

Name:.....

Tutor:.....



# SKEGNESS ACADEMY

## Exam Preparation Homework Booklet 2025

Term 4 Week 4 Edition

**Hand in Date Thursday 27<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:

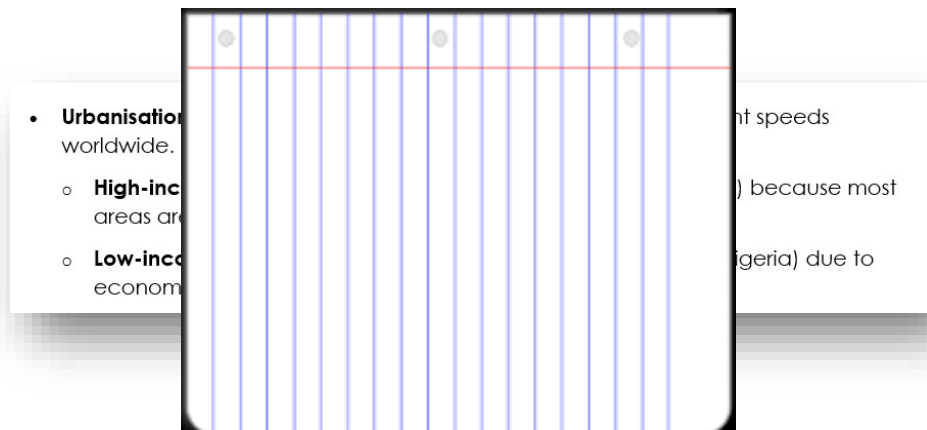
### Step 1: Look

- 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.





## Macbeth

### Focus on Banquo

- Banquo is another general in King Duncan's army and Macbeth's best friend. While both men have ambitious thoughts, Banquo is more cautious and does not resort to murder to get what he wants.
- Banquo is aware that the Witches' predictions may be tricking Macbeth into evil actions and is the first to suspect Macbeth of murder. He dies while protecting his son, Fleance, and comes back as a ghost to haunt Macbeth.

### Banquo is questioning

- Banquo seems far less ready to believe the Witches than Macbeth and is suspicious of their motives. He realises that the things they predict/suggest may cause his friend to come to harm. Although, **like Macbeth, he is ambitious, he thinks more carefully about the consequences of any action.**



### Questions

- How does Banquo react to the witches' prophecies?
- What is Banquo's relationship with Macbeth like, and how does it change throughout the play?
- Why does Macbeth order the murder of Banquo and his son, Fleance?
- What is Banquo's role in the play, and how does he function as a foil to Macbeth?
- What is the significance of Banquo's ghost appearing at the banquet in Act 3, Scene 4?



### Banquo as a foil

- Banquo is a **noble** character. Banquo is in many ways Macbeth's opposite. **He is kind and caring, loyal and trustworthy.** Like Macbeth he fights bravely for King Duncan but does not involve himself with the murder plot. When he and Fleance are attacked his first thought is to keep his son safe. Banquo displays all the character traits that go to make up someone who would be regarded as a truly noble person.

### KEY TERM:

A foil in literature is a character that contrasts with another character, often the protagonist. The foil's traits highlight the protagonist's qualities.

### AIMING HIGHER

Why not talk about Banquo being a foil to Macbeth in the play? This will show you have a good understanding of the whole play, how Shakespeare has used the characters to demonstrate the difference between fate and free will.

**Exam Question:**

Read the following extract from Act 3 Scene 4 and answer the question that follows.

At this point in the play, Macbeth sees the ghost of Banquo.

**-enter GHOST OF BANQUO**

**MACBETH**

**Avaunt! and quit my sight! let the earth hide thee!  
Thy bones are marrowless, thy blood is cold;  
Thou hast no speculation in those eyes  
Which thou dost glare with!**

**LADY MACBETH**

**Think of this, good peers,  
But as a thing of custom: 'tis no other;  
Only it spoils the pleasure of the time.**

**MACBETH**

**What man dare, I dare:  
Approach thou like the rugged Russian bear,  
The arm'd rhinoceros, or the Hyrcan tiger;  
Take any shape but that, and my firm nerves  
Shall never tremble: or be alive again,  
And dare me to the desert with thy sword;  
If trembling I inhabit then, protest me  
The baby of a girl. Hence, horrible shadow!  
Unreal mockery, hence!**

**GHOST OF BANQUO vanishes**

**Why, so: being gone,  
I am a man again. Pray you, sit still.**

Starting with this speech, explain how far you think Shakespeare presents the theme of guilt. Write about:

- how Shakespeare presents the theme of guilt in this speech
- how Shakespeare presents the theme of guilt in the play as a whole

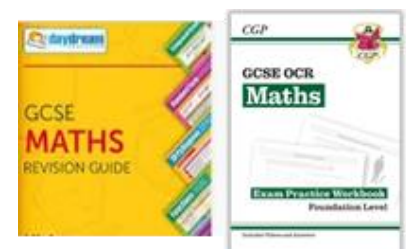
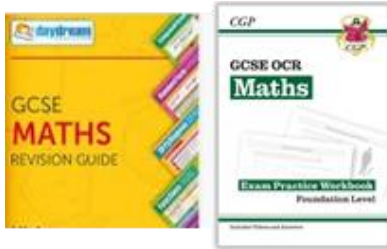
[30 marks]

AO4 [4 marks]



# Subject

# Maths

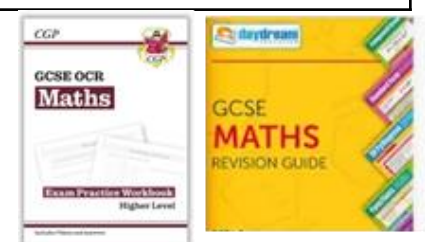
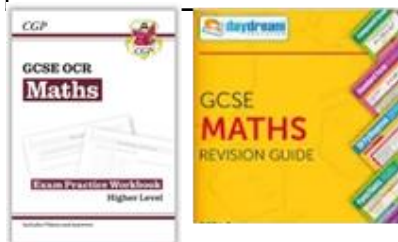


## Aiming for Grade 4 (Foundation)

## Aiming for Grade 5 (Foundation)

If you are aiming for a Grade 4, please turn to pages 21 in the revision guide and use the notes to help you answer the questions on pages 34 to 35 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 21 in the revision guide and use the notes to help you answer the questions on pages 34 to 35 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 14 to 15 in the revision guide and use the notes to help you answer the questions on pages 28 to 29 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 14 to 15 in the revision guide and use the notes to help you answer the questions on pages 28 to 29 in your exam workbook for practice. The questions on the next page need to be answered to ensure skills are secure.



## Subject

## Maths

## Aiming for Grade 4 (Foundation)

$$m^2 \times m^3$$

$$m^7 \times m^8$$

$$n^5 \div n^2$$

$$n^9 \div n^3$$

$$(y^5)^2$$

$$(y^9)^2$$

$$(2x^3)^2$$

$$(10x^9)^3$$

## Aiming for Grade 5 (Foundation)

$$5^{-2}$$

$$10^{-2}$$

$$2^{-5}$$

Write each of the following in index form.

(b)  $\frac{1}{3^4}$       (c)  $\frac{1}{8^3}$       (d)  $\frac{1}{4^5}$

Write each of the following in the form  $2^n$

(b)  $\frac{1}{4}$       (c)  $\frac{1}{32}$       (d)  $\frac{1}{8}$       (e)

