

Student Guide for Mock Exam 1:

Monday 20th November – Thurs 30th November 2017

Year 11 Internal Exam Timetable

Date	Reg	Period 1	Period 2	Period 3	Period 4	Period 5
Mon 20/11/17		English Paper 1 (1hr 45m)		Sport Science (1hr)	Maths: Higher Paper 1, Foundation Paper 2 Non-Calculator (1hr 30min)	
Tue 21/11/17		History Paper 1 (1hr 20m)		French Reading Higher (1hr) Foundation (45m)	RE (1hr 30m)	
Wed 22/11/17		Science Paper 1 Biology (1hr 45m) Double (1hr 15m)			French Written Higher (1hr 15m) Foundation (1hr)	
Thu 23/11/17		Geography (1hr 30m)		Spanish Reading Higher (1hr) Foundation (45m)	Science Paper 2 Physics (1hr 45m) Double (1hr 15m)	
Fri 24/11/17		Maths: Higher Paper 2, Foundation Paper 1 Calculator Allowed (1hr 30min)		Engineering (1hr)	Media (1hr 30m)	
Date	Reg	Period 1	Period 2	Period 3	Period 4	Period 5
Mon 27/11/17		Spanish Written Higher (1hr 15m) Foundation (1hr)		Health & Social (1hr)	History Paper 2 (1hr 45m)	
Tue 28/11/17		English Paper 2 (1hr 45m)		Spanish Listening Higher (45m) Foundation (35m)	Science Paper 3 Chemistry (1hr 45m) Double (1hr 15m)	
Wed 29/11/17						
Thu 30/11/17		Maths: Higher Paper 3, Foundation Paper 3 Calculator Allowed (1hr 30min)		French Listening Higher (45m) Foundation (35m)	Computer Science (1hr 30m)	

English Language GCSE

Paper 1

80 Marks

50% of English GCSE

1 Hour and 45 Minutes

Part A: Reading 40 Marks

25% of English GCSE

Question 1: List four things. **AO1**

You need to be able to retrieve information.

Question 2: How the writer uses language for effect. **AO2**

You need to be able to analyse language and select examples to support your points.

Question 3: How the writer uses structure for effect. **AO2**

You need to be able to analyse structure and select examples to support your points.

Question 4: To what extent do you agree? **AO4**

You need to be able to evaluate texts critically and select evidence to support your points.

Question 5: Descriptive/Narrative writing **AO5/AO6**

You will need to read a source and create a piece of descriptive or narrative writing

- 40 marks
- 45 minutes

Part B: Writing

40 Marks

25% of English GCSE

English Language GCSE

Paper 2

80 Marks

50% of English GCSE

1 Hour and 45 Minutes

Part A: Reading 40 Marks

25% of English GCSE

Question 1: True/False statements **AO1**

You need to be able to retrieve information

- 4 marks

Question 2: Write a summary of information from reading. **AO1**

You need to be able to retrieve and interpret information.

Question 3: How the writer uses language for effect. **AO2**

You need to be able to analyse structure and select examples to support your points.

Question 4: How the writers present ideas. **AO3**

You need to be able to compare ideas and perspectives across two or more texts.

Question 5: Descriptive/Narrative writing. **AO5/6**

You will produce a written text for a specified audience, purpose and form. You will give your own perspective on the theme introduced in Part A.

- 40 marks
- 45 minutes
- o 5 minute plan

Part B: Writing

40 Marks

25% of English GCSE

Maths Mocks (3 papers):

Note Foundation will do papers in order 2,1 and 3 as paper 2 is non calculator

	Paper 1	Paper 2	Paper 3
Higher	(Non calculator) Indices Congruency & Similarity Geometric Progressions Ratio Prime Factors Averages & Range Fraction of a number, Fraction to recurring decimals Compound Measures Simultaneous Equations Percentages Area of Circle in terms of π Standard Form Inequalities Tree Diagrams $Y=mx+c$ Best Buy Cumulative frequency Circle Graphs Transformations Distance velocity graphs Expand brackets Volume	Fraction to decimal Changing units Midpoint of a line Nth terms Plotting quadratic graphs Trigonometry (incl non right angle and graphs) & Pythagoras Distance time graphs Probability Pie charts Standard Form Circle theorems $Y=mx+c$ Box plots Ratios Venn diagrams Solving quadratics Compound measures Vectors Histograms Area of sectors Transformations Graphs of inequalities	Vector arithmetic Changing subject of formula Bearings Relative frequency Inequalities Bounds Area using algebra Congruency Fraction of quantity Probability Parallel Angle rules Ratio Index rules Mean Proportion Depreciation, compound interest Compound Measures Circle Theorems Using Graphs of Quadratics Nth term quadratic Using Distance time graph 3D trigonometry & Pythagoras Algebraic proof
	Paper 1	Paper 2	Paper 3
Foundation	Measure angles Know Reflex, acute, obtuse, perpendicular, vertical, parallel, horizontal Know when to use $<$, $>$ or $=$ Recognise even, square, prime numbers Fraction and Percentages of Quantities Plotting co ordinates Know where $x=$ and $y=$ lines are Simplify expressions Factorise expressions Solve by factorisation Recipe questions Pie Charts Division Distance, speed time calculations Ratio and map scales Standard form	(Non calculator) Tally and Bar graphs Fraction calculations Long multiplication Money Calculations Scale drawings including bearings Expand brackets Solve equations Parallel line angle rules Probability Powers and roots Wage calculations including percentages Area using algebra Fibonacci sequences Significant figures Plans and elevations of 3D objects and prisms Distance time graphs Ratio Rearranging formula	Fraction/Decimal/Percentage equivalence Simple interest Indices Expanding brackets Factorise expressions Substitution into expressions and formulae Probability Venn Diagrams to help probability Currency exchange Rounding to Decimal places and significant figures Sequences and nth term Proportion using money Perimeter of compound shapes Bounds of number Transformations Percentages Scatter diagrams

