Love of learning

Preparing for A level

Super curriculum

Support

Endurance

Responding to feedback

Get sleep

Avoid distractions

Year 10 GCSE Study Guidance

Dedication to learning

Endeavour

Ambition

time

Developing good habits

Committed to success

Advice from senior students

What helped you be successful last year?

- **I picked friends who helped me study and didn't demotivate me**
- I was independent and worked hard at home.
- I did lots of past papers and wasn't worried about going and asking my teachers for extra help
- 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

Looking back, what advice would you give to yourself?

- Start revision earlier
- **Don't procrastinate**
- Do 2-3 hours every day after school
- Don't limit yourself
- Set high targets
- 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
- 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

- **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
- 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 previous year 11 Beths students say phones, procrastination and distraction from friends represent the biggest barriers to efficient learning outside of school

Examination information

Please be advised of the following procedures and expectations for formal examinations at BETHS. It is very important that all students are familiar with these expectations and the exam board requirements. During formal examinations, if these criteria are not strictly followed, it can result in the student being disqualified from the exam.

- Arrive on time and fully prepared with the correct equipment – pens, pencils, ruler, eraser, and calculator (where required).
- Ensure all equipment is stored in a clear pencil case or plastic bag.
- students must not take into the examination room any unauthorised materials or equipment which might give them an unfair advantage such as notes, calculator cases/instruction leaflets, bags, mobile phones/tablets/ MP3 players.
- Students may have a clear water bottle with a 'sports top', to prevent any spillages (all labels must be removed from the bottle).
- All students must be punctual for exams. Boys must line up in silence in the covered quad before the exam.
- On entering and leaving the exam hall there must be complete silence at all times.
- All exams must be written in black ink.
- No correction fluid or pen erasers should be used; if you make a mistake, cross it out with a single line and start again.

Please be advised that the school will not be handing out any stationary. Therefore it is essential that all boys come prepared.

You will need to ensure you know your candidate number, as you will be sat in examination order.

GCSE 2021 Subjects

General guidance for all students:

- Use your lesson time wisely – stay focused, participate, ask for help.
- Complete all homework fully and on time – keep yourself on track.
- Ensure you aware of the exam board, revision guides and mark schemes – take notes of these or ask your teacher for further details.
- Begin revision of your subjects now. At the end of every topic you can make revision notes. This will help you to be thoroughly ready and prepared for revision in year 11.
- Ensure that you have a good knowledge of essay phrases and accurate English, so that you can present, justify and evaluate your points clearly in all exams.

Those aiming for 7-9s will also:

- Complete extra practice papers
- Read more widely on the topic for deeper understanding
- Further research and practice a difficult topic or concept and ask for support in understanding it
- Ensure they are regularly revising each subject
- Use revision time productively – by making summary mind maps, revision cards to test knowledge or completing exercises from a revision guide.
- Ensure they have a good balance between current work, exam preparation and free time.

GCSE 2020 - Early Entry Subjects

On the following pages you will find guidance for success in these subjects. Ensure you carefully read the information and put it into practice. Your subject teachers can provide you with further details and resources where needed.

Your revision for these subjects needs to begin now. Any queries or difficulties should be taken to the teacher for guidance.

RE

Economics

Computing

All DT subjects

Computing

There are two papers for the exam and they both have 80 marks.

- The topics you need to be familiar with for Paper 1 include:
    - Systems Architecture
    - Memory
    - Storage
    - Wired and wireless networks
    - Network topologies, protocols and layers
    - System security
    - System software
    - Ethical, legal, cultural and environmental concerns

- For Paper 2 the topics include:
    - Algorithms
    - Programming techniques
    - Producing robust programs
    - Computational logic
    - Translators and facilities of languages
    - Data representation

- Essay questions are likely to appear in both papers. For any essay question, you need to show your knowledge on the scenario/topic. You must also apply your knowledge to that scenario giving pros/cons, where possible, for a balanced discussion. Finish with a brief conclusion.
- Make sure you use relevant computing terminology and good, clear English.

