

Name:.....

Tutor:.....



SKEGNESS ACADEMY

Exam Preparation Homework Booklet 2025

Term 5 Week 2 Edition

Hand in Date Thursday 8th May

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:

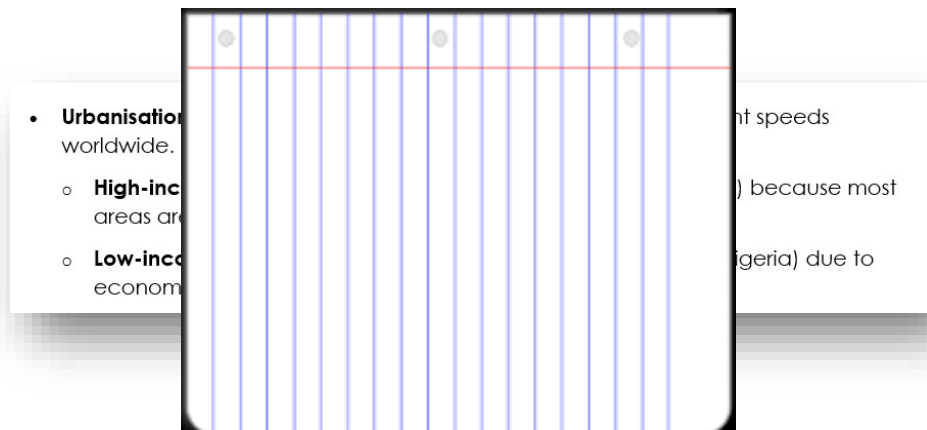
Step 1: Look

- 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 and Mr Hyde

Themes overview

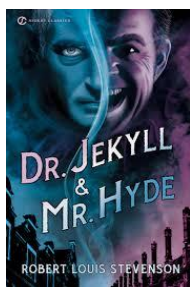
Themes are ideas that run all the way through a literary text. They are great to analyse because you can discuss the writer's intentions - what have they done? Why? What are they trying to make the reader think and feel? This allows your analysis to be extended and developed, allowing for you to write comprehensively about a given literary text.

In *Dr Jekyll and Mr Hyde* there are many themes you can analyse.

- scientific development
- good vs evil and the duality of human nature
- nature and the supernatural

You will notice that some of these are opposites and these can be referred to as **binary opposites** or complete opposites. Examples of binary opposites are: hot and cold, wet and dry, light and dark.

Due to the society's interest in religion, people were afraid of scientific developments and feared what this would do to mankind. wrote the *Origins of the Species* in 1859. It was a text that shook Victorian society and was condemned and banned due to its theory that God had not created the universe as outlined in the Bible. Consequently, people were cautious of science and its developments.



Dr Jekyll

Jekyll is relentless in his goals to complete the experiment of releasing his hidden self, ie Mr Hyde. **He stops at nothing to achieve his goals** and doesn't listen to his friends.

Analysing the evidence Question

How is the wonder of scientific development shown in *Dr Jekyll and Mr Hyde*?

Scientific development in Dr Jekyll and Mr Hyde

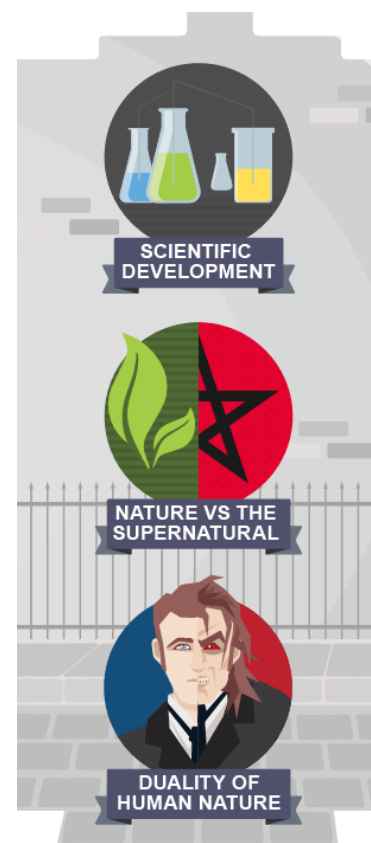
In the Victorian era, religion was important to communities and individuals. Many people believed that God created the universe and he was the sole creator, therefore the principles and the word of the Bible must be followed.

