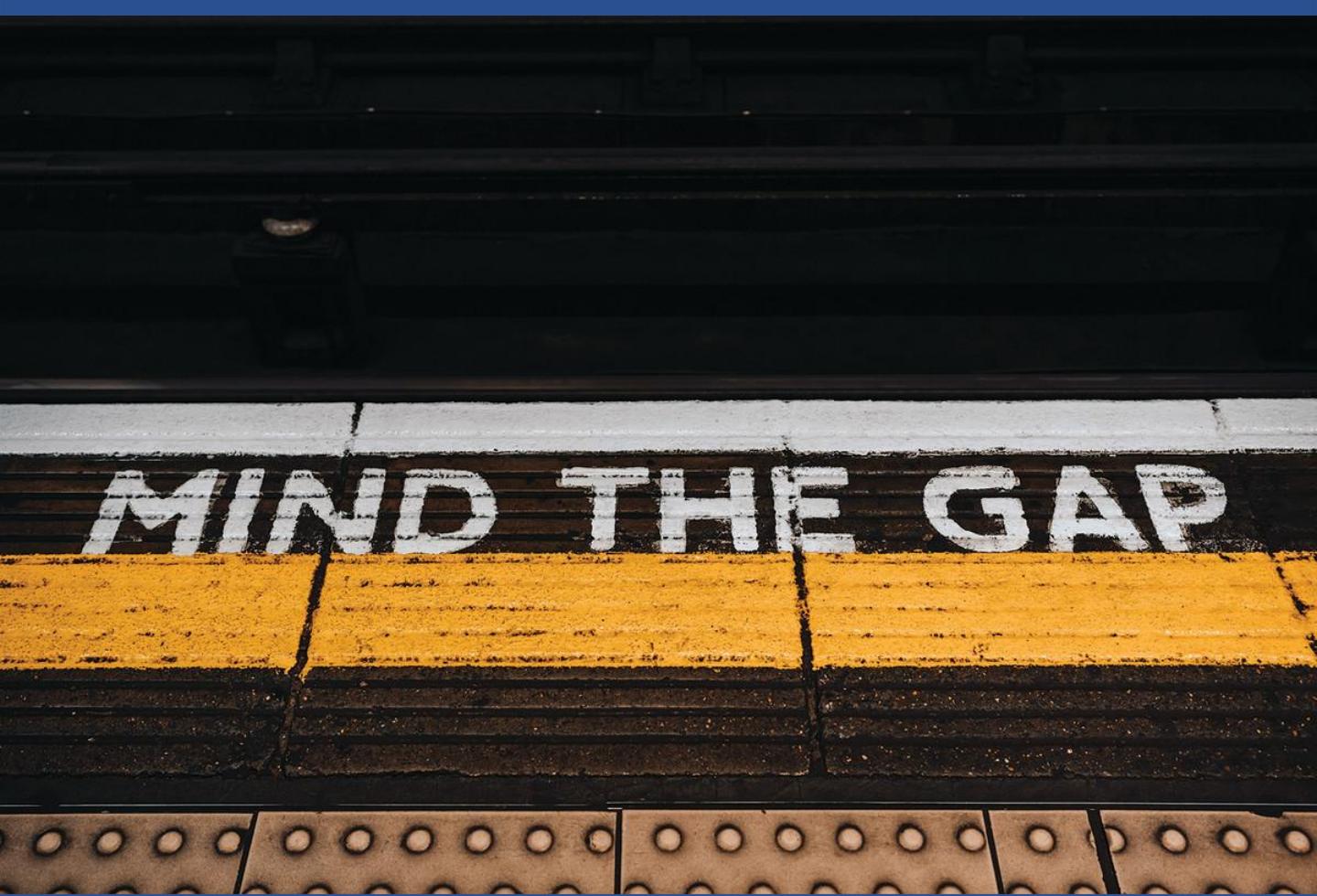


Year 11

Mind the Gap Mock 1



Name:

Tutor Group:



*Be Team Brixham Smart
Play your best game*

A Values Led College

Assessment Objectives = 30 marks each
AO1 Develop
AO2 Refine
AO3 Record
AO4 Present

Component (01): Portfolio

Individual Coursework

60% of Overall Grade

- This project involves designing and making a product that is influenced by your chosen topic.
- Each page you produce should be a development of the previous page, with your project ideas becoming more focussed as it progresses.
- Make sure you write brief evaluative comments or annotations on each page, explaining what you are doing and how it will help influence/direct your work.
- Record successes and failures.
- Presentation is important.

Project Checklist

- Personal Design Brief** – 1 slide: A statement about your project intention i.e. what you plan to design and make, what theme is it based on, and why have you personally chosen to do this. Support with images of existing products similar to what you intend to make.
- Mind Map** – 1 slide: explore different areas of your topic. Break the main topic down into smaller areas using keywords. Support with images and additional keywords to identify 3D characteristics that could influence the design of your project at a later stage.
- Collage** – 1 slide: collection of photos/images (15 minimum) concentrating on a more specific area that you have identified from your mind map.
- Drawing Sheet** – On A4 paper: minimum 6 sketches from primary sources or secondary images (your collage) to explore shapes, forms, patterns and details of your chosen topic. You can draw objects as a whole, or just specific aspects of them like close ups of features. Use various media. Tracing is acceptable.
- Critical Study x 2** – 1 slide for each: looking at artists that could inspire your design ideas. You should produce 2 artist/designer profiles. These people should have work inspired by a similar theme to yours or make similar products to what you want to make. Use images and describe their work.
- In the Style of** – 2 slides minimum showing photographic evidence of drawings/models/techniques that show exploration of your chosen artist/designer's work. This is your opportunity to look at recreating their styles so that you can look to incorporate them in your own work.

- Initial Design Ideas** – 2 A3 sheets: 4 to 6 ideas. Generate ideas by using your *Drawing Sheet*, *Critical Studies* and *In the Style of* work to inspire your own original design ideas.
- Modelling and Development** – Photographic evidence of modelling using materials such as paper, card and wire to develop your ideas from 2D drawings into 3D designs.
- Testing/Trialling/Refining** – minimum 2 slides showing photographic evidence of looking at materials, investigating their properties and how they can be used to achieve desired effects. Investigate methods of production and plan every aspect of your piece as your move towards your final design. Show how you would achieve your design.
- Final Design Intention** – 1 slide: presentation of your final design proposal. This should include a photo of a detailed scale model or drawing. You should explain the reason for choosing this idea and where the inspirations and influences came from for it.
- Manufacturing Evidence** – slides containing photos of you creating your final piece. Explain any developments and changes you made during the make at each stage.
- Presentation of Final Piece** – photographs of your final piece with close ups of any design features/details.
- A3 Evaluation Sheet** – 1 slide: full evaluation about your final product. Include a series of photos to showcase your final piece and its design features.

Your final piece should be well underway by the end of Year 10.

This should be supported by your detailed design folder.

September to November: This is an opportunity to finish the making of your final piece, add any additional trialling and testing to your folder, make sure all photos are included of your making, and evaluate your work.

DEADLINE FOR COMPONENT 01: PORTFOLIO – 20/12/2024

All of the above finished and assessed to GCSE Criteria by November half term for marking and amendments.

Your GCSE exam (externally set task) begins at the start of January.



KS4 Art & Design: Three-Dimensional Design

Knowledge organiser

Key Terms

Formal Elements	The parts used to make a piece of artwork.
Line	Line is the path left by a moving point. For example, a pencil or a brush dipped in paint. A line can be horizontal, diagonal or curved and can also change length.
Shape	A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Shapes can be geometric or irregular.
Form	Form is a three dimensional shape, such as a cube, sphere or cone. Sculpture and 3D design are about creating forms.
Tone	This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows.
Texture	This is to do with the surface quality of something, the way something feels or looks like it feels. There are two types of texture: Actual texture really exists, so you can feel it or touch it; Visual texture is created using marks to represent actual texture.
Pattern	A design that is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. Motifs can be simple shapes or complex arrangements.
Colour	Red, yellow and blue are primary colours , which means they can't be mixed using any other colours. In theory, all other colours can be mixed from these three colours.
Media	The materials and methods used to produce a piece of art or design.
Composition	How the elements of the work are put together.

Assessment Language

This is the marking criteria produced by the exam board - AQA.

Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.	Refined their ideas through experimenting and selecting appropriate resource, media, materials, techniques and processes.	Record ideas, observations and insights relevant to their intentions in visual and/or other forms.	Present a personal, informed and meaningful response demonstrating analytical and critical understanding realising intentions and where appropriate making connections between visual, written, oral or other elements.

This is what it actually means:

Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
Looking at artists, designers and craftspeople to help your own work. Showing that you can analyse art that inspires you and that you understand the cultural background to the art.	Using lots of different materials and media. Experimenting to find out what works and what doesn't. Improving your work as it progresses.	Drawing, painting, sculpting, printing, photographing, etc. From objects in front of you or your imagination. Your ideas need to link to AO1. Your thoughts and ideas should also be recorded through annotation.	This is the work that you make combining of your inspiration (AO1), your experiments (AO2) and your observations (AO3). This is mostly at the end but there will also be elements throughout your work that answer this AO.

Annotating

YOUR WORK

ANNOTATIONS

As a general rule, always try to say:

- **WHAT** you have looked at
- **WHO** made it
- **WHEN** it was made
- **WHY** it is inspiring to you
- **HOW** it will affect your own work

When talking about your own work, try to say:

- **WHAT** you have done
- **HOW** have you done it
- **WHAT** inspired you
- **WHAT** else did you try
- **WHY** is it successful
- **IS** there anything you would change

ALWAYS TRY TO BE POSITIVE!

ADD AN OPINION - LOTS OF MARKS

Steps to success

A unit of work is a package of work produced in response to a single starting point. To be successful you need to show evidence of:

- Planning
- Keeping written and visual records
- Research
- Produce experiments and exploration studies
- Safe working practice with techniques
- Review, modify, develop and improve your work
- Finalising your ideas
- Presenting a final outcome or outcomes.



