

Preparation for Y12



Welcome to Y12!

The 6th form offers more freedom, but we do have some important rules which need to be followed:

- Times in school 8.30 – 12.25 compulsory plus all lessons
- Lanyard – compulsory to wear and to sign in and out
- Dress code – dressed suitably for a school/ place of work
- Chewing gum – banned
- Full details of our expectations can be seen in the 6th form handbook on the website and the link will be sent to parents.



SETTING GOALS IS THE
FIRST STEP IN TURNING
THE INVISIBLE INTO
THE VISIBLE.





WHAT
DO YOU
THINK



After watching the video, READ the following two slides about having a goal.

Which statements can you relate to?

<https://www.netsixthform.co.uk/resources/view/week-3-video-having-a-goal-that-drives-you-year-11-transition-material-1>

VISION - HAVING A GOAL THAT DRIVES YOU

Goals are important to help guide and **MOTIVATE** you: they are about **WHY** you are in the sixth form

Goals shape **WHAT** you do in the sixth form - subjects, extra-curricular, hard work

Medium term goals might relate to **GRADES** for the next stage: even if it's unclear

Longer term goals may relate to **DEGREE** and **CAREER** choices

Having a goal can be an important **MOTIVATOR** through-out the course

Take up opportunities such as uni talks, employer events: they can help you find a goal

Finding out what you **DON'T LIKE** can lead you to what you **DO LIKE**



VISION - HAVING A GOAL THAT DRIVES YOU

Goals **SHARED** with others are more likely to be achieved: share with friends, teachers and family

Aim high and then use **EVIDENCE** to check that you are achieving your goal e.g. tests, other milestones

Don't forget **BROADER** goals: happiness, family, relationships: these are important

Sometimes working for certain **GRADES** is goal enough: degree or career can come later

Spend time **FINDING** a longer term goal: career, degree choice etc

STICKING to your goal is important: **RESILIENCE** requires being able to stick to a goal

Occasionally, goals will need to **CHANGE**, so be willing to develop as a person



Slide 2 of 2
Pause For Discussion

Start researching what your GOALS might be



Is it a particular CAREER?
Not everyone has an idea
right now but it's worth
starting to explore options.



Is there an APPRENTICESHIP
you wish to take?



Is it simply getting to
UNIVERSITY for now and
then you might know more?



Do you have a goal that isn't
career related, perhaps?

Your goal

Having researched a possible goal, write down:

Your goal

GCSEs needed?

A-Levels or equivalent needed?

Any skills / experiences

Other



The leap from GCSE



- <https://www.netsixthform.co.uk/resources/view/step-7-video-the-leap-from-gcse>

THE LEAP FROM GCSE TO A LEVEL: UNDERSTANDING YOUR SUBJECT KEY POINTS:

WHICH OF
THE POINTS
IN THE SLIDES
DO YOU
THINK YOU
NEED TO ACT
ON?

A-Levels require more than simply recalling your notes

A-Levels require you to UNDERSTAND the material thoroughly

You need to spend time APPLYING your notes to exam questions

Test that you understand your notes by completing HARD exam questions

UNDERSTANDING is key: the exam will present new questions that make you think



THE LEAP FROM GCSE TO A LEVEL: UNDERSTANDING YOUR SUBJECT KEY POINTS:

WHICH OF
THE POINTS
IN THE SLIDES
DO YOU
THINK YOU
NEED TO ACT
ON?

TRY OUT different ways of learning e.g. videos, podcasts, web sites, books

Different topics will require DIFFERENT WAYS of learning so don't stick to one method

Make sure there are NO GAPS in your understanding: the exam isn't predictable

Accept the concepts are more difficult so allocate TIME to work on understanding them

Be independent: accept that you need to BE RESPONSIBLE for learning content properly



THE LEAP FROM GCSE TO A LEVEL: REALISING THE CHALLENGES KEY POINTS:

WHICH OF
THE POINTS
IN THE SLIDES
BELOW DO
YOU THINK
YOU NEED TO
ACT ON?

The leap to A-Level is HARD even for those with top GCSE grades
A-Level is a challenging experience so expect to STRUGGLE at times

Struggling to cope is normal: be resilient and KEEP GOING

Expect the WORKLOAD to increase soon after you start

Avoid feeling overwhelmed: work CONSISTENTLY by creating a study schedule



THE LEAP FROM GCSE TO A LEVEL: REALISING THE CHALLENGES KEY POINTS:

The pace is FASTER than GCSE so keep on top of work from the start

CATCH UP if you miss work as it is unlikely to be revisited in class

The leap can be a positive experience so value it and ENJOY learning

You will not be 'spoon-fed': you need to take RESPONSIBILITY for learning

Be independent: take the INITIATIVE to learn outside lessons

Lessons are not repeated so complete your notes PROPERLY as you go

Develop your skills in Year 12 as it will only get HARDER in Year 13

WHICH OF
THE POINTS
IN THE SLIDES
BELOW DO
YOU THINK
YOU NEED TO
ACT ON?





