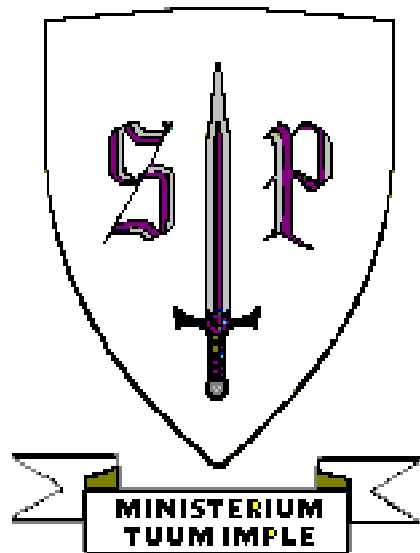


St Paul's Catholic School



Year 10 Revision Guide January 2012

Dear Year 10,

Congratulations on completing the first term of Year 10 and making an enthusiastic and pleasing start to your GCSE courses. Both the Pastoral Team and your subject teachers commend you on your efforts so far and we would like to wish you all the best for your up and coming exams.

We understand that revision and exams can be difficult and that you may be feeling a little anxious and overwhelmed with the thought of exams and how best to revise. You have been very lucky to receive such a detailed and well thought out revision booklet that is here to assist your learning and understanding and support you in your studies. You have also had the opportunity to learn from the MADE team who have kindly provided you with key skills and techniques which you should use alongside this revision guide to help you complete thorough and active revision.

As we have been discussing during our mentoring sessions, completing active revision in a calm, clear and well organised study area is the best way to approach your home learning, as it will allow you to better absorb content and material as well as encourage you to practice key skills needed to successfully complete exam questions.

Please remember you are not alone in your revision and preparations for exams. Talk with your parents/carers and friends about the positives and negatives of your revision and exam experiences and, if a technique is not working for you, do not be afraid to try another, particularly a technique that may have been suggested by another peer or your class teachers. Your class teachers, form tutor and both myself and Miss McIntyre are easily accessible and available to answer any questions you may have, or to simply discuss any concerns or problems you may be experiencing. You can speak to any member of staff in person and are also able to send an email if working from home. All staff email addresses are the same, just remember to change the name at the beginning of the address e.g. fiona.nodwell@st-pauls.org.uk

Once again I would like to wish you all the best in your exams and the preparations you will undertake in class and at home to be successful. When completing your revision, please remember:

*20% of what we read
30% of what we hear
40% of what we see
50% of what we do
90% of what we read, hear, see, say and do.*

ACTIVE REVISION IS THE KEY!!!!

Best of luck, Year 10 ☺
Miss Nodwell

Contents

The Faculty of Mathematics and Science

Mathematics
Science

The Faculty of RE and Humanities

RE
History
Geography

The Faculty of English and Modern Foreign Language

English
Modern Foreign Language

The Faculty of Expressive Arts

Physical Education
Music
Art

The Faculty of Communication and Design

Health and Social Care
Technology
Electronic Products
Textiles Technology
Resistant Materials
Graphic Products
Food Technology

MATHEMATICS



MATHEMATICS

Exam Information

The examination will be 1 hour and 45 minutes in length.

A calculator and a non calculator paper, both out of 100 marks.

50% of each paper will be answering short questions that are worth 1 or 2 marks.

50% of each paper will have longer style questions that might apply to a real life problem. These could be worth up to 10 marks.

Topic List

All the content you need to know can be found on www.mymaths.co.uk. This information can be filtered by target grade.

Topic lists by grade can also be found in the Maths area of the school Learning Platform.

Hints and Useful Resources

Always review a lesson in your time, this helps you to remember important points.

Visit www.mymaths.co.uk two or three times per week, keep practising! Maths is a sport, if you do not train or play regularly then you cannot succeed!

SCIENCE



phillipmartin.info

SCIENCE GCSE

Exam Information

All Dual Award Science students will sit a paper that consists of B1C1P1 questions.

Duration: 1 hour

Separate Sciences will sit 1 paper that will cover Unit 1 and work covered so far on Unit 2.

Duration: 1 hour 30 minutes

List of Topics

B1C1P1: These topics will be covered by Dual Award Students

Module B1: Understanding Ourselves

- a) Fitness and Health.
- b) Human Health and Diet
- c) Staying Healthy.
- d) The Nervous System.
- e) Drugs and You.
- f) Staying in Balance.
- g) Controlling Plant Growth.
- h) Variation and Inheritance

Module C1: Carbon Chemistry

- a) Making Crude Oil Useful.
- b) Using Carbon Fuels.
- c) Clean Air
- d) Making Polymers.
- e) Designer Polymers.
- f) Cooking and Food Additives.
- g) Smells.
- h) Paints and Pigments.

Module P1: Energy for the Home

- a) Heating Houses.
- b) Keeping Homes Warm.
- c) A Spectrum of Waves.
- d) Light and Lasers.
- e) Cooking and Communicating using waves.
- f) Data Transmission.
- g) Wireless.

