



YEAR 12 WELCOME EVENING

September 2023



Aims of this presentation

- To help students make the best possible start to Sixth Form studies
- To explain the ethos and expectations of Highdown Sixth Form Centre
- To help answer some **key questions** about Highdown Sixth Form Centre



Who are the key staff?

- Mr Prior
- Mr Flynn
- Ms Beale
- Dr Love

Head of Sixth Form
Head of Achievement
Assistant Head of Achievement
Professional Tutor

- Mrs Kaminska
- Mrs Sawdon-Smith
- Mrs Hamer

Learning Mentor - Sixth Form
Sixth Form Welfare Lead
Sixth Form Administrator

- The mentors
- A-Level teachers!



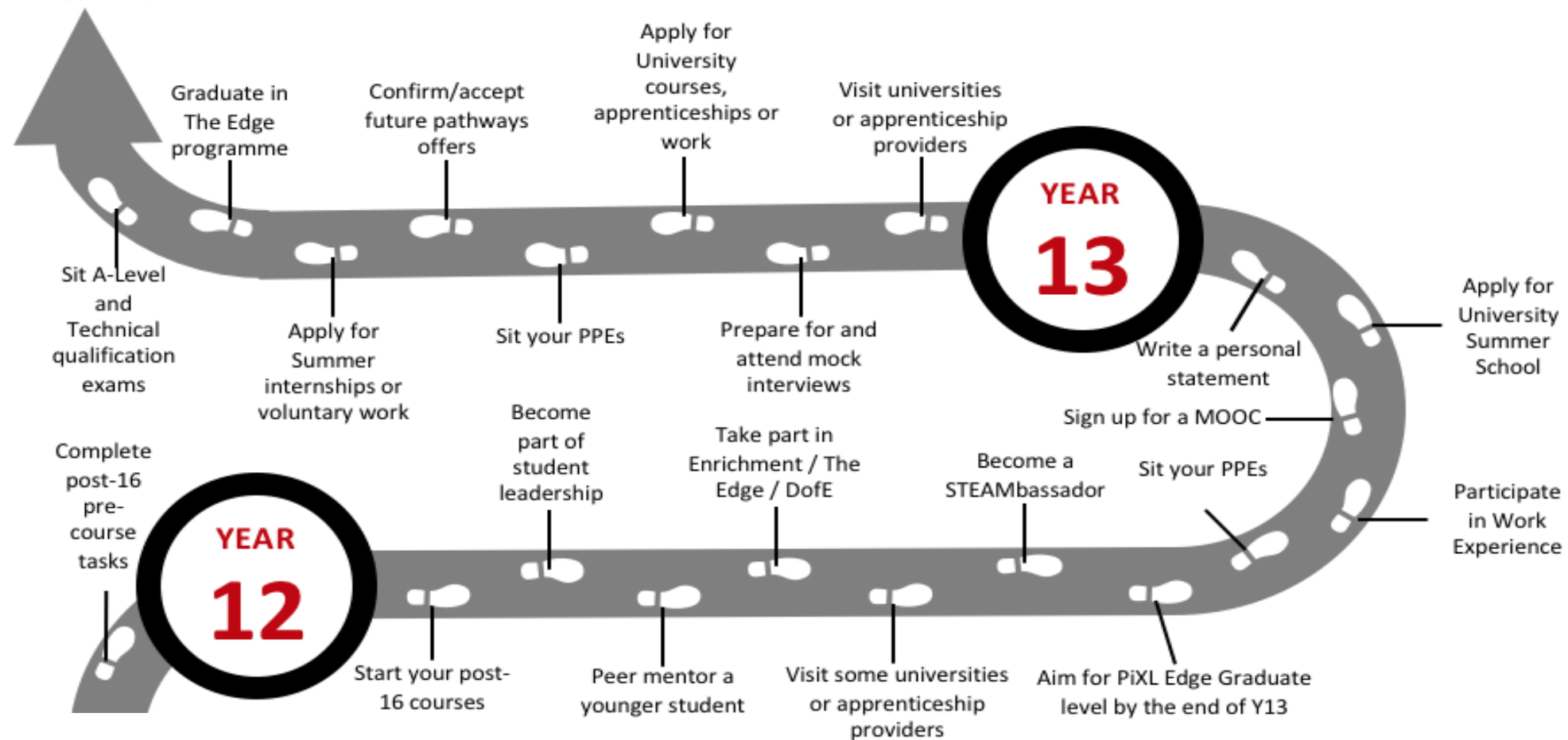
The HIGHDOWN JOURNEY



HIGHDOWN SCHOOL AND SIXTH FORM CENTRE

Go to University or
college, start an
apprenticeship or gain
employment AND...

Continue your lifelong
learning journey...



What myths do we need to 'bust'?

- I don't have any studying to do
- Nobody else wears an ID badge
- I don't have to go to mentor period
- I can work in Waitrose all weekend and do well in my exams
- No-one does any work after the PPEs in the summer, so I am off to Newquay with my mates



What does studying in the Sixth Form involve?

- 3 (sometimes 4) 'Level 3' subjects studied for two years
- Timetabled Independent Learning sessions
- A focused PSHCE programme, as well as a Mentor Period programme to support academic, social and personal progress
- Timetabled 'Enrichment' on a Wednesday morning
- Developing a wide range of **supercurricular** experiences to impress university admissions tutors and employers



How are A-Levels structured?

- A-Levels have been linear since 2015
- A student studying an **A-Level** subject has chosen to study it for two years
- Examinations in May/June of Year 13 (2025)
- Coursework still an important part of some courses
 - Art / Photography / Textiles / English / Geography / History / Music
- A-Levels are graded A*-E, not A*-C



How have BTECs changed?

- Assessment includes rigorous exams.
- Assignments no longer allow ongoing marking and improvement.
- During an assignment teachers are limited in the help they can offer.
- Once work is handed in (has to be by the deadline) limited feedback can be given before it can be resubmitted.
- If a unit is not passed - the qualification cannot be passed.
- Each assignment has to meet the deadlines and must meet ALL criteria.



How is the Sixth Form experience structured?

- Start A-Level/BTEC Level 3 courses in September 2023
- A-Level linear PPEs April/May 2024 and December 2024
- BTEC exams in Year 12, and ongoing assessment
- University application Sept – Nov 2024
- A-Level linear exams May/June 2025



How can students excel in Sixth Form?

- Develop an 'Sixth Form Mindset'
- Embrace the supercurricular



Research has shown that 90% of reasons to explain why students struggle with Sixth Form Study are issues of **character**, not **cognition**

- **Cognition**



- **Character**



In other words...

- Gaining a brilliant set of GCSE grades does not necessarily mean students are going to breeze through A-Levels



The Five Elements of the Sixth Form Mindset

VESPA

- **Vision:** How well do you know what you want to achieve?
- **Effort:** How many hours of independent work do you do?
- **Systems:** How do you organise your learning and organise your time?
- **Practice:** What kind of work do you do to practice your skills?
- **Attitude:** How do you respond to setbacks?



If students find they performed well at GCSE, but are struggling by the first month of Sixth Form, could it be because they fit one of the following patterns?



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The low vision student



- Characterised by listlessness, boredom, low-level anxiety, exasperation, and a tendency to procrastinate

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The low effort student



- Characterised by satisfaction, contentment and short-termism – oblivious to levels of hard work put in by others.

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The low attitude student



- Characterised by anger, frustration with progress, unhappiness, self-loathing, negativity – often comparing themselves unfavourably to others



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The low (or no)-systems student



- Characterised by a scaling-up of old systems that now can't cope, missing deadlines because the work has been forgotten, poor sleep and late waking, chaotic bags and folders, often high-stress

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The low practice student



- Often organised and hardworking but loyal to repeated patterns of GCSE preparation, comfortable behaviours, sense of control achieved through large stationery purchases, claims "you can't revise" for skills-based courses



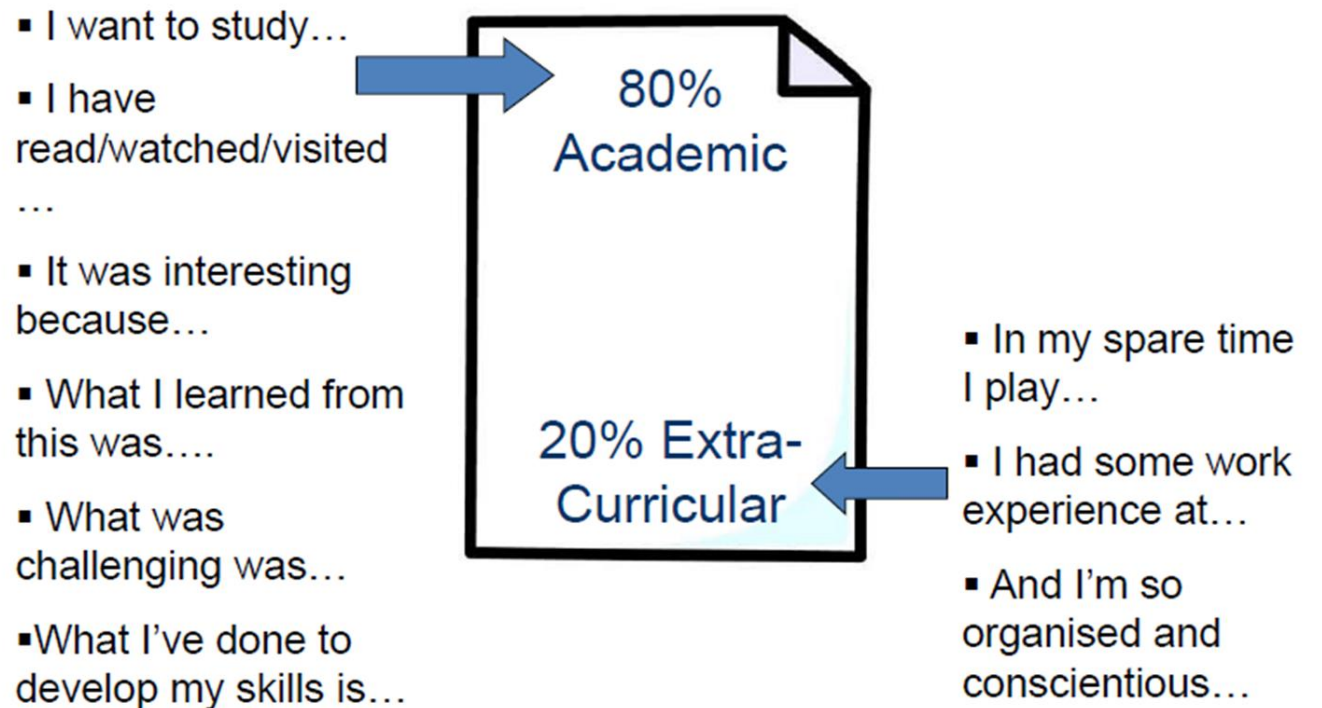
What is 'supercurricular' learning?

