



BYRON COLLEGE SIXTH FORM

Welcome to the Byron College sixth form. We hope your time with us will be successful and enjoyable and that your experience of the sixth form will be memorable.

The student handbook has been put together to help you get to know the sixth form and its procedures. As you settle into the sixth form there will be a great deal of information to take on board – the handbook contains most of what you need to know. Please use it to remind yourself of how things work and what is expected of you.

BE INSPIRED! GENERAL INFORMATION

ABSENCE

The Sixth Form attendance target is 96%, and our aim is that students achieve 100% attendance. Students are not expected to be absent from school except for cases of severe illness. Phone calls must be made to the school secretary on 210 6047722 by a parent on the day of absence before 08.30 in the morning. As part of its duty of care, the school may ask for evidence of medical intervention if a student misses more than one day of school from illness.

6th FORM DRESS CODE

In the 6th Form (Year 12 & 13) you do not have to wear school uniform like the rest of the school. However, our older students are role models to the rest of the school and thus are expected to be appropriately dressed at all times. It is important that our students represent themselves professionally whilst they are at school and understand the reasons they are here, which is to learn. It is a privilege to be a 6th Former at Byron College and our students represent the school at the highest level especially to visitors at the school.

All 6th Form students are required to wear the Byron College 6th Form PE kit on days when they are timetabled for PE. However, students may opt to wear items from the PE kit range on a daily basis as this is an accepted form of dress for the 6th Form

New Byron College 6th Form PE Kit

- Navy Blue Byron College PE T-Shirt or House T-Shirt
- Navy blue Byron College Jogging Bottoms
- Navy blue or grey Byron College Shorts
- Byron College Polo-Shirt (either Navy Blue or Burgundy)
- Byron College Hooded Top* (either full zip or overhead)

*Either version of the hooded top are acceptable as a day to day item for 6th Formers to wear as a jacket or extra top. The 6th Form PE kit items are the only ones that are acceptable for students to wear for PE, or on other days if they so desire, and all are available exclusively from our uniform supplier:

LB Creations – Uniform Shop Address: Gymnasiou 12, Pefkasia (opposite the train station ‘Pefkasia’)
Telephone: 210 2717847 E-mail: lbcreations1@gmail.com

On days that are not designated for PE students can still wear the designated kit but if they choose not to then they should come to school dressed in business/office attire as follows:

Acceptable Items:

- Tailored shirt or polo shirt - must have a collar and cover shoulders
- Plain Jumper/Sweater - must wear collared shirt underneath. No sweatshirts or hoodies.
- Tailored shorts of appropriate length are allowed during the first and last half-terms
- Knee-length skirt or trousers of plain neutral colour
- Tailored or Chino style are acceptable - strictly no denim
- No jean-type studs and stitching
- Plain leather belt
- Shoes of plain neutral colour
- Heels no more than two inches
- No athletic or training shoes
- No flip flops or beach shoes

General Guidelines:

- Clothes must not be revealing in any way (this means no cropped/low-cut tops, thin leggings, mini-skirts, very short shorts etc. bare shoulders)
- Clothing should be simple in design and of neutral colour* with no offensive slogans or oversized logos. • Jeans are not permitted - Any item of clothing must not have rips, holes or obvious fraying • It is permissible to wear discreet make-up and one earring stud if you wish, but no other facial piercings and any tattoos must be covered

In all other respects the rules for the rest of the school regarding footwear, makeup, jewelry etc. apply as follows:

Hairstyles/Accessories

- Hair should be one natural colour
- The style should be appropriate for school; hair should not obstruct the student's vision • Only Students in Years 12 and 13 may wear make-up and nail varnish, of a neutral, discrete nature.

Jewellery

- Expensive jewellery should not be worn or brought into school
- Students with pierced ears may wear one pair of discrete studded earrings
- Earrings are not to be worn for PE
- Bracelets may be worn, but in the singular
- Necklaces and rings are permitted but must be discreet and in the singular

*Acceptable colours are **Black**, **Navy Blue**, **Burgundy/Maroon** or **Grey**

If students do not adhere to the 'Dress Code' the school reserves the right to send students home

ASSEMBLIES AND BRIEFING

Students enjoy weekly Sixth Form assemblies where presentations are given, essential messages are delivered and reflection is encouraged. Students attend daily form periods with their tutor group. Form time attendance and assemblies is compulsory.

