

HUCKNALL
SIXTH FORM
CENTRE

STEP UP

TO

Sixth Form

Welcome

Welcome to HSFC!

At HSFC you will find dedicated members of staff who will be your tutors and subject teachers. They come from a range of 'Home Academies' so might not always be on site, but they are easily contactable and always willing to help.

On site all the time you will find our administrators (in reception) and well as our site team, Student Welfare Officer and the Head of HSFC – Ms Cliffman; please come to see us if you need anything.

We are excited to have you join our community and are looking forwards to supporting you in the transition from Level 2 study (GCSE) to Level 3.

This booklet is designed to support you in preparing for post-16 study which is different to Level 2 in many ways:

1. The level of work is more challenging
2. You are focusing on a narrower range of subjects
3. You need to learn independently, outside of your taught lessons
4. You need to manage your time effectively.

Work through the tasks in this booklet to prepare for your entry into Y12!

Best wishes,

Ms Cliffman

Time Management

With independent study periods and a Level 3 workload, you need to ensure you do not get behind on what you need to do. A planner or 'To Do' List could help with this. Sometimes we need to go into more depth and prioritise our work – we can do this with a Time Management Matrix.

Examples of tasks and their priority:

	<u>Urgent</u>	<u>Not urgent</u>
<u>Important</u>	<p>1. DO NOW!!</p> <p>e.g.</p> <ul style="list-style-type: none"> Planned tasks which are due Meetings Deadlines <p>Action – prioritise the order to do these tasks</p>	<p>2. PLAN TO DO</p> <p>e.g.</p> <ul style="list-style-type: none"> Planning, preparation Research, investigation, testing Creative thinking, design <p>Action – plan some time to do these tasks. Identify when they will be completed</p>
<u>Not important</u>	<p>3. REJECT AND JUSTIFY</p> <p>e.g.</p> <ul style="list-style-type: none"> Trivial requests Ad hoc interruptions Pointless activities Unwanted distractions <p>Action – avoid & reject these tasks if possible</p>	<p>4. RESIST AND STOP</p> <p>e.g.</p> <ul style="list-style-type: none"> Daydreaming, doodling Over-long rests Chat, social communications Social media/Online recreation <p>Action – minimise these tasks</p>

Have a go at creating your own Time Management Matrix – you could base this on a time in your life when you have been busy, if you aren't particularly busy right now!

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Learning Independently

In secondary school we are led by our teachers in the majority of our learning. This often means that it can be challenging when we have to start supporting our post 16 learning with independent study.

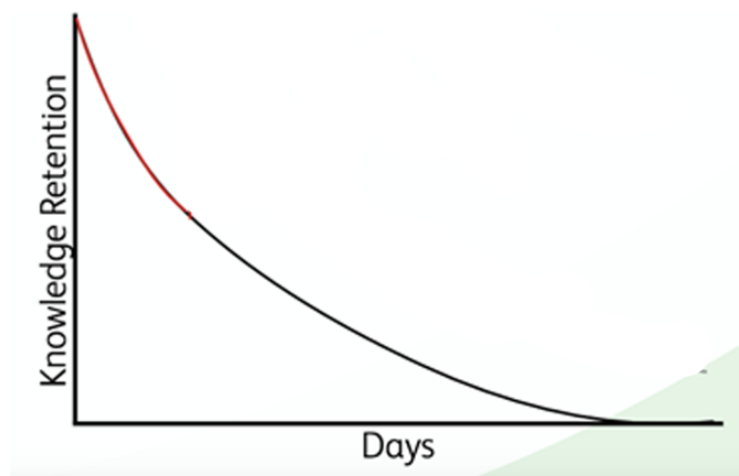
Types of Independent study

Teacher Directed Study	This could be an essay, task or piece of coursework that has been set by a teacher. They will have given you some guidance on what should be submitted and a deadline for it. Keep a note of these deadlines and manage them.
Self-Directed Study/Revision	This is preparation for exams and assessments, beyond what is set by your teacher. Check out the next section for the science on how to do this well.
Super Curricular Learning	This is learning beyond your set content. It builds on and enhances what you are studying in school. It is something that universities value highly and you can show off in your applications. It could include, attending guest lectures, reading books outside those set in the curriculum, or watching documentaries that further your knowledge of a topic.

