



Giving students the
competitive edge: Options
2021/22

The EBaccalaureate (EBacc) Parent and Student Guide





What is the EBacc?



The EBaccalaureate is not a qualification in its own right – it is a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills.

These core subjects make up the English Baccalaureate (EBacc), and help keep your career options open. These are known as the **five pillars** of the EBacc:

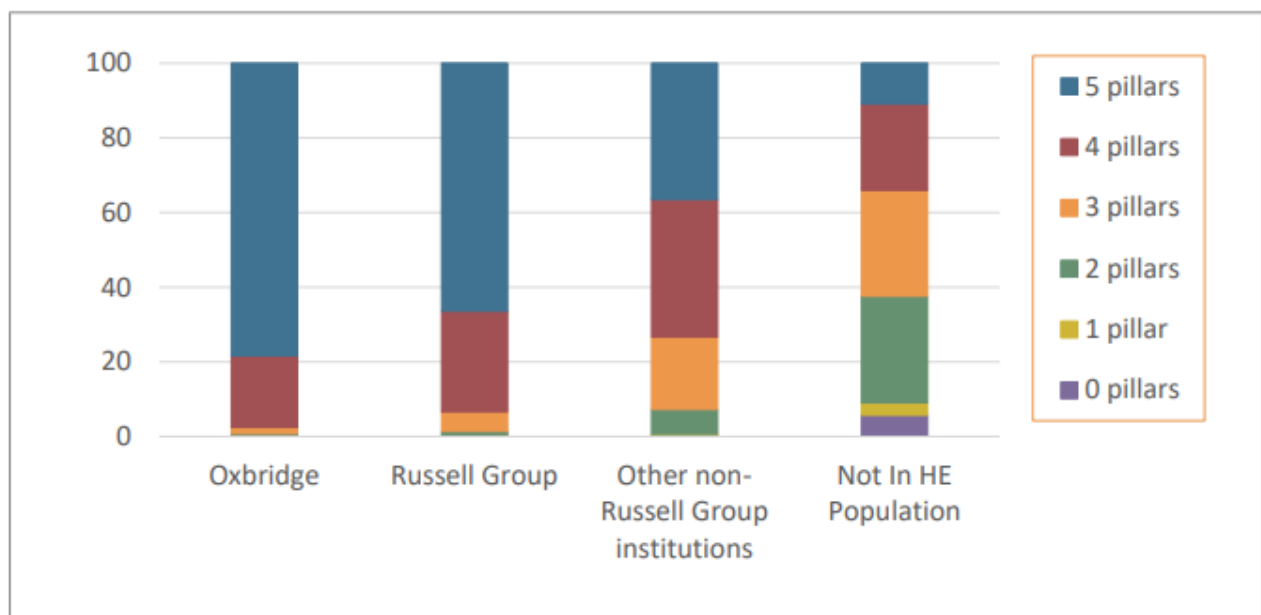
1. English language and English literature
2. Maths
3. Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science
4. A language
5. History or Geography (Humanities)

Whilst you may not have decided on your future career path yet, choosing the EBacc at GCSE gives you access to a fuller range of employment options when you leave secondary school and the broad knowledge that employers are looking for. If you are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities – Oxford, Cambridge and the 24 Russell Group universities.

Higher Education Prospects

- 92% of 2012 KS4 pupils who entered an undergraduate course at an Oxbridge college entered the EBacc language pillar and 88% entered the humanity pillar. 78% of these pupils entered **the full EBacc combination** of subjects.
- 82% of 2012 KS4 pupils who entered an undergraduate course at a Russell Group university entered the EBacc language pillar and 82% entered the humanity pillar. 66% of these pupils **entered the full EBacc combination** of subjects.

Figure 1: The percentage of pupils entering the EBacc across the four HE institution groupings



Languages give young people the competitive edge

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden students' horizons, helping them flourish in new environments. If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will **greatly enhance their future opportunities**. What's more, we know that **employers value languages**, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes.

