Knowledge Organiser

Criminology
Year 13
Term 4
2024/25

The Abbey School

Criminology Year 13 Term 4 – Unit 4: CRIME AND PUNISHMENT

In term four students will look at learning outcome 3 understand measures used in social control

Prior Learning Links:	Future Learning Links:
For LO3- it is vital that students understand the roles of agencies involved in criminal justice. This has synoptic links to the controlled assessment done in the first half of the year.	This is the final element of the exam content. In addition to this with its strong synoptic links is completed last.

KEY VOCABULARY

Learning outcome 3- understanding measures used in social control:

Security of tenure- Guaranteed permanent employment.

Community rehabilitation companies- The private sector suppliers of probation services for offenders in England and Wales.

Environment- the surroundings in which a person lives.

Anti-Social Behaviour Order (ASBO)- A court order that can be obtained by local authorities in order to restrict the behaviour of a person likely to cause harm or distress to the public.

Criminal Behaviour Order (CBO)-An order that tackles the most serious and persistent anti-social individuals where their behaviour has brought them before a criminal court. It can be deal with a wide range of anti-social behaviours following the offender's conviction, including threatening violence against others, or frequently being drunk and aggressive in public.

Token economy- A form of behaviour modification that increases desirable behaviour and decreases undesirable behaviour by the use of tokens. Individuals receive tokens after displaying desirable behaviour. These are collected and exchanges for an object or privilege.

Cellular confinement- Being restricted to your cell, without socialising with other prisoners, as a punishment.

Effectiveness-the degree to which the agencies achieve social control (AC3.4)

Privatisation- The transfer of a business or service from public to private ownership or control.

Learning Outcome 3: Understand measures used in social control

AC 3.1 Explain the role of agencies in social control. (p161)	Red	Amber	Green

- aims and objectives
- funding
- philosophy
- working practices
  - o types of criminality
  - o types of offenders
  - o reach (local, national)

Agencies

- government-sponsored agencies
  - o police
  - o CPS
  - o judiciary
  - o prisons
  - o probation
- charities
- pressure groups

SYNOPTIC : Many of the agencies have already been spoken about but now looking at them in detail.

AC 3.2 Describe the contribution of agencies to achieving social control. (p171)	Red	Amber	Green

AC 3.2 Discuss the contribution of agencies in achieving social control.

- tactics and measures used by agencies
  - o environmental
    - ▪ design
    - ▪ gated lanes
  - o behavioural
    - ▪ ASBO

▪ token economy
o institutional
o disciplinary procedures
▪ rule making
▪ staged/phased
• gaps in state provision
SYNOPTIC : Policy and Campaigns (Unit 1), Criminological Theories (Unit 2) and Processes used to bring an accused to justice and the different agencies (Unit 3)

AC 3.3 Examine the limitations of agencies in achieving social control	Red	Amber	Green

AC 3.3 Examine the limitations of agencies in achieving social control
• repeat offenders/recidivism
• civil liberties and legal barriers
• access to resources and support
• finance
• local and national policies
• environment
• crime committed by those with moral
Imperatives
SYNOPTIC : Apply understanding of theories (Unit 2) also draw on understanding of policy and campaigns for change in limitations of agencies.

AC 3.4 Evaluate the effectiveness of agencies in achieving social control (p183)	Red	Amber	Green

AC3.4 Evaluate the effectiveness
of agencies in achieving social control
• government sponsored agencies
o police
o CPS
o judiciary
o prisons
o probation
• charities
• pressure groups
Synoptic links:
Learners should apply the skill they developed
in Unit 3 to evaluate information in terms of:
• bias
• opinion
• circumstances
• currency
• accuracy
The types of evidence, as set out in Unit 3,
include:
• evidence
• trial transcripts
• media reports
• judgements
• Law Reports

HOME LEARNING TASKS

Task Description	Done?
Complete all Cornell notes for past lessons.	
Complete A3 notes for controlled assessment.	
Completed practice attempts for each AC.	
Undertake additional reading or research on current AC.	
Completed Quizlet tasks to improve use and understanding of key terms.	

Knowledge Organiser

Geography
Year 13
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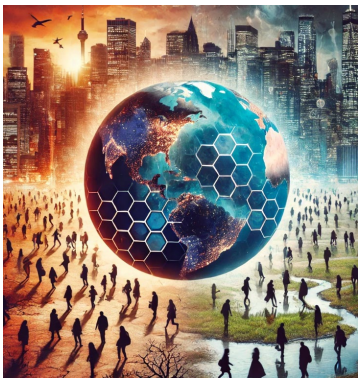
Geography Year 13 Term 4 – Population and the Environment

Population and the environment is a multifaceted field that examines how demographic dynamics—from natural population growth and migration to urbanization—interact with the finite resources and ecological limits of our planet. It explores the drivers behind population change and the pivotal role migration plays in reshaping social and economic landscapes, while also addressing how environmental constraints such as water, food, energy, and ecosystem services determine carrying capacity and can lead to overshoot. The debate is enriched by contrasting perspectives: neo-Malthusian warnings of collapse if growth continues unchecked versus the more optimistic views of Ester Boserup and Julian Simon, who argue that human innovation and technological progress can expand our effective resource base. Together, these areas illuminate the complex interplay between human societies and the natural world, underscoring the need for sustainable development strategies.



KEY WORDS

- **Over-population**
  When the population of an area exceeds the resources available to sustain it, leading to environmental degradation and reduced quality of life.
- **Under-population**
  When the population of an area is too low to fully utilize the available resources, leading to inefficiency and economic stagnation.
- **Optimum population**
  The population size that allows for the most efficient use of resources, maximizing living standards without depleting resources.
- **Carrying capacity**
  The maximum number of individuals an environment can sustainably support without degrading its resources or ecosystem.
- **Ecological footprint**
  A measure of the environmental impact of an individual, community, or country, expressed as the amount of land and resources required to sustain their consumption and absorb their waste.
- **Resources**
  Natural, human, or capital assets that can be used to meet human needs and drive economic activity, such as water, minerals, energy, or labor.
- **Consumption**
  The use of goods and services by individuals, communities, or nations, often linked to resource depletion and environmental impact.
- **Density**
  The number of people living per unit area, often expressed as persons per square kilometer.
- **Sparse**
  Areas where population density is low, often due to physical or economic limitations, such as deserts or mountainous regions.
- **Dense**
  Areas where population density is high, often due to favorable conditions like fertile land, resources, or economic opportunities.
- **Climate**
  The long-term patterns of temperature, precipitation, and weather in a given area, influencing agricultural productivity, habitation, and development.

- **Agriculture**
  The cultivation of crops and rearing of animals for food, fiber, and other products, often influenced by environmental factors such as climate and soil quality.
- **Sustainable**
  Practices or development that meet the needs of the present without compromising the ability of future generations to meet their needs.
- **Morbidity**
  The prevalence or incidence of disease within a population, reflecting the overall health of that population.
- **Mortality**
  The rate of death within a population, often expressed as deaths per 1,000 individuals per year.
- **Health**
  The overall physical, mental, and social well-being of individuals or populations, not merely the absence of disease.
- **Epidemiological**
  Related to the study of the patterns, causes, and effects of health and disease conditions in defined populations.
- **DTM (Demographic Transition Model)**
  A model that describes how birth and death rates change over time as a country develops, typically in five stages.
- **Longevity**
  The length of an individual's life, often influenced by factors like health care, lifestyle, and environment.
- **Life expectancy**
  The average number of years a person is expected to live based on current mortality rates.
- **Topography**
  The physical features of the Earth's surface, such as mountains, valleys, and plains, affecting population distribution and agricultural potential.
- **Airpocalypse**
  A term describing extreme air pollution, often in urban areas, with severe health and environmental impacts.
- **Communicable disease**
  A disease that is transmissible from one individual to another, such as influenza, tuberculosis, or HIV/AIDS.
- **Population pyramid**
  A graphical representation of the age and gender distribution of a population, showing its structure and growth trends.
- **NGOs (Non-Governmental Organizations)**
  Independent organizations, not part of the government, that often focus on humanitarian or environmental issues.
- **Coronary heart disease (CHD)**
  A disease caused by the buildup of plaque in the coronary arteries, reducing blood flow to the heart, often linked to lifestyle factors.
- **Cardiovascular disease**
  A group of disorders affecting the heart and blood vessels, including coronary artery disease, heart attack, and stroke.
- **CDC (Centers for Disease Control and Prevention)**
  A U.S. federal agency that conducts and supports public health activities, including disease prevention and health promotion.
- **Migration**
  The movement of people from one place to another, often for economic, social, or political reasons.

- **Asylum seeker**
  A person who has fled their home country and applied for protection as a refugee in another country but has not yet received legal status.
- **Refugee**
  A person forced to flee their home due to war, persecution, or natural disaster, and who has been granted protection under international law.
- **United Nations (UN)**
  An international organization established in 1945 to promote peace, security, and cooperation among countries.
- **Malthus**
  Thomas Malthus, an economist who proposed the theory that population growth would outpace food production, leading to famine and societal collapse.
- **The Club of Rome**
  A global think tank that raised concerns about overpopulation and resource depletion through its 1972 report *The Limits to Growth*.
- **Boserup and Simon**
  Ester Boserup argued that population growth drives agricultural innovation, while Julian Simon emphasized human ingenuity in overcoming resource scarcity.

1. Health, Mortality, and Morbidity: Global Patterns and Environmental Influences

Red | Amber | Green

Health, morbidity (illness), and mortality (death) are affected by many factors, including the environment. The **environment** plays a significant role in shaping health outcomes, both positively and negatively. For example, regions with clean water, good sanitation, and access to healthcare typically experience lower mortality rates and better overall health. However, in areas where there is poor air quality, polluted water, or lack of healthcare services, people are more likely to experience diseases and early death.

Morbidity refers to the incidence of illness in a population. Some regions are more susceptible to certain diseases due to environmental factors. For example, areas with high temperatures and stagnant water are ideal conditions for the spread of mosquito-borne diseases like malaria, while areas with poor sanitation may experience outbreaks of waterborne diseases like cholera.

Mortality is the number of deaths in a given population. Environmental conditions, such as access to clean water, safe housing, and healthcare, directly impact mortality rates. Regions with poor air quality, especially in urban areas, tend to see higher rates of respiratory diseases like asthma and bronchitis. Similarly, areas with limited access to nutritious food may have higher mortality rates due to malnutrition.

One major example of how the environment influences health is the spread of infectious diseases. **Malaria**, for instance, is highly influenced by climate, especially temperature and rainfall. Warmer temperatures and heavy rains create the ideal breeding grounds for the mosquitoes that carry the disease. This means that as the climate changes, regions previously unaffected by malaria could become more vulnerable, while others may see a decrease in cases due to changing conditions.

2. Epidemiological Transition and Disease Patterns

Red | Amber | Green

Epidemiological transition is a theory that explains how the causes of death and disease in a population change over time, often as a country develops economically. In the early stages of development, infectious diseases (such as malaria, tuberculosis, and cholera) are the leading causes of death. Poor sanitation, limited access to healthcare, and high levels of poverty contribute to the spread of these diseases.

As countries develop, improvements in sanitation, healthcare, and nutrition lead to a reduction in infectious diseases. In these stages, non-communicable diseases (NCDs), such as heart disease, cancer, and diabetes, become more prevalent. These diseases are often linked to lifestyle factors, including diet, physical activity, and smoking. For example, in wealthier countries, air pollution, poor diets high in fats and sugars, and sedentary lifestyles contribute to higher rates of cardiovascular diseases.

Countries in the early stages of the epidemiological transition face challenges like poor healthcare infrastructure, inadequate sanitation, and limited resources to combat infectious diseases. In contrast, countries that have reached later stages must focus on managing NCDs and maintaining good healthcare systems.

