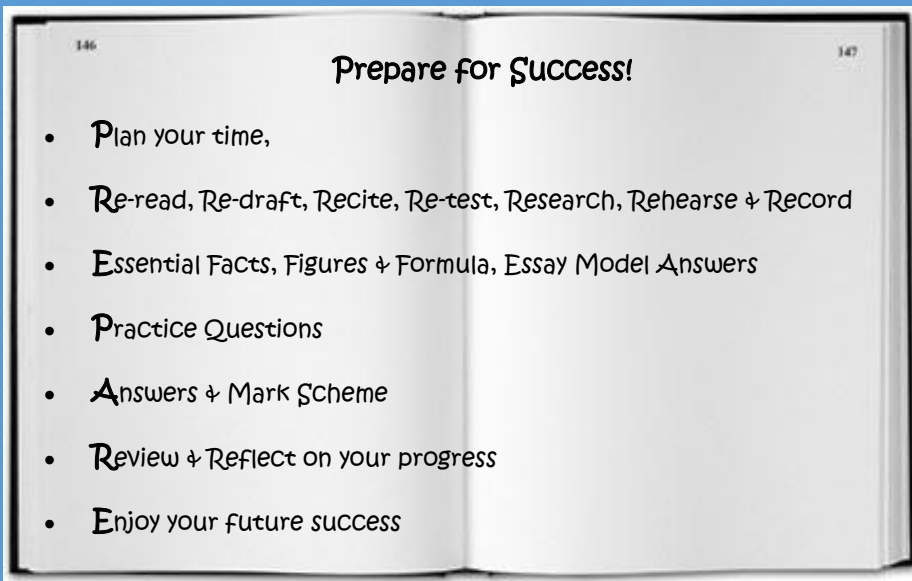




Shenfield High School



# 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

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 and white fur is wearing gold-rimmed glasses and is positioned behind an open book. The background is a light gray surface covered with various colorful, hand-drawn educational icons such as a rocket, microscope, globe, paint palette, and books. The word "PREP" is written in large, bold, blue capital letters at the top left, followed by the text "is not optional" and "It's a way of life..." in white with black outlines. In the bottom right corner, the hashtags "#PREP4Success" and "#Burning4Learning" are displayed in white.

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

#PREP4Success  
#Burning4Learning

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#PREP4Success  
#Burning4Learning



# Year 10 - PREP Guide – Half Term 3

Subject	Topic	PREP Tasks	Further Research /Reading
English	Speaking & Listening: Language Paper 2 Section B	<p><b>Speaking &amp; Listening</b></p> <ol style="list-style-type: none"> <li>1. Research your chosen topic for your Speaking and Listening presentation.</li> <li>2. Create a visual presentation to aid your talk to the class. Remember, you must not read off the presentation, instead, use it to help guide you through your speech/presentation.</li> <li>3. Give your speech to a friend or family member. What advice would they give you to make your speech/presentation more memorable?</li> <li>4. Practice the various rhetorical techniques to get your audience to listen to you. If you are not sure, why not write out your speech and learn it. You will not be able to read off a sheet of paper.</li> <li>5. Come up with 5 – 10 questions about your chosen topics. Give these questions to your friends to ask you after your presentation is finished (you can actually achieve more marks from your answers to these questions than you can from the presentation!)</li> <li>6. Speak to your teacher at break, lunch or after school to get some additional support with your speech/presentation.</li> </ol> <p>Completion of the above tasks is essential for success in your GCSE Speaking and Listening assessment, which takes place before the half term break.</p> <p><b>English Language Paper 2 Section B</b></p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Have a go at writing your own article, letter or speech on an issue you care about. Perhaps you can explore whether school should start earlier/later, we need to do more to save the environment, Brexit is good/bad, a review of your favourite film/album. The more practice you have at expressing an opinion, the better you will do in Section 2 of the exam.</li> <li>3. 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)?</li> </ol>	<p>Now is the time to start looking at the world around you and discover what is going on. To do this, you could read a different story from one of the following news websites every day:</p> <ul style="list-style-type: none"> <li>· <a href="#">The Daily Mail</a></li> <li>· <a href="#">The Guardian newspaper</a></li> <li>· <a href="#">BBC News</a></li> <li>· <a href="#">TED Talks channel - YouTube</a></li> </ul> <p>Further your reading skills by looking at newspapers and magazines. Focus on the opinion articles (normally found on the inside pages). There are always good opinion articles on sport, fashion and education. Try to broaden your knowledge of non-fiction writing.</p> <p>Discuss current affairs with your family. Seen something in the news that interests you? Talk to them about it – what are their views on the subject? Do you agree?</p>
			<p><b>Media &amp; Other Links</b></p> <ul style="list-style-type: none"> <li>· The Speech that Made Obama President</li> <li>· Clip from 'Darkest Hour' - Churchill's famous speech</li> <li>· 'The Great Dictator' Charlie Chaplin's final speech</li> <li>· I Have a Dream - Martin Luther King</li> <li>· Oprah Winfrey Golden Globe award speech</li> <li>· Mr Bruff online revision guides for AQA paper 2</li> <li>· Watch documentaries on Netflix or any other streaming site. Some good examples are any documentaries by Louis Theroux (his exploration of American Prisons or Scientology are very creepy), The 13th (looking at whether prisons are a new form of slavery) and Bowling for Columbine (looking at school shootings are gun ownership). On Amazon Prime there are number of fascinating sport documentaries that follow famous sports teams such as Liverpool, Manchester City and the LA Raiders.</li> <li>· Sign up for a brilliant English revision resource – Seneca: <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a> This excellent resource is easy to use and makes revision so much more accessible (and for now it is completely free). Just find the texts you want to study and click the links. There are different levels and you get a score for each round. Once you've finished you can go back to try and improve your score.</li> </ul>

Subject	Topic	PREP Tasks			Further Research /Reading
Maths	Probability, Calculations and Accuracy and Inequalities	<p>The best place to PREP for Mathematics is <a href="http://www.hegartymaths.com">www.hegartymaths.com</a>, 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>We also have paper based PREP sheets available in the Maths department and on the Student Resources drive.</p>			<p><b>[ER] nRich website</b>            Flippin' Disks:  <a href="https://nrich.maths.org/4304">https://nrich.maths.org/4304</a>            Interactive Spinners:  <a href="https://nrich.maths.org/6033">https://nrich.maths.org/6033</a>            Christmas Trees:  <a href="https://nrich.maths.org/613">https://nrich.maths.org/613</a></p>
		<p><b>[R4A] Probability</b>            Hegarty Maths Clip Numbers:</p> <p><b>MATHS ASSESSMENT 1:</b>            Probability vocabulary 349            Probability scale 350</p> <p><b>MATHS ASSESSMENT 2:</b>            Probability as a fraction 351, 352            Mutually exclusive 353, 354            Two way tables 422-424</p> <p><b>MATHS ASSESSMENT 3:</b>            Relative frequency 356 - 347            Sample space diagrams 358 - 359</p> <p><b>MATHS ASSESSMENT 4:</b>            Experimental probability 356            Draw tree diagrams 361 - 362</p> <p><b>MATHS ASSESSMENT 5:</b>            Use tree diagrams 363            Probability Venn Diagrams 383, 384</p> <p><b>MATHS ASSESSMENT 6:</b>            Dependent probability trees 364, 365</p> <p><b>MATHS ASSESSMENT 7:</b>            Conditional probabilities 364 - 366            Intersection and Union 375, 376</p>	<p><b>[R4A] Calculations &amp; Accuracy</b>            Hegarty Maths Clip Numbers:</p> <p><b>MATHS ASSESSMENT 1:</b>            Four Operations: 18, 19, 21, 22            Negative Numbers: 39, 40, 42, 43            Place Value: 1, 15, 16</p> <p><b>MATHS ASSESSMENT 2:</b>            BIDMAS: 24, 44, 120            Money: 753            Rounding to Powers of 10 and Decimals: 56, 134            Truncation: 134</p> <p><b>MATHS ASSESSMENT 3:</b>            Place Value advanced: 135, 136            Calculator Skills: 129</p> <p><b>MATHS ASSESSMENT 4:</b>            Upper and Lower Bounds: 137, 138            Estimation: 131</p> <p><b>MATHS ASSESSMENT 5:</b>            Error Intervals: 774, 775, 776, 777            Calculations with Bounds: 139</p>	<p><b>[R4A] Inequalities</b>            Hegarty Maths Clip Numbers:</p> <p><b>MATHS ASSESSMENT 3:</b>            Representing Inequalities: 265, 266            Integer Solutions: 267</p> <p><b>MATHS ASSESSMENT 4:</b>            Solving Linear Inequalities: 269, 270</p> <p><b>MATHS ASSESSMENT 5:</b>            Solving Inequalities where unknown appears twice: 271, 272</p> <p><b>MATHS ASSESSMENT 6:</b>            Representing Inequalities Graphically: 273, 274</p> <p><b>MATHS ASSESSMENT 7:</b>            Representing Inequalities Regions: 275, 276</p> <p><b>MATHS ASSESSMENT 8:</b>            Solving quadratic Inequalities: 277</p>	
					<p><b>[ER] Books to Read:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Maths on the Back of an Envelope</a> by Rob Eastaway</li> <li>2. <a href="#">The Indisputable Existence of Santa Claus</a> by Hannah Fry and Thomas Oléron Evans</li> <li>3. <a href="#">100 Maddening Mindbending Puzzles</a> by Rob Eastaway and David Wells</li> </ol>
					<p><b>Super-Curricular Visits</b></p> <p><b>[ER] Get Baking!</b>            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> <p><b>Media &amp; Other Links</b></p> <p><b>[ER] Countdown - 'Scary' Numbers and Conundrum:</b>  <a href="https://www.youtube.com/watch?v=9eMs_o08Gm4">https://www.youtube.com/watch?v=9eMs_o08Gm4</a></p> <p><b>[ER] A Mathematical Fable – Numberphile:</b>  <a href="https://www.youtube.com/watch?v=ItiFO5y36kw">https://www.youtube.com/watch?v=ItiFO5y36kw</a></p> <p><b>[ER] All Triangles are Equilateral:</b>  <a href="https://www.youtube.com/watch?v=Yajonhixy4g">https://www.youtube.com/watch?v=Yajonhixy4g</a></p>

