

Year 12 Advice to Year 11 (Given in March)

What helped you be successful last year in year 11?

- **I picked friends who helped me study and didn't demotivate me**
- I was independent and worked hard at home. I refused to be influenced by others who didn't want to work
- I did lots of past papers and wasn't worried about going and asking my teachers for extra help
- I asked my teachers for extra resources
- I found as many past papers as possible including papers from other exam boards when the content is similar
- I attended the revision sessions put on by the school
- I read the revision guides but more importantly I did the questions in the accompanying work book

What advice would you give to your 'year 11 self'?

- Start revision earlier
- **Don't procrastinate**
- Do 2-3 hours every day after school
- Don't limit yourself
- Set high targets
- Use a combination of sources for practice questions
- Read mark schemes and **use the language of the mark schemes** when you answer questions
- Buy lots of folders to organise past papers and notes
- Buy basic stationary
- **Don't let your phone distract you**
 - Turn off wi-fi (use airplane mode)
 - Leave it to charge downstairs
 - Give your phone to your parents
 - Use 'Forest' app to lock phone if you use sites which you choose to avoid
 - Delete all social media apps until after exams

- Don't let gaming get in the way - sign off games until June!
 - Download 'Stayfocused' program for your computer
- Even out revision across all subjects
- Invest in sleep
- Get your parents involved - it helps if you share what your plans are with your parents so that they can help with motivation
- Use post it notes to write down revision tasks and complete a set number per day
- If you miss a revision task catch it up next day
- **Complete tasks not time**
- Find out what works best for you, for example, what time of day are you most productive?
- Get the environment right - make sure your desk is clear and the room is not too hot
- Incorporate your study patterns into your lifestyle - you need high endurance to be successful - exercising helps
- It's ok to learn on your own if that's what works best for you
- On the day of the exam don't feel the need to talk to others before and after - just focus on yourself
- It's ok not to get things
- You're only human - you need breaks!! If you end up tired all the time you may reduce your efficiency
- **Work hard now; don't leave regret**

Which online resources would you recommend?

- www.youtube.com - use for difficult topics you are struggling with - always put in spec and exam board - plus use alongside doing questions
- www.mathsgenie.co.uk/gcse.html
- www.physicsandmathstutor.com
- quizlet.com
- <https://apps.ankiweb.net/> (great for creating flash cards)
- GCSE pod

Please note that when surveyed current year 11 Beths students say phones, procrastination and distraction from friends represent the biggest barriers to efficient learning outside of school

MATHEMATICS

How to get a grade 7

- To get a grade 7 in 2017 you needed 52%. Last year it was 58%. Though it is not certain, we believe that it will increase again this year so you should be targeting 62%.
- There is no official rules about what precisely are grade 7 topics however this is a good list: surds, bounds, direct and inverse proportion, quadratic formula, factorising, algebraic fractions, rearranging formula, trig/exponential graphs, harder rearranging of formula, composite and inverse functions, iteration, cosine rule, sine rule, trig area of triangle, congruent triangles proofs, 3D Pythagoras, histograms, Venn diagrams
- An ability to engage with the grade 8 and 9 topics is also important at least picking up the first few marks on the harder questions.
- As a rough guide to get a grade 7 you should be confident in everything 'up to the staples' (the halfway point) but then be prepared to have a go at questions in the second half of the paper
- Basic arithmetic errors should be rare at this level and competent manipulation of fractions is important
- Algebra skills are important and rearranging formula is important

How to get a grade 8

- To get a grade 8 in 2017 you needed 65%. Last year it was 71%. Though it is not certain, we believe that it will increase again this year so you should be targeting 75%.
- There is no official rules about what precisely are grade 8 topics however this is a good list: quadratic simultaneous equations, transforming graphs, number proofs, completing the square, velocity/time graphs, proof of circle theorems, perpendicular lines and equations of tangents, vector proofs, probability equations questions
- To get a grade 8 no topics should be off limit
- Competent manipulation of fractions is important and excellent algebra skills are needed
- Creative approach to problem solving is important
- Being able to apply algebra skills to any problem is important
- Understanding how a questions might have elements from 2 or more topics mixed together

