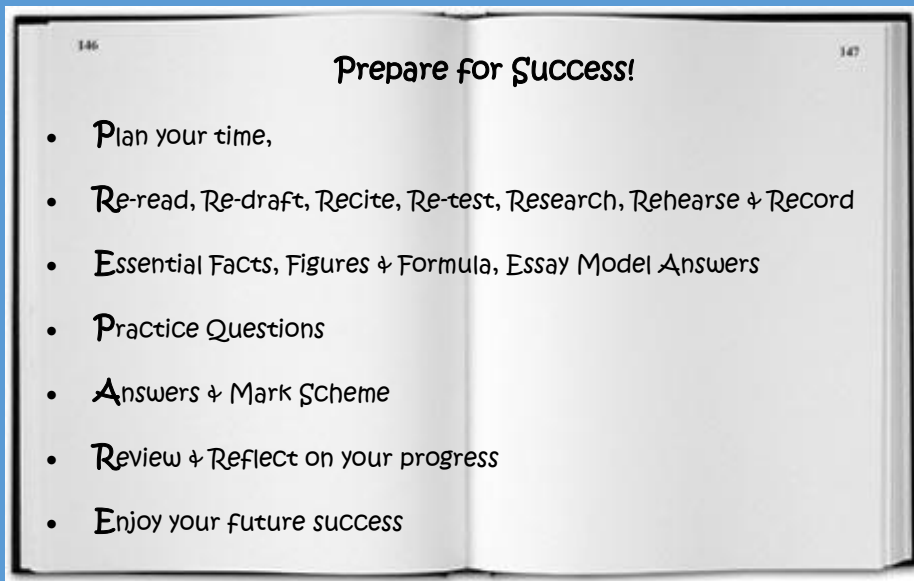
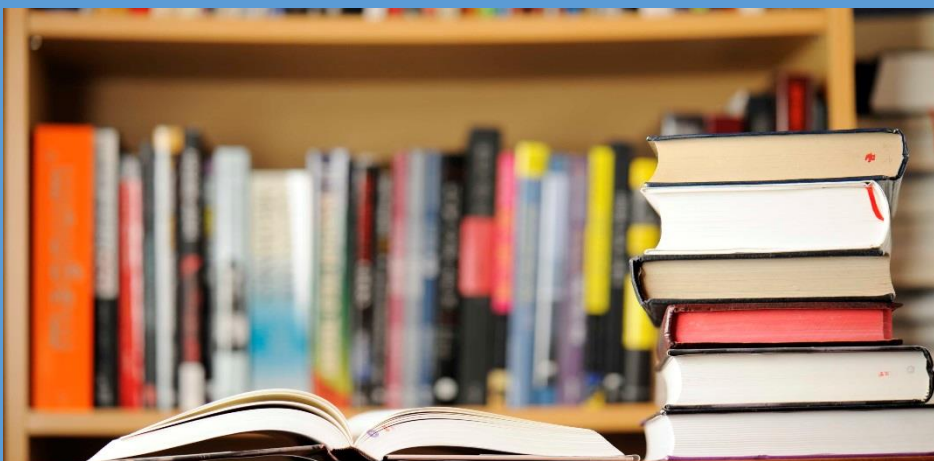




Shenfield High School



PREP
Newsletter
Year 11
Spring Term 1



What is 'PREP'?

'PREP' is what we do with the information we have learnt during the school day and how we prepare for the next day of learning. Evidence suggests that we only retain 50% of the information we learnt yesterday and after a week, we only retain 10%. The only way we can move the information we have learnt into the long-term memory is through re-visiting the information 4 or 5 times over a number of weeks.

In order to improve learning retention we are encouraging students to 'PREP' each evening after school. The focus of the time should be on the learning from the day and learning from the previous week, month and/or year.

'PREP' is short for PREPARE:

- **P**lan your time,
- **R**e-read, Re-draft, Recite, Re-test, Research, Rehearse & Record
- **E**ssential Facts, Figures & Formula, Essay Model Answers
- **P**ractice Questions
- **A**nswers & Mark Scheme
- **R**eview & Reflect on your progress
- **E**njoy your future success

Each department has uploaded Go4Schools and the X: Student Drive with resources, practice questions and the answers.

Students should use the resources to PREP each evening and review any areas that they still don't understand. If students require feedback, help or guidance with their prep, they are encouraged to visit their teacher in a PREP Drop-In time.

The PREP Drop-In Timetable is available on our website and in this Newsletter.

Regular 'PREP' will lead to successful exam and assessment results.

How to use this Newsletter

Each subject has an explanation of the key assessment areas and where to find the resources for their subject. There are also extra websites, books, APPs, links and Super Curricular opportunities listed if you would like to look at a subject in greater depth.

The final part of the newsletter is filled with tips and strategies on how to 'PREP' successfully.

- Improving Memory Skills & Understanding PREP
- Funs Ways to PREP

All the tools, strategies and games listed can be applied to almost any subject. It is important to use the strategies to improve understanding and information retention before you have a go at practice questions. It is essential to have the knowledge first, before you apply it to an exam/assessment situation.

Don't try and tackle all the resources at once. Students will be guided by their teachers through explanations and feedback from assessments. There is a curriculum map on our website if you would like to look ahead and start looking at the next topic.

It is important the students find the right PREP strategy for them and use them consistently.

We hope you find this newsletter useful and welcome any feedback on how we can improve it.

Year 11 - PREP Guide – Half Term 3

Subject	Topic	PREP Tasks	Further Research /Reading
English	English Language Paper 2 Section A	<ol style="list-style-type: none"> 1. Re-read your exercise books and go over key questions from the exam. Can you improve any of your practice answers based on feedback you received in class? Why not turn your notes for each question into a revision card (s)? 2. Check on Go4Schools for past papers and practice questions. Remember, you do NOT need to do a whole paper. Focus on a question you are unsure about and give that a go. Stick to the timings (some question only allow 10 minutes). Hand any additional work into your class teacher to be marked and receive feedback. 3. Print out the notes and revision guides attached on Go4Schools to help support revision of this paper. 4. Create a revision guide for another pupil coming into Year 10 next year. Think about the key points they need to remember when answering this paper. 5. Go back over your exercise books from previous lessons. Revision guides cost, but your exercise books contain everything you need to be successful. Go back over past assessments, look at feedback and how you improved, or condense your class notes into flashcards or a revision PowerPoint. Why not have a go at improving any questions you did earlier and hand them back in to your English teacher? 	<u>AQA Revision workbook of model answers and practice questions</u>
			Super-Curricular Visits
			<p>Not relevant for this unit of work</p>
			Media & Other Links
			<ul style="list-style-type: none"> • <u>Mr Bruff online revision guides for AQA paper 2</u> • <u>Mr Bruff Language Paper 2 Q2</u> • <u>Mrs Whelan Q2</u> • <u>Mr Bruff Language Paper 2 Q3</u> • <u>Mr Bruff Language Paper 2 Question 3 (extended edition)</u> • <u>Mrs Whelan Q3</u> • <u>Mr Bruff Language Paper 2 Q4</u> • <u>Mrs Whelan Q4</u>

Subject	Topic	PREP Tasks	Further Research /Reading
Mathematics	Half Term 3	<p>The best place to PREP for Mathematics is www.hegartymaths.com, with online tutorials and practice questions. The best practice is to watch and make notes on the video in your Maths PREP book, then copy and complete the quiz questions, self-assessing using the online feedback.</p> <p>Continue to work through the past papers provided in class. Excellent practice is to use the mark-scheme to help answer any questions you missed, then attend lunchtime prep sessions to discuss any topics you still cannot answer. Results data can be entered on pinpointlearning to allow you to print and practice booklet.</p> <p>Following the Y11 Mock examinations all students have been asked to input their marks for each question from the mock into www.pinpointlearning.co.uk . Logins can be checked with your class teacher. The site will analyse strengths and areas for development and create personalised revision booklets on the topics you need most practise on. This is excellent PREP ready for the new year.</p> <p>For the crossover topics you can make use of the video and question resources on www.justmaths.com, alongside www.hegartymaths.com.</p> <p>Hegartymaths clip numbers are listed below, Justmaths clip number in brackets.</p>	<p>[ER] Extra Revision Websites Search for www.mathsgenie.com for lots of past papers and revision organised by topics based on exam questions. Use www.youtube.com to find walk-throughs of past papers to help you answer questions you are finding difficult.</p> <p>[ER] Books to Read Hello World: How to be Human in the Age of the Machine by Hannah Fry https://mathsgear.co.uk/collections/books/products/copy-of-signed-copy-of-hello-world</p> <p>Fermat's Last Theorem by Simon Singh https://mathsgear.co.uk/collections/books/products/signed-copy-of-fermats-last-theorem-by-simon-singh-hardback</p> <p>The Code Book by Simon Singh https://mathsgear.co.uk/collections/books/products/the-code-book-by-simon-singh-hardback</p>
		<p>[R4A] Crossover Topics</p> <p>Best Value (07), 763-769 Exchange Rates (08), 707,708 Ratio (16/17), 329-335 Trig - Non Calculator (41) 852 Trig - Finding Sides (42) 509 Trig - Finding Angles (43) 511 Pythagoras with Trig (45) 513 Compound Measures (37) 716-739 Straight Line Graphs (32) 206-207</p> <p>Probability Trees (51 / 52) 361-363</p>	

