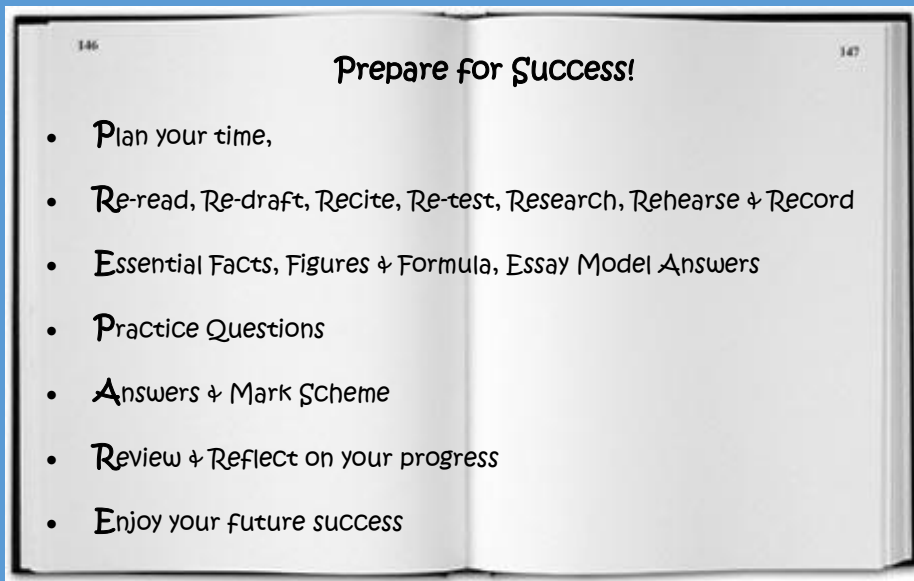




Shenfield High School



- 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

# PREP Newsletter Year 10 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**evise & Reflect on your progress
- **E**njoy your future success

## Types of PREP

- **EduLink PREP** – This is curriculum aligned work that has a deadline. This is work set by the class teacher that will need to be handed-in or completed for a certain lesson. This will be recorded on EduLink, but should also be handwritten in student planners.
- **Wider PREP** – This is on the PREP newsletter each half term and is there to broaden understanding, deepen knowledge and improve the hinterland. We want students to explore their subjects in greater detail and be inspired. The wider PREP is linked to 'C Points' which will be awarded for completion. Students can only be 'Exceeding' for Attitude to Learning if they complete Wider PREP on a regular basis.
- **Super-Curricular** – Supported through the PREP Newsletter and House competitions. This is a way to direct parents to additional learning opportunities such as historical sites, museums, galleries, theatre, media, tv etc that can help to cement a fuller understanding of the curriculum. There are many ways to learn and these provide one of the most active ways to improve learning.

## Attitude to Learning Score includes PREP

Attitude to Learning Overview

	Behaviour	Effort	PREP
Exceeding Expectations	Highly motivated, engaged and mature approach to classroom learning.	Consistently working to the best of their ability, striving to learn more and improve.	Regularly completes Wider PREP from the PREP Newsletter.
Meeting Expectations	Hardworking and committed approach to classroom learning.	Work hard to complete all tasks within the lesson.	Has completed EduLink PREP, by the deadline set, to a good standard.
Occasionally Below Expectations	Sometimes distracted and does not meet the expectations of the classroom.	Work is sometimes incomplete or not given the care and attention required.	Has missed the EduLink PREP deadline and/or the PREP lacks care and attention.
Consistently Below Expectations	Poorly motivated and often distracting others. Does not meet classroom expectations consistently.	Work is often incomplete or not given the care and attention that is required.	Has consistently missed EduLink PREP deadlines and/or the PREP consistently lacks care and attention.



A French Bulldog with brown and white fur is wearing gold-rimmed glasses and sitting behind an open book. The background is a light gray surface covered with various colorful educational icons, including a rocket, microscope, globe, pencil, and book. The word "PREP" is written in large blue letters at the top left, followed by the text "is not optional" and "It's a way of life..." in white. At the bottom right, the hashtags "#PREP4Success" and "#Burning4Learning" are displayed.


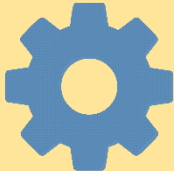

**PREP** is not optional  
It's a way of life...


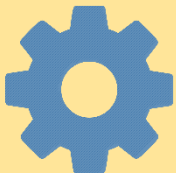

#PREP4Success  
#Burning4Learning

A French Bulldog with brown and white fur is wearing gold-rimmed glasses and is sitting on an open book. The background is a light gray surface covered with various colorful educational icons, including a rocket, a globe, a microscope, a paint palette, a basketball, a potted plant, a purple umbrella, a pair of boots, a notebook, a pencil, a pair of scissors, a clock, a tree, a pair of glasses, a beaker, a telescope, and the formula  $E=MC^2$ . The word "PREP" is written in large, bold, blue letters at the top left, followed by the text "is not optional" and "It's a way of life..." in white with black outlines. At the bottom right, the hashtags "#PREP4Success" and "#Burning4Learning" are displayed in white.

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

#PREP4Success  
#Burning4Learning

English	Language Paper 2 Section B	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>• Watch a Mr Bruff video on YouTube based on how to approach Paper 2 Q5 to consolidate your understanding.</li> <li>• Join the debate club at school to support you with sharing your viewpoints.</li> <li>• Create a revision podcast that will help you revise this in Y11.</li> <li>• Attend KS4 English club for extra help and support.</li> </ul>
		 <b>KS4 Credit Task</b>	Find 3 examples of newspaper articles/news stories/ magazine articles that prompt an interesting discussion. Using techniques from DAFOREST, label the article with your own response to the ideas discussed.	
		 <b>KS4 Credit Task</b>	Write a persuasive speech in response to the following statement: 'Schools need to ensure that young people prioritise their physical and mental health over their academic learning.' Ensure that your argument is mainly one sided but considers an alternative viewpoint in one paragraph.	
		 <b>KS4 Credit Task</b>	Build a mood board to that shows evidence of a statement that you feel passionate about. For example: 'Music improves your mental health.' Include as much information as you can including pictures!	

