



THE ROYAL BALLET SCHOOL

**Student Academic Handbook:
Upper School
2011-12**

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INTRODUCTION

The academic lessons are a vital part of your training at The Royal Ballet School. Like all professional athletes, your career as a dancer will only last so long; and when you do finally stop dancing you may well want to go to university, or to re-train in some area that requires you to have some earlier qualifications. This is when the exams you passed at the School will become crucial.

We aim to give you the chance to qualify yourself for university by the time you leave the School; and we do this by helping you achieve the equivalent of 3 A levels, which is the entry requirement for UK universities. If you start in 1st Year, there is a strong chance that you will achieve this, and we have had notable successes at university in recent years (students studying English at Cambridge and London universities; another coming top of the year in Maths at Bristol). With those who start in 2nd Year we do our very best to qualify you as much as possible. If you start in 3rd Year it will be difficult if you have taken no qualifications before you started.

This handbook aims to answer your questions about your academic studies, and to advise you about the rules and procedures that apply to it. Please read it; and if you have any questions please ask your teachers or me.

Dr Charles Runacres
Academic and Pastoral Head
charlesr@royalballetschool.co.uk

CURRICULUM

ACADEMIC CURRICULUM

The Upper School curriculum is based on students taking:

- the BTEC Diploma in Dance (equivalent to two A levels)
- the Trinity Diploma in Professional Dance
- one A level or English language (ESOL) exams or a qualification from their own country

The timetable of study is:

1 st Years	First 6 units of BTEC Diploma	AS or ESOL	Trinity
2 nd Years	Second 6 units of BTEC Diploma	A2 or ESOL	Trinity
3 rd Years (from 2012)			Trinity

Academic lessons are taught for 90 minutes every morning from Monday to Friday. Each subject is taught for five 90-minute lessons a fortnight: BTEC on Monday and Wednesday, and A level on Tuesday and Thursday; they alternate on Friday.

There is a choice of four A-level subjects: Art, English, Mathematics and French. A final decision about academic choices is made following discussions with the Academic and Pastoral Head. The Extended Project Qualification is worth half an A level, and is a suitable research-based qualification for some.

Academic courses

The following notes give brief outlines of the various courses:

BTec

All students who join us in 1st or 2nd Year are expected to take the BTEC Diploma in Dance. This is a vocational course with a strong emphasis on the practical side of dance; it is accessible to all students irrespective of their nationality.

Examining Board:	Edexcel
Specification:	Level 3 Diploma in Performing Arts (Dance)
Brief Aims:	To help the students extend and develop their dance studies; to and reflect on themselves as dancers; and to prepare them for working in a job in dance.
Course content	<p>To achieve a BTec Diploma students must study 12 units (4 Mandatory and 8 others from the list of Optional units).</p> <p>Mandatory units:</p> <p>Unit 1: Performance workshop. Students prepare for two performances, one of pre-existing work, the other of a devised piece.</p> <p>Unit 3: Performing Arts Business. Students learn about different Arts businesses, applying for jobs and creating a CV, and budgeting.</p> <p>Unit 7: Performing to an Audience. Students take part in the performances prepared for in Unit 1.</p> <p>Unit 38: Dance Performance. Students take part in classes looking at different types of dance, learn about taking direction and about rehearsal, try out different styles, and learn about being a professional dancer.</p> <p>Others units:</p> <p>Unit 39: Choreographic Principles. Students learn the principles and process of choreography and about applying compositional structures.</p> <p>Unit 40: Choreographing Dance. Students study professional works, independently choreograph dances for a particular event and reflect on the development of their own practice.</p> <p>Unit 42: The Healthy Performer. Students learn about diet, anatomy, safe practice in dance, principles of fitness, preventing injury and sports psychology.</p> <p>Unit 43: Developing Classical Ballet Technique. Students attend their usual Ballet classes. They are assessed on their understanding of terminology and their development of technique in class and performance.</p> <p>Unit 44: Applying Classical Ballet Technique. Students attend their usual Ballet classes. They are assessed on their interpretation of role and their development as performers.</p> <p>Unit 45: Developing Contemporary Dance Technique. Students attend their usual Contemporary Dance classes.</p>

	<p>They are assessed on their development of technique in class and performance, and their ability to assess themselves and their performance.</p> <p>Unit 46: Applying Contemporary Dance Technique. Students attend their usual Contemporary Dance classes. They are assessed on their skill in using Contemporary techniques and on applying them in performance.</p> <p>Unit 54: Dance Appreciation. Students learn the professional repertoire, the history of dance and of different productions, and work on interpreting and evaluating professional dance works.</p>
Assessment	<p>1st Years will study Units 7, 38, 39, 42, 43, 45. 2nd Years will study Units 1, 3, 40, 44, 46, 54</p> <p>Students are continually assessed; there are no end-of-course or –unit examinations. Assessment takes place in a variety of ways: having their work or contribution assessed by teachers in class or performance; giving talks; producing packs of materials; preparing for all aspects of a performance; and others. There is very little essay-writing.</p>
Entry Requirements:	None
Teachers	Mrs G. Graves (Head of Vocational Studies); ESOL students supported by Miss S. Mellor (Head of ESOL)
Further information	<p>http://www.edexcel.com/quals/nat/pa-music/performing/Pages/default.aspx</p> <p>gailg@royalballetschool.co.uk; suzannem@royalballetschool.co.uk</p>

Trinity Diploma in Professional Dance

Examining Board:	Trinity College London
Specification:	Level 6 National Diploma in Professional Dance
Brief Aims:	A 3-year professional vocational course, with the emphasis on the development of the artistic, creative, technical and professional skills needed by a professional dancer.
Course content	<p>The Diploma is a unit-based qualification in which candidates are required to have passed all four units. Units 1 and 2 comprise the core techniques and performance skills needed to become a professional dancer. Units 3 and 4 contain the professional supporting studies which underpin the first two units. These develop the skills to enable candidates to become informed practitioners who are well prepared to secure and maintain employment.</p> <p>Unit 1: Technical Skills in Professional Dance Achievement of this unit should equip the candidate with the necessary technical, presentation and personal skills for successful audition, rehearsal and performance situations as a professional dancer.</p> <ul style="list-style-type: none"> • Component 1: Dance as a Primary Key Skill (in Classical Ballet and Contemporary) • Component 2: Choice of ONE of the following options <ul style="list-style-type: none"> • Dance Technique as a Supporting Skill • Choreography/Character <p>Unit 2 : Performance in Professional Dance The performance standards required will be those of a high level of artistic skill and ability in the execution of two chosen specified key dance techniques, and a good level of artistic skill and ability in the supporting skill chosen from Component 2 in Unit 1.</p> <p>Unit 3 — Additional Professional Skills and Practice for Professional Dance An understanding of professional skills and practice within the working environment is essential to employability. This unit ensures candidates obtain skills necessary to securing and maintaining employment across the full spectrum of the performing arts and entertainment industry. It also recognises the wealth of transferable skills gained in performing arts training and ensures candidates are able to relate these to a wider work spectrum.</p> <ul style="list-style-type: none"> • Component 1 — Transferable Skills • Component 2 — Employment • Component 3 — Safe Practice <p>Unit 4 — Integrated Professional Studies in Professional Dance This unit gives evidence of the knowledge and skills which complement and enhance performance practice. It aims to extend candidates' knowledge base beyond the immediate requirements of performance and enable them to become informed and thinking practitioners.</p>

