

Name:.....

Tutor:.....



# Exam Preparation Homework Booklet 2025

Term 4 Week 2 Edition

**Hand in Date Thursday 13<sup>th</sup> March**

## **Student Instructions**

- Set aside plenty of time to complete this booklet
- Let other people at home know so that they can support you
- Complete the tasks for all subjects you take in Yr11
- Research answers if necessary using books/internet
- Review your effort and progress in the student review section
- Remember to return my booklet to school by the deadline

## **Parent Information**

- Try and provide a quiet place for your child to complete this booklet
- Advise them to avoid distractions such as social media & gaming
- Encourage them to complete as much work as possible
- Monitor them and ensure they take regular rest breaks and are not stressed
- Support them with tasks if they are struggling to complete them
- Review their effort, progress and successes by completing the review section
- Ensure that they return this booklet to school by the deadline

<b><u>Please sign the most appropriate box</u></b>	<b>Successful</b>	<b>Knowledgeable</b>	<b>Aspiring</b>	<b>Acquiring</b>
	All sections completed to a high standard and student gained significant knowledge	All sections completed to a good standard and student has gained knowledge in all subjects	All subjects attempted and student has worked as hard as possible to gain knowledge in most subjects	Most subjects attempted and student has improved their knowledge in some subjects
<b>Student</b>				
<b>Parent</b>				
<b>Form Tutor</b>				



## How to Revise?

Your teacher has assigned a specific topic for you to revise in preparation for your exams. We recommend using the **Look/Cover/Write/Check** method for revision. Here is how it works:

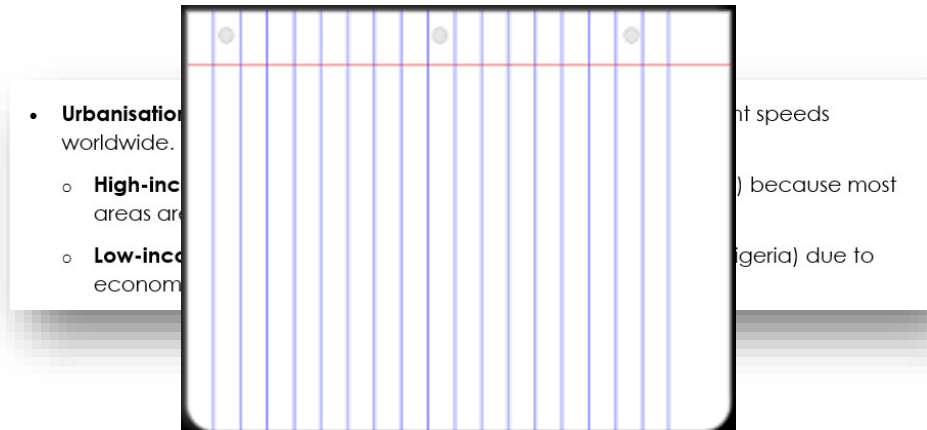
### Step 1: Look

- Look at the first bullet points or sentences
- Read through it three to five times

- **Urbanisation:** More people moving to cities, happening at different speeds worldwide.
  - **High-income countries (HICs):** Slower urbanisation (e.g. UK, US) because most areas are already urbanised, and birth rates are lower.
  - **Low-income countries (LICs):** Faster urbanisation (e.g. India, Nigeria) due to economic, industrial, and trade improvements.

### Step 2: Cover

- Cover it with a piece of paper.



### Step 3: Write

- Write it out as it was in your booklet

- *urbanisation:* More people moving to cities, happening at different speeds worldwide.
  - *High-income countries (HICs):* Slower urbanisation (e.g. UK, US) because most areas are already urbanised and birth rates are lower.
  - *Low-income countries (LICs):* Faster urbanisation (e.g. India, Nigeria) due to economic, industrial, and trade improvements.



## Step 4: Check

- Remove the piece of paper and grab your red pen
- Check what you wrote and tick if correct
- Make corrections in red pen to match your booklet
- Repeat
- Once you have it correct, move on to the next chunk of information

**In addition, your teacher has given you 10 questions to assess your knowledge and understanding after you have reviewed the entire topic.**

We suggest doing it in the following way:

1. Cover up the answers, answer all the questions on a sheet of paper.
2. Check your answers.
3. Repeat if necessary.
4. Once you have answered all questions correctly, move on to the next subject.