Separate Sciences teachers will select topics covered from the following to be covered in the exam in addition to the units above:

Module B2: Understanding Our Environment Module

- a) Classification.
- b) Energy Flow.
- c) Recycling.
- d) Interdependence.
- e) Adaptations.
- f) Natural Selection.
- g) Population and Pollution.
- h) Sustainability.

P2: Living for the Future

- a) Collecting Energy from the Sun.
- b) Generating Electricity.
- c) Global Warming.
- d) Fuels for Power.

Module C2: Rocks and Metals

- a) The Structure of the Earth.
- b) Construction Materials.
- c) Metals and Alloys.
- d) Making Cars.
- e) Chemicals from the Air – Making Ammonia.
- f) Acids and Bases.
- g) Fertilizers and Crop Yield.
- h) Chemicals from the sea. The Chemistry of sodium chloride.
- e) Nuclear Radiations.
- f) Exploring Our Solar System.
- g) Threats to Earth.
- h) The Big Bang.

Revision Hints and Useful Websites

All pupils have been issued with a revision guide. The chapters of the revision guide are set out in the order above.

A new aspect to your exam is extended answers. This will feature on your mock exam and you will have a chance to practice them in lessons before half term.

With supportive websites, the BBC bitesize site now has direct board-related material at:

www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway/

This has summary revision activities (with mini films and animations) on each of the topic units and self tests which can be taken on either higher

or foundation with direct feedback. Although this has not yet been updated for the new course it has many topics.

RELIGIOUS EDUCATION



RELIGIOUS EDUCATION

Exam Information

- You will only sit 1 paper for RE.
- The mock will last for 1 hour and 30 minutes
- This will mean you will have approximately 23 minutes to answer each set of questions
- In total you will answer 4 sets of questions one from each of the four topic areas.
- Each set of questions will consist of an A, B, C and D question.

What to do in each question:

A TYPE QUESTION (2 marks)

- An A type answer should only ever be one sentence long as there are only two marks available for it.
- You must write a clear definition for the key word it must be the definition that you have learnt in class.
- This means you need to learn all key words!!

B TYPE QUESTION (4 marks)

- Here you will be asked a question that asks what you think about an issue you have learned about
- You **MUST** state your view clearly
- You **MUST** give two reasons for your beliefs or view
- You **SHOULD** develop and support your view with evidence and examples.
- Your answer needs to be at least 6 lines in length as there are 4 marks available.
- You should not write in bullet points.

C TYPE QUESTION (8 marks)

- You must explain in these questions and not describe.
- You must explain at least four points about the topic that you are talking about.
- You should try to use because or a similar connective to ensure that you are explaining why.

- You should try to use PEE in your answers to ensure you make a point explain it and support it with evidence from the bible or other sources you have looked at.
- Your answer needs to be at least 10 lines long as there are 8 marks available to you.
- ‘Explain’ questions are where your quality of written communication is tested.
- You should answer these questions in a formal style or English and ensure your spelling is correct.
- Try to use key words in this answer too.

D TYPE QUESTION (6 marks)

- In these questions you will be given a statement and there are two parts to your answer- you will be able to get three marks for each part.
 - i.) Here you will need to say whether you agree or not with the statement.
 - ii) Here you will need to give reasons why others may disagree with you.
- As a minimum guide you should make at least two points in each part of the answer and use evidence and key words to support what you are saying.
- Your answer should be at least 10 lines as there are 6 marks available.

Topic List

<u>Believing in God</u>	Revised	Tested and Revisited
1. The main features of a catholic upbringing and how it may lead to belief in God.		
2. How religious experience may lead to belief in God.		
3. The argument from design and belief in God.		
4. The argument for causation and belief in God.		
5. Scientific explanations of the world and agnosticism and atheism.		
6. How Catholics respond to scientific explanation of the world.		
7. Why answered prayers may lead to agnosticism or		

atheism.		
8. How Catholics respond to unanswered questions.		
9. Evil and suffering.		
10. How Catholics respond to the problem of evil and suffering.		
11. How two programmes about religion may affect a person's attitude to belief in God?		
<u>Matters of Life and Death</u>	Revised	Tested and revisited
1. Why Catholics believe in life after death and how this affects their lives.		
2. Non-religious reasons for believing in life after death.		
3. Why some people do not believe in life after death.		
4. The nature of abortion		
5. Different Christian attitudes towards abortion.		
6. The nature of euthanasia.		
7. Christian attitudes to euthanasia.		
8. The media and matters of life and death.		
9. How an issue from matters of life and death has been presented in one form of the media.		
10. The causes of world poverty.		
11. How and why CAFOD is trying to remove world poverty.		
<u>Religion and community cohesion</u>	Revised	Tested and revisited
1. How and why attitudes to the roles of men and women have changed in the United Kingdom.		
2. Different Christian attitudes to equal rights for women in religion.		
3. The nature of the UK as a multi-ethnic society.		
4. Government action to promote community cohesion in the United Kingdom.		
5. Why Catholics should help to promote racial harmony.		
6. The work of the Catholic Church to help asylum seekers and immigrant workers.		
7. The United Kingdom as a multi-faith society.		
8. Differences among Christians in their attitudes to other religion.		
9. Issues raised for religion by a multi-faith society.		
10. Ways in which religions work to promote community cohesion in the United Kingdom.		

