POCKLINGTON SCHOOL FOUNDATION



**Sixth Form: Academic Expectations**

**Making the transition to Sixth Form**

**Goodbye GCSEs!**

Studying for your A levels or BTECs may be quite different from what you have done at GCSE level. The teachers and classrooms will be quite familiar to some of you, but for a start, studying fewer subjects means that the level of depth and difficulty you can pursue in each subject is that much greater.

You will hopefully enjoy pursuing the subjects that you have chosen, and having the time to develop your personal areas of interest further (or discover them for the first time!). Spending more time each week on your chosen 3 or 4 subjects can also take some getting used to though, and you should not expect that they will necessarily follow the processes and topics that you have followed before. Don’t worry if it takes you a little time to get used to the new routines.

**What happens if I think I have made a mistake with my subject choices?**

Don’t confuse getting used to something new with a dislike for the subject, particularly if it is a subject you have not studied before. Equally, if you are sure after the first couple of weeks that you have made a mistake, then discuss a possible switch of subject with your teachers. It will be too late after the September exeat so don’t leave it too late!

**What will the main challenges of sixth form be?**

There will be challenges for all students in making the step up to sixth form study. If you have found your chosen subjects relatively easy to understand and do well in at GCSE, it can be an uncomfortable surprise to not immediately be achieving A\*/8/9 grades, as you develop your appreciation of the new understanding and topics required.

Other pupils can find it difficult getting used to new teachers, or find it intimidating working alongside different groups of students from those you were grouped with at GCSE. All of this is perfectly normal, and you should not feel worried about discussing your worries at an early stage with your teachers, tutor or housemaster.

Students always talk about the ‘step-up’ from GCSE, and the perception is that it is particularly challenging in certain subjects. In truth, each subject brings challenges of its own, but your teachers do not expect you to master the new skills, techniques and understanding instantly, and are here to help you.

**How independent will I be expected to be?**

The vast majority of students will also need to get used to the greater level of independence that you will enjoy in sixth form. The lure of the sixth form centre sofas – with caffeine and carbs on tap – is a great temptation, and it can be a challenge to drag yourself away to do some work!

But you will need to do this, because you are now responsible for organising your study time far more than you have needed to do before. To start with, you will have a number of study periods each week (please see them as that, and not ‘frees’!). Some of these will be scheduled in the library, where a structured environment will help you to work quietly and productively, but others are for you to work in the sixth form centre’s study areas – either individually or collaboratively – or to go and use facilities in other parts of the school (e.g. Art and Design centre) or see teachers for additional support. Don’t waste this time, as it will be invaluable in helping you to keep on track with your studies. If you know that you tend to procrastinate (we all do from time to time!) then working in the library for all of your study periods may initially be a good idea.

**What sort of homework will I be set?**

You will also no longer have a ‘homework timetable’, meaning that you can be set work from each teacher whenever appropriate after each lesson. You are also likely to have two, or maybe three, teachers for each subject. A homework from each teacher every week will soon add up!

You may also find that tasks tend to be larger and more open-ended than those you were set for GCSE, with longer deadlines before submission. You will need to get used to scheduling your study time each week to complete each task before the deadline, and not fall into the trap of leaving everything until the last minute.

Rushing work and doing ‘just enough’ to complete a task may seem like a good way of managing your time in the early stages of sixth form but we can guarantee from experience that you will regret it later on… Not only will you have less detailed notes to revise from later on, but work tends to build in complexity as you work further through the course, and taking time to ensure you have a firm understanding in the early stages can help you to stay on track with the harder material too.

**Will I be given notes and handouts?**

Of course, your teachers will provide you with text books, notes and handouts as appropriate, but the increased independence expected of you in sixth form will also mean that you may be asked to produce your own class notes – either by making notes in the lesson, or by reading relevant chapters of your textbook and making summary notes that you can refer back to later. Here again, the better the job you do in the early stages, the easier it will be for you when you need to refer back to these notes later on.

In fact, some of the most successful pupils use this as an opportunity to build up their revision notes as they work through the course – reviewing their notes at the end of each topic/sub-topic, highlighting key words and checking their understanding. You can also use a copy of the syllabus/specification that you will be given at the start of the course to keep track of the progress you are making through the course.

**What about independent learning and ‘wider reading’? Should I be doing this too?**

The most successful sixth form students are those who go beyond the essential content of each subject’s syllabus, broadening their understanding and discovering their own personal areas of interest by doing wider reading, watching relevant video clips and documentaries or by practising the skills they are developing in class.

This will have the triple benefit of developing your engagement in, and enjoyment of, each subject; benefitting your overall understanding and progress; and giving you something valuable to mention in your UCAS application…

The subject specific pages provided here will help you to understand what is expected for each subject. If you find yourself without any formal prep work to do, use these guides to help you work out what you can do to further extend your understanding.

**How much work am I expected to do each week?**

As a rough guide, you are expected to do 4-5 hours of work for each subject, each week, in addition to your lesson time. For a typical programme of 3 A levels, that’s 12-15 hours each week, or 2.5 – 3 hours per day. Now you can see why making good use of your study periods during the school day will be essential!

Typically 3-4 hours of each subject’s time might be spend on work set by your teachers, leaving around 1 hour each week to conduct some wider reading, research, note review or other independent learning.

Of course, you won’t be expected to start doing this much from the first day of your sixth form studies – the work set by your teachers in the early stages of term will help you gradually build up to this commitment. But this should give you something to aim for; if you are still not doing anywhere near this much work by November, then something needs to change!

