

YORKSHIRE REGIONAL EXAMINATIONS
BOARD

REGULATIONS
AND
SYLLABUSES
FOR THE
CERTIFICATE OF SECONDARY
EDUCATION EXAMINATIONS

1966

Internationales Schulbuchinstitut

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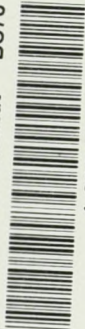
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YORKSHIRE REGIONAL EXAMINATIONS BOARD

REGULATIONS AND SYLLABUSES

FOR THE

CERTIFICATE OF SECONDARY EDUCATION EXAMINATIONS,

1966

Introduction

The Yorkshire Regional Examinations Board has been approved by the Secretary of State for Education and Science as the examining board to conduct examinations for the Certificate of Secondary Education in the geographical region comprising the areas of the Local Education Authorities for the Administrative Counties of Yorkshire East Riding and Yorkshire North Riding and the County Boroughs of Bradford, Dewsbury, Halifax, Huddersfield, Hull, Leeds, Wakefield and York. The Certificate of Secondary Education is designed to meet the needs of sixteen year old pupils of average and above average ability who have applied themselves to courses of study regarded by their teachers as appropriate to their age, ability and aptitude.

The Board is advised on all matters relating to examinations by its Regional Examinations Committee, a very large majority of which are serving as teachers, and the Regional Examinations Committee is advised on all matters relating to the administration of its examinations by Regional Subject Panels, whose voting members are all serving teachers within the region and one of whose main functions is to prepare and scrutinise syllabuses. The Constitution of the Board is given in Appendix 1 to this publication, a list of members of the Regional Governing Council in Appendix 2, a list of members of the Regional Examinations Committee in Appendix 3, a list of members of the Regional Finance and General Purposes Committee in Appendix 4 and a list of members of the Regional Subject Panels in Appendix 5.

Correspondence with the Board

All communications should be addressed to:—

The Secretary,
Yorkshire Regional Examinations Board,
Princess Field Place,
Leeds 11.

Publications by the Board

Copies of these Regulations and Syllabuses may be obtained from the Secretary, price 5/0d. post free in the United Kingdom, Heads of schools and other educational institutions which are entitled to present candidates for the Board's examinations will be supplied with two free copies. Leaflet copies of the separate subject syllabuses will be supplied price 6d. for each subject, post free.

REGULATIONS

1. DATE OF EXAMINATIONS

The examinations will be held from 11th May, 1966. Oral and practical tests and assessment of candidate's work when carried out will normally take place before the written examinations. Detailed timetables for the examinations will be published not later than March, 1965.

2. ELIGIBILITY OF CANDIDATES

(i) Candidates attending schools must be aged 16 or in the final term of the fifth year of a five year course of secondary education, or must have completed such a course (the expression "a five year course of secondary education" includes, for the purpose of these conditions, any full-time course of five years duration undertaken in any type of school after the normal age of transfer from primary to secondary education).

(ii) Where, for the time being, pupils are unable because of a lack of maintained secondary school facilities, to take their fifth year save in a further education establishment, candidates entered by such establishments will be accepted for the examination if they have completed or are in the last term of five years' full-time secondary education partly in school and partly in a further education establishment.

(iii) Other candidates may at the discretion of the Board be accepted provided that they are not less than seventeen years of age on the 1st September following the summer term in which the examination is taken.

3. ENTRIES

Candidates will normally be entered by the school which they are attending and will then normally, be examined at that school. The Head of the school will be responsible for examinations held in the school and all correspondence relating to the examination will be conducted with him. Entries for the examination, on the prescribed form, must be received by the Secretary to the Board at its offices not later than the 1st February, 1966.

4. EXAMINATION CENTRES

Application for recognition of a school as an approved centre for the Boards' examinations must be made on the official form of the Board, which will be supplied on request. Schools which have been recognised as approved centres for the examination of 1965 need not re-apply for recognition. A Local Examination Secretary, who should normally be the Head of the school, must be nominated for each examination centre and will be responsible for ensuring that the examinations are conducted in accordance with the Board's Rules for Conduct of an Examination Centre. The Local Examinations Secretary will normally act as Superintendent of the Examination but, in special cases the Board will consider the appointment of a senior member of his staff as Superintendent. The Board reserves the right to send a representative to an examination centre at any time to inspect the arrangements and the manner in which the examinations are conducted.

5. SUBJECTS OF THE EXAMINATION

- (1) The Board is prepared to offer external examinations on the syllabuses printed in this booklet, in the following subjects:—

	<i>page</i>
101-9. Art and Craft	00
110. Accounts	00
111. Commerce	00
120. Domestic Science	00
121. Dress and Needlecraft	00
130. English	00
140. Geography	00
150. Metalwork	00
151. Technical Drawing	00
152. Woodwork	00
160. History—Civics	00
161. History—Social and Economic History of Great Britain 1700 A.D. to 1965 A.D.	00
162. History—Modern World History	00
170. Mathematics	00
180. French	00
181. German	00
190. Music	00
200. Religious Education	00
220. Science (Biology)	00
221. Science (Chemistry)	00
222. Science (General Science)	00
223. Science (Physics)	00
224. Science (Physics with Chemistry)	00

- (2) External and internal examinations on syllabuses and examination papers proposed by individual schools, or groups of schools, will be held in those subjects for which schools submitted schemes to the Board by the 31st October, 1964 and in which the schemes have been approved.
- (3) Candidates may be entered for any one or more subjects in which the Board is offering examinations, except that candidates may be entered for only one of the three History subjects, and that candidates entered for Science (Physics with Chemistry) may not be entered for Science (Chemistry) or Science (Physics).
- (4) The Board may, at its discretion, disallow work in any subject for which a candidate has not been correctly entered.

6. EXAMINATION FEES

Examination fees will be subject to review annually. For the examination to be held in 1966 they will comprise an entry fee of £1 10s. per candidate per subject for external examinations on syllabuses prepared by the Board and for internal examinations. The fees for external examinations on syllabuses and examination papers proposed by individual schools or groups of schools will be notified later.

7. WITHDRAWALS AND REFUNDS

Entry fees will not in any circumstances be refunded.

8. DISQUALIFICATION

Any attempt to use irregular or unfair practices during the examination must be reported forthwith to the Secretary to the Board and may lead to disqualification.

9. EXAMINATION RESULTS

Results of the examinations will be expressed for each subject in the form of grades, from 1 to 5 or as "ungraded". A sixteen year old pupil of average ability who has applied himself to a course of study regarded by teachers of the subject as appropriate to his age, ability and aptitude, may reasonably expect to secure grade 4. Grade 5 will be used to describe performances which, while not of grade 4 standard, nevertheless have enough merit to show that the candidate has been properly entered for the examination. A sixteen year old pupil whose ability is such that he might reasonably expect to have secured a pass at the 'O' level of the G.C.E. examination, had he applied himself to a course of study leading to that examination, may reasonably expect to secure grade 1, having followed a course of study regarded by teachers of the subject as appropriate to his age, ability and aptitude.

As soon as possible after the examination, result lists will be sent to Local Examination Secretaries showing for all candidates their grades from 1 to 5 in each subject and all ungraded results.

10. CERTIFICATES

Certificates of Secondary Education will be awarded only to those candidates who secure at least one grade in the range 1-4, but where they are issued, in addition to recording the performances in grades 1 to 4 they will also record grade 5 performances. All ungraded performances and performances in grade 5 in respect of which certificates may not be awarded will be communicated to the Head of the candidates' school.

11. CONDUCT OF THE EXAMINATIONS

Detailed Instructions for the Conduct of the Examinations will be sent to Superintendents later. While it is of course essential that these also be followed implicitly the following general instructions are considered of such importance as to warrant their inclusion in the Regulations for the Examinations.

(1) *Question Papers*

About ten days before the examination is due to begin a cardboard box containing the packets of examination papers will be sent to each Superintendent who should immediately check (a) that the packets are in accordance with the list of contents sent with the box, (b) that the box contains all the question papers required for the examinations to be held at the centre. The receipt, with a note of any papers required which have not been supplied, should be posted to the Secretary to the Board immediately. The packets should be carefully checked against the marked copy of the time-table which will be provided as soon as possible and arranged in time-table order so as to reduce the possibility of a packet's being opened at the wrong time. The Local Examinations Secretary shall be responsible for the safe custody of all question papers and examination material.

(2) *Time-Table*

The time-table must be strictly adhered to. When candidates are entered for two subjects which coincide in the Board's time-table the Superintendent may allow them to take them on the same day provided that he ensures their adequate supervision between the two examination sessions. Changes may, however, not be made to avoid a clash with the candidate's commitments in the time-table of another examining body.

(3) *Seating Arrangements*

The Superintendent must inspect the arrangements made for the accommodation of candidates before the examination begins and make any alterations that may be necessary. Candidates must be placed at a minimum distance on all sides, measuring from centre to centre, of 4 feet, and, in the case of the Technical Drawing paper, 6 feet, from other candidates in order to preclude the possibility of copying and so that every candidate may be in full view of the Superintendent or of one of the Invigilators assisting him.

Candidates should be made aware of the passage of time. Before each examination session the place assigned to each candidate must be marked with his examination number. The Superintendent must, in respect of each examination session, make a plan showing the place in which each candidate sat. This should be retained for six months after the examination so that it may be sent to the Secretary to the Board if he requires it.

(4) *Invigilation*

The Superintendent may appoint Invigilators from the staff of the School to assist him. There must be present also an Invigilator for each 40 or part of 40 candidates in the room after the first 40. During the whole of the examination it is the business of those who are invigilating to maintain continuous supervision of the candidates. Constant vigilance is expected and undivided attention must be given to the work. Except where their use is explicitly allowed by the syllabuses or rubrics to the question papers candidates are not allowed to introduce books, manuscripts, blotting paper, or paper of any other kind, boxes of instruments bearing data, or slide rules into the examination room. The Superintendent is empowered to discontinue the examination of any candidate who misconducts himself. Every such case must be immediately reported (with full particulars) to the Secretary to the Board. Cases of misconduct, which, in the opinion of the Superintendent, do not call for discontinuance of the examination, must be similarly reported. The Superintendent must provide a messenger who will be on duty throughout the examination period. All question papers, whether spare copies or papers used by candidates, must remain in the examination room until the expiry of the examination session.

(5) *Entering and Leaving the Examination Room*

Normally no candidate may be allowed to leave the examination room before, or be admitted after, half an hour from the beginning of each examination period, but a candidate may be admitted at any time provided that the Superintendent makes it clear to him that the Board reserves the right to refuse the work and that he makes a full report to the Secretary, stating the time of admission, whether any candidate had previously left the room and any reasons given by the candidate

for his lateness. Candidates may go to the lavatory at any time but must go in charge of a member of the staff. The Superintendent must exclude from the examination room all persons except members of the staff acting as Invigilators, an authorised representative of the Board, candidates engaged in the examinations of other examining bodies, and the candidates actually engaged in each examination, and must prevent any communication by the candidates either among themselves or with any other person, other than an Invigilator.

(6) The Superintendent must forward each envelope of scripts without delay by recorded delivery letter or parcel post as appropriate to the examiner designated for his centre, the postings being made immediately after each afternoon examinations session.

12. GENERAL

The Board's examination will consist of the combination of

- (1) a Regional Assessment which will be expressed in the form of one of five grades or as "ungraded" and will be arrived at, in most subjects, by an Examination based mainly on written papers. (It will not be based exclusively on written papers in all subjects, e.g. in English an assessment of oral work will form part of the Regional Assessment; in Art and Craft it will be based exclusively on a Practical Test.)
- (2) The School's Assessment, which will be expressed in the form of one of five grades or as "ungraded". General instructions applicable to all subjects, regarding the principles and methods to be adopted in arriving at the schools assessment are given in Section 13 below. Special instructions regarding the range of activity to be covered by, and the methods to be used in arriving at, the School's Assessment in each subject are given in the appropriate scheme of examination.

The two assessments will be combined with a weighting, in the case of Art and Craft and Domestic Science, in the ratio—School's Assessment: Regional Assessment :: 3:2, and, in the case of all other subjects, in the ratio—School's Assessment: Regional Assessment :: 1:2, in order to arrive at the final grade, which will express the result of the Board's examination and, as such, appear on the Certificate where appropriate.

13. SCHOOLS' ASSESSMENTS

- (1) The first thing to be made clear is that schools are not being asked to forecast how the candidate will fare in the Regional Assessment with a view to their assessment being taken into account in borderline cases as happens in some existing examinations. What they are asked for is their assessment of the candidate's ability. This assessment will form part of the procedure in arriving at the final grade for each candidate, that is, it will be taken into account and be given a definite fixed weight in all cases, and in cases where it differs markedly from the Regional Assessment the final grade will therefore automatically differ from the grade arrived at by the Regional Assessment.

- (2) The following guidance regarding the way in which the School's Assessment should be arrived at is issued, since it appears that many teachers would welcome whatever assistance can be given in the difficult task which has been laid upon them. Special directions, which vary from subject to subject in the amount of detailed guidance they give, are to be found in the Scheme of Examination for each subject and such special instructions will over-ride the general guidance in cases where there is a conflict. For example, the special instructions regarding Domestic Science provide a detailed marking scheme and over-ride the general guidance regarding grading in the case of this subject.
- (3) Schools are asked to place their candidates in five categories, Grades—1 to 5 and "ungraded." In cases where the school is in doubt regarding which of the categories is the appropriate one for the candidate, however difficult the decision may be, it must be made by the school and a definite grade allotted to the candidate. Schools are strictly limited to the grades; they should not add plusses or minuses or queries or any other qualifying marks. If they do any such qualifying marks will be ignored by the Board in arriving at the final grade.
- (4) The examination is designed for a band of candidates extending from those who just overlap the group taking the Ordinary level of the G.C.E. examination to those who are just below the average in ability in the subject.

Grade 1.

A sixteen-year-old pupil whose ability is such that he might reasonably have expected to secure a pass in the "O" level of the General Certificate of Education examination had he applied himself to a course of study leading to that examination may reasonably expect to secure Grade 1, having followed a course of study regarded by teachers of the subject as appropriate to his age, ability and aptitude.

A useful guide to the assessment of Grade 1 is that this grade should not be used to indicate ability of a standard below one which shows that a candidate ought to proceed to further education either in the sixth form of a secondary school or in a Technical College at the Ordinary National Certificate level excluding Craft courses.

Grade 4.

A sixteen-year-old pupil of average ability, who has applied himself to a course of study regarded by teachers of the subject as appropriate to his age, ability and aptitude, may reasonably expect to secure Grade 4. It is important to bear in mind that the average ability referred to is average ability in the subject and that the average is the average of the whole age group, i.e. of those who are in all types of schools.

Grades 2 and 3.

All candidates between Grades 1 and 4 will be allocated to Grades 2 and 3 throughout the Region in approximately equal numbers. It will be apparent, however, that in a given school the candidates who are in this band will not necessarily follow the general pattern, and teachers will therefore have to use their judgment in allocating candidates to these grades.

Grade 5.

This will be used to describe performances which, while not of Grade 4 standard, nonetheless have enough merit to show that the candidate has been properly entered for the examination.

A category "ungraded" has been introduced into the School's Assessment for a special purpose. It is designed for those candidates whom the school considers to be inferior in ability in the subject to those who are graded as 5.

It may, at first sight, appear that provision for classification as "ungraded" is self-contradictory, since the definition of Grade 5 is "performances which, while not of Grade 4 standard, nonetheless had enough merit to show that the candidate had been properly entered for the examination". It may be, however, that in highly exceptional cases, for one reason or another, a pupil whom the school considers to be inferior to the standard required for Grade 5, i.e. to be one whose ability does not fall within the scope of the examination, has been entered. Such provision has been made only after very careful consideration and it must be stressed that it is not to be taken as an encouragement on the part of the Board to the entering of such candidates. The Board would wish to discourage the entering of candidates in this category and would stress that if, unfortunately, such entries have to be made they should be made only in highly exceptional cases and should therefore be very few in number.

- (5) In arriving at their assessments teachers should have clearly in mind that
 - (1) they are assessing not the candidate's general ability but his ability in the subject under consideration. This caution may seem otiose but experience suggests that there is a tendency for assessments to be coloured by the teacher's view of the candidate's general ability which may in some cases result in the candidate's being too favourably assessed because of a feeling that he is not really doing himself justice in the subject and because of his general ability is really capable of doing better and therefore merits a better assessment;
 - (2) such research as has been conducted shows that in general teachers tend to over-assess rather than to under-assess their pupils and that they should, therefore, be on their guard against this tendency;
 - (3) almost one-half of the members of any group fall below the average of the group; this simple fact is often overlooked when assessments involving the average are being made;
 - (4) before grading their pupils they should rank them in an order of merit;
 - (5) where large numbers are involved and the entry is a balanced one candidates may, in normal circumstances, be expected to be distributed between the five grades in a pattern in which the proportions in Grade 1 and 5 are considerably less than in the other three grades and those in Grade 4 more than those in Grades 2 and 3. Teachers should ask themselves before grading whether their entry is a balanced one and if it is unduly weighted with good or bad candidates. The results of grading should be reviewed in

the light of what would be expected with a balanced entry and the nature of the entry made, and any corrections which seem necessary should be made. The proportions given above should be considered only as an approximate general guide which should not be departed from to a marked degree except for good reasons. Where, however, such reasons exist, and particularly where small fields of candidates are entered or where entries are made by non-selective schools in areas where there is a high proportion of selection, it will not, of course, pay undue attention to those proportions. For example, in a school where the standard of pupils is low in comparison with the national average—because of a high proportion of selection in the area or because of the nature of its catchment area—or in a school where all pupils who have even an outside chance of attaining an “O” level pass in the General Certificate of Education are entered for the examination and the rest for the Certificate of Secondary Education examination there would be good reasons for not expecting any candidates to be in Grade 1 and for very few to be in Grades 2 or 3.

- (6) wherever this is possible teachers are strongly recommended to consult their colleagues both within and from without the school regarding the assessment they are making; a co-operative assessment is more likely to arrive at an accurate result than one conducted by an individual and it is hoped that as many schools as possible will arrange such co-operative assessments.
- (7) after the results of the examination have been published schools will be told how the assessments made by them compared with those made by the Regional Board in the case of each candidate. It is hoped that this information will be of considerable value to those who have to provide the School's assessment and that its assimilation will in due course result in a reasonably consistent standard of assessment prevailing throughout the Region.

SYLLABUSES AND SCHEMES OF EXAMINATION

The syllabuses which follow are published as a guide to schools to indicate the ground covered by the examination in the various subjects. They are not intended to indicate the way in which the subjects should be presented to pupils and it is hoped that they will not impose a pattern on the teaching in the schools. They have been prepared by Regional Subject Panels consisting of practising teachers of the subject in the Region after considering the comments on draft syllabuses of the Heads of all secondary schools in the Region who offered comments. They will be reviewed annually in the light of comments received from the Heads of schools and local subject panels.

101-9. ART AND CRAFT

1. INTRODUCTION

The examination will be in any one of the specialisations noted below and success in it will be recorded on the Certificate as "Art and Craft". Additional specialisations may be submitted to the Board for approval.

2. SCHEME OF EXAMINATION

The Regional Assessment will consist of a practical test in the specialisation chosen. The candidate will be allowed as much time as he wishes to use within a period of one month. In certain crafts which require the teacher's help in finishing, e.g. pottery, modelling, this help will be allowed.

The School's Assessment will be an assessment of the candidate's work over the last two years preceding the examination. This work will be expected to cover fields other than the specialisation chosen as well as the specialisation. Candidates will be expected to show general knowledge within the subject, and this may include work on the history and on the appreciation of Art and Craft.

In making the assessment schools should take into account that the primary aim of the examination is to reward candidates who have true creative ability in Art and Craft, and that candidates should show clarity and intensity of expression, awareness of the qualities of things about them and the ability to react sensitively to them.

