



**IMPRESSE (2)
RENNES (FR)**



EXPERIMENTAL ACTIVITIES (by pupils)

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Official aspects	Technical aspects
<p>Science teaching is not set out (yet) in the curriculum, apart from geography and some nature exploration. It concerns 1 to 3 hours on a weekly basis.</p> <p>The experiments take place within normal teaching hours</p> <p>There are projects which includes experimental activities, e.g. visits to Science Museums or Parks, and others.</p>	<p>Groups count up to 24 pupils. Teaching is being done by regular class teacher, with no assistance of a lab technician.</p> <p>There is no science laboratory, everything is done in the same classroom. The equipment is paid by the school.</p>

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Official aspects	Technical aspects
<p>Secondary school consists of three grades. First grade is a two year cycle, which corresponds to Lower Secondary School.</p> <p>In this first grade the science subjects are biology and technology. Only in the State Schools, physics is being taught for one or two hours a week, in the second year.</p>	<p>Groups count up to 24 pupils. Teaching is being done by not always specialised teachers (physics, biology), in specific laboratories, with no assistance of a lab technician.</p> <p>Science laboratory classes are paid by the general school budget. The experiments by the pupils are compulsory</p> <p>In most schools science teachers 'work together' in groups, with dedicated responsibilities (for choice of textbooks, lab responsibility, safety, teacher training, ...).</p>

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Official aspects	Technical aspects	Evaluation
<p>To Upper Secondary School correspond second and third grade, both 2 year cycles.</p> <p>In secondary grade, the majority of the pupils with a general or technical curriculum (80%) have science for 1 up to 3 hours a week.</p> <p>Experiments are mainly demonstrations by the teacher. No or only few experiments are being done by the pupils.</p> <p>In third grade, all pupils with a general or technical curriculum have science for 1 up to 6 hours a week. There is a tendency to introduce the 'free space' system in which a school can schedule additional science teaching and / or experiments that can be done by the pupils.</p> <p>In second year third grade all science teaching is done within normal teaching hours.</p> <p>In few of the technical curricula pupils have laboratory for 2 up to 6 hours a week.</p>	<p>Groups count up to 24 pupils. Teaching is being done by specialised teachers (physics, chemistry, biology), in specific laboratories, however with no assistance of a lab technician. Sometimes teachers use computer interfaces and sensors or simulations (applets).</p> <p>Science laboratory classes are paid by the general school budget.</p> <p>In most schools science teachers 'work together' in groups, with dedicated responsibilities (for choice of textbooks, lab responsibility, safety, teacher training, ...).</p> <p>When laboratory hours are separated from theoretical hours the group is split into smaller groups (up to 14 pupils). The pupils receive an instruction form and do the experiment in groups of 2 or three pupils.</p> <p>At home they make a report (containing the set-up, the measurements, calculations, graphs and conclusions) and answer some questions about their results.</p>	<p>Lab work is being assessed as a part of the overall continuous evaluation, not for exams.</p> <p>This assessment takes into account lab skills, the presentation of a report, a test (written and / or practical), a.s.o.</p> <p>The details of the evaluation system are different in every school.</p>

Your STA's ideas about experimental activities and any additional comment

Experimental activities during science lessons are, according to our organisation, of extreme importance. And experimental activities by pupils themselves are even more important than experiments demonstrated by the teacher.

However, in the past years, the government has decreased the number of hours for science teaching. As for math teaching (the maximum hours for math has been reduced to 7 hours a week)! A school can only schedule more hours of science teaching, by allocating time from the so-called 'free space' to experimental work.

In the present situation, we fear that science will become less and less attractive and 'visible' for our pupils, whereas, on the contrary, the world they live in gets more and more filled with technological (leisure) equipment.

This evolution will, as we regret, make our society less literate in science and technology.