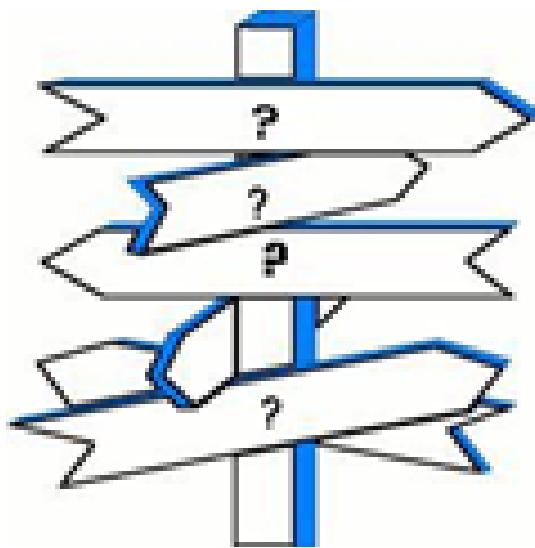




Life after Bassingbourn



**A guide to the College Application
Process**

Bassingbourn Village College

2019 - 20

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 Mychoice@16 website to research the different courses on offer.
- Talk to your mentor 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 mentor.
- 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, you may want to check the UCAS website (<https://www.ucas.com/>) to see if there are any specific qualifications you need to be able to do the course you want. The

Russell Group of 24 leading UK universities has also 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: <https://www.informedchoices.ac.uk/>

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 £550 per year. Comberton also provide a bus at a cost of approximately £340 per year. 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 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.

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 56 for non-STEM subjects and 66 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 59 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 Oakes College - 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 the International Baccalaureate. 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 2019
(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.

Hills Road Sixth Form College

Interviews will normally be offered to those who place Hills Road as their first choice 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 based on number of applicants, subject choice, and which college they put as first choice.

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 - Saturday 12th October, Saturday 23rd November, Monday 25th November, Saturday 25th January
- Oakes College - Tuesday 15th October
- Impington - Thursday 17th October
- CAST - Monday 28th October
- Parkside - Tuesday 29th October
- Comberton - Wednesday 30th October
- COWA - Saturday 9th November

Long Road and Hills Road Open Evenings were held in the summer. If you want to visit, contact their admissions office to see if something can be arranged.

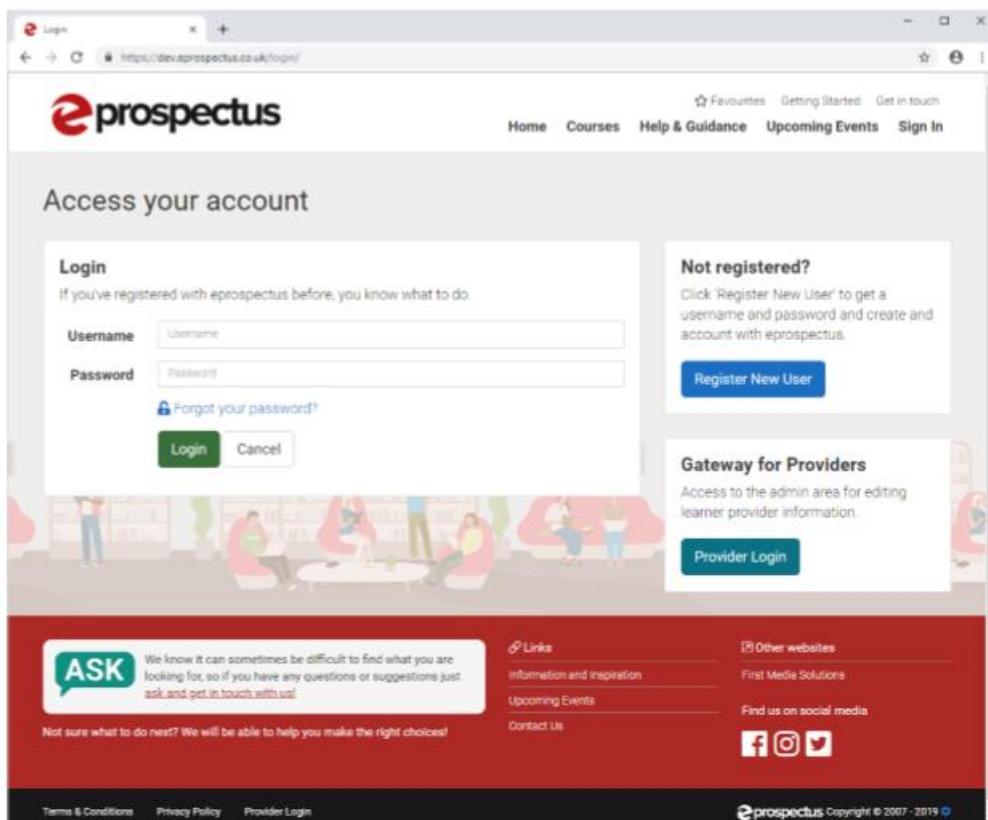
Visiting the institutions on the Open Days is the best opportunity to find out if the institution is the best place for you. Make sure you go to all of the institutions you are interested in and ask questions.



Applying to Post 16 Institutions

You are going to be applying using the Mychoice@16 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.mychoice16.co.uk. This website has been designed to help you with your applications and contains lots of useful information. Any applications to Cambridgeshire colleges will be done through this website so it is important that you follow the instructions correctly.



