

ACADEMIC SUPPORT GUIDE

FOR PARENTS, CARERS AND
GUARDIANS

WE ARE OUTSTANDING

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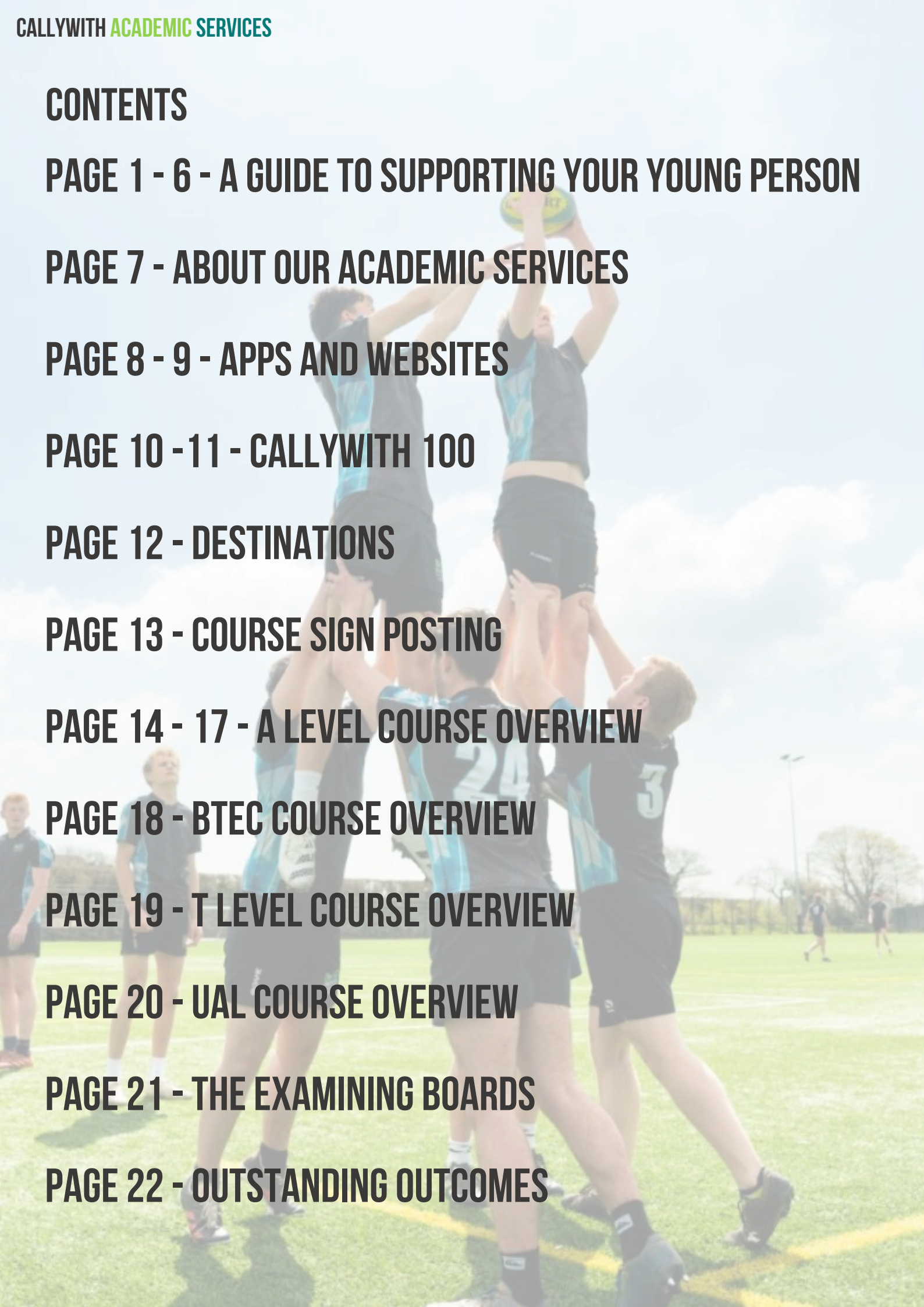
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A GUIDE TO SUPPORTING YOUR YOUNG PERSON

For many, parenting a college student is just as challenging as previous academic stages. However, this period of transition for young adults can bring new obstacles. With this in mind, we wanted to share some insights from our years of experience in supporting students through their college journey. While we don't intend to give advice on family life, we hope our knowledge can be helpful.