3. SYLLABUS

The following specialisations are considered to be suitable for examination. It is intended that teachers be allowed to have a wide scope to follow a syllabus that is suitable to their pupils' needs, their environment and facilities. The Board seeks to encourage the broadest possible outlook in implementing a course of study, the aims of such a course being greater awareness, creative thinking and ability and the development of judgment and discrimination.

Specialisations

1. *Imaginative Painting*

Candidates should be allowed to choose their own media, bearing in mind the particular subjects they have chosen.

2. *Representational Work*

Still-life groups, figure drawing, natural forms, landscapes, architectural subjects and interiors etc..

3. *Lettering and Layout*

Pen made lettering, letter cutting, drawn lettering, sign writing, heraldry, posters and packages etc..

4. *Pottery*

The teacher may assist in firing and in the mixing of glazes and chemicals.

5. *Weaving and Associated Crafts*

Candidates should have a knowledge of and experience in the basic processes of hand-weaving and should be allowed to follow individually the lines which are of most interest to them.

6. *Printing*

Fabric, silk-screen, lino, woodcut, wood engraving, letterpress etc. Almost anything will make a print and most forms provide a pattern, therefore candidates should be encouraged to use their eyes and to experiment with all kinds of media. In the case of letterpress candidates should have experience in the use of more than one type size, borders and rules.

7. *Bookcrafts*

Single or multi-section bindings, cases, albums and loose-leaf bindings etc.. The methods of decoration should be left to the candidates.

8. *Carving and Construction, Modelling*

Work will be acceptable in any medium, in relief or in the round.

9. *Stage-Craft and Puppetry*

A model stage showing the proscenium arch and boundary walls on a scale of not less than half an inch to one foot should be available so that candidates are required to produce only the actual model to be set inside it.

110. ACCOUNTS

SCHEME OF EXAMINATION

The Regional Assessment will consist of one written paper of two-and-a-half hours divided into

- (1) Section A, containing compulsory questions which will require short answers, designed to take up to one hour and to carry 40 per cent. of the total marks;
- (2) Section B, containing two compulsory questions each divided into two alternative sections, to carry 60 per cent. of the total marks.

SYLLABUS

- (1) The purpose of keeping accounts.
- (2) The recording of transactions and the main documents (i.e. invoices and credit notes) on which the records are based and the principles of Double Entry, the Ledger and the Trial Balance, Errors disclosed and not disclosed.
- (3) Trading and Profit and Loss Accounts and Balance Sheet of a sole trader.
- (4) The Balance Sheet, structure and inter-relation of its items. The relation between turnover, expenses, profits and capital. Fixed and current assets, working capital, solvency, valuation of stock, excluding withdrawal of stock by the proprietor.
- (5) The journal: opening entries, bad debts and depreciation, purchase and sale of fixed assets excluding part exchange, Purchases, Sales and Return books, Trade discount.
- (6) The three-column cash book. Cash discount.
- (7) The petty cash book, simple and analytical. The imprest system.
- (8) Bank reconciliation statements.
- (9) Simple introduction to partnership accounts to include partners' fixed capital accounts and current accounts, appropriation account.
- (10) Depreciation by the equal instalments, diminishing balance and revaluation methods, and excluding the reserve method.
- (11) Provision for expenses accrued and payments in advance.
- (12) Writing off bad debts.
- (13) Calculation of net profit or loss by the "single entry" method.
- (14) Receipts and payments accounts and income and expenditure accounts of non-trading concerns.

111. COMMERCE

SCHEME OF EXAMINATION

The Regional assessment will consist simply of one written paper of 2½ hours consisting of 25 questions which will require as answers a single word or, at the most, a short phrase, each carrying one mark and 10 questions which will require answers in continuous prose from which the candidate will be required to select 5, each carrying 15 marks. Candidates are advised to spend not more than 40 minutes on the 25 questions.

The Schools' Assessment

Schools should base their assessments on

- (1) Factual knowledge of commerce as shown in normal school work;
- (2) Ability to draw conclusions from these facts and to apply them to the ordinary business of life.

SYLLABUS

- (a) The interdependence of man and communities. The chain of distribution and the place in this of the farmer, manufacturer, wholesaler, retailer and consumer. Mass production and division of labour.

- (b) Buying wisely.
- (i) Money management: planned and impulse buying; the advantages of an individual budget; estimating income and expenditure; the constituent parts of the expenditure of the individual and the family; necessities and luxuries; budget records.
 - (ii) Planned shopping: ascertaining needs; comparison of price, quality and value; the effect of indirect taxes on prices; the effect of changes in supply and demand; the use of advertising and publicity; branded goods; resale price maintenance; indications of quality, trade marks and quality labels; British Standards Institution; consumer protection organisations; seasonal and other "sales"; using the advice of the sales assistant; after sales service.
- (c) The retailer.
- (i) Single shops: the small retailer and his place in the community; advantages and disadvantages; how he manages to survive; formation of groups to enable bulk buying.
 - (ii) Multiples: Department Stores; Mail Order Businesses; Retail Co-operative Societies.
- (d) Buying on Credit: the meaning of credit and its function in the economic system; credit as a loan requiring the payment of interest; opening an account with a retailer; the different types of customers' accounts; the invoice, credit note and statement of account; credit trading clubs; buying on hire-purchase and by instalments; calculating the rate of interest; loans; security for loans.
- (e) Advertising: various methods; importance to mail order and direct selling businesses; need for the public to make a careful study of the wording of advertisements.
- (f) The Wholesaler: functions; services; types of middleman; open and bonded warehouses; elimination of the wholesaler.
- (g) Banking: means of payment; money as a medium of exchange; transfer of money and credit through the post office and the banking system; the form and meaning of the documents used; postal orders, money orders, cheques, credit transfers. Bills of Exchange will *not* be included.
- (h) Finance.
- (i) Banks: purposes of Commercial and Savings Banks; current and deposit accounts; cheques, loans and overdrafts.
 - (ii) Loans from other sources than banks: building societies; Insurance companies; finance houses.
 - (iii) Various ways in which money can be invested; Unit Trusts; the Stock Exchange, functions of jobbers and brokers; factors which influence prices.
- (i) Insurance: purpose and principles of insurance (pooling of risk, contract of indemnity, insurable interest and utmost good faith); how insurance protects the individual and his property; all types of insurance excluding marine insurance; the main varieties of life assurance; how to effect an insurance policy; uninsurable risks.

- (j) The essential rôle of transport in commercial activities; comparison of the relative merits of different methods of transport; factors influencing traders in their choice of transport. Other aspects of communication.
- (k) Foreign trade: important exports and imports; reasons for the necessity of trading with other countries; balance of trade; balance of payments; terms of trade; interdependence of countries.
- (l) Outline of the ownership of private and public commercial undertakings; advantages and disadvantages of each.

120. DOMESTIC SCIENCE

Homecraft and Food for the Family

SCHEME OF EXAMINATION

The Regional Assessment will consist of a written paper of 2¼ hours duration. It is suggested that up to 15 minutes be spent on reading the paper.

The School's Assessment will include:—

- (1) A Practical Test of 2¾ hours duration in which specific tests prescribed by the Board will be allotted to candidates by ballot. The Tests will be marked by the school. Candidates will be required to make a short simple plan of work. It is suggested that 15 minutes be spent on this. The Test will be held at a time specified by the Board.
- (2) An assessment of course work.
- (3) An oral examination designed to test the candidate's ability to express herself clearly and intelligently regarding her knowledge of and approach to ; social behaviour, the use of leisure, good grooming, and personal relationships and her attitudes to life with special emphasis on her approach to work. The examination will be conducted by a domestic science teacher.

The School's Assessment will be expressed in a Grade numbered 1 to 5 or as U=Ungraded which will be arrived at by the process set out below. A specimen mark sheet is appended and, after entries have been received or upon application to the Secretary to the Board before this, a mark sheet for each candidate will be sent to schools. Specimen marks have been entered in the specimen mark sheet in order to clarify the process of marking.

The Assessment will be made in three sections.

- 1. *A Practical Examination* which will be set by the Board and take place in the last fortnight in May at a time to be notified by the Board. No alteration in the time of the test may be made.
 - (1) The specific tests will be available to supervisors approximately two weeks before the examination for the use of supervisors only.
 - (2) Detailed supervisors' instructions will accompany the practical tests.
 - (3) The supervisor will be responsible for the preparation of each test.

- (4) Not more than eight candidates may be examined in any room at one session.
 - (5) The tests will be numbered and drawn by lot by the candidates at the beginning of the examination.
 - (6) Each candidate must have a small working area, including a cooker and equipment adequate for the satisfactory completion of her test.
 - (7) Recipe and text books may be used.
 - (8) The working area and all utensils used during the examination must be cleaned and ready for inspection by the end of the test.
 - (9) The examination will be marked out of 50 marks in accordance with the appended mark sheet.
2. *An Assessment of Course Work.* This assessment should cover the candidate's ability to carry out all practical work complementary to the syllabus. The assessment will cover the candidate's general ability over the final eighteen months of the course and separate marks will be given in accordance with the mark sheet for:
- (a) basic skills in all aspects of the syllabus;
 - (b) general ability and attitude shown throughout the course;
 - (c) personal hygiene and food hygiene;
 - (d) three practical tests devised by the teacher to test the candidate's ability to plan, prepare, cook and serve complete meals, and plan a work sheet.

The assessment will be expressed in marks in accordance with the mark sheet appended, the maximum possible mark being 75. In the case of each of the three practical tests the mark out of 100 will be divided by 10 and rounded to the nearest whole number. In cases where the result involves .5 the mark should be rounded upwards.

3. *An Oral examination* which is designed to test the candidate's ability to express herself clearly and intelligently regarding, and her knowledge of and approach to, social behaviour, the use of leisure, good grooming, personal relationships and her attitude to life, with special emphasis on her approach to work. The questions asked need not cover all these topics. The test will be conducted by a Domestic Science teacher at any time during the last three months of the course. This test will be marked out of 25 marks.

The marks awarded for the three sections will be totalled and the candidates ranked accordingly. The school will then decide what marks shall determine each of the five numbered grades and allot grades accordingly.

The mark sheets will be signed by the teacher making the assessment and countersigned by the Head of the school. They must be retained for six months after the date on which the written paper is taken as they may be required by the Board. They should *not* be sent to the Board unless they are called for. Instructions regarding the time at and the form on which the final assessments arrived at should be sent to the Board will be issued later.

YORKSHIRE REGIONAL EXAMINATIONS BOARD
DOMESTIC SCIENCE SCHOOL ASSESSMENT 1966

Index No. of School..... Name of School.....

Candidate's No. Candidate's Name.....

					Marks Possible	Marks Awarded
I. PRACTICAL EXAMINATION (to be marked out of 50)						
Order of Work					5	3
Methods employed (in all sections)					15	9
Manipulation (in all sections)					10	7
Finished results					15	8
Kitchen cleanliness (throughout test)					5	3
II. COURSE ASSESSMENT (to be marked out of 75)						
Basic skills (in all branches of the syllabus)					25	16
General ability and attitude shown throughout the course					10	7
Personal hygiene and food hygiene					10	6
Three Tests to be spaced over the final year						
	Marks Possible	(1) Marks Test 1	(2) Marks Test 2	(3) Marks Test 3		
Date						
<u>Preparation Sheet</u>						
Choice and Interpretation	10	5	7	6		
Order of Work	20	11	14	8		
Shopping List	5	3	2	4		
Costing	5	2	4	3		
<u>Practical Work</u>						
Method	20	13	17	16		
Timing	5	3	4	4		
Kitchen Cleanliness	5	4	4	4		
<u>Finished Result</u>						
Appearance	10	8	9	9		
Serving	10	6	7	7		
Taste	10	6	5	8		
TOTAL		61	73	69		
Total of Cols. (1), (2) and (3)				203		
One-tenth of Total of Cols. (1), (2) and (3) rounded					30	20
III. ORAL TEST (to be marked out of 25)					25	19
GRAND TOTAL					150	98

Grade

Signature of Teacher
Assessing

Signature of
Head of School

SYLLABUS

1. Written Paper

Section (a) Homecraft

The House:

Choice, methods of payment, mortgages, rent and rates.

Room planning — emphasis on kitchen planning.

Choice and cost of furniture, furnishings and all equipment large and small, including their care, use and simple understanding of the principles on which they work.

Services — gas, electricity, water, drainage.

Heating, lighting and sanitation.

The Home:

The maintenance of the home — the planning of household routine to give maximum comfort and efficiency without undue strain to the housewife.

Household laundry including the intelligent use of the launderette and dry cleaning services.

Choice and use of detergents and cleaning agents.

Simple repairs and renovations (personal and household) including the use of commercial preparations.

Management of Money:

Budgeting — management of personal and family money, including insurances, knowledge of hire purchase, credit buying and saving methods.

The Family:

Care of members of the family including the young and elderly.

Simple first aid and home nursing.

Safety in the home.

Planning for the use of leisure.

Section (b) Food and the Family

Development of nutrition. Classification of food.

Physical changes in food caused by cooking.

Planning, preparation and serving of meals for all occasions, bearing in mind the needs of the individual members of the family.

Use of "convenience foods" — packaged, tinned and frozen foods.

Simple preservation — (jamming, bottling, pickling, drying of herbs).

Budgeting, costing, choice, shopping and storage of food.

2. Practical Examination

The practical examination will be based on:—

"Meals for the family for various occasions". Laundrywork. Homecraft.

121. DRESS AND NEEDLECRAFT

SCHEME OF EXAMINATION

The Regional Assessment will consist of a written paper of 2¼ hours duration.

It is suggested that up to 15 minutes be spent on reading the paper.

The School's Assessment will include:—

- (1) A Practical Test of 3 hours duration in which specific tests prescribed by the Board will be allotted to candidates by ballot. The Test will

be marked by the school. The Test will be held at a time specified by the Board. The Test will consist of the cutting out of a whole garment and its completion as far as required. Candidates should carry out sufficient work to show their intention at each stage. The Test may include any of the processes necessary for the completion of the Course Work.

(2) *An Assessment of Course Work*

An assessment mark should be given for dress and needlecraft during the final year of the course. The work submitted for marking should include one item from each of the following groups.

Group 1. To show the use of a heavier type of material.

A two-piece suit, a dress with sleeves, a dress and jacket, a blouse with collar and sleeves and skirt or trews, a housecoat.

Group 2. To show the use of fine fabrics in current use, and suitable decorative finish.

Lingerie, nightwear, babies' wear, children's wear.

(3) *Individual work*

This will consist of an unaided piece of work on a topic of special interest to the candidate. The following list may be used as a guide:

- (a) A study of costume and properties for play production—a study of historical period, theatrical costume, materials, decorations, etc.
- (b) Household furnishings—a study of colour schemes, costing and soft furnishings, schemes for specific types of rooms, e.g. teenager's, bed-sitting room, bedroom, nursery, etc.
- (c) Children's and babies' clothing—planning a layette or an outfit for a small child, including clothes for every occasion. Budgeting, suitability of fabric and design, laundering and maintenance.
- (d) Embroidery—historical development, English and foreign embroideries, traditional and contemporary design, hand and machine embroidery. The place of embroidery in fashion and interior decoration.
- (e) A study of costume of other lands.
- (f) The use of modern equipment in the home and its impact on dressmaking techniques.
- (g) Fabrics in current use.
- (h) Local industries and crafts.

SYLLABUS

It is assumed that all girls who take this examination will have covered a basic course in needlecraft before starting their fourth and fifth years, therefore they will have knowledge of all necessary basic skills.

The appreciation of quality and craft to be used not only in the making up of garments, but the wise choice of ready made clothing.

Principles involved in dressmaking.

Use of commercial aids.

Use of commercial patterns, including simple adaptations of style and size.

Simple embroidery, design and stitches, suitable for lingerie and children's garments.

Use of various trimmings to give interest to a basic style.

Choice and maintenance of tools and equipment.

Intelligent use of machine attachments in home needlecraft.

An appreciation of texture, design and colour in relation to function.

A study of natural and synthetic fibres and fabrics, including those with special finishes.

Wise use and handling of fabrics in current use.

Choice and use of detergents and cleaning agents for fabrics.

Wardrobe planning, budgeting, knowledge of hire purchase, credit buying, clothing clubs and saving methods in relation to clothing.

Care of personal clothing including the wise use of the launderette and dry cleaning services.

Simple repairs and renovations (personal and household) including the use of commercial preparations.

Safety in the home in relation to dressmaking equipment and fabrics.

Good grooming.

130. ENGLISH

SCHEME OF EXAMINATION

There will be one subject of examination—English.

The Regional Assessment will consist of three written papers, which will require answers mainly in continuous writing, and an oral examination. Candidates must answer all three papers and take the oral examination.

Paper 1 will be a composition (20 per cent of the total marks for the subject) for which one hour and a quarter will be allowed.

Paper 2, for which one hour and a quarter will be allowed will consist of a comprehension test (16 per cent of the marks) and one further question from a choice of three (8 per cent of the marks).

Paper 3 (36 per cent of the total marks) will be a two and a quarter hour paper and contain:

Section A. Questions on each of three unseen passages.

Section B. Two questions set on each of twenty prescribed books, *i.e.* forty questions in all.

Section C. Several general questions on English literature.

Candidates will be required to answer three questions, one, at least, of which must be taken from Section A.

General

In all papers due attention should be paid to presentation including paragraphing, punctuation, spelling and handwriting. The use of dictionaries will be permitted at all times.

There will be an Oral Examination (20 per cent of the marks).

Schools Assessment

Schools should take into account the candidate's written work, oral work and appreciation of literature.

SYLLABUS

Paper 1

Composition

One composition chosen from the following will be required:

- (1) Creative topics. (2) The manipulation of information provided.
- (3) Writing on one of four specific titles on known areas of interest including current affairs, some perennially important aspects of contemporary life and the candidate's reading. The known area of interest in a perennially important aspect of contemporary life for the 1966 examination will be *The Changing Face of Britain*—the pupil's observation of modern developments in town and country, e.g. new roads, buildings, farms, super-markets etc..
- (4) Imaginative writing stimulated by a picture which will be provided.

Paper 2

(1) *Test of Understanding*

The test of understanding, which will be designed to occupy about 45 minutes of the candidate's time, is designed to measure the candidate's ability to assimilate the meaning of a piece of writing without the obscuring presence of the need to re-express the words of the passage. It can be argued that the conventional comprehension test measures also the ability to express oneself, yet it will be seen that the type of candidate who will be eligible to take the examination may have developed the ability to understand in advance of the ability to express subtleties.

In addition, in life outside school (and, of course, in all study situations) we need to be able to understand a passage in order either to act in accordance with its advice, or to allow it to contribute to a body of information or an attitude which will most likely be communicated to others only at a much later time, and then very indirectly. This test attempts to reproduce a realistic confrontation and to measure the adequacy of the assimilation for practical purposes.

Since the collection of related factors is a skill which real life requires and which teachers properly regard as an important side of comprehension there will be questions at the end of the list which are designed to test the ability to assemble scattered references and to generalise and simplify their wording.

(2) *General Questions*

The candidate will be required to answer one question from a choice of three questions such as, a letter, making notes on a given passage, the appraisal of a passage of tendentious writing. The types of question set will be varied from year to year. The purpose of these questions is to test what may be called peripheral skills in the use of the written language. It is not considered that these skills are trivial or unimportant, but it is thought that a competent display of them by the pupil should not require very much teaching time in a fifth year, and should not command a large proportion of the marks allotted to the paper. When a letter is set, an acceptable layout, clarity, conciseness, delicacy, common sense or similar desirable qualities will be required.