MONITORING PROGRESS

Students' progress is reported through one extended written report and three progress reviews which include a grade and attitude to learning. These are good indications of the level at which students are working. Students should use these periodic assessments as a time to reflect and have open dialogue with teachers about how best to improve.

EXAMINATION ENTRIES

Teachers recommend students for examination entries. Students are required to check their examination timetable rigorously for errors, such as spelling errors in the candidate's name.

EARTHQUAKE-FIRE ALARM

All students must adhere to the rules and regulations displayed around the building regarding fire alarms and exit routes. Students will congregate on the outside space in tutor groups and must line up in silence. It is a grave

violation of health and safety to leave the school site during a fire alarm and students must wait to be dismissed before leaving the assembly area.

INDEPENDENT STUDY

Independent Study is a vital aspect of meeting and exceeding the levels of achievement expected of students. Students should carry out their own directed study, which should embed and extend their knowledge and understanding of their course content.

INTERNET

In many ways, modern A-Level study is impossible without some use of the internet. Online and electronic resources are often easier to browse and sift through and more up-to-date. Nevertheless, the quality, the accuracy, reliability and relevance of the material needs to be considered critically. One of the internet's main strengths is its openness; anyone can post information online. This is, however, also its main weakness. Work published in hard copies of books and journals has been rigorously scrutinized by publishing companies, but this is rarely true of websites. Be sure to be clear about the website's reliability when using it for research and independent study. Wikipedia, for instance, can be immensely reliable in its articles about science; in some other obscure areas of information it is riddled with mistakes.

IT SPACES

Some IT spaces are available in the new Sixth Form study room and the library, for use to Sixth Form students during lesson time. When students have finished using these spaces, they take responsibility for ensuring that the space is left tidy, the monitors turned off, litter and personal items removed.

MARKING

Teachers will mark and give feedback on work regularly and it is the responsibility of students to ensure that they respond to that marking. This will often involve redrafting pieces of work, seeking further support and/or looking again at the topic area etc.

MOBILE PHONES

Mobile phones are not allowed in school premises.

UNIVERSITY REPRESENTATIVES

We invite university representatives at Byron College to inform our students about their courses. However all students are encouraged to attend the UK university exhibition which takes place every year in Athens.

AWARDS CEREMONY

This is the annual whole school celebration of outstanding student achievement and attitudes. It is held at the end of every Third Term.

GRADUATION CEREMONY

This is a special celebration event for our graduates. It is also held at the end of the third term.

REFERENCES

References made to universities, colleges and other educational establishments are made by Mr. Dedousis and the Sixth Form team in liaison with teachers.

SIGNING IN AND OUT

All Sixth Form students are expected to be in school for the form period and some students may be permitted the privilege of signing out of school earlier than the end of the school day, under special circumstances. Students should come to school with their lunch, or with the funds to purchase lunch from the Canteen, just as students in the lower school.

SIXTH FORM PLANNER

Students are required to bring this planner with them to school every day and to use it to record their homework. This planner also includes a monitoring progress sheet which they are going to be using to set their own targets for each subject.

FORM TIME AND PSHCRE

Students are expected to be present in their form group by 8.40 each morning. Students arriving after 8:40 must sign in at the main reception. The form sessions deliver crucial information, messages, training and discussion which serve to guide and support pupils. Tutors assist with the writing of personal statements, with pastoral concerns students may have, with academic inquiries and with plans for the future.

BYRON DIPLOMA

At Byron College, we want students to be holistic learners because true education goes beyond academics—it shapes individuals who are thoughtful, compassionate, and engaged members of society. A holistic approach nurtures the value of *community* by helping students understand their connection to others and encouraging collaboration and inclusion. It promotes *action* by empowering learners to apply their knowledge to make a positive difference in the world. Through *respect*, students learn to value diverse perspectives, care for themselves and others, and build strong, ethical relationships. Striving for *excellence* in all areas—personal, academic, and social—encourages students to reach their full potential while uplifting those around them. This balanced development equips students not just for success, but for meaningful, impactful lives.

