

Ivybridge Community College  
Year 12 Weekly Bulletin  
Edition 9: 12 June 2020



## COVID 19 Update

Hello again for another week. I hope that many of you are looking forward to returning to College and a partial sense of normality from next week. As I previously mentioned, the experience will be very different from normal, but I'm sure everyone will take it in their stride and benefit greatly from the learning opportunity. Indeed, being able to spend whole days on particular subjects should facilitate really rapid coverage of material. Please make sure that you have read all of the communications sent to you and your parents prior to coming into College, so that you are fully prepared. If you have any questions or require further support, please email [Year12Support@ivybridge.devon.sch.uk](mailto:Year12Support@ivybridge.devon.sch.uk).



Coincident with your return to college, there will be a change in how we communicate the messages that have been included in these bulletins over recent weeks. On Monday, 15 June, I will release a video message to you all, which will be followed up by a request from your Tutor to meet virtually on *Microsoft Teams* at some point over the course of the week. This process will be repeated again in the week commencing 29 June, and in the final week of the Summer Term, you will be aware that you have the opportunity to come into College and spend a day with your Tutor Group as part of our Futures

Week. We are looking for full participation in the *Teams* Tutor Group meetings, as we really want to ensure that you are receiving the pastoral support that you deserve. Moreover, the sessions will be a further source of news and information for you – more of the kind of things that would have been in this weekly bulletin. The sessions will be recorded, however, so that you can still watch the messages if your seminar day clashes with the meeting time. I know you will all have varying experiences of using *Teams* for interacting with your teachers and classes, and if you haven't yet used the application, full details of how to set yourself up can be found [here](#).

## Wellbeing

Following on from last week, I'm really hoping that having some time in College will allow you to continue to reconnect with others. Again, we must all remember to follow the government guidance, not only to keep yourself safe but to prevent the spreading of the virus in the general population. You are playing your part by following the social distancing rules.

This week, Mrs Ryder has provided us with some more top tips for maintaining good mental wellbeing during isolation (see overleaf). Many of you may also have found some positive aspects of lockdown, though, and it is just as important to recognise what you have enjoyed as spending time countering the negative aspects. I think many people are taking this current opportunity to reassess what is important to them in life going forward, and for you guys, at your age, you can make changes that could last over half a century!

As ever, please feel free to contact Mrs Street ([sstreet@ivybridge.devon.sch.uk](mailto:sstreet@ivybridge.devon.sch.uk)) or Ms Daniel ([kdaniel@ivybridge.devon.sch.uk](mailto:kdaniel@ivybridge.devon.sch.uk)) if you would like to discuss pastoral support available.



# HOW TO MAINTAIN GOOD MENTAL WELLBEING DURING ISOLATION

WELLBEING IS ABOUT BEING ABLE TO EXPERIENCE GOOD HEALTH, HAPPINESS AND HIGH LIFE SATISFACTION, INCLUDING MANAGING YOUR STRESS. IT'S NOT ALWAYS EASY TO FIND THE RIGHT STRATEGIES TO ESTABLISH AND MAINTAIN YOUR WELLBEING. OFTEN THE MOST SUCCESSFUL METHODS ARE UNIQUE TO YOU AND ONES THAT CAN BE CONSISTENTLY APPLIED LIKE FOR INSTANCE, EVERY WEEK.

## TOP TIPS FOR ALL

### MINDSET & THOUGHTS

SOMETIMES, WE CAN ONLY SEE THE PROBLEMS AND CHALLENGES. TRY TO TAKE A FEW MOMENTS EVERY DAY TO REFLECT. PERHAPS THROUGH WRITING IN A JOURNAL OR SPENDING FIVE MINUTES IN THE MORNING TO NOTICE SOMETHING WE CAN BE THANKFUL FOR AND FEEL POSITIVE ABOUT.



### KEEP PHYSICALLY ACTIVE

STUDIES SHOW THAT THERE IS APPROXIMATELY A 20-30% LOWER RISK OF DEPRESSION FOR ADULTS PARTICIPATING IN DAILY PHYSICAL ACTIVITY. TRY TO GO FOR A WALK DURING THE WEEK OR JOIN A CLASS OR LOCAL COMMUNITY GROUP. MANY PEOPLE FIND THAT JUST THE CONNECTION WITH THE OUTDOORS HELPS TO 'RESET' THEIR MIND AND WELLBEING FOR THE DAY.