Subject	Topic	PREP Tasks	Further Research /Reading
Science	Biology: Cell Division and Organisation Chemistry: Bonding, Structures and the properties of matter. Physics : Particle Model of the Atom	<p><b>[HI]</b> Students will be issued with PREP on a week by week basis via their Go4School account. This will be subject specific and will relate to the content that is being covered in lessons during that week.</p> <p>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> <p><b>[ER]</b> 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 style="text-align: center;"><b>Biology</b></p> <p><b>[ER]</b> Try the retrieval roulette questions and daily revision tasks that are located in the student area.</p> <p style="text-align: center;"><b>Chemistry</b></p> <p><b>[ER]</b> 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 style="text-align: center;"><b>Physics</b></p> <p><b>[ER]</b> 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>	<p>Try and find a YouTube channel that provides tutorials. “Freesciencelessons” is a cracker, can you find better?</p>
			<p style="text-align: center;"><b>Super-Curricular Activities</b></p> <p>Visit the Body Worlds Exhibition in London, virtually of course</p>
			 <p>A poster for the 'BODY WORLDS LONDON' exhibition. It features a close-up of a human torso with internal organs visible on the left, and a smaller image of a person in a lab coat on the right. The text 'BODY WORLDS LONDON' is prominently displayed in the center, with 'LONDON, 1 PICCADILLY CIRCUS' written below it.</p>
			<p style="text-align: center;"><b>Media &amp; Other Links</b></p> <p>Need help or guidance outside of the lesson?</p> <p>Check out the following websites for explanations and examples:</p> <p><a href="http://www.passmyexams.co.uk/">http://www.passmyexams.co.uk/</a></p> <p><a href="https://www.youtube.com/channel/UCq_bOeHaAUXw9II7sBVG3_bw">https://www.youtube.com/channel/UCq_bOeHaAUXw9II7sBVG3_bw</a></p>

Subject	Topic	PREP Tasks	Further Research /Reading												
Art	Figures in Interiors	<p>Spring Term One - homework Figures in Interiors Project To be completed at home and in class. Students must spend at least 3 hours on each task.</p> <p><b>Y10 - Art/ Textiles.</b> [HI] Study the work of 3 different artist who painted figures in interiors; use the artists’ techniques to create your own Figures in interiors picture. The images in your picture should be taken from your own photography, it can be completed in any media you wish and should be A4 to A3 in scale.</p> <p>[HI] You must write about your chosen artist’s techniques. Use the writing about art worksheet called <a href="#">Artist Writing Guidance</a> in the Art folder in the X:/ Drive.</p> <p>[HI] You must demonstrate an artist’s technique and processes in your studies.</p> <p>[HI] Each Artist research study should take approximately 3 hours to complete. You may use class time and home time to complete these</p> <p><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>	<p>Many artists have painted the topic of people indoors, often working or relaxing. Below are just a few who captured it with flair and style. Research the following Artists:</p> <table><tr><td>1. Johannes Vermeer</td><td>7. Gustav Klimt</td></tr><tr><td>2. Mary Cassatt</td><td>8. Leonardo DaVinci</td></tr><tr><td>3. Vincent Van Gogh</td><td>9. Michelangelo</td></tr><tr><td>4. Pierre Bonnard</td><td>10. Rembrandt</td></tr><tr><td>5. Edward Hopper</td><td></td></tr><tr><td>6. Henri Matisse</td><td></td></tr></table>	1. Johannes Vermeer	7. Gustav Klimt	2. Mary Cassatt	8. Leonardo DaVinci	3. Vincent Van Gogh	9. Michelangelo	4. Pierre Bonnard	10. Rembrandt	5. Edward Hopper		6. Henri Matisse	
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5. Edward Hopper															
6. Henri Matisse															
<p><b>Super-Curricular Visits</b></p> <p>London and surrounds have many free galleries and museums where you to see paintings be great masters on this subject. Why not do an internet search and go see some interesting artwork during you half term break.</p> <p>Find out more at: <a href="https://www.tate.org.uk/visit/tate-britain">https://www.tate.org.uk/visit/tate-britain</a> <a href="https://www.nationalgallery.org.uk/">https://www.nationalgallery.org.uk/</a> <a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a></p>															
<p><b>Media &amp; Other Links</b></p> <p>Artists research links: <a href="https://www.youtube.com/watch?v=yD6WNg2yDbI">https://www.youtube.com/watch?v=yD6WNg2yDbI</a> <a href="https://www.youtube.com/watch?v=FRYvLJrV-wo">https://www.youtube.com/watch?v=FRYvLJrV-wo</a> <a href="https://www.youtube.com/watch?v=JHbcPWj0I8A">https://www.youtube.com/watch?v=JHbcPWj0I8A</a> <a href="https://www.khanacademy.org/humanities/monarchy-enlightenment/baroque-art1/holland/v/vermeer-the-art-of-painting">https://www.khanacademy.org/humanities/monarchy-enlightenment/baroque-art1/holland/v/vermeer-the-art-of-painting</a></p>															

Subject	Topic	PREP Tasks	Further Research /Reading
<b>BTEC Business</b>	<b>Component 1: Exploring Enterprises</b> <b>Criteria C</b>	<p><b>(RT)</b> 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.</p> <p><b>(RT)</b> 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.</p> <p><b>(RT)</b> Create a poster to show how changes in the rate of interest can have favourable and unfavourable influences on businesses.</p> <p><b>(RT)</b> 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.</p> <p><b>(RT)</b> Look at the following website to investigate what your protection there is for consumers <a href="http://www.which.co.uk/consumer-rights/regulation/consumer-rights-act">www.which.co.uk/consumer-rights/regulation/consumer-rights-act</a> 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.</p> <p><b>(RT)</b> Find out what regulations a new business must consider when they start up. Create a checklist as a guide for new businesses to use.</p> <p><b>(RT)</b> 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> <p><b>(RT)</b> 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"> <li>• Class notes</li> <li>• BBC news or other current affairs programmes</li> <li>• Newspapers or online news sites</li> <li>• BBC Bitesize</li> </ul>
			<b>Super-Curricular Activities</b>
			<ul style="list-style-type: none"> <li>• (RT) Discuss with your family the tax that they have to pay and how they would feel if that tax was increased.</li> <li>• (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.</li> </ul>
			<b>Media &amp; Other Links</b>
			<ul style="list-style-type: none"> <li>• <a href="#">Tricky Business</a></li> <li>• <a href="#">The Apprentice</a></li> <li>• <a href="#">Dragons' Den</a></li> </ul>




