



Christ the King College

SIXTH FORM NEWS

September 2026

Message from the Head of Sixth Form

Changes are afoot in Post 16 education. The Government wants to promote wider opportunities for vocational qualifications starting with the new V Levels from 2027. There is a move towards work experience for all 14-16 year olds and greater participation in Enrichment. I'm pleased to say that these have always been part of our offer. Our broad curriculum that includes applied qualifications as well as A Levels. An integrated enrichment programme for Year 12 in which we've already introduced mental Health support initiatives and will launch The Court Competition this week (historically we've done very well as a Sixth Form in this competition). I'm also proud to say that all of our Year 12 students participate in work experience at the end of their first year. Something that we have a highlighted focus on in this edition of our newsletter. As a Sixth Form we understand that a young person's development from 16-19 should be much more holistic than simply gaining their level 2 and 3 qualifications.

Mrs. Conway-Hughes

Dates for your Diaries:

- ⇒ 29th Sept, **Oxford University Roadshow**
- ⇒ 05th Oct, **Kenya Fundraising Meeting** for those joining the expedition with camps International
- ⇒ 07th Oct, **Senior Mathematics Challenge**
- ⇒ 09th Oct, **Dominic Minghella screen writing workshop**
- ⇒ 13th Oct, **SUN Apprenticeship Application Workshop**
- ⇒ 19th Oct, **Half Term**—02nd Nov, **New Term**

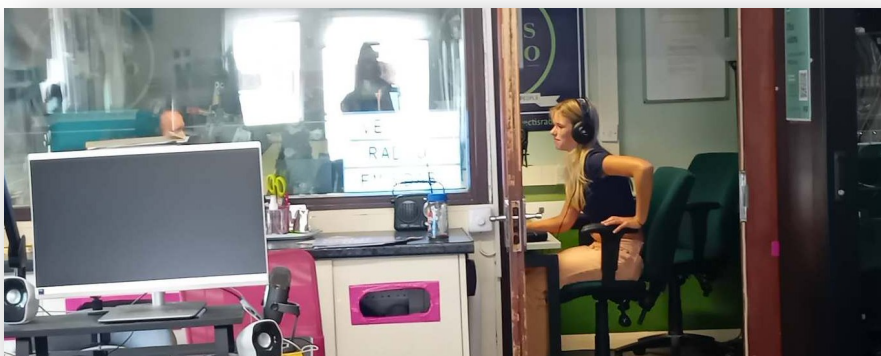
Reflection

“The harvest is abundant but the labourers are few; so ask the master of the harvest to send out labourers for his harvest.”

Matthew 9:37-38

In this edition

- * Highly Commended
- * Work Experience 2026
- * CAFOD Fundraising
- * Rowing News
- * Clubs
- * Listen Up
- * Opportunities



HIGHLY COMMENDED

News

Many congratulations to the students who have supported the 'Listen Up' programme, I can't wait for the film premier on Wednesday! **Selena Angelini, Sade De Cobain, Harry Downer, Anthony Fuoss, Noah Girling, Eddie Lanning , Izzy Radley-White & Ellie Scott.**

So many thanks to all of the Sixth Form students who supported our big Year 6 Open Evening this term. All of the visiting families were thrilled by the support you offered. We can't thank you enough for your contribution to our community.

Congratulations to **Kelechi Maxwell-Opete**, who attended the Pathways to Property Summer School, held between 14-17 July, on the University of Reading campus. He joined 134 other students from across the country, and over the four days, undertook a project which they presented to industry guests and his peers on the final day, went on a site visit, sat in a range of industry and academic talks, met a range of professionals from the property industry, had a session with a careers consultant. Great stuff kelechi.

Congratulations to the **CAFOD Young Leaders** who raised £70 with their 'sponge a teacher' event at the end of last term; if anyone wants to know, it was refreshing and I enjoyed it. Good thing half of them can't throw!



Our Student Leaders

Head Students

Christina Rinson

Grace Okoye

Deputy Heads

Darcey Morgan

Head of Transitions

Ellie Scott

Head of Events & Fundraising

Aria Melody-Bamford

Mia Norris

Head of EARA

Eddie Lanning

Phoebe Arnold

Head of Student Council & Eco Schools

Amber Cousins

Head of Pastoral

Bethea Wells

Izzy Radley-White

Student LEADERSHIP

News

Sixth Form Rowing News

Four Christ The King College Sixth Form students attended the **South Coast Rowing Championships** in Deal during the summer. It was a very successful weekend. James, Rose, Ella, and Isaac all raced in various boats and categories on Saturday.

Starting us off were Ella and Rose in the Girls J16 quad. They put in a remarkable performance, and it being their last J16 race, they pushed from start to finish, leaving nothing behind. With them only racing half the racecourse, they had nothing to lose and found the early conditions to be in their favour. This allowed them to get out in front and secure **1st place** with a strong sprint finish.

