

Year 12 Welcome Evening

# Welcome to the Sixth Form Mindset

Are you going to be a 'thriver' or a 'diver'?



# 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 - Head of Sixth Form
- Mr Flynn - Head of Achievement
- Ms Pattison - Assistant Head of Achievement
- Dr Love - Professional Tutor
  
- Mrs Kaminska - Learning Mentor / Attendance
- Mrs Sawdon-Smith - Sixth Form Welfare Lead
- Mrs Hamer - Sixth Form Administrator
- Lorna Glass – Careers Adviser
  
- The mentors
- A-Level teachers!



# Advice to my younger self!

Aisha, Future Medic – Imperial College, London



# What does studying in the Sixth Form involve?

- 3 (sometimes 4) 'Level 3' subjects studied for two years
- Timetabled Independent Learning sessions
- A focused CCC 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 (2026)
- Coursework still an important part of some courses
  - Art / 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 2024
- A-Level linear PPEs March/April 2025 and January 2026
- BTEC exams in Year 12, and ongoing assessment
- University application Sept – Nov 2025
- A-Level linear exams May/June 2026



# How can students excel in Sixth Form?

Developing a 'Sixth Form Mindset'



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
- A-Levels are a big difference from GCSEs
- Past performance is no guarantee of future performance
  
- Are you a thriver?
- Or are you a diver?



# The Five Elements of the Sixth Form Mindset

- Research has shown that there are five key elements to success at A level - and more importantly, that these five elements can be learned.
- They are not gifts or genetic quirks handed down to lucky people.



# The Five Elements of the Sixth Form Mindset – what are ‘thrivers’ like?

- **Vision:** Thrivers have developed an answer to the question ‘Why have you joined our Sixth Form?’ They have thought about what they want to achieve.
- **Effort:** Thrivers outwork their peers – 4 or 5 times harder in terms of time spent on tasks beyond the classroom. They are proactive, rather than passively waiting for instruction.
- **Systems:** Thrivers organise themselves – they know the structure and content of their courses.
- **Practice:** Thrivers revise differently. They focus on the things they can’t do, rather than constantly restudying what they can do.
- **Attitude:** There is a resilience to the thrivers. They are happy to receive all feedback – good and bad – to develop further.



# But divers....

HIGHDOWN SCHOOL  
AND SIXTH FORM CENTRE

## The low vision student

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



HIGHDOWN SCHOOL  
AND SIXTH FORM CENTRE

## The low effort student

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



HIGHDOWN SCHOOL  
AND SIXTH FORM CENTRE

## The low attitude student

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



HIGHDOWN SCHOOL  
AND SIXTH FORM CENTRE

## 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



HIGHDOWN SCHOOL  
AND SIXTH FORM CENTRE

## 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



# The new UCAS form

UCAS

## What are the questions?



Why do you want to study this course or subject?

VISION



How have your qualifications and studies helped you to prepare for this course or subject?

EFFORT



What else have you done to prepare outside of education, and how are these experiences useful?