		<p>Circles (56 / 57) 534-543 Arcs and Sectors (58) 544 546 Surface Area and Volume (59 / 60) 584 585 568 572 Forming and Solving Equations (71 / 72) 188 Simultaneous Equations (73 / 74) 190-194</p>		<p>Super-Curricular Activities</p> <p>[ER] www.numberphile.com Absorb yourself in interesting explanations about alternative branches of mathematics. In addition, search for links of maths videos on YouTube.</p>
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Media & Other Links

[ER] www.pinpointlearning.co.uk

Make use of pinpointlearning by entering your results from past papers and practice papers. Print out the bespoke revision booklets of questions on which you need to improve, use in conjunction with hegartymaths to revise areas for improvement.

[ER] www.corbettmaths.com


Similar to hegartymaths with video tutorials and plenty of questions to answer on all GCSE Maths Topics.


[ER] www.justmaths.com

Very useful for the crossover topics covered in class at grades 4-6

login: ShenfieldStudent

password: Shenfield

Subject	Topic	PREP Tasks	Further Research /Reading
<h1>Science</h1>	Biology: Reproduction, Inheritance and Evolution Chemistry: Chemical Analysis Physics : Forces, Waves and Magnets	<p>[HI] Students will be issued with PREP on a week by week basis via their Go4School account. This will be subject specific and will relate to the content that is being covered in lessons during that week.</p>	<p>Try and find a YouTube channel that provides tutorials. “Freesciencelessons” is a cracker, can you find better?</p>
		<p>Students are advised to download the PREP work (normally consisting of a 2 or 3 A4 pages) print it off (reduced to A5 size to save paper) and complete the work set.</p>	Super-Curricular Activities
		<p>Students should print off and attempt this PREP work as soon as they can access it and bring any issues they are having with the PREP to the attention of their teacher or to the PREP drop in sessions.</p>	<p>Visit the Body Worlds Exhibition in London virtually of course</p>
		<p>[ER] In addition to the PREP that is set weekly students are also encouraged to investigate the additional PREP work for each subject shown below: -</p>	
<p>Biology [ER] Try the retrieval roulette questions and daily revision tasks that are located in the student area.</p>	Media & Other Links		
<p>Chemistry [ER] Command words are the words and phrases used in exams that tell students how they should answer a question. Study the meaning of the words on the command words sheet on the student drive. Complete the accompanying worksheet to test your understanding.</p>			
<p>Physics [ER] Students can download resources from the students drive including flash cards they can use them to aid in the recall of key terms unit and equations. There are also recall questions and exam style questions they can try with the answers available so work can be checked.</p>			
	<p>Need help or guidance outside of the lesson? Check out the following websites for explanations and examples</p>		
	<p>http://www.passmyexams.co.uk/</p>		
	<p>https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw</p>		

Subject	Topic	PREP Tasks	Further Research /Reading
Art	Exam Prep Project	<p>Spring Term one- Homework External Exam Project To be completed at home and in class. Students must spend at least 3 hours on each task.</p> <p>After carefully selecting your exam question from the paper provided: [HI] Take 10 photographs of things relating to your theme and print them off on good quality paper.</p> <p>[HI] Complete 6 x Observational drawing from your photographs using materials of your choice. Work should be a mixture of A3 and A4 in scale. Each piece should take approximately 3 hours minimum to complete. Task may be completed at home and in class for the duration of 4 weeks.</p> <p>[HI] Begin researching Artists relevant to your choice of topic and determine which artists best suit your theme. Create artwork on your topic in the styles of these artist to show your process in deciding which artist(s) styles you will incorporate in your final pieces.</p>	<p>There are so many directions your GCSE final project can take you, be open to chat can be used in this project. If you are uncertain of how you would like to address this topic check out some of these artists:</p> <ol style="list-style-type: none"> 1. Ian Murphy 2. Ernst Haeckel 3. Chuck Close 4. Man Ray 5. Antoine Pevsner
			<p style="text-align: center;">Super-Curricular Visits</p> <p>Now is the time to start freeing your imagination and with practice show growing confidence in your art skills. Find out more at:</p> <p style="text-align: center;"> https://www.studentartguide.com/articles/a-level-art-exam-paper https://www.nationalgallery.org.uk/ https://www.vam.ac.uk/ </p>
		<p style="text-align: center;">Media & Other Links</p> <p>Working in other artists' styles:</p> <ul style="list-style-type: none"> • https://www.artiststrong.com/how-to-copy-other-artists/ • https://www.khanacademy.org/humanities/art-1010/abstract-exp-nyschool/abstract-expressionism/v/moma-painting-technique-rothko • https://www.youtube.com/watch?v= nwYYFV03dM 	


Subject	Topic	PREP Tasks	Further Research /Reading
<h1 style="text-align: center;">BTEC Business</h1>	<p style="text-align: center;">Unit 3: Promotion and Finance for Enterprise</p> <p style="text-align: center;">Unit 2: Planning for and Pitching an Enterprise Activity</p>	<p>(PQ) Practice past exam questions to help identify areas that you need to focus your revision.</p> <p>(R4A) Using the Personal Learning Checklist for Component 3, tick off the topics that you are confident with and highlight the topics you need to revise further.</p> <p>(R4A) Complete the revision worksheets on the school drive. Create your own additional revision spider diagrams or revision cards for any of the topics you have identified on your Personal Learning Checklist that you were unsure of.</p> <p>(R4A) Ask a friend or family member to test you on key words on the Component 3 Glossary on the school drive.</p> <p>(IA) Preparation for Component 2 – you will need to present a business idea to meet the Component 2 Criteria. You need to consider the three business ideas you have been given – dog walking, cake making, and personal trainer. For each idea you need to conduct the following research:</p> <p>(RT) For your primary research conduct a survey using a questionnaire to find out whether people would be interested in each business idea or not (How often would they use your business? What price would they pay? Who do they currently buy from?) Use this as an opportunity to find out who the main competitors will be for each idea. Which idea do they think is most suitable/likely to be successful and why? Do they think your business ideas are appealing? What are the pros and cons of your business ideas?</p> <p>(RT) For your secondary research find evidence about businesses already offering the same or similar service to each business idea – what have been the positives and negatives that these businesses have experienced. Find out who the main market leaders are in the industry that your business ideas operate in. Find out what the sales trends are for each of your business ideas.</p> <p>(IA) Conduct a SWOT of each business idea – What will be the strengths, Weaknesses, Opportunities and Threats for each idea?</p>	<p>Further Research /Reading</p> <ul style="list-style-type: none"> • Class notes • BBC news or other current affairs programmes • Newspapers or online news sites • BBC Bitesize • Practice exam questions in the Business and Economics folder on the school drive. <p>Super-Curricular Activities</p> <p>(R4A) Complete revision exercises on: https://www.businessed.co.uk/index.php/home/activities/l2-activities-topic/item/242-activities-topic-finance https://www.businessed.co.uk/index.php/home/theory/gcse/edexcel-gcse-9-1-theory-notes-public#1-3-putting-a-business-idea-into-practice</p> <p>For marketing revision only cover Market Segmentation and Promotion: https://www.businessed.co.uk/index.php/home/activities/l2-activities-topic/item/244-activities-topic-marketing#promotion</p> <p>(R4A) There are a range of activities related to the finance and marketing topics that you will be assessed on in the Component 3 Exam. The website also has theory presentations that you can use to revise over key topics.</p> <p>Media & Other Links</p> <ul style="list-style-type: none"> • Tricky Business • The Apprentice • Dragons' Den

