

Important attendance messages for all.

- Please remember to record your absence on Class charts by 8.45am so it can be picked up by attendance.
- If you are late to a lesson, it is your responsibility to tell the teacher you have arrived so that they can change your mark. This will help prevent you from getting a C4 DT.
- Too many students are leaving site unwell without following the Sixth Form policy. If you are unwell:
 - You must go to speak to the nurse.
 - The nurse will then assess you and decide if you need to go home. If they decide you need to go home, they will contact home so that we receive permission for you to leave school.
 - You **must not** leave site without permission as this is a safeguarding issue – we need to know where you are at all times.
 - We do not want to sanction students for not following these rules, but will do so if necessary.
- You **must** sign out and sign back in when you go of site. Again, this is a safeguarding expectation! If there is a fire, we need to know who is not on site - <https://forms.office.com/e/rYHXm0Z7pC> to do this quickly!
- If you are late to form twice in a week, you will be issued a C3 DT by your form tutor.
- We require proof of medical appointments (dentist, GP etc.) when recording absence. If you do not provide this, it will be marked as unauthorised and you may be issued a truancy DT.



Sixth Form Weekly News - The Headlines:

- A reminder of the procedure for if the teacher is not in your lesson: the teacher will have set work to complete and unless another arrangement has been agreed, you are to remain in that lesson.
- A reminder that the library is a place to study. Please do not have food or drink in there.
- Uniform - It is a requirement to wear a suit for all students. If you forget a suit jacket, please go to Mrs Pasa. These should not be left in your car!
- Lanyards- these must be always worn. It is a safeguarding requirement. It is the same for staff.
- TSS – to reiterate:
 - 1) TSS is for Silent Study – this means that people in the booths also need to be quiet. If you want to chat, or work on a project together, please use the canteen or the common room.
 - 2) There is a seating plan in place for a reason. By now, you know who you sit with, so please stick to it and don't try to sit with other people. The actual location of the table may change where you sit BUT the people should remain the same.
 - 3) Sit in the seating plan immediately at the beginning of the session – treat this like any other lesson. You should not be socialising in the booths when the session has started
 - 4) Please sit in a professional manner – not with legs up on the seats or benches.
 - 5) You can't use the Booths when you have a free but you may ask to join TSS
- If you know you are going to be absent from a lesson for a test, trip or appointment, it is courteous to email the teacher and explain you will be absent. You will be expected to catch up on missed work.
- Form time is compulsorily for all students.
- Please ensure that you answer your name when a teacher registers you for your lesson, otherwise it will come up as truancy and you will receive an after school detention.

Upcoming dates:

25th October- last day of term 1
21st November- Sixth Form Open Evening
22nd November- UCAS deadline





Let's Do This!



We're about to move into the final week of term – now is an excellent time to take stock and get organised. As we move into the next term and beyond, early organisational habits are going to be crucial to successfully managing the amount and difficulty of content that you are studying.

So, do the following **before** you go into the holidays:

- 1) Do a folder check:
 - 1) Check that you've got notes on all of the lessons you should have.
 - 2) Check that you've got your PLCs and that you have used them to identify weaknesses and misconceptions.
 - 3) Make sure that your notes are filed in chronological order in dividers so that you can easily access them going forward.
- 2) Complete any missing work – if you've been absent or couldn't get the work completed, take the time to get it done so that you're not behind.
- 3) Plan for any work that needs to be done. Again, the easiest way to keep a positive work/life balance and to maintain a healthy mindset is to **control your time**.



2.1.2 Biological molecules		Notes	Self Study	Self Study	Self Study	Revision
100	How hydrogen bonding occurs between water molecules, and relate this, and other properties of water, to the roles of water for living organisms (concepts of solvent, transport medium, coolant and habitat).					
a	The concept of monomers and polymers and the importance of condensation and hydrolysis reactions in a range of biological molecules.					
b	The chemical elements that make up biological molecules (C, H, O, N, S and P).					
c	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 (difference between α - and β -glucose).					
d	The synthesis and breakdown of disaccharide and polysaccharide by the formation and breakage of glycosidic bonds (disaccharides sucrose, lactose and maltose).					
e	The structures of starch (amylose and amylopectin), glycogen and cellulose molecules.					
f	How the structures and properties of glucose, starch, glycogen and cellulose molecules relate to their functions in living organisms.					
g	The structure of a triglyceride and a phospholipid as examples of macromolecules (unsaturated fatty acids).					
h	The synthesis and breakdown of triglycerides by the formation (esterification) and breakage of ester bonds between fatty acids and glycerol.					
i	How the properties of triglyceride, phospholipid and cholesterol molecules relate to their functions in living organisms.					
2.1.2 Biological molecules		Notes	Self Study	Self Study	Self Study	Revision
x	The general structure of an amino acid.					