Paper 3

Section A. *Unseen literature questions*

The passages, and the questions on them, will be specifically chosen to stimulate an individual response to the purpose and technique of the author. The response is required to be expressed in continuous writing. It is expected that the candidate will have been encouraged to read widely and to develop his ability to make an informed and appropriate response, for example, to a passage of dialogue or description from a novel, to the imagery, rhythm and sound of poetry, and to the portrayal of character and creation of situation, atmosphere and climax in drama. The passages chosen will not be taken from the prescribed texts but will either be taken from texts of a similar difficulty or will be themselves of the standard of difficulty of the prescribed texts. It is expected, therefore, that the study of the prescribed texts should develop the abilities which this section of the paper will test. The passages chosen will be interesting in subject matter and recognisable and vivid in style and will not afford any serious difficulty in assimilation.

Section B

Twenty books will be prescribed. Two questions will be set on each of the twenty books. As with the passages of unseen literature in Section A, it is hoped that candidates will have been encouraged to appreciate the quality of the author's work rather than merely to memorise the content. Each candidate may, during the examination, use a copy of the text of any of the books on which he may be answering a question from this Section so that he may support his argument by apt quotation and reference. The text may not be marked in any way. The unintelligent reproduction of critical material will be penalised.

Section C

In this Section candidates may answer one or two of several general questions on literature by the use of material obtained from the literature which they have read. In this, as in the other Sections, the examiners will look for evidence that the candidate has an appreciation of the salient characteristics of the works chosen. No credit will be given for the reproduction of material which has been used in answering other questions.

List of Books

The list of books which will comprise nine books of prose, six plays and five books of poetry, will, from year to year, be the product of suggestions made by teachers. *The list for 1966 is as follows:—*

The Albemarle Book of Modern Verse for Schools (Finn) Murray, Volume 2

Poetry for Fifth Forms (Pinion), Odhams

Here Today (Ted Hughes), Hutchinson Educational

Ten Twentieth Century Poets (Wollman), Harrap—Five poets selected from the book—John Betjeman, Robert Frost, Thomas Hardy, Edward Thomas, Andrew Young.

This Day and Age (Hewitt) Arnold

A Man for all Seasons R. Bolt

Antigone (Anouilh) translated by L. Galan-
tière (Methuen)

Julius Caesar	Shakespeare
The Merchant of Venice	Shakespeare
Our Town	T. Wilder
Pygmalion	G. B. Shaw
The Day of the Triffids	J. Wyndham
Fair stood the Wind for France	H. E. Bates
A High Wind in Jamaica	R. Hughes
The Lord of the Flies	W. Golding
Pride and Prejudice	J. Austen
The Red Badge of Courage	S. Crane
Shane	J. Schaefer
A Town Like Alice	N. Shute
The Crowthers of Bankdam	T. Armstrong

Some of the books in the list will be changed for each examination after that of 1966. Notification of such changes will be given by June of the year two years before that of the examination.

Oral Examination

General Introduction

There is a long standing tradition in England that examinations should take the form of written papers. It is difficult to see how an examination can reflect the work of the schools, particularly in the case of English, if the oral part of their work is to be ignored by the examiners. Most teachers would readily agree that good language teaching involves the constant practice of oral skills. There is little doubt that many teachers are anxious to see a properly balanced examination and will welcome the inclusion in this new examination of a test of spoken English, given reliability of testing, reasonable ease of administration and acceptance by all concerned of an oral test as having real value. It is fundamental to the concept of the Certificate of Secondary Education that the dual function of the teacher, both as teacher and examiner should be more widely accepted. There is no reason why oral examining should not be undertaken by the candidate's own teacher, subject to some form of efficient moderation.

It is hoped, for future years, to make use of the results of the research which is, at present, being done in several universities.

In 1966 there will be no examination of each candidate by an external examiner. The test should cover such oral work as might take place during classwork and must include a conversation between the candidate and his teacher on a topic provided by the candidate. Teachers will have their own ideas on what sort of work is to be tested. The test might well include:—

- (i) Discussions and debates on subjects of immediate interest to the pupils.
- (ii) Work in the field of drama.
- (iii) Short lectures given by individual pupils.
- (iv) The sensible answering of questions.
- (v) Reading aloud of verse and prose.

The candidate will, in all his oral work, be marked on his ability to express himself without confusion, his range of vocabulary and expression and his general maturity in the use of language as a means of communication. It is expected that teachers will give special consideration to pupils who have defects of speech.

140. GEOGRAPHY

SCHEME OF EXAMINATION

The Regional assessment will consist of:

1. Written Paper 1. The British Isles and Ordnance Survey Map extract. (2¼ hours).

Five questions are to be answered comprising the compulsory Ordnance Survey Map question, two questions from Section A, and two from Section B.

2. Written Paper 2, The World (1¾ hours).

Four questions are to be answered comprising a compulsory world map question and three questions chosen from six topic sections. Each of these sections will offer the limited choice of one question from two. Questions in this section may not, normally, be answered by detailed reference to regions in the British Isles.

The School's assessment will include a Fieldwork or Project Notebook and Coursework.

SYLLABUS

1. All answers must be expressed in complete sentences.
2. The British Isles and Ordnance Survey Map extract.

(1) *Compulsory Map Question*

This will be on an extract from the 1 in. Ordnance Survey Map from outside Yorkshire. Requirements will be elementary and directed towards the practical use of the map by the pupils after leaving school, as follows:—

- (i) The understanding of the three ways of showing scale and the application of this knowledge to measure distance on the map.
- (ii) Six figure map reference.
- (iii) The use of the compass (16 point).
- (iv) Use of conventional signs. Note that under item (vii) a Key may be used.
- (v) Understanding of contours should include the awareness of up or downhill, steep or gentle slopes. A sketch-section may be required, but only as part of some other section of the map question.
- (vi) The simpler types and positions of settlement in relation to physical features.
- (vii) Man-made or influenced features—communications, land use, drainage, reservoirs, occupations—direct and inferred knowledge from the map may be tested. Certain aids may be used: hand lens, geometrical instruments, cotton, opisometer and a Key to the conventional signs.

(2) *Section A. The Six Northern Counties*

The choice will be from six questions.

This section may examine any aspect of Geography including physical geography. Questions on physical geography will be drawn from coastal features, limestone features, features produced

by highland and lowland glaciation, temperature controls, precipitation.

Section B. The Remainder of the British Isles

The choice will be from eight questions.

Some of these questions will be on a thematic basis so that they can be answered equally well from any one of a number of regions outside the six northern counties of England. The purpose of this will be to emphasise that it will not be necessary for candidates to cover the whole of the British Isles.

3. The World

(1) *Compulsory Map Question*

This will involve the provision of a world map on a fairly familiar projection including Mercator, Polar Zenith and Interrupted Mollweide. The candidate will insert factual information *and* use given data. There will be a number of sections in this question, graded in difficulty. The knowledge tested may be related to current affairs.

(2) *The Six Topic Sections*

Allowance will be made in the questioning for those candidates who have followed a syllabus based on regional studies. Questions will normally be such as to be answerable from regional as well as from systematic studies. Each year, the Examiners will choose *one topic from each of the six lists* set out below, giving the candidates two years' notice.

(A) *Farming*

- (i) Tropical Plantation Agriculture
- (ii) Dairying
- (iii) Farming in Mediterranean Regions
- (iv) Collective and Co-operative Farming
- (v) Fishing
- (vi) Arable Farming in Temperate Grasslands
- (vii) Pastoral Farming in Temperate Grasslands
- (viii) Subsistence Farming in the Monsoon Lands of S.E. Asia

(B) *Manufacturing Industry*

Emphasis will be placed on the geographical factors and not on the techniques of production.

- (i) Car and Aircraft Industry
- (ii) Textiles
- (iii) Shipbuilding
- (iv) Chemicals
- (v) Iron and Steel
- (vi) Food Processing
- (vii) Paper and Pulp

(C) *World Problem Regions such as:*

- (i) Republic of India
- (ii) Pakistan
- (iii) The Nile Valley
- (iv) China
- (v) S.E. States of the U.S.A.

(vi) Northern Australia

(D) *Commodities*

- (i) Metals (Uranium, Copper, Aluminium, Gold, Tin, Iron)
- (ii) Vegetable Oils and Animal Fats (Palm oil, palm kernel oil, ground nuts, coconut, linseed, soya, milk and its products, whale oil)
- (iii) Natural Fibres (Cotton, wool, silk, flax, jute, hemp)
- (iv) Tree Products (Rubber, timber)
- (v) Beverages (Tea, coffee, cocoa)
- (vi) Cereals (Wheat, rice, maize)
- (vii) Sugar and Fruit (Cane and beet sugar, apples, bananas, vines, citrus fruit)

(E) *Fuel and Power*

- (i) Coal
- (ii) Water Power
- (iii) Oil and Natural Gas

(F) *Semi-Continental Regional Geography*

After some debate as to the size of the region to be offered, it has been decided that a list of small regions will be set down.

Only one of these regions will be selected by the examiner, and this two years in advance of the examination. Examples of regions are:—

- (i) New Zealand
- (ii) Japan
- (iii) Scandinavia (Norway, Sweden and Denmark)
- (iv) France
- (v) The Rhineland
- (vi) Brazil
- (vii) The Low Countries (The Netherlands and Belgium)
- (viii) S.E. Australia
- (ix) N.E. U.S.A. and the adjacent parts of Canada
- (x) Nigeria

The topics chosen for 1966 are:

- A. Fishing
- B. Iron and Steel
- C. China.
- D. Natural Fibres (Cotton, wool, silk, flax, jute, hemp).
- E. Oil and Natural gas.

The region selected for 1966 is New Zealand.

150. METALWORK

SCHEME OF EXAMINATION

Regional Assessment

- (1) There will be no separate formal drawing paper.
- (2) There will be a timed practical test of three hours' duration. 15 minutes to study the paper will be allowed immediately before the examination.

- (3) There will be a written test lasting two hours and divided into two parts, the first of which will consist of objective questions only.
- (4) The practical test and written test will carry equal marks.

School Assessment

- (1) Each candidate will produce a major piece of practical work during his normal school course.
- (2) In assessing this work, teachers will bear in mind:—
 - (a) the difficulty of the work attempted;
 - (b) the standard of craftsmanship and accuracy achieved;
 - (c) the amount of individual planning and original thought by the pupil.

SYLLABUS

1. Practical Test

The candidate will have the choice of working a test piece in one of the following : (i) Benchwork; (ii) Beaten metalwork; (iii) Forgework; (iv) Lathework.

Benchwork

Measuring and marking out; filing; sawing; chiselling; drilling; riveting; brazing; hard and soft soldering; hand screw-cutting (B.S.F. and B.S.W. only); heat treatment; bending.

Beaten Metalwork

Measuring and marking out; heat treatment; hard and soft soldering; hollowing; sinking; simple, seamed, cylindrical work; planishing; simple filed edge treatment; piercing.

Forgework

Bending; twisting; drawing down; simple scrolls; riveting; hardening and tempering; brazing.

Lathework

Turning between centres and in a three jaw chuck; facing; drilling; knurling; top slide taper turning; stepping down; use of micrometer.

2. Craft Knowledge

- (1) Safety precautions in workshops.
- (2) An elementary comprehension of manufacture, sufficient to give an understanding of the structure, characteristics and working properties of the metals commonly found in school workshops.
- (3) Hot and cold working properties, uses and identification of metals.
- (4) Heat treatment: hardening, tempering, case-hardening, annealing and normalising.
- (5) Work hardening.
- (6) Methods of joining metals.
- (7) Metal finishing in the school workshop.
- (8) Materials:—(a) standard sizes of sheets, bars, strips, wires, etc.; (b) standard sizes and types of (i) rivets, (ii) screws, bolts, nuts and washers (in B.A., B.S.F. and B.S.W. threads), (iii) locking devices; (c) lubricants and abrasives.

- (9) Tools: Use and care of common tools.
- (10) Section II of the Craft Knowledge Paper will require an extended knowledge of at least one of the sections outlined in the syllabus for the Practical Test, *i.e.* Benchwork, Beaten Metalwork, Forge-work and Lathework.

151. TECHNICAL DRAWING

1. INTRODUCTION

This syllabus is designed to meet the needs of pupils in secondary schools. These are not necessarily covered by the courses adopted by establishments for further education. The object is to use examples within the comprehension of the pupil and accessible to him. The home and the school workshop can be fruitful sources. Woodwork, metalwork, building subjects, mathematics and science can all bring a sense of purpose to the work, but, whatever the emphasis, drawing lessons should, at all times, develop sound thinking and the ability to draw independently. A proper basis of geometry, which should include an appropriate study of the common geometrical solids, is essential; but it will be tested by the solution of practical problems. Since the main aim of the examination is to test understanding of the subject, freehand drawing and instrument drawing both have a place in it. It will be assumed that candidates will have had some experience of measuring simple solids and producing drawings from the information so gained.

2. SCHEME OF EXAMINATION

- (1) The Regional Assessment will consist of one written paper.
- (2) There will be alternative papers A and B which will be identical, except that in A the work in orthographic projection will be set and required to be answered in the First Angle and in B in the Third Angle. Schools will be required at the time of entry to specify which paper they require.
- (3) Three hours will be allowed for the paper. Part of it will consist of a number of short questions and will cover a wide range of the syllabus.
- (4) Questions on formal geometry will not be set but a knowledge of geometrical constructions will be required to answer some of the questions.
- (5) Orthographic projection will be tested, that is, both an understanding of the principles involved and, to a lesser degree, draughtsmanship, lettering and layout.
- (6) Questions requiring freehand drawing will be set. Clear outline sketches, using centre lines where appropriate, will be acceptable. Where dimensions are required on freehand sketches reasonable conformity to convention will be expected. In instrument drawing layout, dimensioning, lettering and conventional representation must conform to the current B.S. 308.
- (7) Questions will not presuppose a knowledge of a particular craft and any technical information which is required to arrive at an answer will be given in the question paper.
- (8) To avoid the consumption of time in copying, some questions will be in a form which will enable projection to be made on the question paper from partly prepared views printed therein.

- (9) The School's Assessment will consist of an assessment of course work by the candidate's teacher. The course work to be assessed need not include every drawing or piece of work done during the period the candidate has studied the subject but should cover a large proportion of the syllabus.

In making their assessment schools should bear in mind the following qualities which are listed in the order of their importance:—

- (1) comprehension, *i.e.* the interpretation and solution of technical drawing problems as outlined in the syllabus;
- (2) draughtsmanship, *i.e.*:
 - (a) correct projection and conformity to the current B.S.308;
 - (b) accuracy and quality of line;
 - (c) general quality of presentation.

3. SYLLABUS

- (1) Taking measurements from and drawing simple objects.
- (2) The production of isometric views from orthographic views and vice versa. Isometric scale will not be required.
- (3) Orthographic projection
 - (a) Elevations and plans.
 - (b) Sections and sectional views on planes at right angles to H.P. and V.P.
 - (c) Auxiliary views in connection with true lengths and true shapes of flat surfaces.
- (4) Detailed working drawings of components from an assembled drawing.
- (5) Drawing the assembled object from exploded views or separate components.
- (6) Development of prisms, pyramids, cylinder and cone, preferably applied to common articles.
- (7) Extraction of measurements and information from a given working drawing.
- (8) Scale drawing: simple plain scale drawing, scale rules may be used.
- (9) Plane geometry, of the line, angle, triangle, polygon, circle and ellipse relevant to the work done for the rest of the syllabus.

Note: The maximum size of paper required will be Half Imperial.

152. WOODWORK

SCHEME OF EXAMINATION

Regional Assessment

- (1) There will be no separate formal drawing paper.
- (2) There will be a time Practical Test of three hours. duration: 15 minutes to study the paper will be allowed immediately before the examination.
- (3) There will be a Written Test lasting two hours and divided into

two parts, the first of which will consist of objective questions only.

- (4) The Practical Test and Written Test will carry equal marks.

School Assessment

- (1) Each candidate will produce a major piece of practical work during his normal school course.
- (2) In assessing this work, teachers will bear in mind:—
- (a) the difficulty of the work attempted;
 - (b) the standard of craftsmanship and accuracy achieved;
 - (c) the amount of individual planning and original thought by the pupil.

SYLLABUS

1. Practical Test

This may include operations and processes from:

- (1) simple forms of box and carcass construction, excluding lap and secret dovetails;
- (2) flat frame constructions, excluding long and short shouldered mortice and tenon constructions;
- (3) simple stool constructions;
- (4) simple shaping processes;
- (5) the use of nails and screws.

Note:—The use of files and glasspaper will not be allowed.

2. Craft Knowledge

- (1) Safety precautions in the workshop.
- (2) Timber
 - (i) common faults and defects;
 - (ii) basic principles of seasoning and the correct storage of timber;
 - (iii) finishes commonly found in the school workshop;
 - (iv) suitability of common timbers for specific purposes;
 - (v) manufactured boards and their uses.
- (3) The use of glue, adhesives, glasspaper, screws, nails and simple hingeing methods.
- (4) The care and use of the common hand tools.
- (5) Cutting lists, setting out and assembly procedures.
- (6) The basic common joints and their application.
- (7) An elementary knowledge of wood turning.

160-2. HISTORY

SCHEME OF EXAMINATION

The Regional Assessment will consist of one written paper of 2½ hours, which will carry 100 marks.

The School's Assessment will include Project work where this is done.

SYLLABUS

INTRODUCTION

The History Panel offers to schools a choice from the three syllabuses which were evidently most in demand when the Panel was constituted. It is possible to offer a very much larger choice in the subject, but in view of the opportunity, which schools have, to be examined on their own syllabuses, it has been decided not to extend the number of the Board's own syllabuses beyond these at present. The History Panel thought it might be an advantage to teachers if its motives in selecting these syllabuses were made clear in an introduction to each syllabus. The Panel recognises that some reasons can be brought to bear for teaching almost any topic or period in History under particular circumstances. They support the view that the 16 year old pupil, often a school leaver, should be able to see the relevance of history to his own life and to the circumstances of our own time. Therefore all our plans envisage a continuation of the study into the Present. This emphasis which will be strongest in the Civics syllabus is a feature of all our syllabuses.

Candidates may choose ONE ONLY of the following Syllabuses:

160. CIVICS
161. SOCIAL AND ECONOMIC HISTORY OF GREAT BRITAIN 1700 A.D. TO 1965 A.D.
162. MODERN WORLD HISTORY

160. CIVICS

INTRODUCTION

We feel that the purpose of Civics is education for citizenship. The aim should be to make the pupil aware of his duties and rights in relation to the community of which he is a member and to the wider community of the world. Candidates for the C.S.E. examination should therefore have a knowledge of the structure, function and recent development of the main political and social institutions which affect their lives. They should also display a critical appreciation of world affairs with particular reference to the situations which have emerged in the twentieth century. Candidates will be expected to show in their answers that, where possible, they have done practical work.

SYLLABUS

The International Community.

The Commonwealth since 1931; recent changes; problems of a multi-racial community; advantages and disadvantages of membership.

The United Nations. Formation and ideals; political, economic and social rôle in various parts of the world; international co-operation in the fight against poverty and disease; comparison with the League of Nations.

Other international agencies and groups e.g. N.A.T.O., the Common Market, the Red Cross.

The National Community

The Crown. Parliament and its development since 1911; its present composition and functions; the legislative process; the election and work

of Members of Parliament; Ministers and their Departments and their responsibilities for national policy (e.g. transport, education, etc.). The Civil Service and its work. Income and expenditure showing the main sources of income (taxation and other revenue) and the main items of expenditure (defence, education, etc.).

The Police. System of Justice and Courts of Law.

Other institutions which effect the life of the citizen. The nationalisation of industry and special features of its organisation. Trade Unions in the Twentieth Century; their aims and organisation. The Press, Radio, Television; their increasing rôle in modern society; their controls and responsibilities. Banks, Building Societies, Insurance; borrowing and investment.

The Welfare State. Its development in the twentieth century; the principal facilities available to the citizen (education and ancillary services, health, pensions, etc.); the financing of these facilities (National Insurance, Taxation).

The Local Community

Local Government. The different types of local authorities; functions and structure; elected representatives and paid officials; the working of the committee system; income and expenditure grants; the relationship with other authorities and with the Central Government.

