

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

**МОГИЛЕСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
ИМ. А.А.КУЛЕШОВА**

**СИСТЕМА ШКОЛЬНОГО ОБРАЗОВАНИЯ
В ВЕЛИКОБРИТАНИИ**

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ И УЧЕБНЫЙ
МАТЕРИАЛ ПО РАЗВИТИЮ НАВЫКОВ
УСТНОЙ РЕЧИ**

МОГИЛЕВ 1998

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Text: PRE-SCHOOL INSTITUTIONS IN GREAT BRITAIN

Nursery School. This is a school for children under 5, mainly from 3 to 5. Attendance is not compulsory, and in any case there are not enough of them to take all children of that age group.

Although they are called schools, they give little formal instruction (in the sense of systematic teaching). The children spend most of their time in some sort of play activity, as far as possible of an educational kind most nursery schools are state institutions provided by the local education authority, but there are also some independent nursery schools.

Day Nursery. Day nurseries are run by the local health authority. A day nursery meets a social need: it minds children while their parents are at work. A nursery school is an educational establishment and is more positively concerned with the children's development. Nursery schools operate during normal school hours and observe normal school holidays. Day nurseries are normally open for longer, and remain open virtually all the year round. What is more, you pay according to your income for day nurseries run by the local health authority; the local education authority's nursery schools are free.

Pre-School Playgroups. This is a small group organised on a voluntary basis, usually by the parents themselves, for children under five who cannot get into a nursery school or day nursery.

"Child Minders" - Women who look after young children within their own home for payment. Must be registered with social services and have the facilities to care for extra children. The number of children allowed is strictly regulated.

TASKS:

1. Look through the text and say what problems it deals with.
2. Find out what types of pre-school institutions are mentioned in the text.
3. Say what new information about pre-school establishments you have got from the text.

Text: KINGFISHER NURSERY

Kingfisher Nursery School has been established to meet the ever growing demand for a pre-school education.

The Nursery School is based in new purpose built surroundings in the grounds of Holy Cross Secondary School, Wenlock Road, Shrewsbury.

The school aims towards a happy, stimulating environment which will lead naturally to the development of the pre-school skills necessary for a smooth and happy start to a child's infant school career. Its philosophy is to enable all children to reach their full potential through a curriculum based on individual needs. They offer a wide range of activities in order to stimulate children's imagination, social interactions and creativity.

Desirable Outcomes for Children's Learning are Language and Literacy, Mathematics, Knowledge and Understanding of the World, Physical Development, Creative Development.

The Nursery will use a thematic approach to these areas of learning. For example: Opposites, Up/Down, Toys, etc.

Activities and Equipment:

- art and craft - use of a variety of materials, textures and colour;
- construction toys - to develop motor skills;
- home corner/dressing up;
- language and pre-reading skills;
- music and movement;
- sand and water play;
- puzzles and jigsaws;
- early mathematical activities;
- music;
- outdoor activities.

Kingfisher Nursery School is a friendly establishment where children are recognised and valued as individuals.

Terms and Conditions

Opening Hours

Term Time 9.15 am to 11.45 am
 12.30 pm to 3.00 pm

School Holidays The Nursery will not be open during school holidays

Cost £5.50 per morning/afternoon session or £11.00 per day + 50p lunch supervision

Registration

Booking Sessions:

- complete and return the registration and booking forms, including a fee of £15.00 per child;
- this is a non-returnable fee to cover the cost of administration and a Nursery School sweat-shirt;
- confirmation will be given of an available place and start date;
- should a place be unavailable to suit your requirements, your fee will be returned and your name placed on a waiting list if you wish;
- priority will be given to siblings of children already attending the Nursery;
- half a term written notice is required when surrendering your child's place at the Nursery;
- registration constitutes acceptance of these terms and conditions.

Collection of Children / Security

It is most important for both the children and Kingfisher Nursery School that children are collected promptly. Sometimes delays are inevitable and, in exceptional circumstances and with prior notification, alternative arrangements can be made. No one, other than the recognised parent, guardian or person(s) named on the registration form will be allowed to collect your child unless prior arrangements have been made. If in doubt, the nursery reserves the right to keep the child on the premises until confirmation from a parent has been obtained or the situation clarified.

Social Services Registration and Staff

Under the Children Act 1989, we are required to be registered by Social Services and receive an annual inspection.

