



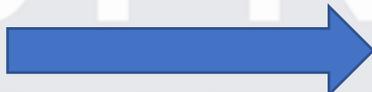
# Welcome to St Nicholas Catholic Sixth Form

Year 12 Parent Information Evening



# Over the next hour.....

Sixth Form Expectations

GCSE  A-Level

Driving your Destination

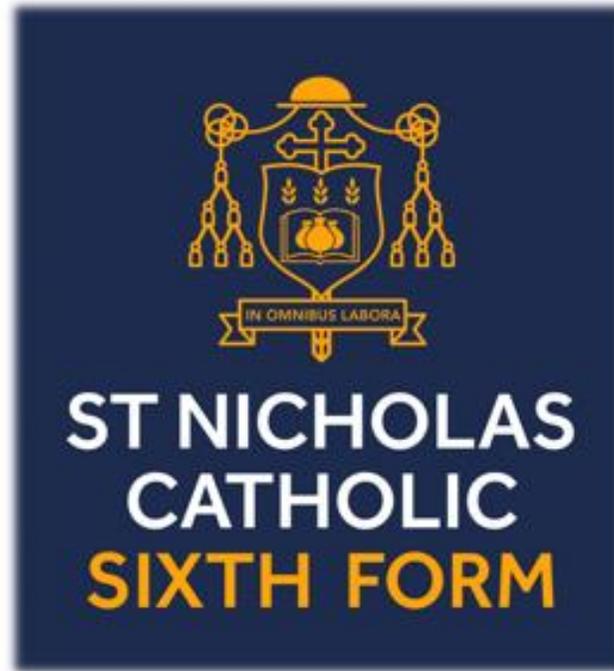
Bespoke Enrichment opportunities

The 'Journey'



# Expectations

## **St Nicholas Catholic Sixth Form**

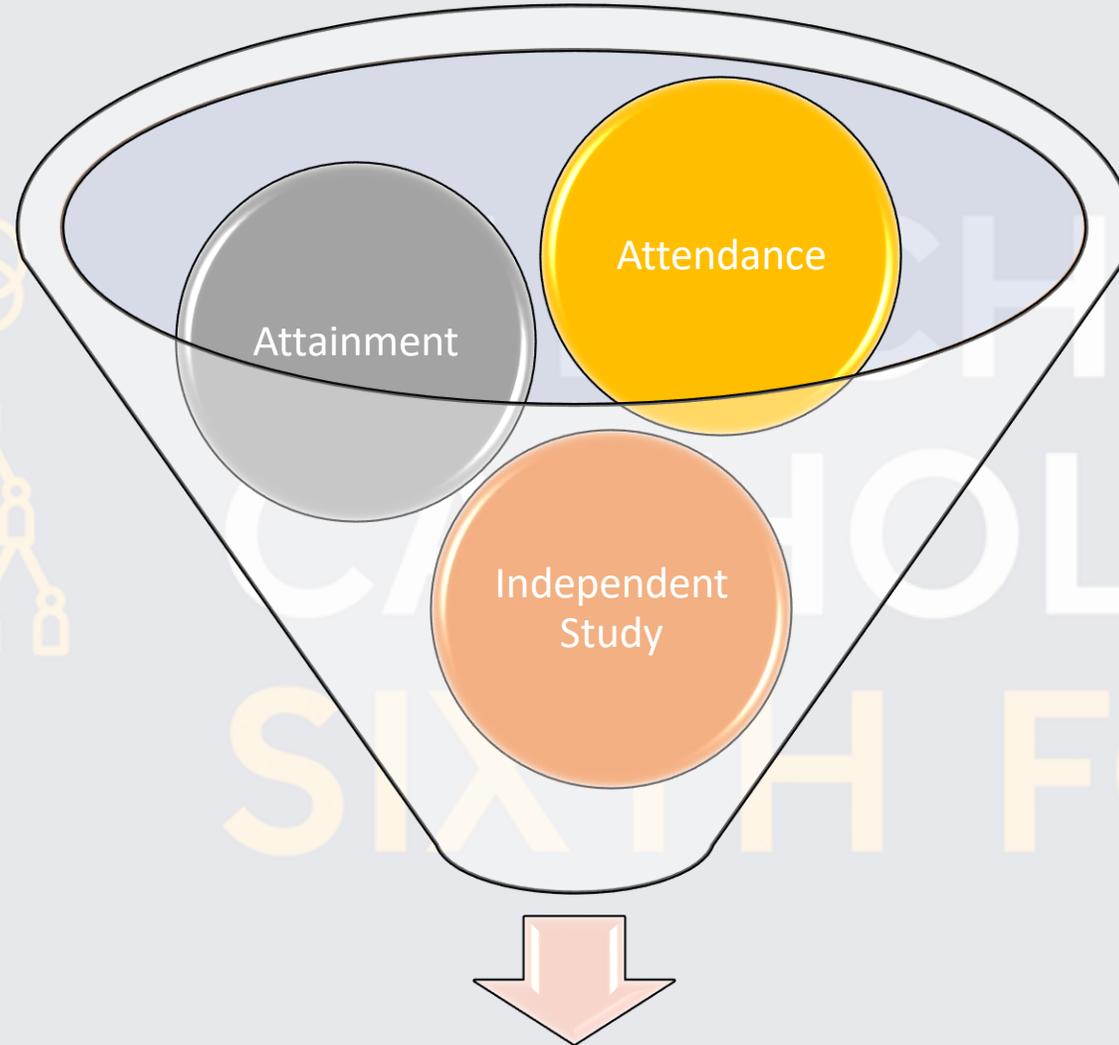


**Student Agreement**



HOLAS  
CATHOLIC  
SIXTH FORM

# There are no short cuts to A Level success



**Achieving potential**



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# What we want from our students

