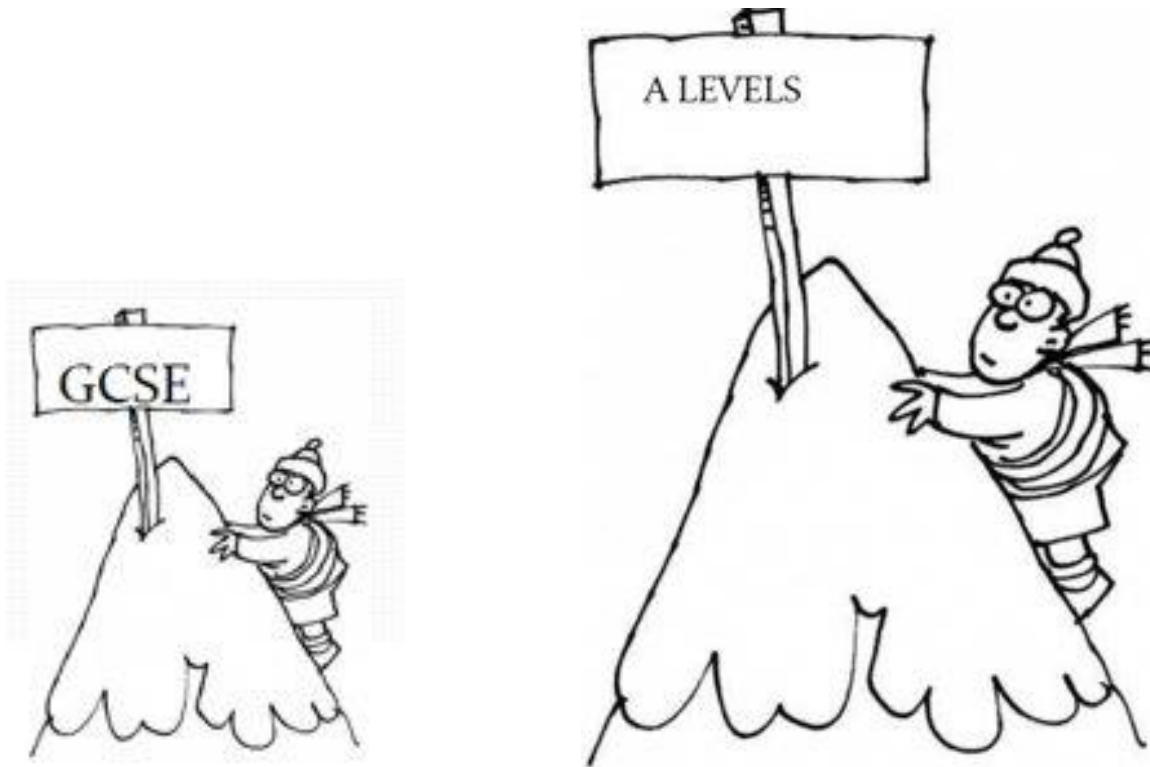


Sixth Form Information Evening

To raise the aspirations of our young adults by nurturing a passion for learning, enriching the student experience and securing outcomes which exceed their expectations...



The move from GCSE to A Level can be quite a daunting one. Our aim is to give our students the tools with which they will become more independent in their studies. This in turn means that they will gain the most from their courses.



What does Sixth Form involve?

- Students study 3 or 4 subjects in Year 12, with the majority of students then continuing with 3 subjects in Year 13.
- The opportunity to complete an Extended Project Qualification (EPQ) or an AS in Core Maths.
- Building an impressive portfolio to impress Admissions Tutors and Employers.
- Developing academically, personally and socially.



Who are the key staff involved?



Mrs Parnaby
Director of
Sixth Form



Mrs Shield
Head of Year
12



Mr Hope
Sixth Form
Progression



Mrs Ho
Careers Lead



Mr Harston
Sixth Form
Administrator



Mr McGovern
Head of Year
13



Communication

- Tutor Time
- Subject issue - contact teacher
- Pastoral issue – contact form tutor
- they will pass on information to Head of Year or Curriculum Leader
- Administrative question or information – via phone 01325 523421 or email enquiries@carmel6.org.uk
- College App – My Child At School
- Microsoft Teams



Sixth Form Expectations

- Attend all timetabled lessons, study periods, assemblies, weekly PSHE sessions, tutor registration periods and personal interviews as directed by your Form Tutor.
- Be punctual and arrive at the start of lessons on time .
- Manage your time effectively and organise your work so that all deadlines are met.
- Act as a positive role model for the younger students in the College and the wider Community.
- Respect the College environment and use resources in accordance with published guidelines.



Attendance and Punctuality

- We appreciate that there may be occasions when you will not be in College. In the case of unexpected absence please call the College on 01325 254525 to let us know.
- If you know that you are going to be absent in advance for any reason, please inform your Tutor and subject teacher(s) and complete the appropriate Authorised Absence Form (see Mr Harston in the Main Office). If absence is for more than three days please send a letter in from your parent/carer to the College.
- If attendance falls to an unacceptable level, your entry into examinations will be placed in jeopardy and ultimately your place in College will be reviewed.



Tutor System

- Every student in the VI Form is part of a tutor group with your Form Tutor acting as your Academic Mentor.
- You must register with your Form Tutor on a daily basis. Morning registration starts at 8.50am. Afternoon registration is at 1.25pm (1.35pm on a Monday)
- If you arrive late or leave College during the day, then you must sign in / out at the main reception (this is a health and safety issue to allow us to have accurate records of who is on the premises in case of a fire alarm).



Form Tutors

Mrs Roberts - 12AR

Mrs Bettney - 12LB

Miss Newbould - 12MN

Mr Bray - 12RB

Miss Roberts - 12RR

Mrs Holt - 12SH

Miss Orsi - 12SO



Personal Study Periods

- There will be times during the week when you will not have timetabled lessons. Depending on the number of subjects you have opted to study, additional study periods will be allocated to your timetable.
- At the start of a study lessons students must go to the library or study centre and sign in. Students can then choose to work in either the main library, the sixth form study room (located upstairs at the back of the library), any breakout areas within the College or the Revision Cafe (conference room), however, they must write this on the sign in sheet so they can be located if need be.