Next up was James. This also being James' last J16 race, he too gave it everything. With him and his crew facing a strong field of opposition, they stayed strong from start to finish, coming in a respectable **5th place**. With the wind picking up and the waves getting bigger, on came the four's races. Rose raced in the Junior Ladies B crew, and facing a big field of 16 boats, they were split into two heats, with the fastest 4 crews going through to the final. With some tight racing, they found themselves just missing out on making the final.

Next up, Isaac raced in the Open Junior Men's fours category. With a huge field of 24 crews, his category was split into 3 heats, with the fastest 3 crews going through to the final. After an amazing first half of the race, they found themselves out in front and comfortably **won their heat** by over 10 boat lengths, leaving them with hope to perform well in the final. With the conditions getting worse and the wind picking up, in the final they were up against some strong crews that they had raced earlier in the season. After staying in the top 3 for the majority of the race, unfortunately a wave crashed over everyone in Isaac's boat, losing them valuable seconds, meaning they had to settle for **second place** overall!

Shanklin Sandown RC had an amazing weekend and the effort that each and every person put in was reportedly amazing to see. Congratulations everyone.



The Woman Who Tamed Lightning

FREE TICKET AND THEATRE PRODUCTION EXPERIENCE!

Calling all students interested in theatre, arts, literature, history, science, woodworking, circus tents and/or free evenings out! We have a completely unique experience to share with you. Firstly, a free ticket (RRP £13) to see:

The Woman Who Tamed Lightning

Secondly, Brave Island (more on them next half-term when they have their own Enrichment slot) are offering to take students behind the scenes to see how this theatre production is put on inside a giant circus tent. This is an amazing opportunity for anyone considering theatre, the arts, performance or production, or anyone who has questions about that world.

It's also for anyone who wants a free evening out in Sandown.

This is a student-only experience, College are not actually involved in this, we are just facilitating the distribution of free tickets. Spaces are strictly limited and will be allocated on a first-come, first-served basis. If you are interested, or would like more information, please contact:

robert.torrington@christthekingcollege.co.uk

The Woman Who Tamed Lightning



The untold story of a trailblazer and a summer of sisterhood, sanctuary and stardust.

In the summer of 1912, fourteen-year-old Irene Curie arrives on the Isle of Wight with her mother, Marie Curie, and Hertha Ayrton, her mother's strange, brilliant friend. She doesn't yet know that Hertha has spent her life outsmarting a world that doubted her. She just knows this is the summer everything felt possible. A story of one unforgettable holiday and the possibilities that open up when the world finally gives you room to dream.

With StoneCrabs Theatre's signature visual imagination and physically striking performance style, the show transforms the Island into a world of discovery, friendship and possibility, revealing the extraordinary women behind the science and the summer that gave two trailblazers space to breathe, dream and change the world.

Written by Cody Pevreall, Directed by Franko Figueiredo and Designed by Teresa Grimaldi

Venue:

Ventnor Exchange Arena (Sandham Gardens, Sandown, PO36 8AT)

Listen Up

Congratulations to the Sixth Form students who have been involved with the 'Listen Up' project this year. The premier of their film is being hosted at The Quay Arts centre next week, tickets are free but you must book; please come along and see the film they've produced!

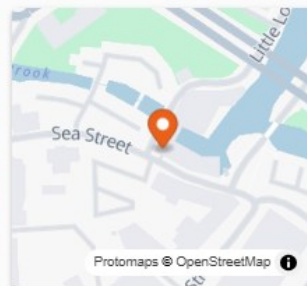


Custard Consulting Events · Listen Up! Youth Film Festival Premiere

Listen Up! Youth Film Festival Premiere

📍 Quay Arts Centre, Newport, PO30 5BD
📅 Wednesday 7th October 2026

Come and experience Artswork's Listen Up! Film Festival: six remarkable short films created by children on the Isle of Wight, working alongside professional filmmakers Bruce Webb, NOSY Creative Agency and Sam Lapham. Each film is bold, personal and unforgettable, offering a powerful response to one simple question: 'If adults were listening, what would you tell them?' Funny, moving and thought-provoking, the films explore what matters most to young people— from having a voice in local politics, including a plea to adults to stop sewage being dumped in our sea, to life in foster care on the Isle of Wight; from feeling unheard in school, to the need for spaces designed with young people in mind. Come along, listen closely, and see the Island through young people's eyes. The six films have been made by: Christ the King College; St Catherine's School, IOW Virtual School, Medina College, St Mary's Catholic Primary School, St Helen's Primary School.