Between the ages of 16 and 19, young people change from being school children to young adults. This is entirely normal but is experienced uniquely by each person and their family so there is no rule book to follow or universal strategy we can adopt. For many young people, coming to the College is itself an active choice - a safe but significant step on their road towards becoming independent. Students are making more significant and more frequent decisions.

These decisions and changes can result in different joys and challenges for families as adjustments are gradually made and some old patterns fall by the wayside. Most families feel their way through this, trying to adjust at the right pace but it can be a bit of a 'rollercoaster'. If freedoms come too quickly, students can be sometimes ill-equipped to cope and equally, if their lives are too restricted, they don't learn to make good decisions or benefit from making mistakes.

Another strand of transition can be identity-related. One of the attractions of the sixth form is that students can free themselves from the perceptions peers and teachers may have had of them from secondary school. They can experiment with new aspects of their identity, their interests, sense of direction and what they like and dislike. Again, this is normal. Families sometimes need to intervene on matters of safety or consideration for other people but on other matters they may need to adapt or let experiments run their course.

There will inevitably be some frustrations along the way but it can be so exciting to watch someone become their future self. In fact, seeing this transition happen over and over again in the space of barely two years, is a key motivating factor for many college staff.

Student Services

offer offer

- Free information, advice and guidance
- Personal support
- Careers advice
- Financial advice and bursary support
- Mental health advice and support
- Safeguarding support
- Sexual health advice
- Health and wellbeing advice



Life is busy but take time to listen and take an interest. There can be many pressures piled on young people from their peers, social media, work and family before even considering studying at college. Make sure they know you are proud of them no matter what happens. Lots of reassurance, perspective and opportunities to talk together will be important.

You know your young person best. Look out for signs of stress and changes to their behaviour. Are they becoming tearful, blowing things out of proportion, experiencing poor sleep, withdrawing, or struggling with appetite? These can all be signs of stress and you may need to seek help from your GP if you are concerned. Please contact your young persons' PDT or Student Services if you have any concerns.

[How to support your young person \(callywith.ac.uk\)](http://callywith.ac.uk)

DIVERSE
INCLUSIVE
ACCEPTING
WELCOMING
SAFE SPACE
FOR EVERYONE



GROUNDING
Technique

5 things you can see

5 things you can feel

5 things you can hear

At the same time all this is happening, their studies are getting harder. Studying fewer subjects but in more depth means that parents who may have been a key source of educational support find it harder to maintain that role during A - Level, BTEC and UAL programmes. Even if you are familiar with some of the content, the very specific nature of these syllabuses means that it is harder to offer the precise advice you might wish to. What all families can do however, is to understand some of the demands of studying at this level and so help students think through how they will accomplish all the learning they will need to do.

Creating a revision / study timetable is one of the most important things to do to help. We would encourage from the beginning, incorporating a study/revision time into the daily routine, this will help keep the next two year manageable, and give your child confidence and feelings of control.

Plan it together with your child, letting them take the lead. Do not forget breaks and time out are just as important. You can support them to stick to it, without policing them too heavily. Download a copy of our independent study planner here. ([Study Planner](#))

Creating a calm home environment is not always easy and a tidy teenage bedroom can seem like an impossibility. Where possible, create quieter spaces and times in the day, so your child can study without too many distractions. If that is not possible, get in contact to see if we can offer support.

Revising in different spaces can be helpful memory cues. Try some revision classics like sticking post-it notes to the fridge door. They are oldies but goodies for a reason – reading over that quote or definition every time you make a cup of tea does help the knowledge to stick.

