

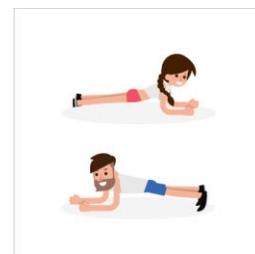


Sixth Form Briefing w/c 4th May

Dear all,

I hope you are all well and finding plenty to do in your home.

This week's bulletin is packed with contributions from members of staff. Of particular note are the challenges issued by Miss Dillon and Mr Turnbull to help you get more active. I will try to take on the planks challenge as I know they are good for me But I really don't like planks! It was also lovely to hear about Mr Whittaker's Netflix watching habits and we have some fantastic study advice from Mrs Wilson. The English writing competition is featured again and a huge thank you to Izzy for her contribution.



This week is an important week for Y12 as we run our first set of online exams. All we ask is that you do your best and if you have any IT difficulties, please let us know straight away. All morning exams begin at 9am and afternoon exams at 1.15pm.

For students currently in Y11 GCSE pod has launched a new set of resources to help you prepare for A Levels – all the resources can be viewed here

<https://www.gcsepod.com/free-resources/getting-ready-for-ks5/>

Finally, for all students, the University of Portsmouth is offering webinars over the next month which may be of particular use to you:

- How to study at home effectively – 6th May 11am -12pm
- How to research a university and course – 13th May 11am -12pm



- Understanding student finance – 14th May 11am -12pm

https://www.port.ac.uk/collaborate/schools-and-colleges/getting-started?utm_campaign=rao_post16&utm_medium=email&utm_source=rao_nurture&utm_content=getting_started_series&j=39096&sfmc_sub=13759046&l=51_HTML&u=623638&mid=100017181&jb=10

Remember you can also follow what we are getting up to on our Twitter feed @Stjohns6thform.

Study tip of the week: *This week's tip comes from Mrs Wilson*

With the upcoming online exams for Year 12, it is good to have a focus to make sure you review knowledge and skills that you covered quite a while ago. There is a lot of evidence to show that testing yourself and having to recall knowledge is a very effective way of learning (often called the testing effect or retrieval practice). So whilst the exams themselves are a way of doing this, they are a better way of realising whether your revision and work to date has been effective.

So how can you use this to help you remember all the content you need to? One way is to use flashcards. Now quite a few of you will be thinking, “yes, well I do that already”. That is a good start, but are you creating them effectively? Daisy Christodoulou (a schools based expert in Cognitive Science) explains what makes a great flashcard (and what doesn't) [here](https://daisychristodoulou.com/2020/04/what-makes-a-good-flashcard/)

(<https://daisychristodoulou.com/2020/04/what-makes-a-good-flashcard/>). She goes into a reasonable amount of depth but the key points are right at the start. And even better news is that even by just creating them you deepen your knowledge.

Another skill that is very useful is being able to take effective notes. The Cornell Method is one such way – have a look at explanation below. You might be taking notes from a TED talk, a lecture or about a set text you are reading and this will help you get the most out of your notes later.

And if you are really getting into how you learn best there is a great blog [here](#)

HOW TO TAKE NOTES
THE CORNELL METHOD

ABOUT
 The Cornell note-taking method was devised in the 1940's by Dr. Walter Pauk, at Cornell University.

- ✓ Efficient method of taking notes
- ✓ Encourages reflection
- ✓ Makes an effective study guide for revision and exam preparation

HOW
 Divide an A4 page into the three sections as shown.
 You can use different dimensions for each section if you prefer.
 Each section has a specific purpose.

- 1 RECORD
- 2 QUESTIONS
- 3 REVIEW

- 1 Write your notes in this section **during the lesson**.
Use **any format** you like to record these notes (for example, mind-mapping).
Record only the **important information** (don't write in full sentences).
Focus on **ideas** rather than the actual words.
- 2 This section is for **recall**.
Do not write in this section **during the lesson**.
The cue section is created **when you review your notes**.
Do this **as soon as possible** after the lesson.
Cues are in the **form of questions** that you can use the notes to answer.
- 3 A **summary** of the notes taken.
It should be **concise** focusing on **key ideas** only.
Written in **your own words**.
NOTES + CUES + SUMMARY should show how all ideas fit together.

