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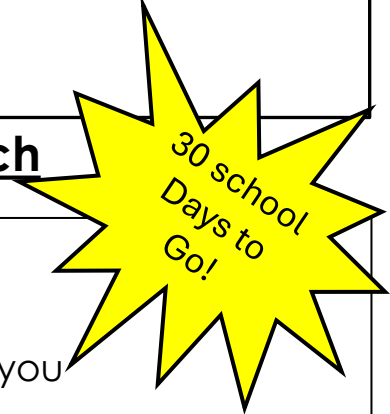
Tutor:.....



Exam Preparation Homework Booklet 2025

Term 4 Week 3 Edition

Hand in Date Thursday 20th 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

<u>Please sign the most appropriate box</u>	Successful	Knowledgeable	Aspiring	Acquiring
	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
Student				
Parent				
Form Tutor				



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:

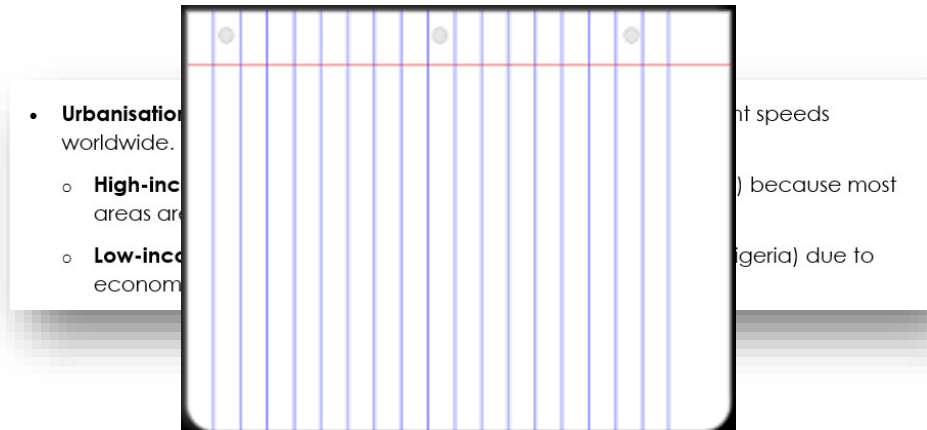
Step 1: Look

- 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.





Dr Jekyll/Mr Hyde



Gabriel Utterson



Richard Enfield



Sir Danvers Carew



Hastie Lanyon



Poole

Dr Jekyll and Mr Hyde

Plot summary

- *Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson is a narrative about the complexities of science and the duplicity of human nature. Dr Jekyll is a kind, well-respected and intelligent scientist who meddles with the darker side of science, as he wants to bring out his 'second' nature.
- He does this through transforming himself into Mr Hyde - his evil alter ego who doesn't repent or accept responsibility for his evil crimes and ways. Jekyll tries to control his alter ego, Hyde, and for a while, Jekyll has the power. However, towards the end of the novel, Hyde takes over and this results in their deaths.



Id:

Instincts



Ego:

Reality



Superego:

Morality

Aiming Higher: The idea of the alter ego comes from new thinking, of the time, from psychologist Freud. He believed that the id, ego, and superego are three agencies that make up your personality. The id is the inherited part of the personality; the ego is who you are, or self; and the superego is governed by morals and societal compasses. The characters of Jekyll and Hyde explore this idea.

Character Profile:

Utterson

- Utterson is Jekyll's loyal friend and it is through his perspective that we understand most of the novel. His loyalty to, and concern for, Jekyll are shown often.
- When Sir Danvers Carew is murdered, Utterson protects his friend Jekyll by not mentioning their relationship to the police. Utterson is a lawyer and therefore a respectable, wealthy man in Victorian London.
- He is calm and rational and rather like a scientist in his approach to life. He likes to weigh up the evidence. He is also curious and persistent which we see in his quest to uncover the true reality and motives of Mr Hyde.
- 'If he shall be Mr Hyde, he had thought, I shall be Mr Seek.'
- — *Dr. Jekyll and Mr. Hyde*, Robert Louis Stevenson
- It is this curiosity and persistence that eventually sees him uncover the truth about Dr Jekyll and Mr Hyde's relationship.

Revision Questions

1. Who is Utterson?
2. What type of relationship does Utterson have with Jekyll?
3. Who gets murdered?
4. Who does Utterson protect?
5. What is Utterson's job?
6. What helps Utterson eventually uncover the truth?

**Exam practice**

Starting with this extract, write about how Stevenson presents Mr Utterson as a trustworthy individual. Write about:

- How Stevenson presents Utterson as trustworthy in this extract.
- How Stevenson presents Utterson as trustworthy in the novel as a whole.

