



## **Maximising success in Year 11**

The aim of this booklet is to offer you subject-specific guidance for supporting your child to prepare for their exams.

As a parent/carer there is lots you can do to help your child revise for their exams, from reminding them to attend lesson 6 sessions to encouraging them with praise and rewards.

(Weekly reminders posted on the schools Facebook page)

There are also various things you can do to support your child with their individual subjects. In this guide you will find practical tips and ideas from our subject areas.

Exams, particularly important exams such as GCSE's, are stressful for students and probably even more so for their parents.

Students who do best in exams:

- have revised thoroughly and carefully.
- feel confident.
- have parents who take an interest in their revision.

So, what can you do? Before we look at how you can support your child in their various subjects, some general advice is listed below:

## **Do**

- Have a conversation with your child about their revision.
- Plan for half hour or, at most, one hour slots. Nothing extra is likely to sink in if one subject is revised for much longer
- Plan to revise specific topics or aspects of a subject – for example, not just science, but human systems, or waves, or chemical reactions or electricity
- Read through a topic and then make brief notes on cards which can be used for further revision later
- Use colours to highlight key words
- Work in small groups to discuss a topic
- Provide the environment necessary for success. Students need a place to revise which is quiet, calm and comfortable.
- If your child asks for help respond positively and if you can't help straight away or if you feel unable to help contact the appropriate staff at school.

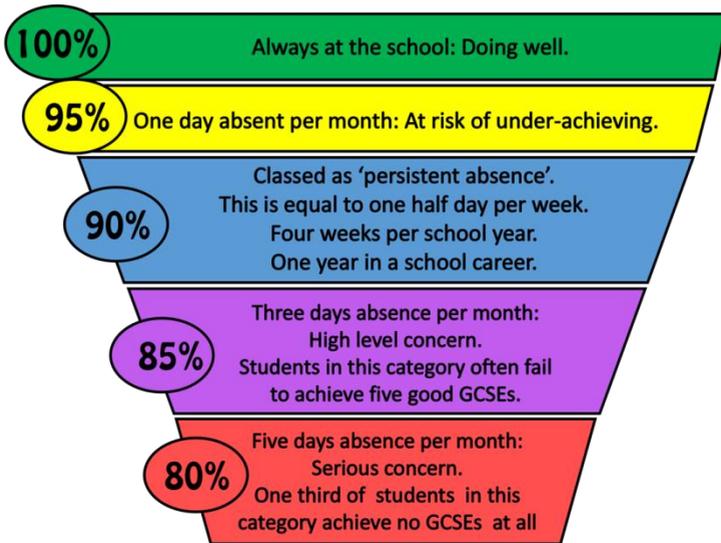
- Praise your child for their strengths.
- Keep them well supplied with food and drinks, avoiding sugary snacks and energy drinks as this can lead to peaks and troughs in blood sugar.
- Encourage them to take regular breaks during long periods of revision.
- Encourage morning revision when the brain is more receptive and discourage studying right up to bedtime.

## **Don't**

- Make comparisons.
- Unintentionally add to their worries by constantly mentioning the exams.
- Relate too much to when you were sitting exams at school or how you did your revision.
- Worry if their revision techniques seem strange or unusual.
- Distract them unnecessarily.
- Expect them to study all the time as taking some time out to relax will have a positive effect on their work. Particularly some form of physical exercise is beneficial.

## Attendance & Punctuality

Research shows that pupils with no absence are 2.2 times more likely to achieve 5 or more GCSEs or equivalent at grades A\*-C including English and Mathematics



If your son/daughter is ill and as a result has prolonged periods of absence or recurring absence this will need to be certified by a medical professional.

# English

## **Priorities for students**

Plan and write at least one short story that you could adapt to fit any title in the exam. Include plenty of description, believable characters and setting and use a clear structure which focuses on one main event.

Watch a film extract and try to write what happens.

Learn all 175 frequently used, tricky spellings you have been given.

Read as much non-fiction as you can and talk about what the writer is trying to make you feel. What techniques are used to convince you?

Read as much fiction as you can. Notice how punctuation is used to create effects. Notice how you are feeling towards characters and try to figure out how the writer has made you feel that way.