In order to show these values in action, we would like students to complete what is called the *Byron Diploma*. This diploma is designed to recognize and celebrate the full scope of a student's learning journey, both inside and outside the classroom. It encourages students to engage meaningfully with their *community*, take *action* on issues that matter, demonstrate *respect* in their relationships and choices, and strive for *excellence* in all areas of

their development. The Byron Diploma reflects our belief that education should shape not only knowledgeable individuals, but compassionate, capable, and socially responsible citizens who are ready to contribute positively to the world.

To complete the Byron Diploma, students are required to participate in a range of extra-curricular activities that demonstrate their engagement with the values of *community, action, respect, and excellence*. A list of possible activities that they could complete will be provided during A-Level Mindset lessons.

UCAS

UCAS, the University and Colleges Admissions Service, is an independent body that manages and advises pupils in making applications to places of Higher Education. The UCAS website (www.ucas.ac.uk) has essential information and guidance on applying for courses and is ultimately the mechanism by which students apply to university. Students are required to write a Personal Statement and to select up to five courses. The UCAS form also includes personal information, information about previous education, qualifications, employment and student finance. Advice on applications to university is provided by Mr. Dedousis, Mr. Hall, Subject Teachers, Sixth Form tutors and members of the Leadership Team.

A GUIDE TO WORKING AT A-LEVEL

QUALITIES NEEDED FOR STUDYING EFFECTIVELY AT A-LEVEL

- **An enviable academic profile.** We are determined that each student achieves the very best of their potential, recognizing that strings of B's and more preferably As and A*s are essential for entrance to the most competitive universities.
- **The capacity to absorb and understand a complex and nuanced body of knowledge.** You need to know your subject in detail and understand it astutely; true scholarship demands that pupils do not merely reproduce a digest of concise summaries, but that layered understanding is supported by extensive wider reading that continually stretches the confines of the specification.
 - **A sharp and penetrating mind for posing problems and finding solutions.** Our Sixth Form develops students who absorb ideas and come up with their own, who examine orthodoxies, anticipate potential challenges in systems of thought and attempt to construct innovative solutions and new ways of thinking. You engage academically when you are willing to be the source of ideas and when you are open-minded.
- **A zest for academic endeavour.** A-Levels represent an exciting and meaningful challenge when you are the driving force behind your studies.
- **A mature and rounded outlook.** In addition to the academic focus of the Sixth Form, you flourish when you develop more broadly as young adults, confronting challenge with grace, and participating extensively in community service and work experience activities that enrich the Sixth Form. Debate, MUN, sports, music and drama are essential co-curricular activities that enrich you as a person and boost your university application.

HOW TO MAKE THE MOST OF YOUR TIME IN A-LEVEL STUDY

- **The basics** – arriving on time, bringing the right equipment and completing all independent study are the necessary (though not sufficient) conditions of a successful lesson.
- **Note taking** – it is important you leave lessons with a set of notes you can come back to. Note taking while someone is talking or even afterwards, is an essential skill you should have.
- **Asking questions** – Always question to improve your understanding. Some of your peers may have a similar question. Do not leave a classroom without having understood. Moving to a future lesson

without understanding the material for that lesson can be very risky. Ask questions for clarification, ask questions to improve your understanding, and to explore potential problems with schools of thought and systems of thinking you are being taught. There is an appropriate time for such questions – and you will find it.

- **Being asked questions** - Seek to be active at all parts of the lesson; when others are being asked questions, try to answer them yourself, so that you are going through the same mental process. When completing questions in class, balance perseverance and individual determination to succeed with recognizing the right time to ask for help.

LEARNING INDEPENDENTLY -PREPARING YOUR WORK

- **Your space** – finding the right space can improve the efficiency of your work. It is rarely sensible to work on your bed. Sit at a desk that is tidy, so that you are able to set out your papers and books.
- **Distractions** – knowing what might distract you is key to making sure you are working effectively. If you set yourself up in an environment with no distractions, you can work for longer and more quickly. The internet and mobile phones are frequently distractions – remove them from your room. If studying at school, don't distract your friends or allow them to distract you.
- **Planning breaks** –Taking breaks, and making sure you are not tired or falling asleep at your desk is important. Everyone studies in a different way. But remember, there are no breaks in a three hour exam!
- **Resources** – make sure you have the right resources. A pen, paper and text books are always necessary; beyond that, the fewer things you have the less there is to distract you. Do not let yourself be led down endless roads on the internet; focus, select and use your critical thinking skills.
- **Food and drink** – some people work well while eating, or drinking water and these can enhance concentration. But balance is important.