Approximate grade boundaries. This could well increase by a few marks each year.
Grade 7 = 56/80 in each paper
Grade 8 = 62/80 in each paper
Grade 9 = 68/80 in each paper

Top recommended websites:

https://ocr.org.uk/qualifications/gcse/computer-science-j276-from-2016/

https://w3schools.com

https://craigndave.org/

https://www.bbc.com/bitesize/examspecs/zmtchbk

https://cambridgegcsecomputing.org/

Design & Technology

How to get a Level 7

Contextual Challenge 50% & Exam 50%	
Investigation Evidence of limited investigation and identification of partially relevant design possibilities, which are partially justified in relation to the contextual challenge. ● Basic assessment of user needs and wants and the requirements of the prototype in response to the contextual challenge, with limited appropriate reference to form and function. ● Superficial evidence of links between the design requirements and the research undertaken in relation to the contextual challenge. ● Basic design brief that demonstrates a simplistic response to the contextual challenge, addressing some of the investigated needs and wants of the user. ● Limited range of specification points that are basic and partially measurable, based on a superficial investigation of research in relation to the contextual challenge. ● Basic justification of the performance requirements for the product in relation to the contextual challenge. **Design** ● Considered selection and fully appropriate use of techniques to communicate design ideas. ● Considered selection and fully appropriate use of computer-aided design (CAD) techniques to communicate design ideas. ● Considered selection and fully appropriate use of written techniques to communicate design ideas. ● Fully developed analysis of the refinements made to the chosen design in response to the contextual challenge, which considers fully appropriate factors and makes fully appropriate connections between elements of the design. ● Effective evaluation of the refinements made to the chosen design, supported by fully sound reference to feedback made by others and the consideration of the materials, components and manufacturing techniques.	**Evaluate** • Can test and evaluate my final product against my specification and improve on my products as a result • Know my responsibility is as a designer and show this in my work • Understand the impact of my product on individuals, society and the environment • Look at existing products that are relevant to my work and use them for ideas • Know about new technology and smart materials and how they can help my designs and the user of my product • Can test and evaluate my final product against my specification. **Mathematics Skills & Science** • The composition of some important alloys in relation to their properties and uses Selecting appropriate materials • The physical properties of (materials), how the properties of materials are selected related to their uses Knowledge of properties of materials to be applied when designing and making • The main energy sources available for use on Earth (including fossil fuels, nuclear fuel, biofuel, wind, hydroelectricity, the tides and the Sun), the ways in which they are used and the distinction between renewable and non-renewable sources Understanding of how to choose appropriate energy sources • The action of forces and how levers and gears transmit and transform the effects of forces Knowledge of the function of mechanical devices to produce different sorts of movement,

Make ● Considered selection of materials that are mostly appropriate for the chosen prototype. ● Show a generally sound understanding of material properties of the materials used in the prototype. ● Produce a prototype that demonstrates generally competent making skills. ● Generally considered selection of materials, fixtures, components and fittings, which are mostly appropriate for the chosen prototype. ● Generally competent use of tools, equipment and techniques for the manufacture of the prototype.	changing the magnitude and direction of forces

How to get a Level 8

Contextual Challenge 50% & Exam 50%	
Investigation ● Evidence of adequate investigation and identification of some relevant design possibilities, which are mostly justified in relation to the contextual challenge. ● Mostly developed assessment of user needs and wants and the requirements of the prototype in response to the contextual challenge, with some appropriate reference to form and function. ● Some developed evidence of links between the design requirements and the research undertaken in relation to the contextual challenge. ● Generally sound design brief that demonstrates a coherent response to the contextual challenge, addressing many of the investigated needs and wants of the user. ● Mostly developed range of specification points that are realistic and mostly measurable, based on a mostly relevant investigation of research in relation to the contextual challenge. ● Generally sound justification of the performance requirements for the product in relation to the contextual challenge. **Design** ● Fully developed analysis of design ideas leading to effective refinement and development of designs, which considers comprehensive factors and makes fully relevant connections between elements of the design.	**Evaluate** • Superficial analysis of the prototype developed in response to the contextual challenge, taking into account the end user and product specification, and showing a partially considered approach to testing against measurable criteria. • Basic evaluation of the prototype, taking into account the intended purpose of the prototype, including its sustainability through a life cycle analysis and drawing partially appropriate conclusions from testing against measureable criteria. • Compare and contrast existing products by analysing them and explaining how the information I have found will influence my own designs • Understand the developments in design and technology. This includes the use of smart materials • Can test and refine my ideas and products against the specification. I take into account the views of intended users and other interested groups. • Understand the responsibilities of designers and technologists and engineers and clearly show this in my work • Can evaluate the impact of my product on individuals , society and the environment • Can analyse existing products and use this to develop my ideas