Language skills can be a significant competitive advantage that sets students apart from their monolingual peers. They are among the top eight skills required of *all* occupations—no matter your sector or skill level—and the demand for bilingual professionals is rising exponentially. In financial terms, studies show the accumulated bonuses that are forecast as a result of being able to speak a modern foreign language.

"Having language skills under your belt will help make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer."

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

The Russell Group has named languages as subjects that open doors to more degrees at universities.

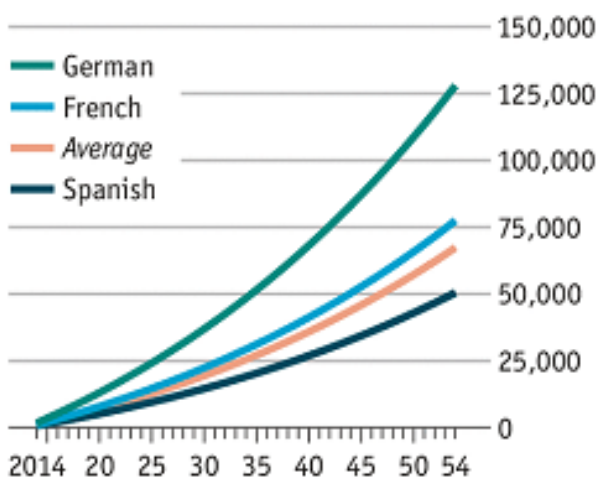
(The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

"Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers."

Dr Adam Marshall, Director General of the British Chambers of Commerce

Accumulated language bonuses

Forecasts, €



Source: *The Economist*

The many cognitive benefits of learning languages are undeniable. People who speak more than one language have improved memory, problem-solving and critical-thinking skills, enhanced concentration, ability to multitask, and better listening skills. They switch between competing tasks and monitor changes in their environment more easily than monolinguals, as well as display signs of greater creativity and flexibility. If that weren't enough, as we age, being bilingual or multilingual also helps to stave off mental aging and cognitive decline.

Language is the most direct connection to other cultures. Being able to communicate in another language exposes us to and fosters an appreciation for the traditions, religions, arts, and history of the people associated with that language. Greater understanding, in turn, promotes greater tolerance, empathy, and acceptance of others—with studies showing that children who have studied another language are more open toward and

express more positive attitudes toward the culture associated with that language.

Travelling as a speaker of the local language can revolutionise a trip abroad. While monolingual travellers are capable of visiting the same places, travellers who know more than one language are more easily able to navigate outside the tourist bubble and to connect and interact with the place and its people in a way that is often inaccessible to those without the language. Learning a second language also opens additional doors to opportunities for studying or working abroad.

Pillar 1: English Language and English Literature

(compulsory for all students)

Director of English: Ms M. Liddane

Course Overview:

English Language

English Language develops articulate, knowledgeable young people who can express viewpoints confidently and concisely. Indeed, students develop a profound appreciation of the written and spoken word and become equipped with the knowledge and skills necessary to express themselves with confidence, both in and outside of the classroom. This specification develops students' abilities to read a wide range of texts fluently and with critical understanding that in turn will improve their own writing.

Students will follow AQA English Language and will sit two exam papers:

Paper 1- Explorations in Creative Reading and Writing

Paper 2- Writers' Viewpoints and Perspectives

English Literature:

English Literature develops students who can confidently engage with, and independently interpret, a range of literature texts. English Literature aims to nurture and develop a love of literature, language and words, taking into account the needs and styles of all students so that everyone experiences success. Students gain an understanding of a range of different social and historical contexts and make links between literature texts and topical modern issues. This specification develops students' ability to read a wide range of classic literature fluently to develop critical understanding and make connections across their reading.