ATTITUDE



# Key Information



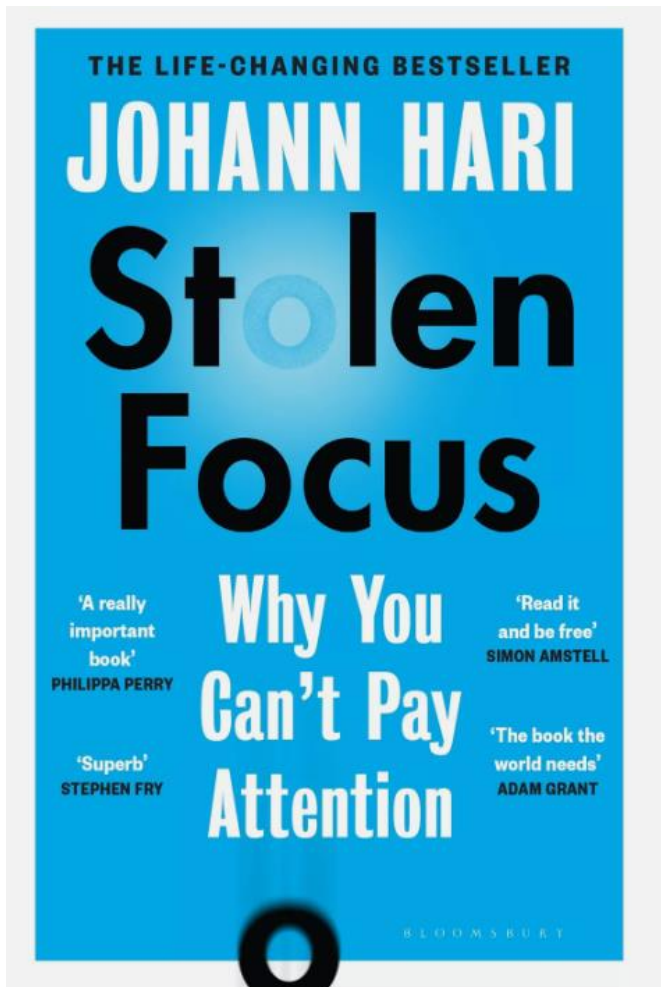
- School day – every day starts at 8:40 and finishes at 15:10
- Signing in and out – students can go off site at break and lunch – but must sign out and back in again
- Flexible Working Passes – Information will follow in Term 2 (after half-term)
- Dress Code - Put simply “Is a student suitably dressed for a learning environment?”
- ID badges - a safeguarding issue – will be produced ASAP
- WEX





Getting the  
most out of  
Highdown Year  
12

Dr Andy Love



**You remember the  
summer?**





This track isn't just another high-energy number; it is a homage to love, an ironic take on pop stardom, and a simple yet deep narrative on the importance of appreciating the little moments.





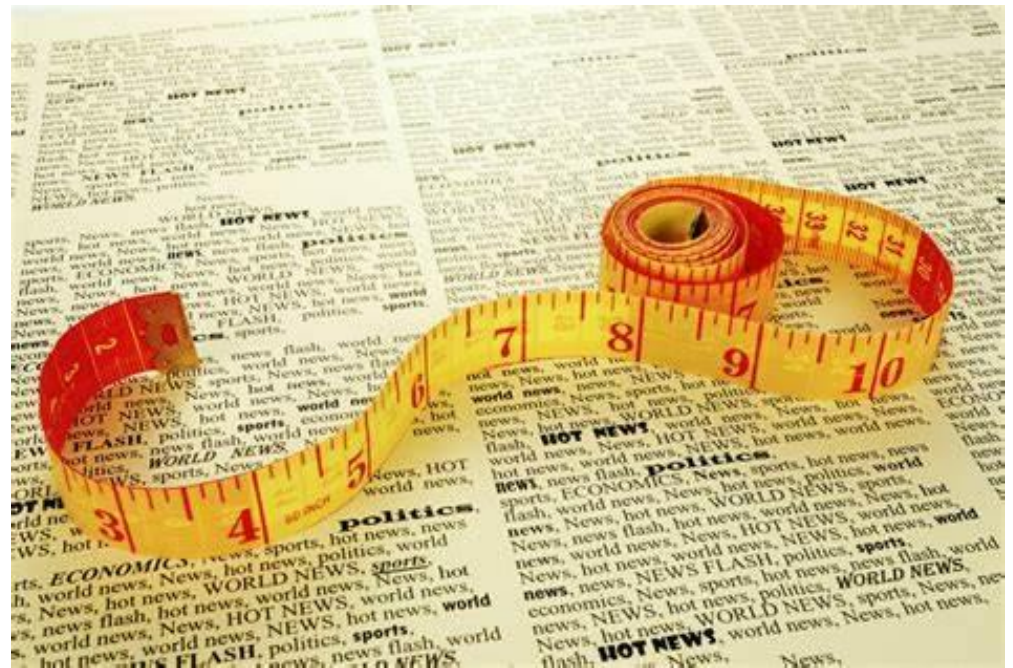
**All the Small Things'** plays out as an ode to long-lasting **love and the significance of the little moments that often go unnoticed** in the daily lives we lead; a smile, answering a question, a thank you – the lyrics suggest the deep connection and care within a relationship that thrives on these day-to-day interactions. Make the small actions we do everyday count!

