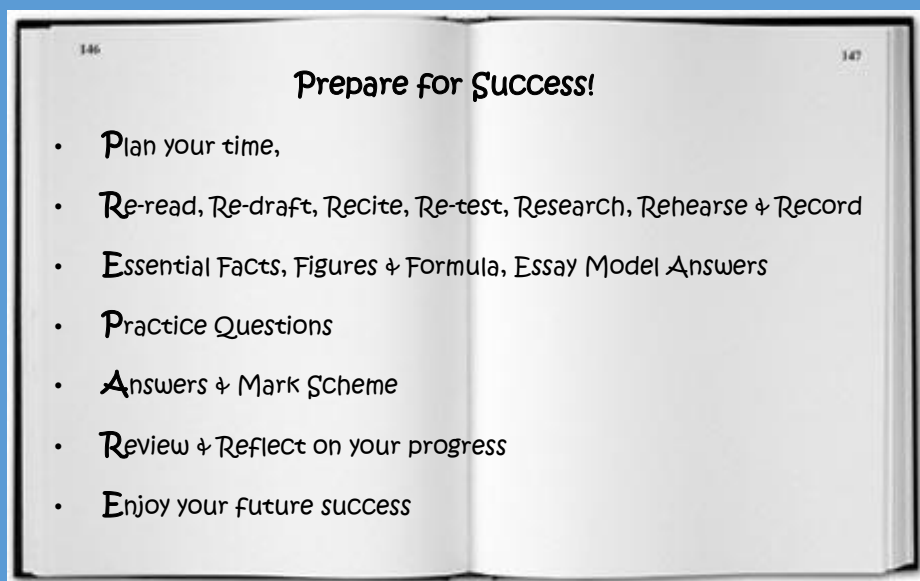


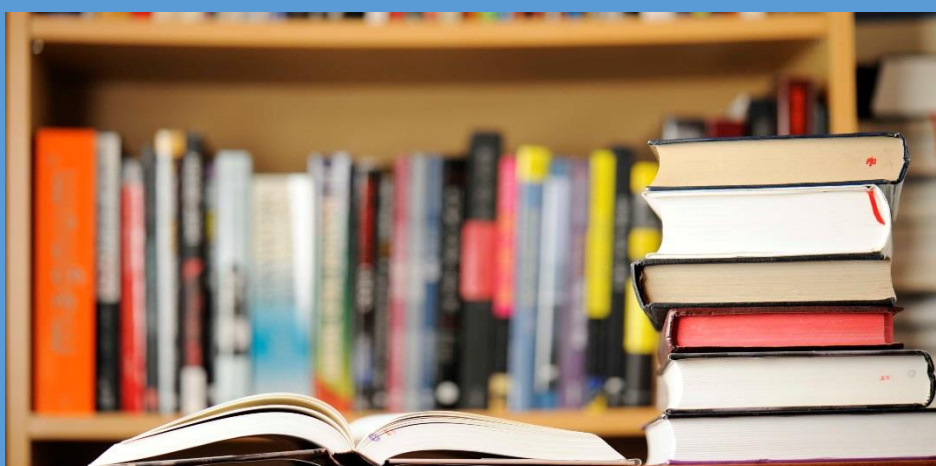


Shenfield High School



# STUDENT PREP HELP BOOK

A Student Guide for Successful PREP



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## 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.

Traditionally, homework was set after a topic or section of learning. It would be completed and then the next topic would begin. Whilst the homework was helping to re-inforce the learning, it did not encourage re-visiting the information until exam preparation time.

**FACT:** Revising two or three weeks before the exam does not allow enough time for information to pass into the long-term memory.

**FACT:** New GCSE & A Level exams have more content to remember.

In order to improve learning retention we are encouraging students to 'PREP' each evening after school. The focus of the time should be on the learning from the day and learning from the previous week, month and/or year.

'PREP' is short for PREPARE:

- **P**lan your time,
- **R**e-read, Re-draft, Recite, Re-test, Research, Rehearse & Record
- **E**ssential Facts, Figures & Formula, Essay Model Answers
- **P**actice Questions
- **A**nswers & Mark Scheme
- **R**evise & Reflect on your progress
- **E**njoy your future success

Each department has flooded 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 Help Book.

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

## How to use the Student Help Book

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 and DVDs listed if you would like to look at a subject in greater depth.

There are two main sections 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 situation.

Don't try and tackle all the resources at once. Be guided by your teachers through their 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.

Regular PREP will lead to exam and assessment success!

# PREP Drop-In Timetable

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Before School</b>	Sixth Form (Mr Cooke) Maths (Ms Dyson)	Sixth Form (Mr Cooke)	Music (Mr Sands) X8 Sixth Form (Mr Cooke)	Sixth Form (Mr Cooke) English (Mr Clifford) Maths (Miss Robinson)	Sixth Form (Mr Cooke) English (Mr Clifford)
<b>Break time</b>	PE KS3 (Mrs Cosentino & Mr Rigg)				
<b>Lunchtime</b>	PE – A level (Mr Sapsford & Mr Macdonald) Art (Mrs Kemp & Miss Murphy) Music (Mr Sands & Mr Carter) X8 BVE (Mrs Bhimjiyani) Media & Film (Mr Sheriff) <i>Week A Only – i72</i> Science KS3 (All Teachers) Triple Science KS4 (Mr Hall) Maths (Mrs Toshniwal & Mrs Kitchen) <i>Week A</i> Maths (Mrs Toshniwal & Ms Dyson) <i>Week B</i>	PE GCSE (Mrs Cosentino & Mr Rigg) Social Sciences (Mr Taylor, Mr Barron & Mrs Walsh-Pammen) C51 BVE (Mrs Bhimjiyani) Drama (All Drama Teachers) Science KS3 (All Teachers) Maths (Mr Drew) <i>Week A</i> Maths (Miss Smith) <i>Week B</i> Computer Science (Mr Gorman) C72	Humanities (Mrs Laidler) H53 MFL (Mr Shaunak & Miss Raoult) – H14 – <i>Week A</i> MFL (Mrs Shaunak-Hobbs) – H17 – <i>Week B</i> Science KS3 (All Teachers) Maths (Mr Russell) <i>Week A</i> Maths (Mr Russell & Miss Robinson) <i>Week A</i> History (Miss McCormick) H63	BTEC Sport (Mr Thomas) Social Sciences (Mrs Hollingsworth, Miss Kadem & Mr Bishop) Humanities (Mrs Power) H54 Science KS3 (All Teachers) Maths (Mr Drew) <i>Week B</i>	PE KS3 (Mr Sapsford, Mr Hall & Mr Chapman) Humanities (Mrs Parkinson & Mr Springett) H61 & H51 Media & Film (Mr Sheriff) <i>Week B Only – i72</i> Drama (Mrs Garnish, Mrs Richardson, Mrs Nowlan) Science KS3 (All Teachers) Maths (Mrs Ereku) <i>Week A</i> Maths (Mrs Ereku & Mrs Kitchen) <i>Week B</i>
<b>After School</b>	Chemistry (Mr Richards & Mrs Helim)	BVE (Mr Edwards) Biology (Mrs Turner-Smith, Mr Conway, Mr Fletcher & Miss Fensome)	BTEC Health & Social Care (Mrs Knight & Mrs Dyke) i1 & i6 BVE (Mr Shearing & Miss Weeden)	Social Sciences (Mrs Hollingsworth) BVE (Mr Shearing) English (Mr Clifford) Maths (Mr Drew & Mrs Jahromi)	BVE (Mr Shearing) Physics (Dr Pope) Maths (Mr Drew)

## Art PREP

Art is assessed in four different areas. Artist Research, Planning and Exploring, Observing and Producing a final piece/ outcome.

For Artist Research, students will be expected to study in greater depth the artist or art movement that they are currently studying in class e.g. cubist art, fauvist, impressionism etc. This can be done through reading, or creating their own art work inspired by the artist of whom they have studied.

For Planning and Exploring, students should experiment with using a variety of materials to create pieces of art work such as, paint, pencil, oil pastel, collage, sculpture, computers etc. Work should be related to their class theme e.g., 'Animals in Art', 'Landscapes' etc.

For observing, students are expected to take photographs of things relating to their topic in class. Photographs should be creative and imaginative and sometimes relevant to the artists whom they have studied.

Observing also includes drawing. Students should practise drawing from direct observation and also from personal photography. Students should continue to practise the techniques taught in lesson such as; using the grid for scaling up/down or the line of symmetry, adding tone etc. Other/new ways of drawing should also be explored and practised.

It is recommended that students visit as many art galleries and museums as possible to enhance their experience and knowledge of art.

### Local Art Galleries

#### **Beecroft Art Gallery**

Victoria Avenue, Southend-on-Sea, Essex, SS2 6EX,  
Tel: 01702 212511, [www.southendmuseums.co.uk](http://www.southendmuseums.co.uk)

The gallery houses some 2,000 works, including works by Constable, Molenaer, Lear and Seago. The gallery also hosts temporary exhibitions and is the home of the Essex artists open exhibition.