Assessment	<p>Units 1, 3 and 4 are internally assessed by The Royal Ballet School and moderated by Trinity Assessors. Unit 2 is externally assessed by Trinity College London. However, it is expected that the School will also assess Unit 2 internally.</p> <p>Overall, a Pass candidate will demonstrate an integrated approach to all units of the qualification; their work will demonstrate strong technical and performance skills which are underpinned by in-depth understanding and the ability to research, analyse and evaluate material.</p> <p>The School will use the following criteria to assess students and to make sure that each student integrates the practical, theoretical and creative elements of the course:</p> <p>Methodology will be assessed for technical accomplishment; knowledge of subject; breadth and depth of understanding.</p> <p>The assessment of communication will be take into account: presentation skills; communication skills; ability to relay content and intention; understanding of audience needs and expectations; suitability of purpose/context.</p> <p>To assess Contextual Awareness, the School will take into account: preparation of material; analysis of needs; the ability to source and research relevant material; the ability to evaluate and develop.</p> <p>Each Unit has its own more detailed assessment scheme: please see the website specification for more detail.</p>
Teachers	Mrs G. Graves (Head of Vocational Studies); ESOL students supported by Miss S. Mellor (Head of ESOL)
Further information	http://www.trinitycollege.co.uk/site/?id=270 gailg@royalballetschool.co.uk; suzannem@royalballetschool.co.uk

A levels and ESOL

In addition to the BTEC students are expected to take one A-level subject, unless their English is not strong enough or unless they are already studying for an overseas qualification such as a US High School Diploma. A levels are made up of two halves: AS level which is studied in 1st Year and A2 level which is studied in 2nd Year. The following grids give brief introductions to the subjects.

Art

Examining Board:	Edexcel
Specification:	Fine Art (AS: 6FA01, 6FA02; A2: 6FA03, 6FA04)
Brief Aims:	<p>Students are required to:</p> <p>Record observations, experiences, ideas, information and insights in visual and other forms, appropriate to intentions.</p> <p>Analyse and evaluate critically sources such as images, objects, artifacts and texts, showing understanding of purposes, meanings and contexts.</p> <p>Develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes.</p> <p>Present a personal, coherent and informed response, realising intentions, and articulating and explaining connections with the work of others.</p>
Course content	<p>Edexcel's GCE in Art and Design comprises four units and contains an Advanced Subsidiary subset of two AS units.</p> <p>The Advanced Subsidiary GCE is the first half of the GCE course and consists of Units 1 and 2. It may be awarded as a discrete qualification or contribute 50% of the total Advanced GCE marks.</p> <p>The full Advanced GCE award consists of the two AS units (Units 1 and 2), plus two A units (Units 3 and 4) which make up the other 50% of the Advanced GCE. Students wishing to take the full Advanced GCE must, therefore, complete all four units.</p> <p>AS</p> <ul style="list-style-type: none"> • Unit 1 is a practical outcome with supporting studies • Units 2 is the actual timed examination (8 hours) <p>A2</p> <ul style="list-style-type: none"> • Unit 3 is a practical outcome with supporting studies with the addition of a personal study. • Unit 4 is the actual timed examination (12 hours) <p>Students work with a range of 2D and 3D media to develop visual skills in drawing, painting, printmaking and sculpture. They may</p>

	choose to include new media such as digital imagery in their work and will be expected to research and study artwork at first hand. Sketchbooks will show the exploration and development of ideas and, coupled with homework and holiday work, will underpin practical outcomes.
Assessment	Art coursework (60%). Artwork, sketchbooks and background research completed throughout the year. (internally marked and externally moderated) Art externally set assignment (40%) The assignment is set in January to allow students time to research the subject and develop ideas; it culminates in 8 hours of unaided work for AS and 12 hours of unaided work for A2 in the summer term. (Final work internally marked and externally moderated)
Entry Requirements:	Minimum of grade B at GCSE or aptitude.
Teachers	Mrs C. Quamina(Head of Art) Ms C. Pickston
Further information	www.edexcel.com/gce/gce08/art clareq@royalballetschool.co.uk

English

Examining Board:	AQA
Specification Level:	AS:1740; A2: 2741
Brief Aims:	The whole AS year is taught with a thematic focus with all texts coming from the Victorian period, or modern texts with a Victorian context or theme. All literary genres are covered and contexts are studied such as changing attitudes to science and religion; the role of women; poverty and urban life; the Empire. The A2 course is entitled 'Love Through the Ages', covering all genres and periods and requires students to make contextual links.
Course content and assessment	AS <ul style="list-style-type: none"> Unit 1: Texts in Context 2 hour examination at the end of the year There are two questions: the first will involve an analysis of an unseen non-fiction extract from a Victorian text about Victorian contexts involving comparison with a student's wider reading. The second question is on the set poetry text: 'Selected Poems of Thomas Hardy'. A close analysis of two or three poems is required in the examination with a choice of two questions. Unit 2 Creative Study This involves the writing of two pieces of coursework making a total of no more than 2500 words. One essay will be on a chosen prose text, the other on a chosen drama text. Our likely choices are <i>Tess of the D'Urbervilles</i> by Thomas Hardy for the prose; for the drama piece <i>A Doll's House</i> by Ibsen (in translation). A2

	<ul style="list-style-type: none"> Unit 3 is Love through the Ages – 3 hour examination comprising two questions comparing unseen texts in all three genres on the theme of love through the ages. Coursework texts may be referred to as wider reading. This is a closed-book examination. Unit 4 – Extended Essay and Shakespeare Study One long essay of 3000 words on the theme of ‘Love through the ages’: one Shakespeare text (<i>Othello</i>) and two other texts: prose and modern drama.
Entry Requirements:	GCSE English grade B as a minimum but students should ideally have English Literature GCSE Grade B.
Teachers	Mrs S. Gunton (Head of English;) Mrs S. Phoenix
Further information	http://store.aqa.org.uk/qual/gce/pdf/AQA-2740-W-SP.PDF suzanneg@royalballetschool.co.uk

French

Examining Board:	AQA
Specification Level:	AS: 2650 A2: 2651
Brief Aims:	<p>The course is designed to encourage students to:</p> <ul style="list-style-type: none"> develop an interest in, and enthusiasm for, language learning develop an understanding of French in a variety of contexts and genres communicate confidently, clearly and effectively in French develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where French is spoken
Course content	<p>The AS course covers the following topics: Media; Popular culture; Healthy living/ Lifestyle and Family/relationships</p> <p>The A2 course covers the following topics: Environment; The multi-cultural society; Contemporary social issues. Students will also study <u>two</u> cultural topics from the following list:</p> <ul style="list-style-type: none"> A French region/community A period of 20th century history from a French speaking country/community An author from a French-speaking country/community A dramatist or poet from a French speaking country/community A director, architect, musician or painter from a French-speaking country/community
Assessment	<p>AS</p> <ul style="list-style-type: none"> Unit 1 : 2 hr paper covering Listening, Reading and Writing Unit 2 : 35 minute Speaking exam (includes 20 minute preparation time)

	A2 <ul style="list-style-type: none"> Unit 3 : 2½ hr paper covering Listening, Reading and Writing Unit 4 : 35 minute Speaking exam (includes 20 minute preparation time)
Entry Requirements:	GCSE French (A or A*)
Teachers	Mrs S. Ritchie (Head of French); Mrs E. Whale
Further information	http://www.aqa.org.uk/qual/gce/french_AS_new.php stephanier@royalballetschool.co.uk

Mathematics

Examining Board:	OCR (MEI)
Specification:	OCR Advanced GCE in Mathematics (MEI) AS 3895; A2 7895
Brief Aims:	The course is designed to allow students to develop an approach to mathematics that will enable them to use their skills in the real world and communicate their methods to others.
Course content:	AS <ul style="list-style-type: none"> Introduction To Advanced Mathematics (C1) Concepts For Advanced Mathematics (C2) Statistics (S1) A2 <ul style="list-style-type: none"> Methods For Advanced Mathematics (C3) Applications Of Advanced Mathematics (C4) Decision Mathematics (D1)
Entry Requirements:	GCSE Higher Mathematics grade A
Assessment:	The C1, C2, C4, S1 and D1 modules are assessed by examination only, each lasting 1 hour and 30 minutes. The assessment of C3 combines one piece of coursework (worth 20% of the module) and an examination. Examinations can be taken in January and in June. Each module can be retaken and the best mark will be put forward for certification.
Teachers	Miss D. Foxtan
Further information	http://www.ocr.org.uk/qualifications/type/gce/maths/maths_mei/ dominiquef@royalballetschool.co.uk

Extended Project Qualification (EPQ)

Examining Board:	AQA
Specification:	Level 3
Brief Aims:	EPQ is worth half an A level and can be a valuable way of gaining academic credit. Universities regard EPQ very highly because of the independent work involved.

