

Year 11 Knowledge Book

Careers Guidance and information



My Choices Post 16

Name: _____

Form: _____

Tutor: _____

Year 11 Programme of Study

Lesson 1 - What are my post 16 choices?

Students will explore the different opportunities open to them post 16. They will learn how Unifrog can help them in their decision making process and deciding their intentions.

Lesson 2 -What are A-Levels?

Students will understand the term 'qualification' and be introduced to the A-Level qualification. They will understand what is meant by facilitating subjects and how this may influence post 18 options.

Lesson 3 -What are BTECs?

Students will be able to identify differences between BTECs and A-Levels. They will feel confident in exploring their Post 16 choices as they will have an understanding of the different qualifications that are out there for them.

Lesson 4 - Revision techniques - whats good and bad?

Students are able to approach revision with a good understanding of how to make it more productive. They will be confident in trialling new revision techniques. They will learn how to access how to guides on Unifrog to support them with their revision.

Lesson 5 -Coping with change - Leaving secondary school

Students will have a strong understanding of the changes ahead. They will be able to list a wide range strategies to help them cope with these changes. Students will be ready to use Unifrog's Apprenticeships and College/Sixth Form tools to conduct research on their post-secondary school options.

Introduction: Careers information and Guidance at The Becket School

At the Becket School we provide a stable and informative careers programme from Year 7 all the way through to Year 13. Careers information is provided through each subject curriculum area, work experience in year 10 and year 12, talks from experts, activities in our summer enrichment week, assemblies, day events, year retreats and also our termly careers lessons.



To ensure our careers lessons are of a high quality and also always up to date we have invested in the Unifrog platform. The great thing about Unifrog is that it can be accessed by all students at any time and they can make their platform bespoke to themselves and their career path.

Unifrog is a one-stop-shop where all students at the Becket School can easily explore their interests, then find and successfully apply for their next best step whether that is choosing their GCSE options, investigating post 16 options, looking for a university or choosing a Level 3 apprenticeship. Unifrog will help you to explore your key interests and what career paths you can take to reach your goals!

Unifrog has many different functions such as:

- It has a huge Careers library with over 800 different job profiles that you can explore. It has a subject library along with
- It has quizzes that you can take to support you in refining your interests and personality to support career pathway choice
- It has a subject library that you can link to you're A-Levels
- It has MOOC which is an online course base linked to a variety of subjects – great for super curricular
- Webinars from experts in a variety of fields.
- Up to date information on apprenticeships and university courses
- Support in writing CV and cover letters
- Record key activities and achievements.
- Compare colleges and Sixth form courses

I encourage you to spend time navigating Unifrog and using it to support your career journey no matter what stage or year you are in.

Good luck

Mrs Shenton

Creating your account

- A link will have been sent to your school email address (please check your junk/spam mailboxes)
- Click the link and follow the instructions.
- Create a memorable password.
- Make a note of your password.
- When you sign in for the first time, you will use a Form code, which will link you with your form tutor.
- Enter your Form code
- If you forget your password, hit the link to reset (remember to check your junk/spam just in case!)

Lesson 1: What are my Post 16 Choices?

The aim of the lesson

- To explore the opportunities available to you
- Understand how Unifrog can help you decide what your possible intentions are

What will I be able to do at the end of the lesson	RAG RATING AFTER LESSON
- Examine pros and cons of different post 16 pathways	
- Start to consider what my post 16 intentions are	
- Understanding of how Unifrog can help me in making informed decision about my post 16 choices.	

DO NOW ACTIVITY

- Make a list of all of the options you have thought about choosing after Year 11.

Now for some input – SLANT!

It's a great idea to explore all the options open to you at this early stage in Year 11, it does not matter if you are certain of your next steps, or if you have no clue at all!

In England, all young people must be in some form of education or training until they are 18.

You will make choices about your post-16 plans after year 11, these could be::

- Full time education for Level 3 qualifications (A-Level, BTEC, etc)
- Part time education for Level 3 qualifications while working/volunteering
- Apprenticeships or Traineeships

Lets find out a little bit more about studying A-Levels or BTECs at a Sixth form or college compared to apprenticeships.

Full time education for Level 3 qualifications

This could be in a School's Sixth Form such The Becket Sixth or a college environment.

Sixth Form or College in the UK is very different to secondary school. To start with, you'll have fewer lessons than you had when you were at school. Some Sixth Forms or Colleges, you don't actually need to be on site at all when you don't have lessons, lectures, or workshops. You'll also have much more control over what you wear everyday - though there are still some rules in place - and how you spend your free time. You will be able to use your mobile phone more freely during your social times.

