

LIME HOUSE SCHOOL



GCSE OPTIONS 2018

At the time of writing the syllabus content for each subject is correct. However, there are changes in progress to revise these syllabuses during the course of the next year. It is therefore important to recognise that the content of these course should be treated as a guide only. The online version of this booklet will be updated on a regular basis to include any changes made.

All pupils will follow a common core of subjects which includes:

ENGLISH

ENGLISH LITERATURE

MATHEMATICS

SCIENCE

BIOLOGY

PHYSICS

CHEMISTRY

ICT

In addition, all pupils in Year 10 have the option of following up to **THREE** additional subjects. The subjects offered include:

HOME ECONOMICS

MUSIC

GEOGRAPHY

HISTORY

FINE ART

GERMAN

PHYSICAL EDUCATION

THREE DIMENSIONAL STUDIES

In addition, all pupils have two compulsory **GAMES** periods per week.

HOW MANY GCSE'S?

Pupils entering the Sixth-Form generally take three, four and occasionally five subjects. Pupils wishing to attend University must pass five GCSE subjects (Level 4 or above), including Mathematics and English.

Whilst most students take 9 or 10 GCSE subjects it is possible to take 15 but there is no need to do so. It would be better to spend more time on a reduced number of subjects in an attempt to achieve the best grades possible. If at anytime, we feel that more benefit would be gained from a reduced timetable then you would be advised accordingly.

It would be appreciated if you could complete the slip below in order that initial work can commence on next year's timetable. Please indicate, in order of priority, the four subjects you would like to study to GCSE level, although you will only study THREE of these.

NAME: _____

	Prioritise your choices from 1 to 4
FINE ART	
GEOGRAPHY	
GERMAN	
THREE DIMENSIONAL STUDIES	
HISTORY	
HOME ECONOMICS	
MUSIC	
PHYSICAL EDUCATION	



LIME HOUSE SCHOOL



New GCSE grading system from 2017

New grading structure	Current grading structure
9	A*
8	
7	A
<hr/>	
6	B
5	
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">GOOD PASS 5 and above = top of C and above</div>	
4	C
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">AWARDING 4 and above = bottom of C and above</div>	
<hr/>	
3	D
2	E
1	F
	G
U	U

The new numeric grading system (U to 9) applies to all GCSE subjects from September 2018.

English Language GCSE (8700)

Paper 1: Explorations in Creative Reading and Writing

Section A: Reading

one literature fiction text

Section B: Writing

descriptive or narrative writing

Assessed:

Written exam: 1 hour 45 minutes

80 marks

50% of GCSE

Paper 2: Writers' Viewpoints and Perspectives

Section A: Reading

one non-fiction text and one literary non-fiction text

Section B: Writing

writing to present a viewpoint

Assessed:

Written exam: 1 hour 45 minutes

80 marks

50% of GCSE

Non-examination Assessment

Spoken language:

Presenting; Responding to questions and feedback; Use of Standard English

English Literature GCSE (8702)

Paper 1: Shakespeare and the 19th Century Novel

Assessed:

- Written exam 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Paper 2: Modern texts and poetry

Assessed:

- Written exam 2 hours 15 minutes
- 96 marks
- 60% of GCSE

Mathematics

A new Linear structure has now replaced the previous approach to GCSE Mathematics. This structure gives the students three examinations at the end of year 11, one without a calculator. There is no coursework in the Mathematics course.

Entry Levels GCSE:

There are two main entry levels
Higher covering grades 4 to 9
Foundation covering grades 1 to 5

Additionally for those students who have difficulty achieving higher grades, we offer a certificate in “Use of Mathematics” and similarly for those at the other end of the spectrum we offer the certificate in Further Mathematics. This recent innovation is beneficial for those aspiring to sixth form Mathematics.

Subject Content

There are three main topic areas
Number and Algebra
Statistics and Probability
Geometry and Measures

These are relatively new labels to the Mathematics which schools have always taught. Students are grouped on ability. This is a flexible arrangement in that students can move between levels throughout the course. Regular assessments take place to monitor progress and ensure that the students sit the correct level of final examination.

GCSE BIOLOGY

SUMMARY OF CONTENTS

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Evolution

EXAMINATIONS

Paper 1

Questions on topics 1 – 4

1 Hour and 45 minutes, 100 marks

Questions – multiple choice, structured, closed short answers and open response.

Paper 2

Questions on topics 5 - 7

1 Hour and 45 minutes, 100 marks

Questions – multiple choice, structured, closed short answers and open response.

