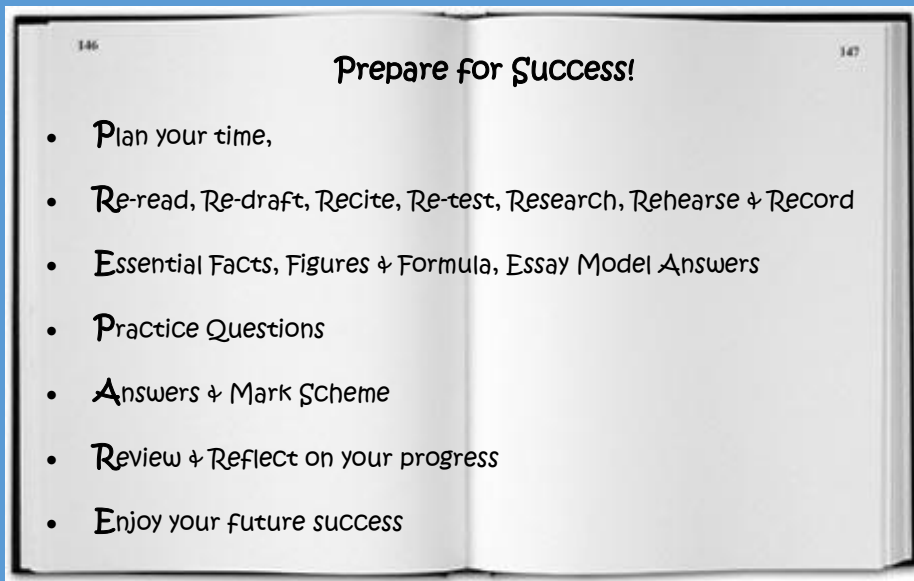




Shenfield High School



PREP Newsletter Year 11 Summer 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
- 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.


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Subject	Topic	PREP Tasks	Further Research /Reading
English	General Revision	<p>You have now completed the English Literature and Language courses. Over the final 5 weeks of lessons you will be revising for your English Literature and English Language exams. What should you be revising?</p> <ol style="list-style-type: none"> 1. Re-read your key texts again – ‘A Christmas Carol’, Shakespeare, ‘An Inspector Calls’ and the 15 poems in the Power and Conflict section. 2. When re-reading try and focus on key characters or key themes. For example you could spend 30 minutes looking at the impact of Mr Birling in the play ‘An Inspector Calls’. You could re-read the scenes where he is involved or moves the plot forward. Write out key quotations onto flashcards to revise for later. 3. Go back over your exercise books from previous lessons. Revision guides cost, but your exercise books contain everything you need to be successful. Go back over past assessments, look at feedback and how you improved, or condense your class notes into flashcards or a revision PowerPoint. Why not have a go at improving any questions you did earlier and hand them back in to your English teacher? 4. Create comparative poetry grids between any two poems of your choice. This will help you prepare for the poem they give you in the exam. 5. For Language revision there are a number of practice papers and mini mocks on Go4Schools for you to attempt. You should also attend English Language revision sessions on Thursday after school with Mr Clifford (an examiner for AQA). 6. Go onto Go4Schools and download the revision materials for each of the texts you are studying. 	<ul style="list-style-type: none"> • For English Language make sure you are reading news articles and magazines to broaden your knowledge of non-fiction writing • Macbeth revision guide • Macbeth revision guide 2 • Romeo and Juliet revision guide • Romeo and Juliet revision guide 2 • Suitable revision guides for Poetry • A Christmas Carol revision guide
			Super-Curricular Activities
			<ul style="list-style-type: none"> • Please see previous newsletters for trips relating to your texts in Literature
			Media & Other Links <ul style="list-style-type: none"> • Sign up for a brilliant new English revision resource – Seneca: https://www.senecalearning.com/ 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. • An Inspector Calls - Film (2017) • An Inspector Calls revision videos from Mr Bruff • Macbeth - Animated Tales (28 minutes) • Mr Bruff revision video playlist - Macbeth • Mr Bruff Romeo and Juliet revision video playlist • Revision videos for every poem in Power and conflict • Mr Bruff revision videos for A Christmas Carol

Subject	Topic	PREP Tasks	
<div>Maths</div>	<div>PREP Guide</div>	<p>www.hegartymaths.com 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. The following revision lists can be used the help guide you PREP:</p> <p>Foundation: https://drive.google.com/file/d/1O1Cu8BSWMkOWMXebNZ2aLbxW0TzvOTvQ/view?usp=sharing</p> <p>Higher: https://drive.google.com/file/d/1CB2ydganpNSm0rT16wJcTTwfEyJH72bl/view?usp=sharing</p>	
		<p>www.dr frostmaths.com If you haven't registered already, sign up with your school email account for online practise exam papers and revision questions. Instant feedback and suggested online learning is also provided for each topic.</p>	
		<p>www.corbettmaths.com Similar to hegartymaths with video tutorials and plenty of questions to answer on all GCSE Maths Topics, also GCSE 5-a-day sheets for additional "little and often" PREP at all levels.</p>	
		<p>www.sparxmaths.uk Make use of the revision topics that have been set up for you to prepare for the summer GCSE Maths exams.</p>	
		<p>www.mathsbot.com Lots of revision resources available here.</p>	
		<p>www.mathsgenie.co.uk Revision resources and easy access to past papers. Find the mark scheme, model solutions and videos for you exam paper packs.</p>	
		<p>Look out for emails on from the Maths Department about additional topic based revision sessions after Easter.</p>	

SCIENCE PREP Drop-In Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School					
Break time					
Lunchtime	Science KS3 & KS4 (All Teachers) Triple Science KS4 (Mr Hall)	Science KS3 & KS4 (All Teachers)	Science KS3 & KS4 (All Teachers)	Science KS3 & KS4 (All Teachers)	Science KS3 & KS4 (All Teachers)
After School	Chemistry (Mr Richards)	Biology (Mr Fletcher)			Physics (Dr Pope)

Subject	Topic	PREP Tasks	Further Research /Reading
Science	Biology: Ecology Chemistry: Using the Earths resources. Physics : Magnetism	<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 style="text-align: center;">Biology</p> <p>Try the retrieval roulette questions and daily revision tasks that are located in the student area.</p> <p style="text-align: center;">Chemistry</p> <p>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;">Physics</p> <p>Students can download resources from the student 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,</p> <p>Cognito Science is another great resource</p> <p>https://cognitoedu.org/home.html</p> <p>Can you find better?</p>
			<p>Super-Curricular Activities</p> <p>Visit the Body Worlds Exhibition in London</p> 
			<p>Media & Other Links</p>

Subject	Topic	PREP Tasks	Further Research /Reading
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Art

Design Ideas

Planning and Design for Final Piece

To be completed at home and in class.

Students must spend at least 3 hours on each task.