How to study independently

“Students who cram may pass the exam but they don't retain the material.”

Prof John Dunlovisky, Kent State University



The Forgetting Curve is a scientific model created by Hermann Ebbinghaus in 1885. It shows the retention of material in the brain over a period of time. It proves that without regular visitation of your subject material – you will forget it!

It can be difficult, when given Independent Study time, to know how best to use it. – Don't worry, science has the answer!

Effective Revision Strategies

Method	Description	Impact Rating
Summarising	writing summaries of texts	LOW
Highlighting/ underlining	Picking out key words and phrases in colour	LOW
Keyword mnemonics	choosing a word to associate with information	LOW
Imagery	forming mental pictures while reading or listening	LOW
Re-reading	Skimming or deep reading of notes.	LOW
Elaborative interrogation	being able to explain a point or fact	MODERATE
Self-explanation	how a problem was solved	MODERATE
Interleaved practice	switching between different kinds of problems	MODERATE
Practice testing	Self-testing to check knowledge - especially using flash cards	HIGH
Distributed practice	spreading out study over time	HIGH

Notes on Revision Methods

Whilst the LOW rated revision methods are ineffective in isolation they can be useful in preparing the MODERATE and HIGH performing revision methods. E.G. summaries, re-reading and highlighting could help you create great flashcards for practice testing!

The Thinking Ladder

We use the thinking ladder as a way of stretching our knowledge and ability to present information.



The tasks start off easy at the bottom of the ladder, but increase with difficulty as you get nearer the top. The more challenging a task, the more advanced the skills required and therefore the higher the grade you are working towards.

Have a go! – read the information below and then go through the ladder tasks on the next page.

Violence in the Media.

Potter (1999) asks us to consider the way violence is represented in terms of Realism, seriousness – if constructed for humour or game then perceived as more serious; and whether violence is justified or if the violence is abhorrent.

For example; The news is often seen as justified in presenting violent and graphic images as it is creating a representation of real life. Informing people about the world. Tom and Jerry is frequently violent, but as an animated fiction is interpreted as less shocking.

Live action horror films with graphic scenes of violence are more realistic and disrupt the 'norms' of acceptable behaviour,

Gitlin (2003) questions why some representations of violence are permitted while others are omitted. Eg: not showing the brutality of wars we are actively involved in, does not upset or provoke a response thus legitimising the violence.

But what is the effect of violence on the audience?

Cultivation theory is a sociological and communications framework; it suggests that people who are regularly exposed to media for long periods of time are more likely to perceive the world's social realities as they are presented by the media they consume, which in turn affects their attitudes and behaviours.

Cultivation theory was first advanced by professor George Gerbner in the 1960s. Cultivation theory began as a way to test the impact of television on viewers, especially how exposure to violence through television affects human beings. The theory's key proposition is that "the more time people spend 'living' in the television world, the more likely they are to believe social reality aligns with reality portrayed on television."

In practice, images and ideological messages transmitted by popular media heavily influence perceptions of the real world. The more media that people consume, the more their perceptions change. Such images and messages, especially when repeated, help bring about the culture that they portray. Cultivation theory aims to understand how long-term exposure to television programming, with its recurrent patterns of messages and images, can contribute to shared assumptions about the world.

In a 2004 study, surveying almost 2,000 articles published in the top three mass communication journals since 1956, Jennings Bryant and Dorina Miron found that cultivation theory was the third most frequently utilized cultural theory.

Criticism of Cultivation Theory

Chandler argues that while television does have some effect on how we perceive the world around us, Gerbner's study does not consider the lived experiences of those who do inhabit high crime areas. **Horace Newcomb** argues that violence is not presented as uniformly on television as the theory assumes; therefore, television cannot be responsible for cultivating the same sense of reality for all viewer.

Create

Create a revision poster or card for this topic.

Evaluate

Write a short paragraph on how far you agree with the topic and why.

Analyse

Create a mind map or flow chart of the key information.

Apply

Research! Find a real life piece of evidence or new which illustrates the topic.

Understand

Pick out 5 key points and explain in your own words.

