



**BLACON**  
HIGH SCHOOL

ASPIRE BELIEVE ACHIEVE

May 2026

### Year 10 Mock Exams Revision

Dear Parent/Carer

To support Year 10 students with the preparation for their courses, mock exams will be held after half-term between **Monday 8<sup>th</sup> June and Thursday 18<sup>th</sup> June**. A copy of the mock exam timetable is attached. Please note that not all subjects that students have been entered for will be examined at this time due to the nature of the course. Students will follow their normal timetable when not involved in exams.

Teachers continue to support students with their work and some entries (or tier of paper) may still be subject to change. Any changes will be communicated to students and parents where appropriate.

Please can you continue to support the school by ensuring your child is present in school, engages with home learning and follows the revision programme provided by subject areas for the exams. Subject areas have provided a list of the topics/units to revise and will make revision materials available via Google Classroom along with links to external revision websites.

Support and resources linked revision, parental support and mental health & wellbeing can be found on the school website and details of what to revise in each subject area is listed below.

How to help at home: <https://www.blaconhighschool.net/page/?title=Exam+Support&pid=203>

Revision guidance: <https://www.blaconhighschool.net/page/?title=Exam+Information&pid=86>

Student revision guide: <https://www.blaconhighschool.net/page/?title=Exam+Information&pid=86>

Please feel free to get in touch with me if you have any questions regarding the mock examinations.

Thank you in advance for your support.

Yours sincerely

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## Yr10 Mock Exam Timetable – June 2026

Wk2	Mon 8 June	Tues 9 June	Wed 10 June	Thur 11 June	Fri 12 June
P1	Sci/RE	<b>Maths 1 Exam</b>	Op C	Eng	PSHE
P2	Op C		Ma	Sci	Eng
<b>Break</b>					
P3	<b>Biology Exam</b>	<b>Op A Exam</b> Geography History Health & Soc	<b>Op B Exam</b> Geography History Animal Care	Op A	<b>Chemistry Exam</b>
P4				Ma	
<b>Lunch</b>					
P5	Eng	Sci/Re	Op D	Op D	Ma

Wk1	Mon 15 June	Tues 16 June	Wed 17 June	Thur 18 June	Fri 19 June
P1	Ma/Pe	<b>Op D Exam</b> RE	<b>Eng Lang Exam</b>	<b>Eng Lit Exam</b>	PSHE
P2	Op B				Op A
<b>Break</b>					
P3	<b>Op C Exam</b> Spanish Food	<b>Maths 2 Exam</b>	<b>Physics Exam</b>	<b>Maths 3 Exam</b>	Ma
P4					Sci
<b>Lunch</b>					
P5	Eng	Eng	Sci/Re	Op A	OP D

Op A	Triple Science, Geography, Health & Social, History, Sport
Op B	Geography, Graphics, History, Imedia, Performing Arts, Animal Care
Op C	Marketing, Spanish, Food, Graphics, Music, Product Design, Sport
Op D	Art, Marketing, Child Devt, IT, Product Design, RE

### Yr10 Mock Exam Timetable

Students will be in normal lessons when not involved in mock exams.

## **Yr11 mock exams – Subject revision**

Page 4 – English Literature (AQA)

Page 4 – English Language (Eduqas)

Page 5 - Maths (Edexcel)

Page 6 – Science (AQA)

Page 9 – Religious Studies (AQA)

Page 11 – Geography (Eduqas B)

Page 12 – History (Eduqas)

Page 12 - Spanish (Edexcel)

Page 13 – Health & Social Care (OCR)

Page 16 – Hospitality & catering (WJEC)

Page 18 – Small Animal Care (Pearson)

## English Language Revision

**Reading - Paper 1** - students will have an extract from a narrative and will respond to a series of questions.

**Writing - Paper 2** - Students will complete two pieces of transactional writing.

The paper will have any two of: letter, article, review, guide, report, speech

Please use the following resources to help you revise:

GCSE Pod: <https://members.gcsepod.com/login/form>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zpxh82p>

## English Literature Revision

### **Romeo and Juliet:**

Students will be provided with an extract. They will have either a 'theme' or 'character' question and will be asked to respond with close reference to the extract and also the wider play.

**Blood Brothers** - Students will have either a 'theme' or 'character' question and will be asked to respond to the whole play; there is no extract provided for this text.