**What will happen if I am absent or fall behind with a piece of work?**

Another piece of advice is to act as soon as you realise things are slipping away from you – either you haven’t quite understood a topic, or you’ve struggled with a specific piece of work. Don’t ignore a problem or bury your head in the sand! Just like lower down the school, teachers are far more likely to be accommodating and supportive if you see them in advance to seek assistance, rather than turning up empty-handed on the day of the deadline.

This is also true if you are absent from a particular lesson – either due to illness, or sporting and other commitments. The onus is on you to seek teachers out for catch-up notes, or to arrange a time to review the lesson’s materials with you. Teachers will always be happy to support you – but you must be prepared to take responsibility for your own learning as well.

**How will I know what grades I should be aiming to achieve?**

The short answer is, you should be aiming to do the best of your ability, and using the support and help available to you, as well as your own motivation, to get there! But it is sometimes not that straightforward, and so there are some steps we take to help you set targets that are both realistic and aspirational.

At the start of the Lower Sixth, all students are asked to sit an ALIS test. This is an online aptitude test which asks you to complete a range of questions to assess your abilities when working with vocabulary, mathematical problems and non-verbal activities involving spatial awareness, pattern-spotting and the manipulation of shapes. Combined together, your profile and overall score is then compared with the previous performance of thousands of other students internationally with the same sort of profile and score as yours. This is then used to generate a set of predicted grades, based on the courses you have chosen to take, as well as some ‘chances graphs’ which show the likelihood of you achieving each grade (A\*-E) in your final exams.

These tests, and the data they produce, can be a useful starting point to help us identify the sort of grades that you should be aiming to achieve. However, they can never hope to be 100% accurate, and are not a replacement for your teachers’ understanding of your strengths, or for your own aspirations and ambitions. Nonetheless, they can be useful prompts for discussion, and can help us to spot where students may be putting unreasonable pressure on themselves, or should perhaps be setting their sights a little higher, as well as giving us a useful baseline against which to check on your progress at regular intervals.

Your ALIS results will be used by your subject teachers to help them identify your ‘BG’ (baseline grade) in your first term of study. They will also discuss this with you so that you have the chance to have your say before the BG is finalised. Your BG will then be included as part of your end of term reports so that you and your parents can regularly review the progress you are making towards achieving it. As such, it is quite normal for your CAL (current attainment level) to be below your BG during the early to mid-stages of your A level and BTEC courses.

**What will happen if I, or my teachers, are concerned about my progress or effort?**

None of us get everything right all the time… Perhaps you will get in a muddle with your equipment and turn up to lessons without the things you need; perhaps you will struggle to get into a good working routine and end up submitting work late. Alternatively, you may need ‘guiding’ to see the benefits of working quietly in the sixth form centre… We all make mistakes, and teachers will be understanding of personal and extenuating circumstances, but if late, poor or missing work starts to become a pattern, then we will intervene to make sure that you remain on track and are able to achieve your potential. There are a range of strategies that can be used to support you, and this may also involve making your parents aware so that they can ensure you are supported at home too.

If you have any worries whatsoever, whether it relates to your academic progress, extra-curricular commitments, friendship groups or any other element of sixth form, do approach whichever member of staff you feel most comfortable talking to. Your tutor, housemaster and teachers will also get to know your style of working pretty well during your sixth form courses; they will usually notice if you appear to be struggling, if you are putting too much pressure on yourself or if you are spreading yourself a little too thinly with additional commitments. The most important thing is that you are happy and able to enjoy everything that sixth form has to offer. If the balance doesn’t appear to be quite right for you, for whatever reason, we would much rather have a mature conversation with you about the specific issues, and what can be done to resolve them, as soon as possible.

**What skills will I need to develop to be successful?**



The Pocklington Values of Courage, Trust and Trust, along with the nine virtues which underpin them, form an important framework which is designed to support your development both as a learner and as a young adult.

You will be given plenty of opportunities to focus on developing each of these virtues - in your academic lessons; through extra-curricular and leadership activities; through assemblies, tutor discussions and the LEAP programme. It is **your** responsibility to take advantage of those opportunities, and to be reflective (and honest with yourself!) about which virtues you need to work on honing the most.

The virtues have been chosen because of the significant influence each one can have on your future success – not only while you are at Pocklington, but as you step forward towards higher or further education and employment. Setting personal goals and aspirations will be an important part of motivating yourself and maintaining a strong work ethic whilst skills such as resilience, integrity, commitment will help you to face and overcome the challenges and setbacks that you may face over the next two years. Universities and employers are looking for young adults who are not only enquiring, creative and reflective in their thought processes, but who can work effectively with others collaboratively and compassionately.

We believe that the Pocklington Values and Virtues are the fundamental skills that you will need for success during your sixth form career and hope that you will discover this to be true for you in the coming months!

**Subject Guidance**

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| **Art/Photography** |
| **What will be expected of me in lessons?*** Practical work. The nature of this course means that you must be organised and come to each lesson with a plan of what you want to achieve in class. Often your work will be something that cannot be completed at home due to materials and processes so it is essential that you make the most of your time in lessons.
* Bring your camera (photography), sketchbook and any photographs or printouts you may need to lessons so that you are ready to work straight away.
* Be open minded to the ideas/ suggestions given to you in order to move your work forward - be adventurous.
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| **How much prep work will I expected to do outside my lessons? What sort of tasks will I be asked to complete?*** 3 – 5 hours a week – this includes work at home and in the studios outside of lesson time.
* Sketchbook work, analysis, experimenting with materials, planning, photo/video shoots, drawing, brainstorming, documenting, writing, annotating, thinking.
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| **I am struggling with my prep and/or classwork. How can I access additional support when I’m in school? When I’m at home?** * The department has an open all hours policy and someone will be there outside of lesson time to help you.
* Email

