

---

## On the British Education System and The State Schools in Cambridge (XXII)

Minoru SHIGETA\*

In the preceding essays (Vol. XIX, XX and XXI), I mentioned, according to the school brochure and my son's notebooks and school letters, the school lessons my son studied at the Manor Community College; Religious Education, French, Library, Drama, Mathematics, Art Design, Music, Physical Education and some unfamiliar sports, such as Cross Country, Netball, Rounders and Cricket, English and Technical Subjects. Therefore, in this essay, I will tell you about the rest of the subjects my son studied at the Manor Community College.

### History

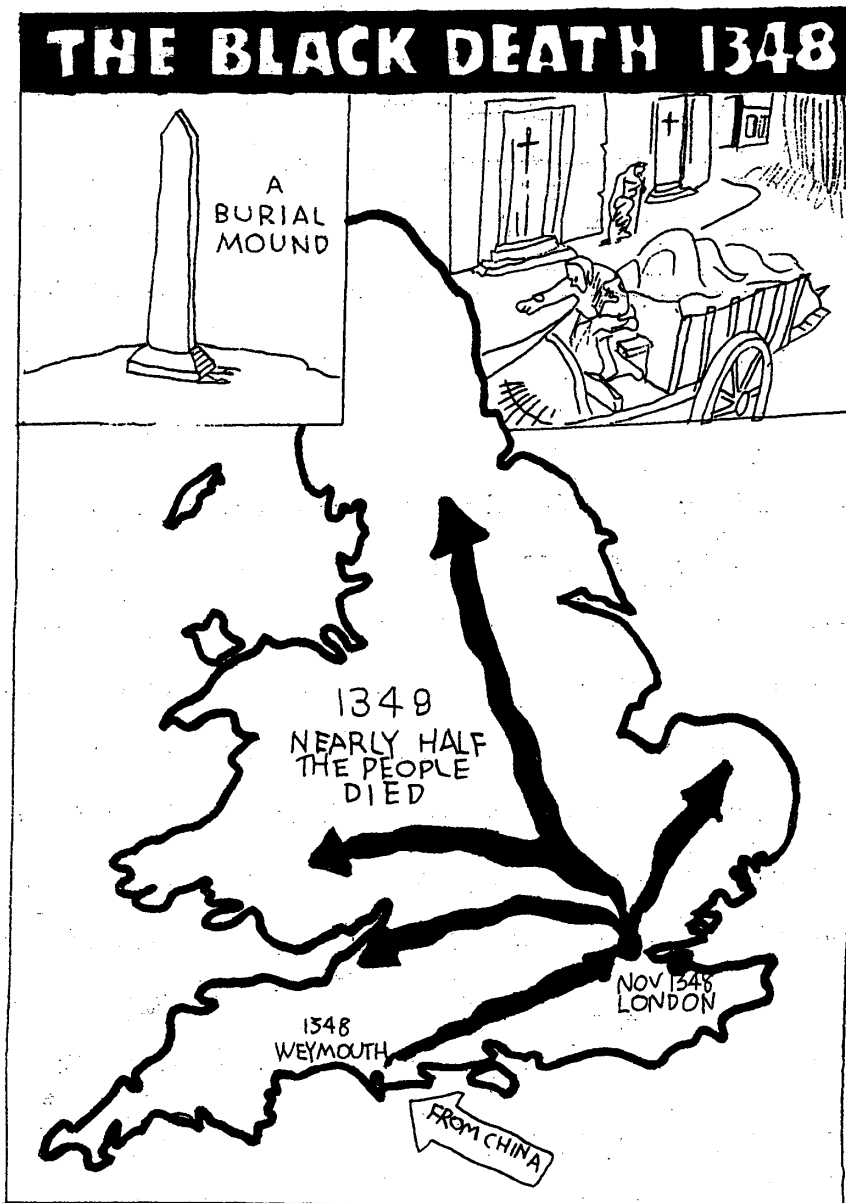
According to the school brochure, History is a thriving and popular subject throughout the College. It says, "The aim of the Department's strong team of teachers is to ensure that History lessons are enjoyable, and with the growing amount of leisure time likely in the future we hope that many of our pupils will develop a lifelong interest and enthusiasm for History. For the first three years the syllabus is traditional – a broad study of the main events in English history from Roman times in the first year, and in the second year a Tudors and Stuarts course branching out into the wider spheres of study of revolutions in America and France. In the third year a study of the industrial revolution is followed by various themes of the nineteenth century social and economic changes and some key events in European history. In the Fourth and Fifth year most pupils choose to study Twentieth Century history for the G. C. S. E. Examination. By now History has become a voluntary subject, but we are gratified that such vast numbers choose to continue to study History in