Share this event



Listen Up! Youth Film Festival Premiere

Quay Arts Centre
Newport

Wed 7 Oct 2026,
6:30PM – 7:45PM

BOOK NOW

29 tickets available

Listen Up! Youth Film Festival Premiere

Quay Arts Centre
Newport

Wed 7 Oct 2026,
8:00PM – 9:15PM

BOOK NOW

50+ tickets available

Extra Curricular

Activity	Day	Where/When
Badminton	Thursday	Lunch Time, Sports Hall
Table Tennis	Friday	Lunch Time, Activities Studio
Volleyball	Friday	After College, Sports Hall
Gym	Friday	Period 4/Lunch, The Gym
Maths Power Hour	Monday—Thursday	After College 137

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2026/27 Open Days

OPEN EVENING Thursday 17th September NEWPORT & WHIPPINGHAM CAMPUS 5pm – 7pm	OPEN DAY Saturday 7th November NEWPORT & WHIPPINGHAM CAMPUS 10am – 1pm
OPEN DAY Saturday 30th January WHIPPINGHAM CAMPUS 10am – 1pm	OPEN DAY Saturday 13th March NEWPORT & WHIPPINGHAM CAMPUS 10am – 1pm

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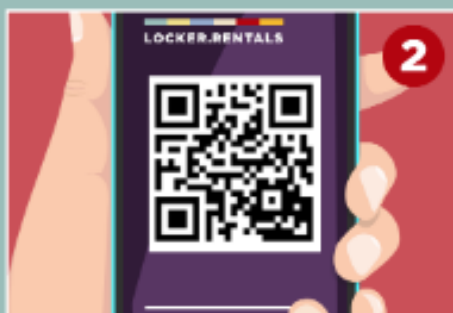
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- Click on **RENT LOCKER** and follow the instructions for entering your payment details
- You will then be emailed a locker code and the number of your locker compartment.

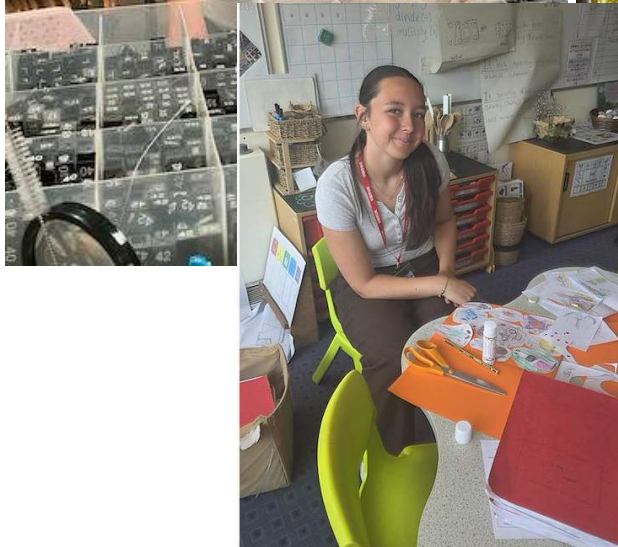
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Work Experience



Work Experience



Work Experience

Eleanor's confidence grew significantly over the course of the placement, this is an area she can continue to develop. With further experience in more permanent office environments, she will become more confident in communicating her own ideas and taking initiative in unfamiliar situations.

Thomas was proactive throughout the placement. He applied feedback to future assignments and regularly asked questions during the daily stand-up whenever he was unsure, helping him progress efficiently.

Abi listened and understood these instructions at the start, making notes to assist her where necessary and was able to carry out the task without further help.

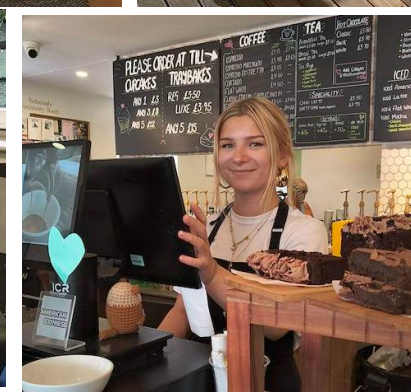
Anthony was more confident later in the week asking for help and clarity on tasks. He certainly found the creativity element of the week easier to shine through during the Marketing task. Good independent learner, showed good understanding of brief by just 'cracking on'.

Amelia demonstrated increasing independence throughout the placement by taking the initiative to support members, preparing activities, completing routine tasks without prompting, and confidently engaging with people living with a dementia. Amelia showed noticeable growth in both their practical skills and confidence. She built positive relationships with members, staff, and volunteers, demonstrating warmth, empathy, and confidence when interacting with people living with a dementia. Her calm and caring approach made her a valued member of the team.