Spending short but regular amounts of time on helping with quizzing will help information to be stored in your child's long-term memory and give them regular practice at being able to recall it just like they will need to in their exams.

Taking breaks is crucially important. Make sure there are lots of opportunities to recharge those batteries, including with fresh air, exercise, and friends. Exercise is known for helping to clear the mind, relieve stress, and giving energy levels a boost. Some students find their phone too much of a distraction and may like you to hold on to it during some revision sessions. Others use it as a crucial tool for revision – talk about what works best with your child.

Encourage punctual and full attendance

Help with the development of study routines

Talk to your young person every day about their learning and life at College

Accept this can be a time of change

Read the bulletin to keep informed about the College and opportunities on offer

The PDT (personal development tutor) is the main point of contact if you have any questions

Here at Callywith, the Learning Resource Centres provide a range of relaxed and quiet environments for studying, with access to physical and online resources and support from experienced members of staff.

They have open-access computers, study spaces for individual or group work, and free, fast Wi-Fi, allowing the use of personal devices for studying when needed.

The Learning Centres stock a wide range of resources that can be borrowed free of charge to help students find credible and relevant information.

The online library catalogue can be accessed both on and off campus and allows students to search for a range of books, e-books, online resources and journals.

The library and Academic Services team are always happy to help students find and use the resources required and/or for additional study skills support. Contact details can be found on the Callywith Library Hub, SharePoint page.

[Library Hub at Callywith - Home \(sharepoint.com\)](#)

Online Library Catalogue: [Look4 \(cirqahosting.com\)](#)

APPS AND WEBSITES

Quizlet - Quizlet is a great way to self-test your knowledge, with Flash cards, Practice tests and Games to help you to achieve your goal.

Flocus - With aesthetic backgrounds, dynamic greetings, motivational quotes, and so much more – Flocus can redefine the way you work and recharge every day.

Flora - Flora is a new way to stay off your phone, clear to-do lists, and build positive, life-changing habits. Whenever you want to make progress toward your goals, grow trees in Flora!

CGP - How to Revise for A-Level.

Click on the link below and login using:

Username: revision@callywith.ac.uk

Password: #StudySkills123

<https://library.cgpbbooks.co.uk/digitalaccess/XHR72DF/Online/>

This e-book has helpful tips for ALL A-Level subjects and really useful video's

Callywith Library Hub - Home

Callywith Library Hub is packed full of resources for students to access help with not just revision, but also important study skills such as time management, Organisation and dealing effectively with stress and anxiety at exam time.

APPS AND WEBSITES

- [A Level Revision - YouTube – YouTube boasts a wealth of tutorial videos for all A-Level and BTEC subjects](#)
- [BBC Bitesize,](#)
- [A-Level Past Papers by Topic - Study Mind](#)
- [A-Level Revision - Revisely](#)
- [Your connected workspace for wiki, docs & projects | Notion](#)
- [A-Level Revision - StudyWise](#)
- [Making the grade: A* students share their revision tips and secrets - The Uni Guide](#)
- [Create Your Mind MaRS Online - On AnY. Device | MindMup](#)
- [Seneca - Learn 2x Faster \(senecalearning.com\)](#)
- [Cram.com: Create and Share Online Flashcards](#)
- [Revision Apps For Students: Best & Free | Study Smarter](#)
- [50+ Free Revision Resources for GCSE, A-Level \(eparenting.co.uk\)](#)
- [Khan Academy](#)

Useful apps that can help with dyslexia.

Natural Voice - Natural Voice is an incredibly helpful tool that allows you to turn text into speech with realistic AI voices, you can scan the pages, copy and paste, import or browse the web, Natural Voice is there to help you.

ClaroView - ClaroView is a coloured overlay for your computer screen. Choose from over 73 standard colours or chose your own custom colour overlay. (ClaroView is preinstalled on all College computers.)

