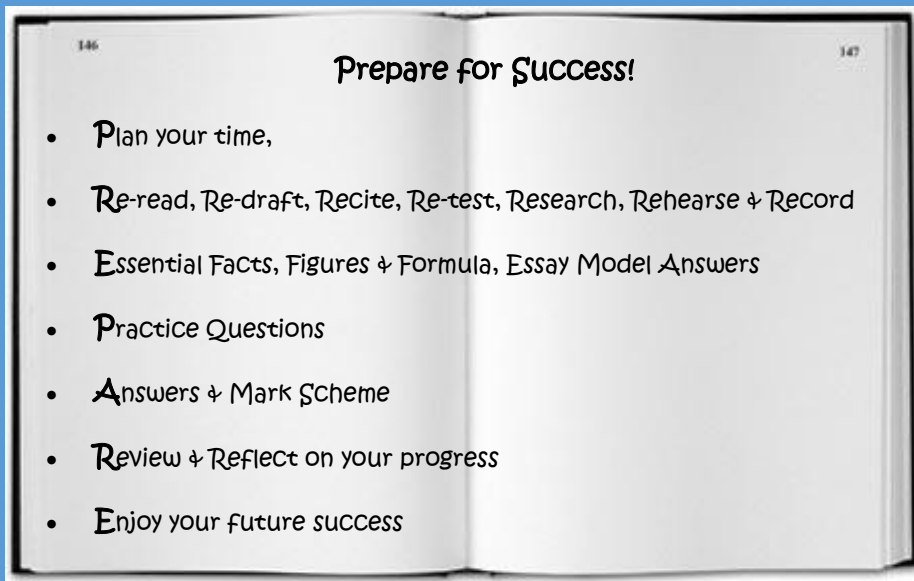




Shenfield High School



PREP

Newsletter

Year 10

Autumn Term 2



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:

- **Plan** your time,
- **Re-read**, **Re-draft**, **Recite**, **Re-test**, **Research**, **Rehearse** & **Record**
- **Essential Facts**, **Figures & Formula**, **Essay Model Answers**
- **Practice Questions**
- **Answers & Mark Scheme**
- **Review & Reflect** on your progress
- **Enjoy** 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
- Fun 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.

A French Bulldog with brown fur and a white chest patch is sitting behind an open book. The dog is wearing gold-rimmed glasses and looking slightly to the right. The background is a light gray surface covered with various colorful educational icons, including a rocket, microscope, globe, paint palette, scissors, notebook, basketball, boots, umbrella, plant, telescope, and the formula E=MC².

PREP is not optional
It's a way of life...

#PREP4Success
#Burning4Learning


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Subject	Topic	PREP Tasks	Further Research /Reading
English	Paper 1- Section A Reading & Section B Writing	<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 Edulink 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. 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. 4. Print out the notes and revision guides attached on Edulink to help support revision of this paper. <p>Have a go at writing your own creative or descriptive piece of writing- there are prompts on Edulink to assist with this process. The more practice you have and the more reading you complete in different genres, the better you will do in Section B of the exam.</p>	<ul style="list-style-type: none"> • Further your reading by looking at books and short stories to help develop your vocabulary and descriptive writing skills- these can be fiction or non-fiction based. • English Language Complete Revision Practice Revision Guide • AQA Language Workbook
			Super-Curricular Activities
			<ul style="list-style-type: none"> • Not relevant for this unit of work •
			Media & Other Links
			<ul style="list-style-type: none"> • Seneca Learning Platform • Mr Bruff Revision Video- Language Paper 1 Q2 • Mr Bruff Revision Video- Language Paper 1 Q3 • Mr Bruff Revision Video- Language Paper 1 Q4 • Mr Bruff Revision Video- Language P1 Q5

Subject	Topic	PREP Tasks			Further Research /Reading
Maths	Equations Angle Geometry Trigonometry	<p><i>Checkpoint</i> PREP tasks are set on a two weekly basis and provide exam style practice and feedback. Classroom teachers may set further PREP tasks at their discretion.</p> <p>The best place for additional 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>1. [ER] The Maths Book: Matt Parker</p> <p>From fractions to shapes and patterns to numbers, all the information is presented in authoritative and concise text that complements the bold graphic illustrations. This book reveals how maths is used in everything from world economies and modern technology to computers and AI.</p> <p>2. [ER] BBC Documentary The Story Of Maths 1 The Language Of The Universe YouTube</p> <p>Documentary in which Professor Marcus du Sautoy series explores the mystery of maths. This is available on YouTube and Netflix.</p> <p>3. [ER] Books to read:</p> <p>Maths on the Back of an Envelope by Rob Eastaway https://mathsgear.co.uk/collections/books/product/s/signed-copy-of-maths-on-the-back-of-an-envelope</p> <p>The Indisputable Existence of Santa Claus by Hannah Fry and Thomas Oléron Evans https://mathsgear.co.uk/collections/books/product/s/signed-copy-of-the-indisputable-existence-of-santa-claus</p>
		[R4A] Equations	[R4A] Angle Geometry	[R4A] Trigonometry	
		Collecting like terms. (clip 156)	Angles on a straight line (clips 477, 478)	Pythagoras theorem longest side (clip 498)	
		Expand and simplify brackets. (clip 161)	Angles round a point (clip 812)	Pythagoras theorem shortest side (clip 499)	
		Solving simple equations. (clips 179, 180)	Angles in a triangle (clips 485, 486)	Pythagoras theorem applied problems (clip 501)	
		Solving three step equations. (clips 184, 185)	Alternate angles (clips 481)	Finding sides in right angle triangles (clips 509, 510)	
		Solving three step equations. (clips 183, 184)	Co-interior Angles (clip 482)	Finding angles in right angle triangles (clips 511, 512)	
		Double brackets and factorising quadratics. (clip 162, 163, 223)	Corresponding Angles (clip 483)	Multistep problems in right angle triangles (clips 513, 514)	
		Find an expression for perimeter. (clip 176)	Using bearing and reverse bearings (clips 494, 495)	Using the sine rule (clips 521, 523)	
		Solving equations with x on both sides. (clip 185)	Circles theorems, angles at the centre (clip 594)	Using the cosine rule (clips 527 and 529)	
			Circles theorems, angles in a semi-circle (clip 595)		
			Circles theorems, angles in the same segment (clip 596)		
Super-curricular					
Media & Other Links					
<p>[ER] Equations Algebra Basics: What Is Algebra? - Math Antics https://www.youtube.com/watch?v=NybHckSEQBI</p> <p>[ER] Angle Geometry How to trisect an angle with origami – Numberphile https://www.youtube.com/watch?v=SL2lYcggGpc</p> <p>[ER] Trigonometry Beautiful - Numberphile https://www.youtube.com/watch?v=snHKEpCv0Hk</p>					

