

LEEDS POLYTECHNIC  
SCHOOL OF EDUCATION

A GUIDE TO THE B.Ed.(Hons) DEGREE OF THE  
UNIVERSITY OF LEEDS

(A one year, full time, Collegiate degree)

February 1980

## PREFACE

This brochure is intended for students on the B.Ed.(Ordinary)/Certificate course, for serving teachers interested in the B.Ed.(Hons) degree and for members of staff of the School of Education. It provides details of the regulations and procedures, and condensed accounts of the schemes of study for each option. Further information regarding Education Options and Special Subjects may be obtained from the course directors listed on pages 4 and 5.

The degree will take its final entry in 1982-83. The Education Options and Special Subjects units described herein are those which will be offered in 1981-82 and 1982-83.

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Poets: Hardy, Yeats, Eliot, Edward Thomas, some poets of the 1930's;

Novelists: James Joyce (Dubliners, Portrait of the Artist); D.H. Lawrence (Women in Love); E.M. Forster (A Passage to India); V. Woolf (The Waves);

Dramatists: S.O'Casey (Juno, Plough and the Stars); P. Shaffer (Equus, The Royal Hunt of the Sun)

Unit 9 : An intensive study within the period 1881 to the present day, covering in detail some special aspect of literature or language such as a major genre, a major author in extenso, the language of the period. (6000 word dissertation) (Candidates may be permitted to undertake an intensive study from some other approved period of English literature)

Unit 10: Study of an approved topic, either in Literature or in Language (6000 word dissertation).

Choice of units: Two units - Either Unit 1 or Unit 5; Unit 9  
Three units - Units 1, 5 and 9  
Four units - Units 1, 5, 9 and 10

### FRENCH

Candidates will do a minimum of three units of French and one unit of linking studies.

#### Linking Study

A study of an approved topic, presented either as a dissertation or in a series of essays and reports, which would cover the individual candidate's investigations into modern teaching techniques in relation to French.

#### Course Units

Unit 1 : (a) Prose translation from English into French; (1½ hour paper)  
(b) Oral practice in French (An oral examination in French)

Unit 2 : (a) Practice in aural comprehension (1½ hour paper consisting of a written aural comprehension test)

(b) Translation from French into English (1½ hour paper consisting of unseen translation from French into English)

Unit 3 : French Literature (3 hour paper)

Candidates are required to study texts from at least two major periods (normally six texts)

Unit 4 : The structure of modern French society (3 hour paper)

The evolution of French society since 1870, with particular reference to the problems of France since 1945. Topics to be studied will include French national and local government constitutions, educational organisation and basic industrial and social structures. Candidates will also be given an opportunity to show a knowledge of the geography of France, and the development of the arts in France in the twentieth century.

Candidates offering three of the above units must offer Units 1 and 2 together with either Unit 3 or Unit 4.

### GEOGRAPHY

#### LINKING STUDIES

Unit I (136) A study reviewing research into the educational and geographical principles relevant to a field approved by the Board of the Faculty of Education: to be presented in the form of a dissertation of approximately 6000 words

Unit II (137) A report on an investigation of the geographical/environmental work of a group of children which shall include analysis and evaluation. Approximately 6000 words.

Course UnitsUnit 1 Ecosystem Studies (3 hour paper)

This course applies understanding of ecological, geomorphological and climatological principles to comparative studies of the structure and functioning of three major world ecosystems and the role of man within these ecosystems.

Unit 2 Comparative Studies in Regional Economic Development & Planning (3 hour paper)

This course, through the examination of regional case studies, examines (a) the causes and nature of the problems resulting from regional imbalance in economic development at different levels

(b) the variety of strategies formulated to alleviate these problems

(c) the spatial consequences of these strategies

Unit 3 Dissertation The dissertation, in the form of an extended essay of approximately 6000 words, allows the candidate to work independently within a chosen (and approved) area of study. The issues chosen for investigation should allow the use of primary presented source materials and/or field and laboratory investigation.

Students must do at least one Linking Study. Students offering only one Linking Study may offer either Unit 1 or Unit 2.

Candidates offering two course units must offer 1 and 2.