PRACTICALS

There will be eight required practicals that will be assessed internally and a pass will be required to gain grades at GCSE

Chemistry GCSE (AQA)

From 2016 GCSE Chemistry will consist of 10 topics. Assessment will consist of two examinations of 1 hour 45 minutes duration worth 100 marks each. Students will sit these at the end of the two-year course. The examination papers will consist of multiple choice questions, structured, short answer questions and open-response questions.

The 10 topics are:

1. Atomic structure and the periodic table,
2. Bonding, structure, and the properties of matter,
3. Quantitative Chemistry
4. Chemical changes,
5. Energy changes,
6. The rate and extent of chemical change,
7. Organic Chemistry,
8. Chemical analysis,
9. Chemistry of the atmosphere and 1
10. Using resources.

Examination paper 1 will be on Topics 1-5 and paper 2 on Topics 6-10.

There will also be 8 practicals which students must complete during the two years of the course. 15% of the marks in the exams will be for questions relating to these practicals.

Physics GCSE (AQA)

From 2016 GCSE Physics will consist of 10 topics. Assessment will consist of two examinations of 1 hour 45 minutes duration worth 100 marks each. Students will sit these at the end of the two-year course. The examination papers will consist of multiple choice questions, structured, short answer questions and open-response questions.

The 8 topics are:

1. Energy,
2. Electricity,
3. Particle model of matter,
4. Atomic structure,
5. Forces,
6. Waves,
7. Magnetism & electromagnetism
8. Space physics.

Examination paper 1 will be on Topics 1-4 and paper 2 on Topics 5-8.

There will also be 8 practicals which students must complete during the two years of the course. 15% of the marks in the exams will be for questions relating to these practicals.

ICT (Information Communication Technology)

At Lime House School, we allow students at Key Stage 4 the opportunity to develop skills using a variety of software that will help them with their studies and future careers.

Course Outline

The OCR Cambridge Technicals Extended Certificate in IT has been developed to recognise learners' skills, knowledge and understanding of Information and Communication Technology functions, environments and operations. The pupils carry out a range of tasks that have been designed to recognise their achievements in a modern, practical way that is relevant to the workplace. This will result in a qualification that is the equivalent to 2 GCSEs. Learners will gain the skills and experiences that will prepare them for job roles, such as a computer/network technician, technical/network support engineer, service team leader, helpdesk engineer, IT fraud and forensic consultant, all of which are roles that are highly sought after in this field of information technology and computing.

There are NO examinations in this qualification.

Through Year 10 and 11 you will study the following Units.

Unit 1: Communicating in the IT Industry
Unit 2: Working in the IT Industry
Unit 12: Presenting Information using IT
Unit 21: Doing Business Online

If sufficient time allows students may study the following units:

Unit 3: Business IT Skills
Unit 24: Animation Techniques
Unit 30: Understanding Cloud Computing

How will the students be assessed?

The units are centre-assessed and externally moderated by OCR, with NO externally assessed examinations. The full award and units from this qualification are graded as Pass, Merit or Distinction, as well as Distinction *.

What can you do after this course?

This course will equip students with both basic and advanced ICT skills to go out into the world of work as well as preparing them well for post 16 studies. Students who have successfully completed the qualification available to them will be able to continue to Level 3 OCR Cambridge Technicals ICT

GCSE History - A Subject Synopsis

1) **Introduction:** The school follows the GCSE History Syllabus offered by AQA.

2) **Syllabus Contents:**

a) **Paper One – Understanding the Modern World:**

Section A – Period Studies:

Germany, 1890-1945: Democracy and Dictatorship.

This topic focuses upon social and political change in Germany. Students will initially examine how Germany was governed under Kaiser Wilhelm II, as well as the impact of WW1. It then concentrates on the origins, development and failings of the Weimar Republic, the emergence of Hitler and Nazism and the impact of Nazi rule on the lives of German citizens.

Section B – Wider World Depth Studies

Conflict and Tension, 1918-1939.

This study looks at the immediate aftermath of the First World War, culminating in the Treaty of Versailles. It then focuses on the work and failings of the League of Nations in the 1920s-1930s, before examining Hitler's foreign policy and the origins of World War Two.

These topics are assessed by an **exam paper** lasting **1hr. 45mins**, which contains a variety of **source** and **factual questions**. This is worth **50%** of the final GCSE mark.

b) **Paper Two – Shaping the Nation:**

Section A – Thematic Studies

Britain: Health and the People c.1000 to the present day

The intention of this topic is to allow students to gain an understanding of how medicine and public health have developed in Britain over the past thousand years.