1. Behaviours for success

- 1.1. *Take responsibility for my own learning.*
- 1.2. *Ask for help and support as soon as I recognise I need it.*
- 1.3. *Learn about metacognition.*
- 1.4. *Attend ALL timetabled sessions.*
- 1.5. *Complete at least 15 hours of independent study each week.*
- 1.6. *Engage in enrichment opportunities.*
- 1.7. *Check emails and Teams every day.*
- 1.8. *Follow the Student Code of Conduct.*
- 1.9. *Commit at least 33 hours per week to my college studies.*

2. My Timetabled Sessions

- 2.1. *Arrive on time.*
- 2.2. *Fully engage throughout the entire lesson without being distracted or distracting others.*
- 2.3. *Contribute to class discussions.*
- 2.4. *Bring all appropriate equipment.*
- 2.5. *Take appropriate notes.*

3. My Independent Study

- 3.1. *Log my independent study using the QR code provided.*
- 3.2. *Plan, monitor and evaluate my independent study time.*
- 3.3. *Undertake a minimum of one hour independent study for every hour on my timetable.*
- 3.4. *Consolidate my notes weekly.*
- 3.5. *Complete all homework to the best of my ability.*
- 3.6. *Undertake further reading because I recognise that this will help me retain and extend my learning.*
- 3.7. *Support fellow students with their learning because I recognise that teaching a topic helps me retain my learning.*
- 3.8. *Recognise that the LRCs are quiet study areas and should be used appropriately.*

4. My Enrichment

Enrichment includes academies, 'Callywith Active' sessions and enrichment activities.

- 4.1. *Log my new enrichment using the QR codes provided.*
- 4.2. *Undertake 3 hours of enrichment every week.*
- 4.3. *Speak to my tutor how I set up my own enrichment activity if I feel there is not a suitable one available.*

5. Missed Lessons / Work

It is my responsibility to catchup on any work/lessons I have missed.

- 5.1. *Independently read through all presentations, notes, sections in the textbook and other resources linked to the lesson.*
- 5.2. *If I am having difficulty understanding, speak to other students in my class to ensure there are no gaps in my class notes and ask them questions.*
- 5.3. *Check effectiveness of my learning through regular retrieval practice and if I do not fully understand the work, I will write a list of specific questions to ask my teacher.*



What is Callywith 100?

Callywith 100 is a term used to describe the mindset and approach to education that every Callywith student must adopt to ensure they are successful in their post-GCSE studies.

The Callywith 100 means putting 100% effort into everything:

- Attending all sessions on your timetable.
- Engaging fully in all sessions you attend.
- Completing all homework tasks on time and to the highest level you can.
- Consolidating your knowledge through effective weekly independent study and revision.
- Seizing opportunities to develop your knowledge, skills and experience.
- Believing you can achieve the aspirational goals you set yourself for life after college.
- Embodying the Callywith Values: Success, Resilience, Compassion, Respect.

Destinations

We know that making decisions about your future can be a bit daunting. That's why we are committed to helping and guiding you through those all-important choices about what to do next.

All students can book a meeting with a L6 qualified adviser to discuss their personal progression routes and receive support in making rational informed decisions. Advisers can help with searching for and evaluating university courses and apprenticeship opportunities, labour market information, CV and cover letter writing, researching and applying for jobs, mock interviews and more.

There is a range of resources available to students via our SharePoint site and through our personal development programme. Students also have the opportunity to attend careers related trips and events which occur during the academic year, this includes our Destinations Days, specialist career talks, networking lunches, university visits as well as the National Apprenticeship Show, a Higher Education Fair and much more.

You can visit our Destinations Space in Temple T303 or to find out more or book a one-to-one appointment, please visit: callywith.ac.uk/careers or email: careers@callywith.ac.uk

THINGS TO THINK ABOUT:
OPENDAYS.COM: UNIVERSITY
AND COLLEGE OPEN DAYS ALL
IN ONE WEBSITE, CREATE AN
ACCOUNT TO KEEP TRACK OF
ALL YOUR BOOKINGS IN ONE
SPACE.