11. How an issue from religion and community cohesion has been presented in one form of the media.		
<u>Marriage and Family Life</u>	Revised	Tested and revisited
1. Changing attitudes to marriage and divorce, family life and homosexuality in the UK.		
2. Christian attitudes to sex outside marriage.		
3. The purpose of marriage in Catholic Christianity.		
4. Christian's attitudes to divorce.		

Hints and useful resources

You should ensure that you devote an equal amount of time to each topic area in your revision.

Reflect on the feedback and targets you have been given after assessments in lesson and use these to guide your preparation.

Ensure you complete practice questions at home in time conditions and hand them to your teacher to mark.

Look on the learning platform for useful revision resources and quizzes to assist you with revision.

Use the A3 handout sheets that the RE department provide for you to assist revision.

Buy the revision guide from school to support you. This is available from Mrs Williams in K block.

HISTORY



GCSE History

The revision guide for paper 2 is available on the school's Learning Platform in the secure area, so you will need your password. This revision guide contains past paper questions, helpful hints on how to answer the different types of source questions and key information on each theme of the British depth study 1939-1975: Youth, Women and Immigration. You are also encouraged to speak directly to your teachers for further guidance.

Exam Information

In March, students will sit one examination paper which will last for 1 hour and 30 minutes.

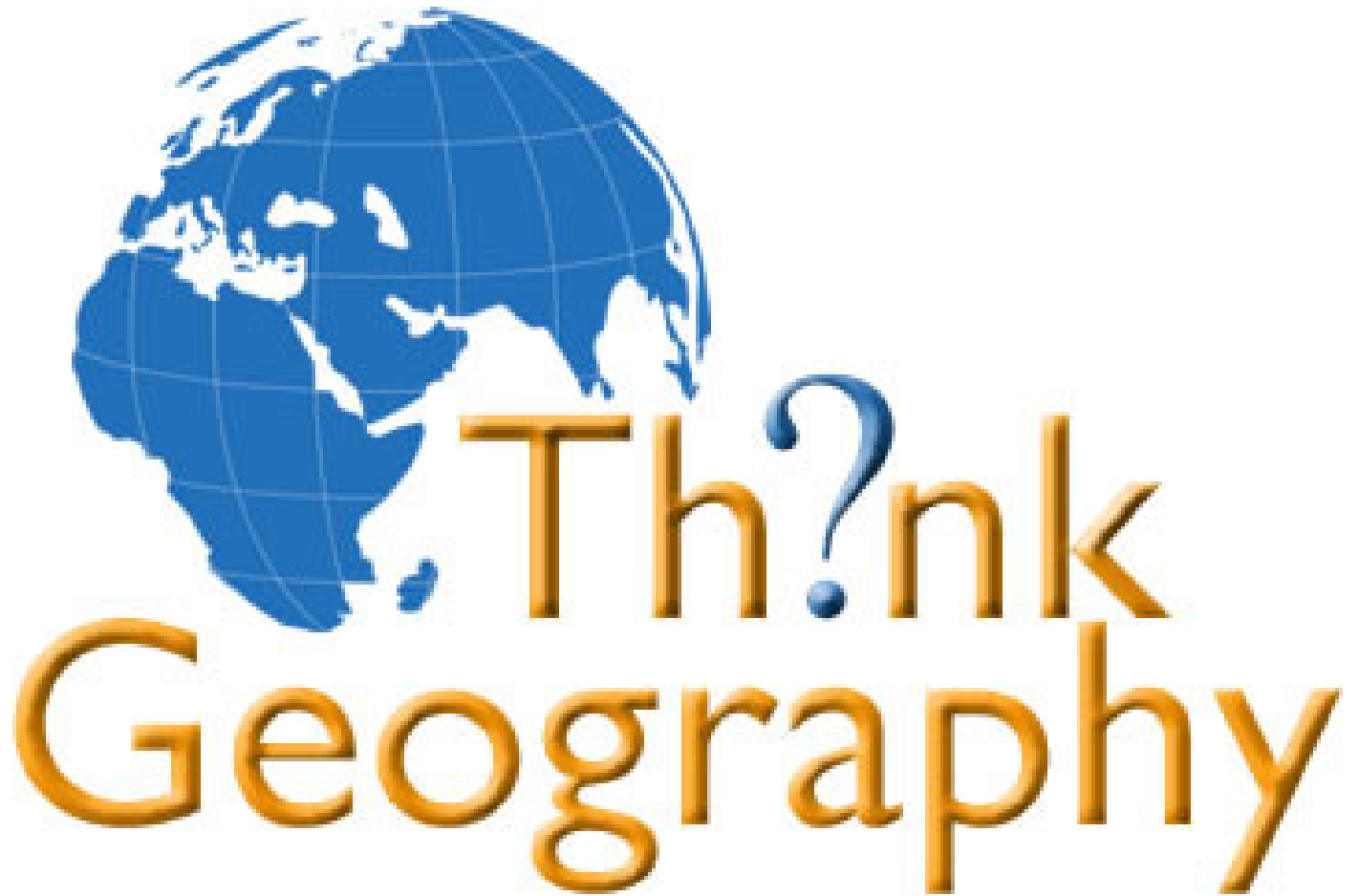
List of Topics

You **must** revise the following:

Depth Study: British Society 1939-1975

Key Question 1: How far did society change for British youth, 1939–1975?	
Focus Points	<ul style="list-style-type: none">• What were the experiences of children during the Second World War?• In what ways did the Second World War bring about the NHS?• What was it like growing up in the 1950s?• Why were there changes in the lives of teenagers in the 1960s?• How did teenagers and students behave in the 1960s and early 1970s?• How far did the lives of all teenagers change in the 1960s and early 1970s?
Key Question 2: How far did society change for British women, 1939–1975?	
Focus Points	<ul style="list-style-type: none">• What impact did the Second World War have on women in the years to 1951?• What was life like for most women in the 1950s?• How were women discriminated against in the 1960s and early 1970s?• What factors led to changes in the roles of women?• How much change had taken place for women by 1975?
Key Question 3: How far did immigration change British society, 1939–1975?	
Focus Points	<ul style="list-style-type: none">• Who came to Britain and why? (brief overview)• Why did different groups migrate to Britain between 1948 and 1972?• What were the experiences of immigrants to GB?• What was the political response to immigration?• How had immigrants contributed to British society by the early 1970s?

GEOGRAPHY



GCSE Geography

Exam Information

Edexcel B – Unit 2: People and the Planet – 1 hour paper

List of Topics

The revision list overleaf outlines **all** the key **geographical ideas** you will need to **know** for your March exam.

It is **essential** that you learn:

- 1) **All** the **case study detail** and can quote from **memory** the **key facts**.
The best way to do this is **revise** the geographical ideas and case studies once and then a few days later **revisit** the same knowledge and case studies again to **test** your knowledge.
- 2) **All** the geographical key words – use your **glossary!**

We have studied 4 out of 6 topics so your exam paper will look at these topics:

- 1) Living Spaces (2 questions)
- 2) Making a Living (1 question)
- 3) Changing Cities (1 question)
- 4) Population Dynamics (2 questions)

The Geography Department would like to wish you the best of luck in the exams!

Here are some tips on answering questions:

1) Read the question and look at the command words.

Annotate – add notes or labels to a map or diagram to explain what it shows.

Compare – look for ways in which features or places are **similar and/or different**. e.g. a city in a LEDC compared to a MEDC.

Complete – add a map or graph to finish it off.

Contrast – look for **the differences** between features or places. Often the question will ask you to compare and contrast.

Define – **give the meaning** of (maybe for 2 marks – get 2nd mark by being clear and giving an example).

Describe – **look at and give details** of what a map or diagram shows.

Discuss – describing and given **arguments for and against** say tourism to Thailand.

Draw – a sketch map or diagram with labels to point out key features.

Explain or account for – **give reasons** for the location or appearance of something.

Factors – reasons for the location of something such as a factory.

Give your (or somebody else's) vies – say what you or a particular group think about something, for example should limestone quarries be allowed in the Peak District.

Identify – name, locate, recognize or select a particular feature or features, usually from a map, photo or diagram.

Mark – put onto a map or diagram.

Name, state, list – simply write down a correct answer e.g. state an island in Thailand.

Study – **look carefully at** a map, photo, table, diagram etc – be ready to say what it shows.

With reference to/refer to examples you have studied – give specific details about your case studies. **NO CASE STUDY.... FEW MARKS.**

With the help of/using the information provided – make sure you include details from the information.

NB the difference between DESCRIBE and EXPLAIN
--

2)



Remember the difference between DESCRIBE and EXPLAIN



I can see from the graph that the temperature is highest in the month of August (27°C) and lowest in February (15°C). The wet season seems to be in the winter with the wettest month being December (approx 65mm). I can see that when the sun is hottest there is little or no rain. This is something which farmers in the region will find difficult.

The reason that a river is shallower on the inside bend is that the tightness of the bend means that water flowing there will travel much slower than on the outside of the bend. This means that on the inside the water has less energy which means that...

3)

Look at the number of MARKS available and spend an appropriate amount of TIME and effort trying to gain those marks. The only reason why your answer should be short is if you are stuck - REVISION WILL HELP YOU AVOID THIS.



REMEMBER it is 1 MIN PER MARK...IT IS AMAZING HOW MUCH YOU CAN DO IN 1 MIN.

c) Using examples, explain how cities are trying to reduce their eco-footprint (6)

Here for 6 marks you need to explain, using examples how CITIES are reducing their footprints. Probably 3 well explained points will get you full marks.

If the question has 4 marks or more, it is **LEVEL MARKED**. To get higher levels you need fuller written work. This involves **LINKED STATEMENTS** - make a point and then add to it, as shown here. This is the link.



LEVEL 1

An example of a how cities are trying to reduce their eco-footprint is by recycling their waste. BEDZed is somewhere that does that.