A copy of the registration is on display. All staff have been closely vetted by Social Services and references taken up by Kingfisher Nursery School.

Health and Safety

A child should not be brought to the nursery if he or she has been sick or has had diarrhoea within the previous twenty-four hours or is suffering from a high temperature, rash, or any infectious illness.

If a child becomes ill or has an accident during their time at the nursery, every effort will be made to contact the parents or guardian immediately and the child's doctor.

If there is an emergency and it is not possible to do this, an available nursery school doctor will be called.

In the event of a child needing hospital treatment, a member of staff from the nursery will accompany the child to hospital and act in loco parentis until the parent or the guardian arrives.

Staff will administer basic first aid treatment on and off the premises and parents will be informed upon collecting their child and asked to sign the accident book.

In the absence of parents or guardians in an emergency situation, the nursery will act in loco parentis and take such action as they and the doctor see fit.

Prescribed medication will only be given to your child if it is accompanied by written permission and instructions.

All medication should be clearly labelled with your child's name.

Child Protection

Most of the knocks, scrapes and bruises that children suffer as part of their young lives are usually easily explained - accidents do happen! In a number of cases these and more serious injuries are inflicted deliberately. If the staff have

any cause for concern, it will be reported to the Officer in Charge at the nursery, without delay. If necessary, the Officer in Charge will take further action and report any information to Social Services.

TASKS:

On the basis of the text try to speak on:

- a) the aim of Kingfisher Nursery;
- b) desirable outcomes for children's learning;
- c) activities and equipment.

Text: PRIMARY SCHOOL

A primary school may be an **Infant school** (for children from 5 to 7) and a **Junior school** (for children from 7 to 11). At an Infant school the three R's are taught (reading, writing and arithmetic). There is no written time-table. During the first year the children learn for about 20 minutes, later they read, write and count for 2 hours a day. Much attention is paid to games. Activities such as modelling from clay or plasticine, painting, singing are very popular.

Junior schools are for children from 7 to 11. Children are monitored and tested at regular intervals. There are national criteria to be pursued throughout these years in Maths, English, and Science. All other subjects are covered during the school day. Children are usually taught by "general" teacher.

TASKS:

Read the text. Point out what types of primary educational establishments there are in Great Britain.

Text: CO-EDUCATIONAL DAY SCHOOL FOR JUNIOR AGED CHILDREN

When children transfer to a Junior school, a great deal of work is carried out by the two headteachers and the respecti-

ve staff.

Children's records, which include comments on your child's strengths and weaknesses, are passed on a Junior school from an Infant school from teacher to teacher. Equally importantly, time is set aside for teachers of both schools to sit together to discuss the individual needs of each child.

A comprehensive induction programme has been developed over several years, enabling children from Infant school to transfer with confidence and ease.

This includes an induction period (7th July to 16th July) when all infant children will make several varied visits to Junior school. They will also be invited for lunch on one of these visits.

Parents and the child are invited to arrange an interview with Deputy Headteacher through the secretary. He will be happy to discuss the school and curriculum as well as give them a guided tour of the school. If the child is to be admitted, the family are introduced to the new class teacher, and two classmates are chosen to show the child around the school. These children are designated to look after the needs of the new pupil for at least the first couple of days, to ensure a complete understanding of the school systems, e.g. break times, toiletting procedures.

TASKS:

1. On the basis of the text try to answer the following questions:
 - a) Are children's records passed on to a Junior school from an Infant school?
 - b) Why do teachers of both schools sit together before Infant Transfer?
 - c) Who is responsible for Infant Transfer from an Infant school to a Junior school?
 - d) What does a comprehensive induction programme include?

Text: SCHOOL DISCIPLINE

To ensure a fair structured approach the school has a clear punishment system. This revolves around the class incident book which records the smallest of problems. This book is reviewed each week by the Head, and action is taken if the matter has not already been dealt with by the class teacher. If there is a more serious discipline problem, especially outside the classroom, the incident is recorded in the school punishment book.

The disgrace of being put into either is enough deterrent normally. The children fully understand that appearing in the school punishment book too often will mean that they go on report, and the parents are informed of this and are asked to co-operate if any corrective action is needed.

Once recorded, methods of punishment vary to fit the crime. Parents tend to give full support to the withdrawal of privileges such as after school teams and clubs. Loss of lunchtime "free" time is another sanction. No child is kept back after school as a punishment.