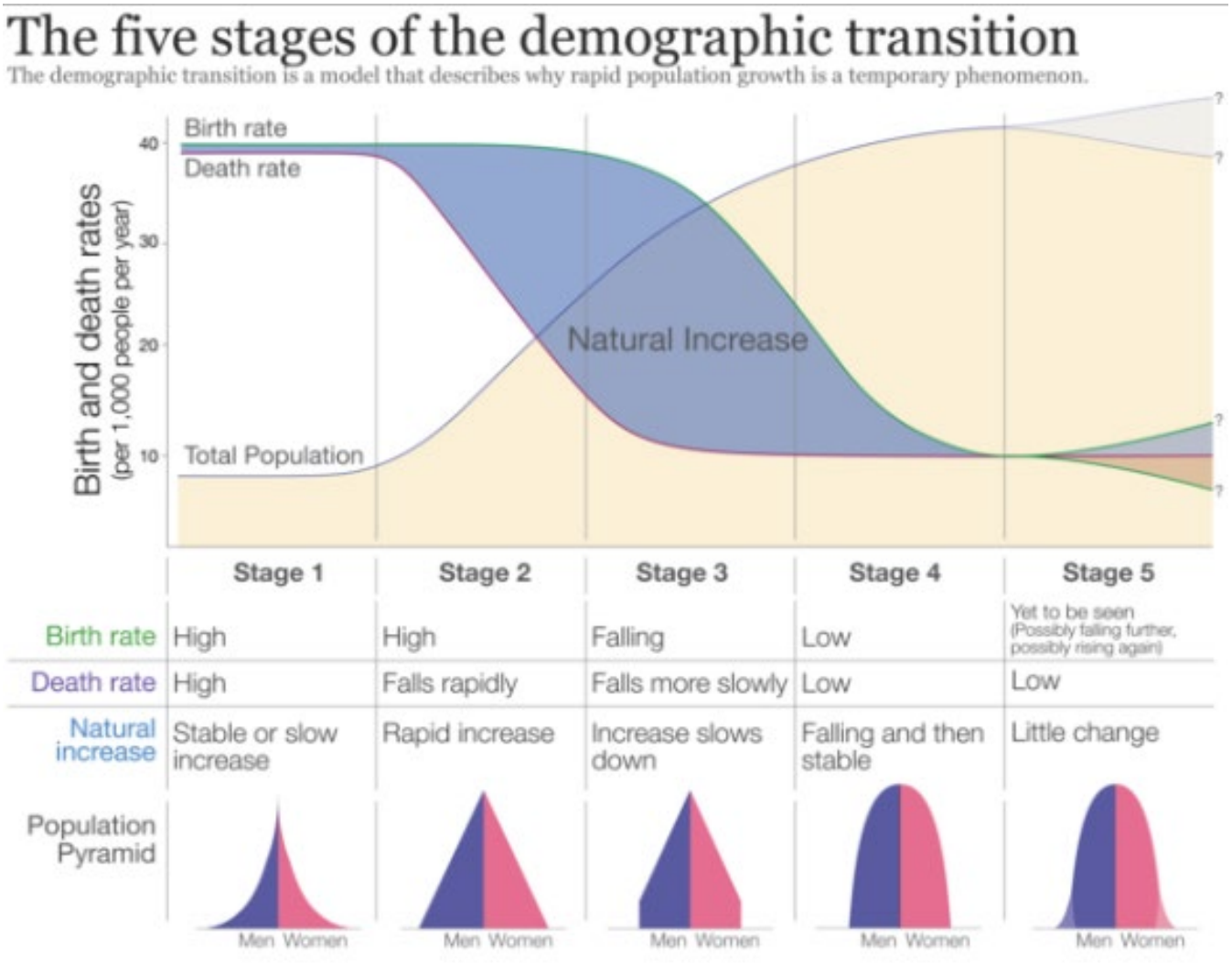
The **epidemiological transition model** helps to explain how both environmental and social factors, like income levels and urbanization, influence disease patterns. The model also highlights the relationship between development, the environment, and public health.

3. The Demographic Transition and Population Change

Red | Amber | Green

The **Demographic Transition Model (DTM)** describes the changes in population size and structure that occur as a country undergoes economic development. The model is based on the observation that as countries develop, their population dynamics shift. There are five stages of demographic transition:

- **Stage 1**: High birth rates and high death rates, resulting in slow population growth. This stage is typical of pre-industrial societies where healthcare is poor, and disease is widespread.
- **Stage 2**: High birth rates, but falling death rates due to improvements in healthcare, sanitation, and nutrition. This leads to rapid population growth.
- **Stage 3**: Birth rates begin to fall, and death rates continue to decline. Population growth slows as families have fewer children, often because of improved economic conditions, education, and access to contraception.
- **Stage 4**: Low birth rates and low death rates, resulting in stable or slow population growth. Countries in this stage have strong healthcare systems and high levels of urbanization.
- **Stage 5**: Very low birth rates and low death rates, which can lead to population decline or very slow growth. In these countries, many people live longer, but fewer children are born, leading to an aging population.



As a country progresses through these stages, key factors like **birth rate**, **death rate**, and **total fertility rate** change, reflecting improved health, education, and economic development. Students will also examine how **population pyramids** help to visualize these changes by showing the age and sex distribution of a population.

One important concept in demographic studies is the **Demographic Dividend**. This occurs when a country has a large working-age population and a relatively small dependent population (children and elderly). This demographic advantage can provide an economic boost if the working-age population is healthy, educated, and employed, leading to higher productivity and economic growth.

4. Global Health and Environmental Change Red Amber Green

Environmental changes, such as climate change, pollution, and deforestation, are having a profound effect on global health. Climate change, for instance, influences the spread of infectious diseases, particularly those that are transmitted by vectors such as mosquitoes. Diseases like malaria, dengue fever, and Zika are directly linked to climate conditions, and as temperatures rise, these diseases may spread to new areas.

Pollution, both air and water, is also a significant environmental factor that affects health. In urban areas, poor air quality from traffic and industry contributes to respiratory illnesses, while contaminated water can lead to outbreaks of diseases like cholera and dysentery.

International organizations, such as the World Health Organization (WHO), play a key role in addressing the intersection of **health** and **environmental change**. By studying these issues, governments and global institutions can implement policies to reduce health risks and promote sustainability.

5. Population Change Red Amber Green

Population change is a dynamic process influenced by a myriad of factors ranging from natural environmental conditions to human socio-economic and political systems. As populations grow, shrink, or relocate, both physical geography (such as climate, terrain, and natural resources) and human geography (including economic opportunity, cultural practices, and policy decisions) play central roles. In this context, migration becomes a key mechanism by which population shifts occur, driven by economic, political, and environmental forces. Contemporary political debates frequently center on how these population dynamics affect resource allocation, social cohesion, and national identity.

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2. Drivers of Population Change

A. Physical Geography Factors

- **Climate and Natural Resources:**
  Regions with a favorable climate, abundant water resources, and fertile soil tend to attract and sustain larger populations. For instance, fertile river valleys and coastal plains are historically associated with high agricultural productivity, which in turn supports denser settlements. Conversely, areas that face extreme climates, droughts, or frequent natural disasters (hurricanes, floods, or earthquakes) often experience reduced population growth or even decline due to the challenges of sustaining human life.
- **Environmental Hazards and Land Quality:**
  Environmental degradation, such as soil contamination or water pollution, can limit a region's carrying capacity. Areas suffering from industrial pollution or deforestation may prompt residents to relocate, contributing to local population decline. Additionally, climate change is increasingly shifting population patterns by intensifying extreme weather events and altering resource availability. These environmental pressures can force communities to adapt or migrate, reshaping population distributions over time.

B. Human Geography Factors

- **Economic Opportunities and Urbanisation:**
  The promise of employment, higher wages, and improved living standards is a major driver for population growth in urban areas. Cities typically offer a concentration of services, industries, and infrastructure that attract rural populations. In contrast, regions experiencing economic stagnation or decline may see out-migration as residents seek better opportunities elsewhere.
- **Social and Cultural Dynamics:**
  Cultural ties, historical settlement patterns, and social networks contribute to where populations settle. People are more likely to remain in or move to areas where they have family or cultural connections. Moreover, education, healthcare, and other public services provided by local governments play a significant role in influencing demographic trends.
- **Political Stability and Governance:**
  Political stability, effective governance, and robust public institutions encourage population retention and attract newcomers. Regions plagued by conflict, corruption, or ineffective public services often experience depopulation, as citizens move in search of safer and more stable environments.

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3. The Role of Migration in Population Change

A. Drivers Behind Migration

- **Economic Migration:**
  Economic disparities between regions serve as a primary catalyst for migration. Individuals and families often move from rural areas or economically depressed regions to urban centres or more prosperous countries in search of better employment and living conditions. For example, migration driven by job opportunities has reshaped urban demographics globally.
- **Political and Social Migration:**
  Forced migration, including refugee flows and asylum-seeking, results from conflict, persecution, or political instability. Political unrest and human rights abuses compel people to leave their home countries, seeking safety and a better quality of life. These movements are central to many contemporary political debates, influencing immigration policies and international relations.
- **Environmental Migration:**
  Increasingly, environmental factors such as climate change, rising sea levels, and natural disasters are causing “environmental refugees” to relocate. As areas become less habitable due to environmental degradation or catastrophic events, migration becomes a survival strategy. This phenomenon is gaining prominence in political discussions as governments struggle to address both the humanitarian and logistical challenges of climate-induced displacement.

B. Impacts of Migration on Population and Society

- **Demographic Shifts:**
  Migration can dramatically alter the demographic profile of both sending and receiving regions. In receiving areas, an influx of migrants can rejuvenate declining populations and contribute to economic growth. However, rapid changes in population composition may also lead to challenges in social integration and tensions over resource distribution.
- **Economic and Social Transformation:**
  Migrants often bring diverse skills and cultural perspectives that can stimulate innovation and economic development. Yet, they can also face obstacles such as discrimination, language barriers, and limited access to services. The economic benefits of migration may be unevenly

distributed, sometimes leading to disparities between migrant communities and long-term residents.

- **Political and Policy Implications:**
  Migration is a polarising issue in many contemporary political debates. On one side, proponents argue that immigration can bolster economies, address labor shortages, and promote cultural diversity. On the other, critics express concerns about social cohesion, national security, and the strain on public services. These debates are evident in electoral politics, policymaking, and public discourse in numerous countries.

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4. Contemporary Political Context and Debates

A. Policy and Regulatory Frameworks

- **National Immigration Policies:**
  Governments worldwide are grappling with how best to manage migration flows. Policies range from welcoming initiatives aimed at economic growth to more restrictive measures driven by concerns over cultural integration and national security. The balance between economic needs and social stability is a recurring theme in policy discussions.
- **International Cooperation and Global Governance:**
  Migration is not confined by national borders; thus, international bodies such as the United Nations and regional organizations like the European Union are increasingly involved in shaping migration policy. Collaborative frameworks attempt to manage migration in ways that respect human rights while addressing the economic and security concerns of individual nations.

B. Societal Impacts and Debates

- **Gentrification and Urban Renewal:**
  In many cities, the influx of migrants is part of broader urban regeneration efforts. While new populations can revitalize neighborhoods and contribute to economic dynamism, they can also lead to rising living costs and displacement of existing communities. This phenomenon is a contentious aspect of contemporary urban policy.
- **Cultural Identity and Social Integration:**
  The blending of cultures through migration can enrich societies, yet it also raises questions about national identity and social cohesion. Political debates frequently center on how to integrate diverse populations while preserving cultural heritage and ensuring equal opportunity for all citizens.

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5. Conclusion

Population change is a multifaceted process driven by the interplay of physical and human geography. Environmental factors, economic opportunities, political stability, and cultural dynamics all influence where populations settle and how they evolve over time. Migration—whether motivated by economic, political, or environmental reasons—acts as both a response to and a catalyst for these demographic shifts. As contemporary political debates illustrate, managing migration and its consequences remains one of the most pressing challenges of our time, calling for policies that balance economic growth, environmental sustainability, and social equity in an increasingly interconnected world.

6. The limits of population growth	**Red**	**Amber**	**Green**

Human population growth does not occur in isolation but within the confines of Earth's finite natural resources. Environmental constraints—ranging from water availability and arable land to energy and ecosystem services—impose limits on the number of people that can be supported sustainably. This section examines the idea of carrying capacity, reviews historical models of overshoot (as popularized by the Club of Rome), and considers how debates over technological innovation and human ingenuity have shaped our understanding of sustainable population size.

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2. Environmental Constraints and Carrying Capacity

Defining Carrying Capacity

- **Concept Overview:**
  Carrying capacity is defined as the maximum number of individuals that an environment can sustain over time without degradation of its natural resources. For human societies, it encompasses not only food and water but also energy, waste assimilation, and the maintenance of ecological services.
- **Dynamic and Contextual:**
  Unlike fixed limits often assumed in simpler models, the carrying capacity for humans is dynamic. It depends on factors such as technology, consumption patterns, and social organization, which means that the "limit" can shift as circumstances change.

The Limits to Growth and Overshoot

- **Club of Rome's Contribution:**
  The 1972 report, *The Limits to Growth*, used computer models to simulate interactions among population, industrial output, food production, pollution, and resource depletion. Its central message was that if current trends continued, humanity would eventually overshoot Earth's carrying capacity, leading to abrupt decline or collapse unless significant changes were made

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- **Overshoot Dynamics:**
  Overshoot occurs when the population temporarily exceeds the environment's capacity to regenerate resources. In ecological terms, this means that resource use—and the resulting pollution and habitat degradation—can compromise the very systems that support life, a phenomenon documented in various case studies of animal populations and echoed in human contexts.

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3. Balancing Population and Resources: Challenges

Key Resource Constraints

- **Food and Agriculture:**
  While arable land is finite, the challenge is compounded by soil degradation and water scarcity. Critics of unchecked population growth argue that rising numbers increase pressure on agricultural systems, potentially leading to famine if technological or organizational responses are inadequate.
- **Water and Energy:**
  Freshwater availability is a critical constraint, particularly in arid regions, and energy supplies (most of which are currently derived from fossil fuels) pose long-term sustainability challenges. Increasing population exacerbates demands on these essential resources, intensifying conflicts over allocation and leading to environmental stress.
- **Ecosystem Services:**
  Ecosystems provide essential services such as carbon sequestration, pollination, and climate regulation.

Overconsumption and environmental degradation reduce these services, effectively lowering the carrying capacity even if population growth rates are stable.

Balancing Acts and Policy Dilemmas

- **Technological Innovation vs. Overconsumption:**
  Advances in technology can improve resource extraction, recycling, and agricultural productivity, thereby effectively raising carrying capacity. However, increased consumption—particularly in high-income regions—can offset these gains, leading to net overshoot.
- **Social and Economic Inequities:**
  The burden of resource depletion and environmental degradation is often unevenly distributed. While wealthier populations may drive high levels of consumption, the negative consequences (such as food insecurity and environmental degradation) frequently fall on poorer communities, complicating policy responses.

