



St. Paul's School

MANIBUS POTENTIA STUDIUM ANIMIS

Examination results & university destinations

2015



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From the Head

September, 2015

Dear parents,

Second to the welfare and happiness of your child at school, the quality of progress that they make in their learning must be the most important thing for you as a family. It doesn't matter whether your child is taking their first faltering steps in English, or whether they are preparing for their IGCSE or IB diploma exams, as a parent, you want to know that the teaching and learning is of the highest quality and that your child will fulfil their potential. When the time comes for your son or daughter to step out into the world of university, they should be equipped with a strong academic profile as well as all the other important parts of a St Paul's education that will make them excellent citizens and good people; prepared with the skills that they will need to shine in the workplace.

In the Senior School, pupils study two sets of internationally recognised courses; IGCSE which is examined at 16 at the end of Form 5 and International Baccalaureate (IB), which is examined at the end of the Upper Sixth. Both are taken by teenagers around the world and hence allow us to benchmark our pupils within an internationally recognised and standardised system. We are delighted with the success that our pupils achieve, which is, in absolute terms, impressive. Factor in the element of learning in another language and it is easy to see why we are so proud of each boy and girl.

At IGCSE, taken at the end of Form 5 we were delighted with our best ever results: 64% of all grades were awarded the top two grades (A and A*). This is a phenomenal achievement for our pupils and puts them alongside selective independent and state maintained schools in the UK. Taking all the B grades into account we have 86% success and we are delighted that every single one of our pupils scored at least 5 good IGCSE passes; this is the national standard benchmark for the UK. 15 pupils have scored only A and A* grades; this is a phenomenal achievement and we congratulate them most warmly, they should be very proud of their success.

Some departments too have done very well indeed. Our languages departments are always strong, supported by the fact that the pupils are already bilingual and this set of results is no different. Between them the foreign languages (French, Spanish, Portuguese and Italian)

scored 95% A*/A grades. ICT have done brilliantly too, with 100% A*/A and the sciences are very impressive with 81% A*/A across physics, chemistry and biology. These are excellent results which stand our new sixth formers in good stead as they embark on the IB programme in the L6th.

In the IB, this year's cohort of boys and girls have done brilliantly; we are especially proud of our 7 high fliers who scored 40 or more points from a maximum of 45. They all deserve special congratulations for their efforts and success. But across the board the results were excellent. The average score of 77% of the maximum 45 points available is a fantastic achievement. The top score in each subject is 7 and some subjects have done exceptionally well with very high proportions of 6 and 7 grades; in modern foreign languages for non-native speakers (Portuguese, Spanish and French) every single candidate scored either 6 or 7. In the creative arts, too, the grades were very high; music and visual arts each scored 100% 6 or 7, and theatre scored 75%. Other top performing departments include physics, with 74% 6 or 7, geography with 71% and finally English, a subject which every pupil must take, with a fantastic 68%.

We are very proud of our university admissions programme which prepares our sixth formers for some of the very best universities in the world and for a wide range of the most competitive degree course choices. Every year we have applications for some of the most prestigious universities in the USA (Ivy League) and in the UK (Russell Group) as well as the very best universities in Brazil, which are often favoured by those who wish to practise the clinical and legal professions in Brazil. This year is no exception.

Those who applied to study abroad gained offers from many of the best universities in the world. For the USA, pupils are on their way to study at Harvard University, Princeton University, University of Pennsylvania, Brown University, University of California at Berkeley (2 pupils), Georgetown University, Tulane University, Babson College, New York University (NYC and Florence Campuses), Boston College, Boston University, University of North Carolina at Chapel Hill, Georgia Institute of Technology, University of Colorado at Boulder, Pepperdine University and Emerson College. Most of these universities are highly ranked according to the Times Higher Education World University Rankings for 2014-2015. In the same ranking list, the cohort of UK universities and courses is equally impressive with pupils attending Cambridge University, King's College London, University College London (2 pupils), St. Andrew's University, Durham University, Queen Mary University in London, The School of Oriental and African Studies London, City University London, the University of Edinburgh, Central Saint Martins in London, University of Bath and the University of Kent. Four pupils have also secured places at top institutions in Canada namely the University of British Columbia and the University of Toronto (3 pupils). One pupil has also started classes at the Vienna University of Technology, Austria. Amongst those who left school this year with the intention of studying in Brazil, places have already been confirmed at the Fundacao Gertulio Vargas and Instituto de Ensino e Pesquisa.