Line	Bayonet Charge by Ted Hughes	Notes
1	Suddenly he awoke and was running – raw	
2	In raw-seamed hot khaki, his sweat heavy,	
3	Stumbling across a field of clods towards a green hedge	
4	That dazzled with rifle fire, hearing	
5	Bullets smacking the belly out of the air –	
6	He lugged a rifle numb as a smashed arm;	
7	The patriotic tear that had brimmed in his eye	
8	Sweating like molten iron from the centre of his chest, –	
9	In bewilderment then he almost stopped –	
10	In what cold clockwork of the stars and the nations	
11	Was he the hand pointing that second? He was running	
12	Like a man who has jumped up in the dark and runs	
13	Listening between his footfalls for the reason	
14	Of his still running, and his foot hung like	
15	Statuary in mid-stride. Then the shot-slashed furrows	
16	Threw up a yellow hare that rolled like a flame	
17	And crawled in a threshing circle, its mouth wide	
18	Open silent, its eyes standing out.	
19	He plunged past with his bayonet toward the green hedge,	
20	King, honour, human dignity, etcetera	
21	Dropped like luxuries in a yelling alarm	
22	To get out of that blue crackling air	
23	His terror's touchy dynamite.	



### Synopsis:

"Bayonet Charge" was written by British poet Ted Hughes and published in Hughes's first collection, *The Hawk in the Rain* (1957). Set in the heat of battle, the poem focuses on the thoughts and behavior of a soldier in World War I. This soldier is depicted mid-charge, his bayonet (that is, the blade attached to this end of his gun) primed to attack the enemy. However, he has an epiphany during his charge and suddenly questions why he's there in the first place. Old notions like patriotism and honor seem to fade away as the soldier confronts the absurd reality of war—and of the likelihood of his own death.

### Poetic techniques:

#### Enjambment:

Lines frequently run on to the next, mirroring the soldier's continuous, frantic movement during the charge.

#### Imagery:

Vivid, visceral descriptions like "bullets smacking the sky" and the wounded hare create a strong sense of violence and pain.

#### Repetition:

Words like "raw" are repeated to emphasize the soldier's raw, primal fear and the brutal reality of war.

#### Metaphor:

The wounded hare can be seen as a metaphor for the soldier's vulnerability and potential for injury.

#### "In Medias Res" Opening:

The poem starts abruptly with "Suddenly he awoke and was running," immediately throwing the reader into the action of the charge.

### Questions:

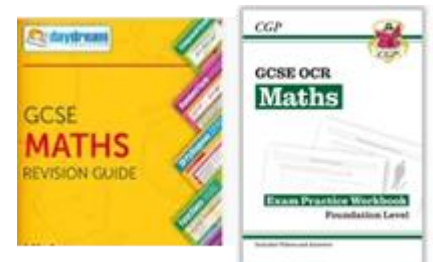
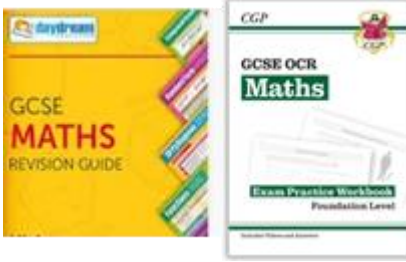
1. What is a bayonet?
2. The poem begins: a) a *premis res*, b) *in medias res*, c) *in final res*
3. What colour is the soldier's uniform?
4. What is he running across?
5. What are smacking the belly?
6. What does he almost stop in?
7. How was he running?
8. What was his foot doing?
9. What rolled like a flame?
10. What did he do with his bayonet towards the hedge?
11. What has he dropped like luxuries?
12. On line 23, which word relates to explosions?



### Exam Question:

Compare how poets present the ways people are affected by conflict in 'Bayonet Charge' and in one other poem from 'Power and conflict'.

**Exam Top Tip:** Use the apper to help you choose a poem for comparison. On the page before the question, there will be a list of all 15 poems you have studied. Sue this to help you deicde and plan.

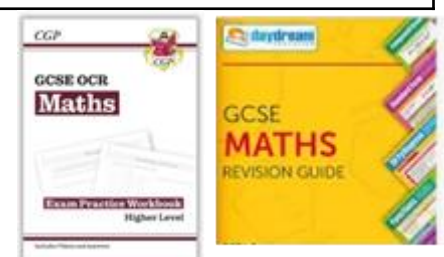
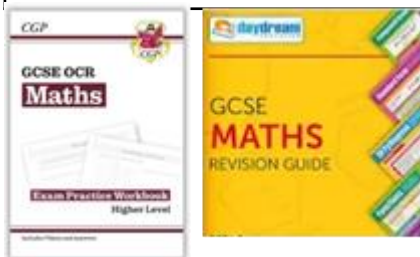


### Aiming for Grade 4 (Foundation)

### Aiming for Grade 5 (Foundation)

If you are aiming for a Grade 4, please turn to pages 31-39 in the revision guide and use the notes to help you answer the questions on pages 12 to 15 in your exam workbook for practice. The questions on the next page need to be answered to ensure skills are secure.

