THE ABBEY SCHOOL
A BUSINESS & ENTERPRISE ACADEMY

Knowledge Organiser

Year 13

Term 2

CONTENTS

- Sports Science
- Psychology
- Geography
- Criminology
- Media

Sport Science // Year 12 & 13 // Terms 1-5

BTEC National Level 3 Sport Science (Extended Certificate and Diploma)
Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing

Prior Learning Links

- R181 from Cambridge National at Level 2.
- Previous knowledge of principles of training, setting SMART targets and components of fitness.

Future Learning Links

- A great foundation for any Sport Science degree at university.

KEY VOCABULARY

KEY WORDS & TERMINOLOGY

Learning Aim A: Examine the lifestyle factors and their effect on health and wellbeing.

Key terms:

- ✓ Cancer – A group of diseases characterised by uncontrolled growth of abnormal cells that spread throughout the body.
- ✓ Coronary Heart Disease (CHD) – When your coronary arteries (which supply your heart muscle with oxygen-rich blood) become narrowed by a gradual build-up of fatty material within their walls.
- ✓ Type 2 Diabetes – A disorder characterised by an increase in blood glucose levels that usually develops in adulthood.
- ✓ Hypertension – Also known as high blood pressure, it is a chronic medical condition in which the blood pressure in the arteries is continually raised. It is considered a potential threat to health and well-being.
- ✓ Metabolic Process – Chemical reactions that take place in the body to sustain life.
- ✓ Caffeine – A mildly addictive central nervous system stimulant found in coffee, tea and some energy drinks.
- ✓ Metabolic Rate – The energy expended by an individual over a period of time, usually expressed in units of energy per unit of body mass, per unit of time.
- ✓ Stimulant – A substance that raises levels of physiological or nervous activity in the body.
- ✓ Fibre – An indigestible dietary component with no calorie content that helps to decrease the time food takes to pass through the digestive system.
- ✓ Endorphins – Hormones that reduce the sensation of pain and affect emotions, generally in a positive way, during and after exercise.
- ✓ Neurotransmitter – A chemical released across a synapse of a neurone (the space between two neurones where signals are

Learning Aim B: Understanding the screening processes for training programming.

Key terms:

- ✓ Data Protection Act – A law that controls how personal information is used by organisations, businesses or the government.
- ✓ Tachycardia – A fast heart rate characterised by a resting heart rate of over 100bpm or 20-30 beats above normal heart rate.
- ✓ Body Composition – The relative amounts of fat-free (or lean) mass and fat mass in the body.

passed) which affects the activity of muscle fibres or organs.
- ✓ Nicotine – An addictive chemical found in tobacco that stimulates the central nervous system. Research suggests nicotine has a negative impact on physical performance because of its effects on the cardiorespiratory system.
- ✓ Acute – A condition which develops rapidly and occurs for a short duration.
- ✓ Chronic – A condition which develops slowly and occurs over a long duration.
- ✓ Cilia – Tiny hairs that protect the respiratory tract by filtering particles and mucus away from the lungs.
- ✓ Scar Tissue – Connective tissue replacing damaged tissue that failed to heal itself.
- ✓ Systolic Blood Pressure – Pressure exerted in the arteries when the heart contracts.
- ✓ Diastolic Blood Pressure – Pressure exerted in the arteries when the heart relaxes and fills with blood.
- ✓ Anxiety – A feeling of apprehension and heightened physiological tension.
- ✓ Adrenaline – A hormone responsible for preparing the body for the 'fight or flight' mechanism by increasing heart rate, breathing rate and metabolic rate. It can also improve the force of muscle action and delay the onset of fatigue.
- ✓ Cortisol – A hormone associated with stress that increases blood sugar levels, suppresses the immune system and aids the metabolism of macronutrients.
- ✓ Sedentary – Applied to an individual who is relatively inactive and has a lifestyle characterised by sitting.
- ✓ Pedometer – An instrument for estimating the distance travelled on foot by recording the number of steps taken. Many smartphones now include a pedometer app.
- ✓ Alcoholism – A chronic disorder characterised by a dependence on alcohol.

Learning Aim C: Understand programme related nutritional needs.

Key terms:
- ✓ Macronutrients – Nutrients required in large amounts (carbohydrates, fats, and proteins) to maintain health and well-being.
- ✓ Micronutrients – Nutrients required in small amounts (vitamins and minerals) to maintain health and well-being.
- ✓ Basal Metabolic Rate (BMR) – Minimum rate of metabolism in an individual who is not digesting or absorbing food. BMR represents

Learning Aim D: Examine training methods for different components of fitness.

Key terms:
- ✓ VO2 Max – The maximum amount of oxygen that can be taken in by and used by the body. Also a measure of the endurance capacity of the cardiovascular and respiratory systems and exercising skeletal muscles.
- ✓ Epinephrine – A chemical in the body used for communication between cells in the nervous system and other cells in the body. It works with

the lowest rate of energy usage that can sustain life.

- ✓ Calories – One calorie is the energy needed to raise the temperature of 1 gram of water by 1 degree Celsius.
- ✓ Joules – 1 Joule of energy moves a mass of 1 gram at a velocity of 1 metre per second. Approximately 4.2 joules = 1 calorie.
- ✓ Kilocalories (kcal) – One kilocalorie is the energy required to raise the temperature of 1 litre of water by 1 degree Celsius. It is equal to 1000 calories and used to state the energy value of food. Kilocalories are often simply referred to as calories.
- ✓ Kilojoules (kJ) – A unit of energy, equivalent to 1000 joules.
- ✓ Saccharide – A compound containing sugar or sugars.
- ✓ Glucose – A monosaccharide that is converted to glycogen in the body.
- ✓ Glycogen – Type of blood sugar and major fuel source that the body converts from dietary carbohydrates.
- ✓ Triglycerides – The main component of plant and animal fats. They are the most concentrated source of energy in the body and stored in subcutaneous (under the skin) fat deposits where they also contribute to insulation.
- ✓ Amino Acids – The chemicals which form the building blocks of protein.
- ✓ Adipose Tissue – Tissue containing a high proportion of fat-storing cells that generally forms under the skin where it can act as an insulator or shock absorber.
- ✓ Trace Elements – Minerals required by the body in relatively small amounts (less than 100mg per day).
- ✓ Humid – Air containing a high amount of water or water vapour.
- ✓ Electrolytes – Substances such as potassium, magnesium, calcium, and sodium which are dissolved in bodily fluids and lost through sweat. Without electrolytes, your cells and organs will not be able to function properly.
- ✓ Dehydration – A reduction in the normal water content of your body, when you lose more fluid than you take in. Dehydration can lead to decreased blood pressure, increased heart rate and increased core body temperature.
- ✓ Hyper-hydration – An increase in the normal water content of your body, when you take in more fluid than you lose.
- ✓ Hyponatremia – A state of low sodium levels in the body fluids.

norepinephrine to prepare the body for the 'fight or flight' response.