Super-curricular Activities

Activities that you do outside of school that are to do with your subject

- Summer schools
- Work experience (Medicine place more emphasis on work experience)
- Public lectures
- Voluntary work
- Competitions
- Enrichment activities in the local area – publicly accessible opportunities
- Read newspapers, journals, books

Structuring the Personal Statement



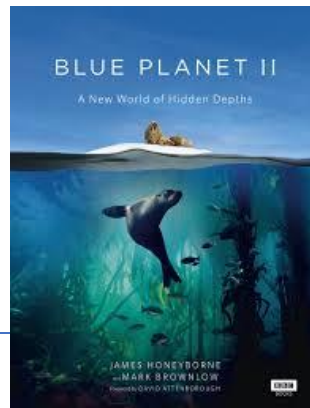
- Read magazines



- Listen to the radio / download podcasts / watch TED talks



- Watch more TV (the right kind of TV!)



- Subscribe to a MOOC – Massive Open Online Course (many are free!)



- Try a virtual museum visit



- Check out 'subject specific' societies (the chances are, most A-Level subjects have a 'society' that have free resources for Sixth Form students)



- Follow academics on social media (or be old-fashioned, and write to them!)





Student Leaders

Things have changed...

....going back to what we know works

Academic monitoring

Study time

FWP

Behaviour

Doing the
right thing

Attendance

Dress Code

High expectations

Bursary

Academic Mentoring

Next steps



Other than A-Levels, what opportunities are there?

- EPQ
- Core Maths
- Mentoring scheme
- Boffit
- Leadership
- VWEX
- Enrichment



Study Skills in the Sixth Form



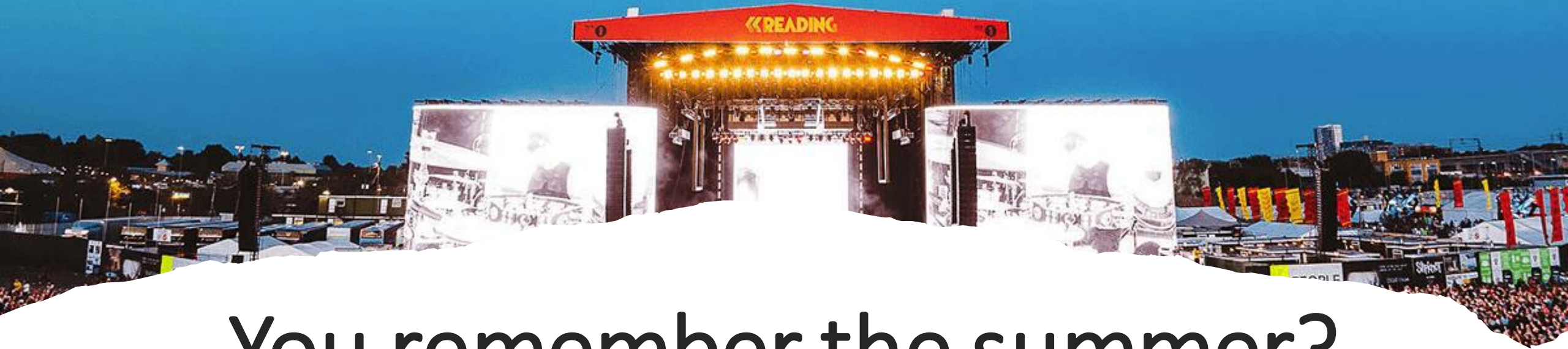


You remember the summer?



You remember the summer?

«READING FESTIVAL 2023

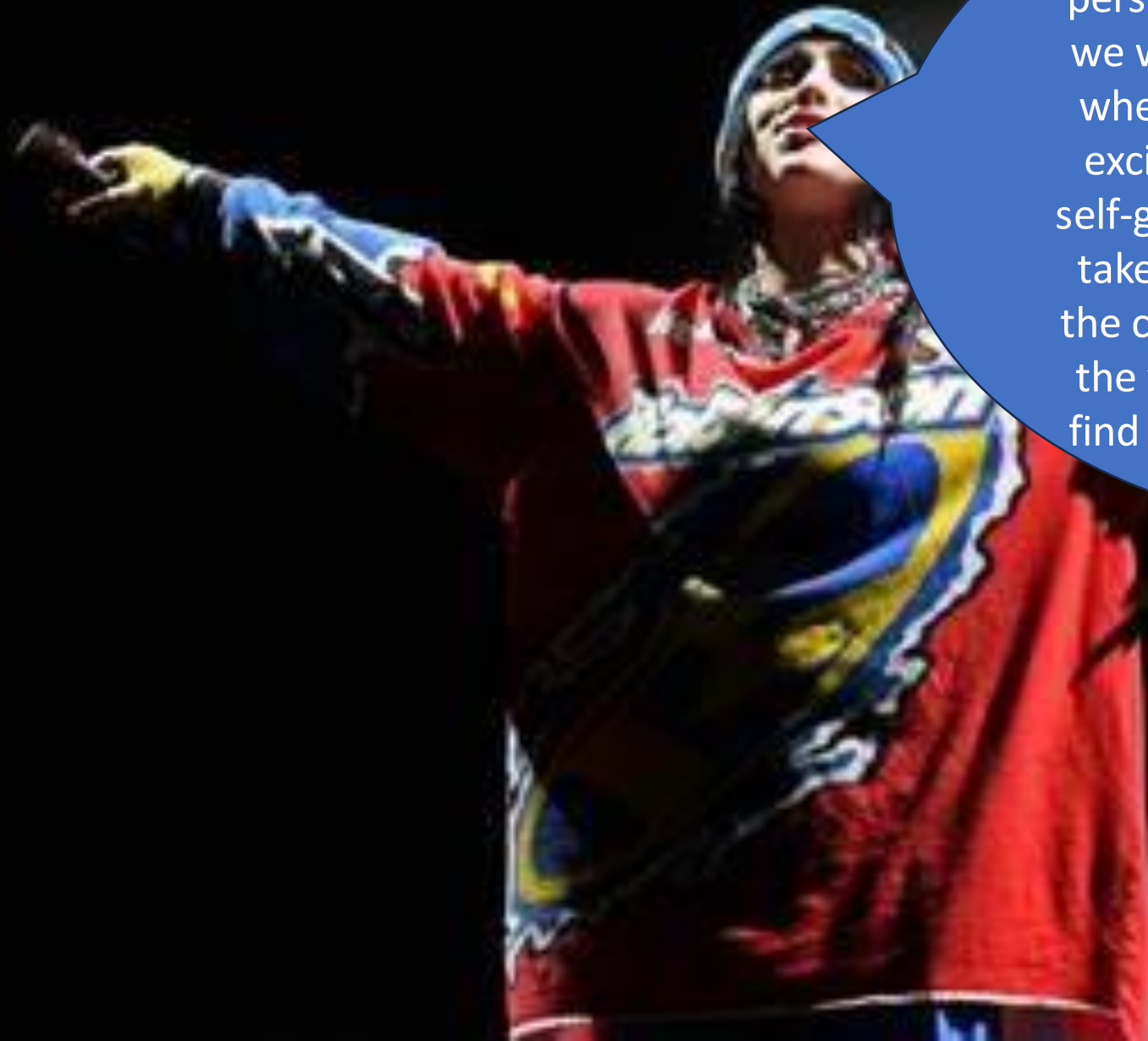


You remember the summer?



My Future!

