

# YR13 Final Year Support Evening

PREPARING FOR LIFE  
BEYOND THE SIXTH FORM

# Structure for the evening

- ▶ **Introduction/welcome**
- ▶ **Basic Standards – key reminders**
- ▶ **Life beyond King James's**
- ▶ **Pastoral care**
- ▶ **Revision/independent study skills/homework.**

**THE  
FINAL  
YEAR**

**Here We Go**



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DON'T  
PANIC!

**32**  
**WEEKS**



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# Attendance matters!

- ▶ There is a clear link between attendance and achievement in the Sixth Form.
- ▶ Students need to attend everything on their timetable, including private study and PSHE.
- ▶ On-line absence procedure **MUST** be followed please.

## **School Matters!**



# Uniform

- ▶ We are asking Sixth Form students to set an example for the rest of school to follow in terms of wearing the correct uniform.
- ▶ Please continue to support us.





# Communication

- ▶ All students have a school email which they must access and monitor.
- ▶ If we have your up-to-date mobile phone number and email address, we can notify you of events and absences.
- ▶ LC information available through MCAS
- ▶ Homework – more later.



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# Increased Independent Studying

- ▶ How much work did they do outside of lessons and private study last year? Have a plan! Be realistic!
- ▶ Up to October half term – at least half an extra hour per day/night
- ▶ Up to Christmas – 1 hour extra per day/night
- ▶ Up to the mocks – 2 hours extra per day/night
- ▶ After Easter – 3 to 4 hours extra per day/night

STUDY  
PLUS



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# Part time work – get the balance right

- ▶ Their achievement and mental health can suffer if they do not get the balance right!

**just don't  
overdo it.**

**PART-TIME  
JOB**



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**PART-TIME  
JOB**

# Motivation - Where are they heading?



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# What we've already done

- ▶ **Tailored Information Advice and Guidance**
- ▶ **Post 18 Options Days - June**
- ▶ **UCAS HE Conference – Leeds Beckett**
- ▶ **University visitors - Open day support**
- ▶ **Personal statement support**
- ▶ **Student guidance booklet**
- ▶ **Academic reference and predicted grades**
- ▶ **Careers guidance**
- ▶ **Non-university support and Employability skills.**

# University – UCAS applications

- ▶ They **should** be in an advanced stage in terms of their UCAS applications.
- ▶ They **should** have written a personal statement draft and be working with your form tutor to get this completed.
- ▶ They **should** be completing the UCAS form and making the choices. This may include booking open days and university visits. **\*\*attendance**
- ▶ **We will continue to support them in school, including through their form tutors and PSHE lessons.**

# University – UCAS applications

- ▶ Our internal deadline for applications is **Friday 15<sup>th</sup> December**. This enables the sixth form team to complete their checks and communicate with students should any errors or questions arise.
- ▶ We encourage all students to use all 5 choices.

**ABSOLUTE FINAL DEADLINE**



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# University – UCAS Applications

- ▶ **Universities communicate directly with students.**
- ▶ They must keep checking UCAS and their email for communication and take any action needed. Sometimes universities may include conditions as part of the offer.
- ▶ Be aware that some universities will use interviews, assessments, auditions or student portfolios as part of their selection procedure. They will communicate this to the student.
- ▶ Once students have received offers, they will need to pick their **firm** and **insurance** choices. They **MUST** take into consideration their predicted grades and **MUST** ensure the insurance choice is a lower offer than their firm choice.



- ▶ **2<sup>nd</sup> October** – UCAS Conservatoires (Music ONLY) (Dance, Drama and Musical Theatre check individual deadlines)
- ▶ **15<sup>th</sup> October** – Early entry deadline
- ▶ **31<sup>st</sup> January** – General entry deadline
- ▶ **All applications completed by 15<sup>th</sup> December to guarantee meeting the UCAS deadline.**

**It is a very smooth process. If the deadlines are met!**



# UCAS – Advice for parents

## PARENT, GUARDIAN AND CARER GUIDE 2024

Everything you need to support your child  
with their higher education choices



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*There's  
Still Time*



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# Non-university or not sure

- ▶ **Mr Churchill will meet with all the students who are not applying to university.**
- ▶ **Individual action plans and advice given tailored to you and your needs. CV's will be created.**
- ▶ **Mrs Morgan is also available to help support students where needed.**





PASTORAL

care







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King James's Sixth Form  
Independent Learning Guide