---

\* 宇部工業高等専門学校英語教室

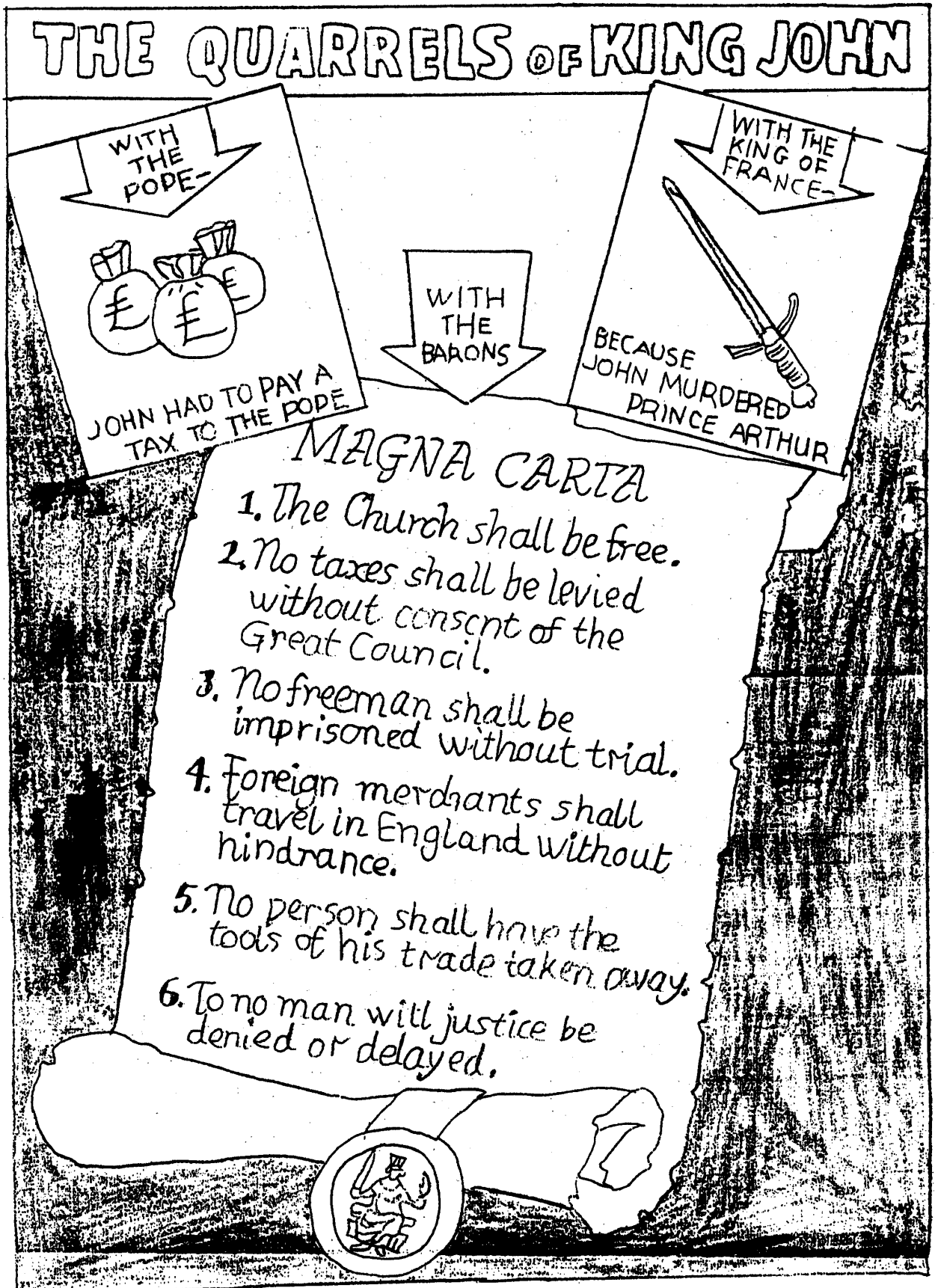
the fourth and fifth years. The History Department believes strongly in the need for a wide range of visits to enliven the subject even more. Our annual fifth year visit to Belgium and France to see the areas around Ypres, Passchendaele and the Somme where the terrible trench warfare 1914-1918 took place has proved as popular as ever. We will endeavour to keep costs to a minimum so that visits are brought within the range of all."