Subject	Topic	PREP Tasks	Further Research /Reading
GCSE Business	Topic 2.3 Making operational decisions	<p><u>Year 10 theme 1 consolidation exercises:</u></p> <p>[ER] Read your class notes and additional theory presentations on theme 1 topics.</p> <p>[ER] Use revision cards or the mind maps on the student drive to consolidate your learning of A01 content & A03 analysis</p> <p>[ER] Review your current understanding of theme 1 through the following resources</p> <p>[ER] Practise theme 1 MCQ via kahoot or the documents on the student drive</p> <p>[ER] Practise theme 1 revision the flashcards</p>	<ul style="list-style-type: none"> • Class notes. • Theme 1 revision guide. • BBC news business. • Newspapers
		<p><u>Year 11 theme 2 current theory focus:</u></p> <p>[R4A] Classroom assessments will occur throughout the term to check understanding of theory and assessment technique. The dates of these assessments will be placed onto go4schools. Students should be using their classroom notes and assessment books as their main source of information. Revision activities can also be found through the relevant links on https://mrshearingbusinessstudies.weebly.com/ . Results, including an average score will then be entered onto go4schools to illustrate relative performance.</p> <p>[RT] Create a mind map on the different types of production processes: job, batch, flow. Each production process requires the advantages and disadvantages to be considered.</p> <p>[RT] Research online products made using the various production techniques, with a focus on trying to find the most expensive and cheapest item in each category. Explain how and why the prices of the goods & services differ.</p> <p>[RT] Research how automation has changed throughout the history of the UK. Create a time line of the major shifts that have occurred and the impact this has had on the nature of goods which can be produced and the prices which are charged.</p> <p>[RT] Research what the most recent developments have been in production techniques around the world. Explore the how 3D printing has evolved and what this might mean for e-commerce. What will this mean for future employment? Research the most in demand courses available to protect your employment and wages in the future.</p>	<p style="text-align: center;">Super-Curricular Activities</p> <p>These tours may not be available given current Covid restrictions. There may be virtual equivalents available online.</p> <ul style="list-style-type: none"> • Amazon fulfilment centre tour • Trip advisor top 5 factory tours <p>Read the following articles of young entrepreneurs who have started their own micro business during lockdown. What potential business idea could you develop in response to the current external environment?</p> <ul style="list-style-type: none"> • Coronavirus: Rushden sisters turn entrepreneurs with worldwide sales • Coronavirus: Girl's beeswax balm business proves lockdown hit • Coronavirus: 'My dad built me a beauty salon in the garden' • Molly Jennings, 14, launches mollydolly.shop during lockdown

	<p>[RT] Interview a local business owner regarding their stock delivery system. How do they organise when stock is ordered. Reflect on how this might differ between industries, and the implications it'll have. Research how efficient modern logistics are by considering how Amazon Prime works to deliver goods so fast.</p> <p>[RT] Perform the task of a mystery shopper. Go into local stores and measure the quality of customer service you receive. Then attempt to measure the quality of the shops produce i.e. does a burger you order look like the picture on the menu? Identify why monitoring quality might be harder in the different shops you visit and what could be done to improve the quality of service and output.</p> <p>[RT] Create a role play when you are trying to sell a friend or family member a pen. What obstacles did you face and how did you overcome them?</p> <p>[RT] With a product that you've recently purchased and not be satisfied with, complain. Make a record of the outcome of your complaint and how it was dealt with.</p>	<p>Media & Other Links</p> <ul style="list-style-type: none"> • Inside the factory • How it is made youtube channel • Ramsey kitchen nightmares • BBC Business Live • Business Daily • The News Explained • Panorama • Dispatches • The Martin Lewis Money Show: Live • <p>Youtube links:</p> <ul style="list-style-type: none"> • Job production: The Glamburger' video • Batch production : German bread • Flow production: Viennetta video • What is the fourth industrial revolution? • Top 10 jobs robots will takeover • Will automation takeaway all our jobs • See the robots which ship your amazon products
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Subject	Topic	PREP Tasks	Further Research / Reading
Computer Science	2.2 Programming Techniques – NEA Computer Science Programming Task	<p>Unit 2.2 Programming Techniques</p> <p>This half term students will be focusing on their programming techniques learning particular skills in order to prepare to complete their NEA computer science programming task.</p> <p>To consolidate learning in the classroom and prepare for the topic, students should complete the following tasks:</p> <p>[RT] Watch unit 2.2 Programming Techniques PREP videos created by Craig and Dave. Students should make thorough notes on Google Docs. https://www.youtube.com/watch?v=AaLk_fEVCiY&list=PLCiOXwirraUDRk5TIB2uIS3V2-0tB3vcS</p> <p>[HI] Students to log onto Seneca Learning and complete unit 4: www.senecalearning.com</p> <p>[RT] Additionally students should sign up for www.learnpython.org and complete tasks online to support their basic understanding of variables, constants, functions, data types and programming constructs including sequences and selection.</p> <p>All PREP tasks and resources are available on Google Classroom (classroom.google.com).</p>	<ul style="list-style-type: none"> • Cambridge GCSE Computing Online (Massive Online Open Course) www.cambridgegcsecomputing.org • Crash Course: Computer Science (YouTube) www.youtube.com (search for: crash course computer science) • Python Tutorials www.learnpython.org • Learn Python Course www.codecademy.com/learn/learn-python • Clever Programmer: Learn Python Programming (YouTube) www.youtube.com (search for: clever programmer python)
		Super-Curricular Visits	<p>The National Museum of Computing at Bletchley Park is a great place to find out about the history of Computer Science and Cryptography. www.tnmoc.org bletchleypark.org.uk</p> <p>Centre For Computing History Students will learn about the extraordinary advance in technology over 50 years of computing history and discover how computers have not only accelerated our lives, but radically transformed them.</p>
		Media & Other Links	<ul style="list-style-type: none"> • Seneca: www.senecalearning.com • Google Classroom: classroom.google.com

Subject	Topic	PREP Tasks	Further Research /Reading						
Drama	Find Me/ Devising	<p>[HI] Things I know to be True Answer the following two questions. You should give yourselves just 35minutes to complete these essays.</p> <ol style="list-style-type: none"> 1) Evaluate how the technical aspects within the live performance impacted you as an audience member. 2) Evaluate how the live production’s genre impacted you as an audience member. <p>Find Me - Space Use of space can be a clear way of showing the relationships between characters. However it is not just proxemics:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1. Proxemics</td> <td style="width: 50%;">4. Areas of the stage</td> </tr> <tr> <td>2. Levels</td> <td>5. Use of height</td> </tr> <tr> <td>3. Type of stage</td> <td>6. Lighting choices</td> </tr> </table> <p>Answer the following questions on Find Me, thinking how space can be used. These should both be a page long.</p> <ol style="list-style-type: none"> 1. As a director, explain how you would use the performance space to develop the relationship between characters in the performance text you have studied. 2. If you were an actor in the section where Verity is building her village how would you show your relationship with other characters? <p>Stage Directions Explain, using examples from the performance text you have studied, how stage directions can be used to support the actors in communicating their role to the audience.</p> <p>[RT] Director’s concept Look at pages 50 - 58 You must prepare a short presentation explaining how you would approach, the staging of the scene from the point of view of the Director and Designs. This should include your ideas regarding lighting, make up, costumes, props and set. You must also include the reasons for your choice of stage format (in-the-round, end on, thrust etc.) You will need to present this to the class. Your presentation needs to be at least 3minutes long and should be accompanied by pictures or drawings to show the class exactly what you are intending.</p>	1. Proxemics	4. Areas of the stage	2. Levels	5. Use of height	3. Type of stage	6. Lighting choices	<p>Read through the Revision guide that I have given you. Try and do some of the questions at the end of each section. Look at how you can use some of these ideas for not only <i>Find Me</i>, but also the live theatre evaluation.</p>
		1. Proxemics	4. Areas of the stage						
2. Levels	5. Use of height								
3. Type of stage	6. Lighting choices								
Media & Other Links	<p>Read through this really carefully. It will help you with the questions on Find Me. https://www.bbc.co.uk/bitesize/guides/zbdp2sg/revision/1</p> <p>Read through this very carefully as it will really help you with your Live Theatre Evaluation. https://www.bbc.co.uk/bitesize/guides/zrjsxyc/revision/1</p>								

