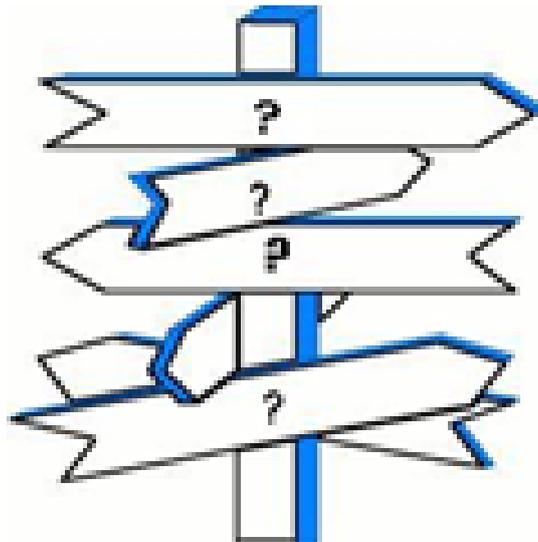




Life after Bassingbourn



A guide to the College Application Process

**Bassingbourn Village College
2018 - 19**

Name: _____



Whilst you have been at Bassingbourn the opportunities you have had have been defined by our curriculum. Now, as you start the process of moving on, you have the chance to broaden your horizons and experience a wide range of opportunities. It doesn't matter if you have not yet decided exactly what you want to do or where you want to go - now is the time to investigate what is out there.

There are a range of choices for you once you leave Bassingbourn. Do you want to study A levels? The International Baccalaureate? Diplomas? Vocational courses? Apprenticeships? Where do you want to study? What subjects do you want to do? Whatever you decide it is vital that you seek advice from as many people as possible and think carefully before you make your decision.

- Read the prospectuses carefully and use the UCAS progress website to research the different courses on offer.
- Talk to your tutor about your future plans and work out some questions to ask at the Open Evenings.
- Use information from the National Careers Service. You can find the website at the back of this booklet.
- Visit the post 16 institutions to find out which one will meet your needs the best.
- Fill in the relevant sections in the online application and get it checked by your tutor.
- Take your time making your final decision - it is one that will have a long lasting effect so it needs to be well thought out.

Remember that the decision of where to go and what to do is only one part of the process. You still need to get the best possible grades to ensure a successful future.

“Doing the best at this moment puts you in the best place for the next moment.” Oprah Winfrey

What happens after Bassingbourn?

The Government requires young people to continue in education or training until at least their 18th birthday.

This does not mean you must stay in school; you can choose one of the following options:

- full-time education, such as school, college or home education ;
- an Apprenticeship, or other work based learning;
- part-time education or training if you are employed, self-employed or volunteering for more than 20 hours a week.

Participating in education or training brings benefits for young people, and also for the economy and wider society. Young people who continue in learning post-16 are more likely to attain higher levels of qualifications and have increased earnings over their lifetime. They are also able to gain the skills that employers want, which will lead to a more internationally competitive workforce.

You can find out more about the raising of the participation age (RPA) here:

<https://www.gov.uk/government/collections/raising-the-participation-age>

The vast majority of Bassingbourn students go on to study at one of the colleges within the Cambridgeshire Area Partnership. Each of these colleges have their own entry criteria and certain courses will require you to have completed specific qualifications and achieve specific grades in those subjects.

Looking further ahead, you may wish to go on to university. To help you have the best opportunities, the Russell Group of 24 leading UK universities has published a guide to post-16 subject choices.

Informed Choices, produced with the Institute of Career Guidance, is aimed at all students considering A-level and equivalent options. It includes advice on the best subject combinations for a wide range of university courses as well as advice on the best choices if you don't know what you want to study after school and need to keep your options open.

We would recommend that you read the advice being given by this group of universities before choosing your courses as it may affect what you choose to do.

Information can be found at the following website:

<http://www.russellgroup.ac.uk/informed-choices/>

What you can do next depends on making the right choices and achieving your best in the courses you are doing now. By making the right decisions and doing well now, you can give yourself the best opportunity to succeed in the future.

Transport

Being able to get to a Sixth Form college or place of work may place limitations on the decisions that can be made. Students and parents are advised to investigate transport costs before applications are being made.

The link to the Cambridgeshire County Council transport page is <http://www.cambridgeshire.gov.uk/post16edtransport> . Transport costs will differ depending on where a student lives and how they are travelling to college. Some current examples of cost are: CRC provide a bus at a cost of £495 per year. Comberton also provide a bus at a cost of approximately £330 per term. Information about train tickets can be found at

<https://www.greatnorthernrail.com/tickets/discounts-and-railcards/student-connect> , with discounts applying for the Cambridgeshire colleges.

Apprenticeships

Apprenticeships are for people who want to work and train at the same time.

Apprenticeships are open to all age groups above 16 years-old whether you are just leaving school, have been working for years or are looking to start a new career. You just need to be living in England and not taking part in full-time education.

As employees, apprentices earn a wage and work alongside experienced staff to gain job-specific skills. Off the job, usually on a day-release basis, apprentices receive training to work towards related nationally recognised qualifications. Anyone living in England, over 16 years-old and not in full-time education can apply.

Apprenticeships can take between one and four years to complete depending on the level of Apprenticeship, the apprentice's ability and the type of job.

All apprentices must be paid the national minimum wage of £3.70 for under 19 and first year apprentices, £5.90 for 19 to 20 year olds and £7.38 for those aged 21 and over.

All apprentices should work for at least 30 hours a week

How do I get an apprenticeship?

There are three ways of applying for Apprenticeships.

1. Applying through the National Apprenticeship Service

All apprenticeship vacancies are advertised with the National Apprenticeship Service and locally through the Youthoria website.

Search for vacancies by keyword, job or occupation. You can narrow your search by postcode or location.

You will need to register and create your own account before you can make any applications.

2. Applying through a training provider/further education college

Training providers are companies that work with employers to make sure their apprentices receive the right training. Use ucasprogress.com to find the training providers, e.g. CRC.

Type in your postcode, filter by the distance you are prepared to travel, yr 11 and type of course - apprenticeship.

Use the extra filter to refine your search by levels and provider type.

Training providers may be able to help you find an apprenticeship by suggesting local employers to contact.

3. Applying for vacancies with local companies

Some local companies will advertise job through local papers, in schools and colleges as well as on the apprenticeships website.

Make sure you apply for any vacancies that interest you.

If you find a job, your employer may be prepared to offer you training through an apprenticeship.

Important!

Don't just apply for one vacancy - apprenticeships are very popular and you may not be successful straightaway.

Make sure you have the right entry qualifications. Some opportunities will ask for particular grades in English, Maths and/or Science.

Apprenticeship vacancies are advertised throughout the year. Apply to those that interest you as soon as possible. As some vacancies are advertised for several months, you may not hear whether you've been successful for a while.

Anyone interested in applying for an apprenticeship must speak to Miss Hields before doing so.

Basic Information about the Cambridgeshire Institutions

Comberton - based in Comberton. This institution offers a range of different types of courses; A Levels and vocational courses. A student wishing to study A Levels need a minimum of 5 x grade 5 (though only meeting this will give a reduced choice) and the vocational courses 5 x grade 4 grades including English and Maths, though certain courses will need more, e.g. Sciences will need 2 x grade 7 in Science.

Cottenham - based in Cottenham. This institution is focussing on students who have particular educational needs such as learning, language or sensory impairment. A range of academic and vocational courses will be offered at entry level, level 1 and level 2.

COWA - based in Milton. This institution offers courses such as the diploma. Courses are mainly based around the great outdoors but also include Sport and Uniformed Services. To apply to COWA you generally need 5 x Grade 4 though certain courses may need less.

CRC - based in Kings Hedges. This institution offers courses in a variety of subjects to HND and diploma level. The college also offers apprenticeships. Because the courses are vocational and a range of levels are available there are different requirements for each course.

Hills Road - based in Cambridge. This institution offers A level courses. The minimum entry criteria is a Hills Road admissions score in the range 54-56 for non-STEM subjects and 64 for STEM subjects, including English Language and Maths and certain courses will require specific grades. These scores may vary year on year. More information on how to calculate your score is on page 67 on this booklet. You will be expected to be an independent learner.

Impington - based in Impington. This institution offers the International Baccalaureate and BTECs. The general offer is an average grade 6 in those subjects for the IBDP, average grade 5 for the IBCP and average of 4s for the BTEC route.

Long Road - based in Cambridge. This institution offers a range of A level courses and diplomas. The general offer for A levels is for 7 grade 4s including English and Maths, though for certain courses the students will need to achieve a grade 6. To study STEM subjects, students will be expected to have a grade 6 average. Long Road offers Applied courses at 5 x grade 4 including English. The offer is currently under review so may rise to grade 5s for A levels.

The Oakes College (previously Netherhall) - based in Cambridge. This institution offers A levels and some diplomas. Students are expected to have 7 grade 4s or above in an appropriate range of subjects including Maths and English for A levels and 5 x grade 4, including English and Maths for diploma courses. STEM subjects will require grades 6s and 7s.

Parkside - based in the centre of Cambridge. This institution offers a variety of courses: International Baccalaureate, Health and Social Care Diploma, Business Diploma and the Sports Diploma. The general offer is for 5 grade 4s including English and Maths, though certain subjects in the IB will require more.

Cambridge Academy for Science and Technology - based in Cambridge. This institution is for those students who have a passion for science and technology and want to work with practicing experts. The entry criteria is dependent on the course chosen but to do A Levels you will need an average of 6s and the BTEC course will require an average of 5s. Both include English and Maths.

Shuttleworth - based near Old Warden, Biggleswade. This institution offers courses based around the great outdoors e.g. horticulture, agriculture, and animal care. As there are both Level 2 and Level 3 courses available there are a variety of entry requirements. Applications to Shuttleworth will be done on paper.

Students are able to apply to any college they are qualified for. If the college they wish to apply to is not on the list, they should see Miss Hields for assistance.

CAP post-16 centres' guidance meeting policies September 2018
(subject to confirmation and may change)

Cambridge Regional College

CRC will interview all applicants.

College of West Anglia

All applicants will, if they meet the stated entry requirements will be invited for interview. If an applicant discloses potential additional support needs, there may be further assessment required.

Comberton Sixth Form

Comberton aim to interview all appropriate first choice applicants who meet the admissions criteria. Second choice applicants will be interviewed depending on the availability of suitable courses.

Hills Road Sixth Form College

Interviews will normally be offered to those who place Hills Road as their first choice A level centre, and who satisfy the minimum entry criteria. However, this may be reviewed in the light of the number of applications received. The College will decide whether or not second choice applicants will be invited to interview.

Impington International Sixth Form

Impington International Sixth Form's policy is to interview all applicants who meet the admission criteria.

Long Road Sixth Form College

Long Road will be interviewing all applicants. This is subject to the applicant having the minimum predicted grades for the courses on offer.

The Oakes College

If you have selected The Oakes College as your first or second choice post-16 centre, you should be invited for a guidance meeting.

Parkside Sixth

If over-subscribed, Parkside will interview higher preference applicants only. Applicants must be suitably qualified for the course to receive an interview. If qualified applicants are not offered an interview, they will be invited to go on a waiting list, should they wish to do so.

Cambridge Academy for Science and Technology

CAST will be interviewing all applicants. This is subject to the applicant having the minimum predicted grades for the courses on offer.

Open Evening Dates

- CRC - Friday 12th October, Saturday 13th October and Saturday 17th November, Thursday 22nd November
- Oakes College - Tuesday 16th October
- CAST - Thursday 18th October
- Long Road - Wednesday 17th October and Thursday 18th October
- Parkside - Tuesday 30th October
- Comberton - Thursday 1st November
- Impington - Tuesday 6th November
- Hills Road - Wednesday 7th November and Thursday 8th November
- COWA - Saturday 24th November

Visiting the institutions on the Open Days is the best opportunity to find out if the institution is the best place for you. Make sure you go to all of the institutions you are interested in and ask questions.



Applying to Post 16 Institutions

You are going to be applying using the UCAS Progress website. This will require you having access to the internet to research and submit your application.

You will need to spend time looking carefully at the information on www.ucasprogress.com/search . This website has been designed to help you with your applications and contains lots of useful information. The 'Students' section gives a range of generic information about what is on offer and what the different options are. The website also has two key sections for your applications. Search allows you to look for specific courses and Apply allows you to make applications.

The screenshot shows the UCAS Progress website interface. At the top, there is a navigation bar with the UCAS Progress logo, a 'Cymraeg' button, and a green banner with the text 'College or sixth form? Top tips for visiting open days'. Below the banner are login fields for 'Username' and 'Password', with links for 'Log on', 'Forgotten your password?', and 'don't have an account'. A 'Password required' message is visible below the password field. Below the navigation bar are links for 'Search home' and 'Information hub'. The main content area features a large red box titled 'Search for courses now!' with several search filters: 'Where do you want to search?' (text input), 'Optional: How far away do you want to search?' (radio buttons for 'This area only', '1 mile', '5', '10', '20', '40 miles'), 'Optional: Which learning provider do you want to study at?' (text input with example 'e.g. Park School or Park College'), and 'Optional: Which courses or subjects do you want to look at?' (text input with example 'e.g. maths, plumbing, law, etc'). A blue 'Search' button is at the bottom of this section. To the right of the search box are several vertical panels with green and purple backgrounds, containing links like 'Find out what you should be doing now', 'Top tips for filling in your personal statement', 'What are NVQs?', 'Plan for your interview', and 'What are...'. The UCAS Progress logo is also present in the top right of the main content area.

You will find information about the different courses in the Search section. To browse the courses you do not need to be logged in; however to be able to fill in your application you will need to use the username and password you have been given to log in to your personal section.

Whenever you log in, you will need to click on "Search Home" to be taken to your personalised Search page or "Profile" to be taken to your profile.

The Search page gives you the opportunity to look for courses that you can study. Once you are logged in your postcode appears automatically and distances are calculated from your house. You can search by keyword or learning provider. To be able to see all the courses in Cambridgeshire it is recommended that you have the distance set at 20 miles.

Progress

Username Password

[Search home](#) [Information hub](#)

Search for courses now!

Where do you want to search?

Optional: How far away do you want to search?
 This area only 1 mile 5 10 20 40 miles

Optional: Which learning provider do you want to study at?
If you know the name of a school, college, academy or work-based training provider enter it here, or leave it blank to search all providers

Optional: Which courses or subjects do you want to look at?
If you know the name of courses, subjects or other types of learning opportunities enter them here, or leave it blank to search all courses

Search

Click here to view information and advice about choosing what to do and where to do it.

Click here to find out how to get your courses on UCAS Progress Search and the other marketing opportunities we offer.

Important information

Do not edit your username. This is linked to a range of different pieces of information and changing it could cause problems with your application.

You should change your password to something memorable the first time you log in by visiting the 'Account' section. It needs to have at least 6 letters, at least one letter and one number or symbol in it.

You will be asked for an email address. Please think carefully about which email address you use as the Post 16 Institutions will see it and could make a judgement about you from it e.g. partygirl234@... may not give the impression of somebody serious about their education. If in doubt, use your school account. You will also need to be able to access the account for password retrieval.

To retrieve your password you need to click on the 'Forgotten your password' button on the log in page and follow the instructions. This will send an email to the linked email account which you can use to reset your password.

In sections where you are given the option of a spell-check please use it. First impressions count so make sure your application is perfect.

You can only apply for Cambridgeshire institutions through the website. However, if you are applying to non-Cambridgeshire institutions you will still be expected to fill in all the personal information needed, including a personal statement and then give a paper application to Miss Hields.

All applications to any college must be checked by Miss Hields.

UCAS Progress Fair Processing Notice

The school may share information about learners with a third party organisation called **UCAS Progress** for the provision of software products delivered over the internet that can help the pupil to research, identify and plan their education and career and/or submit online applications for courses. The information required by UCAS Progress includes the pupil's first name, surname and date of birth to enable UCAS Progress to set up secure usernames and passwords, and may extend to contact details and other personal data. UCAS Progress also requests the ethnicity and gender of learners. This data is not essential but valuable in helping educational organisations to monitor and improve the quality of service they provide by enabling them to run aggregated reports of data.

UCAS Progress and data protection

UCAS Progress operates a comprehensive approach to fulfilling the requirements of the Data Protection Act 1998 and the treatment of personal information in respect of learners using any of our online systems. UCAS Progress is a division of UCAS Media which is a registered 'Data Controller'. UCAS Progress only processes data in accordance with the eight principles of the Data Protection Act 1998 and will answer any appropriate data access requests received from individuals. We work with our partners and service delivery organisations to ensure that any necessary data sharing and processing is undertaken appropriately and securely. We also request that all administrative users of our systems are fully aware of and comply with the appropriate data sharing and processing practices in respect of the learner data accessible to them, through the administration websites of UCAS Progress systems.

Gaining consent

All UCAS Progress web-based systems use secure logins before learners can activate, create or edit any personal data. The login process requires learners to consent to the use of their information as specified in the privacy policies on our websites.

UCAS Progress, Rosehill, New Barn Lane, Cheltenham GL52 3LZ.

<https://www.ucas.com/about-us/policies/privacy-policies-and-declarations/ucas-privacy-policy>

The Application Process

There are several sections of the application form that need to be filled in before you make your final decision. In fact, they should be filled in by the middle of November so that you are not rushing them close to the deadlines.

Profile

If you click on the 'Profile' button on the menu bar at the top of the screen you will be taken to a summary screen that has several tabs on. You need to make sure that all of the sections mentioned in the next part of this booklet are filled in with as much detail as possible.

The Profile section is the section that will make you stand out from the other applicants. It includes your personal statement, estimated grades and reference. Make sure that you include all the information that is relevant to your application and get advice in what to include that will help you stand out.

The summary page shows which sections have been completed. All the sections need to be complete before you can submit your application.

Summary Personal information Qualifications Work history Personal statement Contact details Reference

Summary

i This profile is where you enter information to be included as part of your applications.

How it works:

- You can enter and save information in each section using the tabs (Personal information, Qualifications etc.).
- When you have finished working on each section save it or mark it as complete at the bottom of the page.
- Complete as much information as possible within each section and ask teachers or advisers for help if you are unsure of what is needed.

i Once you have marked that all of your sections are complete your profile will be checked by your teacher or adviser.

 [View the entire profile](#)

[Sections to keep up-to-date](#)

Contact details

In this section, some information will already have been entered about you. It is very important that you check that this is correct. Please complete as much information as possible. This is the information that your post 16 institution will have on their database for contacting you. If your details change you can update this section whenever necessary.

Summary Personal information Qualifications Work history Personal statement **Contact details** Reference

Contact details

i Things to remember:

- When you have finished updating this page click the save button at the bottom of the page.
- These details are used by providers to get in touch with you so it is really important they are accurate and up-to-date.

Home address details

House name or number

This field is required * e.g. 17 or Barn Cottage

When your contact details are complete you need to click on the "Save contact details" button at the bottom of the page. If there are any sections that have not been completed the system will not allow you to save the page. You must have saved your contact details, even if you haven't changed anything, to allow the application to go through.

Save section

When you have updated your contact details as much as possible, please click the button below

[Save contact details](#)

Personal Information

This section is where your background information is gathered. All the information in this section is important and you must make sure that it is accurate. It is used to allow the colleges to ensure your needs are met if you choose to go there.

Most of the section is straightforward but there are a few sections that need special attention.

You will be asked whether you have been a resident in the UK/EU for three or more years. The answer to this question should be **YES** as the majority of you will have lived in the UK for more than the last 3 years. If you have not lived in the UK for more than the last 3 years then you need to see Miss Hields.

You will be asked when you started Bassingbourn Village College. If you started at the beginning of Year 7 you need to put the date you started as **September 2014.**

The post 16 institutions need to be aware of any learning support you are currently receiving or may need when you start. Please fill in this section as honestly and as detailed as possible to help the post 16 institutions prepare for your arrival in a suitable way.

Additional support

Do you consider yourself to have a disability?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I would prefer to be contacted regarding this question
Do you consider yourself to have a learning difficulty?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I would prefer to be contacted regarding this question
Do you feel that you need any additional support if you were invited to an interview or appointment?	<input type="radio"/> Yes <input type="radio"/> No

If you need to close the webpage before you have completed filling in the information click on the "Save personal information" button. Once you are happy that the section is complete click on the "Complete personal information" button.

<p>Save section</p> <p>When you have updated your personal information as much as possible, please click the button below</p> <p>Save personal information</p>	<p>Complete section</p> <p>When you think all of your personal information is correct and complete, please click the button at the bottom of the page</p> <p>Complete personal information</p>
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Qualifications

You will find your estimated grades in this section, which will be entered by BVC staff. If you have any other qualifications that you wish to be listed in this section, for example JSLA or music grades, you will need to write them clearly on paper, including the title of the qualification, the award and the date you did it, and give them to Miss Hields to add them to the system.

Qualifications

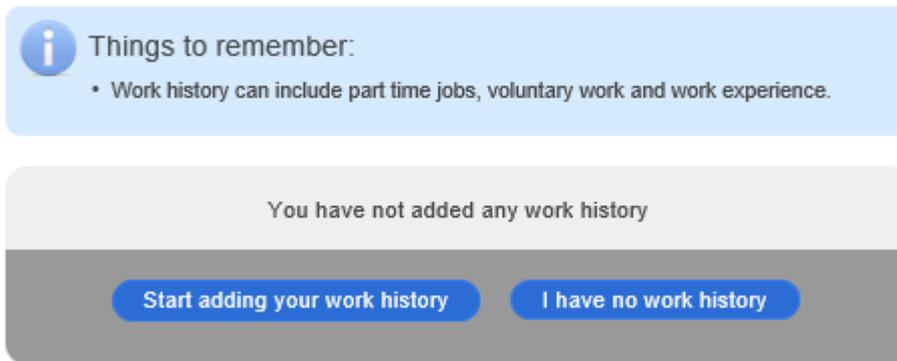
 A teacher or adviser will be entering the qualifications to your profile.

GCSE <i>in</i> English Language
August 2014 Predicted grade: A
GCSE <i>in</i> Mathematics
August 2014 Predicted grade: C
GCSE <i>in</i> Physical Education
August 2014 Predicted grade: B

Work History

This section is where you can add details about any work experience you may have done or jobs that you have.

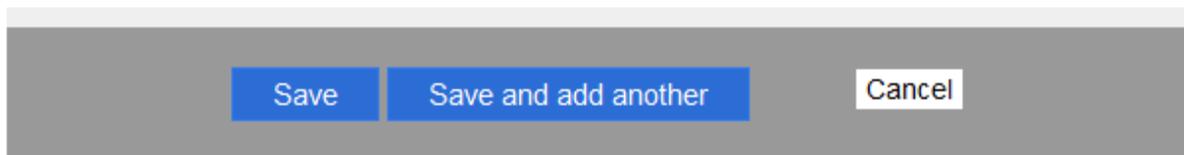
Work history



The screenshot shows a light blue box with an information icon (i) and the text "Things to remember:" followed by a bullet point: "• Work history can include part time jobs, voluntary work and work experience." Below this is a grey bar with the text "You have not added any work history" and two blue buttons: "Start adding your work history" and "I have no work history".

You need to click on "Start adding your work history" to begin. You will need to enter the employer, the role that you were in, the start and end date and write about your main duties.

Click on the "Save and add another" button at the bottom of the page if you need to add more than one work experience. Click on "Save" when you have added your entire work history.



The screenshot shows a grey bar with three buttons: "Save", "Save and add another", and "Cancel".

Once you have added all of your work history you will need to click on the "I have added all of my work history" button on the Work History page.

If you have no work history, you need to click on the "I have no work history" button so that the system knows the section is complete.

Personal Statement

This is a very important section as this is the part where you will stand out as different from the other students who have a similar grade profile as you. Make sure you put plenty of detail but don't make it so long they will get bored reading it. You can repeat some of the information already on the form, for example interests and work experience.

The same personal statement will get sent to every institution that you apply to so don't make comments like "I want to come to Long Road because you have wonderful sports facilities."

You can apply to up to 3 post-16 centre and you will need to state your order of preference. **Please list your choices in order at the start of your personal statement.** Here is an example:

My choices are

- | | |
|--|--|
| 1. Name of 1 st choice centre | <i>A Levels (include choice of subjects)</i> |
| 2. Name of 2 nd choice centre | <i>Extended Diploma in Business</i> |
| 3. Name of 3 rd choice centre | <i>IB (include choice of subjects)</i> |

It is advised that you write your personal statement in Word and then copy and paste it into the correct section on the website.

Your PSHE teacher will be able to show you example statements if you are struggling.

Remember to get your tutor to read your personal statement and to use the spell check to perfect it!

Personal Statement student guidance - just some ideas to get you started.

You should aim to type about one side of A4. Please write about:

- why you wish to continue in education or apply for training
- why you have chosen the course(s) you are applying for
- any ideas you have about possible careers, and whether or not you are thinking of applying to university
- the interests and activities you follow in your own time and in school
- any work experience you have had (both paid and unpaid)

The personal statement describes you, what you are good at, what skills you have, and anything you have learnt about yourself. It would be a good starting point to think about how your friends would describe you in a positive way, helping you get an idea of your positive qualities.

- a) What do you want to do in the future? How will the courses you have chosen help you do this?
- b) See what your friends say about you - are you outgoing? Confident? Friendly? Reliable? Responsible? Good listener? Ambitious? What have you done to display these qualities?
- c) Look at attendance and punctuality data - are you always punctual? Do you always attend school? Remember that the Colleges ask to see this data.
- d) Think about any positions of responsibility you have had - babysitting, Saturday jobs, paper rounds, tour guides, interviews, Sports Captain, College Captain, mentor - what skills do you need to have to be successful at these?
- e) Are you part of any groups that promote positive qualities? - Cadets, Scouts, Guides, Rangers.
- f) What opportunities have you taken? - school trips, music lessons, fixtures, Business Mentors etc.
- g) What have you learnt from the opportunities? - team work, culture etc.

- h) What are you currently studying and how will these subjects help you in the future?
- i) Have you represented the school at anything?
- j) Have you passed any official exams / awards? - Music, Life guarding, First Aid, ski awards, JSLA.
- k) Have you won any awards at the Heron Awards or Sports Awards? If so what?
- l) Do you play for any teams, either inside or outside school?
- m) Have you taken part in any productions? - dance show, drama, concerts, art festivals.
- n) Have you taken part in any fundraising activities?
- o) What work experience have you done? How will it help with your future career? What did you learn?

Remember that there will be lots of students applying with the same grades as you and the personal statement is the way that you will stand out from the crowd. Certain institutions have many more applicants than places and they are looking for students who can offer their institutions something. You need to sell yourself and show that you are a well-rounded person with a variety of interests so make sure you include everything that you want them to know.

You need to remember to save your personal statement regularly using the "Save personal statement" button at the bottom of the page. Click on the "Complete personal statement" button at the bottom of the page when you have completed the personal statement.

Save section

When you have updated your personal statement as much as possible, please click the button below

Save personal statement

Complete section

When you think you have finished your personal statement, please click the button below

Complete personal statement

Final notes on the Profile section

You should complete the Profile section by 23rd November so that all you have to do in December is make your final decision and make final edits. The Profile section is complete when you have green ticks in every section on the Summary page and your **Contact Details** section has been updated - double check you have done this.

Sections to keep up-to-date	
Contact details	Last updated: 09 December 2016

Sections to complete before you apply	
Personal information	✓ Complete
Qualifications	✓ Complete
Work history	✓ Complete
Personal statement	✓ Complete

You do not need to fill in either the 'Qualifications' section or the 'Reference' section. Your estimated grades will be filled in for you and your tutor will fill in a reference based on comments from your teachers after you have had a discussion with them confirming your final choices. It is your responsibility to make sure your tutor is aware of your final choices and that your application is ready to be sent.

Check everything carefully. You need to ensure that all your spelling and grammar are correct and the information that you are giving is accurate. Remember that first impressions count and you want to make a good one!

Choosing the courses you want to do

You need to research the courses you want to do carefully. Use both the website and the prospectuses that you have been given to make sure you fully understand what the course entails and the entry requirements for you to do it.

Make sure that you look at every aspect of the institutions you are thinking of applying to: Visit the Open Days, ask questions, talk to the students who already attend the institutions, check out the enrichment opportunities, and make sure you look around at the different places you can study - don't limit yourself to only one institution.

To select courses to apply for you will need to favourite them in the system. The courses which are in your favourites when you submit your application should be the ones that you want to apply for. You are able to view your chosen courses in the 'Favourites' section of the website.



To favourite courses

To be able to make an application you need to have chosen the courses you want to study. The easiest way to do this is from the Search page. To get back to the Search page, click on Search Home.

If you want to search at a specific college, you can type the name of the institution in the learning provider box and all the courses at that institution will come up.

Optional: Which learning provider do you want to study at?

If you know the name of a school, college, academy or work-based training provider enter it here, or leave it blank to search all providers

e.g. Park School or Park College

If you want to search for a specific subject, you can type the name of the subject in the courses box and all the courses and institutions you can study at will come up.

Optional: Which courses or subjects do you want to look at?

If you know the name of courses, subjects or other types of learning opportunities enter them here, or leave it blank to search all courses

e.g. maths, plumbing, law, etc

In the list of displayed courses, click on the course name to open up the course details.

Physics A Level

at **Comberton Village College**

Comberton Village College
8.1 miles from search location
Start date: Unknown

Add to favourites

A level (AS/A2)

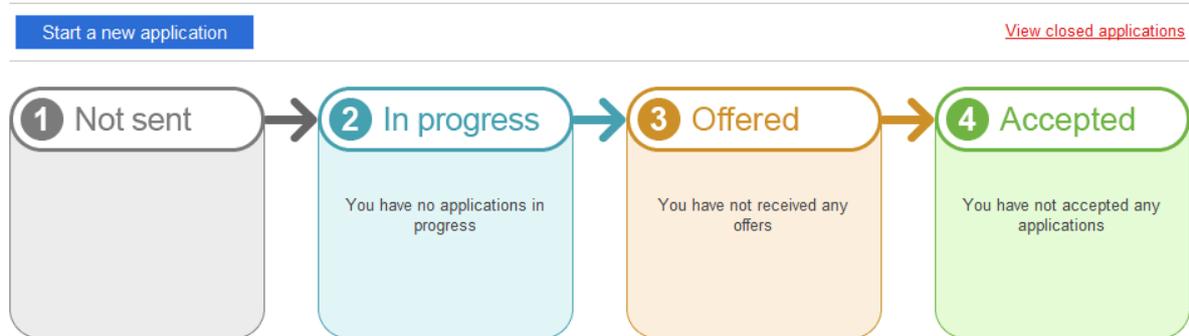
Level 3

Make sure that you are qualified for the course and then click the 'Add to favourites' button if you want this to be one of your chosen courses. These will be saved and can be accessed from the 'Favourites' tab on the toolbar, where they will be sorted into the different institutions. You can manage your favourites from this section, including removing any that you no longer want to study.

Making your application

When you are ready to make an application, click on the 'Applications' section on the toolbar and then click on 'Start a new application'.

Applications



You will need to follow the instructions for each of the institutions you are applying to.

Click on the provider you want to apply to.

Choose provider

Please choose who you want to apply to:

Greyed out providers cannot be applied to through UCAS Progress. Please contact the provider directly.

- Comberton Village College
- Hills Road Sixth Form College

Select the courses you want to apply for.

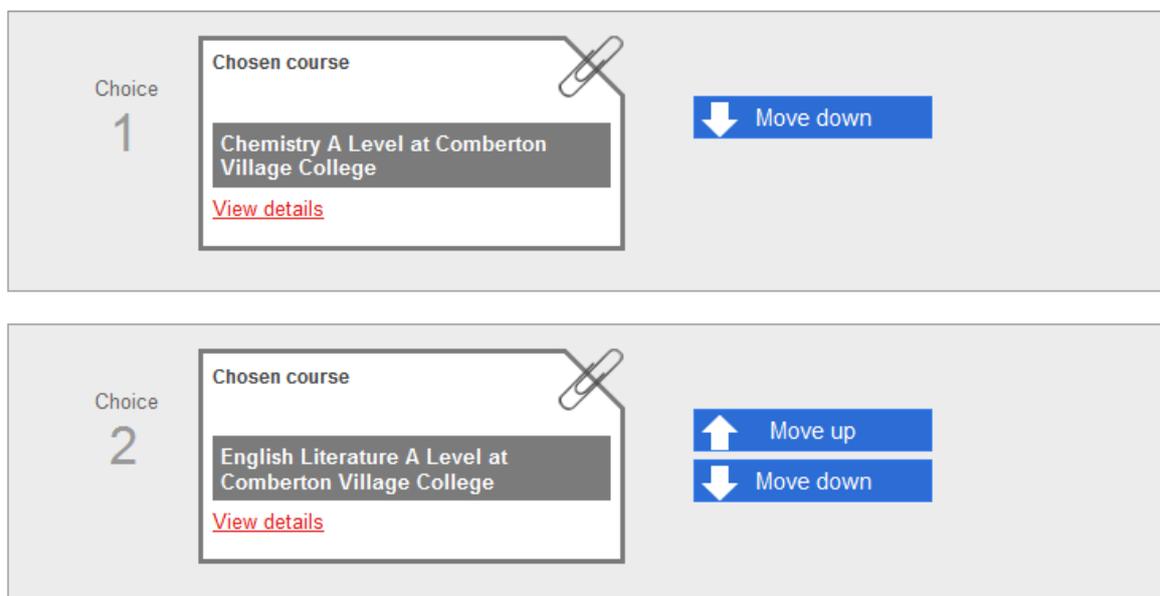
Choose courses

Please choose the courses you want to do at Comberton Village College

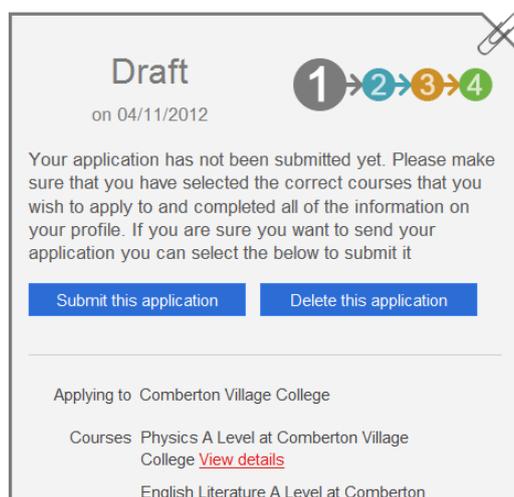
- Chemistry A Level at Comberton Village College
- English Literature A Level at Comberton Village College
- Physical Education A Level at Comberton Village College
- Physics A Level at Comberton Village College

[Save application](#)

When you click on 'Save application' you will be taken to a screen that gives you the opportunity to put your courses in order of preference. Use the arrows to change the order then confirm your choice.



When you click on 'Confirm course preference order' you will be taken to a screen that says Draft



At this point the institution you are applying to may ask you some extra questions. Make sure you answer the questions honestly and that they match anything you might have written elsewhere in your application.

When you press 'Submit this application' you will then be asked about sharing your information.

Sharing your information

Finally, please read the following agreement before submitting your application...

- When you submit your application we will be sharing your information with the school, college or work-based learning provider that you are applying to.
- If you update your contact details we will also share the new contact details with the school, college or work-based learning provider that you have applied to.
- Your personal information may also be shared with careers advisers and school staff to help you make and progress your applications.
- If you are making an application to a school, college or work-based learning provider outside of your local authority area you will be sharing the information in your application with organisations (the receiving provider and its partners) that are outside of your local authority area.
- If you are not sure about sharing your data, please talk to a teacher, parent or carer first. You can print off this page, show it to them and ask their advice.

I give my permission for the information on my application to be shared as described above. (If you do not give your permission, you will not be able to send an application using UCAS Progress Apply)

Cancel

Submit

You need to carefully read the information about how your information will be shared and also refer back to page 15 in this booklet. You need to tick the box next to "I give my permission..." and then click 'Submit'.

The next screen will tell you that the application is being processed.

Processing

on 04/11/2012

Your application has been received by UCAS Progress and is currently being processed. This can take up to 30 minutes after which your application will either be submitted to the provider or we will let you know why it can't be sent yet. Any changes you make to your profile may not be included in this application.

Delete this application

Applying to Comberton Village College

Courses

- Physics A Level at Comberton Village College [View details](#)
- English Literature A Level at Comberton Village College [View details](#)
- Physical Education A Level at Comberton Village College [View details](#)
- Chemistry A Level at Comberton Village College [View details](#)

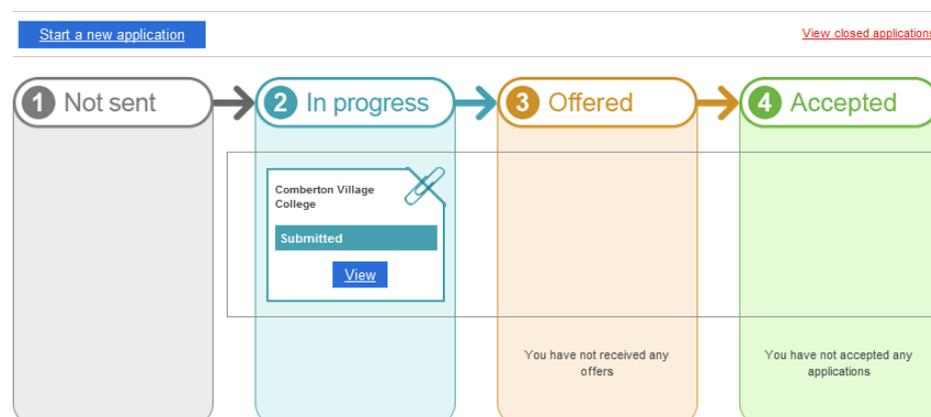
Repeat the steps above until you have made all of your applications by clicking on 'Start a new application' from the 'Applications' section.

If you click on 'Applications' you will see that your application has not been sent. This is because your tutor needs to add the reference and approve your application. You need to tell your tutor once you have completed all of your applications so that they can check your profile and add the reference. **However, if your application says 'Draft' this means that you have not done something so double check everything, including saving your contact details and submit again.**

Your tutor will review the application, add your reference and give you further information and advice if required. Your tutor will tell Miss Hields when they are happy with your application. At this point you will receive a letter confirming your choices. **This letter must be signed by your parents and returned before your application will be sent.**

Once the letter has been returned, the application will be approved and sent to the colleges. It is your responsibility to meet the deadlines to ensure your application reaches the colleges in time. Once the application has been sent it will move to the 'in progress' box on your screen.

Applications



Remember to check the website regularly for updates to your application.

Frequently asked questions

Q. Will students always be invited to an interview at all post-16 centres they apply to?

A. This will depend on the centre. Centres may not interview students whose estimated grades do not meet the entry requirements. In addition, some centres may decide not to interview all applicants in the light of the numbers who apply to them. See pages 11 and 12 for the interview policy for each college.

Q. When will students receive offers and how should they respond to these offers?

A. Post-16 centres will make offers at different times, with some sending out offers shortly after each batch of interviews, while others will wait until all interviews have been completed. Each post-16 centre will send guidelines about how students should make an initial response to offers. In-area students will receive their offers by Easter.

Q. How long can students hold the offers they have received?

A. Students may hold all their offers until GCSE results are published in August and are advised to do so.

Q. Can students choose to decline an offer before August after they have received offers from all centres applied for?

A. Students may choose to write to post-16 centres and decline offers in the May-July period before the August publication of GCSE results if they have definitely decided that they no longer wish to hold a particular offer. However, it will be important to ensure that students continue to hold offers that will cover all likely outcomes on publication of GCSE results.

Q. What should students do on receiving their GCSE results on or after 22nd August?

A. Students should follow the guidelines which will be provided by the post-16 centres who have made offers to them. Post-16 centres will indicate the dates on which they would like students to contact them or attend enrolment sessions. It is advised that students are available on Results Day so that they can respond to the colleges in the appropriate way. Students will also be expected to attend enrolment days at the end of August so should make sure they are not on holiday during this key time.

Subject information

To make sure that you get the right grades to get on the courses you want to do, you need to ensure all your work and exams are completed to the best of your ability. You need to refer to the Year 11 calendar and use the information on the following pages to ensure you get the most out of the year. It is also recommended that students review all of their Year 10 work by the time of the Trial Exams in regular periods of independent study at home.

Subject: Art **Exam board: Edexcel** **Syllabus title/code: 1AD0**

Key dates:

- Project 2 deadline: start of January 2019.
- AO4 of Project 2, to be completed in the mock exam in November/December (date tbc).
- Externally set examination project to be completed during the Spring Term. AO4 for this project will be the 10 hour test, date tbc.
- Coursework and examination work to be exhibited for final marking and moderation in May.

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn 1	<p>Project 2: Theme: own choice. AO1. Complete artist research work, begun in Year 10, by the end of September.</p> <p>Project 2: Theme: own choice. AO2. Research and plan practical work, inspired by chosen artists. Possible ideas then refinement, to arrive at a final idea.</p>	<p>Work is presented in a journal. Ongoing work is assessed through verbal feedback during the lesson. Formal written feedback will be given at the end of each AO. Final marking and moderation will take place May/June of Year 11.</p>
Autumn 2	<p>Continue AO2. Deadline mock exam.</p> <p>Project 2: Theme: own choice. AO4. Final piece, as planned in AO2, to be created during the 10 hour mock exam.</p> <p>Use any remaining time and Christmas holiday to complete and improve Project 2, as necessary.</p>	<p>Planning work is presented in a journal. Ongoing work is assessed through verbal feedback during lessons. Formal written feedback is given at the end of the AO. Final marking and moderation will take place in May/June of Year 11.</p> <p>A grade for AO4 only will be reported, along with grades for all other subjects examined during the mock exam weeks. Written feedback will be given on AO4, in order for any necessary improvements to be made. Final</p>

		marking and moderation will take place in May/June of Year 11.
Spring 1	Externally set examination project. Theme to be set by the examination board. AO3 and AO1, exploration of the theme and artist research.	All work to be presented in a journal. Lesson by lesson verbal feedback and monitoring of progress. Concerns will be raised with parents and pastoral team, where a student is not working to expectation. Formal assessment and moderation will take place in May/June.
Spring 2	Externally set examination project continued. AO2. Research and plan practical work, inspired by chosen artists. Possible ideas then refinement, to arrive at a final idea. Check and tidy project. There will be no chance to re-visit this work after the examination. AO4. Final piece, developed from planning in AO2, making links to artists studied in AO1. This takes place, under strict examination conditions, for 10 hours, across 2 days.	All work for AO2 to be presented in a journal. Lesson by lesson verbal feedback and monitoring of progress. Concerns will be raised with parents and pastoral team, where a student is not working to expectation. Formal assessment and moderation will take place in May/June. No verbal feedback can be given for AO4. This will be assessed when exhibited for marking and moderation in May/June.
Summer 1	Project 1 and Project 2 to be tidied and mounted, ready for the GCSE exhibition. Exhibit all coursework and examination work for marking and moderation.	All coursework and examination work will be internally assessed and externally moderated. Grades will be reported on GCSE Results Day in August.
Summer 2	n/a	Marking/moderation may continue into June, depending on the date of the moderation visit.

Any controlled assessment/exams: all classwork and homework contributes towards the final assessment.

Resources:

Students need a sketchbook for each of their projects. These can be purchased through the school.

Other useful equipment: different grades of drawing pencil, a decent rubber, a thin black drawing pen, water soluble coloured pencils, acrylic/watercolour paints, glue sticks. Also any specialist items required for practical work (e.g. canvas, fabric etc). Students choose what materials they wish to use in their work during the planning stage.

Any other information:

Students may find it helpful to take photographs to support project work. They may also use a computer to create artwork, if they wish. Visits to galleries, museums and sites related to the project, are useful to support learning.

Subject: Catering and Hospitality Level 1 /2

Exam board: WJEC

Syllabus title/code: Hospitality and Catering: Specification A

Key dates:

- Practical High control exam weeks beginning 9th and 16th October.

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn 1	Hospitality and Catering in Action: Completion of the Controlled assessment Project: Propose, plan and prepare dishes suitable for a set brief.	Summative Internal Assessment unit 2 in High control conditions and assessed in accordance with exam board assessment criteria. This includes a 4 hour session where the students prepare 2 dishes and accompaniments under High Control.
Autumn 2	The applied purpose of the unit is for learners to propose a new catering provision to open in a specified location. Research into: Types of hospitality and catering establishments, types of service they provide, types of customers, factors affecting business success, meeting the needs of the local population.	Formative Internal assessment of students' performance in both theory and practical elements of the course in accordance with exam board assessment criteria.
Spring 1	The applied purpose of the unit is for learners to propose a new catering provision to open in a specified location. Research into: Health and safety, Job roles and responsibilities, meeting customer expectations.	Formative Internal assessment of students' performance in both theory and practical elements of the course in accordance with exam board assessment criteria.
Spring 2	The applied purpose of the unit is for learners to propose a new catering provision to open in a specified location. Research into: Market research, meeting customer needs, menu planning, restaurant design, writing a proposal for a new provision.	Formative Internal assessment of students' performance in both theory and practical elements of the course in accordance with exam board assessment criteria.
Summer 1	Revision of all topics covered.	Formative Internal assessment of students' performance in both theory and practical elements of the course in accordance with exam board assessment criteria.

Summer 2	Revision of all topics covered and examination.	Formative Internal assessment of students' performance in both theory and practical elements of the course in accordance with exam board assessment criteria.
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Resources:

WJEC/CBAC Hospitality and Catering for GCSE. Publisher: Hodder Education; 2 edition (26 Jun. 2009). ISBN-13: 978-0340986820- Can be bought from Amazon

Topics for Year 11 trial exams:

“Propose a new catering provision to open in a specified location”.

Subject: GCSE Computer Science **Exam board: OCR** **Syllabus title/code: J276**

Key dates:

- October 2018 – February 2019 - NEA
- November/December 2018 – Year 11 Exams
- May/June 2019 - Exams

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn 1	2.6 Data Representation	Topic Test for 2.6 is expected to be completed at during this half term once teaching is completed.
Autumn 2	Programming Project	Year 11 Exams
Spring 1	Programming Project	Must be completed by February Half Term
Spring 2	1.1 Systems Software 1.2 Ethical, Legal, Cultural and Environmental Concerns	Topic Test for 1.7 and 1.8 are expected to be completed during this half term once teaching is completed.
Summer	Exam Preparation	

Resources:

- OCR website: <http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/>
- Computing MOOC: <https://www.cambridgegcsecomputing.org/>
- Codecademy: <https://www.codecademy.com>
- GCSE Computer Science for OCR Student Book. ISBN: 9781316504031
- Cambridge Elevate (Used in Conjunction with Student Book): <https://elevate.cambridge.org>
- CGP GCSE Computer Science OCR Complete Revision & Practice - Grade 9-1 (with Online Edition). ISBN: 9781782948605

- CGP GCSE Computer Science OCR Practice Papers - for the Grade 9-1 Course. ISBN: 9781782948223
- Craig'n'Dave GCSE OCR Computer Science Videos: <https://student.craigndave.org/gcse-videos>

Any other information:

Any additional queries regarding the course can be directed to the Head of Department – Mr P Bolton (pbolton@Bassingbournvc.net)

Topics for Year 11 trial exams:

1.1 Systems Architecture 1.2 Memory 1.3 Storage 1.4 Wired and Wireless Networks 1.5 Network Topologies and Protocols	2.1 Algorithms 2.2 Programming Techniques 2.3 Robust Programs 2.4 Computational Logic 2.5 Translators and Facilities of Languages 2.6 Data Representation
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Subject: BTEC Construction and the Built Environment

Exam board: Edexcel/ Pearson

Syllabus title/code: First Award

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn 1	Unit 3 – The construction industry and design (1 lesson every two weeks) Unit 1 – Technology and the construction industry (1 lesson per week)	Unit 3 will be assessed by portfolio and Unit 1 by external exam in Spring Term 1
Autumn 2	Unit 3 – The construction industry and design (1 lesson every two weeks) Unit 1 – Technology and the construction industry (1 lesson per week)	Unit 3 will be assessed by portfolio and Unit 1 by external exam in Spring Term 1
Spring 1	Unit 3 – The construction industry and design (1 lesson every 2 weeks) Unit 7 Carpentry (1 lesson per week)	Unit 3 will be assessed by portfolio Unit 7 will be assessed by practical work and written work
Spring 2	Unit 3 – The construction industry and design (1 lesson every 2 weeks) Unit 7 Carpentry (1 lesson per week)	Unit 3 will be assessed by portfolio Unit 7 will be assessed by practical work and written work
Summer 1	Unit 1 – Technology and the construction industry (if required) Unit 6 and 7 Health and Safety	Unit 1 will be assessed by external exam Unit 6 and 7 Health and Safety will be assessed by written work

Any other information:

Unit 1 Exam will be sat in January

Practical sessions will be taught off site, and theory sessions will be in school

Topics for Year 11 trial exams:

Unit 1: Construction Technology

Subject: Vocational Certificate in Creative Craft

Exam board: NCFE

Syllabus title/code: 601/0043/6

Key dates:

- Students are currently undertaking the 15 hours of teacher supervised controlled externally assessed assessment. This takes place in lessons.
- The dates for the Invigilated high control external assessment days are 14th- 16th November
- Deadline for unit 2 is Wednesday 19th December 2018
- Deadline for all project work to be completed is 5th April 2019
- If students do not achieve a pass in this assessment, they will need to sit the assessment again before the end of year 11.

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn 1	Unit 3: Respond to a Craft Brief This unit is externally set by the exam board	15 hours teacher supervised assessment in controlled conditions followed by 15 hours of invigilated assessment in high control. Work will be collected in the final controlled session and submitted to the exam board for marking externally.
Autumn 2	Unit 3: Respond to a Craft Brief This unit is externally set by the exam board	15 hours teacher supervised assessment in controlled conditions followed by 15 hours of invigilated assessment in high control. Work will be collected in the final controlled session and submitted to the exam board for marking externally.
Spring 1	Unit 4: Produce Final Craft Work This unit will cover the making of their final craft item	Against the unit 4 assessment criteria for VCERT Craft. Work at the end of this half term will be assessed against the assessment criteria for VCERT Craft. Marks will be moderated internally with both Mrs Lambert and Mrs Myles-Baker before submitting marks to VCERT.

		External moderation will happen within 10 days of the submission of marks.
Spring 2	Unit 4: Produce Final Craft Work This unit will cover the making of their final craft item and evaluating the final piece.	Against the unit 4 assessment criteria for VCERT Craft. Work at the end of this half term will be assessed against the assessment criteria for VCERT Craft. Marks will be moderated internally with both Mrs Lambert and Mrs Myles-Baker before submitting marks to VCERT. External moderation will happen within 10 days of the submission of marks.

Resources:

- Students will need 1 A3 plastic folders/display wallets with clear plastic sleeves or an A3 sketch book for the external assessment, it would be useful to have a set of good quality sketching pencils, colouring pencils and or markers
- A 'Pinterest' account as this is a really good way to research and collect ideas, plus access to 'Not on the High Street', 'Etsy' and 'Folksy'. It would be useful if parents could take their children to visit craft fairs and gift shops.

Subject: Dance Exam board: AQA_ Syllabus title/code: _GCSE Dance _

Key dates:

- Theatre trip 14th of December
- Phrases workshop with AQA examiner – Autumn term 2018 during lesson time and after school DTBC
- December showcase – opportunity to gain performance experience for exam performance pieces
- Weekend intervention workshop in the spring term prior to the filmed practical exams in the spring term
- Intervention workshops for the written exam in the spring and summer terms DTBC
- Dance show performance opportunities to hone expressive skills prior to practical exams

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn 1	Component 1 and 2 covered. LO Performance and Choreography LO Dance Appreciation Practical lessons will be paired with theory lessons to highlight the cross over between component 1 and component 2 and how the skills and knowledge are transferable.	Phrases workshop – DTBC – performance of solo pieces Interleaving exam questions on prof work, Section C, consolidating knowledge from Year 10 Vocabulary tests Interleaving exam questions on Section A and B, consolidating knowledge from Year 10 Self-assessment, peer assessment and teacher assessment

		<p>Performance pieces to be completed by half term.</p> <p>When choreographic stimuli are released by the exam board this will be issued to students who will then start work on this component</p> <p>Creation of revision resources</p>
Autumn 2	<p>Component 1 and 2 covered.</p> <p>LO Performance and Choreography</p> <p>LO Dance Appreciation</p> <p>Practical lessons will be paired with theory lessons to highlight the cross over between component 1 and component 2 and how the skills and knowledge are transferable.</p>	<p>Regular class rehearsals of solo pieces</p> <p>Interleaving exam questions on prof work, Section C, consolidating knowledge from Year 10</p> <p>Vocabulary tests</p> <p>Interleaving exam questions on Section A and B, consolidating knowledge from Year 10</p> <p>Self-assessment, peer assessment and teacher assessment</p> <p>Interleaving of performance pieces</p> <p>Work on choreographic pieces assessed against exam criteria.</p> <p>Students should be rehearsing their practical work at agreed lunchtime slots in the drama studio.</p> <p>Creation of revision resources set for homework</p>
Spring 1	<p>Component 1 and 2 covered.</p> <p>LO Performance and Choreography</p> <p>LO Dance Appreciation</p> <p>Practical lessons will be paired with theory lessons to highlight the cross over between component 1 and component 2 and how the skills and knowledge are transferable.</p>	<p>Rehearsals for choreography and performance will be offered for this component and will be confirmed during this term.</p> <p>The filmed practical exams will take place during this term – date to be confirmed.</p> <p>Students will be required to write a programme note of approximately 120-150 words to highlight their choreographic intent and performance intent.</p> <p>Written tasks to demonstrate engagement and understanding. Exam style questions. These will be undertaken in class and set as homework during this term.</p>
Spring 2	<p>LO Dance Appreciation</p> <p>Practical lessons will be paired with theory lessons to highlight the cross over between component 1 and component 2 and how the skills and knowledge are transferable.</p>	<p>All filmed work for performance and choreography to be submitted to the board by 31st of May 2018.</p> <p>Written tasks to demonstrate engagement and understanding. Exam style questions. These will be undertaken in class and set as homework during this term.</p> <p>Intervention sessions will be offered after school during this term. Dates will be confirmed during this term.</p> <p>Easter workshops will be offered.</p>
Summer 1	<p>LO Dance Appreciation</p> <p>Practical lessons will be paired with theory lessons to highlight the cross over between component 1 and component 2 and how the skills and knowledge are transferable.</p>	<p>Consolidation of knowledge for the written paper throughout this term. Assessment materials and exam questions will be undertaken in lesson time.</p> <p>Revision tasks for component 2 will be set on Doodle throughout this term.</p> <p>Written tasks to demonstrate engagement and understanding. Exam style questions.</p>

		These will be undertaken in class and set as homework during this term. Intervention sessions will run after school - DTBC
Summer 2	Consolidation of knowledge for the written paper throughout this term. Assessment materials and exam questions will be undertaken in lesson time.	A workshop session will be scheduled prior to the GCSE written paper in the summer series of exams DTBC

Any controlled assessment/exams not mentioned above (including dates):

Practical exam for performance and choreography in Spring term 1 – DTBC

Written exam component 2 – during the summer exam series 2019

Resources:

All students have a DVD of all six professional works and should be viewing this on a regular basis as part of their revision programme.

Any other information:

Students will need to purchase a leotard or unitard for the set phrases filmed exam. These items can be ordered through school. Students will need to attend the additional rehearsal sessions offered to them for the performance and choreography and the written paper after school sessions.

Topics for Year 11 trial exams:

Past paper: Performance and choreography and dance appreciation.

Subject: Drama

Exam board: _Edexcel

Key dates:

- Theatre Trip October 10th 2018 in the evening to Cambridge Arts Theatre – for review of a live performance which is in Section B of the written paper in the summer exam series.
- After school rehearsals to be arranged with each individual group during September and October for Component 1 devised performance piece.
- Practical exam for Component 1 will be during week beginning November 12th DTBC – this is the actual component 1 and is not a mock exam. Rehearsals for these exams will be offered over the weekend of 10th and 11th of November. Rehearsal sessions will be allocated to individual groups and will confirmed before October half term. There will also be a workshop before the exam during the school day and this date will also be in the week beginning the 12th of November.
- First draft of written portfolios for Component 1 due in on Monday December 3rd.
- Final versions of the portfolio will be due in on Friday 1st February 2019

- Component 2 – Students will be issued with their text extracts after the Component 1 practical exam and will need to ensure that all of their lines are secure and learned before the end of the Christmas term.
- Component 2 Practical exam will take potentially take place in March 2019 DTBC. A weekend rehearsal will also be scheduled once the exam date is issued by the exam board. Students will be expected to attend an after school rehearsal each week in the period leading up to this exam.
- After school intervention and revision session will be offered for Component 3 – written exam throughout the spring and summer term until the exam is sat in the summer series.

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn	<p>Learning Objective for autumn term: To consider the ways and develop ideas in which performers, directors and designers create impact and meaning through elements of performance</p> <p>Learning Objective for autumn term: Create a devised piece from a stimulus and to complete a written portfolio</p> <p>Learning Objective for autumn term: To interpret and explore two key extracts from a performance text</p> <p>Summary of the knowledge and skills for this term:</p> <ul style="list-style-type: none"> • How to use of vocal and physical skills when performing • Thinking about how: set and props, including stage furniture and personal props, lighting, sound, costume all contribute to make an impact on the audience and their understanding of the play • Use of stage space and spatial relationships, including levels and entrance and exit points and how these impact on the audience • Understand social and historical/cultural contexts of the play being studied • Employ appropriate vocabulary and subject specific terminology • Use of space and spatial relationships • How to present characters/roles • Relationships between the performer and the audience • Production elements such as set, props, costume, lighting and sound • Develop skills in group work • Research skills: social, cultural and historical contexts, issues and controversies, current themes and trends • Negotiation skills 	<ul style="list-style-type: none"> • Regular vocabulary tests with MRI to encourage students to decide which revision method for learning this vocabulary works best for each individual. • Filmed devised piece of drama week beginning 12th November. This is your GCSE practical exam and is worth 15 marks. • Submission of first draft of portfolio to accompany devised piece on 3rd December. Students given EBI to improve work and will then submit final version in before the end of the Christmas term - dtbc. This piece is worth 45 marks. • Self-assessment, peer assessment and teacher assessment on-going throughout the term. • Exam practice questions for the written paper will be given as homework tasks

	<ul style="list-style-type: none"> • Development of creativity and how to employ explorative strategies to develop creative ideas • Performance skills: vocal, physical. • Knowledge of how to rehearse, refine and amend work in progress for performance. 	
<p>Spring 1</p>	<p>Learning Objective for the spring term: To interpret and explore 2 key extracts from a performance text</p> <p>Learning Objective for the spring term: Learning Objective for autumn term: To consider the ways and develop ideas in which performers, directors and designers create impact and meaning through elements of performance</p> <p>Summary of skills and knowledge for this term</p> <ul style="list-style-type: none"> • Relationships between the performer and the audience • Production elements such as set, props, costume, lighting and sound • How to use of vocal and physical skills when performing • Thinking about how: set and props, including stage furniture and personal props, lighting, sound, costume all contribute to make an impact on the audience and their understanding of the play • Use of stage space and spatial relationships, including levels and entrance and exit points and how these impact on the audience • Understand social and historical/cultural contexts of the play being studied • Employ appropriate vocabulary and subject specific terminology • Use of space and spatial relationships • The role of the actor, designer, director • How to present characters/roles • Relationships between the performer and the audience • Production elements such as set, props, costume, lighting and sound • Develop skills in group work • Research skills: social, cultural and historical contexts, issues and controversies, current themes and trends • Negotiation skills • Development of creativity and how to employ explorative strategies to develop creative ideas 	<ul style="list-style-type: none"> • Externally examined practical exam in front of a visiting examiner. The date of this exam will hopefully be in March but the date can't be confirmed until the exam board allow us to submit our request for a date. This is worth 48 marks • You will be set homework exam questions on An Inspector Calls and review of a live performance • Regular vocabulary tests with MRI to encourage students to decide which revision method for learning this vocabulary works best for each individual. • Final portfolio due in on Friday 1st of February.

	<ul style="list-style-type: none"> • Performance skills: vocal, physical. • Knowledge of how to rehearse, refine and amend work in progress for performance 	
Summer	<p>Learning Objective for the spring term: Learning Objective for autumn term: To consider the ways and develop ideas in which performers, directors and designers create impact and meaning through elements of performance</p> <p>summary of skills and knowledge for this term:</p> <ul style="list-style-type: none"> • How to use of vocal and physical skills when performing • Thinking about how: set and props, including stage furniture and personal props, lighting, sound, costume all contribute to make an impact on the audience and their understanding of the play • Use of stage space and spatial relationships, including levels and entrance and exit points and how these impact on the audience • Understand social and historical/cultural contexts of the play being studied • Employ appropriate vocabulary and subject specific terminology • How to present characters/roles • Relationships between the performer and the audience • Production elements such as set, props, costume, lighting and sound • The role of the actor, director and designer • Analysing and evaluating live theatre 	<ul style="list-style-type: none"> • Homework exam questions marked with WWW and EBI • Exam question done in exam conditions in class and then marked alongside the exam marking criteria. <p>Revision grids, mind maps, cue cards will be created during this period both in class as homework tasks. Intervention sessions will be offered after school.</p>

Resources: Students will have been given a Revision Guide for the written exam in Year 10

Any other information: Students will need to bring their copies of An Inspector Calls to lessons when we are studying component 3. They should re-read this text during the autumn term in preparation.

Topics for Year 11 trial exams: An Inspector Calls Section A exam questions and review of a live performance.

Subject: English Literature (some students may re-sit English Language)

Exam board: AQA

Syllabus title/code: 8700/1 and 8700/2

Key dates:

- English Literature examinations June 2019
- Possible Language re-takes November 2018
- Final revision programme begins from April 2019

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn 1	Shakespeare (Paper 1 – pre-1914 texts)	Extract Question task: This will involve a 'zoom in' on a small section of the play, with the question also requiring students' to refer more broadly to other relevant linked sections of the play.
Autumn 2	Nineteenth Century Fiction (Paper 1 – pre-1914 texts) Some students will be educated separately here in prep for the Language re-take	Extract Question task: This will involve a 'zoom in' on a section of the novel, with the question also requiring students' to refer more broadly to other relevant linked sections of the narrative.
Spring 1	Revision of modern text (Inspector Calls) AND / OR Preparation of new alternative text (Lord of the Flies) (Paper 2 – modern texts and poetry)	Essay question (choice of two questions for the text) on the text studied.
Spring 2	Continuation of above – also completion of Literature Poetry anthology AND / OR Unseen Poetry task.	Essay question – as above. For Lit poetry the single essay question will be a COMPARISON of two poems – only one poem is given on the paper. For unseen poetry – students have to analyse a single poem – and then compare this with a second unseen poem, picking out the techniques used by the poets.
Summer	Full revision of all topic areas	Past papers / targeted learning on most important areas.

Resources:

Study guides for each of the texts are readily available – students may want to use BBC Bitesize to assist with the revision, or Doodle resources (if available). There are also PIXL resources which can assist with learning quotations or revising key themes.

The main revision will come from students' notes – in their folders. **It is vital that students are adding usefully to these NOTES throughout the year in lessons and making the most of all the hours we will put into preparation on these texts / practice questions and other support.**

Any other information:

Please stay aware of the materials and revision resources sent home with your son / daughter – this is a difficult qualification which students need plenty of practice / reading at home to ensure success in 2019.

Topics for Year 11 trial exams:

Paper 1

Extract Question on Shakespeare text
Extract Question on 19th Century novel

OR

Language re-take

Paper 2

Essay question on 'An Inspector Calls'
Comparative essay on two poems taken from the Lit Anthology (Section B: Power and Conflict poems)
Response to Unseen Poetry

OR

Language re-take

Subject: Fashion & Textiles Exam board: OCR

Syllabus title/code: J310 GCSE Design Technology: Fashion and Textiles

Key dates:

- Final deadline for NEA 18th December 2018

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn 1	NEA: Contexts will be released on 1 st June 2018 and worked on through to Christmas	This will be marked using exam board criteria and will be externally moderated
Autumn 2	NEA: Contexts will be released on 1 st June 2018 and worked on through to Christmas	This will be marked using exam board criteria and will be externally moderated
Spring 1	Core principles of D&T- revision	
Spring 2	In-depth principles of D&T- revision	

Summer	Core principles of D&T- revision In-depth principles of D&T- revision	
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Resources:

- Revision guides will be available to purchase from school, a letter will go out shortly.

Topics for Year 11 trial exams:

Core and in-depth principles of design technology

Subject: French Exam board: AQA

Syllabus title/code: 8658 GCSE French

Key dates:

- Year 11 trial exams – December
- Year 11 trial exam – speaking. All pupils will do a practice speaking exam prior to doing their final speaking exam. This will be outside of the normal trial exam period as it is an individual exam done with their French teacher. These will take place on 16th and 17th January.
- GCSE speaking exam. AQA have now confirmed that all speaking exams must take place between 15th April and 17th May. These dates are set by the exam board and cannot be changed. We will pick one week and all speaking exams will take place in this period. Information will be sent to pupils and parents in plenty of time giving the exact day and time of their exam.

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn 1	Environment Modal verbs Technology in everyday life Social media and mobile technology	Reading and listening assessments on environment
Autumn 2	Career choices and ambitions Preparation for trial exams	Trial exams (reading, listening and writing)
Spring 1	Preparation for speaking trial exam Charity and voluntary work	Speaking trial exam
Spring 2	Poverty and homelessness Preparation for final exams (reading, listening, writing and speaking)	Practice exam papers and questions for all four skills
Summer	Preparation for final exams (reading, listening, writing and speaking)	Practice exam papers and questions for all four skills

Resources:

All students are expected to have a copy of the vocab book relevant to their year group, which can be bought from the Languages department for £1 or can be downloaded from the school website.

Students are also encouraged to buy a Collins revision guide. These can be bought from the department for a reduced price of £4. We will be placing an order for these shortly and pupils will be able to purchase them directly from the department.

Students will also find the following resources useful:

www.memrise.co.uk or the Memrise app which you can download for free on any smartphone – Your teacher can guide you towards vocabulary lists which you might find it helpful to work on.

Duolingo – this is a language learning app which you can download for free on any smartphone and helps build up your vocabulary.

Topics for Year 11 trial exams:

All topics covered so far in Year 10 and 11:

- Me, my family and friends
- Home, town, neighbourhood and region
- My studies
- Free time activities
- Healthy and unhealthy living
- Life at school/college
- Customs and festivals in French speaking countries/communities
- Travel and tourism
- Education post-16
- Marriage and partnership
- Environment
- Social Media and technology
- Charity and voluntary work
- Career choices and ambitions

Subject: Geography Exam board: WJEC EDUQAS Syllabus title/code: Geography B

Key dates:

- Fieldwork October/ November 2018
- Fieldwork analysis November 2018
- Fieldwork March 2019

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn 1	Theme 1 Urbanisation in contrasting global economies Urban and rural processes and change in the UK	Theme 1 mid unit assessment
Autumn 2	Theme 1 Global perspective on development issues Fieldwork analysis	Fieldwork analysis of data. Assessed internally to use as component three exam

Spring 1	Theme 3 How ecosystems function Ecosystems under threat	
Spring 2	Theme 3 Water resources and management Desertification	

Resources:

- Course website: <http://www.eduqas.co.uk/qualifications/geography/gcse-b/>
- Revision guides and textbooks:
 - WJEC Eduqas GCSE (9–1) Geography B ISBN: 9781471857874
 - My Revision Notes: WJEC Eduqas GCSE (9–1) Geography B ISBD: 9781471887376
 - Students may use general revision guides such as CGP books which cover the general topics covered in the course.

Any other information:

- Revision sessions will start in the spring term which will run on Tuesdays and Thursdays. Students will be offered one to one sessions where appropriate to improve their exam technique and subject knowledge.

Topics for Year 11 trial exams:

Component 3 fieldwork skills 1 hour 30 minutes

Subject: VCERT Health + Fitness Exam board: NCFE

Syllabus title/code: 601/4534/1

Key dates:

- Controlled assessment- 7th November 2018

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn 1	Understand factors affecting a fitness plan PARQ and suitability Preparation needed for exercise	1 controlled assessment exam
Autumn 2	Produce + evaluate a health + fitness plan Produce an exercise and nutrition plan Assess the effectiveness of the programme and how to improve	1 controlled assessment exam

Spring 1	Develop a health + fitness programme FITT principles Fitness goals + fitness testing Design a fitness programme	1 extended assignment brief over the module
Spring 2	Carry out a fitness programme and evaluate effectiveness Preparation for exercise- warmup + cool down Effectiveness of the health + fitness programme	2 extended assignment briefs over the module

Topics for Year 11 trial exams: Preparing and planning for health and fitness- fitness planning and evaluating programmes

Subject: History **Exam board: Edexcel** **Syllabus title/code: 1H10**

Key dates:

- November 2018 – Trial exam
- Revision session will begin after October half term. This will be open to all but days and times will be negotiated.

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn 1	Cold War 1945 -1991. Origins of tension between USA and USSR. Division of Germany. Soviet expansion. Truman Doctrine, Marshall Plan and response. Berlin Crisis. Challenges to Soviet control in Eastern Europe – Hungary and Czechoslovakia.	Students will be assessed throughout the course via classwork, homework and data points. This will include trial exam questions.
Autumn 2	Arms Race. Berlin Wall. Cuban Missile Crisis – causes, events and consequences. The Soviet invasion of Afghanistan. The Second Cold War. Star Wars programme. Détente. SALT. Fall of the Berlin Wall.	Year 11 Mock exam will take place between 27/11 to 8/12. The topic will be the Cold War, 1919 -1941
Spring 1	Early Elizabethan England 1558 -1588. The problems faced by the young Elizabeth I. The problems with religion in England and the religious settlement. Challenges to religion from the Puritans, Spain and the	

	Papacy. Mary Queen of Scots – claim, trial and execution.	
Spring 2	Plots against Elizabeth – the Northern Earls, Throckmorton and Babbington plots. Rivalry with Spain, including the Armada. Education, the poor and leisure. The exploration and settlement of the New World. The failure of the Virginia colony.	
Summer	This term will focus on revision of key points from the course and exam techniques.	

Resources:

Edexcel GCSE (9-1) History Superpower relations and the Cold War, 1941-91 Student Book (EDEXCEL GCSE HISTORY (9-1))

ISBN-10: 1292127279

ISBN-13: 978-1292127279

Edexcel GCSE (9-1) History Early Elizabethan England, 1558-1588 Student Book (EDEXCEL GCSE HISTORY (9-1))

ISBN-10: 1292127260

ISBN-13: 978-1292127262

Any other information:

Textbooks should be purchased if possible. Revision books will be available at approx. £10 for 4 books.

Topics for Year 11 trial exams:

The Cold War 1945 -1991

Subject: Latin Exam board: WJEC Eduqas Syllabus title/code: GCSE Latin

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn 1	Continuation of Book 3 of the CLC. Continuation of grammar and vocab: - Participles Begin the Literature element: 130 lines of literature to read and analyse	Vocabulary tests Grammar tests Literature will be tested as each section is completed.
Autumn 2	Continuation of Book 3 of the CLC. Continuation of grammar and vocab: - Purpose clauses	Language past paper & Roman civilisation paper to be given as the Trial exam.

	Continuation of the Literature reading and analysis	Literature assessments
Spring 1	Grammar not yet covered from books 3-5 Final vocabulary Continuation of the Literature study	Vocabulary tests Grammar tests Literature past papers
Spring 2	Completion of course: Language Revision of Roman Civ Literature	Past paper work on all 3 elements of the course.
Summer	Revision of all 3 papers in preparation for final exams.	

Resources:

- Vocabulary booklet with all 440 words that students need. Purchased in school.
- Parents are given the opportunity to purchase the course book should they wish
- The Eduqas website has all the student notes to the Literature component which students will need for revision. This can be found at:
<http://www.wjeclatinresources.com/component-2.html>
- The Eduqas website has an excellent 'interactive vocabulary tester' which can be found at:
<http://www.wjeclatinresources.com/component-1.html>
- Some students find the App 'Memrise' very useful and they can access the course vocabulary on this.
- For the Roman Civilisation resources, go to:
https://www.exams.cambridgescp.com/files/eduqas_entertainment_and_leisure_booklet_2.pdf

Topics for Year 11 trial exams:

1. All of the language content for the language paper (50% of the final marks) – all 440 words, plus the grammar that we have studied since year 10. A list of the defined grammar can be found at the back of the vocabulary booklet.
2. The topics for the Roman Civilisation paper (20% of the final marks) Dinner parties / baths / gladiatorial shows / theatre / amphitheatre / recitations. Content in the Book 1 textbook and in the resources online.
3. The third component (literature) will be assessed later on in the year.

Subject: MATHEMATICS Exam board: **_AQA** Syllabus title/code: **_GCSE/8300_**

Key dates:

- On-going revision sessions at lunch time or after school
- Mock Exam
- PPE March 2019

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered? BOLD (HIGHER ONLY)	Assessment: Key pieces and dates How will the students be assessed?
Autumn 1	Review Yr 10 topics. Standard Form, Rearranging Formulae, Growth & Decay, Area & Sectors, Cones & Spheres, Further Quadratics	Pixl Topic tests –assessed at end of each topic
Autumn 2	Surds & Rational Numbers, Linear & Quadratic Equations and their Graphs 1 and 2 , Cumulative Frequency & Box Plots , Vectors, Equations of a Circle and Trigonometric Graphs	Pixl Topic tests-assessed at end of each topic Yr 11 Mock Exams
Spring 1	Sine & Cosine Rule , Algebraic Proof and Algebraic Fractions , Direct & Inverse Proportion, Histogram, Functions and Transforming Functions , Upper & Lower Bounds	Pixl Topic tests-assessed at end of each topic
Spring 2	Circle Theorems, Iteration , Gradient & Rate of Change, Financial Calculations and product rule , Pre-Calculus & Area under a Curve	Pixl Topic tests-assessed at end of each topic Mock exam (week starting 4 th March 2019)
Summer	REVISION	

Resources: CGP revision guides and work book

Any other information:

Students should bring a Scientific calculator to every lesson. Students should also have access to a basic Maths set of protractor, compass, ruler and set square. Homework is set weekly on Doodle in the form of tutorials and/or exercises and mini quizzes. Each topic is individually assessed after completion and Ragged to identify and monitor areas of strength, weakness and areas that require improvement.

Subject: Media Studies

Exam board: WJEC Eduqas

Syllabus title/code: Media Studies 9 - 1

Key dates:

- Friday 5th October– Submission of NEA for feedback
- Thursday 18th October – Final submission of NEA
- Feb – Revision sessions

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn 1	<p>Component 3, NEA: 30% overall grade.</p> <p>AO1 Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> - the theoretical framework of media - Contexts of media and their influence on media products and processes. <p>AO2 Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.</p> <p>AO3 Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.</p>	<p>Students will submit a 250 word statement of intent and a professional looking production piece that meets their chosen brief.</p> <p>Final submission Thursday 18th October.</p>
Autumn 2	<p>Component 2: Understanding Media Forms and Products</p> <p>Detailed study of a crime drama (Luther Series 1 Episode 1 and The Sweeney S1 E1)</p> <p>Detailed study of music through focusing on two contemporary music videos and the online, social and participatory media surrounding the artists. Study one music video from the past to enable learners to develop their understanding of media language and of how representations reflect, and are influenced by, relevant contexts</p>	<p>Component 2 is a 1.5 Hour exam and worth 30% of overall mark.</p> <p>A practice exam will be scheduled during the trial exam period.</p>
Spring 1	<p>Revisit Component 1 Section A: Exploring Media Language and Representation Exam approach.</p> <p>Introduction to Component 2: Section B Exploring Media Industries and Audiences</p>	<p>Exam questions set as homework and class work.</p> <p>Production of revision materials.</p>
Spring 2	<p>Revisit and explore close study products for Component 1 Section A and B.</p>	<p>Exam questions set as homework and class work.</p>
Summer 1	<p>Preparation for exams. Revisit areas of concern identified through PLC.</p>	

Resources:

<http://eduqas.co.uk/qualifications/media-studies/gcse/> (Digital Resources)

Topics for Year 11 trial exams:

Component 2: Understanding Media Forms and Products

Section A: Exploring Media Language and Representation (45 marks)

There will be two questions:

Question 1 will assess **media language** and will require analysis of **Luther**. Learners refer to an unannotated copy of the product in the examination. Reference to relevant contexts may be required.

Question 2 will assess **context** and **representation** in relation to a different media form from that assessed in question one.

Part (a) will assess knowledge and understanding of context in relation to **one** set product.

Part (b) will require a comparison of an unseen resource with a set product in the same media form. This question requires an extended response.

Section B: Music (music videos and online media) (30 marks)

Question 3 will assess the ability to make judgements and draw conclusions through an analysis of the set music videos in terms of **either** media language **or** representation. Reference to relevant contexts may be required.

Question 4 will assess knowledge and understanding of media industries, audiences or media contexts.

Subject: Music Technology

Exam board: NCFE

Key dates:

- November Yr11 Practical Exam re-entries as required
- November Yr11 Written Exam (dates to be confirmed)
- June Yr11 Written Exam re-entries as required

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn 1	Recap and continuation of music composition for module 2 (Creating Music) . Practical work and report writing based on a given brief showcasing compositional knowledge and editing ability. Referencing of the research. (Outcome 2)	Practical evaluation and written coursework
Autumn 2	Introducing microphone techniques and knowledge – types of microphone, polar patterns, positioning and usage. Using that knowledge to add real audio into module 2 composition. Exam prep.	Practical work and written report. Exam Practical re-sit as required. Exam Written.
Spring 1	Unit 3 Studio Recording. Continuing knowledge of the recording process from audio capture to mixdown and mastering.	Essay and project.

	Planning and health and safety project. (Outcome 1 and 2)	
Spring 2	Carrying out a studio recording based on the plan previously made. Detailing the processed used and offering ways of improving. Mixing the finished recording and creating a final master in an appropriate format. (Outcome 3 and 4)	Practical work and report.
Summer 1	Any additional work from examiner feedback and exam prep.	Exam Written re-sit if required
Summer 2	As above	

Resources:

Various website resources (a google search for individual components will bring up many sites).

www.shure.co.uk

www.kmraudio.com

www.ncfe.org.uk

www.soundonsound.com

Any other information parents/students need:

The exam dates are yet to be confirmed. The deadlines for the individual module reports are for the end of the half term/full term that the module is started (as stated above) for the first marking point.

This course requires a written report for every piece of practical work in order to achieve the pass grade. When writing the report it important for the student to go into detail, offer opinion and critically analyse their work, offering alternatives and methods. Screenshots should always be supported with annotations and explanations.

Encouraging and supporting typing up of general notes and reports at home greatly helps to achieve a higher grade and allows more time during the closing stages of the course for practical work and exam prep.

Topics for Year 11 trial exams:

Likely to centre on module 1 and 4 with health and safety also present.

Subject: GCSE Physical Education Exam board: OCR Syllabus title/code: J587

Key dates:

- Practical videos of offsite activities to be handed in before Christmas
- Revision and catch up session – Thursdays after school

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn 1	The structure and function of the skeletal system The structure and function of the muscular system	Past exam papers End of unit tests RAG of Doodle statements

Autumn 2	Movement analysis The cardiovascular and respiratory systems.	Past exam papers End of unit tests RAG of Doodle statements
Spring 1	Effects of exercise on body systems. Components of fitness and Principles of training	Past exam papers End of unit tests RAG of Doodle statements
Spring 2	Preventing injury in physical activity and training.	Past exam papers End of unit tests RAG of Doodle statements
Summer	Revision and exam preparation	

Resources:

www.ocr.org – look at key documents on the Physical education area. Past papers and mark schemes available to download.

Revision guide – can be purchased from school

Subject: PSHE

Key dates:

- 14/1/19 Mock interviews

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn	World of work, unemployment and finances- researching post 16 options and how choices can impact on their future. Learn a range of strategies to manage money and avoid debt.	Assessment will be through individual research of careers and post 16 options.
Autumn	College Applications – Completing college applications and personal statements for post 16.	Assessment will be through the completion of their personal statement and college application.
Spring	Sex and Relationships- Revising a range of contraception methods and recognising STI risks. Recognising positive and negative relationships.	Assessment will be through a contraception and STI quiz at the end of term.
Spring	Revision Skills – Organising time, preparing for the exam season across all subjects and learning a variety of ways to revise.	Assessment will be based on students detailed revision plan identifying how they plan to manage revision during independent time and keeping a work life balance.
Summer	Revision – independent revision for core subjects during PSHE lessons.	Assessment will be through independent organisation and motivation during revision lessons throughout the term.

Subject: _Religious Studies Exam board: _AQA

Syllabus title/code: __8062 specification A

Key dates:

- Trial exams after each unit
- Revision sessions at lunch times and after school

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn 1	Sikhism beliefs	
Autumn 2	Sikhism practices	Trial exams November (Christianity and Sikhism, beliefs and practices)
Spring 1	Theme A : Relationship and families	End of topic exams
Spring 2	Theme A: Relationships and families Theme F: Religion, human rights and social justice,	Trial exam
Summer	Theme F: Religion, human rights and social justice, Revision	

Resources:

AQA GCSE (9-1) Religious Studies specification A edited by Lesley Parry and Jan Haynes, ISBN: 978-1-510-40479-3

AQA religious studies A: Sikhism edited by Cynthia Bartlett ISBN: 978-0-19-837037-6

AQA Revision guide religious Studies (9-1), Christianity, edited by Marianne Fleming and Peter Smith, ISBN 978-0-19-842281-5

www.hoddereducation.co.uk/myrevision

<http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/assessment-resources>

Topics for Year 11 trial exams: paper 1: Christianity beliefs and practices, Sikhism beliefs and practices

Subject: Science Exam board: AQA

Syllabus title/code: Biology, Chemistry, Physics or Synergy

Key dates:

- Year 11 Science Mock Exam – November 2018 and Jan 2019
- End of topic tests – Approx. 3 each half term
- Progress Learning Checks at the end of each topic
- Revision Sessions – Wednesday Lunch time beginning October

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn 1	Separate Science <ul style="list-style-type: none"> • Homeostasis • Rates of Reaction • Magnetism Synergy <ul style="list-style-type: none"> • Acids and Alkali's • Electricity 	End of topic tests Progress Learning Checks Doodle tests
Autumn 2	Separate Science <ul style="list-style-type: none"> • Inheritance and Variation • Organic Chemistry • Magnetism Synergy <ul style="list-style-type: none"> • Atoms into Ions • Resources and Materials 	End of topic tests Progress Learning Checks Doodle tests
Spring 1	Separate Science <ul style="list-style-type: none"> • Ecology • Chemical Analysis • Space Synergy <ul style="list-style-type: none"> • Carbon Chemistry • REVISION 	Mock exam End of topic tests Progress Learning Checks Doodle tests
Spring 2	Separate Science <ul style="list-style-type: none"> • Earth's Resources • The Atmosphere Synergy <ul style="list-style-type: none"> • REVISION 	End of topic tests Progress Learning Checks Doodle tests
Summer	REVISION	End of topic tests Progress Learning Checks Doodle tests

Resources:

- CGP Revision Guides will be available for purchase in the Science department from October 2018

Subject: Sociology Exam board: AQA Syllabus title/code: 8192

Key dates:

- End of each unit there will be a trial exam
- Revision session at lunch times and after school

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn 1	Social stratification	After each unit there will be a trial exam Paper 1 trial exam in September within class
Autumn 2	Social stratification	After each unit there will be a trial exam Trial exam, paper 1 (families and education)
Spring 1	Crime	After each unit there will be a trial exam
Spring 2	Crime	After each unit there will be a trial exam Trial exam for paper 2 within class
Summer	Revision	

Resources:

AQA GCSE Revision Sociology edited by Pauline Wilson ISBN: 978-0-00-822745-6

Optional AQA GCSE sociology edited by Rosie Owens and Ian Woodfield ISBN: 978-1-5104-0311-6

<http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources>

Subject: Spanish Exam board: AQA Syllabus title/code: 8698 GCSE Spanish

Key dates:

- Year 11 trial exams – December
- Year 11 trial exam – speaking. All pupils will do a practice speaking exam prior to doing their final speaking exam. This will be outside of the normal trial exam period as it is an individual exam done with their Spanish teacher. These will take place on 16th and 17th January.
- GCSE speaking exam. AQA have now confirmed that all speaking exams must take place between 15th April and 17th May. These dates are set by the exam board and cannot be changed. We will pick one week and all speaking exams will take place in this period. Information will be sent to pupils and parents in plenty of time giving the exact day and time of their exam.

Half term	Course content: Knowledge and Skills Which modules (or parts of) will be covered?	Assessment: Key pieces and dates How will the students be assessed?
Autumn 1	Environment Modal verbs Technology in everyday life Social media and mobile technology	Reading and listening assessments on environment
Autumn 2	Career choices and ambitions Preparation for trial exams	Trial exams (reading, listening and writing)
Spring 1	Preparation for speaking trial exam Charity and voluntary work	Speaking trial exam
Spring 2	Poverty and homelessness Preparation for final exams (reading, listening, writing and speaking)	Practice exam papers and questions for all four skills
Summer 1	Preparation for final exams (reading, listening, writing and speaking)	Practice exam papers and questions for all four skills
Summer 2	Preparation for final exams (reading, listening, writing and speaking)	Practice exam papers and questions for all four skills

Resources:

All students are expected to have a copy of the vocab book relevant to their year group, which can be bought from the Languages department for £1 or can be downloaded from the school website.

Students are also encouraged to buy a Collins revision guide. These can be bought from the department for a reduced price of £4. We will be placing an order for these shortly and pupils will be able to purchase them directly from the department.

Students will also find the following resources useful:

www.memrise.co.uk or the Memrise app which you can download for free on any smartphone – Your teacher can guide you towards vocabulary lists which you might find it helpful to work on

Duolingo – this is a language learning app which you can download for free on any smartphone and helps build up your vocabulary.

Topics for Year 11 trial exams:

All topics covered so far in Year 10 and 11:

- Me, my family and friends
- Home, town, neighbourhood and region
- My studies
- Free time activities
- Healthy and unhealthy living
- Life at school/college
- Customs and festivals in Spanish speaking countries/communities
- Travel and tourism
- Education post-16
- Marriage and partnership
- Environment
- Social Media and Technology
- Charity and voluntary work
- Career choices and ambitions

Useful Websites

Online Applications	http://www.ucasprogress.com/search/
Youthoria	www.youthoria.org
National Careers Service	https://nationalcareersservice.direct.gov.uk
Apprenticeships	www.apprenticeships.org.uk
Apprenticeships	https://www.getingofar.gov.uk/
Hills Road	http://www.hillsroad.ac.uk/
Long Road	www.longroad.ac.uk
CRC	www.camre.ac.uk
Parkside	www.parksidesixth.org.uk
Comberton	www.combertonsixthform.org
The Oakes College	http://oakescc.org/
Impington	www.impington.cambs.sch.uk
College of West Anglia	www.cwa.ac.uk
Cottenham	www.cvcweb.net
Cambridge Academy for Science and Technology	https://cast.education/
Bedford	www.bedford.ac.uk
Shuttleworth	www.shuttleworth.ac.uk
North Herts	www.nhc.ac.uk



Checklist for applications

Have you?	Deadline	Tick when done
Visited the Open Evenings	Throughout October/November	
Read the prospectuses	Throughout October	
Checked your personal information	Throughout October	
Written your personal statement	16 th November	
Had your personal statement checked	23 rd November	
Researched a range of courses and institutions	Throughout November	
Chosen the courses you want to apply to	30 th November	
Checked that your estimated grades match the admissions criteria	5 th December	
Discussed your choices with your parents	Beginning of December	
Discussed your choices with your tutor	Beginning of December	
Decided on your final choice	5 th December	
Submitted your application to your tutor	7 th December	
Had the letter confirming your options signed and returned to Miss Hields	13 th December	

Calculating your Hills Road Admissions score

To work out what your score is, enter your (whole*) grades into the spaces below. Maths and English Language appear twice because this is part of how the score is calculated. Include your best 6 other grades and then add them together and compare to the minimum admissions score.

*This means that e.g. 5.2, 5.5 and 5.8 would all be 5.

Level 2 vocational courses are converted as follows: Distinction* = 8; Distinction = 7; Merit = 6; Pass = 4. Students can have up to 2 vocational courses in their score.

English Language = _____

English Language = _____

Mathematics = _____

Mathematics = _____

Subject 1 _____ = _____

Subject 2 _____ = _____

Subject 3 _____ = _____

Subject 4 _____ = _____

Subject 5 _____ = _____

Subject 6 _____ = _____

Total = _____

Minimum for non-STEM subjects = 54 - 56

Minimum for STEM subjects = 64

Please note that these are minimum scores and that they may be adjusted by Hills Road, dependent on applications.

You also need to remember that certain subjects will require specific grades so check the prospectus carefully.

What's the secret to success?

"It's all hard work and grafting. It's been a long journey grafting and grafting, but anything is possible."

Mo Farah