

<b>Specification title:</b>	<b>Edexcel GCSE Science</b>		
<b>Aims/approaches adopted:</b>	<ul style="list-style-type: none"> <li>• GCE Science, GCSE Additional Science, GCSE Biology, GCSE Chemistry and GCSE Physics all within one suite of qualifications.</li> <li>• Balanced approach based on: <ul style="list-style-type: none"> <li>• evaluating evidence and the implications of science for society</li> <li>• explaining, theorising and modelling in science</li> </ul> </li> <li>• procedural and technical knowledge of science.</li> <li>• Flexible framework with concept-led and context-led approaches to support meeting students needs by ease of adopting a range of teaching and learning styles</li> <li>• Content is relevant and encourages students to engage with and challenge the science they meet in their everyday life</li> <li>• Internal assessment designed to support teaching and learning and provides recognition of the teacher's professional judgement.</li> </ul>		
<b>Brief outline of the content of the teaching units:</b>	<b>B1</b> 1. Environment 2. Genes 3. Electrical and Chemical Signals 4. Use, Misuse and Abuse	<b>C1</b> 5. Patterns in Properties 6. Making Changes 7. There's One Earth 8. Designer Products	<b>P1</b> 9. Producing and Measuring Electricity 10. You're in Charge 11. Now You See it Now You Don't 12. Space and its Mysteries
<b>Brief outline of the scheme of assessment:</b>	<ul style="list-style-type: none"> <li>• External assessment - six multiple choice tiered tests January &amp; June. First external assessment January 2007, first certification June 2007 <b>(60%)</b></li> <li>• Internal assessment - One biology, one chemistry and one physics internal assessed activity, designed to support teaching and learning <b>(30%)</b></li> <li>• Practical skills assessment – non-moderated <b>(10%)</b></li> </ul>		
<b>Progression on to which level 3 courses?</b>	AS Science for Public Understanding		
<b>Resources/training available to support this course:</b>	<ul style="list-style-type: none"> <li>• schemes of work with a concept approach and with a context approach, in word format</li> <li>• specimen papers for external assessment and internal assessment activities</li> <li>• tutor support material for internal assessment, including guidance on the assessment of practical skills.</li> <li>• guidance on teaching strategies: 10 lesson schemes for each topic</li> <li>• OSCA - Provides on-line guidance Interactive online support for centre-assessors (OSCA): through training centres do need to submit work for formal moderation and need not submit point scores until mid May.</li> <li>• Student version of specification available on the Edexcel website</li> <li>• Diagnostic feedback available on external assessment by question level against national outcomes.</li> <li>• Launch and implementation events - see our website <a href="http://www.edexcel.org.uk">www.edexcel.org.uk</a></li> </ul>		

<b>Specification title:</b>	<b>Edexcel GCSE Additional Science</b>		
<b>Aims/approaches adopted:</b>	<ul style="list-style-type: none"> <li>GCE Science, GCSE Additional Science, GCSE Biology, GCSE Chemistry and CGSE Physics all within one suite of qualifications.</li> <li>Balanced approach based on: <ul style="list-style-type: none"> <li>evaluating evidence and the implications of science for society</li> <li>explaining, theorising and modelling in science</li> </ul> </li> <li>procedural and technical knowledge of science.</li> <li>Flexible framework with concept-led and context-led approaches to support meeting students needs by ease of adopting a range of teaching and learning styles</li> <li>Content is relevant and encourages students to engage with and challenge the science they meet in their everyday life</li> <li>Internal assessment designed to support teaching and learning and provides recognition of the teacher's professional judgement.</li> </ul>		