Subject	Topic	PREP Tasks	Further Research /Reading
<h1 style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Engineering</h1>	<h2 style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Component 1 : Exploring engineering Sectors</h2>	<p>Students need to have a good understanding of the different roles within an engineering company and what these roles entail.</p> <p>The military employs more engineering than any other non-engineering company. They are also regarded as some of the best. See what it takes to be an engineer in the Royal Navy</p> <ul style="list-style-type: none"> • https://apply.army.mod.uk/roles/royal-electrical-and-mechanical-engineers • https://www.gradcracker.com/hub/138/royal-navy/videos/3904/royal-navy-the-varied-engineering-roles-in-the-senior-service 	 <p>The BTEC engineering book, available at all good book stores</p>
			<h3 style="background-color: #4a7ebb; color: white; padding: 5px;">Super-Curricular Activities</h3> <p>Check out Engineering in action for details on events near you: https://thetrainingpartnership.org.uk/study-day/engineering-in-action-24-06-2019/</p>
		<p>Check out the “DMAX” and “Quest TV” channel for programs like “Abandoned Engineering” and “SUV Super build” for an amazing insight into the automation required to produce some of today’s cars.</p>	<h3 style="background-color: #4a7ebb; color: white; padding: 5px;">Media & Other Links</h3> <p>Google Sketch is a skill, don’t let it go rusty. Pick a product and challenge yourself to make the closest replica you can.</p>  <p>QUEST TV have a YouTube channel https://www.youtube.com/user/ukquesttv</p>

Subject	Topic	PREP Tasks	Further Research /Reading
<h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Film Studies</h1>	<h2 style="writing-mode: vertical-rl; transform: rotate(180deg);">TSOTSI + DISTRICT 9</h2>	<p>Using the resources found on Go4School, the focus for this half term is understanding the set examined film Tsotsi – the emphasis for prep at home should thus be focused on students taking notes on the above mentioned film</p> <p>[ER] Extra Revision Resource – The student should independently use PREP revision strategies to learn the material to improve understanding of the topic. This should not be printed or handed in.</p> <ul style="list-style-type: none"> • [ER] Tsotsi Background and Context • [ER] Tsotsi Representation of key characters • [ER] Tsotsi Key scenes analysis 	<p>Find out more about the film Tsotsi at the following links:</p> <ul style="list-style-type: none"> - http://tsotsi.com/characters - https://www.slideshare.net/belair1981/tsotsi-themes-and-issues-1 - https://www.slideshare.net/belair1981/tsotsi-themes-and-issues-2
		<p>[R4A] Revision materials for a planned classroom assessment. The Go4Schools deadline is the date the assessment will take place.</p> <p>In terms of assessment, your film studies teacher will set you an essay which will ask you to explore the film through an examination of the key areas which are explained above.</p> <p>This will be set on Go4Schools.</p>	<h3 style="background-color: #4a7ebb; color: white; padding: 2px;">Super-Curricular Activities</h3> <p>Some notes to help you with District 9 can be found here: https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rId=1000</p> <p>District 9 – videos to watch https://www.youtube.com/playlist?list=PLeNerb9Ixe3nJJOr1B9zehHrl8vjwupSV</p>
		<p>[ER] Extra Revision Resource – The student should independently use PREP revision strategies to learn the material to improve understanding of the topic. This should not be printed or handed in.</p> <p>The emphasis for prep at home should thus be focused on students taking notes on the following areas of District 9:</p> <ul style="list-style-type: none"> • Background and Context • Key Scene Analysis • Narrative 	<h3 style="background-color: #4a7ebb; color: white; padding: 2px;">Media & Other Links</h3> <p>Please continue to revise the following film terms</p> <p>Mise en Scene: https://www.youtube.com/watch?v=wFiP-E1zTRc</p> <p>Sound: https://www.youtube.com/watch?v=2kW9_SyjiBM</p> <p>Editing: https://www.youtube.com/watch?v=zoi2nIuIQDQ</p> <p>Cinematography: https://www.youtube.com/watch?v=9LkKgoq584M</p> <p>History of Film Studies: https://www.youtube.com/watch?v=Ahlbl_URhco</p>

Subject	Topic	PREP Tasks	Further Research /Reading
<h1>Geography</h1>	<h2>Hazardous Earth Climatic and Tectonic + People and the Biosphere</h2>	<p>[ER] Use the key word list to make yourself comfortable with the range of new terms used in class – this can be found on the student drive in the revision folder or by using the link on. Use this test if you like; https://www.bbc.com/bitesize/guides/zq8gj6f/test</p>	<p>Have you seen the Iceland Christmas advert, this links well to this topic? https://www.youtube.com/watch?v=JdpspllWI2o</p>
		<p>[RT] Make revision cards on Keywords.</p>	<p>Super-Curricular Activities</p>
		<p>[ER] Study an atlas to compound your locational knowledge of Geography – especially the location of key economic players around the world including India, China, USA and UK.</p> <p>[ER] Case study materials can be found in the Hazardous Earth revision folder on the student drive Use these to create posters/notes that will help you consolidate what you have learnt in class. Attempt the questions attached to each topic.</p>	<p>Think about how tectonics has impacted your life. Think about how hurricanes, earthquake and volcanoes has impacted on your life – do you live in an urban area?</p> <p>Could you live a palm oil free existence?</p> <p>Could you have less impact on world biomes?</p>
		<p>[ER] Use Paper 3 Revision link to attempt 3, 4 and 8 marks questions.</p> <p>Use your teachers! We are available to help you so come and find us if you have a question, we're not that scary really.</p> <p>[RT] https://www.greenpeace.org.uk/ have a look on the Greenpeace website about what they think we should stop doing that harms the planet.</p> <p>[ER] The Planet Earth documentaries showcase the various global biomes and ecosystems and could provide you a good place to start your understanding, especially of Rainforests and Northern Arctic Forests. These are usually available on Netflix along with other BBC nature documentaries that can be more specific to the aforementioned areas.</p> <p>Use Past Papers 1 and Past Papers 3 revision link to attempt 3, 4 and 8 marks questions.</p>	<p>Media & Other Links</p> <p>'Before the flood' and 'An inconvenient truth' are docu-films that highlight how humans are impacting</p> <p>Blue Planet 2 is worth a watch to see our impact on the oceans.</p> <p>'Deep Water Horizon' looks at the disaster of the same name.</p> <p>The Planet Earth documentaries showcase the various global biomes and ecosystems and could provide you a good place to start your understanding, especially of Rainforests and Northern Arctic Forests. These are usually available on Netflix along with other BBC nature documentaries that can be more specific to the aforementioned areas.</p>

Health and Social Care

Component 3 Health and wellbeing

Subject	Topic	PREP Tasks	Further Research /Reading																																			
		<p>Learning Aim B: Interpreting health indicators</p> <p>[RT] Body Mass Index Human beings come in all shapes and sizes. Scientists and doctors do not just measure what you weigh. They look at your Body Mass Index or BMI.</p> $\text{Body Mass Index (BMI)} = \frac{\text{mass}}{(\text{height})^2}$ <p>Caroline has a mass of 48 kilograms, her height is 1.5 metres.</p> $\text{Caroline's BMI} = \frac{\text{mass}}{(\text{height})^2} = 48 \div 1.5 \times 1.5 (2.25) = 21.3 \text{ (BMI)}$ <p>1. Calculate the BMI for these people.</p> <table border="1"> <thead> <tr> <th></th> <th>Mass kg</th> <th>Height m</th> <th>Height²</th> <th>BMI</th> </tr> </thead> <tbody> <tr> <td></td> <td>79</td> <td>1.68</td> <td></td> <td></td> </tr> <tr> <td></td> <td>70</td> <td>1.72</td> <td></td> <td></td> </tr> <tr> <td></td> <td>89</td> <td>1.56</td> <td></td> <td></td> </tr> <tr> <td></td> <td>49</td> <td>1.61</td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: center;"> 1 lb = 0.45 kg 1 stone = 14 lbs 1 inch = 2.54 cm 12 inches = 1 foot </p> <p>2. Using the conversions above, calculate the BMI of the following people</p> <table border="1"> <thead> <tr> <th></th> <th>Mass</th> <th>Height</th> <th>Height²</th> <th>BMI</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Mass kg	Height m	Height ²	BMI		79	1.68				70	1.72				89	1.56				49	1.61				Mass	Height	Height ²	BMI						<p>https://www.rcpch.ac.uk/key-topics/nutrition-obesity/about-childhood-obesity</p> <p>https://www.healthline.com/health/athlete-heart-rate Why Do Athletes Have a Lower Resting Heart Rate?</p> <p>https://www.nhs.uk/live-well/healthy-weight/advice-for-underweight-adults/</p> <p>Media & Other Links</p> <p>A website on how to check the pulse, e.g. www.nhs.uk (search for: How do I check my pulse?)</p> <p>A blood pressure 'tool' that interprets blood pressure readings, e.g. www.nhs.uk (search for: 'Blood pressure test'/'Your blood pressure')</p> <p>Video clip by the British Heart Foundation titled 'How to measure your own blood pressure', e.g. www.youtube.com/watch?v=GSNZVaW1Wg4</p> <p>Two video clips on how to use a peak flow meter, e.g. Asthma UK How to use a peak flow meter www.youtube.com/watch?v=DxBdfqPmaZU or Bülth Surgery How to use a peak flow meter www.youtube.com/watch?v=oHRTiytvuow</p> <p>A short video clip on BMI, e.g. NHS Choices Understanding BMI results in adults www.nhs.uk/video/pages/understanding-bmi-results.aspx</p>
	Mass kg	Height m	Height ²	BMI																																		
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	Mass	Height	Height ²	BMI																																		