Section B – British Depth Studies including the Historic Environment

Norman England, c1066-c1100

This study concentrates on the reasons for and effects of the Norman Conquest of England. Within the study, some time is also devoted to the study of the historic environment of Norman England.

These topics are assessed by an **exam paper** lasting **1hr. 45mins**, which contains a variety of **source** and **factual questions**. This is worth **50%** of the final GCSE mark.

Physical Education

Practical Element 40%

Pupils will perform and be assessed in many different activities in school and the community as a player and performer. Their 3 highest scores will determine the overall practical grade. They will also produce and carry out a written analysis and evaluation on a chosen sport.

Theory Element 60%

The pupils will complete two written papers, both worth 30% of their overall grade and lasting 1 hour 15 minutes.

Paper 1- The human body and movement in physical activity and sport

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Paper 2 – Socio-cultural influences and well-being in physical activity and sport.

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

Music

The Music option at GCSE is a development of the work studied at Key Stage 3 and a stepping stone for further study at AS and A Level. The course aims to develop students' understanding and appreciation of a wide range of musical genres and styles and encourages critical and creative thinking.

The course is divided into three components – performing, composing and listening – and has five Areas of Study: Rhythm and Metre, Harmony and Tonality, Texture and Melody, Timbre and Dynamics, Structure and Form

Unit 1- Listening and Appraising Music

1 hour; 20% of the total marks; 80 marks

Candidates explore the five Areas of Study (AoS) through the three Strands of Learning. Through their exploration of these five AoS, candidates will develop an understanding of the organisation of sound.

AoS for the whole specification are based on the Musical Elements:

AoS1 Rhythm & Metre

AoS2 Harmony & Tonality

AoS3 Texture & Melody

AoS4 Timbre & Dynamics

AoS5 Structure & Form

These will be explored through the three strands:

- a) The Western Classical Tradition
- b) Popular Music of the 20th & 21st centuries
- c) World Music

Within each strand, candidates could explore any music from the following areas to gain an understanding of how composers have used the Elements of Music as listed in the five AoS.

Unit 2- Composing Music

20% of the total marks; 40 Marks (2 x 20)

In this unit, candidates are required to compose **one** piece of music and must choose **two or more** of the five Areas of Study (10%). There must be a link to one of the three strands, which will be announced annually by AQA. Candidates have up to **20 hours of Supervised Time** in which to complete the composition, under informal supervision. Candidates' work must be monitored during this period by the teacher so that he/she is able to authenticate it as the candidate's own. There is no time limit in terms of the duration of the composition but candidates should be aware of the need to demonstrate sufficient development of musical ideas in the music and, as a consequence, very short pieces may not allow for this.

Unit 3- Performing Music

40% of the total marks; 60 marks

Candidates perform individually or through ICT and as part of a group.

Each candidate should perform **two** different pieces:

a) one for 'Individual Performance'/'Technology based Performance', lasting no more than five minutes, and

b) one for 'Group Performance', lasting no more than five minutes.

In both performances, doubling of the part to be assessed is permissible where this is musically appropriate and is in line with the conventions of the chosen genre and does not obscure the part to be assessed. Doubling is only acceptable if the individual candidate's part can be aurally identified without affecting the balance of the ensemble and if the candidate's part is clearly audible to the teacher and moderator.

Candidates may perform their own compositions provided that these have **not** been submitted for assessment in either Unit 2 or Unit 4.

In both Individual and Group performances, backing tracks are permitted.

Both performances must be recorded and sent to an AQA moderator. The recordings must be in a format that can be played on an external device such as CD or mini-disc. The recordings may be made at any time during the course.

Unit 4- Composing Music

20% of the total marks; 30 marks

In this unit, the candidates are required to compose **one** piece of music which explores two or more of the five Areas of Study. This may be in any style or genre of the candidate's choosing.

Candidates have up to 25 hours of Controlled Assessment in which to complete the composition. This must be undertaken as an individual exercise under informal supervision. There is no time limit in terms of the duration of the composition but candidates should be aware of the need to demonstrate sufficient development of musical ideas in the music and as a consequence, very short pieces may not allow for this.

The composition submitted for Unit 4 must be different from that submitted for Unit 2. Candidates also complete a Candidate Record Form detailing the nature of their chosen task and the Areas of Study explored in the composition.

