

Name:.....

Tutor:.....



Exam Preparation Homework Booklet 2025

Term 4 Week 5 Edition

Hand in Date Thursday 3rd April

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

20 school
days to
go!

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:

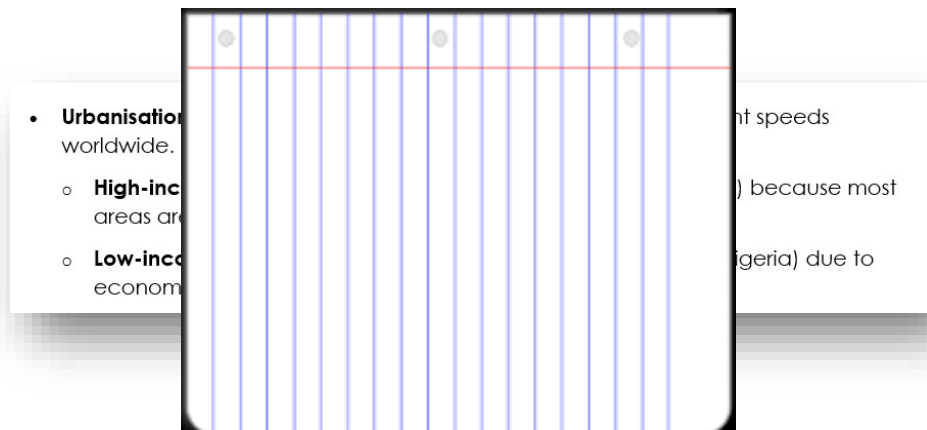
Step 1: Look

- 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.



**Reading Practise**

Read the context box (in bold) and decide what you might understand about the extract. Answer the questions to help your understanding

Aiming Higher: why not try answering the exam style question?

The Whirlpool Rapids by Margaret Atwood (1983)

In this short story, a young woman called Emma is persuaded to take part in a test run of a new raft down the Whirlpool Rapids, below Niagara Falls.

The rubber raft was black and enormous, and seemed, resting at its moorings, very stable. Bill pointed out that it had been taken on nine test runs already, without any problems. Emma was given an orange life jacket, and buckled herself in. Then they scrambled on board and found seats at the front end. They were among the first to arrive and had to wait for the others. Emma began to wonder why she'd come. The raft was too big, too solid. It was like a floating parking lot.

But once they moved out into the current, the rubber surface under her began to ripple, in large waves of contraction, like a giant throat swallowing, and spray came in upon them, and Emma knew that the rapids, which had looked so decorative, like cake frosting from a distance, were actual after all. There were some dutiful thrilled noises from the other passengers, and then some genuine noises, less thrilled. Emma found herself clutching Bill's arm, a thing she wouldn't ordinarily have done. The sky was an unnatural blue and the shore was very far away.

There was a lot of talk later about why the tenth test run should have failed so badly, after the other nine had gone without a hitch. Some attempts were made to pin it on the design of the raft; others said that, owing to an unseasonal amount of rain the preceding week, the water level had been too high and the current much stronger than usual. Emma could not remember wondering why, at the time. All she saw was the front of the raft tipping down into a trough deeper than any they'd hit yet, while a foaming wall of water rose above them. The raft should have curved sinuously, sliding up the wave. Instead it buckled across the middle, the front half snapping towards the back, like the beak of a bird closing. Emma and Bill and the other people in the front row shot backwards over the heads of the rest, who were jumbling in a heap at the bottom of the V, now submerging. Emma didn't exactly see this at the time; she deduced it later.

Something struck her on the side of the head – a foot in a boot, perhaps - and she was underwater. Later she learned that the raft had flipped and a man had been trapped underneath it and drowned, so it was just as well that she had been flung clear. But underwater she did not think. Something else made her hold her breath and struggle towards the surface, which she could see above her, white and silver, so her eyes must have been open. Her head rose up, she gasped air and was sucked under.

The water tumbled and boiled and Emma fought it. She was filled almost to bursting with an energy that came from anger: I refuse to die in a stupid way, was how she formulated this afterwards. She thinks she shouted at least once: "No!" Which was a waste of breath, as there was no one around to hear her.

There were rocks, and she collided with several and was bruised and scraped, but nothing more hit her head, and after what seemed like an hour, but was really only a few minutes, the current was less and she found she could keep her head above water and actually swim. She propelled herself towards the shore and, finally, dragged herself up onto a small rocky beach. Her running shoes were gone. She must have kicked them off, though she couldn't remember pulling it, or maybe they had been torn off.

