



Ark Acton
Academy

Year 11 Parent Information Evening

Welcome

October 2018

Ark Acton Academy's school vision and how that is supporting your child's GCSE outcomes

- Strong discipline
- Mastery curriculum
- High quality teaching
- Raising aspirations
- Character development
- Developing leaders

GCSE English
and
GCSE English
Literature

The English & English Literature GCSE

- **English Language (both papers are 1 hour 45 minutes)**

- Paper 1 – reading fiction and creative writing
- Paper 2 - reading non-fiction and writing to inform / persuade
- (Do Question 5, the Writing Question, first)

- **English Literature (Paper 1 – 1 hour 45 minutes, Paper 2 – 2 hours 15 minutes)**

- Paper 1 – Shakespeare & The 19th Century Novel
- Paper 2 – Modern text & Poetry
- Texts are NOT allowed in the exam.

GCSE Literature - Knowing the Texts

Feedback from the examiners on last year's examination commented on how students lost marks because their knowledge of the texts studied was not secure.

Students should not only be practising answering exam questions but also testing themselves on their knowledge of:

- Macbeth
- A Christmas Carol
- An Inspector Calls
- Poetry (15 poems)

What is happening?

Who are the main characters?

What is the order of the main events?

Where are the events taking place?

How are the characters and events presented?

Giving Support

Students will sit a full mock exam for English Language and one part of English Literature.

Plus many hours studying and revising the texts in class.

- Little and often is the best practice for revision.
- Revision should be ACTIVE:
 - Self-testing of texts
 - Analysis of key quotes
 - Vocabulary testing on demanding texts

Giving Support

Revision Guides

- All students have access to the ARK Booklets for GCSE English Paper 1 and Paper 2. This is full of excellent extracts and questions aimed at developing student comprehension, vocabulary, and familiarity with challenging texts.
- The Collins Revision Guide for English Language and Literature is the best we have seen. Copies are available from the English Department.

Exam Dates

- English Language

- Paper 1 – 4th June
- Paper 2 – 7th June

- English Literature

- Paper 1 – 15th May
- Paper 2 – 23rd May

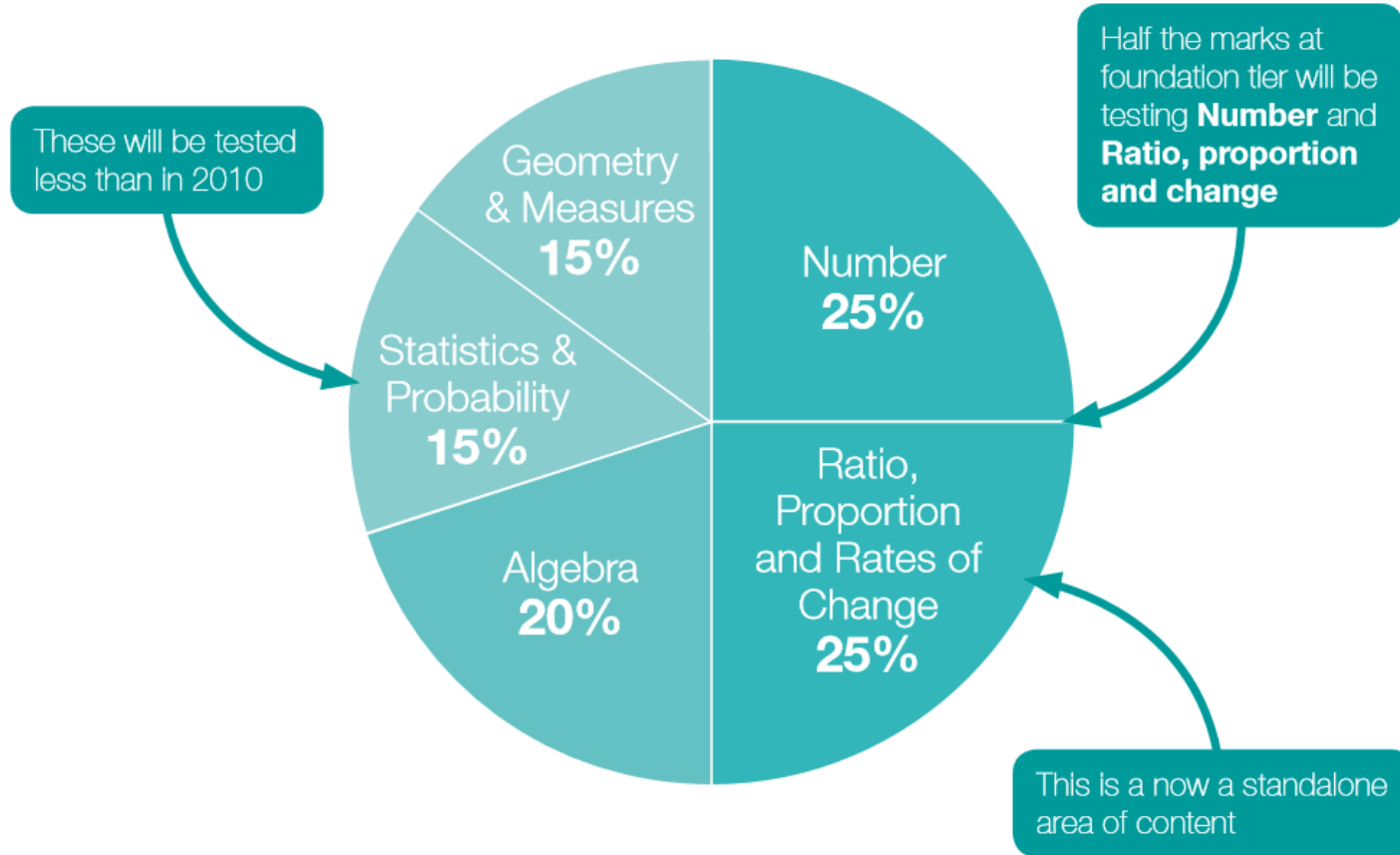
Head of Maths : Mr B Zramalval
E-mail: bzramalval@arkacton.org
Tel: 02031102470

- THREE Exam Papers – **1 Non-Calculator** and **2 Calculator**
- Grade 9 for most able – higher than an A*
- Greater emphasis on **problem solving and reasoning**
- Requirement to memorise formulae
- New topics brought from the **A-Level**

- 9 Sets
- 3 Assessment Points
 - October
 - November
 - March
- Grades
 - Foundation (1-5) and Higher (4-9)

Foundation tier papers will assess the different content domains in these proportions:

Foundation



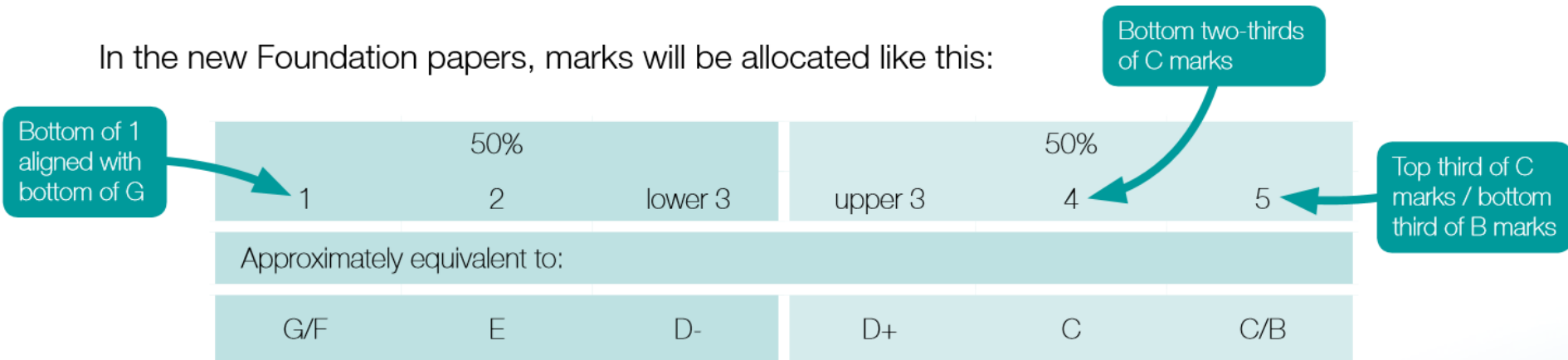
Foundation

Foundation papers now start at, and reach, a higher level.