James	10 stone 4lbs	5 foot 11 inches (5'11")		
Annie	114 lbs	156cm		
Tom	13 stone	70 inches		
Pippa	48kg	5-foot 1 inch		

<https://www.bbc.co.uk/bitesize/guides/zpvtrwx/revision/5>

<https://www.bbc.co.uk/bitesize/topics/ztnnb9q/articles/zdx8jty>

The National Child Measurement Programme

<https://www.youtube.com/watch?v=kYUz0Uv16-k>

Using the website to help you, answer the following questions.

[What is the body mass index \(BMI\)? - NHS \(www.nhs.uk\)](http://www.nhs.uk)

3. How many of the people from Q1 and 2 are underweight?
4. How many are overweight?
5. Is anyone clinically obese?

[RT] Design an information leaflet about blood pressure for patients at a Doctors Surgery. The leaflet needs to contain the following information:

1. What is blood pressure?
2. What is high blood pressure? What are the risks of this?
3. What is low blood pressure? What are the risks of this?
4. How is blood pressure measured?
5. How can a patient get tested?
6. How is the test carried out?
7. How can a patient control and monitor it?

[RT] Peak Flow: What conditions could be diagnosed using peak flow readings? Name three.

Willow is 10 years old and has just been diagnosed with asthma. She needs to take her Peak Flow regularly, but Willow has forgotten how to take it correctly.

[RT] Design a 'child friendly' step by step guide of how to use a peak flow meter.

This website might help you to do this.

[Peak flow test | Asthma UK](http://www.asthma.org.uk)

Subject	Topic	PREP Tasks	Further Research /Reading
<h1>History</h1>	<h2>Medicine through time Industrial Revolution</h2>	<p>[HI] What was life like in Industrial towns? Watch episodes from the series ‘The Victorian Slum’ on estream (link to episode 1 below). Make notes on what living conditions were like and therefore why disease would have spread so easily. https://shenfield.planetestream.com/View.aspx?id=462~3z~hYBuN6</p> <p>[HI] Complete the ‘Medicine in the Industrial Revolution’ exam question sheet that can be found on Go4Schools.</p> <p>[HI] Watch the following clip and make notes on the role the government played in improving public health in the years 1750-1900: https://www.youtube.com/watch?v=RKmYNJeCXxU</p>	<p>Research:</p> <ul style="list-style-type: none"> · Louis Pasteur: What impact has he had on medicine today? · John Snow: Why did he have a limited short term impact on medicine? <p>Reading:</p> <ul style="list-style-type: none"> · BBC History Magazine · History Today Magazine
		<p>[ER] During the period of 1750-1900 there are a number of individuals who made a significant impact on medicine. Make a list of the following individuals and for each one write down what they discovered, the importance of their discoveries and the limitations of their discoveries:</p> <ul style="list-style-type: none"> - Edward Jenner - Edwin Chadwick - John Snow - James Simpson - Joseph Lister - Louis Pasteur - Robert Koch <p>[HI] Create a timeline of the key medical developments in the years 1750-1900. You should include developments from the following areas:</p> <ul style="list-style-type: none"> - Understanding of the causes of disease - Treatment - Prevention - Hospitals <p>[HI] Answer the following exam questions from the Weimar and Nazi Germany paper and hand them in or email them to your teacher:</p>	<p style="text-align: center;">Super-Curricular Activities</p> <p>‘The Old Operating Theatre’ in London is a fascinating place to visit when restrictions allow and it is safe to do so. Until then their website offers interesting reading about operations in the 19th century and the history of hospitals: https://oldoperatingtheatre.com/</p> <p>To help consolidate your studies of Henry VIII so far, you could also take virtual tours of the Tower of London and Hampton Court Palace: https://www.hrp.org.uk/discover-the-palaces/#gs.ma8cq</p> <p style="text-align: center;">Media & Other Links</p>

- 1) Explain why there were economic problems for the Weimar Republic in the years 1919-1923 [12 marks]
- 2) Explain why Hitler became Dictator in 1934 [12 marks]
- 3) Explain why the Nazis tried to control the church in Germany [12 marks]

[ER] Revise Medieval and Renaissance Medicine. Create a spider diagram, PowerPoint Presentation or revision cards about:

- What people know causes disease
- How people prevent disease
- How people treat disease
- Case Studies: Black Death and the Great Plague

[ER] Revise Weimar Germany. Create a spider diagram, PowerPoint Presentation or revision cards about:

- The Weimar Constitution
- Problems of the Weimar Republic
- Stresemann and recovery
- The Golden Years of the Weimar Republic
- The Great Depression

[HI] Complete exam questions for Medicine Through Time and Henry VIII. These can be found on Go4Schools. Bring in any that you complete for marking.

We may also set PREP tasks in addition to those listed when necessary.

www.edexcel.com (**Exam board**)


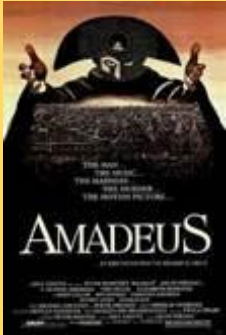
The science museum website contains interesting information relating to medicine through time:

<https://www.sciencemuseum.org.uk/medicine>

MFL - Spanish

Subject	Topic	PREP Tasks	Further Research /Reading
<p style="text-align: center;">MFL - Spanish</p>	<p>Preparation for Year 11 Final Mock Exams: Revision of topics. Exam technique and study skills for Listening, Speaking, Reading and Writing</p>	<p>[R4A] Learn the vocabulary associated with ALL Modules 1 to 8 – this can be found on the Google Drive which you will now have access to. This will allow you to practise your vocabulary learning by means of various interactive games and self-testing exercises.</p> <p>[R4A] Work through your class notes and complete the Grammar sections in your Grammar and Translation Workbook which corresponds with those grammar concepts you have learnt in lessons.</p> <p>[R4A] Use your class notes/lockdown work and revision packs for ALL Modules 1 to 8 to revise from and ensure you are clear on how to structure extended answers for writing and speaking, and how to understand and formulate questions yourself.</p>	<p>Visit the local library or check their online catalogue. There are plenty of free resources: comic books, novels, books to complement students’ learning... Some favourite story books are available in Spanish too!</p> <p>Spanish newspapers online; www.elpais.com www.marca.com www.20minutos.es www.bbc.com/mundo</p>
		<p>[R4A] REVISIT AND REFINE your conversation question answers on the Google Drive and in your lockdown/class notes for ALL Modules 1 to make them even better. This will help you with both the speaking and writing mocks.</p> <p>[R4A] Use your Target 9 Writing and Reading Workbooks to practise your skills in preparation for these Mock Exams.</p>	<p style="text-align: center;">Super-Curricular Activities</p> <p>Visit a local Spanish restaurant in your area – what do you recognise on the menu? Ask if you can take a copy of the home!</p>
		<p>[ER] Find an article on the internet about anything that you are particularly interested in (e.g. sport, music, film, television, social issues, current affairs, the environment, etc.) and make a list of new words and their meanings in English from what you find in the article. You can use Collins online Spanish dictionary to help you with the definitions.</p>	<p style="text-align: center;">Media and other Links</p> <ul style="list-style-type: none"> • www.quizlet.com/ashaunak • www.languagesonline.org • www.collinsdictionary.com/spanish • Duolingo (app) - aim for 10-15 minutes/daily. It’s a mix of writing, translating, practicing different vocab and listening – all in one! It gets really competitive and fun. • Memrise (app) - aim for 10-15 minutes/daily. Look for sets that are based on Mira (textbook used for Spanish at KS3) • www.language-gym.com/#!/ to practise verbs in all tenses
		<p>[ER] Actively practice listening by listening to the radio, watching TV/Netflix/YouTube, etc., in Spanish with English subtitles.</p> <p>[ER] Actively practice reading using free resources from the internet in Spanish – see links for Spanish newspapers as indicated.</p> <p>[ER] Actively practice speaking and time yourself! Record yourself on your phone and play it back, check for any amendments and go again, and again, and again ...!</p>	

