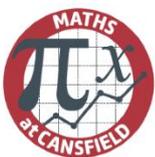




CANSFIELD

How to support your child in Key stage 4

A Guide to effective Home learning



What can you do to support your child?

1. Ensure they have 100% attendance
2. Encourage them to attend revision
3. Ensure your child has a suitable space to revise in
4. Create a timetable with 30 – 45 minute study sessions, lots of breaks and down time
5. Make sure they start revising early
6. Repetition is key
7. Students must be thinking and not copying
8. Ensure they get lots of sleep
9. Ensure they have some time away from studying
10. Contact school if you have any worries or concerns
11. Remind them of key dates

Here are 6 strategies to use with your child, to ensure that they are revising effectively:

Strategy 1: WHAT DO I KNOW ALREADY

- This is a useful starting point. You will not need to revise everything to the same, as there will be sections of content that you know and will be confident on.
- Start by writing some of the main topic areas and write down what you already know about them
- DON'T JUST REVISE THE SECTIONS YOU LIKE

Strategy 2: REDUCE

- Reduce large chunks of information into to smaller more manageable chunks. This will require you to READ and then pick out the KEY information
- Highlight KEY POINTS to remember
- You can then follow this up with EXPAND – this is where you ELABORATE

Strategy 3: MINDMAP FROM MEMORY

- Read, read, read – Mind map from memory.
- Use layered note taking strategies to identify gaps in knowledge

Strategy 4: EXPAND

- Take 2-3 concepts and expand in ways that you might need to in an exam
- ELABORATE
- PRIORITISE / MAKE DECISIONS
MAKE LINKS
- PROVIDE OPINIONS

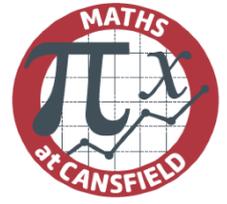
Strategy 5: TRANSFORM

- Turn Chunks of content into diagrams. Annotate as much as you can. These can include tables, flow charts etc. It provides a more visual way of breaking down lots of content.

Strategy 6: Q&A

- Write a series of questions / Short knowledge-based questions
- Extended application
- Questions should be used towards the end of your revision sessions to test what you have retained.

Mathematics



Awarding body: Edexcel

How is it assessed?

In Maths any topic can appear on any of the three papers and may appear more than once.

Paper 1: 1 hour 30 minutes *Non-Calculator*

Paper 2: 1 hour 30 minutes *Calculator*

Paper 3: 1 hour 30 minutes *Calculator*

How to revise

The best way to revise Maths is to do Maths and mark it.

1. Exam Papers

The best revision for Maths is completing exam papers or exam questions regularly. Students will find lots of exam questions in their books that they can do by covering up their answers and trying them again on a piece of paper. Students can access exam questions and past papers from the following places:

- **Corbett Maths** (exam papers with answers where you can mark their work)
- **On Maths** (online platform that will mark answers as students go along)

2. RAG Sheets

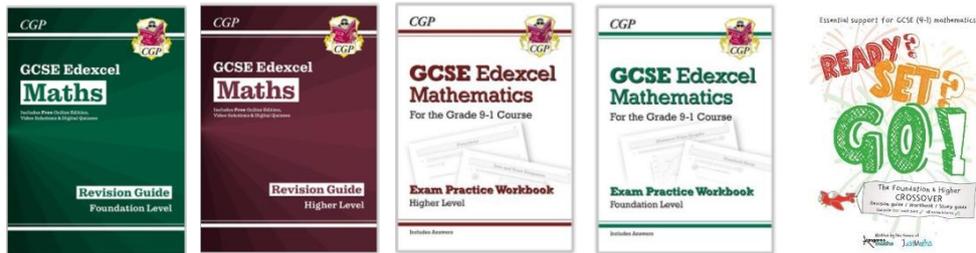
Every 2 weeks, students will complete a GCSE maths paper in class, which will be marked by their class teacher, and receive a RAG sheet identifying their individual strengths and weaknesses. This should be brought home, along with student friendly mark schemes. From here students have a few options on how they can work on their weaknesses at home:

- Revision guides – students can find the topic within the revision guide; look over the examples; complete the questions assigned and mark their answers.
- Corbett Maths – this website has a video, exam questions and answers on every topic cover within the GCSE syllabus. They can search the website for the topics they need to work on.

If they are still getting these questions wrong they should bring them in to school and speak to their Maths teacher.

