



Bedford
Modern
School

GCSE
Curriculum Booklet

2008 – 09

Dear Parents

This booklet sets out information on the various GCSE courses taken by your son or daughter during the course of Years 10 and 11. It is the final curriculum handbook that you will receive, as the information for the sixth form is disseminated in different formats.

Each subject's entry has been written by the Head of Department, and subjects have been listed in alphabetical order. As well as containing general information about the courses, the entries contain some information on the extent and nature of the coursework that will be set. This booklet also contains a section setting out the school-wide policy on coursework. The management of coursework – particularly the meeting of deadlines if they coincide in several subjects – is one of the perennial issues relating to this age group. We hope that the information contained in this booklet will help you to know what your child will be expected to do and when, and to help him meet his commitments. **Supplementary letters giving more precise information on the exact timing of coursework deadlines for all subjects will be sent to you later in Year 10, and at the beginning of Year 11.**

Unlike the booklets issued in Years 7 – 9, this one does not contain detailed definitions of the grades that appear on the two full reports per year that your child will continue to receive. This is because Years 10 and 11 are given letter grades based on the externally-set GCSE criteria. Although in a national context, Grades A* to G inclusive are regarded as 'pass' grades, with Grade U for 'ungraded', most independent schools like BMS regard Grades A* to C inclusive as the standard expected of their students. **Please note that on reports issued in Year 10, the grades do *not* necessarily imply predictions of final performance at GCSE. Moreover, Grade A* is not used on reports issued to Year 10 students.**

However, students on GCSE courses do continue to be assessed internally as part of our tracking process. You will now be used to this, as the sending home of tracking grades has become normal policy. **In general, departments arrive at their tracking percentages by aggregating the marks of a number of pieces of class work, homework and tests in the period preceding the recording of the grades.** Some slight variations from this apply in individual subjects: these are indicated below. If you have any queries about the tracking marks in an individual subject, please refer them either to your son/daughter's subject teacher or the head of that particular department.

We have included the names of the GCSE examining boards for each of our subjects. Links to the locations of the syllabuses on the boards' web sites will appear increasingly on the new subject-specific areas of the BMS web site. In the interim, those of you with access to the Internet should be able to access your child's syllabuses directly via

- www.aqa.org.uk (The Assessment and Qualifications Alliance, based in Guildford and Manchester)
- www.edexcel.org.uk (The Foundation for Educational Excellence, based in London)
- www.ocr.org.uk (Oxford, Cambridge and RSA Examinations)

Otherwise, your son/daughter's subject teachers, or the relevant Head of Department, will be happy to answer any questions you may have about specific subject content. General issues relating to academic matters should be addressed to Mr Price.

COURSEWORK

Coursework is a major feature of GCSE programmes of study. Depending on the subject, it can constitute between 20% and 60% of the marks available for the final grade. Effort expended on coursework can therefore pay considerable dividends, and the great majority of students approach it in a conscientious manner. However, this can mean that students will sometimes find themselves with a considerable workload as deadlines approach. The school makes every effort to spread the deadlines so as not to overburden students; you will be informed of the exact deadlines for specific subjects later in Year 10, and at the start of Year 11. It is also important to note that coursework is governed by a number of regulations; these are laid down both by the school and by the examination boards. The next section of the curriculum booklet lays out these regulations and provides some supplementary advice.

1/ ORIGINALITY OF WORK

The Joint Council for General Qualifications, which co-ordinates and oversees the work of the examination boards, states:

‘The work which you submit for assessment must be your own. However, you may (a) quote from books or any other sources: if you do, you must state which ones you have used; (b) receive guidance from someone other than your teacher: if so, you must tell your teacher, who will record the nature of the assistance given to you. If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.’

BMS has a clear position on plagiarism of work, based on the Joint Council’s policy. We are aware of the fact that increased use of computers for the production of coursework, and for assignments produced during the course of normal school work, has made it more difficult for those assessing the work to be sure that it is entirely the candidate’s own. The vast amount of material available on the Internet affords many opportunities to obtain information that can then be passed on, to some extent or other, as the candidate’s own. Indeed, there are even websites where it is possible to obtain ‘stock answers’ to GCSE assignments; staff at this school are well aware of these sites and are easily able to check our students’ work against that available online.

Despite the availability of such ‘short cuts’, the policy of this school, and of the Joint Council and the examination boards, is clear. **Plagiarism is entirely unacceptable**, both because it is innately dishonest and because it is clearly unfair to those candidates who produce work entirely of their own devising. It is a form of intellectual theft, and can ultimately be a form of *actual* theft, as it contravenes copyright and data protection legislation.

Therefore, when cases of plagiarism are discovered and confirmed at this school, the following policy applies.

- 1. If the incident is discovered before coursework marks are submitted to the examining board**, it is dealt with as an extremely serious internal disciplinary matter. In two cases in recent years, the students guilty of attempting to pass off another student’s work as their own were suspended. Any student who knowingly allows his or her work to be copied or otherwise used by another could face disciplinary action as well. Other possible sanctions include awarding no marks for the plagiarised piece of work, and – if such an action would make it unlikely or impossible for a student then to obtain grade C or above – to withdraw the student from the examination in that subject.
- 2. If the incident is discovered after marks are submitted to the board**, the matter is entirely out of the school’s hands. The Joint Council’s national code of practice treats such cases identically to cases of cheating in an external examination: depending on the circumstances, the candidate concerned could be disqualified from that paper, from that entire subject, or, in the worst case, *from all his/her examinations in all subjects*.

2/ DEADLINES

Even though the school makes every effort to spread the coursework deadlines as much as possible, there will inevitably be times when students find themselves under pressure to meet several deadlines in a relatively short space of time, and there can then be a temptation to concentrate on some subjects at the expense of others. This can be particularly so if students have not managed their time as well as they should, and there is sometimes a tendency for certain students to believe that the word ‘deadline’ does not mean what it says.

It is the school’s policy that there are two deadlines for every separate piece of coursework.

1. **The check deadline** – this will usually be a week before the final deadline. This is an opportunity for staff to check that a student will meet the final deadline, and literally represents a check on the existence of a substantial portion of the work; it is not a formal draft that will be marked and amended. *Obviously, this does not preclude students from showing drafts of work to their teacher before the check deadline, or between the check and final deadlines; indeed, it is expected that they should do this.* If problems are apparent at the check deadline stage, the head of department of the relevant subject will inform the head of year and will also inform parents.
2. **The final deadline** – this is the last date on which the completed assignment can be submitted. The Joint Council provides advice which states ‘keep to the deadlines your teachers set’; except in cases of genuine illness (see below), these deadlines are not negotiable.