30 marks

A week afterwards Dr Lanyon took to his bed, and in something less than a fortnight he was dead. The night after the funeral, at which he had been sadly affected, Utterson locked the door of his business room, and sitting there by the light of a melancholy candle, drew out and set before him an envelope addressed by the hand and sealed with the seal of his dear friend. 'P: for the hands of J. G. Utterson and in case of his predecease to be destroyed unread', so it was emphatically superscribed; and the lawyer dreaded to behold the contents. 'I have buried one friend today,' he thought: 'what if this should cost me another?' And then he condemned the fear as a disloyalty, and broke the seal. Within there was another enclosure, likewise sealed, and marked upon the cover as 'Not to be opened till the death or disappearance of Dr Henry Jekyll. son could not trust his eyes. Yes, it was disappearance; here again, as in th mad will which he had long ago restored to its author, here again were the idea of a disappearance and the name of Henry Jekyll bracketed. But in the will, that idea had sprung from the sinister suggestion of the man Hyde; it was set there with a purpose all too plain and horrible. Written by the hand of Lanyon, what should it mean? A great curiosity came on the trustee, to disregard the prohibition and dive at once to the bottom of these mysteries; but professional honour and faith to his dead friend were stringent obligations; and the packet slept in the inmost comer of his private safe.

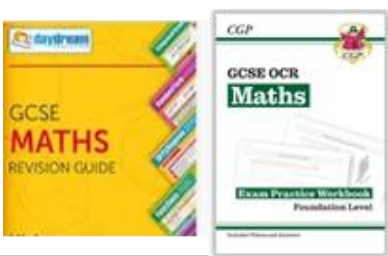
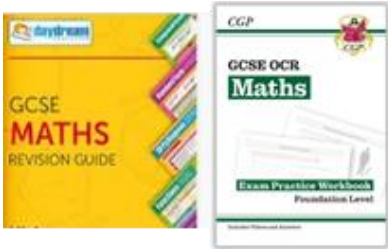
It is one thing to mortify curiosity, another to conquer it; and it may be doubted if, from that day forth, Utterson desired the society of his surviving friend with the same eagerness.

Exam Tips:

- **Plan your answer**
- **Always** discuss the **WHOLE** text
- Make sure you include a thesis statement
- Make sure you end with a conclusion about the beginning and end.



Subject information	Maths
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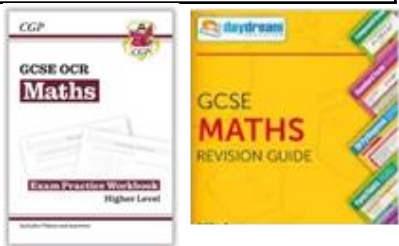
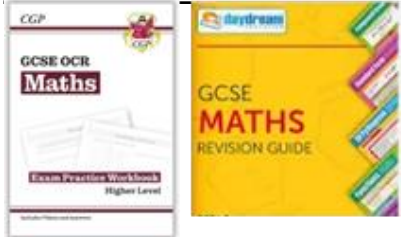


Aiming for Grade 4 (Foundation)

Aiming for Grade 5 (Foundation)

If you are aiming for a Grade 4, please turn to pages 24 in the revision guide and use the notes to help you answer the questions on pages 38 to 39 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 24 in the revision guide and use the notes to help you answer the questions on pages 41 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 17 in the revision guide and use the notes to help you answer the questions on pages 38 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 17 in the revision guide and use the notes to help you answer the questions on pages 38 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)**

Factorise the following:

$$x^2 + 7x$$

$$x^2 - 7x$$

$$10c + c^2$$

$$12x^2 + 18x$$

$$x^2 + xy$$

$$6c^2 - 4cd$$

$$8cdf + 10cde$$

$$6mn - 7m^2n$$

Aiming for Grade 5 (Foundation)

Factorise the following:

$$x^2 + 7x + 12$$

$$x^2 + 4x + 4$$

$$x^2 + x - 12$$

$$x^2 + 2x - 48$$

$$x^2 - 3x - 10$$

$$x^2 - x - 12$$

$$x^2 + 8x - 105$$

Aiming for Grade 6 (Higher)

Factorise the following:

$$2x^2 + 7x + 5$$

$$3x^2 + 13x + 4$$

$$5x^2 + 13x + 6$$

$$11x^2 + 47x + 12$$

$$3x^2 + x - 4$$

$$3x^2 - 17x + 10$$

$$5x^2 - 13x - 6$$

Aiming for Grade 7+ (Higher)

Factorise the following:

Question 1:

A quadratic expression, $3x^2 + ax + 10$, can be factorised. Find all possible values for a. a can be positive or negative.

Question 2:

A quadratic expression, $4x^2 + bx - 12$, can be factorised. Find all possible values for b. b can be positive or negative.