#### **Gibberd Gallery**



Civic Centre, The Water Gardens,  
Harlow, Essex, CM20 1WG,

Tel: 01279 446404  
[www.gibberdgallery.co.uk](http://www.gibberdgallery.co.uk)

A permanent collection of 20th century British watercolours and drawings as well as a changing exhibition programme featuring the work of both local artists and artists of the world-renown.

#### **Focal Point Gallery**



The Forum, Elmer Square, Southend-on-Sea, Essex, SS1 1NB,

Tel: 01702 534108, [www.fpg.org.uk](http://www.fpg.org.uk)

Focal Point Gallery is south Essex's gallery for contemporary visual art, promoting and commissioning major solo exhibitions, group and thematic shows, a programme of events including performances, film screenings and talks.

#### **The Gallery at Parndon Mill**



Parndon Mill Lane, off Elizabeth Way, Harlow, Essex, CM20 2HP, Tel: 01279 426042  
[www.parndonmill.co.uk](http://www.parndonmill.co.uk)

The Gallery at Parndon Mill presents a series of exhibitions of fine art and crafts by distinguished artists including those who have studios at Parndon Mill.

#### **Firstsite**



Lewis Gardens, High Street, Colchester, Essex, CO1 1JH,

Tel: 01206 577067, [www.firstsite.uk.net](http://www.firstsite.uk.net)

A spectacular new venue for contemporary visual arts, Firstsite offers a changing programme of exhibitions by international artists, creative events and activities for the whole family, plus talks, films, workshops and more. Entry is free.

#### **The Minories Galleries**



The Minories, 74 High Street, Colchester, Essex, CO1 1UE,

Tel: 01206 712437, [www.theminories.org.uk](http://www.theminories.org.uk)

The Minories Galleries is a professional contemporary art gallery run in conjunction with Colchester School of Art & Design and Media.

## Business & Economics PREP (KS4 & KS5 only)

### GCSE Year 10:

#### Assessment Guidance:

Students will face two 90 minute exam papers, each organised into three sections which provide increasing challenge as students move through the paper.

#### **Section A**

Questions in Section A do not relate to a specific business context. This section comprises multiple choice and short-answer questions to assess students' knowledge and understanding of business concepts and issues. There is also a longer question (one 6-mark question) at the end of the section to enable students to discuss a concept or issue in more detail.

#### **Section B**

Section B is based on a business context. In paper 1 this is a small business operating in a local or national context and in paper 2 this is a larger business in a national or global context. All the questions in Section B will relate to the given business context. The questions comprise short-answer questions to assess students' application of knowledge and understanding to the business context, and longer questions. There are two 6-mark questions and one 9-mark question in this section of the paper.

#### **Section C**

Section C is also based on a business context and this is a different business to Section B. In paper 1 this is a small business operating in a local or national context and in paper 2 this is a larger business in a national or global context. All the questions in Section C will relate to the given business context. The questions comprise short-answer and longer questions. There is one 9-mark and one 12-mark question in this section.

#### Recommended websites:

<http://mrshearingbusinessstudies.weebly.com/>

<https://www.tutor2u.net/business>

<https://www.bbc.co.uk/education/subjects/zpsvr82>

<http://www.bbc.co.uk/news/business>

#### Reading List:

Go4schools contains electronic documents relating to a revision guide, key terms and an assessment guide to help consolidate expectations.

#### Recommended programs to watch through i-player:

- Inside the Factory
- Dragons Den
- Undercover Boss
- The Apprentice

### GCSE Year 11:

#### Assessment Guidance:

- Unit 1 – **Setting up a Business** – Written Paper (1 Hour) 40%
- Unit 2 – **Growing a Business** – Written Paper (1 Hour) 35%
- Unit 3 – **Investigating Businesses** – Controlled Assessment – 25%

Each paper is 60 minutes long and will consist of 3 sections. Each section will be worth roughly 20 marks and will cover knowledge based 1 to 2 mark questions, then extend into explain questions using a case study finishing with a 9 mark question where you will need to make a recommendation for the business in the case study.



### Recommended websites:

<http://mrshearingbusinessstudies.weebly.com/>

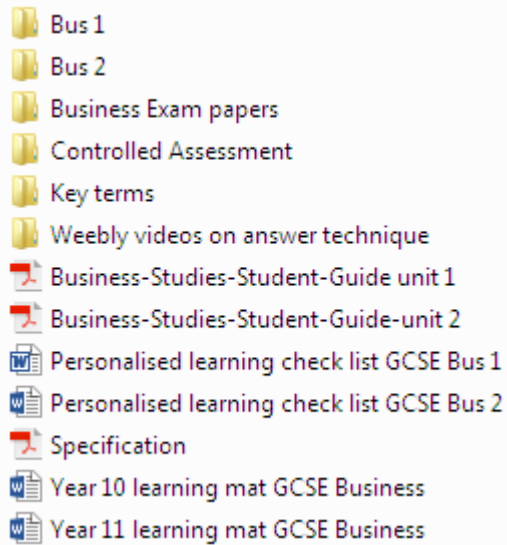
<https://www.tutor2u.net/business>

<https://www.bbc.co.uk/education/subjects/zpsvr82>

<http://www.bbc.co.uk/news/business>

### Reading List:

All supporting documents can be found in the student drive, which covers the 2 year course and support for the controlled assessment:



### Recommended programs to watch through i-player:

- Inside the Factory
- Dragons Den
- Undercover Boss
- The Apprentice



## **KS4 BTEC**

### **Assessment Guidance:**

On your BTEC First Award course you will be assessed by taking an external test (completed online in exam conditions) and by completing three internally assessed units, which involve completing assignments under controlled conditions. Each form of assessment is designed to link to specific **learning aims** and **assessment criteria**. You will be required to undertake the two compulsory units as well as two optional units (listed below) that provide a combined total of 120 credits.

### **Compulsory units & number**

Unit Number	Unit Title	Credit	Level
1	Enterprise in the Business World	30	2
2	Finance for Business ( <b>Externally Assessed</b> )	30	2

### **Optional unit titles & number**

Unit number	Unit title	Credit	Level
3	Promoting a Brand	30	2
8	Recruitment, Selection and Employment	30	2

### **Recommended websites:**

[www.qualifications.pearson.com/en/qualifications/btec-firsts/business-2012-nqf.coursematerials.html#filterQuery=Pearson-UK:Category%2FExternal-assessments](http://www.qualifications.pearson.com/en/qualifications/btec-firsts/business-2012-nqf.coursematerials.html#filterQuery=Pearson-UK:Category%2FExternal-assessments)

<https://www.tutor2u.net/business>

<https://www.bbc.co.uk/education/subjects/zpsvr82>

<http://www.bbc.co.uk/news/business>




<http://businesscasestudies.co.uk/case-studies/by-topic/>

### **Reading List:**





Revise BTEC First Business Revision Guide, ISBN 10: 144690668X, Pearson Education Ltd

Reading any quality newspapers and online news/current affairs sites.

Unit 2 Revision

-  Business Costs
-  Cash Flow
-  Revision

Unit 1 support materials

-  Assignment 1
-  Assignment 2
-  Activity Sheet 1
-  Keywords Types of Business Organisat...



### Films & Documentaries:

- The Apprentice
- Mary Queen of Shops
- Dragons Den
- BBC News and other business related current affairs programmes.

### AS Business Studies

#### Assessment Guidance:

<b>Paper 1</b> <b>Marketing and people</b>  Total marks: <b>80</b> Weighting: <b>50%</b> Exam time: <b>1hr 30</b>  Questions in Section A and B drawn from Theme 1 content. Question in Section C drawn from Theme 1 and Theme 2 content.	<b>Section A:</b> Based on stimulus material. One data response question comprising a number of parts.
	<b>Section B:</b> Based on stimulus material. One data response question comprising a number of parts.
	<b>Section C:</b> Based on stimulus material. One extended open-response question, requiring students to make connections across Theme 1 and Theme 2.
<b>Paper 2</b> <b>Managing business activities</b>  Total marks: <b>80</b> Weighting: <b>50%</b> Exam time: <b>1hr 30</b>  Questions in Section A and B drawn from Theme 2 content. Question in Section C drawn from Theme 2 and Theme 1 content.	<b>Section A:</b> Based on stimulus material. One data response question comprising a number of parts.
	<b>Section B:</b> Based on stimulus material. One data response question comprising a number of parts.
	<b>Section C:</b> Based on stimulus material. One extended open-response question, requiring students to make connections across Theme 1 and Theme 2.

