



NEWSLETTER

ACADEMIC EXCELLENCE • ENRICHMENT • FUTURE DESTINATIONS

A THRIVING SIXTH FORM COMMUNITY

A FANTASTIC START TO THE ACADEMIC YEAR

As we reach the end of our first half term, we would like to celebrate what has been an exceptional start to the academic year. Our students have embraced every opportunity, demonstrated ambition and resilience, and made a positive contribution to our Sixth Form community. From academic success and enrichment activities to leadership opportunities and university pathways, it has been wonderful to see our students thriving.

We wish all students and their families a restful and enjoyable half-term break. We look forward to welcoming everyone back refreshed, recharged and ready for the upcoming assessment period. With continued hard work and preparation, we are confident that our students will continue to achieve great things throughout the year. Enjoy the break!



Mrs Smith
Head of Sixth Form



A&O Shearman Black Heritage Network

The A&O Shearman Black Heritage Network invited local schools to participate in a creative project based on the theme "Honouring Our Communities".

We are proud to recognise **Megan Satumba, Safa Arshid, Zainab Rahman and Evie Squire**, whose submissions progressed to the next round of the competition. While they were not selected as finalists, reaching this stage is a fantastic achievement.

Congratulations to these Year 13 students for representing the Sixth Form so positively and for their creativity, commitment and effort. Well done!

Y10 SPEECH EQUALITY

Imagine being judged because of your gender, race, religion, disability or who you are. Sadly, for many people, this is still a reality. Equal rights mean that everyone deserves the same opportunities, respect and protection no matter their background. Throughout history, brave people have fought against discrimination and unfair treatment. Society has made progress, but inequality still exists. Pay gaps, racism, sexism and discrimination continue to affect millions of people every day. Equal rights do not mean giving people special treatment; they mean giving everyone a fair chance to succeed when everyone is treated equal. Communities become stronger, safer, and more successful. Each of us has the power to make a difference. We can speak up against stereotypes and treat others with kindness and respect, which can lead to big changes. Imagine a world where everyone felt accepted where everyone had the confidence to achieve their dreams and where differences are celebrated instead of criticized. Change starts with us, speak up when you see discrimination challenge stereotypes show kindness. Respect people for who they are. A small act of courage from one person can inspire many others. Would you like to be treated horrible because of your race, and gender? Equality is not just an idea; it is a choice. Equality is not just a word; it is not a law; it is a responsibility that belongs to everyone. Think about history throughout the years, brave individuals have stood up against injustice. Rosa Parks refused to give up her seat because she believed everyone deserved equal treatment. In conclusion, equality is not just an idea; it is a responsibility. We should ensure everyone is treated with dignity and respect. Thank you for listening.

CASE STUDY: Thalassaemia around the world

Thalassaemia is a group of blood diseases where the body produces insufficient or abnormal haemoglobin. Haemoglobin is crucial for the blood as it binds and carries oxygen. Thalassaemia is an inherited blood disorder meaning it is a condition passed down through family genes. As they are genetic, they are usually present from birth and are typically **life long**. There are many disorders related to the blood like Hemophilia or Von Willebrand disease but Thalassaemia, like sickle cell disease, is specifically a red blood cell disorder.



References:
<https://www.nhlbi.nih.gov/health/thalassemia/causes>
<https://www.who.int/news-room/fact-sheets/detail/sickle-cell-disease>
<https://www.thib.us/conditions/thalassemia/>
<https://www.lancetonline.com/doi/full/10.1016/S1473-2025.2551450>
<https://pmc.ncbi.nlm.nih.gov/articles/PMC12140795/>

Pioneers in Medicine

Beyond the Textbook

Dr Charles Dew

(1904 - 1950)

An African-American surgeon and researcher who was well known as the "father of blood banking" and his revolutionary work in blood transfusion and storage. Whilst studying at Columbia University Dew wrote a pivotal dissertation depicting how blood plasma could be separated from red-blood cells, stored for much longer periods and safely reconstituted which was crucial for saving numerous lives on the battlefield. In 1939, at the request of the Blood for Britain programme, Dew travelled to England to establish blood banks and in 1940, he organised and directed a massive project to gather and ship over 5,000 pints of plasma, saving countless lives.