- The Basics:

- **Attendance** – We expect all students to attend ALL timetabled lessons AND Form Time ALL of the time. All studies show that if student attendance falls below 95% then this start to have an ever increasing negative affect on performance and outcomes. We also have a legal obligation to give factual information to Universities and employers if we were to be asked.
- **Conduct** – Leaders around school, please lead by example
- **4 R's still apply** – Provide the basic foundation for all successful learning

	<b>Appropriate</b>	<b>Not Appropriate</b>
<b>Head Face and Hair</b>	Clean and smart	Hats or baseball caps, extreme hairstyles
<b>Clothing in general</b>	Clean, smart and appropriate for a <b>professional office environment</b>	Sportswear, or any item too casual for professional office environment
<b>Tops</b>	<b>Smart shirt/blouse with collar</b> (tie optional). Smart <b>plain polo shirts</b> are allowed. Shirt/blouse can be long or short sleeved. Students may also choose to wear a <b>formal jacket, plain jumper, smart cardigan.</b>	T shirts, any denim, jumpers with large logos or slogans which could be considered offensive.  Hooded jumpers anywhere (Leavers Hoodies are the only exception in Y13)
<b>Trousers and shorts</b>	<b>Formal tailored trousers or tailored shorts</b>	Any denim, skirt/jeans including black denim. Any style of short which is not smart/tailored or any item too casual for professional office environment
<b>Skirts and dresses</b>	Tailored skirts and dresses which are of reasonable length for professional office environment	Full-length body-hugging fabric. Skirts which are too short (not appropriate for school environment)
<b>Footwear</b>	<b>Smart formal shoes</b> or canvas trainers which are <b>predominantly black.</b> students can wear heels of an appropriate height	Any type of sports trainer (including plain black running shoes). Any other type of shoe not appropriate for a professional environment (eg flip flops)
<b>Outerwear</b>	Smart and student <b>ID badge must be worn at all times</b>	Jackets and coats designed for use outdoors can't be worn in the main school building

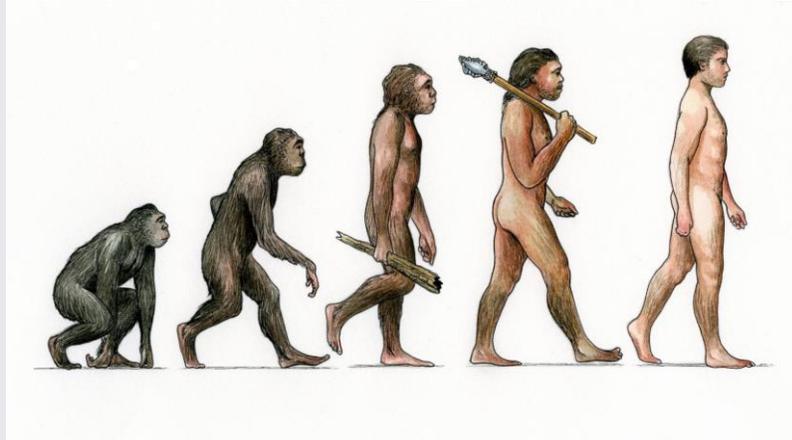


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# GCSE to A-Level

- **GCSE students** – rely on classroom learning 100%, supported by homework.
- **A-Level Students** – Rely on classroom learning 70%, supported by homework and independent learning.
- **SUCCESSFUL A-Level students** – Rely on classroom learning 50-60%, supported by homework, but hugely supplemented by quality, targeted and consistent independent study which involves lesson preparation, wider reading and research, development of skills, memory and recall activities and responding to feedback. Minimum 1:1 independent learning per subject.

