



BRAKENHALE
6th FORM

Year 12 Information Evening

Aim High | Be Kind | Take Responsibility

Year 12 Information Evening

- What do we want for our students?
- How are we going to get there?
- What are our next steps?



- *Choice*
- *Resilience*
- *Confident Competitors*

Aim High

Be Kind

Take Responsibility

How are we going to do it?

- Dedicated teachers and rigorous lessons
- Excellent subject knowledge
- Fantastic pastoral care
- Destinations advice and support
- Extra qualifications
- Trips and enrichment
- Student leadership

WHY SHOULD YOU STAY WITH US?

- Teachers that know YOU and are invested in YOUR achievements
- Wide range of courses
- Flexibility and independence
- Comprehensive Pastoral system
- Well-rounded and relevant Tutor program
- Student leadership opportunities
- Proven track record of academic excellence
- Outside speakers
- Extracurricular opportunities
- Supportive community
- Excellent facilities
- University and career preparation
- Enrichment Programs
- In-department trips and conferences
- World Challenge
- Geography trip to Italy
- End of P16 water sports trip in Europe

Success Stories

20% to Russell Group Universities



Rory C
AAB
History and Philosophy
University of Warwick



Sam C
A* Distinction C
Law
University of Sheffield



Brian C
ABBBC
Biomedical Sciences
University of Southampton



Sandia L
A*BBD
English Literature
University of Warwick

How are we Going to do it?

5 WAYS TO FOSTER A CULTURE OF

ACCOUNTABILITY



1. **GIVE** support.



2. **PROVIDE** freedom.



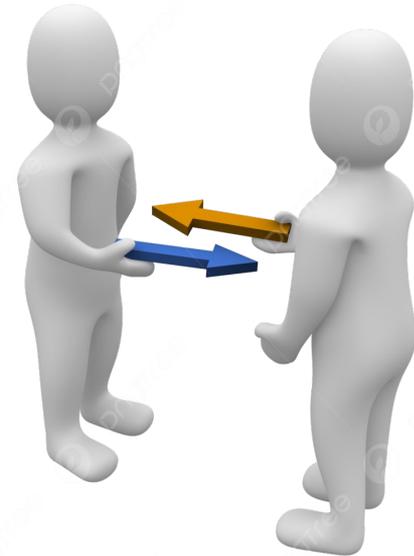
3. **SHARE** information.



4. **PROVIDE** resources.



5. **BE** clear.



Timetables

NEW TIMINGS!

P16 pupils to sign into building for 8:30

P16 Tutor time 8:35 – 9:05

P1 9:10 – 10:05

P2 10:10 – 11:05

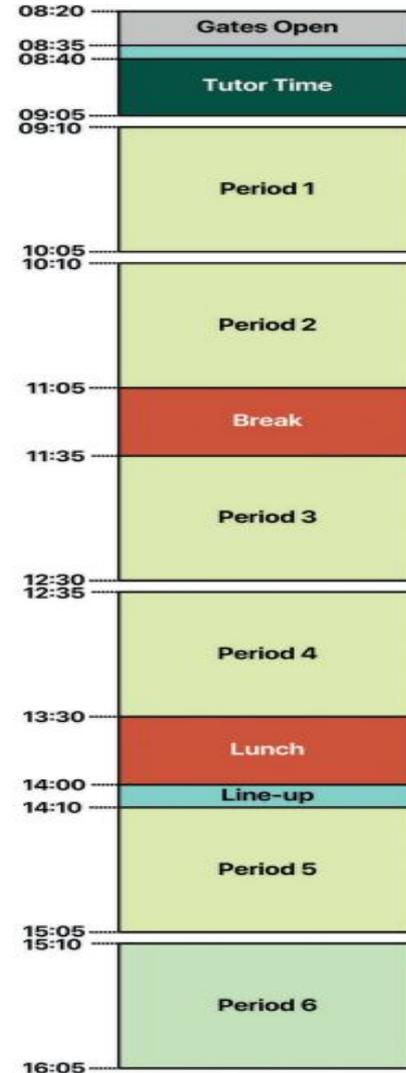
BREAK 11:05 – 11:35

P3 11:35 – 12:30

P4 12:35 – 13:30

LUNCH 13:30 – 14:00

P5 14:10 – 15:05



Aim High | Be Kind | Take Responsibility

	Monday	Tuesday	Wednesday	Thursday	Friday
What are we doing?	Assembly	Inter-tutor Quiz	Window to the world	Character Education	Tutor Check-ins
		 	 		

WHY? – Key messages in assembly & ability come together as a community
Universities, apprenticeships, and employers require references. These references will be written by tutors, making regular interaction essential.

Registered Study?

- 50 timetabled hours per fortnight
- Pupils study 3 subjects – 8 hours per fortnight per subject
- This equates to 24 hours of lessons per fortnight
- All non-lesson hours are filled with private study
- For every hour spent in lesson, students should complete another hour of work outside of lesson to consolidate their knowledge and develop the subject specific skills in your subject
- Teachers will provide you with **registered study lists** with specific requirements and expectations