3. Revision guides and workbooks

Revision guides and workbooks that we would recommend are the *CGP Higher and Foundation* which can be purchased from school at a reduced price of £3.50 per book, the revision guide and workbook work best when purchased together. We also have and the *JustMaths Ready, Set Go* crossover (for student aiming for a grade 5/6) revision guide and workbook combined for £6.50. Students should use the revision guides (Ready sections in the Ready, Set, Go books) to revise the skill and then use the workbook (or Set and Go sections) in order to practice the skill, they have been revising. They should then check their own answers. If they are still struggling after this they could access one of the Maths websites below or come and speak to their Maths teacher.



4. PiXL App

The PiXL MathsApp has a wide range of revision materials which students can access from their phones. On the app, students can access videos, PowerPoint presentations and independent tasks where they can practice the skills they require. This also include grade boosters for all abilities. Once they have sat their PPEs we will upload their data so they can access individual, tailored revision according to what they need to work on.

5. Essential equipment

Students require the following equipment for their examination:

- Pen
- Pencil
- Rubber
- Sharpener
- Ruler (preferably clear)
- Compass
- Protractor (full 360o not a half)
- Casio FX-83GTX Calculator

Whilst this is provided for all students in the exam it is best practise for students to have this equipment so they have time to get used to using it prior to their exams.

English



Awarding body: AQA

How is it assessed?

English Literature Paper 1 (1 hour 45): **Shakespeare and the 19th Century Novel**

English Literature Paper 2 (2 hours 15): **Modern texts and poetry**

English Language Paper 1 (1 hour 45): **Explorations in Creative Reading and Writing**

English Language Paper 2 (1 hour 45): **Writers' Viewpoints and Perspectives**

Students will receive two GCSE for English one for English Literature and the other for English Language. They are two separate qualifications and whilst they do have some overlap with the skills required there are two very different ways to revise for them.

How can you support your child to succeed in English Language?

- The Paper 1 exam tests student ability to respond to 'Explorations in Creative Reading and Writing'.
- The Paper 2 exam tests student ability to respond to 'Writers' Viewpoints and Perspectives'. Students are tested on their ability to write a piece of non-fiction. Sometimes these texts are about current/topical affairs. It is essential that your child, at the very least, has an understanding and awareness of topical issues and the world in which they live.
- Please encourage them to watch the news at least weekly or access news headlines on Twitter or the internet.
- The writing tasks relate to topical issues or subjects that the exam board would imagine that teenagers would have opinions about. If your child has no opinion on an issue then no amount of work from us about structure, extended punctuation or persuasive techniques is going to help them. Past papers have asked them to write articles or letters giving their opinions about topics: engagement in sports activities; parenting and celebrities as role models.
- Please encourage your child to read non-fiction including newspaper and quality magazine articles. This is probably the single most important thing you could do. The non-fiction component is 50% of the final GCSE grade. Whenever possible, discuss the articles with them and ask them to articulate their views and express opinions. Discuss the writer's viewpoint and purpose. Encourage them to consider the methods that the writer uses – how they structure their writing and the language and techniques that they employ.
- Students with frequent absence do not achieve their potential in English Language. Should students miss lessons it is imperative that they take responsibility for missed work and complete it.

How can you support your child to succeed in English Literature?

- Students should be revisiting the texts. Whilst class teachers will refer to specific extracts in the text, we do not have the time to re-read whole texts in lessons. *A Christmas Carol* would take around two hours to read in one sitting. Reluctant readers should be encouraged to read a Stave a night. Twenty minutes of reading a day would allow your child to re-read each text at least once.
- Please do encourage your child to watch the movies of the texts. *A Christmas Carol* is available on Netflix. There are productions of both *Macbeth* and *An Inspector Calls* on YouTube. Amazon sells all movie versions for a couple of pounds. Ideally watch with them! Stop and start the film and ask your child to explain what is happening **and why**. Teaching someone else is the best way to consolidate learning.

- If you can, read the texts with them. All students have access to each of the texts on Google Classroom.
- Pupils are tested each week, in class, on a list of key spellings and quotations- quiz them weekly!
- There is a wealth of resources on YouTube for students to access. Mr Bruff and Stacy Reay both produce quality videos for the AQA specification. There are numerous videos on each of the texts and both Language papers. Students can identify their personal areas for development and type in what they want to find e.g. 'structure AQA Paper 1' and a relevant video will come up.