THINGS TO THINK ABOUT:
THE SUTTON TRUST:
SUPPORTING LESS
ADVANTAGED STUDENTS TO
ACCESS LEADING
UNIVERSITIES AND CAREERS -
THE PROGRAMME IS
COMPLETELY FREE - ALL
EXPENSES ARE PAID FOR BY
THE TRUST



SUPPORTING YOUR YOUNG PERSON

Here at Callywith students have a variety of courses to choose from, from A-Levels and BTEC's, to T-Levels and UAL Extended Diplomas . Each has a different approach to examinations and the skills students will need to demonstrate to achieve their fullest potential.



A - LEVELS

BTEC

T - LEVEL

UAL EXTENDED DIPLOMA

A LEVEL

Assessment type and weight:

Subjects:

Exam (100%)

Please click the links to access the subject helpsheets

- Business
- Classical Studies
- Economics
- French (Speaking, Listening and Writing)
- Geology
- German (Speaking, Listening and Writing)
- Law
- Maths (Core)
- Maths (Further)
- Physical Education (With Practical Performance = 30% of Mark)
- Physics (With a Practical Element)
- Politics
- Sociology
- Spanish (Speaking, Listening and Writing)



Key Skills:

- Demonstration of key subject knowledge.
- Extended Writing Skills.
- Evaluation.
- Independent Study.
- Reflection, Critical and Contextual analysis.
- Research.
- Time Management.

Summary

All these courses require students to use their independent study time wisely. Sustained practice of all the key skills above will benefit the student immensely when it comes to exam time.

A LEVEL

Assessment type and weight:
Exam With Timed Essay (100%)

Please click the links to access the subject helpsheets

Subjects:

- Biology (With a Practical Element)
- Chemistry (With a Practical Element)
- Environmental Science
- Psychology



Key Skills:

- Demonstration of key subject knowledge.
- Extended Writing Skills.
- Evaluation.
- Independent Study.
- Reflection, Critical and Contextual analysis.
- Research.
- Time Management.

Summary.

All these courses require students to use their independent study time wisely.

Sustained practice of the key skills especially Essay writing will benefit the student immensely when it comes to exam time.

A LEVEL

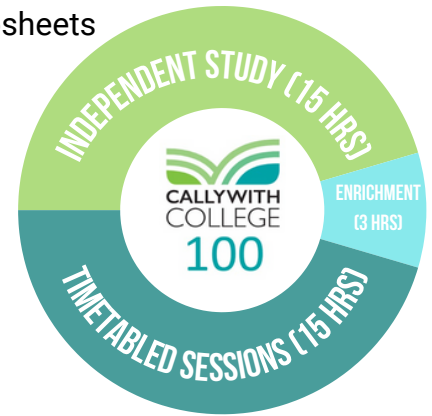
Assessment type and weight:

Exam (80%) With Coursework (20%)

Subjects:

Please click the links to access the subject helpsheets

- Criminology
- Computer Science
- English Language
- English Lang and Lit
- English Literature
- Film Studies
- Geography
- History
- Media Studies (Exam 70% and Coursework 30%)



Key Skills:

- Demonstration of key subject knowledge.
- Extended Writing skills
- Evaluation.
- Independent Study
- Reflection, Critical and Contextual analysis.
- Research.
- Time Management.

Summary:

All these courses require students to use their independent study time wisely. Coursework will take up a large percentage of students independent learning time and requires careful planning so as not to fall behind on the work load.

A LEVEL

Assessment type and weight:

Coursework (60%) with a Final Exam (40%)

Subjects: Please click the links to access the subject helpsheets

- Art (Fine Art)
- Art (Illustration and Graphics)
- Art (Art and Design)
- Art (Critical and Contextual studies)
- Drama and Theatre Studies
- Photography
- Textiles



Key Skills:

- Articulate the Journey.
- Demonstration of key subject knowledge.
- Evidence Based.
- Extended Writing Skills
- Evaluation.
- Independent Study
- Reflection, Critical and Contextual analysis.
- Research.
- Time Management.

