



The Academic Curriculum

September 2009/10

Contents

Introduction

The School Statement

The academic organisation of the Upper School

The 13 to 16 Curriculum:	The Foundation Year:	Year 9	(Fourth Form)
	GCSE Preparation:	Years 10 -11	(Remove & Fifth Form)
The Sixth Form Curriculum:		Years 12-13	(Lower & Upper Sixth)

- Entry to the Sixth Form
- Thinking about the Sixth Form
- The AS and Advanced Level programme
- The International Baccalaureate Diploma programme
- Sixth Form minority class time
- Curriculum patterns in the Sixth Form
- Some academic advice to the Sixth Former

Teaching Assessment Policy

General Education

The Academic Support Department

Information Technology at Bedford School

English for speakers of other languages

Physical Education at Bedford School

Higher Education

The Library

- Appendices:
1. GCSE Coursework Management
 2. Early GCSEs
 3. Re-take GCSEs in the Sixth Form
 4. Examination Boards and syllabus codes
 5. Modular AS and A Levels
 6. Publication of public examination results
 7. Careers education and guidance
 8. Reports
 9. Extra Tuition
 10. The supply of books
 11. Advice and Support

Introduction

This curriculum handbook has been written to help you understand the curriculum at Bedford School. It contains several statements of policy and some words of advice, and it explains how you might choose courses or find out more information. It also explains who is responsible for the academic side of life at the School and whom you might contact if you find that you need help.

Your main source of information, however, is the School's website. This is to be found at www.bedfordschool.org.uk and here you will find statements from every academic department describing the content of their courses. Here too you will find explanations of our approaches to GCSE, AS and Advanced Levels and the International Baccalaureate Diploma.

The academic pace at the school is quite considerable. The public examination results are strong, as is University entrance - about 10% of our pupils go to Oxbridge each year and our League Table position at GCSE and A Level has always been strong, as measured by The Times and The Daily Telegraph each year. At Bedford the teachers and the boys work hard together to gain success. It is that co-operation and enjoyment of the work, and all the other activities, which make Bedford School life what it is.

There is a great deal for you to do here - almost every imaginable activity is offered - and you will make friends and gain skills. What I hope is that you will make good use of your time here and feel that all your talents are being well used.

Now please visit the website for more information, at www.bedfordschool.org.uk

A handwritten signature in black ink, appearing to read 'John Moule', with a long horizontal stroke underneath.

John Moule
Head Master

The School Statement

Bedford School aims to develop the possibilities within each of its boys by using to the full the opportunities provided by its long history and high investment in staff and facilities. These possibilities exist in academic endeavours, in a sense of community, and in recreational, sporting and cultural activities. Developing intellectual excellence is paramount, and it complements and informs all else that is undertaken.

Through its staff the School aims to provide expertise and commitment. In the admission of its boys it aims to recruit those who will make best use of what it offers in academic, communal, recreational, sporting and cultural areas, and who will contribute most towards them. The School is the community of its staff, boys and parents; understanding of this drives much of its character.

Sensitive to its past, the School has a commitment to innovation and to the best contemporary practices. It aims to provide equally for those of any racial or religious background, to integrate its rich mixture of boarders and day boys and, while retaining the benefits of single sex education, to develop strong links with its sister schools and with the community beyond its estate. It helps pupils develop a sense of their own worth and to value others, to delight in achievement, to experience hard work and to see its results, to find lifelong pleasure in sport, drama, music and art, and to leave the School with their ambitions extended.

The Academic Organisation of the Upper School

The Upper School Curriculum covers five years:

Year 9:	Fourths	The foundation year
Year 10:	Removes	GCSE assessed work commences
Year 11:	Fifths	GCSE assessment
Year 12:	Lower Sixth	AS Level courses commence IB1 courses commence
Year 13:	Upper Sixth	A2 courses commence A Level assessment IB2 courses commence The IB Diploma University applications

The Curriculum during all of these years is as broad as we can make it. It provides a wide range of subject choices and combinations; in particular we provide an options scheme in the Removes which will close very few doors to AS, A Level or IB study.

Daily management of a boy's progress is done by his Tutor. There are reports to parents at the end of the Winter term and either during the Spring or Summer terms with parents' evenings in between. There are also internal half-termly reports too. Monitoring is close, with a rapid follow-up where problems arise.

The Deputy Head (Academic)

The Deputy Head (Academic) oversees the work of the academic departments, provides guidance on curriculum matters, chairs the Education Committee, manages staff appraisal, operates subject options for the appropriate boys, organises sets and subject combinations, and monitors applications to Universities. He is available to parents, boys and staff at all times.

The Education Committee

This is a sub-committee of the Heads of Departments' Committee; it takes up problems of curriculum interest, researches possibilities, and reports to the Head Master. It is especially concerned to provide choice and flexibility in the curriculum, particularly as national

initiatives have increased the pressure on pupils' time. Its members are heads of some major departments, with others co-opted as necessary.

Heads of Departments

Every subject has a Head of Department who is responsible for the management of all aspects of the teaching of that subject. Modern Languages has a Head of Languages as well as heads of each language; there is also a Head of Science to ensure coherence in the work of the three heads of Biology, Chemistry and Physics. These Heads of Departments also manage the professional development of their staff, and they are subject experts for University Entrance.

The 13 to 16 Curriculum: Year 9 - The Fourth Year

A boy enters the Upper School in Year 9, our 'Fourths'.

In this year he follows a broad **foundation course**, with some subjects closely co-ordinated, and including Information Technology, Art, Music, PE, RE and Design Technology. Other subjects in this year are English, Mathematics, the three Sciences (where the IGCSE specification is followed), History and Geography. All boys study two languages, unless they use one of the language blocks for ESOL (English for Speakers of Other Languages) teaching. Particularly notable about the curriculum in the Fourths is the interest in technology, the sciences and languages. The Sciences consist of Biology, Chemistry and Physics and are all taught by subject specialists. The Information Technology course, followed by all boys in this year, and can lead to CLAIT certification or the ECDL (European Computer Driving Licence) qualification.

The allocation of teaching time in the Fourths is as follows -

English	4 x 40 minute periods per week.
Mathematics	5
Sciences	8
Design Technology	2
History	3
Geography	3
Information Technology	1
Religious Education	1
Physical Education	1
Art	2
Music	1
Modern Language 1	4
Modern Language 2 or Latin	4
	= 39 periods each week.

There are two '**option blocks**' from which a boy must choose two foreign languages from French, German, Spanish and Latin. It is possible to start German or Spanish in the 4th Form without prior exposure to these languages. However, we would expect, for sound educational reasons, that anyone who arrived in the 4th Form having already studied either of these languages would continue with it.

Information about the languages options is given to parents in the Spring prior to a boy joining the Upper School; the Director of Studies is available to give help in making the decision if needed.

Boys needing ESOL (English for Speakers of Other Languages) are taught this subject in place of their second language; these boys therefore study only one language other than English.

In addition to the programme described here, boys in the Fourth Year have two games afternoons (on Tuesday and Thursday) and there is Saturday afternoon sport for selected games players involved in school matches.

