



# **Radyr Comprehensive School Year 12 Tutorial Booklet 1**

Name .....

Form .....

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## **Introduction**

Welcome to the Sixth Form at Radyr Comprehensive School. The next two years here at Radyr will be amongst the most important in your life. You will be studying the subjects you are passionate about, making important decisions about your future, and developing a range of interpersonal and academic skills.

At Radyr, we aim to offer you the best Sixth Form experience, including a broad and accessible curriculum, a caring and supportive environment, knowledgeable subject staff and the very best facilities.

We hope that you will enjoy your Sixth Form experience at Radyr and that the time spent with us will enable you to become mature, self-motivated, independent learners who will be in demand by universities and employers.

**Good Luck!**

**Dr Roe**

*Director of Sixth Form*

## **The Sixth Form Team**

Dr Roe – Director of Sixth Form [j.roe@radyr.net](mailto:j.roe@radyr.net)

Mr Todd – KS5 Well-being officer [m.todd@radyr.net](mailto:m.todd@radyr.net)

Mrs Jones – Acting Deputy Director of Sixth Form /KS5 Welsh Baccalaureate Coordinator  
[m.jones@radyr.net](mailto:m.jones@radyr.net)

Mrs Perks – Sixth Form Administrator [c.perks@radyr.net](mailto:c.perks@radyr.net)

# **Section 1: Essential Information**

## **1. Attendance**

Full attendance in all lessons, tutorials, and assembly is expected and has never been more important. Your attendance record will be used in application forms and references for future employers, Higher Education institutions, Universities and so on.

We expect that you will make every reasonable effort to arrange appointments outside of school hours and expect you to be in school throughout the normal school day.

### **PLANNED ABSENCE:**

**These are absences which are usually acceptable and can be foreseen in advance, but which nevertheless still require formal authorisation.**

- ✓ Medical appointment which could not be arranged outside of school hours
- ✓ Religious holiday
- ✓ Interview or visit e.g. potential employer, University interview, Open Day.
- ✓ University Taster Course
- ✓ Significant extra-curricular activity such as drama, music or sports event.
- ✓ Attendance at court
- ✓ Attendance at a funeral
- ✓ Driving TEST (note that this does not include driving lessons)
- ✓ School visits or trips
- ✓ Exams

In line with school procedures, all absences must be supported by either a note from a parent/guardian or an appointment card. These should be handed to Mrs Perks on your return to school

### **PLANNED ABSENCE WHERE THE SIXTH FORM WILL NOT GIVE CONSENT**

Listed below are examples of circumstances where we will **not** give you authorisation to miss school.

- ✚ Holidays
- ✚ Leisure activities
- ✚ Part- time employment during the school day
- ✚ Leisure activities
- ✚ Birthdays or similar celebrations
- ✚ Babysitting
- ✚ Shopping
- ✚ Driving lessons

Such absences will be recorded as **unauthorised** and will affect your overall attendance record and any EMA payment. **Even just 90% attendance would mean that you have missed up to 4 weeks of lessons over an academic year.**

**Studies show that missing 10% of lessons on average reduces results by 1 grade.**

### **2. Morning Registration**

Register in your allocated form room. Should your Form Tutor not be in school for any reason, remember to register with Mrs Perks at the Sixth Form Centre.

### **3. The Late Log**

In line with school procedures, the Sixth Form Late Log can be found on Mrs Perks' desk. Remember to sign in before you go to lessons, listing the reason for being late and the time.

### **4. Cancelled Lessons**

Should your subject teacher not be in a lesson for whatever reason – illness, training course, meeting etc. and the lesson is cancelled then you must complete a subject register with Mrs Perks at the Sixth Form Centre.

## **5. EMA (Education Maintenance Allowance) – see Mrs Perks for details**

Reminder - EMA can only be paid against 100% attendance in both lessons and registration. You are able to check your attendance weekly with Mrs Perks from Monday afternoon until Wednesday lunchtime.

## **6. Open days**

Universities hold Open Days throughout the Year. Always remember to complete an Open Day Booking Form and return it to Mrs Perks **before** attending these events.

## **7. Work Experience**

Year 12 Work Experience Week takes place from Monday 15<sup>th</sup> July – Friday 19<sup>th</sup> July. This designated week in the school calendar gives students an opportunity to gain vital work placements to enhance their CV /personal statements etc. If a student wants to attend a work experience placement outside the designated work experience week, requests must be made in writing to Dr Roe.

Work experience is coordinated by Mrs Youssef who can be contacted via the following email addresses. Further information will be available from her later in the academic year.

***r.morgan@radyr.net***

***workexp@radyr.net***

## **8. Feeling unwell**

Students who feel unwell during the school day should first speak to Mrs Perks or Mr Todd. If then students need to go home due to illness, they are required to sign out at the general office and bring a note to cover the absence on their return.

## **9. Parent Mail**

It is vital your parents/guardians sign up for Parent Mail so we can communicate regularly with them. If you have not signed up for this, please see Mr Todd as soon as possible.

## **10. School Councillor**

A School Councillor is available two days each week for appointments. These are arranged through Mr Todd.

### **11. Careers Interviews**

Students can have a careers' interview with Mrs Richards from Careers Wales at anytime during the school year. Students should see Mr Todd if interested.

