



# Barnhill

COMMUNITY HIGH SCHOOL

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Year 12 Parents' Information Evening

September 2024

# An introduction to Year 12 2024/25

Ms Kichenside - Head of Sixth Form

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## Sixth Form Team

<b>Assistant Head Teacher</b>	<b>Head of Year 12 &amp; 13</b>	<b>Raising Achievement leader KS5</b>	<b>Deputy Head of 12 and 13</b>	<b>UCAS, Academic Mentor And VI Form Support</b>
<b>Head of Sixth Form</b>	<b>i/c of Year 12</b>		<b>i/c of Year 13</b>	
<b>Ms Kichenside</b>	<b>Mr Shepherd</b>	<b>Miss Thomas</b>	<b>Miss Taylor</b>	<b>Ms Fitzgerald</b>

[Skichenside@barnhill.school](mailto:Skichenside@barnhill.school)

[pshepherd@barnhill.school](mailto:pshepherd@barnhill.school)

[ftomas@barnhill.school](mailto:ftomas@barnhill.school)

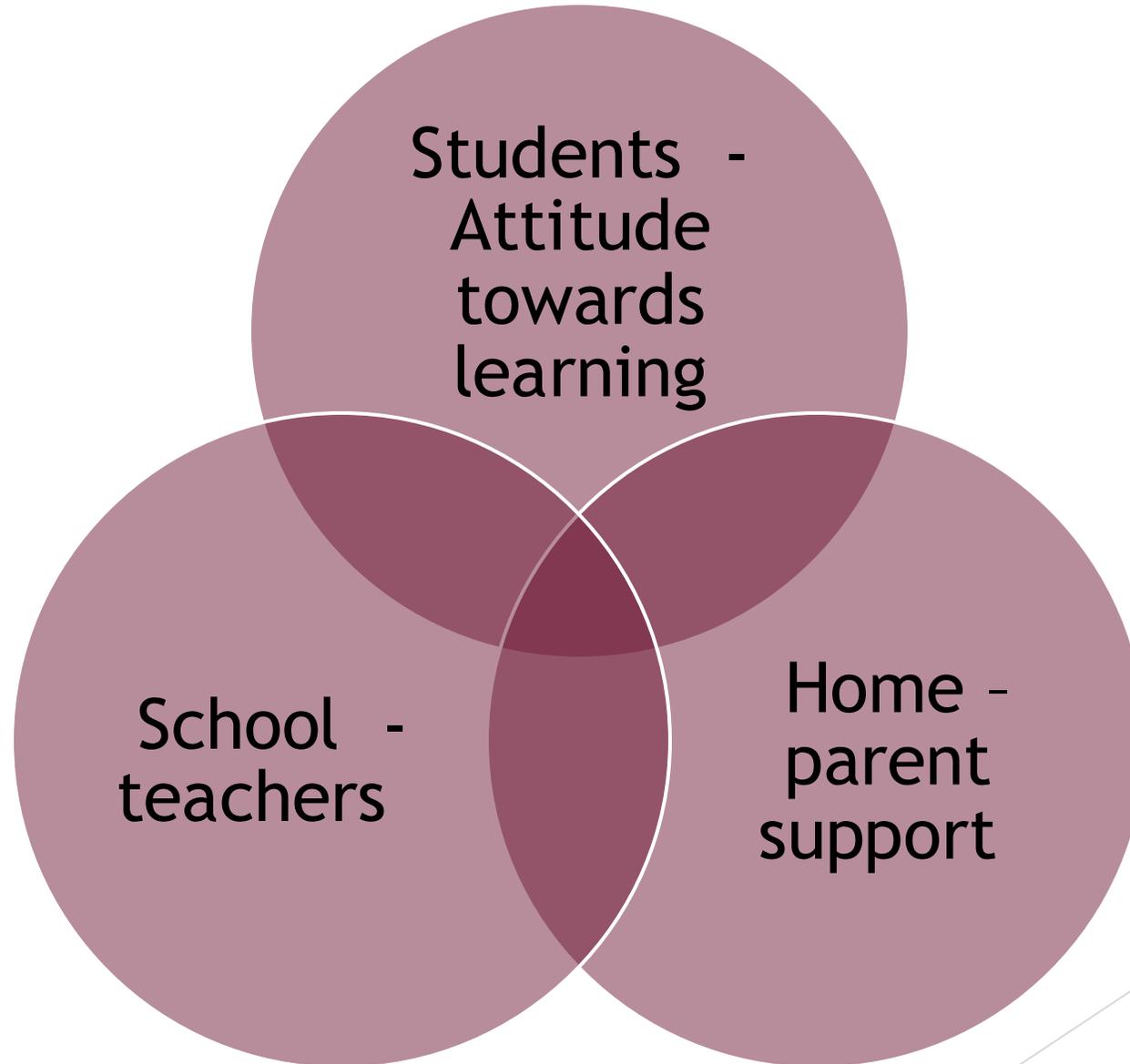
[jtaylor@barnhill.school](mailto:jtaylor@barnhill.school)