Setting in the Fourths

There are no 'bands' in the year group which would establish different courses for boys. There is, though, extensive 'setting'.

Mathematics, the Sciences, Design Technology, English, History and Geography are taught in common sets. Languages and all other subjects are organised into different sets across the ability range in the year group.

Towards the end of the Fourth Year

1. Information is given to boys and parents about options for GCSE, with an Options Evening in January
- 2.. End-of-year examinations help us to confirm a boy's strengths and advise on a sensible GCSE programme
3. A Parents' Evening confirms GCSE choices and helps parents and staff to review the year

The 13 to 16 Curriculum: Years 10 and 11 – GCSE Preparation

In Year 10 (our 'Removes') a boy starts, in most subjects, his formal two-year course to the GCSE examination.

For this two-year period some subject choices are made: we propose which Science course is most appropriate to a boy; and the boy / parents make some choices as to his other subjects for GCSE.

The Sciences start their GCSE course in Year 9. The end of year exams, continuous assessment data and advice from teachers are used to select the science set and course which is most appropriate to a boy. All boys then continue to study all three sciences and are taught by subject specialists, but different course structures and final GCSE examinations will be chosen for individual boys. Some boys will take the 'GCSE Science double-award' which examines all three sciences and for which two GCSEs are awarded; other boys will study a wider range of scientific content and gain in the end three GCSEs. Both routes provide the necessary foundation for AS, A Level or IB study in any of the sciences.

The rest of the curriculum also offers some degree of choice. All boys study a core of English, Mathematics, a Modern language and all three Sciences. The core modern language has to be chosen from French or German or Spanish. In addition a boy must choose one subject from each of these lists of subjects:

List 1	List 2	List 3
French	Geography	Art
Geography	History	Religious Studies
History	Latin	Geography
Technology	ESOL	History
ESOL	Drama	ESOL
Music	Technology	Music
Classical Civilisation		
Drama		

Please note the following:

1. These lists indicate our curriculum approach. They change in detail from year to year
2. A boy must choose at least one of History and Geography
3. ESOL teaching can take the place of an Option subject, where it seems necessary

The allocation of teaching time in the Remove Year is as follows -

English and Eng. Literature	4 x 40 minute periods per week.
Mathematics	5
Core Modern Language	4
Sciences	9
Core Religious Education	1
Physical Education	1
Option Block 1 subject	4
Option Block 2 subject	4
Option Block 3 subject	4
Supervised Study	3 = 39 periods each week.

Boys follow the same curriculum pattern in the Fifth Year except one extra English period replaces a supervised study period.

In addition to this programme boys have Games on Tuesday and Thursday afternoons (and there is Saturday afternoon sport for selected games players involved in school matches). They participate in the Combined Cadet Force or the Duke of Edinburgh's Award Scheme or take up one of the many projects, pursuits and courses in the Extra-curricular programme.

Setting in the Removes and Fifths

As in the Fourths there are no 'bands' within a year group which would establish different courses for boys. There is, though, extensive setting.

Once boys have made their options from the choices available we identify two groups to facilitate timetabling. All boys study the same number of subjects. The two groups are determined by a boy's choice of modern languages and not by ability. Each group contains the full ability range within the year and boys are setted for subjects within it. In the Sciences boys are setted across the whole year group.

The GCSE workload

On the basis of what has been written above, boys gain 10 certificates at GCSE (or 9 if they take the 'Double-Award' Science specification in the end). No subjects take an early GCSE before the Fifts.

University and Careers research

During the year the boys undertake extensive careers research, as described under 'Careers' in this document.

Towards the end of the Fifth Year

The Core management team and another senior colleagues interview Fifth Form boys to discuss decisions and beyond, including their provisional Sixth Form choices in the November. After the Trial examinations in the boys' final January, a Parents' Evening is held to discuss the results and the possible Sixth Form AS Level, and IB choices. The boys then have some time to reflect and explore the possibilities and indicate a final decision in February.

The Sixth Form Curriculum: Years 12 – 13

Information about Sixth Form courses for AS, A Level and IB, including subject statements, entry qualifications and advice on subject combinations, is published on the school website at www.bedfordschool.org.uk/ This is updated regularly. Here we offer further practical guidance on patterns of work, offering some thoughts on organisation, indicating what is expected of a sixth-former, and providing thoughts on the combination of subjects needed for particular careers.

Entry into the Sixth Form, September 2009

From September 2009 all boys will embark either upon four AS Levels in the Lower Sixth Year (most will reduce to three A Levels in the Upper Sixth Year) or the full IB programme of Standard and Higher level subjects. This Curriculum and all subject information can be found on the School Website at www.bedfordschool.org.uk by clicking on the Upper School tab, then following the “Learning > Curriculum Overview” and “Sixth Form Opportunities” links.

1. For entry into the Sixth Form a pupil must gain at least five grade Cs at GCSE, including grade Bs in the subjects of their choice. In addition, the grade average at GCSE should be no lower than an overall B. Anyone who gains four might enter at the discretion of the Head Master, but will be required to re-sit subsequently at least one GCSE. A boy with three grade Cs at GCSE will not enter the Sixth Form.
2. For the IB Diploma Programme boys will need an average of grade B at GCSE across their taken subjects, with A grades in Higher Level subjects and B grades in Standard Level subjects.
3. Where a chosen AS or IB Level subject is not offered by the School at GCSE at least a grade B will be expected in defined and related subjects as described here:

For Economics	=	Mathematics and English at GCSE
For Business Studies	=	Mathematics and English at GCSE
For Computing	=	Mathematics (Higher Tier) at GCSE

4. Students from overseas will usually be required to take ESOL lessons if the subject teacher judges this to be necessary for the student to cope with the requirements of his written work.

Transfer from AS to A2

For transfer between AS and the A2 there are no overall academic requirements as such, though the School expects boys to pass any given AS level, that is obtain more than a U grade, if they are to continue with the subject. An E grade might see a boy being challenged by the Head of Department regarding continuation. In that case the Head Master will make the final decision. A boy may transfer into the Lower Sixth or the Upper Sixth on fewer subjects than usual, 3 for AS or 2 for the full A level rather than 4 or 3 respectively, with the School's agreement. The net result of these guidelines is that a boy who fails three of his four AS level subjects will not have an adequate programme of study and will thus have to leave.

Thinking about the Sixth Form

When you join the Sixth Form you will embark upon AS Level or the IB diploma course in the Lower Sixth that will lead on to A Level courses or to the IB Diploma in the Upper Sixth. Your choice of subjects will determine the immediate future of your main academic studies and help chart the direction of a possible career.

Advanced Level and IB are quite different courses and will suit boys with different needs and different interests. A Level is better for boys who already know what they wish to study at University and who are happy to specialise in three or four subjects in the Sixth Form.

The International Baccalaureate Diploma (IB) offers a new curriculum which provides a preparation for study in specialist areas while ensuring that you maintain a broad range of courses. Once you have decided whether to take the A Level course or the IB you will then need to decide on a suitable combination of subjects. Both these decisions, the choice of A Level or IB, and your choice of individual subjects, are very important and will shape your studies at University and your eventual career.