Examples of cities trying to reduce their eco-footprint include many schemes. For example BEDZed is a community development that tries to reduce its impact on the environment by recycling over 70% of its waste. It uses a bio membrane reactor which reduces the amount of waste water and lets the cleaned water be used again. It also has a car pool which reduces carbon emissions and the settlement is close bus stops, this means that public transport which is more efficient is used more. Furthermore, food miles can be reduced through farmers markets and box schemes that allow people to buy food locally. Most towns and cities have these, for example Newport Pagnell has one every month. Transport is another area where cities can reduce their eco-footprint. Milton Keynes is an example of this as it has many redways that are only for bikes or pedestrians. However Milton Keynes was designed with the car in mind and many people drive.

LEVEL 2/3

5) Use your case studies:

CASE STUDY	An example of...
Population Dynamics	
Mexico	High population growth and youthful population
Japan/Germany	Low birth rate and ageing population
Russia	Falling population
Yemen	Rising population
UK/Kenya	Population Pyramids
Estonia/Iran	Pro - <u>natalist</u> policy & anti <u>natalist</u> policy
EU/Poland	Immigration into UK
Living Spaces	
Chernobyl, Iraq, Detroit, Mumbai	Examples of places where there are strong reasons to leave – worst places to live
Mumbai	Rural Urban migration
Spain	Retirement places to live
Milton Keynes CMK	Flats for young professionals moving back into the city
Sustainable living	MK and <u>Curitiba</u> (Brazil)

5) Use your case studies (continued)

Changing Cities	
York and UK	<u>Ecofootprint</u>
York	Waste reduction
<u>BEDZed</u>	Car pool
CMK, <u>GPark</u> , Loughton and Coffee Hall	More sustainable transport
<u>Curitaba</u>	Sustainable city
Making a Living	
<u>BEDZed</u>	Sustainable living – waste, transport, community
You, MK and UK	Ecological footprints – amount of planets
Green employment sector	Construction and recycling
Your example	Ecotourism

ENGLISH



Aa Bb Cc Dd

ENGLISH

Exam Information

All pupils will sit a mock exam based on the writing section of Unit 1 'Media Non-Fiction'.

The exam lasts for **2 hours and 15 minutes**.

Section A: Reading

This section of the exam will ask you a range of questions based on three sources of media non-fiction text.

The exam is testing your ability to understand, interpret and analyse language and presentational features of non-fiction texts.

Section B: Writing

This section asks you to complete two tasks.

What to do for each question.

Question 1

- This is the shorter question.
- You should spend 25 minutes writing your answer
 - You should spend a few minutes at the beginning to plan your answer.
 - You should use a few minutes at the end to proof read your work.
- This question will ask you to write to a particular audience in a particular form informing them about something, explaining something and maybe describing something.
- For example it could ask you to write a letter to the Education Minister **describing** your school and informing him of the things you think should be done to improve education for teenagers.

Question 2

- This is the longer answer.
- You should spend 35 minutes writing your answer.
 - You should use a few minutes at the beginning to plan your answer.

- You should use a few minutes at the end to proof read your work.
- This question will ask you to write to a particular audience in a particular form **persuading** them of something or **arguing** your point of view on a topic.
- For example it could ask you to write an article for a local newspaper arguing that Milton Keynes Council does not provide enough leisure facilities for teenagers.

Topics

You should revise language and presentational features of media non-fiction texts

You could create mind maps of these techniques and practise identifying them in texts and exploring their effects.

You should read media non-fiction texts such as newspapers, websites, leaflets and letters and explore the sort of language they use to meet the needs of their audience and purpose.

You should revise the language and organisational features of:

- Writing to inform
- Writing to persuade
- Writing to argue

You should also revise spelling, punctuation, paragraphing and grammar rules to ensure your writing is accurate.

You will be marked for the following:

Reading:

- Retrieving and interpreting information.
- Identifying language techniques and analysing their effects in a text.
- Discussing how texts meet the needs of audience and purpose.
- Identifying presentational devices and analysing their effects.
- Comparing sources, the techniques used and their effect.

Writing:

- Using language suitable for purpose and audience.
- Use of creative vocabulary.
- Organising your writing effectively through paragraphs, sentence structures and discourse markers.
- Using accurate spelling.
- Using accurate punctuation.

Revision Hints

Use your exercise book as the starting point for your revision.

Use the materials your teacher has provided you for Unit 1. This includes exemplar answers, the mark scheme and example questions.

For the reading section, remind yourself of what each question will focus on.

Ensure that you understand the language features of writing to inform, persuade and argue.

Reflect on the feedback and targets you have been given from assessments and writing tasks in class.

Ask your teacher for practice exam questions and complete these at home under timed conditions. Hand them to your teacher to mark.

Practise planning answers quickly using mind maps, bullet points etc.

Practise proof reading your work to remove all errors in spelling, punctuation and grammar.

MODERN FOREIGN LANGUAGE



**Foreign
Language**

MODERN FOREIGN LANGUAGE

Exam Information

You are undertaking examinations in Unit 1 (Listening) and Unit 3 (Reading).

In Unit 1 (Listening), through discussion with your teacher, you will either take a Foundation paper or a Higher paper. The Foundation paper will last 30 minutes and the Higher paper will last 50 minutes.

These exams will be the same type of exams as you will be sitting at the end of Year 10 (your real examinations in Listening and Reading) so it will be a really good chance for you to understand exactly what you need to do, as well as your strengths and weaknesses in each skill.