Subject	Topic	PREP Tasks	Further Research /Reading
Science	Biology: Immunity Chemistry: Bonding, Quantitative Chemistry Physics : Electricity	<ul style="list-style-type: none"> Students will be issued with PREP on a week by week basis via their school account. This will be subject specific and will relate to the content that is being covered in lessons during that week. 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. 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>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 Try the retrieval roulette questions and daily revision tasks that are located in the student area.</p> <p>Chemistry 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 Students can use the materials given to them on their Prep4Sept flash 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 on the student drive with the answers available so work can be checked.</p>	Try and find a YouTube channel that provides tutorials. “Freesciencelessons” is a cracker, can you find better?
			Super-Curricular Activities
			Visit the Body Worlds Exhibition in London 
			Media & Other Links

Subject	Topic	PREP Tasks	Further Research /Reading
<div data-bbox="152 730 203 826" data-label="Section-Header"> <h1>Art</h1> </div>	<div data-bbox="293 483 349 1070" data-label="Section-Header"> <h2>Natural Forms Project</h2> </div>	<p data-bbox="546 209 1227 288" style="text-align: center;"> To be completed at home and in class. Students must spend at least 3 hours on each task </p> <p data-bbox="394 323 640 352">Y10 - Art/ Textiles.</p> <ul data-bbox="443 403 1370 794" style="list-style-type: none"> • You must complete at 4 Plans/ design ideas to support your final piece for your Natural Forms Project. • Your plans should explore ideas, techniques and processes which you're considering for your final outcome. Plans should include different colours, compositions and materials, etc.... and should be informed by your chosen artist. • You must demonstrate an artist's technique and processes in your plans. • Each Plan should take approximately 3 hours to complete. You may use class time and home time to complete these. <p data-bbox="394 818 1379 927"> <i>The guide for writing about art and artists is found in the school computer mainframe: student resources X:/expressive arts/art/general/artist writing guidance. The course Scheme of Work is found on Go4Schools.</i> </p> <div data-bbox="430 986 1319 1262">  </div>	<p data-bbox="1406 148 2152 264">Many artists have been inspired by Nature and the world around us. Below are just a few who captured it beautifully.</p> <p data-bbox="1406 272 1800 301">Research the following Artists:</p> <ol data-bbox="1453 316 1794 600" style="list-style-type: none"> 1. Georgia O'Keeffe 2. Anthony van Dyke 3. Martin Johnson Heade 4. Andy Warhol 5. Karl Blossfeldt 6. Edward Weston 7. Ernst Haeckel <div data-bbox="1406 651 1749 683" data-label="Section-Header"> <h3>Super-Curricular Visits</h3> </div> <ul data-bbox="1406 699 2145 887" style="list-style-type: none"> • Brentwood and surrounds provide excellent resource for photographing your own images to use in this project. Try a few artists' styles and pick the technique you prefer to create your own unique picture. <p data-bbox="1406 895 1632 924">Find out more at:</p> <p data-bbox="1406 932 2107 963"> https://medium.com/astro-hq/the-style-problem-for-artists-bb4c79f2582e </p> <p data-bbox="1406 1011 1881 1043"> https://www.nationalgallery.org.uk/ </p> <p data-bbox="1406 1051 1727 1083"> https://www.vam.ac.uk/ </p> <div data-bbox="1406 1142 1727 1174" data-label="Section-Header"> <h3>Media & Other Links</h3> </div> <p data-bbox="1406 1190 1682 1219">Artists research links:</p> <p data-bbox="1406 1227 2069 1259"> https://www.youtube.com/watch?v=yjlQoKugXwo </p> <p data-bbox="1406 1307 2056 1339"> https://www.youtube.com/watch?v=fYRMggfp-IA </p> <p data-bbox="1406 1386 2078 1418"> https://www.youtube.com/watch?v=p8oTvT6LN5w </p>




Subject	Topic	PREP Tasks	Further Research /Reading
GCSE Business	Topic 1.2 Spotting a business opportunity	<p><u>Prep for in class assessments:</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. Results, including an average score will then be entered onto go4schools to illustrate relative performance. The following prep tasks will support revision for an assessment and consolidate past theory:</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 application and analysis</p> <p>[ER] Review your current understanding of theme 1 through the following resources</p> <p>[ER] Practise theme 1 by:</p> <ul style="list-style-type: none"> • MCQ via kahoot or the documents on the student drive • Through the use of flashcards • Practicing answer technique by completing specification questions <p><u>Tasks to help develop understanding of topic 1.2:</u></p> <p><u>Task One</u></p> <p>[HI] Collect three pieces of packaging for consumer products. Explain how the packaging informs the user and attracts potential buyers. Be clear on what customer needs are being met and how meeting these needs benefit a business.</p>	<ul style="list-style-type: none"> • Class notes. • Theme 1 revision guide. • BBC news business. • Newspapers
			Super-Curricular Activities
			<p>Research young entrepreneurs who have successfully set up and run their own business. Can you develop your own business idea and implement it?</p>
			Media & Other Links <ul style="list-style-type: none"> • Tricky Business • The Apprentice • Dragons' Den <p>Youtube:</p> <p>My Gym Shark story</p> <p>Gym Shark 50,000 order warehouse</p> <p>Spotting a gap in the market</p>