How to get a grade 9

- To get a grade 9 in 2017 you needed 79%. Last year it was 84%. Though it is not certain, we believe that it will increase again this year so you should be targeting 88%.
- To get a grade 9 not only must you have high levels of confidence in all topic areas but also you must be able to creatively tackle problems using algebra skills if necessary to solve problems
- You must also be highly logical in your ability to explain your maths so that you are able to collect full marks in proof and 'show that' questions
- You cannot drop marks on low grade topics so high competence on the entire syllabus is required including on some of the unusual data handling questions
- Being able to go beyond the syllabus to the basics of A level in algebra, trigonometry and some statistics will help
- Attention to detail is needed with high levels of ability in spotting (and hence eliminating) errors

Top recommended websites:

<https://www.mathsgenie.co.uk/>

<https://corbettmaths.com/>

<https://hegartymaths.com/>

<http://www.examsolutions.net/>

<http://bland.in/edexcel.html>

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

Exam board - Edexcel

<https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf>

ENGLISH

How to get a Level 7

Literature	Language
<ul style="list-style-type: none"> • Apply PEA to all responses - the focus on the developed Analysis part • Sustained personal engagement with developed interpretation • Sustained and detailed focus on Q throughout • Close word analysis linked to writer's meaning • Confident use of terminology • Confident knowledge of appropriate quotes • Use a range of points from across the text • Confident references to context where relevant • Embed quotes • Use CGP guides to revise and complete practice qs • Pair poems in various different ways • Bullet point essay plans for lots of different titles • Plan for each character, theme for novel and plays 	<ul style="list-style-type: none"> • Be strict about moving on to next question according to timings <p>Writing</p> <ul style="list-style-type: none"> • Plan to show an awareness of audience • Create a mood shift using light/dark/time of day • Range of interesting vocabulary <p>Reading</p> <ul style="list-style-type: none"> • Use PEA - but have fully developed exploration in your analysis that does something a bit extra • Use the reading text in the exam as a springboard • Confident grasp of range of language and structure techniques • Confident awareness of text genre and purposes • Analyse and explore in detail aiming to cover whole text • Refer to 'The writer.....' frequently • Use 'Evaluate' words appropriately • Say a lot about a little

How to get a Level 8

Literature	Language
<ul style="list-style-type: none"> • Re-read set texts and other related literature • Use a range of alternative interpretations - explore a range of revision websites and youtube presentations (created by teachers) 	<ul style="list-style-type: none"> • Be aware of timings and detail needed for each question • Read a range of non-fiction texts and engage with writer's ideas <p>Writing</p>

<ul style="list-style-type: none"> • Detailed with a range of valid points • Use complex terminology accurately • Secure and controlled use of quotes • Have a through and detailed understanding of whole text - comment on beginning, middle and end • Relevant knowledge of context which supports meaning • Further reading for more subtle points about themes and context 	<ul style="list-style-type: none"> • Plan to include ending • Include a title • Create a mood shift using tone of narrator • mature, sophisticated vocabulary <p>Reading</p> <ul style="list-style-type: none"> • Use the reading texts from the course to help structure ideas • Awareness that language & structure are linked • Link quotes to develop analysis
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How to get a Level 9

Literature	Language
<ul style="list-style-type: none"> • Critical reading around all texts • All answers should be detailed and evaluative • Use a sophisticated and complex range of terminology • Use quotes discriminatingly • Identify patterns and structural connections across whole texts • Make perceptive comments about meaning linked to genre conventions • Perceptive knowledge of how context aids meaning - wider reading and using multiple sources - understand the historical period for each text, including all poems • Move away from PEA - analysis should be more organic and sophisticated where points are logically structured and original, demonstrating a more mature insight into writer's ideas and themes 	<ul style="list-style-type: none"> • Answer every question in detail - controlled use of timings <p>Writing</p> <ul style="list-style-type: none"> • Plan to include effect on reader • Apply your reading into your writing style • Use subtle mood shifts • Engaging and sophisticated vocabulary - read more! <p>Reading</p> <ul style="list-style-type: none"> • Read a wide selection of fiction and non-fiction outside of the course • Aim for a range of interpretation • Evaluate across a text using a range of linking points • Embed quotes • Identify subtle aspects of writer's techniques • Link points back to question showing a confident understanding of the way language is used to convey a character, themes, idea, point of view

SCIENCE

To achieve grades 7-9 in Biology, Chemistry, Physics and Combined sciences

You must be able to demonstrate relevant and comprehensive, in depth, knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using accurate scientific terminology. Learn and revise the specification thoroughly, including the content highlighted in bold. This should include all key words and definitions.

You must ensure you understand the 'command words' used in examination questions. Definitions of these can be found in the specification.

Concept mapping is a useful tool for learning a topic.

