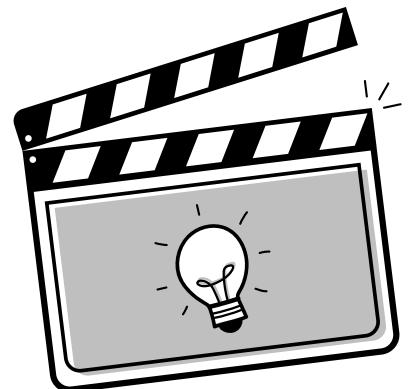
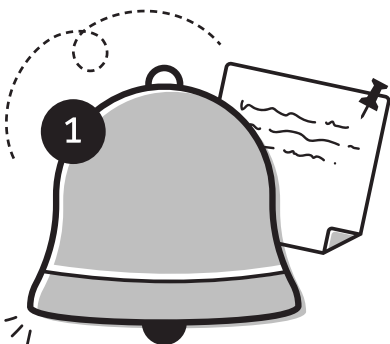




Getting the Grades

Class Workbook
Year 12



How to use this workbook

For Tutors

1. Issue one booklet per student.
2. Students need to write their name and tutor group on the front cover.
3. Use netsixthform.co.uk/resources to locate the chosen KS5 video using your centre access code provided by the KS5 team.
4. Play chosen video that corresponds to the booklet activity.
5. Pause video in the middle activity: students discuss and complete their booklet.
6. Pause video at the end of video: students discuss and complete activities in their booklet.

For Leaders

1. Use this KS5 video activity scheme to create your own bespoke workbook.
2. Print the sheets that support your choice of videos.
3. View the KS5 videos on netsixthform.co.uk/resources using the access code provided when purchasing the scheme. Remember to share the code with tutors.
4. Create a front cover: the booklet includes some options.
5. Number the video page to help locate each resource within the booklet. There is a graphic at the top of each page to write the number of each resource.
6. Issue to tutors enough for one per student plus the tutor.

Video Guide

Tick the video activities you've completed

- ☐ Leap from GCSE to Sixth Form 1: Realising the Challenge
- ☐ Leap from GCSE to Sixth Form 2: Understanding Your Subject
- ☐ Extracurricular 1: Seize and Create Opportunities
- ☐ Extracurricular 2: The Benefits of Extracurricular Activities
- ☐ Study Skills: Organisation of Notes and Folders
- ☐ Making The Best Start in Year 12
- ☐ Independent Learning: Doing More than Just Homework
- ☐ Motivation 1: The Importance of a Goal
- ☐ Growth and Fixed Mindsets 1: Mindsets Explained
- ☐ Growth and Fixed Mindsets 2: Why Does Your Mindset Matter?
- ☐ Importance of Year 12: A Foundation for Year 13
- ☐ Importance of Notes 1: In Lessons
- ☐ Importance of Notes 2: After Lessons
- ☐ Revision 1: Recalling Content
- ☐ Revision 2: More Tips For Recalling Content
- ☐ Revision 3: Application And Practice
- ☐ Importance of Notes 3: Revision-ready Notes
- ☐ Importance of Year 12: Predicted Grades
- ☐ Study Periods 1: Avoiding Distractions In The Study Room
- ☐ Study Periods 2: Working Effectively
- ☐ Asking for Help: Teachers
- ☐ Asking for Help: Other Students
- ☐ Looking Ahead: Making The Most of Sixth Form
- ☐ Feedback 1: Responding to Feedback
- ☐ Feedback 2: Making the Most of Feedback
- ☐ Attending Lessons: Valuing Every One
- ☐ Visiting Universities 1: Visiting Early and Choosing Where to Go
- ☐ Developing Understanding 1: Making the Most of Lessons
- ☐ Mental Health: 'Failure' is Normal
- ☐ Procrastination: Recognising and Avoiding Procrastination
- ☐ Next Steps 1: Considering an Apprenticeship
- ☐ Next Steps 2: Choosing and Finding an Apprenticeship
- ☐ Next Steps 3: Applying for Apprenticeships
- ☐ Distractions: Phones and Social Media
- ☐ Employability 2: The Value of Work Experience and Resilience
- ☐ Mental Health: Stress, Communication and Support
- ☐ Perfectionism 1: Recognising Perfectionism
- ☐ Perfectionism 2: Pursuing Excellence Not Perfectionism
- ☐ Perfectionism 3: Solutions - Is a Growth Mindset Better?
- ☐ Mental Health: Reducing Stress
- ☐ Next Steps 4: Considering University
- ☐ Next Steps 5: Choosing the Right University Course
- ☐ Visiting Universities 2: Firm and Insurance
- ☐ Technology: Making it Useful for Studying
- ☐ Work Experience 2: Being on Work Experience
- ☐ Work Experience 3: Making the Most of Work Experience
- ☐ Personal Statements 2: The Process
- ☐ Personal Statements: Section 1 - Motivation for the Course
- ☐ Personal Statements: Section 2 - Preparedness for the Course
- ☐ Personal Statements: Section 3 - Preparation Through Other Experiences
- ☐ Employability 2: The Value of Work Experience and Resilience
- ☐ Employability 3: Networking and Making the Most of What You've Got
- ☐ Employability 4: Finding a Job vs Keeping up With Studies
- ☐ Make the Most of Summer

Leap from GCSE to Sixth Form 1

Realising the Challenges



Video
number

Leap from GCSE to Sixth Form 2

Understanding Your Subject



Video
number

After discussing the activity from the video featured below, note the following:

1. If there is a hard topic in a lesson, what key strategies does the class suggest to try. Write them in a list below.

☐
☐
☐
☐
☐
☐
☐

2. Take a vote on the most popular **three** strategies and put a tick against them on your list above.

1. From the second video, state **two** additional ways that might be helpful to better understand your subjects - listen to the class discussion and jot down **two** strategies.