Subject	Topic	PREP Tasks	Further Research /Reading
BTEC Business	Component 1: Exploring Enterprises	Criteria C	<ul style="list-style-type: none"> • Class notes • BBC news or other current affairs programmes • Newspapers or online news sites • BBC Bitesize
			Super-Curricular Activities
			<ul style="list-style-type: none"> • (RT) Discuss with your family the tax that they have to pay and how they would feel if that tax was increased. • (RT) Pink Ladies was set up by women to provide safe transport for other women, but was taken to court by Warrington Council for discriminating against men. The directors were fined by Warrington Magistrates' Court for breaking the law. Was the council right to take this action? Search on the internet for "Pink Ladies" to see if it still survives or not.
			Media & Other Links
		<ol style="list-style-type: none"> 1. (R4A) Check through the glossary key terms for Criteria C – highlight key words you are still not sure of. Make a revision spider diagram of these words for you to use as revision tool. 2. (RT) Identify the possible target groups of customers for each of these propositions: a business that repairs bicycles, a business that operates a home cleaning service, a business that arranges weddings. What changes in the current business environment could impact on these businesses? Write a guide for local entrepreneurs to outline key factors that could influence businesses e.g. changes in unemployment, cost of property, transport links, local population, availability of suppliers, competitors etc. 3. (ER) Create a poster to show how changes in the rate of interest can have favourable and unfavourable influences on businesses. 4. (RT) Work out how the value of the pound would affect you as a tourist. In 2005 it cost only £60 to buy €100. In 2009 it cost £90 to buy the same amount of euros. Check out today's rate online to see whether or not the pound is stronger. Suggest how the value of the pound affects UK businesses that specialise in European travel. 5. (RT) Look at the following website to investigate what protection there is for consumers www.which.co.uk/consumer-rights/regulation/consumer-rights-act Produce a poster to outline the key ways that the law protects consumers and what rights the consumer has if they buy a faulty good/service. 6. (RT) Find out what regulations a new business must consider when they start up. Create a checklist as a guide for new businesses to use. 7. (RT) Investigate a local business that you know well and complete a SWOT analysis. Why is it important for a business to use this tool regularly? <p>(RT) Choose a business that you are interested in. Investigate the market it operates in by finding out what the value of its market is, how large the market is, how many businesses operate in that market, who are the market leaders and what market share the business has.</p>	<ul style="list-style-type: none"> • Tricky Business • The Apprentice • Dragons' Den

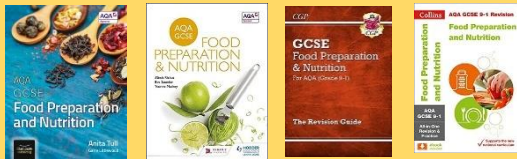


Subject	Topic	PREP Tasks	Further Research /Reading
Computer Science	2.2.2 – Data types	<p>During Half Term 2, we will look at the different data types we come across when programming</p> <p>Task: [ER]</p> <ul style="list-style-type: none"> Watch the following video on data types, and make revision notes <p>https://www.youtube.com/watch?v=oQAQNKomako&t=18s</p> <p>Go to Seneca and complete the Programming fundamentals section</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 <p>Clever Programmer: Learn Python Programming (YouTube) www.youtube.com (search for: clever programmer python)</p> <p>Super-Curricular Visits</p> <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</p> <p>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> <p>Media & Other Links</p> <ul style="list-style-type: none"> SHS Computer Science Website: www.shs.cloud <p>Google Classroom: classroom.google.com</p>

Subject	Topic	PREP Tasks	Further Research /Reading
GCSE Drama	Topics: Noughts and Crosses; acting and design	<p>[HI] Answer the following GCSE exam-style question (500 words). The question is based on Callum and Sephy's conversation on the beach in Act 1 Scene 4.</p> <p>You are performing the role of Callum. Describe how you would use your acting skills to interpret Callum's character. Explain why your ideas are appropriate for:</p> <ol style="list-style-type: none"> 1. this extract (the conversation on the beach) 2. the performance of your role in the play as a whole (use two other, contrasting scenes from the play as examples). <p>[RT] Watch the complete six-part series of Noughts and Crosses on BBC iplayer, available at https://www.bbc.co.uk/iplayer/episodes/p082w992/noughts-crosses, and answer the following questions, one question for each episode. This will need to be written/typed and handed in, after you have finished watching the complete series and answered all questions.</p> <p>Episode 1: Pick a key scene from this episode and describe the acting skills used by one of the actors to portray their character (100 words).</p> <p>Episode 2: Describe the costume design choices used in the episode and what they tell an audience about the characters and the setting of the story (100 words).</p> <p>Episode 3: Pick a key line from this episode and describe a different way you could speak this line from the actor speaking it and what effect this might create for the audience. Con't...</p>	Read any one (or more) of the Noughts and Crosses novels by Malorie Blackman
			Super-Curricular Visits
			Media & Other Links
			<p>Watch this 10-min clip on the question 'Is terrorism ever justified'?</p> <p>https://www.youtube.com/watch?v=05Q87GM948o</p> <p>What's your view? Is terrorism ever justified?</p> <p>Watch this 4-min clip about a child's perspective on an alcoholic mother and its effects on both the child and the parents' marriage</p> <p>https://www.youtube.com/watch?v=Z9xQcHnMsQg</p> <p>How does this link to Noughts and Crosses?</p> <p>Watch this 7-min clip about classism and unequal opportunity based on class</p> <p>https://www.youtube.com/watch?v=OVLBIxuWfRM Con't ...</p>