Course content and assessment	<p>EPQ is a research-based qualification, in which students choose a topic, and research it over the course of 6 months or so. It can be completed in an academic year, or across parts of two years (this year one student has done all the work in the 2nd Year, while another is starting in 2nd Year and completing by November of 3rd. It could easily be started in 1st Year and completed in 2nd). Work must be completed by late April or late October, depending on the submission date.</p> <p>To complete an EPQ students must write a 5000-word essay on their research topic, or write a 1000-word essay and produce a DVD or performance. They must also keep a log of their research, and present their work through a Powerpoint to an audience of students and teachers, who will ask questions. Students are marked for how well they organise their research, how well they use resources (books, internet, interviews, etc), what they produce, and how well they reflect on their project. Recent projects have included the development of parts a ballet based on Shakespeare's <i>Hamlet</i>, work on how pointe shoes have developed over time in response to changes in dance styles, a study of ballet photography, and work on the relationship between dance and music in choreography.</p>
Entry Requirements:	An interest in pursuing a topic in more depth
Teachers	Dr C. Runacres
Further information	http://store.aqa.org.uk/over/pdf/AQA-9990-EPQ-W-SP.PDF charlesr@royalballetschool.co.uk

English as a Second or Other Language (ESOL)

Examining Board:	Cambridge ESOL
Specification:	Examining board: Courses offered at The Royal Ballet School: <ul style="list-style-type: none"> • KET (Key English Test) • PET (Preliminary English Test) • FCE (First Certificate in English) • CAE (Certificate in Advanced English)
Brief Aims:	<p>If English is not your first language you will be tested on arrival. You will follow the BTec courses, with support from the ESOL (English as a Second or Other Language) teacher. Some of you will take the A levels. For those students who are unable to take an AS/A2 subject due to difficulties with the English language, we offer preliminary and further tests in written and spoken English through the University of Cambridge Local Examinations Syndicate (UCLES). The Head of ESOL organizes these English language lessons for anyone not taking A levels. Students take the PET and FCE at an external examination centre at the end of the year.</p> <p>Any new 3rd Years should talk to the Head of ESOL.</p>

Course content and assessment	<p>Key English Test (KET)</p> <p>What is involved in taking the KET exam?</p> <p>KET has three papers:</p> <p>Reading and Writing: 1 hour 10 minutes You will need to be able to understand simple written information such as signs, brochures, newspapers and magazines. You will also have to fill gaps in simple sentences and write a short piece of around 25 words.</p> <p>Listening: 30 minutes You need to show your ability to understand announcements and other spoken material when spoken reasonably slowly.</p> <p>Speaking: up to 10 minutes You will need to demonstrate you can take part in a conversation by answering and asking simple questions. Speaking tests are normally held with two candidates.</p>
	<p>Preliminary English Exam (PET)</p> <p>What is involved in taking the PET exam?</p> <p>PET has three papers:</p> <p>Reading and Writing: 1 hour 30 minutes You need to be able to read texts from signs, journals, newspapers and magazines and understand the main points. You will need to show you can use vocabulary and structure by completing tasks such as writing a short message, and a story or letter of around 100 words. You will also need to complete an exercise involving changing the meaning of sentences.</p> <p>Listening: 30 minutes (approx) You will need to show you can understand the meaning of a range of recorded spoken material, including announcements and discussions about everyday life. You need to be able to follow the attitudes and intentions of the speakers.</p> <p>Speaking: 10-12 minutes Candidates take the Speaking test in pairs. You have to show your spoken English by taking part in conversation, asking and answering questions, and talking freely about your likes and dislikes.</p>
	<p>First Certificate in English (FCE)</p>

What does FCE involve?

FCE has five papers:

Reading: 1 hour

You will need to be able to understand information in fiction and non-fiction books, journals, newspapers and magazines.

Writing: 1 hour 20 minutes

You will have to show you can produce two different pieces of writing such as a short story, a letter, an article, a report, a review or an essay.

Use of English: 45 minutes

Your use of English will be tested by tasks which show how well you control your grammar and vocabulary.

Listening: 40 minutes

You need to show you can understand the meaning of a range of spoken material, including news programmes, speeches, stories and anecdotes and public announcements.

Speaking: 14 minutes

You will take the Speaking test with another candidate or in a group of three, and you will be tested on your ability to take part in different types of interaction: with the examiner, with the other candidates and by yourself.

Cambridge Advanced English (CAE)

Format of the exam

Cambridge Advanced English has five papers – each carries 20% of the total marks.

Reading: 1 hour 15 minutes

Shows you can deal confidently with different types of text.

Writing: 1 hour 30 minutes

Requires you to be able to write a variety of different items; such as essays, proposals, reports and reviews.

Use of English: 1 hour

Tests your ability to use the right words, tenses and idioms in the right situation, at the right time.

Listening: 40 minutes

Requires being able to follow and understand a range of spoken materials; such as lectures, speeches and

	<p>interviews.</p> <p>Speaking: 15 minutes Tests your ability to communicate effectively in face-to-face situations. You will take the test with one or two other candidates.</p>
Entry Requirements:	An interest in pursuing a topic in more depth
Teachers	Miss S. Mellor (Head of ESOL)
Further information	http://www.cambridgeesol.org http://www.ielts.org suzannem@royalballetschool.co.uk

Students for whom A level may be a struggle

For students with weaker GCE results, or who think that a full A-level course might be a struggle, the Academic and Pastoral Head will run a mixture of an AS course and extra BTec lessons. Please contact Dr Runacres, the Academic and Pastoral Head to discuss possible courses (charlesr@royalballetschool.co.uk).

Students who are new entrants into 2nd or 3rd Year

Please contact Dr Runacres, the Academic and Pastoral Head to discuss possible courses (charlesr@royalballetschool.co.uk). Students joining the school for the graduate year (year 14) will not be required to take any academic qualifications.

Overseas students

A number of you will follow courses (often on-line) leading to qualifications in your home country: for instance USA High School Diplomas. You enrol for these yourselves and study these during the AS/A2 lesson times, in the evenings and on week-ends. The Academic and Pastoral Head offers general supervision.

Students who need Learning Support

If you have had extra support at your last school or extra time in exams, please make sure that your parents or guardian have filled in the appropriate part of the Information and Consent Form sent before the start of the year. It is vital that you continue to have any extra time allowed, but we need to know to ask for it. Many students who have had extra help through GCSE are keen to go it alone at Upper School; if as time goes on you feel that you would like more help, please talk to your teachers and to the Academic and Pastoral Head (who acts as SENCO).

Homework

There is no formal 'prep' time in the evening in the Houses. If you want good grades (universities will want these and it would be a great shame not to get the best you can) you will need to find the time to do the writing, reading, research, learning or drawing that you have been asked to do.

Academic assessment

Each subject will have external assessment (exams, tests, projects, presentations) in some form. Your subject teachers will let you know what is required.