Students will follow AQA English Literature and they will sit two exam papers:

Paper 1- Shakespeare's *Macbeth* and the 19th-century novel *The Strange Case of Dr Jekyll and Mr Hyde*

Paper 2- Modern texts *An Inspector Calls* and the Poetry Anthology: *Power & Conflict*



What students say:

What I enjoy most about English is the enthusiasm the teachers put in their lessons and I always see that as making a subject more fun and interesting, and English does just that. The teachers are always ready to help and I really appreciate the in-depth feedback and just how much help and resources they provide us students with. They also prepare the lesson to fit each student's learning style and explain everything well! (M. Rizzo, Y13)

I enjoy the freedom that English gives me. I feel like I've become more open minded when it comes to reading or analysing things. There are more narratives to explore and different viewpoints to look at things from. I've applied this to real life and now can look at people and their viewpoints from a more understanding perspective. (A. Downey-Maknoon, Y13)

2021 GCSE Results

Subject	9-7	9-5	9-4
English Language	34%	84%	95%
English Literature	38%	82%	94%

Pillar 2: Mathematics
(compulsory for all students)
Director of Mathematics: Mr N.Barnes

Course Overview

At Key Stage 4, students will study for the Edexcel GCSE Mathematics qualification; high-attaining students will also take Edexcel GCSE Statistics.

The fundamental aims of the mathematics programme at Key Stage 4 are for students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Students will be entered for either the higher or foundation tier for GCSE Mathematics. The higher tier is focussed more on algebra and problem solving than the foundation tier.

At the end of the course students take three 90-minute exam papers (two calculator papers, one non-calculator paper) each worth one third of the final assessment. The final assessment for GCSE Statistics consists of two 90-minute exam papers worth 50% each.

What students say:

I really enjoyed studying maths at GCSE. It really allowed me to delve into deeper areas of the subject, and setting a good base to study the subject at A-Level. I can then use this knowledge to take into further studies, at university and as a career, and this all stemmed from eagerly participating and demonstrating skills as a GCSE mathematician, especially in areas like trigonometry and algebra. When studying GCSE maths at Trinity, I was surrounded by a very helpful group of teachers who were always there to assist me when needed. I ended up with a grade 9 in both maths and statistics, and want to study the latter at university in the next year. (D. Clark, Year 13)

Studying maths at A Level gives you a great platform, even if you do not go on to pursue it at degree level. It will help in a huge range of university degrees, keeping your options open and leading you towards a range of career choices. As I plan on studying economics, A level maths is a requirement and is part of the motivation for my choosing this subject. I also have thoroughly enjoyed maths at GCSE level and looked to expand my knowledge into A-level. (R. Edwards, Year 13)



2021 GCSE Results

Subject	9-7	9-5	9-4
Maths	44%	77%	93%
Statistics	100%	100%	100%

Pillar 3: Combined Science (*compulsory for all students*) or **Triple (separate) Science – Biology, Chemistry and Physics**

Director of Science: Mr J.Dowling

Course Overview

At KS4, students study AQA Combined Science or AQA Separate Sciences. Students explore nature and the universe through research and experimental means which develops their understanding of the role that Science plays in their lives. Science is the discovery of new knowledge that explains how our world was formed, how it developed, and how it works. The subject sheds light on our natural curiosities and develops robust analytical and critical thinking skills, which are essential in our world today. The Separate Sciences form a natural foundation for continued study of the Sciences at A level.

Topics studied in Biology: Cells and organisation; Disease and Bioenergetics; Biological Responses; Genetics and reproduction; Ecology.

Topics studied in Chemistry: Atoms, bonding and moles; Chemical reactions and energy changes; Rates, equilibrium and organic chemistry; Analysis and the Earth's resources.

Topics studied in Physics: Energy and energy resources; Particles at work; Forces in action; Waves, electromagnetism and space.

What students say:

The double science course is very interesting and engaging because it revolves heavily around topics of interest and relevance: climate change, ecosystems, the development of the atmosphere, the electromagnetic spectrum and so many more. Moreover, it is often an enjoyable lesson due to the enjoyable experiments we carry out, which are required for the exam papers. Because of this, I have thoroughly enjoyed studying science and would even consider choosing it at A-Level. (A.Robinson, Y11).