[cfitzgerald@barnhill.school](mailto:cfitzgerald@barnhill.school)

# Subject Leaders

Department	Name	Email
Fine Art	MS. MITCHELL	<a href="mailto:rmitchell@barnhill.school">rmitchell@barnhill.school</a>
Biology	MS. KAUR	<a href="mailto:pkaur@barnhill.school">pkaur@barnhill.school</a>
Business	MR. CHURCH	<a href="mailto:jchurch@barnhill.school">jchurch@barnhill.school</a>
Chemistry	MR. BABBER	<a href="mailto:sbabber@barnhill.school">sbabber@barnhill.school</a>
Economics	MS. MOORE	<a href="mailto:mmoore@barnhill.school">mmoore@barnhill.school</a>
English Literature	MS. PETSPOULOU	<a href="mailto:kpetsopoulou@barnhill.school">kpetsopoulou@barnhill.school</a>
Further Mathematics	MR. M SANGHA	<a href="mailto:msangha@barnhill.school">msangha@barnhill.school</a>
Geography	MS. ABDULLAHI	<a href="mailto:Rabdullahi@barnhill.school">Rabdullahi@barnhill.school</a>
History	MR. KHAN	<a href="mailto:akhan@barnhill.school">akhan@barnhill.school</a>
Mathematics	MR. M SANGHA	<a href="mailto:msangha@barnhill.school">msangha@barnhill.school</a>
Philosophy & Ethics	MR. WALLACE	<a href="mailto:swallace@barnhill.school">swallace@barnhill.school</a>
Photography	MS. MITCHELL	<a href="mailto:rmitchell@barnhill.school">rmitchell@barnhill.school</a>
Physics	MR. THANIKASALAM	<a href="mailto:sthanikasalam@barnhill.school">sthanikasalam@barnhill.school</a>
Politics	MR. WALLACE	<a href="mailto:swallace@barnhill.school">swallace@barnhill.school</a>
Psychology	MS. CALAÇA	<a href="mailto:lcalaca@barnhill.school">lcalaca@barnhill.school</a>
Sociology	MS. CALAÇA	<a href="mailto:lcalaca@barnhill.school">lcalaca@barnhill.school</a>
Financial Studies	MR. CHURCH	<a href="mailto:jchurch@barnhill.school">jchurch@barnhill.school</a>
Health & Social Care	MS. JUMPP-GRAHAM	<a href="mailto:cgraham@barnhill.school">cgraham@barnhill.school</a>
IT	MR KHAN	<a href="mailto:okhan@barnhill.school">okhan@barnhill.school</a>
Medical Science	MS. PONNURAJ	<a href="mailto:iponnuraj@barnhill.school">iponnuraj@barnhill.school</a>
Sport	MR. CLYNE	<a href="mailto:cclyne@barnhill.school">cclyne@barnhill.school</a>