Bursary

- Eligibility and applications
- Financial support for essential costs
- Young people in care, care leavers, FSM, young people who receive income support, disabled young people
- Payments
 - half termly
 - dependent on students meeting criteria for attendance, behaviour and punctuality



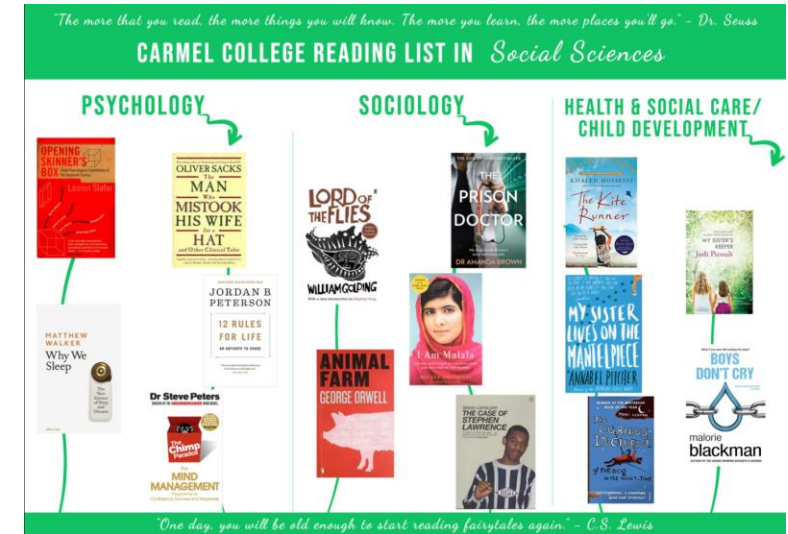
The Library and Study Centre

- Opening Hours

Monday – Thursday 8.00 – 5pm

Friday 8.00 – 4.00pm

- The Library is a silent working area- eating is not allowed
- There are computers for students to use within the library
- There are Subject Review magazines for a variety of A level subjects.
- Copies of revision guides and subject related texts for extended reading are available
- A wide selection of fiction and non fiction text are also available



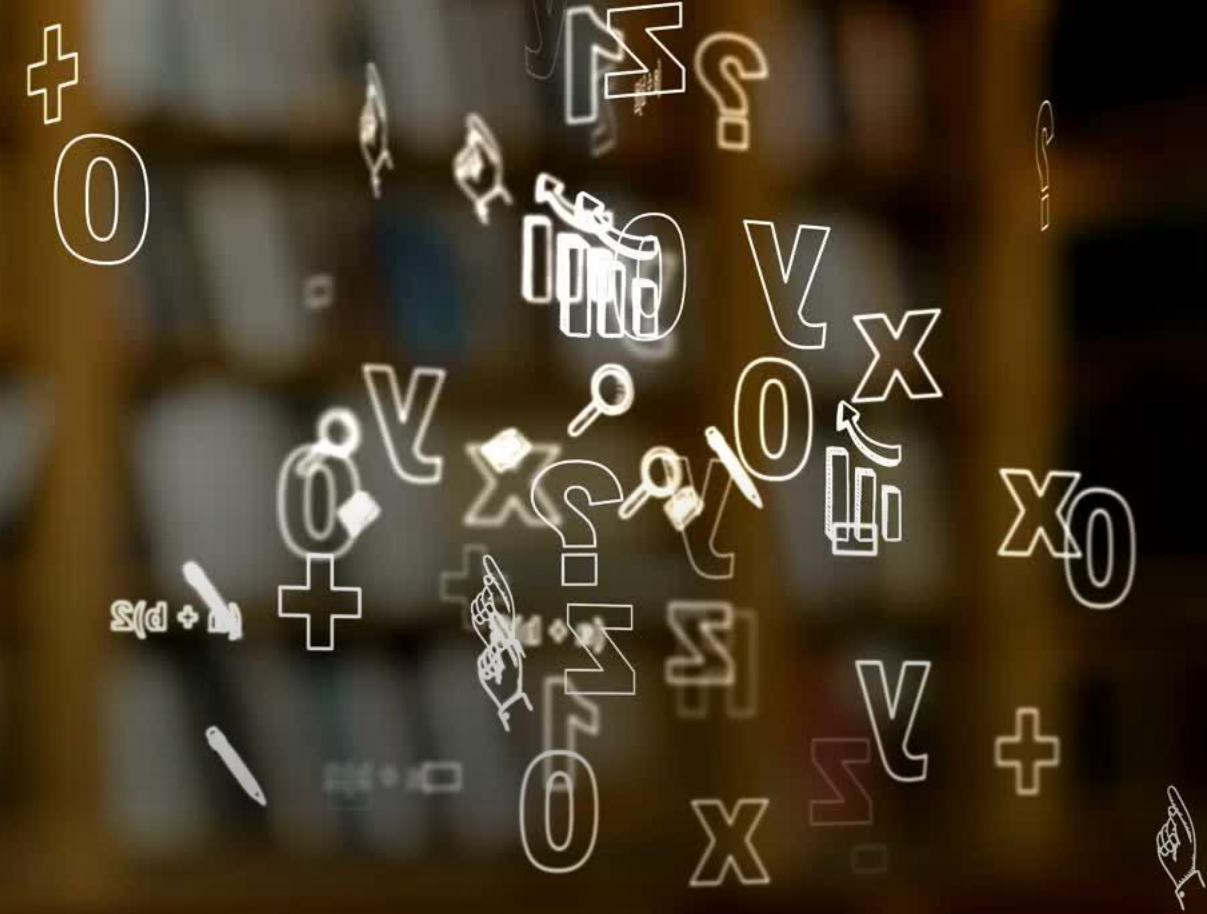
Progress Reviews and your Personal Programme of Study

- To help you achieve your full potential your progress and commitment are monitored regularly throughout the year.
- A Target Grade for each subject will be set. This is aspirational and high enough to challenge you.
- Ongoing termly summative assessment performance grades.