The Experiment

Dr Jekyll's experiment kills him, as he has to die in order for the overpowering Mr Hyde to die also.

Dr Lanyon

Dr Lanyon dies of shock because of what he has witnessed – he sees Mr Hyde turning into Dr Jekyll.





Duality of human nature in Dr Jekyll and Mr Hyde

Stevenson writes about the duality of human nature – the idea that every single human being has good and evil within them. Stevenson describes how there is a good and an evil side to everyone's personality, but what is important is how you behave and the decisions you make. The choices people make determine whether a person is good or not.

In *Dr Jekyll and Mr Hyde*, Dr Jekyll is a well-respected, intelligent scientist who secretly has a dark, immoral side to his personality. This side of his personality is not active, however, he decides to activate it through his experiments. This side becomes active through the persona of Mr Hyde - a criminal man who commits cruel acts of violence against others. Through this change in Jekyll's character, Stevenson shows the duality in human nature - the idea that everyone is capable of good and evil deeds.

Social and historical context

The nature of Victorian society meant that many people their desires and feelings. This resulted in many people questioning their 'goodness' as a human being due to the fact that religion condemned these 'evil' thoughts.

Nature and the supernatural in Dr Jekyll and Mr Hyde

Stevenson shows the binary opposites of the supernatural and nature in *Dr Jekyll and Mr Hyde*.

The idea of the supernatural is evident in Dr Jekyll's experiment and the release of Mr Hyde into the world. In contrast, nature or the natural order is implicit in Dr Lanyon's horrified response to Jekyll's experiment.

Question

How does Stevenson show the binary opposites of nature or the supernatural in these quotations?

...life was quite gone; and by the crushed phial in the hand and the strong smell of kernels that hung upon the air, Utterson knew that he was looking on the body of a self-destroyer.

— Utterson, on finding Jekyll's body

How is the duality of mankind shown in the novel?

the character of Dr Jekyll

- the character of Mr Hyde
- the differences between them both



Dr Jekyll

Dr Jekyll is perceived as a highly influential, kind, educated and popular scientist. He is the embodiment of 'goodness.'

Mr Hyde

Mr Hyde is perceived as a cruel, ugly, vicious man who commits wild acts of violence against innocent people. He is the embodiment of 'evilness'.

Social and historical context

In the Victorian period, change was apparent due to the Industrial Revolution. Factories were being built and technology was advancing - this resulted in a shift from the 'natural' farming type of life to one filled with technology and industry. This change is presented in *Dr Jekyll and Mr Hyde* through Jekyll's experiment - his desire to change the natural course of his being through science.

How is nature and the supernatural shown in the novel?

In *Dr Jekyll and Mr Hyde*, Stevenson shows the binary opposites of the natural and the supernatural through:

- Jekyll's supernatural experiment of releasing Mr Hyde into the world
- Jekyll's death – how his interference with the supernatural caused his natural end
- Dr Lanyon's response



Work out

$$1\frac{2}{3} + 2\frac{1}{8}$$

Solve

$$4x - 5 = 9 - 3x$$

Work out

$$15 \div 0.03$$

Increase £44 by 15%

A prize is divided in the ratio 5 : 3. if the difference between the shares is £42 what is the total prize?