Art and Design: Fine Art

The world of adolescents has never been more dominated by the visual image. Through art it is hoped that pupils' imaginations will be unlocked and that their creative faculty enhanced. Art would benefit any pupil considering a future career in any of the creative industries from web design, graphic design, and architecture through to fashion design.

Those pupils who opt for Art and Design will be following the AQA syllabus for Unendorsed Art which involves Painting, Drawing, Printmaking and some 3D work. Fashion design and textiles are not offered as a discreet option.

The course itself comprises of two parts: - Coursework and an exam. The coursework is arranged into a portfolio of work with two distinct outcomes or finished pieces, which are teacher directed and an internally set Mock exam. This work counts for 60% of the overall mark of the GCSE. At the end of the course in May of Y11 there is a 10 hour exam, externally set by AQA, which counts for 40% of the overall marks. The examination board allow from January to Easter as a preparation period for the exam.

The whole assessment process of both coursework and the exam is based upon four objectives which are clearly defined for pupils at the outset of the course. Both coursework and the exam are marked by the teacher to externally set criteria. They are then moderated by an external moderator.

The course as a whole is structured so that at the start in year 10 there is considerable input from the teacher. With the growing confidence of the pupils it is hoped they gradually become more familiar with the process of evaluation of their work. By Y11 they will be expected to take much more responsibility for their learning. Pupils will receive two hour lessons in Year 10 and three hour lessons in Year 11 or vice versa. To broaden the pupil's outlook there will be a day of art gallery visits in one of the nearest major cities during Y10. This will involve pupils looking at good examples of both historical and contemporary art works.

Whilst Art GCSE acts as a foil to the more academically demanding GCSE's it is however not an easy option. It is very time consuming and in order to fulfill all the requirements of the course it is expected that a considerable amount of work is completed outside timetabled lesson times therefore, good motivation and a willingness to work hard are required.

Art and Design: Three Dimensional Studies

Three-dimensional design is defined here as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.

Areas of study:

In Component 1 and Component 2 students are required to work in one or more area(s) of three-dimensional design, such as those listed below:

- architectural design
- sculpture
- ceramics
- product design
- jewellery and body adornment
- interior design
- environmental/landscape/garden design
- exhibition design
- 3D digital design
- designs for theatre, film and television.

They may explore overlapping areas and combinations of areas.

The course itself comprises of two parts: - Coursework and an exam.

The coursework is arranged into a portfolio of work with two distinct outcomes or finished pieces, which are teacher directed and an internally set Mock exam. This work counts for 60% of the overall mark of the GCSE. At the end of the course in May of Y11 there is a 10 hour exam, externally set by AQA, which counts for 40% of the overall marks. The examination board allow from January to Easter as a preparation period for the exam.

The course as a whole is structured so that at the start in year 10 there is considerable input from the teacher. With the growing confidence of the pupils it is hoped they gradually become more familiar with the process of evaluation of their work. By Y11 they will be expected to take much more responsibility for their learning. Pupils will receive two hour lessons in Year 10 and three hour lessons in Year 11 or vice versa.

German

GCSE German: from Sept 2016: Subject Content:

Themes: The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where German is spoken.

Theme 1: Identity and culture

Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points:

Topic 1: Me, my family and friends • Relationships with family and friends • Marriage/partnership

Topic 2: Technology in everyday life • Social media • Mobile technology

Topic 3: Free-time activities • Music • Cinema and TV • Food and eating out • Sport

Topic 4: Customs and festivals in German-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points:

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues • Charity/voluntary work • Healthy/unhealthy living

Topic 3: Global issues • The environment • Poverty/homelessness

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Theme 3: Current and future study and employment covers the following four topics:

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

GCSE German: from Sept 2016: Assessment:

GCSE German has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9).

Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening : Understanding and responding to different types of spoken language .

Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier)

• 25% of GCSE (Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

Questions Foundation Tier and Higher Tier

• Section A – questions in English, to be answered in English or non-verbally

• Section B – questions in German, to be answered in German or non-verbally

Paper 2: Speaking: Communicating and interacting effectively in speech for a variety of purposes.

Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time

• 60 marks (for each of Foundation Tier and Higher Tier)

• 25% of GCSE Questions

Foundation Tier and Higher Tier.

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

• Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)

• Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)

- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3: Reading : Understanding and responding to different types of written language.

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in German, to be answered in German or non-verbally
- Section C – translation from German into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier)

Paper 4: Writing :Communicating effectively in writing for a variety of purposes.