MEMORY RECALL

70 % of what you learn in a day is gone within 24 hours unless you actively focus on remembering and practicing or rehearsing it. The first way (practice/testing) is essential, although the other methods also assist in the process. Creating acronyms is a useful way to memorize essential material.

- **Test yourself** – when learning new information, it is advisable to rehearse it repeatedly until it is embedded into your long term memory. For instance, you might repeat the notes from a text book aloud when you have covered them or try to write them all out on a piece of paper to test your retention. After recalling it accurately, it is a good idea to come back to the information in an hour, then a day, then a week to check you have remembered it.
- **Put it into practice** – often the best way to memorise information is to answer exam-style questions that check your understanding of an idea.
- **Use mnemonics** – information could be grouped together allowing a single sentence, phrase or word to encapsulate a number of ideas. “Richard Of York Gave Battle In Vain” is the order of colours in the rainbow.
- **Use imagery** – for example, make your map colourful, using colours for different sections/themes; use mini symbols to represent ideas.
- **Linking** – attempt to make associations between information that you need to learn and events in a story to form information links in your long term memory. The more bizarre the story, the better chance you have of remembering it!

PRACTISING SKILLS

The best way to improve your capability in examinations is to practise the questions that will appear in the examinations – most especially without any help. On occasion, it is helpful to work through smaller chunks. In maths and the sciences for instance, it is worth working through brief exercises to practise calculations. In essay writing subjects, it is worth crafting paragraphs to specific questions and checking you have included the best information and written with the most precision. Eventually, however, it is sensible to go through whole examination questions.

PAST EXAMINATION PAPERS

- Make up your own questions from the specification. As you learn a topic, complete the past examination questions that your learning relates to, check your answers using a mark scheme.
- When you are most confident, choose the most challenging questions and work in conditions that match the examination (time allocation, environment, equipment). It is the only way you can know if you would be able to do it in the examination.
- Check your work. You might peer mark to judge extra questions you have answered or compare answers with a friend to build up a bank of responses to a range of questions.
- Use model answers, websites and examiners' reports to help you assess your work against the mark scheme. Examiners' reports can often be found on examination board websites (they are written after an examination about the responses made by candidates that year). Advice is often given about common mistakes and what better answers tend to include.
- Keep notes on the practice examination papers. Advice that makes sense at the time can be forgotten easily.
- Use a 'two pen rule' to label the questions. For example: green shows areas which are achieved without books. Red shows areas where textbook, revision guides or notes were used. For the most difficult questions, keep a record. Later in the classroom, or after lessons you can ask your teacher to clarify.
- Once you have completed them, file practice examination questions by topic so you can consult them during revision. Going over the same question later will help.

FURTHER READING

- The most important activity you can do to extend your knowledge is further reading. Given reading is a central skill for all university courses (traditionally, you "read" not "study" subjects at university) it is essential that you are familiar with the academic literature that surrounds your subject. Not only can it give you a deeper understanding of the particular area of study you are working on, it can also extend and contextualise your topic.
- Ensure you have a purpose in reading; collecting key facts, deciphering a general argument, looking for quotations to use? This will help you produce concise notes.

HOW TO USE YOUR STUDY PERIODS

- Study periods enable you to focus on the demands of your courses you have chosen to study. It is essential you do not organise out of school activities during your study periods, as you may be required during these hours.
- Aim to use your study periods for work you can best complete in school. For instance, work to be completed with other pupils or work that may require you to ask things of your teachers. • Avoid the distractions of other pupils, by: separating yourself from the group; finding a quiet place to study; blocking out distractions with headphones.
- When you sit down, give yourself a target of what you want to achieve; this way, you will spend your time wisely.

- Think ahead: when you have other commitments in the evening, you will want to complete work due for the next day in a very good time.