## Aiming for Grade 6 (Higher)

$$25^{\frac{1}{2}}$$

$$100^{\frac{1}{2}}$$

$$216^{\frac{1}{3}}$$

$$9^{\frac{3}{2}}$$

$$4^{\frac{5}{2}}$$

$$100^{\frac{5}{2}}$$

$$32^{\frac{3}{5}}$$

## Aiming for Grade 7+ (Higher)

Simplify each of the following

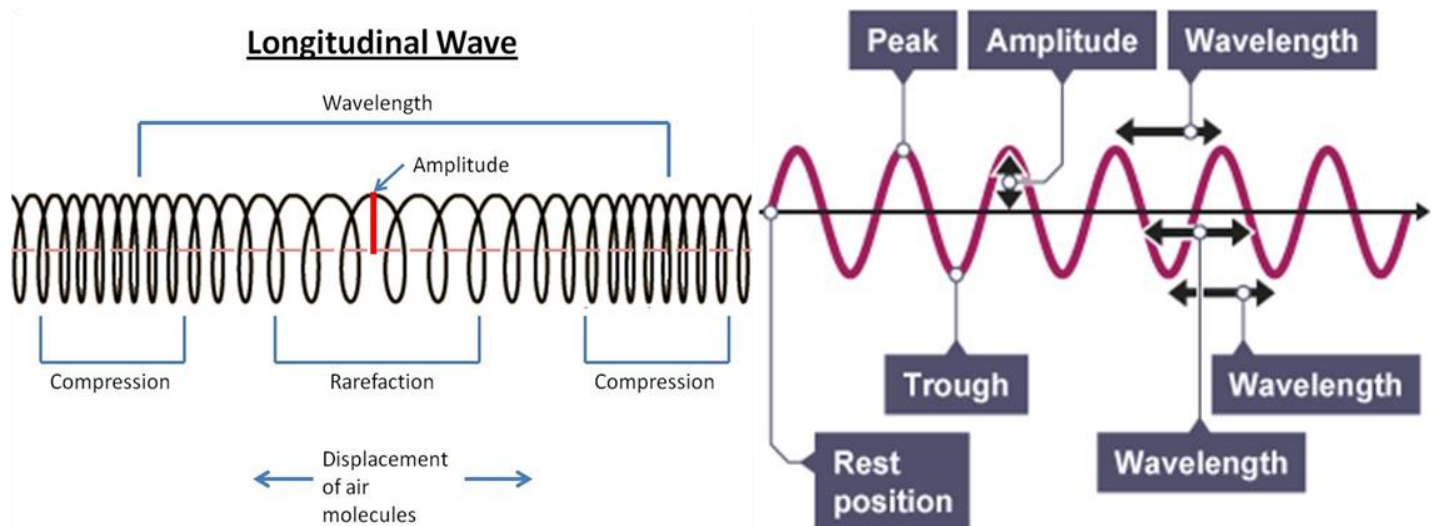
(b)  $(4x^6)^{\frac{1}{2}}$       (c)  $(25x^8)^{\frac{1}{2}}$       (d)  $(4x^3)^{\frac{1}{2}}$

Evaluate each of the following

(b)  $(9x^4)^{\frac{3}{2}}$       (c)  $(27x^6)^{\frac{2}{3}}$       (d)  $(4x^6)^{\frac{5}{2}}$

Write each of the following as fractions

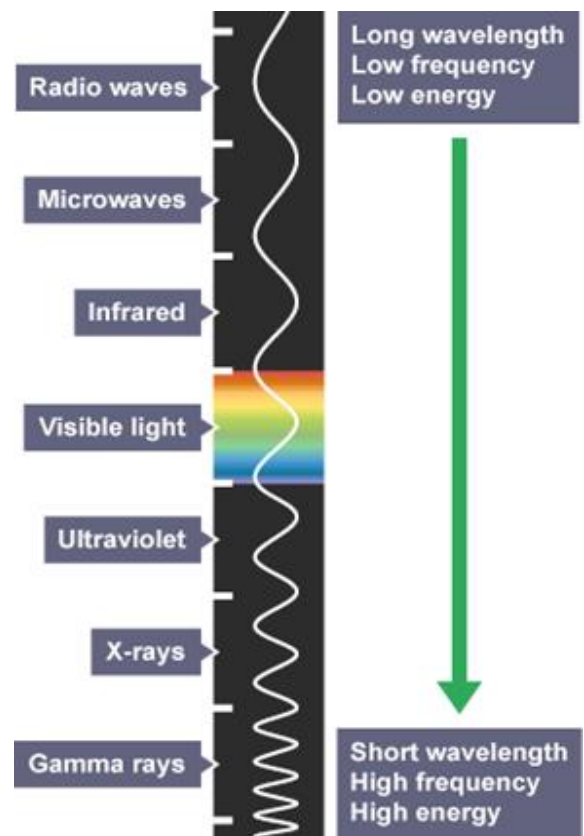
(b)  $25^{-\frac{3}{2}}$       (c)  $64^{-\frac{2}{3}}$       (d)  $4^{-\frac{5}{2}}$



- The direction of these oscillations is the difference between longitudinal or transverse waves. In **longitudinal waves**, the vibrations are parallel to the direction of wave travel. In **transverse waves**, the vibrations are at right angles to the direction of wave travel.
- *Electromagnetic waves* are transverse waves. Their vibrations or are changes in electrical and magnetic fields at right angles to the direction of wave travel.

### Ionising radiation

- Ultraviolet waves, X-rays and gamma rays are types of *ionising radiation*. They can add or remove electrons from molecules, producing electrically charged ions. Ionisation can have hazardous effects on the body:
  - ultraviolet waves can cause skin to age prematurely and increase the risk of skin cancer
  - x-rays and gamma rays can cause the mutation of genes, which can lead to cancer
- Two magnets will either attract or repel each other in the following way:
  - like poles (N–N or S–S) repel
  - unlike poles (N–S or S–N) attract
- Iron, steel, nickel and cobalt are magnetic materials. They are affected by magnets and are attracted to either pole of a magnet.