● Effective evaluation of design ideas leading to considered refinement and development of designs, demonstrating a fully sound understanding of design considerations. ● Generally appropriate use of research to inform ongoing developmental changes. ● Generally sound refinements of design ideas and a design solution that mostly meets the requirements of the design specification, informed by the mostly sound application of technical knowledge of materials and processes and the fully appropriate application of modelling/simulation techniques. ● Chosen design idea shows mostly appropriate application of calculations to determine most material quantities and technical details of materials, processes and components that could be interpreted by a third party. **Make** ● Fully developed analysis of design ideas leading to effective refinement and development of designs, which considers comprehensive factors and makes fully relevant connections between elements of the design. ● Effective evaluation of design ideas leading to considered refinement and development of designs, demonstrating a fully sound understanding of design considerations. ● Generally appropriate use of research to inform ongoing developmental changes. ● Generally sound refinements of design ideas and a design solution that mostly meets the requirements of the design specification, informed by the mostly sound application of technical knowledge of materials and processes and the fully appropriate application of modelling/simulation techniques. en design idea shows mostly appropriate tion of calculations to determine most material ties and technical details of materials, processes mponents that could be interpreted by a third	• Can explain how new technologies and smart materials will enhance my design and how they impact on the user and the environment. **Mathematics Skills & Science** • Visualise and represent 2D and 3D forms including two dimensional representations of 3D objects Graphic presentation of design ideas and communicating intentions to others • Calculate areas of triangles and rectangles, surface areas and volumes of cubes Determining the quantity of materials required • Quantities, units and symbols Appropriate use of scientific terms when developing a design brief and specifications • SI units (e.g. kg, g, mg; km, m, mm; kJ, J), prefixes and powers of ten for orders. Magnitude (e.g. tera, giga, mega, kilo, centi, milli, micro and nano) • Calculation of quantities, measurement of materials and selection of components • Metals and non-metals and the differences between them, on the basis of their characteristic physical and chemical properties Classification of the types and properties of a range of materials • The basic principles in carrying out a life cycle assessment of a material or product Selection of materials and components based on ethical factors, taking into consideration the ecological and social footprint of materials The conditions which cause corrosion and the process of corrosion and oxidisation • Understanding of properties of materials and how they need to be protected from corrosion through surface treatments and finishes. Appreciate how oxidisation can be used when dyeing materials.

How to get a Level 9

Contextual Challenge 50% & Exam 50%	
Investigation ● Evidence of developed investigation and identification of relevant design possibilities,	**Evaluate** ● Fully developed analysis of the prototype developed in response to the contextual challenge, taking into account the end user and