If you are aiming for a Grade 5, please turn to page 23 to 25 in the revision guide and use the notes to help you answer the questions on pages 11, 19 & 20 in your exam workbook for practice. The questions on the next page need to be answered to ensure skills are secure.



### Aiming for Grade 6 (Higher)

### Aiming for Grade 7+ (Higher)

If you are aiming for a Grade 6, please turn to pages 20 to 29 in the revision guide and use the notes to help you answer the questions on pages 6 to 9 in your exam workbook for practice. The questions on the next page need to be answered to ensure skills are secure.

If you are aiming for a Grade 7, please turn to pages 41 to 43 in the revision guide and use the notes to help you answer the questions on pages 23 to 25 in your exam workbook for practice. The questions on the next page need to be answered to ensure skills are secure.

**Aiming for Grade 4 (Foundation)**

1.  $1\frac{1}{2} + \frac{2}{3}$

2.  $1\frac{3}{5} - \frac{3}{4}$

3.  $1\frac{1}{2} \times \frac{2}{3}$

4.  $1\frac{1}{2} \div \frac{2}{3}$

5.  $\frac{1}{5} + 2\frac{1}{3}$

**Aiming for Grade 5 (Foundation)**

Answers in standard form

1)  $6.5 \times 10^3 \times 4 \times 10^2$

2)  $4.5 \times 10^3 \div 1.5 \times 10^{-1}$

3)  $2.5 \times 10^{-1} + 3.555 \times 10^2$

4)  $2 \times 10^2 - 1.5 \times 10$

**Aiming for Grade 6 (Higher)**

Express as a fraction in its simplest form

a)  $0.\dot{4}$

b)  $0.2\dot{5}$

c)  $0.\dot{3}0\dot{6}$

**Aiming for Grade 7+ (Higher)**

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Complete the square and solve leaving your answers in surd form

1  $x^2 + 4x - 1 = 0$

2  $x^2 - 6x + 1 = 0$

3  $x^2 + 8x - 3 = 0$



## Applying the Essential Command Words

### Calculate

Use numbers provided in the question to work out an answer. Remember to use **VESCU** and show your working, write your final answer on the line.

- Calculate the resistance of the lamp when the potential difference across the lamp was 4.8 V

The current in the lamp was 0.75 A

Use the equation:      resistance =  $\frac{\text{potential difference}}{\text{current}}$

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Resistance = \_\_\_\_\_  $\Omega$  (2)

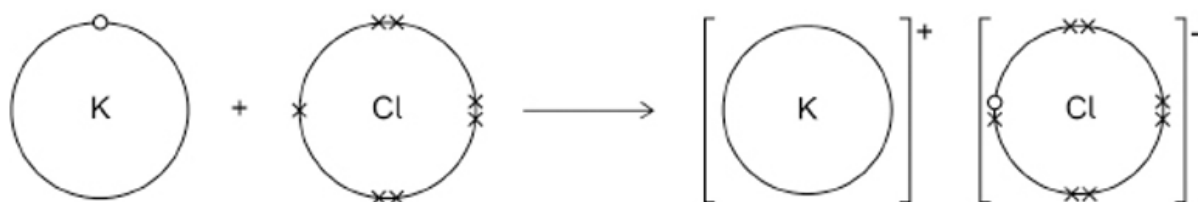
### Describe

Recall facts, events, or processes in detail. **“Tell me about it”**

Potassium reacts with chlorine to produce potassium chloride (KCl).

Figure 1 shows what happens to the electrons in the outer shells when a potassium atom reacts with a chlorine atom. (The dots (o) and crosses (x) represent electrons.)

Figure 1



Describe what happens when a potassium atom reacts with a chlorine atom to produce potassium chloride. Answer in terms of electrons.

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## Explain

Make something clear by stating reasons or causes. **“Tell me why it happens”**

**(b) Explain one way a sperm cell is adapted for its function.**

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**(2)**

## Evaluate

Consider evidence for and against a particular point or conclusion. You must include pros and cons about each point and add your own conclusion.

