



Ruislip
High
School

Year 10
GCSE
Curriculum
2010-12

We would like to outline the process for supporting Year 9 students through the 'options' process. Students will be asked to choose **four preferred** subjects with **two reserves** in addition to the core curriculum of English, mathematics, science, cultural studies, P.E. and I.C.T. for study at Key Stage 4. It is very important that students make informed choices; they will therefore receiving guidance and information to assist them as follows:

- Guidance has already begun in Cultural Studies regarding decision making
- Students will be given information through assemblies to explain the key features of subjects not studied at Key Stage 3
- Information about all subjects will be on the school web-site by 14 December. Please look at this with your child.
- Options Evening on Thursday 14 January will give you the opportunity to find out more from subject teachers hear about the options process. A representative from Connexions will also be present.
- Option forms will be issued at the end of this term to be returned to school by Friday 22 January
- All students will have a one to one appointment at the end of January/early February with their learning mentor to look at their initial preferences and discuss whether they have made appropriate choices
- Mrs Taylor, Mr Rich and Mrs Morris will look at all student preferences. Should any issues arise; students and parents will be informed.

Should parents/students have any issues they wish to discuss, please do not hesitate to contact Mrs Taylor, Mr Rich or Mrs Morris.

GCSE Subjects 2010-12

There will be a number of compulsory subjects which students have to study as part of the National Curriculum:

- English (GCSE)
- Mathematics (GCSE)
- Science - Double or Triple (GCSE)
- Physical Education
- Information Technology
- Cultural Studies (RE, PSHE, Careers & Citizenship)

In addition, most students will be expected to study a further 4 subjects at GCSE level. Because we are still a very small school the amount of choice available to students compared to most schools will be very limited.

Students need to choose the 4 subjects they wish to study:

Art		Graphics	
Business Studies		History	
Child Development		ICT	
Drama		Music	
Food Technology		Resistant Materials	
French		Sport	
Geography		Textiles	

Choices should be with Pastoral Tutors by Friday 22 January.

Options Evening will take place Thursday 14 January 6.00pm – 8.pm

Compulsory GCSEs

GCSE Mathematics (sdavison@hillingdongrid.org)

This will be available at two levels, Higher (grades D-A*) and Foundation (grades G-C). The qualification is 100% externally assessed by modular exams (no coursework).

Both levels of exams will include elements of the following:

- Using and applying mathematics
- Number and algebra
- Shape, space and measures
- Handling data

Some students may, in addition to Maths GCSE, study GCSE Statistics:

GCSE Statistics exists at two levels, Higher (grades D-A) and Foundation (grades G-C). At present it is assessed by an external exam (75%) and internally through coursework (25%).*

The course will be taught during normal maths lessons as it complements GCSE Mathematics. Both levels of the GCSE Statistics qualification include elements of the following:

- *Planning and data collection*
- *Processing, representing and analysing data*
- *Reasoning, interpreting and discussing results*
- *Probability*

GCSE Science (abenbrahim@hillingdongrid.org)

• **GCSE Core Science**

Students will study one unit of biology, chemistry and physics taught in appropriate topics starting in the spring term 2010. Students will also take a centre-assessed piece of work on any of the three disciplines

• **GCSE Additional Science**

Students will study one unit of biology, chemistry and physics taught in appropriate topics. Students will also take a centre-assessed piece of work on any of the three disciplines

• **Individual (Triple) Science**

- **GCSE Biology**
Students will study 3 units of biology and take one centre-assessed piece of work in biology.
- **GCSE Chemistry**
Students will study 3 units of chemistry and take one centre-assessed piece of work in chemistry.
- **GCSE Physics**
Students will study 3 units of physics and take one centre-assessed piece of work in physics.

Assessment

AQA Specification A is followed in all examinations.

Core science is examined by 6 objective tests, 2 each from biology, chemistry and physics units (Biology 1a and 1b, Chemistry 1a and 1b and Physics 1a and 1b) to be taken by students during year 10 and also an investigative skills assignment (ISA) which is a centre-assessed unit.

Additional science is examined by students taking 3 written papers in biology, chemistry and physics (Biology 2, Chemistry 2 and Physics 2) and also an investigative skills assignment (ISA) which is a centre-assessed unit

It is likely that students will study core science in year 10 and additional science in years 10 and 11.

For each of the individual science GCSEs, for example in biology, students will take the same examinations for that subject as in core and additional science (so Biology 1a and 1b and Biology 2) as well as another biology written paper (Biology 3). Students will also take an ISA in biology. Timings of these examinations are likely to follow that of core and additional science with the third unit being examined when appropriate.

	Biology	Chemistry	Physics	Centre-assessed unit
GCSE Core science	1a & 1b	1a & 1b	1a & 1b	ISA
GCSE Additional Science	2	2	2	ISA
GCSE Biology	1a, 1b, 2, 3			ISA in biology
GCSE Chemistry		1a, 1b, 2, 3		ISA in chemistry
GCSE Physics			1a, 1b, 2, 3	ISA in physics

GCSE English (jtrewin@hillingdongrid.org)

GCSE Outline

This is an exciting year for English, as it is the first year of a new specification for all students, with English being organised into two separate routes. The vast majority of students will take both English Language and English Literature GCSEs, although some students will take English only. Both routes meet the criteria for Functional Skills English, which develops skills students will need in the workplace and wider world. Students will be assessed through a combination of examination and Controlled Assessment. Controlled Assessment is similar to the traditional coursework but undertaken during examination conditions.

English GCSE

Students will study a variety of fiction and non-fiction texts. They will undertake one examination which will assess their ability to read and understand a range of texts, such as newspapers, journals, websites etc and their ability to write for a range of audiences and purposes. Controlled Assessment tasks include Speaking and Listening, creative writing and analysis of fiction texts including poetry and Shakespeare.

English Language GCSE

Students study a range of fiction and non-fiction texts in this subject. They are required to respond to non-fiction texts such as newspapers, journals, websites etc and fiction texts such as poetry and Shakespeare. They also have to be able to write accurately and effectively for a range of different purposes. English Language is assessed through examination and Controlled Assessment, including Speaking and Listening.

English Literature GCSE

During this course, students read a wide range of texts from different periods and genres. These include modern prose and drama, a novel that explores cultures, poetry from an anthology specified by the examination board and texts from Shakespeare and other writers from the literary heritage. Students will be assessed through a combination of examination and Controlled Assessment.

Cultural Studies (jbrown4@hillingdongrid.org)

We are proposing that pupils will complete the **CoPE** (Certificate of Personal Effectiveness) course in year 10 and **GCSE RE** short course in year 11 as the CoPE course has coursework which can be done early so not to clash with other subjects and RE in year 11 which is 100% exam

CoPE

The course enables pupils to take responsibility for planning, organising and carrying out a number of activities and challenges. They develop skills in researching, working with others, problem solving and discussion. The course is based around 12 modules looking at all aspects of a pupil's life now and in the future:

- Communication
- Citizenship and Community
- Sport and leisure
- Independent living
- The environment
- Vocation preparation
- Health and fitness
- Work related learning
- Science and technology
- International issues
- Expressive arts
- Beliefs and values

Coursework 100%

Religious Education

The course looks at the similarities and differences between Christianity and the other 4 main religions: Judaism, Islam, Hinduism and Sikhism. The issues that pupils will be looking at include: marriage and family life, life and death, belief in God, moral decisions and wealth and poverty.

Exam 100%

GCSE Options

[GCSE Drama](mailto:ceccleshall@hillingdongrid.org) (ceccleshall@hillingdongrid.org)

Drama will follow Edexcel GCSE Drama (1699)

Students wishing to take GCSE drama must be confident in their acting abilities as a majority of this course is based on performance and is assessed practically. There is a written component – it is beneficial for students to be able to write to a good standard.

Course Overview:

The Drama Coursework (60%) component consists of two teacher-designed drama workshops that can take place during lesson time. One externally assessed performance assessment by an EdExcel examiner.

Unit 1 - Paper 1

- **Workshop 1** A programme of study that is assessed through the students' response to a range of stimulus material. The unit of work focuses on how students create structure and perform practical performance. Written portfolio coursework to support practical work.

Unit 1 - Paper 2

- **Workshop 2** is based on the practical exploration of a play. Written portfolio coursework to support practical work.
- Live theatre review. Students must review at least one live theatre performance. There will be opportunities for you to attend professional theatre productions.

In both workshops students will be assessed on their practical ability (acting skills) there is only a small written component for both workshops.

Unit 2 - Paper 1

The Drama Performance (40%) component has 3 options. Students choose one of the following options:

- **Scripted Performance** enables students to be assessed on their performance in a published play.
- **Devised Performance** enables students to create their own drama and to be assessed through a performance of original work.
- **Performance Support** (Lighting Design, Costume Design, Sound Effects, and Stage Design) enables students to be assessed through a design/technical skill in either a scripted or devised play.

Again students will be assessed on their practical skills – there is no formal written component.

GCSE Physical Education (mgunnell@ruislihigh.com)

Full Course Edexcel – no.1827 <http://www.edexcel.org.uk/VirtualContent/18106.pdf>

Unit 1 The theory of Physical Education

40 % Theory, consisting of an exam (1 ¾ hours) covering the following topics:

Section 1.1: Healthy active lifestyle – benefits; influences; opportunities; training principles; fitness training; personal health.

Section 1.2: Your Healthy active body – cardiovascular; respiratory; skeletal and muscular systems.

Unit 2 Performance in Physical Education

60 % Practical, consisting of practical performance in four sports plus an in-depth analysis of performance of one of those four sports.

Students will also have the opportunity to be assessed as a leader and official as well as practically

Requirements

Candidates should have very good ability in a range of physical activities, not just games, and should have a high level of physical fitness.

Candidates should also possess good literacy and science skills and have an interest in learning the theory side of sports and physical activity.

Core PE

Non GCSE students will have the opportunity to participate in a wide variety of sports, leadership and health and fitness activities, for example:

Team sports, badminton, fitness training, dance, aerobics, cricket, tennis as well as being a coach and official.

In core PE time GCSE students will continue with unit 2, spending a greater length of time on different sports

GCSE History (drich@hillingdongrid.org)

Course Content

We will follow the Edexcel Schools History Project GCSE Syllabus, which will include a series of Modern History studies from the 20th Century alongside a study in development over 2000 years of history.

During Year 10, students will study a range of European Modern History topics. These include the rise of Adolf Hitler and the Nazi state in Germany from 1919 to 1939, a study of the death camps created during World War 2 1939-1945 and either the Russian Revolution of 1917 or 20th Century China.

A variety of individual and group work tasks will be used to deliver the curriculum, using plenty of audio visual evidence alongside traditional written documentation. It is also hoped to offer a supplementary optional residential visit to Berlin and / or Krakow to visit major sites associated with Nazi Germany.

In Year 11, students will trace the history of Crime and Punishment from Roman times through to the present day. We will study themes such as how people are punished (prisons vs. hanging), the development of policing, protest movements such as the Suffragettes and the coal miner's strike of 1984/5, and the reasons why people commit crime. This course will hopefully include a visit to the Galleries of Justice in Nottingham where students participate in a full trial in a real court room, tour a Victorian prison and a modern police station. The unit ends with a study of terrorism in the 21st century, studying both the end of the IRA campaign and the London bus and tube bombings of 2005.

Assessment Method

Controlled Assessment, Winter Year 10: 25% of final mark

Exam Paper 1, Summer Year 10: 25% of final mark

Exam Paper 2, Winter Year 11: 25% of final mark

Exam Paper 3, Summer Year 11: 25% of final mark

GCSE Music Syllabus (mcoltman@hillingdongrid.org)

We are covering the EDEXCEL GCSE Music Syllabus. The exam covers the three areas of **Listening, Composing and Performing**. Students studying for the GCSE music exam should be able to play an instrument or sing confidently as 30% of the course are based on performing skills.

Course Content

Listening

This aspect of the course is a written exam. The listening exam is 1½ hours long. Students are asked questions on 12 set pieces of music from a variety of styles and are expected to analyse and evaluate the music. The pieces of music will be studied in lessons over the course.

Composing

Throughout the two year course students learn how to compose and write their own music.

By the end of year 11 students will create two contrasting compositions. They must notate these and their work will be recorded.

Performing Skills

Performing accounts for 30% of the exam mark and all work will be recorded. Students need to be well prepared and ready to play or sing 2 pieces of their choice (one solo and one group piece).

.Quick Assessment Reference Guide		
Performing	Listening	Composing
1 solo performance and 1 ensemble/ group performance	Written Exam lasting 1 ½ hours long	Create two compositions and evaluate them
30%	40%	30%

[GCSE French](mailto:jcotton1@hillingdongrid.org) (jcotton1@hillingdongrid.org)

All students are encouraged to study French during Year 10 and Year 11. They will develop understanding of the spoken and written forms of the language, and the ability to communicate effectively in the spoken and written form. They will also develop an understanding of the countries and communities where the language is spoken.

Students will visit different topic areas, building on what they have studied in KS3. Such topics include:

- Media and culture
- Sport and leisure
- Travel and tourism
- Business, work and employment
- Out and about
- Customer service and transactions
- Personal information
- Future plans, education and work

Students will be tested in four skills:

Listening and responding 20% - examination

Speaking 30% - two tasks to be examined by the teacher

Reading and understanding 20% - examination

Writing 30% - two pieces of writing of 200 words each produced in controlled conditions

A GCSE in a language will enable students to communicate effectively and cope with every day situations in the country and to gain an understanding of what they see and hear. They will have a greater understanding of European culture and how others live. They will be able to deliver a presentation on a topic of their choice, produce extended and creative pieces of written work and understand leaflets, signs, correspondence and spoken announcements.

[GCSE Art and Design](mailto:slordan@hillingdongrid.org) (slordan@hillingdongrid.org)

Oxford Cambridge and RSA examinations (OCR)
1910 Art and Design

Under the new specifications for GCSE Art and Design, students will follow a single theme throughout their two year course, such as; distortion, organic forms or patterns. Students will undertake one timed assessed coursework- of 45 hours, accounting for 60% of their final mark. This will be marked on four assessment objectives; Observation, Research, Experimentation and Final Outcome.

The ten hour Terminal Examination in year 11 accounts for 40% of the student's final mark. Students will have the exam paper six school weeks before their Terminal Examination to prepare all their research for the terminal examination.

A GCSE in Art and Design will allow students to progress to further qualifications and then onto employment within the Arts Sector (Television, Film, Theatre, Graphic Design, Radio, Web Design... etc)

- Students will have 5 hours of art lessons every two weeks
- Students will work in different media (paint, sculpture, photography, mixed media, computers, pencil etc...)
- Students will be required to visit Art Galleries and see Exhibitions
- Students will be expected to work at home on their coursework
- Students will be assessed on four assessment objectives- how they can draw, how they can understand the meaning of art objects, how they can explore and experiment with ideas, and create a piece of art work in relation to this new found knowledge.
- Each assessment objective is worth 25 marks.
- The coursework is worth 60% of the final mark.
- The Terminal exam lasts ten hours and is worth 40% of the final mark

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

1.1 Creativity

- Producing imaginative images, artefacts and other outcomes that are both original and of value.
- Exploring and experimenting with ideas, materials, tools and techniques.
- Taking risks and learning from mistakes.

1.2 Competence

- Investigating, analysing, designing, making, reflecting and evaluating effectively.
- Making informed choices about media, techniques and processes.

1.3 Cultural understanding

- Engaging with a range of images and artefacts from different contexts, recognising the varied characteristics of different cultures and using them to inform their creating and making.
- Understanding the role of the artist, craftsperson and designer in a range of cultures, times and contexts.

1.4 Critical understanding

- Exploring visual, tactile and other sensory qualities of their own and others' work.
- Engaging with ideas, images and artefacts, and identifying how values and meanings are conveyed.
- Developing their own views and expressing reasoned judgments.
- Analysing and reflecting on work from diverse contexts.

2 Key processes

These are the essential skills and processes in art, craft and design that students need to learn to make progress.

2.1 Explore and create

Students should be able to:

- develop ideas and intentions by working from first-hand observation, experience, inspiration, imagination and other sources
- investigate how to express and realise ideas using formal elements and the qualities of a range of media
- make purposeful images and artefacts, selecting from a range of materials, techniques and processes
- draw to express perception and invention, to communicate feelings, experiences and ideas, and for pleasure
- explore and develop ideas using sketchbooks, journals and other appropriate strategies.

2.2 Understand and evaluate

Students should be able to:

- use research and investigative skills appropriate to art, craft and design
- appreciate how codes and conventions are used to convey ideas and meanings in and between different cultures and contexts
- reflect on and evaluate their own and others' work, adapting and refining their own images and artefacts at all stages of the creative process
- analyse, select and question critically, making reasoned choices when developing personal work

- develop ideas and intentions when creating images and artefacts
- organise and present their own material and information in appropriate forms.

[GCSE Design Technology](mailto:iwilkins@hillingdongrid.org) (iwilkins@hillingdongrid.org)

We will offer Design and Technology at GCSE levels in four different areas – **Food Technology, Textiles Technology, Graphic Products** and **Resistant Materials Technology**. These qualifications are becoming increasingly popular and are supported by coursework guides and endorsed textbooks for all the major exam boards. The course will follow the Edexcel Exam board's specification.

Key Features

The coursework project (design and make task) is worth 60% of the final GCSE grade. It is a single project that should take 40 hours. The project work will be started at the end of year 10, worked on over the summer holidays then manufacture will begin at the beginning of Year 11.

There will be an exam worth 40% which will be sat at the end of year 10. The exam will test the student's knowledge on the various techniques, processes and materials they have studied not only during year 10, but also from their previous Key stage 3 work. It is worth considering that students that were unsuccessful in Year 9 are less likely to be successful in year 10, due to the fact that there is only an exam in year 10; it is likely that most of the time spent in year 10 will be based on theory work, in preparation for the exam.

All courses follow a similar pattern and the only real difference between them are the material used to make the final products. For Example;

- **Food Technology** – the final product may consist of a range of recipes being prepared for a possible menu.
- **Textiles Technology** – the final product might be a costume for a school play.
- **Graphic Products** – the final product could be a model of a racing car decorated to promote the sponsors cause.
- **Resistant Materials Technology** – the final product could be a small piece of furniture.

For success each of the courses requires a dedicated commitment to the subject.

[GCSE Geography](mailto:dalison@hillingdongrid.org) (dalison@hillingdongrid.org)

In GCSE Geography, students study a wide variety of interesting physical and human themes ranging from the local to the global. With many topical issues, the subject helps students to develop a broad understanding of today's ever-changing world.

Topics studied include:

YEAR 10: PHYSICAL GEOGRAPHY

Weather and Climate: Understanding and forecasting the weather; Causes, impacts and responses to climate change; Trends and impacts of extreme weather events; the tropical cyclone hazard and how richer and poorer countries try to manage them.

Ice on the land: Geological time scales; Ice Age glacial and interglacial periods; Glacial landforms and processes; Tourism in glaciated areas; Impacts of climate change on Alpine communities; Avalanche hazards.

The Restless Earth: The structure of the Earth (plate tectonics theory); Landforms at different plate boundaries; how humans use fold mountain areas; volcanic hazards; Earthquake and tsunami hazards.

The Coastal Zone: Coastal processes; Erosion landforms; Deposition landforms; Settlements affected by coastal erosion; Sea level rise; Coastal management; Coastal protected areas.

YEAR 11: HUMAN GEOGRAPHY

Population change: Why is the world's population growing exponentially? How can global population change become sustainable? What alternative birth control programmes exist? What are the issues and opportunities with an ageing population? What are the impacts of international migration?

Changing Urban Environments: The causes of urbanisation; how land use varies in settlements; Challenges facing urban areas in richer parts of the world; Issues facing those living in squatter settlements in poorer parts of the world; Sustainable urban living.

The Development Gap: What are the traditional ways of dividing up the world? Measuring development of countries; Factors affecting development; how can international efforts reduce development inequalities? How successful are development projects? How do levels of development vary within the EU?

COURSEWORK

This is undertaken at the start of Year 11, and is based around students collecting information and data through a local study.

FIELD STUDY TRIP

There is an optional field studies residential trip to Swanage in Year 10. This is aimed at enhancing students' understanding of key physical and human concepts to help them in their exams and coursework. There is an emphasis on the coasts topic.

KEY SKILLS

Through these studies students develop and apply their literacy, numeracy, ICT, cartographic, decision-making and report writing skills. They will also use ICT-based Geographical Information Systems, various software packages, and learn to use a wide variety of maps at varying scales. Through this they develop their knowledge of where places in the world are situated.

Geography GCSE is also an active subject: students will collect their own information and data through fieldwork, and make presentations on their findings.

Assessment Method

Students sit the Physical Geography exam in June of Year 10, which is worth 37.5% of the CGSE. The coursework project, worth 25%, is undertaken in September of Year 11. The Human Geography exam, worth the remaining 37.5%, is taken in June of Year 11.

GCSE ICT (rvanwyk@hillingdongrid.org)

All students (apart from the ones doing Triple Science) will take this course. It is a National First Award and is the equivalent of 1 GCSE (A* - C). These students will need to complete 2 units throughout the course of the 2 years. Some students who are ambitious can work towards the National Award that is equivalent to 2 GCSE (A* - C). These students will need to complete 3 units throughout the course of the year.

It is an all Pass course and if the students fail to meet the minimum criteria at the end of KS4, they will not be entered for this qualification.

The students carry out a range of tasks (coursework) that have been designed to recognise their achievements in a modern, practical way that is relevant to the workplace.

Specification aims

These qualifications specifically aim to:

- develop students' knowledge and understanding of the Information and Communication Technology sector
- develop student' skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the Information and Communication Technology sector
- enable students to develop knowledge and understanding in specialist areas of Information and Communication Technology, and demonstrate the skills needed to participate in the operation and development of ICT specific or ICT non-specific business organisations
- encourage progression by assisting in the development of skills, knowledge and understanding that students will need to access further or higher education programmes or occupational training on a full-time or part-time basis
- encourage progression by assisting in the development of skills, knowledge and understanding that students will need to enter employment or enhance their current employment status
- promote interaction between employers, centres and students by relating teaching and assessment to real organisations.

All units are centre-assessed and externally moderated by OCR. There are no timetabled exams for this qualification; candidates may complete units at a time that suits the centre. The full award and units from this qualification are graded as Pass, Merit or Distinction.

Pass = grade C

Merit = grade B

Distinction = grade A

GCSE Business Studies (ljohnston9@hillingdongrid.org)

It doesn't matter if you haven't studied business before doing this course but you should:

- have an enquiring mind
- be interested in the world around you
- want to find out how to set up a business
- and what makes a good entrepreneur

You will enjoy studying GCSE Business Studies if you like:

- learning about the business world through research and investigation
- using numbers to solve business problems
- thinking creatively and making decisions
- communicating and explaining your ideas

In **Year 10** you will be introduced to the world of small businesses and will look at what makes someone a successful business person. You will find out how to develop an idea and spot an opportunity, and turn that into a successful business. You will understand how to make a business effective and manage money. You will also see how the world around us affects businesses and all the people involved.

In **Year 11** you will learn more about how small businesses are developed and discover how businesses promote themselves and keep their customers happy. You will learn how businesses manage both their finances and the people who work for them.

You will be assessed through three units:

Unit 1 Examination	Unit 2 Controlled Assessment	Unit 3 or 4 or 5 Examination
You will take a written examination paper with multiple choice and objective test questions	You will be given a list of controlled assessment tasks to choose from. The tasks will be based on what you have studied in Unit 1.	The questions will be a mixture of multiple-choice, data response, short-answer, extended-writing and scenario-based questions. For example, you might be

based on the unit.		given details of a business and asked a few questions based on that business.
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To be successful you will need to be dedicated and hard working throughout the two year course. If you have any questions please contact Miss Johnston.

[GCSE Home Economics: Child Development](mailto:abenbrahim@hillingdongrid.org) (abenbrahim@hillingdongrid.org)

Course Overview

Students will follow the AQA examination course.

Within the course, there are 5 topics of study, which cover many different aspects of child development:

	Topic	Content
1	Parenthood	The family
		Preparing for a family
		Preparing for the baby
		Provision of a safe environment
2	Pregnancy	Reproduction
		Pre-conceptual care
		Pregnancy
		Preparation for the birth
		Labour and birth
		Newborn baby
3	Diet, health and care of the child	Postnatal care
		A healthy diet
		Feeding a baby
		Weaning
		Feeding the young child
		Food related problems
		Child care
Child health		
4	Development of the child	Development
		Physical development
		Intellectual development
		Social and emotional development
		Learning and play
5	Support for the parent and child	Types of support available
		Child care provision
		Educational and developmental provision

Assessment

The qualification will be assessed by three separate units:

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>
Written paper taken in June of year 11 <i>40% of final mark</i>	Research task based on topics 1, 2, 3 or 5 to be carried out at an appropriate time during the course <i>20% of final mark</i>	Child study based on topic 4 to be carried out during year 11 <i>40% of final mark</i>