1

2



Extracurricular 1

Seize and Create Opportunities



Video
number

Extracurricular 2

The Benefits of Extracurricular Activities



Video
number

- 1.** Jot down in the relevant box below the most popular examples of activities that class members can demonstrate to develop each skill.

Resourceful _____

Reliable _____

Self-reliant _____

Problem-solvers _____

Willing to learn/
inquisitive _____

Good at social
skills _____

Team workers _____

Competent in

I.T. skills _____

Good listeners _____

Flexible/able to

adjust to change _____

Leadership _____

Highly organised _____

Competent in

literacy/numeracy _____

Soft skills / good
with people _____

Entrepreneurial _____

- 2.** List up to **three** activities class members suggest they might seek outside school.

1 _____

2 _____

3 _____

Study Skills

Organisation of Folders and Notes



Video
number

1. Take a count of how many in the tutor group feel...

They are well organised (not perfect but good enough)

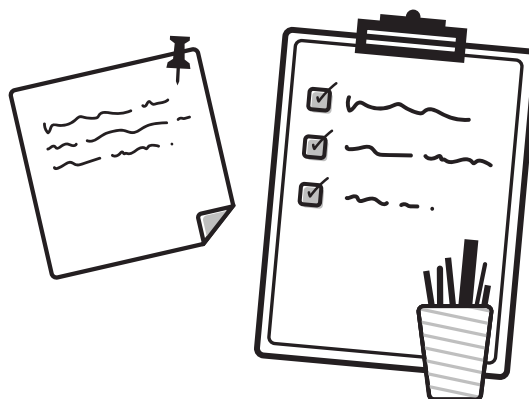
They need to be better organised

2. What key messages were there in the video that the class generally thought were helpful?

3. Write down **two** key actions that the class seem to feel they need to do in order to be better organised.

1

2



Making the Best Start in Year 12



Video
number

1. Choose **three** pieces of advice from the activity at the end of the video that you believe the class found useful to help them in Year 12.

1

2

3

Independent Learning

Doing More Than Just Homework



Video
number

1. What key messages from the video were helpful to the class?
Write up to **three**.

1

2

3

2. What resources do the class recommend that helps them learn.
Write down **three** ideas here.

1

2

3



Motivation 1

The Importance of a Goal



Video
number

1. From the video and discussion, list **four** goals students use to stay motivated.

1

2

3

4

2. From the video and class discussion, list **two** ways students felt could help with staying motivated.

1

2



Name _____

Date _____

Growth and Fixed Mindsets 1

Mindsets Explained



Video number _____

Growth and Fixed Mindsets 2

Why Does Your Mindset Matter?



Video number _____

Growth and Fixed Mindsets 1

Mindsets Explained

1. Write down a few points to best summarise the growth mindset from the class discussion.

2. Take a class vote, how many classmates tend to be fixed mindset (generally) and how many are more growth mindset (generally)?

Fixed

Growth

Growth and Fixed Mindsets 2

Why Does Your Mindset Matter?

3. What do the class believe the benefits are by adopting more of a growth mindset?



Importance of Year 12

A Foundation for Year 13



Video
number

1. Select **three** pieces of advice from the class at the end of the video that might be useful during Year 12.

1

2

3

Importance of Notes 1

In Lessons



Video number _____

Importance of Notes 2

After Lessons



Video number _____

Importance of Notes 1

In Lessons

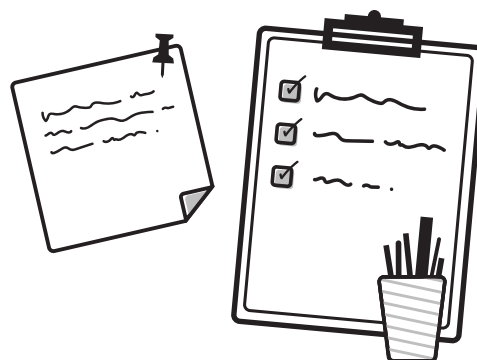
1. From the video, write down a selection of the points that the class suggest they need to work on in lessons to help them create more useful notes.

Lessons are the *tip of the iceberg*: more work is required *after the lesson* to complete your notes

Importance of Notes 2

After Lessons

1. Write **two** points from the video the class suggest might improve their note-taking after lessons.



Revision 1

Recalling Content



Video
number

Revision 2

More Tips for Recalling Content



Video
number

Revision 1 Recalling Content

1. Write down up to **three** of the tips the class find useful from the video about recalling content.

1

2

3



Revision 2 More Tips for Recalling Content

1. From the video and from class discussion, write down up to **three** additional strategies the class think are helpful ways to practise recall.