As the brochure tells us, my son, who was in the first year at Manor, studied about the history of Roman times such as Roman castles, Magna Carta by King John, Black Death and Monastery. So I will show you some notes and illustrations my son wrote and drew in History lessons.



6. The artist has numbered two things which the doctor is using so he will not catch the plague. what are they?  
 "they are PRIESTS" He is smelling sweet scented herbs and the torches are also sweet-smelling. ~~but~~ <sup>his</sup> car has meant to cause the disease.
7. a) what are the people doing in evidence C?  
 "Making fire" ~~burning clothes in the bread oven.~~ <sup>burning clothes in the bread oven.</sup>
8. a) Feeling. Whipping themselves  
 b) will this help to stop the plague?  
 "yes" No, not really but might kill some fear.
9. The writer describes four ways of avoiding the plague. which one do you think gave you the best chance of not catching the Black Death?  
 1st?

- The Black Death 1348-9
1. How did the plague spread across Europe?  
 They were frightened of some thing ~~like~~ <sup>like</sup> black rats from China. which was coming across
2. Why was it called the Black Death?  
 They were flowred by red and black spots
3. What did the doctors say had caused it?  
 by bad air ✓
4. What did the Priests say had caused it?  
 it was sent by God to Punish people for being wicked ✓
5. Write down the three ways you could not tell that a person had the Black Death.  
 Their breaths smell bad  
 They had large lumps  
 They had red + black spots.