Thankfully, the minimum sanctions are needed as a rule. A good organised purposeful routine to the day, together with a constant effort to promote a caring environment, means that "having a word" keeps the small problems from growing into big ones.

The complex organisation of a large school has to operate on a clear outline of certain school rules. These are maintained with constant vigilance on the part of all staff. A written outline of important rules and procedures now exists for staff, to ensure a common application where possible.

TASKS:

What can you say about punishment system at the Junior school? Do parents give any support to the punishment of their children at school?

Text: THE FIRST DAY

On Wednesday 3rd September at 9:00 a.m. the children cross the threshold of the main gates, and make for the small yard on the left hand side when facing the school. At 9:10 a.m. the children are taken in by their own class teachers, to ensure a good start. It may be helpful to be aware of the daily timetable

10:40 - 10:55 a.m. morning Break

12:15 - 1:25 p.m. Lunch Break

3:30 p.m. End of School.

SCHOOL UNIFORM

The wearing of school uniform relies on an understanding between home and school because it cannot be made compulsory. Almost all children now attend school wearing the uniform. The presentation of our children attracts comments wherever they go.

The principle of the uniform is based on the "chain store" concept. In other words, most of the uniform can be purchased from any chain store or catalogue. The advantages are many. It cuts out competition in fashion, which can force parents to buy expensive clothes. Parents claim it cuts out the daily, early morning argument about what to wear. It certainly creates a feeling of belonging. The argument against centres on the theory that the child is "just the same as the others", losing individual identity by wearing the same clothes.

However, nurturing the individual skills and personality go way beyond the wearing of certain clothes. We must try hard to encourage the individual through good manners, self-discipline and belonging. School uniform can play some part in encouraging these aims.

Text: SPECIFIC AIMS

1. To read fluently and accurately, with understanding, feeling and discrimination.

2. To develop a legible style of handwriting, and satisfactory standards of spelling, syntax, punctuation and usage.
3. To communicate clearly and confidently in speech and writing, in ways appropriate for various occasions and purposes.
4. To listen attentively and with understanding.
5. To learn how to acquire information from various sources, and to record information and findings in various ways.
6. To apply computational skills with speed and accuracy.
7. To understand the fundamental mathematical ideas and their applications in various situations in the home, classroom, school and local area.
8. To observe and inanimate things, and to recognise characteristics such as pattern and order.
9. To master basic scientific ideas.
10. To investigate solutions and interpret evidence, to analyse and to solve problems.
11. To develop awareness of self and sensitivity to others, acquire a set of moral values and the confidence to make and hold to moral judgements, and develop habits of self confidence and acceptable behaviour.
12. To be aware of the geographical, historical and social aspects of the local environment and the national heritage, and to be aware of other times and places.
13. To acquire sufficient control of self or of tools, equipment and instruments, to be able to use, music, drama, and several forms of arts and crafts as means of expression.
14. To develop agility and physical co-ordination, confidence in and through physical activity, and the ability to express feeling through movement.
15. To acquire a basic understanding of the uses and the operations of the computer with special reference to the facility of word processing.
16. To develop a true Christian awareness.

Text: THE CURRICULUM

Over the last eight years the National Curriculum has been successfully implemented and developed. The National Curricu-

lum consists of ten subjects. Three of these are called core subjects; they are English, Mathematics and Science, and these form the main framework of the curriculum. The other subjects, Design and Technology, Art, Music, History, Geography, Information Technology and Physical Education are foundation subjects. Religious Education is also a part of the curriculum.

The aim of this school is to deliver the National Curriculum to the children in as motivating, creative and purposeful way as possible. If subject areas can be linked then they do teach them in a cross-circular way.

They have shared out the attainment targets (A.T.s) of each National Curriculum subject across the 4 years. In many cases A.T.s have been specifically grouped together with those from other subject areas because they complement each other, or are linked in some way and so can be merged together under one thematic or topic heading. Each theme or topic generally lasts for about a half or a whole term. Occasionally there are some A.T.s that have to be taught separately in a block, because they do not seem to link up with any other areas of the learning.

The core National Curriculum subjects -Science, English and Mathematics, naturally have to have the lion's share of the timetable, and these A.T.s form the main framework for their themes. The foundation subject A.T.s have a smaller share of the timetable.