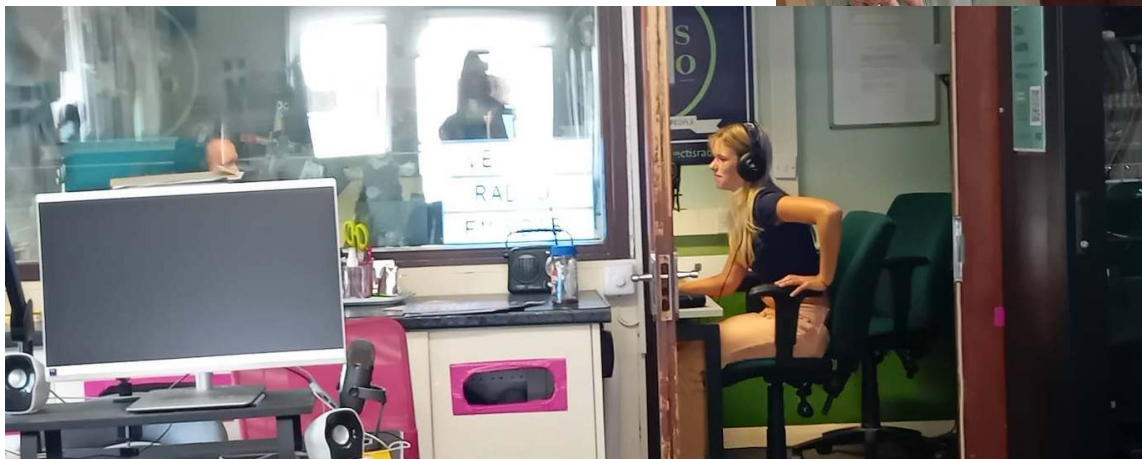
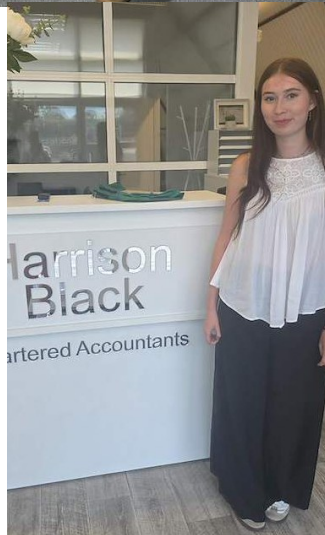
Erin showed confidence and professionalism throughout the placement. Took the initiative to explore different areas of the business. Erin did improve his punctuality as the week progressed, he also improved his confidence in speaking and asking questions.

Eddie definitely improved confidence speaking within the office environment. This helped when asking for clarity on the tasks set by the WRS team. Very eager to learn, very good listener Positive attitude and asked questions and tried to give some knowledge to link back what we were discussing.

Work Experience



Work Experience



Work Experience

Ruby L threw herself into everything, took in a huge amount of information from the team, and asked some really thoughtful questions along the way. It was clear that she was genuinely interested in what she was learning and keen to understand more. From what we saw, I have no doubt that Ruby has a bright future ahead of her if she decides to pursue a career in Cyber Security or IT. Whether she chooses the university route or an apprenticeship, she has all the qualities needed to succeed.

Darcey took each task and completed her own research and surrounding work to complete them well and in some went beyond what was asked to make it better.

Grace demonstrated excellent adaptability and resilience throughout her placement in our busy dementia day care environment. She quickly adjusted to the fast-paced nature of the service, where no two days are the same and there is little opportunity to step away from the activity.

Christina was engaged and genuinely interested in all aspects of dentistry. She asked intelligent and well thought out questions. Christina was strong throughout. She has great communication skills and is mature beyond her years.

Helena was able to understand the need for inputting and reconciling figures within estate matters so her technical knowledge of law would have improved over the placement. Helena was able to read a selection of files provided and maturely discuss some of the aspects with her mentors after doing so.

During his time with us, Oliver was heavily involved in supporting the teaching of PE, including helping us deliver our Sports Day at Rookley Sports fields. Throughout the placement, Oliver's behaviour was exemplary. He showed remarkable empathy towards our primary pupils, consistently engaging with them in an encouraging, warm, and supportive manner. In addition, he demonstrated fantastic leadership attributes—taking initiative, stepping up when needed, and acting as a wonderful role model for our young learners.

Work Experience



Work Experience



FREE Opportunity for Arts Visit and Workshop

Schools are invited to visit The Great Nurdle Exhibition by Planet Aware at Quay Arts, which runs from 19th Sept to 10th Oct

Artists have created work to raise awareness of plastic pellet-nurdle-pollution. The artworks show the impact nurdles have on our planet and us, at various stages of their life cycle. Major recent spills in Tyneside have made this topic particularly timely and relevant.