**Questions:**

1. What word describes the size of the black rubber raft?
2. How many test runs had it been on before Emma got in it?
3. What was Emma given as she got onto the raft?
4. Which end of the raft did Emma and Bill find seats at?
5. What did Emma compare the raft to?
6. What happened to the rubber surface of the boat once they moved out into the current?
7. What did the rapids look like from a distance?
8. What did Emma find herself clutching as the raft moved down the river?
9. What number test run failed so badly?
10. Complete the sentence: "Some attempts were made to pin it on the design of the raft; others said that, owing to an unseasonal amount of rain the preceding week, the water level had been too high and..."
11. Whereabouts did the raft buckle?
12. What happened to Emma, Bill and the other people in the front row?
13. What part of Emma's body was struck by something – a foot in a boot, perhaps?
14. What had happened to the man who was trapped underneath the raft?
15. Complete the sentence: "Her head rose up, she gasped air and..."
16. What two words describe the movement of the water as Emma fought it?
17. What did Emma think as she was filled with anger?
18. What did Emma shout at least once?
19. What did Emma collide with which left her bruised and scraped?
20. What was missing from Emma's feet when she dragged herself up onto a small rocky beach?

**Exam Question:**

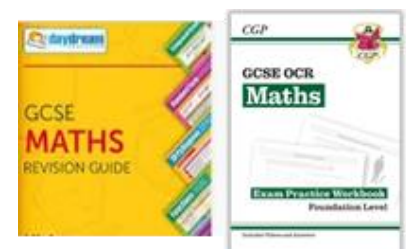
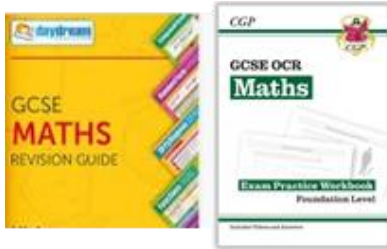
Focus on the second paragraph: How does the writer use language to describe their experience on the rapids?

- Highlight interesting vocabulary
- Look for any contrasts – opposites (it makes it more interesting)
- Explode your quotation before writing about them (showing your working out is always useful to help you write)
- Don't forget your WHY – this is why the writer used these words to make you think, feel, imagine...



Subject

Maths

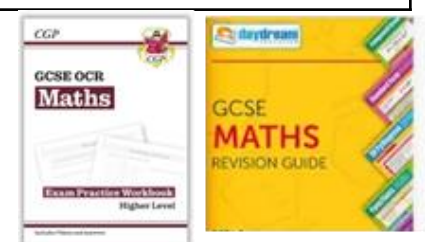
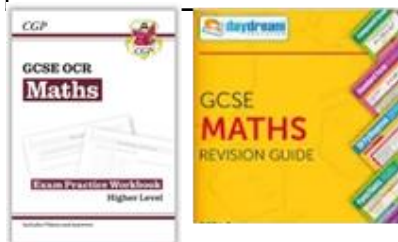


Aiming for Grade 4 (Foundation)

Aiming for Grade 5 (Foundation)

If you are aiming for a Grade 4, please turn to pages 35 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 35 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)

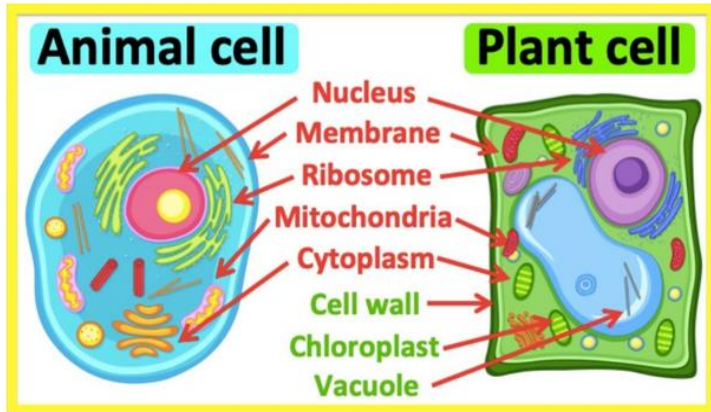
Aiming for Grade 7+ (Higher)

If you are aiming for a Grade 6, please turn to pages 14 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.

If you are aiming for a Grade 7, please turn to pages 14 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.



Subject	Maths
<p>Aiming for Grade 4 (Foundation) Make y the subject</p> $y - p = m$ $3y = c$ $\frac{y}{a} = 2c$ $y^2 = s$ $\pi y = c$ $4\pi y = b$ $y^2 = k + x$	<p>Aiming for Grade 5 (Foundation) Make x the subject</p> $dx - t = 8$ $s = x^2 - 3$ $\frac{x}{6} - 5 = w$ $x^2 + a = v$ $\frac{w + x}{u} = 3z$ $V = abx$ $\frac{5cx}{b} = a$
<p>Aiming for Grade 6 (Higher) Make x the subject</p> $A = \frac{1}{2}(x + y)$ $T = 3x^2 - y$ $s = uy + \frac{1}{2}xy^2$ $j = \frac{x + 3}{d}$ $p = 3(y + 2x)^2$ $s = \frac{m}{ax}$ $\frac{1}{3}w = \frac{1}{4}x + t$	<p>Aiming for Grade 7+ (Higher) Make m the subject</p> $3(3m + 4) = 7(m + 2a)$ $9m + 4c = 2(a + 3m)$ $w(m + n) = x(m - n)$ $y = \frac{m + 4}{m + 5}$ $r(c + 7) = 3m + 5$ $2 = \frac{m + k}{m - t}$ $m(c + d) = m + f$

