld total interessant 3.Ich liebe Taschengeld, weil es sehr gut ist 4.Ich denke, dass Taschengeld toll ist denn es ist fantastisch 	<p><u>Quiz 3.3 Generic tense examples for writing H/F</u></p> <p><u>Past</u></p> <ol style="list-style-type: none"> 1.Ich habe <i>Pizza und Salat</i> gegessen 2.Ich habe <i>Computerspiele</i> gespielt 3.Ich habe mit <i>Freunden</i> gechattet 4.Ich habe Wasser getrunken 5.Ich habe Musik gehört / heruntergeladen 6.Ich bin mit meiner Familie in die Stadt gegangen
<p><u>Quiz 3.4 Generic tense examples for writing H/F</u></p> <p><u>Future</u></p> <ol style="list-style-type: none"> 1.Ich werde Obst essen 2.Ich werde ins Kino gehen 3.Ich will radfahren 4.Ich will einkaufen gehen 5.Ich werde Freunde treffen 6.Ich werde (<i>mein Handy</i>) benutzen 	<p><u>Quiz 3.5 Generic justified opinions for writing H/F</u></p> <p><u>Present</u></p> <ol style="list-style-type: none"> 1.Meiner Meinung nach ist das toll, <u>weil</u> es Spass macht <p><u>Past</u></p> <ol style="list-style-type: none"> 2. Meiner Ansicht nach war das ganz prima, <u>da</u> es interessant war <p><u>Future</u></p> <ol style="list-style-type: none"> 3.Ich finde das wäre super denn ich liebe..... 	<p><u>Quiz 3.6 High level imperfect tense examples to use in 150 word tasks</u></p> <p>Ich fand es..... I found it.....Ich bin in die Stadt gegangen aber ich fand es langweilig denn...</p> <p>Ich ging – I went.....Letztes Wochenende ging ich zum Park, um fit zu bleiben, weil ich sportlich bin</p> <p>Es gab – there was / there were...Letztes Jahr bin ich in einem Hotel in Spanien geblieben. Im Hotel gab es ein Freibad und.....</p>

Quiz 3.7 High level conditional tense examples to use in 150 word tasks

1. Wenn ich mehr Zeit hätte, würde ich nochmal hingehen – If I had more time I would go again. Generic sentence to use whenever you have been somewhere! Don't forget the umlauts!

2. Wenn ich viel Geld hätte, würde ich das öfter machen – If I had a lot of money I would do that more often

3. Wenn ich die Wahl hätte, würde ich + infinitive at end of sentence – If I had the choice I would.....

5. Das wäre ausgezeichnet – that would be excellent

6. Ich denke, dass es super wäre – I think that it would be super

Quiz 3.8 Little but important words that you must know!!

schon	already
früher	previously / earlier
fast	almost
erst	not until
nur	only
noch	still / not
wenig	few / a little
ohne	without
beide	both
eigene	own
jetzt	now
niemand	no one
sofort	immediately
bald	soon
leider	unfortunately
selten	rarely
ausser	apart from
unbedingt	definitely

Quiz 3.9 Time phrases per tense

Present

heute – today
 manchmal – sometimes
 normalerweise – normally
 ab und zu – now and again
 wenn ich Zeit habe – when I have time
 morgens – in the mornings










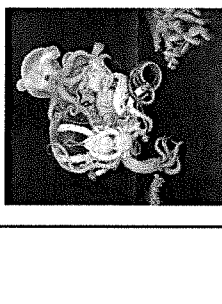


Past

gestern – yesterday
 gestern Abend – yesterday evening
 gestern Nachmittag – yesterday afternoon
 neulich – recently
 in letzter Zeit – recently


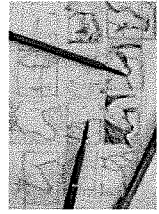

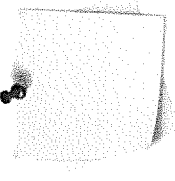

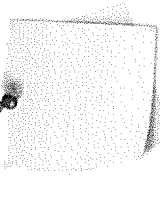

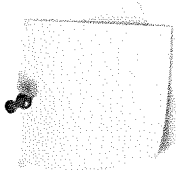

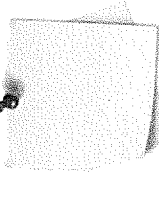

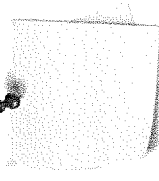
Future

morgen – tomorrow
 morgen Abend – tomorrow evening
 übermorgen – the day after tomorrow
 morgen Nachmittag – tomorrow afternoon

Art & Design Knowledge Organiser - 1

<p>Week 1 Ultimate guide to get A* in GCSE Art // 15 Quick Tips!! By Genevieve Hall https://www.youtube.com/watch?v=HW_KdRv1DQ</p> 	<p>The Key Knowledge You Need To Know After This Video:</p> <ul style="list-style-type: none"> -Use different media. -Use different backgrounds. -Show a development of your idea. -Try to pick a theme and stick with it. -Describe, Analyse, Evaluate and Interpret -Don't go all out with the background. -Highlight keywords. -Don't go overboard with biographical information. -Try to make each page 70% visual. -Justify every decision you make. -Show improvement.. -Stencil – TRACE outlines. -Show your processes. -Don't leave space blank. -Be original. 	<p>Classwork that must be completed for homework this week is: Your research page which includes information on: - The Deep Hull. - Your chosen animal / species. - The Union Jack</p> <p>Due in ___/___/___</p> 	<p>Week 2. ART GCSE GRADE 9 (A**) SKETCHBOOK TOUR - REALLY HELPFUL!! by Ian Graphics https://www.youtube.com/watch?v=MY5f5Q28</p> 	<p>Classwork that must be completed for homework this week is: Complete your shaded study of your chosen animal / species.</p> <p>Due in ___/___/___</p> 
<p>Week 3 HOW I GOT 100% / A* / FULL MARKS IN GCSE ART ISABEL BY Isabel Southgate https://www.youtube.com/watch?v=CzBU6LXW</p> 	<p>The Key Knowledge You Need To Know After This Video:</p> <ul style="list-style-type: none"> -Who are the two sketchbook One's Coursework One is more useful to refer back to. -Who does the artist do the sketchbook One? -Who do the artist do the sketchbook Two? -Who do the artist do the sketchbook Three? -Who do the artist do the sketchbook Four? -Who do the artist do the sketchbook Five? -Who do the artist do the sketchbook Six? -Who do the artist do the sketchbook Seven? -Who do the artist do the sketchbook Eight? -Who do the artist do the sketchbook Nine? -Who do the artist do the sketchbook Ten? -Who do the artist do the sketchbook Eleven? -Who do the artist do the sketchbook Twelve? -Who do the artist do the sketchbook Thirteen? -Who do the artist do the sketchbook Fourteen? -Who do the artist do the sketchbook Fifteen? -Who do the artist do the sketchbook Sixteen? -Who do the artist do the sketchbook Seventeen? -Who do the artist do the sketchbook Eighteen? -Who do the artist do the sketchbook Nineteen? -Who do the artist do the sketchbook Twenty? 	<p>Classwork that must be completed for homework this week is: Complete your pencil crayon study of your chosen sea Creature / species.</p> <p>Due in ___/___/___</p> 	<p>Week 4 GCSE GRADE 9 (A**) EXAM SKETCHBOOK BY Sairh https://www.youtube.com/watch?v=V6LGAJv9EA</p> 	<p>Classwork that must be completed for homework this week is: Complete your ink study of your chosen animal / species.</p> <p>Due in ___/___/___</p> 
<p>Weeks 5 Look through my A LEVEL Art sketchbooks // Full Marks, A* By Olivia Rose https://www.youtube.com/watch?v=HBY5YtH3c</p> 	<p>The Key Knowledge You Need To Know After This Video:</p> <ul style="list-style-type: none"> -Out of all of her A Levels what was ART? The most stressful and the most time consuming. -What social media app did she use to create her mood board? Pinterest. -How did she start off with? Tanya De Lampaica. -Who was the next artist she looked at? Gregg Sand. -Which artist did she use to inspire her photographs of friends? Gillian Lambert. -Who is one of her favourite artists of all time? Henrietta Harris. -Who did she then go on to looking at? (She can't pronounce his name) Nikos Gyiakis. -What did she do that helped her? Textiles. -Which artist influenced her photographs of "figure in movement"? Will Kim. -Who inspired her close-up photos? Taylor & Van Vattern. -Which two artists influenced the painting stage of her work? Karen Appleton & Collin Chilling. -Who was the title topic for her exam unit? Include Yourself. -Which artist worked with beads and injuries? Megan Mitchell. -Which artist actually stitched into her own hands? Eliza Bennett. -Which artist maps out family trees using threads? Lisa Kokin. -What was her favourite book that she used to make paper chains? Great Expectations. -Art isn't a destination it's aJourney. 	<p>Classwork that must be completed for homework this week is: Complete research page on the artist Tiffany Bosaic.</p> <p>Due in ___/___/___</p> 	<p>Week 6 A* A Level Art Coursework Sketchbook (Myself) // Carina Mae By Carina Mae https://www.youtube.com/watch?v=HBY5YtH3c</p> 	<p>Classwork that must be completed for homework this week is: Complete research page on the artist Milton Glasser.</p> <p>Due in ___/___/___</p> 