However, with great perks comes great responsibility. Being able to come and go more freely means you are completely responsible for being where you need to be at the right time and with the right equipment. Your teachers often will not provide you with notebooks, spare paper, pens, or anything else you need, and they won't chase after you if you're not on time for class - you can even be refused entry into the classroom

if you arrive too late or don't have **all** of your equipment. You are also responsible for completing any pre-reading that needs to be done before your lessons, and you'll need to decide how and when you study outside of class.

In this respect, Sixth Form or college is much more like a job or university than school, so you'll be able to develop good habits and feel prepared for whatever you choose to do post 18.

Apprenticeships

An apprenticeship is a job in training. It allows you to gain a qualification, new skills and valuable experience - all whilst earning a wage. It used to be the case that apprenticeships were generally in trades like Construction and Engineering, but now there's a huge range to choose from - from Floristry to Law. There are a range of different levels of apprenticeship, to reflect the stage of education that the apprentice has reached. These levels differ subtly depending on where you live.

Task 1 What choices have you considered?

Choose one of the three post-16 options below that you have thought about:

- Full-time education at a sixth form or college
- Part time education while also studying part time
- Apprenticeship or Traineeship

Complete the table below create a table and write down some of the pros and cons for that option.

Post 16 option:	
Pros	Cons

Now for some input – SLANT!

The Know-how library in Unifrog is also an excellent place to discover what options are available for Post-16 choices. We encourage you to log into your Unifrog account at home over the next week and try it out. You will be able to find the Know-how library on your front page, as shown in the video.

By navigating the Know-how library independently you can refer to it in future, read guides on different pathways, and use this information to make informed decisions about your future!

There are over 500 individual guides in the Know-how library. But don't let that overwhelm you! There are lots of ways of narrowing down the guides so you can see the ones that will be most helpful to them.

You will be able to search these guides:

- By pathway
- By PSHE topic
- By logistic (e.g. exploring careers, networking)
- By career area
- By subject area
- By competency (skills)

You can also favourite your guides, by clicking on the heart button, and then see these as a banner at the top of the page. The library will also highlight guides that are 'relevant now' for keeping up to date with current topics!

Task 2 Know-how library search

As a class, navigate the Know-how library to do the following tasks for each of the different post-16 choices.

Full time education

Find the guide called 'How to prepare for college' in the Know-how library

1. What are two things to think about when deciding how you will be travelling to college?
2. What are three examples of equipment you may need for college?
3. Why is a study timetable important while at college?

Part-time education

Find the guide called 'Working in the UK; know your rights' in the Know-how library

1. What are the 2021 minimum wage rates for 15 and 16 year olds?
2. If you work part-time, how can you calculate your annual leave?
3. What are the protected characteristics that are illegal to discriminate against?

Apprenticeship/Traineeship

Find the guide called 'An introduction to apprenticeships' in the Know-how library

1. What is an apprenticeship?
2. How many levels of apprenticeships are there? What are those levels?

3. What is the current apprenticeship rate?
4. When would you be entitled to the national minimum wage?

Task 3 What choices have you considered?

Now that you've read more about the different options, use your expert knowledge to update your pros and cons table!

- Full-time education at a sixth form or college
- Part time education while also studying part time
- Apprenticeship or Traineeship

Is there anything else you can add?

REVIEW AND REFLECT

Write down the following

Three pros you can remember from the table you made

Two of the post-16 choices you have available to you

One Unifrog tool you're going to look at for homework

RAG rate the outcomes.

Homework

Unifrog has two tools that can help you research different options available to you within the 'Searching for opportunities' section:

- 1) The College/Sixth Form tool
- 2) The Apprenticeships tool

Use this tool to search for different College/Sixth Form or Apprenticeship opportunities in the UK
Make sure to save the shortlists you create!

Lesson 2: What are my A-Level Choices?

The aim of the lesson

- To understand what A-Levels are
- Be familiar with the routes to A-Level

What will I be able to do at the end of the lesson	RAG RATING AFTER LESSON
- Understand what A-Levels are	
- Know what facilitating subjects are and how they feed into A-Level choices	
- Understand how I can search for A-Level choices using Unifrog	

DO NOW ACTIVITY

Which of these statements applies to you? Add any extra detail to the relevant statements.

"I know which job I want to do."

"I know what I want to study after my A levels."

"I know which subjects I'm currently doing well at."

"I know which subjects I enjoy."

Now for some input – SLANT!

What are A-Levels?

A levels is short for 'Advanced Level'. A levels are taken by most UK students between the ages of 16 and 19, and provide them with an advanced knowledge of three or more subjects. They are usually studied over two years and assessed by a series of examinations and for some subjects NEA (Non examined Assessment).

A levels are Level 3 qualifications. They usually focus on academic, rather than vocational, subjects.

A levels are important because:

- important for admission to university
- widely recognised by employers around the world
- allow you to explore a few subjects before you make a decision on what to study or do as a career

Are facilitating subjects still useful?

In May 2019, the 24 Russell Group universities altered their guidance on facilitating subjects. The Russell Group is a collection of 24 world-class research-intensive universities based in the UK. They produce more than two-thirds of the world-leading research produced in UK universities, and inject nearly

£87 billion into the national economy every year. They include the University of Birmingham, the University of Bristol, the University of Cambridge, and Cardiff University, amongst others.

Here we explain this important change on the guidance regarding facilitating subjects and what it means for you when choosing your post-16 qualifications.

What are facilitating subjects?

In the past, there was a list of subjects that were preferred and most commonly required by many Russell Group universities. These subjects were:

- Biology
- English literature
- History
- Modern & classical languages
- Chemistry
- Geography
- Physics
- Maths & further maths

How has their importance changed?

In 2019, this list was scrapped to reflect the value of creative arts like drama and music, and as a way to highlight that these subjects are not the only ones that are considered valuable by top universities. However, this doesn't mean they aren't useful. Here are four situations in which facilitating subjects still may be beneficial for you.

1. If you're not sure what you want to study - Facilitating subjects are still more commonly asked for in university entry requirements than other subjects, which makes them a good choice if you want to keep your degree options open.

2. You're planning to do an apprenticeship or a degree apprenticeship.- Apprenticeships look for transferable skills, and these subjects can certainly provide that. For example, the communication skills and cultural understanding you'll learn from studying languages would be beneficial when applying for an apprenticeship in health and social care.

3. Degree apprenticeships combine full-time work with study - For a degree apprenticeship, a subject like history can give you essential essay writing skills which you can use in the university-based side of your degree. If you want to know more about degree apprenticeships, check out our Know-how guide on degree apprenticeships explained.

4. If you're applying to very competitive universities - Scrapping the facilitating subject list proves that these aren't the only subjects that a Russell Group University will look for. However, some universities, such as Oxford and Cambridge, still look at facilitating subjects as essential or recommended for most of their courses. For example, if you wish to study experimental psychology at Oxford University, one or more science subjects (including psychology) or maths are recommended. Whilst these subjects are not essential, they are certainly useful for making a competitive application.

5. Because you're interested in facilitating subjects - We've said it before in our Know-how guide choosing your Level 3 Qualifications wisely, but if you have a genuine interest in a facilitating subject - for example, English literature - it's definitely worth pursuing. If you're still deciding on your Level 3 Qualifications, it might be worth checking out this page for more information on the types of qualifications and the variety of subjects on offer.

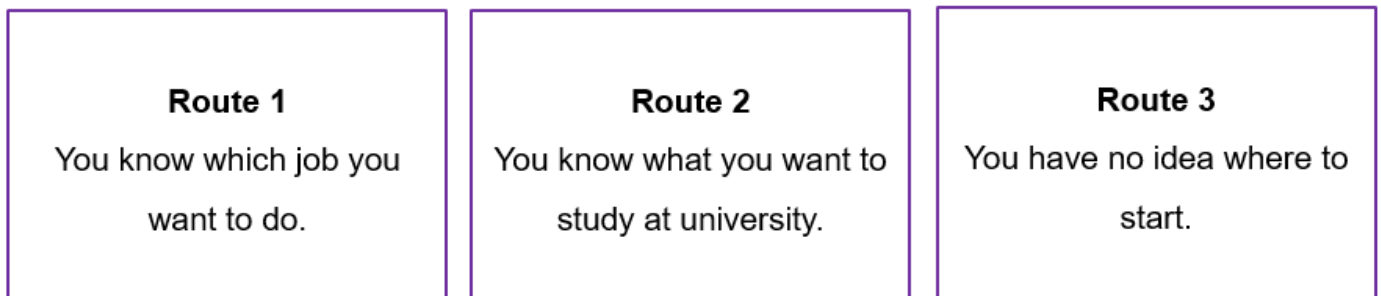
Task 1: Facilitating subjects

Answer the following questions

1. List three facilitating subjects.
2. Why was the list of facilitating subjects scrapped in May 2019?
3. Summarise the four situations in which facilitating subjects may still be beneficial to you.

Task 2: How do you make good A-Level choices?

There are three ways of deciding how to choose the best A-Level subjects for you



Listen to your teacher as they show you how to use Unifrog to support each route of choosing the correct A-Levels.

Task 3: What are your intentions at the moment?

Think about everything you have learnt today. Spend 2 minutes reflecting on your own intentions at this point for post 16. Remember you are not committing to anything, it can always change.

REVIEW AND REFLECT

One A level subject you hadn't considered before today's session

One A level subject you were considering that you'd still like to study

One A level subject you'd like to investigate further

RAG rate the learning outcomes

Homework

You're all set to start researching your A levels! Use Route 1, 2 or 3 to:

Find a job profile in the Careers library and favourite it.

List three A level subjects related to your ideal career, ideal university subject, interests profile, or personality profile.

Write down one facilitating subject that might help you with your chosen pathway.

Make a note of your pathway through these steps and save it to your Locker.

Lesson 3: What are BTECS?

The aim of the lesson

- Students will be able to identify differences between BTECs and A-Levels
- They will feel confident in exploring their Post 16 choices as they will have an understanding of the different qualifications that are out there for them

What will I be able to do at the end of the lesson	RAG RATING AFTER LESSON
- Understand what BTEC subjects are	
- Describe some differences between BTECs and A-Levels	
- Use Unifrog Sixth Form tool to create a shortlist of options	

DO NOW ACTIVITY

Unscramble to words below

NIBSSUSES

CELTGONHOY

AEDUCTION

COLINCU

Now for some input – SLANT!

The term qualification refers to an official completion of a course. Different types of qualifications show employers, teachers, and learners what you have learned, at what level, and what you can do with that learning.

Last lesson you learnt about A-Levels however there are a large variety of qualifications available. Qualifications are organised into various levels to show how they compare and what other qualifications they can lead to.

BTEC is another type of qualification, in the same way that GCSEs and A-levels are qualifications.

BTEC stands for the Business of Technology Education Council.

BTECs are work-related qualifications and combine practical learning with theory. There are over 2,000 BTEC qualifications across 16 sectors!

What are BTECs?

- A BTEC is practical-based, vocational qualification. They are a great alternative to other qualifications, like A-Levels, if you want less classroom-based learning.
- There are over 2000 BTECs available across 16 sectors, so BTECs can open up doors to careers in STEM, construction, business and many more.
- You can take BTECs and other qualifications, like GCSEs, A-Levels and Highers, alongside each other

Task 1 What do you know about BTECs?

Firstly as a class read through the following article that describes all of the different qualifications you can do post 16.

College qualifications and levels explained: England

Do you know your BTECs from your IB?

College qualifications and levels explained: England

There are lots of different qualifications that you can study at college, including A-Levels, BTECs, and a couple you might not have come across. Each qualification offers something slightly different so it's important that you choose the style of teaching and the course that suits you. We've outlined a few of the most common qualifications below to help you make a decision.

College qualifications: academic

Academic qualifications are courses that focus more on building general skills whilst also teaching you theory. They often involve studying a small group of academic subjects to a higher level.



A-Levels

A-Levels are very popular and offered at most colleges and sixth forms. They feature an academic content and teaching style, with popular subjects including Mathematics, Psychology, and Computing. You can study up to five subjects to study (although most students select three), over a period of two years, and these exams are assessed by exams at the end of the two years. This is a great option for students who are very strong in two or three school subjects and haven't made their mind up about which career they want to pursue.

International Baccalaureate (IB)

The IB is internationally recognised, meaning that it's accepted by many universities around the world. The IB can be studied by anyone between the ages of 16 and 19, and is taught over a period of two years. You can study up to six courses - however, there is less flexibility than A-Levels. IB subjects are divided into six groups:

- Language and literature
- Language acquisition
- Sciences
- Individuals and societies
- Mathematics
- The arts

You take one course from each of the first five groups. Your sixth subject can be either from the sixth group - the arts - or a second subject from any of the other groups. You'll also complete an extended essay, study the theory of knowledge, and complete projects related to creativity, service, and extracurricular activities.

This option is great for students who want to study a wider range of subjects or are keen on pursuing a degree abroad (although keep in mind that many international universities also accept A-Levels, Cambridge Pre-Us, and other qualifications).

Cambridge Pre-Us

Students choose a minimum of three subjects, and these combine to form one qualification. Cambridge Pre-Us can be taken alongside other qualifications, like A-Levels, and taught over a period of two years, with exams at the end of each year.

An Independent Research Report is also part of the full diploma: this is a report on a topic of your choice to highlight your independent learning skills.

This is a great option for students who want an alternative to A-Levels, or want to add to the breadth of their knowledge by combining A-Levels with Cambridge Pre-Us.

Extended Project Qualification (EPQ)

EPQs are taken as a separate qualification alongside A-Levels and other further education programmes. They are equivalent to half an A-Level, and can take the form of a dissertation (long essay) or a project, like a music or drama composition or report. This can be on a topic of your choice, but you must show that it's academically useful and either related to your current course of study or your future career. This is a great option for students who want to showcase their independent learning skills and improve their understanding of a topic they are genuinely passionate about.

College qualifications: vocational

Vocational college qualifications are practical qualifications involving hands-on learning that prepares you for a specific job or industry. Vocational qualifications combine a mixture of practical and theoretical learning, and give you the opportunity to complete work experience in a related field.

BTECs (Business and Technology Education Council)

A BTEC is practical-based, vocational qualification. These are a great alternative to other qualifications, like A-Levels, if you want less classroom-based learning. There are over 2000 BTECs available across 16 sectors, ranging from Applied Science to Performing Arts, and these are available at a range of levels, equivalent to one, two or three A-Levels. BTECs can be taken in combination with other qualifications, and are a great option for students who are interested in a particular industry but not yet sure which job they'd like to do.

Cambridge Technicals

Cambridge Technicals are vocational qualifications for students aged 16+. They are another alternative to A-Levels. Cambridge Technicals give you the opportunity to study a range of eight subject areas, each with a flexible choice of units: Art and Design, Business, Health and Social Care, Information Technology, Media, Performing Arts, and Sport. They are available at a range of levels, equivalent to one, two or three A-Levels. This qualification is great for students who want to study in a more practical way – each Cambridge Technical provides an understanding of the subject that fits with the needs of the workplace.

College qualifications: Functional Skills

These provide the essential skills you need in English, Mathematics, and ICT to progress in education and work. Functional qualifications focus on developing and using skills, including communication, team working, presentation, and problem solving. You can study these alongside other qualifications or as part of an apprenticeship, traineeship or study programme.

Functional skills qualifications are offered at Level 1 and Level 2 - however, they can't always be used as a replacement for a grade 4 in GCSE English or Maths. Whilst a Level 2 Functional Skills course is sometimes recognised as an equivalent qualification by some level 3 course providers, this is not always the case.

Other qualifications

There are a world of options out there and it's definitely worth doing a little more digging before you make your final choice. Popular options include the Welsh Baccalaureate, National Diploma, Irish Leaving Certificate, and Tech Levels.

If you struggle to make your mind up, get in touch with a careers counsellor at the school or the college you intend to go to – they'll have access to plenty of up-to-date information and will be able to tailor their advice to your specific needs.

Task 2 What do you know about BTECs?

Quiz

1. What does BTEC stand for?

- A. British Technical Education Certificate
- B. Business and Technical Education Certificate
- C. Business and Technology Education Council
- D. British Technology and Education Council

2. How many BTEC courses can you study?

- A. 2,000
- B. 200
- C. 20,000
- D. 20

3. How many A-levels is a Level 3 BTEC worth?

- A. 1
- B. 2
- C. 3
- D. Depends on the course

4. What is the main difference between BTECs and A-levels?

- A. You don't see your teachers when you study a BTEC.
- B. A-levels are for specific subjects, whereas you have to study everything when you take a BTEC.
- C. BTECs have coursework but don't ever have any exams, while A-levels only have exams and don't ever have any coursework.
- D. BTECs are more hands on, while A-levels are more academic.

5. Which of the following sectors can you study a BTEC in? You can pick more than one!

- A. Health
- B. Science
- C. Law
- D. Engineering
- E. Performing arts
- F. Childcare
- G. Applied Psychology
- H. Public Services

Task 3: Case studies

Ahmed

Ahmed has always been a logical thinker. He enjoys debating in class and always wants to stand up for what's right. He's not sure that he wants to take A-levels, but would like to gain a qualification that would allow him to have the opportunity to go to university. He thinks he would like to work in the legal sector in his future career.

Which course would you recommend for Ahmed? Justify your answer.

Sarah

Sarah is from the countryside and doesn't like the idea of moving to a big town or city to work when she leaves school. She enjoys practical work and is motivated by knowing that she can have a positive impact on her environment. Her favourite subjects at GCSE are DT and Biology. She would prefer to work outside than be stuck in an office all day.

Which course would you recommend for Ahmed? Justify your answer.

Jamil

Jamil loves football and when he's not playing it, he's watching it. His favourite subject at GCSE is PE. He's considered taking Sport Science at A-level, but is concerned that he's not going to do very well in his GCSE Biology. He really wants a qualification that could offer him leadership skills and the opportunity to work in a sector that he's really going to enjoy.

Which course would you recommend for Ahmed? Justify your answer.

Maya

Maya started selling snacks at break time to her friends in Year 7 to make some pocket money, and eventually began running her own snack stall in the canteen to raise money for a local charity. Now she's in Year 11, she works in her dad's shop on the weekend. She thinks the shop has the potential to grow but doesn't have enough business acumen to know how to do this. She wants a qualification that would improve her knowledge of building a business and could be applied to her plans for her dad's shop.

Which course would you recommend for Ahmed? Justify your answer.

REVIEW AND REFLECT

How confident do you feel about your knowledge of BTECs?



1 – not confident

5 – very confident

RAG rate the learning outcomes

Homework

Review the Know-how library guide on College qualifications and levels explained

Log on to Unifrog and create your own College / Sixth form shortlist. Don't forget to save your search so that it appears in your locker!

Lesson 4: What are good and bad revision techniques?

The aim of the lesson

- Students are able to approach revision with a good understanding of how to make it more productive.
- They will be confident in trialling new revision techniques.

What will I be able to do at the end of the lesson	RAG RATING AFTER LESSON
- Identify 'good' and 'bad' revision techniques.	
- Make their own revision processes easier and more effective.	
- Access the Know-how library to learn more about revision techniques.	

DO NOW ACTIVITY

How do you revise for exams and tests? Does it vary depending on the subject?

Now for some input – SLANT!

Most students use the same revision techniques throughout school and college. This doesn't take into account the huge changes in workload and exam style that those years will bring. As well as that, some techniques just don't suit some people!

Learning a new revision technique can make you a more efficient learner, save you time, and give you better results!

You will also feel confident that you know how to tailor your revision so that it works best for you. You can access loads of guides on revision and strategies on Unifrog in the know how library, just click in this section and type in revision as a key word. There is an example of one of the guides on the next page called 'How to Ace Your revision'. Your teacher will show you how to do this later in the lesson.

For now, your teacher is going to go through some slides with you and ask questions about your revision. As you go through you can make any notes, which is important for you.

How to Ace your revision (Extra reading – Example of How to Guide form Unifrog)

Exams are an unavoidable part of school life and beyond. With the right prep, you can minimise the stress and reach your full potential. To help you on your way to exam success, we've outlined some great advice (if we do say so ourselves) on how to ace revision.

Start early

The first stage of your revision should ideally start months before your exams. This will give you plenty of time to understand the course content. If your exams are in May or June, aim to have all your notes written before the Easter holidays, giving you the chance to really absorb it all before your exams.

Below, we've outlined some general tips for effective revising. These aren't specific revision techniques; you can find those in our other guides (we've linked to them below). Instead, this is a guide to help you structure the whole revision process.

Find your method

There are many different ways to revise a topic or subject. Some are better suited to certain subject areas, and some are better suited to particular learning styles. We've written guides on four popular revision techniques that work, so use them to figure out which methods work best for you:

- Trigger words, mind mapping, and flash cards
- Memory journeys
- Past papers
- Teaching someone else
- Plan your time

Time management plays a key role in acing your exams. Not only do you need to know when you have tests, but you also need to understand how long you have to plan and revise for them. Making a calendar that runs up to your final exam can help with this, as can a list of everything you need to do before you take your exams. For example, you might decide that you want to practice with past papers, create flashcards, and draw a mind map for each topic. Once you have this list, you can plan out what you need to do each day.

From this list, try revising in small chunks. Most people have an attention span of 20-25 minutes, meaning that pushing ourselves to work beyond this period leads us to start switching off, even if we feel as though we're still working. Try to work in small bursts, and take short breaks in between.

Choose the right space

Your work environment should help you focus and work productively. If you're lying down or sat back in a comfy chair, your mind is telling you to switch off, relax and go to sleep. Many students choose to study in their bedroom, where they have their own comfortable space, but there are usually tons of distractions in an environment like that.

If possible, find a space that's quiet and free from distraction. Libraries are often great places to study, and even choosing a different room in the house can help. Try and leave your phone in another room, and stay away from the TV during and in-between study sessions - you'll be far more productive. Apps such as Freedom, Forest and Stay Focused will let you block websites/apps that you know are distracting you for as long as you like.

Stay motivated

It can sometimes be hard to muster enthusiasm for revision. This lack of motivation can take many forms. You can feel overwhelmed, find yourself procrastinating, dislike the work, feel you have no reason to study or get distracted by social media.

To stay motivated, there are a few things you can do:

- **Write down your goals.** Give yourself some small and achievable targets that will eventually mount up. Perhaps you got 65% on your most recent exam. So aim for 68% next time. Then 71% after that.
- **Create a to-do list.** Break your work down into small and manageable chunks. This gives you a clear idea of what you need to do, and means you get a boost each time you tick one off.
- **Practice mindfulness.** If it's all getting a bit much, the practice of mindfulness can help calm your mind and improve your focus.
- **Study with others.** To break up the monotony of studying alone, team up with your friends to tackle particularly difficult topics. Your collective brains can work together - and teaching someone else can be a great way to test your subject knowledge.

Task 1 Power of three

1. Three things you think would help to make a 'good' revision session. What helps you to get the best out of a revision session?

2. Three things you think would make a revision session 'bad'. What could cause revision to be more difficult or have worse results?

Remember: Whether or not an individual technique will work for someone is completely dependent on the person.

Task 2: Create your revision checklist

1. Write a checklist of three things you want to try out during your next revision session.

2. Chat to the people around you to remind you of the techniques we have discussed during this lesson and think through how they work for different people.

But remember – this is a checklist of techniques that might suit you. It may be different to your classmates' lists!

REVIEW AND REFLECT

Think of a two-sentence text message you would send to a friend about this lesson.

Make sure to include:

One reason it's important to learn about the revision technique that suits you.

RAG rate your learning outcomes



Homework

Spend time looking at the revision guides on Unifrog.

Unifrog/How to Library and then put revision into the keywords. It will bring up loads of useful resources to support your revision.

Lesson 5: Leaving Secondary School.

The aim of the lesson

- Students have a strong understanding of the changes ahead.
- They will be able to list a wide range strategies to help them cope with these changes.
- Students will be ready to use Unifrog's Apprenticeships and College/Sixth Form tools to conduct research on their post-secondary school options for homework.

What will I be able to do at the end of the lesson	RAG RATING AFTER LESSON
- Understand the changes that will take place when they move to secondary school.	
- Use a toolkit of ways they can manage these changes.	
- Navigate the Apprenticeships and College/Sixth Form tools to plan their next steps and complete their homework	

DO NOW ACTIVITY

Spend 2 minutes and note down your responses to the question below

How will your life be different when you leave Year 11?

Task 1 Mixed Feelings

1 is for the changes that you find the most worrying. 10 is for the most exciting.



Task 2 Studentstruggles.com

What advice would you offer Riley?

"I'm so scared about school ending. Everyone keeps talking about how excited they are to start college or apprenticeships, but I have no idea what to do. I just feel like there's nothing out there for me – I'll be rubbish at all of it." - Riley

What advice would you offer Asha?

"I can't wait to start my A Levels and study the subjects I'm really interested in. The only problem is I'm terrified I won't make any friends at my new college. I'm really shy and find it difficult to meet new people. Everyone knows me at school but at college I'll have to start from scratch." - Asha

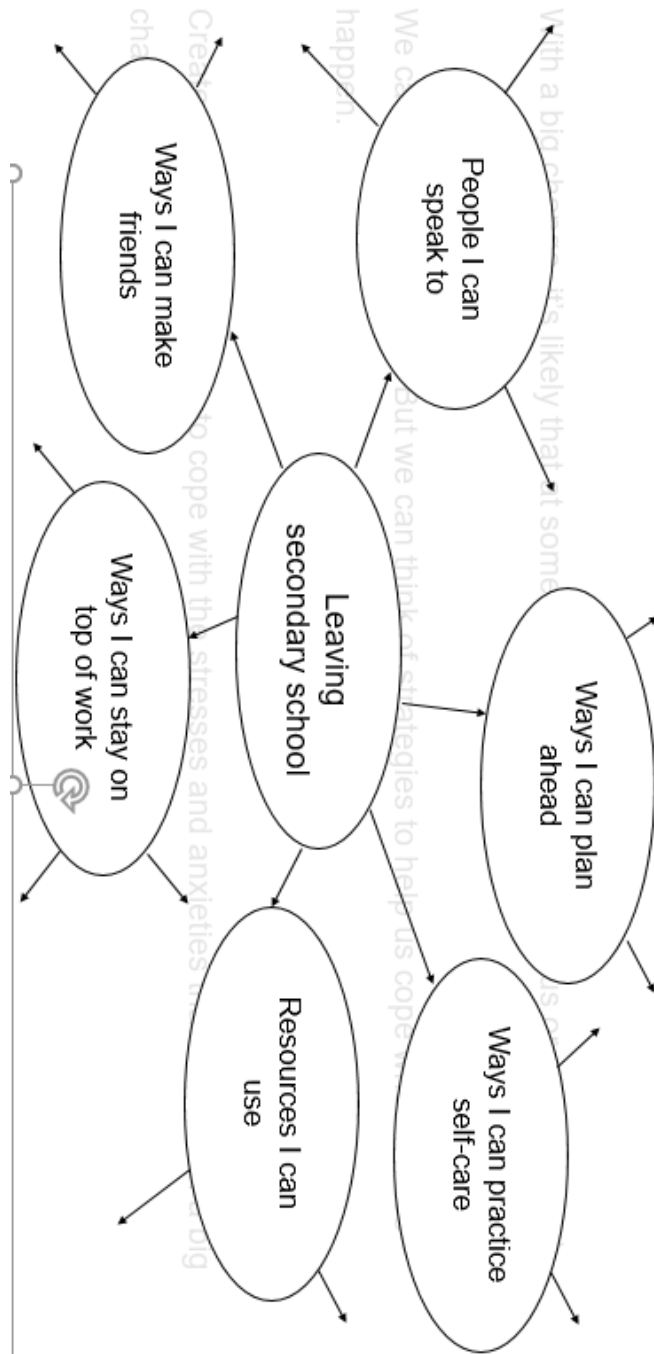
What advice would you offer Jake?

"I'm so worried about Sixth Form. I've found my GCSE lessons really interesting but as soon as I have to study on my own I end up doing things at the last minute and getting really stressed. I'm worried this will only get worse when I have to do more independent study." - Jake

What advice would you offer Samir?

"I've never been interested in academic study and I thought an apprenticeship would be the perfect option for me. However, my parents keep telling me that no one will want to hire me if I haven't done A Levels. I should probably just go to Sixth Form to make them happy, even though none of the subject options interest me." - Samir

Task 3: Strategy toolkit



Adjusting to change: leaving secondary school

Choose your next steps and prepare to meet change head-on



The time you spend at secondary school is truly unique. You start out there as a child and leave as a young adult, and hopefully, you learn a lot about yourself and the world. Because it's such an important few years in your life, leaving school behind can seem a little daunting. But worry not! There are lots of exciting times ahead no matter which path you choose. We share some wisdom on how to deal with leaving secondary school.

Know your options

First things first – you need to know what your choices are for when you finish secondary school. It's probably not wise to leave on your last day and then start planning, so be aware of your options beforehand. It will make it all the easier dealing with the change. Below, we've listed out the most common choices for UK students:

- Go to Sixth Form. Whether you stay at your secondary school or move elsewhere for this, you can continue studying for A-Levels, T Levels, BTECs or CTECs. This route often leads to higher education. The Unifrog [Colleges and Sixth Form tool](#) can help you get some inspiration on the courses and institutions available to you.
- Go to college. These are usually separate from schools and offer a broad range of qualifications including NVQs and Diplomas. Again, our [tool](#) can help you find the courses that interest you most.
- Start an apprenticeship. If you want to keep learning and earn a wage while you do so, a Traineeship or Intermediate apprenticeship could be just the thing for you. Check out our [apprenticeships tool](#) to find one that's a good fit for you.

You should consider which of these choices best reflects your ambitions and goals going forward, and research the potential options you have. The Know-how library is full of useful resources that can help you find out more about your post-16 options.

Be prepared

No matter which route you choose, change can sometimes seem like it springs upon you all at once, leaving you a little overwhelmed. In our guide to [adjusting to change](#), we discuss some of the things you can do to make your transition to the next stage of your life a successful one. The fact you're even reading

this article shows that you're thinking about your future, which is an excellent first step! With the right preparation, you'll soon be thriving no matter what you do.

Find your people

For some students, one of the biggest obstacles to overcome when finishing secondary school is leaving friends behind. However, it's often one of the natural changes that occur. In our [guide on how to make friends at a new school or college](#), we discuss ways that you can find people who share your interests. It will take some effort from you to make new connections, but don't forget that many people will be in the same boat. Try to find those individuals who you have a lot in common with – it will make settling in much easier.

Manage your time

Regardless of whether you go onto further education or an apprenticeship, you'll likely have a less-structured day than you currently do at secondary school. Your timetable will be freer, with more long-term projects, meaning that you'll need to make an effort to manage your own time. Our [guide on how to manage a bigger workload](#) has some useful tips for those staying in education. However, many of the tips can be applied to other areas of life too. Planning, goals, and prioritisation are all essential aspects. There will be fewer people to tell you what to do after you leave school, so it's always a good thing to show your initiative by planning your time effectively.

Enjoy it

Life after secondary school has so many exciting opportunities no matter what you choose to do. Despite how scary it may seem (or not), know that there are lots of interesting things ahead for you. Try to enjoy the moment and take the chance to explore your new situation. You still have plenty of time to figure out what you want from life and what your future holds.

REVIEW AND REFLECT

One **strategy** you will use to cope with the changes ahead

One **subject** (or industry) you are going to research later

One **stress** that you feel better about now than you did at
the start of the lesson

Homework

Now it's your turn! Use either the Apprenticeships or the College/Sixth Form tool to make a shortlist of options for after secondary school.

Looking at one of the courses on your shortlist, write down five ways that it would be different from your current life at school.

For each difference, write down a strategy you will use to manage the change.