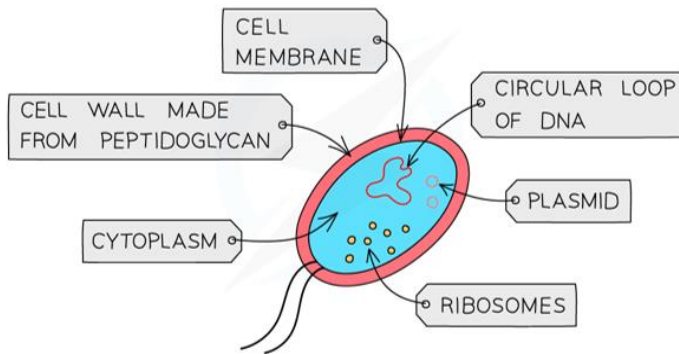


Animal and Plant cells are **Eukaryotic cells**

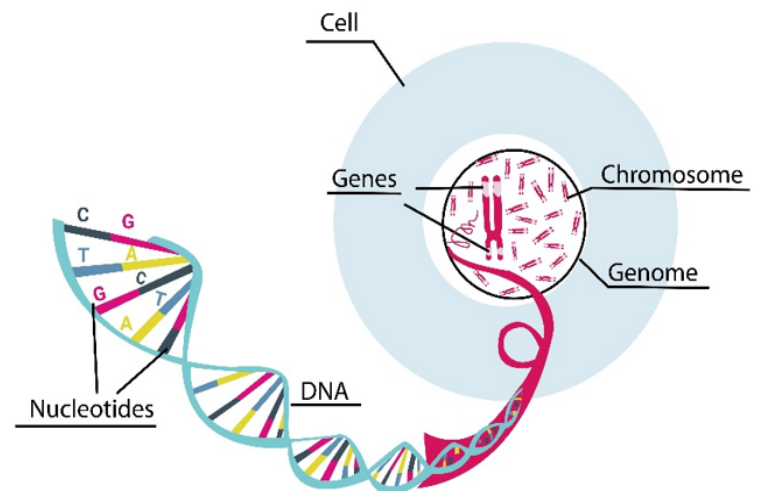
- Cells are the smallest unit of life and the building blocks for all organisms.
- Each component of a cell has its own function.
- Animal and plant cells differ and they have similarities.
- Nucleus, cell membrane, cytoplasm and mitochondria are four cell components that are found in both animal and plant cells.

Bacteria are **Prokaryotic cells**

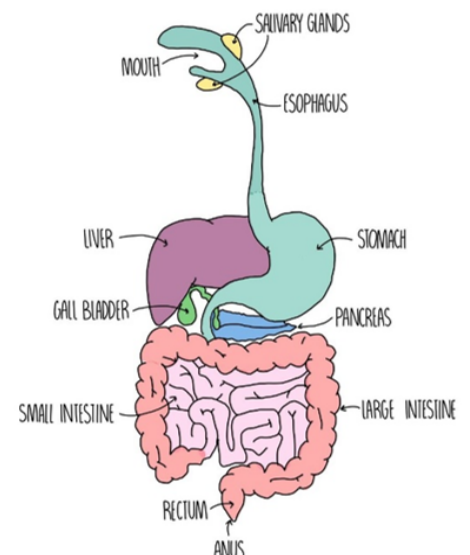
- They do not have a nucleus and have circular rings of DNA called plasmids



- Cells create more copies of themselves (in animals for growth and repair) through **mitosis** – the cell doubles its DNA and then splits into two new identical cells. Bacteria undergo binary fission to double in number very quickly.
- DNA is found in the nucleus arranged in chromosomes, humans have 46 (23 pairs) of chromosomes



- Cells are organised into structures. Cells → tissues → organs → organ systems → organisms.
- Organ systems you should know are the digestive system (digests and absorbs food) and circulatory system (transports oxygenated blood around the body).
- The digestive system relies heavily on enzymes which are biological catalysts that speed up chemical reactions. They have an optimal pH and temperature where they are most effective and can denature (stop working) if temperature too high or pH changes too much. Enzymes use the lock and key model – molecules they react with fit perfectly inside their active site (locks in a key). Examples include proteases, lipases and carbohydrases. Enzymes break down food into smaller, soluble molecules that can be absorbed into blood.





