



CHEL TENHAM
COLLEGE

13+ Scholarship

Subject Content Guides

13+ Science Scholarship Guidance

There will be one paper broadly based on the ISEB Common Entrance Level 2 Syllabus.

The examination (90 minutes) will be divided into three sections: biology, chemistry, and physics. Candidates should attempt all questions. Each section is worth 30 marks, but the number of questions may vary. The use of calculators, rulers and protractors will be allowed in the examination. The assessment objectives will be equally weighted, with a greater emphasis on evaluation than recall. For quantitative questions which require the use of formulae, equations given in the syllabus will **not** be provided. Rearrangement of equations may be required.

All topics should be revised, as any topics from the syllabus could be assessed.

The 13+ Science Scholarship paper will assess a broad range of scientific skills. Candidates will be expected to work scientifically, to analyse and evaluate scientific knowledge, and to apply it to unfamiliar situations. The examination paper may contain questions about practical techniques and scientific processes. The analysis, interpretation, explanation and evaluation of their methods, results and conclusions will be examined.

Schools looking to provide stretch and challenge for their pupils, appendix II of the ISEB Common Entrance specification might give some inspiration. The problem solving encountered in these topics will help bolster 13+ Scholarship candidates understanding.

13+ English Scholarship Guidance

The Cheltenham College Scholarship paper for English will be divided into two sections. The first section will ask pupils to read a poem, or passage of prose, and answer four or five comprehension questions about the text. These questions will vary in focus but will generally ask pupils to summarise the plot and action of the passage, analyse the language used by the writer to generate various effects, and /or evaluate a perspective about a character or the text as a whole. The second section will ask pupils to answer an extended essay question that requires them to evaluate a critical perspective about literature in light of their wider reading of novels, non-fiction, poems, and plays. Please see the available past papers for examples of these tasks and Appendix A for the extended essay question mark scheme.

13+ French and Spanish Scholarship Guidance

Papers are as follows:

Paper 1: Reading, Writing, Translation and Grammar

Candidates will be assessed on their comprehension of texts which may cover the following topic areas:

1. School Life
2. Free Time
3. Holidays
4. Self, Family, Friends and Pets
5. Home and Local Area

Candidates will also be expected to write about these topics in the Target Language. In their writing, and in the grammar questions, candidates will be assessed on their knowledge and application of the following:

- Verbs in past, present and future tenses
- Adjectives and adjectival agreement
- Nouns and articles
- Negatives
- Time phrases

Candidates will be expected to express opinions and justify them.

Paper 2: Speaking

Candidates will be interviewed in small groups for 12-15 minutes. During the interviews candidates will be asked to contribute to a discussion based on the topic areas above. Marks will be awarded for:

- Communication
- Range of Language
- Pronunciation
- Spontaneity and Fluency

Credit will be given for the overall contribution during the interview rather than on a question-by-question basis.

13+ Latin and Greek Scholarship Guidance

The 75 minute Latin and Greek paper will consist of three sections:

1. The first section will contain one Latin passage for translation from Latin into English.
2. The second section is a second Latin passage, on which comprehension questions are set, including multiple choice, but not including technical questions on parts of speech etc.
3. The third section will give candidates a choice: a more challenging Latin comprehension, five English sentences to translate into Latin, or a Greek passage for translation into English.

The paper is designed to start with easier material and get harder. The Latin in the third section is intended to allow candidates to show the most understanding and recall.

The Latin options follow the ISEB scholarship syllabus on constructions, endings and vocabulary: schools are advised to use the vocabulary lists and grammar breakdowns detailed at:

<https://www.iseb.co.uk/getmedia/d2429d68-7cc0-4158-aae6-133fe2fbbda8/Syllabus-CE-CASE-Classics.pdf.aspx>

Limited vocabulary help (including relevant principal parts) will be given where the vocabulary, or syntax of a section falls outside the ISEB syllabus. In all sections, a candidate may occasionally be expected to guess very obvious vocabulary with common English derivatives, especially where context is provided by the English lead-in above each passage.