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.

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.

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.

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.

Getting started

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 and should be accurate.

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.

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

Once you have logged in, choose My Profile Template from the Extra Tools section or My Applications from the options.



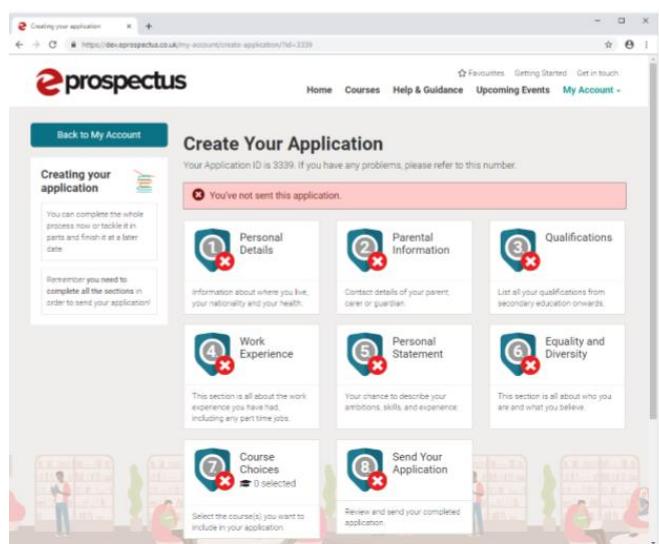
If you haven't yet started an application click on the **Start a new Application** button, otherwise click on the **Continue** button next to the application you want to work on.



This page allows you to access all the sections of your application and indicates your progress in each section.

If this is your first application and you haven't completed your Profile Template all the sections will need completing. For additional applications your profile details will have been saved and just the Course Choices will need completing.

You can work in any order but it is sensible to work through in order so that everything gets completed correctly.



Personal Details

Click on the button for Personal Details.

Fill in any details that are missing, and check any data that has already been inputted by the school. It is really important that this information is accurate as it will be used by the colleges to create your profile on their database and ensure your needs are met.

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.

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.

The screenshot shows the 'Filling in your details' section of the application form. It includes fields for address (3 Alton Close), city/town (Cambridge), county (Cambridgeshire), and postcode (CB3 8PO). There are dropdown menus for country (United Kingdom) and choose your first language (English). Personal and school email fields are also present. A checklist on the left lists various application requirements, many of which have red 'X' marks next to them, indicating they are not yet completed.

Click Save and Continue to save your changes.

Parental information

Click on the button for Parental Information.

Complete all the information accurately on behalf of your parent/carer.

The screenshot shows the 'Parental Information' section of the application form. It includes fields for title (Mrs), first name (Mother), and last name (Lerner). A dropdown menu for relationship of parent (caregiver) is set to 'Mother'. There are fields for home phone number (e.g. 01207607783), personal phone number (e.g. 01207607783), and email address (motherlerner@test.com). A note at the bottom states: 'You should be living with this parent, unless special circumstances apply.'

Click Save and Continue to save your changes.

Qualifications

You will find your estimated grades in this section, which will be entered by BVC staff in November. 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.

Work Experience

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

The screenshot shows the eprospectus application interface. At the top, there is a navigation bar with links for Favourites, Getting Started, Get in touch, Home, Courses, Help & Guidance, Upcoming Events, and My Account. Below the navigation, there is a teal header bar with the text "Back to Application". On the left, there is a sidebar titled "Filling in your details" containing a text area with placeholder text and a "Submit" button. Below this is a "Your checklist" section with a list of items: Personal Details (green checkmark), Parental Information (green checkmark), Qualifications (green checkmark), Work Experience (red X), Personal Statement (red X), Equality and Diversity (red X), Course Choices (red X), and Send Application (red X). In the center, there is a large text input field with the placeholder text "Please write about any work experience you have done, any part-time jobs you have or have had and any volunteering you have undertaken." Below the text input is a checkbox labeled "I have not had the opportunity to undertake any form of work experience." To the right of the checkbox is another checkbox labeled "I have not had the opportunity to undertake any form of work experience." At the bottom of the page, there is a red footer bar with the ASV logo, the text "We know it can sometimes be difficult to find what you are", a "Save and Continue" button, a "Cancel" button, and a "Links" and "Other websites" link.

You need to click on **Work Experience** 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.

Write about all the work experience you have had but make sure that they are clearly separated by using sub-headings.

If you haven't completed any work experience you need to tick the checkbox to insert a comment regarding this.

Click on Save and Continue to save your changes.

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."

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

Please make sure you save it on a regular basis!

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

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

The screenshot shows the 'Your Personal Statement' section of the eprospectus application. At the top, there's a 'Back to Application' button and a navigation bar with links for Home, Courses, Help & Guidance, Upcoming Events, and My Account. The main area is titled 'Your Personal Statement' with a sub-instruction: 'Include interests and hobbies. You could also talk about your favourite subject and careers aspirations. This should make you sound as good as you can be, so don't put anything negative - but be honest at the same time!'. Below this is a text input field with a character limit of 4000 characters. A note says, 'I've got a good attendance record for school and work, also I am reliable and honest. In my spare time I like to spend it at the skate park riding my scooter but when I am not there I like to be with my friends and family. I go to school Monday to Friday and then from school I go straight to work.' At the bottom of the input field is a 'Save and Continue' button and a 'Cancel' button. To the left, there's a 'Your checklist' sidebar with items like Personal Details, Parental Information, Qualifications, Work Experience, Personal Statement, Equality and Diversity, Course Choices, and Send Application, each marked with a green checkmark or a red X.