### Recommended websites:

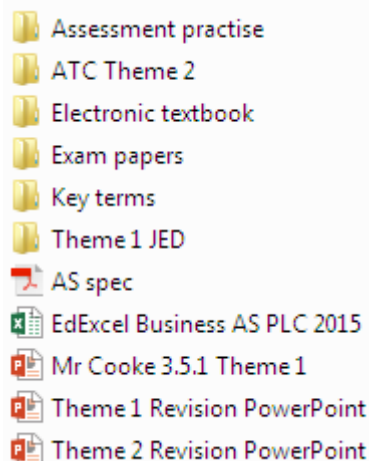
<https://www.tutor2u.net/business>

<https://www.bbc.co.uk/education/subjects/zpsvr82>

<http://www.bbc.co.uk/news/business>

### Reading List:

Keeping up to date with business related news from reputable sources, should be an ongoing activity. All supporting documents relating to theory and assessment can be found in the student drive:



### Films & Documentaries:

Search BBC iPlayer and other streaming sites like Netflix to find an array of documentaries relating to the topics you'll study within Business.

### A level Business Studies

#### Assessment Guidance:

<b>Paper 1</b> <b>Marketing, people and global businesses</b>  Total marks: <b>100</b> Weighting: <b>35%</b> Exam time: <b>2hrs</b>  Questions drawn from Theme 1 and Theme 4 content.	<b>Section A:</b> Based on stimulus material. One data response question comprising a number of parts, including one extended open-response question.
	<b>Section B:</b> Based on stimulus material. One data response question comprising a number of parts, including one extended open-response question.
<b>Paper 2</b> <b>Business activities, decisions and strategy</b>  Total marks: <b>100</b> Weighting: <b>35%</b> Exam time: <b>2hrs</b>  Questions drawn from Theme 2 and Theme 3 content.	<b>Section A:</b> Based on stimulus material. One data response question comprising a number of parts, including one extended open-response question.
	<b>Section B:</b> Based on stimulus material. One data response question comprising a number of parts, including one extended open-response question.
<b>Paper 3</b> <b>Investigating business in a competitive environment</b>  Total marks: <b>100</b> Weighting: <b>30%</b> Exam time: <b>2hrs</b>  A broad context will be issued in November of the previous year. Questions drawn from all themes.	<b>Section A:</b> Based on stimulus material. This section will focus on the broad pre-released context. One data response question comprising a number of parts, including one extended open-response question.
	<b>Section B:</b> Based on stimulus material. This section will focus on a strand within the broad pre-released context. One data response question comprising a number of parts, including one extended open-response question.

#### Recommended websites:

<http://mrshearingbusinessstudies.weebly.com/>















<https://www.tutor2u.net/business>

<https://www.bbc.co.uk/education/subjects/zpsvr82>

<http://www.bbc.co.uk/news/business>

### Reading List:

Keeping up to date with business related news from reputable sources, should be an ongoing activity. All supporting documents relating to theory and assessment can be found in the student drive:

-  Course companion theme 3 & 4
-  Key terms
-  Mrs Bellworthy's Lesson ppts
-  Practise papers
-  Pre-release themes
-  Theme 3 Power Points
-  Theme 4 Power Points
-  A level spec
-  All topics
-  Formulae checklist
-  Paper 1 revision
-  Paper 2 Revision – quantitative focus
-  Theme 3 assessment pack
-  Theme 4 assessment pack (past papers)

### Films & Documentaries:

Search BBC iPlayer and other streaming sites like Netflix to find an array of documentaries relating to the topics you'll study within Business.

### AS Economics:

#### Assessment Guidance:

<b>Paper 1</b> <b>Introduction to markets and market failure</b>  Total marks: 80 Weighting: 50% Exam time: 1hr 30  Questions are drawn from Theme 1 content	<b>Section A:</b> Multiple-choice and short-answer questions. Students answer all questions.
	<b>Section B:</b> Based on stimulus material. One data response question comprising a number of parts, including one extended open-response question (students select one extended open-response question from a choice of two).
<b>Paper 2</b> <b>The UK economy – performance and policies</b>  Total marks: 80 Weighting: 50% Exam time: 1hr 30  Questions are drawn from Theme 2 content	<b>Section A:</b> Multiple-choice and short-answer questions. Students answer all questions.
	<b>Section B:</b> Based on stimulus material. One data response question comprising a number of parts, including one extended open-response question (students select one extended open-response question from a choice of two).

#### Recommended websites:

<http://mrshearingeconomics.weebly.com/>

<https://www.tutor2u.net/economics>

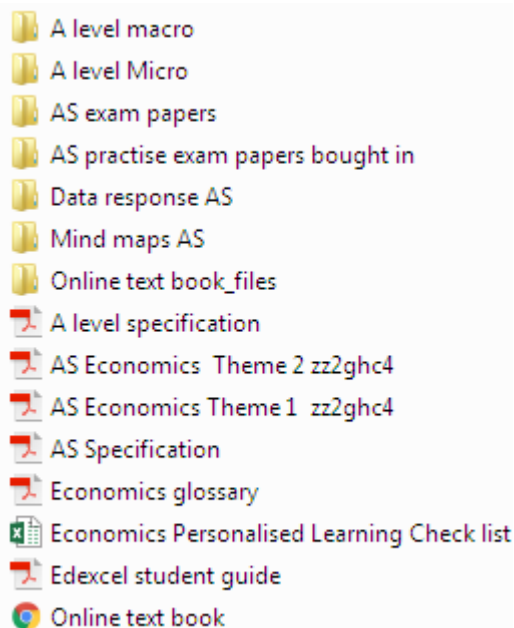
<http://www.bbc.co.uk/news/business/economy>

### Reading List:

Keeping up to date with economic related news from reputable sources, should be an ongoing activity.

Subscription to The Economist through the school's student discount.

All supporting documents relating to theory and assessment can be found in the student drive:



### Films & Documentaries:

Search BBC iPlayer and other streaming sites like Netflix to find an array of documentaries relating to the topics you'll study within Economics.

Watching the news and related programmes such as news night and Sunday politics, will keep you up to date with current policy in the UK.

### A level Economics:

#### Assessment Guidance:

The A level will build upon your AS content, but will have higher demands regarding your own knowledge relating to content. The extended essay within microeconomics can occur without a supporting case study, with students expected to be aware of the economics attached to the goods/service. Macroeconomics will extend beyond the UK, with development a key theme in less developed countries.

<b>Paper 1</b> <b>Markets and business behaviour</b>  Total marks: 100 Weighting: 35% Exam time: 2hrs  Questions drawn from Theme 1 and Theme 3 content.	<b>Section A:</b> Multiple-choice and short-answer questions. Students answer all questions.
	<b>Section B:</b> Based on stimulus material. One data response question comprising a number of parts.
	<b>Section C:</b> One extended open-response question. Students select one from a choice of two.
<b>Paper 2</b> <b>The national and global economy</b>  Total marks: 100 Weighting: 35% Exam time: 2hrs  Questions drawn from Theme 2 and Theme 4 content.	<b>Section A:</b> Multiple-choice and short-answer questions. Students answer all questions.
	<b>Section B:</b> Based on stimulus material. One data response question comprising a number of parts.
	<b>Section C:</b> One extended open-response question. Students select one from a choice of two.

<b>Paper 3</b> <b>Microeconomics and macroeconomics</b>  Total marks: 100 Weighting: 30% Exam time: 2hrs  Questions drawn from all themes.	<b>Section A:</b> Based on stimulus material. One data response question comprising a number of parts, including one extended open-response question (students select one extended open-response question from a choice of two).
	<b>Section B:</b> Based on stimulus material. One data response question comprising a number of parts, including one extended open-response question (students select one extended open-response question from a choice of two).

The sites and resources available at AS are there to support A level too. However the following books would be a useful extension activity, especially if you wish to study economics at university.