Mathematics	Trigonometry/Number Systems	Wider PREP		Super-Curricular Activities
		 <b>KS4 Credit Task</b>	<p>Mrs Taneja's Excellence Challenge:</p> <p><b><u>Head Turner</u></b></p> <ul style="list-style-type: none"> <li>Make this equation correct just by moving the digits about: <math>26 = 74</math></li> <li>Powers, roots and even turning numbers upside down, is allowed!</li> </ul>	<p><b>Visit the Wonderlab at the Science Museum in London.</b></p> <p>"This unmissable interactive experience will ignite your curiosity, fuel your imagination, and inspire you to see the world around you in new and exciting ways."</p> <p><a href="#">Wonderlab: The Equinor Gallery   Science Museum</a></p>
		 <b>KS4 Credit Task</b>	<p>Miss Albery's Excellence Challenge:</p> <p><b><u>Mathematical photo wall</u></b></p> <ul style="list-style-type: none"> <li>Bring in a photo/picture with an explanation of what maths can be seen.</li> <li>Really great examples might make it to Miss Albery's 'Mathematical Photo Wall'</li> </ul>	<p><b>Get Baking!</b></p> <p>Find a recipe for 6 people, and use it to cook or bake for 12, 18 or 21! All cakes greatly appreciated by the Maths department!</p>
		 <b>KS4 Credit Task</b>	<p>Mrs Jahromi's Excellence Challenge:</p> <p><b><u>Circle of Apollonius</u></b></p> <p>The point A has coordinates (5, 16) and the point B has coordinates (-4, 4). The variable point P has coordinates (x, y) and moves on a path such that <math>AP = 2BP</math>. Show that the Cartesian equation of the path of P is:</p> $(x + 7)^2 + y^2 = 100$	<p><b>What Number Comes Next? – Numberphile</b></p> <p><a href="https://www.youtube.com/watch?v=OeGSQggDkxI">https://www.youtube.com/watch?v=OeGSQggDkxI</a></p>



# Science

## Organic chemistry-Inheritance and Variation-Electromagnets

### Wider PREP



#### Watch ONE set of these 3 videos

##### Chemistry

<https://www.youtube.com/watch?v=XXncE3cZ4H8>

<https://www.youtube.com/watch?v=3I7yCkSXPos&list=PL9IouNCPbCxVDcgWiviYYWj0xKMPXTd8s&index=4>

<https://www.youtube.com/watch?v=CjmriZq5xRo>

##### Biology

[https://www.youtube.com/watch?v=LgLkt02HI9s&list=PLKw0ZzfWn1yvc\\_FuLQqk1115cU4Y2OTxe&index=1](https://www.youtube.com/watch?v=LgLkt02HI9s&list=PLKw0ZzfWn1yvc_FuLQqk1115cU4Y2OTxe&index=1)

<https://www.youtube.com/watch?v=Fh9b6a-3DLO>

<https://www.youtube.com/watch?v=i9zj9V8OWRk>

##### Physics

<https://www.youtube.com/watch?v=dMbWkodL12I>

[https://www.youtube.com/watch?v=79\\_SF5AZtzo](https://www.youtube.com/watch?v=79_SF5AZtzo)

<https://www.youtube.com/watch?v=mnigg3MGsIY>

You are then going to review these videos and the way the information is delivered. Did the video keep your interest? If so how? if not, why not? What was the most interesting part of the video? Overall which video do you consider to be the best? And why?



Make your own SHORT (no more than 2mins) video of the same topic considering what you liked and didn't like about how the information was presented in the 3 example videos. You can show this to your teacher and discuss any challenges or difficulties you found.

### Super-Curricular Activities

Take a virtual Tour!

**VIRTUAL TOUR OF THE SCIENCE MUSEUM**

<https://www.sciencemuseum.org.uk/virtual-tour-science-museum>

**Bluedot Science Festival  
July 20-23 2023**



Visit Mars!

<https://accessmars.withgoogle.com/>



Live Stream or go to an in person event!



<https://www.rigb.org/whatson?type=6,7,26,25>



## KS4 Credit Task

### The 23 Equation Challenge.

There are 23 equations that you need to commit to memory in time for your GCSE exams in year 11

Dr Pope has created a series of flash cards that you can use to help you revise these. They were also given to you in your PREP4Sept packs at the end of year 9.

Book a time to take the “Equations Challenge” with Dr Pope.

He will test you on the equations. If you get 20 or more you pass the challenge.


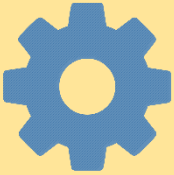

### Netflix Documentaries


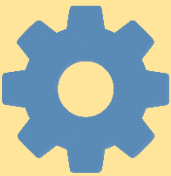

- *Our Planet*
- *72 Dangerous Animals*
- *Unnatural Selection*
- *Explained*


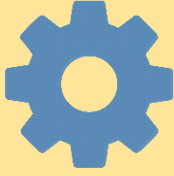

# SCIENCE PREP Drop-In Timetable




	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Before School</b>					
<b>Break time</b>					
<b>Lunchtime</b>	<b>Science KS3 &amp; KS4</b> (Science Office)  <b>Triple Science KS4</b> (Mr Hall)	<b>Science KS3</b> (Science Office)	<b>Science KS3 &amp; KS4</b> (Science Office)	<b>Science KS3 &amp; KS4</b> (Science Office)	<b>Science KS3 &amp; KS4</b> (Science Office)
<b>After School</b>	<b>Chemistry</b> (Mr Richards & Mrs Helim)	<b>Biology</b> (Mr Fletcher S12 & Mrs Masters)			<b>Physics</b> (Dr Pope)