		<p>Episode 4: Pick a key moment from this episode and describe the lighting design choices you would make if you were to adapt this scene for the theatre stage (100 words)</p> <p>Episode 5: Describe the sound design for this episode (this can include both music and any other sound used apart from actors speaking dialogue) (100 words).</p> <p>Episode 6: Describe the vocal and physical skills used by one of the actors in a key scene from this final episode.</p>	<p>Have you ever witnessed or experienced classism – from either side of the ‘class divide’? What impact do you think it had/has on people’s self-esteem, self-confidence and general life opportunities?</p>
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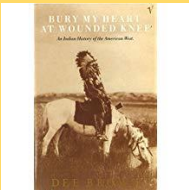
Subject	Topic	PREP Tasks	Further Research /Reading
Engineering	Component 2: Investigating an Engineering Product	<p>Students need to have a good understanding of the different engineering materials and the techniques involved in the manufacture of engineering products.</p> <p>They should understand the requirements for the following processes:</p> <ul style="list-style-type: none"> • Shaping, • Cutting, • Joining, • Shaping  <p>We have gone through these in lessons but there are many applications of these processes in many different sectors. Check out some of the following programs and see how using these different techniques can yield some amazing results.</p> <ul style="list-style-type: none"> • How it's made, • Forged in Fire <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>	<p>The BTEC engineering book, available at all good book stores</p> 
			<p>Super-Curricular Visits</p> <p>Check out Engineering in action for details on events near you</p> <p>https://thetrainingpartnership.org.uk/study-day/engineering-in-action-24-06-2019/</p> <p><i>Engineering</i> in ACTION</p>
			<p>Media & Other Links</p> <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</p> <p>https://www.youtube.com/user/ukquesttv</p>

Subject	Topic	PREP Tasks	Further Research /Reading
Film Studies	ATTACK THE BLOCK	<p>[ER] Using the resources found on EduLink and the school's student drive, the focus for this half term is to watch, be taught and then be tested on the UK film Attack The Block – the emphasis for PREP at home should thus be focused on students revising and taking notes on the following areas of film studies:</p> <ul style="list-style-type: none"> □ Attack The Block –Context □ Attack The Block - Representation □ Attack The Block – Chosen scenes 	<p>Attack The Block – Behind the scenes https://www.youtube.com/watch?v=BmKnfi_aQoA</p> <p>Attack the Block – special effects https://www.youtube.com/watch?v=bsfV9MUDUdk</p> <p>Attack the Block – Film4 Special https://www.youtube.com/watch?v=bHbMd9NR6ew</p>
		<p>[R4A] Revision materials for a planned classroom assessment.</p> <p>The Edulink 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 above mentioned aspects of Attack the Block and you will be given a sample examination in class or at home by the end of the term The assessment will be set on EduLink and will be completed in the classroom – all students and parents will also be contacted via email if this assessment takes place at home.</p>	<p>Super-Curricular Visits</p> <p>Harry Potter Tour https://www.wbstudiotour.co.uk/</p> <p>London Film Museum – James Bond exhibition http://londonfilmmuseum.com/</p>
			<p>Media & Other Links</p> <p>Please 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_SyjlBM</p> <p>Editing https://www.youtube.com/watch?v=z0j2nIulQDQ</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
Food, Preparation & Nutrition	Protein	<p>[RT] Create a knowledge organiser of the alternative proteins – what are they made from? How are they used?</p> <p>[RT] Research sensory testing – why do we carry out sensory evaluations of food? How do we set up a sensory analysis? What controls do we need for a valid sensory analysis?</p> <p>[RT] Students need to have a good understanding of the 12 different technical skills required for their practical dishes throughout the course. They should understand the following areas.</p> <ol style="list-style-type: none"> 1. General practice skills 2. Knife Skills 3. Preparing fruit and vegetables 4. Use of a cooker 5. Use of equipment 6. Cooking methods 7. Prepare, shape and combine 8. Sauce making 9. Tenderise and marinate 10. Dough 11. Raising agents 12. Setting mixtures <p>This could be done by annotating recipes found online to show how these skills can be applied and combined.</p>	<p>A variety of GCSE Food, Preparation & Nutrition textbooks are available at all good book stores</p> 
			<p>Super-Curricular Activities</p> <p>Continue to practice your Food presentation skills and carry on making a blog/scrapbook of your dishes.</p> 
			<p>Media & Other Links</p> <p>For an interactive revision guide which covers all the AQA specification, come join our class on Seneca (senecalearning.com – class code kevbpxtyqi)</p> 

Subject	Topic	PREP Tasks	Further Research /Reading
<h1>Geography</h1>	<h2>The UKs Physical Landscape</h2>	<ul style="list-style-type: none"> • [R4A] 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. • [R4A] Make revision cards on Keywords. • [ER] Study an atlas to compound your locational knowledge of UK Geography – especially the location of key physical areas, major rivers, distinctive coastlines and major cities. • [ER] Case study materials can be found in the revision folder on the student drive/ link on Go4Schools. 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>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>	<ul style="list-style-type: none"> • Keep up with the news, winter is the time when our rivers and coasts really become dynamic. • Look in the school library at the magazines and text books to supplement your knowledge. • Use the PREP wall to get practice questions and other resources. • Ask your teacher about the extra curricula reading books in the library – especially if you're interested in A Level Geography.
			<h3>Super-Curricular Visits</h3>
			<ul style="list-style-type: none"> • Keep an eye on your local rivers, did you even know they were there? Are they flooding, why? • Going to the coast, see how it changes between winter and summer?
			<h3>Media & Other Links</h3> <ul style="list-style-type: none"> • BBC bitesize on this topic https://www.bbc.com/bitesize/topics/zskbv4j • https://www.youtube.com/playlist?list=PLPKtVpEVEjIDnGbJTt2JdCJsFrEG3Qr Playlist on the geological history of the UK • https://www.youtube.com/watch?v=PdqoiZOYc8o&t=1256s impacts of flooding and erosion. <p>Revision folder hosted online. https://shenfieldessexschuk0-my.sharepoint.com/:f/g/personal/h_springett_shenfield_essex_sch_uk/Er0gg8c399Apo88_7bbq_QBQu_HOeH_W-sW70YRWSV_3g?e=cGZXUP</p>