In light of the limited time available to prepare candidates for Greek, the Greek section is significantly more accessible. Candidates who have completed the ISEB Level 1 syllabus at the address above will be fully prepared for this section.

13+ Maths Scholarship Guidance

There will be one paper based loosely on the Common Entrance syllabus at Level 3.

The paper usually also includes the following topics:

1. using symbolic notation to express rules for sequences
2. solving simultaneous linear equations in two or more variables
3. percentages
4. Pythagoras' theorem and the relationship between distance, speed and time
5. the ability to calculate with fractions and the use of formulae involving substitution of fractions and negative numbers
6. expressing positive integers as a product of primes
7. algebra, including simplifying and solving
8. area and perimeter of simple 2D shapes and surface area and volume of simple 3D shapes.

The second half of the paper is designed to test problem solving skills and logic.

The following topics will **not** be included:

Plotting curves, inequalities, constructions, transformations and statistical diagrams of any kind.

The use of a calculator is allowed.

13+ History Scholarship Guidance

Section A

3 sources, requiring the ability to comprehend and draw (a) basic inference(s) from one image (such as a map / photograph / painting / engraving / cartoon), followed by closer reading of two text sources. See Appendix B for mark scheme.

Section B

Generic questions will focus on one out of three of the key concepts listed below (taken from the Department for Education website), to be answered with reference to any period of History studied. No set curriculum is required: pupils may draw upon their knowledge of any National Curriculum (see Appendix C) / Common Entrance or other scheme of work they have followed, including prior to Year 8. Skills of explanation, analysis and judgement are looked for.

1. Causation:

For example...

Why do wars, battles, revolutions or rebellions begin?

Why do they fail?

2. Consequence:

For example...

What have been the effects of any wars, battles, revolutions or rebellions you have studied?

What has the impact of any individual leader been on any period of History you have studied?

3. Change and continuity:

For example...

What have been the major social and economic changes across any periods of History you have studied?

Additional credit will be given for any awareness, as relevant, of:

- a. chronology
- b. differing historical interpretations
- c. the relative significance of causes, effects, people or changes.

See Appendix D for the mark scheme.

13+ Geography Scholarship Guidance

General

Geographical themes covered in the paper will be in line with the general principles of the CE Syllabus and National Curriculum (see Appendix E), with reference to: Rivers, Weather & Climate, Economic Activity & Environmental Issues as well as the key concepts listed later in this guidance. The emphasis within the questions will be skill rather than knowledge-based and will target both the Physical and Human disciplines of the subject. Therefore, a good candidate would be able to provide a high-quality answer, using the sources provided as well as their own knowledge of the specific area or topic covered. Command words will be taken from Appendix III of the CE Syllabus (2013).

Section A

This question will target their understanding and awareness of the world around them and events that are currently being reported in the media. The question will always be supported with at least one source, but students do not need to base their entire response on the source. It is expected that they will draw on their own knowledge to help answer this question. The source will contextualise the question and provide a prompt as to the theme of their response. See Appendix F for mark scheme.

Section B

This question will involve two or three sources. They will require the comprehension of the source and synthesis of the different themes provided. An ability to apply examples previously studied to those provided in the exam will be rewarded, and although a good answer could still be written using only the source material, it is not encouraged. See Appendix G for the mark scheme.

13+ Theology, Philosophy, Ethics (TPE) Scholarship Guidance

Section A

The question contains two sources, requiring the ability to comprehend and draw inferences from current articles and/or extracts from religious texts.

Candidates should:

- a. analyse religious beliefs, arguments, and ideas
- b. express insights into the significance and value of religion and other world views for human relationships personally, locally, and globally.

It is a good idea for candidates to draw quotes and/or data from the sources to support interpretations made. The quotes should not be overly long as this would prevent candidates from developing chains of reasoning using the quotes.

See Appendix H for the Sect A mark scheme.

Section B

Generic questions will be deliberately broad to show what the candidates can do. Questions can be generated from any one of five concepts: 'What is religion?'; 'What is truth?'; 'What is knowledge?'; 'What is God?'; and, 'How do you make a moral decision?'