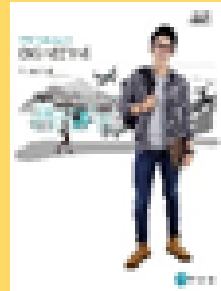
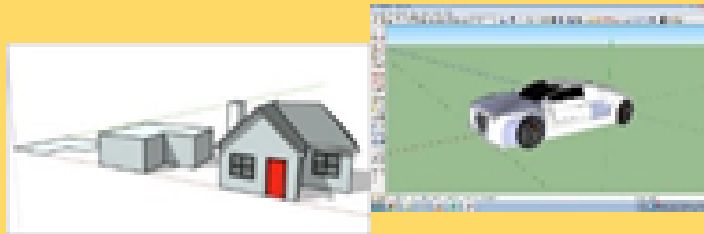
Subject	Topic	PREP Tasks	Further Research /Reading
GCSE Business	Topic 1.3 Putting a business idea into practice Topic 1.4 Making the business effective	<p>[R4A] Classroom assessments will occur throughout the term to check understanding of theory and assessment technique. The dates of these assessments 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 A01 content &amp; A03 analysis</p> <p>[ER] Review your current understanding of theme 1 through the following resources</p> <p>[ER] Practise theme 1 MCQ via kahoot or the documents on the student drive</p> <p>[ER] Practise theme 1 revision through the use of flashcards</p> <p><b><u>Topic 1.3 Putting a business idea into practice</u></b></p> <p>[RT] Research using the internet firms who you believe have had to change their financial aims and objectives: survival, profit, sales, market share, and financial security. Explain what the internal or external factor was which lead to the need for change.</p> <p>[RT] Research using the internet firms who you believe have had to change their Non-financial aims and objectives: social objectives, personal satisfaction, challenge, independence and control. Explain what the internal or external factor was which lead to the need for change.</p> <p>[RT] Produce your own video documentary or news report on the importance of considering social, ethical and environmental factors in business decision making and strategy using a business of your choice.</p> <p>[ER] Produce and test yourself using revision cards on the concept and calculation of:</p> <ul style="list-style-type: none"> <li>Revenue</li> <li>Fixed and Variable costs</li> <li>Total costs</li> <li>Profit and loss</li> <li>Interest</li> </ul> <p>[ER] Create a mind map/diagram on A4 based upon break-even diagrams. They should include:</p> <ul style="list-style-type: none"> <li>The impact of changes in revenue and costs</li> <li>Break-even level of output</li> <li>Margin of safety</li> </ul>	<ul style="list-style-type: none"> <li>• Class notes.</li> <li>• Theme 1 revision guide.</li> <li>• BBC news business.</li> <li>• Newspapers</li> </ul>
			<p><b>Super-Curricular Activities</b></p> <p>Read the following articles of young entrepreneurs who have started their own micro business during lockdown. What potential business idea could you develop in response to the current external environment?</p> <ul style="list-style-type: none"> <li>• Coronavirus: Rushden sisters turn entrepreneurs with worldwide sales</li> <li>• Coronavirus: Girl's beeswax balm business proves lockdown hit</li> <li>• Coronavirus: 'My dad built me a beauty salon in the garden'</li> <li>• Molly Jennings, 14, launches mollydolly.shop during lockdown</li> </ul>
			<p><b>Media &amp; Other Links</b></p> <ul style="list-style-type: none"> <li>• Tricky Business</li> <li>• The Apprentice</li> <li>• Dragons' Den</li> <li>• Stacey Dooley investigates fashions dirty secrets</li> </ul> <p><b>Youtube:</b></p>


		<p>Profit and loss</p> <p><b>[RT]</b> Create your own personal cash flow forecast to help you save for something you are looking to buy in the future.</p> <p><b>[ET]</b> Create a mind map/diagram on A4 based upon calculation and interpretation of cash-flow forecasts. This should include:</p> <ul style="list-style-type: none"> <li>Cash inflows</li> <li>Cash outflows</li> <li>Net cash-flow</li> <li>Opening and closing balances</li> </ul> <p><b>[ET]</b> Create revision cards on the different sources of finance, using practical examples from what banks are currently offering to customers.</p> <p><b>[RT]</b> Using websites such as Crowdfunder or Crowdcube, research different businesses seeking crowd funding. Prepare a case for which business they would invest in – based on wider research and business knowledge.</p> <p><b>[RT]</b> Put together your own business idea and see if you can get crowdfunding to support it.</p> <p><b><u>Topic 1.4 Making the business effective</u></b></p> <p><b>[ER]</b> Watch The Simpsons – ‘The Twisted World of Marge Simpson’ – as an introduction to the topic of franchising. Identifying the advantages and disadvantages of her decision.</p> <p><b>[RT]</b> Arrange visit/walk into local town centre/high street to identify features of location which are important to different businesses. Identify on a map of the high street where stores are located and why you think that benefits them?</p> <p><b>[RT]</b> Investigate a local small business to identify its marketing mix. Consider the impact of competition on this mix. Compare how their marketing mix is different to larger MNC corporations, which gives the SME a USP.</p> <p><b>[RT]</b> Research how technology has influenced different markets and their response. Focus on the music industry regarding record labels, bands and suppliers like HMV and independent record stores.</p> <p><b>[RT]</b> Students attempt to write up their own business plan. Using the following page as guidance as to what to include for a business you’d either like to start now or run in the future when you are older:  <a href="https://www.tutor2u.net/business/reference/starting-a-business-contents-of-a-startup-business-plan">https://www.tutor2u.net/business/reference/starting-a-business-contents-of-a-startup-business-plan</a></p>	<ul style="list-style-type: none"> <li>• Why crowdfund? To make your idea a reality</li> <li>• 10 Craziest crowdfunding campaigns that actually succeeded!</li> <li>• How I made my millions</li> </ul> <p><b>Films:</b></p> <ul style="list-style-type: none"> <li>• The Light Bulb Conspiracy</li> <li>• Consuming Kids: The Commercialization of Childhood</li> </ul>
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Subject	Topic	PREP Tasks	Further Research /Reading
Computer Science	1.3 Memory and Storage 2.4 Computational Logic	<p><u>Unit 1 PREP Work</u></p> <p><b>Unit 1.1 Systems Security and Software</b></p> <p>All PREP tasks and resources are available on <b>Google Classroom</b> (<a href="https://classroom.google.com">classroom.google.com</a>).</p> <p>To consolidate learning in the classroom and prepare for the topic, students should complete the following tasks:</p> <p><b>[HI]</b> Watch unit 1.1 Systems Security and Software PREP videos created by Craig and Dave. Students should make thorough notes on Google Docs.  <a href="https://www.youtube.com/playlist?list=PLCiOXwirraUCX30hYq0CvNt47_ZTPMqci">https://www.youtube.com/playlist?list=PLCiOXwirraUCX30hYq0CvNt47_ZTPMqci</a></p> <p><b>[R4A]</b> Students should complete online BBC bitesize knowledge quizzes on the following topic:  <a href="https://www.bbc.co.uk/bitesize/guides/zj89dxs/revision/1">https://www.bbc.co.uk/bitesize/guides/zj89dxs/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zmqw7p3/revision/1">https://www.bbc.co.uk/bitesize/guides/zmqw7p3/revision/1</a></p> <p><b>[HI]</b> Students to log onto Seneca Learning and complete unit 1.2 and 1.3  <a href="http://www.senecalearning.com">www.senecalearning.com</a></p>	<ul style="list-style-type: none"> <li>Cambridge GCSE Computing Online (Massive Online Open Course):  <a href="http://www.cambridgegcsecomputing.org">www.cambridgegcsecomputing.org</a></li> <li>Crash Course: Computer Science (YouTube)  <a href="http://www.youtube.com">www.youtube.com</a> (search for: crash course computer science)</li> <li>Python Tutorials : <a href="http://www.learnpython.org">www.learnpython.org</a></li> <li>Learn Python Course:  <a href="http://www.codecademy.com/learn/learn-python">www.codecademy.com/learn/learn-python</a></li> <li>Clever Programmer: Learn Python Programming (YouTube) <a href="http://www.youtube.com">www.youtube.com</a> (search for: clever programmer python)</li> </ul>
		<p><u>Unit 2 PREP Work</u></p> <p><b>Unit 2.4 Computational Logic</b></p> <p><b>[HI]</b> Log on to Seneca Learning and complete unit 5 on logic, translation and representation. <a href="http://www.senecalearning.com">www.senecalearning.com</a></p> <p><b>[RT]</b> Using examples from your text books of truth tables, log onto Logic Gate simulator and create logic gates to represent information from truth tables.  <a href="https://logic.ly/demo/samples">https://logic.ly/demo/samples</a></p> <p><b>[HI]</b> Watch unit 2.4 Computational Logic PREP videos created by Craig and Dave. Students should make thorough notes on Google Docs.  <a href="https://www.youtube.com/watch?v=BTUYErBPDII&amp;list=PLCiOXwirraUDIUDRIk21mH1Y_wCpYaMii&amp;disable_polymer=true">https://www.youtube.com/watch?v=BTUYErBPDII&amp;list=PLCiOXwirraUDIUDRIk21mH1Y_wCpYaMii&amp;disable_polymer=true</a></p>	<p><b>Super-Curricular Visits</b></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.  <a href="http://www.tnmoc.org">www.tnmoc.org</a>  <a href="http://bletchleypark.org.uk">bletchleypark.org.uk</a></p> <p><b>Centre For Computing History</b></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><b>Media &amp; Other Links</b></p> <ul style="list-style-type: none"> <li>Seneca: <a href="http://www.senecalearning.com">www.senecalearning.com</a></li> <li>Google Classroom: <a href="https://classroom.google.com">classroom.google.com</a></li> </ul>