Revision Guides

The Snap Series of revision guides are available to buy for £3 each through school for each of the skills/ texts for both Literature and Language:

Snap Revision: *An Inspector Calls*

Snap Revision: *A Christmas Carol*

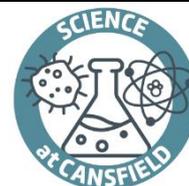
Snap Revision: *Unseen Poetry*

Snap Revision: *Writing*

Snap Revision: *Power and Conflict*

Snap Revision: *Macbeth*

Snap Revision: *Reading*



Awarding body: AQA

Science students at Cansfield follow either the **Combined Science Trilogy** course or the **Triple Science** course, which comprises separate qualifications in Biology, Chemistry and Physics.

Science has a wide-ranging curriculum and for our students to truly embed the knowledge they need for their GCSEs, it requires time, patience, resilience and plenty of practice.

How is it assessed?

The breakdown of the assessments is shown in the table below:

Assessment	Topics:	Triple	Combined
Paper 1 Biology	<ul style="list-style-type: none"> • Cell biology • Organisation • Infection and response • Bioenergetics 	1 hr 45 min	1hr 30 min
Paper 1 Chemistry	<ul style="list-style-type: none"> • Atomic structure and the periodic table • Bonding, structure, and the properties of matter • Quantitative chemistry • Chemical changes • Energy changes 	1 hr 45 min	1hr 30 min
Paper 1 Physics	<ul style="list-style-type: none"> • Energy • Electricity • Particle model of matter • Atomic structure 	1 hr 45 min	1hr 30 min
Paper 2 Biology	<ul style="list-style-type: none"> • Homeostasis and response • Inheritance, variation and evolution • Ecology 	1 hr 45 min	1hr 30 min
Paper 2 Chemistry	<ul style="list-style-type: none"> • The rate and extent of chemical change • Organic chemistry • Chemical analysis • Chemistry of the atmosphere • Using resources 	1 hr 45 min	1hr 30 min
Paper 2 Physics	<ul style="list-style-type: none"> • Forces • Waves • Magnetism and Electromagnetism • Space physics (Triple only) 	1 hr 45 min	1hr 30 min

Revision websites

There are many revision websites available and those we think are the most useful are:

- www.bbcbitessize.co.uk – very useful for learning content and includes revision quizzes and videos
- www.primrosekitten.com – revision videos and numerous free resources, including revision timetable templates
- www.freesciencelessons.co.uk – short revision videos on all Science topics and particularly useful for consolidation and revision of the 'Required Practical' elements of the course.

- www.senecalearning.com – an excellent and free resource that is useful in supporting students to regularly review subject content and aids preparation for examinations. Once the relevant courses are added on Seneca, students have access to banks of questions on all topic areas in Science.
- www.youtube.com/c/MalmesburyEducation/playlists - videos showing demonstrations of all the Required practicals. Very useful for revision and for catching up if a practical lesson has been missed.
- www.kuizical.com – online question and answer flash cards. Select the course and the topic (ensure it is AQA) and get a series of questions to test knowledge. Number of questions per ‘card’ can be changed.
- <https://www.youtube.com/user/myGCSEscience/playlists> - revision videos on a variety of topics
- <https://www.youtube.com/c/Cognitoedu> - Cognito has lots of videos on all areas of the Science GCSE curriculum

Revision guides

The revision guides below come highly recommended and are all available on **Amazon**:

The **Oxford Revise** series is most-highly recommended and is available at Foundation and Higher level priced at £12.24. For Triple Science, separate Biology, Chemistry and Physics versions are available at £6.80 each. The Collins **Required Practical lab book by Emily Quinn** priced at £2.13 on Amazon, is an excellent resource for the revision of the Required practical element of the course, it consists of practical methods and practical-related exam-style questions. The **CGP Revision and Practice** guides are available to purchase through school priced at £10 for **Combined Science** and £6 for each separate science. A free online version of the book is available with each purchase.

Revision techniques

Students are encouraged to trial a variety of revision techniques to determine which work best for them these could include:

- Read, cover, write, check – particularly useful for learning the Physics equations and key vocabulary
- Flash cards – for e.g. Physics equations, key definitions, Question and Answer cards
- Mind maps – e.g. 2-colour mind-map. One colour for knowledge recalled and one for content looked-up
- Past- paper questions – past papers and mark schemes and the Science specification are available on the AQA website.

Home Learning in Science

The regular review of curriculum content is vital if students are to understand and commit content to memory for examination purposes. At KS4, Science pupils are set fortnightly home learning tasks.