which are fully justified in relation to the contextual challenge. ● Developed assessment of user needs and wants and the requirements of the prototype in response to the contextual challenge, with fully appropriate reference to form and function. ● Fully developed evidence of links between the design requirements and the research undertaken in relation to the contextual challenge ● Fully sound design brief that demonstrates a realistic response to the contextual challenge, addressing most of the investigated needs and wants of the user. ● Fully developed range of specification points that are realistic, technical and measurable, based on a fully relevant investigation of research in relation to the contextual challenge. ● Fully sound justification of the performance requirements for the product in relation to the contextual challenge. **Design** ● Generally appropriate use of research to inform ongoing developmental changes. ● Generally sound refinements of design ideas and a design solution that mostly meets the requirements of the design specification, informed by the mostly sound application of technical knowledge of materials and processes and the fully appropriate application of modelling/simulation techniques. ● Chosen design idea shows mostly appropriate application of calculations to determine most material quantities and technical details of materials, processes and components that could be interpreted by a third party ● Fully appropriate selection and use of design strategies to inform decisions to generate a wide range of design ideas in response to the contextual challenge. ● Fully sound consideration for the user needs and specification parameters. ● Ideas demonstrate a fully sound understanding of relevant materials, processes and techniques. **Make**	product specification, and showing a fully considered approach to testing against measurable criteria. ● Effective evaluation of the prototype, taking into account the intended purpose of the prototype, including its sustainability through a life cycle analysis and drawing fully appropriate conclusions from testing against measureable criteria. ● Generally developed analysis of the prototype developed in response to the contextual challenge, taking into account the end user and product specification, and showing a generally considered approach to testing against measurable criteria. ● Competent evaluation of the prototype, taking into account the intended purpose of the prototype, including its sustainability through a life cycle analysis and drawing generally appropriate conclusions from testing against measureable criteria. **Mathematics Skills & Science** • Recognise and use expressions in decimal and standard form • Calculation of quantities of materials, costs and sizes • Use ratios, fractions and percentages Scaling drawings, analysing responses to user questionnaires • Calculate surface area and volume Determining quantities of materials Presentation of data, diagrams, bar charts and histograms Construct and interpret frequency tables; present information on design decisions • Graphs a Plot, draw and interpret appropriate graphs Analysis and presentation of performance data and client survey responses • Translate information between graphical and numeric form Extracting information from technical specifications • Use angular measures in degrees Measurement and marking out, creating tessellated patterns

● Produce a prototype that demonstrates fully competent making skills. ● Fully considered selection of fixtures, components and fittings, which are entirely appropriate for the chosen prototype. ● Fully competent use of tools, equipment and techniques for the manufacture of the prototype. ● Demonstrate a sustained high degree of safe working practice for self and others. ● Produce a fully functioning prototype that fully meets the end user needs in relation to a demanding design problem. ● Produce a prototype that fully meets the design specification. ● Show a fully sound understanding of the need for accuracy.	

Top recommended websites:

http://www.technologystudent.com/

https://www.bbc.com/bitesize/examspecs/zb6h92p

http://www.keymaths.org/

Exam board – Edexcel

https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-2017.html

Economics

General Advice:

Ensure that your responses contain the following:

- **A justified conclusion with sustained evaluation, which is coherent and relevant, with judgements fully supported by evidence.**
- **Analysis of a relevant selection of the economic evidence, with a well-developed logical chain of reasoning.**
- **Comprehensive application of knowledge and understanding of pertinent concepts/issues relevant to the context; effective use of specialist language maintained throughout.**

Written Technique:

6 mark

A full and precise explanation applying economic concepts and issues. Clear evidence of economic concept, key vocabulary and terminology used throughout. Students cannot gain marks for a generic answer that does not explain an impact of the economic theory/concept being discussed.

9 mark

AO1 – A range of key points identified which are coherent and relevant to the question.
AO2 – Well developed analysis with use of a range of connector words which explains and develops the economic consequences of the points being discussed. A detailed explanation of the economic consequences and the impacts on the wider economy investigated.
AO3 – Analysis is embedded throughout with key evidence and use of the context. This may be through the use of the case study provided, quantative data given and/or the hook aspect of the question. A detailed evaluation will investigate the wider impact of the question which may be linked to the economic agents and or the economic objectives.

Main points:

1. 9m questions require two points and often have two elements to focus on within the question, it is advisable to use paragraphs to structure this section. The question may be specific in the two elements or it may lead itself to a "positive/negative" aspect.

For example:
Assess whether the decision to install machinery will be beneficial to the business and its workers. [9m]
Here one point would focus on the impact of the decision making on the firm and the second would focus on the business.

2. In order to achieve the maximum marks students will have to analyse their points, connector words must be used in order to create a "logical" chain of argument. Think about the impact and consequences of your point in an economic context.