Art & Design Knowledge Organiser - 2

<p>Week 1 A Level Fine Art Book Flip Through (A* - 100%) By Art with Em A Level Fine Art Book Flip Through (A* - 100%) By Just diggedooit - YouTube</p> 	<p>The Key Knowledge You Need To Know After This Video:</p> <ul style="list-style-type: none"> -Who does she like to draw? Portraits. -Which art gallery did she visit? Manchester Art Gallery. -What was the theme for her work? Technology and distortion. -What degree show did she go and see? Manchester university. -What was her first artist called? Davide Corbelli. -What type of paint did she use for her portrait paintings she created over the summer? Acrylic (eye is in oil paints). -Who was the second artist she looked at? Jeremy Olson. -How much did she try to achieve with the photographs in photoshop? Glitching. -What effect was she using for her second development? Oil paints. -What did she do to make a piece of and why? Hands. Because it was her first-time painting hands. -How much did unit one worth of her final grade? 40%. -How much is the exam unit worth? 40%. -What was her chosen exam unit topic? Fractured. -What are the names of the first two artist she looks at for this project? John Whentz & Henric AA. -What does she often paint on top off instead of paper? Asserate. -What was the idea she wanted to make her work around? Fractured community, how we live together but never really speak to each other, strangers are a hindrance. -What was the sub theme she investigated? Public transport. -What did she paint on top of for her third development? A map. -How long did she have to create her final piece? 15 hours (three days). 	<p>Classwork that must be completed for homework this week is: Complete your thumbnail ideas for your final piece.</p> <p>Due in ___/___/___</p> 	<p>Week 2. ART A-LEVEL ASSESSMENT CRITERIA A01 **AQA** By The A Level Art Room https://www.youtube.com/watch?v=in8-ZoHtE</p> 	<p>The Key Knowledge You Need To Know After This Video:</p> <ul style="list-style-type: none"> -How many assessment objectives are you marked against? 4. -What does A01 mean? The development of your ideas. -What do you need to make sure you have done to the maximum? Investigated. -What does she say you should not have? Parts of the project which are left unfinished. -What should be clear? Your intentions. -Where can you show that you are continually being self-reflective? In your written work - analysis, annotation, evaluations. -What should your response be? Personal and meaningful. -What are they not looking for? Superficial projects e.g. flowers. -What are contextual studies? Your artist your designers. -What does your artist research need to be? Inspiring, helping to move you forward. -What else as well as written analysis are, they looking for? Visual analysis. -What could this be? Artist copies. -What advice does she give about wasting time? Making backgrounds. -What words does she summarise with? Development, sustain, contextual, artists, analysis and critical understanding. <p>Due in ___/___/___</p>	<p>Classwork that must be completed for homework this week is:</p> 
<p>Week 3 ART ALEVEL ASSESSMENT CRITERIA A02 **AQA** By The A Level Art Room https://www.youtube.com/watch?v=DFEIKUJIM</p> 	<p>The Key Knowledge You Need To Know After This Video:</p> <ul style="list-style-type: none"> -What will the examiner be looking at in A02? Your technical ability. -The will the examiner be looking for different materials but what else? How well you have used them. -How well you have used them. Progress. -What should you be towards the end of your work? A more refined student. -How does she describe the links between the assessment objectives? Holistic, they interweave with each other. -What does she say will not work? Trying to work through like a checklist. -What words does she use to summarise? Media / Materials (How well you use them) / Refinement. 	<p>Classwork that must be completed for homework this week is:</p> <p>Due in ___/___/___</p> 	<p>Week 4 ART ALEVEL ASSESSMENT CRITERIA A03 **AQA** By The A Level Art Room https://www.youtube.com/watch?v=0A_K9GIGWML</p> 	<p>The Key Knowledge You Need To Know After This Video:</p> <ul style="list-style-type: none"> -What is A03? Your recording, mark making, drawing. -What do you need to translate? Your ideas from your mind onto paper. -What's important. That your recording is relevant. -What else do you need to make sure you are doing? Reflecting critically on your work. -What is really important? Showing progress. -What can annotations do? Explain your thoughts on how you are going to move forward and progress. -Where's the big cross over? Between A02 & A03. -What are they looking at I both assessment objectives? Your technical ability. 	<p>Classwork that must be completed for homework this week is:</p>  <p>Due in ___/___/___</p>
<p>Weeks 5 ART ALEVEL ASSESSMENT CRITERIA A04 **AQA** By The A Level Art Room https://www.youtube.com/watch?v=svLVdBYEIM</p> 	<p>The Key Knowledge You Need To Know After This Video:</p> <ul style="list-style-type: none"> -What is A04? That your project has some meaning behind it. -The resolution, final outcome to your project. -What are they looking for to be filtered into your final outcome? ALL your sketchbook work. -What is really important for this assessment objective? That you select at the right theme. -What is so important? Connections, a clear coloration and relationship. That you have realised the intentions you have set out at the start of the project. -What do they not do? Assess the final pieces stand alone. -How does she summarise A04? Selecting the right theme, final outcomes that connect, how well have you developed towards the final pieces. 	<p>Classwork that must be completed for homework this week is:</p> <p>Due in ___/___/___</p> 	<p>Week 6 THE FORMAL ELEMENTS IN ART **FOR ART Level Art Room https://www.youtube.com/watch?v=1dLGIILLU</p> 	<p>The Key Knowledge You Need To Know After This Video:</p> <ul style="list-style-type: none"> -What should you be commenting on when talking about line? Thickness and thinness. Are the symmetrical? Do they cross over? Has the artists used curvy lines, hatching? Is there an intend for the way the lines have been used? Types of lines. Commenting on what you see. -What is tone? The lightness or darkness of something. -When talking about shapes what do you want to be commenting on? Spheres, cubes, cones that you can see. The outline edge, the outline shape of the artwork, is that a shape that you recognise? -What are we commenting on if it is a three dimensional shape? Form. -What are the two types of texture and what is the difference between the two? Actual textural - The texture you can feel with your hands and touch "a cracked surface". Visual texture - the mark making you can create. -What should you refer to when talking about colour? The colour wheel. -What do you need to recognise? Are the colours harmonious? Do they sit next to each other or are they opposite? What is the intention for this selection of colours? Is it symmetrical? What things do you need to consider when talking about pattern? Is it symmetrical? Manmade or natural? 	<p>Classwork that must be completed for homework this week is:</p>  <p>Due in ___/___/___</p>

Art & Design Knowledge Organiser - 3

<p>Week 1 MINDMAPS IN ART ***FOR ART ALEVEL***By The A Level Art Room https://www.youtube.com/watch?v=0qG5L3IG4c</p> 	<p>The Key Knowledge You Need To Know After This Video:</p> <ul style="list-style-type: none"> -Why is it important that you get this right? Because it's the first page in your sketchbook and it will set the tone for the rest of your sketchbook. -Why is it there? For you to refer back to if you get stuck or need to reconnect with your theme. -What's really valuable? Spending the time at the start of a project to get it right. -What should be in the middle? Your central theme. -What should be coming from this? Sub headings. -What two keywords does she say it needs to be? Categorical and Specific. 	<p>Classwork that must be completed for homework this week is:</p> <p>Complete Mind map for exam theme.</p> <p>Due in ___/___/___</p> 	<p>Week 2. ART MOOD BOARD ***FOR ART ALEVEL***By The A Level Art Room https://www.youtube.com/watch?v=0oMvbaC8cmY</p> 	<p>The Key Knowledge You Need To Know After This Video:</p> <ul style="list-style-type: none"> -What is important? To use high quality images. -What three things should it be? Really clear, concise and not confusing for the viewer. -What two things does she tell you to include? Primary and artist imagery. -What could you do to check you have created the right intent for your mood board? Get someone to look over it and describe the imagery back to you. -What should you refer to? Your mind map. 	<p>Classwork that must be completed for homework this week is:</p> <p>Finish artist research page A.</p> <p>Due in ___/___/___</p> 
<p>Week 3 ARTIST ANALYSIS FOR ART A- LEVEL***POINTERS FOR YOUR WRITTEN WORKS The A Level Art Room https://www.youtube.com/watch?v=0qG5L3IG4c</p> 	<p>The Key Knowledge You Need To Know After This Video:</p> <ul style="list-style-type: none"> -What does she say is "number one"? An introduction. -What is context? Any historical or political background that would have had an impact on the artist at that time. -What do you need to do when talking about the content? Describe the piece of artwork in detail. -What are the formal elements? Line, Tone, Colour, Texture, Pattern, Space (Composition). -What do you need to think about when looking at the formal elements? How do they convey meaning. Conjure a meaning and create a message. -What do you need to talk about when discussing process? What media has been used and how has the artist used it. -What question does she ask under number six "mood"? When you first look at the artwork how did it make you feel? -How can you make connections? Look at other artists you have looked at OR find new ones who are similar. -What must you also relate back too? Your own work. -What does she mean by "emulate"? Produce a copy of the artist's work? -What does this show? That you can visually analyse. 	<p>Classwork that must be completed for homework this week is:</p> <p>Finish artist research page B.</p> <p>Due in ___/___/___</p> 	<p>Week 4 How to come up with Artwork Ideas and Original Art (My Creative Process) By ImportAutumn https://www.youtube.com/watch?v=0CZARwB8LQ</p> 	<p>The Key Knowledge You Need To Know After This Video:</p> <p>When would you need a creative process? When you can't come up with an idea naturally. What do you need to make a list of first? All the things that are obvious relating to your project. Why-- "if you want your project to be original"? You have to look past all the obvious stuff. What can you do to check that your idea is original? Use the internet and google it--research it. What does she tell you to do with the list of obvious ideas if you can't find an original idea? Change the lens you are viewing it from, magnify it and focus on a little detail that people won't notice.</p> <p>What habits create a data base of ideas? Writing, drawing and photographing ideas.</p> <p>What too things does he say he is paying attention to? How well he works and how well he focuses.</p> <p>What does he include to make it more fun to make? Little references and preferences.</p> <p>What do you need to do when your next in the creative zone? Take note of your environment.</p> <p>What will replicating that do? Help you when you are stuck.</p> <p>What is also very important? Finding people who influence you.</p> <p>Before he starts what does he look on? Google images -at similar artwork he wants to create.</p> <p>What does he suggest you push? Your creative skills.</p>	<p>Classwork that must be completed for homework this week is:</p> <p>Finish artist research page C.</p> <p>Due in ___/___/___</p> 
<p>Weeks 5 A Level Art Sketchbook 88 Drawings based on the theme of 'Reflection' By School of Yule https://www.youtube.com/watch?v=BhB3lpZacZk</p> 	<p>The Key Knowledge You Need To Know After This Video:</p> <p>What is assessment objective three? Record ideas, observations and insights, relevant to intentions as work progresses. List 15 different materials this artist used to draw in:</p> <ul style="list-style-type: none"> -Biro and water colour. -String & glue. -Biro. -Sharpie -Acrylic & Ink -Goache on sugar paper. -Ink & Watercolour. -Ink & Goache. -Pencil, Ink & watercolour. -Goache & Biro. -Pencil. -Goache & Watercolour. -Photography. -Sharpie on assentate. -Colour pencils. 	<p>Classwork that must be completed for homework this week is:</p> <p>Finish observational drawing in pencil.</p> <p>Due in ___/___/___</p> 	<p>Week 6 what every art teacher wants their drawing students to know-observational drawing rules (2019) By theartproject https://www.youtube.com/watch?v=0p0f0t6Mw</p> 	<p>The Key Knowledge You Need To Know After This Video:</p> <p>Observational drawing rules:</p> <ol style="list-style-type: none"> -Don't say I can't. -Commit and focus. -Posture and movement is important. -Practice practice practice. -Draw what you see not what you know. -Draw light until you get it right. -No hairy lines. -Draw basic shapes to complex details. -Change values by changing pressure. -Marks should follow the direction of the form. -Get back from work to check it often. -Learn perceptual skills (deep seeing). 	<p>Classwork that must be completed for homework this week is:</p> <p>Finish observational drawing in pencil crayon</p> <p>Due in ___/___/___</p> 

<p>Week 1 How I actually get my "ORIGINAL" ideas By Kesh https://www.youtube.com/watch?v=MJJIDVVMxM4</p> 	<p>The Key Knowledge You Need To Know After This Video:</p> <ul style="list-style-type: none"> -Where is a creative bank account? In your head. -How do you make a deposit? Consuming things that you like: Books, Movies, TV shows, Cartoons, Stories that you had read, board games that you have played, things that you admired or grew up with. -What is the most important to "consume"? The experiences that you have had in the real world- From friends, family and people. -What effects the things you have to say? The things you put in your head- creative bank account. 	<p>Classwork that must be completed for homework this week is:</p> <p>Finish observational drawing in ink.</p> <p>Due in <u> </u> / <u> </u> / <u> </u></p> 	<p>Week 2. HOW TO MAKE ORIGINAL ART - Steal Like an Artist By Kesh https://www.youtube.com/watch?v=KH0R0G24c</p> 	<p>The Key Knowledge You Need To Know After This Video:</p> <p>Is there such a thing as "Original"? No. What is originality (William Rathj)? Understated Plagiarism. Use a dictionary to find out the definition of the word Plagiarism. Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement.</p> <p>What is built upon the ones who came before you? Everything you do, say or make. Use a dictionary to find out the definition of the word inspired. Inspire verbs (GIVE AN IDEA OR FEELING). To make someone feel that they want to do something.</p> <p>Who needs to be in the middle of the mix in order for an idea to be original? You.</p> <p>What are you? A remix of qualities put together from the qualities of your mum and dad.</p> <p>How do you find your own voice? Learn how to steal.</p> <p>Who is the author of the book 'Steal like an artist'?</p> <p>What's is the difference between a good theft and a bad theft?</p> <p>What is originality to limit? Stealing from the right people.</p> <table border="1" data-bbox="470 257 598 526"> <tr><td>Good</td><td>Bard</td></tr> <tr><td>Honour</td><td>Degrade</td></tr> <tr><td>Study</td><td>Skin</td></tr> <tr><td>Steal from many</td><td>Steal from one</td></tr> <tr><td>Credit</td><td>Plagiarize</td></tr> <tr><td>Transform</td><td>Imitate</td></tr> <tr><td>Remix</td><td>Rip Off</td></tr> </table> <p>Classwork that must be completed for homework this week is:</p> <p>Finish thumbnail ideas for final piece.</p> <p>Due in <u> </u> / <u> </u> / <u> </u></p> 	Good	Bard	Honour	Degrade	Study	Skin	Steal from many	Steal from one	Credit	Plagiarize	Transform	Imitate	Remix	Rip Off
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Honour	Degrade																	
Study	Skin																	
Steal from many	Steal from one																	
Credit	Plagiarize																	
Transform	Imitate																	
Remix	Rip Off																	
<p>Week 3 Level 8 - 10 Hour Controlled Test GCSE (AQA) by art.teaching https://www.youtube.com/watch?v=3meDH7J0CSU</p> 	<p>An opportunity to watch how a student used their practical exam time to create a final outcome.</p> 	<p>Classwork that must be completed for homework this week is:</p> <p>Finish idea development 1.</p> <p>Due in <u> </u> / <u> </u> / <u> </u></p> 	<p>Week 4 A-Level Fine Art Final Piece - Max Bowden - Time lapse Hyper Realism Acrylic Painting By Max Bowden https://www.youtube.com/watch?v=CvWwNz4NCIM</p> 	<p>Classwork that must be completed for homework this week is:</p> <p>Finish idea development 2.</p> <p>Due in <u> </u> / <u> </u> / <u> </u></p> 														
<p>Weeks 5 - Evaluating your Ideas.</p> <p>Start with describing the project task. Go though what you did/time line: Mood Board, observational drawings, research into artists, x3 design ideas. What material and techniques did you use in each idea/ piece? Where they appropriate? Why? Where they effective? Why or how? Recall any skills you have had to use before and how this proved helpful and effective with this piece. How have the artists and designers influenced your work? What formal elements have you used to convey and communicate your ideas? Shape / Form / Detail / Texture / Line / Composition / Colour / Pattern. What is the feel, mood message to your idea / piece? Has the exam brief been successfully answered if so how and why? If not... why not and what would you change to address this? Out of all the pieces you made for this project what was the strongest element and why? And the weakest and why? What problems did you encounter and how did you solve them? What would you change if you could and why?</p>	<p>Classwork that must be completed for homework this week is:</p> <p>Finish idea development 3.</p> <p>Due in <u> </u> / <u> </u> / <u> </u></p> 	<p>Week 6 All Saints VLE Art & Design GCSE Y9 -Y11 GCSE Literacy How to annotate booklet.</p> 	<p>Annotating Your Sketchbook</p> <p>Use the sketchbook to capture ideas, plan, think, make, think, make, think, make.</p> <table border="1" data-bbox="1077 268 1404 784"> <tr> <th>WHAT?</th> <td>WHAT IS IT? Explain a piece of work or an artist. It should be a clear, concise, and accurate description of the work or artist. It should be written in your own words and should be based on your own observations and research.</td> </tr> <tr> <th>WHY?</th> <td>WHY DID YOU MAKE IT? Explain the reasons for your choice of work or artist. It should be based on your own observations and research and should be written in your own words.</td> </tr> <tr> <th>HOW?</th> <td>HOW DID YOU MAKE IT? Explain the process of making the work or artist. It should be based on your own observations and research and should be written in your own words.</td> </tr> <tr> <th>QUALITY</th> <td>WHAT DO YOU THINK? Explain what you think about the work or artist. It should be based on your own observations and research and should be written in your own words.</td> </tr> <tr> <th>LEARNING</th> <td>WHAT DO YOU LEARN? Explain what you have learned from the work or artist. It should be based on your own observations and research and should be written in your own words.</td> </tr> </table> <p>Classwork that must be completed for homework this week is:</p> <p>Finish all annotation work and presentation of exam project.</p> <p>Due in <u> </u> / <u> </u> / <u> </u></p>	WHAT?	WHAT IS IT? Explain a piece of work or an artist. It should be a clear, concise, and accurate description of the work or artist. It should be written in your own words and should be based on your own observations and research.	WHY?	WHY DID YOU MAKE IT? Explain the reasons for your choice of work or artist. It should be based on your own observations and research and should be written in your own words.	HOW?	HOW DID YOU MAKE IT? Explain the process of making the work or artist. It should be based on your own observations and research and should be written in your own words.	QUALITY	WHAT DO YOU THINK? Explain what you think about the work or artist. It should be based on your own observations and research and should be written in your own words.	LEARNING	WHAT DO YOU LEARN? Explain what you have learned from the work or artist. It should be based on your own observations and research and should be written in your own words.					
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GCSE Business All Saints' Absolutes