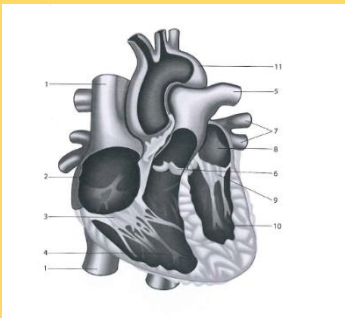
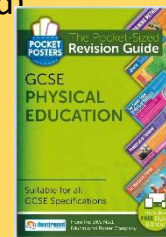
Subject	Topic	PREP Tasks	Further Research /Reading
<h1>Health & Social Care</h1>	<h2>Component 1: Human Lifespan Development</h2>	<p>[IA] You must write a report on your chosen individual that is divided into three main parts.</p> <ol style="list-style-type: none"> 1. The process of growth and development through three, different life stages showing how growth and development changes over time 2. The factors that have had an effect on each of the three, different life stages 3. How the impact of the different factors has changed across the different life stages for your chosen individual. <p>The first part of your report should focus on describing the three life stages that your chosen individual has been through.</p> <p>For each life stage, you should describe the physical, intellectual, language emotional and social development that your chosen individual has experienced.</p> <p>Your report should show how the development in one area, for example physical, can lead to development in another, for example, intellectual.</p> <p>The second part of your report should focus on the different factors which have had an effect on your chosen individual, throughout the three, different life stages.</p> <p>You must select at least two, relevant factors for each area of development and describe how they have affected the individual at each life stage.</p> <p>For the third part of your report, you must assess how the impact of the factors you have selected has changed over the different life stages. You need to assess how one factor was more important than another factor for each life stage.</p> <p>You will need to give examples and compare the effects of the factors on the individual at the different life stages.</p> <p>You will find the assignment brief and classwork resources that relate to this task on the <i>Student Drive (X drive) Social Sciences/Health and Social Care/BTEC Tech Award HSC/Component 1/Component 1 LA.A</i></p>	<p>Books Boyd D., Bee H., Lifespan Development, (2015), Pearson Education Limited, ISBN: 9781292065625</p> <p>BTEC Tech Award Health and Social Care – Student book pages 4-49</p> <p>Journals Community Care Magazine The Nursing times</p> <p>Super-Curricular Visits</p> <p>https://www.cambscommunityservices.nhs.uk/advice/staying-safe/childhood-development/milestones</p> <p>https://www.otforkids.co.uk/problems-we-help/delayed-milestones/developing-into-teenage-years-10-to-15-years.php</p> <p>https://www.thewholechild.org/parent-resources/age-13-18/signs-of-normal-development-stages-ages-13-18/</p> <p>Tom Daley: https://www.bbc.co.uk/sport/olympics/57968119</p> <p>Whitney Houston: https://www.biography.com/musician/whitney-houston</p> <p>JK Rowling: https://www.jkrowling.com/about/</p>

Subject	Topic	PREP Tasks	Further Research /Reading
History	Henry VIII – Challenges in 1509 and the rise to power of Thomas Wolsey AMERICAN WEST - Plains Indians	<ul style="list-style-type: none"> [HI] Answer the following Henry VIII exam questions and hand them in or email them to your teacher: <ol style="list-style-type: none"> Describe two features of England's war with France, 1522-1525 [4 marks] Explain why Henry VIII wanted to annul his marriage to Catherine of Aragon in 1527 [12 marks] 'Wolsey's domestic policy was a complete failure'. How far do you agree? [16 marks] [PQ] Use the Plains Indians Revision Pack on G4S to consolidate each lesson. There are questions you can practise in this pack too. [HI] What is Manifest Destiny? Write a paragraph to explain. https://www.historyonthenet.com/what-is-manifest-destiny [RT] Create your own timeline of key developments in the 19th Century. https://www.historyonthenet.com/american-west-timeline-2 [HI] Explain why the buffalo was so important to the Plains Indians [8 marks] http://www.sd4history.com/unit3/buffalouses.htm [RT] Revise Medieval Medicine. Create a spider diagram, PowerPoint Presentation or revision cards about: <ul style="list-style-type: none"> - What people thought causes disease - How people tried to prevent disease 	<p>Reading: Bury My Heart at Wounded Knee by Dee Brown</p> 
			<p>Super-Curricular Visits</p> <p>For Henry VIII, when it is safe to do so, you could visit:</p> <ul style="list-style-type: none"> Hampton Court Palace The Tower of London Hever Castle National Portrait Gallery <p>For American West, why not take an online tour of the North American exhibition at the British Museum: https://artsandculture.google.com/streetview/british-museum/AwEp68JO4NECkQ?sv_h=92.0541834807504&sv_p=-7.028051184284109&sv_pid=AYAsiua6Q81ktirjFSqDeQ&sv_li_d=3582009757710443819&sv_lng=-0.1272534440083462&sv_lat=51.51992320567156&sv_z=0.6911292499459274</p>
			<p>Media & Other Links</p> <ul style="list-style-type: none"> www.edexcel.com (Exam board) On YouTube watch Ray Mear's 'How the Wild west was won' 'Dances with Wolves' – superb film! Play the classic Oregon Trail Game https://classicreload.com/oregon-trail.html (Exam board) www.edexcel.com <ul style="list-style-type: none"> (Medicine revision clips) https://www.youtube.com/watch?v=nVJV8iEAm88&list=PLCvEcRsF_9zJ8AqMTFZycm46Ks4DdSaLM