Planet Aware are an IW community group dedicated to reducing marine plastic pollution and raising awareness about how our lives impact the ocean. www.planetaware.co.uk

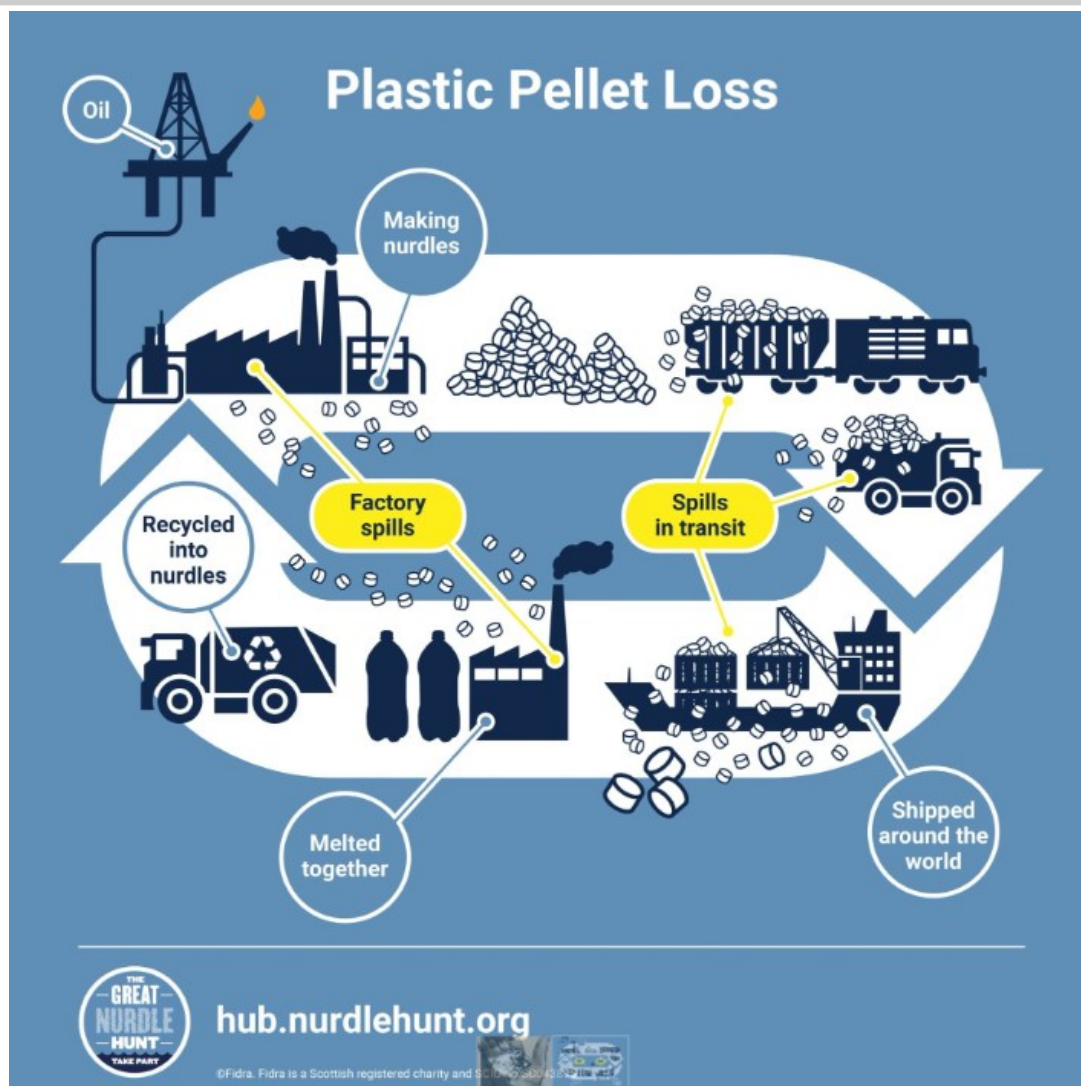
Curriculum links:

Primary: Science, Geography, Art & Design, PSHE

Secondary: Science: Geography, Art & Design, Design & Technology, Citizenship

Key themes: Marine pollution, Microplastics, Biodiversity, Sustainability, Human health, Consumer choices, Environmental responsibility

Visit: If you would like to book a visit to the exhibition and have free related arts workshops please contact Hannah George : h.george@quayarts with details of preferred dates and group size (maximum one class at a time).



Academic Attainment Programme 2026-2028

Lucy Cavendish College is the most diverse College in the University of Cambridge, admitting over 90% of our UK students from state schools. As part of our commitment to widening participation, we are delighted to launch our flagship virtual outreach programme, the Academic Attainment Programme, for the sixth year running. Since its launch by Lucy Cavendish College in 2021, the AAP has supported thousands of state school students with the skills and confidence to apply to the best universities in the UK

What is the AAP?

This free programme will provide around 1000 high-achieving state school students with comprehensive supplementary academic support tailored to their stage in the curriculum, giving them the best chance of achieving their full potential. The programme covers not only Year 12 (S5 - Scotland/Y13 - N.I), but also Year 13 (S6 - Scotland/Y14 - N.I), so students will continue to be supported during the crucial final stages of the UCAS application process, and in the final months of their A-Level (Scottish Highers/IB) studies.

Which subjects are included?