Art	Figures in Interiors	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>Read this webpage about artist Mary Cassatt who often painted women and children in domestic settings <a href="https://www.metmuseum.org/toah/hd/cast/hd_cast.htm">https://www.metmuseum.org/toah/hd/cast/hd_cast.htm</a></li> <li>Read this webpage about artist Edward Hopper who painted lonely figures in public spaces: <a href="https://www.tate.org.uk/whats-on/tate-modern/edward-hopper">https://www.tate.org.uk/whats-on/tate-modern/edward-hopper</a></li> <li>Here are some websites which you can use to find relevant artists for your project:  ART UK <a href="https://artuk.org/">https://artuk.org/</a> ART NET <a href="http://www.artnet.com/">http://www.artnet.com/</a> ART 2 DAY <a href="https://www.art2day.co.uk/">https://www.art2day.co.uk/</a> THE GOOGLE ART PROJECT <a href="https://artsandculture.google.com/">https://artsandculture.google.com/</a> THE TATE <a href="https://www.tate.org.uk/">https://www.tate.org.uk/</a> THE NATIONAL PORTRAIT GALLERY <a href="https://www.npg.org.uk/">https://www.npg.org.uk/</a></li> <li>Read this Guide from BBC bitesize on how to write about Art <a href="https://www.bbc.co.uk/bitesize/guides/z2hp3k7/revision/4">https://www.bbc.co.uk/bitesize/guides/z2hp3k7/revision/4</a></li> </ul>
		 <b>KS4 Credit Task</b>	<p>[HI] Find and Study the work of <b>3 different artists</b> who created work of <b>figures in interiors</b>.</p> <p>Now take your own photographs and use them to make work of your own, inspired by these artists.</p>	
		 <b>KS4 Credit Task</b>	<p>[HI] Write about your chosen artists and their techniques. Complete a page of artist research for each artist.</p> <p>The guide for writing about art and artists is found <a href="#">here</a>.</p>	
		 <b>KS4 Credit Task</b>	<p>[HI] Use your chosen artist's techniques to create your own Figures in interiors pictures.</p> <p>You must <b>demonstrate the artist's techniques and processes</b> in your work. It can be completed in any media you wish and should be A4 to A3 in scale. You will need to make one picture per artist.</p>	

OCR Enterprise and Marketing	Unit R068 :Topic Area 3 – Develop a product proposal	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>• Watch the video about mind mapping techniques. Then create a mind map for a new chocolate bar design – think about your target market, how much you will charge, where to purchase the product, branding, design ideas etc.– Click <a href="#">HERE</a></li> <li>• Conduct a SWOT analysis of your chocolate bar design – is it suitable for your potential customers? – Click <a href="#">HERE</a></li> <li>• Watch the video about Design Mix. Considering the 3 topic areas (Aesthetics, Function and Cost) create a design mix for a product of your choice. – Click <a href="#">HERE</a></li> <li>• Create a mood board for a new soft drink aimed at teenagers. Click <a href="#">HERE</a></li> </ul>
		 <b>KS4 Credit Task</b>	[R4A] Revision Resource – you will need to create a support resource to help you with an upcoming controlled coursework assessment. Your teacher will help you in class with the structure and expectations.	
		 <b>KS4 Credit Task</b>	[RT] Research – the subject content you are exploring in class is dynamic in nature and effects businesses differently. Your teacher will set you a research task where you will need to relate what you are learning to an actual business/product/service. This research could be either primary or secondary. You will need to bring your findings to your next lesson.	
		 <b>KS4 Credit Task</b>	[IA] Internal Assessment – you will complete multiple tasks set as PREP on Edulink. It is essential that these tasks are completed, as they will be support materials that you can use in your controlled coursework assessment.	

GCSE Business	Topic 1.3 Putting a business idea into practice	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>Visit the Bank of England Museum - Click <a href="#">HERE</a></li> <li>Using your own research and watching the news report on Innocent Drinks explain how their objectives have changed overtime– Click <a href="#">HERE</a></li> <li>Read and complete the BBC bitesize activities for revenue, costs and profits – Click <a href="#">HERE</a></li> <li>Listen to an appropriate podcast on the importance of cash flow – Click <a href="#">HERE</a></li> <li>Based upon your own objectives for work and lifestyle, create a cash flow forecast on your personal finances – Click <a href="#">HERE</a></li> <li>Visit a local bank branch or look online at the different sources of finance available to a business and there relevant costs – Click <a href="#">HERE</a></li> </ul>
		 <b>KS4 Credit Task</b>	[R4A] Revision Resource – you will need to create a revision resource to help you with an upcoming assessment. Your teacher will help you in class with the structure and expectations. There is also resources in the student drive available to support revision that you can engage with independently.	
		 <b>KS4 Credit Task</b>	[RT] Research – the subject content you are exploring in class is dynamic in nature and effects businesses differently. Your teacher will set you a research task where you will need to relate what you are learning to an actual business. This research could be either primary or secondary. You will need to bring your findings to your next lesson.	
		 <b>KS4 Credit Task</b>	[RT] Research – the subject content you are exploring in class is dynamic in nature and effects businesses differently. Your teacher will set you a research task where you will need to relate what you are learning to an actual business. This research could be either primary or secondary. You will need to bring your findings to your next lesson.	

Computer Science	Further programming techniques	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>Visit Bletchley Park - <a href="https://bletchleypark.org.uk/">https://bletchleypark.org.uk/</a></li> <li>Visit the Centre for Computing History <a href="http://www.computinghistory.org.uk/">http://www.computinghistory.org.uk/</a></li> <li>There is a plethora of Computer Science based films and documentaries across the common streaming services.</li> </ul> <p>Suggestions include: The Imitation Game, The Social Dilemma, The Social Network and The Great Hack (age restrictions apply. Consult parents or carers before watching)</p>
		 <p><b>KS4 Credit Task</b></p>	<ul style="list-style-type: none"> <li>Use Python to create a programme that asks a user their name, and then appends their name to a list.</li> </ul> <p>(You can use Python from home by google searching "repl.it")</p>	
		 <p><b>KS4 Credit Task</b></p>	<ul style="list-style-type: none"> <li>Use Python to create a programme that creates a random number, and then gives the user 5 chances to guess that random number.</li> </ul> <p>(You can use Python from home by google searching "repl.it")</p>	
		 <p><b>KS4 Credit Task</b></p>	<p>A worker in a hat factory earns £3 per hat he makes, or £7 per hour, whichever is larger. Create an algorithm that:</p> <ul style="list-style-type: none"> <li>Asks the user how many hours they work and how many hats they have made;</li> <li>Calculates how much money they have made per hour and per hat;</li> <li>Outputs the largest number.</li> </ul> <p>(You can use Python from home by google searching "repl.it")</p>	

# DRAMA

## Component 2 : Devising

### Wider PREP



#### KS4 Credit Task

**[R4A] [HI] [PQ]** In preparation for your upcoming Unit 2 coursework you can complete “mocks” at home in the following:

- Section 1 (ideas and research) – 20 marks
- Section 2 (development of performance) – 20 marks

Ask your teacher for templates/ heading and once complete you can hand in.



#### KS4 Credit Task

**[R4A] [HI] Researching/ Watching the work of Professionals**

Log onto Digital Theatre/ Drama Online Library (links opposite).