Have a restful weekend!



Summary: Dual Coding

Dual coding is the process of blending both **words** and **pictures** while learning. Viewing those two formats gives us **two different representations** of the **same** piece of information.



1.

Drawings

These boost learning by getting you to think deeply about information.



2.

Diagrams

These are helpful for breaking down complex concepts or processes to make them easier to understand.



3.

Posters

These are great for combining writing, pictures and diagrams all within one page of information.



4.

Timelines

These can be used of information that happens in a particular order or sequence.



5.

Graphic organisers

These organise verbal and visual information by the relationships between different concepts. Examples include tree diagrams, mind maps and Venn diagrams.

4 Key Principles for using dual coding



Cut - Reduce the amount of content, be selective and only use the most important information.



Chunk - Divide the content into groups of related information;



Align - Make sure that words and pictures are neatly ordered, making them easier to read;



Restrain - Avoid "overdoing" it. In other words, don't go crazy with different colours and fonts.

Summary: Brain dumps



1.

Identify knowledge

Identify the knowledge/topic area you want to cover.



2.

Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)



3.

Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.



4.

Check understanding

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.



5.

Store and compare

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.

Summary: Self Quizzing



1.

Identify knowledge

Identify knowledge/content you wish to cover.



2.

Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)



3.

Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



4.

Self mark & reflect

Go back to the content and self mark your answers in **green** pen.



5.

Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.

Practice makes perfect!

REDUCE:

Take your notes + condense them into:

- Cornell Notes?
- 5 bullet point summaries (esp. useful for case studies or thinkers that you need to learn).

Remember that with a summary, it is not about writing everything – think hard about what you **MUST** know (use a PLC to help?)

OR

Transform:

- 1) Mnemonics
- 2) Flow diagrams (excellent for processes)
- 3) Turn concepts / ideas into equations
- 4) Venn diagrams (great for identifying similarities and differences)
- 5) Timelines – not just for history! Character arcs, narrative understanding, development of concepts etc.

Year 13



It is very clear year 13 that a vast majority of you are working very hard. Some of you have returned in Year 13 with an excellent and improved attitude. Many of you have continued your outstanding work. As half term is approaching, next week is the week you get everything in order. Where are you at? What revision resources do you need? Have you got all your lesson notes? Now is the time to get organised.

The 'Prepare to Succeed Evening' at the start of term feels a long time ago! I thought I'd take this opportunity to remind you of some of the key messages

Fixed Mindset vs Growth Mindset

'I can't do it...yet.' Aiming for Growth Mindset; intelligence can be developed and is not fixed. Angela Duckworth delivers an excellent TED talk on 'Grit' and the Growth Mindset, which you can find [here](#)

Revision Strategies

There has been a big focus this in term 1 on study skills and how to effectively.

- Pre-reading
- Mind mapping
- Cornell Notes
- Transforming and Condensing
- Being organised and scheduling your time
- Interleaving

Try using these techniques this half term

Attendance and Punctuality:

96% is our minimum expectation for Sixth Form attendance, although students should aim for 100%.

In context:

96% = 8 school days missed per year

90% = 19 school days missed per year

A student that is 30m late each week will lose the equivalent to 19 days per year

Statistically, missing just 17 days per year is likely to mean a drop for students of 1 grade across their subjects.



Personal Statement

We are now in full swing of UCAS send offs. Early applicant deadline is Tuesday 15th and we have already send off a number of UCAS applications.

UCAS DEADLINE IS FAST APPROACHING
22nd November is the deadline for UCAS applications- 4 school weeks away

Personal statements – don't delay!

If you haven't completed your statement yet, please consider why. It might be that:

- 1) You aren't applying to university.** If this is the case, you will still need to write a letter of application for the job/apprenticeship you're applying for. The personal statement will mirror this and so you should still write one!
- 2) You're not sure about what you want to study or where you want to apply to.** If this is the case, get out on Open Days as soon as you can, watch Virtual Open Days and do the leg work on Unifrog/UCAS!
- 3) You don't know how to start.** If this is the case, consider the following process:

Consider your **WHY**:

- What do you find interesting about English Literature - maybe you're fascinated by etymology? What is it about Law that you find interesting?
- If you don't know your **WHY** – the Unifrog Subject area has information on what you can read/watch/listen to that you can use to evidence your interest.
- Don't worry about how it sounds. Even single sentences as a list to start off with works – you can worry about flow later.

Consider your **WHAT**:

- How do your subjects help prepare you for studying this at university? Consider the soft skills you have developed (i.e. team work, evaluation, argument, debate, analysis) that are appropriate for this field.
- You should aim to refer to each of your subjects. What skills have they given you and how will these help?
- What else have you done that helps with this? Work experience? Extra curriculars that provide you with experience or skill?