Becoming an  
Independent  
Learner



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Your future in safe hands

-  Be punctual
-  Be properly equipped
-  Wear uniform correctly
-  Have a positive mindset
-  Complete homework and missed learning

-  Be kind to all
-  Use polite verbal and body language
-  Respect the learning environment
-  Ask and answer appropriate questions
-  Interact with others with respect

-  Get involved
-  Use all opportunities to learn
-  Be self motivated and use initiative
-  Learn from mistakes
-  Listen to others

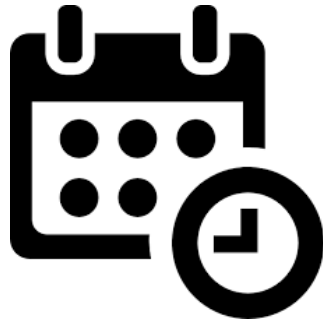


**READY RESPECTFUL ENGAGED**

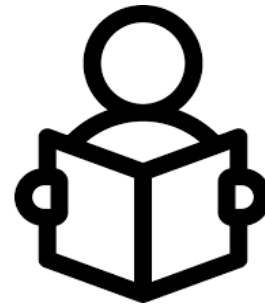


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# Excellent learner habits



Organise your time  
and meet deadlines



Do wider reading



Commit learning  
to long term  
memory



Act on advice  
and feedback

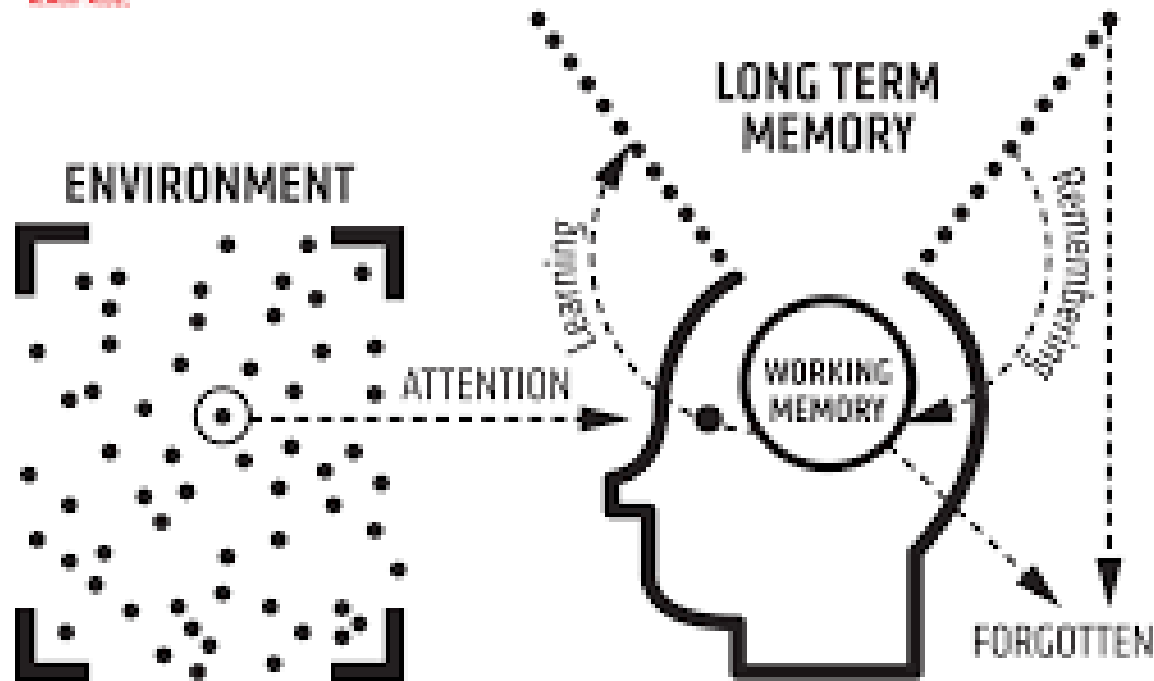
An hour for  
an hour

4 hours +  
independent  
study



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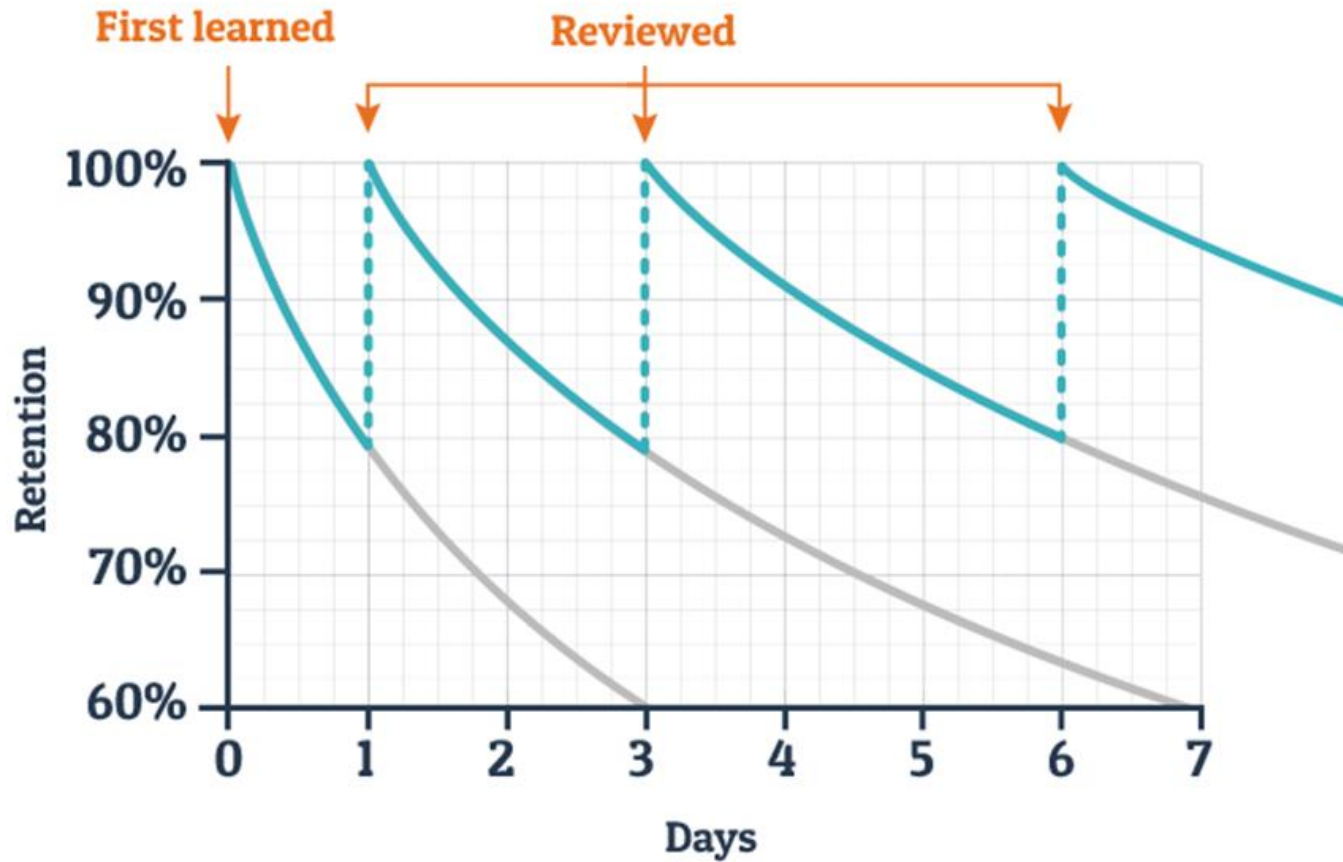




