

- ✦ We also welcomed Mlle Lebarbé as a new member to the team as our French assistante. She has been absolutely invaluable and I simply don't know how we did without her in previous years. We tried to persuade her to stay but she needs to return to her native Brittany to further her studies.

All in all, 2006 was a tremendously exciting year and the Department with its strong team (Mr Dyer (Head of Department); Mr Clelland; Mrs DeLuis; Mr Hobson; Mr Thorpe and Mlle Lebarbé) continued to make great strides to improve the enjoyment of learning languages and raise the expectations and achievements of our students.

*Mr Bernard Dyer,
Head of Modern Languages*

BUSINESS STUDIES AND ECONOMICS

2006 was a good year for Business Studies and Economics. In Economics, Tom Sallis (Captain), Mujammil Hussain, Drivalda Delia and Lawrence Fan, competed in the Target 2.0 competition run by the Bank of England. This College team changed the whole dynamics of the competition. It would be fair to say that the other schools took a conservative approach but we set the competition alight by deciding to significantly reduce interest rates resulting in a lively presentation and even managing to raise a chuckle from the audience. They came top with their presentation but were not quite as strong in the question and answer session, and slipped to 2nd position in the regional final. Next year if we approach the competition in a similar manner and sharpen up our Economics just a little we will do really well!

For the Year 12 students we have run a number of experiments this year, being one of the few schools in the UK to adopt an accelerated approach to learning and the results have been pleasing so this must be the way forward.

Business Studies is changing all of the time. Early in the year we ran our own version of

Dragons' Den. This was an encounter with a number of people who all run their own businesses. Students were given three weeks to prepare a Business Plan, and present their findings to the experts. All of the contestants were given a rough ride, which was the objective. All of the students enjoyed the experience, Moyo Hoshino coming out on top.

We have now started to develop our own version of The Apprentice in class for the upper sixth. This allows students to assess and criticise the performance of their peers. Farai Mutonga was the favourite to win the whole competition, but sadly in the final regressed to spouting Business theory out of context. John Wybar who had faltered in previous rounds came out on top.

Teaching Business Studies throughout this year has been really good fun achieving great results as one of the top performing schools in the country in the January modules whilst adopting accelerated learning techniques for those students who volunteered for the experiment of doing all six units in January.

We will end with a few quotes, "Sometimes you have to be cruel to be kind" and finally there is a formula that I often refer to in the class-room...

"Hard work gives you confidence. Confidence enables you to succeed, and by gaining success you get enjoyment. And once you are enjoying yourself, you are more likely to put in the hard work. It goes in circles all of the time."

Adapted from a quote given prior to the Ashes Tour by none other than Duncan Fletcher!

Mr Antony Bennett, Head of Department

The D a Vinci Code has raised a lot of questions this year and I have found myself having to explain some of the more esoteric ideas and challenges which are raised in the book. Dan Brown asserts that the rituals and beliefs he portrays are accurate; The Catholic Church has orchestrated a campaign to smear what Brown wrote. Where then does the truth lie? I heard a radio interview with a leading churchman who said that the D a Vinci Code has opened a lot of people's eyes to the fact there might be something more to life than the endless pursuit of financial reward. This respected man claimed it didn't matter whether or not what was

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written by Brown was true; what was important was that people asked questions about faith and religion they had never considered before. O pus Dei the conservative Catholic group have said that the number of enquiries they have answered about membership has risen exponentially since the release of the book.

So, where does this publishing phenomenon leave the Religious Studies student? There has been a certain level of smugness amongst some of the older students as they had long started the quest for meaning and in some cases, wondered why others have taken so long! The stated aim of Religious Studies at Framlingham is to open the eyes and stimulate the brains of students. Whether it be reflecting on religious attitudes towards moral issues; considering the contributions of Martin Luther King to the development of North American theology; analysing the effect of the 2nd Vatican Council on the lives of the oppressed in Latin America or Plato's analogy of the Cave, it can never be said



that the pursuit of understanding and awareness in RS lessons is ever less than challenging.

Taking a broader view with the aim of understanding the peoples of the world around us must be a positive goal and RS students have debated Ethical theory at conferences, discussed the place of Cathedrals in the life of a community, gained some understanding of the horrors of the Holocaust and analysed how Hollywood portrays religiously sensitive topics. My hope is always that students leave the academic care of the department with their brains open and receptive to new ideas and that they are never afraid of questioning preconceptions. The understanding of science and nature has developed at a rapid pace over the past 500 years and will no doubt continue to do so in the future and I believe that those students I have had the pleasure of coming into contact with will contribute to the understanding of the place of nature, science and religion in the future.

Mr Julian Holland, Head of Religious Studies

TOP AND BELOW: YEAR 10 VISIT ELY CATHEDRAL

It seems that not a day goes by without an article appearing in the national press criticising the way that schools, and probably more specifically the examination system, are being run. For a number of years two areas have been much discussed; the integrity of coursework and the modular examination system.

When coursework was introduced in the mid 1980s it was seen as a method of taking at least some of the pressure away from the dreaded examination period in June. Also it was most definitely conceived as an attempt to provide students with the opportunity to work in a way that was more in line with what they would experience in the 'real world of work'. Both of these intentions were creditable and valid but unfortunately in the 1980s few of us had the imagination to foresee the impact that technology was to have on our lives. If you enter 'GCSE coursework' into Google you are presented with almost 200,000 hits. Clearly the opportunities for cheating and plagiarism are huge. The days of coursework in most of the non-practical subjects appear to be numbered for this very reason.

The value of modular examinations is another area of contention. The major benefit for the students is that they are able to resit modules if they believe they can achieve a better result. Some people clearly see this as undermining the integrity of the examination system but perhaps this method of assessment is more in line with 'real life'. If we were restricted to one attempt at the Driving Test how many of us would be permitted to drive?

While both these issues are contentious, what is more clear cut is the outstanding performance of Framlingham College students, both at A Level and GCSE.

We were very aware of the talents of our Year 13 students and we were absolutely delighted when we received their final results in August. Of the 300 A Level examinations taken over 200 achieved grade A or B (the exact figure is 68.5%). Nineteen of our students achieved three A grades (or better). Indeed six students achieved 4 A grades or better.

However the figure that we believe is the best indicator of what our students have achieved is the average number of UCAS points achieved. This year the students on average achieved 342 points. The A Level league table published by The Times is based on this statistic and this year we were the highest placed boarding school in the whole of Suffolk, Essex and Norfolk.

At GCSE level the results of the Year 11 students was also impressive. For the third year running over 40% of all GCSE grades were A* or A. Such results enable students to enter the Sixth Form with confidence and we look forward to noting their continued academic development over the next two years.

Mr Clive Norton, Deputy Head Academic