Choose 3 professional productions to watch. I have listed a few suggestions below. You may choose your own productions. Some do contain strong language and adult themes, but are all educational and KS4 appropriate.

- **Drama Online Library- War Horse**

Once you have watched one production, answer the following questions in your book:

- The name of the production and the Theatre Company.
- The basic plot (a couple of sentences).
- Describe a key moment which had an impact on you. Why did it have an impact on you?
- Explain how you can ADAPT what you saw in that key moment for YOUR current performance.
- Explain the impact you want to have on the audience.



#### KS4 Credit Task

**[R4A] [HI] Create a “Theatre Practitioner” fact file – to be used in your coursework**

Use the following website to help you research 3 different Practitioners and their work within the Theatre. You will need to write up the research into your own words. <https://www.bbc.co.uk/bitesize/guides/znn4vk7/revision/1>

- Basic information.
- Their ideas/theories on Theatre (what were their “methods” or beliefs on how Theatre should be performed? They may have a unique acting “system” or a set of “techniques” that is unique to their style of Theatre).
- Any other interesting information.

### Super-Curricular Activities

**Watch as much Live Theatre/ streamed live theatre as you can. Below are two streaming services you can access.**

**Digital Theatre Details:**

<https://edu.digitaltheatreplus.com/>

Login: student.Shenfield  
password: plenty@5268



**Drama online Library Details:**

<https://www.dramaonlinelibrary.com/>

**Username: 97QG8Dg)y+**

**Password: 2He(6Ed%rV**



PERFORMING ARTS	Unit 2: Devising	Wider PREP		<u>Super-Curricular Activities</u>  <b>Watch as much Live Theatre/ streamed live theatre as you can. Below are two streaming services you can access.</b>  <b>Digital Theatre Details:</b> <a href="https://edu.digitaltheatreplus.com/">https://edu.digitaltheatreplus.com/</a>  Login: student.Shenfield password: plenty@5268  <b>Drama online Library Details:</b> <a href="https://www.dramaonlinelibrary.com/">https://www.dramaonlinelibrary.com/</a> <b>Username: 97QG8Dg)y+</b> <b>Password: 2He(6Ed%rV</b>
		 <b>KS4 Credit Task</b>	<p><b>[R4A] [HI] [PQ]</b> In preparation for your upcoming Unit 2 coursework you can complete “mocks” at home in the following:</p> <ul style="list-style-type: none"> <li>• Creative Brief (10marks)</li> <li>• Rehearsal log (10 marks)</li> <li>• Evaluation (10 marks)</li> </ul> <p>Once complete, hand in for feedback.</p> <p>Ask your class teacher for the log templates.</p>	
		 <b>KS4 Credit Task</b>	<p><b>[R4A] [HI] Researching/ Watching the work of Professionals</b>  Log onto Digital Theatre/ Drama Online Library (links opposite). Choose 3 professional productions to watch. I have listed a few suggestions below. You may choose your own productions. Some do contain strong language and adult themes, but are all educational and KS4 appropriate.</p> <ul style="list-style-type: none"> <li>• <b>Drama Online Library- War Horse</b></li> </ul> <p>Once you have watched one production, answer the following questions in your book:</p> <ul style="list-style-type: none"> <li>• The name of the production and the Theatre Company</li> <li>• The basic plot (a couple of sentences)</li> <li>• Describe a key moment which had an impact on you. Why did it have an impact on you?</li> <li>• Explain how you can ADAPT what you saw in that key moment for YOUR current performance</li> <li>• Explain the impact you want to have on the audience.</li> </ul>	






### KS4 Credit Task


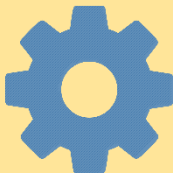

**[R4A] [HI] Create a “Theatre Practitioner” fact file.**


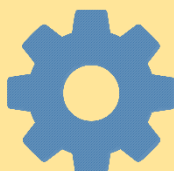
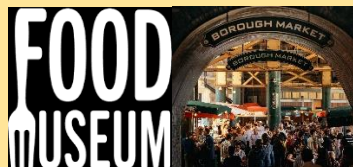

Use the following website to help you research 3 different Practitioners and their work within the Theatre. You will need to write up the research into your own words.

<https://www.bbc.co.uk/bitesize/guides/znn4vk7/revision/1>


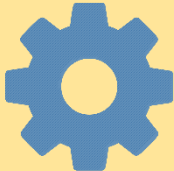

- Basic information.
- Their ideas/theories on Theatre (what were their “methods” or beliefs on how Theatre should be performed? They may have a unique acting “system” or a set of “techniques” that is unique to their style of Theatre)
- Any other interesting information


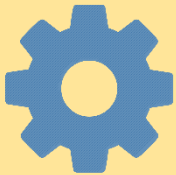

Engineering	Engineering project 1	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>Events given by the royal society or engineers can be found <a href="#">here</a>.</li> <li>Check out <a href="#">Engineering in action</a> for details on events near you</li> <li>Check out these <a href="#">videos</a> on how engineering products can be made.</li> </ul>
		 <p>KS4 Credit Task</p>	<p>[HI] Watch this video on the types of engineer that there are <a href="#">here</a>.</p> <p>Pick 5 modern engineering products (eg a car, a computer etc) make a list of the types of engineer who will combine to produce that product and explain their individual roles in producing that product.</p>	
		 <p>KS4 Credit Task</p>	<p>[HI] Pick an everyday object from around your house; draw that object using both isometric and orthographic display, and ensure that you have a title box!</p>	
		 <p>KS4 Credit Task</p>	<p>[HI] Watch <a href="#">this</a> video on the structure of metals.</p> <p>Write down the most useful engineering metals and their properties.</p> <p>Explain what alloys are, why we produce them and give the most common alloys engineers use.</p>	

