

## The VISIT by the Duke of Edinburgh to the Old Science department - March 9.

It was agreed that the aim should be to try to show the Duke the main highlights of the work in science during a typical year, reflecting the course philosophy, with youngsters engaged in the sort of work to which they are accustomed. For this reason, the department would like to try to accommodate every year group and have them working in such a way that it reflected the variety of activities they undertake.

The work in sixth form science relevant to this aim is consistent with their present course work:-

Sixth form biology - Dr. Hill's 6th year set will be in S7, engaged in practical work on genetics.

Sixth form chemistry - Dr. Norris' 6th year set will be in S11, engaged in their current work in practical organic chemistry.

Sixth form physics - Mr Small's 7th year set will be at the start of their Extended Investigations, performance at which contributes to their A level grade.

Main school work will be slightly more contrived, but should nevertheless fit in with the present pattern of their work:

Year 1 Mrs Francis will be supervising her first year class in S4. The pupils will be working in groups trying to design a structure to support a given object beyond the edge of a bench.

This work is a part of the National Curriculum programme of study for Key Stage 3.

Year 2 Currently the 2nd year are studying water. Mr Rutherford's second year class will be in S5 and will be engaged in a poster design - working in groups, designed to illustrate the variety of sources of water pollution.

Year 3 The work in this and following year's is all a part of the Integrated Science course that all pupils will take at the end of Year 5.

Dr. Joyner's class will be in S5 during practical work designed to enhance the classes understanding of 'power', its size in human terms, and its measurement. This is essentially concept-formation practical work.

Year 4 Mr Martin's set, in S10, will be using recently acquired understanding of food tests to solve a problem "What's in this food?" This is a different aspect of experimental work, involved in a problem solving activity.

Year 5 Mrs Borrill's set, in S9, will be undertaking a series of experiments designed to test their ability in science skills. The performance of pupils in this practical work contributes to their GCSE grade.

Organisation

1. In order to ensure the smooth running of this work, it is proposed that pupils should all be in their places, starting work at 1.50 pm. It is further proposed that they continue their work until 3.10/3.15 pm, with no break. The work will be planned for each class so that it can be continuous with no hiatus.

2. If the pupils are to talk coherently about their work to visitors, it must have some sort of continuum for them. Consequently the science department would like to have all the above classes for one period on the afternoon of Thursday March 8, so that the background to the work of the next day can be established. The last thing we want is the following dialogue:

"Now, what are you doing?"

"I don't really know - this is just a special lesson for today."

"Oh, I see! Well tell me about the work you've last done in science then."

"Well, we didn't actually have our last lesson, as our teacher was on an INSET course, and - let me see - the time before that was a test, I think."

3. It will be necessary to prepare the labs with the appropriate equipment. Thursday morning March 8 would seem the best time. As a result, it would be helpful if some science classes could be moved elsewhere.

4. Plans are in hand for the refurbishment of the laboratories over half term. Some touching up of paintwork will take place, benches will be cleaned down, old posters will be removed from walls.

In their place, new posters, some pupils' own work, will be put up.

Corridor display boards will be re-emulsioned and then new posters put in place.

Parts of the corridor below waist height will remain a problem and a potential eye-sore.

5. As far as possible, extra temporary lighting will be installed in the lower part of the corridor to combat the gloomy appearance of that end.

6. Double doors to all laboratories and communicating doors between laboratories will be set wide open, so that visitors, entering the corridor will see work going on in the whole block. From the vantage point of the communicating doors between S10 and S11 and between S3 and S4, visitors will be able to gain a view of work going on in both adjacent labs.

S6 and S7 present slightly more of a problem as both connect to the other laboratory by either short corridor or small room. Poster work in S5 might encourage visitors to pass through quite quickly to a great deal of active work going in S6.

Getting visitors into S7 is more problematical.



S7 6th year class (62K) carrying out genetics investigation using peas.  
 (Dr A. C. Hill - not in class)  
 Senior Biology Technician (Mr R. Partridge) in attendance.

Empty room in which Dr. Norris will have stored some half completed junior project work now being developed for a competition in May.

S9 5th year class (BR's set) engaged in circus of assessed practicals for the GCSE.  
 (Mrs P. A. Borrill)

S6 3rd year class (31) Engaged in circus of experiments measuring power.  
 (Dr R. Joyner)  
 Laboratory technician (Mr R. Donnelly) in attendance

S5 2nd year class (22) Poster design (small group work) on water pollution.  
 (Mr K. Rutherford)

**Entrance to Science Department**

**Corridor**

S10 4th year class (MN's set) engaged in food test exploration.  
 (Mr C. Martin)

S11 6th year class (62D) involved in practical organic chemistry.  
 (Dr R. Norris)  
 Senior chemistry technician (Mr K. Shelton) in attendance

S1 1st year Class (11) investigation - building structures  
 (Mrs M. Francis)

S3 7th year Extended Investigations underway  
 (Mr A. Smalls)  
 Senior laboratory technician (Mr Long) in attendance.

S2 Set out for 6th year