You must be able to use a range of mathematical skills to perform complex scientific calculations. Be clear about the types of graphs you must draw in the exam. Label axes correctly and include appropriate units.

You must critically analyse qualitative and quantitative data to draw logical, well-evidenced conclusions. Make sure enough detail is included in your answers, particularly those that are 3,4 and 6 marks.

You must critically evaluate and refine methodologies, and judge the validity of scientific conclusions

Make sure you have a clear recall of the equipment and methods for the course core experiments and how these can be applied to different contexts.

Practice lots of exam questions. Mark these critically and review areas of weakness. Papers can be found on the OCR Exam Board website.

From Specification:

To achieve Grades 8 candidates will be able to:

- demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using accurate scientific terminology;
- use a range of mathematical skills to perform complex scientific calculations;
- critically analyse qualitative and quantitative data to draw logical, well-evidenced conclusions;
- critically evaluate and refine methodologies, and judge the validity of scientific conclusions.

EUROPEAN

MFLs

To achieve highly in the reading and listening papers, you need to read the questions carefully (and whether you're to write the answers in the Target Language OR English!); look at the example answers and think about what you are being asked to do:

In multiple choice questions

- read each of the options carefully, think about the vocab. you might expect to read/hear and then read and listen carefully
- if you spot the answer straight away, great! (Just double check it.) If not, try to work it out by a process of elimination - it's likely that words in each of the answers will be mentioned but don't let yourself be tricked...
- ... think about and look for negatives, time phrases and connectives to help you get to your answer!

For answers **where you have to write a word**

- be sure you are writing the correct kind of word (e.g. does it need to be an infinitive, a noun, an adjective?)

For answers **requiring a sentence**

- ask yourself - have you got all the information? Write down everything you read/hear that you think is part of the answer and, write it in the correct tense!
- read/listen carefully to make sure you haven't missed anything. Don't leave blanks anywhere.
- if all else fails, make an informed and educated guess (did you get some words?.. Put them into a sentence that you think could be the answer!)

The writing paper:

To achieve highly in both the 16 marker and 32 marker, be sure to:

- include 3 different time frames - past, present AND future (a few verbs in each.)
- include opinions that are extended beyond adjectives (e.g. instead of "she is friendly", write "when I cannot do my homework, he/she helps me" or instead of "it is useful", write "it give me the opportunity to practise/to learn". (Give detail - add depth.)

- Be sure that your opinions are better than the average (use "in my humble opinion", "there's no room for doubt that", "one cannot deny that" and so on instead of "I think that" and "I believe that".)
- include more complex connectives (given that, since, due to the fact that.)
- use the higher level structures discussed with your teacher(s): You're likely to have around 5.
- use time phrases and a couple of different negatives (e.g. "never", "neither... nor".)
- EMPLOY some different Steps to Success (not just opinions and connectives) - e.g. a subjunctive and an idiom.
- use some different conjugations of the verbs (e.g. he/she/we/they.)

How to get grades 8 and 9

- be sure to go into depth - be anecdotal (describe an event - what happened? Who did what? What was the result?)

For the top marks, you CANNOT make verb mistakes so check through for silly mistakes or if you're wondering whether you've got the right conjugation of a verb, perhaps substitute it for another that you KNOW is correct.

The translation parts of the reading and writing papers:

Into English: Don't leave gaps - use context, common sense and informed and educated guess work to write a full translation. Check your tenses!

Into Target Language: Same as the above but if you don't know the exact word in the TL, use another that you think is along the same lines - another that if you use it, the reader would still understand the translation!

Top recommended websites:

Memrise (the links you have)

Kerboodle - go back through the book and redo readings and listenings and look at the photo card pages

ZigZag resources (on the system)

You could also consider getting a CGP revision guide and/or the AQA translation/grammar workbooks from Amazon (please see your teacher(s) for guidance.)

MANDARIN

To achieve highly in the reading and listening papers, you need to read the questions carefully; look at the example answers and think about what you are being asked to do:

In multiple choice questions

- read each of the options carefully, think about the vocab. you might expect to read/hear and then read and listen carefully
- if you spot the answer straight away, great! (Just double check it.) If not, try to work it out by a process of elimination - it's likely that words in each of the answers will be mentioned but don't let yourself be tricked...
- ... think about and look for negatives, time phrases and connectives to help you get to your answer!

For answers requiring a sentence

- ask yourself - have you got all the information? Write down everything you read/hear that you think is part of the answer!
- read/listen carefully to make sure you haven't missed anything. Don't leave blanks anywhere.
- if all else fails, make an informed and educated guess (did you get some words?.. Put them into a sentence that you think could be the answer!)