HISTORYLinking Study

Study of a question on one of the following topics:

1. The teaching of history in the light of modern research into learning theory.
2. An examination of the problems relating to the teaching of world and contemporary history in schools.
3. An examination of teaching media in history teaching.
4. An examination of the educational bearing of an aspect of the philosophy of history.
5. An historical examination of a local educational issue.

The linking study will be examined by a written paper (3 hours) which will be written, without reference to notes, on the question prepared by the candidate during the year of study.

Course UnitsUnit 1 : Maritime and Colonial Enterprise in the Tudor and Stuart Period 1550-1640 (3 hours paper)

A course of study involving the use of the original sources

Unit 2 : Mid Victorian England (1850-70) (3 hour paper)

A course of study involving the examination of the changing shape of English society and social problems in this period.

Unit 3: Nationalism in the Modern World (3 hour paper: four questions: one from Sect. A, Nationalism; three from Sect. B, India)

A course of study comprising a general review of nationalism in recent history and a specific examination of nationalism in India.



Unit 4 : Study of an approved topic based on primary printed sources, to be presented in the form of a dissertation.

Candidates offering two of the above units must choose from Units 1, 2 and 3

Candidates offering three of the above units must offer units 1, 2 and 3.

### HOME ECONOMICS

#### Linking Studies

A dissertation (6000 words) on an approved topic linking some aspects of Home Economics with Education.

#### Course Units (3 or 4 prescribed)

#### Compulsory Unit - Investigation Techniques Applicable to Home Economics

- (a) Investigation techniques - an introduction to research methods: measurement; methods of data collection; data analysis.
- (b) Applied Home Economics research: a study of current and relevant research; general but relevant topics.

Then 2 or 3 units of either Option 1 or Option 2

#### Option 1

Double unit - Food Studies: Food Science (one 3 hour paper 60%; project 30%; laboratory file 10%)

The chemical, physical, microbiological and organoleptic assessment of foods and food products; changes encountered during food preparation, together with methods available for control; progress and current issues in food technology.

Unit - Food Nutrition (one 2 hour paper 60%; dissertation or project 40%)

Historical review of nutritional changes; dietary modifications to improve health - family context; specific conditions which require dietary modifications as treatment; attitudes and problems.

#### Option 2

#### Double Unit - Clothing and Textiles: - Clothing and Fabric Design

(One paper 30%; experimental design (fabric) folder 30%; Project - clothing 40%)

**Clothing:** includes influences on clothing; the clothing industry; processes and equipment; retailing, marketing, advertising; training and research; the consumer; clothing design; future trends

**Fabric Design:** includes investigation of production and use of yarns; design and colouration; enrichment of fabric surfaces; advanced studies in the uses of fabrics.

#### Unit - Textiles (One paper 70%; experimental laboratory work 30%)

Current advancement in textiles technology; scientific evaluation techniques used in textiles; complex textiles especially furnishing fabrics.

MATHEMATICSLinking StudiesUnit 1 Teaching and Learning Mathematics (One 3 hour paper)

The nature of mathematics; the psychology of learning mathematics; the curriculum in mathematics; methods of teaching the subject and the use of resources.

Unit 2 A study of an approved chosen topic in mathematical education (6000 word dissertation)Course UnitsUnit 1 Mathematical Structures (One 3 hour paper)

The unit builds on the pure mathematics courses studied in the previous three years, developing the axiomatic approach by a deeper study of particular structures and by placing a greater emphasis on formal rigour in mathematical proofs.

Unit 2 Computing (One 3 hour paper)

The unit is a continuation of three previous units in the same area studied in the three years of the Ordinary degree and extends the work to honours level.

Unit 3 Fluid Mechanics (One 3 hour paper)

(Taught at Trinity and All Saints College)

The unit gives the student the opportunity to extend his knowledge in a particular field of applied mathematics and to apply the techniques he has developed in previous courses in Mathematical Methods, Applied Mathematics and Complex Variables

Students choose at least one of the Linking Studies units, and two or three of the Course Units.