Subject	Topic	PREP Tasks	Further Research /Reading
<h1 style="text-align: center;">MFL Spanish</h1>	<p style="text-align: center;">Module 1 – ¡Desconéctate!: Discussing holidays and weather Module 2 - Mi vida en el insti: Talking about school life</p>	<ul style="list-style-type: none"> Learn the vocabulary associated with each of these units – this can be found on Quizlet using the following link; www.quizlet.com/ashaunak This will allow you to practise your vocabulary learning by means of various interactive games and self-testing exercises. Work through your Grammar and Translation Workbooks completing the sections that are advised in your lessons by your respective class teacher to ensure that your knowledge of grammatical concepts and structures is secure and consolidated. You should access Languages Online to practice grammar exercises in Spanish on a weekly basis using the following link; www.languagesonline.org Revise for End of Module Assessment for Module 1 and Module 2 using your class notes and the revision checklist for this unit. This will have been given to you by your Spanish teacher, and can also be found in Go4Schools. 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. 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. You could even try this with your games console e.g. PlayStation or Xbox, but remember how to change it back to English when you need to! 	<ul style="list-style-type: none"> 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! Spanish newspapers online; <ul style="list-style-type: none"> www.elpais.com www.marca.com www.20minutos.es www.bbc.com/mundo
			<h3 style="text-align: center;">Super-Curricular Activities</h3>
			<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>
			<h3 style="text-align: center;">Media & Other Links</h3> <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 BBC Bitesize for Spanish

Subject	Topic	PREP Tasks	Further Research /Reading
Music	Pop Conventions / Performance	[R4A] Pop Conventions In preparation for a Pop conventions round up assessment. Use this resource: ‘Pop Music PREP’ to revise key features in the pop genres. X:\Expressive Arts\Music\Key Stage 4\PREP - Conventions of Pop Music (Pop Music PREP pdf.)	<ul style="list-style-type: none"> - Look further into guitar effects - Further research into bands such as the Beatles/Beach Boys
		[ER] Work on Solo performance using mark sheet feedback <ul style="list-style-type: none"> - Reflect on your mark for your first solo – what went well, how can you improve? - Use mark sheet to highlight areas to work on - Will you re-record this piece or select a new song based on advice? 	<u>https://www.royalalberthall.com/</u> ‘What’s On’ <u>https://cadoganhall.com/whats-on/</u>
			<u>https://www.youtube.com/watch?v=Pg6QaQpSoUc</u> Guitar Effects <u>https://www.youtube.com/watch?v=7oRb9-mypxg</u> Beach Boys <u>https://www.youtube.com/watch?v=jenWdylTtzs</u> Beatles

Subject	Topic	PREP Tasks	Further Research /Reading
BTEC Music Technology	Unit 1 – The Music Industry	<p>Using the resources found in Student Resources (Student Resources - Expressive Arts – Music -Key Stage 4 - BTEC Resources\BTEC - Unit 1) you are to make a start in working through the materials provided which will aid you in your learning for the Unit 1 Exam. This PREP will give you a head start before looking at the material in class.</p> <p>If you wish to attempt a past paper (found in the above folder) and would like Mr Carter to mark it then please print one off and drop it in to the Music Office. The past papers will give you an idea of how the exam is set out and the range of subject covered. This will also be beneficial in preparing you for your mocks and real exam in January!</p> <p>There is also a copy of the workbook that has been given out in class for you to continue working through at home. You may wish to collect your workbook from school and use that.</p>	<p>Using the ‘Working in the Music Industry’ book and the descriptions from class, start learning the roles of the different jobs in the Music Industry. Remember that this links to Section A of your written exam in January 2023!</p>
			<p>Super-Curricular Activities</p>
			<p>Media & Other Links</p> <p>Purchase the suggested reading book from Amazon: Working in the Music Industry – Anna Britten</p> <p>Working in the Music Industry – Anna Britten - Amazon UK</p> <p>Watch the following link regarding different Job Roles in the Music Industry: https://www.youtube.com/watch?v=CTCxnFgQPsM</p> <p>Watch the following link regarding different Record Companies/Labels in the Music Industry: https://www.youtube.com/watch?v=qWeqZr-kvWA</p>

Subject	Topic	PREP Tasks	Further Research /Reading
PE	Theory: Anatomy & Physiology	<p><u>Component 1 – Anatomy & Physiology</u></p> <p><u>Topic Areas: Cardiovascular System</u></p> <p><u>[ER] The Cardiovascular System - The Structure</u></p> <p>Label the Heart. Colour the Heart to show the oxygenated and de-oxygenated blood.</p> 	<p><u>Research</u></p> <ol style="list-style-type: none"> 1. Respiratory System 2. Aerobic & Anaerobic Exercise
		<p><u>[ER] The Cardiovascular System - The Pathway</u></p> <p>Describe the flow of blood through the cardiovascular system. Draw a diagram to support.</p>	<p><u>Super-Curricular Visits</u></p> <ul style="list-style-type: none"> • Go and watch live sporting events to understand the rules and tactics used during the game. • Attend at least one extra-curricular club at school.
		<p><u>[ER]The Components of Blood</u></p> <p>Create flash cards for the 4 components of blood summarising the key information. Think about what the component does and how important it is, especially during physical activity.</p>	<p><u>Media & Other Links</u></p> <p>https://www.bbc.co.uk/bitesize/examspecs/zxbg39q</p>
		<p><u>[ER] Blood Vessels</u></p> <p>Write a statement about each type of blood vessel, highlight its key characteristics.</p> <p><u>[PQ] The Vascular Shunt Mechanism</u></p> <p>Exam Qu - Evaluate the extent to which the redistribution of blood flow to is necessary during a Basketball match. (9 Marks) Con't ...</p>	<p>Purchase via Amazon</p> <p>GCSE PE Pocket Posters App (free version) (full version small cost £3.49 then a book & app are provided)</p>  <p>Con't ...</p>