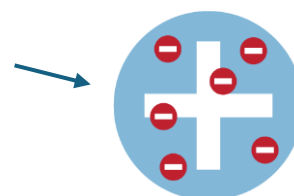
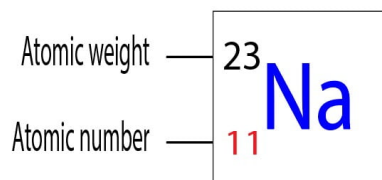
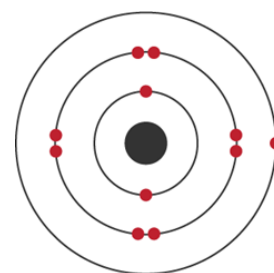
Question 3:

A quadratic expression, $2x^2 - x + c$, can be factorised. Find three possible values for c.



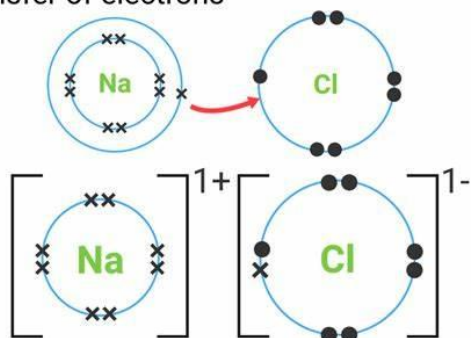
- The **electronic structure** of an atom can be predicted from its atomic number. For example, the atomic number of sodium is 11.
- Sodium atoms have 11 *protons* and so 11 electrons:
 - two electrons occupy the first shell
 - eight electrons occupy the second shell
 - one electron occupies the third shell
- This electronic structure can be written as 2,8,1 (each comma, or dot, separates one shell from the next). This electronic structure can also be shown as a diagram. In these diagrams: each shell is shown as a circle, each electron is shown as a dot or a cross.
- Mendeleev** left gaps in his table for elements not known at the time. By looking at the properties of the elements next to a gap, he could also predict the properties of these undiscovered elements.
- J J Thomson carried out experiments and discovered the *electron*. This led him to suggest the *plum pudding model* of the atom. In this model, the atom is a ball of positive charge with negative electrons embedded in it - like currants in a Christmas pudding.

Sodium atomic diagram

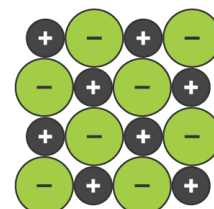


Ionic Bonding

transfer of electrons

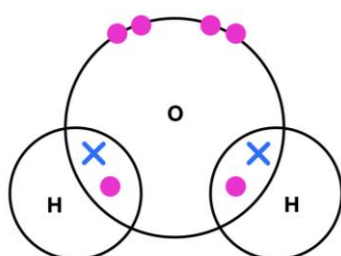


- An *ionic compound* is a giant structure of ions. The ions have a regular, repeating arrangement called an *ionic lattice*. The lattice is formed because the ions attract each other and form a regular pattern with oppositely charged ions next to each other.
- An ionic lattice is held together by strong *electrostatic forces* of attraction between the oppositely charged ions. The forces act in all directions in the lattice. This is called *ionic bonding*

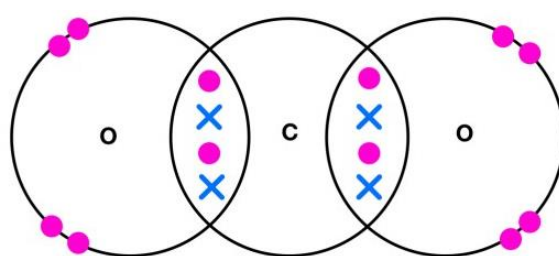


- A *covalent bond* is formed when two *atoms* share a pair of *electrons*. Covalent bonding occurs in most *non-metal elements*, and in *compounds* formed between non-metals.
- These shared electrons are found in the outer shells of the atoms. Usually each atom contributes one electron to the shared pair of electrons. *Graphene* and *fullerenes* are forms of carbon. Their structures are different from those of *diamond* and *graphite*, which are also forms of carbon.
- Graphene**-Graphene is a single layer of graphite. The strong *covalent bonds* between the carbon atoms mean that graphene: has a very high *melting point* is very strong. Like graphite, graphene conducts electricity well because it has *delocalised electrons* that are free to move across its surface. These *properties* make graphene useful in electronics and for making *composites*.