Please use the following resources to help you revise:

GCSE Pod: <https://members.gcsepod.com/login/form>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zykncwx> (Romeo and Juliet)

<https://www.bbc.co.uk/bitesize/topics/z8642p3> (Jekyll and Hyde)

## **Maths Revision**

All students (Foundation and Higher) will sit three exam papers, mirroring the structure of the real GCSE:

- Paper 1 – Non-calculator
- Paper 2 – Calculator
- Paper 3 – Calculator

Each paper is 1 hour 30 minutes.

### **FOUNDATION TIER – Exam Board: OCR (Specification J560)**

Foundation students can achieve grades 1–5. The exam covers five main topic areas:

1. Number – place value, rounding, fractions, decimals, percentages, ratio, proportion, powers and roots
2. Algebra – expressions, equations, formulae, sequences, straight-line graphs, quadratics (basic)
3. Ratio, Proportion & Rates of Change – scale, percentages, exchange rates, speed/distance/time, direct and inverse proportion
4. Geometry & Measures – angles, area and perimeter, volume, transformations, Pythagoras' theorem, basic trigonometry, circle properties
5. Statistics & Probability – averages, charts and graphs, scatter graphs, basic probability

Note: any topic can appear on any of the three papers.

Useful revision websites for Foundation (OCR):

- Corbett Maths – videos, practice questions and OCR-specific revision checklists:  
<https://corbettmaths.com/contents/>
- Maths Genie – topic-by-topic revision with OCR past papers and mark schemes:  
<https://www.mathsgenie.co.uk/>
- Physics & Maths Tutor – OCR GCSE questions by topic:  
<https://www.physicsandmathstutor.com/maths-revision/gcse-ocr/>
- OCR official past papers and revision checklist:  
<https://www.ocr.org.uk/qualifications/gcse/mathematics-j560-from-2015/assessment/>

### **HIGHER TIER – Exam Board: Edexcel (Specification 1MA1)**

Higher students can achieve grades 4–9. The exam covers the same five topic areas but at greater depth and complexity:

1. Number – surds, upper/lower bounds, standard form, recurring decimals as fractions, indices
2. Algebra – expanding and factorising, solving quadratics, simultaneous equations, inequalities, functions, algebraic proof, iteration
3. Ratio, Proportion & Rates of Change – compound interest, reverse percentage, direct/inverse proportion graphs, rates of change from graphs
4. Geometry & Measures – circle theorems, trigonometry (including sine and cosine rules), vectors, 3D Pythagoras, similarity and congruence
5. Statistics & Probability – cumulative frequency, box plots, histograms, conditional probability, Venn diagrams

Useful revision websites for Higher (Edexcel):

- Corbett Maths – Edexcel Higher revision page with topic lists and checklists:

- <https://corbettmaths.com/2023/02/15/edexcel-gcse-higher-revision/>
- Maths Genie – Edexcel past papers, mark schemes and topic questions with worked video solutions:  
<https://www.mathsgenie.co.uk/>
  - Save My Exams – Edexcel Maths Higher notes and topic practice:  
<https://www.savemyexams.com/gcse/maths/edexcel/>
  - Physics & Maths Tutor – Edexcel GCSE questions by topic:  
<https://www.physicsandmathstutor.com/maths-revision/gcse-edexcel/>
  - Edexcel official past papers:  
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.coursematerials.html>

## **Trilogy Science (Double Award) Revision**

### **Biology Unit 1 – Cell Biology**

Animal vs plant cells, cell structures and functions, eukaryotic vs prokaryotic cells, microscopes, magnification calculations, cell differentiation, stem cells, mitosis, cell cycle, diffusion, osmosis, active transport, culturing microorganisms

### **Biology Unit 1 – Organisation**

Levels of organisation, digestive system organs, enzymes, factors affecting enzymes, food tests, blood components, blood vessels, heart structure, coronary disease, cardiovascular disease risk factors, gas exchange, cancer basics, plant tissues, xylem, phloem, transpiration, transpiration factors

### **Biology Unit 1 – Infection and Response**

Pathogens, bacteria, viruses, fungi, protists, communicable diseases, salmonella, gonorrhoea, measles, HIV, tobacco mosaic virus, rose black spot, malaria, human defence systems, vaccination, antibiotics, painkillers, drug discovery, drug testing, monoclonal antibodies, plant disease defences

### **Chemistry Unit 1 – Atomic Structure and the Periodic Table**

Atoms, elements, compounds, mixtures, separation techniques, atomic model development, structure of atoms, electronic structure, periodic table layout, metals, non-metals, Group 1, Group 7, noble gases

### **Chemistry Unit 1 – Bonding, Structure and Properties of Matter**

Ionic bonding, covalent bonding, metallic bonding, dot and cross diagrams, states of matter, ionic compound properties.