cimmermannd@pocklingtonschool.comrobertsonn@pocklingtonschool.comswannc@pocklingtonschool.com  |
| **What sort of additional, independent study should I be doing? How long should I be spending on this?*** Gallery visits, internet research on Pinterest, booooooom.com, itsnicethat.com, tate.org, watching SkyArts, arts programmes on TV, read ‘ways of seeing’.
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| **Where should I look for further guidance or materials to do this independent study?*** Library (main and within the department) including periodicals, dvds and essays.
* A selection of sketchbooks and essays from previous pupils to peruse.
* The department has many resources: books, art journals and exemplar work from previous students.
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| **Biology** |
| **What will be expected of me in lessons?*** Focus and enthusiasm
* Engagement:
* Pupils should be checking their own understanding throughout the lessons and being active in seeking help when required.
* Furthermore, they should be asking questions to extend their understanding and knowledge.
* Experiments:
* Students must be able to work independently in all practical sessions to the standard of the CPAC competencies (OCR experimental skills):
1. Safely and correctly using a range of equipment and materials.
2. Follow written instructions.
3. Write up experiments in the correct scientific format (introduction/aim/method/results/conclusion/discussion).
4. Make and record accurate, and precise, observations and measurements.
5. Present their results scientifically (table and graphs).
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| **How much prep work will I expected to do outside my lessons?** * Approx. 3 tasks/week

**What sort of tasks will I be asked to complete?*** Experimental write ups
* Exam questions/ theory questions
* Research projects
* Reading ahead of a topic and reviewing previous lesson (then taking action if full understanding is not acquired)
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| **I am struggling with my prep and/or classwork. How can I access additional support when I’m in school? When I’m at home?** * At school:
* Biology lunchtime help sessions (4 times/week, entire lunchtime period)
* Individual meetings, prearranged, with specific teacher
* At home:
* OCR Pearson’s textbook
* Biological Sciences Reviews
* Biology department online resources on Firefly
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| **What sort of additional, independent study should I be doing? How long should I be spending on this?*** Time: at least 1 hour per week.
* Activities:
* Reading relevant material and making notes.
* Watching relevant material and making notes.
* Discussing relevant material with other A level biologists in the Biology forum or in person.
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| **Where should I look for further guidance or materials to do this independent study?*** Biological Sciences Review
* Biology department reading list
* Biology department library
* Quality newspapers and scientific reviews for current issues and discoveries
* Watch Countryfile and relevant documentaries
* Library resources
* Biology department Firefly resource file
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| **Economics and Business** |
| **What will be expected of me in lessons?*** Attend all lessons. If you miss a lesson, it is YOUR responsibility to seek your teacher and copy up work.
* Be on time with correct equipment!
* Contribute actively in class discussion and debates and listen to others.
* Complete homework and notes (4-5 hours per week across the whole subject).
* Arrive with knowledge of current issues in Economics/Business.
 |
| **What sort of tasks and how much prep work will I expected to do outside my lessons?** * 4-5 hours per week across the whole subject.
* Be up-to-date with current issues and events in Business/Economics.
* A variety of tasks ranging from exercises, further research, preparing for debates/presentations, watching relevant programmes, revision and research activities.
 |
| **I am struggling with my prep and/or classwork. How can I access additional support when I’m in school? When I’m at home?** * At school – Business/Economics staff available at agreed lunch times or make an appointment via email for support prior to the lesson.
* Use the School Library.
* At home - Use of textbook, internet sites such as Tutor2U, Economics help and Firefly.
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| **What sort of additional, independent study should I be doing? How long should I be spending on this?** * Read around the topics studied Tutor2U, BBC news and quality press.
* Practice exam questions using the Edexcel website.
* Watch the news and TV programmes on Economics/Business issues.
* Have the news app open on your phone every morning – check business and economics sections.
* Follow Economics and Business department on Twitter.
* This might be part of your prep (e.g. researching a specific company or issue) or extra to your prep (e.g. researching a news story to bring into the lesson).
* Try to do some independent study at least once a week.
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| **Where should I look for further guidance or materials to do this independent study?*** Ask your subject teacher-we are here to help!
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| **Chemistry** |
| **What will be expected of me in lessons?*** Participate in discussions, be prepared to think through problems, remember you will learn from mistakes so don’t expect to get it right all the time!
* Ask for help when needed, particularly with difficult maths problems.
* Work independently and read your notes carefully when answering exam questions.
* Work independently or in groups to develop practical skills and a knowledge of which apparatus to use and why.
* Listen carefully and try your best!
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| **How much prep work will I expected to do outside my lessons? What sort of tasks will I be asked to complete?*** 4/5 hours per week. This will be shared out between the two teachers. The prep will involve a range of tasks including exam questions, reading from the text book provided, research, problem solving, writing plans for experiments and solving mathematical problems.