Film Studies	Whiplash / US Independent Film	Wider PREP		Super-Curricular Activities
		 <b>KS4 Credit Task</b>	(HI) Watch this following podcast video <a href="#">GCSE Film Studies Required Learning: Whiplash - YouTube</a> on an introduction to Whiplash. As you listen please note down the different aspects of what you will need to know for the film. Once complete, please hand in a one page summary of your understanding of the film to your teacher.	Stranger Things Experience <a href="#">Stranger Things: The Experience - London (strangerthings-experience.com)</a>  Jurassic World: The Exhibition <a href="#">Jurassic World: The Exhibition. London Tickets   Fever (feverup.com)</a>  Guardian of the Galaxy Live Experience <a href="#">Guardians of the Galaxy: The Live Immersive Experience — Secret Cinema</a>  Harry Potter Tour <a href="https://www.wbstudiotour.co.uk/">https://www.wbstudiotour.co.uk/</a>  Radio 4 Film Show <a href="https://www.bbc.co.uk/programmes/b006r5jt">https://www.bbc.co.uk/programmes/b006r5jt</a>  General Revision Videos  Mise en Scene <a href="https://www.youtube.com/watch?v=wFiP-E1zTRc">https://www.youtube.com/watch?v=wFiP-E1zTRc</a> Sound <a href="https://www.youtube.com/watch?v=2kW9_SyJlBM">https://www.youtube.com/watch?v=2kW9_SyJlBM</a> Editing <a href="https://www.youtube.com/watch?v=z0j2nlulQDQ">https://www.youtube.com/watch?v=z0j2nlulQDQ</a> Cinematography <a href="https://www.youtube.com/watch?v=9LkKgoq584M">https://www.youtube.com/watch?v=9LkKgoq584M</a> History of Film Studies <a href="https://www.youtube.com/watch?v=Ahlbl_URhco">https://www.youtube.com/watch?v=Ahlbl_URhco</a>
		 <b>KS4 Credit Task</b>	(HI) To reinforce your knowledge of the specialist writing for Whiplash please watch this interview <a href="#">GCSE Film Studies Required Learning: Whiplash - Specialist Writing - With Tom Beasley - YouTube</a> and for the credit please see your teacher at an end of a lesson to discuss your understanding of the clip and how your understanding of the writing has improved by watching this clip	
		 <b>KS4 Credit Task</b>	(HI) To refresh and reinforce your knowledge of Attack the Block please watch this clip <a href="#">Attack the Block Revision Tutorial 1 - YouTube</a> of a teacher explaining what you need to revise and then write a one page summary of what you have learnt – please hand this into your teacher for the credit	

Food Preparation and Nutrition		Wider PREP		Super-Curricular Activities
AQA 3.2.1.1 Macronutrients - Protein	 KS4 Credit Task	<b>[HI] To build your confidence in the kitchen help prepare, cook and plate up family dishes at home.</b> You can email any photos to <a href="mailto:c.dyke@shenfield.essex.sch.uk">c.dyke@shenfield.essex.sch.uk</a>		<ul style="list-style-type: none"><li>Visit a restaurant and carry out a sensory analysis on the dishes. Give a score from 0-5 regarding: Texture, flavour, taste, appearance and smell.</li><li>Visit the Food Museum in Suffolk <a href="https://foodmuseum.org.uk/about/">https://foodmuseum.org.uk/about/</a> Their mission is to connect people with where our food comes from and the impact of our choices: past, present and future.</li></ul>
	 KS4 Credit Task	<b>[RT]</b> <a href="https://resource.download.wjec.co.uk/vtc/2019-20/KO19-20_1-43/protein.pdf">https://resource.download.wjec.co.uk/vtc/2019-20/KO19-20_1-43/protein.pdf</a> <b>Design a set of flash cards about Protein,</b> use the link above and other research you have found about Protein. Answer the following questions: What are the functions of protein? What food contain protein? What is protein complementation? Give examples.		 <ul style="list-style-type: none"><li>Visit: <a href="https://boroughmarket.org.uk/our-story/">https://boroughmarket.org.uk/our-story/</a></li><li>Watch YouTube for dishes that include complex skills</li><li>Cheese Souffle</li><li><a href="https://www.youtube.com/watch?v=a2i61-Cb2Ko">https://www.youtube.com/watch?v=a2i61-Cb2Ko</a></li><li>Chicken and Mushroom Pie</li><li><a href="https://www.youtube.com/watch?v=sH17OpJ5kAg">https://www.youtube.com/watch?v=sH17OpJ5kAg</a></li><li>Cottage/Shepherd's Pie with pipped potato</li><li><a href="https://www.youtube.com/watch?v=M_GNznvIN1E">https://www.youtube.com/watch?v=M_GNznvIN1E</a></li><li>Fish cakes</li><li><a href="https://www.youtube.com/watch?v=xEGFcisC4c0">https://www.youtube.com/watch?v=xEGFcisC4c0</a></li><li>Ravioli</li><li><a href="https://www.youtube.com/watch?v=JuJNWpK0fl4">https://www.youtube.com/watch?v=JuJNWpK0fl4</a></li></ul>
	 KS4 Credit Task	<b>[HI]</b> Research the different classifications of fish and shellfish. You could then also research which fish contains the most Omega 3 fatty acids. Email or bring in your research to lesson: <a href="mailto:c.dyke@shenfield.essex.sch.uk">c.dyke@shenfield.essex.sch.uk</a>		Testing for Protein Video: <a href="https://www.youtube.com/watch?v=AYgrEnfZbLs">https://www.youtube.com/watch?v=AYgrEnfZbLs</a>



Geography	The UKs Evolving Human Landscape	Wider PREP		<b><u>Super-Curricular Activities</u></b>  Visit the Museum of London to see how our biggest and most influential city has grown <a href="#">Museum of London   Free museum in London</a>  You could also visit their Docklands site, arguably one of the main contributors to London and Britain's global dominance. <a href="#">Museum of London Docklands   Free museum in London</a>  We Are England: A really interesting series of documentaries looking at many aspects of work and life in England that many overlook. <a href="#">BBC One - We Are England - Available now</a>
		 <b>KS4 Credit Task</b>	[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.	
		 <b>KS4 Credit Task</b>	[ER] Where are the major UK urban areas? What do you know about them?  <i>Make a one-page information sheet about the key urban areas in the UK that are not London.</i>	
		 <b>KS4 Credit Task</b>	[ER] Is the UK defined by its island status? Why do we feel separate from the continent of Europe when we're so close, how is this represented by current political trends? Explore this topic and broaden your understanding of modern Britain.	