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4. Theoretical Perspectives on Population and Resource Constraints

Neo-Malthusian and the Club of Rome Perspective

- **Core Argument:**
  Neo-Malthusian theorists, including those behind the Club of Rome's *Limits to Growth*, argue that exponential population and industrial growth, if left unchecked, will eventually outstrip Earth's regenerative capacity. Their models predict overshoot and subsequent collapse unless significant shifts in consumption patterns and resource management are achieved.
- **Policy Implications:**
  This perspective has been used to advocate for aggressive population control measures, resource conservation policies, and a transition to a steady-state economy that respects ecological limits.

Ester Boserup's Innovation-Driven View

- **Population as a Catalyst:**
  In contrast to neo-Malthusian pessimism, Ester Boserup posited that population pressure can be a driver of technological and organizational innovation in agriculture. According to Boserup, as more people depend on a given resource, there is a strong incentive to develop new techniques (e.g., irrigation, crop intensification, improved seed varieties) that can increase productivity and expand the effective carrying capacity.
- **Dynamic Adaptation:**
  Her work emphasizes the adaptability of human societies and suggests that population growth, when coupled with investment in technology and knowledge, can stimulate improvements that mitigate resource constraints.

Julian Simon's Cornucopian Optimism

- **Human Ingenuity as the Ultimate Resource:**
  Julian Simon argued that human population growth is beneficial because it increases the number of "minds" available to solve problems. In his view, scarcity is not a fixed condition; as resource prices rise due to scarcity, human creativity and market mechanisms lead to innovation, substitution, and even recycling of resources.
- **Market Forces and Resource Substitution:**
  Simon's work highlights historical examples where shortages of certain raw materials led to technological breakthroughs or shifts to alternative materials. Rather than signaling impending collapse, such trends demonstrate the flexibility of human economies to adapt to changing resource conditions.

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5. Contemporary Debates and Implications

Balancing Sustainability with Human Development

- **Sustainable Population Debate:**
  Ongoing debates center on what constitutes a "sustainable" human population. Some environmental scientists and policymakers argue that the current global population (exceeding 8 billion) overshoots Earth's sustainable limits—especially when combined with high per-capita consumption in industrialized nations—while others maintain that innovation and improved resource management can accommodate growth.
- **Integrated Approaches:**
  Many experts now advocate for a combination of measures: promoting technological innovation, reducing wasteful consumption, protecting natural ecosystems, and enhancing the equitable distribution of resources. This integrated approach recognizes that while population numbers matter, consumption patterns and social organization are equally critical in determining environmental outcomes.

Political and Ethical Considerations

- **Policy Controversies:**
  Population control measures are often deeply intertwined with ethical, cultural, and political issues. Debates over reproductive rights, economic freedom, and social justice complicate efforts to implement policies that could reduce environmental strain.
- **Global Inequalities:**
  The discussion is further complicated by global inequalities—where the environmental impact of a person in a high-consumption society is vastly greater than that of a person in a low-income country. This disparity calls for policies that address both the scale of human numbers and the intensity of resource use.

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6. Conclusion

The interplay between human population growth and environmental constraints is a central theme in debates about sustainability. The concept of carrying capacity, while not a fixed limit, provides a useful framework for understanding the potential consequences of overshoot. The neo-Malthusian perspective of the Club of Rome warns of collapse if current trends continue, whereas Boserup's and Simon's theories underscore the potential for innovation to expand our resource base. In contemporary discussions, the challenge lies not only in managing population size but also in rethinking consumption patterns, fostering technological progress, and addressing deep-seated social inequities. A balanced, multifaceted approach is essential to ensure that human development proceeds within the ecological limits of our planet

Physical Geography Year 12 Term 4 – Natural Hazards

Natural hazards, such as earthquakes and volcanic eruptions, are events that occur due to the dynamic processes occurring within the Earth's crust. These hazards are often linked to the movement of tectonic plates, which make up the Earth's lithosphere. As these plates shift, they create a range of geological events that can cause significant damage to both human settlements and the environment. Understanding the underlying tectonic processes—such as plate boundaries, seismicity, and vulcanicity—helps us assess the risks and prepare for the potential impacts of these powerful natural forces. This topic explores how plate tectonics drives volcanic and seismic activity, the hazards they pose, and the ways in which societies respond to mitigate their effects.

Prior Learning Links

Students need a solid grasp of basic geological concepts, including the Earth's structure and plate tectonics, which should be covered at the GCSE level. They should also be familiar with general concepts of natural hazards and their impacts. Understanding the principles of tectonic processes, the nature of volcanic and seismic activities, and their potential hazards will build on this foundational knowledge

Future Learning Links

This topic extends the exploration of natural hazards by delving deeper into the processes behind volcanic and seismic events. It builds on previous lessons about general hazard types by introducing specific geological mechanisms, such as plate tectonics and volcanic activity. This is essential for understanding the underlying causes of these hazards and their impact on human societies. L

KEY WORDS

- **Hazard**: A potential source of harm or danger to people, property, or the environment.
- **Natural hazard**: A naturally occurring physical event that has the potential to cause damage or loss to life and property (e.g., earthquakes, volcanoes, floods).
- **Disaster**: The real-world impact of a natural hazard when it affects people, infrastructure, and the environment, leading to significant damage and loss.
- **Geophysical**: Hazards resulting from Earth's internal processes, such as earthquakes, tsunamis, and volcanic eruptions.
- **Atmospheric**: Hazards caused by atmospheric conditions, such as hurricanes, tornadoes, and heatwaves.
- **Hydrological**: Hazards related to water systems, including floods and landslides caused by heavy rainfall.
- **Risk**: The likelihood or probability of a hazard event occurring and causing harm to people or property.
- **Vulnerability**: The susceptibility of people, infrastructure, and ecosystems to the impacts of a hazard, depending on factors such as preparedness and resilience.
- **Distribution**: The geographical spread or pattern of a hazard or event across a region or the globe.
- **Frequency**: How often a particular hazard event occurs in a specific area over time.
- **Magnitude**: The size or severity of a hazard event, often used in reference to earthquakes, volcanic eruptions, or storms.
- **Seismic**: Related to earthquakes or the study of earthquakes and their effects.
- **Crust**: The outermost layer of the Earth, composed of solid rock, beneath the atmosphere.
- **Lithosphere**: The rigid outer layer of the Earth, including the crust and the uppermost part of the mantle.

- **Asthenosphere**: A layer of the Earth's mantle beneath the lithosphere, which is partially molten and allows for tectonic plate movement.
- **Mantle**: The thick layer of the Earth's interior, lying beneath the crust and above the core, made of semi-solid rock.
- **Outer/inner core**: The central layers of the Earth. The outer core is liquid, made of iron and nickel, while the inner core is solid and composed mostly of iron.
- **Tectonic plate boundaries**: The edges where two tectonic plates meet, which are associated with geological activity such as earthquakes, volcanoes, and mountain formation.
- **Convection currents**: The circular movement of molten rock in the mantle caused by heat from the Earth's core, driving tectonic plate movement.
- **Continental**: Referring to the Earth's landmasses, as opposed to the oceans.
- **Oceanic**: Referring to the Earth's ocean floors, typically thinner and denser than continental crust.
- **Residual heat**: The remaining heat within the Earth's interior from its formation and radioactive decay, driving convection currents.
- **Radioactive decay**: The process by which unstable isotopes break down and release energy, contributing to the heat within the Earth.
- **Gravitational sliding**: The movement of tectonic plates driven by gravity, particularly at subduction zones.
- **Ridge push**: The process by which newly formed oceanic crust at mid-ocean ridges pushes older crust away due to the buildup of pressure.
- **Slab pull**: The force exerted by a subducting tectonic plate pulling the rest of the plate behind it.
- **Paleomagnetism**: The study of magnetic properties in ancient rocks to understand the movement of tectonic plates and the history of the Earth's magnetic field.
- **Destructive**: A type of plate boundary where two plates move towards each other, leading to subduction, volcanic activity, or mountain building.
- **Constructive**: A type of plate boundary where two plates move apart, allowing magma to rise and form new crust, such as at mid-ocean ridges.
- **Conservative**: A type of plate boundary where two plates slide past each other, often causing earthquakes without creating or destroying crust.
- **Young fold mountains**: Mountains formed by the collision and folding of tectonic plates, typically found at destructive plate boundaries.
- **Rift valleys**: Long, narrow valleys formed by the movement of tectonic plates pulling apart, typically at constructive plate boundaries.
- **Ocean ridges**: Underwater mountain ranges formed by tectonic plate movements at mid-ocean ridges.
- **Deep sea trenches**: Deep, narrow depressions in the ocean floor formed by the subduction of one tectonic plate beneath another.
- **Island arcs**: Chains of volcanic islands formed at subduction zones where one oceanic plate is subducted beneath another.
- **Volcanoes**: Openings in the Earth's crust where molten rock, ash, and gases escape, typically at tectonic plate boundaries or hotspots.
- **Subduction zones**: Areas where one tectonic plate is forced beneath another, often leading to volcanic activity and earthquakes.
- **Intraplate vulcanicity**: Volcanic activity that occurs away from plate boundaries, often associated with mantle hotspots.
- **Viscosity**: The thickness or resistance to flow of a liquid, which in volcanoes affects the explosiveness of eruptions.
- **Silica**: A compound found in molten rock, influencing the viscosity and type of volcanic eruption.
- **Volcanic explosivity index**: A scale used to measure the explosiveness of volcanic eruptions based on factors such as eruption height and volume of erupted material.

- **Acidic**: Refers to rocks or magma with high silica content, often leading to explosive volcanic eruptions.
- **Rhyolitic**: A type of volcanic magma that is high in silica, producing thick, slow-moving lava and explosive eruptions.
- **Andesitic**: A type of volcanic magma with intermediate silica content, commonly associated with moderate volcanic eruptions.
- **Active**: A volcano that has erupted recently or is expected to erupt in the future.
- **Dormant**: A volcano that has not erupted in recent history but may still erupt in the future.
- **Extinct**: A volcano that is no longer expected to erupt due to lack of activity for a prolonged period.
- **Nuees ardentes**: A French term for pyroclastic flows—fast-moving clouds of gas, ash, and volcanic material that flow down the sides of a volcano.
- **Pyroclastic flow/events**: A hot, fast-moving flow of volcanic gases and material, often deadly and destructive.
- **Tephra**: Volcanic ash and debris ejected during an eruption, ranging from fine ash to larger rocks.
- **Acid rain**: Precipitation with a lower pH than normal, caused by volcanic eruptions releasing sulfur dioxide into the atmosphere.
- **Tsunami**: A large ocean wave caused by the displacement of water, often due to undersea earthquakes or volcanic eruptions.
- **Preparation**: Actions taken in advance of a hazard to reduce risks and impacts, such as evacuation plans or building codes.
- **Mitigation**: Efforts to reduce or prevent the damage caused by hazards through physical infrastructure, policy, and planning.
- **Prevention**: Measures to stop hazards from occurring or to prevent their negative consequences, such as earthquake-resistant buildings or tsunami warning systems.
- **Adaptation**: Adjustments made to cope with the impacts of hazards, especially in vulnerable areas, such as raising buildings above flood levels.
- **Richter scale**: A scale for measuring the magnitude of an earthquake, based on the amplitude of seismic waves.
- **Mercalli scale**: A scale measuring the intensity of an earthquake based on its observed effects on people, buildings, and the Earth's surface.
- **Moment Magnitude scale**: A scale for measuring the size of an earthquake based on the total energy released during the event.
- **Soil liquefaction**: The process in which saturated soil temporarily loses its strength and behaves like a liquid during an earthquake.
- **Avalanche**: A mass of snow, ice, and debris rapidly descending down a slope, typically triggered by a disturbance like an earthquake or heavy snowfall.
- **Landslide**: The downward movement of rock, soil, and debris due to gravity, often triggered by earthquakes or heavy rainfall.
- **Coriolis effect**: The deflection of moving objects (such as winds or ocean currents) due to the Earth's rotation.
- **Latent heat**: The heat absorbed or released by a substance during a change of state (e.g., from liquid to gas), contributing to the development of storms and weather systems.
- **Converging air**: Air masses moving towards each other, often creating areas of low pressure and storm development.
- **Saffir-Simpson scale**: A scale for measuring the intensity of tropical cyclones (hurricanes), based on wind speed and potential damage.

What is the Earth's Structure and Internal Energy Sources?

The Earth’s internal structure is made up of several layers, each with unique properties that contribute to the movement of tectonic plates.

- **Crust**: The Earth’s outermost layer, relatively thin and solid. There are two types: the **continental crust**, thicker and less dense, and the **oceanic crust**, thinner but denser.
- **Lithosphere**: The rigid outer layer of the Earth, including the crust and the uppermost part of the mantle. This layer is broken into tectonic plates.
- **Asthenosphere**: A layer of the mantle beneath the lithosphere, composed of partially molten rock that flows slowly over long periods. This layer allows the lithosphere to move on top of it.
- **Mantle**: Below the asthenosphere, the mantle is made of hot, semi-solid rock. Heat from the mantle drives the movement of tectonic plates.
- **Outer Core**: Composed of liquid iron and nickel, the outer core generates the Earth’s magnetic field through its movement.
- **Inner Core**: The deepest part of the Earth, made of solid iron and nickel, with temperatures higher than the surface of the Sun.

The internal heat of the Earth originates from two main sources:

1. **Residual heat** from the formation of the Earth about 4.5 billion years ago, when the planet was molten.
2. **Radioactive decay** of elements such as uranium and thorium in the mantle and core, which releases heat.

