



YEAR 12 BULLETIN

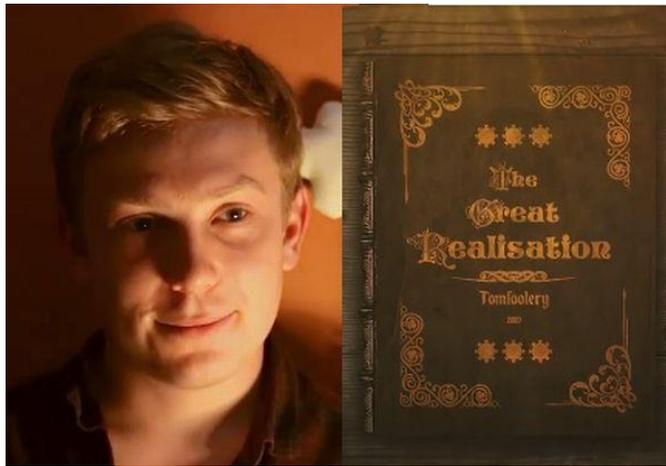
week beginning 4 May

I'm yet to work out how to do a video message/assembly for you, but in the meantime I've included the link to the virtual assembly Mr Langham did last week, plus the Bengali version Dr Uddin did. Please do share with siblings and your families. Mr Langham's [here](#) (spoiler - there's a beard!) Dr Uddin's [here](#)

As always, please check the [school website](#) regularly for updates, and if there is anything the school can help you with, please do get in touch. Byron St entrance is open 9-11 weekdays, or email me directly.

I look forward to the day when I can stick my head round the common room door and see your faces again. Until then, please know that we are all thinking of you and your families and send our best wishes.

This week's focus: **THE POWER OF WORDS**



Some of you may have seen [The Great Realisation](#) doing the rounds on social media.

A young spoken word artist whose videos I used to watch on youtube a couple of years back has suddenly gone viral. As I write, this video is approaching 4m views on his own youtube channel, in addition to all the views it's gathering on other people's channels.

Please watch it, and then watch these:

[Donald's Report](#)

[The Night My Street Started Clapping](#)

2 TASKS – FOR ALL

1. Send me an email to let me know

- Which of the three you liked best, and why
- Which of the three you liked least, and why

2. LIFE AFTER LOCKDOWN

Use 'The Great Realisation' as a stimulus. What would you like to see happen in our world once this is all over? Do you want everything to go back to 'normal', or can we find better ways of doing things?

You can choose to explore this idea in general terms, or to focus on one theme or sector eg the world of business, education, the environment, the NHS, family life: the possibilities are endless.

All I ask is that you harness **the power of words**, whether that be in an essay, a poem, a spoken word, a speech, a poster or an Instagram post.

There is then an optional additional challenge on the next page for anyone who would like to do it.

I will award prizes for every task and am open to (sensible!) suggestions as to what those should be.



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Optional task - THE POWER OF WORDS



Young People's Laureate for London Theresa Lola has launched #SayYourPeace, a campaign encouraging young people to use poetry to find peace and solace during the uncertain times the world faces. In anxious and uncertain times, poetry is often the thing we turn to when we need comfort. Theresa therefore wants to encourage all young people to use poetry to share the moments when they find peace and calm, and find solidarity in the experiences of other young people. More information [here](#)

HEALTH AND WELLBEING

We are a PIXL school, and they have made some lovely videos to see us through this time, and I'll be sharing one with you each week. This week: [resilience](#)

Speakers for Schools have brought their talks online, and again I'll be highlighting one every week.



Chloe Brotheridge, Clinical Hypnotherapist, author of The Anxiety Solution and Sara Milne Rowe, Performance Coach, founder of Coaching Impact and author of The SHED Method

Chloe and Sara share their expertise and practical tips for managing anxiety and taking control of your mood during these uncertain times. Watch it [here](#)

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STUDY SKILLS – week 1

1. Study skills: for A-level success and the 'step up' needed for university

In 2013, speakers at a conference organised by the University of Cambridge Admissions Office gave several suggestions for the characteristics they were looking for in an **ideal A-level candidate**.

The list included the following:

- Commitment to their chosen degree subject;
- Interest and aptitude;
- Ability to think independently, critically and analytically;
- Logical, problem-solving approach;
- Enthusiasm for complex, challenging ideas;
- Motivation and organisation;
- Intellectual flexibility and curiosity;
- Perseverance and willingness to collaborate;
- Vocational/professional aspirations (where appropriate).



Although these points were identified as especially important to the Cambridge team, they can be regarded as a wish list for *all* universities and colleges. These are the skills and qualities that universities will be looking for when you apply to them.