This year, the focus of the AAP is evolving. The 2026-2028 Programme is open to students interested in studying subjects within the following subject areas:

- Arts and Humanities – e.g. English Literature, Modern Foreign Languages, Philosophy, and Architecture
- Humanities and Social Sciences – e.g. Economics, History, Psychology, and Archaeology
- Clinical Sciences – e.g. Medicine, Veterinary Medicine and Dentistry
- Physical Sciences – e.g. Computer Science, Engineering, Mathematics, Physics and Chemistry
- Life Sciences – e.g. Biology, Biochemistry and Biomedical Sciences



THE VOICE OF HOMER

How Gender Shapes Modern Interpretations of The Odyssey

Emily Wilson

est. 2017

In 2017, Emily Wilson became the first ever female to translate The Odyssey. In doing this, she stuck to a few rules that made her stand out: she stuck to the original word count, she made translation choices that differed from her predecessors, and she removed Victorian language choices.

Her translation has been widely regarded as the best English translation in modern times, with her lack of sexist language that appeared in most older versions of the script and her ability to make it feel like a fresh text drew readers in.

However, her gender sparked controversy. She received a lot of criticism for her edition being marketed as a 'feminist translation', however, I do not believe that the choices she made should be put down as just a feminist choice.

Wilson is one of many translators of The Odyssey, and her translation, like all others, is merely an option for people to pursue. While her characters are crafted differently, which can largely be down due to her gender as she brings forth new perspectives on characters like Circe, it is only ground-breaking due to the circumstances it was written in.

Christopher Nolan

est. 2026

Nolan, as of writing this, is the latest adaptation of The Odyssey to be released. He had 60+ translations at his finger tip, and he chose to use Wilson's. While Wilson herself criticised his work in her review with LBR, it is important to recognise that he was adapting it, not as a book, but as a movie.

The main intention of the movie, The Odyssey, was to spread the story beyond people who read. In the modern day, people move further and further away from literature in favour of technology. Attention spans get shorter, and directors are forced to adapt.

This was the key motive I noticed when watching The Odyssey; Nolan did not claim that his film was a historical re-enactment that would stay true to the text in the ways that translations do, rather he made decisions that stuck out to people - mainly people who had never read The Odyssey before.

This was why I chose Nolan. Like both Wilson and E.V. Rieu, the intended audience of his adaptation was those who had never encountered The Odyssey before. And while he made choices that cut out characters like Nausicaa and Poseidon, these choices were done to be able to put the book on a screen.

E.V. Rieu

est. 1946

In the time that E.V. Rieu wrote his translation of The Odyssey, Britain was at war. WWII was ending, and people were beginning to shift their classes around as education became more of a right than a privilege than ever before.

As the first ever author of the Penguin Classics collection, and a co-founder, there was a lot of pressure on his writing. He wrote his translation to allow for easier reading of Homer. Up until this point, most of Homer's translations were long and still upheld the Victorian language choices.

Rieu changed that. His work became the baseline of most educational studies of the text. However, his work did not come free of flaws. In a revised version, done by his son in 1991, he corrected a lot of the inconsistencies his father upheld in his translation.

Rieu's translation was a reflection of the time that it was written. As a post-war book, it is clear in the pre-revised version that a lot of the language used were very 20th century and not ideal in a modern text. He also used a lot of casual translations that would not have suited the text, mainly in relation to the divine. But it is clear that despite this, Rieu's translation was adaptable, hence why his son was able to revise it rather than change it completely.

Why translations matter.

Translations are the only way you will ever read The Odyssey. Unless you can read Ancient Greek and find the original transcripts, authors are your opening to reading the books. What this therefore means is that the opinion you form on the Odyssey is entirely dependent on the author's opinion. But why do we have so many versions? It's because ancient Greek has varying tones, which can all be translated differently depending on what one you choose.

The impact of gender on language.

Can translations ever be completely objective? This is a question that you may ask yourself when you compare Wilson's translation to any other translation, all which have been wrote by men up until 2017. Simon actually argues that the role of a translator is historically a female assumed role, which may confuse many as it contradicts the previous statement. The reason why is because Homer has been reserved for the wealthy and educated; it remained something that most women merely studied rather than took an active role. This is why when you read older translations, you will notice that the maids are referred to as derogatory terms - a choice that was made by a male.

How history links to interpretations.

The Odyssey is a key example on how books are used to reflect the climate they are wrote in. Take E.V. Rieu's translation as an example, it was wrote at the end of WWII with the intent to make it accessible to all. His translation features a lot of original prose, but it was still made to be easy to read compared to some of the older translations. Homer himself, if we assume it to be written around the 7th century BC, had performed in during a time where Greece believed in these myths. A lot of books created off its guidance, take the Aeneid by Virgil for example, also reflected the political setting. It was an anti-war poem, and propaganda for Augustus.

Why The Odyssey?

Since the mid 1610s, there have been more than 60 complete English translations of Homer's The Odyssey - not including all the translations prior and in other languages. But what makes The Odyssey so special? From xenia (hospitality) to nostos (homecoming), one thing that is clear when it comes to The Odyssey is its influence on later media. It has become the foundation of where most modern literature come from, and remains relevant due to the constant tweaking from translators.