- ✓ Norepinephrine – A chemical in the body used for communication between cells in the nervous system and other cells in the body. It works with epinephrine to prepare the body for the 'fight or flight' response.
- ✓ Cardiac Output – The volume of blood pumped out (in litres) by the left ventricle in one minute.
- ✓ Stroke Volume – The volume of blood pumped out (in millilitres) by the left ventricle during one heartbeat.
- ✓ Blood Lactate – Lactate dissolved in blood as a result of a build-up in blood carbon dioxide levels. Lactate is not the same thing as lactic acid.
- ✓ Sport Specific – A training activity that reproduces an element of the sport that is being trained for. For instance, although footballers do lots of running during their sport, they do not do it for long, continuous periods of time but in short bursts.
- ✓ Proprioception – The awareness of the body's position in space.
- ✓ Overload – An increased stress or load must be placed on the body for a training adaptation to take place.
- ✓ Hypertrophy – An increase in the size of muscle tissue (or organs) due to growth of individual cells without an increase in the overall number of cells.
- ✓ Muscle Fibres – The contractile element of muscle tissue which appears banded or striped under a microscope. A single muscle contains between 10,000 and 450,000 fibres.
- ✓ Repetitions until Failure – An exercise (usually with free weights or bodyweight) during which the set is performed until the muscles worked can no longer achieve a further full contraction due to fatigue.
- ✓ Mitochondria – Organelles (parts of cells) containing enzymes responsible for energy production. Mitochondria are the part of a muscle cell responsible for aerobic energy production.
- ✓ Type 1 Muscle Fibres – Slow twitch or slow oxidative fibres containing large amounts of myoglobin and mitochondria. They have a slow contraction velocity and are resistant to fatigue.
- ✓ Myoglobin – A form of haemoglobin found in muscles that binds and stores oxygen in the mitochondria.
- ✓ Static Flexibility – The range of movement that a muscle or joint can achieve.
- ✓ Dynamic Flexibility – The range of movement that a muscle or joint can achieve when in motion.

- ✓ Optimal body weight – An ideal weight for a body composition that enables an athlete to perform successively in a specific sport or activity.
- ✓ Ergogenic Aids – Any aid that enhances physical performance.
- ✓ Isometric – An exercise in which an engaged muscle group produces no movement of the joint at which the muscles are attached.
- ✓ Striding – Long, continuous steps that are quicker than walking but slower than sprinting.

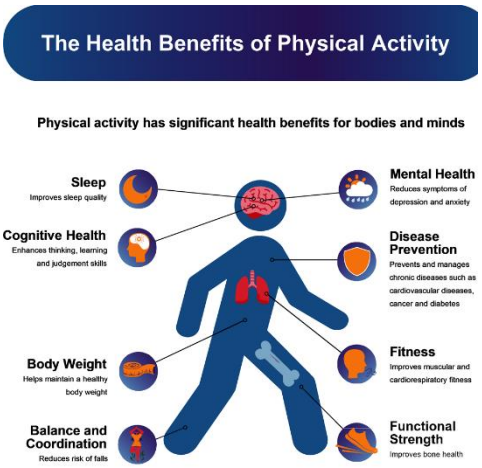
Learning Aim E: Understand training programme design

Key terms:

- ✓ Specific- Goals must be specific to the athlete
- ✓ Measurable- Goals must be measurable E.g. using fitness tests to measure improvements over time
- ✓ Achievable- Goals must be achievable within the desired time frame
- ✓ Realistic- Goals must be realistic as they should challenge you but you can still achieve them
- ✓ Timed- Deadlines need to be set E.g. Reach your goal in 6 weeks
- ✓ Exciting- Changing activities regularly so you don't get bored
- ✓ Recordable- You need to keep accurate records of everything you do in a training diary
- ✓ Frequency- This can be of a training session or programme which refers to the number of sessions per week
- ✓ Intensity- How hard you work during your training session (closely linked with overload)
- ✓ Time- The length of each training session or how long each session will last E.g. 1 hour.
- ✓ Type- This is the type of training you selected to do based on your individual needs E.g. Weight Training
- ✓ Specificity- The principle of specificity means you should plan your training programme around the needs of the sport or activity E.g. Specific muscle groups or sporting actions
- ✓ Progression- This is important because your body will only adapt to training if you keep making the training progressively harder
- ✓ Overload- Overload is stretching the body systems beyond their normal functional level and is an essential aspect of gaining training effects
- ✓ Reversibility- The loss of training benefits and adaptations when you stop training, "If you don't use it, you'll lose it"
- ✓ Rest and Recovery- The need for adequate time to recover from training or competition
- ✓ Adaptation- The way the body 'programmes' the muscles to remember movements or skills
- ✓ Variation- Regular changes in training intensity, duration or volume often yield increased gains in performance
- ✓ Individual needs- The personal fitness needs based on age, motivation, fitness level and gender or the aims and requirements of a specific sport
- ✓ Periodisation- A training programme based on a structured cycle, helps prevent over-training and injuries and also prevents boredom. Split into three cycles
- ✓ Macrocycles- The first layer of a training programme may be based on a 1 to 4 year cycle E.g. A footballer will train based on a 1 year cycle from June to May whereas an Olympic athlete will have a 4 year macrocycle aiming to peak at the Olympic Games
- ✓ Mesocycles- The macrocycle is divided into a number of mesocycles usually lasting 4-24 weeks
- ✓ Microcycles- Each mesocycle is divided into a number of microcycles. Microcycles typically last for one week, but can range from 5-10 days

1. What are the benefits of exercise and physical activity? | Red | Amber | Green

Q1. What are the wider benefits of physical activity and exercise? Write a paragraph in your notes on each factor highlighted below: *Use your class notes to help you*



- Fitness benefits
- Health benefits
- Social benefits
- Economic benefits
- Psychological benefits

2. What is the health screening process and why do we do it? | Red | Amber | Green

Q1. List below the four health screening tests?

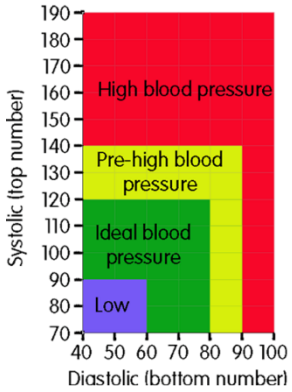
1.

2.

3.

4.

Q2. Identify 3 reasons why is it important that an individual completes a PAR-Q Questionnaire prior to undertaking a fitness programme?



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3. What is a negative lifestyle factor and how does this affect our health? | Red | Amber | Green

What is a 'negative lifestyle factor'?

- **Negative lifestyle factors are choices or habits that can harm one's physical or mental health.**

Q1. Fill in the blanks:
The Top 5 factors that negatively affect health and wellbeing are:

1) Smoking
2) _____
3) Stress
4) _____
5) Sedentary lifestyle (inactivity)

Q2. What factors do you think prevent people from living a healthy lifestyle?

- T_____ – people are busy with work, school, family and other hobbies – how do they fit in exercise as well?
- C_____ – some people say the cost of doing physical activity is too much – Gym memberships etc. Do you agree?
- Transport – Who is this a problem for? What options do people have? Does it really stop them?
- L_____ – Where you live could be an issue with regards to local facilities. However, could you use your location to your benefit?