For GCSE you tended to follow the pace and procedures of your teachers: in the Sixth Form you will have to show that you are capable of directing yourself. These changes in approach might create difficulties which you may not immediately expect. You have to observe, analyse, make sound and well structured notes, build up vocabulary, write up experiments, write essays. It all takes time and perseverance. **It is therefore vital that you choose subjects in which you are really interested and in which you have shown some ability.** All subjects require long periods of study, and these can be monotonous. You will achieve your best grades in those subjects which fire your interest and for which you are prepared to sustain the greatest sacrifice in terms of time, effort and output. These grades will then determine your University prospects and affect your choice of career.

Sixth Form Courses

- **The AS and A Level Programme**

In the Lower Sixth Year boys usually embark upon four AS Level subjects. Each subject is taught for eight periods each week. In most subjects boys take three module examinations and gain certification for their year's work at AS (Advanced Subsidiary) Level. In addition there is one 'study skills' period each week which covers the skills needed by our sixth formers as they approach University life (handling applications and interviews and personal finance, for example).

In the Upper Sixth Year most boys reduce from four to three subjects (now known as A2 subjects) and proceed to Advanced Level certification in those subjects at the end of the year. Each subject is taught for nine periods each week. In addition, Private Study periods and a programme of lectures by outside speakers provide additional focus for study and opportunities for a broadening of thought.

This scheme provides considerable flexibility. For example, a very small number of boys might like to embark upon only 3 AS Levels to be continued as 3 A Levels; others who are especially able might like to continue with the 4 subjects which they have embarked upon at AS Level (especially if they are double mathematicians). The pattern of subjects offered in the option blocks makes it possible for an enormous combination of subjects to be offered and taken up.

Subjects for study

The subjects which are usually offered at AS and A Level (subject to demand) are:

Art	Biology
Religious Studies	Chemistry
Music	Physics
English	Mathematics
History	Further Mathematics
Geography	Economics
French	Business Studies
German (IB only)	Computing
Spanish (IB only)	Design Technology
Latin	Drama and Theatre Studies
Classical Civilisation	Government and Politics (AS only)

FOR AS and A LEVEL

CHOOSING YOUR COMBINATION OF SUBJECTS FROM THE 'BLOCKS'

The Sixth Form timetable is organised into 'Blocks' of teaching time. There are four major blocks, called A, B, C, D, and there is 'Minority' time for a study skills course. There are also periods for Private Study which is inside the block structure.

You must choose your 'AS' levels from these four major blocks of subjects. Only one subject may be chosen from each of these blocks. The A Levels that you subsequently study in the Upper Sixth occur in the same blocks as the AS subjects in the Lower Sixth.

The expected block system from which you must choose will be published on the school website, which you must visit; it is also available, of course, from the Deputy Head (Academic).

Remember that in choosing your subject combination from the block system you should bear in mind:

1. Your possible career
2. AS/A Levels **required** by Universities, apprenticeships and the professions
3. AS/A Levels **preferred** by Universities or the professions
4. Your own ability and preferences (you will have to work for two years in three of the subjects)

In your choice of 'AS' levels you might aim for a fourth subject which *contrasts* with your other three (main) subjects in order to extend the educational value of your course; or you might choose one which *complements* your other subjects to bring an extra dimension to them.

Some combinations are specifically required for University entrance or employment and the following is a brief guide to the most important of these:

Engineering: must include Physics and Mathematics and possibly Further Mathematics.

Medicine/Dentistry/Veterinary Science: a choice of subjects that allows a continuation and combination of Mathematics, Biology, Physics and Chemistry.

Economics: at least an AS Level or Standard Level in Mathematics is usually required.

Oxbridge: For any mathematical or scientific degree, Further Mathematics is expected.

All of this will be explained to you during your Fifth Form year, and you will be asked to make provisional choices with plenty of time for discussion before committing yourself.

Not all combinations are possible - the 'blocks' arrangement must be studied each year on the school website or by consultation with the Deputy Head (Academic). Please visit www.bedfordschool.org.uk Nor are all combinations desirable - the Deputy Head (Academic) must also be consulted on this. It is very important that the combinations and advice are carefully followed.

Sixth Form Courses.

- **The International Baccalaureate Diploma Programme**

The IB is a diploma examination in which each boy must choose six subjects – normally three at Higher and three at Standard Level. The IB diploma is a full entry qualification to Higher Education. The balance of Higher and Standard Level subjects meets the needs of both specialist university systems and those of a broad, general and effective education. There are several other distinctive features in the IB diploma pattern. Every diploma student must –

- write an Extended Essay – a piece of personal research of some four thousand words.
- follow a course on the Theory of Knowledge (“critical thinking”)
- spend the equivalent of one half day a week on some form of creative, aesthetic activity or on active community service.

Boys wishing to join the Diploma Programme will need to satisfy the Sixth Form entrance requirements for this course (see above). The programme is hard work and requires self-discipline and organisation, but the rewards are very significant. It aims to foster critical and compassionate thinking, respect for the diversity and richness of other cultures and attitudes, international understanding and responsible citizenship as well as providing an academically and intellectually stimulating course. In an increasingly international market, this passport to more than 700 universities in 66 countries serves students well.

The IB Diploma Curriculum

Bedford School offers the International Baccalaureate (IB) Diploma programme as an alternative to AS/A2 levels in the Sixth Form. This provides an additional choice for our boys and an opportunity to follow a highly regarded pre-university course.

The IB Diploma curriculum consists of six subject groups. Boys must opt for at least one subject in each of the groups 1 to 5.

Group 1

Language A (first language): including the study of selections from world literature: English, German (both Higher and Standard)

Group 2

Language B (second language): French, German, Spanish (all Higher and Standard), Mandarin (start-up)

Group 3

Individuals and Societies: Economics, Geography, History, Philosophy (all Higher and Standard)

Group 4

Experimental Sciences: Biology, Chemistry, Physics, Design Technology (all Higher and Standard)

Group 5

Mathematics: Mathematics (Higher), Mathematical Studies (Standard), Mathematics Standard Level, Computer Science (Higher and Standard)

Group 6

One of the following Options:

- Art (Higher and Standard), Music (Standard) and Theatre Arts (Standard)
- Alternatively, a candidate may offer instead of a Group 6 subject: a third Language, or a second subject from 'Individuals and Societies', or a second subject from 'Experimental Sciences'.

For IB each boy must choose six subjects – normally three at Higher (HL) and three at Standard Level (SL)

SIXTH FORM MINORITY CLASS TIME

There is no requirement for additional study on boys who choose the IB Diploma course.

However, if you choose to study AS and A Level then you will be required to attend additional courses which form an integral part of Sixth Form study. These courses provide a range of skills and information. In the Lower Sixth pupils attend a Study Skills Course; in the Upper Sixth there is a lecture programme.