Task 1: Physics equations – Pupils are set 5 equations per fortnight which they must learn for a class quiz. The ‘Read, Cover, Write, Check’ method is recommended as is the ‘23 equations’ app that can be obtained free from the App store. Equation sheets have been given to your child and placed on Google Classroom.

Task 2: Seneca Learning tasks – links to tasks are placed on Google Classroom fortnightly by your child’s Science teacher. Seneca Learning works very well on a phone so a computer is not needed.

To support your child, it would be extremely beneficial if you could remind your child to complete these Home Learning tasks by each deadline and to encourage them to spread the workload over the two weeks.

Art, 3D Art, Textiles and Photography



Awarding body:

How is it assessed?

Our Creative subjects at Cansfield will be assessed against the work our pupils undertake within their component one coursework. Component one will consist of three distinctive projects and possibly a smaller auxiliary project to complement the main Component one project work. Pupils must complete these projects by showing a range of practical, experimental and developmental skills and also critical analyses of the work of artists, cultures or photographers. These skills are divided into four key Assessment Objectives.

Assessment Objective one: Recording the work of artists, designers, photographers and cultures. 24 marks.

Assessment Objective two: Experimentation using a range of media, processes and photoshop. 24 marks.

Assessment Objective three: Recording through observational photography and drawing. 24 marks.

Assessment Objective four: A final personal response. 24 marks.

Objectives one to three are crucial to the successful completion of Objective four, the final personal response. They tell the story of the work, the development of processes and techniques, the ideas and intentions that worked and the ones that didn't. Pupils record and document this process within their sketchbook and in photography on PowerPoint. Suffice to say, if a pupil's sketchbook/ PowerPoint work is inconsistent, poorly presented or incomplete then not only will the final piece suffer, but the pupils overall final grade.

How can you help?

- Please encourage your child to attend Creative Friday after school catch-up. Every Friday from 3.15 to 4.15.
- We run Creative Saturday sessions at appointed times throughout the academic year, this is a wonderful opportunity for your child to develop and explore their work in greater depth with the aid of specialist help and use of materials.
- At pre-arranged times during each holiday we run a well-attended Creative Minds Club, where pupils can discuss the direction of their work with the help of a creative specialist and make informed decisions about the direction of their coursework outcomes.
- Please ask your child about the project work (component one) they are undertaking, each one will be evident within their sketchbook.
- The Range in Wigan have a really good Arts and Crafts section, if your child needs materials such as acrylic paint, soft 4B pencils and charcoal this is the place to go!
- Always ensure that that your child brings their sketchbook/folder to every lesson and that it's not left at home.
- Finally, don't hesitate to contact your child's class teacher or Mr Dickinson (Head of Faculty).



Awarding body:

How is it assessed?

Our iMedia subject at Cansfield will be assessed on 4 different modules. Each module has equal weighing for the overall grade at 25%. Pupils must complete these projects by showing a range of practical, experimental and developmental skills.

- R081 Pre-Production Skills: Written paper OCR set and marked 1 hour 15 mins – 60 marks (25%)
- R082 Creating Digital Graphics: Centre-assessed tasks, OCR-moderated – 60 marks (25%)
- R084 Storytelling with a comic strip: Centre-assessed tasks, OCR-moderated – 60 marks (25%)
- R091 Designing a game concept: Centre-assessed tasks, OCR-moderated – 60 marks (25%)

How can you help?

- Please encourage your child to attend Creative Friday after school catch-up. Every Friday from 3.15 to 4.15.
- We run Creative Saturday sessions at appointed times throughout the academic year, this is a wonderful opportunity for your child to develop and explore their work in greater depth with the aid of specialist help and use of materials.
- At pre-arranged times during each holiday we run a well-attended Creative Minds Club, where pupils can discuss the direction of their work with the help of a creative specialist and make informed decisions about the direction of their module outcomes.

How can students help yourself?

- There are a range of online books you download and use to help improve your knowledge.
- <https://www.ocr.org.uk/Images/115888-specification.pdf>
- <https://www.hoddereducation.co.uk/subjects/media-studies/products/general/cambridge-national-level-1-2-creative-imedia-stude>
- Books available to purchase for home use.
- https://www.amazon.co.uk/Cambridge-National-Level-Creative-iMedia/dp/1510457208/ref=pd_lpo_2?pd_rd_i=1510457208&psc=1
- https://www.amazon.co.uk/Revision-Notes-Cambridge-Nationals-Pre-production/dp/1471886689/ref=pd_lpo_1?pd_rd_i=1471886689&psc=1
- These are also available in the school library.
- Finally, don't hesitate to contact your child's class teacher or Mrs. Storey.