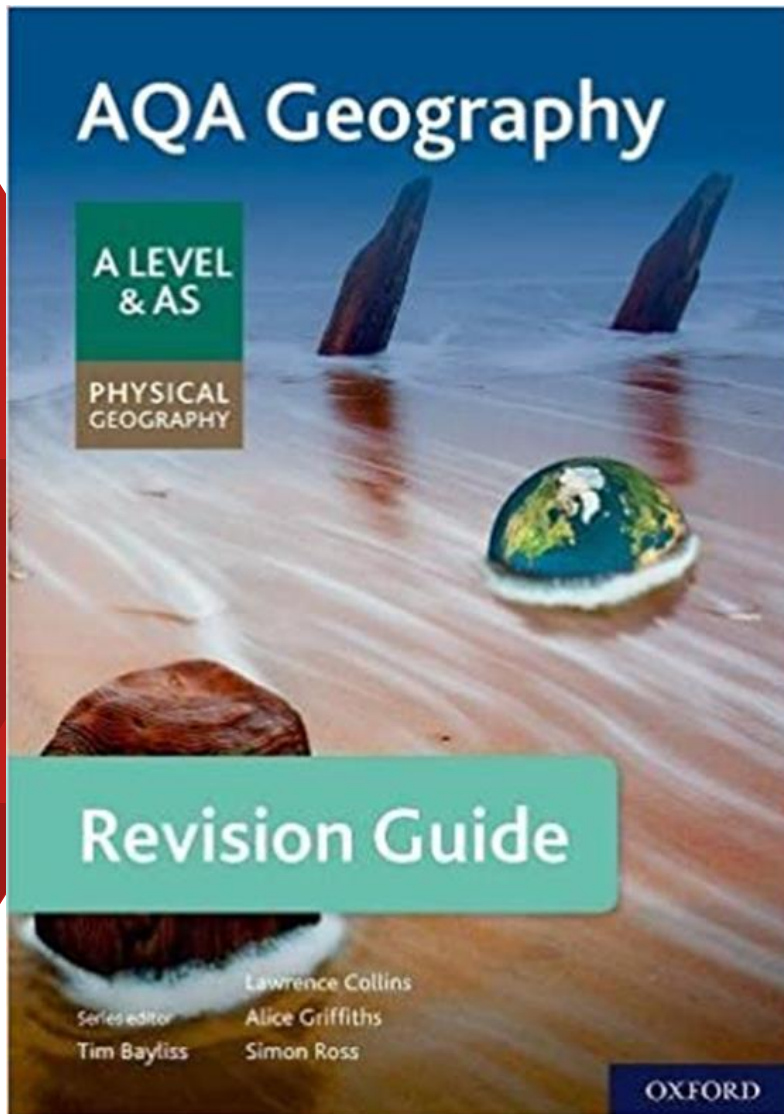
‘Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned.’

*Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive load theory. Springer Science and Business Media.*

# Typical Forgetting Curve for Newly Learned Information



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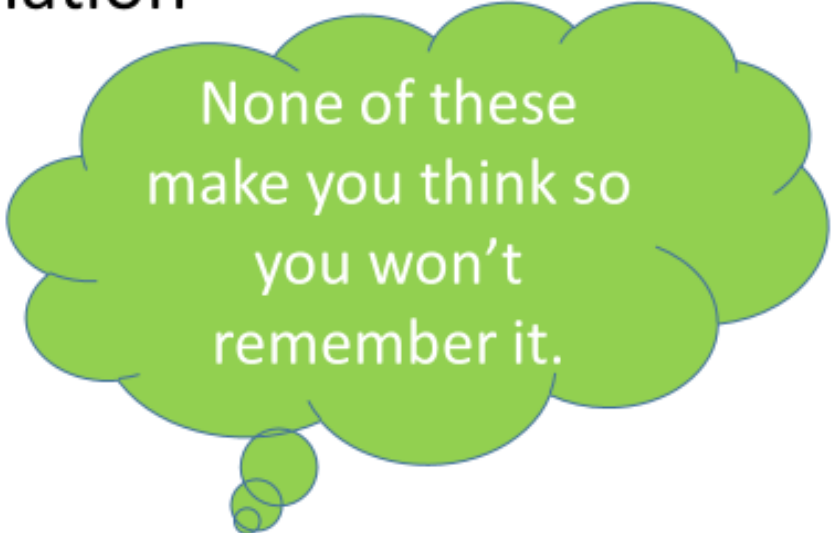
## BIOLOGY A Level revision AQA