Summary:

All these courses require students to use their independent study time wisely.

For example Component 1: Personal Investigation in Art (All disciplines) requires students to produce at least 50% of their assessed work outside of the classroom.

BTEC

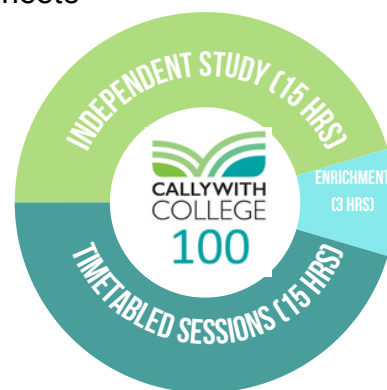
Assessment type and weight:

Coursework (60%) with a Final Exam (40%)

Please click the links to access the subject helpsheets

Subjects:

- Applied Human Biology
- Business
- Extended Diploma of Science
- Health and Social Care (Diploma)
- Information Technology
- Sport and Exercise Science
- Sports
- Travel and Tourism
- Uniformed Protective Services



Key Skills:

- Demonstration of key subject knowledge.
- Evidence Based.
- Extended Writing Skills
- Evaluation.
- Independent Study
- Reflection, Critical and Contextual analysis.
- Research.
- Time Management.

Summary:

All these courses require students to use their independent study time wisely. Coursework will take up a majority of students independent learning time and requires careful planning so as not to fall behind on the work load.

T LEVEL

Assessment type and weight:
Coursework (60%) with Exam (40%)

(2ND YEAR: EMPLOYEE ASSESSED PROJECT)

Please click the links to access the subject helpsheets

Subjects:

- Education and Early Years

Key Skills:

- Demonstration of key subject knowledge.
- Evidence Based.
- Extended Writing Skills
- Evaluation.
- Independent Study
- Reflection, Critical and Contextual analysis.
- Research.
- Time Management.

Summary:

All these courses require students to use their independent study time wisely.

Coursework will take up a majority of students independent learning time and requires careful planning so as not to fall behind on the work load.



UAL

Assessment type and weight: Coursework (100%)

Subjects: Please click the links to access the subject helpsheets



- UAL Level 3 Extended Diploma In Art, Design & Communication (Creative Practice)
- UAL Level 3 Extended Diploma In Creative Media Production & Technology
- UAL Level 3 Extended Diploma In Games, Animation And VFX Skills (Creative Media Production & Technology)
- UAL Level 3 Extended Diploma In Performing And Production Arts
- UAL Level 3 Extended Diploma In Photography (Art & Design)

Key Skills:

A student's achievement will be assessed through their portfolio of evidence. The portfolio of evidence must include:

a completed project proposal

- records of planning, research, and ideas development
- records of analysis and reflection
- records of project development and realisation
- records of presentation and communication
- setting final evaluation

Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and grading criteria. We recommend the following forms of evidence should be included:

- records of planning, research, and ideas development presented in workbooks, digital format, notebooks, or personal reflective journals
- records of analysis and reflection presented in workbooks, digital format, notebooks, or personal reflective journals
- records of project development and realisation presented in workbooks, digital format, visual development work, images, designs, media, artefacts, notebooks, or personal reflective journals
- records of presentations and communications presented in workbooks, digital format, notebooks, or personal reflective journals.

You can help your child by discussing their work and portfolio's with them and actively encouraging them to reflect on what they have done and note these points down. All their work they produce is part of the journey and they need to be able to write reflectively and demonstrate how they have developed their skills.