You have got a comprehensive revision booklet and you should be completing one reading/listening assessment per week from this. (Answers are on the Learning Platform).

Topic List

For Unit 1 (Listening) and Unit 3 (Reading), you will need to revise the following topics:

OUT AND ABOUT

Visitor Information
Basic Weather
Local Amenities
Accommodation
Public Transport
Directions

CUSTOMER SERVICE AND TRANSACTIONS

Cafes and restaurants
Shops
Dealing with problems

PERSONAL INFORMATION

General Interests

FUTURE PLANS, EDUCATION AND WORK

Basic language of the internet

Leisure Activities
Family and Friends
Lifestyle (healthy eating and exercise)

Simple job advertisements
Simple job applications and CV
School and College
Work and work experience

Hints and Useful Websites

www.edexcel.com – choose “I am a” and click on “student” to find revision resources direct from the exam board. Click on "looking for question papers and mark schemes?" and follow the instructions to access past papers and mark schemes for all languages. Please be aware that it is likely that you will also be completing some of these past papers in class as part of in class revision.

www.bbc.co.uk/schools/gcsebitesize/ - revision activities for MFL - choose your subject from the list at the top of the page

www.linguascope.com - games and revision activities for all levels. Find the student log-in and password details on the Key Stage 3 board in the corridor of the department (or ask your teacher) to access this site.

www.s-cool.co.uk – for revision activities

www.ashcombe.surrey.sch.uk/curriculum/modlang - this is the website of a Language College with many videos, gap fill exercises, resources for your iphone. Click on Student Resources then find your language.

www.gcse.com – go to the French and German sections to get practice papers

www.listenlive.eu – a definitive list of European radio stations streaming live over the internet. Listening to these for even 5 minutes per day will help with listening.

http://www.netmasters.co.uk/european_newspapers a definitive list of European newspapers. Reading these for even 5 minutes per day will help with reading.

REMEMBER WE HAVE LOTS OF MAGAZINES AND NEWSPAPERS FROM FRANCE, GERMANY, ITALY AND SPAIN IN THE LIBRARY. ASK IF YOU CANT FIND THEM!!