### POSITIVE THOUGHTS

WHEN YOUR THOUGHTS ARE OVERWHELMINGLY NEGATIVE, WE CAN FIND IT HARD TO FIND HEADSPACE TO THINK POSITIVELY. TRY THIS... IMAGINE YOU ARE SAT ON TOP OF A HILL AND YOU ARE LOOKING DOWN AT A TRAIN TRACK BELOW WHERE TRAINS ARE COMING AND GOING. NOW IMAGINE THE TRAINS ARE YOUR THOUGHTS. WATCH THEM COME AND GO, BUT DON'T GET ON THE TRAIN. JUST WATCH THE THOUGHTS COME AND GO IN YOUR MIND WITHOUT ACTUALLY FOLLOWING THE NEGATIVE ONES DOWN AN UNHELPFUL/NEGATIVE TRACK JUST WATCH IT PASS!



### GOOD QUALITY SLEEP

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IF YOUR MIND FEELS FULL UP OR YOUR EMOTIONS ARE OVERWHELMING, YOU WILL FIND IT HARD TO ENJOY A GOOD NIGHT'S SLEEP. THERE ARE LOTS OF FREE MEDITATION AND SOOTHING SOUND VIDEOS ON YOUTUBE (WAVES, RAIN, CALMING MUSIC) OR FIND A PODCAST WHICH IS FUNNY OR HUMOROUS. WRITE YOUR THOUGHTS DOWN ON A PAD OR CREATE A 'TO DO' LIST. THEN PUT THE PAD OUT OF SIGHT UNTIL THE MORNING. DEEP BREATHING FOR AT LEAST 3 MINUTES CAN ALSO HELP. IN SLOWLY THROUGH YOUR NOSE AND OUT SLOWLY THROUGH YOUR MOUTH.

### EAT WELL



A 2014 STUDY FOUND HIGH LEVELS OF WELLBEING WERE REPORTED BY INDIVIDUALS WHO ATE MORE FRUIT AND VEGETABLES. THE KEY TO BALANCING INDIVIDUALS WHO ATE MORE FRUIT AND VEGETABLES. THE KEY TO BALANCING EATING WELL WITH BUSY FAMILY LIFE IS TO PLAN AHEAD. IF YOU CAN PLAN WEEKDAY MEALS AND BUY THE INGREDIENTS AHEAD OF TIME THIS REDUCES THE NUMBER OF 'LAST MINUTE' UNHEALTHY MEALS.

### ACCEPTING HELP



WE MUST BE ABLE TO LEAN ON OTHERS WHEN NECESSARY. IT IS UNREASONABLE FOR US TO ASSUME WE WILL NEVER NEED HELP THROUGHOUT OUR LIFE. THIS MEANS ACCEPTING HELP WHICH MAY BE VOLUNTEERED OR ASKING WHEN THE NEED ARISES. THE HELP COULD BE THROUGH A FRIEND, RELATIVE OR SERVICE YOU TRUST, INCLUDING NATIONAL HELPLINES.

### DOING GOOD DOES YOU GOOD

THERE IS A STRONG RELATIONSHIP BETWEEN WELLBEING AND COMPASSION. DOING GOOD CAN HELP LOWER STRESS LEVELS AND IMPROVE YOUR WELLBEING AND MENTAL HEALTH. HOWEVER, THIS CAN ALSO WORK THE OTHER WAY AND YOU SHOULD ALWAYS ENSURE THAT YOU ARE NOT HELPING OTHERS AT THE COST OF YOUR OWN WELLBEING.