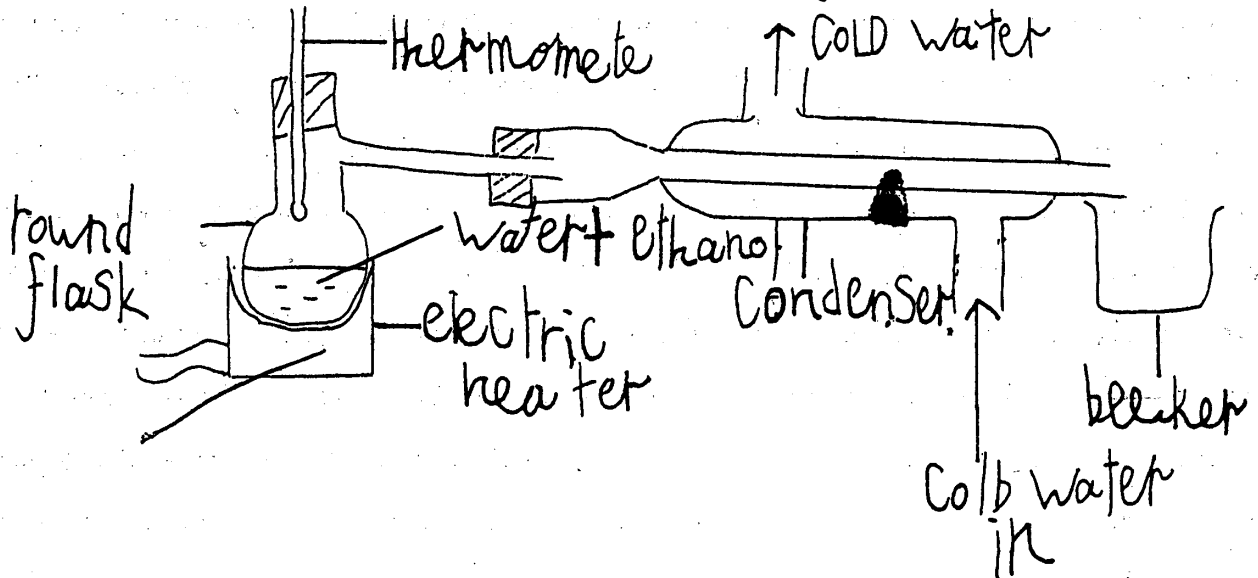
## Science

The school brochure says, "Science in the first two years consists of a combined course based on Nuffield Combined Science comprising elements of Physics, Chemistry and Biology. Every opportunity is taken to use children's first hand experience in everyday life as a starting point for the work in the laboratory. The course relies heavily on practical work, involving much problem-solving with strong emphasis being given to the development of scientific skills. The topics covered include purifying substances, measuring, water, air, flowers, animals, forces, electricity and electronics. In the third, fourth and fifth year every effort is made to ensure that all pupils receive a balanced scientific education that includes elements of both biological and physical (physics and chemistry) sciences. This may be in modular science reflecting the requirements of both county and national policies. Pupils are given the opportunity to bridge the gap between College and work, this includes visiting conferences and local industry. The department appreciates the strong need for extra curricular activities and offer the following clubs, Junior Science, Photography and Animals, in addition to organising day and field trips to important scientific establishments such as the Science Museum in London, Whipsnade Zoo and locally, the Cavendish Laboratory."

As the school brochure says, science in the first year, it seems, consists of a combined course of Physics, Chemistry and Biology, and especially they seemed to teach pupils Chemistry and Biology. In the following two pages, I will show you two notes and drawings my son wrote and drew in Science. One is an experiment of distillation in Chemistry, and the other is the illustration and explanation of reproduction in frogs in Biology. Perhaps in his explanation we will find some miss-spelling by my son because of his lack of vocabulary.

So far we have seen how my son studied at the lessons listed in the curriculum such as English, History, Science, Art, Mathematics, Music, Practical Subjects, Physical Education, French, Library, Religious Education, Dram and so on. Moreover, the school brochure mentions some other subjects which are not taught in the first year. So in the rest of the space allowed to me, I will tell you, according to the school brochure, about such subjects.

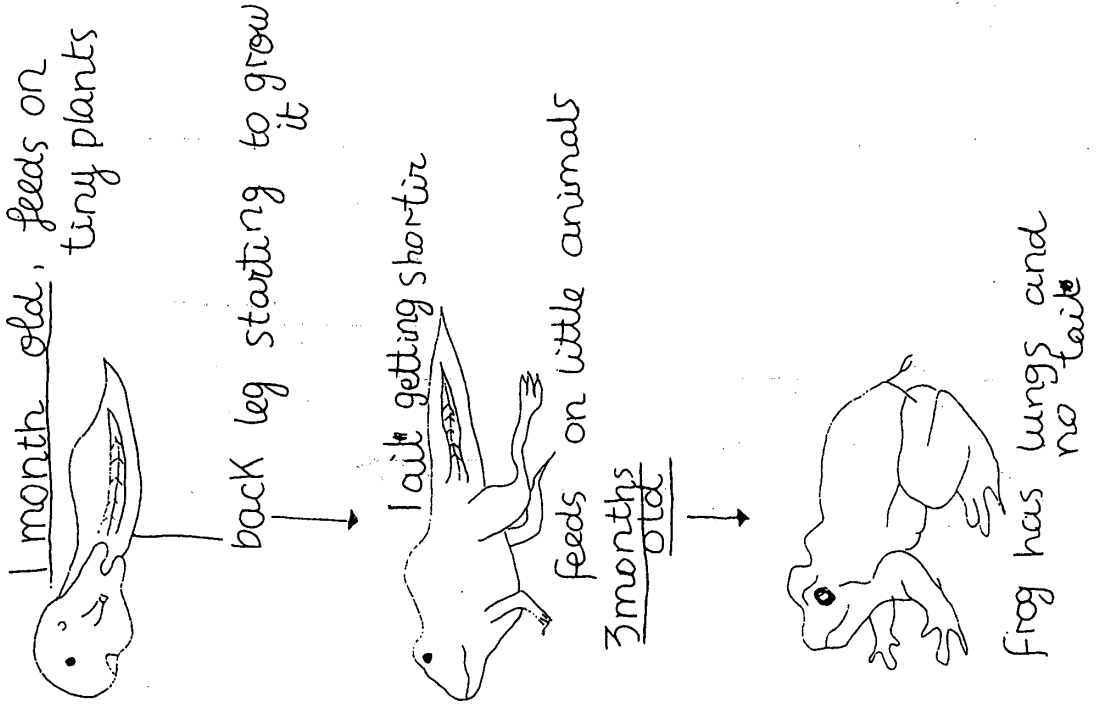
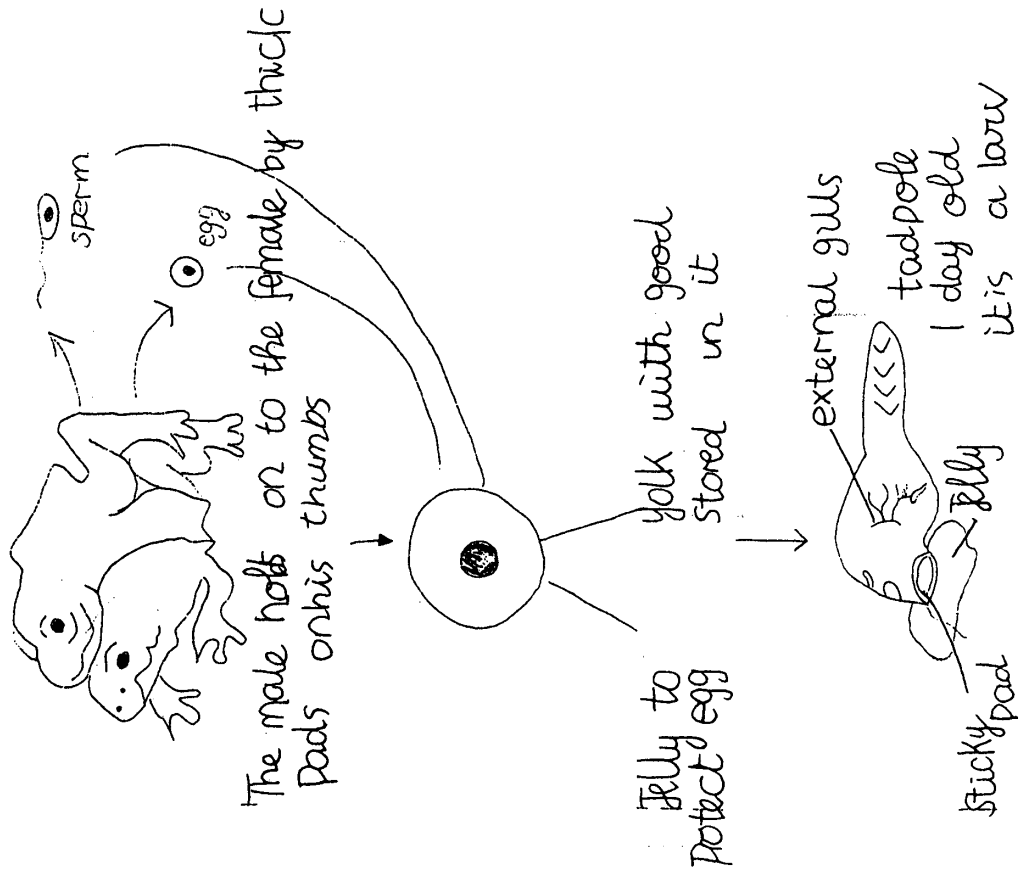
## Distillation using Alebig Condenser



