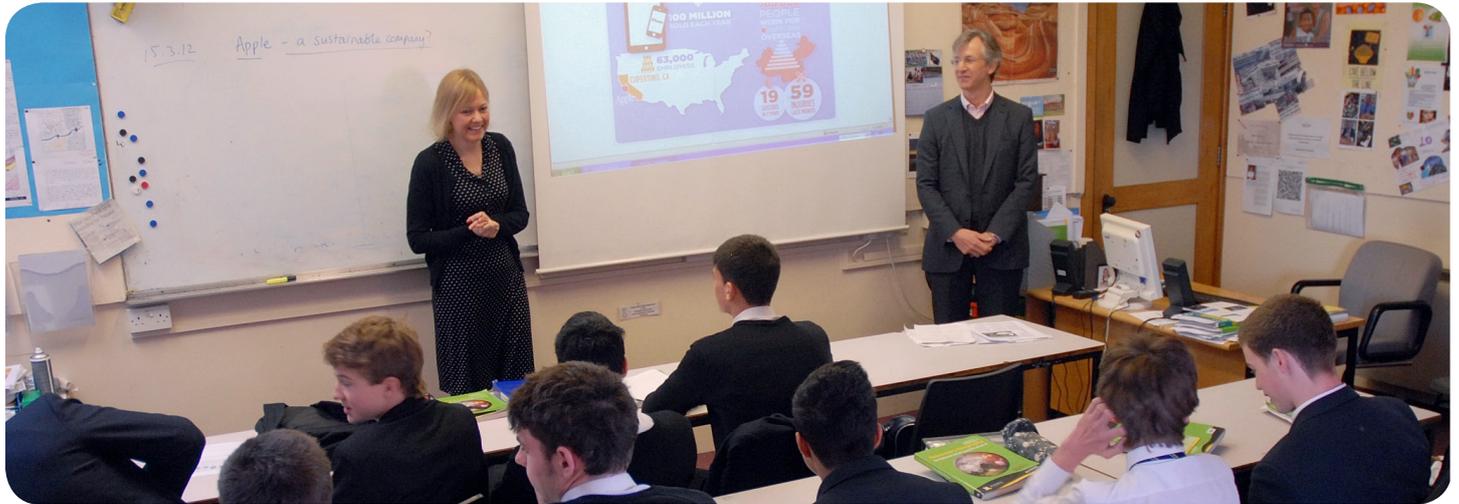


Bedford School, Bedford



Susie Spyropoulos teaching Geography with a story about the iPhone. Photograph by: Eric Baldauf.

What sort of school is this?

Bedford School, founded in 1552, has 700 day and boarding boys aged between 13 and 18. Described by *The Good Schools Guide* as an ‘unpretentious school which has everything a boy could need’, it has a national and international reputation for exam success. *The Times* recently voted it the number one school for those taking the International Baccalaureate. More than 8 boys out of 10 pass A Levels with A & B grades and over 97% pass GCSE with grades A to C.

When did we visit?

We visited the school on the ides of March – one day after the launch of Apple’s latest iPad and a few days before the start of GCSEs. We sat in on Susie Spyropoulos’s last Geography revision class and then went on to see how Fiona McEwan-Cox, Head of Academic Support, used *The Day* to prepare international students for their IGCSE examinations.

What do they say about ‘The Day’?

Susie, Head of Citizenship at the School, spotted *The Day* at a Citizenship conference in the British Library nearly a year ago. She saw it offered great potential for giving students an up-to-date edge in examinations. She said: ‘However good the text books, the world is changing so fast that they cannot possibly keep track. We want to keep our students abreast with the latest news to see how far it helps them in examinations.’ Classes at the school do the Friday quiz.

Tom Garratt said: ‘*The Day* has made Geography lessons more interesting. It helps with revision. Its articles can provide me with a range of different case studies which could gain me greater marks.’ ‘Next time I use my iPhone,’ said Alex Garcha, aged 16, ‘I will think back to today and of all the people who suffered to make my iPhone. It has made the subject of sustainability more alive.’

The school has international boarders and Fiona McEwan-Cox is looking for fun ways of improving their vocabulary. She said: ‘My students found *The Telegraph* too difficult to read – also *The Guardian*. We were having to rewrite those articles to

**“HOPEFULLY,
BETTER MARKS
IN EXAMS”**

**TOM GARRATT, AGED 15,
BEDFORD SCHOOL STUDENT**

make them simpler. Now we find that *The Day* does all that for us and much more.’

Maxim, aged 15, from Russia said: ‘*The Day* has certainly helped me to improve my vocabulary. Also I spend my free time reading some of the articles.’

And how do they use it?

Susie’s lesson began with a video recording of Apple’s advert on a newer and slimmer iPad bringing down carbon emissions by 42%. Students then read

The Day’s article headlined: ‘How many people died to make the iPhone?’ She drew a graph on the whiteboard and discussed the pros and cons to the environment, to China’s economy and socially. On the plus side: Chinese workers earn 17 dollars a day and have prestigious jobs working for a multi-national. On the minus they are working 12 hours shifts, 137 people injured and 19 suicides in the last few years. But, undaunted at the end of the lesson, the class voted: 12-4 in favour of Apple.

In the international centre, Fiona was discussing with eight students from Europe and the Far East Dr Post’s artificially made ‘Frankenberger’. Would they eat it? Under different parts of speech – nouns, verbs, adverbs, pronouns – students grouped the words they could remember from the article on the whiteboard, giving each another meaning. So ‘evolving’ was described as ‘changing’, ‘quiver’ as ‘shake’, ‘persuade’ became ‘convince’. Using the key words on the board each had to write a 50 word summary of the article. There was still time for a discussion at the end on factory farms. Teddy, from Taiwan, described his family’s free-ranging farm which employs 12 people and takes 20 minutes to drive from one end to the other. By the way, only two said they fancied eating the hamburger!

Author

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