Hospitality and Catering



Awarding body:

How is it assessed?

The table below will give you an insight into the content of the two units within our Hospitality and Catering GCSE course at Cansfield.

Assessment title	Percentage of final grade	Details
Unit 1: The Hospitality and Catering Industry	Online written exam 90 minutes – 90 marks 40% of the overall grade	Students will learn about all aspects of the vocational sector and acquire knowledge of the industry and be able to propose new hospitality and catering provision for specific locations. Pupils will use their knowledge of different types of establishment and job roles to determine the best options. Apply their learning in relation to front of house and kitchen operations to determine how the hospitality and catering provision will operate efficiently, legally and financially whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills
Unit 2: Hospitality and Catering in Action	Written in depth coursework (20% practical) 60% of the overall grade	Pupils apply learning to safely and skilfully prepare, cook, and present two nutritional dishes. Using knowledge of provision, kitchen, and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant to all employees within food production, and those with responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

How can you help?

- Please encourage your child to attend Creative Friday after school catch-up. Every Friday from 3.15 to 4.15.
- We run Creative Saturday sessions at appointed times throughout the academic year, this is a wonderful opportunity for your child to develop and explore their work in greater depth with the aid of specialist help and use of materials.
- At pre-arranged times during each holiday we run a well-attended Creative Minds Club, where pupils can discuss the direction of their work with the help of a creative specialist and make informed decisions about the direction of their module outcomes.

Course details and revision materials:

- WJEC Vocational Award Hospitality and Catering Level 1/2: Study & Revision Guide Paperback (Amazon).
- WJEC Vocational Award Hospitality and Catering Level ½
<https://www.youtube.com/watch?v=PYXXmuRFbpE>
- Finally, don't hesitate to contact your child's class Miss Millar.

Religion & Philosophy



Awarding body: AQA

How is it assessed?

The GCSE is split into two exams which will both be taken at the end of year 11.

Component 1: The study of religions: Beliefs, teachings and practices

Beliefs, teachings and practices from Christianity and Islam.

- Written exam: 1 hour 45 minutes
- 96 marks (plus 6 marks for SPaG)
- 50% of GCSE
- Each religion has a common structure of two five-part questions of 1, 2, 4, 5, 12 marks.
- Each religion is marked out of 48.

Component 2: Thematic studies marks.

- Theme A – Relationships and families
- Theme B – Religion and life
- Theme D – Religion, peace and conflict
- Theme E – Religion, crime and punishment.
- Written exam: 1 hour 45 minutes
- 96 marks (plus 6 for SPaG)
- 50% of GCSE
- Each theme has a common structure of one five-part question of 1, 2, 4, 5, 12 marks.
- Each theme is marked out of 24.

Exam structure:

- **Question 1 (1 mark):** This is a multiple-choice question and you must choose the correct answer from 4 options.
- **Question 2 (2 marks):** You need to give a short-answer to the question which will ask for two facts. One mark will be given for each correct point.
- **Question 3 (4 marks):** These questions will ask for two ways in which beliefs influence a religious believer OR two contrasting ways in which religion is practiced OR two contrasting beliefs about contemporary British society.
- Two marks will be rewarded for a detailed explanation of a relevant and accurate point. Repeat this twice for 4 marks.
- **Question 4 (5 marks):** These questions will ask for two religious beliefs OR two religious practices OR two religious beliefs about a philosophical or ethical issue PLUS reference to a scripture or sacred writing.
- For each of the **two** beliefs / practices:
- **Question 5 (12 marks):** There will be a statement given for you to evaluate. To gain 12 marks you need to give a well-argued response, reasoned consideration of different points of view. Logical chains or reason leading to a conclusion supported by knowledge and understanding or relevant evidence and information. Two marks for a detailed explanation of a relevant and accurate belief / practice. PLUS, one mark for a relevant, accurate reference to scripture of sacred writing.

Top Tips for Revision

Read the question carefully and make sure you understand what the question is asking before you attempt to answer it.

To help with timing, try the one mark per minute rule. For example, if a question is worth 5 marks, you should spend around 5 minutes on this question. Time yourself at home as part of your revision.

Use flash cards to remember key quotes.