# How will we help them get there

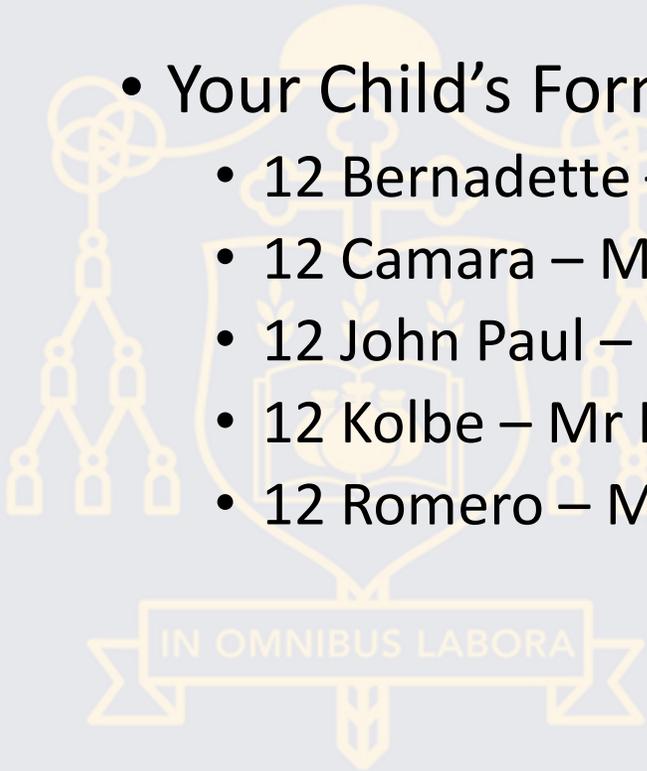


- Form Tutor support
  - Tutor sessions Pastoral Curriculum
  - Enrichment Workshops
- Subject tutor support – 6 hours of home work per subject over the 2 weeks cycle
- Directed study sessions
- Free room timetable – School wide WiFi
- Sixth Form Library

# Who to contact?

- Your Child's Form Tutor is the first point of contact for all issues:

- 12 Bernadette – Mr Webster – [a.webster@st-Nicholas.Cheshire.sch.uk](mailto:a.webster@st-Nicholas.Cheshire.sch.uk)
- 12 Camara – Mrs Davenport – [a.davenport@st-Nicholas.Cheshire.sch.uk](mailto:a.davenport@st-Nicholas.Cheshire.sch.uk)
- 12 John Paul – Mr Povey – [c.povey@st-Nicholas.Cheshire.sch.uk](mailto:c.povey@st-Nicholas.Cheshire.sch.uk)
- 12 Kolbe – Mr Hesketh – [s.hesketh@st-Nicholas.Cheshire.sch.uk](mailto:s.hesketh@st-Nicholas.Cheshire.sch.uk)
- 12 Romero – Miss Roberts – [l.Roberts@st-Nicholas.Cheshire.sch.uk](mailto:l.Roberts@st-Nicholas.Cheshire.sch.uk)



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# How you can support your child throughout their A Levels



# The 3 Pillars of Success at A Level



ATTENDANCE



ATTAINMENT



INDEPENDENT STUDY



## THE THREE STEPS TO INDEPENDENT STUDY

### Step 1: Content

Organise your folder and create notes using information from lessons



### Step 2: Skills

Learn the content and practise exam technique e.g. answer past paper questions in timed conditions



**The Examiner's Report**



**Exam Writing Tips**

### Step 3: Feedback

Seek guidance to help you improve in the future

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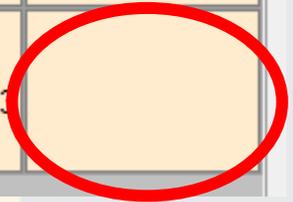
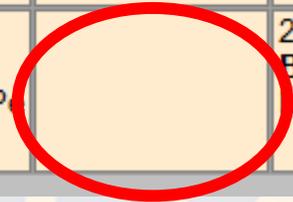
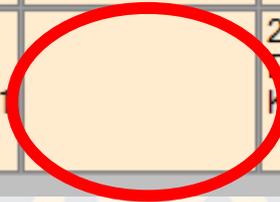
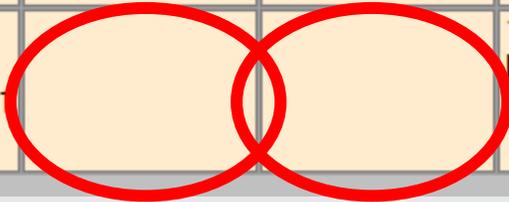
1Mon	1Tue	1Wed	1Thu	1Fri	2Mon	2Tue	2Wed	2Thu	2Fri
1Mon:1 <b>BusStuds</b> MS B3	1Tue:1 <b>PhysEd</b> TMB Pe	1Wed:1 <b>Psychology</b> KBR P1	1Thu:1 <b>PhysEd</b> TMB Pe	1Fri:1 <b>PhysEd</b> NJS Pe	2Mon:1 <b>BusStuds</b> AS B1	2Tue:1 <b>Psychology</b> KBR P1			
1Mon:2 <b>PhysEd</b> AW Pe	1Tue:2 <b>Psychology</b> KBR C3	1Wed:2 <b>BusStuds</b> AS B1			2Mon:2 <b>PhysEd</b> AW Pe		2Wed:2 <b>BusStuds</b> AS B1	2Thu:2 <b>Psychology</b> KBR P1	
		1Wed:3 <b>PhysEd</b> AW Pe	1Thu:3 <b>Psychology</b> KBR P1	1Fri:3 <b>BusStuds</b> MS B3	2Mon:3 <b>SME</b> AA B2	2Tue:3 <b>Diploma SAL</b> KR LR1	2Wed:3 <b>PhysEd</b> NJS Pe	2Thu:3 <b>PhysEd</b> AW Pe	2Fri:3 <b>BusStuds</b> MS B3
	1Tue:4 <b>SME</b> AA B2	1Wed:4 <b>Enrichment1 Yr</b> MA B3		1Fri:4 <b>Psychology</b> KBR P1	2Mon:4 <b>Psychology</b> KBR P1		2Wed:4 <b>BusStuds</b> MS B3		2Fri:4 <b>Psychology</b> KBR P1
1Mon:5 <b>Psychology</b> KBR P1			1Thu:5 <b>BusStuds</b> AS B1		2Mon:5 <b>Diploma SAL</b> KR LR1	2Tue:5 <b>PhysEd</b> NJS Pe		2Thu:5 <b>BusStuds</b> MS B3	