		<p><u>[ER] Glossary of Terms</u> Write a glossary of terms in the back of your exercise book, use all the key words you have identified so far in your class work (key words should be highlighted in orange).</p> <p><u>[PQ]</u> Describe two functions of the Cardiovascular System and explain their importance when exercising. (6 Marks)</p> <p><u>[HI]</u> See edulink weekly for these tasks</p>	<p><u>Apple Store App</u> BBC Bitesize App (free)</p> <p>GCSE PE Pocket Posters (trial version or purchase book & digital copy through amazon £3.49)</p>
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Subject	Topic	PREP Tasks	Further Research /Reading
BTEC Performing Arts	Component 1 – Exploring the Performing Arts	<p>[ER] Task 1:</p> <p>Using the Drama Glossary in your student handbook- Learn how to spell and look up the definition for each of the Drama key words/terms you have been asked to focus on during lesson.</p> <ul style="list-style-type: none"> This task will be continuous throughout the half term Be ready to have your understanding of these key words/terms tested in class. <p>You need to know these very well if you want to be successful in the Pre-Mock.</p> <p>[IA] Task 2 Logbook Coursework:</p> <p>[IA] You will be exploring during lesson <i>Metamorphosis</i>. You must continue to research into the play and develop notes and reflections on them. You will be set coursework to complete you MUST use this addition PREP research and work to support your coursework. Ensure have detailed notes and research on the following for each play:</p> <p>‘IT’S SAID’ : ‘Issues, Themes, Style, Adapters Intentions, Direction’</p> <ul style="list-style-type: none"> -What is the style of the play and how is it conveyed? - What techniques are used? -What skills do the actors use during the performance -What skills are essential to the rehearsal process? -What is the overall effect and purpose? -What are the main themes/issues addressed? -What challenges does the play present to an actor and director? -Remember to find similarities <p>And contrasts between the plays studied and highlight the different skills required by each play of an actor and a director.</p> <p>Task Three Theatre Roles & Responsibilities</p> <p>[HI] Use the links below AND YOUR OWN RESEARCH to learn about the non-performer theatre roles.</p> <ul style="list-style-type: none"> Create a separate fact sheet for each role. Your fact sheet need to include information on: <ul style="list-style-type: none"> -Main Responsibilities -Skills -What other roles they work closely with (e.g director, actor etc) Give examples for scenes from the production. 	<p>BBC Bitesize – Theatre Roles: https://www.bbc.co.uk/bitesize/guides/zhx3pg8/revision/1</p> <p>Who Works in a Theatre? http://www.theatretrust.org.uk/discover-theatres/theatre-faqs/253-who-works-in-a-theatre</p> <p>Purchase the play</p> <p>Digital Theatre - https://www.digitaltheatreplus.com/title/metamorphosis</p> <p>Purchase the play https://www.amazon.co.uk/Meditations-Metamorphosis-Steven-Berkoff/dp/0571176291</p> <p>Berkoff research https://www.bbc.co.uk/bitesize/guides/znn4vk7/revision/2</p>
			Super-Curricular Visits
			Media & Other Links
			<p>PLAYWRIGHT: https://getintotheatre.org/blog/what-does-a-playwright-theatre-writer-do</p> <p>SET DESIGNER: https://getintotheatre.org/blog/what-does-a-set-designer-do-in-theatre?</p> <p>COSTUME DESIGNER: https://getintotheatre.org/blog/what-does-a-theatre-costume-designer</p>
		Con’t ...	Con’t ...

		<p>-Examples of successful people in these roles & work they have done specifically for THE PLAY</p> <p>DO NOT COPY! This is plagiarism! You must put your findings into your own words.</p> <p>CAN YOU MAKE LINKS TO THE PLAYS WE ARE STUDYING? E.G What would the lighting designer had to specifically think about when designing the lights for <i>Metamorphosis</i>?</p>	<p>LIGHTING DESIGNER: https://getintotheatre.org/blog/what-does-a-theatre-lighting-designer-do</p> <p>PRODUCTION MANAGER: https://getintotheatre.org/blog/what-does-a-theatre-production-manager-do</p> <p>STAGE MANAGER: https://getintotheatre.org/blog/what-does-a-stage-manager-do-theatre</p> <p>SOUND TECHNICIAN: https://getintotheatre.org/blog/what-does-a-sound-technician-do-in-theatre?</p> <p>LIGHTING TECHNICIAN: https://getintotheatre.org/blog/what-does-a-theatre-lighting-technician-do</p>
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Subject	Topic	PREP Tasks	Further Research /Reading
Sociology	FAMILY	<ul style="list-style-type: none"> - [RT] Design a questionnaire or observe your parents carrying out domestic tasks around the home. Consider issues such as who does what tasks? Who does more? - [RT] Find out about the sociologists Wilmott and Young. Who were they? What did they research? What did they find? - [RT] Research into alternatives to the family such as the Kibbutz - [RT] Some sociologists argue that the 'nuclear family is dying out'. Research the reasons why some sociologists believe this is the case. - [ER] Create a glossary of all the key terms that have been covered since starting Sociology in September. - [RT] Find out how laws relating to divorce in the UK have changed in the last 60 years - [RT] Find a definition for the term 'birth rate'. Explain why the birth rate in Britain has declined over the last 100 years. - [RT] Find out why there has been a growth in singlehood in Britain. What is meant by the term 'creative singlehood'? 	<p>Read chapter 2 (pages 32-79) of WJEC Eduqas GCSE Sociology by Steve Tivey and Marion Davies</p>
			Super-Curricular Activities
			<p>You could visit: V&A Museum of Childhood Cambridge Heath Road London E2 9PA United Kingdom Nearest tube: Bethnal Green on the Central Line</p> <p>This would be particularly useful for the part of the topic where students explore changes in childhood over time.</p>
			Media & Other Links
			<p>https://www.youtube.com/watch?v=IWAbEHP0_SU This link provides a 17 minute summary of everything that students need to know for the Family topic.</p>