- **Thinking distance** is the distance a vehicle travels in the time it takes for the driver to apply the brakes after realising they need to stop. **Braking distance** is the distance a vehicle travels in the time after the driver has applied the brake
- A driver's reaction time can be affected by: *tiredness, drugs, alcohol, distractions*
- There are three stages as an object falls through a fluid: at the start, the object accelerates downwards due to the force of gravity as the object's speed increases, frictional forces such as *air resistance* or drag increase at terminal velocity, the weight of the object due to gravity is balanced by the frictional forces, and the resultant force is zero



State the units for force.	
State the units for weight	
State the units for work done	
Which type of quantity is velocity?	
Which type of quantity is speed?	
Complete this sentence 'Newton's second law states that resultant force on an object is _____ to its acceleration'.	
Complete this sentence 'Newton's third law states when two objects exert a force on each other, the force on each object is _____ but in _____ directions'.	
State two factors that affect the braking distance of an object.	
Tiredness can affect the thinking distance of a vehicle, state three other factors that affect thinking distance.	
State the type of wave where oscillations occur perpendicular to the direction of the wave's motion.	
State the type of wave where oscillations occur parallel to the direction of the wave's motion.	
The number of waves passing a point each second is called the what?	
Name the distance between to equivalent points on a wave.	
What type of radiation is ultraviolet, X-ray and gamma rays	
State two risks of exposure to high levels of UV radiation	
State two risks of exposure to high levels of X-ray and gamma rays	
What 3 things can change the strength of an electromagnet	
Name 3 magnetic materials	
What direction does a magnetic field move?	
Why are electromagnets better than a permanent magnet?	



### Questionnaire Overview:

Topic	Description
<b>Questionnaire</b>	A set of questions used to obtain data from the population/sample. Can be carried out via post, email, phone, or face-to-face. The person completing it is the respondent.
<b>Types of Questions</b>	<ul style="list-style-type: none"> <li>- <b>Open Questions:</b> Allows any answer but makes data analysis difficult.</li> <li>- <b>Closed Questions:</b> Has fixed options, making data easier to analyse.</li> </ul>

### Features of a Good Questionnaire:

Feature	Description
<b>Easy to understand</b>	The questions should be clear and straightforward.
<b>Uses simple language</b>	Avoid complex terminology.
<b>Avoid leading questions</b>	Questions should not push the respondent toward a particular answer (e.g., "Do you agree...?").
<b>Questions relevant to investigation</b>	Ensure all questions contribute to the purpose of the study.
<b>Includes time frame/unit in the question</b>	Specify the period or unit of measure for clarity.
<b>Non-overlapping, exhaustive option boxes</b>	Options should be distinct and cover all possible answers.
<b>Questions should not be offensive/personal/embarrassing</b>	Avoid questions that could make respondents uncomfortable.
<b>Easy to analyse</b>	Questions should yield data that is straightforward to analyse.

### Problems with Questionnaires:

Problem	Description
<b>Non-response</b>	When people do not respond to the questionnaire, which could be due to reluctance or misunderstanding.
<b>Solutions for Non-response</b>	<ul style="list-style-type: none"> <li>- Follow up with non-respondents.</li> <li>- Collect questionnaires yourself.</li> <li>- Offer incentives (e.g., a prize).</li> <li>- Use a pilot survey to check the response rate.</li> </ul>
<b>Sensitive Questions</b>	Questions that may cause discomfort (e.g., about health, age, salary, etc.) and may lead to untruthful responses.
<b>Solutions for Sensitive Questions</b>	<ul style="list-style-type: none"> <li>- Make the survey anonymous.</li> <li>- Allow private answers.</li> <li>- Use the random response method.</li> </ul>



Jenny wants to find out what students at her school think about the after-school clubs.

Jenny is going to use a questionnaire.

Here is one of the questions she wants to put on the questionnaire.

It is great that we have a range of clubs at school, isn't it?		
Yes <input style="width: 30px; height: 20px;" type="checkbox"/>	No <input style="width: 30px; height: 20px;" type="checkbox"/>	Don't know <input style="width: 30px; height: 20px;" type="checkbox"/>

(a) This is not a suitable question.

Explain why.

.....

Here is another of the questions that Jenny wants to put on the questionnaire.

How many times a week do you go to an after-school club?		
1-2 <input style="width: 30px; height: 20px;" type="checkbox"/>	2-3 <input style="width: 30px; height: 20px;" type="checkbox"/>	4-5 <input style="width: 30px; height: 20px;" type="checkbox"/>

(b) Discuss whether or not this is a suitable question for the questionnaire.

