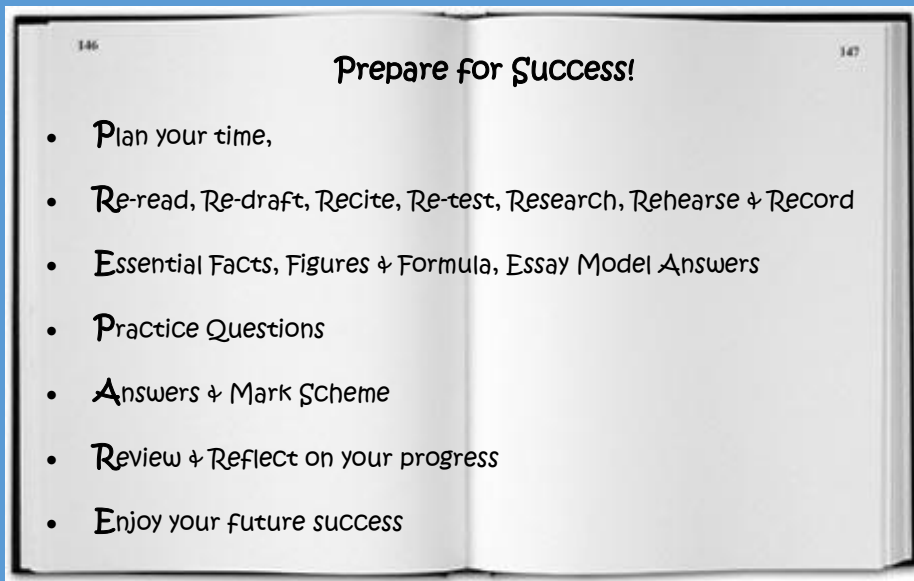




Shenfield High School



PREP

Newsletter

Year 11

Autumn 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:

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

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

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

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

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

How to use this Newsletter

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

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


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

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


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

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


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

Subject	Topic	PREP Tasks	Further Research /Reading
English	Shakespeare	<ol style="list-style-type: none"> 1. Re-read key scenes from the play and make notes. An easy way to do this is to identify a main character (Lady Macbeth) or a key theme (ambition/violence) and go back to scenes that include them. The most successful pupils will have re-read sections of the play THREE times. 2. Create flashcards of the big ideas from each act (limit it to 6 per act so as not to confuse). Choose some key quotations which illustrate these ideas, along with supporting analysis notes. 3. Re-read your class notes. Turn them into revision posters or flashcards – put them around your room. 4. On Go4Schools you will find a range of revision guides, PowerPoints, and resources to support your revision under the heading Literature Paper 1- Macbeth. 5. Use Seneca learning to revise the plot, characters, key themes, and ideas from your text. Use the quizzing and self-test function to self-assess your revision. 	<p>Research the some of the social issues which pervade the play Macbeth. Consider the following issues: life in the Jacobean period, the roles of men and women, religious beliefs and political issues surrounding the reign of James I.</p> <div data-bbox="1393 531 2168 587"> Super-Curricular Visits </div> <p>What's on at The Globe Theatre Places to visit linked to Shakespeare</p> <div data-bbox="1393 759 2168 815"> Media & Other Links </div> <p>Macbeth - Animated Tales (28 minutes) BBC Bitesize Seneca Learning Seneca Learning- Quotation Revision Revision world notes Mr Bruff revision video playlist Key Ideas</p> <p>Some additional guides which may be useful: Macbeth revision guide Macbeth revision guide 2</p>


Subject	Topic	PREP Tasks			Further Research /Reading
Mathematics	Indices Formulae Equations	<p><i>Checkpoint</i> PREP tasks are set on a two weekly basis and provide exam style practice and feedback. Classroom teachers may set further PREP tasks at their discretion.</p> <p>The best place for additional PREP for Mathematics is www.hegartymaths.com, with online tutorials and practice questions. The best practice is to watch and make notes on the video in your Maths PREP book, then copy and complete the quiz questions, self-assessing using the online feedback.</p>			<p>1. nRich website</p> <p>Shifting Times Tables https://nrich.maths.org/6713 Polygon Rings https://nrich.maths.org/11231</p> <p>2. www.parallel.org.uk Have a look at www.parallel.org.uk by Simon Singh - weekly maths challenges – just 15 minutes of interesting, fun and challenging material: mystery and history, activities and oddities, puzzles and problems.</p> <p>3. Books to Read</p> <p>The Magic of Pineapples: A Brain Tingling Adventure Through Amazing Mathematics by William Emeny</p>
		<p>[R4A] Indices</p> <p>Find multiples, factors, and primes. (clips 33, 27, 28)</p> <p>Use powers, find cube root. (clip 100)</p> <p>Index notation, simplify and solve linear equations. (clip 105)</p> <p>Use index laws and derive expressions (clip 107)</p> <p>Express numbers as a product of prime factors. (clip 29)</p> <p>Find the Highest Common Factor (clip 32)</p> <p>Standard form. (clips 122, 123)</p> <p>Using standard form to order numbers. (clip 124)</p> <p>Calculations with standard form (clip 126)</p> <p>Fractional and Negative Indices (clip 110)</p>	<p>[R4A] Formulae</p> <p>Change the subject of a formula. (clip 281)</p> <p>Substitute into expressions. (clip 782)</p> <p>Substitute manipulate expressions and formulae. (clip 279)</p> <p>Derive an equation to solve a word problem. (clip 176)</p> <p>Derive equation to find perimeter of a triangle. (clip 552)</p> <p>Change the subject. (clip 284)</p> <p>Change the subject where subject appears twice. (clip 286)</p> <p>Adding algebraic fractions. (clip 172)</p>	<p>[R4A] Equations</p> <p>1 step equations. (clip 178)</p> <p>2 step equations (clip 179-182)</p> <p>3+ step equations (clip 183-189)</p>	
					<p>Media & Other Links</p> <p>[ER] Fractions, Decimals and Percentages Funny Fractions and Ford Circles – Numberphile https://www.youtube.com/watch?v=0h1vhQZIOQw</p> <p>[ER] Simplifying and Substituting Algebra Basics: What Is Algebra? - Math Antics https://www.youtube.com/watch?v=NybHckSEQBI</p> <p>[ER] Probability Consecutive Coin Flips - Numberphile https://www.youtube.com/watch?v=SDw2Pu0-H4g</p>


