

Student Guide for Mock Exam 2:

Monday 26th February – Friday 9th March 2018

Week commencing 26 February 2018
(Timetable Week 2)

Year 11 Internal Exam Timetable

Date	Reg	Period 1	Period 2	Period 3	Period 4	Period 5	
Mon 26/02/18		English Literature (2h 15m)			Maths Calculator Paper 1 (1hr 30m)		
Tue 27/02/18		Computing (1hr 30m)			Spanish Listening (35m F / 45m H)		
Wed 28/02/18		RE (1hr 30m)		Break	Lunch	Chemistry (1hr)	
Thu 01/03/18		Biology (1hr)				History (50m)	French Reading (45m F / 1hr H)
Fri 02/03/18		Spanish Written (1hr F / 1.15m H)				Physics (1hr)	Spanish Reading (45m F / 1hr H)

Week commencing 05 March 2018
(Timetable Week 1)

Year 11 Internal Exam Timetable

Date	Reg	Period 1	Period 2	Period 3	Period 4	Period 5
Mon 05/03/18		History (1hr 15m)			Physics (1hr 15 F / 1hr 45 H)	
Tue 06/03/18		Computing (1hr 30m)		RE (1hr)	French Written (1hr F / 1hr 15m H)	
Wed 07/03/18		English Language (1hr 45m)		Break	Lunch	Maths Calculator Paper 2 (1hr 30m)
Thu 08/03/18		Chemistry (1hr 45 H / 1hr 15 F)				Biology (1hr 15m F / 1hr 45 H)
Fri 09/03/18		Maths Non Calculator (1hr 30m)				Geography (1hr 30m)

English:

English Literature – Will be an English Literature paper 2 and will be 2 hour 15 minutes.

English language - English Language paper 1 will be 1 hour 45 minutes long and include questions on the units indicated below

Paper	Skills
English Literature Paper 2	<p>Section A Modern texts: students will answer one essay question from a choice of two on their studied drama text (An Inspector Calls or Blood Brothers).</p> <p>Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from the Power and Conflict cluster.</p> <p>Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>
English Language Paper 1	<p>Section A: Reading One literature fiction text Reading (40 marks) (25%)</p> <ul style="list-style-type: none">• one single text• 1 short form question (1 x 4 marks)• 2 longer form questions (2 x 8 marks)• 1 extended question (1 x 20 marks) <p>Section B: Writing descriptive or narrative writing One extended writing question Writing (40 marks) (25%) (24 marks for content, 16 marks for technical accuracy)</p>

Maths Mocks (3 papers):

Paper 1 (Calculator)	Paper 2 (Calculator)	Paper 3 (Non Calculator)
Foundation	Foundation	Foundation
Polygons and Polyhedra Multiples, primes, LCM and HCF Rounding Use of < > and = Ordering fractions, decimals and percentages (mixed) Simplify expressions and substitution into expression Probability and frequency trees Enlargements Percentages, Ratio Distance /time graphs Forming and solving equations to solve problems Plotting a graph from a table of values Scatter graph Trigonometry and Pythagoras Constructions/ Loci Proportion	3D Shapes Fraction Arithmetic Volumes of Cuboids Bounds of measurements Directed numbers Ratio Rate of Flow Frequency Tree Fraction/decimal Metric Conversions Powers, Indices and Standard Form Plotting real life graphs/ $y=mx+c$ Mean Standard form on calculator Estimate of mean Simple Interest Proportion Constructions Congruency Forming equations Algebraic proof	Probability Line and rotational symmetry Polygons Best Value Averages Decimals to fractions Simplify expressions BIDMAS Indices Estimation Area Pie Charts Percentages and Ratios Parts of a circle Sequences and Nth term Prime, square and cube numbers DOTS Tree diagrams Standard Form
Higher	Higher	Higher
Fraction, decimals and percentages Density Solving linear equations Volume of prisms Describing transformations Estimate of the mean Trigonometry Simplifying algebraic fractions graphs of straight lines Compound Interest	Inequalities Sequences Ratio Finding equations of parallel lines Expand pairs of brackets and simplification Powers/ Indices Median class intervals Angles rules Re arranging formulae Compound units of measurement Loci Frequency Trees Reverse %	Square Roots Standard Form Indices Inequalities Area of circle Rounding Forming Expressions Perimeter and Area of trapezia Pie Charts Estimations