1. Self-Testing

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

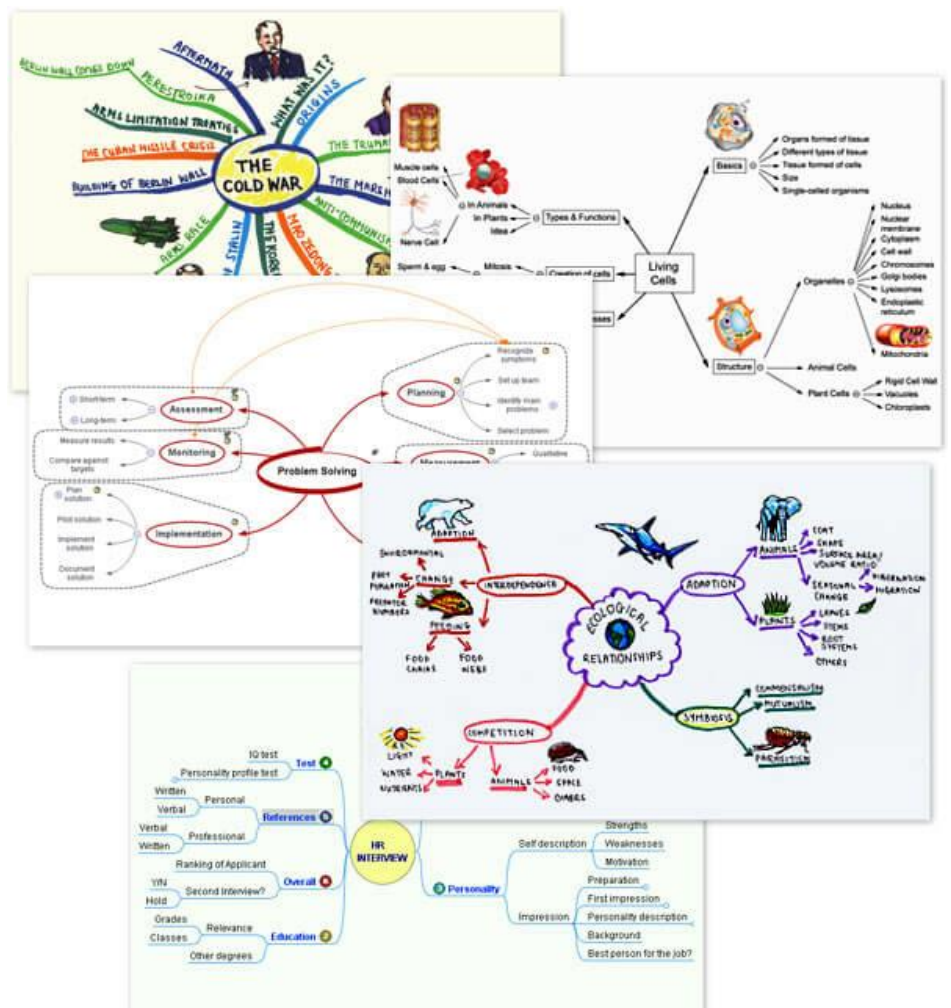
On another piece of paper, try to write down the key words and definitions from memory.

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

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

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

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



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.

- 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.

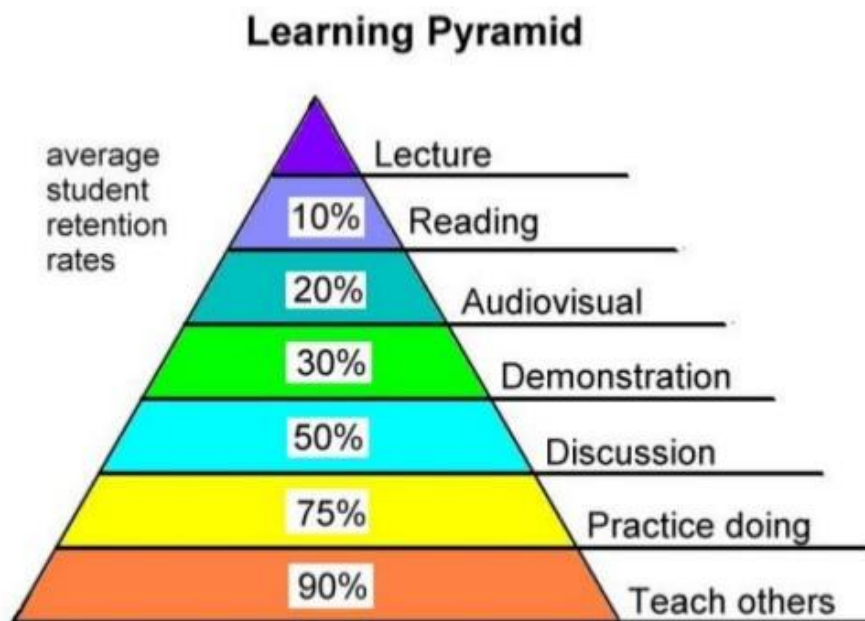
TIP: On the back of the revision card, write the title from the front. Then, after you have read through your cards a number of times, turn them over. Look at the title and self-test yourself on the information. Once you have recalled all you can, turn the card back over and check your answers.

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

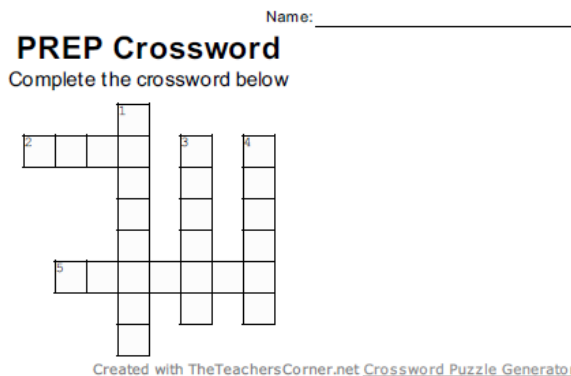
1. Key Words Crossword Puzzle

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

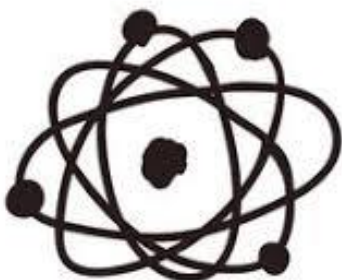
For this game you will need at least one other person. With a friend or group of friends, decide which subject and set of Key Words you wish to learn or revise. Write them down on individual cards. Try to have a large number so they are not too obvious.

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.