Develop a clear and easy handwriting style. Practise by copying out a passage from a book or an article. You have a lot to write in the exam. Make sure it is legible.

## **How to support your son/daughter**

Test them on their spellings.

Enjoy reading their stories and enthuse about them. Ensure that there are plenty of books or newspapers to read and read them together.

Talk about what you are reading together and how the writer implies things about characters or situations

Talk about issues such as: Whether uniforms / phones / ipads are essential for learning

Whether the government should spend money on facilities for young people

Whether or not school trips are a waste of time / money

Which environmental issues affect them and how to convince others to be more responsible?

How to stay safe while having more independence from parents

Play Devil's Advocate and make them argue with you. They are more likely to have developed opinions on these issues, and therefore be able to write about them, if they have spoken about them first.

# Mathematics

## **Priorities for students**

Attend after school revision on Tuesday

Use Hegarty maths

Where you will always be expected to

1. watch the video + take notes;
2. write down your quiz workings neatly;
3. mark your own work, make corrections and write down your score at the end.

Use the Mock Exam analysis and focus on your weakest areas

## **Make sure you understand key words**

Write down, state – no explanation is needed for an answer

Calculate, find, show, solve – include enough working to make your method clear

Draw – plot accurately using the graph paper provided and selecting a suitable scale if one is not given. Such an instruction is usually followed by asking you to read one or more values from your graph.

The number of marks is given in brackets [ ] at the end of each question or part question. This gives some indication of how many steps will be required to answer the question and therefore of what proportion of your time, you should spend on each part of the question.

### **Show your working and check your answers**

- State units if required and give your final answer to an appropriate degree of accuracy.
- Write down the figures on your calculator and then make a suitable rounding. Don't round the numbers during the calculation. This will often result in an incorrect answer.
- Don't forget to check your answers, especially to see that they are reasonable. The mean height of a group of men will not be 187 metres!
- Lay out your working carefully and concisely. Write down the calculations you are going to make. You usually get marks for showing a correct method. (If you are untidy and disorganised, you might misread some of your own work and/or lose marks because the examiner cannot read your work or follow your method.)
- Remember that if all that is written down is an answer and that answer is wrong you gain no marks. Once you have finished the paper if you have any time left check the

work you have done. The best way to do this is to work through the questions again.

- Remember that marks are given for the following:
  - using an appropriate method to answer a question
  - for facts found as you work through a question
  - for the final answer.

### **How to support your son/daughter**

Encourage them to use Hegarty Maths

Make sure they have a Casio natural display calculator

Focused past paper questions can be found at:

<https://corbettmaths.com/contents/>

<https://keshmaths.com/gcse-maths-takeaway-3/>

Revision material can be found at (including Maths Takeaway, Questions of the week, etc.)

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

<http://mrbartonmaths.com/students/gcse/>

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

Username: haute

Password: homework

# Science

## **Priorities for students**

There is an upcoming **mock** in November. Students will sit the paper in the science they are currently learning in lesson.

Students are expected to treat this as a formal examination. Arrive on time with full equipment. THIS INCLUDES A SCIENTIFIC CALCULATOR. These can be purchased from school.

Students have access to the topics for each paper - they can either access these through Google classroom or ask their teacher for a list for revision.

Revision is ongoing and will take place most Mondays after school.

Use practice papers and questions - these can be requested from their science teacher.

Command words are important in ensuring you know what a question is asking you to do. Make sure these are learnt and understood.

## **How to support your son/daughter**

Encourage your son/daughter to use the following websites and resources

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

<https://www.khanacademy.org/>

<https://www.bbc.com/bitesize/examspecs/z8r997h>

The following YouTube channels can be used:

StudySmart Science

FuseSchool

Crash course

Freesciencelessons

AQA 9-1 GCSE Physics

# History

## Priorities for students

Exams/ Areas:

**Paper 1:** Section A: British Sector of the Western Front- practise source analysis

Section B: Medicine in Britain- revise content on Medieval to Modern Periods

**Paper 2:** Section A: The American West- revise content on settlement of the West and conflict

Section B: Early Elizabethan England- revise content on Elizabeth's problems/solutions

**Paper 3:** Weimar and Nazi Germany- revise content and practise source/interpretation analysis

## How to support your son/daughter

Parents could help their child by testing them on the main content required within the Papers above.