# The most important collaborative partnership



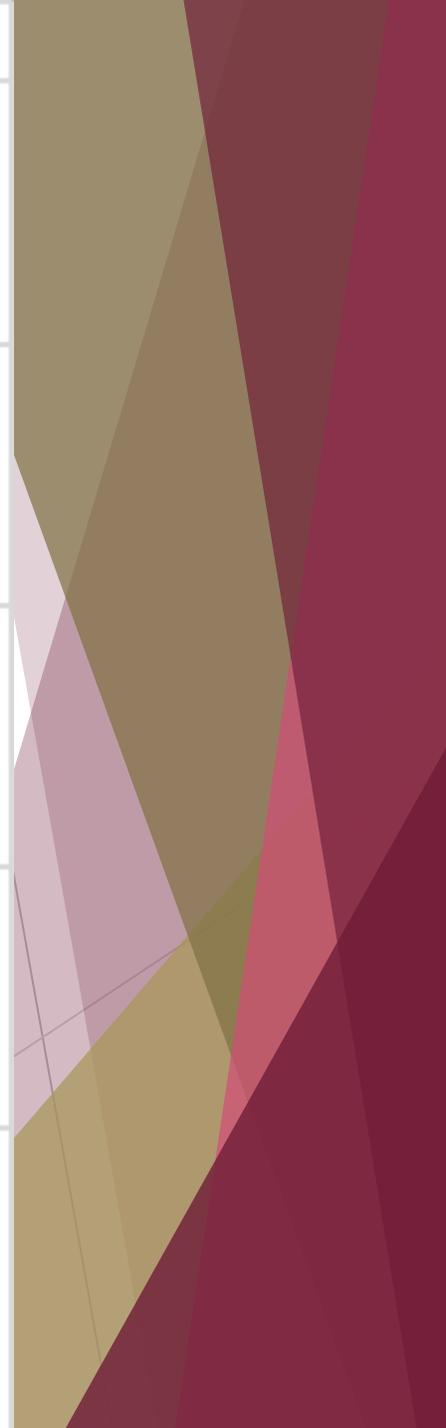
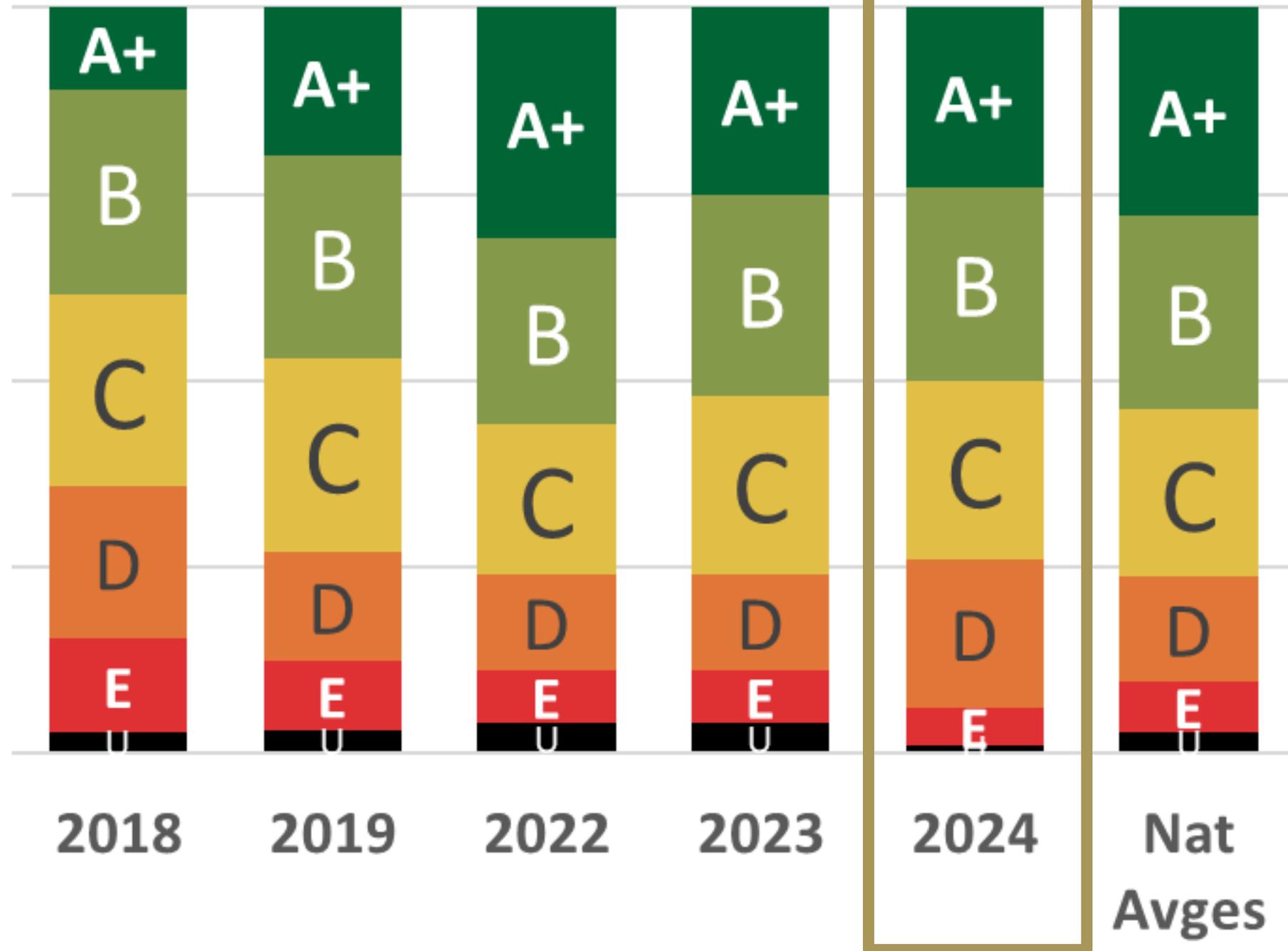
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# 'Complete' Sixth Former

**C2C**

**Enrichment**

**Work experience**

**University trips**

**Workshops**

**Leadership Opportunities**



# Enrichment - 1 hour a fortnight

- ▶ Term 1: Finance & VESPA
- ▶ Term 2: Life skills carousel (interview skills, CV, sport, debating, cooking)
- ▶ Term 3: Guest speakers & UCAS

## THE A-LEVEL MINDSET: VESPA



# Year 12 academic timeline & support 2024/25

Miss Thomas - KS5 Raising Achievement Leader

# Curriculum and Assessments - make the process count!

November  
- first set of  
formative  
assessments  
complete

January -  
external  
exams for  
BTEC

February -  
mock  
exams

May -  
external  
exams for  
BTEC

July - mock  
exams

Mocks must be treated as real  
exams if students are to have  
success in the summer