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

There are 40 scouts in a scout group.

The scout group leader needs to find out the activities the scouts want to do at their summer camp.

He is going to give a questionnaire to all 40 scouts.

(a) State the population.

.....

(1)

(b) Write down the statistical name for an investigation that gets information from every member of the population.

.....

(1)

(c) Give one reason why using a **sample** of the scouts in the group is not necessary.

.....  
.....

(1)

(d) Give one possible problem with using a questionnaire with all 40 scouts.

.....  
.....

(1)

The scout leader also wants to find out how long the scouts would like the summer camp to be.

(e) Design a suitable question for the questionnaire.



## Reasons for Recovery, 1923-29

### • Rentermark (1923)

- Introduced by Stresemann in November 1923.
- Tightly controlled supply; value tied to gold.
- Increased public confidence in the currency.
- Later renamed the **Reichsmark**.
- Stopped hyperinflation but could not recover past losses.



### • The Dawes Plan (1924)

- Designed by Charles Dawes (American banker).
- Temporary reduction in reparation payments (£50 million per year).
- USA provided loans to Germany.
- Allies felt reassured that they would get their reparations.

### • Young Plan (1929)

- Proposed by a committee led by the USA's Owen Young.
- Reduced total reparations from £6.6 billion to £2 billion.
- Gave Germany 59 years to pay.
- Lowered taxes for German citizens.
- Opposition from extreme parties who disliked paying reparations.

### • International Loans After WWI

- USA loaned money to Germany under the Dawes and Young Plans.
- Germany paid reparations to Britain and France.
- Britain and France repaid war loans to the USA.

### • Improvements in the Economy

- Industrial output recovered by 1928, surpassing pre-WWI levels.
- Employment and trade increased.
- Problems remained:
  - Extreme political parties opposed reparation payments.
  - Economy relied heavily on American loans (fragile situation).

#### •Stresemann's Success at Home and Abroad

#### •Domestic Successes

- Strengthened public confidence in the Weimar Republic.
- Reduced support for extremist parties (Nazis & Communists).
- Increased support for moderate parties.
- Reduced economic hardship.

#### •Foreign Policy Successes

##### •Locarno Pact (1925)

- Agreement between Germany, Britain, France, Italy, and Belgium.
- Germany accepted its new western borders.
- Improved relations with France.
- Germany allowed into the **League of Nations**.
- Increased stability and trust in Germany.

##### •League of Nations (1926)

- Initially excluded from the League.
- Invited to join in 1926, becoming a member of the council.
- Increased Germany's international standing.

##### •Kellogg-Briand Pact (1928)

- Agreement between 62 nations.
- Committed countries to avoid using war as a political tool.
- Boosted Germany's international reputation.



#### •Challenges & Limitations

- Treaty of Versailles still unpopular.
- Some Germans felt betrayed by agreements.
- Extremist parties still opposed Stresemann's policies.

**Revision question:**

1. What was the Dawes Plan (1924), and how did it help Germany recover economically?
2. Explain the significance of the Rentenmark in stabilizing Germany's economy after hyperinflation.
3. How did the Locarno Pact (1925) improve Germany's relations with other European countries?
4. What were the main weaknesses of Germany's economic recovery between 1923 and 1929?
5. How did Stresemann's foreign policy contribute to political stability in Germany?

**Exam practice:**

How far do you agree with Interpretation 2 about the effects of the extent of the economic and political recovery of the Weimar Republic in the years 1924-1929?

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

**Interpretation 1:** *Written by Historian A*

Between 1924 and 1929, the Weimar Republic experienced increased economic and political stability. Under the leadership of Stresemann in the Reichstag, collaboration among political groups improved. During this time, radical parties, such as the Communists and National Socialists [Nazis], saw limited success in elections. The moderate Social Democrats, on the other hand, increased their support after 1924. The people of Germany enjoyed better living conditions and greater satisfaction. Germany's relations with the rest of Europe improved considerably. Consequently, the future of the Weimar Republic appeared more secure.

**Interpretation 2:** *Written by Historian B*

Whilst the German economy improved after the hyperinflation crisis of 1923, underlying issues remained. The recovery depended upon high-interest loans from American banks. In times of difficulty, these banks could demand instant repayment, as they did in 1929. Furthermore, by 1927, signs of economic strain began to emerge, with industrial growth slowing and the agricultural sector struggling. Also, unemployment remained above 1.3 million, and many small businesses faced bankruptcy.