	Cost calculations Loci Interest Prime factors Time tables Tree diagram Perimeter of circles Bearing Time series graphs	Factorising expressions Mean Pythagoras Congruency	Pie charts Volumes Map scales and scale drawing HCF and LCM Probability Space Diagrams Drawing quadratic graphs from table of values Volume, Mass and Density
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Science:

Triple – 11s1 3 papers, all 1 hr 45 min, all Higher

Biology	Chemistry	
Transport in plants Plant diseases Testing for carbohydrates, protein and fat Testing of new medicines Respiration – aerobic and anaerobic Transport methods – diffusion, Osmosis and active transport Digestive system Formation of tumours Diseases and their control Cell division Circulatory system Monoclonal antibodies	Mass and yield calculations Electrolysis Reactivity series Neutralisation reactions Titrations Endothermic and exothermic Covalent and ionic bonding Properties and materials Periodic table Redox reactions Atomic structure States of matter and changes of state Reactions of metals and their compounds to make salts	Particle model and density Atomic structure National grid and mains electric Specific heat capacity Energy transfers and efficiency Static electricity Electrical circuits Atoms and nuclear radiation Fission and fusion

11s2 Double Science Award, all 1 hour 15 min, all Higher

Biology	Chemistry	Physics
Cells and magnification Photosynthesis Respiration – aerobic and anaerobic Transport methods – diffusion, Osmosis and active transport Circulatory system Enzyme action including practicals Forms of cancer Diseases and their control Testing of new medicines	Atomic structure Endothermic and exothermic reactions Reactivity series Ionic and covalent bonding Extraction of metals Atom economy Periodic table Extraction of metals	Specific heat capacity Changes of state and particle model Electrical circuits Energy transfers and efficiency Atoms and nuclear radiation

Biology	Chemistry	Physics
Respiration – aerobic and anaerobic Transport methods – diffusion, Osmosis and active transport Cell division Plant diseases Cells and magnification Photosynthesis Enzyme action including practicals Forms of cancer Circulatory system Diseases and their control Testing of new medicines	Reactions of metals and their compounds to make salts Electrolysis Ionic and covalent bonding Extraction of metals Atom economy pH Scale and neutralisation Periodic table and atomic structure Reactivity series Exothermic and endothermic reactions States of matter	Changes of state and particle model Electrical circuits Energy transfers and efficiency Mains electricity and the national grid Atoms and isotopes Specific heat capacity

Religious Education:

Theme 1: Origins and Meaning

- Catholic beliefs and teachings about the origin of the universe and the concept of creation *ex nihilo* as expressed in the writing of St Augustine (specifically *Confessions* XII, 7)
- The relationship between Catholic views and other Christian views on the origin of the universe and the extent to which these conflict
- The relationship between Catholic and non-religious views about the origins of the universe and of human beings (Stephen Hawking's theory of the Big Bang) and the extent to which these conflict
- Comparison of scientific theory of evolution (Charles Darwin, Richard Dawkins), with Catholic beliefs about the purposeful creation of human beings; the extent to which creation and evolution are compatible, with reference to Pope John Paul II's *Message To The Pontifical Academy Of Sciences: On Evolution* (22 October 1996, paragraphs 3 & 4)
- Catholic beliefs and teachings about the origin and sanctity of human life and the concept of *imago Dei* as expressed in the writings of St Catherine of Siena (specifically The Dialogue of St Catherine of Siena, of *Discretion*)
- The relationship between Catholic views, other fundamentalist Christian views and non-religious views about the value of human life, including attitudes toward abortion
- Humanist critiques of Catholic beliefs about sanctity of life issues (for example, Peter Singer's views on 'speciesism') and Catholic responses to these challenges