Useful links

Exam specification: <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance>

BBC bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zjgx47h>

Revision guide: [AQA GCSE Religious Studies A: Christianity and Islam Revision Guide: With all you need to know for your 2022 assessments \(GCSE Religious Studies for AQA\): Amazon.co.uk: Fleming, Marianne, Power, Harriet, Smith, Peter: 9780198422839: Books](#)

Or

[Pearson REVISE AQA GCSE \(9-1\) Religious Studies Christianity & Islam Revision Guide: for home learning, 2022 and 2023 assessments and exams \(REVISE AQA GCSE RS 2016\) : Hill, Tanya: Amazon.co.uk: Books](#)

Geography



Awarding body: Eduqas Specification B

How is it assessed?

The Geography exam is split into the following three papers each testing them on four

- **Exam Paper 1:** Investigating Geographical Issues Written Examination: 1 hour 45 minutes 40% of qualification
- **Exam Paper 2:** Problem Solving Geography Written Examination: 1 hour 30 minutes 30% of qualification
- **Exam Paper 3:** Applied Fieldwork Enquiry Written Examination: 1 hour 30 minutes 30% of qualification

Assessment Objectives

Within each exam paper students will need to demonstrate the following:

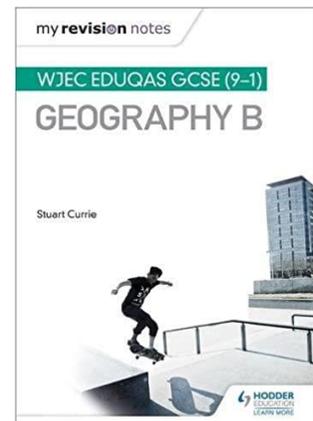
- **AO1 – Knowledge:** Demonstrate knowledge of locations, places, processes. They will need to be able to identify key points, facts or meanings of key words.
- **AO2 – Understanding:** Demonstrate geographical understanding by explaining reasons for concepts and processes (include connectives ‘because’, ‘which means’, ‘therefore’).
- **AO3 – Application:** Be able to apply knowledge and understanding to geographical issues. They will need to provide a balanced argument and a clear conclusion.
- **AO4 – Skills:** Be able to analyse and interpret data / graphs to investigate geographical questions.

Students should be using the ‘Core Knowledge’ booklets and the ‘Exam Technique Practice’ booklets for homework and revision sessions.

Useful Resources

Students can order the following revision guides from Amazon to support them with their course:

- My Revision Notes: WJEC Eduqas GCSE (9–1) Geography B Paperback - £10.50
- WJEC Eduqas GCSE (9–1) Geography B Workbook Paperback – £5.99



Useful Websites

- Eduqas Geography B, Student Support – Provided information on past papers, knowledge organisers, revision tips, key dates and exam walk throughs:

<https://www.eduqas.co.uk/home/student-support/>

- BBC Bitesize – Provides revision covering each of the topics we have learned in class and allows students to test their learning:

<https://www.bbc.co.uk/bitesize/examspecs/ztp2qty>

History



Awarding body: AQA

How is it assessed?

The full GCSE History exam is divided into the following two papers, comprised of two units per paper:

Paper 1 (2 hours):

- Conflict and Tension, 1894-1918
- Germany 1890-1945: Democracy and Dictatorship

Paper 2 (2 hours):

- Britain: Health and the people (c1000-Present Day)
- Elizabethan England c1568-1603

Assessment Objectives

In each exam, students will need to display the following to achieve success:

- **AO1:** demonstrate knowledge and understanding of the key features and characteristics of the period studied.
- **AO2:** explain and analyse historical events and periods studied using second-order historical concepts (continuity, change, cause, consequence, significance, similarity and difference).
- **AO3:** analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- **AO4:** analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Revision methods

There are a range of revision methods that can be utilised – you simply need to experiment and discover what works for you. History is an extremely content-heavy subject, which is why a good level of subject knowledge is absolutely vital for success.

- Making notes on previous work (the most simplistic method, which works very well for some).
- Producing visually-stimulating mindmaps based on written work (this may act as a more reader-friendly way to revise).
- Condensing notes into flashcards, with questions on one side, answers on the back (this memory-based method of revision is more of a practical, active way to revise, that involves less writing).

Useful Resources

- Students can purchase revision guides and textbooks from Amazon on all four units listed above to support them with their course – simply search for the correct unit!
- There is a plethora of appropriate video resources on YouTube for much of the GCSE units and topics – in particular the '*Medicine Through Time*' YouTube playlist from BBC Teach is extremely useful for the Health and the people unit.

Languages (French and German)



Awarding body: Eduqas

How is it assessed?