The Study Skills Course is designed to encourage every pupil to make the most effective use of his time in the Sixth Form and to look ahead to the opportunities that lie beyond Bedford School. Successful applications to universities, sponsorships, employment and 'GAP' year activities all require a strong base of personal skills. The course takes place in small discussion groups. They meet for one lesson each week and address a wide variety of topics such as time management, applications to higher education and employment, interview technique and how to chair a meeting. During the first term two groups merge for training sessions in ICT in the school's large Computer Suite. The course occupies the first three terms of the Sixth Form, to enable course tutors to work closely with individuals on their university applications, and to deliver a Citizenship course on preparing for life at University, including budgeting and culinary skills.

In the Upper Sixth, all pupils also attend a general studies lecture programme. The lecturers are all experts: the programme is popular and increasingly shaped by pupils' responses in termly questionnaires.

These courses provide you with the opportunity to broaden and extend your interests and knowledge and to develop the range of your skills.

CURRICULUM PATTERNS in the Sixth Form.

Advanced Level

The Lower Sixth Curriculum: Period Allocations.

4 x 8 'AS' Levels	=	32	Teaching periods
1 x Skills	=	1	
6 x PS	=	6	Private Study Periods

39 Periods per week

Advanced Level

The Upper Sixth Curriculum: Period Allocations.

3 x 9 'A' Levels	=	27	Teaching Periods
2 x G.E. lecture	=	2	General Education Lecture Programme
10 x P.S.	=	10	Private Study Periods

39 Periods per week

International Baccalaureate (both years).

Period Allocations.

3 x 6 Higher Levels	=	18	Teaching periods.
3 x 4 Standard Levels	=	12	Teaching periods
2 x Theory of Knowledge	=	2	Teaching periods
4 x Private Study	=	4	Private Study Periods
3 x CAS	=	3	Creativity, Action and Service

39 Periods per week.

Some Academic Advice

1. Each Sixth Form lesson is a **joint activity** by the teacher and the taught. Both are engaged in interesting work and both must work hard to make each lesson a success.
2. In the Sixth Form you will be **set tasks** such as essays which will require research and writing up. Usually these will be set once each week for each teacher who takes you. For some subjects this might be two or more teachers. It is essential that you keep up to date. You will need a diary and must organise your time well.
3. **Patterns of work** are important. The Library and the Memorial Hall are a place for silent study during Study Periods - it is supervised - and the silence will be insisted upon. Study Periods may be taken here, or in other areas as described in the notice issued by Tutors. In the Lower Sixth, study periods that occur during the main subject blocks are likely to be taken in the relevant subject area. You may not leave the Estate during the school day, except with the consent of a Housemaster or Tutor. You should put in about 6 hours of your own work each week in each subject outside lesson time if you are to gain strong grades: failure to realise this is the most common reason for lack of success in the end.
4. You must never submit work late, unless you have explained a reason for this in advance. **Late submission** will be a real indicator that you are not coping with the course. If work is late you must expect a detention for completion of the work, and possible exclusion from other school activities in extreme cases.
5. If you have to **miss a lesson** (e.g. for a Music lesson) then you must clear this with your teacher in advance and arrange to make up the lost ground. If you miss lessons unexpectedly (e.g. because of illness) then it is essential that you do your best to catch up quickly. Notes in particular must be completed: what gaps you have will otherwise always be with you.
6. You must devise **your own system** for note taking, using files and storing essays or other written tasks. Use a box file at home for your work and ring binders or card folders at school. This will keep papers together and clean. Do not bring more than you need to school: most of your notes should be held safely at home. Only bring what you need.
7. Remember to work hard at establishing what the examination questions require of you in your subject. Get used to looking out for the key words in a question - unless you spot these much of what you do will be irrelevant. This is called **technique** and it varies in every subject. Learn the necessary skills as well as the facts.

Assessment Policy

There is a school 'Assessment Policy' which has been devised by senior teaching staff. At its heart is the proposition that syllabus planning, assessment, recording and reporting are integrated activities which have the one aim of enhancing learning.

Proper assessment is regarded as a necessary incentive to work hard and successfully, and is essential to good diagnosis of weaknesses in factual recall and examination skills.

After entry into the Upper School the progress of all boys is regularly assessed both formally by the School and informally by Departments and teachers.

Assessment at School level

Years	9	10	11	12	13
WRAT tests	*				
VR	*				
MidYIS Baseline	*				
Internal Value-Added	*	*	*		
5 th Form Trials			*		
GCSE			*		
ALIS				*	*
AS Trials and Modules.				*	
A2 Trials and Modules and IB Diploma exams.					*

Some notes on data collection:

1. The WRAT test ('Wide Range Achievement Test' in spelling) is taken by all Fourth Year boys on entering the Upper School. It provides an analysis of their spelling ability which is used as a diagnostic tool to help, especially, with the identification of dyslexia.
2. The Verbal Reasoning Test provides a score which is held on record and can be used to help explain subsequent high or low performance by a boy.
3. MidYIS Baseline testing establishes a score for a boy in specific skills which go beyond the verbal. This baseline is used to predict and to judge subsequent performance at GCSE. Only on such a basis can a verdict of under- or over-performance be made - and some notion of value-added be arrived at. The tests are devised by the CEM Centre at Durham University, and are marked there.
4. ALIS is a data collection system that indicates to the school whether a cohort of boys in a subject at A Level has achieved what should be expected of it. It provides a measure of value-added.
5. Other value-added indicators are in use in earlier years in the Preparatory School and in the Fourths and Removes.

Assessment at Departmental Level

All staff are required to set preparation ('preps') according to a year-group timetable, to use tests and (in the Sixth Year) block tests, and to play their part in end-of-year examinations, 'Trial' examinations, and other subject exercises. Records of these assessments are held by Heads of Departments and results are communicated to parents through the School Reporting procedures as appropriate.

Homework

Homework (Prep) is always set for each boy according to this programme.

In the **Fourths, Removes and Fifths**: three preps each weekday night of approximately 30 minutes each for the Fourths and 40 minutes for the Removes and Fifths.

In the **Sixth Form** tasks are set with a longer timespan, which might involve research and writing up. Submission dates will be clearly stated. Each boy should expect to undertake about 6 hours of work in each subject each week, outside taught time, if he is to score well at AS and A Level. For IB there are extensive additional requirements (e.g. the Extended Essay).

Much work at GCSE, AS/A Level and IB is assessed coursework. The need to focus on this for sustained periods might disrupt a boy's homework timetable, but it remains his responsibility to ensure that all set work is up to date when needed.

Marking

All class and homework will be marked by teachers, and the marks recorded. The mark schemes must be known to all staff and applied with consistency, and should be known and understood by boys. Markbooks are always available to Heads of Departments and the Deputy Head (Academic) for inspection and scrutiny.

It will be usual for marks awarded to be supplemented by comments which provide a degree of diagnosis but also encouragement. Marking should be regarded as being formative in addition to being summative.

Departments are encouraged to use internal marking regimes which relate to GCSE, AS/A Level, or IB. Reference to this will be made in the relevant Departmental Handbook under 'Departmental Assessment Policy'.