<p>Factorise linear and quadratic expressions</p> <p>Area of parallelogram</p> <p>Venn Diagrams</p> <p>Proportion</p> <p>Using quadratic graphs</p> <p>Areas of sectors</p> <p>Histograms</p> <p>Speed time graphs</p> <p>Vectors</p>	<p>Compound Measures</p> <p>Box plots</p> <p>Probability and Venn Diagrams</p> <p>HCF of algebraic expressions</p> <p>Functions</p> <p>Circle theorems</p> <p>Percentages</p> <p>Prime factors</p> <p>Cosine Rule</p> <p>Linear Programming</p> <p>Rates of change from graph</p> <p>Algebraic Proof</p> <p>Volume of Pyramid (3D trig and Pythagoras)</p> <p>Proportion</p> <p>Quadratic Functions</p>	<p>Ratios</p> <p>Polygons, interior and exterior angles</p> <p>Probability, listing combinations</p> <p>Volumes in similar shapes</p> <p>Angles on parallel lines and in circles</p> <p>Averages</p> <p>Area of triangles</p> <p>Cumulative frequency</p> <p>Recurring decimals/ fractions</p> <p>Equation of circle</p> <p>Sine Curve</p>
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Note: the order of the papers in this round of mock exams is 1) calculator P1, 2) calculator P2, 3) non-calculator.

Science:

All classes will sit 6 exams. The units covered in each exam are listed in the tables below, please look at the table relevant to your class

11s1

Paper	Units
Biology 1 1 hour 45min	1 – Cell biology, 2- Organisation, 3 – Infection and response, 4 – Photosynthesis and respiration
Biology 2 1 hour	5- Homeostasis, 6- inheritance and evolution
Chemistry 1 1 hour 45min	1-Atomic structure and the periodic table, 2 – bonding, 3 – quantitative Chemistry, 4 Chemical changes, 5 – Energy changes
Chemistry 2 1 hour	6-Rate of chemical reactions, 7 organic Chemistry, 8 Chemical analysis
Physics 1 1 hour 45min	1-Energy, 2-Electricity, 3 – Particle model, 4 - Atomic structure,
Physics 2 1 hour	5 – Forces, 6 Waves

11s2,11s3,11s4,11s5

Paper	Units
Biology 1 1 hour 15min	1 – Cell biology, 2- Organisation, 3 – Infection and response, 4 – Photosynthesis and respiration
Biology 2 1 hour	5- Homeostasis, 6- inheritance and evolution
Chemistry 1 1 hour 15min	1-Atomic structure and the periodic table, 2 – bonding, 3 – quantitative Chemistry, 4 Chemical changes, 5 – Energy changes
Chemistry 2 1 hour	6-Rate of chemical reactions, 7 organic Chemistry, 8 Chemical analysis
Physics 1 1 hour 15min	1-Energy, 2-Electricity, 3 – Particle model, 4 - Atomic structure,
Physics 2 1 hour	5 – Forces, 6 Waves

Religious Education:

Theme 1: Judaism (1-hour paper)

Beliefs

- Show understanding of all 8 key words given in the Judaism unit (Mitzvot, shekinah etc)
- Detailed knowledge of Jewish beliefs about God (God as one, Creator, Lawgiver, Judge, omnipotent, omnipresent, omnibenevolent, omniscient).
- Understanding of the term covenant. Particularly the covenant made between God and Moses. Why is Moses an important figure within Judaism? (Book of Exodus)
- The importance and worth of following the ten commandments. Evaluate whether the ten commandments are the most important part of Judaism. Could be traditionally and whether they are important still today. What other parts of Judaism are of similar or greater importance? (Pikauch Nefesh, beliefs about God (Shema), Covenants, Festivals, 603 other Mitzvot).

Practices

- Show understanding of all 8 key words given in the Judaism unit (Kosher, synagogue etc)
- Detailed knowledge of the Jewish practice of Shabbat. How is it celebrated in the home compared to at the synagogue? Thinking about the male and female roles during this practice.
- The festival of Passover (Pesach) and why it is important to Jews. Making reference to the Seder meal and what the food represents.
- Explore ideas that would suggest someone is a good 'Jew'. Do you have to go to the synagogue to be a good Jew? (Features of a Synagogue, importance of worshipping in the synagogue, synagogue during festivals, rituals that take place like Bar Mitzvah vs Charity work, Pikauch Nefesh, challenges of going to the synagogue on Shabbat, Identity and being a good person).