**Sesquipedalian**

**Sesquipedalian**

- A. Sesquipedalian people are in their 70s
- B. The man felt sesquipedalian after his operation
- C. John was a rather sesquipedalian speaker; his audiences would sometimes lose focus
- D. The speech was full of sesquipedalian facts that didn't support the main argument

**Sesquipedalian = characterised by long words; long winded**



what are other  
words for  
sesquipedalian?



sesquipedalia, long, lengthy,  
pretentious, polysyllable,  
long-winded, turgid



## “Nancy and Sluggo”



Everything that coruscates with effulgence is not ipso facto aurous

. --All that glitters is not gold.

In a panic about his prosopagnosia, Dr Love scanned the room. He drew a blank as usual. Thank goodness; he could feel the defervesence after having eaten that stercoraceous porridge for breakfast.

He hoped for a degree of commensalism between himself and the audience – despite his habitual sesquipedalian delivery – and the usual eucatastrophe as he delivered the punchline. The audience laughed and Dr Love knew his speech has hit the mark.

<b>Word</b>	<b>Meaning</b>
stercoraceous	Consistency or resembling dung/faeces
sesquipedalian	Characterised by longwords, long winded
defervesence	The reducing of a fever, stop boiling
eucatastrophe	A happy ending; a favourable solution
commensalism	Two organisms where one benefits in the relationship but the other doesn't get benefit or harm
prosopagnosia	Inability to recognise faces or familiar people.