4. How can I improve negative lifestyle factors?	**Red**		**Amber**	**Green**

Q1. Select a past paper scenario from Teams and use the scenario and health screening information for this person to answer the following:

1. Highlight positives and negatives from the individuals lifestyle this could be:

Exercise	Smoking	Diet	Blood pressure
Alcohol	Stress	Sleep	Barriers to change
Waist to hip ratio	BMI	Resting heart rate	Caffeine intake

2. Once highlighted write a paragraph about each one

3. In the paragraph:
   - Identify a lifestyle factor
   - Explain and the lifestyle factor (guidelines and normative data)
   - Justify why you think it is a lifestyle factor (dangers/benefits)

5. Understanding Nutritional needs for a balanced diet relating to the 'Eat well' plate	Red		Amber	Green

Q1. Select a past paper scenario from Teams and use the dietary information for this person to answer the following:

1. List down the positive and negative aspects of the individuals diet
2. Write a paragraph about each negative aspect of their diet
3. In the paragraph:
   - Explain why it is a negative point
   - Explain how to change the negative aspect (strategies/replacements)
   - Justify your change (benefits)
   - Relate to the individual

6. Understanding strategies to improve dietary intake?	Red		Amber	Green

Q1. Complete the food labels below and then highlight which food is the better option nutritionally by circling the food:

Practical Food Task

Weetabix Vs Crunchy nut

Calories, per serving: _____

Energy	Fat	Saturates	Sugars	Salt

Calories, per serving: _____

Energy	Fat	Saturates	Sugars	Salt

Popcorn Vs Doritos

Calories, per serving: _____

Energy	Fat	Saturates	Sugars	Salt

Calories, per serving: _____

Energy	Fat	Saturates	Sugars	Salt

Fridge raiders Vs cocktail sausages

Calories, per serving: _____

Energy	Fat	Saturates	Sugars	Salt

Calories, per serving: _____

Energy	Fat	Saturates	Sugars	Salt

Mexican rice Vs wholemeal rice

Calories, per serving: _____

Energy	Fat	Saturates	Sugars	Salt

Calories, per serving: _____

Energy	Fat	Saturates	Sugars	Salt

Croissant Vs Crumpet

Calories, per serving: _____

Energy	Fat	Saturates	Sugars	Salt

Calories, per serving: _____

Energy	Fat	Saturates	Sugars	Salt

Dried bananas Vs apricots

Calories, per serving: _____

Energy	Fat	Saturates	Sugars	Salt

Calories, per serving: _____

Energy	Fat	Saturates	Sugars	Salt

Orange juice Vs Smoothie

Calories, per serving: _____

Energy	Fat	Saturates	Sugars	Salt

Calories, per serving: _____

Energy	Fat	Saturates	Sugars	Salt

Wrap Vs whole meal bread

Calories, per wrap : _____

Energy	Fat	Saturates	Sugars	Salt

Calories, per slice : _____

Energy	Fat	Saturates	Sugars	Salt

Bruch bar Vs Belvita cereal biscuits

Calories, per serving: _____

Energy	Fat	Saturates	Sugars	Salt

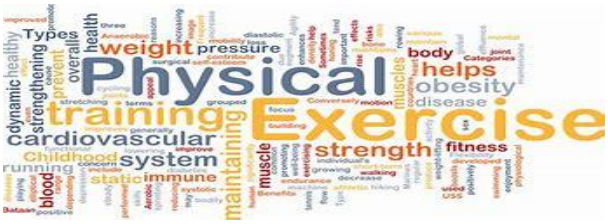
Calories, per serving: _____

Energy	Fat	Saturates	Sugars	Salt

7. Can you identify physical components of fitness and link training methods which will help to improve performance?	Red		Amber	Green

Q1. List all components of physical components fitness and identify a training method that could be used to develop this

Physical Components Of Fitness	Training Methods
➢	➢
➢	➢
➢	➢
➢	➢
➢	➢
➢	➢



8. Can you identify skill related components of fitness and link training methods which will help to improve performance?	Red		Amber	Green

Q1. List all the components of skill related fitness and identify a training method that could be used to develop this

Skill Related Components Of Fitness	Training Methods
➢	➢
➢	➢
➢	➢
➢	➢
➢	➢
➢	➢
➢	➢

9. What are the principles of training and how do they help when planning a training programme?	Red		Amber	Green

Q1. Complete the acronyms below:

A)

- ❑ F_____
- ❑ I_____
- ❑ T_____
- ❑ T_____

B)

- ❑ S_____
- ❑ P_____ O_____
- ❑ R_____
- ❑ R_____& R_____
- ❑ A_____
- ❑ V_____
- ❑ I_____

C) Can you apply these to a training programme for an athlete who is trying to improve their cardiovascular endurance?

_____
_____
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10. What are SMARTER targets and how would you use this when planning a training programme?	Red		Amber	Green

Q1. Complete the acronym:

- ❑ S_____
- ❑ M_____
- ❑ A_____
- ❑ R_____
- ❑ T_____
- ❑ E_____
- ❑ R _____

Q2) Can you apply these to a training programme for an athlete who is trying to improve their cardiovascular endurance?

HOME LEARNING TASKS		
Task Description		**Done?**
1) Complete Prep/notes for Question 1: Interpret lifestyle and screening information for 'X'. (12)		
2) Complete Prep/notes for Question 2: Provide and justify lifestyle modification technique for 'X.' (12)		
3) Complete Prep/notes for Question 3: Provide and justify nutritional guidance for 'X'. (8)		
4) Complete Prep/notes for question 4: Provide and justify different training methods that meet 'X' training needs. (8)		
5) Complete Prep/notes for question 5: Design weeks 1, 3, 6 of a six-week fitness training programme for X. (6)		
6) Complete Prep/notes for question 6: Justify the fitness training program you designed for X (14)		
7) Complete a past paper from Teams: Choose a past paper scenario and answer all questions using only your notes		
8) Complete All Final Exam Notes: 2 Sides of A4 only/Bullet points only/Font size 11/Name at top		
9) Complete Exam Plan for questions 1-6: Reviewed timings for each question/what to include for each question		
10) Send through completed Notes to your class teacher Send completed notes to your class teacher in preparation for your exam		

Psychology Year 13 Term 2 – Gender & Aggression (Continued)

Psychboost Gender-Aggression

TJP- The topic of gender will link to the approaches looked at in year 1 and the issue and debates topic.
EMD- The topic of aggression focuses on and debates whether it is the innate, animalistic, evolutionary drives that make us aggressive, or whether we learn aggressive behaviour from the role models around us.

Prior Learning Links:
For the topic of Gender students must have a firm foundation of the approaches from year one as this directly links to this topic.

For the topic of aggression, it is vital that students have an understanding of the biological approach/ Biopsychology and social learning theory.

Future Learning Links:
The content will end with these two topics.

Focus now will move to revision of research methods and approaches the foundation stones to all topics.

KEY VOCABULARY

KEY TERMINOLOGY- Gender (TJP)

Androgyny Formed from the two words 'andro', meaning male, and 'gyny', meaning female. The word means a combination of male and female characteristics.
Gender A person's sense of maleness or femaleness, a psychological/social construct.
Sex Being genetically male (XY) or female (XX).
Sex-role stereotypes A set of shared expectations within a social group about what men and women should do and think.
Chromosomes The X-shaped bodies that carry all the genetic information (DNA) for an organism.
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.
Intersex is the term used to describe an individual who is neither distinctly male nor female because of a mismatch between, for example, chromosomes and genitals.
Conservation refers to the ability to understand that, despite superficial changes in appearance, basic properties of an object remain unchanged. This ability appears around the age of six or seven.
Gender constancy is the recognition that your gender is a constant, not just across your lifetime but also in different situations. Young children, according to Kohlberg, believe that gender may vary from time to time and depending on, for example, the clothes a person wears.
Pre-operational A stage in Piaget's theory of cognitive development where a child's logic lacks internal consistency, for example a child might believe that trees make wind because the branches wave about. There is some logic to this, but it doesn't explain how you still get wind when there are no trees.
Schema A cognitive framework that helps organise and interpret information in the brain. A schema helps an individual to make sense of new information.