The marks on current Foundation papers are allocated like this:

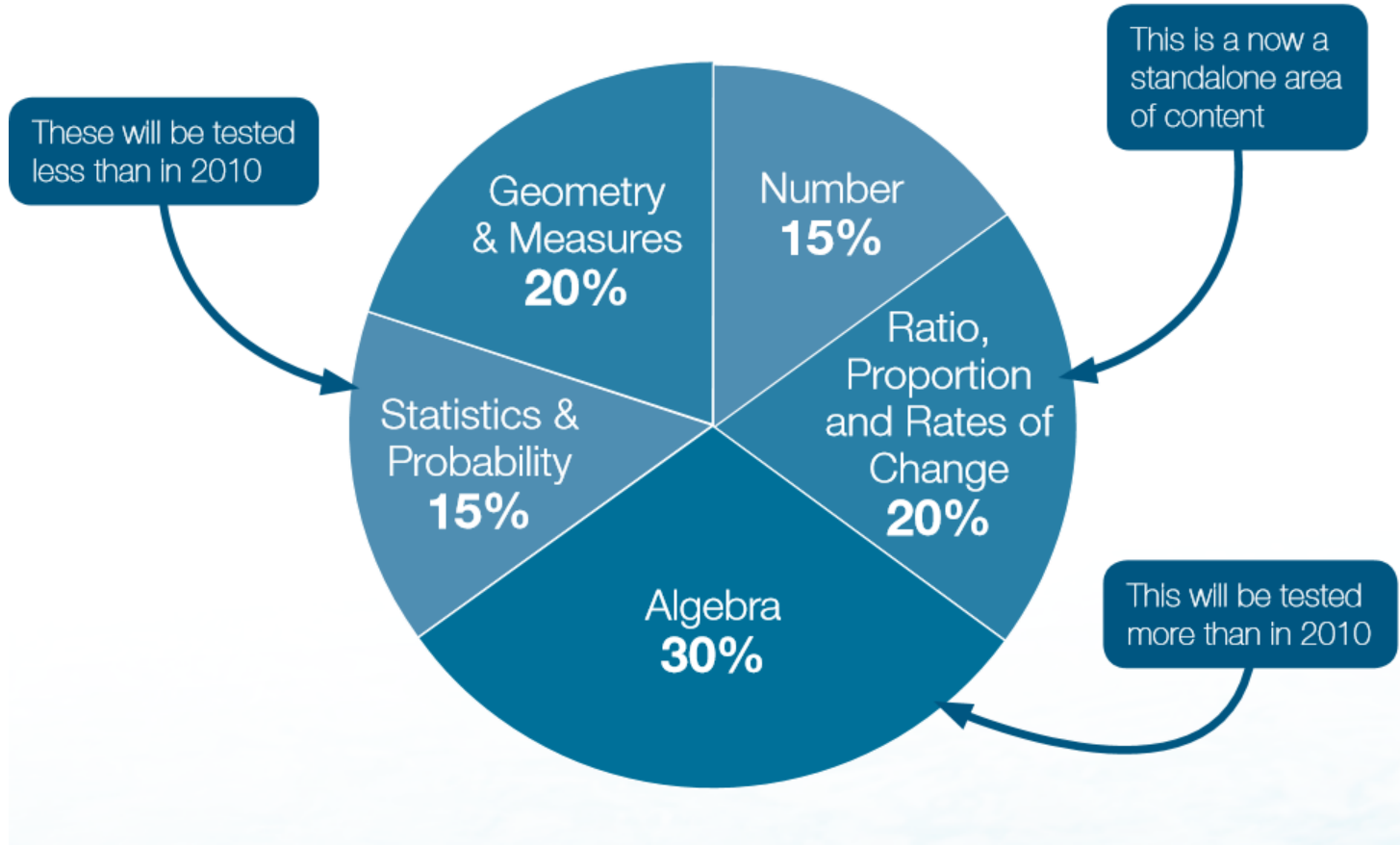


In the new Foundation papers, marks will be allocated like this:



Higher tier papers will assess the different content domains in these proportions:

Higher

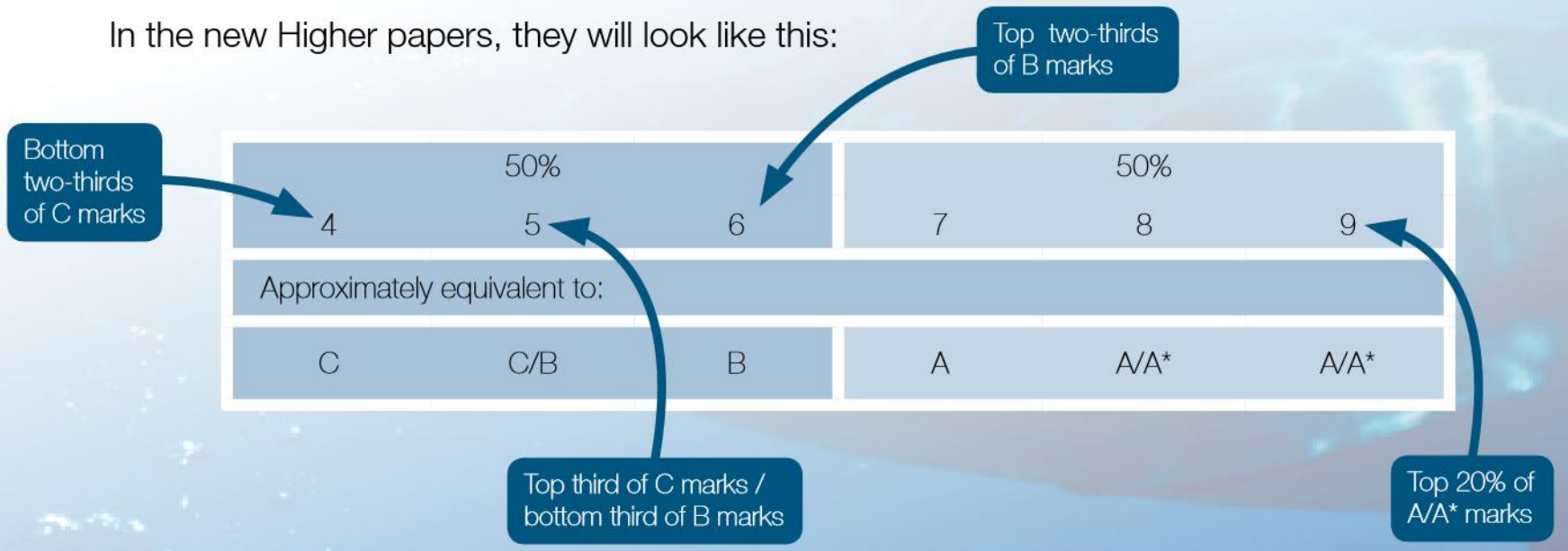


Higher

Higher tier papers now start at a higher level than in the current GCSE, which starts at grade D.

The new Higher tier papers will cover 6 grades instead of 5, allowing for more differentiation at the top end of the grades. Previously, 25% of questions were targeted at A/A*, but now 50% of questions in each paper are targeted at the equivalent grades, 7–9.