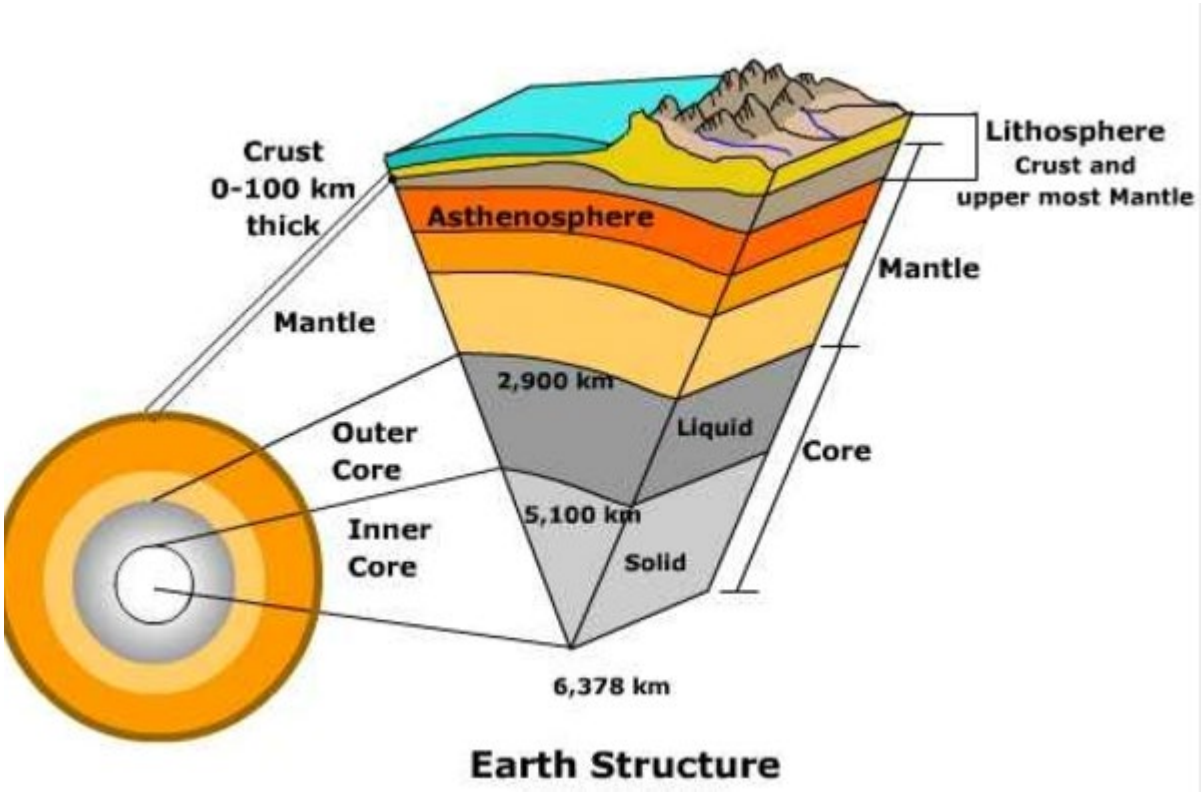
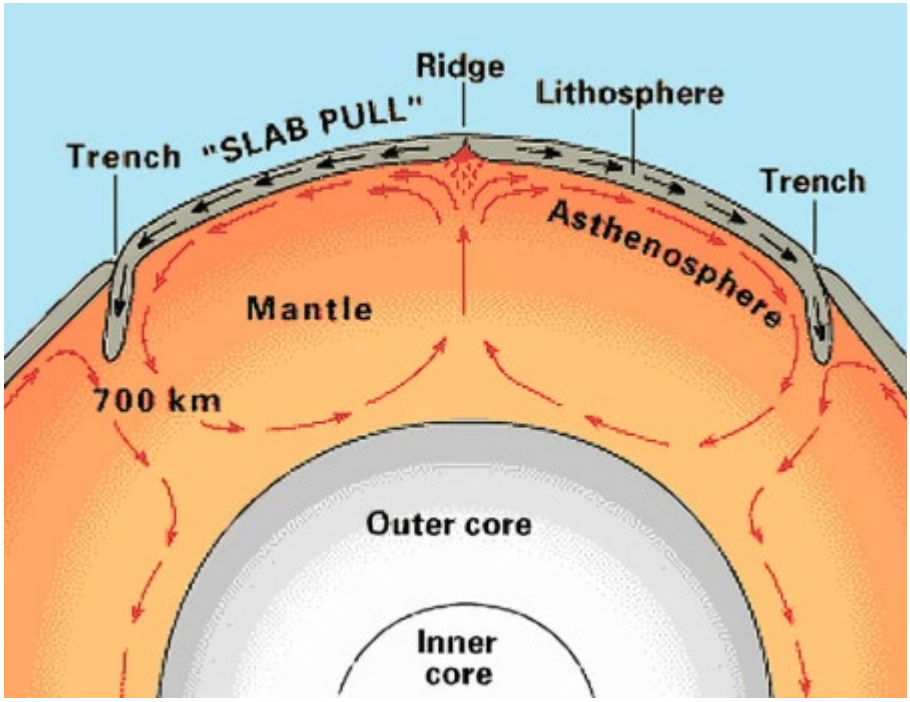


Plate Tectonic Theory and Plate Movement

The theory of plate tectonics explains how the Earth's lithosphere is divided into rigid plates that float on the semi-fluid asthenosphere beneath them. The movement of these plates shapes the Earth’s surface, causing earthquakes, volcanic activity, and the formation of mountains.

- **Gravitational Sliding**: When a tectonic plate moves downward at a subduction zone, gravity pulls the rest of the plate down as well.

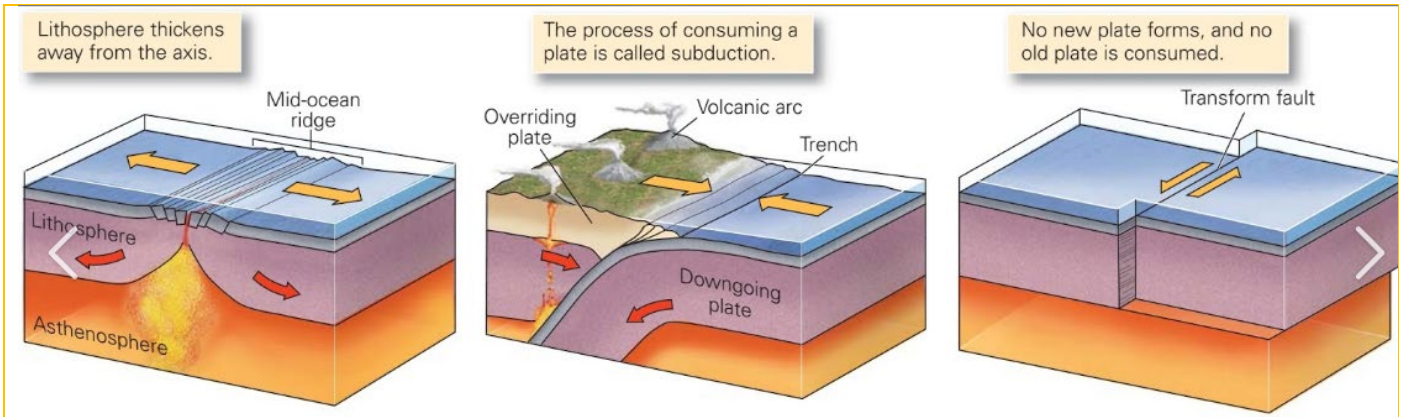
- **Ridge Push**: At mid-ocean ridges, new crust is created, pushing older crust away, aiding the plate's movement.
- **Slab Pull**: When one tectonic plate is forced down into the mantle at a subduction zone, it pulls the rest of the plate along behind it, driving plate movement.
- **Convection Currents**: Heat from the mantle causes the hotter, less dense material to rise, while cooler, denser material sinks. These currents help drive the movement of the plates above.



Types of Plate Margins and Associated Processes

There are three primary types of plate boundaries: **destructive**, **constructive**, and **conservative**, each associated with characteristic geological processes.

1. **Destructive Plate Margins** (also known as **Convergent Boundaries**): At these boundaries, two plates move toward each other, often causing one plate to be forced beneath another in a process called **subduction**.
    - **Seismicity**: As one plate slides beneath the other, pressure builds and eventually causes earthquakes.
    - **Vulcanicity**: As the subducting plate melts, magma rises to the surface, creating volcanoes.
    - **Landforms**: Deep-sea trenches, island arcs, and young fold mountains form at destructive boundaries. Example: The **Andes Mountains** in South America.
2. **Constructive Plate Margins** (also known as **Divergent Boundaries**): At these boundaries, two plates move apart, allowing magma to rise from the mantle and solidify to create new crust.
    - **Seismicity**: Earthquakes are usually shallow but can still be powerful due to the rapid movement of plates.
    - **Vulcanicity**: New volcanic islands and ocean ridges are formed as magma reaches the surface.
    - **Landforms**: Ocean ridges (e.g., the **Mid-Atlantic Ridge**) and rift valleys. Example: The **Iceland** hotspot along the Mid-Atlantic Ridge.
3. **Conservative Plate Margins** (also known as **Transform Boundaries**): At these boundaries, two plates slide past each other, neither creating nor destroying crust.
    - **Seismicity**: Major earthquakes can occur as plates grind past each other, causing friction that is released suddenly.
    - **Landforms**: **Fault lines** (e.g., the **San Andreas Fault** in California).



(a) At a divergent boundary, two plates move away from the axis of a mid-ocean ridge. New oceanic lithosphere forms.

(b) At a convergent boundary, two plates move toward each other; the downgoing plate sinks beneath the overriding plate.

(c) At a transform boundary, two plates slide past each other on a vertical fault surface.

Role of Magma Plumes and Their Relationship to Plate Movement

Magma plumes are columns of hot, molten rock that rise from the deep mantle towards the Earth's crust. These plumes are thought to be responsible for some intraplate volcanic activity, such as hotspots.

- **Hotspots**: These are areas where plumes of magma rise from deep within the mantle, independent of plate boundaries. As the tectonic plate moves over the stationary hotspot, volcanic islands and chains can form. The **Hawaiian Islands** are a classic example of this process.

2. Volcanic Hazards	**Red**	**Amber**	**Green**

Nature of Vulcanicity and its Relation to Plate Tectonics

Volcanic activity primarily occurs at plate boundaries, where the Earth's lithospheric plates interact. However, volcanic activity can also happen away from plate boundaries due to **hotspots**.

- **Volcanic Hazards**: The hazards associated with volcanoes include:
  - **Nuées Ardentes** (pyroclastic flows): Fast-moving clouds of hot gas, ash, and rock that can travel at speeds of up to 700 km/h.
  - **Lava Flows**: Streams of molten rock that can destroy everything in their path.
  - **Mudflows** (lahars): Mixtures of water, ash, and volcanic debris that can cause significant destruction, particularly when they occur during heavy rainfall.
  - **Pyroclastic and Ash Fallout**: Ash clouds that can disrupt air travel, damage crops, and affect human health.
  - **Tephra**: Volcanic material ejected during an eruption that can fall over wide areas.
  - **Gases/Acid Rain**: Gases such as sulfur dioxide can lead to acid rain, which harms ecosystems and infrastructure.

Volcanic activity tends to occur most frequently at **destructive plate boundaries** and **hotspots**.

Impacts of Volcanic Hazards

Volcanic hazards have a wide range of environmental, social, economic, and political impacts, which can be categorized as **primary** and **secondary**:

1. **Primary Impacts**:
   - **Ash fallout** can suffocate crops and buildings.
   - **Lava flows** destroy infrastructure and settlements.
   - **Pyroclastic flows** cause immediate destruction in their path.
   - **Gas emissions** can cause air pollution and health problems.
2. **Secondary Impacts**:
   - **Climate change** due to large quantities of volcanic gases released into the atmosphere.
   - **Tsunamis** can be generated by underwater volcanic eruptions.
   - **Flooding** due to the melting of ice or ash-induced rains.

Volcanic Risk Management and Responses

Volcanic events require effective risk management strategies. These can be grouped into **short-term** and **long-term** responses:

- **Preparedness**: Educating populations on volcanic risks and evacuation plans.
- **Mitigation**: Engineering solutions to divert lava flows or strengthen buildings.
- **Prevention**: While volcanic eruptions cannot be prevented, activities like monitoring seismic and volcanic activity can provide early warnings.
- **Adaptation**: Modifying human practices to cope with the ongoing risks, such as building settlements in less vulnerable areas.

Case studies should examine the effectiveness of these strategies in response to recent eruptions, such as those in **Mount St. Helens** or **Mount Pinatubo**.

3. Seismic Hazards	Red	Amber	Green

Nature of Seismicity and Its Relation to Plate Tectonics

Seismicity refers to the occurrence of earthquakes. Earthquakes are most often associated with plate tectonic activity, particularly at **destructive**, **constructive**, and **conservative** plate boundaries.

- **Earthquakes**: Caused by the sudden release of energy from the movement of tectonic plates. Most earthquakes occur along plate boundaries, though some can happen within plates (intraplate earthquakes).
- **Shockwaves**: The seismic waves generated by an earthquake that spread out from the focus and cause ground shaking.
- **Tsunamis**: Large ocean waves generated by undersea earthquakes or volcanic eruptions.
- **Liquefaction**: The process by which saturated soil temporarily loses its solidity during an earthquake, causing buildings and structures to sink or collapse.
- **Landslides**: Earthquakes can trigger landslides in mountainous areas, further exacerbating the impacts.