161. SOCIAL AND ECONOMIC HISTORY OF GREAT BRITAIN 1700 A.D. TO 1965 A.D.

INTRODUCTION

Questions will be directed chiefly to the contributions of individuals to new discoveries and to the impact of new developments, including those in Science, Economics and Religion, on society. The study should involve an appreciation of developments over the whole period particularly as these effect the lives of people and the changing position of Britain in relation to the other industrialised nations and the underdeveloped countries. On the other hand it is possible within the framework of this syllabus, to give some emphasis to local studies and to different aspects of the work to suit boys and girls. A variety of source material and background literature can be used to replace or supplement standard text books by those who wish to encourage an imaginative understanding of History.

SYLLABUS

The agricultural and industrial revolutions and the parallel developments in relation to them in sources of power, transport and communications, including postal, telegraph and telephone services, radio and television; all these seen as extending into our own time.

The growth of trade; its changing pattern—free trade and protection.

Social Reform; including factory reform, the trade union movement, the co-operative movement and socialism, the anti-slavery movement, parliamentary and local government reform, the poor law, medical science and public health, housing and town planning, education, penal reform, the welfare state, the use of leisure.

162. MODERN WORLD HISTORY

INTRODUCTION

This syllabus emphasises the importance of teaching history which is relevant to the life of the individual pupil. It seeks to ensure that that pupil, through historical knowledge, has real insight into the nature of modern world problems. It aims at introducing and explaining the concept of international responsibility, at drawing attention to the responsibilities of Great Britain as a European, Commonwealth and World Power and at illustrating the impact of science and technology on human life in the twentieth century.

In determining the actual form of the syllabus, the Panel was acutely conscious of the danger of producing a course of study that could only be covered superficially. To avoid this danger emphasis has been placed on biography, on the history of international institutions of fundamental significance in the modern world and on major developments of the twentieth century that have a more or less obvious bearing on the contemporary world situation. On the other hand, it was felt that the syllabus should be sufficiently broad to allow for variety in approach and method. In particular, it was intended that scope should be given to the pupil who is interested in personalities and events but has little enthusiasm for abstract ideas, to the teacher who wishes to use documentary sources rather than textbooks, and to the teacher who, while recognising, that a knowledge of the subject matter of the syllabus as a whole is required, feels that he can arouse special interest and enthusiasm in one or more particular fields of study.

SYLLABUS

A background study: the internal history of Great Powers. Russia and its rise to the position of a great world power since the Revolution of 1917; the personalities—Lenin, Stalin, Krushchev; political, social and economic development. China—Chiang Kai-Shek and the Kuomintang 1928 to 1937; the struggle against Japan; the growth of Communism and the establishment of the Chinese People's Republic; economic and social development since 1949. The U.S.A. since 1918; industrial and scientific development; social history including the negro problem; relationship between federal and state governments. Germany and France; impact of the First World War; the Weimar Republic and the rise of Hitler; Franco-German involvement in the Second World War; partition of Germany 1945; West German economic recovery; the post-war problems of France and the emergence of de Gaulle. Great Britain since 1918; the major developments in the evolution of British society as reflected in the lives of great personalities—e.g. Lloyd George, Sir Winston Churchill, Lord Beveridge, Aneurin Bevan.

The story of discovery and development in the twentieth century; the internal combustion engine; air and space travel; medical, scientific and social advances; exploration and development of the earth's unknown places, e.g. Antarctica, the Sahara Desert.

International Organisations; The League of Nations; its constitution and functions and ancillary institutions, e.g. the Permanent Court of International Justice; the special position of Germany, Russia and the U.S.A. The United Nations Organisation; its formation and ideals; its constitution and functions; political, social and economic rôle in the world

through its various committees, e.g. U.N.E.S.C.O., The International Red Cross. Nobel Prize Winners. The British Commonwealth since the Statute of Westminster; The Ottawa Conference 1932; Commonwealth and Empire at War 1939-45; changes since 1945; constitutional advance; economic development.

World Problems since 1945; the appearance of the Eastern European bloc and the "Iron Curtain"; Berlin and the Cold War; United States policies in respect of Latin America and Asia, with special reference to Cuba, Japan, Korea and Communist China; problems of European Unity; Afro-Asian nationalism.

170. MATHEMATICS

INTRODUCTION

1. The emphasis of the examination will be on the understanding of fundamental mathematical ideas. Importance will be attached to the translation of these ideas and to the operations involved, as well as to factual knowledge and computational ability.

Calculations will be kept to a minimum. No formal proofs will be required.

In order to encourage elegance of presentation and clarity of expression, careless and untidy work may be penalized.

Unconventional questions may be set which will call upon the candidate's understanding and appreciation of Mathematics.

A candidate may use any appropriate method unless otherwise stated. All necessary details of working must be shown.

2. A set of "Logarithmic and other Tables for Schools" by Frank Castle, published by Macmillan must be provided, together with the following instruments:—

set square, protractor, compasses, and a 12 inch ruler graduated to include tenths of inches and centimetres.

SCHEME OF EXAMINATION

The Regional Assessment will consist of two parallel papers, Paper 1 and Paper 2, each of two hours, but designed to be completed by the average candidate in $1\frac{1}{2}$ hours, thus giving a generous time allowance for reading and checking.

Each paper will be divided into two sections, Section A and Section B.

Section A will contain short questions all of which the candidate will be required to attempt.

In Section B a choice of questions will be allowed, the questions being of a more difficult nature.

Each section will be awarded approximately equal marks.

Each paper will appear in book form of ruled quarto paper.

Answers will be written on the question pages. Ample space will be given for calculations.

The School's Assessment

A sound assessment should include—clarity of thought and expression, application of mathematical principles to a given mathematical situation,

deductive reasoning and appreciation of number, pattern and shape. These qualities can be found in oral work in class, written work generally, practical work and general interest—reading, observation, etc. The final assessment should be based on a delicate balancing of these important factors considered over as long a period as possible.

SYLLABUS

The four rules applied to positive and negative integers, to fractions and decimals.

Simple factors, powers, roots and common logarithms.

Decimalisation of fractions; percentages.

Approximations: significant figures.

Averages. Ratio: direct and inverse proportion: proportional parts.

Notation for whole numbers in binary scale and the addition, subtraction and multiplication of binary numbers. Other scales of notation, including those used in the British system of money and measures.

The four rules applied to measures in common use comprising the British and Metric Systems of length, weight, capacity, time and money.

Simple problems involving time, distance and speed.

Decimalisation of the £: simple interest, short term compound interest; profit and loss.

Other problems involving money and measures as experienced in practical situations.

Use of tables of information: use of mathematical tables.

The use of symbols to represent numbers.

The four rules and the simple application of fundamental concepts to algebraic expressions up to and including fractions of the form $\frac{ax + b}{c}$

The construction, use and transformation of simple formulæ.

Simple equations: linear simultaneous equations in two unknowns.

Positive integral indices.

Common factors: difference of two squares.

Construction and interpretation of simple graphs and charts including histograms and conversion graphs: graphs which exhibit maximum and minimum values to be interpreted or to be drawn from given numerical data. Cartesian co-ordinates. Straight line graphs; use of gradient.

Graphical solution of linear simultaneous equations.

Points, lines, planes: the recognition of plane figures and solids in common experience.

Angles at a point; parallels; sum of the angles of a triangle and of convex polygons. Bearings, expressed in the forms N 40° E or 040°.

Triangles with special reference to equilateral, isosceles and right-angled triangles.

Numerical trigonometry of the right-angled triangle.

Use of Pythagoras' Theorem.

Area of rectangle and of triangle and of simple figures derived from them.

Recognition and simple properties of quadrilaterals.

Similar figures involving simple ratios of lengths and of areas: scale drawing.

Symmetry.

Circumference and area of the circle. Surface area, net and the volume of the cylinder and of simple prisms.

Bisection of lines and angles; construction of angles of 30° , 45° , 60° , 90° and of the perpendicular to a given line.

The construction of triangles and quadrilaterals from given data and of the regular hexagon and octagon inside a given circle.

Construction of the circumscribed and inscribed circles of a triangle.

Simple loci involving these constructions.

180. FRENCH

SCHEME OF EXAMINATION

The Regional Assessment will consist of

- (1) A Written Paper of $1\frac{3}{4}$ hours' duration. (60 per cent of the marks)
- (2) Two Aural Comprehension Tests. (15 per cent of the marks for each test)
- (3) A Dictation. (10 per cent of the marks)

The School's Assessment will consist of

- (1) An Assessment of Conversational Ability. (30 per cent of the marks)
- (2) A Reading Assessment (10 per cent of the marks)
- (3) An Oral Test. (30 per cent of the marks)
- (4) An Assignment. (30 per cent of the marks)

The marks awarded for the four sections will be totalled and the candidates ranked accordingly. The school will then decide what marks shall determine each of the five numbered grades and allot grades accordingly.

For items (3) and (4) of the School's Assessment the Board will supply material and a marking scheme which must be used by the school in arriving at its assessment.

SYLLABUS

1. The examination places great stress on ORAL and AURAL proficiency.
2. A knowledge of four tenses, the PRESENT, PERFECT, IMPERFECT and FUTURE and of the IMPERATIVE MOOD will be required.
3. *The Written Paper* will be $1\frac{3}{4}$ hours in length.

Question 1 will consist of a series of questions in French to be answered in French. These questions will be based on a number of pictures. Two questions will be asked on each picture; the first requiring the candidate to give information represented in the picture, and the second requiring the candidate to give related information of a more general nature. In the latter a variety of tenses will be used.

Question 2 will be a choice between a passage for translation into English, and a comprehension test. The passage for translation into English will be approximately 150 to 160 words in length. It will be

paragraphed and will have an English title. The meaning of any unusual word, which is essential to the understanding of the passage, will be given. The comprehension test will consist of a series of questions in English, based on a passage of French of some 200 to 250 words to be answered in English. The passage will be titled in English. Questions will be set in chronological order according to the passage and will vary in difficulty.

Question 3 will be a COMPOSITION of 115 to 125 words. The candidate will be given a choice of FIVE subjects as follows:—

- (i) A topic.
- (ii) A picture.
- (iii) A letter.
- (iv) A dialogue.
- (v) A series of six pictures suggesting a continuous narrative.

A candidate may write his composition in the Present Tense but extra credit will be given for the correct use of a variety of tenses.

4. *The Two Aural Comprehension Tests.*

TEST 1 will be based on a *narrative* passage of 150 to 160 words read by the teacher to the candidates. Question and answer sheets, which will be printed in English and answered in English, will be provided. The passage will be divided into three sections and will be titled in English. The passage will first be read to the candidates at a moderate speed. The question sheet will then be given to the candidates and time allowed for reading the questions. The passage will then be read in sections and after the reading of each section candidates will be required to answer the question set upon that section of the passage. The passage will then be read through again and candidates will be allowed five minutes to revise their answers.

TEST 2 will be a similar aural comprehension test but will be based on a *dialogue* of some 190 to 200 words. This dialogue will be "taped" and sent out to schools together with a script and clear instructions for conducting the test.

5. *The Dictation* will consist of a passage of 50 to 60 words. The test will be administered as follows:—

- (1) The passage will first be read at slow reading speed, with liaisons being made only where shown. During this first reading the candidates will not be allowed to write.
- (2) The passage will be dictated, each phrase or marked section being dictated twice, during which time the candidates are to write. Punctuation will be given in French and any proper names will have been written beforehand on a blackboard.
- (3) Candidates will then be allowed 3 minutes to read and amend what they have written.
- (4) The passage will then be read for the last time at slow reading speed and candidates will be given a further 3 minutes to make any alterations they wish.

6. *The Assessment of Conversational Ability* should be based not on one

specific Test but on the standard which the candidate has reached during the three months preceding the written examination. Schools are advised to take into consideration:

- (1) readiness of comprehension,
- (2) accuracy of oral reaction,
- (3) quickness of oral reaction,
- (4) quality of pronunciation, including intonation,
- (5) fluency.

7. *The Reading Assessment.* The assessment will be conducted by the teacher over the three months, teaching period preceding the examination. This should not be based on one test but on the standard of reading shown over the period.
8. *The Oral Test.* This will consist of questions based on several different pictures, each of which may represent a scene or a collection of common objects. Ten questions will be put to each candidate. Questions 1 to 4 might be considered "easy" questions, 5 to 8 "more difficult" and questions 9 to 10 "difficult". A different picture will be used for each group of questions.
9. *An Assignment.* This is designed to test the candidate's ability to ask questions in French in order to obtain specific information and to understand the answers given. The candidate will be given a sheet of paper on which will be outlined in English a particular situation, in which he is set a particular task. Beneath this outline will be printed, in English, a list of items of information required. The candidate will question the examiner in French, and the examiner will answer in French. The candidate will write down, in English the information required by completing sentences, written in English, by inserting answers in the spaces provided. The candidate will be allowed to write down the information as he obtains it.

181. GERMAN

SCHEME OF EXAMINATION

The Regional Assessment will consist of

- (1) A Written Paper of $1\frac{3}{4}$ hours' duration (65 per cent of the marks);
- (2) Two Aural Comprehension Tests (Test 1— 10 per cent, Test 2— 15 per cent);
- (3) A Dictation (10 per cent).

The School's Assessment will consist of

- (1) An Assessment of Conversational Ability (30 per cent);
- (2) An Assessment of Reading Ability (10 per cent);
- (3) An Oral Test (30 per cent);
- (4) An Assignment (30 per cent).

For items (3) and (4) of the School's Assessment the Board will supply material and a marking scheme which must be used by the school in arriving at its assessment. The marks awarded for the four sections will

be totalled and the candidates ranked accordingly. The school will then decide what marks shall determine each of the five numbered grades and allot grades accordingly.

SYLLABUS

1. The examination places great stress in ORAL and AURAL proficiency.
2. A knowledge of four tenses, the PRESENT, IMPERFECT, PERFECT and FUTURE and of the IMPERATIVE MOOD will be required. Recognition of the PRESENT and IMPERFECT PASSIVE VOICE and of the PRESENT and IMPERFECT SUBJUNCTIVE MOOD of the verbs 'SEIN' and 'HABEN' will also be required.
3. The Written Paper will be $1\frac{3}{4}$ hours in length.

Question 1 will consist of a series of questions in German to be answered in German. These questions will be based on a number of disconnected pictures. Two questions will be asked on each picture; the first requiring the candidate to give information represented in the picture, and the second requiring the candidate to give related information of a more general nature. In the latter a variety of tenses will be used.

Question 2 will be a passage for translation into English of approximately 150-160 words in length. It will be paragraphed and will have an English title. The meaning of any unusual word, which is essential to the understanding of the passage, will be given.

Question 3 will be a composition of 115 to 125 words. A candidate may write his composition in the Present Tense but extra credit will be given for the correct use of a variety of tenses. The candidate will be given a choice of five subjects as follows:—

- (i) A topic.
- (ii) A picture.
- (iii) A letter.
- (iv) A dialogue.
- (v) A series of six pictures suggesting a continuous narrative.

4. The two Aural Comprehension Tests.

TEST 1 will be based on a *narrative* passage of 150 to 160 words read by the teacher to the candidates. Question and answer sheets which will be printed in English and answered in English will be provided. The passage will be divided into three sections and will be titled in English. The passage will first be read to the candidates at a moderate speed. A sheet with the questions in English will then be given to the candidates and time allowed for reading the questions. The passage will then be read in sections and after the reading of each section candidates will answer in English the questions set upon that section of the passage. The passage will then be read through again and candidates will be allowed five minutes to revise their answers.

TEST 2 will be a similar aural comprehension test but will be based on a *dialogue* of some 190 to 200 words. This dialogue will be "taped" and sent out to schools together with a script and clear instructions for conducting the test.

5. The Dictation will consist of a passage of 70-80 words. The test will be administered as follows:—
 - (1) The passage will first be read at a slow reading speed. During this first reading candidates will not be allowed to write.
 - (2) The passage will be dictated, each phrase or marked section being dictated twice, during which time the candidates are to write. Punctuation will be given in German and any proper names will be spelt out in German.
 - (3) Candidates will then be allowed 3 minutes to read and amend what they have written.
 - (4) The passage will then be read for the last time at slow reading speed and candidates will be given a further 3 minutes to make any alterations they wish.
6. *The Assessment of Conversational Ability* should be based not on one specific Test but on the standard which the candidate has reached during the three months preceding the written examination. Schools are advised to take into consideration:
 - (1) Readiness of comprehension.
 - (2) Accuracy of oral reaction.
 - (3) Quickness of oral reaction.
 - (4) Quality of pronunciation, including intonation.
 - (5) Fluency.
7. *The Assessment of Reading Ability* will be conducted by the teacher during the three months' teaching period preceding the examination. It should not be based on one Test but in the standard of reading shown over the period.
8. The Oral Test will consist of questions based on several different pictures, each of which may represent an everyday scene or a collection of common objects. Ten questions will be put to each candidate. Questions 1 to 4 might be considered "easy", questions 5 to 8 "more difficult" and questions 9 to 10 "difficult". A different picture will be used for each group of questions.
9. The Assignment is designed to test the candidate's ability to ask questions in German in order to obtain specific information and to understand the answers given. The candidate will be given a sheet of paper on which will be outlined in English a particular situation, in which he is set a particular task. Beneath this outline will be printed, in English, a list of items of information required. The candidate will question the examiner in German, and the examiner will answer in German. The candidate will write down, in English, the information required by completing sentences, written in English, by inserting answers in the spaces provided. The candidate will be allowed to write down the information as he obtains it.

190. MUSIC

SCHEME OF EXAMINATION

The Regional Assessment will consist of:

1. An Aural Test, 25 marks.

2. A test of General Musical Knowledge, 40 marks.
3. A test of Musical literacy, 35 marks.

The School's Assessment will include:

1. A Practical Test (60 marks).
 2. Assessment of an individual interest (40 marks).
- (1) *Practical Test*: the person or persons who are making the assessment should listen to the candidate's performance of two pieces in contrasted styles on any musical instrument or of two songs which are appropriate to the fifth year of a secondary school and allocate marks as follows:

	Marks Possible	Marks Awarded
Phrasing	10	
Accuracy of pitch, notes and rhythm	10	
Technique and style	10	
Expression	10	
General Impression	20	

The performance must be a solo performance both in the case of instrumental playing and of singing. In the case of singing an instrumental accompaniment may be provided.

- (2) *Individual Interest*:
- (a) The project itself will be marked out of 25 and in awarding marks the assessor(s) should have in mind accuracy, originality, craftsmanship and presentation. Written projects should include a list of the sources of information.
 - (b) After discussing the project with the candidate and questioning him the assessor(s) will award marks out of 15 for evidence of understanding of the work which he has produced.

The marks awarded under 1, 2(a) and 2(b) will be added and the candidates ranked accordingly. The school will then decide what marks shall determine each of the five numbered grades and allot grades accordingly.

SYLLABUS

Aural Test

A gramophone record which will incorporate listening material and questions will be supplied. Candidates will be required:—

- (a) to recognise the sound of orchestral instruments heard in ensemble. The instrument to be recognised will be clearly audible, but will not be played alone.
- (b) to recognise the various voices: soprano, alto (or contralto), tenor and bass, heard in ensemble.
- (c) to recognise "traditional" (Dixie-land), "main stream" and "modern" jazz.
- (d) to recognise styles of various periods—classical, romantic and modern. ("Borderline" cases will be avoided.)
- (e) to recognise which of the following is being performed in the given extract: solo concerto, symphony, chamber music.
- (f) to recognise whether a rhythm is duple or triple.

(g) to recognise whether a tune is in the major or in the minor mode. This record will be played once only, but adequate time will be allowed for answers to be given.

General musical knowledge

This test will be given partly on a gramophone record, but will involve also written answers of one or two sentences per question.

It will be based on the following list of works. The candidate will be required to have sufficient knowledge of the item (or specified themes) to recognise and name a short extract from it, and to have some knowledge of the composer, his general achievement, and his position in musical history.