Click Save and Continue to save any changes you make.

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, Sports Academy 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 and Continue" button at the bottom of the page.

Equality and Diversity

This section is to ensure that everyone is treated equally. Here you need to fill in your sexual orientation and religious beliefs. If you don't wish to enter these, just select the Prefer Not To Say option in the drop down menu.

The screenshot shows the 'Equality and Diversity' page of the e-prospectus application. At the top, there's a navigation bar with links for Home, Courses, Help & Guidance, Upcoming Events, and My Account. Below the navigation, a sub-header reads 'Equality and Diversity'. A note below it says, 'If you do not wish to answer any of the questions please choose the option 'Prefer not to say'.' The main form area is titled 'Your Details' and contains three dropdown menus: 'Sexual Orientation', 'Religion or Belief', and 'Ethnicity'. Each dropdown has a 'Prefer not to say' option at the top. To the left of the form, a vertical 'Your checklist' sidebar lists several items with checkmarks: Personal Details, Parental Information, Qualifications, Work Experience, Personal Statement, Equality and Diversity, and Course Choices. The 'Equality and Diversity' item is highlighted with a red circle and a checkmark. At the bottom of the page, there are buttons for 'Update My Profile Template', 'Save and Continue', and 'Cancel'. There's also an 'ASK' button with a small note: 'We know it can sometimes be difficult to find what you are looking for, so if you have any questions or suggestions just ask and we'll do our best to help.' At the very bottom, there are links for 'Links', 'Information and Resources', and 'Free Moodle Support'.

Click Save and Continue to save your changes.

Final notes on the sections about you

You should complete the Profile section by 22nd November so that all you have to do in December is make your final decision and make final edits. These sections must all be showing as completed on the profile page.

Remember your estimated grades will be filled in for you and your mentor 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 mentor 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.

Course Choices

In this section you can list the courses you are applying for. If you have added any courses to your favourites list then these are shown at the top of the page.

If not, click on search for a course online to find one. This will take you to the course search.



You can filter your search down using the filter options on the left.

Click on the course title to have a look at it - this is where you can add it to your favourites.

The screenshot shows a 'Search results' page with a sidebar for refining search criteria (e.g., Full Time Courses, All Academic Years, All Areas, All Qualifications, All Sectors, Level 1, All Providers, Any Distance) and a 'Clear Search Criteria' button. The main area displays course cards with titles, logos, and brief descriptions. Courses shown include:

- Biology
- Bricklaying Advanced Course, Level One Diploma
- BTEC National Diploma in Health and Social Care
- Certificate in IT User Skills (ITQ) (QCF)
- English Advanced
- GCE A2 Level English Literature

You can have a look at all the course information using the tabs in the middle. Any pictures for the course will be at the bottom. The course start options and venues will be on the left hand side. Once you are happy with the course, select the course start from the drop down in the middle and press Add to Favourites.

The screenshot shows a detailed course page for 'A Level English Literature'. It includes:

- A sidebar with 'Hills Road Sixth Form College' information, a question box, and course dates (01/09/2019 to 31/08/2020).
- A central image of a hand writing on a page with various international greetings written around it.
- A 'Back to search results' button.
- An 'Add to Favourites' button.
- A tabbed section with 'Overview' selected, showing study units: Drama, Prose (before and after 1900), Poetry.
- A 'Course Details' tab showing: Code 111239, Qualification Type GCE A/A/S Level or Equivalent, Qualification Level Level 3.

It will ask if you want to return to your application, if you are ready to continue select Yes.

Some providers allow you to make multiple applications to them, if they don't then the favourites will be greyed out with a message to let you know why. Press Add Course on the course you wish to apply for.

If you can add more than one course you can order them by your preference by dragging and dropping them or clicking the up/down buttons.

Add an explanation why you would like to do the course(s) and click Save and Continue to save your changes.

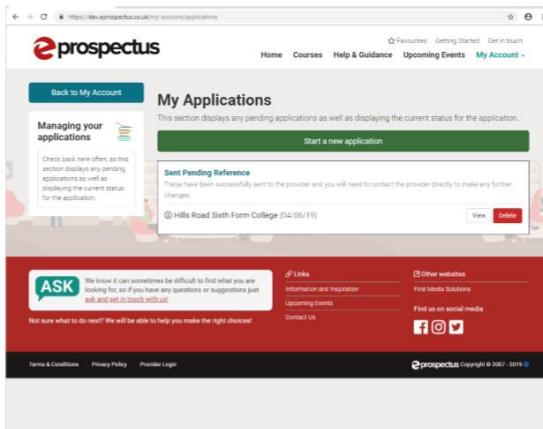
Review and Send Your Application

This final page allows you to review all the sections in one go, you can edit any of the pages by clicking the Edit button in each of the sections.

The provider may have some questions for you to answer, these are at the end of the page.

Complete any additional fields or checkboxes and click the Send Application button to send your application.

Your application will now be at the next status which is to Miss Hields. You can monitor the status by visiting this screen.

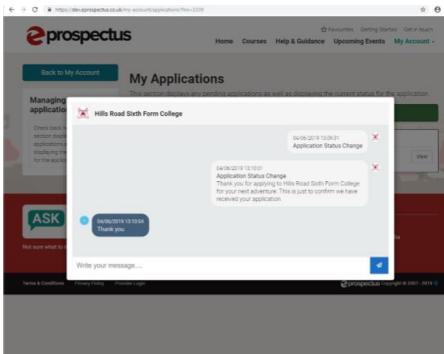


Once your application is with Miss Hields, she will give you a letter that confirms your choices which must be returned signed by your parents. The final stages of the process will also happen at this point as your reference will be written by your mentor.

If your application reaches Miss Hields by the 6th December, it will arrive at the colleges by their deadline. If it is completed after this date, there is no guarantee that the college deadline will be met.

After submission

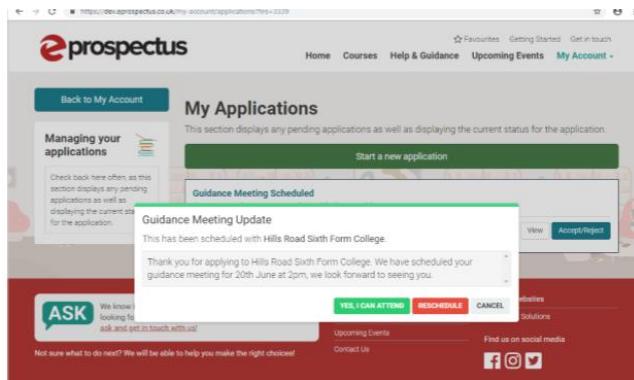
It is not the end of the process once you have sent your application through. If the provider, your school or tutor has sent you a message about the application, you can click the envelope icon on the left of the application to read it and reply. These messages could contain important information so you must check regularly.



When your application has been processed by the provider and they schedule your guidance meeting or choose to send you an offer, you can accept or reject it in this screen. Click on the Accept/Reject or Your Offer button to view the meeting/offer and make your choice.

You can press cancel if you are not ready to reply yet.

Once accepted/rejected, the status of your application will change.



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 10 and 11 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. If you meet the deadlines you should receive your offer 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 20th 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 2020.
- 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	Project 2: Theme: own choice. AO1. Complete artist research work, begun in Year 10, by the end of September. 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.	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.
Autumn 2	Continue AO2. Deadline mock exam. Project 2: Theme: own choice. AO4. Final piece, as planned in AO2, to be created during the 10 hour mock exam. Use any remaining time and Christmas holiday to complete and improve Project 2, as necessary.	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. 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

		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:** Level 2 and 2 Award in Hospitality and Catering:
Specification A

Key dates:

- Mock Exam date TBC
- NEA will take place between 28th October 2019 and 14th February 2020
- Practical examinations will take place between January and February 2020

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	Preparation for the NEA	Internally assessed and externally moderated
Autumn 2	NEA- Unit 2 Hospitality and Catering in action	Internally assessed and externally moderated
Spring 1	NEA- Unit 2 Hospitality and Catering in action	Internally assessed and externally moderated
Spring 2	Revision- Unit 1 Hospitality and Catering Industry	Externally marked
Summer 1	Revision- Unit 1 Hospitality and Catering Industry	Externally marked
Summer 2	Revision- Unit 1 Hospitality and Catering Industry	Externally marked Examination Tuesday 16 th June

Resources:

- Textbooks can be purchased for use at home for independent study/revision- WJEC Vocational Award Hospitality and Catering Level ½.
Written by Anita Tull, Alison Palmer
- This is available at a cost of £21.84 from Amazon



- Revision guide- My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering – Written by Bev Saunder, Yvonne Mackey.
- This is available from Amazon for £8.79



Any other information:

Students will need to make sure that they are prepared for each practical lesson during their NEA in order to effectively test each dish they are planning to cook in their final practical exam. Each practical test will require students to bring in ingredients for these trial lessons, students will also be required to purchase all of their ingredients for these lessons and for their final practical exam.

Topics for Year 11 trial exams:

- Understand the environment in which hospitality and catering providers operate
- Understand how hospitality and catering provisions operate
- Understand how hospitality and catering provision meets health and safety requirements
- Know how food can cause ill health
- Be able to propose a hospitality and catering provision to meet specific requirements

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

Key dates:

- October 2019 – January 2020 – Programming Project
- November/December 2019 – Year 11 Exams
- 2nd March 2020 - Start of 6-A-Day revision Questions
- Morning of 11th May 2020 – Paper 1: Computers Systems
- Afternoon of 14th May 2020 Paper 2: Computational Thinking Algorithms and Programming

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	

Any controlled assessment/exams not mentioned above (including dates): A total of 20 hours to be spent on Programming Project. Any allocated time missed due to absence will require attending an after-school session. This Project is not assessed, but skills gained from completing it can be applied to answering the programming and algorithm questions found in Exam Paper 2.

Resources:

- OCR website: <http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/>
- Computing MOOC: <https://www.cambridgegcsecomputing.org/>
- Seneca Learning: <https://www.senecalearning.com/>
- GCSE Computer Science for OCR Student Book. ISBN: 9781316504031
- Cambridge Elevate (Used in Conjunction with Student Book): <https://elevate.cambridge.org>
- CGP Revision Resources: <https://www.cgpbooks.co.uk/secondary-books/gcse/computer-science/>
 - GCSE Computer Science OCR Complete Revision & Practice - Grade 9-1 (with Online Edition). ISBN: 9781782948605
 - GCSE Computer Science OCR Practice Papers - for the Grade 9-1 Course. ISBN: 9781782948223
 - Grade 9-1 GCSE Computer Science OCR Revision Question Cards. ISBN: 9781789084016
 - Grade 9-1 GCSE Computer Science OCR 10-Minute Tests (includes Answers). ISBN: 9781789084023
- Craig'n'Dave GCSE OCR Computer Science Videos: <https://student.craigndave.org/gcse-videos>

Any other information:

6-A-Day Materials will be sent to the parental e-mail addresses prior to the starting date of 2nd March 2020

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

Topics for Year 11 trial exams:

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

Subject: BTEC Construction and the Built Environment

Exam board: Edexcel/ Pearson

Syllabus title/code: First Award

Key Dates:

- Unit 1 exam will be on 9th January

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 7 – Carpentry (1 lesson per week) Unit 1 – Technology and the construction industry (1 lesson per week)	Unit 1 by external exam in January Unit 7 will be assessed by practical and written work
Autumn 2	Unit 7 – Carpentry (1 lesson every week) Unit 1 – Technology and the construction industry (1 lesson per week)	Unit 1 by external exam in January Unit 7 will be assessed by practical and written work
Spring 1	Unit 2 – Science and Maths in Construction	Unit 2 will be assessed by portfolio
Spring 2	Unit 2 – Science and Maths in Construction	Unit 2 will be assessed by portfolio
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 (if required) Unit 6 and 7 Health and Safety will be assessed by written work

Any other information:

Unit 1 Exam will be sat in January

Topics for Year 11 trial exams:

Unit 1: Construction Technology

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

Key dates:

- December show – opportunity to gain performance experience for exam performance pieces
- Weekend and after school intervention workshop in the spring term prior to the filmed practical exams in the spring term date tbc
- Intervention workshops for the written exam in the spring and summer terms date TBC
- Dance show performance opportunities to hone expressive skills prior to practical exams February 2020

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 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 Performance pieces to be completed by half term – these will then be rehearsed and refined until the practical exam at the end of March. When choreographic stimuli are released by the exam board this will be issued to students who will then start work on this component. This work will be completed by the end of January 2020 and then rehearsed and refined until the practical exam at the end of March. Creation of revision resources
Autumn 2	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.	Regular class rehearsals 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 Interleaving of performance pieces Work on choreographic pieces assessed against exam criteria. Students should be rehearsing their practical work at agreed lunchtime slots in the drama studio.

		Creation of revision resources set for homework
Spring 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.	Rehearsals for choreography and performance will be offered for this component and will be confirmed during this term. The filmed practical exams will take place during this term – date to be confirmed it will be at the very end of March. Students will be required to write a programme note of approximately 120-150 words to highlight their choreographic intent and performance intent. Written tasks to demonstrate engagement and understanding. Exam style questions. These will be undertaken in class and set as homework during this term.
Spring 2	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.	All filmed work for performance and choreography to be submitted to the board by the start of May 2020. Written tasks to demonstrate engagement and understanding. Exam style questions. These will be undertaken in class and set as homework during this term. Intervention sessions will be offered after school during this term. Dates will be confirmed during this term.
Summer 1	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.	Consolidation of knowledge for the written paper throughout this term. Assessment materials and exam questions will be undertaken in lesson time. Revision tasks for component 2 will be set on Doddle throughout this term. Written tasks to demonstrate engagement and understanding. Exam style questions. 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 – 30th and 31st March 2020

Written exam component 2 – during the summer exam series 2020

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.

Past papers will be done in timed conditions in class over the three terms: Performance and choreography and dance appreciation.

Section A: Knowledge and Understanding of Choreographic processes and performing skills

Section B: Critical appreciation of own work – Solos x 2, Duet and Trio performance, Choreography piece

Section C: Critical appreciation of professional works x 6.

Subject: Drama

Exam board: _Edexcel

Key dates:

- Theatre Trip during the Autumn term 2019 – for review of a live performance which is in Section B of the written paper in the summer exam series. DTBC
- After school rehearsals to be arranged with each individual group during September, October and early November for Component 1 devised performance piece.
- Practical exam for Component 1 will be during week beginning November 18th DTBC – this is the actual component 1 and is not a mock exam. Dress rehearsals for this GCSE exam will be on Sunday 10th of November. There will also be a workshop before the exam during the school day and this date will also be in the week beginning the 18th of November.
- Rehearsal intervention support offered to all groups for component 1 on Sunday 26th of October in the drama studio – times to be confirmed.
- First draft of written portfolios for Component 1 due in on Monday 16th of December 2019.
- Final versions of the portfolio will be due in February 2019 - DTBC
- 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 for the start of the term in January 2020.

- Component 2 Practical exam will take potentially take place in March 2019 DTBC. A weekend rehearsal in March will also be scheduled once the exam date is issued by the exam board possible the 14th and 15th of March or 21st and 22nd 2020. 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 • 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. 	<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 18th November. This is your GCSE practical exam and is worth 15 marks. • Submission of first draft of portfolio to accompany devised piece on 16th December. Students given EBI to improve work and will then submit final version in February 2020 - 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
Spring	<p>Learning Objective for the spring term: To interpret and explore 2 key extracts from a performance text</p> <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>Summary of skills and knowledge for this term</p>	<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

	<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 • Performance skills: vocal, physical. • Knowledge of how to rehearse, refine and amend work in progress for performance 	<p>Inspector Calls and review of a live performance</p> <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. • Final portfolio due in February DTBC
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 be given a revision guide in Year 11 and portfolio guidance sheets in Autumn Term 2019

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.

Past papers will be undertaken in class time under timed conditions: 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:

- Trial exam – Full Literature GCSE Paper

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	Power and Conflict Poetry (Five poems connected to war and conflict) Nineteenth Century Novel (Part 1)	Poetry comparison Essay (October)
Autumn 2	Nineteenth Century Novel (Part 2) Power and Conflict Poetry (Five poems connected to human power)	Extract questions on the nineteenth century novel (November) Trial Exams (December)
Spring 1	An Inspector Calls Revision Power and Conflict (Five connected to individual experiences)	An Inspector Calls essay (January) and a poetry comparison essay (February)
Spring 2	Unseen Poetry Shakespeare Revision	Unseen poetry essay (March) and Shakespeare extract question (April)
Summer	Final Revision and Exam Preparation	

Resources:

We use Seneca to revise content for English Literature and to learn quotes. Teachers might also recommend using revision guides such as the CGP guides or using specific resources such as YouTube or essays from the British Library.

Topics for Year 11 trial exams:

The full literature GCSE exam. Paper 1: Shakespeare and the Nineteenth Century Novel.
Paper 2: An Inspector Calls, Power and Conflict Poetry and Unseen Poetry.

Subject: Fashion & Textiles Exam board: OCR**Syllabus title/code: J310 GCSE Design Technology: Fashion and Textiles****Key dates:**

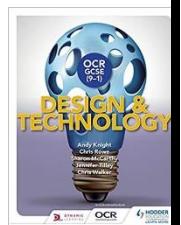
- Doddle Intervention Day- Selected students only, this will be for those who are behind in their NEA or who need additional support- attendance is expected if you are selected.
- Saturday making days will take place on Saturday 2nd, 16th & 30th November- you will be required to attend a minimum of 2 of these dates.
- Final NEA Deadline Thursday 13th February 2020
- Afterschool intervention will be on Tuesday & Thursday and will be for specific students.
- GCSE Examination- 22nd May 2020

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	Investigating the design context, writing a design brief and identification of primary user and stakeholders, research, generation of designs, design development & Technical specification.	Internally marked and externally moderated in accordance with the GCSE assessment criteria. Fabrics for final piece must be purchased over half term.
Autumn 2	Techniques testing, making of prototype and photo-diary	Internally marked and externally moderated in accordance with the GCSE assessment criteria.
Spring 1	Testing and evaluating of final prototype.	Final NEA deadline Thursday 13 th February 2020 Internally marked and externally moderated in accordance with the GCSE assessment criteria.
Spring 2	Revision of Core-Principals of D&T and In-depth principals of D&T (Textiles)	
Summer 1	Revision of Core-Principals of D&T and In-depth principals of D&T (Textiles)	Examination 22 nd May 2020

Resources:

- All fabrics, fastenings and threads for final product must be purchased over October half term, ready for students to start making when we return from the holiday.
- Revision guides can be purchased from school if you do not have one.
- Students will need a flash drive that is a minimum size of 32GB for their NEA as it is now submitted digitally.

- <https://www.bbc.co.uk/bitesize/examspecs/zdvb2sg> this is the link to the BBC bitesize page for revision resources for the OCR specification.
- Some students find it easier to use a textbook to have at home and revise from- this is preference a not a requirement. If you wish to purchase the textbook, it can be bought from Amazon for £21.88. OCR GCSE (9-1) Design and Technology Paperback – Published by Hodder and written by Andy Knight, Chris Rowe, Sharon McCarthy, Jennifer Tilley, Chris Walker.



Topics for Year 11 trial exams:

- Core principals of D&T- Exploring the context of a design solution, usability, opportunities and constraints that influence design and making, Developments in technology and their influence on design decisions and practice, the impact of new and emerging technologies when developing design solutions, sources of energy, environmental, social and economic influences, communication of design solutions, sources of information and thinking when problem solving, categories of materials, properties of materials, controlled movement, electronic systems, the impact of new and emerging technologies.
- In-depth principals: Fibres & Textiles- Physical and working properties, factors that influence selection, sources and origins, commonly available forms and standard units of measurement, Structural integrity, manipulating and joining, ensuring accuracy, digital design tools, manufacturing and scales of production, cost and availability of materials and components.

Subject: French Exam board: AQA

Syllabus title/code: 8658 GCSE French

Key dates:

- 27th January – Practice Speaking Exam
- 27/28th April– Final Speaking 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	Revision of key structures and grammar from Year 10 Marriage and partnership – future plans Future tense	Speaking assessment - role play, photocards and general conversation questions Reading and listening assessment
Autumn 2	Environment – key environmental issues and what we can do to help the environment Social Media and Technology Preparation for practice exams	Practice exams – reading, listening and writing on all topics covered so far

Spring 1	Preparation for speaking practice exam Charity and Voluntary work Poverty and Homelessness	Practice speaking exam – role play, photo card and all general conversation questions
Spring 2	Work – part time jobs Future Plans – related to work Work Experience Ideal Job Preparation for final exams	Practice exam papers and questions for all four skills
Summer 1	Preparation for final exams	Practice exam papers and questions for all four skills
Summer 2	Exams finished by this point	

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.

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.