Simplify $\sqrt{84}$

$$f(x) = 2x^2 - x$$

Find $f(3)$

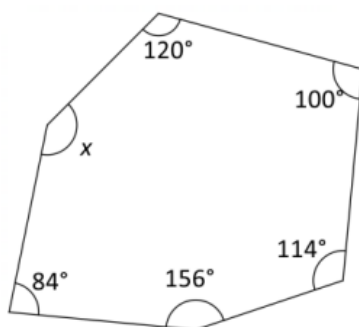
Evaluate $9^{\frac{3}{2}}$

y is directly proportional to x .
When $y = 54$ $x = 3$
Find the value of y when $x = 5$

A car is on sale at £11250. This is 10% reduction on the normal price. What was the price of the car before the reduction?

Simplify $\sqrt{12} \times \sqrt{21}$

Find the equation of the line passing through the points (1,5) and (3,9)

Calculate the size of angle x 

Complete the table

Relative frequency of winning		0.36
Number of wins	6	
Number of games	20	50
	Team A	Team B

y is inversely proportional to the square root of x
When $x = 64$ $y = 4$
Find the value of x when $y = 8$

Find the n th term of
3, 11, 25, 45, 71

Calculate the distance between the points (-2, 5) and (5, 9) correct to 1 decimal place

Work out the coordinates of the midpoint



Work out

2.4% of £244

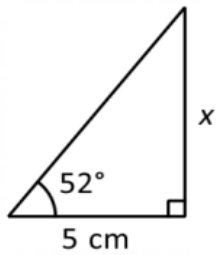
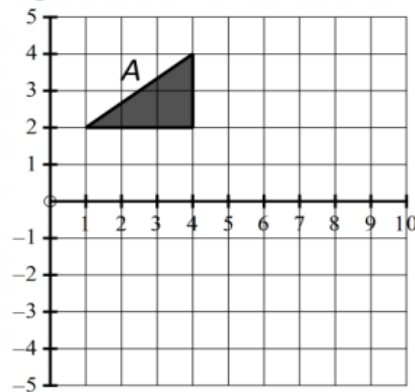
 $\frac{23}{24}$ of £45

Expand and simplify

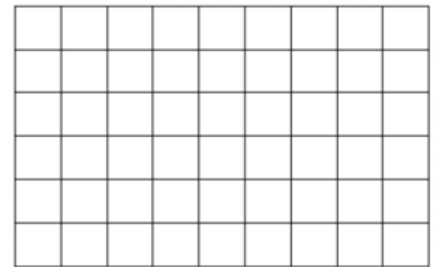
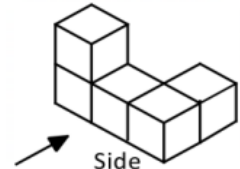
$$2(2a + b) + 3(a + 2b)$$

Solve

$$5x + 3 = 3x + 17$$

Calculate x correct to 1 decimal placeRotate triangle A, 90° clockwise about centre $(0,0)$. Label your triangle B

Draw the plan and side elevation

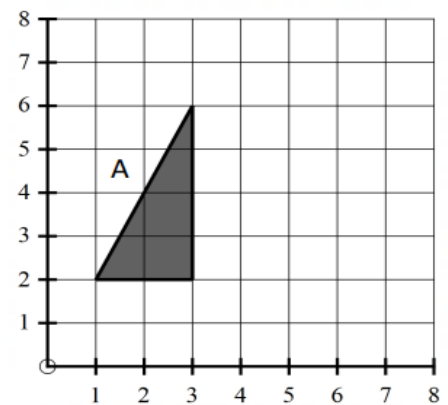


Calculate 15% of £420

Increase £320 by 10%

Express $\frac{3}{20}$ as a percentage

The ratio of blue counters to red counters in a bag is 3 : 5. What fraction of the counters are red?