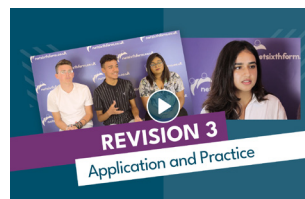
1

2

3

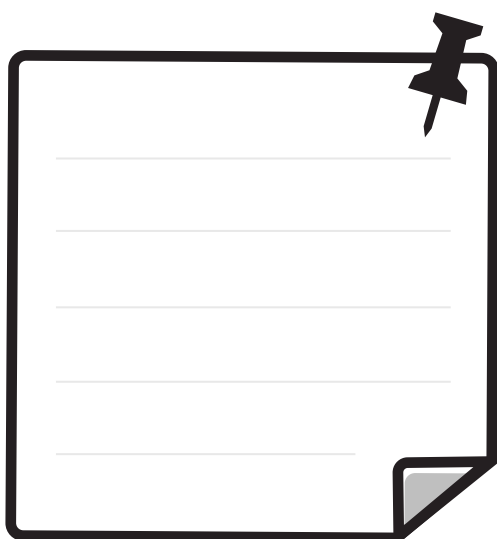
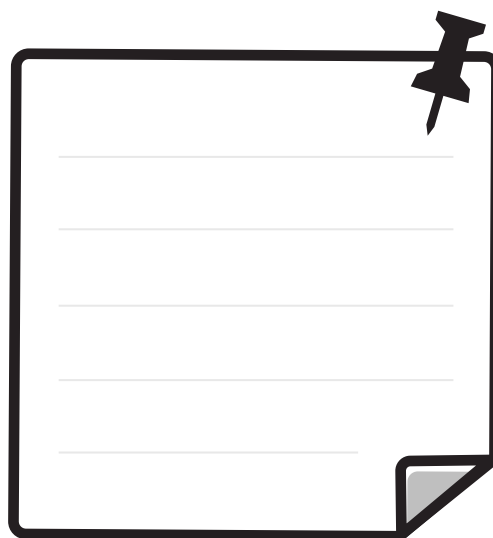
Revision 3

Application and Practice



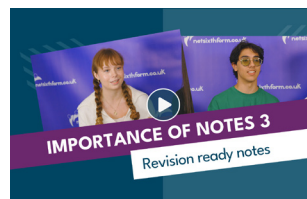
Video
number

1. Write down a selection of the most useful tips from the video, according to the class.



Importance of Notes 3

Revision-Ready Notes



Video
number

1. Write down what surprised or interested members of the class from the video.

2. Suggest any ways the class believe they could make their notes more helpful for revision.



Importance of Year 12

Predicted Grades



Video
number

1. (A) Has the advice in the video generally changed the group's attitude towards tests, mocks and studies in Year 12?

☐

Yes

☐

No

(B) From discussion, state **two** ways working hard for Year 12 tests will benefit student in Year 13

1

2

2. From the video and discussion, how do the class think they can best use Year 12 to impact their predicted grades?



Study Periods 1

Avoiding Distractions in the Study Room



Video number _____

Study Periods 2

Working Effectively



Video number _____

Study Periods 1

Avoiding Distractions in the Study Room

1. Identify **two** things the class mention that distract them during study periods.

1

2

2. List **three** suggestions from the video that could help students avoid distractions.

1

2

3

Study Periods 2

Working Effectively

1. Write down any routines members of the class will try out to help them make study periods even more effective.

Asking for Help Teachers



Video number _____

Asking for Help Other Students



Video number _____

Asking for Help Teachers

1. What were the most helpful messages, regarding asking teachers for help, from the video?

Asking for Help Other Students

2. Write down **two** of the most helpful tips, regarding asking for help from other students, from the video.

1

2



Looking Ahead

Making the Most Out of Sixth Form



Video
number

1. Identify **two academic** activities the class feel would most help with sixth form grades as well as prepare academically for university.

A hand-drawn style illustration of a rectangular sheet of paper with horizontal lines. A black pushpin is pinned to the top right corner. The bottom right corner is folded over.

2. Identify **two social** activities the class feel would most help with sixth form grades as well as prepare academically for university.

A hand-drawn style illustration of a rectangular sheet of paper with horizontal lines. A black pushpin is pinned to the top right corner. The bottom right corner is folded over.A hand-drawn style illustration of a rectangular sheet of paper with horizontal lines. A black pushpin is pinned to the top right corner. The bottom right corner is folded over.A hand-drawn style illustration of a rectangular sheet of paper with horizontal lines. A black pushpin is pinned to the top right corner. The bottom right corner is folded over.

Feedback 1

Responding to Feedback



Video
number

What advice did the class discussion generate to the following questions?

1. What would you say to someone who avoids a test because they think they won't do well?

2. What advice might be given to someone who was upset by feedback?

3. Choose **one** way to respond positively to critical or 'negative' feedback.

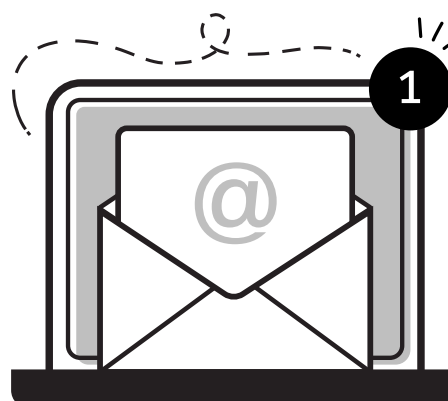
4. Does the way students respond to feedback have an impact on their final grades?

☐

Yes

☐

No



Feedback 2

Making the Most of Feedback



Video
number

What advice did the class discussion generate to the following questions.

1. Which is most helpful?

☐

Positive feedback

☐

Negative feedback

☐

Depends

2. Write down **two** practical ways to make progress following negative feedback.

3. What advice can be given to someone who is reluctant to ask for feedback?

4. How can students benefit the most from feedback given to other students?



Attending Lessons

Valuing Everyone



Video
number

What is the view of the class/group on the following questions?

1. Will the impact of a missing a lesson differ according to the reason for the lesson being missed?
Tick the most common response.

☐

Impact will
be different

☐

Impact will
be the same

2. Will things improve if a lesson is avoided?

☐

Yes

☐

No

3. What advice might be offered to a student who misses lessons due to not enjoying the subject or feeling they are not getting on with the teacher?

Visiting Universities 1

Visiting Early and Choosing Where to Go



Video
number

1. From the videos and discussion, list **three** things students find useful about visiting a university.

1

2

3

2. Discuss with a colleague where can you find out about open day dates. Write down any sources that seem helpful to colleagues in the class.



