GCSE TRANSITION BOOKLET

HUMANITIES

ESSE QUAM VIDERI

ASHFORD SCHOOL

Inspiring Minds

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Welcome to the Geography Department

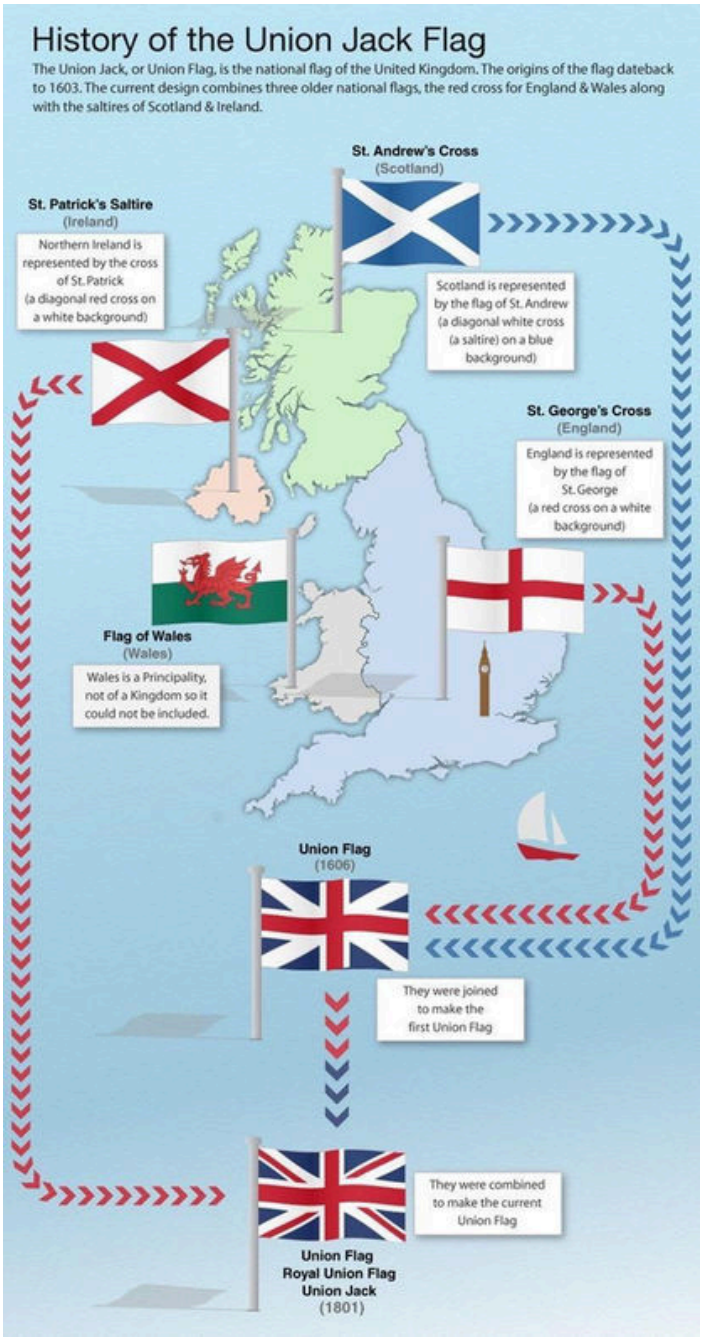
ARE YOU GCSE READY?

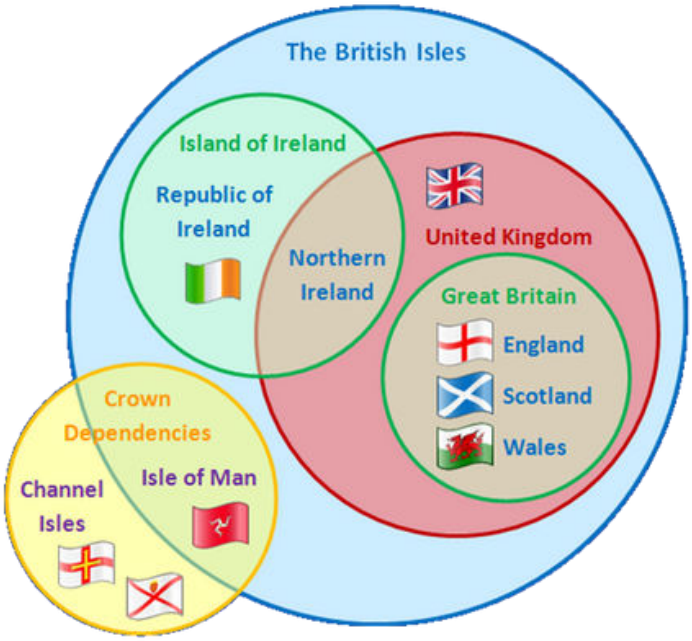
"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together".