### **12. Cashless Catering**

Radyr is a cashless catering school. To purchase items from the canteen, students must sign up for this scheme. This can be done by emailing Mrs Coombs at [g.coombs@radyr.net](mailto:g.coombs@radyr.net)

### **13. Mentoring Scheme**

Both Dr Roe and Mr Todd offer a student-mentoring programme. This involves 1:1 sessions each fortnight to give extra academic and pastoral support.

### **14. C- Card Scheme:-**

This scheme operates from the wellbeing office. It enables 16-25 year olds to obtain free condoms at over 60 places in Cardiff.

## 15. The School Day.

Proposed timings	
08:30 – 08:50	Registration
08:50 – 08:55	Transfer time
08:55 – 09:55	Period 1
09:55 – 10:55	Period 2
10:55 – 11:15	Break
11:15 – 12:15	Period 3
12:15 – 13:05	Lunch
13:05 – 14:05	Period 4
14:05 – 15:05	Period 5

## 16. Sixth Form Uniform

All students at Radyr Sixth Form will be required to wear the following uniform:

- Boys – school blazer, white shirt, black trousers, school tie, black shoes (no trainers or daps);
- Girls – school blazer, white shirt, black trousers or black knee-length skirt, school tie, black shoes (no trainers or daps).

A school jumper can be purchased but this is **optional**; the blazer, however, is **compulsory**. The uniform can be purchased from YC Sports, located at 5 Penlline Road, Whitchurch, CF14 2AA.

## 17. Tutorial Time

Your form tutor will be your first point of contact for Sixth Form advice, information and guidance. They will work with you by providing general information about Sixth Form procedures, activities and news. Your tutor will monitor your progress and attendance and will have an up to date picture of how you are doing in your Sixth Form studies. You will also meet with your tutor for 1:1 interviews, to discuss your performance and to see if you are achieving your target grades. They will discuss any problems you may have and will help you to set goals to help you to improve your performance. Your tutor will also provide advice on progression following your Sixth Form studies and will help you to complete your University



Application.

### **18. ALPS Target Grades**

At the start of Year 12, you will be given target grades based upon your average GCSE point score. These are the minimum grades that you are expected to achieve in your subjects and your progress will be tracked against these grades every half term. This information will show whether you are at, above or below your target and will form the basis of form tutor interviews. If you are achieving or performing better than your target grades then everything is going well. If you are below target, it will be important to find out why and what can be done to improve progress.

### **19. Taster Courses**

Attending university taster courses is a great way of enhancing your CV and personal statement. We will inform you of these opportunities either during assemblies, via email or via our Twitter account. Sometimes these courses take place during school time and therefore we will need a parental letter to amend your attendance record accordingly. Links to popular taster courses are listed below.

<http://www.etrust.org.uk/headstart>

The Headstart programme offers taster courses at top universities for STEM (Science, Technology, Engineering and Mathematics) subjects.

<http://www.nuffieldfoundation.org/nuffield-research-placements>

Nuffield Research Placements are organised 4 -6 week STEM work experience placements, which take place during the Summer Holidays.

<http://www.cardiffandvaleuhb.wales.nhs.uk/mwop>

The week long Medical Observation Programme (MWOP) is run by Cardiff and Vale University for aspiring year 12 medics.

<http://www.london.ac.uk/tasters.html>

This site contains hundreds of free taster courses from the University of London

<http://www.debatechamber.com>

A good site for taster courses and summers schools. These can be expensive, however substantial bursaries are available for state school students.

<http://www.lboro.ac.uk/study/school-college-liaison/events/engexp/>

Loughborough University's annual two-day 'Engineering Experience' event is run around March/April time each year and is a must for any students interested in all types of engineering.

<http://www.uniq.ox.ac.uk> The University of Oxford's UNIQ free summer schools take place in July and August. They are suitable for Year 12 students who are considering an Oxbridge application.

<http://www.undergraduate.study.cam.ac.uk/events/masterclasses>

Cambridge University 'Subject Masterclasses' are aimed at academically able Year 12 students. They are subject-specific events, which offer students a true flavour of undergraduate study and an introduction to the University of Cambridge.

<http://www.suttontrust.com/programmes/>

The Sutton Trust run a number of programmes for Year 12 students such as the 'Pathways to Law' Scheme which offers work experience with top law firms and mentoring by Law departments from Russell Group universities.