4 hours per subject per week = 12 hours a week (24 hours a fortnight)

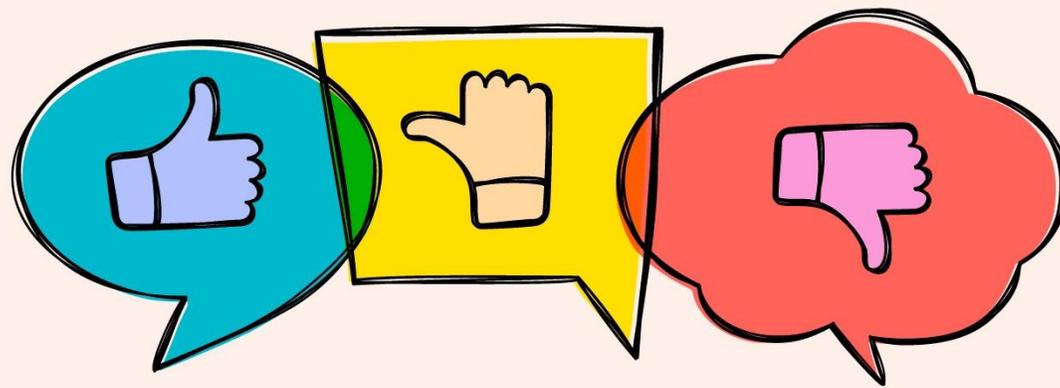
Y18 hours of study periods within the school day each fortnight + 2 diploma sessions

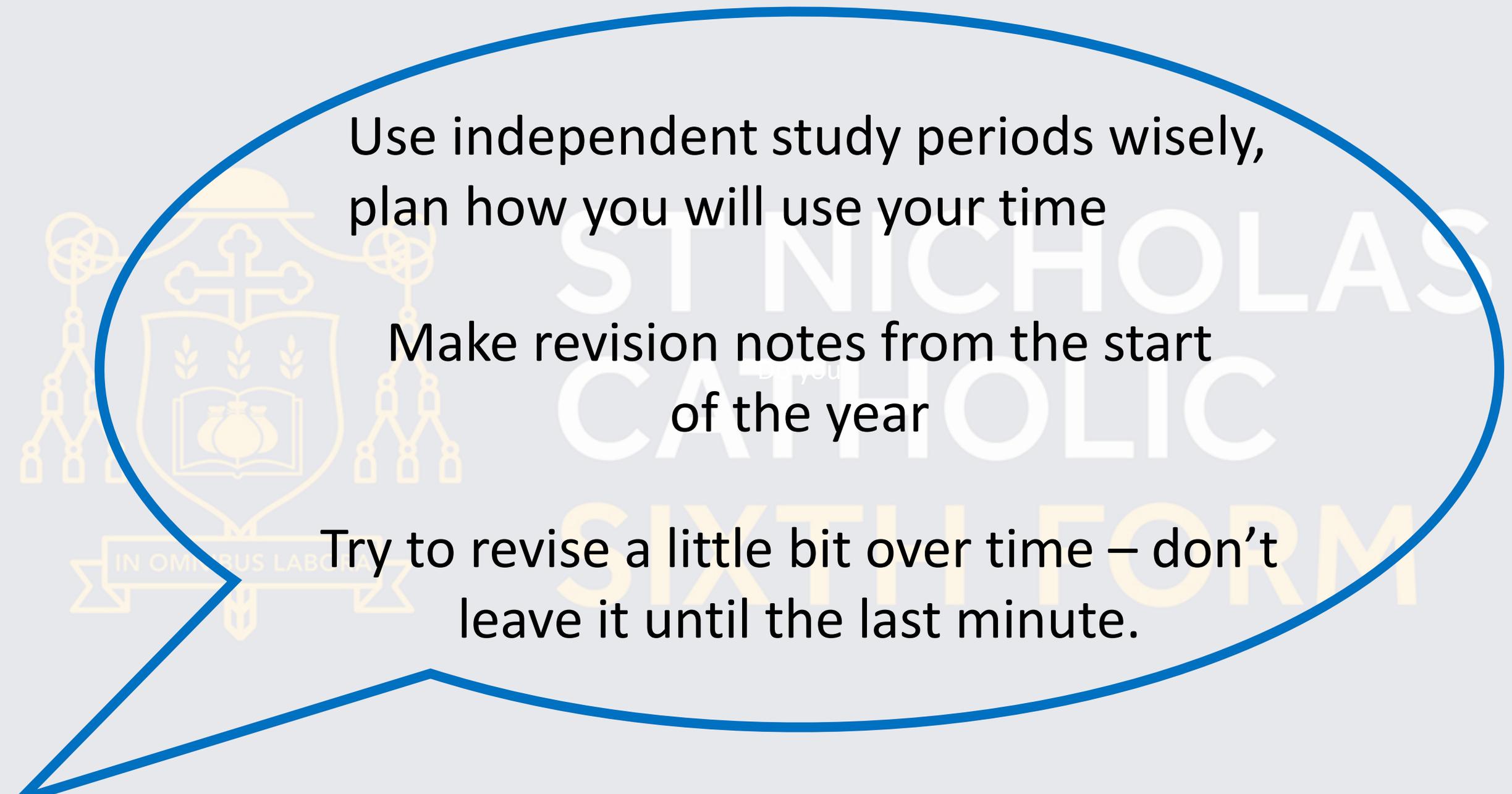
4 more hours = 1 hour after school 2 days a week or 2 hours at the weekend