Seismic Risk Management and Responses

Earthquakes require **effective planning** and **building techniques** to reduce the loss of life and damage. These include:

- **Building Codes**: Construction of earthquake-resistant buildings with flexible materials.
- **Early Warning Systems**: Using seismic sensors to detect tremors and provide warnings before major shaking occurs.
- **Public Awareness**: Educating the public on what to do during an earthquake to reduce harm (e.g., "Drop, Cover, and Hold On").

Knowledge Organiser

ICT
Year 13
Term 4
2024/25

The Abbey School

Year 13 Term 4 – Assignment 2

Term Focus – Students will be able to apply knowledge and understanding of database development terminology, standards, concepts and processes to create a website to meet a client requirement.

Prior Learning Links

- **Year 13 Term 3**
- **Learning Aim A Website evaluation (P1, M1 and D1)**

Future Learning Links

- Year 13 Term 4
- **Learning Aim B:** Design a website to meet client requirements
  Learning Aim C: Develop a website to meet client requirements

KEY VOCABULARY

SUBJECT TERMINOLOGIES

- **HTML (Hypertext Markup Language)**: The standard language used to create and design the structure of web pages. HTML defines elements like headings, paragraphs, links, images, etc.
- **CSS (Cascading Style Sheets)**: A stylesheet language used to describe the presentation, layout, and design of a document written in HTML or XML. It controls elements like color, fonts, spacing, and positioning.
- **Tables**: A way to organize and display data in rows and columns on a webpage using the <table>, <tr>, <td>, and <th> tags in HTML.
- **Navigation**: Refers to the system of links or menus that allow users to move through different sections or pages of a website. It's crucial for user experience and ease of use.
- **Forms**: HTML elements used to collect user input, like text fields, checkboxes, radio buttons, and submit buttons. Forms are essential for interaction and data submission on websites.
- **Interactive Components**: Elements on a website (like buttons, sliders, and pop-up windows) that respond to user actions, enhancing engagement and functionality.
- **Embedded Multimedia – Compression**: The integration of audio, video, or images into a webpage. Compression is the process of reducing the size of multimedia files for faster loading times without losing quality.
- **Accessibility**: The practice of designing websites and applications to be usable by people with disabilities, ensuring that everyone can access content and interact with it effectively.
- **Website Scripting**: Programming languages (like JavaScript) used to create dynamic behaviour on webpages, such as interactivity, animations, or data processing.
- **FTP (File Transfer Protocol)**: A standard network protocol used to transfer files between a client (like a computer) and a server over the internet, commonly used for uploading or downloading files from websites.

KEY WORDS	Red	Amber	Green
Keeping navigation simple, intuitive and consistent on every page is key.			

● **Accessibility**- Websites, tools, and technologies are designed and developed so that people with disabilities can use them. More specifically, people can: perceive, understand, navigate, and interact with the Web. contribute to the Web.

● **Site layout**- a pattern that defines a website's structure. It has the role of structuring the information present on a site both for the website's owner and for users. It provides clear paths for navigation within web pages and puts the most important elements of a website front and center.

● **White space/spacing**- White space is the area of a design that does not include any design elements. The space is, effectively, empty. It serves many important purposes in a design, foremost being giving elements of the design room to breathe. Negative space can also help highlight specific content or specific parts of a design.

● **Usability**- Usability refers to how easy a website is for visitors to interact with. For example, some sites are visually stunning but difficult to navigate, which makes it hard for users to find what they need.

● **Alignment-** Alignment is the placement of visual elements so they line up in a composition. The use of alignment is to organize elements, to group elements, to create balance, to create structure, to create connections between elements, to create a sharp and clear outcome.

● **Clarity-** Clarity improves connection and engagement because it increases trust and transparency. It exposes purpose by unveiling expectations. It tells people exactly what a business wants. Testing the message reduces misinterpretation and failure in communications.

● **Consistency-** Consistency in website design matters a lot. Features such as fonts, sizes, headings, sub-headings, and button styles must be the same throughout the website.

● **Accuracy**- Information needs to be correct. So that means everything from the spelling and grammar, to the actual content of the website, must be clear, error-free, and well-researched.

● **Content**- An effective web design has both great design and great content. Using compelling language great content can attract and influence visitors by converting them into customers.

● **Media and objects**- This can be links to web page URLs or other related files. When a developer attaches a URL media object to a control object on a form, the web page appears as part of the form.

● **Simplicity**- Simplicity is the best way to go when considering the user experience and the usability of your website.

Learning aim B

1. What are the main planning stages in the project? | Red | Amber | Green

The main planning stages is to understand the client requirements.

Client Requirements.

As stated earlier **Hot Beans** Web have given me a list of requirements to achieve for the website. Which are:

- Create a company profile.
- Create profiles for existing web developers.
- Include the job specifications and the required qualifications for the position.
- An online application form.
- As well as links to web development courses.

The company Profile is there to help people get a basic understanding about what Hot Beans Web do and who they are. It needs to be relatively short and to the point as the main goal is to attract other junior or senior developers.

The employee profiles are used to help give an insight into the working conditions of the company's employees and to hopefully push the company to potential applicants who may want to sign up and work for us.

The specifications of the job and the desired qualifications for the job are a necessity as it gives a clear indicator to applicants of what is needed, and it will help them decide on whether they are interested in the job.

Design Brief

As a junior web developer for Hot Beans as part of my induction you have been asked to create a new section for the company website. The problem definition is to create a section for the company's website to promote the company to prospective employees as they need to recruit more website designers. The problem definition is to create a section for the company's website to promote the company to prospective employees as they need to recruit more website designers.

The statement of requirements **include 5 sections:**

- A profile for the company itself
- Profiles of existing trainee web developers
- Job specifications and required qualifications
- An online application form
- Links to web development course

Target audience

The target audience of this website would mainly young people who are seeking employment as a junior or senior web developer. This may range from with no experience people who have just left education from university sixth form or college and are seeking employment. Perhaps they may be highly experienced senior web developer looking for a new employer.

Summary of problem to be solved

In Summary I need to create a small section of the website that include the 5 tabs. The website should appeals to web developers as they're the intended audience. The website should meet all user, client and purpose requirements. Lastly the website should effectively run as a fully functioning website.

Constraints

The constraints is that certain aspects of the website must be included to complete the task these are:

- Profile of the company itself
- Profile of existing trainee web developers
- Job specification and require qualifications
- An online application form
- Links to web development courses

The other more general constraints are meeting the brief of creating a section to which promotes the company to prospective employees and ensure the site appeals to the target audience of people looking for a job as a web developer.

Benefits

The website benefits Hot beans by having somewhere for potential employees to go to in order to secure a job. This means more people will apply for the job resulting in a better level of applicants applying. The website also benefits people who are looking for a junior web developer job as it provides a quick condensed overview of everything you would need to know to apply at Hot Beans e.g. applications, about the company, junior web developer's profiles. Lastly the website benefits me as a junior web developer as it gives me the opportunity to create a section and gain experience and knowledge of what it's like to work at Hot Beans as a web developer.

Nature of interactivity

The website needs to be interactive to meet the brief plus it need some other interactive aspects to make it a good website. To meet the brief the website needs navigational links, hyperlinks to web pages, interactive online application form and other aspects. The other aspects would optimize the website e.g. rollover images, back to top button, slideshows etc.

Complexity of the web site

The website section should be relatively simple to navigate but not be boring. However designing and making the website will be complex as there are so many aspects to design which will be bought together in the making.

Client requirement

The client Hot Beans would like a website section that reflects their company and showcases their website as an example of the standard the junior web developers would expect to achieve.

The basic requirement of the client include:

- A profile for the company itself
- Profiles of existing trainee web developers
- Job specifications and required qualifications
- Apply online application form
- Links to web development course
- A fully functioning website section
- Appropriate website for target audience
- Showcase the company's brand

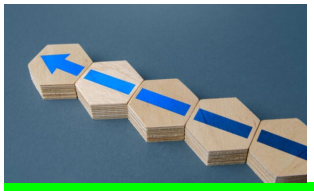
User requirements

- Easy to understand and use the website
- Fast website speed- The website will be optimised so loading times are reduced by formatting image file sizes into condensed files. Generally ensuring the web runs smoothly with no errors.
- Interactive website- the website should have features to interact with otherwise it's just a digital book. This will include hyperlinks, online forms, rollover images, image slideshows, back to top buttons etc.
- An engaging website- the user doesn't get bored.

Purpose requirements

Purpose requirement is the expectation the website required to meet

- The content is appropriate to the site and target audience.
- Website can be navigated easily.
- Correct balance of white space- not too much white space so the page seems empty but not too little white space so the page seem over crowded.
- Consistency - the website should be consistent throughout with fonts, colour theme and content.
- Media and objects should be appropriately selected to the target audience.



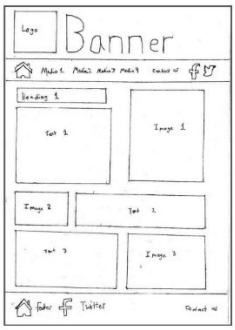
To ensure the objectives are achievable and can be met, student will have to be **SMART objectives.** This means that these objectives must be

Specific- targeting specific aspects of the process.
Measurable – ensuring that all of the targets can be verified by criteria
Achievable- ensuring that the targets can actually be met.
Realistic- ensuring that the targets can be completed with the resources that are available.
Time based: the requirement must be met within a specific time period.

2. How can you show stages for your website?

Red	Amber	Green

Planning & Website Design
Initial design
I have drafted 3 initial design ideas from which I will select 1 design to become the final design.
Initial design 1:



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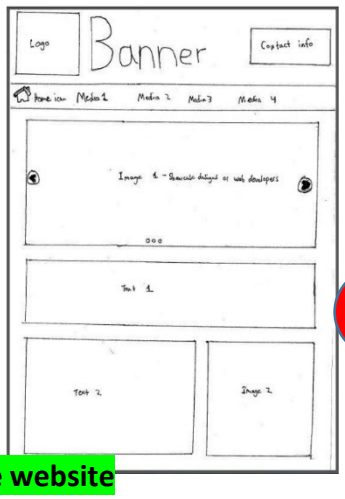
Initial design 2:



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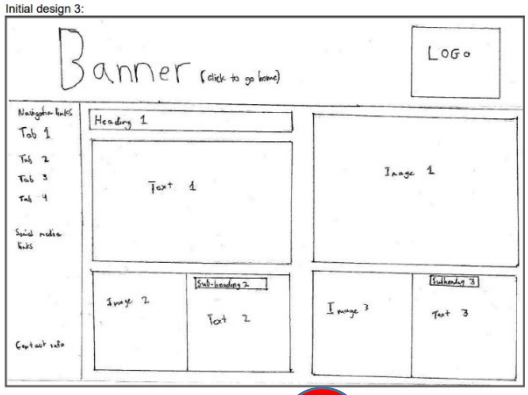
Initial design 3:



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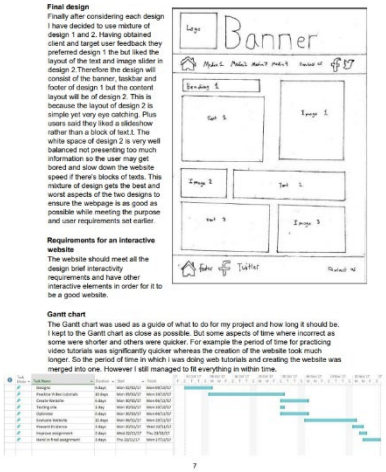
Samples for stages for planning the website

Make sure you show feedback from the audience based on each design. This will help you to select the best .

Design feedback

Now I have done some feedback on which design is the best. These are the results

Feedback participant	Which design is the most aesthetically pleasing	Which Design do you dislike the most	Which design would you say is the most functional	Most preferred design
Target user(University graduate)	1	3	1	1
Client(Hot Beans manager)	2	3	1	2
Colleague designer	1	3	3	1
Target user(University graduate)	2	1	1	1
Target user(University graduate)	1	3	2	2
Member of public	1	3	1	1



Final design

Finally after considering each design I have decided to use mixture of design 1 and 2. Having obtained client and target user feedback they preferred design 1 the but liked the layout of the text and image slider in design 2.Therefore the design will consist of the banner, taskbar and footer of design 1 but the content layout will be of design 2. This is because the layout of design 2 is simple yet very eye catching. Plus users said they liked a slideshow rather than a block of text.t. The white space of design 2 is very well balanced not presenting too much information so the user may get bored and slow down the website speed if there's blocks of texts. This mixture of design gets the best and worst aspects of the two designs to ensure the webpage is as good as possible while meeting the purpose and user requirements set earlier.

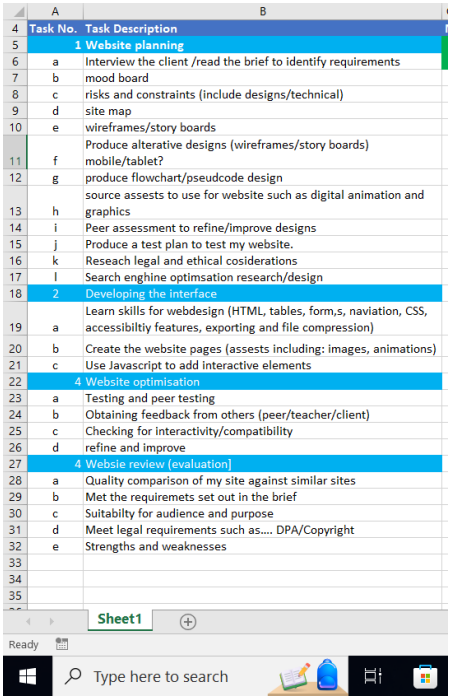
Requirements for an interactive website

The website should meet all the design brief interactivity requirements and have other interactive elements in order for it to be a good website.