Dr Jane Cooke Wright

(1919 - 2013)

Pioneering oncologist who's ground-breaking research who established chemotherapy as a feasible cancer treatment. She was one of the first to test anti-cancer drugs directly onto human tissue cultures instead of solely relying on rat or animal models and created the drug methotrexate which was an extremely effective treatment for solid tumours.

KATHERINE JOHNSON

"I counted everything. I counted the steps to the road, the steps up to church, the number of dishes and silverware I washed... anything that could be counted, I did."

Beginnings

From attending high school at just 10 years to graduating from West Virginia State College, Cecile Katherine Johnson has never been anything less than gifted.

Soon after beginning her teaching position, she was selected for West Virginia University's graduate programme for mathematics in 1939.

Though unsuccessful on her first application due to them fulfilling their African American quota, Johnson began her work at NACA (now NASA) in 1955 as a 'computer', handling calculations engineers needed verifying in their guidance and navigation department.

NACA's West Area Computing Unit included Johnson and was comprised of African American women who performed complex manual calculations, pivotal to the early US space programme.

Before the creation of NASA, her workplace remained segregated. Despite this adversity, Johnson became the first woman there to have her name on any research paper, after pushing for her contributions to be credited.

She remembers "The women did what they were told to do," she explained. "They didn't ask questions or take the task any further. I asked questions; I wanted to know why. They got used to me asking questions and being the only woman there."

Her Legacy

Although the moon landing paved the way for many scientific advancements, truly exhibiting the limitless potential of humanity, Johnson remained lost to its history, overshadowed and largely forgotten. This was until the book 'Hidden Figures' brought her and other African American women's accomplishments to light. The film adaptation garnered critical acclaim and stays inspiring young black women and girls everywhere.

Johnson became a member of the Space Task Group, calculating the trajectory for Alan Shepard's 1961 mission aboard Freedom 7, making him the first man the USA put into space.

By famously running the same math generated by early IBM electronic computers, she verified the flight paths for John Glenn's orbital flight. Glenn then went on to refuse to fly unless it was personally checked by Johnson.

Johnson made history with her contributions to the Apollo 11 mission, which put 5 men on the moon in 1969. Her key calculations allowed for a synchronisation between the mission's lunar lander and the moon-orbiting command and service module. This feat ultimately won the tense space race between America and Russia.



ATTENDANCE MATTERS

Excellent attendance is one of the strongest indicators of student success. Every lesson counts, helping students build knowledge, develop confidence and make the most of the opportunities available to them in Sixth Form.

To recognise and reward outstanding commitment, we are introducing our 100% Attendance Awards:

Bronze Award - Achieve 100% attendance for one half term.

Silver Award - Achieve 100% attendance for two half terms.

Gold Award - Achieve 100% attendance for the entire academic year.

We look forward to celebrating students who demonstrate exceptional commitment to their learning through excellent attendance. Every day really does matter!



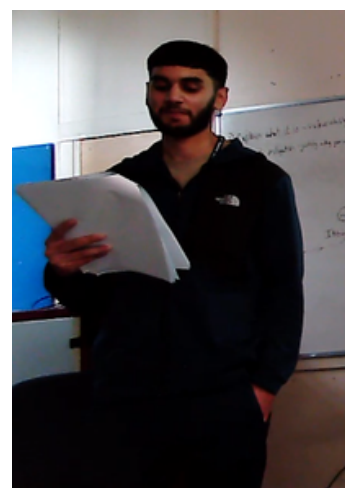
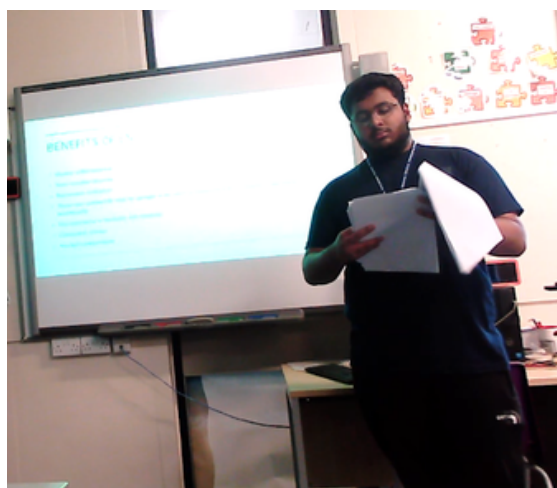
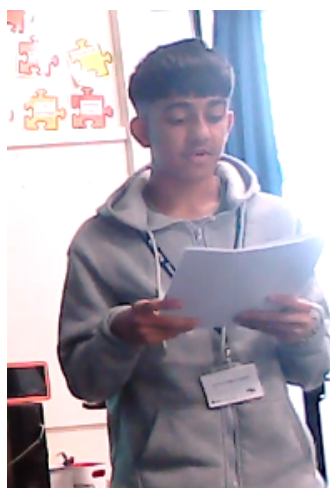
BTEC BUSINESS: INNOVATION AND ENTERPRISE

Our Level 3 BTEC Y12 Business students have completed their coursework presentations for Unit 1 Learning Aim E: Innovation and Enterprise. Students produced a range of excellent presentations that were well planned, professionally structured, and demonstrated a strong understanding of innovation and enterprise concepts. It was particularly pleasing to see students presenting with confidence, clearly communicating their ideas and showcasing the skills they have developed throughout the unit.

Subject Spotlight

A-Level Economics: Labour Markets

Students are currently studying how labour markets operate and how wages and employment are determined by the demand for and supply of labour. They are exploring key concepts including derived demand, marginal revenue product (MRP), wage differentials, and the factors affecting the elasticity of demand and supply of labour. Students are also examining how monopsony power, trade unions and collective bargaining can influence wage rates and levels of employment. Alongside this, they are considering issues such as labour market discrimination, occupational and geographical immobility, skills shortages and unemployment, and how these can contribute to labour market failure. Students are using labour market diagrams and real-world examples to analyse these issues and are evaluating the effectiveness of government intervention, including minimum wages, education and training, and policies designed to improve labour mobility.



CRIMINOLOGY STUDENTS DEVELOP CAMPAIGNS FOR CHANGE

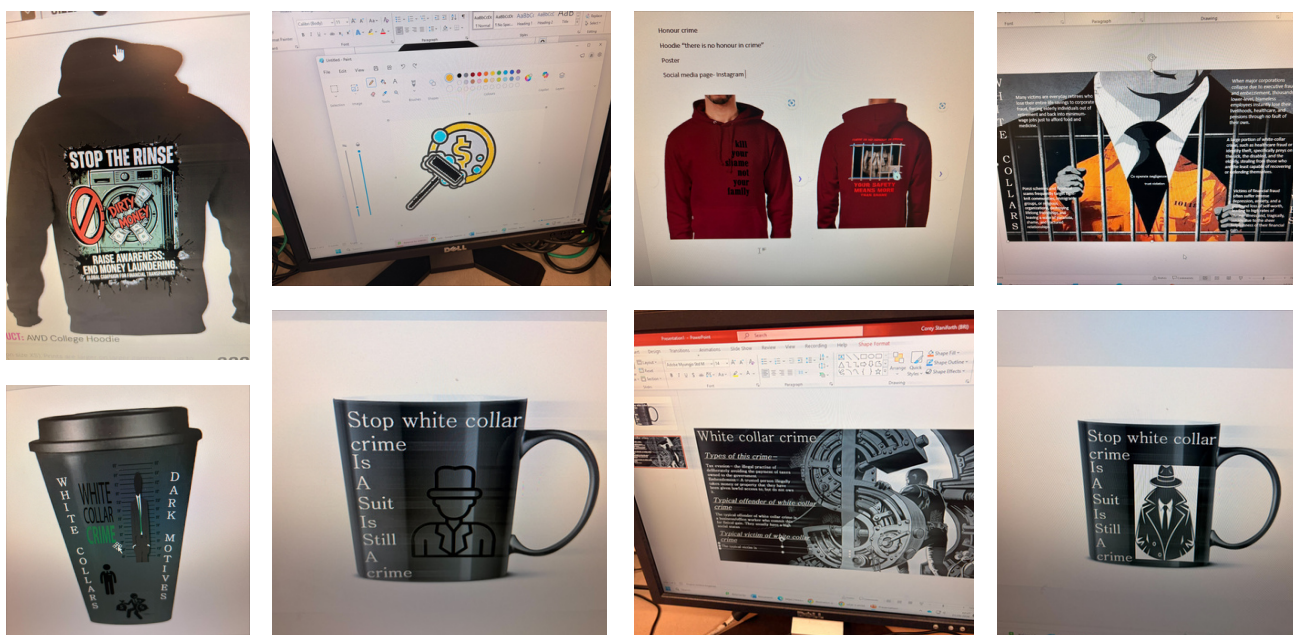
Our Year 12 Criminology students have been putting their knowledge into practice by designing creative campaign materials aimed at raising awareness of important social issues and encouraging positive change.