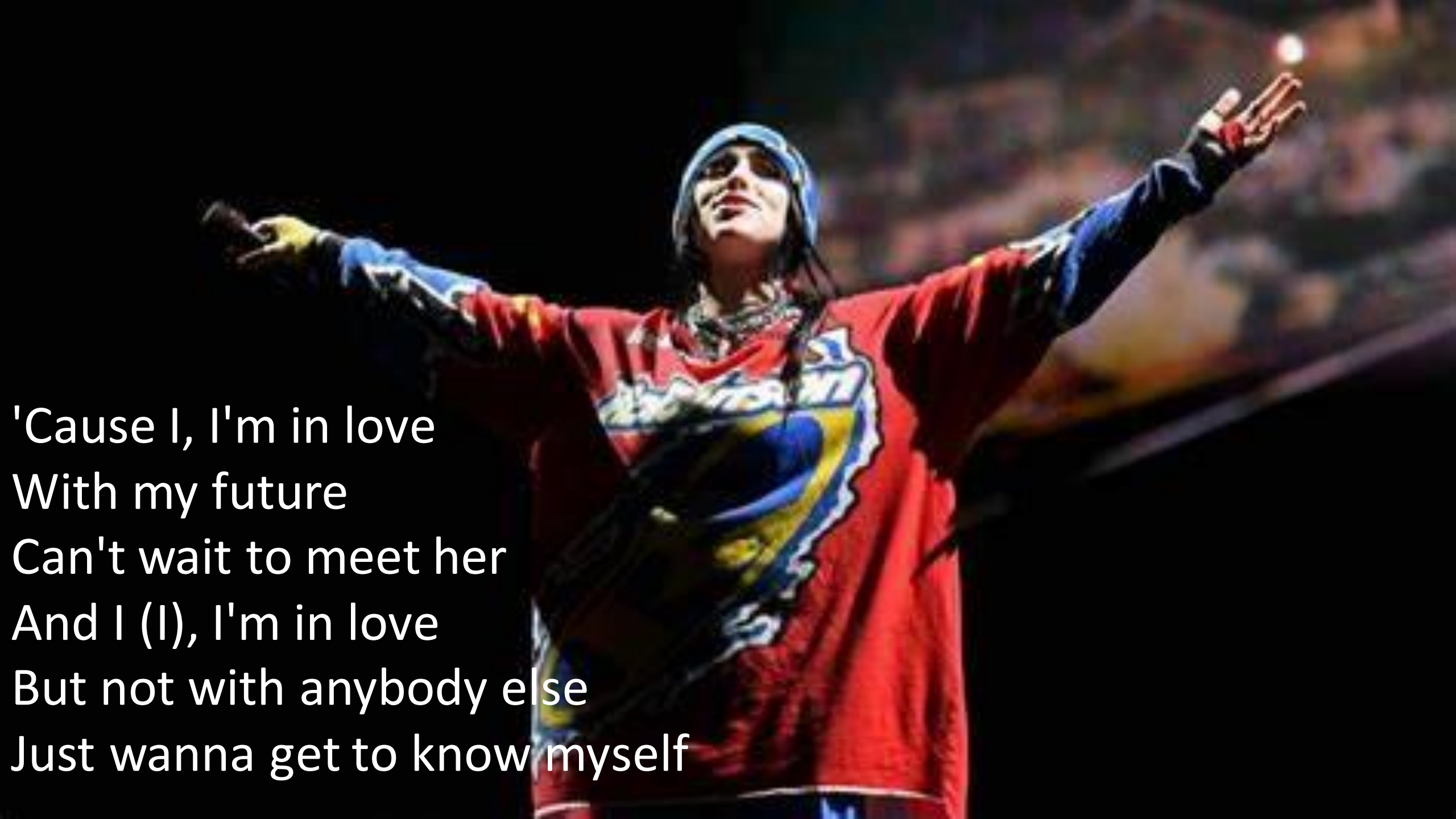




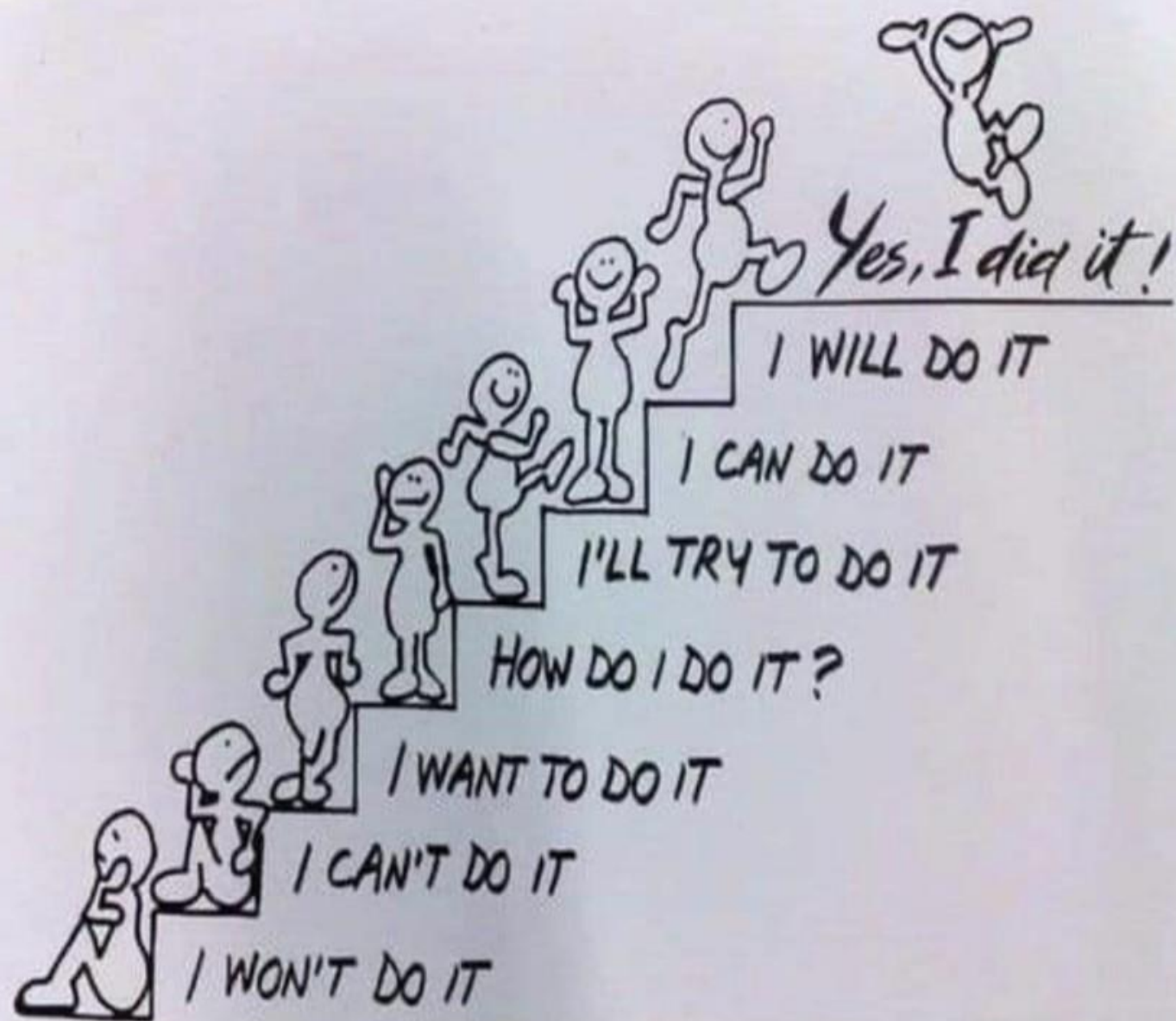
"it's a song that's really really personal and special to me. When we wrote this song, it was exactly where my head was at - hopeful, excited... and self-reflection and self-growth. but recently it has also taken on a lot of new meaning in the context of what's happening in the world now. I hope you can all find meaning in it for yourselves."

She also added: "the future feels uncertain and crazy right now, but i think we need to be ready to put the work in, and if we do that, we should be hopeful and excited for our future. I have to keep reminding myself that the future is ours, and I know we want to do everything we can to make it better for everyone in the world, and the world itself stay hopeful."

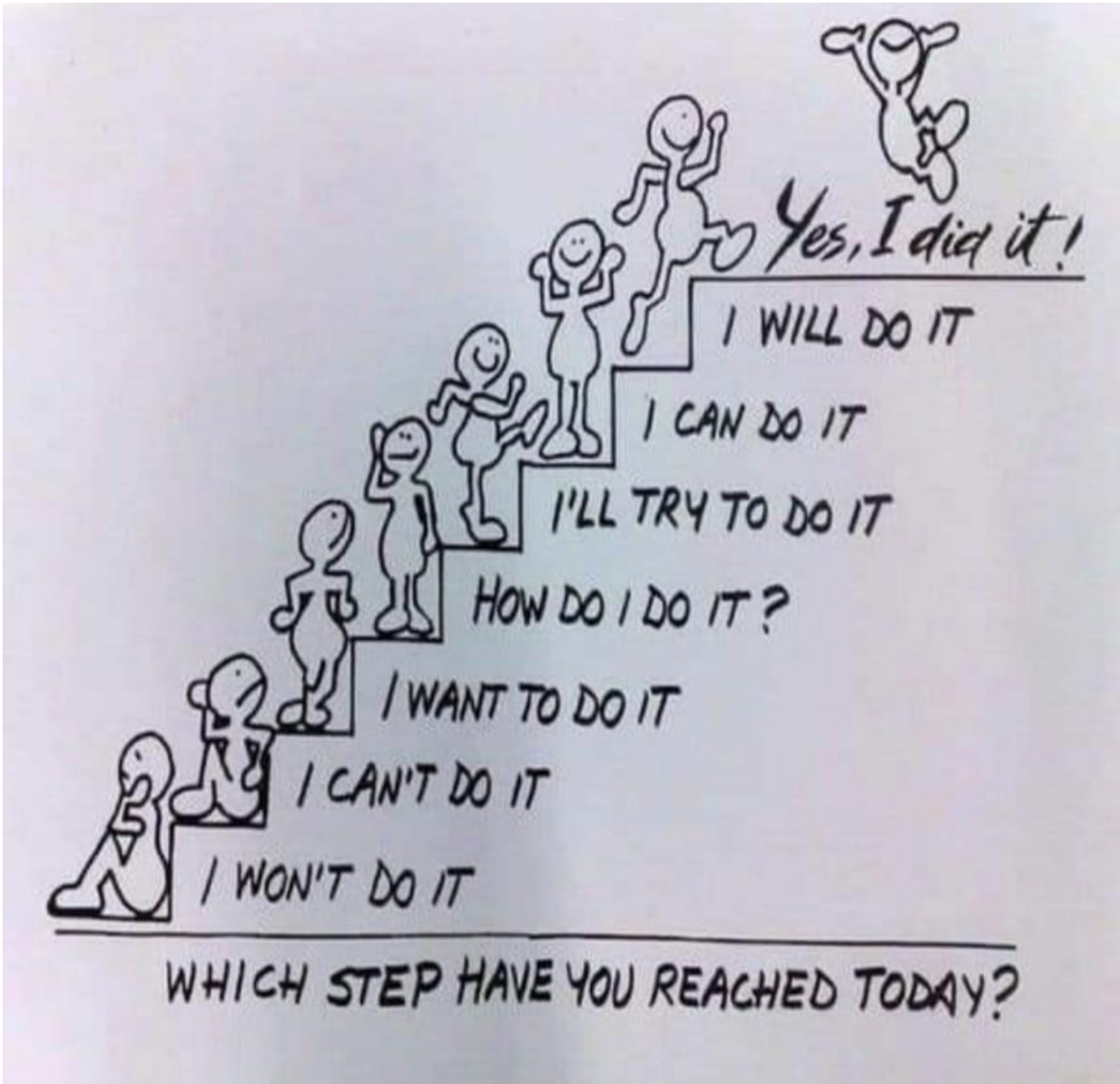


A person wearing a red and blue costume with a large graphic on the chest, a blue hood, and sunglasses. They have their arms outstretched in a 'V' shape. The background is a blurred crowd in a stadium.

'Cause I, I'm in love
With my future
Can't wait to meet her
And I (I), I'm in love
But not with anybody else
Just wanna get to know myself



WHICH STEP HAVE YOU REACHED TODAY?



The Power of

YET

I don't know ...YET

This doesn't work ...YET

I don't understand this ...YET

This doesn't make sense ...YET

I'm not good at this ...YET

I can't do this ...YET

I don't get it ...YET

The product link can be found in the first comment in the comment section below.