HOW TO MANAGE YOUR TIME

- Keep only one diary. Enter all your commitments into it as soon as you make them. Include social, sporting, medical, family and academic commitments.
- Write down your work in the box of the date it is due, so you can see the deadlines and when things need to be completed.
- For longer pieces of work, break down your work into smaller deadlines, so that you don't leave hours of work to the last minute.
- Prepare for the unexpected; perhaps the internet won't be working at home; perhaps; perhaps your pen will run out. Ensure you have enough time for a plan B
- Never leave work until the last minute. If you have a morning deadline, leave little if anything to the next day. Go to bed happy in the knowledge it is completed.
- Where possible, complete work at your first opportunity. You can be sure it will take longer than you expect.
- Be sure to prioritise those tasks that are expected of you over the optional ones. Complete further reading and additional activities only when you are not hard pressed to complete what is essential.
- Use your action plan to create a list of long-term, ongoing tasks. When your workload is lighter than usual, get onto those activities with a less urgent deadline.



UNIVERSITY

HOW DO I CHOOSE AN APPROPRIATE COURSE?

What do you enjoy studying? It may sound trite, but this really is the main question you should ask yourself when looking for the right subject. If you love reading literature, apply to read English. If your parents need a crowbar to prise you away from your PC, choose Computer Science (unless it is because you spend all of your time on Facebook). Generally speaking, you should not pick a course you are really good at over one you love, because innate ability is not a match for passion in the long run. People who may not be as good as you at the start of the course will have overtaken you by the end through sheer devotion and effort. The greatest error most students make is choosing a course because of the perceived career paths it will give them. Unless one is choosing a technical (e.g. Mathematics) or vocational (e.g. Medicine) course all degrees can lead in all directions. Barristers study Philosophy and History, just as journalists study languages.

Once you have decided on a subject, it is time to pick a course. The first thing to do is check that you actually qualify to do the course you want. For example, some Psychology courses require you to have taken Mathematics at AS/A2; some universities count Geography as a science whilst others do not. You need to make absolutely sure that your AS/A2 qualifications match the requirements for your chosen course. If you are not sure of something, call the university admissions office to check. Do not waste one of your five precious choices on a course you are not qualified to do!

Once you have made sure you are eligible, you can go on to consider the structure of the course at different universities. Every course will approach the subject from a different angle. For instance, if you take French at Oxford you will find yourself reading a great deal of French Literature. Take a French course at Newcastle and there will be a lot less literature, but a lot more language and Sociology. Read each prospectus carefully, and compare the focus of that particular course to the nature of your own interest.

Each course on offer at any university will have an entry requirement which is set by the university. These can be found on the university website or on the UCAS website. Most courses require grades at A-Level, as part of their offer. Cambridge frequently restricts their offer to grades achieved at the end of Year 13.

WHAT DO UNIVERSITIES LOOK FOR?

Most universities publish entry requirements, which outline the requirements for entrance to university courses. They refer to the grades and qualifications needed.

There may also be skills which may include: social and interpersonal skills (for medicine, for example), presentational skills (for law, business and performance arts, for example), independent and research skills, organization and critical thinking skills.

In addition to outlining which skills are necessary for individual courses, there will also be an indication of academic qualifications you will need to be accepted onto the course. You should not ignore this crucial information. Often you are required to have grades in particular IGCSE subjects, in addition to A Level grades.

It is commonplace for different universities to ask for different things, it is therefore crucial that you take the time to investigate each course for which you are considering making an application. Admissions tutors often look for reasons to reject applicants so you must be sure that you do not fail to get through the first admissions shift through ignorance of the requirements. You should match the A-Level required grades with your most recent AS grades. The overwhelming majority of students achieve the same or very similar grades at the end of their courses as they do at AS. If you would like some further clarification regarding information contained within the entry profiles, contact the course Admissions Office at the University or University Department by e-mail. Building this personal relationship via e-mail is not an unimportant part of enhancing your chances in successfully finding a course.

APPLICATION DEADLINES

If you are applying to Oxford or Cambridge or for Medicine, Dentistry or Veterinary Medicine the UCAS deadline for receipt of your application is 15th October. We ask that students pay and send their form to Mr. Dedousis by the beginning of October. If you are not applying for any of these it is essential that you should apply early if you want to receive an offer from a competitive university and/or an oversubscribed course. End of November should be your personal absolute deadline. It takes your supervisor a substantial amount of time to finalise your form and complete the reference for you. Since this can only be completed after you have paid and sent your form, you should allow a week between the completion of your form and it being sent to Universities.