Developing Understanding 1

Making the Most of Lessons

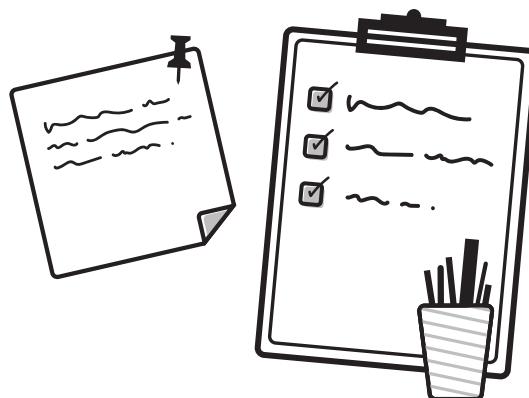


Video
number

1. From class / group discussion, what **three** practical steps do students generally feel they need to take to get more out of a lesson?

Tick up to **three** below.

- ☐ Pre-read so you have a better understanding of lesson content
- ☐ Ask the teacher questions in class
- ☐ Ask the teacher questions after the lesson
- ☐ Contribute to class discussions
- ☐ Actively listen to what other students say
- ☐ Ask classmates questions after the lesson
- ☐ Re-read notes after the lesson
- ☐ Add details to your notes after lessons to consolidate learning
- ☐ Condense your notes or transform your notes into a different format, ready for revision
- ☐ Research further elements of the lesson not understood



Name _____ Date _____

Mental Health

'Failure' is Normal



Video
number

1. From group/class discussion, what advice might help a student who avoids revising for a test for fear of not doing well in it?

A hand-drawn notepad with a thick black border and a pushpin in the top right corner. It has several horizontal lines for writing.A hand-drawn notepad with a thick black border and a pushpin in the top right corner. It has several horizontal lines for writing.

2. From the video and class/group discussion, write down **two phrases** students can say to themselves (known as self-talk) and **two actions** that might help them remain positive when dealing with a setback.

(A) Two phrases to remain positive when faced with a disappointing feedback.

1

2

(B) Two actions to remain positive when faced with a disappointing feedback.

1

2

Procrastination

Recognising and Avoiding Procrastination



Video
number _____

1. Which of the following were common reasons why students procrastinate? Tick those that are mentioned from class/ group discussion.

- ☐ Misjudge the importance of a task
- ☐ Time management issues
- ☐ Worry about failure
- ☐ Mood related
- ☐ Easily distracted
- ☐ Enjoy working under pressure
- ☐ Must be in the right place to study
- ☐ Rebellion
- ☐ Perfectionist
- ☐ Difficulty of work
- ☐ Avoiding least favourite subject
- ☐ Lacking in motivation
- ☐ Other (state) _____

2. Which **three** of the following suggestions did the class seem to find most helpful when trying to keep up with work and meet deadlines more effectively?

- ☐ Breaking up work into achievable tasks for the day/week
- ☐ Having to-do lists per day/week
- ☐ Having a study timetable
- ☐ Having a routine for studying
- ☐ Managing distractions (phones, TV, games)
- ☐ Making studying easy e.g. having past papers ready/ setting up work area/ organised folders etc
- ☐ Using my phone for 'reminders' e.g. using my online calendar
- ☐ Setting time limits for studying and having breaks/ rewards
- ☐ Keeping my end goal in mind so I can stay motivated



Next Steps 1

Considering an Apprenticeship

Next Steps 2

Choosing and Finding Apprenticeships



Video
number _____



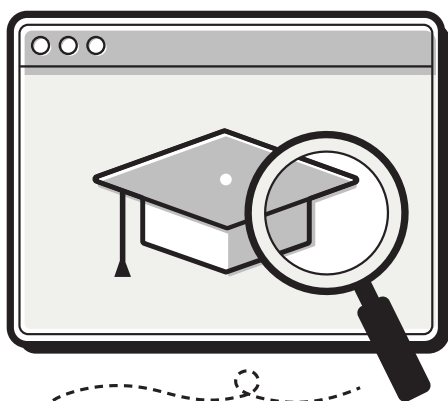
Video
number _____

Next Steps 1 Considering an Apprenticeship

1. Write **one** thing that appeals to classmates and **one** concern they have about choosing an apprenticeship.

(A) Appeal

(B) Concern



Next Steps 2 Choosing and Finding Apprenticeships

1. How many people in the class might consider an apprenticeship?

2. (A) What skills do the class/group think are needed to be a successful apprenticeship applicant?

- (B) What ways can these skills be evidenced from in school and out of school activities?

Next Steps 3

Applying for Apprenticeships



Video
number

1. What did you learn about applying for an apprenticeship or what surprised you or members of the class through watching the video?

2. How is applying for an apprenticeship or a degree apprenticeship different from applying to an undergraduate degree through UCAS?



Name _____

Date _____

Distractions

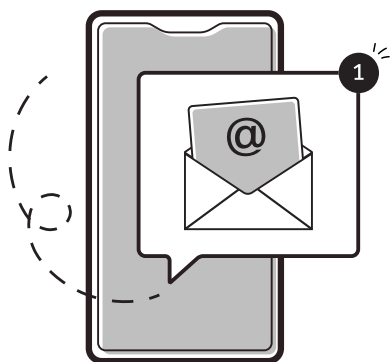
Phones and Social Media



Video
number

- 1. Mid-video activity:**
What strategies would help members in the tutor group limit their social screen time? Tick the most common strategies your group/class suggest from the list.