Answer these questions: —

- ① what temperature does the vapour form at?
- ② what happens to the vapour as it cools?
- ③ what is the liquid collected in the beaker?
- ④ what is left in the flask?
- ⑤ why does cold water run through the outer jacket?

5th June Reproduction in frog



## Business Studies

### BRITISH INDUSTRIAL SOCIETY – G. C. S. E.

Studying this subject develops an awareness of the forces at work in industry and commerce. Pupils will be encouraged to imagine themselves in various roles e.g. a factory owner, manager, worker, trade unionist, consumer or citizen, and discover the possible conflicts of interest that can occur between these roles. Consequently we aim to enable pupils to be aware of and to participate in making the choices which are open to us as individuals and as a community both nationally and globally.

This subject will make pupils aware of the problems of setting up a business, deciding on a product, financing the enterprise and organising and managing a small firm. The problems of expansion will be considered.

Later Trade Unionism, Consumer Protection and the national consideration of managing the whole economy will be studied. Pupils will also consider the social consequences of business activities such as pollution and ecological disturbances.

Current economic situations are discussed as part of the course so access to a daily newspaper is essential. Pupils will visit local firms and retail organisations as well as some of the City institutions in London.

QWERTYUIOP.....QWERTYUIOP.....QWERTYUIOP.....QWERTYUIOP.....QWERTYUIOP

TYPEWRITING could be called the 'Fourth R' since keyboard literacy is essential in the 1980's as the means of communication, not only in the office but on the shop or factory floor. A basic keyboarding course is part of the Life Skills Programme for the majority of 4th Year pupils.