I believe that the study of it is important because it gives a whole new meaning and understanding to the things that happen around us in everyday life. Before I began to study science at Trinity, there were many things I could observe, but not understand. For example, the reason as to why sharper objects are more dangerous is because their surface area is smaller, so pressure increases for the same amount of force. Things such as these I could see, but not understand the logic behind them.

Studying science has also led to the possibilities of implementing scientific theory into modern day technology, for example, the use of nuclear fission and the future of using nuclear fusion as a new source of energy. Such solutions, if reached, will have beneficial consequences for future generations and the future of the planet. (Z. Kiss, Y11)

2021 GCSE Results

Subject	9-7	9-5	9-4
Science Combined	26%	62%	84%
Biology	75%	99%	100%
Chemistry	79%	90%	97%
Physics	77%	97%	100%

Pillar 3: Computer Science

Subject Lead: Mr N. Barnes

Course Overview

At Key Stage 4, students have the opportunity to study AQA GCSE Computer Science – consistently one of the most popular optional subjects at Trinity.

The most important aspect of computer science is problem solving, an essential skill for life. Computer science will help students to think creatively, innovatively, analytically, logically and critically. Students will have the opportunity to study the design, development and analysis of software and hardware used to solve problems in a variety of business, scientific and social contexts.

During the two years, students will learn how to write increasingly sophisticated computer programs; they will learn how to effectively test and debug their solutions and refine them to make them more efficient. Core programming concepts are covered in Year 10; during Year 11, students use their programming skills to solve



more complex problems in a range of contexts.

Year 10 students will learn how computers represent data – including how numbers, text, programs, sound and images can be represented using binary. Following this they will go on to study computer systems (including how computers work), cyber security and computer networks. Year 11 students learn about databases and well-known algorithms.

At the end of the course, students will sit two exam papers – Computational Thinking & Programming Skills; Computing Concepts – each worth 50% of the GCSE.

What students say:

I definitely recommend GCSE Computer Science; it is a fun step up from KS3 and is much more than internet safety. I love the environment of the class and I was particularly fond of the network unit, as well as using logic gates and databases. Initially, they were hard topics but they soon became second nature to me after a lot of practise. Computer science is incredibly useful for the future of technology. Understanding how and why we can transfer data such as sound, from real life to a digital file, is extremely interesting. It helps you appreciate overlooked advancements in technology, that we use every day. We evaluate the pros and cons of different concepts, deciding what types of networks, cables or storage devices to use, that you might do in the future as an adult. Learning to code inspires me to become a programmer when I am older. I love the creativity that comes with the subject and watching my simple instructions come to life on the screen. Even if you do not know if you want to become a programmer, I highly recommend you take this as a GCSE as it is good to develop the skills for such an ever-growing and versatile field of work. (N. Bedingfield, Y11)

2021 GCSE Results

Subject	9-7	9-5	9-4
Computer Science	44%	70%	82%

**Pillar 4: Modern Foreign
Languages French/Spanish
Subject Lead: Ms S. Diez**

Course Overview

Students are strongly encouraged to continue with either French or Spanish to GCSE. Students follow the Viva GCSE course book in Spanish and the Studio GCSE course book in French. Students also have access to digital textbooks to extend their language learning beyond the classroom. Weekly speaking sessions are conducted with language assistants to help develop students' speaking skills.

The AQA GCSE course aims to prepare students to:

- communicate effectively in writing and in speech for a variety of purposes across a range of contexts
- make accurate use of a variety of vocabulary and grammatical structures to describe and narrate with reference to past, present and future events
- manipulate the language with increasing accuracy and fluency
- translate sentences and short texts to convey key messages accurately
- deduce meaning from a variety of short and longer spoken and written texts
- make creative and more complex use of the language to express and justify their own thoughts and points of view.