### STAYING CONNECTED

HIGHER RATES OF MENTAL HEALTH PROBLEMS, SUCH AS DEPRESSION AND ANXIETY, ARE ASSOCIATED WITH LONELINESS AND SOCIAL ISOLATION. OFTEN SOCIALISING WITH OTHERS CAN FEEL LIKE A LOT OF EFFORT IN THE EVENING WHEN WE'RE TIRED. HOWEVER, HEALTHY RELATIONSHIPS AND CONNECTIONS TO OTHERS HAVE A SIGNIFICANT IMPACT ON MAINTAINING GOOD WELLBEING. USING VIDEO CALLS, LIVE STREAMING OR 'FACETIME' IS A GREAT WAY TO KEEP IN TOUCH WITH FRIENDS AND FAMILY IF YOU'RE FEELING ISOLATED. IF YOU PREFER CALLING, PICK UP THE PHONE FOR A CHAT. MAINTAINING GOOD RELATIONSHIPS HELPS TO SET A GOOD EXAMPLE FOR CHILDREN, AS THEY NOTICE AND IMITATE THE BEHAVIOUR AND EMOTIONS OF THOSE AROUND THEM.



The National College

### MEET OUR EXPERT

THIS GUIDE HAS BEEN WRITTEN BY ANNA BATEMAN. ANNA IS PASSIONATE ABOUT PLACING PREVENTION AT THE HEART OF EVERY SCHOOL, INTEGRATING MENTAL WELLBEING WITHIN THE CURRICULUM, SCHOOL CULTURE AND SYSTEMS. SHE IS ALSO A MEMBER OF THE ADVISORY GROUP FOR THE DEPARTMENT FOR EDUCATION, ADVISING THEM ON THEIR MENTAL HEALTH GREEN PAPER.



FOR FURTHER INFO, CHECK OUT THESE ONLINE RESOURCES:

<https://www.nhs.uk>

<https://www.mentalhealth.org.uk>

<https://www.hmg.gov.uk>

<https://www.mentalhealth.org.uk>

Web: [www.thenationalcollege.co.uk](http://www.thenationalcollege.co.uk) | Email: [enquiries@thenationalcollege.co.uk](mailto:enquiries@thenationalcollege.co.uk) | Facebook: @thenationalcollege | Twitter: @thenatcollege

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## Home Learning

Hopefully, you have either self-marked your Diagnostic Assessment tasks or have received them back, marked, from your teachers. You should now be part way through the all-important process of reflecting on your performance. Remember, you need to complete a self-reflection sheet for each subject in which you sat an assessment by Wednesday, 17 June, e-mailing your completed self-reflection forms to both your teachers and your Tutor. They will comment on your action points to address gaps over the Summer Term, helping to steer you in the right direction.

You should have seen an e-mail I sent in the week containing an exemplar self-reflection sheet, illustrating the level of detail we are looking for. It is shown again here.