Subject	Topic	PREP Tasks	Further Research /Reading
Science	Biology: Homeostasis Chemistry: Organic Chemistry Physics: Forces	<ul style="list-style-type: none"> 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. Students are advised to download the PREP work (normally consisting of a 2 or 3 A4 pages) print it off (reduced to A5 size to save paper) and complete the work set. Students should print off and attempt this PREP work as soon as they can access it and bring any issues they are having with the PREP to the attention of their teacher or to the PREP drop-in sessions. <p>In addition to the PREP that is set weekly students are also encouraged to investigate the additional PREP work for each subject shown below: -</p> <p>Biology Try the retrieval roulette questions and daily revision tasks that are in the student area.</p> <p>Chemistry Command words are the words and phrases used in exams that tell students how they should answer a question. Study the meaning of the words on the command words sheet on the student drive. Complete the accompanying worksheet to test your understanding.</p> <p>Physics Students can download resources from the students drive including flash cards they can use them to aid in the recall of key terms unit and equations. There are also recall questions and exam style questions they can try with the answers available so work can be checked.</p>	<p>Try and find a YouTube channel that provides tutorials. “Freesciencelessons” is a cracker, can you find better?</p>
			Super-Curricular Activities
			<p>Visit the Body Worlds Exhibition in London</p> 
			Media & Other Links

Subject	Topic	PREP Tasks	Further Research /Reading
<div data-bbox="152 635 203 1054" data-label="Section-Header"> <h1>Art and Textiles</h1> </div>	<div data-bbox="293 635 344 1050" data-label="Section-Header"> <h2>Buildings Project</h2> </div>	<div data-bbox="600 217 1173 325" data-label="Text"> <p>Buildings Project To be completed at home and in class. Students must spend at least 3 hours on each task.</p> </div> <div data-bbox="394 373 1366 523" data-label="List-Group"> <p>Complete:</p> <ul style="list-style-type: none"> 6 x Observational drawings of things related to your 'Buildings' project. (3 x grey pencil studies and 3x coloured studies using a media of your choice). </div> <div data-bbox="418 552 1366 845" data-label="Image"> </div> <div data-bbox="394 928 1366 1158" data-label="Text"> <p>Complete; [HI] 2 x Artist research pages (use the writing about artist worksheet to help). You must research two, artists whose work inspires you and use the worksheet to write about their work. Explore their drawing/ painting technique in your own way by drawing from one of your own photos and adding colour using their techniques.</p> </div> <div data-bbox="394 1203 1366 1315" data-label="Text"> <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.</i></p> </div>	<div data-bbox="1404 217 2150 325" data-label="Text"> <p>Many artists have been inspired by Nature and the world around us. Below are just a few who captured it beautifully.</p> </div> <div data-bbox="1404 335 1881 561" data-label="List-Group"> <p>Research the following Artists:</p> <ol style="list-style-type: none"> 1. Giovanni Antonio Canal(etto) 2. Claude Monet 3. Ian Murphy 4. Leonid Afremov 5. Camille Pissarro </div> <div data-bbox="1404 619 1800 660" data-label="Section-Header"> <h3>Super-Curricular Visits</h3> </div> <div data-bbox="1404 708 2150 858" data-label="Text"> <p>Brentwood and London provide excellent resource for photographing your own images to use in this project. Try a few artists' styles and pick the technique you prefer to create your own unique picture.</p> </div> <div data-bbox="1424 865 2002 1018" data-label="Text"> <p>Find out more at: https://www.tate.org.uk/visit/tate-britain https://www.nationalgallery.org.uk/ https://www.vam.ac.uk/</p> </div> <div data-bbox="1404 1082 1771 1123" data-label="Section-Header"> <h3>Media & Other Links</h3> </div> <div data-bbox="1404 1171 2069 1385" data-label="Text"> <p>Drawing buildings; Artists: https://www.youtube.com/watch?v=oytc8TOC4Dg https://www.youtube.com/watch?v=noaO5SBypY8 https://www.youtube.com/watch?v=oytc8TOC4Dg</p> </div>

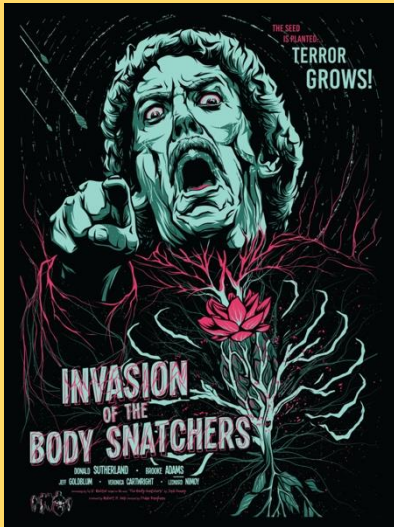
Subject	Topic	PREP Tasks	Further Research /Reading
<h1 style="text-align: center;">BTEC Business</h1>	<h2 style="text-align: center;">Component 3: Promotion and Finance for Enterprise</h2>	<p>(RT) Go on the following websites and note down the adverts that appear. Are they relevant to the site? www.skysports.com www.amazon.co.uk www.dailymail.co.uk why do you think these adverts appear on these sites?</p> <p>(RT) Find out who sponsors your favourite sport team or television programme. How much do you think the sponsorship deal increases awareness of the business? What are the advantages and disadvantages of using sponsorship in the example you have chosen?</p> <p>(R4A) Create a poster that shows the order of financial documents and what their purposes are.</p> <p>(ER) Read through the glossary key terms for Criteria A and B– highlight key words you are not sure of. Make a revision spider diagram of these words for you to use as revision tool.</p> <p>(ER) Create revision cards of the key financial calculations cost and revenue terms and get someone to test you.</p> <p>(RT) Talk to a family member or a friend who has started and owns their own business. Discuss what their direct and indirect costs are.</p>	<ul style="list-style-type: none"> • Class notes • Practice exam questions in the Business and Economics folder on the school drive. • BBC news or other current affairs programmes • Newspapers or online news sites • BBC Bitesize <div style="background-color: #d9e1f2; padding: 5px; margin-top: 10px;"> Super-Curricular Activities </div> <p>The Oldest Sweet Shop in England is in North Yorkshire. It opened in 1827 and is still very successful, selling a huge range of sweets, toffees and chocolates. Investigate its marketing mix by checking out its website. Identify how it has coordinated the four Ps of product, place, price and promotion to stay successful. Now identify one local business that is successful and one that is not. Your task is to find out how its marketing mix has contributed to each businesses success of failure. Present your findings as a report.</p> <div style="background-color: #d9e1f2; padding: 5px; margin-top: 10px;"> Media & Other Links </div> <ul style="list-style-type: none"> • Tricky Business • The Apprentice • Dragons' Den
			