Gantt chart

The Gantt chart was used as a guide of what to do for my project and how long it should be. I kept to the Gantt chart as close as possible. But some aspects of time where incorrect as some were shorter and others were quicker. For example the period of time for practicing video tutorials was significantly quicker whereas the creation of the website took much longer. So the period of time in which i was doing web tutorials and creating the website was merged into one. However I still managed to fit everything in within time.

7



Task No.	Task Description
1	Website planning
a	Interview the client /read the brief to identify requirements
b	mood board
c	risks and constraints (include designs/technical)
d	site map
e	wireframes/story boards
f	Produce alterative designs (wireframes/story boards) mobile/tablet?
g	produce flowchart/pseudcode design
h	source assests to use for website such as digital animation and graphics
i	Peer assessment to refine/improve designs
j	Produce a test plan to test my website.
k	Reseach legal and ethical cosiderations
l	Search enghine optimsation research/design
2	Developing the interface
a	Learn skills for webdesign (HTML, tables, form,s, naviation, CSS, accessibiltiy features, exporting and file compression)
b	Create the website pages (assests including: images, animations)
c	Use Javascript to add interactive elements
4	Website optimisation
a	Testing and peer testing
b	Obtaining feedback from others (peer/teacher/client)
c	Checking for interactivity/compatibility
d	refine and improve
4	Websie review (evaluation)
a	Quality comparison of my site against similar sites
b	Met the requiremets set out in the brief
c	Suitabilty for audience and purpose
d	Meet legal requirements such as.... DPA/Copyright
e	Strengths and weaknesses

Sheet1

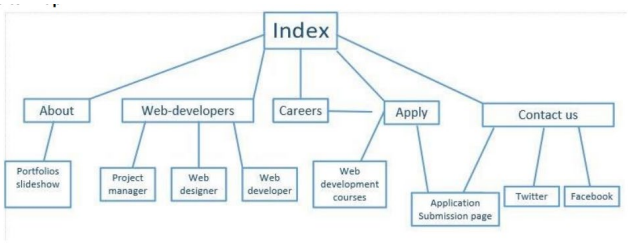
Ready

Type here to search

3. What is the purpose of a site map?

Red Amber Green

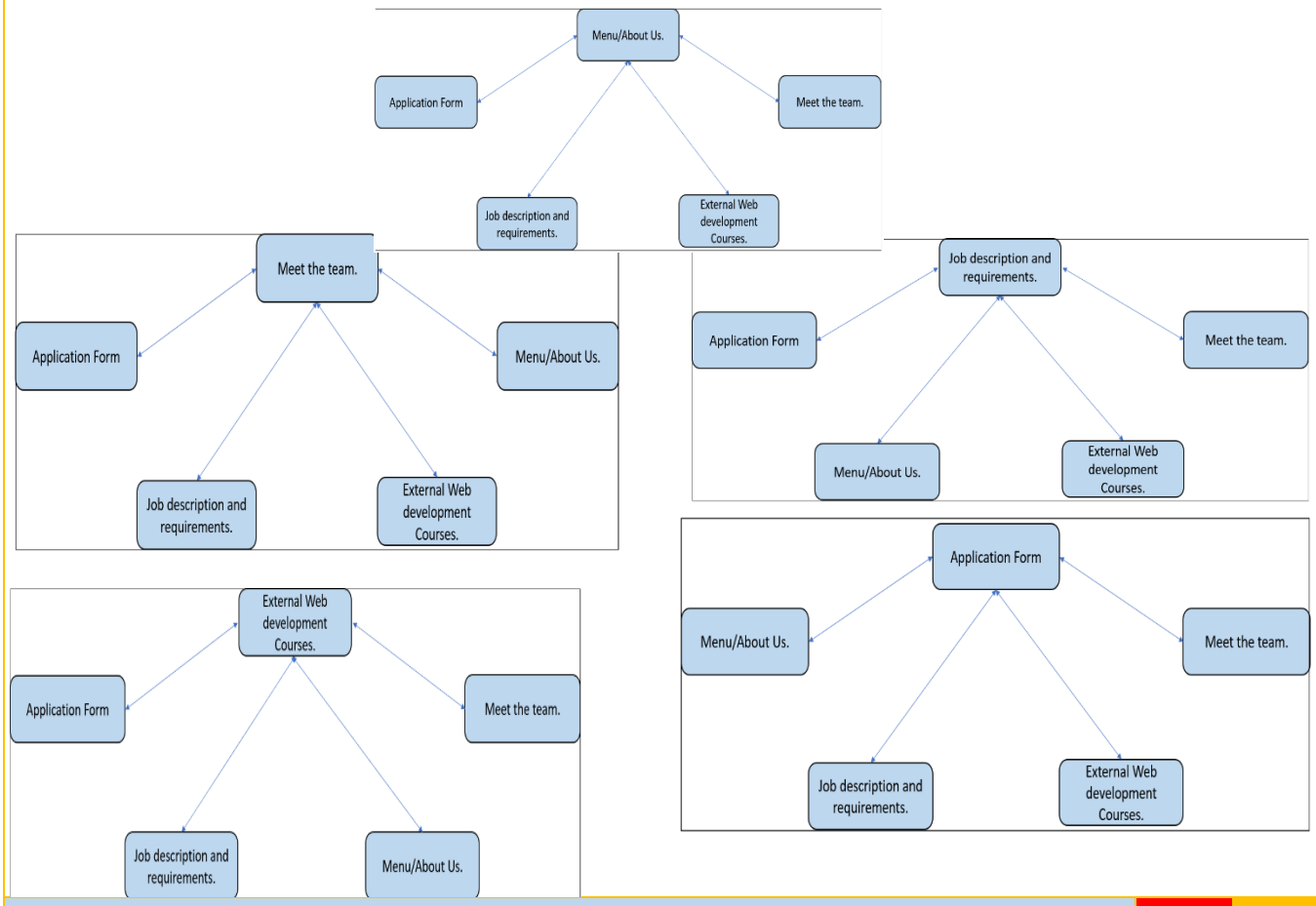
Site Map.



A **site map** is a crucial component of website design, acting as a blueprint for the website's structure. Its primary purpose is to plan how the content will be organized and how users will navigate through the website. Here's a breakdown of the key purposes of a site map:

Organizing Website Structure

- A site map shows the hierarchical structure of a website, mapping out the main pages, subpages, and their relationships to each other. This helps designers, developers, and content creators understand the organization of the website before actual development begins.
- It ensures that all important content is accounted for and placed in a logical and accessible order, preventing confusion or important information being buried too deep within the site.

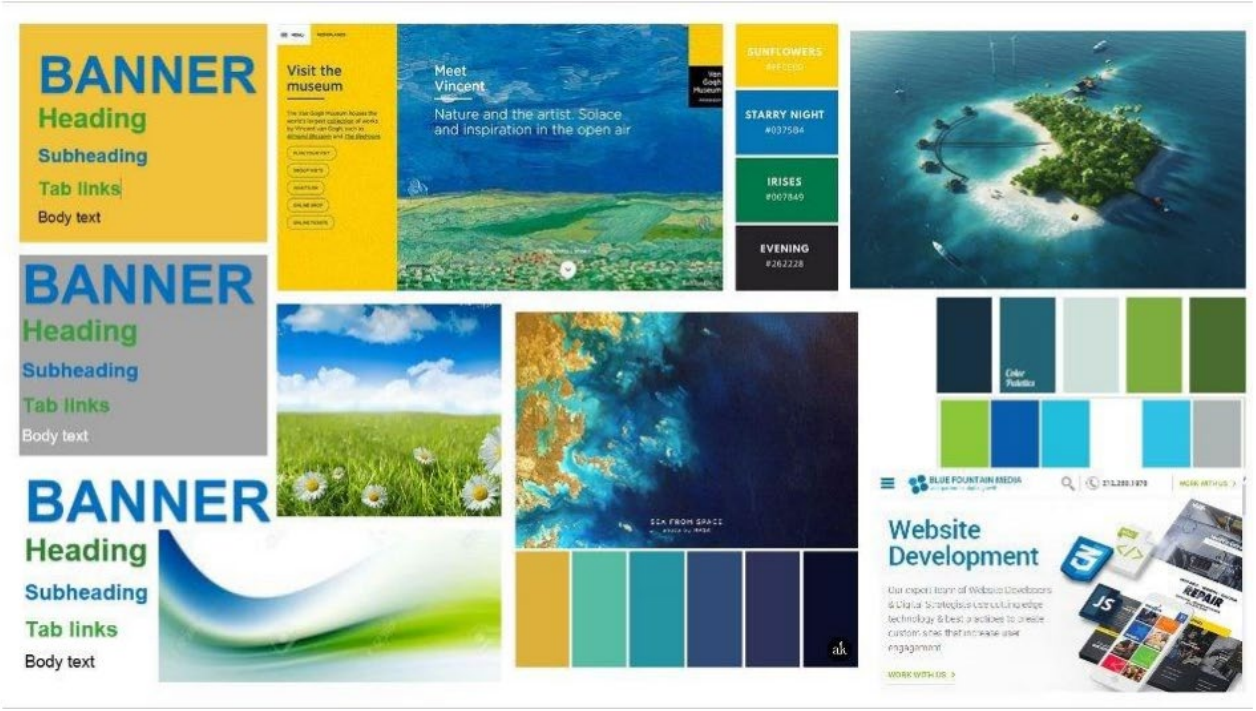


4.What is the purpose of a mood board?

Red | Amber | Green

Mood board

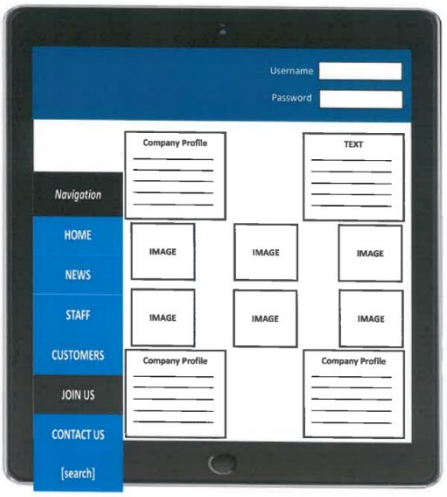
A mood board is a collage of images, text and colours representing how i would like my website to look in terms of a theme. For texts I will use a simple legible non italic sans-serif font. Each style of text will have a different format for example the banner, headings and body text. You can say that, you would like your theme to be a green, blue, yellow and black/white colour theme which is bold and different. The dark colours will be the blues and greens then it's contrasted with a striking yellow and a neutral white/black.



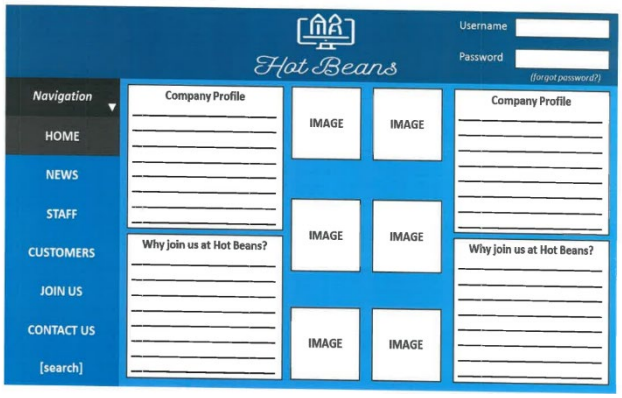
5.How can a wireframe be used when developing a website? **Red** **Amber** **Green**

Exemplars

Exemplars



ALTERNATIVE WIREFRAME DESIGN 1



6.What is search engine optimisation (SEO) and how can this be used to improve visibility of your website online?

Red **Amber** **Green**

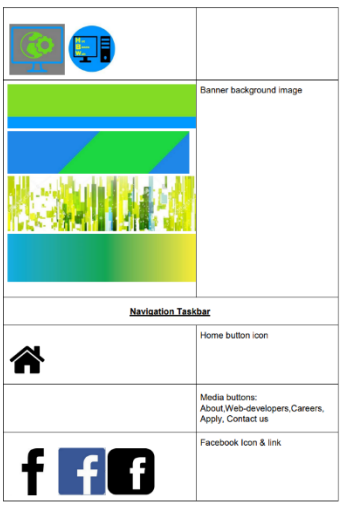
Search engine optimisation is the process that attempts to improve search rankings or how something is searched for.

The optimisation website can be bought up higher in the search results by having a unique name. **Or** spending money to be higher up the search results. Hot Beans website can also use keywords people may be looking for. I.E a graduate in IT might search “Graduate IT jobs” then if this is in the website it may come up higher.

Assets Table/ Alternate assets This is a list of the assets you need to add to the website home page displayed below.

For some of the assets there are **more than one** as an alternative, this is to ensure the best assets are chosen to make the **website look/function as good as possible**.