### **Chemistry Unit 1 – Quantitative Chemistry**

Conservation of mass, relative formula mass, moles calculations (H), concentration calculations,

### **Chemistry Unit 1 – Chemical Changes**

Reactivity series, oxidation, reduction, extraction of metals, acids, alkalis, pH scale, neutralisation, making salts, electrolysis, half equations

### **Physics Unit 1 – Energy**

Energy stores, energy transfers, conservation of energy, specific heat capacity, power calculations, efficiency calculations, renewable resources, non-renewable resources, national energy resources, global energy resources

### **Physics Unit 1 – Electricity**

Charge, current, potential difference, circuit symbols, series circuits, parallel circuits, resistance, resistance practical,  $I = Q/t$ ,  $V = IR$ , power equations, energy transferred calculations

## **Physics Unit 1 –**

### **Particle Model of Matter**

Density, changes of state, internal energy, specific latent heat, gas pressure, temperature, particle motion, density practical

### **Triple Science (Separate Sciences) Revision**

#### **Biology Triple Science Additional Topics**

Culturing microorganisms required practical, binary fission, monoclonal antibodies uses in diagnosis and treatment, plant diseases in detail, decay process, biogas generators, factors affecting decay, trophic levels, pyramids of biomass, food security

#### **Chemistry Triple Science Additional Topics**

History of the atom in detail, nanoparticles uses and risks, fuel cells in detail, percentage atom economy calculations, concentrations in mol/dm<sup>3</sup>, gas volume calculations with moles, electrolysis half equations in detail

#### **Physics Triple Science Additional Topics**

National Grid, transformers, static electricity dangers and uses, infrared radiation, waves from black bodies, pressure in fluids, moments in energy transfers, detailed nuclear equations, contamination vs irradiation

### **Physics Unit 1 – Atomic Structure**

Structure of atom, alpha radiation, beta radiation, gamma radiation, nuclear equations, half-life, radiation uses, radiation dangers, nuclear fission, nuclear fusion, background radiation

<https://www.bbc.co.uk/bitesize/examspecs/z8r997h>

<https://senecalearning.com/en-GB/>

## Religious Education Revision

### **Christian beliefs:**

#### **Key beliefs**

- The nature of God:
  - ☐ God as omnipotent, loving and just, and the problem of evil and suffering
  - ☐ the oneness of God and the Trinity: Father, Son and Holy Spirit.
- Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).
- Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.

#### **Jesus Christ and salvation**

- Beliefs and teachings about:
  - ☐ the incarnation and Jesus as the Son of God
  - ☐ the crucifixion, resurrection and ascension
  - ☐ sin, including original sin
  - ☐ the means of salvation, including law, grace and Spirit
  - ☐ the role of Christ in salvation including the idea of atonement.

### **Christian Practices:**

#### **Worship and festivals**

- Different forms of worship and their significance:
  - ☐ liturgical, non-liturgical and informal, including the use of the Bible
  - ☐ private worship.
- Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.
- The role and meaning of the sacraments:
  - ☐ the meaning of sacrament
  - ☐ the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism
  - ☐ the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.
- The role and importance of pilgrimage and celebrations including:
  - ☐ two contrasting examples of Christian pilgrimage: Lourdes and Iona
  - ☐ the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.

#### **The role of the church in the local and worldwide community**

- The role of the Church in the local community, including food banks and street pastors.
- The place of mission, evangelism and Church growth.
- The importance of the worldwide Church including:
  - ☐ working for reconciliation
  - ☐ how Christian churches respond to persecution
  - ☐ the work of **one** of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.

### **Islamic beliefs:**

#### **Key Beliefs**

- The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.
- Tawhid (the Oneness of God), Qur'an Surah 112.
- The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence.