### Reading list:

- **23 Things They Don't Tell You About Capitalism** (Ha-Joon Chang) – challenges conventional thinking
- **Age of Discovery: Navigating the Risks and Rewards of Our New Renaissance:** (Ian Goldin & Chris Kutarna)
- **Alibaba: The House that Jack Ma Built** (Duncan Clark) – The rise of the Chinese corporate giant
- **Art of Strategy** (Dixit and Nalebuff) – especially good for Game Theory examples and analysis
- **Capitalism: 50 Ideas You Really Need to Know** (Jonathan Portes) – compact and excellent reference material
- **Drunkard's Walk** (Leonard Mlodinow) – a brilliant history of Maths and lots of relevant applications
- **GDP: A Brief but Affectionate History** (Professor Diane Coyle) – very good on the GDP / well-being debate
- **Grave New World:** (Stephen King) – Former head of Econ at HSBC looks at the fracturing global economy
- **If I Could Tell You Just One Thing...: Most Valuable Advice from Remarkable People:** (Richard Reed)
- **Inequality** (AB Atkinson) – a superb book on one of the defining economic/political issues of the age
- **Inner Lives of Markets: How People Shape Them—And They Shape Us** (Sharman and Fishman)
- **Misbehaving: The Making of Behavioural Economics** (Richard Thaler) – Superb biography
- **Poor Economics: Rethinking Ways to Fight Global Poverty** (Banerjee & Duflo) – development economics
- **Positive Linking – Networks and Nudges** (Paul Ormerod) – good introduction to network economics
- **Rise and Fall of Nations: Ten Rules of Change in the Post-Crisis World** (Richir Sharma)
- **Risk Savvy - How to make good decisions** (Gerd Gigerenzer) – the world of heuristics and risk management
- **Ten Great Economists** (Philip Thornton) – biographical background, well worth a read
- **The Box - How the Shipping Container Made the World Smaller and the World Economy Bigger,** (Levinson)
- **The Everything Store: Jeff Bezos and the Age of Amazon** (Brad Stone) – a great page turner
- **The Great Convergence:** Information Technology and the New Globalization (Richard Baldwin)
- **The Great Divide** (Professor Joseph Stiglitz) – one of the classic critiques of globalisation
- **The Great Escape** (Professor Angus Deaton) – a broad sweep of economic history and poverty reduction
- **The Plundered Planet: How to Reconcile Prosperity with Nature:** (Professor Paul Collier)
- **The Undoing Project:** (Michael Lewis) – Birth of behavioural economics, Kahneman and Tversky
- **The Upstarts: How Uber and Airbnb are changing the world** (Brad Stone) Follow up to his work on Amazon
- **Thinking Fast and Thinking Slow:** (Professor Daniel Kahneman) – the classic Kahneman epic
- **What Money Can't Buy: The Moral Limits of Markets** (Professor Michael Sandel) – Pure PPE bliss
- **Who Gets What - And Why:** Understand the Choices You Have, Improve the Choices You Make (Al Roth)
- **Why Information Grows: The Evolution of Order, from Atoms to Economies** (Cesar Hidalgo)
- **Worldly Philosophers: Lives, Times, and Ideas of Great Economic Thinkers** (Robert Heilbroner)

### KS5 BTEC:

#### Assessment Guidance:

The **Extended Certificate** in Business has three mandatory units (see below) and one additional unit to be chosen by the teacher. Two units are externally assessed, one is a finance exam and the other is a controlled assessment.

Unit (number and title)	Unit size (GLH)
1 Exploring Business	90
2 Developing a Marketing Campaign	90
3 Personal and Business Finance	120

The **Extended Diploma** in Business has seven mandatory units (see below) and six additional units to be chosen by the teacher. Four units are externally assessed, one is a finance exam and the remaining three are controlled assessments.

Unit (number and title)	Unit size (GLH)
1 Exploring Business	90
2 Developing a Marketing Campaign	90
3 Personal and Business Finance	120
4 Managing an Event	90
5 International Business	90
6 Principles of Management	120
7 Business Decision Making	120

### **Recommended websites:**

<http://mrshearingbusinessstudies.weebly.com/> (unit 3 finance lessons and revision videos)

<http://www.bbc.co.uk/news/business>

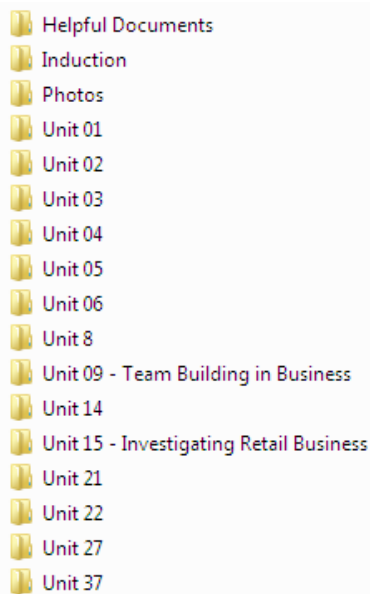
<https://www.tutor2u.net/business>

<http://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html>

<https://www.bbc.co.uk/education/subjects/zpsvr82>

### **Reading List:**

- Revise BTEC National Business Revision Workbook, ISBN-10: 1292150114 (Pearson Education) – covers Units 2, 3, 6 and 7
- BTEC Nationals Business Student Book 1+ Activebook, ISBN-10: 1292126248 (Pearson Education) – covers Units 1, 2, 3, 4, 8, 14, 16, 22 and 23
- BTEC Nationals Business Student Book 2 + Activebook ISBN-10: 1292126256 (Pearson Education) – covers Units 5, 6, 7, 19 and 21
- All supporting documentation, assignment briefs, practice questions and theory can be found on the student area:



### **Films & Documentaries:**

- The Apprentice
- Inside Factory
- Dragons Den
- Dispatches
- Undercover Boss



# Computer Science PREP

## KS3

Computer Science in Key Stage 3 is assessed in two ways:

1. Understanding and application of computational thinking skills; and
2. Understanding and application of basic programming techniques.

To develop these skills, please further explore the activities on the links below.

### Essential Links:

Code.org Website: <https://code.org/>

BBC Bitesize Website: <https://www.bbc.co.uk/education/subjects/zvc9q6f>

## KS4

There are three Assessment Objectives (AO) in GCSE Computer Science. These are detailed in the table below:

GCSE Computer Science Assessment Objectives	
AO1	Demonstrate knowledge and understanding of the key concepts and principles of Computer Science.
AO2	Apply knowledge and understanding of key concepts and principles of Computer Science.
AO3	Analyse problems in computational terms: <ul style="list-style-type: none"><li>• to make reasoned judgements</li><li>• to design, program, evaluate and refine solutions.</li></ul>

To review and revise learning from previous lessons and to prepare for upcoming lessons, please use the resources on the following links.

### Essential Links:

SHS Cloud Website: <https://www.shs.cloud/gcse>

Google Classroom: <https://classroom.google.com/>

## KS5

There are three Assessment Objectives (AO) in A-Level Computer Science. These are detailed in the table below:

A Level Computer Science Assessment Objectives	
AO1	Demonstrate knowledge and understanding of the principles and concepts of Computer Science, including abstraction, logic, algorithms and data representation.
AO2	Apply knowledge and understanding of the principles and concepts of Computer Science including to analyse problems in computational terms.
AO3	Design, program and evaluate computer systems that solve problems, making reasoned judgements about these and presenting conclusions.

To review and revise learning from previous lessons and to prepare for upcoming lessons, please use the resources on the following links.

### Essential Links:

SHS Cloud Website: <https://www.shs.cloud/a-level>

Google Classroom: <https://classroom.google.com/>

***You can access your Google Classroom and cloud resources by signing into Google with your shs.cloud account (studentnumber@shs.cloud)***



## Drama PREP

**KS3** – Drama work is assessed in three ways. Practical application of performance skills in a performance presented in class, the interpretation of a stimulus and the ability to evaluate in writing their contribution to a performance.

**Prep for KS3 will include the following:**

**For Performance** – Students will be encouraged to rehearse in one of our Drama spaces either at lunchtime or after school. There will be clips on YouTube suitable for the current schemes of work referenced so that the students can watch examples of successful performances. Links to stimulus will be available so students can complete extra written responses at home for their ongoing log books, to document their journey in creating a piece of theatre. Costume, sound, lighting and set design worksheets will be available to encourage the students to think about the technical needs of a performance. Students will be signposted to any films or documentaries which could enhance their knowledge and understanding of the topic they are studying.

**For written work (Evaluation and Devising Log Book)** – Students will be able to access a breakdown of how to complete the evaluation. There will be example paragraphs to help the students when completing their work. A glossary of drama terminology will be available to help the students with their spellings and should encourage students to look up important words and use them correctly to enhance the impact of their written studies. Example log books will be available for students to read and mark to give them an understanding of what is required for the highest step levels. A breakdown of the KS3 Steps used to assess both practical and written work will be available so the students can aim for their target step and can see exactly what they would have to do to achieve it. Each scheme of work will have its own personalised resources available to support the learning in class.

### KS4

We currently run two courses at KS3, GCSE Drama and BTEC Performing Arts. Both courses require at least 60% written work and 40% practical work.

Example questions and mark schemes for GCSE Drama will be available so students can complete practice essays in preparation for the written exam. Stimuli used in lessons will be uploaded so students can access their stimulus at any time to use it in their written responses. Exemplar answers for the GCSE written paper will also be available. Writing frames and guidance for essay structure will be also available so students can practise structuring their written answers.

Students will have access to their BTEC Assignment Briefs so they can see their criteria at any time to keep them on track to achieve their target grades. Scripts used in class will be accessible so students can access any scene in a script for either further reading or to help with line learning. Additional scripts can be signposted for students who wish to extend their subject knowledge further. Links to music and visual stimuli will be uploaded throughout the year for students to use in rehearsals and also to inspire the creation process. Students will be signposted to any films or documentaries which could enhance their knowledge and understanding of the topic they are studying.

The unit breakdown for each unit of study will be available for all students on both courses so they can keep track of their units and can complete any additional tasks set by the teacher.

Students of both courses are encouraged to rehearse their performances in a Drama space in their own time. With enough notice, teachers will stay to support a rehearsal.