I hope that you find this booklet helpful and informative. I hope, also, that you will join me in congratulating the girls and boys who worked so hard to make these results a reality, and the teachers and parents who supported them on that journey.

Kind regards,

A handwritten signature in blue ink, consisting of the letters 'LAP' followed by a long, sweeping horizontal line that extends to the right.

Louise Simpson

*www.timeshighereducation.co.uk

IGCSE RESULTS ACHIEVED BY FORM 5 IN 2015

Number of pupils: 65. Results table updated November 2015 after confirmation of remarks

Subject	A*	A	B	C	D	E	F	G	U	Mean point score†	Total entry	A*-C passes	% A*-C	No. A*-A	% A*-A
Biology	17	17	9	0	0	0	0	0	0	7.19	43	43	100	34	79
Chemistry	23	13	6	1	0	0	0	0	0	7.35	43	43	100	36	84
Co-ordinated Science††	0	14	16	16	0	0	0	0	0	5.74	22	46	100	14	30
English as a Second Language	15	20	12	7	4	1	0	0	0	6.54	59	54	91	35	59
English language (First Language)	5	17	26	15	2	0	0	0	0	6.12	65	63	97	22	34
English literature	15	23	14	10	3	0	0	0	0	6.57	65	62	95	38	58
French (Foreign Language)	15	3	1	0	0	0	0	0	0	7.74	19	19	100	18	95
Geography	10	23	13	5	1	0	0	0	0	6.69	52	51	98	33	63
History	14	17	10	9	0	0	0	0	0	6.72	50	50	100	31	62
ICT	5	1	0	0	0	0	0	0	0	7.83	6	6	100	6	100
Italian (Foreign Language)	1	0	0	0	0	0	0	0	0	8.00	1	1	100	1	100
Mathematics	13	24	11	17	0	0	0	0	0	6.51	65	65	100	37	57
Physics	18	20	5	0	0	0	0	0	0	7.30	43	43	100	38	88
Portuguese (First Language)	6	32	11	0	0	0	0	0	0	6.90	49	49	100	38	78
Portuguese (Foreign Language)	5	1	0	0	0	0	0	0	0	7.83	6	6	100	6	100
Spanish (Foreign Language)	4	1	0	0	0	0	0	0	0	7.80	5	5	100	5	100
2015 totals	166	227	134	680	10	1	0	0	0	7.05	618	607	98.5	39.3	63.8
2015 percentages	27	37	22	13	2	0	0	0	0						
2014 percentages and totals	20	25	27	16	1	0	0	0	0	6.49	546	534	97.8	274	50.2
2013 percentages and totals	28	35	25	11	1	0	0	0	0	6.77	604	597	98.8	377	62.4
2012 percentages and totals	19	33	32	15	1	0	0	0	0	6.54	582	575	98.8	301	51.7

† Point score for each IGCSE grade A* = 8, A = 7, B = 6, C = 5, D = 4, E = 3, F = 2, G = 1, U = 0.

†† Co-ordinated Science Double Award is equivalent to two IGCSE grades.

More information about IGCSEs at St. Paul's is given on the last page of this booklet.

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME RESULTS ACHIEVED BY UPPER SIXTH 2015