Sen, R. (2026). Picking an English translation of the 'Odyssey' to read. [online]. Medium. Available at: <https://medium.com/@netofyarn/picking-an-english-translation-of-the-odyssey-to-read-41b893880265> [Accessed 3 Aug. 2026]. Wilson, E. (2026). Emily Wilson - an uncomplicated man. [online]. London Review of Books. Available at: <https://www.lrb.co.uk/the-paper/48n14/emily-wilson/an-uncomplicated-man> [Accessed 1 Aug. 2026]. Wilson, E. (2014). Emily Wilson. [online]. Emily Wilson. Available at: <https://www.emilywilson.com/the-odyssey> [Accessed 3 Aug. 2026]. Simon, S. (1996). Gender in translation: Cultural identity and the politics of transmission. London; New York: Routledge. Homer (1846). The Odyssey. Translated by E.V. Rieu. Penguin Books. Homer (2021). The Odyssey. Translated by E. Wilson. New York: W.W. Norton & Company. The Odyssey. (2026). United States: Universal Pictures. Guardian readers, Packham, A. and Peters-McDonald, R. (2026). 'It reminded me of James Bond' - Guardian readers on the Odyssey. [online]. The Guardian. Available at: <https://www.theguardian.com/film/2026/aug/02/it-reminded-me-of-james-bond-guardian-readers-on-the-odyssey> [Accessed 2 Aug. 2026]. Ford, H. (2026). An essential guide to The Odyssey. [online]. Penguin.co.uk. Available at: <https://www.penguin.co.uk/discover/articles/the-odyssey-homer-guide-summary-characters-best-versions-translation> [Accessed 1 Aug. 2026]. 19 (2026). 神印王座 (The Divine Throne) [online]. 哔哩哔哩. Available at: <https://www.bilibili.com/video/BV1vSGKGQZj/> [Accessed 4 Aug. 2026].

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Get Into Medicine Conference Student Online Registration Form

This conference is suitable for any student aged 14 or above, from any school or background, who is interested in becoming a doctor. The conference will be held virtually on Zoom from 9am-1:30pm UKGMT.

By completing this form, you are agreeing to Medic Mentor's Privacy Policy: <https://medicmentor.org/wp-content/uploads/2023/10/Medic-Mentor-Student-Privacy-and-Information-Sharing-Policy.pdf>

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Get Into Dentistry Conference Student Online Registration Form

This conference is suitable for any student aged 14 or above, from any school or background, who is interested in becoming a dentist. The conference will be held virtually on Zoom from 9am-1:30pm UKGMT.

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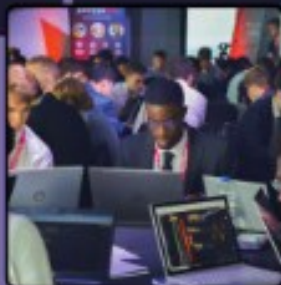
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"I was given truly unique insights from employers and apprentices. I am so glad that I took this opportunity to take part and would highly recommend it to those who are thinking about the apprenticeship route."
Apprenticeship alum

Access Apprenticeships is a FREE 18 month programme where you get to explore degree apprenticeships in either Banking and Finance, Engineering or Law with:

- **Work experience** placements with **leading** employers
- **Tailored application support** covering CVs and application writing, interview prep and mock assessment centres.
- **Networking** opportunities with current **apprentices and industry experts**
- **Opportunities** to connect with other local aspiring apprentices
- **Visits** to organisations who run apprenticeship programmes
- **Industry** led insight days and skills workshops

Please note this programme is only available in London and Manchester.

Applications close in early November. For more details, follow the QR code.



Microsoft



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First Sentier Group

Mishcon de Reya
It's business. But it's personal.

Deutsche Bank



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Amazing
Apprenticeships



DLA PIPER

Goldman
Sachs

arm

FREE careers programmes



Engineering



Finance



Medicine



Law

"I remember my time on the Sutton Trust programme really clearly - it was such a valuable and eye-opening experience. Meeting current students and hearing about their experiences made it feel much more achievable."

On our free Pathways programmes, over 18 months, you will have the opportunity to:

- Complete **work experience** with **leading** employers in your chosen sector.
- Take part in a **university residential***, meeting like minded students and experiencing university life first hand.
- Access university application support, including the **opportunity to be considered for reduced UCAS offers** from partner universities*.
- Develop **employability skills** through workshops on CVs, interviews, networking and workplace professionalism.
- Explore subjects through academic taster sessions and group projects.
- Meet and learn from **current undergraduates, employers and industry professionals**.
- Build your professional network with leading organisations and sector experts.
- Stay supported beyond the programme through our online platform, STO, and our extensive alumni network.

