



the sixth form with a soul

STUDENT HANDBOOK 2026-2027

STUDENT NAME _____

TUTOR GROUP _____

A Catholic Sixth Form



The Oaklands School Prayer

Father,

We pray as a Christian Community, to be open to the gospel message of Jesus. We value the uniqueness of each other and, in respecting and supporting one another, celebrate the gifts we bring.

In unity and love we will reach out to those in need. Guide us as we work to make prayer, love, healing, peace and justice a reality within our school.

Amen

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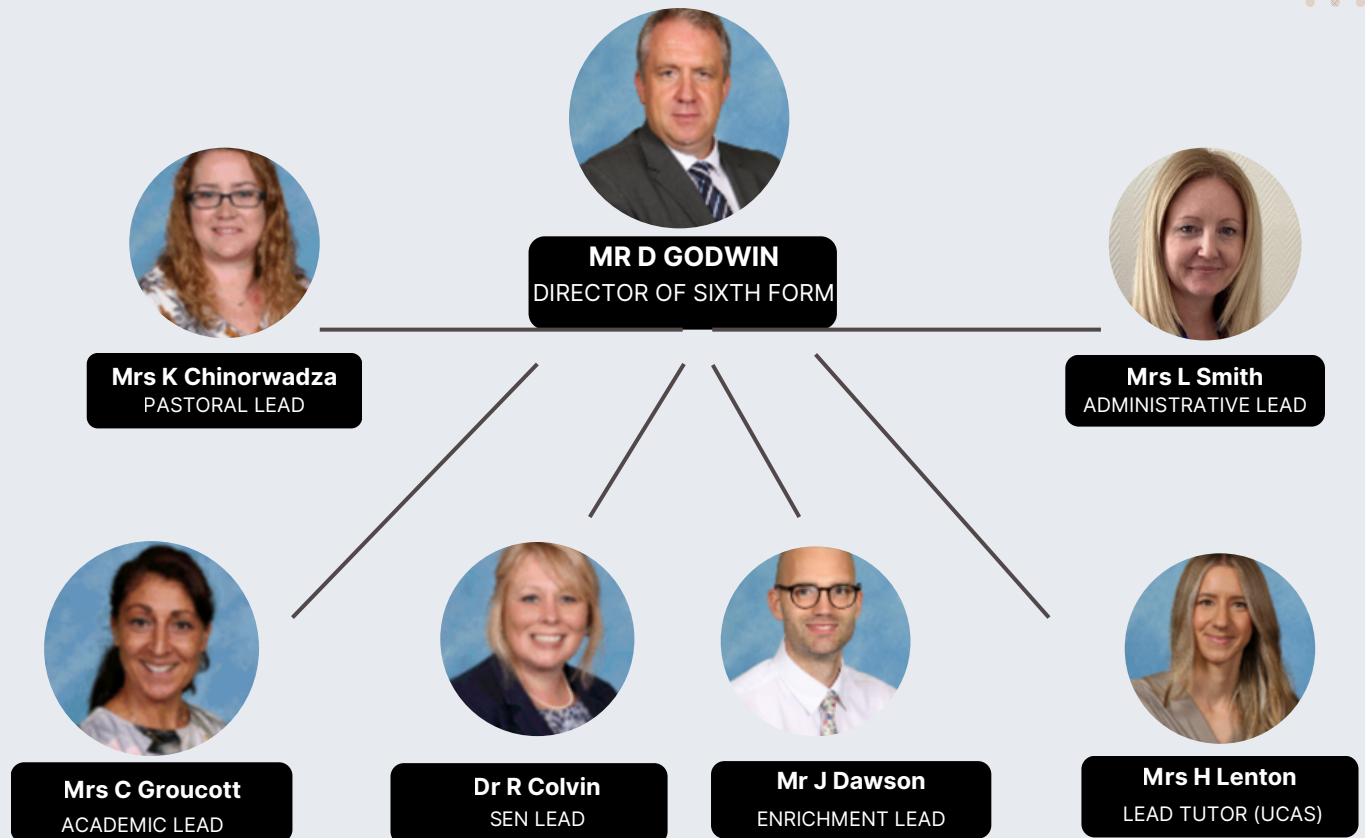
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Welcome!

Oaklands Catholic Sixth Form



Who's who in Sixth Form?



THE SIXTH FORM
Oaklands Catholic School



THE SIXTH FORM

Oaklands Catholic School

"For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future". Jeremiah 29:11

A very warm welcome to the Sixth Form at Oaklands Catholic College. Congratulations for all the hard work and commitment you have shown to get to this exciting stage. It is a great privilege to have you join us on this next stretch of your educational journey.

Your time in the Sixth Form is a special yet surprisingly short time. It is a bridge between the world of compulsory schooling and university study or employment. You will have many unique opportunities and challenges and will leave a different person but, you can be confident that you will be guided and supported throughout your Oaklands Sixth Form journey by highly experienced and committed teachers and support staff.

I like to refer to us the "Sixth Form with a soul" and this can be read in a variety of ways. On one level, it is an acknowledgement of our Catholic ethos which is the bedrock of all we do. This is reflected in our commitment to love and serve, and this is something you will benefit from daily. As a smaller Sixth Form, we are also a close community, and this means each individual is known and cherished. You will see this manifest in many ways, not least of all in the close relationship you will forge with your tutor and the wider Sixth Form team.

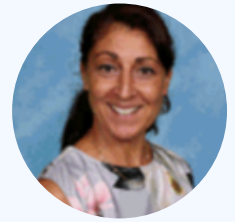
Please read through this handbook carefully and refer to it regularly as it contains a wealth of useful information and tips for making the most your time here at Sixth Form.

Finally, I wish you every joy and success in your time with us.

Mr Godwin
Director of Sixth Form
Assistant Headteacher

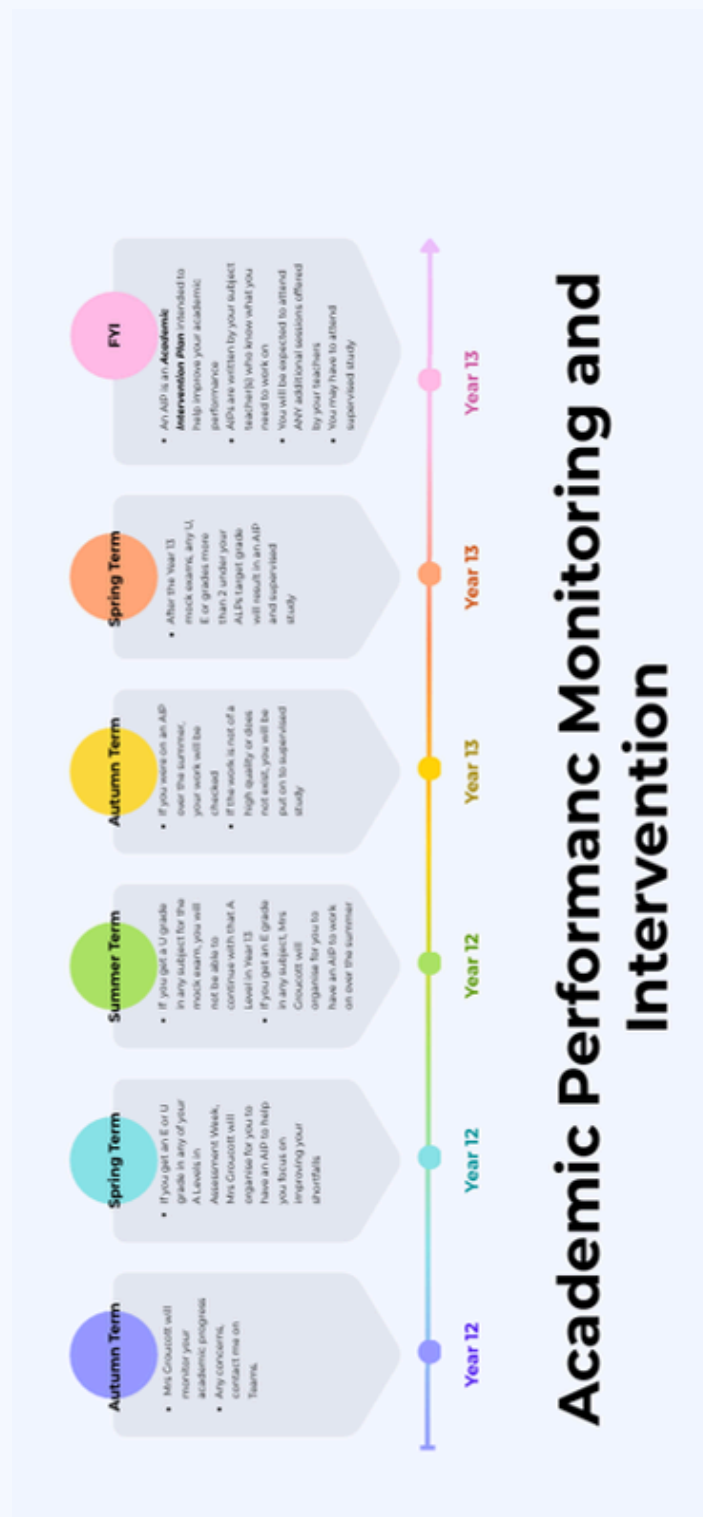


Academic Progress Lead Mrs Groucott



My role in Sixth Form is to monitor your **academic progress**. Should I feel that you are not making the necessary progress to, at the very least, meet your ALPs target, I will arrange to see you in order to help you get on track.