Number of pupils: 47

Subject	No.	7	6	5	4	3	2	1	% 7	% 6+	% 5+
Group 1 Language											
English Lit. HL	11	3	4	4	0	0	0	0	27	64	100
English Lit. SL	2	0	2	0	0	0	0	0	0	100	100
English Lang. & Lit. HL	8	2	3	3	0	0	0	0	25	63	100
English Lang. & Lit. SL	26	6	13	7	0	0	0	0	23	73	100
Portuguese Lit. HL	4	0	2	2	0	0	0	0	0	50	100
Portuguese Lit. SL	6	0	2	3	1	0	0	0	0	33	83
Portuguese Lang. & Lit. HL	13	3	3	6	1	0	0	0	23	46	92
Portuguese Lang. & Lit. SL	21	1	16	4	0	0	0	0	5	81	100
Group 2 Second Language											
Portuguese B SL	1	1	0	0	0	0	0	0	100	100	100
Spanish B HL	4	0	4	0	0	0	0	0	0	100	100
French B HL	1	1	0	0	0	0	0	0	100	100	100
French B SL	2	0	2	0	0	0	0	0	0	100	100
Group 3 Individuals and Society											
Business & Man. HL	13	2	3	8	1	0	0	0	14	36	93
Economics HL	21	1	10	5	3	2	0	0	5	52	76
Geography HL	7	2	3	1	1	0	0	0	29	71	86
History HL	18	1	9	7	1	0	0	0	6	56	94
History SL	3	1	2	0	0	0	0	0	33	100	100
Group 4 Experimental Sciences											
Biology HL	5	2	0	3	0	0	0	0	40	40	100
Biology SL	12	0	2	5	4	1	0	0	0	17	58
Chemistry HL	11	0	4	4	3	0	0	0	0	36	73
Chemistry SL	8	0	2	2	2	2	0	0	0	25	50
Physics HL	15	8	5	2	0	0	0	0	53	87	100
Physics SL	8	1	3	3	1	0	0	0	13	50	88
Subject	No.	7	6	5	4	3	2	1	%	%	%

									7	6+	5+
Group 5 Mathematics											
Mathematical Studies SL	12	0	5	5	2	0	0	0	0	42	83
Mathematics SL	25	1	7	11	5	1	0	0	4	32	76
Mathematics HL	10	0	2	6	2	0	0	0	0	20	80

Group 6 The Arts											
Visual Arts HL	4	2	2	0	0	0	0	0	50	100	100
Theatre HL	4	3	0	1	0	0	0	0	75	75	100
Film HL	5	0	3	2	0	0	0	0	0	60	100
Music SL	1	0	1	0	0	0	0	0	0	100	100

Subject	A	B	C	D	E	% A-B
Theory of Knowledge	6	9	22	10	0	32
Extended Essay	12	13	19	3	0	53

Additional points	3	2	1	0	Mean point score
No. of pupils	9	16	17	5	1.6

Summary	No. of pupils	7	6	5	4	3	2	1	% 6+	% 5+	Mean IB point score
2015 totals	47	41	114	94	27	6	0	0	55	88	34.96
2015 percentages		15	40	33	10	2	0	0			
2014 percentages	36	16	38	33	10	2	0	0	55	88	35.08
2013 percentages	45	12	35	28	15	7	2	1	47	75	33.08
2012 percentages	26	13	34	40	10	3	0	0	47	87	34.27

UNIVERSITY DESTINATIONS OF LEAVERS 2015 AND LOWER SIXTH LEAVERS IN 2014

2015	UK	Cambridge University, Central Saint Martins in London, City University London, Durham University, King's College London, Queen Mary University in London, St. Andrew's University, The School of Oriental and African Studies London, University of Edinburgh, University of Kent, University College London (3 pupils) and University of Bath.
	Brazil	Fundação Gertulio Vargas and Instituto de Ensino e Pesquisa.
	USA	Babson College, Boston University, Brown University, Emerson College, Georgetown University, Georgia Institute of Technology, Harvard University, New York University (NYC and Florence Campuses), Boston College, Pepperdine University, Princeton University, Tulane University, University of California at Berkeley (2 pupils), University of Colorado at Boulder, University of North Carolina at Chapel Hill and University of Pennsylvania.
	Austria	The Vienna University of Technology.
	Canada	University of British Columbia and the University of Toronto (3 pupils).