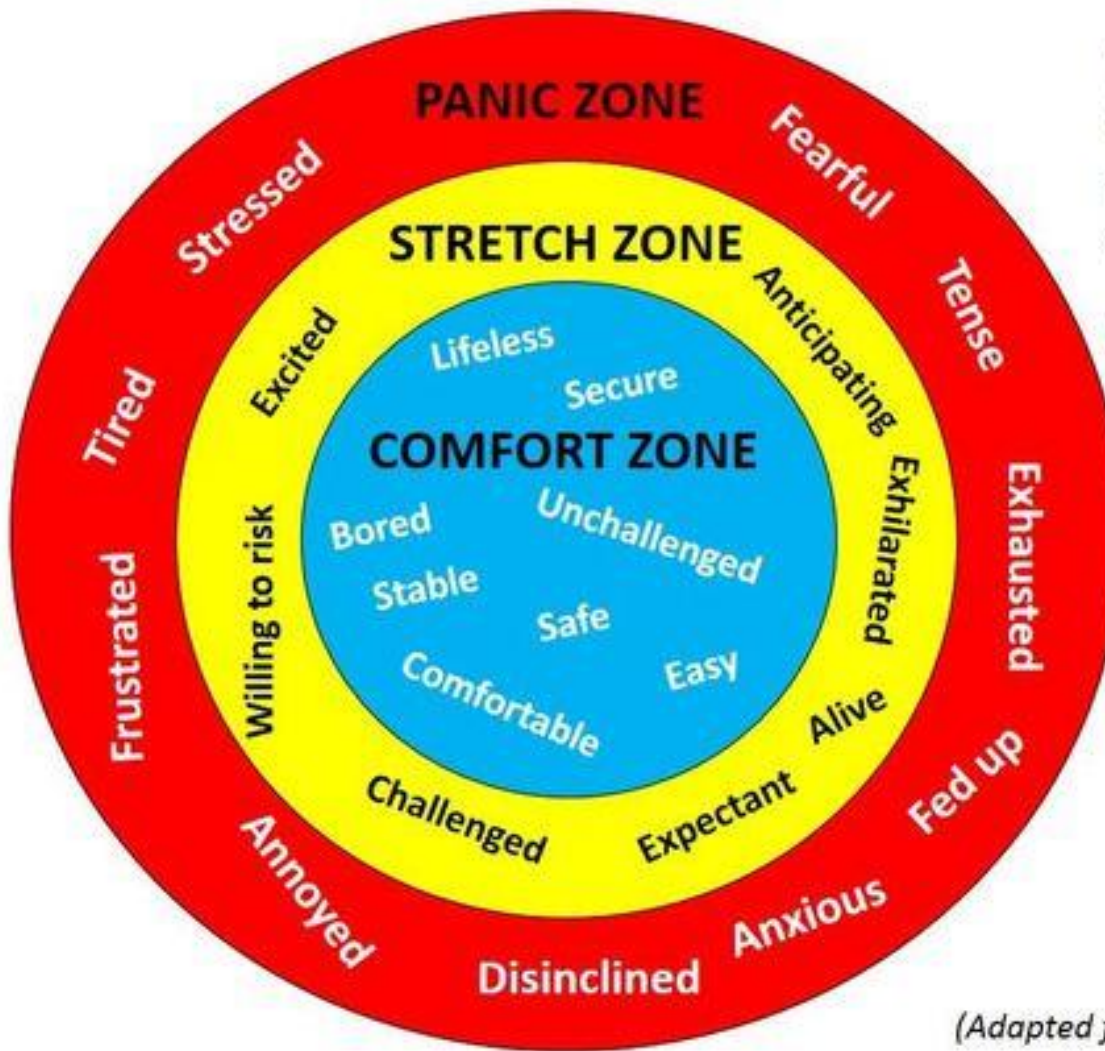
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