If a final deadline is missed, parents are informed and students must then attend a Saturday morning detention to complete the work. If this clashes with a sports commitment, the Director of Sport **must** be notified immediately. If coursework is still not complete at that stage, the student has not fulfilled the requirements for the examination in that subject, and may consequently be withdrawn from it. **Please note that absence from school on the day of a final deadline, and/or from a subsequent Saturday detention, must be covered by a doctor’s note¹.** ‘Failed printers’, ‘corrupted disks’, etc are **not** acceptable reasons for failing to meet a deadline. To prevent the possibility of accidental loss, either while the coursework is in the candidate’s possession or in the school’s, **it is essential that a candidate makes a copy of each individual assignment, and retains that copy until after the end of the examination process** (i.e. the August when the GCSE results are issued).

It is a regulation of the Joint Council and the examination boards that ‘when you hand in your coursework or portfolio for assessment, you may be required to sign that you have understood and followed the coursework and portfolio requirements for the subject’.

The procedures set out in the paragraphs above may seem somewhat draconian, but they are primarily in the interests of fairness – namely, to ensure that the vast majority of students who work diligently and produce their work on time are not disadvantaged in favour of those with a more lax attitude.

¹ The staff at BMS have been instructed to be flexible and to set revised deadlines for students whose genuine problems of illness, etc, disrupt the production of their coursework. However, once revised deadlines have been set it is expected that they will be adhered to, and exactly the same provisos then apply as in the case of the original deadline.

3/ COURSEWORK MARKS

In line with guidance received from the Joint Council and the Headmasters' Conference, it is the school's policy that students are not informed of their coursework marks *until after internal moderation has taken place* (this will be by approximately **1 May** at the latest in any year). Drafts submitted for scrutiny at or before the check deadline do not receive marks, although staff are permitted by examination board regulations to comment generally on the quality of the work and to suggest ways in which it could be improved. Even when a piece of work has been marked by an individual teacher, that mark remains provisional, as it is dependent on subsequent internal moderation within the school and external moderation after the marks have been submitted to the examination board.

4/ APPEALS PROCEDURE

Again in accordance with Joint Council guidance, the school's existing appeals procedures applies to appeals relating to coursework processes and decisions.

5/ FINDING OUT MORE

If you have questions relating to the coursework procedures and deadlines for an individual subject, please contact the relevant Head of Department directly. For issues relating to a student's overall workload, please contact your child's tutor or Head of Year. For issues relating to the school's policy as a whole, please contact Mr Price directly.

Tracking of student progress

The school maintains an academic summary of each student's progress over the course of the year and this is used by your child's tutor and Head of Year to monitor progress.

Much of this information will be sent home in the form of tracking sheets and reports.

Please bear in mind that tracking marks represent a 'snapshot' of a student's attainment and effort; consequently not too much should be made of a slight drop in grades from one tracking session to the next. In many respects the 'effort' grade is more significant than the 'attainment' mark.

Reporting to Parents

Parents receive a detailed annual written report.

Tracking reports every term.

A parents' evening for further discussion of any of the points highlighted in the above.

ART

(Head of Department: Miss S Milton)

GCSE Art has many strands and should not be seen as the preserve of simply drawing and painting. Students will be encouraged to work across all disciplines and to develop technical skills to the highest level. This then allows students to follow career paths as diverse as: Car Design, Architecture, Web Design, Illustration and Graphics, Fashion, Film and Animation, as well as Fine Art.

The EdExcel syllabus is followed and like all optional subjects, Art has 6 periods in each 2 week cycle. Students will start the course in Year 10 with a structured project, building on their own individual strengths and aptitudes. Work can be done in any area of study such as ceramics, printmaking, painting or sculpture and students are encouraged to diversify and experience working with different methods and materials. The course demands individuality, creativity and original work.

Assessment in GCSE Art is divided into two parts:

1. Coursework (60% of the mark)
2. Terminal Test (40% of the mark) This takes the form of a 10 hour practical examination.

The coursework unit will be made up of two bodies of work, which are produced and can be added to, throughout the two years. The progress of this coursework is closely monitored by staff throughout this time.

Evidence of Art History research is gathered over the two year course. Candidates will be required to show analysis of work produced by a range artists, crafts people and designers, as well as making links with both modern and classical art where appropriate. This is done in a formal way in sketch books and will represent 25% of the overall coursework mark. Students will also be expected to visit galleries in their own time.

The subject for the externally set assignment, or examination, is given to the students 8 working weeks before the exam day. The exam usually takes place in the first half of the summer term. Students will also be expected to attend on a specific date and time to hang their artwork prior to the final marking of their GCSE coursework and exam.

BIOLOGY

(Head of Department: R J Brand)

The specification taught is that of AQA GCSE Biology (4411). It is a traditional course with an emphasis on explaining, theorising and modelling. The scheme of assessment comprises four units, Biology 1, Biology 2, Biology 3 and the Biology centre-assessed unit. The subject is allocated six periods of 55 minutes per two-week cycle in Years 10 and 11.

In Year 10 we complete Biology 1, which was started in Year 9, by addressing questions such as:

What can we do to keep our bodies healthy?

How do we use/abuse medical and recreational drugs?

What causes infectious diseases and how can our bodies defend themselves against them?

Why are individuals of the same species different from each other?

What new methods do we have for producing plants and animals with the characteristics we prefer?

Why have some species of plants and animals died out?

How do new species of plants and animals develop?

All pupils are entered for the Biology 1 examination in the summer of Year 10.

Across Years 10 and 11 we also complete Biology 2, which is examined in the January of Year 11, as well as tackle the subject content for Biology 3, which is examined the following summer. Topics to be covered include:

How do dissolved substances get into and out of cells?

What happens to the waste material produced by plants and animals?

What are enzymes and what are some of their functions?

How do our bodies keep internal conditions constant?

Which human characteristics show a simple pattern of inheritance?

How do dissolved substances get into and out of plants and animals?

How are dissolved materials transported around the body?

How does exercise affect the exchanges taking place within the body?

How do exchanges in the kidney help us to maintain the internal environment in mammals and how has biology helped us to treat kidney disease?

How are micro-organisms used to make food and drink?

What other useful substances can we make using micro-organisms?
How can we be sure we are using micro-organisms safely?

The schemes of work that we adhere to for each year group only include material that we feel is appropriate for that particular year. This means that each of these topics may be covered in the context of a number of 'bite size' activities across years 10 and 11.