# Reports and Reflection

Progress Summary		On Target?			
YA Overall	Total Points	All On Target	Above Target	On Target	Below Target
11.79	150		0	3	0

Attendance Summary		KS4 Prior Attainment			
Attendance Value	Attendance Change	ALPS Group	KS4 Avg GCSE S	GCSE Maths Res	GCSE English Resu
Attendance	Target		KS4 APS	GCSE Maths	GCSE English
99.25	95%		8.8	9	8

Attitude to Learning Summary						
Average	Average A2L Change	Main Concern (N)		Negative	Negative C4 - Cur	Positive C4 - Cur
Average	Commendation	CONCERN	Main Concern	Total Negatives	Curriculum Referrals	Total Positives
4.50	2	0		0	0	0

KS5 Core Learning Aims
Alevels

Progress by Subject							
Subject	Class	MEG	PPE	PG	ATL	Concern or Commendation	
Mathematics	13A/Ma1 Teacher	A	B	A*	5	COMMENDATION Classwork quality	
Chemistry	13C/Ch1 Teacher	A	A	A	4		
Geography	13D/Gg1 Teacher	A	A+	A	5	COMMENDATION Work Ethic	

Across your 3 subjects, what is your mean progress? This means how far you have moved from your starting point.

Are you above your targets? **GREEN**

Are you just one grade below them? **YELLOW**

Or are you still far below your targets? **RED**

For each subject you have:

A PPE Grade (Your most recent exam grade)

And a PG (Predicted grade) - This is based on your previous assessments and your teachers' projection of your progress based on your work and effort.

# Reports and Reflection

Given to students after each PPE.

Students must stick this in their planners and discuss with parents.

Progress Summary		On Target?			
VA Overall	Total Points	All On Target	Above Target	On Target	Below Target
11.79	150		0	3	0

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Average	Concerns	CONCERN	Main Concern	Total Negatives	Curriculum Referrals	Total Positives
4.50	2	0		0	0	0

This row of information is all about your attitude to learning and behaviour in school.

Is your behaviour affecting your learning?

KS5 Core Learning Aims
Alevels

Progress by Subject							
Subject	Class	MEG	PPE	PG	ATL	Concern or Commendation	
Mathematics	13A/Ma1 Teacher	A	B	A+	5	COMMENDATION Classwork quality	
Chemistry	13C/Ch1 Teacher	A	A	A	4		
Geography	13D/Gg1 Teacher	A	A+	A	5	COMMENDATION Work Ethic	

Attitude to Learning 4 is expected. 3 is 'coasting'. --> Bare minimum, lack of effort. Must work harder. 2s and 1s - Very worrying. Behaviour and attitude must improve.

# Report Reflection

Use this to have conversations at home - what will your child do differently ahead of the next exam cycle?

<b>My Reflection Questions</b>	
<u>What are you most proud of and why?</u>	
<u>From the data above, what do I need to improve?</u> (Select 2 targets)	<u>What will I need to do to achieve these targets in the next 3 months?</u> (Be specific - do not write something vague, like "Revise more". See statement bank to help you)
1	
2	

# Independent Study

Ms Kichenside - Head of Sixth Form

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# Example targets

## Effective revision

- To switch off my phone when I am studying so that I can focus on my revision.
- Not to stay up late on my phone.
- To complete one past paper a week for per subject e.g. English and mark it. Share the results with your teacher.
- Use flashcards.
- To create and stick to a revision timetable.
- Talk to your family about your revision. It helps to strengthen understanding / revise at the library

## Organisation and preparedness

- To set an alarm for every homework and interventions.
- To fill my pencil case this weekend so that I am prepared for every lesson.
- To check my timetable at 8pm the night before and pack my bag for the next day.
- To be on time to each lesson by checking my timetable and moving quickly from break.
- **Never miss a lesson if you can avoid it.**

# Homework and Independent Study

Homework/research is set once a week per subject. Students MUST record this in their planners.

Minimum 15 - 20 hours per week of study

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday		
8am	School								
9am									
10am								Maths 2	
11am								Chemistry	
12pm								English 2	
1pm								Physics	
2pm								An exam paper + <u>self marking</u>	An exam paper + marking
3pm									
4pm	Period 6 lessons	Period 6 lessons	Period 6 lessons	Homework	Homework				
5pm						Maths 1			
6pm	Homework	Homework		Option Subj 3	Flashcard Day	English 1	Homework		
7pm		Option subj 2				Biology			
8pm	Option subj 1	Reading		Option Subj4	Reading	Homework			
9pm									



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# Revision Success



1. An organised revision space
2. Revision timetable
3. Smart use of Learning Checklists
4. Parents to ask what they've learned today (in revision)
5. Exam practice - Timed and corrected

Be honest with yourself so you can prepare better for the future.