Water



Carbon Dioxide





What is the charge on a proton?	
What is the charge on a neutron?	
What is the charge on an electron?	
What is the mass of a proton?	
What is the mass of a neutron?	
What is the mass of an electron?	
Where are protons found in an atom?	
What is the name given to group 1 of the periodic table?	
What is the name given to group 7 of the periodic table?	
How many electrons can be put in the 1 st electron shell of an atom?	
Who discovered the plum pudding model?	
Who discovered neutrons?	
Who did the alpha scattering experiment?	
How many electrons can the 2 nd shell of an atom hold?	
What does the atomic number tell you about an atom?	
What does the mass number tell you about an atom?	
Describe the plum pudding model	
Draw a dot cross diagram to show covalent bonding in methane	
Draw a dot cross diagram to show ionic bonding in Lithium Fluoride	



Types of data

	Description
Raw Data	Unprocessed data that has just been collected. It needs to be ordered, grouped, rounded, or cleaned before analysis.
Qualitative Data	Non-numerical, descriptive data such as eye colour, hair colour, or gender. Often subjective and more difficult to analyse.
Quantitative Data	Numerical data that can be measured with numbers. Easier to analyse than qualitative data. Example: height, weight, marks in an exam, etc.
Discrete Data	Data that takes specific, <u>particular values</u> (not necessarily whole numbers), such as shoe size or the number of people.
Continuous Data	Data that can take any value, such as height or weight.
Categorical Data	Data that can be sorted into non-overlapping categories, such as gender. It is used for qualitative data to make it easier to process.
Ordinal (Rank) Data	Quantitative data that can be given an order or ranked, such as marks in an exam or survey responses on a rating scale.
Bivariate Data	Involves measuring two variables. These can be qualitative or quantitative and are often used in scatter diagrams. One variable is typically explanatory, and the other is a response variable.
Multivariate Data	Involves more than two variables, such as comparing height, weight, age, and shoe size together.

Grouping Data

Grouping Type	Description
Discrete Data Grouping	Data can be grouped into non-overlapping classes (e.g., 0-10, 11-15). Classes do not have to be equal in width. Smaller intervals are used when data is close together, and wider intervals are used when data is more spread out.
Continuous Data Grouping	Data is grouped using inequalities, where the class intervals must not overlap. Inequality symbols (e.g., $<$, \leq) are used to define the intervals.



Questions

a) Which of the following is an example of **qualitative data**?

- A) Number of students in a class
- B) Shoe size
- C) Eye colour
- D) Height

b) Which of the following is an example of **discrete data**?

- A) Weight
- B) Temperature
- C) Number of cars in a parking lot
- D) Height

c) Is the following data **continuous** or **discrete**?

- "The time taken by a runner to complete a race."

d) Which of the following would be considered **ordinal data**?

- A) Test scores (90, 80, 70, etc.)
- B) Ranking of students based on their performance (1st, 2nd, 3rd, etc.)
- C) Age of students
- D) Shoe size

2. Grouping Data

a) A group of students recorded the number of books they read in a month. The raw data is as follows:

1,3,2,4,2,5,6,3,2,5,6,7,21, 3, 2, 4, 2, 5, 6, 3, 2, 5, 6, 7, 21,3,2,4,2,5,6,3,2,5,6,7,2

Group this data into classes of 0-2, 3-5, and 6-8. How many students fall into each group?

b) A survey shows the heights of 15 students:

145,150,160,155,170,175,180,185,160,155,145,150,160,155,150
145, 150, 160, 155,
170, 175, 180, 185, 160, 155, 145, 150, 160, 155,
150
145,150,160,155,170,175,180,185,160,155,145,150,160,155,150

Group the data into intervals of 145-154, 155-164, 165-174, and 175-184. How many students fall into each height range?

c) The following is a set of ages of a group of people:

10,12,13,15,14,18,17,13,12,16
10, 12, 13, 15, 14, 18, 17, 13, 12,
16
10,12,13,15,14,18,17,13,12,16

Group the data into classes of 10-12, 13-15, and 16-18. How many people fall into each class?



Church Opposition

Pastor Martin Niemöller

Pro-Nazi

- Supported Nazis in early years.
- Backed Hitler as a strong leader.
- Accepted Nazi policies on Jews.
- Wanted to fight for Nazis in WWII.

Against Nazis

- Opposed Nazi interference in Protestant Church.
- Objected to restrictions on Jewish converts.
- Helped form Confessing Church in 1934.

Strong Opposition

- Arrested multiple times (1934-1937).
- Sent to concentration camp (1938-1945).



How Pastors and Priests Opposed the Nazis

- 6,000 Protestant pastors joined the Confessing Church.
- 2,000 pastors remained in the pro-Nazi German Christian Church.
- 800 pastors arrested and sent to concentration camps.
- 400 Catholic priests imprisoned in Dachau.

Niemöller's Sermon

- Warned against staying silent.
 - Famous quote:



FIRST THEY CAME PASTOR MARTIN NIEMOLLER

First they came for the Communists
And I did not speak out
Because I was not a Communist
Then they came for the Socialists
And I did not speak out
Because I was not a Socialist
Then they came for the trade unionists
And I did not speak out
Because I was not a trade unionist
Then they came for the Jews
And I did not speak out
Because I was not a Jew
Then they came for me
And there was no one left

Extent of Opposition

- Public opposition was dangerous.
- Church attendance remained high.
- Nazis struggled to control religious influence.