PHYSICAL EDUCATION



PHYSICAL EDUCATION

Exam Information

The March examination will last for 1 hour and 30 minutes

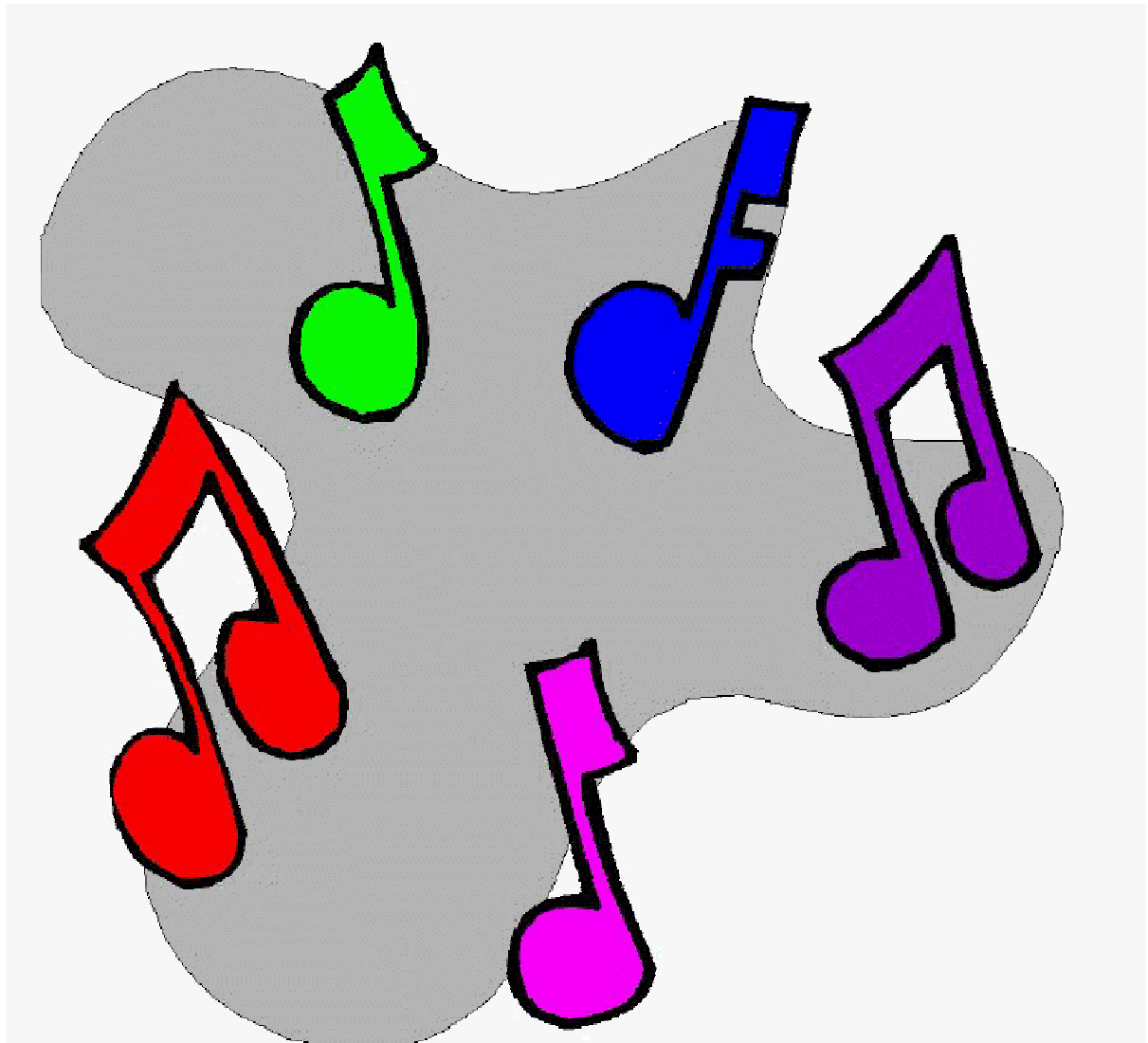
List of Topics

- Skill and health related fitness components.
- Training principles
- The muscular system
- The skeletal system
- The respiratory system

Hints and Useful Resources

Use your homework booklets and textbooks to revise from.
You may also like to use the following website – bbc.co.uk/bitesize

MUSIC



Music

Exam Information

The examination will last for 1 hour and 30 minutes.

List of Topics

- Chopin Piano Prelude No 15 in D flat major Op 28
- Mozart 1st Movement from Symphony No 40 in G minor
- Schoenberg 'Peripetie' from Five Orchestral Pieces Op 16
- Bernstein 'Something Coming' from West Side Story
- Steve Reich 34rd movement from Electric Counterpoint
- Miles Davie 'All Blues' from Kind of Blue
- Moby 'Why Does My Heart Feel So Bad?' from Play
- Capercaillie 'Skye Waulking Song' from Nadurra
- Rag Desh

Hints and Useful Resources

Revision material is on the Learning Platform under Key Stage 4 revision materials.

For further details check out the Edexcel website: www.edexcel.com

ART



phillipmartin.info

ART

Exam Information

Pupils will be sitting a 3 hour exam in the art rooms.

Topic List

In the lessons leading up to the exam, pupils have been learning how to successfully meet the four assessment objectives required for Art and Design. The exam will focus on a specific objective as appropriate, which will have been discussed with their class teacher. If pupils need to remind themselves of the assessment objectives they should refer to their study guides or look on the learning platform.

HEALTH & SOCIAL CARE



GCSE Health and Social Care

Exam Information

- Unit 1 – Understanding Personal Development and Relationships
- A 1-hour and 15-minute written examination will be completed with 70 marks available. The examination will consist of multiple-choice questions and a series of questions based on case studies and short scenarios requiring short to medium length answers.
- The paper will be written specifically for the mock exam as students will not have covered the entire course content prior to the exam. Below is a shortened version of the full revision list which students have received in class. The full revision list covers the whole unit content which will be assessed by external examination in June 2012, with the shortened version below providing guidance on the topics that may come up in the mock exam.



Topic List:

Topic Area	Covered	Understanding	Revised
Human growth and development			
The different life stages <ul style="list-style-type: none"> • Infancy (0-2 years) • Early childhood (3-8 years) • Adolescence (9-18 years) • Early adulthood (19-45 years) • Middle adulthood (46-65 years) • Later adulthood (65+ years) 		☺ 1 2 3 4 5 ☹	
Physical growth and development across the life stages		☺ 1 2 3 4 5 ☹	
Intellectual/cognitive development across the life stages		☺ 1 2 3 4 5 ☹	
Emotional maturity across the life stages, including language development		☺ 1 2 3 4 5 ☹	
Self-concept across the life stages and how it is affected by factors such as gender and appearance		☺ 1 2 3 4 5 ☹	
Social development across the life stages		☺ 1 2 3 4 5 ☹	

Hints and Useful Resources

Students may find the exam board website www.edexcel.com useful, although they will have covered everything required for the mock exam during class activities and in the successful completion of homework tasks. In addition, students have the opportunity to attend the Thursday session for additional examination support (S109, 3.35pm-5pm, every Thursday).

TECHNOLOGY



GCSE DESIGN AND TECHNOLOGY – ELECTRONIC PRODUCTS

Exam Information

Exam Board: AQA

Exam Duration: 2 hours

The exam will be in two parts:

Section A is worth 30 marks – Design question based around pre-release materials.

Pupils will have to write specification, produce creative design ideas quickly, evaluate own ideas, develop an idea in detail.

Section B is worth 90 marks – Pupils will be asked questions on the topics listed below.

