

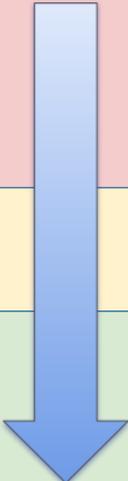
Supporting academic study and revision at home

Over the next five months every boys needs to be working on the following:

- Preparing a realistic revision timetable and sticking to it. Boys should be setting aside time at home to complete revision and study (minimum of 2 hours per night).
- Reading over notes from year 1 work (work covered in year 10 - GCSEs are a two year course).
- Completing past paper questions (found on the website of the appropriate exam board). Research shows that this is one of the most effective revision strategies. Boys should mark their own work against the mark schemes and read the examiners reports to find out how to get those top grades.
- Use **GCSE pod** as a means of revision of subject content.

The table below shows the 3 effective stages of revision. Starting with the "basics" at stage 1 and moving up to the most effective strategies of stage 3. It is the activities in stage 3 that helps boys achieve those 7 to 9 grades!

Stage 1	Reading through class notes Using textbooks Mind maps/diagrams Highlighting/color coding Flashcards Revision wall/Posters
Stage 2	Writing exam answers under timed conditions Reading model answers Using past exam questions
Stage 3	Marking your own work Studying mark schemes and examiners' reports Comparing model answers with your own work Creating own questions One to one discussions with teachers



GCSE Pod

This is an online collection of pod casts with key information per subject and topics broken down into small bite sized revision pieces. The content is tailored to the exam board specifications for the GCSES which our boys sit. To see how this can impact progress click on:

<https://www.gcsepod.com/impact/>

To get started simply click on this link and your son can access his account just using his name and date of birth: <https://members.gcsepod.com/login>



Understanding Academic Progress in Year 11

Every boy is given a "minimum predicted grade" for each GCSE subject they are enrolled on. This target is formed based on his Key Stage 2 data (attainment in Mathematics and English) and is published on every academic report. A prediction for the end of a GCSE course of study is made based on prior attainment at KS2. It is the expectation that all students are working towards achieving this target grade. Boys are obviously encouraged to exceed this target.

These targets should not be seen as a "glass ceiling" for students. If your son is predicted a grade 7 then this is only a baseline grade and he is strongly encouraged to continue to work hard to exceed this target. He may have his eyes set on a grade 9 which if he invests the efforts are achievable.

Below is an example of how this should be viewed on academic reports;

Subject	Trial Exam Grade	Trial Exam %	Achieved grade on last report	Current Grade	Predicted Grade	School Target	Attitude to Learning	Quality of Homework
Biology	8	94	8L	8H	9M	9L	1	1

- This is an "interim report" of a typical Beths boy in year 11.
- The reports shows that in his last reporting cycle he was currently working at a grade equivalent to a "Low grade 8".
- His "current grade" on this report shows that he is now achieving a "High grade 8". This shows that since the last reporting cycle he has made "two sublevels of progress" (which is good).
- As a result of his efforts in Biology his teacher feels that at the end of the GCSE course when he sits his exams he could well achieve a strong grade 9.
- His school based target suggests that students with the same KS2 scores should achieve a low grade 9 in Biology. This should be the minimum grade this student achieves in his exam.
- The report shows that the student could well exceed this target and achieve one sublevel more than expected in Biology (which is excellent).
- His attitude to learning and quality of homework are considered "outstanding".

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-assessment/gcse-maths-2015-specification.pdf>

ENGLISH

How to get a Grade 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 Grade 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 Grade 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 discriminately • 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.)
- 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.)
- 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, dot, 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/>

ART

GCSE Art can be a real shock to the system and often students can feel overwhelmed by the amount of homework and coursework that needs to be produced and it can be easy to fall behind. It may seem impossible to keep up with the work load and even more impossible to achieve a good level. That being said there are some easy steps you can take to manage your workload and artwork in order to achieve a level 7, 8 or even a mythical 9 in GCSE Art.

So let's start with the basics

In GCSE Art you work is marked out of 72 for the coursework unit and 72 for the exam unit. Each unit is split into four assessment objectives of which each objective can achieve a total mark of 18.

The four assessment objectives are:

AO1: Developing ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.

AO2: Refining ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to their intentions in visual and/or other forms.

AO4: Present a personal, informed and meaningful response demonstrating analytical and critical understanding realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

Your coursework counts for 60% of your grade and your exam counts for the remaining 40%.

For a grade 7 you will need 62 out of 72 or 86%

For a grade 8 you will need 67 out of 72 or 93%

For a grade 9 you will need 72 out of 72 or 100%

That's right guys, I've got a feeling we're not in Kansas anymore but that that's ok. I am going to go ahead and make your day. Here are a few tips that will make you able to produce stronger work and manage the weight of your ever increasing workload.