There will be revision booklets issued soon on both the content and types of Qs. which can be used for this purpose.

The 'Grade 9-1 GCSE History EDEXCEL Revision Guide' would also be useful for their revision leading up to the exams.

There are also now some resources linked to the EDEXCEL History GCSE that have been downloaded from PIXL on to Google classroom.

# Geography

## **Priorities for students**

**Paper 1** (physical geography)

**Paper 2** (human geography)

**Paper 3** (issue evaluation & geographical skills)

## **Case Studies**

Revise specific facts & figures of events/places/schemes for each topic.

For example, Typhoon Haiyan for weather hazards, Svalbard for cold environments, Bristol for urban issues in the UK.

## **How to support your son/daughter**

Parents could help their child understand the wider world by watching or reading the news with their child. There are often many examples of content covered in lessons shown in the news.

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

The 'Grade 9-1 GCSE Geography AQA Revision Guide' is a concise revision guide that students may find useful in their revision and leading up to the exams.

# French

## Priorities for students

**REPETITION REPETITION REPETITION!** Language learning is proven to be more effective if done little and often with continual repetition / recapping.

**So, start learning phrases from your speaking booklet early, in small chunks!**

## How to support your son/daughter

Each student has a [www.vocabexpress.com](http://www.vocabexpress.com) account and should be logging in on a regular basis at home (at least 20 mins a week recommended) to revise vocab for all 4 skills. (Listening/Speaking / Reading / Writing)

Please encourage your son/daughter to create accounts for the following free apps/websites, as they are very helpful for language practice if used regularly:

**Duolingo**

**Memrise**

**Quizlet**

General revision of the following topics:

Basics (numbers/ colours / alphabet / countries/ animals)

Time

Jobs

Food & drink

Directions

School subjects/equipment

Parts of body / illness

Transport

Physical description/ personality

Shops/ places in town

Weather

Home (rooms/ furniture / household chores)

Daily routine

Environment (re-cycling / homelessness etc.)

Hotel bookings

Clothes

Opinions

Verb tenses

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# Spanish

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Daily routine

Environment (re-cycling / homelessness etc.)

Hotel bookings

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Opinions

Verb tenses

# Physical Education iGCSE

## Priorities for students

Check Google classroom for lesson information and homework tasks.

Long answer exam questions need to be practised, to ensure they are applying their understanding.

Access PE and sport related websites for revision and research

- <https://www.bbc.com/bitesize/subjects/znyb4wx>
- <https://www.brianmac.co.uk/>
- Follow **@HauteValleePE** on twitter for links and helpful tweets.

## How to support your son/daughter

The below website you will find the content of what they have been learning over the 2 years, along with past papers to help them with revision.

<http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-physical-education-0995/past-papers/>

Google classroom – GCSE 17-19

- Lesson power- points
- Helpful links to resources

Revision flash cards, mind-maps can be made for parents/carers to quiz and check understanding.

Please don't hesitate to contact PE department if you have any questions or concerns.

# **BTEC Performing Arts**

## **Unit 2 – Preparation & Performance.**

### **Priorities for students**

For this final unit, students will be required to work in a group of between four and six students. It is vital that students communicate well and respect other members in their performance group by committing to the unit and ensuring that they attend any extra rehearsals, so as not to disadvantage themselves or other candidates.

### **How to support your son/daughter**

Encourage your child by discussing their progress and the importance of committing to extra-curricular rehearsals.

Support your child by helping them to learn their words/lyrics for their Unit 2 performance.

# Music

## **UNIT 4: Introducing Music Composition**

Create 4 short music ideas that could be developed into longer pieces of music

Develop 2 ideas into longer compositions

Develop one piece into a full length piece of music

## **UNIT 5: Introducing Music Performance**

Develop music performance skills and review your own practice

Use your music performance skills within rehearsal and performance

### **Priorities for students**

- o Keep a detailed written diary of rehearsals both at home and in school
- o Know the techniques used for the instrument played
- o Know how to prepare for a performance
- o Practice, practice, practice
- o Play an active role in music ensemble rehearsals
- o Do not throw away any composition ideas
- o Use the check lists for composition

### **How to support your son/daughter**

Encourage students to record all home practice in the rehearsal diary

Rehearsing instruments / vocals at home is "revision" for music

Support students by ensuring they have the music they require to rehearse this might be a music sheet download or backing track

# Design Technology

Exam Board: AQA  
Specification Code: 8552

## **Priorities for students**

Completing coursework for their Non-Exam Assessment.