If you are concerned about your academic progress or want any advice or support, please Teams message me with your concerns and I will arrange to meet with you.



Educational Needs Lead



Dr R Colvin



COMMUNITY

"And let us consider how we may spur one another on towards love and good deeds, ...encouraging one another."

(Hebrews 10: 24 – 25)



UNITY

"Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."

(1 Corinthians 12: 12)



OPPORTUNITY

"Let us be concerned for one another, to stir a response in love and good works."

(Hebrews 10:24)

One of the reasons students choose Oaklands is because they want to feel supported and able to achieve THEIR very best. You may have educational needs that are particular to you. For example:

- You may have come to Sixth Form knowing that you need a particular level of support.
- You may think that you need some help with an area of your learning; you are really struggling with getting your work done compared with other students despite achieving great GCSEs.
- You may discover that you have a learning need that had not emerged during GCSE study.

The Disability Discrimination Act (1995) states that an individual '*must have a significantly greater difficulty in learning than the majority of people of that age, or have a disability which prevents the use of facilities generally provided by post - 16 education and training*'.

Therefore, if you are struggling to read and process information at the same speed as your peers or, you never complete an essay in the same time everyone else does or, if your learning is being impacted by how you feel or a lack of concentration or focus, **please go and see Dr Colvin** (based in S14). She works very closely with Mrs Rowsell (Oaklands School SENCO) as well as Kelly Chinorwadza (Sixth Form Pastoral Lead).

Please note that teachers are required to confirm and evidence any request for extra time or other exam access arrangements

Pastoral Lead Kelly Chinorwadza



Social, Spiritual, Emotional and Mental Health

We want you to enjoy your time in Sixth Form but there may be times when you need some extra **personal support**. Kelly is here to help you navigate difficult times whether it be a situation at home, a relationship gone wrong, financial difficulties or the pressure of your workload, etc.

You should **talk to your tutor first** but, if you can't or don't want to, you can talk to Kelly. Kelly and Mr Godwin are both Designated Safeguarding Leads too so you will be in very experienced and safe hands.

Kelly will be your advocate and can support you in your conversations with others such as your parents, employers, peers, etc.

Kelly runs the **Youth Alpha** which you might like to join if you want to discuss those big philosophical questions such as 'Why do I exist?'.

Kelly is also there if you want to pray during good or bad times.



Enrichment Lead Mr J Dawson



The Sixth Form Tutorial Programme

- You **MUST** attend tutorial on Mondays & Thursdays at 0900 in your Tutor Base and alternate Tuesdays for Tutor Hour during Period 1.
- In addition, each day, you **MUST** check the Microsoft Team called 'Year 12 - The Zone' for live information regarding Sixth Form.

Your SF Tutor is your first port of call for everything and you should raise any questions during these tutorials or contact your tutor via your Tutor Team. Your tutor will get to know you and be your mentor through your academic study, your spiritual, mental and personal well-being. They will be responsible for writing your references for summer schools, employment, university, apprenticeship and so on.

Our tutorials cover a range of essential topics such as:

- Changing from GCSE to A Level study,
- Options for post-18 education,
- Workplace placements,
- Gap year opportunities,
- Mental health well-being,
- Money management and budgeting, etc

You Time & Enrichment

In the Autumn Term, you will be told about all of the enrichment opportunities you can indulge in (usually on a Wednesday afternoon but sometimes, at break and lunchtime). Here are some of the opportunities we have offered:

EXTERNAL SPEAKERS/VISITS

Royal Navy
'Maximise'
NHS Dissection Live!
Mental Health Talks
Apprenticeships
Alumni Event

SPORTS

Football
Rugby
Basketball
Netball
Badminton
Health Suite
Duke of Edinburgh

ACADEMIC

Politics &
Debating Club

History Club

Biology Clinics

Crest Awards
(Biology &
Chemistry)

Royal Society
of Chemistry
Analyst
Competition

Olympiad Exam

Science –
Academic
workshops

STEM days

OUTREACH to
Southampton
University

Administration Lead

Lorraine Smith



Sixth Form Work Experience Week 21-25 June 2027

During this week, you will be expected to complete an in-person (preferably) or virtual work experience that you have found and organised yourself.

Unlike the work experience you may have completed in secondary school, this experience should be linked to your post-18 plans. **Note, some careers EXPECT you to have completed work experience while in Sixth Form e.g. teaching.**

Our past Sixth Formers have organised work experience in careers they are looking to pursue, for example:

- QA hospital as they want to study Medicine,
- MHArchitects as they want to study Architecture,
- Portsmouth Dental School as they wish to become a Dental Nurse,
- Heathrow Airport as they wish to do Aerospace Studies (virtual).

Finding and organising your own work experience is challenging but Lorraine, your tutor and Unifrog will help you get this sorted!



Virtual Work Experience

Sometimes you will be unable to do in-person work experiences. Unifrog and Springpod (among others) offer virtual work experiences. So, if you want to join the British services (army, navy, airforce, etc), work in a prison setting, be a surgeon and so many more, you can do this virtually via these platforms.

OUR SIXTH FORM TUTORS



			
Mrs C Groucott 12 JOA Joan of Arc	Dr R Colvin 12 JLU Januni Luwum	Mrs C Gildea 12 DJB St John Bosco	Mrs J Evans 12 STC St Cecilia

				
Mrs H Lenton 12 JBK St Josephine Bakhita	Ms E Hagikalfa 12 OSR St Oscar Romero	Mrs L Jones 12 FXC St Frances Xavier Cabrini	Mr N Severs 13 PAT St Patrick	Mr J Dawson 13 DDY Dorothy Day

				
Mr J Tillotson 13 FOA St Francis of Assisi	Ms L Hall-Stride 13 KDX Katharine Drexel	Mr C Osbourne 13 DMK Damien of Molokai	Mrs C Gorman 13 SHP Sister Helen Prejean	Mr H Hooper 13 CLW Charles Lwanga

YOUR SIXTH FORM TUTOR & TUTORIAL PROGRAMME

The relationship you will establish with your Sixth Form Tutor will be very different to the one you had with your tutor in secondary school. **Your Tutor is your first point of contact** for anything - message them on Teams. They should be informed as to any planned or unavoidable absence; you should talk to them FIRST if you have ANY concerns about ANYTHING while you are in Sixth Form.

Your Tutor has a **weekly schedule** you MUST participate in (you have signed to say you would in the Sixth Form Agreement you handed to your interviewer on Enrolment Day:

MONDAYS **Whole tutor meets at 0900** for reflection, the week's bulletin and any individual issues you might need to address.

TUESDAYS Fortnightly, you will have a **Year 12 assembly** at 0900 (the other week it will be Year 13 assembly). Assemblies are ESSENTIAL to you in order to make the most of your time with us. If you fail to attend; you WILL MISS OUT!

In addition, **in Week 1, you will have an EXTENDED tutor period (P1)** in which activities related to your academic stage and chronological age will be explored e.g. Student Finance (tuition fees and maintenance loans) for higher education study, university summer school opportunities, AI in education, etc.

WEDNESDAYS **Individual appointment with your SF Tutor.** These will be scheduled in advance and you will have to attend approximately 1 each term. They commence at 0900 in your tutor room. If you don't have a 1-to-1, you don't need to be in at 0900.

