



BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence

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Welcome to the Christmas 2021 HPA Newsletter

HPA Update

It has been another eventful term. Year 11 and 13 have been preparing for their Mock exams. Year 9 have been preparing for their end of KS3 assessments and will be starting GCSE content in some of their subjects.

As restrictions eased we have been able to have outside speakers both in person and virtually which has meant more enrichment for the HPA students.

*Have a Happy Christmas and a safe New Year.
Ms D Gajjar - HPA Coordinator*

In this issue:

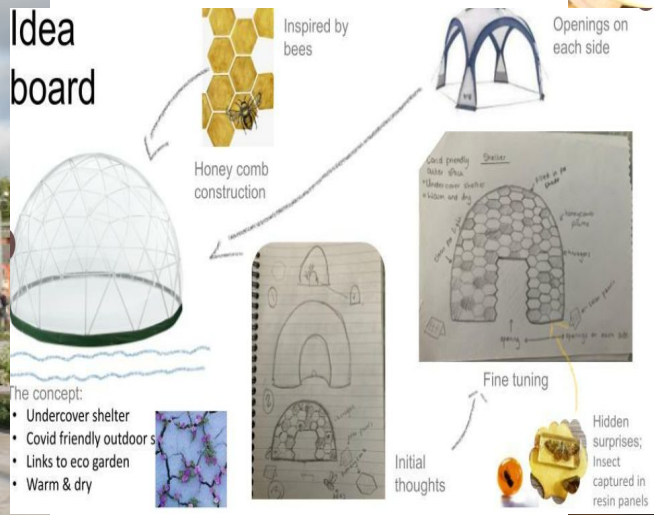
- New intake of Early entry year 12 students
- Medhedz
- Update of exemplar work from Faculties
- Overview of work that has been done with KS3 and 4 by HPA coordinator
- The UK Bebras competition
- Ways to support students at home



HPA- Biolearn competition winners



The Biolearn winners thoroughly enjoyed their prize of a trip to the National Space Centre. They were excited to be able to go on a school trip for the first time in nearly 2 years. We may even have some budding Astronauts in the making! Thank you to DMU for this wonderful prize, we look forward to entering again this year.



Year 12 & 13 Early Entry

A big thank you to **Helen Brown** and **Kate Vausten** for conducting Mock interviews in November for our Early entry Year 13 students. These are made up of 3 Medical students and 2 students applying to Cambridge.

The students had first hand experience of the interview process and hints and tips for a successful interview. Our guests were very impressed by the students and we thank them again for their time.

Our two Cambridge girls have their interviews early December. We wish them all luck!



UNIVERSITY OF
LEICESTER

Thank you to **University of Leicester** for their informative talk on how to apply for Medicine, including entry requirements and tips and hints for a successful application.



Thank you to **University of Oxford** for their informative talk on how to apply for Oxford. Year 11 and 12 HPA students participated and got the opportunity to dispel any myths and ask and questions. They had a better understanding of the subjects, application process and accommodation. We look forward to more sessions like this in the future.

How students are prepared

Students are signposted to any open day events or taster courses

They are met with weekly either as a group or one to one, During this time there is a programme of activities to prepare them for Oxbridge or Medical courses.

Typical programme of activities include:

- Debating
- Current affairs
- Problem solving
- Growth mindset training
- Support with personal statements
- Preparing for interviews

We also offer mock interviews for students who manage to get to that stage of their application.



Opportunities through Oxbridge



<https://www.pem.cam.ac.uk/study-here/access-and-outreach/events-prospective-students/year-12-cambridge-information-sessions>

Anyone thinking of applying to Cambridge can take part in these zoom sessions. The next one coming up is February 2022



<https://www.insideuni.org/>

Worried Oxbridge may not be for you? This organisation demystifies Oxbridge and shows you how accessible it is.

<https://www.maths.ox.ac.uk/study-here/undergraduate-study/maths-admissions-test/mat-livestream>

The Maths department also run weekly livestreams, talking about problem-solving strategies used in the MAT. These are free and available to all. You can tune in to past and upcoming live streams.

<https://www.youtube.com/playlist?list=PLjgO-QqeHQ3ss3DCaR5Hqw8ASU0-wHvw>

For anyone thinking of applying to Oxford this link has numerous workshops on the admissions tests.