Sheet 1 – Task Analysis: What does the task involve?

Sheet 2 - Client Profile: A series of questions to ask their prospective client/s

Sheet 3 – Design Brief & Specification: Looking at Aesthetics, Customer, Cost, Environment, Size, Safety, Function, Manufacture & Materials

Sheet 4 to 6 – Analysis existing products: Examining current products within a chosen context

Sheet 7 & 8 – Initial ideas: A range of sketches of possible products / outcomes

Sheet 9 – Final product design: Computer Aided Design drawing

Utilise the AQA Exam Practice Workbook to perfect your examination technique and prepare for the upcoming mock exams.

## How to support your son/daughter

- Encourage your son/daughter to access materials via the Google Classroom - all resources are available on this platform.
- Ask your son/daughter to log on to google classroom and share their progress with you.
- Test their subject knowledge by asking them exam style questions. Look up the answers together using an internet browser.

## Helpful Websites

- [www.technologystudent.com](http://www.technologystudent.com) (NEA Section)
- [www.bbc.com/bitesize/subjects/zvg4d2p](http://www.bbc.com/bitesize/subjects/zvg4d2p) (Design Technology)
- [www.design-technology.info/revisionguides/](http://www.design-technology.info/revisionguides/) (Revision Guide List)

## Support Materials

- PG Online - GCSE AQA Design & Technology (grade 9-1 course) - £17.00
- Collins - AQA Design & Technology All Materials - £10.99
- Hodder - AQA GCSE Revision Design & Technology - £7.00

# Child Development

## Priorities for students

### Unit 3 R20

**This unit carries 30% of the final grade through a child study carried out over a period of time**

Students gain knowledge of and skills in, developing activities to observe development norms in children up to the age of five. The unit includes researching, planning carrying out activities with children and observing and reviewing these activities as well as understanding the benefits of play in child development. All visits are to be completed by February half term, to allow themselves time to write up their findings.

### **How to support your son/daughter**

Please encourage your son/daughter to do their visits for their Child Study.

Going over past papers

Encourage them to attend controlled assessment sessions on a Thursday 2:50 - 4:30

### **Some useful websites**

<http://www.nhs.uk/conditions/pregnancy-and-baby/pages/planning-pregnancy.aspx>

<http://www.bupa.co.uk/health-information/directory>

<http://www.bbc.co.uk/education/clips/zsrg9j6>

# Art

## **Priorities for students**

Currently students are studying for their Mock 5 hour exam which will be held on Monday 3<sup>rd</sup> December 4th.

Please support them by ensuring they are spending a few hours weekly on their preparation development Art worksheets out of school. This Art mock exam will be worth at least 20% of their final GCSE grade.

At the start of January students will receive their AQA Unit 2 controlled test paper.

Unit 2 Controlled test = 40% of the final grade

Students will have 8 weeks to prepare a portfolio of Unit 2 work in and out of school on their exam question. They will complete their 10 hour exam at the end of March 2019.

Unit 1 Portfolio work (includes Mock exam project) = 60% of the final grade. This work will be submitted for final moderation at the start of May 2019.

## **How to support your son/daughter**

Please encourage your son/daughter to work on their current Mock exam prep and final Unit 2 exam prep from January 7th out of school, for at least 2 hours weekly. The computer rooms and art rooms are also available most evenings straight after school.

# Photography

## **Priorities for students**

Currently students are studying for their Mock 5 hour exam which will be held on Tuesday December 4<sup>th</sup>.

Please support them by ensuring they are spending a few hours weekly on their photo shoots out of school and developing their Google slides presentations on the theme of 'Identity'. This Photography mock exam will be worth at least 20% of their final GCSE grade.

At the start of January students will receive their AQA Unit 2 controlled test paper.

Unit 2 Controlled test =40% of the final grade

Students will have 8 weeks to prepare a portfolio of Unit 2 work in and out of school on their exam question .They will complete their 10 hour exam at the end of March 2019.