Drama and Performance theory books can be borrowed from either the Library or the Drama office for students looking to further their knowledge of Drama Theory.

Teachers for both courses will upload resources for the current unit of study as they work through the course.

**Recommended Web sites:**

#### **BBC Bitesize**

<https://www.bbc.co.uk/education/subjects/zbckjxs>

#### **AQA GCSE Drama**

<http://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

#### **Edexcel –BTEC Performing Arts**

<http://qualifications.pearson.com/en/qualifications/btec-technicals/performing-arts.html>

## English PREP

**KS3** – English at KS3 is assessed in three areas; Reading, Writing and Spelling.

All taught units at KS3 are based around preparing students for the demands of the KS4 examinations and are assessed using the same assessment objectives. The variety of tasks set as PREP are designed to enhance the necessary skills required for mid and end of unit assessments. Tasks may include reading around a new topic, writing practice or creating a presentation. Pupils will also be encouraged to write up their class notes into revision cards to help them secure their learning for that lesson.

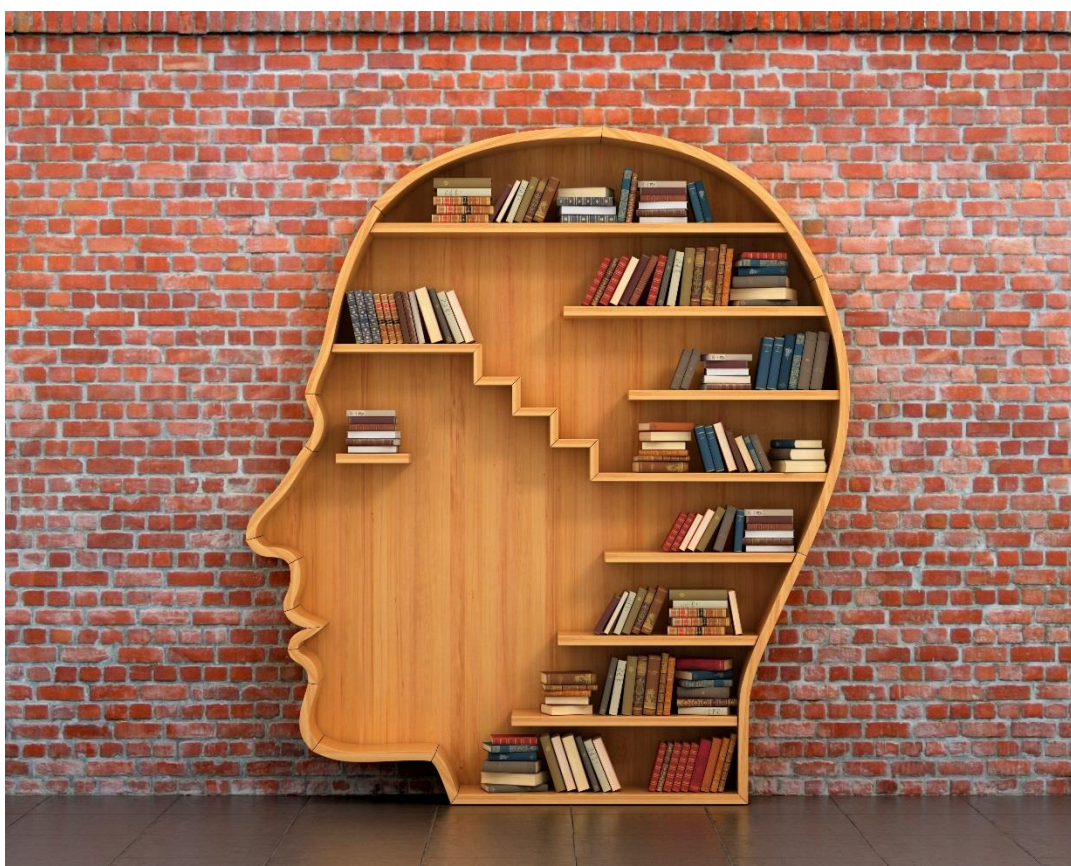
As reading is vitally important, we use the accelerated reader system at KS3 in order to calculate and chart student progress in this area. Students are therefore required to read for twenty minutes per evening in order to develop their vocabulary and understanding. Spelling lists are also provided on a half termly basis in order to develop student's literacy skills.

**KS4** – English is assessed in three areas; Language, Literature and Speaking and Listening.

For English Language pupils will sit two exams. One exam focuses on creative writing and the second exam focuses on writers' viewpoints and perspectives. We have uploaded practice papers for both elements of the English Language exam and pupils will be able to complete these at home and bring them in for their teachers to mark. Pupils will also be allowed to rewrite their answers from lessons or mock exams in an attempt to correct their mistakes. Finally we are also asking pupils to widen their reading in both fiction and non-fiction. We have included a book list that is both challenging and rewarding and we ask that pupils try to read as many non-fiction articles/blogs as possible to give them the experience they need to be successful.

For English Literature pupils will sit two exams covering four different texts. These texts may include 'An Inspector Calls', 'A Christmas Carol', 'The Strange Case of Dr Jekyll and Mr Hyde', 'Romeo and Juliet', 'Macbeth' and a collection of fifteen poems from an anthology titled 'Power and Conflict.' The most important PREP that any pupil can do is to re-read their texts at least once at home due to the closed book nature of the exam. Pupils should also be turning their class notes into revision cards throughout the two years. We have uploaded at least two revision resources per text onto Go4Schools and pupils can work from these at any point of the course.

Finally all pupils are expected to complete a Speaking and Listening presentation in Year 10. Pupils will need to decide a topic and then research it fully. PREP time can be used to create a speech that will be delivered to the whole class. Pupils need to know their topics thoroughly as they will be asked questions after the presentation.



## Geography PREP

Geography is a constantly evolving subject with human, physical and environmental areas. To 'PREP' well for the subject you should be looking at relevant items in the news and pursuing independent research into areas of the course you are studying that interest you. Surprising your teacher with something you've researched that they didn't know themselves would be a fantastic way to show this.

**Geography is assessed across four areas, knowledge, explanation, evaluative judgements and skills.**

For **knowledge** students must demonstrate a geographical understanding of locations, places, processes, and environments at different scales and through recall of this knowledge during assessments. This means taking the basic keywords and ideas in class and remembering them.

**Explanation** involves applying your knowledge to explain the interrelationship between places, environments and processes. This might involve explaining how a physical process creates something or could be suggesting why countries differ in specific ways. Showing your understanding in a concise way will enable you to build marks and better showcase your abilities, using examples of places, processes and including relevant keywords will boost your marks in this area.

**Evaluation** is an integral part of geography where we take our knowledge or information from a source and judge some part of it. This could be judging the significance of human or physical factors in causing disasters, or deciding whether developed or developing countries are better able to cope with hazards. When deciding this pupils must be able to form a balanced argument, understanding and explaining both points of view, as well as backing up these points with evidence and examples. This is the section of Geography with the most marks at stake.

**Skills** are also very important, be it reading information from a map, annotating a diagram or interpreting a graph you can be asked to use your wide variety of geographical skills. Knowledge, explanation and evaluation alone will not be able to give you access to the full mark scheme without your geographical skills.

### Resources

**KS3** The texts we use in class are available on the X: Student Drive for you to start your reading. There are many other excellent books and resources in the Geography section of the library.

Exploring the internet to research something you find interesting in Geography is a great way to go. You can start somewhere like BBC News or Bitesize and explore from there. YouTube is another fantastic resource with loads of great channels, clips and documentaries about the course we cover. Other websites such as The CIA World Fact Book and OS Map Zone provide great information and skills practice.

**KS4** Your 'PREP' will be guided by the Edexcel B Geography Specification and the content within this, keywords are an essential starting point. Course text books are in the department or the library that can be used on school premises. Your teacher will also point you in the direction of specific articles and online videos to prompt your 'PREP'. As geographers, staying abreast of relevant news will help to broaden your knowledge.





## History PREP

**KS3** – Topics run chronologically throughout KS3 from the Battle of Hastings in Year 7 to World War Two and its impact in Year 9. It is important that students develop an understanding of the narrative of the past and develop skills of analysis and evaluation of interpretations. There are a number of resources that will help students to develop in these areas.

To help students understand the narrative of the past they should read around the topics covered in class. Articles are available for students to read and students can access the school library. Discussing points that they have read will help them to secure their understanding. Watching documentaries will also further students' understanding of the past.

To support students with developing skills of analysis and evaluation of interpretations, GCSE exam style questions are available for students to practise. Reading articles and books by historians and picking out their viewpoints is also useful.

**KS4** – Students are assessed on 4 topics across 3 papers: Medicine in Britain, c1250–present and the British sector of the Western Front 1914–18 (paper 1), American West and Henry VIII (paper 2) and Weimar and Nazi Germany (paper 3).