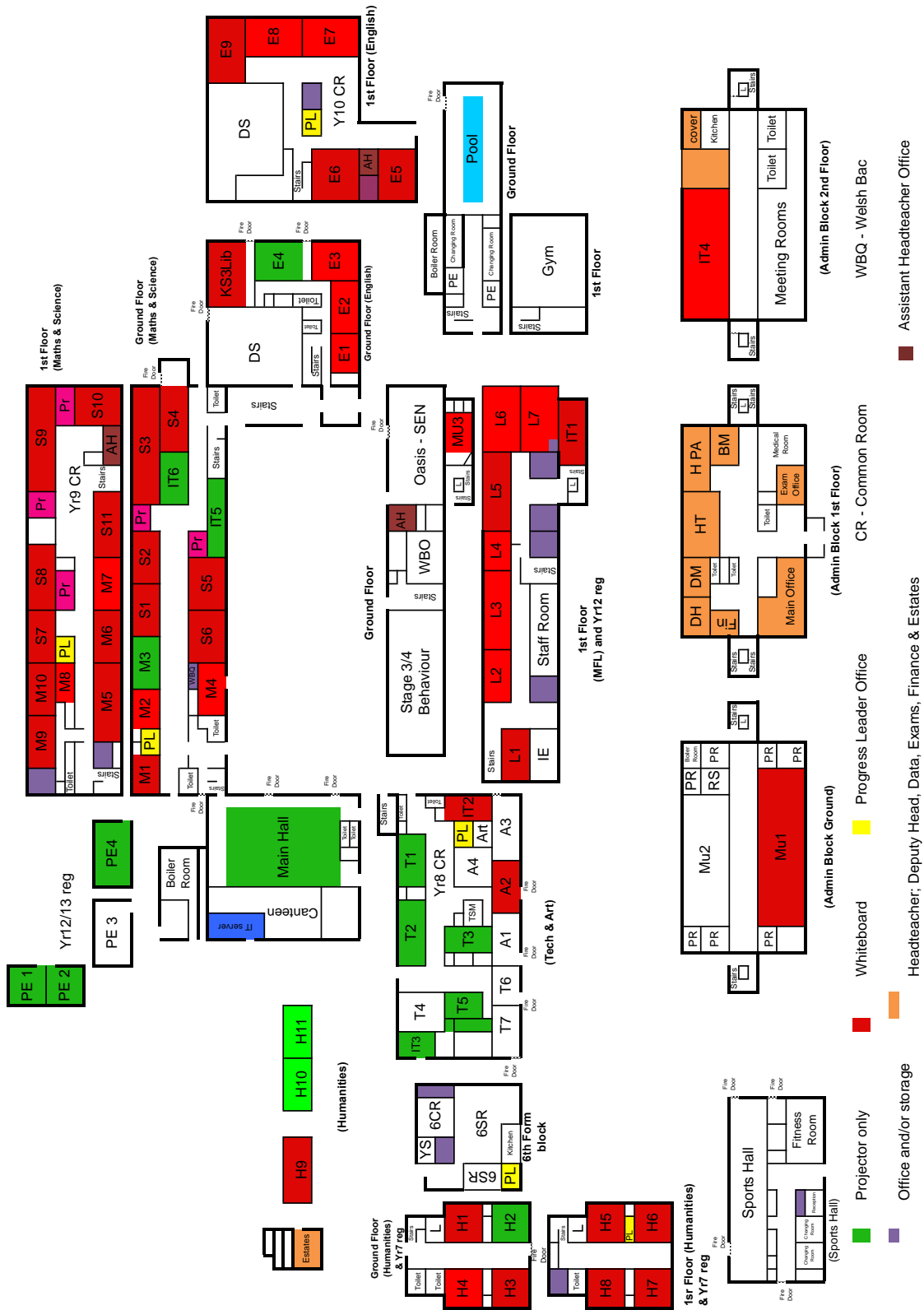
<http://www.bristol.ac.uk/study/teachers/post-16/access/>

The Access to Bristol scheme involves students attending sessions at Bristol University on Wednesday afternoons on dates throughout the autumn and spring term. They have nearly thirty subject streams to choose from and successful completion of the scheme will lead to a guaranteed offer from the university.

<https://www.cardiff.ac.uk/medicine/about-us/engagement/public-understanding-of-science-in-health-push>

Cardiff University's PUSH (Public Understanding of Science in Health) programme offers students a chance to attend lectures related to healthcare, science and medicine from world leading experts. There is also an annual event (Science in Health Live) for year 12 students, which involves five schools within Cardiff University (Medicine, Dentistry, Healthcare Sciences, Optometry and Vision Sciences and Pharmacy and Pharmaceutical Sciences). In addition to this, there is also a work experience programme where students have opportunities to experience cutting edge-technologies like molecular biology, flow cytometry, DNA sequencing, egg micro-injection, virology, mass spectrometry, X-ray crystallography, pharmacology and cellular immunology.

# 20. Finding your way around school



## **Section 2: Sixth Form Tutorials**

Part two of this booklet contains lots of tutorials for you to work through, with the aim of helping you to develop the skills and knowledge necessary to succeed at Sixth Form.

### **Tutorial 1: Getting Started**

#### **Task 1**

Before you embark on your sixth form studies at Radyr, we want you to spend a few moments to reflect on your reasons for choosing to study with us. Think about what you hope to achieve in the next two years, what you are looking forward to and the knowledge/skills you hope to develop. Now try answering the questions below.

**1. Why did you choose to come to Radyr 6<sup>th</sup> Form?**

.....  
.....

**2. What subjects have you decided to study and what were your reasons for choosing them?**

.....  
.....  
.....  
.....

**3. What are your worries about this year?**

.....  
.....

**4. What extra-curricular activities are you hoping to get involved in during your time at Sixth Form?**

.....  
.....

**5. What do you hope to achieve?**

.....  
.....

## Task 2

Listed below are a number of skills that you will need to develop in order to successfully make the jump from KS4 to KS5. Read through the list and decided which of these skills you need to focus on to achieve your goals. Write them down in the space that follows.



# Making the jump from GCSE

Making the move up from GCSE level study is not always an easy one.

The transition will involve you in developing important new skills which will help you to succeed at Post-16. They will help you to access your work, organise yourself and work towards achieving your goals within the time limits.

**The key transitional skills are listed below....**

### NOTE TAKING



Notes don't have to mean pages and pages of writing.