Reports and progress

Formal academic reports will be issued at the end of the first and third term. Your parents have the chance to discuss your academic progress with your teachers at the end of the second term. Your academic and dance teachers and the pastoral staff meet every half term to discuss your progress.

Working at your best

All your work should be done and presented as well as possible. Take pride in what you do; make the effort, then enjoy the rewards. Leave enough time to get your work done well. Don't just rush through your work before the deadline.

Use the time you have allocated for work to work: get all the necessary chatting, coffee-making, eating or whatever over and done with beforehand. Work somewhere quiet and not too messy.

It should go without saying that you should never cheat or plagiarise (see the Policy below). Plagiarism involves knowingly using another person's work and claiming it, directly or indirectly, as your own. It is, of course, all too easy to download material from the web and other electronic sources, but it is a form of cheating. If cheating occurs during the production of School work, whether the cheating is electronic or more traditional, it is treated as a major disciplinary matter. If it occurs during the production of work to be assessed for BTec or A level, it can result in you being disqualified from all exams. Just as it is easy to download material, so it is amazingly easy to check whether material has been downloaded.

Everyone finds work hard at some point. Talk to people if you're struggling. Teachers will always help, however grumpy they seem; they'll never think badly of you for asking for help, provided you do it in advance.

You have to do the academic work set. It's much more satisfying, though, if you get stuck in for yourself, and read or research to find out more, or to look at other ideas or topics. Use the Library and the internet; talk to teachers.

COURSEWORK

COURSEWORK AT THE ROYAL BALLET SCHOOL

The Royal Ballet School is committed to ensuring that:

- a) internal Assessments are conducted by staff who have the appropriate knowledge, understanding and skills.
- b) assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant Specifications for each subject
- c) the consistency of internal assessments is assured through internal standardisation as set out by the Awarding Bodies
- d) staff responsible for internal standardisation and/or assessment attend any compulsory training sessions

Coursework procedure at The Royal Ballet School

Coursework is defined as any piece of written or practical work which is marked by the school and which contributes to a CGE award.

Students must read and understand fully the Notice to Candidates from the Joint Council for Qualifications about coursework regulations (attached)

Irregularities in coursework discovered prior to the student signing a declaration of authentication will not be reported to the awarding body but dealt with as an internal disciplinary matter. The work will not gain any credit.

Any irregularity in coursework discovered after the signing of the declaration of authentication by the student will be reported to the awarding body which may lead to disqualification from the subject.

Coursework must be handed in by the agreed published departmental deadline. Students will be informed of all such deadlines at the beginning of the academic year.

All students are given the same and sufficient time to complete the work; however, extra time allowances will be given to students on the School Learning Support Register. Students are given clear instructions as to the time and place for handing in the work.

The work must be handed in by the student to the designated teacher. If the coursework has not been completed by the deadline, the incomplete work must be handed in on the deadline to receive a mark. There will be no further opportunity to complete this work for an improved mark. If there are any special circumstances, eg. a prolonged absence covered by a medical certificate, there is a possibility of an extension but this must be negotiated with the Head of Department

EXAM BOARD ADVICE ON COURSEWORK

This notice has been produced on behalf of: AQA, City & Guilds, CCEA, Edexcel, OCR and WJEC

This leaflet tells you about some things that you must, and must not do when you are completing coursework. Before you submit any coursework for marking, you will be asked to sign an authentication statement confirming that you have read and followed these regulations. If there is anything that you do not understand, you **must** ask your teacher or lecturer.

Coursework provides you with an opportunity to do some independent research into a topic. The research you do will involve looking for information in published sources such as textbooks, encyclopaedias, journals, TV, radio, and on the internet. Using information from published sources (including the internet) as the basis for your coursework is a good way to demonstrate your knowledge and understanding of a subject, but you must take care how you use this material - you cannot copy it and claim it as your own work.

The regulations state that: “the work which you submit for assessment must be your own”; “you must not copy from someone else or allow another candidate to copy from you”.

If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is called “referencing”. You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: (Morrison, 2000, pg.29).

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: (<http://www.bbc.co.uk/schools/16/sosteacher/history/49766.shtml>), downloaded 12 February 2011. You must also include a bibliography at the end of your work, which lists the full details of publications you have used in your research, even where these are not directly referred to, for example: Morrison, A. (2000) “Mary, Queen of Scots”, London: Weston Press.

If you copy the words or ideas of others and don’t show your sources in references and a bibliography, this will be considered as cheating.

Preparing your coursework – good practice

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you. If you worked as part of a group on an assignment, for example, undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

You must meet the deadlines that your teacher gives you for submitting drafts and final pieces of work.

Your teachers are there to guide and assist you — showing them your work as it progresses will allow you and your teacher time to sort out any problems before it is too late.

Take care of your work and keep it safe. Don't leave it lying around where your classmates can find it.

You must always keep your coursework secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you don't need.

Don't be tempted to use essays from online essay banks — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.** Don't think you won't be caught; there are many ways to detect plagiarism:

- a) Markers can spot changes in the style of writing and use of language.
- b) Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read the source you are using (or even marked the essay you have copied from!).
- c) Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- a) The piece of work will be awarded zero marks;
- b) You will be disqualified from that unit for that examination series;
- c) You will be disqualified from the whole subject for that examination series;
- d) You will be disqualified from all subjects and barred from entering again for a period of time.

Your awarding body will decide which penalty is appropriate.

REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK

THE ROYAL BALLET SCHOOL POLICY ON PLAGIARISM (CHEATING)

Plagiarism is claiming someone else's work as your own. Plagiarism now a major issue at university and at A level. In your Upper School work you should get used to the rules of academic procedure because the requirements are strict and the penalties potentially severe.

It is obvious that cheating and plagiarism are wrong, whether you have

- a) plagiarized work from another student in class or in prep
- b) plagiarized work from a book or lecture or the internet
- c) worked together with someone on work when you were supposed to do it on your own

If you hand in work that is not your own it

- a) is disrespectful and destroys trust
- b) prevents teachers and others from knowing what you are good at and what you need more help with
- c) will be found out, sooner or later and lead to punishment
- d) undermines the academic enterprise and contradicts the rules of academic life

Be aware that it is ludicrously easy to find out which website you have used, simply by typing phrases into Google.

Plagiarism is usually the result of:

- a) Laziness
- b) Nervousness of getting it wrong or of not having understood
- c) Leaving things to the last minute

All these can be solved by planning ahead and by **TALKING** to your teachers or the Academic and Pastoral Head. We can help; cheating doesn't.

Research and referencing

At A level and BTec you are working in great detail on academic tasks and topics and you are doing a good deal of research. You are going to need to refer to other people's work, because they have done the really detailed research that you draw on. It is vital that you learn how to use and quote from other people's books, papers, websites and research. There are detailed rules about how to do this without appearing to claim others' work as your own. Your teachers will show you how to do this.

What will happen if you're caught cheating

- 1) **Cheating in homework or in class:**
 - a) If it is the first time you have done it, you will see the Academic and Pastoral Head to explain yourself; he will let your parents know what has happened.
 - b) If it is the second time you have done it, you will see the Academic and Pastoral Head. Your parents will be told, and you will be gated at the House. You may have to miss dance classes while you re-do your work.
 - c) If it is the third time you have done it, you will be punished as for the second time, but the Academic and Pastoral Head will also decide what further action

to take; this may include suspension.

2) Cheating in A-level or BTec coursework:

- a) If the School spots your cheating you will see the Academic and Pastoral Head to explain yourself; he will let your parents know what has happened. You will be gated, and may be excluded.
- b) If the School does not manage to spot your cheating but the exam board does, you will be punished just as if you had cheated in an exam. This is very serious: the exam boards are allowed not just to say that you score 0 for the coursework, but are allowed to fail you in whole subjects.