Theme 1

How you can use them

- Learn the information systematically, use look, cover, write check to help you do this
- Create questions and answers for each section
- Ask someone to ask you questions based on the information on the All Saint Absolute
- Complete the quiz's that accompany each of the absolutes which can be found on the VLE and student shared area
- DO NOT JUST SIT AND READ THEM YOU MUST BE ACTIVE WITH THE INFORMATION

EXAM TECHNIQUE GUIDANCE

3 Mark explain a benefit or drawback questions P11/PEA (include Knowledge of key term in your answer)

Point: Identify a relevant point that answers the questions

Strand 1: Why is your point relevant?

Strand 2: What is a further impact on the business

Example Explain one benefit and one drawback to a business or using a bank overdraft as a source of finance

Trade credit will allow a business to sell their products to the customer before paying the supplier, this will allow money to flow out of the business at a slower rate, which will prevent a business from running out of cash

A 6 mark question will require 2 X P11/PEA and Knowledge of key term

Useful **connectives** to use to help create a chain of argument: because, therefore, this leads to, hence, as a result, so, which means, which will

Context (PICS)

If a question has a case study you must write in context, include the names of business, state the products and competitors, write about the businesses

9 mark option questions

You are required to analyse only **one option**. Before you write your answer select the option of your choicer

Para 1:

X is beneficial because... due to.. Which means... therefore...

Para 2

However X might not be so suitable because.. Therefore. As a result....

Para 3:

Overall I think this is because.... Therefore... however it will depend on

The role of Business enterprise 1.1.3

Key concept/term

Definition/explanation

Role of business enterprise	To produce goods and services
Purpose of business activity	<ul style="list-style-type: none">• Produce good and services• To meet customer needs• To add value
Goods	Providing a customer with a finished product, something tangible (you can touch it)
Service	An act that a business person carries out for you. It is intangible (you cannot touch it) e.g. hair dresser, teacher
Customer needs	A desire or factor that causes a customer to buy a product, examples include
Customer needs examples	Good quality product, reasonable prices, reliable service, easy to use website
Added value	<ul style="list-style-type: none">• The difference between the price of the finished product / service and the cost of the inputs involved in making it• Added value is the increase in value that is created from the production process
Methods of adding value	<p>Convenience: customers may be prepared to pay more for a service at home rather than having to go to the shops</p> <p>Branding: established and desirable brands can charge more</p> <p>Design: the use, appearance and cost of a product are all important factors and can make a product or service more expensive</p> <p>Quality: customers will have an expectation of the quality of a product and the more a product meets or exceeds this, the more value will be added in its production and the higher the price</p> <p>Unique selling point (USP): if a product is different to that of its competitors in some good way, then the enterprise has the possibility of charging a higher price because of this difference.</p>
Entrepreneur	Someone who takes a risk by starting a business in order to gain a reward/profits
The role of an entrepreneur	<p>To organise resources, to keep on top of all the day-to-day tasks and plan for the future. Leads to less waste and more profit</p> <p>To make decisions about what products and services to offer and how best to it. Whether take on new staff and grow the business and what to do if things go wrong. Leads to a business being able to meet customer needs and enjoy greater success (profit)</p> <p>To take risks: There are lots of unknowns involved in running a business. The entrepreneur may have given up their job and will lose money if the business fails.</p> <p>Planning can help reduce the risk of failure and help them decide if the business is a good idea. How to spend the money, what resources and equipment to buy, how many people to employ, what sell and how it will be made</p>

RISK and Reward 1.1.2

Key concept/term	Definition/explanation
Why do businesses fail?	<ul style="list-style-type: none">• Poor management of the business• Cash flow issues (a business runs out of money)• Experiencing a drop in sales revenue• Higher costs than expected
Risk	The possibility of something negative happening to a business or entrepreneur
Risks an entrepreneur takes when starting a business	<ul style="list-style-type: none">• Financial loss – losing the money invested into a business• Lack of security – sacrificing the security of a regular wage
Rewards	Benefits gained by the owner, for example; Business Success (satisfaction of building a business), Profit , Independence (working for themselves)

The Dynamic nature of business 1.1.1

Key concept/term	Definition/explanation
Why do new business ideas come about?	<ul style="list-style-type: none">• Changes in technology: Advances in technology means that products can be more easily adapted to do more.• Changes in what consumers want: As lifestyles change people want different products• Products becoming obsolete: Overtime products become outdated, these products are replaced by newer version that are more sophisticated
How do new ideas come about?	<ul style="list-style-type: none">• Invention (creating an original idea) – very expensive underpinned by expensive research and development• Innovation (adapting existing products) – cheaper, making smaller changes to products and services that already exist
E-commerce	Buying and selling products online
M-Commerce	Using mobile devices to buy and sell products
How does social media impact on a business?	<ul style="list-style-type: none">• Connect with people all around the world• allows a business to build a personal relationship with their customers,• A business can conduct more effect promotions

1.2.1: Understanding Customer Needs

Customer needs: a desire or factor that causes a customer to buy a product, examples include;

1. **PRICE** – setting a price that covers costs but one that customers are willing to pay
2. **QUALITY** – the standard of a product against another is perceived to be better
3. **CHOICE** – choice enables a business to meet the diverse needs of customers and increases the chance that a product will be purchased
4. **CONVENIENCE** – a product or service that has the ability to make life easier for a customer

The benefits of identifying customer needs

- A business has a greater chance of success
 - Customers will become loyal and make repeat purchases
 - Sales will increase
 - Satisfied customers are more likely to make recommendations to other people
 - Strengthens the reputation of the brand

Entrepreneur: Person who sets up a business or businesses, taking on financial risks in the hope of profit

Why do businesses carry out market research? To identify customer needs and spot a business opportunity

1.2.2 Market Research part 1

Market: where buyers and sellers come together to exchange goods and services for money

Market research: gathering information about the market and customers to aid business decisions

The purpose of market research

- **To identify & understand customer needs**
What the customers actually want from a product/service.
- **To identify a gap in the market**
What do competitors already offer and whether there are any needs that are not met. Does this present an opportunity?
- **To reduce the risk**
Do customers actually want the businesses product/service (is there demand?).
- **To inform business decisions**
To enable decisions regarding the product features, price to charge, where to sell & how to promote the product.

Primary Research Methods – Field research (gathering new data for a specific purpose)

Survey – gathering opinions by asking pre-planned questions

Benefits

- ✓ **Accurate** – specific to the needs of the business
- ✓ **Up to date**
- ✓ **Contains information directly from target market** – more useful for decision making
- ✓ **Effective for gathering qualitative data** – enables specific detailed information to be gathered

Focus groups – a group discussion of people selected from a target market (the group discuss their thoughts of a product or service)

Questionnaire – a set of questions with a choice of answers

Drawbacks

- x Time consuming
- x Expensive
- x If the sample size is too small the data might not be reliable

Observations – watch the behaviour of customers

I.1.2.2 Market research part 2

Secondary Research – Desk Research (gathering data that already exists)

	Benefits
Internet	<ul style="list-style-type: none"> ✓ Effective for gathering quantitative data ✓ Less time consuming ✓ More general, may provide a quick overview ✓ Cheaper – leaving more money for something else
Market reports – written about purchasing habits and changes within a market (good for spotting trends)	
Government reports - written about government concerns e.g. crime, obesity	
Newspapers/Magazines	<p><u>Drawbacks</u></p> <ul style="list-style-type: none"> x Research might not be relevant to your business or target market
Sales data from competitors	<ul style="list-style-type: none"> ➤ Leading to poor decision making

The use of social media in collected market research data

- Businesses can set up a FACEBOOK page to communicate with its target audience and monitor the feedback of both customers and potential customers. They can also monitor competitors via their facebook pages.
- Monitor how customers TALK to one another about its products or services and then use the same language in its marketing. By joining customer conversations on social media the business gets an insight that normal Market Research will not provide.

Qualitative data: data about people opinions, judgments and attitude.

Expressed through writing

Quantitative data: data that can be expressed as numbers and statistically analysed e.g selling prices, profits, footfall

Bias: Research can be biased if customers give answers they think the business wants to hear, perhaps through an interviewer being misleading with a question or asking a family member a question- leads to poor decision making

Reliability: research must come from a representative sample of the target market (asking a large enough number of people to gather research from)

Validity: the design and method of gathering market research must be appropriate. E.g appropriate questions must be asked to avoid a biased result

I.1.3: Market segmentation

What is market segmentation?

This is dividing a market into smaller categories by grouping together customers/buyers with particular needs or interests.