As part of their studies, students explored how campaigns are used to influence public opinion, educate communities and challenge social problems. Working in teams, they researched key issues, identified target audiences and then created a range of professional promotional materials, including posters, leaflets, social media graphics and awareness merchandise.

The project encouraged students to think critically about the effectiveness of different forms of communication while developing valuable skills in research, creativity, marketing and design. The quality of the products produced was outstanding, with students demonstrating a strong understanding of how powerful campaigns can be in shaping attitudes and behaviours.

This hands-on approach allowed students to apply criminological theory to real-world contexts, bringing learning beyond the classroom and highlighting the role individuals can play in driving social change.

We are incredibly proud of the enthusiasm, creativity and professionalism shown by our students, and we look forward to seeing these skills continue to develop throughout their Criminology studies.



SIXTH FORM OPEN EVENT SUCCESS

A huge thank you to everyone who attended our recent Sixth Form Open Event. It was fantastic to welcome so many prospective students and families, showcase our outstanding provision, and share the exciting opportunities available at Brinsworth Sixth Form. The evening was filled with positive conversations, subject exploration, and a real sense of ambition for the future.

We are delighted to announce that **applications for September 2027 entry open on Friday 6th November**. We look forward to receiving applications and welcoming the next generation of Sixth Form students to our community.



SCAN
ME!

TO WATCH THE
WELCOME VIDEO



LAUNCH OF THE ARISTOTLE PROGRAMME

We are delighted to launch the **Aristotle Programme**, a new aspirational pathway designed to support our most ambitious students as they prepare for highly competitive destinations, including Oxbridge, Medicine, Dentistry, Veterinary Science, Law and other prestigious university and career routes.

The programme will provide students with a wealth of opportunities, including academic enrichment, super-curricular experiences, leadership development, university engagement and personalised guidance, helping them to develop the knowledge, skills and confidence needed to achieve their future goals.

Applications for the Aristotle Programme are taking place this week, with students invited to demonstrate their commitment, aspirations and readiness for the programme. Successful applicants will be notified of the outcome on **Monday 2nd November**, when our inaugural cohort of Aristotle scholars will begin their journey towards exceptional post-18 destinations.



Think you've got what it takes? Submit your solutions to j.wood@nclt.ac.uk for a chance to win!

To be entered into the prize draw, students must provide a full written solution, clearly showing their working and reasoning. Entries that include only the final answer will not be accepted.

All correct solutions will be entered into a prize draw, with winners selected at random. Good luck!

Intermediate

2. The number 2005 is the sum of a sequence of five consecutive positive integers. Which of the following numbers occurs in this sequence?

A 395

B 400

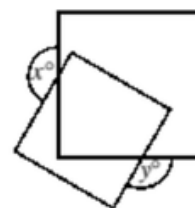
C 405

D 410

E 415

Challenge

The diagram shows overlapping squares.
What is the value of $x + y$?