Subject	Topic	PREP Tasks	Further Research /Reading
Drama	Find Me/ Devising	<p><b>[HI] Planning the design elements</b>  <b>The Swimming Scene.</b>            You have already worked on this scene. Now you need to consider how you could use lighting, set, sound and costume and how they would support a director's ideas?</p> <p><b>Sketch</b> your set design for this scene</p> <p><b>You then need to complete a Written task</b> – You need to write at least 750 words to justify your choice of stage format (in-the-round, end on, thrust etc.) What lighting colours would you use? What lanterns? What set? Why? Would you use props? What would be the costumes? What colours would you use to try and represent the various ideas within the play? Be imaginative.</p> <p><b>[RT] Director's concept</b>  <b>Look at pages 26 - 33</b>            You must <b>prepare a short presentation</b> explaining how you would approach, the staging of the scene from the point of view of the Director and Designs. This should include your ideas regarding lighting, make up, costumes, props and set. You must also include the reasons for your choice of stage format (in-the-round, end on, thrust etc.) You will need to present this to the class. Your presentation needs to be at least 3minutes long and should be accompanied by pictures or drawings to show the class exactly what you are intending.</p> <p><b>[HI] Write one short paragraph in response to the question below.</b>            Compare the advantage and disadvantages for an actor when presenting the performance text you have studied 'in the round'. This would be worth 6 marks in the actual exam.</p>	<p>Look at the following websites. They give you an introduction to devising.  <a href="https://www.youtube.com/watch?v=gUqZPfGIX6U">https://www.youtube.com/watch?v=gUqZPfGIX6U</a>  <a href="https://dramaresource.com/devising-theatre/">https://dramaresource.com/devising-theatre/</a></p>
			<p><b>Media &amp; Other Links</b></p> <p>Look at this website. This gives a detailed idea on devising. Read through each page as it will come in very helpful when you devise:  <a href="https://www.bbc.co.uk/bitesize/guides/zg9x34j/revision/4">https://www.bbc.co.uk/bitesize/guides/zg9x34j/revision/4</a></p> <p>Read the following on the practitioner, Steven Berkoff. We will be looking at him in depth and so it will be good to have an overview:  <a href="http://www.iainfisher.com/berkoff/berkoff-play-adaptation-kafka.html">http://www.iainfisher.com/berkoff/berkoff-play-adaptation-kafka.html</a></p> <p>Look at this short film on Artaud. Again it will really help you when it comes to devising:  <a href="https://www.youtube.com/watch?v=-ZAYe1HMIYU">https://www.youtube.com/watch?v=-ZAYe1HMIYU</a></p>



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"> <li>· Shaping,</li> <li>· Cutting,</li> <li>· Joining,</li> <li>· Shaping</li> </ul> 	<p>The BTEC engineering book, available at all good book stores</p> 
			<p><b>Super-Curricular Visits</b></p> <p>Check out Engineering in action for details on events near you:  <a href="https://thetrainingpartnership.org.uk/study-day/engineering-in-action-24-06-2019/">https://thetrainingpartnership.org.uk/study-day/engineering-in-action-24-06-2019/</a></p>
		<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"> <li>· How it's made,</li> <li>· Forged in Fire</li> </ul> <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><b>Media &amp; Other Links</b></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  <a href="https://www.youtube.com/user/ukquesttv">https://www.youtube.com/user/ukquesttv</a></p>

Subject	Topic	PREP Tasks	Further Research /Reading
Film Studies	WHIPLASH + ATTACK THE BLOCK	<p>[ER] Using the resources found on Go4School, the focus for this half term is understanding the film Whiplash. The Prep to be completed falls under this criteria</p> <ul style="list-style-type: none"> <li>• [ER] Whiplash – Background and Context to the film</li> <li>• [ER] Whiplash – Key Scene Analysis</li> <li>• [ER] Whiplash – Understanding the critical review</li> <li>• [ER] Whiplash – Finding examples of how the film under-represents women and how the film can be read as a film about male behaviour</li> </ul> <p>The PowerPoints to do all of this prep can also be found on the school's student resources drive under the heading 'Whiplash'</p> <p>[R4A] In terms of assessment, your film studies teacher will set you an essay which will ask you to explore the film through an examination of the key areas which are explained above.</p> <p>This will be set on Go4School</p> <p>[ER] Using the resources found on Go4School and the school's student drive 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"> <li>• Attack The Block – Context</li> <li>• Attack The Block - Representation</li> <li>• Attack The Block – Chosen scenes</li> </ul>	<p>The critical review of Whiplash can be found <a href="#">here</a></p> <p>Whiplash Review:  <a href="https://deepfocusreview.com/reviews/whiplash/">https://deepfocusreview.com/reviews/whiplash/</a></p>
			<h3>Super-Curricular Visits</h3> <p>Attack The Block – Behind the scenes  <a href="https://www.youtube.com/watch?v=BmKnfi_aQoA">https://www.youtube.com/watch?v=BmKnfi_aQoA</a></p> <p>Attack the Block – special effects  <a href="https://www.youtube.com/watch?v=bsfV9MUDUdk">https://www.youtube.com/watch?v=bsfV9MUDUdk</a></p> <p>Attack the Block – Film4 Special  <a href="https://www.youtube.com/watch?v=bHbMd9NR6ew">https://www.youtube.com/watch?v=bHbMd9NR6ew</a></p>
			<h3>Media &amp; Other Links</h3> <p>Please make sure that you continue to review the key terms of the subject – these can be found here:</p> <p>Mise en Scene: <a href="https://www.youtube.com/watch?v=wFiP-E1zTRc">https://www.youtube.com/watch?v=wFiP-E1zTRc</a></p> <p>Sound: <a href="https://www.youtube.com/watch?v=2kW9_SyilBM">https://www.youtube.com/watch?v=2kW9_SyilBM</a></p> <p>Editing: <a href="https://www.youtube.com/watch?v=zoi2nlulQDQ">https://www.youtube.com/watch?v=zoi2nlulQDQ</a></p> <p>Cinematography:  <a href="https://www.youtube.com/watch?v=9LkKgoq584M">https://www.youtube.com/watch?v=9LkKgoq584M</a></p> <p>History of Film Studies  <a href="https://www.youtube.com/watch?v=Ahibl_URhco">https://www.youtube.com/watch?v=Ahibl_URhco</a></p>
			