Methods of segmentation

- D** Demographics – statistical data relating to population, gender, race or religion
- I** Income – different people earn different amount of money and will have different needs
- G** Gender – males and females will sometimes expect to see different things in products
- A** Age – needs and wants to consumers change as people get older
- L** Location - people in different location will expect different things form different products e.g. people in India do not eat beef
- L** Lifestyle - how people live their lives so business connects with its customers interests so builds relationships

Benefits of market segmentation

- ✓ Meet specific customer needs
- ✓ Differentiate your product
- ✓ Focus on specific groups of customers
- ✓ Develop a unique brand image

All of the above will help a business to develop loyal customers, which will increase sales and encourage people to speak positively about the business

Drawbacks of market segmentation

- x Costly to cater for a range of customers
- x Focusing on one type of customer can mean you lose others
- x Characteristics of customer can change over time

1.2.3: Market Mapping

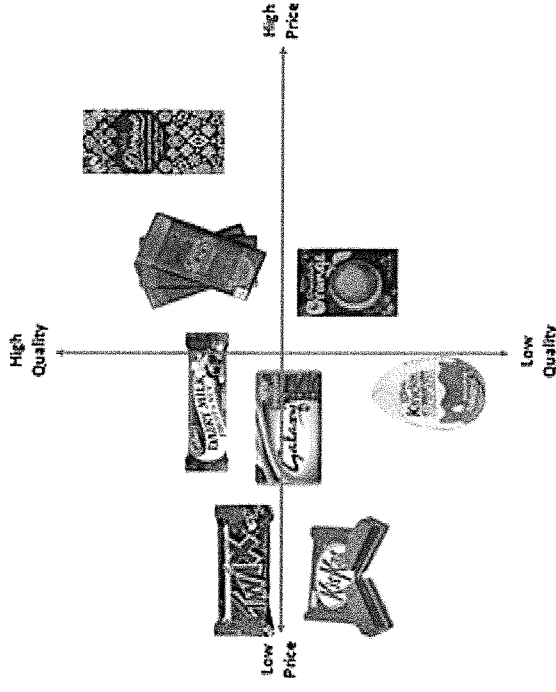
Market Mapping

Used to find a 'gap' in the market or an area of saturation (lots of competitors)

It allows you to show the possible positions in the market you may place your product, based on two features, eg price and quality (see diagram)

Marketing Map Benefits and drawbacks

- ✓ Helps to identify close rivals/competition
 - ✓ Helps to support market segmentation
- x Only compares 2 variables
x Based on opinions rather than data



1.2.4 The Competitive Environment

Key terms

Competition

When two or more businesses act independently to supply goods or services to the same group of people

Competitive environment

The level of competition between rival businesses in the same market. (Lots of competitors in a market)

Businesses compete on a range of factors

- Price
- Location
- Quality
- Brand Image
- Product range
- Customer service

Businesses analyse the market using a SWOT analysis to help make decision to enable a business to effectively compete

Impact of competition on a business's decision-making

- Lower selling prices
- Competitors may make you more likely to innovate or think of new product ideas to help keep a head of the competition.
- May need to control costs to help maintain or increase profits.
- May need to change promotional campaign, or offers relating to products in response to competitor actions

INTERNAL STRENGTHS

Internal capabilities that may help a company reach its objectives

INTERNAL WEAKNESSES

Internal limitations that may interfere with a company's ability to achieve its objectives

POSITIVE

EXTERNAL OPPORTUNITIES

External factors that the company may be able to exploit to its advantage

NEGATIVE

EXTERNAL THREATS

Current and emerging external factors that may challenge the company's performance

1.3.1 Business aims and objectives.

Aim: Long term goal of a business

Objective: short term measurable target to help a business to achieve its aim

Financial aims and objectives	Non financial aims and objectives
<p>Survival – Making enough money to cover costs of the business</p>	<p>Personal satisfaction – feeling like an entrepreneur has achieved something of worth/value to themselves, increases self worth and happiness</p>
<p>Profit – Increasing the profit made by either increasing revenue or decreasing costs. In the long term many businesses will aim to increase the profit they make</p>	<p>Challenge – Entrepreneurs want to push themselves and test their personal skills e.g. leadership, ability to plan and prioritise</p>
<p>Sales – to increase the money received from customer, could be achieved through increasing customer loyalty, or increasing selling prices, or selling more products to new people</p>	<p>Independence – entrepreneurs want</p> <ul style="list-style-type: none"> • To be free from being accountable to someone else • To make all your own decisions • To not be told what to do • To have control over your own destiny and not have to rely on anyone else
<p>Market share – increasing sales which means taking sales away from competitors. Achieved by heavy promotion, discounts making a product more appealing</p>	<p>Control – Entrepreneurs want to have more control over their working life. This provides greater flexibility in terms of working hours, days off, holidays, product development and choice, how the business will run.</p>
<p>Financial security – An entrepreneur needs the business to make enough money to pay personal bills e.g. mortgage, gas electric, personal loans</p>	<p>Social Objectives – targets that will enable the business to help society or the environment. E.g. reducing the amount of waste created or setting a fair price for products sold or paying a fair wage</p>
<p>Which aims and objectives do different businesses set?</p> <ul style="list-style-type: none"> • Most organisations will set financial aims and objectives • Charities may be more interested in social objectives • Business wanted to enhance their reputation will focus on social objectives • New business will focus on survival • People leaving a business to become self employed may do so to have greater independence and control over their life • People that do not like their job may set up a business to do something they love and set a personal satisfaction target • A struggling business may set a target to survive • Established businesses will focus on increasing sales or market share 	

1.3.2 Business revenues, costs and profits part 1

REVENUE – Money a business receives from selling goods and services to customers. Also known as turnover or sales

REVENUE = SELLING PRICE X QUANTITY SOLD

FIXED COSTS – these are costs that DO NOT change as output (products sold) changes. They might change, but it won't be as a result of making or selling a few more. Examples include – rent,, salaries, advertising, insurance, bills

ADD ALL FIXED COSTS TOGETHER

VARIABLE COSTS – these are costs that do VARY DIRECTLY with output (product sold). Classic examples are raw materials or stock or packaging.

VARIABLE COST OF 1 x QUANTITY SOLD

TOTAL COSTS – all the costs add together

TOTAL COSTS = FIXED COSTS + VARIABLE COSTS

PROFIT - The money a business makes from selling goods. It is the difference between sales revenue and total costs

PROFIT = REVENUE – TOTAL COSTS

INTEREST – Cost of borrowing and the reward for saving.

If you borrow £10,000 at interest of 5% a year then the total interest to be paid for one year is $10,000 \times 0.05 = £500$ so total payment is £10,500 for the year.

When a loan is taken over 10 years then a lot more interest will be paid in total. To work out the total percentage of interest to be paid on a loan you would use the following formula

$$\frac{\text{Total repayment} - \text{borrowed amount}}{\text{Borrowed amount}} \times 100 = \text{interest in \%}$$

So if 5,000 is borrowed and total repayment comes to 8,000 then

$$\frac{8,000 - 5,000}{5,000} \times 100 = \frac{3,000}{5,000} \times 100 = 60\%$$

so interest is 60% of total borrowed

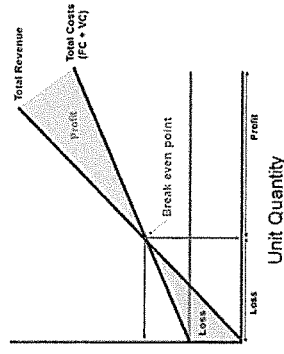
Break-even level of output is the point where total revenue equals total costs, so it is where $TR = TC$. It is the number of units a business needs to sell to cover its costs. it can be calculated by:

$$\frac{\text{Fixed costs}}{\text{Selling price-variable cost}} \text{ so } FC = 500 \quad SP=8 \quad VC = 3 \text{ then } \frac{500}{8-3} = 100 \text{ Units}$$

A **margin of safety** is the total number of sales minus the number of sales needed to break even.

So if a plane sells 400 seats and its break-even number per flight is 250 then it has a margin of safety of 150. If it can sell all 400 seats then it makes a good profit, and for every seat over 250 the flight will make a profit.

- ✓ Breakeven provides a target for business to achieve
- ✓ Helps to calculate different levels of profit at different levels of output
- ✓ Can used to see what would happen to profit if costs or selling prices change



Not accurate as not all businesses sell all products at the same price and often selling prices of products change throughout the year – target is inaccurate

1.3.2 Business revenues, costs and profits part 2

What happens to breakeven when...

- Breakeven level of output decreases
 - Margin of safety increases
 - A business will make a profit more quickly and profit will increase (this is positive for a business—they need to sell less units to BE)
- Breakeven level of output increases
 - Margin of safety reduces
 - A business will take longer to make a profit, and will make less profit (this is negative for a business—they have to sell more units to BE)
- Breakeven level of output decreases
 - Margin of safety reduces
 - A business will take longer to make a profit, and will make less profit (this is negative for a business—they have to sell more units to BE)
- Breakeven level of output decreases
 - Margin of safety increases
 - A business will make a profit more quickly and profit will increase (this is positive for a business—they need to sell less units to BE)

What a business ideally wants to see from breakeven

1. A low breakeven point
 - Enables the business to start making a profit more quickly
 - More money available to invest to develop the business
2. A high margin of safety
 - Means that they business can afford to lose more sales before it reaches breakeven and begins to make a loss.
 - This makes it easier for a business to avoid making a loss and will encourage a higher level of profit

1.3.3: Cash and Cash-Flow part 1

Cash Flow: The flow of money into and out of a business **Inflow:** money coming in (sales, loan, shares, grant) **Outflow:** money going out (rent, wages stock, any cost)

The importance of cash to a business

- To pay suppliers—this will enable the business to be able to make the product, so that sales can be made
- To pay overheads (gas and electric bills) – this allows the business to be able operate from their premises
- Pay employees – employees are needed to make or sell a product, without this a business cannot function
- To prevent business insolvency (running out of money and ceasing to trade)
- Insolvency means that a business can no longer function as it cannot pay its debts, which will force a business to close
- A business needs its customer to pay for their goods so that cash can come into the business, this will avoid insolvency for a business

The difference between cash and profit

- Cash is the money the business has available to spend
- Cash is calculated by subtracting ALL of the outflows of a business from ALL of the inflows
- When calculating cash it does not matter where the money is going to or coming from it is included
- Profit is the money made from buying and selling a product
- Profit = Revenue – TC
- Profit does not include inflows such as loans, savings and outflows such as spending on property and vehicles. Profit is only concerned with REVENUE and VARIABLE and FIXED COSTS

1.3.3: Cash and Cash-Flow part 2

A cash flow forecast is an estimation of the money that will flow into and out of a business over a period of time

Calculations to calculate cash flow

- Cash inflows = add together the cash inflows
- Cash outflows = add together the cash outflows
- Net cash flow (NCF) = Total inflows – total outflows
- Opening balance (OBB) = closing balance from previous month
- Closing balance = OBB + NCF

Uses of cash flow forecast

- Helps with the day-to-day running of the business (provides a budget) to avoid a business running out of cash
- It highlights where a business will have a shortfall (run out) of cash
- It allows a business to organise short-term borrowing e.g. an overdraft, short term loan to cover the short-fall

How do cash flow problems arise:

- Change in sales – a competitor may launch a new product which decreases demand for the business and reduces sales
- Costs change – supplier may put up their price, increasing outflows for a business
- Credit terms change (length of borrowing time – suppliers may decide to reduce the number of days a business has to pay its bill, which forces a business to use its cash to pay bills quicker, which speeds up cash flow)
- Stock levels change – if a business has more stock stored, this increases costs as the stock needs to be stored and kept in good condition, outflow therefore increase

	Jan	Feb	Mar	Apr	May	Jun	Total
CASH INFLOWS							
Investment	10,000						10,000
Credit sales	2,500	10,000	10,000	10,000	10,000	10,000	52,500
Total inflows	12,500	10,000	10,000	10,000	10,000	10,000	62,500
CASH OUTFLOWS							
Project materials		3,000	3,000	3,000	3,000	3,000	15,000
Sub-contract labour	4,000	4,000	4,000	4,000	4,000	4,000	24,000
Marketing	500	500	500	500	500	500	3,000
Legal and accounting	1,250	0	0	0	0	0	1,250
Equipment	2,500	0	0	2,500	0	0	5,000
Sophie & Jack salaries	1,000	1,000	1,000	1,000	1,000	1,000	6,000
Other costs	500	500	500	500	500	500	3,000
Total outflows	9,750	9,000	9,000	11,500	9,000	9,000	57,250
NET CASH FLOW	2,750	1,000	1,000	-1,500	1,000	1,000	5,250
Opening balance	0	2,750	3,750	4,750	3,250	4,250	
Closing balance	2,750	3,750	4,750	3,250	4,250	5,250	

Negative cash flow:

A business has a negative closing bank balance and will not have sufficient funds to pay all of its costs

- May not pay suppliers on time – cause problem for making goods
- May not be able to purchase more material – a business might not meet demand, and could have disappointed customers
- Unable to pay fixed costs – may be forced to move to a smaller location
- Business becomes insolvent (money not flowing to pay bills)

Positive cash flow:

A business has a positive closing bank balance and will have extra cash to be able to expand the business if they wish.