ADMISSION TESTS

For Medicine, Veterinary Medicine, Dentistry and many courses at Oxford and Cambridge, applicants are required to sit admissions tests. For instance, the UKCAT (UK Clinical Aptitude Test) is used for the majority of

medicine courses and courses in Veterinary Medicine and Dentistry. The BMAT (BioMedical Admissions Test) is the test required for the most competitive universities in the medical sciences (Oxford, Cambridge, Imperial, UCL, The Royal Veterinary College, Leeds and Brighton and Sussex Medical School). Whilst both tests examine students' scientific knowledge, thinking skills and critical thinking, one significant difference is that the BMAT requires candidates to write a half hour essay question on an unseen subject. The Languages test for Oxford (the MLAT)

both requires students to demonstrate their knowledge of a fluency in the languages they have been learning and requires the pupils to translate a made-up language using logical deduction. History gives students two unseen sources from unseen time periods; English Literature examines students' capacity to interpret unseen texts; Physics and Mathematics challenge students with composite, open-ended questions. In other words, whilst each one is a test of skill in an unfamiliar context, candidates are best supported by having extensive knowledge outside the parameters of A-Level specifications. For more information, see the UCAS website, the website of the

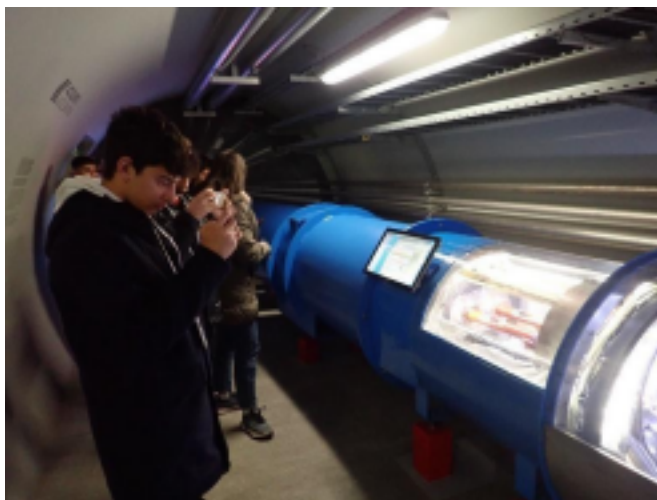
courses of the university for which you are applying and www.admissionstesting.org

WORK EXPERIENCE

Medicine, Veterinary Medicine, Dentistry, Nursing, and professions allied to Medicine (e.g. Physiotherapy, Radiography) and Initial Teacher Training will require applicants to have evidence of work experience. You should keep a daily record of what you have observed and participated in so that you can reflect upon it in your Personal Statement and talk in detail about it in an interview. You should also ask for references from the placement provider so that you can send copies to the admissions tutors when you have received your applicant number from UCAS. Many courses will also request 'Additional Evidence' that may require you to provide a portfolio of work; this would be particularly true of Art and Design courses. Completing awards such as the Duke of Edinburgh award will be of benefit and demonstrate your all round character. These awards may involve helping people or the community, developing a range of communication skills and even going on or leading an expedition. Everyone has something to offer and it may be that your interest outside Sixth Form has more relevance to your future course than your current studies do. For example, if you are applying for Hospitality Management and you work part time in a hotel ensure that this information is relayed. This information is very important, as some courses are extremely competitive.

Access to the most competitive courses can be tough and will require well-planned strategies. Admissions tutors for these courses can reject applicants with 3 Grade A*s predictions and grade As at AS if they lack evidence of the other personal attributes they require.

The following is guidance for sector-specific work experience, which can be divided into the following categories: voluntary work, placements, internships, work shadowing and apprenticeships.



Voluntary work

Doing voluntary work with a registered charity or non-governmental organization will impress employers no matter what industry you hope to join. By giving up your time to benefit a community you demonstrate commitment, passion and character that may not be recognized from your academic record alone. It can also be fun and a great way to meet new people whilst broadening your own horizons. Voluntary work can also relate directly to your future career. For example, doctors may be able to cite voluntary work as proof of the basic altruism which forms part of their professional code, and they may also use it to gain insight into the health challenges facing a particular sector of society, such as the homeless.