Beliefs: Creation

- Comparison of the first (Genesis 1:1-2:3) and second (Genesis 2:4-24) creation accounts, and their respective representations of God and human beings
- The significance of the Creation narratives with regards to Catholic beliefs about the nature of human beings and their relationship with creation
- A comparison of Catholic and Humanist beliefs on the importance of preserving the planet and the environment

Sources: The Bible

- The Catholic understanding of the nature of revelation and inspiration, with reference to the structure and origins of scripture and its literary forms
- Different Christian views on the literary form of Genesis and the significance of this for the interpretation of the accounts

Forms: Painting

- The meaning of Michelangelo's Creation of Adam in the Sistine chapel
- The extent to which Michelangelo's *Creation of Adam* expresses Catholic beliefs about creation, God and human beings

Forms: Symbolism

- The use of symbolism and imagery in Christian art, with particular reference to the Tree of Life Apse mosaic in San Clemente in Rome and the meanings of the symbols contained within it, for example, the Alpha and Omega, the Chi-Rho, lamb, dove and the four evangelists
- The symbol of cross as the tree of life with reference to the theology of Christ as the New Adam and how this is expressed in the San Clemente mosaic

Practices:

- Loving and Serving in Catholic communities in Britain and elsewhere
- The influence of the concept of *imago Dei* on Catholic Social Teaching about justice, peace and reconciliation, with reference to *Gaudium et Spes* 29 & 78
- The importance of the role of the Catholic Church in inter-faith dialogue to promote understanding, respect, tolerance and harmony between the different religious and non-religious traditions in Great Britain, including: Judaism and Atheism
- The extent to which the work of one Catholic charity, such as CAFOD and one local charity, such as SVP, reflect Catholic beliefs about the dignity of human beings, the importance of loving one's neighbour, and respecting creation

Theme 2: Good and Evil

Good, Evil and Suffering:

- Catholic perspectives on the origin of evil: Original Sin and evil as a "privation", with reference to St Augustine, *The Enchiridion* (3.11)
- Alternative Christian and non-Christian views on the nature and origin of evil and the difference between moral and natural evil.
- Catholic beliefs about the relationship between God's goodness and the goodness of the created world
- Philosophical and non-religious challenges posed by belief in God's goodness, free will and the existence of evil and suffering
- The meaning of suffering and Catholic ambivalence towards it, with reference to the significance of Christ's suffering and death and Isaiah 53

Beliefs: Trinity

- The nature of the Trinity as expressed in the Nicene creed – One God in three persons: Father, Son and Spirit

- The biblical support for the doctrine and its historical development, with reference to the metaphorical explanation of the doctrine as a trinity of love, lover and beloved in St Augustine *De Trinitate* 8.10

Beliefs: Incarnation

- The meaning and significance of the belief in Jesus as Incarnate Son, divine Word, fully God and fully human; its scriptural origins with reference to John 1:1-18 and the kenosis hymn (Phil 2:5-11)
- The importance of the doctrine in framing Catholic responses to the Problem of Evil, with reference to Pope John Paul II, *Salvifici Doloris* 13 & 23

Sources: Jesus and moral authority

- The example and teaching of Jesus as the authoritative source for moral teaching, with reference to Jesus as the fulfilment of the law in Matthew 5-7
- The existence of the Natural Law and conscience as evidence of God’s goodness and the role of suffering in the development of the virtues

Forms: Sculpture and Statuary

- The meaning and significance of sculpture and statues to Catholic tradition and worship
- The importance of sculpture and statuary as an expression of Catholic beliefs about God’s goodness and the meaning of human suffering, with reference to Michelangelo’s *Pieta*

Practices: Popular devotion as practised in Catholic communities in Britain and elsewhere

- The meaning and significance of pilgrimage for Catholics as a response to human suffering, with particular reference to Lourdes
- Popular piety, such as the Rosary as a reflection on the meaning and significance of the Incarnation with particular reference to the Sorrowful Mysteries

History:

Paper 2: Period study and British depth study (1H10/20–29)	24/25: The American West, c1835–c1895	40%*	Written examination 64 marks (32 for the period study and 32 for the British depth study)	1 hour and 45 minutes	Section A: Period study – 24/25: The American West, c1835–c1895	Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students select two out of three parts. It is marked out of 32. Students answer three compulsory questions:	Question 1: this focuses on consequence	Explain two consequences of... (4)
	B4: Early Elizabethan England, 1558–88.				Section B: British depth study - B4: Early Elizabethan England, 1558–88.		Students answer a single three-part question that assesses their knowledge and understanding. It is marked out of 32. Part A and B are compulsory and part B students will have a choice of two questions	Question 2: this focuses on analytical narrative, in which students write an account that not only describes what happened, but also involves analysis to find connections and make sense of events and their impact to explain why events unfolded in the way that they did. This is likely to involve a mix of second order concepts (i.e. causation, consequence, change).
							Question 3: students select two from a choice of three parts. Each focuses on the importance of an event/person/development in terms of what difference they made in relation to situations and unfolding developments (i.e. their consequence and significance).	Explain two of the following: • The importance of the ... for ... (8) • The importance of ... for ... (8) • The importance of ... for ... (8)
							Part (a): this is compulsory and targets AO1. It focuses on describing features.	Describe two features of (4)
							Part (b): this is compulsory and targets AO1/AO2. It focuses on causation.	Explain why... You may use the following in your answer: • ... • ... You must also use information of your own. (12)
							Part (c): students have a choice of two questions: (i) or (ii). These target AO1/AO2 and require a judgement. They may focus on any of the following: similarity, difference, change, continuity, causation or consequence.	‘Statement.’ How far do you agree? Explain your answer. You may use the following in your answer: • ... • ... You must also use information of your own. (16)