At Holy Cross they pride themselves on catering for children of all abilities and therefore, within each class, different levels within one A.T. may have to be covered in order to stretch most able children and cater for those with special needs. The record keeping system informs the following year's class teacher which level each individual is working towards.

TASKS:

I. Answer the following questions:

1. How is teaching organized?

2. What are specific aims of the school?
3. What subjects does the National Curriculum consist of?
4. What does a cross-curricular way of teaching mean?

II. Work in pairs. Discuss with your fellow-student the system of primary education in England.

DIALOGUE

Read the following dialogue. The expressions in bold type show the ways of Instructing People How to Do Things. Note them down. Be ready to act out the dialogue in class.

Experienced Teacher: Jenny, I'm sorry to have kept you waiting.

What was it you wanted to talk to me about?

Beginner: Oh! I just don't know what to do.

E.T.: What's the matter?

B.: Well, you know, it's again the problem of discipline in my class. When the lunch bell rings everything becomes so awful, and the pupils so noisy.

E.T.: Oh, come on! **First of all** pull yourself together. Try and look on the brighter side. It can't be as bad as that.

B.: Oh, honestly it is. The children slam their books shut, shuffle their feet, splash their paint-water and rush toward food and freedom. I'm at my wits' end. What should I do?

E.T.: **The first and most important thing I have to tell you** is that you should have fixed rules for your pupils. **And by the way, don't forget** to rehearse them at the beginning of each school year.

B.: To rehearse the rules at the beginning of the year? But how?

E.T.: I really do recommend that you state them calmly and dispassionately. When an electric buzzer shrills, your children should sit quietly in their places. While in the classroom they are not at the beck or call of mechanical noises.

B.: Oh yes, yes certainly.

E.T.: After you've done that you should show them the way the books are closed not slammed in the respectful manner due to books.

B.: Yes, of course.

E.T.: The next thing you do is to get them used to the following commands: "Attention please. The class will rise. The class is dismissed." Make sure you remember to avoid familiarity. Be careful not to have moods. You should always be a certainty, be predictable.

B.: I think I understand what you mean. I should be today what I was yesterday and will be tomorrow.

E.T.: Right. And then within limits their behaviour will be also predictable.

TEST

Answer these carefully:

1. Tom is twice as old as his brother Sam, who is half as old as his sister Anne, who is 5 years older than her brother Jim. Who are the twins?
2. Forty cabbages are set a foot apart in a row. How long is the row?
3. Costly - cheap - precious - rich. Which word is the opposite of dear?
4. June 21st is the longest day in the year. How many hours are there in that day?
5. A man had 23 sheep. He sold all except 11 of them. How many had he left?
6. You look in a mirror and see the reflection of a clock on the opposite wall. The time appears to be a quarter to five. What is the real time by the clock?

SECONDARY EDUCATION IN GREAT BRITAIN

Text: COMPREHENSIVE SCHOOLS

The comprehensive school was first officially defined in a Ministry of Education circular in 1947 as one which is intended to cater for all the secondary education of all the children in a given area.

The word comprehensive expresses not only the idea that the schools in question take all the children in a given area, without selection, but also that they offer all the courses taught in the three traditional types of school. For this reason they are usually much bigger than the traditional types (at least 1 000 pupils). The area from which a comprehensive school takes its pupils is called a catchment area.

Comprehensive education became national policy in 1965, and later, in 1976, the Comprehensive Education Act was passed under the Labour Government, compelling all LEAs by law to reorganise secondary education in their areas along comprehensive lines.

Comprehensive schools in most places are all-through schools, that is, one school takes the whole age group 11-18. Some LEAs, however, have introduced new patterns. One variation is comprehensive schools for children from 11-16 (the minimum school-leaving age) linked with sixth-form colleges for pupils who stay on after 16. (Such colleges are sometimes called tertiary colleges). Other authorities have middle schools, for ages from 8 to 12, 9-13 or 10-14, linked with upper schools (or high schools for ages 12/13/14 -18). Middle schools bridge the traditional division at 11 between primary and secondary educational, and in areas with this system the first schools which children attend compulsorily (from 5 to 8/9/10) are called first schools. Thus children in these areas go to three schools instead of two as follows: first school-middle school-upper /high school.

A comprehensive school offers 5-year courses to pupils of all levels of ability. Promotion to a higher class every year does not depend upon examination results - it is almost auto-

matic. Pupils never repeat a year.