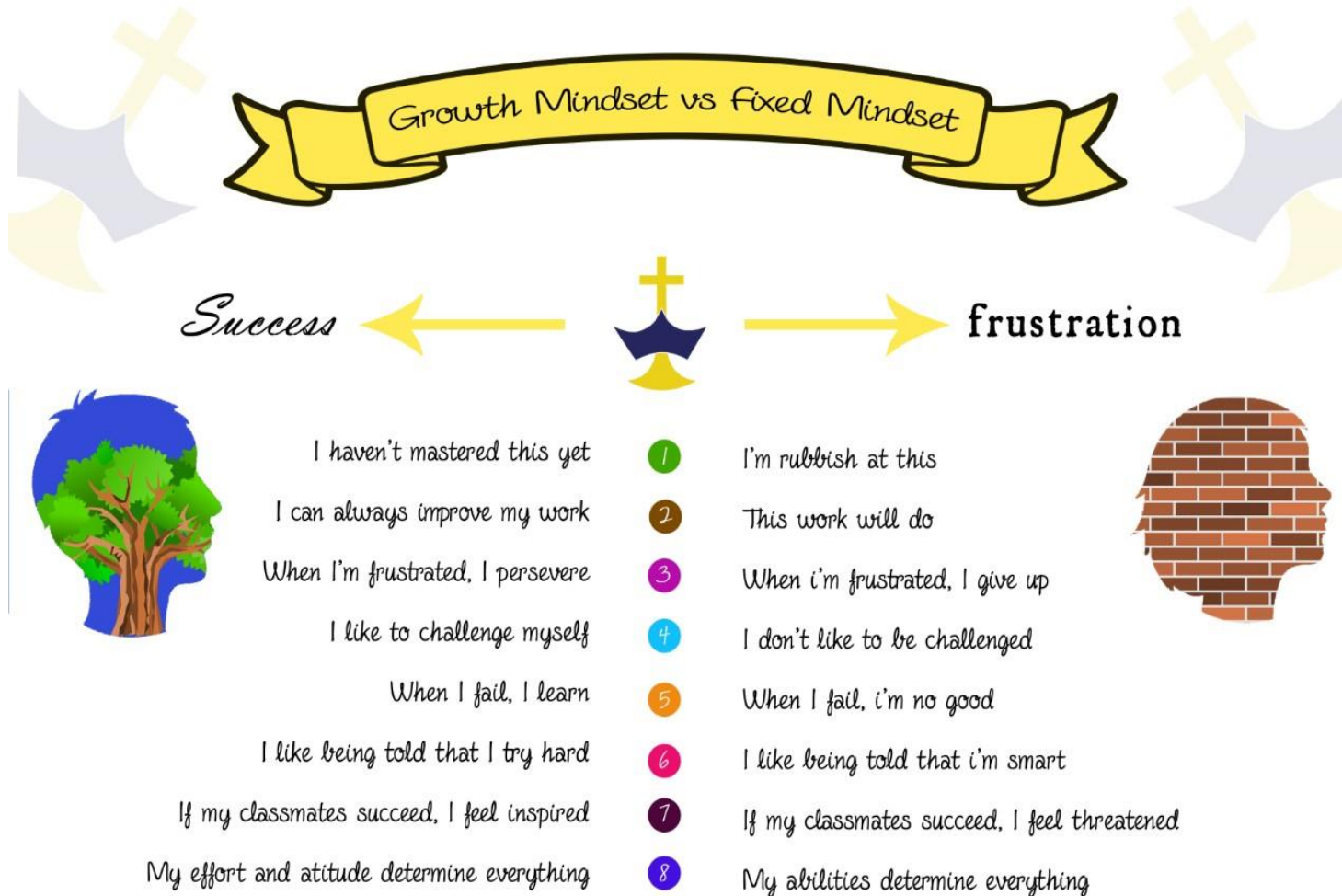


Studying A Levels

“If it doesn’t challenge you, it
won’t change you.”



Developing a Growth Mindset “The power of YET”



VESPA Mindset





VESPA: The A Level Mindset

Being a Successful A Level Student



Vision



Identify any questions from this week to discuss with peers or ask in class next lesson (short term goal)

Effort



Read ahead for next class including learning key terms

Systems



Update your file with notes, handouts, homework etc.
Are you organised?

Ppractice



Complete a summary of the previous lesson and take to your next class.
Complete an exam question

Attitude



Show a positive interest in your subject – watch or read the news and bring a story/fact to class for discussion



How will I be assessed in the Sixth Form?

- All students will sit mock exams in January and then internal exams (in all examined subjects) at the end of Year 12.
- Some subjects will offer the opportunity for students to sit an external AS exam. These results in those subjects will not count towards the final A Level grade.



Why is Year 12 so Important?

- AS content grades always have a significant bearing on A2 grades.
- Your A level exam will include the AS material as well as the work from year 13.
- Universities make conditional offers based on predicted grades. The basis of this prediction is largely based on end of Year exams 12 (whether these results are from internal or external exams).



How much work should students expect?

- Unlike GCSE, there is no homework timetable.
- Expect homework every night.
- Around 4 hours per subject per week is recommended, i.e. 20 hours in total in addition to timetabled lessons



How do students adjust to this new style?

- Students must prepare for lessons in advance.
- Get into the habit of making notes in class and writing them up at home.
- Organise your notes and files appropriately.
- Make use of a student planner or diary. Record all work set and note down deadlines.
- Revision should be an ongoing process. You cannot leave everything until Easter. (Revision should begin from week 1!)



How do students balance so much in so little time?

- Organisation is essential
- Prioritise
- Limit the number of hours' paid employment you do
- Pace yourself – get lots of sleep!
- If you feel overwhelmed, ask for help!



How do students excel in their subjects?

- Use private study time wisely.
- Investigate and research your subject beyond the A Level syllabus - journals/ newspaper articles/ TV programmes/ TED talks.
- Act on teachers' feedback.
- Challenge yourself with each piece of work.
- Ensure a sensible balance between subjects.



What can I do at home to help my child?

- Check your child has developed a system for filing their notes at home so that they are prepared to revise before their January mocks and summer exams.
- Practice questions by discussing topics at home.
- Commit to a revision timetable from the start of the year.
- Reassure them that as long as they do their best, whatever they achieve will represent success.
- Psychological and physiological well-being.



- Take an active interest in progress, e.g. letters, reports, discussions.
- Link A Level study to life in the workplace – how knowledge and transferrable skills will benefit.
- Discuss current affairs.
- Manage expectations (A* to E, not A* to C !)



Revision Techniques

“Success doesn’t come from what you do occasionally but what you do CONSISTENTLY.”