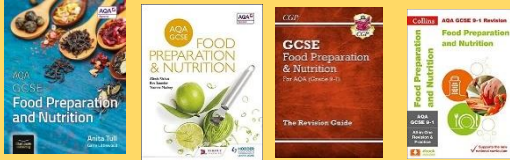
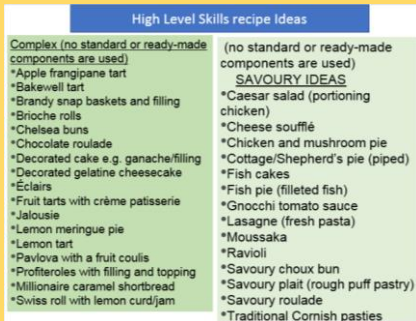
Subject	Topic	PREP Tasks	Further Research /Reading
Business	Topic 2.1 Growing the business	<p><u>Year 10 theme 1 consolidation exercises:</u></p> <p>[ER] Read your class notes and additional theory presentations on theme 1 topics.</p> <p>[ER] Use revision cards or the mind maps on the student drive to consolidate your learning of application, analysis, and evaluation skills.</p> <p>[ER] Review your current understanding of theme 1 through the following resources</p> <p>[ER] Practise theme 1 MCQ via kahoot or the documents on the student drive</p> <p>[ER] Practise theme 1 revision the flashcards</p> <p><u>Year 11 theme 2 current theory focus:</u></p> <p>[R4A] Classroom assessments will occur throughout the term to check understanding of theory and assessment technique. The dates of these assessments will be placed onto go4schools. Students should be using their classroom notes and assessment books as their main source of information. Revision activities can also be found through the relevant links on https://mrshearingbusinessstudies.weebly.com/ . Results, including an average score will then be entered onto go4schools to illustrate relative performance.</p> <p><u>Topic 2.1 – Growing the business</u></p> <p><u>Task 1</u></p> <p>[RT] Research how Apple have grown through a mixture of organic and inorganic methods. Investigate different examples and consider the benefits and drawbacks to Apple of using both methods.</p> <p><u>Task 2</u></p> <p>[HI] Create a visual timeline of how a company of your choice has grown. Include relevant dates and facts on your chosen company.</p> <p><u>Task 3</u></p> <p>[RT] Investigate how Fever Tree began. Investigate the impact of their stock market floatation including when they floated on the stock market, what the share price started at and its current share price. Consider the factors that have driven forward this increase in share price and the factors that caused this expansion.</p> <p><u>Task 4</u></p> <p>[HI] Investigate the current ‘winners’ and ‘losers’ of globalisation. Consider companies that have been a significant increase in their export market as a result of the weak GBP, and in contrast how companies have suffered because the majority of their output in the UK requires a significant amount of imports of overseas raw materials.</p>	<ul style="list-style-type: none"> • Class notes. • Theme 1 revision guide. • BBC news business. <p>Newspapers</p>
			Super-Curricular Activities <p>Start your own business! In HOUSE groups (from either of the two classes). Formulate a business idea and complete the business proposal document. This can be obtained from your teacher.</p>
			Media & Other Links <ul style="list-style-type: none"> • BBC Business Live • Business Daily • The News Explained • Panorama • Dispatches • Tricky Business • The Apprentice Dragons' Den

Subject	Topic	PREP Tasks	Further Research / Reading
Computer Science	1.3 Wired and Wireless Networks, Protocol and Layers	<p><u>Unit One PREP Work</u></p> <p>Unit 1.4 Wired and Wireless Networks, Protocols and Layers</p> <p>All PREP tasks and resources are available on Google Classroom (classroom.google.com).</p> <p>To consolidate learning in the classroom and prepare for the topic, students should complete the following tasks:</p> <ul style="list-style-type: none"> Watch unit 1.3 Wired and Wireless network, Protocols and Layers J277 OCR PREP videos created by Craig and Dave. Students should make thorough notes on Google Docs. https://www.youtube.com/playlist?list=PLCiOXwirraUCTooN8MYg4RDWF3FUC7JBU Students should complete online BBC bitesize knowledge quizzes on the following topic: https://www.bbc.co.uk/bitesize/guides/zvspfcw/revision/1 Students to log onto Seneca Learning and complete unit 2.1 www.senecalearning.com 	<ul style="list-style-type: none"> Cambridge GCSE Computing Online (Massive Online Open Course) www.cambridgegcsecomputing.org Crash Course: Computer Science (YouTube) www.youtube.com (search for: crash course computer science) Python Tutorials www.learnpython.org Learn Python Course www.codecademy.com/learn/learn-python Clever Programmer: Learn Python Programming (YouTube) www.youtube.com (search for: clever programmer python)
			<p>Super-Curricular Visits</p> <p>The National Museum of Computing at Bletchley Park is a great place to find out about the history of Computer Science and Cryptography. www.tnmoc.org bletchleypark.org.uk</p> <p>Centre For Computing History Students will learn about the extraordinary advance in technology over 50 years of computing history and discover how computers have not only accelerated our lives, but radically transformed them.</p>
			<p>Media & Other Links</p> <ul style="list-style-type: none"> Seneca: www.senecalearning.com Google Classroom: classroom.google.com

Subject	Topic	PREP Tasks	Further Research /Reading
Drama	DEVISING DRAMA - COMPONENT 1/2	<p>[HI] Deadline on Go4Schools Continue to work on your devising portfolios. Use the handout given to you in class. You may also use the BBC bitesize link below to help you understand what is required in each section (some of the material on this revision section also talks about the practical rehearsals, you'll need to pick out the sections relevant to the portfolio). Remember – the 3rd section (evaluation) can only be written after you have performed (this can be your original performance from the summer and then you can add to this section after the final performance this half term) https://www.bbc.co.uk/bitesize/guides/z6ydrj6/revision/1</p> <p>[RT] [R4A] Re-read “Find Me” as revision for your Mock exams next half term.</p> <p>[R4A] For “Find Me” revision, go back and watch the online lessons to help you revise for the mock exams next half term https://shenfield.planetestream.com/View.aspx?id=2743~4q~qMPeeqUM https://shenfield.planetestream.com/View.aspx?id=2769~4y~AlgvJVfK https://shenfield.planetestream.com/View.aspx?id=2744~4r~SAdDPBeX https://shenfield.planetestream.com/View.aspx?id=845~3E~OC97mi https://shenfield.planetestream.com/View.aspx?id=858~3I~Toimbt</p>	<p>Key Texts OCR GCSE (9-1) Drama Revision Guide – Annie Fox https://www.amazon.co.uk/OCR-GCSE-9-1-Drama-Annie/dp/191120873X</p> <p>Media & other Links</p> <p>OCR exam board portfolio examples with examiner commentary https://www.ocr.org.uk/Images/340509-candidate-style-answers-devising-exemplar-2-with-commentary.pdf</p> <p>Revision links for the written exam/ mock exams</p> <p>Sound design https://www.bbc.co.uk/bitesize/guides/zk7yt39/revision/1</p> <p>Set Design https://www.bbc.co.uk/bitesize/guides/z7trf4j/revision/1</p> <p>Costume Design https://www.bbc.co.uk/bitesize/guides/zbktqp3/revision/1</p> <p>Lighting Design https://www.bbc.co.uk/bitesize/guides/z4jsxyc/revision/1</p>
			

