



Plymstock School

Achieving Excellence through Curriculum and Culture

Year 12 Information Evening



Welcome



SIXTH FORM TEAM

Mrs Beckie Littler
Head of Sixth Form
rlittler@plymstockschool.org.uk

Cathy Jackson
Academic Mentor

SLT Link: Mr Kris Chick



Head of Sixth Form

Day-to-Day Running of Sixth Form

Pastoral Lead

Level 3 Safeguarding

Academic/Exam support

Bursary

Next steps support (e.g. UCAS, apprenticeships)



TUTORS

Mrs Varcoe & Mr Sprenkel(12CNV/WMS)

Mr Campbell(12APC)

Mr Rogers(12SCR)

Mr Barnes(12AJB)



TIMINGS OF THE DAY

8.40 – 9.10	Registration
9.10 – 10.10	Period 1
10.10 – 11.10	Period 2
11.10 – 11.40	Break
11.40 – 12.40	Period 3
12.40 – 13.40	Period 4
13.40 – 14.10	Lunch
14.10 – 15.10	Period 5
15:10 – 16:10	Twilight





A Levels are not like GCSEs!

GCSE (Level 2)



A Level (Level 3)





Plymouth School





UNIVERSITY OF PLYMOUTH

Tallon P	Chemistry	Jessica R	Criminology
Grace	History	Alfie S	Criminology
Georgia	Business Management with Marketing	Laura S-J	Social Work
Evie B	Business Management with Marketing	Abi T	Law
Nell H	Zoology	Amelia W	Radiography
Evie H	Chemistry	Isabelle W	Nursing (Adult)
Evie Mc	Psychology	Katie W	Psychology
Ala O	Psychology		
Necti P	Criminology		
Kelsie P	Business Management with Marketing		
Katie P	Nursing (Adult)		



DESTINATIONS 2025

YOUR SUCCESS IS OUR GREATEST ACHIEVEMENT

Edie C	Law
Oliver M	History
Christopher M	International Relations
Rosie T	English
Zoe T	Religion, Culture & Society
Ruby T	Psychology
Freya W	Theology & Religion

UNIVERSITY OF EXETER



DESTINATIONS 2025

YOUR SUCCESS IS OUR GREATEST ACHIEVEMENT

DURHAM UNIVERSITY

Emilia S Chemistry

EDGE HILL UNIVERSITY

Lawrence S Film, Broadcast & Production

LIVERPOOL MEDIA ACADEMY

Lauren P Music Performance and Industry



DESTINATIONS 2025

YOUR SUCCESS IS OUR GREATEST ACHIEVEMENT

Willow C	Digital Media
Freya C	Psychology with Criminology
Joseph M	Cyber Security & Digital Forensics
Charlotte S	Psychology
Esme S	Primary Education (QTS)
Charlie S	Aerospace Engineering
Georgia W	Cyber Security & Digital Forensics

UNIVERSITY OF WEST OF ENGLAND



DESTINATIONS 2025

YOUR SUCCESS IS OUR GREATEST ACHIEVEMENT

OXFORD BROOKES UNIVERSITY

Louis H Mechanical Engineering

EDGE HILL UNIVERSITY

Lawrence S Film, Broadcast & Production

LIVERPOOL MEDIA ACADEMY

Lauren P Music Performance and Industry



Sixth Form is an important step in helping young people grow into confident, independent adults. Alongside their studies, students learn to manage greater responsibilities, make their own decisions, and prepare for the world beyond school.

Our aim at Plymouth School Sixth Form is to provide students with a range of curriculum opportunities in their subjects, as well as study support and extra-curricular activities.

We will support students to reach their full potential in a safe and happy environment.

We want students to achieve their very best, develop skills and knowledge that will enable them go on and be successful if whatever they choose to do.



Option Changes

If at any point students are unsure they have made the right decision about their A Level subjects they can come and speak to me.

No subject changes after 3rd October 2025.



Sixth Form Expectations



Sixth Form Expectations

We foster high standards of behaviour, good relationships and a mature sense of responsibility.

Excellent attendance leads to excellent results.

Expectations:

- Students must be in school every day from 8.40am – 11.10am. This includes attending registration/assembly from 8.40am – 9.10am.
- If students have no timetabled lessons after 11.10am they are allowed to sign out of school.
- Students (once they have their ID Badges) must sign in and out of school each time each time they enter or leave the school site. If students are found to not be following this Health & Safety & Safeguarding system we will revoke the privilege of leaving site during their free periods.



Sixth Form Expectations

- We expect students to set a good example to the rest of the school.
- Students represent the school whilst here and in the wider community.
- Students are expected to speak to all students, staff, visitors and members of the community politely.
- Students should wear their school lanyard with ID badge at all times around the school.
- Mobile phones must not be used around the school site (they are allowed in the sixth form area).



Sixth Form

- During non-contact time students can use the Sixth Form centre, as well as other areas of the school site (the Library, and timetabled quiet study rooms)
- Every progress check sent home will have a breakdown of lessons attended.
- Any reference provided will report attendance.
- Myself, the Attendance Team, tutors and teachers will monitor attendance. Intervention stages will occur when attendance falls.



Dress Code

In Sixth Form students do not need to wear school uniform however, we hold the expectation that students dress in a manner appropriate to our working environment.

Students must wear their Sixth Form lanyard at all times.

Sixth Form students are role models to students in Year 7-11. It is recognised that Sixth Form students have more scope to be individual in their dress. However, it is expected that you are not scruffy, and do not dress in a way which distract you or others from their work.