# Year 12 Expectations 2024/25

Mr Shepherd - Head of Year

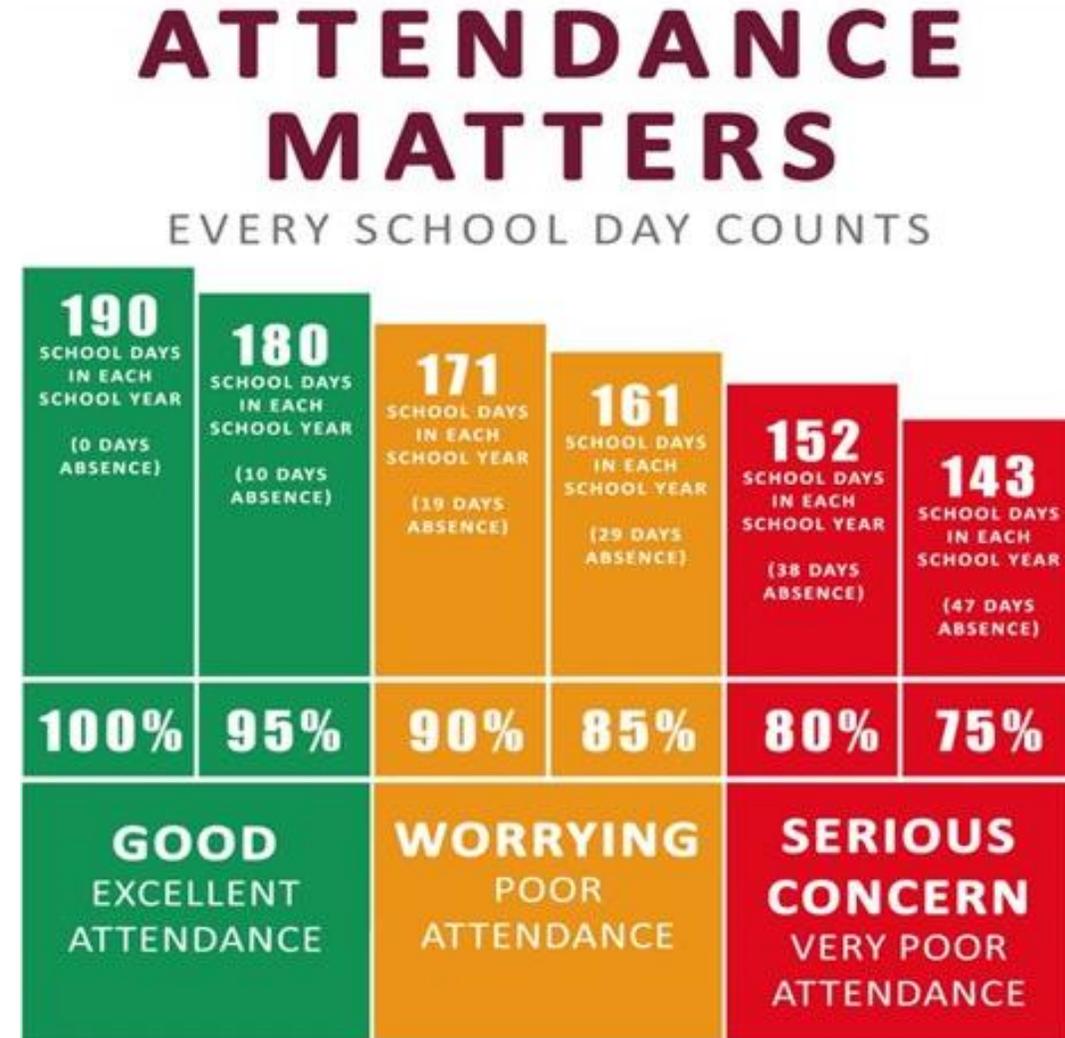
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# Expectations are Paramount!

## Attendance Expectations

All at Barnhill EXPECT high standards of students at all times

- ▶ Being on time to school/form time 8:20 start time
- ▶ Being on time to lessons
- ▶ Attending school every day
  
- ▶ We want to prepare students for their next steps in life



# Attendance matters...

Tasneem	A*A*A	Mansfield College - University of Oxford - Arabic	<b>97%</b>
Jack	AAA	King's College London, University of London - Computer Science	<b>96%</b>
Jacob	A*ABB	King's College London, University of London - History and Modern Languages with a Year Abroad	<b>100%</b>
Hiea	A*AA	King's College London, University of London - Dentistry	<b>96%</b>
Arvin	AAA	University of Birmingham - Economics	<b>100%</b>
Areeb	A*A*A*	University of Manchester - Medicine	<b>97%</b>
Amy	A*A*AB	University of Warwick - Law with Study Abroad in English	<b>99%</b>
Thanus	AAA	Imperial College London - Medical Biosciences	<b>96%</b>