You could make your notes in to:

- Short bullet- pointed points.
- Mind maps or concept maps.
- Posters
- Revision cards/ flash cards

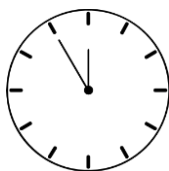
### WIDER READING



All your subjects will expect you to carry out some wider reading in to the topics or themes studied. They won't always tell you to do this so you need to take the initiative! Try:

- The internet.
- Books in the library.
- Newspapers.
- Journals/ magazines in the library.

### TIME MANAGEMENT



Perhaps the most important skill of all!

To be an effective time manager, you will:

- Have a time table you stick to.
- Keep track of deadlines.
- Write all home work/ course work in your diary.
- Decide when and where you will work for specific deadlines.
- Put academic work at the top of your priorities!

## ESSAY WRITING



In many subjects, you will need to write essays or long structured answers.

The key to a good essay is:

- **Planning!** *Plan what you're going to write.*
- **Structure:** *how you are going to write it. Introduction? Body? Conclusion?*
- **P.E.E:** *Point... Evidence..... Explanation.*
- **The question:** *consider are you answering the question?*

## ORGANISATION



Being organised is at the heart of success as you will be juggling a lot of academic work and School commitments at once.

Tips for good organisation:

- **Folders** with dividers for each subject
- **A place** to work
- **High lighter pens**
- **Post- it notes**
- **A DIARY!**

## REVISION



The sooner you start, the more straight-forward it becomes!

Get in to the habit of making flash cards, and revision notes from the beginning. This will help you to structure your work and identify areas you need help with, or need to spend more time on.

On reflection, the three skills that I need to focus on the most are;

.....

.....

.....

.....

### **Task 3: What type of learner am I?**

To make progress in Sixth Form its essential you understand how you as an individual learn and process information effectively

**Answer the following series of question to better understand how you prefer to learn and process information. Respond to each statement as honestly as you can by putting one tick in the box that best describe you.**

<b>Questions</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>
1. I can remember best about a subject by listening to a lesson that includes information, explanations and discussion.			
2. I prefer to see information written on a whiteboard together with visual aids such as pictures and diagrams.			
3. I like to write things down or to take notes to read later.			
4. I prefer to use posters or models when studying and enjoy practical work			
5. I need someone to explain diagrams, graphs, or visual directions.			
6. I enjoy working with my hands or making things.			
7. I am good at and enjoy making graphs and charts.			
8. I can tell if sounds match when presented with pairs of sounds.			
9. I can remember best by writing things down several times.			
10. I can easily understand and follow directions on a map.			
11. I do best in academic subjects by listening to my teachers talking.			
12. I play with coins or keys in my pocket.			
13. I learn to spell better by repeating words out loud, rather than by writing the words on paper.			
14. I can understand a news article better by reading about it in the newspaper than by listening to a report about it on the radio.			
15. I chew gum, or snack while studying.			
16. I think the best way to remember something is to picture it in your head.			
17. I learn the spelling of words by "finger spelling" them.			
18. I would rather listen in a lesson than read about the same material in a textbook.			
19. I am good at working and solving jigsaw puzzles and mazes.			
20. I grip objects in my hands when studying.			
21. I prefer listening to the news on the radio rather than reading about it in the newspaper.			
22. I prefer obtaining information about an interesting subject by reading about it.			
23. I feel very comfortable touching others, hugging, handshaking, etc.			
24. I follow spoken instructions better than written ones.			

**Scoring Procedures**

**DIRECTIONS:** Place the point value on the line next to the corresponding item below. Add the points in each column to obtain the preference score under each heading. **The one with the most points is your preferred learning style.**

OFTEN = 5 points

SOMETIMES = 3 points

SELDOM = 1 point

VISUAL		AUDITORY		TACTILE	
NO.	PTS.	NO.	PTS.	NO.	PTS.
2	___	1	___	4	___
3	___	5	___	6	___
7	___	8	___	9	___
10	___	11	___	12	___
14	___	13	___	15	___
16	___	18	___	17	___
19	___	21	___	20	___
22	___	24	___	23	___
VPS = ___		APS = ___		TPS = ___	

VPS = Visual Preference Score

APS = Auditory Preference Score

TPS = Tactile Preference Score

**From this test my preferred learning style is .....**

People commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles.

When you know your preferred learning style(s) you understand the type of learning that best suits you. This enables you to choose the types of learning that work best for you.



There is no right or wrong learning style. The point is that there are types of learning that are right for your own preferred learning style.

#### **Task 4**

**Listed below are effective strategies for the different preferred learning styles. Read the information below and complete the table that follows.**

#### **Learning Strategies for Visual Learners**

- Organise work and living space to avoid distractions.
- Sit in front of the room to avoid distractions and away from doors or windows where action takes place.
- Use note pads, Post-Its, to-do lists and other forms of reminders.
- Make flashcards of key information that needs to be memorised. Draw symbols and pictures on the cards to facilitate recall.
- Use Concept Maps or Mind Maps to help organise your ideas.
- Write out explanations in your own words to explain difficult concepts (use colour coding to help you make connections between concepts.)
- Watch video clips from websites such as Khan Academy, You tube etc. to help reinforce your understanding of topics.
- Participate actively in class or group activities
- Use underlining, highlighting in different colours, flow charts, graphs or pictures in your notes
- Reconstruct images in different ways – try different spatial arrangements and take advantage of blank spaces on the page.