## Economic Development – Paper 2

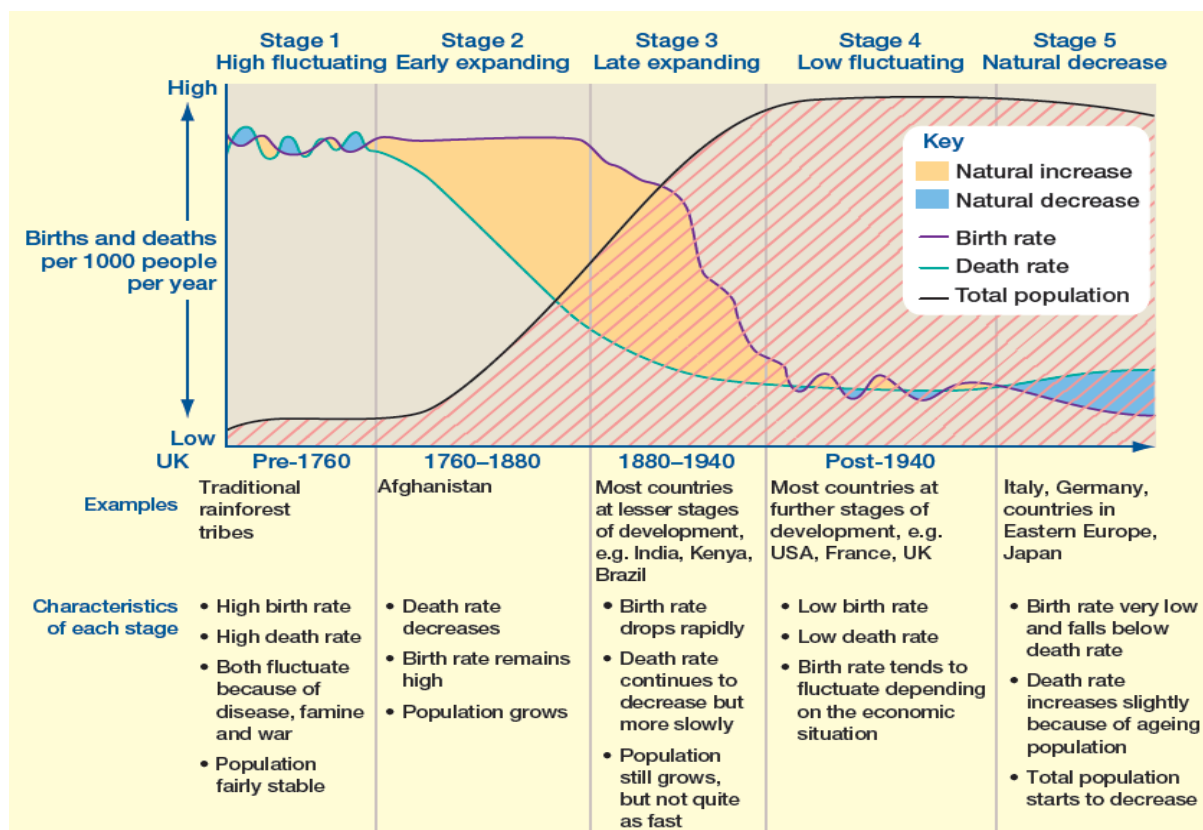
Different ways of classifying parts of the world according to their level of economic development and quality of life –

- LIC – Low Income Countries, examples Ethiopia, Sudan, Congo
- NEE – Newly Emerging Economies, examples Nigeria, China, Brazil
- HIC – High Income Countries, UK, USA, Germany

**Different economic and social measures of development:** - gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI).

**Limitations of economic and social measures** – data could be out of date, data may be unreliable due to government corruption and they focus on certain aspects of development and may not take into account a holistic view.

## Demographic Transition Model



HICs (stage 4 and 5)  
LICs (stage 1 and 2)  
NEEs (stage 2 and 3)

### Causes of uneven development:

- **Physical** (landlocked, climate, location/topography, clean water)
- **economic** (trade)
- **Historical** (colonisation, civil war)

### Consequences of uneven development:

- **disparities in wealth** (Africa's share of global wealth is very small (about 1 per cent))
- **health** (in LICs 4 in every 10 deaths are among children under 15 years, and only 2 in every 10 deaths among people aged 70 years and over. In LICs death often results from waterborne disease and starvation whereas in HICs it's lung cancer and other cancers),
- **international migration** (emigrants leave a place usually because of war or lack of opportunity – often the working ages in LICs and NEEs. Economic migrants move to HICs, open new businesses or work and pay taxes)