(<https://www.learningscientists.org/blog/2020/1/9-1>) by the Learning Scientists talking about how to choose effective study methods – they make a strong case that we think we know how we learn best, but we don't. Often when we are learning well it is hard and feels difficult so we avoid it or assume it's not working. So put down that highlighter – you've got to something with that fact!

Improving your skills:

As well as the MOOCs and future learn courses, the Skills toolkit are also offering links to free skills based courses. The resources aim to help improve digital and numeracy skills. The courses are grouped into introductory, intermediate and advanced and can take anything from a couple of hours to 70 hours to learn Python!

<https://theskillstoolkit.campaign.gov.uk/>

EtonX courses

Please use the details below to sign up for these free courses:

Y11 – Writing Skills

Access code: Z6N9NC5E

Y13 – Creative problem solving

Access code: 4PJO39YV

The instructions for joining these courses are:

1. Visit the EtonX website and click sign in
2. Choose sign up with Access code
3. Enter the access code
4. Follow the on screen instructions. Please sign up with your school email address

News from the library

Mrs Stokes is planning to offer a mobile library service so students can still borrow books over the coming weeks. In addition, students can order revision guides for their new courses. We are also looking at ways of collecting any textbooks that Y13 need to return. More to come in next week's bulletin or contact Mrs Stokes

astokes@stjohns.excalibur.org.uk

BBC Quiz of the week: *Thank you Mr Baldrey for the link*

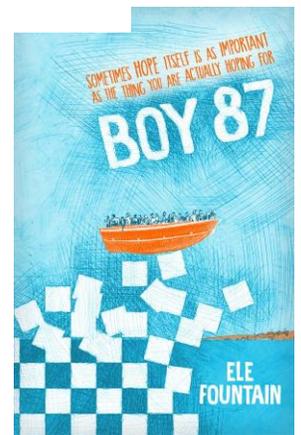
BBC Quiz of the Week: 7 Days, 7 Questions

On the BBC News website every Friday there is a quiz about events in the news. There are seven questions covering a range of topics. If you cannot find it, just search for **Quiz of the Week** on BBC News page. The seven questions are multiple-choice.

Book of the week: *Chosen this week by Mr Goad*

Boy 87: we all know and read about refugees but it's often very hard to really comprehend the situation they are coming from. This book gave me a little window onto this..

Shif is just an ordinary boy who likes chess, maths and racing his best friend home from school. But one day, soldiers with guns come to his door - and he knows that he is no longer safe. Shif is forced to leave his mother and little sister, and embark on a dangerous journey; a journey through imprisonment and escape, new lands and strange voices, and a perilous crossing by land and sea. He will encounter cruelty and kindness; he will become separated from the people he loves. Boy 87 is a gripping, uplifting tale of one boy's struggle for survival; it echoes the story of young people all over the world today.



More reading:

Audible by Amazon are providing free access to audiobooks and stories for children and students of all ages whilst schools remain closed. These are free to stream on your desktop, laptop, phone or tablet at <https://stories.audible.com/start-listen>

Explore the collection, select a title and start listening!

Missing going out to the theatre?

The National Theatre is still streaming a free play every Thursday evening.



7th May (from 7pm) – Antony and Cleopatra – available until 14th May

The National Theatre Collection – please email Mrs Haig if you would like the password for this.

Creative Writing Prompt – ‘New Word for a New World’

Whilst you are away from school and COVID-19 continues to change our lives, the English department are running a writing competition. Each week there will be a new task inspiring you to reflect on your world and each week, from all the work sent in, a winner and a runner up will be published on the St. John's website (page here). After all of this is over, the winning entries will be made into an anthology.

A new writing task will be included in the bulletin each week and you will have until 11am on Thursday the following week to submit your work to Mr Luker. Please email any responses to cluker@stjohns.excalibur.org.uk

This week's writing prompt:

Think about a friend. Now, think of something that really reminds you of that friend: an object or memory that you share – the quirkiest the better. Izzy went for dark mornings and noodles (see example). Now write as if you are talking to your friend, discussing the unique details of that memory. Pack your writing full of more memories if you like. **Your response doesn't have to be in the form of a poem, but should be no more than 500 words in length.**

A Trail of Broth

Dark early mornings remind me of you.
Living in the shade, even in summer,
chicken flavoured instant noodles
remind me of you,
warm and comforting
our go-to food.