	FOUNDATION	HIGHER
Reading exam	1 hour	1hour 15 minutes
Listening exam	Approximately 45 minutes	Approximately 1 hour
Writing exam	1 hour 15 minutes	1 hour 30 minutes
Speaking exam	Approximately 15 minutes recorded with their class teacher	

How to revise

Knowledge organisers

Look especially at the boxes at the top – these are the key grammar structures. If students can produce language to include those structures (and especially tenses) on a variety of topics, then they will do brilliantly in the speaking and writing exams. Say for example, “Give me a past tense!” or “Show me some verb 2nd!” then you’ll be able to check if what they have done matches what is on the sheet.

Speaking booklet

Your child will soon come home with answers to questions for the speaking exam. You can ask them the questions (which are in English too) and see if what they reply looks like what is on the sheet.

Acrostic Poem

It would be a massive help if you child could walk into the writing and speaking exam and write down from memory a lovely list of adjectives that they will then be able to rely on in the high-pressure situation of an exam. The more general the adjectives the better, so they can use them for a variety of topic areas e.g **E**nergetisch = energetich, **D**eutlich = clear/obvious, **D**eprimierend = depressing, **I**nspirierend = inspiring, **E**nttäuschend = disappointing. The more letters the better, but we normally say do for at least first and last name. We’ll do this in class, but the more often they can be put on the spot with “Right, show me your French/German acrostic!”, the better.

----- *...and here are some other ideas!* -----

EDUQAS Revision Guide

Available from www.crownhouse.co.uk . Of particular use are the reading exercises and the translations. All exercises have answers. You could even purchase the text book too – it has plenty more reading & translation exercises – but that is more expensive. There is no discount for buying in bulk as there might be for other subjects, so it’s easiest and quickest if you purchase one yourself.

AQA Revision cards

Available from <https://collins.co.uk/products/9780008399351> Whilst we use EDUQAS, these cards would also be a great help learning vocabulary. A little bit, often is the key. Literally 10 minutes a night.

Memrise or Duolingo Great apps for learning vocabulary. In recent years, the students with the highest Memrise or Duolingo scores have achieved the highest grades in the final GCSE.

SAM learning Lots of listening and reading on there. We don’t often get chance to get into a computer room in school, so make sure you make the most of the site.

BBC Bitesize <http://www.bbc.co.uk/education> This has been recently updated to the new exam specifications.

YouTube We really like the *Extra* episodes in the different languages and I'm sure you'll find other related shows/clips in the foreign language that you'll enjoy.

Online radio Bremen Vier is great for German, as is **KissFM** (*obviously the French version!!*) for French. These have Top 40 music—some English, some in the native language. Really tune in for the news/weather/travel and adverts to see what you can pick out.

ZDF (German) and TV5monde (French) Excellent for short news clips which have lots of useful vocabulary.

Netflix has plenty of German, French & Spanish films and series – just watch for the age classification, and even then, be warned that some of these continental films can be a little bit racy!!

Performance (B-Tec PE/Music and Performing Arts)



Awarding body:

B-Tech PE – Pearson Edexcel
B-Tech Music – Pearson Edexcel
Performing Arts – AQA

How is it assessed?

- B-Tech PE: This course is made up of 4 units. 3 of these units will be completed through coursework with the final unit being covered through an external exam.
- B-Tech Music: This course is made up of 4 units. 3 of these units will be completed through coursework with the final unit being covered through an external exam.
- Performing Arts: This course is made up of 3 units. 2 of these units will be completed through coursework with the final unit being covered through an external exam.

What do you need to do for each exam grade?

- **L2 Pass (Grade 4)**
 - Knowing all definitions, key dates, measurements and facts, saying what something is...
- **Merit (Grade 5-6)**
 - Applying into the sporting/performing environment/giving examples, saying why something is what it is....
- **Distinction/* (Grade 7/8)**
 - Justifying why something is better than something else, Evaluating the strengths and weakness of something

How to support

Google Classroom

All of our coursework tasks and resources are found here. The next steps will show you how to access your child's work and see how they are doing.