While candidates may choose to draw upon the sources, they do not have to and may instead draw upon their own knowledge and/or ideas. The questions are designed to allow candidates an opportunity to exhibit their thinking skills, ability to draw upon their knowledge of TPE (and appropriate links to other subjects and current affairs), and ability to write coherently.

Some factors to consider when writing a response:

- What do religious believers or philosophers teach about ideas/ethical issues that affect the individual, community, or society?
- Why do religious people or philosophers do, say, and think certain things? Where do these ideas originate?
- What impact do these beliefs have on the individual, community, or society in general?
- Distinguishing whether practices/beliefs originate in sacred text or traditional practice of religion.
- Differences within any one religion, philosophy, or ethical system.

See Appendix I for the Section B mark scheme and additional guidance

APPENDIX A

ENGLISH – SECTION B MARK SCHEME

Mark	Criteria
6 (22-25)	An essay in this band typically demonstrates or is characterised by: - Excellent and consistently detailed understanding of literary and /or non-fiction texts. - Excellent and consistently detailed engagement and evaluation of the critical perspective in the question. - Consistently effective use of quotations and /or reference to texts, blended into discussion. - Well-structured, coherent argument consistently developed. - Consistently fluent and accurate writing in appropriate register.
5 (18-21)	An essay in this band typically demonstrates or is characterised by: - Very good and detailed understanding of literary and /or non-fiction texts. - Very good and clear engagement and evaluation of the critical perspective in the question. - Effective use of quotations and /or reference to texts, usually well integrated. - Well-structured, coherent argument. - Very good level of coherence and accuracy in writing in appropriate register.
4 (13-17)	An essay in this band typically demonstrates or is characterised by: - Competent understanding of literary and /or non-fiction texts. - Competent engagement and evaluation of the critical perspective in the question. - Competent use of illustrative quotations and /or reference to texts, often integrated. - Straightforward argument, competently structured and developed. - Clear writing in a generally appropriate register.
3 (9-12)	An essay in this band typically demonstrates or is characterised by: - Straightforward understanding of literary and /or non-fiction texts. - Straightforward engagement and evaluation of the critical perspective in the question. - Some use of quotations and /or reference to texts as illustration. - Straightforward argument, lacking development. - Mostly clear writing, perhaps with inconsistencies in register.
2 (5-8)	An essay in this band typically demonstrates or is characterised by: - Limited understanding of literary and /or non-fiction texts. - Limited engagement and evaluation of the critical perspective in the question. - Limited use of quotations and /or reference to texts as illustration. - Limited structured argument, lacking development. - Limited clear writing, some inconsistencies in register.

1 (1-4)	An essay in this band typically demonstrates or is characterised by: - Little or no relevant understanding of literary and/or non-fiction texts. - Little or no relevant engagement and evaluation of the critical perspective in the question. - Few quotations/ references to texts (e.g. one or two) or no quotations/ reference to texts used. - Undeveloped, fragmentary discussion. - Inconsistent writing with persistent serious technical errors, very little or no use of appropriate register.
0	No response or no response worthy of credit.

In addition to the above, please note:

- The grade descriptors are scaled to the level expected of a Year 8 scholarship candidate.
- Candidates do not need to meet all the descriptors in a band to be awarded a corresponding mark.
- There is no fixed structure or approach expected.
- Though impressive when present, quotations from texts are not required to gain a score in the highest bands. The phrase 'reference to texts' refers to knowledge of the plot/content of various texts when communicated as part of the argument (e.g. '*Hamlet's anger with his mother is demonstrated during the closet scene when he berates Gertrude for her hasty remarriage...*' etc). Candidates are welcome to refer to texts that demonstrate the breadth of their wider reading, not just the texts they have covered in class.
- There is no fixed requirement on the range of texts that need to be covered to gain a high score. Typically, however, successful responses tend to refer to three or more texts

APPENDIX B

HISTORY – SECTION A MARK SCHEME

Mark	Criteria
L1 (1-2)	Simple statements. Paraphrases or copies sources.
L2 (3-5)	Develops response with some details selected from sources. Comprehends sources. May use just one source .
L3 (6-8)	Explains answer using more details selected from sources. Uses at least two sources and may make inferences. Uses paragraphs; beginning to categorise information rather than just going through the sources in order. Written expression is sound.
L4 (9-10)	Links relevant factors, and may do this by cross-referencing sources. Might use all three sources . May explicitly categorise factors. Possibly a planned order of paragraphs. Writes fluently ; precise use of evidence. May attempt mini-introduction or conclusion in judgement, but this is not required.