This section will have two aspects:

- (a) Candidates will be given an answer sheet on which they will be required to write the name of the composer and the name of the works played on the gramophone record, which will be a selection of six from the list below.
- (b) Two questions will be set on each of the works listed below. Candidates will be required to answer the two questions on each of ten of these fifteen works.

In 1966 and in subsequent years the list of works prescribed for the Test of General Musical Knowledge will contain fifteen items and two questions will be set on each of the items. Candidates will be required to answer two questions on each of ten of these fifteen items. The items for 1966 will be

1. Bach The "Jig" Fugue No. 577. Organ Fugue in G.
2. Handel Hallelujah Chorus from "Messiah"
3. Mozart Overture "Le Nozze di Figaro"
4. Haydn Minuet and Trio from "Surprise" Symphony
5. Beethoven Scherzo from "7th Symphony"
6. Schubert The Trout (lied) and Variations from "Trout" Quintet
7. Tchaikovsky 1st Movement B flat minor Pianoforte Concerto
8. Wagner Prelude "The Mastersingers"
9. Stravinsky Petrushka "Russian Dance" Score No. 64 Scene 2, "Petrushka" Score No. 93
10. Holst Mars and Jupiter from "The Planets"
11. Purcell. "Fear no danger to ensue" from "Dido and Aeneas".
12. Chopin. Mazurka in B flat Opus 7, No. 1 and Polonaise in A flat Opus 53.
13. Berlioz. "March to the Scaffold" from "Symphonie Fantastique".
14. Verdi, "Va Pensiero" from Nabucco.
15. Britten. Psalm 150.

The list of fifteen items will be varied in subsequent years by changing five of the items each year. Two years' notice of such changes will be given.

Musical Literacy

The candidate will be supplied with a single staff score which will form the basis of a "comprehension" test: the theoretical knowledge required is as follows:—

- (a) Key signatures of major keys.
- (b) Time signatures simple and compound.
- (c) Time values of notes and rests from semibreve to semiquaver, ability to fill out incomplete bars with notes and rests.
- (d) The commoner musical terms and signs used such as the list given in "Questions and Exercises in the Theory of Music, Grade II" of the Associated Board.
- (e) Writing of a responding phrase of not more than two bars of 4/4 time or its equivalent.
- (f) Knowledge of treble and bass staves.

Practical Examination

A performance of two pieces in contrasted styles on any instrument, or of two songs appropriate to the 5th year of a Secondary School will be required. (For the guidance of teachers it is notified that the pieces chosen for instrumentalists should be approximately of the standard of the 2nd Grade of the Associated Board of the Royal Schools of Music, though they need not necessarily be pieces included in the syllabus of that body but higher standards should be encouraged where this is possible, Recorder playing should be of the standard of the 2nd Examination of the London College of Music.)

Individual interest

An individual project is to be produced on lines such as those suggested below. Candidates who wish to carry out other projects should submit their suggestions to the Secretary to the Board for approval six months before the examination.

- (a) An original composition or arrangement, e.g. a melody with guitar accompaniment, a descant to a folksong or a hymn.
- (b) An essay upon some musical topic, e.g. The history of jazz, Famous pianists, The Cremona violin-makers, A rehearsal and performance by an orchestra or choir.
- (c) A study of some commercial or administrative aspect of music, e.g. The functions of the Arts Council, The subsidization of concerts in accordance with the Local Government Act.
- (d) The making and playing of a simple instrument, e.g. a xylophone, fretted instrument or bamboo pipe.

200. RELIGIOUS EDUCATION

INTRODUCTION

The aim of the syllabus is to ensure a sound knowledge of the life and teaching of Jesus Christ and its application and relevance to everyday life.

The purpose of the examination is to test not merely the pupil's ability to memorize the text, but also to assess his understanding of the significance of the teachings of the Bible.

It is not intended to examine a pupil's personal religious life, but rather to deal with matters which must form a common element of any worthwhile religious education. It is recognised that much of the highest and best in religious education cannot be examined, but Christian values, standards and attitudes should be focused before the pupils, and it is to this end that the syllabus for Paper 2 has been designed.

One of the aims of the syllabus and examination is to encourage pupils to make an intelligent and wide use of the Bible. Hence, no particular passages or versions are specified. Pupils may take into the examination the copy of the Bible to which they are accustomed except any containing commentary in addition to the text.

The list of suggested Project titles in the syllabus is by no means intended to be comprehensive, but is merely a guide to teachers. Pupils should be encouraged to give thought to the choosing of their own projects. Teachers who are in any doubt as to the acceptability of a topic chosen by a pupil should seek guidance from the Regional Subject Panel for Religious Education through the Secretary to the Board.

SCHEME OF EXAMINATION

The Regional Assessment will consist of two written papers.

Paper 1 will be a written paper of 2 hours' duration entitled "The Life and Teachings of Jesus Christ", and including reference to relevant Old Testament passages. This paper will carry 60 per cent of the total marks of the examination.

Paper 2 will be a written paper of 2 hours' duration carrying 40 per cent of the total of the marks of the examination, entitled "Christianity and Life", on the practical implications of Christianity.

The School's Assessment will be based entirely on a Project which is to be completed during a period no longer than the last eighteen months of a candidate's course. It is assumed that teachers will accept responsibility for a valid choice and treatment of the project in accordance with the fundamental aim of the syllabus. In assessing the Project teachers should consider the following points in order of priority:—

- (1) an understanding of the Christian implications of the chosen topic;
- (2) evidence of the extent of reading, direct observation and investigation. It is appreciated that guidance from the teacher may be desirable in relation to the abilities of the pupil but credit should be given for the degree of initiative and independent development of the candidate's own work;
- (3) logical orderly arrangement of material, showing evidence of the selection and use of relevant information;
- (4) a reasonable amount, say 1,500 words, of the candidate's own relevant written work (all irrelevant material is to be ignored);
- (5) neatness of presentation.

SYLLABUS

Paper 1. "The Life and Teachings of Jesus Christ"

Candidates will be expected to have an adequate knowledge of the facts and religious significance of the following aspects of the life and teachings of Christ:—

- (1) The birth and life of John the Baptist.
- (2) The Annunciation.
- (3) The Nativity.
- (4) The childhood of Jesus.
- (5) The Baptism and Temptation.
- (6) Jesus and His disciples and followers.
- (7) Jesus and His opponents.
- (8) Other important relationships of Jesus, e.g. with Zacchaeus, the woman taken in adultery.
- (9) The Miracles
- (10) The Parables.
- (11) The Transfiguration.
- (12) The Passion.
- (13) The Resurrection.
- (14) The Ascension.
- (15) Christ's teaching in (a) Parables (b) Miracles (c) Direct teaching.
- (16) The idea of the Messiah.

Paper 2. "Christianity and Life"

This paper is designed to encourage the discussion of the relevance of Christianity to everyday life. The paper will demand an appreciation of the Christian attitudes to such topics as:—

- (1) The sanctity of human life.
- (2) The world of work.
- (3) Human relationship, in the home, with the other sex, with other members of the community.
- (4) "Care" of those in need. (a) the poor, (b) the sick, (c) prisoners, (d) children and young persons, (e) the elderly, (f) the underprivileged.
- (5) The self: the use of one's own body and mind.
- (6) Money, time and talents.
- (7) Those in authority — parents, the civil authority, school etc.
- (8) Death.
- (9) Mass media and advertising.
- (10) The Church, God and Prayer.
- (11) Sport and entertainment.
- (12) The Bible.
- (13) The problem of suffering.
- (14) Science.

3. The Project

The purpose of including project work is to provide pupils with the

opportunity for the presentation of unaided individual work which shows depth of research into a chosen subject or area of interest. Projects will be assessed internally in each School.

Method of presentation

- (a) The project should be in a large exercise book or loose-leaf file.
- (b) There should be a contents list, or list of chapters or sub-headings and the work should be logically arranged in chapters or sections.
- (c) A bibliography should include all sources consulted and should include mention of museums, visits, etc., as well as the list of books.
- (d) Illustrations and models may form part of the project but are not essential.
- (e) Neatness of presentation will be important.

Suggested criteria for the assessment of projects

- (a) A reasonable amount of unaided written work.
- (b) Logical, orderly arrangement of material, showing evidence of the selection and use of relevant information.
- (c) Evidence of the extent of reading, direct observation, investigation and participation.
- (d) Applicability of content to title.
- (e) The relevance of the work to Christianity.

The following is a list of suggested titles for project work. It is not intended to be comprehensive but is merely a guide to the type of subject which is acceptable for this part of the examination.

1. The story of the Christian Church in Britain up to the 8th Century.
2. The spread of Christianity in the North of England with particular reference to St. Aidan, Oswald, St. Hilda of Whitby, Caedmon, St. Cuthbert and the Venerable Bede.
3. The social and cultural influence of the Christian Church in the Middle Ages.
4. The importance of the Monasteries; with particular reference to the Monasteries in Yorkshire.
5. The story of the Church at the time of Chaucer and the Lollards.
6. The story of the English Bible.
7. The work of the British and Foreign Bible Society.
8. Great Reformers:—
 - (a) Prison Reform.
 - (b) Care of Children.
9. Christian men of industry.
10. The fight against slavery.
11. The war against disease.
12. Florence Nightingale and the story of nursing.
13. Great Missionaries.
14. Study of a Church or Cathedral.
15. Study of Church Architecture.

16. Christianity in action today.
 - (a) Missionary work at home and abroad.
 - (b) Care of children.
 - (c) Care of refugees, the hungry, the homeless.
 - (d) Care of lepers.
 - (e) Care of the handicapped, etc.
17. My church.
18. Saints, including those of the present day.
19. Christian social work in my area.
20. An independent biblical study.
21. Old Testament personalities.
22. Old Testament miracles.
23. Solomon's Temple.
24. Life in Old Testament times.
25. Old Testament archæology.
26. Study of a prophet.
27. Life in the wilderness.

220-4. SCIENCE

SCHEME OF EXAMINATION

The Regional Assessment will include specialist papers set in Biology, Chemistry, General Science, Physics and in Physics with Chemistry.

The specialist paper set in Physics with Chemistry may not be taken by any candidate who takes the specialist paper in Physics or in Chemistry.

A candidate taking any of the above papers will be required to take the common paper in Basic Science.

The mark scored in the one Basic Science paper will be added to the mark scored in each specialist paper to constitute the mark for one subject in each case. A candidate will, therefore offer as many subjects as he takes specialist papers. The subjects will be described in the Certificate as Science (Biology), Science (Physics with Chemistry), etc.

The Basic Science paper will carry 30 per cent of the total marks. The specialist paper will carry 70 per cent of the total marks.

Basic Science:

- (a) One hour will be allowed for the paper.
- (b) There will be a reasonable balance between questions on the physical, chemical and biological aspects of the syllabus.
- (c) No questions which require answers in the form of essays will be set.
- (d) There will be no choice of questions.
- (e) Some questions will carry more marks than others.

Biology:

- (a) One and a half hours will be allowed for the paper.

- (b) There will be two sections A and B. Section A will consist of short questions all of which must be answered and will carry one third of the marks. Section A should take about half an hour to answer. Section B will consist of 12 longer questions of which 6 must be answered.

Chemistry:

- (a) One and a half hours will be allowed for the paper.
- (b) There will be two sections, the first will consist of 16 questions which require short answers and 12 of which must be answered and will carry one third of the marks, the second will consist of 8 questions which will require longer answers and of which 5 must be answered and will carry two thirds of the marks.

General Science:

- (a) The paper will be divided into two sections and half an hour will be allowed for the first section and an hour for the second.
- (b) The first section will consist of compulsory questions which require short answers, the completion of diagrams, etc.
- (c) The second section will afford a choice of four questions from several questions based on experimental work which will require longer answers.

Physics:

- (a) One and a half hours will be allowed for the paper.
- (b) There will be two sections, the first will consist of 16 questions which require short answers and 12 of which must be answered and will carry one third of the marks for this paper, the second will consist of 5 questions in General Physics plus two questions on each of four topics being 13 questions in all which will require longer answers. Candidates will be required to answer five of these questions of which two must and not more than three may be taken from those on General Physics. Questions must be answered on at least two topics. The second section will carry two thirds of the marks for this paper.

Physics with Chemistry:

- (a) One and a half hours will be allowed for the paper.
- (b) The paper will consist of 12 questions on Chemistry and 12 questions on Physics.
- (c) Candidates will be required to answer 8 questions, at least 2 questions being taken from the Physics section and at least 2 questions being taken from the Chemistry section.
- (d) All questions will carry the same marks.

The Schools Assessment should be based on the candidate's scientific knowledge, manipulative skill, industry and general application.

In the case of General Science it should be based on comprehensive evidence of individual work on a topic done over a period of not less than six months. Only the scientific aspects of the topic will be considered and there will be a free choice of topic, e.g. Photography, Radio and/or Electronics, the Motor car, the Motor cycle, the Bicycle, Food, Animals, Gardening, Astronomy, Meteorology, the History of Science, Artificial fibres, Flight, Geology, Wild life conservation, the

Population explosion, World food problems, the Electric motor, Refrigeration, the Camera, Musical instruments, Sound recording, Fermentation, Dyes, etc.

In assessing the project, the school should consider the following points:

- (i) an understanding of the scientific aspects of the topic;
- (ii) evidence of the extent of reading, practical work, direct observation and investigation. It is appreciated that guidance from the teacher may be desirable in relation to the abilities of the pupil but credit should be given for the degree of initiative and independent development of the candidate's own work.
- (iii) logical orderly arrangement of material showing evidence of the selection and use of relevant information;
- (iv) neatness of presentation.

BASIC SCIENCE

SYLLABUS

Candidates will be expected to know how to use the appropriate measuring instruments but no knowledge of their construction will be required.

Air—Air pressure, its measurement (in inches and cms. of mercury, and lbs. per square inch) by barometers.

Composition including common impurities.

Properties of oxygen and its connection with combustion, respiration and rusting.

Photosynthesis treated simply (no knowledge of experiments).

Carbon cycle.

Water—Water pressure, its measurement and relation to depth. Filtration, solution, evaporation, condensation, distillation. The water cycle. The town water supply (collection, purification, distribution).

Chemical composition of water, Hard and soft water (one method of softening only need be known).

The importance of water to living things. Water as a habitat.

Earth—The solar system. Gravity. The earth as a source of common materials (coal, iron, salt, petroleum).

The composition of soil. Soil as a habitat.

Energy—Forms of energy (including atomic) and their interconversion.

Heat—Heat transfer and insulation as applied to the home (including central heating).

Expansion treated qualitatively. Measurement of temperature by C.F. and clinical thermometers. (No questions on conversions from one scale to another will be set.)

Change of state and associated heat changes.

Light—Rectilinear propagation, shadows, eclipses.

Reflection and refraction at a plane surface.

Demonstration of spectrum.

Uses of converging and diverging mirrors.

Magnetism—The Earth's magnetic field. Properties of magnets. The magnetic compass.

Electricity—Simple circuits. Conductors and insulators. Safety measures in the home. Volt, ampere watt, kilowatt hour.

Heating effect (bulb, fire, fuse).

Chemical effect (demonstration of electrolysis of water and electroplating).

Magnetic effect (simple electromagnet).

Sound—Production, transmission, reception, reflection.

Human Biology

The chief constituents of food, food chains.

Digestion as conversion of insoluble food into soluble by the action of digestive juices. Absorption of digested food treated simply. The alimentary canal and associated organs known by a simple diagram showing the mouth, teeth, salivary glands, gullet, stomach, small intestine, large intestine, rectum, pancreas, liver, gall bladder and hepatic portal system.

The structure and functions of blood.

The heart as a pump. Arteries, veins, capillaries.

Excretion by the kidneys, lungs and skin.

Co-ordination of body activities in relation to environment by the nervous system. (No details of organs required.)

The structure and function of the male and female reproductive systems.

The development of the embryo from a fertilised egg and its nourishment.

Cell Structure—The structure and function of a simple plant cell of and a simple animal cell.

Plants—The structure of a simple flowering plant (e.g. wallflower). The function of root, stem, leaves, flower, fruit, seeds.

Questions set in the specialist papers may require a knowledge of the relevant sections of the Basic Science syllabus.

220. BIOLOGY

SYLLABUS

It is expected that the course will include as much practical and outdoor work as possible. Correct simple biological terms to be used.

General Biology

1. *Living things*. Characteristics of living things, differences between plants and animals.
2. *Cells*. The structure and function of cells, animal, and plant cells.
3. *Interdependence of plants and animals*. Local rather than geographical habitat. Nitrogen and carbon cycles, food chains, wild life preservation.
4. *Adaptations of plants and animals*, parasites, saprophytes, symbiosis.
5. *Diseases*, history, cause and prevention, to include malaria, smallpox, diphtheria, poliomyelitis.

6. *Heredity and Evolution*, simple principles of natural selection and mutation.
7. *Characteristics of the main vertebrate forms*.
8. *Life history of insects to illustrate complete and incomplete metamorphosis*.

Plant Biology

1. *Parts and functions of the flowering plant*, osmosis, root pressure, capillarity, transpiration, photosynthesis and respiration, pollination, fertilisation, dispersal of fruits and seeds. Plant duration, annuals, biennials, perennials.
2. *Germination*, growth, tropisms.
3. *Vegetative reproduction*, bulbs, corms, rhizomes, tubers, cuttings.
4. *Soil as a habitat*, composition, soil analysis, composting waste.

Mammalian Biology

A study of the following systems:—

Skeleton—structure, joints, general appendicular plan, pentadactyl limb.

Muscular—voluntary and involuntary. Simple muscle action in connection with arm and leg.

Respiratory—structure, mechanics of breathing, exchange of gases.

Circulatory—structure, functions of blood. Heart—four chambers, double circulation. Differences between artery, vein, capillary. Lymph.

Digestive—ingestion, digestion, absorption, assimilation and egestion.

Enzymes—some knowledge of ptyalin, pepsin, trypsin, lipase, rennin, associated glands, liver.

Excretory—the kidney as a filter, simple outline of the urinary system, urea, lungs, skin.

Nervous—brain and spinal cord. Reflex and voluntary actions. Sensory and motor nerves. Sense organs (depth not too great). Structure and function of eye and ear. Skin, taste and smell.

Reproductive—structure and function. Development of embryo after fertilisation and its nourishment.

Glandular—simple study of glands to include elementary consideration of pituitary, pancreas, thyroid, sex glands. Adolescent development, secondary sex characteristics. Temperature control.

Social Biology

Hygiene—personal and civic (food, water, sewage). Food preservation.

221. CHEMISTRY

SYLLABUS

1. *General*

- (a) Symbols, formulae of common compounds, and simple equations will be expected.
- (b) Quantitative questions will be set on only those parts of the syllabus underlined.

- (c) It is expected that the chemical principles mentioned in this syllabus will be studied in relation to their practical application. A knowledge of industrial processes will be expected.

2. *Basic Techniques*

Solutions, solute, solvent, saturated and supersaturated solutions, filtration, evaporation (including evaporation under reduced pressure); distillation (including fractional and steam distillation); washing, drying (including drying agents and use of the desiccator), weighing (including the use of the chemical balance). Determination of the Solubility of a Salt, solubility curve, solubility of gases, determination of Melting Point and Boiling Point (any one method for each). Crystal formation, hydrous and anhydrous substances. Determination of the Percentage of Water of Crystallisation. Separation of simple mixtures, purification of substances (including fractional crystallisation), care and cleaning of glassware.

3. *Nature of Matter*

Law of Conservation of matter. Elements, mixtures, compounds, structure of the atom (proton, neutron, electron); an outline of the Periodic classification of the Elements; atomic number, isotopes (with particular reference to medicine), radioactive substances, atomic weight, molecular weight, valency, molecular structure. Chemical change, endothermic and exothermic reactions, thermal dissociation, reversible reactions, equilibrium (outline only), catalysis, allotropy of carbon, deliquescence and efflorescence, vapour pressure, hydrolysis, colloids, oxidation, reduction, electrolytes and non-electrolytes, ions, salt formation (by metal and an acid, base and an acid, acid and a carbonate, double decomposition).

