Countesthorpe Leysland Community College

Magazine

SIXTH FORM
What is it really like?

E.P.Q.
A journey of self discovery

Community Spirit
Helping the local food bank

Meet the house
Learn about Brunel and Spencer Houses

Plus Much More!
Welcome to the second edition of the new CLCC Magazine. In this edition we are focusing on our Sixth Form. CLCC Sixth Form is a thriving and successful community with an excellent track record of success in exam results and placing students in Universities or launching them into the world of work.

You can read about Extended Project Qualification from Co-coordinator Mrs Smith, and some of you may well have attended the very successful Market Place Event where students showcased their work on this challenging course.

We have a very entertaining interview with Head Girl, Ellie Clarke, written by our budding Year 9 journalist Rhea Harris – look out for more from Rhea in upcoming issues – quite a talent we think. We will be looking to recruit more student writers in upcoming editions to give everyone an insight into the daily life at CLCC from a student point of view.

We also have student written pieces on two more of our Houses. This time Brunel and Spencer are in the spotlight.

“Exams are getting closer - time to make use of Miss Richardson’s Revision Corner”

Exams are getting close now for Years 11 and 13 – some practical exams have already happened! Easter is a great time to make sure Revision Timetables are in place, topic lists are completed and Revision Guides are obtained (and used). If your child is just “reading their notes” this is not a great way of preparing for exams, so we hope you find the second of our features on Revision useful in keeping revision momentum going.

We have already started to think about next year and many of our current year 11 students and a number of students from outside the college, have been interviewed for a place in our Sixth Form over the last few days. Judging by the calibre of the interviews, we can look forward to a vibrant and enthusiastic crop of students joining us next year in year 12.

Once again, thank you for your continued support.

Mrs C. Aitcheson
Acting Principal
We all want a life for our children which is filled with opportunities. We want their experiences to be better and broader than ours, we want them to see different things, go to different places, become the best version of themselves they can. Schools and parents are on the same page. We want the same – for your child to have the best experience and support possible to equip them for moving into the next phase of their lives.

So, if honesty is the best policy, let’s tell it like it is. A Levels are hard.

Having been successful at GCSE, for many of our students, A Levels are the next step, but there is no denying, they are demanding – academic and practical intelligence, application, independence, self-motivation and resilience to name just a few of the skills and qualities required to be successful. As if this isn’t daunting enough, following their A Levels, your child is then thrust into a world where it is more competitive than it has ever been. Good grades are essential, but they are not enough. How on earth do you get them ready? Suddenly checking their bag, pencil case, making sure they have their PE kit, sandwiches or lunch money seems like a long time ago and a walk in the park in comparison to UCAS Forms, interviews and dreaded exam weeks.

We have a hugely successful Sixth Form. Consistently results have been some of the best in the county. We also have an excellent record for getting students where they want to be at the end of their A Levels. They leave us well prepared and ready.

Results are of course vital. Many of our students will talk about the advantages of being with teachers who know them and know their work well enough to hit the ground running in year 12 and help them manage the transition from GCSE to A Level, in groups with small numbers and therefore an excellent student teacher ratio.

Our current year 11s have just had their interviews with members of the Senior Leadership Team to make sure we have personal action plans in place for the beginning of next year. There will also be Induction Days in June, another opportunity to get ready, meeting tutors and teachers and finding out about life in the Sixth Form. We see the intimacy of our Sixth Form as a particular strength. Tutors who really know their students, in a setting which allows no one to go unnoticed.

It is tough out there

We regularly have students who get into the most highly regarded universities – Oxbridge and Russell Group. You can read the interview with Head Girl Ellie Clarke who has been successful in obtaining an offer to study Philosophy at Cambridge. Our students become Vets, Dentists and Doctors - notoriously difficult courses to get on to. We also have a successful track record in the Arts, with students going to study at Conservatoires for Drama, Dance and Music and scientific alumni who are running research projects in far flung places, yes, even Canada. When we know what a student wants to do, we have the experience to advise them of the best institutions to apply to and are tenacious in our support to help get them there.

Success is not an accident. Rigorous support is in place to make sure our students get to where they want to be. Students attend support events which help them apply and our Senior Leadership Team are particularly adept at running gruelling and challenging mock interviews.

What else?

We believe strongly in the importance of providing additional opportunities. Our Student Leadership Team and Sixth Form Ambassadors are posts which have been created to make sure that our students, not only have a voice in their own experience, but have opportunities to develop the skills which will set them apart from the rest. A CLCC student stands out from the crowd.

The Extended Project Qualification (EPQ) open to Sixth Form Students. Recognised by universities, it operates very differently to A Levels and is a chance for students to work in a way which mirrors the way they are likely to study at undergraduate level. The College has invested heavily in improving the student experience by devoting more curriculum time to this course. You can read in more detail about this course on pages 8 to 11.

The future is bright

Our Year 13 Students are now heavily focused on revision (if yours is not, they should be!). We obviously wish them well. They are the next generation of Sixth Form, following a tradition of success which is the result of a partnership between students, teachers and parents.

We would stress that contacting the College to discuss your application as soon as possible is key to facilitating a smooth entry to Sixth Form.

If you haven’t visited Sixth Form, sampled Sixth Form lessons, or researched subjects, please download our Sixth Form Prospectus and Course Guide from the Curriculum -> Sixth Form section of our website.

To discuss your application further please contact Mrs R Birch via bbirch@clcc.college or 0116 2771555.
Brunel was an ambitious civil engineer who aspired to build the world's biggest ship. Through success and failure, his perseverance allowed him to be considered "one of the most ingenious and prolific figures in engineering history".

Born in 1806, with a governess and an engineer as parents, he was born into the family business. He grew up around mechanics and engineers which provided him thought on his future ambition.

Following in his father's footsteps, he was appointed Resident Engineer on the Thames Tunnel. Then, four years later, he won a competition to build a bridge across the Avon River gorge in Clifton, Bristol, as a year later he began association with Bristol Docks. After that he was appointed chief engineer to the Great Western railway, he began going on to do great things for Britain. Paddington Station, Maidenhead Bridge and the Thames Tunnel are among his astonishing work. He was ambitious and full of perseverance, even if he had to do the job alone. As a result, people could travel and trade in a new way. Brunel is still influencing young engineers through the London University created in his name.

Through our house, I hope his legacy lives on.

By Abigail Freeman & Henry Milner

"Engineers are extremely necessary for these purposes: wherefore it is requisite that, besides being ingenious, they should be brave in proportion."

MEET THE HOUSE
Countesthorpe Leysland Community College offers a variety of enrichment opportunities for our A-level students, one of these is the Extended Project Qualification. The EPQ A-level allows students to research an area of interest to them and create an academic project based on this area. It is a qualification that is highly valued by universities and businesses, as students have to develop high level independent work skills. The EPQ is an additional qualification that can be studied alongside their 3 A-level subjects. The course lasts for one year and students gain UCAS points for university applications.

Students can choose ANY area that interests them to complete their EPQ project on, we have a vast array of fascinating questions that students are trying to answer, such as...

- How effective are biological treatments for psychopaths?
- What were the catalysts for the English witch hunts?
- Are aviation industries doing enough to be inclusive?
- What are the benefits and risks associated with MRI scans and other Radiography techniques?
- How fair are people willing to go to achieve the ideal body?
- Can terrorism be justified?
- How ethical is the South Korean music industry?
- The Bulger murder: Was it society’s fault?
- How effective is animal assisted therapy for mental health illnesses?

Marketplace

The department ran our annual ‘Marketplace’ event on Tuesday 13th March, where visitors were invited along to see the students’ hard work. Visitors had the opportunity to visit stalls, take part in interactive activities and ask questions. There was everything from Paper Maché jelly fish to kickboxing demonstrations, as well as vegan snacks to try and psychopath tests to complete!

The Marketplace was an amazing showcase of all of the student’s yearlong efforts and they did exceptionally well. They also found the evening extremely beneficial in helping to prepare for their end of year assessed presentations.

The classes will be completing their final presentations and projects in the upcoming weeks, we wish them the best of luck!
Here, some of our students tell us what they feel were the benefits of the event.

"Personally I found that the market place was a really useful time for me to answer questions which may be asked during my actual presentation. This was also good because some of the questions asked were not what I was expecting, this meant that I had to really think about my topic and the research I had sourced. Another thing I found helpful is that for the marketplace we created PowerPoints, which we had running throughout the evening, consisting of key, simplified information from within our EPQ journey. I liked this because it gave me the opportunity to create a ‘mock’ PowerPoint which I will then adapt and improve ready for my actual presentation. Overall I found the marketplace evening an extremely useful experience and I would definitely recommend it to anyone taking an EPQ in the future." - Emma Grubb

"Overall, I believe the night was a huge success! It enabled individuals to express their project in a different way. Personally, it put me under pressure when difficult questions were asked and you have to answer them on the spot. However, this has given me more confidence for my assessed presentation. It also introduced a fun, conversational element" - Josh Hawksley

"I feel as if the Marketplace has helped me to look at my topic from a different angle. Thanks to the various teachers and parents that attended, I now have more opinions and perspectives to explore. It was really useful for boosting my confidence and has helped me to realise what I need to work on in time for my final presentation. I couldn’t thank the teachers and parents who attended enough!" - Amber Lovegrove

"The Marketplace really helped me to discuss areas of my project with individuals in a more relaxed environment. I have been able to improve my work from comments made by teachers and parents, which has enabled me to develop my project."

“Cheers leaders, a live dog, and fake blood were all there!" - Charlotte Hack

"I enjoyed the experience of the EPQ market place, it helped me gain the confidence I will need for my actual presentation on Friday!" - Sapphire Brewin

Our Sixth Form Students are great. They are marvellous ambassadors for the college and we are justifiably proud of what they achieve. This is never more obvious than when we push them to be the best they can be – they always seem to rise to the challenge.

The EPQ is challenging. The combination of research, independent work, keeping a formal, assessed Log Book of their learning journey, definitely stretches students and builds their resilience.

Students seem to really enjoy the freedom to choose an area of interest to explore in depth, but it is plain to see that one of the things that ramps up the fear in the room, is the thought of the end of course presentation. Definitely raised heartbeats and the smell of fear, when the dreaded presentation schedule is issued...

Cheers leaders, a live dog, and fake blood were all there!

It was with this in mind, that the concept of the EPQ Market Place was born. Students took responsibility for their “pitch” and the College Dining Hall had the feel of an eclectic skills and expertise show. Lively, energetic and with a fantastic buzz as students, parents and teachers visited interactive displays and chatted about a huge variety of subjects. Cheer Leaders (yes, performing), A dog (yes, live, very cute, well-behaved) and fake blood were all to be found. A Risk Assessment nightmare, but a brilliant event.

The main purpose however was to give the students a chance to improve their grade and quash their nerves with a practice run at their presentations and the assessed Question and Answer session which follows – who doesn't find that kind of thing a little bit scary!
She'd rather have a custard cream than a quaver. In the calm of the sixth form common area, this year’s head girl, Ellie Clarke reveals how this time in her life is just her cup of tea.

What are you studying at University and A-levels?
At University I have chosen to do a course in Philosophy. My A-level subjects are English, Psychology and Art. I learnt to not be afraid to study something that I don’t already do.

You’re a new addition to Mrs Aitcheson’s crayon box, what colour would you be and why?
Yellow, because I like to think I am a very positive person and I enjoy brightening days like the sun.

As head girl, what would you say is the most important thing you work on?
I would say it is getting student opinions and being someone to talk to as I am not a teacher. I found that I could help at options evening giving advice to students on subjects I took at GCSE and taking surveys at parents evening.

Do you have any advice for going to University that people should hear?
My advice is to visit every university you can, I visited a lot and went to Open Days before I chose one. Another tip is to start early. The earlier you start the more places you can visit.

What is special about our sixth form?
CLCC’s sixth form is different to the other ones I’ve seen because it’s so intimate it seems like you’re in a “bubble” and you feel like you know everybody. The smaller groups make me feel safer and I feel comfortable asking anybody in my class for help with work.

Which celebrity inspires you and why?
Ed Sheeran. If you heard his first album - he didn’t sing like he does now, it showed me how hard he worked and how long his journey was to become the international superstar he is now. I like to think I have the same attitude as him.

What accomplishment are you most proud of?
I’m most proud that down to my hard work I have been accepted to Cambridge University.

If a genie gave you three wishes to improve the school, what would they be?
My first wish would be to have swegway transport moving students from the Leyland site to the Countesthorpe building. My second wish is for Mary Berry, my “adopted grandma”, to cook the food in the cafeteria and my last wish is for the House figureheads to actually be able to come into a house assembly and rally the students to work hard; think how amazing it would be if Alan Turing came and led your assembly.

What is your favourite memory from year 7-11?
My favourite memory is Prom in year 9 and year 11. It’s because everybody is at their best, all looking nice and happy.

Ellie may not have arrived at this interview on a Swegway, but with Cambridge around the corner, she is definitely going places.

Head Girl Interview by Rhea Harris, Year 9.
This is Diana Spencer who our House is named after because she has done so many great things for people such as visit the homeless and the sick in hospitals. Diana also worked with several charities, such as AIDS and HIV, Leprosy and helped reduce the number of landmines in ex-war zones and homeless children on the streets. She also helped in children’s hospitals and with the NHS. So, our house is the best because, we have the best manners, we get on with our work, and most importantly we respect the members of staff (the teachers). We have the best house name (and it’s the easiest to spell)! The best thing about our house is that we set up little competitions between tutor groups and sometimes between the different houses, most of the other houses don’t have that so we are officially the best house at CLCC.

**The House system:**
So, what is the house system? This ingenious idea splits the school into seven different houses with tutors of year 7, 8, 9 and 6th form. The houses spread between both schools and are named after a great and inspirational person. Our house (the best) is named after Princess Diana Spencer whose morals are unmatched. We hope that our house will do her name justice.