In the new Higher papers, they will look like this:



Maths Exam Dates

Paper 1: 21st May

Paper 2: 6th June

Paper 3: 11th June

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- **Calculators must not be used.**



Information

- The total mark for this paper is 100
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **show all your working**.
- Diagrams are **NOT** accurately drawn, unless otherwise indicated.
- **Calculators may not be used.**

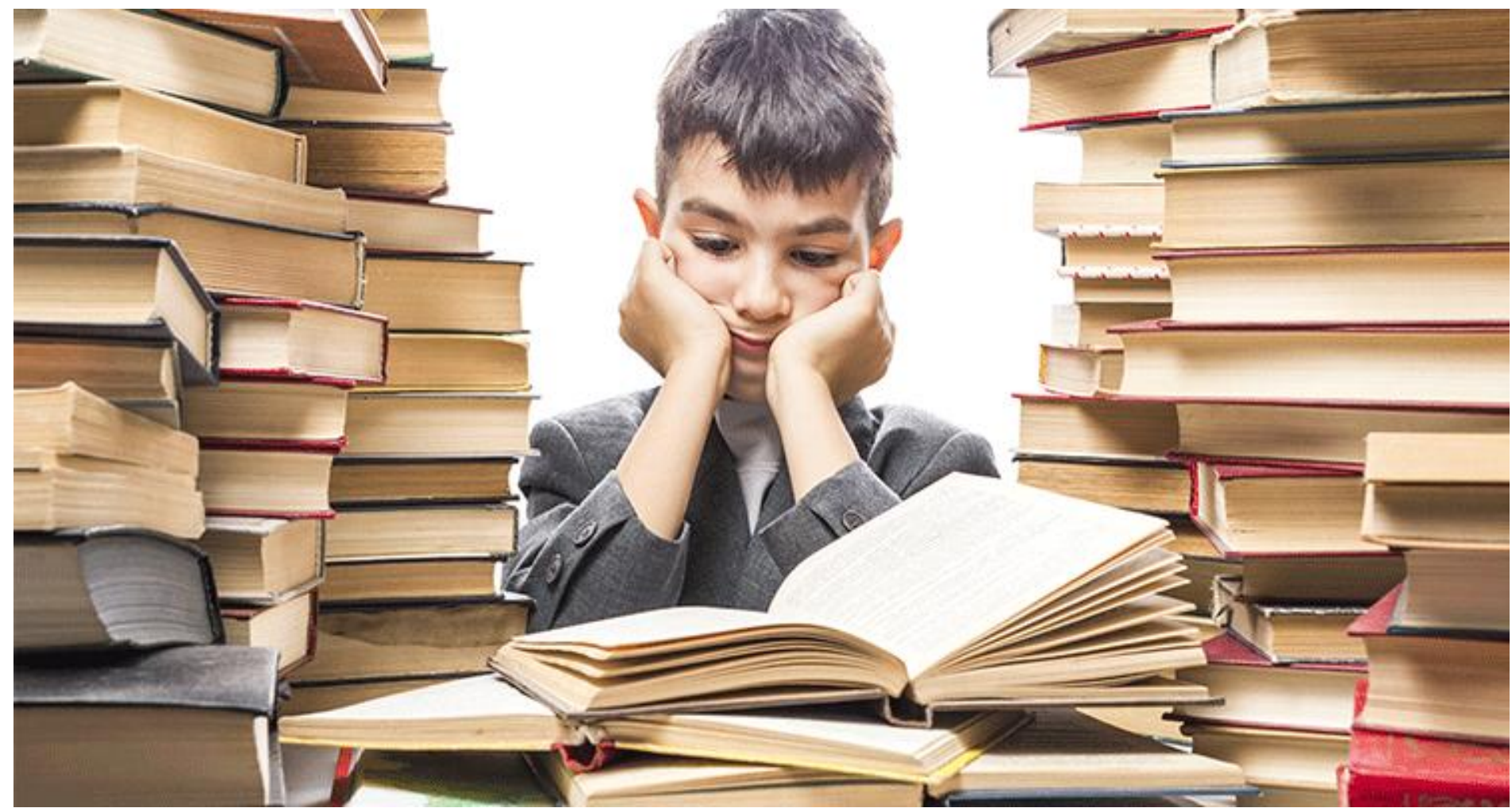


Information

- The total mark for this paper is 80
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.



Maths Made Easy
www.mathsmadeeasy.co.uk

MathsWatch
vle.mathswatch.co.uk
login:"davidbeckham" password:acton123

Google: Justmaths Foundation (Higher)

Grade 5-4

Truncation	Finonacci sequences (H)	Geometric Progression
Angles in Parallel Lines	Angles in Triangles and Quadrilaterals	Angles in Polygons
Compound Interest + Depreciation	Product of Prime Factors HCF and LCM	Using Place Value
Negative Numbers	Estimation	Utility Bills
Standard Form	Expanding and Factorisation	Tree Diagrams
Changing the Subject of a Formula	Inequalities	Trial and Improvement
Indices (powers)	Forming and Solving Equations	Sequences
Volume of a Prism	Solving Simultaneous Equations Graphically	Drawing Quadratic Graphs
Distance Time Graphs	Pythagoras Theorem	Surface Area
Similar Shapes I	Volume and Surface Area of Cylinder	Similar Shapes II
Speed and density	Loci and Construction	Bearings
Probability and Relative Frequency	Averages from Frequency Tables	Questionnaires

98

76

54

31

Edexcel GCSE Mathematics (Linear) – 1MA0

STANDARD FORM

Materials required for examination

Ruler graduated in centimetres and millimetres, protractor, compasses, pen, HB pencil, eraser.
Tracing paper may be used.

Items included with question papers

Nil

**Instructions**

Use black ink or ball-point pen.

Fill in the boxes at the top of this page with your name, centre number and candidate number.

Answer all questions.