4. *The Chemistry of Our Atmosphere*

Composition by volume, air pollution.

Nitrogen: its properties and main uses with particular reference to the industrial production of nitric acid and ammonia, the nitrogen cycle. Oxygen: its properties and value, oxides (acid, basic, neutral and higher).

Carbon dioxide: its properties and uses, the industrial preparation by (a) fermentation, (b) kiln.

The Carbon cycle.

Rare gases (helium, argon, neon): chief uses.

Water: its composition by electrolysis and synthesis.

5. *The Chemistry of Our Earth*

Nature of common ores of iron, copper, lead, aluminium.

The Blast Furnace and production of cast iron.

Steel: outline of the production of steel by (a) open hearth, (b) Bessemer process.

Coals: nature and calorific values, coal Gas works, the distillation of coal tar.

Methane, Butane: their nature and value.

Petroleum and its distillation (an outline only of fractional distillation will be expected).

Salt: extraction, nature, value.

Chlorine, Bromine, Iodine, Fluorine; their nature and chief properties and uses (an industrial preparation of chlorine will be expected).

Sulphur: its nature (excluding allotropy) and value,
Nature and value of sulphur dioxide.

Industrial preparation of Sulphuric acid by contact process, chief properties and uses of Sulphuric acid.

6. *Chemistry in the Home and Garden*

Formation of hard and soft water (including both kinds of hardness): disadvantages and removal (including ion-exchange process).

Metals: their main characteristics, corrosion, action of the common mineral acids and alkalis on metals, iron, copper, zinc, aluminium, lead, activity series, alloys.

Fermentation: laboratory preparation of Methyl and Ethyl Alcohol, importance of alcohols, methylated spirit, percentage proof, an outline of the brewing of beer; formation of a simple ester, value of esters.

Combustion: complete, partial, spontaneous, flame (coal gas) ignition temperature; explosion (simply treated), chemical fire preventatives.

Fuels, main types and their calorific values.

Foods: the chief chemical characteristics of proteins, fats and carbohydrates, food preservation (use of salt and SO_2).

Bleaching agents (hypochlorites, bleaching powder, H_2O_2).

An outline of the chemical nature of plastics (polythene, PVC, and polystyrene), thermoplastic and thermosetting, long chain molecules, silicones, artificial fibres (nylon, rayon, terylene), and an outline of one industrial process for the production of a plastic will be expected.

Simple chemistry of dyeing and the use of mordants.

Saponification, the preparation of soap in industry, detergents, their chemical nature and cleaning action, a general study of the nature and value of the following substances: washing soda, baking soda, caustic soda, ammonium hydroxide, acetic acid.

The chemical nature and importance of common fertilisers. The industrial preparation of Ammonium sulphate.

7. *Chemistry in Industry*

In addition to the industrial processes particularly mentioned, the following are expected to be studied also:—production of water gas, producer gas and semiwater gas; acetylene production and its value; an outline of the chemistry of papermaking; the chemistry of copper-plating and chromium plating.

222. GENERAL SCIENCE

SYLLABUS

I. *Science in the Home:*

Construction: foundation and walls;
necessity for damp courses;
use of plumb line and spirit level.

Water supply: taps and traps;
hot water system, reasons for lagging pipes;
hard and soft water, action of soap powder and
detergents as emulsifying, wetting and bleaching
agents, spin dryer.

- Electricity: simple idea of domestic circuit including ring circuit;
company's fuse, meter, main switch and distribution points;
reading a meter;
cost of running appliances;
simple circuit, switch, wiring a 2-way switch, lamp-holders and 3-pin plugs, efficient lighting, electric kettle, electric iron, hot plates, boiling rings;
simple idea of electric motor, vacuum cleaner;
the thermostat, basic principle simple bi-metal strip;
using electricity safely, earthing;
short circuits and overloading, wire and cartridge fuses;
care of a lead acid accumulator.
- Gas: reading the meter, cost of gas, therm;
efficient use of gas;
the Bunsen flame;
gas thermostat, differential expansion type;
using gas safely, explosive and poisonous nature.
- Heating: conduction, convection and radiation; ventilation in the home;
heat insulation;
Fahrenheit and Centigrade thermometers;
solid fuels, open fire compared with closed stove, use of smokeless fuel;
indoor fire-lighting devices;
electric and gas heaters, convectors and radiators, comparison of methods of heating;
oil fire heating;
electric block storage;
advantages and disadvantages of different types, costs.
- Need for Preservation of foodstuffs: sterilization, canning and bottling;
dehydration;
pickling;
pasteurization;
pressure cooking;
simple idea of refrigeration including the cooling effects of evaporation, e.g. milk cooler, water refrigerator, etc.
- Light and colour: sources of light;
how light travels, numerical value of the speed of light;
reflected light, plane and curved reflections and their uses;
refracted light, lenses and their application, spectacles, projector and the simple telescope;
prisms, spectrum colour by reflection and transmission.

II. *Science and the Community*

Town water supply:	water cycle, collection, treatment and distribution.
Electricity:	simple principles of generation and distribution; three effects of an electric current; the Grid system, differences between A.C. and D.C.; the transformer.
Gas:	by carbonisation of coal; natural gas.
Public health:	sewage disposal, sewage farming, by-products; treatment by bacterial and algae action; prevention of infection and diseases; general principles of vaccination and immunisation; methods by which diseases spread.
Communications:	telephone, carbon microphone, electro-magnetic earpiece, electric bell, relays.
Food production:	plant and animal; relation between plants, animals and minerals; the balance of nature; the effects of sprays, insecticides, antibiotics, hormones and fertilisers.
Transport (work and simple machines):	principle of work and its measurements, British units only; the bicycle to illustrate levers, wheel and axle, reducing friction, simple gearing, stability; ships, flotation, propellers, the Plimsoll line; simple idea of flight and jet propulsion, curvature of wing; principle of the 4-stroke internal combustion engine.

III. *Personal Science:*

The Skeleton:	bones, joints, muscles;
The Digestive system:	food, digestion as conversion of insoluble food into soluble by action of digestion juices, absorption treated simply, the alimentary canal and associated organs known by simple diagrams.
The Respiratory System:	the mechanics of breathing, parts known by simple diagram, inhaled and exhaled air.
The Circulatory System:	the structure and functions of the blood; the heart as a pump; arteries, veins, capillaries; excretion by kidneys, lungs and skin.
The Nervous System:	co-ordination of body activities in relation to environment; sensory organs, structure of eye and ear; reflex and voluntary actions.
The Reproductive System:	structure and function of male and female reproductive systems; the development of the

embryo from a fertilised egg and its nourishment.
Care of the eyes, ears, teeth, feet, skin, hair.
Effects of alcohol and tobacco on the systems of the body.
Prevention of infection and diseases.
Vital principles of First Aid, burns, scalds, poisons, stings, shock, artificial respiration, contents of the First-aid box.

223. PHYSICS

SYLLABUS

General Physics

Calculations may be set on those parts of the syllabus which are underlined.

Density and relative density. Density of solids and liquids by direct and displacement methods. Archimedes' Principle and its use in finding the relative densities of solids and liquids, flotation, the simple hydrometer.

Pressure at depth in liquids and in gases. Force and lift pumps, the hydraulic press.

Conduction, convection and radiation of heat. The domestic hot water system, the vacuum flask. Linear thermal expansion. Conversion of Centegrade and Fahrenheit scales.

Quantity of heat, calories, B.Th.U., therm. Specific heat, latent heat, the simple refrigerator. Elementary ideas of the Kinetic Theory.

The Aneroid barometer. Water vapour in the atmosphere, the wet and dry bulb hygrometer, the formation of dew, mist, fog and frost.

The effect of pressure and solutes on boiling point and freezing point.

The use of converging lenses. Optical principles of the eye, camera, projector and simple magnifying glass.

Infra-red and ultra-violet radiation and their uses.

Primary and secondary colours. Selective absorption and reflection and their applications.

Methods of magnetising and demagnetising. Temporary and permanent magnets. The molecular theory of magnetism. Lines of force, plotting magnetic fields.

Electric current as a flow of electrons. Magnetic field due to a current in a straight wire, a flat coil and a solenoid. The electric bell and electromagnetic relay. Simple treatment of electromagnetic induction. Production of A.C. by a rotating wire.

P.D. and E.M.F. Use of the ammeter and voltmeter. Dry cell. Structure and maintenance of the lead/acid accumulator.

Ohm's Law, Resistances and cells in series and parallel. Internal resistance of cell.

The domestic electrical system. Costing electricity.

Sound—pitch and frequency. The relation between frequency, velocity and wavelength. Loudness. One example of a wind, and one example of a stringed instrument. The ear.

Force, work, power, horse-power. The concept of momentum and inertia.

Levers (no classes), moments. The lever and beam balance. Experimental determination of Centre of Gravity, stability. Hooke's Law, the Spring balance. Single rope pulleys (excluding differential). (Wheel and axle. Velocity ratios, mechanical advantage, efficiency of a machine.

The simple pendulum. Friction. Velocity and acceleration. The simple treatment of surface tension.

Charging by friction. Positive and negative charges, attraction and repulsion.

In addition to General Physics, candidates must study *two* of the following Topics.

TOPIC—MECHANICS

The Parallelogram of forces. Transmission of energy by belts, chains and gears. The cycle pump, exhaust pump and rotary pump. The 4-stroke I.C. engine, C.I. engine, turbine. Jet and rocket propulsion. Ball and roller bearings, lubrication, friction drives and clutches.

TOPIC—ELECTRONICS

The Edison effect, Fleming's experiments. Diode—construction and action, its use in half-wave and full wave rectification. Triode—construction and actions, its use as a voltage amplifier. Metal rectifier—construction and use as a half-wave rectifier, battery chargers.

The photo-electric effect, the photo-electric cell, its application to light meters and sound films.

The Cathode ray tube, its construction and action, its scanning action applied to T.V.

Semiconductors, the use of a transistor as a voltage amplifier.

TOPIC—ELECTRICITY

Comparison of A.C. and D.C. Transformers. The National Grid. The domestic circuits (including ring main). The simple D.C. motor and moving coil galvanometer. Conversion of galvanometer to ammeter and voltmeter. Hot wire and moving iron meters.

TOPIC—LIGHT

Refractive index, real and apparent depth, total internal reflection. The use of prisms for refraction, dispersion and reflection. Compensation of long and short sight by lenses.

Converging and diverging mirrors*, converging and diverging lenses*. The compound microscope, astronomical telescope, prismatic binoculars, Galilean telescope, reflecting telescope.

*Problems may be solved graphically or by use of formulae.

224. PHYSICS WITH CHEMISTRY

SYLLABUS

PHYSICS

Mechanics

Levers, (no classes), moments.

Experimental determination of centre of gravity.

Measurement of force by the extension of a spring.

Pulleys, single rope excluding differential.

Wheel and axle.
Velocity ratio, mechanical advantage and efficiency.
Work power (British units).
Qualitative treatment of friction.
Velocity, acceleration. The effects of a force (no formulæ).

Hydrostatics

Density and relative density.
Density of solids and liquids by direct and displacement methods.
Archimedes' Principle and its use in finding relative densities of liquids.
Flotation, simple hydrometer.
Pressure at depth in liquids and gases, (no calculations).
Aneroid and mercury barometers.
Force and lift pumps, the Bramah press (simple calculations).

Light

Curved mirrors (focus, centre of curvature). Graphical methods for finding images.
Uses of curved mirrors.
Lenses, converging and diverging. Graphical methods for finding images.
Optical principles of the camera, the eye and the projector.
The use of prisms for reflection, refraction and dispersion.

Heat

Expansion thermometers. Construction of clinical and simple thermometers.
Differential expansion—Bi-metal strip and its uses.
Exceptional behaviours of water.
Heat transfer, conduction, convection and radiation.
The domestic hot-water system. The vacuum flask.
The calorie and the British Thermal Unit.
Simple treatment of specific heat and latent heat.
Simple ideas on Kinetic Theory.

Sound

Pitch and frequency.
Relationship between velocity, frequency and wavelength.
Loudness.
One example of a stringed instrument. The ear.

Magnetism

Simple properties of magnets.
Lines of Force due to magnets and electric currents.

Electricity

Solenoid, electro-magnet and electric bell.
Force on a current-carrying conductor in a magnetic field (descriptive treatment).
Moving-coil meter and simple D.C. electric motor.
Simple treatment of electro-magnetic induction.
Production of alternating current (rotating coil).
Structure and maintenance of the accumulator.
Domestic electric system, fuses and earth connections. Appliances.
The Ampere, Volt, Watt, Ohm and Kilo-watt-hour as quantities for measuring electricity.
Ohms Law, series and parallel resistances and cells (simple calculations).

Chemistry

It is expected that the chemical principles mentioned in this syllabus will be studied in relation to their practical application. A knowledge of industrial processes is not required unless asked for directly in the syllabus. Quantative measurements and laboratory preparations will not be required unless this is so indicated.

1. Classification of substances into solids, liquids and gases.
2. Elements, mixtures and compounds. The separation of a simple mixture involving the processes of filtration, evaporation, crystallisation and distillation.
3. Outline of atomic structure, proton, neutron, electron.
4. A simple study of solutions involving solids in liquids, gases in liquids, saturated and unsaturated solutions, solubility of a salt, solvents including the removal of common stains.
5. Water of crystallisation. Deliquescence, efflorescence, hygroscopic substances.
6. Composition of the air (including rare gases and impurities).
7. Water, its general composition by electrolysis.
8. Temporary and permanent hardness of water. One method of removing each form.
9. General outline of acids and alkalis, the use of indicators, neutralisation.
10. Sulphuric acid, its nature and main reactions with iron, zinc, an alkali and a carbonate. The uses of sulphuric acid. An outline of the sulphates of copper, calcium, sodium and ammonium.
11. Hydrochloric acid, reactions with zinc, chalk, uses of the Acid. Common salt and its uses.
12. Salts, the preparation of a salt by any one example of *any one* of the following: (i) Base and an acid, (ii) Metal and an acid, (iii) Precipitation, (iv) Combination.
13. Metals. An outline of the method of producing iron and steel on a large scale. The chief physical and chemical properties of iron. The meaning of the term "Alloy". Corrosion of metals.
14. Hydrogen, its general properties and uses. Value as a reducing agent.
15. Ammonia gas. Ammonium sulphate. Ammonium hydroxide.
16. Carbon and its main forms. The laboratory preparation of carbon dioxide, its main properties and uses. The Carbonates of sodium and calcium, sodium bicarbonate, the properties of carbon monoxide.
17. Combustion, explosion. The destructive distillation of coal. Outline of the coal gas industry.
18. Methane and butane, their nature and value. Fractional distillation of crude petroleum (basic outline).
19. Sulphur and its uses. Sulphur dioxide, its main properties and uses. Air pollution.
20. Soap, an outline of the chemistry of soap manufacture.
21. Fermentation. The preparation of alcohol in the laboratory. Uses of alcohol in the making of a simple ester.

YORKSHIRE REGIONAL EXAMINATIONS
BOARD
CONSTITUTION

Regional
Examinations
Board

1. (1) For the exercise of the functions hereinafter referred to there shall be established a Regional Examinations Board to be known as the Yorkshire Regional Examinations Board (hereinafter called "the Board").
- (2) The region of the Board (hereinafter called "the region") shall initially comprise the county boroughs of Bradford, Dewsbury, Halifax, Huddersfield, Hull, Leeds, Wakefield, York and the administrative counties of the East Riding of Yorkshire and the North Riding of Yorkshire. Provided that if an alteration of the area of the Board shall at any time be accepted by the Board the word "region" shall be construed accordingly.

Functions
of the
Board

2. The functions of the Regional Examining Board shall be:—
 - (a) to offer external examinations on syllabuses and examination papers prepared by the Regional Examining Board, and to publish such syllabuses and specimen examination papers;
 - (b) to offer external examinations on syllabuses and examination papers proposed by individual schools, or groups of schools, and approved by the Regional Examining Board;
 - (c) to offer external assessment and validation of examinations conducted internally by individual schools, or groups of schools;
 - (d) to issue certificates to candidates judged successful in the examinations, such certificates to be known as the Certificate of Secondary Education and to be endorsed by an officer of the Ministry of Education appointed for the purpose by the Minister;
 - (e) to determine the arrangements necessary for the proper conduct of examinations for which it is responsible;
 - (f) to appoint suitable administrative and other officers for the purpose of the exercise of its functions;
 - (g) to appoint such committees as it considers necessary and to delegate thereto power to act on its behalf in matters of management;
 - (h) to raise funds by examination fees and such other means as it shall from time to time determine; and

(i) to appoint a bank to facilitate and record its financial business.

3. The duties of the Regional Examining Board shall include:—

The Duties
of the
Regional
Examining
Board

- (a) ensuring that the examinations for which it is responsible are suitable for the candidates who present themselves for such examinations;
- (b) ensuring that the standards of such examinations are reasonably comparable to those of the examinations conducted by other Regional Examining Boards;
- (c) promoting the full participation on a local basis of practising teachers; and ensuring that effective arrangements exist for the full consideration of all representations received from schools, other educational establishments, candidates, local education authorities and other persons or bodies affected by or concerned with such examinations;
- (d) providing assistance when requested in the form of courses, conferences, and individual advice on problems connected with devising, conducting and marking examinations, and with the assessment of course-work;
- (e) ensuring that effective arrangements exist for the conduct of research and development;
- (f) providing such information on all matters connected with the examinations as the Minister of Education or the Secondary School Examinations Council may request.

4. The Regional Examining Board shall be governed by a Council which shall have the functions and duties described in paragraphs 2 and 3. The Council shall consist of the following voting members:

The Regional
Governing
Council

- (a) a chairman to be appointed by the vote of other members of the Council but not necessarily to be appointed from amongst the representative members;
- (b) twenty-one teachers serving in the schools principally affected by the examinations in the Region appointed on the nomination of the teachers' associations for the time being members of the Burnham Committee, as follows:

Head Teachers' Association	..	3
A.T.T.I.	3
Joint Four	3
N.A.S.	3
N.U.T.	9

- (c) one teacher from each Local Education Authority in the Region to be appointed on the nomination of the full-time teachers serving in the participating schools in that authority's area;
- (d) six representatives nominated by local education authorities in the Region, this representation to include Chief Education Officers;
- (e) two teacher representatives of institutions of further education in the Region, nominated by the appropriate teachers' associations;
- (f) one representative of the institute or institutes of education in the Region;
- (g) two representatives of industry and commerce in the Region;
- (h) not more than six teachers to be co-opted by the Council, subject to the proviso that there shall always be a majority of teachers serving in the Region in the membership of the Council.

Hon. Treasurer

5. The Council shall elect an Honorary Treasurer.

Assessors

6. The following assessors shall be entitled to attend meetings of the Council but not to vote:—

- (a) one representative appointed by another Regional Examining Board;
- (b) one of H.M. Inspectors of schools to be nominated by the Minister of Education;
- (c) one local education authority inspector or adviser, nominated by the Yorkshire Association of Education Committees;
- (d) one representative of the Youth Employment Service to be nominated by the Council;
- (e) officers of the Ministry of Education and the Secondary School Examinations Council to be appointed by the Minister or the Secondary School Examinations Council from time to time.

Tenure of Office

7. The term of office of honorary officers and members of the Council and its Committee and Regional Subject Panels hereinafter referred to shall be three years and one-third (or as near as may be) of the members shall retire on the 31st day of August in every year except that in the interests of continuity the tenure of service of the members first appointed may be extended for one or two years. A retiring member may be re-appointed either as a representative or as a co-opted member.