I still remember you
making them for me for the first time,
my cold kitchen one year ago,
you trying to balance
both bowls in your hands.

You left a trail of broth behind you.
I see that mark every day, still
on my carpet. My friend
that trail of broth

leads me to the park
the park we always claim to own
the park in which we shared too much
the park where we eat noodles.

Izzy (15) |

Quiz time:

Answer to last week's puzzles

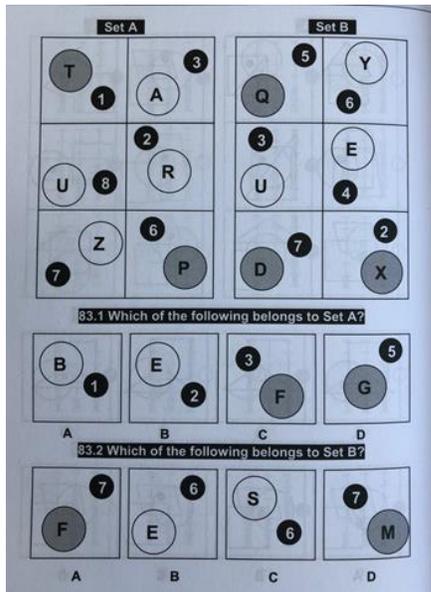
Can you name the Painting? Title, date, artist and name of model please.



The answer is **Ophelia**, painted 1951-2 by the Pre-Raphaelite artist **Sir John Everett Millais**. Shakespeare was a favourite source for Victorian painters, and the tragic-romantic figure of Ophelia from *Hamlet* was an especially popular subject, featuring regularly in Royal Academy exhibitions. Arthur Hughes exhibited his version of her death scene in the same year as this picture was shown. Millais's model was a young woman aged nineteen called **Elizabeth Siddall**. To create the effect of Elizabeth pretending to be Ophelia drowning in the river, she posed for Millais in a bath full of water. To keep the water warm some oil lamps were placed underneath. During her time posing for the painting, Elizabeth got very cold and became quite ill.



Answer to last
week's
Abstract
reasoning
puzzle



Answer:

Each frame contains a large circle with a letter and a small black circle with a number.

Set A: When the letter only has straight edges then the number is odd. If it has at least one curved edge, then the number is even

Set B: When the letter only has straight edges then the number is even. If it has at last a curved edge, then the number is odd.

Answers:

83.1 Frame C (Straight edges with odd number)

83.2 Frame B (Straight edges with even number)

This week's puzzles

This painting to identify this week is below.

Required: Artist, title, date and where the picture painted.

Email me with your answers

mharrison@stjohns.excalibur.org.uk



Abstract Reasoning puzzle

The puzzle consists of several parts:

- Figure 1:** A square with a central black dot. Eight lines radiate from the dot: a vertical line, a horizontal line, and two diagonal lines. At the ends of these lines are shapes: a black square at the top, a white square at the bottom, white squares at the left and right, and black squares at the top-left and bottom-right corners.
- Figure 2:** A square with a central black dot. Eight lines radiate from the dot. At the ends of these lines are shapes: a black square at the top-left, a white square at the top-right, a white square at the bottom-left, and a black square at the bottom-right. The vertical and horizontal lines are empty.
- Figure 3:** A square with a central black dot. Two vertical lines and two diagonal lines radiate from the dot. At the ends of these lines are shapes: a white square at the top-left, a black square at the top-right, a black square at the bottom-left, and a white square at the bottom-right.
- Text:** "is to" and "as" are placed between Figure 1 and Figure 3.
- Text:** "is to" is placed between Figure 2 and an empty square box.
- Text:** "Which figure completes the statement?" is placed below the empty square box.
- Options:** Four squares labeled A, B, C, and D are shown below the question.
 - A:** A square with two overlapping diamonds (rotated 45 degrees).
 - B:** A square with a central black dot. Four lines radiate from the dot: a vertical line, a horizontal line, and two diagonal lines. At the ends of these lines are shapes: a black square at the top, a white square at the bottom, a white square at the left, and a black square at the right.
 - C:** A square with a central black dot. Four lines radiate from the dot: a vertical line, a horizontal line, and two diagonal lines. At the ends of these lines are shapes: a black square at the top, a white square at the bottom, a white square at the left, and a black square at the right.
 - D:** A square with a central black dot. Four lines radiate from the dot: a vertical line, a horizontal line, and two diagonal lines. At the ends of these lines are shapes: a white square at the top, a black square at the bottom, a white square at the left, and a black square at the right.