- Angels, their nature and role, including Jibril and Mika'il.
- Predestination and human freedom and its relationship to the Day of Judgement.
- Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell.

#### **Authority**

- Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad.
- The holy books:
  - ☐ Qur'an: revelation and authority
  - ☐ the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.
  - The imamate in Shi'a Islam: its role and significance.

The websites they can use for support are:

BBC bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zjgx47h>

You tube: <https://www.youtube.com/playlist?list=PLKt35O75wlr1NR8HAIAnbUjGRlxAx3c27>

Podcast: <https://www.therepodcast.co.uk/>

Also they have seneca that is linked on their google classroom.

## **Geography Revision**

### **Weather & Climate**

- Weather & climate
- Factors affecting temperature
- Rainfall
- High pressure (anticyclone) and low pressure (depression) systems

### **Climate change**

- Climate change and its causes
- The impacts of climate change
- Reducing the risk of climate change

### **Desertification**

- The causes of desertification
- Managing areas vulnerable to desertification

### **Ecosystems**

- What is an ecosystem and its function
- Hot semi-arid biome
- Ecosystems under threat

### **Water resources and management**

- Global water supply and demand
- Water management between areas

### **Websites and support**

BBC Bitesize – Eduqas <https://www.bbc.co.uk/bitesize/examspecs/ztp2qty>

Cool geography <https://www.coolgeography.co.uk/>

Geography revision <https://geography-revision.co.uk/>

Revision world <https://revisionworld.com/gcse-revision/geography>

## **History Revision**

You should revise:

- 16/17th century law and order
- Causes of crime
- Transportation
- Nature of criminal activity through time (essay)
  
- Seriousness of the Puritan threat
- Spanish armada significance
- Catholic threat (all elements)
- How Elizabeth dealt with the poor (Vagabonds, Poor Law etc)

## **Spanish Revision**

For Spanish, students will sit full Edexcel GCSE Foundation Tier papers in Listening, Reading and Writing. They should revise all vocabulary and grammar covered this year, using their exercise books and text books.

Resources will be available on Google Classroom. Practice papers can also be accessed at <https://revisionworld.com/gcse-revision/gcse-exam-past-papers> (Spanish / Edexcel). There are no papers yet available for the new 2026 syllabus, however, using the old-style papers is still very valid and valuable revision.

Topics covered to date are: digital technology, leisure time, travel plans, festivals, past holidays, describing ourselves and other people, friends, family and relationships, healthy daily routines, mealtimes, illnesses & injuries.

Key areas of grammar covered include past, present and future tenses and students must revise these fully as it is not possible to achieve grade 4 or above without being able to recognise and manipulate different time frames.

Students should be aware that there will be some questions on topics they have not yet studied in their mock examinations but we believe this is the optimal way of accurately assessing current achievement. It is a requirement of the MFL GCSE that candidates are able to infer meaning from previously unseen language and therefore this approach is sound. However, the additional topics will be taught before the Y11 exams.

## Health & Social Care Revision

Unit R032: Principles of care in health and social care settings

### 4.2 Unit R032: Principles of care in health and social care settings

#### Aims

Whether you want a career in a health or social care setting, understanding rights, the person-centred-values and how they can be applied is vital. Communicating effectively with service users you are caring for, and creating a care environment that is safe and hygienic for service users and service providers is also essential for the health and wellbeing of individuals requiring care.

In this unit you will learn about the importance of the rights of service users, person-centred values and how to apply them. You will also learn about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security.

For context, when we talk about health and social care settings, these are the types we mean:

Health care settings:	Social care settings
<ul style="list-style-type: none"><li>• Dental practice</li><li>• GP surgery</li><li>• Health centre</li><li>• Hospital</li><li>• Nursing home</li><li>• Opticians</li><li>• Pharmacy</li><li>• Walk-in centre</li></ul>	<ul style="list-style-type: none"><li>• Community centre</li><li>• Day centre</li><li>• Foodbank</li><li>• Homeless shelter</li><li>• Residential home</li><li>• Retirement home</li><li>• Social services department</li><li>• Support group</li></ul>