Just start writing – Good luck!

Personal Statement reminders

What to do if you think you are ready?

Before you do your UCAS send off with Mr Ging or Mrs Kalinowski, your tutor has to have gone through the application. Once your tutor is happy, they e-mail Mrs Kalinowski/Mr Ging and they will book you in for an appointment. Don't delay- appointments get booked up so if you want this to be sent off sooner rather than later- book a 1:1 with your tutor ASAP

TOP TIPS

To show interested in the course you are applying for is one of the most important thing in your personal statement. You need to show how you are engaging in academic super curricular work. This might be a interview you have watched, a theorist you have researched, an article you have read or a debate in the field. This is why we are giving you a form time a week to engage in super curricular work. This is NOT EXTRA CURRICULAR. Super curricular is the engagement with an academic aspect of your course which is above and beyond what you are doing in lesson.

There is a wealth of super curricular work on FP cloud here:

Super Curriculum

There is also work on Unifrog here:



Something else you could do is look at the reading list for the courses you are applying for and read some of the work.

If you still are not sure on the course or area of apprenticeship you want to do, remember, UCAS Hub has taster sessions to try.

Places you can go for help:

- UCAS: <https://www.ucas.com/explore/search/advice?query=personal%20statement> (loads of guides and support on this page)
-
- The Uni Guide: <https://www.theuniguide.co.uk/advice/personal-statements/writing-your-personal-statement>
-
- Specific universities (this example is from Aston university): <https://www2.aston.ac.uk/study/advice-on-applying-to-university/examples-of-personal-statements>



Apprenticeships And Finding Your First Job

Creating the Perfect Apprenticeship Application with BP

Next Tues, 22nd Oct, from 6.30-7.30pm, join an online information evening about Degree Apprenticeships with BP in Digital, Business, Engineering, Science, Trading & Shipping. Parents are also encouraged to join. Please register here:

<https://tinyurl.com/2tzup89k>



Even if these fields and BP do not interest you, they will also be giving advice about assessment stages and interviews which could be applicable to other companies.

Other current opportunities include pwc who offer degree apprenticeships in Accounting and Business. Find out more here: <https://tinyurl.com/yck9zewy>



Future Financial Adviser

Thinking of going straight into work instead of university or a degree apprenticeship? If you have a free or TSS on Wed 20th Nov from 1 to 1.45pm, sign up here for a talk on getting the skills to secure that first job.

<https://tinyurl.com/2xrnn6ud>

Topics covered will be:

- Understanding the impact of personal branding and owning your 'personal brand'
- Your calling card - writing a winning CV
- What makes a successful interview 10 Interview tips & lessons learnt the hard way

Whilst this does specialise in finding a job in the financial field, it could be relevant for other industries too



Taster Days at University

Attending a Taster Day can help you decide if that subject, and that university, are the right choice for you. Of course, you can also write about it and boost your UCAS applications.

The University of Reading is currently running an **Accounting Taster Day on Wed 30th October during half term.**

As well as this, you will hear about their [Flying Start Degree Programme](#) that they offer with PwC, the UK's leading professional services organisation. You will have the opportunity meet senior leaders from PwC, hear the experiences of students who have completed the Flying Start Degree Programme and gain guidance on the application process.

Request your place here:
<https://tinyurl.com/2s3wtjtd>

TASTER SESSIONS WITH KINGS COLLEGE, LONDON

Similarly, Kings College London are offering taster sessions (some in person and some on-line) in a wide range of subjects including Business, Engineering, Pharmacy and more...

Find out more and book a place here:
<https://www.kcl.ac.uk/events/series/undergraduate-taster>

TASTER SESSIONS WITH UCL

UCL are also putting on a mix of virtual and in person taster events including Children's Nursing, English, Midwifery, Sport, History, Psychology and more...

Book here:
<https://tinyurl.com/bd9x678x>





INSPIRE CRITICAL THINKING

For Year 12s considering applying to Oxford, Cambridge or a Russell Group university

Sign-up for the free on-line Super-curricular Programme, *Inspire*, with St John's College Oxford

Dates: Jan to April 2025

St John's College
Oxford



What will you do?

- Take part in 4 online workshops based on this year's theme of *The Power of Language*
- Develop your critical thinking
- See how your opinions compare to others
- Take part in forum discussions
- Compete in Super Challenges with the chance to win prizes
- Boost your CV and university application

Find out more here: <https://sjcinspire.com/year9-11-inspire-programme/>

Ready to apply? Click here and fill out the form **by Thurs 7th Nov:**

<https://app.onlinesurveys.jisc.ac.uk/s/oxford/inspire-critical-thinking-2024-25-registration-form>

- Attend a range of online taster lectures in a range of subjects
- Take part in academic challenges
- Find out about other super-curricular activities: summer schools, research projects & Subject Exploration Days
- Build your confidence in your academic ability
- Strengthen your university application

'Why is language so powerful?'