Biology 1, Biology 2 and Biology 3 have overall weightings of 25% each and are assessed by written papers with short answers. All candidates will be expected to enter for the higher tier papers, which allow award of grades A*-D. The centre-assessed unit, for which again an overall weighting of 25% is required, consists of an investigative skills assignment based on normal class practical work (an externally set, internally marked test taking 45 minutes) and practical skills assessment (a holistic assessment on a 6 point scale).

CHEMISTRY

(Head of Department: G R Hobbs)

The specification offered is the AQA GCSE in Chemistry 4421.

The course encourages students to:

- Develop their interest in and enthusiasm for science
- Develop a critical approach to scientific evidence and methods
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society
- Acquire scientific skills, knowledge and understanding necessary for progression to further learning.

There are six periods of Chemistry per academic cycle for Triple Science and four periods per cycle for Double Science.

Course Structure

The course is assessed so that 75% of the marks are available from written papers. The remaining 25% is the centre-assessed unit, taking the form of practical skills assessment and investigative skills assessment.

The course material is divided into three units of study. Units 1 and 2 are common to the GCSE Science and GCSE Additional Science courses respectively. These two qualifications are taken by students following the 'Double Science' route. Unit 3 is studied exclusively by students taking the GCSE in Chemistry as part of the 'Triple Science' route.

Each unit is examined by a written paper comprising structured questions and lasting 45 minutes.

Throughout the course there is an integrated approach to 'how science works', a central theme of the course. This places the emphasis on students learning about science in the real world. It also addresses the nature of observation, data interpretation and critical evaluation.

Summary of content

Unit 1

- Limestone and its uses
- Chemical reactions
- Atoms and bonding
- Rocks providing metals
- Extraction of metals
- Iron and steel and smart alloys
- Copper and aluminium
- Crude oil, hydrocarbons, fuels and pollution
- Polymers
- Natural oils from plants
- Foods and additives
- Earth and atmosphere

Unit 2

- Atomic structure and chemical bonding
- Metallic bonding
- Structures and properties
- Carbon and nanoscience
- Yield and atom economy
- Reversible processes and equilibrium
- The Haber process
- Rates of chemical reactions and catalysis

- Energy changes in chemical reactions
- Electrolysis and its uses
- Salt preparation
- Acids and bases

Unit 3

- Classification of elements and the development of the Periodic Table
- History of atomic structure
- Trends within the Periodic Table
- Further work on acids including strength and pH
- Titration as a means of analysis
- Water and solubility
- Chemical energy in foods and fuels
- Qualitative analysis
- Instrumental analysis

CLASSICAL CIVILISATION

(Head of Classics: Miss J Newton)

Classical Civilisation is open to any student at GCSE. It involves no language work, but offers the opportunity of studying the archaeology, art, literature, politics, religion and philosophy of the ancient Greeks and Romans, and of evaluating a culture on which so much of our own is based.

We follow the OCR specification, which involves the study of three civilisation topics:

- Greek religion
- Dramatic and athletic festivals, including the Olympic Games
- Roman sport and entertainment, including chariot racing and gladiatorial shows

and two literature topics:

- The *Odyssey*, the story of the hero Odysseus' adventures on his way home from the Trojan War
- Greek tragedy, two plays by the author Euripides based on stories from mythology

The subject is taught on six periods per cycle and homework's are used for consolidation, preparing written work or revising.

In the examination, students are required to answer sets of short questions on each topic, and to write a brief essay. There is no compulsory coursework at this level.

The department has developed study guides to accompany each topic, and these are accompanied by text books, CD Rom resources, designated web sites and discussion. Students are required to complete notes and to write one or two short essays for each topic; a GCSE-style test is also set when each topic has been completed.

DESIGN AND TECHNOLOGY

(Head of Faculty: G O Jones)

Three entirely distinct courses are offered by the department:

Graphic Products (OCR)

- Specialist areas include: graphic presentation, computer-aided design, computer-aided manufacture and materials selection.

Resistant Materials (OCR)

- Specialist areas include: materials classification, materials technology, component identification, computer aided design and computer aided manufacture.

System & Control (AQA)

- Specialist areas include: electronic systems, mechanical systems, computer control, automation and industrial & commercial practices.

All are two year courses, with six periods per cycle. Previous experience of Design & Technology is desirable but not essential.

Aims

The core aims of all specifications are:

- to encourage candidates to combine their designing and making skills with knowledge and understanding, in order to design and make quality products;
- to promote design and technology capability in candidates through activities which involve a range of contexts, materials and processes, and to lead to practical results;
- to give opportunities to develop practical abilities and the confidence to design, make and modify products for identified purposes, selecting and using resources effectively;

- to encourage the development of candidates' critical and aesthetic abilities, enabling them to evaluate design and technology activity, including their own, in the context of an identified need;
- to encourage candidates to consider the effects and implications of technological activity;
- to provide for activities which cross subject boundaries and give candidates opportunities to work both individually and as a member of a team.

Assessment objectives

Candidates will need to demonstrate their ability to:

- apply their knowledge and understanding in combination with design and communication skills to design products to suitable specifications.
- apply knowledge and understanding of relevant processes, materials, and techniques, and to use materials, tools and other equipment to produce work to suitable specifications.

Through coursework, the syllabus will assess candidates' ability to:

- identify a need or opportunity that leads to a design brief;
- conduct research into the design brief, resulting in a specification;
- generate possible ideas for a solution;
- develop the product for manufacture;
- plan and realise the product;
- test and evaluate the product.

Assessment

The assessment is divided into two areas – coursework and examinations. The coursework element accounts for 60% of the final GCSE grade: it consists of one project that takes a total of forty hours. It spans three terms, with students beginning their preliminary work in the Summer Term of Year 10, and is a 'design and make' project. There are two examinations at the end of the course. These test the candidates' understanding of their specialist areas as well as designing, making, materials, processes and techniques. Two short homeworks, or one extended homework, are set each cycle in Year 10; coursework is ongoing in Year 11 with regular checking. Tracking is based on an average of class and homework marks.

DOUBLE SCIENCE

(Head of Science Faculty: N R. Else)

Students studying Double Science will follow the AQA GCSE Science (4462) and GCSE Additional Science (4463) specifications. The content is identical to two-thirds of that required for each of AQA GCSE in Biology, AQA GCSE in Chemistry and AQA GCSE in Physics, as detailed in the relevant sections of this booklet.