Language

Expression

Left vs. Right

ABC

Numbers

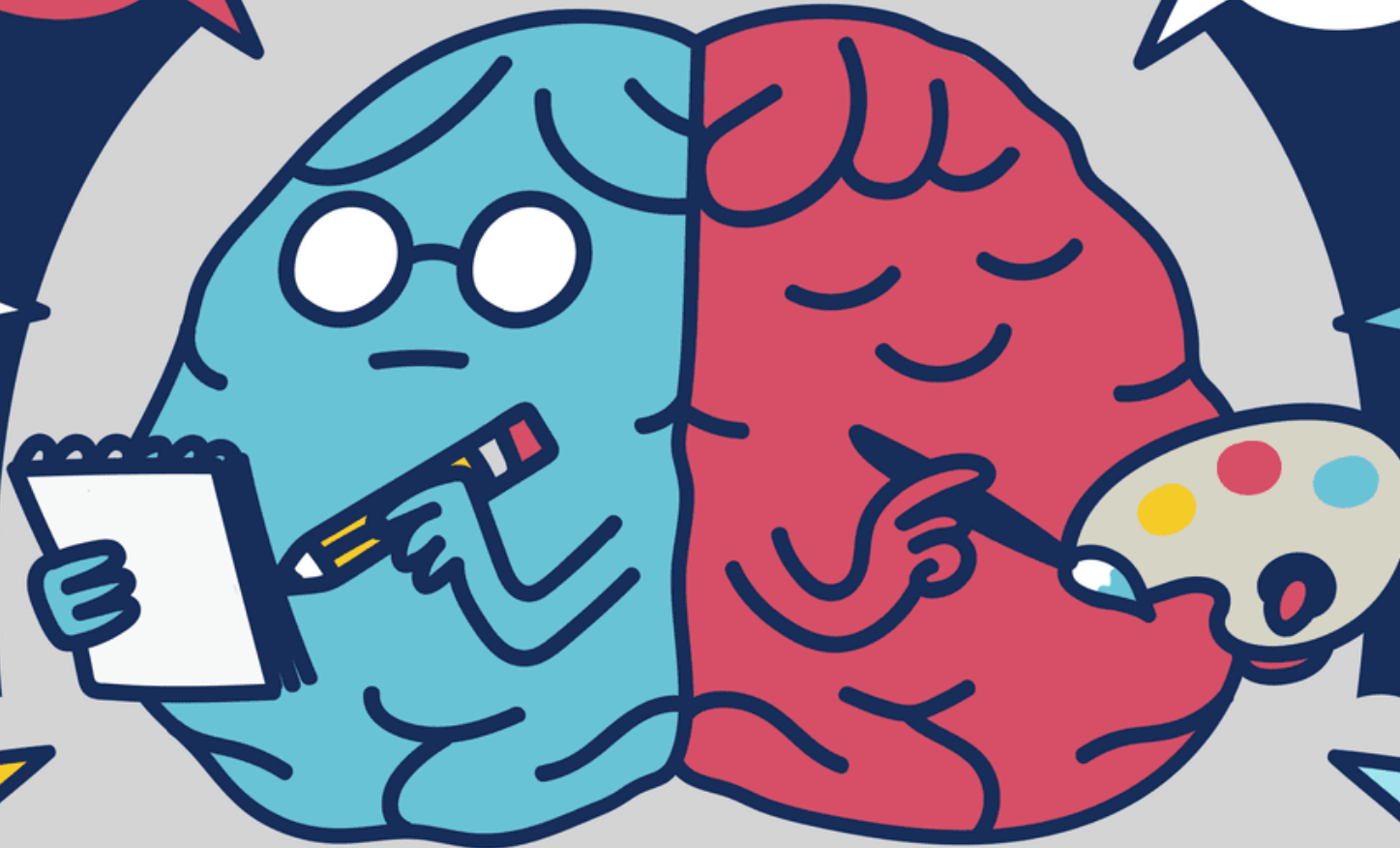
Emotional
intelligence

Analytical
thinking

Imagination

Logic

Creativity





1



2



3



1



2



3

**Fist 1**

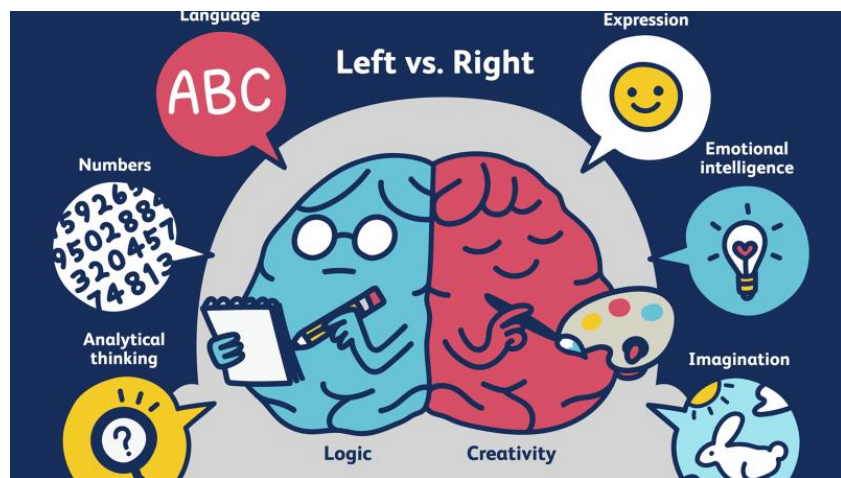
You are very excited, active and always looking for new adventures. You hate sitting still and can't bear imprisonment. You are an art and nature enthusiast. You express yourself well in general and have no problem speaking your mind in front of everyone. You are so calm and loving.

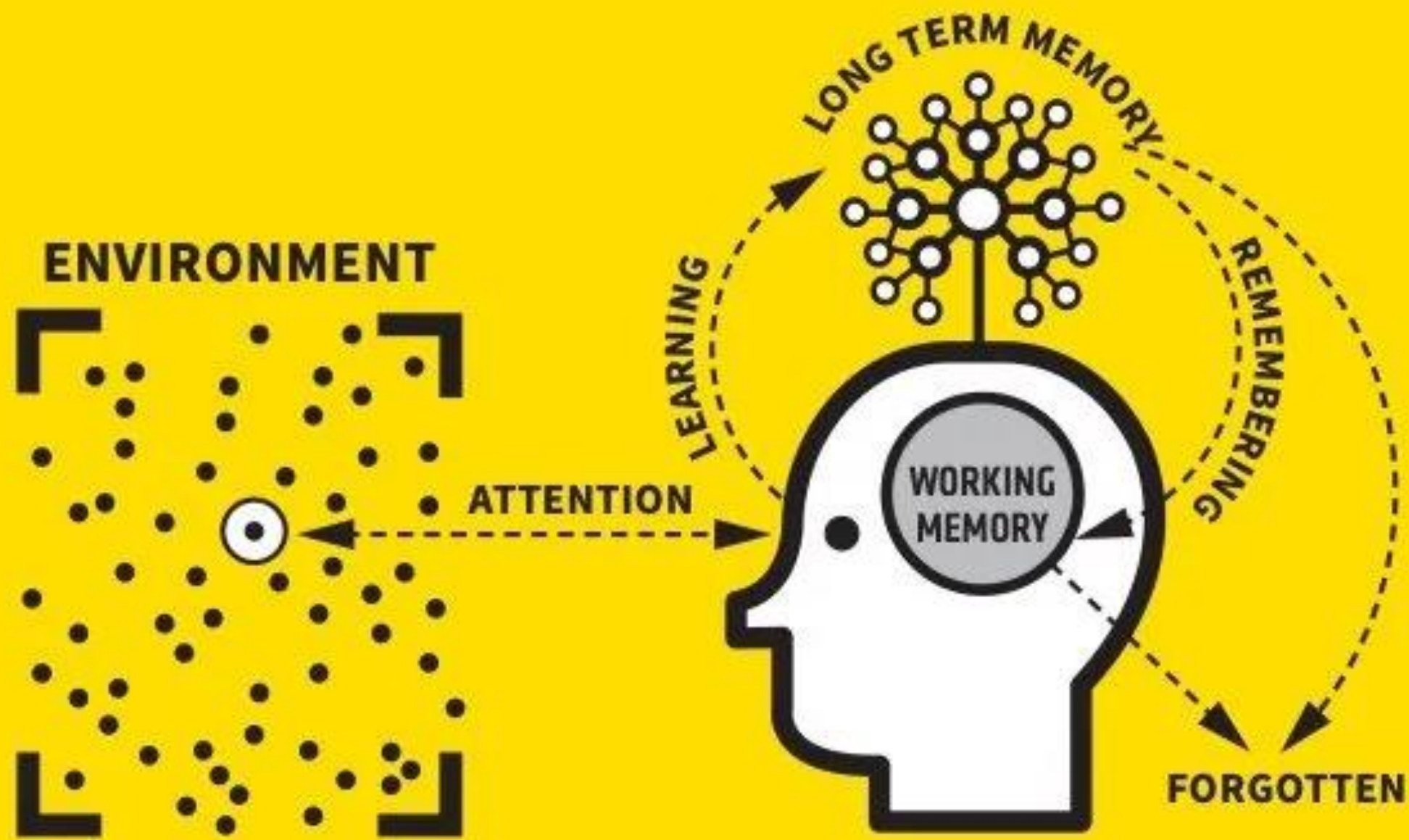
Fist 2

You are a very sociable person who wins everyone's trust. You are the best genius who excels in all fields. You hate injustice deeply and are very loving to everyone who crosses your path. You will be happy to help others and will be with a big mind.

Fist 3

You are very impatient and impulsive. Usually, you do not think twice about the decisions you make. You are so passionate about everything you do, you do it responsibly and pay attention to the smallest details. You are characterized by extreme honesty and excellent kindness.