Complete 4 different design ideas to support your final piece (HI)

- Your 4 Design ideas must include a **range of materials**, e.g pencil, pen, paint, pastel etc.
- You must consider your **composition** and what would make it successful, show that you have considered different options and made your composition interesting for the viewer.
- You must show you understand the **techniques** you have chosen to use which have been inspired by your artist research. This means you will need to take some time to show your control, detail and texture.
- You must show you have developed your **Drawing skills** - evidencing blending, tone and accuracy.

Your 4 pieces must each be on A3 size paper as a minimum.

[Developing ideas - Developing ideas - GCSE Art and Design Revision - BBC Bitesize](#)

Super-Curricular Visits

If you have time, visiting a gallery and seeing professional art up close, can give your ideas and inspiration for your own work.

<https://www.tate.org.uk>

<https://www.nationalgallery.org.uk/>

<https://www.vam.ac.uk/>

Media & Other Links

Oil Pastels: <https://theartofeducation.edu/2015/05/20/7-distinct-techniques-to-transform-your-oil-pastel-projects/>

Acrylic Paint:

<https://www.cowlingandwilcox.com/blog/2019/08/22/amazing-acrylic-painting-techniques/>

Pen: <https://thevirtualinstructor.com/penandink.html>

Watercolour:














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

Coloured Pencil:

<https://www.youtube.com/watch?v=pZrcj6kg0TE>

Charcoal: <https://www.artistsandillustrators.co.uk/how-to/drawing/how-to-draw-with-charcoal/>

Subject	Topic	PREP Tasks	Further Research /Reading
BTEC Business	Completion of Component 2	<ol style="list-style-type: none"> (IA) You need to ensure you have completed your Business Plan for your business idea and supported it with research. (R4A) Watch an episode of The Dragons Den and take note of which pitches are successful and which are not. Do you notice any common features about the successful pitches i.e. what information they tell the Dragons, consider their body language and the way they communicate to the dragons, do they have any handouts or samples for the Dragons to look at? <p>If you are resitting Component 3:</p> <ol style="list-style-type: none"> (PQ) Practice past exam questions to help identify areas that you need to focus your revision. X:\Business & Economics\Key Stage 4\BTEC\BTEC Tech Award\BTEC Tech 2021-22\Component 3 PREP (R4A) Using the Personal Learning Checklist for Component 3 resit, tick off the topics that you are confident with and highlight the topics you need to revise further. (R4A) Complete the revision worksheets on the school drive. Create your own additional revision spider diagrams or revision cards for any of the topics you have identified on your Personal Learning Checklist that you were unsure of. X:\Business & Economics\Key Stage 4\BTEC\BTEC Tech Award\BTEC Tech 2021-22\Component 3 PREP (R4A) Watch the revision videos to refresh yourself about key theory. X:\Business & Economics\Key Stage 4\BTEC\Mr Cooke BTEC\Unit 3 Finance Exam\Videos 	<ul style="list-style-type: none"> Class notes BBC news or other current affairs programmes Newspapers or online news sites BBC Bitesize
			Super-Curricular Activities
			<ul style="list-style-type: none"> (R4A) Interview someone you know that runs their own business. Find out what inspired them to set up their business or where they got their business idea from. Ask them what research they did before starting the business and what have been the highs and lows of starting up their own business. Ask them for two pieces of advice that they think is vital you follow to make your business a success. R4A) Complete revision exercises on https://www.businessed.co.uk/index.php/home/activities/l2-activities-topic (R4A) There are a range of activities related to the finance and marketing topics that you will be assessed on in the Component 3 Exam. The BBC Bitesize also has theory presentations that you can use to revise over key topics: https://www.bbc.co.uk/bitesize/guides/z7kpt39/revision/1 https://www.bbc.co.uk/bitesize/guides/z7scbdm/revision/1 https://www.bbc.co.uk/bitesize/guides/zd2fpg8/revision/1
			Media & Other Links
			<ul style="list-style-type: none"> Tricky Business The Apprentice Dragons' Den

Subject	Topic	PREP Tasks	Further Research /Reading
GCSE Business	Paper 1 – 20 th May (pm) Paper 2 – 13 th June (pm)	<ul style="list-style-type: none">Engage with resources available on the student drive alongside the guidance document that you’ve received in class which identifies the topics that will be in this year’s exam: <div><div><div> 1 - Personalised Learning Checklist</div><div>06/06/2019 12:54</div><div>File folder</div></div><div><div> 1 - Specification questions</div><div>17/03/2021 13:29</div><div>File folder</div></div><div><div> 2 - Knowledge organiser</div><div>05/10/2021 09:29</div><div>File folder</div></div><div><div> 2 - Revision guide</div><div>19/11/2020 08:23</div><div>File folder</div></div><div><div> 3 - Key terms</div><div>19/11/2020 08:23</div><div>File folder</div></div><div><div> 3 - Mind Maps</div><div>06/06/2019 12:54</div><div>File folder</div></div><div><div> 4 - Assessment questions</div><div>06/06/2019 12:54</div><div>File folder</div></div><div><div> 4 - Finance questions</div><div>04/03/2022 14:29</div><div>File folder</div></div><div><div> 4 - Mock exam papers</div><div>10/09/2019 08:18</div><div>File folder</div></div><div><div> MCQ tutor</div><div>06/06/2019 12:54</div><div>File folder</div></div><div><div> 2022 GCSE Business guidance</div><div>07/02/2022 15:58</div><div>Microsoft Edge P...</div></div><div><div> Specification</div><div>11/07/2017 10:29</div><div>Microsoft Edge P...</div></div><div><div> Summer Exam Content Audit tutor2u</div><div>08/02/2022 18:33</div><div>Microsoft Word D...</div></div></div>	<ul style="list-style-type: none">Class notesRevision guideBBC news businessNewspapers
		Super-Curricular Activities	
		<ul style="list-style-type: none">Attend a revision conference or webinar online. Tutor2u are running a number of these and then posting them onto YouTube if you can’t watch them live.	
		Media & Other Links	
		<ul style="list-style-type: none">Mr Shearing websiteBBC Bite Size <p><u>Youtube links:</u></p> <ul style="list-style-type: none">Tutor2uBizConSesh GCSE Business 9-1	
		Step 1 – Identify what you need to know and what you currently know.	
		The folders that start with the number 1 identify either the topics or how they could be asked in section A of the exam. Highlight the ones which you are least confident about and target these first in your revision. Alternatively, go through the topics in the checklists in order, and tick them off to ensure you have covered all aspects and for the sense of accomplishment it will provide.	
		Step 2 – Revising theory	
		Alongside your class notes folders that start with the number 2 are condensed versions of what the topic is and its relevance to a business. These resources are useful as a recap of the classroom content with enough detail to help with any misconceptions.	
Step 3 – Create your own revision resources			