Unit 1 Portfolio work (includes Mock exam project) = 60% of the final grade. This work will be submitted for final moderation at the start of May 2019.

## **How to support your son/daughter**

Please encourage your son/daughter to work on their current Mock exam prep and final Unit 2 exam prep from January 7<sup>th</sup> out of school, for at least 2 hours weekly. The computer rooms and art rooms are also available most evenings straight after school.

# ICT (ECDL)

## Priorities for students

Students need to resit some of their modules;

- Presentation software
- Word processing software
- Spreadsheet software
- Improving products.

## How to support your son/daughter

Students should log into the learning platform and complete questions and quizzes.

<https://ecdltmt.psonline.com/>

<http://www.teach-ict.com/>

# Business Studies

## Priorities for students

Unit 2 finance exam Thursday 25<sup>th</sup> October

Students will be revisiting theory during lesson time they will need to revise all topics in finance.

Access revision resources on Yr. 11 google classroom.

## How to support your son/daughter

<http://www.baffledbee.co.uk/btec-unit-2.html>

<http://www.beebusinessbee.co.uk/index.php/business-qualifications/btec-first-award-business-level-2/btec-first-award-business-unit-2-finance-for-business>

<https://www.youtube.com/user/beebusinessbee>

Parents could help their child understand the wider world of business by watching or reading the news with their child.

## What we as a school are doing to support your son/daughter

A number of subject areas are offering extra lessons at the end of the day **Lesson 6**.

Monday	Science Revision w/c 24 <sup>th</sup> Sept			
Tuesday	Mathematics Revision w/c 5 <sup>th</sup> Nov		Art & Photography ongoing	
Wednesday	English Revision with ND w/c 17 <sup>th</sup> Sept English revision with all staff w/c 5 <sup>th</sup> Nov	PE (lunch time) w/c 5 <sup>th</sup> Nov	Art & Photography ongoing	DT ongoing 3pm – 5pm
Thursday	Geography Revision		History Revision	Child developme nt
Friday	Business Studies w/c 3 <sup>rd</sup> Sept			

## Google classroom



Each student in Yr 11 has been invited to join a classroom dedicated to Yr 11 students. Students will have access to revision guidelines from their teachers. They will be reminded about lesson 6 sessions.

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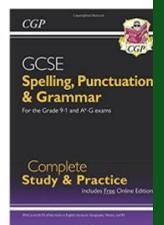
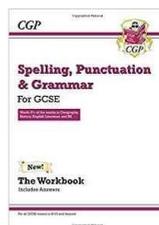
Please ask your son/daughter to log on to google classroom and you will see the resources available to them.

# Literacy

## What can you do?

There are many ways that you can help your child to be as confident as possible with their own literacy between now and the summer examinations. Some of those are outlined below:

- READ – by far the best way to improve literacy is to read a wide range of texts from a range of eras. This way your child will see literacy skills being used effectively. Remember, any reading is better than no reading so even if your child will only read magazines it is a start.
- Editing – try to encourage your child to get into the habit of checking their own work over before saying it is finished. Often students are able to identify their own errors if they actually look for them.
- Fill in the gaps – using resources such as CGP guides will be a great way to help fill in any learning gaps in your child's literacy. It might be useful to use a Key Stage 2 book if your child needs to recap the basics, such as commas and apostrophes. These are available from local retailers and from online stores such as Amazon.
- Revise – Lots of companies make Literacy Revision Guides – such as CGP or Letts. These are a good way to improve understanding and confidence. There are also online resources on websites such as BBC Bitesize which are quick and free.



## **Subject specific command words**

With recent changes to GCSE examinations we have identified that the students have the knowledge and skills necessary for examinations. However, they often get “tripped” up by the question. As such we have compiled some subject specific command verbs. Students need to familiarise themselves with this key terminology as it will help them improve their exam technique.