# Attendance matters...

Student	Attendance	Targets	Final exam results
Student 1	65%	BBB	EUU
Student 2	71%	BBB	UED
Student 3	69%	CCC	EDD
Student 4	58%	C-D*-D*	E-Pass-Pass
Student 5	75%	BBB	EEE
Student 6	70%	CCC	CDE
Student 7	67%	AAA	CDD

# Dressing for Success, 2024-2025

## The Sixth Form Dress Code:

- Students must wear **smart/formal wear**
- Clothing should reflect what students would **wear to work**
- This includes the **use of phones and air pods**
- We need our Sixth Formers to set a good example and be **role models to younger years**





# Dressing for Success, 2024-2025

## Footwear:

- All shoes must be black leather-look shoes.
- Shoes must not be branded with sports logos of any kind or colour.
- No shoes with white or trainer soles.
- Do not be guided by what the supermarkets are selling in the 'Back to School' section.



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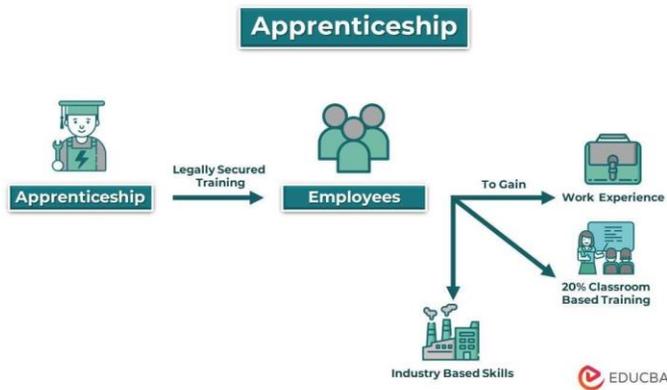
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# Life beyond VI Form

Miss Thomas - Raising Achievement Lead for VI Form

# Life beyond VI form

# Apprenticeships



# Destinations 2024-25

Student	Grades	Destination
Charles Ashley	A*A*A	The University of Edinburgh - Computer Science
Edoo Sadiyah	A*A*A*	University of Cambridge - Human, Social, and Political Sciences
Khan Haseea	A*A*A*	UCL (University College London) - Politics and International Relations
Moussoum Soraya	A*A*B	University of Oxford - Theology and Religion
Ahmed Yaqub	A*AA	University of Birmingham - Medicine
Karadaghi Yara	A*AA	University of Birmingham - Medicine
Ullah Fatima	A*AA	UCL (University College London) - Chemistry (International Programme)
Karim Mahfuza	A*A*AAA	Durham University - Physics
Izeboudjene Ahmed	A*AB	UCL (University College London) - History and Politics of the Americas
Karim Maksuda	A*BBB	King's College London, University of London - Physics
Imtiaz Ahmed	AAA	King's College London, University of London - Computer Science with a Year in Industry

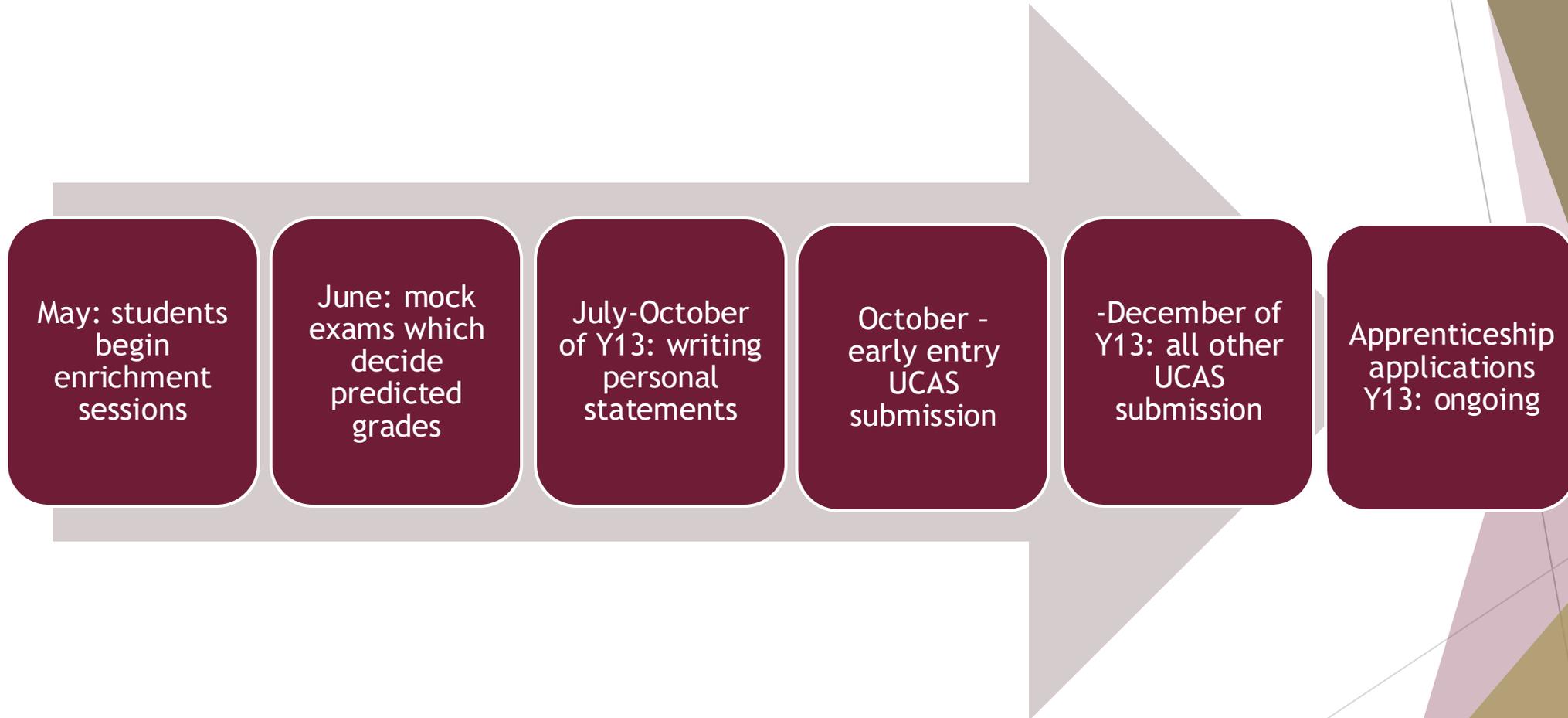
# Historic track record..