3) Exam board punishments for cheating

The exam boards have a very clear set of rules about what happens when you are caught cheating in coursework or exams. The penalties can be very serious indeed.

You will receive a warning if you:

- a) bring notes into the exam room that are nothing to do with the exam you are sitting
- b) use your own paper to do rough work
- c) have brought in but not used a calculator or dictionary when they are not allowed
- d) have brought in but not used a mobile 'phone or any digital recording device (such as an iPod)

You will get a score of 0 for a section of a paper, or for a whole paper, if you

- a) have copied something from a book or the internet and have not clearly show where you got the material
- b) bring in notes relevant to your subject but don't try to use them
- c) use or attempt to use a calculator or dictionary,
- d) use your own paper to do final answers
- e) use a mobile 'phone or any digital recording device (such as an iPod) if it does not contain anything relevant to the exam that day

You will be disqualified from the subject in that year or from all your subjects in that year or from taking exams at any time for a number of years if you

- a) try to use notes that are relevant to the exam you are sitting
- b) hand in work that is someone else's
- c) hand in work most of which is copied from a book or the internet
- d) do not clearly show where you got the material you have handed in
- e) use a mobile 'phone or any digital recording device (such as an iPod) that contains something relevant to the exam that day

THE ROYAL BALLET SCHOOL POLICY ON BTEC ASSESSMENT MALPRACTICE

Introduction

Malpractice consists of those acts which undermine the integrity and validity of the assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification. The school is required by Edexcel and other examination boards to have a policy on Centre malpractice and this now applies to all external examinations including GCSE, GCE and BTEC National Awards. The policy applies both to centres (The Royal Ballet School and its staff) and learners (students of The Royal Ballet School)

What is malpractice?

Learner malpractice

Attempting to or actually carrying out any malpractice activity is not permitted by The Royal Ballet School or Edexcel. The following are examples of malpractice by learners; this list is not exhaustive and other instances of malpractice may be considered by the school and by Edexcel at their discretion:

- a) plagiarism by copying and passing off, as the learner's own, the whole or part(s) of another person's work, including artwork, images, words, computer generated work, thoughts, inventions and/or discoveries whether published or not, with or without the originator's permission and without appropriately acknowledging the source
- b) collusion by working collaboratively with other learners to produce work that is submitted as individual learner work.
- c) impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test
- d) fabrication of results and/or evidence
- e) failing to abide by the instructions or advice of an assessor, a supervisor, an invigilator, or Edexcel conditions in relation to the assessment/examination/test rules, regulations and security
- f) misuse of assessment/examination material
- g) introduction and/or use of unauthorised material contra to the requirements of supervised assessment/examination/test conditions, for example: notes, study guides, personal organisers, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar electronic devices
- h) obtaining, receiving, exchanging or passing on information which could be assessment/examination/test related (or the attempt to) by means of talking or written papers/notes during supervised assessment/examination/test conditions
- i) behaving in such a way as to undermine the integrity of the assessment/examination/test
- j) the alteration of any results document, including certificates
- k) cheating to gain an unfair advantage.

Staff malpractice

The following are examples of malpractice by centre staff. The list is not exhaustive and other instances of malpractice may be considered by Edexcel at its discretion:

- a) failing to keep Edexcel's mark schemes secure
- b) alteration of Edexcel's mark scheme
- c) alteration of Edexcel's assessment and grading criteria
- d) assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- e) producing falsified witness statements, for example for evidence the learner has not generated
- f) allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/ coursework
- g) misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- h) failing to keep learner computer files secure
- i) falsifying records/certificates, for example by alteration, substitution, or by fraud
- j) fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment
- k) failing to keep assessment/examination/test papers secure prior to the assessment/examination/test
- l) obtaining unauthorised access to assessment/examination/test material prior to an assessment/examination/test.

Investigations into alleged malpractice

Induction

All students and centre staff will be made aware of the dangers of assessment malpractice during the induction process and the School's policy on this issue will be incorporated into the student book of assessment briefs.

Work in progress

Student work will be monitored with reminders given to avoid the dangers of malpractice detailed above. Students will be encouraged to discuss with teachers any concerns that they may whilst completing a specific piece of work.

Completed work

All students must sign a statement on their assessment brief which confirms that the work is their own. This is to be handed in with the completed assignment.

The discovery by the School of malpractice.

By a teacher

Should an individual teacher become suspicious about a piece of work they should make initial enquiries with the student perhaps by interviewing them to confirm or dispel their suspicions. Should suspicion remain they should inform the Internal Verifier and together they should investigate the matter thoroughly. Should the malpractice be confirmed the student and their parents or guardians should be informed in writing of the decision (and the penalty) with a copy going to the Director.

By the Internal Verifier

If the IV suspects malpractice they should discuss the matter with the teacher. If the malpractice is confirmed the student should be informed in writing of the decision (and the penalty) with a copy going to the Assistant Director of the School. If the matter is not resolved to the IV's satisfaction they should report the matter to the quality nominee. Should the teacher and the quality nominee be the same person the IV should refer the matter to the Chair of the Academic and Pastoral Committee who will lead an investigation with the outcome being given in writing to the student, the teacher and Edexcel.

In cases where a member of staff is suspected of malpractice the matter will be dealt with using the existing School disciplinary procedures. The school will consult and cooperate fully with Edexcel with the Director and Chair of Governors taking the appropriate action where necessary. In serious cases of suspected malpractice it is most likely that the member of staff will be suspended on full pay while the matter is thoroughly investigated.

By Edexcel external verifiers

Where Edexcel have suspicions of malpractice in a centre they will deal with the Director and/or the Chairman of Governors. It may be necessary during this process to notify regulatory authorities, funding bodies, other awarding bodies and even the police in certain circumstances.

Appeals

All students have the right to appeal against a decision made on malpractice. In the case of The Royal Ballet School, if a decision has been made by the BTEC quality nominee without involving external bodies the student must write to the Director who will consider the evidence with the Chair of the Academic and Pastoral Committee and make a judgement. Appeals against decisions made by Edexcel will normally only be accepted by Edexcel if they are from the Quality Nominee or Director.

Sanctions

Where malpractice is found to be proven against a student on a particular piece of work a number of sanctions may be applied depending on the piece of work, the number of units/grading criteria that the piece of work covers and the extent to which the malpractice extends to other pieces of work. It is most likely that the candidate will be withdrawn from the unit(s) affected by the malpractice with the strong possibility of the student failing to meet the agreed course completion deadline. In a case involving malpractice across a number of units the candidate will be withdrawn from the qualification.

EXAMINATIONS

THE ROYAL BALLET SCHOOL ADVICE ON EXAMS AND REVISION

There are those who love exams and are really good at them; most people do not and are not. Exams, however, happen, so make the most of yourself in them.

DON'T PANIC!

Exam and results are now a major part of the educational landscape; and the road to leaving School seems strewn with papers and grades. At the School we're very aware of this. But exams are there, they do matter, and they are stressful, even though the stress can be beneficial as well as negative. The negative stress only increases when students go into them unprepared. These notes are intended to provide some suggestions about how you might best approach the whole process, and take exams seriously and successfully.

GREAT EXPECTATIONS: THINKING ABOUT EXAMS

Look ahead

Please take revision and exams successfully: planning and discussion have a great effect in producing time and effort.

View exams positively

Exams are stressful, but need not be daunting. They can provide a good sense of a job well done, knowledge consolidated and skill displayed. Try to rise to the challenge and do your best.

'I could have done much better if I'd revised'

Everyone needs help to get down to work. There is lots of opportunity and encouragement at school to work; students also need to work at home in some parts of some holidays and day students will need to revise at home. It's a great feeling to go into an exam well-prepared; and it certainly beats opening the paper and wondering what on earth it's going on about.