Revision questions:

1. Initially, why did Niemöller support the Nazis?
2. Why did Niemöller's attitude towards the Nazis change?
3. What happened to Niemöller?
4. How did the church leaders oppose the Nazis?
5. What is the meaning of Niemöller's famous quote?

Interpretation 1

From the Nazi Dictatorship, by Ian Kershaw published in 1985.

The Churches offered less than fundamental resistance to Nazism. Their energies were used in opposing Nazi interference with their traditional practices. This was not matched by equally vigorous denunciation of Nazi inhumanity and barbarism.

Interpretation 2

From Edexcel History textbook, 2016.

Some Catholic priests also spoke out against Nazi ideas and policies. Around 400 Catholic priests were eventually imprisoned in the Priests' Block at Dachau concentration camp.

Exam practice:

How far do you agree with Interpretation 2 about the opposition from the churches against Nazi policies between 1933 and 1939?

Explain your answer, using both interpretations and your knowledge of the historical context.



TECTONIC PLATE BOUNDARIES

What Happens When Tectonic Plates Meet?

Tectonic plates are large pieces of the Earth's crust that float on the layer of molten rock below. When these plates meet, different things can happen, depending on how they move. There are three main types of plate boundaries:

1. **Constructive Plate Margins (Plates move apart)**
2. **Destructive Plate Margins (Plates move towards each other)**
3. **Conservative Plate Margins (Plates slide past each other)**

The Two Types of Crust

The Earth's crust is made up of two types of crust:

- **Oceanic crust:** This is found under the oceans. It's younger, heavier, and can melt.
- **Continental crust:** This is found under the continents. It's older and lighter than oceanic crust.

These two types of crust behave differently when tectonic plates meet.

1. Constructive Plate Margins (Plates Move Apart)

- At a **constructive plate margin**, two tectonic plates are moving away from each other. This happens because of **convection currents** inside the Earth.
- As the plates move apart very slowly, **magma** (molten rock) from deep inside the Earth rises up through the gap.
- When this magma reaches the surface, it cools and hardens to form new crust, which is made of **igneous rock**.
- Over time, this process builds up and can create a **volcano**.

This type of boundary is often found under the sea, like at the **Mid-Atlantic Ridge**.

2. Destructive Plate Margins (Plates Move Towards Each Other)

- At a **destructive plate margin**, two plates are moving towards each other. This often happens between an oceanic plate and a continental plate.
- The oceanic plate is **heavier** than the continental plate, so it is pushed **under** the continental plate. This is called the **subduction zone**.
- As the oceanic plate moves deeper, it melts and forms **magma**. This magma can create volcanoes, and the movement of the plates can also cause **earthquakes**.
- The magma rises through cracks in the Earth's surface, and if it builds up enough, it can cause a **volcanic eruption**.

An example of this is the **Nazca Plate**, which is being pushed under the **South American Plate**.

3. Conservative Plate Margins (Plates Slide Past Each Other)

- At a **conservative plate margin**, two tectonic plates slide past each other horizontally.
- As the plates move past each other, **friction** can cause the plates to get stuck.
- When the pressure builds up enough, the plates suddenly move, causing an **earthquake**.
- This type of boundary doesn't create volcanoes because there's no magma rising to the surface.

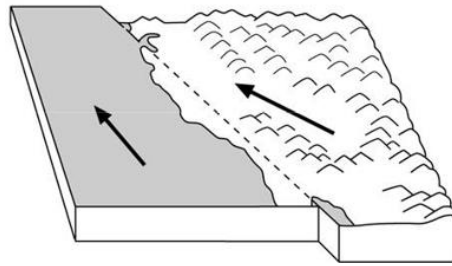
An example of this is the **San Andreas Fault** in **California**, where the **Pacific Plate** moves past the **North American Plate**



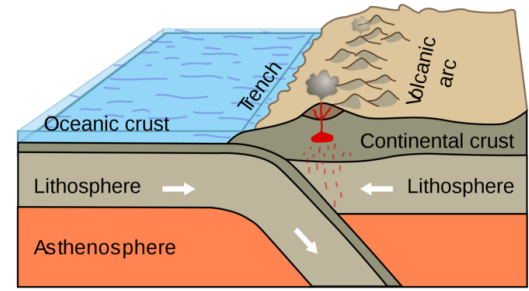
Label the diagram with the correct plate boundary