Time management

This is the most valuable piece of advice I could possibly give. I cannot express how important time management is in art; if you can't get your work done in the allocated amount of time, the unfinished work quickly builds up.

So the best way to avoid unfinished work is to get organised. Think about the tasks you need to complete based on their due date and schedule them accordingly. Try to make tasks small and manageable. This may mean breaking broad tasks into smaller components. Sometimes you won't be able to stick to your schedule. You may get sick or something unexpected may arise. Be prepared for this. Being disciplined and staying on schedule as much as you can will help when your plans go awry.

Artist Research

It is essential that artist research and corresponding work must look full and complete. This is a chance to show an examiner that you understand the techniques that your chosen artist uses. All pieces should be created to the best of your ability - make sure that you have captured as much detail as you can and use whatever media you need to make the pieces as close to the original as possible. You should be using a variety of media to show that you are skilled in more than one area of art.

Remember that an examiner is looking for exceptional ability in your work if you intend to achieve a level 7 and higher. When annotating your studies or responses you must reference the theme, the methods that you have used, positive and negative comments.

Development of Ideas

Before you start development it is vital that you have taken photographs of original ideas. You will then need to use these photographs as the starting point for your development of ideas. You should begin by looking into colour. Take one major part of your piece and re-create it using different colours and media to demonstrate experimentation.

KEEP THE PIECES YOU MESS UP. You need to show the examiner that you recognise your weaknesses and descriptions such as "this wasn't very successful because I diluted the paint too much so I won't do this next time" will gain you extra marks because it shows a true experiment - no experiment is perfect it is a necessity in getting that A*/8/9 grade.

Switch the colours you use (ideally on the side of the page) and reference them whilst annotating each experimentation. Use different colours and media, don't forget to reference the differences in the quality of the media or colours.

You will need to look at physical composition as well as media and material composition. In other words, you'll need to do a variety of different sketches showing different paper sizes, paper types, arrangement of items within the picture and different artistic utensils.

It is essential to record annotations of each composition and talk about its successes and weaknesses. This is the opportunity to talk about negative space, how it can improve, and what you like about each composition.

A good unfinished piece is better than a rushed finished piece

It is important to considering just how much work you may have to do for your GCSE Art course. You may want to try and get every part of an artwork to the same degree of "finished-ness" and detail, but bear in mind that examiners just want to see you are capable of getting to that standard at all!

If you are running short on time for any art piece, just make sure one area of it is finished, to show you are capable of reaching a level 7/8 or even 9. You will not be marked down on that, although, again, that is not an excuse for slacking- your teacher is unlikely to appreciate every painting or sketchbook page being half finished (note that this does not apply for artist research pages or any other collage-type work you might do for AO1; those are *meant* to look full and busy)

Less is more

This may seem off topic to the question of "less is more", but when it comes to GCSE Art, as long as you have covered all four of these aspects in good enough quality, then you will not lose marks. This tip is more for reassurance than advice for something you should put into practice: just focus with the task at hand, and if there is one terrible Year 10 piece that you and your teacher both know did not show off the best of your ability, it does not have to be included in the final moderation.

HISTORY

Examination Board: Eduqas

Specification Code: C100QS

Examination papers: Two, each 2 hours in length

Content:

- The Elizabethan Age, 1558-1603
- Germany in Transition, 1919-1939
- The Development of the USA, 1929-2000
- Changes in Crime and Punishment in Britain, c.500 to the present day

How to achieve grades 9-7:

- Revise from notes taken in exercise book
- Revise from PowerPoints used in lessons, which have been uploaded onto Show My Homework and the Shared W Drive
- Revise the writing frames which have been previously handed out, uploaded onto Show My Homework and the Shared W Drive
- Plan for exam questions in the potential questions packs which have been previously handed out, uploaded onto Show My Homework and the Shared W Drive
- Practice answering exam questions from all of the materials above and hand them to your GCSE History teacher to be marked.

Additional resources:

- <https://www.educationumbrella.com/my-revision-notes-wjec-eduqas-gcse-9-1-history/9781510403826/paperback-book/1>
- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_2-44/pdf/crime%26pinishment-document.pdf FREE RESOURCE
- http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/18-19_2-7/PDF/Thematic-study-crime-and-punishment-botany-bay.pdf FREE RESOURCE
- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_2-45/website/pdf/germany-in-transition-1919-1939.pdf FREE RESOURCE
- <https://www.educationumbrella.com/wjec-eduqas-gcse-history-the-elizabethan-age-1558-1603/9781471868078/paperback-book/1>
- <https://www.educationumbrella.com/wjec-eduqas-gcse-history-germany-in-transition-1919-39/9781471868115/paperback-book/1>
- <https://www.educationumbrella.com/wjec-eduqas-gcse-history-the-development-of-the-usa-1929-2000/9781471868146/paperback-book/1>

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, quantitative 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.

For other subject areas teachers will provide guidance directly in lessons