It is important that students develop an understanding of the narrative of the past and develop skills of analysis and evaluation of interpretations. It is also vital that students understand how the exams are assessed.

To help students understand the narrative of the past they should read around the topics covered in class. Articles are available for students to read and students can access the school library. Discussing points that they have read will help them to secure their understanding. Watching documentaries will also further students' understanding of the past.

To support students with developing skills of analysis and evaluation of interpretations and to support them with how the exams are assessed, GCSE exam questions are available for students to practise. Mark schemes are available on the exam board website ([www.edexcel.com](http://www.edexcel.com)).

Students should also be continually revising throughout Years 10 and 11. Answering and/or planning exam questions, creating spider diagrams, timelines and revision cards are effective ways to revise for History.

**KS5** – Students are assessed across 3 papers: Britain Transformed (paper1), The USA 1955-1992 (paper 2) and The Witch Craze (paper3). They will also produce coursework. It is important that students develop in-depth knowledge of topics covered. They will also be expected to show breadth across time in their answers.

Students should continually be reading around topics covered to develop their understanding. Articles are available to them and they have access to the school library. They can also access their local libraries. A reading list is available for them.

Students should be continually familiarising themselves with the demands of the exams through writing and planning exam questions. List of questions are available to them and mark schemes are available on the exam board website ([www.edexcel.com](http://www.edexcel.com)).

### **Recommended websites:**

[www.edexcel.com](http://www.edexcel.com)  
<https://www.bbc.co.uk/education/subjects/z7svr82>  
<http://spartacus-educational.com/>

### **Recommended reading:**

- Key Stage 3 History by Aaron Wilkes
- Revise Edexcel GCSE (9-1) History

### **Enrichment suggestions:**

We encourage families to explore together history beyond the classroom. There are many opportunities for this in London from world class museums and galleries to public lectures and open days. The South East offers many other interesting 'days out'. Hever Castle, the home of the Boleyns, is always a popular destination as is Hampton Court, Wolsey's palace. The site of the Battle of Hasting in Sussex offers audio tours to bring the action alive. The possibilities are endless! Please let us know about your adventures and, if you can, send us a photo or two!



## Mathematics PREP

We've split the suggested activities to PREP for your Mathematics lessons into the sections below. Remember that key notes, examples and revision resources can be added to your Maths PREP book.

### Online learning and revision:

- [www.hegartymaths.com](http://www.hegartymaths.com)

Watch and make notes on the video tutorial. Attempt the quiz questions, showing your working out and then mark them by entering them into the computer.

- [www.corbettmaths.com](http://www.corbettmaths.com)

Watch and make notes on the video tutorials.

Attempt questions from the 5-a-day section or Practice Questions or Conundrum Questions.

- [www.justmaths.co.uk](http://www.justmaths.co.uk)

Login in to the student area to view tutorials and questions on the key topics required for GCSE Mathematics.

- [www.ttrockstars.com](http://www.ttrockstars.com)

Times table recall is fundamental to maths success, log in and practise your times tables.

### Subject Enrichment:

- [www.nrich.maths.org](http://www.nrich.maths.org)

Go to the secondary student area and attempt one of the problem solving tasks. Check the "Open for solution" and "Weekly problem" sections for up to date examples.

- [www.numberphile.com](http://www.numberphile.com)

Watch an interesting explanation about an area of Mathematics you might not have experienced before. Make a note of any new things you learn or questions that arise.

### Reviewing Assessment:

- [www.pinpointlearning.co.uk](http://www.pinpointlearning.co.uk)

Enter the question level results of your last past paper and work on the personalised revision booklet produced. Tutorial videos are also linked to the topics to support your work.

### Offline tasks:

- PREP board work sheets.

You can find the Maths PREP board outside the Maths office. Select a sheet that covers the topic and step you're working on and try some additional practise questions. Pop along to a PREP support session for any help with questions you can't answer (yet!).

- Past exam papers.

Completing past papers in exam conditions can help you to cover a wide range of topics. Go through it afterwards with the mark scheme and then seek help if you need to. Papers can be found on the Student Resources X: Drive, or online (Edexcel/Pearson 1MA1). Foundation papers covers Step/Grade 1 to 5 and Higher from 4 to 9.

- Revision guides and workbooks.

Available from the Maths department (on parentpay) or from any other retailer. A great way to review and revise the topics you are currently working on.



## Media & Film Studies PREP (KS4 & KS5 only)

### **Film Studies Prep**

**KS4** – Film Studies is assessed in two different areas, exam performance and coursework in the form of a screenplay/evaluation.

For the examination, you will sit two exams and they will test your knowledge of the following six films:

- Attack The Block (2011)
- ET (1982)
- Invasion of the Body Snatchers (1956)
- District 9 (2009)
- Whiplash (2014)
- Tsotsi (2005)

As this is a new course you will be able to find all classroom resources on the X: Student Drive. These resources should be used to remind you of the essential questions for the exam, to revise and re-read the units studied and to review and reflect on your progression.

For the coursework unit, you will also be able to find all classroom resources on the X: Student Drive. These resources should be used to help you structure and plan your screenplay.

To help you understand some of the above named six films further, please refer to the links for the relevant films on this document (p52-64) [http://www.eduqas.co.uk/qualifications/film-studies/gcse/Eduqas-GCSE-Film-Studies-Teachers-Guidance-eng.pdf?language\\_id=1](http://www.eduqas.co.uk/qualifications/film-studies/gcse/Eduqas-GCSE-Film-Studies-Teachers-Guidance-eng.pdf?language_id=1)

**KS5** – Film Studies is assessed in two different areas, exam performance and coursework in the form of a screenplay/evaluation.

For the examination, you will sit two exams and they will test your knowledge of the following eleven films:

- City of God (2002)
- Victoria (2015)
- Amy (2013)
- La La Land (2015)
- Captain Fantastic (2016)
- Some Like it Hot (1957)
- Do The Right Thing (1989)
- Sunrise (1927)
- Pulp Fiction (1994)
- Shaun of the Dead (2004)
- This is England (2006)

As this is a new course you will be able to find all classroom resources on the X: Student Drive. These resources should be used to remind you of the essential questions for the exam, to revise and re-read the units studied and to review and reflect on your progression.

For the coursework unit, you will also be able to find all classroom resources on the X: Student Drive. These resources should be used to help you structure and plan your screenplay.

To help you understand all of the above named eleven films further please use the relevant resources which can be found on this document (p57-100) [http://www.eduqas.co.uk/qualifications/film-studies/as-a-level/Eduqas%20A%20level%20Film%20Guidance%20for%20Teaching%20b.pdf?language\\_id=1](http://www.eduqas.co.uk/qualifications/film-studies/as-a-level/Eduqas%20A%20level%20Film%20Guidance%20for%20Teaching%20b.pdf?language_id=1)

### **Media Studies Prep**

**KS4 – Media Studies** is assessed in two different areas, exam performance and coursework in the form of three different components (DVD Cover, Advertising and Magazine work). Resources to help you plan, research and evaluate this coursework can be found in the folder labelled: GCSE Media Coursework

For the examination, you will sit one exam and the examiners will test your knowledge of TV Drama.

You are able to find all classroom resources for this exam on the X: Student Drive.

These resources should be used to remind you of the essential questions for the exam, to revise and re-read the units studied and to review and reflect on your progression.

#### **Recommended Websites**

<https://www.bbc.co.uk/education/subjects/ztnygk7>

<http://mediaknowall.com/>

**KS5 – Media Studies** is assessed in two different areas, exam performance and coursework in the form of either a series of magazine front covers or a three minute music video. Resources to help you plan, research and evaluate this coursework can be found in: A Level Media Coursework. These resources will be updated throughout the year.

For the examination, you will sit two exams and the examiners will test your knowledge of TV, Film, Music Videos, Advertising, Radio, Computers, Newspapers, Online media and Magazines

You are able to find all classroom resources for these exams on the X: Student Drive. These resources will be updated throughout the year.

All of these revision material should be used to remind you of the essential questions for the exam, to revise and re-read the units studied and to review and reflect on your progression.

#### **Recommended Websites**

<http://www.ocr.org.uk/qualifications/as-a-level-gce-media-studies-h009-h409-from-2017/planning-and-teaching/>

<http://mediaknowall.com/>





# Modern Foreign Languages PREP

Regular practice is the most effective way to consolidate and improve your learning in languages.

At both KS3 and KS4, Languages are assessed according to four separate components – Listening, Reading, Writing and Speaking. These are equally weighted at 25% per element – students are reminded that their time reviewing these skills should be spent accordingly.

## **KS3 – Spanish (including French for Year 9)**

Students will be tested in each skill at the end of each unit that is covered.