Subject	Topic	PREP Tasks	Further Research /Reading
Engineering	Component 1: Exploring engineering Sectors	<p>Students need to have a good understanding of the different roles within an engineering company and what these roles entail.</p> <p>The military employs more engineering than any other non-engineering company. They are also regarded as some of the best. See what it takes to be an engineer in the Royal Navy</p> <p>https://apply.army.mod.uk/roles/royal-electrical-and-mechanical-engineers</p> <p>https://www.gradcracker.com/hub/138/royal-navy/videos/3904/royal-navy-the-varied-engineering-roles-in-the-senior-service</p>	<p>The BTEC engineering book, available at all good bookstores</p> 
			<p>Super-Curricular Activities</p> <p>Check out Engineering in action for details on events near you</p> <p>https://thetrainingpartnership.org.uk/study-day/engineering-in-action-24-06-2019/</p> <p><i>Engineering</i> in ACTION</p>
		<p>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>Media & Other Links</p> <p>Google Sketch is a skill, don’t let it go rusty. Pick a product and challenge yourself to make the closest replica you can.</p>  <p>QUEST TV have a YouTube channel</p> <p>https://www.youtube.com/user/ukquesttv</p>

Subject	Topic	PREP Tasks	Further Research /Reading
Film Studies	E.t. and invasion of the body snatchers	<p>[ER] Using the resources (the booklet for example) found on the student drive and Go4School, the focus for this half term is understanding the examined films ET and Invasion of the Body Snatchers – the emphasis for prep at home should thus be focused on students taking notes on these areas:</p> <ul style="list-style-type: none"> - Background and Context - Representation - Key scenes analysis <p>The booklet to do all this prep can be found on the school's student resources drive under the heading 'ET and Invasion of the Body Snatchers'</p>	<p>For videos on ET – please watch the following playlist https://www.youtube.com/playlist?list=PLF929CA7ADCC183FD</p> <p>To watch Invasion of the Body Snatchers – please watch the following video http://www.zappinternet.com/video/CoKmFezCin/Invasion+of+the+body+Snatchers+(1956)/</p>
		<p>[R4A] In terms of assessment, your film studies teacher will set you an essay on the research, as well as an assessment in the classroom. Details of these assessments will be found on Go4Schools.</p>	<p>Super-Curricular Activities</p> <p>Harry Potter Tour https://www.wbstudiotour.co.uk/</p> <p>London Film Museum – James Bond exhibition http://londonfilmmuseum.com/</p>
			<p>Media & Other Links</p> <p>Please revise the following film terms:</p> <p>Mise en Scene https://www.youtube.com/watch?v=wFiP-E1zTRc</p> <p>Sound https://www.youtube.com/watch?v=2kW9_SyjlBM</p> <p>Editing https://www.youtube.com/watch?v=zoi2nlulQDQ</p> <p>Cinematography https://www.youtube.com/watch?v=9LkKgoq584M</p> <p>History of Film Studies https://www.youtube.com/watch?v=Ahlbl_URhco</p>

Subject	Topic	PREP Tasks	Further Research /Reading
GCSE Food, Preparation & Nutrition	Preparing for NEA2	<p>[R4A] To access higher mark bands in the NEA2, students need to demonstrate they have a good understanding of nutrition.</p>	<p>A variety of GCSE Food, Preparation & Nutrition textbooks are available at all good book stores</p> <div></div>
		<p>Create a knowledge organiser using a revision guide for each of the key areas: Carbohydrates, proteins including HBV and LBV, fats, <i>vitamins and minerals</i>, and making informed choices for a varied and balanced diet, including related dietary reference values.</p>	
		<p>[R4A] As part of the NEA you will need to confident in using our Nutritional Programme to create food labels for your recipes and analysing their nutritional values.</p>	<h3>Super-Curricular Activities</h3> <p>Practice cooking high skill dishes at home and</p> <div></div> <p>keep a record of your results. Remember it takes at least 3 attempts to master a recipe!</p>
		<p>Upload your favourite recipes and meals to the Nutrition Program website (https://www.nutritionprogram.co.uk) using your login (your school number) and password (1ShenField2) to review the costing and nutrition. Can you analyse your favourite recipes? Can you explain how to make them healthier?</p>	
		<p>[R4A] After research we will complete up to 3 ‘technical trials’ to demonstrate your practical skills you will take forward into your final 2-course dishes (plus accompaniments). Collate recipes which cover as many skills as possible. The skills set by AQA are:</p>	<h3>Media & Other Links</h3> <p>For an interactive revision guide which covers all the AQA specification, come join our class on Seneca (senecalearning.com – class code Ownfe1ioj4)</p>
		<p>General practice skills, knife Skills, preparing fruit and vegetables, use of a cooker, use of equipment, cooking methods, prepare, shape and combine, Sauce making, tenderise and marinate, dough, raising agents, and setting mixtures</p>	

Subject	Topic	PREP Tasks	Further Research /Reading
Geography	Mocks revision	<ul style="list-style-type: none"> Use PLCs handed out in lesson to check knowledge for Paper 1 and Paper 2 Complete attached exam questions in Easter Revision Folder <p>Paper 1 Case studies you must know</p> <ul style="list-style-type: none"> Tectonic Hazards: Japan (Developed), Haiti (Developing/emerging) Climatic Hazards: Katrina (Developed) Aila (Developing/emerging) Development of an emerging country: India <p>Paper 2 Case studies you must know</p> <ul style="list-style-type: none"> ➤ Coastal Landscape: Christchurch Bay, Holderness Coast/Swanage ➤ River Flooding, Debden Brook, Essex/ River Severn ➤ How a dynamic UK city is changing: London ➤ River Fieldwork: Debden Brook <p>Use attached link to go through to get extra resources</p> <p>How to revise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure your practice papers are fully completed. Mark using mark schemes given. <input type="checkbox"/> Complete Personalised learning check lists for each module (in folder) to check you are confident with all areas of each topic <input type="checkbox"/> Use the Kerboodle online book to add to your notes https://www.kerboodle.com/users/login?user_return_to=%2Fapp <input type="checkbox"/> Look over your mock exams – look at where you lost/gained marks and why <input type="checkbox"/> Revise your case studies thoroughly <input type="checkbox"/> Use your glossaries to check you are confident with key terms. <input type="checkbox"/> Get someone else to test you/make key word cards 	<p>Edexcel website for extra exams and tips https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html</p>
			<p>Super-Curricular Activities</p> <p>What can you do with Geography jobs? https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/geography</p>
			<p>Media & Other Links</p> <p>Use BBC bitesize to revise https://www.bbc.com/bitesize/examspecs/zsytxsg</p> <p>Revision Folder for PREP Targeted revision for the topics that will be on your mocks</p>