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE Questions

Foundation Tier

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into German (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into German (minimum 50 words) – 12 marks + 10

Geography

This is a popular choice at GCSE level with many successful pupils progressing to study at Advanced level.

The topics covered include:

Unit 1

Living with the Physical Environment
The Challenge of Natural Hazards
The Living World
Physical Landscapes in the UK

Unit 2

Challenges in the Human Environment
Urban Issues and Challenges
The Changing economic world
The Challenge of resource management

In GCSE Geography there are 3 Examination Papers to complete.

Paper 1 focuses on Living with the Physical Environment. This examination is for 1 hr 30 mins and is worth 35% of the GCSE.

Paper 2 focuses on Challenges in the Human Environment. This examination is for 1 hr 30 mins and is worth 35% of the GCSE.

Paper 3 focuses on Geographical Applications. This examination is 1 hr 15 mins and is worth 30% of the GCSE. Prior to the exam, students will collect data in the local area linked with a question on two occasions as part of their fieldwork.

GCSE Food Preparation and Nutrition

This course gives students the opportunity to carry out and develop a wide range of practical skills and above all to foster an enjoyment in and a love for cooking. Areas of study include Nutrition and Health, Food Science, Food Safety and food choices all of which are taught and learnt through many practical activities.

Assessment takes place in the form of :-

1. Written exam 1 hour 45 minutes, 50% of this GCSE
- 2.
3. 2 pieces of coursework tasks.

Task 1 involves work on the properties of ingredients in recipes, which is worth 15% of this GCSE.

Task 2 requires students to design a menu, make and present 3 dishes in just under 3 hours. This is worth 35%.

THE EAL DEPARTMENT

Cambridge ESOL examinations reflect a view of language proficiency in terms of a language user's overall communicative ability. This overall ability is subdivided into different skills: reading, writing, listening and speaking. The exams offered at Lime House School are the Key English Test (KET), Preliminary English Test (PET), the First Certificate in English (FCE) and the International English Language Testing System (IELTS).

KEY ENGLISH TEST

The Key English Test is at Level A2 of the Council of Europe Common European Framework of References for Languages. There are three papers in KET which include four components: Reading, Writing, Listening and Speaking. The test is aimed at elementary level students and is based on everyday situations.

The topics covered are, for example, daily life, work and study, free time, sport and entertainment, travel and holidays, shopping, food and drink, health, places and services.

Candidates are encouraged to read books in simple English. They practise reading signs in English outside restaurants and shops or in railway stations and airports. Assessment is also based on appropriate structural words, vocabulary and spelling and reading for main ideas and detail. They also learn how to write short letters or messages about daily life.

The Speaking component of the exam focuses on giving personal factual information and asking for and giving non-personal information which requires the candidates to interact with each other

PRELIMINARY ENGLISH TEST

The Preliminary English Test is at Level B1 of the Council of Europe Common European Framework of References for Languages. There are three papers in PET which include four components: Reading, Writing, Listening and Speaking. At this level, learners should be able to cope with a range of general everyday situations which require a largely predictable use of language.

The text types which can be handled by the learner at this level include street signs and public notices, product packaging, posters, brochures, city guides and instructions on how to do things, as well as informal letters and newspaper and magazine texts such as articles, features and weather forecasts.

The kinds of listening texts the learner needs to understand are announcements made at railway stations and airports, traffic information given on the radio, public announcements made at sporting events or pop concerts, and instructions given by police or customs officials.

At this level, candidates need to be able to not only pick out facts, but also to understand opinions, attitudes, moods and wishes. They are able to gain information from places such as a tourist information centre or take part in a guided tour. They are able to deal with situations likely to arise with travel and are able to receive and pass on messages with regards to telephone calls. In a meeting, they can take part in a discussion which involves the exchange of factual information or receiving instructions. Simple personal letters with a standard format are also within their capabilities.

IELTS – INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

IELTS is one measurement of a student's level of English accepted by colleges and universities in countries such as Australia, New Zealand, the United Kingdom and many others including increasingly the United States of America.

Candidates can choose to do either the academic test or the general training test. At Lime House School students prepare for the academic exam as this is the requirement for those who wish to go into higher education. The test comprises of the following modules: listening, academic reading, academic writing and speaking.

The test is scored on a band from 0 to 10. The score at which colleges and universities accept students varies from institution to institution, but as a rough guide, students should aim for a minimum of level 6. Band descriptions are outlined below.