Websites for research

<https://www.pinterest.co.uk><https://www.tate.org.uk/><https://www.scatchigallery.com/><https://en.wikipedia.org><http://www.bbc.co.uk/schools/gcsebitesize/art/>

1. You work at a rescue kennels. When a new dog arrives, it is required to undergo a thorough health check. Discuss how you would complete a health check and the signs which would indicate potential illnesses. [8]

(Hint: Daily visual checks, weekly physical checks, body score, potential illness signs, treatment, recording data)

2. John works as an assistant at a local cat rescue and rehoming center. It is company policy to give future owners information on the care of new pets. Discuss the information John should give new owners on disease prevention in cats. [8]

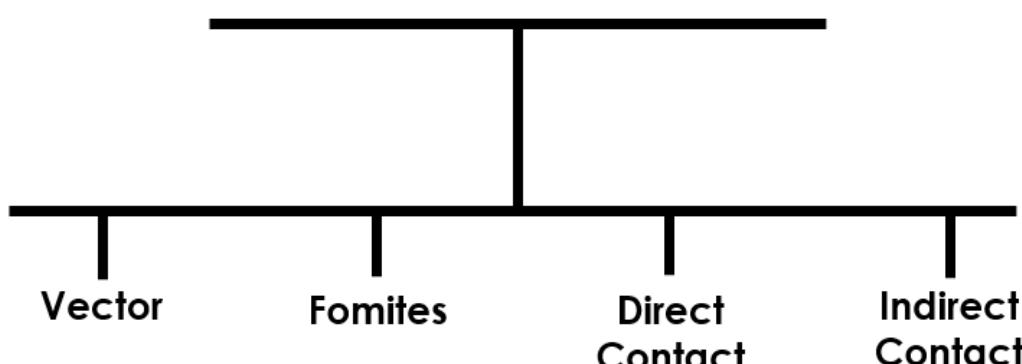
(Hint: 5 animal welfare needs, enrichment activities, fleasing, worming, vaccinations, specific cat related diseases, symptoms and treatment, PPE, veterinary advice if cat is ill.)

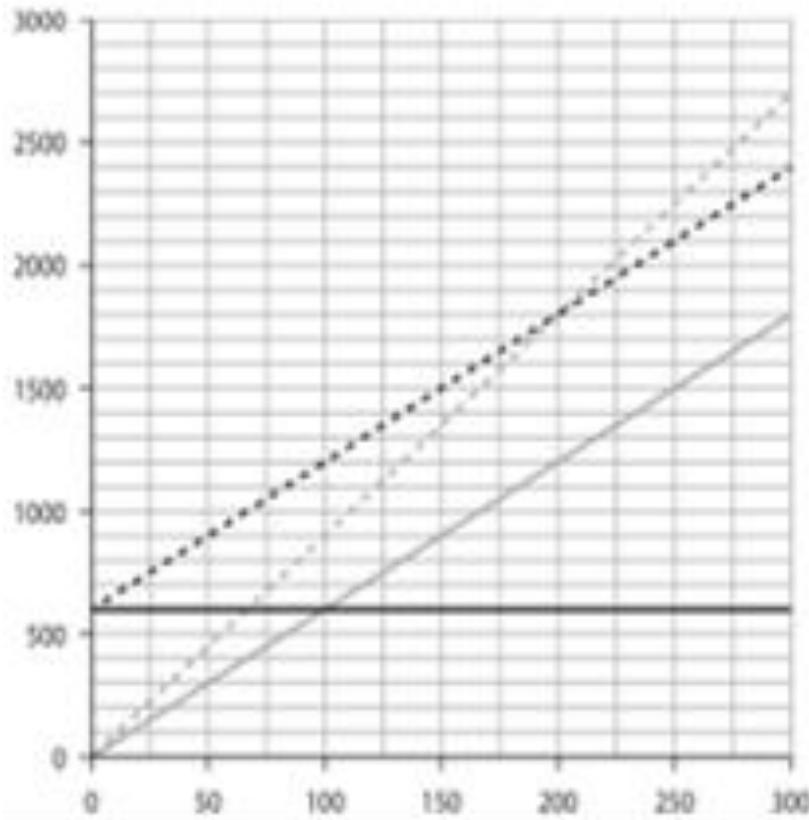
3. Complete the table on how to restrain the below animals.

	Cat	Dog	Bird	Goat
PPE Required				
Considerations of animal welfare needs. (Signs of stress)				
Restraint equipment required.				

4. Complete the tree map, give examples of diseases which are transferred by each type:

Transmission Type





LIST THE 9 LABELS THAT SHOULD BE ON THIS GRAPH (9)
STATE THE BREAK EVEN FORMULA (1)

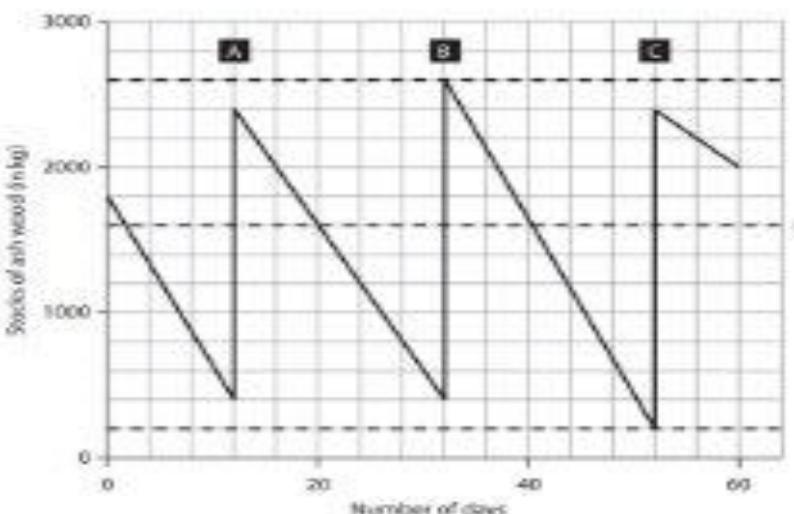
1. STATE THE BREAK EVEN FORMULA (3)
2. CALCULATE BREAK EVEN FOR THIS GRAPH (5)
3. WHAT IS CONTRIBUTION? (2)

Figure 1 shows sales volumes for a business during the first three months of 2016.



Calculate, to 2 decimal places, the average sales volume for the first three months of 2016

Figure 3 shows a bar gate stock graph which details the delivery of ash wood to Fender's factory for 60 days in 2016. During this time it received three deliveries of ash wood from its supplier. These are marked on Figure 3 as A, B and C.

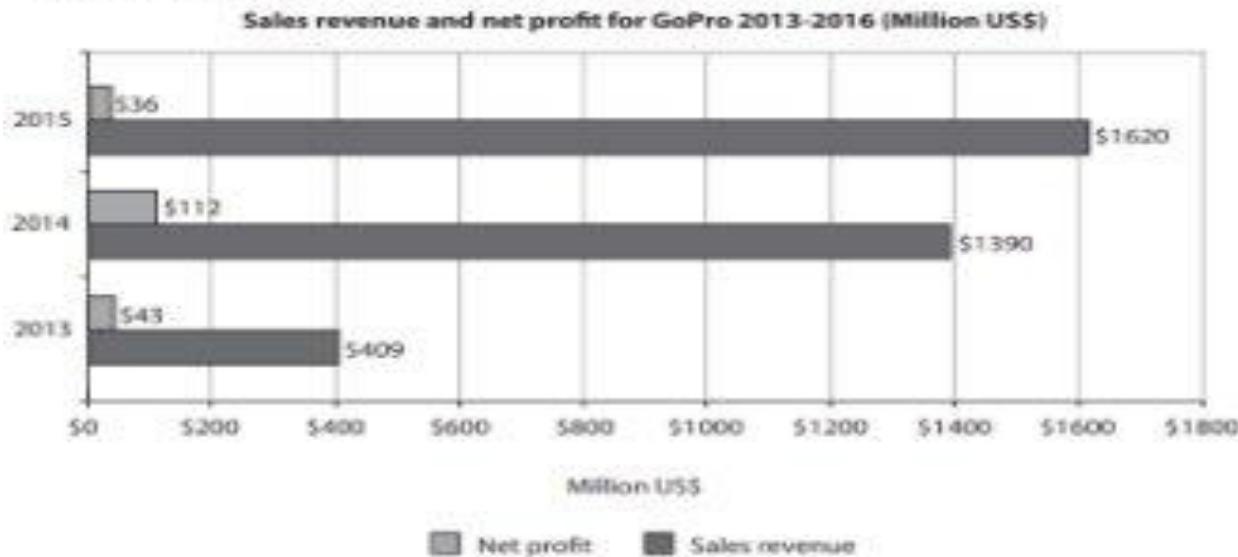


1. Identify the lead time from Fender's supplier (1)
2. What happened at A? (1)
3. What happened at C? (5)
4. What is the Max Order level? (1)
5. What is the buffer stock level? (1)
- What is the reorder level? (1)

	Shop A	Shop B	Shop C
Receipts	£17 300	£23 200	£25 000
Total payments	£11 200	£18 200	£16 800
Opening balance	£5 100	£3 500	£2 100
Closing balance	£11 200	£8 500	£10 300

Identify which shop has the most favourable net cash flow

Figure 4 shows financial information about GoPro from 2013 to 2015.



Calculate, to 2 decimal places, the net profit margin for 2013, 2014 and 2015

Table 1 contains information about the number of new business start-ups in four cities in the UK in 2016.

City	Number of new start-ups
London	205 320
Birmingham	17 473
Leeds	7 645
Liverpool	4 915

Table 1

Calculate, to 2 decimal places, the number of new start-ups in . . .

- Leeds as a percentage of the number of new start-ups in London. (2)
- Birmingham as a percentage of the number of new start-ups in London. (2)
- Liverpool as a percentage of the number of new start-ups in London. (2)
- London as a percentage of the number of new start-ups in total (4)

The cost of a new cash machine is £5 250. Bob plans to borrow the money from his bank. He will repay the loan over 1 year. His monthly repayment is £490.

Calculate, to 2 decimal places, the total interest Bob will pay for this loan as a percentage of the total amount borrowed.

Table 1 contains information about a new piece of machinery that a business will keep for five years.