Subject	Topic	PREP Tasks	Further Research /Reading
<h1>Health and Social Care</h1>	<h2>Component 2- Health and Social Care Services</h2>	<p>[IA] Component 2 - Assignment Title: <i>‘Health and Social Care services and their barriers’.</i></p> <p>For this assignment you need to use the case study about Myra McDermott and Elizabeth McDermott.</p> <p>[IA] For this task, you must produce a review of the health and social care services in your area, and how they would meet the needs of the individuals in the case study you have chosen to use.</p> <p>Your review will be divided into three sections</p> <p><u>[IA] Section 1</u></p> <p>For this section, you must explain how the health and social care services in your area will meet the needs of each of the individuals in your chosen case study.</p> <p>In your work, you must refer to the health and the social care needs of your chosen individuals and link these to the service that will meet that need.</p> <p><u>[IA] Section 2</u></p> <p>In this section, you must choose one of the health or social care services you have written about in section one.</p> <p>You should explain how barriers could influence whether one of your chosen individuals could use the service.</p> <p>You should also include examples of any difficulties each individual may have in accessing the service.</p>	<p>[RT] A document by Care Quality Commission to assess readability, <i>‘How to complain about a health or social care service’</i>, e.g. http://www.cqc.org.uk/sites/default/files/documents/2014_0210_6642_cqc_how_to_complain_leaflet_final_web.pdf</p> <p>[RT] www.nhs.uk/NHSEngland/thenhs/about/Pages/nhscoreprinciples.aspx</p> <p>[RT] Explanation of NHS dental services and costs on NHS Choice website, e.g. www.nhs.uk/NHSEngland/AboutNHSservices/dentists/Pages/nhs-dental-charges.aspx (search for: ‘NHS dental services explained’)</p> <p>BTEC Health and Social care Student book – Component two – learning aim A</p>
			<h3>Media & Other Links</h3>

[IA] Section 3

In this section, you must assess how suitable the health and social care services are in meeting the needs of your chosen individuals.

You should then choose one of the health and social care services and make realistic suggestions for overcoming the barriers you have explained in section two. Please justify, (give reasons) for your suggestions.

Then you should also analyse how well the health and social care services meet the needs of your chosen individuals, explaining how barriers for one service can be overcome.

A.2P1 Explain how health and social care services meet the needs of individuals in a given scenario

A.2P2 Explain how barriers could affect the use of one health or social care service for an individual (Elizabeth or Myra) in a given scenario.

A.2M1 Analyse the extent to which health and social care services meet the needs of individuals in a given scenario (Myra and Elizabeth Case study), explaining how barriers for one service can be overcome.

A.2D1 Assess the suitability of health and social care services for individuals in a given scenario (Elizabeth and Myra case study), making justified and realistic suggestions for how barriers for one service can be overcome.



[RT] www.nhsprofessionals.nhs.uk/Pages/Allied-Health-Professionals.aspx

[RT] www.youtube.com/watch?v=jFOwn_lzX2s

[RT] Video clip such as Fixers UK 'A day in the life of a young carer', e.g. www.youtube.com/watch?v=ofFatYwBh-g

[RT] A document 'Facts about carers 2015' by Carers UK giving background facts on carers in the UK (informal carers), e.g. www.carersuk.org/for-professionals/policy/policy-library/facts-about-carers-2015

Care Values Research:

[RT] A video clip on sight impairment by the Royal National Institute of Blind People (RNIB) 'Going blind: RNIB and sight loss advisers', www.youtube.com/watch?v=fkWDwjJO0_k

[RT] Short videos on *empowerment and independence* from the Social Care Institute for Excellence www.scie.org.uk/socialcaretv/video-player.asp?v=choice-and-control and www.scie.org.uk/socialcaretv/video-player.asp?v=practical-assistance

[RT] Short videos on *communication* from the Social Care Institute for Excellence www.scie.org.uk/socialcaretv/video-player.asp?v=communication

Subject	Topic	PREP Tasks	Further Research /Reading
History	Weimar and Nazi Germany <ul style="list-style-type: none"> • The rise of Hitler • Life in Nazi Germany Medicine Through Time <ul style="list-style-type: none"> • The Industrial Revolution 	<p>[ER] Create a timeline to show Hitler's rise to power.</p> <p>[HI] Answer the following exam questions from the Weimar and Nazi Germany paper and hand them in or email them to your teacher:</p> <ol style="list-style-type: none"> 1) Explain why there were economic problems for the Weimar Republic in the years 1919-1923 [12 marks] 2) Explain why Hitler became Dictator in 1934 [12 marks] 3) Explain why the Nazis tried to control the church in Germany [12 marks] <p>[RT] Visit: https://www.theholocaustexplained.org/ and watch the testimonies of Holocaust survivors. Why do you think they have chosen to share their stories?</p> <p>[ER] What was life like in Industrial towns? Watch episodes from the series 'The Victorian Slum' on estream (link to episode 1 below). Make notes on what living conditions were like and therefore why disease would have spread so easily. https://shenfield.planetestream.com/View.aspx?id=462~3z~hYBuN6</p> <p>[HI] Watch the following clip and make notes on the role the government played in improving public health in the years 1750-1900: https://www.youtube.com/watch?v=RKmYNJeCXxU</p> <p>[ER] During the period of 1750-1900 there are several individuals who made a significant impact on medicine. Make a list of the following individuals and for each one write down what they discovered, the importance of their discoveries and the limitations of their discoveries:</p> <ul style="list-style-type: none"> - Edward Jenner - Edwin Chadwick - John Snow - James Simpson - Joseph Lister - Louis Pasteur 	<p>Research: The impact of Nazi policies on:</p> <ul style="list-style-type: none"> • Women • Children • Jews • The economy <p>Reading:</p> <ul style="list-style-type: none"> • "The Fatherland" by Robert Harris- an alternative version of history- What would have happened if Hitler had won? • BBC History Magazine • History Today Magazine
			<p>Super-Curricular Visits</p> <p>To revise Medicine Through Time, when it is safe to do so, you could visit:</p> <ul style="list-style-type: none"> • The Old Operating Theatre (by London Bridge) • The Museum of London's 'War, Plague and Fire' exhibition <p>To revise Henry VIII, when it is safe to do so, you could visit:</p> <ul style="list-style-type: none"> • Hampton Court Palace • The Tower of London <p>For Weimar and Nazi Germany, when it is safe to do so, you could visit:</p> <ul style="list-style-type: none"> • The Imperial War Museum, London
			<p>Media & Other Links</p> <ul style="list-style-type: none"> • www.edexcel.com (Exam board) • https://www.theholocaustexplained.org/ • 'Nazis-A Warning from History' (DVD) • 'Hitler's Circle of Evil' on Netflix