Unit R032: Principles of care in health and social care settings	
Topic Area 1: The rights of service users in health and social care settings	
Teaching content	Breadth and depth
<b>1.1 Types of care settings</b>	
<ul style="list-style-type: none"><li>☐ Health care</li><li>☐ Social care</li></ul>	To include: <ul style="list-style-type: none"><li>• Know examples of each type of setting.</li></ul>
<b>1.2 The rights of service users</b>	
The right to: <ul style="list-style-type: none"><li>☐ Choice</li><li>☐ Confidentiality</li><li>☐ Consultation</li><li>☐ Equal and fair treatment</li><li>☐ Protection from abuse and harm</li></ul>	To include: <ul style="list-style-type: none"><li>• That service users are entitled to have these rights met in health and social care settings.</li><li>• Examples of how service users' rights are met.</li></ul>

## Unit R032: Principles of care in health and social care settings

### 1.3 The benefits to service users' health and wellbeing when their rights are maintained

<ul style="list-style-type: none"><li>□ Empowerment<ul style="list-style-type: none"><li>▪ Encourages independence and being self-reliant</li><li>▪ Feeling in control of their lives</li><li>▪ Gives service users choice, control and independence</li></ul></li><li>□ High self-esteem<ul style="list-style-type: none"><li>▪ Feeling valued</li><li>▪ Feeling respected</li><li>▪ Positive mental health</li></ul></li><li>□ Service users' needs are met<ul style="list-style-type: none"><li>▪ Appropriate care or treatment such as mobility aids provided, or dietary requirements met</li><li>▪ Results in good/improving physical or mental health</li></ul></li><li>□ Trust<ul style="list-style-type: none"><li>▪ Reassured that service providers will not harm them</li><li>▪ Confident that service providers have service users best interests in mind</li><li>▪ Confident in the care they receive</li></ul></li></ul>	<p>To include:</p> <ul style="list-style-type: none"><li>• Examples of how maintaining rights will benefit service users' health and wellbeing.</li><li>• Linking benefits to rights in health and social care settings.</li></ul>
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## Topic Area 2: Person-centred values

### Teaching content

### Breadth and depth

#### 2.1 Person-centred values and how they are applied by service providers

<ul style="list-style-type: none"><li>□ Person-centred values<ul style="list-style-type: none"><li>▪ Individuality</li><li>▪ Choice</li><li>▪ Rights</li><li>▪ Independence</li><li>▪ Privacy</li><li>▪ Dignity</li><li>▪ Respect</li><li>▪ Partnership</li><li>▪ Encouraging decision making of service user</li></ul></li><li>□ Qualities of a service practitioner, the 6Cs<ul style="list-style-type: none"><li>▪ Care</li><li>▪ Compassion</li><li>▪ Competence</li><li>▪ Communication</li><li>▪ Courage</li><li>▪ Commitment</li></ul></li></ul>	<p>To include:</p> <ul style="list-style-type: none"><li>• Know the meaning of person-centred values.</li><li>• Examples of how the person-centred values can be applied in health and social care settings by service providers.</li></ul> <p>To include:</p> <ul style="list-style-type: none"><li>• Know the meaning of the 6Cs.</li><li>• Examples of how service practitioners use the 6Cs to inform and deliver person-centred values.</li></ul>
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## Unit R032: Principles of care in health and social care settings