The table below shows information about three methods of contraception.

	<b>Condom</b>	<b>Oral contraceptive</b>	<b>Hormone skin patch</b>
Percentage (%) effectiveness	98.0	99.7	99.8
How contraception is obtained	From shops or sexual health clinic	From doctor or sexual health clinic	
Possible side effects	No serious side effects	Headaches, nausea, high blood pressure	Headaches, nausea, blood clots

Evaluate the use of these contraceptive methods.

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**(6)**



Sampling Method	Description	Advantages	Disadvantages
<b>Cluster Sampling</b>	The population is divided into natural groups (clusters), groups are chosen at random, and every member of those groups is sampled. Useful for large populations, e.g., surveying towns in a country.	<ul style="list-style-type: none"> <li>- Economically efficient – requires fewer resources.</li> <li>- Can be representative if lots of small clusters are sampled.</li> </ul>	<ul style="list-style-type: none"> <li>- Clusters may not be representative of the population, leading to biased samples.</li> <li>- High sampling error.</li> </ul>
<b>Quota Sampling</b>	Population is grouped by characteristics, and a fixed amount is sampled from each group.	<ul style="list-style-type: none"> <li>- Quick to use.</li> <li>- Cheap.</li> <li>- Does not need a sample frame or a full list of the population.</li> </ul>	<ul style="list-style-type: none"> <li>- Not random, biased as the interviewer selects participants.</li> <li>- Every member of the population doesn't have an equal chance of being selected.</li> </ul>
<b>Opportunity Sampling</b>	Uses the people/items that are available at the time. E.g., interviewing the first 10 people you see.	<ul style="list-style-type: none"> <li>- Quick.</li> <li>- Cheap.</li> <li>- Easy.</li> </ul>	<ul style="list-style-type: none"> <li>- Not random.</li> <li>- The sample may not represent the population, and not every member has an equal chance of being selected.</li> </ul>
<b>Judgement Sampling</b>	The researcher uses their own judgement to select a sample they believe represents the population. E.g., a teacher choosing students for an interview.	<ul style="list-style-type: none"> <li>- Easy.</li> <li>- Quick.</li> </ul>	<ul style="list-style-type: none"> <li>- Not random.</li> <li>- Quality of the sample depends on the researcher's judgment, which may be biased and unreliable.</li> </ul>

**1. Which of the following is an advantage of Cluster Sampling?**

- a) It is always a random sample.
- b) It is economically efficient and requires fewer resources.
- c) It has low sampling error.
- d) It is always representative of the population.

**2. Which of the following is a disadvantage of Quota Sampling?**

- a) It requires a large sample frame.
- b) It is random and unbiased.
- c) It is not random, and the interviewer selects participants.
- d) It takes a long time to conduct.

**3. What is the main characteristic of Opportunity Sampling?**

- a) Samples are selected based on characteristics such as age or gender.
- b) Samples are taken from a list of the entire population.
- c) Samples are chosen based on availability at the time.
- d) Samples are randomly chosen from different clusters.



**4. Which of the following is a disadvantage of Judgement Sampling?**

- a) It is time-consuming.
- b) It is completely random.
- c) It is biased based on the researcher's judgment.
- d) It requires a large and detailed sample frame.

**5. In Cluster Sampling, which of the following is true?**

- a) Every member of the population has an equal chance of being selected.
- b) It requires the population to be divided into random groups, and each group's members are selected.
- c) It guarantees a representative sample.
- d) Clusters are always guaranteed to represent the entire population accurately.

**6. Which sampling method does NOT require a sample frame or a full list of the population?**

- a) Cluster Sampling
- b) Quota Sampling
- c) Opportunity Sampling
- d) Judgement Sampling

**Exam Question**

Tom and Samira want to collect data on the numbers of hours students at their school spend on homework.  
There are 1100 students at their school.  
Tom is planning to use a random sample of 50 students.

Explain what is meant by a random sample.

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.....  
.....

Describe how Tom could use random numbers to take a random sample of the students at his school.

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.....  
.....  
.....

Samira is planning to use a stratified sample that is stratified by school year.  
Comment on whether Samira's plan is appropriate.