#### **Learning Strategies for Auditory Learners**

- Work in quiet areas to reduce distractions, avoiding areas with conversation, music and television
- Sit away from doors or windows where noises may enter the classroom
- Discuss topics with other students and teachers. Ask others to hear your understanding of

the material.

- Record yourself reading your notes out loud and then listen to it again, write down your thoughts and then read those out loud.
- When learning mathematical or technical information, "talk your way" through the new information. State the problem in your own words. Reason through solutions to problems by talking out loud to yourself or with a study partner.
- To learn a sequence of steps, write them out in sentences and then read them aloud.
- Remember to ask plenty of questions during lessons and take an active part in both class and group discussions.
- When learning a new vocabulary word, say it out loud. Then spell it out loud several times. See if it rhymes with a word that you know.
- Remember to examine illustrations in textbooks and convert them into verbal descriptions.

### **Learning Strategies for Tactile Learners**

- Be physically active while you study. Rather than just sit at your desk, occasionally walk back and forth with your textbook or notes as you read the information out loud
- To help you stay focused in lessons, sit near the front of the room and take notes throughout. Don't worry about correct spelling or writing in complete sentences.
- Teach the material you are studying to someone else. Not only do you have to know the material well enough to teach it, but you can also engage more actively with it.
- Create flash cards as a tool for learning new material.
- Give yourself active breaks from studying. Every hour (or however often you need) take a break to get up and stretch, take a walk or do something else. This will help you clear your thought and refocus.
- Find some non-distracting movement that you can make during lessons or other situations where you're still for long periods. This could be tapping a pencil on the

desk or, shaking your foot. Tactile learners can benefit greatly from slight, repetitive movements like these.

- If someone shows you how to do a problem, immediately work out a similar one to see if you understand how to do it
- Actively participate in lessons and discussions. If you are having a practical lesson, don't sit back and watch others, Take the lead!
- Play music in the background while you study
- Write practice answers, paragraphs or essays.
- Organise information into the steps that were used to physically complete a task.

**Based on my preferred learning style, the THREE new learning strategies I am going to try out are.**

<b>1</b>	
<b>2</b>	
<b>3</b>	

## Tutorial 2: Organisation and Motivation

### Task 1:

Sixth Form life can be very hectic and challenging. To succeed you need to be motivated and very organised. Complete the following questionnaire to assess your current strengths and weaknesses.

---

How often is this statement true about you?

	Never	Sometimes	Always
I don't think I work as hard as I could	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I couldn't tell you how many hours I put in last week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often seem to leave everything until the last minute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find it hard to get started on my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can't seem to stick to a single task for very long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think that others do more than me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't find it easy to talk openly to others about how much work I am doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm never quite sure what I've got to do next	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I sometimes take ages to 'get going'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm not sure if I'm doing enough or not	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I tend to flit from one task to another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I seem to work better in some places than others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I work better at some times of the day than others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some weeks I do lots, some weeks practically nothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**From completing this questionnaire, what would you say your strengths are and what can you improve on?**

.....

.....

.....

## **Task 2: Improving your Organisational Skills.**

Below are some tips to help you improve your organisational and time-management skills.

**Read through the tips below and circle the three tips that you feel will have the biggest impact on improving your organisational skills.**

1. Make sure you have a separate space at home for studying, ideally near a window at the side or behind you.
2. Make sure the workspace is organised and comfortable.
3. Get an A4 ring binder for each subject, with dividers
4. Use smaller file(s) with dividers for weekly notes
5. File your notes in the subject ring binder weekly
6. Put dates and titles on everything, use subheadings, highlight key words.
7. Note where you got information from – what book? Page number?
8. Use a Diary/Planner to keep track of deadlines – fill in all dates, deadlines, schedule catch up work time
9. Every week write a brief plan: write up notes, reading, coursework, homework, revision
10. Write regular job/task lists and prioritise – use sub headings
11. Get some coloured pens and highlighters!
12. Break up larger tasks – set start and end times for tasks
13. Avoid interruptions
14. Write down and then look up words you don't understand
15. Make good use of study periods

### **Task 3: Be prepared**

Complete the checklist below to ensure that you have the necessary equipment needed for your KS5 courses.



## **Check List for Post-16 Study**

To be an effective sixth form student you will require the following equipment/ resources in preparation for starting your courses:

1. Ring binder for daily school use, with labelled dividers for different subjects and teachers
2. At home, one ring binder or lever arch file per subject, to put notes into once you have finished a topic.
3. Specification for each AS subject, printed and placed in folders
4. Dividers for folders (to separate topics or taught sections)
5. Pens/ pencils
6. Highlighter pens
7. Calculator (Maths/ Science/ Geography/ Psychology/ Business)
8. Dictionary (for MfL students if asked to purchase one)
9. Memory stick (cheap ones can be purchased on Amazon) - with your name on!
10. Text books

## Tutorial 3: Motivation and Goal Setting



Read through the following information about Motivation and Goal Setting and then attempt Task 1. You will need to have a clear idea of how to achieve your potential. We recommend that identifying short-term goals (achievable over two to three weeks) and long term goals (based more on months and possible years ahead) will give you a clear focus. Everybody needs goals and targets, i.e. things they want to achieve

If you have a vision or a dream, you have a purpose. If you have a purpose, your energy has a specific focus. If you take the world's greatest footballers, Ronaldo, Messi, Bale, Rooney, etc. and formed two dream teams, you would have billions of pounds worth of players, with unbelievable skill. But if you remove the two goal posts all those players would be totally useless - they would have no targets.