Plant & animal cells are both types of what cell?	
What type of cell is a bacterial cell?	
Which organelle is the site of aerobic respiration?	
What does a ribosome produce/synthesise?	
Which organelle controls the movement of substances in and out the cell?	
What three organelles can you find in a plant cell but not an animal cell?	
Where is the genetic material found in an animal cell?	
What are the circular rings of DNA called in bacteria?	
How many chromosomes are in a human body cell?	
How many chromosomes are in a human sex cell (gamete)?	
What is the basic building block of all living organisms?	
Put the following in order from Largest → Smallest Tissue, Organ system, Organ, Cell, Organism	
What is an enzyme?	
If an enzyme works best at 37°C this temperature would be called it's _____ temperature.	
If an enzyme changes shape due to temperature, the enzyme has become _____.	
What other factor affects an enzyme's efficiency?	
What is the digestive system an example of?	
What does amylase break down?	
What converts protein into amino acids?	
What does lipase break down?	
Where is bile made and where is it stored?	
What does the Xylem carry?	
What four things affect the rate of transpiration?	
What is the role of stomata?	



Hypothesis

Topic	Description
Hypothesis	A statement (not a question) that can be tested by collecting and analysing data.

Stages of an Investigation:

Stage	Description
Planning	Choose hypothesis, decide what data to collect (variables), and determine how you will record data (data collection tables).
Collecting Data	Choose data sources (primary/secondary), collection methods (questionnaire/interviews), and control factors.
Processing and Representing Data	Choose appropriate diagrams and calculations to represent the data.
Interpreting Results	Draw conclusions from the results of the diagrams and calculations.
Evaluating Methods	Assess the strengths and weaknesses of data collection methods, planning, diagrams, and how well they tested the hypothesis.

Multiple Choice Questions on Hypothesis and Investigation Stages

1. What is a hypothesis?

- a) A question that needs answering.
- b) A statement that can be tested by collecting and analysing data.
- c) A data collection method.

2. Which of the following is part of the planning stage of an investigation?

- a) Choosing data sources.
- b) Drawing conclusions.
- c) Deciding what data to collect and how to record it.

3. What does the "collecting data" stage involve?

- a) Creating graphs to represent the data.
- b) Deciding on how to present the results.
- c) Choosing data sources and collection methods.

4. Which of the following is an example of "processing and representing data"?

- a) Choosing the hypothesis.
- b) Drawing conclusions from results.
- c) Creating diagrams and performing calculations.

5. What is the purpose of the "evaluating methods" stage in an investigation?

- a) To choose the hypothesis.
- b) To assess how well data collection methods and diagrams tested the hypothesis.
- c) To collect data from respondents.



Richard and the Third Crusade

Richard's Motives for Involvement

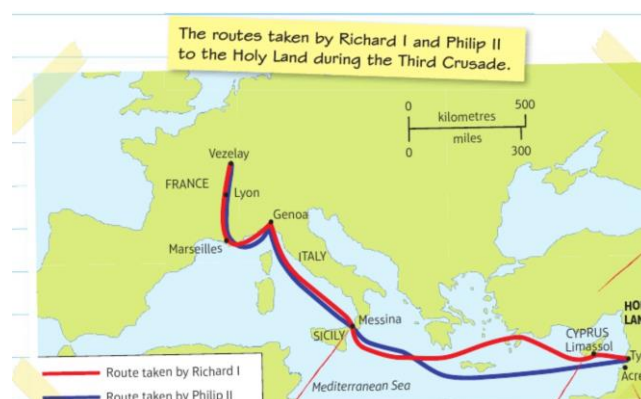
- Richard was deeply religious and believed it was his Christian duty.
- He had strong military experience and saw the crusade as a chance for honor and glory.
- His wealth and position gave him the resources needed for a crusade.
- His great-grandfather had ruled Jerusalem, so he felt a personal connection.

Rivalry with Philip II

- Richard and Philip II of France had a growing rivalry.
- Philip tried to take lands Richard inherited from his father.
- Philip had fewer resources than Richard.
- Philip was jealous Richard married Berengaria instead of his sister, Alice.

Richard's Quarrel with Philip II (Timeline)

- The Third Crusade was led by Frederick I, Richard I, and Philip II.
- Richard was welcomed in Sicily (1190), and he took control after a dispute.
- Richard conquered Cyprus in May 1191, using it as a supply base.
- In Cyprus, he married Berengaria of Navarre, breaking a promise to marry Philip's sister.
- Tensions grew during the Siege of Acre; Richard refused to share power, and Philip left





Urban Issues and Challenges (UK – Bristol)

How Urban Change Has Created Opportunities:

Social and Economic:

- **Cultural mix:** Bristol's youth population creates a lively music scene with underground events, nightclubs, and festivals like the Chinese New Year and the Little Polish Festival (2018).
- **Recreation and entertainment:** Bristol has two pro soccer teams (City and Rovers) and a rugby team. Their stadiums offer leisure and conference spaces. Cabot Circus is a shopping district with leisure facilities, a cinema, and 250 apartments.
- **Employment:** More people are working in high-tech jobs, with 50 microelectronics businesses in the city. The employment rate is about 76%.
- **Transport:** Bristol has an integrated transport system, including park and ride services and a Rapid Transit Network with bus routes. The city aims to reduce traffic and pollution by encouraging public transport use.