There is still much disagreement about the good and the bad in the comprehensive system but the good comprehensive schools have shown that the academic and the non-academic children need be kept apart, and that there are many school and out-of-school activities which they can share: acting, singing, woodwork, cooking and, of course, games. So boys and girls have the opportunity of making friends with young people from many different backgrounds.

Comprehensive schools in Great Britain are state schools. Although the expression state school is widely used in written and spoken English, the official term is maintained or grant-maintained school. This is used in official announcements, publications but is usually avoided in everyday situations, since it is very formal and not self-explanatory, even to many English people. It means "maintained", in the sense "kept in good repair, organized and staffed," by a local education authority. Maintained schools may therefore also be called local authority schools.

Comprehensive schools are also named as county co-educational comprehensive school. County is a synonym of maintained school or local authority school, as the local education authority is usually at county level. Coeducational means single-sex, that boys and girls are educated together.

The great majority of children attend a comprehensive school. They may be "streamed" in some subjects, for example Maths, English, Languages, Sciences. Opposition to streaming has increased in recent years and some schools have unstreamed classes, either throughout the school or only for the first two or three years. However, most English teachers are not used to teaching classes of mixed ability and find it very difficult. Many also say that it doesn't work for certain subjects, mainly maths and foreign languages. A compromise between streaming and mixed ability classes is provided by banding or setting. Banding is a modified form of streaming, which has been introduced in some comprehensive schools with a large number of parallel forms in each year. All the forms in each year are grouped in, for example, two bands (A and B band), each

consisting of several forms. The forms in the A band follow a more academic course, those in the B band a less academic, more practical one.

Setting means "dividing a form or a year into groups for a particular subject according to the pupils' ability or achievement in that subject".

THE NATIONAL CURRICULUM

Until 1988 the programmes of study varied from school to school and from region to region. One of the most important changes in education brought about by the Education Reform Act of 1988 is the introduction of a national Curriculum, for children aged 5-16 in all state schools in England and Wales. The National Curriculum consists of 10 subjects which all the children must study at school. The subjects are English, Mathematics, Science, a modern foreign language (for 11-16-year-olds), Technology and Design, History, Geography, Music, Art, PE(Physical Education). These subjects are called foundation subjects. English, Mathematics and Science are also known as the "core" subjects which help children in studying all the other subjects.

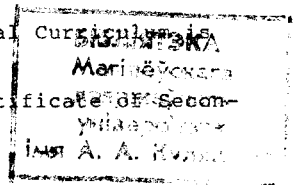
Religious Education (RE) is required for pupils as part of the basic curriculum, although parents have a right to withdraw their children from religious education classes. Schools teach religious education and provide daily collective worship. Arrangements can vary from school to school.

Schools offer other subjects in addition to those in the National Curriculum.

The National Curriculum aims to ensure that all children study essential subjects and have a better all-round education. The National Curriculum makes it easier for the children to move from one school to another. In particular, moving from primary to secondary schools will be easier as teachers will know what children have done.

Pupils' progress in subjects in the National Curriculum is measured by written and practical tests.

At the age of 16 children take General Certificate of Secondary Education



dary Education examinations in about 9 or 10 subjects.

At the age of 18 they may take General Certificate of Education "A" level in 3 or 4 subjects. This will enable them to enter university to study a special subject if they obtain the necessary grades.

In traditional British English a grade is a mark which indicates a certain degree of quality or achievement, in contrast to one which represents a total number of positive points awarded. Grades can be expressed in either letters or figures, although letters are the most usual. A or 1 is the highest grade, and D/E or 4/5 the lowest. Grades are generally preferred to the numerical systems for more complex work such as passages of translation and essays, which is difficult to divide into a certain number of points to be marked right or wrong. It is an assessment of the work as a whole rather than a statement of how much of it is right and how much wrong.

In England school examinations are usually marked out of a hundred, so that the results are given as percentages. The maximum is 100% and the minimum 0%, although it is very rare for anyone to get either of these marks. Marks generally range from about 85% to about 20%.

THE SIXTH FORM

At the sixth-form stage studies are highly specialized in three or four main subjects which will prepare students either for entry to University, Polytechnic or College of Further Education, or for direct entry into employment in industry or commerce.