Theme 2: Life and Death

- Show understanding of all 8 key words given in the Life and Death unit (Death, heaven, hell, judgement, resurrection etc)
- Detailed knowledge of Jesus teachings on heaven and hell (think about the parables of the unmerciful servant, the rich young man and Lazarus, the sheep and goats). Understand what is meant by judgement.
- Importance of the Paschal candle used during the Easter vigil and during a Baptism service. Analyse the features of the Paschal candle.
- Christian and humanist approaches to life after death Resurrection of the body 1 Corinthians 15, immortality of the soul, Jesus parables and teachings on heaven, hell and purgatory. Evidence of paranormal, reincarnation, Near Death experiences. Humanist approaches against life after death, particularly no scientific evidence and death is the end.
- Christian and humanist approaches towards the controversial issue of euthanasia. The legalities of it. Having the right to die with dignity vs God's right and the Sanctity of life. Dying well and palliative care. Catholic and other Christian beliefs. Make reference to modern day examples.

Theme 3: Sin and Forgiveness

- Show understanding of all 8 key words given in the Life and Death unit (evangelisation, forgiveness, absolutism, relativism)
- Theories of Punishment (Deterrence, Protection, Reform, Retribution). Purposes and criticisms.
- Knowledge of Absolute and Relative Morality. Sources of authority that could link to these.
- Importance of the Seven Sacraments (Baptism, Confirmation, Eucharist, Reconciliation, Anointing of the sick, matrimony, Holy Orders).
- The importance of forgiveness for Christians. Lots of biblical references you could angle to (Matthews gospel, parable of prodigal son, the unmerciful servant Jesus, Bible, Church examples). Think about the main features of these sacraments and what they represent.
- Different Christian attitudes towards Capital Punishment. Acknowledgement of some of the non-religious responses. Catechism, Augustine, Pope John Paul II, Pope Francis). Research some key biblical quotes to use.

1 hour and a half paper

Key Skills

Analysis (Judgements made on Skill D responses: validity of arguments)

Knowledge

Influence of beliefs (on individuals, societies, communities: Skill C and D responses)

Sources of Authority (Popes, Biblical quotes, Philosophers, Catechism, Creed: All responses)

Specialist Language (all responses)

History Mock 2

Unit	%	Exam	Timings	Questions			
Paper 1: Thematic study and historic environment (1H10/10-12)	30%	Written examination 52 marks (16 for the historic environment , 36 for the thematic study)	1 hour and 15 minutes	Section A: historic environment - Whitechapel, c1870–c1900: crime, policing and the inner city.	Students answer a question that assesses knowledge plus a two-part question based on two sources It is marked out of 16. Both questions are compulsory	Question 1 describing features	<i>Describe two features of (4) ...</i>
						Question 2 (a): students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context.	<i>How useful are Sources A and B for an enquiry into ...? Explain your answer, using Sources A and B and your own knowledge of the historical context. (8)</i>
						Question 2 (b): students suggest a follow-up enquiry relating to one of the sources.	<i>How could you follow up Source A to find out more about ...? In your answer, you must give the question you would ask and the type of source you could use. (4)</i>
						Section B: thematic study - Crime and punishment in Britain, c1000–present	Students answer three questions that assess their knowledge and understanding. Questions 3 and 4 are compulsory. Students then select either Question 5 or Question 6. Of the 36 marks, up to 4 marks in Question 5/6 will be awarded for SPaG
					Question 4: this focuses on the process of change (e.g. why there was a rapid change/slow change/why change continued). Questions will normally span at least a century and may span much longer periods.	<i>Explain why ... has changed so much since You may use the following in your answer:</i> <ul style="list-style-type: none"> • ... • ... <i>You must also use information of your own. (12)</i>	
					Questions 5/6: requires a judgement and may focus any of the following: the <i>nature</i> or <i>extent</i> of change (change/continuity); <i>patterns</i> of change (turning points, i.e. significance); the <i>process</i> of change (factors bringing it about, i.e. causation); or the <i>impact</i> of change (i.e. consequence). Questions will normally span at least two centuries and may span much longer periods.	<i>'Statement.'</i> <i>How far do you agree? Explain your answer</i> <i>You may use the following in your answer:</i> <ul style="list-style-type: none"> • ... • ... <i>You must also use information of your own (16 - SPaG)</i>	