## UNIT 3.1

CONTENT	Key concepts	✓
<b>3.1 Biological Molecules</b>		
<ul style="list-style-type: none"> <li>All life on Earth shares a common chemistry. This provides indirect evidence for evolution.</li> <li>Despite their great variety, the cells of all living organisms contain only a few groups of carbon-based compounds that interact in similar ways.</li> <li>Carbohydrates are commonly used by cells as respiratory substrates. They also form structural components in plasma membranes and cell walls.</li> <li>Lipids have many uses, including the bilayer of plasma membranes, certain hormones and as respiratory substrates.</li> <li>Proteins form many cell structures. They are also important as enzymes, chemical messengers and components of the blood.</li> <li>Nucleic acids carry the genetic code for the production of proteins. The genetic code is common to viruses and to all living organisms, providing evidence for evolution.</li> <li>The most common component of cells is water; hence our search for life elsewhere in the universe involves a search for liquid water.</li> </ul>		
<b>3.1.1 Monomers and Polymers</b>		
The variety of life, both past and present, is extensive, but the biochemical basis of life is similar for all living things.		
Monomers are the smaller units from which larger molecules are made.		
Polymers are molecules made from a large number of monomers joined together.		
Monosaccharides, amino acids and nucleotides are examples of monomers.		
A condensation reaction joins two molecules together with the formation of a chemical bond and involves the elimination of a molecule of water.		
A hydrolysis reaction breaks a chemical bond between two molecules and involves the use of a water molecule.		
<b>3.1.2 Carbohydrates</b>		
Monosaccharides are the monomers from which larger carbohydrates are made. Glucose, galactose and fructose are common monosaccharides.		
A condensation reaction between two monosaccharides forms a glycosidic bond.		
Disaccharides are formed by the condensation of two monosaccharides: <ul style="list-style-type: none"> <li>maltose is a disaccharide formed by condensation of two glucose molecules</li> <li>sucrose is a disaccharide formed by condensation of a glucose molecule and a fructose molecule</li> <li>lactose is a disaccharide formed by condensation of a glucose molecule and a galactose molecule.</li> </ul>		
Glucose has two isomers, $\alpha$ -glucose and $\beta$ -glucose, know the structures		
Polysaccharides are formed by the condensation of many glucose units. <ul style="list-style-type: none"> <li>Glycogen and starch are formed by the condensation of <math>\alpha</math>-glucose.</li> <li>Cellulose is formed by the condensation of <math>\beta</math>-glucose.</li> </ul>		
The basic structure and functions of glycogen, starch and cellulose. The relationship of structure to function of these substances in animal and plant cells.		

## What is NOT good revision?

- Reading your notes
- Highlighting key information
- Re-writing your notes



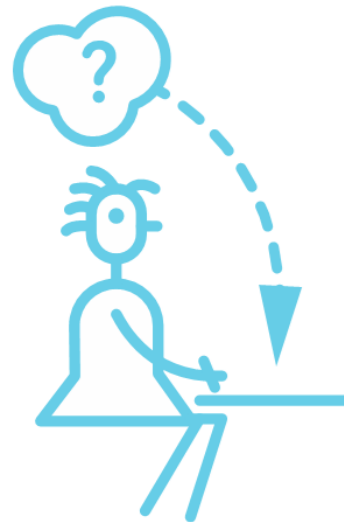
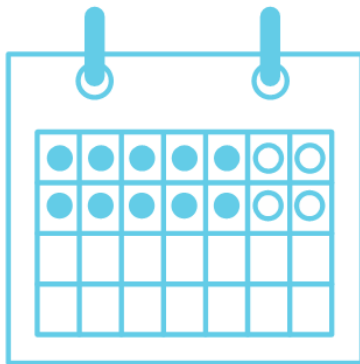
None of these  
make you think so  
you won't  
remember it.



# Spaced Practice

## HOW TO DO IT

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.