When I showed this list to my Year-12 students in a recent assembly, there was an audible gasp in the hall; students were looking at the list and seeing a mismatch between what was being asked for and what they could offer. This Learning Skills booklet is an attempt to address these concerns and show that the learning journey from GCSE through to the completion of your A-levels offers many opportunities to set the habits and practise the skills that will give you the 'step up' needed for success at A-level, and university.

Therefore, this booklet contains advice, guidance, support and examples to enable you to transform your approaches to learning from:

- Dependent to **independent**;
- 'Spoon-fed' to **self-sufficient**;
- Accepting to **questioning**;
- Avoiding difficulty to **embracing challenges**;
- Indifferent to **curious**;
- Passive to **active**;
- Attentive to **engaged**;
- Coasting to **driven**.

These transformations provide the basis of a '**scholarly**' approach to learning that fits in with the objectives, atmosphere and expectations of university education. Independence and original thinking lie at the heart of scholarship and so it makes sense to think about how these qualities can be developed and strengthened at the outset.



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2. How to be a good 'independent learner'

Independent learners stand out in classrooms for many reasons.

- They take the initiative to read and research in advance and do not wait for lessons to introduce topics.
- They read more widely and consequently often have better notes.
- They organise their own learning.
- They develop their own ideas and test them by entering into class discussion, engaging in questioning with their teachers, and by participating in challenges and competitions.
- They are efficient learners; they are equipped to get on at their own pace.
- They actively find out about opportunities within the subject, both within school and outside.

If you look at this list, there is nothing there that you could not start to do yourself. Why wait for a teacher to tell you what to read if you have (a) a reading list, and (b) subject specifications? Why stick to just one textbook when there are alternative books and magazines available, as they may have better coverage/examples and may be more relevant/up-to-date? Since you know your timetable and the term dates, why not organise your own learning around your lessons, scheduled tests and revision periods? Why not apply to join useful organisations, participate in summer schools and taster days, take your own trips and enter competitions to enhance your learning?

A good 'independent learner' seizes the initiative; takes control of the learning process; and is able to form an original and individual perspective on the subject being studied.



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FREE MEMBERSHIP ONLINE AT IDEA STORE



While Idea Stores remain closed during the coronavirus outbreak, you can access a wide range of resources and activities by becoming a member online. Membership is free and can provide you and your family with e-books, audio books, newspapers and magazines.

If you have younger siblings, they are also moving some of their much-loved activities for children online, including art club and story time. Join [here](#)

“Reading is escape, and the opposite of escape; it’s a way to make contact with reality after a day of making things up, and it’s a way of making contact with someone else’s imagination after a day that’s all too real”

Nora Ephron, *I Feel Bad About My Neck: And Other Thoughts on Being a Woman*

Click to take you direct to

[Newspapers and magazines](#) [Audiobooks and e-books](#)

Story time [online](#) (for pre 5s)



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CAREERS & PROFESSIONAL DEVELOPMENT



Wed, 6 May 2020 2:00 – 3:00

Join us for a special webinar with Allen & Overy, an International Law Firm, discussing technology innovation within business.

THE BROKERAGE CITYLINK Online Working in the City workshops

Tech focus 7 May, 12:00 – 2.00 Register via this [link](#).

Interested in a career in Tech? This webinar will give you overview into working in the tech sector, the types of the jobs available, as well as the opportunity to interact with professionals working in tech. You will also the opportunity to take part in a virtual networking with employees from Salesforce, which is of the worlds largest tech firms, offering useful hints and tips about tech including asking them questions about their career

C H A N C E



UPTREE CV DEVELOPMENT WORKSHOP 6 MAY 1:00 SIGN UP [here](#)

During the workshop, we will:

- Discuss how to format your CV
- Compare different CVs and explore what employers are looking for
- Talk about different sections to include (or not!)
- Explore how CVs and Cover Letters compliment each other

Check out next week's workshops and previous workshops [here](#)

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TED TALK FOR THIS WEEK



[How to speak so that people want to listen](#)

PREPARING FOR UNIVERSITY

Remember to be looking at the University of Essex webinar series – start exploring them and do email me to let me know what you think. All previous sessions will be recorded and the videos uploaded so don't worry if you can't catch them live.



WEBINAR SERIES

Join our academics in a brand new six week webinar series

EXPLORE

Lockdown is the perfect opportunity to do some wider reading and research

Articles, websites: www.staircase12.org <https://www.myheplus.com>

MOOCs www.futurelearn.com <https://www.edx.org>



MAKE SURE YOU HAVE CHECKED OUT Massolit, which offers a range of courses (normally paid access) in English, History, Psychology, Philosophy, Classics and Government & Politics. I have got us a free trial – so start using it now please! www.massolit.io

Username: jcs010@jconlineresources.org

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[council's COVID support page](#)

