



Blanchelande College



Year 11 and Sixth Form Information Evening



**SIXTH FORM
COURSE BOOKLET 2023-4**



What
Blanchelande
offers

Proven track record at A-Level

A range of courses and
pathways unique to Guernsey

We know our students
individually



A-LEVEL

Blanchelande received its first A-Level results in 2022.

	2022	2023
Pass rate	100%	100%
% of grades A*-B	68%	50%



Blanchelande
College

Our offering is unique

- **22 COURSES INCLUDING A BLEND OF A-LEVEL, AS AND OTHER LEVEL 3 COURSES**
- **ONLY SCHOOL ON ISLAND TO OFFER LAW**
- **SEPTEMBER 2024: COMPUTER SCIENCE RUNNING FOR THE FIRST TIME**
- **OUTSTANDING EXTENDED PROJECT QUALIFICATION (EPQ) – 86% A*-A OVER THE PAST TWO YEARS**
- **LEITHS COOKERY ACADEMY – LEVEL 3 DIPLOMA AND INTRODUCTION; THE ONLY FULL TIME POST-16 COURSE ON GUERNSEY**



Blanchelande
College

Level 2 – Certificate in Culinary Skills

Fail	Pass	Merit	Distinction
0 – 54 marks	55 - 69 marks	70 - 84 marks	85+ marks

Level 3 – Extended certificate in professional cookery

Fail	Pass	Merit	Distinction
0 – 54 marks	55 - 69 marks	70 - 84 marks	85+ marks
0 UCAS Points	12 UCAS Points	24 UCAS Points	36 UCAS Points

ICC30 – Introduction to confident cooking

Fail	Pass	Merit
0 – 54 marks	55 - 69 marks	70 - 84 marks

ICC40 – Introduction to confident cooking

Fail	Pass	Merit	Distinction
0 – 54 marks	55 - 69 marks	70 - 84 marks	85+ marks

UCAS POINTS

FOR LIFE

LEITHS

SCHOOL OF FOOD AND WINE

For those who excel, access to the Leiths List for high end employment opportunities



Professional

Elevate your skills to new heights in this professional course



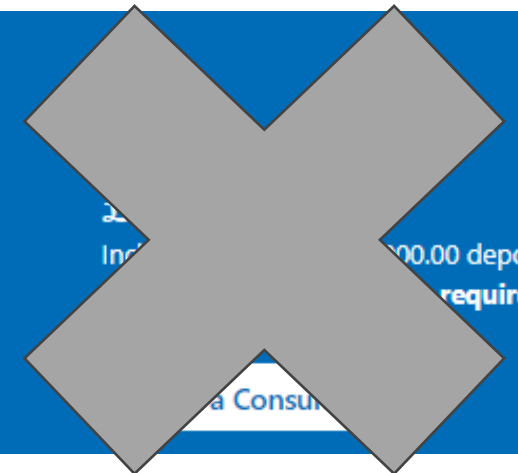
Advanced

Best suited for people looking to advance professionally



Certification

Earn a certificate of completion and the opportunity for full accreditation



2...
Inc... 100.00 deposit
required.

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Sixth Form trip



Anticipating and Preventing Problems



Organisation

Study Skills

Motivation

Stress

Monitoring and Intervention

- **After half term:** 30th October – 3rd November 1-hour assessments in each subject during lesson time
- **Interventions:** compulsory support sessions

Mocks:

- *Practical Subjects and MFL Speaking:* 11th December – 14th December
- *All other papers:* 9th January – 16th January
- **Parents evening:** 30th January 2024
- **Study leave and timetabled revision sessions:** From Friday 3rd May
- **Exams:** start 9th May

Supporting students at school

- Form tutor programme
- Lunch time and afterschool revision sessions
- PSHE Curriculum is going to focus on preparing for mock exams
- Wellbeing

Preparing effectively for GCSE

Diagnosis

Students will receive a PLC (Personal Learning Checklist) from their teachers to RAG rate

Theology PLC (Personal Learning Checklist)

AQA SPECIFICATION B

Topic	Key Concept- Specification	Self-Assessment			Read page in revision guide and made notes (tick)	Revised in detail in a way that suits me (tick)
		Red (No notes, I remember very little)	Amber (Some notes, I remember bits)	Green (Good notes, I can answer a question)		
ROMAN CATHOLICISM						
Creation	The meaning and significance of Michelangelo's Creation of Adam	Red	Amber	Green		
	How it reflects Catholic beliefs about God as creator and the creation of humanity in the image of God.	Red	Amber	Green		
	How its meaning and significance contrasts with one other Christian artistic expression of creation	Red	Amber	Green		
	The nature of God expressed in Genesis 1 and 2: God as creator, God as transcendent and omnipotent; the significance of these beliefs for Catholics.	Red	Amber	Green		
	The meaning and significance of the belief that human beings are made in the image of God	Red	Amber	Green		
	The influence of this on Catholic views about; free will, stewardship, the dignity of human beings and the sanctity of life.	Red	Amber	Green		
	The origin of the Bible, its structure and key literary forms, including law, history and prophecy.	Red	Amber	Green		
	The meaning and significance of Catholic understanding of inspiration and of the Bible as the revealed Word of God.	Red	Amber	Green		
	Issues concerning the literary type of the Genesis creation accounts and different Christian understandings of their significance.	Red	Amber	Green		
	Natural law, including how belief in the goodness of creation leads to Catholic understanding of natural law	Red	Amber	Green		
	How belief in natural law influences Catholic views about the sanctity of life.	Red	Amber	Green		
The influence of the Second Vatican Council on Catholic views of the harmony between science	Red	Amber	Green			