- A positive bank balance allows for
- Additional research to be undertaken
 - New products to be developed
 - A new promotional campaign to be launched to create new customers

1.3.4: Sources of finance

Short term sources of finance: Money that is due to be repaid within one year, typically used to help fund the day-to-day running of a business. These sources are not suitable for raising large amounts of cash or funding expansion projects

Trade credit: Arranging a buy now pay later agreement following an invoice, a business usually have 30, 60 or 90 days to pay for their goods or service

- ✓ Delaying payment to a supplier, money stays within a business for longer
- ✗ May not be available to new businesses due to having no track record of using debt, therefore pose a greater risk
- ✓ Business can sell products first then pay the supplier after. No finance is needed to purchase goods/stock
- ✗ Some businesses offer discounts for paying at the time of purchase, using trade credit means a business does not access the discount and will therefore pay more

Overdraft: Bank will allow business to withdraw more money than is actually in the business' bank account, in return for a fee (interest).

- ✓ Extremely flexible, you only pay interest for the time you are overdrawn
- ✗ Expensive, a high rate of interest is charged – increases costs and reduces profit. Best used in emergencies
- ✓ Only pay interest on the amount of overdraft being used and not the maximum level
- ✗ New business are often refused an overdraft

Long term sources of finance: Used for larger purchases. Money that is repaid in the long term >1 year

Loan: Borrowing money from a bank to be repaid in regular instalments with interest. A bank will sometimes demand a collateral against the loan (securing an asset against) *(Suitable for all businesses)*

- ✓ Spread the cost over a period of time
- ✗ Pay interest, increases the costs
- ✓ Retain the control of your business
- ✗ May have to use collateral, which may be lost if the loan cannot be paid

Retained profit: Money a business has made in previous years *(only available to established businesses)*

- ✓ Cheap, no associated costs (interest to pay)
- ✗ No applicable to a new businesses
- ✓ Easy to access
- ✗ May be limited, so restrict expansion plans
- ✗ If RP is spent the money cannot be used for another purpose, this represent an opportunity costs

Crowd funding: Using the internet to appeal to large number of people to pledge small amounts of money

- ✓ Good for new business that may have been turned down or a loan
- ✗ May not attract investors
- ✓ Also acts as an advert for the business – may attract more customers *(Suitable for all businesses)*
- ✗ Alerts competitors of your need for funds

Venture capital: High profile investors that bring money and expertise to a business in return for a share of the business (Dragons den) *(Suitable for all businesses)*

- ✓ Bring knowledge skills, expertise and contacts
- ✗ Lose control of the business, the VC will become
- ✓ Good for high risks business that may struggle to get a loan
- ✗ Share profits

Personal savings: Investment from the owner e.g. inheritance savings, redundancy pay

- ✓ No interest to be paid
- ✗ Money is limited
- ✓ Easy to access the money
- ✗ High risk, the personal money could be lost if the business does not do well
- ✓ Family and friends may be more willing to lend than a bank *(Suitable for all businesses)*
- ✗ May cause conflict with family or friends by borrowing from them

Share capital: Limited companies sell shares in the business in return for money that can be invested in the business. LTD sell shares to family and friends. PLC sell shares through stock market to anyone.

- ✓ Share capital is never paid back and no interest is paid - cheap
 - ✗ Dilute the ownership, selling control
 - ✗ Shareholders are entitled to a share of the profit (dividend) and can make decisions
- Not suited to Sole Traders and Partnerships*

1.4.1: The option for start-up and small businesses

Franchise

When one business gives another business permission to trade using its name and products in return for a fee and share of its profits

Franchisor: the person selling the franchise

Franchisee: The person buying the franchise

Advantages:

- ✓ Support
- ✓ Training
- ✓ Reputable business name and product
- ✓ Well established brand
- ✓ Loyal customers

Disadvantages:

- x Brand reputation can be damaged if franchise is not maintaining standards
- x Lack of creativity allowed
- x Cost of start up - expensive
- x % of profits paid to franchisor (royalty)

Limited Liability

Limited Liability is where a person's financial liability (responsibility for debt) is limited to a fixed sum, most commonly the value of a person's investment in a company. Shareholders personal assets cannot be taken to repay debt.

Limited liability companies are either LTD (private limited companies) or PLC (public limited companies))

- ✓ The shareholders have limited liability
- ✓ Can be easier to raise finance by selling shares
- ✓ Ltd after the name will establish the business
- x Requirements to send reports to the government
- x The business financial information is published
- x Dividends can be paid to shareholders (dividends are a share of profits made)

Unlimited Liability

The business is legally responsible for paying back all debts. The business and the owner are seen as to have the same identity. Personal assets are at risk of being lost if the business becomes insolvent. Sole Traders and Partnerships have unlimited liability

Sole Trader

A business is set up, and run by one person.

Advantages

- ✓ All profits remain with owners
- ✓ Small amount of capital to set up
- ✓ Sole ownership of the business – make all of the decisions

Disadvantages

- x Unlimited liability
- x Hard to obtain bank loans due to risk
- x Limited with the amount of capital available to the business: relying on own capital

Partnership

A partnership is an association of two to 20 people formed for the purpose of carrying on a business

Advantages

- ✓ Can be easy to raise finance
- ✓ Risk is shared
- ✓ More experience between owners
- ✓ Financial information can be kept private

Disadvantages

- x Profits are shared
- x If one owner leaves the company no longer exists
- x Possible disagreements between partners

LTD

A LTD is a private limited company where shares cannot be advertised for sale and are generally sold to family, friends or employees. LTD have limited liability, investors personal assets are protected when less risk involved in investing in this business rather than one with unlimited liability

Advantages

- ✓ Limited Liability
- ✓ Can raise large amounts of capital through selling shares

Disadvantages

- x Stricter rules and regulations
- x Additional costs

1.4.2 BUSINESS LOCATION

E-commerce ?

- ✓ Much lower operating costs as don't need premises or rent or staff.
- ✓ Can reach a much wider audience as anyone online can see your products.
- ✓ Easier to adapt to changing buying habits so make website mobile friendly.
- ✓ Much lower operating costs (i.e. no rent costs)
- ✓ Can reach a much wider audience
- ✓ Easier to adapt to changing buying habits
- × No relationship with customers

Many businesses still have retail outlets as well as online sales, so they have a multi-channel approach. This allows them to hopefully maximize sales and market share.

Proximity to competitors

- × Locating near competitors will mean a loss in potential customers
- × Competitors will also take up the available labour in the area
- × The business might have to reduce their price in order to compete with the other business
- ✓ It allows competitors to keep an eye on their competitors and act accordingly, as customers will be shopping around.



Proximity to market (customers)

- Businesses in a **mass market** will base their location on
- **convenience** for customers,
 - where there is large amounts of **footfall**
 - the **demographics** of an area

Mass Market: Businesses creating products and services to appeal to a wide range of customers

Convenience: How easy the businesses or its products is to access by customer

Footfall: How many people walk past a shop

Demographics: The categories of people that live within a certain area e.g. .A Ferrari shop wouldn't be located in an area where people don't earn enough money to own one

Benefit and drawback of being located close to market

- ✓ Greater chance of customers visiting the business
- × Expensive – increased costs, could lead to higher selling prices

Proximity to labour (employees)

- ✓ More opportunities to employ people with relevant skills – enhance USP
- ✓ Easier to recruit – likely to have a larger pool of applicant applying for a job
- × More expensive – cities with lots of qualified workers cost more to employ as there are higher wage costs

No as important for business that employ low skilled workers, where employees can be easily trained.

Proximity to raw materials

Bulk Gaining Product: producing a product that is bigger than the raw materials to make such as a bicycle.

- This is used by businesses that want to locate near to its customers
- It will be expensive to transport large goods, compared to its raw materials

Bulk Reducing Product: producing a product that is smaller than the raw materials used to make it, such as paper

- This is used by businesses that want to locate near to raw materials
- It will be expensive to transport the raw materials, compared to the finished product

1.4.3 MARKETING MIX

Marketing Mix - 4 P's product price, place promotion . Purpose of marketing mix: It is used by businesses to attract customers by looking at each element to try and meet customer needs for new and existing customers

Product is an actual good or service that the business is offering for sale.

This includes important decisions such as:

- Specification and materials
- Design or styling
- Function and benefits
- Packaging
- Range (options and accessories)

Place is where the customer can purchase the product This can include:

- Online
- Through a retailer
- Direct from the manufacturer
- Inventory
- Distribution

Price is the amount of money that a customer will need to pay to receive the product.

The importance of price is influenced by the following factors:

1. The number of competitors in the market
2. Customers opinion about the product value
3. The quality of the product

Promotion is a range of activities undertaken by a business to make customers aware of its products and to encourage customers to buy them.

Promotional activities include:

- Offering Discounts (BOGOF, 50% off etc.)
- Advertising (TV, Billboards, Radio etc.)
- Social Media
- Sponsoring people or organisations

1.4.4 BUSINESS PLANS

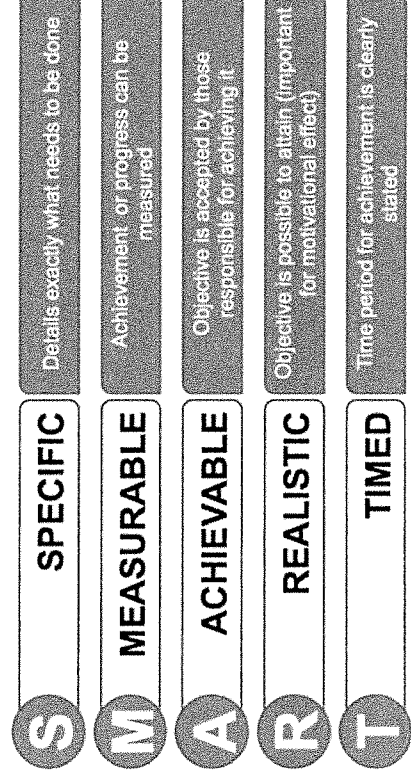
A business plan is: **A document that outlines how an entrepreneur is going to set up a new business**

It outlines the following:

- The entrepreneur's idea
- Their financial forecast
- How the business will actually be set up
- A plan should include:
 - information on owners and previous experiences
 - analysis of market and firms position within it
 - firms objectives
 - a plan on how it will compete against its rivals, be competitive and get better than competition
 - analysis of financial situation i.e. cash flow forecast, sales forecast and profit forecasts

Aims and objective should be SMART as this will allow the entrepreneur to measure their later performance easily against their original objectives.

Business plans need to be as specific as possible in order to minimise risk and increase the chance of obtaining finance.



Purpose of a business plan:

1. **To minimise risk**
2. **To be able to obtain finance**
 - For certain types of sources of finance such as bank loan, the bank requires to see a business plan before lending any money
3. **To measure the performance of a business initially**

Issues with business planning

Uncertainty – not easy to look ahead and plan what is going to happen in a market or to estimate future sales. Market conditions change quickly.

Lack of experience – people setting up do not always have the experience or skills to plan ahead and may not know how to do market research.

1.5.1 The Impact that Business have on Stakeholders

- EMPLOYEES get more job security and are more motivated. May even get greater rewards – pay etc. Disadvantage is that employee may feel isolated in a large organisation and not feel valued anymore. Communication could be difficult and employees may not feel fully informed.
- SUPPLIERS can get additional orders from the larger business, however if they do merge there may be greater range of suppliers to choose from.
- LOCAL COMMUNITY could see more jobs created. Business may decide to re-locate elsewhere however where it is cheaper labour or land.

Supplier Conflicts

The following conflicts lead to lower profits or higher costs for a business who may be able to satisfy one but not both, or neither.

- Suppliers want more pay but owners want more profit.
- Employees want higher wages but suppliers want higher prices.
- Customers want cheaper prices but owners or shareholders want more profits.
- Government wants more tax and employees more wages.

1.5.1 The Impact that Stakeholders have on a Business

- Owners (shareholders) – provide the funds and set the aims and objectives. Can sell shares to new owners if need to raise more funds.
- Employees - can go on strike if they are not happy with pay or treatment. If not trained they can have a negative effect or if highly motivated they can be efficient and this can attract more satisfied customers.
- Customers – buy items and recommend how to change or improve. Could boycott or stop buying if habits or taste changes.
- Suppliers – can they supply more if demand increases, what is their quality, are prices too high?
- Community – supply the workforce and supply the customers in a local area. Could object however if ethical or environmental issues they not happy with. Could object to planning permission for an extension.
- Government – apply taxes so could raise them and costs go up. Make laws and business needs to spend money to meet these new laws. Could provide grants to help develop a business.
- Pressure groups - create bad publicity if business is not behaving ethically or in an environmentally friendly manner. Could improve conditions for its employees.