## English

**Identify** - pick out a quotation (evidence) from the text.

**Give** - pick out a quotation (evidence) or use your own words of how something is shown in the text.

**Analyse** - explain **how** the writer uses language and structure to create an effect.

**Evaluate** = explain **how well** the writer presents a theme or topic - make judgements.

**Compare** - look at the similarities and differences between two texts.

## AQA GCSE Science Command Words

<b>Calculate</b>	Use numbers to work out the answer
<b>Choose</b>	Select from a range of alternatives
<b>Compare</b>	Describe similarities and differences
<b>Complete</b>	Write answers in the space provided
<b>Define</b>	Specify the meaning of something
<b>Describe</b>	Recall facts
<b>Design</b>	Set out how something will be done
<b>Determine</b>	Use data or information to obtain an answer
<b>Draw</b>	Produce or add to a diagram
<b>Estimate</b>	Assign an approximate value
<b>Evaluate</b>	Use the information and your own knowledge to consider evidence for and against
<b>Explain</b>	State the reasons for something happening
<b>Identify</b>	Name or characterise
<b>Justify</b>	Use evidence from the information to support an answer
<b>Label</b>	Provide appropriate names on a diagram
<b>Measure</b>	Find an item of data for a given quantity
<b>Name</b>	Often a single word or phrase
<b>Plan</b>	Write a method
<b>Plot</b>	Mark on a graph

<b>Predict</b>	Give a plausible outcome
<b>Show</b>	Provide structured evidence to reach a conclusion
<b>Sketch</b>	Draw approximately
<b>Suggest</b>	Apply your knowledge and understanding to a new situation
<b>Use</b>	Base your answer on the information given in the question
<b>Work out</b>	Use the numbers in the question to deduce the answer

# AQA Science Specific

## Vocabulary

Accurate	Close to the true value
Measurement Error	The difference between a measured value and the true value
Anomaly	A result that is not part of the variation
Random Error	Varied results between measurements
Systematic Error	Caused by the environment, methods or instruments
Zero Error	A false reading when the true value should be zero
Evidence	Valid data
Fair Test	Only the independent variable has affected the dependent variable
Hypothesis	A proposal intended to explain certain facts or observation
Interval	The quantity between readings
Precision	Little spread around the mean value
Prediction	A suggestion of what will happen
Range	The minimum and maximum values of a variable
Repeatable (reliable)	An experiment that can be repeated with the same results

Reproducible	An experiment that can be repeated by somebody else with the same results
Resolution	The smallest change of a measuring instrument
Sketch Graph	A line graph showing the general relationship between two variable
True Value	The value that would be obtained in an ideal measurement
Uncertainty	The interval within which the true value can be expected to lie
Validity	The suitability of the investigation to answer the question
Valid Conclusion	A conclusion supported by valid data

## Variables

These are physical, chemical or biological quantities or characteristics.

### Categoric

Categoric variables have values that are labels, e.g. names of plants or types of material.

### Continuous

Continuous variables can have values (called a

quantity) that can be given a magnitude either by counting (as in the case of the number of shrimp) or by measurement (e.g. light intensity, flow rate etc.). Previously known as discrete variable.

### **Control**

Control variable is one that may, in addition to the independent variable, affect the outcome of the investigation and therefore has to be kept constant or at least monitored.

### **Dependent**

Dependent variable is the variable of which the value is measured for each and every change in the independent variable.

### **Independent**

Independent variable is the variable for which values are changed or selected by the investigator.

## **French-**

### Question words:

Qui? - Who?

Quand? - When

Où? - Where?

Combien? - How

Quel/Quelle? - Which?

Est-ce que / quoi? - What?

Qu'est-ce que c'est? - What is it?

Qu'est-ce qu'il y a?- What is there?

### Other exam instructions:

Ecoutez - listen

Lisez - read

Répondez - answer

Choisissez - choose

Mentionnez - mention or include

Parlez (avec) - talk (to)

Regardez - look at

Avantage / désavantage - advantage / disadvantage

Vrai/Faux - True/false

Les bonnes lettres - the correct letters

La case - box

Phrase - sentence

Environ (40) mots - approximately (40) words

Chaque aspect - Every point

La réponse - the answer

## Spanish -

Question words:

¿Quién? - who?

¿Cuándo? - when?

¿Dónde? - where?

¿Cuánto? - How much?

¿Cuál? - which?

¿Qué? - what?

¿Qué es? - what is it?

¿Qué hay? - what is there?