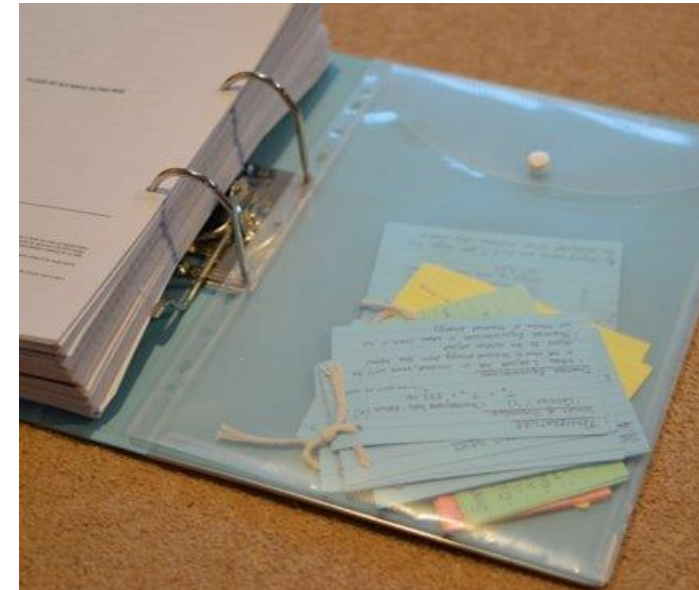
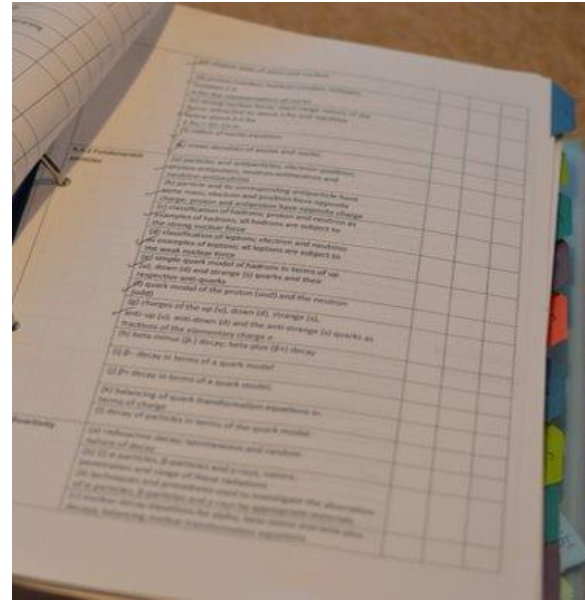
Learning Styles

- None of us are the same
- We all think differently, we all learn differently
- It is important to utilise our strengths for our own benefit



File Organisation

- The best files look like a textbook for the subject
- Work has dates and titles
- Checklist of topics can be found at the beginning
- Files dividers



2c. Detailed Content of A Level Mathematics A (H240)

1 – Pure Mathematics

When this course is being co-taught with AS Level Mathematics A (H230) the "Stage 1" column indicates the common content between the two specifications and the "Stage 2" column indicates content which is particular to this specification.

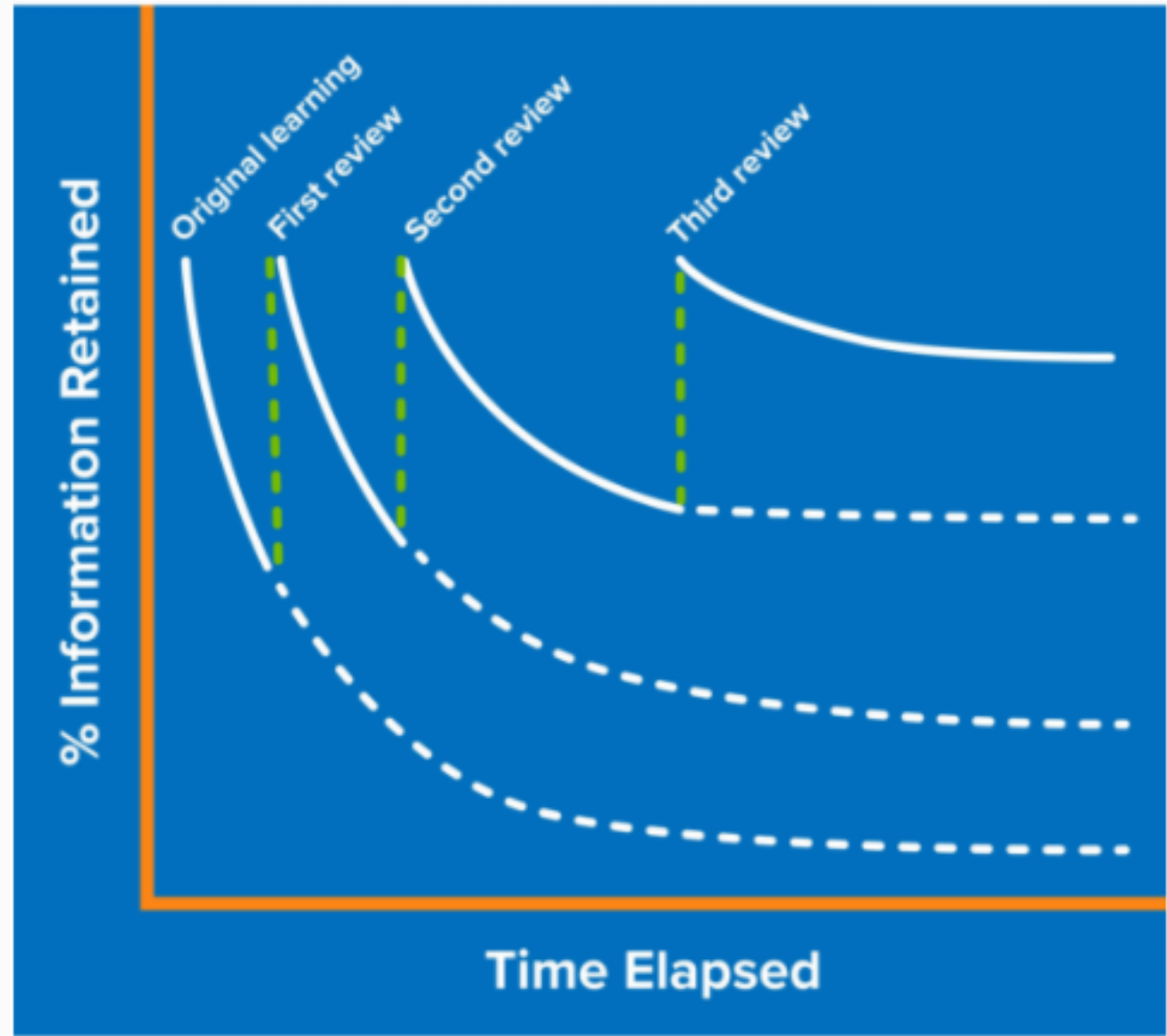
OCR Ref.	Subject Content	Stage 1 learners should ...	Stage 2 learners additionally should ...	DfE Ref.
1.01 Proof				
1.01a	Proof	a) Understand and be able to use the structure of mathematical proof, proceeding from given assumptions through a series of logical steps to a conclusion.	d) Understand and be able to use proof by contradiction. In particular, learners should understand a proof of the irrationality of $\sqrt{2}$ and the infinity of primes. Questions requiring proof by contradiction will be set on content with which the learner is expected to be familiar e.g. through study of GCSE (9–1), AS or A Level Mathematics.	MA3
1.01d		In particular, learners should use methods of proof including proof by deduction and proof by exhaustion.		
1.01b		b) Understand and be able to use the logical connectives \wedge , \vee , \Rightarrow , \Leftrightarrow . Learners should be familiar with the language associated with the logical connectives: "conjunction", "if... then" and "if and only if" (or "iff"). c) Be able to show disproof by counter example. Learners should understand that this means that, given a statement of the form "if $P(x)$ is true then $Q(x)$ is true", finding a single x for which $P(x)$ is true but $Q(x)$ is false is to offer a disproof by counter example. Questions requiring proof will be set on content with which the learner is expected to be familiar e.g. through study of GCSE (9–1) or AS Level Mathematics. Learners are expected to understand and be able to use terms such as "integer", "real", "rational" and "irrational".		
1.01c				

