

PRACTICE:
2. KNOW THE SKILLS



**WHEN IT COMES TO
YOUR EXAMS THERE
ARE NO SHORTCUTS!!**

2



**IT IS VITAL THAT YOU
UNDERSTAND THE
SKILLS REQUIRED IN
ANY GIVEN SUBJECT.**

2



**HOWEVER, DO YOU
ACTUALLY KNOW THE
SKILLS NEEDED FOR
SUCCESS IN YOUR
COURSES???**

2



**THROWING TRAFFIC
CONES MIGHT NOT BE
ON THE LIST...**

2



**BUT YOU MIGHT HAVE:
ANALYSING TEXTS,
DEFINING TERMS,
EVALUATING STUDIES,
INTERPRETING DATA...**

2

THE "SKILLS" REQUIRED FOR AN A LEVEL CAN OFTEN BE FOUND IN "ASSESSMENT OBJECTIVES" IN THE COURSE SPECIFICATION.

Chemistry (7404, 7405)

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Assessment objectives

Assessment objectives (AOs) are set by CCEP and are the same across all AS and A-level Chemistry specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives:

- AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.
- AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures.
 - in a theoretical context
 - when handling qualitative data
 - in a practical context
 - when handling quantitative data
- AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:
 - make judgements and reach conclusions
 - develop and refine practical design and procedures

Weighting of assessment objectives for AS Chemistry

HERE IS AN EXAMPLE OF THE CHEMISTRY AQA, A LEVEL SPECIFICATION.

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OUR AIM IS TO BREAK THESE DOWN INTO SOMETHING LIKE 7 KEY SKILLS REQUIRED TO ACHIEVE AN A GRADE...

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IT'S A START... BUT A CHEMISTRY COURSE TUTOR WILL BE ABLE TO HELP YOU DO THIS BETTER...

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Weighting of assessment objectives for AS Chemistry

IN THIS EXAMPLE WE MIGHT START WITH BREAKING OBJECTIVES INTO:

1. KNOWLEDGE OF SCIENTIFIC IDEAS
2. KNOWLEDGE OF PROCESSES
3. KNOWLEDGE OF TECHNIQUES AND PROCEDURES
4. PRACTICAL APPLICATION
5. DATA HANDLING / STATISTICAL ANALYSIS
6. MAKING JUDGEMENTS & CONCLUSIONS
7. DEVELOP AND REFINE PRACTICAL DESIGN

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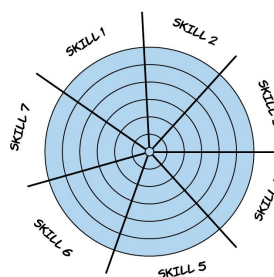
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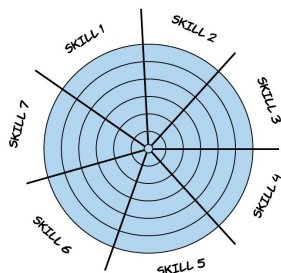
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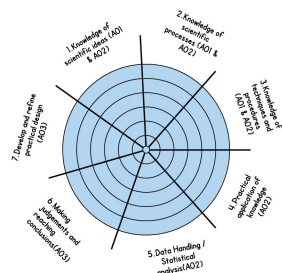


A TARGET DIAGRAM LIKE THIS IS OFTEN USED BY SPORT PSYCHOLOGISTS TO GET ATHLETES TO EVALUATE THEIR SKILLS.



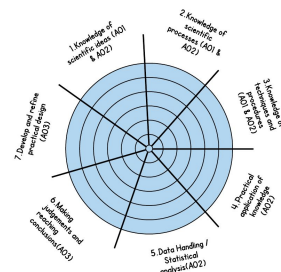
THE SAME CONCEPT
CAN BE APPLIED TO THE
SKILLS FOR YOUR A
LEVEL COURSES, BY
PLACING THE KEY
SKILLS AROUND THE
TARGET...

2



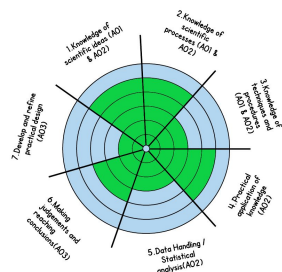
HERE IS OUR
CHEMISTRY EXAMPLE
FROM THE PREVIOUS
SLIDE... (SORRY
CHEMISTRY
TEACHERS!)

3



ONCE YOU HAVE
IDENTIFIED THE 7 KEY
SKILLS YOU CAN
COLOUR THEM
DEPENDING ON HOW
CONFIDENT AND
PRACTISED YOU FEEL
WITH EACH SKILL...