### **True/False Questions**

1. The Demographic Transition Model has different stages where birth rates and death rates change. **(True/False)**
2. The Demographic Transition Model explains how countries move from having high birth and death rates to having low birth and death rates. **(True/False)**
3. Factors like healthcare, education, and economy can affect how a country moves through the stages of the Demographic Transition Model. **(True/False)**
4. The Demographic Transition Model helps us understand population changes in both developed and developing countries. **(True/False)**
5. The Demographic Transition Model can be used to explain population changes in every country around the world. **(True/False)**

### **Short Answer Questions**

1. What does LIC stand for, and can you name two examples of LICs?
2. What is the difference between an NEE and an HIC? Provide one example of each.
3. List three economic or social measures of development.
4. What are two limitations of using economic and social measures of development?
5. Name two physical causes of uneven development.
6. How does historical factors, such as colonization or civil war, contribute to uneven development?
7. What is one consequence of uneven development in terms of wealth distribution?
8. In LICs, what is a common cause of death compared to HICs?
9. Why do people from LICs and NEEs often migrate to HICs?
10. What does HDI stand for, and why is it important when measuring development?



**SALTAPS** – to see what treatment is needed.

**S – See** See what has happened.

**A – Ask** Ask the performer – what happened? Where does it hurt?

**L – Look** Look at the injury, can you see it ? Bleeding ? Bruising? Fracture?

**T – Touch** Touch the area any signs of the injury. Bumps ? Pain?

**A – Active** Can the performer the injured body part?

**P – Passive** You move the body part. Any signs of pain ?

**S – Strength** Put weight on their body part, move it?

**DRABC** – respond to an injury

**D – Danger** Check the area is safe and free from danger.

**R – Response** Is the performer responsive? Can they hear you?

**A – Airway** Check airway is open and not blocked

**B – Breathing** Check for breathing? Chest moving ? Feel breath? (CPR and Defib if not breathing)

**C – Circulation** Check for bleeding, control if there is.

**If performer is breathing but unresponsive with no bleeding – place in recovery position.**

**PRICE** - Treatment of minor/common injuries

**P – Protection** Protect the area

**R – Rest** Rest the body part

**I – Ice** Ice to reduce swelling

**C – Compression** Support area (bandage)

**E – Elevate** Raise above level of heart.

**1a-** - SALTAPS is an acronym for an on-field assessment routine.

Identify the **two** different words represented by the two letter A's in SALTAPS. (2)

.....

**1b** - Describe what happens at each of these 'letter A' stages of SALTAPS. (2)

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

**2** - Circle the **two** words used in the acronym DRABC response to an injury or medical condition.(2)

Response	Diabetes
Rest	Rest
Blood	Circulation
Compress	Reassurance



**3** - P.R.I.C.E. is a treatment method that can be used to help heal different sports injuries.

Other than protection and rest, explain **two** other parts of P.R.I.C.E. that can be used when dealing with a cut.(2)

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

**4** - Identify the **three** areas that need to be addressed in an Emergency Action Plan. (3)

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

**5a** - Identify a sport where concussion is a common injury.(1)

.....

**5b** - Describe **one** example of how concussion occurs in the sport you have identified (1)

.....

**5c** - 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)

.....

**6** – State the four extrinsic risk factors. (4)

1 - .....  
2- .....  
3- .....  
4 - .....

**7** – State the two intrinsic risk factors. (2)

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



Revise the jobs vocabulary below and complete the tasks which follow.

French	English
Médecin	Doctor
Infirmier/Infirmière	Nurse
Enseignant(e) / Professeur	Teacher
Avocat(e)	Lawyer
Ingénieur	Engineer
Informaticien(ne)	IT specialist
Coiffeur/Coiffeuse	Hairdresser
Vendeur/Vendeuse	Sales assistant
Policier/Policière	Police officer
Acteur/Actrice	Actor/Actress
Serveur/Serveuse	Waiter/Waitress
Mécanicien(ne)	Mechanic
Journaliste	Journalist
Chauffeur de taxi	Taxi driver

Travailler à plein temps	To work full time
Travailler à mi-temps	To work part time
Faire un stage	To do an internship/work experience
Gagner de l'argent	To earn money
Un bon salaire	A good salary
Les horaires de travail	Working hours



## 1. Saying "I want to be..."

- Je veux être médecin. → I want to be a doctor.
- J'aimerais devenir avocat. → I would like to become a lawyer.
- Mon rêve est d'être professeur. → My dream is to be a teacher.