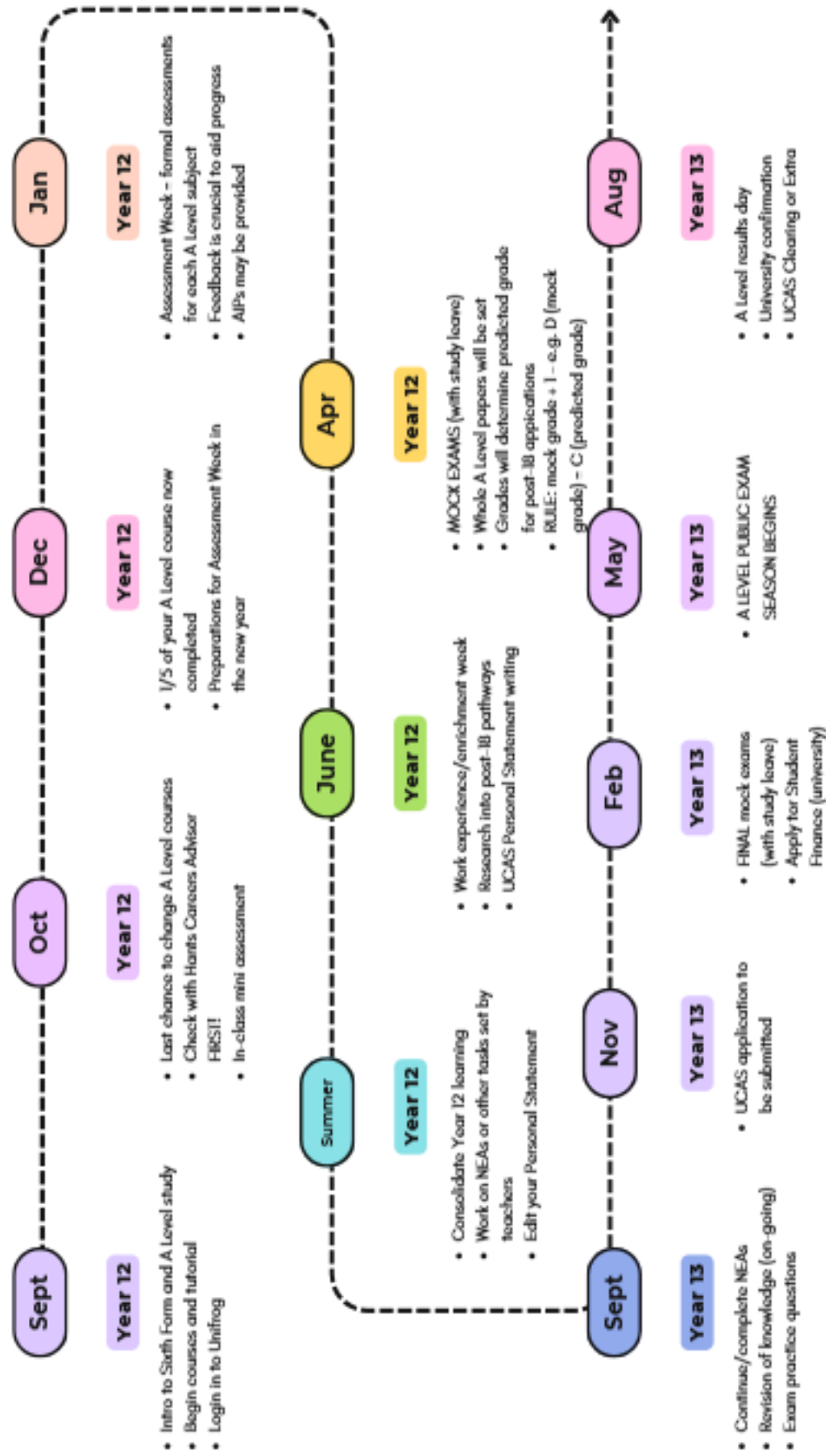
THURSDAYS **Whole tutor meets at 0900.** Your SF tutor will have their own agenda for these sessions.

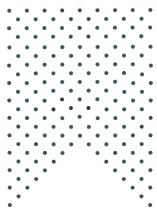
FRIDAYS **Individual appointment with your SF Tutor.** These will be scheduled in advance and you will have to attend approximately 1 each term. They commence at 0900 in your tutor room. If you don't have an appointment, you don't need to be in at 0900.

NB *Your Sixth Form Tutor is responsible for writing your UCAS Reference (and can write references for anything else you apply to do such as; applications to summer schools, part-time work applications, volunteering or work experience statements, etc). It is important that you get to know your SF Tutor well during your time at Oaklands Sixth Form as this will help them to personalise any applications you may need.*

A-Level Timeline

A Level Timeline





Yearly Plan

SEPTEMBER '26	OCTOBER '26	NOVEMBER '26
2nd Welcome Y12 to OCSF 3th Y12 courses begin 10th Y12 Welcome Evening 15th Y12 Assembly & Tutor Hour 23rd Y12 Lazer Tag 29th INSET	13th Meet the Sixth Form 19th Culture Week 25th HALF TERM	3rd Sixth Form Mass 17th Assembly & Tutor Hour tbc Y12 Progress Report
DECEMBER '26	JANUARY '27	FEBRUARY '27
1st Y12 Assembly & Tutor Hour 15th Y12 Assembly & Tutor Hour 18th Christmas Holidays (INSET)	7th Presentation of GCSE certificates evening 12th Y12 Assembly & Tutor Hour 18–22nd Y12 Assessment Week 26th Y12 Assembly & Tutor Hour	9th Y12 Assembly & Tutor Hour 12th HALF TERM (INSET)
MARCH '27	APRIL '27	MAY '27
2nd Y12 Assembly & Tutor Hour 3rd Post-18 Evening 16th Y12 Assembly & Tutor Hour 26th EASTER holiday begins	13th Y12 Assembly & Tutor Hour 16th UCAS Information Event 12–23rd Y12 Mock Exams (study leave) 27th Y12 Assembly & Tutor Hour	3rd Bank Holiday 11th 12 Assembly & Tutor Hour 19th Y12 Mock & UCAS predicted grades home 24–28th UCAS Week 28th HALF TERM
JUNE '27	JULY '27	AUGUST '27
9th Mock Results Day & Parents' # Evening 15th Y12 Assembly & Tutor Hour 18th Sports Day 21–25th Work experience & Enrichment Week 29th Y12 University Visit Day	6th Year 11 Applicant Day (Sixth Form closed) 7th Oakfest 13th Y12 Assembly & Tutor Hour 16th End of Year Masses & Celebrations 16th SUMMER HOLIDAYS	Summer work - Consolidation of Y12 A–Level courses - NEA directed work from teachers - Wider, independent study - Further post-18 options research - UCAS Personal Statement draft

A-Level Expectations

Our mission at Oaklands Sixth Form College:

- *To further the core apostolic mission of the school and provide a holistic education which seeks 'the formation of the whole person: intellect, heart, will, character and soul.'*
- *To ensure a Sixth Form in which there is commitment to academic excellence and outstanding pastoral support.*
- *To ensure each individual is given the best opportunity to fully realise his/her talents by creating an environment where each is known and none is left behind.*
- *To help equip each individual with the skills, cultural capital and confidence needed to succeed in life.*

Your commitment to Oaklands Sixth Form College:

- **To use your 'free' study periods to prepare for (1 hour) and consolidate your lesson content (1 hour).**
- **To use your 'free' study periods to engage in wider research/study that goes beyond the A Level curriculum.**
- To remain in Sixth Form for the majority of your core hours (0900-1530 each day) and use the Study Hub, Conference Room, Student Common Room and available classrooms for independent study.
- To **arrive punctually** to all timetabled sessions. Lateness may result in you not be admitted to class.
- To **attend all compulsory Sixth Form extra-curricular sessions** (i.e. tutorial on Mondays and Thursdays at 0900, fortnightly assemblies and extended tutorials, PRE sessions, etc).
- To participate in the Sixth Form's enrichment programme.
- To devote an hour each week to helping others in our and the wider community.
- To engage in weekly sporting or creative endeavours that we offer.
- **To maintain an attendance rate of a minimum of 90%** (we understand that sometimes things happen that cannot be predicted). *Note: there is a direct correlation between attendance and achievement; the lower the attendance rate, the lower the achievement.*
- To request any leave of absence in advance of the event (the Sixth Form reserves the right to decline any request for leave of absence).
- To schedule any part-time work, driving lessons and other appointments outside of lesson times (if unavoidable, please request a leave of absence).
- **To arrive equipped for each lesson (pens, paper, text book, independent work, etc).**
- To wear smart casual clothing.
- **To conduct yourself in a mature way at all times while on site, particularly as you are setting an example to the students in the main school in years 7 through to 11.**

How to study at A-Level

Smarter studying

TIME

I like the 8-8-8 rule: sleep for 8 hours, have fun for 8 hours and study for 8 hours.