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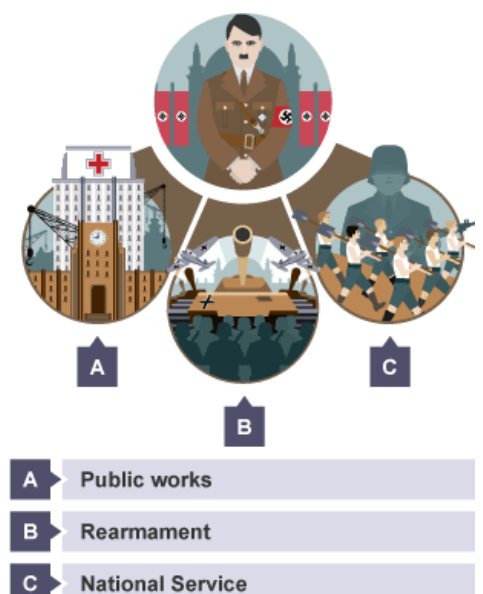
## Policies to Reduce Unemployment

- **Why Hitler Wanted to Reduce Unemployment:**
  - Unemployed individuals were seen as politically dangerous.
  - They were viewed as a burden on society and a waste of resources.
- **National Labour Service (RAD):**
  - Mandatory for men aged 18-25 for six months from July 1935.
  - Provided public work jobs (e.g., draining marshes).
  - Poor wages, long hours, and boring work.
- **Job Creation Schemes:**
  - Investment in large infrastructure projects helped boost employment.
  - **Examples:**
    - 7,000 km of autobahns (motorways).
    - Public buildings.
    - Construction of sports facilities like the Berlin Olympic Stadium (1936).
- **Rearmament:**
  - Jobs created by increasing military spending.
  - Treaty of Versailles limits were ignored.
  - Armament spending rose significantly from 1933 to 1939.
- **Invisible Unemployment:**
  - Official statistics did not include:
    - Jews forced out of jobs.
    - Women dismissed from work.
    - Unmarried men in the RAD.
    - Opponents of the Nazis in concentration camps.
  - Official figures claimed unemployment dropped from **4.8 million (1933) to 0.3 million (1939)**, but the true figure was higher.



## The Standard of Living

- **Nazi Workers' Organizations:**
  - **German Labour Front (DAF):** Replaced trade unions, controlled workers.
  - **Strength through Joy (KdF):** Provided low-cost/free leisure activities.
  - **Beauty of Labour (SdA):** Improved workplace conditions but required unpaid extra hours.
  - **Volkswagen (People's Car):** A savings scheme for the car, but money was redirected to rearmament.
- **Had the Standard of Living Improved by 1939?**
  - **Better Off:**
    - More jobs with most men in work.
    - Average wages rose by **20% compared to 1933**.
    - KdF provided leisure and improved working conditions.
    - Car ownership increased **three-fold**.
  - **Worse Off:**
    - "Invisible unemployment" meant many were still jobless.
    - Increased cost of food **balanced out wage increases**.
    - DAF banned trade unions and increased working hours **from 43 hours (1933) to 49 hours (1939)**.
    - High taxes for social programs; low earners struggled with essentials.





1. How did Hitler 'reduce' unemployment?
2. What was the RAD?
3. What is invisible unemployment?
4. What is the KDF?
5. Did life get better for ordinary Germans under the Nazi rule?

Source B

Official Nazi figures for a selection of Strength through Joy activities in the Berlin area, 1933-1939.

Type of event	Number of events	Number of people involved
Lectures	19,000	1,000,000
Theatre performances	21,000	11,000,000
Museum tours	60,000	2,500,000
Sports events	400	1,500,000
Hikes	6,000	125,000
Holidays and cruises	1,000	700,000

### Questions 3, 5

Source C

From the memoirs of a German who experienced labour service, 1936

We started physical exercises at a ridiculously early time. Before and after work we got military drill and instruction. We worked outdoors in all kinds of weather in the sum of only 51 pfennings an hour. Then they took off deductions and voluntary contributions, including 15 pfennings for a straw mattress and draughty barracks and 35 pfennings what they ladle out of a cauldron and call dinner – stop – you wouldn't touch it, I guarantee it.

**Exam Practice: How useful are sources B and C for an enquiry into the effects of the Nazi Party's economic policies between 1933 and 1939?**

**Explain your answer, using sources B and C and your knowledge of the historical context.**



### 1. What is a Natural Hazard?

•**Definition:** A natural hazard is a natural event that threatens people or has the potential to cause damage, destruction, and death.