Environmental:

- **Urban greening:** One-third of Bristol is open space, and more than 90% of people live near parks or waterways. The city has 8 nature reserves and 300 parks. Queen Square was turned from a busy road into a cycleway with open spaces. Bristol plans to have 30% of the city covered in trees.

How Urban Change Has Created Challenges:

Social and Economic:

- **Urban deprivation:** Filwood, in the south of Bristol, is one of the most deprived areas in the UK.
- **Housing inequalities:** Housing in Filwood is split between owner-occupied and council-rented homes, while in wealthier Stoke Bishop, 81% of homes are owned. Many of Filwood's council houses are old and poorly insulated.
- **Education:** In Filwood, only 36% of students get top GCSE grades, while 94% in Stoke Bishop do.
- **Health:** People in Filwood have a lower life expectancy (78 years) and higher cancer death rates than those in Stoke Bishop, where life expectancy is 83.
- **Employment:** Unemployment in Filwood is much higher, with one-third of people aged 16-24 out of work, compared to just 3% in Stoke Bishop.

Environmental:

- **Dereliction:** Stokes Croft in Bristol had many abandoned buildings, attracting squatters and anti-social behavior.
- **Building on brownfield and greenfield sites:** Brownfield sites need clearing and cleaning, while building on greenfield sites destroys rural areas.
- **Waste disposal:** Bristol produces half a million tonnes of waste each year, including a lot of food waste.
- **Urban sprawl:** Housing estates built on rural land lead to lost green spaces, damaged ecosystems, and more pollution.
- **Commuter settlements:** New housing in rural areas can raise house prices, making it hard for locals to afford to stay.

**1. What is one example of Bristol's cultural mix?**

- A) The presence of nature reserves
- B) The vibrant underground music scene
- C) The high-tech industry growth
- D) The city's recycling program

2. What percentage of people in Bristol live within 350 meters of parkland and waterways?

- A) 50%
- B) 90%
- C) 75%
- D) 33%

3. Which area of Bristol is one of the most deprived?

- A) Stoke Bishop
- B) Filwood
- C) Cabot Circus
- D) Stokes Croft

4. What type of transport system is being developed in Bristol to reduce traffic and pollution?

- A) Underground metro system
- B) Integrated public transport system
- C) High-speed rail links
- D) Bicycle-sharing program

2 Mark Questions:

5. Explain how Bristol's green initiatives aim to improve the city environment.

5. What is one way urban change has benefited employment in Bristol?

5. How does the housing situation in Filwood differ from that in Stoke Bishop?

4 Mark Question:

1. Discuss how the urban sprawl in Bristol has impacted the environment



MEDICAL CONDITION	CAUSE	SYMPTOMS	TREATMENT
<u>Asthma</u>	Environment, Exercise	Coughing, Wheezing, shortness of breath, tight chest	Reassurance, inhalers, nebuliser
<u>Diabetes</u>	Type 1 - Insulin dependent Type 2 – doesn't produce enough insulin	Increased thirst, Urinating more often, Extreme tiredness, Weight loss, Cuts take a long time to heal	Type 1 – Insulin injections Type 2 – diet and exercise
<u>Epilepsy</u>	Severe head injury, Anxiety/Stress, Tiredness	Mouth – bite, random noise, dribbling, Eyes – look blank, fluttering, Limbs – Shaking, stiff body	AED's (Anti epileptic drugs) Ketogenic diet (high in fat)
<u>Sudden Cardiac Arrest</u>	Exercise, genetic condition, trauma	Unconscious, breathing difficulties	Defibrillators, lifestyle changes
<u>Hypothermia</u>	Body temperature drops below 35'	Shivering, Blue lips/skin, Tiredness/confusion, Slow breathing	Remove wet clothing, cover in blanket, warm sugary drink
<u>Heat exhaustion</u>	Body temperature over 38', not enough water, intense exercise	Excessive sweating, Headache/dizziness, Being very thirsty, Feeling or being sick, Rapid pulse and/or breathing	Drink, Move to a cool place
<u>Dehydration</u>	Losing bodily fluid	Feeling thirsty, Fatigue , Dark yellow urine, Dry mouth/lips	Drink water, rehydration sachets

1 - State how you would treat the following medical conditions.(3 marks)

Asthma attack

.....

Diabetes

.....

Epilepsy

.....



2 - Complete the table to show the missing medical condition, symptoms and treatment. (5 marks)

Medical condition	Symptoms	Treatment
(a)	Increased thirst (b)	Insulin
Dehydration	(c) (d)	(e)

3 – Identify four symptoms of asthma: (4 marks)

1 –

2 –

3 –

4 –

4 – Identify two different symptoms of epilepsy for each body part: (6 marks)

Eyes		
Limbs		
Mouth		

5 – State the difference between type 1 and type 2 diabetes. (2 marks)

.....