- Robert Koch

Revision:

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

- What people believed caused disease
- How people tried to prevent disease
- How people tried to treat disease
- Case Study: The Black Death

[ER] Revise **Thomas Wolsey and Henry VIII's Foreign Policy**. Create a spider diagram, PowerPoint Presentation, or revision cards about:


- Why Wolsey rose to power
- Why Wolsey fell from power
- Why Henry wanted an annulment and how he tried to get it
- Successes and Failures of Henry's foreign policy

[PQ] 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.

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




Subject	Topic	PREP Tasks	Further Research /Reading
MFL - Spanish	Module 4- Module 4 – Intereses y influencias: Talking about free time activities and hobbies Module 6 - De costumbre: Talking about customs and festivals	<p>Learn the vocabulary associated with each of these Modules – this can be found on Quizlet using the following link: www.quizlet.com/ashaunak and in your exercise books.</p> <p>This will allow you to practise your vocabulary learning by means of various interactive games and self-testing exercises.</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"> • www.elpais.com • www.marca.com • www.20minutos.es • www.bbc.com/mundo
		<p>Revisit and review your Grammar and Translation Workbooks (which should now be FULLY completed) and ensure you are using it to secure your knowledge of grammatical concepts and structures.</p>	Super-Curricular Activities
		<p>You should access Languages Online to practice grammar exercises in Spanish on a weekly basis using the following link: www.languagesonline.org</p>	<p>Visit a local Spanish restaurant in your area – what do you recognise on the menu? Ask if you can take a copy of the home!</p>
		<p>Revise for Mock Exams across all Modules studied since the start of Year 10 up to now using your class notes and the revision checklist for this unit. This will have been given to you by your Spanish teacher and can also be found in EduLink and Microsoft Teams.</p>	Media & Other Links
		<p>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>Try watching your favourite television shows on Netflix (or similar) with the Spanish subtitles. Alternatively, you could change the audio setting to Spanish and have English subtitles.</p> <p>You could even try this with your games console e.g., PlayStation or Xbox, but remember how to change it back to English when you need to!</p>	<p>www.quizlet.com/ashaunak</p> <ul style="list-style-type: none"> • www.languagesonline.org • www.collinsdictionary.com/spanish • Duolingo (app) - aim for 10-15 minutes/daily. It's a mix of writing, translating, practicing different vocab, and listening – all in one! It gets competitive and fun. • Memrise (app) - aim for 10-15 minutes/daily. Look for sets that are based on Mira (textbook used for Spanish at KS3) • www.language-gym.com/#!/ to practise verbs in all tenses • BBC Bitesize for Spanish

Subject	Topic	PREP Tasks	Further Research /Reading
Music GCSE	The Orchestra / Performance	<p>Revision for Mock Exam The Concerto Through Time https://www.bbc.co.uk/bitesize/guides/z9k6tfr/revision/1</p> <p>Film & Game Music https://www.bbc.co.uk/bitesize/topics/zr73mfr</p> <p>Pop Conventions https://www.bbc.co.uk/bitesize/topics/z4mg6v4</p> <p>Rhythms of the Wolds (Indian, Bhangra, African & Salsa only) https://www.bbc.co.uk/bitesize/topics/zbjy7nb</p> <p>OCR Revision Guidebook – a lot of this is available on the X drive however if you wish to purchase the book here is the Amazon link: https://www.amazon.co.uk/OCR-GCSE-Music-Revision-Guide/dp/1785581619/ref=sr_1_18?keywords=ocr+gcse+revision+guide&gclid=1583925211&sr=8-18</p> <p>Solo Performance You will be recording your next Solo the week before half term. Please practise and bring a copy of your sheet music with you.</p>	<p>The Function of Music in Film https://www.robin-hoffmann.com/tutorials/what-is-the-function-of-film-music/</p>
			<p>Media & Other Links</p> <p>History of Music in Film Video - https://study.com/academy/lesson/music-in-films-importance-purpose.html#lesson</p> <p>Quiz - https://study.com/academy/practice/quiz-worksheet-effect-of-music-in-movies.html</p> <p>Worksheet – https://study.com/academy/practice/quiz-worksheet-effect-of-music-in-movies.jpg</p> <p>The History of Rhythm (Radio Doc) https://www.bbc.co.uk/programmes/p04f9s80</p>

Subject	Topic	PREP Tasks	Further Research /Reading
BTEC Level 2 Music Technology	Unit 1 – The Music Industry	<p>Thinking ahead to when you commence Unit 3 – Live Sound. Consider what resources would be needed to create a PA system.</p> <p>You may want to research the following:</p> <ul style="list-style-type: none"> - Mixing Desk - Monitors - Different type of Microphones - Speakers - XLR & Jack Leads - Speak-on Cable <p>Watch the following video on how to set up a ‘basic’ PA system: https://www.youtube.com/watch?v=Shtwr8-P0zs</p> <p>Don’t worry if you don’t understand all of the terminology in the video, the most important part is the knowledge of where everything plugs into and what each piece of equipment is used for.</p> <p>Nando’s Takeaway: Use the link below to open the Nando’s takeaway sheet. Complete as many as you can starting with the green tasks at the bottom working your way up each column. Each task going up the column gets more difficult but is still based on the green task at the bottom. https://drive.google.com/file/d/1RIIdT0iYnOJhy93YSQTN1rndW8aOXmpuU/view?usp=sharing</p> <p>Continue to work through the ‘Music Industry Workbook’ from class in preparation for your Unit 1 exam in January.</p>	<p>Purchase the suggested reading book from Amazon: Working in the Music Industry – Anna Britten</p> <p>Working in the Music Industry – Anna Britten - Amazon UK</p> <p>Using the ‘Working in the Music Industry’ book and the descriptions from class, start learning the roles of the different jobs in the Music Industry. Remember that this links to Section A of your written exam in January 2022!</p>
			<p>Media & Other Links</p> <p>Watch the following link regarding different Job Roles in the Music Industry: https://www.youtube.com/watch?v=CTCxnFgQP5M</p> <p>Watch the following link regarding different Record Companies/Labels in the Music Industry: https://www.youtube.com/watch?v=qWegZr-kvWA</p> <p>Watch the following link regarding different PRS & Royalties in the Music Industry: https://www.youtube.com/watch?v=gZ4pdm6e_IM</p> <p>Watch the following link regarding different Music Publishing in the Music Industry: https://www.youtube.com/watch?v=G5bfQQRCo6U</p>