3. Throughout the response, the context will have to be used (eg figure 1). Application marks are required to achieve L3 therefore students will have to support their analysis with either quantitative or qualitative skills from the small case study provided.

4. Ensure that specialist economic terminology is used throughout the written response.

15 mark

Main points:

1. *15m questions require two points and often have two elements to focus on within the question, it is advisable to use paragraphs to structure this section. The question may be specific in the two elements or it may lead itself to a "positive/negative" aspect.*

2. *In order to achieve the maximum marks students will have to analyse their points, connector words must be used in order to create a "logical" chain of argument. Think about the impact and consequences of your point in an economic context. You need to consider the use of economics diagrams in this section. They can be used to evidence your "economic evidence" and your "specialist language".*

3. *Throughout the response, the context will have to be used (eg figure 6). Application marks are required to achieve L3 therefore students will have to support their analysis with either quantitative or qualitative skills from the small case study provided. Often in this section there are two contexts which can be used within your response to demonstrate your application skills. It is vital that a wide range of AP is demonstrated in the written response.*

4. *Ensure that specialist economic terminology is used throughout the written response.*

Judgement/Evaluation-What does this involve?

Judgements need not be complicated but should be a genuine attempt to come to a decision backed up or supported with justification. Answers might tackle this by:

- ✓ *Including a clear judgement / decision that has been based on the relative arguments. The judgement is not just stated as an opinion, but is justified in terms of the analysis developed in the answer*
- ✓ *Highlighting a key factor in making the decision and justifying why this is the key factor. There may be two of three different arguments identified that are significant in forming a judgement. A student might opt for a particular judgement purely on the strength of the most significant point identified and explained*
- ✓ *Identifying any difficulties or limitations involved in reaching a clear decision.*
- ✓ *Considering the time period involved (short / long term) in reaching the solution or experiencing its effects. A student might identify that in the short term the benefits outweigh the costs, but then the opposite occurs in the longer run. Government investment in say a new motorway involves very high initial costs with the cost savings being received several years later*
- ✓ *Looking at the arguments from different viewpoints – identifying winners and losers – referring especially to the characters in the Item and their circumstances. The implementation of government policy usually has those who benefit and others who lose out. Making an overall judgement could involve considering the strength of the competing effects on different people*
- ✓ *Using relevant economic terms (as part of QWC). Examiners are not looking for perfectly written English, but answers that are easy to read and to understand, where students have incorporated economic and other technical terms to enhance their arguments.*

Religious Studies

General Information and Advice:

The religious studies exams are as follows:

2 hour paper on Year 9 topics

1 hour paper on Christianity

1 hour paper on Judaism

The exam board is Eduqas and we are using Route A. Course specification:

http://www.eduqas.co.uk/qualifications/religious-studies/gcse/eduqas-gcse-RS-spec-full-from-2016.pdf?language_id=1&dotcache=no&dotcache=refresh

Ensure that your responses contain the following:

- A justified argument, which is coherent and relevant, with judgements fully supported by evidence.
- Comprehensive application of knowledge and understanding of pertinent concepts/issues relevant to the context; effective use of specialist language maintained throughout.
- Clear and accurate use of English to effectively present your answer.

(See the model answers on the following pages for further guidance)

Useful Links and Resources:

Sample Assessment Material and mark schemes:

http://www.eduqas.co.uk/qualifications/religious-studies/gcse/eduqas-gcse-RS-sams-(full)-from-2016-e.pdf?language_id=1

Glossary of key concepts:

http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_58/GLOSSARY%20OF%20KEY%20CONCEPTS%20-%20BOTH%20ROUTES%2C%20SC%20and%20FC.pdf