Paper 3: Modern depth study (1H10/30–33)	31: Weimar and Nazi Germany, 1918–39	30%	Written examination The question paper is out of 52 marks.	1 hour and 20 minutes.	Section A	Students answer a question based on a provided source and a question that assesses their knowledge and understanding. It is marked out of 16 marks. Students answer two compulsory questions:	Question 1: this targets AO3, and focuses on making inferences from a source	Give two things you can infer from Source A about ... (4)
							Question 2: this targets AO1/AO2, and focuses on causation.	Explain why... You may use the following in your answer: • ... • ... You must also use information of your own. (12)
					Section B	Students answer a single four-part question, based on two provided sources and two provided interpretations. It is marked out of 36 marks. Of the 36 marks, up to 4 marks in Question 3 (d) will be awarded for (SPaG). All question parts are compulsory.	Question 3 (a): this targets AO3 and uses two contemporary sources. One of them may be visual, but at least one will be written. Students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context.	Study Sources B and C. How useful are Sources B and C for an enquiry into ...? Explain your answer, using Sources B and C and your knowledge of the historical context. (8)
						Question 3 (b): this targets AO4 and uses two later written interpretations. Students explain how the two interpretations differ.	Study Interpretations 1 and 2. They give different views about ... What is the main difference between these views? Explain your answer, using details from both interpretations. (4)	
		Question 3 (c): this targets AO4 and uses the same interpretations as part (b). Students suggest why the two interpretations differ.	Suggest one reason why Interpretations 1 and 2 give different views about ... You may use Sources B and C to help explain your answer. (4)					
		Question 3 (d): this targets AO4 and re-uses the interpretations. It requires students to evaluate one interpretation, making use of the other interpretation and their knowledge of the historical context.	How far do you agree with Interpretation 2 about ...? Explain your answer, using both interpretations and your knowledge of the historical context. (16 + 4 SPaG)					

Computer Science:

Mock 1

Exam paper – Computer Systems (01) – 1.5 hours – NO CALCULATOR

Topics to revise:

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

Media:

Exam Paper – Investigating the Media - 1.5 hours

Areas to revise and/or practice for the exam:

- Storyboarding
- Narrative structure and theories
- Camera/sound/editing techniques
- Representation
- Audience
- Institutions and scheduling
- Serial TV drama categories and conventions

Health and Social Care

Mock 1

Exam paper – Unit 1 – Human Lifespan Development – 1 hour

Topics to revise:

- The life stages (infancy 0-2, childhood 3-8, adolescence 9-18, early adulthood 19-45, middle adulthood 46-65, later adulthood 65+)
- The different PIES (Physical, intellectual, emotional and social) developments that occur at each life stage
- Gross and fine motor skills
- Expected and unexpected life events
- Genetic inheritance and genetic disorders
- Formal and informal support
- Lifestyle choices and the effects of them
- Social, cultural and emotional factors that affect human growth and development
- The effects of good and bad role models
- Economic factors and how they can affect development
- Physical factors and how they can affect development

French:

How can students revise for their French GCSE?

- Complete all home learning tasks.
- Learn weekly vocabulary.
- Spend at least 1 hour a week on Memrise.
- Revise the hand (how to describe a picture)
- Revise irregular verbs at the present tense. (To be / to have / to do and to go)

Mock 1 will consist of:

1. 1 reading task in the hall (higher 1 hour / Foundation 45 minutes)
2. 1 listening task (2 rooms needed + extra invigilator) (higher 45 minutes / Foundation 35 minutes)
3. 1 Writing task in the hall (higher 1 hour and 15 minutes / Foundation 1 hour)

Speaking Mock (as not enough practice yet), will be done in December

Use the following documents:

- Numbers.
- Verb tables.
- Useful websites.
- Vocabulary man

LES NUMÉROS

0 zéro 1 un 2 deux 3 trois 4 quatre 5 cinq 6 six 7 sept 8 huit 9 neuf	10 dix 11 onze 12 douze 13 treize 14 quatorze 15 quinze 16 seize 17 dix-sept 18 dix-huit 19 dix-neuf	20 vingt 21 vingt et un 22 vingt-deux 23 vingt-trois 24 vingt-quatre 25 vingt-cinq 26 vingt-six 27 vingt-sept 28 vingt-huit 29 vingt-neuf	30 trente 31 trente et un 32 trente-deux 33 trente-trois 34 trente-quatre 35 trente-cinq 36 trente-six 37 trente-sept 38 trente-huit 39 trente-neuf
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40 quarante 41 quarante et un 42 quarante-deux 43 quarante-trois 44 quarante-quatre 45 quarante-cinq 46 quarante-six 47 quarante-sept 48 quarante-huit 49 quarante-neuf	50 cinquante 51 cinquante et un 52 cinquante-deux 53 cinquante-trois 54 cinquante-quatre 55 cinquante-cinq 56 cinquante-six 57 cinquante-sept 58 cinquante-huit 59 cinquante-neuf	60 soixante 61 soixante et un 62 soixante-deux 63 soixante-trois 64 soixante-quatre 65 soixante-cinq 66 soixante-six 67 soixante-sept 68 soixante-huit 69 soixante-neuf
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70 soixante-dix 71 soixante et onze 72 soixante-douze 73 soixante-treize 74 soixante-quatorze 75 soixante-quinze 76 soixante-seize 77 soixante-dix-sept 78 soixante-dix-huit 79 soixante-dix-neuf	80 quatre-vingts 81 quatre-vingt-un 82 quatre-vingt-deux 83 quatre-vingt-trois 84 quatre-vingt-quatre 85 quatre-vingt-cinq 86 quatre-vingt-six 87 quatre-vingt-sept 88 quatre-vingt-huit 89 quatre-vingt-neuf	90 quatre-vingt-dix 91 quatre-vingt-onze 92 quatre-vingt-douze 93 quatre-vingt-treize 94 quatre-vingt-quatorze 95 quatre-vingt-quinze 96 quatre-vingt-seize 97 quatre-vingt-dix-sept 98 quatre-vingt-dix-huit 99 quatre-vingt-dix-neuf
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100 cent	200 deux cents	201 deux cent un etc. ...
1000 mille	3000 trois mille	3001 trois mille un etc. ...

VERB TABLES

Regular -er verbs

	<i>Singular</i>		<i>Plural</i>	
jouer	je joue	<i>I play</i>	nous jouons	<i>we play</i>
<i>to play</i>	tu joues	<i>you play</i>	vous jouez	<i>you play</i>
	il/elle/on joue	<i>he/she/it plays,</i> <i>we play</i>	ils/elles jouent	<i>they play</i>

Reflexive verbs

se lever	je me lève	<i>I get up</i>	nous nous levons	<i>we get up</i>
<i>to get up</i>	tu te lèves	<i>you get up</i>	vous vous levez	<i>you get up</i>
	il/elle on se lève	<i>he/she/it gets up</i> <i>we get up</i>	ils/elles se lèvent	<i>they get up</i>

Irregular verbs

avoir	j'ai	<i>I have</i>	nous avons	<i>we have</i>
<i>to have</i>	tu as	<i>you have</i>	vous avez	<i>you have</i>
	il/elle/on a	<i>he/she/it has,</i> <i>we have</i>	ils/elles ont	<i>they have</i>

être	je suis	<i>I am</i>	nous sommes	<i>we are</i>
<i>to be</i>	tu es	<i>you are</i>	vous êtes	<i>you are</i>

il/elle/on est	<i>he/she/it is,</i> <i>we are</i>	ils/elles sont	<i>they are</i>
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aller	je vais	<i>I go</i>	nous allons	<i>we go</i>
<i>to go</i>	tu vas	<i>you go</i>	vous allez	<i>you go</i>
	il/elle/on va	<i>he/she/it goes,</i> <i>we go</i>	ils/elles vont	<i>they go</i>

faire	je fais	<i>I do/make</i>	nous faisons	<i>we do/make</i>
<i>to do,</i>	tu fais	<i>you do/make</i>	vous faites	<i>you do/make</i>
<i>to make</i>	il/elle/on fait	<i>he/she/it does/makes,</i> <i>we do/make</i>	ils/elle font	<i>they do/make</i>