General Education

From the start of the academic year 2009-10 a Department of General Education has been created, headed currently by the Deputy Head (Academic). It looks to draw together and co-ordinate all the school's provisions and programmes other than mainstream academic courses, sporting activities and specialist music, art and drama. The Department runs Citizenship, Key Skills, Critical Thinking, Upper Sixth Lectures and Enrichment for the Gifted & Talented; it also oversees and maps UCAS and Careers preparation; Charities and Outreach initiatives.

There are four Citizenship Mornings during the academic year. These have evolved out of former PSHE specifications; while PSHE remains an important part of what is furnished, expansion has already been effected via such initiatives as Key Skills Workshops for Years 10 and 11; an advanced Road Safe driving module; presentations by the Ministry of Defence, and H.M. Customs & Excise; a pilot course in Critical Thinking for Year 11; two visiting enterprises, 'President for a Day' - an exercise in political & economic planning - and 'YoungBiz', a day-long course in financial management; Masterchef - cooking lessons for the Sixth Form; Drugs and Alcohol abuse and a day devoted to exploring Environmental Issues and Climate Change.

Our aim is to build Citizenship programmes that are increasingly stimulating as well as properly comprehensive, and to make of this important aspect of communal school life something truly exciting, for pupils and staff alike. It is hoped that before the end of the year the programme will have been broadened to incorporate Global Citizenship, Green Issues, and further sophisticated and political matters.

The Lower Sixth Key Skills programme was radically re-designed in 2004 and has run very successfully since; there are also regular workshops in this area for younger boys. The school is exploring the possibility of adopting OCR's AS Critical Thinking paper or Edexcel's Extended Project, but will research this further during the year before committing students to the exam itself. In the meantime, it has become a significant new component in the Lower Sixth Key Skills course.

The Upper Sixth Lecture Programme has been a notable feature of school life for many years, and it now encompasses an impressive array of speakers and topics. While new speakers are added most years, the existing 'pool' has proved enduringly successful and is therefore drawn on regularly.

A most imaginative and productive series of Charities events and initiatives are organised as well as Outreach activities. These in turn feed back into and are nourished by Citizenship programmes.

Provision for Gifted and Talented pupils currently comprises two societies, Omicron (Years 10 and 11) and the Mitre Club (Years 12 and 13), the pupil founded Book Club and Writing

Society and enrolment to NAGTY. Plans are in place to weave a fully coherent pattern of events and meetings, both related to Citizenship and separate from it.

Finally, it is recognised that UCAS and Careers preparation become more complex by the year. Enriched provision and an altered timetable are envisaged - a key instance being the provision of a Careers programme for all boys and two Citizenship UCAS mornings for the Lower Sixth in the Summer term. Continued use will be made of the excellent Centigrade (based in Norwich) and Profinio material for assisting students to make university and vocational choices. A dedicated Director of UCAS and a Careers Coordinator are available for consultation.

The Academic Support Department

The SEN and Disability Act 2001 (DfES) promotes inclusive education and emphasises meeting pupils' needs effectively. We seek to identify pupils with Specific Learning Difficulties (SpLDs) and to monitor the progress of these pupils efficiently.

We provide support for pupils with

1. physical disabilities
2. dyslexia
3. dyspraxia
4. dyscalculia

Subject Teachers work together with The Academic Support Department, Heads of Department and Tutors to make sure that pupils receive the support necessary in order to reach their potential. The Head of Academic Support co-ordinates the provision of education for pupils with special educational needs.

Parental involvement

Literature is available to parents who wish to learn more about special educational needs. It is important that parents provide special educational needs information before transfer. The School values the role of parents in supporting literacy and numeracy development.

Admissions

Pupils with special educational needs are allowed additional time in entrance examinations. Before transition, the School liaises with feeder schools and parents regarding future pupils' special educational needs.

Screening

On entry to the 4th form pupils sit the WRAT (Wide Range Achievement Tests) in literacy. These tests, in conjunction with other assessment results (see Assessment Policy) are used to indicate whether a boy may have a specific learning difficulty. The Academic Support Department will inform parents if there is cause for concern and advise further testing with an Educational Psychologist.

If a specific learning difficulty is subsequently identified, a recommendation for academic support may be made. Support is one-to-one, usually for one period per week. This normally takes place during a Study Period. Tuition fees are charged each term.

Referrals

When parents and/or teachers suspect that a pupil has a profile of AD(H)D, dyslexia, dyspraxia or dyscalculia, the pupil is referred, through the Tutor and House Master to the

Academic Support Department. Once an assessment of need has been made, the parent(s), pupil and the School discuss the possibility of academic support.

Internal examinations and tests

Those pupils in Year 9 and Year 10 who have an Educational Psychologist's report that recommends additional time in examinations receive 15 minutes extra per exam in some of their end-of-year examinations.

When there are time constraints that prevent additional time being given to pupils with special educational needs in examinations or class tests, the mark scheme will take this into account. We aim to ensure that no pupil is disadvantaged.

External examinations

The department and the examination officer will be responsible for special arrangements in GCSE and GCE examinations, if granted by a qualified professional such as an Educational Psychologist. The school will keep parents informed at every stage.

Other facilities

Pupils who have an Educational Psychologist's report that recommends the use of computers are encouraged to use a laptop or PC when it is useful and allowed by the Examination Bodies. For example, some course work can be word-processed, some examinations may be taken using a computer and it is possible for pupils to take notes on a laptop in some subject lessons.

Links with external organisations

The School can provide information about Educational Psychologists, Occupational Therapists, Chartered Psychologists, local and national voluntary organisations, which offer advice on special educational needs, and other professionals in the field.

In-service training for staff

All staff are encouraged to follow courses and attend lectures and workshops related to special educational needs. Specialists from outside the School are invited to speak at various times during the academic year.

Information and Communication Technology in Bedford School.

Computer Facilities

Bedford School is equipped with excellent ICT facilities which extend throughout the school estate. The school network is supported by a computer systems manager, a network manager and specialist technician. All the computers within the school are networked together to share resources. Filtered access to the Internet is readily available, and all boys have their own school e-mail address.

There are two main computing rooms in the Main Building, and five other computing rooms in various Departments. Each classroom has a computer on the teacher's desk, and most now have projectors and interactive whiteboards. This provides ready access to ICT facilities across the entire curriculum.

ICT in the School Curriculum

As the use of ICT becomes increasingly widespread in society it becomes more important that all pupils acquire skills in the use of ICT at school. ICT cannot, therefore, be seen as an option for just some whilst others may choose to disregard it. We aim to ensure that all pupils and staff are educated in ICT.

There is a timetabled ICT lesson for all pupils in Year 9 (the Fourths). This is a two tier course leading to certification in either 'New CLAIT' (an OCR certification in Computing Literacy and Information Technology) or, for more advanced users, the European Computer Driving License (ECDL). The course is modular and develops proficiency in a range of typical applications such as word processors, spreadsheets, presentation software, databases and the use of e-mail and the internet. This process is enhanced by regular use of some of these applications in the wider curriculum.