Total profit over five years	£500 000
Cost of new machine	£50 000

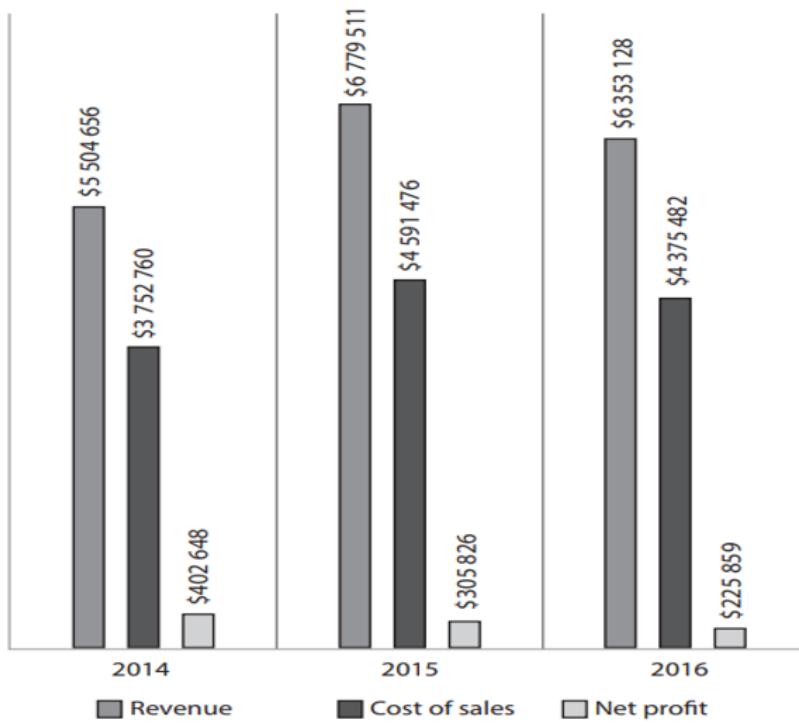
Table 1

Calculate, to 2 decimal places, the average rate of return of the new machine. (5)

Calculate, to 2 decimal places, the average rate of return of the new machine if they kept the machine for 10 Years ? (5)

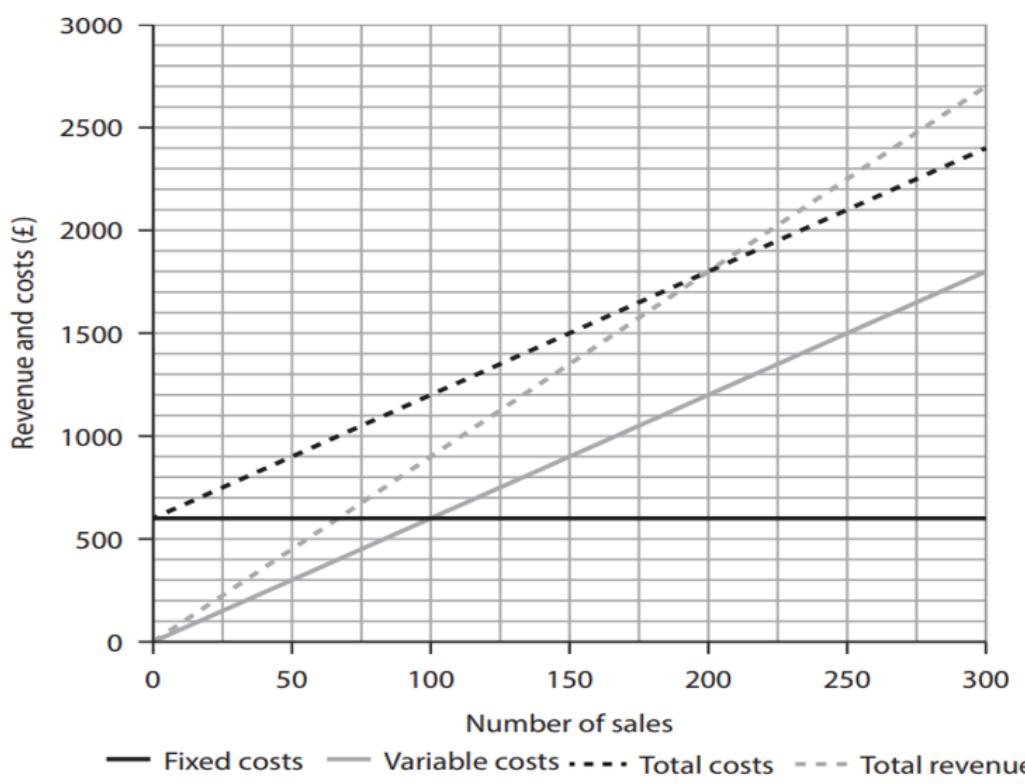
Calculate, to 2 decimal places, the average rate of return of the new machine if the initial investment was £100 000 over 10 years. (5)

Figure 2 shows selected information about Netflix's financial performance between 2014 and 2016.



Calculate to 2 decimal places Netflix's
24 marks

- Gross profit in 2014, 2015 and 2016
- Expenses in 2014, 2015 and 2016
- Gross Profit Margin in 2014, 2015 & 2016
- Net Profit Margin in 2014, 2015, 2016



1. Identify the total number of sales needed to break even.
2. Identify the Break even revenue
3. What is the VC per unit?
4. How much are the FC?
5. If sales are 250 units, what is the margin of safety?

Child Development

Jessica has recently had a baby and has decided she does not want another for a couple of years. Her GP advises that she should start taking the combined contraceptive pill to avoid further pregnancy.

Complete the table below with one advantage and one disadvantage of the combined pill.

Combined Pill

(2 marks)

Explain what the contraceptive implant is and how it works.

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

Explain when the emergency contraceptive pill would need to be used and how it works ?

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

Sasha gives birth to non-identical twins.

State another name for non-identical twins.

[1]

Describe how non-identical twins are conceived.

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

Parental age is one aspect of Preconception health. Can you name 3 more areas.

• • •

Explain the function of the placenta

When a women falls pregnant, she might have early signs or symptoms.

Name 2 early pregnancy symptoms.

1)

2)



Computer Science

Search and Sort Algorithms

In GCSE computer science, students often learn about basic search and sort algorithms. These algorithms are fundamental to understanding how computers organize and retrieve data efficiently. Here's an explanation of both search and sort algorithms commonly covered at the GCSE level:

You do:

Name the following algorithms and give a description of what it does:

Description:

Algorithm:

- Compare the target value with the middle element of the list.
- If the target matches the middle element, return its index.
- If the target is greater than the middle element, repeat the search on the sub-list to the right.
- If the target is less than the middle element, repeat the search on the sub-list to the left.
- Continue this process until the target is found or the sub-list becomes empty.

Description:

Algorithm:

- Start from the beginning of the list.
- Compare each element with the target value.
- If the element matches the target, return its index.
- If the end of the list is reached without finding the target, return a 'not found' indicator.

Description:

Algorithm:

- Make a new list and put the first item of the unsorted list into it.
- Compare the next element in the unsorted list with the elements in the sorted list.
- Shift all the greater elements to the right.
- Insert the current element into its correct position in the sorted part.

Description:

Algorithm:

- Start from the beginning of the list.
- Compare each pair of adjacent elements.
- If they are in the wrong order, swap them.
- Repeat this process until no swaps are needed, indicating that the list is sorted.

You do:
Complete
the Merge
sort box:

Merge Sort:
Algorithm:



1(a)

Fig. 3

crime	bait	fright	victory	nymph	loose
-------	------	--------	---------	-------	-------

Show the stages of a bubble sort when applied to data above:

(b).

Fig. 4

amber	house	kick	moose	orange	range	tent	wind	zebra
-------	-------	------	-------	--------	-------	------	------	-------

Show the stages of a binary search to find the word 'zebra' when applied to the data shown in Fig. 4.

2.

Show the steps that a merge sort would take to put the following list of book codes into ascending alphabetical order (from A to Z).

POE12 , BAC97 , FLY77 , JAV16 , TAL86 , AND18 , ZAR09 , HOP86

- i. Explain **one** advantage of a merge sort compared to a bubble sort.

3.

Complete the following to show the stages an insertion sort would take to complete this task.

Each row represents one pass of the insertion sort algorithm. You may not need to use all empty rows.

Rob	Anna	Huw	Emma	Patrice	Iqbal
-----	------	-----	------	---------	-------

Question 2: Language – Using accurate techniques

0 2 How does the writer use language here to describe the effects of the heat?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

As time passed, the heat became an obsession. Outside, there was a rough heap of giant boulders, and she would watch the heat-waves beat up out of the hot stone, where the heat lizards, vivid red and blue and emerald, darted over the rocks like flames. Inside, she could not bear the sapping, undermining waves that beat down from the iron roof. Even the usually active dogs used to lie all day on the verandah. Mary could hear them panting softly, or whining with exasperation because of the flies. She would lock them out of the house, and in the middle of the morning she would tell a worker to carry a petrol tin full of lukewarm water into the bedroom, and, having made sure he was out of the house, she stood in a basin on the brick floor, pouring it over her. The scattering drops fell on the porous brick, which hissed with dryness.

simile
adjectives

metaphor
onomatopoeia

abstract noun
verbs

Match the terms to the quotes

Level 3
Clear, relevant explanation
5–6 marks

Shows clear understanding of language:

- Explains clearly the effects of the writer's choices of language
- Selects a range of relevant textual detail
- Makes clear and accurate use of subject terminology

The writer describes how the heat lizards 'darted over the rocks like flames.' The simile 'like flames' suggests that the heat is so powerful that it is reflected in the wildlife. By comparing them to flames, the writer shows that the heat has consumed the lizards and they are now part of it. The verb 'darted' creates the imagery of the lizards' rapid movements, as they leap across the rocks. The writer suggests that the heat has made them flicker and spread quickly like flames.

- abstract noun: 'obsession' to convey how Mary is consumed by the heat
- verb phrases: the heat waves 'beat up' and 'beat down' suggesting aggression or abuse, and being trapped by the heat
- adjectives: lizards described as 'vivid red and blue and emerald' implying that the heat brings them alive
- metaphor: 'sapping, undermining waves' comparing the heat to the ocean, intensifying its power
- sibilance/onomatopoeia: 'hissed with dryness' to show relief or suffering/the sound of water

Using the notes from the mark scheme, write 2 PETER paragraphs.

PETER - Useful phrases to start:

The writer describes how...

We see this as it says '...

The use of _____ highlights/shows... because...

This might make the reader think/imagine/feel...

English Language Paper 1

Q3: You now need to think about the structure of the source as a whole.

This text is from the middle of a novel.