8. (a) The Council shall appoint a Secretary, and the Finance and General Purposes Committee, hereinafter referred to, shall appoint such other administrative officers and servants as the Council shall think requisite; **Appointment and remuneration of Officers and Servants**
- (b) The Council shall decide the remuneration of the Secretary and the Finance and General Purposes Committee, hereinafter referred to, shall decide the remuneration of all other officers and servants;
- (c) Except with the approval of the Secondary School Examinations Council, no person, other than a teacher, who is employed by a local education authority within the Region shall be employed by the Board on duties concerned with the administration of schools examinations in the area of the authority by which he is employed.
9. The Council shall appoint an Examinations Committee and a Finance and General Purposes Committee and shall delegate to those committees and to the Regional Subject Panels, hereinafter referred to, the functions hereinafter set out. **Committees and Panels**
10. (a) The Council shall meet at least once in each year. **Meeting of Council**
- (b) The Committees and Regional Subject Panels shall, subject to any directions of the Council, meet at such times as they think fit. **Committees and Panels**
11. The Regional Examinations Committee shall consist of voting members as follows: **Membership of the Regional Examinations Committee**
- (a) a chairman to be appointed by the Council but not necessarily to be appointed from amongst representative members of the Council;
- (b) twelve serving teachers appointed by the Council on the nomination of the Regional Subject Panels;
- (c) six serving teachers appointed by the Council, selected from those teachers appointed to the Council under the terms of paragraph 4 (b) of this Constitution;
- (d) three representatives of local education authorities;
- (e) one representative from institutes of education in the area;
- (f) two teacher representatives of institutions of further education in the Region nominated by the teachers' associations for the time being members of the Burnham Technical Committee;

- (g) two representatives of industry and commerce; and
- (h) not more than six members to be co-opted by the Committee and approved by the Council, subject to the proviso that there shall always be a majority of teachers serving in the Region in the membership of the Committee.

12. In addition to the voting members, the Regional Examinations Committee shall have the following assessors:

- (a) one representative of another Regional Examining Board;
- (b) one of H.M. Inspectors of Schools;
- (c) one local education authority inspector or adviser nominated by the Yorkshire Association of Education Committees; and
- (d) such officers of the Regional Examining Board and such specialist advisers as the Committee itself shall decide.

Functions of Examinations Committee

13. The Regional Examinations Committee shall have the following functions:

- (a) to make arrangements for the conduct of the examinations;
- (b) to appoint examiners and moderators after considering the advice of the Regional Subject Panels;
- (c) to approve arrangements for the adoption of syllabuses submitted by the Regional Subject Panels or otherwise;
- (d) to offer external assessment and validation of examinations conducted internally by individual schools, or groups of schools;
- (e) to ensure maintenance of standards appropriate to the subjects taken and to the candidates participating in the examinations;
- (f) to receive and to consider carefully and fully all representations on matters concerned with the examinations from schools and candidates participating and other persons and bodies affected or concerned;
- (g) to receive and to consider carefully and fully all appeals against decisions of Regional Subject Panels, chief examiners, moderators and examiners; and
- (h) to supervise the arrangements for the conduct of research and development.

14. The Regional Finance and General Purposes Committee shall consist of voting members selected from the members of the Council as follows:—
- Membership of the Regional Finance and General Purposes Committee**
- (a) Chairman and Honorary Treasurer of the Council;
 - (b) five representatives of local education authorities to be nominated by the Yorkshire Association of Education Committees;
 - (c) four other members of the Council of whom at least two shall be serving teachers, subject to the proviso that there shall always be a majority of local education authority representatives.
15. In addition to the voting members, the Regional Finance and General Purposes Committee shall have the following assessors:
- (a) one assessor appointed by the Minister of Education;
 - (b) such officers of the Regional Examining Board as the Committee shall itself decide.
16. The Finance and General Purposes Committee shall have the following functions:
- Functions of Regional Finance and General Purposes Committee**
- (a) to determine the remuneration and conditions of service of the officials of the Regional Examining Board, including examiners and moderators, but excluding the Secretary whose remuneration and conditions of service shall be determined by the Council;
 - (b) to determine the fees to be charged to candidates, schools and groups of schools taking or participating in the examinations of the Board;
 - (c) to advise the Council on all other matters involving the income or expenditure of the Board, but excluding those specifically assigned to other Committees.
17. There shall be a Regional Subject Panel for each subject examined except that the Regional Examinations Committee may, if they think fit, create panels to advise them on any combination of subjects.
- Regional Subject Panels**
18. A Regional Subject Panel shall consist of voting members as follows:
- Membership of Subject Panels**
- (a) a Chairman, to be appointed by the Regional Examinations Committee, who shall not be the chief subject examiner, or a moderator;

- (b) not more than fifteen serving teachers of the subject in the schools to be appointed by the Regional Examinations Committee from nominations submitted by participating schools, provided that at least one shall come from the area of each local education authority in which a school or group of schools offers the subject in the examination.

19. In addition to the voting members, a Regional Subject Panel may co-opt non-voting members in order to provide expert knowledge or experience in the subject or in examination matters.

**Functions
of Subject
Panels**

20. Subject to the approval and authority of the Regional Examinations Committee the functions of a Regional Subject Panel shall, in relation to the subject with which it is concerned, be as follows:

- (a) to advise the Regional Examinations Committee on all matters affecting the administration of the examinations;
- (b) to prepare, scrutinise, or approve, as appropriate, examination syllabuses, examination papers, marking schemes and mark lists of candidates;
- (c) to supervise the work of the chief examiners, examiners and moderators;
- (d) to encourage and, if thought fit, to arrange conferences with teachers of the subject from the schools participating in the examinations;
- (e) to receive and consider fully and carefully all representations concerned with the work of the examiners and others on the examination syllabuses, papers, marking schemes, the marking of scripts and the preparation of mark lists.

**The
Examinations**

21. The external examinations of the Regional Examining Board shall be based upon syllabuses approved by the Regional Subject Panels.

22. The Regional Subject Panels shall take into account the views of the schools participating in the external examinations on the preparation of syllabuses and examination papers.

23. The Regional Examining Board shall arrange for an individual school or a group of schools acting in concert to submit and, if approved, operate schemes under which examination syllabuses, examination papers, marking schemes, course-work assessment and mark lists are prepared and the examinations conducted within the school or schools, subject to approval, moderation, and inspection by the Regional

Examining Board. In the event of a dispute with the Regional Examining Board a school or a group of schools shall have the right of appeal to the Secondary School Examinations Council.

24. The Regional Examining Board shall ensure that the standards of the examinations conducted under paragraph 23 above shall be reasonably comparable with the other examinations for which it is responsible, but this duty shall not be interpreted as requiring uniformity of content or method of examining as between the regional examination syllabuses and papers and those prepared by individual schools or groups of schools.
25. The Regional Examining Board shall issue certificates to successful candidates in a form to be approved by the Secondary School Examinations Council. **Issue of Certificates**
26. The Certificates shall be known as the "Certificate of Secondary Education" and shall be signed by the Chairman and Secretary of the Council of the Regional Examining Board and by an officer on behalf of the Minister of Education and shall be taken to represent the Regional Examining Board's responsibility for the arrangements for the maintenance of standards and the administration of the examination.
27. The Regional Examining Board shall not introduce grades of marks for successful or unsuccessful candidates except with the approval of the Secondary School Examinations Council.
28. The Regional Examining Board shall give access to all papers and accounts and shall permit attendance at all meetings of the Council, Regional Examinations Committee and Regional Subject Panels to officers of the Minister of Education, H.M. Inspectors, and officers of the Secondary School Examinations Council authorised for that purpose.
29. On appeal from a school, group of schools, a candidate or any other interested body or person, officers of the Minister of Education or of the Secondary School Examinations Council may inspect or investigate the papers and activities of the Regional Examining Board.

**Amendment of
Constitution**

30. The constitution of the Board may be amended, subject to approval by the Secondary School Examinations Council, at any time by resolution passed by a two-thirds majority at a meeting of the Council of the Regional Examinations Board, not less than two months' notice in writing having been given to each member of the Council.

**Recognition
by the
Ministry of
Education**

31. The Board shall not offer any examinations unless recognised by the Minister of Education, who may attach to such recognition conditions relating only to the following matters; the definition of the scope of the C.S.E. system; the definition of the standards of the examinations, and their maintenance on a basis of reasonable comparability; the presentation of results; general rules for the admission of candidates; constitutional arrangements (including the areas to be covered by the Board); national statistics and information.

Provided that the Minister shall act under this clause on the advice of the Secondary School Examinations Council.

Provided also that the Secondary School Examinations Council generally consult the Board before advising the Minister to grant, withhold or withdraw recognition, and shall in particular afford the Board an opportunity of commenting, before they are made binding, on any conditions which it is proposed to attach to such recognition.

July, 1963.

Appendix 2

Regional Governing Council Members

Chairman: Mr. G. Taylor, M.A., Chief Education Officer, Education Office, Calverley Street, Leeds 1.

Section 4 (b)

- Mr. A. A. Cameron, B.A., 568 Foundry Lane, Leeds 9.
Mr. W. A. Taylor, B.Sc., 94 Tranby Lane, Anlaby, Hull.
Mrs. A. Sugden, B.A., 13 Victoria Avenue, Cleckheaton.
Mr. J. W. Turton, A.R.C.S., A.R.I.C., 55 Club Lane, Ovenden, Halifax.
Mr. W. Bullen, B.Sc., 12 Wesley Grove, Idle, Bradford.
Mr. Owen Page, 6 Rhodesia Avenue, Stafford Road, Halifax.
Mr. A. F. Owen, Heath Grammar School, Halifax.
Mr. R. H. Morant, Thorn Croft, South Landing Road, Flamborough, E. Yorks.
Mr. D. Baxandall, M.A., "Quinton", Beacon Park, Pickering.
Mr. L. Cooper, B.Sc., 17 Hillingdon Way, Leeds 17.
Mr. J. E. Tolson, B.Sc., 28 Fifth Avenue, Bradford 3.
Mr. G. H. Simpson, B.Sc., 17 Doran Close, Filey.
Mr. D. A. Cox, B.A., 33 Westminster Gardens, Clayton, Bradford.
Mr. J. R. R. Thornes, 27 Hampson Street, Batley.
Mr. J. S. Smith, 93 Goldington Avenue, Oakes, Huddersfield.
Miss R. E. Doonan, B.A., 12 Parkside Close, Park Avenue, Hull.
Mr. K. J. Rutt, B.Sc., 21 Bentcliffe Avenue, Leeds 17.
Mr. J. Turner, 5 Maclagan Road, Bishopthorpe, York.
Mr. W. H. Shaw, B.Sc., 44 Hull Road, Withernsea.
Mr. H. G. Wilson, 36 Eden Avenue, Dewsbury Road, Wakefield.
Mr. W. A. Gibbon, M.B.E., 5 Coast Road, Marske-on-Sea, Redcar.

Section 4 (c)

Leeds

Mr. M. Rowlands, M.A., 111 Otley Old Road, Leeds 16 (Leeds 674367).

N. Riding

Mr. W. R. Bonas, O.B.E., Glen Lea, Station Road, Scalby, Scarborough.

E. Riding

Mr. S. Fox, B.A., Hornsea County Secondary School, Hornsea, E. Yorks.

Hull

Mr. G. F. Mitchell, 23 Carr Lane, Willerby, Yorks.

York

Mr. F. Purnell, B.A., 242 Hamilton Drive West, Acomb, York.

Wakefield

Mr. A. E. Smith, 370 Barnsley Road, Wakefield.

Dewsbury

Mr. J. H. Duffy, M.A., 3 Park Road, Dewsbury, Yorks.

Bradford

Mr. J. Wootton, B.A., M.Ed., 11 Roundwood, Moorhead Lane, Shipley.

Halifax

Mr. S. J. G. Butterworth, 25 The Drive, Hipperholme, Halifax.

Huddersfield

Mr. J. Timewell, M.A., F.R.G.S., 45 Heaton Road, Gledholt, Huddersfield.

Section 4 (d)

N. Riding

Mr. F. Barraclough, C.B.E., M.A., Secretary, North Riding Education Committee, Education Offices, County Hall, Northallerton.

E. Riding

Mr. V. Clark, M.A., J.P., Chief Education Officer, East Riding County Council, Education Department, County Hall, Beverley.

Hull

Mr. S. W. Hobson, M.A., Chief Education Officer, City and County of Kingston upon Hull, Guildhall, Kingston upon Hull.

Halifax

Mr. L. T. Jackson, M.A., Chief Education Officer, County Borough of Halifax, West House, Halifax.

Huddersfield

Mr. H. Gray, B.A., Chief Education Officer, County Borough of Huddersfield, Education Offices, 36 Ramsden Street, Huddersfield.

Section 4 (e)

Mr. N. H. Denham, B.Com., Lillands, Stockhill Street, Dewsbury.

Dr. A. B. Brown, Principal, Percy Whitley College of Further Education, Halifax.

Section 4 (f)

Mr. G. E. Whalley, B.Sc., M.Ed., Institute of Education, The University, Leeds 2.

Section 4 (g)

Alderman J. Backhouse, Secretary, Y.F.T.C., 18 Salem Street, Bradford 1.

Mr. C. H. M. Jackson, Managing Director, Mulcott Belting Co. Ltd., Dudley Hill, Bradford 4.

Section 5

Hon. Treasurer: Mr. H. Gray, B.A., Chief Education Officer, 36 Ramsden Street, Huddersfield.

Section 6

Assessors

(a) North Regional Examinations Board:

Mr. C. L. Mellows, M.A., Director of Education, County Hall, Newcastle upon Tyne.

(b) Mr. M. J. Beaver, H.M.I., 20 Richmond Avenue, Fartown, Huddersfield.

(c) Miss Woodward, M.A., Education Office, 1 Calverley Street, Leeds, 1.

(d) Mr. J. R. Tunnadine, Youth Employment Officer, Leeds.

(e) Mr. H. W. Simmons, B.Sc., Headmaster, Bedminster Down School, Bristol 3.

(f) Mr. C. Priestley, Department of Education and Science.

Co-opted

Mr. J. F. Friend, M.A., B.Sc., Principal's House, Bretton Hall, West Bretton, Wakefield. (Bretton 210).

Appendix 3

YORKSHIRE REGIONAL EXAMINATIONS BOARD

Regional Examinations Committee Members

- Chairman:* Mr. K. J. Rutt, B.Sc., 21 Bentcliffe Avenue, Leeds 17.
Miss H. V. T. Jeckell, 29 Highfield, Sutton-on-Hull.
Mr. C. A. Slack, 453 Otley Road, Adel, Leeds 16.
Mr. P. F. Fathers, B.A., 12 Roman Grove, Leeds 8.
Mr. A. Sutcliffe, M.A., High Crag, Falcon Road, Bingley.
Mr. W. B. Kennedy, 33 Appleton Road, Hull.
Mr. F. Purnell, B.A., 242 Hamilton Drive West, Acomb, York.
Mr. D. W. Smith, B.A., 27 Broomfield Crescent, Headingley, Leeds 6.
Mr. W. Gordon, A.T.D., 63 Melwood Grove, Acomb, York.
Mr. J. D. Parker, 7 Avenue Victoria, Old Park Road, Leeds 8.
Mr. R. N. Copley, B.A., 12 Duchy Crescent, Heaton, Bradford 9.
Mr. R. C. Murgatroyd, 37 Dringthorpe Road, Dringhouses, York.
Mr. W. A. Gibbon, M.B.E., 5 Coast Road, Marske-on-Sea, Redcar.
Mr. W. H. Shaw, B.Sc., 44 Hull Road, Withernsea.
Mr. J. W. Turton, 55 Club Lane, Ovenden, Halifax.
Mr. R. H. Morant, B.Sc., Thorn Croft, South Landing Road, Flamborough, E. Yorks.
Mr. L. Cooper, B.Sc., 17 Hillingdon Way, Leeds 17.
Mr. G. Taylor, M.A., Chief Education Officer, Calverley Street, Leeds 1.
Mr. L. T. Jackson, M.A., Chief Education Officer, West House, Halifax.
Mr. V. Clark, M.A., J.P., Chief Education Officer, Education Department, County Hall, Beverley.
Mr. G. E. Whalley, B.Sc., M.Ed., Institute of Education, The University, Leeds 2.
Mr. N. H. Denham, B.Com., Lillands, Stockhill Street, Dewsbury.
Dr. A. B. Brown, Principal, Percy Whitley College of Further Education, Halifax.
Alderman J. Backhouse, Secretary, Yorkshire Federation of Trades Councils, 18 Salem Street, Bradford 1.
Miss R. E. Doonan, B.A., 12 Parkside Close, Park Avenue, Hull.
Mr. C. M. H. Jackson, The Grange, Priesthorpe Road, Farsley, Pudsey.
Mr. W. R. Bonas, "Glen Lea", Station Road, Scalby, Scarborough.
Mr. T. Timewell, M.A., 45 Heaton Road, Huddersfield.
Mr. S. W. Grice, "Hillbrae", Middlecave Road, Malton, Yorks.

Assessors

- Mr. C. D. Elliott, B.Sc., Claremont, Kelcliffe Lane, Guiseley, near Leeds.
Mr. M. J. Beaver, H.M.I., 20 Richmond Avenue, Fartown, Huddersfield.
Miss Woodward, M.A., Education Office, Calverley Street, Leeds 1.

Co-opted

- Mr. E. H. Hulland, B.A., M.Ed., 29 Gainsborough Avenue, Leeds 16.

Appendix 4

Regional Finance and General Purposes Committee Members

Chairman: Mr. L. T. Jackson, M.A., Chief Education Officer, County Borough of Halifax, West, House, Halifax.

Mr. V. Clark, M.A., J.P., Chief Education Officer, East Riding County Council Education Department, County Hall, Beverley.

Mr. F. Barraclough, C.B.E., M.A., Secretary, North Riding Education Committee, Education Offices, County Hall, Northallerton.

Mr. S. W. Hobson, M.A., Chief Education Officer, City and County of Kingston upon Hull, Guildhall, Kingston upon Hull.

Mr. H. Gray, B.A., Chief Education Officer, County Borough of Huddersfield, Education Offices, 36 Ramsden Street, Huddersfield.

Mr. G. Taylor, M.A., Chief Education Officer, City of Leeds Education Department, Education Office, Calverley Street, Leeds 1.

Mr. W. Bullen, B.Sc., 12 Wesley Grove, Idle, Bradford.

Mr. A. A. Cameron, B.A., 568 Foundry Lane, Leeds 9.

Mr. S. Fox, B.A., Hornsea County Secondary School, Hornsea, E. Yorks.

Mr. J. Turner, 5 Maclagan Road, Bishopsthorpe, York.

Assessor

Mr. C. Priestley, Department of Education and Science.

Appendix 5

Art and Craft Panel Members

Hull

Mr. J. H. Campbell (*Chairman*), 48 Wembley Park Avenue, Ings Road, Hull. (Hull 72736.)

(Jervis High School, Barham Road, Hull. (Hull 71081).)

Bradford

Mr. A. J. Green, A.T.D., 44 Bargrange Avenue, Shipley, Yorkshire. (Rhodesway Secondary School, Oaks Lane, Allerton, Bradford.) (Bradford 48051).

Dewsbury

Mr. N. Eastwood, N.D.D., A.T.D., 1a West Park Street, Dewsbury. (St. John Fisher Secondary School, Dewsbury.) (Dewsbury 2927.)

Mrs. H. D. Stakes, Langstroth, 6 North Park Street, Dewsbury. (Dewsbury 1906). (Templefield Secondary Modern Girls' School, Dewsbury.) (Dewsbury 633).

North Riding

Mr. J. Mulgrew, A.T.D., 26 Richardson Road, Thornaby-on-Tees.

East Riding

Mr. L. Pearson, 5 St. Wilfred's Grove, Bridlington. (Bridlington St. George's C.S. Boys' School.)

Halifax

Mr. G. Cowton, 37 Daleson Close, Northowram, Halifax. (Haugh Shaw Secondary Modern School, Halifax.)