Find the Class

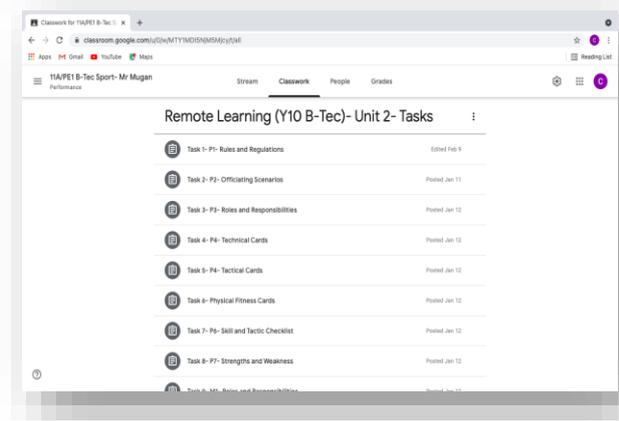
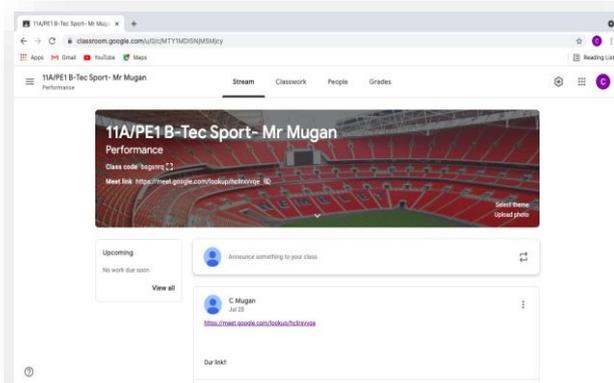
Once logged in to Google Classroom your child should click their class.

Completed/Missing Tasks

Click on the class and find classwork. Completed tasks will be in grey in the box on the left and incomplete are black. Unit 2 is still being worked on due to COVID. Students will get a 100/100 mark when the task is accepted as done by the teacher. We will be moving onto Unit 3 in Oct. 21 and Unit 6 in April 22.

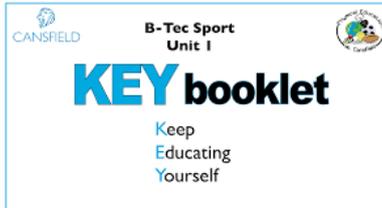
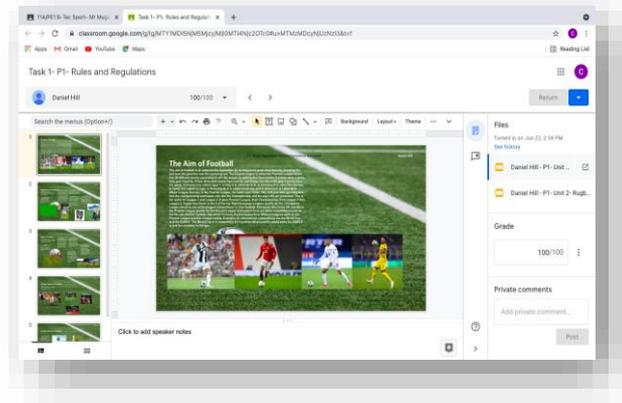
The Coursework

If you click a task under each unit you will see the completed work. If the work has a 100/100 on the right-hand side this is ready to submit to the exam board. You will be really impressed with some of this work.



Helping Your Child

You can help your child by prompting them to access the work and set targets for completed tasks. The coursework does involve research so you can certainly help locate information to complete tasks it is all out there. There are guide sheets to help identify what is needed. It is quite fun to do! We also do drop in sessions EVERY Friday afternoon and lunch!



KEY booklets

KEY booklets are our **main source of revision for Unit 1**. They are all found in the Google Classroom and students also have a paper copy. All course facts and explanations are found in here with key questions for each exam grade.

Access Arrangements

Some students within school will qualify for Exam Access Arrangements, this is when we recognize that a student requires additional support to enable them to have an equal chance to achieve their optimum outcomes at GCSE level. There are different types of support that could benefit your child, ranging from extra time to complete the exams, to support for reading and writing.

It is the responsibility of the Inclusion Team and Teaching staff to identify when a student may need additional support or may qualify for access arrangements for the GCSE exams.

You may receive a letter from us with information about how we will apply for access arrangements, this usually involves an assessment from an external assessor, we will require you to sign a GDPR agreement form. Once this is returned to school we are then able to apply for the access arrangements, we will also inform you of any access arrangements that have been authorized for your child.

If you require any further information of you are not sure whether your child will qualify for access arrangements then please do not hesitate to contact Helen Cashman, Head of Inclusion

(h.cashman@cansfield.wigan.sch.uk) or Amy Gladwin, Assistant SENCO

(a.gladwin@cansfield.wigan.sch.uk).

Contact details

If you have any concerns or worries throughout the year please don't hesitate to contact us.

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