We recommend that students regularly:

- Ensure that exercise books are brought to every lesson to ensure notes are kept up-to-date and thorough.
- Review previous classwork and revise key structures, such as '*I have*', '*I am*', '*there is/are*', different time phrases, how to give opinions with reasons, how negatives work, how plurals work, how comparatives work, how to say/write/understand things in a range of different tenses ...
- Learn spellings and meanings of the key vocabulary relevant to the unit. The X: Student Drive contains all the vocabulary for KS3. Make flashcards with them and regularly review previous vocabulary sets.
- Practice grammar concepts using the grammar resources on the Student Drive.
- Practise speaking on the topics covered in lessons by recording yourself. For example, if the unit is on family, record yourself describing your family structure. Remember nothing has to be true in languages, but the language has to be grammatically correct. The more creative and inventive your answers, the better - as long as they are correct!

Students are reminded that no benefit will come from the use of online translation tools e.g. Google Translate. The key to success is the ability to work from memory, and this can only be built through repeated practise and time spent using class notes and the suggested resources.

We recommend that working on the subject in a 'little but often' fashion is best – cramming for the exam won't work!

## **Recommended websites, podcasts & apps**

- Quizlet (website/app)
- Duolingo (app) - aim for 10-15 minutes/daily. It's a mix of writing, translating, practising 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); Edexcel Spanish and French also relevant.
- [www.language-gym.com/#!/](http://www.language-gym.com/#!/) to practise verbs in all tenses and for both languages
- BBC Bitesize for Spanish and French
- Sign up to News in slow Spanish and French podcasts (available on a wide range of platforms) to immerse students in the language. They come with transcript so students can read along.
- Essex County Libraries offer free language courses online – these are a fun way to progress in languages – and it's free!

## **Recommended reading**

- 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!

## **Recommended things to watch**

- Students can change their favourite shows to include Spanish and French voice over – most Disney movies are available in other languages!
- If students are signed up to online platforms such as Netflix, they can change the language to Spanish and French.
- MFL department favourites: The Book of Life (Spanish). Astérix and Obélix (French).

## **KS4 – SPANISH & GERMAN**

Students are reminded that Languages are assessed according to four separate components – Listening, Reading, Writing and Speaking. These are equally weighted at 25% per element – students are reminded that their time reviewing these skills should be spent accordingly.

Listening, Reading and Writing are assessed by means of a written examination at the end of Year 11. Speaking is assessed according to an oral examination which comprises three sections – a role play, discussion on a picture-based stimulus and a student-led conversation – in this element, examiners will be assessing candidates' skill in producing spontaneous speech, so practising this is essential.

Students will be tested in each skill at the end of each unit that is covered.

To assist with preparation for all skills, the department has made the exam board's recommended vocabulary list available on the Quizlet website. This allows students to practise their vocabulary learning by means of various interactive games, as well as self-testing exercises.

The Languages online website provides links to grammar exercises in each language, and we would actively encourage students to use this resource on a regular basis.

Both websites also offer a mobile platform, allowing students to practice wherever they like.

It is highly recommended that all students in Year 10 and 11 purchase the exam-board approved Grammar and Translation Workbook at a nominal cost of £5.00. This contains grammar exercises and translation practice, and allows students to test themselves on key skills and knowledge that are required for success in this subject area.

Students have access to the stimulus cards for the Speaking tasks on the Learning Gateway, or Go4Schools. We expect that over the course of Year 10 and 11, students will build their own portfolio of answers to these tasks in preparation for their Mock Exams (Year 10 and 11) and Final Exams in Year 11. Students are aware that these can be recorded as a sound file and emailed to their teacher for marking and feedback, and we recommend that this is done on a regular basis to eliminate the anxiety that can be associated with this component of the course.

Students have access to the stimulus cards for the Writing tasks on the Learning Gateway, or Go4Schools. We expect that over the course of Year 10 and 11, students will build their own portfolio of answers to these tasks in preparation for their Mock Exams (Year 10 and 11) and Final Exams in Year 11. These can be taken to their teacher for marking and feedback. Again, we recommend that practise is done on a regular basis.

Students are reminded that no benefit will come from the use of online translation tools e.g. Google Translate. The key to success is the ability to work from memory, and this can only be built through repeated practice and time spent using class notes and the suggested resources.

We recommend that working on the subject in a 'little but often' fashion is best – cramming for the exam won't work!

### **Recommended websites**

[www.quizlet.com/ashaunak](http://www.quizlet.com/ashaunak)  
[www.quizlet.com/kshaunak-hobbs](http://www.quizlet.com/kshaunak-hobbs)  
[www.languagesonline.org](http://www.languagesonline.org)  
[www.duolingo.com](http://www.duolingo.com)  
[www.wordreference.com](http://www.wordreference.com)  
[www.collinsdictionary.com](http://www.collinsdictionary.com) – contains links to the dictionaries for each language

### **Recommended reading – essential for picking up a good vocabulary**

- *Spanish*

[www.elpais.com](http://www.elpais.com)  
[www.marca.com](http://www.marca.com)  
[www.20minutos.es](http://www.20minutos.es)  
[www.bbc.com/mundo](http://www.bbc.com/mundo)

- *German*

[www.spiegel.de](http://www.spiegel.de)  
[www.stern.de](http://www.stern.de)  
[www.bild.de](http://www.bild.de)  
[www.zeit.de](http://www.zeit.de)



## Music PREP

**KS3** – Music is assessed in three different areas. Performance, Composition and Listening. For students at KS3 there are a number of resources to help in each area.

For performance and composition, the worksheets used in class will be available. If you have a keyboard, ukulele or guitar at home, the sheets can be used to practise for the next assessment. If you don't have a keyboard, there are lots of keyboard apps you can download for free and practise on a tablet or phone.

For Listening & Analysis, there are a number of key word resources, practice questions and answer sheets. There are also useful documentaries for each topic that can be accessed on Youtube.

**KS4** - Music is assessed in three different areas. Performance, Composition and Listening.

For Performance, students have to perform a solo piece and an ensemble piece. They will be recorded in Year 11, but students will be asked to perform them throughout Year 10 and Year 11 to check on progress. Performance practise should be taking place weekly.

For Composition, students have to compose two different pieces. Much of this will be completed in lessons. If you fall behind or would like some extra help with composition, please attend a PREP drop-in session (see PREP Drop-In Timetable).

For Listening & Analysis, there are numerous resources on X: Student Drive that can be accessed anywhere with internet. The resources give extra revision information and tips, key definitions, practise questions and mark schemes. Students should be using the strategies in the PREP Help Book to help remember the essential information and then practise the listening questions. Further help can be given in PREP Drop-In sessions.

**KS5** - Music is assessed in three different areas.

Performance, Composition and Listening.

For Performance, students have to perform an eight minute solo recital. It will be recorded in Year 13, but students will be asked to perform throughout year 12 and Year 13 to check on progress. Performance practise should be taking place weekly.

For Composition, students have to compose two different pieces. Much of this will be completed in lessons. If you fall behind or would like some extra help with composition, please attend a PREP drop-in session (see PREP Drop-In Timetable).

For Listening & Analysis, there are numerous resources on X: Student Drive that can be accessed anywhere with internet. The resources give extra revision information and tips, key definitions, practise questions and mark schemes. Students should be using the strategies in the PREP Help Book to help remember the essential information and then practise the listening questions. Further help can be given in PREP Drop-In sessions.



### Recommended Web Sites

- [www.musictheory.net](http://www.musictheory.net)
- [www.musicalcontexts.co.uk](http://www.musicalcontexts.co.uk)

### Recommended Reading List

- Sounding Out Pop: Analytical Essays in Popular Music (Tracking Pop)
- THE CONCERTO: A Listener's Guide (Listener's Guide Series) Paperback – 26 Oct 2000
- Rhythms of the World Paperback – 26 Oct 1989
- Scoring the Screen: The Secret Language of Film Music Paperback – 8 Aug 2017
- SCORE: A Film Music Documentary — The Interviews (Featuring Hans Zimmer, Bear McCreary, James Cameron, Brian Tyler and more): The modern maestros of film music reveal their creative secrets

### Recommended DVDs

- Concerto: A Beethoven Journey [Phil Grabsky, Leif Ove Andsnes] [SEVENTH ART: DVD]

## PE PREP

### KS3 PE

PE is assessed in two areas; practical performance and theoretical understanding of sports performance. For students at KS3 there are a number of resources to help with both of these areas.

To 'PREP' for practical performance we expect students to attend at least 1 sports club inside or outside of school each week. We also recommend students to watch sport (live or on television/YouTube) to develop their understanding of skills techniques, tactics and fitness demands for the sport observed.

'PREP' for theoretical should include completion of the tasks on Go4Schools which cover the major topics from GCSE PE including the skeletal system, cardiovascular system, respiratory system and nutrition. Research tasks, application tasks, exploration worksheets will all help to reinforce the learning of crucial information that help students to gain vital knowledge to prepare them for future healthy lifestyle choices as well as exam success.

### KS4 GCSE PE:

Students are assessed through three different areas. Practical performance in 3 different activities, theory examinations and a Personal Exercise Plan.