* Your teacher will expect some of the above time to be sent on independent learning and some guidance will be given with this in terms of using the text book or Firefly.
* The chemistry review magazine will also be purchased and sometime should be given to reading this resource.
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| **I am struggling with my prep and/or classwork. How can I access additional support when I’m in school? When I’m at home?** * There will be a chemistry clinic for sixth form after school on a Monday between 4-5pm. A letter will go home to explain this.
* You can also come and see us whenever they need extra help with their understanding or prep.
* Email teachers if you are at home and you will receive a reply by the following day if it is not picked up immediately.
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| **What sort of additional, independent study should I be doing? How long should I be spending on this?*** Guidance will be given on this through the course. Time will be allocated according to the prep set that week. More independent work will be expected leading up to topic tests or exams. You should read your notes regularly to check your understanding and aim to make revision notes after completing past exam questions, as you work through the course (don’t leave it to the end!). You should also complete the revision questions at the end of the chapter in the text book provided. The answers are also available using the QR Reader at the back of the books.
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| **Where should I look for further guidance or materials to do this independent study?*** Firefly, text book and ask your teacher for advice.
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| **Computer Science** |
| **What will be expected of me in lessons?*** Lessons will be a mixture of theory and practical programming. You’ll need to be able to work independently and you should always try solving problems before asking for help. You’ll need to keep detailed notes and be well organised.
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| **How much prep work will I expected to do outside my lessons? What sort of tasks will I be asked to complete?*** Prep work will be varied and will include reading, watching videos, researching, writing programs and answering exam questions. Expect to do around 2 hours per week, more during practical or coursework components.
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| **I am struggling with my prep and/or classwork. How can I access additional support when I’m in school? When I’m at home?** * Please talk to your class teacher in the first instance. Class materials and extras will be put on to Firefly. Mr Charles will also be available Friday lunchtimes in IT1 or you can email him at charlesc@pocklingtonschool.com.
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| **What sort of additional, independent study should I be doing? How long should I be spending on this?*** You’ll need to ensure that you understand the topics covered in lessons and you may need to spend time independently researching these. Depending on the kind of program you create for your project you may need to schedule meetings or research how to solve particular issues. The amount of time will vary during the school year.
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| **Where should I look for further guidance or materials to do this independent study?*** Department Firefly pages should be your initial starting point. There are plenty of relevant websites for Computer Science available but if you’re unsure please ask your teacher.
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| **DT** |
| **What will be expected of me in lessons?*** The willingness to take risks with your ideas, and work outside of your comfort zone. To challenge concepts and be constructively critical of your own work and the work of others in the group.
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| **How much prep work will I expected to do outside my lessons? What sort of tasks will I be asked to complete?*** One theory prep a week based on research for new topics or revision for testing of current topics.
* Ongoing minor project work to complete in prep leading to external research required for the marked NEA (coursework) component.
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| **I am struggling with my prep and/or classwork. How can I access additional support when I’m in school? When I’m at home?** * The Design Firefly site has guidance for minor projects and the marked NEA component. There are theory notes for most of the written theory content and components. The department is available for work during pupils’ free periods and most evening between 3:45 and 5:00pm during the week.
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| **What sort of additional, independent study should I be doing? How long should I be spending on this?*** You need to make use of your access to the workshop facilities outside of lesson times to complete projects and meet deadlines. You need to make use of the exam board approved textbook to ensure that you gain the detailed understanding of the theory material being covered as well as making use of the departmental Firefly site and twitter feed. You need to spend at least one hour a week on independent reading outside of the set preps.
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| **Where should I look for further guidance or materials to do this independent study?*** The department Firefly and twitter feed has various materials and links alongside the departments library.
* The department’s twitter feed has links to various engineering and design based companies, organisations and charities websites that it follows which will be useful in helping you to deepen your understanding of the subject.
* If you do not have twitter then the following websites are strongly recommended:

DezeenDesign WeekAbitareDomusCore77Iconeye |

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| **Drama** |
| **What will be expected of me in lessons?*** You will be expected to participate fully in practical work in lessons and to extend this into extra-curricular commitment where you demonstrate leadership to the rest of the school.
* Written work is integral to the course and is used as support material for practical work as well as in relation to the three set texts.
* You will be expected to demonstrate your independent work through presentations and contributions to lessons. You must have read the texts ahead of lessons and have views on them.
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| **How much prep work will I expected to do outside my lessons? What sort of tasks will I be asked to complete?*** There are two types of prep: one is written and is set regularly. This varies from evaluation of personal and group work to analysis of how texts and live theatre convey meaning to an audience.
* The other is preparation for practical work, which might mean script writing, researching practitioners or, of course, rehearsals out of lesson time.
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| **I am struggling with my prep and/or classwork. How can I access additional support when I’m in school? When I’m at home?** * We are always happy to support in lessons or out of them. Firefly will contain advice for research and extra material when at home.
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| **What sort of additional, independent study should I be doing? How long should I be spending on this?*** This subject requires passion and engagement. Essential demonstrations of this are independent research into the lives and theories of practitioners and companies, theatre attendance outside of school trips, involvement in all school drama whether as actor or front of house, taking the role of Drama prefect, and reading of other texts by the same authors.
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| **Where should I look for further guidance or materials to do this independent study?*** This changes according to the practical work and texts chosen but full advice is given by teachers.
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| **English Language** |
| **What will be expected of me in lessons?*** Linguistics requires you to have an enquiring and open mind. You will need to approach your studies from an informed perspective, but be able to embrace new ideas and contemplate new perspectives on established ideas and attitudes.
* You will be expected to know the terminology you used at GCSE, so revisiting last year’s work early in the course is a good idea to support your learning in lessons.
* You should be willing to contribute to discussion on all occasions, apply yourself independently to detailed analysis of texts and read widely to supplement teaching.
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| **How much prep work will I expected to do outside my lessons? What sort of tasks will I be asked to complete?*** It is usual to expect one ‘main’ piece of prep from each teacher per week alongside other smaller pieces. This should amount to around 3 hours a week, but can vary (such as during the build up to coursework deadlines).
* Possible prep tasks include: data analysis, in the form of annotated texts; essay writing; creative writing; commentary writing; and completing your Language Log (your own personal record of linguistic examples and features you come across each day).
* You will be asked to read magazines, newspapers, newsfeeds, blogs and watch television programmes featuring specific accent and dialect and language of social situations.
* If you have a lighter prep week, the expectation is that you will revisit your note to consolidate your learning and add to your Language Log.
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| **I am struggling with my prep and/or classwork. How can I access additional support when I’m in school? When I’m at home?** * Your two teachers are your main point of contact for issues related to the course. If your issues are with a specific component or area of learning then the teacher teaching that component should be approached.
* When you are at home, you will have been given a list of useful resources online, usually through Firefly. You can also email your teacher (addresses available on department’s Firefly homepage).
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| **What sort of additional, independent study should I be doing? How long should I be spending on this?*** Quality and relevance are the key words with this, rather than quantity. Many students think they must read books. In fact, what is vital is that students read different types of texts in order to see language at work in different situations. Be aware of language all around you; listen to conversations and watch how people interact.
* Applying skills taught in lessons - such as data analysis, annotation and creation of particular text types - will supplement learning. For example, you will be asked to create pieces that are realistic in terms of meeting audience and genre requirements, travel writing for instance; therefore, you should produce extra pieces and submit for marking or review.
* Collect text types such as adverts, articles in your Language Log and annotate them for linguistic content.
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| **Where should I look for further guidance or materials to do this independent study?*** Our exam board, Eduqas (part of the WJEC), have copies of the specification, exemplar exam materials and an increasing range of digital resources, which are sometimes interactive.
* The Pocklington School library – for both physical resources and access to academic documents via JSTOR.
* The British Library website.
* Grammar resources at Englicious.org
* With English Language, the world is your resource! Be linguistically aware: leaflets, radio/TV programmes, newspapers, magazines, blogs and literary non-fiction are all materials you may be confronted with.
* There is a creative writing paper, so keep up your own reading of fiction too.
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| **English Literature** |
| **What will be expected of me in lessons?*** You will be expected to be open and flexible in your approach to the variety of texts you will be studying.
* You will be expected to contribute and play an active role during lessons, through illustrating, developing or challenging the points of others (including your teacher).
* You should be willing to work individually, in pairs or groups according to the aims of the lesson.
* You will be expected to not always agree – rigorous academic debate is one of the joys of studying English Literature.
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| **How much prep work will I expected to do outside my lessons?** **What sort of tasks will I be asked to complete?*** There is lot of reading, almost all of which will be done outside of lessons; how long this takes clearly depends on the individual, but you must build reading into your routine.
* You will be asked to read things other than your set texts – critical material, articles, biographical information or related texts.
* You will be expected to do the majority of your writing for prep; this will mostly consist of notemaking, annotation, essay planning and essay writing.
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| **I am struggling with my prep and/or classwork. How can I access additional support when I’m in school? When I’m at home?** * You can make an appointment to see your teacher outside of lessons.
* You can find information, resources and tasks on the department’s Firefly pages.
* You can visit the website of our exam board (OCR) for old papers and examination/coursework reports.
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| **What sort of additional, independent study should I be doing? How long should I be spending on this?*** Reading, reading, reading – not just re-reading your sets texts, but also related texts (for example, if you are studying the Gothic genre, reading *Jekyll* *and* *Hyde* and *Frankenstein* alongside *Dracula* and *The* *Bloody* *Chamber*); you should be reading almost every day.
* Visiting JSTOR – accessible through Firefly – to read critical material.
* As part of preparation for exams, planning and writing practice answers as part of your revision (and getting them marked).
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| **Where should I look for further guidance or materials to do this independent study?*** The Pocklington School Library.
* The department’s Firefly pages.
* Physical copies of study support notes (York Notes Advanced, for example).
* The OCR website.
* Student support websites for your chosen texts (The British Library, shmoop, York notes, Gradesaver, LitCharts).
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| **Geography** |
| **What will be expected of me in lessons?*** Attend all lessons. If you miss a lesson, it is YOUR responsibility to seek your teacher and copy up work.
* Be on time!
* Contribute actively in class discussion and debates.
* Complete homework (4-5 hours per week across the whole subject).
* Be enthusiastic about all things geographical!
 |
| **What sort of tasks and how much prep work will I expected to do outside my lessons?** * 4-5 hours per week across the whole subject.
* A variety of tasks ranging from exercises, further research, preparing for debates, watching relevant programmes, revision and fieldwork activities.