I. Common French Question Words

1. Qui	Who
2. Que / Qu'	What
3. Quand	When
4. Où	Where
5. Comment	How
6. Pourquoi	Why
7. Combien	How many
8. Quel / Quelle / Quels / Quelles	Which
9. À quelle heure	At what time
10. Avec qui	With who

II. Fill in the Blanks

Complete the questions with the correct question word:

1. _____ est ton professeur de français? (Who is your French teacher?)
2. _____ allez-vous à l'école? (How do you go to school?)
3. _____ est la fête? (When is the party?)
4. _____ de frères as-tu? (How many brothers do you have?)
5. _____ habites-tu? (Where do you live?)
6. _____ veux-tu manger? (What do you want to eat?)
7. _____ est ton film préféré? (Which is your favourite movie?)
8. _____ ne viens-tu pas? (Why aren't you coming?)
9. _____ commence le concert? (At what time does the concert start?)
10. _____ vas-tu au cinéma? (With whom are you going to the movies?)



III. Form Questions

Rewrite the following statements as questions using the appropriate question word:

1. Marie habite à Paris.
2. Nous allons à la plage en été.
3. Il veut une glace au chocolat.
4. Pierre et Sophie étudient ensemble.
5. Le train part à 8 heures.

IV. Translation Practice

Translate the following questions into French:

1. Where do you live?
2. How many books do you have?
3. Why are you late?
4. What is your name?
5. At what time does the movie start?



Walking, Talking Mock Exam- January 2025 Paper

During the last week of term in your hospitality and catering lesson you will be exploring the January 2025 paper.

You will be asked to answer the questions independently, but we will support with how to approach and structure your answers to get the best results.

Command words in January 2025 paper

The following command words will require shorter, one-word or one-sentence answers.

Tick: Indicate a choice using a tick.

Identify: Recognise, distinguish and establish what something is

State: Express clearly and briefly

Name: Name brief facts or examples (from a given source or from recall)

Match: To choose something has the same quality as something

Complete: Add necessary items/information

COMMAND



The following command words will require more detail to your answer. Remember you cannot simply include lists of facts as this won't secure you the higher marks.

Describe: Provide characteristics/main features or a brief account Give an account or representation in words, provide an appropriate level and amount of information with detail

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

Discuss: Examine an issue in detail in a structured way, focus different ideas

Suggest: Put forward an idea, reason or course of action

Recommend: To suggest as appropriate

Review: To consider something with the intention making changes if necessary

Justify: Show or prove something to be right or reasonable

Analysing the questions

When reading the question for the first time it is important that you can work out what you are being asked to do.



In each question you should highlight:

- The command word (the bossy word)- This is what you are being asked to do.
- The focus of the question.
- How many marks the question is worth- This will help you work out how much information to provide.

Examples

Identify three services that a 5-star hotel can offer their customers. [3] → Marks



For this question you will need to provide three services that a 5-star hotel offers. These answers can be one-word or one-sentence answers. You will need all three to get the 3 marks.



What is being asked of these questions?

State two non-residential provisions. [2]



Command Word _____

Main Focus _____

Number of Marks _____

There are a variety of job roles within the hospitality and catering industry.

(a) Describe the job role of a hotel concierge. [4]



Command Word _____

Main Focus _____

Number of Marks _____

Sam, who relies on a wheelchair for mobility, has a severe nut allergy. Sam has booked a package holiday to Greece.

(a) Discuss how the airline and hotel can cater for Sam's mobility needs. [6]



Command Word _____

Main Focus _____

Number of Marks _____

COMMAND



What is the meaning of these command words?

Explain

Recommend

Suggest

Justify



Mind-Maps

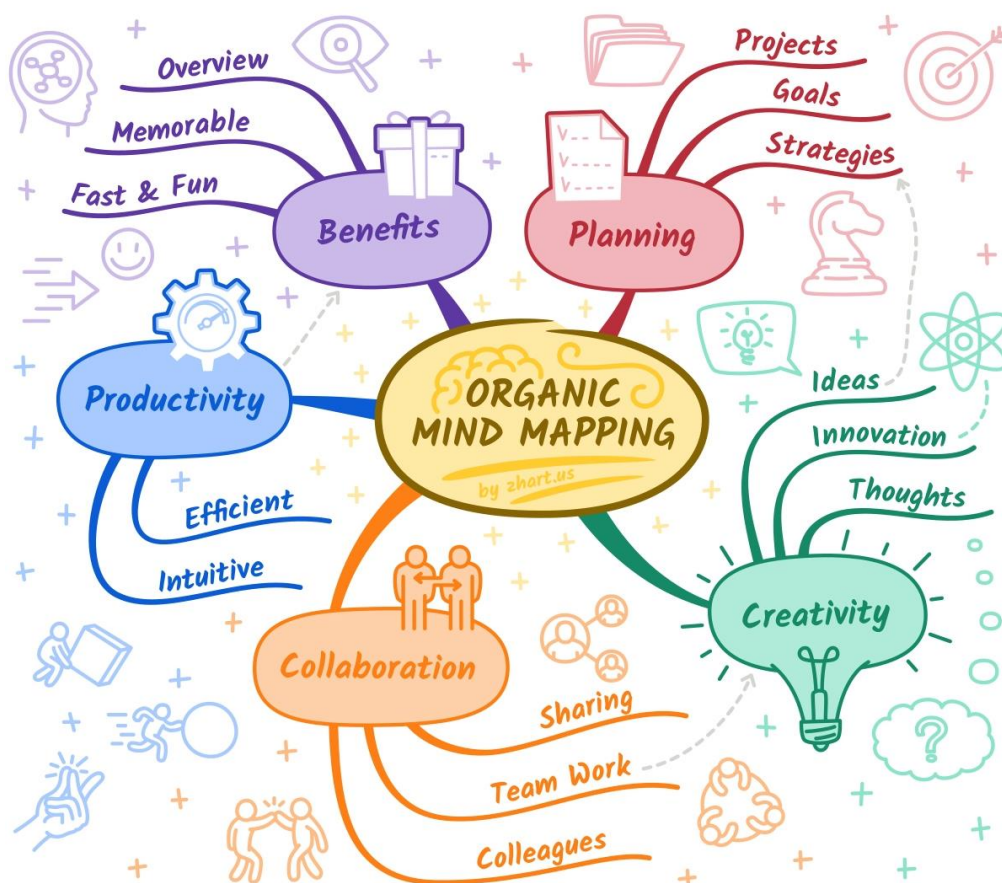
Description:

A mind map is a visual diagram used to organize information, ideas, or concepts around a central topic. It typically consists of a main idea in the centre (central node), with branches extending outwards to show related subtopics, keywords, or images.

Purpose of a Mind Map:

- Generates Ideas – Helps brainstorm and organize thoughts visually.
- Plans Projects – Structures content, assets, and workflows.
- Shows Connections – Highlights relationships between concepts.
- Simplifies Complex Information – Breaks down large topics into manageable parts.
- Enhances Creativity – Encourages free-thinking and idea expansion.
- Aids in Problem-Solving – Helps explore different solutions visually.
- Improves Organisation – Keeps ideas structured and easy to follow.
- Supports Collaboration – Allows teams to share and develop ideas together.

What does a Mind Map Look Like?





Exam Question – June 24 Paper

3 Using Fig. 1 identify the two labelled components of a mind map.

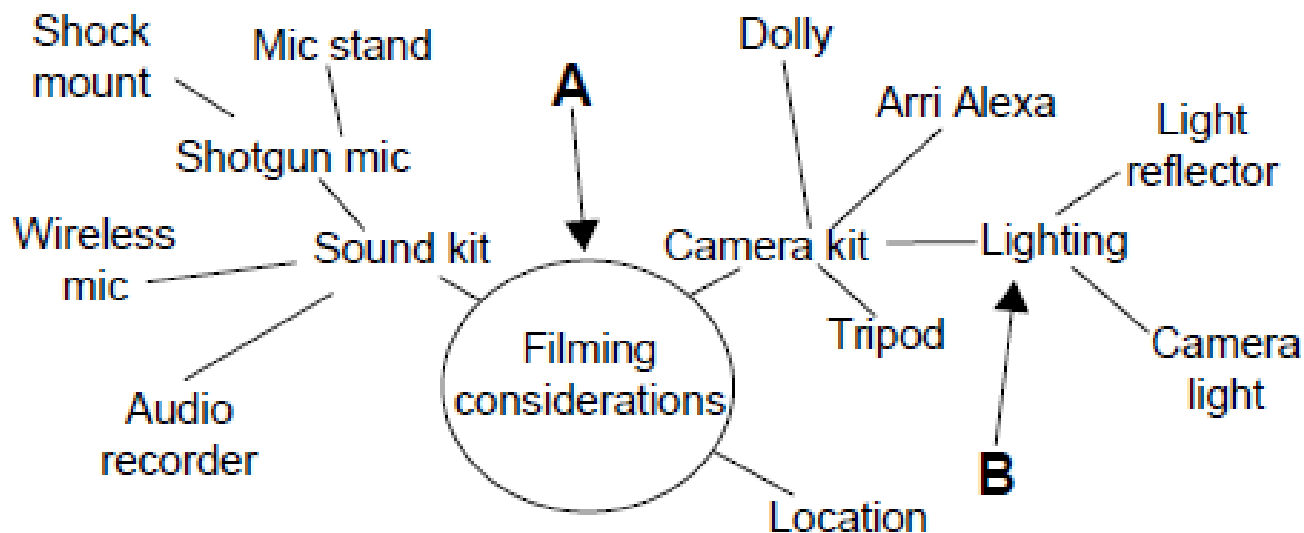


Fig. 1

A

B

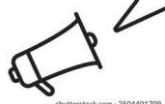
[2]

Revision Video:

R093: Mind Maps - Creative iMedia in the Media Industry

<https://www.youtube.com/watch?v=ikBez0vouf4>

COMMAND



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

In a question like we have above, you are looking to pick out what the key information is.