KEY TERMINOLOGY- Aggression (EMD)

Limbic system A system of structures lying beneath the cortex (i.e. subcortical), including the amygdala, hippocampus and hypothalamus. The region is associated with emotional behaviour.
Serotonin A neurotransmitter implicated in many different behaviours and physiological processes, including aggression, eating behaviour, sleep and depression.
Testosterone A hormone produced mainly by the testes in males, but also occurring in females. It is associated with the development of secondary sexual characteristics in males (e.g. body hair), but has also been implicated in aggression and dominance behaviours.
Genetic factors The likelihood of behaving in a particular way is determined by a person's genetic make-up, i.e. it is inherited from parents.
MAOA Monoamine oxidase A (MAOA) is an enzyme that, among other things, regulates the metabolism of serotonin in the brain.
Ethological explanation Stresses the adaptive value of animal behaviours. Ethologists study the behaviour patterns of animals in their natural environments.
Fixed action pattern A repertoire of stereotyped behaviours which occur in specific conditions (i.e. in response to specific triggers) and which do not require learning.
Innate releasing mechanism A neural network that, when stimulated by the presence of a sign stimulus, communicates with motor control circuits to activate the fixed action pattern associated with that sign stimulus.
Evolutionary explanations Focus on the adaptive nature of behaviour, i.e. modern behaviours are believed to have evolved because they solved

Electra complex occurs during the phallic stage of development, when a girl blames her mother for her lack of a penis (penis envy), but eventually resolves this through a wish to have a baby and comes to identify with her mother and internalise female gender values.
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.
Internalisation occurs when an individual accepts the attitudes or behaviour of another.
Oedipus complex occurs during the phallic stage of development, when a boy wishes his father dead because they are rivals for the mother's love; this leads to anxiety, which is eventually resolved by identifying with the father and internalising the father's gender identity.
Social learning theory Learning through observing others and imitating behaviours that are rewarded.
Culture The rules, customs, morals and ways of interacting that bind together members of a society or some other collection of people.
Media Tools used to store and distribute information, e.g. books, films, TV, commercials and so on.
Gender dysphoria is a psychiatric condition listed in DSM-V. Individuals experience a sense of dysphoria (confusion) about their gender because they have strong, persistent feelings of identification with the opposite gender and discomfort with their own. It is only diagnosed where there is no physical intersex condition.

challenges faced by our distant ancestors and so became more widespread in the gene pool.
Frustration–aggression hypothesis This sees aggression being the consequence of frustration, defined as 'any event or stimulus that prevents an individual from attaining some goal and its accompanying reinforcing quality'.
Social learning Learning Through observing others and imitating behaviours that are seen to be rewarded.
De-individuation A psychological state in which individuals have lowered levels of self-evaluation (e.g. when in a crowd or under the influence of alcohol) and decreased concerns about evaluation by others.
Dispositional explanations Emphasise the causes of a particular behaviour as being due to the enduring characteristics of the individuals involved rather than any aspect of the situation they are in.
Institutional aggression Refers to aggressive acts that are found in particular violent institutions such as prisons.
Situational explanations Emphasise the causes of a particular behaviour as being due to the context in which it occurs rather than any enduring characteristics of the individuals involved.
Media influences Are changes in behaviour that are attributed to exposure to media such as TV or computer games.
Cognitive priming Refers to a temporary increase in the accessibility of thoughts and ideas. For example, violent media activates thoughts or ideas about violence, which activate other aggressive thoughts through their association in memory pathways.
Desensitisation Explanations based on this assume that, under normal conditions, anxiety about violence inhibits its use. Media violence may lead to aggressive behaviour by removing this anxiety.
Disinhibition Exposure to violent media legitimises the use of violence in real life because it undermines the social sanctions that usually inhibit such behaviour.

Gender (TJP)- What is the difference between sex and gender?			
1. Sex-role stereotypes- Is gender biased? (p156)	**Red**	**Amber**	**Green**
Q. Explain how sex-role stereotypes can influence gender development.			
2. Androgyny- Are there only two genders? (p157)	**Red**	**Amber**	**Green**
Q. Outline one criticism of the Bem Sex Role Inventory as a measure of psychological androgyny. **Essay question- Discuss the Bem Sex Role Inventory. (16 marks)**			
3. Chromosomes and hormones- How does our biology determine our gender? (p158)	**Red**	**Amber**	**Green**
Q. Explain what research evidence has shown about the influence of hormones on sex differences? **Essay question- Discuss the role of chromosomes and hormones in sex and gender. (16 marks)**			
4. Klinefelter's syndrome- What is XXY? (p159)	**Red**	**Amber**	**Green**
Q. Explain the difference between Klinefelter's syndrome and mosaic Klienfelter's syndrome. **Q. What behavioural effects are seen in patients with Klinefelter's syndrome?**			
5. Turner syndrome- What happens with one X Chromosome? (p160)	**Red**	**Amber**	**Green**