Subject	Topic	PREP Tasks	Further Research /Reading
Geography	The UK's Physical Landscape and UKs Human Landscape	<p>[R4A] Use the key word list to make yourself comfortable with the range of new terms used in class. BBC bitesize on this topic <a href="https://www.bbc.com/bitesize/topics/zskbv4j">https://www.bbc.com/bitesize/topics/zskbv4j</a></p> <p>[R4A] Make revision cards on Keywords.</p> <p>[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.</p> <p>[ER] Use the key word list to make yourself comfortable with the range of new terms used in class – this can be found on the student drive in the revision folder or by using the link on Go4Schools. Use this test if you like; <a href="https://www.bbc.com/bitesize/guides/z3h7sg8/test">https://www.bbc.com/bitesize/guides/z3h7sg8/test</a></p> <p>[ER] Make revision cards on Keywords.</p> <p>[ER] Study an atlas to compound your locational knowledge of Geography – especially the location of key economic players around the world including India, China, USA and UK.</p> <p>[R4A] Use <a href="#">Past Papers</a> revision link to attempt 3, 4 and 8 marks questions.</p> <p>[ER] Case study materials can be found in the revision folder on the student drive/ link <a href="#">UKs Evolving landscape</a> .</p>	<p>Keep up with the news, winter is the time when our rivers and coasts really become dynamic.</p> <p>Look in the school library at the magazines and text books to supplement your knowledge.</p> <p>How does the UK's human landscape link to other subjects you study?</p> <p>Read Prisoners of Geography by Tim Marshall</p> <p>How has immigration impacted on the UK over its history?</p> <p>Use the PREP wall to get practice questions and other resources.</p> <p>Ask your teacher about the extra curricula reading books in the library – especially if you're interested in A Level Geography.</p>
			<b>Super-Curricular Visits</b>
			<p>Going to the coast, see how it changes between winter and summer? When we can again!!!</p>
			<b>Media &amp; Other Links</b>
			<p><a href="https://www.youtube.com/playlist?list=PLPKtVpEVEjIDnGbJTlt2JdCJsFrEG3Qr">https://www.youtube.com/playlist?list=PLPKtVpEVEjIDnGbJTlt2JdCJsFrEG3Qr</a> Playlist on the geological history of the UK</p> <p><a href="https://www.youtube.com/watch?v=PdqoiZOYc8o&amp;t=12565">https://www.youtube.com/watch?v=PdqoiZOYc8o&amp;t=12565</a> impacts of flooding and erosion.</p>


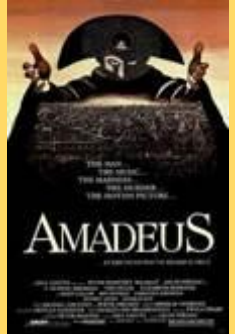
Subject	Topic	PREP Tasks	Further Research /Reading				
Health & Social Care	Component 1 – Human Lifespan Development	<p><b>Learning Aim B: Investigate how individuals deal with life events</b></p> <p>[RT] produce a personal timeline on the course of your life from birth to older age. Note the life events that have already happened and those you expect to happen.</p> <p>Then identify life events that are expected at a particular life stage (for example starting school) and expected life events that may happen at different life stages for example in Early Adulthood – marriage.</p> <p>[RT] Carry out interviews with your family/friends to see how they reacted to the same event, e.g. starting school, starting a new job, retirement.</p> <p>[RT] Write a description of a fictional character or media personality who has experienced a life event. For example, Michael J Fox has the illness Parkinson’s Disease.</p> <p>[RT] Research news reports to identify a real person who has had a life changing injury. Examples might include: a teenager injured on a ride at a well-known theme park in 2015 – Alton Towers, or Simon Weston, who was severely burned during the Falkland War. Explain the possible effects on areas of their development – PIES.</p> <p>[RT] Watch the Topsy and Tim episode – ‘Moving House’ <a href="https://www.youtube.com/watch?v=bFtJhS0n1sY">https://www.youtube.com/watch?v=bFtJhS0n1sY</a></p> <p>Make notes on how Topsy and Tim felt about moving to a new house and the possible effects that moving to a new house may have on them (postive and negative).</p> <p>[RT] Design a table like the one below and research the postive and negatives effects of redundancy.</p> <table><tr><th>Possible Positive Effects</th><th>Possible Negative effects</th></tr><tr><td></td><td></td></tr></table>	Possible Positive Effects	Possible Negative effects			<p>[RT] Evans, J .Not present and not correct: Understanding and preventing school exclusions, Barnardo’s, 2010 – a case study that looks at exclusion in young people. This study looks at the reasons and consequences of exclusion and looks at alternative methods and cost to improve exclusion.</p>
		Possible Positive Effects	Possible Negative effects				
	<p><b>Media &amp; Other Links</b></p> <p><a href="http://www.barnardos.org.uk">www.barnardos.org.uk</a></p> <p>Barnardo’s Believe in Children – has information on factors and life events that impact on infants, children, and adolescents. Students may need direction to relevant/suitable pages.</p> <p>Avoiding exclusion, available from: <a href="http://oxme.info/cms/learn/avoiding-exclusion">http://oxme.info/cms/learn/avoiding-exclusion</a></p> <p>A video clip by Oxfordshire County Council of three individuals’ experiences of exclusion and the effects it has on them.</p> <p>Effects of Redundancy: <a href="https://www.youtube.com/watch?v=CYsEMx_QDlk">https://www.youtube.com/watch?v=CYsEMx_QDlk</a></p> <p>Time for School – Primary School – Lucy’s first day <a href="https://www.youtube.com/watch?v=DnvgCgul5mo">https://www.youtube.com/watch?v=DnvgCgul5mo</a></p>						




Subject	Topic	PREP Tasks	Further Research /Reading
History	AMERICAN WEST • Plains Indians	<p><b>[PQ]</b> Use the Plains Indians Revision Pack on G4S to consolidate each lesson. There are questions you can practise in this pack too.</p> <p><b>[HI]</b> What is Manifest Destiny? Write a paragraph to explain.  <a href="https://www.historyonthenet.com/what-is-manifest-destiny">https://www.historyonthenet.com/what-is-manifest-destiny</a></p> <p><b>[RT]</b> Create your own timeline of key developments in the 19<sup>th</sup> Century.  <a href="https://www.historyonthenet.com/american-west-timeline-2">https://www.historyonthenet.com/american-west-timeline-2</a></p> <p><b>[HI]</b> Explain why the buffalo was so important to the Plains Indians [8 marks]  <a href="http://www.sd4history.com/unit3/buffalouses.htm">http://www.sd4history.com/unit3/buffalouses.htm</a></p> <p><b>[HI]</b> Answer the following Henry VIII exam questions and hand them in or email them to your teacher:</p> <ol style="list-style-type: none"> <li>1) Describe two features of England's war with France, 1522-1525 [4 marks]</li> <li>2) Explain why Henry VIII wanted to annul his marriage to Catherine of Aragon in 1527 [12 marks]</li> <li>3) 'Wolsey's domestic policy was a complete failure'. How far do you agree?</li> </ol> <p><b>[RT]</b> Revise <b>Medieval Medicine</b>. Create a spider diagram, PowerPoint Presentation or revision cards about:</p> <ul style="list-style-type: none"> <li>- What people thought causes disease</li> <li>- How people tried to prevent disease</li> <li>- How people tried to treat disease</li> <li>- Case Study: Black Death</li> </ul> <p><b>[RT]</b> Revise <b>Thomas Wolsey and Henry VIII's Foreign Policy</b>. Create a spider diagram, PowerPoint Presentation or revision cards about:</p> <ul style="list-style-type: none"> <li>- Why Wolsey rose to power</li> <li>- Why Wolsey fell from power</li> <li>- Why Henry wanted an annulment and how he tried to get it</li> <li>- Successes and Failures of Henry's foreign policy</li> </ul> <p><b>[PQ]</b> Complete exam questions for Medicine Through Time and Henry VIII and His Ministers. These can be found on Go4Schools. Bring in any that you complete for marking.</p> <p>We may also set PREP tasks in addition to those listed when necessary.</p>	<p>Reading: 'Bury My Heart at Wounded Knee' by Dee Brown</p>
			<p><b>Super-Curricular Visits</b></p>
			<p>Why not take an online tour of the North American exhibition at the British Museum: <a href="#">Click here</a></p> <p>To help consolidate your studies of Henry VIII so far, you could also take virtual tours of the Tower of London and Hampton Court Palace:  <a href="https://www.hrp.org.uk/discover-the-palaces/#gs.ma8cqg">https://www.hrp.org.uk/discover-the-palaces/#gs.ma8cqg</a></p>
			<p><b>Media &amp; Other Links</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.edexcel.com">www.edexcel.com</a> (Exam board)</li> <li>• <a href="#">On YouTube watch Ray Mear's 'How the Wild west was won'</a></li> <li>• <a href="#">'Dances with Wolves' – superb film!</a></li> <li>• <a href="#">Play the classic Oregon Trail Game</a>  <a href="https://classicreload.com/oregon-trail.html">https://classicreload.com/oregon-trail.html</a></li> </ul>