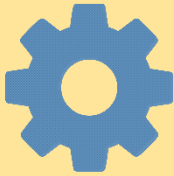
Health and Social Care	Year 10 Component 1 LAA	Wider PREP		<b><u>Super-Curricular Activities</u></b>
		 <b>KS4 Credit Task</b>	<ul style="list-style-type: none"> <li>Design a revision resource for the illnesses that you have learnt about that can affect you</li> </ul>	
		 <b>KS4 Credit Task</b>	<ul style="list-style-type: none"> <li>Link the illnesses that you have learnt about to 3 different life stages to show the correlation between the two things that you have learnt about.</li> </ul>	
		 <b>KS4 Credit Task</b>	<p>Create a poster on one of the following:</p> <ul style="list-style-type: none"> <li>Factors affecting growth and development - how economic factors can affect 3 different life stages.</li> <li>What are the different environmental factors and how can this affect you in early adulthood?</li> </ul>	

Can you walk around where you live? Take note of the health care provisions that are available to you within walking distance – if any.

If you do not have any within walking distance, where is the nearest provision?

What are the consequences of being too far from a provision that you need?

What can be done about this? (Produce a document with this information on it.)

History	Weimar and Nazi Germany, 1918-1939	Wider PREP		<u>Super-Curricular Activities</u>  The Imperial War Museum in London. They have galleries on life in Nazi Germany and a particularly moving and informative exhibition on the Holocaust.  To revise Medicine Through Time, you could visit: <ul style="list-style-type: none"> <li>• The Old Operating Theatre (by London Bridge)</li> <li>• The Museum of London's 'War, Plague and Fire' exhibition</li> <li>• The Science Museum in London</li> </ul> To revise Henry VIII, you could visit: <ul style="list-style-type: none"> <li>• Hampton Court Palace</li> <li>• The Tower of London</li> <li>• Hever Castle</li> </ul>
		 <b>KS4 Credit Task</b>	<b>[HI] What was life like during the Weimar Republic?</b> Research and write down ideas on a spider diagram, in a PowerPoint Presentation or any other way you can think of, about the following things: <ul style="list-style-type: none"> <li>• Politics</li> <li>• Economy</li> <li>• Sport</li> <li>• Radio/Cinema</li> <li>• Music</li> <li>• Art/Architecture</li> </ul>	
		 <b>KS4 Credit Task</b>	<b>[ER]</b> There are often documentaries on TV about Hitler and life in Nazi Germany, particularly on the 'Yesterday' channel. Keep your eye out for these and make notes as you watch them.  <b>[ER]</b> Watch 'Hitler, the rise of evil' available on YouTube. Make notes on why and how Hitler rose to power.  <b>[ER]</b> Create a timeline of Hitler's rise to dictatorship. What do you think were the most important reasons? Highlight these.  <b>[RT]</b> Use the School library to find books on Hitler and the Nazis. How have the historians interpreted the rise of Hitler? Why might historians have different opinions?	



## KS4 Credit Task

### [PQ] Exam style questions

Complete any of the following exam questions for Medicine Through Time, Henry VIII and His Ministers and the American West.

- 'Hospital treatment in England in the period from 1250-1500 was very rare'. How far do you agree? **(20 marks)**

You may use the following information in your answer:


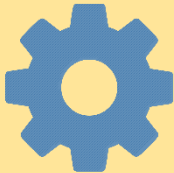

- Charity hospitals
- Care in the home

- Explain why Wolsey fell from power. **(12 marks)**


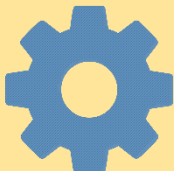

You may use the following information in your answer:


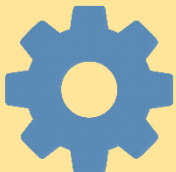

- War with France
- The Boleyn Faction


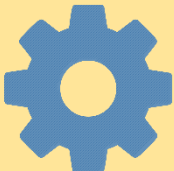

- Explain **two** consequences of the setting up of the Oregon Trail. **(8 marks)**


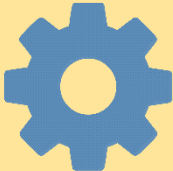

French	Module 1 – Le temps de loisirs	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>Visit a local French restaurant in your area – what do you recognise on the menu? Ask if you can take one home!</li> </ul> <b><u>MFL Film Club</u></b> <ul style="list-style-type: none"> <li>Come and join us to watch popular films and TV shows in French - every Wednesday lunchtime in H14!</li> </ul> <b><u>MFL PREP Club</u></b> <p>If you need any help with anything related to PREP or anything you'd like to go over from lesson time, come along to MFL PREP Club – every Wednesday lunchtime in H12.</p>
		 <p><b>KS4 Credit Task</b></p>	<b><u>VOCAB FOCUS:</u></b> <ul style="list-style-type: none"> <li>Learn the vocabulary associated with each of this Module – this can be found on Quizlet using the following link; <a href="http://www.quizlet.com/kshaunak">www.quizlet.com/kshaunak</a></li> </ul> <p>This will allow you to practise your vocabulary learning by means of various interactive games and self-testing exercises.</p> <p>Download and show your teacher your results and scores for extra KS4 Credits!</p>	
		 <p><b>KS4 Credit Task</b></p>	<b><u>GRAMMAR FOCUS:</u></b> <ul style="list-style-type: none"> <li>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.</li> </ul>	
		 <p><b>KS4 Credit Task</b></p>	<b><u>SKILLS FOCUS – LISTENING AND READING:</u></b> <ul style="list-style-type: none"> <li>Try watching your favourite television shows on Netflix (or similar) with the French subtitles. Alternatively, you could change the audio setting to French and have English subtitles.</li> </ul> <p>Simply email Mrs Shaunak-Hobbs with a photo showing off your viewing activity in French.</p>	


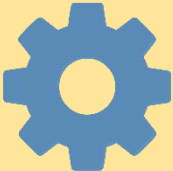



Spanish	Module 1: Mi gente	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>Visit a local Spanish restaurant in your area – what do you recognise on the menu? Ask if you can take one home!</li> </ul> <b><u>MFL Film Club</u></b> <ul style="list-style-type: none"> <li>Come and join us to watch popular films and TV shows in Spanish - every Wednesday lunchtime in H14!</li> </ul> <b><u>MFL PREP Club</u></b> <p>If you need any help with anything related to PREP or anything you'd like to go over from lesson time, come along to MFL PREP Club – every Wednesday lunchtime in H12.</p>
		 <b>KS4 Credit Task</b>	<b><u>VOCAB FOCUS:</u></b> <ul style="list-style-type: none"> <li>Learn the vocabulary associated with each of this Module – this can be found on Quizlet using the following link;  <a href="http://www.quizlet.com/ashaunak">www.quizlet.com/ashaunak</a> </li> </ul> <p>This will allow you to practise your vocabulary learning by means of various interactive games and self-testing exercises.</p> <p>Download and show your teacher your results and scores for extra KS4 Credits!</p>	
		 <b>KS4 Credit Task</b>	<b><u>GRAMMAR FOCUS:</u></b> <ul style="list-style-type: none"> <li>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.</li> </ul>	
		 <b>KS4 Credit Task</b>	<b><u>SKILLS FOCUS – LISTENING AND READING:</u></b> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Simply email your Spanish teacher with a photo showing off your viewing activity in Spanish.</p>	