If you have the answers, then email me.

mharrison@stjohns.excalibur.org.uk

The sender of the first correct answer will get a mention in next week's bulletin.

Answer will be revealed in next week's bulletin.

Keeping fit and healthy: *a challenge from Miss Dillon!*

5 Minute Plank

30-Day Challenge

JILLIAN
MICHAELS



| | | | |
|--------|------------------|--------|------------------|
| Day 1 | 10 seconds | Day 16 | 160 seconds |
| Day 2 | 20 seconds | Day 17 | 170 seconds |
| Day 3 | 30 seconds | Day 18 | 3 minutes |
| Day 4 | 40 seconds | Day 19 | 190 seconds |
| Day 5 | 50 seconds | Day 20 | 200 seconds |
| Day 6 | 1 minute | Day 21 | 210 seconds |
| Day 7 | 70 seconds | Day 22 | 220 seconds |
| Day 8 | 80 seconds | Day 23 | 230 seconds |
| Day 9 | 90 seconds | Day 24 | 4 minutes |
| Day 10 | 100 seconds | Day 25 | 250 seconds |
| Day 11 | 110 seconds | Day 26 | 260 seconds |
| Day 12 | 2 minutes | Day 27 | 270 seconds |
| Day 13 | 130 seconds | Day 28 | 280 seconds |
| Day 14 | 140 seconds | Day 29 | 290 seconds |
| Day 15 | 150 seconds | Day 30 | 5 minutes |

#JMplankchallenge

The Three Peaks lockdown challenge: *A challenge from Mr Turnbull*

The combined height of Ben Nevis, Snowdon and Scafell Pike (the highest peaks in Scotland, Wales and England) is 3408m. This has been worked out to be 852 times up and down a standard flight of stairs. Why not try this in one day or 3 and aim to do it either alone or as part of a family team? You could even look to get sponsorship and raise some money for a good cause!

Ted Talks - Linked this week to Psychology *Thanks to Mrs Williams our new Head of Psychology for providing these ideas*

MEMORY - The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. Types of long-term memory: episodic, semantic, procedural.

https://www.ted.com/talks/joshua_foer_feats_of_memory_anyone_can_do

MEMORY - The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.

https://www.ted.com/talks/sabine_doebel_how_your_brain_s_executive_function_works_and_how_to_improve_it

https://www.ted.com/talks/elizabeth_loftus_how_reliable_is_your_memory

MEMORY - Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety

https://www.ted.com/talks/scott_fraser_the_problem_with_eyewitness_testimony

MEMORY- Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.

https://www.ted.com/talks/daniel_kahneman_the_riddle_of_experience_vs_memory

SOCIAL INFLUENCE - Conformity to social roles as investigated by Zimbardo. Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform.

https://www.ted.com/talks/philip_zimbardo_on_the_psychology_of_evil

SOCIAL INFLUENCE- Dispositional explanation for obedience: the Authoritarian Personality. Explanations of resistance to social influence, including social support and locus of control.

https://www.ted.com/talks/ziauddin_yousafzai_my_daughter_malala

Careers Links from Mrs Havill

University

UniTasterDays in collaboration with HELOA are delivering university guidance webinars every Tuesday lunchtime for the rest of the academic year, to support post-16 students considering university.

Different guest universities will attend each week, delivering sessions on important aspects of university guidance with a moderated Q&A - scheduled during the lunch break. Events are free to attend and will start at 12pm – finishing at 12.45pm. **Book a place at** <https://www.unitasterdays.com/ut-tuesdays.aspx> The live event is available after the event for both post and pre-16 students.

UCAS autumn and virtual exhibitions – As mentioned in previous bulletins university open days are being replaced by virtual tours <https://www.ucas.com/undergraduate/what-and-where-study/open-days-and-events/virtual-tours> and UCAS events have been cancelled for this summer. UCAS are planning on launching a smaller season of UCAS dates this autumn for students who might still be thinking about their options, as well as intending to offer a virtual exhibition experience as from June. This will enable students to register, and then chat

with universities and colleges online, whilst accessing a range of content about subjects and the university experience. Students will be able to ask questions of admissions teams and subject specialists at universities. Some universities may also offer the chance to join in talks and seminars of their own.