Useful Websites for French

<http://www.alienlanguage.co.uk>

<http://www.momes.net/index.html>

<http://www.frenchrevision.co.uk/index.htm>

www.wildfrench.co.uk

www.adoptanescargot.com

<http://www.oup.co.uk/oxed/secondary/equipe/equipe3/teachers/overview/unit1/>

<http://www.languagesonline.org.uk>

<http://www.klbict.co.uk/interactive>

<http://mflresources.org.uk>

<http://www.ashcombe.surrey.sch.uk/curriculum/modlang/index.htm>

<http://www.linguascope.com>

<http://www.bbc.co.uk/languages>

<http://atschool.eduweb.co.uk/rgshiwyc/school/curric/HotPotatoes/index.htm>

<http://www.utm.edu/departments/french/french.html>

www.channel4.com/extra

<http://fmc.utm.edu/~rpeckham/DICO.htm>

<http://www.allo-languages.org.uk/>

<http://www.zut.org.uk/>

<http://www.jeuxpourenfants.org/>

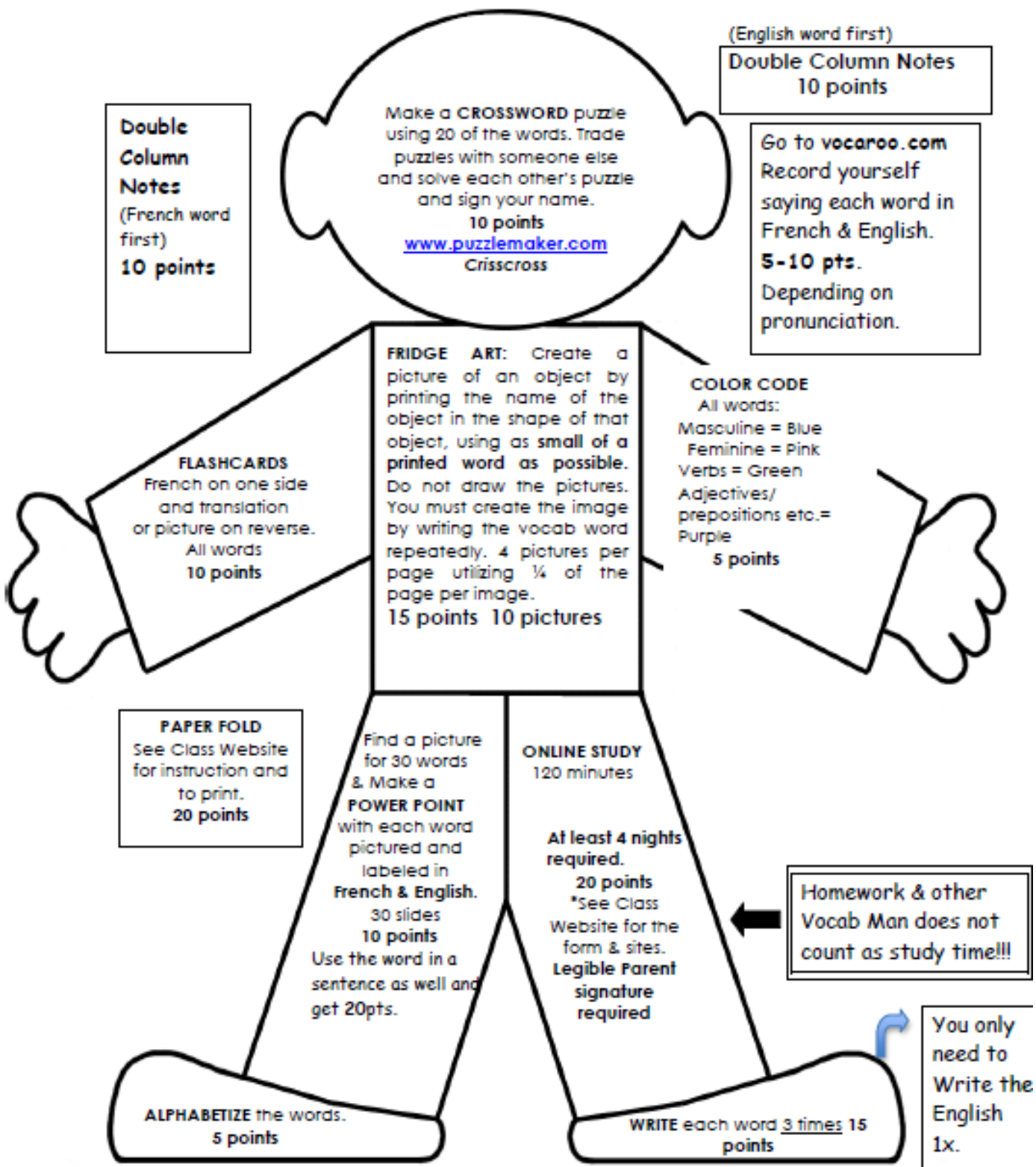
http://www.bbc.co.uk/schools/primaryfrench/index_flash.shtml

www.french.about.com

<http://www.atantot.com>

<http://www.frenchpodclass.com>

<http://www.poulefrites.com>



You will need to complete and hand in **50 points** worth of vocabulary practice during each chapter. You may choose any combination of practice to add up to **50 points**. This will serve as a homework grade and must be done in addition to any other assignment. You may only use a computer to complete the power point, the crossword puzzle, vocaroo and the online study.

Everything else is written practice.