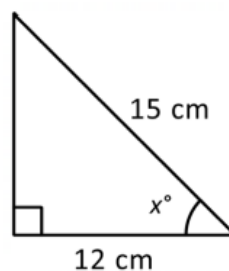
Reflect triangle A in the line $x = 4$. Label your triangle B

Solve the simultaneous equations

$$2x + y = 3 \quad x + y = 1$$

Calculate x

Give your answer to the nearest degree



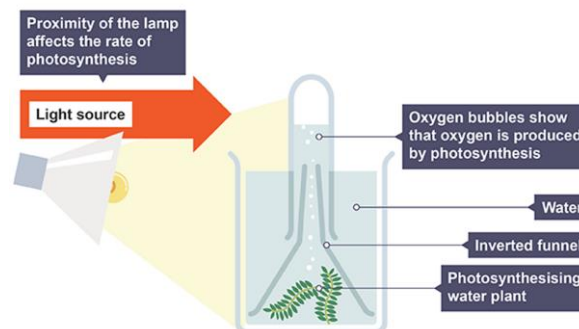
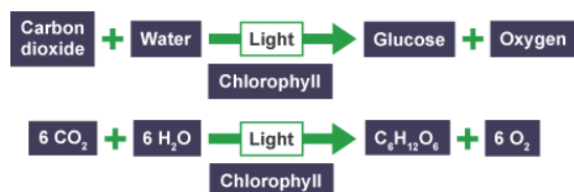
Estimate

$$\frac{453 + 254}{5.2 \times 3.8}$$





- Photosynthesis requires energy in the form of light to drive the chemical reaction. Photosynthesis is an **endothermic** reaction.
- The light energy required is absorbed by a green pigment called **chlorophyll** in the leaves. Chlorophyll is located in the **chloroplasts**, particularly the **grana** and spongy mesophyll. Revise plant cells and their part in photosynthesis [here](#).
- Plant leaves are the main photosynthetic organs, but any part of the plant exposed to the light will develop chlorophyll and photosynthesise.
- The carbon dioxide required for photosynthesis comes from the air. It enters leaves through the **stoma**. Water enters the plant through the roots, and is transported to the leaves in the **xylem**.
- Oxygen is formed as the waste product. Some is used for the plant's respiration, and also released which makes it available for respiration to animals and many microorganisms. During the day, provided the rate of photosynthesis is sufficiently high, plant leaves, and water plants, give out oxygen.



The word equation for aerobic respiration is:

- glucose + oxygen \rightarrow carbon dioxide + water + energy released
- You need to be able to recognise the chemical symbols:
- $\text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2 \rightarrow 6\text{CO}_2 + 6\text{H}_2\text{O} + \text{energy released}$
- Respiration is a series of reactions, but this summarises the overall process.
- The first stages of respiration occur in the cytoplasm of cells, but most of the energy released is in the **mitochondria**.

Anaerobic respiration

- Most organisms cannot respire without oxygen but some organisms and tissues can continue to respire if the oxygen runs out. These organisms and tissues use the process of **anaerobic respiration**.
- Human muscle can respire anaerobically for short periods of time – even though the process is relatively inefficient, it's better to continue respiring and be able to run away from danger – or run a race.
- The glucose in muscle is converted to **lactic acid**:
- glucose \rightarrow lactic acid + energy released
- Some plants, and some organisms such as yeast can respire anaerobically – it's preferable to release less energy but remain alive.
- Glucose in yeast cells is converted to carbon dioxide and **ethanol**, which we refer to simply as 'alcohol':
- glucose \rightarrow ethanol + carbon dioxide + energy released
- Anaerobic respiration occurs only in the cytoplasm of cells.

Aerobic and anaerobic respiration compared:

	Aerobic	Anaerobic
Presence of oxygen	Present.	Absent or in short supply.
Oxidation of glucose	Complete	Incomplete. The products of respiration still contain energy.
Products of respiration	Carbon dioxide and water. The products do not contain stored chemical energy.	Mammalian muscle: lactic acid. Yeast: ethanol and carbon dioxide. Some plants: ethanol and carbon dioxide. The products still contain stored chemical energy.
Amount of energy released	Relatively large amount.	Small amount, but quickly.