During a normal term-time day, you will probably be in class for 2, 3 or 4 hours each day. IN ADDITION to this, you should add-in study hours to total 8 hours per day.

So, if you have 2 classes on one day, you should do an additional 6 hours of independent study. If it's a heavier class day say, you have 4 classes, add in just 4 additional independent study hours that day.

It's proven to be counter-productive to be studying more than 8 hours each day (unless you are gearing up to exams).



PLACE

Have a place to study that is set-up, silent and where you won't be distracted. In Sixth Form, the best place to work is the **Study Hub**. This is a **SILENT** study area (as opposed to the Student Common Room or vacant classrooms where you can talk).

Did you know that if you learn in an environment which is similar to the environment where you have to recall information (i.e. an examination room) you are more likely to recall the information? Psychologists call this 'context-dependent recall'.

ENERGY

Just like any other machine, you need good-quality fuel in the tank in order to maximise your study efforts. I won't bore you with the science but, here are foods that are good for your brain: fish (omega 3), whole grains (like popcorn), good fats (as contained in avocados), nuts & seeds (they contain antioxidants), dark (not milk) chocolate, blueberries (protect the brain from free radicals). Avoid sugar – it stimulates you temporarily then drags you down!

Here's a great way to start a study-intensive day: a glass of 100% fruit juice (such as orange), a whole-grain bagel with salmon and, a cup of coffee.

Water is essential to top-notch brain function too. **Did you know, dehydration can impair short-term memory function and the recall of long-term memory?** Even the simplest of tasks such as calculating whether or not you'll be late for Sixth Form if you hit snooze for another 15 minutes, is compromised when your fluids are low.

Sleeping overnight is the longest time our brains should go without water. As soon as you get up, have a large glass to get rehydration going. During the day, you should aim to drink 1.5 litres of water (no other liquid compares!).

Organising Study Time

Now you've got your routines sorted out, here's what you should do with your study time:

01

Know your A-Level Course

Ensure you know how the A Level is organised – what and how you will be tested on in the examination and if there is any non-examined assessment (NEA).

What **KNOWLEDGE** do you need for each of the examined areas of the A-Level?

Categorise these areas and then sub-categorise (if necessary).

*For example, one area in A Level English Language to be examined is called Children's Language Development. This can be sub-categorised into Children's Speech and Children's Writing. Within the sub-category Children's Speech; I'd need to **KNOW** about Acquisition Theories/Studies and the linguistic vocabulary to describe children's speech according to the following methods: lexis & semantics, grammar, phonetics, discourse and pragmatics. In order to learn this knowledge, I might create **flash cards** for the theories/studies and a **learning map** to record the methods/linguistic vocabulary.*

Spend a burst of independent study time (approximately 40-50 minutes each hour) on ONE aspect of this work.

Next...

In my next independent study slot, I'd focus on another A Level and knowledge I need to learn. *For example, R.E. and the philosophies of Bentham and Kant.*

Short bursts of specific information (known as 'chunking') and changes in focus have proven beneficial in maximising your ability to concentrate and absorb information.

02

Apply your knowledge

What do you need to be able to **DO** for each of the examined areas of the A Level?

In other words, what types of question do you have to answer, what is the approach and what is being assessed/rewarded? *For example, in Paper 2 Section B of the A Level English Language exam, students need to be able to write an opinion article on a language issue outlined in a previous question. Here's what I would need to be able to do to be successful:*

Paper 2 Section B Question 4

- Use stimulus material in Question 3 and own wider, independent knowledge of language topic and write persuasively and entertainingly for a broadsheet reader.
- Write a full opinion article within 45 minutes.
- Assessment Objective 2 is worth 20 marks – my academic knowledge of the language topic (to include relevant theory, ideas, concepts and linguistic features).
- Assessment Objective 5 is worth 10 marks – my knowledge of The Guardian's house style for opinion articles as well as the readership and the stance of the publication; linguistic awareness of and ability to creatively use persuasive and entertaining language methods to achieve my aim.

Wider Independent Study

Part of being an A-Level student (and undergraduate in the making!) that sets you apart from the GCSE student, is your commitment to your subjects in the form of **wider, independent study**.

You are expected to complete the following for each A-Level: 1 hour preparatory reading; 1 hour lesson and then **at least 1** hour to consolidate your learning.

Your A-Level teachers will be able to give you advice about the kinds of study you could undertake and it is up to you, to make an enquiry of your teachers (just as you will have to at university or in the workplace) in order to maximise your potential.

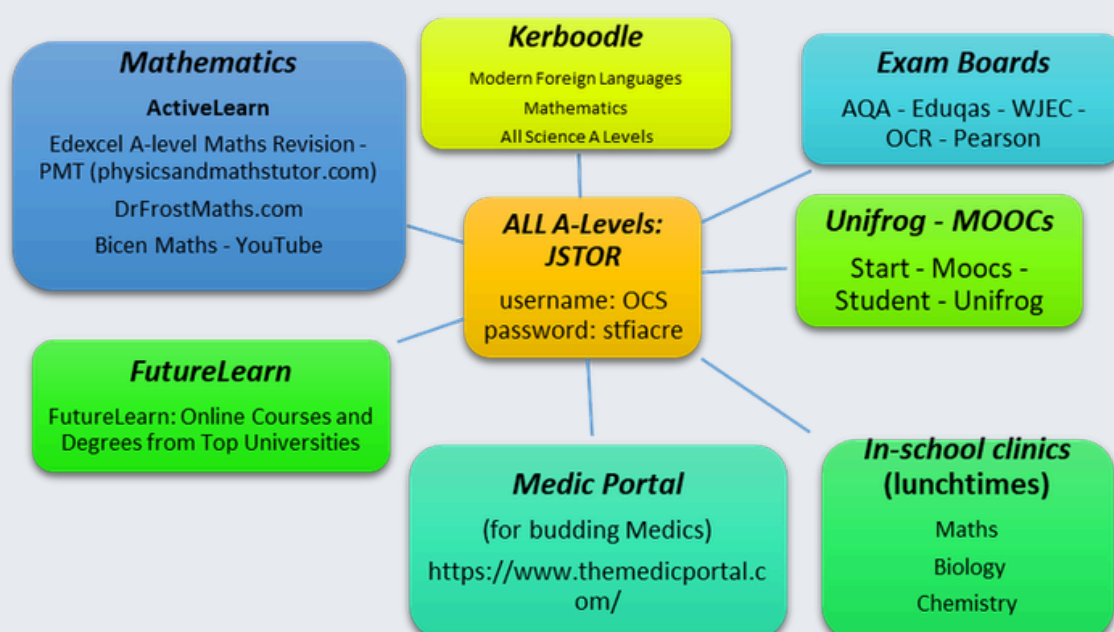
For example, an A-Level English Language student will be encouraged to use the following resources (not exhaustive) to further study this subject:

- The English and Media Centre's A-Level English Language publication 'emagazine' (<https://www.englishandmedia.co.uk/e-magazine>)
- The British Library's resources (<https://www.bl.uk>)
- The Guardian's regular feature: Opinion ([Opinion | The Guardian](#))
- BBC Radio 4's regular podcast: Word of Mouth ([BBC Radio 4 - Word of Mouth](#))
- Any academic writing by David Crystal
- TedX on language: [Ideas about Language \(ted.com\)](#)

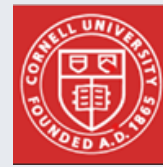
This independent work needs to be evidenced and kept for your revision (**Cornell notes** is the only way to record this! See 'How to' in this handbook). You should be asked to present evidence of your independent study by either your tutor or subject teacher at regular intervals throughout the academic year.

You should archive your wider, independent study by recording it on **Unifrog** ('Recording what you've done' – 'Activities'). This will help both you and your tutor when it comes to applying for university, degree/apprenticeships and employment.

Here are **some** examples of resources that are available but **you should ask your subject teachers for further study ideas**:



Cornell Note-taking



Why Take Notes?