OCR Ref.	Subject Content	Stage 1 learners should ...	Stage 2 learners additionally should ...	DfE Ref.
1.02 Algebra and Functions				
1.02a	Indices	a) Understand and be able to use the laws of indices for all rational exponents. Includes negative and zero indices. Problems may involve the application of more than one of the following laws: $x^a \times x^b \equiv x^{a+b}$, $x^a \div x^b \equiv x^{a-b}$, $(x^a)^b \equiv x^{ab}$ $x^a = \frac{1}{x^{-a}}$, $x^{\frac{1}{a}} = \sqrt[a]{x}$, $x^0 = 1$		MB1
1.02b	Surds	b) Be able to use and manipulate surds, including rationalising the denominator. Learners should understand and use the equivalence of surd and index notation.		MB2
1.02c	Simultaneous equations	c) Be able to solve simultaneous equations in two variables by elimination and by substitution, including one linear and one quadratic equation. The equations may contain brackets and/or fractions. e.g. $y = 4 - 3x$ and $y = x^2 + 3x - 2$ $2xy + y^2 = 8$ and $3x + 3y = 9$		MB4

AS Maths – Pure and Stats Teacher

1. Functions	Introduction, Composite functions, inverse functions
2. Trigonometry 1	Radian, Arc Lengths & Area of sectors, Small Angle Formulae
3. Trigonometry 2	Inverse Trig Functions, Inverse Trig Functions
4. Trigonometry 3	Proving Trig Identities, Solving Equations using Trig Identities
5. Trigonometry 4	Compound Angles and Double Angle Formulae
6. Graphs & Modulus Functions	Graph Transformations, Drawing Modulus Graphs, Solving Modulus Equations
7. Algebra	Factorising Quadratics, Solving Quadratic Equations, Solving Quadratic Inequalities
8. Probability	Conditional Probability, Modelling with Probability
9. Distributions	Normal Distribution, Finding probabilities, working backwards, Finding μ and σ , knowing when a binomial distribution can be approximated to a Normal distribution
10. Hypothesis Testing	Hypothesis testing for μ using the normal distribution, Hypothesis testing for correlation coefficients

The Ebbinghaus Forgetting Curve



Spaced Learning

- The most important discovery Ebbinghaus made was that, by reviewing new information at key moments on the Forgetting Curve, you can reduce the rate at which you forget it!
- Even though our memory fades quickly, a review session soon after the original learning can improve it. This session should happen when recall has slipped significantly, but hasn't fallen so low that you're essentially starting over.
- Reviewing and refreshing information regularly halts the Forgetting Curve. And, although forgetting starts again after each review session, it's slower than before. That's why each new curve shown in figure 2 is shallower than the last.
- The gaps between your review sessions can be longer as time goes on. So, you might refresh your learning from a lesson the following day, then two days later, then after a week, then after 30 days... and you'll still know all the key information a month on!



Overlearning

- Another strategy Ebbinghaus explored was "overlearning" – that is, putting in more than the usual amount of effort when you learn something. He found that doing this improved retention, and slowed the steep drop seen on the Forgetting Curve.



Keep Challenging Your Memory

- If you come to review some information and discover gaps in your memory, don't despair! This is the most productive time for stretching your recall . Learning done at this point will be all the stronger because of the mental challenge involved.
- If you're imparting learning or information to an audience, or delivering training, make it as interactive as possible. Even just asking questions will encourage people to sort and strengthen the information in their minds.