4

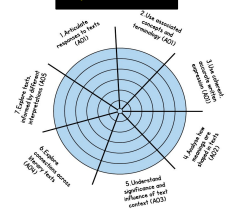


HERE IS A COMPLETED
EXAMPLE.
THE PROCESS OF
CONSIDERING YOUR
SKILLS AND
VISUALISING THEM LIKE
THIS CAN REALLY HELP
YOU FOCUS YOUR
REVISION.

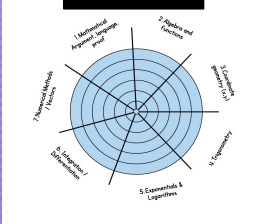
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HERE ARE 2 MORE EXAMPLES OF TARGET DIAGRAMS
WE HAVE USED FOR ENGLISH AND MATHS STUDENTS

ENGLISH LITERATURE



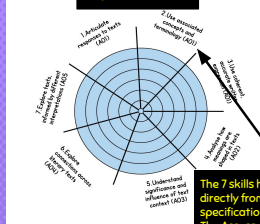
MATHS A LEVEL - PAPER 1



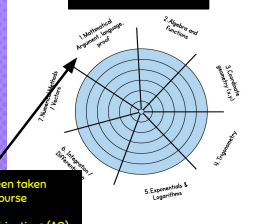
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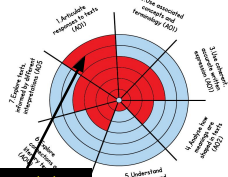


The 7 skills have been taken
directly from the course
specification.
The Assessment Objectives (AO)
are also shown.

7

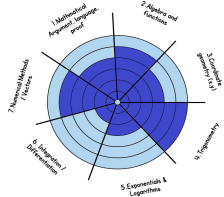
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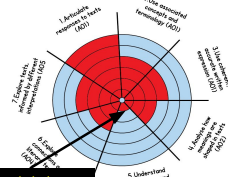
In this example the student is strong at articulating his responses to text.

MATHS A LEVEL - PAPER 1



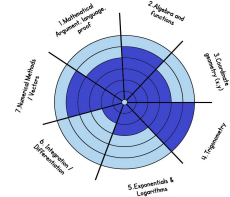
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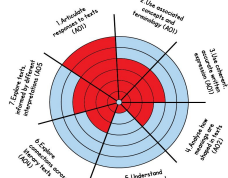
Conversely, he has identified weaknesses in understanding the context of the texts

MATHS A LEVEL - PAPER 1

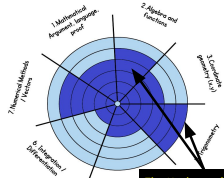


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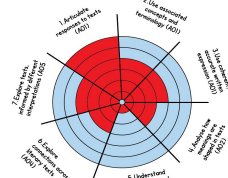
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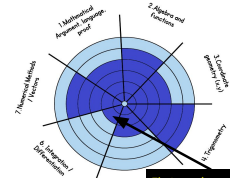
The Maths student has identified her high level of skill in Algebra and Trigonometry

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ENGLISH LITERATURE



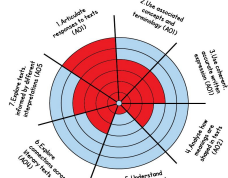
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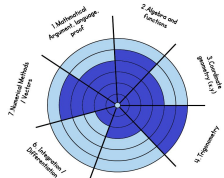
Their weakest skills are Integration and Differentiation

HERE ARE 2 MORE EXAMPLES OF TARGET DIAGRAMS WE HAVE USED FOR ENGLISH AND MATHS STUDENTS

ENGLISH LITERATURE



MATHS A LEVEL - PAPER 1



NOW OVER TO YOU

TARGET DIAGRAM WORKSHEET

NAME:

SUBJECT:		SUBJECT:		SUBJECT:	
SKILL 1	SKILL 2	SKILL 1	SKILL 2	SKILL 1	SKILL 2
SKILL 3	SKILL 4	SKILL 3	SKILL 4	SKILL 3	SKILL 4
SKILL 5	SKILL 6	SKILL 5	SKILL 6	SKILL 5	SKILL 6
SKILL 7	SKILL 8	SKILL 7	SKILL 8	SKILL 7	SKILL 8

Activate
Go to Skill

CREATE YOUR OWN TARGET DIAGRAMS, FOR EACH OF YOUR COURSES.

TARGET DIAGRAM WORKSHEET



NAME: _____

SUBJECTS	SUBJECTS	SUBJECTS

Activate
Go to Skill

FINAL THOUGHTS...

Here are 2 ways we have seen students make very swift progress in a short space of time:

1. Ask your teachers for an example piece of work, with the skills you want to improve demonstrated at grade C, or B or A (i.e. whichever grade you are targeting)
 - × Then analyse what they are doing that you are not
 - × Ask yourself: "*what is missing from my work?!*"
2. Find a student who executes a particular skill better than you do and ask them if you can work with them.