Subject	Topic	PREP Tasks	Further Research /Reading
MFL Spanish	Module 3 – Mi gente: Talking about social time, friends and family	<p><b>[R4A]</b> Learn the vocabulary associated with both of these modules – this can be found on the Google Drive which you will now have access to.</p> <p>This will allow you to practise your vocabulary learning by means of various interactive games and self-testing exercises.</p> <p><b>[R4A]</b> Work through your class notes and complete the Grammar sections in your Grammar and Translation Workbook which corresponds with those grammar concepts you have learnt in lessons.</p> <p><b>[R4A]</b> Revise for End of Module Assessments for Module 3 and Module 7 using your class notes and the revision checklist for these modules. This will have been given to you by your Spanish teacher, and can also be found in Go4Schools.</p> <p><b>[ER]</b> Find an article on the internet about anything that you are particularly interested in (e.g. sport, music, film, television, social issues, current affairs, the environment, etc.) and make a list of new words and their meanings in English from what you find in the article. You can use Collins online Spanish dictionary to help you with the definitions.</p> <p><b>[ER]</b> Try watching your favourite television shows on Netflix (or similar) with the Spanish subtitles.</p>	<p>Visit the local library or check their online catalogue. There are plenty of free resources: comic books, novels, books to complement students’ learning... Some favourite story books are available in Spanish too!</p> <p>Spanish newspapers online;</p> <ul style="list-style-type: none"><li>- <a href="http://www.elpais.com">www.elpais.com</a></li><li>- <a href="http://www.marca.com">www.marca.com</a></li><li>- <a href="http://www.20minutos.es">www.20minutos.es</a></li><li>- <a href="http://www.bbc.com/mundo">www.bbc.com/mundo</a></li></ul>
		<b>Super-Curricular Activities</b>	
		<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>	
<b>Media &amp; Other Links</b>			
<ul style="list-style-type: none"><li>• <a href="http://www.quizlet.com/ashaunak">www.quizlet.com/ashaunak</a></li><li>• <a href="http://www.languagesonline.org">www.languagesonline.org</a></li><li>• <a href="http://www.collinsdictionary.com/spanish">www.collinsdictionary.com/spanish</a></li><li>• 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.</li><li>• Memrise (app) - aim for 10-15 minutes/daily. Look for sets that are based on Mira (textbook used for Spanish at KS3)</li><li>• <a href="http://www.language-gym.com/#!/">www.language-gym.com/#!/</a> to practise verbs in all tenses</li><li>• BBC Bitesize for Spanish</li></ul>			

# GCSE Music


Subject	Topic	PREP Tasks	Further Research /Reading
GCSE Music		<p><b>[PQ] &amp; [ER]</b> Christmas Revision – Read through the notes and create revision resources. Listen to the tracks (use the internet address to access) and answer the questions. Use the mark scheme to check your answers and identify areas you need to PREP further.</p> <ul style="list-style-type: none"> <li>• <a href="#">Introduction to the Concerto</a></li> <li>• <a href="#">Baroque Concerto</a></li> <li>• <a href="#">Baroque Concerto Grosso</a></li> <li>• <a href="#">Classical Concerto</a></li> <li>• <a href="#">Romantic Concerto</a></li> </ul> <p><b>[HI]</b> PREP Priorities – Based on the task above – write a revision timetable for next half term to address the areas you need to work on. The timetable should include performance practice.</p> <p><b>[ER]</b> Compose a piece of music using the techniques you have learnt in class, but hand-write it like the original composers did. If you need manuscript paper you can print some here:</p> <ul style="list-style-type: none"> <li>• <a href="http://people.virginia.edu/~pdr4h/musicpaper/duet.pdf">http://people.virginia.edu/~pdr4h/musicpaper/duet.pdf</a></li> </ul>	<p><b>The Concerto:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.misswardmusic.com/the-concerto.html">https://www.misswardmusic.com/the-concerto.html</a></li> </ul>
			<p><b>Super-Curricular Visits</b></p> <p>Download <a href="#">Musescore</a> and start composing your own music at home.</p>
			<p><b>Media &amp; Other Links</b></p> <p><b>[ER]</b> Amadeus – Film – <a href="https://shenfield.planetestream.com/View.aspx?id=234~3w~EXHOHY&amp;code=tL~9KvyMJUxcSpUNurSWWabyAQIsqX5J3tsf9vleqveQmeWsF">https://shenfield.planetestream.com/View.aspx?id=234~3w~EXHOHY&amp;code=tL~9KvyMJUxcSpUNurSWWabyAQIsqX5J3tsf9vleqveQmeWsF</a></p> <p>Click the link and login using your normal school details.</p> 

Subject	Topic	PREP Tasks	Further Research /Reading
BTEC Music Technology	Unit 1 – The Music Industry	<p><b>Nando's Takeaway PREP sheet</b>  <a href="https://drive.google.com/file/d/1RldT0iYnOJhy93YSQTN1rndW8aOXmpuU/view?usp=sharing">https://drive.google.com/file/d/1RldT0iYnOJhy93YSQTN1rndW8aOXmpuU/view?usp=sharing</a></p> <p><b>Industry Workbook</b>  <a href="https://drive.google.com/file/d/1XI5rPILiHE8mNsPU_iYhCul-e1UyjV76/view?usp=sharing">https://drive.google.com/file/d/1XI5rPILiHE8mNsPU_iYhCul-e1UyjV76/view?usp=sharing</a></p> <p><b>Past Paper:</b>            We haven't looked at a past paper in class yet but if you would like to see what one looks like/have a go then the link is below:  <a href="https://drive.google.com/file/d/1VhmnFYiclqqEI9YyLcdAWWNBFsu3nrpz/view?usp=sharing">https://drive.google.com/file/d/1VhmnFYiclqqEI9YyLcdAWWNBFsu3nrpz/view?usp=sharing</a></p> <p><b>Mark Scheme for the above past paper:</b>  <a href="https://drive.google.com/file/d/1btDaHN4y2H7iSN-l3E3yo29pKh5csxgy/view?usp=sharing">https://drive.google.com/file/d/1btDaHN4y2H7iSN-l3E3yo29pKh5csxgy/view?usp=sharing</a></p>	<p><b>A comprehensive guide to a majority of the job roles in the music industry.</b>  <a href="https://www.music-jobs.com/uk/jobtypes/job-descriptions.php">https://www.music-jobs.com/uk/jobtypes/job-descriptions.php</a></p> <p><b>A look at how jobs in the music industry link together.</b>  <a href="https://www.allsaintsacademydunstable.org/wp-content/uploads/2018/05/Unit-1-Revision-Book-Higher-Ability-1.pdf">https://www.allsaintsacademydunstable.org/wp-content/uploads/2018/05/Unit-1-Revision-Book-Higher-Ability-1.pdf</a></p>
			<p><b>Media &amp; Other Links</b></p> <p><b>Job Roles</b>  <a href="https://www.youtube.com/watch?v=QMC4dBBXH2Y">https://www.youtube.com/watch?v=QMC4dBBXH2Y</a></p> <p><b>The Music Industry – PRS for Music</b>  <a href="https://drive.google.com/file/d/1kMcXFkshzjO7gmVu1K371PT4spP_bxNG/view?usp=sharing">https://drive.google.com/file/d/1kMcXFkshzjO7gmVu1K371PT4spP_bxNG/view?usp=sharing</a></p> <p><b>Music Publishing Explained</b>  <a href="https://www.youtube.com/watch?v=-eV6t8_pOso&amp;list=PLi33BPxA2q1qe5V9o8zgUHcQSs3KJvMkd">https://www.youtube.com/watch?v=-eV6t8_pOso&amp;list=PLi33BPxA2q1qe5V9o8zgUHcQSs3KJvMkd</a></p> <p><b>Music Publisher/Songwriter Explained</b>  <a href="https://www.youtube.com/watch?v=3D-pnxp6Voo">https://www.youtube.com/watch?v=3D-pnxp6Voo</a></p> <p><b>Music Industry Overview</b>  <a href="https://www.youtube.com/watch?v=-eV6t8_pOso&amp;list=PLi33BPxA2q1qe5V9o8zgUHcQSs3KJvMkd">https://www.youtube.com/watch?v=-eV6t8_pOso&amp;list=PLi33BPxA2q1qe5V9o8zgUHcQSs3KJvMkd</a></p> <p><b>Turning Your Songs into Money documentary</b>  <a href="https://www.youtube.com/watch?v=0xletCrn-iU">https://www.youtube.com/watch?v=0xletCrn-iU</a></p> <p><b>Mechanical Royalties Explained</b>  <a href="https://www.youtube.com/watch?v=5rZw_xu8_Jw">https://www.youtube.com/watch?v=5rZw_xu8_Jw</a></p>