The following guidance should be adhered to:-

Appropriate dress for your subject

- We have traditional expectations such as, no extremes of fashion or excessive jewellery.
- Modesty in choice of attire, don't dress for the beach, no hats indoors, no crop tops or short shorts etc.
- Visible piercings or tattoos are permitted however we ask that tattoos are covered when walking around the school site.
- Flip flops must not be worn.



Learning Expectations

- Arrive to class on time
- Have everything needed for the lesson
- Engage fully with class discussions – no passengers in a Sixth Form lesson
- Complete all work to the best of ability and be resilient when tackling challenging tasks



Learning Expectations

- 5 hours per week per subject, plus wider reading (this takes time to build up)
- If students don't understand a home learning task, they must go and see their teacher / email the teacher
- Home Learning might involve reading, learning or preparation for a lesson. If this is not done thoroughly, students won't be able to engage fully in the lesson.
- After the lesson, read through the lesson notes and ensure everything is understood.
- If students are absent they must contact their teachers for the work missed and catch up.

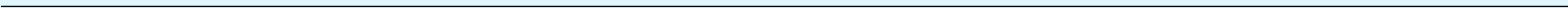


Learning Expectations - Golden Rules

- Before the lesson, undertake any preparation tasks or pre-reading that will support their learning and enable them to be ready to fully engage in learning.
- Do all home learning tasks to the best of their ability, maximum effort always.
- After the lesson read through the notes – consolidation is key.
- File or sort work appropriately and immediately – stay on top of organisation.



5 Qualities Of Successful Students





Plymouth School Plymouth School Sixth Form A Le...

A LEVEL REVISION RESOURCES

Yr 13 January & Summer Exam Timetables Example Revision Timetable

Year 13 Revision Guide

Year 12 Revision Guide

<https://sites.google.com/plymouthschool.org.uk/alevelrevision/home>

Plymouth School Plymouth School Sixth Form A Le...

OCR A-level Biology (B) Revision - Physics & Maths Tutor

Revision for OCR Biology (B) AS and A Level Papers, including summary notes, worksheets and past exam questions for each topic.

Biology B

OCR A-level Biology (A) Revision - Physics & Maths Tutor

Revision for OCR Biology (A) AS and A Level Papers, including summary notes, worksheets and past exam questions for each topic.

Biology A

Business (OCR Cam Tech)

My Drive > Exam Preparation Mate... > Biology A

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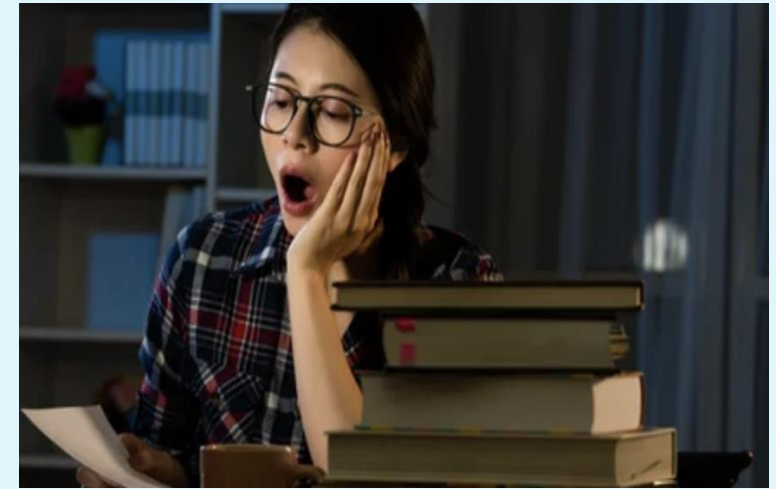
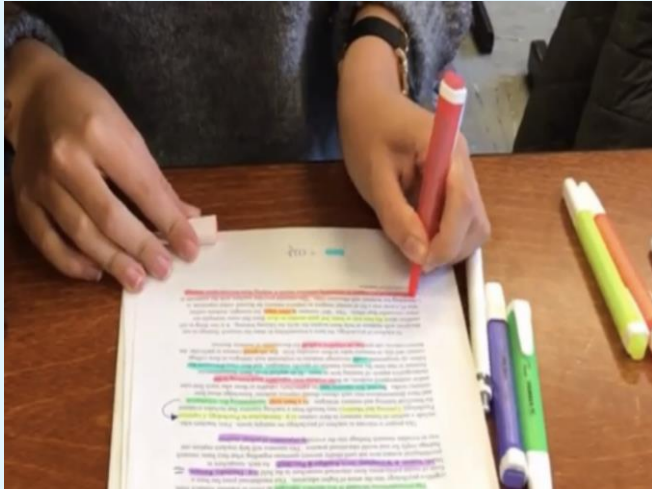
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2020	me	Mar 24, 2020	-
2022	me	Mar 24, 2025	-
2018	me	Mar 24, 2025	-
2020	me	Mar 24, 2025	-
2021	me	Mar 24, 2025	-
2019	me	Mar 24, 2025	-
Biology A Spec.pdf	me	Mar 18, 2025	15.6 MB
Biology Skills Sheet.pdf	me	Mar 25, 2025	430 KB