1.5.1 Stakeholders of a business include:

- Owners - internal
- Employees - internal
- Customers - external
- Suppliers - external
- Community - external
- Government - external
- Pressure Groups - external

1.5.2 Influence of Technology on the Marketing Mix

Price – online shopping is very competitive so forces prices to drop as businesses compete. Also, lack of overheads means business can lower its prices.

Product – technology like robots and computers make products 24/7, so save costs are reduced. New ways to access i.e. streaming music, downloading films.

Place – easy to use e-commerce websites allows customer access and easy purchases. Place can almost be anywhere.

Promotion – social media and other cheap digital means can be used – e-mailing or texting target market. Cookies can track what you look at online.

1.5.2

E-commerce – M-commerce – this is use of mobiles, both phones and pads to buy and sell online.

- Can trade around the world any time day or night
- Can process an order immediately
- Can be expensive to keep up with technology
- Customers have security concerns over fraud and the security of their account details

Digital Communication - website or social media platform

- Communicate with customers and other stakeholders any time of the day or night
- Reduced costs due to many businesses not needing to have an office that employees travel to every day as staff can now work at home
- Not all customers will be able to use digital communication so will be exclude from the business

Social Media – Facebook, Instagram, Twitter, Snapchat etc.

- It allows a business to talk to customers
- Read and respond to customer reviews (positive and negative)
- You cannot control the information that consumers write about your business

Digital Payment Systems: Payments made to businesses through the use of e-commerce and m-commerce

- Easy
- Fast
- Open 24 hours a day, 7 days a week
- May be vulnerable to fraud
- May be additional fees to be paid by the business

Influence of Technology on Sales

- Provide a competitive advantage
- Efficiency can increase through faster communication
- Customers may not like technology
- Costs may not decrease

Influence of Technology on Costs

- Don't have to pay as many staff
- Staff need training to use technology
- Equipment quickly becomes out of date

1.5 UNDERSTANDING LAWFUL INFLUENCES PART 2

1.5.3: Legislation: the laws that a country must comply with

What is the purpose of legislation?

- To protect the rights of consumers through consumer law
- Protect the rights of employees and employers through employment law

Business Legislation: Businesses need to abide by the following as part of Consumer law.

Products must be: As described, fit for Purpose and Satisfactory quality.

Customers are entitled to a: refund, repair or replacement if products do not meet a proper standard if they are broken, unusable or not advertised properly.

Customers won't have any rights such as if: the product damaged by the customer, the customer knew about the fault or the consumer changed their mind

1.5.3 : Business Legislation: Businesses need to abide by the following as part of employment law:

Sex Discrimination Acts – Outlines that employees must be treated fairly and equally at work you cannot discriminate against people in relation to peoples protected characteristics. EG: Age / Gender / Race / Disability / Sexual orientation / Religion

You cannot advertise for men only and must not treat sexes differently when choosing employees for promotion, or when selecting staff.

Race Relations Act – cannot discriminate on grounds of marital status, colour or race.

Disability Act – cannot treat a disabled person less favourably than others. Must make 'reasonable adjustments' to allow for employment of disabled persons. This may mean ramps or adapting equipment for a disabled person to use.

Minimum Wage – there is a minimum wage per hour that no one should earn less than. It changes slightly from 16-18 then 18-21 then an adult rate.

Equal pay – people should be paid the same for doing the same job. Many years ago women were paid less than men even if doing the same job but this can no longer be the case.

1.5.5: How businesses respond to changes in the following:

Technology – Not responding means you can fall behind competition and market trends quickly and therefore lose sales plus a knock to your reputation. This is particularly the case if competitors adapt to the changing technology. HMV has suffered due to likes of Netflix and Spotify, Apple music and general music streaming and downloading of music and films.

Legislation – If you do not respond to changes in the law then can be fined penalties or even have staff imprisoned or closed down, i.e. restaurant ignoring environmental health warnings. Can be costly to comply – increase in minimum wage, or higher standard of materials needed.

Economic climate – if incomes of people fall, due to a recession then it would pay a business to lower its prices to keep customers coming. Or may be a advisable to look at other markets, either overseas, or widening products appeal to a new market – Lucozade from helping people who are ill to being an energy sports drink. Failure to react can lead to cash flow problems.

if interest rates rise then may be beneficial to a business to hold off large investment or expansion projects that involve large scale borrowing. Other wise costs of borrowing will be increased.

if taxation rates drop then a business does not need to give as much to the government so they could employ more staff or pay existing staff more with the savings they make through tax savings. More staff

1.5.3 Consequence of meeting or not meeting legal obligations

Positive consequences	Negative consequences
<ul style="list-style-type: none"> • Positive reputation • Customers and other stakeholders feel like they are being treated fairly 	<ul style="list-style-type: none"> • The business may be taken to court, resulting in fines or even a prison sentence for members of staff and/or owners • Negative stories about the business leading to a bad reputation

1.5.4 Economic Influence on Businesses

Economic Factor	Definition	Positive Impact	Negative Impact
Unemployment	Number of people without a job	Large choice of potential employees	People will have less money to spend as they don't have a job
Changing levels of consumer income	People earning more or less money	If incomes are increasing, people will have more money to spend & save	If incomes are decreasing, people won't have as much money to spend/save
Inflation	Price of goods increasing overtime	Shows that the economy is growing	Goods and services will become more expensive
Changes in interest rates	Interest rates are the cost of borrowing money and the reward for saving	A decrease in interest rates will mean getting a loan or mortgage will be cheaper	An increase in interest rates will mean getting a loan or mortgage will be more expensive
Government Taxation	Taking of money from people and businesses	Higher tax rates (more people being taxed) will mean an increase in public services offered to people within a country	Higher tax rates will mean people will have less money when they work.
Changes in exchange rate	Exchange rates show what one unit of currency is worth compared to another	When the pound is strong, exports will be more desirable as they become cheaper in other countries	When the pound is weak, exports become less desirable as they become more expensive in other countries

Key themes of the play:

- **Superstition** - People at this period of time were very superstitious and truly believed that there would be a consequence to actions such as breaking mirrors etc. The narrator appears as a constant reminder to Mrs Johnstone that giving away her baby will have a consequence later on.
- **Nurture v's nature** - A constant debate is raging about whether behaviour is innate or learnt through influence. Overall nurture seems to slightly over-ride nature through Edward's opportunities. This theme is epitomised by Mickey's exasperated cry, 'I could have been him!'
- **Class** – a clear divide is made between all classes in the play and it could be argued that the people who attempt to cross the class divide (Edward and Linda) are who cause the deaths of Mickey and Edward.
- **Friendship** - Friendship is explored through Many characters: Mr Johnstone, Mrs Lyons, Eddie, Linda and Mickey. Often however, friendships are broken and manipulated throughout the text and the depth of the brotherly friendship not only heightens the irony but deepens the tragedy of the ultimate betrayal.
- **Fate, bad luck and destiny** - Destiny is often explored through the narrator who is the voice of judgement in the play. It is indicated that the death of the twins is fated from the beginning because of Mrs Johnstone's choice to give Eddie away. The song 'Shoes upon the table' is full of key metaphors related to the theme.
- **Growing up** - Growing up is a key theme throughout the novel but also a source of great tension. The early years of childhood are portrayed as idyllic, teenage years awkward and adulthood ruinous. Growing up is also a source of tension for Mickey and Edward as Edward's delayed adulthood and immaturity at university initially causes the rift between them.
- **Money and power** - Money and power go hand in hand in Blood Brothers. We see Eddie get his position at his Father's factory whilst Mickey works putting together boxes. Eddie uses his position as the Chairman of the housing committee to get Linda and Micky their house. Mickey is very aware he is different to Eddie "I'm in these shoes..."
- **Violence** - The working class children are linked to violence from a young age when we see Mickey and his friends as young children, they play a variety of games that are all linked to guns and death, Sammy uses an air pistol which then progresses to a real gun.

The plot:

Blood Brothers is a musical with book, lyrics, and music by Willy Russell. The story is a contemporary nature versus nurture plot, revolving around fraternal twins Mickey and Eddie, who were separated at birth, one subsequently being raised in a wealthy family, the other in a poor family. The different environments take the twins to opposite ends of the social spectrum, one becoming a councillor, and the other unemployed and in prison. They both fall in love with the same girl, causing a rift in their friendship and leading to the tragic death of both brothers.

The playwright:

Blood Brothers was written by Willy Russell.

Liverpool was set between the 1960's and 1980's.

Characters:

Mrs Johnstone
Mickey Johnstone
Mrs Lyons
Mr Lyons
Edward Lyons
Linda
Narrator
Sammy
Minor roles: Donna Marie, policeman, milkman, doctor

Margaret Thatcher:

She is alluded to throughout the play and subtly blamed for the difficulties of the working classes in the play, due to her political decisions to privatise and reduce public spending. She was known as 'Margaret Thatcher milk snatcher' for removing children's milk funding.

Marilyn Monroe:

- Born in 1926 and died in 1962 from an overdose of sleeping pills
- Referenced throughout Blood Brothers – women at that period of time wanted to look like her, she was a cultural icon and a symbol of beauty and indulgence.
- Used as an iconic motif by Russell
- Parallels to Mickey – never knew her father, addiction to pills, both died
- Mrs Johnstone sings about Marilyn when Mickey is depressed “treats his ills with daily pills like poor Marilyn Monroe.”

Liverpool and the docks

Liverpool is the setting of the play and at the time was seeing a lot of decline as many workers were being made redundant due to the economic decline and privatisation of manufacturing. It is also a perfect area as, like in the play, there were many affluent and poor areas in the city.

Image:

This image is very important in the play. This signifies the boys ‘pretending’ to be blood brothers which is dramatic irony because the audience know they are indeed ‘blood brothers.’



Education

- Although the 1945 Education act had made grammar schools free, working class children had to pass the 11+ to gain entry to the grammar schools. The pass mark was kept deliberately high. Few children were allowed the privilege of a grammar school education, and even if they gained a place, there was no guarantee that they would leave with qualifications, as the school leaving age was 15.
- Pupils at grammar schools studied academic subjects and took O levels. Some went on to take A levels, while others were under pressure from parents to leave school, get a job and bring money into the household.
- There were far fewer university places then, so most would go into employment after school.
- Children who failed the 11+ would go to a secondary modern school to be prepared for life in the trades. Boys would study practical skills like bricklaying, alongside academic work, and girls would learn how to cook. Many of these schools were under-funded.

Social Context

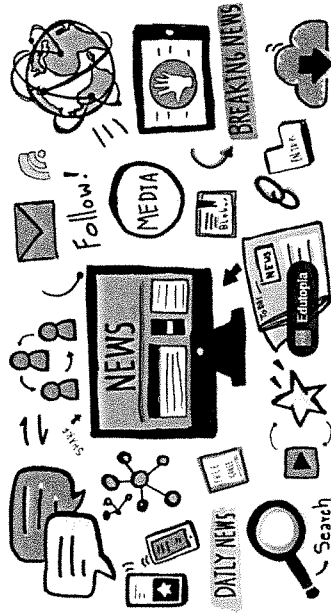
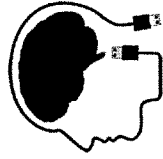
- Set in Liverpool which was a prosperous seaport in the 19th Century however by the 20th century it was a place of financial depression, high unemployment and strikes
- People disapproved of sex before marriage which is why Mrs Johnstone has to marry
- Divorce was uncommon
- Council houses were the homes of most working class people in the 1950s and 1960s. The terraced houses had a lot to recommend them, but they were also cramped and lacked inside toilets and bathrooms. They did not have central heating and were heated mostly by coal fires. Their inner city locations were often dirty and there was nowhere for children to play as they rarely had gardens.

R093: Creative iMedia in the media industry

1.1 Media Sectors

Description:

The main means of mass communication (broadcasting, publishing and the internet). The industry itself branches out into "Traditional" and "New" Media.



Traditional Media

Definition:

Traditional Media is the non-digital methods that have been used for a long time as a means of creating awareness of products. Traditional Media existed before the internet.