According to the research conducted at Cornell University, the physical act of writing can help you remember better than just listening or reading. Taking notes by hand is more effective than typing on a laptop (or taking a picture with your iPhone camera!). Simply listening doesn't have any long-term benefits – when it comes to revision, you'll have very little to review. However, attempting to record every single word is also not effective as you are likely to have missed the bigger picture.

What Should You Write?

There's no rule to how to present your notes but here are 3 things that good notes contain:

- 1 Meaningful abbreviations and symbols
- 2 Capturing the main ideas and important details
- 3 Including definitions, an outline, bullet points, diagrams, etc.

Ultimately, good notes are those that you can use to review your learning at a later date. It's as simple as that.



How Do I Organise My Notes the Cornell Way?

Devised by Walter Pauk (a lecturer at Cornell University), you can use this form to take notes: in class, from an academic book and when using online resources. Essentially, you split your page into 3 sections: **Notes**, **Cue** & **Summary**.

- In **Notes**, you record the KEY facts of the class, section of a book or online resource.
- In **Cue**, you record questions you have about or that arise from Notes.
- **Summary** does what it suggests; you very briefly sum-up the whole class, section or online resource.

As your brain is working in a variety of different ways during the note-taking process, it better enables your brain to understand and retain key information. Your notes page will begin by looking like this:

A template for Cornell Notes. It features a header with the Cornell University logo and the text 'Cornell Notes'. Below the header is a form with several sections: 'Topic/Objective', 'Name', 'Date', 'Class/Text/Online Resource', 'Essential Questions', 'Cue/Questions', 'Notes', and 'Summary'.

To find out more about your current note-making skills and how to make better notes, the Cornell University way, go to [Note-Taking Strategies \(cornell.edu\)](http://Note-Taking Strategies (cornell.edu))

Examples

Name: Mrs. Simpson
Date: April 4, 2018

Self or Standard for Lesson Objective: Standard: RI.2.6
I can determine and evaluate the ideas and issues raised in diverse texts to explain a text.

Cause and Effect

A writer will use cause and effect to show the relationship between events or ideas.

CAUSE is what happened
EFFECT is what happened

A cause can have more than one effect.
Multiple causes can have only one effect.

Support words

because
due to
since

therefore
hence
consequently

A writer might use cause and effect to explain how or why something happened.

Summary: Cause and effect is a type of that shows how one event or idea leads to another. A writer might choose to use this if they are trying to show the relationship between events or ideas.

CORNELL NOTETAKING

QUESTIONS

create PRACTICE QUESTIONS to test your understanding after the class.

NOTED INFO

from the right hand side notetaking column

NOTETAKING

During the class, record information in concise sentences.

Consider the use of this info: the principle, the significance, and its future application.

Search for terminology and understand their meaning and implementation throughout notes.

List examples and summarizing methods for better retention.

Make it aesthetically pleasing and pretty, along with practical.

SUMMARY

for revision, reflection and reference

YOUR OWN COMMENTS

Name: Mrs. Simpson
Date: April 5, 2018

Self or Standard for Lesson Objective: Standard: RI.1.1
I can provide an objective summary of an informational text.

Playing means not using your own biases or opinions.

A summary is a short retelling of the main points or events in your own words.

A fact is something that can be proven to be true.

An opinion is what someone thinks about something.

Ask yourself: "Is it a fact or an opinion?"

What can be taken out to make the summary easy to read?

Summary: Writing objective summaries means retelling just the facts of the text in your own words. This is important because summarizing helps us to understand the text or show our understanding of the text.

ALISH - EXTRACT FROM PERSUASION BY JANE AUSTEN

TEXTUAL INFORMATION:

The Extract is - 1795-1805, within 1810 - is her last complete novel. Her influence in characterisation, being in many of her novels, is a comedy of manners. It is a comedy of manners, a comedy of manners, a comedy of manners. It is a comedy of manners, a comedy of manners, a comedy of manners.

UNDERSTANDING:

• The main character is Elizabeth Bennet.
• The main character is Elizabeth Bennet.
• The main character is Elizabeth Bennet.

CHARACTER:

• Elizabeth Bennet is a young woman who is intelligent and independent.
• Elizabeth Bennet is a young woman who is intelligent and independent.

SETTING:

• The story is set in the early 19th century.
• The story is set in the early 19th century.

THEME:

• The theme is the importance of social class and marriage.
• The theme is the importance of social class and marriage.

Academic Regulations



Joint Council for
Qualifications ^{CIC}

Preparing your work — good practice

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher. They will then record the assistance given to you.

If you worked as part of a group on an assignment, for example undertaking field research, you **must** write up your **own account** of the assignment. Even if the information you have is the same, you **must** describe in your own words how that information was obtained. You **must draw your own conclusions from the data**.

You **must** meet the deadlines that your teacher gives you. Remember – your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. **Do not** leave it lying around where your classmates can find it. **Do not** share it with anyone, including posting it on social media. You must always keep your work secure and confidential. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.

Do not be tempted to use any prepared or generated online solutions and try to pass them off as your own work – this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

You **must not** write inappropriate, offensive or obscene material.

Plagiarism

Plagiarism involves taking someone else's words, thoughts, ideas or outputs and trying to pass them off as your own. It could also include AI-produced material. **Plagiarism is a form of cheating which is taken very seriously.**

Don't think you won't be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who will be very familiar with work on the topic concerned. They may have read the source you are using or even marked the work you have copied from.
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Academic Referencing

Research and using references

In some subjects you will have an opportunity to do some independent research into a topic.

The research you do may involve looking for information in published sources, such as textbooks, encyclopedias, journals, TV, radio and on the internet.

You can demonstrate your knowledge and understanding of a subject by using information from sources, or generated from sources, which may include the internet and AI. Remember, though, information from these sources may be incorrect or biased. You **must** take care how you use this material - you cannot copy it and claim it as your own work.

Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject. You **must** take care how you use this material though - you **cannot** copy it and claim it as your own work.

The regulations state that:

'the work which you submit for assessment **must** be your own';

'you **must not** copy from someone else or allow another candidate to copy from you'.

When producing a piece of work, if you use the same wording as a published source, you **must** place quotation marks around the passage and state where it came from. This is known as **referencing**. You **must** make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number. For example: Morrison, 2000, p29.

For material taken from the internet, your reference should show the date when the material was downloaded and **must** show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: http://news.bbc.co.uk/onthistday/hi/dates/stories/october/28/newsid_2621000/2621915.stm, downloaded 5 February 2026.

Where computer-generated content has been used (such as an AI chatbot), your reference **must** show the name of the AI tool used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2026. You should also reference the sources used by the AI tool in generating the content.

You **must** retain a copy of the question(s) and computer-generated content for reference and authentication purposes in a non-editable format (such as a screenshot) and provide a brief explanation of how you used it. This **must** be submitted with your work for final assessment so that your teacher can review the work, the AI-generated content and how it has been used.

You may be required to include a bibliography at the end of your piece of written work. Your teacher will tell you whether this is necessary. Where required, your bibliography **must** list the full details of publications you have used in your research, even where these are not directly referred to. For example: Curran, J. *Mass Media and Society* (Hodder Arnold, 2005).

If you copy the words, ideas or outputs of others and do not show your sources in references and a bibliography, this will be considered as cheating.

AI and your academic work



Information for candidates AI (Artificial Intelligence and assessments)

What is AI?

AI stands for artificial intelligence and can be used to create text, images, videos, music and artwork based on instructions given to an AI tool.



What is an AI tool?

AI tools are applications, such as ChatGPT, Snapchat My AI, Google and Google translate. There are many more!*



*The list of certain suppliers of AI-related products is for information purposes only and does not constitute an endorsement by JCQ and awarding bodies. It is each centre's responsibility to investigate and verify any suppliers they use, including any terms and conditions which govern the sale or use of the supplier's products. The list provided is not exhaustive.

When can I use AI?

- Your teachers may use it in class when teaching the course, but remember teaching in the classroom is not an exam!
- There are some assessments where you can use AI – your teachers will tell you if you can or cannot use an AI tool.
- Remember, the rules are different for different assessments and subjects, so always check with your teachers first!
- When an AI tool is allowed, **you must acknowledge**** the AI tools and the material produced by the AI tool that you have used in your work. If you do not acknowledge AI use, it will be **considered as cheating**.



When can I not use an AI tool?

- AI tools cannot be used in an exam or any other assessment where exam rules apply.
- This is what exam boards call **AI misuse and is a form of cheating**.