**Organizing is what you do before
you do something, so that when
you do it, it is not all mixed up.**

A. A. Milne



<https://www.netsixthform.co.uk/resources/view/Step-4-Video-Independent-Learning/media/1361>

WHAT
DO YOU
THINK



3 STRENGTHS
2 AREAS TO WORK ON

READ THE POINTS ON THE NEXT TWO
SLIDES WHICH FEATURED IN THE VIDEO

WRITE **THREE** DOWN WHICH ARE
STRENGTHS

WRITE **TWO** DOWN WHICH YOU NEED
TO WORK ON





INDEPENDENT LEARNING KEY POINTS:

You are responsible for your own learning

Ensure you understand everything

Ensure you can apply content and skills to exam questions

Motivate yourself to go beyond homework: develop a proper understanding

Unlike GCSE, in the sixth form you are expected to find information for yourself

Wider reading to build on what you learn in lessons is important

Use knowledge and apply it to exam questions in your own time





INDEPENDENT LEARNING KEY POINTS:

Use other students to help you: ask, talk and support each other

Listening to podcasts / watch related Youtube clips

Pre-reading before lessons is important

Use websites and books to help you understand your class notes

Find areas of the subject which inspire you to learn more

Your grade is down to you: take responsibility for shaping it



RATE YOURSELF ON THE FOLLOWING CRITERIA ABOUT BEING INDEPENDENT

Write down the section title and the statement which reflects your score

SELF-MOTIVATION

Score 1	Score 2	Score 3	Score 4
I always need teachers to motivate me to learn	I often need teachers to motivate me to learn	I often motivate myself to learn	I always motivate myself to learn

Write down the section title and the statement which reflects your score

SEEKING SUPPORT

Score 1	Score 2	Score 3	Score 4
I rarely seek support if I need it	I sometimes seek support if I need it	I often seek support if I need it	I always seek support if I need it

Write down the section title and the statement which reflects your score

SELF-CONTROL

Score 1	Score 2	Score 3	Score 4
I didn't want to study any of my subjects but had no choice	I chose some of my courses but for some of the courses I had no choice	I chose most of my subjects and I feel really positive about them	I chose all my subjects and I feel very positive about them

Write down the section title and the statement which reflects your score

CONCENTRATION IN CLASS

Score 1	Score 2	Score 3	Score 4
I always need the threat of punishment to make me concentrate in class	I sometimes need the threat of punishment to make me concentrate in class	I often concentrate in class and do so because I am motivated to learn	I always concentrate in class and do so because I am motivated to learn

Write down the section title and the statement which reflects your score

ATTENDANCE & PUNCTUALITY

Score 1	Score 2	Score 3	Score 4
I always need the threat of punishment to motivate me to turn up to lessons and on time	I sometimes need the threat of punishment to motivate me to turn up to lessons and on time	I rarely need the threat of punishment to motivate me to turn up to lessons and on time	I never need the threat of punishment to motivate me to turn up to lessons and on time

Write down the section title and the statement which reflects your score

STUDY OUTSIDE LESSONS

Score 1	Score 2	Score 3	Score 4
I always find it hard to work outside lessons	I sometimes find it hard to work outside lessons	Most of the time I find the time and motivation to study outside lessons	I always find the time and motivation to study outside lessons

Write down the section title and the statement which reflects your score

CATCHING UP MISSED WORK

Score 1	Score 2	Score 3	Score 4
If I missed a lesson, I would always need a teacher to force me to catch up with the missing work	If I missed a lesson, I would sometimes need a teacher to force me to catch up with the missing work	In most cases, if I missed a lesson, I would find out the missed work and try and catch up without being told by a teacher	In all cases, if I missed a lesson, I would find out the missed work and try and catch up without being told by a teacher

Write down the section title and the statement which reflects your score

ORGANISATION

Score 1	Score 2	Score 3	Score 4
I always find it hard to organise myself to study – planning for deadlines, keeping my notes in order	I sometimes find it hard to organise myself to study – planning for deadlines, keeping my notes in order	I organise myself most of the time – I meet most deadlines and keep my notes in order	I organise myself all of the time – I meet all deadlines and keep my notes in order

YOUR TOTAL SCORE IS?