How has language affected court cases?

Why bother learning dead languages?

How does language affect the brain?

Why is Maths a universal language?



OXFORD SPOTLIGHTS INCLUDE:

Oxford's influence on Philip Pullman and J R R Tolkien

The Ashmolean Museum - 'Money Talks' exhibition

Student journalism at Oxford University



Early Entry Candidate for UCAS?



HOW YOU APPLY 2025 ENTRY



<https://www.ox.ac.uk/admissions/undergraduate/applying-to-oxford/admissions-timeline>

Reminder- Rules for Sixth Form Students

Driving Cars to School



The following information can be found here: Sixth Form Handbook

Driving lessons must not be arranged during school time. Students may however arrange a lesson immediately prior to a test. You should notify the Sixth Form Manager Mrs Pasa (mary.pasa@furzeplatt.net) well in advance when you have a test during school time.

The following rules must be observed at all times:-

- Sixth Form students who wish to drive to and from school should apply for permission from the Sixth Form Manager. Driving permit forms are available from Mrs Pasa at Sixth Form reception. Permission is ultimately at the school's discretion and should generally be sought only if other suitable forms of transport are unavailable. We encourage students to use public transport whenever possible and to walk to the school if they live nearby.
- Any student driving to school must possess a current full driving license. Students' parents/carers must confirm that the vehicle authorised for use, is fully taxed, fully insured against all risks, and has a current MOT certificate. The relevant documental evidence must be submitted to the Sixth Form Manager. Once this evidence is provided students will be able to have their personal ID badge upgraded to include vehicle gate access.
- Cars should be parked in the gravel car park near Humanities at all times. This is necessary to avoid congestion and parking problems and for pedestrian safety.
- Those students who are learning to drive should not drive on to the school site, even whilst under the supervision of an instructor.
- Sixth Form students are reminded of the importance of safe driving. The provisions of the highway code must be respected at all times, as must all legal and other provisions affecting drivers and passengers (including the use of mobile phones). No-one else's car is to be manhandled or interfered with in any way. It is specifically forbidden for any Sixth Form student to drive another student's vehicle.
- Year 12 students must not use their cars during the course of the school day. Cars must be used strictly as a means of transport to and from school. Year 13 students may leave site in their cars during free periods but may not leave site in their cars during break 1 or break 2 for safety reasons.
- Students may travel to an authorised activity with the permission of a member of staff and permission is subject to the provisions of rules 1 and 2 above. Before they travel to a school activity in another student's car, the passenger must give a letter giving permission to do so from their parents, to the teacher in charge of that activity.
- The registration number of any car which may be driven to school must be notified to the Sixth Form Manager on the pro forma provided. Any subsequent changes in the registration details of a student's car must be notified to the Head of Sixth Form in advance of it being driven to school.
- Eating in cars should be avoided, and car radios should never be left on at such a volume as to disturb others while cars are parked there. Any litter from parked cars should be deposited in the nearest rubbish bin.
- The speed limit on school grounds is 5 mph.

Any Sixth Form student who ignores and/or breaks the rules is liable to have permission to drive to school withdrawn.

Opportunities to engage with



- Upcoming talks from Speakers4Schools can be found here - <https://www.speakersforschools.org/upcoming-broadcasts/>
- Upcoming careers and employment opportunities through Speakers4Schools can be found here - <https://www.canva.com/design/DAFgWrcGXkU/DtycRdW77kMpQi8TB9Qjrg/view#1>
- Sign up to <https://pathwayctm.com/student-register/> for free to engage with opportunities from the UK's top employers.
- Not sure what your goal or ambition is? Make use of the Unifrog subject search tool to find out more about careers linked to your current subjects

Law and Legal studies

+ In a nutshell

+ Getting in

+ Decisions

+ Statement

+ Reference

+ Geek out

+ Recommendations: Read

+ Recommendations: Watch

+ Recommendations: Listen

+ Explore

Save to Favourites? 

These are great for exploring in your study periods!

Our school communication systems within the Sixth Form

The following platforms and systems are used across the school. Please get in touch (sixthform.admin@furzeplatt.net) if you have any issues with these systems.

- Parentmail – this is how information about the school will be communicated home and acts as a payment platform for trips etc.
- Classcharts – this is an attendance and behaviour monitoring tool and the only way to report absences. This must be done by 8.45am daily.
- Go4Schools – this is how reports will get home about working at grades, attitude to learning and predicted grades.
- Parents' Evening booking system – this will go live nearer the time of parents' evening and we will be in contact with regards to this.