Le Bonhomme de Vocabulaire

Spanish Tense Helpsheet

The Present Tense

This tense is used to describe what **IS HAPPENING NOW**.

<u>AR</u>	<u>ER</u>	<u>IR</u>
o	o	o
as	es	es
a	e	e
amos	emos	imos
áis	éis	ís
an	en	en

The Imperfect Tense (PAST)

This tense describes what **USED TO** happen.

Knock ending off infinitive +

<u>AR</u>	<u>ER/IR</u>
aba	ía
abas	ías
aba	ía
ábamos	íamos
abais	íais

The Preterite Tense (PAST)

This tense is used to describe **COMPLETED ACTIONS IN THE PAST**, often used with a time frame.

Knock ending off infinitive +

<u>AR</u>	<u>ER</u>	<u>IR</u>
é	í	í
aste	iste	iste
ó	ió	ió
amos	imos	imos
asteis	isteis	isteis
aron	ieron	ieron

The Perfect Tense (PAST)

This tense is used to say what **has** been done.

Part 1 Part 2

He

Has Knock off ar and add ado (hablado)

Ha Knock off er and add ido (comido)

Hemos Knock off ir and add ido (salido)

Habéis

Han

Irregulars

Abrir (abierto)

Decir (dicho)

Escribir (escrito)

Hacer (hecho)

Romper (roto)

Ver (visto)

Volver (vuelto)

Poner (puesto)

The Simple Future Tense

This tense is used to say what **IS GOING** to happen.

<u>Part 1</u>	<u>Part 2</u>	<u>Part 3</u>
Voy		
Vas		
Va	a	infinitive
Vamos		
Vais		
Van		

The Conditional Tense

This tense describes what **WOULD** happen.

Infinitive + following endings:

	<u>Irregular stems</u>
ía (hablaría etc)	
ías	Hacer - Har
ía	Salir - Saldr
íamos	Tener - Tendr
íais	Saber - Sabr
ían	Querer -Querr

The Real Future Tense

This tense describes what **WILL** happen.

Infinitive + following endings

	<u>Irregular stems</u>
é (hablaré etc)	
ás	Hacer Har
á	Salir - Saldr
emos	Tener - Tendr
éis	Saber - Sabr
án	Querer-Querr

Higher level writing ideas

1. Connectives

No solo...sino también (Not only....but also)

Por una parte... (On one hand)

Por otra parte...(On the other hand)

Aparte de (Apart from)

Así que (Therefore)

Ya que, dado que, puesto que (because)

2. Negatives

Nunca (never)

Ni...ni...(neither..nor)

Nadie (Nobody)

3. More complex opinions

Me irrita/Le irrita (It irritates me/it irritates him or her)

Me aburre/Le aburre (It bores me/it bores him/her)

Me fascina/Le fascina (It fascinates me/it fascinates him or her).

All followed or preceded by infinitive.

4. Longer or posher words

Change importante for primordial

Change causar for provocar

Change bueno for

espléndido/estupendo/maravilloso

5. Comparatives, Superlatives...

Más...que (more than)

Menos...que (less than)

Tan...como (as...as)

6. Exclamations!!

¡Qué buena idea! - What a good idea!

¡Qué desastre! - What a disaster!

7. Use 'muy' less

So use 'tan' (so) or verdaderamente (really) instead!

8. Subjunctive

Esperemos que si - Let's hope so

Ojalá pudiese (+ infinitive) - if only I could...

Si pudiera escoger + (conditional)

- if I could choose (I would...)

Para que pueda (+ infinitive) - so that I can...

No creo que sea tan difícil - I don't reckon that it will be that difficult

9. Lo + adjective

Lo bueno es que... - The good thing is that

Lo malo es que - The bad thing is that

Lo mejor es que - The best thing is that

Lo peor es que - The worst thing is that

10. Constructions followed by the infinitive

Antes de + infinitive

antes de ir - before going

Después de + infinitive

después de comer - after eating

Al + infinitive

Al llegar - On arriving

A pesar de + infinitive

A pesar de olvidar mi pasaporte - In spite of forgetting my passport

Decidir + infinitive

decidí jugar - I decided to play

Sports Science:

Learning Outcome 1: Understand different factors which influence the risk of injury

Extrinsic factors which can influence the risk of injury, i.e.

- type of activity
- coaching/supervision,
- equipment,
- safety hazards,

intrinsic factors which can influence the risk of injury, i.e.