The course is completely flexible once the initial keyboard training is complete; pupils are taught individually and attempt all the external examinations set that they are capable of. All students should obtain Pitman I (25 wpm making satisfactory progress). Most will be entered for the new G. C. S. E. examination which now gives more able students a qualification higher than the old CSE.

More able pupils can go on to take the Pitman II examination ('Junior Secretary' status) and those of top G. C. S. E. English ability – who are prepared to do homework and join a lunch-time class – can be entered for the RSA I Typewriter Skills examination (employable as a typist).

Electronic / electric machines as well as manual typewriters are available for pupils who prove their "touch" Typing ability.

## Community Action

Community Involvement is part of an educative and life-long process concerned with young people's ability and freedom to understand, decide about and act on issues affecting them and their communities.

Opportunity for Community Involvement is open to everyone in their fourth or fifth year and freedom of choice is an essential part of the programme. There are needs in any community that pupils, with their ini-



tiative, energy and resources, can help to meet. Pupils work with old people in their own homes, in residential homes and at day centres; in hospitals-Chesterton and Addenbrooke's Hospital; in primary and Nursery Schools, including schools for handicapped children. Some pupils remain in school and help to improve their own environment. Others have been involved in the monthly delivery of the Voice of Arbury.

Pupils learn more about themselves, their community and their role within it. Because of the variety of roles undertaken, while they are at work, pupils soon appreciate the need to be both reliable and responsible and this helps to improve their attitude to work, both in and out of College. Many pupils develop a real sense of commitment and choose to continue their voluntary work outside school hours.

The careful preparation, support, supervision and follow-up of pupils is carried out by a small team of staff. There is a liaison with other departments in the College and in particular with the social / moral / political team.

While Community Involvement is both enjoyable and rewarding on an individual basis, it also helps to establish a good relationship between the College and the Community.

### Geography

The nature of Geography as a subject has enabled this Department to offer a varied and interesting syllabus to all five year groups in the school. Particularly popular are the day excursions to study the subject in the surrounding country-side, which takes place annually. There are longer residential visits to more distant parts of the country, such as the Peak District and the Dorset Coast. Studies are also made more enjoyable by frequent opportunities to work on group assignments around the College and in the local neighbourhood, to participate in a wide range of geographical games and simulated situations, and to study less accessible material through the use of film, slides and tape-recordings. There is a strong emphasis on the enjoyment of learning and "finding things out" for oneself.

Examination courses in the 4th and 5th year build upon the skills and ideas fostered in the lower school, through the medium of the Avery Hill G. C. S. E. project. The main themes examined include the geography of recreation, urbanisation, employment, and the physical environment. Course-work plays a vital role in examination work and provides frequent opportunities for pupils to work in groups or on their own, outside the confines of the classroom.

### Computer Studies

All students take a computer appreciation course in the 2nd year. Computer Studies itself is a 4th and 5th year option leading to be examinations of C. S. E. at the end of the 5th year.

We have good and constantly expanding computing facilities. At the moment, these consist of fifteen computers with a network system, associated printers, disc drives and mostly colour monitors together with word-processing facilities and a variety of other peripherals. This enables students to gain a great deal of hands-on experience and gives them an advantage when it comes to the programming projects which make up a proportion of the C. S. E. examination marks.

Opportunity exists for sufficiently able students to make use of their programming talents to produce educational software for use in the Visually Impaired Unit, possibly as part of a G. C. S. E. project.

We run a computer club for students wishing to learn or improve their BASIC programming skills or to use the kinds of equipment to which they might otherwise have no access.

### **Special Needs Programme**

The Special Needs Programme caters for pupils with a wide variety of Special Education Needs. These may be due to physical handicap which could require something as simple as allowing a child extra time to get from lesson to lesson, or it could mean working out a complete programme for a child with severe learning difficulties.

After careful consultation with Primary School staff and teachers within the College, pupils may be withdrawn from mainstream and placed in small groups for special help as and when necessary.

The aim of the Programme is to ensure that the needs of each child are met and as many children as possible are able to enjoy a full timetable as soon as possible.

So far, following the preceding essays, we have seen some subjects such as History, Science which my son was taught at Manor, and some other subjects not taught in the first year at Manor, such as Business Studies, Community Action, Geography, Computer Studies and Special Needs Programme. However, as the space is limited, I have left one subject called "Personal & Social Education." Therefore, in next essay, I will tell you about "Personal & Social Education."

*(Continued)*