Subject	Topic	PREP Tasks	Further Research /Reading										
PE	Theory: Anatomy & Physiology	<p><b>Paper 1 – Fitness &amp; Body Systems</b></p> <p><b>Anatomy &amp; Physiology topic areas</b> – Skeletal, Muscular, Cardiovascular, Respiratory, Aerobic/Anaerobic Respiration &amp; Effects of Exercise.</p> <p><b>[ER] Movement Analysis topic areas - Lever Systems, Planes &amp; Axis</b></p> <p><i>(Recap &amp; Revisit any of the above topic areas, which you feel is a topic area of improvement) Create revision mind maps or flash cards for this topic area(s).</i></p> <p><b>[HI] Lever Systems</b> – Copy &amp; Complete the following recap of Mechanical Advantage/disadvantage</p> <div><p>The benefit of a lever is tied to whether it operates at mechanical advantage or mechanical disadvantage. This is determined by the length of the load arm and the length of the effort arm.</p><p>Complete the flow diagram to outline the link between levers and mechanical advantage/disadvantage.</p><table><tr><th colspan="2">LEVERS</th></tr><tr><td><b>Load arm longer than effort arm</b></td><td><b>Effort arm longer than load arm</b></td></tr><tr><td>Mechanical advantage/disadvantage?</td><td>Mechanical advantage/disadvantage?</td></tr><tr><td>Lever class?</td><td>Lever class?</td></tr><tr><td>Example in the body?</td><td>Example in the body?</td></tr></table></div> <ol style="list-style-type: none"><li>1. Explain the role of Platelets, Red Blood Cells &amp; White Blood Cells (3)</li><li>2. Describe the characteristics of slow twitch muscle fibres (Type 1) (3)</li><li>3. Explain Aerobic exercise (3)</li><li>4. Identify the short term effects of exercising on heart rate, stroke volume and cardiac output (3)</li><li>5. Analyse the use of a third class levers in sports and physical activities (3)</li><li>6. Define the body’s 3 different planes of movement (3)</li></ol> <p><b>[HI] Extended Exam Questions (9 Marks)</b></p> <ol style="list-style-type: none"><li>1. Explain the long term effects of exercise on the muscular, respiratory and cardio-vascular systems (9).</li><li>2. Describe Gaseous Exchange and evaluate the extent to which it is important during a 100m sprint and during a marathon. (9)</li></ol>	LEVERS		<b>Load arm longer than effort arm</b>	<b>Effort arm longer than load arm</b>	Mechanical advantage/disadvantage?	Mechanical advantage/disadvantage?	Lever class?	Lever class?	Example in the body?	Example in the body?	<p><b>Research</b></p> <ul style="list-style-type: none"><li>- Fitness Components</li><li>- Fitness Testing</li><li>- Principles of Training</li><li>- Training Methods</li></ul> <p><b>Super-Curricular Visits</b></p> <ul style="list-style-type: none"><li>• Active involvement in sports clubs or a team is essential.</li><li>• Go to a live sports fixture or event.</li><li>• When exercising stop and think about how you feel, what is happening to your body? Can you link this to any topics covered?</li></ul> <p><b>Media &amp; Other Links</b></p> <ul style="list-style-type: none"><li>- Sky Sports News</li><li>- Live Sport</li><li>- Sports Biographies – give an excellent insight into the life of an elite level athlete</li><li>- Sports Documentaries on Netflix</li></ul>
		LEVERS											
<b>Load arm longer than effort arm</b>	<b>Effort arm longer than load arm</b>												
Mechanical advantage/disadvantage?	Mechanical advantage/disadvantage?												
Lever class?	Lever class?												
Example in the body?	Example in the body?												

Subject	Topic	PREP Tasks	Further Research /Reading
Performing Arts	Component 1 Exploring the Performing Arts	<p>Metamorphosis Logbook Coursework  <i>[IA] Internal Assessment – An internally assessed assignment or coursework that is due on the date of the Go4Schools deadline.</i></p> <p>You must work towards completing your Research Report on the 2 plays you have studied so far for this unit – ‘The Curious Incident of the Dog in the Night-Time’ and ‘Metamorphosis’.</p> <p>For each play you need to follow the ‘Task List’ provided for Learning Aim A: A1 &amp; A2 and the ‘Task List’ provided for Learning Aim B: B1 &amp; B2 to ensure you are including all the required information.</p> <p>If you have lost the Task Lists you were given in lesson you can find them on <a href="#">Go4Schools</a>.</p> <p>You must conduct further research to support your work and to deepen your knowledge.</p> <p>You MUST make sure the below are included in your RESEARCH REPORT:</p> <ul style="list-style-type: none"> <li>• Make it clear HOW the different theatrical elements (drama skills, techniques, props, costume, set, lighting, and music) work together in the professional production to achieve the artistic aim for the show. (Learning Aim B)</li> <li>• Demonstrate a clear understanding of the roles and responsibilities for a performer (actor) and non-performer (director / movement director) for each play. (Learning Aim A)</li> <li>• Show a clear understanding of how a play is taken from page to stage – the process and people involved. (Learning Aim B)</li> </ul> <p><a href="https://lionhearttheatre.org/theatre-production-from-the-script-to-the-stage/">https://lionhearttheatre.org/theatre-production-from-the-script-to-the-stage/</a></p>	<p><i>BBC Bitesize – Theatre Roles:</i>  <a href="https://www.bbc.co.uk/bitesize/guides/zhx3pg8/revision/1">https://www.bbc.co.uk/bitesize/guides/zhx3pg8/revision/1</a></p> <p><i>Who Works in a Theatre?</i>  <a href="http://www.theatretrust.org.uk/discover-theatres/theatre-faqs/253-who-works-in-a-theatre">http://www.theatretrust.org.uk/discover-theatres/theatre-faqs/253-who-works-in-a-theatre</a></p>
			<p><b>Media &amp; Other Links</b></p> <p><i>The Curious Incident of the Dog in the Night-Time</i>  <a href="#">BBC Two - The Curious Incident of the Dog in the Night-Time: From Page to Stage - Clips</a></p> <p><i>Metamorphosis example performance (Berkovian Style):</i>  <a href="https://www.youtube.com/watch?v=E17TtdUgL0w">https://www.youtube.com/watch?v=E17TtdUgL0w</a></p> <p>THERE ARE MANY CLIPS ON YOUTUBE OF EACH PLAY BEING PERFORMED BY PROFESSIONAL AND AMATURE COMPANIES – WATCH AS MANY CLIPS AS YOU CAN TO DEVELOP YOUR UNDERSTANDING OF EACH PLAY – THE STYLE, CHALLENGES, SKILLS REQUIRED AND HOW THE DIFFERENT ELEMENTS WORK TOGETHER TO ACHIEVE THE AIM OF THE PIECE.</p>