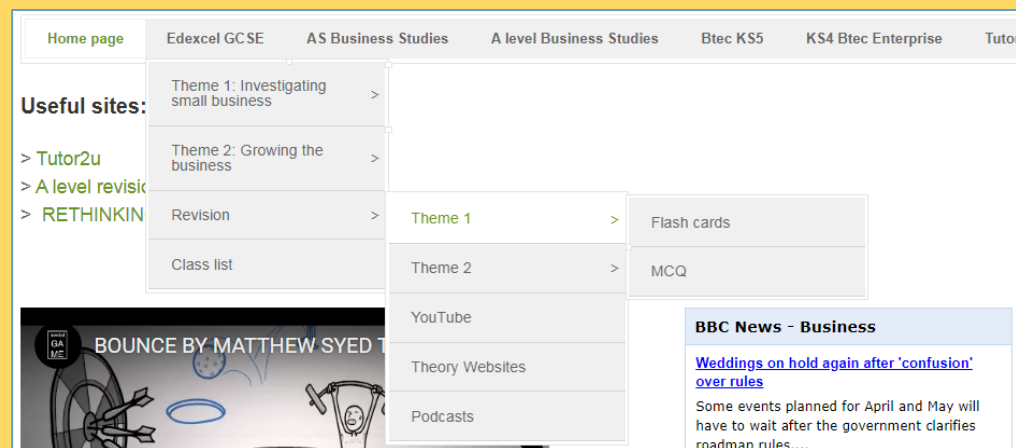
Although your exam paper and its content has been reduced, there are still a number of key terms and topics that you need to be aware of. Having this content in large amounts of written text is not effective for retention. Use the folders that start with the number 3 to try and condense what you know and make inter-connections between the different topics.

Step 4 – Practise your answer technique

Folders that start with the number 4 and the MCQ tutor folder are assessments that you can complete to both check your understanding (MCQ) and practise the required skills associated to section B of the exam. The MCQ have the answers on the last page for self-assessment. Other assessments should be handed in to your class teacher for marking and feedback.

- Electronic resources:

www.mrshearingbusinessstudies.weebly.com has a number of pages with various links to revision apps and web tutorials. These can be accessed via the revision tab and the pages seen below.




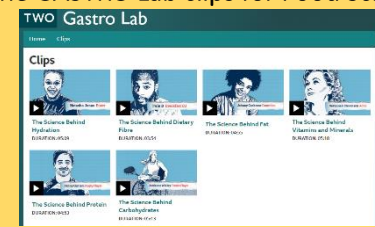
Subject	Topic	PREP Tasks		Further Research /Reading
Computer Science	General Revision	<p>All PREP tasks and resources are available on Google Classroom (classroom.google.com).</p> <p>Students should focus on the following areas for revision:</p> <ul style="list-style-type: none"> Wired and wireless networks Systems software and security Ethical, legal, cultural and environmental concerns Algorithms Programming Logic languages and data representation <p>Students should be:</p> <ul style="list-style-type: none"> Watching the flipped classroom videos and taking notes prior to each lesson (templates provided) Supplementing these notes with information from the textbook (extracts provided) Creating flash cards for key terms and concepts (templates provided) Completing PREP worksheets / practice questions Reviewing and consolidating work covered in lessons 	<p>Additionally, students should be familiarising themselves with basic programming techniques in preparation for this topic being covered in class.</p> <p>They may find the learnpython.org tutorials (www.learnpython.org) and/or the Learn Python course on codecademy.com (www.codecademy.com/learn/learn-python) particularly useful in this regard.</p> <p>Students may also use the cheat sheets and help guide in student resources on Google Classroom https://drive.google.com/drive</p>	<ul style="list-style-type: none"> Cambridge GCSE Computing Online (Massive Online Open Course) www.cambridgegcsecomputing.org Crash Course: Computer Science (YouTube) www.youtube.com (search for: crash course computer science) Python Tutorials www.learnpython.org Learn Python Course www.codecademy.com/learn/learn-python Clever Programmer: Learn Python Programming (YouTube) www.youtube.com (search for: clever programmer python)
				Super-Curricular Visits
				<p>The National Museum of Computing at Bletchley Park is a great place to find out about the history of Computer Science and Cryptography. www.tnmoc.org bletchleypark.org.uk</p> <p>Centre for Computing History Students will learn about the extraordinary advance in technology over 50 years of computing history and discover how computers have not only accelerated our lives, but radically transformed them.</p>
				Media & Other Links
				<ul style="list-style-type: none"> SHS Computer Science Website: www.shs.cloud Google Classroom: classroom.google.com

Subject	Topic	PREP Tasks	Further Research /Reading
GCSE Drama	Drama: Performance and response (04)	R4A] Re-read “Find Me” and create revision flash cards <ul style="list-style-type: none"> Re-read “Find Me” Create QUOTE flash cards/ revision cards for each scene. Each card should contain ONE key quote per character in the scene. [PQ] [HI] Complete past papers <p>Find and complete a past GCSE Drama paper. Complete both sections (“Find Me” and the live theatre evaluation)</p> <p>Hand in to Ms Sherwood to mark</p> <p>https://www.ocr.org.uk/qualifications/gcse/drama-j316-from-2016/assessment/</p> [R4A] Watch Live Theatre <p>To be successful in Section B of the written exam (live theatre evaluation) , you will need to have watched a range of professional production</p> 1. National Theatre at Home <p>https://www.ntathome.com/login email - e.sherwood@shenfield.essex.sch.uk password - SHSDrama</p> <ul style="list-style-type: none"> recommended productions to watch (as not all will be appropriate for KS4 students) <ul style="list-style-type: none"> ✓ Peter Pan ✓ Treasure Island ✓ Oliver Twist 2. Drama online Library	Revision Guides <p>OCR GCSE (9-1) Drama – Annie Fox https://www.amazon.co.uk/OCR-GCSE-9-1-Drama-Annie/dp/191120873X/ref=sr_1_1?keywords=ocr+gcse+drama&qid=1638820978&sr=8-1</p> <p>Grade 9-1 GCSE Drama Revision Guide -CGP https://www.amazon.co.uk/Grade-GCSE-Drama-Revision-Guide/dp/1782949623/ref=sr_1_4?keywords=ocr+gcse+drama&qid=1638821053&sr=8-4</p> <p>GCSE Drama: Live Theatre Evaluation- Annie Fox https://www.amazon.co.uk/GCSE-Drama-Live-Theatre-Evaluation/dp/1912820978/ref=sr_1_4?keywords=gcse+drama&qid=1638821199&sr=8-4</p>
			Super-Curricular Visits
			Media & Other Links
			<p>The student drive is full of colour resources for Find Me and Live Theatre!</p> <p>If accessing from home, use the sims learning gateway link on the school website.</p> <p>Expressive Arts > Drama > KS4 > OCR GCSE Drama</p>