## 2. Future Plans (Le futur proche et le futur simple)

- Je vais travailler comme ingénieur. (Near future - I am going to work as an engineer.)
- Je travaillerai à l'étranger. (Simple future - I will work abroad.)

## 3. Opinions on Jobs

- Je pense que c'est un métier intéressant. (I think it's an interesting job.)
- C'est bien payé mais fatigant. (It's well paid but tiring.)
- Je ne voudrais pas être infirmier car c'est stressant. (I wouldn't like to be a nurse because it's stressful.)

### 1. Traduisez en français:

- I want to be a journalist.
- My father works in a hospital.
- A teacher works in a school.
- In the future, I will work full-time.








### 2. Answer in French:

- Quel métier aimerais-tu faire à l'avenir?
- Pourquoi as-tu choisi ce métier?
- Préfères-tu travailler seul(e) ou en équipe?



### 1.2.2: The Operation of Front and Back of House

#### Highlights

-  **Organized Workflow:** Ensures swift order fulfilment and efficient service from kitchen to table.
-  **Welcoming Front of House:** First impressions matter; a friendly reception enhances guest experiences.
-  **Clean Facilities:** Clean toilets and common areas are vital for customer satisfaction.
-  **Administrative Efficiency:** Document management is crucial for operational success, including training and health records.
-  **Dress Code Standards:** Professional appearance is vital; staff attire reflects the establishment's image.
-  **Access and Navigation:** Clear pathways and accessibility to rooms are essential for guest convenience.
-  **Safety Measures:** Easy access to first aid and fire safety equipment is mandatory to ensure guest safety.

#### Key Insights

##### **Upstream Workflow Efficiency**

- Efficient workflow is essential in restaurants and hotels, impacting guest satisfaction.
- Establishing a logical flow where orders are quickly processed and food is delivered rapidly minimizes wait times and improves overall dining experiences.
- This can enhance the establishment's reputation and lead to repeat business.

##### **Importance of Reception Areas**

- The reception area serves as the first point of contact, making it imperative that it is inviting.
- A well-organized reception not only facilitates smooth check-ins but also sets the tone for the guest's experience.
- Comfortable seating and available refreshments can make guests feel welcomed and at ease while they wait for their accommodations.

##### **Sanitation and Cleanliness**

- Maintaining clean and welcoming toilets is non-negotiable in both restaurants and hotels.
- This directly affects customer perceptions of hygiene and service quality.
- Establishments should regularly check sanitation facilities and ensure they are well-stocked with necessary supplies to enhance customer comfort.

##### **Streamlined Administrative Processes**

- Efficient administration supports operational success in hospitality businesses.
- Maintaining organized records related to staff training, stock levels, and customer feedback provides insights that can drive improvements.
- This systematic approach helps in maintaining high standards of service and aids in quick problem resolution.

##### **Uniform Dress Code Significance**

- The front of house dress code creates an immediate impression and reflects the brand image of the establishment.
- Uniforms, if employed, should be clean, tidy, and appropriate for the role.
- Personal hygiene and minimal adornments signal professionalism, which can foster trust and comfort among guests.

##### **Operational Requirements and Guest Experience**

- A clearly defined operational structure enhances the overall guest experience.
- This includes well-arranged seating in dining areas and accessible pathways in hotels.
- Thoughtful layouts contribute to seamless service and foster a positive atmosphere, driving customer goodwill.

##### **Safety Equipment Access**

- Accessible safety equipment is critical in hospitality settings.
- The presence of clearly marked first aid kits and fire extinguishers plays a key role in ensuring the safety of both staff and guests.
- Regular training for employees on emergency procedures can further enhance safety and preparedness, providing peace of mind.



### 1.2.2: The Operation of Front and Back of House

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



**Explain how the hotel can reduce and reuse in the following areas:**

#### **i) Front of house – Reception. (4)**



#### **ii) Back of house - The kitchen. (4)**



#### **COMMAND**



**Explain** – Provide details and reasons for how and why something is the way it is.

On questions that use the command word “explain” they are expecting you to demonstrate that you can provide more information around one aspect of a topic.

Consider this question structure to help with answering this question.

Sentence One- State your idea for reducing and reusing in the area specified.

Sentence Two- What would the hotel have to do to achieve this?

Sentence Two- Why would this idea would be important to guests?

Sentence Four- State a second idea for reducing and reusing in the area specified.

Sentence Five- What would the hotel have to do to achieve this?

Sentence Six- Why would this idea would be important to guests?

Sentence Seven- Summarise your ideas in one sentence.