Working shadowing

Observing someone in their role can be an effective way to decide whether a certain career is really for you, in just a few days. Although not 'hands on' you will gain experience of real, high level work and be able to talk to through a role you may be considering one to one. Shadowing is not as widespread as other forms of work experience so you may have to be proactive about contacting employers. Shadowing work is the most important and common form of work experience for potential doctors and teachers, since it enables the student to see directly for themselves the demand of the role and enables a dialogue about the interaction between theory and practice.



UNDERSTANDING UNIVERSITY LEAGUE TABLES

There is not one definitive set of University League tables. The current existing tables commonly present in identical (if not vastly different) pictures. Positions in the league tables change from year to year. Before placing too much significance on league tables, it is imperative that you thoroughly research and understand the meaning of university league tables using books available in the Library, advice from teachers and the internet; in many cases information used to form the league tables is used differently in different surveys.

League tables use various sets of data, obtained from different sources and given different weightings, to place universities in rank order. The first thing that many students and parents ask is a very straightforward question: "which are the best universities?" and go straight to the rank order of the universities that have been measured. Unfortunately, there is no simple answer. The scores used to create the rank orders can be very different in different league tables for the same university.

A quick look at some of the criteria used in each league table shows that Universities are quite different. Newspapers usually base their tables on data published by the Higher Education Statistic Agency (HESA), but they use it in a different way. Nearly always they look at entry requirements, staff/student ratio, and

employment and student-satisfaction rates.

It is important to refer to individual subject league tables in addition to overall ones because sometimes the best universities may not be as successful in a particular subject.

Finally, it is important that you only use the league tables as one measure of the suitability of the university. However high the university course, it may not be appropriate for you. Different universities teach different things in different ways (the most traditional universities often have more compulsory modules). The location of the university and its ambiance are also essential factors to consider.

See overleaf for a selection of different University League tables.

You may investigate further at the following websites:

- The Times Good University Guide: www.thetimes.co.uk/tto/public/gug/
- The Guardian University Guide: <http://www.theguardian.com/education/universityguide>
- The Complete University Guide: www.thecompleteuniversityguide.co.uk
- The Times Higher Education Supplement – World University Rankings: www.timeshighereducation.co.uk/world-university-rankings

RUSSELL GROUP UNIVERSITIES

The Russell Group is an Association of leading UK research-intensive universities committed to maintaining the highest standards of research, education and knowledge transfer. It is sometimes referred to as the British equivalent of the Ivy League of the United States of America.

Russell Group universities are committed to the development of teaching within their institutions and, within their respective subjects, are at the international forefront. They are renowned for inspiring the brightest undergraduates and are dedicated to training the best postgraduate and postdoctoral workers to create the next generation of innovators and leaders.

If you are applying to a Russell Group University, you are choosing to apply to internationally recognised institutions. This may mean they are highly competitive, but it does not necessarily mean they offer the best teaching for your subject. For this, you should consider subject specific league tables and Unistats.direct.gov.uk for student satisfaction surveys.

RUSSELL GROUP UNIVERSITIES

The Russell Group Universities are:

- Queen's University Belfast
- University of Birmingham
- University of Bristol
- University of Cambridge
- Cardiff University
- Durham University
- University of Edinburgh
- University of Exeter
- University of Glasgow
- Imperial College London
- King's College London
- University of Leeds
- University of Liverpool
- London School of Economics & Political Science

- University of Manchester
- Newcastle University
- University of Nottingham
- University of Oxford
- Queen Mary University of London
- University of Sheffield
- University of Southampton
- University College London
- University of Warwick
- University of York

OXBRIDGE ENTRANCE

In these times of the highest of competition for university places and extensive tuition fees, you may well ask “Is Oxford or Cambridge for me?” It may be and certainly Oxford and Cambridge are keen to recruit pupils from the state sector. That said, they only wish to recruit exceptionally able students with an impeccable academic profile and something additional to offer.