**Acknowledgment – When producing a piece of work, if you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is known as referencing. You must make sure that you give detailed references for everything in your work which is not in your own words, for example, *ChatGPT 3.5* (<https://openai.com/blog/chatgpt/>), 25/01/2025.

IF YOU USE AN AI TOOL, YOU CANNOT GET MARKS FOR WHAT THE AI TOOL HAS PRODUCED, AS IT IS NOT YOUR OWN WORK

If I'm allowed to use AI, how is this breaking the rules?

- AI misuse is when you use an AI tool in an exam or assessment where you are not allowed to; and/or
- Where you use an AI tool to create work and then say it's your own.



How to make sure you don't misuse AI

DECLARE

- Remember to sign your declaration form when handing in your work for final assessment.
- Your signature on the declaration form tells your teacher and the exam board that you are saying all the work you're handing in is your own.
- If you have used an AI tool, **you must declare***** that you have used it before signing the declaration form!

*****Declare** – this means that when you submit your work for marking, the awarding body will normally require you to sign an authentication statement confirming that you have read and followed the regulations.

ACKNOWLEDGE

If you are allowed to use an AI tool in your assessment (remember to check!), you must do the following:

- reference the AI tool you have used
- give the date of when the AI tool generated the content
- give details of how you used it.
- save screenshots of what you have asked or instructed the AI tool to do and what answer the AI gave you, and include this with the work submitted.

We permit the use of smartphones at Sixth Form **under the following restrictions:**

1 Designated Areas

Students are only permitted to use their mobile phones **outside of lessons** within the **designated Sixth Form building.**

2 General School Site

Phones must **not** be used in the main school buildings **or** in the vicinity of younger students.

3 During Lessons

Handheld devices are strictly **prohibited during lessons** unless explicitly authorised by a teacher for a specific educational task.

Canteen

Payments must be made using debit cards or fobs. Mobile phone payments will **not** be accepted in the canteen but **can** be used for the Sixth Form vending machine.

Enforcement

If a Sixth Form student is seen using their phone in restricted areas or without permission, the device will be confiscated.

Mobile Phone Usage



POST 18 OPTIONS

UNIVERSITY

You may choose to apply to university or further study. You can search on www.ucas.com for more information. It is a good idea to complete the Spartan Test on www.sacu-student.com this quiz will give you a career and subject cloud to help decide what to study at university.

APPRENTICESHIP

There are lots of apprenticeship options after A levels. You can do a Higher Apprenticeship or a Degree Apprenticeship. This will allow you to get a degree whilst working and earning. No student debt and lots of work experience. However, this is not an easy option, you are working full time whilst studying so you will be very busy. Find out more at <https://www.gov.uk/apply-apprenticeship> and <https://amazingapprenticeships.com/>

POST 18 OPTIONS

EMPLOYMENT

After A levels you could go out to employment. Some people use this as a gap year and some people decide that it is time to enter full time work. You can search job vacancies on websites such as <https://uk.indeed.com> or use <https://www.notgoingtouni.co.uk/> to search for ideas. You can use <https://nationalcareers.service.gov.uk/> to explore careers.

GAP YEAR

There are options if you would like a year out, you could work or travel and then go to university or employment. There are a lot of websites out there for travel companies but it may be worth starting with some independent websites to get started such as <https://www.ucas.com/undergraduate/student-life/gap-year/gap-years-ideas-and-things-to-think-about> or <https://nationalcareers.service.gov.uk/careers-advice/advice-on-a-gap-year>

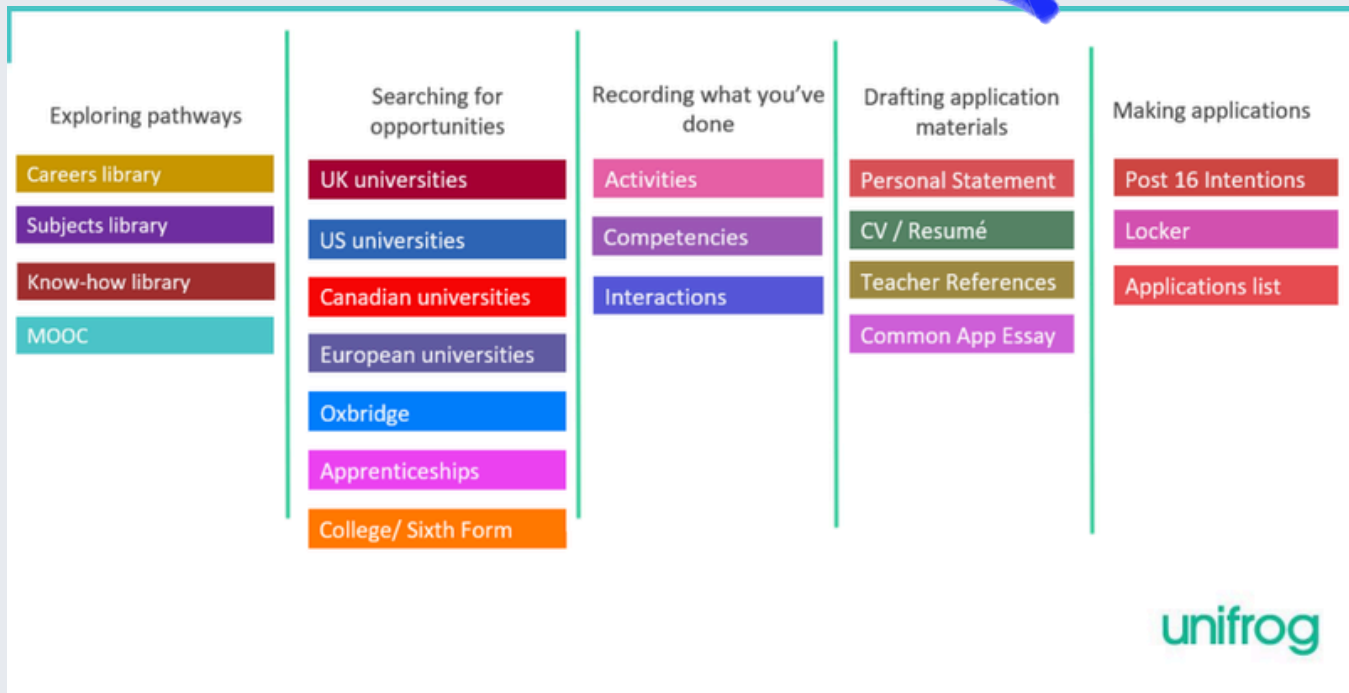
WE HAVE A CAREERS ADVISER FROM HAMPSHIRE FUTURES WHO YOU CAN BOOK AN APPOINTMENT WITH IN SIXTH FORM RECEPTION.
KELLY IS ALSO A CAREERS ADVISER FOR SHORTER ENQUIRIES.

UNIFROG IS VITAL IN RESEARCHING ALL OF THE ABOVE

LOTS OF INFORMATION ON EVENTS IS ALSO ADVERTISED ON THE ZONE

Unifrog

Unifrog is 'live' software that we pay for so that you can prepare for your Post-18 plans. Take a look at what it's got to offer!



At Oaklands, we use this platform **regularly**.

This is how you can get advice, research, learn, record and, keep your tutor up-to-date in readiness for writing any references you may need. Our Sixth Formers keep their tutors informed by recording all sorts of activities on Unifrog such as: work experience or MOOCs, shortlists for university courses or apprenticeships as well as drafting applications for apprenticeships and personal statements for university.