- ☐ Use your phone to maintain contacts and your support networks but find ways to limit unproductive use
- ☐ Find ways to avoid using your phone as part of your study routine
- ☐ Consider putting your phone in a different room from where you study
- ☐ Set screen time limits and stick to them
- ☐ Block notifications when you study
- ☐ Use peer support to reduce phone use -in and after school
- ☐ Make use of any new apps that help you to limit your phone use
- ☐ Remind yourself of your study goals and how your phone could impact these



- 2 End of video activity:**
(A) Read the following information from the American Psychological Association and PEW Research centre:

The average time teenagers spend on screentime is 8-8.5 hours daily with roughly 5 hours spent on social media alone

There is a general decline in the time students allocate to academic usage as entertainment and social media usage increases

Peak times occur in the evening which overlaps with potential study time

Evidence shows a link between higher phone usage and reduced focus on studies

- (B) When the class/group read the research above (featured at the end of the video), does the research match their pattern of phone usage?

- ☐ Generally yes
- ☐ Generally no

- 3.** Does the class/group generally think their phone distracts them from studying?

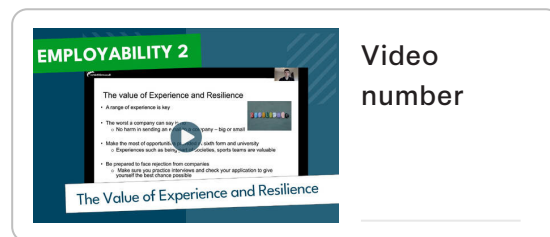
- ☐ Yes
- ☐ No

Name _____

Date _____

Employability 2

The Value of Work Experience and Resilience



Video
number

- 1. End of video activity:**
Write down **three** examples of work-related experiences (either virtual or in-person) that members in the class/group have gained.

1

2

3

- 2** Write down skills discussed by the group/class you can demonstrate from your extracurricular experiences.

- 3.** What way of thinking might help people cope with rejection when applying for jobs? Write down **one** helpful way of thinking.

Mental Health

Stress, Communication and Support



Video
number

- 1. Mid-video activity:**
Following a discussion of the points below, write down **one** reflection about experiencing stress during the sixth form journey.

Signs of stress could include being:
irritable, wound up, depressed,
anxious, unable to enjoy yourself

It is normal to have both high and
low points through-out sixth form

Learn to recognise in yourself
when you feel too much anxiety

Feeling overwhelmed is common
so create a working routine and
get organised

- 2. End of video activity:**
From the video and class discussion, write down the people the class/group would be most comfortable seeking support from if they felt negatively affected by stress (e.g. class mates/subject teacher/tutor/friend).



Perfectionism 1

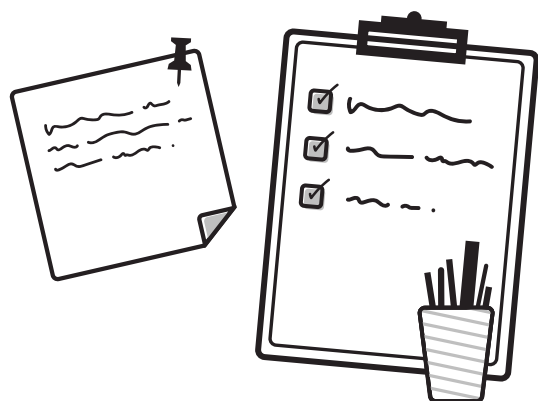
Recognising Perfectionism



Video
number

- 1. Mid-video activity:**
Read through features of perfectionism and tick any that group/class discussion show as having been experienced at any point:

- ☐ Continual striving to meet very demanding standards, set by themselves, that causes problems
- ☐ Procrastinating in an attempt to make things perfect
- ☐ Self-criticism when a person thinks they have not met their high standards, even if they have
- ☐ Discounting the achievement, even if the high standard was met
- ☐ Fear of failure: achievement becomes too important in a person's life
- ☐ Basing self-worth almost exclusively on how well high standards are met



- 2. End of video activity:**
Tick any features of perfectionism below that seem to be experienced amongst members in your group/class.

- ☐ I constantly aim to achieve very high standards
- ☐ I am afraid of not meeting my own standards
- ☐ I tend to procrastinate because I want my work to be perfect
- ☐ I find ways to discount my success because I want my work to be perfect
- ☐ If I do well I assume the task was easy
- ☐ My self-esteem is based largely on the standards I achieve
- ☐ I am rarely satisfied with what I achieve even if high standards are met
- ☐ I try to meet high standards even when it causes high anxiety

- 3. In your group/class discussion, choose **two** statements below that your group/class think are most helpful in countering perfectionism.**

- ☐ Striving to meet high standards and feeling good when they are achieved is healthy
- ☐ Having very high standards is not the same as unhelpful perfectionism
- ☐ The healthy pursuit of excellence is not the same as perfectionism
- ☐ Pursuit of excellence is not about basing self-esteem **all** on achievements
- ☐ Being as kind to yourself as you are to others is healthy in the pursuit of high standards

Name _____

Date _____

Perfectionism 2

Pursuing Excellence

Not Perfection



Video
number

- 1. Mid-video activity:**
Tick any of the common responses to perfectionism, if they have been experienced by members of the class/group.

Perfectionism often leads to:

- ☐ Procrastination e.g. can't get started on an essay
- ☐ Avoidance behaviour e.g. missing a test, not handing in an essay
- ☐ Unhelpful thinking that causes high levels of stress and anxiety
- ☐ Discounting own achievements e.g. my test result was high because the test must have been too easy
- ☐ Avoiding challenge rather than risk not being the best



- 2. End of video activity:**
In your class/group, tick any of the following strategies which might help to tackle perfectionism, improve self-esteem and protect mental health.