**90% of successful people set goals and targets**

**90% of people who feel they have failed did not set goals and targets**

**Goals must be**

**Long-Term:** To provide you with a long-term vision of what you want to achieve in your lifetime.

**Short-Term:** To provide you with short-term motivation on a daily, weekly or monthly basis.

**Realistic:** Some of the goals you set yourself will be easy; others will be harder.

**In Writing:** Goals are not goals until they are written down. Stick a list of your goals on the back of your bedroom door or on a mirror and think about them 2 or 3 times a day.

**Flexible:** Goals are not set in stone. You should be prepared to change and modify your goals along the way.

**Measurable:** Always put a timescale on your goals and work to a deadline, otherwise tomorrow may never come.

*"Believe in what you're doing. If you don't believe in it no one else will."*

Jay-z, musician and entrepreneur

**Short-Term goals may be achieved in one to three weeks.**

**Examples of Short-Term Goals**

- ✓ Completing a history assignment
- ✓ Arranging a work experience placement
- ✓ Achieving an A grade on an end of topic test
- ✓ Getting a part time job.

**Short-term goals may be for school e.g. completing a first draft of your English coursework by November 30<sup>th</sup>, or they may be personal goals or career goals.**

**Examples of Personal Goals**

**"I want to exercise every day"**

**"I want to pass my driving theory test in the next few weeks."**

**Examples of Career Goals**

***"I want to arrange a careers interview."***

***"I want to go on my work experience with a law firm."***

***"I want to apply for a University taster course in Engineering."***

**Long-Term Goals may take more than a year to complete**

**Examples of Long-Term Goals**

**School Goals**

**"I want to achieve AAA at A-level in my three subjects."**

**I want to pass my Advanced Welsh Baccalaureate Diploma."**

**"I want to complete my Art Coursework."**

**"I want to gain a place at University."**

**Personal Goals**

**"I want to pass my driving test by the end of year 12."**

**"I want to travel around the world by the time I am 21."**

**"I want to become a single figure handicapper in golf."**

**Career Goals**

**"I want to set up my own business."**

**"I want to qualify as a doctor."**

**"I want to become a Royal Marine."**



## **Task 1: Know your goals**

Now it's your turn to come up with some Short-Term and Long-Term Goals. Look at the information on the previous two pages to help you with this task.

### **My Short-Term Goals**

Goals for my Schoolwork

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Goals for my Personal Life

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Goals for my Career

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### **My Long-Term Goals**

Goals for my Schoolwork

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Goals for my Personal Life

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Goals for my Career

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## **Task 2: How good are your time-management skills?**

Developing good time-management skills is essential for people to achieve their goals and fulfil their potential.

This questionnaire will help you identify whether you have room to improve your time management skills. Your response to the statements will identify your time management issues and then enable you to formulate an action plan to address them.

### **Time-management Questionnaire**

	<b>Score yourself on the following statements 2 for "always", 1 for "sometimes", 0 for "never" and tally your score at the bottom of the column</b>	<b>Score</b>
1	<i>I do things in order of priority.</i>	
2	<i>I accomplish what needs to be done during the day.</i>	
3	<i>I always get assignments done on time.</i>	
4	<i>I feel I use my time effectively.</i>	
5	<i>I tackle difficult or unpleasant tasks without procrastinating.</i>	
6	<i>I use goal setting to decide what tasks and activities I should work on</i>	
7	<i>I am spending enough time planning.</i>	
8	<i>I prepare a daily or weekly "to do" list.</i>	
9	<i>I prioritise my list in order of importance, not urgency.</i>	
10	<i>I am able to meet deadlines without rushing at the last minute.</i>	
11	<i>I keep up-to-date on my reading and homework assignments.</i>	
12	<i>I prevent interruptions from distracting me from high priority tasks.</i>	
13	<i>I avoid spending too much time on trivial matters.</i>	
14	<i>I am spending enough time on my academic subjects</i>	
15	<i>I plan time to relax and be with friends in my weekly schedule.</i>	
16	<i>I make constructive use of my study periods.</i>	
17	<i>I switch off my phone when studying</i>	
18	<i>I periodically re-assess my activities in relation to my goals.</i>	
19	<i>I judge myself by accomplishment of tasks rather than by amount of activity or "busy-ness".</i>	
20	<i>I have a clear idea of what I want to accomplish during the upcoming term(s)</i>	

## **Analysing your score**

**31-40** You are managing your time very effectively. Still check the sections below to see how to improve this skill even further.