What is the word equation for photosynthesis?	
What is the symbol equation for photosynthesis?	
What type of reaction is photosynthesis?	
What factors affect the rate of photosynthesis?	
In what part of a leaf cell does photosynthesis take place?	
What green chemical is found inside this organelle?	
Other than counting bubbles, what other method could you collect Oxygen in the Photosynthesis RP?	
What do plants store glucose as?	
What do plants use glucose for?	
What is the word equation for aerobic respiration?	
What is the symbol equation for aerobic respiration?	
Where in the cell does aerobic respiration take place?	
What does anaerobic mean?	
What is the word equation for anaerobic respiration in humans?	
What is the word equation for anaerobic respiration in plant and yeast cells?	
What is anaerobic respiration in yeast cells called?	
What in the human body, increases during exercise to allow an increase in respiration?	
What is the cause of ache and fatigue during exercise?	
What is a metabolism?	
What happens to excess proteins once they are broken down?	



Sample Space Diagrams

Sample Space – A list of all the possible outcomes.

Example: When rolling a fair six-sided dice the sample space is 1, 2, 3, 4, 5, and 6.

Sample Space Diagram – A table used to represent the outcomes of two events.

Example: The table on the right shows all the possible outcomes if you roll 2 fair six-sided dice. You can see that there are a total of 36 probabilities.

	1	2	3	4	5	6
1	1,1	2,1	3,1	4,1	5,1	6,1
2	1,2	2,2	3,2	4,2	5,2	6,2
3	1,3	2,3	3,3	4,3	5,3	6,3
4	1,4	2,4	3,4	4,4	5,4	6,4
5	1,5	2,5	3,5	4,5	5,5	6,5
6	1,6	2,6	3,6	4,6	5,6	6,6

Two fair six sided dice are rolled.



The numbers on the two dice are **multiplied** together to give a score.

(a) Complete the table to show all possible scores.

		Dice 1					
x		1	2	3	4	5	6
Dice 2	1						
	2						
	3						
	4						
	5						
	6						

(b) Find the probability of a score of 12

(c) Find the probability of a score of 10 or more

(d) Find the probability of an even number

Each spinner is spun once.

The numbers are added together to get a score.

(a) Complete the table to show all possible scores.

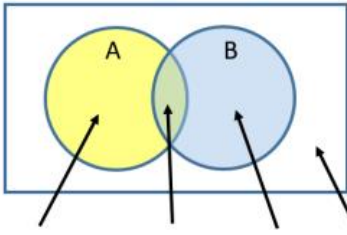
		Spinner 1			
		1	3	4	5
Spinner 2	5				
	6				
	7				

(b) Find the probability of scoring a 8

(c) Find the probability of scoring an odd number



Venn Diagrams



Uses overlapping circles to represent all the outcomes of two or three events happening.
 Each region of a Venn diagram represents a different set of data.
 The whole rectangle represents all the possible outcomes.
 Venn diagrams can be used to work out probabilities.

Objects here are in set A but not set B	Objects here are in both sets A and B	Objects here are in set B but not set A	Objects here are not in set A or set B.
---	---------------------------------------	---	---

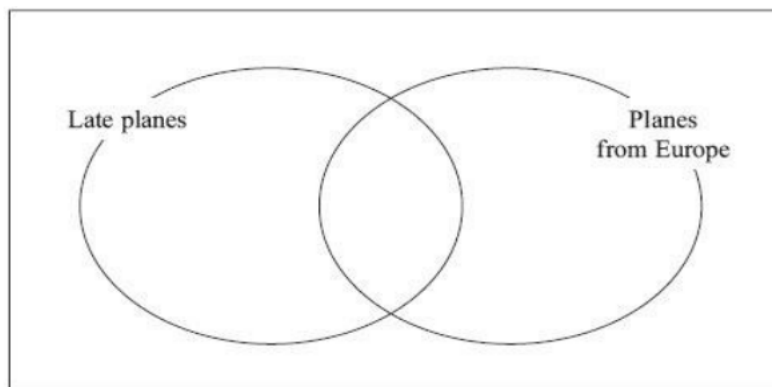
Completing Venn Diagrams:

1. Draw and label the Venn diagram
2. Fill in any known values.
3. Use letters to label any area where you don't know the formulae.
4. Work out missing values.
5. The sum of all probabilities in a Venn diagram must equal to 1.