Independent Learning and Revision



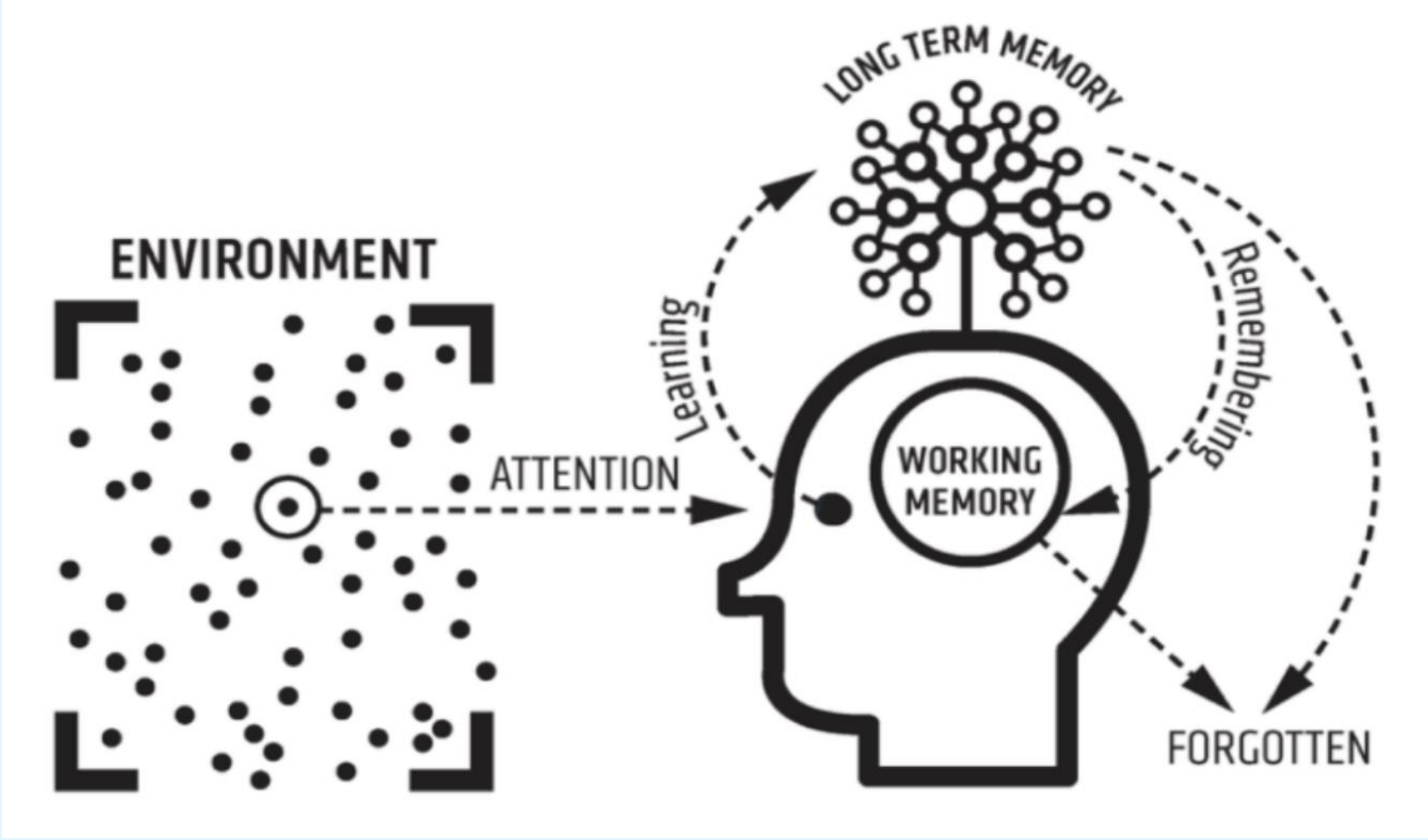
Do less of this!



- Highlighting books or notes.
- Passive reading of information.
- Cramming revision the night before tests.
- Watching videos on YouTube without action.
- Making beautiful resources.
- Listening to music whilst working.