Teaching content	Breadth and depth
<b>2.2 Benefits of applying the person-centred values</b>	
<p>Benefits for service providers of applying person-centred values</p> <ul style="list-style-type: none"> <li>□ Provides clear guidelines of the standards of care that should be given</li> <li>□ Improves job satisfaction</li> <li>□ Maintains or improves quality of life</li> <li>□ Supports rights to choice and consultation</li> <li>□ Supports service practitioners to develop their skills</li> <li>□ Enables the sharing of good practice</li> </ul> <p>Benefits for service users of having the person-centred values applied</p> <ul style="list-style-type: none"> <li>□ Ensures standardisation of care being given</li> <li>□ Improves the quality of care being given to the service user</li> <li>□ Maintains or improves quality of life for the service user</li> <li>□ Supports service users to develop their strengths</li> </ul>	<p>To include:</p> <ul style="list-style-type: none"> <li>• Examples of how applying the person-centred values will benefit service providers.</li> <li>• Linking benefits of applying person-centred values in health and social care settings.</li> </ul> <p>To include:</p> <ul style="list-style-type: none"> <li>• Examples of how applying the person-centred values will benefit service users.</li> <li>• Linking benefits of applying person-centred values in health and social care settings.</li> </ul>
<b>2.3 Effects on service users' health and wellbeing if person-centred values are not applied</b>	
<ul style="list-style-type: none"> <li>□ Physical effects <ul style="list-style-type: none"> <li>▪ Pain if medication or treatment is not given</li> <li>▪ Illness may get worse</li> <li>▪ Malnutrition/illness due to lack of food for special dietary needs</li> <li>▪ Dehydration due to lack of regular fluids</li> <li>▪ Injury</li> </ul> </li> <li>□ Intellectual effects <ul style="list-style-type: none"> <li>▪ Lack of progress or skills development</li> <li>▪ Failure to achieve potential</li> <li>▪ Loss of concentration</li> <li>▪ Lack of mental stimulation</li> </ul> </li> <li>□ Emotional effects <ul style="list-style-type: none"> <li>▪ Depression</li> <li>▪ Feeling upset</li> <li>▪ Low self-esteem/feeling inadequate</li> <li>▪ Anger/frustration</li> <li>▪ Stress</li> </ul> </li> <li>□ Social effects <ul style="list-style-type: none"> <li>▪ Feeling excluded</li> <li>▪ Feeling lonely</li> <li>▪ Lack of social interaction/poor social skills</li> <li>▪ Become withdrawn</li> </ul> </li> </ul>	<p>To include:</p> <ul style="list-style-type: none"> <li>• Applying examples in all health and social care settings.</li> <li>• Analysing the effects and making connections between the PIES.</li> </ul>

## Hospitality & Catering Revision

Topic	What You Need to Revise	Key Examples / Vocabulary
1.1 Hospitality & Catering Providers	<ul style="list-style-type: none"> <li>Types of hospitality and catering establishments</li> </ul>	Hotels, restaurants, cafés, pubs, hospitals, schools, residential homes
	<ul style="list-style-type: none"> <li>Commercial and non-commercial provision</li> </ul>	Profit making vs service providing
	<ul style="list-style-type: none"> <li>Job roles in the industry</li> </ul>	Chef, sous chef, waiter, receptionist, kitchen porter
	<ul style="list-style-type: none"> <li>Working conditions</li> </ul>	Shift work, weekends, seasonal work, long hours
	<ul style="list-style-type: none"> <li>Skills needed in the industry</li> </ul>	Communication, teamwork, organisation, time management
	<ul style="list-style-type: none"> <li>Factors affecting success</li> </ul>	Customer service, reputation, location, value for money
1.2 How Hospitality & Catering Providers Operate	<ul style="list-style-type: none"> <li>Front of house operations</li> </ul>	Reception, bookings, serving customers, payment systems
	<ul style="list-style-type: none"> <li>Back of house operations</li> </ul>	Food prep, storage, cleaning, stock control
	<ul style="list-style-type: none"> <li>Customer requirements</li> </ul>	Allergies, religious diets, accessibility, special diets
	<ul style="list-style-type: none"> <li>Meeting customer needs</li> </ul>	Vegetarian, vegan, gluten-free, healthy options
	<ul style="list-style-type: none"> <li>Technology in the industry</li> </ul>	Online booking systems, EPOS systems
1.3 Health & Safety in Hospitality & Catering	<ul style="list-style-type: none"> <li>Health and safety legislation</li> </ul>	Health and Safety at Work Act, Food Safety Act
	<ul style="list-style-type: none"> <li>HACCP</li> </ul>	Hazard Analysis Critical Control Point
	<ul style="list-style-type: none"> <li>Risk assessments</li> </ul>	Identifying hazards and control measures
	<ul style="list-style-type: none"> <li>Hazards in the workplace</li> </ul>	Slips, trips, burns, cuts, fire hazards
	<ul style="list-style-type: none"> <li>Safe working practices</li> </ul>	Correct uniform, cleaning, safe equipment use
1.4 Food Safety in Hospitality & Catering	<ul style="list-style-type: none"> <li>Food poisoning bacteria</li> </ul>	Salmonella, E.coli, Campylobacter, Listeria
	<ul style="list-style-type: none"> <li>Food contamination</li> </ul>	Physical, chemical and biological contamination
	<ul style="list-style-type: none"> <li>High-risk foods</li> </ul>	Cooked meat, dairy, seafood, rice
	<ul style="list-style-type: none"> <li>Temperature control</li> </ul>	Fridge temperatures, danger zone, cooking temperatures
	<ul style="list-style-type: none"> <li>Food spoilage</li> </ul>	Signs of spoilage and prevention
	<ul style="list-style-type: none"> <li>Personal hygiene</li> </ul>	Hand washing, illness reporting, hair restraints
	<ul style="list-style-type: none"> <li>Stock rotation</li> </ul>	FIFO – First In First Out
2.1 Nutrition	<ul style="list-style-type: none"> <li>Nutrients and their functions</li> </ul>	Protein, carbohydrates, fat, vitamins, minerals, fibre, water
	<ul style="list-style-type: none"> <li>Sources of nutrients</li> </ul>	Meat, fish, dairy, fruit, vegetables, cereals
	<ul style="list-style-type: none"> <li>Special diets</li> </ul>	Vegetarian, vegan, diabetic, gluten-free
	<ul style="list-style-type: none"> <li>The Eatwell Guide</li> </ul>	Balanced diet and food groups
	<ul style="list-style-type: none"> <li>Nutritional needs</li> </ul>	Different age groups and lifestyles