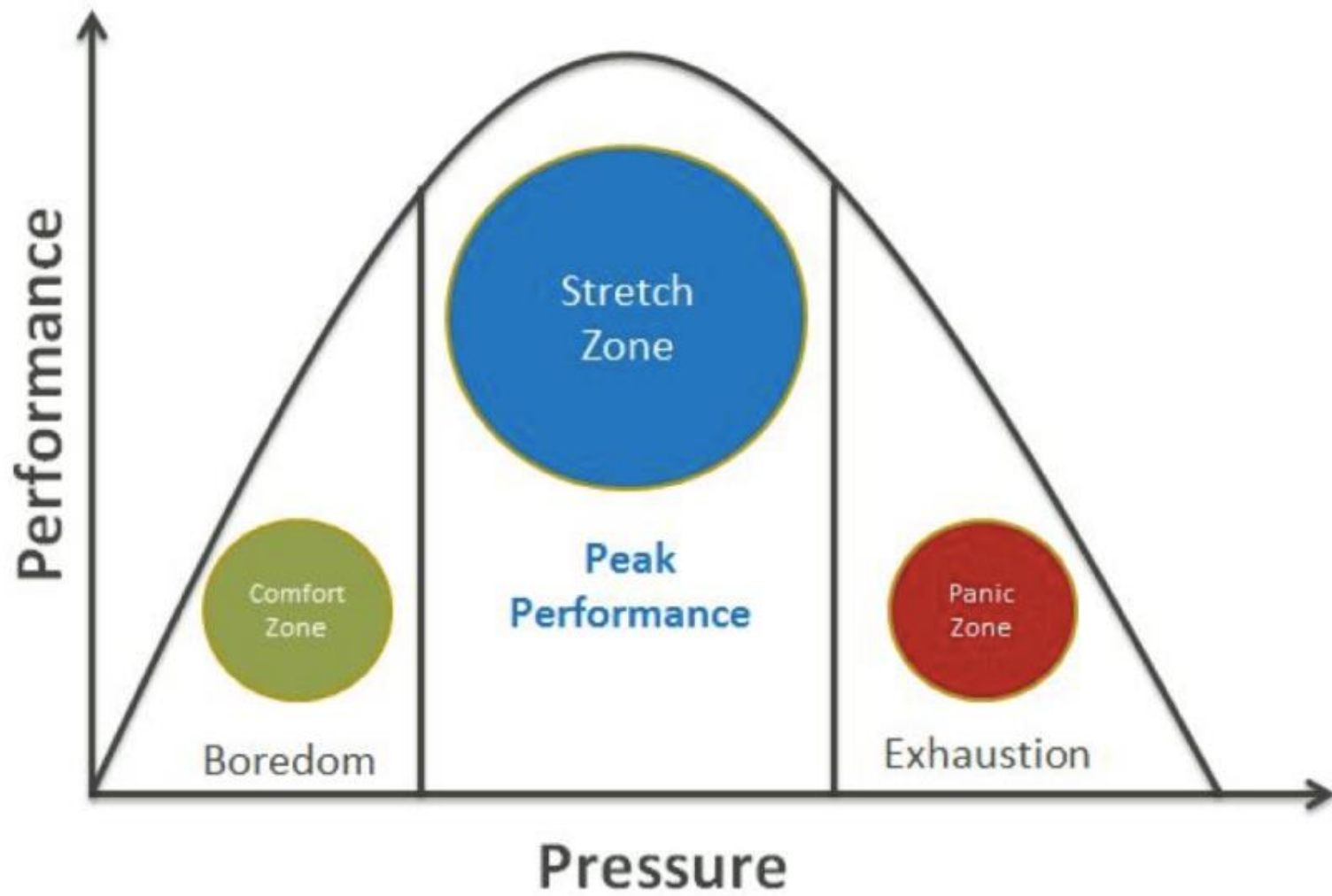
WHICH STEP HAVE YOU REACHED TODAY?