Conservative



Destructive



Constructive

True/False Questions

1. **Tectonic plates are large pieces of the Earth's crust that float on molten rock.**
True / False
2. **There are four main types of plate boundaries: constructive, destructive, conservative, and divergent.**
True / False
3. **Oceanic crust is older and lighter than continental crust.**
True / False
4. **Convection currents inside the Earth cause tectonic plates to move apart at constructive plate margins.**
True / False
5. **Magma rises from the Earth's mantle at constructive plate boundaries and forms new crust.**
True / False
6. **Volcanoes are only formed at destructive plate margins.**
True / False
7. **At a destructive plate margin, the oceanic plate is pushed under the continental plate, in a process called subduction.**
True / False
8. **The Mid-Atlantic Ridge is an example of a destructive plate margin.**
True / False
9. **The San Andreas Fault is an example of a conservative plate margin.**
True / False
10. **At a conservative plate margin, two plates slide past each other horizontally, causing earthquakes.**
True / False
11. **There is no magma rising to the surface at conservative plate boundaries, so volcanoes are not formed.**
True / False
12. **When tectonic plates at a destructive boundary move towards each other, it causes magma to rise to the surface and form new crust.**
True / False
13. **Earthquakes can occur at constructive, destructive, and conservative plate margins.**
True / False
14. **The oceanic plate is lighter than the continental plate at destructive plate margins.**
True / False
15. **At a constructive plate margin, plates move towards each other, leading to the creation of volcanoes.**
True / False



Reducing Risks

Risk Assessment – identify hazards. (type of group/group size)

Medicals and Screening – identify health problems

National Governing Bodies (NGB) Policies – safety equipment, staff training, policy to reduce injury.

Emergency Action Plan

Emergency Equipment – First Aid Kit, Defibrillator.

Emergency Personnel - First aider, coach, doctor.

Emergency Communication – emergency contacts, emergency services 999

Risk assessment for indoor netball				
Risk		Severity risk rating		
		Low	Medium	High
A	Faulty heating of sports hall	x		
B	Lack of experience of staff / officials / coaches	x		
C	Large number of players on the court		x	
D	Obstructions - benches	x		

1- Using **Table 1**, state which risk is most likely to involve collisions with other players.

..... (1)

2 - Which **one** of the following is **not** a component of an emergency action plan? (1)

Circle your chosen option to indicate your answer.

- (a) Emergency Communication
- (b) Emergency Personnel
- (c) Emergency Contact
- (d) Emergency Equipment

3 - Identify the part of an Emergency Action Plan (EAP) that the following are examples of:

First Aider:

Telephone:

Stretcher:



4 - It is important that trampolines are in good working order before use.

Complete the trampolining risk assessment to answer the following: (6)

Identify three other risks that could be included on a trampoline risk assessment.

State a different control measure for each identified risk.

Trampolining risk assessment	
Risk identified	Control measure
The trampoline is faulty	Ensure the trampoline is fixed and checked by a safety officer
1
2
3

5- National Governing Bodies (NGBs) such as The FA, are introducing policies to help reduce the chances of concussion.

Describe **three** ways in which The FA could reduce the chances of concussion from occurring in football.

- 1.....
.....
- 2.....
.....
- 3.....
.....



This week we are focusing on core verbs which you can use in your speaking and writing exams to cover all three tenses.

Please memorise the verbs below and practise using the tasks.

The Magic Top 10

c'est –	it is
c'était –	it was
il y a –	there is/are
il y avait –	There was/were
je vais –	I go
je suis allé(e) –	I went
je vais aller –	I'm going to go
on peut	you can
il faut –	you should
je voudrais –	I'd like

- _____ magnifique ! (*It is magnificent!*)
- Hier, _____ beaucoup de monde. (*There were a lot of people yesterday.*)
- Demain, _____ aller au parc. (*I'm going to go to the park tomorrow.*)
- _____ un chat dans le jardin. (*There is a cat in the garden.*)
- Tu veux nager ici ? Oui, _____ ! (*Can we swim here? Yes, you can!*)
- Pour réussir, _____ étudier. (*To succeed, you should study.*)
- La semaine dernière, _____ au cinéma. (*Last week, I went to the cinema.*)
- _____ une glace, s'il vous plaît. (*I'd like an ice cream, please.*)



Match up the French verbs with their correct meaning in English

- | | |
|--------------------|--------------------|
| 1. c'est | a) I went |
| 2. c'était | b) There is/are |
| 3. il y a | c) It is |
| 4. il y avait | d) You can |
| 5. je vais | e) I'm going to go |
| 6. je suis allé(e) | f) You should |
| 7. je vais aller | g) It was |
| 8. on peut | h) I go |
| 9. il faut | i) I'd like |
| 10. je voudrais | j) There was/were |

Translate the following sentences into French:

1. I'm going to go to the beach.
2. There were a lot of people.
3. It is beautiful.
4. I went to the store.
5. You should work hard.
6. I'd like a coffee.