The writing paper:

To achieve highly in both the 16 marker and 32 marker, be sure to:

- include 3 different time frames - past, present AND future (a few verbs in each.)
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- use a variety of connectives (not only...but also...; although...however...; both...and...; in addition...)
- use the higher level structures discussed with your teacher(s): You're likely to have around 5.
- use time phrases and negatives
- use a 3rd person (e.g. he/she/they.)

How to get grades 8 and 9

- be sure to go into depth - be anecdotal (describe an event - what happened? Who did what? What was the result?)

For the top marks, you **CANNOT** make tense mistakes so check through and make sure you have used the right character/very to set up the past/future

The translation parts of the reading and writing papers:

Into English: Don't leave gaps - use context, common sense and informed and educated guess work to write a full translation.

Into Target Language: Same as the above but if you don't know the exact word in the TL, use another that you think is along the same lines - another that if you use it, the reader would still understand the translation!

Top recommended websites:

Memrise (the aqa vocab you have)

Quizlet - the vocab we go through in class

The Chairman's Bao (the online website to which you have been subscribed to assist with reading and listening)

GEOGRAPHY

How to get a grade 7

- To have achieved a grade 7 in 2018 you needed to score 57%. A grade 6 was 49%. These boundaries appear low, we anticipate they will rise in 2019. Though it is not certain, we believe that it will increase again this year so you should be aiming to overshoot last year for a grade 7 at 62%.
- Written answers should be explicit i.e. crystal clear in detail.
- Points need to be specific and explained.
- Location detail is precise i.e. where *exactly* is Dharavi in Mumbai?
- Map skills are implicit in a grade 7 geographers: 4 and 6 figure grid references, measuring straight and curved distances. They understand gradient and contours. Grade 7 geographers are able to identify human (e.g. examples of communication) and physical (e.g. relief) landscapes.
- Numeracy skills should be honed. Students need to be able to accurately calculate: percentage change, percentiles, median, mean, range, quartiles and the interquartile range. Grade 7 students can accurately sketch trend lines through scatter graphs, make predictions and interpolate or extrapolate. For each type of graph grade 7 students should be able to detect weakness in the presentation method.
- Graphical skills require grade 7 students to complete partially unfinished graphs and maps: line and bar charts, pictograms, histograms, divided bar, scatter, population pyramids, choropleth, isoline, dot, dot size, proportional symbols and flow lines.
- Information will be interpreted, extracted and geographical decisions and substantiated conclusions will be made.
- Balanced 9 mark answers understand the relationship between people and the environment.
- Grade 7 students will be confident with their fieldwork knowledge and Pre-seen element of Paper 3. They will have memorised annotations, averages and anomalies in the Pre-release booklet.
- Flash cards, flow diagrams, mind maps and tree diagram revision techniques will all be used.
- A glossary of key terms will be written out by a grade 7 student and stuck up on their wall.
- A supplementary workbook will be purchased and worked through by a grade 7 student such as the purple-fronted AQA GCSE REVISION WORKBOOK: for the 9-1 exams (specification 8035).

How to get a grade 8

- Detail/ data is used to support answer.
- Development of the answer by range/ depth.
- Complex relationships understood between people and the environment.
- Wide range of data collected and recorded accurately.
- Skills and evidence evaluated.
- Informed and reasoned judgements made.
- Weaknesses or bias detected in all forms of data.
- Excellent use of geographical vocabulary used in written answers.

How to get a grade 9

- Specific detail to support and enhance answer.
- Answer developed in range and depth.
- Complex relationships explained between people and the environment.
- Wide range of data collected and recorded accurately.
- Skills and evidence critically evaluated.
- Informed and reasoned judgements backed by factual evidence.
- Weakness and bias detected, responded to and commented on.
- Consistently excellent use of geographical vocabulary throughout answers.
- Additional work, wider reading and utilisation of web resources to inform answers.

Top recommended websites:

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

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

<https://www.bbc.com/bitesize/subjects/zkw76sq>

<https://www.s-cool.co.uk/gcse/geography>

<https://www.internetgeography.net/>

<http://www.geography-site.co.uk/pages/revision/>

<https://studywise.co.uk/gcse-revision/>

HISTORY

How to get a Grade 7, 8 or 9

The simplest way to ensure that you can access the top grades at GCSE is through regular practice. This means completing practice questions on a regular basis and checking them against mark-schemes. The more familiar you become with the language of the question and the structure that you need to use over the next couple of months the easier you should find it to write answers for the higher mark questions and to access the top marks. You have been given a whole pack of questions by your history teacher so you must work through them.