Other exam instructions:

Escribe - write

Escoger - choose

Escucha - listen

Menciona - mention or include

Responde - reply or include

Lee - read

Mira - look at

Contesta - answer

la pregunta - answer

En cada casilla - in each box

Completa la tabla - Fill in the grid

Aproximadamente (40) palabras - Approximately (40) words

Ventaje / desventaje - advantage/disadvantage

Verdad / mentira - True/false

## **Geography**

### **Assess:**

Weigh up which is the most/least important.

### **Calculate:**

Work something out

### **Compare:**

Identify similarities and differences.

### **Complete:**

Add information to finish the task.

### **Describe:**

Say what you see. Do not explain!

### **Discuss:**

Give the points on both sides of an argument and come to a conclusion.

### **Evaluate:**

Make judgements about which is most or least effective

### **Explain:**

Give reasons why something is the case.

### **Identify:**

Name an example, could be on a map, photo or graph.

**Justify:**

Give evidence to support your ideas.

**Outline:**

Summarise the main points.

**State:**

Express in clear terms.

**Suggest:**

Give a well-reasoned guess to explain something when you don't know the answer.

**To what extent:**

Judge the importance of something

**Use evidence:**

Choose information to prove or disprove something.

# EDEXCEL HISTORY GCSE: COMMAND WORDS

## Identify:

Select the most important points concerning the topic, event, issue etc.

## Describe:

Give details on what event happens, when it happens, where it happens etc. Include facts, features, characteristics etc.

## Explain:

Give details on why an event, issue etc. happened. Include reasons, causes, factors etc.

Give details on why two aspects of the topic were similar or different.

## Evaluate:

Give judgements, conclusions, opinions etc. on a certain topic, issue etc. supported by the evidence.

Give judgements, conclusions, opinions etc. on the details in sources, interpretations etc. supported by the evidence.

**Analyse:**

Examine the details in the sources etc. to explain or interpret them.

**Infer:**

Focus on the message/main point that you can get from a source by reading between the lines.

**Suggest:**

Focus on what has already been learnt and apply it to a new issue, interpretation etc.

## Business Studies command words

Typically for a Pass grade you will find;

**Describe** Give a clear description that includes all the relevant features - think of it as 'painting a picture with words'

**Define** Clearly explain what a particular term means and give an example, if appropriate, to show what you mean

**Design** Create a plan, proposal or outline to illustrate a straightforward concept or idea

**Explain** Set out in detail the meaning of something, with reasons. More difficult than describe or list, so it can help to give an example to show what you mean. Start by introducing the topic then give the 'how' or 'why'

**Identify** Point out or choose the right one or give a list of the main features

**Illustrate** Include examples or a diagram to show what you mean

**Interpret** Define or explain the meaning of something

**List** Provide the information in a list, rather than in continuous writing

**Outline** Write a clear description but not a detailed one

**Plan** Work out and plan how you would carry out a task or activity

**State** Write a clear and full account

**Summarise** Write down or articulate briefly the main points or essential features

Typically for a Merit grade you will find;

**Analyse** Identify separate factors; say how they are related and how each one contributes to the topic

**Assess** Give careful consideration to all the factors or events that apply and

identify which are the most important or relevant

**Compare/Contrast** Identify the main factors that apply in two or more situations and explain

the similarities and differences or advantages and disadvantages

**Demonstrate** Provide several relevant examples or related evidence which clearly supports the arguments you are making. This may include showing practical skills

**Design** Create a plan, proposal or outline to illustrate a relatively complex concept or idea

**Explain in detail** Provide details and give reasons and/or evidence to clearly support the argument you are making

**Justify How/ Why** Give reasons or evidence to support your opinion or view to show how you arrived at these conclusions

Typically for a Distinction grade you will find;

**Appraise** Consider the positive and negative points and give a reasoned judgement

**Assess** Make a judgement on the importance of something – similar to evaluate

**Comment critically** Give your view after you have considered all the evidence. In particular

decide the importance of all the relevant positive and negative aspects

**Criticise** Review a topic or issue objectively and weigh up both positive and negative points before making a decision

**Draw conclusions** Use the evidence you have provided to reach a reasoned judgement

**Evaluate** Review the information then bring it together to form a conclusion. Give evidence for each of your views or statements

**Evaluate critically** Decide the degree to which a statement is true or the importance or value of something by reviewing the information. Include precise and detailed information and assess possible alternatives, bearing in mind their strengths and weaknesses if they were applied instead.