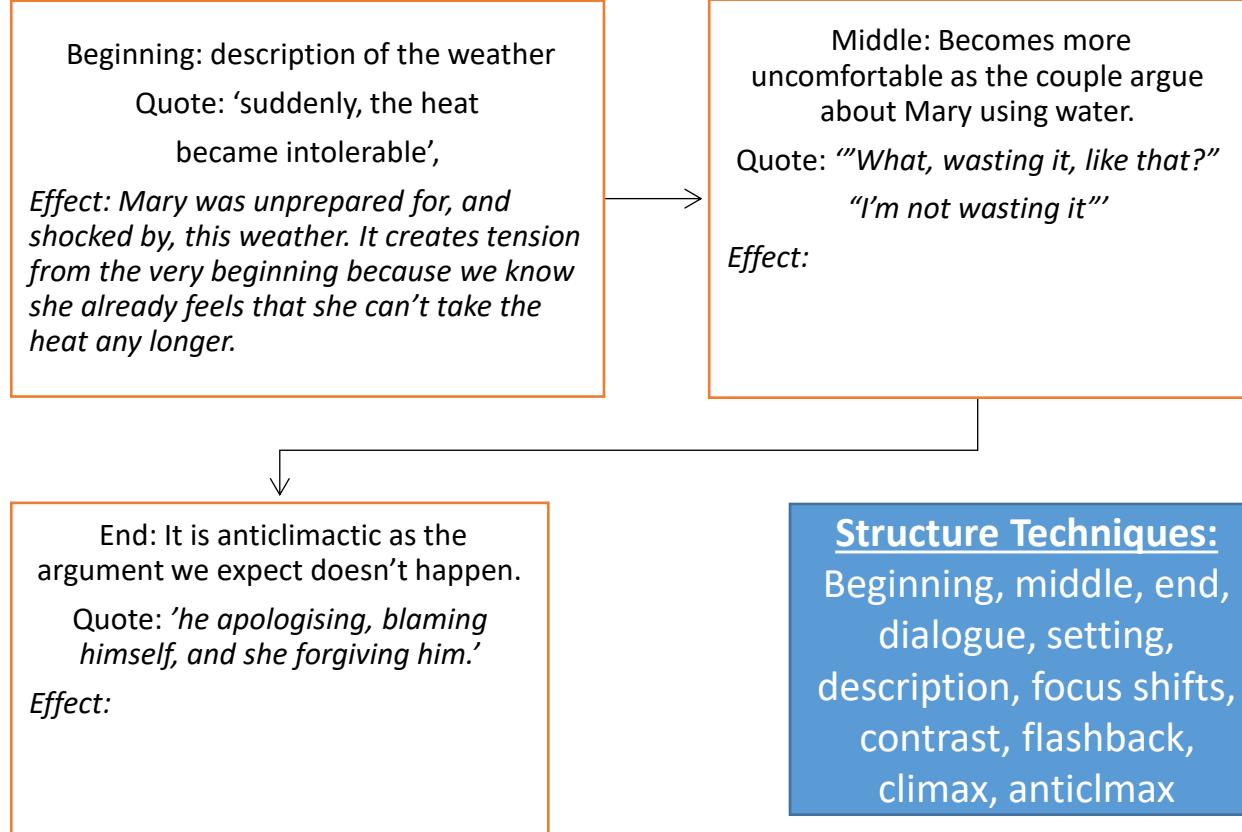
How has the writer structured the text to create an uncomfortable atmosphere?

You could write about:

- How the atmosphere feels more or less uncomfortable by the end of the source
- How the writer uses structure to create an effect
- The writer's use of any other structural features, such as changes in mood, tone or perspective

The focus of this question is
STRUCTURE – how the text is put together

[8 marks]



Model Paragraph

The text opens with a focus on how uncomfortable the characters are due to the hot weather. It says: 'suddenly, the heat became intolerable', The reader immediately understands that Mary was unprepared for, and shocked by, this weather. It creates tension from the very beginning because we know she already feels that she can't take the heat any longer.

Sentence starts and paragraph structure:

At the start of the extract...

It says: '...

The reader might understand...

The text opens with a focus on...

Our focus shifts to...

The writer creates contrast by...

The use of dialogue...

The setting/character description...

At the end...

Using the flow map plan, complete a Q3 response.
3x SEE needed (Structure, Evidence, Effect)

Punctuation Skills

Using commas correctly

Commas have two main jobs:

1. To separate things in a list.
(e.g. I need new shoes, socks, gloves and trousers before I start work).
2. Used after introductory clauses, phrases, or words that come before the main clause.
(e.g. Adverb, preposition, ING and conjunction starts).

Add commas into the following:

Before I could react he was scrambling over the fence. Coming to my senses I dashed after him. I could hear him whopping howling yelling in the distance. As I thought I was catching up he darted round the corner and escaped my sight. Swiftly I changed direction but I was too late – he had disappeared! What choices did I have now? Keep going head back call for help or let him get away.

Using apostrophes correctly.

The possessive 's is added to singular words (referring to one item) e.g.

the girl's shoes	means the shoes belonging to the girl
Mrs Jones's shop	the shop belonging to Mrs Jones
the man's jumper	the jumper belonging to the man
the jumper's sleeves	the sleeves of the jumper

For plural words (referring to more than one item) only the apostrophe ' is added, because the plural word already ends in s, e.g.

the girls' shoes	the shoes belonging to the girls
the cities' cinemas	the cinemas in the cities

An apostrophe is used to show where one or more letters have been missed out in words and phrases that have been shortened, forming a contraction, e.g.

five o'clock	is short for five of the clock
isn't it	is not it
she wasn't at home	she was not at home
we'll see	we shall see

Put an apostrophe in the correct place in the sentence:

1. Heres the butchers shop I told you about.
2. The café doesnt open until ten oclock.
3. The boys toy car was in the cupboard.
4. Oh no! Weve forgotten the girls coats!
5. I cant wait to go to my friends house.

Using dashes.

Add dashes to the following:

1. The car which was red sped down the street.
2. She finally decided to go to the party she had been hesitant.
3. The book a bestseller was on the top shelf.

1. **Dashes (—)** are used to add emphasis, set off an explanatory comment, or indicate a sudden change in thought.

2. They can be used in pairs to enclose additional information or singly to add emphasis to the end of a sentence.

Examples:

1. She gave him her answer—no.
2. The cake—chocolate, of course—was delicious.
3. He was going to the store—if it was still open.

Write the opening paragraph to a story with the title 'Unexpected' using dashes, comma and apostrophes.



French

What are these?

Regular verbs are verbs that follow the same pattern. In French, there are three types of regular verb: *-er* verbs (the biggest group), *-ir* verbs and *-re* verbs.

When do I use them?

You use the present tense of regular verbs to talk about what usually happens or what is happening now.

Why are they important?

Verbs are crucial: every sentence contains a verb! The *-er* verbs are the most common kind. When new verbs are invented, they are usually regular *-er* verbs, e.g. *googler* (to google), *youtuber* (to watch videos on YouTube).

Things to look out for

In French, there is only one present tense. So a verb like *je joue* can mean 'I play' or 'I am playing'. If you make this present tense verb negative – i.e. *je ne joue pas* – it can mean 'I don't play' or 'I am not playing'.

How do they work?

- When you look up a verb, you find the original, unchanged form which is called the **infinitive**. Regular verbs have infinitives that end in *-er*, *-ir* or *-re*. To use the verb in the present tense:
 - 1 Remove the *-er*, *-ir* or *-re* from the end of the infinitive.
 - 2 Add the correct ending. The ending agrees with the subject of the verb.
- Here are the subject pronouns:

je	I	shortens to <i>j'</i> before a vowel or <i>h</i>
tu	you	used for a young person, friend or family member
il	he/it	
elle	she/it	
on	one/you/we	often used in French instead of <i>nous</i>
nous	we	
vous	you	used for more than one person or someone you don't know very well
ils	they	used for masculine nouns or a mixed group
elles	they	used for feminine nouns

- Here are the verb endings. The verb ending for *il*, *elle* and *on* is always the same. The ending for *ils* and *elles* is always the same, too.

-er verbs e.g. parler (to speak)	-ir verbs e.g. finir (to finish)	-re verbs e.g. attendre (to wait for)
je parle	je finis	j'attends
tu parles	tu finis	tu attends
il/elle/on parle	il/elle/on finit	il/elle/on attend (no ending)
nous parlons	nous finissons	nous attendons
vous parlez	vous finissez	vous attendez
ils/elles parlent	ils/elles finissent	ils/elles attendent

- Reflexive verbs** are verbs that have an extra reflexive pronoun in front of the verb. The verb itself might be regular or irregular, and is conjugated as usual. The reflexive pronoun agrees with the subject of the verb.

e.g. **se disputer** (to argue):

je me dispute	nous nous disputons
tu te disputes	vous vous disputez
il/elle/on se dispute	ils/elles se disputent

NB *me*, *te* and *se* shorten to *m'*, *t'* and *s'* before a vowel or *h* e.g. *Je m'appelle Yannick*.

À vos marques ...

1 Change the ending on each -er verb to agree with the pronoun. Translate your answers into English.

Example: il (parler) → il parle – he speaks/he is speaking

1 je (parler)	2 tu (aimer)	3 on (youtuber)	4 vous (visiter)	5 il (adorer)
6 elles (habiter)	7 nous (regretter)	8 elle (admirer)	9 je (danser)	10 ils (assassiner)

Prêts?

2 Complete each sentence with the correct form of the verb in brackets.

1 Elle avec son papa. (parler)
2 Je mes devoirs. (finir)
3 Nous notre amie. (attendre)
4 Nous au foot ce soir. (jouer)
5 Ils en France. (habiter)

6 -tu le golf? (aimer)
7 Elle très vite. (grandir)
8 Il son professeur. (entendre)
9 Est-ce que vous le président? (admirer)
10 Elles la musique pop. (adorer)

3 Choose the correct reflexive pronoun. Then match each sentence with its English meaning.

1 Je **me** / **te** / **se** lève.
2 Elle **me** / **te** / **se** repose.
3 On **me** / **te** / **se** lave.
4 Nous **nous** / **vous** / **s'** entendons bien.
5 Elles **s'** / **nous** / **vous** amusent.
6 Tu **te** / **se** / **vous** douches.
7 Il **me** / **te** / **se** couche.
8 Vous **se** / **nous** / **vous** levez à quelle heure?

a We get washed.
b They enjoy themselves.
c She rests.
d He goes to bed.
e You have a shower.
f I get up.
g We get on well.
h What time do you get up?

Partez!

4 Copy and complete the article by changing the verbs in brackets into the correct form.

Quand Annie et ses amies (quitter) l'école, elles (attendre) le bus pendant un quart d'heure. Le voyage à la maison (durer) 50 minutes.

Annie (se doucher) et puis elle (manger) avec sa famille. Ils (dîner) à 20h parce que ses parents (rentrer) à 19h.