Students are assessed in all four skills (listening, speaking, reading and writing – each worth 25%) at the end of the two-year course.

What students say:

Hello! ¡Hola! Cześć!

Languages are truly what connect each and every person together, even if it may not seem like it. It allows for art to be spread across nations, for unique and interesting stories to amaze the entire world, and for ideas and inventions to change so many people's perspectives, all through the power of languages. With this in mind, however, would it be difficult learning one? Could it truly change lives? And, is it worth learning one?

As someone whose parents are from very different backgrounds – Venezuela and Poland – I can say without a doubt that both Spanish and Polish have helped me gain many friends throughout my time in Trinity, and across the world. I've learned a lot as a result and could not be more grateful – they have changed my life, at the very least. Additionally, I have been studying Spanish externally my whole life, and have gained a grade 9 GCSE. Currently, I am in my first year of Spanish A-Levels, which I am finding very fun and educational, even if I'm not the best in my class; and that is what makes languages so great.

Even if you're not an expert at a language, knowing at least the basics can introduce you to many new people and experiences you may not have found otherwise. It can help you gain speaking skills and generally confidence in speaking and it definitely look great on your CV when looking for jobs, especially with ones dealing with international issues, like translators or hotel managers. So, at the end of the day, learning new languages would be both exceptionally fun and absolutely worth it.

Thanks for reading! ¡Gracias por leyendo! Dziękuję za przeczytanie! (V. Raga, Year 11)



2021 GCSE Results

Subject	9-7	9-5	9-4
French	53%	93%	100%
Spanish	66%	94%	100%

Pillar 5: Humanities: Geography

Subject Lead: Mrs K. Reid

Course Overview

At KS4 students will:

- develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material)
- gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer)



- develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

What students say:

As someone who has studied GCSE Geography, I can say that it is a very interesting subject to study. It teaches you how certain everyday events that you witness affect the planet. Through the geography field trip, you are able to contribute your own findings about how the environment is affected both by physical and human factors. The balance between human and physical geography, I found, makes me think about what has the greater effect on the environment. (S. Matturi, Y13).

I chose GCSE Geography because of its applicability to daily life. The course taught is not only about learning and recalling information in exams, but an immersive learning experience that engages you in the way the world works, particularly with the implementation of real-life case studies. Geography teaches so many transferable skills, such as interpreting quantitative data, map reading and constructing graphs, which not only helps you with analyses in geography, but also provides support in other subjects such as core GCSE maths. I specifically enjoyed learning about urban regeneration during the course. To be able to see how significantly Stratford has changed in character since the 2012 Olympics was very interesting, especially with Stratford being a local place to me and a place that many of us would now know well due to the development of popular attractions such as Westfield Stratford City. (Y. Fadahunsi, Y13)

I took Geography GCSE and I am extremely glad I did because it quickly became my favourite subject. Geography is one of the most versatile subjects due to the fact it will always be applicable to the world both past and present. Geography, both physical and human, allows you to have a better and more in depth understanding of key issues facing us currently. Geography works in harmony with the majority of GCSE subjects and allows you to understand the world you live in, in a unique way. (I. Hale Brown, Y13)

2021 GCSE Results

Subject	9-7	9-5	9-4
Geography	46%	79%	92%

Pillar 5: Humanities: History

Subject Lead: Mrs S. Cox

Course Overview

At Key Stage 4, students will develop and extend their knowledge and understanding of key events, periods and societies in British and wider world history. Students will engage in historical enquiry and develop as independent learners and critical reflective thinkers. Students will develop their ability to ask questions, investigate issues and to validate historical claims using a range of sources.