This is what OCR (the exam board for GCSE History at Beths) says about achieving the top grades:

'To achieve grade 8 candidates will be able to:

Demonstrate relevant and comprehensive knowledge, using first order concepts, combined with a sophisticated understanding of key features and characteristics:

- *construct a convincing line of reasoning using second order concepts*
- *critically analyse and evaluate, to reach reasoned, substantiated judgements:*
 - *a range of sources, in context, to investigate historical issues*
 - *interpretations and why they may differ'*

What do marks do I need to achieve grade 7 or above?

Each year the exam board (OCR in our case) set grade boundaries which identify the mark required to achieve a certain grade. These change every year and there has only been one sitting of this course so far (2018 was the first year).

The grade boundaries for last year's History GCSE were as follows:

Paper	Total marks for paper	Grade 9	Grade 8	Grade 7
1. International Relations and Germany	105	85	76	68
2. Migration	50	39	35	31
3. Impact of Empire	55	48	45	41
Total marks across all three papers:	210	172	156	140

Let's now look at what you can do on each paper to access the higher marks:

Paper / Question	Style of question	What the exam board say
International Relations:		
1 (5 marks)	Usually phrased thus: Outline the impact of...	<p>The key to this question is to construct a statement which:</p> <ul style="list-style-type: none"> • outlines the main trends or impacts asked about, • support with one or two examples of this trend or impact. • Students need to ensure they use dates and key language. • Write a narrative showing how the events fitted together.
2 (10 Marks)	Explain why.... (identifying an issue / reason for something happening during a specific period)	<ul style="list-style-type: none"> • Students need to identify an event they see as a reason and explain how or why it causes the issue. • Each has to be identified clearly and separately so the examiner can see this, • Students need to have a two sided answer. • They need to use specific examples to back up the two sides. • They should avoid generalisations. • At the end, the judgement makes a focused answer to the question and has a reason for the decision
3 (25 marks)	Study Interpretation Do you think this interpretation is fair comment....? Use your knowledge and other interpretations of Appeasement to support your answer.	<ul style="list-style-type: none"> • The key advice is for students to make clear their understanding of the Interpretation and then make sure they explain the views of opposing or supporting interpretations. • They need to support their argument about whether they believe the argument(s) contained in Interpretation A to be fair or not. • Students need to show excellent subject knowledge. • Their answer needs to identify ways in which the source is right, and then ways that it is wrong.

		<ul style="list-style-type: none"> • It must also show an awareness of the historiography, in other words different interpretations of the debate. • At the end, the answer makes a clear judgement about the question.
4 (20 marks + 5 SPAG)	<p>Study Interpretation ...</p> <p>Explain why / why not all historians have agree with this interpretation.</p> <p>Use other interpretations and your knowledge to support your answer.</p>	<ul style="list-style-type: none"> • Students make clear their understanding of Interpretation B. • Selecting and developing a smaller number of examples (from both sides) is better than giving a comprehensive coverage of all views. • They can then explain why particular schools of thought held these opposing views. • Students need to show that they have understood the source fully by explaining what it showings / tells us. • Students need to give precise examples of supporting knowledge in their explanation.
Germany		
5 (2 marks)	Describe	Students make one specific point. They then developed it with a precise example.
6 (10 marks)	Explain why... (something happened or started to happen after a certain date)	<ul style="list-style-type: none"> • This is similar to International Relations Question 2 • Students need to identify an event they see as a reason and explain how or why it causes the issue. • Each has to be identified clearly and separately so the examiner can see this • Although they are connected, they are not the same idea. • Students need to have a two sided answer. They need to use specific examples to back up the two sides. • They should avoid generalisations. • At the end, the judgement makes a focused answer to the question and has a reason for the decision • Also it needs to clearly show that they are able to link the event to the changes that it caused.
7 (10 marks)	Study sources.....	<ul style="list-style-type: none"> • Students need to take a positive approach towards the sources and look for the ways in which historians would find them useful.