Après, Annie (monter) dans sa chambre où elle (travailler) un peu. Ses parents (se coucher) vers minuit.

«Je (se coucher) tôt», (expliquer) Annie, «parce que je (se réveiller) à 6h du matin. Mes copains et moi, nous (se coucher) tous de bonne heure car les cours (commencer) à 8h.»



1. Suggest how extreme weather in the UK can have social and economic impacts

2. Suggest how the effects of, and the responses to, a tectonic hazard vary between areas of contrasting wealth.

Use **one or more** named examples in your answer.



3. 'Tropical rainforests are of value to people and the environment.' Discuss this statement.

4. To what extent does human activity contribute to desertification in areas on the fringe of hot deserts?

5. Discuss the costs **and** benefits of using soft engineering to manage river flooding.



Health & Social Care

Three of the 6Cs are listed below. For each one, describe a different example of how these could be applied by Zac, in his work with service users.

Care

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

Competence

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

Courage

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

[6]

Zac works for a social services department. He helps and supports individuals who have drug or alcohol dependency. Some of his service users are homeless.

(a) State four benefits for service users of Zac applying the person-centred values in his work.

Benefit 1

Benefit 2

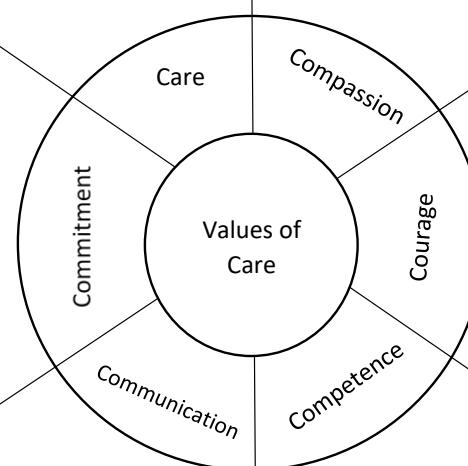
Benefit 3

Benefit 4

[4]



FOR: How do these enforce best practice in Health and social care settings.



Go to [Nazi policy towards women - Life in Nazi Germany, 1933-1939 - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize](#)

Paper 3 Review questions – use BBC link and own knowledge

- What were the “Three Ks” (Kinder, Küche, Kirche) and how did they reflect Nazi ideology about women’s roles?
- What was the Mother’s Cross Award, and why was it introduced?
- Explain the purpose of the Law for the Encouragement of Marriage. How did it aim to shape family life?
- What was the Law for the Prevention of Diseased Offspring, and how did it affect women?
- How did Hitler describe women’s “battlefield” in his 1935 speech, and what does this reveal about Nazi attitudes?

Tip: Try answering each with specific examples (laws, organisations, speeches, awards) — that's what examiners look for

Paper 3 Review questions

- Why did Nazi policies towards women become contradictory during the Second World War?
- What activities did boys and girls undertake in the Hitler Youth and the League of German Maidens?
- Who were the Edelweiss Pirates and Swing Youth, and how did they resist Nazi control?
- How was education used to indoctrinate children with Nazi beliefs? Give two specific examples.
- What role did Joseph Goebbels play in Nazi Germany, and what methods of propaganda were used to control public opinion?

Tip: Try answering each with specific examples (laws, organisations, speeches, awards) — that's what examiners look for

Just Maths RAG Tasks

‘Closing the Gap’ in Maths will be bespoke to each of you following your recent Mock. To help you with this we have produced individual RAG sheets for you all which will look like this.

JustMaths

Qus No	Topic	Full Mark	Your Score	Video Support
1	Percentages to decimals	1	1	Ede-Summer2024-F3-1
2	Metric conversions	1	1	Ede-Summer2024-F3-2
3	Place Value	1	1	Ede-Summer2024-F3-3
4	Simplifying expressions	1	1	Ede-Summer2024-F3-4
5	Fractions in size order	1	1	Ede-Summer2024-F3-5
6a	Using scale	2	2	Ede-Summer2024-F3-6a
6b	Using scale	2	2	Ede-Summer2024-F3-6b
7a	Bar Charts	1	1	Ede-Summer2024-F3-7a
7b	Bar Charts	1	1	Ede-Summer2024-F3-7b
8	Addition	3	0	Ede-Summer2024-F3-8
9	Money problem	3	3	Ede-Summer2024-F3-9
10a	Circle definitions	1	0	Ede-Summer2024-F3-10a

You will receive an email shortly after receiving this booklet with the first of these. You should watch the linked videos for those questions which you were **amber** on and then complete the similar question on the task sheet. You can then move onto your **red** questions and repeat the process. Should you require a paper copy please speak to your Maths teacher who will be happy to print one for you. Remember;

“The only way to learn Mathematics is to do Mathematics”



This question is based on Area of Study 4 – Film Music.

You will hear this extract played **three** times.

The extract is called 'The Rapids' from the film *Jungle Cruise*. 'Rapids' are a section of a river where the water moves very fast, often over rocks.

(a) The first part of the extract occurs when the boat is travelling on a calm river.
Give **three** ways in which the music helps to portray this scene.

1

2

3

[3]

(b) The next part of the extract is when the rapids are seen and the boat moves towards them.
The river is beginning to flow faster and faster.
Give **two** ways in which the music **changes** to reflect this. Do **not** refer to tempo in your answer.

1

2

[2]

(c) The last part of the extract starts when there is a sudden bang in the music. This is where the boat meets the rapids and is speeding through them.
Give **four** ways in which the music helps to portray this scene.

1

2

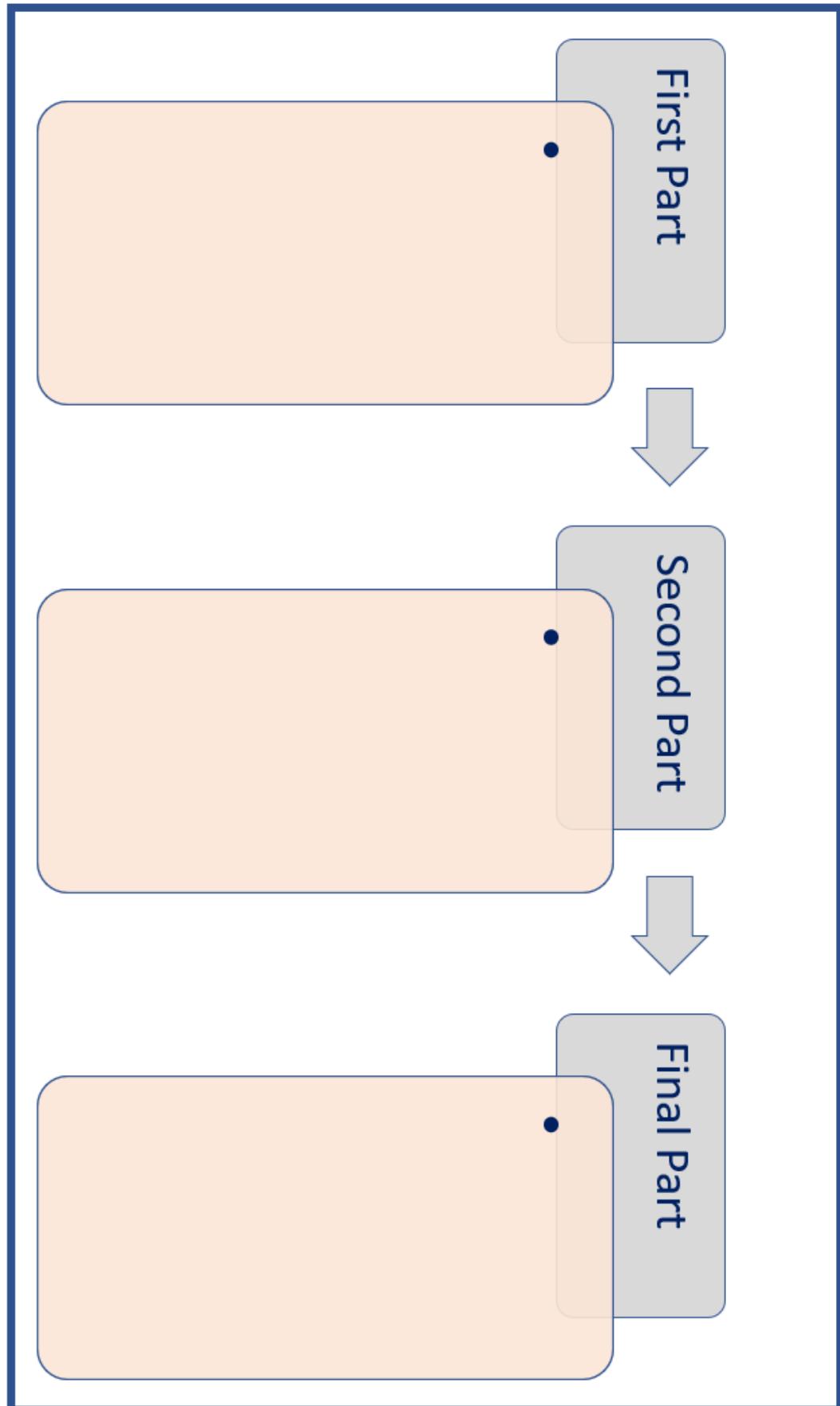
3

4

[4]

Use the flow map on the next page to structure your ideas for this question.
You can find the music on Teams:





Philosophy and Ethics

- **C - Explain, from two religions or two religious traditions, beliefs about euthanasia 8Marks**
- Christianity -Life is a gift from God and only God can take it away.
- Hospices seen as a preferable alternative. Suffering can have a purpose and bring people closer to God.
- Some Christians argue that God has given people free will and the ability to think for themselves and therefore believers can choose when to die.
- Distinctions between different types of euthanasia.
- Some denominations e.g. Roman Catholic believe all forms of euthanasia are wrong and could be considered as murder although in exceptional circumstances medical procedures can be withheld, CCC 2278.
- Teachings from the Roman Catholic Catechism concerning euthanasia disrespecting human life CCC 2277. ¶ Some denominations e.g. Salvation Army & Religious Society of Friends (Quakers) consider it important that the authority of doctors and the wishes of the patient is considered.
- Some denominations e.g. Baptist believe when a person is brain dead and relatives and doctors agree then it is acceptable for treatment to be stopped and death to be allowed to happen however death should not be hastened
- Interpretations of biblical teachings.
- Buddhism
- Taking life is wrong - First of the Five Precepts.
- Taking a life affects kamma.
- Compassion is important.
- Dying is an opportunity for spiritual growth.
- The role of hospices is important
- Can depend upon the circumstances in the country.
- There will be differences between believers in the same tradition.
- Interpretation of scriptures and sacred texts causes considerable debate among many members of the faith therefore it is often a personal decision.
- Distinctions between different types of euthanasia. Euthanasia cannot relieve suffering (dukkha)