Cambridge University
Virtual tour.



Ever wondered what it's like to study at Oxford University? This blog is written by 2 Oxford students and gives an insight into the life of an Oxford University student.



Oxford Vs Cambridge.
Here's a handy little
guide



Oxbridge applications:
five things you might not
know



A full guide to applying
for Oxbridge.



Making an application to
Oxbridge application.



Medhedz: This year our year 11 & 12 students

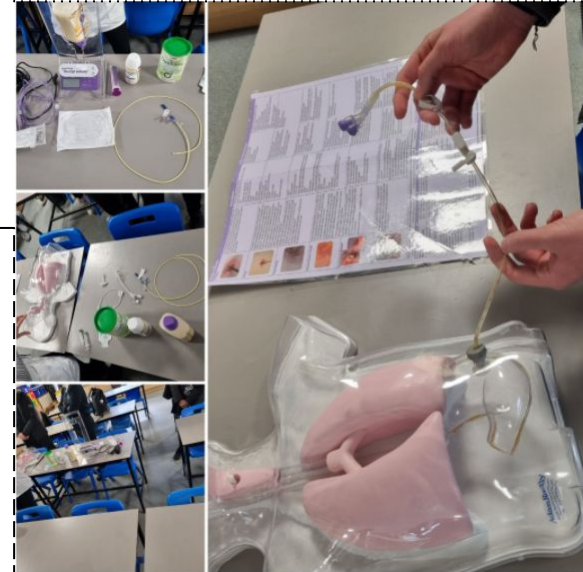
have taken part



Thank you to Thomas Arends an Orthoptist who gave an inspiring virtual talk into the allied health professional role as well as pathway into this field. See link for ideas

<https://youtu.be/4wrnpxju404>

A big thank you to Elizabeth Michaels for her interactive session into the field of dietetics. Students got to see how feeding tubes worked and the best way to fit them



Thank you to University of Leicester for their informative talk on how to apply for Medicine, including entry requirements and tips and hints for a successful application.

These are some of the things that have been happening in the Medhedz sessions Thursday lunchtimes

KS4

KS4 students have been focussing on study skills and how to get the most out of their revision. We have been focussing on the thinking hard devices and how they help retain information learnt and improve retrieval.

They have all been given a copy to keep in their planners to help with revision.

Some other hints a tips to support your child:

<https://www.thestudyspace.com/page/revision-strategies-and-tips/>

The Thinking Hard Process

Knowledge and understanding

Reduce
Transform
Deconstruct
Derive



Reduce it



Transform it



Deconstruct it



Derive it

Analysis and application

- Prioritise
- Categorise
- Criticise
- Trends and patterns
- Practise



Prioritise it



Categorise it



Criticise it



Find Trends/patterns

Flexibility of thinking

- Make connections
- Compare
- Extend
- Create



Connect it



Compare it



Extend it



Create it

Need help choosing A levels.
See this informative guide by
INVESTIN

<https://investin.org/blogs/news/choosing-a-levels>

KS4- Year 10

Year 10 have been working on articulating their ideas and forming opinions through Pixl debate.

Students have loved formulating ideas and improving their debating skills in a safe and encouraging space.

UP FOR
DEBATE

DEBATE STIMULUS SHEET

**“THIS HOUSE BELIEVES THAT
WE SHOULD STOP USING FOSSIL
FUELS BY THIS TIME NEXT YEAR”**



- ② How do fossil fuels harm the environment?
- ② Would it be physically possible to stop using fossil fuels?
- ② How much would our day to day lives change if we stopped using fossil fuels?
- ② Would we still be able to fly if we stopped using fossil fuels?
- ② How would it affect the developed world compared to the developing world?
- ② Will renewable energy ever be able to fully replace fossil fuels?
- ② Why is renewable energy currently less reliable than fossil fuels?
- ② What will happen if we don't switch away from fossil fuels?
- ② What are the first consequences of climate change likely to be?
- ② How might companies be encouraged to develop new technologies by this motion?