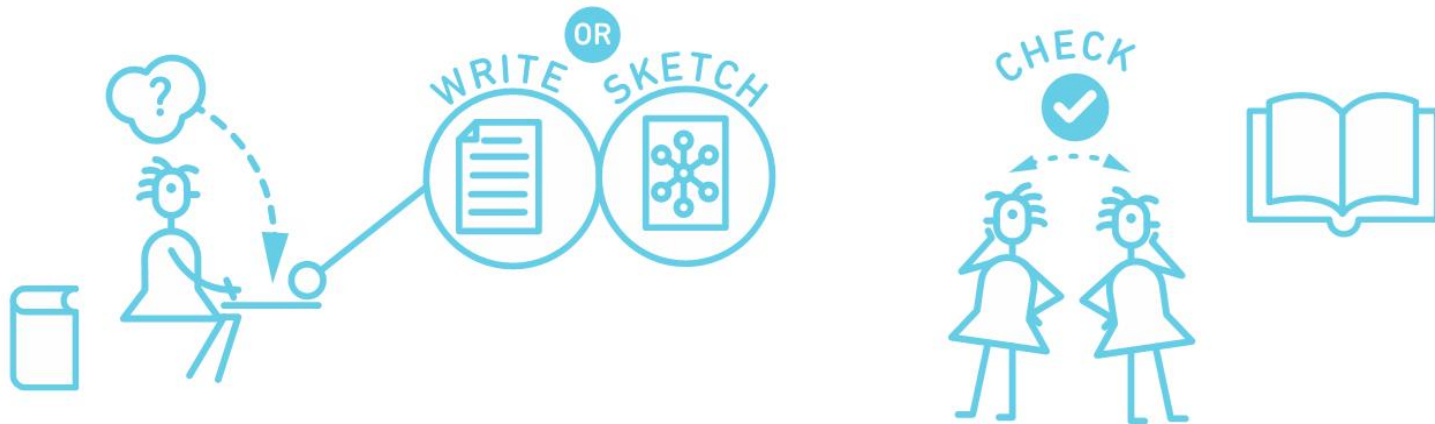




# Retrieval Practice

## HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.







# Retrieval Practice

## HOW TO DO IT

You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



SENECA

Free interactive content to  
keep students engaged

# Quizlet

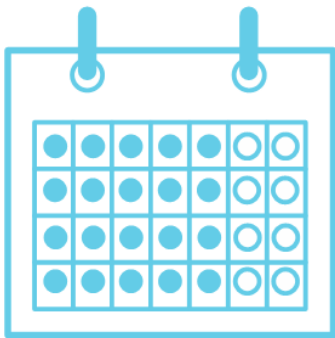


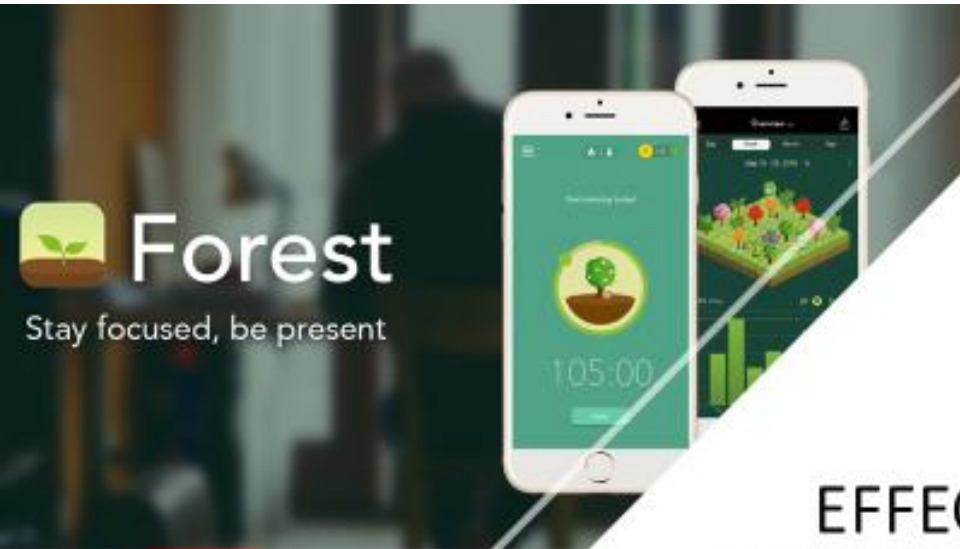


# Retrieval Practice

## HOW TO DO IT

Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.





# EFFECTIVE REVISION HABITS



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# King James's Sixth Form Effective Revision Guide

## The Revision Guide



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Your future in safe hands

Exams and assessments are an inevitable and key element of all Sixth Form courses. This guide has been put together to provide you with information to help you prepare for these exams. Revision and exam preparation is a very individual thing. There is no right way of doing it, only the right way for you. This guide does not have all of the answers but it is full of suggestions and advice that could help you prepare and anticipate problems associated with revision. It is then up to you to use it as you think best. We hope you find it useful.

How well you perform in your examinations will largely depend on how much time and effort you put into your class work, homework, assessments and independent studies throughout the year. Your grades will be a reflection of how hard you have worked but they can also be a reflection on how good you are at revising and preparing for exams. Obviously, you increase your chances of being successful in exams if you dedicate time and effort into **EFFECTIVE** revision.

A considerable amount of research has been done into how students learn and which are the most effective ways to revise. The aim of this short booklet is to summarise some of this evidence and provide some top tips to help you maximise your revision and increase your chances of being successful in exams.



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# Partnership with parents

- Open Communication
- Learning Cycle data collection in December and March.
- **Learning Cycle 1 – 1 December**
- **Learning Cycle 2 – 8 March**
- YR13 Parents Evening – **5 Dec**
- YR13 Parents Pastoral Eve – **29 Feb**
- YR13 Mock Exams w/c **8 and 15<sup>th</sup> Jan**