	<p>https://www.dramaonlinelibrary.com/</p> <p>Log in (top right hand corner) and once logged in click "plays"</p> <ul style="list-style-type: none">✓ Small Island (themes on racism, some sexual references)✓ One man Two Gunvors (comedy) <p>Username: 97QG8Dg)y+</p> <p>Password: 2He(6Ed%rV</p> <p>*Do not share these details with anyone outside of the class*</p>	
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Subject	Topic	PREP Tasks	Further Research /Reading
Engineering	Component 2 Investigating an Engineering Product	<p>Students need to have a good understanding of the different roles within an engineering company and what these roles entail.</p> <p>[RT] 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>The BTEC engineering book, available at all good book stores</p>
			
		<p>https://www.gradcracker.com/hub/138/royal-navy/videos/3904/royal-navy-the-varied-engineering-roles-in-the-senior-service</p>	<p>Super-Curricular Visits</p> <p>Check out Engineering in action for details on events near you</p> <p>https://thetrainingpartnership.org.uk/study-day/engineering-in-action-24-06-2019/</p>
		<p>[RT] 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>Engineering in ACTION</p> <p>Media & Other Links</p> <p>[ER] 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	Complete Revision	<p>Using the resources found on student resources, the revision packs you will be given and Go4School, the focus for this half term and the rest of the school year is understanding all of the set examined films - the emphasis for prep at home should thus be focused on students taking notes on these films:</p> <ul style="list-style-type: none"> • Attack the Block • Whiplash • Tsotsi • District 9 • ET and Invasion of the BodySnatchers 	<p>For videos on Tsotsi – please watch the following playlist: https://www.youtube.com/playlist?list=PLeNerb9Ixe3mY4P2PpVtWK6gfDRGBPVCa For videos on District 9 – please watch the following playlist https://www.youtube.com/playlist?list=PLeNerb9Ixe3nJJOr1B9zehHr18vjwupSV Some notes to help you with District 9 can be found here https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rId=1000 District 9 – videos to watch https://www.youtube.com/playlist?list=PLeNerb9Ixe3nJJOr1B9zehHr18vjwupSV For videos on Attack The Block – please watch the following playlist https://www.youtube.com/playlist?list=PLeNerb9Ixe3mtdztGkmWIm6t5566C01tk For videos on Whiplash – please watch the following playlist https://www.youtube.com/playlist?list=PL7iEuhNeDg9R8pPzjn0ASlpqUmS6Za1jg For videos on ET – please watch the following playlist https://www.youtube.com/playlist?list=PLF929CA7ADCC183FD To watch Invasion of the BodySnatchers – please watch the following video http://www.zappinternet.com/video/CoKmFezCin/Invasion+of+the+body+Snatchers+(1956)/</p>
		<p>The PowerPoints to do all of this prep can be found on the school's student resources drive under the relevant headings and all students will be given a paper copy of a revision guide for all the above mentioned films</p>	<p>Super-Curricular Visits</p> <p>Harry Potter Tour https://www.wbstudiotour.co.uk/ London Film and Comic Con https://www.londonfilmandcomiccon.com/ Prince Charles Cinema https://princecharlescinema.com/PrinceCharlesCinema.dll/Home</p>
		<p>In terms of assessment, your film studies teacher will set you essays on the films, as well as an assessment in the classroom. Details of these assessments will be found on Go4Schools It must also be noticed that the department now host revision sessions on a Wednesday lunch in I72.</p>	<p>Media & Other Links</p> <p>Please continue to revise the following film terms Mise en Scene https://www.youtube.com/watch?v=wFiP-E1zTRc Sound https://www.youtube.com/watch?v=2kW9_SyilBM Editing https://www.youtube.com/watch?v=zoj2nlulQDQ Cinematography https://www.youtube.com/watch?v=9LkKgoq584M History of Film Studies https://www.youtube.com/watch?v=Ahlbl_URhco</p>

Subject	Topic	PREP Tasks	Further Research /Reading
Food, Preparation & Nutrition	Revision	<p>[R4A] The focus of our GCSE Food exam on Monday 20th June 2022 has been released by AQA. The topics for Section B are:</p> <p>1 Making informed choices including the current guidelines for a healthy diet; portion size and costing when meal planning; how people’s nutritional needs change and how to plan a balanced diet for different life stages; how to plan a balanced meal for specific dietary groups; how to maintain a healthy body weight throughout life</p> <p>2 Diet, nutrition and health including the relationship between diet, nutrition and health and major diet related health risks</p> <p>3 Carbohydrates including the food science terms Gelatinisation, Dextrinisation and Caramelisation</p> <p>4 The food safety principles when buying, storing, preparing, cooking and serving</p> <p>5 Factors affecting and influencing food choice; and Food and the environment including environmental issues associated with food</p> <p>6 Food production including Primary and Secondary stages of processing and production; and how processing affects the sensory and nutritional properties of ingredients</p> <p>Task: Make your own set of revision and flash cards to help you grasp these topics and support your work in class!</p>	<p>Read about the journey your chocolate bar has travelled from ‘bean to bar’ https://www.divinechocolate.com/divine-world/from-bean-to-bar/</p> <p>Or find a range of Knowledge organisers here to help support your revision of key topics https://www.foodafactoflife.org.uk/14-16-years/knowledge-organisers/</p>
			<p>Super-Curricular Activities</p> <p>Get to grips with food processing and watch these links from wheat to bread rolls: Wheat farming video (https://www.youtube.com/watch?v=CrGHYs3QP-w) Wheat into flour video (https://www.youtube.com/watch?v=3wyhzKX97Vk) Bread making process video (https://www.youtube.com/watch?v=kphmtNykXAU)</p>
			<p>Media & Other Links</p> <p>For an interactive revision guide which covers all the AQA specification, don’t forget you can use <i>senecalearning.com</i> – class code Ownfe1ioj4! Plus, rewatch the GASTRO Lab clips for Food Science:</p> <div data-bbox="1655 1048 2029 1275"></div> <p>http://bit.ly/GCSENutritionandHealth6Films</p>