MUSICLinking StudiesUnit 1 Study of an approved topic related to musical education, to be presented in the form of a dissertation.Unit 2 Presentation of an approved project.Course UnitsUnit 1 Fundamental harmony and counterpoint: a course in basic note manipulation. (One 3 hour paper)Unit 2 Performance (Practical assessment)

- (a) Preparation of a varied repertoire of pieces for the student's chosen instrument, or for the voice ;
- (b) Detailed preparation of a section of the repertoire as prescribed by the examiners.

Candidates will be notified of the section so prescribed not later than two months before the final examination.

Unit 3 Composition ( Assessment of the folio)

Preparation of a folio of compositions and arrangements, including music suited to the resources normally found in schools.

Unit 4 Repertoire (One 3 hour paper)

The analytical and historical study of three set works, selected by the candidate in consultation with his/her tutor, to complement where possible the study undertaken in Unit 2 or Unit 3.



Unit 5 Study of an approved topic or a musical activity. (Written paper, presentation of a folio, or other means of examination at the discretion of the examiners.)

Unit 6 Study of a fugue

- (a) Composition of fugue, using baroque techniques, and working in specified areas (One 2 hour paper - 50%)
- (b) Ancillary composition in other forms involving contrapuntal procedures.
- (c) Fugal analysis: mainly from Bach's 48.  
(A 3000 word essay on an approved topic involving comparative analysis of 2 or more fugues - 50%)

Unit 7 Study of twentieth-century techniques of composition and performance

(Assessment of dissertation on approved topic treating a composer/group of composers in the period 1908-1965)

## PHYSICAL EDUCATION

### Linking Studies

Unit 1 Current Physical Education Topic (1) (3 hour written examination)

An examination of current ideas in the areas of leisure, recreation, aesthetics, physical education and human movement studies with the aim of leading the student to formulate his own concepts, design appropriate curricula and apply relevant evaluative procedures.

Unit 2 Study of an approved topic to be presented in a dissertation of c.6000 words. The study should arise from educational studies and the main subject, ensuring a genuine link between them.

## Course Units

Single Unit 1 Current Physical Education Topics (1) (3 hour paper)  
Content as for Linking Study Unit 1, above.

Single Unit 2 Current Physical Education Topics (2) (3 hour paper)

The major part takes the form of an interdisciplinary inquiry which focuses on the significance of movement for various aspects of human development, with particular reference to childhood. A section on the comparative study of selected systems of physical education is also included.

Extended Unit 3 Physiological Study of Physical Activity (Two 3 hour papers)

Aims to expand on the knowledge gained from course work in Years 1-3. Course content will be examined in relation to practical application for the improvement of performance. Part of the practical work will involve team testing techniques for the measurement of human work capacity.

Extended Unit 4 Movement as an Art Form (3 hour paper + practical examination)

Examines dance in education and its relationship with dance in the theatre. In workshop/seminars students will prepare papers on given topics, and techniques and dances that fulfil specific tasks. Particular emphasis on choreography and composition of dances and their evaluation according to appropriate formal criteria.



## THE DEGREE OF BACHELOR OF EDUCATION WITH HONOURS (NEW STYLE)

This is a degree unique to the Leeds Polytechnic School of Education, and related to its B.Ed. (Ordinary) and Certificate courses. This is a one-year full-time course.

### Entry requirements:

Candidates may enter the course in two ways:-

- A. In their fourth year of study, having, in the third year, obtained the B.Ed. (Ordinary) at the first attempt or the standards in the Certificate course, described in the 'Guide to the Four Year Course'.
- B. As serving teachers, having successfully completed a course recognised by the Department of Education and Science for the award of Qualified Teacher Status and subsequently had not less than two years approved teaching experience. They must also pass or gain exemption from a Special Qualifying Examination which will normally be held at the University in January each year.

Applications must be submitted by 30th September in the preceding year, to the Deputy Registrar,  
The University of Leeds,  
LEEDS, LS2 9JT.

The School of Education offers a preparation course in Educational Studies over a three-term period leading to the qualifying examination. Advice on preparation in the Special Subject area is normally arranged by special subject tutors in individual tutorials.