100 planes landed at Heathrow Airport in a 3 hour period.
 40 of the planes were from Europe.
 20 of the planes were late, including 5 planes from Europe.

Data source: adapted from www.FlightStats.com

(a) Complete the Venn diagram using the information above.



One of these planes is chosen at random.

(b) Find the probability that

(i) the plane was **not** from Europe.

.....

(ii) the plane was on time and was from Europe.

.....

(3)

Given that the plane was late,

(c) find the probability that the plane was from Europe.

.....

(2)



Problems Transporting the Wounded

If you were injured you needed to be moved ASAP away from the trenches where they could provide better medical treatment and cover from shelling. Four man stretcher bearers would carry the wounded away from the front line once they were in a stable condition. They carried the wounded during day and night, often under enemy fire. The faster a man could be evacuated and treated, the greater the chance of survival.

Task 1: Study the below information about the problems associated with transporting the sick. Use a highlighter to find the main problems caused by each method:

TERRAIN vs STRETCHER BEARERS

The constant bombing and shelling often left the Western Front a landscape of craters, mud and water. Roads might also been destroyed. This caused issues in both transporting wounded men away from the front line and with any regular communication.

No Mans Land

The land was dangerous, wounded could only be collected at night. The destroyed terrain was muddy, contained stagnant water filled craters with rotting corpses and unexploded munitions and chemicals waste.



Trench System

The trenches could often get clogged up with men and equipment, this made it hard for stretchers to manoeuvre whilst under fire. The numbers of wounded also became too overwhelming for the medical system.



HORSE-DRAWN AMBULANCES



Originally the decision was made not to send motor ambulances to the frontline, they used horse drawn instead.

This was a mistake as horse drawn carriages could not cope with the number of wounded, whilst the shaky transport often made injuries worse. A lack of ambulance meant many men were left to die.

MOTOR AMBULANCES

News of this reached Britain and The Times appealed for donations, as a result enough money for 512 ambulance was raised.

By October 1914 the first motor ambulances reached the front line sent by the Red Cross. However, the worse the terrain the less effective motor ambulances were. Therefore horses continued to be used, sometimes up to six at a time in horrendous conditions.



Task 2: Answer the below questions using the info.

1) Explain why it was so difficult or risky for stretcher bearers to transport wounded men...

a) for their own safety:

b) for the wounded they carried:

2) Did motor ambulances solve the problems of horse-drawn carriages?

3) Give one advantage and one disadvantage of the use of trains to evacuate wounded soldiers from the front line.

TRAIN, CANAL & SHIP AMBULANCES

To reach the final destination, Base Hospitals on the French Coast, the Royal Army Medical Corps (RAMC) used specially designed ambulance trains from November 1914. Stretchers could fit down the side of the carriage and some contained operating theatres. Hundreds were evacuated at a time.

However, they were criticised for damaging the war effort as trains were blocking supply routes in France and Belgium.



As a result, canals were used. These were comfortable, slow, but could often transport the wounded back to Britain more safely.





Problems Transporting the Wounded

'Two Features' Practice Question

Task: Use what you know about the transportation methods to complete the below exam-style question worth 4 marks.



Describe one feature of the methods for transporting wounded soldiers on the Western Front (2 mark)

Mark ____/2

Source 'Usefulness' Practice Question



SOURCE A

A wounded Canadian soldier being carried back from the front at Passchendaele near Ypres in 1915.

Missing words: knowledge, 1915, records, recovering, trusted, muddy, wounded, carrying, Ypres, terrain, public, shell, provenance, shocked, typical, meters, time, location

- Content + Own Knowledge measures the accuracy.
- Nature + Origin + Purpose then allows you to judge the usefulness.
- You can also consider anything that is missing and the effect this has on the usefulness.