The option is allocated four periods per fortnight cycle in each of the three subject areas (a total of 12 periods per two-week cycle) in both Year 10 and Year 11. Each subject area will be delivered by a specialist and have homework set on separate occasions per cycle. There is a dedicated AQA textbook for each subject area. For the purpose of tracking and reporting, students will receive grades and reports from each of the three subjects.

In this Double Science course, scientific ideas and facts are introduced which will help candidates develop an awareness of scientific issues in a range of domestic, industrial and environmental contexts. The course also encourages the development of skills in interpreting, evaluating and discussing scientific ideas and planning and carrying out practical investigations. This course is designed to allow a smooth transition to AS courses in Biology, Chemistry and Physics; it is intended that the courses at BMS will be enriched to ensure that our students are well prepared for progression to AS level.

The Double Science course leads to two independent qualifications, GCSE Science and GCSE Additional Science. Each of these qualifications has a grade awarded as an 'average' of the performance in the three disciplines. For each qualification students sit one written paper in each subject and submit an internally assessed component based on practical skills. Each of these four components constitutes 25% of the qualification assessment.

In the case of the practical assessment, the highest score from the three subjects will be submitted.

Examinations are taken throughout the course as follows:

June of Year 10

Biology 1, Chemistry 1, Physics 1

June of Year 11

Biology 2, Chemistry 2, Physics 2

Qualification aggregation will take place at the end of Year 11.

Please note that it is possible to re-sit examinations but your attention is drawn to the following policy.

The school will not pay for modules which are re-sat since they do not form part of the minimum requirement for assessment.

Re-sits will only be permitted if:

- The student has not performed to the expected level in the first sitting. This will be decided by the teacher and head of subject using all available data.
- The student does not take more than two science re-sit exams in the same examination series. The decision to prioritise will be taken in conjunction with the teacher, head of subject and head of faculty.

Please note that re-sits of terminal examinations (those sat for the first time in June of Year 11) will not be permitted. The two opportunities for re-sitting up to four modules across the sciences will be restricted to January and June of Year 11.

DRAMA AND THEATRE ARTS

(Head of Department: J Riddington-Smith)

PRACTICAL COMPONENT

The AQA syllabus is followed. 60% of the course is examined through practical assessments carried out during Years 10 and 11.

Practical assessment options include:

- Devised Drama
- Scripted Performance
- Theatre in Education
- Improvisation
- Dance Drama
- Set Design
- Lighting Design
- Sound Design

Each student will study at least three of the options listed above. They will spend approximately eight weeks preparing their work during Drama lessons. Emphasis is very clearly placed on the students' ability to organise their time effectively and work constructively within a group. They are given guidance but have to get used to making their own decisions and organising the content of their rehearsals. They are given enormous support technically, and all students are encouraged to learn to use the lighting and sound equipment by the end of the course.

At the end of each practical assessment students complete a written folder evaluating their contribution to the final performance, analysing how they have developed their skills and abilities during the rehearsal period. They are encouraged to look at their weaknesses as well as their strengths and use their work as a means of improving their future performances. This work prepares the students for Section A of the written paper.

WRITTEN COMPONENT

40% of the course is examined through a written paper taken at the end of Year 11.

The written paper comprises three sections:

Section A - Practical work completed during the course (compulsory)

Section B - Study and performance of a scripted play

Section C - Study of a live production

Candidates must answer question 1 from Section A, and choose one further question from either Section B or Section C.

During the course we study two set texts; plays studied recently include 'The Crucible' and 'Blue Remembered Hills'. All Drama students are encouraged to see school productions, and take part in theatre trips. Notes on productions seen during the course can be taken into the examination.

ENGLISH

(Head of Department: S D Bywater)

Nearly all candidates pursue an integrated course of English Language and English Literature, leading to the award of two GCSEs at the end of Year 11. The OCR syllabus is followed (see Department website for link to syllabus, past papers and mark schemes).

Lessons and homework

The subject is taught for seven periods in the two-week cycle in Years 10 and 11 and pupils should expect to be working at home on English Language and English Literature tasks for at least 90 minutes per week. These tasks may involve reading, note-making, drafting and polishing written assignments, preparing oral presentations, and so on.

Assessment

Tracking

Tracking for Years 10 and 11 will include speaking and listening exercises, coursework essays and practice examination tasks.

Language and Literature are examined separately at the end of Year 10. The percentages in English are 60% examination, 20% written coursework and 20% Speaking and Listening. For English Literature there is an examination on set texts, worth 70%, the remaining 30% is based on written coursework.

Year 11 will sit a mock examination paper for Language in January as well as a GCSE English Literature public examination on their drama text.

English (Language)

Unit 1 – Non-fiction and Media Texts 30%

1 hour 45 minutes written paper

Unseen media texts are used as stimulus for questions requiring summary skills, the analysis of language use, and the capacity to write well-informed and convincing letters, speeches, reports or articles.

Unit 2 – Literary texts 30%

1 hour 45 minutes written paper

Several short stories from different cultures and traditions will be set for study, and in Section A of the paper, one will be used as the stimulus for a response showing an understanding of the story's issues, and an appreciation of its language. In section B candidates will be given some brief stimulus material, and produce two pieces of writing, one to test the candidates' ability to analyse, review and comment, and one to show their capacity to argue, persuade and advise.

Unit 3 is a Reading and Writing examination, to which *Unit 4* is our preferred alternative.

Unit 4 Reading and Writing coursework 20%

Coursework folder containing:

Item 1 – Continuous writing

Item 2 – Response to Reading: Shakespeare

Item 3 – Response to Reading: Poetry

Unit 5 Speaking and Listening coursework 20%

Record of three activities in different contexts:

Context 1 - Drama-focussed activity

Context 2 - Group activity

Context 3 - Individual extended contribution

English Literature

Unit 1 – Drama 20%

45 minute written paper

Unit 2 – Poetry and Prose 50%
1 hour 30 minutes written paper

Unit 3 – Coursework 30%

A folder containing written responses to drama, poetry, prose/literary non-fiction; all on texts written before 1914.

One response must explore connections and comparisons between texts.

One response must show understanding of the text's social, historical, political and/or cultural context.