1Mon	1Tue	1Wed	1Thu	1Fri	2Mon	2Tue	2Wed	2Thu	2Fri
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# Advice from the Current Year 13s...

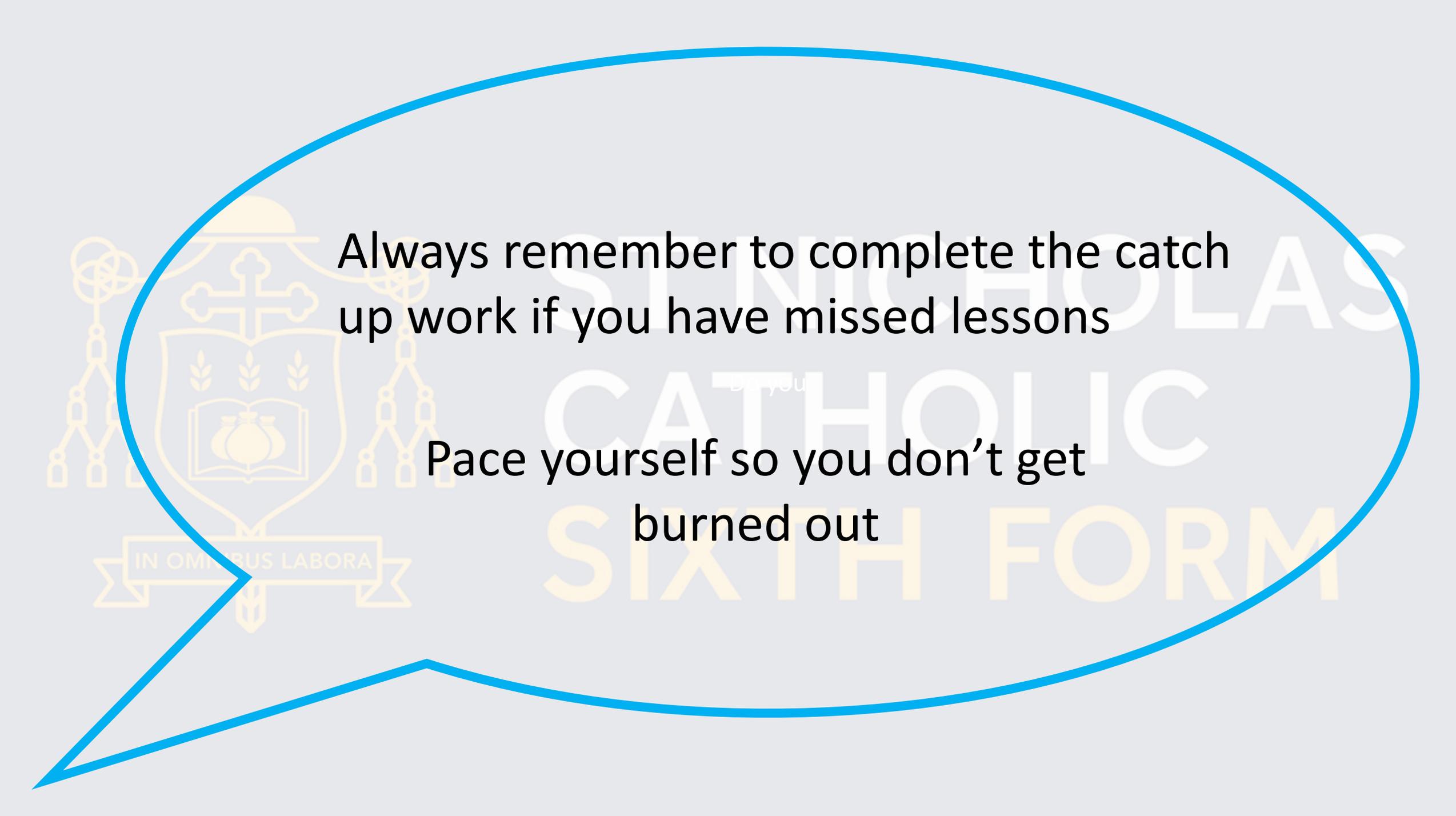




Use independent study periods wisely,  
plan how you will use your time

Make revision notes from the start  
of the year

Try to revise a little bit over time – don't  
leave it until the last minute.