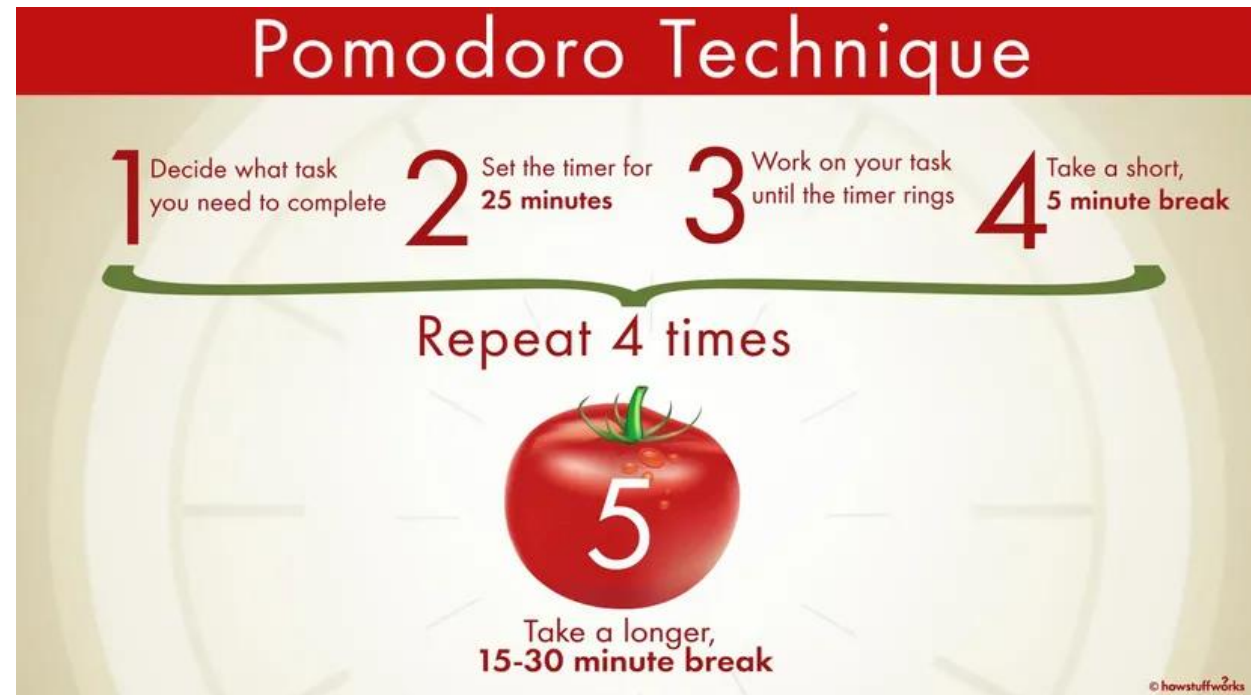
Making Information Meaningful

- Do everything you can to make the material that you need to learn clear, relevant and purposeful, and establish a strong reason for retaining it. The more you know **how** something will benefit you in the long term, the more likely your memory will prioritise it.
- Reducing distractions and other demands – known as your "cognitive load" – should also help with this.



The Pomodoro Technique

- Studies show that frequent breaks can improve mental agility
- Decide what task you need to do
- Set a timer for 25 minutes and begin (1 pomodori)
- When the timer rings, spend 5 minutes doing whatever you consider would be a distraction
- After 4 pomodori, have a 30 minute break



Cornell Note Taking

Sociology: Topic Summary Topic: _____ Exam Paper: _____ Name: _____ Date: _____

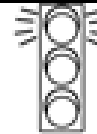
Main Ideas:

Topic Key Words:

Targets To Move Me Forward:

-
-
-

Self Review of Topic:



Exam Questions
Completed?

☐

Some examples

Product Design Lesson Recap Topic: Cad 3.1.7 Name: _____ Date: 04/12/19

Main Ideas:

Virtual reality

is software
has many different
programms
is easy enough to
use.

can be 2D or 3D

Pressure/stress testing

irregular shapes
are easier to test on
large availability.

Impact testing

crash testing -
can be used several
times over and
over again.

Notes:

The use of CAD in virtual reality CAD software is used to increase the productivity of the designer and improve communication through documentation

advantages and disadvantages

can be 2D and 3D
ability to move
quickly and
efficiently make
changes to
design drafts

other computers
programs can
be linked

takes time to
learn how to
use it.
you need training
to know what to
do so you have
to pay money.

most used software

fusion 360
solid works
auto cad

The use of CAD for impact testing

crash testing is used to
see what is the most safe
layout for a car

crash testing can be done
computationally as it saves
material and a realistic
version can be made

can run the test over and
over again advantages
~~virtual reality~~ virtual
crash tests are only
90% accurate which is
a disadvantage

advantage

large availability.
different types of
material properties

disadvantages

long execution times are
needed
requires a digital
computer.

use of CAD for pressure/stress testing

find any
weaknesses
in products
development
is faster
back to
workers

FEA finite element analysis

irregular shapes are easier to test on.

cuts thousands of
pounds for company

Topic Keywords:

CAD
Virtual reality.
pressure/stress
testing
impact testing.

Summary:

Overall The use of CAD in virtual reality
is efficient and easy to make but takes
a lot of time.
Overall use of CAD for pressure testing
is good as it's largely available.
Overall use of CAD for impact testing
can be done over and over again.

Self Review:
Next Step:



Practise Exam Q
completed (tick)

☐

Chapter Summaries

Chapter 1:

The narrator describes how she and other women slept in army cots in an old gymnasium that smelt of 'old sex'. Two aunts (Sara and Elizabeth) patrol with electric cattle prods, and these women, although forbidden, whisper between their cots. Twice daily the women walk in pairs around a football field, which is surrounded by a barbed-wire topped fence. Angels patrol outside, and while the women take their walks, they stand with their backs to them. The women long for the Angels to turn and see them, so they could use their bodies to make a deal. The narrator describes how the women would exchange names under the quiet shadows of the night.
Key quote: "There was old sex in the room and loneliness, and expectation, of something without a shape or name."

Agriculture

Peasants in villages grow their food. Worms down to nearest predominantly.

Majority of population 95% lived in villages + farms.

→ outbreaks of plague + bad harvests

1485 - 1489 harvests = good

1500 - 1503 harvests = bad → led to concerns

1/3 of population lived in poverty

Enclosures = main issue as removes a vital source of wealth from the common.

Punishment = harsh

2 acts passed for the attempt removal of enclosure

The self interest of Lords, perhaps a reason for treatment → security priority

Not a concern for cutting off land - more a lost source of profit

Majority of population 95% lived in villages + farms

→ outbreaks of plague + bad harvests

1485 - 1489 harvests = good

1500 - 1503 harvests = bad → led to concerns

1/3 of population lived in poverty

Enclosures = fencing off land for more profitable purposes

Abolishing all common rights + approach towards common land = traditionally farmed into strips & allocated to each villager by communal agreement.

Common land to graze animals.

Vagabondage

→ to be homeless and unemployed

If a family couldn't prove legal entitlement = evicted

Eviction of families - loss luxury to be part of common life

Isle of Wight - Wight Act (1489) - believed island becoming depopulated due to enclosure. South Coast = national security threatened

→ to protect the crown's interest

A General Act (1489) - to stop enclosure. Enforced by local landlords = never really enforced

Beginning to accept responsibility for social problems

N.B. Enclosure taken place in hills of West through agreements of tenants & landlords. In Midlands less than 3% of the land had been enclosed

→ weren't held back by neighbors

Major problem at time, exaggerated now

They would keep the full profit

Agriculture made no major changes under Henry's reign. Although it was an important source of the nation's economic gains, he was not able to successfully negotiate any social or fiscal improvements through it.

