



BEAL HIGH SCHOOL



Headteacher: Ms S Snowdon

September 2010

YR11 SCIENCE

Dear Parent / Guardian,

I just want to take this opportunity to say how pleased I am with the outcome of the year 10 science exam results. Students achieved very good grades which placed them in a good position to take on the challenge of year 11.

We were very pleased with our GCSE and A level grades. The Science department at Beal is very successful students enjoy the subject. Sciences at A level are oversubscribed and many of our students go on to study science and related degrees at prestigious institutions. Students successfully progress into a range of careers including medicine, dentistry and pharmacy.

As you are well aware the Science curriculum has undergone a huge change, especially in terms of its aims and assessment. This has allowed us to offer various programmes of study to personalise each students' learning experience in Science, adapted to their learning styles, enabling all students to reach their full potential. The learning pathway that your child will follow in year 10 is carefully considered to ensure that your child is given the best learning experience and it is in their best interest, during their Science career at Beal.

The curriculum has been designed so that students can relate to it and apply it to the real world. The GCSE specification has moved away from the traditional content led approach previously taught to more contextual methods where learners are free to research and apply ideas about Science. In light of these reforms I would just like to clarify how the Science curriculum works and the impact of these changes on the education of your son/daughter.

In year 10 and 11 students follow two GCSE courses in Science. In year 10 all students follow the year the statutory GCSE Science course. In year 11 students follow the GCSE additional science, GCSE additional applied science course or BTEC First certificate in Applied Science. At the end of year 10 students take all the exams contributing to the year 10 Science grade.

A summary of the components of the year 10 course and how they affect the students grade are given below:

Content	Weighting	Date of the Examination
Biology -B1, B2, B3	16.7%	June 10
Chemistry- C1, C2, C3	16.7%	
Physics - P1, P2, P3	16.7%	
Ideas in Context	16.7%	June 10
Case Study	20%	Sept 10
Mini Investigation	13.3%	Sept 10

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The Case study and investigation which contributes to the year 10 grade is written at the beginning of year 11. If completed well this has the potential to boost a student grades. For example a student who has achieved grades AAAC in year 10 can still achieve a grade A if they do well in their case study, alternatively if a student has achieved grades CCDD in the year 10 exams they can still achieve a grade C if they do well in their case study/investigation.

In year 11 students will be sitting GCSE additional Science, a breakdown of the content and its weighting is given in the table below:

Content	Weighting	Date of the Examination
Biology - B4, B5, B6	16.7%	June 2011
Chemistry - C4, C5, C6	16.7%	June 2011
Physics - P4, P5, P6	16.7%	June 2011
Ideas in Context	16.7%	June 2011
Investigation	33.3%	Sept 2010

As a matter of policy we strongly discourage students to resit exams taken in year 10. However students who have extenuating circumstances, have not taken the exam in the first instance or have not achieved an aggregated grade C in year 10 will be given the opportunity to sit the exams in June of Y11 but only after negotiations with myself and Mr Hewitt.

This decision has been made based on previous data where students have had this opportunity and it has been detrimental to their achievement in year 11. It was found that students became overburdened in their efforts to prepare for their resits and their Yr11 exams at the same time and so underachieved.

Throughout the year student progress will be assessed by tracking student's attainment in the end of unit tests. An average of these marks will be used as a prediction of the students GCSE grade. Other factors such as student attitude and homework will affect the student tier of entry.

If you have any further queries please feel free to contact me.

Yours sincerely,

Ms S Zaneb
(Head of Science)

Mr J Hewitt
(Head of Year 11)

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BEAL HIGH SCHOOL



Headteacher: Ms S Snowdon

September 2010

YR 10 BTEC SCIENCE

Dear Parent/ Guardian,

I just want to take this opportunity to say that year 11 have made a good start to their relevant courses this year.

We were very pleased with our GCSE and A level grades and interim BTEC awards. The Science department is very successful and at Beal students enjoy the subject. Sciences at A level are oversubscribed and many of our students go on to study science and related degrees at prestigious institutions. Students successfully progress into careers such as medicine, dentistry, pharmacy, chemistry and psychology.