Always remember to complete the catch up work if you have missed lessons

Pace yourself so you don't get burned out

# Part Time Employment

## Positives:

- Responsibility
- Time keeping
- Time management
- Social Skills
- Leadership/management skills

## Negatives:

- Potential late nights
- Too many hours to fit in the required amount of independent study, social time and relaxation

## Recommended Hours

No more than 10 per week

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Destination  
on the Left

## Driving your destination

- A-Levels are the stepping stones to your future.
  - Unifrog
  - Careers advice and guidance
  - Work Experience
  - Personal Development Days
  - Guest speakers from Universities and Apprenticeship consultants
  - Open Day visits

# Unifrog

## Careers library

✓ Careers favourited

[Go to tool >](#)

## Subjects library

✓ Subjects favourited

[Go to tool >](#)

## Know-how library

✗ Guides favourited

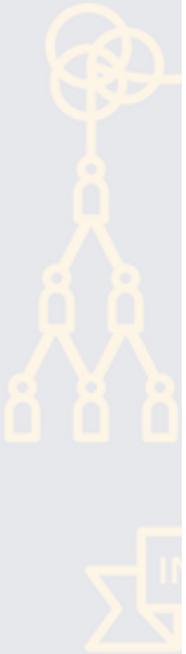
[Go to tool >](#)

## MOOC

You have 1 shortlist

[View shortlist](#)

[Start >](#)



AS  
1

## Recording what you've done

### Activities

- ✘ Started
- ✘ Recorded at least 10

[Go to tool >](#)

### Competencies

- ✘ Started
- ✘ Completed all 12

[Go to tool >](#)

### Interactions

- ✘ Missing 17 Interaction types

[Go to tool >](#)

## UK universities

You have 15 shortlists

[View shortlists](#)

Start >

## US universities

Make your first shortlist

Start >

## European universities

Make your first shortlist

Start >

## Oxbridge

You have 1 shortlist

[View shortlist](#)

Start >

## Apprenticeships

You have 12 shortlists

[View shortlists](#)

Start >

# Bespoke Enrichment opportunities

- Enrichment programme, a blend of *Personal and Community Enrichment*:

- Physical Activity
- Young Enterprise (Year 12 only)
- MOOCS
- Work Experience
- Volunteering or Community Service
- Mindfulness workshop
- Supportive Study
- Mentoring
- Competitive Admissions – “**Gateway Programme**”
- Extended Project Qualification (2.5 Term elective)



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EPQ – 2021/2022



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# What is an EPQ?

- It is a Level 3 Extended Project Qualification
- It is awarded by AQA
- It is marked internally and assessed externally by AQA

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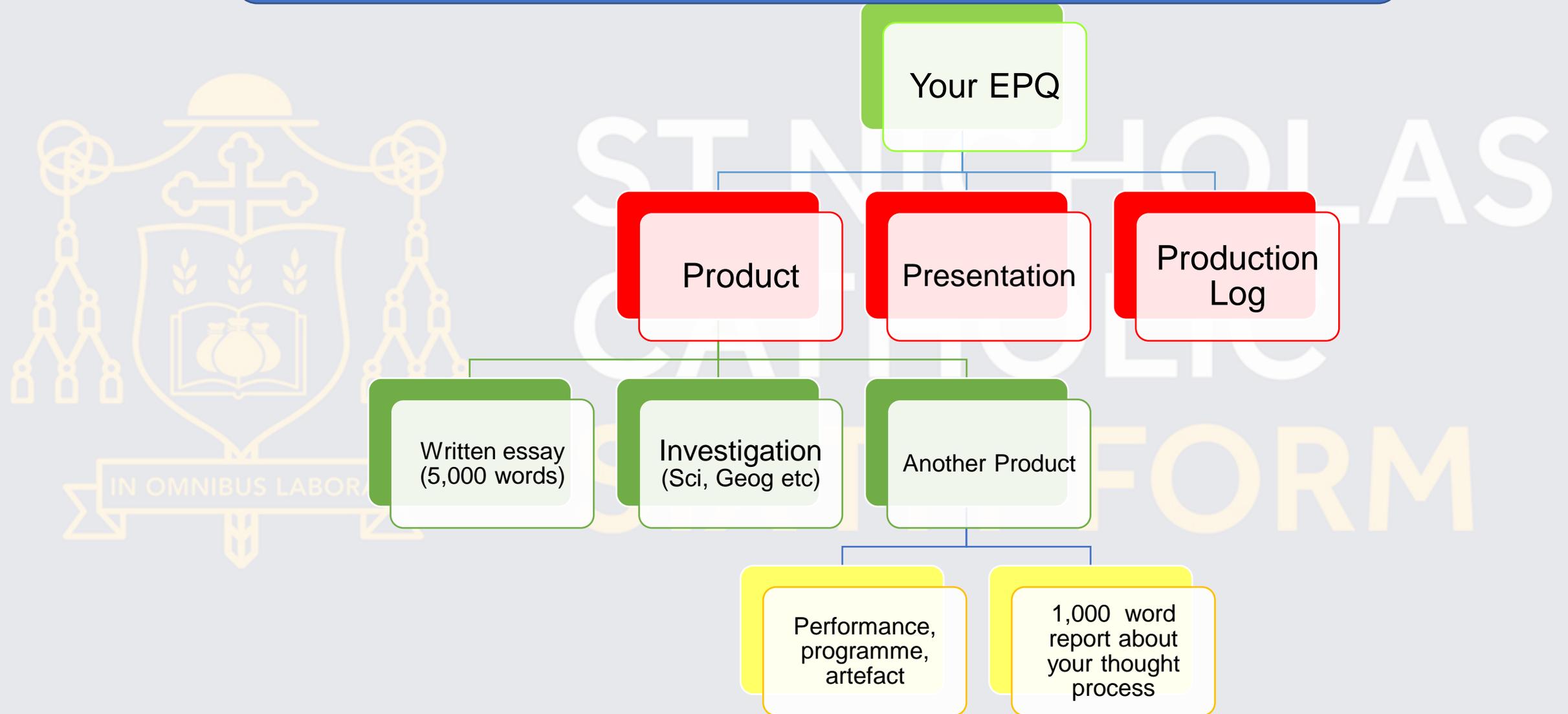
It is worth half an A Level