CONTENT of the source and what we can see (and can't see)

+ OWN KNOWLEDGE to back up content and weigh the accuracy

+ NATURE, ORIGIN or PURPOSE to judge the usefulness

Source A is useful for an enquiry into the impact of the _____ on caring for the wounded on the Western Front because it clearly shows the extent of the water-filled _____ holes that the stretcher bearers had to cross. We can clearly see four men _____ one wounded Canadian soldier. However, the photograph does not tell us the precise _____ of the scene, notably how far from medical care the soldier was.

From my own _____, I know that the scene was t_____, especially after three years of war had churned up the land, making it difficult to transport _____ soldiers back to the trenches. Since typical shell craters could be up to two _____ deep, this represents the rainy and _____ conditions at Ypres.

The source's _____ is important because it dates from _____ and shows a scene near _____. The purpose of the photograph is unclear, but the nature makes this useful because, as a photograph, it captures the process of the stretcher-bearers rec_____ a soldier, providing a clear visual of craters and difficult terrain. It also appears accurate, as a photo is a real image from the _____. This would suggest that it was not staged and can be _____.







There is some key information you need to be able to recall and explain. You can use your information sheet and PE classroom to support you if needed.

Complete the following:

EXTRINSIC FACTORS (Outside of your control)

	Factor Name	What is included in the factor?
1		
2		
3		
4		

INTRINSIC FACTORS

	Factor Name	List what is included in this factor .
1		(SPAWFAGNEM)
2		



SALTAPS is an on-field injury assessment routine – to check what treatment is required for the injured person. You need to be able to state what each letter stands for and what it means:

	Name	What happens at this part?
S		
A		
L		
T		
A		
P		
S		

DRABC – is how you would respond to a serious injury.

	Name	What happens at this point?
D		
R		
A		
B		
C		



I- introduction
P- people, things
L – location, weather
A – action
C- conjecture
E- emotion

AQA GCSE Photo card (*Paper* **PHOTO**

CARD **PREP**

1 Introduction (to start of with):

Sur l'image ...	In the image
Sur la photo...	In the photo
Il y a...	There is/ are
Je vois...	I see
On peut voir...	You can see

Extra

Au premier plan...	In the foreground
À gauche/ À droite	to the left / the right
À coté de..	next to
À l'arrière..	At the back

4

Action (What are they doing?)

Il/elle est en train de...	He/she is (in the process of)...	travailler	working
		jouer	playing
		parler	talking
		s'amuser	having fun
		se promener	having a wander
Ils/elles sont en train de...	They are (in the process of)...	lire	reading
		rire	laughing

[Use the phrases here to prepare the photo card on the following page.

5

Conjecture & Emotion 1 – (What might they be feeling?)

À mon avis ... In my opinion
 Je crois que... I believe that
 Je dirais que... I would say that

il a l'air... he seems
 elle a l'air... she seems
 ils ont l'air... they seem

triste(s) sad
 excité (e)(s) excited
 heureux (euse) happy

2)

2

People-Things (What's there?)

Des/ trois personnes	some/ three people
Un homme/la femme	a man/ the woman
Des enfants	some children
Une fille/ le garçon	a girl/ a boy
Un bâtiment	a building
Un arbre	a tree
Une scène de...	a scene of

3

Location – Weather (Where is the scene located?):

Dans un bureau	in an office
Dans un collège-lycée	in an 11-18 school
Dans une maison	in a house
Dans un jardin, un parc	in a garden, a park
Il y a du soleil	it's sunny
Il y a du vent	it's windy
Il fait mauvais	it's a bad weather

6

Emotion 2 (How does the picture make you feel?)

J'aime assez cette photo car I rather like this photo because...

- je la trouve joyeuse... I find it joyful
- elle me fait sourire It makes me smile
- elle me rend calme ... it makes me peaceful

Je n'aime pas cette image puisque ... I do not like this picture since

- je la trouve barbante ... I find it boring
- elle ne me fait rien.... it leaves me indifferent
- elle me rend triste... it makes me sad

Then, revise the vocabulary in preparation for your speaking exam on 7th May.