<b>Name:</b> Tom Kershaw	<b>Subject:</b> Chemistry
<b>Assessment Reflection</b>	
<b>I was most confident on...</b> I felt confident on most of the Section A multiple choice questions, particularly those from <i>Elements of Life</i> , covering electron configurations and shapes of molecules. I approached these questions using some of the tips from the video guide before the assessment, such as checking all of the choices to make sure I am not missing something in the question and excluding clearly wrong answers first, such as oxygen and sulfur dioxide from the electrolysis question (q. 8). From the longer answer questions in Section B, I was confident on Question 21, which focused on rates of reaction, despite a slip up on the graph plotting! I was happy that I answered the $K_c$ question correctly – I had done some practice on this area.	
<b>I was most challenged by...</b> Questions on organic reactions – both in Section A and in Question 4 of Section B. I scored lower on these questions. I was confused between the different reaction types, and I need to map out all of the different reaction types so I can see the bigger picture. Despite answering the $K_c$ question correctly, I made mistakes on the concentration questions (q. 22) – active mistakes, as I had no idea how to approach this type of question. I need specific help with the reaction products in q. 24, as I am still not sure about the different ways of forming esters and how to draw the products.	
<b>Revision and independent learning activities I found most useful:</b> I had success recalling factual information where I had used the specification explosion method of revision, actively trying to recall the details of each of the specification points and consulting my notes to check my understanding. I didn't have time to do this for the most recent <i>What's in a Medicine</i> module, and I scored poorer on the organic topics. My past-paper question practice for <i>Developing Fuels</i> seemed to work. Here, when I found I was poor at certain questions, I found other, similar questions in the question packs on <i>Handouts</i> and did plenty of more examples to make sure didn't slip up again.	
<b>Teacher tasks/lesson activities that I found most useful:</b> Throughout the year, I found teaching most effective when after receiving the theory, we were given past-paper questions and shown how the topics would be assessed. This guided the type of revision I carried out. I also appreciated completing questions as a class in a structured manner before being released to do similar questions in pairs and then individually. The online videos on YouTube that linked to the OCR A course that we were suggested during College closure were also very helpful, and I will use these going forward.	
<b>Where you made mistakes in your assessment, what type of mistakes were they? (Active, Slip-up or Blackout – see next page):</b> Blackouts with regard to organic chemistry reactions and some group 2 chemistry; active mistakes on concentration calculations/titrations; and slip-ups on questions like graph drawing and q. 23b designing a method. I knew all of the content to do the latter, but didn't read the question effectively and missed the markworthy points that the wording was directing towards.	
<b>Where are the key gaps in my learning?</b> Organic chemistry – knowledge of reaction types and organic synthesis, largely from <i>Developing Fuels</i> and <i>What's in a Medicine?</i> modules. In particular, reactions of alkenes and chemistry of the -OH group. Phenol is not in my vocabulary! Handling numerical questions, especially those involving solutions, such as titrations. I do not really understand the method for tackling these. Group 2 chemistry: in particular, thermal stability of group 2 carbonates. Question 22 highlighted some fundamental misunderstanding here, as I didn't appreciate the ionic nature of the compounds but covalent bonding within the carbonate ion. More broadly speaking, I was lucky that radical reactions weren't examined – I need to go back over <i>The Ozone Story</i> and look at the mechanism of radical substitution.	
<b>Action to address gaps over the remainder of the Summer Term</b> (Initially complete this section yourself; your teacher will provide additional guidance after you submit this form to them.) <ul style="list-style-type: none"><li>With organic chemistry, I intend to read over my notes and the textbook chapter and pull out all of the organic reactions, making a reaction map that links them together from alkane, alkenes, alcohols and esters. I will classify each reaction type and draw mechanisms where we need to know them (will check specification). I will then use the <i>Sources of Extra Questions in Handouts</i> to find Applied Organic questions to test my understanding.</li><li>For titrations, I will find the relevant <i>Chem Factsheet</i>, as this helped me with <math>K_c</math> calculations. I may use Jim Clark's calculation book, as I know this has helped a friend. I need to write myself a method first and then do lots of examples.</li><li>I need to relearn group 2 chemistry – I will use the textbook and my notes, but I will also consult <i>Chemguide</i>, as perhaps he will explain the thermal stability in a way that might resonate with me.</li><li>With regards to the slip-ups I made, I will add these to my Learning Points Sheet, which I will review before I take my next test, hopefully not making the same mistake again!</li><li>I need to finish reviewing my notes on the <i>Ozone Story</i> to cover radical substitution reactions.</li><li>I want, also, to get a better handle on purification techniques from <i>What's in a Medicine?</i> but am unsure how to go about this. Any ideas gratefully received.</li></ul>	

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#### Coronavirus Tutoring

The Coronavirus Tutoring Initiative (CTI) was set up upon the announcement of school closures in March by several Oxbridge students in connection with Project Access (<https://projectaccess.org/>). They aim to ensure that no student misses out on their education over the coming months by connecting young people who need free tutoring with university students. So far, they are averaging a new sign-up every 10 minutes, and they have thousands of fully-safeguarding trained tutors already teaching, but they want this to increase. More information can be found on their website: <https://coronavirustutoring.co.uk/about>. This facility is free to anyone, although it is aimed students who cannot afford private tuition. So, if you feel like you'd benefit from a free tutor, take a look!

#### Weekly news quiz

The weekly quiz continues to be available on Socrative at <https://b.socrative.com/login/student/>. Enter the Room named **SIXTHFORMQUIZ**.

#### The Oxford Union Podcast Series



*the* **OXFORD UNION**

As you may know, the Oxford Union is the debating society at the University of Oxford and the largest student society in the world. Each term, they host visits from world leaders and celebrities in their prestigious debating chamber: Presidents Nixon, Carter, and Reagan; the leaders of the March for our Lives movement; and the journalists who broke the Harvey Weinstein story have all engaged with the union. They also host debates on some of the key issues of our times, from President Trump's impeachment, the rise of authoritarianism, to solving Climate Change.

This term, they have put together the Oxford Union podcast series, since business as usual is impossible. This has two advantages: their speakers come from an even more international background, and their content is now available freely to anyone who might be interested as podcasts.