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| **I am struggling with my prep and/or classwork. How can I access additional support when I’m in school? When I’m at home?** * At school - RHB always in Room 18 second break and Geography Catch up held weekly. Use the Geography and School Library.
* At home - Use of textbook, internet sites such as Kerboodle and Firefly.
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| **What sort of additional, independent study should I be doing? How long should I be spending on this?** * Read around the topics studied using reading lists provided by RHB.
* Practice exam questions using the AQA website.
* Watch TV programmes on geographical issues.
* Read Geography Review/National Geographic.
* Follow Geography Department on Twitter.
* This might be part of your prep (e.g. reading lists) or extra to your prep (e.g. following Geography Dept. on Twitter).
* Try to do some independent study at least once a week.
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| **Where should I look for further guidance or materials to do this independent study?*** Ask your subject teacher - we are here to help!
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| **History and Politics** |
| **What will be expected of me in lessons?*** A readiness to ask questions, engage in critical thinking, work with good humour and a genuine desire to improve.
* There are times where we will set quiet focussed work but often our lessons are ‘seminar’ style where the preparation is done beforehand in order that we can discuss the topic and issues as a group.
* In history we spend much time studying sources, articles and accounts whilst in politics we often keep up to date with the latest contemporary political events through political websites and audio-visual materials.
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| **How much prep work will I expected to do outside my lessons? What sort of tasks will I be asked to complete?*** In history much of the prep is reading focussed around enquiry questions. Notes are often compiled and we build up towards periodic assessments.
* Politics is much less note-taking focussed and is often based around research and presentation of particular issues. The key to good politics work is keeping up to date and building up a large bank of examples for your written work.
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| **I am struggling with my prep and/or classwork. How can I access additional support when I’m in school? When I’m at home?** * Come straight to the history and politics department office! We will help you. Outside of school please e-mail your teacher(s) directly.
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| **What sort of additional, independent study should I be doing? How long should I be spending on this?*** It is always difficult to put a time limit on independent study, by its very nature you will find yourself immersed in areas of interest that will draw you in further.
* In history we provide lots of extra material (such as Brogan’s History of the USA) that can be read at your own pace alongside the curriculum work.
* In politics we urge you to read the Spectator and New Statesman magazines that are in the library as well as downloading such Apps as Politico for your phone – aim to read an article or two a day.
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| **Where should I look for further guidance or materials to do this independent study?*** Ask your teachers. We have a well-stocked department library alongside the main library. Also, the library’s digital catalogue is tremendous – use it!
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| **ICT BTEC** |
| **What will be expected of me in lessons?*** You should be able to work independently on the practical tasks.
* You should be able to take effective notes that will supplement your learning.
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| **How much prep work will I expected to do outside my lessons? What sort of tasks will I be asked to complete?*** Research will be key outside of the lessons.
* Producing work for the lesson as some of the lessons will be timed assessment periods.
* Completing notes and standard theory prep work for the examination component.
* Approx. 2 hours per week from both teachers.
 |
| **I am struggling with my prep and/or classwork. How can I access additional support when I’m in school? When I’m at home?** * There will be a Monday support session from 1.30-2.00pm in IT2 each week to help you.
* If you have any concerns please email alexanderh@pocklingtoschool.com or spruyts@pocklingtonschool.com
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| **What sort of additional, independent study should I be doing? How long should I be spending on this?*** See above for prep and research.
* The times for this will increase during coursework submission periods.
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| **Where should I look for further guidance or materials to do this independent study?*** The BTEC handbook will provide a great many support materials as well as the department Firefly pages.
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| **Latin** |
| **What will be expected of me in lessons?*** You will have chosen to study Latin because you enjoy the challenge of understanding the language and literature of the Romans, which have so deeply influenced modern Romance languages and Western culture and literature. That is it! Enjoy it! You know the rest…we shall be getting beneath the skin of the language and with small sets you will have every opportunity to understand such delights as gerundives of obligation and periphrastic conjugations in proper detail. We shall also prepare two set texts…it is a familiar approach from GCSE. You will love it!
 |
| **How much prep work will I expected to do outside my lessons? What sort of tasks will I be asked to complete?*** You will study language and a prose set text with one teacher, and will do translations and a verse set text with the other. So, each week you will have one translation to complete, some vocab to learn (about 20 words) and some learning for each set text.
 |
| **I am struggling with my prep and/or classwork. How can I access additional support when I’m in school? When I’m at home?** * You know where we are and our door is always open! My favourite thing is when students come along and we can go through a translation that is proving tricky…it is that willing interaction which will really help your understanding. You will also have our school e-mail and will be able to contact us through the holidays if you are stuck with something or want some feedback.
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| **What sort of additional, independent study should I be doing? How long should I be spending on this?*** If you are looking to continue your study of Classics beyond school, you really ought to start reading around the subject as early as possible. It is important to find an area which interests you, whether that is linguistics, literature, culture or history. There are Classical essay competitions we can direct you towards and there are summer schools you can attend at the end of the L6. The latter are highly recommended as a great way to immerse yourself in a new language like Greek, or to consolidate your knowledge of Latin. Just talk to us and we can guide you.
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| **Where should I look for further guidance or materials to do this independent study?*** The school library has a number of excellent Classics books and the department library is well stocked. Just come along and have a look…you are welcome to borrow whatever you want and we are here and happy to guide you.
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| **Library and the Sixth Form** |
| Sixth formers may use the library at any time during the week except when First Year activities are taking place (Wednesday afternoons).If regular English lessons are booked in, Sixth formers may work upstairs, but must remain silent, and respect the fact that there may be noise from the class downstairs.When timetabled for private study in the library, pupils must sign in on time and may not leave before the bell goes. They must work downstairs for these periods.Sixth formers need to make themselves aware of the wide range of books and magazines within their subject ranges, and the electronic resources for research which are available via Firefly, and thus from any external computer.The librarians are more than happy to conduct individual tuition in use of any of the resources, citation skills, research techniques or any other relevant skills.There are very few rules, the main ones being:* No food and drink except clear water in bottles
* No mobile telephones
* Respectful behaviour
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| **Mathematics** |
| **What will be expected of me in lessons?*** To write and copy notes as requested from the teacher.
* To follow examples.
* To engage, question and extend ideas.
* To work through set questions and to ask for help as required.
* To hand in work punctually as requested.
 |
| **How much prep work will I expected to do outside my lessons? What sort of tasks will I be asked to complete?**Each teacher will set the equivalent of approx. 2 hours and 30 minutes of work a week. This will be a combination of:* Set questions
* Reading and making own notes on a specific topic followed by set questions to check your understanding.