PREVIOUS UNIVERSITY DESTINATIONS

2014	UK	Central Saint Martins (2) , King's College London (3), London School of Economics (2), University of Bristol, University of Edinburgh, University of Kent, University of Leeds, University of St Andrews.
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	Brazil	Fundação Armando Penteadó and Instituto de Ensino e Pesquisa.
	USA	Boston College, Claremont McKenna College, Columbia University, Johns Hopkins University, Northeastern University, Northwestern University (2), University of California Berkeley (2), University of California Santa Barbara, University of California Los Angeles, University of Chicago, University of Miami, University of Michigan, University of Notre Dame, University of Pennsylvania, Wake Forest.
	Argentina	San Andrés Medical School
	Canada	University of British Columbia
	Netherlands	Erasmus University, Rotterdam
2013	UK	University of St Andrews, University of Kent, King's College London (2), University of the Arts London, University College London, University of Exeter, Imperial College London, City University London.
	Brazil	Fundação Getúlio Vargas (3), Instituto de Ensino e Pesquisa (10), Centro Universitário Belas Artes de São Paulo (3), Escola Superior de Propaganda e Marketing (8), Centro Universitário da Fundação Educacional Inaciana, Universidade Presbiteriana Mackenzie (2), Pontifícia Universidade Católica de São Paulo and Instituto Brasileiro de Mercado de Capitais (2).
	USA	Stanford University (2), Johns Hopkins University, University of California Los Angeles, University of California Irvine, Columbia University, Parsons The New School of Design, New York University (5), University of Notre Dame, Georgia Institute of Technology, Babson College, Stony Brook University,

	Pepperdine University and University of Tampa.
Canada	The University of British Columbia (2), École des Hautes Études Commerciales de Montréal.
Italy	Luiss Guido Carli University, Rome (2).

The International Baccalaureate (IB)

The IB offers high quality programmes of international education to a worldwide community of schools. There are more than 1.2 million IB students in over 140 countries. The IB starts in the Lower Sixth and the full Diploma is a two-year programme.

There are four parts to course leading to the IB Diploma:

- (a) Six academic subjects, three of which are taken at Higher Level (HL) and three at Standard Level (SL).
- (b) An Extended Essay in any recognised IB subject.
- (c) A course in the Theory of Knowledge.
- (d) A component called CAS (creativity, action, service) is also included. This is where the pupils undertake extra-curricular activities, which may be creative, aesthetic or physical. Social service is also a requirement.

The grading system used for IB examinations ranges from 1 to 7 for each subject, 4 being a pass and 7 being the highest grade. Subject to certain conditions, the International Baccalaureate Diploma is awarded to candidates whose total point score reaches or exceeds 24 points. A maximum of 3 points may be awarded for the Extended Essay and Theory of Knowledge course. The maximum score is 45.

How is it different to A Levels in England & Wales? A pupil following an A level course, might be limited to three, at most four, subjects which are often interrelated. This encourages specialisation in one field of knowledge at an early stage. By contrast, the structure of an IB academic programme, together with the other requirements for the diploma (Community action Service (CAS), Theory of Knowledge, Extended Essay), ensures that the pupil has a balanced, well-rounded education which avoids the pitfalls of early specialisation and allows breadth of study.

International General Certificate of Secondary Education (IGCSE)

The International General Certificate of Secondary Education (abbreviated to IGCSE) is an internationally recognised qualification for school students, typically in the 14–16 age group. It is similar to the GCSE in England and Wales. The IGCSE was developed by University of Cambridge International Examinations in 1988. The IGCSE is an international alternative to many popular national curricula.

The IGCSE qualification does not function as a Certificate of Education for a group of subjects as in many countries. But instead it is a qualification based on individual subjects of study, meaning a pupil is given an IGCSE qualification for each subject they take.

Pupils at St. Paul's will take between 8 and 10 IGCSEs which will include English Language (First Language), English as a Second Language, English Literature, Portuguese (either as a First Language or a Foreign Language), Mathematics, Biology, Chemistry, Physics (or instead of three sciences, they might take Co-ordinated Science which is the equivalent of two IGCSEs) and then two from French, Geography, History, ICT, Music and Spanish, with either History or Geography being compulsory.

The courses would normally start in Form 4 and will be completed in Form 5. Some departments now start teaching IGCSE in Form 3. The top grade is an A*, the next highest is an A, then B, C, D, E, F, G. A pass grade is taken to be anything which is a C or more. A U grade is Unclassified and scores nothing.

IGCSE grades form an extremely important part of a pupil's academic profile when they apply for university entrance abroad.