Q. Outline one common feature associated with Turner syndrome. Essay question- Discuss atypical sex chromosomes patterns and what they tell us about gender development. (16 marks)			
6. Kohlberg's theory of gender development. What are the stages of gender development? (p161)	Red	Amber	Green
Q. Outline one criticism of Kohlberg's theory of gender development. Essay question- Outline and evaluate Kohlberg's theory of gender development. (16 marks)			
7. Gender schema theory- How does memory impact gender identity? (p162)	Red	Amber	Green
Q. Describe gender schema theory as an explanation of gender development. Essay question- Discuss gender schema theory. (16 marks)			
8. Freud's psychoanalytic theory- How do the psychosexual stages impact gender identity? (p163)	Red	Amber	Green
Q. Define what is meant by the term 'internalisation' in the psychodynamic explanation of gender development? Essay question- Discuss Freud's psychodynamic theory of gender development. (16 marks)			
9. Social learning theory- Do the role models and messages in the media impact gender identity? (p164)	Red	Amber	Green
Q. Explain how gender-role development may occur through the process of social learning. Q. Outline one criticism of social learning theory as an explanation of gender. Essay question- Outline and evaluate the social learning theory of gender development. (16 marks)			
10. Influence of culture- Does where you come from impact your gender identity? (p165)	Red	Amber	Green
Q. Explain one way that culture may influence gender-role development.			
11. Influence of media- Does social media influence your perception of gender? (p166)	Red	Amber	Green
Q. Outline evidence from one study that illustrates the influence of the media on gender-role identity. Essay question- Discuss research (theories and/or studies) into the influence of culture and/or media gender roles. (16 marks)			
12. Social explanation for gender identity disorder (GID)- How does society shape gender? (p167)	Red	Amber	Green
Q. Explain one social factor that could explain gender identity disorder.			
13. Biological explanations for GID- Does your biology impact your gender perception? (p168)	Red	Amber	Green
Q. Explain one advantage of research into biological explanation of gender identity disorder. Essay question- Discuss biological and/or social explanations for gender dysphoria. (16 marks)			
Aggression (EMD)- Why are we so aggressive?			
1. Neural and hormonal mechanisms – Do you have an 'angry' brain? (p245)	Red	Amber	Green
Q. Describe neural mechanisms in aggression. Q. Describe hormonal mechanisms in aggression. Essay question- Discuss the role of neuralmechanisms in aggression. (16 marks)			
2. Genetic factors - Do your genes make you 'angry'? (p246)	Red	Amber	Green
Q. Evaluate genetic explanations of aggression. Q. Briefly outline and evaluate the findings of one research study into genetic factors in aggression. Q. Outline the role of genetic factors in aggressive behaviour. Essay question- Discuss the role of genetic factors in aggression. (16 marks)			
3. Ethology – What would you do to protect your pack? (p247)	Red	Amber	Green
Q. Explain how the innate releasing mechanism works. Q. Describe what is meant by a fixed action pattern Essay question- Discuss ethological explanations of aggression. (16 marks)			
4. Evolutionary explanations – Are you as aggressive as a caveman? (p248)	Red	Amber	Green
Q. Using your knowledge of evolutionary explanations of aggression, explain the high levels of aggression in young males. Q. Outline one strength and one limitation of evolutionary explanations of aggression. Essay question- Discuss evolutionary and/or ethological explanations of human aggression. (16 marks)			
5. Deindividuation and frustration – Are you aggressive or just a bit frustrated? (p249)	Red	Amber	Green
Q. Outline one social psychological theory of aggression. Q. Describe how de-individuation is involved in aggression. Q. Describe the frustration-aggression hypothesis as an explanation for human aggression. Essay question- Discuss de-individuation as an explanation of human aggression. (16 marks) Essay question- Outline and evaluate one social psychological theory of aggression. (16 marks)			
6. Social learning theory – When did you learn to fight? (p250)	Red	Amber	Green
Q. Briefly explain social learning theory as an explanation of aggression. Q. Explain how the mediational process applies to acts of aggression. Q. What does Bandura's research tell us about aggression? Essay question- Describe and evaluate social learning theory of human aggression. (16 marks)			
7. Institutional aggression - Would you be an aggressive prisoner? (p251)	Red	Amber	Green

Q. Evaluate the role of situational and dispositional factors in explaining aggression in prison. **Q. Outline and evaluate the dispositional explanation for institutional aggression in prisons.** **Q. Briefly explain one limitation of the situational explanation for institutional aggression.** **Essay question- Discuss explanations of in aggression in the context of prisons. (16 marks)**			
8. Media influences – Do you watch your temper? (p252)	**Red**	**Amber**	**Green**
Q. Outline the strengths and weaknesses of research into the influence of media on aggression. **Q. Outline the effects of computer games on aggression.** **Q. Evaluate desensitisation as an explanation for aggression.** **Essay question- Outline and evaluate the role of desensitisation and/or cognitive priming on aggressive behaviour (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 or read Simple Psychology and PsychBoost videos to improve knowledge.	
Completed Quizlet tasks to improve use and understanding of key terms.	

Physical Geography Year 13 Term 2 – Hazards

In this topic on natural hazards, students will explore the concepts of hazards, natural hazards, and disasters, as well as their characteristics and impacts on people and the environment. They will learn about the different types of natural hazards, how they affect communities, and the importance of effective management strategies. Additionally, students will examine key models such as the Park Hazard Response Model and the Hazard Management Cycle, which illustrate the processes involved in preparing for, responding to, and recovering from natural hazards. By understanding these concepts, students will gain valuable insights into the complexities of hazard management.

Prior Learning Links

- GCSE Hazards
- Water and carbon cycles, flooding

KEY WORDS

- **Hazard**: A potential source of harm or adverse effect on people, property, or the environment.
- **Natural Hazard**: A natural event that poses a threat to human life or property, such as earthquakes, floods, hurricanes, and volcanic eruptions.
- **Disaster**: A significant disruption that results in widespread human, material, economic, or environmental losses, exceeding the ability of the affected community to cope using its own resources.
- **Geophysical Hazards**: Natural hazards originating from geological processes, including earthquakes, tsunamis, and volcanic eruptions.
- **Atmospheric Hazards**: Natural hazards caused by atmospheric processes, such as hurricanes, tornadoes, and droughts.
- **Hydrological Hazards**: Hazards associated with water-related events, including floods, landslides, and tsunamis.
- **Risk**: The likelihood or probability of a hazard occurring and the potential consequences it may have on a community or environment.
- **Vulnerability**: The susceptibility of a community or environment to the impacts of a hazard, influenced by factors such as socio-economic status, preparedness, and resilience.
- **Primary Impacts**: Immediate effects of a natural hazard that occur directly as a result of the event, such as destruction of infrastructure and loss of life.
- **Secondary Impacts**: Consequences that arise from primary impacts, which can be short-term (e.g., disease outbreaks) or long-term (e.g., economic decline).
- **Mitigation**: Strategies aimed at reducing the severity or impact of hazards, including land-use planning, building codes, and environmental management.
- **Preparedness**: Actions taken to plan and equip communities for effective response to natural hazards, including emergency drills and public education.
- **Response**: The immediate actions taken to address the needs of affected communities during and after a natural hazard event, focusing on saving lives and providing relief.
- **Recovery**: The process of restoring normalcy and rebuilding communities following a disaster, which includes both short-term and long-term efforts.
- **Park Hazard Response Model**: A framework that illustrates the stages of community response to a natural hazard, highlighting the progression from normalcy to recovery.

1. What are hazards?

Red | Amber | Green

In geography, understanding the terminology associated with hazards, natural hazards, and disasters is essential for analyzing how these events affect human populations and environments.

Key Terms:

1. **Hazard**: A hazard is a potential threat or risk that can cause harm or damage to people, property, or the environment. Hazards can arise from natural processes or human activities and may lead to adverse effects if they interact with vulnerable populations or infrastructure.
2. **Natural Hazard**: A natural hazard refers specifically to hazardous events that occur as a result of natural processes in the Earth's atmosphere, hydrosphere, or lithosphere. These hazards can cause significant damage and disrupt human activities when they impact populated areas. Examples of natural hazards include earthquakes, hurricanes, floods, and volcanic eruptions.
3. **Disaster**: A disaster occurs when a natural hazard interacts with a vulnerable population or environment, resulting in substantial damage, destruction, and loss of life. Disasters are characterized by their impact on communities, economies, and ecosystems. The severity of a disaster is often determined by factors such as population density, preparedness, and the resilience of affected systems.