CORNELL NOTES	TOPIC/LEARNING OBJECTIVE/PURPOSE:	NAME:
VI	Philosophy	DATE: 06/12/2019
LINK TO SYLLABUS: the nature or attributes of God		
ESSENTIAL QUESTION:		
LINK TO POTENTIAL EXAM QUESTIONS OR SKILL:	NOTES: Main points, Bullets, Diagrams, Connect and Box Ideas	
Keywords	<p>God = created the universe. someone having created + having</p> <p>SUBJECTIVE</p> <p>God is an atheist</p> <p>someone you can always turn to no matter the situation. can't be compared to anyone and he has created the universe. with source of all power.</p> <p>is more clarity</p> <p>is objective</p> <p>more knowledge - more wise</p> <p>Myths about God</p> <p>patron, non-physical</p> <p>God is the only source of knowledge.</p> <p>don't die</p> <p>beneficent vision</p> <p>too much light</p> <p>As Platonic vision (the world of forms)</p> <p>some mind + body (PAINTING)</p> <p>God is naked, muscular, not old</p> <p>Immortal, invisible God only wise</p> <p>"In light inaccessible hid from our eyes"</p> <p>Most blessed, most glorious, the Lord of Day, Almighty, victorious, Thy great name we praise:</p> <p>(W. Chaucer (Smith) 1825-1908)</p> <p>Open gift</p> <p>most blessed, most glorious</p> <p>omnipotent</p> <p>war, battle</p> <p>God is victorious of all battles good over evil</p> <p>most almighty of all days + time.</p> <p>stars etc.</p> <p>teeth firing</p> <p>God is the oldest of the ancient deep</p> <p>create ex nihilo</p> <p>God is a nonphysical being who has all the source of knowledge in the world. He brings light as he is the most glorious and best gift. He is the most almighty and victorious of all beings.</p>	



Example Timetable

Monday	Tuesday	Wednesday
Revise French	Revise History	Revise Maths

Time	Monday	Done
09:00	Revise: Rise of the Suffragettes	X
09:25	Check Facebook and text friends	X
09:30	Revise: Rise of the Suffragettes	X
09:55	Facebook & brew break	X
10:00	<u>Mindmap: Rise of the Suffragettes</u>	
10:25	Online shop	
10:30	Flashcards: Rise of the Suffragettes	
10:55	Watch Jeremy Kyle	
11:30	Revise: Mathematics Core 4	
11:55	Etc...	

Timetables should be
SMART

- **Specific**
- **Measurable**
- **Achievable**
- **Realistic**
- **Time bound**



Top Tips

- Revision should be immediate – not just near exam time
- Cramming doesn't help you remember information
- Short bursts are more effective than intense revision
- Use a variety of techniques
- Study somewhere tidy and comfortable
- Be aware of what distracts you, and use them as a treat
- Repetition, repetition, repetition



Thinking Ahead - Change & Longevity

- On average people who have more qualifications and at better grades earn more than those who have less qualifications or lower grades.
- Those with the highest qualifications and skills are most able to get a new job or career when the labour market changes.



Carmel Careers Programme

- Established careers programme
- Tutors who support your next steps offering personalised and ongoing advice
- Excellent links with employers and universities
- 1:1 independent careers advice
- Unifrog – online platform to record all careers activities and to focus university choices and UCAS application
- Work experience in Year 12
- Carmel works with the Tees Valley Careers Hub, Darlington 16-19 and Careers Enterprise Company to secure local labour market knowledge and to bring vibrant career experiences into school.



Careers – Work Experience

- This will start June 2023
- Students are required to find a placement for a minimum of one week
- One of the best ways of getting work experience is through who you know. Ask family, friends, neighbours etc.
- Young people are more likely to be successful in their job hunt if they have done some good work experience
- Something for the CV and UCAS application



Next Steps - University

- 100+ Universities in the UK
- 50,000+ undergraduate courses
- £9,250 tuition fees per year
- Loans for tuition and maintenance are available.
- Loans are repaid when you earn over £27,295 (1.5%-4.5% depending on salary)
- Loans are written off after 30 years
- University is essential for some careers, but it isn't for everyone



Widening Participation Schemes

- Contextual offers
- Varying eligibility criteria
- Reduced offers/UCAS points
- Year 12: Durham SP/NU Entry/York Access
- Year 13: Partners/Leeds Access