	Is one source more reliable / valuable / useful...	<ul style="list-style-type: none"> • Students need to identify the part of the source a historian would find interesting and useful as evidence of some aspect of the history of the period. • Alternatively, they could study the source and make a direct inference (e.g. useful as evidence about ...) they must explain and support this point though. • Answers should refer to the provenance (e.g. commenting on the issue of the purpose / author of the source making it more reliable (or not)) • They should identify details in the source and show detailed contextual knowledge. • Students also need to show a two sided answer which helps them reach a decision which answers the question at the end.
8 (18 marks)	(Statement about a particular issue in Germany at the time) ...How far do you agree with this statement?	<ul style="list-style-type: none"> • Students must take time to think through and plan their response. • They should certainly engage with the key factor in the statement. • They should then consider other factors, one at a time. • It is not necessary to provide a narrative of events. • They should take another factor and explain the effects of that factor. • They should ideally then take time to explain whether they felt this factor was more or less significant than others. • This should be repeated for at least one other factor
Migration		
1	Describe two examples... (4 marks)	<ul style="list-style-type: none"> • Students need to be specific in their answers. • Students can limit themselves by including too many generic points, • It is also important for candidates to focus on the specific demands of the question, i.e. two examples
2	Explain the impact of ... (Usually asks students to assess a period of at	<ul style="list-style-type: none"> • Students need to write a paragraph explaining each point.

	<p>least 300 years) (8 marks)</p>	<ul style="list-style-type: none"> • Students are most successful when they identify the reason, demonstrate specific understanding of it and then explain the impact, and ensure they have fully addressed the question. • This question is examined in the same way as question 2 and question 6 on Paper 1 and candidates • And students should approach it in the same way.
<p>3</p>	<p>How significant was ... to England? (aspect of migration looking at long term consequences) (14 marks)</p>	<ul style="list-style-type: none"> • Students need to show they are fully aware of the issue of significance fully with candidates, both in terms of long-term, short-term, reach, size and type of impact. • Students should avoid simply focusing on change rather than significance. • Significance is different. Students do this by showing what change took place and then at the end of each paragraph emphasise the significance. • The best marks are awarded to students who identify the criteria for significance at the start of their answer and then fit the explanation around it. • Those students who carefully plan their answer for this question can do this. Students should not be put off by time constraints and avoid planning. In the long run planning can save time and gain marks.
<p>4</p>	<p>'Between ... (dates) ...main reason ... ' How far do you agree with this statement? (24 marks)</p>	<p>Planning answers to this question is vital for students. It will enable them to focus on fewer points but make points in greater depth.</p> <p>Students should also ensure they focus on the question rather than narrate events - this can easily happen when writing for 30 minutes.</p> <p>Two issues for each period specified in the question is ample for students to obtain a top mark.</p> <p>Students have to be specific about the reasons they identify, supporting with accurate factual support from which demonstrate that impact.</p> <p>Good revision is key. Students who do not revise thoroughly were unlikely to be able to cover both</p>

		the periods specified in the question and so would not access the top marks.
Empire		
1	<p>Explain how...(may be linked to English expansion / affect on another part of the world during the time period 1688-1730)</p> <p>10 marks</p>	<ul style="list-style-type: none"> • Students need to be tightly focused on the precise question being asked. • Knowledge which is overly descriptive (no matter how detailed or extensive) will not be rewarded at the highest levels. • Knowledge needs to answer the question set.
2	<p>Study Sources A-C. (statement given referring to the period) How far do sources A-C convince you that this statement is correct? Use the sources and your own knowledge to explain your answer.</p> <p>20 marks</p>	<ul style="list-style-type: none"> • Students must develop their confidence and ensure they are familiar with handling sources from the time period. • They need to use sources as evidence in addressing a particular statement/question. • Students benefit from more practice at evaluating how convincing evidence. • Students need to consider: <ul style="list-style-type: none"> ○ context of each source, ○ the purpose/motivation of its author(s), ○ the other sources in the collection
3	<p>Explain why there were... in (name of area under study) during ...</p> <p>10 marks</p>	<ul style="list-style-type: none"> • Students need a clear understanding of the area in the study. • They then need to be able to link their knowledge to the question being asked. In addition to this, careful attention to the wording of the question benefits students.
4	<p>Study sources...</p> <p>Which of the sources is more useful to a historian studying the reasons why ... (link to the area and a key date in its history.)</p> <p>10 marks</p>	<ul style="list-style-type: none"> • Students will benefit from practising with contemporary sources • Students will be given prompts in lessons, e.g. they may be asked to consider whether particular sources could be used as evidence of (for example) reasons for migration, impact of migration, or responses to migration. • Or perhaps the sources might provide evidence about the experiences of migrants, or how particular events affected the area. • The students could also consider the ways in which sources might be useful as evidence.

For other subject areas teachers will provide guidance directly in lessons