Sectors:

TV (Television)
Radio
Film
Print Publishing

New Media

Definition:

This relates to On-Demand content that is accessed using the internet with digital devices such as computers and smartphones. New Media may include interactive elements where the user is able to control what happens.

Sectors:

Interactive Media
Video Games
Internet
Digital Publishing

Media Products across different sectors

Media Products are used to influence and entertain. They are used across many different sectors of society and many types of businesses. Many companies use multiple media products across both New and Traditional Media. For example: Estate Agents may have billboards (print publishing), Website posts (digital imaging) and leaflets (print publishing).

Areas where traditional media has evolved

Special effects	Digital Games
Digital imaging and graphics	Websites
Social Media	Multimedia
eBooks	Augmented Reality
Virtual Reality	3D technology
Digital Audio Broadcasting	

Key Terms and Definitions:

Media	The means of communication such as Radio and TV.
Multimedia	Combines different forms such as text, audio, images, animation and video into a single product.
Distribution	The act of sharing the information across Media products.
Streaming	The technology of transmitting audio and video files in a continuous flow over an internet connection.
Downloading	Copying from one computer system to another, typically over the internet

Interactive Media

Interactive Media covers any type of media that allows the user to interact with it. For example: Websites allow the user to navigate between pages by clicking on buttons or links and animated adverts which allow the user to click to find out more.

R093: Creative iMedia in the media industry

1.1 Media Products

Description:

A media product is an item used to communicate information to a specific audience. There are different formats that can be used for this purpose.

Digital Imaging and Graphics

A product that uses technology to create images in digital form. This may involve the use of graphic tablets, cameras or specific software such as Adobe Photoshop®.

Music

Music products include albums and singles sold on CD, streaming or broadcast over the radio. It also incorporates soundtracks.

Video

Videos are products that contain moving images. They are mainly used on traditional TV broadcasts although online streaming with services such as Netflix® and YouTube® are increasingly common.

Animation

This refers to a series of still images that are combined together in a logical order to create a moving picture. Animation can be created frame by frame or using stop-motion animation.

Audio

The use of voice over in advertisements and podcasts. These also include sound effects used in film and video such as glass breaking.

Visual Effects (VFX)

These are effects that are created post-production using computers. VFX are mostly used to create video that would be too dangerous, expensive or difficult to create in real life. Green screens are heavily used when creating VFX and actors may wear motion capture suits to map their movements.

Special Effects

These include effects that happen live on set during filming. Examples of these are: explosions and artificial rain. This also incorporates wounds and prosthetics used in films.

Digital Games

A wide range of products including online games and console games that are designed to entertain or inform.

Comics and Graphic Novels

Comics and graphic novels are image based storytelling. These can be digital or print published and can incorporate digital graphics. Comics are individual issues or strips of images, whereas graphic novels are collections of comics or longer form stories.

Apps

Applications, or apps, are computer programs or software that is designed for a specific purpose. They are designed to run on a particular device such as smart phone, tablet or smart watch. Apps have many uses including games, banking or social media.

Multimedia

Multimedia products combine a range of assets such as images, text, sound and video to make one final product. They enable the user to interact with several technologies at once.

eBooks

These are non-editable digital books, they are viewed a piece of hardware called an eReader or using a specialist app on other digital devices. eBooks are limited to greyscale display but do allow for the user to adjust the font size. On some apps you can also change the typeface. They are mostly used for novels or textbooks.

Social Media

Social media websites and applications enable users to create and share content. They provide the ability to connect with people all over the world and participate in social networking.

Websites

Websites are made up of a range of multimedia elements, these are combined together to create one site that can be accessed via the internet.

Augmented Reality (AR)

The use of augmented reality became popular when smart phones became more available to the public. AR allows the user to visualise a product or character superimposed onto real life environments.

Virtual Reality (VR)

Virtual reality has become popular in the gaming industry as well as in training environments. It requires the user to wear a headset that alters their perception of their surroundings. They have a 360° view of an environment, which is generally programmed or uses video capture to allow the user to complete tasks that they would not normally be able to complete such as combat training or full immersion in a game.

1.2 Job roles in the Media Industry

R093: Creative iMedia in the media industry

Senior

Campaign Manager

A campaign manager is responsible for planning and managing marketing campaigns. This will involve coordinating the release of trailers, billboards, print advertising, television adverts and more.

Creative Director

The creative director manages a team of graphic designers, illustrators, copywriters, photographers and other members of the creative team. They help to shape and develop the final product and will liaise with the client to ensure their requirements are met.

Director

The director will oversee filming. They work with storyboard artists, actors and crew members such as video editors and sound editors. Production can take years to go from a script to final screening.

Editor

The editor controls the content of print publications such as books, magazines, newspapers and websites. They plan, organise and review materials to ensure they are suitable for publication.

Production Manager

A production manager will liaise with different departments, their role will include pre-production which includes scheduling and budgets. This role requires vast industry experience and the understanding of the production process.

Creative

Animator

Animators usually work in the production phase and traditionally create a series of images that are combined to give the illusion of movement. Many animations are now made in 3D using specialist software. They may also create stop-motion animation using models that are moved between each frame.

Content Creator

Content creators are responsible for creating the content that is found on websites, blogs or social media. This will include text, video and audio for a specific audience.

Copywriter

A copywriter is responsible for creating engaging text that will be used for marketing purposes. For example they will write the content for print adverts, radio adverts, product descriptions or social media posts.

Graphic Designer

A graphic designer creates visuals for a variety of media products. They work in both production and pre-production, starting with rough drawing and ending with finalised artwork.

Illustrator/Graphic Artist

They create the drawings or images for a range of products such as books, magazines and greetings cards. They tend to use either pencils, pens and paper or a graphics tablet with a stylus pen.

Script Writer

They write and develop the scripts for film, radio and computer games, they may create new stories or adapt existing works.

Photographer

They capture high quality images to help communicate a message. These images are often used in the fashion, beauty, lifestyle or advertising sectors. They may be involved in the editing and post-production phases as well.

Technical

Camera Operator

The camera operator is responsible for filming what is happening. This may be for TV, film, documentaries or adverts. They need to consider framing of the subjects, movement and the composition of each shot.

Game Developer

May include programmers, who write code for games published on PCs, consoles and smartphones, or artists, who create 2D and 3D artwork for use in digital games.

Sound Editor

The sound editor is responsible for creating, enhancing and mixing music, sound effects and dialogue and synchronising within the video due to them being recorded separately. These sounds may be used in film, advertising, games or online videos.

Audio Technician

They are responsible for setting up, operating and maintaining the audio recording equipment such as microphones and mixers.

Video Editor

Video editors have a predominant role in the post-production part of filming. They edit the footage to ensure the final product is suitable.

Web Developer

They are broken down into 2 sections, front-end developer and back-end developer. Front-end create and maintain websites using programming languages. Back-end developers are responsible for the programming that makes the website work, for example the credit card orders and the stock databases.

R093: Creative iMedia in the media industry

2.2 Client Brief and Requirements

Description:

When a media product is started, everyone who is involved needs to understand the client requirements. They will be given to those involved in a client brief.

Client Brief Format

The client brief is normally a written document that gives the key requirements of the project. Key people such as the campaign manager, production manager and creative director will have had meeting or discussions when developing the final requirements. They could be communicated as paper documents, attachments in mails or other electronic documents.

Client Requirements

The client requirements usually contain:
Type of product – poster, Animation or video
Timescales – Key dates and deadlines for the project
Audience – who the project is aimed at for example Si-fi fans between 15-30.
Purpose - The objective for the media product for example advertise or influence.
Client Ethos – the product needs to align with the clients values and beliefs
Content – what the product needs to include.
Genre, Style and Theme – the look and feel of the product.

Project Constraints

The client brief often contains mandatory requirements that the product must meet. The constraints could be technical or creative for example three- fold leaflet or colour scheme.

2.3 Audience and Demographics

Description:

The target audience is the people who the media product is aimed at. The target audience can be broken down into sections

Location

The location needs to be considered because if there is a distance restraint. For example for a leaflet for a take away, the target audience will be people within a 10 mile radius.

Occupation/Income

The occupation of the target audience is important, people of middle income may not be able to spend as much as those on high incomes.

Gender

The media products may be aimed more at one gender rather than another. But even then the advertising and design needs not to stereotype gender roles even if the target audience is more likely one gender.

Interests/lifestyle

By identifying the hobbies and interests of an audience the media product can be designed to engage them.

Ethnicity

Media product may focus on a particular ethnicity. It is important not to offend or alienate anyone with the product.

Education

Some products may be aimed at an audience with specialist knowledge.

Age

Age groups of the target are important because something aimed at 1-5 year olds will vastly differ from those aimed at 20-40 year olds.

2.4 Research Methods

Primary Research

This research is where the data is collected directly from the customers.

Type of Primary Research

Focus groups – a group of people form the target audience to discuss and give opinions about a product
Interviews – take place with individuals or small groups of people. Researcher have conversations either face to face, online or on the phone.
Online surveys – Electronic forms are used to gather data from a large sample of individuals.
Questionnaires – there are paper based forms containing questions either tick boxes or short answers.

Quantitative

This makes use of data which can be measured numerically think quantity – for example a survey showing 63% of people preferred on colour scheme over another.

Secondary Research

This type of research involves data that already exists.

Type of Secondary Research

Television – using quote or video footage for opinions.
Book and Journals – facts and statistics can be collected and used to back up primary research.
Websites on the internet – researchers will look at information already available to see if there is data already collected.
Newspapers – looking at previous publications and weighing them against other data found in other sources.

Qualitative

Give a full description from research think quality, for instance if an open questions is asked about a layout the answers may be that its cluttered.

R093: Creative iMedia in the media industry

<p>2.5 Using Media codes</p> <p>Description: Media products may make use of media codes and conventions that help convey meaning, create impact and engage audiences.</p>	<p>2.5 Camera Techniques</p> <p>Description: Whether planning a feature film, music video of magazine cover, the camera angles and shots are carefully chosen to help create meaning or impact.</p>	<p>2.5 Camera Movement</p> <p>Description: Camera movement can change the effect of the scene to the viewer.</p>	<p>2.5 Transitions</p> <p>Description: Transitions describe how an editor moves from one shot to another</p>	<p>2.5 Mise-en-scene</p> <p>Description: Mise-en-scene means the placement of actors and objects for a scene. It refers to everything that is seen through the lens of the camera including: Costumes, lighting, props, set design, location, actor positions and movement and makeup.</p>
<p>Symbolic Codes</p> <p>These are not part of the media product itself but part of peoples experience. An example is someone kneeling and offering a ring is symbolic for asking to get married. Symbolic codes are created using acting, colour and mise-en-scene.</p>	<p>Close-up Shot</p> <p>A close up shot is taken at close range to the subject. Close-up allows the viewer to see detail such as expressions or emotions.</p>	<p>Long Shot</p> <p>The long shot, also known as a wide shot. This will show the subject in it surrounds. This is often used as an establishing shot or in action scenes to give a broad view of the action.</p>	<p>Pan</p> <p>Panning is the movement of the camera from left to right. This is used to follow a subject as they move.</p>	<p>Cut</p> <p>A cut goes immediately from one shot to another. The term come from when an editor would physically cut film and add the next shot.</p>
<p>Technical Codes</p> <p>These are specific to the type of media product being created. In films using fast camera pans to suggest speed. Technical Code are created by camera techniques, transitions, movement, lighting and audio.</p>	<p>Extreme Close-up Shot</p> <p>An extreme close-up shot focuses on a small part of the subject such as eyes or mouth. This type of shot gets the viewer to focus on one part of the subject.</p>	<p>High Angle Shot</p> <p>Taken from above the subject, this gives the impression the subject is weaker or isolated.</p>	<p>Tilt</p> <p>tilting is the movement of the camera up and down. This can be used to take in a scene.</p>	<p>Dissolve</p> <p>Dissolves are used to fade from one shot to another. This has the effect of showing time passing.</p>
<p>Written Codes</p> <p>These codes are specific to printed language and spoken language that is used in media products. For example a poster for a period drama may have traditional fonts and formal language. Written codes incorporate, style of language, Dialogue, typography.</p>	<p>Medium Shot</p> <p>A medium shot also known as a mid shot, shows an actor or group of actors from the waist up. This type of shot is used to</p>	<p>Extreme long shot</p> <p>These are used to give a view of a location. Can be done in conjunction with an aerial shot to give a birds eye view of a location.</p>	<p>Zoom</p> <p>The lens of the camera is moved in or out to make the subject seem closer of further away.</p>	<p>Fade</p> <p>A fade in or Fade out is where the shot fades in or out from black. It is usually used at the start and end of a film.</p>
	<p>Low Angle Shot</p> <p>This is achieve by pointing the camera up for a low height at the subject, this makes the subject look larger and more important.</p>	<p>Over the shoulder shot</p> <p>This shot is used during a conversation and puts the viewer in the characters shoes.</p>	<p>Track and Dolly</p> <p>The camera is mounted on a dolly (A platform on wheels), placed on a track to achieve smooth movement. These are used to track a subject as they move across a scene</p>	<p>Wipe</p> <p>A wipe is where one shot replaces another by moving from one side of the frame to another.</p>
	<p>2.5 Animation</p> <p>Description: Animation is the combination of a series of still images to create a moving image. Computer animation is used in a variety of media products including advertising, websites, apps, gaming, education, television and film.</p>			

1. Characteristic of skill movement

Skills are learned predetermined movement

Motor Skill – A coordinated pattern of movements using voluntary muscles acquired through practice towards an intended outcome.