Zalma	A*A*A*A	Trinity College - University of Cambridge	History and Politics
Tasneem	A*A*A	Mansfield College - University of Oxford	Arabic
Areeb	A*A*A*	University of Manchester	Medicine
Pranav	A*A*A*	University of Warwick	Mathematics
Nabila	A*A*A*	London School of Economics and Political Science, University of London	Politics and Philosophy
Inara	A*A*A	Queen Mary University of London	Medicine
Dilbar	A*A*A	University of Warwick	Economics
Rohini	A*AA	University of Southampton	English and History
Jack	AAA	King's College London, University of London	Computer Science
Emilia	AAA	London School of Economics and Political Science, University of London	Law
Huela	A*AA	King's College London, University of London	Dentistry
Amy	A*A*AB	University of Warwick	Law with Study Abroad in English
Alisha	A*A*B	King's College London, University of London	History
Arvin	AAA	University of Birmingham	Economics
Weronika	A*A*AB	University of Southampton	Criminology and Psychology

# It's not all university...

Student	Apprenticeship
Jhasmeen Bedi	Real Estate
Styrus Dias	Accounting
Arash Kamdes	Accounting with Porsche
Laiba Khalid	Accounting with Menzies LLP
Qailah Mahomed Bachir	Insurance with Beazley
Tayyibah Rehman	Digital Marketing

# University & apprenticeship applications timeline



# How do different university applications differ?



## UCAS PERSONAL STATEMENT SAMPLE

For several years, I became really interested in occurrences and events all throughout the world. I have tried to be updated with modern affairs, recently finding stories that concern some economic issues that have become appealing. I believe that Economics is a certain subject which has become specifically relevant to the world which we are living in. In this subject, I just find myself attracted to different macroeconomical areas, including the impact of the variation of inflation and interest rates.

I feel that my studies, particularly in the subject of Mathematics, have prepared me really well for a degree-level course in the field of Economics. This course has provided me with highly valuable skills, as the capability to take worded problems, converting it to mathematical problems. The computing coursework is also consist of creating some IT based solution to extensive, business related issues.

I believe that my studies have helped me in developing problem solving capabilities, with the requirement of evaluating various possible methods when it comes to implementing proposed solutions. I am highly enthusiastic about the challenges that I will soon be facing, as well as the chance of potentially improving my skills. I hope to be able to pursue a career in this field, maybe embarking on a specific career in the Banking industry.

Out of school, I have completed recently by Bronze award for Duke of Edinburgh. I am close to finishing my silver goal. This proved to be highly invaluable in cultivating problem solving and teamworking skills. Aside from that, I also serve as an assistant leader at our cub pack, and aiming for a status of being a formal leader soon. This interesting connection has enabled me to experience the opportunity of learning further about the behavior among children. I am looking forward to being involved in different facets of University life, not just in the field of academics, but also socially.

Course type	Application process
Oxbridge and some other RG universities	Course based admissions test e.g. HAT Interview
Medicine	UCAT BMAT Interview
Dentistry	UCAT BMAT Interview
Law	LNAT Interview at Oxbridge

# How do different university applications differ?

## Section B: Essay

Answer ONE of the following questions.

Your answer should be a reasoned and substantiated argument which justifies your response to the question.