Create your own sentences

Use the verbs you've learned to write 3 sentences about yourself, your plans, or your experiences.

1. _____
2. _____
3. _____



1.4.1 Food Related Ill Health: What you need to know about.

 **Importance of Food Safety Regulations**

 **Potential for Food Poisoning**

 **Understanding Food Allergies**

 **Food Intolerances**

 **Chemical Hazards**

 **Food Labelling Regulations**

 **HACCP Implementation**



Key Insights

 **Compliance with Food Safety Laws**

- The hospitality and catering industry is governed by several laws designed to protect consumers from food-related illnesses.
- The Food Labelling Regulations (2006) ensure that consumers are informed about what they are consuming.
- This regulation mandates that all food products must include comprehensive labels detailing ingredients, potential allergens, storage instructions, and expiry dates.

 **Risks of Food Poisoning Bacteria**

- Food poisoning is a significant concern in the hospitality sector, with specific bacteria being responsible for various outbreaks.
- *Bacillus cereus*, for instance, is primarily associated with improperly reheated rice, while *Campylobacter* is often linked to undercooked poultry.
- Understanding the sources and risks associated with these bacteria allows food handlers to implement effective preventive measures, thus reducing the incidence of foodborne illnesses.

 **Severe Food Allergies**

- The presence of allergens in food can lead to severe health reactions, including anaphylaxis.
- Common allergens such as peanuts, shellfish, and dairy must be clearly labelled to prevent accidental consumption by sensitive individuals.
- Awareness training for staff in hospitality settings is crucial to ensure they can effectively communicate allergen information to customers, thereby minimizing risks.

 **Impact of Food Intolerances**

- Unlike allergies, food intolerances often produce less severe reactions but can nonetheless lead to significant discomfort and health issues. For example, lactose intolerance can cause digestive problems when dairy products are consumed.
- Understanding the common causes of food intolerance can aid hospitality providers in offering suitable alternatives, thus enhancing customer satisfaction and safety.

 **Chemical Contaminants**

- Food safety is not only about biological hazards; chemical contaminants also pose risks. Detergents, pesticides, and other chemicals can inadvertently find their way into food, leading to serious health issues.
- It is essential for food handlers to be trained in safe food preparation practices, including proper cleaning methods and the responsible use of chemicals in food environments to mitigate these risks.

 **Necessity of Accurate Food Labelling:**

- Accurate food labelling is vital for consumer safety and informed choices.
- Labels must include all relevant information, including allergens and nutritional content, to comply with legal standards and support individuals with dietary restrictions.
- Inaccurate labelling can lead to severe health consequences, emphasizing the importance of precise information dissemination in the hospitality industry.

 **HACCP System in Practice**

- The implementation of the Hazard Analysis Critical Control Point (HACCP) system is essential in maintaining food safety from the moment food is sourced until it reaches the consumer.
- This systematic approach allows for the identification and control of potential hazards at every stage of food production and service.
- Training staff in HACCP principles is vital to ensure that food safety is prioritized, reducing the risk of



1.4.1: Food Related Ill Health

Start by analysing this question from the January 2025 paper. Highlight the key parts of the question to support you in answering correctly.



Sam is embarking on a holiday in the summer. He is travelling by aeroplane to his destination country followed by a hotel stay. Sam has a severe allergy to nuts and uses a wheelchair to aid his mobility.

- i. State two visible allergic reactions symptoms the cabin crew should be aware of (2)
- ii. State one action cabin crew should take if Sam has an allergic reaction (1)
- ii. Complete the HACCP form. State three control points to manage the allergy on the flight (3)

Hazard	Analysis	Control Point
Severe Nut Allergy	Possibility of transfer of allergen to passenger as they board flight.	
	Other passengers carrying products containing allergen onboard the aircraft.	
	Medical reaction to allergen while in the air.	

COMMAND

State – Express clearly and briefly.



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On questions where a command word dictates a one-word or one-sentence answer, they are testing your knowledge of the topic.



Work Plan

Description:

- A work plan is a structured document used to outline all the tasks required to complete a project.

Benefits of a Work Plan:

- Provides clear timescales for each task.
- Helps in understanding the required hardware, software, and personnel for each activity.
- Allows for the inclusion of contingencies to handle unexpected events.
- Increases the likelihood of meeting project deadlines.