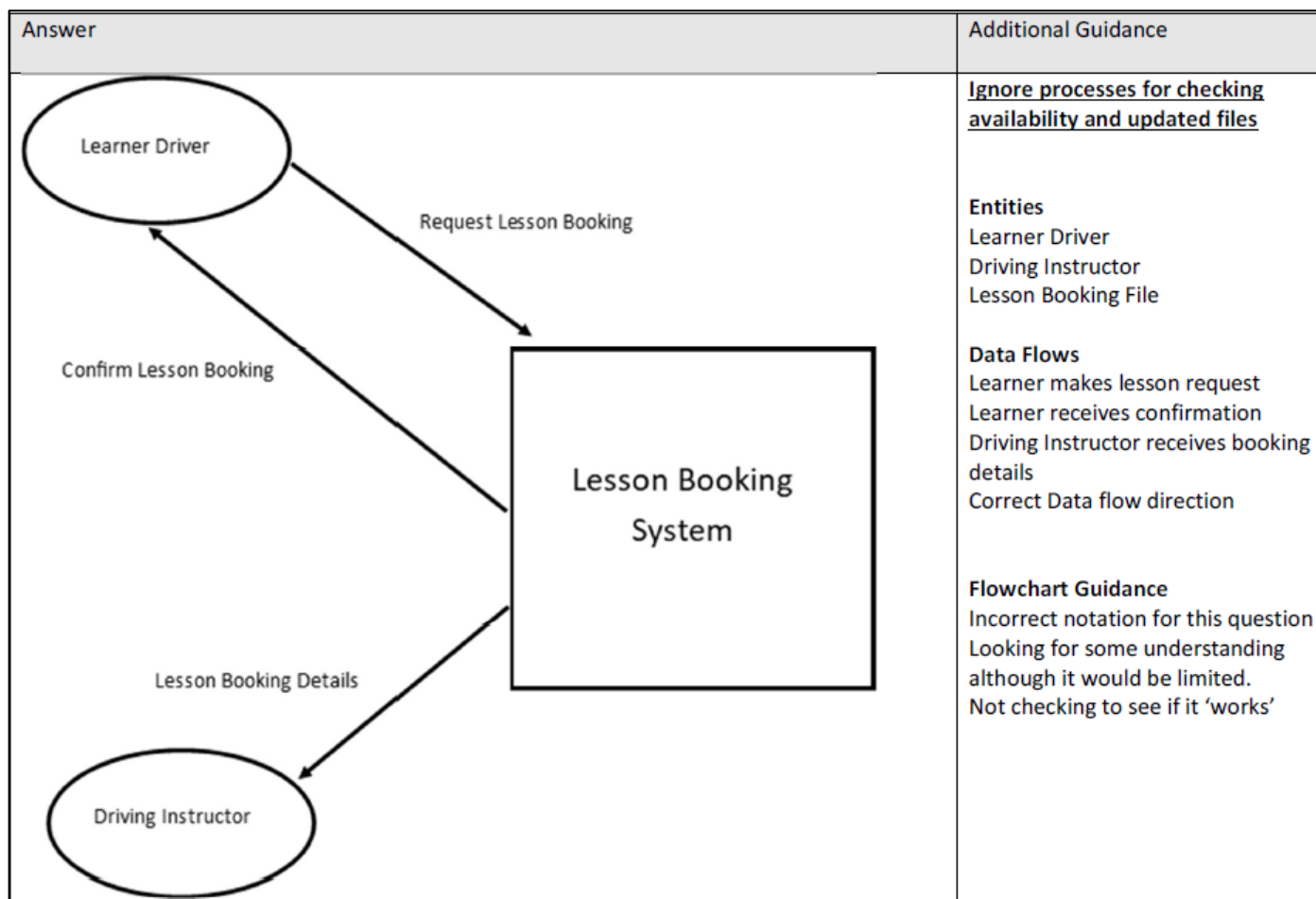


Information Flow Diagrams

Description

An Information Flow Diagram shows how digital information moves between systems, processes, and users. It helps visualise data transfer, storage, and processing within an IT system, ensuring efficiency, security, and clear communication.

Example Data Flow Diagram:



Why Use Flow Charts?

- Visualises Data Movement – Shows how information flows between systems, users, and processes.

Who Would Use the Flow Chart?

- IT Professionals – To design, analyse, and optimize data flow in systems.
- System Architects – To plan and structure IT infrastructure.
- Business Analysts – To understand and improve business processes.



(d) Turbo Rally Parts makes car parts for customers.

Part of the process to make and supply the parts is:



1. The customer sends the part details to the Parts Department.
2. The Parts Department sends a list of materials needed to make the part to the Warehouse.
3. The Parts Department sends the part details to the Workshop.
4. The Warehouse sends a materials transfer note and the materials to the Workshop.
5. When the part has been made, the Workshop sends a job complete sheet to the Parts Department.
6. The Parts Department sends a part collection note to the customer to tell them that the part is ready for collection.

Draw an **information flow diagram** that shows this part of the process.

(6)