UP FOR
DEBATE

DEBATE STIMULUS SHEET

**“THIS HOUSE BELIEVES THAT HUMAN
CLONING SHOULD BE ALLOWED”**



KEY FACTS

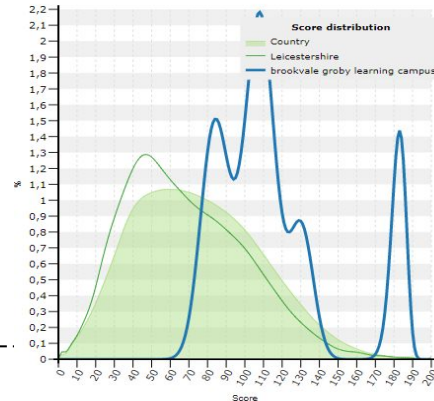
- ▶ Cloning does occur in nature - twins, triplets and other multiples are the result.
- ▶ There are 3 types of artificial cloning: gene cloning, reproductive cloning and therapeutic cloning - gene cloning is the most common.
- ▶ In 2014 technologies were used to generate stem cells that are genetically matched to adult patients.
- ▶ Human cloning is currently illegal in most parts of the world due to the risks and uncertainty involved.

KS3 Year 9

In November 2021 our Y9 HPA students took part in the online Bebras thinking skills challenge in conjunction with Oxford University. They did exceptionally well as a team and did BGLC very proud. Our top two scoring teams have been invited to take part in the next round in February through University of Oxford. Lots of preparation ahead. Our average score was 117 above the rest of the country putting us in the distinction

Bracket overall!

Well done to all involved.



UK Bebras 2021



Inters (12-14)

Description	Min	Avg	Max	Participants
brookvale groby learning campus	81	114.8571	183	7
Leicestershire	2	67.8593	189	3106
Country	2	74.5852	200	155749

	Max Score	Top 25% boundary (Distinction)	Top 50% boundary (Merit)
Kits	119	70	58
Castors	152	103	86
Juniors	200	112	80
Intermediate	200	97	72

Would you like to have a try?

For anyone who would like to try the thinking skills computer based quizzes see links below. Are you up to the challenge? Can you complete all 20 challenges correctly in 40 minutes? You will need to allow 40 minutes to complete them and give your full name. Winners announced in next issue of the Newsletter. Best of luck!

[Year 6 quiz](#)

[KS3 quiz](#)

[KS4 quiz](#)

UK Bebras 2021



KS3 - Year 8



Year 8 have been doing a combination of Pixl debates as well as using the Bebras website to work on their thinking skills. Students have loved the opportunity to have to ‘think harder’.



DEBATE STIMULUS SHEET

“THIS HOUSE BELIEVES THAT WE SHOULD STOP USING FOSSIL FUELS BY THIS TIME NEXT YEAR”



- ① How do fossil fuels harm the environment?
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DEBATE STIMULUS SHEET

“THIS HOUSE BELIEVES THAT HUMAN CLONING SHOULD BE ALLOWED”



KEY FACTS

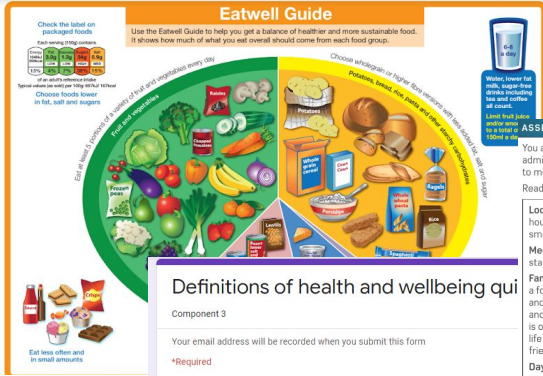
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HPA News by Faculty



What are the HPA students doing this term in Health and Social Care?



ASSESSMENT ACTIVITY **LEARNING AIM** **A**

You are a registered nurse, managing a care home as the nursing home administrator. You are assessing the health and wellbeing of Susan, who is about to move into the care home.

Read the information below. Then complete the activities.

Location: Susan Jones is 82 years old. She lives in a one-bedroom terraced house with a small garden and a short but steep driveway on the edge of a small town.

Medical history: Susan has osteoarthritis and her mobility has recently started to deteriorate and she now uses a stick for support.

Family, friends and social interactions: An old friend comes on the bus once a fortnight to visit and helps with her laptop, so she is able to keep organised and shop for food and other items online. Her niece visits her every fortnight and does jobs like keeping the garden tidy. Her neighbour, who is 73 years old, is often on hand if she needs any day-to-day practical help but has quite a busy life with her own family and friends. Susan has no children and most of her friends have died, are in care homes or can no longer travel. She is often lonely.

Day-to-day life: Susan uses a walking stick to get around the house. She manages the steep stairs by going up sideways with her back to the handrail. She now finds day-to-day tasks such as dressing, washing and cooking increasingly difficult. She does not like to ask her visitors to help, as she does not want to be a burden.

Definitions of health and wellbeing quiz

Component 3

Your email address will be recorded when you submit this form

*Required

PIES stands for: *

- Physical, intellectual, emotional and spiritual
- Physical, intellectual, emotional and social
- Psychological, intellectual, emotional and social
- Physical, intellectual, emotional and social

Bill smokes 20 cigarettes per day, and has been smoking for 10 years.

He smokes Marlboro Gold Cigarettes, which cost £12.25 for 20 cigarettes.

Complete the chart below to show him how much smoking has cost him over the last decade.

Weekly cost	£
Monthly cost	£
Yearly cost	£
5 year cost	£
10 year cost	£

Challenge question: Bill is saving for a house deposit. He needs to save £20000. If he quits smoking today, how long will it take him to save this deposit from his smoking savings alone?

Please check the examination details below before entering your candidate information

Learner's surname: _____ Other names: _____

Centre Number: _____ Learner Registration Number: _____

Friday 7 February 2020

Supervised hours: 2 hours Paper Reference: **21117K**

Health and Social Care
Component 3: Health and Wellbeing

You do not need any other materials. Total Marks: _____

This term the HPA students in Year 11 have been preparing for their exam, coming soon in February 2021.

Students have been doing past paper questions, lots of Google Form quizzes, and end-of-topic tests.

Students have all be provided with revision guides, and they've found these so useful in knowing the essential concepts so that they can perform well in the exam.

What are the HPA students doing this term in Geography?

Taking part in the Trade game. Making decisions in their teams to make as much money as possible. HPA students have been facilitating team roles in order to get them working together to make money.



What are the HPA students doing this term in History?

Students have been using Thinking Hard devices as part of their homework while preparing for Year 11 mocks.

They have been choosing which aspects best help them prepare for the mocks, and in the words of one of the Year 11 “It’s not just what to revise, but also how to revise!”

A composite image showing a revision sheet titled "America 1920-1973: The Roaring Twenties- A Revision Homework Sheet" and several "Thinking Hard" revision cards.

America 1920-1973: The Roaring Twenties- A Revision Homework Sheet

The Economic Boom:
The economic boom in America during the 1920s is also referred to as the "Roaring Twenties". This is a period where there is a lot of advancement in industry and technology and a lot more money in society.
It was caused by Laissez-Faire policies (Republican party, leaving businesses alone- not regulating them), advertising, credit schemes such as hire purchase, protectionism (tariffs which protected American goods from foreign imports by making them more expensive such as the Fordney-McCumber Act), the use of new technology like the assembly line, new products (radios/ cars/ fridges/ vacuums) and people buying shares in companies. It was also helped by the First World War- this created jobs in making war materials (munitions, uniforms), created wealth for America as it loaned money to Britain and its allies which they used to buy American goods, and...

Comprehension Questions- If you can answer these questions, you have understood. If you can do it without looking you have learned!

1. Define the term "economic boom".
2. Give four causes of the economic boom.
3. Explain what the Fordney-McCumber Act was.
4. Give two pieces of evidence that the sale of consumer goods grew in the 1920s.
5. Give two examples of groups that did not benefit from the boom.
6. Explain why those groups did not benefit from the boom.
7. Describe how people saw the stock market in the 1920s.
8. Define "buying on the margin".

Need Help? [Three QR codes with "SCAN ME" labels]

Thinking Hard Revision Cards:

- REDUCE IT**
Reduce the Depression/ New Deal onto one revision card.
- PRIORITISE IT**
Put the causes of the boom into rank order- most important to least important, and explain why you have put them in that order.
- EXPAND IT**
What extra details can you find in your notes/ booklet on the impact of the Depression/ New Deal?
- CRITICISE IT**
Look carefully at:
 - Hoover's policies to end the Depression
 - Roosevelt's policies to end the DepressionWhy didn't they work? What limitations did they have?
- PRACTICE IT**
 - Describe two impacts of the Depression on the American people [4]
 - Describe two problems Hoover had, 1929-1932 [4]
 - Describe two ways Roosevelt tried to end the Depression [4]
 - In what ways was the New Deal successful? [8]
 - In what ways was the New Deal not successful? [8]

Smaller Revision Cards:

- REDUCE IT**
Reduce the causes/ effects of the boom onto one revision card.
- PRIORITISE IT**
Put the causes of the boom into rank order- most important to least important, and explain why you have put them in that order.
- CONNECT IT**
Where can you link the effects of the boom (e.g. consumerism) to the causes of the boom?
- CRITICISE IT**
Look carefully at the economic boom and look for:
 - signs that the economic boom did not treat people equally.
 - signs that the economic boom might not last.
- PRACTICE IT**
 - Complete the revision structure on the back of your sheet.
 - Look, cover, write, check
 - Practice the comprehension questions- with your note questions on the reverse of the sheet.

Central Text: The Depression and the New Deal

Year 11 HPA students have been busy in maths this term. Many of them have chosen to attend an after school lesson each week to help them gain an extra qualification - GCSE Further Maths. This is an excellent opportunity which will also help support them with the transition from GCSE to A Level.



Some of these students are also considering studying Further Maths at A Level. A group of them are about to spend the day at Nottingham University - here they will receive a campus tour, a lecture from a maths professor (and ex-BGLC student) Katie Severn, and a Q&A session with some undergrad students.

Our post-16 HPA students have also been busy. 8 students have been working hard, with the support of Caralee Duffin, to gain a TMUA qualification. This is the Test of Mathematics for University Admissions, and is often required to study Mathematics at some of the top universities. They have been working as a group to problem solve in preparation for the exam. Some have also been working together in preparation for the Ritangle competition - a problem solving competition for A Level students looking to really challenge themselves.

Away from their A Level studies, we are lucky to have a small group of students supporting younger pupils, either inside the classroom or on a 1-1 basis. This is valuable to the younger pupils, as they have said it helps them to be more confident and less afraid to try new skills. Thank you to everyone involved!

Science club- Students are able to fuel their passion for Science above and beyond the subject during Science club

Students have had the chances to make a roller coaster, make ice cream and use their STEM skills in making a tower made from spaghetti.

Click the links if you would like to try any of the activities at home.

<https://learning.sciencemuseumgroup.org.uk/resources/spaghetti-structures/>

<https://learning.sciencemuseumgroup.org.uk/resources/instant-ice-cream/>



UN Climate change conference COP26

In B7 students are taught about biodiversity, human impact and global warming.

As a school and in Science it was important to raise awareness and equip future generations with the skills and knowledge needed to tackle climate change.

<https://www.bbc.co.uk/news/av/world-africa-58840743>

<https://www.bbc.co.uk/news/science-environment-58859105>

<https://www.bbc.co.uk/news/uk-england-leeds-59218608>

<https://www.bbc.co.uk/news/science-environment-58925049>

Students kept up to date with upcoming events, by research and discussions in class.

What a great start to year 7!

Students have been learning about cells. All students were asked to transform and extend their learning, to create a plant or animal cell of their own designs.

Some of the cells were even taken to the detail that we study at A level! Some looked incredibly yummy!



Alyssia Dale



Ella Duffy



Esme Mackay

Year 12 Biologists have been learning about the cell cycle. Many of our students go onto study medicine and research, students were given the opportunity to gain insight into possible drugs used in cancer treatment. Tumours form because cells divide uncontrollably. Chemotherapy is used to treat cancer. This involves giving drugs to cancer patients to attempt to kill cancerous cells. Taxol and vincristine inhibit formation of the spindle.

Adriamycin and cytaxan – stops DNA unwinding and unzipping

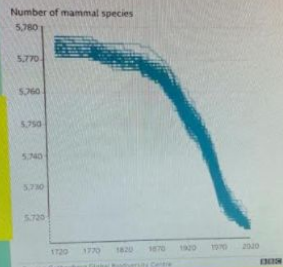
- Explain how each drug would prevent a tumour developing
- One of the main problems with chemotherapy is the non-specificity of the drugs. Using your knowledge from previous lessons explain how these drugs may be made more specific to cancerous cells

Science have also been making use of the P1xl thinking hard strategies. Here are some examples

<https://www.bbc.co.uk/news/science-environment-54357899>

1. Reduce
Summarise this data in 12 words

Mammal species lost in the past 300 years



2. Transform
How does this article make you feel?

3. Prioritise
List 3 important statements from the article

4. Categorise
Write down 3 solutions to this issue

5. Extend
Write down 3 questions you want answering from this article

Reduce
In no more than 50 words, summarise the extract

Prioritise
Choose and rank the three most important facts?

Extend
Write three questions you would like to ask about this extract

Transform
Transform the text into a diagram

Thinking hard about metallic bonding

Most metals are **malleable** – they can be bent and shaped without breaking. This is because they consist of layers of ions that can slide over one another when the metal is bent, hammered or pressed. Due to the ions sliding over each other, most metals are **ductile** – they can be drawn/pulled into wires, making them suitable for electric cables. Metals form giant structures in which **electrons** in the outer shells of the metal atoms are free to move. The **metallic bond** is the force of attraction between these free moving (delocalised) electrons and positive metal **ions**. Metallic bonds are strong, so metals can maintain a regular structure and usually have **high melting and boiling points**. Metals are good **conductors** of electricity and heat. This is because the **delocalised** electrons can move throughout the metal. The greater the number of outer electrons that the metal has, the higher its melting/boiling point. This is due to the increased positive charge on the metal ion and the increased number of electrons that are delocalised, resulting in stronger bonding.

Magpie
Select at least 3 new or interesting keywords from the extract and define them

KEY WORD

Success Criteria
I can identify bonding in a metal
I can describe the properties of a metal
I can explain how the structure relates to the properties of a metal

Categorise
Sort this information into categories of your choice

3) "we are entering the sixth mass extinction"
 "75% of land and 66% of the oceans has been destroyed by human activity"
 "world leaders are now being asked to sign up to a pledge to protect 30% of the world by 2030"

3 solutions:
 • safeguard lakes and rivers for wildlife
 • give more land/space for nature
 • manage whole environments to aid health

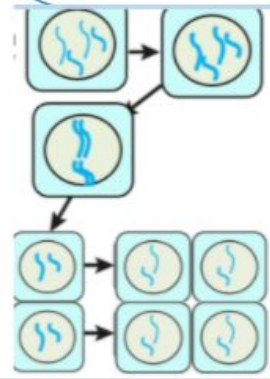
how long has the crisis been going on for?
 how can we help in our daily lives?
 how will all of these changes help?

changes
 - if we work to make it by what year should the crisis have been reduced

Reduce
Explain what meiosis is.. You have 12 words MAXIMUM.

Prioritise
Explain three reasons why meiosis would be a better option for an organism.

Transform
Change this diagram into four words. No diagrams allowed.








Categorise
The diagram into stages

Extend
Write down three questions you'd like to ask about meiosis

Mock Grade: 7

Target Grade: 9

Very Insecure Topics	Insecure Topics	Secure Topics
		The definite and indefinite article
		The accusative case
		Adjective endings in the accusative case
		The dative case after prepositions
		the comparative
		Question words
		adverbs of frequency
		intensifiers
		use of man
		pronouns

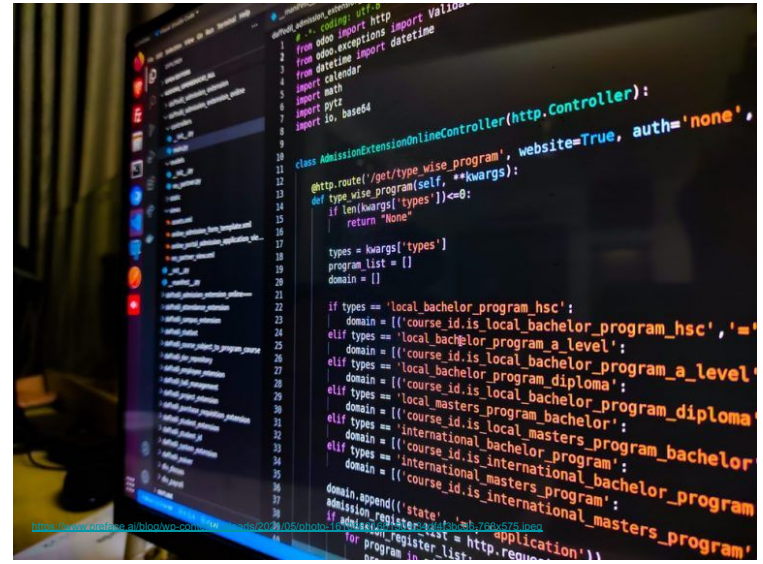
Resources	
	Gender of common Nouns plus gender patterns
	Singular and plural forms of nouns 
	genitive prepositions
	the superlative 
	

PCPs in MFL

In year 11 German, HPA students have filled in specific higher tier grammar PLCS which have been turned into Personal Currency Plans for these students. PCPs are plans which highlight areas of revision for the students. There are various QR codes for the students to use which take them to revision resources on the areas they rag rated as amber or red on their PLC. The students need to use their PCPs for their revision for the mocks and the summer 2022 exams, enabling them to close the gaps in their learning with regards to the higher tier grammar required to get a grade 7+ in GCSE German.

BCI

KS4 - Coding club has started with PTE this term, this is working very well with our KS4 students allowing them to go beyond the limitations of the GCSE CS curriculum and have fun with bigger projects. As well as, allowing students to access further challenge with complex coding.





Section for Parents



Parents and Guardians Newsletter

Loughborough University

Sign up and share with other Parents and Guardians!!

The Parent and Guardian newsletter aims to share important information on events and updates, as well as useful information about the university and our alumni that Parents and Guardians might like to hear about!

The Newsletter also provides an opportunity to give us feedback and suggest ways in which we could improve the support they receive, in the key stages of student development.

To register for this newsletter please go to the link below and for any questions, contact Anna (a.milewska2@lboro.ac.uk).

<https://app.geckoform.com/public/#/modern/21FO00noqrIxzl00i0gk3jk545>

Careers workshops and taster sessions through **INVESTIN**

Life-changing, immersive career experience programmes for ages 15-18. Book your place now. 15 - 18 year olds click [here](#)

Life-changing, immersive career experience programmes for ages 12-14. Book your place now. 12-14 year olds click [here](#)

Ways to support students at home

The
Economist

There are simple, yet effective ways to support at home:

- Discussion of current affairs - at dinner time/ when watching the news take the opportunity to discuss news articles and their opinion on the news item. Does the conversation naturally lead onto another topic that can be explored in greater depth? This type of discussion is something that will support the student when they get to their university/ job interviews and the ability to back up their ideas and explore them in detail are typical skills that well established universities look for in their candidates.
- Encouraging them to talk about their interests and passions.
- If they have an interest they want to pursue maybe trying a **MOOC**. Millions of people around the world use MOOCs to learn for a variety of reasons, including: career development, changing careers, college preparations, supplemental learning, lifelong learning, corporate eLearning & training, and more. <https://www.mooc.org/>
- Encouraging them to explore beyond the classroom. There are several online sources including TED talks as well as magazines that support school/ career choices but yet go beyond what is required by the curriculum. This thirst for knowledge and the ability to discuss it is critical for securing a place with more well established universities. Here are some more suggestions:

www.myheplus.co.uk Run by the University of Cambridge

<https://explore.org/> run by the University of Oxford

<http://podcasts.ox.ac.uk/episode-4-midlands> Podcasts about studying the classics

<https://www.bmj.com/> for aspiring medics



Books to get students thinking

**Just Think: Philosophy Puzzles for Children Aged 9 to 90 (Just Think Books) Paperback
– 20 Nov. 2020**

**Big Ideas for Curious Minds: An Introduction to Philosophy Hardcover – Illustrated, 21
Sept. 2018**

Mindset: How You Can Fulfil Your Potential Paperback – 2 Feb. 2012

Thinking, Fast and Slow Author: Daniel Kahneman

Moonwalking With Einstein Subtitle: The Art and Science of Remembering Everything

Author: Joshua Foe