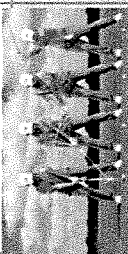
Characteristics of skilful performance



Pre-determined – A player will practice skills with an aim in mind e.g. Improving shooting skills in order to score more goals.



Aesthetics – The skills look good. E.g. A high quality dance or gymnastics routine is pleasing to watch this will give them a higher score.



Coordination – The skilful performer is in charge, controlling the rate and timing of the skill. E.g. serving in tennis, throwing the ball up and timing when to hit the ball.



Efficiency – A skilled player is able to perform the task to the same high-level repeatedly without wasted energy. E.g. having a larger reach in swimming to not waste energy.



Fluent – A skilled player is able to perform the task making it look effortless and seem to flow. E.g. A dance routine linking movements with ease from one to the next.

2. Classification of skills

It is useful to classify skills because it makes it clearer about what is required to learn and perform a particular skill.

Every skill can be placed on a continua (scale). There are two continua:

Classified skill: A sports skill that requires few / little judgement / decisions / information processing / or a few subroutines

Difficulty Continuum - Simple/Complex

Every skill can be placed on a continua (scale). There are two continua:



COMPLEX



BASIC/SIMPLE

Environmental Continuum - Open/Closed



OPEN



CLOSED

Difficulty Continuum

Simple = Straightforward, with very few decisions to be made. Can be taught as a whole in a repetitive way. E.g. Sprints start in athletics, a goal kick/pass in football, swimming.

Complex = Many decisions or judgements to make. May have to be learned in stages. E.g. dribbling in Basketball

Environmental Continuum

Open = the skill is effected by the environment and requires the performer to make perceptual decisions. E.g. passing in football

Closed = the skill is not effected by the environment. E.g. Long Jump, golf swing.

Goal Setting

Why do we set goals?

- For exercise/training adherence – goal setting can help people to stick to a training plan
- To motivate performers – goal setting can inspire and drive performers to achieve their best
- To improve and/or optimise performance – goal setting can often lead to higher levels of performance

Why do some athletes not reach their goals?

- The goals were unrealistic
- The athlete did not try hard enough
- The athlete used poor technique

SMART Targets – Bobby is a 100m sprinter and has used the SMART principle to his targets to optimise his performance on the track.

Specific	Measurable	Achievable/ realistic	Recorded	Time-phased
Targets must be concise. "To take a 0.5 second off my time personal best time" "To increase the number of training sessions attended by the	Must be measured and compared, performances should be measured after each training session. "I will time my runs every training session for the next five weeks of training"	Target must be challenging but yet reachable. "My coach and I devised the training programme around improving leg power for my start" "We agreed that a 0.5 seconds off my personal best is realistic for my	You must ensure you write down your results in response to your goal. I will monitor my performance by writing down how many first serves are aces in Tennis, to see an	Set for a particular time to be completed. "We agreed to do the training programme four times per week for the next five weeks"

<p>Key terms:</p> <ol style="list-style-type: none"> 1. Commercialisation – refers to the influence of buying and selling, trade or industry to make a profit. 2. Sponsorship- The giving of money or goods to performers in order to get good publicity and/or increase profit 	<p>2. Advantages and disadvantages of commercialisation</p> <p>PLAYER/PERFORMERS</p> <table border="1"> <thead> <tr> <th>Advantages</th> <th>Disadvantages</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • It provides money to train / compete/competitions fees or enables participant to train full-time • Can lead to additional roles post playing career within the sport. • It provides money for a place at University coaching/sports science support • Pays for equipment, or specialist clothing. • Makes the player more high profile/more famous which increases their marketability. • Increased earnings due to sponsorship </td> <td> <ul style="list-style-type: none"> • Sponsors can put pressure on performers which could lead to deviant behaviour/poor performance/mental health issues.. • Generally, favours male over female and able bodied over disabled. • Sponsorship might be short term or can be withdrawn. • Sponsorship if immoral/unethical /unhealthy / alcohol / fast food etc brand therefore can give bad image on the performer. • Athletes may be forced to wear kit/equipment even if they don't want to. </td> </tr> </tbody> </table>	Advantages	Disadvantages	<ul style="list-style-type: none"> • It provides money to train / compete/competitions fees or enables participant to train full-time • Can lead to additional roles post playing career within the sport. • It provides money for a place at University coaching/sports science support • Pays for equipment, or specialist clothing. • Makes the player more high profile/more famous which increases their marketability. • Increased earnings due to sponsorship 	<ul style="list-style-type: none"> • Sponsors can put pressure on performers which could lead to deviant behaviour/poor performance/mental health issues.. • Generally, favours male over female and able bodied over disabled. • Sponsorship might be short term or can be withdrawn. • Sponsorship if immoral/unethical /unhealthy / alcohol / fast food etc brand therefore can give bad image on the performer. • Athletes may be forced to wear kit/equipment even if they don't want to.
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Key terms:

1. **Commercialisation** – refers to the influence of buying and selling, trade or industry to make a profit.
2. **Sponsorship**- The giving of money or goods to performers in order to get good publicity and/or increase profit

Different types of sponsorship:

1. Facilities
2. Clothing and equipment
3. Financial

Different types of media:

1. Social e.g. TikTok, Instagram.
2. Internet e.g. google, BBC 1 player, YouTube.
3. TV/films e.g. Sky Sports New s, ski Sunday.
4. Radio e.g. Radio 5 live
5. New spapers/ magazines/ print media e.g. 442, Triathlon, women / men's health
6. Online gaming e.g. FIFA

GOLDEN TRIANGLE

The links and relationship between sponsorship, sporting events and the media.

1. Includes sport and sponsorship and media
2. All factors show interdependence /links / connections
3. Influence of the media in making sport more commercial by providing sponsorship opportunities or to make more money for commerce/industry
4. Influence of sponsorship and media provides more money for sport
5. Influence of sport and sponsorship provides more money for the media

For example, Nike sponsors women's Netball- which then gets more media coverage leading to increased popularity in the sport, in turn increasing the level of sponsorship.



Sponsorship or Media

Super Sunday



- Sky Sports
- Ford

All England

Open 2018

- Yonex



National Football League (NFL)

A range of

- Nike, Pepsi
- Oakley



Wider impact to the sport

Match timings have been changed to suit the television. Tradition was Saturday afternoon, now football is televised nearly all week.

Wider impact to the athlete

Footballers have to be prepared to play any day of the week. This means their weekly schedule may be different every week.

Rules have been adapted to increase the speed of play and increase excitement. E.g you can now score on any play, not just your serve.

Players have to adapt to playing by different rules. This may mean extra coaching hours, and mistakes being made due to playing by old rules.

Engagement and popularity of the sport has been affected due to the lengthy game times.

Players have to be engaged with the game for a longer period of time due to long advertisement and media.

2. Advantages and disadvantages of commercialisation

PLAYER/PERFORMERS

Advantages

- It provides money to train / compete/competitors fees or enables participant to train full-time
- Can lead to additional roles post playing career within the sport.
- It provides money for a place at University coaching/sports science support
- Pays for equipment, or specialist clothing.
- Makes the player more high profile/more famous which increases their marketability.
- Increased earnings due to sponsorship

Disadvantages

- Sponsors can put pressure on performers which could lead to deviant behaviour/poor performance/mental health issues..
- Generally, favours male over female and able bodied over disabled.
- Sponsorship might be short term or can be withdrawn.
- Sponsorship if immoral/unethical /unhealthy / alcohol /fast food etc brand therefore can give bad image on the performer.
- Athletes may be forced to wear kit/equipment even if they don't want to.

SPORT

Advantages

- Raises the profile of the sport due to increased exposure. The media can educate/raise awareness/interest in sport.
- Changes to sport format/rules to make audience friendly.

Disadvantages

- Tends to only support the popular sports.
- The influence of TV has caused an increase in adverts and changed TV timings (traditions lost)
- Rules changes
- 2016 netball rule changes to make game faster and more attractive to television companies & viewers
- Adapted versions of sports e.g. Fast 5 netball
- Event time changes- Live Football/ Rugby being shown on different days
- Sponsors can be controlling/restrict other income (only one sponsor per event)
- Sponsorship if immoral/unethical /unhealthy / alcohol / fast food etc brand therefore can give bad image on the sport.

SPECTATOR

Advantages

- Offers a wider choice of sports available to watch.
- Viewing experience has been enhanced due to technology

Disadvantages

- Encourages spectating not participating.
- Can become very expensive for fans/spectators.
- Affects view experience - increased TV breaks.

SPONSOR

Advantages

- Raise awareness of brand leading to increased sales
- Displays goodwill
- Free tickets for sponsors
- Tax concessions
- Their products get an advertisement

Disadvantages

- Poor behaviour from athletes/clubs causes negative media attention.
- Some sponsors are not suitable to be promoted within sport. i.e. tobacco.
- Their products get an advertisement

*The influence of the media on the commercialisation of physical activity in sport:

1. Event changes 2. Rule changes 3. Adapted versions of sports 4. Technological innovations e.g, Hawkeye

TOPIC: Feedback

Question	Answer
1. Define negative feedback.	Information about an <u>unsuccessful performance/ weaknesses / what went wrong</u>
2. State one benefit of negative feedback	can result in a higher level of performance
3. State one limitation of negative feedback	This might result in a lowering of confidence.
4. Define positive feedback.	Information about successful performance/ What Went Well.
5. State one benefit of positive feedback	Good for beginners to help them gain confidence
6. State one limitation of positive feedback	Does not correct errors in performance
7. Define intrinsic feedback	This type of feedback happens within the performer, therefore is a feeling . Information is received as a direct result of producing movement. AKA internal feedback
8. Define extrinsic feedback	This feedback comes from results of match analysis. AKA external
9. Define knowledge of results	This type of feedback is provided to the athlete before or after the performance based on the result. Good for elite athletes.
10. Define knowledge of performance	This type of feedback is provided to the athlete before or after the performance based individual technique /performances.
11. Give an example of intrinsic feedback	After taking a corner in football, the player will know straight away if it is the desired ball intended to take.
12. Give an example of extrinsic feedback	Watching a Hockey hit pass replay on an I pad to gain an understanding of what technical points need improving.
13. Give an example of knowledge of results	Looking at the <u>Shot Put</u> distance to gain an understanding of <u>where</u> they are at in their training.
14. Give an example of knowledge of performance	A coach telling the high Jumper to drive their knee higher on their next jump
15. What athlete is positive feedback performance most beneficial for?	Beginners find this particularly beneficial
16. State 3 benefits of intrinsic feedback?	Helps performers to focus on the feel of a skill Helps performers to develop skills independently Gives performers more time to practise
17. What athlete is knowledge of performance most beneficial for?	Good for elite athletes.
18. State 3 benefits of extrinsic feedback?	Provides new or additional guidance Helps performers to identify problems Offers solutions to problems
19. A coach gives a tennis player verbal feedback about errors in her forehand technique at the end of a training session. Other than being extrinsic, what type of feedback is this?	<ul style="list-style-type: none"> · knowledge of performance · terminal feedback · negative feedback
20. Describe two different sports situations when positive feedback can improve performance.	<ul style="list-style-type: none"> · A rugby coach gives a player (example) praise/encouragement (positive feedback) leads to better tackling technique (improving performance) · A Netball coach tells the goal attack (example) that their shooting is excellent (positive feedback) and this leads to more consistent shooting accuracy (improving performance)