Subject	Topic	PREP Tasks	Further Research /Reading
Geography	GCSE Revision	<p><u>Paper 1 Case studies you must know</u></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><u>Paper 2 Case studies you must know</u></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><u>Paper 3 Case studies you must know</u></p> <ul style="list-style-type: none"> ➤ Forests – could be Taiga or Rainforest so revise both! <p><u>When are your exams?</u></p> <p>Paper 1: Monday 23 May, Morning</p> <p>Paper 2: Tuesday 07 June, Afternoon</p> <p>Paper 3: Tuesday 14 June, Morning</p> <p>Use attached link to go through to get extra resources</p> <p>Revision Folder</p> <p><u>How to revise:</u></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"/> Use your glossaries to check you are confident with key terms. <input type="checkbox"/> Get someone else to test you/make key word cards 	<ul style="list-style-type: none"> • Edexcel website for extra exams and tips https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html
			Super-Curricular Visits
			<ul style="list-style-type: none"> • What can you do with Geography jobs? • https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/geography
			Media & Other Links
			<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
Health & Social Care	Component 3- Health and Wellbeing	<p>[HI] Design a revision leaflet or booklet on the factors that can affect the individual's development. The factors you need to include are:</p> <ul style="list-style-type: none"> Physical and lifestyle factors Social, emotional, and cultural factors Environmental factors Economic factors. <p>KS4 credits will be given once these are handed in.</p> <p>[RT] Research the purpose/function of each of the following nutrients:</p> <ul style="list-style-type: none"> Vitamins Carbohydrates Protein Minerals Fats. <p>[RT] Design as Poster on the that explain s how many units are in different types of alcoholic drinks. For example, a Pint of beer is 3 units. You could add pictures to help show this.</p> <p>[ER] Set out a table showing how living in your ideal home would positively affect your health and wellbeing. You could split this into PIES.</p> <p>[RT] Pick a job such as someone working on a conveyer belt in a factory, a doctor, a bricklayer, a manager, a care assistant, a teacher, or a farmer. Identity how the stress of that job may affect all aspects of a person's health and wellbeing (PIES).</p> <p>[ER] Design a table on what having adequate financial resources allows an adult to do, along with the short- and long-term effects that may have on the adult's health and well-being. On the other side of the table you could add the negative effects on a person's wellbeing of inadequate financial resources.</p> <p>[ER] Pick one of the following types of support: informal, formal, voluntary or other. Design a six slide PowerPoint on your type of support. Use Mrs Dyke's revision pack to help you do this.</p> <p>[ER] Design 7 revision cards on the 'potential obstacles and barriers' to achieving an individual's targets in their health and well-being improvement plan. (you could spit an A4 piece of paper into two to make these). Use pictures to help you remember them.</p>	<p>BTEC Tech Award Health and Social Care Student Book pages 128-153.</p> <p>Revise BTEC Tech Award Health and Social Care Revision Guide</p> <p>Revise BTEC Tech Award Health and Social Care Practice Assessments Plus+</p> <p>Mrs Dyke's Revision Pack (PowerPoints and practice exam questions).</p> <p>Learning Aim A:</p> <p>www.bbc.co.uk/schools/gcsebitesize/science 'Diet' (in Biology section), <i>BBC</i> – provides a lot of information about a balanced diet.</p> <p>Learning Aim B:</p> <p>Up-to-date fact sheets on smoking, including statistics, can be found on http://ash.org.uk/category/information-and-resources/fact-sheets and http://content.digital.nhs.uk/media/18659/Smoking-fact-sheet/pdf/HSCIC_Stoptober_infographic_A3_0915a.pdf (search for: <i>Statistics on smoking</i>)</p> <p>Health effects of binge drinking, e.g. www.drinkaware.co.uk/alcohol-facts/drinking-habits-and-behaviours (search for: 'Drinkaware alcohol')</p> <p>UK video clips on the dangers of inactivity, e.g. the BBC's 'Sedentary lifestyle can kill' www.bbc.co.uk/news/health-18880989</p> <p>Access to ICT</p> <p>Physical activity levels, e.g. www.gov.uk/government/publications/uk-physical-activity-guidelines</p> <p>Physical activity and health – facts and figures, e.g. www.sustrans.org.uk/policy-evidence/the-impact-of-our-work/related-academic-research-and-statistics/physical-activity</p> <p>Learning Aim C:</p> <p>Further information and background to the person-centred approach can be found at, e.g. The British Association for the Person-Centred Approach www.bapca.org.uk and the Person-Centred Care Resource Centre http://personcentredcare.health.org.uk</p>

		<p>On the back of each revision card give one or two bullet points on how each obstacle or barrier could be overcome.</p>  <p>[PQ] There are past paper and mark scheme for each one on the students (x drive) that you can complete.</p> <p><i>Students drive (X)/Social Science/Health and Social Care/BTEC Tech Award HSC/Component 3/Past papers</i></p>	<div data-bbox="1395 57 2154 98" data-label="Section-Header"> <h3>Super-Curricular Visits</h3> </div> <div data-bbox="1395 98 2154 475" data-label="Text"> <p>What changes could you make to your own health?</p> <ul style="list-style-type: none"> • Take up a new hobby/Sport • Visit your local Leisure Centre • Try new fruit and vegetables • Set yourself short- and long-term targets for your own health. <p>If you help look after a family member or friend, think about the care values, and reflect on how many you used and how you showed them.</p> </div> <div data-bbox="1395 475 2154 523" data-label="Section-Header"> <h3>Media & Other Links</h3> </div> <div data-bbox="1395 523 2154 1046" data-label="Text"> <p>What is The Eatwell Guide - YouTube Stress NHS - YouTube The effects of smoking on your body - YouTube Why is air pollution a problem? - YouTube Social isolation and loneliness - YouTube www.youtube.com/watch?v=DxBdfqPmaZU – a video clip by Asthma UK showing you how to use a peak flow meter correctly.</p> </div>
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Subject	Topic	PREP Tasks	Further Research /Reading
History	Henry VIII and his ministers Thomas Cromwell The Reformation	<ul style="list-style-type: none"> [PQ] Answer the following exam questions: <ol style="list-style-type: none"> Describe two features of John Fisher's opposition to Henry VIII Explain why Cromwell rose to power 'The main changes to Henry VIII's system of government and finance in the years 1534-40 was a greater role for parliament'. How far do you agree? [ER] Make revision cards focussing on key individuals from across the Henry VIII unit. A list of individuals can be found on Go4Schools [HI] Complete the revision workbooks for Thomas Cromwell and the Reformation. These can be find on the student drive here: X:\Humanities\History\Key Stage 4\Revision Guides [RT] Research the Reformation and complete a timeline of the key events and acts. [ER] Revise Medieval Medicine. Create a spider diagram, PowerPoint Presentation or revision cards about: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 Edulink. Bring in any that you complete for marking. <p>We may also set PREP tasks in addition to those listed when necessary.</p>	<p>Research the lives of Thomas Wolsey, Thomas Cromwell and Thomas More. What are the similarities between them? What are the difference?</p> <p>You could read the following magazines:</p> <ul style="list-style-type: none"> BBC History Magazine History Today Magazine <p>We have a selection of these within the department. See Mrs Howard to access them.</p>
			Super-Curricular Visits
			<p>To revise Medicine Through Time 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 you could visit:</p> <ul style="list-style-type: none"> Hampton Court Palace The Tower of London <p>To revise Weimar and Nazi Germany you could visit:</p> <ul style="list-style-type: none"> The Imperial War Museum, London <p>Many of the above also offer virtual tours on their websites</p>
			Media & Other Links
			<ul style="list-style-type: none"> www.edexcel.com (Exam board) 'Wolf Hall' currently on BBC iplayer