Boys continue to make use of ICT throughout their school career; we fully integrate ICT into the education that we provide. As they progress through the school all boys will grow in their appreciation of the potential (and pitfalls) of ICT through experiencing the use of computers in appropriate contexts. For example, in Physics and Geography GCSE coursework boys will use spreadsheet software for processing and presenting data. This will then be incorporated into their reports using a word processor. In Mathematics boys use spreadsheets to solve GCSE coursework problems. Computer controlled lathes, computer aided design and printed circuit design software are used as routinely as more traditional tools in Design and Technology lessons. In science, when important experiments cannot be performed in the classroom, computer simulations can provide essential experience, and in practical work automatic data capture is available, allowing more complex lengthy experiments to be undertaken.

The Internet extends the boundaries of education well beyond the limitations of traditional text books. Physics and Chemistry students turn to the Internet to research latest developments in science in universities and laboratories around the world. Politics and Economics students particularly value up-to-the-minute information for their projects. The availability of foreign newspapers through the Internet adds a new depth to the study of modern languages. Boys will not only develop their linguistic skills by reading articles that have been downloaded but will gain a deeper appreciation of other cultures through acquiring a wider perspective on contemporary news stories.

We have placed a high priority on ensuring that all teaching staff are confident in the use of ICT. As a consequence, in parallel with the growth of ICT use within the curriculum, there is a rapid growth in the use of ICT to deliver the curriculum, with the use of laptops and data projectors becoming quite commonplace. The ICT department continues to work collaboratively with all other academic departments to develop this use of ICT.

Further Specialist Study

Through the after school Extra-curricular programme, boys can develop their skills or pursue individual project work on the school computer system. Boys may embark on a more formal study by choosing AS/A Level Computing in the Sixth Form. Here they acquire an increased knowledge of the capabilities and possibilities of contemporary technology. The course includes study of hardware, software and computer programming. Computer Science as an academic discipline offers the opportunity to learn how to use ICT to model aspects of the world we live in, and to attempt to understand some of the social, economic and legal aspects of working in this rapidly growing field.

English for Speakers of Other Languages (ESOL)

Prior to entry, international pupils sit an age-appropriate entrance examination in ESOL. On the basis of this result, the Academic Support Department recommends how many ESOL lessons per week a pupil requires in order for him to progress in academic English and English across the curriculum. For some pupils, ESOL lessons are a condition of entry.

ESOL teachers liaise with subject teachers to help international pupils achieve their potential across the curriculum. Pupils learn key vocabulary and writing skills in subjects such as GCSE Geography and History, Science coursework and A level Economics.

Year 9 pupils attend between 2 and 4 lessons of ESOL per week and are given linguistic and subject support. In individual and small group lessons, pupils focus on a University of Cambridge Examination; PET (Intermediate level) or FCE (Upper Intermediate level). Preparation involves extensive work on vocabulary and grammar as well as the four skill areas of reading, writing, speaking and listening. Pupils also use specialist websites and CD ROMs to extend their skills in English.

In **Years 10 and 11** some overseas pupils choose to prepare for the International GCSE in English as a Second Language, a two-year course leading to the IGCSE examination necessary for University entrance. Pupils are taught to:

- 1 develop the ability to use English effectively for the purpose of practical communication in a variety of second language situations
 - 2 form a sound base for the skills required for further study using English as the medium
 - 3 develop an awareness of the nature of language and language-learning skills along with the skills of a more general application such as analysing and synthesising material.
- Reading skills are developed through study of a range of topics and also by reading extensively. Although the examination does not have a Literature component, pupils will read a variety of literary works both in class and individually. Class readers in 2005 include:
 - 'The Prisoner of Zenda' *Antony Hope*
 - 'Pride and Prejudice' *Jane Austen*
 - 'Ghost Stories' *retold by Rosemary Border*
 - '1984' *George Orwell*
 - Pupils are encouraged to extend their writing skills by using 'writing frames' for compositions, letters, articles and reports

- Reading and writing skills are consolidated through regular practice of summarising, note-taking and book reviews
- Pupils are taught listening skills, including an awareness of phonology, so that they can comprehend conversation, radio interviews and most importantly, subject lessons and lectures
- Finally, pupils build confidence in speaking by engaging in pair work, role play and class discussions. They are taught how to improve their pronunciation and are given every opportunity to practise using different strategies in English to express themselves

There are three parts to the IGCSE ESL examination:

Reading and Writing	2 hours	(70%)
Listening	40 minutes	(30%)
Speaking	15 minutes	(grade 1, 2 or 3)

Pupils in Years 10 and 11 usually continue to have 1 or 2 small group or individual ESOL lessons per week so that they can consolidate and extend their English skills further and receive support with coursework across the curriculum.

Sixth Form pupils continue with language support and study skills if necessary. Those who join Bedford School in Year 12 are able to prepare for the UCLES examination called IELTS (International English Language Testing System) in order to meet University entrance requirements.

Pupils are taught how to read for academic purposes, with a strong focus on the knowledge and use of vocabulary. The examination contains three reading texts with a total of up to 2000 words. There are 40 questions including multiple choice, gap-fill, matching headings and multiple matching.

- Academic writing involves practising the following:
 - Presenting information from a table or diagram
 - Explaining how a machine works
 - Describing a process
 - Describing an object or sequence of events
 - Giving solutions to a problem
 - Comparing and contrasting an argument
 - Evaluating evidence and giving opinions
- Listening for academic purposes includes taking lecture notes and listening to solve a problem. Pupils are taught to find central information in sentences, recognise sentence connections, evaluate the importance of information and use information from talks.

- Speaking practice focuses on role play discussions, talking about familiar academic topics and explaining future plans. Pupils are taught how to be effective in their contributions to lessons and formal discussions, as main speakers and members of the audience.

The examination comprises four papers:

Reading	1 hour
Writing	1 hour
Listening	40 minutes
Speaking	15 minutes

Candidates are awarded a band for each component and an overall band. The bands run from 1.0 to 9.0 with 9.0 being mother tongue standard. The band required for Higher Education differs between universities and courses but the average is 6.5.

Physical Education and Games at Bedford School.

We recognise the benefits gained from sport and physical education as an essential component in a boy's development. Hence a boy is required to partake in PE in all but two of the School age groups and in games throughout his school career.

Boys in the Fourths, Removes and Fifths have one timetabled period of Physical Education each week. They also participate in, according to their level of performance, at least two hour-long games sessions. In these sessions they normally experience three sports within one year. Those who achieve team status will have a far greater involvement than this minimum requirement.

In the Fourths and Removes boys also have the opportunity to experience a diversity of 'minor' sports in the time allocated to clubs and societies. All boys in the Upper School have access to the Recreation Centre facilities at specified times and are able to join a number of clubs to develop their particular sporting interests. These clubs include canoeing, fencing, weights, water-polo, basketball, archery, swimming, badminton and squash. Boarders have further access to the Centre in the evenings and on Sundays.

In their second (Easter) term, team hockey players and oarsmen are selected. Other boys can opt to develop a sport which they have enjoyed or at which they showed promise in the earlier Christmas Term rotas.