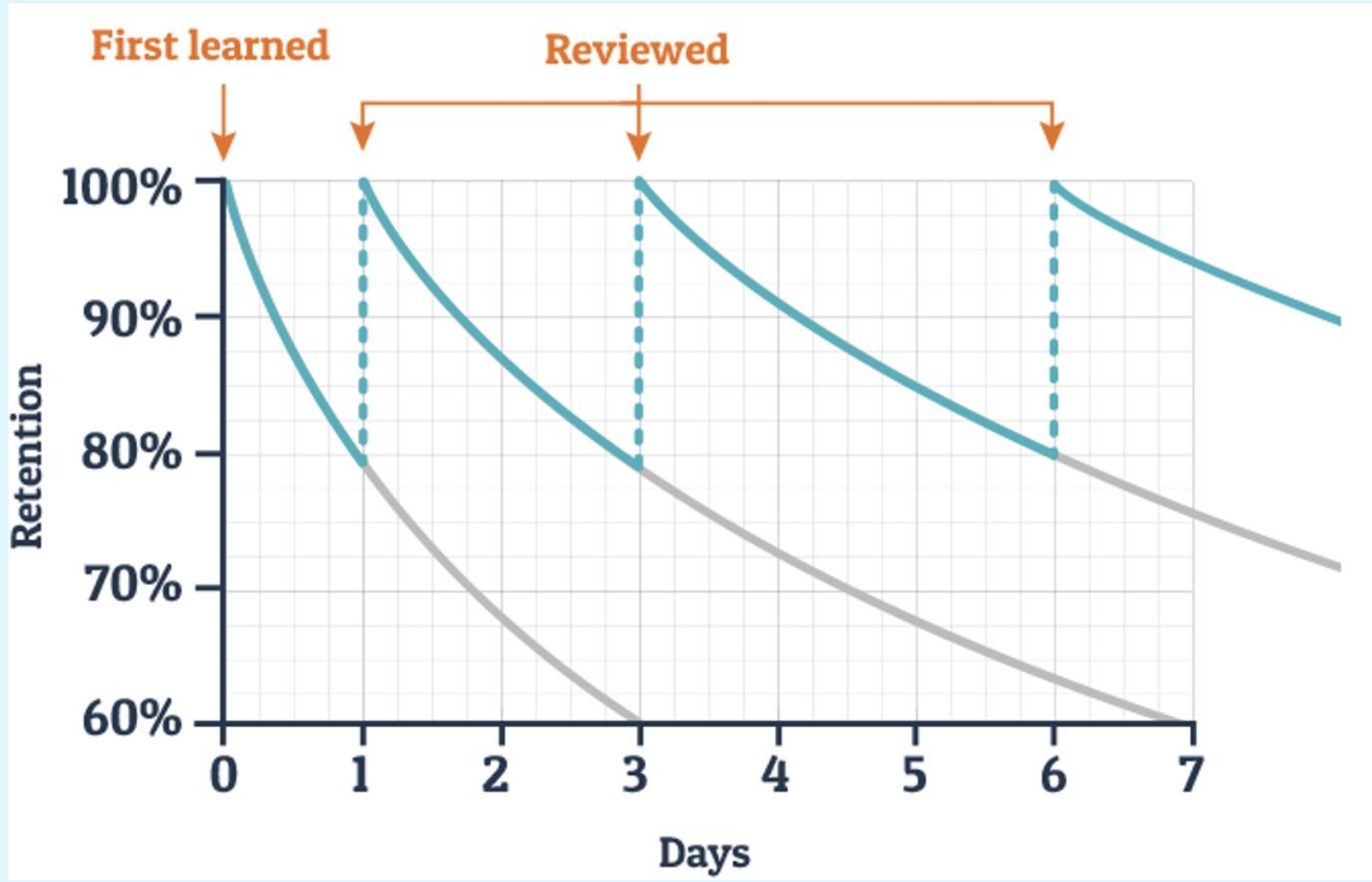


How we learn – A simple model





The Forgetting Curve





Pre-reading

- Is there anything that could be read/watched in advance before the lesson to make the content easier to understand?
- Does this link to prior learning from GCSE? Is there a PowerPoint of the lesson or other resources that could support recall in this area?
- What was learnt in the previous lesson? Do I need to recap on this before moving onto the next lesson?



Consolidation

- After we learn something new, the brain needs time and practice to stabilise the memory.
- Consolidation happens through activities like **retrieval practice, rehearsal, elaboration, and application.**
- Without consolidation, new knowledge is more likely to fade quickly.



Distributed Practice

- 5 hours revising a topic over one week is better than 5 hours on one day.
- Switch between ideas during a study session and don't study the same thing for too long.
- Go over ideas again in a different order to strengthen your understanding.





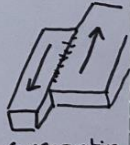
Pomodoro Technique





Cornell Notes

Date:		Title:	
<u>Cue</u>	<u>Notes</u>		
<u>Summary</u>			

Date: 4/5/25		Tectonic Plate Boundaries	
<u>Cue</u>	<u>Notes</u>		
What are tectonic plates?	<ul style="list-style-type: none">• The Earth's crust is divided into <u>tectonic plates</u> that move slowly.• Movements are caused by <u>convection currents</u> in the mantle.		
Types of Plate Boundary	<u>Constructive (divergent)</u> - Plates move apart <ul style="list-style-type: none">• Magma rises, forms new crust.• Eg. Mid-Atlantic Ridge		
What happens at each boundary?	<u>Destructive (convergent)</u> - Plates move together <ul style="list-style-type: none">• Oceanic plate subducts under continental plate• Causes volcanoes and earthquakes• Eg. Andes Mountains		
Examples of locations	<u>Conservative (transform)</u> - Plates slide past each other <ul style="list-style-type: none">• Friction builds up, causes earthquakes• Eg. San Andreas Fault		
Images			
	<u>Constructive</u>	<u>Destructive</u>	<u>Conservative</u>
<u>Summary</u> <p>Tectonic plates move due to mantle convection. Their movement at different boundaries creates earthquakes and new landforms. Understanding plates can explain where and why hazards occur.</p>			