Asset	Description of asset
Website Banner	
	Logo



Sub-heading: “Welcome to Hot Beans!”	Text 1: Hi and welcome to Hot Beans website! We’re a firm believer of actions speak louder than words therefore above is a small showcase of before and after images of some of our best designs. We are very experienced and have worked with many big clients who are beyond satisfied with their website and experience.
Sub-heading: “Web design”	Text 2: Most businesses are not happy with how their websites look and are often in the process of talking about doing something about it. However it’s often not the priority on the list of things to do. Here at Hot Beans we think it’s the utmost priority of how a business looks
	Online as it can make or break a customer’s view of the business. Therefore we make web developing as easy as Pie. So all you have to do is contact us and sit back and relax!
needs solutions growth Google Global Award Winner GROWING BUSINESSES ONLINE	Image 2: Rollover image(slogan/ award)

Talk about each page content

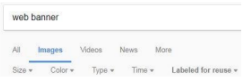
How can you create decisions justification and how to meet user's needs | Red | Amber | Green

This is sample of how to tackle the above question

Design decisions Justification, how they will meet the users' needs and be fit for purpose

Now I will justify my assets. Firstly all the logos I created from scratch by using a logo maker. The variation between them was due to changing the colour scheme to choose what looks best I decided on the second logo as it was simple clear and bold and stands out to the target user as a logo should.

Next the first 2 banners were made by me using a banner maker. The other two logos were sourced on the internet ensuring they were labelled for reuse and not infringing watermarks or copyright. I decided on the first banner as it worked well with the header and was simply but bright banner image. Next the Facebook and twitter logos were from google but come under fair use. I chose the same rounded corner black/white social media logos as they were transparent and matched the website aesthetic. I decided to implement the social media links as the target audience are likely to use social media. The more simple blue arrows were chosen for the image slider as they could be formatted to glow green. The back to top button had four options I chose the fourth image as it looked simply and was transparent.



But would later change it to the third logo.

Another design decision was to include work profiles of graduate employees currently working for hot beans to inform the target user of what working for hot beans will entail.

Technical and Design constraints

When working on designing a website there are constraints which need to be identified and taken into account of being worked around.

The first constraint is time I have a deadline which needs to be stuck and will be managed by sticking to a Gantt chart plan.

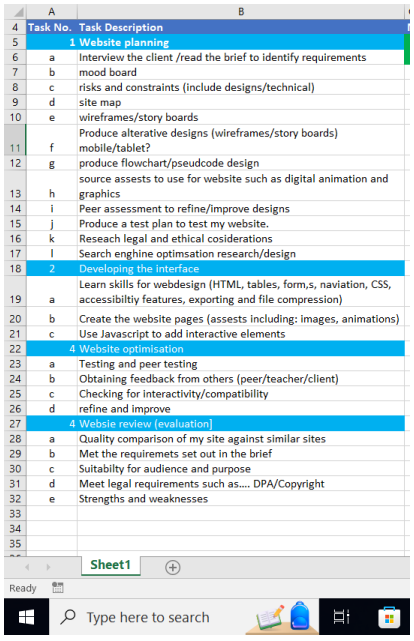
Next I have Legal and ethical considerations which need to be applied to the equivalent legislation in England. These include:

- **COPYRIGHT, DESIGNS AND PATENTS ACT 1988-**It gives creators of literary, drama, musical and coders the right to control the ways in which their material may be used. For it protects software products and digital media such as images. This is in place to ensure people property isn't passed off as my own. To ensure I abide by this when searching for assets (images) for my website the tool on google for images which are labelled for non-commercial reuse will be used.

- **THE DATA PROTECTION ACT 1998-** an act defining the ways in which information about living people may be legally used and handled. The main intent is to protect individuals against misuse or abuse of information about them. It's in place so organisation keep data about living individuals secure. I will ensure the law is not broken in anyway.
- **COMPUTER MISUSE ACT 1990-**The Computer Misuse Act 1990 is a law Passed by the British government. It was introduced to try to fight the growing threat of hackers and hacking. This act is in place to ensure that computers are not exposed to threats. I.E I will ensure the website is free from bugs and viruses.

Reminder

Red | Amber | Green

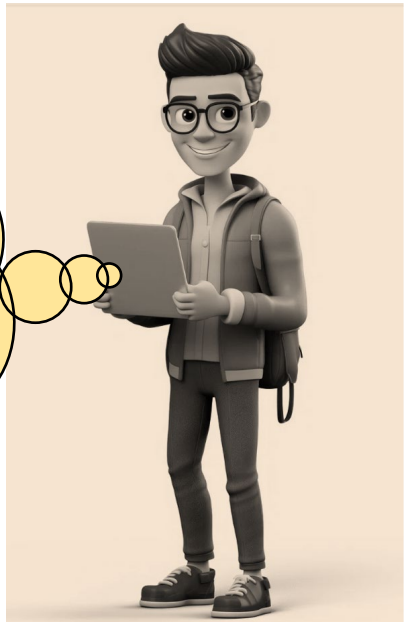


Task No.	Task Description
1	Website planning
a	Interview the client /read the brief to identify requirements
b	mood board
c	risks and constraints (include designs/technical)
d	site map
e	wireframes/story boards
f	Produce alterative designs (wireframes/story boards) mobile/tablet?
g	produce flowchart/pseudcode design
h	source assests to use for website such as digital animation and graphics
i	Peer assessment to refine/improve designs
j	Produce a test plan to test my website.
k	Reseach legal and ethical cosiderations
l	Search enghine optimsation research/design
2	Developing the interface
a	Learn skills for webdesign (HTML, tables, form,s, naviation, CSS, accessibiltiy features, exporting and file compression)
b	Create the website pages (assests including: images, animations)
c	Use Javascript to add interactive elements
4	Website optimisation
a	Testing and peer testing
b	Obtaining feedback from others (peer/teacher/client)
c	Checking for interactivity/compatibility
d	refine and improve
4	Webste review (evaluation)
a	Quality comparison of my site against similar sites
b	Met the requiremets set out in the brief
c	Suitabilty for audience and purpose
d	Meet legal requirements such as.... DPA/Copyright
e	Strengths and weaknesses

Sheet1

Ready

Type here to search



Learning aim C

Red | Amber | Green

● **Assembly(Dreamweaver)** Website development

Now that you have carefully planned and designed what the website layout will look like and the assets it will contain.

Begin to create the website. The steps to creating the website

1. Create a master home page and layout the banner, navigation taskbar main container and footer. Insert main container text boxes and image boxes.
2. Insert logo header and footer.
3. Next I finalised a page template and colour scheme. On my mood board I went with grey, black. Green and blue.
4. Then I created and populated each webpage by using the page template and hyperlinking each page.
5. Home page- I created the image slideshow on the homepage, wrote the body 1/ 2 text and inserted rollover images
6. About page- inserted body text 1 and 2, insert head office image and 2 rollover image. When inserting images, I ensured that images were compressed into smaller file size without loss of quality.
7. Web developer page-Insert body text 1 / 2 , with hyperlinks to the team and 2 rollover images and another image.

Depending the name for each page

8. Rick Morty page- create table, and format with images and text to fill the table
9. Ashleigh Belton page-create table, and format with images and text to fill the table
10. Aderemi page-create table, and format with images and text to fill the table
11. Careers page- insert body 1 text and hyperlink the word “apply” to the apply page.

Now proceed

● **Testing, Review and Launch Website**

Once the website is fully developed launch it on the servers so that it may be viewable from the internet. Then tested using w3c, obtaining user feedback and then optimising the website. If any changes were made to the website it could be updated simply by pressing the upload button. Hot Beans Web: http://w2.cotham.bristol.sch.uk/~11214asin/

Testing-Test it for- functionality, compatibility (with different browsers/devices), usability(including user testing), using appropriate test plans After launching the website I testing hyperlinks and page link on every page to ensure everything was working. I did have a issue where the submit button for the forms would not link you to the submission page. But this was fixed by editing the source code so that the button was hyperlinked to the submission page.

Add screenshots of your work . **Doing** this will obtain more marks

HOME LEARNING TASKS

Task Description	Done?
Find BTEC level 3 unit 6 tutorials on YouTube to help you with each stage of the website design.	
Find learning resource guide on OneNote for distinction/Merit and Pass	
Find A.1.1 Class Tasks Student Worksheet on OneNote (this serves as a good practise before you begin the process)	

Knowledge Organiser

Media
Year 13
Term 4
2024/25

The Abbey School

Subject Year 13 Term 4 – Unit 8

Term Focus –

Prior Learning Links	Future Learning Links
• Genre/Film making techniques/Narrative/Character types	• Unit 8 Exam

KEY VOCABULARY

KEY WORDS	KEY SUBJECT TERMINOLOGY

1. **Genre -A category or style of media content characterized by specific conventions, such as action, drama, or documentary.**

2. **Convergence- The merging of different media platforms and technologies, such as combining video, audio, and interactive elements in a single product.**

3. **Narrative Structure- The organized framework of a story or media product, including elements like exposition, climax, and resolution.**

4. **Mise-en-Scène-The arrangement of everything in a scene, including setting, props, lighting, costume, and actor positioning, to convey meaning.**

5. **Aesthetic- The visual style or design choices of a media product that contribute to its overall look and feel.**

6. **Storyboard- A series of sketches or images that outline the visual sequence of a media product, often used to plan scenes and camera angles.**

7. **House Style-The consistent visual and branding elements used by a company or media product, including fonts, colors, and logos.**

8. **Media Platforms-The various channels through which media products are distributed, such as social media, television, websites, or print.**

1. What is the Exam?

Red | Amber | Green

It will last 6 hours.

This is not all in one go, likely it will be split over 2 days.

What will I have to do?

You will be given a brief 2 weeks before the exam.

In this brief will be a scenario asking you to come up with an idea for a media product that meets the requirements laid out by the client. In the brief there will be some useful information relating to the topic that the client is talking about.

You will have a choice of the kind of media product that you make but I strongly advise you select the moving image option as this is where we have specialised.

In the two weeks you will need to research around the topic, target audience, and also research other products that could be considered similar (either in content or platform). You will need to plan out some ideas, looking at the pros and cons of each before selecting one to be your final choice. You will then have 4 hours supervised time to put together 3 pages worth of notes that you can take in the exam with you.

In the exam you will be required to do 4 separate tasks.

2. What tasks and how long?	Red	Amber	Green

Activity 1: Produce a rationale - 1 hour approximately (16 marks)

Summarise your research and your ideas

Activity 2: Produce a pitch of the idea 1 hour approximately (16 marks)

Explaining the concept for the product in a persuasive and realistic way

Activity 3: Produce a proposal 2 hours approximately (20 marks)

Talking specific detail about the idea and the production process that will be undertaken

Activity 4: Produce a treatment 2 hours approximately (20 marks)

Storyboard with justifications (explanations)

3. What goes into the rational?	Red	Amber	Green

Rationale

1. The platform you will choose and why it is suitable
2. Target Audience research and analysis
3. Primary Research (large sample group) you have carried out and analysis of results (charts if possible but not a requirement)
4. Secondary Research and Analysis
5. Analysis of the client/commission
6. Analysis of the brief
7. 3x Ideas development (pros and cons) and final idea including justifications (but brief)

4. What goes into the pitch?	Red	Amber	Green

Pitch (350 -500 words)

1. Break the idea down into sections- clearly explain each section in terms of the overall content (without being too specific) and how would appeal/be effective to the target audience. Ensure that you use correct media terminology. Also you should use persuasive language techniques such as hyperbole, rhetorical questions emotive language and expert opinions.

2. Explain why they should choose your production company e.g. high quality/ effective/ value for money

5. What goes into the proposal?	Red	Amber	Green

Proposal

- **Content Overview**
    1. Break the idea down in detail e.g. into the different scenes/pages. Clearly explain using the correct media terminology each one. Explain as you go why these decisions have been made and reach the brief
- **Technical Considerations**
    1. Explain the equipment you are going to use and why.
    2. Explain where you would film/ take photos etc
    3. Explain how you would edit the final product together
    4. Do a budget break down (table plus paragraph explanations)
    - Ensure part of your justifications are to do with cost effectiveness.
- **Contributors/Locations/Assets and Equipment**
    1. Locations – Take a picture of the proposed location of each scene and explain why you have chosen it

2. Risk Assessment- Identify possible risks at the locations and explain how you would manage those risks
3. Contributors- Make sure you that have identified where copyright free material is being used e.g. music and how or identified where non copyright free material is desired and how you intend to go about using this.
4. Equipment list

- **Legal + Ethical considerations**
  1. Legal considerations usually linked to copyright though you could also mention about release forms etc
  2. Ethical considerations are to do with content and suitability- does it need a warning? Is it suitable for the age range of the target audience? Have you adapted the content to make it less graphic?
- **Scheduling and Planning Considerations**
  1. Explain how long you would need to shoot/create the raw material
  2. Explain how long you need to edit the final product together
  3. Create a schedule from start to finish e.g.:

May week 2	Narrative meeting with client
May week 3	Focus group with target audience
June week 1	Storyboard & script re-worked based on feedback
June week 2	Final narrative & storyboard confirmed
June weeks 3/4	Location, cast & crew confirmed
July week 1	Filming - one day
July week 2	First draft edit
July week 3	Feedback from client/focus group
July week 4	Final edit
August	Distrinuted to schools with accomanying materials
September	Released in schools
November	Social Media Release

  4. Explain how it would achieve maximum distribution e.g. through the use of social media etc as well as other means (using multiple media platforms to aid awareness).

6. What goes into the treatment?	**Red**	**Amber**	**Green**

Treatment

This area of the exam will be based upon which product you have selected to do.