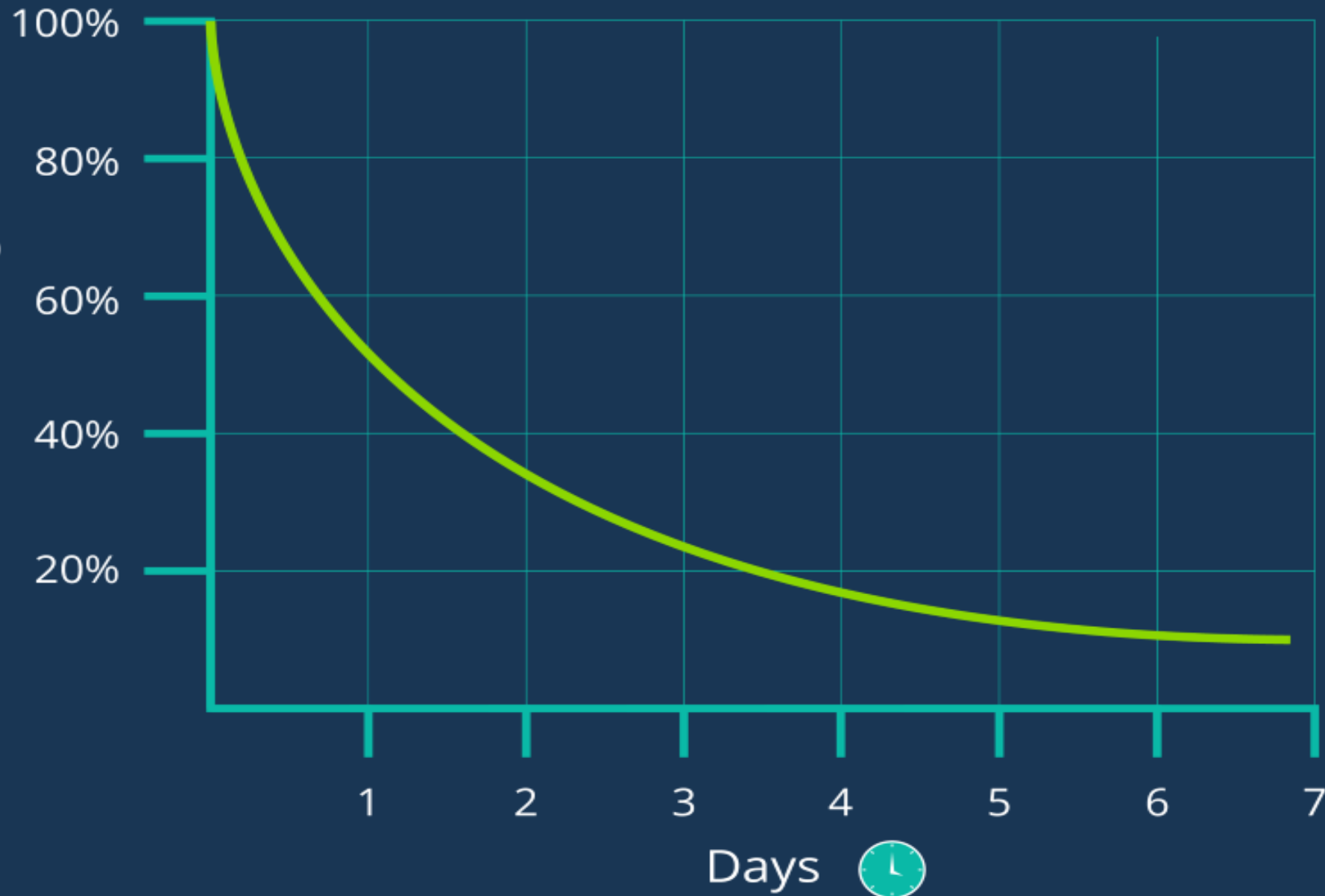




THE FORGETTING CURVE



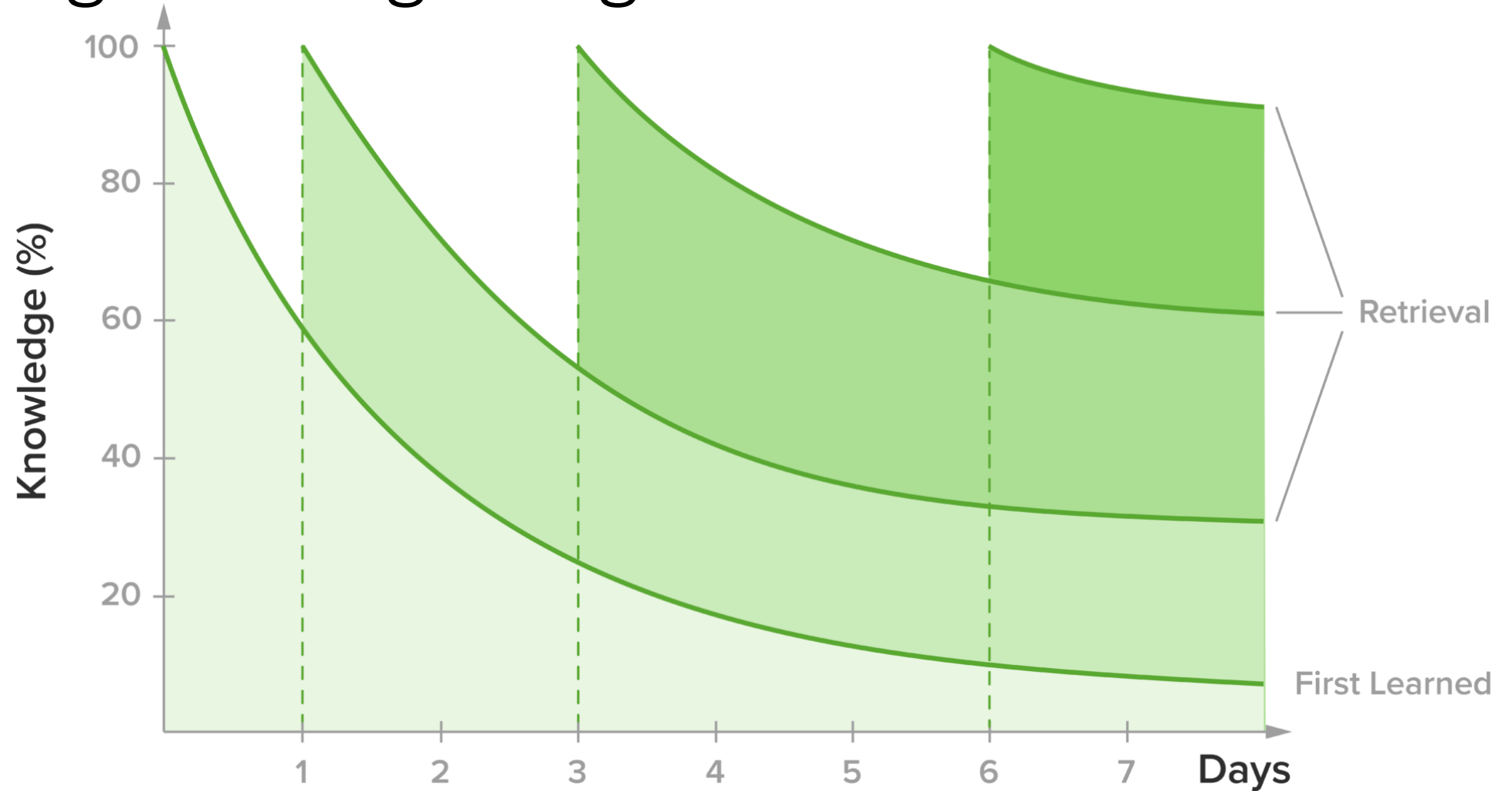
Retention



Days






Beating the Forgetting Curve!






PLCs.....

MODULE 2: Foundations in biology

2.1.1: Cell structure

Learners should be able to demonstrate and apply their knowledge and understanding of:	Notes ready?				Revision done?
a) the use of microscopy to observe and investigate different types of cell and cell structure in a range of eukaryotic organisms					
b) the preparation and examination of microscope slides for use in light microscopy					
c) the use of staining in light microscopy					
d) the representation of cell structure as seen under the light microscope using drawings and annotated diagrams of whole cells or cells in sections of tissue					
e) the use and manipulation of the magnification formula					
f) the difference between magnification and resolution					
g) the ultrastructure of eukaryotic cells and the functions of the different cellular components					
h) photomicrographs of cellular components in a range of eukaryotic cells					
i) the interrelationship between the organelles involved in the production and secretion of proteins					
j) the importance of the cytoskeleton					
k) the similarities and differences in the structure and ultrastructure of prokaryotic and eukaryotic cells					

2.1.2: Biological molecules


Learners should be able to demonstrate and apply their knowledge and understanding of:	Notes ready?				Revision done?
a) how hydrogen bonding occurs between water molecules, and relate this, and other properties of water, to the roles of water for living organisms					
b) the concept of monomers and polymers and the importance of condensation and hydrolysis reactions in a range of biological molecules					
c) the chemical elements that make up biological molecules					
d) the ring structure and properties of glucose as an example of a hexose monosaccharide and the structure of ribose as an example of a pentose monosaccharide					
e) the synthesis and breakdown of a disaccharide and polysaccharide by the formation and breakage of glycosidic bonds					
f) the structure of starch (amylose and amylopectin), glycogen and cellulose molecules					
g) how the structures and properties of glucose, starch, glycogen and cellulose molecules relate to their functions in living organisms					
h) the structure of a triglyceride and a phospholipid as examples of macromolecules					
i) the synthesis and breakdown of triglycerides by the formation (esterification) and breakage of ester bonds between fatty acids and glycerol					
j) how the properties of triglyceride, phospholipid and cholesterol molecules relate to their functions in living organisms					

8.2 A-level required practical activities

marksphysics help MPH

The following practicals must be carried out by all students taking this course. Written papers will assess knowledge and understanding of these, and the skills exemplified within each practical.

Required activity	Apparatus and technique reference
1. Investigation into the effect of a named variable on the rate of an enzyme-controlled reaction	a, b, c, f, l
2. Preparation of stained squashes of cells from plant root tips; set-up and use of an optical microscope to identify the stages of mitosis in these stained squashes and calculation of a mitotic index	d, e, f
3. Production of a dilution series of a solute to produce a calibration curve with which to identify the water potential of plant tissue	c, h, j, l
4. Investigation into the effect of a named variable on the permeability of cell-surface membranes	a, b, c, j, l
5. Dissection of animal or plant gas exchange or mass transport system or of organ within such a system	e, h, j
6. Use of aseptic techniques to investigate the effect of antimicrobial substances on microbial growth	c, i
7. Use of chromatography to investigate the pigments isolated from leaves of different plants, eg leaves from shade-tolerant and shade-intolerant plants or leaves of different colours	b, c, g
8. Investigation into the effect of a named factor on the rate of dehydrogenase activity in extracts of chloroplasts	a, b, c
9. Investigation into the effect of a named variable on the rate of respiration of cultures of single-celled organisms	a, b, c, i
10. Investigation into the effect of an environmental variable on the movement of an animal using either a choice chamber or a maze	h
11. Production of a dilution series of a glucose solution and use of colorimetric techniques to produce a calibration curve with which to identify the concentration of glucose in an unknown 'urine' sample	b, c, f
12. Investigation into the effect of a named environmental factor on the distribution of a given species	a, b, h, k, l



Assignments 11/4/2021, 6:17 AM


Multiple Choice on carbohydrates, proteins, enzymes and lipids

Due 8 Nov

[View assignment](#)

← Reply

November 8, 2021




Assignments 11/8/2021, 11:46 AM Updated

Folders for marking - DUE WED 10th NOV

Due 10 Nov

[View assignment](#)

← Reply



Assignments 11/8/2021, 11:47 AM

Assignment details have been modified

← Reply

MB

Michael BENNETT 7/14, 10:25 AM



← Reply

MB

Michael BENNETT 7/14, 10:25 AM



stop squashing
your dreams
stop on my dream
→ But this is my dream
you did everything else
crankety crank.

"but it's not good en

4 Midge ~~she~~ crosses her arms and starts tapping her toe. ~~she~~ ~~with~~ my pen.

~~She Taught and says, No.~~

"But the ^{1st} ~~case~~ ^{was} ~~the~~ ^{the} ~~step~~ ^{thought}.

Nidge shorts. "He's ~~just~~ kooky, ~~a real~~ ~~person~~

~~Can~~ I really don't care if you think

~~the rest of the day~~

Leave me alone. I'm not quitting this time.
Then ~~she started to say~~ "But you can't give

* rhyme.

It's not just a gift. It's a ~~gift~~

It's not magic," I say. "A lot of practice

1 point
w/ my
pen.

"Zip your lips!" It's my turn.
~~and I take the place of the first person~~ "I can do this," I say.
"Just back off - let me learn!"
Shut your mouth

"But where would you be if I walked out
you can't handle that - go take a hike! that less?"

"And if I" "then you take"

the one of the right hand the left hand on my
 side
 side of the chair, I

Then the tears start to fall, "But no scary
out there."

you're a sissy, I say. And a bully to boot.

let out a ~~both~~ ~~start~~ ~~to~~ ~~root~~.

on my knee. Now at her

~~pre-achieve~~ ~~achieve~~ If you stop me from starting, there's nothing to

~~Supper~~ = like dog ^{wild} ~~like~~. (C) sin

③ Hedge person. But I saw you from rejection inside.

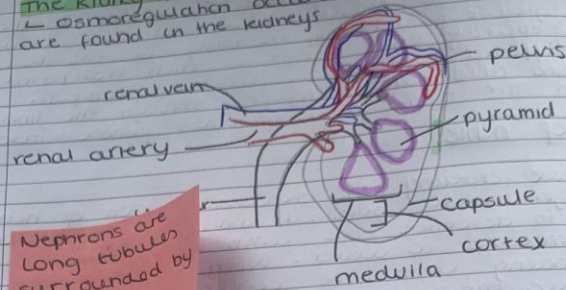
doing nothing. Brother Face

La Roche La Roche La Roche

Structure of the Nephron: ultrafiltration and selective reabsorption - Miss Estruch

The Kidney and Nephron Structure

← Osmoregulation occurs within the nephrons which are found in the kidneys



Nephrons are long tubules surrounded by capillaries
 ↳ 1 million nephrons in each kidney (approx)

Nephron Structure

- 1 → Renal (Bowman's) capsule with glomerulus
- 2 → PCT (proximal convoluted tube)
- 3 → Loop of Henle
- 4 → DCT (distal convoluted tube)
- 5 → collecting ducts

← urine contains: water (excess water), dissolved salts, urea, hormones, other small substances e.g. vitamins.

← urine does NOT contain:

- ↳ proteins + rbc → too big to be filtered out glomerulus
- ↳ glucose → all should be reabsorbed.

stage 1 = ultrafiltration occurs due to high hydrostatic pressure. water and small molecules are forced out the glomerulus capillaries into the bowmans capsule

stage 2 = selective reabsorption occurs in the PCT

stage 3 + 4 = The loop of henle maintains a sodium ion gradient so that water can be reabsorbed by the blood.