- Physical preparation,
- Individual variables
- Psychological factors
- Posture and causes of poor posture
- Sports injuries related to poor posture

Learning Outcome 2: Understand how appropriate warm up and cool down routines can help to prevent injury

- The physical benefits of a warm up
- The psychological benefits of a warm up
- Key components of a warm up
- Physical benefits of a cool down
- Key components of a cool down
- Specific needs which a warm up and cool down must consider

Learning Outcome 3: Know how to respond to injuries within a sporting context

- Acute and chronic injuries
- Types, causes and treatment of common sports injuries
- How to respond to injuries and medical conditions in a sporting context
- Emergency Action Plans (EAP) in a sporting context)

Learning Outcome 4: Know how to respond to common medical conditions

- The symptoms of common medical conditions
- How to respond to common medical conditions

Geography

Paper 1 Living with the physical environment

1 hour 30 minutes

88 marks

Section A answer all questions

Section B answer all questions

Section C answer questions 3 and 4

Revision List

- Challenge of natural hazards
- Temperatures and carbon dioxide
- Extreme weather in the UK
- Characteristics and distribution of tropical storms
- Primary and secondary effects of volcanoes and earthquakes
- Distribution of eco systems
- Characteristics of rainforests
- Sustainable rainforest
- Opportunities and challenges in cold environments
- Coasts and erosional processes
- Sea defences
- Coastal landforms
- OS map skills
- Grid references
- River profile
- Effects of flooding
- River landforms

Engineering:

Learning aim A: Know about engineering processes used to produce modern engineered products	Learning aim B: Know about developments in engineering materials and technologies	Learning aim C: Understand how engineering contributes to a sustainable future
<p>Topic A1: Engineering sectors and products Types of products from the following engineering sectors:</p> <ul style="list-style-type: none"> • Aerospace • Automotive • Communications • electrical/electronic • mechanical • Biomedical • Chemical. 	<p>Topic B1: Modern and smart materials in engineering Applications, characteristics, properties and advantages/disadvantages of the following modern and smart materials used in engineering:</p> <ul style="list-style-type: none"> • modern composite materials – glass reinforced plastic (GRP), carbon fibre, Kevlar® • modern high-performance materials – tungsten, titanium, super alloys (nickel based, cobalt based), ceramics (boron carbide, cubic boron nitride, zirconia) • smart materials – shape memory alloys (SMAs), shape memory polymers, electrochromic, piezoelectric actuators and transducers. 	<p>Topic C1: Sustainable engineered products Characteristics, applications and advantages/disadvantages of Life Cycle Assessment (LCA) at the following stages for engineered products:</p> <ul style="list-style-type: none"> • raw materials extraction • material production • production of parts • assembly • use • Disposal/recycling.
<p>Topic A2: Mechanical and electrical/electronic engineering processes Processes including health and safety issues, characteristics, applications and advantages/disadvantages of the following engineering processes:</p> <ul style="list-style-type: none"> • machining – turning, milling, drilling • forming – casting, forging • fabrication – welding, shearing • electrical/electronic – PCB manufacture, surface mount technology. 	<p>Topic B2: Modern material foams in engineering Applications, characteristics and advantages/disadvantages of metallic foams as used in The automotive, biomedical and aerospace sectors e.g. aluminium, steel.</p> <ul style="list-style-type: none"> • hydrogen fuel cells, surface nanotechnology and telematics as used in the automotive sector • blended wing bodies as used in the aerospace sector • Bionics as used in the biomedical sector. 	<p>Topic C2: Minimising waste production in engineering Characteristics, applications and advantages/disadvantages of minimising waste production throughout the life cycle of engineered products, using the four Rs:</p> <ul style="list-style-type: none"> • Reduce materials and energy. • Reuse materials and products where applicable. • Recover energy from waste. • Recycle materials and products or use recycled materials.
<p>Topic A3: Scales of production Characteristics and advantages/disadvantages of the following scales of production used in engineering manufacture:</p> <ul style="list-style-type: none"> • one-off/jobbing production • batch production • mass production • continuous production. 	<p>Topic B3: Modern material processes in engineering Process, applications, characteristics and advantages/disadvantages of powder Metallurgy: powder mixing/blending, pressing/compacting, sintering.</p>	<p>Topic C3: Lean manufacturing Characteristics, applications and advantages/disadvantages of minimising waste at the production stage in engineering, using the following lean manufacturing techniques:</p> <ul style="list-style-type: none"> • Just-in-Time (JIT) • Kaizen • poka-yoke.
<p>Topic A4: Modern production methods Applications and advantages/disadvantages of the following modern production methods for production/assembly lines:</p> <ul style="list-style-type: none"> • robots • Computer Numerically Controlled (CNC) machinery. 	<p>Topic B4: New technologies in engineering Applications, characteristics and advantages/disadvantages of the following new technologies used in engineering sectors:</p> <ul style="list-style-type: none"> • optical fibres as used in the communications sector 	<p>Topic C4: Renewable sources of energy in engineering Processes, characteristics, applications and advantages/disadvantages of using the following renewable sources of energy in engineering:</p> <ul style="list-style-type: none"> • wind energy using turbines and wind farms • solar energy using photovoltaic cells and solar water heaters • hydro energy using dams, barrages and wave power • Geothermal energy using heat pumps and exchangers.