The third term offers rowing and cricket as the major sports with an opportunity for non-team boys to do athletics, swimming or tennis as their main activity. Where possible a boy who shows promise at any other sport will be encouraged to pursue it alongside his major sport.

By the conclusion of his Fourth Form year each boy will have had, in some cases initial, but in the majority of cases further, experience in a variety of indoor and outdoor activities. In his games sessions he will have played rugby (the basic skills of which will have been reinforced during his PE periods), hockey and cricket or rowing. The last two sports provide alternative summer disciplines. Those Fourth Formers who have not made team status in rugby will, in the second half of their first term, enter a rota system where they will experience fives, hockey, rowing, swimming, cross-country and rugby.

In his PE period a boy is instructed in basic individual skills of rugby and learns a safe approach to the implicit physical contact. He explores the gymnastic skills of vaulting and agility, has his fitness assessed and recorded and looks into the effects of exercise on the body and the concept of the benefits of healthy living. He is then instructed in basic athletic techniques, and the skills of three field events. As a finale to his Fourth Form year he prepares for and executes a short camp and hike.

Remove Formers continue with rugby, specialist players playing throughout the Christmas Term. In the second half of term non-specialists operate within an option system selecting from hockey, rugby, swimming and cross-country. In the Easter Term hockey or rowing are his major sports but non-specialists are again able to opt for one of four sports. Cricket and rowing occupy their games time in the Summer Term with a minority participating in tennis or athletics.

In his PE periods a boy will reinforce previously learnt skills and, as it is now perceived that his body is generally suitably developed for specific strengthening programmes, he is introduced to new fitness techniques such as weights and circuit training. Boys also study further health-related issues and look into the concept of aerobic fitness. Volleyball or basketball is targeted in a 'large ball' block and squash is introduced for the first time as a class activity, although many will have been playing it in 'club' time for several years.

Fifth Formers have one timetabled PE lesson and they continue a wide ranging involvement in an increasing diversity of options in their extensive games time. These boys are now classified as 'seniors' and, whilst the major sports of rugby, hockey, cricket and rowing will occupy the specialists, others can choose, after the first half of the Christmas Term, from such sports as rugby, hockey, squash, swimming, fives, weights, cross-country and badminton. In the Summer Term Fifth Formers continue with their previous summer's activity.

Where a boy shows a particular aptitude for a sport outside the range offered by the School we will offer support and encouragement for his endeavours and will, whilst emphasising the ethos of loyalty to the School and to his peers wherever possible, assist the boy to fulfil his ambitions. Boys who achieve international status at a particular sport are recognised as 'elite' and will be given every opportunity to pursue their aims.

Higher Education

General:

Most Sixth Formers from Bedford proceed to Higher Education in the October of the year that they leave the School. Some defer entry for a year and some prefer immediately to enter the world of business, join the armed forces or take up other professional training.

Bedford School has a distinguished record in preparing students for Higher Education. Almost all Upper Sixth Formers achieve the necessary grades for entry to their first choice universities. Pupils choose to study a wide diversity of subjects but a distinctive feature of the School is the high proportion of engineering and science entries.

The School has a good record in preparing students for entrance to Oxford and Cambridge Universities. Over the last ten years over a 150 Bedford boys have entered these universities.

Procedures:

During the Lower Sixth Year A Level and IB students begin to explore their Higher Education options and are guided through the application process during our Study Skills course. Towards the end of the Lower Sixth Year parents are invited to attend a presentation that outlines the UCAS process and offers advice on how they can assist their son in the choices ahead of him. Application to Higher Education takes place in the Autumn Term of the Upper Sixth Year and UCAS forms are completed electronically via the School computer network. The Director of UCAS and Higher Education checks forms and guides pupils through this process. Interviews take place in the Autumn and Easter Terms and offers are confirmed at the start of the Summer term; with these offers the candidate approaches A Levels or their IB diploma in the Summer.

Oxford and Cambridge applications form part of this procedure, but are separately handled by the Deputy Head (Academic). Additional application forms may be needed, as is a particular knowledge of courses and Colleges. For both Universities there are interviews in November and December; and at both the outcome is known in the subsequent January. Boys are advised on the process and are given a number of mock practice interviews by Heads of Departments and senior members of staff prior to the real interviews.

The Library

The new library, opened in September 2003, is an attractive, contemporary design offering up-to-date facilities in a light spacious environment.

Boys have access to an extensive book stock carefully selected over the years as well as an increasing number of electronic databases and information sources. In addition, many academic departments have their own library collection which, combined with the central library facilities, provide a large source of relevant and immediately useful material.

The main collection is fully computerised using 'Autolib 2000' and gives easy access to the library catalogue on all computers throughout the school. The library web site, linking to outside information sources, can be found under the 'Upper School' or 'General' link on the school intranet home page.

The library consists of:

- 13000+ books
- Online databases: *including* UK Newspaper Archives from 1985, New Scientist archives from 1989, Xreferplus (a complete reference library), Encyclopaedia Britannica, Pathe News archives, British Books in Print
- DVDs, Videos, CD ROMs, MP3 and MP4 downloads via iTunes and GCSEPod
- University, Gap year and Career information
- Computing facilities include 10 networked computers, 5 iPods, 2 laser printers, photocopier, laminator and ring binder
- 24 laptops that can be used for lessons in the seminar room using wireless technology (wireless link is accessible throughout the library)
- Library dedicated iPods and MP3 players to download academic content
- Internet and email
- Seminar room – fully equipped for meetings, conferences and lessons including video-conferencing and interactive whiteboard
- Window seat area with daily newspapers and 40+ magazines including Spanish, German and French titles

Boys are free to suggest titles to add to stock.

The library aims to provide an efficient, professional and friendly service with librarians available for help and advice.

APPENDICES

1. GCSE Coursework management.

We are aware of the pressures that GCSE coursework can impose on candidates during their pre-GCSE terms. The principle of coursework is welcome, and balancing the various demands is a part of a boy's education.

Nonetheless we try to schedule coursework tasks across the year, to relieve pressures where possible. There is a 'coursework map' which is known to all Heads of Departments and is updated regularly. This is adhered to by Departments, and presents few difficulties.

2. Early GCSEs.

Boys do not generally take early GCSEs in any of their Fifth Year subjects, though much subject teaching takes them beyond the needs of GCSE, particularly to stretch the more able.

For example, in Mathematics all Year 10 and 11 boys (Removes and Fifths) take a two-year course to GCSE. However the most able Mathematicians cover within the teaching programme some of the work required for the first module of the A Level Mathematics syllabus. This adds considerably to the algebraic skills of the more able boy.

Other subjects develop skills and extend the range of data and vocabulary so as to strengthen GCSE and provide a platform for the IB and A Level.

3. Retake GCSEs in the Sixth Form.

Inevitably, some boys wish to re-take one or more GCSEs in the Sixth Form. Re-take Mathematics and re-take English candidates are provided with tuition if needed in the Lower Sixth; other candidates receive staff guidance, but not tuition unless this has been privately arranged through the relevant Head of Department.