Seneca Learning

<https://www.aqa.org.uk/subjects/languages/gcse/french-8658>

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

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

- Fieldwork- Sheringham 18th September 2019 and Cambourne 18th March 2020
- Fieldwork analysis October 2019 and March 2020
- Revision sessions afterschool on Wednesdays

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 Fieldwork (Component 3)	Theme 1 mid unit assessment Fieldwork analysis of data. Assessed internally to use as component three exam
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	Past exams completed as homework
Spring 2	Theme 3 Water resources and management Desertification	Past exams completed as homework

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 Wednesdays. Students will be offered one to one sessions where appropriate to improve their exam technique and subject knowledge.

Topics for Year 11 trial exams:

Theme 1 and 2

Component 3 fieldwork skills 1 hour 30 minutes

Subject: VCERT Health + Fitness Exam board: NCFE

Syllabus title/code: Level 1/2 Award in Health + Fitness

Key dates:

- Controlled Assessment- Jan 2020
- Exam resit- selected pupils- revision Weds 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	Understanding the impact of lifestyle on health + fitness Understand how to test and develop components of fitness	
Autumn 2	Understand how to apply health + fitness analyses and set goals Understand the structure of a health + fitness programme and how to prepare safely	
Spring 1	Controlled Assessment	Controlled assessment- 20 hrs. Preparing + Planning for health + fitness Exam resit- March
Spring 2	Controlled Assessment	
Summer		Potential controlled assessment resit

Resources:

BBC bitesize, fitness testing websites

Subject: History Exam board: Edexcel Syllabus title/code: 1HIO

Key dates:

- November 2019 – 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 Babington 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

Key dates:

- January: trial Literature 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	- Revision of vocabulary and grammar learnt in year 10 - New grammar and vocabulary from book 2/3 - Begin the Literature element: 7 texts of literature to read and analyse	Vocabulary tests Grammar tests Literature will be assessed as each section is completed.
Autumn 2	- Continuation of the Literature reading and analysis - Revision of language and Civilisation in preparation for the trial exams	Language past paper & Roman Civilisation paper to be given as the Trial exam. Literature assessments
Spring 1	Final vocabulary and Grammar not yet covered from books 3-5 Continuation of the Literature study	Vocabulary tests Grammar tests Literature mock.
Spring 2	Revision of whole course: different revision strategies for: Language Revision of Roman Civ Literature	Past paper work on all 3 elements of the course.
Summer 1	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 in the second term.

Subject: MATHEMATICS

Key dates:

- All students to sit a non-calculator paper in class on 30th September
- Maths surgeries at lunchtime, dated to be confirmed
- Trial Exams – 25/11/19 – 6/12/19
- Lesson-by-lesson plan for each group in second half of the year

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	Pixel 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	Pixel Topic tests-assessed at end of each topic Yr 11 Mock Exams week starting 25th November 2019 (1 Non Calculator and 2 Calculator papers)
Spring 1	Sine & Cosine Rule , Algebraic Proof and Algebraic Fractions , Direct & Inverse Proportion, Histogram, Functions and Transforming Functions , Upper & Lower Bounds	Pixel 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	Pixel Topic tests-assessed at end of each topic Mock exam (week starting 10th February 2020))
Summer	REVISION	

Resources:

- CGP GCSE Maths Exam Practice Workbook for 9-1 courses – at Foundation or Higher Tier as appropriate (Trying exam-style questions is an active form of revision and the most useful preparation for GCSE maths as opposed to more passive forms of revision).
Workbook = recommended.
- CGP GCSE Maths Revision Guide for 9-1 courses – at Foundation or Higher Tier as appropriate
- PiXL Maths App
- Seneca Learning
- GCSE Bitesize

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 Doddle 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.

Topics for Year 11 trial exams: Topics for before Oct ½ term assessment 2019, Paper 1 (Non Calculator) has been uploaded onto Doddle as guidance as from week ending 13th Sept 2019. Assessment under exam condition during 100 minutes lesson time.

Subject: Music Technology

Exam board: NCFE

Key dates:

- Unit 2 submission at October half term for all OCs
- Unit 3 submission at February half term for all OCs
- Written and Practical exams March 2020 (exact date tbc)

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 2: Composing Music. Research of a genre and general music theory. Practical composing task and report	Various assignments graded including the practical work.
Autumn 2	Unit 2: Composing Music. Research of a genre and general	Various assignments graded including the practical work.

	music theory. Practical composing task and report	
Spring 1	UNIT 3: Studio Recording. Microphones and techniques used. General recording methods and knowledge Exam prep - written and practical.	Various assignments graded including the practical work. Written and Practical exam (2 hr).
Spring 2	UNIT 3 completion and resubmission of any work from units 1,2 and 4.	Various assignments graded including the practical work.
Summer 1	Exam prep - written and practical as required. Re-submission of any work from units 1,2,3,4.	
Summer 2	Exam prep written and practical as required.	Written and Practical exam retakes as required.

Resources:

The notes and hand outs that students have should serve as revision material and it is VERY important that students file it in an orderly manner and use it for revision.

Any other information parents/students need:

The grade given is achieved over various pieces of work and not just the practical element. Writing a detailed and thought out report will achieve the higher grades along with a good piece of practical work - it is very important students spend time and focus on the written element as well as the practical.

Topics for Year 11 trial exams:

Editing tools	Sound design
Operating a DAW	Genres of music
Microphones (types, patterns and applications)	Types of sound design (Foley, ambience, dialogue etc..)
Synthesis and ADSR	Basic chord theory

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	
Spring 2	Theme A: Relationships and families Theme F: Religion, human rights and social justice,	Theme Trial exam
Summer	Theme F: Religion, human rights and social justice, Revision	

Resources:

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:

- Wednesday lunchtime revision – for targeted students (based on data) will start from half term 2.