Grade	UCAS points
<b>A*</b>	<b>28</b>
<b>A</b>	<b>24</b>
<b>B</b>	<b>20</b>
<b>C</b>	<b>16</b>
<b>D</b>	<b>12</b>
<b>E</b>	<b>8</b>



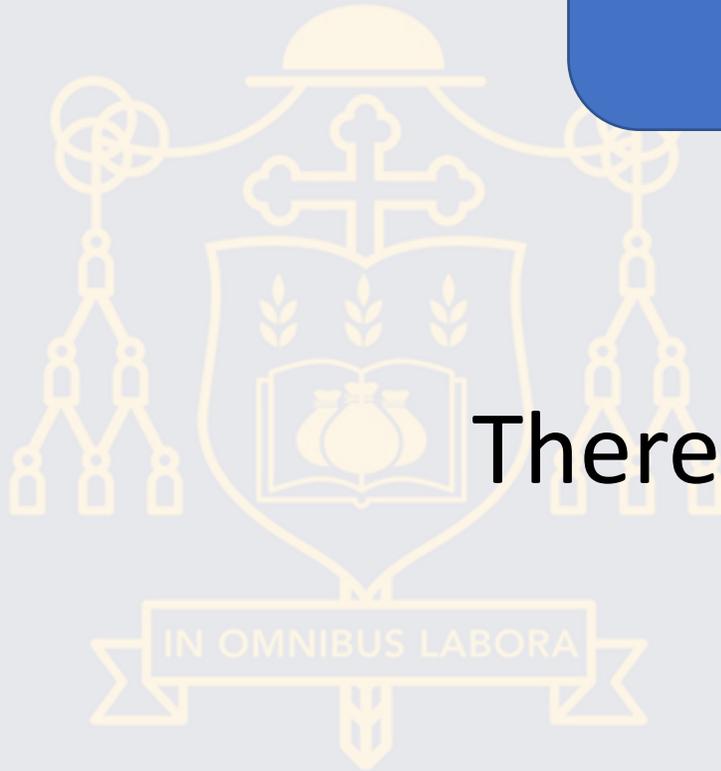
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# What does it involve?



# Why do an EPQ?

There are three main reasons:



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# Why do an EPQ?

1. The EPQ gives students the freedom to study the topics that they're interested in.

Students will:

- develop independent research and study skills
- be assessed both on the outcome of their project and the process of developing it
- gain knowledge and transferable skills to help them move on to further study and the workplace.

# Why do an EPQ?

2. It gives students the opportunity to research an area not covered by their A Level courses but which they are interested in pursuing at university.

This demonstrates an interest in the subject to universities you are applying to.

# Why do an EPQ?

3. Completing an Extended Project Qualification (EPQ) is great preparation for studying at university.

- You'll demonstrate skills that will add another dimension to you as a university applicant.
- For some university courses, an **EPQ can reduce your A Level offer** and will give universities more flexibility at results time.

# What makes a successful project?

Advice from previous students:

1. Choose a topic you are passionate about or genuinely interested in.
2. Organise yourself and really work on your time management.

## Some recent project titles:

To what extent was the Windrush scandal due to discrimination against race within politics?

“A town in conflict: Finding solutions between needs and wants in neighbourhood planning”

Would humanity and the environment ever recover from a supervolcanic eruption?

‘To what extent was World War One the main cause of Hitler’s rise to power?’

Does the Labour Party owe more to Marxism or Methodism?

How effective have PFIs been in saving money and promoting innovation since 1997 in the UK?

How COVID-19 is causing the government to consciously/unconsciously deny care to cancer patients?

To what extent is screening blood for tumour markers an effective cancer detection and monitoring technique?

## **When?**

Wednesday afternoons during Enrichment and in students' independent study time.