Financial support is available through the 16-19 Bursary Fund to help students overcome barriers to education and make the most of their sixth form experience.

The bursary can support a range of costs, including travel, essential equipment, and other study-related expenses. We encourage all students who may be eligible to apply. If you think you may qualify, please contact the Sixth Form Team or speak to Mrs Keenan for further information and an application form. Don't miss out on support that could make a real difference to your studies.



Directed Independent Learning (DIL) is a vital part of Sixth Form study and plays a key role in helping students achieve their academic potential. The learning that takes place outside of lessons reinforces classroom knowledge, develops independent study skills and prepares students for the demands of university, apprenticeships and employment. As a guide, Year 12 students should complete a minimum of 5 hours of independent study per subject, per week, while Year 13 students should gradually build this to 10 hours per subject, per week as they prepare for examinations and post-18 destinations. Regular completion of DIL helps students stay on track, deepen their understanding of subject content and develop the resilience, organisation and self-discipline needed for future success. We encourage all students to make the most of their independent study time and establish strong study habits from the outset.

ASSESSMENT CALENDAR

Assessments are an important part of helping students understand their progress and identifying what they need to do next.

YEAR 12

A levels

Monday 2nd November to Friday 13th November 2026	Assessment 2
Monday 4th January to 15th January 2027	Assessment 3
Monday 15th March 2027 – Friday 26th March 2027	Assessment 4
Wednesday 16th June 2027 to Wednesday 23rd June 2027	Progression Exams

Applied General Qualifications

Monday 2nd November to Friday 13th November 2026	Assessment 2
Monday 4th January to 15th January 2027	Assessment 3
Monday 15th March 2027 – Friday 26th March 2027	Assessment 4
Wednesday 16th June 2027 to Wednesday 23rd June 2027	Progression Exams



ASSESSMENT CALENDAR

YEAR 13

A levels

Monday 16th November 2026 to Friday 27th November 2026	Assessment 2
Monday 1st February 2027 to Friday 5th February 2027	Assessment 3 – Mock paper 1
Monday 22nd February 2027 to Friday 26th February 2027	Assessment 3 – Mock paper 2
Monday 12th April 2027 – Friday 23rd April 2027	Assessment 4

Applied General Qualifications

Monday 9th November to Friday 20th November	Assessment 2 including mock exams for students with January 27 exams
Monday 4th January to 15th January 2027	External exams for subjects with January exams
Monday 11th January to 22nd January 2027	Assessment 3 for students who do not have external January exams
Monday 8th March 2027 – 12th March 2027	Assessment 4 – mock exam

We encourage parents and carers to discuss upcoming assessments with students and support them in establishing positive routines around **attendance, independent study, revision and meeting deadlines.**

EXTERNAL EXAMINATION DATES

It is important that students and families are aware of the key external examination windows for this academic year.

January Examinations

Students in **Year 12 and Year 13 studying Applied General qualifications** who have external examinations in January will sit these between:

Monday 4th January to Friday 15th January 2027

Summer Examinations

The summer external examination window for Year 12 and Year 13 students will run from:

Monday 10th May to Wednesday 23rd June 2027

Students should ensure that they are **available throughout the relevant examination windows** and avoid booking holidays or other commitments during these dates. Full individual examination timetables will be shared with students nearer the time.





I'M IN YEAR 11 WHAT SHOULD I BE DOING NOW?

If you're considering your next steps after Year 11, now is the perfect time to start exploring your options and preparing for Sixth Form.

Research your subjects

Think carefully about the courses you enjoy, excel in and may need for your future career or university ambitions.

Work hard in lessons

The habits you build now will help you achieve the grades needed for your chosen pathway.

Get involved

Enrichment activities, leadership opportunities and extracurricular experiences all help to develop valuable skills and strengthen future applications.

Speak to teachers and family

Ask questions, seek advice and explore the opportunities available to you after GCSEs.

Applications for Brinsworth Sixth Form open on:

Friday 6th November.

We encourage all prospective students to apply early and begin planning for an exciting and successful future with us.

We look forward to welcoming the Class of 2028!