- ☐ Reflect on why you are seeking perfection
- ☐ Put effort into taking notice of the positives to help you reach your goals
- ☐ Weaken the link between your self-esteem and your achievements
- ☐ Focus on your own journey and avoid comparing yourself to others
- ☐ Base your self-esteem on you as a person rather than your achievements
- ☐ Avoid basing your self-esteem simply on performance: focus on your values and personal qualities
- ☐ Avoid 'all or nothing' thinking e.g. 'failed' or 'achieved', 'totally' or 'not at all'
- ☐ Deal in facts not thoughts e.g. "I'm going to fail" is a thought, "I got a C" is a fact

Name _____

Date _____

Perfectionism 3

Solutions - Is a Growth Mindset Better?



Video
number

1. **Mid-video activity:** Tick **one** piece of advice that seemed generally to be the most useful when trying to change a perfectionist mindset. You can use your group if you can't get a sense of the whole class.

- ☐ Consider the costs and benefits of a growth mindset over a perfectionist one
- ☐ Think of performance on a continuum and any feedback helps you move closer to your goal
- ☐ Adopting a growth mindset allows you to respond positively to knock backs
- ☐ Focus on self-improvement: feedback helps you improve: it's a journey
- ☐ A fixed mindset is not helpful: a growth mindset allows for improvement



2. **End of video activity:** Tick any of the strategies that members of the class / group thought were most helpful.

- ☐ Reflect on what is making you a perfectionist and try to reduce the source of the pressure
- ☐ Focus on positives: what you have done in a day rather than what you haven't
- ☐ Break tasks down into small chunks to avoid procrastination
- ☐ Experiment with time and effort: spend less time on a task and see what difference it makes
- ☐ Base your self-esteem on you as a person rather than your achievements
- ☐ Be kind to yourself: adopt the caring advice you offer to others for yourself

3. Why might adopting a growth mindset be more helpful than being a perfectionist?

Mental Health

Reducing Stress



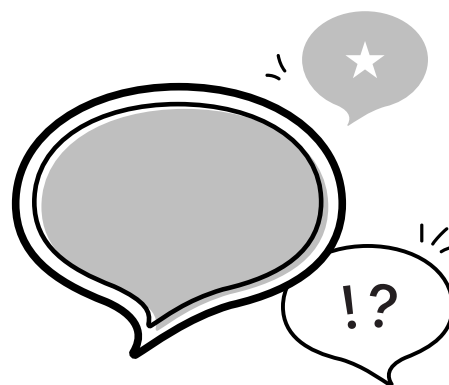
Video
number

1. **Mid-video activity:**
Tick any of the advice below which the class/group consider to be helpful in tackling stress about studies.

- ☐ Try not to be too hard on yourself: allow yourself time to make progress
- ☐ Focus on the positives - think about what you have achieved and maintain perspective
- ☐ Focus on doing the work rather than stressing about what might or might not happen
- ☐ Try to stay organised: having a timetable helps you stay in control
- ☐ Be consistent in your studies by building in routines
- ☐ Talk about your stress as an important step towards reducing it

2. Tick **three** strategies the class/group find useful to reduce stress about studies.

- ☐ Regular physical activity
- ☐ Building in rewards after you have achieved your daily/weekly goals
- ☐ Taking short and planned breaks
- ☐ Making and following a timetable
- ☐ Ensuring you have a good sleep routine
- ☐ Communicating about how you are feeling



Next Steps 4

Considering University



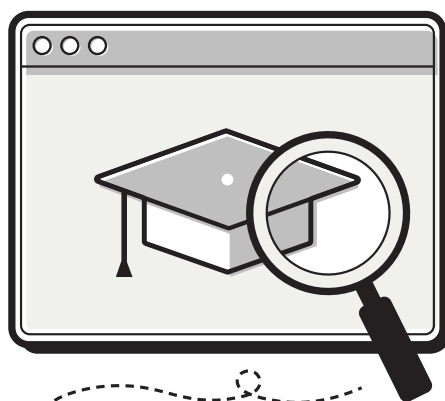
Video
number

1. **End of video activity:**
Tick **two** of the reasons below that seem to matter most to the members in your group or class when choosing to go to university.

- ☐ Interest in the subject
- ☐ Future choice of career
- ☐ Long term job prospects
- ☐ Unique university experience
- ☐ Not ready to choose a career
- ☐ Option for industry experience

2. Tick **two** of the reasons below that seem to matter most to the members in your group or class when choosing a university course.

- ☐ Interest in the subject
- ☐ Choice of career requires the course
- ☐ Options for industry placement
- ☐ Can choose units from another degree
- ☐ Assessment - exams, coursework, groupwork
- ☐ Offers joint or combined degree
- ☐ Unique course content



Name _____

Date _____

Next Steps 5

Choosing the Right University Course



Video
number

- 1. End of video activity:**
In your group/class, tick any of the following factors that seem key when considering whether to go to university:

- ☐ Interest in the subject
- ☐ Future choice of career
- ☐ Long term job prospects
- ☐ Unique university experience
- ☐ Not ready to choose a career
- ☐ Option for industry experience

If there is a reason missing write it here.

- 2.** In your group/class, tick any of the following factors that seem important when considering which university subject or course to study:

- ☐ Interest in the subject
- ☐ Choice of career requires the course
- ☐ Options for industry placement
- ☐ Can choose units from another degree
- ☐ Assessment - exams, coursework, group work
- ☐ Offers joint (50/50) or combined degree (several subjects in differing proportions)
- ☐ Unique course content

If there is a reason missing write it here.

Visiting Universities 2

Visiting Firm and Insurance Choice Universities



Video
number

- 1. Mid-video activity:**
After reading the information below, do most of your group/class intend to visit their insurance choice?