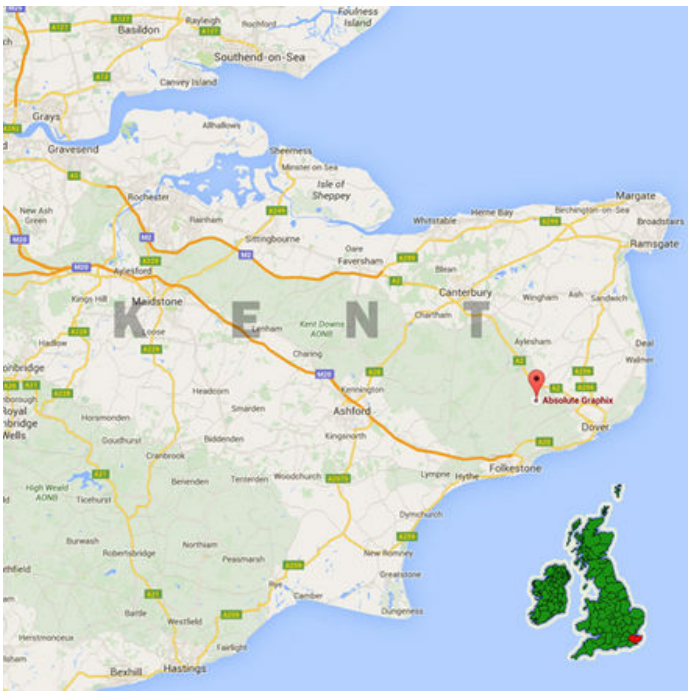
Barack Obama

Welcome to the United Kingdom

The British Isles, United Kingdom and Great Britain: What is the difference?



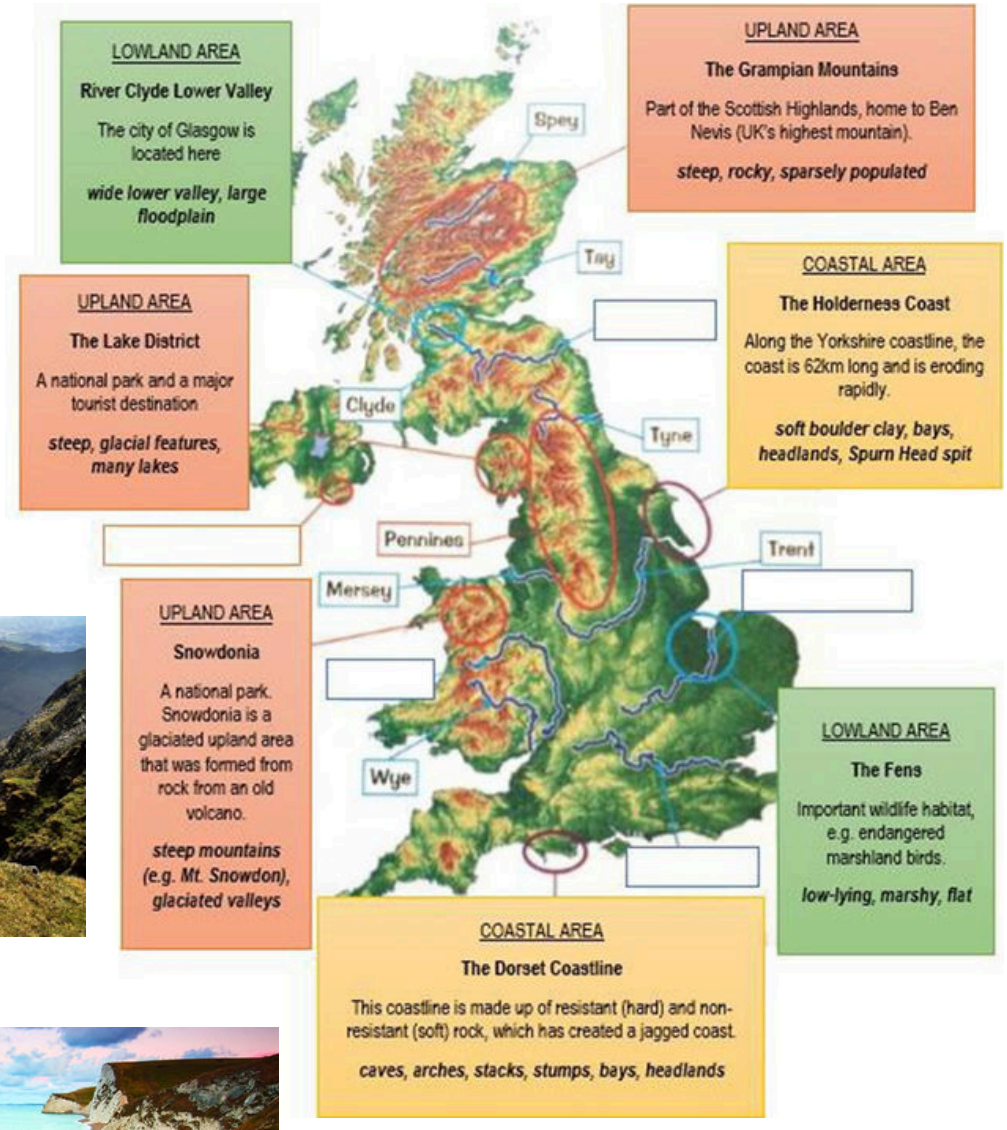




Where am I?

Ashford is a town in the county of Kent, south-east England. It lies on the River Great Stour at the southern edge of the North Downs; about 61 miles (98 km) southeast of central London and 15.3 miles (24.6 km) northwest of Folkestone by road.

What is the United Kingdom Like?



Course Information

Paper 1: Living with the physical environment

• The physical geography one! • Worth 35% • 1hr 30mins

Paper 2: Challenges in the human environment

• The human/economic one! • Worth 35% • 1hr 30mins

Paper 3: Geographical applications

• The skills one! • Worth 30% • 1hr 15mins

Your GCSE Geography course (AQA 8035) culminates in three exams. The basic information that you need to know is in the points below. More detail is shown at the bottom.

Paper 1: Living with the physical environment	Paper 2: Challenges in the human environment	Paper 3: Geographical applications
What's assessed: 3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills.	**What's assessed:** 3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills.	**What's assessed:** 3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills.
How it's assessed: • Written exam: 1 hour 30 minutes. • 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG)). • 35% of GCSE.	**How it's assessed:** • Written exam: 1 hour 30 minutes. • 88 marks (including 3 marks for SPaG). • 35% of GCSE.	**How it's assessed:** • Written exam: 1 hour 15 minutes. • 76 marks (including 6 marks for SPaG). • 30% of GCSE. • Pre-release resources booklet made available 12 weeks before Paper 3 exam.
Questions: • Section A: answer all questions (33 marks). • Section B: answer all questions (25 marks). • Section C: answer any two questions from questions 3,4 and 5 (30 marks). • Question types: multiple-choice, short answer, levels of response, extended prose.	**Questions:** • Section A: answer all questions (33 marks). • Section B: answer all questions (30 marks). • Section C: answer question 3 and one from questions 4,5 or 6 (25 marks). • Question types: multiple-choice, short answer, levels of response, extended prose.	**Questions:** • Section A: answer all questions (37 marks). • Section B: answer all questions (39 marks). • Question types: multiple-choice, short answer, levels of response, extended prose.

My Geographical Skills

Section 1

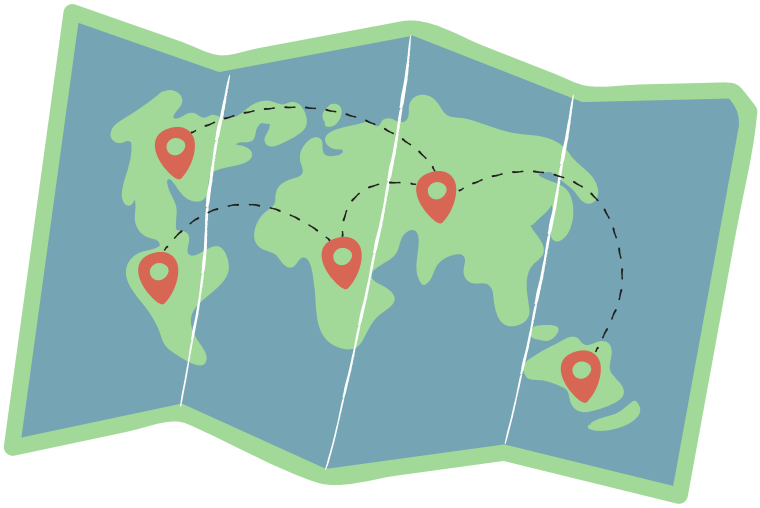
A1. I can label the 8-point compass
A2. I can work out the direction from one point to another point on a map
A3. I know what the scale on a map is for and how to use it
A4. I can give the 4-figure grid reference of point on a map
A5. I can find a point on a map using a 4 figure grid references
A6. I can use spot heights to find the height of land on a map
A7. I can use contour lines to find the height of land on a map

Atlas maps - physical and human features - Cartographic skills - AQA - GCSE Geography Revision - AQA - BBC Bitesize

Section 2

B1. I can recognise maps at different scales: Local/National/International/Global
B2. I can name and locate the countries in the British Isles
B3. I can name and locate the 7 continents
B4. I can name and locate the 5 oceans
B5. I can use latitude and longitude to locate places on a map
B6. I can mark the Arctic Circle, Antarctic Circle, Equator, Tropic of Cancer and Tropic of Capricorn on a map
B7. I can name and locate the countries in Europe
B8. I can describe where the upland and lowland areas of the British Isles are found

Physical landscapes in the UK - glaciers, rivers and relief - Physical landscapes in the UK - AQA - GCSE Geography Revision - AQA - BBC Bitesize
Countries of Europe - Map Quiz Game (playgeography.com)



Section 3

C1. I can define the terms high income country (HIC), middle income country (MIC) and low income country (LIC)

- HIC stands for High Income Country, this means the country is rich and developed. The average income per person is between more than $12,736 (£8162).
- MIC stands for Middle Income Country, this means the country is still quite poor, but it is improving. The average income per person is between $1,045 (£669) but less than $12,736 (£8162).
- LIC stands for Low Income Country, this means the country is poor. The average income per person is less than $1,045 (£669).

C2. I can name examples of LICs, MICs and HICs

C3. I can name and locate the 10 biggest cities in the world

C4. I can categorise events by social, economic, environmental and/or political

C5. I can explain the difference between a cause and a consequence

10 Largest Cities In The World - WorldAtlas

Human Development Index | Human Development Reports (undp.org)

Section 4

D1. I can define key terms such as:

AQA | GCSE | Geography | Teaching resources

Section 5

E1. I can write like a geographer.

Thesaurus						
Sequencing	**Examples**	**Developing**	**Alternatives**	**Comparing**	**Additions**	**Emphasise**
Firstly Secondly Next Finally Since	For example For instance ... such as ... In the case of As seen in	...because Thus ... so This links to This means Furthermore Consequently Therefore This leads to	Whereas Instead of Nevertheless Alternatively In contrast However Although Otherwise On the other hand Then again	Similarly Likewise In the same way Equally	And Also As well as Moreover Furthermore ...along with... ...as a consequence... Including... ...which will lead to...	Above all Ultimately Especially Significantly Importantly

Decision making			
How important, successful OR significant?	**How far do you agree?**	**Opinions**	**Conclusion**
Extremely Very Quite/moderate Somewhat/slightly Minor / little	Completely Strongly Undecided Slightly disagree	I believe I think that In my opinion In my view It is my belief that	Overall... because... In conclusion... Considering the evidence stated above, my conclusion is..... The best option is... because...

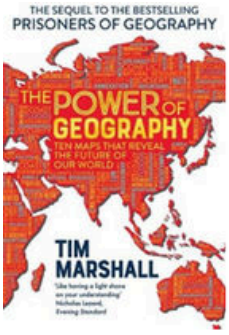
Command word sentence starters...			
Explain	**Suggest**	**To what extent**	**Evaluate/Discuss**
This happens because... This demonstrates... This means that... This is formed by... Therefore... This may be because... This will result in...	This may happen because... This may have been formed by... This may be because... This could result in...	... is more important than... ... more effective than ... ... is successful because... ....but on the other hand ... To some extent...	The main advantage(s) of ... are... because...as shown by... However the main disadvantage(s) of... are...because...as shown by... and so...

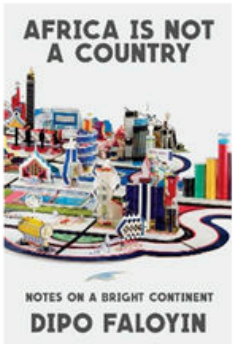
Created by @Mrs_Geography

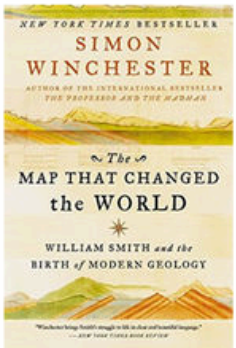
Section 6

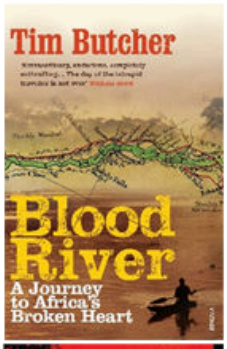
F1. I show a genuine interest in the world around me through what I watch, read and see.

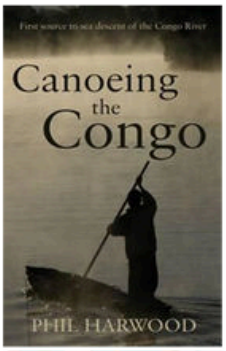
BBC Sounds Podcasts e.g. 39 Ways to Save the Planet - Super Rice - BBC Sounds.

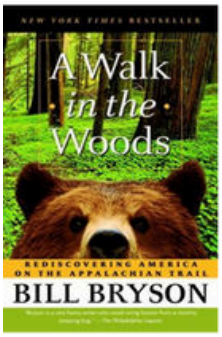


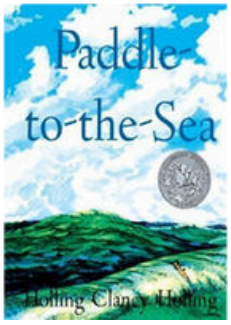


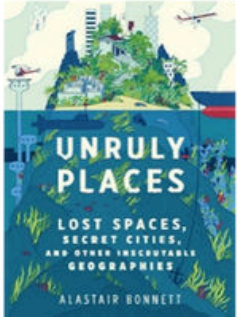


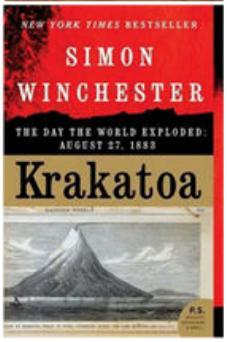


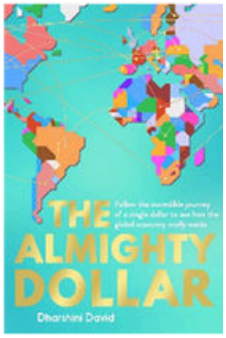












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SPEAK LIKE A GEOGRAPHER

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Z

Can you add some geographical key words to each of the alphabet boxes?

Welcome to the History Department

ARE YOU GCSE READY?

History allows students to think deeply about societal issues, and produces well-rounded, politically, and socially aware young people who can draw parallels between events and who understand the relevance of History to the present, allowing them to be active and informed citizens of the future. History is very good preparation for most workplaces and adult life in general, and crucial transferrable skills, such as distillation, evaluation, debate, and persuasive writing are continuously strengthened as students discover and engage with the excitement and colour of past events.

Course Information

Your History GCSE course prepares you for two 2-hour exams. Each exam paper will include two units.

Exam paper 1:

a) Germany 1890-1945 (taught in Y11).

b) Conflict and Tension: International Relations 1918-1939 (taught in Y11).

Exam paper 2:

a) Health and the People, c.1000-present (taught in the first half of Y10).

b) Elizabethan England (taught in the second half of Year 10).

Paper 1: Understanding the Modern World	Paper 2: Thematic Study and British Depth Study
What's assessed: Germany under Kaiser Wilhelm II; The Treaty of Versailles 1919; The Weimar Republic; The rise of the Nazis, 1929-1933; Nazi Germany, 1933-1945; the League of Nations in the 1920s and 1930s; The failure of the League and the onset of World War 2 in 1939.	**What's assessed:** Health, Medicine and Surgery in the Middle Ages, the Renaissance, the Industrial era and the Modern era in the British Isles; Elizabethan Politics, Culture, Religion and Warfare, 1558-1603.
How it's assessed: • In one 2-hour exam worth 84 marks (including 4 marks for spelling, grammar and specialist terminology). • Worth 50% of the GCSE.	**How it's assessed:** • In one 2-hour exam worth 84 marks (including 4 marks for spelling, grammar and specialist terminology). • Worth 50% of the GCSE.
Questions: • Section A on Germany 1890-1945 – six questions to answer. • Section B on Conflict and Tension – International Relations 1918-1939 – four questions to answer. • Question-types: all answers need to be extended prose. Some are short answers of a paragraph, some are medium length of about a page, and some are full essays of about two pages with an introduction and conclusion.	**Questions:** • Section A on Health and the People, c.1000-present – four questions to answer. • Section B on Elizabethan England – four questions to answer. • Question-types: all answers need to be extended prose. Some are medium length of about a page, and some are full essays of about two pages with an introduction and conclusion.

My Historical Skills

Section 1: Sources

I know:

- The difference between a primary and a secondary source.
- How to draw inferences from a source ("shows / says" followed by "suggests").
- How to compare two sources ("shows", "suggests", "whereas", "by contrast").
- How to use a source as evidence ("We can see this by looking at ....").
- How to evaluate the utility of a source, considering its provenance (nature, origin, purpose).

Useful historical sources links:

Primary and secondary sources explained - History Skills

Primary and Secondary Sources: Their Meaning in History (thoughtco.com)

Section 2: Second-order concepts and key historical terminology

I know the meaning of key terms such as:

Web links for historical key terms:

Glossary of Historical Terms with definitions - History Key Skills

History words (alphahistory.com)

Section 3: Research Skills

I know how to:

- Use a search engine effectively to access the information I am looking for.
- Evaluate how far a website can be trusted by cross-referencing its contents with other sites and finding out about its host company and their purpose.
- Use a library cataloguing system to find resources.
- Use indices and tables of contents effectively in books.
- Skim read text in order to focus in on what is relevant.
- Make shorthand notes of distilled and relevant information.
- Make citations to the sources of your information.
- Write a bibliography

How to find historical sources online - History Skills

How to do historical research - History Skills

Section 4: Formal persuasive communication

I know how to:

- Write an effective introduction (definitions, raise issues, give opinion, explain why)
- Paragraph my work to separate out my points
- Give evidence / examples from my factual knowledge to support my points in each paragraph ("for example, …")
- Explain the significance of the evidence to the question ("This shows / means / suggests / therefore ….")
- Evaluate / weigh up the significance of different causes or consequences to show why one is more significant than the other
- Make a balanced argument, i.e. looking at the weaker argument and then the stronger argument in turn.
- Write an effective conclusion (acknowledge the weaker side of the argument and then explain why the other side is stronger).
- Explain my argument verbally, honing in on the evidence to support it
- Present research to an audience effectively using eye contact, voice intonation and visual aids such as Power Point.

How to write an essay - BBC Bitesize

How do I structure a History Essay? | MyTutor

An Introduction to Academic Writing (thoughtco.com)

Writing like a historian:

Thesaurus

Sequencing	*Examples*	*Developing*	*Alternatives*	*Comparing*	*Additions*	*Emphasis*
Firstly Secondly Next Finally Since ...resulting in... ...leading to... Consequently	For example For instance ...such as In the case of ...as seen in ...	...because This means Therefore This led to This suggests Consequently ....so	Whereas Instead of Nevertheless Alternatively By contrast However .... although... On the other hand	Similarly Likewise In the same way Equally	Also As well as Moreover Furthermore ...along with ...including Additionally	Above all Ultimate Especially Most significantly The key ... The focal .... Of central importance ...

Developing an argument

How significant?	*How far do you agree?*	*Opinions*	*Conclusion*
Extremely Considerable Moderate Somewhat ...of little significance ...of disputed significance ...of questionable significance	Fully Completely Mostly agree To some extent In some respects I disagree	I think that In my opinion In my view It is my view that .... I contend that ...	Overall .... In conclusion To conclude All in all, ... This is because .... The key reason for this is ....

Command Word sentence starters

Explain	*Suggest*	*To what extent*	*Evaluate / discuss*
This is because This demonstrates This means that Therefore This was a result of This resulted in This led to	This happened because ... This resulted in This led to This suggests that This was linked to	To a great extent To some extent To a small extent On the other hand However More likely to be because ...	One reason ....because ... However this is less valid than ....because..... This is shown by ....

Section 5: Revision skills

I know:

- How to make a timeline
- How to use colour to categorise information
- How to make effective mind maps
- How to memorise information effectively using techniques such as pnemonics, flash cards and self-testing
- How to plan a balanced argument

How do I start my revision for my GCSE and National exams? - BBC Bitesize

How do I make a study timetable for my exams? - BBC Bitesize

Revision: Memory hacks and tips - BBC Bitesize

Exploring History: film, podcasts, books and websites.

The following recommendations are linked to modules on the GCSE course at Ashford:

Video:

Podcasts (from BBC and History Hits):

Books:

Websites:

Medicine through time - 3rd level History - BBC Bitesize
Britain: health and the people, c.1000 to the present day - GCSE History Revision - AQA - BBC Bitesize
Tudors and Stuarts (15th to 17th century) - GCSE History Revision - AQA - BBC Bitesize
Germany - GCSE History Revision - AQA - BBC Bitesize

Recommended study before starting your History GCSE at Ashford:

In the first six months of your GCSE History course, you will be studying the History of Medicine, c.1000-present.
We recommend that you study Ancient Medicine, especially Greek and Roman Medicine, before arriving at school in September. This is because the course starts in the Middle Ages, but a lot of medieval medicine is based on ideas from the Ancient world. Here are some recommendations:

Medicine in the Ancient World (Collection) - World History Encyclopedia
Ancient Medicine - The History of Medicine (explorable.com)
What can we learn from Ancient Greek medicine? - Bing video
Medicine of ancient Greece and Rome - презентация онлайн (ppt-online.org)

Welcome to Religious Studies

ARE YOU GCSE READY?

Religious Studies encourages students to consider both sides to an argument, showing an awareness that every belief can have persuasive counter arguments. Successful students will be able to articulate their own opinions with increasing clarity and precision over the two years, and will develop flexibility f thought. Knowledge of two of the world's major faiths – Islam and Christianity – will be used to analyse a plethora of key philosophical and ethical issues, such as nuclear weapons, capital punishment and the problem of evil. Religious Studies develops a student's empathy, and awareness of multiple positions in an argument, and links well to other humanities, with analysis of texts, essay writing and evaluation developed across these subjects.

Course Information

The religious studies exam consists of two exams, each lasting 1 hour 45 minutes.

Exam Paper 1:
The study of religions: beliefs, teachings and practices.

Exam Paper 2:
Thematic Studies

Paper 1: The Study of Religions	Paper 2: Thematic Studies
What's assessed: Beliefs, teachings and practices from Islam and Christianity. Knowledge of either religion not required before studying the course.	**What's assessed:** There are 6 themes, of which we study 4: Religion and Life; Religion, Peace and Conflict; Religion, Crime and Punishment; Religion, Human Rights and Social Justice.
How it's assessed: • Written exam: 1 hour 45 minutes, 96 marks (plus 6 marks for spelling, punctuation and grammar). • Worth 50% of the GCSE.	**How it's assessed:** • Written exam: 1 hour 45 minutes, 96 marks (plus 3 marks for spelling, punctuation and grammar). • Worth 50% of the GCSE.
Questions: • Each section has 5 questions worth: 1 mark, 2 marks, 4 marks, 5 marks, and 12 marks.	**Questions:** • Each section has 5 questions worth: 1 mark, 2 marks, 4 marks, 5 marks, and 12 marks.

Religious Studies Skills

The early questions are worth fewer marks but value precision. Understanding the need to state a point clearly before a short explanation is important.

The longer questions demand explanation, evaluation and analysis. This requires higher order writing and students should practice explaining their argument, offering counter arguments, before summarising which is more persuasive.

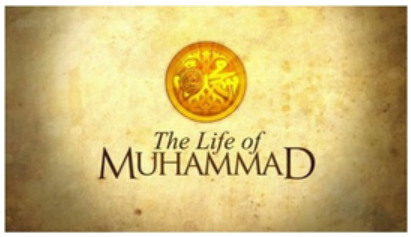
A structure for writing a developed essay				
How far do you agree?	Justification for this view	The counter argument	Justification for this view	Conclusion: which side is more convincing?
I believe that... Some people may argue that... I argue that...	This may be convincing because... Some people would agree because...	However, others would disagree... Some people may find this unsatisfactory because...	This could be argued because... This would be persuasive because...	Overall, I find ... to be more convincing because... Despite the effective challengers, I believe that...

Revision

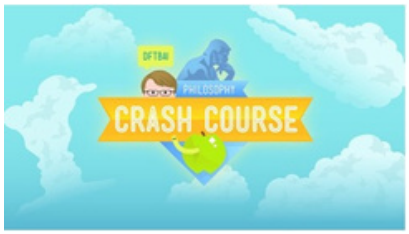
It is important to try a range of revision strategies, to find out which is most effective for the individual. The common theme between all of the below is how they all employ active revision: notes must be made, and condensed, with repeated testing over the revision period. There are some key technical terms in Religious Studies and with practice they will become second nature.

- Mind maps.
- Flash cards.
- Condensing of notes.
- Making thematic links across different topics.
- Exam practice papers, to time.
- Using Cornell note taking to make revision more efficient.

Exploring Religious Studies: Podcasts, Books and Websites



'The Life of Muhammad': this is an excellent introduction to the life of the Prophet as well as introducing key ideas in Islam. Worth using during revision. Youtube has this in three parts.



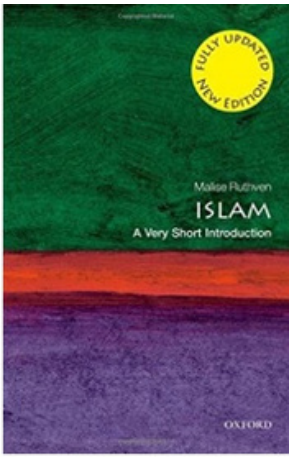
Crash Course Philosophy: The presenter has a wide range of topics and includes a huge amount of content in around 10 minutes. He is well known to those who were at Ashford for Year 9!

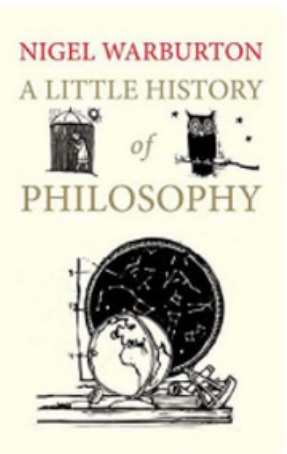
Bishop Barron: His online content is broad and very detailed. Approachable and engaging, he is worth using to expand the knowledge base on Christianity.

Philosophize this!: A superb podcast, which is pushing into A Level territory, but a useful resource for students interested in ideas beyond the syllabus.

The Bible Project: Highly recommended for students to improve their precision during the course.

Books:





Shows which relate to the course:

Welcome to Global Perspectives

ARE YOU GCSE READY?

Global Perspectives is a course which focuses on critical thinking, analysis, research skills and communication skills – both written and oral. These crucial skills are developed by studying Global current affairs themes, such as Globalisation, Sustainability, Migration, Demographic Change, Culture and Identity, Crime and Punishment, Sport and Recreation, Family Structures, War and Peace. Students are exposed to different perspectives on these themes and need to use their developing skills to weigh arguments, identifying strengths and weaknesses. It is excellent preparation for a successful adult life in the 21st Century which depends on being able to trust information sources and evaluate opinions.

Course Information

The structure of the Global Perspectives iGCSE

By exploring themes such as Poverty and Inequality, Transport Systems, Migration, Cultural Identity, Globalisation, Digitisation and Environmental Challenges, this course will prepare you for an exam and will also take you through two coursework processes tailored to the interests of each individual student.

Component 1 - Examined Unit		
What is the structure of the exam?	**What skills are needed for the exam?**	**How much of the course is the exam worth?**
The exam lasts 1 hour 15 minutes, with four main sections each split into multiple questions. The marks available for individual questions range from 1 mark to 24 marks, and range from short answers through to an extended essay.	The exam is based on sources, some of which are diagrams and graphs, some of which are written opinions on a global theme. Successful candidates will show they have read and comprehended the sources fully, analysed the opinions effectively for strengths and weaknesses, and developed reasoned arguments about which opinions are most convincing.	70 marks (35%)

Component 2 – The Individual Report		
What is the Individual Report?	**What skills are needed for the Individual Report?**	**How much of the course is the Individual Report worth?**
A piece of coursework of 2000 words' length, on a topic of the candidate's choice, taken from a list of 8 themes (see the table, below). The report will look at a global issue, both from a global perspective and also from the narrow perspective of one particular place chosen as a case study.	A successful Individual Report will be structured well with an introduction, different sections for different issues, and a conclusion; it will be well-researched; the sources of information will be evaluated for their reliability; footnotes will be used for citations to the sources used; a bibliography will list all sources used during research and writing.	60 marks (30%)

Component 3 – The Team Project and Written Reflection		
What is the Team Project?	**What skills are needed for the Team Project?**	**How much of the course is the Team Project and Reflection worth?**
A project undertaken in groups, followed by a piece of coursework of 1000 words on how well the project went. The group project will be on a topic of the group's choice, taken from a list of 8 themes (see the table, below). Projects can take on a wide variety of forms, e.g. a presentation, the creation of a video, running a stall, campaigning, developing and testing a finished product. All projects will aim to inform an audience about cultural similarities and differences between two places.	Collaborative, time-keeping and organisational skills of each team member will be tested in this component as the group develops and undertakes the project. The reflective paper will require the ability to analyse and weigh strengths and weaknesses, both in the candidate's own performance but also in the team's performance. A successful reflective paper will offer fully-reasoned ideas for improvement, will be based on evidence from the team project and will use footnote references to all external sources used during the development of the project.	70 marks (35%)

The Choice of Topics in the Three Components:		
Exam (worth 35%)	**Group Project (worth 35%)**	**Individual Project (worth 30%)**
Migration; Demographic Change; Employment; Globalisation; Education for all; Fuel and Energy; Law and Criminality; Transport Systems.	Conflict and Peace; Disease and Health; Human Rights; Language and Communication; Poverty and Inequality; Sport and Recreation; Tradition, Culture and Identity; Water, Food and Agriculture.	Belief Systems; Biodiversity and Ecosystem Loss; Changing Communities; Digital World; Family; Humans and Other Species; Sustainable Living; Trade and Aid.

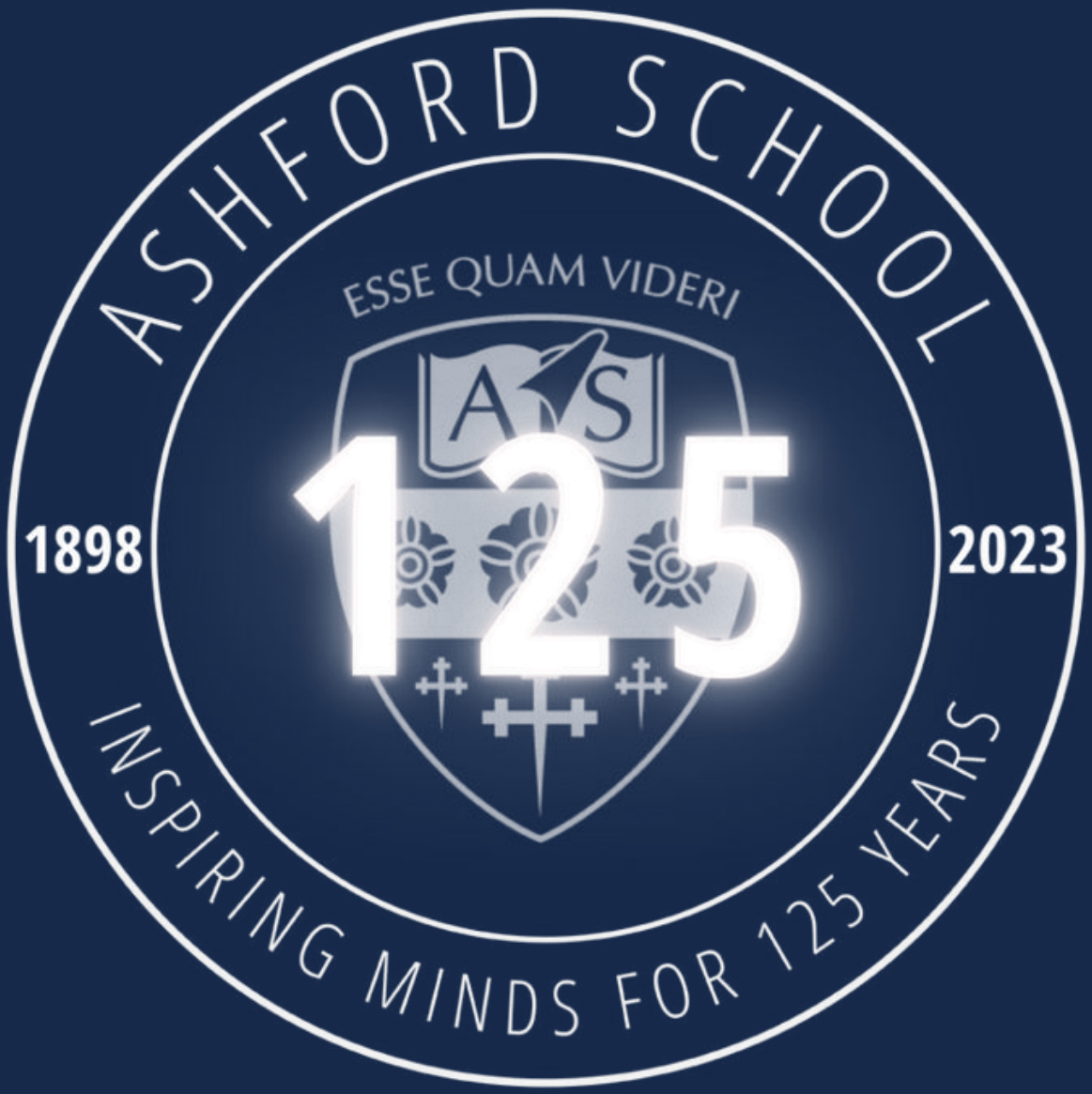
How to prepare for studying Global Perspectives

The best preparation for studying Global Perspectives you could do would be to research current affairs and big global issues. Watching the news, reading the news, readingjournals and looking at the websites of large organisations like the UN or international charities, would lay very good foundations. Try to think about the issues under discussion, and what the big debates are within those issues. See if you can develop an opinion of your own, based on what you have read.
Read as many newspaper and journal articles as you can which are about global issues (see the list of global issues in the table above). Every time you read something, question what you are reading rather than simply accepting it:

- Think about whose perspective the article is considering.
- Why are they writing from this perspective – is it because of where the author lives, which organisation they work for, what political leanings they have, what research they have done, whose opinions they are influenced by?
- Do you agree with this perspective? If not, why not? What evidence do you have that your perspective is more valid? Examine why you have the perspectives that you do – is it because your parents and friends have those opinions too? Is it because of where you have got your information from? Do you think your opinion can be relied on? How can you make your own opinions more reliable to others?
- Do some research on the same topic from other sources. Do you get different perspectives from these different sources? Whose perspectives do you think are most convincing and why?

Here are some suggestions about where you can start your research:

- The National Geographic is an excellent online platform for discovering how individual people and places are affected by global issues: Homepage | National Geographic
- The UN (United Nations) website is also an excellent place to visit to expand your awareness of global issues: United Nations | Peace, dignity and equality on a healthy planet
- Charities such as Oxfam also host websites with important articles about poverty and its root causes (e.g. climate change, inequality, crime, war etc): Oxfam GB | leading UK charity fighting global poverty
- National newspapers such as the UK's Guardian, Times, Telegraph, Daily Mail or The Conversation are also interesting as they give you different opinions on the same issues. This will allow you to ask some of the questions listed above about how valid the perspectives are.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