Elaborative Interrogation

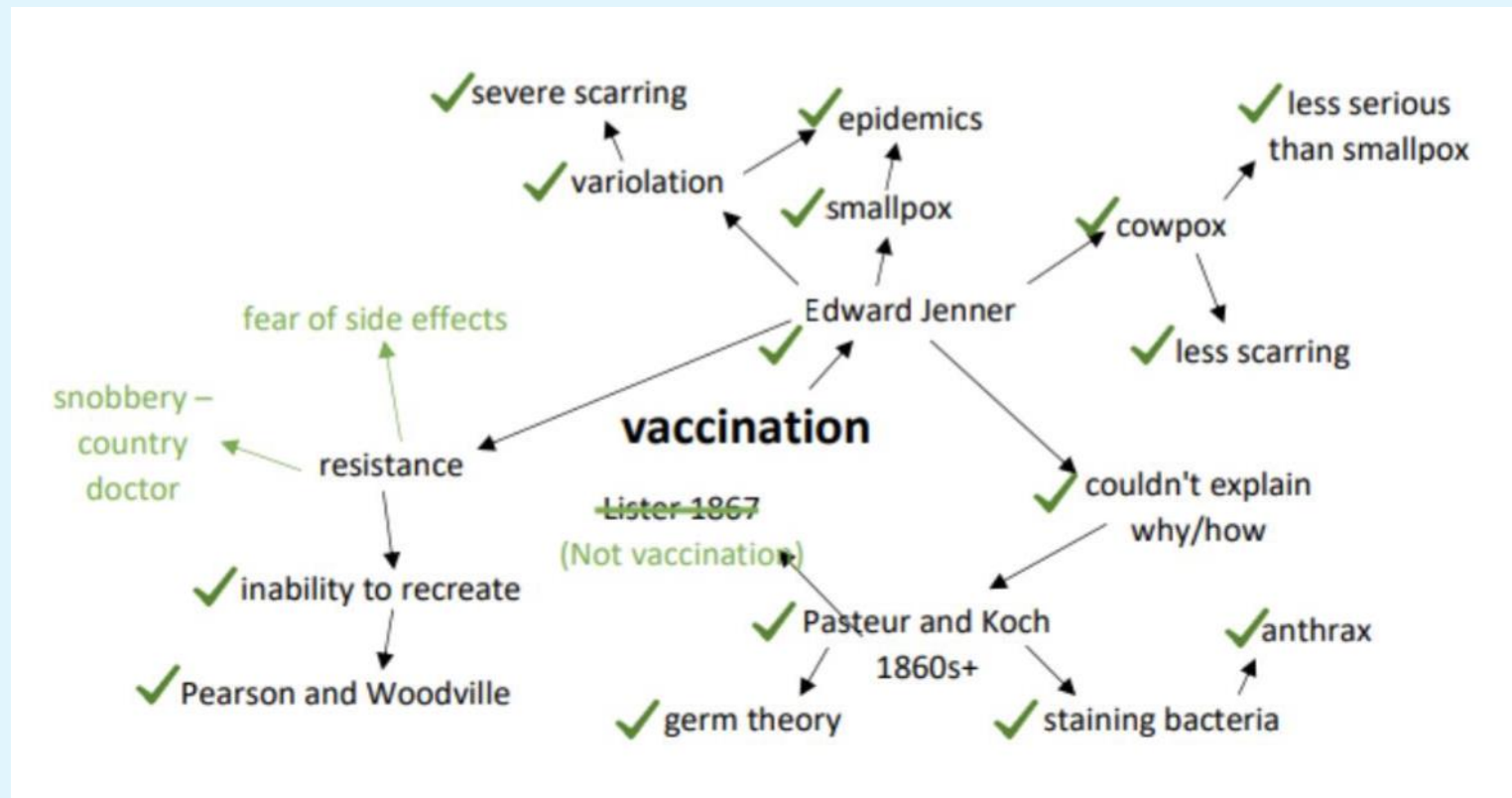
- How does X work?
- Why does X work?
- Why does X happen?
- When did X happen?
- What caused X?
- What is the result of X?

The process your child will go through to explain something to you will make them think in depth about the topic OR it will highlight for them that they do not understand as well as they thought and still have learning to do.



Knowledge Dump

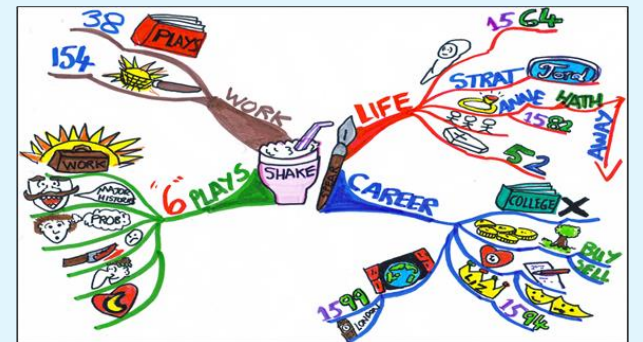
This is when you write everything you remember about a topic onto a piece of paper. When you cannot think of anything more, look back at your notes and 'green pen' anything you've forgotten.