- ☐ Yes
- ☐ No
- ☐ Not sure

Visit your Insurance choice in case you don't get your firm choice

Consider Insurance choices carefully: approximately 10% of applicants accept their insurance choice

Approximately 10% of applicants go through clearing, while approximately 80% get their firm choice

Approximately 1 in 5 applicants do not get their firm choice

You can often simply look around the university without it being an official Open Day if you need to

There are often chat facilities with current students and virtual tours if travel is a challenge

- 2. End of video activity:**
Tick any of the factors below which your group/class thought were helpful about choosing your insurance choice.

When choosing your insurance choice, think about....

- ☐ Is the course at the insurance choice one that you'd enjoy studying?
- ☐ How do you feel about the location and distance from home of the insurance choice?
- ☐ Does the insurance choice offer you some of the key facilities e.g. sport, that you'd like?
- ☐ How likely is it that you can get accommodation at your insurance choice, if you need it?
- ☐ If you didn't get the grades for your insurance choice, how would you feel about not attending it?
- ☐ Can you imagine yourself being happy at the insurance choice?
- ☐ How is your insurance choice better than the other insurance choice universities you have considered?

Name _____

Date _____

Technology

Making it Useful for Studying



Video
number

1. **Mid-video activity:**
In your group, read the information below then write down **one** suggestion of how useful technology (including AI) can be helpful when studying.

Videos and podcasts can help broaden your interest in the subject

Relevant videos and podcasts can fill gaps and can be replayed to help you take notes

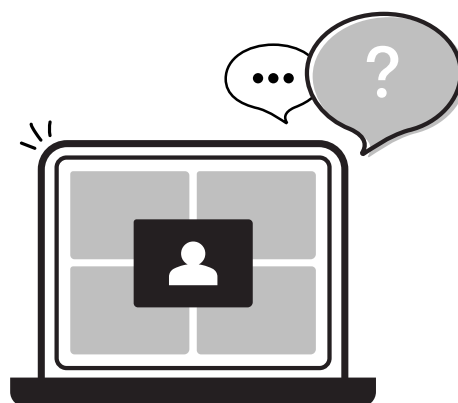
Learn how to take notes from videos and podcasts: it will also be essential for university

There are often sites on YouTube that run through past paper questions to develop understanding

2. **End of video activity:**
(A) In your group/class discussion, write down **one** digital source to help with understanding specification content.

(B) In your group/class discussion, write down **one** digital source to help you with exam skills.

(C) Write down **one** suggestion to help avoid getting distracted by technology when studying e.g. when finding yourself watching irrelevant videos?



Work Experience 2

Being on Work Experience



Video
number

1. **End of video activity**
From your group/class discussion, tick up to **three** helpful pieces of advice below:

- ☐ Be flexible about your placement - focus on the transferable skills you can learn
- ☐ Set goals for your work experience e.g. speak to 5 people about their role, ask 10 questions, learn to send formal emails
- ☐ The skills you develop and personal reflections matter more than the 'status' of the work experience
- ☐ Be proactive e.g. talk to as many people as you can, offer to help where you can
- ☐ Value the chance to shadow an experienced person
- ☐ Value listening and watching: you can still learn a lot



Work Experience 3

The Value of Work Experience



Video
number

- 1. End of video activity**
Write down **one** popular response from your group/class discussion to each question below:

(A) State one main skill or quality that you think employers want students to already have before they start work experience?

(B) What key information would you like to find out on work experience?

- 2.** Have members of the group/class set up a LinkedIn profile yet?

- ☐ More than half the group/class have set up a profile
- ☐ About half group/class have not set up a profile
- ☐ Less than half the group/class have set up a profile

- 3.** (A) Look at some LinkedIn profiles - perhaps on the main classroom whiteboard. What can you learn from them? Write down **one** common response from your group/class.

(B) Indicate below how the group/class feel about the importance of having a LinkedIn account.

- ☐ Seems important
- ☐ Not sure
- ☐ Not important

- 4.** Making a work experience diary to record your thoughts and tasks you have completed, so that you can recall them later, is a helpful strategy. Is this something the group/class will try to do?

- ☐ Mostly, yes
- ☐ Mostly, no

Name _____

Date _____

Writing a Personal Statement

The Process

Name _____

Date _____

Video
number _____

Mid-video activity:

Read the information below

Although many students start writing their personal statement in the summer term of Year 12, it is worth preparing experiences much earlier to address all three questions

Some courses (e.g. medicine and nursing) require specific skills and experiences so do your research

Go to ucas.com for personal statement guidance for each section

1. Write down **two** examples of what your colleagues have done so far to help them choose a course or start their personal statement.

1
_____2

2. **End of video activity:** In your group/class, answer the following questions.

(1) What are the three questions/sections in your personal statement that you need to address?

1
_____2
_____3

(2) Has the group/class, looked at the advice on the UCAS site about writing a personal statement?

- ☐ More than half the group/class
- ☐ About half group/class
- ☐ Less than half the group/class

(3) Have the group/class tried the UCAS Personal Statement builder?

- ☐ Most have tried it
- ☐ About half have tried it
- ☐ Less than half have tried it
- ☐ Most have never heard of it until now

(4) What is the maximum overall character count for your personal statement?

(5) What is the minimum character count for each of the three sections?

(6) Who checks the personal statement for members in your tutor group?

(7) Who can help students with their personal statement?

(8) Have colleagues in your group/class used the UCAS resources or other resources to help them with the personal statement?

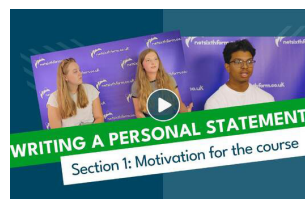
- ☐ Most have looked
- ☐ About half have looked
- ☐ Less than half have looked

(9) When is the school/college deadline to show your first draft of the personal statement?