**Diana Spencer and her achievements.**
Spencer house, as you may have guessed, has been named after Princess Diana Spencer. Diana possessed a sincere and genuine interest in people; she spent a considerable amount of time visiting the homeless and the terminally ill in hospices across the country. It was said that she also visit in the evenings away from the glare of the media, this displayed a large amount of empathy. She had a great interest in other people and was an amazing role model to many.

Throughout her life in the lime light Diana was photographed embracing many who were HIV positive and helped in the destigmatisation of those who were positive for HIV.

**What you expect from us as a house.**
The things that you can expect from our house is simple, we give you all our respect. Also, we use very good manners, our actions are appropriate for the school, we hold the doors open for people who have their hands full, we help the teachers when they need it. So here is a taster of some of the things this house (the best house) is what you can expect from us. We have some special things planned for the future to keep people up to date on our house and all we are doing – but that’s all you’re getting for now.

**SPENCER HOUSE RULES!**

**Values**
Our house stands for Dedication no matter what the circumstances just as Princess did herself, we try our best to live up to our name and do her own proud!

Written by: Harriet Pullen, Owen Greig, Felicity Harris.
Do the right thing, in the right place at the right time. It is a simple enough idea, and it is what we expect. We made a decision that students who do this every day deserve to be recognised. Teachers award merits based on punctuality, attendance and completing quality work. Additional Merits can be given at the teacher's discretion for outstanding work or effort, or showing kindness, consideration, empathy and initiative.

Students are awarded Bronze, Silver and Gold certificates for earning Merits, but we thought a special “shout out” to the top merit earners in each House was in order!

ATTENBOROUGH
Paige BSGL
281 Merit Points - Spring term 2018

BRUNEL
Alexander 7SBU
393 Merit Points - Spring term 2018

HAWKINS
Charlie 8TKI
394 Merit Points - Spring term 2018

LAWRENCE
Isla BNWI
384 Merit Points - Spring term 2018

SPENCER
Connor 8KTI
323 Merit Points - Spring term 2018

TURING
Iris 8CHA
372 Merit Points - Autumn term 2018

WILBERFORCE
Lydia 10EME
384 Merit Points - Autumn term 2018

Top Merit Achievers
Revision should be well under way by now. We are confident that your child is coming home and bounding up stairs to devote their time to endless hours of fulfilling revision. No? Well fear not, in the second of our features on revision, Miss Richardson has more tips to help your child be the best they can be.

**MINDMAPS**

Mind Mapping has helped students across the world change the way they make notes, improve their memory and prioritise information.

**Why are mind maps better than just taking notes?**

Writing notes in list form forces us to isolate pieces of information and so we don't make connections between ideas. Linear text does not excite our creativity: ideas written in this way are hard to read, and students do not look forward to reviewing their notes.

**What are the benefits of mind mapping while studying?**

- They appeal to our visual senses with images, colours and curved branches all help our memory. Our brain responds to mind mapping as it replicates the natural thinking process
- Ideas are generated simply by making the mind map. The brain actively makes links between ideas, adds connections, puts thoughts in order and generates further creative ideas.

**USING PAST PAPERS AND MARK SCHEMES**

Past Papers are great because they give guideline on what to expect. Although it is unlikely that the exact same question will ever come up twice they do help to prepare the student for how questions are phrased.

**Revising isn’t just about remembering facts**

- Reading the question properly is essential.
- How closely an answer responds to the question makes up a big part of the grade and is often where students lose marks.
- The more questions that are looked at the better, this way there are no surprises in the actual exam.
- It is important to de-construct the question, make a list of key and command words that come up. For example, in some subjects, students will be asked to compare, contrast, explain or evaluate. It is essential to go into the exam knowing what these words mean.

There are lots of ways to make past papers useful without doing mock exams at home, for example:

- Planning answers to each question.
- Jot down a few bullet points of what needs to be written and when.
- Getting into the practice of planning will help a lot when it comes to sitting the actual exam.

“Practising past papers are the key to success; whilst the exact same questions are unlikely to appear, they help you to understand how the questions will be phrased”
NEW FOR PARENTS

MY Ed

Connecting parents, students and schools

Download our school app NOW

SCAN ME

Step 1: Go to your app store
Step 2: Search for My Ed
Step 3: Download the app

FREE Download

The My Ed app shows you up to date information about all aspects of your child’s school life.

My Students

Information about your student direct into your pocket, including:

- **95% Attendance**
  Keep up to date with your child's attendance details.

- **Forms**
  Fill in forms securely on your app and return them directly to school.

- **Achievements**
  Get regular updates of all achievements.

My School

Information from your school pushed directly into your pocket, including:

- **Key Dates**
  Important dates the school needs you to know.

- **News**
  Access the latest school news.

- **School Information**
  Easily access school policies from your pocket.

www.myedschoolapp.com