Any further enquiries may be made to:

Tutor for Admissions and Administration,  
School of Education,  
Leeds Polytechnic,  
Beckett Park,  
LEEDS LS6 3QS. Telephone No. 759061.

### Course requirements

The Scheme of Study for the honours degree of Bachelor of Education will require candidates to take courses in Educational Studies and a Special Subject, together with a linking study or studies which will relate to both. All candidates must pursue seven of the course units of study. The combination of units available will normally be as follows:

	Special Subject	Linking Studies	Educational Studies
Combination A	Two Units	One Unit	Four Units
Combination B	Two Units	Two Units	Three Units
Combination C	Three Units	One Unit	Three Units
Combination D	Three Units	Two Units	Two Units
Combination E	Four Units	One Unit	Two Units

Candidates offering some special subjects are restricted in their choice of combinations, and where applicable such restrictions are specified in the regulations relating to the special subject concerned. Candidates will be advised on the most suitable combination of options within Educational Studies and the Special Subject.

Candidates are required to inform the appropriate moderator, through, and with the approval of, the Leeds Polytechnic School of Education, by 31st May in the third year of their Certificate in Education/B.Ed.(Ord.) scheme of study, of the titles of any essays or dissertations to be submitted for examination, for approval by the moderator in consultation with the appropriate subject-panel. In the case of linking studies dissertations, titles are required by March.

The final examination will consist of one paper or paper equivalent for each of the seven course units of the schemes of study. The examination for each unit will rank equally for the purpose of classification of the degree.

Candidates may be required to satisfy the examiners in practical and/or oral examinations.

The examination in a modern foreign language will include an oral examination.

Where a course unit is examined only by dissertation, the length of the dissertation will be approximately 60000 words.



Tutors having particular responsibilities in relation to the B.Ed. (Hons.) course, who will be pleased to answer further enquiries are:

Mr. T. M. Renwick, B.Ed. (Hons.) Officer,  
Dr. J. D. Haigh, Tutor i/c the Four Year Course

#### Schemes of Study

The following indicates the range of courses likely to be available in 1981-82 and 1982-83. The names of tutors responsible are in the brackets.

Special Subjects. The special subject will be selected from the following list:

Art & Crafts (Mr. T. Wanless)	Home Economics (Miss M. Pickup)
Craft and Technical Studies (Mr. A. Brown)	Mathematics (Mr. L. Frobisher)
English (Mr. T. Pey)	Music (1982-83 only) (Mr. J. Pitts)
French (Mr. P. D. Hamilton)	Physical Education (Mr. J. Armstrong)
Geography (Mr. T. M. Renwick)	Theology (1982-83 only) (Mr. S. Evans)
History (Mr. I. Poole)	

All intending candidates must comply with any special requirements laid down in relation to their chosen subject.

- (a) A candidate proceeding to the final year of study for the degree of Bachelor of Education with honours immediately after completion of the three year course for the ordinary degree of Bachelor of Education or for the Certificate in Education must offer the major subject of this three year course as his special subject. Provided that the courses he has previously taken are accepted by the Board for Collegiate Academic Awards as a basis for his further studies, he may be permitted exceptional transfer to another subject with the approval of the Board.
- (b) A serving teacher may be admitted to a course of study which includes any one of the special subjects listed above, provided that his previous studies (including any undertaken subsequent to the award of Qualified Teacher status) and professional experience are acceptable to the Leeds Polytechnic School of Education Board of Studies.

#### Educational Studies

Candidates may offer two, three or four units of Educational Studies in combination with special subject units and linking studies units as set out in Course Requirements. Educational Studies units and tutors are as follows:

1. (A) Philosophical Study of Education (single unit) (Mr. B. Jagger)  
(B) Philosophical Study of Education (extended unit)
  - \*\*2. (A) Human Development (single unit) (Mr. G. Walsh)  
\*\* (B) Human Development (extended unit)
  3. (A) Sociology of Education (single unit) (Mr. Owen Jones)  
(B) Sociology of Education (extended unit)
  4. (A) History of Education (single unit) (Mr. J. Bradshaw)  
(B) History of Education (extended unit)
  5. Curriculum Development (extended unit) (Mr. G. Jones)
  - \*6. (A) Education of Backward and other Handicapped Children (single unit)  
(B) Education of Backward and other Handicapped Children (extended unit) (Mr. H. Hoyle)
  7. (A) Language and Communication (single unit) (Mr. R. Walker)  
(B) Language and Communication (extended unit)
  8. The Organisation & Administration of the School (Mr. A. Hughes)
  9. The Psychology of Human Learning (Mr. G. Wood)
- \* only available to students who have followed the first-year professional minor course for Intending Teachers of the Mentally Handicapped.
- \*\* Human Development. (For entry to the single unit Human Development A II students must have taken the Social Psychology unit in Year 3 (part of the minor academic course in Educational Studies). For entry to the single unit Human Development A I students must have taken unit FF2 in their three year course. Unit A I is effectively restricted to such students. The extended unit of Human Development comprises A I and A II and the same restrictions apply.

(Serving teachers - please consult pages 8 and 11)



The content of a single unit in a particular area of study is not necessarily included, either in part or in whole, within the extended unit in the same area of study. Notwithstanding the nature of the content of these units, candidates are not permitted to offer a combination containing both the extended and single units in the same area of study. Subject to this provision:

candidates offering two units of Educational Studies must offer two single units

candidates offering three units of Educational Studies must offer one extended unit and one single unit

candidates offering four units of Educational Studies may offer either one extended unit and two single units or two extended units

Each unit of Educational Studies is examined by a written paper of 3 hours duration. Tutors will supply further details of the content and assessment of particular units.

Educational Options Co-ordinator may be consulted about these courses.  
(Mr. Owen Jones)

Linking Studies One or two units may be studies in this area. (Some special subjects provide only one unit.)

#### Re-examination

A candidate who fails the examination may present for re-examination on one occasion only in accordance with the provisions of Article 16(b) of Ordinance VIII but will not be eligible for the award of Honours.

A student re-sitting the examination will normally be required to re-take all seven units except that the Board may agree to pass marks being carried forward for linking studies and, on the recommendation of the examiner, for course work which could not reasonably be repeated by an external candidate.

### EDUCATION OPTIONS

#### 1. PHILOSOPHY OF EDUCATION

- (a) Single Unit (one 3 hour paper)
- (b) Extended Unit (two 3 hour papers)

The course for the single and extended units is the same, the difference between them lying in the examination requirements.

The course considers four areas:

- (1) Theory of Knowledge: Knowledge and belief, theories of truth, propositional and practical knowledge, differentiation of knowledge, curriculum integration.
- (2) Theory of mind: actions, intentions, motives, thinking, intelligence, creativity, education of the emotions, concept of a person.
- (3) Ethics: value judgments in education, ethical theories, moral education.
- (4) Social Philosophy: freedom, justice, equality, democracy, authority, rights and punishment.

Single Unit examination: candidates are required to answer three questions from not less than two of the above areas.

Extended Unit examination: candidates have two papers examining these four areas and, in addition, having a compulsory question. One is a passage which candidates are required to criticise, and the other is an extended essay on a prepared subject of the candidate's choice.



## 2 HUMAN DEVELOPMENT.

Two single units of study are offered within the human development option. Subject to certain provisos, students may elect to study either of the single units, or to combine both to make up an extended unit.

Single Unit A.I (One 3 hour paper) is available to students who have studied the unit of child psychology in the first year of the Leeds University B.Ed. (Ord.) degree. Some serving teachers may be eligible to take this unit with the permission of the College Examiners and the University moderator). Principally concerned with aspects of physical; perceptual, cognitive and language development together with studies of the role of play in overall development.

Single Unit A.II (One 3 hour paper is available to students who have studied the unit of Social Psychology in the third year of the Leeds University B.Ed. (Ordinary) degree. Some serving teachers may be eligible to take this unit with the permission of the College examiners and the University Moderator).

Principally concerned with the study of the development of human personality together with the study of theories of morality and moral behaviour.

Assessment of the extended unit comprises both three hour papers. Optional course work assignments are offered during the year and students are strongly advised to complete them.