Types of Natural Hazards:

Natural hazards can be categorized into different types based on their causes and characteristics. Here are three main categories:

1. **Geophysical Hazards**: These hazards are related to the Earth's internal processes and include events such as:
    - **Earthquakes**: Sudden shaking of the ground caused by the movement of tectonic plates.
    - **Volcanic Eruptions**: The release of magma, ash, and gases from a volcano, often resulting in lava flows and pyroclastic flows.
    - **Landslides**: The movement of rock, earth, or debris down a slope, typically triggered by heavy rainfall, earthquakes, or human activities.
2. **Atmospheric Hazards**: These hazards are associated with weather and climate phenomena, including:
    - **Hurricanes/Typhoons/Cyclones**: Powerful tropical storms characterized by strong winds and heavy rain, which can cause flooding and storm surges.
    - **Tornadoes**: Rapidly rotating columns of air that extend from thunderstorms to the ground, causing localized destruction.
    - **Heatwaves**: Prolonged periods of excessively high temperatures, which can lead to health risks and increased energy demand.
3. **Hydrological Hazards**: These hazards involve water-related events and processes, such as:
    - **Floods**: Overflow of water onto normally dry land, which can occur due to heavy rainfall, rapid snowmelt, or dam failures.
    - **Droughts**: Extended periods of below-average precipitation, leading to water shortages and adverse effects on agriculture and ecosystems.
    - **Tsunamis**: Large ocean waves caused by underwater earthquakes, volcanic eruptions, or landslides, resulting in significant coastal flooding.

2. How do hazards affect people?

Red | Amber | Green

Natural hazards significantly impact human lives, communities, and environments. Understanding the characteristics of these hazards, along with the concepts of risk and vulnerability, is essential for evaluating their effects and responses.

Common Characteristics of Natural Hazards

Natural hazards exhibit several common characteristics that influence their effects on people:

1. **Clear Origins and Distinctive Effects**: Each natural hazard has specific causes, such as tectonic movements for earthquakes or climatic conditions for hurricanes. These origins lead to distinctive effects, including physical destruction, loss of life, and economic disruption.
2. **Little or No Warning**: Many natural hazards occur suddenly, often with little or no warning, making it difficult for communities to prepare or evacuate. For example, earthquakes can strike without any forewarning, while tsunamis may follow shortly after seismic events.
3. **Involuntary Exposure**: People often have little control over their exposure to natural hazards. Factors such as geographic location, housing conditions, and environmental features can place individuals and communities at risk without their choice.
4. **Immediate and Long-term Impacts**: The most severe damage and loss of life typically occur shortly after the hazard event. However, the consequences can extend far into the future, affecting health, livelihoods, and community cohesion over time.
5. **Emergency Response Requirement**: The scale and impact of natural hazards often necessitate a coordinated emergency response. This may involve local authorities, national governments, and international organizations working together to provide relief and recovery efforts.

Key Concepts: Risk and Vulnerability

- **Risk**: Risk refers to the likelihood or probability of a hazard occurring and causing harm to people, property, and the environment. It encompasses both the potential severity of the hazard and the degree of exposure faced by a community.
- **Vulnerability**: Vulnerability describes the susceptibility of a community or individual to harm from a hazard. It is influenced by factors such as socio-economic status, infrastructure resilience, and preparedness levels.

Factors Influencing Perception of Natural Hazards

People's perceptions of natural hazards and their associated risks can vary significantly based on several factors:

1. **Socio-economic Status**: Individuals with higher socio-economic status may have greater resources to prepare for and recover from hazards, influencing their perceptions of risk.
2. **Level of Education**: Education can impact understanding and awareness of hazards, leading to more informed perceptions and responses.
3. **Employment Status**: Job security and type can affect vulnerability; for example, those in unstable employment may have fewer resources to prepare for hazards.
4. **Religion and Cultural Background**: Cultural beliefs and values can shape how individuals perceive hazards, influencing both their understanding and responses.
5. **Family Situation**: Family dynamics, such as having dependents or living alone, can influence how individuals perceive risks and their ability to respond.
6. **Past Experience**: Previous experiences with natural hazards can shape individuals' perceptions, either heightening awareness or creating a false sense of security.

7. **Personal Values and Personality**: Individual traits, such as risk aversion or optimism, can affect how people perceive hazards and make decisions in response to them.

Key Responses to Natural Hazards

Responses to natural hazards can vary widely among individuals and communities. Three key responses are:

1. **Fatalism**: Some people may adopt a fatalistic view, believing that natural hazards are inevitable and beyond human control. This perspective may lead to a lack of preparedness or response.
2. **Adaptation**: Others may take proactive steps to adapt to hazards, developing strategies to reduce their vulnerability and increase resilience, such as building flood defenses or improving emergency response plans.
3. **Fear**: Fear of natural hazards can significantly impact behavior and decision-making. While it may motivate some individuals to prepare and evacuate, it can also lead to anxiety and social paralysis in others.

3. What are the impacts of hazards and how do we manage them?

Red Amber Green

Understanding the impacts of natural hazards and how to manage them is essential for mitigating their effects on communities and the environment. This section will explore the distinction between primary and secondary impacts, the management strategies used, and key concepts relevant to hazard analysis.

Primary and Secondary Impacts of Natural Hazards

Natural hazards have both primary and secondary impacts, which can be categorized as short-term and long-term effects.

1. **Primary Impacts**: These are the immediate effects of a natural hazard that result directly from the event itself. Examples include:
    - **Earthquake**: Building collapses, ground shaking, and loss of life due to the quake itself.
    - **Flood**: Inundation of land, damage to infrastructure, and immediate loss of life.
    - **Volcanic Eruption**: Lava flows, pyroclastic flows, and ashfall causing direct destruction.
2. **Secondary Impacts**: These occur as a result of primary impacts and can manifest over time. They can also be classified as short-term and long-term impacts:
    - **Short-Term Secondary Impacts**:
        - **Disease Outbreaks**: Following a flood, contaminated water supplies may lead to cholera outbreaks.
        - **Displacement**: Individuals may be forced to evacuate their homes due to destruction, leading to temporary shelters.
    - **Long-Term Secondary Impacts**:
        - **Economic Decline**: A prolonged recovery period after a hurricane can result in local businesses shutting down and loss of employment.
        - **Environmental Degradation**: Deforestation and loss of habitats may occur as a result of rebuilding efforts after a wildfire.

Management of Natural Hazards

Effective management of natural hazards involves a range of strategies aimed at reducing risk and enhancing community resilience. Key management ideas include:

- **Community Preparedness/Risk Sharing**: Engaging communities in preparedness plans, promoting education about hazards, and sharing risks through collective insurance or response strategies.

- **Integrated Risk Management**: Combining multiple approaches and stakeholder involvement to manage risks holistically across different levels (local, national, international).
- **Mitigation**: Efforts to reduce the severity or impact of hazards, such as building codes designed to withstand earthquakes or floodplain zoning regulations.
- **Monitoring**: Continuous observation of hazard-prone areas to detect changes that may indicate an impending hazard (e.g., seismic activity, river levels).
- **Prediction**: Utilizing data and models to forecast when and where a natural hazard may occur, allowing for advance warning systems (e.g., predicting hurricanes).
- **Prevention**: Taking proactive steps to eliminate or minimize hazards, such as controlled burns in forest management to reduce wildfire risk.
- **Protection**: Implementing measures to safeguard people and property, such as flood barriers or earthquake-resistant infrastructure.
- **Reconstruction**: The process of rebuilding after a disaster, focusing on resilience and incorporating lessons learned from previous events.
- **Rehabilitation**: Assisting affected populations in returning to a normal lifestyle and restoring services after a disaster.
- **Relief**: Providing immediate assistance and resources to affected populations, including food, shelter, and medical care.
- **Resilience**: The ability of a community to bounce back from disasters, including social, economic, and environmental factors that contribute to recovery.