Music	The Concerto Through Time	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>• <b>London Symphony Orchestra</b> – Concert Diary – Click <a href="#">HERE</a></li> <li>• <b>London Philharmonia</b> – Concert Diary – Click <a href="#">HERE</a></li> <li>• <b>The BBC Proms 2022 – Watch here -</b> <a href="https://www.bbc.co.uk/iplayer/episodes/b007v097/bbc-proms">https://www.bbc.co.uk/iplayer/episodes/b007v097/bbc-proms</a></li> <li>• <b>The Secrets of a Musical Symphony -</b> <a href="https://www.ted.com/talks/hanako_sawada_the_secrets_of_the_world_s_most_famous_symphony">https://www.ted.com/talks/hanako_sawada_the_secrets_of_the_world_s_most_famous_symphony</a></li> <li>• <b>The different voices of the cello -</b> <a href="https://www.ted.com/talks/maya_beiser_a_cello_with_many_voices">https://www.ted.com/talks/maya_beiser_a_cello_with_many_voices</a></li> </ul>
		 KS4 Credit Task	[HI] Research Mozart and his life. What happened in his early years that enable him to become a composer? What challenges did he have in his later life? At what age and how did he die? How many compositions had he completed? Did he finish his final composition? Send your findings to Mr Sands.	
		 KS4 Credit Task	[HI] Download Musescore or use Sibelius in a music classroom to compose an 8 bar introduction to your own concerto. There should be a minimum of 20 instrument parts. Hand in the file or print out to your teacher and discuss the challenges you encountered during the process.	
		 KS4 Credit Task	[HI] Practice identifying key signature using this link: <a href="https://www.musictheory.net">Key Signature Identification (musictheory.net)</a> Send a screenshot of your score to Mr Sands.	

Music Technology	The Unit 1 – The Music Business and Industry	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>Write interview questions and interview the Expressive Arts Technician about what her job entails in prepping and setting up for a concert.</li> <li>Write interview questions and contact a local recording studio asking them what they have to do to prep for a recording session. Questions need to link to how to</li> </ul>
		 <p>KS4 Credit Task</p>	<p>[HI] Watch the <b>What Is a DAW? (Music Basics)</b> <a href="https://www.youtube.com/watch?v=VJfMhuQYshA">https://www.youtube.com/watch?v=VJfMhuQYshA</a> You should make notes on any key details that you learn from the video.</p> <p>Watch <b>The Evolution of DAW's and the First Version of Ableton Live</b> <a href="https://www.youtube.com/watch?v=IbHiz8HVynk">https://www.youtube.com/watch?v=IbHiz8HVynk</a> and make notes on any key details that you learn from the video.</p> <p>You are to create a timeline on the developments and consider how these developments have made the creation and production easier, or more difficult.</p>	
		 <p>KS4 Credit Task</p>	<p>[HI] Using a DAW (either cloud based or desktop) choose a song of your own choice and remix the verse and the chorus. Use loops, samples and FX to develop your ideas.</p>	
		 <p>KS4 Credit Task</p>	<p>[HI] Write a job advert for one of the following roles:  <b>Sound technician</b>  <b>Lighting technician</b>            Ensure you include:</p> <ul style="list-style-type: none"> <li>- The skills required for the job</li> <li>- Takes and roles that are included in the job role.</li> <li>- Type of contract, including the amount of hours worked.</li> </ul> <p>This work should be either emailed to your teacher or printed off and handed in.</p>	

Physical Education	Fitness & Body Systems- Cardiovascular & Respiratory System	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> <li>Watch LIVE sporting events to understand the rules and tactics used during the game.</li> <li>Attend at least one extra-curricular club at school and/or practise a sport outside of school.</li> </ul>
		 <p>KS4 Credit Task</p>	<p>[HI] Watch some LIVE sport or sport on TV, write a summary that explains the role of the Cardiovascular System and/or the Respiratory System. Perhaps you could include aerobic and anaerobic respiration too.</p>	
		 <p>KS4 Credit Task</p>	<p>[HI] Be creative, can you describe and show the pathway of blood using objects? Create a video or take photos to show your pathway of blood.</p>	
		 <p>KS4 Credit Task</p>	<p>[HI] Create a revision resource for the Cardiovascular or Respiratory System using the videos below: Flow Chart, Mind Maps, Flash Cards, Glossary.</p> <p> <a href="https://www.youtube.com/watch?v=7eI2aLjB0Zs">https://www.youtube.com/watch?v=7eI2aLjB0Zs</a>  <a href="https://www.youtube.com/watch?v=4DIJudI7oRo">https://www.youtube.com/watch?v=4DIJudI7oRo</a>  <a href="https://www.youtube.com/watch?v=NzJd2EsQBHw">https://www.youtube.com/watch?v=NzJd2EsQBHw</a>  <a href="https://www.youtube.com/watch?v=Qw2XX7Uu8Fw">https://www.youtube.com/watch?v=Qw2XX7Uu8Fw</a> </p> <p>Watch the above videos and make notes to support you in creating a revision resource for your teacher.</p>	

Sociology	Research methods	Wider PREP		<b><u>Super-Curricular Activities</u></b>  Some sociologists have used art to formulate theories. Visit the National Gallery at Trafalgar Square to view some art and see if you can draw out the qualitative meanings attached to pictures.
		 <b>KS4 Credit Task</b>	Create a list of the different sampling techniques used by sociologists. What are the advantages and disadvantages of each technique?	
		 <b>KS4 Credit Task</b>	Design a questionnaire on a topic of sociological interest. Distribute the questionnaire to a representative sample and write a report on your findings. Consider the limitations of your research.	
		 <b>KS4 Credit Task</b>	Use the specimen paper to answer exam questions on the research methods topic <a href="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/eduqas-gcse-sociology-sams-2017-e.pdf</a>	