As you are well aware the Science curriculum has undergone a huge change, especially in terms of its aims and assessment. This has allowed us to offer various programmes of study to personalise each students' learning experience in Science, adapted to their learning styles, enabling all students to reach their full potential. The learning pathway that your child will follow in year 11 is carefully considered to ensure that your child is given the best learning experience during their Science career at Beal and is successful in achieving a minimum grade 'C'.

After reviewing your child's recent year 10 end of year GCSE unit results they have been selected to take the BTEC Level 2 Extended Certificate in Applied Science. This course is an alternative way of studying to the traditional terminal or modular exams as the course is 100% coursework with a vocational element which in our professional judgement is better suited for the students. This learning pathway will also provide your child with the added opportunity to achieve 2 GCSE's at the end of the 2 year course.

The units studied this year will be:

Unit	Credit	Level
Chemistry and our Earth	5	2
Energy and our Universe	5	2
Biology and our Environment	5	2

Each unit is assessed to ascertain student progress. Continuous feedback from staff will ensure that the students are able to reflect on their weaknesses and help to improve their attainment thus ensuring they reach their potential. Progress is measured as Pass (equivalent to C GCSE), Merit (equivalent to B GCSE) or Distinction (equivalent to A GCSE), depending on the depth of research completed by each student but the majority of assessed work is completed in class. Success on the BTEC course will allow admission to sixth form to BTEC Science Level 3 qualifications.

If you have any further queries please feel free to contact me.

Yours sincerely,

Ms S Zaneb
(Head of Science)

Mr J Hewitt
(Head of Year 11)

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BEAL HIGH SCHOOL



Headteacher: Ms S Snowden

September 2010

YR11 SEPARATE SCIENCE

Dear Parent/ Guardian,

We were very pleased with our GCSE and A level grades. The Science department at Beal is very successful students enjoy the subject. Sciences at A level are oversubscribed and many of our students go on to study science and related degrees at prestigious institutions. Students successfully progress into a range of careers including medicine, dentistry and pharmacy.

As you are well aware the Science curriculum has undergone a huge change, especially in terms of its aims and assessment. The curriculum has been designed so that students can relate to it and apply it to the real world. The GCSE specification has moved away from the traditional content led approach previously taught to more contextual methods where learners are free to research and apply ideas about Science. In light of these reforms I would just like to clarify how the Science curriculum works and the impact of these changes on the education of your son/daughter. Here is the breakdown of the Separate Science course:

GCSE : Biology J633

Paper	Content	Weighting	Date of the Examination
A221	B1, B2, B3	16.7%	June 2010
A222	B4, B5, B6	16.7%	June 2011
A223	B7 & Ideas in Context	33.3%	June 2011
A229	Case Study	20%	Sept 2010
A229	Mini Investigation	13.3%	Sept 2010

GCSE : Chemistry J634

Paper	Content	Weighting	Date of the Examination
A321	C1, C2, C3	16.7%	June 2010
A322	C4, C5, C6	16.7%	June 2011
A323	C7 & Ideas in Context	33.3%	June 2011
A330	Practical Investigation	33.3	Sept 2010

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GCSE : Physics J635

Paper	Content	Weighting	Date of the Examination
A331	P1, P2, P3	16.7%	June 2010
A332	P4, P5, P6	16.7%	June 2011
A333	P7 & Ideas in Context	33.3%	June 2011
A339	Case Study	20%	Sept 2010
A339	Mini Investigation	13.3%	Sept 2010

As a matter of policy we strongly discourage students to resit exams taken in year 10. However students who have extenuating circumstances, have not taken the exam in the first instance or have not achieved an aggregated grade C in year 10 will be given the opportunity to sit the exams in June of Y11 but only after negotiations with myself and Mr Hewitt.

Throughout the year student progress will be assessed by tracking student's attainment in the end of unit tests. An average of these marks will be used as a prediction of the students GCSE grade. Other factors such as student attitude and homework will affect the student tier of entry.

If you have any further queries please feel free to contact me.

Yours sincerely,

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