Student produced memrise:

https://www.memrise.com/course/1942455/key-concepts-by-deji/

McMillan revision videos:

https://www.youtube.com/user/MrMcMillanREvis

GCSE pod:

https://www.gcsepod.com/

RSrevision - a selection of revision resources, explore the site thoroughly:

http://rsrevision.com/GCSE/index.htm

http://rsrevision.com/contents/index.htm

Yr10 Judaism Videos

https://www.youtube.com/results?search_query=jewish+rites+of+passge+explained

https://www.youtube.com/results?search_query=BBC+Teach+jewish+festivals+

https://www.youtube.com/results?search_query=jewish+kosher+rules

https://www.youtube.com/results?search_query=jewish+synagogue+for+kids

https://www.youtube.com/results?search_query=jewish+beliefs+gcse

https://www.youtube.com/watch?v=JEGeVgJY7Zc

https://www.youtube.com/watch?v=r5yPtUyjbPc

Publications:

Text book, Hodder	https://www.hoddereducation.co.uk/Product?Product=9781471866340
Revision guide, Hodder	https://www.hoddereducation.co.uk/Product?Product=9781510414624
CGP revision guide	https://www.cgpbooks.co.uk/Student/books_gcse_rs.book_RHR45

I would strongly recommend the purchase of one of the revision guides, particularly if there are any gaps in your notes over the last two years.

Yr9 Theme 2 Issues of Life and Death Assessment – Model Answer:

1) Define (2) 2) Describe (5) 3) Different (8) 4) Discuss (15)

1) Define "Environmental Sustainability"
Using the earth's resources, such as timber or fish stocks, at a rate less than their replenishment (replanting/reproduction) to ensure they never run out.

2) Describe how religious faith influences a believer's concern for the environment.
Christians and Jews see the Genesis account of creation as giving them rule over the earth and its' resources (dominion) but also a responsibility to care for it (stewardship). They will also want to leave the planet in a better condition for future generations to enjoy. Furthermore, they believe that one day they will have to give an account to God for their actions on this earth – whether good or bad.

3) Explain the teaching on the creation of the world from two different viewpoints (one of which must be atheist/humanist).
Some Christians take the literal view of creation, believing that God created the world in six days of 24hrs and resting on the seventh day to establish the Sabbath. The teaching is that 'in the beginning' God created the entire universe 'ex nihilo' out of nothing, by the spoken command. Starting with light, each day the creation develops further, culminating in the first humans, Adam and Eve who are made in the image of God (having a soul/spirit; a conscience and morality; creativity). At the end God declares that it is all "very good".

Many humanists, who do not accept the existence of God, would explain the origin of the universe by reference to the Big Bang – a spontaneous, uncaused, explosion of all the matter in the universe at a single point in space that marks the beginning of time and is estimated as 14 billion years ago. Over time stars developed and eventually, on earth, the very simplest life forms emerged. A process of evolution, discovered by Charles Darwin, allowed more complex life forms to eventually develop, with the theory going that humans are evolved from apes. The survival of the fittest eliminated any weaker, unsuccessful mutations along the way. Modern day supporters of these views include Stephen Hawking and Richard Dawkins.

4) "When it comes to a decision on euthanasia only the patient's view matters." Discuss this statement showing that you have considered more than one point of view.
The very best answers would include:
- The patient has God-given free will
- Euthanasia currently illegal in UK, judges may be asked to rule on difficult cases
- Doctors take the Hippocratic Oath to do what's best for the patient
- The relatives' views should be considered.
- A cure may be found
- The Hospice Movement provides excellent end-of-life care
- Humanists may believe in 'dying with dignity'

- Ten Commandments say 'do not murder'
- Genesis creation account speaks of the sanctity of life
- Cost
- Suffering may be a test of faith
- 'Slippery slope'
- God should set the time of our birth and death

Yr10 Judaism Assessment – Model Answer:

"Keeping the Ten Commandments is the most important part of Judaism." Discuss (15)

Yes because:

Written direct by God on stone tablets.

Given to Moses, the most important prophet in Judaism.

A covenant, with obedience bringing blessing.

Copies in every synagogue.

Basis for modern laws.

No because:

603 other mitzvoth to keep.

Reform Jews would say some commandments need reinterpreting for modern times.

Other aspects of Judaism just as important e.g. rites of passage such as Brit Milah or celebrating festivals such as Pesach or keeping Kosher.

10C's is just one part of the big picture, what it means to be Jewish, which involves all of the above, not just keeping the 10C's.