	• Cooking methods and nutrition	Boiling, steaming, grilling, frying, roasting
<b>Exam Skills</b>	✓ Command words	Identify, describe, explain, discuss, evaluate
	✓ Extended writing	Use Point + Explain + Example
	✓ Scenario questions	Apply knowledge to hospitality situations
	✓ Justification	Explain WHY, not just WHAT

- Shaded columns are the ones we have covered in school this year.
- The white rows is content we will cover later in the year / when we do controlled assessment work.

## Small Animal Care Revision

### **1. Animal Handling and Restraint**

- Reasons for handling animals
- Safe handling techniques
- Risks to humans and animals during handling
- Short-term vs long-term restraint
- Equipment used for restraint:
  - Slip leads
  - Harnesses
  - Towels
  - Gloves
  - Muzzles
  - Crush cages/carriers
- How handling methods differ between species
- Signs of stress, fear, aggression, pain
- Health and safety procedures
- PPE (personal protective equipment)
- Hygiene and infection control

Species examples:

- Dogs, Cats, Rabbits, Guinea pigs, Reptiles, Birds, Small mammals

### **2. Animal Accommodation**

- Space requirements
- Shelter
- Ventilation
- Temperature
- Lighting
- Humidity
- Bedding/substrate
- Security/safety

### **Enrichment**

- Why enrichment is important
- Types of enrichment:
  - Feeding enrichment
  - Environmental enrichment
  - Social enrichment
  - Sensory enrichment
- Consequences of poor enrichment

### **Cleaning and maintenance**

- Cleaning routines
- Disinfection

- Waste disposal
- Importance of hygiene
- Zoonotic disease prevention

### **Animal welfare**

- The Five Welfare Needs
- The Five Freedoms
- Signs of poor welfare

### **3. Animal Behaviour**

- Natural behaviours
- Normal vs abnormal behaviours
- Signs of:
  - Stress
  - Fear
  - Aggression
  - Illness
- Body language in common species
- Flight zone
- Predator vs prey behaviour

### **4. Animal Health**

- Signs of good and poor health
- Common illnesses and parasites
- Preventative healthcare:
  - Vaccinations
  - Worming
  - Flea treatment
  - Grooming
- Biosecurity
- Quarantine

### **5. Feeding and Nutrition (General Knowledge)**

- Types of animal diets:
  - Herbivore
  - Carnivore
  - Omnivore
- Nutritional needs
- Water requirements
- Feeding methods
- Risks of poor nutrition
- Obesity and malnutrition

### **6. Legislation and Welfare**

**Key legislation:**

- Animal Welfare Act 2006
- Duty of care
- Owner responsibilities

**Ethics and welfare:**

- Responsible ownership
- Why welfare standards matter

**7. Practical Knowledge**

Students should be able to:

- Identify handling/restraint equipment
- Explain why specific equipment is used
- Suggest suitable accommodation improvements
- Identify hazards in animal environments
- Explain safe working practices

**Exam Technique Tips**

- Use animal-specific examples where possible
- Read command words carefully:
  - Identify
  - Describe
  - Explain
  - Compare
- Give developed answers, not one-word responses
- Link answers to animal welfare and safety