1. Qu'est-ce qu'il y a sur la photo?
2. Parle-moi de ta chambre.
3. Où voudrais-tu habiter plus tard?



1.2.3 Hospitality and Catering Provision to Meet Specific Requirements

Highlights


 **Understanding Customer Needs:** Analysing customer lifestyles, budgets, and preferences can significantly attract more patrons.


 **Dietary Options:** Successful menus provide diverse options, including vegan, vegetarian, and specialized dietary needs to cater to all guests.

 **Time Preferences:** Different customer groups may seek quick meals versus leisurely dining, highlighting the importance of flexibility in service.

 **Demographic Research:** Conducting marketing surveys helps in understanding the age, income, and location of potential customers for better-targeted offerings.

 **Customer Expectations:** Patrons expect excellent service, value for money, and responsiveness to current dining trends.

 **Eco-Friendliness:** Guests look for establishments with sustainable practices, prompting businesses to adopt greener policies.

 **Seasonal Ingredients:** Menus featuring local, seasonal produce are increasingly preferred by conscious consumers.

Key Insights

Market Segmentation

- Understanding customer needs by segmenting the market into different demographics (age, location, income) enables hospitality services to create tailored offerings.
- This marketing approach not only aids in developing unique selling propositions (USPs) but also helps businesses identify gaps in the market where competition exists.
- This is crucial for both attracting niche customers and maximizing overall sales.

Nutritional Awareness

- As health consciousness rises among consumers, offering detailed nutritional information alongside menu items can enhance customer satisfaction and trust.
- With a growing number of individuals focused on dietary restrictions, establishments need to be informed and equipped to cater to specific health-related demands, leading to increased loyalty among customers who feel their needs are prioritized.

Dining Time Flexibility

- Different customers have varying expectations regarding meal duration—some may require speedy service while others desire a more relaxed dining experience.
- A catering service that successfully adapts to these needs will likely see greater patron retention, as it offers an experience tailored to individual customer contexts and situations.

Trend Adaptation

- In the rapidly changing dining landscape, updating services in alignment with modern trends, such as mobile ordering and delivery options, represents a competitive advantage.
- The ability to quickly adapt menus and services to technological advancements indicates a forward-thinking business that values customer convenience, ultimately fostering positive customer experiences and repeat business.

Value for Money

- Customers associate quality and satisfaction with value.
- Offering meals that are filling yet priced appropriately for the experience can significantly influence customer perception and loyalty.
- Establishments that effectively communicate their value proposition through pricing strategies are more likely to succeed across various markets.

Environmental Responsibility

- Eco-friendly initiatives are increasingly sought after in the hospitality business.
- Understanding and implementing sustainable practices not only aligns with customer expectations but can also reduce operational costs in the long term and appeal to a growing demographic of eco-conscious consumers.

**🍅 Local Sourcing**

- The move toward using seasonal and locally sourced ingredients is not just a trend; it's becoming a standard expectation.
- Customers are more likely to support establishments that prioritize local produce in their offerings, finding satisfaction in supporting local economies while enjoying high-quality meals.
- This emphasis also enhances the freshness and flavor of menu items, contributing to overall satisfaction and positive reviews from patrons.

In conclusion, adapting to customer needs and expectations in the hospitality and catering sector requires a multifaceted approach. Businesses must consider customer demographics, offer diverse and nutritious menu options, stay ahead with technological advances, maintain excellent service quality, and implement eco-friendly practices. By focusing on these key insights, hospitality services can create a unique and appealing experience that aligns with consumer demands and drives profitability.

Suggest ways a hospitality and catering business could adapt its menu and services to meet the needs of customers with different dietary requirements. (4 marks)

Identify two ways a hospitality and catering business could meet customer expectations. Explain how each way can help improve customer satisfaction. (2+4 marks)