## 3. SOCIOLOGY OF EDUCATION.

SINGLE UNIT. (One 3 hour paper)

Course content:

Education and economy.  
Education, politics and ideology.  
Social class and education  
Teacher and pupil role  
Teaching strategies and school organisation.  
Education and social control.

EXTENDED UNIT (Two 3 hour papers).

The extended unit has a course content similar to the single unit but, in addition, greater attention is paid to sociological theory. The major part of one paper is concerned with theoretical issues related to matters of concern for the sociology of education at macro and micro level.

#### 4. HISTORY OF EDUCATION.

- (a) Single Unit (one 3 hour paper: 4 questions)
- (b) Extended Unit (two 3 hour papers: each with 4 questions)

The Extended Unit includes the Single Unit.

##### Single Unit.

A background study of the history of English Education from 1536 to the present day. This covers elementary, secondary and tertiary education and the range of topics is sufficiently wide to enable some degree of specialisation, either institutional or temporal.

##### Extended Unit (additional to above)

An in-depth study of the Education of Children over 11 years of age since 1900. It examines the evolution from the elementary/secondary divide in the earlier part of the century, through secondary education for all to the comprehensive system. Attention is given to the major reports on education published in the present century.

#### 6. CURRICULUM DEVELOPMENT

Extended Unit only (two 3 hour papers)

This option provides a systematic introduction to the school curriculum as a field of study, and includes a critical examination of curriculum planning and design, the context, organisation, balance and content of the curriculum, the role of evaluation and factors influencing the curriculum change process. The course includes practical analysis of curriculum projects, syllabuses and curriculum materials.

The option is available to all students, and no previous study is assumed.

#### 7. EDUCATION OF BACKWARD AND OTHER HANDICAPPED CHILDREN.

Students taking this option must have satisfactorily completed the Minor Academic course "Human Disability" in the B.Ed. (Ord) Certificate course.

Serving teachers with appropriate previous study may be considered (Consult the course director).

- (a) Single Unit (3 hour paper)
- (b) Extended Unit (3 hour paper + one in-depth study)

##### Single Unit

- (i) Developmental processes with regard to two of:  
the severely handicapped (mentally and physically); the educationally subnormal; the backward child in the ordinary school (all age levels); the maladjusted.  
General physical development and its educational implication.

- (ii) Educational treatment; methods of assessment; curriculum development and teaching methods.

- (iii) Social integration.

##### Extended Unit

The scope of the syllabus is the same as for the Single Unit.

Practical work is an integral part of the Extended Unit and candidates will be expected to relate practical experience to the theory and to demonstrate an ability to do so in the final examination.

Candidates will normally be expected to undertake a period of practical experience relevant to their in-depth study.



8. LANGUAGE AND COMMUNICATION.

(a) Single Unit (one 3 hour paper)

(b) Extended Unit (two 3 hour papers)

The course entails a study of the nature of language and communication generally, and of relations between language and education.

Single Unit.

Some of the topics covered are:  
language acquisition, spoken and written language, the development of speaking and writing skills, standard and non-standard varieties of English, language in the classroom.

Extended Unit.

Some of the topics covered are:

the range of topics as for the Single Unit, and in addition, language and learning, language and reading development; language and ethnic groups.

9. THE PSYCHOLOGY OF HUMAN LEARNING.

Single Unit only (one 3 hour paper)

The course content deliberately draws on differing strands of Educational Psychology. The Education disciplines of years one to three, such as Human Development, Social Psychology Learning Theory and Cognitive Psychology are extended slightly and considered in depth. Essentially the course seeks a synthesis of those background areas, relating pertinent aspects to ongoing practices in our Schools and to children's learning. That which facilitates children's learning thus becomes the unifying factor and strategies of teaching becomes a major consideration.

The development by candidates of particular specialisms relating to 'age range' and 'subject' interests is encouraged, and this is reflected in an examination paper with a wide range of choices, including questions which permit 'specialist' interpretation.

10. THE ORGANISATION AND ADMINISTRATION OF THE SCHOOL.

Single Unit only (one 3 hour paper)

The course considers how schools function as communities of people within physical, professional and legal frameworks. They are organisations in which individuals and groups carry out specific tasks and play definitive roles. Interaction occurs within the school and with the outside world, and the course seeks to make it a clear frame of reference for the teacher.