Tell the School about problems and needs

The School does its very best to provide every single student with all the support they need. If you think you should have extra time, or rest breaks, or is dyspraxic or unwell or upset, please tell or remind us. It is very important that vital details are not missed. **For extra time and other special arrangements, exam boards must know by the February before exams are taken what is required. Later requests are likely to be turned down.**

Set goals

Decide what you want from exams. It might be specific grades (be realistic) or it might be to come through the exams feeling that you've been able to do their best. Don't concentrate too much on the end-product; but it does help to work out how to get there.

Agree times

A crucial part of helping with revision is establishing definite times when revision can be done, and also establishing clear times when you can down tools and relax. Make sure you have a clear plan of what you are going to do when, with subjects and times written down.

TO EVERYTHING THERE IS A SEASON: GETTING ORGANISED

Before revision can begin, it's worth getting a few things straight:

Eat, drink, (sleep), and be wise

Zombies may be fun, but they're not very good at exams. Late nights, under- or over-eating, too much caffeine or alcohol and irregular or reduced sleep are recipes for disaster. Establishing and keeping to patterns helps enormously. Eat, drink, go to bed.

Keep a life

The most successful students are those who keep up as much as possible of their life while working for exams. Playing an instrument or dancing exercises different parts of your brain.

Sort it out

It is much easier to work in a reasonably tidy and well-organised area, with decent light and ventilation.

What's in the exam?

This is crucial information. On the one hand there's no point in revising something that's not in the exam; on the other revision is much more effective if clearly addressed to particular kinds of skill or question.

Books and notes

You should come home with your notes and books and spend the very first part of your revision getting them in order. Working from something reasonably organised makes life much easier and work quicker.

Know your enemy

Revision starts with a list of topics that need to be covered for each subject.

Social life

Parties in a vital Half Term are likely to leave everyone unfit for work. Please defer the big bashes until after exams whenever possible.

Give me a break

No-one can work all the time; for some people 7 minutes begins to stretch the attention span. The timetable must allow for regular rest, tea and biscuit breaks; and there must be clear times, especially in the holidays and at weekends for R and R and time off. Everyone also has their own body clock, which must be obeyed. If someone can't work in the early afternoon there's

no point in scheduling revision then.

Mix it up

Revising different subjects in the morning and afternoon provides welcome variety.

Do the least favourite things first

Otherwise only the easy things get revised.

THE HEART OF DARKNESS: REVISION TECHNIQUES

Memory matters

The point of revision is to transfer information into the longer-term memory. Any effective revision must therefore do more than just look at information

Be active

There is no single or best way to revise. Everyone has their own strategies and techniques they find most effective. What is universally true is that the only effective revision involves doing things. Only by doing does information get transferred.

101 (or so) things to do while revising

- a) Re-read with pencil or highlighter in hand
- b) Make linear notes
- c) Make spider diagram notes
- d) Make bullet point notes
- e) Make coloured notes
- f) Make notes with pictures
- g) Make mind maps
- h) Make notes on shapes
- i) Make notes on A1 paper
- j) Talk through points
- k) Get someone to test you
- l) Test yourself
- m) Prepare outline answers
- n) Practise questions from past papers
- o) Complete answers against the clock
- p) Teach someone else
- q) Recite
- r) Sing
- s) Hum
- t) Make up mnemonics
- u) Write on Post-it notes and stick them by mirrors, kettles, cereal packets..

Revise ⇒ check ⇒ test

This is the key formula: learn something, check that it's been learned, then test the knowledge.

THE COMEDY OF ERRORS: OUR ADVICE TO STUDENTS ABOUT EXAMS

Go into the exam with a positive mind set

- a) Develop a 'Can Do' rather than a 'Can't Do' approach
- b) Remind yourself that you are an intelligent student who has been studying the subject for hundreds of hours. You must know something!

Relax

- a) Take a few deep breaths, stretch your arms out in front of you and then drop them to your side. Keep calm; it will soon be over!

Focus

- a) Concentrate on the task ahead, not on others

Every good General does a 'recce' of the field before attacking

- a) Spend a few minutes taking stock of the paper
- b) Highlight or underline key instructions
- c) Work out your timescale (three questions in 90 minutes = 30 minutes per question); overrun at your peril!

Choosing and answering questions

- a) Select questions that enable you to show your knowledge to the full
- b) Don't answer on a topic that you haven't studied
- c) Unpack the demands of the question carefully
- d) Plan essay based answers (plans need only be brief bullet points)
- e) Include specifics such as particular examples; case study details; quotations
- f) Keep checking back to the question – Are you actually addressing what you are being asked to do?

Final check

- a) Are questions numbered and diagrams clearly labelled?
- b) Are there any small details that you can add?

Afterwards

- a) Avoid 'post mortems' with friends
- b) If you have made a mess of the paper, learn from the experience, but put it behind you
- c) Recharge your batteries and prepare for your next paper

FEELING UNWELL: SPEAK UP

For public exams there is a clear procedure which enables us to report appropriately to the exam boards; please let the Examinations Officer or invigilator or House staff or Academic and Pastoral Head know immediately if you have felt unwell before, during or just after an exam.

TALK, TALK

No-one should ever suffer in silence. You should keep talking to:

- a) Parents
- b) Brothers and sisters
- c) Academic and Pastoral Head
- d) House staff
- e) Teachers
- f) Friends
- g) Older students
- h) Anyone you trust

You're not alone; you're not the only one who doesn't get it; your worries are not silly. If you are aware of a worry or a problem, please speak to someone. If you are aware that someone else is anxious, please make sure they speak to someone.

THE ROYAL BALLET SCHOOL EXAMINATIONS HANDBOOK FOR STUDENTS

INTRODUCTION

It is the aim of The Royal Ballet School to make the examination experience as stress-free and successful as possible for all candidates.

Hopefully, this booklet will prove informative and helpful for you. Please read it carefully and show it to your parents so that they are also aware of the examination regulations and the procedures to follow in the event of any problems occurring.

The awarding bodies (or examination boards) set down strict criteria which must be followed for the conduct of examinations and The Royal Ballet School is required to follow them precisely. You should therefore, pay particular attention to the Notice to Candidates (see below).

Some of the questions you may have are answered below. **If there is anything you do not understand or any question that has not been addressed, PLEASE ASK.**

If you or your parents have any queries or need help or advice at any time before, during or after the examinations please contact:

The Examinations Officer - **Mrs S. Ritchie** (tel : 020 8392 8499; email: stephanier@royalballetschool.co.uk)

.BEFORE THE EXAMINATIONS

STATEMENTS OF ENTRY

All Candidates receive Statements of Entry from the Exam Boards. You must check everything on your statements of entry very carefully. Particularly check that all personal details (date of birth, spelling of names) are accurate as these will appear on certificates and it may be difficult to change them once certificates are awarded.

CANDIDATE NAME

Candidates are entered under the name format of First Name + Surname, e.g. Adam Smith.

CANDIDATE NUMBER

Each candidate has a four-digit candidate number. This is the number you will enter on examination papers. It will appear next to your name on examination registers

UCI NUMBER

In addition to a candidate number, each candidate must have a Unique Candidate Identifier (12 numbers and 1 letter) which is shown on the top of statements of entry. This number will usually begin with the Centre Number (14621) unless you have transferred from another school that had already issued your UCI. Your UCI is used for administration purposes and it is not necessary for you to remember it.

TIMETABLES

You will be given a copy of your timetable. It is the responsibility of Upper School students to inform their Ballet teachers (well in advance!) of any absence due to GCE exams.