Key Concepts: Distribution, Frequency, and Magnitude

Understanding how geographers analyze natural hazards involves familiarizing oneself with the terms distribution, frequency, and magnitude:

- **Distribution**: Refers to how natural hazards are spread across geographic areas. Some regions may experience hazards frequently, while others are less prone.
- **Frequency**: The rate at which a particular hazard occurs over a specified period. Understanding frequency helps assess risk levels and prepare accordingly.
- **Magnitude**: The size or severity of a hazard event, which influences its potential impact. Magnitude is often measured using scales (e.g., Richter scale for earthquakes).

Park Hazard Response Model

The **Park Hazard Response Model**, also known as the **Disaster Response Curve**, illustrates the typical progression of a community's response to a natural hazard event over time. The model highlights the relationship between the quality of life in a community and the stages of disaster response, which can be divided into several phases:

1. **Pre-Disaster Phase**:
    - **Normal Life**: Before a disaster occurs, communities function at a stable level of wellbeing. Risk assessments and preparedness plans are essential during this phase.
2. **Disaster Event**:
    - **Impact**: When a hazard occurs, there is an immediate decline in quality of life due to the destruction and loss of life. The severity of this decline depends on the magnitude of the disaster and the community's vulnerability.
3. **Emergency Response**:
    - **Relief Efforts**: After the disaster, emergency services are mobilized to provide immediate assistance, including search and rescue, medical aid, and food supplies. The community experiences a temporary peak in external support but struggles with the immediate impacts of the event.
4. **Recovery Phase**:

    - **Rehabilitation**: As relief efforts stabilize, the focus shifts to long-term recovery and rehabilitation. Communities begin rebuilding infrastructure, restoring services, and providing mental health support.
5. **Reconstruction Phase**:
    - **Restoration and Improvement**: Eventually, communities enter the reconstruction phase, where they not only restore previous conditions but may implement better practices and building standards to enhance resilience against future hazards. This phase can lead to a new normal where quality of life is improved beyond pre-disaster levels.
6. **Post-Disaster Phase**:
    - **Return to Normal Life**: Ideally, the community reaches a new equilibrium, with improved disaster preparedness and infrastructure. Lessons learned from the event should inform future hazard management practices.

Hazard Management Cycle

The **Hazard Management Cycle** is a framework used to understand and manage the impacts of natural hazards. It consists of several interrelated phases that provide a comprehensive approach to hazard management:

1. **Preparedness**:
    - Planning and training to ensure communities are ready to respond effectively to a disaster. This includes creating emergency response plans, conducting drills, and educating the public about hazards.
2. **Response**:
    - Actions taken immediately before, during, and after a disaster occurs to save lives, protect property, and meet basic human needs. This phase involves emergency services and humanitarian assistance.
3. **Recovery**:
    - The process of restoring normalcy and rebuilding communities following a disaster. Recovery can be short-term (immediate assistance) and long-term (sustainable rebuilding).
4. **Mitigation**:
    - Strategies aimed at reducing the impact of hazards. This can include land-use planning, building regulations, and environmental management to minimize vulnerability.
5. **Monitoring and Evaluation**:
    - Assessing the effectiveness of hazard management strategies and responses to inform future actions. This phase involves collecting data, analyzing responses, and making necessary adjustments to plans and policies.
6. **Feedback Loop**:
    - The results of monitoring and evaluation are used to improve preparedness, response, recovery, and mitigation efforts, creating a continuous cycle of learning and improvement in hazard management practices.

Criminology Year 13 Term 2 – Unit 3 Crime Scene to Court Room- Controlled Assessment LO2 & 3

In term two students will look at learning outcome 2 and 3, understanding the process for prosecution of suspects and reviewing criminal cases.

Prior Learning Links:	Future Learning Links:
All students should have completed notes and have clear understanding of LO1 before movement onto LO2.	This term concludes the end of the 50% controlled assessment. Students should revisit notes for the synoptic element in the summer exam.

KEY VOCABULARY

Antecedents- the defendant's family and social background.
Law Lords- also known as the 12 Lords of Appeal in Ordinary, are judges who hear cases in the Supreme Court.
Nobbled- bribed or intimidated.
Lenient- not as harsh in punishment as would be expected.
Probative value- how useful evidence is to prove something in a trial.
Inference of guilt- it is possible to decide on the evidence given, that the person is guilty.
Burden of proof- the duty of proving the charge.
Examination- in-chief- the questioning of a witness by the party who has called the witness to give evidence, in support of the case being made.
Jury equity- a jury can bring in a verdict that is morally right rather than one that compiles with the law and previous cases.
Examine- inspect, scrutinise or observe.
Biased- unfairly prejudice for or against someone or something.
Accidental death- a verdict at an inquest given where a death is considered to be as a result of an accident.

Learning Outcome 2: Understand the processes for prosecution of suspects.

AC 2.1 Explain the requirements of the Crown Prosecution Service for prosecuting suspects. Who can charge the suspects? (p113)	Red	Amber	Green
• charging role – Criminal Justice Act 2003 • Prosecution of Offences Act 1985 • Full Code Test			
AC 2.2 Describe Trial Processes. How is a case brought to court? (p116)	Red	Amber	Green
• pre-trial • bail • roles • plea bargaining • courts • appeals			
AC 2.3: Understand rules in relation to the use of evidence in criminal cases. What is allowed to be seen in court? (p119)	Red	Amber	Green
• relevance and admissibility • disclosure of evidence • hearsay rule and exceptions • legislation and case law			
AC2.4: Assess key influences affecting the outcomes of criminal cases. What can sway the jury to convict or release? (p120)	Red	Amber	Green
• evidence • media • witnesses			

• experts • politics • judiciary • barristers and legal teams			
AC 2.5 Discuss the use of lay people in criminal cases. What is the role of the public in criminal cases? (p123)	**Red**	**Amber**	**Green**
• juries • magistrates			
Learning Outcome 3- Be able to review criminal cases.			
AC 3.1 Examine information for validity. What is the truth about criminal cases? (p125)	**Red**	**Amber**	**Green**
Examine • bias • opinion • circumstances • currency • accuracy Information • evidence • trial transcripts • media reports • judgements • Law Reports			
AC 3.2 Draw conclusions from information. So what do you think overall? (p129)	**Red**	**Amber**	**Green**
• just verdicts • miscarriage • safe verdict • just sentencing			
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.			
Check Mr Purnell's mind maps for any missing key information.			
Completed Quizlet tasks to improve use and understanding of key terms.			

Subject Year 13 Term 2 – Unit 10

Term Focus – Practical Skills

Prior Learning Links	Future Learning Links
• Unit 4, BCD, Pre-Production processes, so screenplays, storyboards and evaluation processes. Unit 1, camera shots and editing techniques.	• N/A

KEY VOCABULARY

KEY WORDS	KEY SUBJECT TERMINOLOGY
-Premiere Pro: The software you will be using for your practical projects. **-Evaluation:** The act of analysing what you have done in an unbiased perspective, showing your strengths but understanding your shortcomings as well.	**-Pre-production:** The process that media producers take before making a product. (Screenplay, storyboard, location scouting, etc.) **-Screenplay:** Similar to a Script in Theatres, Screenplay is a written piece of work (done exclusive in size 12, Courier font) that shows a film's dialogue and actions. **-Storyboard:** A series of sketches meant to show what a film visually looks like. **-Camera Shots:** The term used to describe the angles (High or Low), movement (Tracking or Zooming) and framing (Wide or Closeup) that a camera does when taking a photo/clip. **-Editing Techniques:** How clips transition from one to another. (Fast, Slow, Match and Montage, among others.) **-Diegetic Sound Vs Non-Diegetic Sound:** Diegetic describes sound that is within the movie (characters can hear), whilst non-diegetic describes sound that is added after the scene is filmed (characters can't hear).