It is likely that you will be doing 15 story board boxes based on the first 15 shots of the product.

Alongside this you must do 3 pages worth of justifications about all the technical choices you have made, for example: the shot choice, mise en scene, sound and editing

The justifications need to be explicit and detailed. Do not assume that the meaning is obvious and ensure you signpost your ideas as you go and how they will ensure the success of the product and appeal to the target audience.

7. Can I take notes in?	**Red**	**Amber**	**Green**

YES!
Three pages of typed notes, font size 10.
No full sentences- just notes!
You will be provided with a template

8. Example task:	**Red**	**Amber**	**Green**

PRESS RELEASE from Switch Off

Switch Off is a government-funded organisation based in the UK. Switch Off is commissioning a media campaign to encourage young people in the UK to reduce screen time so they have better mental and physical health and increase their chances of doing well in school.

Research shows that the benefits of balancing time connected to technology and time doing other activities away from screens can have a positive impact on young people. Switch Off wants to encourage young people to do more activities away from their digital devices.

Research also shows that people have a 10-point drop in their IQ when they know that they have unread messages on a device and that an extra hour of screen time per day for 16 year olds is associated with dropping a grade in two GCSE subjects.

Switch Off wants this campaign to be ready for the start of the next academic year so it has the greatest impact in supporting young people who are studying for their GCSEs.

Switch Off has a large budget for this campaign, however it will want to see value for money from the campaign.

We are looking for media practitioners to provide initial responses to one of the following commissions:

COMMISSION 1: VIDEO ADVERT (30 secs approx.)

COMMISSION 2: WEBSITE (3 pages min.)

COMMISSON 3: AUDIO PODCAST (6 mins approx.)

COMMISSION 4: MAGAZINE (3 pages min.)

COMMISSION 5: DIGITAL GAME (web and mobile)

Turn over

Knowledge Organiser

Psychology
Year 13
Term 4
2024/25

The Abbey School

Psychology Year 13 Term 4 – Biopsychology and Social Influence

Psychboost-

Biopsychology

Social Influence

TJP- In term 4 we will revisit Biopsychology as part of our preparation for the summer exams.
EMD- The second topic will focus on revision of the core concepts of Social Influence.

Prior Learning Links:
At this stage students will have learnt the biological approach and biopsychology the previous year.

Future Learning Links:
Historically students struggle with the scientific vocabulary and the hard science nature of the topic. Revisiting this topic will refresh students understanding and encourage confidence and mastery of this topic before the exam.

Social Influence is also targeted at this stage based on student voice when RAG rating confidence of topics. This is mostly due to the vast amount of key research studies that students must know. Just like with Biopsychology the aim is to foster confidence and mastery of the topic before the exam.

KEY VOCABULARY

KEY TERMINOLOGY- Biopsychology (TJP)

Autonomic nervous system (ANS) Governs the brain's involuntary activities (e.g. stress, heartbeat) and is self-regulating (i.e. autonomous). It is divided into the sympathetic branch (fight or flight) and the parasympathetic branch (rest and digest).
Brain That part of the central nervous system that is responsible for coordinating sensation, intellectual and nervous activity.
Central nervous system (CNS) Comprises the brain and spinal cord. It receives information from the senses and controls the body's responses.
Peripheral nervous system (PNS) The part of the nervous system that is outside the brain and spinal cord.
Somatic nervous system (SNS) The part of the peripheral nervous system responsible for carrying sensory and motor information to and from the central nervous system.
Spinal cord A bundle of nerve fibres enclosed within the spinal column and which connects nearly all parts of the body with the brain.
Motor neurons form synapses with muscles and control their contractions.
Neurotransmitter Chemical substances that play an important part in the workings of the nervous system by transmitting nerve impulses across a synapse.
Relay neurons These neurons are the most common type of neuron in the CNS. They allow sensory and motor neurons to communicate with each other.
Sensory neurons carry nerve impulses from sensory receptors to the spinal cord and the brain.

KEY TERMINOLOGY- Social Influence (EMD)

Compliance occurs when an individual accepts influence because they hope to achieve a favourable reaction from those around them. An attitude or behaviour is adopted not because of its content, but because of the rewards or approval associated with its adoption.
Conformity is a form of social influence that results from exposure to the majority position and leads to compliance with that position. It is the tendency for people to adopt the behaviour, attitudes and values of other members of a reference group.
Identification A form of influence where an individual adopts an attitude or behaviour because they want to be associated with a particular person or group. Informational social influence is a form of influence, which is the result of a desire to be right – looking to others as a way of gaining evidence about reality.
Internalisation occurs when an individual accepts influence because the content of the attitude or behaviour proposed is consistent with their own value system.
Normative social influence (NSI) is a form of influence whereby an individual conforms with the expectations of the majority in order to gain approval or to avoid social disapproval.
Informational social influence (ISI)- is a form of influence, which is the result of a desire to be right

Synapse The conjunction of the end of the axon of one neuron and the dendrite or cell body of another.
Synaptic transmission refers to the process by which a nerve impulse passes across the synaptic cleft from one neuron (the presynaptic neuron) to another (the postsynaptic neuron).
Endocrine glands Special groups of cells within the endocrine system, whose function is to produce and secrete hormones.
Endocrine system A network of glands throughout the body that manufacture and secrete chemical messengers known as hormones.
Hormones The body's chemical messengers. They travel through the bloodstream, influencing many different processes including mood, the stress response and bonding between mother and newborn baby.
Pituitary gland The 'master gland', whose primary function is to influence the release of hormones from other glands.
Fight-or-flight response A sequence of activity within the body that is triggered when the body prepares itself for defending or attacking (fight) or running away to safety (flight). This activity involves changes in the nervous system and the secretion of hormones that are necessary to sustain arousal.
HPA axis describes the sequence of bodily activity in response to stress that involves the hypothalamus, pituitary and adrenal cortex.
Broca's area An area in the frontal lobe of the brain, usually in the left hemisphere, related to speech production.
Localisation of function Refers to the belief that specific areas of the brain are associated with specific cognitive processes.
Motor cortex A region of the brain responsible for the generation of voluntary motor movements.
Somatosensory cortex A region of the brain that processes input from sensory receptors in the body that are sensitive to touch.
Wernicke's area An area in the temporal lobe of the brain important in the comprehension of language.
Hemispheric lateralisation refers to the fact that some mental processes in the brain are mainly specialised to either the left or right hemisphere.
Split-brain research Research that studies individuals who have been subjected to the surgical separation of the two hemispheres of the brain as a result of severing the corpus callosum.
Brain plasticity refers to the brain's ability to modify its own structure and function as a result of experience.
Functional recovery refers to the recovery of abilities and mental processes that have been compromised as a result of brain injury or disease.
Electroencephalogram (EEG) A method of recording changes in the electrical activity of the brain using electrodes attached to the scalp.
Event-related potential (ERP) A technique that takes raw EEG data and uses it to investigate cognitive processing of a specific event. It achieves this by taking multiple readings – looking to others as a way of gaining evidence about reality.
Social roles are the behaviours expected of an individual who occupies a given social position or status.
Obedience to authority Obedience refers to a type of social influence whereby somebody acts in response to a direct order from a figure with perceived authority. There is also the implication that the person receiving the order is made to respond in a way that they would not otherwise have done without the order.
Agentic state A person sees himself or herself as an agent for carrying out another person's wishes.
Legitimate authority A person who is perceived to be in a position of social control within a situation.
Legitimate authority A person who is perceived to be in a position of social control within a situation.
Authoritarian Personality A distinct personality pattern characterised by strict adherence to conventional values and a belief in absolute obedience or submission to authority.
Dispositional Explanations of behaviours such as obedience emphasise them being caused by an individual's own personal characteristics rather than situational influences within the environment.
F scale Also known as the 'California F scale' or the 'Fascism scale', the F scale was developed in California in 1947 as a measure of authoritarian traits or tendencies.
Right-wing authoritarianism A cluster of personality variables (conventionalism, authority submission and authoritarian aggression) that are associated with a 'rightwing' attitude to life.
Externality Individuals who tend to believe that their behaviour and experience is caused by events outside their control.
Internality Individuals who tend to believe that they are responsible for their behaviour and experience rather than external forces.
Locus of control People differ in their beliefs about whether the outcomes of their actions are dependent on what they do (internal locus of control) or on events outside their personal control (external locus of control).
Social support The perception that an individual has assistance available from other people, and that they are part of a supportive network.
Commitment The degree to which members of a minority are dedicated to a particular cause or activity. The greater the perceived commitment, the greater the influence.
Consistency Minority influence is effective provided there is stability in the expressed position over time and agreement among different members of the minority.

and averaging them in order to filter out all brain activity that is not related to the appearance of the stimulus.
Functional magnetic resonance imaging (fMRI) A technique for measuring brain activity. It works by detecting changes in blood oxygenation and flow that indicate increased neural activity.
Post-mortem examinations Ways of examining the brains of people who have shown particular psychological abnormalities prior to their death in an attempt to establish the possible neurobiological cause for this behaviour.
Circadian rhythm A pattern of behaviour that occurs or recurs approximately every 24 hours, and which is set and reset by environmental light levels.
Sleep–wake cycle refers to alternating states of sleep and waking that are dependent on the 24-hour circadian cycle.
Infradian rhythms Rhythms that have a duration of over 24 hours, and may be weekly, monthly or even annually.
Ultradian rhythms Cycles that last less than 24 hours, such as the cycle of sleep stages that occur throughout the night.
Endogenous pacemakers Mechanisms within the body that govern the internal, biological bodily rhythms.
Exogenous zeitgeber An environmental cue, such as light, that helps to regulate the biological clock in an organism.

Flexibility A willingness to be flexible and to compromise when expressing a position.
Minority influence A form of social influence where members of the majority group change their beliefs or behaviours as a result of their exposure to a persuasive minority.
Social change occurs when a society or section of society adopts a new belief or way of behaving which then becomes widely accepted as the norm.
Social norms interventions attempt to correct misperceptions of the normative behaviour of peers in an attempt to change the risky behaviour of a target population.

Biopsychology (TJP)			
1. Divisions of the nervous system. (p83)	**Red**	**Amber**	**Green**
2. Neurons and synaptic transmission. (p84)	**Red**	**Amber**	**Green**
3. Endocrine system. (p85)	**Red**	**Amber**	**Green**
Discuss the fight or flight response. (16 marks)			
4. Localisation of function in the brain (p86)	**Red**	**Amber**	**Green**
Discuss what research has shown about localisation of function in the brain. (16 marks)			
5. Lateralisation and split brain research. (p87)	**Red**	**Amber**	**Green**
Discuss research on hemispheric lateralisation. (16 marks)			
6. Plasticity and functional recovery. (p88)	**Red**	**Amber**	**Green**
Discuss research into plasticity and functional recovery of the brain after trauma. (16 marks)			
7. Ways of studying the brain. (p89)	**Red**	**Amber**	**Green**
Describe and evaluate scanning techniques as a way of studying the brain. (16 marks)			
8. Biological rhythms. (p90)	**Red**	**Amber**	**Green**
Discuss research into circadian rhythms. (16 marks) Discuss research into infradian and/or ultradian rhythms. (16 marks)			
9. Endogenous pacemakers and exogenous zeitgebers. (91)	**Red**	**Amber**	**Green**
Discuss the effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle. (16 marks)			
Social Influence (EMD)			
1. Types of conformity. (p1)	**Red**	**Amber**	**Green**
Describe and evaluate informational social influence and normative social influence as explanations for conformity. (16 marks)			
2. The Asch study. (p2)	**Red**	**Amber**	**Green**
Describe and evaluate Asch's research into conformity. (16 marks)			
3. Variables affecting conformity. (p3)	**Red**	**Amber**	**Green**
Describe and evaluate Asch's research into conformity. (16 marks)			
4. The Stanford Prison experiment. (p4)	**Red**	**Amber**	**Green**
Discuss research into conformity to social roles. (16 marks)			
5. Milgram's study of obedience. (p5)	**Red**	**Amber**	**Green**

Describe and evaluate two situational variables that have been shown by Milgram to affect obedience to authority. (16 marks)			
6. Explanations of obedience. (p6)	**Red**	**Amber**	**Green**
Outline and evaluate one or more explanations of obedience. (16 marks)			
7. Situational variables. (p7)	**Red**	**Amber**	**Green**
Outline and evaluate one or more explanations of obedience. (16 marks)			
8. Obedience: dispositional explanation. (p8)	**Red**	**Amber**	**Green**
Discuss the Authoritarian Personality as an explanation for obedience.			
9. Resistance to social influence. (p9)	**Red**	**Amber**	**Green**
Describe and evaluate two explanations of resistance to social influence. (16 marks)			
10. Resistance to social influence through social support. (p10)	**Red**	**Amber**	**Green**
Describe and evaluate two explanations of resistance to social influence. (16 marks)			
11. Minority influence. (p11)	**Red**	**Amber**	**Green**
Describe and evaluate research into minority influence. (16 marks)			
12. How social influence affect social change. (p12)	**Red**	**Amber**	**Green**
Discuss the role of social influence processes in social change. (16 marks)			

HOME LEARNING TASKS	
Task Description	**Done?**
Complete all Cornell notes for past lessons.	
Key reading of pages of revision guide/workbook.	
Completed essay plan A3 sheet up to current lessons.	
Completed additional exam questions available from Teams.	
Used QR code to watch PsychBoost videos to improve knowledge.	
Completed Quizlet tasks to improve use and understanding of key terms.	