Independent Learner Scale

Your score	Comment about independent learning
8	You show no indication of any independent learning skills and need to be forced to study. You ought to think about why you are on the course at all!
9-16	You show little indication of independent learning and still require too much control by others to study. You still need to consider why you are on the course.
17-24	Well done. You show increasing signs of being self-motivated and in control of your own learning, especially with a score between 20-24. You still have some areas to improve.
25- 32	Brilliant! You appear to be motivated to learn without needing close supervision and direction. You have and are developing the skills to be a highly successful student

NOW ADD ANOTHER STRENGTH + ANOTHER AREA TO WORK ON



1 - ON A SHEET OF PAPER WRITE
OUT THE HEADING 'INDEPENDENT
LEARNING'

2 - WRITE OUT UP TO **FOUR**
STRENGTHS

3 - WRITE OUT UP TO **THREE**
AREAS TO WORK ON

Putting in the Hours

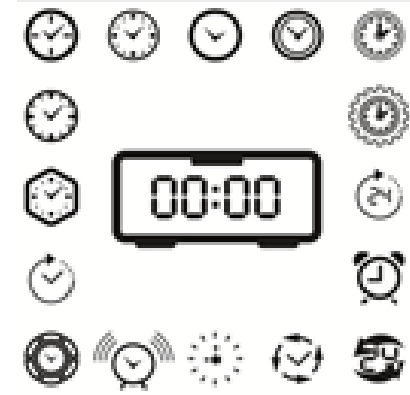


- <https://www.netsixthform.co.uk/resources/view/watch-putting-in-the-hours-video/media/434>

Obviously,
it's not as
simple as
putting in
the hours.

'Pick your grade'

How much time are you willing to
commit to studying outside lessons?



What you do
in those
hours is key

The point is
that it's hard
to achieve
without
putting in
the hours

HOURS PER WEEK	GRADE	TICK YOUR PREFERENCE
5 HOURS One hour per day Mon-Friday & nothing the weekend	U/E BTEC Fail	
10 HOURS One and half hours per day Mon-Friday & 2-3 hours at the weekend	D BTEC Pass	
15 HOURS Two hours per day Mon-Friday & 5 hours at the weekend	C BTEC Pass	
20 HOURS Three hours per day Mon-Friday & 5 hours at the weekend	B BTEC Merit	
25 HOURS Four hours per day Mon-Friday & 5 hours at the weekend	A/A* BTEC Distinction	

READ THE TIPS
ON THE SLIDE.
WHICH ONE'S
MIGHT YOU TRY
TO BE MORE
ORGANISED?

ORGANISATION KEY POINTS:

Put a lot of effort into being organised

Come prepared to lessons - read ahead & read around afterwards

Use different colours to help organisation

Make use of file dividers

Create realistic timetables and stick to them

Use to do lists each day to focus you



Write out the statement
that relates to you most
and the score

How are you at organising yourself?

ORGANISATION

Score 1	Score 2	Score 3	Score 4
I always find it hard to organise myself to study – planning for deadlines, keeping my notes in order	I sometimes find it hard to organise myself to study – planning for deadlines, keeping my notes in order	I organise myself most of the time – I meet most deadlines and keep my notes in order	I organise myself all of the time – I meet all deadlines and keep my notes in order

Task 1

Gathering equipment

On your daily checklist sheet

Mark if you have:

Got it

Need it

Not needed

GETTING ORGANISED



ORGANISATION 1: GATHERING EQUIPMENT TO START SIXTH FORM

Sixth Form is significantly different from what you might have experienced up till now. Many sixth forms require you to buy your own textbooks, for instance.

LOOK AT THE CHECKLIST BELOW TO ENSURE YOU ARE READY:

You will need:

DAILY FOLDER To place the notes and hand-outs used in daily lessons.	Got it	Need	Not needed
SUBJECT FOLDERS The notes and hand-outs from each of your subjects will require a folder.	Got it	Need	Not needed
FILE DIVIDERS You can buy these ready-made or produce your own by using sheets of paper and writing on each the unit title and the element of the specification your notes need to include in that section.	Got it	Need	Not needed
PENS Have more than one and think about which pen (black ink, for examinations) seems the easiest with which to write. Try out different pens so you know which one to use in a future exam.	Got it	Need	Not needed
HIGHLIGHTERS To help you when reading a hand-out. Highlight key words to ensure you are thinking and being selective. Highlighting selected features in hand-outs also helps you re-read the hand-out more quickly, as you only need to scan the page by looking at the features highlighted previously	Got it	Need	Not needed
PAPER Your centre is unlikely to provide you with paper and exercise books as they might have done in the past: you will be expected to supply your own.	Got it	Need	Not needed
TEXT BOOK If you need to purchase a textbook, order or buy it once enrolled on the course unless you are absolutely certain you will definitely be taking that course at your chosen centre. Note - if you decide to study at another centre, a different textbook might be required.	Got it	Need	Not needed

Task 1 continued

Look at the checklist areas
featured in capitals

Note if you have:

Got it

Need it

Not needed

MORE THAN ONE TEXTBOOK

Textbooks are like people – they have their own strengths and weaknesses, with some chapters being clearer and more detailed than others. Textbooks also tend to be written more speedily than in the past because there are more frequent changes to the specifications; this means writers have to make changes and update quickly, before the next change to the specification is introduced. Hence a single textbook might not be enough – if you have two or three available you can read multiple versions; where one chapter is weak in one book it might be stronger in another. No single textbook will ever deliver everything. Several textbooks are still cheaper than using tutors. If money is an issue, look in the school/college library as well as your local library and order them in.