The set work might take the form of one ‘large’ task or several questions set after each/several lessons.The set work will be divided into two types:* Work which will be set and marked by the teacher
* Independent work, known as ‘Private Study’, that will be set and you will be expected to check your answers. If you do not get the correct answer the onus is on you to seek help from your teacher as soon as possible.

By the end of the year you should have covered all the questions in the book; this will include using questions for revision for tests. |
| **I am struggling with my prep and/or classwork. How can I access additional support when I’m in school? When I’m at home?** * All members of the maths department can be approached for help.
* There is also a maths clinic on Monday lunchtime in room 2 where you can access further help.
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| **What sort of additional, independent study should I be doing? How long should I be spending on this?*** As above.
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| **Where should I look for further guidance or materials to do this independent study?*** The text books are an excellent resource and you should make every effort to read through them, especially the annotated worked examples, as the year progresses.
* The maths department have a selection of other text books which can be borrowed if you would like a different perspective on a topic.
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| **Modern Languages - French, German and Spanish** |
| **What will be expected of me in lessons?*** A willingness to contribute orally in the target language.
* Having all necessary equipment in lessons and keeping your file very well-organised.
* Being up to date with all work both in class and at home.
* An enthusiasm for all things French, German or Spanish and keeping up to date with current affairs.
* A willingness to engage with the Foreign Language Assistant (FLA).
* Having language apps on your mobile phone and tablet ie. Wordreference, Quizlet, Lyrics Training etc.
* Seeing your teacher to catch up on work missed in lessons due to absence.
 |
| **How much prep work will I expected to do outside my lessons? What sort of tasks will I be asked to complete?*** Prep will be varied to cover all four skills: listening, reading, writing and speaking.
* Prep will be set by all teachers each week.
* Work will range from exercises from the textbook or online textbook, film and literature work, vocabulary work, grammar exercises, oral tasks, essays, research work, oral preparation etc.
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| **I am struggling with my prep and/or classwork. How can I access additional support when I’m in school? When I’m at home?** * All A Level teachers will be available for extra help and support and are usually accessible within the Languages department.
* You can make an appointment to see the Foreign Language Assistant (FLA) for extra support with learning, especially oral work.
* School email and firefly can be used to contact teachers.
* Kerboodle is accessible online from home.
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| **What sort of additional, independent study should I be doing? How long should I be spending on this?*** You will be given an Independent Learning Log and you will be expected to choose tasks to complete on an ongoing basis. For example, translating the lyrics of a song, summarising an online news article or simply copying out lists of vocabulary to learn.
* Good use should be made of the Language Department’s stock of resources; we have lots of DVDs and can suggest sources for background reading and language learning. Do also make full use of the Language’s section of the library.
* Time should be spent every week catching up on news and events from the target language countries; your teachers will show you how to do this.
* At least an hour each week should be devoted to learning and consolidating vocabulary.
* Regularly review previously taught language and grammar as accuracy is very important at advanced level.
* Get together a playlist on Spotify (or similar) of music in the target language and listen to this regularly.
* Regularly meet with a classmate to chat informally in the target language or test each other on prior learning.
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| **Where should I look for further guidance or materials to do this independent study?*** Ask your Language teacher and your FLA.
* Speak to one of the librarians.
* Research online resources with the help of your teachers.
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| **Music** |
| **What will be expected of me in lessons?*** An engaged and open mind and ears with the enthusiasm to explore music at advanced level and participate fully in the musical life of Pocklington School.
* The undertaking of analysis and related listening in lessons with Mrs Kneeshaw. Individual notes should be taken when analysing music with the annotation of scores in order to further understanding.
* The fundamentals of four-part harmony will be studied with Mr Austin. This theoretical course gives the building blocks for harmonic understanding. Harmonic principles will be studied and practice exercises will be supplied for completion. This will usually incorporate the study of ABRSM Grade 6 theory with the option of taking the examination. *NB this carries UCAS points.*
* Composition tasks. One is in response to a brief set by the board and the other is a free brief. These will be guided by Mr Austin but will exploit your own instrumental/vocal interests. Cubase and/or Sibelius software are used.
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| **How much prep work will I expected to do outside my lessons? What sort of tasks will I be asked to complete?*** There will generally be two formal preps a week.
* One prep will be related to analysis: it may take the form of a piece of research, an essay, or a listening question. In addition, revisiting of your class notes with related listening will cement your understanding.
* The other prep will be linked to your study of compositional techniques. These may take the form of short exercises, or occasionally targeted listening which will inform your compositional work.
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| **I am struggling with my prep and/or classwork. How can I access additional support when I’m in school? When I’m at home?** * Teachers are always available for support within school, or via email. Mrs Kneeshaw works on Tuesday, Wednesday and Thursday. Mr Austin is always available in school or via email: austins@pocklingtonschool.com
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| **What sort of additional, independent study should I be doing? How long should I be spending on this?*** In addition to formal prep, you will be expected to take lessons on your instrument/voice and practise and perform regularly. Rooms are available in the department for you to practise during the school day if required. Remember, this component is worth **35%** of the A level.
* You should join the Chamber Choir, and (ideally) sing a harmonic part in order to develop your inner ear.
* You will be encouraged to listen to a wide range of music related to the Areas of Study. Your teachers will guide you towards the music which would benefit your academic study.
* You should seek out opportunities to attend concerts in the wider community. The department will arrange at least one visit per year which will be of interest and benefit to you.
 |
| **Where should I look for further guidance or materials to do this independent study?*** Most directed listening will be available online. Recommendations will be made from YouTube, IMusic and Spotify.
* The department’s Firefly page contains a large amount of recorded extracts for listening questions, you will be directed to appropriate passages as appropriate.
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| **PE and Sport BTEC** |
| **What will be expected of me in lessons?** * There will be an expectation for you to take responsibility for your own guided learning by organising your note taking from staff tutorials and power points and from independent study through the use of resources. These will include the core textbook, revision guides and the online virtual learning environment (VLE) at TheEverLearner.
* Staff will give you guidance and how to organise your folders and check your progress in organising your notes but you must take pride in the depth and quality of information within these.
 |
| **How much prep work will I expected to do outside my lessons?** * In some years you may have up to four teachers, each being responsible for a discrete part of the course. It would not be unusual to get an hour's extra work from each during the week.