The element of precision and/or the amount of source use (selection & quoting) will generally increase from L2 through L3 to L4. It is expected that many will 'forget' image Source 1: its value lies in emphasising (a) key content point(s) to be found within either or both of Sources 2 & 3, and it is intended mainly as a quick prompt to engage interest in the unseen written sources.

APPENDIX C

KEY CONCEPTS OF HISTORY - KEY STAGE 3

There are a number of key concepts that underpin the study of History. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

1.1 Chronological understanding

- a. Understanding and using appropriately, dates, vocabulary and conventions that describe historical periods and the passing of time.
- b. Developing a sense of period through describing and analysing the relationships between the characteristic features of periods and societies.
- c. Building a chronological framework of periods and using this to place new knowledge in its historical context.

1.2 Cultural, ethnic and religious diversity

- a. Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world.

1.3 Change and continuity

- a. Identifying and explaining change and continuity within and across periods of history.

1.4 Cause and consequence

- a. Analysing and explaining the reasons for, and results of, historical events, situations and changes.

1.5 Significance

- a. Considering the significance of events, people and developments in their historical context and in the present day.

1.6 Interpretation

- a. Understanding how historians and others form interpretations.
- b. Understanding why historians and others have interpreted events, people and situations in different ways through a range of media.
- c. Evaluating a range of interpretations of the past to assess their validity.

The latest version of the National Curriculum (History) was published in September 2013 and can be found [here](#), with the concepts listed under 'Aims' (bullet point 4) on the first page:

APPENDIX D

HISTORY – SECTION B MARK SCHEME

Mark	Criteria
L1 (1-2)	Simple statements. Some irrelevance of content or inaccuracies.
L2 (3-5)	Develops cause(s) / effect(s) / impact / change(s) with some details . May contain some description.
L3 (6-8)	Explains probably more than one cause / effect / impact / change, using increased depth . Uses paragraphs; some organisation of answer showing some planning and/or sense of categorisation. Sound written expression.
L4 (9-10)	Links. Precise detail in the knowledge: they have clearly learnt a topic. May explicitly categorise or prioritise. Planned order of paragraphs. Fluent expression. May attempt mini-introduction/conclusion in judgement, although this is not required.

Credit also to be given, which may enable access to higher levels:

Any awareness of: chronology; interpretations; relative significance of factors; overall flair, confidence and sophistication in written argument.

APPENDIX E

KEY SKILLS AND KNOWLEDGE IN GEOGRAPHY – KEY STAGE 3

There are several key skills and broad knowledge required in the study of Geography. Pupils need to understand these to deepen and broaden their understanding.

Locational knowledge

- Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries, and major cities.

Place Knowledge

- Understand geographical similarities, differences, and links between places through the study of human and physical geography within and between contrasting regions.

Human and Physical geography

- Understand, using detailed place-based exemplars at a variety of scales, the key

processes in:

- physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
- human geography relating to: population and urbanization; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.

Geographical skills and fieldwork

- Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs use Geographical Information Systems (GIS), such as ArcGIS to view, analyse and interpret places and data
- Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

The latest version of the National Curriculum (Geography) was published in September 2013 and can be found here, with the skills and broad knowledge listed under ‘Subject content’, 2nd and 3rd pages:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239087/SECONDARY_national_curriculum_-_Geography.pdf

APPENDIX F

GEOGRAPHY – SECTION A MARK SCHEME

Mark	Criteria
L1 (1-2)	Basic statements. Paraphrases or copies sources.
L2 (3-5)	Identifies basic trends with some detail selected from sources. Comprehends the source. Can provide some reasons, but they are only partially explained.
L3 (6-8)	Is thorough when describing and explaining the reasons and links they present, but also brings in their own knowledge and uses evidence to support their main points. Uses paragraphs with varying success to categorise and explain their main points. Possibly uses some supporting data with varied success.
L4 (9-10)	Is comprehensive when describing and explaining the reasons and links they present, but also brings in their own knowledge and uses evidence to support their main points. Uses paragraphs successfully to categorise and explain their main points. Selects and uses the most appropriate data to support their main points.