Update your notes using revision guide pages in green pen. Make sure your answer is set out in 2X PEEL paragraphs page 25



A Values Led College

- **C - Explain, from two religions or two religious traditions, beliefs about euthanasia 8Marks**
- Christianity -Life is a gift from God and only God can take it away.
- Hospices seen as a preferable alternative. Suffering can have a purpose and bring people closer to God.
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- Can depend upon the circumstances in the country.
- There will be differences between believers in the same tradition.
- Interpretation of scriptures and sacred texts causes considerable debate among many members of the faith therefore it is often a personal decision.
- Distinctions between different types of euthanasia. Euthanasia cannot relieve suffering (dukkha)
- **Update your notes using revision guide pages in green pen. Make sure your answer is set out in 2X PEEL paragraphs page 25**



A Values Led College

- (d) 'Religious creation stories successfully explain the origins of the universe.' Discuss this statement showing that you have considered more than one point of view. (You must refer to religious and non-religious beliefs, such as those held by Humanists and Atheists, in your answer.) [15]
- For some people creation stories are literal truths and do explain origins. ☐ Some religious believers consider interpretations of the stories but not as literal truths.
- ☐ The Big Bang Theory e.g. Hawking.
- ☐ Reference to religious believers e.g. Maimonides.
- ☐ Issues of conflict and compatibility between science and religion.
- ☐ Theory of evolution with reference to Darwin/Dawkins, theistic guided evolution and natural evolution.
- ☐ Questions posed such as 'who designed the designer'.
- ☐ References to the relationship between the design argument and intelligent design.
- ☐ Humanist considerations regarding the process of evolution
- Update your notes in green pen using the revision guide pages 15 -17
- Make sure your answer is set out in 3X PEEL paragraphs with a conclusion (Which should be your own view linked to what you have written)



What factors affect the rate of photosynthesis?

What are the reactants and products?

What is the overall equation?

Photosynthesis

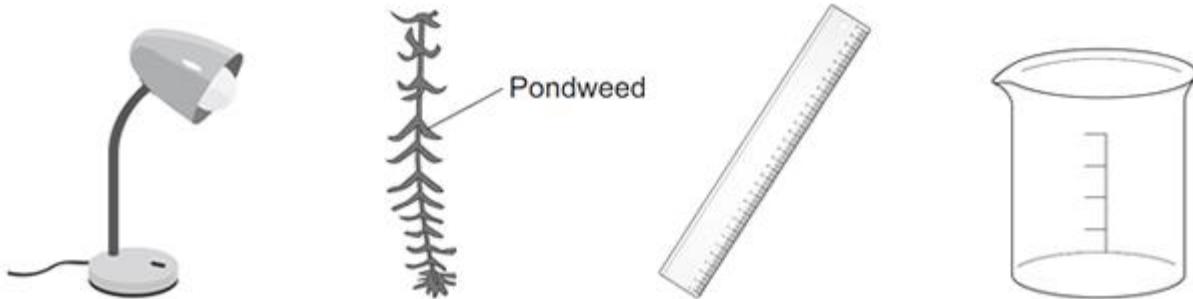
How does the plant get the reactants?
What happens to the products?

How can you investigate the rate of photosynthesis?

Light intensity, carbon dioxide concentration and temperature are three factors that affect the rate of photosynthesis.

How would you investigate the effect of **light intensity** on the rate of photosynthesis?

The image below shows some of the apparatus you might use.



Not to scale

You should include details of:

- how you would set up the apparatus and the materials you would use
- the measurements you would make
- The variables involved in the investigation

Explain how lifestyle and medical risk factors increase the chance of developing CHD.

Model Answer:

A sedentary lifestyle can lead to a higher chance of CHD. This is due to the lack of exercise. Also, a poor, unbalanced diet could lead to CHD, as the consumption of too much fatty foods can lead to more cholesterol build up in the coronary arteries, restricting the heart's oxygen supply. Other factors such as obesity and smoking can greatly increase the chance of developing CHD, as they will increase the risk of bad cholesterol build up in the lumens. Also, people can be born with genes that cause more bad cholesterol to be produced, increasing their risk of getting the disease.

Describes the lifestyle and medical factors

Explains how the factor will increase the chance of developing CHD

This is an **explain** question so you will need to say **why** the factors being discussed will have an effect



Pseudomonas bacteria cause infections in hospital patients.

A new strain of *Pseudomonas* bacteria has evolved. This new strain can only be killed by one antibiotic called fluroquinolone.

Scientists want to prevent the new strain of *Pseudomonas* from spreading in the human population.

Explain the advice doctors should be given to prevent the spread of the new strain.

In your answer you need to:

1. State the advice doctors should be given
2. Say **why** the advice should be given

*Doctors should be told ... **because** ...*



Science: Chemistry

1. Complete the table of the atom:

Subatomic Particle	Relative Mass	Charge
Proton	1	
		-1
Neutron		0

2. Copy and complete:

The speed of a reaction depends on the _____ per unit of time.

The five factors that affect rate are; Temperature, _____, pressure, _____ and catalysts.

A catalyst is something which lowers the _____, but it is not used up during the reaction.

Word Bank:

Concentration

Surface Area

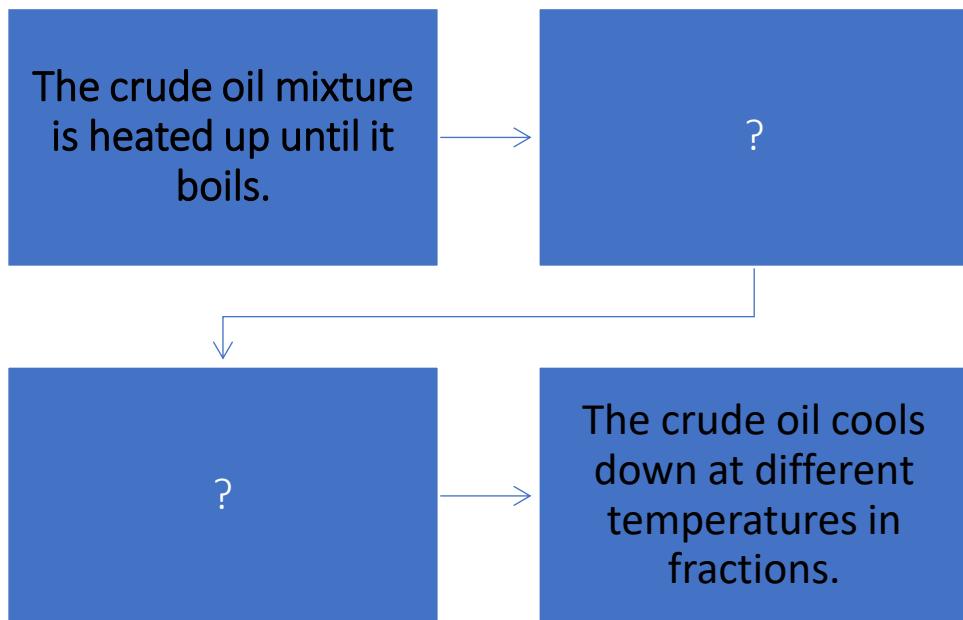
Activation Energy

Collisions

3. What happens to the temperature of the surroundings in an exothermic reaction? Describe/draw the energy level diagram to represent this.

4. What happens to the temperature of the surroundings in an endothermic reaction? Describe/draw the energy level diagram to represent this.

5. Complete the flow map for how crude oil is separated in fractional distillation:



6. What is M_r ?

7. Calculate the M_r of the following compounds:

- a. H_2SO_4
- b. $Ca(NO_3)_2$
- c. $Mg(OH)_2$

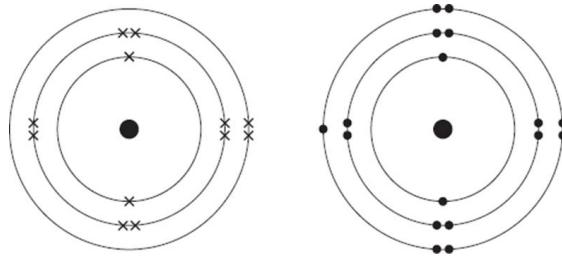
8. Give the definitions of the following:

- a. Mixture
- b. Compound
- c. Element
- d. Formulation

9. Mixtures can be separated by: filtration, distillation, separating funnel, evaporation and chromatography. Give a method to carry out chromatography.

Q10. Ionic Bonding

(a) The diagram shows an atom of magnesium and an atom of chlorine.



Magnesium

Chlorine

Describe, in terms of electrons, how magnesium atoms and chlorine atoms change into ions to produce magnesium chloride ($MgCl_2$). **(4 marks)**

4-mark response

Two chlorine atoms are needed to bond with one magnesium atom.

Magnesium loses 2 electrons and transfers 1 electron to each chlorine atom.

Magnesium forms a $2+$ ion.

Each chlorine atom gains one electron from the magnesium atom.

Each chlorine forms a $1-$ ion.

2 Mark Response

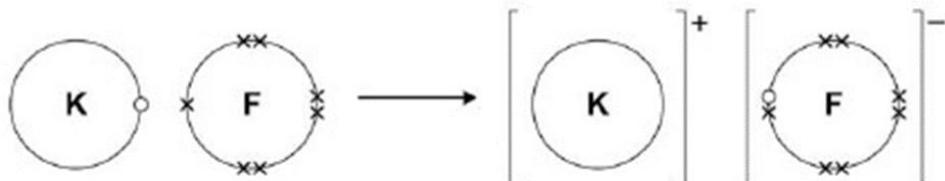
Magnesium gives 1 electron to chlorine.

Chlorine accepts 1 electron from magnesium.

This makes magnesium chloride.

Your Turn – use the 4 mark response above to help you to successfully answer the question.

Q2. The diagram below shows the bonding between potassium and fluorine to produce potassium fluoride.



Describe in terms of electrons how potassium and fluorine react to form ions of potassium fluoride.

(4 marks)

Q11. Preparation of salts

A student plans a method to prepare pure crystals of copper sulfate.