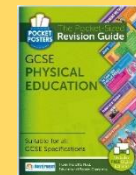
MFL Spanish

Subject	Topic	PREP Tasks	Further Research /Reading
MFL Spanish	Preparation for Year 11 Internal Assessments: • Revision of Modules 1 to 8 • Exam technique and study skills for Listening, Reading and Writing	<ul style="list-style-type: none"> Learn the vocabulary associated with ALL Modules 1 to 8 (<u>EXCEPT Module 6</u>) – this can be found on Microsoft Teams under ‘Class Materials’ which you all have access to. <ul style="list-style-type: none"> This will allow you to practise your vocabulary learning by means of various interactive games and self-testing exercises. 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. Use your class notes/lockdown work and revision packs for ALL Modules 1 to 8 (<u>EXCEPT Module 6</u>) to revise from and ensure you are clear on how to structure extended answers for writing, and how to understand and formulate questions yourself. REVISIT AND REFINE your conversation question answers from your lockdown/class notes for ALL Modules 1 to 8 (<u>EXCEPT Module 6</u>) to make them even better. This will help you with the Internal Assessment for Writing. Module Content – this will include the relevant vocabulary and grammar associated within the following Modules; <ul style="list-style-type: none"> Module 1 – <i>¡Desconéctate!</i> – Holidays and Travel Module 2 – <i>Mi vida en el insti</i> - School Module 3 – <i>Mi gente</i> – Family, friends, identity and culture Module 4 – <i>Intereses e influencias</i> – Free time and hobbies Module 5 – <i>Ciudades</i> – Local area Module 6 – <i>De costumbre</i> – Festivals and customs Module 7 – <i>¡A currar!</i> – Future aspirations, study and work Module 8 – <i>Hacia un mundo mejor</i> – International and global dimension Use your Target 9 Writing and Reading Workbooks to practise your skills in preparation for these Internal Assessments. Find an article on the internet about anything that you are 	<ul style="list-style-type: none"> Visit the local library or check their online catalogue. There are plenty of free resources: comic books, novels, books to complement students’ learning... Some favourite story books are available in Spanish too! Spanish newspapers online; www.elpais.com www.marca.com www.20minutos.es www.bbc.com/mundo
			Super-Curricular Activities 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!
			Media & Other Links <ul style="list-style-type: none"> www.quizlet.com/ashaunak www.languagesonline.org www.collinsdictionary.com/spanish Duolingo (app) - aim for 10-15 minutes/daily. It’s a mix of writing, translating, practicing different vocab and listening – all in one! It gets really competitive and fun. Memrise (app) - aim for 10-15 minutes/daily. Look for sets that are based on Mira (textbook used for Spanish at KS3) www.language-gym.com/#!/ to practise verbs in all tenses BBC Bitesize for Spanish

		<p>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> <ul style="list-style-type: none"> • Actively practice listening by listening to the radio, watching TV/Netflix/YouTube, etc., in Spanish with English subtitles. • Actively practice reading using free resources from the internet in Spanish – see links for Spanish newspapers as indicated. • Actively practice speaking and time yourself! Record yourself on your phone and play it back, check for any amendments and go again, and again, and again ...! • You should access Languages Online to practice grammar exercises in Spanish on a weekly basis using the following link; www.languagesonline.org • Find an article on the internet about anything that you are particularly interested in (e.g. sport, music, film, television, social issues, current affairs, the environment, etc.) and make a list of new words and their meanings in English from what you find in the article. You can use Collins online Spanish dictionary to help you with the definitions. • Try watching your favourite television shows on Netflix (or similar) with the Spanish subtitles. Alternatively, you could change the audio setting to Spanish and have English subtitles. 	
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Subject	Topic	PREP Tasks	Further Research /Reading
GCSE Music	Revision	<p>[PQ] & [ER] 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"> - The Concerto Through Time - Pop Conventions - Rhythms of the World - Film & Game Music - Key Word Activity Pack <p>There are other listening resources in the Old Spec Revision Question folder on Student Drive.</p> <p>[PQ] Concerto Through Time – Revision Quiz Concerto Through Time quiz - YouTube</p> <p>[PQ] Guess the Instrument – Revision Quiz Guess the Instrument 20 Musical Instrument Sounds Quiz Music Trivia - YouTube</p> <p>[ER] The Romantic Concerto – Virtual Textbook OCR GCSE Music Virtual Textbook AoS 2 - 6. The Romantic Concerto - YouTube</p> <p>[ER] Rhythms of the World – Virtual Textbook OCR GCSE Music Virtual Textbook AoS 3 - 3. Greek, Israeli and Palestinian Music - YouTube</p> <p>[ER] How to Answer the Q5 Melodic Dictation Question Answering question 5 on the OCR Music GCSE exam - the score question - YouTube</p>	<p>The Concerto: https://www.misswardmusic.com/the-concerto.html</p> <p>Super-Curricular Activities</p> <p>Live Streamed Concerts: The best classical music and opera live streams available online in 2021 - Classic FM</p> <p>Media & Other Links</p> <p>[ER] Amadeus – Film – Watch it for free on Planet E-Stream – follow this link: https://shenfield.planetestream.com/View.aspx?id=235~3x~fz6erY</p> <div data-bbox="1666 895 1888 1230" data-label="Image"> </div> <p>[ER] HardTalk: Interview with Hans Zimmer https://shenfield.planetestream.com/View.aspx?id=4095~4s~tdt8zFqk</p>

Subject	Topic	PREP Tasks	Further Research /Reading
BTEC Music Technology	Unit 3 – Live Sound	<p>Design a stage plan that can be used for the Easter Concert. You will need to include the following:</p> <ul style="list-style-type: none"> - 30 chairs and music stands - 1 keyboard - 1 guitar and amp - 1 bass guitar and amp - 1 drum kit - 5 microphones - 4 on-stage monitors <p>Research into PAT Testing. Write about the following:</p> <ul style="list-style-type: none"> - What is it? - What is it used for? - Why should it be completed? - What is the difference between Class 1 and Class 2? - Do you test the different classes differently? <p>Think about the importance of a sound check and how this can be the making or breaking of a group's performance.</p>	<p>Find out about the most underrated yet critical roles in the music industry. http://www.thebigmusicproject.co.uk/five-underrated-yet-crucial-roles-music-industry/</p>
			<p>Super-Curricular Activities</p> <p>When you go shopping, see whether a shop or shopping centre, listening to see if there is music playing. If there is, are they displaying a PRS licence sticker in the window?</p>
			<p>Media & Other Links</p>
			<p>Job Roles https://www.youtube.com/watch?v=QMC4dBBXH2Y</p> <p>Music Industry Overview https://www.youtube.com/watch?v=-eV6t8_pOSo&list=PLi33BPxA2q1qe5V9o8zgUHcQs3KJvmKd</p> <p>Turning Your Songs into Money documentary https://www.youtube.com/watch?v=0xletCrn-iU</p>