<b>Brief outline of the content of the teaching units:</b>	<p>B2</p> <ol style="list-style-type: none"> <li>1. Inside Living Cells</li> <li>2. Divide and Develop</li> <li>3. Energy Flow</li> <li>4. Interdependence</li> </ol>	<p>C2</p> <ol style="list-style-type: none"> <li>5. Synthesis</li> <li>6. Chemical Structures</li> <li>7. In your Element</li> <li>8. How Fast? How Furious?</li> </ol>	<p>P2</p> <ol style="list-style-type: none"> <li>9. As Fast as You Can!</li> <li>10. Roller-Coasters and Relativity.</li> <li>11. Putting Radiation to Use</li> <li>12. Power of the Atom.</li> </ol>
<b>Brief outline of the scheme of assessment:</b>	<ul style="list-style-type: none"> <li>Three internally assessed activities based on B2, P2 and C2, designed to support teaching and learning <b>(30%)</b></li> <li><i>Choice</i> of two assessments for <b>each of</b> B2, P2 and C2 from: (NB. Students <b>do not</b> need to choose the same forms of assessment for B2, P2 or C2) <ul style="list-style-type: none"> <li>multiple choice tiered test (available November and June)</li> <li>structured tiered examination paper (available November and June).</li> <li>Centre devised internal assessment. <b>(60%)</b></li> </ul> </li> <li>Practical skills assessment – non-moderated <b>(10%)</b></li> </ul>		
<b>Progression on to which level 3 courses?</b>	<ul style="list-style-type: none"> <li>AS/A Level Biology, Chemistry and/or Physics</li> <li>AS/A Level Environmental Science</li> <li>AS Science for Public Understanding</li> </ul>		
<b>Resources/training available to support this course:</b>	<ul style="list-style-type: none"> <li>schemes of work with a concept approach and with a context approach, in word format</li> <li>specimen papers for external assessment and internal assessment activities</li> <li>tutor support material for internal assessment, including guidance on the assessment of practical skills.</li> <li>guidance on teaching strategies: 10 lesson schemes for each topic</li> <li>OSCA - Provides on-line guidance Interactive online support for centre-assessors (OSCA): through training centres do need to submit work for formal moderation and need not submit point scores until mid May.</li> <li>Detailed exemplars will be provided for centre-devised assessment plus support via OSCA</li> <li>Student version of specification available on the Edexcel website</li> <li>Diagnostic feedback available on external assessment by question level against national outcomes.</li> <li>Launch and implementation events - see our website <a href="http://www.edexcel.org.uk">www.edexcel.org.uk</a></li> </ul>		

<b>Specification title:</b>	<b>Edexcel GCSE Biology</b>		
<b>Aims/approaches adopted:</b>	<ul style="list-style-type: none"> <li>• GCE Science, GCSE Additional Science, GCSE Biology, GCSE Chemistry and CGSE Physics all within one suite of qualifications.</li> <li>• Balanced approach based on: <ul style="list-style-type: none"> <li>• evaluating evidence and the implications of science for society</li> <li>• explaining, theorising and modelling in science</li> </ul> </li> <li>• procedural and technical knowledge of science.</li> <li>• Flexible framework with concept-led and context-led approaches to support meeting students needs by ease of adopting a range of teaching and learning styles</li> <li>• Content is relevant and encourages students to engage with and challenge the science they meet in their everyday life</li> <li>• Internal assessment designed to support teaching and learning and provides recognition of the teacher's professional judgement.</li> </ul>		
<b>Brief outline of the content of the teaching units:</b>	<b>B1</b> 1. Environment 2. Genes 3. Electrical and Chemical Signals 4. Use, Misuse and Abuse	<b>B2</b> 1. Inside Living Cells 2. Divide and Develop 3. Energy Flow 4. Interdependence	<b>B3</b> 1. Biotechnology 2. Behaviour in Humans and Other Animals
<b>Brief outline of the scheme of assessment:</b>	<ul style="list-style-type: none"> <li>• Two externally assessed multiple-choice tiered tests based on B1 (available January &amp; June. First assessment January 2007.) <b>(20%)</b></li> <li>• Two biology internal assessed activities based on B1 and B2, designed to support teaching and learning <b>(20%)</b></li> <li>• <i>Choice</i> of two assessments based on B2 from: <ul style="list-style-type: none"> <li>○ multiple choice tiered test (available November and June)</li> <li>○ structured tiered examination paper (available November and June).</li> <li>○ Centre devised internal assessment. <b>(20%)</b></li> </ul> </li> <li>• <i>Choice</i> of assessments based on B3 <ul style="list-style-type: none"> <li>○ a structured examination paper (available June only)</li> <li>○ centre-devised internal assessment. <b>(30%)</b></li> </ul> </li> <li>• Practical skills assessment – non-moderated <b>(10%)</b></li> </ul>		