## **Timeframe?**

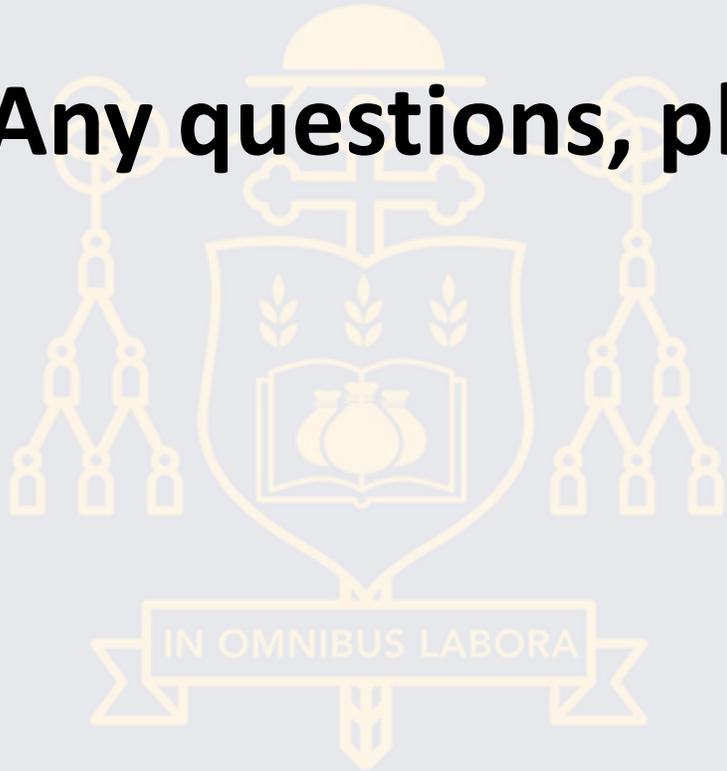
Year 12 students: essay completed by the end of the summer term presentation and production log completed for the November entry window of Year 13.

## **Who?**

School's Librarian, Ms K Roberts is the main EPQ Supervisor and Mrs J Petts is the Centre Coordinator.

# EPQ – 2021/2022

**Any questions, please see Mrs J Petts or Ms K Roberts**



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A silhouette of a person walking on a ridge against a sunset background. The person is walking from left to right, and their reflection is visible in a pool of water in the foreground. The background is a gradient of orange and yellow, suggesting a sunset or sunrise. The overall mood is contemplative and adventurous.

the  
**Journey**  
The Sixth Form 'Journey'

## Year 12

### September

Finalise any changes to subjects choices **within the first 3 weeks**

Start good habits early:

Create subject files

Get plenty of file paper and pens

Get timetable app for phone

Get a diary or set up diary on phone for homework

Find out about Alps and what target grades are.

Make a Senior Prefect Application?

### October

Keep on top of work:

Time Management

Independent Study skills

Are you attaining your target grades?

Help out at 6<sup>th</sup> Form Open Evening

Start organising Work Experience placement for January

### Nov-Dec

T&M Term 1 review

Have discussion with your Form Tutor

Set Appropriate Targets

Review Attendance in Term 1

Revise and prepare for January Mocks

<b>January</b>	Think about 'wellbeing' over cold dark winter January Mocks Work Experience Review Targets set in Term 1
<b>February</b>	Mission Day 1 First Aid/Drive Survive Start researching for life after A-Levels continue research on Unifrog Review mock results
<b>March</b>	T&M Term 2 – review against Term 1 progress
<b>April</b>	Start to book University Open Days (only 3 days off school max)
<b>May</b>	Take on board advice offered from Year 12 Reports Start planning your Personal Statement for UCAS or CV Meet with Form Tutor to discuss future plans Begin preparation for Summer Mock Examinations
<b>June</b>	T&M Term 3 – Review attainment over the last year against Alps targets Review attendance Personal Development Day 2 – UCAS and Careers Day Begin UCAS Application Year 12 Mocks
<b>July</b>	Sports Day

# Year 13

## September

Finalise:  
Predicted Grades – talk to teachers  
University Choices  
Personal Statement  
Begin Year 13 Programmes of Study  
Help with Sixth Form Open Evening

## October

**15<sup>th</sup> UCAS Deadline**  
Log on to UCAS ‘Track’ to track application progress.  
Start looking at Apprenticeships if needed

## Nov-Dec

T&M Term 1 review  
Have discussion with your Form Tutor  
Set Appropriate Targets  
Review Attendance in Term 1  
Ask and prepare for Mock Interviews  
Finalise preparation for January Mock Examinations

<b>January</b>	<p>Start thinking about prioritising UCAS offers into Firm and Insurance choices</p> <p>Review Targets set in Term 1</p>
<b>February</b>	<p>Personal Development Day 3 – Next Steps Survival</p> <p>Look into Student Finance</p> <p>Research Accommodation</p> <p><b>Start applying for Apprenticeship or Employment if that's your preferred choice</b></p> <p>Start Planning Leavers celebrations</p>
<b>March</b>	<p>T&amp;M Term 2 – Review against Alps and Predicted Grades</p> <p>Work closely with departments to gain advice as how to maximise performance</p>
<b>April</b>	<p>Confirm UCAS choices</p> <p>Apply for Student Finance</p> <p>Start revising for final exams <b>PLAN PLAN PLAN!</b></p>
<b>May</b>	<p>Final tips from tutors before study leave</p> <p>Leavers Day and Study Leave</p>
<b>June</b>	<p><b>FINAL EXAMS!!!</b></p> <p>Leavers Ball</p>
<b>August</b>	<p>Make arrangements for results day</p>



**-IF THE-  
PLAN  
DOESN'T  
WORK**  
**CHANGE THE PLAN  
BUT NEVER THE  
▶▶▶ GOAL ◀◀◀**

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