**Northumbria
University**
NEWCASTLE



Newcastle
University



Durham
University



UNIVERSITY OF LEEDS

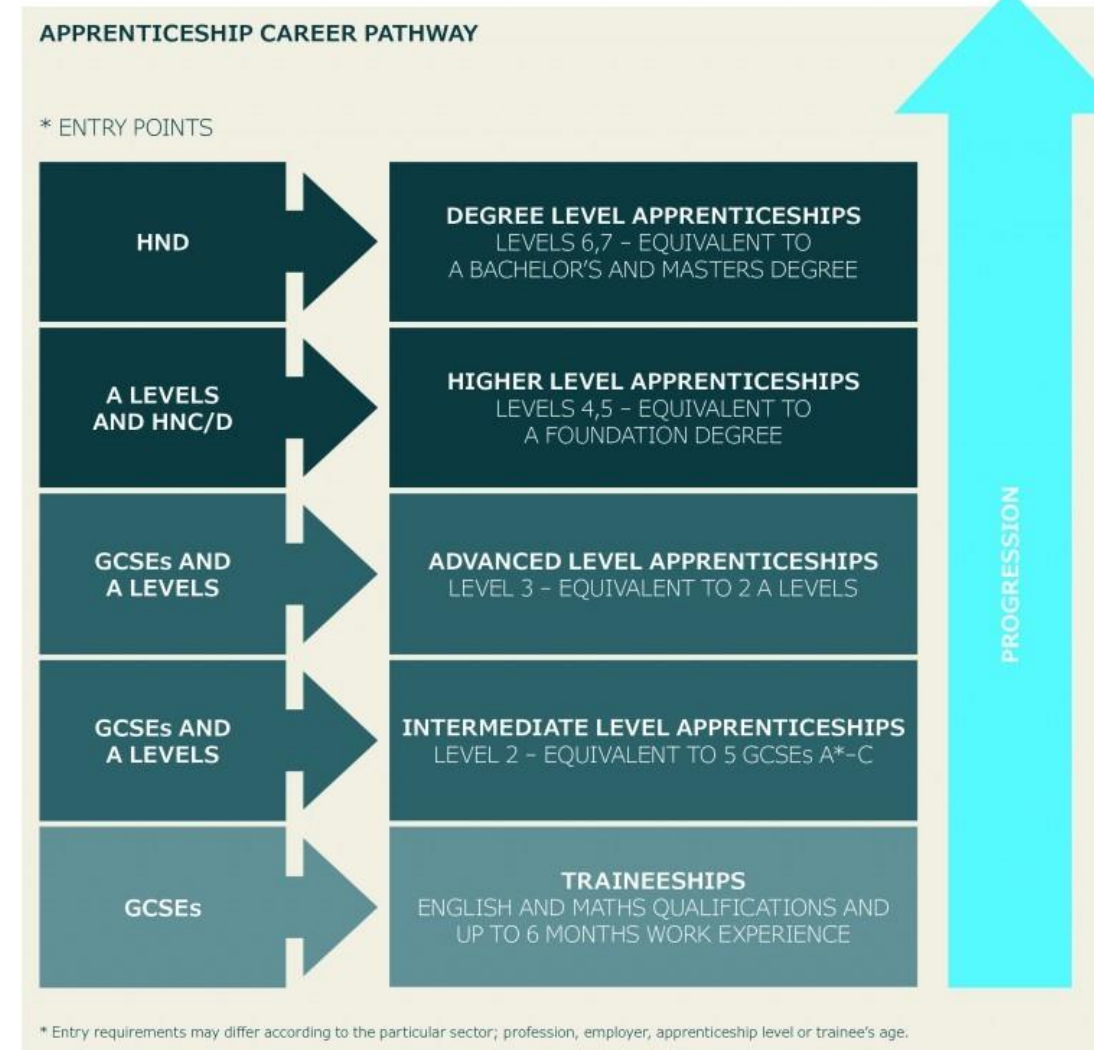


UNIVERSITY
of York



Next Steps - Apprenticeships

- Increasingly popular as a route post 18
- Offered by 70+ universities and 200+ colleges
- 4 levels of study – Intermediate (level 2); Advanced (level 3); Higher (level 4+) and Degree (level 5-7)
- Earn while you learn
- Higher apprenticeships can be very competitive.
- Retention rates at Advanced and Higher levels are strong



Next Steps - Destinations

Destination	Number	%	+/- vs 2022
University/HE College	85	63%	-3%
Apprenticeship	14	10%	3%
Employment	23	17%	12%

Destination	Number	%	+/- vs 2021
University	119	70%	4%
Apprenticeship	8	5%	-3%
Employment	14	8%	3%

Destination	Number	%	+/- vs 2020	Nat Ave	+/- vs Nat Ave
University	107	66%	-1%	51.90%	14.56%
Apprenticeship	12	7%	-4%	6.40%	1.05%
Employment	8	5%	0%	20.80%	-15.83%

Destination	Number	%	+/- vs 2019	Nat Ave	+/- vs Nat Ave
University	83	67%	-7%	47.40%	20.08%
Apprenticeship	14	11%	-3%	8.40%	2.98%
Employment	6	5%	3%	24.90%	-20.02%



Careers at Carmel "A dream with a purpose is ambition"

The Unifrog tools

Exploring pathways

Careers library

Subjects library

Know-how library

MOOC

Searching for opportunities

UK universities

US universities

European universities

Oxbridge

Apprenticeships

College/ Sixth Form

Canadian universities

Asian universities

Special Opportunities

Recording what you've done

Activities

Competencies

Interactions

Drafting application materials

Personal Statement

CV / Resumé

Teacher References

Common App Essay

Making applications

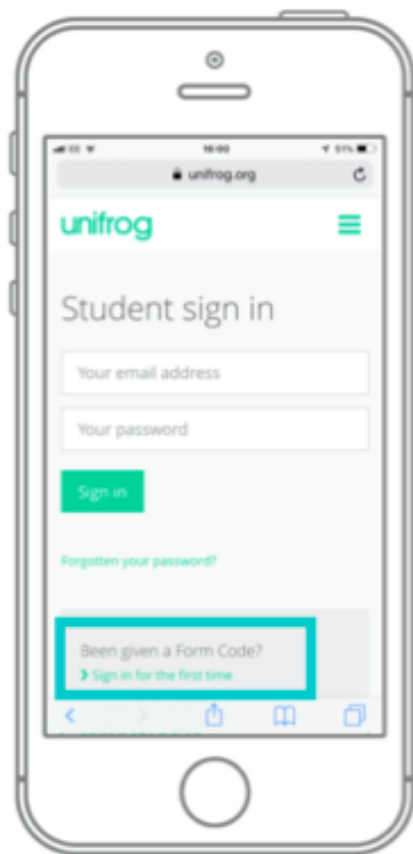
Post 16/18 Intentions

Locker

Applications list



Parents & guardians, get signed up!



Go to www.unifrog.org/student and click 'Sign in for the first time'
You'll be asked for some details and a form code. This is what you need:

CARCParents

After signing up, log into Unifrog using your email address and password via the student sign-in page!



Next Steps - Advice

- Take every opportunity in Sixth Form.
- Invest in your future self, both academically and beyond the curriculum.
- ***The Super Curriculum***, Big Project, Gold Crest Award, Peru, SVP, Leadership groups, mentoring younger students, volunteering.....
- Get experiences that make your time rewarding and make your CV stand out.
- Work experience.
- Be ambitious and clear about your next steps.



“The quality of life is determined by its activities”

The logo for VI CARMEL features the letters "VI" in a large, serif font, with "CARMEL" in a smaller, sans-serif font directly below it. The text is flanked by two symmetrical laurel branches that curve upwards and outwards, framing the central text.

Next Steps - FAQ's

What do I do if.....

- I am struggling to cope with my studies and meeting deadlines.....
- I am having a tough time and it is affecting me and my work.....
- I am struggling with the demands of a piece of work.....
- I have no idea what I want to do in the future.....
- I am thinking A Levels aren't for me.....