Between April 27 and June 20, their podcasts play host to leading politicians, journalists, activists and actors. This includes Gina Miller, Ted Cruz, Katya Adler, Brian O'Driscoll, Loretta Lynch, Christina Lamb, Jeb Bush, the Executive Director of UNAIDS, Jane Goodall, and the Chief Scientist of WHO.

They also host debate style roundtable discussions, on issues ranging from Afghanistan, Russia and the future of the Democratic Party, to the Refugee Crisis. Four of these sixteen podcasts are part of a special series on the COVID-19 crisis, in addition to which they have four further weekend specials such as our most recent book club episode.

Linked here is their online [termcard](#), which contains the full line up of podcasts, including release dates and timings. These would be well worth a listen for interest or as a super-curricular activity.



## Your future

I can confirm that we have reserved the last week of the Summer Term for focusing on your futures. The plans are currently being made, but the day will be tailored to your plans, with sessions from applying to university and student finance, to understanding apprenticeships, CV writing and interview skills. You'll be with your Tutor Group all day, and, importantly, there will be some time for a personal discussion with your Tutor, so that we know how to best support you.

If you have logged into *Unifrog* recently, you may have noticed that you have been associated with your classes and subject teachers. This is to help us organise the writing of your subject references, which we use for university applications and future reference requests. You won't be able to see these on *Unifrog*, but they will be shared with you as part of an end-of-year report in July.

### *Uni Taster Tuesdays*

The popular series of *UniTaster Tuesday* events will continue for the rest of the year.

During these events, different guest universities deliver impartial sessions on important aspects of university guidance, alongside a moderated Q&A. Events are up to an hour in length and are hosted at 9.30am, 12pm and 3pm every Tuesday, with different topics and subjects each week. Bookings for future webinars, as well as recordings and resources from events previously hosted are now available on the new *UniTaster Tuesday* event hub at:

<https://www.unitasterdays.com/tuesdays>



In addition to general university guidance topics such as personal statements and student finance, subject specific events are available here too, including an introduction to studying Medicine, Law and Engineering.

### *Discover University – University of Exeter*

The University of Exeter's programme continues this month – details of all of their events are below.

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The University of Exeter will be supporting students, parents/guardians, teachers and advisers over the coming months through various digital platforms. Join us in supporting students to make informed decisions about their future.

#### Coming up in June

Date	Platform	Title	Time	Suitable for:
1st - 5th	Facebook	Climate Change - numerous lectures delivered throughout the week	Various	Years 9-13 students
2nd	Facebook	Student Life Presentation	2pm	Year 12 students, teachers, parents/guardians
4th	Facebook	UCAS Process	2pm	Year 12 students, teachers, parents/guardians
8th - 12th	Facebook	Living Prospectus Week - Live Q&A with current students	12-1pm & 4-5pm	Years 9-13 students
10th	Zoom	Planning your next steps Conference - Universities of Bath, Cardiff & Exeter - <a href="http://www.ex.ac.uk/iagconferences">www.ex.ac.uk/iagconferences</a>	1-3pm	Year 12 students
10th	Facebook	Parents/Guardians Q&A	6pm	Parents/Guardians
15th - 19th	Facebook	Don't forget about Brexit - numerous lectures delivered throughout the week	Various	Years 9-13 students
16th	Facebook	Considering the University of Exeter	2pm	Year 12 students, teachers, parents/guardians
18th	Facebook	Writing a personal statement	2pm	Year 12 students, teachers, parents/guardians
23rd	Facebook	UCAS Process	2pm	Year 12 students, teachers, parents/guardians
24th	Zoom	Accessing new subjects Conference - Universities of Bath, Cardiff & Exeter - <a href="http://www.ex.ac.uk/iagconferences">www.ex.ac.uk/iagconferences</a>	1-3pm	Year 12 students
24th	Facebook	Parents/Guardians Q&A	6pm	Parents/Guardians
25th	Facebook	Student Life Presentation	2pm	Year 12 students, teachers, parents/guardians
30th	Facebook	Writing a Personal Statement	2pm	Year 12 students, teachers, parents/guardians



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[exeter.ac.uk/teachers](http://exeter.ac.uk/teachers)

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