Subject	Topic	PREP Tasks	Further Research /Reading
PE	Theory: Anatomy & Physiology and Health & Performance	<p>[ER] HOT TOPICS PAPER 2 – Create your own revision resources for the below topic areas.</p> <p><u>Health Fitness & Wellbeing</u></p> <p>Physical Health</p> <ul style="list-style-type: none"> - How increasing physical ability, improving components of fitness, improving health/reduce risks <p>Emotional Health</p> <ul style="list-style-type: none"> - How participating in physical activity can improve emotional health & how these are achieved <p>Sedentary Lifestyle</p> <ul style="list-style-type: none"> - What is a sedentary lifestyle and its consequences? <p>Diet & Nutrition</p> <ul style="list-style-type: none"> - Nutritional requirements and ratio/balance - Role & importance of Macronutrients - Role & importance of Micronutrients <p><u>Sports Psychology</u></p> <p>Classification of skills</p> <ul style="list-style-type: none"> -open/closed, basic(simple)/complex, low organisation/high organisation <p>Goal Setting /SMART</p> <ul style="list-style-type: none"> -principles of SMART & value of each <p>Feedback</p> <ul style="list-style-type: none"> -types of feedback (intrinsic/extrinsic/terminal/concurrent) <p>Engagement Patterns</p> <ul style="list-style-type: none"> -GASED <p>Commercialisation</p> <ul style="list-style-type: none"> -advantages & disadvantages of commercialisation & media for the sponsor, the sport, the player and the spectator <p>Ethical & Socio-cultural Issues</p> <ul style="list-style-type: none"> - Sportsmanship, gamesmanship and the reasons for and consequences of deviant behaviour <p>[PQ] PAST PAPERS - Visit the Edexcel Website and complete a past paper with the help of the mark scheme. Any problems with printing or downloading please see your teacher for a copy.</p>	<p>Past Papers & Mark Schemes</p> <p>Revision for Mocks</p> <p>BBC Bitesize Reading & Tests</p>
			<p>Super-Curricular Visits</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. • Begin to collect video evidence for your practical sports.
			<p>Media & Other Links</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zx/bg39q</p> <p>Purchase via Amazon</p> <p>GCSE PE Pocket Posters App (free version) (full version small cost £3.49 then a book & app are provided)</p>
			<p><u>Apple Store App</u></p> <p>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
BTEC Performing Arts	Component 3: Responding to a Brief (external)	<p>You have now started your final EXTERNAL exam component.</p> <p>The below prep tasks are essential for your success in this component.</p> <p>Remember 75% of this component is written assessment, under exam conditions. Only 25 % of this component is the final performance.</p> <p>[R4A] [HI] Research for the brief and performance</p> <p>You have completed some research, in lesson, but to be successful in this component you will need to complete research in your own time.</p> <p>Your research will help you to develop ideas, characters and themes. It's very important to also refer to this in your written assessments. The examiner needs to be able to read how you got from research to an idea for the performance.</p> <p>Suggested research:</p> <ul style="list-style-type: none"> ✓ Facts and statistics on mental health issues within your target audience. (What percentage of your target audience will suffer with mental health issues? Which specific issues will they suffer from?) ✓ Interviews/ studies/ research which suggests that participating in The Arts can help improve mental health and wellbeing. ✓ True life stories/ case studies which show how The Arts have improved a person's mental health/ well being ✓ Creating questionnaires for your target audience, to find out what is stopping them from participating in The Arts. <p>[PQ] [HI] Mock log 4</p> <p>Complete a mock LOG 4 for your teacher. Keep to the 1 hour time limit, and aim to type 800 words in that hour.</p> <p>Hand in to your teacher and you will receive feedback on how to make progress.</p> <p>This will help you to clearly see the areas for improvement before the final Component 3 exam.</p>	<p>REVISION GUIDE</p> <p>Pearson REVISE BTEC Tech Award Performing Arts Revision Guide: (with free online Revision Guide) for home learning, 2021 assessments and 2022 exams</p> <p>https://www.amazon.co.uk/Revise-Award-Performing-Revision-Guide/dp/129224562X/ref=sr_1_1?crid=VFZM7STPU4S&keywords=btec+performing+arts&qid=1638793254&srefix=btec+perfor%2C aps%2C149&sr=8-1</p> <p>This is a revision guide for Component 3. It has comments from the examiner on how to achieve top marks, as well as annotated pupil responses.</p>
			Super-Curricular Visits
			Media & Other Links
			<p>Live Stream Professional Theatre Productions</p> <p>*We ask that you do not share these details, as the Drama department pay yearly subscription fees to access these services*</p> <p>https://www.ntathome.com/login</p> <p>https://www.dramaonlinelibrary.com/</p>

[R4A] Watch Live Theatre/ Professional Works

1. National Theatre at Home

<https://www.ntathome.com/login>

email - e.sherwood@shenfield.essex.sch.uk

password - SHSDrama

- recommended productions to watch (as not all will be appropriate for KS4 students)

- ✓ Peter Pan
- ✓ Treasure Island
- ✓ Oliver Twist

2. Drama online Library

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

Log in (top right hand corner) and once logged in click "plays"

- ✓ Small Island (themes on racism, some sexual references)
- ✓ One man Two Gunvors (comedy)

Username: 97QG8Dg)y+

Password: 2He(6Ed%rV

Do not share these details with anyone outside of the class

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

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

Subject	Topic	PREP Tasks	Further Research /Reading
Sociology	Revision tasks for all topics	<p>Your prep tasks for this half term are based on revisiting content. [ER] Ensure that you have revision resources on all topics being assessed:</p> <ol style="list-style-type: none"> 1. Sociological concepts 2. Family 3. Research Methods 4. Education 5. Crime <p>You should use all revision materials placed on the Student Learning Drive which take you through topic by topic. For each topic, there is a checklist, a revision booklet, a revision PP of the whole topic and the video lessons made by teachers last year. [ER] Complete the specimen exam papers which can be found by following the links below: https://www.wjec.co.uk/qualifications/sociology/r-sociology-gcse-from-2017/eduqas-gcse-sociology-sams-2017-e.pdf https://www.wjec.co.uk/qualifications/sociology/r-sociology-gcse-from-2017/ (scroll down to bottom of page, look on the left hand side and open the document entitled 'GCSE Sociology additional specimen questions component 1'. Rewatch the walking talking mock videos made by Mr Bishop and Mrs Hollingsworth for December lockdown work. [ER] Peer mark your exam papers before handing into your teacher for marking. Mark schemes (the answers) can be found in the same document as the question papers.</p>	<p>[ER] Read the family section (pages 32-79) of WJEC Eduqas GCSE Sociology by Steve Tivey and Marion Davies</p> <p>[ER] Read the education section (pages 80-119) of WJEC Eduqas GCSE Sociology by Steve Tivey and Marion Davies</p>
			Super-Curricular Visits
			Media & Other Links
			<p>The following link provides a different teacher summarising revising the content in the family, research methods and education units https://www.youtube.com/watch?v=JoFNIFzqu3Y</p>