		<p>[ER] You should access Languages Online to practice grammar exercises in Spanish on a weekly basis using the following link; www.languagesonline.org</p> <p>[ER] Find an article on the internet about anything that you are particularly interested in (e.g. sport, music, film, television, social issues, current affairs, the environment, etc.) and make a list of new words and their meanings in English from what you find in the article. You can use Collins online Spanish dictionary to help you with the definitions.</p> <p>[ER] Try watching your favourite television shows on Netflix (or similar) with the Spanish subtitles. Alternatively, you could change the audio setting to Spanish and have English subtitles.</p> <p>Final Mock Exam Dates – GCSE Spanish: Speaking practice and final versions with Olga – 7th December to 29th January inclusive</p> <ul style="list-style-type: none">- Reading exam – February 2021 – exact dates to be confirmed- Listening exam – February 2021 – exact dates to be confirmed- Writing exam – February 2021 – exact dates to be confirmed	BBC Bitesize for Spanish
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Subject	Topic	PREP Tasks	Further Research /Reading
GCSE Music	The Concerto Through Time	<p>[PQ] & [ER] Christmas Revision – Read through the notes and create revision resources. Listen to the tracks (use the internet address to access) and answer the questions. Use the mark scheme to check your answers and identify areas you need to PREP further.</p> <ul style="list-style-type: none"> · Introduction to the Concerto · Baroque Concerto · Baroque Concerto Grosso · Classical Concerto · Romantic Concerto 	<p>The Concerto:</p> <ul style="list-style-type: none"> · https://www.misswardmusic.com/the-concerto.html
		<p>[HI] PREP Priorities – Based on the task above – write a revision timetable for next half term to address the areas you need to work on. The timetable should include performance practice.</p>	<p>Super-Curricular Activities</p> <p>Download Musescore and start composing your own music at home.</p>
		<p>[ER] Compose a piece of music using the techniques you have learnt in class, but hand-write it like the original composers did. If you need manuscript paper you can print some here:</p> <ul style="list-style-type: none"> · http://people.virginia.edu/~pdr4h/musicpaper/duet.pdf 	<p>Media & Other Links</p> <p>[ER] Amadeus – Film: https://shenfield.planetestream.com/View.aspx?id=234~3w~EXHOHY&code=tL~9KvyMJUxcSpUNurSWWabyAQIsqX5J3tsf9vleqv eQmeWsF</p>
			<p>Click the link and login using your normal school details.</p> 

Subject	Topic	PREP Tasks	Further Research /Reading
BTEC Music Technology	Unit 1 – The exam		<p>A comprehensive guide to a majority of the job roles in the music industry. https://www.music-jobs.com/uk/jobtypes/job-descriptions.php</p> <p>A look at how jobs in the music industry link together. https://www.allsaintsacademydunstable.org/wp-content/uploads/2018/05/Unit-1-Revision-Book-Higher-Ability-1.pdf</p>
		<p>Nando’s Takeaway PREP sheet https://drive.google.com/file/d/1RIdT0iYnOJhy93YSQTN1rNdW8aOXmpuU/view?usp=sharing</p> <p>Industry Workbook https://drive.google.com/file/d/1XI5rPLiHE8mNsPU_iYhCuI-e1UyjV76/view?usp=sharing</p> <p>Past Paper: https://drive.google.com/file/d/1VhmnFYicIqqEI9YyLcdAWWNBFSu3nrpz/view?usp=sharing</p> <p>Mark Scheme for the above past paper: https://drive.google.com/file/d/1btDaHN4y2H7iSN-l3E3yo29pKh5csxgy/view?usp=sharing</p>	<p style="text-align: center;">Media & Other Links</p> <p>Job Roles https://www.youtube.com/watch?v=QMC4dBBXH2Y</p> <p>The Music Industry – PRS for Music https://drive.google.com/file/d/1kMcXFkshziO7gmVu1K371PT4spP_bxNG/view?usp=sharing</p> <p>Music Publishing Explained https://www.youtube.com/watch?v=-eV6t8_pOSo&list=PLi33BPxA2q1qe5V9o8zgUHcQSs3KJvmKd</p> <p>Music Publisher/Songwriter Explained https://www.youtube.com/watch?v=3D-pnXP6Voo</p> <p>Music Industry Overview https://www.youtube.com/watch?v=-eV6t8_pOSo&list=PLi33BPxA2q1qe5V9o8zgUHcQSs3KJvmKd</p> <p>Turning Your Songs into Money documentary https://www.youtube.com/watch?v=0xletCrn-iU</p> <p>Mechanical Royalties Explained https://www.youtube.com/watch?v=5rZw_xu8_Jw</p>

Subject	Topic	PREP Tasks	Further Research /Reading
PE	Theory: Anatomy & Physiology and Health & Performance	<p><u>Paper 1 – Fitness & Body Systems</u></p> <ol style="list-style-type: none"> 1. <u>[ER] Anatomy & Physiology</u> – create your own revision resources for this section of the exam e.g. mind maps, flash cards 	<p><u>Further Research</u></p> <ul style="list-style-type: none"> • Commercialisation in Sport • Media in Sport • Sponsorship
		<p><u>[HI] Short Answer Exam Questions – Paper 1</u></p> <ol style="list-style-type: none"> 1. One of the functions of the skeleton is to provide protection. Using an example, describe how the skeleton provides protection during physical activity. (2 marks) 2. A player receives a cut to the head during a game of rugby. Explain the role of blood getting this player back on the field of play (3 marks). 3. Describe the difference between muscular endurance and cardiovascular endurance (3 marks). 4. At the start of each session, a coach always uses a warm up. State 3 reasons why you should perform a warm up before physical activity. (3 marks) 5. Explain why bloody doping is banned even though it is not a performance enhancing drug (3 marks). 	<p><u>Super-Curricular Activities</u></p> <ul style="list-style-type: none"> • To help prep for the practical element of PE spend some time engaging with some physical activity. Increased activity levels make for a healthier lifestyle. • Go and watch live sporting events to understand the rules and tactics used during the game. • Begin to collect video evidence for your practical sports.
		<p><u>[HI] Extended Answer Exam Questions – Paper 1</u></p> <ol style="list-style-type: none"> 1. Assess the importance of muscular endurance, flexibility and speed to the performance of a tennis player in a tennis match. (9 marks) 2. Evaluate the use of fartlek training and plyometric training to improve performance in netball (9 marks) 	<p><u>Media & Other Links</u></p> <ul style="list-style-type: none"> - Sky Sports News - Live Sport - Sports Biographies – give an excellent insight into the life of an elite level athlete - ICARUS – Netflix
		<p><u>[HI] Extended Answer Exam Question – Paper 2</u></p> <ol style="list-style-type: none"> 1. Evaluate the need for a power athlete to maintain a balanced diet. (9 marks) 	

Subject	Topic	PREP Tasks	Further Research /Reading
<p style="text-align: center;">BTEC Performing Arts</p>	<p style="text-align: center;">Component 3 – Performing to a Brief</p>	<p>[HI] https://www.bbc.co.uk/bitesize/guides/zhx3pg8/revision/1 Research and make notes on the following Theatre roles. Write the notes in your own words:</p> <ul style="list-style-type: none"> • Director • Design team • Sound Designer • Lighting Designer • Set Designer • Costume Designer • Puppet Designer <p>[RT & HI] https://www.youtube.com/watch?v=2FWAUncAvv4&t=22s Watch the above video by The National Theatre on “Creating an Ensemble”. Make notes on all of the exercises used to help the actors create and ensemble.</p> <p>[RT & HI] https://www.youtube.com/watch?v=ui3k1wT2yeM https://www.youtube.com/watch?v=-a0qNEhCly4 https://www.youtube.com/watch?v=39JSv-n_W5U Watch the above videos on Verbatim Theatre. Make notes under the following headings:</p> <ul style="list-style-type: none"> • The style of Verbatim Theatre (what is it? What does it “look” like on stage? What makes it different to other styles of Theatre? Etc.) • What can be the problems with using Verbatim? • Why do playwrights/directors use Verbatim Theatre? • What the positives of using Verbatim? • Create a short -step by step guide for creating Verbatim Theatre. • What are the ethics (morals) around creating/using Verbatim Theatre? How can a Director/ playwright overcome these ethical challenges? 	<p>Key Texts Revise BTEC Tech Award Performing Arts Revision Guide: (with free online edition) Paperback https://www.amazon.co.uk/Revise-Award-Performing-Revision-Guide/dp/129224562X/ref=sr_1_8?crid=1DQ73V2OMGI7F&dchild=1&keywords=btec+performing+arts+level+2&qid=1600023361&sprefix=btec+perf%2Caps%2C160&sr=8-8</p> <p>Media & Other Links</p> <p>Interview with Riot Road, a Verbatim Theatre Company https://www.youtube.com/watch?v=XTbdYqCs0gc</p> <p>A Verbatim performance – “For the Record” (Based on the Hillsborough football disaster) https://www.youtube.com/watch?v=64C16TSedqM</p> <p>DV8 Physical Theatre Can We Talk About This? : Ann Cryer https://www.youtube.com/watch?v=vNVPumETpuA</p>