CONTACT NUMBERS

Please check that school has at least one up-to-date mobile 'phone number for you.

EQUIPMENT

Make sure you have all the correct equipment before your examinations. Check the regulations in the Notice to Candidates and the information on the following pages. All equipment should be kept in a clear pencil case / bag.

DURING THE EXAMINATIONS

EXAMINATION REGULATIONS

A copy of the "Notice to Candidates", which is issued jointly by all the Examining Boards, is printed on pages 11 of this booklet. All candidates must read this carefully and note that to break any of the examination rules or regulations could lead to disqualification from all subjects. The school must report any breach of regulations to the Awarding Body.

ATTENDANCE AT EXAMINATIONS

Candidates are responsible for checking their timetables. Candidates must arrive 10 minutes prior to the start time of their examination. Please wait quietly outside your exam room until you are invited to enter by the examination invigilator.

Upper School students who arrive late for an examination may still be admitted but will not receive any additional time. If special consideration applies then you must speak to Mrs Ritchie (see ABSENCE FROM EXAMINATIONS).

All items of equipment, pens, pencils, mathematical instruments, etc. should be visible to the invigilators at all times. You must either use a transparent pencil case or clear plastic bag.

Pens should be black ink or ballpoint. No erasers or correction pens are allowed.

For Mathematics exams, students should make sure their calculators conform to the examination regulations. If in doubt, check with your teacher. Remove any covers or instructions and make sure batteries are new.

Please make sure that any watch alarms are turned off.

Do not attempt to communicate with or distract other candidates.

Examination regulations are very strict regarding items that may be taken into the examination room (see FAQs at the end of this booklet). If you break these rules you will be disqualified from the examination.

Mobile telephones MUST NOT BE BROUGHT INTO THE EXAMINATION ROOM.

If a mobile phone (or any other type of electronic communication or storage device) is found in your possession during an examination (even if it is turned off) it will be taken from you and a report made to the appropriate exam board. No exceptions can be made.

No food is allowed in the examination rooms.

Drinks may be brought into the examination rooms but only if they are contained in a **transparent plastic bottle that has no label**. All drinks should be kept on the floor beside your desk.

Listen carefully to instructions and notices read out by the invigilators – there may be amendments to the exam paper that you need to know about

Check you have the correct question paper – check the subject, paper and tier of entry.

Read all instructions carefully and number your answers clearly.

Candidates must stay in the examination room for at least one hour after the published start time of the exam (or for the duration of the exam if it is less than one hour). You will not be allowed to leave an examination room early. If you have finished the paper use any time remaining to check over your answers and that you have completed your details correctly.

At the end of the examination all work must be handed in – remember to cross out any rough work. If you have used more than one answer book or loose sheets of paper ask for a tag to fasten them together in the correct order.

Invigilators will collect your exam papers before you leave the room. Absolute silence must be maintained during this time. Remember you are still under examination conditions until you have left the room.

Question papers, answer booklets and additional paper must NOT be taken from the exam room.

Remain seated in silence until told to leave the examination room. Please leave the room in silence and show consideration for other candidates still working.

If the **fire alarm** sounds during an examination the examination invigilators will tell you what to do. Don't panic. If you have to evacuate the room you will be asked to leave **in silence** and in the order in which you are sitting. You will be escorted to the patio area outside the dining room. Leave everything on your desk. You must not attempt to communicate with anyone else during the evacuation. When you return to the exam room do not start writing until the invigilator tells you to. You will be allowed the full working time for the examination and a report will be sent to the awarding body detailing the incident.

INVIGILATORS

Invigilators cannot discuss the examination paper with you or explain the questions.

ABSENCE FROM EXAMINATIONS

If you experience difficulties during the examination period (e.g. illness, injury, personal problems) please inform school at the earliest possible point so we can help or advise you.

Only in 'exceptional circumstances' are candidates allowed special consideration for absence from any part of an examination. It is essential that medical or other appropriate evidence is obtained on the day by the candidate/parent and given to the Examination Officer without delay in all cases where an application is to be made for special consideration

For the award of a grade by special consideration, where a student misses part of an examination through illness or personal misfortune, a minimum of 35% of the examination (including coursework) must be completed.

Please note that misreading the timetable will not be accepted as a satisfactory explanation of absence.

AFTER THE EXAMINATIONS

NOTIFICATION OF RESULTS

A-level results are available towards the end of August. We will communicate your results to you via e-mail; text or phone. Please ensure that you have confirmed arrangements with your teacher.

CERTIFICATES

The Royal Ballet School will issue certificates to students at the Upper School and will post certificates to those students who have left the school. Certificates are normally issued in November of the year in which the exam is taken. If candidates lose their certificates they can only be replaced by direct application to the appropriate examination boards. This will require proof of identity (such as a birth certificate) and a substantial fee per examination board. You are therefore urged to keep your certificates in a safe place.

FREQUENTLY ASKED QUESTIONS

Q. What do I do if I think I have the wrong paper?

Mrs Ritchie will ask you to check before the exam starts. If you think something is wrong put your hand up and tell her **immediately**.

Q. What do I do if I forget the school Centre Number?

The Centre Number is **14621**. It will be clearly displayed in the examination rooms.

Q. What do I do if I have an accident or am ill before the exam?

Inform Mrs Ritchie at the earliest possible point so we can help or advise you. In the case of an accident that means you are unable to write it may be possible to provide you with a scribe to write your answers but we will need as much prior notice as possible. You may need to obtain medical evidence (from your GP or hospital) if you

wish the school to make an appeal for Special Consideration on your behalf (see below).

Q. What is an Appeal for Special Consideration?

Special Consideration is an adjustment to the marks or grades of a candidate who is eligible for consideration. The allowance for Special Consideration is from 0% (consideration given but addition of marks considered inappropriate) to 5% (reserved for exceptional cases). Parents should be aware that any adjustment is likely to be small and no feedback is ever provided. Candidates will only be eligible for Special Consideration if they have been fully prepared and covered the whole course but performance in the examination or in the production of coursework is affected by adverse circumstances beyond their control. Examples of such circumstances may be illness, accident or injury, bereavement, domestic crisis. The Examination Officer must be informed immediately, so that the necessary paperwork can be completed (within 7 days of the last exam session for each subject) and the candidate will be required to provide evidence to support such an application.

Q. What do I do if I feel ill during the exam?

Put your hand up and an invigilator will assist you. You should inform an invigilator if you feel ill before or during an exam and you feel this may have affected your performance.

Q. If I'm late can I still sit the examination?

Provided you are not more than 1 hour late, it may still be possible for you to sit the examination. You should get to school as quickly as possible and report to Reception. A member of staff will escort you to the exam room. You must not enter an examination room without permission after an examination has begun. It may not be possible to allow you any extra time if you start the examination late.

You should also be aware that if you start the exam more than 30 minutes after the published starting time, the school must inform the exam board and it is possible that the Board may decide not to accept your work. Please ensure that you allow enough time to get to school so that if you are delayed (e.g. through transport problems) you will still arrive on time.

Q. If I miss the examination can I take it on another day?

No. Timetables are regulated by the exam boards and you must attend on the given date and time.

Q. What equipment should I bring for my exams?

For most exams you should bring at least 2 pens (black ink only).

For some exams you will need a calculator (Maths/Science), a 30cm ruler (marked with cm and mm), pencil sharpener and rubber, compasses, protractor, coloured pencils (not gel pens)

You are responsible for providing your own equipment for examinations. You must not attempt to borrow equipment from another candidate during the examination. However, bear in mind that I keep a limited number of pens/ calculators etc in the red Exam Box.

Q. What items are not allowed into the examination room?

Only material that is listed on question papers (e.g. an anthology) is permitted in the examination room and students who are found to have any material with them that is not allowed will be reported to the appropriate examinations board. In such circumstances, a student would normally be disqualified from the paper or the subject concerned.