The student's method is:

1. Add one spatula of calcium carbonate to dilute hydrochloric acid in a beaker.
2. When the fizzing stops, heat the solution with a Bunsen burner until all the liquid is gone.

The method contains several errors and does not produce copper sulfate crystals.

Explain the improvements the student should make to the method so that pure crystals of copper sulfate are produced.

Response 1 – Level 2, 3 marks.

Adding calcium carbonate to dilute hydrochloric acid will not produce copper sulphate solution. Instead, the student should add copper oxide into dilute sulphuric acid in a beaker. The student should carry on adding copper oxide to the dilute sulphuric acid until they cannot react. The student should stir the solution using a glass rod. And before adding the copper oxide, gently heat the sulfuric acid until its almost boiling. Now the student should filter out the excess, insoluble copper oxide using filtration. Next, pour some of the solution into an evaporating dish and gently heat over a beaker of boiling water until almost boiling. Now leave the evaporating dish in a cool dry place for 24 hours and pure crystals of copper sulphate should be produced.

Response 2 – Level 3, 6 marks.

Add the spatula of calcium carbonate to the dilute hydrochloric acid in the beaker and keep on adding the calcium carbonate until the acid is fully saturated with it. Then instead of just heating the solution in a non-specified container, filter it through filter paper to remove excess calcium carbonate, into a conical flask. When the solution is fully filtered pour it into an evaporation basin, from there you can speed up the evaporation with a Bunsen burner or leave it in a warm place or next to sunlight. Either way pure copper sulfate crystals are formed. Pat crystal dry with a paper towel to ensure dry crystals are made.

Your turn – aim for a level 3 response to identify the reagents used in the method to ensure you produce the crystals required.

A student plans a method to prepare pure crystals of calcium sulfate.

The student's method is:

1. Add one spatula of copper oxide to dilute hydrochloric acid in a beaker.
2. When the fizzing stops, heat the solution with a Bunsen burner until all the liquid is gone.

The method contains several errors and does not produce copper sulfate crystals.

Explain the improvements the student should make to the method so that pure crystals of copper sulfate are produced.

Science: Physics

(c) The coffee machine heats water from 20 °C to 90 °C.

The power output of the coffee machine is 2.53 kW.

The specific heat capacity of water is 4200 J/kg °C.

Calculate the mass of water that the machine can heat in 14 seconds

On GCSE formula sheet

Fifa 1 *x1000 to change to watts*

Fifa 2

Formula

$$E = P \times t$$

$$\Delta E = m \times c \times \Delta \theta$$

Insert values

$$E = 2.53 \text{ kW} \times 14$$

$$35420 = m \times 4200 \times (90-20)$$

Fine-tune

$$E = 2.53 \times 1000 \times 14$$

$$35420 = m \times 294000$$

$$E = 2530 \times 14$$

$$\frac{35420}{294000} = m$$

2 sig figs
since most data to 2 sf

Answer

$$E = 35420 \text{ joules}$$

$$\text{Mass} = 0.12 \text{ kg}$$

(d) The drone can fly for 25 minutes before the battery needs recharging.

The power output of the battery is 65.0 W

Calculate the maximum energy stored by the battery.

Formula

$$E = P \times t$$

Insert values

$$E = 65 \times 25$$

in minutes, not seconds

Fine Tune

$$E = 65 \times 25 \times 60$$

Answer

$$\text{Maximum energy} = 97500 \text{ joules}$$

(3)

The student calculated the volume of the cube of wetsuit material to be 0.186 cm³

The density of the cube was 0.300 g/cm³

Calculate the mass of the cube.

Give your answer in grams.

The student places 0.5 kg of potato into a pan of water.

During cooking, the temperature of the potato increases from 20 °C to 100 °C

The specific heat capacity of the potato is 3400 J/kg °C

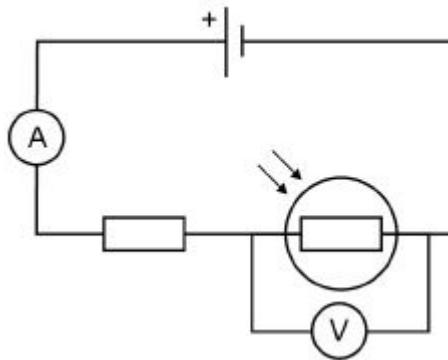
Calculate the change in thermal energy of the potato.

Use the equation:

change in thermal energy = mass × specific heat capacity × temperature change



Figure 3 shows the circuit.



Explain how the readings on both meters change when the environmental conditions change.

Model Answer:

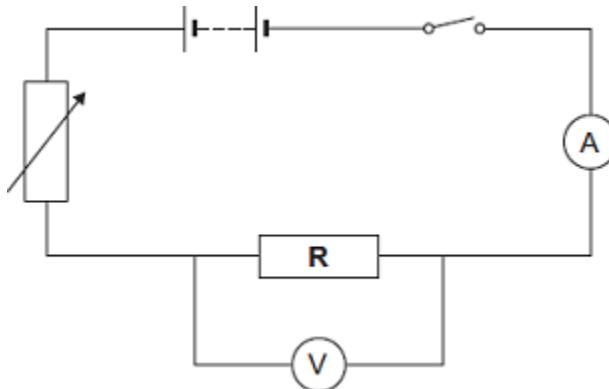
A light dependent resistor is in the circuit. Therefore, this means that if the light intensity increases the resistance will decrease. This means that the current increases therefore the readings on the voltmeter and the Ammeter will also increase. If the light intensity is low then the resistance would increase, this will result in a decrease in the current. Therefore the readings on the voltmeter and ammeter will also decrease.

Examiners comments:

This student correctly identifies the component as an LDR and states that a high light intensity will cause a decreased resistance of the LDR. Unfortunately, the student writes that both the ammeter and the voltmeter readings will increase with high light intensity. If the student had sense checked this by remembering $R=V/I$, they might have realised this mistake.

There is correct reference to current changing, but this has been combined with incorrect statements about potential difference in two places in the response. There is no reference to components being in series or parallel, so no explanation why the voltmeter reading changes.

A resistor is a component that is used in an electric circuit.



Describe how a student would use the circuit to take the readings necessary to determine the resistance of resistor **R**. Explain the expected results.

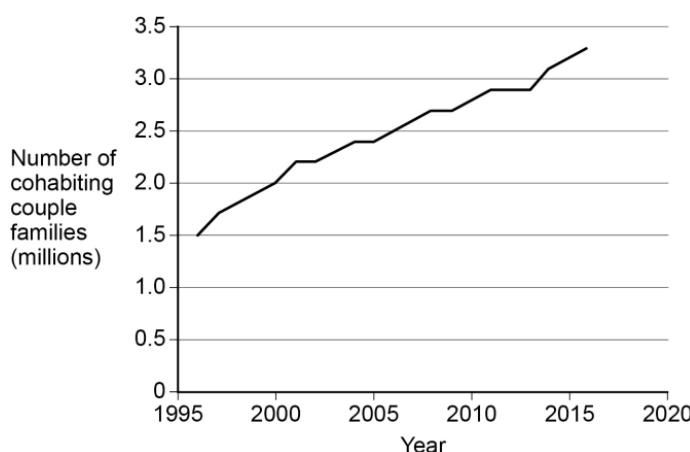
In your answer:

- Identify / name the different components
- Identify different variables (independent, dependent, control)
- State any calculations that the student would use
- Give an explanation of how the readings should change

The questions styles below in the recent mock need a revisit / Alternative questions have been provided to support your learning – Use a book / mark scheme if necessary:

Item A

Cohabiting couple families, UK (millions)



Source: Office for National Statistics

From **Item A**, examine **one** strength of using statistics to research cohabiting couple families. [2 marks]

Identify and explain **one** factor that may have led to a change in the age at which people first marry [4 marks]

Item C

Becky Francis studied the ways in which gender affects students learning in school. Her research involved three different London secondary schools. The schools were all mixed-sex, with a large majority of working-class pupils. Francis used observation to record classroom interaction and student behaviour during GCSE lessons. She also carried out individual interviews.

Francis observed two top set lessons and two lower set lessons in both English and Maths in each school. She was unable to accurately record all the interaction because of the sheer noise levels in some of the classes. This limited the classroom observation.

In the majority of the lessons observed, boys dominated the classroom interaction. They were louder, and more disruptive than the girls and took up more of the teachers' attention.

Source: Francis, B, The Impact of Gender Constructions on Pupils' Learning and Educational Choices, 2005.

From **Item C**, examine one weakness of the research. [2 Marks]

Examine **one** strength of using content analysis to the research of gender stereotyping in education [2 marks]

Research Methods:

Identify and explain **one** advantage of using a longitudinal study to investigate changing attitudes to marriage. [4 marks]

Identify and explain **one** disadvantage of using case studies to investigate conjugal roles within the family. [4 marks]

Identify and explain **one** disadvantage of using structured interviews to investigate gender stereotyping in schools. [4 marks]

Identify and explain **one** advantage of using observations to investigate pupil subcultures. [4 marks]

Identify and explain **one** advantage of using a longitudinal study to investigate the effects of streaming students in schools. [4 marks]

Identify and explain **one** possible disadvantage of using a longitudinal study to investigate the effects of home-schooling on students. [4 marks]

12-mark questions:

Discuss how far sociologists would agree that family diversity exists in Britain today [12 marks]

Discuss how far sociologists would agree that the nuclear family performs important functions for society [12 marks]

Discuss how far sociologists would agree that the main function of schools is to teach the norms and values of society [12 marks]

Discuss how far sociologists would agree that teacher expectations have a significant effect on a student's educational performance [12 marks]

Discuss how far sociologists would agree that ethnic differences in educational box achievement are mainly due to factors inside schools [12 marks]

Discuss how far sociologists would agree that gender differences in educational achievement are mainly due to factors outside schools [12 marks]

Colour code the adjectives into Spanish and English pairs

pero	o	moreover	y
however	si	because	también
and	además	but	although/even though
if	ya que	porque	as/since
also	aunque	sin embargo	or

Complete the regular present tense endings :

	Hablar	Comer	Vivir
I	Habla		Vivo
You sg		comes	
He/she/it	Habla		Vive
We		Comemos	
You all	Habláis		Vivís
They		Comen	

Complete the translations :

Español	Inglés
On Mondays I do athletics.	
My dad is a journalist.	
At the weekends I usually go shopping with my friends.	
I work as a waiter in a restaurant.	
I never watch romantic films because they are boring.	

The near future tense

What is the near future tense?