IELTS band scores

- 9 Expert user. Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
- 8 Very good user. Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
- 7 Good user. Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
- 6 Competent user. Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
- 5 Modest user. Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
- 4 Limited user. Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
- 3 Extremely limited user. Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
- 2 Intermittent user. No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
- 1 Non user. Essentially has no ability to use the language beyond possibly a few isolated words.
- 0 Did not attempt the test. No assessable information provided.

Scoring is done by individual sections from which an overall score is given.

CONTENT DESCRIPTION

Listening

The Listening test takes about 30 minutes and is in four sections which increase in difficulty. Sections one and two are social situations which include everyday events, such as conversations about accommodation or shopping, or short talks giving practical information for daily living. Sections three and four are course-related situations which are typical situations students face in their courses of study, such as discussions with tutors or administrators and short, introductory course lectures.

Reading

The Academic Reading test is 60 minutes. The test is divided into three sections. Each section is more difficult than the one before and each reading passage is between 700 and 1000 words long. The total number of questions in the test varies between 38 and 42. There is a variety of possible questions types.

The text types in the test could be articles from magazines and journals, newspaper reports and other authentic sources.

Writing

The Writing paper consists of two tasks. Task 1 is the shorter task in which candidates need to report on a graph, chart, table or a process using formal language. They are assessed on task achievement, coherence and cohesion, lexical resource and grammatical range and accuracy.

Task 2 is the longer task in which candidates need to write for an educated non-specialist audience. This requires less formal language and assessment is based on arguments, ideas and evidence, communicative quality and vocabulary and structure.

Speaking

The Speaking test is 11 to 14 minutes in length and consists of three parts. Candidates take this test individually. Assessment is based on fluency and coherence, lexical resource, grammatical range and accuracy and pronunciation.

The test begins with an introduction and interview. This is followed by an individual long turn where the candidate must speak for 1-2 minutes on a given topic for which he/she is given 1 minute to prepare. Section three is a two-way discussion with the examiner.

The IELTS exam (academic) is not recommended for students under the age of 16.

The Duke of Edinburgh's Award is the world's leading achievement award for young people. Reflecting Lime House School's commitment to our students' development, we offer the Bronze, Silver and Gold level Awards.



Gold participants starting their four day expedition.

Children grow, develop and mature at different stages, and the Award recognises this, allowing young people to achieve without competition. Participants develop communication skills, teamwork, commitment and meet personal goals.

Students can register for the DofE award from Year 9 where they will begin their training in the summer term. Students will then aim to complete their Bronze award in Year 10 with a view to taking on the next challenge if they wish.

Each Award level is divided into four sections, your child will need to make a commitment of one hour per week in each of the first three sections:

Volunteering - aims to inspire young people to make a difference within their communities or to an individual's life and develop compassion by giving service. Lime House School students have hosted several charity events to complete this section.

Physical Activity - improving in an area of sport or fitness activity, This section can be completed through after school activities or clubs in the community.

Skills - developing practical personal interests. Lime House offers a large number of programmes for children to participate in such as after school clubs.

Expedition - training for, planning and completion of an adventurous journey on foot. Here at LHS we offer a very thorough pre-expedition training programme which is assessed by a DofE Accredited Assessor. All bronze participants must attend and pass a pre-expedition course which covers; first aid, camp craft, navigational theory, nutrition, countryside code, health and safety. Students will be taken on a Navigation Day where they test their skills and will carry out a Practice Weekend before their Qualifying expedition.



Enrolment onto the Duke of Edinburgh is voluntary but we encourage our students to get involved as it is great for teamwork and self confidence and independence. To begin the Bronze award, students must be 14 years old.

Sporting opportunities at Lime House School

Aside from the 2 hours weekly timetabled Games lessons, students the opportunity to participate in a variety of different sports.

Numerous sports clubs are put on to encourage the pupils to join teams and take part in friendly fixtures against other local schools.

The school also participates in organised local leagues and tournaments. Both staff and pupils represent local teams in hockey, basketball, and cricket.

The PE department hosts termly interhouse sports competitions too, so if selected pupils are given the opportunity to proudly play for their school house.

On weekend's student are able to visit the local leisure centre where there are swimming and gym facilities to use.

Fortunately the PE department also has very strong links with several local outdoor pursuits centers, where students can choose to take part in Outdoor activities including mountain biking, orienteering, rock climbing, canoeing, kayaking, sailing, gauge walking and horse riding.

We also have an annual optional ski trip to Courmayeur, Italy, which all students thoroughly enjoy.