Specialization is essential for the student who wants to achieve good A-level results, but a sixth-former is also expected to follow the General Studies Course. This course has a very serious purpose; it can provide the opportunity not only for a science specialist to continue with some literature, or an arts student to tackle technology, it can also provide a vehicle for students to discover something about subjects not usually available in school that they might be considering as a choice for University: law, for instance, or psychology. Be-

sides, the General Studies Course tries to offer to all students a wide range of subjects over the two years which are a welcome break from solid academic study and which enable to learn new skills in a relaxed atmosphere. Such subjects as Drama and Conversation, the History of Art or Car Maintenance can maintain an exciting interest with students.

The GCE Advanced Level is normally taken after the two years of study in the sixth form. New examinations, Advanced Supplementary (AS) levels, were introduced for the first time in 1989 and provide an opportunity for sixth-form pupils to make up a much wider curriculum than was previously possible. Students specializing in the arts and humanities, for example, are able to continue to study mathematics and technological subjects at the new level. Or a student can take mathematics and physics at A-level but also study a modern language and economics at AS-level.

A-level or a mixture of A- and AS-levels are the main standard for entrance to University or other higher educational institutions and to many forms of professional training.

VI FORM COLLEGE from 16 to 18

Some comprehensive schools do not have a VI form and pupils from these schools who want to study for "A" level can continue their education at VIth form college. The atmosphere is less like a school and pupils are treated as adults.

TECHNICAL COLLEGE (Colleges of Art and Technology)

Such Colleges teach drawing, painting, sculpture, applied art, fashion design, furniture design etc. They offer a wide range of academic and vocational courses for all ages and ranges of ability. It is quite possible for anyone to gain the necessary qualifications to pursue a university course.

Text: INDEPENDENT SCHOOLS

There are Independent Schools covering all age ranges com-

parable to the state system. These are fee paying but must fully comply with the Department of Education's directives and standards. They are regularly inspected by school inspectors and a report is published on the findings and conclusions of the inspection.

PUBLIC SCHOOLS

Some parents prefer to pay for their children to be educated at independent schools. This private sector includes the so-called public schools, some of whose names are known all over the world.

The oldest of the public schools were founded to give free education to clever boys whose parents could not afford to educate them privately. They were under "public" control and management. Today, these schools are not public in the usual sense of the word. They depend almost entirely on the fees paid by their pupils' parents and are the most expensive of the independent schools in Britain. They are mostly boarding schools, where the pupils live as well as study, though many of these schools also take some day pupils.

Most of public schools have a few places for pupils whose fees are paid by a local education authority, but normally entrance is by examination, and state schools do not prepare children for this. So parents who wish to send their children to a public school often send them first to a pre-preparatory school (for children aged 5 to 7 or 8), and to a preparatory (prep) school (aged 7 or 8 to 13). In order to gain entrance to public school, children leaving preparatory school have to pass an examination known as Common Entrance.

There are about 2,400 independent schools in Britain educating 600,000 pupils of all ages. They charge fees varying from around 250 pounds a term for day pupils at nursery age to 2,900 pounds a term for senior boarding pupils. Many offer bursaries to help pupils from less well-off families. Such pupils may also be helped by local education authorities. The government also gives income-related help with fees to pupils at certain music and ballet schools.

Many of Britain's public schools are long established and have gained a reputation for their high academic standards, as well as their exclusiveness and snobbery. The boys' schools include such well-known schools as Eton (College), Harrow (School), Westminster (School) and Winchester (College). Among leading girls' public schools are Roedean School and Cheltenham Ladies' College.

GRAMMAR SCHOOLS

A very small number of local authorities have maintained their grammar schools. They provide a predominantly academic education and prepare pupils mainly for higher education. The name grammar school was given to them because grammar, particularly Latin grammar, formed an important part of the curriculum of the original grammar schools, some of which were founded as early as the Middle Ages.

Text: ETON

Eton is one of the oldest and best-known public schools for boys, at the town of Eton, near Windsor, on the river Thames. Its students (currently 1,250 in number) are largely from aristocratic and upper-class families.

The school was founded in 1440.

Many distinguished people of Britain studied at Eton. The most famous of all Old Etonians is perhaps the Duke of Wellington, victor of Waterloo and later Prime Minister. Twenty of Britain's prime ministers were educated at Eton. There were future writers among the students of Eton from Thomas Gray, Percy Bysshe Shelley and Henry Fielding to Aldous Huxley and George Orwell. Political and literary friendship were often formed at Eton: the association of the writers Thomas Gray and Horace Walpole is one of many examples. Old Etonian explorers include Sir Humphrey Gilbert, founder of the colony of Newfoundland, and Captain Oates, who was on Scott's expedition to the South Pole. Among the scientists are Robert Boyle, Sir John Herschel, and Sir Joseph Banks.