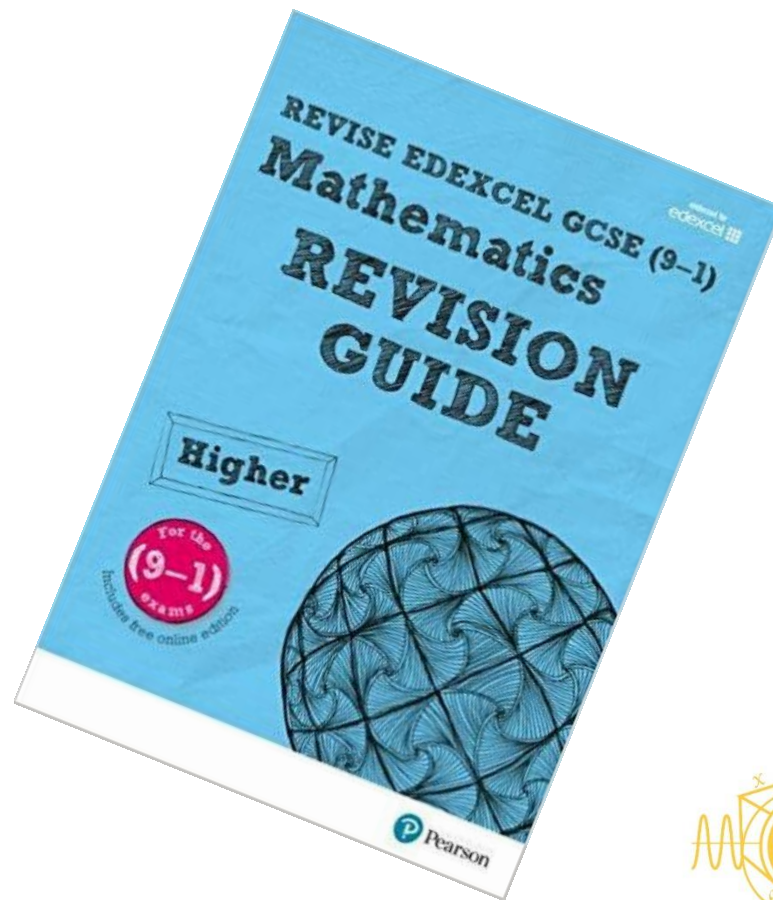
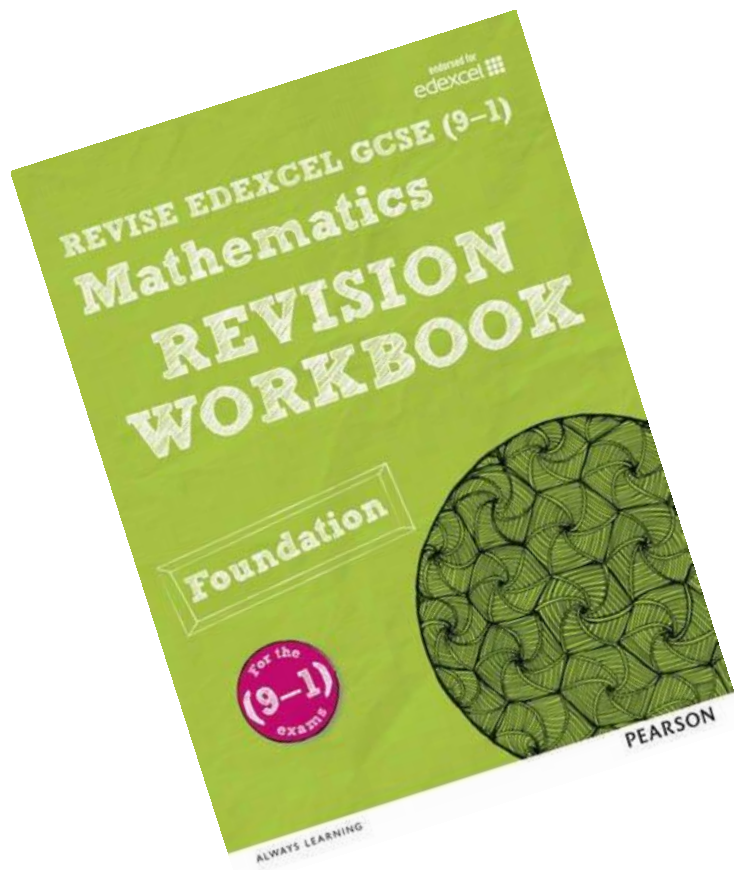
Answer the questions in the spaces provided – there may be more space than you need.

Calculators may be used.

Information

The marks for each question are shown in brackets – use this as a guide as to how much time to spend on **each** question.

Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed – you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.



MATHEMATICS
DEPARTMENT

What is JustMaths?



JustMaths was born from the passion and spirit of three full-time teachers who have a genuine belief in the power of collaboration and sharing ideas and best practice. We originally wanted to create a set of resources based around key topics – the main thing we have learnt over the years is that students need a highly focused, carefully targeted support package, giving them 200 video clips just doesn't work! JustMaths Online was originally based around "The Top 40", but it exploded (to support the 9-1 GCSE) into "The Big Fat 50", and then "The Super 60".

In the 12 months leading to the first sitting of the 9-1 GCSE, being so unsure of the tier of entry for our 3/4/5 students, we focused on the 'Crossover' topics from the DFE programme of study and the exam boards material. Covering the key topics that overlap the foundation and higher tiers is what really helped us deliver a stunning set of GCSE results in 2017. The brand new JustMaths Crossover package is almost expanding on a daily basis, with Seager's voice and Mel's resources becoming central to supporting fellow maths teachers across the country.



JustMaths

Q	Topic	Full Mark	Your Score	Video Support
1	Positive powers and roots	1	1	Ede-Summer2017-F1-1
2	Rounding numbers - decimal places	1	0	Ede-Summer2017-F1-2
3a	Simplifying ie. $A \times B = AB$	1	0	Ede-Summer2017-F1-3a
3b	Solving linear equations with fractions	1	1	Ede-Summer2017-F1-3b
4	Convert between fractions and percentages	1	1	Ede-Summer2017-F1-4
5	Percentage of an amount	2	1	Ede-Summer2017-F1-5
6	Use probability scale	2	1	Ede-Summer2017-F1-6
7	Problem solving with money	3	1	Ede-Summer2017-F1-7
8a	Multiplication - fractions	1	1	Ede-Summer2017-F1-8a
8b	Subtraction - fractions	2	0	Ede-Summer2017-F1-8b
9	Mixed - four operations	4	4	Ede-Summer2017-F1-9
10	Use ratio notation including simplifying	2	0	Ede-Summer2017-F1-10
11	Sequence from pictures	6	2	Ede-Summer2017-F1-11
12	Calculate probability	2	2	Ede-Summer2017-F1-12

What can you do to support? What can the students do?

- Revision Guide
- Revision Timetable
- 1-to-1 Feedback Conversation
- Use their JustMaths R.A.G analysis to help them
- Revision and Intervention classes – NO EXCUSES
 - Mondays
- Online Resources



Maths Exam Dates

Paper 1: 21st May

Paper 2: 6th June

Paper 3: 11th June

YEAR 11 PARENT'S INFORMATION EVENING (SCIENCE)

HEAD OF DEPARTMENT – MR MERTON

SECOND IN CHARGE – MRS SIDDIQUI

THE EXAM FORMAT - SCIENCE

- Combined Science students will have 6 exams: Biology paper 1 and 2, Chemistry paper 1 and 2 and Physics paper 1 and 2. Each exam will last for 1 hour and 15 minutes.
- Triple students will sit the same number of exams but they will be 1 hour and 45 minutes long.
- The maths content is significant and it is important your child practices the key mathematical skills used in class.

EXAM DATES

	Biology	Chemistry	Physics
Paper 1	14 th May 2019	16 th May 2019	22 nd May 2019
Paper 2	7th June 2019	12th June 2019	14th June 2019

PHYSICS!

- Students across the country are finding Physics tougher. A part of this is the expectation that students learn their equations. Without knowing these, in many cases they are struggling to start 4 or 5 mark calculation questions so this is really important.

AAA SCIENCE REVISION SITE

A screenshot of a Google Drive interface. The browser address bar shows the URL: <https://drive.google.com/drive/folders/18A4IIUDfMUKshh0X1ml>. The page title is "Ark Acton Academy Science Revision Bank". Under the "Folders" section, there are six folders: ".AP1 Revision", "A-Level Biology", "A-Level Chemistr...", "A-Level Physics", "Archive", and "GCSE Sciences". Below the "Files" section, there are six video thumbnails. The first is "A-level Tips How...". The second is "Ark Acton Acade..." with a cover image titled "5 HABITS OF AN EFFECTIVE learner". The third is "How to answer e..." with a cover image titled "Command words". The fourth is "How to answer e..." with a cover image showing a list of text. The fifth is "How to revise eff..." with a cover image titled "How to revise effectively". The sixth is "PIXL A Star Worki..." with a cover image of three students.

MY GCSE SCIENCE - AN ONLINE REVISION SITE

- <https://www.my-gcsescience.com>
- All students have free online access to the my GCSE Science website. Worth £25 for each Combined Science student and £50 for each Triple Science student this is a very valuable resource which all students have received for free.
- It contains teaching videos, notes sheets, exam questions, answers to the exam questions and tonnes of other resources.
- It's also accessible on their phones!

MY GCSE SCIENCE



- <https://www.my-gcsescience.com/>

The screenshot shows the website's interface. At the top, there is a navigation bar with 'AQA' and 'CHEMISTRY' tabs, and buttons for 'SEARCH', 'LOG OUT', and 'TEACHER DASHBOARD'. Below this is a dark blue progress bar with a 'RESET' button and three menu items: 'REVISION CHECKLIST', 'EQUATION SHEET', and 'REQUIRED PRACTICALS'. A red banner below the progress bar displays 'Chemistry AQA' and the exam dates: 'Paper 1: 17-May-18, 1h 45m' and 'Paper 2: 13-Jun-18, 1h 45m'. The main content area is divided into two columns: 'Paper 1' and 'Paper 2'. Under 'Paper 1', the section '1. Atomic structure' contains a list of topics with dropdown arrows and clock icons: 'Atoms, elements, compounds, mixtures' (13:05), 'Separating mixtures' (07:41), 'Scientific models of the atom' (04:24), 'Atomic Structure' (08:17), 'Relative Atomic Mass' (07:03), 'Electronic Structure' (05:40), and 'The Periodic Table' (06:16). Under 'Paper 2', the section '6. Rate and extent of chemical change' contains a list of topics: 'Measuring rates of reaction' (11:53), 'Interpreting rate graphs' (09:04), 'Factors affecting rates of reaction' (14:06), 'Collision theory and activation energy (including catalysts)' (05:36), 'Reversible reactions and equilibrium' (05:01), and 'Factors affecting equilibrium' (08:11).

SAMPLE PAPERS

- <http://www.aqa.org.uk/>
- Students can access the sample papers and answers from the AQA website. It is important they have worked through all 12 sets of papers they have access to for all their Sciences.

GOJIMO

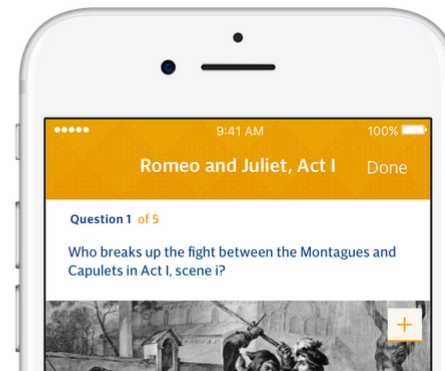
- An online mobile phone app of free quizzes for students to answer questions quickly when on the bus etc.

Gojimo Revision

Gojimo Revision is the free app that helps you pass exams.

Access over 40,000 practice questions for free.

- 28 GCSE subjects (AQA, CCEA, Edexcel, OCR, WJEC)
- 20 A Level subjects (AQA, CCEA, Edexcel, OCR, WJEC)
- 11+ and 13+ Common Entrance
- Ireland's Junior Certificate
- USA's SAT, ACT and APs
- South African Matric





FURTHER QUESTIONS

- Should you have any further questions, please don't hesitate to email me at pmerton@arkacton.org



Ark Acton Academy

	Tenacity	This means that I am... ...resilient, motivated, target focused and ambitious.	Which means that I can... ...practise, revise, stick at difficult problems, accept criticism, plan and set targets.
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	Responsibility	This means that I am... ...organised, hardworking, reliable, self-disciplined, self-regulating and independent.	Which means that I can... ...organise home learning, meet deadlines and attend catch-ups.
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Introducing Revision

Whole Academy Approach

- **Revision Assemblies** to give students the Big Picture about Revision, What it is, Why it is important, How to do it and the Impact on them. We address misconceptions about Revision and students' develop a growth mindset to be a successful learner actively using purposeful and effective Revision Strategies.
- **Revision Booster Tutor-Time Sessions** will be an opportunity for your child to learn the required Revision Skills and these will be linked to Independent Study Tasks, to be completed outside of the classroom setting e.g. Home or library etc.
- Our long-term plan includes **embedding** these **Revision Practices** into **all Subject Areas** and students will be expected to have reached mastery in all subject areas by the end of the academic year.
- **Revision Workshops** for children and adults

Sharing Good Practice - Share with us what amazing things work with your child at home in terms of revision so we can share with other parents/carers to ensure all our students at the academy get the best advice and support.

A short questionnaire (2 minutes) to help us to understand how we together have the greatest impact on your child's education and life chances. Please note: This is an anonymous survey.

Parents/Carers questionnaire

<https://www.surveymonkey.co.uk/r/QBMHJNY>

5 HABITS OF AN EFFECTIVE learner

Ark Acton Academy
Study Guide

*How the science of learning
can improve your revision
and reduce stress.*

Retrieval Practice

Questioning & Elaboration

Concrete Examples

Spaced Practice

Interleaving



Outlining the support the Academy is giving your child in and out of the classroom with a focus on the **5 Habits of an Effective Learner** and providing a support material so all students are successful:

- Retrieval Practice
- Questioning and Elaboration
- Concrete Examples
- Spaced Practice
- Interleaving



Ark Acton
Academy

Retrieval Practice

Retrieval practice means trying to remember material you have learned as opposed to re-reading it. Two of the least effective ways of studying are reading over stuff and highlighting it, which are also two of the most common things students do when revising.

Reading over material and highlighting it can give a false sense of mastery and make you think you have learned it when in reality, you will often forget that material a week later.



A far more effective technique is to put everything away and test yourself on what you remember from a particular unit or chapter. By regularly making yourself try to retrieve it from memory, you will build a far stronger memory of it in the long term.

- STEP 1 Make a list of all the important information you need to know from a particular unit or chapter.
- STEP 2 Close the books and create a quiz using flashcards or app.
- STEP 3 Try to retrieve every thing you remember.
- STEP 4 Go back and check all your answers.

It's important to remember to space out your learning and not only do this once. Repeated exposure to learned material helps you to retain it better.

Retrieval Practice: paradoxically, forgetting leads to better remembering

Retrieval practice means trying to remember material you have learned as opposed to re-reading it.

Two of the least effective ways of studying are reading over stuff and highlighting it, which are also two of the most common things students do when revising.

Questioning and Elaboration

So now you have learned a lot of material, what should you do with it? Two of the most effective things you can do is to ask questions of what you have learned and then try to find connections between new ideas and concepts.

So for example, let's say you have learned a lot of material about World War II. Instead of asking when did this happen, ask yourself why did this happen? Or how did this happen? You can do this on your own or in pairs or even in a study group. The more information you have about a topic, the richer the conversation will be.



Another example. Let's say you have learned some quotes from Macbeth such as the dagger scene:
*Is this a dagger which I see before me,
The handle toward my hand?*

One you have learned quotes like these, you might then move to asking yourself the following questions:

- 1 Why does Shakespeare use this imagery here?
- 2 What does this reveal about Macbeth at this part of the play?
- 3 How does this connect with what we know with Macbeth at other stages in the play?

By elaborating on what you have already learned, you will be able to establish new links and ideas and create a far richer mental model of the topic you are studying and will be far better prepared for answering more open exam questions. As Professor Dan Willingham reminds us, "Understanding is remembering in disguise."

So now you have learned a lot of material, what should you do with it?

Two of the most effective things you can do is to ask questions of what you have learned and then try to find connections between new ideas and concepts.

Questioning and elaboration: Asking how and why things work helps you connect new information with old information.

Concrete Examples

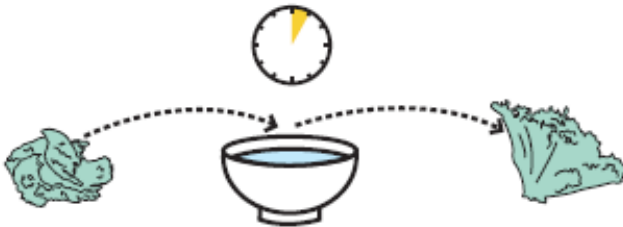
Learning abstract concepts or 'big ideas' is all well and good but often we struggle to relate them to other things. By using concrete examples, you will be able to create a much stronger representation of that concept and be able to use it in a range of situations.

So you have learned lots of material, you have asked important questions about that material and elaborated on its wider implications but what do you do next? Does this always transfer into exam results? Not always. Having lots of information and ideas swirling around your head doesn't always mean you can get it down in an exam in a way that will succeed.

One of the most effective things you can do is to get concrete examples of abstract ideas you have learned in class. For example,

Osmosis

Water moves from where there is a high water potential (a lot of free water and a low concentration of solute) to an area of low water potential (little free water and a high concentration of a solute).



Another useful way to use concrete examples is to study the best possible example of the thing you are trying to do, such as writing an essay.

It's very difficult to be excellent if you don't know what excellence looks like.

By evaluating an A or A* essay and taking it apart or 'reverse engineering it' you will begin to learn how to put together all the information you have learned with the bigger concepts and ideas that underpin it. Ask yourself:

- 1 How have they structured the essay?
- 2 What particular phrases have they used to discuss their ideas?
- 3 What specific examples have they used as evidence to support their arguments?

Learning abstract concepts or 'big ideas' is all well and good but often we struggle to relate them to other things.

By using concrete examples, you will be able to create a much stronger representation of that concept and be able to use it in a range of situations.

Concrete Examples: linking abstract concepts with concrete examples helps you form real-world examples of success.

Spaced Practice

Procrastination is part of human nature. Simply put, the human brain doesn't want to have to think hard and will take all kinds of shortcuts in order to avoid it. This usually results in putting things off until you have no other option but to do it last minute. By spacing out your revision in smaller chunks over a period of time, you will remember that material far better and will also be a lot less stressed. Putting off the work is a lot harder than doing the work.

Let's say you have a test one week and you have 5 hours to prepare for it broken down into 30 minute chunks. Very often that process looks like this.

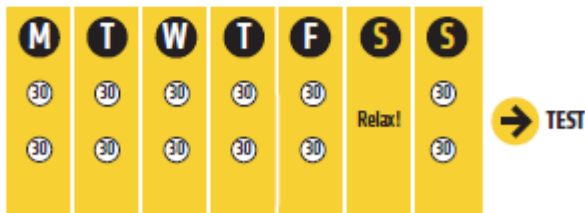


We call this process mass practice or cramming, and it's one of the least effective ways of learning anything. It may get you through the exam but most of the material is quickly forgotten.

It also tends to make people very stressed and unable to work properly.

If, for example, you do this for a mock exam in March, it's highly likely you will not retain any of what you have learned by June and will have to do the whole process again.

Instead of mass practice, a much more effective way of revising is to space out your revision like this.



By breaking up your revision into 30 minute chunks and spacing out the time between revision, you will consolidate what you have learned and retain the material much more effectively.

Space out your revision: little and often is much more effective than all at once.

Procrastination is part of human nature. Simply put, the human brain doesn't want to have to think hard and will take all kinds of shortcuts in order to avoid it. This usually results in putting things off until you have no other option but to do it last minute.

By spacing out your revision in smaller chunks over a period of time, you will remember that material far better and will also be a lot less stressed.

Putting off the work is a lot harder than doing the work.



Interleaving

As we have seen with spaced practice, leaving gaps between studying is very effective but what if you are studying for multiple subjects? Interleaving means mixing it up and not studying all the material at once.

For example, instead of organising your revision week like this:

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH

A much more effective way of organising your revision would be like this:

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
MATHS	FRENCH	SCIENCE	GEOGRAPHY	ENGLISH
SCIENCE	ENGLISH	FRENCH	MATHS	GEOGRAPHY

As you are doing this, another highly effective strategy is to try to think of connections between topics you are studying considering similarities and differences.

Studying one topic for a long time can give them impression you have mastered it but often this can be misleading.

By mixing up or 'interleaving' what you revise and when, you will remember that material far more effectively simply due to the fact that you will have to revisit that material multiple times with more gaps in between.

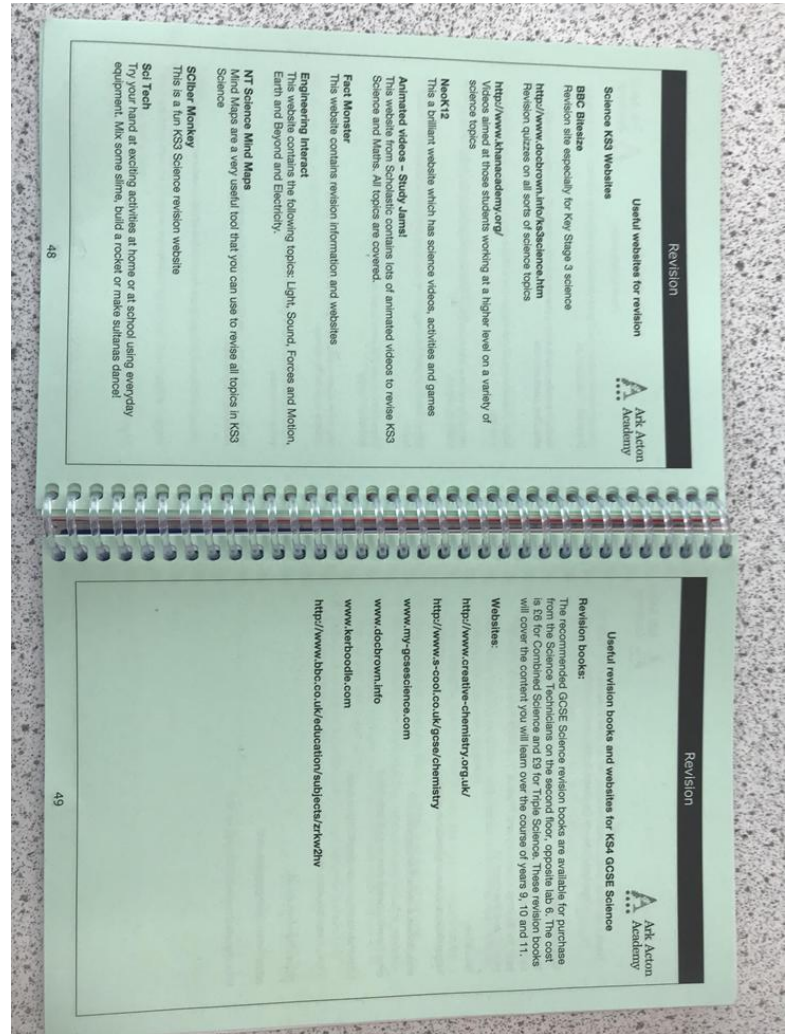
As we have seen with spaced practice, leaving gaps between studying is very effective but what if you are studying for multiple subjects?

Interleaving means mixing it up and not studying all the material at once.

Revision is about you getting organised...

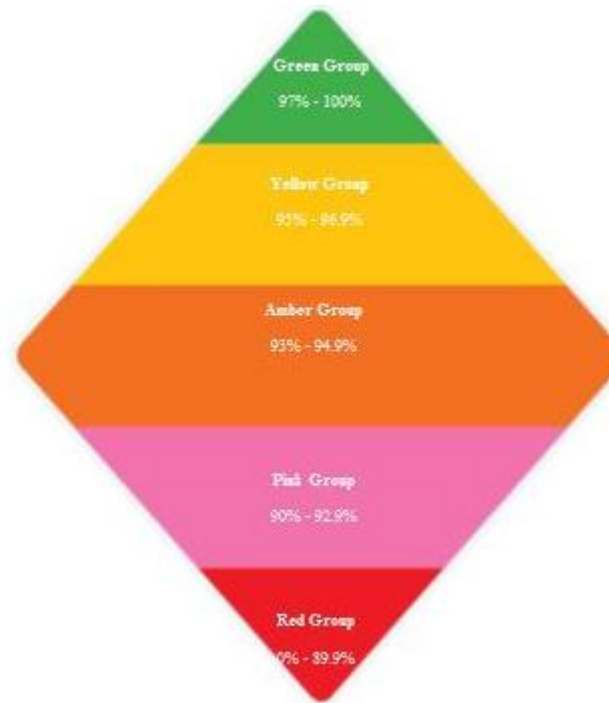


how



Attendance and Achievement

- Group 1: No Concern - Green Group**
The child attends for 97% - 100% of the time.
- Group 2: Concern - Yellow Group**
The child attends for 95% - 96.9% of the time.
- Group 3: Risk of Underachievement**
– **Amber Group**
The child attends for 93% - 94.9% of the time.
- Group 4: Severe Risk of Underachievement**
– **Pink Group**
The child attends for 90% - 92.9% of the time.
- Group 5: Extreme Risk of Underachievement**
– **Red Group**
The child attends for 0% - 89.9% of the time.



Well Being

- Sleep
- Routine
- Mental health
- Good diet
- Positivity



Attendance and Achievement

- **Attendance of 96% or above:** highest possible target grade in English and Maths
- **Attendance of 90% or above:** one grade below their highest target grade in English and Maths.
- **Attendance of 80-90%:** up to two grades below in English and Maths
- **Attendance of 70-80%:** It becomes increasingly unlikely that they will achieve a grade in English and maths.



Ark Acton
Academy

Year 11 information evening

Sixth form and beyond



PROUD Progress



Ark Acton
Academy

Our Sixth Form mission:

To make sure that every pupil can go to university or into the career of their choice

Our roles and responsibilities

- Your child after this year
- The quality of the destination
- students and their parents made a clear, informed and ambitious choice
- Appropriate pathway to meet individual needs
- Continuation to in their next destination

National statistics

GRAD	58% of graduates in non graduate roles when they leave university	
UNI	Achieving place at middle tier university through clearing identified as 2 nd most likely reason for drop out	Twice as likely to drop out of university if you are from a low income background
Y13	Over 30% less likely to go to university if you study Level 3 courses at college rather than school sixth form	5% FSM students at Russell Group university compared with 11% non FSM
Y11	FSM students twice as likely to become NEET at 16	Only 39% of those who study Level 2 at 17 will ever progress to Level 3 or higher
Y7	40% of students fail to make expected progress following transition into Year 7	

Year 13 Destinations – Network Summary

Measure	National benchmark*	Ark network average 2017	Against national	Ark Acton Academy 2018
% destinations known	90%	96%	+6	98%
% students attending university	59%	85%	+21	87%
% students attending Russell Group university	17%	19%	+2	24%
% students attending top third or top 100 apprenticeship provider****	25%	43%	+18	26%

* <https://www.gov.uk/government/collections/statistics-destinations> - compared against state funded schools

**Education Datalab report to model national benchmark: <https://educationdatalab.org.uk/2017/08/measuring-two-year-retention-post-16-what-does-it-show/>

*** Based on UCAS 2015 cycle of admissions

**** Top third university from the DfE and top 100 apprenticeship provider from Rate My Apprenticeship. See appendix for list



Financial Services Apprentice Level 6

[SAVE JOB](#)[APPLY](#)

Posted 12 days ago [Apply by 30 November 2018](#)

[About J.P. Morgan](#)

Sector

Banking & finance

Location

London, South West England

Exhibiting at the following venues:

[LDN](#)[BHM](#)[LV](#)

Job Description

Financial Services Roles in Operations & Corporate functions in Bournemouth and London delivered in partnership with Exeter University.

Entry Criteria: 3 C Grades at A-level in any subjects or equivalent (BTec etc.) with no grade below C. Start Salary (rising after 15 months): £17,000 + benefits in Bournemouth, £21,000 + benefits in London.

Programme & Qualifications:

- Level 4 Investment Operations Specialist with the Investment Operations Certificate from CISI – 15 months followed by
- Level 6 Financial Services Professional with Investment Management Certificate from CISI – 24 months
- BSc (Hons) Applied Banking degree from Exeter University subject to completion of the above + final coursework

Apply by 30/11/2018

[APPLY](#)

Sixth Form Record of Achievement

Students' Name	Results	Destination
Sander Mirander	A* A* A	UCL – Computing in Maths
Sam Morshed Solouk	A* A* A	LSE - Economics
Abdullahi Ahmed	A* A B	Bath - Maths
Thamir Al-Shamari	AAA	Imperial - Medicine
Joseph Gamston	AAB	Manchester - Chemistry
Maya Prior	AAB	Southampton- History
Sabrine Hachmioune	AAB	Bath - Chemistry
Piotr Golda	A*AB	UCL – Chemistry with Maths
Enya Shanahan	A*BB	Surrey Psychology
Shakira Bernard	BBB	Reading- Psychology
Agata Podstepska	BBB	Queen Mary – Biomedical Science
Zarrar Chaudhry	AAAA	UCL- Chemical Engineering
Basmila Ahmed	A* A B	Warwick Economic
Hashem Polad	A* AA	UCL- Theoretical Physics
XU Yingyi	A*AA	Imperial College or Abroad for Mathematics
JARRETT Lawrence	AAAA	Warwick University – Mathematics and Physics
ELKHOLY Habiba	AAA	Manchester University - Dentistry
RAYDAN Rodayna	A*ABB	Kingston University – Journalism *
LEE Jasper	AAB	Warwick University – Accounting and Finance
KALSI Karam	AAB	Southampton University – Aerospace Engineering

Choosing the right pathway after post 16 and post 18



Differences between studying at our sixth form and college

	Our Sixth form	Local College
Student numbers	•100-200	•800-2000
Courses	<ul style="list-style-type: none"> •Academic A level •Professional pathway BTEC L3 •Apprenticeship pathway 	<ul style="list-style-type: none"> •BTEC Level 1, 2 and 3 with retake option •A level – A wider range
Learning and Teaching	•Full time staff	•Part-time staff
Pastoral care/ tutors	<ul style="list-style-type: none"> •Full access everyday to your tutors •Head of Sixth form •Deputy Head of Sixth Form 	<ul style="list-style-type: none"> •Limited access •May not have a tutor •Only seen once a week
Career, advice, enrichment and guidance	<ul style="list-style-type: none"> •Highly qualified staff & Connexion •Personalised & target groups to meet individual's interest •Career fair and access to Top university campus visit •Summer schools and Taster lectures 	<ul style="list-style-type: none"> •Similar model •Information are disseminated differently. •Trips run differently due to number of pupils
UCAS	<ul style="list-style-type: none"> •one to one personal statement advice •Expert reference •Coaching sessions before interview •Alumni support 	<ul style="list-style-type: none"> •General accessible support •Good Reference

What we offer

A Level Pathway

- 20 A level courses.
- Most students will study three linear A levels; some will take a fourth subject, depending on GCSE results.

Entry criteria: You will need to achieve 6 subjects at GCSE with Grade 5 and above, including at least a 4 in English and Mathematics. You will also need to meet the individual entry criteria for specific subjects.

Professional Pathway

- Professional Pathway in Science
- a bespoke work readiness curriculum

Entry criteria: You will need to achieve 5 subjects at GCSE with Grade 4 and above, including at least a 4 in English and Mathematics.

A level

- Need to achieve minimum of 6 GCSEs with Grade 5+ including English and Maths
- Need to also meet the subject requirement, for example if you want to study A level Maths, you need to achieve Grade 6 +

BTEC

- Need to achieve minimum of 5 GCSEs with Grade 4+ including English and Maths

Choosing A-level subjects: five points to consider

The subjects you take at A-level can have a major impact on your future direction so before embarking on two years' hard work it's well worth doing your research.

1. Ability and enjoyment
2. New subjects
3. Subject combinations
4. Course content, assessment and workload
5. Future plans

Choosing the right subjects

Degree Subject	Essential Advanced Subject	Useful Advanced Subjects
Accountancy/Banking	Some but not all require Maths	Maths, Business studies and Economics
Finance/Insurance		
Aeronautical Engineering	Maths and Physics	Further Maths, Design Technology
Anthropology	None	A small number of courses like a Science AS Level such as Biology, Sociology is also very relevant.
Archaeology	None	Geography, History or Science subjects can all be useful
Architecture	Some courses say they want an Arts/Science mix. Some may require Art.	Art, Maths, Design Technology and Physics. National Art and Design may also be useful. Do note that a portfolio of drawings and ideas may be asked for.
Art and Design	Art/Design Technology.	Design Technology, Art. Note that most entrants onto Art and Design degrees will have completed a one-year Art Foundation course after Year 13.
Biochemistry	Always Chemistry and some degrees ask for Biology in addition. Some state Chemistry plus one from Maths/Physics, Biology.	Biology, Maths, Further Maths, Physics.
Biology	Biology,	Chemistry, Maths or Physics, some will accept Psychology
Biomedical Sciences (including Medical Science)	Normally two from Biology, Chemistry, Maths and Physics. Some will accept Psychology as a second science related subject.	Maths, Further Maths, Biology, Chemistry, Physics, Psychology.
Business studies	None	Maths, Business studies and Economics
Chemical Engineering	Chemistry and Maths and sometimes Physics as well.	Physics, Biology, Further Maths.
Chemistry	Chemistry and occasionally Maths, Most courses want this or Chemistry and one other Science (Physics or Biology).	Maths, Further Maths, Physics and Biology.

Law	Usually none, although a few universities require English.	History, other facilitating subjects. Essay report writing useful. History gives good relevant skills for Law but is not essential.
Management Studies	Sometimes Maths.	Maths, Economics, Business studies may be useful.
Materials Sciences (including Biomedical Materials Sciences)	Normally two from Chemistry, Maths, Physics, Biology (also Design Technology for some universities)	Chemistry, Design and Technology, Further Maths.
Mathematics	Maths and sometimes Further Maths.	Further Maths, Physics.
Mechanical Engineering	Maths, Physics	Further Maths, Design Technology. Mechanical Engineering departments may have a preference for Maths A2 with a strong mechanics component.
Media Studies/Communication studies.	A few courses ask for English or Media studies.	English, Media studies, Sociology, Psychology.
Medicine	Traditional medical schools may ask for Chemistry, Biology and one from Maths or Physics. More choices with Chemistry and one from Maths	Further Maths or a contrasting non-Science subject.
Music	Traditional courses ask for Music and Grades.	Some ask for one essay writing subject.
Nursing and Midwifery	Usually Biology or another Science.	Biology, CACHE, Sociology, Psychology, Chemistry.
Occupational Therapy	Some courses ask for Biology.	Psychology, Physical Education, Sociology or another Science.

Optometry (Ophthalmic Optics)	Two from Biology, Chemistry, Maths or Physics. Some require Biology as one of the choices.	Further Maths.
Pharmacy	Chemistry and one from Biology, Maths and Physics. Some courses ask for Chemistry, Biology and Maths. Doing Chemistry and Biology keeps most courses open.	Maths, Physics.
Philosophy	None	Maths, Classical Civilisations, Philosophy and RE/Theology.
Physics	Maths, Physics	Further Maths, Chemistry.
Physiotherapy	Most courses will consider you just with Biology; however some also require a second science from Chemistry, Maths or Physics.	Chemistry, Maths, Physics, Psychology.
Politics	None	Politics, History, Philosophy, Law, Sociology.
Psychology	A few courses ask for one from Biology, Chemistry, Maths, and Physics.	Biology, Maths, Psychology, Sociology.
Religious Studies/Theology	None	RE/Theology, Philosophy, English Literature, History.
Sociology	None	Sociology, Psychology, Geography.
Spanish	Spanish (some degree will consider French, German or Italian).	Another modern foreign language, English Literature, History, Politics.
Speech Therapy	Some degrees want a science such as Biology, Chemistry or Physics. Some specify Biology but some degrees will consider candidates with none of these.	A modern foreign language (for example French, German, Spanish, Italian, English Language or Literature, Psychology.
Sports Science/Physical Education	Many courses want to see one from Biology/Chemistry/ Maths/ Physics (some courses will treat Physical Education as a science).	Physical Education, Psychology

Professional Pathways

Professional Pathways has been designed by Ark with the aim of creating an alternative post-16 pathway for students wishing to continue to an Ark Sixth Form. The courses are focused on equipping students with the skills and attributes they need in order to make a real and informed post-18 choice about whether to go to university, pursue study through employment, or to enter the workplace.



APPLIED SCIENCE

- 50% internally marked coursework
- 20% externally marked coursework
- 8% investigative project
- 22% exams

Principles and Applications of Science I	External CW
Practical Scientific Procedures and Techniques	Internal CW
Science Investigation Skills	Exam
Laboratory Techniques and their Application	Internal CW
Principles and Applications of Science II	Exam
Investigative Project	Internal CW
Contemporary Issues in Science	External CW

Business Partnerships

78% of young people don't know anyone in a career they would like to work in





Imperial College
London



**welcome
collection**

Student Conferences

Work Readiness



Businesses on school leavers:

55% lack good work experience

53% lack self-management

41% lack problem solving skills



Labour market information (LMI for all)

LMI for All



Home / About / News and Blog / Case studies / Widget / Gallery / Developers / Doc

Careerometer Widget

Looking for Careerometer 1 (the previous version)? You can find information [here](#). Please note that Careerometer 1 is no longer actively supported, and may break some embedding websites.

Careerometer 2 is the new, updated version of our Careerometer widget. It has enhanced browser and website compatibility and displays more data. Here it is in action:

Design and development engineers	Construction and building trades supervisors	Nurses
Weekly Pay £860	Weekly Pay £740	Weekly Pay £700
Annual Pay £44,720	Annual Pay £38,480	Annual Pay £36,400
Hours/Week 39h	Hours/Week 45h	Hours/Week 39h
Hourly Pay £22	Hourly Pay £16	Hourly Pay £18
Workforce Change (projected)	Workforce Change (projected)	Workforce Change (projected)
Growth 4.9%	Growth 1.8%	Growth 7.4%
Replacement 23.5%	Replacement 26.1%	Replacement 30.6%
<small>The workforce is projected to grow by 4.9% over the period to 2024, creating 4,000 jobs. In the same period, 23.5% of the workforce is projected to retire, creating 19,100 job openings.</small>	<small>The workforce is projected to grow by 1.8% over the period to 2024, creating 1,100 jobs. In the same period, 26.1% of the workforce is projected to retire, creating 16,700 job openings.</small>	<small>The workforce is projected to grow by 7.4% over the period to 2024, creating 52,400 jobs. In the same period, 30.6% of the workforce is projected to retire, creating 218,000 job openings.</small>
You might find this job in Architectural & related Machinery, etc Specialised construction Other trans. equipment Motor vehicles, etc	You might find this job in Civil engineering Employment activities Construction Land transport, etc Waste management	You might find this job in Health Residential care Social work Public admin. & defence Education
More info	More info	More info
Clear card	Clear card	Clear card

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Chemicals and pharmaceuticals



Formulation Scientist
Pfizer



**Senior Academic Fellow
in Pharmacology**
University of Edinburgh



**Medicinal Computational
Chemist**
Pfizer



Senior Scientist
Pfizer



**Nuclear Chemistry
Technician**
National Nuclear Laboratories



Forensic Consultant
Prof. Ronald C Denney & Co

Take the Buzz Quiz

Find out which animal you are

[Take the Buzz Quiz](#)



In under five minutes, discover:

- your strengths and what makes you tick
- what you're like as a boyfriend or girlfriend
- which celebrities share your personality type

There are 16 possible results, each connected to an animal.

Which animal are you?

[Take the Buzz Quiz](#)

Next Steps

- Attend Sixth Form Open Evening 7th November 5.30-7.30
- Subjects Showcase Weeks in December
- Fill in application by 31st January 2019
- Interview with sixth form team in February 2019
- Offer to students
- GCSE Results day 22nd August (provisional)– confirm final choices with Ms Lok

Don't assume you can have a place at sixth form.