Subject	Topic	PREP Tasks	Further Research /Reading
PE	Theory: Anatomy & Physiology and Health & Performance	<p>[ER] Key Terms /Definitions <i>Vascular Shunt Mechanism, Antagonistic Pairs, Vasodilation, Vasoconstriction, Tidal Volume, Vital Capacity, Health, Performance, Fitness, Well-being, Exercise, Sedentary, Endorphins, Serotonin, Macronutrients, Micronutrients, Optimum Weight, Skill, Goal Setting, Guidance, Feedback, Gamesmanship, Sportsmanship, Deviance, Commercialisation, Sponsorship.</i></p> <p>[PQ] Exam Qu</p> <ol style="list-style-type: none"> Describe a sedentary lifestyle. (1 Mark) Explain the consequences of living a sedentary lifestyle. (6 Marks) Discuss how a long-distance runner may alter their diet to improve performance. (9 Marks) <p>[ER] Review your Pre mock exams in detail, which topics were a particular weakness? Create a revision tool to recap/review e.g., flash cards, mind maps, glossary etc.</p> <p>[RT] Research the following terms: Gamesmanship, Deviance and Sportsmanship. Give up-to-date sporting examples to support each. Research the impact of commercialisation on sport.</p> <p>[HI] See go4schools weekly for these tasks</p>	<p>Further Research Past Papers & Mark Schemes BBC Bitesize Reading & Tests</p> <p>Super-Curricular Activities</p> <ul style="list-style-type: none"> To help prepare for the practical element of PE spend some time engaging with some physical activity. Increased activity levels make for a healthier lifestyle. Go and watch live sporting events to understand the rules and tactics used during the game. Attend at least one extra-curricular club at school. <p>Begin to collect video evidence for your practical sports.</p> <p>Media & Other Links https://www.bbc.co.uk/bitesize/examspecs/zxbg39g</p> <p>Purchase via Amazon GCSE PE Pocket Posters App (free version) (full version small cost £3.49 then a book & app are provided)</p> <p>Apple Store App BBC Bitesize App (free)</p> <p>GCSE PE Pocket Posters (trial version or purchase book & digital copy through amazon £3.49)</p>
		 	

Subject	Topic	PREP Tasks	Further Research /Reading
<h1 style="text-align: center;">BTEC Performance</h1>	<h2 style="text-align: center;">Component 3 – Performing to a Brief</h2>	<p>[HI] Complete a mock skills and ideas log for the last stimulus you were given. Ask your teacher for a handout on how to structure this!</p> <p>[RT] Find a piece of stimuli (verbal, written or auditory) and plan your idea for a performance in response to it –be prepared to pitch this idea to your class.</p> <p>[RT] Research into the following practitioners (use media links for inspiration):</p> <ul style="list-style-type: none"> ➤ DV8 ➤ Frantic Assembly ➤ Artaud ➤ Brecht <p>[ER] Finding out:</p> <ul style="list-style-type: none"> ✓ Who are they? ✓ What is their style? ✓ What are their main processes/techniques? ✓ Find examples of their work to help explain their style and approach to performance. 	<p>Key Texts</p> <p>✓ Devising Theatre: A Practical and Theoretical Handbook https://www.amazon.co.uk/Devising-Theatre-Practical-Theoretical-Handbook/dp/0415049008</p> <p>✓ The Frantic Assembly Book of Devising Theatre https://www.amazon.co.uk/Frantic-Assembly-Book-Devising-Theatre/dp/1138777013/ref=pd_lpo_sbs_14_t_0/261-7063481-5785051?encoding=UTF8&psc=1&refRID=4QKNGGAA0H559JKHYTOE</p>
			<p>Media and other Links</p> <p>Frantic Assembly ‘Ignition’ Highlights: https://www.youtube.com/watch?v=H_M7t-kdVLw</p> <p>Frantic Assembly ‘Things I know to be True’ Highlights: https://www.youtube.com/watch?v=9EHJ_BwcetY</p> <p>DV8 ‘To be Straight With You’ Highlights: https://www.youtube.com/watch?v=PvctLx8H8xs</p> <p>DV8 ‘Can We Talk About This’ Highlights: https://www.youtube.com/watch?v=vNVPumETpuA</p> <p>Artaud – Example student performances: https://www.youtube.com/watch?v=Lu860N6ialA</p> <p>Brecht: https://www.youtube.com/watch?v=l-828KqtTkA&t=74s https://www.youtube.com/watch?v=c7fqMPDcKXM</p>

Subject	Topic	PREP Tasks	Further Research /Reading
Sociology	Crime and Deviance	Draw a diagram that explains the concept of the dark figure of crime	Read the crime and deviance section (pages 186-237) of WJEC Edquas GCSE Sociology by Steve Tivey and Marion Davies
		Write a paragraph explaining the idea that crime is deviance is socially constructed. Use examples of different times and places to show how crime and deviance are socially constructed.	Super-Curricular Activities
		Use the internet to find out about crime rates in your local area	To gain a deeper insight into the Criminal Justice System you could visit the Old Bailey. Further information can be found here: https://old-bailey.com/visiting-the-old-bailey/
		Design a self-report study or a victim survey and give it out to at least 10 different people. Analyse the results and write a summary of your findings.	Media & Other Links
		Explain how the following informal agents of social control can help to stop crime <ul style="list-style-type: none"> ○ family ○ peer group ○ education ○ religion ○ media 	The following documentary gives an insight into crime and deviance from the perspective of the police in London https://www.youtube.com/watch?v=sBW0nzHJJGY
		Use the specimen paper to answer exam questions on the education topic https://www.wjec.co.uk/qualifications/sociology/r-sociology-gcse-from-2017/eduqas-gcse-sociology-sams-2017-e.pdf	The following documentary looks at the issue of cybercrime and fraud https://www.bbc.co.uk/iplayer/episode/m000ywtg/panorama-hunting-the-social-media-fraudsters
			The following documentary looks at the issue of worldwide drug trade https://www.bbc.co.uk/iplayer/episode/m000hqrB/stacey-dooley-costa-del-narcos

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.