Boys usually stay at Eton for five years (between the ages of 13-18). Eton provides exceptionally fine teaching facilities, for example in science, languages, computing and design. There are two major libraries, College Library and School Library, but also numerous well-stocked subject libraries. The tutorial system allows pupils to choose their own academic tutors to supervise their work.

Sport plays an extremely important part in the life of most Etonians. The principal games are rugby and football, cricket and rowing. Athletics, swimming, golf, squash, tennis, fencing, judo and karate are all very popular.

The boys are offered a very wide range of opportunities for spare-time activities: art, sculpture, pottery and print-making, woodwork, metalwork and silverwork; almost any musical instrument can be learnt; fifty societies, run by boys themselves, cater for enormous number of interests.

Eton enjoys its advantages but it retains a friendly and intimate atmosphere which is possible when boys live and work in units of small size.

TASKS:

I. Answer the following questions:

1. What types of comprehensive schools do you know?
2. When did the first comprehensive schools appear?
3. What are the principal examinations taken by the secondary school pupils in England?
4. What exams are taken at the age of 18? Where can you prepare for these exams?
5. What does the term "independent school" imply?
6. What types of independent schools do you know?
7. Which are the most notable public schools? What do they train their pupils for?
8. What kind of education do grammar schools offer?

II. Find in the text arguments to illustrate the following:

- a) Comprehensive schools are the most progressive secondary schools in England.

- b) variety of comprehensive schools is a confusing factor.
- c) Though the opposition to streaming has increased it is still preserved in secondary schools sometimes in modified forms.
- d) The national Curriculum aims to ensure that all children study essential subjects and have a better all-round education.

**Text: MEOLE BRACE COUNTY CO-EDUCATIONAL COMPREHENSIVE
SCHOOLS**

UPPER SCHOOL STUDY PROGRAMME

In line with the National Curriculum, the aim in the Upper School is to allow all pupils to follow a curriculum which offers balance and breadth thorough to the age of 16.

Following National Curriculum requirements our common core for all pupils will include English, Design/Technology, Mathematics, a Modern Language, Physical Education, Religious and Science.

In addition pupils will choose three subjects from the "open options" list. This provides a total of ten GCSE courses with English offering two GCSEs and Science offering two GCSEs for most pupils.

In choosing options it can be difficult knowing just where to start. One appropriate starting point would be to look at those subjects which provide most interest. If you enjoy a subject you are more likely to do well in it. It is also often the case that you prefer your stronger subjects so again it makes sense to choose them. At the same time these interests will be beginning to guide your thoughts as to what you want to do after Meole Brace. The core subjects provide balance and breadth but your options remain important. If you are keen to follow particular courses beyond the age of 16 check on the most suitable GCSEs and likewise if you have particular career thoughts in mind look at how these match your option choices. Choosing one subject from humanities (geography, history, religious studies) and one from art, drama or music would give you a very broad, balanced diet in the upper school but the choice for your three options is yours.

To summarise, in making options consider:-

interests
likes
strengths
career possibilities

During the next two years in the Upper School, it will become apparent that the work you undertake will differ in several ways from previous school work. The fundamental difference will be that you study subjects at greater depth; this will mean spending more time both in and out of school on fewer subjects.

A total commitment to work will be essential because success in your courses will depend as much on your work in the classroom as in the examination room. The grades you obtain in your examinations will influence

1. the type of FUTURE EDUCATION COURSE you will follow at 6th Form level and beyond;
2. the kind of CAREER open to you and the level at which you enter it.

YOUR FUTURE

You will soon have to make important decisions concerning your future.

Now is the time to ask yourself questions as:-

(a) Do I wish to continue my studies at Sixth Form level and progress to University or College?

OR

(b) In what type of employment would I be happy?

OR

Would I be happy in a job where...

- * I worked in a factory?
- * I worked on my own?
- * I met lots of people?
- * I would have to do constant research?
- * I worked outside?
- * I travelled considerable distances?

- * I worked in a shop?
- * I had to take responsibility?
- * I would have to study for several years?