Paper 2: Period study	20%	Written examination 32 marks	50 minutes	Section A: Period study – 24/25 American West c.1835- 1895	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)
						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).	Write a narrative account analysing the key events of ... You may use the following in your answer: • ... • ... You must also use information of your own. (8)
						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)

Geography:

UNIT 2 Challenges in the human environment

Section A Urban issues and challenges

- Urbanisation patterns
- Factors affecting urbanisation
- LIC Mumbai challenges and opportunities
- LIC Mumbai improving quality of life
- HIC UK Urban areas
- HIC UK City London
- HIC London opportunities
- HIC London Challenges
- Urban regeneration London Olympics
- Sustainable urban living
- Transport in urban areas

Section B The changing economic world

- Measures of development
- Classifying development
- Factors affecting development
- Consequences of uneven development
- Demographic Transition Model & development
- Managing disparities in development (Closing the development gap)
- Case study tourism in a LIC NEE (Jamaica and Kenya)
- NEE case study location and importance Nigeria
- Industrial structure Nigeria
- Case study TNCs Nigeria and Shell
- Case study Trade and Aid Nigeria
- UK case study causes economic change
- UK case study industry and post-industrial economy
- UK case study rural economy
- UK case study developments in infrastructure
- UK case study North South divide
- UK case study Importance in the world

Section C The challenges of resource management

- Social wellbeing food energy and water
- Inequalities in supply and consumption
- Food supplies overview
- Water resources overview
- Energy resources overview
- Patterns of Energy
- Reasons for increased demand
- Factors affecting availability
- Impacts of energy Insecurity
- Strategies to Increase Energy
- North Sea example fossil fuels
- Sustainable energy futures
- LIC local renewable scheme

Computer Science:

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

Exam paper – Computational thinking, algorithms and programming (02) – 1.5 hours – NO CALCULATOR

- Topics to revise:
- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

French:

- 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)
- Practice past papers and tasks in your revision workbook.
- Ask Mrs Winn for booklets.
- Turn up to interventions.

Mock 2 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 1hour and 15 minutes / Foundation 1 hour)

Speaking Mock will be completed after February half term.

Spanish:

- Fully complete all your home learning booklets and hand them in on time.
- Learn at least 10 words a week from your **vocabulary booklets**/lists. In your homework booklets I have included lots of different strategies you can use to revise vocabulary.
- Spend at least 1 hour a week on **Memrise**.
Aim to complete the Year 11 St Patrick's course on Memrise as soon as possible so you have enough time to go back to the Year 10 St Patrick's course on Memrise and refresh your any words you may have forgotten/not learned.
They should both be completed by the end of April at the very latest to avoid last minute exam stress.
- Revise how to form the present tense, immediate future tense, the future tense, the preterite tense, the perfect tense, the imperfect tense, the conditional tense, the pluperfect tense, the gerund, irregular verbs and the subjunctive
- Revise when to use ser vs estar and por vs para.
- Create detailed mind maps for module 1, 2, 3, 4, 5, 6, 7 and 8 with the key topics and vocabulary you have learned.
- Hand in your **independent grammar booklet** and **independent listening learning booklet**. when it has been fully completed so it can be checked for accuracy.
- Come to **intervention** where we will be practising past papers. If you have missed a session catch up during lunch or after school on another day.
- Order a **revision book and exercise book** from your teacher (both at £2.49 each) and use it to revise and practice at home.
- Practice creating dialogues at home e.g. in a restaurant with a waiter and a customer and in a doctor's surgery between a doctor and a patient.
- Refer to the following **AQA website** for assistance with the vocabulary listed below and further information about the exam.
<http://filestore.aqa.org.uk/resources/spanish/specifications/AQA-8698-SP-2016.PDF>
- Revise the following: numbers from 1-1000, days of the week, months of the year, countries, nationalities, modes of transport, types of accommodation on holiday, the weather, problems in a hotel, how to write about what you study (school subjects), break time activities, sports, hobbies people have, genres of films/TV/books/music, how to describe what you do on the internet, body parts, how to say something hurts, different foods, problems in a restaurant, opinions and reasons for them, adjectives and adverbs, time phrases, prepositions, common question words, Spanish test instructions, comparisons, connectives, personalities, describing people, negatives, the alphabet, greetings, clothing, the seasons, location and distance, colours, weights and measures, shapes, materials, common abbreviations, family members, jobs, different places in town, directions, shops, equipment students bring to school, school facilities and school rules.