

Year 13 Information Evening

Thursday 8th September 2016

Aims for the evening....

- Year 13 timeline
- Advice for a successful year
- Arrangements (home study arrangements, driving)
- Re-sit advice and predicted grades
- UCAS application
- The personal statement and reference
- Art foundation
- Careers support for non-uni/unsure applicants

UCAS timeline

Fri 9 Sept	1: General info, re-sits, home study, predicted grades, PS content and research
w/b 12 Sept	Early applicants' personal statement session
Thurs 22 Sept	2: The perfect personal statement
Fri 23 Sept	3: The perfect personal statement continued!
Mon 3 Oct	CUKAS deadline
Mon 3 Oct	KLB early applicant deadline
Sat 15 Oct	Official early applicant deadline
End Nov	School UCAS deadline
Dec	Finance talk (TBC)
Sun 15 Jan	Official UCAS deadline
Tues 31 Jan	CUKAS deadline to accept places (drama and dance)
Fri 24 Mar	UCAS deadline for art and design courses (if not Jan 15)
Fri 31 Mar	Most UCAS decisions made by universities
May	Students accept places
May	Last day for Year 13 (TBC)

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w/b 12 Sept	Early applicants' personal statement session
Thurs 22 Sept	2: The perfect personal statement
Fri 23 Sept	3: The perfect personal statement continued!
Mon 3 Oct	CUKAS deadline
Mon 3 Oct	KLB early applicant deadline
Sat 15 Oct	Official early applicant deadline
Early Nov	Y13 folder check
Late Nov	Report 1 completed
End Nov	School UCAS deadline
Thurs 1 Dec	Y13 parents' evening
Dec	Finance talk (TBC)
Sun 15 Jan	Official UCAS deadline
w/b 30 Jan	Exam week
Tues 31 Jan	CUKAS deadline to accept places (drama and dance)
Late Feb	Reports 2 completed
Tues 7 Mar	Year 13 parents' evening 2
Mid March	Y13 folder check
Fri 24 Mar	UCAS deadline for art and design courses (if not Jan 15)
Fri 31 Mar	Most UCAS decisions made by universities
May	Students accept places
May	Last day for Year 13 (TBC)

Reflecting on last year

	AS results	A results
A	DEE	
B	BDE	
C	BDU	
D	DDD	
E	DEU	

	AS results	A results
A	DEE	DEE
B	BDE	DDU
C	BDU	BD(U)
D	DDD	DDD
E	DEU	EU(E)

	AS results	A results
A	DEE	DEE
B	BDE	DDU
C	BDU	BD(U)
D	DDD	DDD
E	DEU	EU(E)
F	ACD	
G	ABC	
H	BDD	
I	ACD	
J	BBC	

	AS results	A results
A	DEE	DEE
B	BDE	DDU
C	BDU	BD(U)
D	DDD	DDD
E	DEU	EU(E)
F	ACD	AAC
G	ABC	AAA
H	BDD	ABC
I	ACD	A*AC
J	BBC	AAA*

Your approach will determine
your success

What made a difference?

- Excellent attendance
- **Use of free periods (study library)**
- Staying after school to work
- Revisiting notes throughout the year
- Seeking help from staff
- Good organisation
- January start for re-sit preparation
- Took criticism and worked on difficulties
- After school sessions
- Structured revision plans
- Regulated paid employment
- Worked with us
- **“Sensible habits” out of school**

Action now...

- Subject choices
- Discussion with teachers
- HSK interview

Home study



- Useful for students to manage own time
- No morning home study
- Details about what time a student can leave the site
- Sign out at reception
- Must be at home (home STUDY) – exception for one driving lesson
- Can't do paid employment – consequences for students and employer
- Withdrawn if school work or other concerns
- Must complete a form that is signed by a parent

A level changes

- If you do not continue with a subject, your AS grade counts and must be entered onto application forms
- **Drama, Geography, Film Studies, Further Mathematics, Languages, Mathematics, Music, PE and Product Design**
 - If you continue into Y13, your AS score contributes 50% towards your A level grade. You can re-sit AS modules at the end of Year 13*.
- **Biology, Business, Chemistry, Economics, English Lit, History, Physics, Psychology, Sociology, Graphic Art, Fine Art and Photography**
 - If you continue into Y13, your AS score disappears because you will sit linear exams (covering 2 years of content) at the end of Y13.
- For **ALL** subjects, we will use your AS grade to determine your predicted grade. Why?