<b>Progression to which level 3 courses?</b>	<ul style="list-style-type: none"> <li>• AS/A Level Biology</li> <li>• AS Science for Public Understanding</li> </ul>		
<b>Resources/training available to support this course:</b>	<ul style="list-style-type: none"> <li>• schemes of work with a concept approach and with a context approach, in word format</li> <li>• specimen papers for external assessment and internal assessment activities</li> <li>• tutor support material for internal assessment, including guidance on the assessment of practical skills.</li> <li>• guidance on teaching strategies: 10 lesson schemes for each topic</li> <li>• OSCA - Provides on-line guidance Interactive online support for centre-assessors (OSCA): through training centres do need to submit work for formal moderation and need not submit point scores until mid May.</li> <li>• Student version of specification available on the Edexcel website</li> <li>• Diagnostic feedback available on external assessment by question level against national outcomes.</li> <li>• Launch and implementation events - see our website <a href="http://www.edexcel.org.uk">www.edexcel.org.uk</a></li> </ul>		

<b>Specification title:</b>	<b>Edexcel GCSE Chemistry</b>		
<b>Aims/approaches adopted:</b>	<ul style="list-style-type: none"> <li>GCE Science, GCSE Additional Science, GCSE Biology, GCSE Chemistry and CGSE Physics all within one suite of qualifications.</li> <li>Balanced approach based on: <ul style="list-style-type: none"> <li>evaluating evidence and the implications of science for society</li> <li>explaining, theorising and modelling in science</li> </ul> </li> <li>procedural and technical knowledge of science.</li> <li>Flexible framework with concept-led and context-led approaches to support meeting students needs by ease of adopting a range of teaching and learning styles</li> <li>Content is relevant and encourages students to engage with and challenge the science they meet in their everyday life</li> <li>Internal assessment designed to support teaching and learning and provides recognition of the teacher's professional judgement.</li> </ul>		
<b>Brief outline of the content of the teaching units:</b>	C1 5. Patterns in Properties 6. Making Changes 7. There's One Earth 8. Designer Products	C2 5. Synthesis 6. Chemical Structures 7. In your Element 8. How Fast? How Furious?	C3 1. Chemical Detection 2. Chemistry working for Us
<b>Brief outline of the scheme of assessment:</b>	<ul style="list-style-type: none"> <li>Two externally assessed multiple-choice tiered tests based on C1 (available January &amp; June. First assessment January 2007.) <b>(20%)</b></li> <li>Two biology internal assessed activities based on C1 and C2, designed to support teaching and learning <b>(20%)</b></li> <li><i>Choice</i> of two assessments based on C2 from: <ul style="list-style-type: none"> <li>multiple choice tiered test (available November and June)</li> <li>structured tiered examination paper (available November and June).</li> <li>Centre devised internal assessment. <b>(20%)</b></li> </ul> </li> <li><i>Choice</i> of assessments based on C3 <ul style="list-style-type: none"> <li>a structured examination paper (available June only)</li> <li>centre-devised internal assessment. <b>(30%)</b></li> </ul> </li> <li>Practical skills assessment – non-moderated <b>(10%)</b></li> </ul>		
<b>Progression to which level 3 courses?</b>	<ul style="list-style-type: none"> <li>AS/A Level Chemistry</li> <li>AS Science for Public Understanding</li> </ul>		
<b>Resources/training available to support this course:</b>	<ul style="list-style-type: none"> <li>schemes of work with a concept approach and with a context approach, in word format</li> <li>specimen papers for external assessment and internal assessment activities</li> <li>tutor support material for internal assessment, including guidance on the assessment of practical skills.</li> <li>guidance on teaching strategies: 10 lesson schemes for each topic</li> <li>OSCA - Provides on-line guidance Interactive online support for centre-assessors (OSCA): through training centres do need to submit work for formal moderation and need not submit point scores until mid May.</li> <li>Student version of specification available on the Edexcel website</li> <li>Diagnostic feedback available on external assessment by question level against national outcomes.</li> <li>Launch and implementation events - see our website <a href="http://www.edexcel.org.uk">www.edexcel.org.uk</a></li> </ul>		

<b>Specification title:</b>	<b>Edexcel GCSE Physics</b>		
<b>Aims/approaches adopted:</b>	<ul style="list-style-type: none"> <li>• GCE Science, GCSE Additional Science, GCSE Biology, GCSE Chemistry and CGSE Physics all within one suite of qualifications.</li> <li>• Balanced approach based on: <ul style="list-style-type: none"> <li>• evaluating evidence and the implications of science for society</li> <li>• explaining, theorising and modelling in science</li> </ul> </li> <li>• procedural and technical knowledge of science.</li> <li>• Flexible framework with concept-led and context-led approaches to support meeting students needs by ease of adopting a range of teaching and learning styles</li> <li>• Content is relevant and encourages students to engage with and challenge the science they meet in their everyday life</li> <li>• Internal assessment designed to support teaching and learning and provides recognition of the teacher's professional judgement.</li> </ul>		
<b>Brief outline of the content of the teaching units:</b>	P1 9. Producing and Measuring Electricity 10. You're in Charge 11. Now You See it, Now You Don't 12. Space and its Mysteries	P2 9. As Fast as You Can! 10. Roller-Coasters and Relativity 11. Putting Radiation to Use. 12. Power of the Atom	P3 1. Particles in Action 2. Medical Physics
<b>Brief outline of the scheme of assessment:</b>	<ul style="list-style-type: none"> <li>• Two externally assessed multiple-choice tiered tests based on P1 (available January &amp; June. First assessment January 2007.) <b>(20%)</b></li> <li>• Two physics internal assessed activities based on P1 and P2, designed to support teaching and learning <b>(20%)</b></li> <li>• <i>Choice</i> of two assessments based on P2 from: <ul style="list-style-type: none"> <li>○ multiple choice tiered test (available November and June)</li> <li>○ structured tiered examination paper (available November and June).</li> <li>○ Centre devised internal assessment. <b>(20%)</b></li> </ul> </li> <li>• <i>Choice</i> of assessments based on P3 <ul style="list-style-type: none"> <li>○ a structured examination paper (available June only)</li> <li>○ centre-devised internal assessment. <b>(30%)</b></li> </ul> </li> <li>• Practical skills assessment – non-moderated <b>(10%)</b></li> </ul>		
<b>Progression to which level 3 courses?</b>	<ul style="list-style-type: none"> <li>• AS/A Level Physics</li> <li>• AS Science for Public Understanding</li> </ul>		
<b>Resources/training available to support this course:</b>	<ul style="list-style-type: none"> <li>• schemes of work with a concept approach and with a context approach, in word format</li> <li>• specimen papers for external assessment and internal assessment activities</li> <li>• tutor support material for internal assessment, including guidance on the assessment of practical skills.</li> <li>• guidance on teaching strategies: 10 lesson schemes for each topic</li> <li>• OSCA - Provides on-line guidance Interactive online support for centre-assessors (OSCA): through training centres do need to submit work for formal moderation and need not submit point scores until mid May.</li> <li>• Student version of specification available on the Edexcel website</li> <li>• Diagnostic feedback available on external assessment by question level against national outcomes.</li> <li>• Launch and implementation events - see our website <a href="http://www.edexcel.org.uk">www.edexcel.org.uk</a></li> </ul>		