Subject	Topic	PREP Tasks	Further Research /Reading
Sociology	Revision	<p>Your prep tasks for this half term are based on revisiting content covered so far.</p> <p>[ER] Ensure that you have revision resources on all topics completed so far –</p> <ol style="list-style-type: none"> 1. Sociological concepts 2. Family 3. Research Methods 4. Education 5. Crime <p>This includes watching all of the video lessons on these topics produced by teachers</p> <p>[ER] Complete the specimen exam papers which can be found by following the links below:</p> <ul style="list-style-type: none"> - https://www.wjec.co.uk/qualifications/sociology/r-sociology-gcse-from-2017/eduqas-gcse-sociology-sams-2017-e.pdf - https://www.wjec.co.uk/qualifications/sociology/r-sociology-gcse-from-2017/ <p>(scroll down to bottom of page, look on the left hand side and open the document entitled 'GCSE Sociology additional specimen questions component 1')</p> <p>[ER] Peer mark your exam papers before handing into your teacher for marking. Mark schemes (the answers) can be found in the same document as the question papers.</p>	<p>[ER] Read the family section (pages 32-79) of WJEC Eduqas GCSE Sociology by Steve Tivey and Marion Davies</p> <p>[ER] Read the education section (pages 80-119) of WJEC Eduqas GCSE Sociology by Steve Tivey and Marion Davies</p>
		Media & Other Links	<p>The following link provides a different teacher summarising revising the content in the family, research methods and education units</p> <p>https://www.youtube.com/watch?v=JoFNIFzqu3Y</p>

Improving Memory Skills & Understanding PREP

1. Self-Testing

Self-testing is an effective tool if you have a large amount of information to learn for an assessment or exam.

Let's say you had to remember the definition of 20 key words.

Start by writing out five key words and their definitions. Study them for 2 or 3 minutes, then put the sheet away.

On another piece of paper, try to write down the key words and definitions from memory.

If you were not able to recall all 5, then repeat the process again. Study the definitions and re-test.

Once you are able to recall 5 key words and definitions, add another 5 to the original sheet.

Give yourself 4 or 5 minutes to study the 10 key words and definitions. Put the sheet away and re-test but this time with 10.

Build this up until you can recall all 20 key words and definitions.

More importantly, re-test yourself a week later. Review your progress and go back to any definitions or words you were unable to write down. Then, re-test yourself a month later with the same words.

The more you re-test, the more you will retain and the easier it becomes.

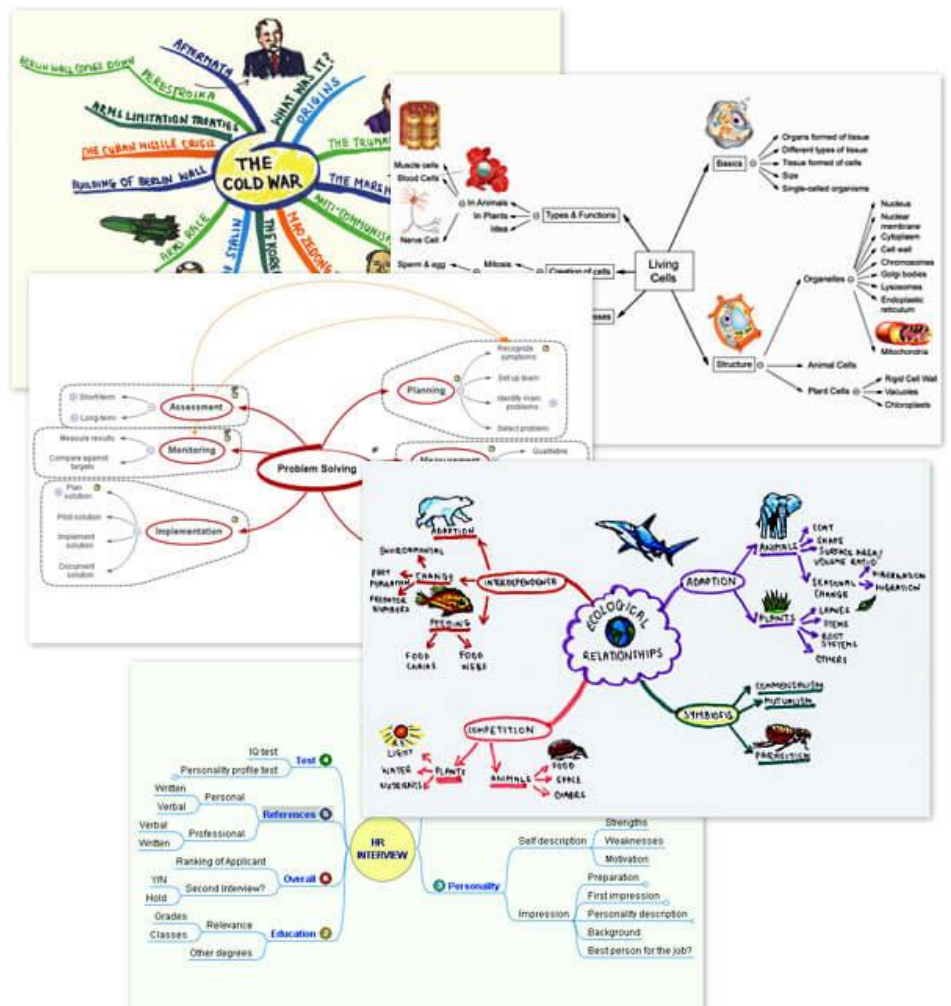
These techniques could be applied to:

- Key Information for an Essay
- Character names and profiles
- Formula
- Translations
- Case Studies
- Experiment processes
- Arguments or Quotations
- And many more!

2. Mind Mapping

Mind Mapping is a highly effective way of getting information in and out of your brain. Mind Mapping is a creative and logical means of note-taking and note-making that literally "maps out" your ideas.

All Mind Maps have some things in common. They have a natural organisational structure that radiates from the centre and use lines, symbols, words, colour and images according to simple, brain-friendly concepts. Mind Mapping converts a long list of monotonous information into a colourful, memorable and highly organised diagram that works in line with your brain's natural way of doing things.



- Think of your general main theme and write that down in the centre of the page. i.e. Food

- Figure out sub-themes of your main concept and draw branches to them from the centre, beginning to look like a spider web i.e. Meats, Dairy, Breads
- Make sure to use very short phrases or even single words
- Add images to invoke thought or get the message across better
- Try to think of at least two main points for each sub-theme you created and create branches out to those

3. Revision Cards

Revision cards are small handheld cards that contain key information. The cards should have a title at the top with 5 or 6 key words, formula or sentences. Try and keep the colour consistent for each topic e.g. green cards for the Environment.