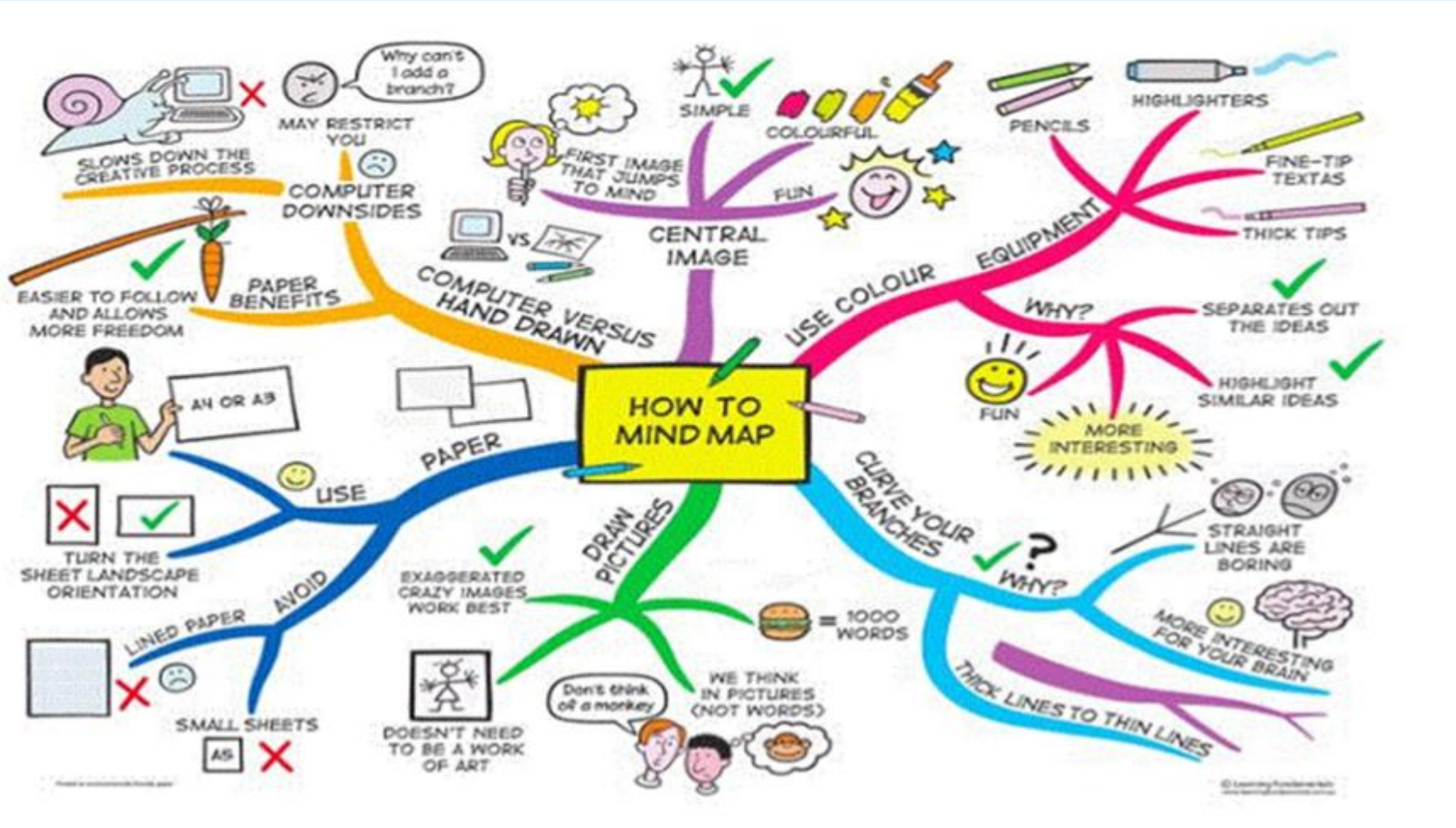
Mind Maps

- A way of organising ideas about a topic. They can be used for revision, making notes and planning essays and exam answers
- Start with a central idea with a series of branches, each relating to one of the aspects of the main idea.
- Helps us to see a whole topic on a sheet of paper
- Explain the map to a friend or family member over and over again
- Try to remember the mind map





Mind Maps





Flash Cards

ATTRITION

The action of rock fragments colliding into each other causing them to become smaller and rounder over time.

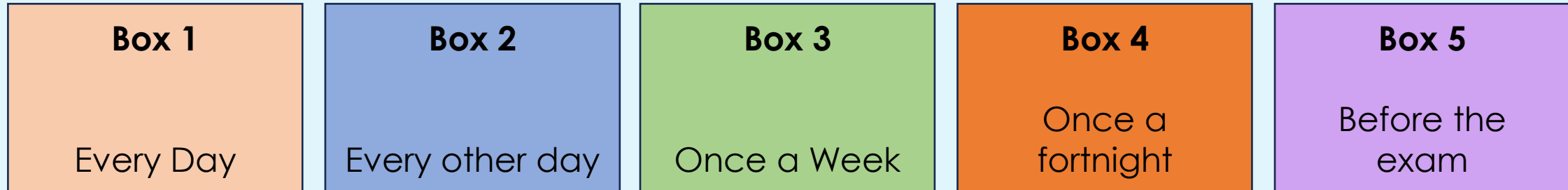
- Each time we recall information without seeing it in front of us, we re-consolidate prior learning.
- Repeating this process reinforces our memory of the content of that learning.
- Flashcards are a simple and effective tool for allowing students to engage in active recall, a process proven to strengthen the neuronal connections that underpin our memories.



Flash Cards

The Leitner System is a desired strategy for spaced retrieval/practice testing.

Once you have created a set of flashcards, create three boxes/areas marked as the following.



Test regularly, and when you get a question correct, move it to the next box. Incorrect answers move back to Box 1.



Use AI to support learning



Artificial Intelligence can support independent learning by:

- **Organising** notes.
- Creating study timetables and **prioritising tasks**.
- Create **practice questions, quizzes, and flashcards** on any topic.
- Provide **instant feedback** on answers and explanations of misconceptions.
- **Adapt questions** to focus on weaker areas
- **Consolidating learning** or key information after a lesson.
- Re-writing information in a way that **makes better sense**.

...and much much more!



Do more of this!

- **Test yourself** regularly.
- Complete your **home learning** tasks.
- **Practice** applying your knowledge (Past papers, Elaborative interrogation, essay technique).
- **Plan** your independent study and **space out learning**.
- Act upon **feedback**.
- **Consolidation**.
- Most of all – Ensure you are '**thinking hard!**'



Above all...

Show Up

Work Hard

Listen to the Experts



Plymouth School

Year 12 Assessments



Year 12 Assessment Dates

- Year 12 initial assessments are taking place over a two week period week commencing: 6th-17th October (in class).
- Year 12 Mocks over a two week period week commencing: 8th-19th June (in class).



NEA (Non-examined Assessment)

Subjects with NEA include: Computer Science, Geography, English Literature, Drama & Theatre Studies, French, Art and Photography

Mixture of coursework units and exams: in Health and Social Care, Travel and Tourism, Business, Criminology, Applied Science and Sport and Physical Activity.



Plymouth School

Working Together



How Will I Know How My Child Is Progressing?

- We monitor student progress closely – any concerns, you will be contacted by either myself or subject teachers.
- Teacher feedback on work
- Progress Checks
- Parents Evening
- Internal and External exam results



How Will I Know How My Child Is Progressing?