- A lesson by lesson plan will be produced for each teaching group from January-April to help students plan their independent study effectively around the content to be studied in lessons.
- PLCs (Personalised Learner Checklists) used routinely in class to identify and fill gaps in knowledge

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"> • Chemical Analysis • Ecology Synergy <ul style="list-style-type: none"> • Magnetism • Chemical Analysis • Revision of cells and organisation in body systems 	Progress Learning Checks and other forms of low stakes testing in class. Doddle tests
Autumn 2	Separate Science <ul style="list-style-type: none"> • Atmospheric Chemistry • Magnetism • Space Synergy <ul style="list-style-type: none"> • Homeostasis • Forces and Motion 	Trial Exams in November + Progress Learning Checks and other forms of low stakes testing in class. Doddle tests
Spring 1	Separate Science <ul style="list-style-type: none"> • Using Resources • Completion of topics from above • Lesson-by-lesson plan Synergy <ul style="list-style-type: none"> • Lesson-by-lesson plan 	Progress Learning Checks and other forms of low stakes testing in class. Doddle tests
Spring 2	Separate Science <ul style="list-style-type: none"> • Lesson-by-lesson revision plan, based on individual groups, and mock exam analysis. Synergy <ul style="list-style-type: none"> • Lesson-by-lesson revision plan, based on individual groups, and mock exam analysis. 	It is likely we will give students another set of full practice papers at this time (TBC) + Progress Learning Checks and other forms of low stakes testing in class. Doddle tests
Summer 1	Separate Science <ul style="list-style-type: none"> • Lesson-by-lesson revision plan, based on individual groups, and mock exam analysis. Synergy <ul style="list-style-type: none"> • Lesson-by-lesson revision plan, based on individual groups, and mock exam analysis. 	Progress Learning Checks and other forms of low stakes testing in class. Doddle tests

Resources:

SENECA LEARNING <https://www.senecalearning.com/>

GCSE BITESIZE

BIOLOGY:

<https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7>

CHEMISTRY:

<https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb>

PHYSICS

<https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm>

SYNERGY SCIENCE

<https://www.bbc.co.uk/bitesize/examspecs/zw488mn>

- CGP Revision Guides will be available for purchase in the Science department from October 2019

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

Key dates:

- 27th January – Practice Speaking Exam
- 27/28th April – Final Speaking 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	Revision of key structures and grammar from Year 10 Marriage and partnership – future plans Future tense	Speaking assessment - role play, photocard and general conversation questions Reading and listening assessment
Autumn 2	Environment – key environmental issues and what we can do to help the environment Social Media and Technology Preparation for practice exams	Practice exams – reading, listening and writing on all topics covered so far
Spring 1	Preparation for speaking practice exam Charity and Voluntary work Poverty and Homelessness	Practice speaking exam – role play, photo card and all general conversation questions
Spring 2	Work – part time jobs Future Plans – related to work Work Experience Ideal Job Preparation for final exams	Practice exam papers and questions for all four skills
Summer 1	Preparation for final exams	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.

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.

Seneca Learning

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

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

Subject: 3D Design Exam board: AQA Syllabus title/code: 8205

Key dates:

- Doddle Intervention Day- this will be used as an intervention day for students needing additional support, selected students only, attendance will be expected.
- Mock Exam- 26th November
- GCSE Paper released beginning of January
- GCSE Examination- 22nd & 23rd April
- Easter Intervention- date TBC in first week of Easter Holiday

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	W/C 09.09.2019- 3 weeks, working on final outcome for architecture project using stencilling or continual line drawing. W/C 30.09.2019- Start of mock exam period- lessons and independent study on exam prep.	Architecture project, board and final outcome assessed using GCSE assessment criteria Mock exam paper issued 1.10.2019
Autumn 2	Mock exam prep period continues. December and Christmas holiday's to improve any coursework completed in Year 10&11 (natural forms and architecture and mock exam)	Mock exam on 26 th November
Spring 1	Beginning of January final GCSE exam paper issued- preparatory work on chosen question commences.	Internally marked and externally moderated using GCSE assessment criteria
Spring 2	GCSE Examination 22 nd & 23 rd April- make final outcome and hand in all prep work completed.	Internally marked and externally moderated using GCSE assessment criteria
Summer	Intervention as necessary	

Resources:

- They will need to purchase a board and materials for their Architecture Mock Exam
- They will need to purchase either boards or a sketchbook and materials for their final outcome prior to their examination.

Any other information:

- Last week of September is the deadline for the board and outcome for architecture project part 1.
- Intervention/ support lunch club is on Wednesday & Thursday every week, it is recommended students attend.
- Independent study should be done on a weekly basis at home to keep up with deadlines and to ensure work is completed in time for exams

Topics for Year 11 trial exams: Architecture

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
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	15 th November	
Had your personal statement checked and uploaded	22 nd November	
Researched a range of courses and institutions	Throughout November	
Chosen the courses you want to apply to	29 th November	
Checked that your estimated grades match the admissions criteria	4 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	4 th December	
Submitted your application to your tutor	6 th December	
Had the letter confirming your options signed and returned to Miss Hields	12 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 = 56

Minimum for STEM subjects = 66

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