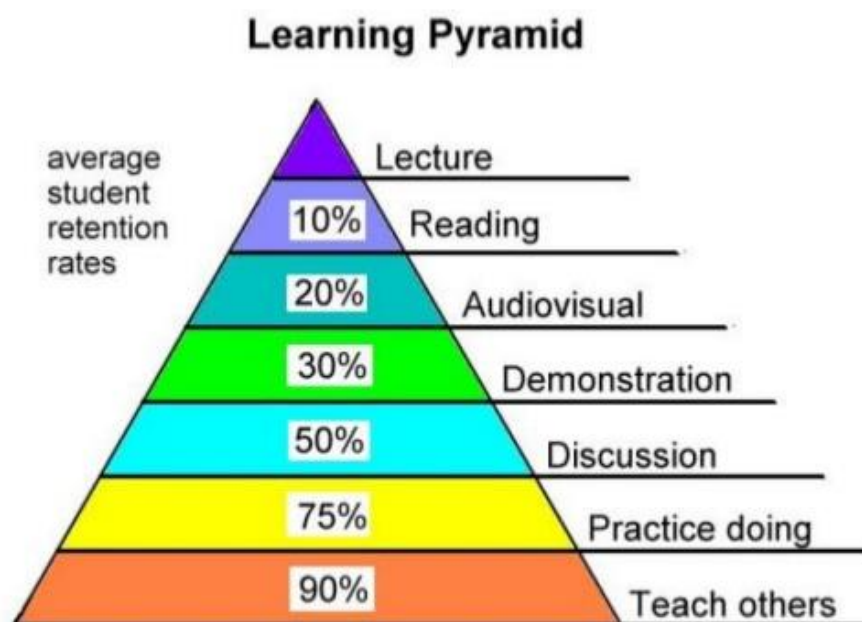
TIP: On the back of the revision card, write the title from the front. Then, after you have read through your cards a number of times, turn them over. Look at the title and self-test yourself on the information. Once you have recalled all you can, turn the card back over and check your answers.

4. Complete the Sentence

If you have a large number of facts to learn for an essay, write out ten key sentences you wish to memorise for the essay. Then, on a separate piece of paper, write out the first half of the sentence and leave the other half blank. Take a break, make a cup of tea, then come back and try to complete the sentences from memory.

If you managed to complete all ten, try and add more sentences and repeat the exercise.

TIP: Once you can complete the sentences with ease, test yourself further by trying to write out all the key sentences from memory without the sentence starters!



Fun Ways to PREP

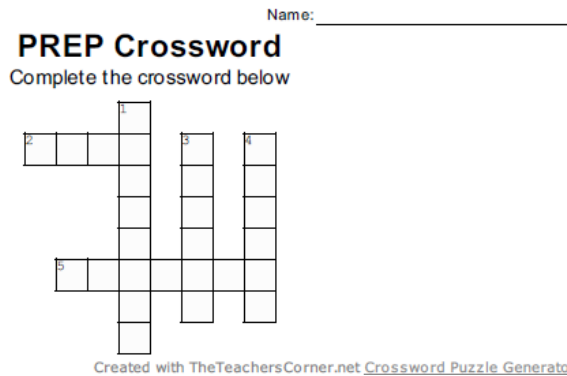
1. Key Words Crossword Puzzle

Choose a subject and write down all the key words you need to learn. Find an online Crossword creator, there are a huge number of web sites that can do this for you.

For the clues, write the definition of the key word.

Once the crossword has been created, leave it for a few days/weeks. Then, try and complete it. Don't forget to print out the answer sheet so you can self-check the answers!

Here is an example below:



ACROSS

2. What does the 'H' in SHS stand for?
5. What is 'PREP' short for?

DOWN

1. In what year group do you take A Level exams?
3. What is the surname of our Headteacher?
4. In what Year group do you take GCSE exam?

2. Key Word Pictionary

For this game you will need at least one other person. With a friend or group of friends, decide which subject and set of Key Words you wish to learn or revise. Write them down on individual cards. Try to have a large number so they are not too obvious.

Take it in turns to draw (without using words, symbols or speaking) something that represents the key word you wish to learn.

Want to Make the Game Harder?

The other player who is trying to guess the key word can't say the key word, but must give the correct definition of it!

Here is an example below:



The Easy Answer: **An Atom**

*The Definition Answer:

The smallest particle of a chemical element that can exist.

3. Write a Short Story

If you have a large number of facts, figures or key words to remember, write a short story that you can recite to yourself in the exam. The more interesting and funny your story is, the more likely you are to remember the facts.

Here is an example:

To begin our adventure into storytelling, start by reading the paragraph below, which recounts a brief and chaotic story. Your task is simply to understand what happens:

"A man called Nigel is sat next to his enormous, 300lb pet squid as they travel around in the back of his lime-green limo. They're arguing over what to watch on the limo's TV: Coronation Street, or Sesame Street. It soon turns into a fight, which the squid wins by using its eight limbs to empty eight pepper-grinders on to Nigel's head. Nigel leaps from the car in terror and runs away towards the sea, cleverly heading through a thick yellow field of rapeseed to stop the squid from following. On reaching the beach, he meets Prince Harry, who is celebrating his 25th birthday. Prince Harry persuades Nigel to help him confront two Gallic dancers who have eaten a beautiful "she-swan" (without the Queen's permission). After the attack, Nigel jumps into the sea and swims out towards, as luck would have it, the Lady of Shalott, who is bobbing up and down in a boat made from a giant orange pepper. She invites him on board and they fall in love."

It will have taken you perhaps a minute to read through this. This should demonstrate just how quickly and effortlessly your mind can imagine elaborate scenes it has never encountered before.

Your next step is to see how much of the story you recall. First, close your eyes and repeat the story as well as you can in your head. When you're done, open your eyes and write down all the items you have successfully recalled. This will give you a sense of how many useful memories you can store in around a minute or so. Hopefully you'll have impressed yourself again.

Now, you'll perhaps be wondering what the point of remembering a random list of objects like this might be. But here we can reveal that the story you've learned is not at all random, but in fact encodes the ingredients for a Nigel Slater recipe. Hooray! The 300lb squid represents 300g of squid; the lime-green limo is a lime; Coronation Street stands for coriander; Sesame Street for sesame oil; eight pepper grinders for eight crushed peppercorns; the rapeseed field for rapeseed oil; Prince Harry celebrating his birthday for 25g ginger; two Gallic dancers for two cloves of garlic; the "she-swan" for Szechuan pepper; the sea for salt; the Lady of Shalott for shallots; the orange pepper boat for one large orange pepper.

Have a look over these connections. Your last task is to try to remember the ingredients that correspond to each element in the story. Once you've done that, you're ready to make your squid and pepper stir-fry ...

1. <https://www.theguardian.com/lifeandstyle/2012/jan/15/story-lines-facts>

4. Key Term Word Search

Choose a subject and write down all the key words you need to learn. Find an online Word Search creator, there are a huge number of web sites that can do this for you.

For the clues, write the definition of the key word.

Once the word search has been created, leave it for a few days/weeks. Then, try and complete it. Don't forget to print out the answer sheet so you can self-check the answers!

Here is an example below:

PREP WORDSEARCH

Use the definitions to find the key words!

C B U T D P B G P W
H H W T B A K N M G
O I M T N L E O C X
I G S U E V U X I S
V H M H E R M A N I
H B R L T L Y N Z G
W S E P R E P A R E
C J E V I K C T U Z
M S M G H T L C Z N
K G S B T B N D D E

PREPARE HERMAN ELEVEN
THIRTEEN HIGH

1. What is 'PREP' short for?
2. What is the surname of our Headteacher?
3. What year group take their GCSE exams?
4. What year group take their A Level exams?
5. What does the 'H' in SHS stand for?

5. Write a poem

If you have a large number of facts, figures or key words to remember, write a poem that you can re-cite to yourself in the exam. Try and make it rhyme on the key words and throw in their definitions if you can.

6. Card Matching Game

Use revision cards. They must all be the same size and colour. On half the cards, write a key word on each. On the other half of the cards, write their definitions on each.

With a friend, turn all the cards so they face down on the table. Each person takes it in turns to turn over two cards. If they turn over the key word and the correct definition, they get to keep them. If the two cards do not match, they must be turned back and it is the next persons turn. The winner is the person with the most cards at the end.

You not only have to remember where the key words and the definitions are, but match them as well!

Here is an example:

**PENTATONIC
SCALE**

*A Musical Scale
containing
only 5 notes.*

7. Name That Tune!

Choose a song from the charts that you know really well and enjoy singing along to.

Now, re-write the lyrics so they contain all the facts and key words you need to remember. Try to keep to the same number of syllables for each line! Then, sing the words out loud as many times as you need to remember the lyrics.

TIP: Go to youtube or karaoke site and use the backing track/instrumental so you can sing your lyrics along to the beat!

8. Alphabet Prep

Challenge yourself to write a key fact, definition or key word for each letter of the alphabet. It works best with a single topic or area. Once you have completed it, memorise it using some of the techniques in this book.

Finally, challenge yourself to recall all the information using the alphabet as your guide and prompt!