(10) When is the school/college deadline to submit your UCAS application?

Writing a Personal Statement

Section 1: Motivation for the Course



Video
number

In your group/class discussion, write down **one** response for each of the following. It might be that the response only applies to a small number in the group/class.

1. Is there anyone who will choose a course because of a future career? State the career.

2. Is there anyone who will use their EPQ (content and/or skills) to help show motivation for the course? If yes, state an example of the course.

3. Is there anyone who will use their work experience to help show motivation for their chosen course? If yes, write down the course.

4. Write down **three** examples of any supercurricular activities: something someone has read, watched, or listened to.

1

2

3

5. Write down **one** example of an experience that demonstrates motivation for the course.

6. Is there anyone whose current subjects relate to their chosen course? List the subjects currently studied and the chosen future university course.

Current subjects	University course

7. Write down **one** example of how to show interest in aspects of the chosen course.

Name

Date

Writing a Personal Statement

Preparedness for the Course



Video
number

1. End of video activity:

In your group/class, tick the most helpful advice below about preparedness for your chosen course:

- ☐ Preparedness for course: how has your learning so far helped you to be ready to succeed on these courses?
- ☐ You need to know what skills and knowledge your course requires: research your chosen course in detail
- ☐ Don't tell the reader what the course is about; they know already: what have you studied or achieved that prepares you?
- ☐ You can use university lectures and Ted Talks to show preparedness for the course
- ☐ Taster courses and free online courses such as MOOCs can be used to demonstrate relevant achievements
- ☐ Reading and researching are key to learning: demonstrate your interest and readiness for university
- ☐ Reflecting on an EPQ might help show skills and knowledge suited to the course

2. Write down **two** next steps identified by the group/class to enable the completion of section 2 of the personal statement.

1

2

Name _____

Date _____

Writing a Personal Statement

Section 3: Preparation Through Other Experiences



Video
number

- 1. End of video activity:**
In your group, read the advice below and discuss as many ideas as you can that demonstrate how you can show that you are prepared for a university course or university life through other experiences outside of the classroom.

Work experience or voluntary work might relate directly to your course so mention it. You might have learned soft skills which also relate to your course

Wider extracurricular engagement such as sport, music, drama etc. might show readiness to enjoy university life

In the main extracurriculars should relate to your course or demonstrate relevant skills needed

Section 3 for many will be a shorter section unless you are applying for a vocational course such as medicine, teaching, nursing, social work, accountant, banking, architect etc.

- 2.** Write down **two** ideas for showing you are prepared for your course or university in general through experiences outside the classroom.

1

2



Top tip

Supercurricular experiences (read, watch, listen) will help you most with your choice of course but sometimes it can help with general skills to use at university e.g. researching, learning how to reference academic work, thinking skills, questioning.

Employability 3

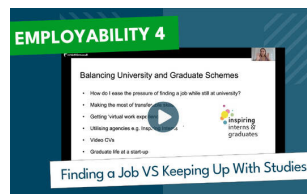
Networking and Making the Most of What You've Got

Employability 4

Finding a Job vs Keeping up With Studies



Video
number



Video
number

Employability 3

Networking and Making the Most of What You've Got

End of video activity: In your group/class discussion, answer the following questions:

1. What proportion of the group puts effort into widening and keeping in touch with a network?

- ☐ More than half
☐ About half
☐ Less than half

2. What proportion of the group have practised having a video interview?

- ☐ More than half
☐ About half
☐ Less than half

Employability 4

Finding a Job vs Keeping Up With Studies

End of video activity: In your group/class discussion, answer the following questions:

Name _____

Date _____

1. List **up to four** skills amongst your group/class can that can be developed during the sixth form.

1

2

3

4

2. Do members of the group/class find it easy or hard to ask for help?

- ☐ More than half find it easy to ask for help
☐ About half find it easy to ask for help
☐ Less than half find it easy to ask for help

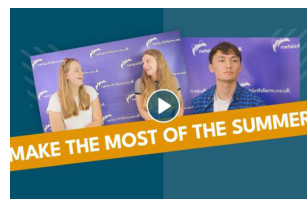
3. Have members of the class/group explored virtual work experience you can complete over the summer?

- ☐ More than half
☐ About half
☐ Less than half

4. Have members of the class/group started a C.V.?

- ☐ More than half
☐ About half
☐ Less than half

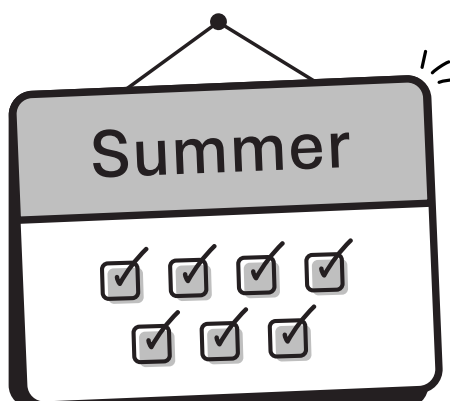
Making the Most of Summer



Video
number

1. In your group/class discussion, tick up to **three** common areas that need to be undertaken over the summer to be ready for Year 13

- ☐ Folder organised into topics for each subject
- ☐ Missing notes have been completed, so all topics are complete. Topics which were hard to understand have been revisited
- ☐ Notes are now revision-ready: flashcards, summaries, diagrams
- ☐ University course or apprenticeship area chosen
- ☐ Super-curricular activities completed for personal statement
- ☐ Personal statement or CV for apprenticeship almost completed for checking
- ☐ University long list chosen (lots of options) and uni open days organised
- ☐ UCAS application almost completed apart from final uni choices



Name _____

Date _____