Subject	Topic	PREP Tasks	Further Research /Reading
Sociology	Research Methods	<p>[RT] 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.</p> <p>[RT] What official statistics/documents can you find related to Shenfield High School? Do they give a valid insight into the school?</p> <p>[ER] Write a paragraph explaining why some sociologists choose to use covert observation instead of overt observation</p> <p>[ER] Create a list of the different sampling techniques used by sociologists. What are the advantages and disadvantages of each technique?</p> <p>[ER] Design a poster explaining the difference between validity and reliability</p> <p>[PQ] Answer exam questions on the research methods topic, Use the exam board website to find past papers  <a href="https://www.educas.co.uk/qualifications/sociology-gcse/#tab_pastpapers">https://www.educas.co.uk/qualifications/sociology-gcse/#tab_pastpapers</a></p> <p>[ER] Review all handouts received and notes made in lessons. Use these to create revision resources.</p>	<p>[ER] Read the book Gang leader for a day by sociologist Sudhir Venketesh  <a href="https://www.amazon.co.uk/Leader-Sociologist-Streets-LEADER-Paperback/dp/B00QPZAQ1C/ref=pd_lpo_sbs_14_t_1?encoding=UTF8&amp;psc=1&amp;refRID=EGY972GVCA3MGTGN54XP">https://www.amazon.co.uk/Leader-Sociologist-Streets-LEADER-Paperback/dp/B00QPZAQ1C/ref=pd_lpo_sbs_14_t_1?encoding=UTF8&amp;psc=1&amp;refRID=EGY972GVCA3MGTGN54XP</a></p>
			<p><b>Super-Curricular Visits</b></p> <p>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.</p>
			<p><b>Media &amp; Other Links</b></p> <p>Watch an episode of Educating Essex or Greater Manchester on You Tube – school documentaries where schools agree to have cameras placed to see the real life workings of a school.  <a href="https://www.youtube.com/watch?v=nVrMQyBHVWl">https://www.youtube.com/watch?v=nVrMQyBHVWl</a></p> <p>Write up what ethical and practical issues would have to be considered to complete a piece of research like this.</p>

## 1. Self-Testing

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

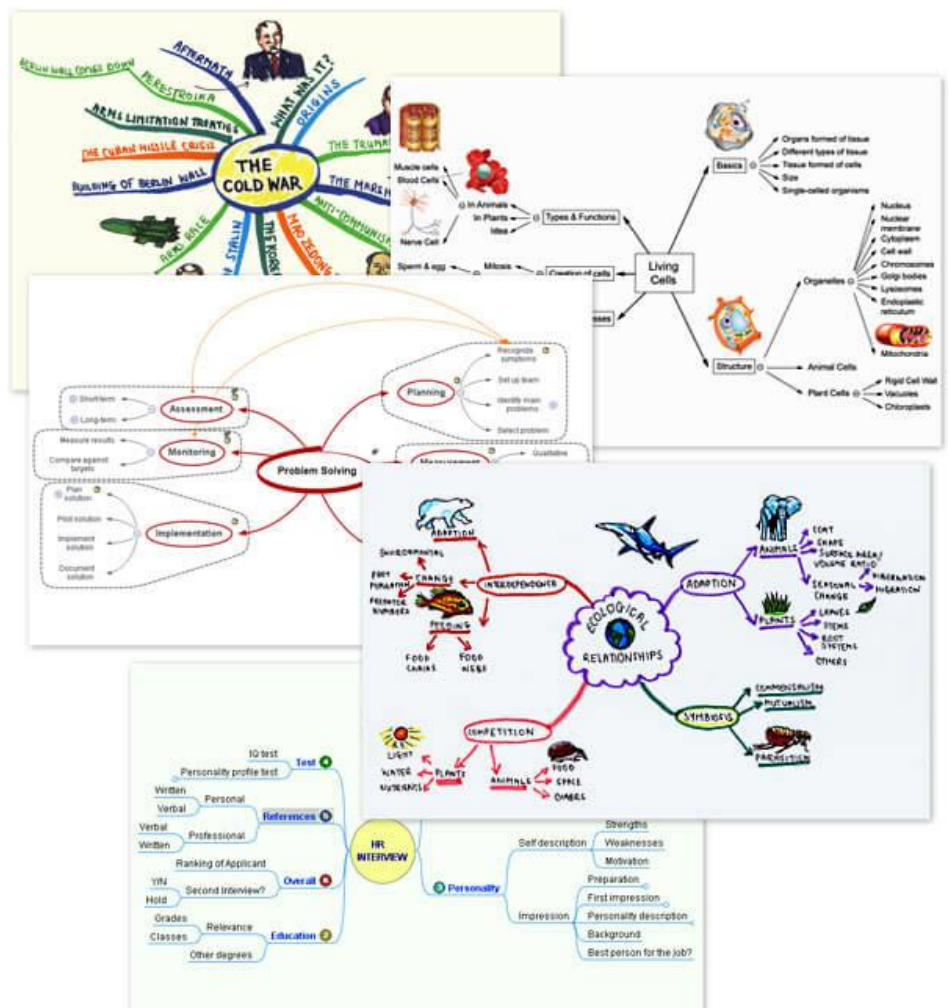
On another piece of paper, try to write down the key words and definitions from memory.

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.

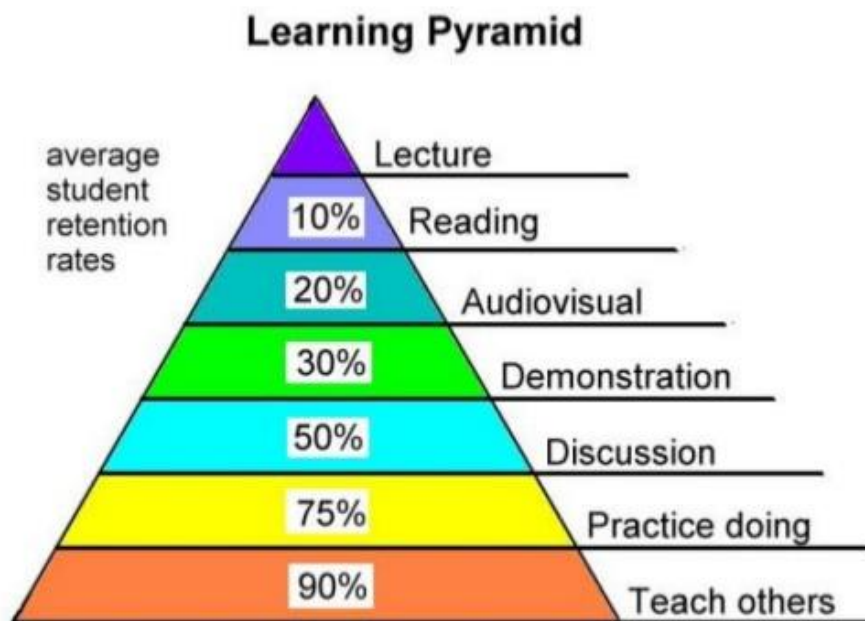
TIP: On the back of the revision card, write the title from the front. Then, after you have read through your cards a number of times, turn them over. Look at the title and self-test yourself on the information. Once you have recalled all you can, turn the card back over and check your answers.

### 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

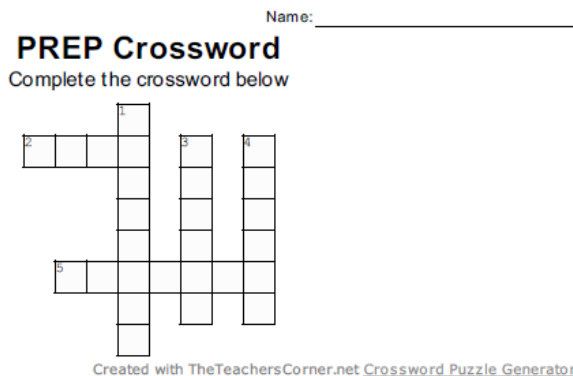
### 1. Key Words Crossword Puzzle

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.

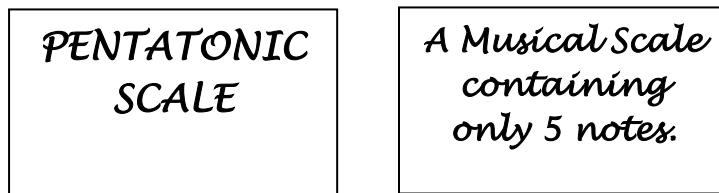
## 6. Card Matching Game

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:



## 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!