Work Plan Example:

Pre-Production Phase:

Task 1: Read client brief

- **Hardware:** Monitor, Laptop
- **Software:** Word Processing
- **People:** Production manager
- **Contingencies:** Print out a hard copy

Task 2: Generating ideas

- **Hardware:** Laptop
- **Software:** Word Processing
- **People:** Creative director, Illustrator
- **Contingencies:** Draw mind map on flipchart paper

Task 3: Visualization diagram

- **Hardware:** Laptop
- **Software:** Desktop publishing
- **People:** Illustrator, Graphics software
- **Contingencies:** Draw visualization diagram on paper

Task 4: Source assets

- **Hardware:** Laptop
- **Software:** Web browser software
- **People:** Content creator
- **Contingencies:** Books, Magazines, Television

Milestone: Pre-production phase complete

Production Phase:

Task 5: Repurpose assets

- **Hardware:** Laptop/Graphics tablet
- **Software:** Graphics software
- **People:** Graphics designer
- **Contingencies:** Use web-based graphics software

Task 6: Create the digital graphic

- **Hardware:** Laptop/Graphics tablet
- **Software:** Graphics software
- **People:** Graphics designer
- **Contingencies:** Use web-based graphics software

Milestone: Production complete

Post-Production Phase:

Task 7: Export digital graphic

- **Hardware:** Laptop/Graphics tablet
- **Software:** Graphics software
- **People:** Graphics designer
- **Contingencies:** Use web-based graphics software
- **Milestone:** Project complete

Components of a work plan

Activity

A task within a task – known as a sub-tasks.

Resources

The hardware, software and people required to complete the task.

Contingencies

A plan put in place to deal with any unexpected events.

Milestone

A significant achievement within the project.

Tasks

The main parts of the project that need to be completed.

Timescales

The time given to each activity/task to be completed.

Workflow

The sequence/order in which the activities are carried out.



13 Below is a section from the client brief provided by progressive museums for the new 'Life in Roman Britain' project.

The 'Life in Roman Britain' project is a travelling exhibit that will visit primary schools using a lorry and a bus. At each school the lorry and bus will set up with big banners outside the doors welcoming the school children in. The exhibit will include mannequins and staff dressed in a range of Roman costumes.

Inside the back of the lorry there will be two rooms:

- Roman villa – stone coloured room with plates of food, cushions and couches, sounds of talking and music
- Roman barracks – wooden style building with a bed and weapon rack, include sounds and smells of battle.

The bus will contain two floors with interactive presentations and exhibits:

- Top floor – presentation showing how life was in the Roman Empire including sounds of everyday life
- Bottom floor – video and presentation about life in Rome with senators voting and includes sound of debates and people shouting over each other.

The exhibit needs to start visiting schools in October but needs to be tested before it starts visiting the schools, which will take a month. Each floor of the bus and room of the lorry will take 2 months to develop.

We can only allocate a small team of people to developing the exhibit so each of the floors and rooms must be completed before the next one can be started.



(a) Identify two content design requirements from the client brief.

1

2

[2]

(b) Identify two timescale constraints from the client brief.

1

2

[2]

(c) Using the information provided in the client brief, create a work plan to produce the 'Life in Roman Britain' project.

Add the relevant information to the chart below (Fig. 2)

Tasks	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct

Fig. 2

[7]

COMMAND



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Identify: Establish or indicate who or what (someone or something) is.

On questions where a command word dictates a one-word or one-sentence answer, they are testing your knowledge of the topic.



Flow Charts

Description

- A diagram that represents the entire process from start to finish.
- Illustrated in a logical step-by-step sequence using specific shapes, each with its own function.
- Focuses on how the website will work.
- Primarily used by back-end web developers.


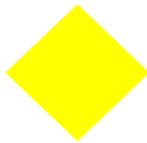



Hardware & Software Used

Hardware:

- Mouse
- Keyboard
- Monitor
- Touch screen
- Graphics tablet
- Laptop/Computer

Software:

- Word processing software
- Desktop publishing software
- Flow chart software

Flow Chart Symbols			
	Start/Stop: This signals the beginning and the end of a flow chart.		Decision: This is used to represent selection and the outcomes when a certain condition is met.
	Input/Output: Used if data is being inputted into the system. If any data needs to be displayed, then output could be used.		Arrow: This is used to connect the symbols together and to show the direction the flow chart is going.
	Process: This is used to process instructions. It could be used to process calculations or run events.		

Why Use Flow Charts?

- Easily shows the layout of each page.
- Demonstrates how all pages/screens link together.
- Highlights the functionality of the website.

Who Would Use the Flow Chart?

- Games programmer
- Web designer
- Web developer



(d) Get Working has a digital list of people who are looking for work.

When a new job is received from an organisation this process takes place.

1. Staff look at the new job's requirements.
2. Staff also look at the list of people looking for work.
3. Staff compare the new job's requirements to the list of people looking for work.
4. If they have people on the list who match the new job's requirements, the people's details will be sent over to the organisation.
5. If there is no match, staff will advertise the new job on the company website.
6. Staff will then check to see if there are any more new jobs.



Draw a **flowchart** that shows the process.

(6)