The university’s prospectus will be invaluable, as will the wealth of information available on the internet. In addition to making a decision about whether to apply to Oxford or Cambridge there is the complex challenge of deciding which college. You will need to understand the collegiate system. Whilst academic expectations are unlikely to vary, the history and ambience of each college is unique. Much teaching, including tutorials, will be carried out in college and social events, societies and activities find their main home in each college. You will need to talk about each of these in an interview, explaining why you’re impressed with the college.

WHAT IS THE SIXTH FORM’S ROLE?

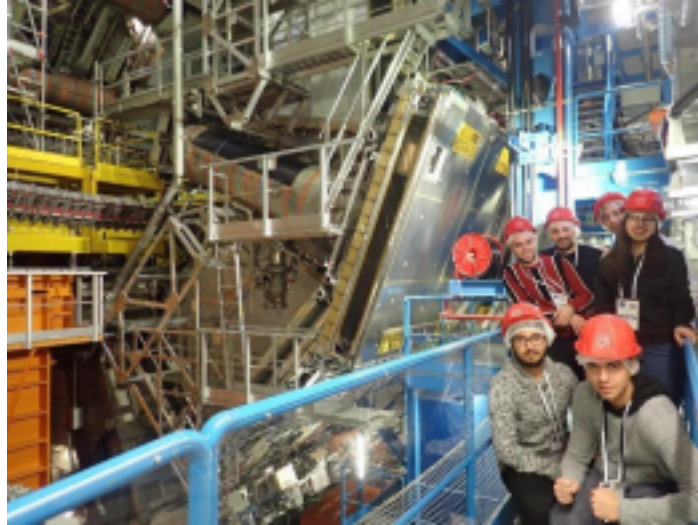
The Sixth Form aims to encourage appropriate ambition, provide a realistic assessment of potential success and offer guidance and support to scaffold what we believe has a chance of success.

WHAT WILL I NEED?

In brief: a string of A*s at GCSE; a profile of grade As at AS; predictions of A* at A2; a reference which says that you are not just academically able (i.e. diligent, studious and competent) but academically creative and innovative. It should be clear through your reference, in your personal statement and at interview that you read well beyond the demands of AS and A2, that you manage A2 with ease and that you already show potential beyond that level. If you are studying Mathematics, Further Mathematics, Physics and Chemistry, a reference needs to say that your

interests extend far beyond your specialist subjects. For example, that you also read poetry, act in a theatre, work widely in charity work or similar. Oxford and Cambridge are looking for breadth as well as depth.

If you have all of the above, you are in a fine position to apply. One crucial attribute remains, however. You must show yourself to be thoroughly driven and motivated by the academic pursuit of the subject you are applying for. The only way to prepare for this is to have a list of things you have done (most importantly, but not exclusively, reading) that shows your passion and interest over time. If you can talk at length about which specific area of focus in your subject that you have written a project, you will be in a strong position.



SIXTH FORM STUDENT STANDARDS

- Work diligently, reflectively, efficiently, thoroughly and at pace to meet the standards of all AS and A2 courses
- Present work immaculately and maintain files, workbooks, textbooks and learning resources to a high standard of organisation.
- Always work to one's best ability, consistently meeting (and at times surpassing) the expectations of teachers, even when faced with challenge
- Respond to all marking and feedback given by teachers
- Exceed the parameters of the course, entering into a scholarly and critical relationship with the subject.
- Actively participate in lessons, volunteering answers and inquiring into areas beyond the specification.
- Read widely and independently in each chosen subject, keeping a record of reading and using this work in class.
- Revise actively, planning systematically for examinations and taking ownership for what one does not know.
- Attend lectures, watch and listen to documentaries and visit websites that explain current developments in the subject.
- Develop an outstanding reputation, behaving impeccably, contributing widely to the ethos of the Sixth Form, and building mature, sophisticated relationships.
- Work closely with peers and teachers to ensure relationships that foster academic success. • Understand that situations are complex and that school policies are designed to drive high standards and success of students.
- Attend, as far as possible, 100 % of lessons and be punctual to school, tutor group and lessons each day.
- Treat personal and school belongings with respect and understand how one sets an ethos for learning.
- Have respect and consideration for the needs of other pupils and members of staff. • Engage widely in Sixth Form activities, events and trips and lead on enrichment in areas of interest.



And one last reminder..... As sixth formers, students in the lower school look up to you and therefore it is your responsibility to set a good example.