Got it

Need

Not needed

DAILY PLANNER

Have a means of recording work to be completed and deadlines. This might be electronic or a paper diary/planner. Ask if your centre provides a free planner. If not, consider buying one if you prefer a paper, rather than digital, method of managing your tasks.

Got it

Need

Not needed

HOLE PUNCHER AND STAPLER

You might like to buy yourself one of each as not all your hand-outs will be hole punched and stapled for you.

Got it

Need

Not needed

PLASTIC WALLETS

Sometimes handouts can tear and fall out of folders. Plastic wallets can be useful to prevent this from happening.

Got it

Need

Not needed

YOU MIGHT ALSO NEED:

USB FLASHDRIVE

To store digital information e.g. for typed essays, digital hand-outs, coursework.

Got it

Need

Not needed

HARD DRIVE

With a large memory of 500 GB or more if you intend to edit video e.g. on Media Studies courses.

Got it

Need

Not needed

REMOTE STORAGE FACILITY

On-line digital storage services, accessed from anywhere, such as Dropbox, offer free space up to a certain amount e.g. 2GB – large enough for most use and for free. Register for a service so you can back up your digital files in case your USB or laptop/PC at home is affected. This will happen to you at some stage, so always back up your files.

Got it

Need

Not needed

OTHER SUBJECT SPECIFIC EQUIPMENT

Check out the advice and likely cost of other equipment required for your course, from calculators and laboratory coats to creative arts equipment and specialist vocational requirements for courses such as catering or hair and beauty courses. Do your research so you can balance good quality with value for money.

Got it

Need

Not needed



Get organised digitally

- On your laptop or PC, create a FOLDER per subject
- Inside, use the spec to create folders per TOPIC
- + Create a folder for PAST PAPERS
- WITHIN the Past Paper folders create a folder listed by paper eg. Paper 1, paper 2, Paper 3.

Use the specification to find out how many papers there are for each subject (go to the exam board web site).

ORGANISATION 3: HOW TO ORGANISE YOUR DIGITAL DATA

Advice by the University of Leicester might help you organise your files more coherently, so that you avoid wasting precious time locating them later.

Choose a logical and consistent way to name and organise your data files and folders to locate them easily later.

LEARNING TASK - FOLDERS

DONE NEED TO DO

- 1 Set up a folder for each of your subjects
- 2 Within each folder, set up sub-folders with each topic listed on the specification
- 3 Set up other folders for generic files such as essay writing advice, study skills materials.

TIP!

USEFUL NOT USEFUL

1 **CONSISTENCY** – develop a system of naming files and then stick to it e.g. Psychology - Unit 1 – Short-term memory.

2 **USE OF FOLDERS** – structure your files logically within folders e.g. Subject / Unit / Topic

3 **GOOD FOLDER NAMING** – folder (and file) names should have clear, logical meanings, so that if you need to use a search facility, the folder or file will be easily located.

4 **CURRENT AND COMPLETED WORK** – it might help to separate current and completed work, or different versions of files/documents: e.g. where a document will have many versions and multiple contributors consider a “Current version” folder.

5 **REVIEW WHAT YOU HAVE** – don't keep pointless multiple copies of data.

The Extended Project Qualification

Year 12 entry September 2026

EPQ - General

- EPQ project is equivalent to an additional AS qualification and carries UCAS points
- Universities love it as it develops independence in learners and research skills
- Employers also love it as it helps develop key skills such as research, synthesising information, and presenting
- Projects can be reports, artefacts or performances



Expectations of EPQ Students

- Passion for your project – do something you love!
- Motivation, commitment and organisation – this is over and above A-Level workload
- Completion of the pre-work in the summer of 2026
- Hitting key deadlines is key to remaining on the course
- Attendance at all the lessons and supervised sessions
- Proactivity – it's your responsibility to use EPQ staff and resources as you can, not rely on them to chase you



**"Success is the sum
of small efforts,
repeated day in
and day out."**

- Robert Collier

Next steps

Discussion – what have I learnt from today?

Question – What three things am I now going to do to prepare for my sixth form experience?



What happens next?

- Summer preparation work – ongoing and due first day of next term.

Stay Positive,



Work Hard



and
Make it
Happen

“
Education is
not the
filling of a
pail, but the
lighting of a
fire.

– WB Yeats

DEVELOPGOODHABITS.COM