For practical performance PREP we expect students to attend at least 2 sports club inside or outside of school each week. We also recommend students to watch their 3 priority sports on a frequent basis (live or on television/YouTube) to develop their understanding of skills techniques, tactics and fitness demands for the sports observed.

For theory 'PREP' the tasks will be on the X: Student Drive which can be accessed anywhere with internet. The resources give extra revision information and tips, key definitions, practice questions and mark schemes. Further help can be given in the identified PREP drop-in sessions.

#### Recommended websites:

[www.bbc.com/education/examspecs](http://www.bbc.com/education/examspecs)

[www.teachpe.com](http://www.teachpe.com)

[www.brianmac.co.uk](http://www.brianmac.co.uk)

#### Recommended reading list:

@SHSPEDEPT twitter feed

'Bounce' by Matthew Syed

Talent Lab by Owen Slott



**KS3** – The KS3 course contains elements of Biology, Chemistry and Physics. This is at a lower level than the KS4 course although the content allows students to prepare the groundwork for further and deeper study at GCSE.

KS3 Prep comes in the form of revision of content through flash cards, multiple choice questions and single answer questions. Once completed students should check their answers against the solutions provided and seek help on any areas that are causing confusion by attending the “drop in” session provided. In addition to this, students also have their own personal account on “Collins Connect” where an online text book and quick quizzes are available to aid in revision and self-evaluation.

For students who enjoy research activities there are also research based projects based around key scientific figures.

The science staff will also dedicate a lesson to allow students to create revision cards or poster prior to an end of unit test. This allows students to summarise the key areas that have been covered in the course and allow students to focus their revision.

**KS4** – The KS4 course has two options which both contain elements of Biology, Chemistry and Physics. Students will follow either the Combined Science Trilogy course in which they will attain 2 GCSEs or the Separate Science course in which they will attain 3 GCSEs (1 x Biology, 1 x Chemistry, 1 x Physics).

Studying the separate sciences means students will cover more content than GCSE Science: Trilogy.

In both courses students will learn characteristics of Biology, Chemistry and Physics that are important to understand the growing impact science is having on our society and our lives. These include: Cell Biology, Bioenergetics, Ecology, Quantitative Chemistry, Organic Chemistry, Magnetism and Electromagnetism, Particle Models of Matter and Space Physics to include but a few.



KS4 Prep comes in the form of revision of content through flash cards, multiple choice questions and single answer questions. In addition the students will also have access to exam style questions and the solutions. These are referred to as WOT mails (Work On This). Students are advised to attempt the questions under controlled conditions allowing themselves 1-2 minutes per mark. Once completed students should check their answers against the solutions provided and seek help on any areas that are causing confusion by attending the PREP “drop in” session provided. In addition to this, students also have their own personal account on “Collins Connect” where an online text book and quick quizzes are available to aid in revision and self-evaluation.

The science staff will also dedicate a lesson to allow students to create revision cards or poster prior to an end of unit test. This allows students to summarise the key areas that have been covered in the course and allow students to focus their revision.

**KS5** – The KS5 courses for Biology, Chemistry and Physics require that students purchase the recommended text book. The books have been chosen due to their detailed explanations of the scientific content the course will cover and the large quantity of the questions within the book. Students are advised to read through the chapter of the text book prior to attending the lesson. In addition it is recommended that at least 3 hours should be spent working through the examples in the text book and attempting the end of chapter questions when appropriate. In addition to this the department will also be placing exam style questions on either the student drive or on the students individual Go4Schools accounts.



## Social Sciences PREP

**KS3** – Social Sciences has two types of assessment. “What I Know?” assessments show your factual knowledge, understanding of topics and they need you to develop your revision and recall skills. “What I Think?” assessments reflect the fact that our subject needs you to develop your ideas and opinions and be able to discuss those views with others. This requires you to be able to justify and give evidence for your opinions. Each half term, you will be given a task or choice of tasks which helps you achieve this for the topic we are studying.

**KS4** – subjects at this level require a lot of knowledge retention. There will be activities provided for GCSE Sociology and BTEC Health and Social Care on your Go4schools PREP lists.

**KS5** – the department runs a range of KS5 courses. Pupils on all our courses would benefit from the general advice on revision techniques. Any subject specific tasks and activities will be uploaded onto the X: Student Drive to support you with your learning.



## 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.

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.

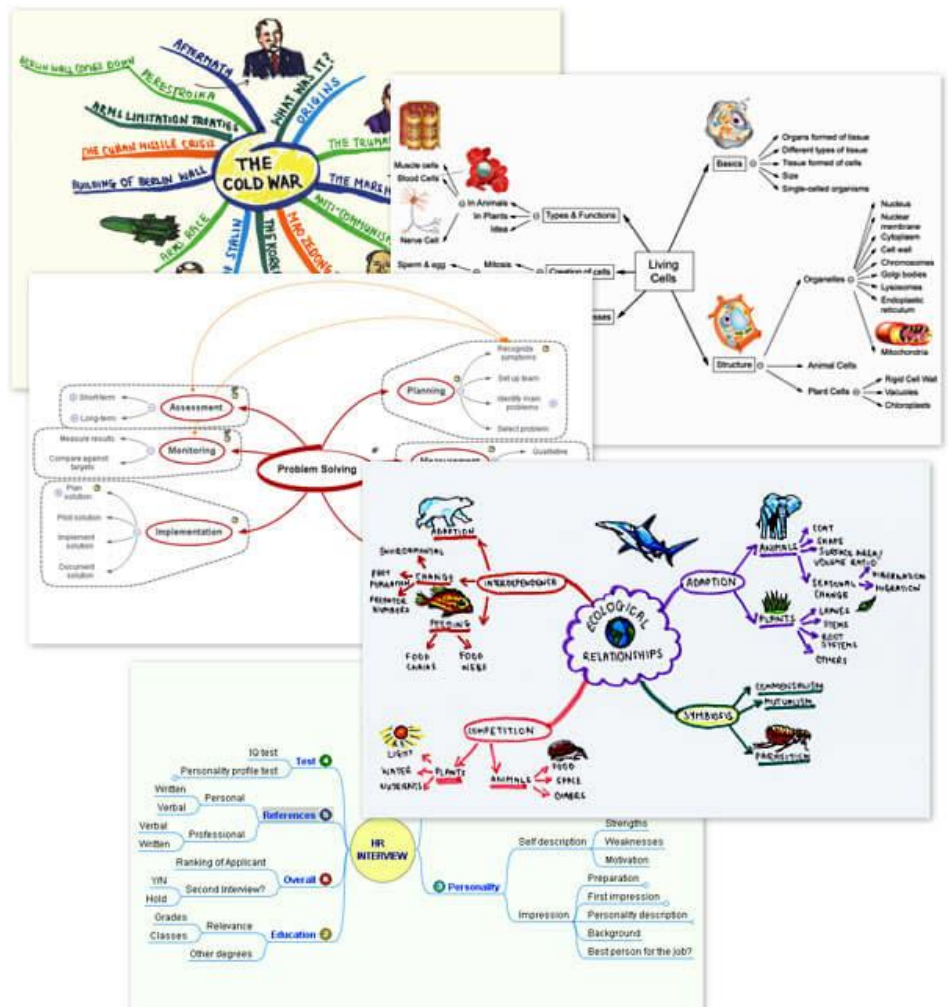
The more you re-test, the more you will retain and the easier it becomes.

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!

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

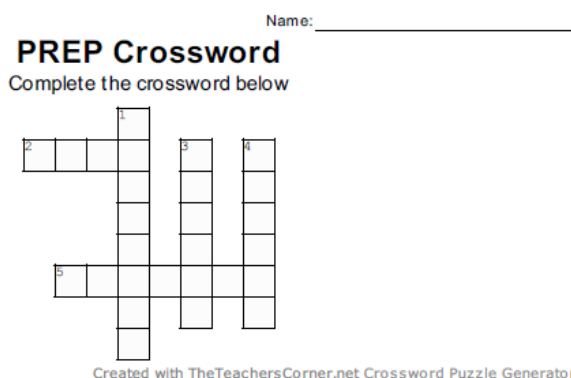
### 1. Key Words Crossword Puzzle

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:

**PENTATONIC  
SCALE**

*A Musical Scale  
containing  
only 5 notes.*

#### 7. Name That Tune!

Choose a song from the charts that you know really well and enjoy singing along to.

Now, re-write the lyrics so they contain all the facts and key words you need to remember. Try to keep to the same number of syllables for each line! Then, sing the words out loud as many times as you need to remember the lyrics.

TIP: Go to youtube or karaoke site and use the backing track/instrumental so you can sing your lyrics along to the beat!

#### 8. Alphabet Prep

Challenge yourself to write a key fact, definition or key word for each letter of the alphabet. It works best with a single topic or area. Once you have completed it, memorise it using some of the techniques in this book.

Finally, challenge yourself to recall all the information using the alphabet as your guide and prompt!