Except for English and Mathematics, or where entry to the Sixth Form has been dependent upon extra GCSE passes, we dissuade boys from collecting extra passes. The Sixth Form programme is full enough as it is, and non-taught time is needed for private study for both the IB and A Level.

4. Examination Boards and Specification Codes.

The School tries to respond positively to a request from a Head of Department to follow the syllabus of a particular Awarding Body. As a result we now offer syllabi from three Awarding Bodies. At the time of printing, in use for examinations being certified in 2010 are

At AS and A2 Level		AS	A2
Art: Fine Art	OCR	H161	H561
Biology	OCR	H021	H421
Business Studies	OCR	H030	H430
Chemistry	OCR	H034	H434
Chinese	Edexcel	8CN01	9CN01
Classical Civilisation	AQA	1021	2021
Computing	AQA	1511	2511
Design & Technology	AQA	1551	2551
Drama and Theatre Studies	Edexcel	8DR01	9DR01
Economics	OCR	H061	H461
English Literature	OCR	H071	H471
French	AQA	1651	2651
Further Mathematics	OCR	3892	7892
Geography	OCR	H083	H483
German	AQA	n/a	2661
History	Edexcel	8HI01	9HI01
Japanese	Edexcel	8624	9624
Latin	OCR	H039	H439
Mathematics	OCR	3890	7890
Music	OCR	8MU01	9MU01
Physics (B):Advancing Physics	OCR	H159	H559
Religious Studies	AQA	1061	2061
Spanish	AQA	n/a	2696
Government & Politics	Edexcel	8GP01	n/a

At GCSE	Art & Design	OCR	1910
	Chinese	Edexcel	1667
	Classical Civilisation	OCR	1940
	Design & Technology C:Graphic Products	AQA	3543
	Design & Technology H:Product Design	AQA	3544
	IGCSE: Design & Technology	CIE	0445
	Drama	Edexcel	1699
	English	OCR	1900
	English Literature	OCR	1901
	French	OCR	1925
	Geography (A)	OCR	1986
	German	OCR	1926
	History (B)	OCR	1937
	Japanese	Edexcel	1753
	Latin (B)(SCP)	OCR	1942
	Mathematics (D)	OCR	J913
	Additional Mathematics	OCR	J915
	Music	Edexcel	1426
	Religious Education (A) (Short Course)	OCR	1030
	Religious Studies (B)	OCR	1931
	IGCSE: Biology (from Sept 2009)	Edexcel	4325
	IGCSE: Chemistry (from Sept 2009)	Edexcel	4335
	IGCSE: Physics (from Sept 2009)	Edexcel	4420
	Gateway Science: Biology (B)	OCR	J643
	Gateway Science: Chemistry (B)	OCR	J644
	Gateway Science: Physics (B)	OCR	J645
	Gateway Science: Science (B)	OCR	J640
	Gateway Science: Additional Science (B)	OCR	J641
	Spanish	OCR	1928

The IGCSE specification (Edexcel) in Science (Biology, Chemistry and Physics) has been introduced for first teaching in September 2009 for the Fourth Form and the current Gateway Science suite will continue to be examined until June 2011.

The IGCSE specification (CIE Cambridge International Examinations) has also been introduced in Design and Technology for first teaching in September 2009 for the current Remove form and the existing AQA specification will be examined until June 2010.

Due to the introduction of new GCSE specifications, the Religious Education 'Short Course' will discontinue at the end of this academic year (2009/10) . The current Remove form will be the last cohort to be examined in this subject.

5. Modular AS and A Levels.

Most subjects now take advantage of modular assessment schemes for AS and A Levels: unit results accumulate towards the final certification, at the end of the Upper Sixth year, and units can be re-sat if necessary.

The initial entry fee for a unit is paid for by the School; any subsequent entry for a unit is paid for by a parent, unless it is the Department that has initiated the re-sit with the consent of the Deputy Head (Academic).

Unit examinations are available in January and June of each year.

6. Publication of Public Examination Results.

The dates of publication of Public Examination results are shown in the Ousel Calendar and given to candidates during their examination briefing. For Summer examinations this currently means the Thursday dated around August 20th for A Levels and August 27th for GCSEs.

Results are placed on notice boards in the Main Foyer on these dates and results slips can be picked up from the School: uncollected slips are put in the post. Each candidate can see his own results on the School's Intranet, accessed via the Internet. Results are not generally available over the telephone.

Some GCSE candidates decide to modify their AS choices in the light of these results: this is only possible if they visit or telephone the Deputy Head (Academic) (01234 362200) before the start of the Autumn Term.

7. Careers Education and Guidance

The Careers Department offers an extensive range of careers resources in the School library. These include numerous books, up-to-date magazines, computer programmes and brochures. Reference books as well as books about job-seeking skills, Curriculum Vitae and interviews all help boys in their preparation for entry into Higher Education and the world of work. The school also has close links with CfBT Bedfordshire Careers, Cambridge Occupational Analysts and The Independent Schools Careers Organisation.

In the Fifth Form all boys take part in a careers research project as part of their Fifth Form guidance programme. An interest inventory, 'Profinio', is also undertaken. The resultant report is discussed with their Fifth Form Tutor and an action plan is formulated. The emphasis is placed not on specific job titles but on assessing personal strengths and interests in relation to the wide range of careers open to the boys. The 'Profinio' report also helps to

inform and support the Trial Examinations review and the AS Level or IB choices procedure. There is also a Careers Fair held in conjunction with the OB Club in the Easter term.

8. Reports

Bedford School's reports procedure consists of two termly reports to parents (Christmas and Summer), and internal Half Term reports which are followed by an interview between the pupil and a member of the Core Management Team. These reports complement contact with Parents at Parents' Evenings and on other occasions, such as Tutor Week.

9. Extra Tuition

Extra tuition in Curriculum subjects should rarely be necessary. Criteria for its use are published, however, and the extent to which there is School support and thereby staff involvement is explained.

Further details of the criteria and of fees payable are available from the Head Master's Secretary, through whom all correspondence on the matter must pass.

10. The Supply of Books.

Below the Sixth Form the school issues most text books. These then remain school property and are returned at the end of the Summer Term. If returned in good condition no further charge is made for their use. The Bible and an appropriate Atlas are purchased by boys. Texts for use by Sixth Formers on their A and AS Level studies are purchased by the boys, the charge being made through the termly 'Blue Bill'. At present all necessary paper and exercise books are issued to boys without charge, through the Bell Room.

11. Advice and Support.

Every effort is made to give advice and support of an academic nature to boys. The Tutors, Housemasters and Heads of Departments all contribute to this, and the Deputy Head (Academic) (01234 362200) is always available to boys and parents. Typical issues for discussion are options at GCSE, A level and IB, Oxbridge and other University entrance, classroom performance, or just the need for academic or moral support. The school website should be visited for immediate or updated needs (www.bedfordschool.org.uk).

In addition there is a well-equipped Careers Office with a dedicated Careers Coordinator, and a Director of UCAS and Higher Education.