GEOGRAPHY

(Head of Department: N C Robinson)

Geography is taught as an individual subject for six periods per cycle. Homework is given twice a week and should take approximately 45 minutes. A variety of tasks are set, e.g. reading, note making, practical tests, written work and reference to media events. The department follows the OCR syllabus B (Avery Hill) examination course and builds on work completed in Key Stage 3. There are four units of work, as follows:

Year 10

Water, landforms and people
Population and settlement

Year 11

Climate, the environment and people
People, work and environment

There are two written examinations which form 75% of the final grade, and the remaining 25% is gained through two pieces of coursework. The first of these, “*Comparison of Retail Outlets within Bedford*”, is carried out during the last three weeks of the Summer Term of Year 10, and involves data collection, analysis and conclusions.

A second piece of coursework is entitled “*The Three Gorges Dam - River Yangtze – exploitation and management*” and is undertaken in January-February of Year 11. Two weeks of class and homework time are allowed.

An investigative, issue-based approach is adopted for much of the work undertaken in the classroom and in the field. We provide a balanced coverage of physical, environmental and human aspects of the subject and highlight the linkage which exists between them. Studies take place at a variety of scales: local, regional, national, international and global, in different parts of the world and in different environments. The course emphasises the balance between the physical and the human, the inter-relationships between places, people and their environments, and the influence of social, historical, economic and political considerations on geographical issues.

Fieldwork is an essential part of the course, and all students are encouraged to participate in the wide-ranging field trip programme.

HISTORY

(Head of Department: Mrs S. E. Wright)

The course followed is the Edexcel Modern European and World History syllabus. This concentrates on the twentieth century and aims to give candidates an understanding of the issues which have helped to shape the modern world. It allows the opportunity to study these in two different ways, i.e. in outline and in depth. History has six periods per two-week cycle.

Structure

Candidates study two outline studies, two depth studies, and produce two coursework units.

Outline Studies

i) Superpower Relations, 1945-90

This covers the Cold War and relations between U.S.A. and U.S.S.R., N.A.T.O. and the Warsaw Pact, the nuclear arms race, Berlin, Hungary, Cuba, Détente, and the roles of Reagan and Gorbachev, culminating in the end of Communism in Europe.

ii) A Divided Union? The U.S.A., 1941-80

This covers the growth and influence of the U.S. economy; the social, political, and cultural divisions in U.S. Society, including McCarthyism, the Civil Rights Movement, Vietnam protests, the Watergate Scandal and its consequences.

Depth Studies

i) Nazi Germany, 1930-39

This examines why the Nazis were able to gain power in 1933 and what impact Nazi rule had on the people of Germany. It studies life in a totalitarian state, including youth policy, propaganda, anti-Semitism and elimination of opposition.

ii) The World at War, 1938-45

This study focuses on reasons for the outbreak of war, Blitzkrieg in the west, the Eastern Front, outbreak of war in the Pacific and reasons for the defeat of Germany and Japan.

Course Work

This entails two written assignments from work schemes supplied by the examination board. Each assignment must be no more than 1500 words in length and must result from the candidate's own investigations. Thus, students must be willing to carry out their own research with a minimum of guidance. Clear deadlines for the submission of coursework are given to students at the end of the Summer Term of Year 10.

i) Assignment One: Jack the Ripper:

This assignment is subdivided into three essays. Candidates begin their initial research at the end of Year 10. Draft answers are then finalised during the summer holidays, with the check and final deadlines occurring in the early weeks of the Autumn Term of Year 11.

ii) Assignment Two: Britain and the Blitz:

This is an evidence-based exercise, and candidates will receive a package of source material with the questions. As with the essays, they are given suitable time to prepare draft answers, with the check and final deadlines occurring towards the end of the Autumn Term in Year 11.

Assessment

i) Paper 1 (2 hours – 40% of total assessment)

Two questions must be answered, one from each Outline Study. Each question comprises four short answer sub-questions based on a piece of stimulus material and two structured essay sub-questions.

ii) Paper 2 (1 ¾ hours – 35% of total assessment)

This examines the Depth Studies and candidates answer two questions, one from each Depth Study. This style of question contains four source-based sub-questions, based on a variety of evidence. These require candidates to analyse the material within the context of their own background knowledge.

The two examination papers are taken during the Summer Term of Year 11 and are marked by external examiners.

iii) Coursework (25% of total assessment)

This is marked internally and moderated externally.

INFORMATION AND COMMUNICATION TECHNOLOGY

(Head of Department: Mrs S Harris)

The AQA GCSE syllabus aims to encourage students to gather, store, process and present information through activities in a range of contexts. The students will have to solve problems through the use of Information Systems including modelling, data logging and control. To achieve these goals the students will be required to submit **two** pieces of coursework. This will focus on the completion of a stated task using suggested application software like: MS Word, MS Access database, MS Excel spreadsheet, FrontPage, DTP or other programmes. These will be determined by the teacher.

The coursework begins within two weeks of the start of Year 10. This is a different strategy to other GCSE subjects that will wait until Year 11 for submission of coursework. In September the pupils will begin their first project and this will be completed by half term in February. Although deadlines may be set earlier for completion. The second project will be started prior to the end of the Summer Term and completed ideally in the first term of Year 11.

The dates are flexible so that re-drafting and a greater understanding of the GCSE requirements can be met. It is usual for pupils to find this aspect of the course very challenging, and it must be approached as a development process, which will result at the end of Year 10 with one successful project. It is likely that a pupil will have ICT coursework running throughout the first two terms of the year. Parents should be aware that intermittent deadline dates will be given out throughout and it is unlikely that any pupil will be without IT coursework prep each week. Parents should review the deadline dates with their child and ensure they are clear of the submission dates and the importance of this crucial first piece of work. A 'pupil support sheet' will be given out at the start of each project and the AQA website offers 'model' projects as guides for the requirement of the course. It is essential that each pupil reads the correct Specification before signing up for this course. In that way they will be clear of their objectives.

If a pupil is unable to cope with the demands of this work by the end of Year 10, then a review of the GCSE entrance will take place.

Each piece of coursework counts for 15% of the final assessment, so a total of 60% of the marks are awarded for coursework. It is essential that the student recognises the importance of consistent project work before undertaking this GCSE. The coursework deadlines are subject to the Whole School Policy relating to coursework and the dates for coursework submission will be defined clearly too any student joining the course. However, since classes differ these deadlines will be subject to revision should the Head of Department deem it necessary. It is suggested that most coursework should be completed in class lessons and finished for homework, if there is suitable access to a PC at home. There are extra lessons available during lunchtimes twice a week with teaching supervision for those who cannot complete the work at home, or need extra support.

Coursework will be monitored at each stage of development: Description of Task, Analysis, Specification, Design of ICT System, Implementation, Testing, User Documentation, Evaluation and Communication within the written project. General comments will be made on the quality of the work in lesson time, and the student will have a clear understanding as to the progress he/she is making.

The initial work in the first term is usually very demanding for the pupils and it is difficult for them to grasp the concept of project creation and writing. In addition to coursework, students follow a programme of theory lessons which will result in frequent tests, based on past exam questions.

It is important that the students have plenty of exam practice before examinations in both Year 10 and 11. Should a student not pass two consecutive tests, he/she will be required to re-sit the paper and a notification letter will be sent home.

The GCSE course offers a good understanding of processes used in the business environment to create and design applications. It provides a working knowledge of the fundamentals used in Information Communication Technology in a 'real life' environment since many of the students are encouraged to use actual clients for their projects. In addition, it will form a very solid foundation for any further course of study in this academic field. Before deciding on this course the student must be aware that it is a demanding GCSE, which requires consistent effort over a two-year phase. It is creative, but does not focus on either game playing or internet surfing. For those students who understand the need for information technology in the work place this is an excellent starting point.

LATIN

(Head of Classics: Miss J Newton)

We follow the OCR specification to GCSE, which comprises the following three elements:

Language work: via Part 4 of the *Cambridge Latin Course*, students are introduced to more complex grammar, including the passive, deponent verbs, the future tense and indirect statement. From here, we graduate to weekly GCSE-style translations and vocabulary tests based on the defined vocabulary list provided by OCR. A GCSE-style translation test is set roughly every half term.

Set text: Latin GCSE offers students the unique challenge of studying a piece of literature in its original language, and we usually embark on this in the spring term of Year 10. Lessons take the form of translation, discussion and note taking, and students are provided with folders in which to store their copies of the text. In the examination, students are expected to translate and answer short comprehension questions on a portion of the text, and we set GCSE-style tests at regular intervals to enable students to practise these skills.

Roman Life: in the autumn term of Year 11, we introduce this third element of the course, focusing on a prescribed topic such as Roman Britain. Students are issued with study guides and these are complemented with text books, web sites and discussion. Again, GCSE-style tests are held at regular intervals.

The subject is taught on six periods per cycle, and homework slots are used for completing translations, learning vocabulary or revising the set text and Roman Life topics. There is no coursework for GCSE Latin.

MATHEMATICS

(Head of Department: N D Shackleton)

We follow EDEXCEL's IGCSE Specification in Years 10 & 11. At the end of the course students take two written papers; the use of a calculator is permitted in both papers. There is no coursework element.

Mathematics is allocated 6 periods per cycle, with three homework sessions of 30-40 minutes each. Students are taught in sets across the whole year group, working at a pace appropriate to their ability; students moving up from Year 9 may find that they have been placed into a different set at the start of the year, if our review of their work shows that to be appropriate. Students new to the school will be placed as carefully as possible at the start of the year. There will be regular tests; differentiated, according to a student's set.

It would be realistic to say that the majority of students are likely to remain in the same set for the remainder of the GCSE course, although we will always look at individual cases carefully.

All students will initially follow the Higher Tier course. For students who find the subject difficult an entry at the Foundation Tier (which has a maximum of a grade C) may be considered to be more appropriate, but this will only happen after careful consultation with parents, and is only likely to be relevant in a small number of cases.

More able students will be stretched through the use of additional, more demanding activities, including entry for the appropriate level of the National Mathematics Challenge competitions. Top set students, in particular, will study material beyond the GCSE course, and may be given the opportunity to take the OCR Additional

Mathematics exam at the end of Year 11, alongside their GCSE papers – this will be discussed on an individual basis in Year 11.

Content:

Topics covered (some of which will be for students in higher sets only) will include:

- Standard form, irrationals & surds, set theory
- Simultaneous & quadratic equations, gradients and straight lines, graph sketching, inequalities & regions, functions, differentiation
- Circle geometry, trigonometry, transformations, similarity, vectors
- Cumulative frequency, probability tree diagrams

MODERN FOREIGN LANGUAGES

(Head of Department: G A Watkins)

FRENCH

Syllabus Topics

French is taught for six periods per two-week cycle in both Years 10 and 11. In Year 10 there are five major topic areas, elements of which have been covered in previous years. These areas are (1) family and social life (2) town, country and the environment (3) transport (4) exchanges and school (5) food and drink. In Year 11, another five topic areas are studied, namely (1) holidays (2) leisure interests (3) health (4) future study and employment (5) shopping, lost property and accidents. Revision of other topic areas takes place through grammar and vocabulary work, tackling past papers in all skills and through preparation for the oral examination.

Grammar and Structures

In both years, there is further consolidation of the main tenses, present, future, imperfect and perfect (all of which students should be able to use actively), as well as further important elements of grammar. In Year 10 these include the use of adjectives, pronouns, reflexive verbs, and key idiomatic expressions, and in Year 11, the conditional and pluperfect tenses, prepositions, pronouns, adverbs, comparative and superlative, and relative clauses.

Skills

The syllabus continues to give full and equal emphasis to the skills of listening, speaking, reading and writing. These are promoted through judicious use of the *Encore Tricolore* course together with a variety of support materials. Regular use is made of audio, visual and ICT facilities in skill reinforcement. These skills are regularly tested by tasks of GCSE standard.

GERMAN

In Years 10 and 11 German is taught for six periods per two-week cycle.

Topics

The material for German in Years 10 and 11 is determined by the OCR specification for GCSE and comprises the following; home life, school life, eating and drinking, health and fitness, the family and new contacts, free time, making appointments, special occasions, local and other areas, shopping and public services, environment, going places, jobs and work experience, careers and life-long learning, the media, world issues, events and people, tourism and holidays, tourist and holiday accommodation. Where some of these areas have already been touched on at an earlier stage of learning German they are further developed here so that pupils will be ready to meet the requirements of the GCSE examination in Year 11. As before, an element of cultural awareness is an important feature of language learning.

Grammar and Structure

As well as reinforcing the grammar already encountered since Year 7, the course in Years 10 and 11 includes the following:

- Future tense

- Conditional tense

- Imperfect tense

- Pluperfect tense

- Genitive case

- All adjective endings

- Reflexive verbs

- Subordinate clauses with modal verbs and compound tenses

- Relative clauses

The ability to use more complex grammar and idiom in speech and writing will depend very much on each pupil's own level of understanding, but all pupils should be able to make active use of past, present and future tenses.

Skills

Equal importance is given to the skills of listening, speaking, reading and writing, and each skill counts for 25% of the GCSE. Pupils should be able to understand more complex speech delivered at normal speed, express themselves orally on a variety of topics with reasonable fluency and take part in transactional situations. Reading skills should be up to the challenge of extracting information and opinions from short texts written for native speakers, and writing in the target language should be more substantial, including the accurate use of grammar assimilated since starting to learn German.

SPANISH

Spanish is taught for 6 periods per two-week cycle in both Year 10 and 11.

Topics

Throughout Years 10 and 11 students are made ready to meet the requirements of the GCSE examination set by OCR. As in Year 9, an element of cultural awareness is an important feature of language learning. In Year 10 the following topics are covered; personal details and relationships, free time, going out, future plans, the world of work, travel and transport, shopping. In Year 11 the topics are; school life, home life, health, food and drink, the local area, directions, public services, the environment, holidays and accommodation, the Spanish-speaking world.

Grammar and structure

The course in Years 10 and 11 builds on the foundations laid in Year 9 with a systematic and comprehensive cover of the grammar and vocabulary necessary to achieve success at GCSE. This includes the active use of past, present and future tenses, although the ability to use more complex grammar and idiom in speech and writing will depend on each student's own level of understanding.

Skills

The skills of listening, speaking, reading and writing are given equal emphasis, each counting for a quarter of the marks at GCSE.

Skills are developed through the usual classroom language activities such as pairwork, role play, oral presentation, language laboratory lessons, listening to authentic Spanish speakers on audio and video cassette, small group work with a native speaker Spanish assistant and also a range of reading and written tasks. Students will be encouraged to present their written assignments by applying ICT skills.

Music

(Director of Music: J Mower)

Time allocation - six periods per cycle. The Edexcel specification is followed.

Introduction

We prefer all students taking GCSE Music to have regular instrumental or vocal lessons throughout the duration of the course so that most of the performance element of the examination can be covered by the instrumental teacher. We encourage candidates to participate in a variety of ensembles or bands. Two periods each cycle is given to the listening paper and the rest to composition and performance.

All aspects of the course are underpinned by four Areas of Study:

1. Structure in Western Classical Music, 1600-1899
2. Changing Directions in Western Classical Music from 1900
3. Popular Music in Context
4. Indian Raga, African Music and Fusions

Listening & Analyzing (40%)

This part of the course is assessed by a listening examination. GCSE students work through an anthology of music showcasing type examples of pieces from the Areas of Study. There is an emphasis on analysis, developing aural skills and studying music within a plausible historical context. The Specification provides for a wide range of musical abilities and should interest musicians from a wide variety of backgrounds.

The School has extensive CD and iTunes libraries, as well as a variety of textbooks and subject-specific magazines.

Composition (30%)

Students are required to submit two compositions for terminal assessment, and these are chosen from a portfolio of work completed over the GCSE course. The two pieces submitted will be from different Areas of Study: for example a ternary form piece (AoS 1) and a club dance piece (AoS 3). We encourage students to approach composition projects from musical traditions with which they are most familiar: an electric guitarist, for example, might feel comfortable composing a Britpop song, whereas a classical violinist might prefer a ground bass piece for string quartet.

Performance (30%)

Performance underpins a significant part of the GCSE, and students must show that they are capable soloists and members of an ensemble (this could be a school ensemble, such as the orchestra, a student-led band, or almost anything in between). Students submit two recorded performances, one solo and one ensemble - one of these should be from the same Area of Study as one of the submitted compositions. The minimum standard for the performance paper is equivalent to ABRSM Grade 3.

Music Technology

We have extensive music technology facilities at BMS, and these can be integrated into a number of projects for the GCSE. Some of the composition topics, such as club dance and Britpop, lend themselves easily to using music technology, and we also have Sibelius software for aiding 'traditional' composition.

Students can opt to submit a multitrack recording or sequenced performance using music technology for the performance paper, and this can be a precursor to AS/A2 Music Technology in the 6th Form.

PHYSICAL EDUCATION (EXAMINED)

(Head of Physical Education: P R Bignell)

The EDEXCEL GCSE Physical Education syllabus offers an opportunity to foster enjoyment of physical activity and to enable candidates to develop an understanding of effective and safe physical performance. The course is divided into Theoretical and Practical sessions, with three single practical lessons and three single theory lessons per cycle.

The **Theory** session of the course covers aspects such as: factors affecting participation; training and the biological effects of physical activity; anatomy and physiology; the safety aspects of Physical Education. Social issues such as drugs in sport, the role of the media, and gender and race issues, are also covered, with a principal aim being to raise the awareness of the role of sport in society as a whole. The theory is assessed by one written paper, and accounts for 40% of the final mark. The exam is taken at the end of Year 11, and comprises short-answer and multiple-choice questions.

For the **Practical Coursework** section of the course, candidates are required to complete four different activities. Badminton, fitness training, personal survival, swimming, athletics and rounders will be taught during the practical lessons over the duration of the course. All 'core' sports will be assessed through the students' games lessons. However, due to the wide range of activities accepted by the syllabus, where a student has a particular area of sporting expertise other than those offered within the lessons, he may be assessed in this activity instead of one of the above.

As the practical Coursework accounts for 60% of the final mark, it is important that all candidates have good practical expertise.

The Practical Coursework is assessed in three ways:

- Ongoing assessment over the duration of the course (25%)
- Analysis of performance in one activity (10%)
- Final practical assessment (25%).

Therefore, active involvement in all practical lessons is an essential requirement of the course.

PHYSICAL EDUCATION (NON-EXAMINED) AND GAMES

(Head of PE: P R Bignell; Head of Boys' Games: D W Orton; Co-ordinator of Girls' Games: Miss H Gilbert)

<i>Year 10 Games</i>	Physical Education
Autumn Term	A carousel of activities including: Weights & Fitness Ball Skills Basketball Badminton Tennis Softball
Rugby (Boys), Swimming, Rowing (Mixed) & Hockey (Girls)	
Spring Term	
Netball (Girls), Football, Hockey, Rugby (Boys) Rowing, Swimming (Mixed)	
Summer Term	
Multisports (Girls), Athletics, Tennis, Rowing, Swimming, Cricket (Mixed)	

<i>Year 11 Games</i>	Physical Education
Autumn Term	A carousel of activities including: Weights & Fitness Basketball Badminton Tennis Softball
Rugby (Boys), Swimming, Rowing (Mixed) & Hockey (Girls)	
Spring Term	
Netball (Girls), Football, Hockey, Rugby (Boys) Rowing, Swimming (Mixed)	
Summer Term	
Multisports (Girls), Tennis, Athletics, Swimming, Rowing, Cricket (Mixed)	

For further details on Sport at Bedford Modern School, please visit our department website at:

www.bmssport.co.uk

PHYSICS

(Head of Department: R J Turner)

Physics is allocated six periods per cycle. We follow the AQA GCSE separate Physics syllabus. Students sit the Physics 1 paper in the June of Year 10, Physics 2 in the January of Year 11 and Physics 3 (the extension paper) in the June of Year 11.

Our Year 10 and 11 students advance their understanding of Energy, Mechanics, Electricity, Waves, Radioactivity and Astrophysics, reviewing where appropriate work tackled in Year 9.

During the course our students will address questions such as:

Physics 1

How is thermal energy transferred and what factors affect the rate at which heat is transferred?

What is meant by the efficient use of energy?

Why are electrical devices so useful?

How should we generate the electricity we need?

What are the uses and hazards of the waves that form the electromagnetic spectrum?

What are the uses and dangers of emissions from radioactive substances?

What do we know about the origins of the Universe and how it continues to change?

Physics 2

How can we describe the way things move?

How do we make things speed up or slow down?

What is momentum?

What does the current through an electric circuit depend on?

What is mains electricity and how can it be used safely?

Why do we need to know the power of electrical appliances?

What are nuclear fission and nuclear fusion?

Physics 3

How do forces have a turning effect?

What keeps bodies moving in a circle?

What provides the centripetal force for planets and satellites?

What do mirrors and lenses do to light?

What is ultrasound and how can it be used?

How can electricity be used to make things move?

How do generators work?

How do transformers work?

What is the life history of stars?

Coursework constitutes 25% of the total marks. It comprises an Investigative Skills Assignment which is normal class practical work followed by an externally set, internally assessed test and a Practical Skills Assessment made during normal practical work.

Assessments of homework and class-work, together with end-of-topic tests are used to monitor student's progress.

RELIGIOUS STUDIES EXAMINATION COURSE

(Head of Department: J P Searle)

The RS GCSE course, which follows the OCR syllabus, focuses on many of the most contentious and controversial questions of the contemporary world – abortion and euthanasia, prejudice and discrimination, war and problems facing the world today; all these issues are considered from Christian, multi-faith and non-religious perspectives. As with other options, students have six periods per cycle with two half hour homework assignments per week.

There are both examination and coursework components in two papers:

‘Christian and Social Perspectives’, together with one of the following ‘World Religions’ – Christianity, Islam, Judaism, Hinduism and Buddhism – determine the final grade. In both of these topics, scriptural teachings are considered in a contemporary context and related to present day thinking. The opinions of the students, if supported by sound argument and evidence, will gain them credit. Candidates will need to show a grasp of the facts in an organised manner (Knowledge), an awareness of the issues involved (Understanding), and an ability to draw conclusions based on evidence and argument with regard to these issues (Evaluation). Two pieces of coursework, each of 1,500 words, are required from the students. These will be completed in Year 11 in the Christmas Term. 20% of the overall grade is achieved through this coursework, and so approximately 20% of time allocation will be used to complete it.

The work done by students in Year 9 will help them to prepare for the course. It is not necessary for a pupil to have any particular faith or religious background or training. An interest in the subject and a willingness to be involved in lively discussion and debate about contemporary issues is important to their choice of subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION

The aim of PSHE is to work alongside the academic curriculum in order to allow pupils to develop the skills necessary for adult life. Our PSHE programme is closely related to the Aims of the School and will help to express and transmit these aims, while developing the personal, moral and social sensibilities and values of the students in order to help them to lead purposeful, balanced, responsible and happy lives.

PSHE is delivered through the normal timetable where knowledge, values and skills can be enhanced. It is also delivered through the form period, through the pervasive ethos of the school, through links with the community and in extra-curricular and cross-curricular activities.

PSHE has a number of key aims. These include:

- the development of social skills;
- helping pupils to make decisions and choices;
- raising awareness of social issues;
- raise awareness of their privileged position in society;
- addressing issues that concern age groups and minorities;
- helping pupils discover their own values;
- building on their home values;
- developing a sense of community - both within school and in the wider world
increasing/developing an awareness of personal qualities and how to use them
positively developing responsibility for their actions, learning and behaviour;
- increasing self-esteem.

Under the direction of the Co-ordinator of PSHE (Mr M J Cooper) working closely with the Head of Year, PSHE is taught to all years by their tutor during tutor periods as well as through outside speakers and members of staff addressing the students at assemblies.

Provision for Students with Specific Learning Difficulties

Screening and Support:

- On entry into Bedford Modern School those students with formal documented evidence of a Specific Learning Difficulty, such as dyslexia, will be included on The Academic Support Register.
- Students new to the Senior School will have their literacy skills and cognitive abilities screened. Those students whose results are a cause for concern will be offered a more detailed assessment. Depending on results, students may be referred to an outside professional such as an Educational Psychologist.
- Bedford Modern School is able to provide high quality Academic Support Lessons, for which there is an additional charge.

Access Arrangements:

- Students on the Academic Support Register will be assessed to check if they qualify for extra time or the use of a laptop in tests and examinations.
- Access Arrangements granted should be the students' normal way of working. Therefore, anyone with a laptop arrangement should be using a laptop in class for note-making as well as in tests and examinations.
- An assessment completed from Year 7 onwards by an Educational Psychologist or a Specialist Teacher, that recommends extra time, will be valid for GCSE, AS and A2 examinations. Assessors must be on the BMS approved register.
- At the end of Year 9 those students who do not have an up to date report will be offered a choice of having either an in-house Specialist Teacher assessment or an external assessment completed by either an Educational Psychologist or a Specialist Teacher. Those students who meet the criteria for using a laptop in examinations must have an assessment completed within the duration of their GCSE or AS/A2 courses.
- An assessment in Year 12 or Year 13 by an Educational Psychologist or Specialist Teacher is required when applying for The Disabled Students' Allowance. This allowance can allow for the purchase of computer equipment, software and access to Learning Support Advisors at University.

Additional Information:

- If your child has a Specific Learning Difficulty it is advisable to have a formal assessment with an Educational Psychologist at some stage in their school career. A list of Educational Psychologists can be provided on request.
- Further information about our provision for students with Specific Learning Difficulties is available on the school website - www.bedmod.co.uk
- If you have any concerns about your child or queries on any of the above information please contact Jacqui Clarke, Head of Academic Support jclarke@bedmod.co.uk or 01234 332210.