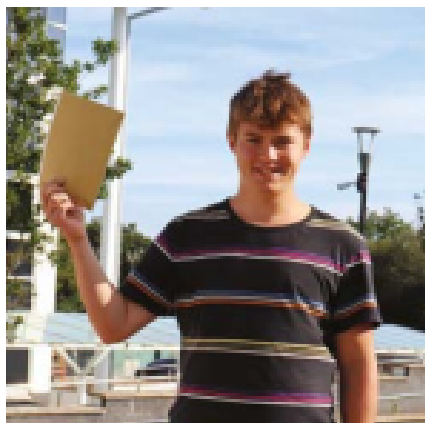
KNOW YOUR EXAM BOARD SPECIFICATION.

It is also advisable that you encourage your young person to visit the various examination board websites for each of the subjects which they intend to study or are currently studying. These websites, provide parents and students with course specifications, past papers and examiners reports for each A Level and BTEC subject. It is a good opportunity to familiarise with the mark schemes and question styles. They also all offer access to past papers and resources.

- **EDEXCEL**
- **OCR**
- **AQA**
- **WJEC**
- **EDUQAS**
- **ABOUT BTEC | PEARSON QUALIFICATIONS**
- **QUALIFICATIONS | UAL (ARTS.AC.UK)**
- **NCFE**

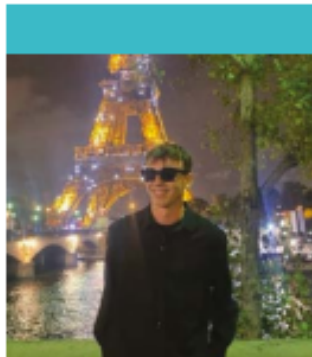
We offer comprehensive support to help students tackle academic challenges and enjoy college life independently. Our expert team provides specialised guidance to enhance students study skills, including assistance with assignments, time management, and revision planning. Additionally, we can help you and them prepare for future employment and further education.

OUTSTANDING OUTCOMES



JOE HIGHMOOR
CHEMISTRY, OXFORD UNIVERSITY
Previous school: Wadebridge School
Course/s studied: A Levels in Chemistry, Physics, Maths and Further Maths
Extra activities: Academic Academy, DofE

"Callywith had all the support and facilities to launch me into higher education and the teachers gave me all the help I needed to reach my full potential. The Oxbridge workshops at the college supported me through the whole application process."

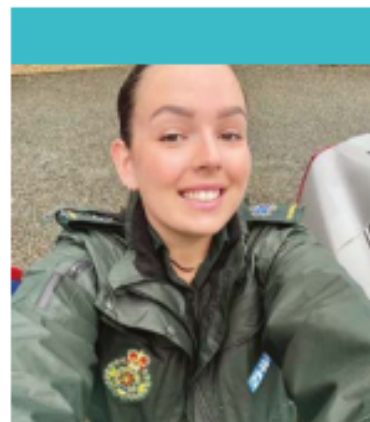


KYLE HOLLISTER
UNIVERSITY OF LONDON INSTITUTE, PARIS - FRENCH

Previous school: Saltash Community School
Course/s studied: A Levels in French, English Literature and Media Studies

"When I started university, I didn't feel as though there was much of a jump from A Levels and I think it's because at Callywith we are treated as mature students rather than school kids."

"Callywith is an amazing place to find support for university. In terms of applications and interviews, the staff couldn't have been more helpful in preparing us and guiding us through the process! I'm now studying a masters degree at Coventry University in Automotive Journalism which is a pretty niche degree being the only one of its kind in the world."



HANNAH HARRINGTON-HARDY
PARAMEDIC, SOUTH WEST AMBULANCE SERVICE

Previous school: Budehaven
Course/s studied: A Levels in Biology, PE and Psychology.
Extra activities: Netball Academy, First Aid.

"I achieved a 1st class honours in Paramedic Science at Plymouth University. All my experiences at Callywith set me up for university. My teachers at Callywith helped me understand the UCAS process and the importance of university open days. My tutor would prepare questions and I would participate in 'mock' interviews which benefited me when it came down to the actual interviews."

Notes