1. Self-Testing

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

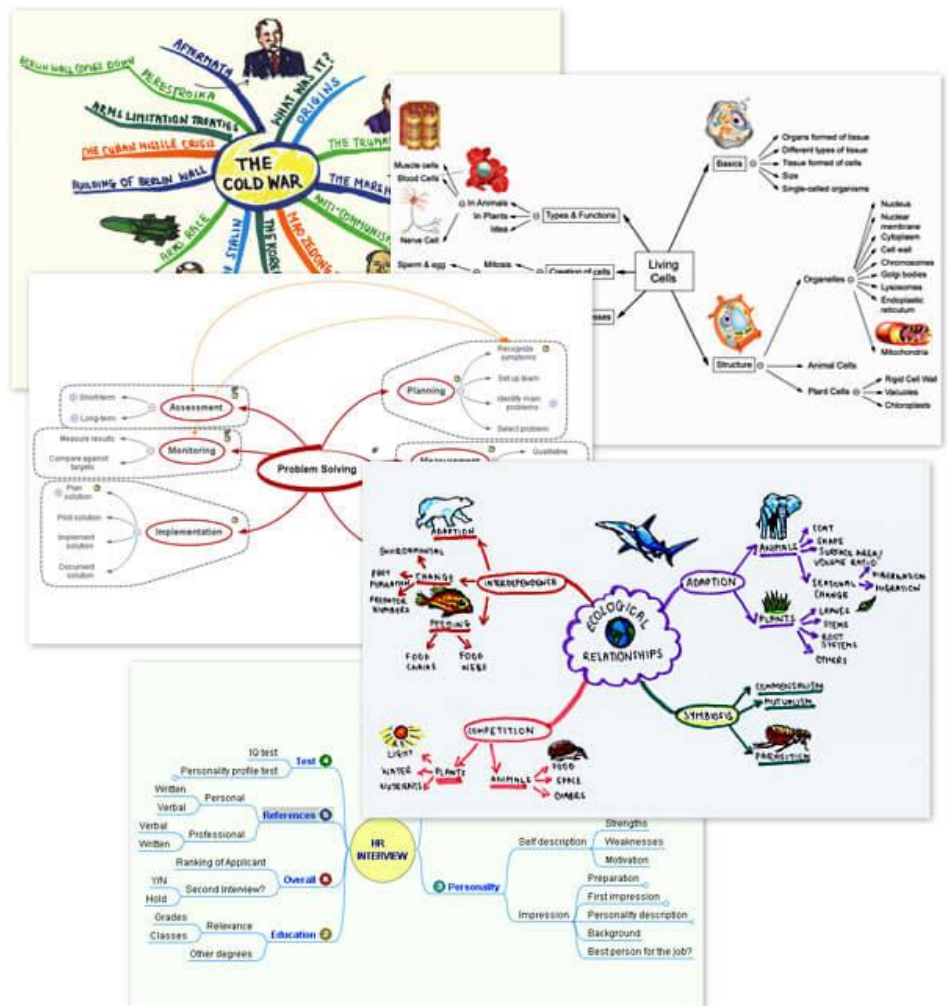
On another piece of paper, try to write down the key words and definitions from memory.

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.

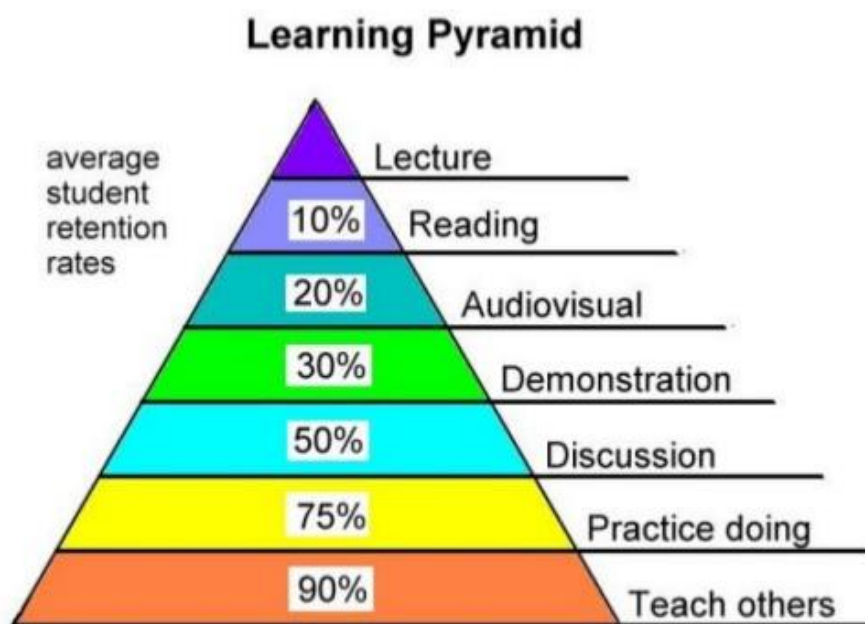
TIP: On the back of the revision card, write the title from the front. Then, after you have read through your cards a number of times, turn them over. Look at the title and self-test yourself on the information. Once you have recalled all you can, turn the card back over and check your answers.

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

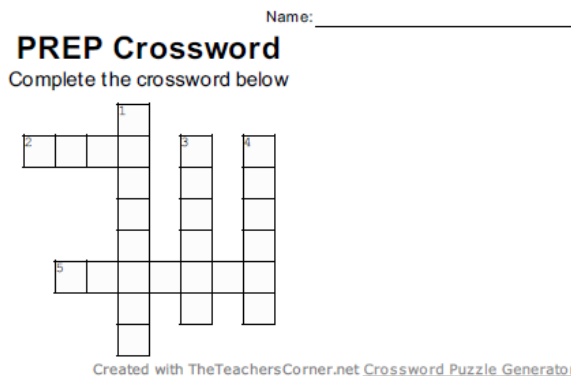
1. Key Words Crossword Puzzle

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

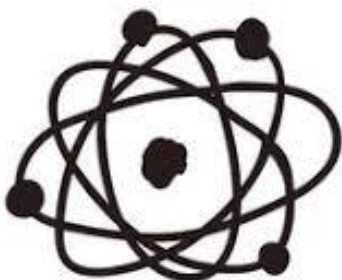
For this game you will need at least one other person. With a friend or group of friends, decide which subject and set of Key Words you wish to learn or revise. Write them down on individual cards. Try to have a large number so they are not too obvious.

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.

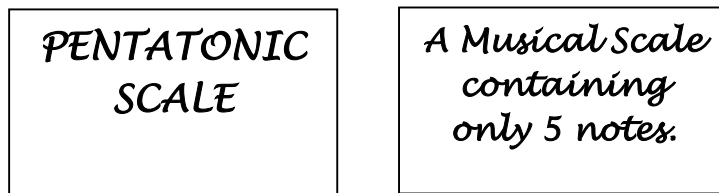
6. Card Matching Game

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!