### 2. Examples of Natural Hazards

- Volcanic eruptions
- Earthquakes
- Storms
- Tsunamis (huge waves caused by earthquakes)
- Landslides
- Floods

### 3. What is Hazard Risk?

•**Definition:** Hazard risk is the probability or chance that a natural hazard may take place, causing damage, death, and destruction

### 4. Factors That Affect Hazard Risk

- Wealth of a country:** Richer countries may have better infrastructure to handle hazards.
- Magnitude of an event:** How powerful the hazard is (e.g., earthquake size).
- Regularity of events:** How often the hazard occurs.
- Population density:** How many people live in the area

### 5. Tectonic Hazards and Plate Tectonics

- The Earth's structure consists of several layers:
  - Crust
  - Mantle
  - Inner core
  - Outer core

### 6. Movement of Tectonic Plates

- Tectonic plates** are not stationary—they move at around 2-3 cm per year.
- These plates float on top of the mantle and are moved by **convection currents**

### 7. Convection Currents

- Definition:** Convection currents are currents of hot molten rock (magma) within the mantle.
- Cause:** The Earth's core heats up the magma, causing it to rise. When it cools down, it sinks. This cycle moves the tectonic plates.

### 8. Where Do Volcanoes and Earthquakes Happen?

- Volcanoes and earthquakes typically occur along **plate margins** (where two tectonic plates meet).

#### •Map Analysis:

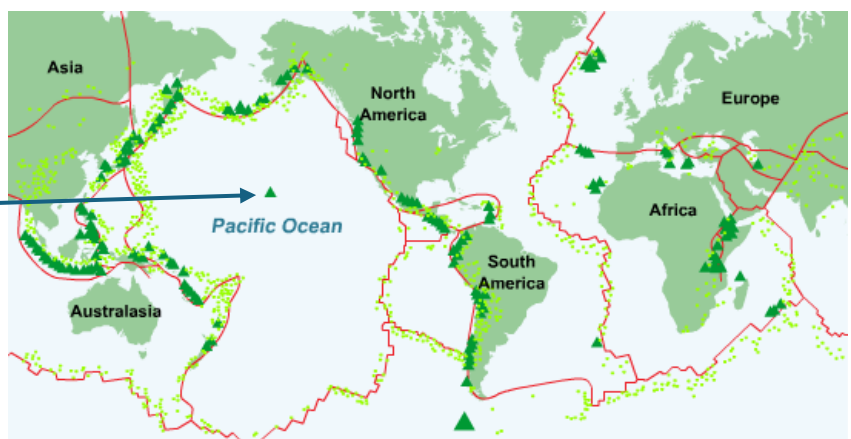
- Green dots represent earthquakes.
- Triangles represent volcanoes.

•**Pattern:** Earthquakes and volcanoes are linked because volcanoes are fed by hot molten rock from deep within the Earth. This rises to the top at plate margins

### 9. Exceptions to the Plate Margin Rule

•**Hot Spots:** Volcanoes can also form at places where the tectonic plates are thin and magma can break through.

- Example: **Hawaii**





## Questions:

1. What is a natural hazard?

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2. Can you list at least five examples of natural hazards?

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3. What does the term "hazard risk" refer to?

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4. How does the wealth of a country affect its risk from natural hazards?

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5. What is meant by the "magnitude" of an earthquake, and why is it important?

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6. How does population density impact the risk from natural hazards?

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7. What are tectonic plates, and how do they move?

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8. Explain what convection currents are and how they influence the movement of tectonic plates.

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9. Where do most volcanoes and earthquakes occur?

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10. What is a "hot spot" in relation to volcano formation, and can you provide an example?

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## Acute Injuries

### Sudden trauma – Pain – (tackle/fall/collision)

**Soft tissues damage** – to muscles, ligaments, tendons, skin

**Hard tissue damage** – to bone

**Strain** – Torn muscle or tendon (Treat with PRICE)

**Sprain** – Torn ligaments (ACL – knee) (Treat with PRICE)

**Skin Damage** - **Abrasion/graze** (clean/cover), **Cut/laceration** (stop bleeding, clean, cover) **Contusion/Bruise** (Ice), **Blister** (clean/cover)

**Fractures** – **Open** (skin broken) **Closed** (break inside the skin) (medical professional – X Ray, Surgery, Cast)

**Dislocation** – bones moves out of a joint (medical professional)

**Concussion** – blow to the head, dizziness, confusion, blurred vision. (medical help)  
Links to **Dementia** and **Alzheimer's**.