How to use your PLC to boost your learning

1. Collect PLC from teacher
2. Complete the checklist

RED – No notes – I remember very little; I couldn't answer many questions

AMBER – I have some notes – I remember some aspects; I could answer questions and gain maximum of half marks

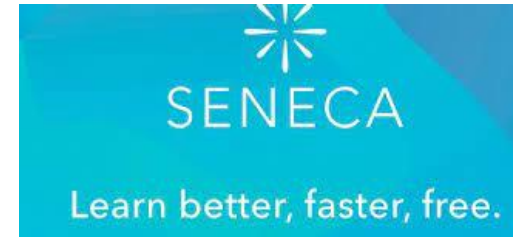
GREEN – Good notes, I could answer questions and get two thirds of the marks correct

3. Use the RAG ratings to help you choose the aspects of topics to focus your revision on.

Topic	Key Concept- Specification	Self-Assessment		
		Red (No notes, I remember very little)	Amber (Some notes, I remember bits)	Green (Good notes, I can answer a question)
ROMAN CATHOLICISM				
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	The meaning and significance of the belief that human beings are made in the image of God	Red	Amber	Green
	The influence of this on Catholic views <u>about</u> : free will, stewardship, the dignity of human beings and the sanctity of life.	Red	Amber	Green
	The origin of the Bible, its structure and key literary forms, including law, history and prophecy.	Red	Amber	Green
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	How belief in natural law influences Catholic views about the sanctity of life.	Red	Amber	Green
The influence of the Second Vatican Council on Catholic views of the harmony between science	Red	Amber	Green	

Preparing to revise

- Students have access to many revision resources:
 - Online revision sites
 - Apps
 - Revision guides
 - Exercise books



Corbett
mαths



Very Effective

- **Self-testing and quizzing:** completing past papers, multiple choice questions or practice answers
- **Spacing:** doing little bits of work often and revisiting over time instead of cramming (in some studies, spacing instead of cramming has resulted in a 30% difference in final test results)

Fairly Effective

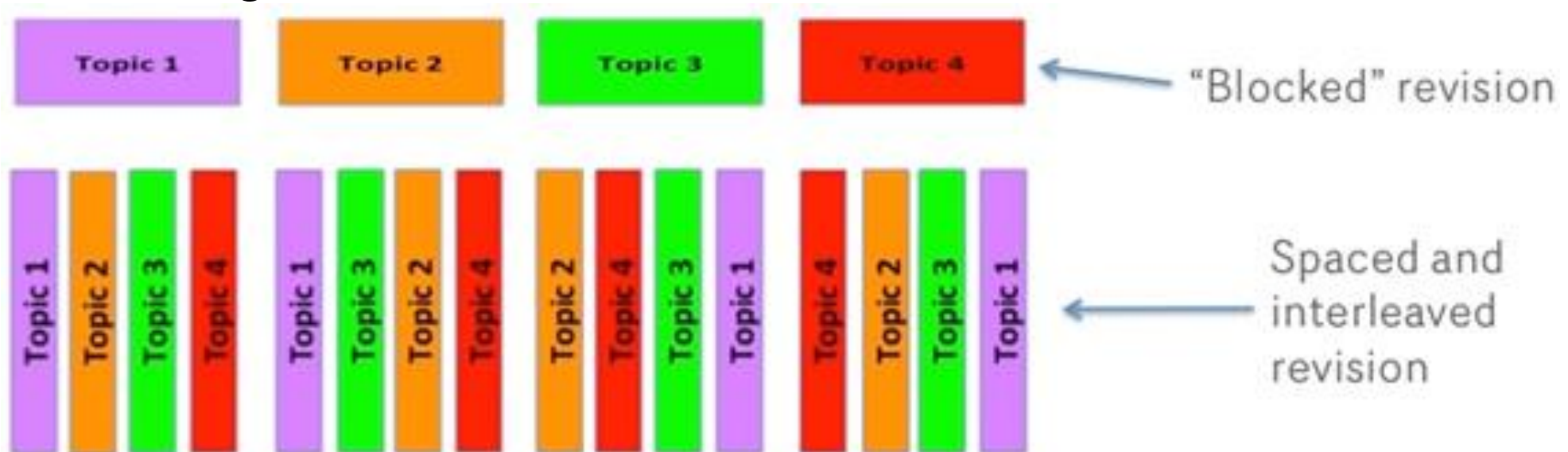
- **Elaboration:** asking yourself or explaining 'why is this true' or 'why might this be the case'
- **Interleaving:** when you mix up the types of problems you answer