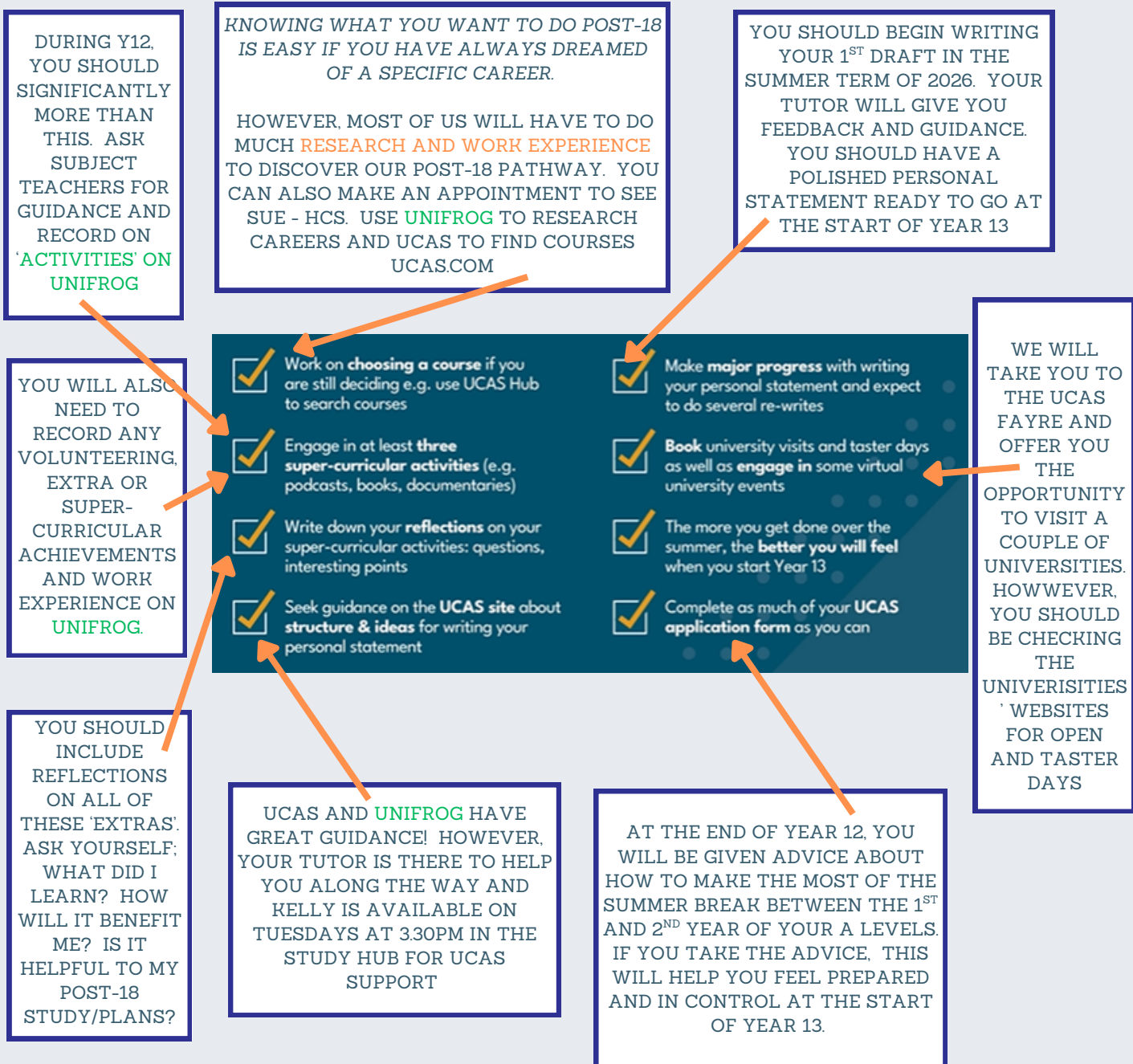
Dr Colvin is Unifrog's administrator so, if you have any technical issues or questions, direct them to her.

If you want even more advice about your Post-18 options, you can make an individual careers appointment with a careers adviser from **Hampshire Futures**. The diary for appointments is with Lorraine in Sixth Form Reception.

Preparing to apply for university and higher education

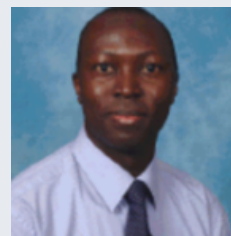
It might seem rather premature but, you should begin **planning your post-18 pathway** as soon as you can in Year 12. You will see that some of the things you need to do to prepare CANNOT be done overnight but, may take a number of weeks/months to complete.

Look at the checklist below that outlines things you will need to do over the next year in order to apply for undergraduate study.



Student Leadership

Mr M Sumba



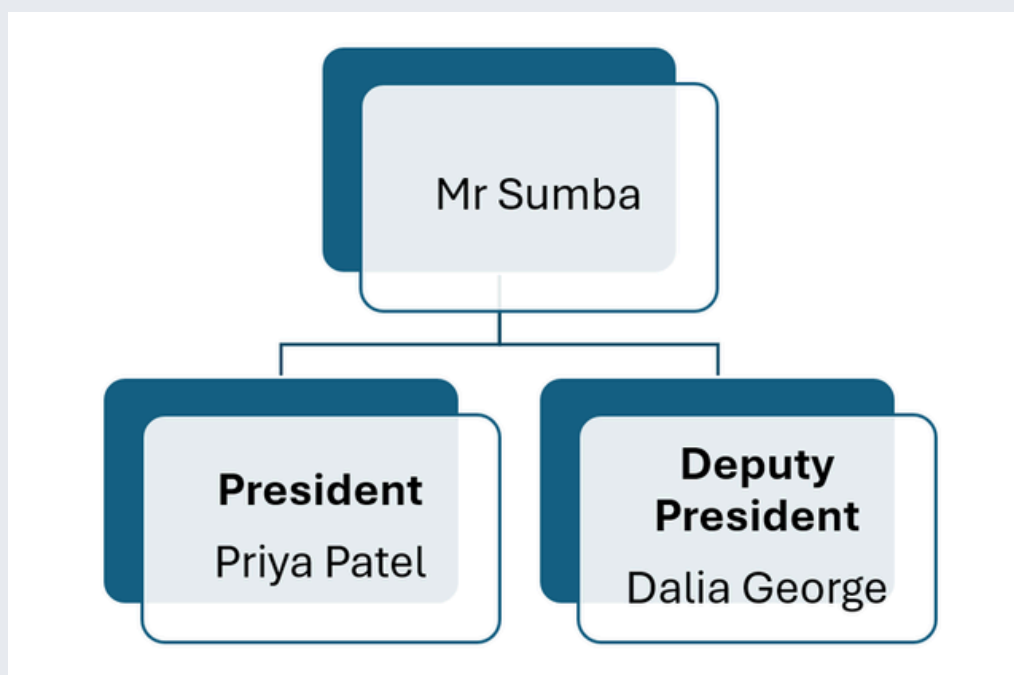
At Oaklands Catholic Sixth Form, we don't just educate you; rather, we will endeavour to enable you to acquire skills necessary to live life in a certain way. We aim to motivate you into becoming people of challenge, change and transformation.

Our student leadership structure is designed to allow you to be actively involved in the everyday life of both our Sixth Form and School, developing you as a person as well as making Oaklands a good place for all of us. Student leaders are guided by the motto, *'love more, serve more, be more'*.

Our Student Leadership Team is headed by a President and Senior Deputy, assisted by four Deputies. The four Deputies lead other Student Leaders from Years 10 – 13 who are divided into four teams, each responsible for the four key areas of our Sixth Form and School: **Charism** (promoting Catholic culture and ethos), **Curriculum** (improving the curriculum provision), **Pastoral** (improving the pastoral provision for students) and **Co-curriculum** (enhancing the curriculum beyond the classroom).

Could you be a Student Leader at Oaklands? You will never know until you try!

Pick up an application form in September and, if you are shortlisted, you will be called for interview by the President, Deputy President and Mr Sumba. Successful candidates will then be assigned to one of the four teams depending on their preferences and interests.



General Information

SIGNING IN & SAFEGUARDING

- **You must sign in and out of Sixth Form** each time you enter and leave the site. Use the iPad at reception to do this.
- **You must wear your Sixth Form lanyard - ensuring it is visible - at all times when on site.**
- Visitors are not permitted. If you wish to invite a visitor on site, you must seek permission from Sixth Form Reception.

ATTENDANCE & ABSENCE

- We expect a minimum of 90% attendance. If you are unavoidably absent, your parent/guardian must contact Sixth Form - **023 92 259214** or email **thesixthform@oaklandscatholicschool.org**.
- Appointments such as driving lessons, doctor/dentist should be made outside of lesson time and your parent/guardian should contact Sixth Form in advance of these.
- Longer periods of absence must be applied for in advance - form available from Reception.

TRAVEL

- You will need to organise your own travel to and from Sixth Form. If you need help with this, please ask Lorraine in Sixth Form Reception.
- If you cycle in, bikes can be secured behind the Sixth Form block.
- If you are being driven in, ensure the driver keeps to the 10mph limit on the drive. You should be dropped off on the left-hand side of the drive as you enter and, picked up from the opposite side (right-hand side).
- If you pass your driving test and wish to drive your own car into Sixth Form, you must complete a Parking Registration Form to obtain a Parking Permit.