## Chronic Injuries

### Overuse – over a period of time – repeated movement

**Tendonitis** – inflamed **tendon** (sore, red, pain)

**Achilles Tendonitis** (Heel), **Rotator cuff Tendonitis** (Shoulder) **Patellar**

**Tendonitis** (Knee) (Treat with PRICE)

**Epicondylitis** – inflammation at the end of bone (Treat with PRICE)

**LaTeral Epicondylitis** – Tennis Elbow – OuTside of elbow

**Medial Epicondylitis** – Golfers Elbow – Inside of Elbow

**Shin Splints** – Pain in your shin (overweight, hard surfaces, poor technique, incorrect footwear) (Treat with PRICE)

**Stress Fracture** – repeated pressure on same body part (X Ray)

**Q1-** Identify the most likely type of sports injury for the following scenario:

A cyclist who has fallen off their bike and has purple coloured discolouration on their legs and elbows.

.....(1)

**Q2**

i. Identify a sport where concussion is a common injury.

.....(1)

ii. Describe **one** example of how concussion occurs in the sport you have identified.

.....(1)

iii. In the sport that you have identified, state a piece of protective equipment that can be worn to reduce the chances of concussion occurring.

.....(1)



**Q3.** Identify a chronic sports injury that a long distance runner may experience during their training for a marathon and describe one cause of this injury.

Chronic sports injury: .....(1)

Cause:.....(1)

**Q4.** The first aider can see blood and that the player is in a lot of pain.

What is the main sign a first aider could identify to confirm it is an open fracture?

.....(1)

**Q5.** For the following treatment method, choose the most appropriate injury from the list below. Describe a sporting situation where each injury might occur.

**Treatment – sling**

**Fractured Arm**

**Blister**

**Abrasion**

**Fractured leg**

Injury: .....(1)

How it might occur: .....(1)

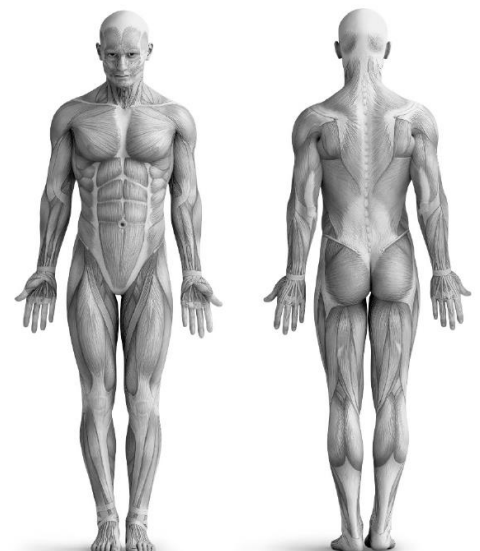
**Q6.** Describe what an acute injury is.

.....  
.....(1)

**Q7.** The diagram shows the front and back of the human body.

- i. Label the place that Achilles tendonitis would occur with the letter 'X'. (1)
- i. Other than pain, identify another symptom of Achilles tendonitis.

.....  
.....  
..... (1)





Revise the vocabulary below and complete the tasks on the next page

### A ADVERBS

normalement - normally
généralement - generally
toujours - always
souvent - often
parfois - sometimes
plus...que – more than
moins...que – less than
ne...jamais - never
presque - almost
encore – still/yet

### D DETAIL/DESCRIPTION

aussi - also
beaucoup – a lot
très - very
trop - too
assez - quite
si - so
en plus - furthermore
vraiment - really
un peu – a bit/little
même - even

### O OUTSTANDING PHRASES

si je pouvais – if I could
bien que je sois – although I am
j'espère + <i>inf.</i> – I hope to
En faisant/ écoutant – while doing/ listening
j'aurais préféré + <i>inf.</i> – I would have preferred
C'est à dire- that is to say
je viens de (regarder) – I was just (watching)
Je suis en train de (lire) – I am (reading)
Avant de (sortir) – Before (going out)
(mal)heureusement – (un)fortunately

### S SEQUENCERS

avant – before
après - after
plus tard - later
puis - then
d'abord – first of all
finalement - finally
<b>le matin/soir</b> – in the morning /evening
l'après-midi – in the afternoon
ensuite - next
pour commencer – to start



Complete the sentences with the appropriate word from the vocabulary list:

1. \_\_\_\_\_, je me lève à 7 heures du matin. (normally)
2. Elle aime la musique classique et \_\_\_\_\_ le jazz. (also)
3. Il y a \_\_\_\_\_ de monde au concert ce soir. (a lot)
4. Nous avons \_\_\_\_\_ terminé nos devoirs avant de sortir. (almost)
5. \_\_\_\_\_ de partir, vérifie si tu as tout. (Before)
6. \_\_\_\_\_, il a plu toute la journée. (Unfortunately)
7. Elle est \_\_\_\_\_ arrivée, nous pouvons commencer. (finally)
8. Je suis \_\_\_\_\_ de lire ce livre intéressant. (in the process of)
9. \_\_\_\_\_ je sois fatigué, je vais courir ce soir. (Although)
10. \_\_\_\_\_ de manger, je me lave les mains. (Before)

Read the following paragraph and answer the questions below:

"Normalement, je me réveille à 6h du matin. Avant de prendre mon petit-déjeuner, je fais du yoga pendant 30 minutes. Ensuite, je prépare mes affaires pour l'école. Bien que je sois souvent pressé, je prends le temps de lire un peu. Après les cours, je rentre à la maison et je fais mes devoirs. Si j'ai fini tôt, je regarde un film ou je lis un livre. J'espère pouvoir voyager pendant les vacances prochaines."

Questions:

1. À quelle heure la personne se réveille-t-elle normalement ?
2. Que fait-elle avant de prendre son petit-déjeuner ?
3. Que fait-elle après les cours ?
4. Que fait-elle si elle a fini ses devoirs tôt ?
5. Qu'espère-t-elle faire pendant les prochaines vacances ?





## 1.4.4: The Environmental Health Officer


### Highlights


 **EHO Inspections:** Environmental Health Officers can inspect food premises unannounced during business hours.


 **Key Safety Checks:** Inspections evaluate cleanliness, equipment safety, pest control, and staff training.

 **Legal Authority:** EHOs can remove hazardous food, enforce hygienic practices, and even close premises when necessary.

 **Hygiene Ratings:** Businesses receive food hygiene ratings after inspections, with a rating of 5 being the highest standard.


 **Public Health Protection:** The primary role of the EHO is to ensure the health and safety of the public through food safety enforcement.


 **Complaint Investigations:** EHOs respond to public complaints regarding food safety and suspected foodborne illnesses.


 **Public Transparency:** Hygiene ratings are published online and displayed at establishments, promoting transparency and accountability.





### Key Insights

 **Inspection Autonomy:** The ability of EHOs to conduct inspections without prior notice empowers them to accurately assess real-time conditions in food businesses.

 **Comprehensive Safety Evaluation:** The EHO's thorough checklists ensure that all aspects of food safety and hygiene are considered.

 **Legal Framework and Enforcement:** The authority conferred upon EHOs is backed by legislation, allowing them to take decisive action against non-compliance.

 **Importance of Hygiene Ratings:** The hygiene rating system serves a dual purpose: it informs consumers about the safety of food establishments and motivates businesses to maintain high standards to achieve favourable ratings.

 **Advisory Role of EHOs:** Beyond enforcement, EHOs provide valuable guidance and advice to businesses on improving their food safety practices.

 **Public Health Response:** The EHO's responsiveness to public complaints regarding food safety is essential for swift action against potential health hazards.

 **Ongoing Education and Training:** EHOs play a vital role in ensuring that food handlers receive adequate training in hygiene and safety practices.



### 1.4.4: The Environmental Health Officer

Start by analysing this question from the recent mock exam. Highlight the key parts of the question to support you in answering correctly.



**Beau is a new Environmental Health Officer (EHO). Beau's first job is to visit a restaurant that has been reported because of food poisoning cases.**

**Discuss the job role and responsibilities of the Environmental Health Officer (EHO). (8)**



**COMMAND** Discuss – Explore different aspects of a topic, considering advantages and disadvantages.

### Expected Answer Structure

**Sentence One-** State the job role of the Environmental Health Officer (EHO)

**Sentence Two-** Evidence one of the job responsibilities the Environmental Health Officer would have.

**Sentence Three-** Describe what is expected of this responsibility.

**Sentence Four-** Explain why the responsibility is important.

**Sentence Five-** Evidence a second job responsibility the Environmental Health Officer would have.

**Sentence Six-** Describe what is expected of this responsibility.

**Sentence Seven-** Explain why the responsibility is important.

**Sentence Eight-** Evidence a third job responsibility the Environmental Health Officer would have.

**Sentence Nine-** Describe what is expected of this responsibility.

**Sentence Ten-** Explain why the responsibility is important.

**Sentence Eleven-** Provide a reason why this role is important in the hospitality and catering industry.