Re-sits:

- Drama, Geography, Film Studies, Further Mathematics, Languages, Mathematics, Music, PE and Product Design
- Now working towards A level total (400 or 600)
- Is a re-sit going to boost my A level total mark?

Consider Student X.....

- Geography C (modules b and d)
- Assumes she'll re-sit "d"
- 135/200 (5 marks off a grade B) ☹️
- She really wants a B!

Reasons to do re-sits?

- Very few other modules
- AS re-sit material compliments A2
- Teacher advises it (look at big picture)
- The student is prepared to start early and work through a carefully structured plan
- Consider how many other subjects are linear

- It needs talking through!



Predicted grades



- Look at AS results
- We want to be realistic and positive
- If B at AS, predicted grade likely to be B; could be an A
- If D at AS, predicted grade likely to be D; could be a C
- For 1+ grade higher, we need to be convinced...
- *“Over-predicting grades can be counter-productive because many universities and colleges are likely to monitor the accuracy of schools’ and colleges’ predictions” (UCAS)*

Course selection

- Consider predicted grades
- Make sure you have a back up 😊
- Will select CF and CI once all offers are made
- Typically CI < CF offer
- Only consider courses and places that you'd happily accept
- BBB (ABB – BBC)
- Talk it through!



What next...

- Complete online application form
- Draft personal statement

The Personal Statement is a student's opportunity to.....



To tell universities and colleges about suitability for the course(s) that you hope to study.

To demonstrate your enthusiasm and commitment, and above all, ensure that you stand out from the crowd

Key points

- **There is no single way to write a good personal statement; different people and organisations will tell you different things, but:**
- At least two thirds of your personal statement should relate to the course
- The personal statement will be seen by all your choices and could be used as the basis for an interview, so be prepared to answer questions on it
- Remember, in most cases, this will be the only written work that the course tutor sees before making a decision
- Why does the subject interest you?
- How have your A levels prepared you for the course?
- Include evidence that you understand what's required to study the course

Key Points (cont.)

- What got you interested in the subject?
- What have you learnt about the subject?
- Any activities that demonstrate your interest in the course(s)
- Which skills and experience do you have that will help you succeed on the course.
- What have you done to develop your knowledge of the subject?
- What evidence is there that you have read, studied, gained experiences outside the confines of your A level courses?

Look for specific PS advice from the universities to which you are applying



'...we look athow (students) balance their academic and personal commitment and have developed particular skills such as perseverance, independence, leadership or team working'



'When did you become interested in this field and what have you learnt about it? What insights have you gained. How have you learnt about this field.....''

The image shows a YouTube video player interface. At the top, the YouTube logo is on the left, followed by a search bar and links for 'Search', 'Browse', and 'TV Shows'. The video title is 'What makes a good personal statement from the University of Birmingham'. Below the title, the channel name 'unibirmingham' is displayed, along with '217 videos' and a 'Subscribe' button. A red arrow points to the channel name. The video thumbnail shows a man, Michael Collie, in a studio setting. Below the thumbnail, his name 'Michael Collie' and title 'BBC Presenter and former student' are shown. A 'Get it' button is also visible. At the bottom of the player, there is a progress bar showing '0:10 / 6:22' and a red text overlay that reads 'Subject guide videos too from Birmingham on YouTube'.

What is a personal statement?

- A continuous prose statement of 47 lines on the UCAS form or 4000 characters, whichever comes first

Must be your own work! Don't plagiarise!

One year 234 UCAS personal statements contained the following:



"Ever since I accidentally burnt holes in my pyjamas after experimenting with a chemistry set on my eighth birthday, I have always had a passion for science."

UCAS Copycatch plagiarism software



- Your PS checked against 1,500,000 statements past and present, those on websites and in books
- 30,000 students 'caught' in one year
- 10% were identical to other applicants' personal statements or online examples eg Student Room
- Universities applied to informed so that they can take appropriate action
- Student told by email with details on Track
- Flagged up on Adviser Track for school staff as well

Personal Statement

- How to go about it...

Good personal statements..

- Sound natural
 - “Be yourself; it’s a pleasure (though a surprisingly rare one) to read a statement where the candidate’s own voice comes over clearly.”
 - University of Southampton admissions tutor

Good personal statements...