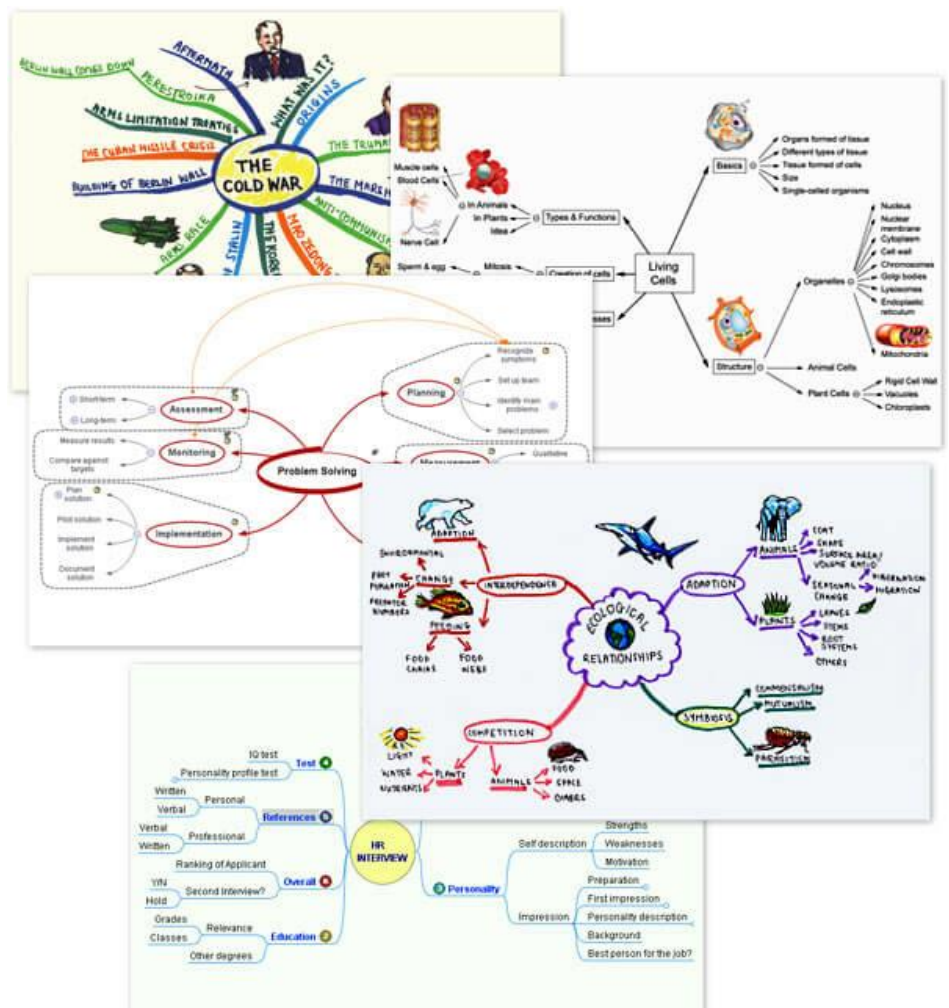
These techniques could be applied to:

- 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.

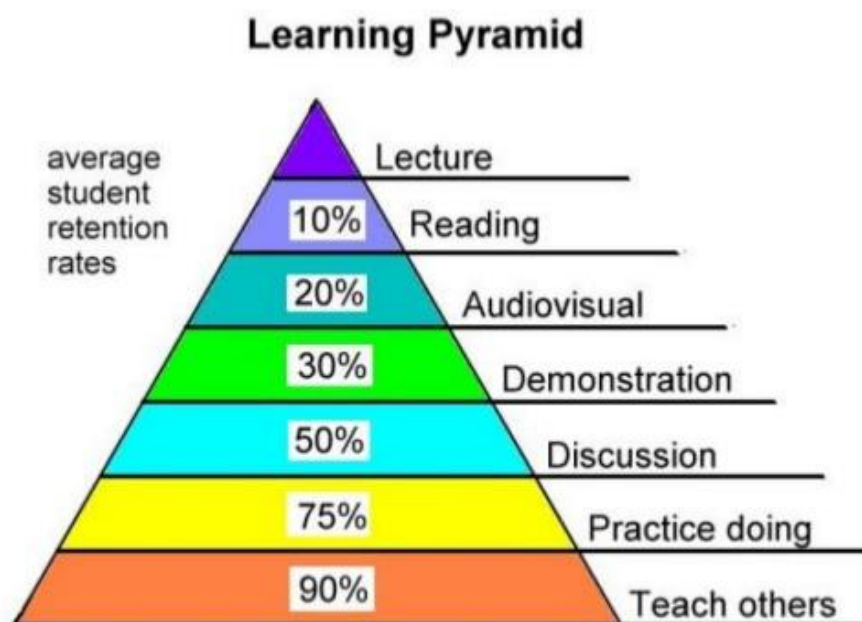
TIP: On the back of the revision card, write the title from the front. Then, after you have read through your cards a number of times, turn them over. Look at the title and self-test yourself on the information. Once you have recalled all you can, turn the card back over and check your answers.

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

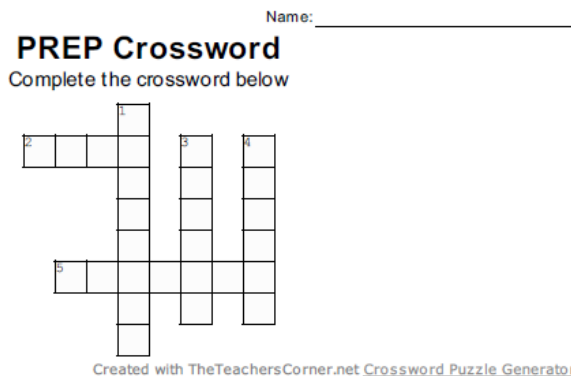
1. Key Words Crossword Puzzle

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.

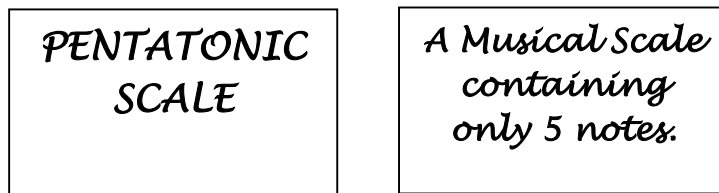
6. Card Matching Game

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!