Bags and coats and any other items not permitted under examination regulations must be left outside the exam room. No food is allowed in the exam room. Drinks may be brought in clear plastic bottles. Ensure that the bottles have no labels on them.

Mobile telephones must not be brought into the exam room even if they are turned off.

Q. Why can't I bring my mobile telephone into the exam room?

Being in possession of a mobile 'phone (or any other electronic communication device, e.g. ipod, headphones) is regarded as cheating and is subject to severe penalty from the awarding bodies:

The minimum penalties are as follows:

- Device found on you and turned **ON** - **disqualification for the entire subject award.**
- Device found on you and turned **OFF** – **disqualification from the specific paper** you are sitting at the time.
- Phone rings during the exam **wherever it is in the room** the exam board must be informed and you will be **disqualified from all papers for the subject (including any already taken).**

Q. How do I know how long the exam is?

The length of the examination is shown in brackets on your exam timetable. Invigilators will tell you when to start and finish the exam. They will write the finish time of the exam on a piece of paper at the front of the exam room. There will be a clock in all examination rooms.

Q. Can I leave the exam early?

It is a requirement of the exam boards that you must stay in the examination room for at least one hour after the published start time of the exam (or for the duration of the exam if it is less than one hour). It is not the school's policy to allow candidates to leave the exam room early, as this is disruptive to other candidates. A candidate may not leave the examination room without the permission of the invigilators.

Q. What do I do if the fire alarm goes?

The examination invigilators will tell you what to do. If you have to evacuate the room leave everything on your desk and leave the room in silence. You must not attempt to communicate with any other candidates during the evacuation.

Q. Can I go to the toilet during the exam?

If it is absolutely necessary. You will be escorted by an invigilator and will not be allowed any extra time.

Q. Why do I need to check the details on the Statement of Entry?

The details on your Statement of Entry will be used when certificates are printed. If the name or date of birth on your certificates does not match your birth certificate it could cause you problems if you are asked to show your certificates to a potential employer for School/university at some time in the future. You should also check that the subjects and tiers of entry you are entered for are correct and that no subjects are missing.

Q. I am entitled to extra time – how will this affect the way I take my exams?

Some students receive an allowance of up to 25% extra time. The invigilators will include the additional time when they display the finishing time of your exam on the piece of paper.

EXAM BOARD ADVICE ON EXAMS

Regulations – Make sure you understand the rules

- a) Be on time for all your examinations. If you are late, your work might not be accepted.
- b) Do not become involved in any unfair or dishonest practice during the examination.
- c) If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.
- d) Only take into the examination room the materials and equipment which are allowed.
- e) Do not take into the examination room any unauthorised materials or equipment which might give you an unfair advantage. This includes notes, calculator cases/instruction leaflets, bags, personal TVs/stereos, digital equipment, reading pens, electronic communication/storage devices, **including mobile telephones**, iPods, MP3/4 players or any other products with text/digital facilities. Any pencil cases taken into the examination room must be see-through. **Remember:** possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.
- f) Do not use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
- g) Do not talk to or try to communicate with or disturb other candidates once the examination has started.
- h) If you leave the examination room unaccompanied by an invigilator before the examination has finished, you will not be allowed to return.
- i) Do not borrow anything from another candidate during the examination.

Information – Make sure you attend your exams and bring what you need

- a) Know the dates and times of all your examinations.
- b) Arrive at least ten minutes before the start of each examination.
- c) If you arrive late for an examination, report to the invigilator running the examination.
- d) If you arrive more than one hour after the published starting time for the examination, you may not be allowed to take it.
- e) Only take into the examination room the pens, pencils, erasers and any other equipment which you need for the examination.
- f) You must write in black ink. Coloured pencils or inks may be used only for diagrams, maps, charts, etc. unless the instructions printed on the front of the question paper state otherwise.

Calculators, Dictionaries and Computer Spell-checkers

- a) You may use a calculator unless you are told otherwise.
- b) If you use a calculator
 - a. · make sure it works properly; check that the batteries are working properly;
 - b. · clear anything stored in it;
 - c. · remove any parts such as cases, lids or covers which have printed instructions or formulas;
 - d. · do not bring into the examination room any operating instructions or prepared programs.

- c) Do not use a dictionary or computer spell checker unless you are told otherwise.

Instructions during the examination

- a) Listen to the invigilator and follow their instructions at all times.
- b) Tell the invigilator at once:
 - a. - if you think you have not been given the right question paper or all of the materials listed on the front of the paper;
 - b. - if the question paper is incomplete or badly printed.
- c) Read carefully and follow the instructions printed on the question paper and/or on the answer booklet.
- d) Fill in all the details required on the front of the question paper and/or the answer booklet before you start the examination.
- e) Make sure you fill these details in on any additional answer sheets that you use.
- f) Remember to write your answers within the designated sections of the answer booklet.
- g) Do your rough work on the proper examination stationery. Cross it through and hand it in with your answers. Make sure you add your candidate details to any additional answer sheets that you use.

Advice and assistance

- a) If on the day of the examination you feel that your work may be affected by ill health or any other reason, tell the invigilator.
- b) Put up your hand during the examination if:
 - a. you have a problem and are in doubt about what you should do;
 - b. you do not feel well;
 - c. you need more paper.
- c) You must not ask for, and will not be given, any explanation of the questions.

At the end of the examination

- a) If you have used more than one answer booklet and/or any loose sheets of paper, place them in the correct order. Remember to fasten them together with a treasury tag before you leave. Make sure you add your candidate details to any additional answer sheets that you use.
- b) Do not leave the examination room until told to do so by the invigilator.
- c) Do not take from the examination room any examination stationery, (i.e. the question paper, answer booklets used or unused), rough work or any other materials provided for the examination.

This information must be made available to all candidates in advance of their examination(s).

APPEALS

APPEALS PROCEDURES

FOR INTERNAL ASSESSMENTS (Coursework and BTec)

Appeals may be made to the School regarding the **procedures** used in internal assessments. On receipt of a written appeal, the Academic and Pastoral Head and the Examinations Officer (Mrs Ritchie) will conduct an enquiry into the internal assessment. This enquiry will consider whether the procedures used in the internal assessment conformed to the published requirements of the Awarding Body. All appeals should be sent to the Examinations Officer by 31st May of the academic year in which the work is to be submitted to the awarding body. Appeals should state the details of the complaint and the reasons for the appeal.

The appellant will be informed in writing of the outcome of the appeal, including details of any relevant communication with the Awarding Body and of any steps taken to further protect the interests of the candidates.

Where students or parents wish to make an appeal against marks awarded for coursework, each Awarding Body publishes procedures such appeals and the Examinations Officer will be able to advise them of these procedures.

Statement for Students:

If at any stage during your exam course you have concerns about the procedures used in assessing your internally marked work for public exams (eg. Controlled assessment / coursework / portfolio / projects) you should see the Academic and Pastoral Head or Examinations Officer as soon as possible.

FOR EXTERNAL ASSESSMENTS or ENQUIRY ABOUT RESULTS

Students may appeal against an awarded A-level or BTec grade by contacting the Examinations Officer within 10 days of the publication of grades, or by the 10th September in the Autumn Term.

The appeal will be considered by the subject Head of Department and the Examinations Officer. Where the re-mark is felt to be justified the school will incur the cost of the appeal. Where it is deemed unjustified in consideration of the Estimated Grade, the parent or guardian will be required to meet the full cost, whatever the eventual outcome.

It is worth noting that in the case of a re-mark, the final mark may lead to a grade change lower than the original. It is for this reason that you will be asked to sign a consent form before any action will be taken.