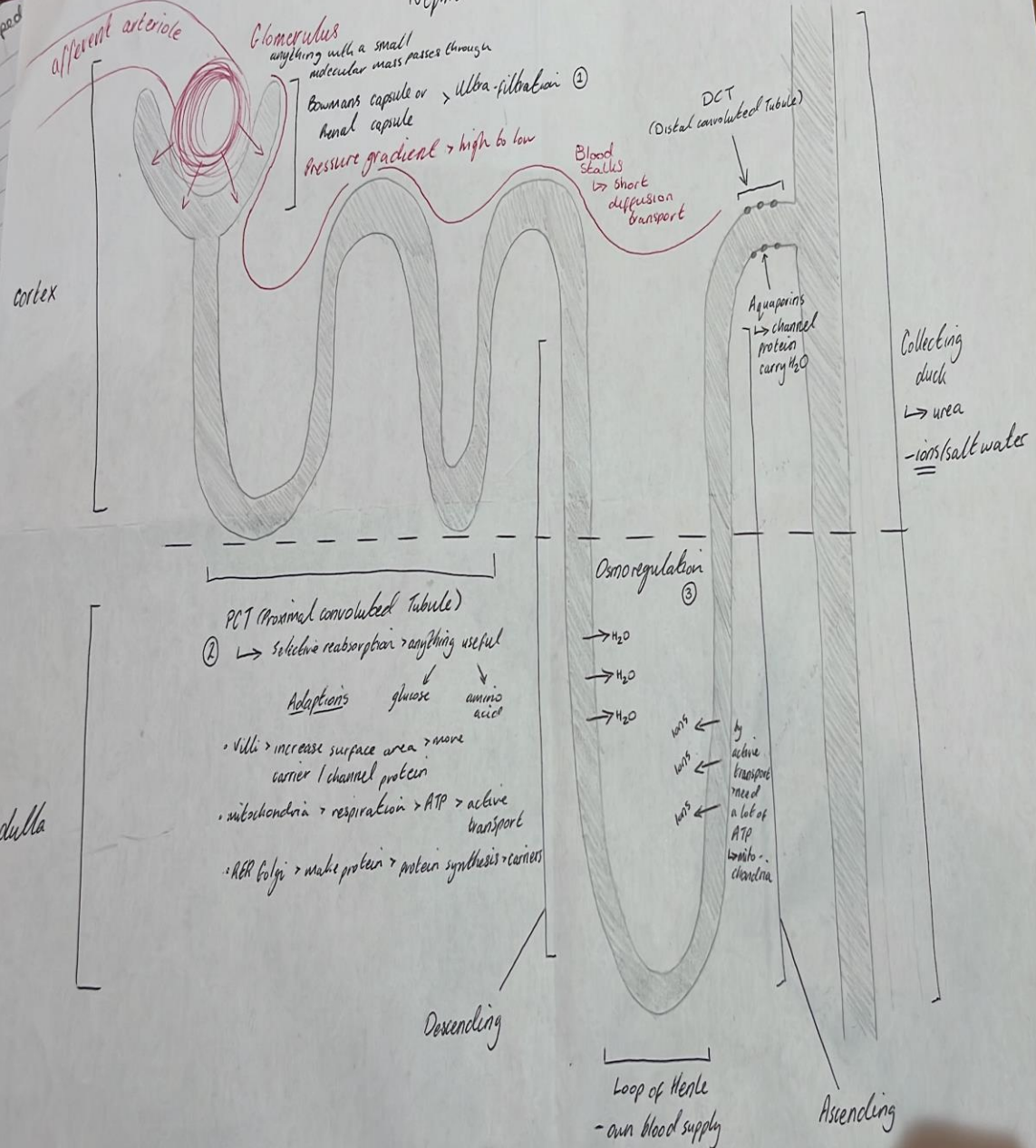
stage 5+6 = Water moves out of the DCT (distal convoluted tube) and collecting duct to return back to the blood. The collecting duct then carries the remaining liquid (urine) to the ureter.

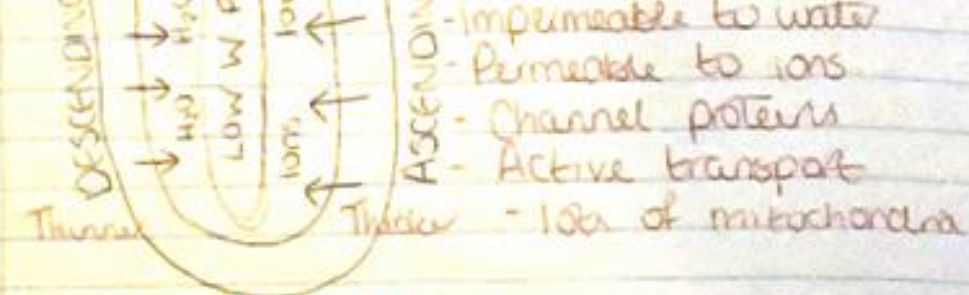
Nephron Function → Filter the blood to remove waste and selectively reabsorb useful substances back into the blood. (to create urine)

This large hydrostatic pressure is due to the exiting blood to the exiting from a wide passing from a narrow

renal artery → renal arterioles

Nephron → 1,000,000 in a kidney

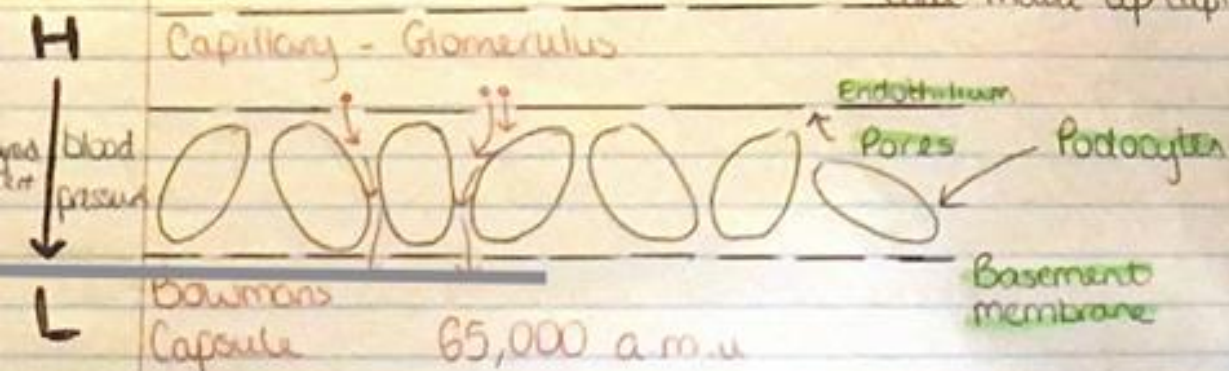




- Impermeable to ions
- Permeable to water
- Aquaporins
- Osmosis / diffusion

ULTRAFILTRATION: 1

endothelium = cells that make up capillaries



• = glucose, ions, a. acids, water, minerals, urea, hormones

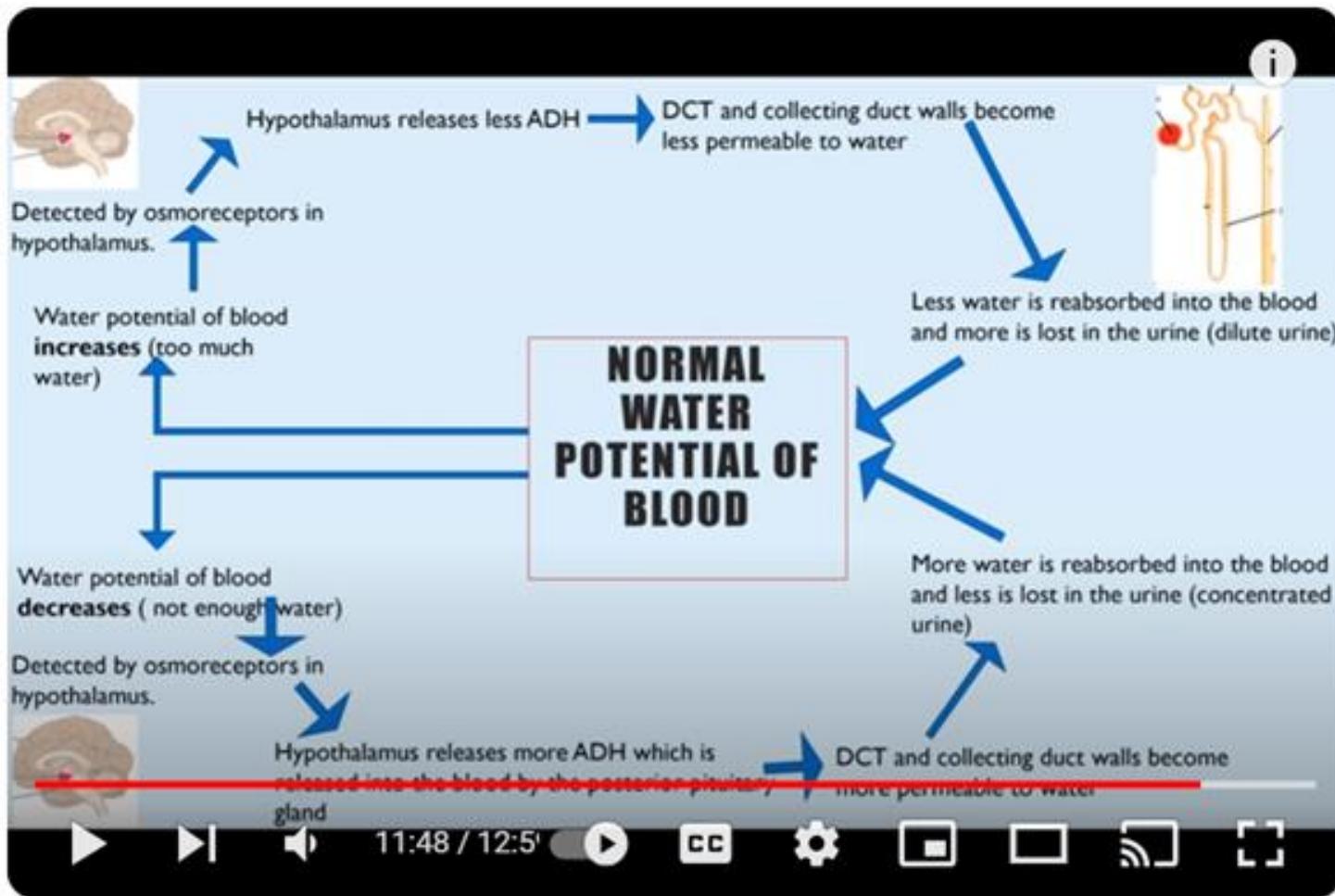
- Molecules that are too big to fit through pores in endothelium remain in blood and leave via the efferent arteriole

- Glomerulus, Bowman's / PCT, DCT = Cortex
- Villi = more carrier proteins present in the membrane to allow more glucose reabsorption
- Glomerular filtrate = the water and large proteins that are left behind in the glomerulus after ultrafiltration has taken place
- Desert fox = longer loop of Henle
 - more mitochondria in ascending limb
 - greater concentration of aquaporins

Illness causes the release of Histamine from cells leading to inflammation. The gaps between cells in the glomerulus lining can increase in size leading to ~~leakage~~ red blood cells, phagocytes, large protein molecules, and molecules greater than 69,000 a.m.u passing through into Bowman's capsule.