Class Charts:-

- Homework
- Timetable access
- Positive Points
- Negative Points
- Announcements



SHARING INFORMATION

- Parents/carers will be sent letters and messages via email and ClassCharts (Announcements)
- Students must check their school emails.
- Head of Sixth Form Instagram Page





COMMON OBSTACLES TO SUCCESS

Work / Life balance

Homework / NEA

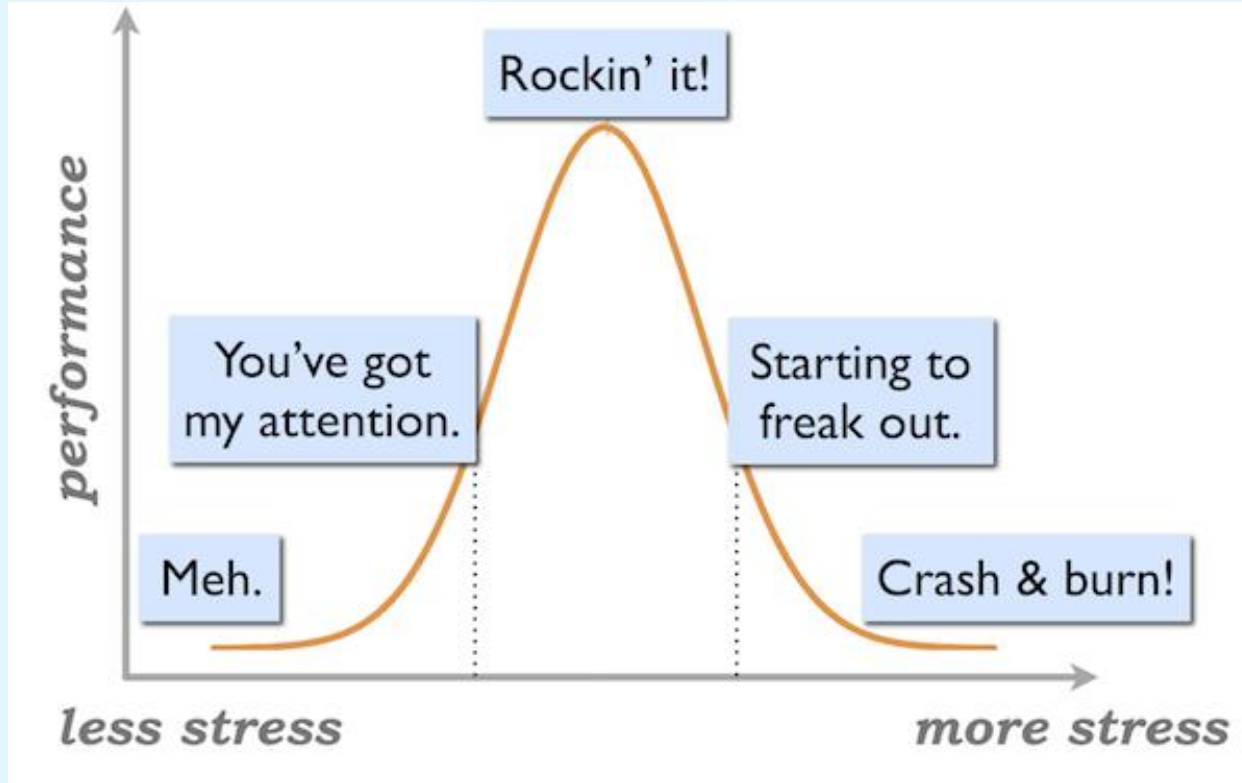
Organisation

Aspirations

Attendance



Well-Being



HOW TO MANAGE STRESS DURING LIFE IN COLLEGE

STRESS RESULTS

- 20% NEED HELP
- 27% EXPERIENCE EXTREME STRESS
- 34% EXPERIENCE INCREASED STRESS

Almost 1/3 of students has trouble dealing with stress. They are asking for help and experience extreme stress every school year.

WHAT IS STRESS?

THE STRESS IS A REAL REACTION TO THE WORLD AROUND US. THAT IS YOUR BODY PREPARING TO RUN AWAY FROM THE THREAT OR TO STAY AND FIGHT THE THREAT. STRESS IS NOT SOMETHING WE CAN SHUT DOWN ENTIRELY, BUT WE CAN CONTROL IT.

TYPES OF STRESS

- THE ACUTE STRESS:** The mildest and most common stress form, it can be positive and negative.
- EPISODIC ACUTE STRESS:** Lasts for some time and happens frequently.
- CHRONIC STRESS:** The most serious stress, causes health problems like heart diseases or cancer.

WHAT CAUSES STRESS?

OBLIGATIONS, THE FINALS, FINANCES, DIFFERENT LIFESTYLE, SOCIAL LIFE.

The common stressors in student's life are a lifestyle change, stress about finals, lack of free time and the most serious, finances and obligations.

27% FINANCES, 23% OBLIGATIONS, 21% THE FINALS, 17% LIFESTYLE, 12% SOCIAL LIFE

ARE YOU TOO STRESSED?

If you have a headache or you are feeling too jumpy or even frustrated, that could mean you are too stressed. Keep an eye on other symptoms so you can react on.

REDUCE STRESS

The best way to reduce stress is develop healthy habits because strong mind comes from a strong body!

SLEEP, EAT, EXERCISE, ORGANIZE, CAMPUS, YOUR WAY, HELP

<https://www.happymaps.co.uk/>



Well-Being

- Tea and biscuits
- Listening ear
- Praise
- Reassurance
- Resist the urge to put pressure when looking at assessment results (focus on what went well)
- Help them learn what works for them and what doesn't
- Contact us if you have concerns
- Help them balance their time effectively (not too much part-time work)



Sixth Form Information



Lockers and Fobs

Lockers in the Sixth Form centre are available at a cost of £10 deposit (payable on ParentPay).

Any lost keys will incur a charge of £10.

Fobs for signing out of school (opening the gate!) are available for a £5 deposit (payable via ParentPay).



