

2013

*Next Steps: Making the move from Primary
to Secondary at Laude San Pedro*



LAUDE
SAN PEDRO
INTERNATIONAL COLLEGE



Presented by the Leadership Team
Laude San Pedro International College

English Version 

The move from Year 6 to Year 7 doesn't have to be frightening or enormous!

For the child, it's just another day. So we try to help it seem a small step rather than 'a paradigm shift'.

THE MAIN DIFFERENCES between primary and secondary are

Primary Y 1-6



- One or two teachers for nearly all the day
- A curriculum of foundation subjects
- School life takes place mainly in one classroom
- Studies focus on the skills required for effective study and learning

Secondary Y7-11



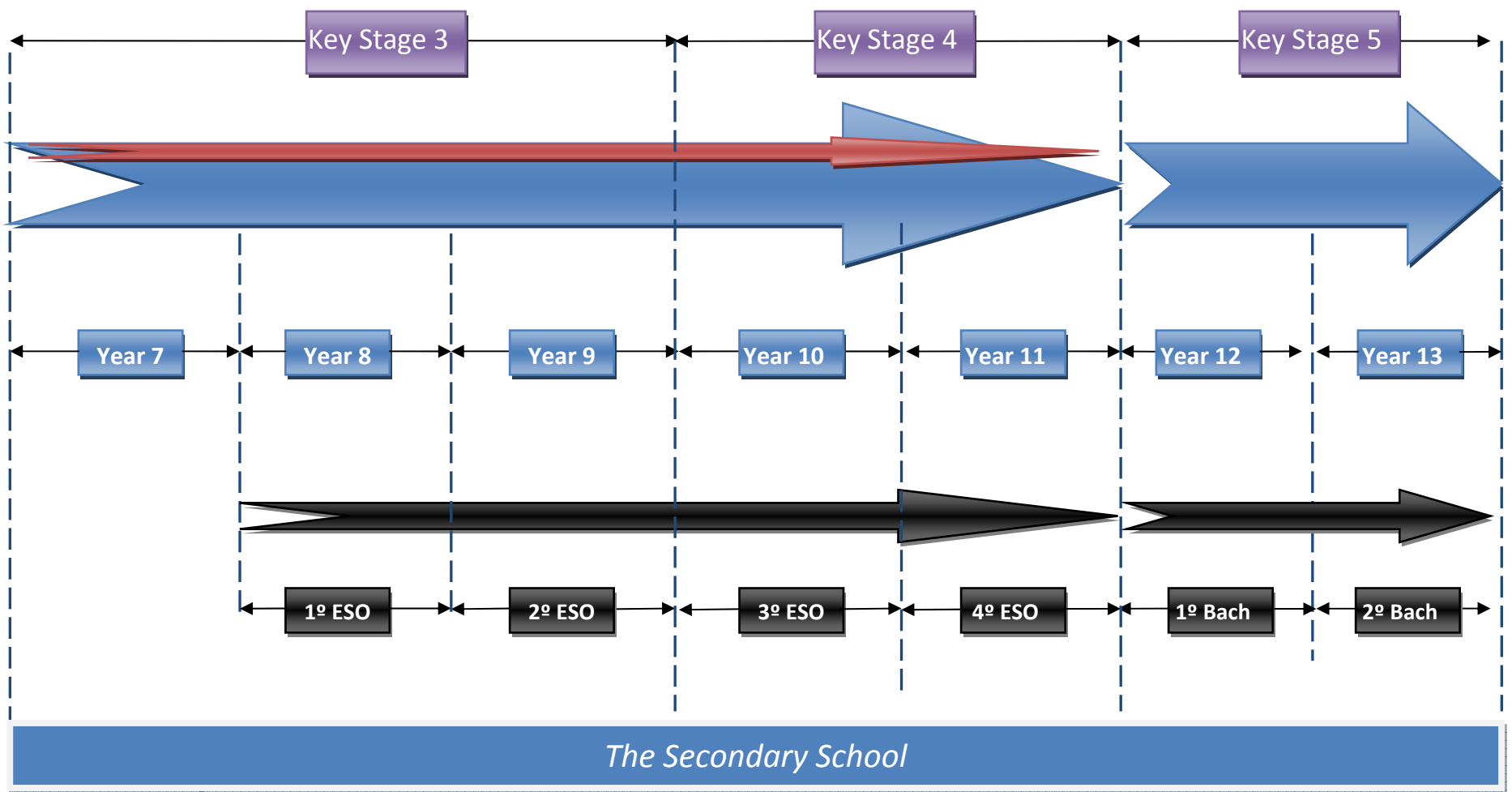
- A different teacher for every subject
- A wide curriculum of ten or more different subjects
- School life happens in many different rooms, which are specialised in the subject being offered
- Studies focus on subject-specific knowledge and competencies, leading to the GCSE examinations