- Are well written
 - Well-structured and easy to follow
 - Technically accurate
 - Sentence construction
 - Punctuation
 - Accurately chosen vocabulary
 - Vary sentence patterns and lengths

Poor personal statements are...

- Pretentious
 - Candidate tries too hard to impress and sounds unconvincing
 - “studying English gives the opportunity to explore vast cultures within the literary world and to critically analyse the stylistic prose present in many brilliant works”
 - Uses words incorrectly
 - “I was totally encapsulated by *To Kill a Mockingbird*”

Poor personal statements...

- Use exaggerated language, particularly...
 - Overuse of intensifiers: very, hugely, passionately, vastly, enormously, stunningly, totally; momentous, unbelievable, invaluable, incredible
 - Compare:
 - “visiting Chesil Beach to study fossils was significant in developing my interest in geology”
 - “visiting Chesil Beach to study fossils was a momentous experience for me”

What help will students have?

- Launch of the UCAS application process with Miss Khan – Friday 9 September
- A presentation on looking at examples of personal statements with Mr Penman (Thursday 22 September)
- Workshop session with Mr Penman on how to write a good personal statement (Friday 23 September)
- We’ll be looking at...

...format and paragraphing structure

- Brief introduction
- Two or three main paragraphs on aspects of interest in the subject
- One main paragraph on the wider person
- Brief conclusion

...constructing a paragraph

- Starts with a topic sentence indicating what the rest of the paragraph is to be about
- Develop point and provide supporting detail

...two important documents

- *Organising your personal statement: a can't-go-wrong guide*
- *Personal statements...think paragraphs*

What further help can students expect?

- Individual guidance
 - Help with planning and organising statements
 - Specific questions about particular details, including technical accuracy
 - Reading and responding to a draft
 - Final check for technical accuracy

Who else can read my statement?

- Miss Khan and Mr Sturt
- Subject teacher for course you are applying for
- Tutor, if he or she has time
- Parent

But...

- Be prepared for different responses

What not to do...

- Give your statement to lots of different people to read – just one at a time
- Expect constructive comment on a carelessly written draft
- Expect your reader to go through your statement correcting every careless mistake

The UCAS reference

- Complementary document to personal statement
- Standard format for all
- Based on information provided by
 - Subject teachers
 - Tutor
 - Applicant
- Contains predicted grades
- Does not contain negative comment

References action sequence

- Applicant informs RFP that application will be ready for submission within the next seven days
- Reference interview with RFP
- Applicant notifies Mrs Price that application is ready for submission and pays fee
- RFP gathers all information and writes reference
- Applicant has opportunity to read it and correct factual inaccuracies
- Final check
- Application is submitted

“Adjustment” process....

- Exceeded the offer that you were given for your firm choice
- Can approach other universities
- Have 5 days to pursue this route
- Risks!

Art Foundation



- *The best qualification for someone pursuing a career in the Creative Industries and Fine Art.*
- *A diagnostic course designed to enable you to make an accurate choice as to which Art or Design discipline you wish to specialise in.*
- *For students with A levels or equivalent qualifications*
- Applications can be made for a Foundation Course from now (September) onwards
- Students should apply directly through the Colleges (not UCAS)
- Courses will interview students with their portfolio which should demonstrate breadth of skill, including drawing
- Highly recommended courses are Stroud College (www.stroud.ac.uk who offer BTEC Foundation Diploma in Art and Design, Level 3) and City of Bath College (www.citybathcoll.ac.uk who offer Art and Design Foundation full time Diploma in Foundation Studies)

Art Foundation

- Portfolio will be looked at in lessons (including foundation degrees, and direct entry applicants to degree level)
- Ongoing support to prepare for portfolios
- Talk to one of the art teachers
- Year 13 portfolio twilight session: mid October



Not applying to university or not sure



- External adviser one day a fortnight
- Available for one off interviews (action plan)
- Will meet with students individually
- Advice and action plan which will be tracked
- Meet every month
- Support applications and actively search for opportunities
- Apprenticeships can't be mapped out like UCAS

Help from parents

- Absence notes, holidays and appointments
- Monitor paid employment
- Sixth Form dress code
- Help put aside 2 hours per night – they always have something to do....
- Be aware of reports/parents evening dates
- **Contact us if you have concerns**

Thank you!