Leeds

Mr. L. M. Bell, A.T.D., 355 Selby Road, Whitkirk, Leeds 15.
(Foxwood, Brooklands View, Seacroft, Leeds 14.) (Leeds 649291.)

Wakefield

Mr. K. Walshaw, 19 The Shutt, Horbury, Wakefield.
(Cathedral Secondary School, Thornes Road, Wakefield.)
(Wakefield 2713.)

Huddersfield

Mr. R. Brook, 19 Glebe Street, Marsh, Huddersfield. (Huddersfield 1971.)
(Deighton Secondary Modern School, Huddersfield.) (Huddersfield 21386.)

Mrs. J. A. Garratt, N.D.D., 59, New North Road, Huddersfield.
(Newsome Secondary School, New North Road, Huddersfield.)

York

Mr. W. Gordon, A.T.D., 63 Melwood Grove, Acomb, York.
(Acomb Secondary Modern School, York.) (York 71233.)

Co-opted.

Mr. F. R. Boulton, N.D.D.

Miss A. Fowler, A.T.D., D.A.E.

Mr. A. W. Johnson, N.D.D.

Mr. M. J. Mannering, D.A., N.D.D., A.T.D.

Commercial Subjects Panel Members**Hull**

Mr. G. E. Coverdale, 70 East Ella Drive, Anlaby High Road, Hull.
(Hull 55508.)
(Welton High School, Hall Road, Hull) (Hull 43004.)

Bradford

Mr. A. Brearton, 6 Hall Bank Drive, Bankfoot, Bradford 5. (Bradford 31064.)
(St. Blaise Secondary School, Bradford 4.) (Bradford 681407.)

Dewsbury

Mr. H. K. Adcock, 31 Malvern Rise, Newsome, Huddersfield.
(Secondary Technical School, Dewsbury.) (Dewsbury 3431.)

North Riding

Miss N. Galloway, 54 Norton Avenue, Norton, Stockton-on-Tees.
(Robert Atkinson C.M. School, Thornaby-on-Tees, Yorks.)

East Riding

Mr. R. Hall, B.Com., A.C.I.S., F.R.S.A., "Cheriton", Redcliff Road,
Hessle, E. Yorks. (Hessle 643876.)
(Hessle High School, Hessle, E. Yorks.) (Hessle 641604.)

Halifax

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(Clare Hall School, Halifax.) (Halifax 2106.)

Leeds

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Leeds 9.)

Wakefield

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Huddersfield

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(Huddersfield High School, Huddersfield.) (Milsbridge 2177.)

York

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Co-opted

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(Bradford Technical College, Bradford.) (Bradford 42108.)
Mr. J. R. Norman, M.F.T.Com., F.C.T.C., F.I.P.S.

Domestic Science Panel Members

Hull

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(East Mount High School, Waveney Road, Longhill Estate, Hull.)
(Hull 76303.)

Bradford

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(Bothing Girls' School, Flockton Road, Bradford 4.) (Bradford 20832.)

Dewsbury

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(Templefield Secondary School, Dewsbury.) (Dewsbury 633.)

North Riding

Miss D. W. Steele, The Girls' High School, Stepney Hill, Scarborough.

East Riding

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Halifax

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(J. H. Whitley County Secondary School, Holmefield, Halifax.)
(Halifax 64323.)

Leeds

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(Matthew Murray Comprehensive School, Brown Lane, Leeds.)

Wakefield

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(Manygates Secondary Modern School, Sandal, Wakefield.)

Huddersfield

Miss M. E. Beaumont, 56 Holly Bank Road, Lindley, Huddersfield.
(Milnsbridge 1752.)
Salendine Nook County Secondary School, New Hey Road,
Huddersfield.) (Milnsbridge 2104.)

York

Miss J. Buckle, Ousemead, 7 Selby Road, Fulford, York. (York 77395.)
(Danesmead Secondary Modern School, Fulford Cross, York.
(York 23838.)

Co-opted

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York.

English Panel Members

Hull

Miss R. E. Doonan, B.A., (*Chairman*), 12 Parkside Close, Park Avenue,
Hull. (Hull 48845.)
(Flinton High School, Preston Road, Hull.) (Hull 75293.)

Bradford

Mr. A. Sutcliffe, M.A., High Crag, Falcon Road, Bingley. (Bingley
4626.) (Bradford 76285.)
(Buttershaw Comprehensive School, Reavy Road W., Bradford, 6.)

Dewsbury

Mr. T. B. Mitchell, 17 Milligan Terrace, Earlsheaton, Dewsbury.
(Thornhill Walker Secondary Modern School, Dewsbury.)
(Dewsbury 704.)

North Riding

Mr. R. Brooke, B.A., "Clent", Carlton Miniott, Thirsk.
(The Grammar Modern School, Thirsk.) (Thirsk 2024.)

East Riding

Mr. S. Carter, B.A., "Glebe House", Station Road, Preston, Hull.
(Hull 896305.)
(South Holderness County Secondary School, Preston, Hull.) (Hull
895715.)

Halifax

Mr. L. F. T. Hull, 24 Abbey Walk South, Halifax. (Halifax 60484.)
(Exley Secondary Modern School, Exley, Halifax.) (Halifax 62215.)

Leeds

Wakefield

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(St. Thomas a Becket Secondary Modern School.)

Huddersfield

- Mr. W. T. Spouge, B.A., 5 Imperial Road, Edgerton, Huddersfield
(Huddersfield 25459.)
(Mount Pleasant County Secondary School, Huddersfield.)
(Huddersfield 27965.)

York

- Mr. K. Chapman, B.A., 27 Markham Street, York. (York 25945.)
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Co-opted

- Miss F. M. Stevens, B.A., The Institute of Education, The University,
Leeds 2.
Mr. W. Young, The Branch College of Commerce, Park Lane, Leeds.
Mr. N. J. Smart, B.A., Dip.Ed.,
Mr. R. Snape, M.A., Dip.Ed.,

Geography Panel Members

Hull

- Mr. T. Morgan, B.A., 330 James Reckitt Avenue, Hull. (Hull 78982.)
(Jervis High School, Bilton Grange, Hull.) (Hull 71081.)

Bradford

- Mr. H. E. Meyer, B.Sc. (Econ.), 11 Uplands, Skipton, Yorks. (Skipton
2958.)
(Rhodesway Senior High School, Oaks Lane, Bradford.) (Bradford
48015.)
Miss I. Boyes, 16 Bailey Wells Avenue, Little Horton, Bradford 5.
(Bradford 71027.)
(The Priestman School, Thornton Lane, Bradford 5.) (Bradford
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Dewsbury

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(Bradford 681925.)
(Earlsheaton Secondary Modern School, Dewsbury.) (Dewsbury
2730.)

North Riding

- Mr. W. J. Bennett, M.A., 1 Springfield View, Westgate, Pickering.
(Lady Lumley's Grammar/Modern School, Pickering.) (Pickering
2846.)

East Riding

- Mr. H. Hebden, 44 Barrow Lane, Hessle.
(Hessle High School, Hessle.) (Hessle 641604.)
Mrs. R. C. Rhodes, Flat 3, 15 New Walk Terrace, York.

Halifax

- Mr. G. B. Daniels, 140 Burnley Road, Trimmingham, Halifax. (Halifax
61237.)
(J. H. Whitley Secondary Modern School, Halifax.) (Halifax 64323.)

Leeds

- Mr. P. F. Fathers, B.A., (*Chairman*), 12 Roman Grove, Leeds 8.
(Cross Green School, Leeds 9.) (Leeds 28071.)
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Wakefield

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(Thornes House School, Wakefield.) (Wakefield 2681.)

Huddersfield

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(Holmfirth 992.)
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(Huddersfield 27965.)

York

Mr. R. S. Tiplady, 20 Askham Lane, Acomb, York. (York 71978.)
(Beckfield County Secondary School, Beckfield Lane, Acomb,
York.) (York 78270.)

Miss Whittaker.

Co-opted

Mr. D. G. D. Yorke, M.A.

Handicrafts Panel Members

Hull

Mr. K. R. Jackson, "Dawn Rays", Queen's Close, Northgate, Cottingham, E. Yorks. (Hull 849393.)
(Williamson Street Handicraft Centre, Williamson Street, Hull.)
(Hull 212701.)

Bradford

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Dewsbury

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2730.)

North Riding

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(The Grammar/Modern School, Thirsk.) (Thirsk 2024.)

East Riding

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303.)
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Halifax

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(Halifax 60765.)
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Leeds

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(Leeds 663015.)
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(Leeds 77458.)

Wakefield

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(Thornes House Grammar School, Wakefield.) (Wakefield 2681.)

Huddersfield

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(Fartown Secondary Modern School, Huddersfield.) (Huddersfield 31805.)

York

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Co-opted

Mr. W. H. Drew, M.Coll.H.

History Panel Members

Hull

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(Newington High School, Hull.) (Hull 54581.)
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Bradford

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Dewsbury

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Mrs. Stansfield, Ravensthorpe Secondary Modern School, Dewsbury.

North Riding

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Miss J. Darke.

East Riding

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(The County Secondary School, Filey.) (Filey 2354.)
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Halifax

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(Halifax 3719.)

Leeds

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(Hough Side County Secondary School, Hough Top, Leeds 13.)
(Pudsey 76337.)
Mrs. M. Norton, B.A., 177 Otley Road, Leeds 6.
(West Park County Secondary School, Spen Lane, Leeds 16.) (Leeds 56065.)
Mrs. M. Smithson, West Leeds Girls' High School, Leeds, 12.

Wakefield

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(Snapethorpe Secondary Modern School, Wakefield.)

Huddersfield

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(Royds Hall School, Huddersfield.) (Milnsbridge 87).

York

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(York 72069.)
(Acomb Modern School, Cornlands Road, York.) (York 71233.)

Co-opted

Mr. J. Salt, M.A.

Mathematics Panel Members

Hull

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(Charterhouse High School, Charterhouse Lane, Hull.) (Hull 20049.)
Mr. H. A. Goodall, B.Sc. (Econ.), 45 Orchard Road, Skidby, E. Yorks.
(Hull 849892.) (East Mount High School, Hull.) (Hull 76303.)

Bradford

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(St. Bede's Grammar School, Heaton, Bradford 9.) (Bradford 41221.)
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(Queensbury 3022.)
(Belle Vue Girls' Grammar School, Bradford.) (Bradford 23648.)

Dewsbury

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(Victoria Secondary Modern School, Dewsbury.) (Dewsbury 1820.)

North Riding

Mr. J. M. Fox, B.Sc., "Fairhaven", Alne, York. (Tollerton 349.)
(The Grammar/Modern School, Easingwold, York.) (Easingwold 451.)
Mr. E. P. Lewis, 2 Kendrew Close, Bedale, Yorks. (Bedale 419.)
(Bedale County Modern School, Bedale.) (Bedale 419.)

East Riding

Mr. A. G. Taylor, B.Sc., "Newlands", Bridlington Road, Driffield, E. Yorks.
(Driffield County Secondary School for Boys, Driffield, E. Yorks.) (Driffield 2173.)
Mr. D. L. Alder, B.Sc., "Hotspur," Arthur Street, Withernsea.
(Withernsea 2514)
(Withernsea High School, Withernsea.) (Withernsea 2141.)

Halifax

- Mrs. C. Mortimer, "Westholme", Halifax Road, Ripponden, Yorks.
(Ripponden 3305.)
(Ovenden Secondary Modern School, Halifax.) (Halifax 2836.)

Leeds

- Mrs. A. Sugden, B.A., F.I.M.A., (*Chairman*), 13 Victoria Avenue,
Cleckheaton. (Cleckheaton 3988.)
(West Park County Secondary School, Spen Lane, Leeds 16.) (Leeds
56065.)
- Mr. D. W. James, 22 Plane Terrace Grove, Yeadon, Leeds. (Rawdon
4272.)
(Cow Close Secondary School, Farnley, Leeds 12.)

Wakefield

- Mr. R. Turner, 46 Westfield Road, Bradford 9. (Bradford 46132.)
(Ings Road Secondary Modern School, Wakefield.) (Wakefield
3071.)

Huddersfield

- Mr. D. T. Underwood, 33 Broomfield Road, Fixby, Huddersfield.
(Huddersfield 31818.)
(Fartown County Secondary School, Huddersfield.) (Huddersfield
31805.)

York

- Mr. C. Tubman, 15 Norfolk Street, York.
(Ashfield Secondary School, York.) (York 66662)

Co-opted

- Miss J. Sinclair, B.Sc., North Riding Training College, Scarborough.
Mr. A. P. Procter, M.A.

Modern Languages Panel Members

Hull

- Mrs. S. M. Snelgrove, M.A., The Vicarage, Hessle. (Hessle 61555.)
(Francis Askew High School for Girls, Hull.) (Hull 52667.)

Bradford

- Mrs. B. Coles, 54 Upper Lane, Gomersal. (Cleckheaton 2814.)

Dewsbury

- Mr. M. J. Warry, 5 Moorlands Terrace, Northfields, Dewsbury.
(Secondary Technical School, Dewsbury.) (Dewsbury 3431.)

North Riding

- Mr. L. Brown, M.A., 13 Stepney Grove, Scarborough. (Scarborough
4812.)
(The High School for Boys, Scarborough.) (Scarborough 6032.)
- Mr. E. Richardson, B.A., M.Ed., 37 Church Howle Crescent, Marske-
by-Sea, Redcar, Yorks. (Redcar 3579.)
(Redcar Lane Secondary School, Redcar.) (Redcar 2889.)

East Riding

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(Hornsea County Secondary School, Hornsea, E. Yorks.) Hornsea 2727.)
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(Fulford County Secondary School, Fulford, York.) (York 77300.)

Halifax

- Mrs. B. Henderson, B.A., 11 Heath Hall, Halifax. (Halifax 61397.)
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Leeds

- Mrs. M. Benn, B.A., 3 The Turnways, Leeds 6. (Leeds 57389.)
- Mr. J. F. Poulter, 17 Sunset Hill Top, Leeds 6.
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Wakefield

- Mr. D. W. Smith, B.A., 27 Broomfield Crescent, Headingley, Leeds 6.
(Leeds 58450.)
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Huddersfield

- Mr. E. M. Abbott, 2 Wyverne Road, Golcar, near Huddersfield.
(Royds High School, Huddersfield.) (Milsbridge 87.)

York

Co-opted Members

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- Mr. T. Wainwright, B.A., 9 Watt Street, Southcoates Lane, Hull.
- Miss R. E. Oldroyd, B.A., 8 Huddersfield Road, Holmfirth.
- Miss H. Gage, B.A., Bankwell, Whitehall Road, Illingworth, Halifax.
- Mr. M. J. Warry, B.A.Dip.Ed., 5 Moorlands Terrace, Northfields, Dewsbury.
- Mr. E. Singer, Ph.D., 72 Branksome Crescent, Bradford 9.
- Mr. G. Bateman, B.A., 12 Briarwood Crescent, Wibsey, Bradford 6.
- Mr. E. R. Walmsley, M.A., 8 Toller Drive, Heaton, Bradford 9.
- Mr. G. Richardson, M.A., Dip. Ed.

Music Panel Members

Hull

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Bradford

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(Cleckheaton 2551.)
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(Bradford 76285.)

Dewsbury

- Mrs. S. M. Asquith, Queen's Close, Queen's Drive, Ossett. (Ossett 979.)
(Secondary Technical School, Dewsbury.) (Dewsbury 3431.)

North Riding

Mr. T. Almond, 21 Princes Road, Saltburn-by-Sea. (Saltburn 2438.)
(Redcar Lane County Modern School, Redcar.) (Redcar 2889.)

Mr. C. R. Evers, B.Mus.,
(The Grammar/Modern School, Easingwold, Yorks.)

East Riding

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Halifax

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Leeds

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(Leeds 657440.)

Wakefield

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(Cathedral Secondary Modern School, Wakefield.) (Wakefield
2713.)

Huddersfield

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field. (Huddersfield 27479.)

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York

Mr. R. C. Murgatroyd, 37 Dringthorpe Road, Dringhouses, York.

(Ashfield Secondary Modern School, Tadcaster Road, York.)
(York 66662.)

Co-opted

Mr. T. Davies, Hibbard M.A., F.I.A.L., F.T.C.L., F.I.L., F.R.S.A.

Religious Education Panel Members

Hull

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(Boulevard High School, Anlaby Road, Hull.)

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(Paisley Street Girls', Anlaby Road, Hull.) (Hull 52514.)

Bradford

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(Rhodesway High School, Oaks Lane, Allerton, Bradford.)

Dewsbury

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(Earlsheaton Secondary Modern School, Dewsbury.) (Dewsbury 2730.)
- Miss D. Thompson, 6 The Avenue, Birstall, Nr. Leeds.
(Thornhill Secondary School, Dewsbury.) (Dewsbury 704.)

North Riding

- Mr. B. Brown, 2 Montpelier Court, St. Martins Avenue, Scarborough.
(Scalby County Secondary School, Fieldshead Crescent, Newby, Scarborough.) (Scalby 301.)
- Mr. M. G. Bowman, M.A.,
(High School for Boys, Scarborough.)

East Riding

- Mr. D. H. Watkins, 26 The Croft, Filey, E. Yorks.
(St. George's County Secondary School for Boys, Bridlington, E. Yorks.) (Bridlington 3104.)

Halifax

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Leeds

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(Abbey Grange Church of England School, Butcher Hill, Leeds 16.)
(Leeds 57877.)

Wakefield

- Mr. A. A. Edwards, 316 Horbury Road, Wakefield. (Wakefield 6989.)
(Snapethorpe Secondary School, Wakefield.) Wakefield 3054.)

Huddersfield

- Mr. B. J. Jones, B.A., 21 Grosvenor Way, Lepton, near Huddersfield.
(Kirkburton 2471.)
(Royds Hall School, Huddersfield.) (Milnesbridge 87.)

York

- Mr. E. Robinson, M.A., 73 Broadway, Fulford, York. (York 77500.)
(Beckfield County Secondary School, York.) (York 78270.)

Co-opted

- Mr. I. J. Price, B.A., B.D.

Rural Studies Panel Members

Hull

Bradford

Dewsbury

North Riding

- Mr. J. F. Atkinson, "Sunnybrow", Masham Road, Bedale, Yorks.
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- Mr. S. W. Grice (*Chairman*), "Hillbrae", Middlecave Road, Malton,
Yorks. (Malton 2303.)
(Malton County Secondary School, Malton.) (Malton 2875.)
- Mr. R. Wills, "Hill View", Egton, Whitby, Yorks.
(Eskdale County Modern School, Stainsacre Lane, Whitby. (Whitby
856.)

East Riding

- Mr. B. S. Scruton, 37 Sidmouth Street, Hull.
(South Holderness Secondary School, Preston, Hedon near Hull.)
- Mr. A. Stockton, The School House, Wiston, Selby. (Cawood 209.)
(Barlby Secondary School, York Road, Barlby, Selby.)
- Mr. C. Pentin, Willerby County Secondary School, Willerby. (Selby 189.)

Halifax

- Mr. H. L. Arnold, 7 Plane Tree Nest Lane, Warley Road, Halifax.
(Halifax 67578.)
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Leeds

- Mr. T. M. Taylor, B.Sc. Agric., 52 Chapel Lane, Headingley, Leeds 6.
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(Leeds 630741.)

Wakefield

- Mr. D. Simpson, 11 Oakland Road, Sandal, Wakefield.

Huddersfield

- Mr. J. Page, 87 Gomersal Lane, Gomersal, Leeds.
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York

Sciences Panel Members

Hull

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- Mr. W. B. Kennedy, 33 Appleton Road, Hull.
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Bradford

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Bradford 8.) (Bradford 42992.)
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7.) (Bradford 71595.)

Dewsbury

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North Riding

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East Riding

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Halifax

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Leeds

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Wakefield

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Huddersfield

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York

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Co-opted

- Mr. J. J. Head, M.A., Ph.D., B.Sc., A.R.C.S.
Mr. D. B. Sanders, B.Sc.