 **What sort of tasks will I be asked to complete?** * These tasks will vary considerably based on the unit being taught. In the theory component there may be lesson tutorials for you to watch and notes to take on VLE and progress tests and quizzes to complete. There could be a research task developing your assignment briefs, preparation for tests and completion of past paper type questions. In the practical you will be tasked with acquiring, editing and authoring video footage of yourself performing as well preparation and delivery of your oral assessment.

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| **I am struggling with my prep and/or classwork. How can I access additional support when I’m in school? When I’m at home?**  * We're always accessible during the school day and do not hesitate to get in touch with your teachers by using school email.
 |
| **What sort of additional, independent study should I be doing? How long should I be spending on this?** * TheEverLearner is an ‘always on’ learning environment and will allow you to access content to help support your learning and understanding from anywhere, at any time. There are hundreds of test questions and checkpoint areas which you should be using as a focal point for strengthening areas of weakness or pushing further into the course to get ahead.
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| **Where should I look for further guidance or materials to do this independent study?** * We will give you the textbooks that you need as well as your VLE account when you start the course.
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| **Physics** |
| **What will be expected of me in lessons?*** Full participation in all activities, practical work and discussions.
* Exhibit good behaviour and follow lab policies.
* Demonstrate organisation of working space and self-management.
* Be safety literate – responding appropriately to written or symbolic hazard warnings.
* Follow written and verbal instructions.
* Make and record observations/results/notes.
* Keep appropriate records of experimental work.
* Use appropriate software and tools to process, research and report data.
* Use online and offline and sources to carry out independent work.
 |
| **How much prep work will I expected to do outside my lessons? What sort of tasks will I be asked to complete?*** Calculations and descriptive tasks.
* Learning of equations and definitions.
* ISAAC Physics work.
* Research.
* Experimental write ups.
* Revision for end of topic tests.
* Completion of past paper work.
* Several pieces per week.
 |
| **I am struggling with my prep and/or classwork. How can I access additional support when I’m in school? When I’m at home?*** Help available during lunchtime.
* ISAAC physics website.
* Dedicated textbook.
* Support packs available for mathematical difficulties.
 |
| **What sort of additional, independent study should I be doing? How long should I be spending on this?*** Regular reviews of material studied.
* Preparation for forthcoming lessons.
* As much as needed.
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| **Where should I look for further guidance or materials to do this independent study?*** Reading around the subject using other sources (Department Library).
* Keeping up to date with scientific news and advances (BBC website, NASA, etc).
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| **Psychology** |
| **What will be expected of me in lessons?*** To be an active participant in learning.
* To be prepared for learning by bringing your folder and prep to every lesson.
* During a lesson you may be expected to make notes, answering questions, participate in discussions, answer written exam questions, peer mark exam questions, and deliver presentations.
 |
| **How much prep work will I expected to do outside my lessons?*** At least one piece per teacher per week. Approximately 2 hours per week.

**What sort of tasks will I be asked to complete?** * Mostly answering written exam questions, some reading, preparing presentation, revision note making.
 |
| **I am struggling with my prep and/or classwork. How can I access additional support when I’m in school?** * Ask any Psychology Teacher for help.
* Use the Tuesday lunchtime help drop in, in the Psychology classroom, with Miss Barham.
* Ask another student for help who also studies Psychology.
* Use textbooks in the Psychology classroom
* Use Firefly, online textbook, google, and YouTube.

**When I’m at home?** * Use Firefly, online textbook, google, and YouTube.
 |
| **What sort of additional, independent study should I be doing?** * Reading textbooks, making additional notes, making revision resources, listen to the Audio Companion (on Firefly), watch video clips from Firefly or YouTube relevant to the topics covered in lessons, memorising material for tests and exams.

**How long should I be spending on this?*** Approximately 2 hours per week.
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| **Where should I look for further guidance or materials to do this independent study?*** Your course guide in the front of your folder, Firefly, or your teacher.
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| **Religious Studies** |
| **What will be expected of me in lessons?*** Religious Studies is a superb course to study! In lessons, you will be expected to study the material with great thought and maturity, as on occasions we discuss difficult and sensitive topic matters - especially within the Judaism paper. There is ample opportunity for discussion, too, and it is desirable for all to contribute and to listen to others’ views. We expect you to be organised and diligent, and to ask for help when you need it. Most importantly, we expect you to have enthusiasm for the subject, and a willingness to accept advice so that you can achieve your true potential.
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| **How much prep work will I expected to do outside my lessons? What sort of tasks will I be asked to complete?*** Prep tasks will vary from week to week. On occasions, you may be asked to revise a section of the course for a test, or to carry out some research. Most often, you will be asked to write essays, as this is how you will be examined in the second year. Of course, we will show you how to structure these, especially as you start the course! It is likely that you will have an essay to write each week.
 |
| **I am struggling with my prep and/or classwork. How can I access additional support when I’m in school? When I’m at home?** * You can always approach one of the Religious Studies teachers to ask for help when you need it (Miss Young or Miss Emery for Judaism and Dialogues; Miss Young or for Philosophy; and Mr Davies for Ethics). If you are struggling with your prep at home, send one of us an email. We can then offer written advice via email, or organise a time to meet in school to discuss the work. Try not to leave essays until the night before, as we might not be able to offer the support you need right before a deadline!
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| **What sort of additional, independent study should I be doing? How long should I be spending on this?*** You will be expected to do some independent study outside of the classroom. The library has some excellent resources, including the latest editions of Judaism books recommended by the exam board. Reading around the subject is key, and we would recommend at least two hours per week on this. We have also provided some good articles and documentaries on Firefly.
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| **Where should I look for further guidance or materials to do this independent study?*** Miss Young, Miss Emery and Mr Davies will be able to offer you recommendations for good articles, documentaries and books, as well as websites. The library has a well-stocked section for the course, too.
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