*Where applicable

Applications close between late September and early November. Scan the QR code for more details.



LEWIS SILKIN



First Sentier
Group

Goldman
Sachs

Deutsche Bank



HOGAN LOVELLS
CADWALADER

EVERSHEDS
SUTHERLAND

HFW



NHS
England

AI and Assessments

A quick guide for students



What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased



How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!



How do I make sure I don't misuse AI?



1 Know the rules

- You're **not allowed** to use AI tools when you're in an exam
- Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
- Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work

2 Reference reference reference!

- If you're allowed to use AI tools, you must reference them clearly
- Name the AI tool you used
- Add the date you generated the content
- Explain how you used it
- Save a screenshot of the questions you asked and the answers you got

3 Declare it's all your own work

- When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references



What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!



REMEMBER

Misusing AI is cheating!

Know the rules

Talk to your teachers

Reference clearly

Dear Head Teacher/ Careers Advisor,

**VetCam 2027 - Introduction to Veterinary Medicine at
Cambridge University
Tuesday 23rd to Thursday 25th March 2027**

Following the successful courses held here in recent years we are holding another two-and-a-half-day residential programme for Year 11 and 12 students interested in applying to study Veterinary Medicine at Cambridge University.

The course will take place on **Tuesday 23rd to Thursday 25th March 2027**

We would be grateful if, on our behalf, you could forward this information to those students who have expressed an interest in studying Veterinary Medicine. To avoid disappointment, please stress to them that early booking is essential.

The programme will include visits to both the pre-clinical and clinical departments to give a taste of the course, insight into life at a Cambridge college, and a chance to meet staff and current students. Places will be limited to 58 on first-come-first-served basis, and it would be sensible to encourage only likely A/A*-grade candidates to attend. Please note that Chemistry A level (or equivalent) is mandatory, and we strongly recommend two other science subjects, normally Biology, Physics or Maths.

(For information on entry requirements for different examination systems, please see www.study.cam.ac.uk/undergraduate/apply/requirements)

To view a provisional programme for the event and for more information, please go to www.vet.cam.ac.uk/study/vet/vetcam

The 2027 course fee starts at £430 for the all-inclusive two-and-a-half-day course; this fee covers all costs whilst attendees are in Cambridge. Attendees will be staying in St Catharine's College in single student rooms with shared bathrooms.

It is important to emphasise that attending this course, or other open days at Cambridge, while useful for many pupils to make their decisions about university choices, does not confer any advantage in the application process.

The course can be booked and paid for using a debit or credit card by following the link at:

[VetCam, 23 - 25 March 2027 | University of Cambridge](#)

If you have any problems using the booking site, please contact us at tutorial.office@vet.cam.ac.uk.

As stated above, places are limited to 58 and are allocated on a first-come-first-served basis. We will acknowledge all applications and confirm bookings by e-mail on receipt of payment. We will keep an additional 10 names on a waiting list, in case of any cancellations. If a booking is cancelled, a £150 cancellation fee will be charged, and the remaining amount refunded. If you cancel within seven days of the start of the course none of the fee will be refunded.

For enquiries regarding how your data is used by the University, please go to the University of Cambridge policy on the use of participant data: <https://www.undergraduate.study.cam.ac.uk/how-we-use-participant-data>

Yours sincerely,

Dr David Bainbridge
Chair of The Admissions Strategy Committee

Study with us

Study with us overview

Veterinary Medicine

Why choose Cambridge?

Our course

Vet life at Cambridge

Veterinary Societies

Vet life after Cambridge

Help with your finances

How to apply

Graduates, over-21s & 'transfers'

Students from outside the UK

Open days and residentials

Open days & online resources



MMI PRACTICE

MEDICAL SCHOOL INTERVIEW

NHS
Isle of Wight
NHS Trust

PRACTICE FOR STUDENTS APPLYING TO MEDICINE

Foundation Doctors at St Mary's Hospital would like to offer their help to prospective medical students for upcoming medical school interviews. The general format for interviews is now Multiple Mini-interviews, which is what the evening will focus on.

This is a **FREE** and great opportunity to practice MMI stations in a supportive and friendly environment, to give you the best chance of being successful at interview.



Refreshments provided!



We look forward to meeting you!



Tuesday 29th September
5:30-7:30pm



Education Centre,
St Marys Hospital

MMI assesses:

- ✓ Ethics
- ✓ Communication
- ✓ Problem solving
- ✓ Teamwork

YOUR FUTURE IN MEDICINE
STARTS HERE





Younger Persons Support Worker

Our initiative is dedicated to improving the financial stability and mental wellbeing of younger people.

1 2 1 Support with financial stability (benefits, budgeting and debt) and with mental wellness (anxiety, self esteem, confidence and social isolation)

Targeted support and guidance:

**Finances
Mental Health
Empowerment
Engaging with services
Housing security
Employability
Resilience
Life Skills**

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Funded by:



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