Unit 1: Period Study and Wider World Study

Part A – Germany, Democracy and Dictatorship: 1890-1945 (25% exam weighting)

Part B- Conflict and Tension between East and West, 1945-1972 (25% exam weighting)

Unit 2: Thematic Study and British Depth Study

Part A – Britain: Health and the People, c1000 to present day (25% exam weighting)

Part B – Elizabethan England, 1568-1603 (25% exam weighting)

What students say:

Studying GCSE history helped me find out what parts of history I was most interested in. I particularly enjoyed learning about Nazi Germany and Elizabethan England. They taught me about how history (in terms of Germany) has had an everlasting impact on the world, while at the same time we could learn about our own history through learning about Elizabeth I. If you study history, you have the opportunity to develop your argumentative skills, which can be helpful in a lot of A-level courses. You view sources and extracts as if they



are evidence to support your arguments - which has also helped me strengthen my grades in my other linear A-levels. The teaching style is engaging and informative with a range of videos, worksheets and books being used to help enhance your learning. I would strongly recommend taking History GCSE. (K. Collins, Year 13)

GCSE history was a choice for me because it was a chance to explore the past and how things have changed over time. The topics included are extremely interesting and involve a wide range of content and understanding of how the world's economic, social, and political state has changed. From learning about public health in the 1800s to Nazi Germany and the rise of Hitler's dictatorship, gives a great understanding of how things have changed and what life was before we were born. The

course offers a range of different genres: political impacts and conflict between the USA and Russia, war, and culture during the rise of the Nazis, health and the people across one thousand years of British history and a deep insight into the Tudor period. On top of that, the trip offered in Year 11 is to either Munich or Berlin, where there is an element of education and fun. This explores the impact of the Nazis and offers an experience to some of the concentration camps in action back during WW2. (J. Quinn Year 13)

2021 GCSE Results

Subject	9-7	9-5	9-4
History	41%	80%	93%

Thinking Ahead: Career Pathways

The EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers. The EBacc is made up of the subjects that are considered essential to many degrees and open up lots of doors.

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with **greater opportunities in further education** and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths.

Career pathways that the EBacc subjects may lead to **(but are not limited to)** some of the following careers:

English Literature/ English Language: Journalist; Publisher; Lawyer; Education – teacher, lecturer; Marketing executive; Public Relations (PR); Media Researcher; Creative writer; Copywriter; Librarian; Politian/ civil servant.

Mathematics: Account; Tax advisor; Statistician; Data analyst; Banker, Financial trader; Underwriter; Surveyor; Education – teacher, lecturer; Computer programmer; Civil servant; Economic forecaster.



Science: Scientist; Doctor; Surgeon; Veterinary doctor; Engineer; Optometrist; Telecommunications; Biotechnologist; Pharmacologist; Biomedical scientist; Nurse; Midwife; Radiographer.

Computer Science: Web designer; Software engineer; Game designer; Cyber security analyst; Data analyst; Forensic computer analyst; Education – teacher/ lecturer; Journalist.

Modern Foreign Languages: International business manager; Translator; Interpreter; Diplomatic officer; Broadcast Journalist; International aid worker; Travel and tourism; Marketing executive; Public Relations; Social media manager.

Geography: Environmental consultant; Conservation officer; Commercial surveyor; Town planner; Cartographer; Energy consultant; Weather forecaster/producer; Landscape designer; Surveyor; Teacher/Lecturer.



History: Lawyer; Barrister, Museum/gallery curator; Archaeologist; Archivist; Business administrator; Marketing executive; Designer, Education – teacher/lecturer.

Find out more about the EBacc subjects via the links below:



Modern Foreign Languages

Why languages matter:

<https://www.pearson.com/uk/educators/schools/subject-area/modern-languages/why-languages-matter.html>

Where can learning a language take you?

<https://www.youtube.com/watch?v=xqMvzOPSpts&feature=youtu.be>

History

Why study history?

<https://successatschool.org/advicedetails/210/Why-Study-History%3F>



Geography



Why study geography?

<https://successatschool.org/advicedetails/231/Why-Study-Geography%3F>

Computer science

<https://successatschool.org/advicedetails/877/what-is-computer-science-computing-jobs>