Payments

- ParentPay is used so students can pay for anything school related e.g. resources, trips, and food on your 'Galley' account.
- Food can be purchased from the Galley throughout the day, using face ID which will be set up at the start of term. The Galley also accepts card payments.



16-19 Bursary

- Students may be entitled to a bursary if the household income is below a certain level.
- The bursary is provided to pay for anything they need to support their studies (up to a limit).



Plymouth School

Developing the Whole Person



TUTOR PROGRAMME

Year 12 Tutor Programme					
Tutor	Monday	Tuesday	Wednesday	Thursday	Friday
CNV/WMS	Assembly (Week A) Study Skills (Week B)	Revision	Careers & Computer Time (Lower Computer Room LCR)	Personal Development	Character Enrichment (Big Question, Quiz, other activity)
APC	Assembly (Week A) Study Skills (Week B)	Revision	Careers & Computer Time	Personal Development	Character Enrichment (Big Question, Quiz, other activity)
SCR	Assembly (Week A) Study Skills (Week B)	Revision	Careers & Computer Time (TE9)	Personal Development	Character Enrichment (Big Question, Quiz, other activity)
AJB	Assembly (Week A) Study Skills (Week B)	Revision	Careers & Computer Time	Personal Development	Character Enrichment (Big Question, Quiz, other activity)



Opportunities

We want students to get involved in Sixth Form so that they develop themselves fully. Ensuring they are someone universities and employers wish to have as part of their organisation when they leave us after their A Levels.

- Charity events
- Open evenings
- Work experience
- 'Give an Hour'

Students get out what they put in!




Opportunities

- Sixth Form Leadership Team
- Senate
- Student council
- Charity events
- Sports day
- Supra Curricular Award (Gold, Silver, Bronze)
- Lessons from Auschwitz project
- Mock law trial
- Subject mentors
- Tutoring
- Reading mentors
- Job opportunities i.e. Meal time assistants
- Oxbridge support
- Medical, Veterinary & Dentistry support
- Post 18 support
- Duke of Edinburgh
- School Trips (various)
- Opportunities Bulletin

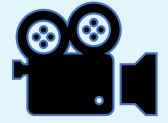
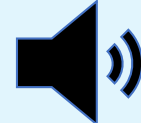


Supra Curricular Activities

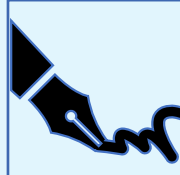


Reading
(books, articles, websites, journals...)

Listening
(podcasts, news programmes...)

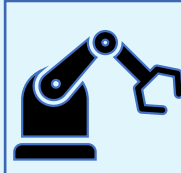
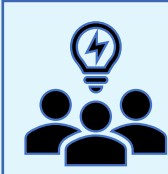


Watching
(films, documentaries, TED Talks, YouTube...)

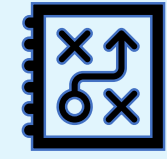


Writing
(EPQ, essays, articles, blog posts...)

Societies
(debating, politics, poetry, coding...)




Projects
(programming, robotics, host event...)




Competitions
(Olympiad, CREST, Essay competitions...)

Trips
(museums, galleries, exhibitions, tours...)



Academic Courses
(MOOCs, lectures, seminars, webinars...)

Experiences
(work experience, summer school...)





Supra Curricular Award

How to achieve the award: what is required?

Bronze Award

- Attend the annual Supra Curriculum Conference
- Complete one additional academic study activity
- Complete 12 hours of volunteering
- Record the activities in individual Supra Curricular Booklet.



Supra Curricular Award

Silver Award

- Attend the annual Supra Curriculum Conference
- Complete three additional academic study activities
- Complete 20 hours of volunteering
- Carry out Ambassador work at your School/College
- Record the activities in individual Supra Curricular Booklet.



Supra Curricular Award

Gold Award

- Attend the annual Supra Curriculum Conference
- Complete five additional academic study activities
- Complete 30 hours of volunteering
- Carry out Ambassador work at your School/College
- Record activities in individual Supra Curricular Booklet
- Complete a 1000 word essay discussing one of your supra curriculum lectures



Supra- Curricular Annual Summer Conference

Every year, students across all WeST Sixth Forms will come together to take part in our Annual Summer Conference. This will take place in June and is made up of lectures and seminars that build powerful knowledge across a range of topics. Provisional Date: Friday 10th July 2026



Work Experience

- Five days working in the “real world” with an employer – **Monday 13 July – Friday 17 July 2026.**
- A great opportunity for students to try something completely different from academic work. It will help them identify their skills and perhaps even highlight the areas that they might want to work on.
- Student led – they need to be proactive.
- Placements recorded on Unifrog (like Year 10)
- Students who don't secure a placement will remain in school following a virtual work experience programme.
- Alternative dates can be discussed.



CIAG Support

- Thorough guidance is given to students whether their next step is further education, higher education, apprenticeships or a job, and it is up to students to make the most of advice available.
- Applications for university are made through UCAS (University and Colleges Admissions System) during the Autumn Term of Year 13. This follows detailed preparation during the second half of Year 12.
- Students will be offered individual meetings in year 12 to support with next steps.
- Drop-in sessions on UCAS, apprenticeships, working are offered from May-May after school.
- Personal Statement workshops are run from May-November in Year 12 and 13.
- Trips and talks are run throughout the school year.



Trips

- Learn to Live Roadshow: Wednesday 19th November Period 1-3
- Mock Law Trial Competition: Date TBC
- Cardiff University: Friday 27th February 2026
- Oxford University: Friday 6th March 2026
- HE Conference: 17th March 2026 (10:30-12:30)
- Supra-Curricular Annual Conference: Friday 10th July (Provisional)