Online courses from top universities and specialist organisations including a wide range of subjects are available <https://www.futurelearn.com/courses>

Higher Ideas (sharepoint>careers) has now been updated with the latest course information. The tuition fees factsheet has been updated with the latest fees.

Apprenticeships

There isn't a lot of current information at the moment but check some of the recommended websites including <https://amazingapprenticeships.com/> and <http://www.apprenticeshipguide.co.uk/> and <https://www.ratemyapprenticeship.co.uk/> Amazing apprenticeships provides a list of [apprenticeship vacancies](#) with large companies such as BAE, Airbus, House of Commons. The list includes really useful information on when the application windows open, levels available and where the vacancies are based. Careermap an online careers magazine have produced some recent articles on apprenticeships that may be worth a read <https://careermap.co.uk/live-careermags/>

Free online talks from inspirational experts

Just a reminder that **Springpod** has launched Learn Lounge: free talks and lessons from inspirational speakers who are experts in their fields. They will be covering a whole range of topics – from career stories to advice on employability skills. Learn Lounge, which launched on Monday April 20th, offers 30-minute virtual lessons and talks scheduled twice a day - at 10:30 am and 2:30 pm. <https://learn.springpod.co.uk/#> to view talks and register.

Careers in Allied Health – free webinars on health careers for students considering their options. Explore the benefits of careers in professions such as **podiatry, therapeutic radiography, orthoptics, and prosthetics and orthotics.**

<https://learnliveuk.com/careers/> has a range of past and current webinars covering subjects and sectors e.g. construction, the environment.

What about Skills?

Employability skills Some interesting resources from including PWC's toolkit on **employability skills** and interview advice are available on http://pwctrk.co.uk/tp/rj6-8roU8_J.K and ideas to develop your skills <https://blog.pearsoncollegelondon.ac.uk/2020/04/20/how-to-improve-your-employability-skills-during-covid/>

National Skills day on 20th May – post a 20 second video demonstrating your particular skills. Details available <https://ncw2020.co.uk/skills-days/>

LinkedIn or not? With 55% of jobs obtained through who you know, why not make use of LinkedIn to help with your networking? For year 13s a LinkedIn profile is recommended whether you are entering the job market or going to university <https://www.topuniversities.com/student-info/careers-advice/five-reasons-why-every-student-should-be-linkedin>

If you've no idea about choices after year 13 have a go at this. Youth Employment UK (YEUK) have produced a free '[Skills and Careers Activities](#)' booklet for young people to work through at home, and covers everything from choosing a career, to boosting your skills, to understanding pathways.

Virtual work experience

InvestIN offer online STEM-related career experience programmes in six areas, for students aged 15-18: Investment Banking, Medicine, Engineering, Psychology, Computer Science, and Architecture. They are also offering career experiences in Film-Making, Law, International Politics, Architecture, and Entrepreneurship. Their 'Live & Online' programmes give students the opportunity to gain crucial work experience from the comfort of their own homes. They are delivered by top professionals who will immerse students in simulations of their real-life work PLUS be on-hand throughout to answer their questions live. [Click here](#) for details.

Speakers for Schools are developing a virtual work experience offer. Students can register their interest on <https://www.s4snextgen.org/>

Careers Guidance Interviews - Mrs Havill is available for careers guidance whilst the school is shut. Contact Mrs Havill on fhavill@stjohns.excalibur.org.uk . Remember we have lots of careers resources as well such as Fast Tomato, Higher Ideas and Careers Companion available on <https://excaliburacademiestrust.sharepoint.com/sites/STJ-Home/CWRL>

Five things to be grateful for during this difficult time

Inspired by Mrs Parry's work with Yr9 we will ask one member of staff each week to share 5 things they are grateful for. This week's ideas come from Mr Whittaker:

1. Eggs- Finding a local farm that still has lots, so I can carry on baking!
2. Freezers - Having two freezers so I can produce enough food to feed five adults staying at home and eating 3 meals a day or more!
3. Space - Being fortunate enough to have the space for five of us to get away from each other when we need a break!
4. Netflix - so I can watch such delights as Daredevil, Prison Break and Narcos
5. Deliveries – Without them we would be struggling. Now available for everything from food to flowers, books to building supplies & beyond!



Stay safe!
Best wishes from the Sixth Form team.