The near future is used to describe 'what is going to happen' (for example, tonight, tomorrow, next week, etc.). It is the most common tense in Spanish for describing future plans.

Voy a comprar un coche.

Vamos a ir de excursión.

I am going to buy a car.

We are going to go on a trip.

How does it work?

To form the near future, you need:

ir (in the present tense) + **a** + **infinitive**

(yo)	voy		comer
(tú)	vas		jugar
(él/ella/usted)	va	a	tener
(nosotros/as)	vamos		salir
(vosotros/as)	vais		comprar
(ellos/ellas/ustedes)	van		hacer

Remember to include the preposition **a** when using the near future tense.

Other ways to refer to the future

There are also a number of other ways to talk about the future. These include:

● **Quiero + infinitive**

This is used to say what you **want** to do.

Quiero estudiar alemán.

I want to study German.

● **Me gustaría + infinitive**

You can use this to say what you **would like** to do.

Me gustaría ir a la piscina.

I would like to go to the swimming pool.

What is the future tense?

The future tense is used to describe what **will happen** in the future.

Mañana iré al cine.

Tomorrow **I will go** to the cinema.

How does it work?

To form the future tense of most verbs, you take the infinitive of the verb and add the following endings (these are the same for *-ar*, *-er* and *-ir* verbs):

- Some verbs have irregular stems in the future tense. You need to use these **stems** instead of the infinitive, but the endings are the same as for regular verbs.

decir to say → **diré, dirás, ...**

hacer to do / make → **haré, harás, ...**

poner to put → **pondré, pondrás, ...**

(yo)	seré
(tú)	serás
(él/ella/usted)	será
(nosotros/as)	seremos
(vosotros/as)	seréis
(ellos/ellas/ustedes)	serán

salir to leave / go out → **saldré, saldrás, ...**

tener to have → **tendré, tendrás, ...**

venir to come → **vendré, vendrás, ...**

- The future tense of *haber* is **habrá** (there will be).

What is the preterite tense?

The preterite tense is used to talk about completed actions in the past.

Fui a la playa.

I **went** to the beach.

Viajó en coche.

He **travelled** by car.

How does it work?

Regular preterite verbs

To form the preterite tense, take the infinitive, remove the *-ar*, *-er* or *-ir*, and then add the following endings. Note that *-er* and *-ir* verbs take the same endings in the preterite.

	visitar (to visit)	comer (to eat)	salir (to go out)
(yo)	visité	comí	salí
(tú)	visitaste	comiste	saliste
(él/ella/usted)	visitó	comió	salío
(nosotros/as)	visitamos	comimos	salimos
(vosotros/as)	visitasteis	comisteis	salisteis
(ellos/ellas/ustedes)	visitaron	comieron	salieron

- Take care to use accents correctly as they can change the meaning of a verb.
escucho (I listen) but *escuchó* (he listened)

Irregular preterite verbs

- The most common irregular verbs in the preterite tense are:

	ser/ir (to be/to go)	ver (to see)	hacer (to do/to make)	tener (to have)
(yo)	fui	vi	hice	tuve
(tú)	fuiste	viste	hiciste	tuviste
(él/ella/usted)	fue	vio	hizo	tuvo
(nosotros/as)	fuimos	vimos	hicimos	tuvimos
(vosotros/as)	fuisteis	visteis	hicisteis	tuvisteis
(ellos/ellas/ustedes)	fueron	vieron	hicieron	tuvieron

- Note that **ser** and **ir** are identical in the preterite tense.
- Irregular verbs don't take accents in the preterite.

Playing for your local sports team and going to watch a local sports team are examples of citizenship, which is one of the values that can be promoted through sport.

Using examples, explain the other values that are promoted through sport.

Fair Play

Team Spirit

Tolerance and Respect

Inclusion

National Pride

Excellence

.(8 Marks)



Participation rates in cycling have increased significantly in the UK over the past decade due to the success of British athletes such as Laura Trott. Apart from the success of an individual or team, **identify and describe** 3 other factors which **impact on the popularity** of cycling in the UK

Factors to discuss

Role models

Media coverage

Environment and climate

Acceptability

Participation

Provision

Spectatorship

(6 Marks)



4. Below are two images of a science museum:



Explain why a science museum might be appealing for families to visit: (4 marks)

5. The British science museum is a charity organisation. Name 2 ways that charities get funding: (2 marks)

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6. There are 5 science museums in the UK. Explain what benefits there are of having different museums of the same type around the country for the museums themselves: (4 marks)

7. Identify 3 types of exhibits that might be found in a science museum: (3 marks)

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11. Identify 3 ways that families can be catered for/managed by different airlines within an airport: (3 marks)

- 1 -

12. Qatar airways are an airline that tries to help customers that have different aged children travel with ease. Below is a description from their website:

Infants over 8 days and under 2 years old can travel on a parent's lap (or another adult's) with an infant fare.

If you are travelling alone with two infants, the second infant must be at least 1 year old and able to sit on a separate seat or car seat.* A child fare will apply to that second infant.

When travelling with two or more infants who are younger than 1 year old, there must be an accompanying adult who is at least 16 years old for every infant who will be carried on a lap. This is to ensure the safety and wellbeing of babies on board.

Children 2 to 11 years old, travelling with an adult who is at least 16 years old, will be booked on a child fare and travel on their own seat.

* Car seats may be used for infants and children between 6 months old and 36 months old, weighing up to 20kg (44lb).

Explain the benefits and problems that could exist for the customers travelling, based on the information above. (5 marks)



Hospitality & Catering

The Dearman Hotel is aware that its customers' needs have changed. More people want an environmentally friendly and sustainable hotel.

(a) Explain why customers want environmentally friendly and sustainable hotels. [6]



(b) Propose **four** ways the Dearman Hotel can make its hotel rooms more environmentally friendly and sustainable. [4]

- (i)
- (ii)
- (iii)
- (iv)

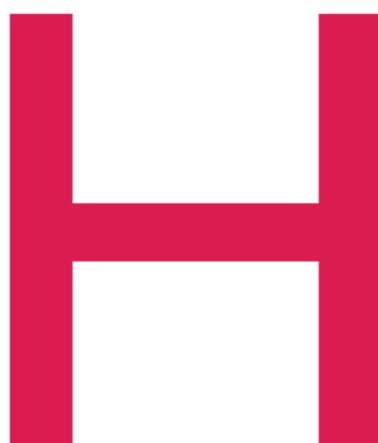


A Values Led College

5. The Time Café needs to update its Hazard Analysis and Critical Control Points (HACCP) document.

(a) Complete the control point column of the HACCP table below for the Time Café. [6]

Stage	Hazard	Control point
Storage	High-risk food contaminated by pathogenic bacteria	(i)
		(ii)
		(iii)
	Contamination from pests (insects and mammals)	(iv)
		(v)
		(vi)



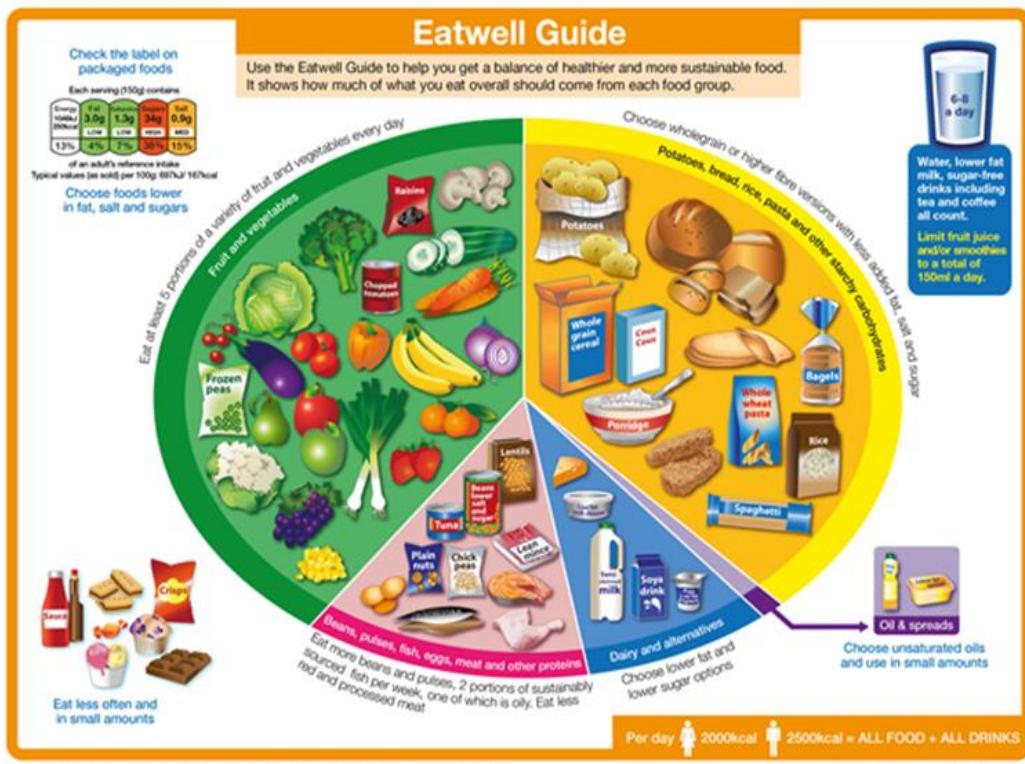
HACCP – Hazard Analysis and Critical Control Points – a management system to ensure that food is safe to eat.

Hospitality & Catering

Checklist for Coursework and deadlines

Section	Task	Deadline
A	Scenario	Completed by 6 th February
	Task analysis	
	Mind map customer 1 dishes	
	Mind map customer 2 dishes	
	Nutritional needs Customer 1	
	Nutritional needs Customer 2	
	Cooking methods	
	Factors affecting Food choices	
	Time planning	
	Equipment	
	Shopping list	
B	Practical examination - Photos of completed dishes	Monday 26th January – Friday 6th February 2026
	Practical examination - Photos of skills demonstrated	
C	Evaluate Customer Dish 1	Wednesday 25 th March
	Evaluate Customer Dish 2	
	Evaluate own performance	

Be confident about identifying the key nutrients their purpose and function in the your chosen dishes



Useful websites

Eduqas.co.uk

[BBC Bite size \(Home economic & Hospitality\)](http://BBC Bite size (Home economic & Hospitality))

[Seneca learning \(Eduqas Food preparation & nutrition\)](http://Seneca learning (Eduqas Food preparation & nutrition))

eduqas