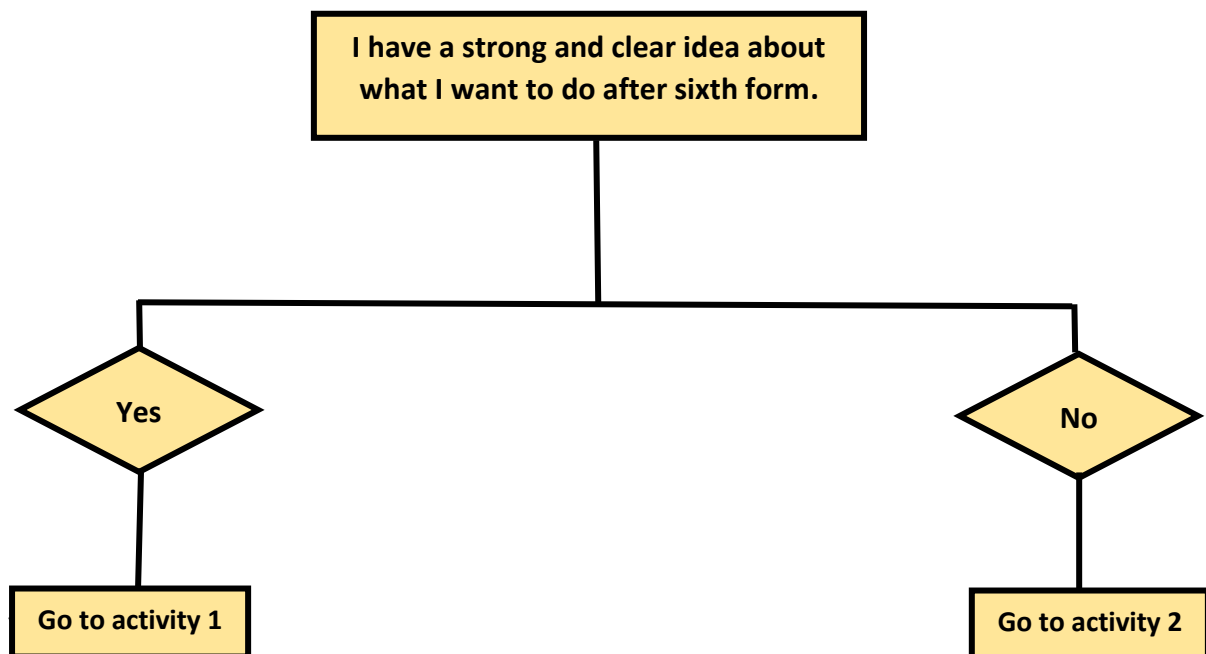
Remember

Write down the key terms from the topic and define them.

Start Here!

Pathways

It might seem silly to ask you what comes after Sixth Form, but it is good to start preparing for your futures. This doesn't mean that what you decide now can't change, many people will change (either partially or completely) their minds about what they want to do in the future. By researching your current future plans you can make sure you're on the most suitable path.



Activity 1: I have a strong and clear idea about what I want to do after sixth form

What are your future plans for after sixth form?

What qualifications/entry requirements do you need to reach this goal? Complete the appropriate box(es) to your goal.

University	Apprenticeship	Employment
Use the UCAS Course search page to look for universities that offer your favoured subjects- what grade/subjects are needed? Look for 3 different universities https://digital.ucas.com/search	Look at the current listings for apprenticeships online. What apprenticeships are you interested in? https://www.gov.uk/apply-apprenticeship	Use the National Careers Service website to look up your intended careers. What are the entry requirements for this career? https://nationalcareers.service.gov.uk/explore-careers
	What are their entry requirements?	Look through the broader job categories on the website – are there any other jobs that you weren't aware of that are interesting to you?

Activity 2: I DON'T have a strong and clear idea about what I want to do after sixth form.

Don't worry – lots of people don't know what they want to do for certain at this stage. This gives you a really good opportunity to explore lots of options!

1. The UCAS Buzz Quiz: Take the quiz to see which job areas might suit you then start exploring opportunities – from apprenticeship or traineeship to researching some job families. There's a huge variety of options you may not have thought of.

You can do this online here: <https://www.ucas.com/careers/buzz-quiz>

2. Discover your skills and careers (DYSAC) is a tool to help you identify your:

- interests
- motivations
- preferences

Understanding yourself can help you work out what careers you may enjoy working in. You can use this information to explore careers that interest you in more detail

You can do this online here: <https://nationalcareers.service.gov.uk/skills-assessment>