

Tapescript EFS 1.1

Tapescript 1

"The aims set out below describe the educational purposes of a course based on the AS Biology syllabus. Some of these aims are reflected in the assessment objectives; others are not because they cannot readily be translated into measurable objectives. All, however, are essential aims for the AS Biology course:

1. to develop students' appreciation of the wonders of the living world; and to promote respect for all living things;
2. to broaden and stimulate students' interest in learning biology; to encourage their worthy use of leisure, and to help them to acquire self-initiative in the study of biology;"

Tapescript 2

"A course of study based on this Syllabus should

1. provide a balanced course for further study and give an appreciation of the nature and the importance of physics in daily life;
2. help students to develop interest, motivation and a sense of achievement in their study of physics;
3. develop an appreciation of the developments in physics and an awareness of the relationships of physics to everyday life, and of the role of the applications of physics in the fields of engineering and technology;
4. establish a conceptual framework for physics and provide an understanding of its methodology;
5. encourage a balance between an experimental and a theoretical approach to physics;
6. develop skills relevant to the application of physics, such as experimental design, experimental technique, problem solving, mathematical analysis, critical appraisal and communication;
7. to help candidates to acquire a sense of moral and social values and readiness to becoming responsible citizens in a changing world."

Tapescript 3

AIMS AND OBJECTIVES

A major aim of the syllabus is to present chemistry not only as a body of knowledge, but also as a field of enquiry, and to bring candidates to recognize the intellectual discipline which it provides. Abilities to be fostered include those of imagination and speculation as well as acquisition of knowledge and experimental skills.

Candidates should acquire a capacity to deal with the following:

(a) Basic Concepts

1. knowledge of chemical facts, principles, methods and terminology.
2. the ability to understand and interpret scientific information presented in verbal, mathematical, diagrammatical or graphical form and to translate such information from one form to another.
3. the ability to formulate and test hypotheses.
4. the ability to interpret phenomena in terms of models, laws and principles.
5. the ability to solve problems which are unfamiliar or presented in a novel manner.

(b) Experimental Investigation

1. the appropriate manipulative skills to carry out experimentation from written instructions either given or self-devised.
2. skill in observation and recording of observations.
3. the ability to suggest apparatus and procedures for carrying out experiments.
4. the ability to interpret experimental results in terms of chemical principles.
5. an appreciation of safety aspects when carrying out experimental work.

(c) Interpretation and Application

1. the ability to organise ideas and facts and present them clearly.
2. a critical approach to information and ideas.
3. the ability to understand and to appreciate the applications of chemical knowledge in other scientific and technological studies, in industries and in society.

Pronunciation Spot

The voltage was stepped up

The pressure fell rapidly

it appeared to stabilise

a gradual, but constant rise

The pressure was increased

a very slight drop

the temperature rose rapidly

the temperature stabilised at about

The pressure fell slightly

The current cycled between