Miss Loj									
Topic	Date of lesson	Date due	Lesson number	Lesson Title/Topic	Extra Reading or Video	Independent work	Extra instructions (if necessary)	Link to powerpoint	Complete?
AC 1.1 Comparing Criminality and Deviance	04/09/24	27/09/24	1	Deviance & Criminality (Part 1)		Worksheet attached	Using the information acquired from the lesson, apply your knowledge by completing the activities on pages 4-8.	AC 1.1 - Crime versus Deviance	<input type="checkbox"/>
	05/09/24	27/09/24	2	Deviance & Criminality (Part 2)	https://www.youtube.com/watch?v=90IRr77TA8	Answer the following questions on the documentary	Please write out the question and then answer it below so that your notes are organized	AC 1.1 - Crime versus Deviance	<input type="checkbox"/>
	08/09/24	27/09/24	3	Deviance & Criminality (Part 3)		Worksheet	Use your notes to complete the following worksheet and revise the whole of the AC 1.1 topic	AC 1.1 - Crime versus Deviance	<input type="checkbox"/>
	09/09/24		4	Practice Questions (AC 1.1)		Flashcards List	Create flashcards of the key specialist terms provided. These can be used to help you revise for your exam in May 2025.	AC 1.1 - Crime versus Deviance	<input type="checkbox"/>
AC 1.2 Constructions of Criminality	13/09/24		5	Constructions of Criminality: Legislative Variations		Worksheet Attached	Print out and complete worksheet pages 10 and 11. This task will help to further consolidate your knowledge of how laws are different based on time, place, and culture.	AC 1.2 - Social Constructions of Criminality	<input type="checkbox"/>
	18/9/24		6	Aggravating vs. Mitigating Factor		Worksheet Attached	Continue practicing your ability to identify the aggravating and mitigating factors in each scenario. Once you have completed this, use the sentencing guidelines to decide on the sentence you would award the defendant. In the box provided at the bottom of the page, justify your decision.	AC 1.2 - Social Constructions of Criminality	<input type="checkbox"/>
						Worksheet Attached	The follows terms are often used in relation to why the law is applied differently in different circumstances. Define each of the following terms and provide examples to strengthen your definitions.	AC 1.2 - Social Constructions of Criminality	<input type="checkbox"/>
	20/9/24		7	Exceptions in the Law		Worksheet Attached	Read each scenario. Then, explain why the law may be applied differently in each situation (harshly or more leniently). Ensure that you are explicitly stating the reason why the law will be applied differently (i.e.: moral panic, typifications, age of responsibility, exceptions in the law such as loss of control, diminished responsibility, automatism, etc.)		<input type="checkbox"/>
							Read each scenario. Then, highlight whether you are choosing to apply the situation to Freud of Bowly's research. In the first column choose 3 key points from the chosen theorist's		

Registered Study?

- **Other things to do during registered study:**
 - Re-organizing, or re-writing notes
 - Completing practice questions/past exams
 - UpLearn/Seneca
 - Worksheets/Application/Extension Tasks
 - Completing Homework
 - Working on coursework
 - Researching more into an area of interest touched upon in lessons
 - Listening to podcasts/watching documentary in your subject choices
 - Personal Statement (end of year 12/beginning of year 13)



The Department for Education: Key Findings

- Missing 10% of school can lead to a drop of one grade in A-level or BTEC results
- Students with attendance rates below 85% are significantly less likely to achieve A*-C grades
 - Only about 30% of these students reaching this benchmark
- Students with over 95% attendance are more likely to achieve A*-B grades.
- Students with over 95% attendance have a 60-70% higher chance of being accepted into top universities (i.e.: Russell Groups)



Expectations: Communicate



- Running late for AM tutor?
(will arrive before 9am)

[Tutor]@brakenhale.co.uk

- Missing a lesson?

Email [your teacher]@brakenhale.co.uk

Email attendance@Brakenhale.co.uk

Make up on any missed work

- Upcoming Appointment?

Email [your teacher]@brakenhale.co.uk

Email attendance@brakenhale.co.uk

and must provide proof/evidence

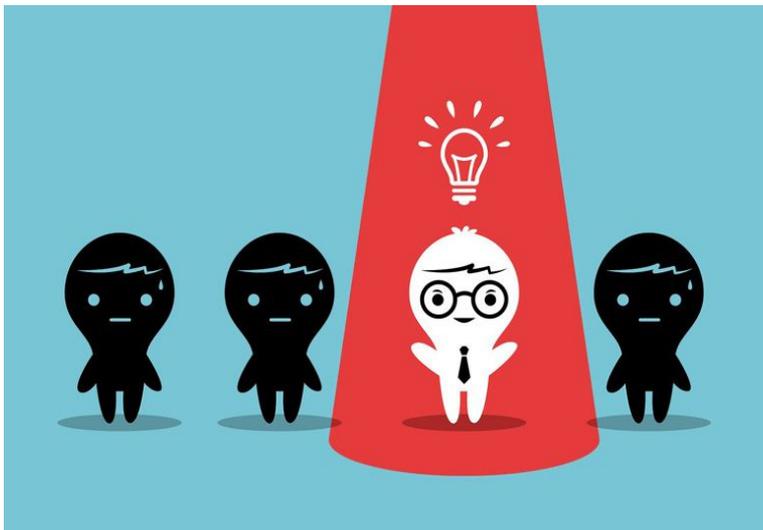
Make up on any missed work

Behavioural Issues in Post-16

Action	Consequence	Escalation 1	Escalation 2
No homework	Student given until the next day to hand in homework	30-minute detention if student fails to hand in work the next day. This is to be scheduled and run by the teacher	
Persistent punctuality issues	Tutor phones home and a conversation is had with the pupil. Student has 2 weeks to improve. Cannot be late more than once in those 2 weeks.	2-week attendance review and an additional phone call home made by tutor	1 day suspension. Reintegration meeting with parents and HOY



This will be triggered if you are late 3 times within a 2-week period
This is monitored and tracked by the P16 tutor



Aim High | Be Kind | Take Responsibility

Q&A



Head of Sixth Form - Miss Loj (cloj@brakenhale.co.uk)
Head of Year - Miss Anderson (sanderson@brakenhale.co.uk)

Year 12:

P16B - Ms Almenar (malmenar@brakenhale.co.uk)
P16E - Miss Wilhelmy (twilhelmy@brakenhale.co.uk)