SPECIAL SUBJECTS.ART AND CRAFTLinking Study.

A written study of approximately 6000 words upon a topic approved by tutors and the University. This usually takes the form of a carefully documented study of some kind of experiment at curriculum level related to Art and Craft.

Course Units.Unit 1: Theory of Art (one 3 hour paper)

The syllabus consists of a detailed study of four works of art which have been approved by the University. Each year brings a change in the four works selected for study.

Unit 2: Practical Work.

This unit represents the achievement of a student in painting, ceramics, printmaking, textile design or sculpture. The final assessment is by mounting a selective exhibition and viva voce with the University Moderator.

Unit 3: Analysis.

A unit in which the students produce a substantial written submission concerning their own work in order to demonstrate their development of ideas and understanding of techniques. This takes the form of written essays, statements, notes in a diary, or other form of presentation held to be appropriate for the particular specialism in which a student is engaged during the span of the course.

Unit 4: Project.

For the project unit students are expected to undertake a 'commissioned' piece of work suitable for a client or patron. The commission may be hypothetical in character but candidates must provide evidence of research and planning by way of notes, drawings, rough designs, etc. The final product is viewed within the context of its final setting wherever this is possible or, alternatively, students must provide drawings or photographs which clearly demonstrate their intentions.

Students choosing 2 units must take units 1 and 2

Students choosing 3 units may take Unit 3 or 4 as the additional unit

Students may choose to take all 4 units

CRAFT DESIGN AND TECHNOLOGY

(previously designated Craft and Technical Studies)

Linking Study

A dissertation on an approved topic. Students may undertake a limited research programme in school where appropriate.

Course UnitsUnit 1: A Critical Study of Writings on Craft and Design (one 3 hour paper)

The study includes two prescribed texts, and is directed towards historical developments in Architecture, Craft, Design and Technology and to aspects of philosophy of craft and design.

Unit 2: Practical Work in Three Dimensional Design (assessment of completed work, including a viva voce)

Choice of practical work is open to the candidate, and may be based on any aspect of three dimensional work. Alternatively, when unit 3 is also chosen, practical work may be related to analytical work involved in that unit, either as the subject for analysis, or as the direct result of an analytical investigation.

Unit 3: Analysis or Investigation of an Approved Area of Study in Three Dimensional Design (Assessment of the written analysis and related material, including a viva voce)

The study may involve:

- (a) Analysis of some aspect of work inspired by the candidate's experience in years 1-3 (or of previous work and experience in the case of serving teachers)
- (b) Analysis or investigation of an aspect of craft in which the candidate is particularly interested.



The study requires a progressive file of written and visual material, together with any relevant three-dimensional work recording the candidate's analysis or investigation, his discussions and subsequent activity.

Unit 4 : Approved Project (Assessment of project including a viva voce)

Candidates have an open choice, but are expected to formulate a specific brief, and to carry the project through from research and design stage to a tangible result in practical terms and one that satisfied the brief chosen.

Candidates offering two units must offer unit 1 and either unit 2 or unit 4

Candidates offering three units must offer units 1, 2 and 3

## ENGLISH

### Linking Studies

Either Unit 1 Study of an aspect of the relation between Education and English studies in the form of a dissertation (6000 words)

Or Unit 2 A taught course in "Initial literacy and Remedial Reading" (3 hour written examination)

The course involves:

1. selected language studies e.g. speaking/writing differences; psycholinguistic aspects of early language acquisition
2. relation of above to a close study of some initial and remedial reading schemes
3. relation of these to classroom practice e.g. hearing children read, miscue analysis
4. relation to wider school context e.g. language policies

### Course Units

Unit 1 : A study of the plays of Shakespeare (3 hour paper)

Five plays are set for special study. Two of the three questions can be answered on these, but the third must be taken from questions on aspects of Shakespeare not involving the five set plays.

Unit 5 : English literature, life, language and thought, 1881 to the present day (3 hour paper)

A selection of the works of major poets, novelists and dramatists is studied.

These include: