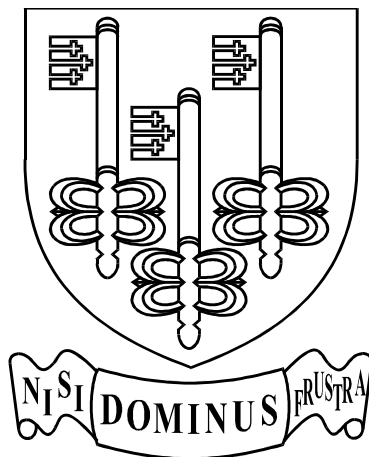


# Melbourn Village College



## Key Stage 4 Options Information Booklet



Options Evening will be on Wednesday 24<sup>th</sup> February  
2010  
at 7.00 pm

## Introduction

The aim of the curriculum at Melbourn Village College is to allow students to enjoy learning, reach their potential and help them on their way to realising their ambitions. The choices process that takes place during Year 9 is a key part of this since it allows students to personalise their curriculum. As you can see from the performance data on the next page this has been a successful part of Melbourn Village College's curriculum and we are certain that with the correct advice students will achieve well once again.

This year the choices process is split into two distinct parts.

The **preferences process** begins now and ends on the 19<sup>th</sup> of March. In this stage we will show you the full range of courses that Melbourn Village College could offer and ask students what we should run. There is an astonishing range of courses on offer with 20 courses that could be at Melbourn Village College and a further 10 at partner schools around Cambridgeshire and Hertfordshire. Of course resources do constrain what can run and of the 20 potential courses, only around 14 will run. The aim of the preferences process is to find out which courses should run to best serve the year group as a whole. The ultimate result being the best possible set of option blocks.

The **options process** begins once the results of the preferences process have been analysed. This will be no later than Monday 26<sup>th</sup> April. Each Year 9 student will receive a letter showing the 4 option blocks that the preferences process has produced. The letter will also show our best guess at your option choices based on your preferences. You are free to alter your choices based on the option blocks with all letters returned by Friday 14<sup>th</sup> May at the latest.

So what should you do now?

The process now is simple: find out about the subjects on offer. Rank those that Melbourn Village College could offer from 1 (your most preferred) to 20 (your least preferred) and tell us if you would like to attend a course run by another school so that we can begin to negotiate a place for you. Finally make sure you return the preferences form by **Friday 19<sup>th</sup> March** so that your preferences can be taken into account.

## How our optional subjects have done

Here you can see how well our options subjects have performed. The first number indicates how the students did last year whilst the number in brackets indicates the most challenging of the targets the school is provided with. In some cases data is not available because a course did not run.

Subject	A*-C rate (target)	A*-A (target)
Diploma: Creative and Media	N/A	N/A
Diploma: Society Health Development	N/A	N/A
Construction (BTEC)	100% (100%)	0% (14%)
Dance	88% (71%)	50% (24%)
Drama	77% (80%)	24% (25%)
Electronic Products	100 % (73%)	36% (26%)
Fine Art	80% (81%)	43% (27%)
Home Economics: Food & Nutrition	28% (55%)	0% (12%)
French	71% (63%)	24% (17%)
Geography	76% (70%)	27% (22%)
German	73% (69%)	27% (11%)
Graphics	55% (68%)	9% (24%)
History	70% (70%)	15% (24%)
Music	65% (83%)	44% (32%)
PE (BTEC)	N/A	N/A
PE (GCSE)	49% (71%)	14% (24%)
RE/Ethics	75% (73%)	38% (30%)
Spanish	69% (69%)	25% (24%)
Statistics	90% (87%)	25% (27%)
Textiles	100% (86%)	78% (28%)

<b>FAQ:</b>
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**How many subjects will I take?**

See page 8. If you can't work it out from that speak to Mr Houghton

**Who should I speak to about...**

- The process?
  - Mr Houghton
- What a subject is like?
  - The class teacher
  - KS4
  - The option booklet
- What I should take?
  - Your parents
  - Your teachers
  - Your Head of House

**Will handing in my form early help me get what I want?**

No, but I suggest you aim to hand it in on Monday 15<sup>th</sup> or Tuesday 16<sup>th</sup> of March. That way if you forget it you have a few chances to get it in on time.

**What will happen if I miss the deadline for my preferences form?**

If you hand in your Preferences Form after Friday 19<sup>th</sup> March then they will not be taken into account when creating the option blocks. Also if a course is over-subscribed you will be at a disadvantage when places are allocated

**What happened to ICT?**

All students began an ICT course in September of Year 9 and are on course to finish it by the end of Year 9. This course is the BTEC First Certificate for ICT Practitioners and is equivalent to 2 GCSE grades. After speaking with the ICT department and post-16 providers it was decided that studying for the equivalent of an additional 2 GCSEs in ICT was rarely the best use of a student's time. Therefore it was decided to withdraw ICT from the process. However if students do wish to complete the units they can be done through the school's VLE and will be assessed and entered as normal.

**What happened to Study Plus?**

The aim of the Study Plus course was to support students with their English and Maths work. This is now being done through the Functional Skills course which all students not studying triple science will undertake.

**What happened to Media Studies?**

The Media Studies GCSE course has been removed from the potential offer due to the large overlap with the CRM Diploma. CRM provides a greater level of realism and opportunity than the Media Studies course and so it is now offered in place of Media Studies.

**What happened to YAS?**

The YAS course aimed to give students a set of activities that allowed creativity and encouraged employability skills. Student feedback indicated that it wasn't doing this to the level we would like. We are therefore moving away from that structure and will be offering a similar unaccredited course (i.e. it gains no GCSEs) for identified students who would benefit from it.

**Does what I put down for my 16<sup>th</sup> – 20<sup>th</sup> choice matter?**

In all honesty, no! We will make the option blocks by looking at what each student ranks in their top 12. The data from the rest of your choices will be used to help plan and make the future KS3 curriculum better

**What if I put down a joint first choice and what if I only rank my top 4?**

The form will be returned to you and you will be asked to complete it properly.

**What if I want to do a subject that isn't on the list?**

There is space on the back of the form for any notes; however the chances of us being able to offer I this year would be low.

**There are some other things I want you to know when looking at my preferences?**

There is space on the back of the form for any notes use this to explain yourself clearly. If you need more space then attach another sheet

## Help! How should I pick my preferences?

Throughout the process many people will be happy to give you information, advice and guidance but there are some general rules.

### DO

- **DO** read the whole booklet very carefully
- **DO** choose subjects which match your interests, skills and plans for the future. You will be more successful studying subjects that you enjoy
- **DO** talk to the following people: parents, subject teachers and form tutors
- **DO** talk to students who are already studying these subjects in Years 10 and 11, brothers or sisters or other people you may know.
- **DO** ask if you are unsure about anything

### DON'T

- **DON'T** think that you know what a subject will be like at GCSE level simply because you have studied it at Key Stage 3. It could be very different!
- **DON'T** choose a subject because your friend has chosen it or because you think you will be taught by a particular teacher. These are **not** good reasons at all!
  - **DON'T** opt for a subject without first finding out **exactly** what is involved.

## A NOTE ABOUT ATTENDANCE

Although it might seem obvious, regular attendance at school and in lessons is essential for progress to be made.

### **What does this mean?**

Take GCSE Maths as an example. There are 3 hours of GCSE Maths per week. If there are 39 school weeks in the year, that equals approximately 215 hours over the two year course – a complete core GCSE in only 215 hours! However, once we factor in Bank Holidays, the two weeks of Year 10 Work Experience etc, the actual figure is likely to be even less.

If a KS4 student has an 80% attendance record, that looks, at first glance, like a 'good' record. It's not – it's the equivalent of missing a whole school day every week- not good grounds for success. Indeed, our analysis of last year's Year 11 cohort revealed that many students whose attendance was 90% or more achieved their target grades: those students whose attendance was less than 85% rarely, if ever, achieved their potential.

Obviously, students are sometimes unwell, but it is vital that, if your son or daughter misses school for any reason, that they take responsibility for ensuring that they try to make up for any learning which they have missed. Please support them, and the College, by keeping student absence to an absolute minimum.

**How many subjects will I study?**

Do you want to do a Diploma?

Yes

No

Do you want to do Triple Science?

Do you want to do Triple Science?

Yes

No

Yes

No

Diploma  
Triple Science  
Two Options

Diploma  
One or Two  
other options  
Functional Skills  
English  
Maths  
ICT

Do you want to do BTEC Construction?

Do you want to do BTEC Construction?

Yes

No

Yes

No

BTEC  
Construction  
2 Options  
Triple Science

4 Options  
Triple Science

BTEC Construction  
2 Options  
Functional Skills  
English  
Maths

4 Options  
Functional Skills  
English  
Maths

## Diplomas: Introduction

This is the second year in we are offering Diplomas. These courses are based around an area of work and seek to combine hands on learning with academic rigor.

Although they are vocational they are not a “soft” option and a Level 2 Diploma should only be attempted by a student confident of achieving Cs or above in a wide range of other subjects.

Diplomas are offered by schools and colleges, working in partnership. You will have the chance to do some of your learning in other schools, colleges or the workplace.

All diplomas consists of 4 parts:

The **Principal Learning** consists of understanding and knowledge about the sector of work. This will take up two of your option columns. It will be assessed mainly through practical assessments, with one exam.

The **Project** is an extended project based with the area you study and is delivered with the Principal Learning.

The **Additional Specialist Learning** is gained though one of your other subjects. It shows you have had a broader range at KS4 that just the Diploma.

**Functional Skills** is a set of examinations in English, Maths and ICT to show you have the skills required in a workplace. The content is the same as for your GCSEs but the style is very different. Students in the upper Maths and English sets will be prepared through a collapsed day prior to the examinations. Students not in these sets will need to take an additional Functional Skills option to support them in passing this element.

Overall a Diploma is said to be worth 7 GCSEs. It is well regarded by Sixth Form Colleges with it being seen as the ideal preparation for their Level 3 Diploma Courses.

For students looking to take the more traditional A-Level path it isn't treated as being worth 7 GCSEs. It is seen as being equivalent to 2 or 3 GCSEs (depending on the relevance of the diploma to your choices). This matches with the time it takes with the curriculum.

## The Diploma in Business Administration and Finance

### What will I learn?

Business makes the world go round. It creates wealth. Economies depend on it and the profits that businesses make finance the public services.

The UK, in particular, has a strong enterprise culture – and young people play a key role in this. In the last year, around 70,000 young people started new businesses in England and Wales. To do that successfully, you need essential business skills and understanding.

The Diploma in Business, Administration and Finance is built around three main themes:

**Business enterprise:** Looks at how to develop ideas, how to carry out research and promote products or services.

**Business administration:** Introduces business administration and its importance to organisations.

**Finance:** Looks at the knowledge and skills needed to manage personal and business finances.

### What could it lead to?

It could lead you to a university degree and a career in areas such as business administration, marketing or management.

Note: this diploma will be offered to MVC students; the Principal Learning will, however, be delivered at a partner secondary school.

## The Diploma in Construction and the Built Environment

### What will I learn?

The construction and built environment industry is one of the largest and most important economic sectors in the UK. It covers a range of varied industries such as architecture, structural steelwork, heating and ventilation, painting and decorating and surveying.

The Diploma in Construction and the Built Environment gives you a chance to learn in different settings. You'll learn how the built environment was designed and constructed, how it is used, and how it affects people and communities. But you'll also be doing lots of practical activities such as getting involved in site visits and the planning and building of prestigious projects. You'll then be able to apply everything you've learnt when working on your own projects.

All levels of Diploma in Construction and the Built Environment focus on three main themes:

**Design the built environment:** Learn how the built environment is designed and constructed, how it impacts on people and communities, and how history, politics and economics affect it.

**Create the built environment:** Develop a range of skills and knowledge needed in different industries – for example, using tools and understanding modern construction methods and materials.

**Value and use the built environment:** Analyse the need for good management and continuous maintenance, and understand the importance of good design, workmanship and teamwork.

### What could it lead to?

It could lead you to a university degree and career in construction management, building services engineering, housing practice, planning or architecture.

Note: this diploma will be offered to Melbourn Village College students; the Principal Learning will, however, be delivered at a partner secondary school.

## The Creative Arts and Media Diploma – Level Two

This is a new diploma being offered at Melbourn Village College from September 2010. Students who choose the creative and media diploma will study different aspects of Arts and Media and their impact within our society. The diploma offers specific specialised learning and so it is recommended to consider this when planning your future.

### So is it for me?

#### Do you have?

- Planning skills
- Presentation skills
- The ability to work well in a team?
- The ability to always make deadlines no matter what
- The ability to work independently?
- A general interest in the Arts

#### Do you enjoy Media work and using?

- video cameras
- video software
- digital photography
- music software

If the answer is **YES**, then do consider CRAM as an option for your future

However please note-

**CRAM is NOT designed as a substitute for discrete GCSE Dance, Drama and Music.**

**If for you it is 'all about the performance', be it Acting, Music or Dance, then you may well be more suited to a GCSE course.**

**If you are interested in a wider view including back-stage, technical, promotion, advertising etc, then consider CRAM**

For the [Diploma](#) in Creative and Media at MVC the course will look at four main areas of the creative process:

1. **Creativity in context:** The things that can influence the creative process, such as society, culture, the environment or the work of other people.
2. **Thinking and working creatively:** Ways of exploring, experimenting with and developing ideas, skills and techniques.
3. **Principles, processes and practice:** The skills, techniques and processes to turn your ideas into reality.
4. **Creative businesses and enterprise:** An understanding of real situations and the skills that you need to succeed in the industry

These are some of the things you might do on the course:

- Use your creative skills and ideas to make something
- Learn how to work up ideas, alone and in a team Explore different creative disciplines
- Find out what you're passionate about: from music to drama, film to textiles, 3D visual art to advertising
- See a project through from start to finish
- Identify an audience and their needs, and how this affects your work
- And find out about the business side of a creative project, like budgeting, team working and marketing your ideas and products
- Learn about the work of other artists and how it relates to your own work.

## The Diploma in Engineering

### What will I learn?

Engineering is all around us. It plays an important part in what we do every day and has an impact on everyone's life. Engineering creates the infrastructure in which we live, work and spend our leisure time.

The Diploma in Engineering opens up the ideas and concepts behind engineering, and how they impact the modern world. You'll be introduced to key engineering principles such as design, materials, electronic systems, maintenance and manufacturing.

The Engineering diploma focuses on three main areas:

**The engineered world:** Looks at the importance of engineering in the modern world and the impact engineering has on the way we live our lives.

**Discovering engineering technology:** Introduces basic engineering principles such as design, materials, electronics systems, maintenance and manufacturing.

**Engineering the future:** Looks at what makes innovations succeed, how new materials contribute to design and how to develop and launch new ideas.

### What could it lead to?

It could lead you to a university degree and career in aeronautical engineering, automotive engineering, building services engineering, manufacturing engineering, electrical and electronic engineering, mechanical engineering or biomedical materials science.

Note: this diploma will be offered to Melbourn Village College students; the Principal Learning will, however, be delivered at a partner secondary school.

## The Diploma in Hospitality

### What will I learn?

There are many sectors in the hospitality industry including hotels, restaurants, leisure, events, public houses, and contract food services.

Many new job opportunities are being created every day, and there is a shortage of skilled staff. At the end of August 2007, over 140 new hotels had opened in the UK in the space of 12 months, with almost £3bn invested in the industry during that period – more than in any previous year.

The Diploma in Hospitality will give you a taste of the huge range of opportunities, jobs and career paths offered by the industry. Because the sector is driven by customer service, a positive attitude will get you a long way. You may discover a passion for travel, enjoy exotic food, or even become a top chef or hotel and restaurant owner!

The Diploma in Hospitality focuses on four main themes:

**The hospitality industry:** This introduces you to the basics of the sector and shows you the impact that the hospitality industry has on the UK economy and the excitement of working within it.

**People in hospitality:** The hospitality industry is a ‘people-based’ industry. This theme looks at how important your people skills are, not only to the success of the business but in how you work with your colleagues.

**Hospitality operations:** You will explore how food and beverages are prepared and served to customers, including food safety, foods from different cultures and the principles of healthy eating. You will also have a chance to develop some practical skills in cooking.

**Business and finance in hospitality:** This theme covers important business and financial practices, and at Advanced level looks at budgeting, planning, financial control and marketing.

### What could it lead to?

It could lead you to a university degree and career in areas such as Hospitality, Events Management or Business.

Note: this diploma will be offered to Melbourn Village College students; the Principal Learning will, however, be delivered at a partner secondary school.

## The Diploma in IT

### What will I learn?

The UK IT industry is a fast-growing and dynamic sector. More than a million people already work in it, and with growth rates of up to eight times the national average, there are plenty of exciting and rewarding career opportunities.

And IT is vital in just about every industry you can think of, from retail to sport and from music to banking. That's why understanding technology is an important part of today's education.

The Diploma in Information Technology gives you a chance to learn in different settings. It lets you explore technology, and see, first hand, the role that it plays in organisations, for individuals and in society as a whole.

You'll also learn how to manage and deliver successful IT projects, and be able to apply what you've learnt when working on your own projects.

All levels of Diploma in Information Technology focus on three main themes:

**Business:** How organisations work and the role technology can play.

**People:** How to work well with other people.

**Technology:** How to create technology solutions.

### What could it lead to?

It could lead you to a university degree and career in computing, computer networking, information systems, business and information technology, computer games software, multimedia or graphic design.

Note: this diploma will be offered to Melbourn Village College students; the Principal Learning will, however, be delivered at a partner secondary school.

## The Diploma in Environmental and Land-based Studies

### What will I learn?

The sector offers many different types of work. It includes water and waste management, food production, sports turf, leisure and tourism, land management, landscape architecture, forestry, animal health and welfare as well as environmental conservation. Many in the sector run their own business. So, there are tremendous opportunities for budding entrepreneurs.

Environmental and land-based industries generate a lot of wealth and provide many jobs around the world. In the UK, the sector is worth around £8.9 billion a year and employs over 720,000 people in England.

The Diploma in Environmental and Land-based Studies focuses on three main themes:

**Productive and working environments:** This looks at the limited resources of our natural environment, our impact on it, how it influences us and how these resources are used.

**Plants and animals:** This explores how we use plants for commercial, recreational and conservation purposes and animals for food production, recreation, work or companionship.

**Developing the sustainable environment:** This theme will explore the impact we have on our environment, and how important it is to use environmentally friendly 'green' practices.

### What could it lead to?

It could lead you to a university degree and career in areas like Environmental Science or Horticulture.

Note: this diploma will be offered to Melbourn Village College students; the Principal Learning will, however, be delivered at a partner institution.

## The Diploma in Public Services

### What will I learn?

Public services needn't mean working in government either. Many of the 5.5 million people currently involved in the sector work in private businesses, like Virgin, or the voluntary sector, for charities like Shelter.

The Diploma in Public Services reveals the inner workings of this vibrant, varied and valued sector. You'll discover how public service organisations operate and gain an appreciation of the social values that sustain them.

The Diploma in Public Services gives you a comprehensive picture of how public services work and how they contribute to the individual, the community and to business. It introduces you to the many different services that are available to the public, and this will help you become familiar with the wide range of career and university options on offer.

### What could it lead to?

It could help you begin a career as a firefighter, police or community safety officer, in heritage management, housing or as an environmental health officer. It could also lead to a degree in many areas from law to ecology.

Note: this diploma will be offered to Melbourn Village College students; the Principal Learning will, however, be delivered at a partner institution.

## The Diploma in Retail Business

### What will I learn?

The UK's single biggest private sector employer – retail – provides around three million jobs and is a major contributor to the economy. In 2007, the retail sales of £265 billion amounted to more than the combined economies of Portugal and Denmark!

As diverse as it is large, the sector provides enormous scope for rewarding career choices in areas such as buying, logistics, supply chain, visual merchandising, business management, marketing, accounting and IT.

The Diploma in Retail Business covers a broad range of topics, including:

**Retail operations:** Looks at sourcing products, merchandising, stock control, selling and customer service.

**Business management:** Looks at marketing, strategies for change, HR and team dynamics.

**Supply chain:** Looks at the journey of a product from its source through transportation and storage to disposal, including recycling.

**Creative and design:** Explores store layout and visual merchandising.

### What could it lead to?

It could lead you to a university degree in business and management, logistics or retail buying and it could help you begin a career in health and safety, HR, packaging or product design, sales or visual merchandising.

Note: this diploma will be offered to Melbourn Village College students; the Principal Learning will, however, be delivered at a partner institution.

## The Diploma in Society, Health and Development

### What will I learn?

Society, Health and Development covers some of the most important sectors in the UK. It's important, because it's about the care and development of the people who live around us.

**The Diploma in Society, Health and Development will give you an understanding of all the four important sectors:**

- The children's workforce: Teachers, Youth Workers, Play Workers and Nursery Nurses.
- Health: Medical staff, Health Workers, Healthcare Scientists, Physiotherapists, Occupations Therapists and more.
- Community justice: Community Support Officers and Community Police Officers, Probation Officers, Youth Offending Teams and more.
- Adult social care: Social Workers, Care Workers and more.

The Diploma will help you to learn the skills that are important to work successfully in these areas: problem solving, team working, communication and creative thinking. It will also give you a chance to learn in different settings. You could take part in virtual learning by using computer simulations, or you could experience working with a real employer. You could meet healthcare scientists, community police officers, adult social care workers or even a prosthetic limb designer along the way.

### How will I be assessed?

There is one written exam paper, regular practical assignments and a project. The level 2 diploma is awarded at grades A\* - C.

### What will a Diploma lead to?

A Diploma in Society, Health and Development will give you the skills you need for either university or work, and is a first step towards a career in the sector.

It could lead you to a university degree in childhood studies, dietetics, nursing, community justice, applied criminology or forensic investigation.

Or it could help you begin a career as a teacher, nursery manager, a healthcare scientist, a probation officer or a nurse, depending on what you are interested in.

However, the Diploma in Society, Health and Development doesn't mean you have to opt for a career in this sector. Because a Diploma teaches a mix of subjects, it will give you the skills that will be welcomed by colleges, universities and employers, no matter what you choose to do.

## BTEC Firsts: Introduction

We offer three BTEC qualifications at Melbourn Village College:

- BTEC First in ICT Practitioners
- BTEC First in Construction
- BTEC First in Sport

BTEC qualifications were initially designed to be delivered in a workplace and they are still highly vocational. Although equivalent to a GCSE a BTEC has some key differences:

- It is 100% coursework
- It is closely related to the world of work
- You can always go back and improve on a piece of work

### How is it graded?

BTECs are graded using a different system to GCSEs however the comparison (shown below) is direct and is accepted by Sixth Form Centers.

GCSE Grade	BTEC First (Level 2)
A*	Distinction*
A	Distinction
B	Merit
C	Pass
U	Fail

### What is it worth?

Officially a BTEC at MVC could be worth 2 or 4 GCSEs depending on the number of modules taken.

In reality Sixth Form Centers do not treat it as such. The precise value varies depending upon the centre and relevance of the course. As a rule of thumb halve the official number i.e. the BTEC First Diploma is officially worth 4 GCSEs but is often treated by Sixth Forms as being worth 2. This is in line with the time it takes up on the curriculum.

## **BTEC Construction**

This subject is a purely coursework subject where students have to submit a number of assignments worth credits in various areas of study.

Certification is:

- BTEC level 2 Extended Certificate in Construction equivalent to two GCSE's requiring 30 credits
- BTEC level 2 Diploma in Construction equivalent to four GCSE's requiring 60 credits (This is the qualification normally taken)

There are two mandatory units for the first two qualifications and three for the Diploma that deal with the Construction Industry and Health and Safety. The other units are practically based and cover a number of trades at an introductory level. At this present time we are looking at a number of options which also include working with Bassingbourn Village College to deliver a wider range of skills.

### **What skills will I need?**

A desire to be involved in all aspects of the Construction Industry. Practical ability and an understanding of Maths and Science.

### **How will I be marked?**

No examination—multiple units of work broken down into assignments.

(As this is a specialised subject, Technology staff, together with Mr Houghton, may need to interview students as to suitability).

## **BTEC Physical Education (SPORT)**

### **BTEC Level 2 Extended Certificate**

BTEC firsts are designed to provide specialist work-related qualifications. They give learners the Knowledge, Understanding and Skills that they need to prepare for employment. On successful completion of a BTEC First qualification, learners can progress to or within employment and/or continue their study in the same or related vocational area.

It gives full time learners the opportunity to enter employment in the sport and active leisure sector or to progress to vocational qualifications such as the Edexcel BTEC Level 3 Nationals in Sport and Exercise Sciences.

BTEC Firsts in Sport have been designed to build on learning from Key Stage 3 for those who may wish to explore a vocational route throughout Key Stage 4. The BTEC Firsts in Sport also provide a good foundation for learners in Post 16 Education.

### **Course Content**

Edexcel BTEC Level 2 Extended Certificate – 30 credits

It offers flexibility and a choice of emphasis through the optional units. It is broadly equivalent to two GCSEs.

### **Areas of study;**

- Fitness Testing and Training - 5 credits (Mandatory)
- Practical Sport/Outdoor and Adventurous Activities - 10 credits (Mandatory)
- Development of Personal Fitness - 5 credits
- Injury in Sport - 10 credits

## GCSE DANCE (AQA 4232)

### What kinds of work will I be doing?

GCSE is divided into three main areas; performance, choreography and appreciation. The students will learn about dance as an art form both practically and theoretically and lessons will often combine these skills to create a holistic teaching approach. The Students will study at least 4 professional works and choreographers in depth, as well as learning and performing aspects from professional repertoire. Students will also study lighting, costume, music and set design. The students will also work on their technique and dance skills in contemporary dance as well as being able to explore different styles within the syllabus.

The GCSE is an exploration of the creative and expressive possibilities within dance. GCSE Dance students will be expected to perform in at least one of the many shows held by Melbourn Village College; this may be an arts collaboration project with music or drama, or a pure dance show.

Students will also be given various opportunities to take part in professional workshops and be taken to view various professional pieces live. By taking advantage of as many opportunities as possible students' can increase their enjoyment and success in the subject.

### What skills will I need?

- Students will need an interest in dance and be prepared to work in a variety of dance styles, particularly contemporary dance
- Students need to be willing to perform their work to the class on a regular basis and to help with feedback and discussions about others work
- GCSE dance students must be able to work co-operatively in group situations, sharing and communicating ideas and decisions
- A desire to be creative and an interest in expressing your ideas is vital
- Students need to be willing to make mistakes and not be embarrassed by them, it is through mistakes that great accomplishments are realised
- Students must be prepared to manage their own work and rehearsal time
- Previous dance experience is helpful but not essential
- Homework will often involve rehearsals at lunch-time and after school so commitment is vital.

### How will I be marked?

#### Unit 1

20% Written Paper – Students will answer a short and concise written paper focused on describing, evaluating and analysing professional works and reflecting on their own choreography and performance. Students will have to use and understand correct terminology and vocabulary and have a brief understanding of anatomy and physiology.

#### Unit 2

20% Performance of a Set Study – A 1 minute solo set by the exam board and choreographed by a professional

#### Unit 3

20% Performance in a Group – A group performance which relates to a professional work studied and choreographed by Miss Patterson.

#### Unit 4

15% Own Solo Composition – With teacher guidance students choreograph and perform a solo using ideas from a professional piece.

25% Own Group Choreography – Students choreograph, and can perform in if they wish, a group dance based upon a starting point which students choose from a list selected by the exam board.

<b>GCSE DRAMA (EDEXCEL 2DR01)</b>
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**What kinds of work will I be doing?**

You will spend two hours a week developing your skills in play performance and improvisation, responding to and developing meaningful drama from various stimuli. You will learn how to evaluate your own work as well as the work of other students in a helpful way. Your knowledge will be developed still further by going to see professional theatre performances, rehearsing in your own time to perfect your skills.

**What skills will I need?**

Skills that are required for this GCSE are group co-operation, imagination, an enthusiasm for theatre, communicating ideas through drama and working to deadlines, and absolute commitment.

**How will I be marked?**

Two examination days: Responding to stimulus (60%) with two written portfolios responding to these examination days. One final performance examination (40%)

**Can this course lead to a full GCSE?**

Yes

<b>GCSE Electronic Products Edexcel (2EP01)</b>
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**What kinds of work will I be doing?**

Practical based experiences of Electronics, this is supported by Theory elements where required. Activities that are undertaken are as follows:

Element	Possible projects
Basic Electronics	Light Sensitive Alarm, Electronic Torch etc
3D Modeling	Pro-Desktop designs of existing products
Analogue Electronics	Pre amplification and audio amplifiers
Digital Electronics	Electronic Dice and Disco Lights
Programmable Electronics	Security Devices such door entry and burglar alarms

**What skills will I need?**

To be able to work to deadlines and have a logical mind

**Course structure**

60% of course is a creative design and make activity. This is a 40hr project undertaken in year11 using knowledge and experiences gained in year10. It consists of a design element (folder work) worth 50marks and a making activity worth also 50marks.

40% of course is Knowledge and understanding of Electronic Products. This is covered in Year 10 with practical activities and supporting theory lessons, further understanding is gained in year11. However this is assessed through a 1hr30 exam set and marked by Edexcel which can be taken at the end of year10 and again if necessary at the end of Year 11.

- Knowledge and understanding requires students to cover:
- materials and components
- industrial and commercial processes
- analysing products
- designing products
- technology
- sustainability
- ethical design and manufacture

Further information can be obtained from Mr Reynolds.

## GCSE FINE ART AND DESIGN TEXTILES

You can choose from two Art and Design courses:

**FINE ART (EDEXCEL 2FA01)**

**TEXTILES**

**(EDEXCEL 2TE01)**

### How will I be marked?

All courses are marked through a combination of coursework and final exam:

**Unit 1 Personal Portfolio in Art and Design (60%)** - This is produced during year 10 and 11 and internally assessed and marked. It reflects the student's development in the subject and covers four main learning objectives.

**A final 10 hour examination in Year 11 (40%)** - Externally set theme and internally marked. Students have a set period of preparation time before the exam. They will be producing work that covers the four main learning objectives leading to the final 10hr exam piece.

Both units are assessed using four Assessment Objectives. These can be summed up as: develop/review and experiment/record/present

**Can all these courses lead to a full GCSE?** Yes.

**What skills will I need? This course is suitable for students who are:**

- Keen to develop their visual skills
- Creative, enthusiastic and imaginative
- Able to sustain independent investigation, research and homework
- Able to enjoy visits to galleries, museums, etc
- Willing to experiment and take risks in their work
- Willing to review their progress and make improvements

These subject areas require you to be creative, self-motivated, have the ability to work independently and to be able to set goals for yourself and keep to deadlines. Homework is essential.

All subjects require a written response to the work of other artists and to your own work. Independent research skills are an important part of the course.

All students need to be able to think reflectively about their own work. They need to be able to both review and refine their work as they progress.

### What kinds of work will I be doing?

These subjects require you to produce a coursework portfolio. You will use a sketch-book and produce other pieces of work that will show research, supporting studies and work showing the development of your ideas and experiments, leading to one or more final pieces for this unit. Most final pieces will be produced in a controlled assessment studio environment.

Your exam will be ten hours over 2 days and students have a set number of lessons to produce exam preparation in which they plan their final piece. The Exam preparation covers all four Assessment Objectives.

Exam preparation is included in the exam mark along with the ten hour final outcome.

**Note** All GCSE Art and Design students benefit from taking part in at least one organised visit during the course to gather first hand information to use in their work and every effort is made to keep costs to a minimum. In 2009, for example, Year 10 students visited the Tate Modern.

You will have to buy a sketchbook and Art packs are also available which provide students with the basic equipment to aid homework/coursework.

Sketchbook £3 or £6 depending on size/Textile Pack including silk approx £36 (including specialist material)/Art Pack approx £20.

## GCSE GEOGRAPHY (WJEC 4240)

### What kind of work will I be doing?

This course looks at how we manage the world around us. It looks at issues such as global warming, flood plain management and world poverty and development. This is done by studying up-to-date examples of the impact of people in places, natural environments, rivers and coasts and types of work and development. There are three units of work:

**Theme 1: Challenges of Living in a Built Environment** - this looks at the way quality of life varies in urban areas due to the inequality of provision of services and how improvements have been made.

**Theme 2: People and the Natural World Interactions** – this looks at contrasting ecosystems, what they contain and how they are threatened or managed in a sustainable way. It also looks at global issues such as global warming, as well as the threat of hazards such as hurricanes. It further looks at how man attempts to prevent coastal erosion, river floods and improve water supplies, as well as the ways landforms are created and used.

**Theme 3: People, Work and Development** – this looks at how job opportunities vary in different places and countries due to resources available and the level of development. It also assesses the impact of industries on the environment

### What skills will I need?

You will need good research skills and skills in communication, problem solving, recording and presentation, and analysis.

### You will learn to:

Interpret a variety of maps and diagrams, graphs, tables, satellite images, photographs etc  
Find things out for yourself, using a wide range of primary and secondary data. Handle a wide variety of data confidently and be able to communicate your findings clearly in reports, decision making exercises and fieldwork.

### How will I be marked?

#### **Unit 1: Challenges and interactions in Geography (30%)**

Written paper which can be taken in year 10: 1 hour (60 marks)

2 compulsory structured questions, one from Theme 1 and one from Theme 2, each containing a choice of case study from those you have studied.

One question will assess OS map skills.

#### **Unit 2: Development and problem solving (45%)**

Written paper taken in year 11: 2 hours (90 marks)

Section A: 1 compulsory structured question from theme 3 containing a choice of case study.

Section B: This is a problem-solving paper where students respond to the data/issue given them.

Sections A, B and C are all compulsory. Sections A and B set the scene, section C asks for a plan to solve the issue.

#### **Unit 3: Geographical enquiry (25%) Controlled assessment (50 marks)**

Two pieces of coursework:

**An issue** based on research (10%), such as the impact of the 3 Gorges Dam, exploring viewpoints and presented in a chosen way – oral, newspaper article, powerpoint, etc.

**A geographical enquiry** (15%) is based on fieldwork and supportive secondary data, written as an illustrated report. Might look at urban or coastal/ river processes.

**Can this course lead to a full GCSE?** Yes.

## DESIGN & TECHNOLOGY: GRAPHICS (OCR J303)

Graphic Products is now Graphics and covers much of the old specification. We are using the OCR examination board and a model is laid out below: 4 modular units that have coursework, controlled assessment and written examination. If you would like to see more of the specification the OCR website is [www.ocr.org.uk](http://www.ocr.org.uk)

From September 2009 the GCSE has been made up of **four** mandatory units. These consist of the **two** corresponding GCSE (Short Course) units, forming 50% of the overall full-course assessment, and **two** further units, one of which is internally assessed and forms 30% of the overall assessment and the other is externally assessed and forms 20% of the overall assessment.

Unit A511/A531 – *Introduction to designing and making*

This unit is internally assessed and externally moderated (Controlled Assessment).

Unit A512/A532 – *Sustainable design*

This unit is externally assessed (unseen examination).

Unit A513/A533 – *Making quality products*

This unit is internally assessed and externally moderated (Controlled Assessment).

Unit A514/A554 – *Technical aspects of designing and making*

This unit is externally assessed (unseen examination).

Technology subjects carry heavy amounts of coursework. Experience suggests that it is **not** advisable for students to take all the options in these subjects. It can make for an imbalanced choice and can put students under too much pressure at deadline dates. Technology staff will advise of combinations that are ill advised for individual students.

### **What kinds of work will I be doing?**

You will complete work units based, where possible, on short projects. These include menus, Christmas cards, Easter egg boxes, advertising posters and general product packaging. Formal drawing is an important element, although time will be spent using computer programmes to enhance your work.

### **What skills will I need?**

Drawing and practical skills are important, together with a basic knowledge of ICT and skills in gathering information and problem solving.

<b>HISTORY (OCR J415)</b>
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**What kinds of work will I be doing?**

This is a varied and interesting course. You will learn about people and issues from the distant past right up to the modern world. There are three units of work. These include a study of the American West (1840 - 1895), Crime and Punishment Through Time, and a either a study of Duxford American War Museum, or a new topic for 2010/11.

**What skills will I need?**

You will learn to interpret, analyse and evaluate evidence. You will also discover how to select information to answer particular questions and communicate your ideas in a clear and organised way. Students will need to be able to write extensively and produce extended coursework (the 2000 word controlled assessment).

**How will I be marked?**

A combination of controlled assessment (25%) and two final exams (75%).  
Controlled assessment topic has not been confirmed for 2010/11.

**Can this course lead to a full GCSE?**

Yes

<b>HOME ECONOMICS: FOOD AND NUTRITION (AQA 4585)</b>
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**What kinds of work will I be doing?**

The course looks at:

- Nutrition, diet and health through out life.
- Nutritional, physical, chemical and sensory properties of food storage, preparation and cooking.
- Techniques and skill in food storage, preparation and cooking.
- Factors affecting consumer choice.
- Food hygiene and safety.

Students will be able to learn about healthy eating and be expected to prepare and cook dishes with this in mind. All practical work is supported by written work.

There will be two pieces of course work; The Individual Investigation which takes place over 18 hours in the classroom, and The Research Task which is set by the exam board and requires a minimum of 6 hours in the classroom.

**What skills will I need?**

You will need to be organised and have an interest in food and cooking.

**How will I be marked?**

Individual investigation	45%
Research task	15%
Written exam	40%

**Can this course lead to a full GCSE?**

Yes

## MODERN FOREIGN LANGUAGES

Modern Foreign Languages now play a very important role in the workplace and provide an extremely valuable set of skills, useful, both professionally and personally. We are keen for the majority of students to study a modern foreign language up to the age of 16: Britain now has thousands of business and leisure links with the rest of the European Community.

### What is on offer?

We will be offering the new specifications for:

French (EDEXCEL 2FR01)

German (EDEXCEL 2GN01)

Spanish (EDEXCEL 2SP01)

### Can I study any language I would like to?

If you have only been studying French in Year 9, you can opt for French. If you have been studying both French and German in Year 9 you may opt to continue with one or both subjects at Key Stage 4 and if you would like to, you may begin to study Spanish at Key Stage 4. Do bear in mind that you must reach the same GCSE level as you would for French or German, but in only two years. You need to be enthusiastic about language and have a desire to communicate through French, German, or Spanish.

### Why choose a language course for GCSE?

If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE MFL is an excellent choice for you! Of course you will learn to understand a lot more about the language you study when you hear it or read it and be able to say and write a lot more in the language. But there are many other reasons for taking this GCSE course. You will be able to share your interests, ideas and opinions with other people who speak the language. You will learn about the countries where the language is spoken and get a lot more out of a trip there. You will add an international dimension to your choice of GCSE subjects, which is something many future employers and higher education providers look for. You will learn many skills which are useful in a wide range of future careers, such as the ability to communicate clearly, being confident about speaking in public, using problem-solving strategies and more. You will create greater opportunities for yourself to work abroad, or for companies in the UK with international links. Many employers look for people who speak a foreign language.

### How will I be marked/assessed?

Speaking and Writing

In Speaking and Writing, you and your teacher will choose when during the course you do your assessment, so you only do it when you are completely ready.

For the speaking part, your teacher will assess you. You will carry out two activities from the following:

An open interaction

This will be like a non-scripted play and could relate to a transactional situation. A discussion with your teacher about a photo or picture that you have brought in of something personal to you

A short presentation about something that interests you.

For the writing section, you will be assessed by Edexcel. You will carry out two pieces of writing, for example an article for a magazine, a web page, a blog, or a letter.

### Listening and Reading

Listening and Reading are both assessed by exam papers in June. You can take either a Foundation Tier or Higher Tier paper in each skill.

In the listening test, you will answer questions on recorded material from different topic areas.

Some material will be formal (for example a telephone message) and some informal (for example a conversation between friends).

In the reading test, you will answer questions about short texts on different topics, for example text messages, advertisements and emails.

### **Which textbooks will I be using?**

Students of French use the new Edexcel French textbook. German students also use the new Edexcel textbook. The Spanish course book is 'Listos 3.' These are supplemented as appropriate.

**Will these courses lead to a full GCSE?** Yes.

### **Is there an examination and what is each section worth?**

Yes, the listening exam is externally assessed and is worth 20% of the full course. The speaking is taken as controlled assessment and can be taken when you are ready. The speaking unit is worth 30% of the course. The reading exam is externally assessed and is worth 20% of the full course. The writing is taken as controlled assessment in the classroom and is taken when you are ready and is worth 30% of the full course.

### **What can I do after I've completed the course?**

People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons!

Taking GCSE MFL means you will:

- have much more fun when travelling to your chosen country
- be able to study AS and A2 courses
- add an extra dimension to your personal skills profile which will impress anyone who reads your CV therefore be in a stronger position to get a job in companies with international links or to work abroad.

**MUSIC (OCR J535)**

**What kinds of work will I be doing?**

Music GCSE is a very practical subject that seeks to build on where the individual student has got to with their voice or instrument in Year 9. The current Year 10 students are benefitting from recent improvements to the course which can also be taught as a modular GCSE.

GCSE Music further develops the listening, composition and performance skills of KS3 students. Year 10 musicians begin their course with:

- an exploration of the expressive and creative possibilities of their voice/instrument
- listening to and studying well-known songs/repertoire pieces
- looking at leading practitioners/performers
- understanding how ICT can enhance performance and composition

For the record:

- It is not strictly necessary to read music to be very successful at GCSE
- GCSE students do not 'have' to perform in class but instead record their performances for the examiner
- GCSE instrumentalists do not 'have' to sing in music lessons
- You do not 'have' to be an instrumentalist to take GCSE Music

GCSE Music students are expected to take advantage of the many performing opportunities at Melbourn Village College. Besides increasing student confidence, extra curricular participation also increases final examination attainment besides adding significantly to student satisfaction. All our musicians use the recording studio and music technology is a very important aspect of the course.

**What skills will I need?**

Nearly all Year 9 students have the potential to take GCSE Music with some success and most of the year group could achieve the higher grades if they worked hard at GCSE. Year 9 students who have a general interest in music or ICT, or are already singing or playing should consider this subject.

Students look at four recently reformatted 'areas of study':

<b>My Music</b>	their voice/instrument
<b>Shared Music</b>	how musicians work together besides creating melodies and textures
<b>Dance Music</b>	Paired Dance – Waltz/Tango/Salsa Folk/Synchronised Dance – Bhangra/Line/Jig/Reel Dance Improvised Dance – Disco/Club Dance
<b>Descriptive Music</b>	how composers create stories, moods, colour and action

Either in Year 10 or 11 depending on the timetable it is essential that Year 10 students spend one hour each week after school on Mac-minis in the Music Department as part of their homework. Students are supervised and helped as they learn to use the equipment and to write and arrange music. Students learn well under this arrangement besides appreciating that their work has a set limit and that the teacher is there to support their learning at all times.

**How will I be marked?**

**Coursework Content**

<b>30%</b>	<b>Integrated Task</b>	record a performance and write original music for their voice/instrument
<b>30%</b>	<b>Practical Portfolio</b>	record an ensemble piece and create an additional composition

**Examination Content**

<b>15%</b>	<b>Creative Task</b>	use improvisation or ICT skills to create a short timed composition
<b>25%</b>	<b>Listening Exam</b>	students respond to questions based on the four areas of study

**Can this course lead to a full GCSE?** Yes.

<b>PHYSICAL EDUCATION (OCR J586)</b>
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**What kinds of work will I be doing?**

A mixture of practical activities and theory work. Some of the practical activities include football, athletics, swimming and tennis. You can also be assessed on sporting activities you participate in outside of school e.g. golf. The theory work includes:

- Factors affecting participation and performance
- The relationship between health, fitness and practical activity
- Risk assessment in physical activity

**What skills will I need?**

You will need a good level of practical ability in a range of sports coupled with a good science background and a willingness to extend your practical performance beyond the levels set in core PE. You will also be required to observe and analyse the performance of others and be confident when refereeing a game situation.

**How will I be marked?**

The practical activity counts for 60% of the mark.

The theory exam counts for 40%.

**Can this course lead to a full GCSE?**

Yes

**RELIGIOUS STUDIES SPECIFICATION B,  
PHILOSOPHY AND / OR APPLIED ETHICS (OCR J621)**

**What kinds of work will I be doing?**

This course involves two main areas of study (Philosophy and Applied Ethics) split over four modules of work. Areas such as religious experiences, the end of life, the media, good and evil, science, medical ethics and peace and justice are covered – three topics per module. All of the above covers the nature and key concepts of up to two major world religions and the ethical considerations for members of these faiths. At the present time, this is covered through Christianity and Sikhism with the scope for this to be extended to other beliefs and religions such as Humanism and Baha'i in the final question of the exam paper. Lots of discussion, arguing and analysing are the main kinds of work you will undertake.

**What skills will I need?**

You should enjoy debating and trying to view a concept or idea from someone else's point of view, making connections between different approaches. An ability to investigate and question ideas, looking at the impact on people and society is required. Presenting your own point of view is very important, especially when it comes to the exams!

**How will I be marked?**

Four exams (Units B601 – 604) of one hour each. Each unit counts for 25% of the total mark. You will be required to complete two full questions (parts **a-e**) out of a choice from the three units per paper.

Each question is made up of five parts – parts **a – c** are point marked, part **d** looks for you to describe, analyse and explain your answer, whilst part **e** asks for reasoning and arguments (ie your point of view). The mark scheme reflects the importance of each question, with the marks that can be awarded increasing as you work your way through each part.

At the present time both of the Applied Ethics modules are completed in the first year, B603 in the January and B604 in June. The Philosophy modules are taken in the June session of the second year. There is **no coursework requirement**.

**Can this course lead to a full GCSE?**

Yes. The specification described above is for the full course.

<b>STATISTICS (Edexcel 2ST01)</b>
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**What kinds of work will I be doing?**

Ever wondered how come Asda can claim to be cheaper for most products and yet Tesco can claim that most shoppers would save money by shopping with them?

Much of what is presented in the media has a statistical base and many occupations demand the use or interpretation of statistical data. This course will give you an insight into the practical uses of statistics and enable you to make informed judgments about the information you see and to understand the dangers of being influenced by misleading statistics. You might also use these skills to make decisions about things in your own life such as investing savings, choosing electrical equipment, buying cars and so on.

GCSE Statistics is closely related to GCSE Mathematics and is an advantage for anyone considering taking an A-level in that subject. Biology, psychology, economics, geography, engineering and archaeology are among the many other subjects that rely at times on an understanding of statistical data.

**What skills will I need?**

The course builds on the Handling Data skills of KS3 and GCSE Mathematics. In this course, you will learn how to collect unbiased data and how to summarize and represent these data. An important part of statistics is that you should use the available data to predict what will happen in the future. You will learn how to reason, interpret and discuss results, and how to make forecasts based on these results. This course will give you the skills to read and analyse data. You will be able to interpret various diagrams and statistical statements accurately. You will also be able to appreciate when statistical statements are exaggerated. We cannot always be certain that a forecast will be correct, so you will also consider the probability of something happening.

**How will I be marked?**

There are 4 Assessment Objectives:

AO1 Analyse a statistical problem and plan an appropriate strategy (10–20%)

AO2 Describe and use appropriate methods to select and collect data (10–20%)

AO3 Process, analyse and present data appropriately (40–50%)

AO4 Use statistical evidence to identify inferences, make deductions and draw conclusions (25–35%)

25% of the final mark stems from a piece of extended controlled work (approximately 8-10 hours). This will involve you choosing, with the help of your teacher, a task to investigate. You will make a plan, collect data, analyse it and then write up a report on your work.

The remaining 75% involves a written exam of 1½hrs (Foundation) or 2hrs (Higher). The paper will include some short and some long questions. Many of them will involve the use of real-world data. You could be asked for example to design questionnaires, draw box plots and scatter diagrams, interpret diagrams, carry out calculations and interpret statements.

**Can this course lead to a full GCSE?**

Yes.

## Science GCSE Courses

At Melbourn Village College we follow a set of science GCSE courses called Twenty First Century Science. We offer three different courses. Each course has a different character matched to the needs of students.

### What courses do we offer?

GCSE Science with GCSE Additional Science  
GCSE Science with GCSE Additional Applied Science  
GCSE Biology, GCSE Chemistry and GCSE Physics

### GCSE Science (OCR J630)

All students follow the GCSE Science course. This course features major theories of science in a way that encourages students to appreciate their importance. The course explores how scientific information is obtained, how reliable it is, what its limitations are, and how this information helps society to make important decisions. All of us, as citizens, need to be able to cope with the science that shapes our lives. The Science course prepares students to deal with science issues they may meet in everyday life, such as mobile phone safety, childhood vaccinations or the sustainable use of resources.

### GCSE Additional Science (OCR J631)

This course explores scientific concepts in more depth. Students use science to find out more about *why* things happen. Students also learn more about how scientists work. There are nine short modules, three each of biology, chemistry and physics.

#### This course may suit students who:

- enjoy using science to explain why things happen
- like investigative work and analysing data
- want to study any science post-16, including A levels
- aren't sure which A levels they may want to do
- have definite career plans which need science, e.g. professional scientist, doctor, ophthalmologist etc
- Additional Science provides a good foundation for A-level Biology, Chemistry, Physics, Psychology and PE

### GCSE Additional Applied Science (OCR J632)

This course looks at the skills and knowledge which some people use in their everyday work. These people use science but may not think of themselves as 'scientists'.

There are three large modules, each exploring several work-related areas of science:

A1 Life care - fitness training, hospital care (both emergency and ward care), antenatal care.

A3 Scientific detection—law enforcement (forensics), environmental protection, consumer protection

A6 Materials and performance—sports equipment, building materials, repairing the human body, stage and screen.

#### This course may suit students who:

- are likely to go onto courses leading to science-related employment, e.g. electrician, technician
- enjoy learning practical techniques
- are able to work on individual tasks to complete a Work-Related Portfolio
- are hard working but underachieve in examinations
- are motivated by science in the work-place
- Additional Applied Science provides a good foundation for studying Applied Science at A-level, but may not meet entry requirements for A-levels in Biology, Chemistry, Physics, Psychology or PE

### GCSE Biology (OCR J633), GCSE Chemistry (OCR J634), GCSE Physics (OCR J635)

These Separate Sciences courses include modules from GCSE Science, Additional Science, and more. The courses are appropriate for students with a strong interest in science, who are likely to progress to one or more science A-levels.

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