**16-30** You are good at some things, but there is room for improvement. Check out the tips below.

**0-15** Ouch. The good news is that you've got a great opportunity to improve your effectiveness at work, and your long-term success! However, to realise this, you've got to fundamentally improve your time management skills

## **Task 3: Improving your Organisation and Time-management Skills**

Here are some top tips to help with your organisation and time-management skills. Read though them and circle the three, which you feel are most helpful

1. Record homework and coursework deadlines as soon as they are given to you. This will help you to keep on top of all your work as students can find themselves suddenly very busy if they have not planned their time wisely.
2. Use the subject trackers at the back of this booklet to keep on top of your work and to help you review your progress.
3. Always be aware of what level you are working at, why and how you can progress to the next level.
4. Have one everyday folder with a section for each of your subjects. This will avoid you needing to carry lots of folders every day.
5. Ensure that you have a folder at home for each subject you are studying. Colour code each folder and divide each one into sections by topic using dividers. Transfer notes from your everyday folder into these folders regularly.
6. Make sure that you put the date and relevant heading on every page of your notes. If your file gets in a muddle and you need to get organised, this will make it much easier to put things back in order.
7. Find out which exam board you are studying and download a copy of the syllabus so you can see the topics you are covering and also the assessment objectives that will be

used.











8. Check your notes against the outline that your teacher has given you for the course topic you are covering. Make sure that there isn't anything missing. If you find any gaps, ask for help.
9. Prioritise what needs to be done, don't put harder tasks off.

### **Task 4: Controllable Study factors**

For this final task, we want you to first write down the factors that stop you studying or revising. Write them in the space below

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Now decide which factors you CAN control, e.g. watching tv, using social media etc. and the factors you find difficult to control, e.g. looking after a family member etc. Use the table below to help you.

FACTORS YOU CAN CONTROL	FACTORS DIFFICULT TO CONTROL
	
	
	
	
	

### **What next?**

Identify the top two factors that you CAN control. You need to manage those aspects that are within your control to prevent them from stopping you from studying. These should be relatively easy as they are within your control. Think about each barrier and what you are going to do about it, e.g. many students find that social media can consume a great deal of time. Will you allow your grades to suffer because you spent too much time chatting online?

## **Tutorial 4: Getting to know your subjects.**

To achieve good results, you will need to find out key information about your chosen subjects. We are going to help you in this tutorial, by prompting you out to find out information about the exam board, the specification, assessment, available revision material etc.

### **Task 1:**

In this first task, we would like you to find out a little about the different courses you are studying. The essential information we want you to find out is listed in the table below.

Subject	1	2	3	4	5
What is the name of the qualification I am studying for in this subject?					
What is the name of the exam board for this subject?					
Are there written exams in this subject? If so how many?					
Is there a coursework or practical element? If so what percentage does it contribute to the total mark.					
If you carry the subject through to year 13. What percentage does the year 12 course contribute					

Task 2

**Now we would like you to delve a little detail. For each of your chosen subjects we would like you to find out the following**

1. The topic/ topics your teachers consider to be the most important in the current module you are studying.
2. The name of 3 textbooks or websites that can help you with this and other key topics in the
3. The number of marks each exam paper is out of.
4. The number of UMS marks each module is out of.
5. Where you can get past papers from and how many are available for each module.

Record the answers to these questions in the space below or on additional paper

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### **Task 3: Reading around your subject**

A key difference between GCSE and A-Level is that students are expected to explore their subject beyond what is required in the syllabus. Universities also require you to show in a personal statement that you have an interest in a subject that extends beyond the classroom. In this final task, we would like you to choose a topic from any subject that you are currently studying at Radyr. Once you have done this, we would like you to find out 5 pieces of new information connected to that topic. This must not be part of the course. The aim of this task is to get you reading beyond the syllabus for your chosen subject and to improve your research skills. Summarise what you have found out about your topic on paper or in the space below.

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## **Tutorial 5: Understanding my Target grades**

To help set you challenging targets, we like, all other Cardiff schools use data from a company called Alps. Alps studies nearly 700,000 AS, BTEC and A-Level results from 2500 schools across the UK and then by looking at these students' previous GCSE results they produce target grades for each sixth form student. It works like this; every GCSE qualification you achieved in year 11 is given a points total. The pts. are 58 for an A\*, 52 for an A, 46 for a B, 40 for a C etc. Each student has an average pts. score, for example if you had 5 A\* and 5 A grades, your average points score would be 55 (half way between an A\* and an A grade. Alps study AS and A levels results and then set each student target grades based on their points score. The targets are only a guide on what students with different average points scores tend to achieve at sixth form. Very often your teachers will raise these targets, however we will never lower them.

Your form tutor and teachers will be given a copy of your average points score and the targets Alps has set for you. Remember the people who work at Alps have never met you or taught you and are solely basing your target grades on the statistics. It is important to stress that it will be your teachers who will ultimately set your target grades based on your work in lessons. Please note - Alps target grades are not used for university references. When you apply for university, we give you predicted grades based on what you have achieved at AS level.

### **Task 1: Working out your average GCSE pts. score**

To help you understand the Alps targets, we would like you to attempt to calculate your average GCSE pts. score. To do this we want you to list all the GCSE grades you have in the table on the next page with the GCSE pts. Remember an A\* is 58, A = 52, B = 46, C = 40, D = 34, E = 28. Do not count non-GCSE qualifications such as the Welsh Bac, BTEC, CIDA etc. or any short course GCSE's? Once you have done this, you need to total up your points and divide by the number of GCSE'S you have.

For example, student X has 10 GCSE's. 8 are A\* grades, 1 is an A grade and 1 is a B grade. To work out their average points score, we need to do the following calculation

8 A* grades = 8 x 58 pts.	= 464
1 A grade = 1 x 52 pts.	= 52
1 B grade = 1 x 46 pts.	= 46
	Total points =562
	Average pts. $562/10 = 56.2$



Now it's your turn. List your GCSE qualifications with your grades below and work out your total and average point's score.