YOUR RECORD OF ACHIEVEMENT

Your Future

The answers to questions like these together with your examinations results and Record of Achievement, will determine the kind of career in which you would be both happy and successful.

Your future is, more than ever before, very much in your own hands. The whole system of school reports is changing on a national scale. You will, in Years 10 and 11, be expected to make a positive contribution to your own programme of study. You will, at regular intervals, be encouraged to make a self-evaluation of the work you have undertaken, to identify your strengths and your weaknesses, and make decisions as to how you can best enhance the former and improve the latter.

Record of Achievement

You will, at the age of 16, leave school with a document called a Record of Achievement.

One page in the document called a Personal Summary Statement will be written by you after discussion with your peers, form and subject teachers. On this page you will have the opportunity to say not only those things which you are good at academically, but to comment on any contribution you have made to school life or to your community. This page will give future employers or education establishments a very good picture of the sort of person you are.

Another page, entitled achievement in courses, will be written by your teachers. Whilst it is intended that, in the main, they should state what you are able to do it will obviously, by omission, tell any future employer or education establishment what you are not able to do. Most employers, colleges and all the services ask the school to report not only on your school work, but also your personal qualities of keenness, ap-

pearance, discipline, temperament etc.

A third page will give your examination results.

A fourth page gives details of your attendance record.

A "pocket" at the back of your ROA has room for certificate awards of any sort and your work experience report.

Whilst there may on occasions be a requirement for a personal reference, your Record of Achievement will be a very comprehensive document and will be the only reference that you take when you leave school.

You now have much more control than you ever had. I urge you to use the opportunities that are being given to you.

GCSE

Now you are in Year 9 you are invited to choose subjects for study over the next two years which will lead to the General Certificate of Secondary Education (GCSE).

For most subjects there will be a compulsory coursework component and this covers all types of activity carried out by pupils which are used for assessment purposes. This activity can form a major part of the pupils' homework.

The courses are intended to meet the needs of all our pupils regardless of whether they plan to leave full-time education or to pursue further study or training. Pupils wishing to follow a course in further education- such as A levels- would need to achieve the higher grades.

Text: UPPER SCHOOL STUDY PROGRAMME

The study programme is divided into compulsory and optional sections. The subjects in the compulsory section provide a solid foundation for career purposes. These subjects are English, Mathematics, Modern Languages, Physical Education, Technology and Science, and will comprise 76% of the timetable.

The choice of subjects in the optional section will comprise 24% of the timetable. From this option section you will be expected, with the aid of members of staff, to select **four** subjects in strict order of preference. From this list each pupil

will be allocated three subjects.

While every effort is made to give you as many optional subjects as can be arranged, it must be understood that this is not always possible.

During the Spring Term you will be given additional information on the option form.

CAREER GUIDANCE

Emphasis is placed on practical advice and personal guidance as the pupil moves towards employment or further education. In addition, we aim to increase the individual pupil's awareness of the world of work and of wider community issues.

During Years 10 and 11 a policy of Careers Education and Guidance will continue to form an integral part of the preparation of our pupils to take on and enjoy the experience, opportunities and responsibilities of adult life.

Delivery of such material will be through:-

1. individual subjects in a cross-curricular manner with the aim that careers awareness penetrates many aspects of the curriculum
2. FOCUS EVENTS eg half day occasions when local employers speak to pupils
3. two weeks of WORK EXPERIENCE in Year 10
4. mock interviews between local employers and pupils
5. individual interviews with careers officers from THE SHROPSHIRE CAREERS SERVICE and with post 16 providers
6. the use of post 16 Further Education institutions in Shrewsbury Sixth Form College, Shrewsbury College of Arts and Technology, Walford College and Youth Training (Job Wise) providers
7. the use by individual pupils of the School's careers library and computer software KUDOS and MICRORDOS
8. one to one counselling by form tutors

In addition to the above, opportunity is also provided for parents to play an important part in the careers decision making process of their children.

WORK EXPERIENCE

Work Experience is an integral part of the Upper School programme. All pupils will spend two weeks in the world of work with placements in a wide variety of manufacturing and service companies. Pupils are encouraged to play an active role in choosing and finding work experience placements.

There are close links with employers, the Sixth Form College, Shrewsbury college of Arts and Technology, and other educational establishments. County Careers Officers assist our well qualified staff helping pupils in all aspects of entry into employment and further education. There is also a well-established School Careers Information Centre to which pupils have access through Mr B Fisher.