PATHWAYS

The best way to illustrate the path through secondary school is with a diagram.

- The wide blue arrow represents the mainstream English National Curriculum running throughout the Secondary School, carrying its students through from Primary, coming from the left, and on to the end of Y13, when the student is prepared for university entrance.

- The slim red arrow represents the students who, since Primary School, continue registered with the Ministry of Education as LOE students, able to convalidate their studies at the end of the British system for equivalence to the Spanish system and for entrance to Spanish universities without the '*selectividad*' exams. (It's about a third of the whole student body)
- The black arrows represent a completely distinct, independent and parallel course of studies for Secondary Education following the Spanish National Curriculum. This programme also prepares students for Spanish university entrance but applicants must sit the '*selectividad*' examinations. ESO stands for *Educación Secundaria Obligatoria*.



KEY STAGE THREE

You have passed through Key Stages 1 and 2 during the last years of Primary School. Key Stage 3 is the next step, and is essentially a “Middle School”. The curriculum is broad and balanced and follows the recommendations and requirements of the National Curriculum of England and Wales. Students study the following curriculum in all three years of KS3, Y7, Y8 and Y9. The only variation is that French is setted by ability in Y8 and Y9 but not in Y7.



English				Drama	Maths					Science				Spanish				Hist & Geog or Sociales		Tech Circus			French	Music	Art	PS	PE						
										Science									French	Music	Art												
1	2	3	4		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26			27	28	29	30	31	32

KEY STAGE FOUR

In Key Stage 4 (Year 10 and 11) students study for specific examinations called General Certificates of Secondary Education (GCSE). The subject range is supposed to cover the same broad spectrum of disciplines that students have been exposed to in KS3. There are many possible subjects that a student may take, more than there are periods in a week so students are given Option blocks in which they must make choices. The schema is shown below.



English				Maths				Science			Spanish				Block 1			Block 2			Block 3			Block 4			Block 5			PE		PSHE		
								Science							BS, Food, Sociales			History, Art, BS			Science Plus, Music,			FQM, Lit, ICT			Geography, PE, French							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32		33	34

- The option subjects within the option blocks vary each year, as they are designed around the wishes of the upcoming class of students.
- The programme is followed for two years, and once the choices have been made, they are fixed.
- Each subject follows a programme of studies laid down by one of the major examination boards in the UK that we subscribe to. Currently, these are Edexcel, AQA and Cambridge. Some Boards offer an international variant of the GCSE programme called 'the International GCSE' or IGCSE. These are exactly of equal worth to any other GCSE from any British Examinations Board.

- As can be seen from the schema, nine subjects would normally be studied, and the student expected to take nine GCSEs at the end. Some students take less, perhaps 8 or even 7. In fact there is no minimum requirement, although a top University would expect a student to have a minimum of 8 or 9.
- Grades are awarded on a descending scale from A* (called 'A-star') to G. The only 'official' failing grade is a U grade (stands for unclassified). The grading system at GCSE has been subject to criticism in the popular press for being too wide and somewhat arcane and in practice (and most importantly, to universities, colleges, other schools and employers), only grades A* to C are considered pass grades and anything less (like a D or an E) is considered a fail.