**Reflect on your lessons from last week:**

- Which 'zones' were your students generally in?
- Where does the most learning occur?

*(Adapted from Senninger)*



# The Power of

# YET

I don't know ...YET

This doesn't work ...YET

I don't understand this ...YET

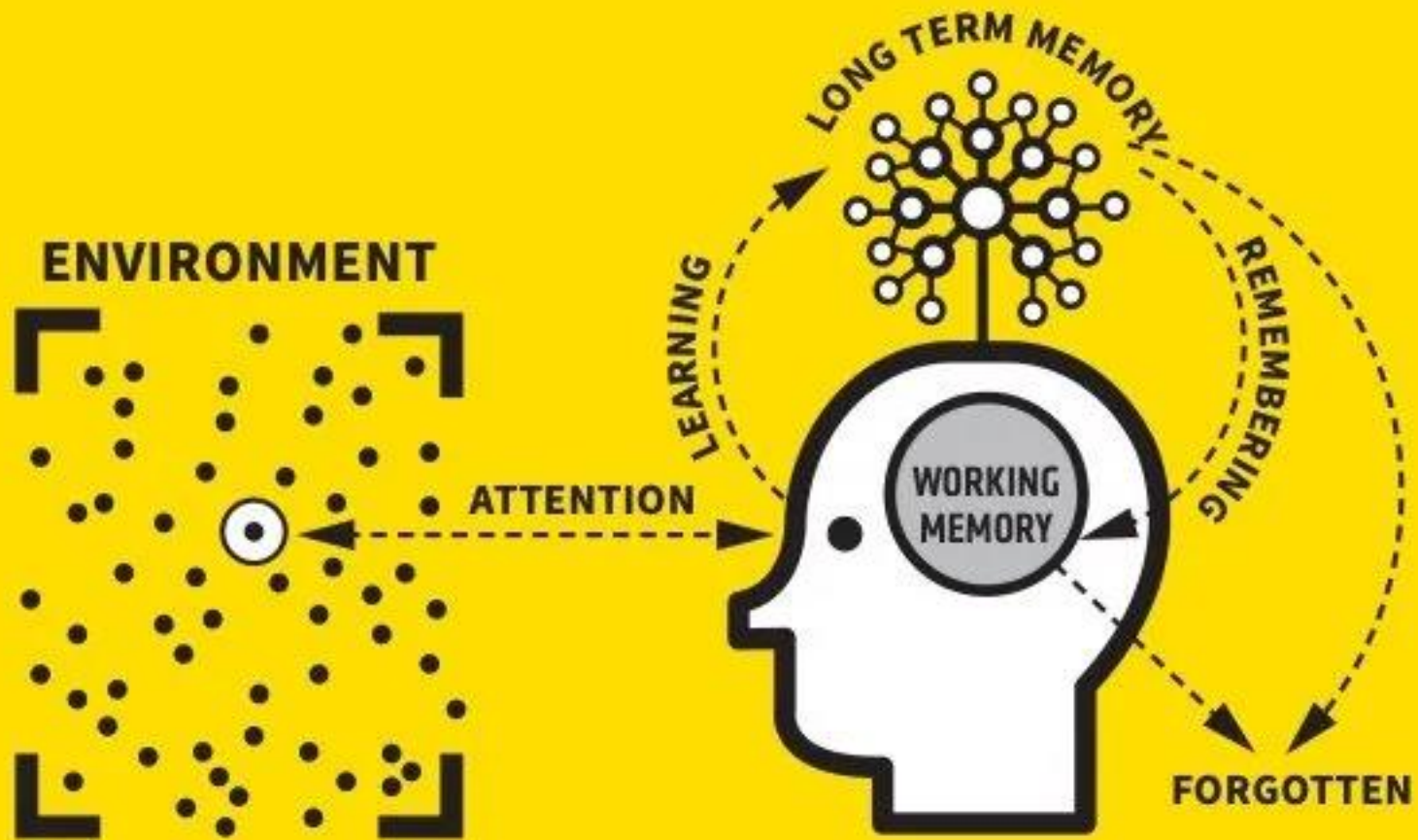
This doesn't make sense ...YET

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.



# The VESPA Model



# Success Criteria



To Explain

I can...

- provide a topic sentence
- provide an explanation
- provide supporting details
- provide a concluding sentence

Know what you must do to be successful in the task...the lesson....the topic....the homework....the type of question.....the exam paper!



← Reels ▾

Title Date

Keywords & Methods

Main Notes

Summary 23K 216 6.5K

Show your appreciation

Tom Vorselen Follow

Follow @the\_studycoach for m... more

0:05 / 0:10

Add a comment...