1. In a Western society arranged marriages should no longer be tolerated. Discuss.
2. 'Modern society is too dependent on debt: we should all pay our way.' Do you agree?
3. What is your response to the view that the purpose of education is to prepare young people for the world of work?

## Free Practice Test

Time taken 5m : 59s

2 / 42

See a problem? Let us know.

### Universities and Truth

Young people today are very reluctant to assume that anything is certain, and this reluctance is revealed in their language. In any matter where there might be disagreement, they will put a question mark at the end of the sentence. And to reinforce the posture of neutrality they will insert words that function as disclaimers, among which the favourite is 'like'. You might be adamant that the Earth is spherical, but they will suggest instead that the Earth is, 'like, spherical?'

Whence came this ubiquitous hesitation? As I understand the matter, it has much to do with the new ideology of non-discrimination. Modern education aims to be 'inclusive', and that means not sounding too certain about anything in case you make people who don't share your beliefs feel uncomfortable. Indeed, even calling them 'beliefs' is slightly suspect. The correct word is 'opinions'. If you try to express your certainties in a classroom today you are apt to be looked at askance, not because you are wrong, but because of the strangeness of being certain about anything and the even greater strangeness of wanting to impart your certainties to others. The person with certainties is the excluder, the one who disrespects the right we all have to form our own 'opinions' about what

In the second and third paragraph, what is the main difference between 'beliefs' and 'opinions'?

- A: 'Beliefs' are certain, whereas 'opinions' are uncertain
- B: 'Beliefs' and 'opinions' are mutually exclusive
- C: In the past, people would hold 'beliefs' instead of 'opinions'
- D: The certainty of 'beliefs' is incongruent with the ideology of non-discrimination, whereas 'opinions' are not
- E: 'Beliefs' aim to present a truth, whereas 'opinions' aim for

Continue later

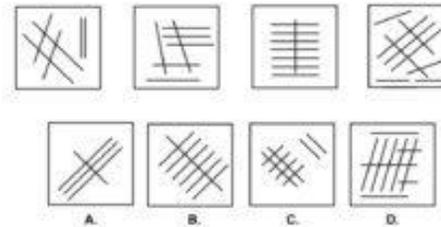
Previous Next



## Type 2 Questions

### Set 37 - Question 159

Which of the following completes the sequence?



Most Appropriate

Least Appropriate

Ask Jeremy if he has considered sending his children to a nursery that opens earlier

Speak to the facilitator to see if the tutorial time can be changed, so that the tutorial session can last for the full hour

Explain to Jeremy that his lateness is affecting the learning of the tutorial group

# How to help at home?

- ▶ Your child must pick the right subject/pathway for them
- ▶ Your child must be passionate about their chosen future pathway
- ▶ This is key for academic motivation
- ▶ Ways to help:
  - Independent learning
  - Wider reading
  - Extracurricular opportunities e.g. work experience

## Get into Medicine/Dentistry Conference

Please See Below for Sign-up Details...

Year 12 2024 to 2025 Welcome back! I hope you've had a fantastic summer break and you're all set for the new academic year. With a new year comes new opportunities to explore and challenges to conquer! We're here to support you, and your students interested in medicine, dentistry, or allied healthcare.

As it's the new academic year, let me reintroduce myself. I'm Dr. Siva, a Chief Mentor at Mentorverse. Our goal at Mentorverse (also known as Medic Mentor, Dental Mentor, and Allied Healthcare Mentor) is to help students secure a spot in medical or dental school and provide ongoing support through university through a merit-based scholarship.

## Economics Taster Day - Cambridge

Economic History Taster Day – Key Stage 5 students

Year 12 2024 to 2025

Interested in Economics? In History? In both? Then this is for you!

The Economic History Society will be hosting an online super-curricular Economic History Masterclass on Saturday 28 September 2024. The sessions are aimed at Y12s and Y13s (or equivalents) and will be chance for students to explore what Economic History is all about, with academic lectures and an admissions talk.

**Programme:**

10:00-10:15: Welcome and introduction to Economic History with Dr Charles Read

## British Airways In-Person Work Experience

Closing Date 30th September!

Year 12 2024 to 2025

British Airways are holding three exciting in-person Insight Days, for students who are able to get to Heathrow Airport aged 16-19.

Please note that the **closing date for each of these opportunities is 30th September**, which includes Teacher approvals, despite the opportunities being scheduled for March. This is due to Airport Operations at Heathrow.

## Real Estate Insight Day

Please see Below for Details

Year 12 2024 to 2025 Could you please forward the following opportunity on to your Year 12 students as we are running a Real Estate Insight day in **London 28th November** in order to help students discover more about careers within the property Industry.

Students will go on a site visit, work on a small project and have a Q&A session with both current and recent Real Estate graduates who are now working in the Industry. They will also be assisting students throughout the day. The day will be fully funded by Pathways2property including travel costs to and from the venue.

# Q & A

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