Topic List

AREA OF KNOWLEDGE	Fully Aware	Needs Revision
Power Supplies		
Mechanical Switches		
Resistors		
Diodes		
LED's		
Bi-polar transistors		
FET's		
Thyristors		
Relay		
Opto Isolators		
Operational Amplifiers		
Logic		
Microcontrollers		
Potential Divider		
Electronic Switches		
Timers		
Integrated Circuits		
Monostable		
Astable		

AREA OF KNOWLEDGE (continued)	Fully Aware	Needs Revision
Counters		
Interface Devices		
Output Devices		
Transducer Inputs		
Materials		
Smart Materials		
Preparing Materials		
Processes		
Applying Finishes		
Commercial Manufacture		
Systems & Control Procedures		
Social, Cultural, Moral, Environmental and Sustainability Issues		
Computer Aided Design		
Computer Aided Manufacture		
Health and Safety		
Construction Techniques		
Test Equipment		

Useful Websites

www.aqa.or.uk

www.bbc.co.uk/schools/gcsebitesize/

www.Technologystudent.com

GCSE DESIGN AND TECHNOLOGY – TEXTILES TECHNOLOGY

Exam Information

Exam Board: AQA

Exam Duration: 2 hours

The exam will be in two sections:

Section A – Design Brief – Africa

Research fabrics, components, pattern, decorative techniques and fair trade textiles.

Section B is worth 90 marks – Pupils will be asked questions on the topics listed below:

Topic List

Fibres/fabrics – Polyester and natural, interfacing, smart fabrics.

Decorative techniques – Screen printing , batik, CAD

Sustainability – Plastic bottles and fleece.

Moral – Fair trade.

Components – Seams constructing and neatening, recognise darts, hems, cuffs, buttonholes and collars.

Health & Safety – Industrial production.

Manufacturing – Specification, sub assembly, methods of production in industry, prototypes, CAM.

Testing – Quality assurance and quality control.

Labelling – Care, fibre, fabric and environmental symbols/logos.

Useful Websites

www.aqa.org.uk

www.bbc.co.uk/schools/gcseitsize/

www.Technologystudent.com

GCSE DESIGN AND TECHNOLOGY – RESISTANT MATERIALS

Exam Information

Exam Board: AQA

Exam Duration: 2 hours

The exam will be in two sections.

Section A is worth 36 marks – Design question based around pre-release materials.

You will be given the pre-release design theme a few weeks before the exam. You should research the theme and practice some designs and drawing techniques before the exam.

Section B is worth 84 marks. Pupils will be asked questions on the topics listed below:

Topic List

- Properties of materials (Woods, Metals, Plastics, Composites, Smart Materials).
- Components, adhesives (Glues) and finishes.
- Design and market influences (product analysis, design specification, evaluation of ideas).
- Detailed planning for manufacture using knowledge of manufacturing processes including CAD/CAM and quality control.
- Tools and equipment.
- Health and Safety.
- Social, moral, environmental and sustainability issues.
- Product life-cycle.
- Industrial production scales and techniques.

Useful Websites

www.technologystudent.com is a very useful website that covers all of the above topics and also includes some practice questions.

The Letts and Lonsdale Essentials GCSE Design and Technology Resistant Materials Revision Guide can be purchased from www.lettsandlonsdale.com for £4.99 and is a very useful revision tool.

GCSE DESIGN AND TECHNOLOGY – GRAPHIC PRODUCTS

Exam Information

Exam Board: AQA

Exam Duration: 2 hours

The exam will be in two parts.

Section A is worth 30 marks. Design question based around pre-release materials.

Pre-release: Promotional packaging of confectionery.

Pupils will have to use the given design brief and specification to sketch creative design ideas quickly, evaluate their own ideas and develop an idea in detail.

Section B is worth 90 marks. Pupils will be asked questions on the following topics.

Topic List

Nets for packaging (surface developments)
Materials – Papers, Cards, Plastics, Modelling
Moulding Plastics – Injection, Blow, Vacuum
Drawing Methods
Scale
Flow Diagrams
Ergonomics & Anthropometrics
Equipment used in Graphics Studio – Names, Uses, Safety
Designers Studied X 5 and their areas of expertise
Signage and Logos
Packaging – Main 5 reasons for, materials used and symbols on packaging
Sustainability – 6 R's
Moral, Social, Cultural Issues of Design

Useful Websites

www.bbc.co.uk/schools/gcsebitesize/
www.Technologystudent.com
www.aqa.org.uk

GCSE DESIGN AND TECHNOLOGY – FOOD TECHNOLOGY

Exam Information

Exam Board: AQA (www.aqa.org.uk)

Exam Duration: The exam will last for 2 hours and has two parts.

Section A is worth 30 marks. Design question based around pre-release materials.

Pupils will have to write a specification, produce creative design ideas quickly, evaluate own ideas, develop an idea in detail.

Section B is worth 90 marks. Pupils will be asked questions on the following topics.

Food Safety Hygiene

- Contamination and microbiological hazards
- Spoilage and Preservation
- Temperature Control
- Personal Hygiene
- Cleaning and disinfection

Properties of Food

- Carbohydrates (sugars and starches)
- Proteins (meat, poultry, fish and eggs)
- Fats & Oils
- Vitamins and minerals
- Additives
- Healthy Eating
- New Technology - GM foods, nanotechnology.

Food Processes

- Combining Ingredients
- Standard Components
- Scale of Production
- Quality Control
- Domestic and Industrial Equipment
-

Marketing and Environment

- Social issues
- Environmental and Ethical issues
- Labelling
- Packaging

Useful Websites

www.aqa.org.uk

www.bbc.co.uk/schools/gcsebitesize/

www.Technologystudent.com