1. **Red** **Amber** **Green**

Adobe Premiere Pro CC Beginner Tutorial: Intro Guide to the Basics (Learn How to Edit Video) (youtube.com)

Watch the following video.
Then attempt your own video via this engine following the video's advice.

Step 1- Create new project by clicking new project button.
Step 2- Import the media (minimum two) you want into the document.
Step 3- Go on Effects Control.
Step 4- Add a transition between two clips.
Step 5- Use the stopwatch to see how long you want the transition to be.

2. **Red** **Amber** **Green**

5 Beginner Video Editing MISTAKES (and how to FIX them!) (Premiere Pro CC) (youtube.com)

Watch the following video.
Then **either** create a video using the advice from this instructional video, or go back on the first video you did and fix up any mistakes using the video's advice.

Mistake 1- Default Text Titles or Default Badge Styles. Avoid this by using simple custom styles/fonts.
Mistake 2- Poorly executed slow motion. To avoid this, consider the frame rate of the clip and slow it down to an appropriate level. (50%)
Mistake 3- Using effects inappropriately (i.e some effects are used for stylish reasons, despite the effects themselves being built for functional purposes.) To solve this, figure out effects fit more or effects that are more subtle.

Mistake 4- Bad/mediocre transitions. (Such as the page wiping effect.) To solve this, be more creative with transitions, don't just settle with the default ones.
Mistake 5- Pacing and timing. This is important for music videos, as a mistake is not trimming the clips to their best/suitable parts. To solve this, synchronise the clips to the music. A good example of a music video done right is this video Hall Of Fame Music Video (youtube.com) (And this was done via IMovie, a less advanced photo/video editing software.)

3. **Red** **Amber** **Green**

How to place a VIDEO inside TEXT In Adobe Premiere Pro CC Tutorial (youtube.com)

Watch the following video.
Then recreate this effect on your own video.

Step 1- Put a video that you want.
Step 2- Create a new text title.
Step 3- Put the text in the centre of the video.
Step 4- Go on video effects, then on keying.
Step 5- Apply a track matte key.

4. **Red** **Amber** **Green**

5 Stylish Video Transitions Effects for your Vlogs & Films (Adobe Premiere Pro CC Tutorial / How to) (youtube.com)

Watch the following video.
Then select one of the transitions for your own video.

Transition 1- Barn Doors
Transition 2- Flash
Transition 3- Luma style
Transition 4- Strobe
Transition 5- Wave Warp

5. **Red** **Amber** **Green**

5 Essentials on How to Edit Faster in Adobe Premiere Pro CC (Workflows, Shortcuts, Tips & Tricks) (youtube.com)

Watch the following video.
Then make another video using this advice.

Essential 1- Custom Workspaces & Windows
Essential 2- Working with Adjustment Layers
Essential 3- Saving & Using Presets
Essential 4- Nesting Sequences
Essential 5- Using Shortcuts

6. **Red** **Amber** **Green**

How to analyse cinematography (youtube.com)

How to Speak Movie Part 1: The Camera (youtube.com)
Watch the videos, and use them for revision practice.

Ensure that you know:

- All the different framing names from Extreme Wide Shot to Extreme Close Up
- The different angles
- The different ways the camera can move

7. **Red** **Amber** **Green**

Pick a short (30-60 seconds) film clip and analyse how cinematography has been used to create meaning.

Aim for 300 words

8. **Red** **Amber** **Green**

Now, take a look at the following page of a screenplay. (This is the first page of the film made by a student, Special Delivery)

FADE IN

1. INT. BEDROOM. MORNING

8:00AM, JAX wakes up, readying himself for another day. He immediately get up to change into his outdoor clothes, before going downstairs to eat the sandwich he brought from Co-op yesterday.

2. INT. LOWER HOUSE. MORNING

Upon eating, he goes into the bathroom, only to wash his face. He decides to check the door to see if anything important has come through the letterbox. His brown eyes fixate upon one letter left at the doormat, a brown letter. He picks it up, and sees "Jax Dean, Hope Street, Sheerness-On-Sea. ME12 1BW." He then spots it's from British Gas, dreading at the bills he might have to pay. Upon opening it, he states to himself,

JAX

(annoyed)

And of course they increased the prices.

He goes over to a desk to stash it with all the other important letters in a ring binder, before grabbing his back pack with his gear and leaving the house, with his headphones tuned to the radio.

3. EXT. SHEERNESS HIGH STREET. MORNING

Jax enters the High Street, looking forward to another boring day's work. After all, at least it's an honest living, as his father used to say. Upon passing by 3A Wines, his music is interrupted.

RADIO BROADCAST

Breaking news! Last night in Queenborough, right-wing politician, Philip Jackson, who was about to give a speech today regarding the importance of English unity and how the KRP must be stopped from breaking Kent away from England, was murdered in a drive-by shooting as he was taking a midnight stroll. Although no one saw the murderers, one

Analyse the Screenplay page and how well it sets up our protagonist and the overall film.

9. **Red** **Amber** **Green**

Now, write the first page of a Screenplay. Use the Courier Font, 12 Size, and see how well you do.

10. **Red** **Amber** **Green**

How to Speak Movie Part 3: Editing (youtube.com)

How to analyse sound in film - YouTube

Watch the videos to help with revision.
Ensure you know the following:

- Transitions e.g. Cuts, dissolve, wipes, fades
- Continuity editing
- Fast/slow cutting
- Match cuts
- Diegetic and non-diegetic sound

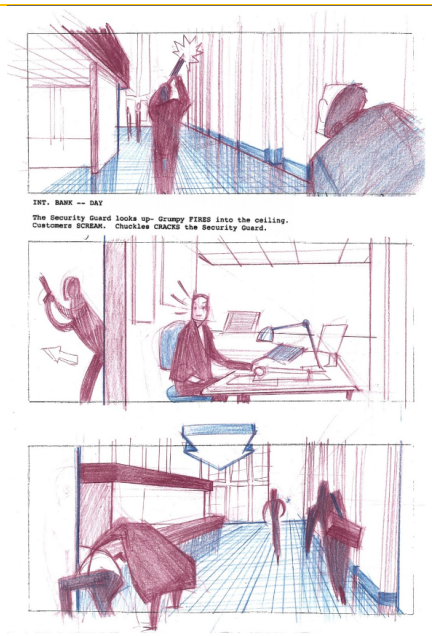
11. **Red** **Amber** **Green**

Pick a short (30-60 seconds) film clip and analyse how editing and sound have been used to create meaning.

Aim for 300 words

12. **Red** **Amber** **Green**

Now, look at the storyboard below. (This is from the beginning scene of the Dark Knight)



Analyse how the storyboard informs the director in what shots to take and what direction the camera moves.

13	Red	Amber	Green

Now create your own storyboard. This should be six sketches for the ending of a film (whether that be a film you watched or a film idea of your own.)