← Reels ▾

Title Date

Recall content from memory

Add information you forgot Active recall questions

23K 216 6.5K

Show your appreciation

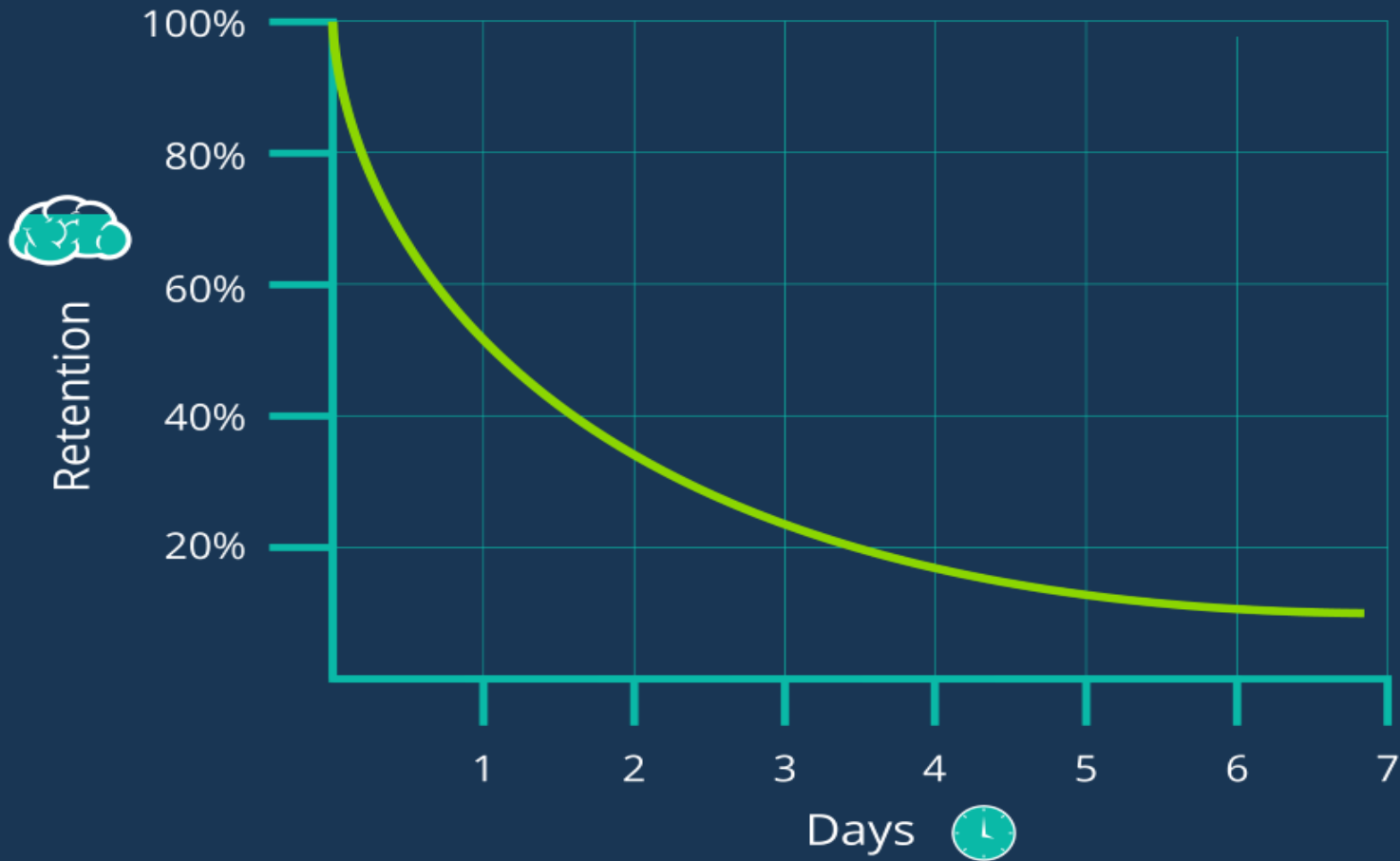
Tom Vorselen Follow

Maryam Sadat commented: Secret to studying for straight As? Why? So he can g...