Suggest how the length of the loop of Henle will differ for a desert animal compared to a human?

What is the order of parts of the nephron?



OSMOREGULATION- A-level Biology. How the hypothalamus, posterior pituitary and ADH work together



Miss Estruch
58K subscribers

Subscribe

Use exam board specific videos...play them 20-30 seconds at a time do the following

1. Just listen to it
2. Listen and take notes
3. Listen while reading your own notes you've made
4. Boom – fast track into longer term memory with a quick image to summarise that section
5. Within 24 hours read or summarise your notes

Flashcard Days of the Week Retrieval

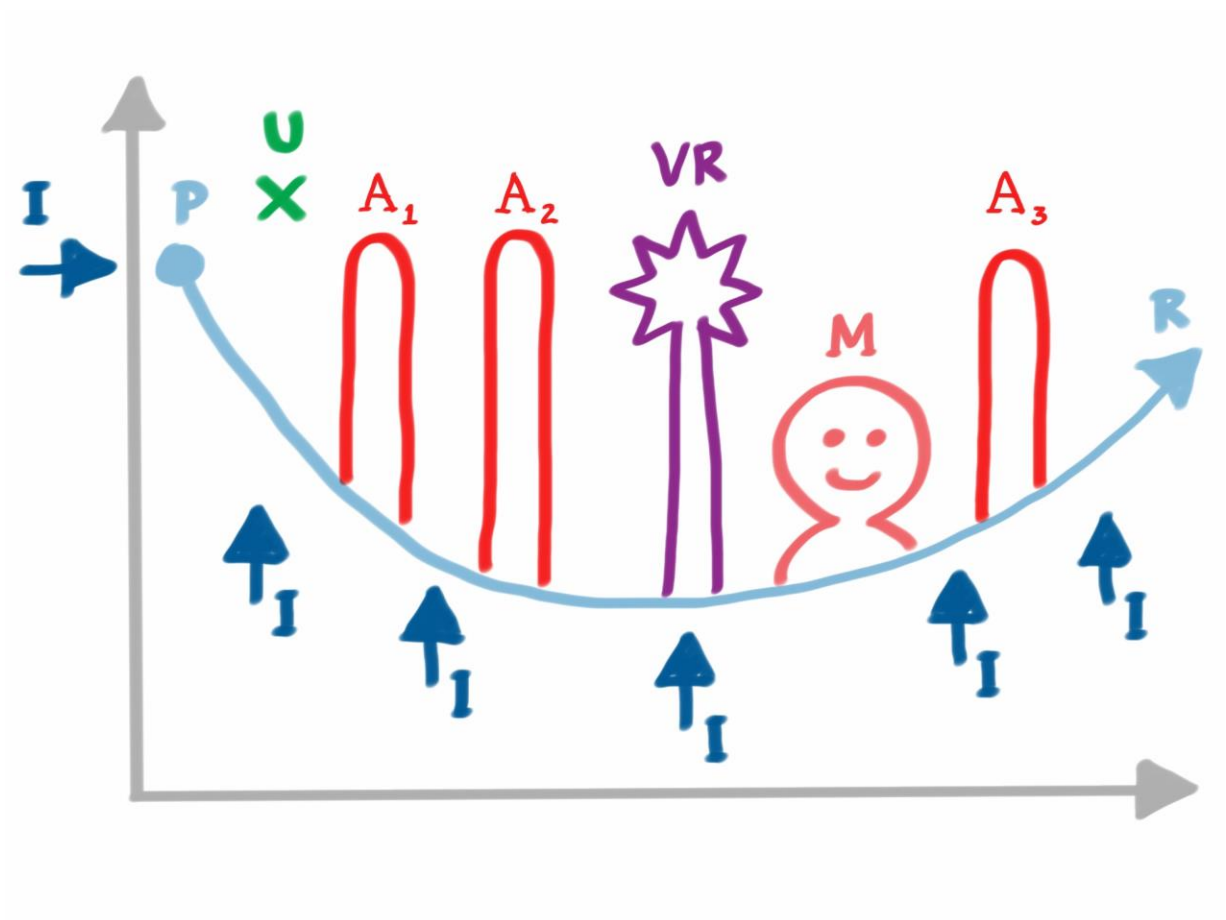


Monday: Test the meaning of your flashcards – ones you get SPOT ON CONFIDENTLY put them in Thursday pile 😊 Flashcards that you get wrong put them on next day pile.

Tuesday: Test the meaning of the flashcards that were wrong on Monday – if RIGHT put on Thursday pile, if WRONG put on next day pile

And so on...until Thursday – review all flashcards 😊

Repeat each week.....look at the IMPACT!!!!



Use the exam question...

- (e) The concentration of mineral ions in the soil is lower than in root hair cells.

Root hair cells take up mineral ions from the soil.

Root hair cells contain mitochondria.

Explain why root hair cells contain mitochondria.

respiration occurs in mitochondria and this releases energy

For the mineral ions to enter the root.

Use the exam question...

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Explain why root hair cells contain mitochondria.

respiration occurs in mitochondria and this releases energy

For the mineral ions to enter the root.

_____	e) (aerobic) respiration occurs in mitochondria	
_____	do not accept anaerobic respiration	1
_____	(mitochondria / respiration) release energy	
_____	do not accept energy produced / made / created	1
_____	(energy used for) active transport	1
_____	to transport ions, against the concentration gradient	
	or	
	from a low concentration to a high concentration	1

Use the exam question...



(e) The concentration of mineral ions in the soil is lower than in root hair cells.

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Explain why root hair cells contain mitochondria.

respiration occurs in mitochondria and this releases energy
For the mineral ions to enter the root.

a) (aerobic) respiration occurs in mitochondria

*do **not** accept anaerobic respiration*

1

(mitochondria / respiration) release energy

*do **not** accept energy produced / made / created*

1

(energy used for) active transport

1

to transport ions, against the concentration gradient

or

from a low concentration to a high concentration

1

Turn it into a flash card.....

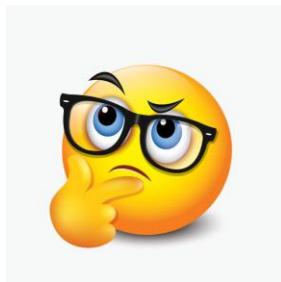
- Why do root hair cells contain mitochondria



Respiration takes place in mitochondria



Respiration releases energy

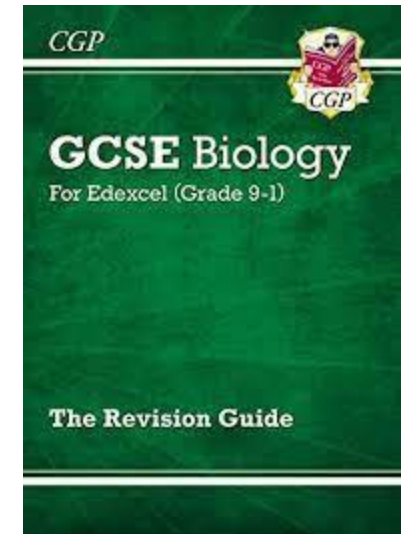


- Energy is used for **active transport** taking in minerals **against concentration gradient**



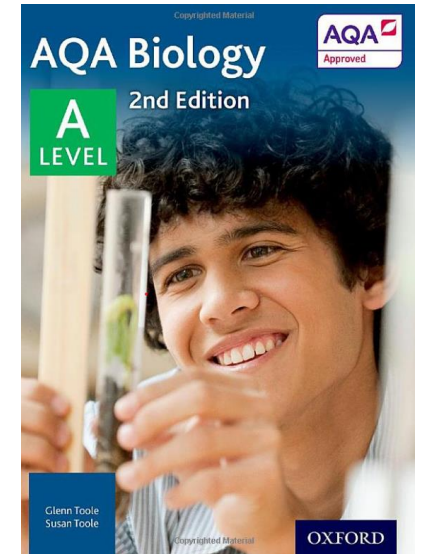
GCSE:

Neurones carry an electrical impulse from receptors in the fingers to the coordinator in the brain to the effector in the hand muscle



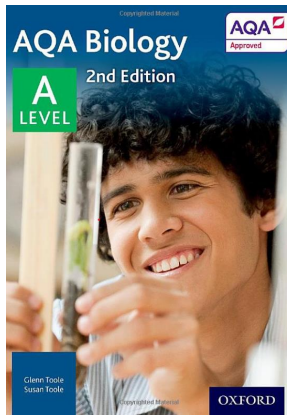
A Level Grade E:

Sensory neurones carry an electrical impulse from receptors in the fingers to the coordinator in the brain via **relay** and **motor** neurones to the effector in the hand muscle



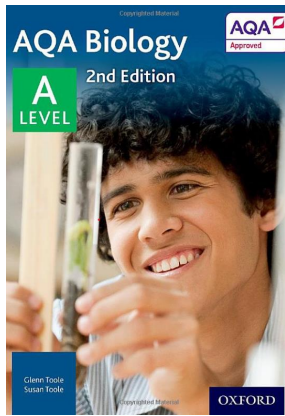
A Level Grade C:

Sensory neurones carry an electrical impulse via saltatory conduction from Pacinian corpuscle receptors in the fingers to the motor area in cerebral hemisphere in the brain via relay and motor neurones to the effector in the hand muscle. The action of sodium and potassium ions causes a wave of depolarisation which is transmitted via channel proteins in the neurones



A Level Grade A:

Sensory neurones carry an electrical impulse via saltatory conduction from Pacinian corpuscle receptors in the fingers to the motor area in cerebral hemisphere in the brain via relay and motor neurones to the effector in the hand muscle. The action of sodium and potassium ions causes a wave of depolarisation which is transmitted via channel proteins in the neurones. High intensity stimuli result in higher frequency stimuli passing along neurones. Maximum depolarisation is +40mv per wave and is due to the alternating closure of sodium and potassium voltage gated proteins. Addition of sodium channel blockers will inhibit the depolarisation.



Dr Love's Top Study Skills to maximise your learning



Complete these activities along with your notes and textbook/online resources as you go through your course to help your revision. Remember, the more activities you can complete from memory, the better prepared for your assessment or exam you will be as you are retrieving the information making the knowledge long lasting. .

Tick the circle once you have completed each task. Aim for a Full House!

PRIORITISE

RED, AMBER, GREEN review each section of your notes. Create a revision plan with how much time you are going to spend revising each section and what revision activities you plan to do.

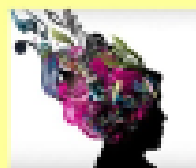
CREATE

Create a 'tough, tougher or toughest' exam question using your knowledge organiser. Create a mark scheme or success criteria for the question before answering it or swapping yours with a friend.



The Magenta Principles: Mike Hughes

- Reducer it
- Change it
- Amplify it
- Stretch for it
- Connect it
- Antagonise it
- Challenge it
- Clarify it
- Compare and contrast it
- Deconstruct it
- Apply it
- Prioritise it
- Act it out



REDUCE

Reduce your notes into a summary of the entire topic of no more than 100 words. After you have done, reduce any information you have not included into a further summary of 100 words.

CHANGE

Change the information on your notes into a mind map, revision tree or revision flash cards. Any card cards or revision notes must be of a high standard in order to be useful.