# 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.

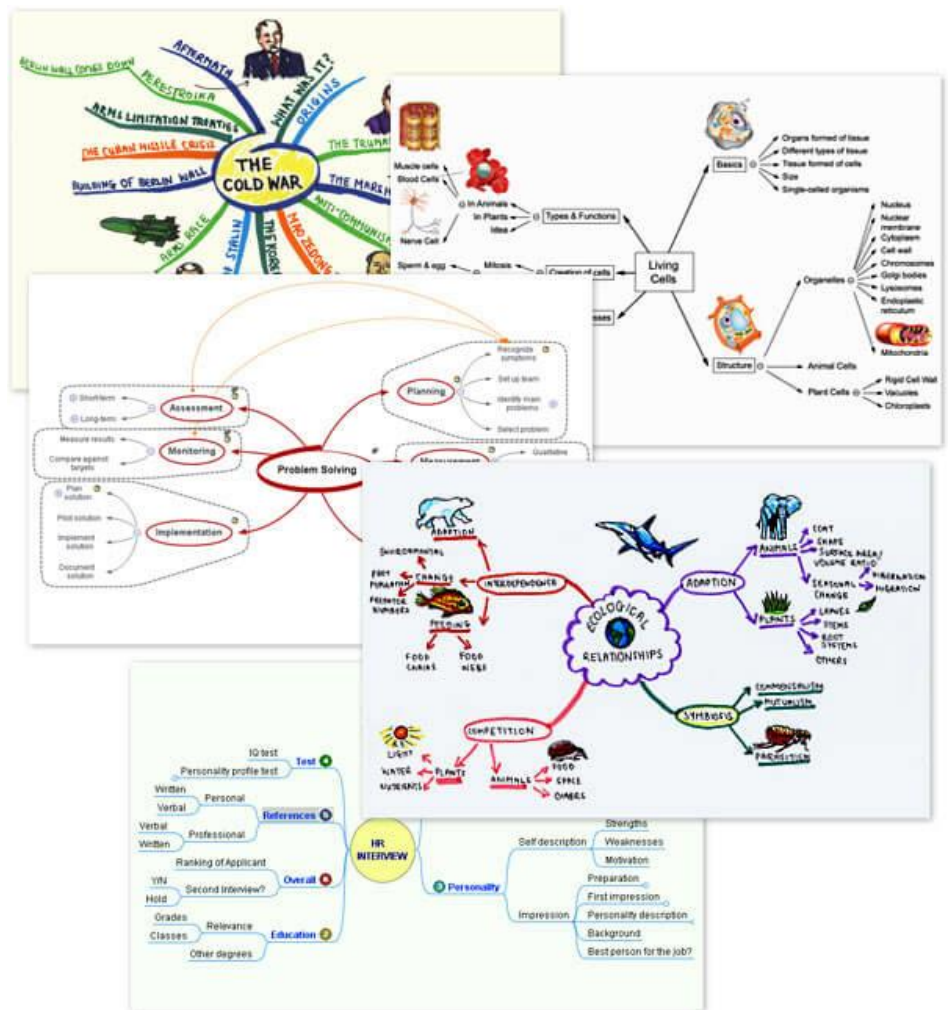
These techniques could be applied to:

- 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.

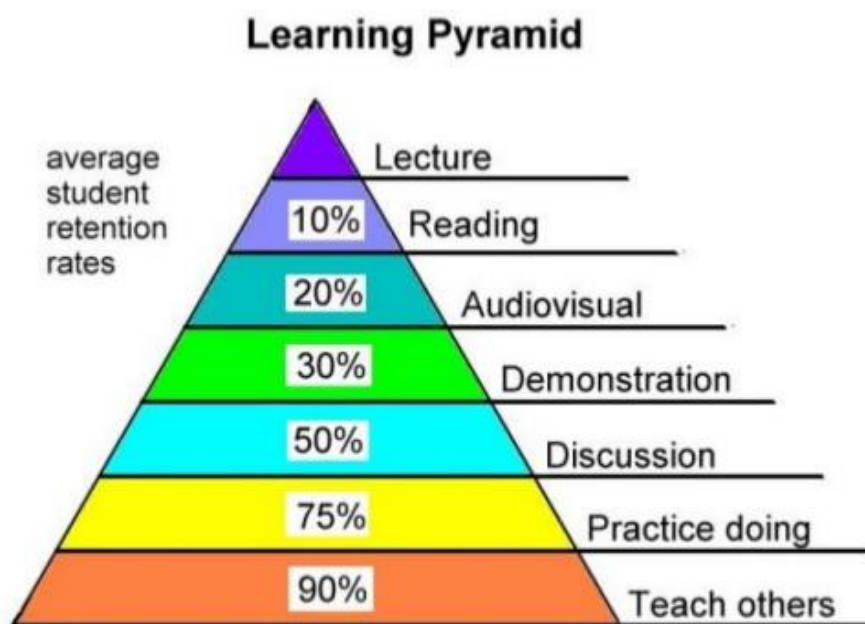
TIP: On the back of the revision card, write the title from the front. Then, after you have read through your cards a number of times, turn them over. Look at the title and self-test yourself on the information. Once you have recalled all you can, turn the card back over and check your answers.

### 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

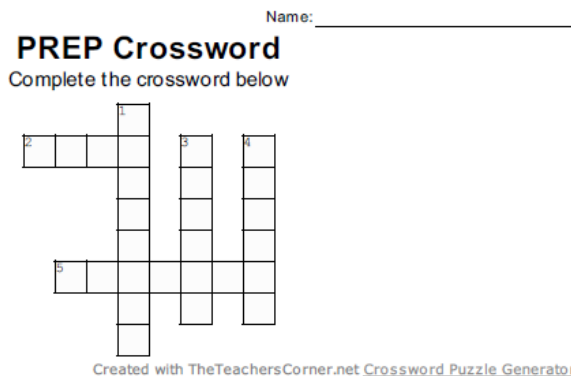
### 1. Key Words Crossword Puzzle

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.

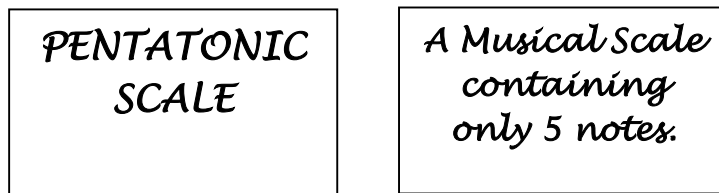
## 6. Card Matching Game

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:



## 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!