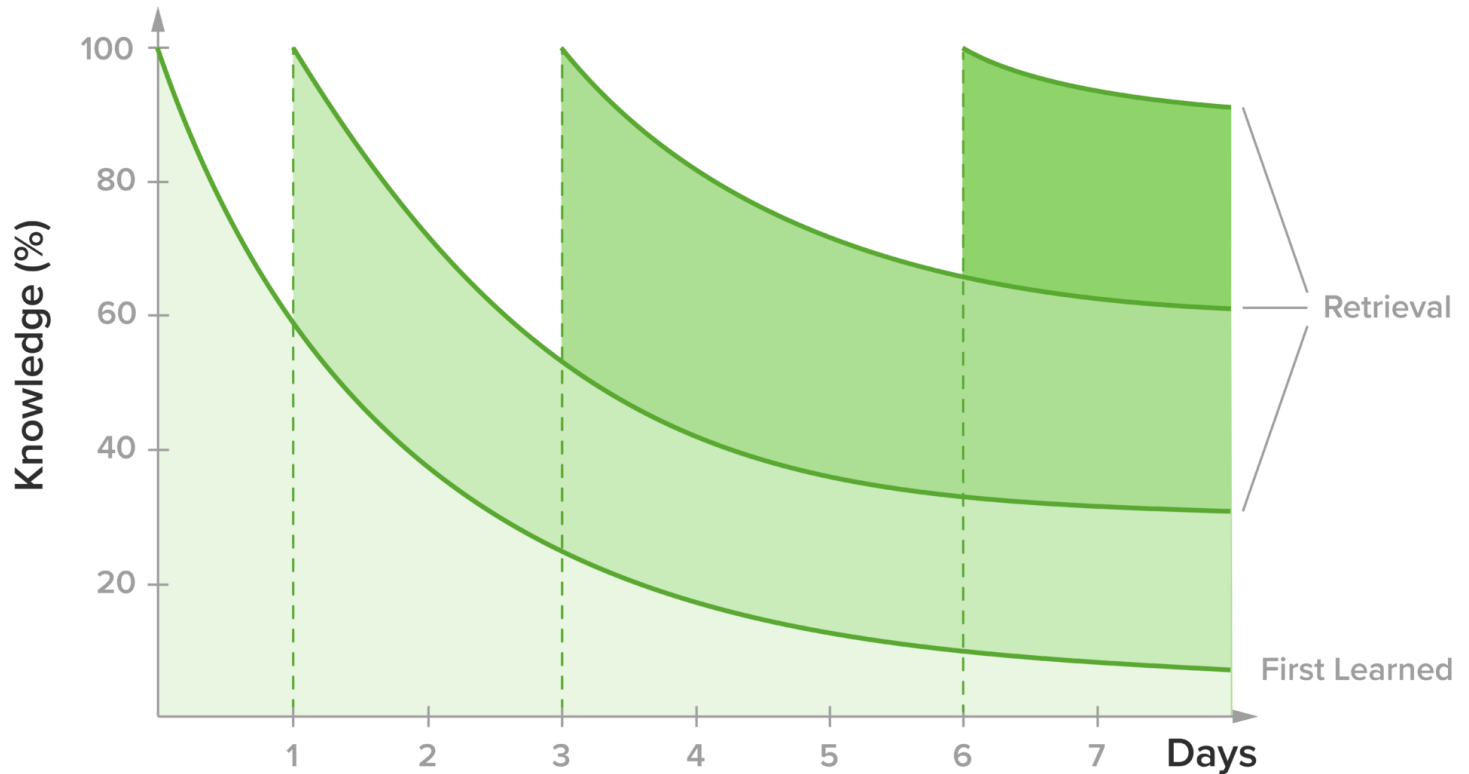
0:07 / 0:10

Add a comment...

# THE FORGETTING CURVE






# 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

markphysics 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](#)


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





### BLOOD VESSELS: A level biology. Comparing the structure and function of...

YouTube | Miss Estruch | 55.2K views  
| 🕒 Mar 24, 2020



### The Structure of the Heart

YouTube | ...



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# 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.

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(4)

# Use the exam question...

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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

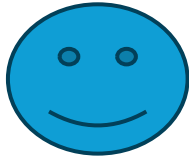
\_\_\_\_\_ (energy used for) active transport

1

\_\_\_\_\_ to transport ions, against the concentration gradient  
**or**  
\_\_\_\_\_ from a low concentration to a high concentration

1

# 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.

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(mitochondria / respiration) release energy  
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1

(energy used for) active transport

1

to transport ions, against the concentration gradient  
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1

# Turn it into a flash card....

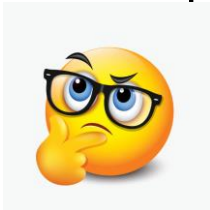
- Why do root hair cells contain mitochondria?



- Respiration takes place in mitochondria



- Respiration releases energy



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



# 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**

- Reduce it
- Change it
- Assemble it
- Search for it
- Connect it
- Arrange it
- Revisit it
- Visualise it
- Compare and contrast it
- Deconstruct it
- Apply it
- Personalise 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 a tiny bit of information you have not included into another summary of **100 words**.



**CHANGE**

Change the information on your notes into a mind map, revision tree or revision flash cards. **Any case 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.

Q.   
A. 

**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.

ABC 



**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 amazing effects on your ability to learn!





**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 3 being **fully understood** and 4 being **no idea**. After revising, some more complete this activity again to see if it 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 keyword. 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 **LEARNT** or **REMEMBER** 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

**Enjoy the subjects I've selected and I know the teachers well and they will help me...I want to do well....**

What are your strengths for the coming year in your studies

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 if I cant get motivated?...  
What do I do if I get behind**

**Looking forward to working with my friends.....knowing the courses this year will open doors for me.....revision sessions after school.....Highdown teachers know what success in exams looks like and will help me get there**

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

**Handing work in on time, concentration in class...  
get tired when I come home from school...  
distracted!!!!**

# Things to take away

- All the information is on the website (e-handbook)
- There is a team to help your child do the best they can
- Communication is the key
- Getting into good habits now will help achievement
- Attendance is key to everything
- The mantra we use is “Are you doing the right thing?”
- If there is a problem tell us sooner rather than later