The element of precision and/or the amount of knowledge demonstrated will generally increase from L2 through L3 to L4. The main discriminator will be the range of ideas that the student presents and how well these are explained and linked with one another to create an answer that has a common line of argument.

APPENDIX G

GEOGRAPHY – SECTION B MARK SCHEME

Mark	Criteria
L1 (1-2)	Simple statements. Some irrelevance of content or inaccuracies.
L2 (3-5)	Develops cause(s) / effect(s) / impact / change(s) with details. May contain some description.
L3 (6-8)	Explains probably more than one cause / effect / impact / change, using increased depth. Uses paragraphs; some organisation of answer showing some planning and /or sense of categorisation. Sound written expression.
L4 (9-10)	Links. May explicitly categorise or prioritise. Planned order of paragraphs. Fluent expression. May attempt mini-introduction/ conclusion in judgement, although this is not required.

APPENDIX H

TPE – SECTION A MARK SCHEME

Mark	Criteria
0	No creditable information.
1	Makes an inference from one source but does not refer to it directly.
2	Makes an inference from one source but does refer to it directly.
3	Makes an inference from one source, refers to it directly, and makes an astute analytical point.
4	Makes inferences from both sources but does not refer to them directly.
5	Makes inferences from both sources but refers to only one of them directly.
6	Makes inferences from both sources and refers to both directly.
7	Makes inferences from both sources, refers to one directly, and makes one astute analytical point.
8	Makes inferences from both sources, refers to them both directly, and makes one astute analytical point.
9	Makes inferences from both sources, refers to them directly, and makes more than one astute analytical point.
10	As 9 but brings in own knowledge in a way which helps the analysis of the sources.

APPENDIX I

TPE – SECTION B MARK SCHEME & ADDITIONAL GUIDANCE

Mark	Criteria
0	No rewardable material.
1-3	Demonstrates isolated elements of understanding of religion and belief. Identifies information/issues and makes superficial connections between a limited range of elements within the question. Judgements are supported by generic argument to produce a conclusion that is not fully justified.
4-6	Demonstrates limited understanding of religion and belief. Deconstructs religious information/issues, and makes superficial connections between many, but not all of the elements in the question. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial leading to a conclusion that is not fully justified.
7-8	Demonstrates accurate understanding of religion and belief. Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and that make connections between many, but not all of the elements in the question. Constructs coherent and reasoned judgements of many, but not all of elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial leading to a partially justified conclusion.
9-10	Demonstrated sustained accurate and thorough understanding of religion and belief. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

When writing responses to both the first and second questions, here are some things to consider:

- Candidates should support the points they make. Think along the lines of ‘Point,’ ‘Evidence,’ ‘Explanation.’
- For this examination, there is no need to write an introduction or conclusion to TPE answers.
- It is unlikely that the questions will explicitly request candidates to write a balanced answer. However, to add sophistication to their responses it is good for them to use words such as ‘although,’ ‘nevertheless,’ and ‘however,’ for acknowledging opposing views and yet challenging them to make interpretations or points of view stronger.
- While candidates will gain credit for relevant knowledge, the key word to emphasise here is ‘relevant’: their knowledge should help develop their interpretation or support

their point, rather than being inserted into their answer to show they have learned something.

- Avoid contractions, slang, and text speak. Although candidates will not be marked explicitly on their spelling, punctuation, and grammar, clarity of expression is important.
- Avoid sweeping generalisations.
- Answer the specific question set.
- Candidates are encouraged to use the language of the question in their answer.