FOOD & DRINK

- **Sixth Form Common Room** - you may use the vending machines (card payments only) and have access to a fridge, kettle and sink.
- **School Canteen** - this is available to Sixth Formers at any time during the school day (0830-1530) and serves a wide range of hot/cold food and drinks (and ice creams in the summer!). Card or fob payment only.

IT, LOCKERS & PRINTING/COPYING

- IT facilities are available for your use in S11 & The Study Hub (for silent work only). You can also use the iPads on site after signing them out from Reception.
- A £5 deposit is required for a locker - this is a 'first come, first served' basis.
- You will be issued with a fob that can be used to print and copy on any Lexmark machine.

STUDY SPACE

- **SILENT study only in the Study Hub.**
- You may use **ANY free classroom** in Sixth Form for study as well as the Conference Room, the Canteen and the Sixth Form Common Room.

INFORMATION & COMMUNICATION

OCS WiFi

- You have your own WiFi network called: **ocssixthformstudents**. Ensure you select this on the device you use.
- To sign in, you need your Oaklands username and password (which will initially be your date of birth but please change this). Your username starts with Oc then your surname then the first 2 letters of your first name e.g. **OcSmithLo**.

MICROSOFT TEAMS & CLASSCHARTS

- You will be given an **Office 365 account** and have access to: OneDrive, Outlook, Word, PowerPoint & Teams.
- You will have a Teams account for: your Tutor group; for each teacher of the A Levels you study and specifically for Year 12.
- You should **download Teams to your phone** and **allow alerts** from each Team.
- **ClassCharts** will be used to: register your **attendance** to lessons and to communicate **independent study** tasks with deadlines.

YEAR 12 - THE ZONE

Our main medium of communication with you. Please check it daily.

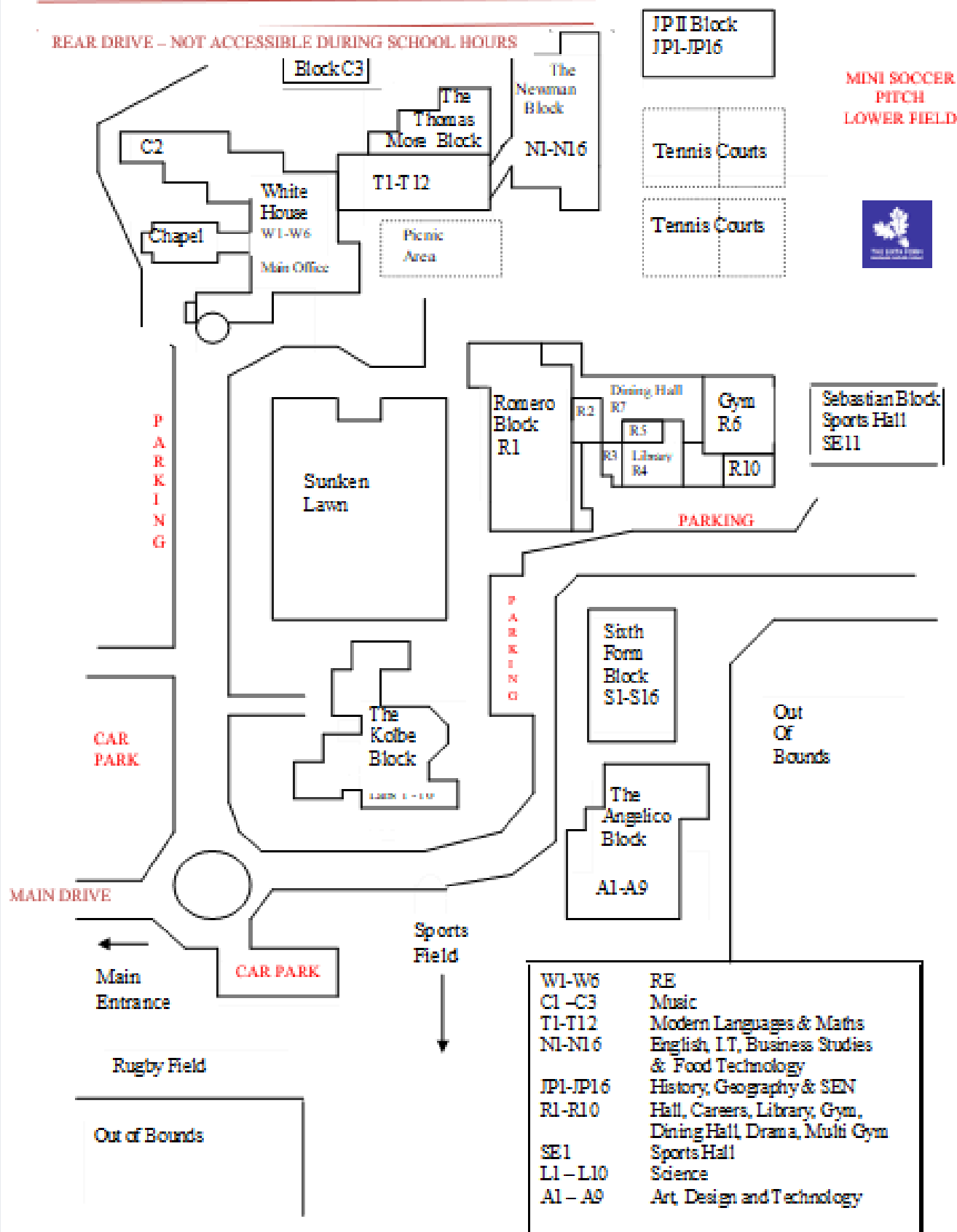
UNIFROG

- We will use this throughout Years 12 & 13 for the following:
 - exploring post-18 pathways
 - searching for university courses/apprenticeships/work placements
 - recording all your super-curricular activities
 - drafting application materials (CV, Personal Statement, Applications, etc)
 - In addition, your Tutor and Subject Teachers will record extra-curricular involvement you participate in, provide subject references and predicted grades and write UCAS/Apprenticeship applications.
- You will receive an email directly from Unifrog. Please follow the instructions to sign up.

OTHER COMMUNICATION METHODS

- Monday tutor (0900) - the week's bulletin
- Notice board - outside the Student Common Room
- TV screens - dotted around the corridors in buildings
- Tutor/Teachers - via Teams Chat - type in teacher surname for it to appear
- Sixth Form Reception - telephone 023 92 259214 ext. 3701 or email thesixthform@oaklandscatholicschool.org.

MAP OF THE SCHOOL



[illegible]

You are expected in at 0900 hours most mornings (your tutor will confirm when)

Week 2 Study Timetable

	0600	0700	0800	0900	0920	1020	1145	1250	1430	1525	1600	1700	1800	1900	2000	2100	2200	Things to do
Sun																		☐
Sat																		☐
Fri				1 to 1s														☐
Thurs				Tutor														☐
Wed				1 to 1s					Enrichment									☐
Tues				Tutor														☐
Mon				Y12 Assembly														☐

 You are expected in at 0900 hours most mornings (your tutor will confirm when)

Holiday Study Timetable

	Sun	Sat	Fri	Thurs	Wed	Tues	Mon
6am							
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							
12am							

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Things to do

The shape of the day

Bells will ring at the following times: 8:50, 9:00, 11:45, 14:25, 14:35 (staff register reminder), 15:25 and 15:30

	9:00-9:20 (20m)	9:20-10:20 Period 1 (60 minutes)	10:20-11:20 Period 2 (60 minutes)	11:20-11:45 Break (all years) (25m)	11:45-12:45 Period 3 (60 minutes)	12:45-13:45 Period 4 (60 minutes)	13:45-14:25 Lunch (all years) (40m)	14:25-15:30 (15:25 for Y7-9) Period 5 (60/65 minutes)
Year 7	Reg	L1-60	L2-60	Break	L3-60	L4-60	Lunch	L5-60
Year 8	Reg	L1-60	L2-60	Break	L3-60	L4-60	Lunch	L5-60
Year 9	Reg	L1-60	L2-60	Break	L3-60	L4-60	Lunch	L5-60
Year 10	Reg	L1-60	L2-60	Break	L3-60	L4-60	Lunch	L5-65
Year 11	Reg	L1-60	L2-60	Break	L3-60	L4-60	Lunch	L5-65
Sixth Form	Reg	L1-60	L2-60	Break	L3-60	L4-60	Lunch	L5-65