Subject	GCSE grade	ALPS GCSE pts. score
1		
2		
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**My total points score =**

**My average points score =**

**Task 2: Working out my Alps Target.**

On the next page is a conversion chart, which shows how you can work out your Alps target. Remember that you should treat this as your minimum target grade. Your teacher may raise this based on your performance in lessons. You may think that this grade is a little low however if you achieved this grade you would be in the top 25% of all students in the UK with your points total. At Radyr, many of our students exceed these targets so you should treat this as a guide to help you stay motivated. Alps targets are not subject specific; they don't take into account that you may have a particular talent in a particular subject.

## Minimum A and AS level expected grades

Approx GCSE grades	GCSE score band	QCA score band	A level target grade aspiration	AS level target grade aspiration
Mainly A and A*	7.5-8.0	55.0-58.0	A*/A	A
Mainly As	7.0-<7.5	52.0-<55.0	A	B
Mainly As few Bs	6.7-<7.0	50.2-<52.0	B	B
Mainly As & Bs	6.4-<6.7	48.4-<50.2	B	B/C
Mainly Bs few As	6.1-<6.4	46.6-<48.4	B/C	C
Just over all Bs	5.8-<6.1	44.8-<46.6	B/C	C/D
Mainly Bs few Cs	5.5-<5.8	43.0-<44.8	C	C/D
Mainly Cs few Bs	5.2-<5.5	41.2-<43.0	C	D
Mainly Cs	4.7-<5.2	38.2-<41.2	C/D	D
D/Es with 4 Cs	4.0-<4.7	34.0-<38.2	C/D	D/E
Mainly 2/3 Cs+	0.0-<4.0	10.0-<34.0	C/D	D/E



## BTEC Minimum Expected Grades

GCSE grades	GCSE score	QCA score	Certificate	Sub Dip	90 Credit Dip*	Diploma	Ext Dip
Mainly As	6.7-8.0	50.2-58.0	D*	D*	D*D*	D*D*	D*D*D*
Mainly As and Bs	6.4-<6.7	48.4-<50.2	D*	D*	D*D	D*D*/D*D	D*D*D
Mainly Bs few As	6.1-<6.4	46.6-<48.4	D*/D	D*/D	D*D	D*D	D*D*D
Mainly Bs	5.8-<6.1	44.8-<46.6	D	D*/D	DD	D*D	D*DD
Mainly Bs and Cs	5.5-<5.8	43.0-<44.8	D	D	DD	D*D/DD	D*DD
Mainly Cs, few Bs	5.2-<5.5	41.2-<43.0	D	D	DD/DM	DD	DDD
Mainly Cs	4.7-<5.2	38.2-<41.2	D/M	D	DM	DD/DM	DDM
Mainly Cs and Ds	4.3-<4.7	35.8-<38.2	D/M	D/M	DM	DM	DDM
D/Es with 4 Cs	4.0-<4.3	34.0-<35.8	M	D/M	DM/MM	DM	DDM
2/3 Cs & Ds, Es & Fs	3.5-<4.0	31.0-<34.0	M	M	MM	DM/MM	DMM
Ds, Es & Fs	0.0-<3.5	10.0-<31.0	M	M	MM	MM	MMM



**Using this chart my minimum (Alps) target grades are .....**

**Task 3**

In this final task, we would like you to reflect on your Alps targets. In the space below write down how you feel about these grades. Think about the following

- *Do you think you can achieve these targets?*
- *Do you feel they are too low or too high?*
- *What grades are you hoping to achieve at the end of sixth form?*

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**Tracking and Progress Sheets**

**Tracking Your Progress in the Sixth Form**

**SUBJECT 1:** \_\_\_\_\_ **Teacher/s:** \_\_\_\_\_

**Target grade agreed in Term 1** \_\_\_\_\_

Date	Assessment	Grade	Target met?	Targets for improvement

# Tracking Your Progress in the Sixth Form

**SUBJECT 2:** \_\_\_\_\_ **Teacher/s:** \_\_\_\_\_

**Target grade agreed in Term 1** \_\_\_\_\_

Date	Assessment	Grade	Target met?	Targets for improvement

# Tracking Your Progress in the Sixth Form

SUBJECT 3: \_\_\_\_\_ Teacher/s: \_\_\_\_\_

Target grade agreed in Term 1 \_\_\_\_\_

Date	Assessment	Grade	Target met?	Targets for improvement

# Tracking Your Progress in the Sixth Form

SUBJECT 4: \_\_\_\_\_ Teacher/s: \_\_\_\_\_

Target grade agreed in Term 1 \_\_\_\_\_

Date	Assessment	Grade	Target met?	Targets for improvement

# Tracking Your Progress in the Sixth Form

SUBJECT 5: \_\_\_\_\_ Teacher/s: \_\_\_\_\_

Target grade agreed in Term 1 \_\_\_\_\_

Date	Assessment	Grade	Target met?	Targets for improvement



## Notes from progress review meetings

(with tutor, subject teachers, etc)

Date. Subject. Member of Staff.	
Date. Subject. Member of Staff.	
Date. Subject. Member of Staff.	
Date. Subject. Member of Staff.	

## Notes from progress review meetings

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