CREATE

Create a quick fire quiz of questions of increasing difficulty based on your notes. Make sure you have the questions and answers prepared then test either a friend or yourself from memory.



RECALL

Read the information on your notes for 3 minutes, then turn it over. Write everything you can remember in **BLACK**. Write everything you forgot in **RED**.



CONNECT

Think of a word that is connected to your chosen topic or notes for each letter A-Z. **OPTIONS:** time limit, miss out Q,X,Z, define your chosen words, explain your choices.



CREATE

Create a rap, poem, or song to help you remember the key information from your notes. Make a video of it on your phone and play it over a few times- will have a lasting effects on your ability to recall.



CATEGORISE

Divide a page into four with the titles 1, 2, 3 and 4. For every sentence of your notes, categorise and write it into a section with 1 being fully understood and 4 being no idea. After revising some more complete this activity again to see if there are changes with revision.

EXPAND

Count the number of words in a section of your notes. Expand this summary to at least twice that number by providing a more detailed description or explanation of the content.



REDUCE

Reduce today's lesson into the single most important word. Then create a mnemonic for that word, i.e. **REDUCE** - Radical, Education, Develops, Understanding, Cognition, and Engagement.



CONNECT

What are the 15 most important words in this topic? How would you link them together in a single paragraph that fully explains what you have been studying?



CONNECT

In pairs, one of you **SECRETLY** chooses a section of your notes or key word. Your partner has to guess your choice by asking questions.
➤ **ONLY** give 'yes' or 'no' answers.
➤ The winner asks the **FEWEST** questions.

CREATE

Write a story or comic strip to represent the key information from your notes. Stories hold a special position in our memory and should have a clear beginning, middle, and end.



CHANGE

Choose a paragraph of text and either select or highlight the main keywords (avoid highlighting every other word in the paragraph). Find or draw images that represent the words that you have highlighted.

RECALL

Draw an outline of a brain. From **MEMORY**, fill it with everything you have **LEARNED** or **REMEMBERED** from your notes.
RED, AMBER, GREEN review the knowledge within the brain.



EXPAND

Choose a section of your notes and think of three questions you still have linked to it. Use a phone or a laptop to research the answers and write a paragraph summarising your findings.



RECALL

Cover a section of the notes with a Post-It Note then try to recall and accurately write the information on the Post-It Note without looking underneath. Have a friend choose a section for you as an additional challenge.

CONNECT

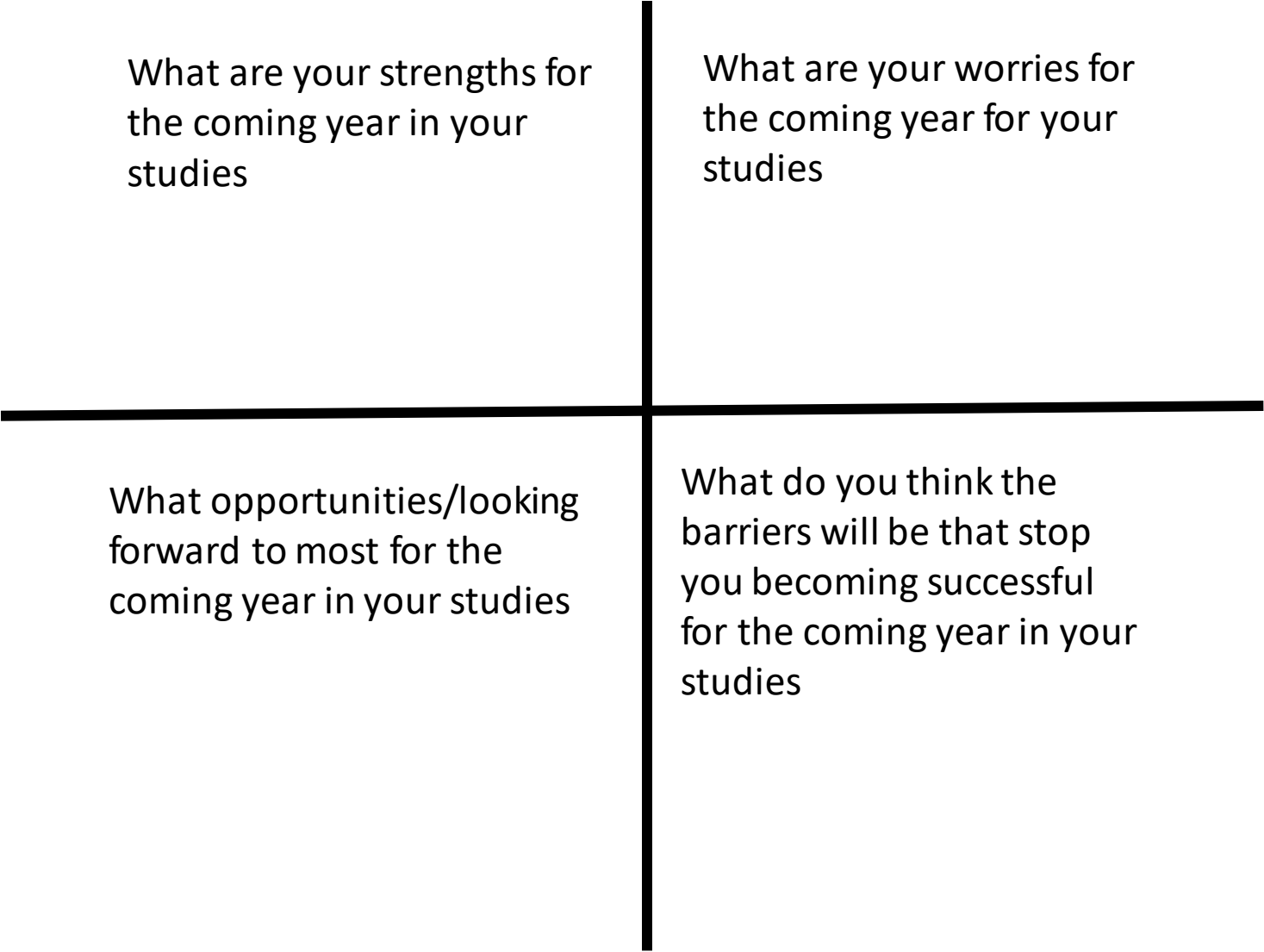
Reduce your notes into just a list of the headings of each section. Explain how each heading connects to the other. Form as many connections as you can.



APPLY

Use the information on your notes to go back through your exercise book and make any additions, corrections or improvements to your class work in **GREEN PEN**.





What are your strengths for
the coming year in your
studies

What are your worries for
the coming year for your
studies

What opportunities/looking
forward to most for the
coming year in your studies

What do you think the
barriers will be that stop
you becoming successful
for the coming year in your
studies

What are your strengths for
the coming year in your
studies

**Enjoy the subjects I've
selected and I know the
teachers well**

What are your worries for
the coming year for your
studies

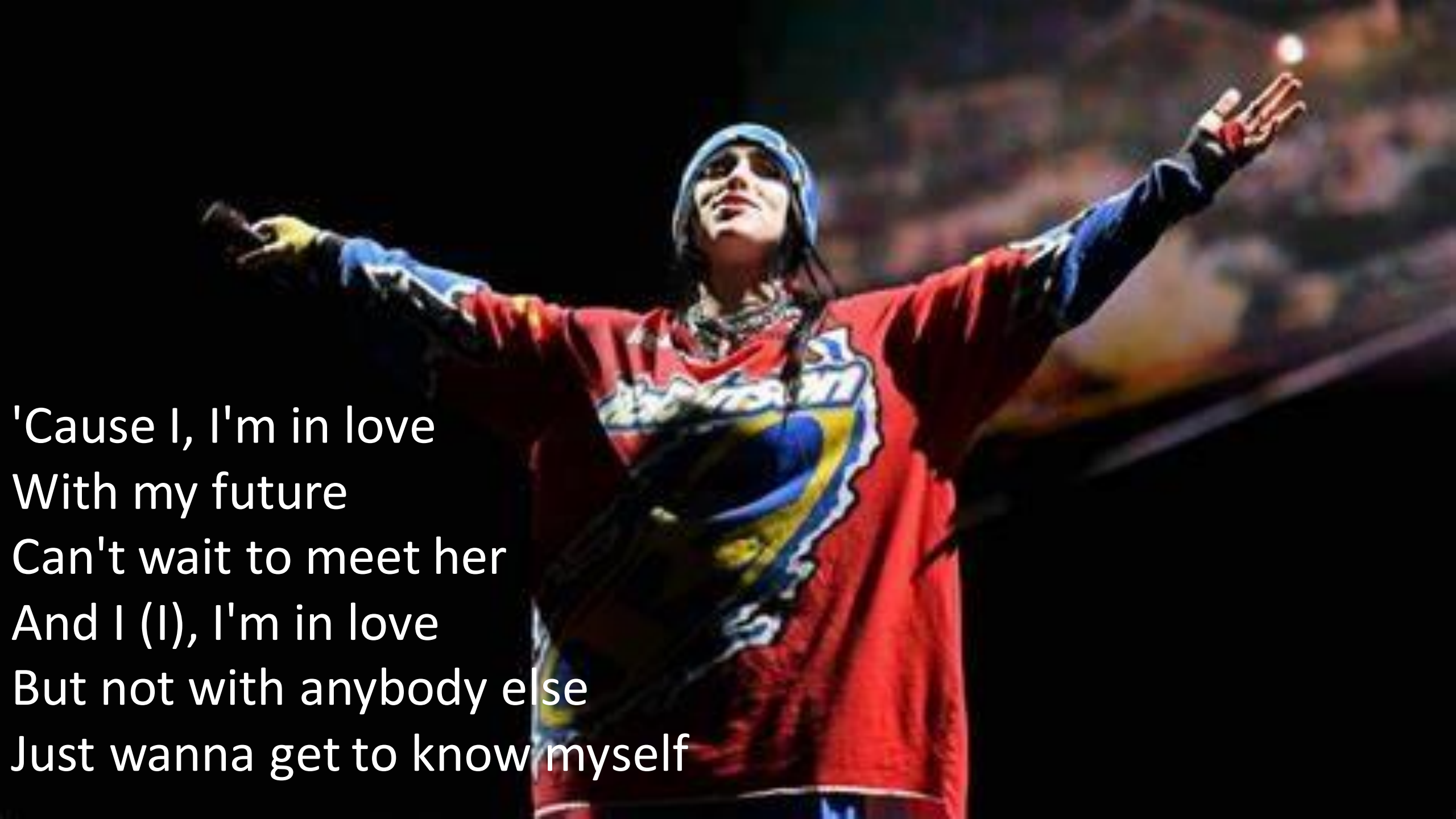
**What to do if I don't
understand the work in
the lesson I have just had**

What opportunities/looking
forward to most for the
coming year in your studies

**Looking forward to working
with my friends I and being
more independent**

What do you think the
barriers will be that stop
you becoming successful
for the coming year in your
studies

**Handing work in on time,
concentration in class**

A person wearing a red and blue costume with a large graphic on the chest, a blue hood, and sunglasses. They have their arms outstretched in a 'V' shape. The background is a blurred crowd in a stadium.

'Cause I, I'm in love
With my future
Can't wait to meet her
And I (I), I'm in love
But not with anybody else
Just wanna get to know myself

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