Limited Effectiveness

- **Highlighting/underlining**
- **Re-reading:** in one study, students were most likely to rate re-reading as being more effective than retrieval (testing); however, the students who mainly used testing remembered 50% more than those who had just read for revision

Spaced learning and interleaving

- **Spaced practice** involves preparing early for exams and setting time aside each day to revise content, alongside completing homework. Setting aside 15-20 minutes per day to review Year 10 work.
- **Interleaving** is the process of mixing up different subjects and topics in order to continue revising the core content for all subjects. Blocked practice means spending time on one topic before moving on to another. However, Interleaving has been shown to be more effective for long-term retention.



Plan a weekly revision focus
on top of homework

‘Think in weeks’ to get a
concrete timeline and clear
plan to prepare for May

Week 1	September
Week 2	September
Week 3	September
Week 4	September
Week 5	October
Week 6	October
Week 7	October
Week 8	October
Week 9	November
Week 10	November
Week 11	November
Week 12	November
Week 13	December
Week 14	December
Week 15	December
Week 16	December

Week 17	January
Week 18	January
Week 19	January
Week 20	January
Week 21	February
Week 22	February
Week 23	February
Week 24	February
Week 25	March
Week 26	March
Week 27	March
Week 28	March
Week 29	April
Week 30	April
Week 31	April
Week 32	April

Supporting each student's aspiration and motivation at home

- Student expectations of what grades they will achieve have been shown to have a strong correlation with the grades they actually achieve.
- Students' perceived value of, and personal interest in, academic tasks and content also strongly relates to their motivation to succeed in these tasks.
- When talking with your child about their GCSEs, aim to keep the focus on the following:
 - **High Aspirations:** What's the best you can aim for?
 - **Value of exams and education:** Tools to unlock a world of freedom and choice

Supporting wellbeing at home

- A quiet place to work, ideally away from distractions
- Encourage a realistic and reasonable homework and revision timetable, with a focus on the challenging subjects rather than those they find easy
- Interleave learning at home; revise topics studied a while ago, not those they are currently studying in class
- Encourage breaks!
- Encourage healthy eating
- Encourage 8 ½ -9 hours of sleep per night
- Sensible management of screentime

Sixth Form Open Evening: what we're here for

01

Explore the A-Level and other Level 3 courses available

02

Start conversations about subject choices in school and at home

03

Talk to current Sixth Form students in Lower and Upper Sixth



Blanchelande
College



What makes us
unique?

- Over 20 subjects at A Level plus other Level 3 qualifications
- Bespoke timetable
- Personalised learning
- Interrobang & outstanding EPQ provision
- Sixth Form Diploma

The Sixth Form Team



Blanchelande
College

Thought & Culture:
Miss Batiste

Sixth Form Tutors:
Mr Miller, Mr
Mostert, Mrs
Fairley, Dr Kennedy

Head of Inquiry:
Mr Toerien

Head of Careers:
Mr Tabel

EPQ Coordinator:
Mrs Toerien

UCAS Coordinator:
Mr Miller

Head of Sixth Form:
Mr Matt Noble

Director of Studies:
Mrs Grange

The Road not taken

- Make your decision
- Forge your own path – take the road less travelled



Subjects and Subject Leads

Art and Photography Common Room (top floor) Mrs Hannah Bonner	Biology Science Room (first floor) Mrs Charlie Mason-Smith	Business Studies Library (top floor) Mrs Susie Sloman
Chemistry Science Room (first floor) Mr Andrew Edwards	Computer Science Library (top floor) Mr Petri Mostert	Design and Technology Common Room (top floor) Mrs Rachel Van Der Linden
Drama and Theatre Library (top floor) Ms Justine Vlad	English Literature Common Room (top floor) Miss Jo Flood	EPQ Library (top floor) Mrs jenny Torien
Geography Library (top floor) Mrs Holly Fairley	History Library (top floor) Mr James Miller	Law Library (top floor) Mr Petri Mostert

Subjects and Subject Leads

Leiths Common Room (top floor) Mrs Jo Harman	Mathematics History Room (first floor) Mrs Sarah O'Leary	Mathematical Studies History Room (first floor) Mrs Sarah O'Leary
Modern Foreign languages Library (top floor) Mr Matthew Noble	Music Library (top floor) Dr Laura Kennedy	Physical Education Library (top floor) Mrs McDougall
Physics Science Room (first floor) Mr Darren Broad	Psychology History Room (first floor) Miss Maria Page	Theology and Philosophy Library (top floor) Miss Maddie Ellert