

Improving Outcomes at GCSE Business

There are five specific ways to improve outcomes at GCSE Business which your Business teacher will have explained to you regularly. Read carefully and use this document.

1. Subject Knowledge

For students: Make sure you know each topic area. You will have a checklist for both Themes which you should use to indicate the topics you are/are not confident in. Revision should always start with the topics you have the least confidence in.

- One of your best resources is the book you have used in lessons to make notes. Read through them again and the class activities associated to the topic. Use the pink mini-tests after each sub-topic to remind yourself of possible questions that could come up in the exam.
- Use the salmon coloured revision aids that you have completed for each sub-topic. If there are any gaps complete them, and read them again thoroughly. You could even try to condense them into smaller chunks or complete a mind-map for each sub-topic.
- Google Classroom has all the power-points for each topic area. If you are missing any notes this is where you can find them. There will also be some further revision activities or links that you can access to help your revision.
- There are a number of online resources that we have encouraged you to use. These offer a range of different resources and we cannot stress the importance of using them to help your revision. These include:
 - <https://businessed.co.uk/index.php/home/theory/gcse/edexcel-gcse-9-1-theory-notes-public>
 - <https://www.bbc.co.uk/bitesize/examspecs/z98snbk>
 - <https://senecalearning.com/en-GB/seneca-certified-resources/business-gcse-edexcel/>
 - GCSE Business Pod
 - Bizconsesh – short videos from an online tutor
 - Revision books for *GCSE Business Edexcel (9 – 1)* available from good book shops and online

For Parents/Carers: Using one of the resources above regularly, test their knowledge with short questions e.g. What is secondary research? What is job production? What are interest rates?

2. Application

For students: Make sure you remember that **application** (aka AO2, context) **must** be used in Sections B and C. This means using information from the Case Study to support your points and arguments. You must back up what you are saying with information from the Case Study. It is for every question in Sections B and C from a 1 mark question up to the 12 mark question. It must be applied to the Case Study or you will lose a lot of marks.

For Parents/Carers: Application can be developed by reading BBC Business News which our students are used to doing. They can also **highlight** key information in Case Studies from practice questions.

3. Exam Techniques

For students: All exam techniques can be found on Google Classroom. Find them and make sure you follow the technique when writing answers. Examiners are looking for you to write logical chains of reasoning. This means 3-mark techniques such as BLT (because, leads to, therefore) or PTA (point, this means that, as a result). Remember a 6 marker must have 2 BLTs or PTAs to ensure you get all the marks available. You have to learn to write a strong 9- and 12-mark answer. The most important area is to support your arguments with strong references and examples found in the Case Study. You have to have a strong logical chain of reasoning, TiB, Tmt, TL2, Aar, T4 (make sure you know what the abbreviations mean).

For Parents/Carers: Check you can see the chain of reasoning in any extended writing. This makes sure that students write extended answers with cause/affect.

4. Timing

For students: If you don't watch the clock you will run out of time. You have learnt to write a 'mark a minute'. A 3-mark answer should take 3 minutes and not 5. A 6-mark answer should take 6 minutes and not 10. If you are unsure of any questions then move onto one you can complete and come back to those you are not sure of till the end. Make sure you attempt all questions to the best of your ability.

For Parents/Carers: Remind students how important the timing is and encourage them to practice timed questions and, on the day, to finish the paper.

5. Revision

For students: You have started your revision because you have had to revise for your End of Unit Assessments. Some of you have performed very well in them and some of you could have revised a bit more. It is important that you do chunks of revision as often as you can, using all the resources in this document and those that take place in lessons.

For Parents/Carers: Students are expected to revise regularly each week on top of any homework set. If students have a revision timetable encourage them to follow it.