KEY STAGE FIVE

After GCSE a student passes to the A-level programme. The final two years, Y12 and Y13, are often referred to (for historical reasons related to British traditional schools) as 'The Sixth Form'. So KS5 and The Sixth Form and Y12-13 are synonymous terms.



Key Stage 5

- The normal practice is for a student to take five subjects in the first year, Y12, chosen from five blocks.
- At the end of Y12, a qualifying exam is taken, called an 'AS' (Advanced Subsidiary).
- The student then continues into the final year, Y13, with just three of the original five subjects, and takes these to the last stage of the A-level process, called A2.
- Students receive credit in the form of 'points' depending on the final grades in the A2 and the AS exams (an AS point is worth half of an A2 point). It is the total number of points the student

carries forward toward the university application which will win the best university places.

- Students can study almost anywhere in the world on the basis of A-levels. Especially worth mentioning is the agreement with the Spanish Ministry of Education that A-levels and GCSEs, taken together, qualify a student for admission to Spanish universities as well.
- The courses in General Studies, Physical Education and PSHE do not count towards any A-level points.

Block 1				Block 2			Block 3			Block 4			Block 5			Gen Stud	PE	PSHE																
MATHS	Travel & Tourism	Music	Tech	SPANISH	Info Tech	BIOLOGY	Chemistry	French	History	Eco/Bus	AQA	Physics	Art	Eng Lit	Geography	PSYCHOL	OGY																	
PT	RE	MO		SO	LF	CS	AK	CM	FM	MR	GM	US	TB	JH	KL																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35

THE A-LEVEL SYSTEM, THE INTERNATIONAL BACCALAUREATE AND UNIVERSITY ENTRANCE

- One of the major advantages of the A-level system is that a student is free to choose which subjects he or she will study. This is an advantage compared to the International Baccalaureate Diploma where a student is required to take six subjects chosen from thematic groups, and must necessarily include English and a foreign language and mathematics, whether the student enjoys it or excels in it or not.

- In the A-level system, which is the system used by 97% of English schools and is the common entrance requirement of all British universities, a student takes those subjects which he or she enjoys or is good at (often, the same thing).
- There is no requirement to take any particular subject as far as the A-level system is concerned, although a particular university course may request or require a specific subject. For

example, it is common that medical faculties in universities require Chemistry at A-level (and with a good grade). A College of Art and Design might specify 'Art' as one of the A-levels offered. An engineering course would probably expect 'mathematics' at A-level.

- It is easier to meet these kinds of university requirements through the A-level system than it is through the IB Diploma, which still has some difficulty in getting recognition from some UK universities.
- With this in mind, we advise students to investigate and research their possible career ideas and university requirements before making their final decisions. For the very top universities, traditional and classical disciplines tend to be preferred to vocational or modern ones. It has to be said, though, that students with top grades will always end up with offers of a place, irrespective of the subject offered.

Again, for the best institutions, the accent is on the disciplined mind rather than on vocational training; the world is full of professionals whose daily job is unrelated to the subject studied at university!



WHAT KIND OF EXPERIENCE DOES THE SECONDARY STUDENT HAVE?

A rewarding one, a pleasant one, one of creativity and learning, holistic in the teaching of the disciplines (especially in KS3) and thorough in the teaching and learning of subjects for Public Examination. The student has ample opportunity within our curricular, extra-curricular and pastoral programmes to find and make friends, to develop and grow his or her passion for what he or she enjoys (be it a sport, or music, or art or mathematics or drama or dance), and experience growth as a young person, developing his or her own personality and individualism. Hard work and commitment will be required, but the rewards are great. Our students really enjoy studying here!